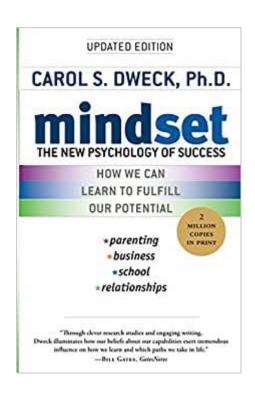


- What is growth mindset?
- How does this help learning?
- What are the drawbacks to this theory?
- How is it used with younger children?
- How is it used with older children?

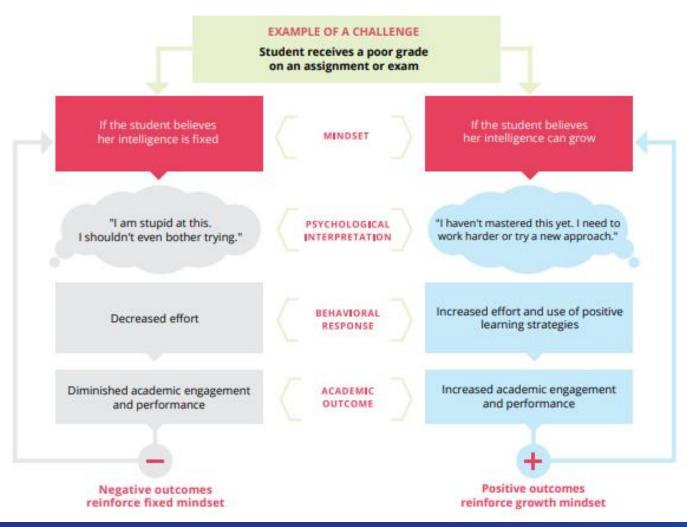




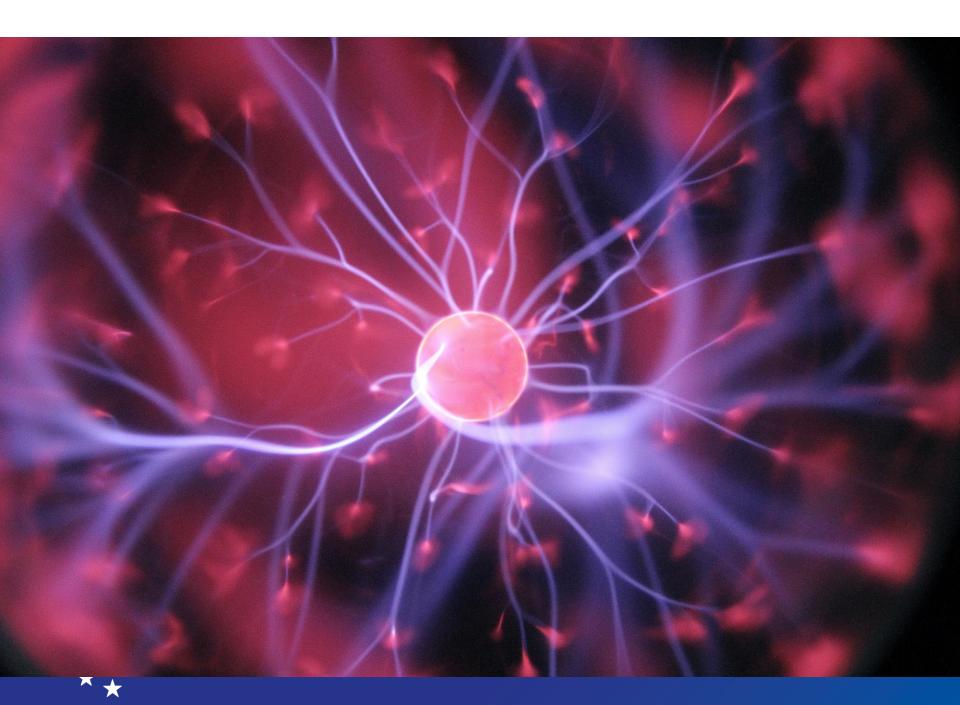












Criticism

-Not been proven to make an appreciable difference in academic achievement

-Growth mindset doesn't fit with educational policies

-It is Not Suitable For All Kids

COMMENTARY

Growth Mindset, Revisited

By Carol Dweck

because, once upon a time, re-searchers simply published their research in professions urnals—and there it stayed. However, my colleagues and learned things we thought ta' mindsets-how they perveive their tion and achievement, and we found that if we their achievement. More percisely, students who believed their intelligence could be devel-oped (a growth mindset) outperformed those the believed their intelligence was fixed in through a structured program that they cooks ual abilities, they did better. Finally, we found

