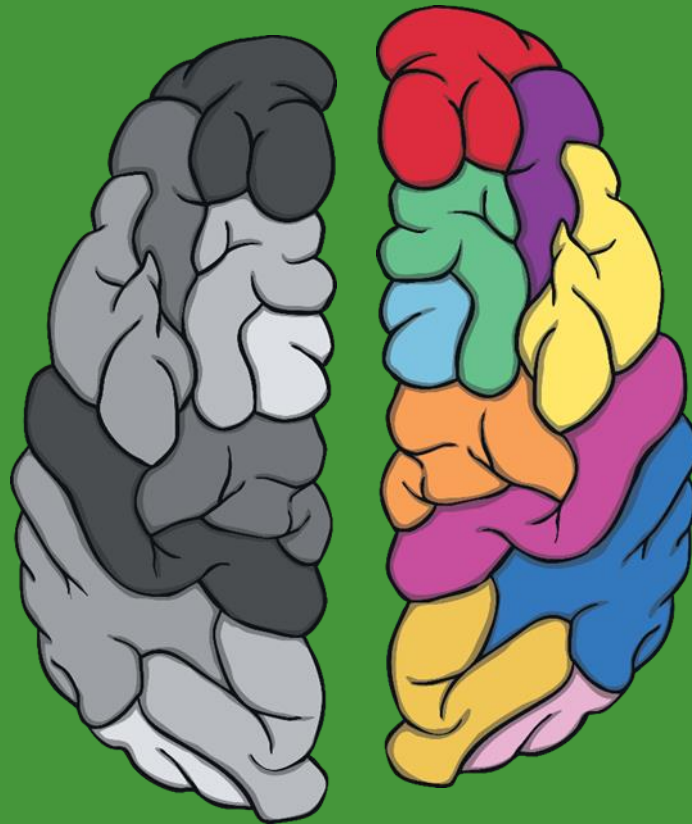


# Developing a growth mindset culture at Maids Moreton CE School



# What is a mindset?

- Your mindset is your attitude
- It's about how you think and feel rather than what you can and can't do.

We want all our pupils to relish challenges, embrace their mistakes as part of the learning process, value the importance of effort, respond carefully to feedback and take inspiration from others. This will help them to achieve, not only with us, but also in their future lives as adults.

## **Encouraging children to become confident and resilient learners**

- We know that in order to fulfil the potential of our pupils and encourage them to become confident and resilient learners we, as a team of staff and parents, need to be modelling the mindset of a learner who is not afraid of making mistakes but who thrives upon them, knowing that this is all part of the learning process. The way in which we encourage children to learn and explore is vital to their success, not only at school but at home as well.
- We consistently strive to challenge and develop the attitudes of all pupils and staff towards learning by considering what makes a successful learner. In class we address what kind of learners we want to be and how we can positively approach challenges inside and outside the classroom.
- Central to this attitude and approach to learning, are the theories and proven evidence of Growth Mindset. This is a term coined by psychologist Carol Dweck and her research has identified the characteristics of learners with a fixed and a growth mindset.



Dr. Carol Dweck coined the phrase “growth mindset” to refer to the underlying beliefs individuals have about themselves and their learning. Individuals who believe their talents can be *developed* are described as having a “growth mindset.” This means that they are able to learn (i.e. “grow”) through practice, effort, and perseverance. They tend to put a lot of energy into learning and view progress as success. They are not afraid of failure.

On the other hand, individuals who believe their talents are *innate* are described as having a “fixed mindset.” This means that they believe their talents are predetermined and unchanging. These individuals tend to focus on doing what they know and are comfortable with, particularly in order to avoid failure.

The below image outlines phrases that an individual with a growth vs. fixed mindset might say:

# Do you have a fixed or growth mindset?



# Do you have a fixed or growth mindset?

## **GROWTH MINDSET**

Is Freedom

Persevere in the face of failures  
Effort is required to build new skills  
Find inspiration in others success  
Embrace challenges  
Accept criticism  
Desire to learn  
Build abilities

## **FIXED MINDSET**

Is Limiting

Avoid challenges Give up easily  
Threatened by others success  
Desire to look smart  
Effort is fruitless  
Ignore feedback  
Fixed abilities

