

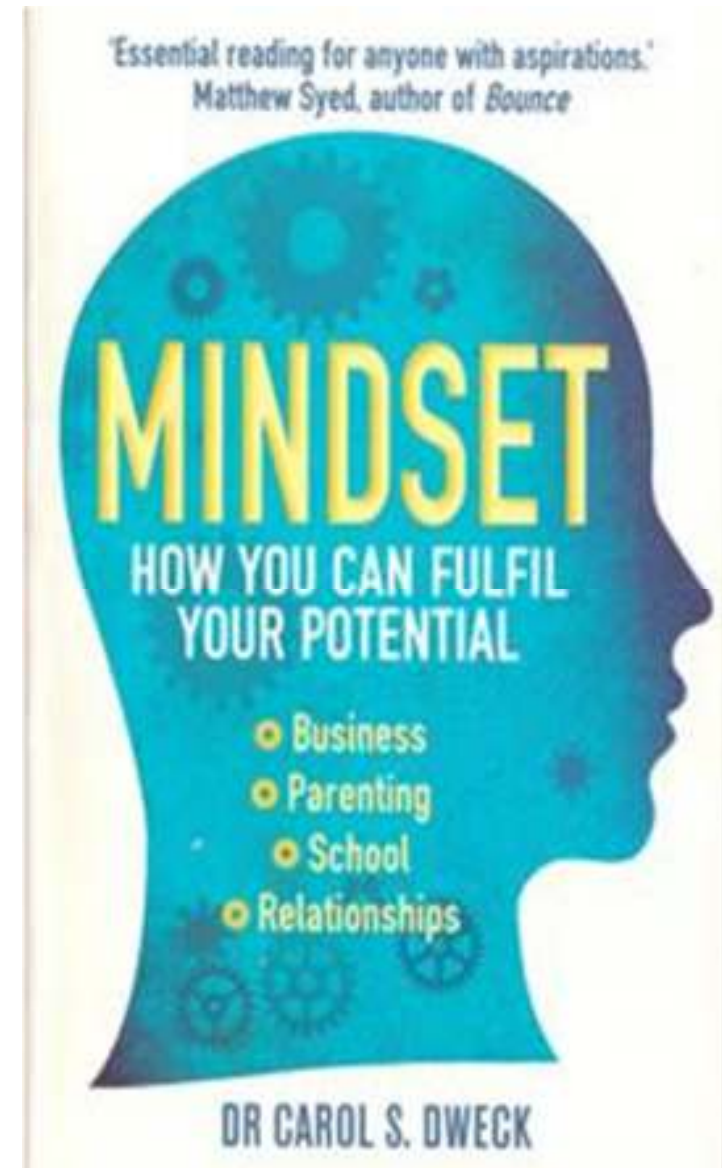


# MINDSET MATTERS

*but* ***why?***

## Key Principles of Dweck's theory:

- You are not born gifted, our children need to develop a belief that they can achieve anything they wish to with effort
- Children can improve and become good at things they may find difficult at first
- You learn by challenging yourself
- You learn from mistakes and failures
- Foster a passion for learning
- Have high expectations of yourself and others



# Fixed Mindset vs. Growth Mindset

Based on the work of Dr. Carol Dweck

I believe that my **[Intelligence, Personality, Character]** is inherent and static. Locked-down or fixed. My potential is determined at birth. It doesn't change.

Fixed  
Mindset



Avoid failure  
Desire to Look smart  
Avoids challenges  
Stick to what they know  
Feedback and criticism is personal  
They don't change or improve

I believe that my **[Intelligence, Personality, Character]** can be continuously developed. My true potential is unknown and unknowable.