So a few years back, I published my book Mindset: The New Psychology of Success to share these discoveries with educators. And ny educators have applied the mindeet oriples in spectacular ways with tremen-

ously gratifying results. This is wonderful, and the good word contimes to spread. But as we've watched the growth mindest become more popular, we've one much wiser about how to implement minusdentandings, and what to do about es-ie what I'd like to share with you, so that we can maximize the benefits for our stu-

hape the most common misconception is sim-ply equating the growth mindest with effort. Certainly effort is key for students' achievement, but it's not the only thing. Students need to try new strategies and seek input rom others when they're stuck. They need this repertains of approaches—not just shoot offire-to learn and insprave.

We also peed to remember that effect is a means to an end to the goal of learning and improving. Too often nowadays, praise is given to stodents who are putting forth effort, but in the moment: "Great effort! You tried your best." It's good that the students tried, but it's not good that they're not learning. The growth mindset approach helps children feel good in the short and long terms, by helpng them thrive on challenges and setbacks teachers can approciate their work so far, but what you can try sent."



The growth mindset was intended to help close achievement gaps, not hide them."

ceptic, which grew up to counter the failed selfent, will be used to perpetuois that movement. In other words, if you want to make students feel good, even if they're not learning, just peases their effort! Want to hide learning gaps from them? Just tell them, "Everyone is smart." The growth mindset was intended to help close achievement gaps, not hide them. It is about telling the truth about a studyet's current achievement and then, to-

other, doing semething about it, helping him I also fear that the minded work is some. times used to justify why some students aren't learning: "Ob, he has a fixed mindset." We used to blame the child's environment or

Must it always come back to finding a resson why some children just can't learn, as opposed to Ending a way to help them learn? Truchers who understand the growth mindset do everything in their power to unlock that

A few years ago, no rolleague in Australia, Susan Mackie, detected an outbreak of what she called "false growth mindset." She was seeing educators who claimed to have a growth mindset, but whose words and actions didn't reflect it. At first, I was skeptical. But before long, I saw it, too, and I understood why

In many quarters, a growth mindset had become the right thing to have, the right way to think. It was as though educators were faced with a choice: Are you an enlightened person who feeters students' well-being? Or are you an unenlightened person, with a fixed many claimed the growth-mindset identity But the path to a growth minded is a journey

Let's look at what happens when touchers or parents, claim a growth minder, but don't follow through In recent research. Katho teachers who endorsed a project mindaet and even said the words "growth mindset" in their middle school math classes, but did not follow through in their eleastron practices. In these cases, their students tended to endorse more of a fixed mindset about their math ability. My advises and research collaborator Kyla Haimovite and I see finding many purents who endorse a growth mindset, but reach to their children's mistakes as though they ar problematic or harmful, rather than helpful. In those cases, their children develop more of

a fixed mindset about their intelligence How son we help inhostore adopt a dorpe true growth mindert, one that will show in classroom practices? You may be not period by my answer. Let's logitimize the fixed nindset. Let's acknowledge that (1) we're all a mixture of fixed and growth mindsets, (2) we will probably always be, and (3) if we want to move closer to a growth mindset in our thoughts and practices, we need to stay in touch with our fixed-mindest thoughts and

CAROL DIRECK is the Lewis and Vegenia Eaton professor of psychology at Stanford University and the author of Minchest. The New Psychology of Soccess













24 | EDUCATION WEEK | September 23, 2005 | www.adwidth.org/go/commentary

HOW TO ENCOURAGE STUDENTS

Growth Mindset

What to say:

Fixed Mindset

What not to say:

"When you learn how to do a new kind of problem, it grows your math brain!"

"Not everybody is good at math. Just do your best."

"If you catch yourself saying, 'I'm not a math person,' just add the word 'yet' to the end of the sentence." "That's OK, maybe math is not one of your strengths."

"That feeling of math being hard is the feeling of your brain growing." "Don't worry, you'll get it if you keep trying."*

*If students are using the wrong strategies, their efforts might not work. Plus they may feel particularly inept if their efforts are fruitless.

"The point
isn't to get it all right
away. The point is to grow
your understanding step
by step. What can you try
next?"