# Fixed vs Growth Mindset Comparison

Fixed Mindset	Growth Mindset
I can either do it or I can't.	I can learn to do anything I want.
I do not like to be challenged	I want to challenge myself
I see feedback as criticism and ignore it.	I act upon feedback and view it as constructive
If you succeed I am threatened	If others succeed I am inspired.
When I am frustrated I give up	When I am frustrated I persevere
I stick to what I am know.	I like to try new things

Many of us have a fixed mindset in some experiences and subjects and a growth mindset in others.

$$\begin{aligned}\frac{\partial}{\partial a} \ln f_{a, \sigma^2}(\xi_1) &= \frac{(\xi_1 - a)}{\sigma^2} f_{a, \sigma^2}(\xi_1) = \frac{1}{\sqrt{2\pi\sigma}} \left( \frac{\xi_1 - a}{\sigma} \right) e^{-\frac{(\xi_1 - a)^2}{2\sigma^2}} \\ \int_{\mathbb{R}_n} T(x) \cdot \frac{\partial}{\partial \theta} f(x, \theta) dx &= M \left( T(\xi) \cdot \frac{\partial}{\partial \theta} \ln L(\xi, \theta) \right) \cdot \int_{\mathbb{R}_n} f(x, \theta) dx \\ \int_{\mathbb{R}_n} T(x) \cdot \left( \frac{\partial}{\partial \theta} \ln L(x, \theta) \right) \cdot f(x, \theta) dx &= \int_{\mathbb{R}_n} T(x) \cdot \left( \frac{\partial}{\partial \theta} \ln L(x, \theta) \right) \cdot f(x, \theta) dx\end{aligned}$$



# Your brain is like a muscle

- When you train your muscles, the muscles will change based on the amount of EFFORT you put into making that change.
- This is proven to be the same with your brain.

