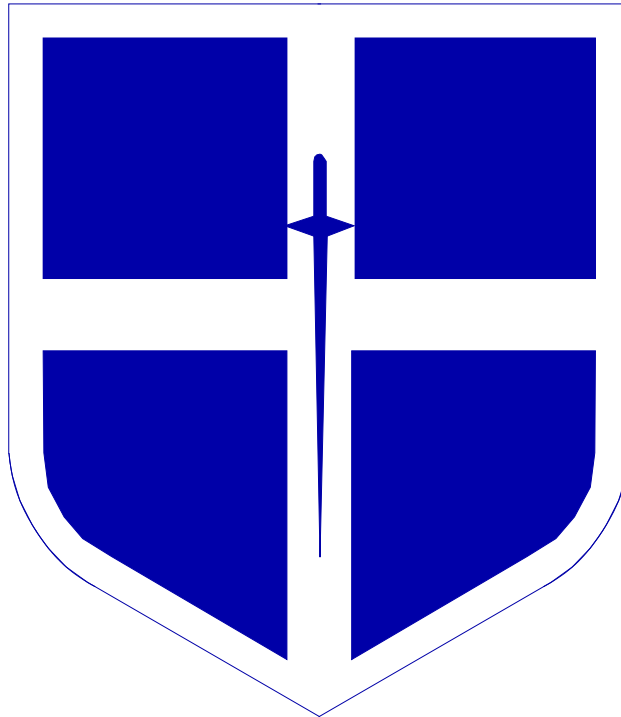


St Paul's Church of England Combined School

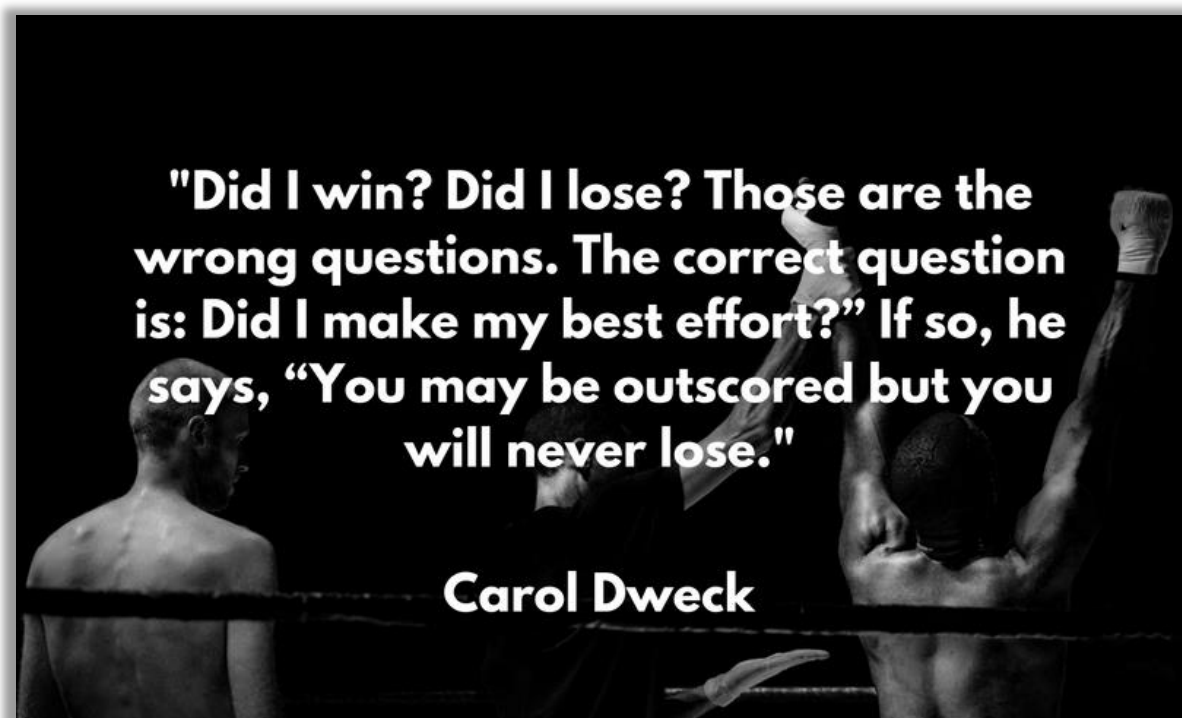
Growth Mindset Parents' Open Day 5

Friday 13th July 2018

Growth Mindset in Sport and PE



Growth Mindset is the belief that abilities can be improved through effort and practice, and that mistakes should be seen as learning opportunities.



