

# MINDSET

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# RESEARCH

YOU'RE REALLY SMART

YOU WORK HARD

70% CHOSE THE **EASIER** TEST

UP TO 90% CHOSE THE **HARDER** TEST

FRUSTRATED  
**GAVE UP**  
**DID NOT TAKE THE WORK HOME**

**WORKED FOR LONGER**  
& ENJOYED CHALLENGE  
TOOK THE WORK HOME

MARKS **DROPPED**

MARKS **INCREASED**



AS SOON AS STUDENTS BECOME  
ABLE TO EVALUATE THEMSELVES,  
SOME OF THEM BECOME **AFRAID**  
**OF CHALLENGE**

IT'S BREATHTAKING HOW MANY  
PEOPLE **REJECT THE OPPORTUNITY**  
**TO LEARN**

IT'S AS THOUGH **THEY BECOME**  
**AFRAID NOT BEING SMART**



CAROL DWECK



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# RESEARCH

YOU'RE REALLY SMART

70% CHOSE THE **EASIER** TEST

**THEY LIE**  
FRUSTRATED  
DIDN'T TAKE THE WORK HOME  
MARKS **DROPPED** BY 20%

YOU WORK HARD

UP TO 90% CHOSE THE **HARDER** TEST

**WORKED FOR LONGER**  
& ENJOYED CHALLENGE  
TOOK THE WORK HOME  
MARKS **INCREASED** BY 30%





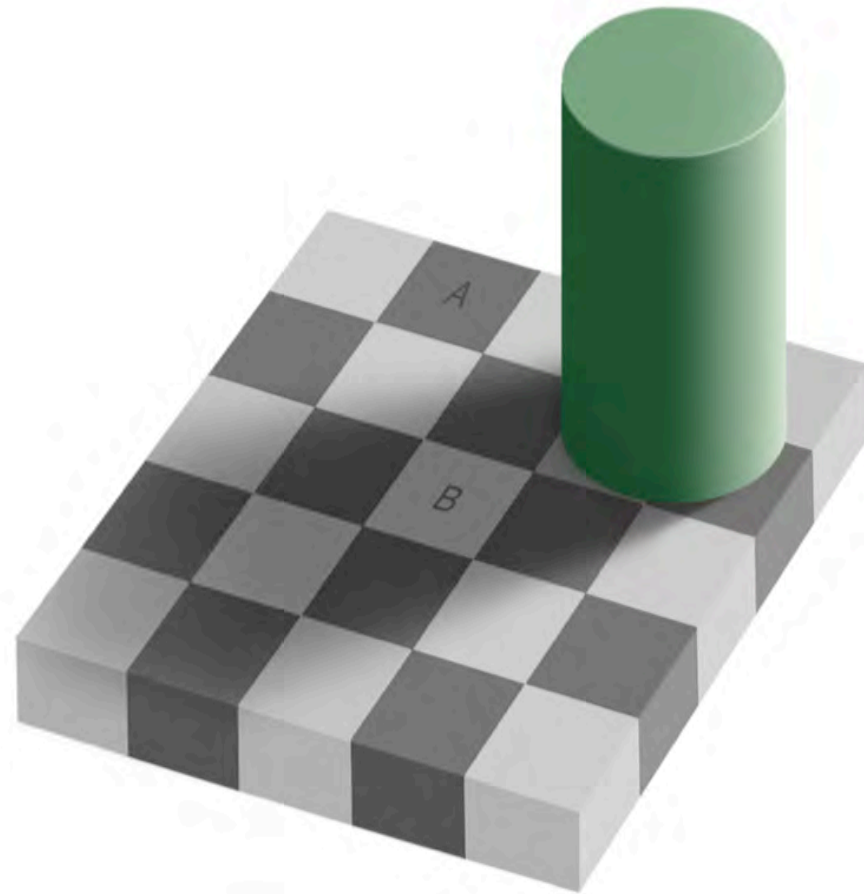
# FIXED OR GROWTH MINDSET



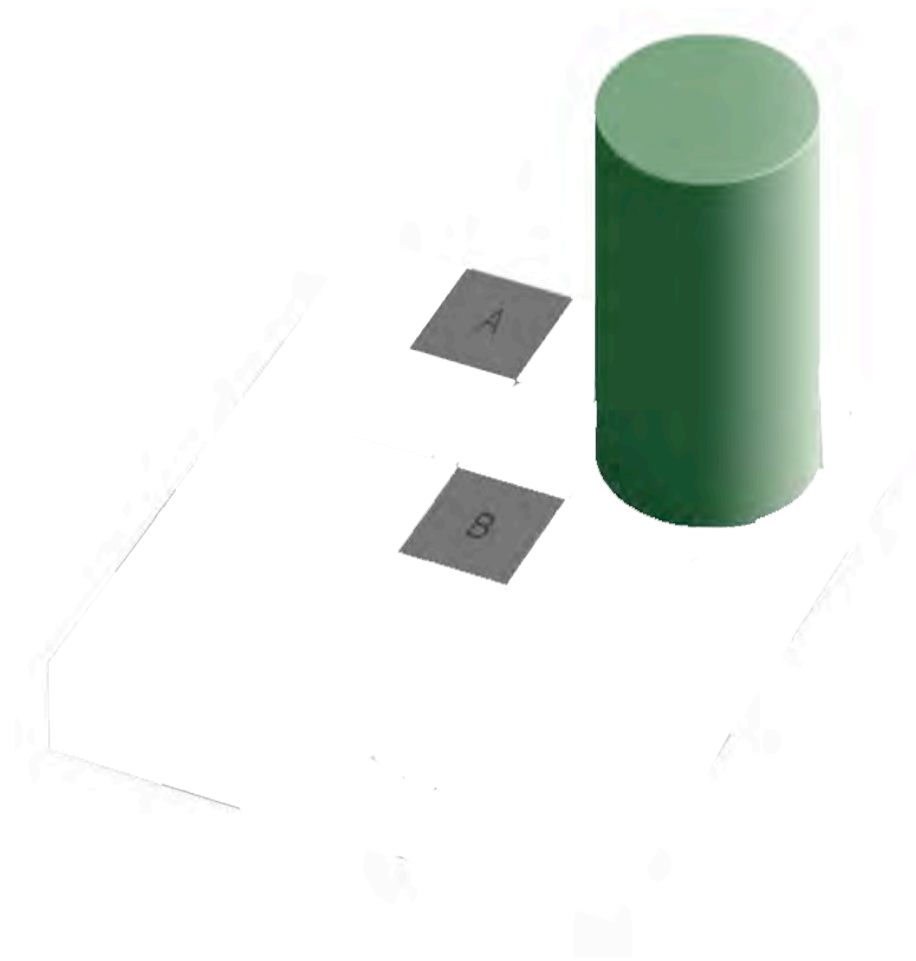
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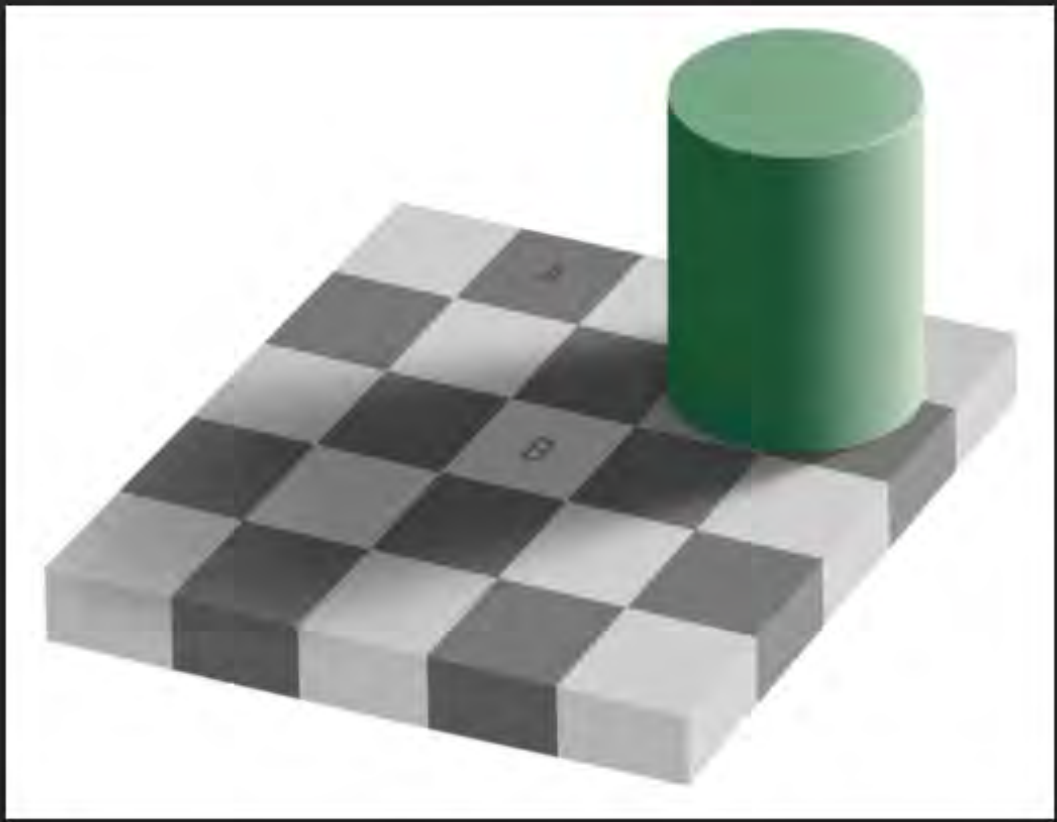
# WHAT DO YOU SEE?