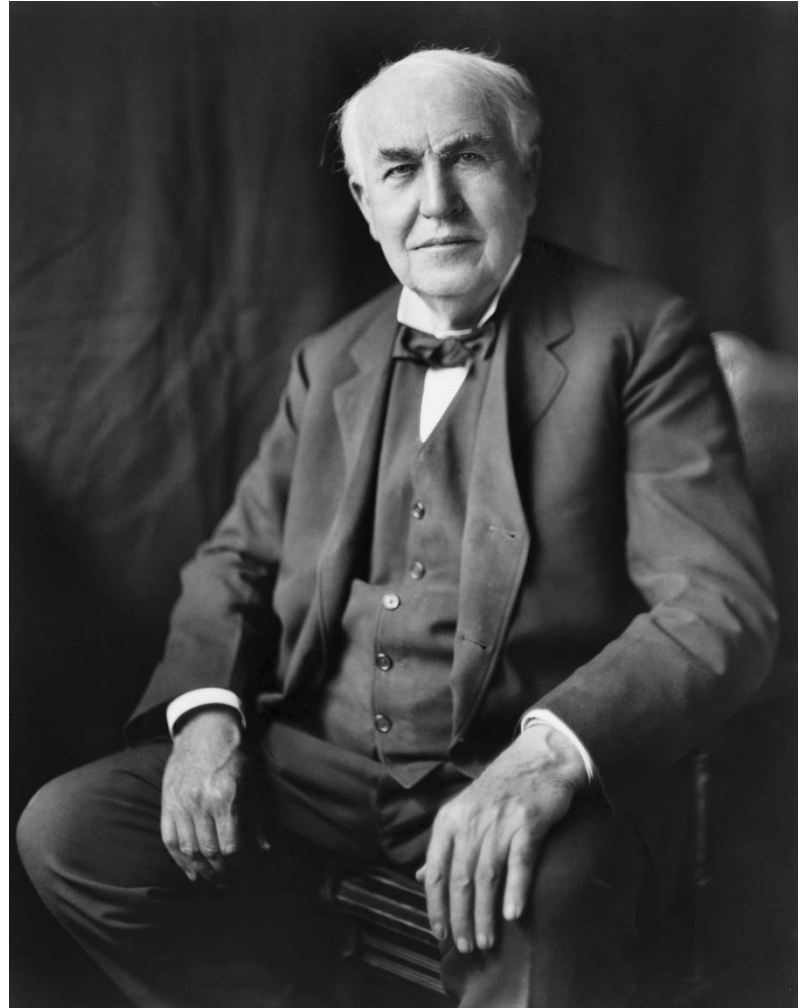
THE MORE EFFORT YOU PUT  
INTO YOUR LEARNING, THE MORE  
YOUR BRAIN WILL CHANGE



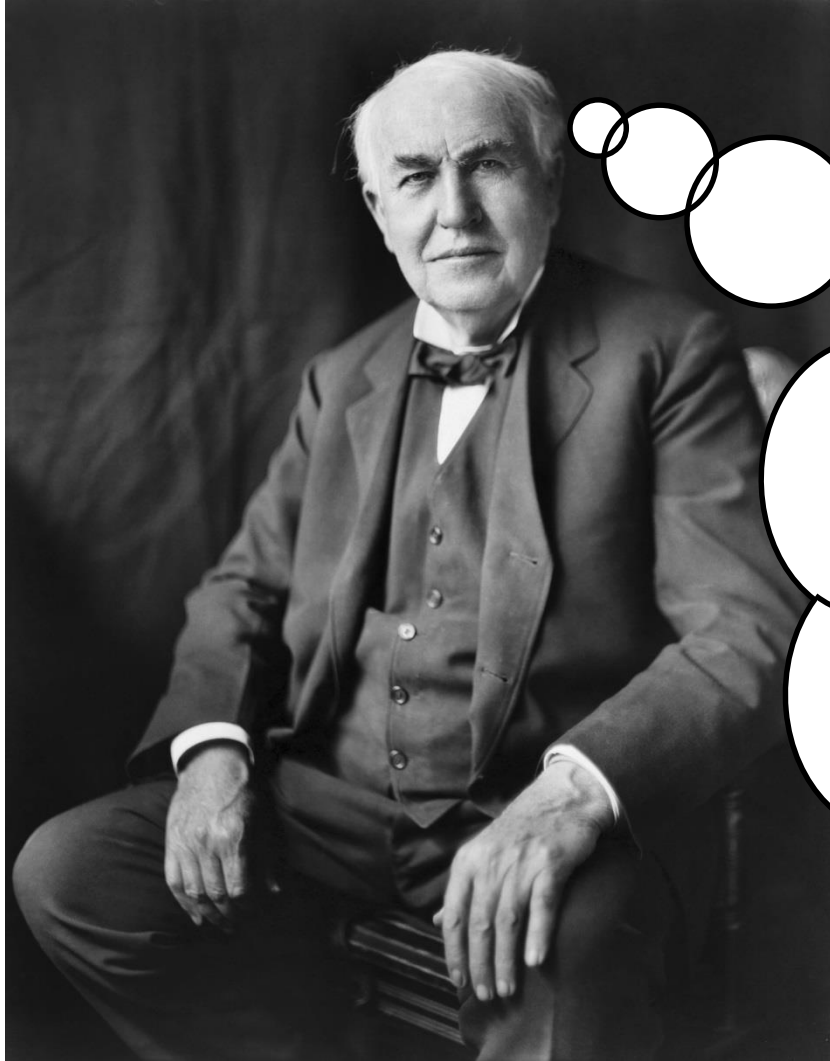


# Some adult case studies of growth mindset

Who's this?



# Thomas Edison



“I have not failed. I’ve just found 10 000 ways that won’t work.”

Who is this?





# Taylor Swift



She used an image of herself as a child to make people realise the journey she had taken over time.

She wanted people to understand that success didn't happen over night.

She talked about her personal life and numerous failures and challenges she had to cope with. It was her 5<sup>th</sup> music album that made her successful.

***Children are exposed to people who are  
at the pinnacle of their careers.***





**It all appears effortless and that it ‘just happened’. The reality of success is the zig zag road up a mountain.**



# The Iceberg Illusion



## **Growth mindset focuses on a LEARNING GOAL**

- Pupils aim to better their understanding
- Pupils want to find out more
- They want to play/learn to the best of their abilities
- It's about the PROCESS rather than the END GOAL

## **Fixed mindset focuses on PERFORMANCE GOALS**

- Pupils aim for task completion
- Pupils will aim for a particular goal
- They will either achieve the goal or they won't
- Increased anxiety and frustration



# ***Promoting learning goals***

- We all need to think about the process of learning and what is needed to master new things.
- In all aspects of the curriculum, it is about developing:-
  - **PERSISTENCE**
  - **TRYING OUT DIFFERENT STRATEGIES**
  - **REPETITION**
  - **MAKING MISTAKES**
  - learning from **TRIAL & ERROR**

# How are we promoting a growth mindset in school?

It is integral to our curriculum. For example:

