



GROWTH MINDSET PARENT WORKSHOP

Wednesday 1st February 2017

Today's objectives

- To share Carol Dweck's research
- To explain the term 'Growth Mindset'
- To discuss why we believe teaching about 'Growth Mindset' at Leavening Primary is so important
- To share how we are embracing this concept here at Leavening Primary School
- To invite you to support the concept in the home, too.

Intelligence

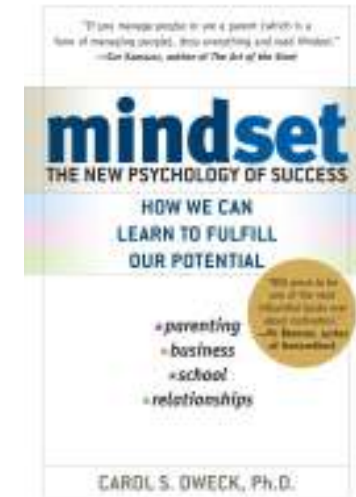
Discuss what it means.

**Order these famous people from
least clever
to
most clever**

**J. K. Rowling
Albert Einstein
Miley Cyrus
David Beckham
David Cameron**

Carol Dweck's Self Theories

- Carol Dweck has conducted research over the last 35 years with children and young adults.
- She is particularly interested in how pupils view themselves as learners.
- Their self-theory is likely to have a major effect on their self belief, motivation to learn and resilience.
- Her theory is simple yet profound.
- Her research is world renowned and adopted by parents, teachers, business leaders, relationship experts and sports coaches.



Fixed Mindset

You have a certain amount of intelligence and you can't change it.

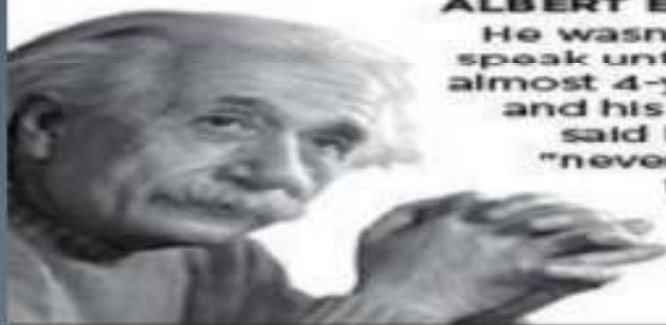
Growth Mindset

You can change how intelligent you are.



YOU CANNOT Measure Potential FAMOUS FAILURES

FAMOUS FAILURES



ALBERT EINSTEIN
He wasn't able to speak until he was almost 4-years-old and his teachers said he would "never amount to much"

MICHAEL JORDAN
After being cut from his high school basketball team, he went home, locked himself in his room, and cried.



WALT DISNEY
Fired from a newspaper for "lacking imagination" and "having no original ideas."

STEVE JOBS
At 30-years-old he was left devastated and depressed after being unceremoniously removed from the company he started.







OPRAH WINFREY
Was demoted from her job as a news anchor because she "wasn't fit for television."

THE BEATLES
Rejected by Decca Recording Studios, who said "We don't like their sound—they have no future in show business."



**IF YOU'VE NEVER FAILED,
YOU'VE NEVER TRIED ANYTHING NEW**

Fixed Mindset	Growth Mindset
 <p data-bbox="645 300 987 416">Intelligence is static.</p> <p data-bbox="645 472 927 588">I must look clever!</p>	<p data-bbox="1122 300 1464 416">Intelligence is expandable.</p> <p data-bbox="1122 472 1473 588">I want to learn more!</p> 
Avoids challenges	Embraces challenges
Gives up easily	Persists in the face of setbacks
Sees effort as pointless	Sees effort as the way
Ignores useful criticism	Learns from criticism
<p data-bbox="712 1043 775 1163"></p> <p data-bbox="389 1163 1055 1399"><i>Likely to plateau early and achieve less than full potential</i></p>	<p data-bbox="1442 1043 1505 1163"></p> <p data-bbox="1111 1203 1727 1326"><i>Reaches ever higher levels of achievement</i></p>

Carol Dweck

Mindset #1

I want to make sure I succeed.
I believe my abilities are “fixed.”
Success = proving I’m smart and/or talented.
Failure means I’m not talented or good enough.
Failure means “I am a failure.” (an identity)
I’m interested in OUTCOMES.
I avoid challenges.
I thrive in safety—feeling smart and/or talented.
My interest is kept by good results.
I find blame or excuses for mistakes & setbacks.
I feel good enough...
...when I don’t make mistakes.
...when it’s perfect or when I win.
...when I can do it & others can’t.

