

Agree or Disagree?



- ❧ You were born with a certain amount of talent, and you can't really do much to change it.
- ❧ No matter who you are, you can significantly change your level of intelligence.
- ❧ You can learn new things, but you can't really change your basic level of talent or intelligence.
- ❧ When something is hard, it just makes me want to work more on it, not less.
- ❧ I like my work best when I can do it perfectly without any mistakes.

"mindset" {*noun*}

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

Introduction to Mindset



- ❧ As you watch the TED talk, jot down something that pops out at you as new or interesting.
- ❧ Also jot down something that you have a question about.
- ❧ The Power of belief -- mindset and success | Eduardo Briceno |
- ❧ Share your jottings with a partner.

Fixed Mindset



What are the characteristics of a person with a fixed mindset?

Fixed Mindset



- ❧ Avoid challenges.
- ❧ Want to look smart.
- ❧ Protect their ego.
- ❧ Judgmental.
- ❧ Believes in natural abilities.
- ❧ Super sensitive about making mistakes.
- ❧ Feedback is criticism or an attack on who you are.
- ❧ Perfection is important.
- ❧ When the going gets tough...they give up.

Students with a Fixed Mindset:

- ❧ Get upset by initial errors or difficulties.
- ❧ Get discouraged easily.
- ❧ Blame others for mistakes.
- ❧ Won't ask for help even when he/she needs it.
- ❧ Use statements such as "I can't," "I'm not good at this," or "I don't know how to do it" (rather than trying, seeking help or practicing more).

Josh Waitzkin



“If we win because we are a winner, then when we lose, it must make us a loser.”

Growth Mindset



What are the characteristics of a person with a growth mindset?

Growth Mindset



- ❧ Seek challenges. Challenges are fun.
- ❧ Embrace learning.
- ❧ Persistent.
- ❧ Setbacks and mistakes are a part of growing and learning. They are opportunities for improving.
- ❧ Determined. Effort and hard work are a part of life.
- ❧ Oriented toward improvement.
- ❧ Feedback is helpful and part of learning.

Students with a Growth Mindset:

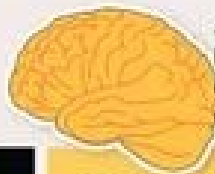


- ☞ Are more eager for challenges.
- ☞ Put in hard work.
- ☞ Are more able to cope with obstacles.
- ☞ Are not afraid to make mistakes.

Changing Our Mindset

Carol Dweck, world-renowned Stanford University psychologist, talks about the power of our mindset or our beliefs (especially around challenge). We can either have a Fixed Mindset where we let failure (or even success) define who we are, or a Growth Mindset where we see setbacks as opportunities to grow and improve ourselves. Just like how we learned how to walk... there are many stumbles along the way, but to reach our potential and live the life we desire, it takes practice and perseverance. We always have a choice about which view we adopt for ourselves... and it's never too late to change. What's your view?

It's up to you!



FIXED MINDSET

Belief that my intelligence, personality and character are carved in stone; my potential is determined at birth



GROWTH MINDSET

Belief that my intelligence, personality and character can be developed! A person's true potential is unknown (and unknowable).

DESIRE	Look smart in every situation and prove myself over and over again. Never fail!!	Stretch myself, take risks and learn. Bring on the challenges!
EVALUATION OF SITUATIONS	Will I succeed or fail? Will I look smart or dumb?	Will this allow me to grow? Will this help me overcome some of my challenges?
DEALING WITH SETBACKS	"I'm a failure" (identity) "I'm an idiot"	"I failed" (action) "I'll try harder next time"
CHALLENGES	Avoid challenges, get defensive or give up easily.	Embrace challenges, persist in the face of setbacks.
EFFORT	Why bother? It's not going to change anything.	Growth and learning require effort.
CRITICISM	Ignore constructive criticism.	Learn from criticism. How can I improve?
SUCCESS OF OTHERS	Feel threatened by the success of others. If you succeed, then I fail.	Finds lessons & inspiration in other people's success.
RESULT...	Plateau early, achieve less than my full potential.	Reach ever-higher levels of achievement.

Josh Waitzkin



“The moment we believe that success is determined by an ingrained level of ability, we will be brittle in the face of adversity.”

Why is this important for schools?



- ❧ Students with a growth mindset are more successful in school and life.
- ❧ Students' grade point averages go up when they are taught that intelligence can be developed.
- ❧ Teaching the growth mindset narrows the achievement gap.



- ❧ IQ tests can measure current skills...but nothing can measure someone's potential.
- ❧ It is impossible to tell what people are capable of in the future if they catch fire and apply themselves.

Teaching Students to Grow their Brain



Think about a student you have worked with or if you are new to working as a para, a child you know well.

- Do they have the characteristics of a growth mindset or a fixed mindset?
- What evidence do you have to support that conclusion?

The Brain as a Muscle



- ❧ Teach students that the brain is a muscle that can be strengthened with practice. This sends the message that students can directly affect their intelligence.
- ❧ Neurons and connections between neurons grow with practice.
- ❧ Knowing that the brain can grow often empowers unmotivated students.
- ❧ Challenges and struggling help brains to grow and develop.
- ❧ [Khan Academy](#)

In the Classroom



- ❧ Encourage your students to try and figure things out. (Learning is a process and learning the process of learning is as important as getting a right answer).
- ❧ Resist the urge to swoop in and offer hints.
- ❧ Take time to recognize the effort students put into their work.
- ❧ Show students you appreciate their choices, their thinking process, or their persistence.
- ❧ When students do something quickly, easily, and perfectly, do not tell them how great they are. Tell them, "I'm sorry I wasted your time on something too easy for you. Let's do something you can learn from."