- Providing learning tasks that require children to dig deep and show determination, e.g. using trial and error in maths, using and applying their maths skills or finding different ways of approaching a question.
- Undertaking questions that do not have 1 “right answer” and considering different possibilities
- Editing and making improvements to their work, responding positively to feedback.
- Searching within reading texts to locate and retrieve information, and answer more complex comprehension questions, as well as discussing authorial voice and vocabulary.
- Pushing children outside their comfort zone to try new challenges, e.g. in PE, DT, music, on school trips.
- Giving children responsibility to develop their independence.
- Displays that promote a growth mindset e.g. Marvellous mistakes boards
- Collective worship themes
- Mental contrasting
- Trial and improvement
- Engaging parents with growth mindset

# Giving children growth mindset language

Effort

Challenge

Perseverance

Thinking

Learning

Feedback

Decisions

Challenge

Mistakes

Determination

Good mistakes

Grit

Useful failure

Growth

Trial and improvement

Thinking and Thinking

Reflection

Persistence

Resilience

Process

# Mental Contrasting

*The contrast is drawn between what is desired and what needs to be done to make that desire a reality.*

If.....then.....

e.g. **If** I want to play the piano, **then** I must practice every night.

**If** I want to get full marks on my spelling test, **then** I must practice my spellings once in the morning and once in the evening.

“I cannot do it” becomes “I cannot do it **yet.**”

# Making the most of mistakes

- Treating mistakes as a good thing: ‘marvellous mistakes’ (e.g.  $10+4=104$ , put on post-it and add to working wall display with quick explanation of error)
- Promoting ‘trial and improvement’. If children know we expect them to try things out, make mistakes and then try again, their perception of the costs of failure will likely change.



WHICH STEP HAVE YOU REACHED TODAY?

