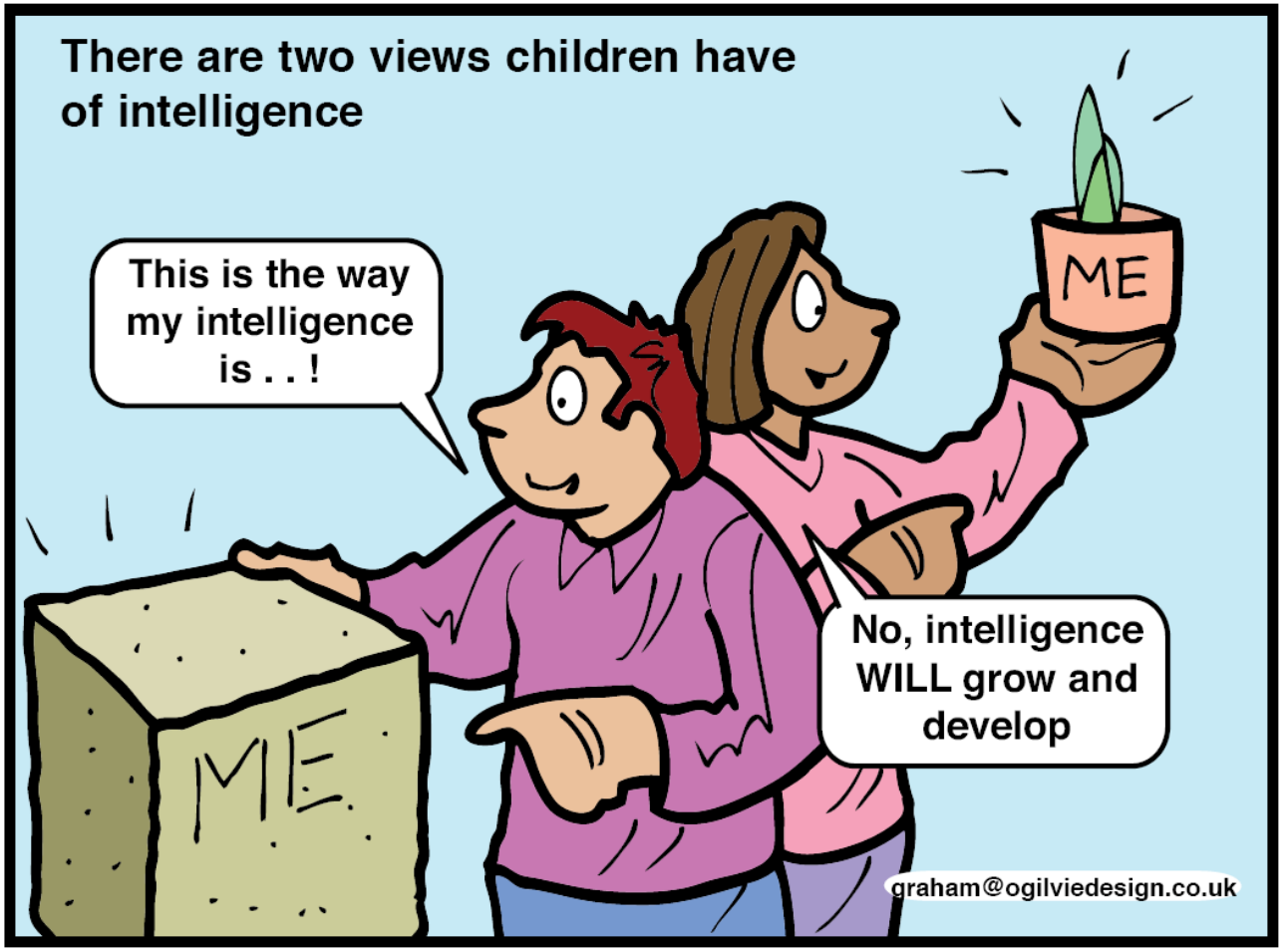
GROWTH MINDSET

Two beliefs about intelligence



A
GROWTH
MINDSET
MEANS THAT
YOU BELIEVE
intelligence
CAN BE
developed
And you have a
PASSION
to
LEARN
which means you
Embrace
challenge
Learn from criticism
KEEP GOING
when things get
TOUGH
ARE INSPIRED
BY THE
GREATNESS IN
OTHERS
AND
SEE EFFORT AS THE
PATH TO MASTERY

