



EXPLORING THE POWER OF A GROWTH

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



RESEARCH

YOU'RE REALLY SMART

70% CHOSE THE **EASIER** TEST

THEY LIE
FRUSTRATED
GAVE UP
DID NOT 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%





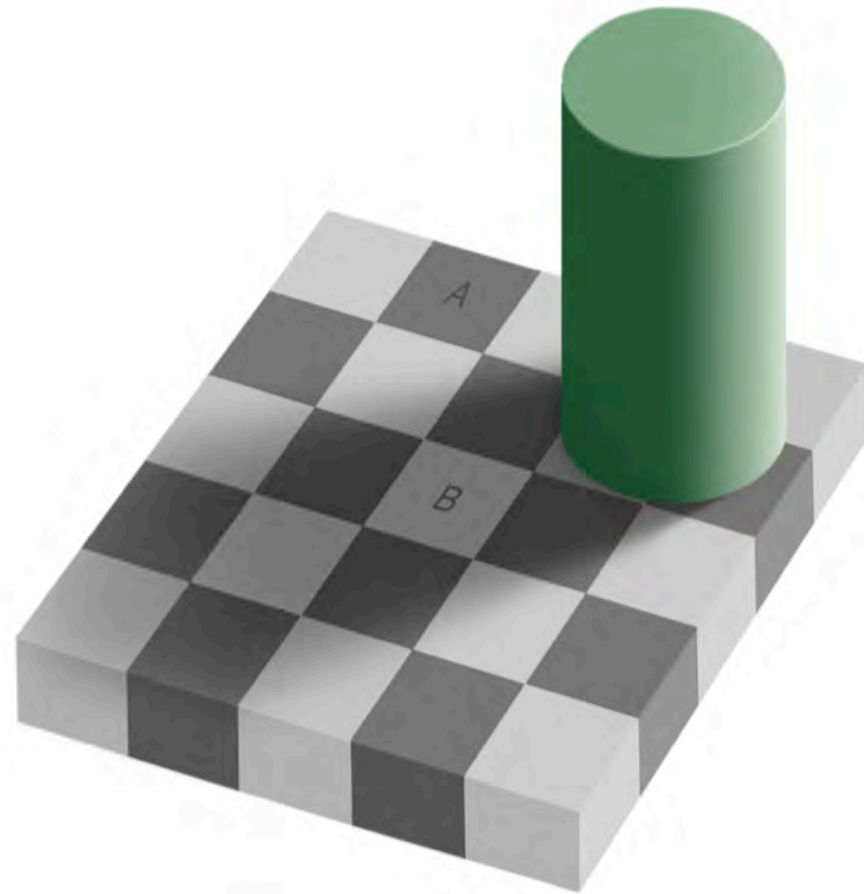
FIXED OR GROWTH MINDSET



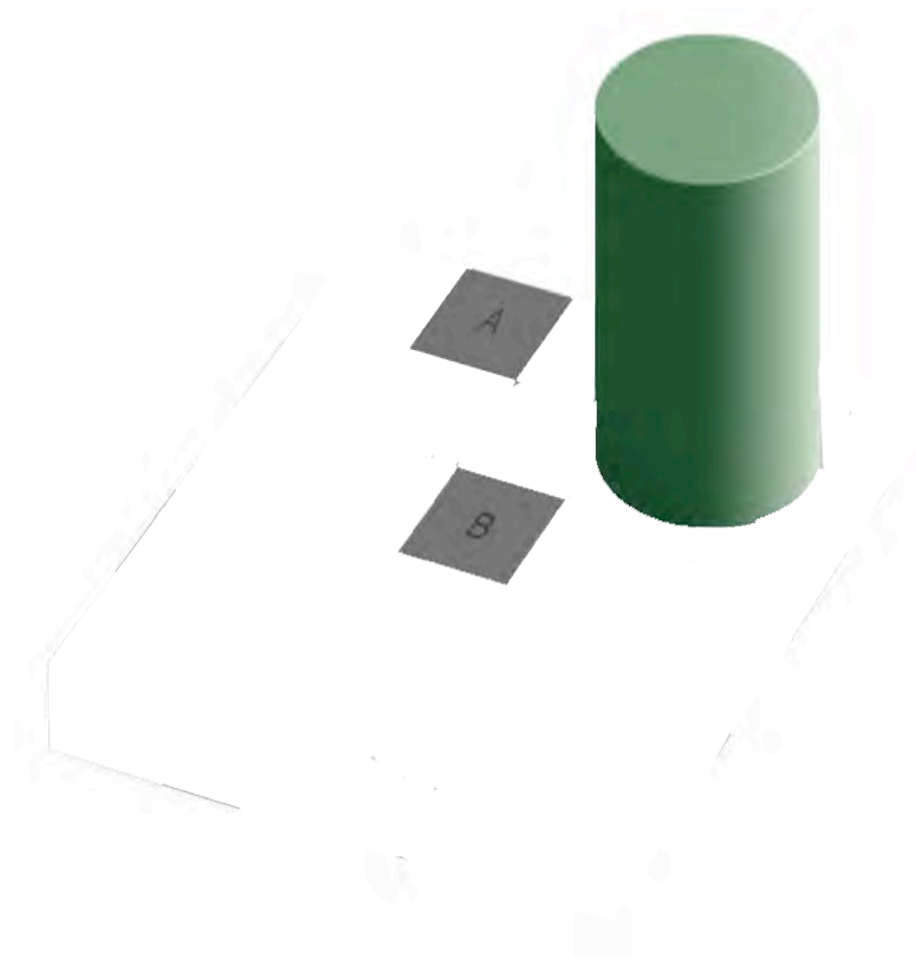
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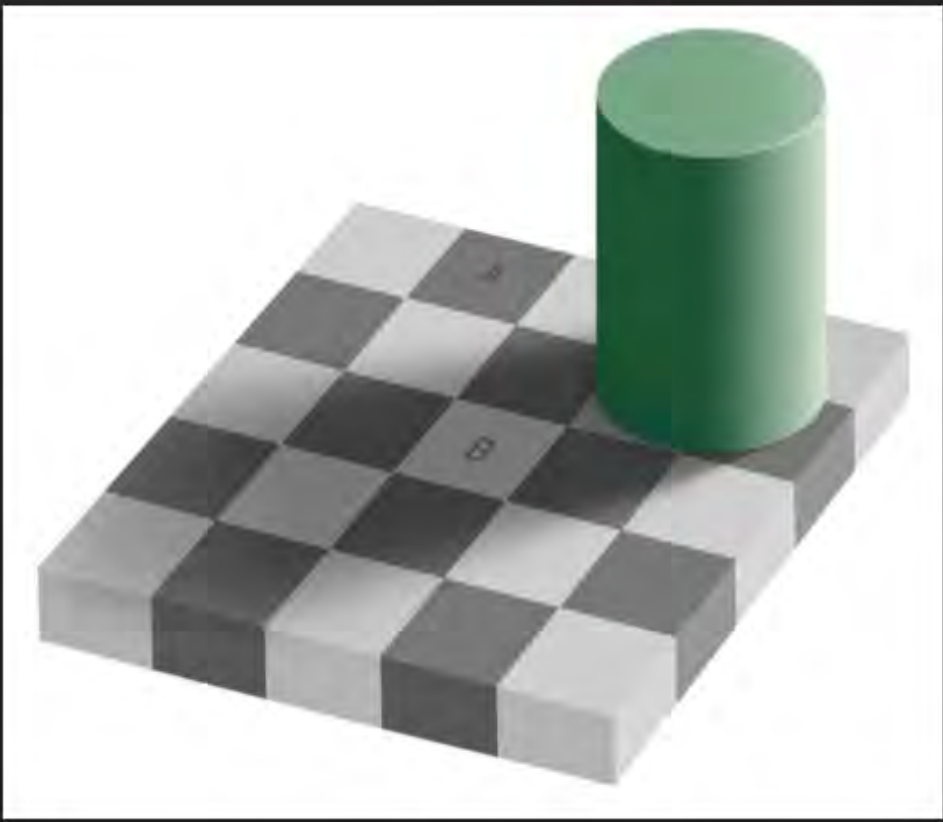
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WHAT DO YOU SEE?