Growth  
Mindset



Desire continuous learning  
Confront uncertainties.  
Embracing challenges  
Not afraid to fail  
Put lots of effort to learn  
Feedback is about current capabilities



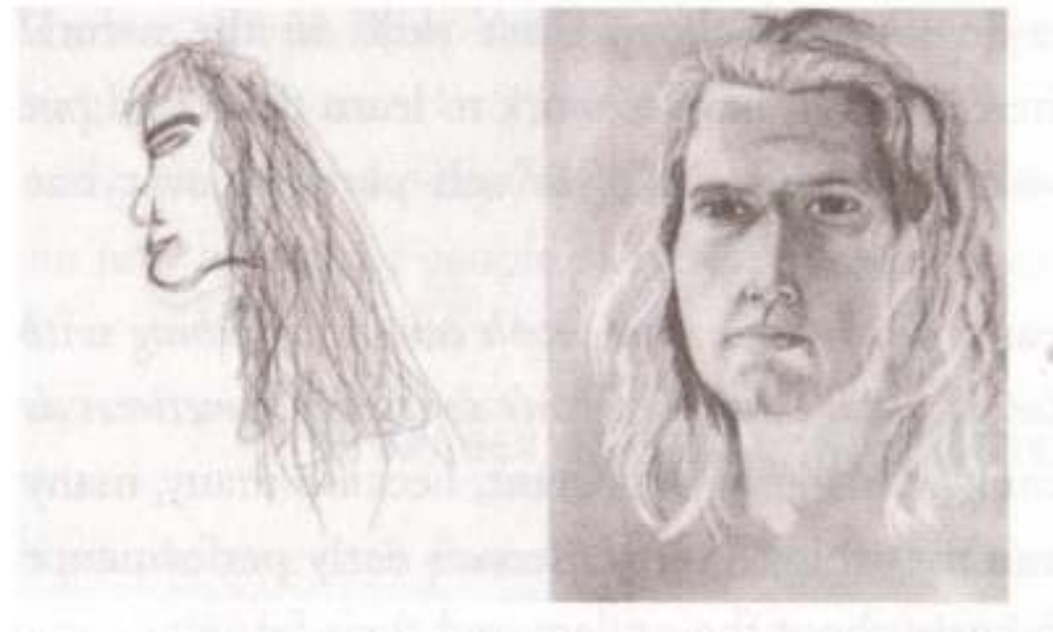
***‘Just because some people can  
do something with little or no training,  
it does not mean that others can’t do it with training’***



This is important as children with a fixed mindset believe that their early performance sets out their talent and their future

*Artistic talent is often  
regarded as a  
natural gift which  
many fixed mindset  
people believe  
cannot be changed.*

***Drawings can be  
improved!***



# Praise & Positive Labels



Children need praise to foster their confidence, self-esteem & achievement

## What kind of praise ?

A study was carried out on hundreds of pupils.

Pupils were given 10 fairly difficult IQ questions which they mostly did well on.

Praise was given to 2 different groups:

Group 1 was praised on their **ability** *'well done you are clever at this'*

Group 2 was praised on their **effort** *'well done you worked really hard'*

All children were then offered a more challenging set of questions

Group 1 were far less likely to take up the challenge – ***fear of failure***

***90% of Group 2 wanted to learn from the harder task!***



**Both groups were exactly matched to begin with,  
but right after the praise they began to differ:**



### **Group 1 - Praised for ability**

- pushed into a fixed mindset.
- They rejected the chance to try the challenging task as they did not want to expose any flaws or call into question their talent.
- After a second round of harder questions these pupils now believed they were not as clever as before and their enjoyment of the task disappeared

**Rather than trying to learn from their mistakes pupils with a fixed mindset tried to repair their self-esteem as opposed to fixing the difficulty**

### **Group 2 - Praised for effort**

- Pushed into a growth mindset – through effort they can improve
- Happy to try the harder questions and did not experience failure when they found them difficult and did not see it as a reflection on their intellect
- The effort praised students still loved the problems and some reported that the hardest questions were the most fun

How do we introduce this to our children at WCEJS?



# Examples/proof!



Are we born able to juggle?

What do we have to do to learn?

How many times would we fail?