The messages we give children

Carol Dweck

What the adult says and the child hears

- You learned that so quickly. You're so smart.
- You're so intelligent. You got all that right without even trying.
- Look at that drawing. You're the next Picasso.

- If I don't learn something quickly, I'm not smart
- I better not even try because if you're intelligent, you don't have to try.
- I shouldn't try hard at drawing or they'll see I'm not the next Picasso.

Adult says	Child interprets it as

Praise that gets in the way of learning

Clever girl!

Gifted musician

Brilliant mathematician

Bright boy

Top of the class!

By far the best

How to praise

I liked the way you tried different strategies on that problem

I enjoy watching you stretch yourself and trying to learn more challenging things

That picture has so many beautiful colours in it. Tell me about them.

You put so much thought into this story, I really could see all the settings and characters clearly

What if the child didn't do well?...

I like the effort you put in, but lets worked together on the bits you didn't understand

Everyone learns things at a different rate but if you keep trying like this you will get there

Everyone learns in a different way let's keep trying to find the one that works for you

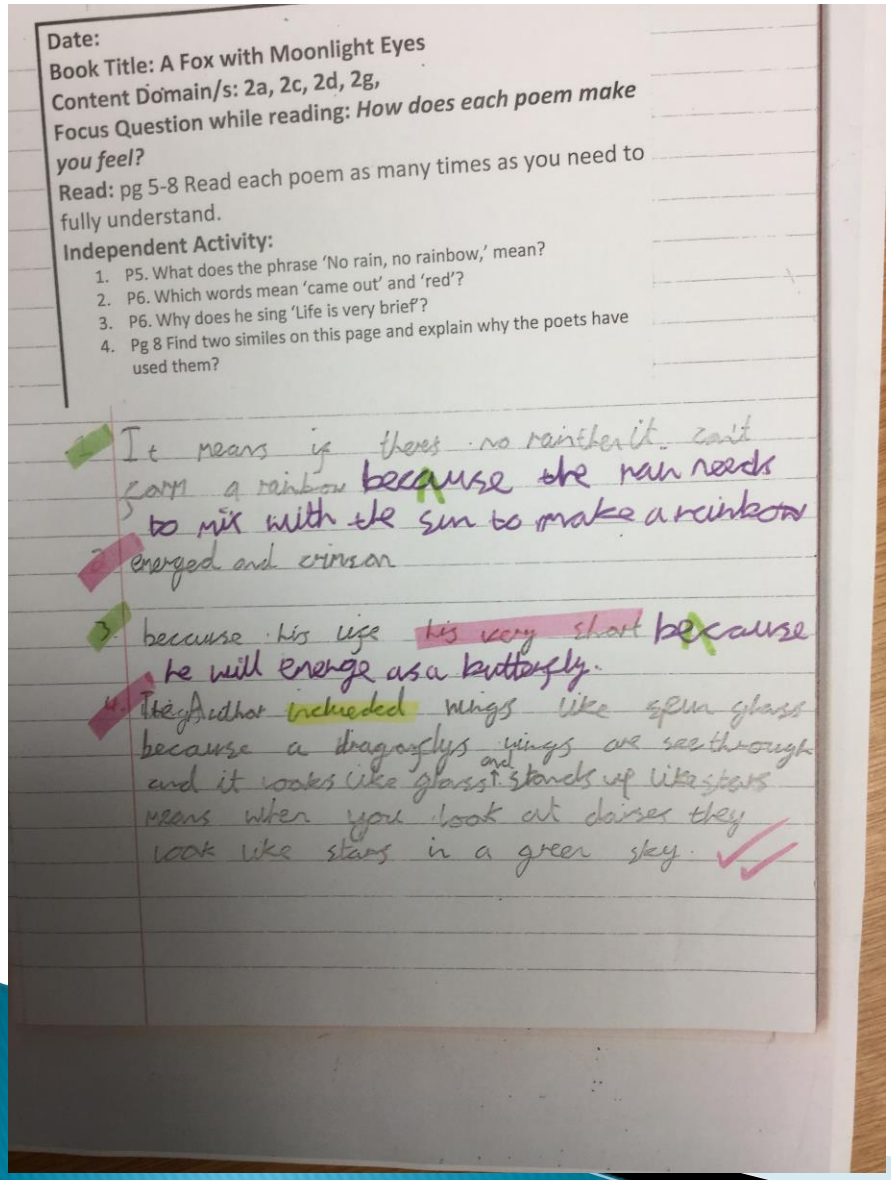
How to praise

- Praise the effort, not the ability
- Praise in specifics, not generalities
- Praise authentically and not too much
- Praise “now that” not “if when”
- Praise behaviour, not the child
- Encourage the use of the word “yet”

Celebrating mistakes

- Talk about mistakes and what they will do differently next time.
- Explore the difficulties that have to be overcome to achieve.
- Discuss challenge/failure/mistakes as part of learning for everyone, a normal part of learning.
- Use role models as examples – celebrities, family, local people.