"Great effort!

You tried your best."*

*Don't accept less than optimal performance from your students.



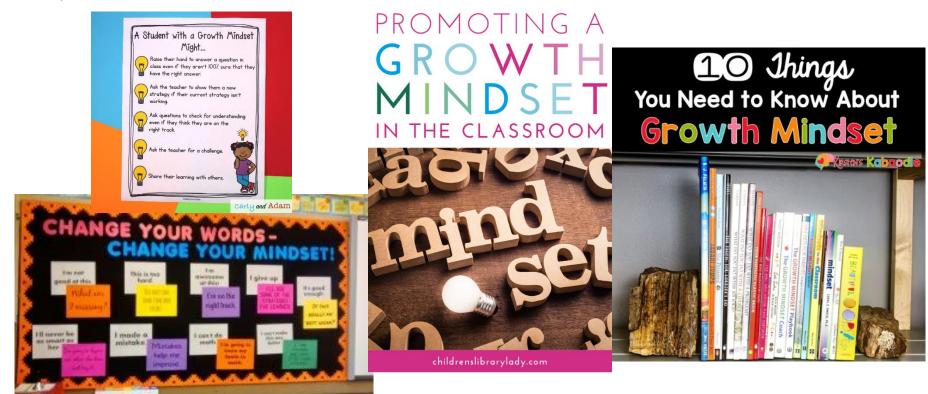








Growth mindset in the classroom



https://buildingmathematicians.wordpress.com/2016/07/08/so-you-want-your-students-to-have-a-growth-mindset/growth-mindset-classroom-on-pinterest-growth-mindset-activities-k1kafr-quote/

https://kirstenskaboodle.com/10-things-must-know-growth-mindset-classroom/

https://childrenslibrarylady.com/growth-mindset-classroom/

 $\underline{https://carlyandadam.com/thecarlyandadam/2018/9/2/introduce-growth-mindset-to-your-class-in-5-easy-steps.}$



All the time

Teacher growth mindset

Teaching children about learning – timing matters

Attitude

Willingness to take the time and be uncomfortable

Able to make mistakes



The language we use ~ with each other Learning vs. Doing

"I don't know." Tell me what you do know

Making mistakes = an opportunity for learning

Constructive feedback

A place for praise



The language we use ~ with ourselves

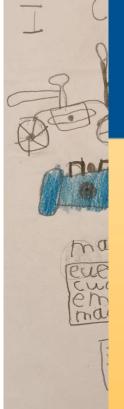
DEVELOPING A GROWTH MINDSET

| INSTEAD OF | TRY THINKING |
|------------------------------|-------------------------------|
| I'm not good at this | What am I missing? |
| I give up | I'll use a different strategy |
| It's good enough | Is this really my best work? |
| I can't make this any better | I can always improve |
| This is too hard | This may take some time |
| I made a mistake | Mistakes help me to learn |
| I just can't do this | I am going to train my brain |
| I'll never be that smart | I will learn how to do this |
| Plan A didn't work | There's always Plan B |
| My friend can do it | I will learn from them |

https://croydonps.vic.edu.au/growth-mindset/



THE POWER OF



I can't do this... YET!



I don't understand this...

I'm not good at this...YET!

3 It doesn't work... YET!



3 I don't get it... YET!





https://timeoutforteachers.com/power-of-

Rijnlands Lyceum



What we value

Effort over outcome

Self assessment - not relying on others' opinions of their work

Showing the learning (even if it's messy)

Learning from each other



During lessons





Tips for parents ~

- √ Think about your mindset
- √ Think about your words
- ✓ Encourage mistakes and build strategies to deal with them
- ✓ Celebrating feeling uncomfortable
- ✓ Does it always have to be right the first time? Why?
- ✓ Does it have to look perfect? Or can it look like learning?
- ✓ Looking for opportunities for learning





Growth Mindset in P5ENc

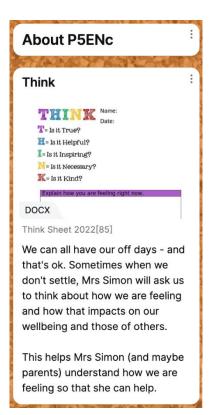


Clear guidelines for growth



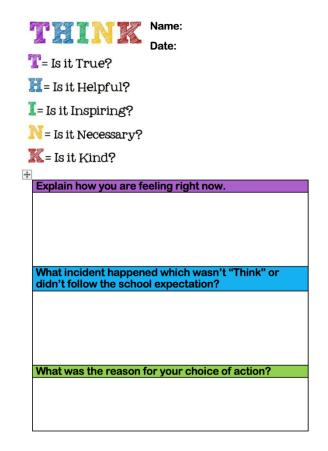








Think Sheet



How has your choice impacted on your learning or wellbeing? How has your choice impacted the class (or individual) and their learning or wellbeing? What other choices could you have made? Are there any steps you need to take to help create a positive classroom/playground environment? How can the teacher or the class help you?

