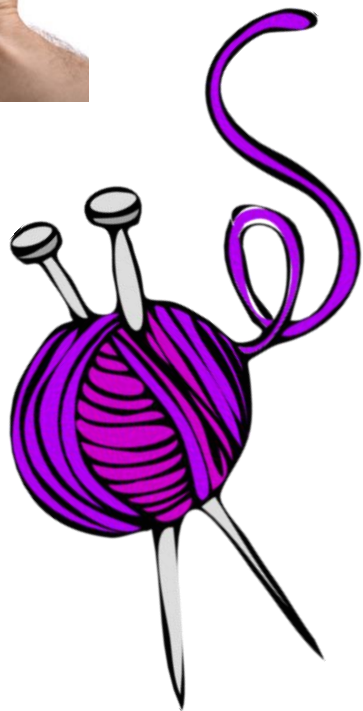
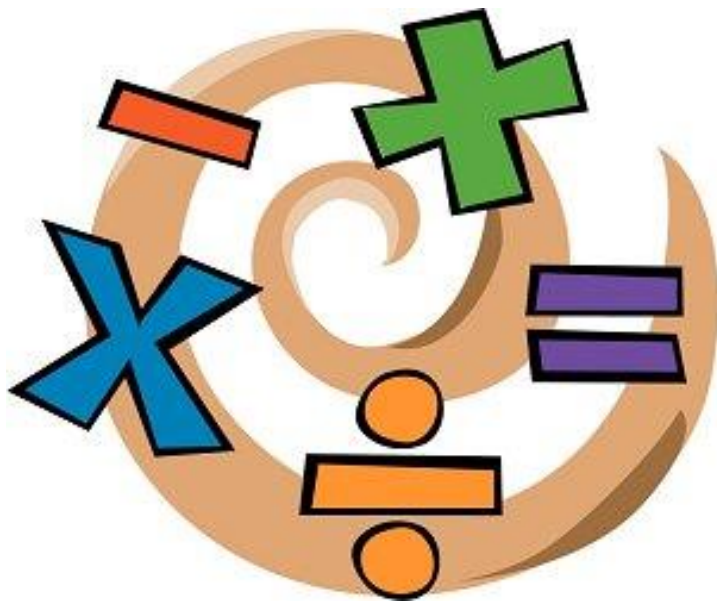



HOMework







When You:

*Cut it for me,
Write it for me,
Open it for me,
Set it up for me,
Draw it for me or
Find it for me,*

All I learn is:





that you do it better than me

What is Growth Mindset?

Neuroplasticity - the potential that the brain has to reorganise by creating new neural pathways to adapt, as it needs.

Research by Developmental Psychologist Dr Carol Dweck of Stanford University points to people having one of, or a combination of, two mindsets: Growth and Fixed. A child's belief about intelligence is an important factor in whether they become an effective learner.

Struggle and Failure: an integral part of learning

Fixed Mindset	Growth Mindset
 <p>Intelligence is static.</p> <p>I must look clever!</p>	<p>Intelligence is expandable.</p> <p>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 
<i>Likely to plateau early and achieve less than full potential</i>	<i>Reaches ever higher levels of achievement</i>

Carol Dweck



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.