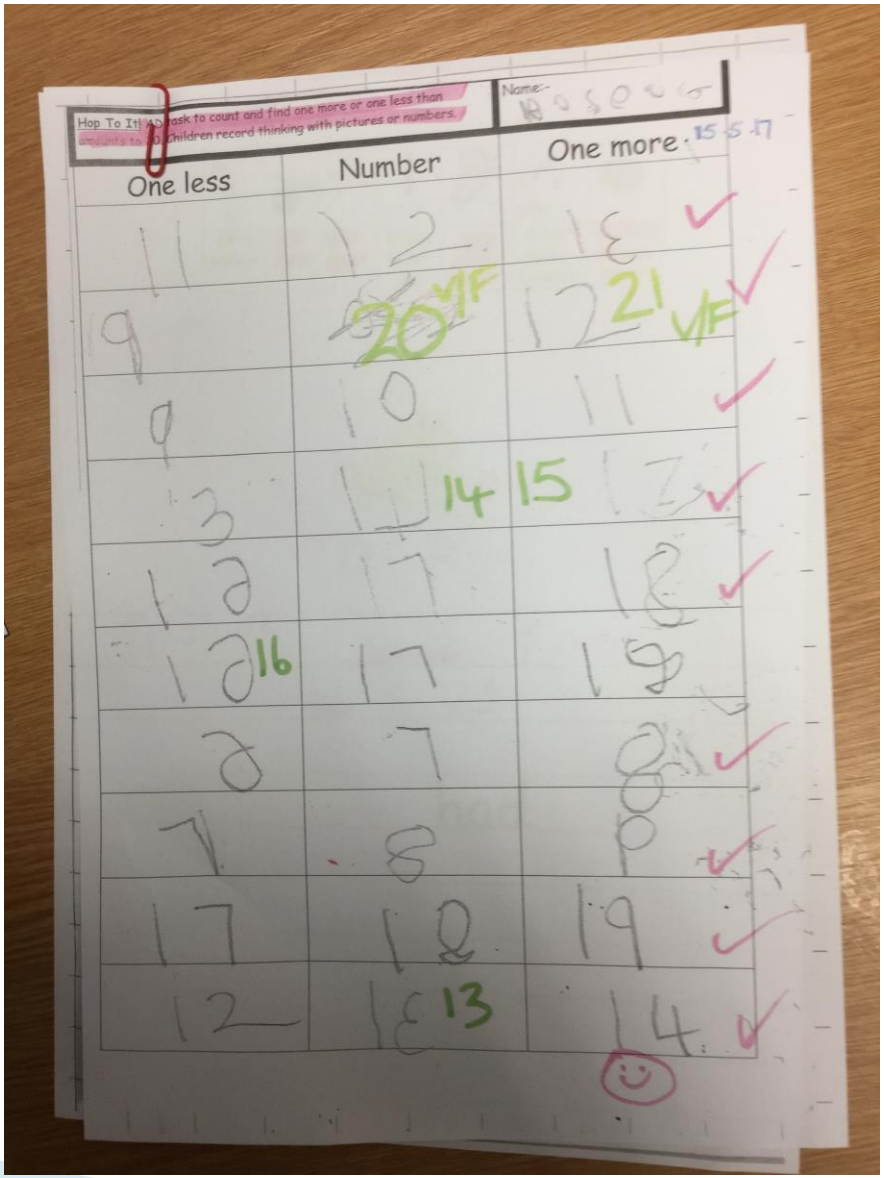
Marking and Feedback



Date:
Book Title: A Fox with Moonlight Eyes
Content Domain/s: 2a, 2c, 2d, 2g,
Focus Question while reading: *How does each poem make you feel?*
Read: pg 5-8 Read each poem as many times as you need to fully understand.
Independent Activity:

1. P5. What does the phrase 'No rain, no rainbow,' mean?
2. P6. Which words mean 'came out' and 'red'?
3. P6. Why does he sing 'Life is very brief'?
4. Pg 8 Find two similes on this page and explain why the poets have used them?

1. It means if there no rain then it can't form a rainbow because the rain needs to mix with the sun to make a rainbow