In the Classroom



- ❧ Ask students to show you how they went about a task.
- ❧ Ask students about strategies that didn't work and what they learned from them.
- ❧ When students make mistakes, use these as occasions for teaching them to come up with new strategies.
- ❧ Explicitly teach problem-solving strategies.

Weekly learning reflection

How did you get on in your learning last week? How can you be better this week?

Week beginning:

This week my learning successes were...

The bits I don't get YET are...

What mistakes did I make that helped me learn?

What will I need to help me make those improvements?

What will I do to make sure I improve this week?

What will I do to ensure I am a good learner this week?



In the Classroom



- ❧ Use Efforts Rubrics.
- ❧ Use the word “Yet”.
- ❧ Provide specific feedback.
- ❧ Ask yourself, “What are the opportunities for learning and growth today? For myself? For my students?”
- ❧ Ask students, “What did you learn today? What mistake did you make that taught you something? Where did you put in your best effort today?”

Sample Effort Rubric



I tried really hard.
I did my very best.
I paid attention.



I tried some of the time.
I could have done better.
I didn't always pay attention.



I didn't try at all. I gave up.
I didn't get anything done.
I didn't pay attention.



**DIG
DEEP
AND
STICK
WITH IT**



**LOOK IN
A BOOK
OR
USE THE
INTERNET**



**CAN
YOU
FIND
AN
EXAMPLE?**



**KEEP
CALM
AND
READ IT
AGAIN**



**DON'T
KNOW
WHAT
TO DO
NEXT?**



**REMIND
YOURSELF
NOT
KNOWING
IS OK**



**WORK
TOGETHER
AND
ASK A
FRIEND**



**PAUSE
A MOMENT
AND
JUST
THINK**



**STILL NOT
SURE?
THEN
ASK YOUR
TEACHER**

Messages for Students



- ❧ Resilience – “Keep trying!”
- ❧ Determination – “Do your best!”
- ❧ Perseverance – “Never give up!”

- ❧ Setbacks are a part of the learning process.
- ❧ You don’t learn anything from doing something that is easy.
- ❧ Mistakes are okay. Fix them. Learn from them.

Praise



- ❧ Praising children's intelligence may boost their confidence for a brief moment.
- ❧ BUT it:
 - ❧ Makes children afraid of challenges.
 - ❧ Causes them lose confidence when tasks become hard.
 - ❧ Leads to plummeting performance when faced with difficult tasks.
 - ❧ In some studies, praising intelligence led to lower performance on an IQ test.

Praise



- ✧ Older children (7+) and teens are often skeptical about praise. They:
 - ✧ Disregard praise as not genuine
 - ✧ Believe that teachers praise students who aren't smart

Praise



- ❧ Avoid labels. Do not praise students for being “smart” or “talented” or “gifted”.
- ❧ Praise children for:
 - ❧ Effort
 - ❧ Persistence
 - ❧ Strategies
- ❧ Praising for these behaviors sends the message that the student has the power to improve and change.
- ❧ Be specific with your praise.

Reaching One of Your Students

- ❧ Think of a student you work with who likely has a fixed mindset.
- ❧ What is something you will teach them that could help them develop a growth mindset?
- ❧ Pair/Share.

What Can I Say To Myself?

Instead of...

- I'm not good at this.
- I'm awesome at this.
- I give up.
- This is too hard.
- I can't make this any better.
- I just can't do math.
- I made a mistake.
- She's so smart. I will never be that smart.
- It's good enough.
- Plan A didn't work.

Try thinking...

- What am I missing?
- I'm on the right track!
- I'll use some of the strategies we've learned.
- This may take some time and effort.
- I can always improve, so I'll keep trying.
- I'm going to train my brain in Math.
- Mistakes help me to learn better.
- I'm going to figure out how she does it so I can try it!
- Is it really my best work?
- Good thing the alphabet has 25 more letters!

FAILING IS JUST ANOTHER
WORD FOR GROWING.

AND YOU KEEP GOING.

{ THIS IS
LEARNING }



KHANACADEMY

Failure



- ❧ Failure is a part of life. It's critical to help kids to learn to cope with setbacks and to help them focus on ways to improve.
- ❧ We need to help students fail, without them feeling like failures.

There was a time
when Einstein couldn't count
to ~~1 2 3 4 5 6 7 8 9~~ 10

Thankfully

**WE ARE BORN
TO LEARN**



KHANACADEMY



- ❧ Grades/Performance reflects a person's current skills and efforts, not their intelligence or worth.
- ❧ If students are disappointed in their performance, there are solutions:
 - ❧ Learn how to study better.
 - ❧ More time on task.
 - ❧ Find more learning opportunities (peers, online, etc.).
 - ❧ Ask the teacher, a parent, or a friend for help.

WHOEVER YOU ARE
WHEREVER YOU ARE

You only have to
know one thing:

#YouCanLearnAnything



KHANACADEMY

Tom Hoerr



“If our kids have graduated from here with nothing but success, then we have failed them, because they haven't learned how to respond to frustration and failure.”