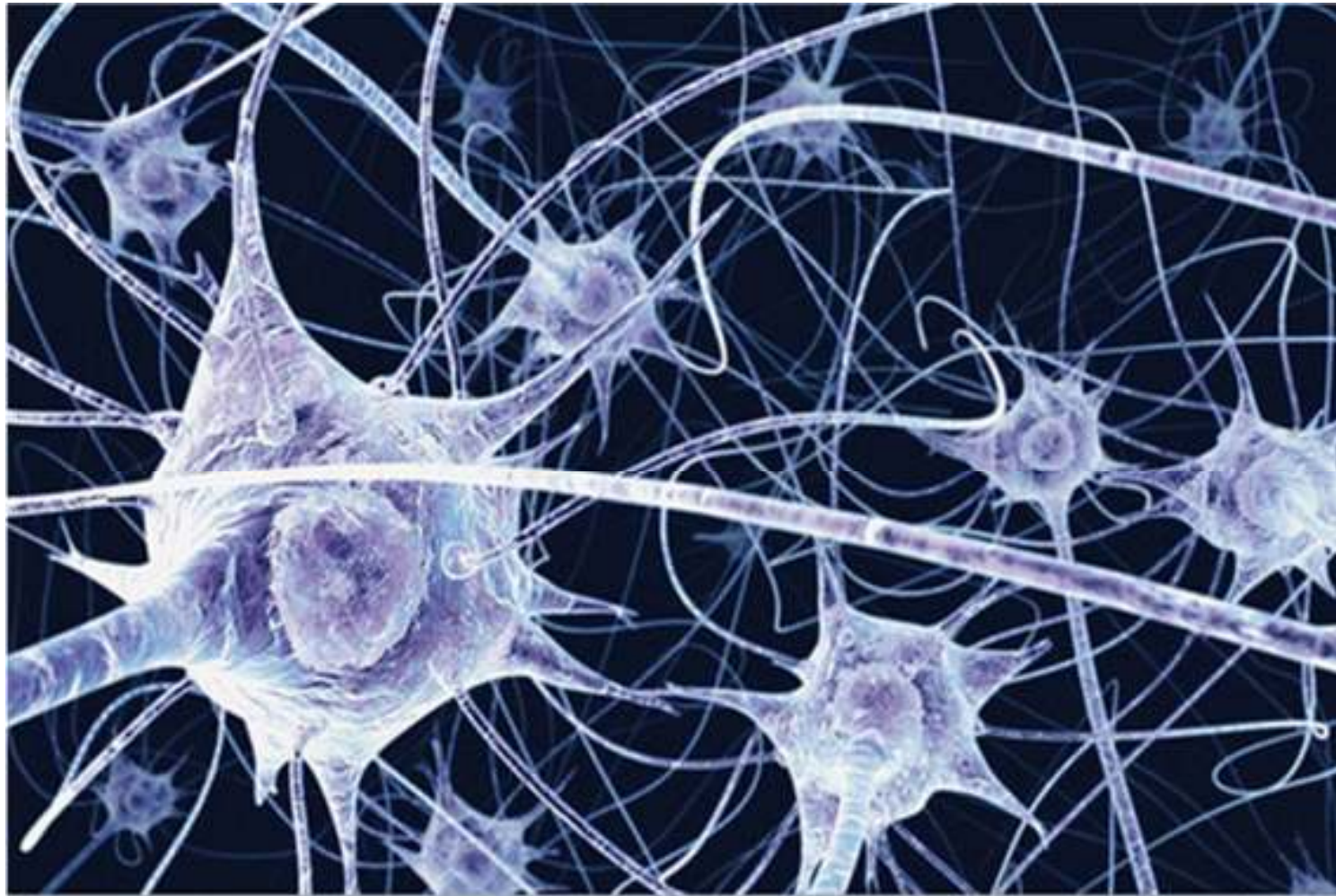


# How do We Learn?



# Synapses and Neural Pathways

*'Use it or lose it!'*



Wellcome Images

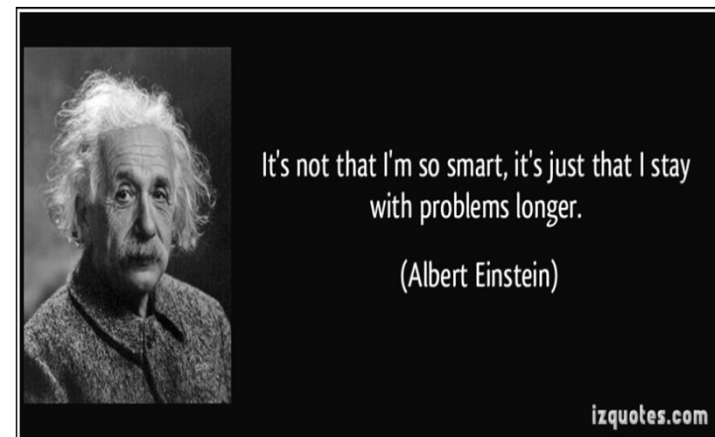
“Everything you want is on  
the other side of fear”

Jack Canfield



What are most children afraid of?

**FAILING**



“Failure is the seasoning that gives  
success its flavour”

Truman Capote



What are the behavioural consequences of  
being scared to fail or believing you  
cannot do something?

## **Self-handicapping**

Giving yourself an alternative reason for failure

A person does not want to leave their ego vulnerable

# Take away the fear of failure



- We want the children to understand that **FAILING** is ok and even necessary to learn
- High quality learning involves more failure than low quality learning