2. emerged and crimson
3. because his life his very short because he will emerge as a butterfly.
4. They didn't included wings like spun glass because a dragonflys wings are see through and it looks like glass and it stands up like stars means when you look at dairies they look like stars in a green sky.



Hop To It! Ask to count and find one more or one less than amounts to 20. Children record thinking with pictures or numbers.

Name:

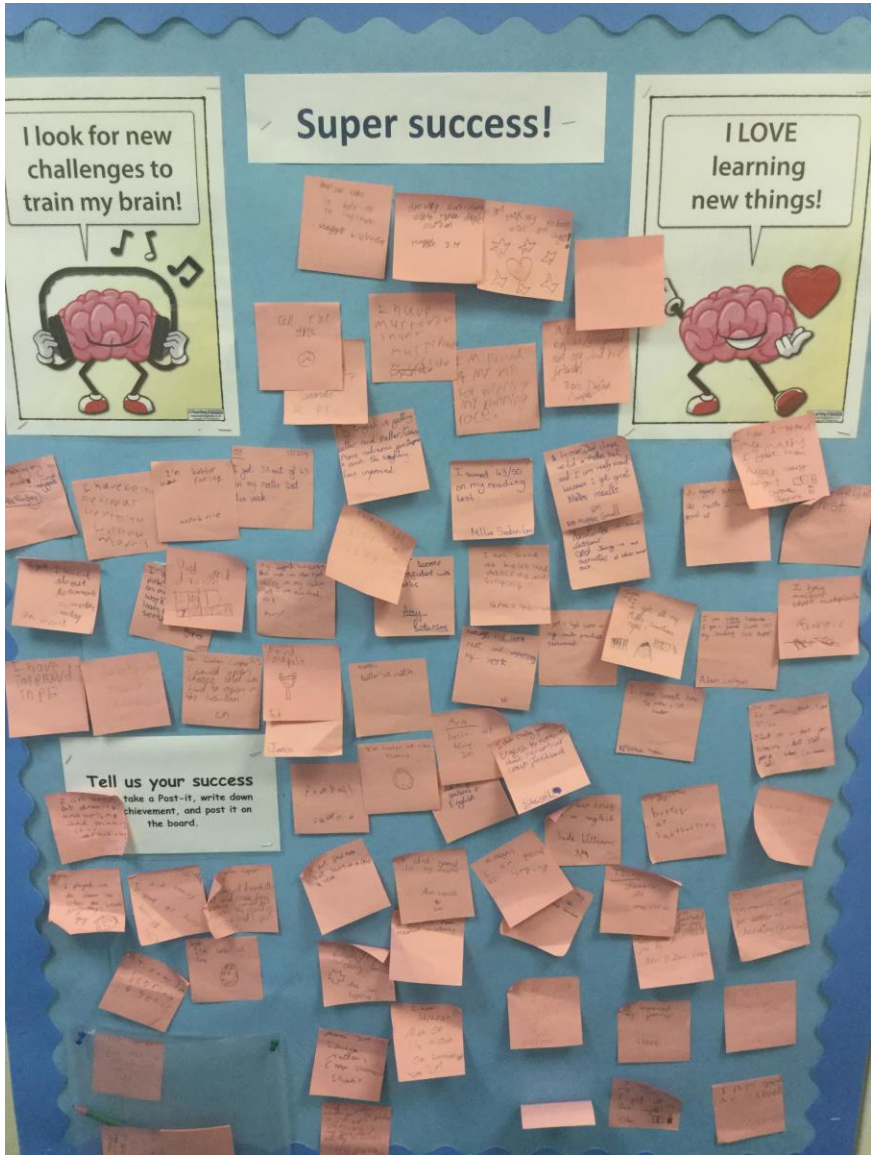
One less	Number	One more
11	12	13
9	20 VF	21 VF
9	10	11
13	14	15
12	17	18
12 16	17	19
2	7	8
7	8	9
17	18	19
12	13	14

