



EXPLORING THE POWER OF A GROWTH

MINDSET

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re-search¹ /ri'sɜ:tʃ,

[plural] 1 serious study to discover new facts

research into + noun | research
student



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%





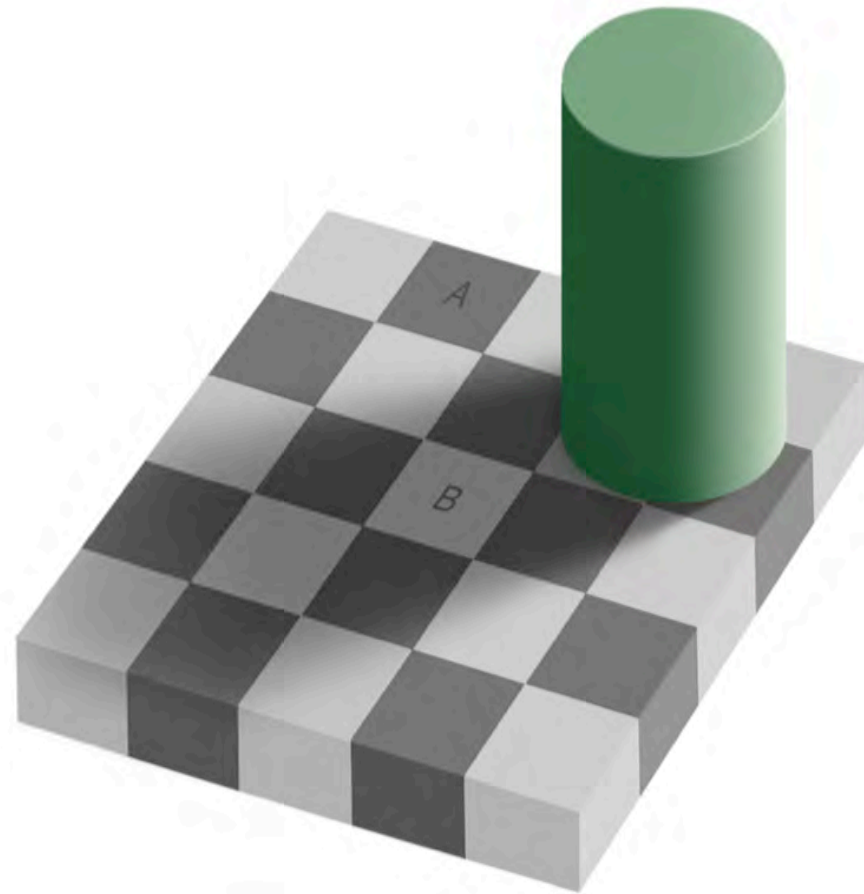
FIXED OR GROWTH MINDSET



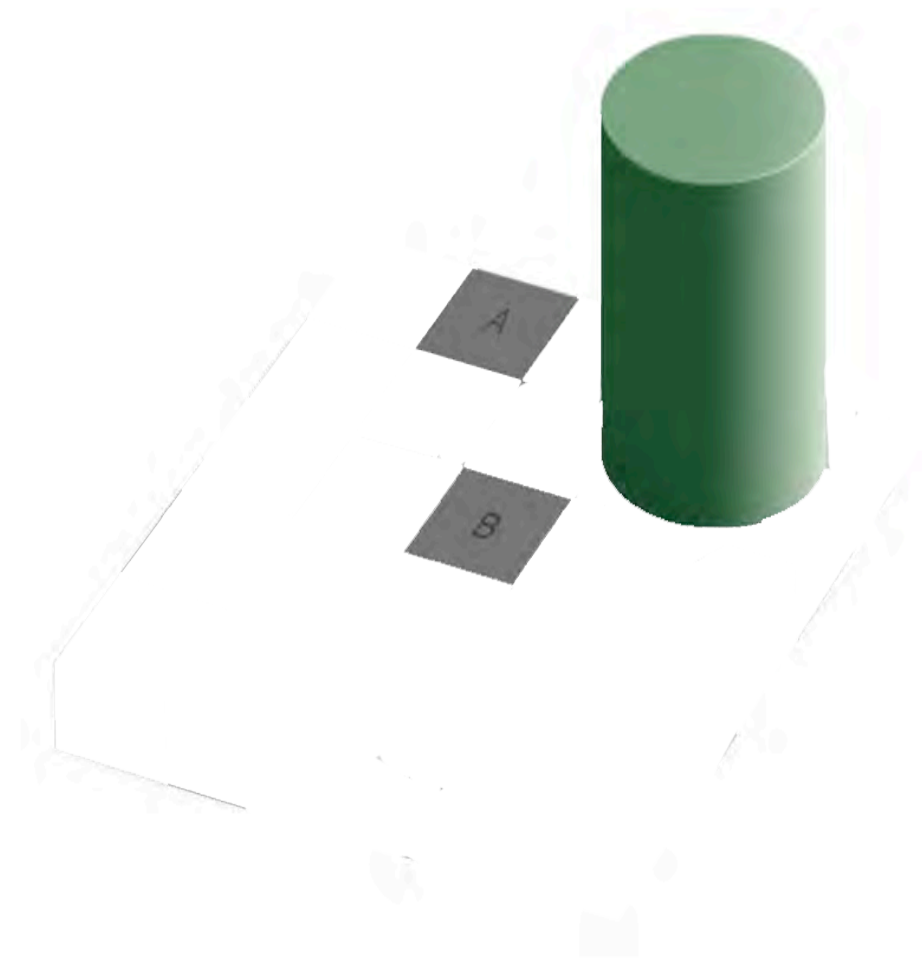
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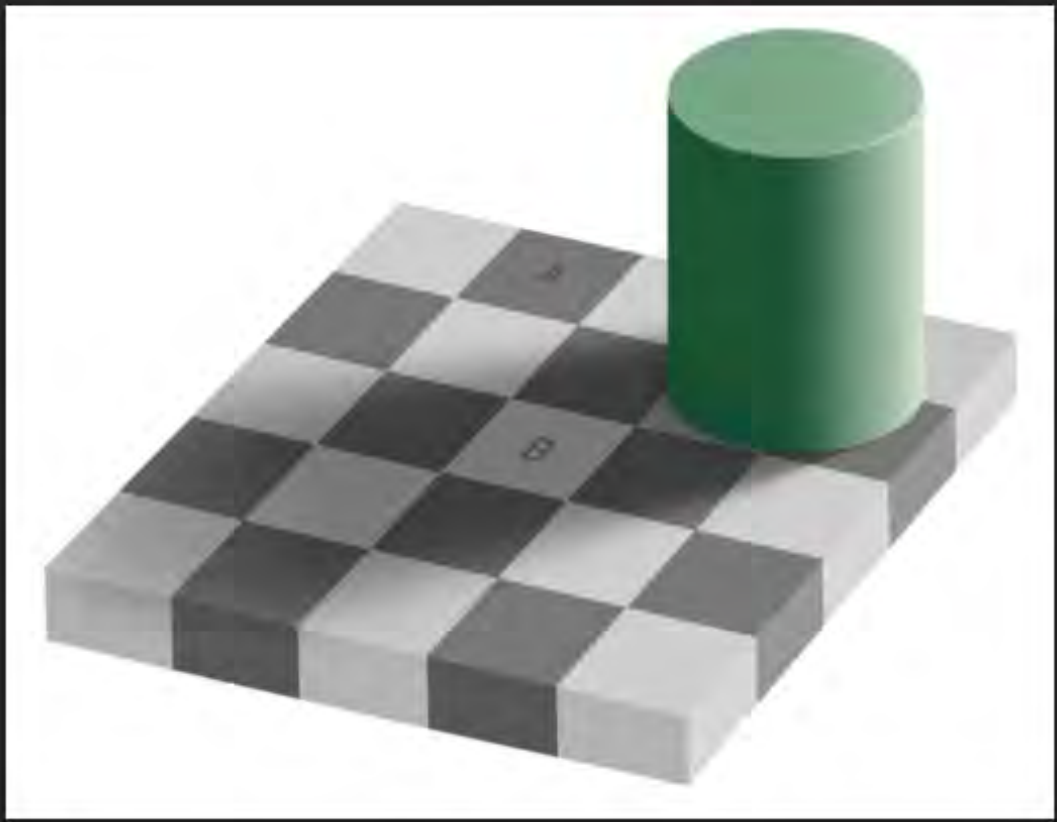
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WHAT DO YOU SEE?