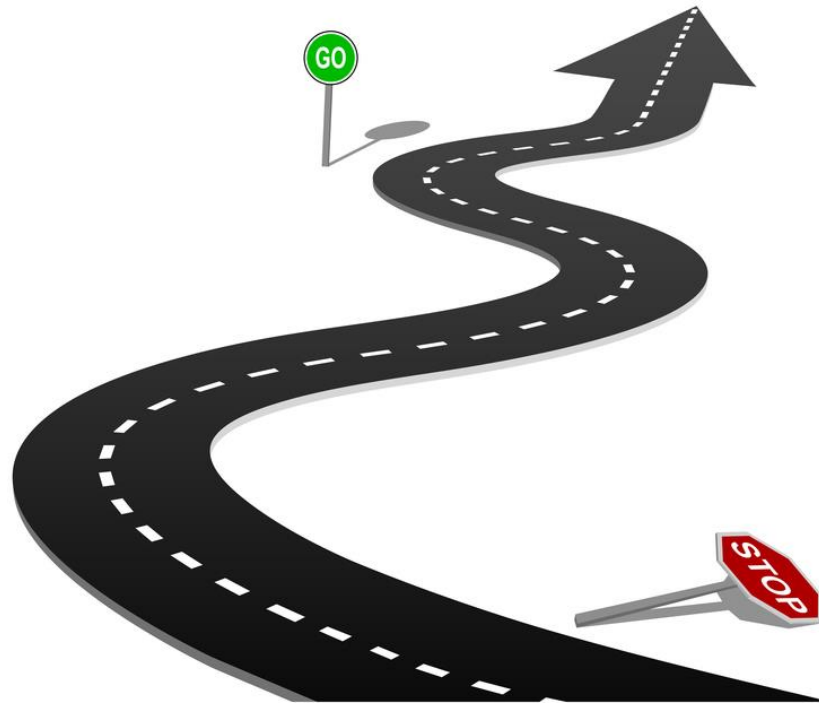
Austin's Butterfly



What is Growth Mindset?

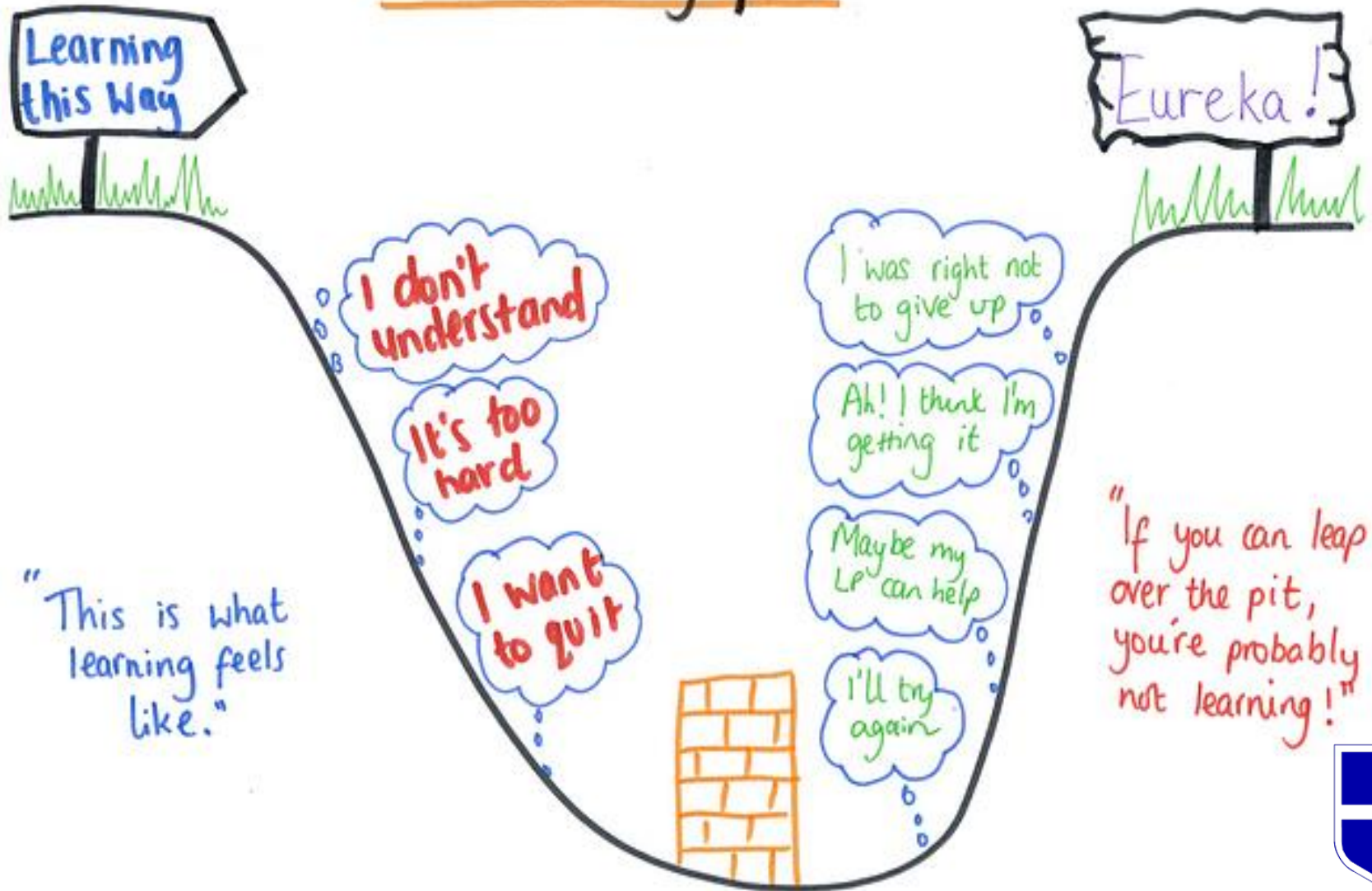
Children often worry about failure in school, and feel doing poorly in one piece of work means they simply cannot and will never be able to do something. The message to them is that they may not be able to do it YET.