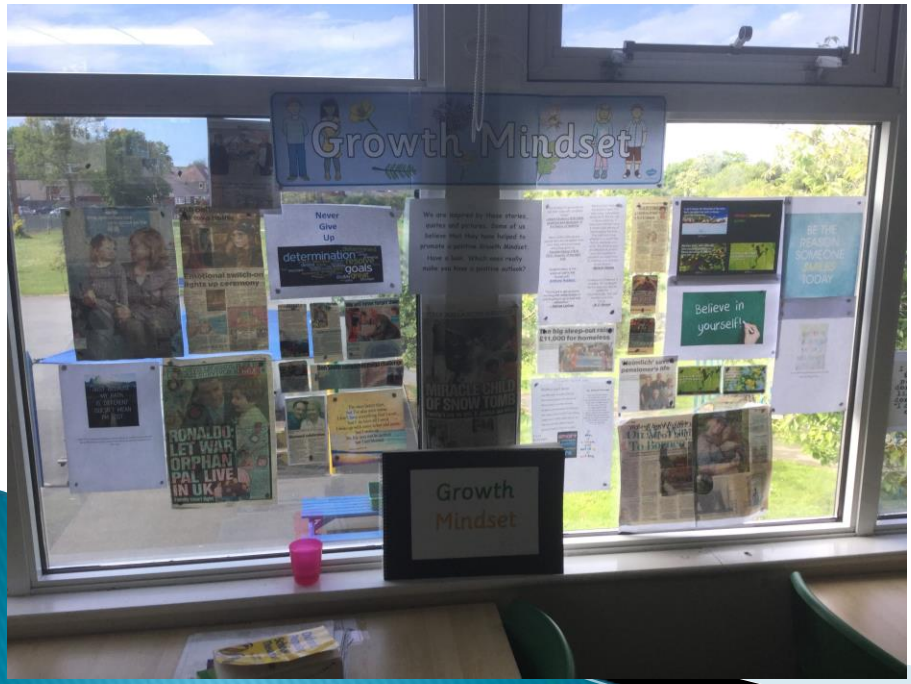
The Power of YET

Teaching children about growth mindset

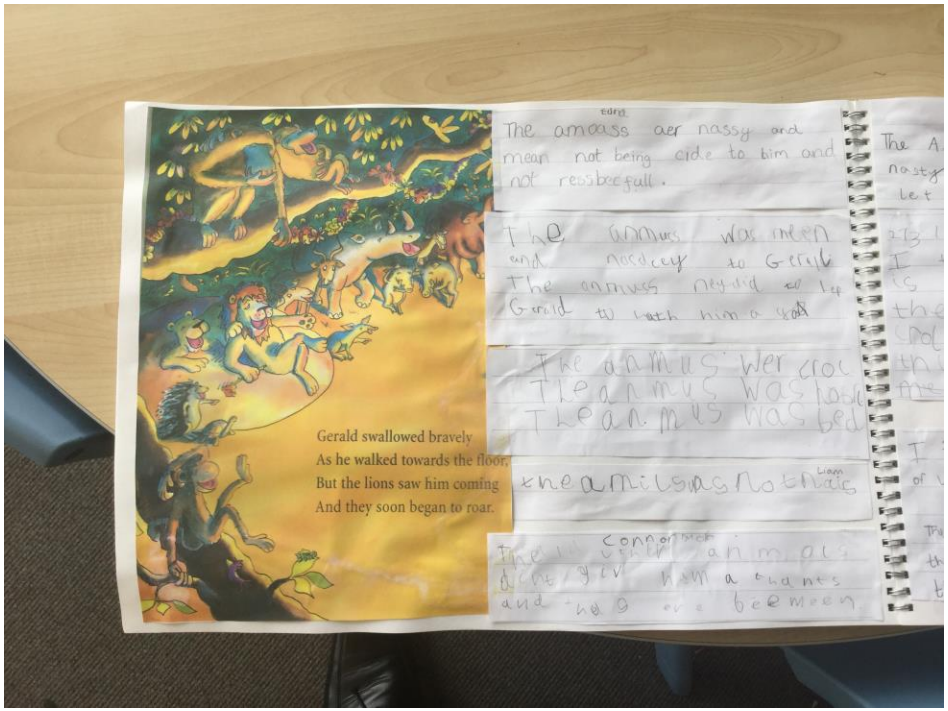
- Through assemblies interwoven with the school values.
- PSHE lessons – 6 per year group.
- Included in policies – behaviour, marking and feedback.
- Sharing of famous people with a growth mindset.

Growth Mindset
We support and encourage each other.
We try to overcome obstacles.
We know we have to work hard to improve.
We are inspired by the success of others.
Determination
Responsibility
Respect
Growth Mindset
Mistakes are PROOF that you are TRYING
We embrace challenge.
I know that growth and learning require effort.
We believe that we can go beyond our best.
"It does not matter how slowly you go so long as you do not stop." - Confucius
2k Star of the Week
Finley Bailey
world of flag


I look for new challenges to train my brain!
Super success!
I LOVE learning new things!
Tell us your success
Take a Post-it, write down a achievement, and post it on the board.


Growth Mindset
Never Give Up
determination goals
Believe in yourself!
Growth Mindset

Growth Mindset
Nina
get better at my words
Ellie
Chloe
getting dressed quicker
John
reading my words
Sam
using the tools
Asha Du
better at counting numbers
Rachael
Noah
better at daily hula hoop
Grace
Jamie
Romany
writing tricky words
Sunny
climbing up and down the rock
Lola
Caleb
writing scary words like 'Home' 'bath'
Katie
writing a sentence
Florence
write words like 'daddy'
Daniel
better at reading books
Jenson
get better at my 's' 'cuz it is really tricky for me
Isobel
Rue
doing my letters the right way
Charlie
reading a book
Ayden
Alex
Bradley
Matthew
Asha Jo
reading words
Anna
writing all my phonemes
Rory
using a ruler
Oliver
Tracy


Gerald swallowed bravely
As he walked towards the floor,
But the lions saw him coming
And they soon began to roar.
The amass aer nassy and
mean not being nice to him and
not respectfull.
The amass was mean
and nasty to Gerald
The amass never
Gerald to bath him a goat
The amass wer
The amass was
The amass was bad
The amass was not
Connor

Role models and celebrating challenge

Mental Obsessions have Physical Manifestations.