What is Growth Mindset?

When individuals with a growth mindset encounter a problem or a challenge, they develop more connections in their brain – their brain is on fire as they are trying to think of new ways to approach and solve the challenge. If individuals approach problems with a fixed mindset – that is, the belief that their ability determines their chance of success and there is nothing they can do to change this – there are no new connections made in the brain.



Learning New Motor Skills

Below are the stages of learning for psychomotor skills. How fast one progresses to the motor or autonomous stage depends on the amount of practice, the experience you have with similar skills and the required skill related fitness components such as agility, balance, co-ordination, power, reaction time and speed. The example is from the perspective of dance, one of the six strands of the Primary PE curriculum. This is how it feels at the different stages.

1. Verbal-Cognitive Stage

You have to really think about each step to experience success. You may even be “talking” yourself through things. You may have difficulty staying with the beat of the music.

2. Motor Stage

You are able to perform the skill without thinking too hard. You can pay some attention to style and strategy. You may not be able to perform the skill perfectly, but you’ve got the basics down. You are able to stay with the beat of the music, but may have to concentrate to do so.

3. Autonomous Stage

You don’t have to think about how to do the skill at all. Your movements are automatic, and you can concentrate fully on style and strategy. Staying on beat is easy.

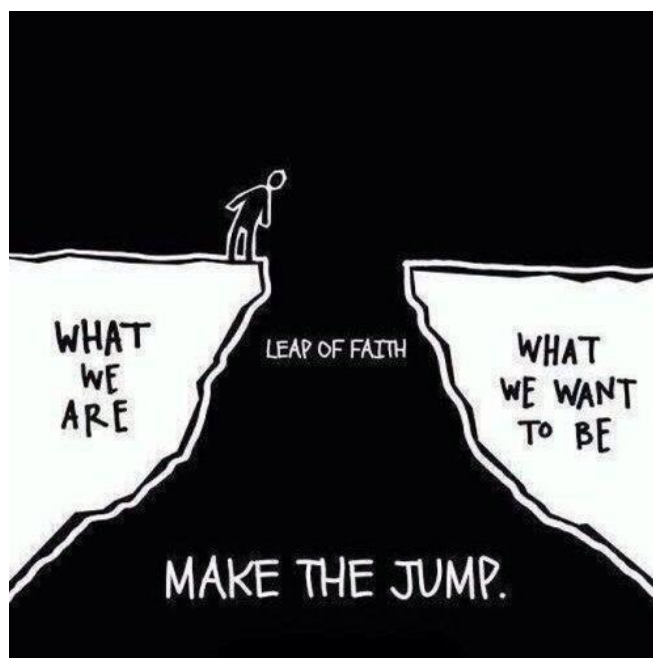
National Curriculum Statutory Guidance for PE

Physical Education in Key Stage 1: Children are taught to:

- engage in competitive and co-operative physical activities, in a range of increasingly challenging situations;
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;
- participate in team games, developing simple tactics for attacking and defending;
- perform dances using simple movement patterns.

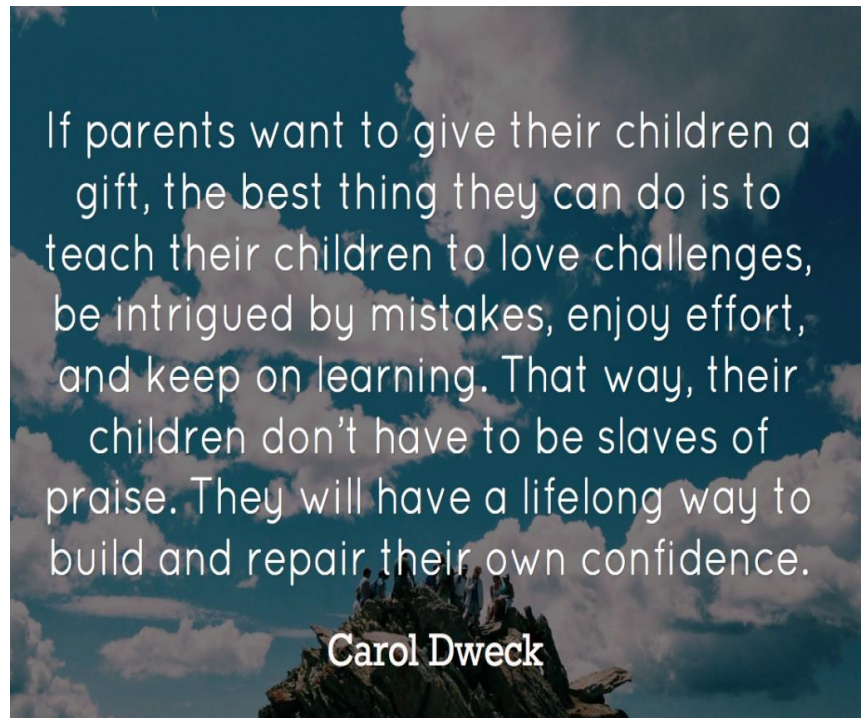
Physical Education in Key Stage 2: Children are taught to:

- apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement;
- enjoy communicating, collaborating and competing with each other;
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success;
- use running, jumping, throwing and catching in isolation and in combination;
- play competitive games and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance;
- perform dances using a range of movement patterns;
- take part in outdoor and adventurous activity challenges both individually and within a team;
- compare their performances with previous ones;
- demonstrate improvement to achieve their personal best;
- swim competently, confidently and proficiently over a distance of at least 25 metres;
- use a range of strokes effectively;
- perform safe self-rescue in different water-based situations.



Advice for Parents and Coaches!

1. **Be Critical.** Children should expect and welcome criticism. They must also be given the opportunity to act on any criticism or critique. This will allow them to realise that through improving their work and responding to feedback, they can be better than they were.
2. **Share the pain!** Encouraging discussion about what your child finds difficult/what they are struggling with can be really helpful. It helps children realise that we can all be challenged, no matter our starting point. It's incredibly healthy to listen to the nature of struggle. Don't always offer the solution, this way children will realise they are capable of doing it for themselves, through perseverance, reflection and effort.
3. **Question the effort.** Questioning serves a pivotal role in nurturing a growth mindset. How could this be even better? What do you need to work hard at to improve on this? Is it time to adopt a different approach or do you need to just keep going? Are you putting in enough effort for you to make major improvements this time?
4. **Make it difficult.** What about those children who are producing great work without struggle? Is this because they are working exceptionally hard, putting in extraordinary effort or is it too easy? We must ensure that everyone struggles. Without making mistakes, we don't learn. Without a real sense of challenge, the idea that you can grow as a learner is a fallacy. There is always a sense of struggle for every learner. Children cannot hide away from the things they always find a challenge. With hard work, every child can improve. They need to know that. They need to be given the chance to find out!
5. **Make a big deal about effort.** This starts with us posing the challenges, talking about the qualities required for excellence. "I know this is going to be exceptionally difficult", "It's going to take a lot of effort". When those challenges are complete, we need to give space to reflect and celebrate on the effort it has taken to get there. To celebrate the struggle, to ensure children realise that it was all worth it. They are now more capable than they were at the start.



6. **Acknowledge the effort.** Make a big deal when they put in the effort, for example, spending time on their homework. Talk about their work ethic, and what effect it has on the quality of their work and understanding.
7. **Display a growth mindset.** Demonstrate how you have improved in something through determination and resilience. Help them find out about sporting heroes who embody growth mindset. Who are those amazing people who have kept going despite enormous challenge to make a name for themselves? What did they do to get where they are now? What marginal gains did they employ to make the difference?
8. **High expectations for your child.** Be assured about the exceptional power we have as parents to affect children's lives through our own expectations of them. Know every child can work hard, can embrace challenge, can develop their understanding and can continually improve.
9. **Provide elements of choice.** Allow children opportunities for them to have periods of autonomy and choice. This will lead to greater persistence, productivity, well-being and ultimately better understanding through finding their own path and learning for themselves.

Tips on How to Use Praise

(from <https://www.bbc.co.uk/cbeebies/grownups/help-your-child-try-new-things>)

It's natural to want to praise children when they do something well, but we need to do this carefully. Research suggests that the type of praise that we use can have a big impact. It's all a matter of context in fact and even positive praise can encourage a fixed mindset.

Praising our children by saying things like “you're a natural!” or “you seem to be able to turn your hand to anything!” without clarity of the process by which they got to that point can lead to the belief that being good at something is out of their control. In other words understanding how they got there is the key.

This focus on being good at something might lead to children feeling happy in the short-term, but confused when the reason they were praised is not evident. If children believe that they succeeded in something simply because they are gifted, they can end up re-evaluating their abilities if it doesn't go as well next time.

Instead the grown-ups around the child can focus praise on the effort they've made to get to that point of triumph, the strategy they used or the outcome itself, saying things like, “You've worked so hard on this, well done!” or “You get better every time because of all the practice you've been doing.” or “You have found a great way to do that, it worked out really well.”