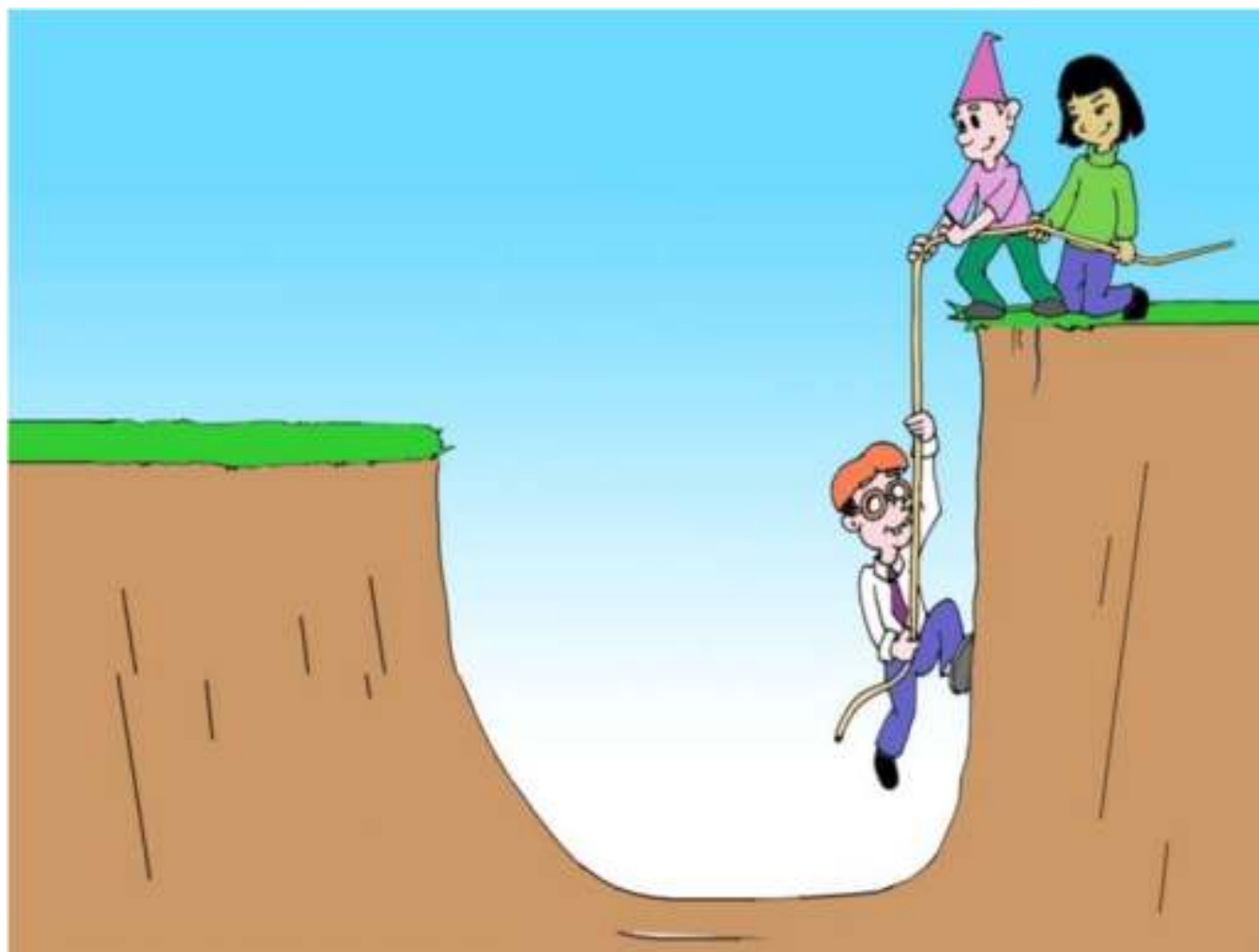


# Challenge in the Learning Pit

[www.jamesnottingham.co.uk](http://www.jamesnottingham.co.uk)







# Don't celebrate effortless success



**All the people below lived on Silverdale Road in Reading and all played table tennis - a lot! Just look at their achievements!**

*Matthew Syed - British Number 1 player in 1995*

*3x Commonwealth Champion 1x olympian*

*Andrew Syed – 3 national junior titles*

*Karen Witt – Commonwealth Champion, junior & senior titles*

*Andy Welman - won series of national doubles titles*

*Paul Trott - leading national junior player*

*Keith Hodder – outstanding county player*

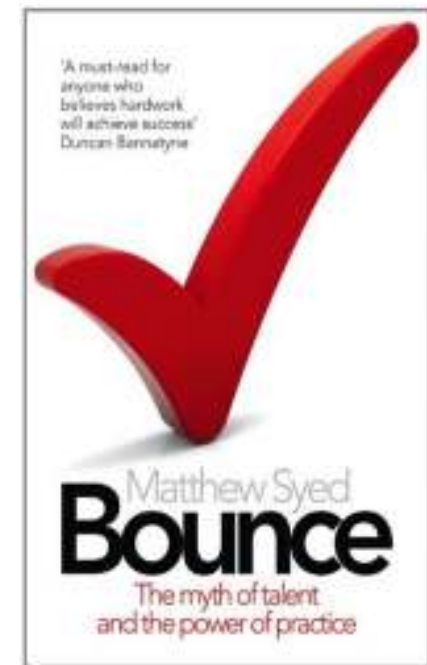
*Jimmy Stokes – England Junior Champion*