Michael Jordan Career Achievements

- 6-time NBA Champion: 1991, 1992, 1993, 1996, 1997, 1998
- 5-time NBA Most Valuable Player: 1988, 1991, 1992, 1996, 1998
- 10-time Scoring Champion: 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1996, 1997, 1998
- 14-time NBA All-Star: 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1996, 1997, 1998, 2002, 2003
- 6-time NBA Finals Most Valuable Player: 1991, 1992, 1993, 1996, 1997, 1998
- 2-time NBA Defensive Player of the Year: 1987, 1988
- 11-time All-NBA First Team: 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1996, 1997, 1998
- 9-time All-Defensive First Team: 1988, 1989, 1990, 1991, 1992, 1993, 1996, 1997, 1998
- 2-time NBA Slam Dunk Contest Champions: 1987, 1988

Monday, June 29, 2009

Gives up easily

Avoids challenges

Sees effort as futile

Believe intelligence is fixed

May make comments such as I am thick / not good at this / stupid / rubbish

Feels threatened by success of others

Ignores useful negative feedback

Has a strong desire to learn

Embraces challenges

Persists in the face of obstacles

Sees effort as path to mastery

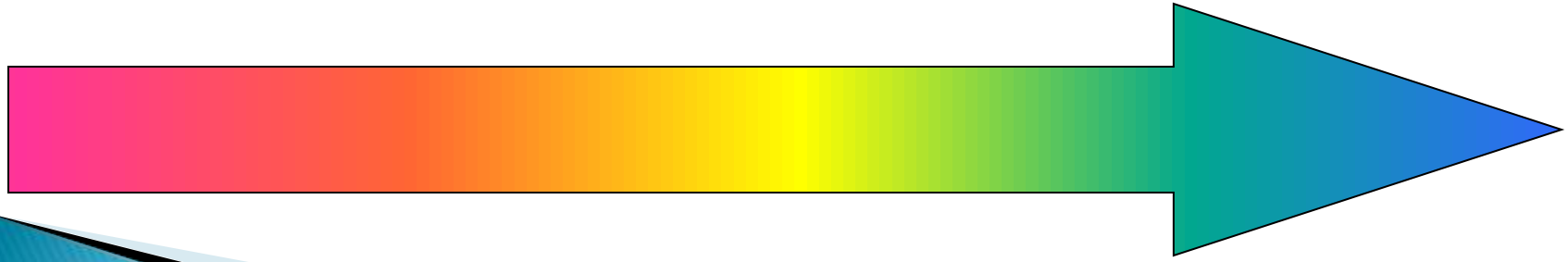
Learns from negative feedback and criticism

Is inspired by success of others

Will often choose challenging activities

0	1	2	3	4	5	6	7	8	9	10

Baseline of children



Our School Profile So Far

- On a scale of 1 – 6 (with 6 being ‘strongly growth’ and 1 being ‘strongly fixed’) our mean score is 3.88; somewhere between ‘somewhat growth’ and ‘somewhat fixed’.
- Year 1 is the most ‘fixed’ year group (2.74)
- Year 5 is the most ‘growth’ (4.3)

The Impact

- Children are more reflective learners
- More willing to push themselves with their learning
- Assessment data is stronger.

We're good learners, when we're stuck we….

"read the question again"

"try breaking the question down Into smaller parts"

"go back through my book"

"ask a classmate who has a similar problem"

"highlight the bits I find difficult or the key words"

"try another question and come back to the question I am stuck on later"

"look at our working walls and displays"

"listen well to others then try again"

"ask ourselves where we are going wrong and why"

"ask ourselves what could help us, what we need to work it out"

"use talking partners

"try having a go on my whiteboard first"