The power of YET



Our strategies so far...

The learning pit



Our strategies so far...



**EVERY
MISTAKE
YOU MAKE
IS PROGRESS**

I'm not
telling you
it's going
to be
easy,
I'm
telling you
it's going
to be
WORTH IT.

SOMETIMES
IT TAKES MORE
**COURAGE TO
ASK FOR HELP**
THAN TO ACT ALONE.
-KEN PETTI

IF YOU
FIND A PATH WITH
NO OBSTACLES,
IT PROBABLY DOESN'T LEAD
ANYWHERE.
-FRANK A. CLARK

mistakes
are proof
that you
are trying.



Our strategies so far...

Instead of: “You must be really clever to have solved that problem, you’re good at Maths.”

Try: “I like the way you tried different strategies until you finally got it. You thought of different ways until you got it to work.”



Our strategies so far...

- The Learning Pit
- Class mottos
- Language changes - verbal and written
- Explicit lessons and assemblies



Growing successful children

It was once thought telling children how smart they are would give them confidence in their abilities, the desire to learn, and the hardiness to withstand difficulty.

“The self-esteem movement got it wrong. Praising children’s intelligence may boost their confidence for a brief moment, but by fostering the fixed view of intelligence, it makes them afraid of challenges, it makes them lose confidence when tasks become hard, and it leads to plummeting performance in the face of difficulty.”

Dr Carol Dweck



Praise



“Children love praise. They especially love praise about their intelligence and talent. It really gives them a boost and a special feeling..... but only for a short time. The minute they hit a snag, their confidence can be destroyed and motivation hits rock bottom. If success means they are smart, then failure can mean they are dumb.”



Praise

Research shows that praising the process—children’s effort or strategies—creates eagerness for challenges, persistence in the face of difficulty, and enhanced performance.

“What we’ve found in study after study is that ability-praise backfires. Emphasising effort gives a child a variable that they can control. They come to see themselves as in control of their success. Emphasising natural intelligence takes it out of the child’s control, and it provides no good recipe for responding to a failure.”

Carol Dweck



Praise achievement not ability

Our language tells children what we believe and what we value

- ◆ Well done - you're learning to...
- ◆ Good - it's making you think - that's how your brain is growing!
- ◆ Every time you practise, you're making connections in your brain stronger.
- ◆ You're good at things you like because you work at them.



Praise achievement not ability

Our language tells children what we believe and what we value

- ◆ Let's look at what you've achieved.
- ◆ If you could already do it, you wouldn't be learning anything.
- ◆ Your skills have really improved.
- ◆ You can use this mistake. Think about why it didn't work and learn from it.

Shirley Clarke



Our future plans...

- Learning Heroes/Learning Skills Leaves
- Development of Learning Reviews and Reflection (metacognition)
- Split screen objectives
- Learning behaviours targets



Thank you for your time!

You have demonstrated your commitment to supporting your child in their learning.