*Paul Savins - Junior International title holder*

*Alison Gordon - 4x England Senior Champion*

*Paul Andrews - top national player*

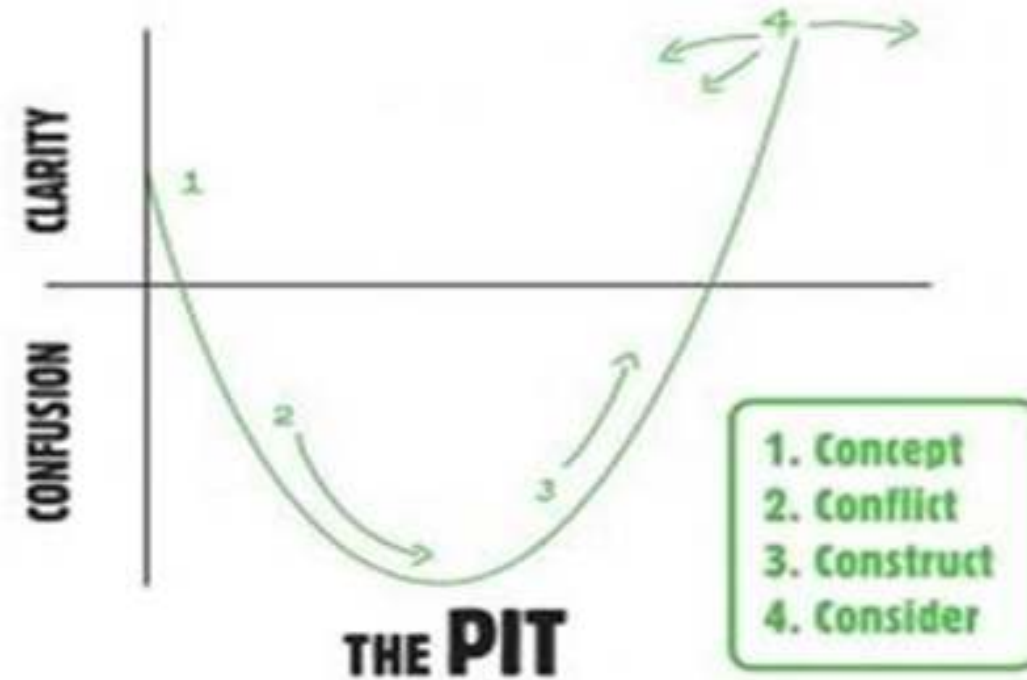
*Sue Collier – England Schools Champion*