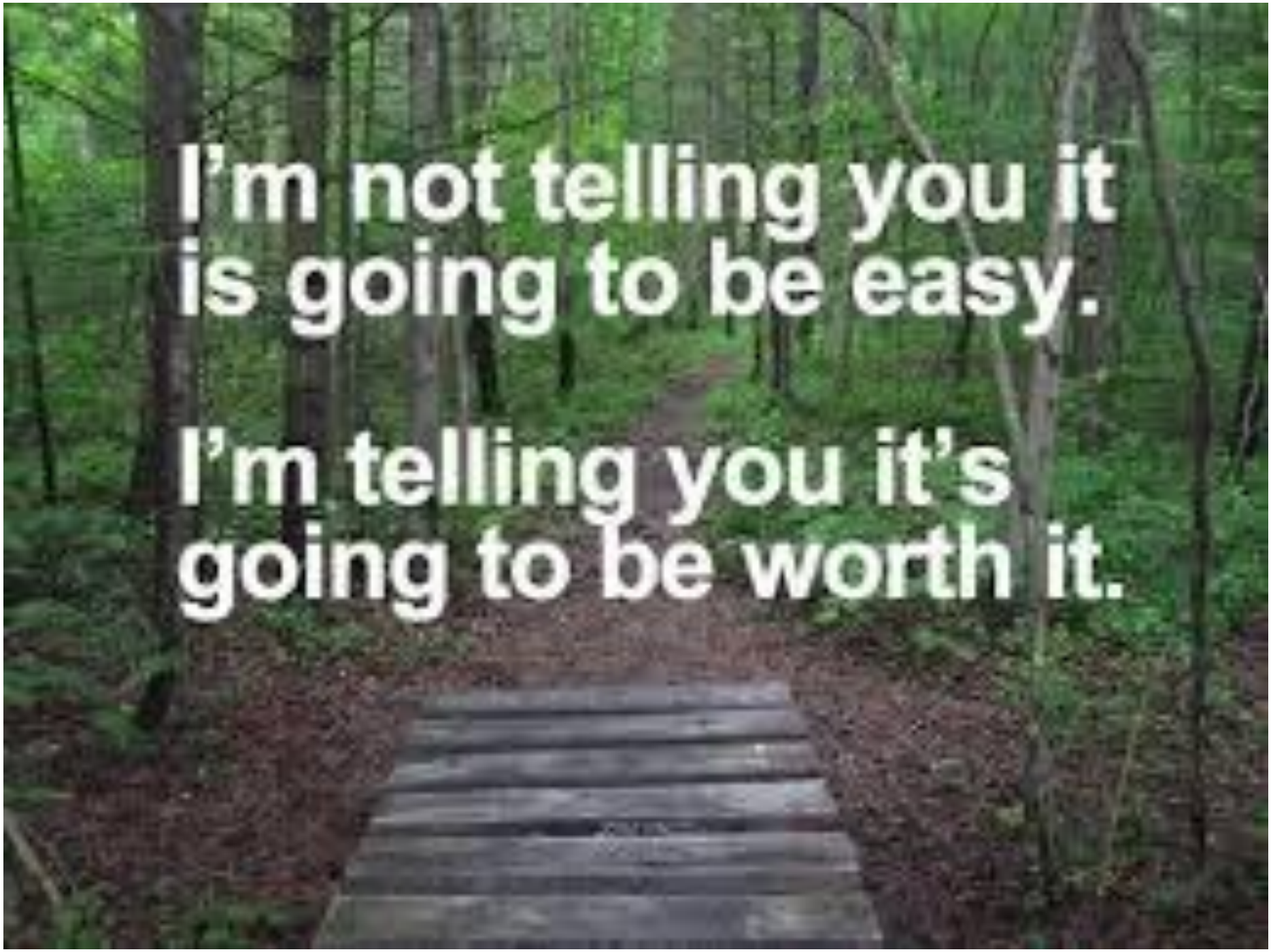
How can you help?

Video

1. Growth Feedback
2. Celebrate Mistakes

Promote Growth Mindset

Resilience, motivation & success


I'm not telling you it is going to be easy.
I'm telling you it's going to be worth it.