

# Growth Mindsets

A whole school approach



# What Motivates Students to Try Hard in School?

Some students are highly motivated and others are not.

*Why?*



# Growth Mindset and Achievement

- Decades of research show a powerful relationship between  
**mindset** and **achievement**.
- Students' **beliefs** about intelligence and learning impact:
  - Motivation
  - Academic behaviors (e.g., studying and seeking help)
  - Responses to challenges and setbacks
  - Academic achievement

# Mindsets for Learning

- Fixed Mindset: Intelligence is a fixed trait
- Growth: Intelligence is a malleable quality; a potential that can be developed.

# Definition

## Fixed Mindset

Basic qualities are fixed traits and can't be changed

Talent is the key to success

Failure = annihilation

## Growth Mindset

All qualities can be improved with effort

Effort and resilience are the key to success

Failure = learning opportunity

# Questions about Mindsets

- Studies are supporting that the brain has more plasticity than ever believed.
- Cognitive psychologists say the core components of intelligence can be taught.
- Mindsets can change: they are belief systems and beliefs can be changed.
- Students can hold different mindsets in different subjects/life arenas.



# How do Mindsets work?- Rule #1

- Fixed Mindset: Look intelligent at all costs  
'The main thing I want when I do my school work is to show how good I am at it.'
- Growth Mindset: Learn, Learn, Learn  
'It's much more important for me to learn things in my classes than it is to get the best grades.'

# Does Growth Mindset Correlate with Achievement?



## Evidence from a OECD international PISA tests 2021

As well as answering questions on reading, science and math, students were also asked how strongly they agreed or disagreed with the statement “Your intelligence is something about you that you can’t change very much.”

Those who disagreed with the statement were seen as having a stronger growth mindset than those who agreed.

On average across OECD countries and territories, those who disagreed or strongly disagreed with the statement scored 31.5 points higher in reading, 27 points higher in science and 23 points higher in math than those who agreed or strongly agreed.

The findings, took account of students’ and schools’ socio-economic profile, to minimize the possibility that these differences would show up in the results.

The gap in reading was highest in Australia, New Zealand and the U.S., where those with a growth mindset scored 60 points higher.

U.S. students scored an average of 505 in reading and an extra 60 points would take the U.S. from 13th in the OECD ranking to 1st.



# How do Mindsets work? -Rule #2

- Fixed Mindset:

IT SHOULD COME NATURALLY

“To tell the truth, when I work hard at my school work it makes me feel like I’m not very smart”

- Growth Mindset

WORK HARD, EFFORT IS THE KEY

“The harder you work at something, the better you’ll be at it”

# Discuss

- Think of an activity you did that took a lot of effort.
- What did you have to do?
- What allowed you to keep going?
- How did you feel at the end?



# Discuss

- Think about when you gave up on something?
- What was it that drove you to give up?



# Mindset Rule #3

- IN THE FACE OF SETBACKS....
- Fixed Mindset:
  - HIDE MISTAKES,
  - CONCEAL DEFICIENCIES
- Growth Mindset
  - CAPITALIZE ON MISTAKES
  - CONFRONT DEFICIENCIES

# After a Setback

- Fixed Mindset

“I’d spend less time on this subject from now on.”

“I would try not to take this subject ever again.”

“I would try to cheat on the next test.”

- Growth Mindset

“I would work harder in this class from now on.”

“I would spend more time studying for the tests.”

[https://www.youtube.com/watch?v=UNAMrZr9O  
WY](https://www.youtube.com/watch?v=UNAMrZr9O<br/>WY)