M. Simon, 2018



Celebration of growth



thinks beyond

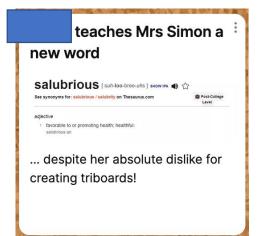
"What happens if you have a cuboid and you have a 1cm, 1cm, 1cm then a 2cm?""

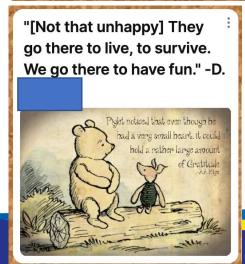
- Courteous

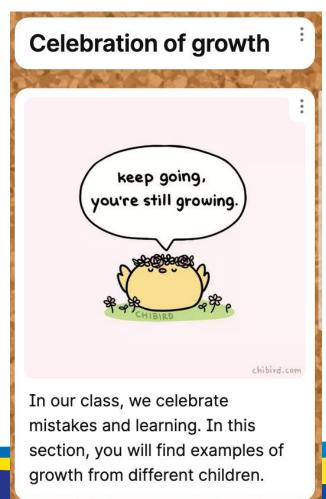
behavior

He has led the class down the stairs and stopped to let the younger children go.









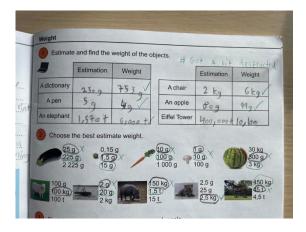
Journals

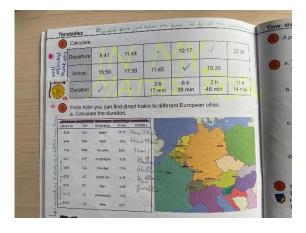
In our class, I encourage the use of journals where the children have space to organise their thoughts, write down key information which they can refer to and show creativity. This is personal to them and will not be looked at by me unless there is an issue.

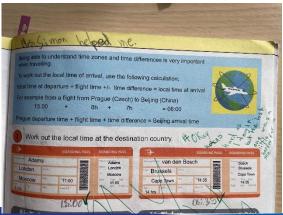


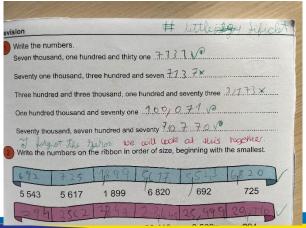


Examples of reflection

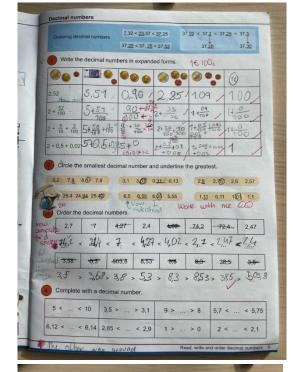


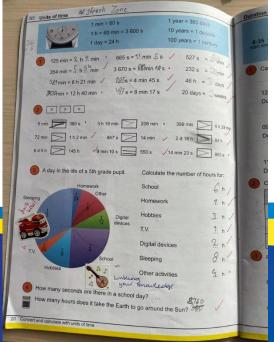












Resources ~

Carol Dweck: The power of believing that you can improve | TED Talk

How to Foster a Growth Mindset in the Classroom | American University

Growth Mindset For Parents | Growth Mindset Parenting (mindsetworks.com)



Participation Council meeting

14-4-2022 at 20.00 via zoom

Please register in advance for this meeting via:

https://us02web.zoom.us/meeting/register/tZMrcO2upzorG 9ymbHlxcJ5caUeV5Kyawwte

After registering, you will receive a confirmation email containing information about joining the meeting.



May 18th: the birds and the bees