This kind of feedback helps to develop children's resilience to failure as it teaches them what to do when they are challenged or fail – try again, try harder or try a different way, all things that are within their own control.

This type of praise is sometimes called ‘process praise’ and Dweck's research found that children were more motivated when their parents used more of this kind of praise.

If your child is unsure about new or pressured experiences, talking about what happens on Sports Day before the event can help. Focus on the fun aspect of being with all your friends, cheering people on and having a good time outdoors.

However things turn out on the day, praising the effort your child put in, or the strategy they used (saying things like ‘You practised really hard and it showed’ or ‘You tripped but you kept running’) helps to build children's resilience. Focusing on these things teaches children that they can affect or improve their own performance, and that being ‘good’ at something isn't a fixed state.

Positive learning attitudes in PE

PREPARATION – be ready to learn.

ACTIVE PARTICIPATION - show initiative and have strategies for getting involved and staying focused.

USE EFFORT AND PRACTICE TO GROW- try hard and practise, improve physical skills and understand the process takes time and patience.

SEEK CHALLENGE - embrace physical challenges and take risks to pursue learning opportunities; overcome personal barriers such as previous beliefs, that may prevent taking risks.

BUILD POSITIVE RELATIONSHIPS - build positive relationships with fellow students and teachers in order to pursue goals.

GROW FROM SETBACKS – understand that growth occurs from failures and setbacks; don't allow setbacks to prevent you from challenging yourself to try new activities.

Growth mindset vs fixed mindset



SUCCESS

1. I can learn anything I want to.
2. When I'm frustrated, I persevere.
3. I like to challenge myself.
4. When I fail, I learn.
5. I like being told that I try hard.
6. If my classmates succeed, I'm inspired.
7. My effort and attitude determine everything.

From Reid Wilson
@wayfarepath

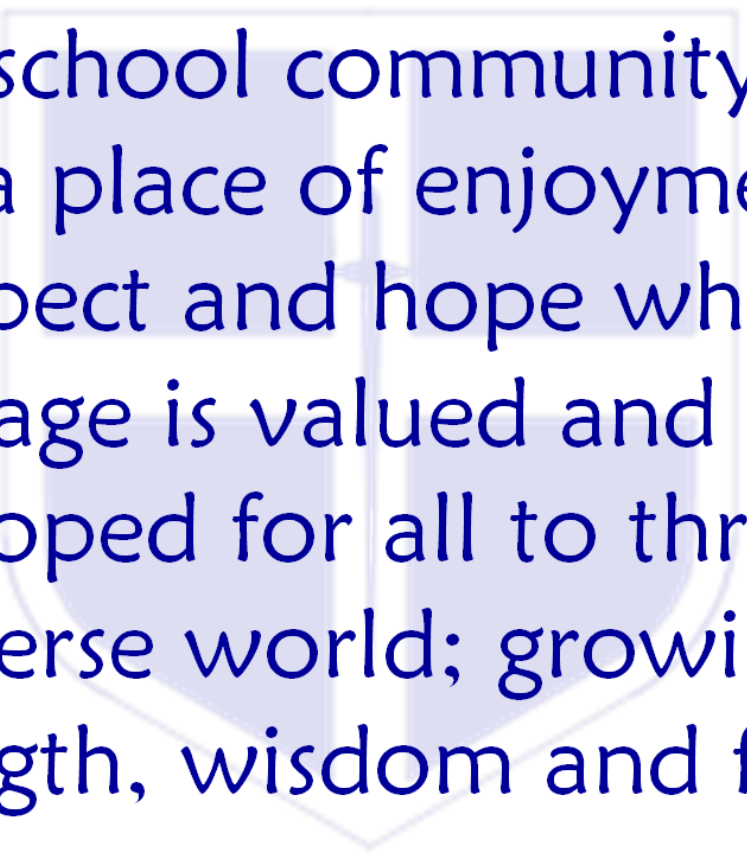
FRUSTRATION

1. I'm either good at it, or I'm not.
2. When I'm frustrated, I give up.
3. I don't like to be challenged.
4. When I fail, I'm no good.
5. I like being told that I'm smart.
6. If my classmates succeed, I feel threatened.
7. My abilities determine everything.

@sylviaaduckworth

GRIT

Learned helplessness



Our school community will be a place of enjoyment, respect and hope where courage is valued and skills developed for all to thrive in a diverse world; growing in strength, wisdom and faith.

Thank you for coming along to support your child and the School at Sports Day!