# Key factors for successful implementation of growth mindsets in schools



# Teaching

- Teach the children about the brain

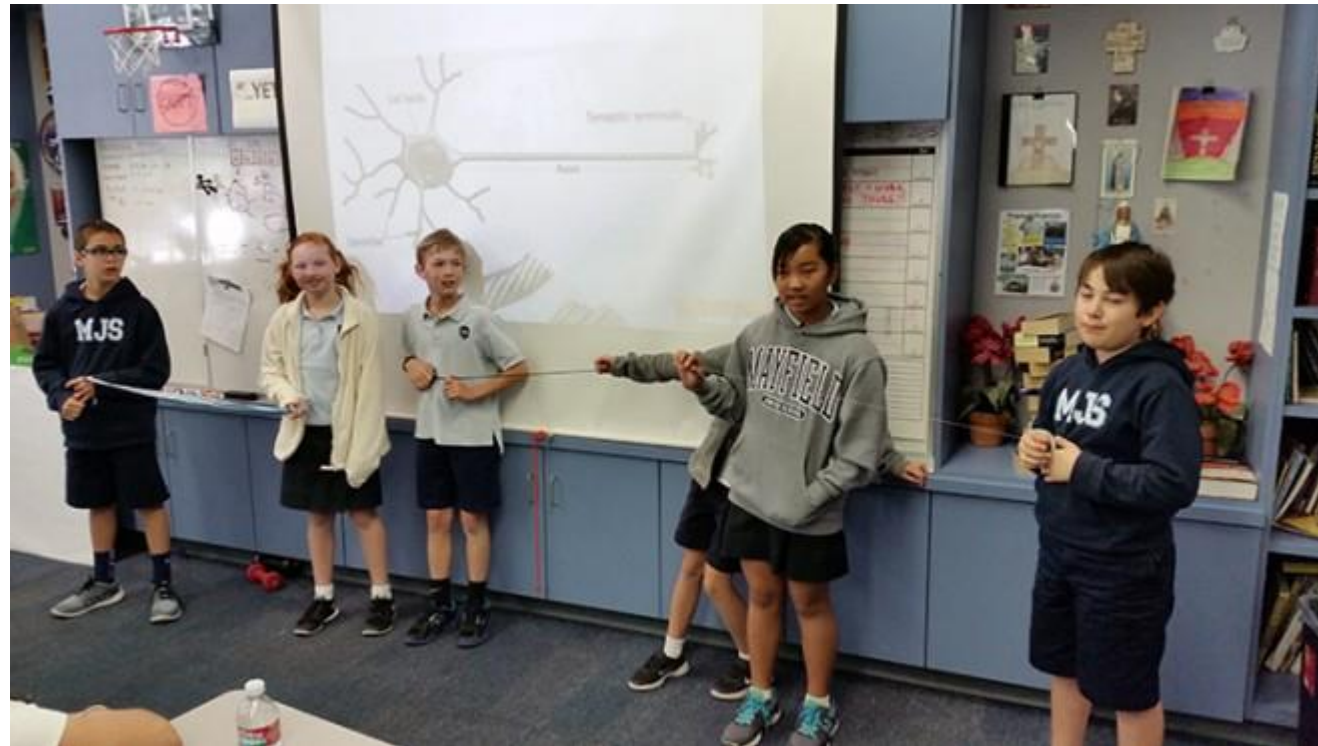


[dreamstime.com](http://dreamstime.com)





# Neural connections- string and rope



# Introduce growth mindset terminology

- Discuss things people will tell themselves if they have a fixed or growth mindset.
- Role play, discussion , personal examples

## What Kind of Mindset Do You Have?



I can learn anything I want to.  
When I'm frustrated, I persevere.  
I want to challenge myself.  
When I fail, I learn.  
Tell me I try hard.  
If you succeed, I'm inspired.  
My effort and attitude determine everything.



I'm either good at it, or I'm not.  
When I'm frustrated, I give up.  
I don't like to be challenged.  
When I fail, I'm no good.  
Tell me I'm smart.  
If you succeed, I feel threatened.  
My abilities determine everything.

Introduce perseverance- the value of mistakes



# Growth Mindset Lessons – An introduction

- Lesson 1 - What am I good at, what am I bad at – Introduce brain as a muscle
- Lesson 2 - How do we get good at something – practise- share experiences
- Lesson 3 – Praise- Children write a letter to a younger pupil encouraging them about something they find difficult
- Lesson 4- Making mistakes – Drama – respond in fixed and growth mindset
- Lesson 5 – Bring the learning together – Teach another year group

# Teaching- Embed in the curriculum

- Direct teaching of Growth Mindsets to all children
- PSHE curriculum – 5 lessons – half term unit of work





# Year 2 examples- Playing teacher

This is Sara. She is a new child who might be coming into Year 2 shortly. However Sara doesn't like school and can misbehave in class.

- Refuses to work in class
- Moans and makes silly noises
- Says everything is easy so won't bother
- Bangs equipment and fiddles with pencils
- Tries to distract others
- Shouts out and disrupts lessons
- Grumbles I hate Maths/English



# Year 2 examples – Playing teacher

What type of mindset does Sara have?

Why do you think that?

In learning groups:

(manager, reporter, encourager, recorder)

If you were Sara's teacher, what would you do to encourage her to join in more with her learning?