Mindset #2

I want to make sure I stretch & learn.
I believe my abilities can improve with effort.
Success = stretching to learn something new.
Failure means I’m not growing or fulfilling my potential.
Failure means “I failed.” (*painful, but not defining*)
I’m interested in the PROCESS, regardless of outcome.
I seek challenges.
I thrive when challenged or stretched or growing.
My interest is kept by challenge and growth.
I learn from mistakes & setbacks.
I feel good enough...
...when I try hard.
...when I started to figure it out .
...when I work hard & do something I couldn’t do before.

Sort the statements

Characteristics of a 'fixed' mindset	Repercussions
My intelligence is a fixed trait – I have a certain amount of it and that's that.	I worry about how much intelligence I have and it makes me interested in looking and feeling as if I have enough. I must look clever and, at all costs, not look stupid.
I feel clever when things are easy, where I put in little effort and I outperform my peers.	Effort, difficulty, setbacks or higher performing peers call my intelligence into question, even if I have high confidence in my intelligence, so I feel stupid.
I need easy successes to feel clever.	Challenges are a threat to my self-esteem, so I won't engage with them.
I don't want to have my inadequacies and errors revealed.	I will withdraw from valuable learning opportunities if I think my inadequacies will be revealed.
Even if I'm doing well initially, I won't be able to cope with a problem or obstacle.	I readily disengage from tasks when ₁₁ obstacles occur.

Characteristics of a growth mindset	Repercussions
Intelligence is something I can increase through my own efforts.	I am keen to work hard and learn as much as I can.
I acknowledge that there are differences between people in how much they know and how quickly they master things.	I believe that everyone, with effort and guidance, can increase their intellectual abilities.
I love to learn something new.	I will readily sacrifice opportunities to look clever in favour of opportunities to learn something new.
I am excited by challenge.	I throw myself into difficult tasks – and stick with them. I set myself goals and make sure I have strategies to reach them.
I feel clever when I am fully engaged with a new task, exerting effort to master something, stretching my skills and putting my knowledge to good use. (e.g. helping other pupils learn)	

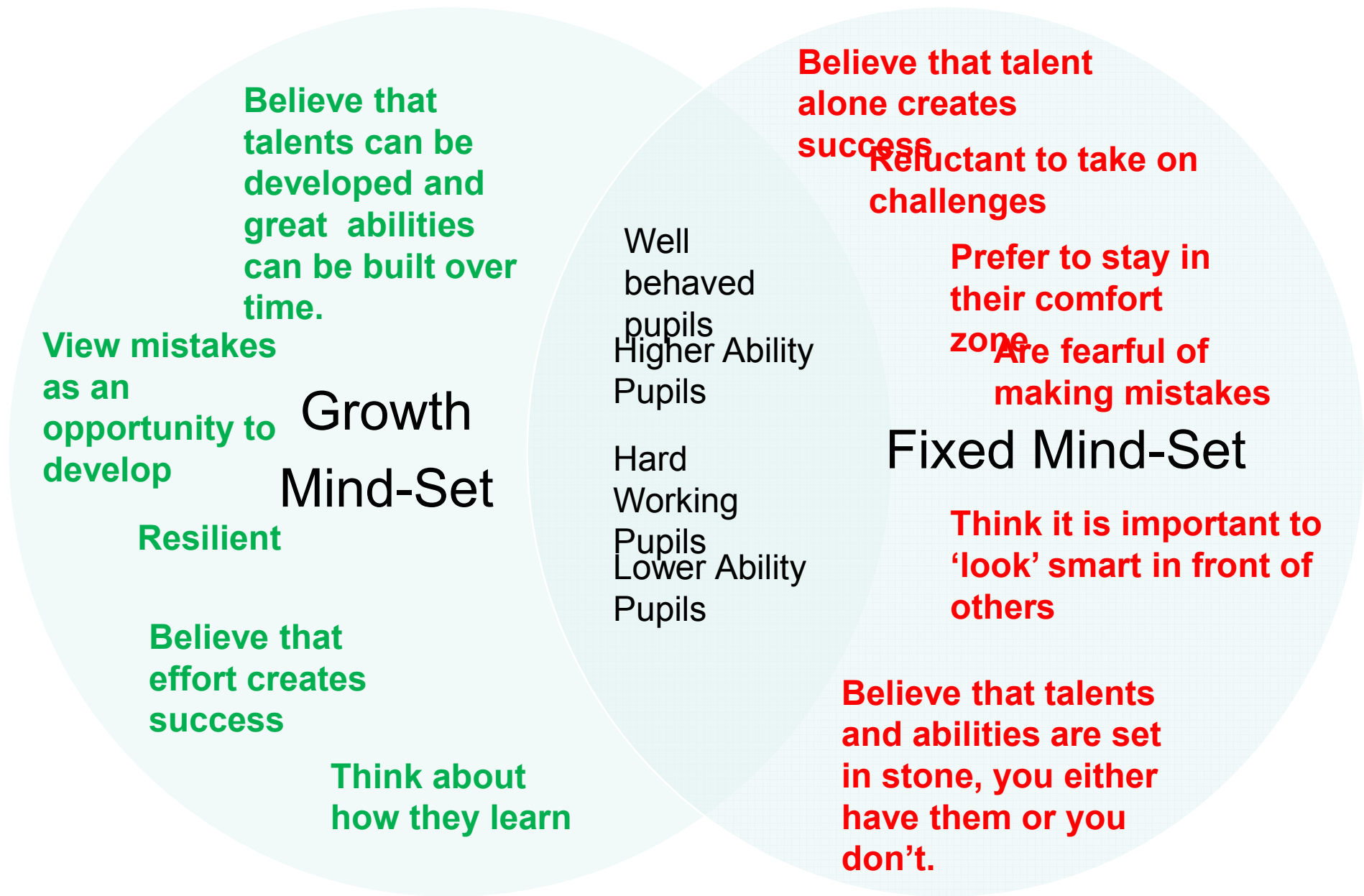
Which mindset do you believe to be
closest to yours?