## “Talent is vastly over-rated”

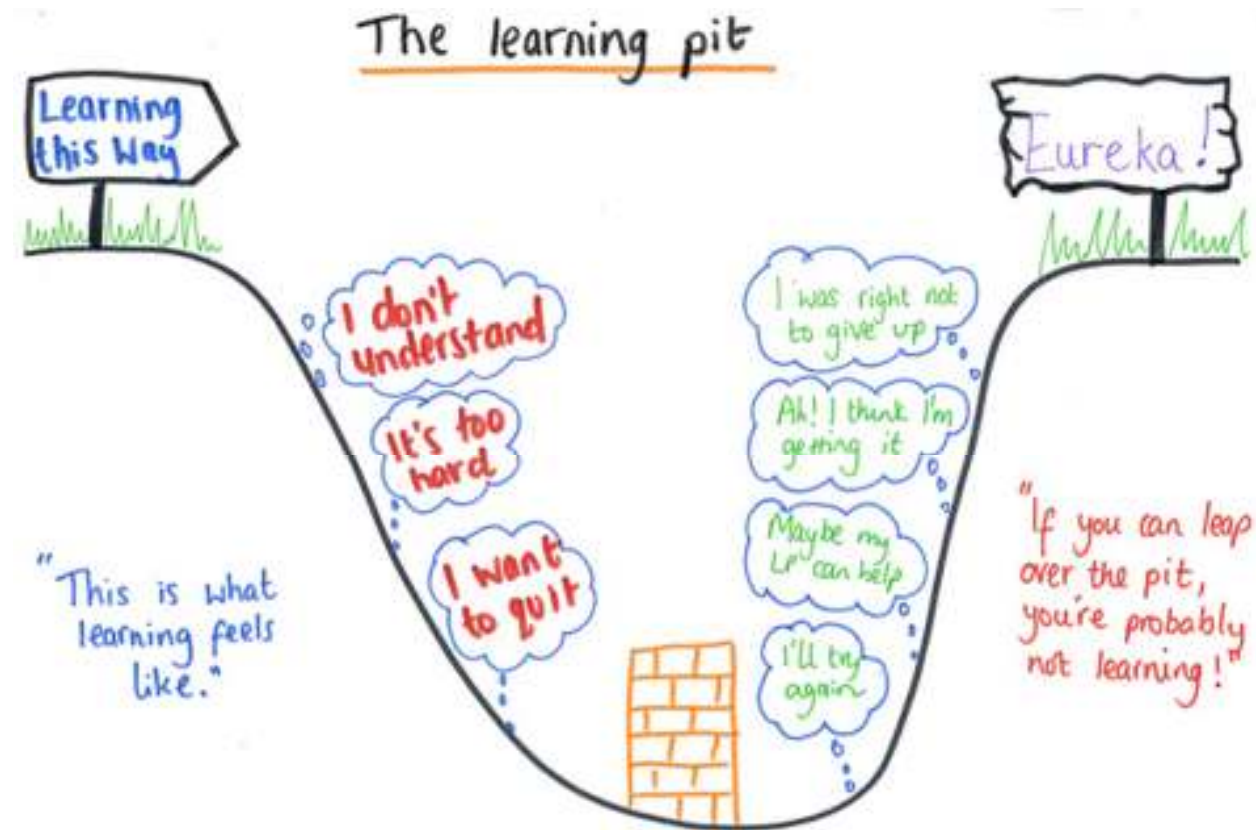
Matthew Syed

# The Learning Pit



Outstanding lessons have 'pit' moments

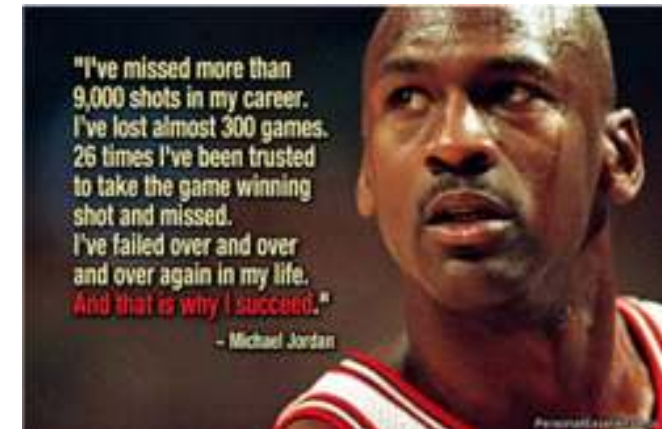
# The Learning Pit



# Role Models



- ‘Mindset Medals’  
*Who would you nominate?*





Why are these people  
so successful ?



**Tiger Woods**  
The youngest  
man and first  
American  
African to win  
the US  
Masters



# Tiger Woods' Daily Routine



- 6.30am 1 hour of cardio training – running/cycling
- 7.30am 1 hour of weight training
- 8.30am high protein/low fat breakfast e.g. egg white omelette
- 9.00am 2 hours of golf technique – range/work on swing
- 11.00am 1 hour of putting
- 12 noon 9 holes of golf
- 1.30pm High protein/low fat lunch e.g. chicken/fish salad & veg
- 2.00pm 4 more hours of golf practice
- 6.30pm 30 minutes of upper weight training
- 7.00pm Dinner & rest

**Why is Tiger Woods so good at golf ?**





Failure is not something to avoid .....

**You often have to fail in order to succeed**

# ***What can we do?***



## **What kind of praise ?**

**Praise Effort** NOT Attainment

Take away the fear of failure

Encourage children to go into the pit

Embrace the struggle and applaud mistakes

Reward children while they are in the pit

Share times when you are in the pit!

Use the power of **YET**

***Understand that GREAT LEARNING only happens if you  
have been into the pit***

# Vocabulary





Discussions.....



Magic Smarties!