# WHAT DO YOU SEE?







# PRAISE

"YOU'RE A NATURAL!"

"IF I NEED TO STUDY THEN MAYBE I'M NOT THAT SMART."

"THAT'S GREAT! YOU DIDN'T MAKE ANY MISTAKES!"

"MISTAKES ARE BAD."

"WOW YOU LEARNED THAT FAST! YOU'RE SO SMART!"

"IF I DON'T LEARN QUICKLY, I'M NOT SMART."



# BE SPECIFIC

I LOVE YOUR USE OF PERSPECTIVE



## FOCUS ON EFFORT

YOU MUST HAVE WORKED HARD TO GET SO MANY RIGHT



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# FIXED MINDSET

## TENDS TO:

AVOID CHALLENGE

GIVE UP EASILY

DISLIKE THE NEED FOR EFFORT

IGNORE USEFUL FEEDBACK/CRITICISM

FEEL THREATENED BY THE SUCCESS OF OTHERS



# GROWTH MINDSET

## TENDS TO:

SEEK OUT & EMBRACE CHALLENGE

PERSIST IN THE FACE OF SETBACKS

REVELS IN THE STRUGGLE

LEARNS FROM FEEDBACK & CRITICISM

IS INSPIRED BY THE SUCCESS OF OTHERS



# WHAT ABOUT YOU?



# WHAT ABOUT YOU?

HMM... RATHER NOT...

BRING IT ON!



Challenge



Setbacks



Effort



Feedback



Others' Success



# MEET JOHN

52

LOST AN EYE

80 CIGARETTES A DAY

HEAVY DRINKER

SEVERE HEART ATTACK





# MEET JOHN

77

403 MARATHONS

RAN THE LENGTH OF THE  
BERLIN WALL (156KMS)

OLDEST PERSON TO RUN  
10 MARATHONS IN 10 DAYS



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THE POWER OF  
**YET**



# FRAMEWORK FOR IMPROVING STUDENT OUTCOMES



VICTORIA STATE GOVERNMENT 2015



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**Excellence in teaching and learning**

**Building practice excellence:** Teachers, principals, and schools will work together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data, and to enhance feedback to students and staff.

**Curriculum planning and assessment:** School will embed a culture of curriculum planning and assess the impact of learning programs, adjusting them to suit individual student needs so that students can reach their potential. Schools will strengthen their use of student assessment data and feedback to evaluate impact on students' progress, monitor the impact of teaching and adjust learning programs and interventions.