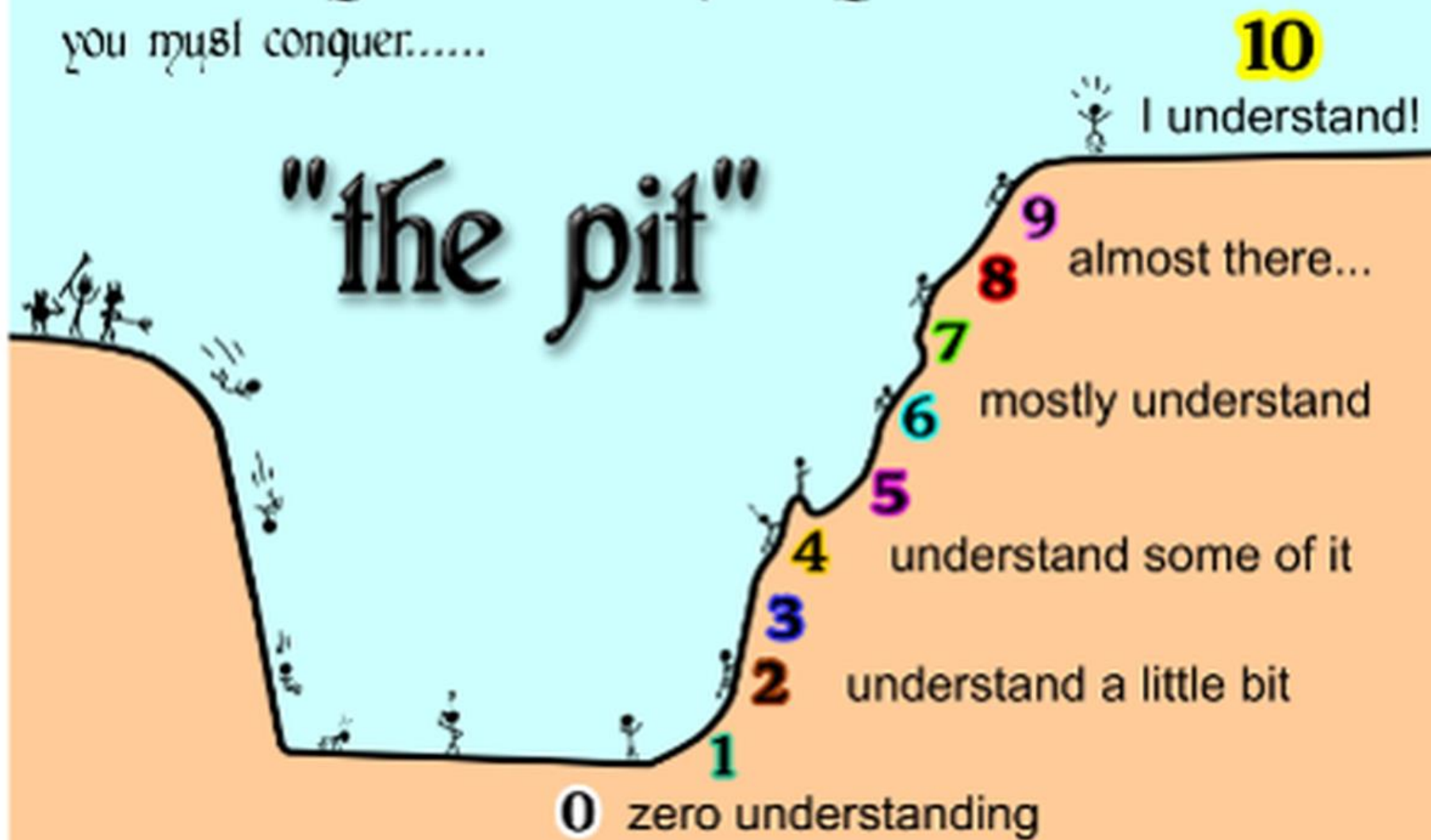
## The Learning Pit



**Good learners go into the PIT!**

To reach a higher level of understanding,  
you must conquer.....

# "the pit"





# Key ideas for a growth mindset

- Effort is the secret to getting smarter.
- Difficult and challenging tasks give the opportunity for growth.
- Mistakes are a great opportunity to learn and grow.
- 'I can't do it' becomes 'You haven't found the best way YET.'

What can you do to  
help support your  
child at home with  
growth mindset?

# A few mind shifting tips for cultivating a growth mindset at home

## HELP CHILDREN TALK BACK TO NEGATIVE SELF-TALK WITH A GROWTH MINDSET VOICE

e.g I get better and better with practise. This is hard, but will get easier with practise.

## AVOID LABELS

Don't label yourself in ways that models a 'fixed mindset' (e.g. I'm a terrible cook....I was never good at Maths)

## HELP CHILDREN GET CURIOUS ABOUT MISTAKES

Help them reframe a mistake as new information or as a step in the process of learning.  
Self-correct.

## HELP CHILDREN LEARN TO HEAR THEIR OWN FIXED MINDSET 'VOICE'

Some examples:

"X is brilliant; he never tries and he gets it"

"I got it wrong again, I'll never get this."

"X got a higher score in the test than me"

Some children don't even realise how fixed their mindset can be. Discuss and challenge their opinions and attitudes.

## GET CURIOUS ABOUT YOUR CHILD'S WORK THROUGH QUESTIONS

How did you figure that out? What's another way you could have done that?

What could you try differently next time?

## A few mind shifting tips for cultivating a growth mindset at home

### Reframing and developing resilience:

- Do not compare your child to others. This will not help them to develop a growth mindset. If a child is focussed for example on the reading levels of other children in the class, they are not best placed to improve their own skills and knowledge as a reader.
- Part of school life, is also learning to manage disappointments. This might mean not being chosen in a class vote, not coming first in sports day, not winning a certain prize or getting a particular role in a class assembly or production. As a small school, our children get very many more opportunities to be chosen than they would in a larger school, but also need to learn to manage disappointments. Parents can support by reframing this disappointment in a positive way to build resilience.
- When reading with your child, ask those searching comprehension questions to deepen their understanding and appreciation of the text, including discussing the meaning of new vocabulary and inferring from the text. For more fluent readers, it is more important to focus on quality rather than quantity so that they truly appreciate the meaning of what they are reading.
- When supporting your child with their homework, focus on task understanding not task completion. Recognise and reward the effort they put in rather than the outcome.
- Encourage your child to focus on the quality not quantity of their work and the care and time they take to complete it to the best of their ability. Encourage them to edit and improve their work.
- Push your child outside their comfort zone to try new challenges.

# And finally....

If we all work together, we can make a real difference in enabling all our children to develop a growth mindset.

We want all our pupils to relish challenges, embrace their mistakes as part of the learning process, value the importance of effort, respond carefully to feedback and take inspiration from others. This will help them to achieve, not only with us, but also in their future lives as adults.