



Growth Mindset Parent Workshop Autumn 2016

St Michael Catholic Primary School working in partnership with parents

What is mindset?

"mindset" {*noun*}

a set of beliefs or a way of thinking that determines one's behavior, outlook and mental attitude.

The idea of mindset was developed by Carol Dweck, professor of psychology at Stanford University (USA), based on evidence from her years of research into achievement and success.

Fixed mindset or growth mindset?

Professor Dweck identifies two distinct types of mindset:

Fixed mindset

Growth mindset



Whilst one of these mindsets may be more dominant than the other, they may also change depending on what we are doing and what we are learning.

Activity 1: What kind of mindset do you have?

Take a few minutes to answer the questionnaire – you will NOT be asked to share the outcome 😊

Questionnnnaire mark scheme

	Strongly agree	Agree	Mostly agree	Mostly disagree	Disagree	Strongly disagree
I have a certain amount of intelligence and I really can't do much to change it.	1	2	3	4	5	6
I actively seek all feedback and see it as an opportunity to improve.	6	5	4	3	2	1
There are things that, no matter how hard I work, I cannot improve.	1	2	3	4	5	6
If I think I may fail at a new challenge, this may stop me from giving it a go.	1	2	3	4	5	6
My basic intelligence is something that can be developed when I learn new things.	6	5	4	3	2	1
I am comfortable with my performance, and I do not feel the need to seek feedback.	1	2	3	4	5	6
I like to challenge myself to work outside of my comfort zone.	6	5	4	3	2	1

Calculate your total score and see where you are on the mindset spectrum below...

FIXED MINDSET



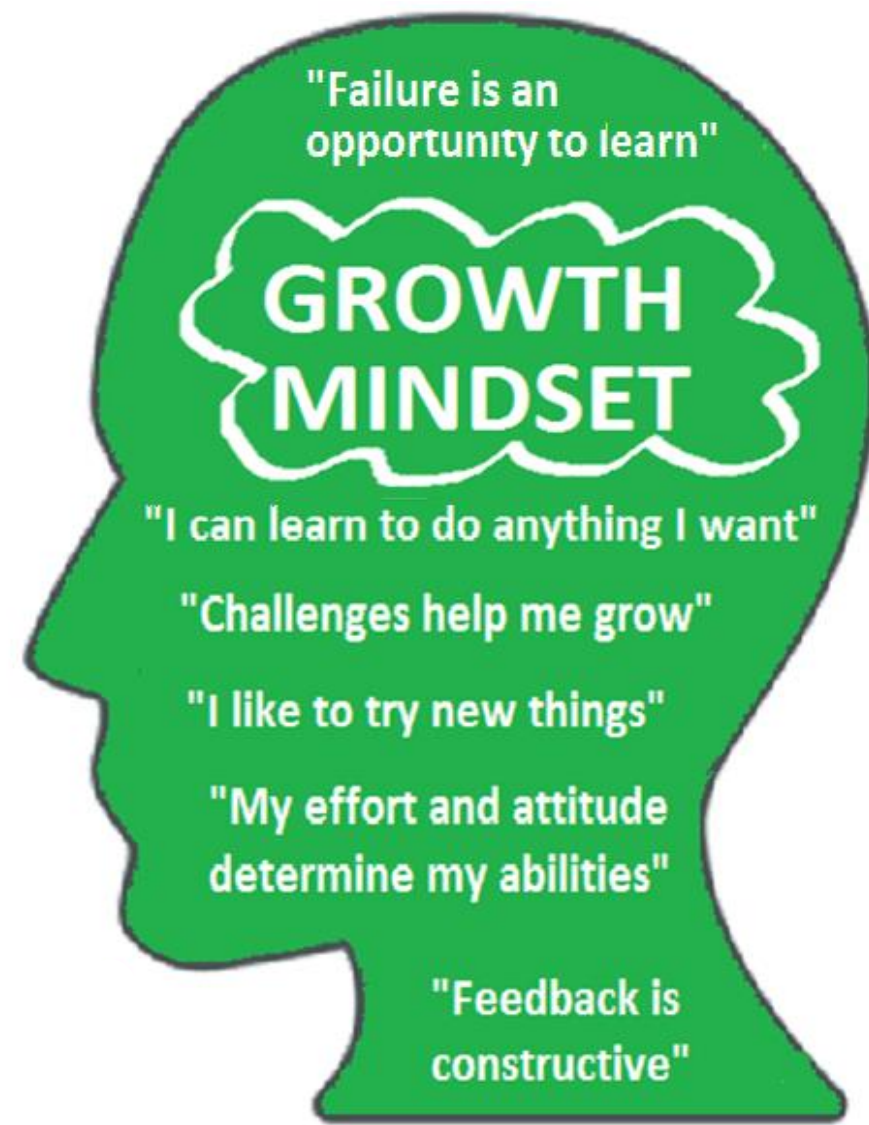
GROWTH MINDSET



So, what are fixed and growth mindsets?