# The deep dark learning hole



How can you help others get out of the deep dark learning hole? Draw a picture.

# Parents

- 15% of a child's time is in school.
- Parents play key role in developing children's mindsets through praise and expectations.
- "Adults with growth oriented mindsets are also more likely to engage in more challenging tasks, to persevere and bounce back from adversity" Joel Wade (2012)

# The Roche School

## Growth Mindsets guidance for Parents

### Fixed Mindset – (ability/intelligence is fixed)

Thinking can result in:

- A false sense of superiority, undermined by a deep sense of self-doubt.
- A fear of failure; refusal to take risks.
- A feeling that failure permanently defines you as a loser.
- The belief that only untalented, ungifted people have to work for success; effort somehow reduces you.
- A desire to blame others or outside circumstances when things don't go your way.
- Being motivated by reward and praise from others.

Neuroscience has proven that the brain is like a muscle which can be developed. With effort and inspiring teaching we can all raise our attainment. But in addition our attitude to how we learn and an understanding of this new science can enhance our capacity to learn more. A mindset is a belief relating to our own capabilities and to how we learn.

### Growth Mindset –

(Ability/intelligence can improve and be developed)

Thinking can result in:

- A love for learning and self-improvement.
- A desire to be challenged.
- A willingness to work for positive results.
- A belief that you can control the outcomes in your life with effort and practice.
- The ability to learn from mistakes and failures.
- Emotional resilience.
- being self-motivated.

Carol Dweck's research has shown that students with a growth mindset have achieved more in class.

## How can we help our children develop a growth mindset?

### Key points for Parents

- Praise carefully – not for intelligence but for effort
- Encourage deliberate practice and targeted effort
- Encourage challenging tasks to grow those brain cells! Explain that our brains can grow!
- Discuss errors and mistakes and help your children to see them as opportunities to learn and improve
- Encourage family discussions about mindset and which mindset they (and you?) are choosing to use
- Teach children to talk back to their ‘fixed mindset’ internal voice with a ‘growth mindset’ internal voice  
“I am willing to learn new skills to improve, and I know it will be hard at times.  
“I get better and better with practice. This is hard, but it will get easier.”
- Practise makes permanent.

## Intelligence Praise (to avoid)

You’re so clever at...

You’re so intelligent at...

It’s easy for you to...

Did you get a better score than X child? Ah...you made a mistake, how many times have we told you to get it right first time?

## Effort Praise ✓

I’ve noticed the effort you’re putting into...

All your hard work is resulting in progress in....

I’m proud of how committed you have been to learning...

How do you feel about not getting the result you wanted first time? Are you clear on what you need to do to improve your learning next time?

You made a mistake. That’s ok! We all make mistakes when we’re learning something new. What can you learn from it, to improve next time?

## **A few tips for cultivating a growth mindset at home**

### **1. HELP CHILDREN RECONNECT WITH A TIME WHEN THEY LEARNED SOMETHING NEW AND CHALLENGING.**

Point out the developmental nature of “getting good” – we all go through the process of making a lot of mistakes, practising, and then getting better.

### **2. HELP CHILDREN GET CURIOUS ABOUT MISTAKES.**

Help them reframe a mistake as new information or as a step in the process of learning. In addition, help them incorporate self-correction in their own learning process.

### **3. HELP CHILDREN LEARN TO HEAR THEIR OWN FIXED MINDSET “VOICE”.**

Capture and, in a gentle and appropriate way, share their own statements with them. Most children are unaware of this self-talk because it has gone on so long and is subliminal.

- That guy is brilliant. He never tries and he still gets it.
- I got it wrong again. I’ll never get this.

4. **EXPLAIN THE SCIENCE** (see video links) Talk to your child about how the brain can grow through practice/effort.

### **5. MODEL GROWTH MINDSET AT THE TABLE**

- At breakfast: Ask questions about their opportunities for learning and growth in the coming day or week. What questions do they need answers to? What do they want to learn, practise, and/or get better at today/this week?

- At dinner: Tell your child about a time when you didn’t know the answer to a recent question. Who did you ask for help? How did you learn the answer?

### **6. AVOID LABELS AND GIVE “GROWTH MINDSET” PRAISE**

- Don’t label yourself in ways that model a “fixed mindset” (e.g., I’m a terrible cook...I was never good at maths.)