**Professional leadership**

**Building leadership teams:** Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence and proven coaching and feedback methods, build a culture that is focused on improvement, and strengthen the induction of new teachers into the professional learning culture of their school.

**Positive climate for learning**

**Empowering students and building school pride:** Schools will develop approaches that give students a greater say in the decisions that affect their learning and their lives at school. The whole school community will engage with students so they have voice in the learning process, and fully and proudly participate in school life.

**Setting expectations and promoting inclusion:** Schools will work across their communities to implement a shared approach to supporting the health, wellbeing, inclusion and engagement of all students, including setting behaviour expectations, building teachers' understandings of positive classroom behaviour and engagement practices, and ensuring students have the tools and skills to develop positive and self-regulating behaviours.

**Community engagement in learning**

**Building communities:** Schools will strengthen their capacity to build relationships within the broader community by partnering with the community sector (for example, through the GPs in schools initiative), make strategic use of existing community resources and capabilities, and increase the services delivered 'inside the school gate'. Schools will realise the value of harnessing the full capacity of the community and parents to collectively encourage students' learning, and enhance student outcomes.

# DEVELOPING A CULTURE

EXPLORE THIS IN YOUR OWN CONTEXT

INFORMAL EVERYDAY INTERACTIONS

TEACHING | ASSESSMENT | FEEDBACK

COMMUNITY DIALOGUE

SYSTEMIC SHIFTS



# WHAT GROWTH MINDSET ISN'T

JUST THE BELIEF YOU CAN IMPROVE

TELLING KIDS (OR ADULTS) THEY CAN BE WHATEVER THEY WANT TO BE

GOOD OR BAD

SOMETHING TO BE VIEWED AS AN INDIVIDUAL IN ISOLATION

CONCLUSIVE



# TALK MORE



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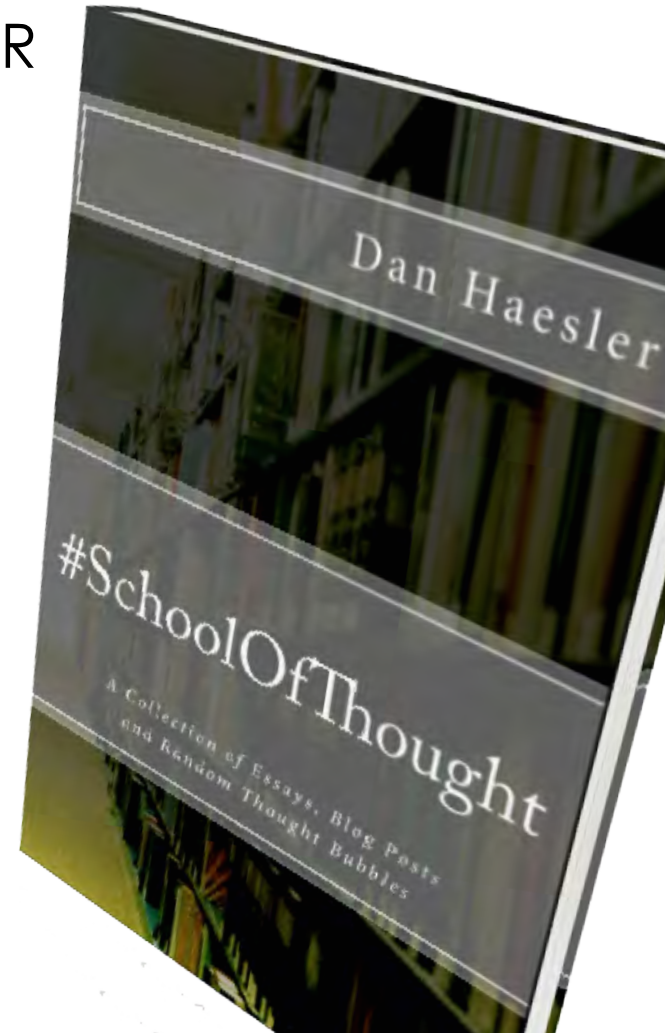
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