I feel threatened by the success of others
I like to be told I'm clever



I am inspired by the success of others
I like to be told I work hard

How do fixed mindsets develop?

Most babies and toddlers are excited to learn and persevere in the face of set-backs - learning to crawl and to walk are enormous challenges! They have a GROWTH mindset.

However, as soon as children begin to compare themselves to others, many lose their growth mindset. This is because they start to focus on their performance relative to others rather than on learning. (EYFS vs KS2)

Unfortunately, the fixed mindset belief that if you fail at something, make a mistake, or even have to put effort in, it must be because “you’re just not good enough”, leads children to begin avoiding challenges, choosing instead activities they find easy. They begin to feel disheartened if they find something difficult, which can lead to low self-esteem and the view that there is “no point” in trying.

Over time, children who feel like this may decrease their efforts and even engage in disruptive behaviours to try and mask the fact that they are struggling.

This is why we are so keen to promote a growth mindset across our learning community

- in adults so we can provide support and challenge and to act as growth mindset role models
- in children to instil a passion for learning coupled with self belief that they CAN achieve if they really want to

Activity 2: Read the statements and sort them into those that relate to a growth mindset and those that relate to a fixed mindset.

When the going gets tough...
I get smarter

Success is
doing better
than others

When the going gets tough...
I keep trying

Effort leads to
progress

Success is
achieving
my goals

When the going gets tough...
I get found out

When the going gets tough...
give up, it's
hopeless

I need to be
viewed as able

Intelligence is
fixed

Effort means
I'm stupid

Intelligence
can grow

I am concerned with
developing and improving
my abilities

I am concerned with
the need to demonstrate
and prove my abilities

Challenges are
threatening

I only need to
believe in myself

Challenges are
exciting

Fixed mindset

Success is doing better than others

Intelligence is fixed

When the going gets tough...
I get found out

I need to be viewed as able

When the going gets tough... give up, it's hopeless

Challenges are threatening

I am concerned with the need to demonstrate and prove my abilities

Effort means I'm stupid

Growth mindset

Success is achieving my goals

Intelligence can grow

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I get smarter

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When the going gets tough...
I keep trying

Challenges are exciting

I am concerned with developing and improving my abilities

Effort leads to progress

The benefits of having a growth mindset – Carol Dweck

<http://youtu.be/arCdzdBhCcc>

- focus on learning
- believe in effort and value challenge
- embrace mistakes and use them to enhance their learning

St Michael Catholic Primary Mindset

Believe
Excel
Strive
Together

We believe that **everyone** can get better at anything...
when they put in the **effort** and work hard



Activity 3: Pause for thought...

Reflect on your own childhood experiences of learning – parents, teachers, peers.

Has your own childhood experience had an impact on your mindset related to learning?

We all have an internal fixed mindset voice that tells us *“I can’t do it” “I’ll never be able to do it”, “I’m rubbish at this”, “I’m not good enough”* etc., and we must be careful not to send out these fixed mindset messages to our children.

Activity 4: Messages about failure

Nine year old Elizabeth was on her way to her first gymnastics meet. Lanky, flexible and energetic, she was just right for gymnastics, and she loved it. Of course, she was a little nervous about competing, but she was good at gymnastics and felt confident of doing well. She had even thought about the perfect place in her room to hang the ribbon she would win.

In the first event, the floor exercise, Elizabeth went first. Although she did a nice job, the scoring changed after the first few girls and she lost. Elizabeth also did well in the other events, but not well enough to win. By the end of the evening, she had received no ribbons and was devastated.

What would you do if you were Elizabeth's parents?

1. Tell Elizabeth you thought she was the best.

Insincere response – you and she both know that she wasn't the best. This offers no guidance for recovering or improving

2. Tell her she was robbed of a ribbon that was rightfully hers.

This places blame on the judges, not on her performance. Can't grow up blaming others for her deficiencies!