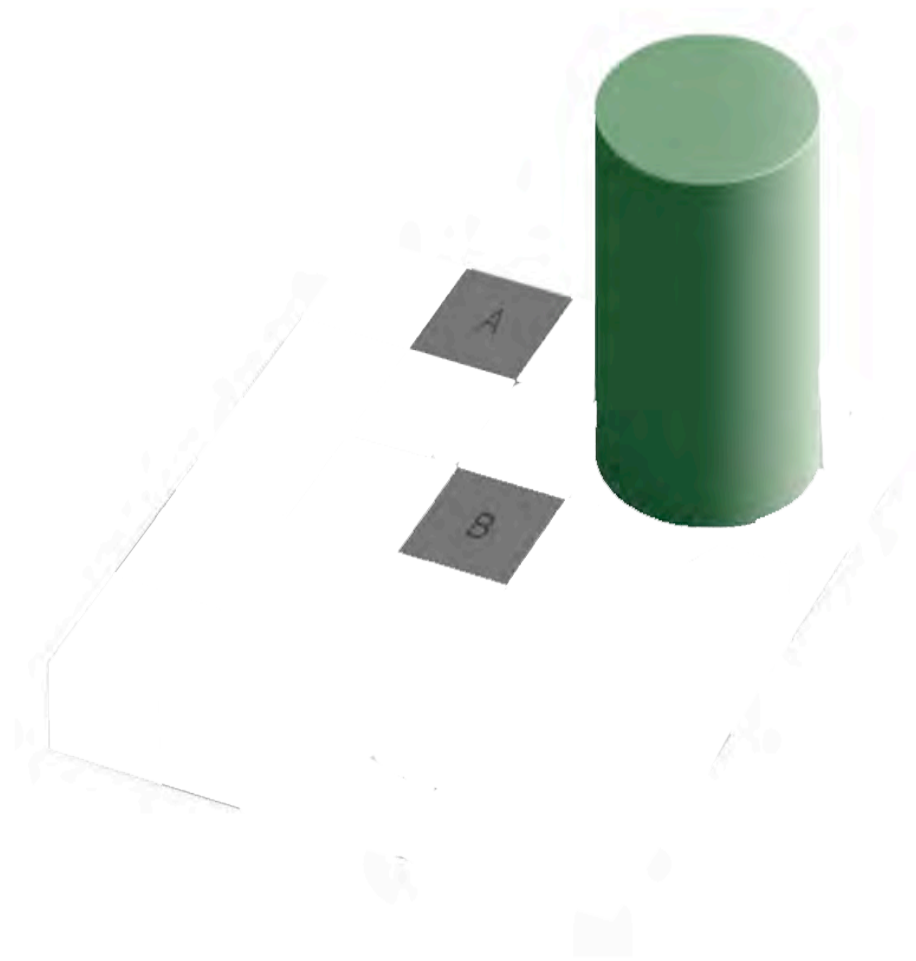


WHAT DO YOU SEE?