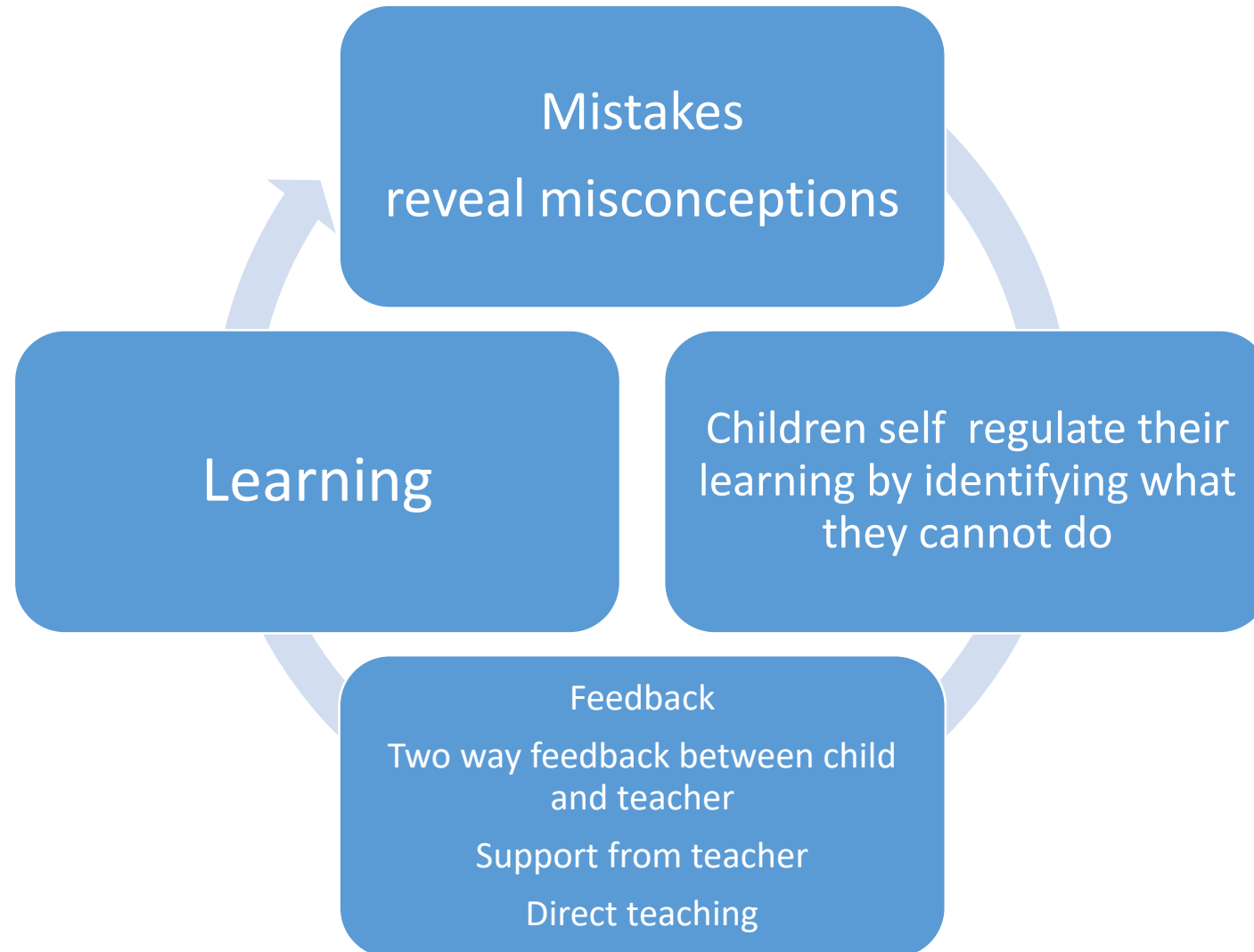
- Shift your child’s attention to a process that leads to an outcome.

- Praise and value effort, practise, self- correction, and persistence.

- Don’t shelter your child from a failed task. Ask “What can you learn from this experience? What could you try differently the next time?”

7. **GET CURIOUS ABOUT YOUR CHILD’S WORK THROUGH QUESTIONING** - How did you figure that out? What’s another way you could have done that? What here was challenging and how did you figure it out? What do you plan to do next time?

# Feedback



# Rewards in School

- Stickers, golden tokens, house/table points= external rewards
- Growth mindset pupil aims for internal rewards= smarter brain, better at the subject.





# Creating role models

- Awards for:
- Effort
- Roche Approach
- Not being afraid to make mistakes
- Thinking/responsible about their own learning
- Sticking with their learning