Your children?

Which mindset do you model?

Those pupils with a 'fixed mindset'

- Research shows more girls have a fixed mindset than boys in maths
- 'Higher ability' pupils often have a fixed mindset; having always received praise for being 'smart', they won't take on further challenges for fear of losing that 'smart' label
- 'Lower ability' pupils with a fixed mindset perceive themselves as 'not smart' and only ever capable of tackling 'easy' tasks
- These children see 'failure' as something to be avoided, so stay firmly in their comfort zone



Believe that talents can be developed and great abilities can be built over time.

View mistakes as an opportunity to develop

Growth Mind-Set

Resilient

Believe that effort creates success

Think about how they learn

Believe that talent alone creates success

Reluctant to take on challenges

Prefer to stay in their comfort zone

Are fearful of making mistakes

Fixed Mind-Set

Think it is important to 'look' smart in front of others

Believe that talents and abilities are set in stone, you either have them or you don't.

Well behaved pupils
Higher Ability Pupils

Hard Working Pupils
Lower Ability Pupils

How are mindsets created?



What would you do?

Nine-year-old Libby was on her way to her first gymnastics competition. Long-limbed, flexible and energetic, she was just right for gymnastics, and she loved it. She was a little nervous about competing, but she was good at gymnastics and felt confident about doing well. She had even thought about the perfect place in her room to place the trophy she would win. In the first event, the floor exercises, Libby went first. Although she did a good job, the scoring changed after the first few girls and she lost. Libby also did well in the other events, but not well enough to win. By the end of the evening, she had received no trophies and was devastated.

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

- 1. Tell Libby that you thought she was the best.
- 2. Tell her she was robbed of a trophy that was rightfully hers.
- 3. Re-assure her that gymnastics is not that important.
- 4. Tell her that she has the ability and will surely win next time
- 5. Tell her that she didn't deserve to win.

Messages children hear

**“You learned that so quickly!
You’re so clever!”**

Child hears

**If I don’t learn something quickly,
I’m not clever**

Messages children hear

“You are brilliant! You got an A without studying.”

Child hears

I'd better stop studying or they won't think I'm brilliant.

Messages children hear

“Look at that drawing! Is he the next Picasso or what?”

Child hears

I shouldn't try drawing anything hard or they'll see I'm not.

Messages children hear

“Look at that drawing! Is he the next
Picasso or what?”

Child hears

I shouldn't try drawing anything hard or
they'll see I'm not.

Fixed mindset labels:

Smart

Cute

Great

Fast

Best

Pretty

Well behaved

Amazing

The best

Better than.....

The good news
is.....mindsets can be
changed!

Model a Growth Mindset

Carol Dweck suggests the following 4 step plan

Step 1: Learn to hear your fixed mindset “voice”

Step 2: Recognise that you have a choice.

Step 3: Talk back to it with a growth mindset voice.

Step 4: Take the growth mindset action.

Praise is NOT a villain

As long as it's
the 'right' praise

It's good to feel
appreciated and
encouraged

Tell me about the
colours you chose

graham@ogilviedesign.co.uk

Praise effort, perseverance, motivation and strategies – Process Praise

- Well done – you're learning to
- Good – it's making you think – that's how your brain is growing!
- Every time you practice, you're making the connections in your brain stronger.
- Be brave. Have another go. Maybe this time you could.....
- You've worked hard on this and you've succeeded because of.....x,y,z (success criteria)
- That picture has so many beautiful colours. Tell me about them.
- You can use this mistake. Think about why it didn't work and learn from it.

**Our language tells children what we believe and
what we value.**

If parents want to give their children a gift, the best thing they can do is teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. That way their children don't have to be slaves to praise. They will have a lifelong way to build and repair their own confidence.

Dr. Carol Dweck