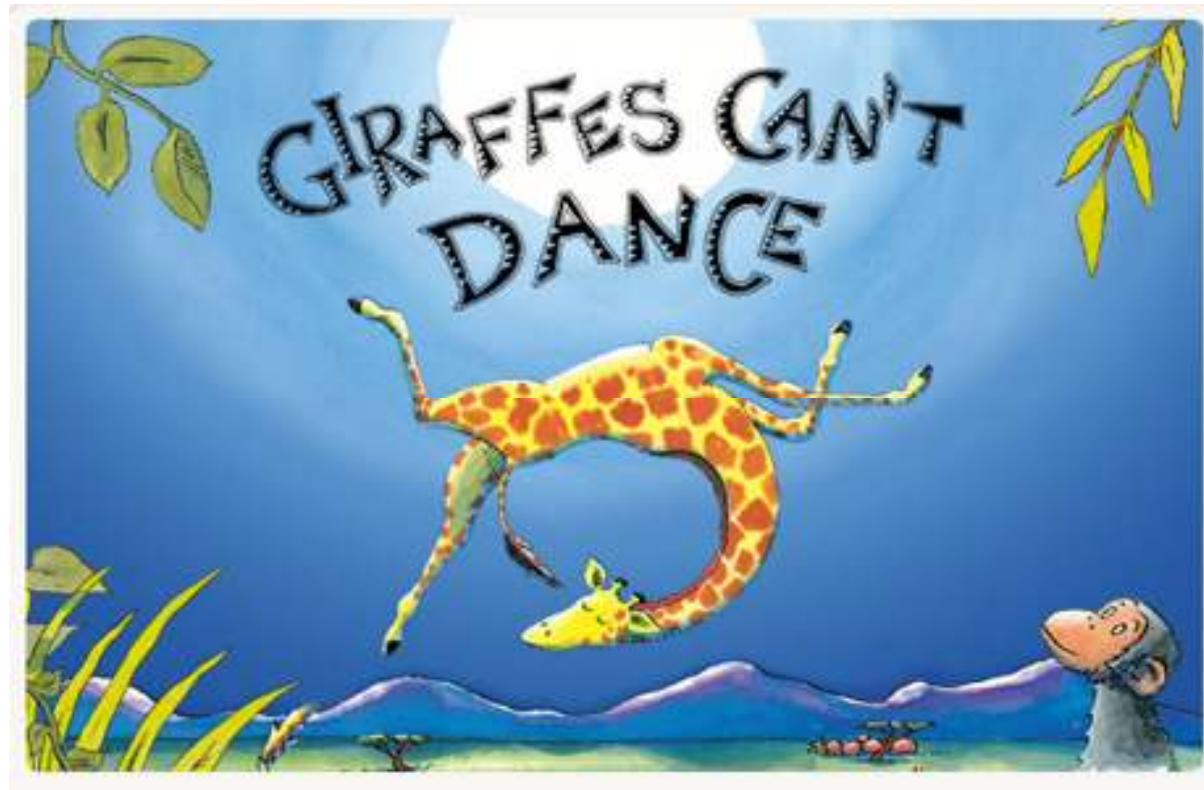
# BIG Questions



Without  
failure  
can there  
be success?







We can all dance, if we find the right music  
**Who hasn't yet found their music?**



## • **ACTIONS at SCHOOL**

- January 2015 **Our values are introduced – The 4 Rs**
- September 2015 Growth mindset introduced to staff. Links to our values.
- Mindset quiz *Reflection*
- Embed growth mindset vocabulary - activities, displays, lessons, every day..... *4 Rs*
- Spring Term - children create their own learning pit *Reflection*
- Teachers use the learning pit to actively create conflict and challenge in lessons  
*Resilience Reflection*
- Ever higher expectations *Resilience*
- Children selecting their own tasks *Responsibility Resilience*
- Increasing use of peer assessment / critique and children helping each other out of 'the pit' *Responsibility, Reflection, Resilience & Respect*
- Developed feedback to children (verbal and written) and teacher / pupil dialogue to reflect growth mindset *Responsibility, Reflection, Resilience & Respect*
- More honest self-evaluations from the children encouraged *Reflection*
- 'I can't do it .....YET!' Embrace the struggle..... *Resilience*
- **NEXT?** Learning more about the brain, further embed growth mindset vocabulary and approach at school *and at home* , 'Mindset Matters' .....

# Impact so far?



- Children are less fearful of failure – more adventurous
- Children are more reflective and can self-evaluate more effectively
- Children becoming more articulate about the way they learn and what they need to do to improve
- Children recognise they are ‘in the pit’ and are more likely to persevere with a challenging task
- More risk taking
- More independent learners
- Decreasing incidents of low level disruption
- ***More positive learning behaviours at WCEJS***
- ***WCEJS children better equipped for life!***

# How can parents help?



Words and actions

Use of praise

*“If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort and keep on learning”*

C. Dweck

# Mindset Matters

## Mindset in Action

A trail for fun and feedback to help us to improve. Thank you!