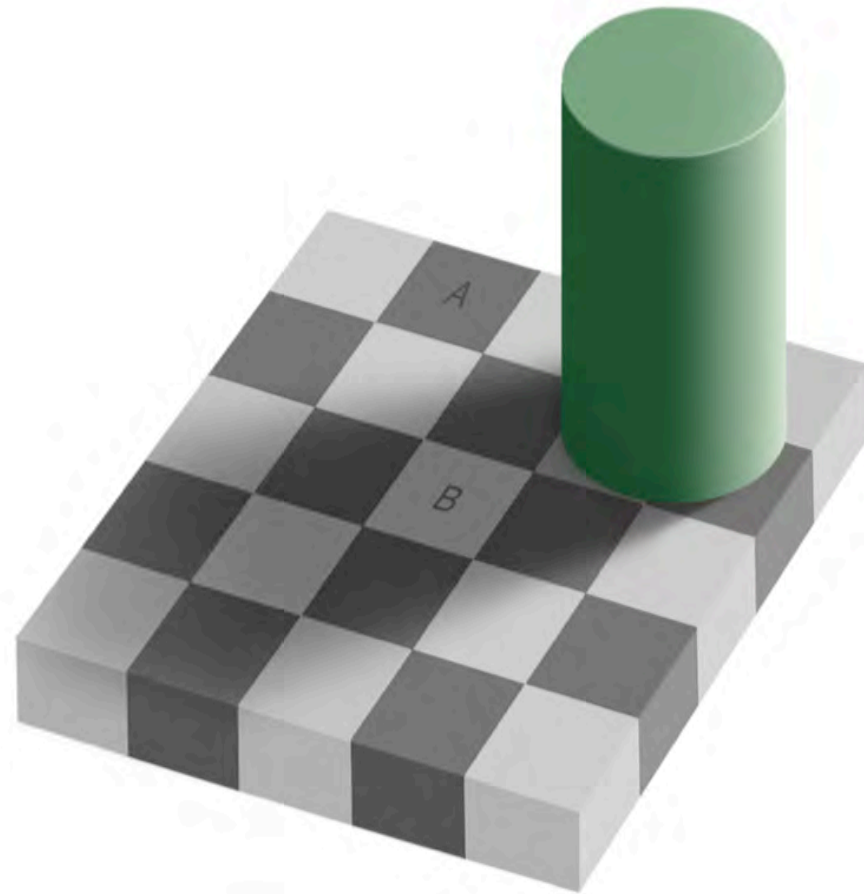




WHAT DO YOU SEE?



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



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



WHAT DID YOU LEARN ABOUT YOURSELF AT

SCHOOL?





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PERFORMANCE | COMPETITION | ANXIETY



LEARNING | IMPROVEMENT | GROWTH



IF YOU WRITE CAREFUL DIAGNOSTIC COMMENTS
ON A STUDENT'S PIECE OF WORK

AND THEN ATTACH A GRADE...

YOU ARE **WASTING** YOUR TIME

- DYLAN WILIAM



In one instance, parents demanded marks be altered when two students received different sets of marks after they both allegedly plagiarised an essay wholly written by the same tutor.



MORE USEFUL FEEDBACK

3 WAYS TO IMPROVE

YOU CAN'T DO THIS YET



A CULTURE OF MORE USEFUL FEEDBACK



E

EXPEDITIONARY
LEARNING



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WHAT WOULD HAPPEN IF WE STOPPED
PUTTING MARKS/GRADES ON KIDS' WORK?



DEVELOPING A CULTURE

EXPLORE THIS IN YOUR OWN CONTEXT

INFORMAL EVERYDAY INTERACTIONS

TEACHING | ASSESSMENT | FEEDBACK

COMMUNITY DIALOGUE

SYSTEMIC SHIFTS



TALK MORE



FACEBOOK.COM/DAN.I.HAESLER



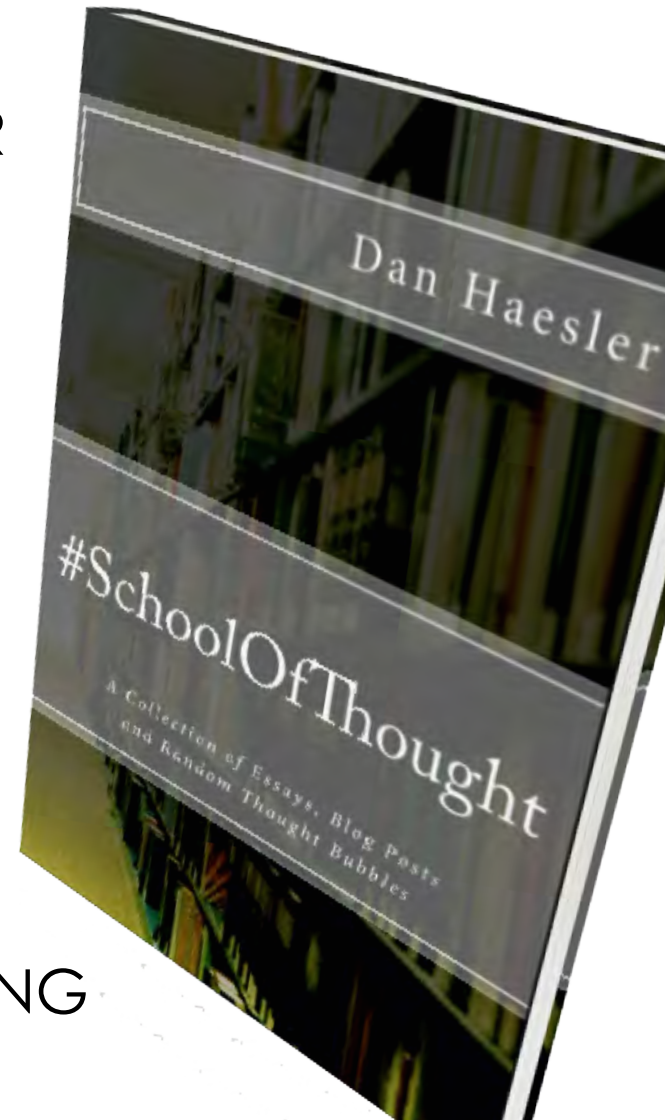
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