3. Reassure her that gymnastics is not that important.

This is teaching her to devalue something if she doesn't do well in it.

4. Tell her she has the ability and will surely win next time.

This is not encouraging her to practise and persevere in improving. If she didn't win this time, why should she next time?

5. Tell her she didn't deserve to win.

Although this seems hardhearted under the circumstances, and of course you wouldn't say it in quite that way, this is pretty much what her growth-minded father told her. Reflect on the performance and how to improve it.

There is a strong message in our society about how to boost children's self-esteem, and a big part of that is to protect them from failure. This may help with the immediate problem of a child's disappointment, but can be harmful in the long run.

The impact of praise on pupil attitude and achievement

<https://www.youtube.com/watch?v=NWv1VdDeoRY>

Fixed and growth mindset praise

Activity 5: Look at the praise statements and sort them into those that promote a fixed mindset and those that promote a growth mindset.

I like the way you tried to work that out. Your answer is very close – try again!

Wow! You scored 90% in your test. You are so clever!

I am amazed that you have finished the task already – you are such a fast worker!

I am impressed by how hard you have tried to work this out.

Well done on your maths test, you have learnt from the feedback I gave you last week and have improved.

Good, you persevered and did well with your subtractions.

I enjoyed marking your work, you got all the questions right! You're a born mathematician!

Fixed mindset praise

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“It has become a common practise to praise children for their performance on easy tasks, to tell them they are smart when they do something quickly and perfectly. When we do this we are not teaching them to welcome challenge and learn from errors. We are teaching them that easy success means that they are intelligent and, by implication, that errors and effort mean that they are not.”

Carol Dweck

Growth mindset praise

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Good, you persevered and did well with your subtractions.

I am impressed by how hard you have tried to work this out.

“Children who are praised for their intelligence learn to value performance, while children praised for effort and hard work value opportunities to learn.”

Carol Dweck

5 learning messages

Learners who *believe there are no limits* are successful

Learners who *embrace challenge* are successful

Learners who *act on feedback* are successful

Learners who *practise* are successful

Learners who *work with others* are successful

Key messages for children

- concentrate
- don't give up
- be cooperative
- be curious
- have a go
- use your imagination
- keep improving
- enjoy learning



How are we cultivating a growth mindset attitude at school?

- Ensuring the whole school is involved, pupils, staff, governors and parents
- Teaching the children the benefits of a growth mindset
- Teaching the children about the brain and how practising creates strengthened neural pathways and helps learning
- Using feedback and praise that promote growth mindset
- Valuing mistakes as opportunities to learn
- Encouraging resilience and trying new strategies
- Encouraging collaborative learning
- Using the word “yet” to turn fixed mindsets into growth mindsets
- Giving clear and inspirational examples of others who have used growth mindset thinking to achieve their goals
- Modelling growth mindset thinking and language
- Challenging fixed mindset attitudes
- Promoting growth mindset through assemblies, displays, stories etc.,

How to promote a growth mindset at home

- Encourage your child to be inquisitive, to experiment and to use their imagination.
- Give them activities that stretch their thinking, such as maths puzzles
- Praise their hard work and tenacity rather than the marks they get.
- Make it clear that being hard-working and wanting to learn is cool.
- Celebrate mistakes as learning opportunities.
- Encourage resilience – have another go, try a new strategy, etc.
- Show an interest in your child's work through questioning
e.g. How did you work that out? How else could you work that out?

10 Reasons Why Failure is Important

"I have not failed. I have just found 10,000 ways that won't work."



- Thomas Edison

@sylvia duckworth

- 1 Failure means you have at least tried. 
- 2 Every failure is a step towards success. 
- 3 Failure makes you stronger and more resilient. 
- 4 Failure teaches you how to deal with disappointment. 
- 5 Failure helps you identify your weaknesses.  
- 6 Failure inspires perseverance and builds character. 
- 7 Failure develops creativity & problem-solving skills. 
- 8 Failure teaches humility and empathy. 
- 9 Failure keeps you in the growth mindset. 
- 10 Failure helps you appreciate success. 



Failure is important, but it's the moment after failure, when we get up and try again, that should be truly celebrated. Paraphrased from George Couros & Kim Pollishuke

Remember:

It's never too late to change our mindsets.

... and that is growth mindset thinking! 😊



Thank you very much for coming to our workshop today, we hope you found it useful.

Activity 6: Please spend a minute or two completing the evaluation sheet before you go!
Thank you!