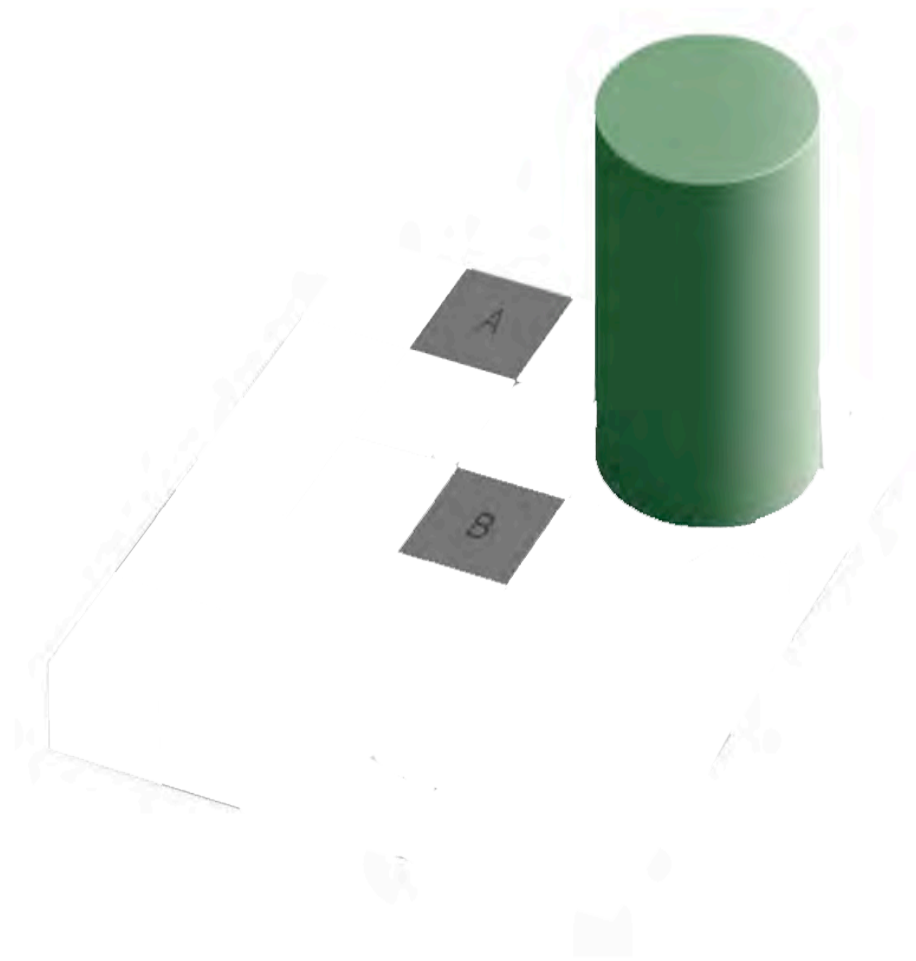


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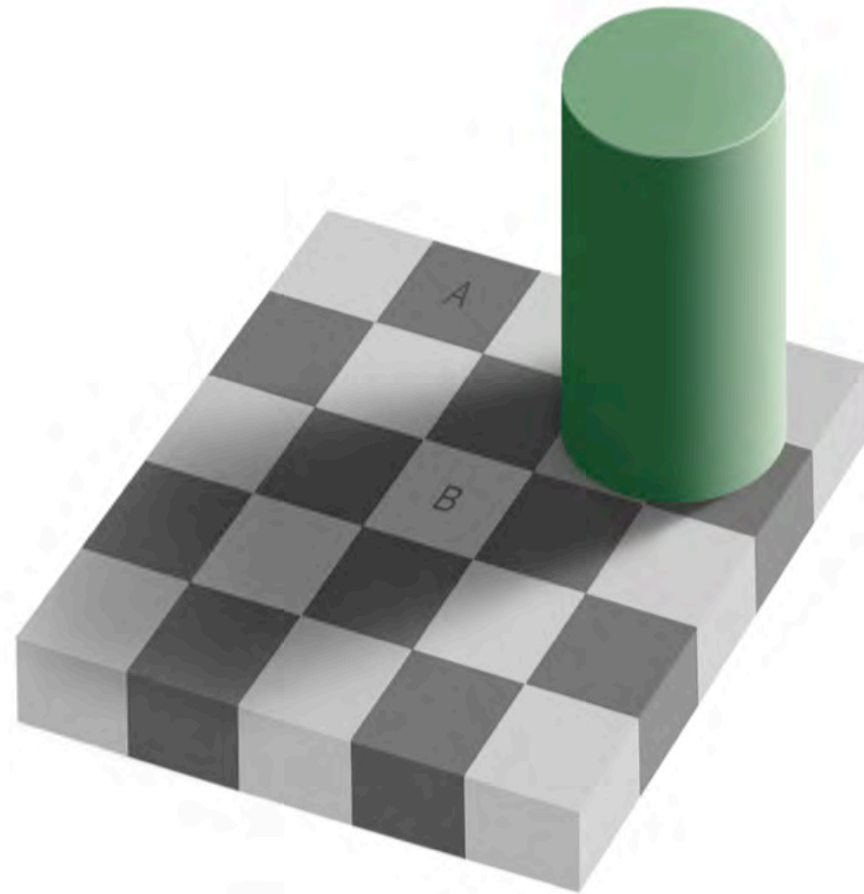




WHAT DO YOU SEE?



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/CRITIQUE

FEEL THREATENED BY THE SUCCESS OF OTHERS



GROWTH MINDSET

TENDS TO:

SEEK OUT & EMBRACE CHALLENGE

PERSIST IN THE FACE OF SETBACKS

REVEL IN THE STRUGGLE

LEARN FROM FEEDBACK & CRITIQUE

BE 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



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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



I'D LOVE TO
BE ABLE TO...



BUT...



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WHAT DID YOU LEARN ABOUT YOURSELF AT

SCHOOL?





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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



HOW MANY POTENTIAL ISSUES CAN YOU SPOT IN JUST ONE SENTENCE?

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

TO ENCOURAGE LEARNING, DEVELOPMENT & GROWTH

3 WAYS TO IMPROVE

YOU CAN'T DO THIS YET



DEVELOPING A CULTURE OF LEARNING



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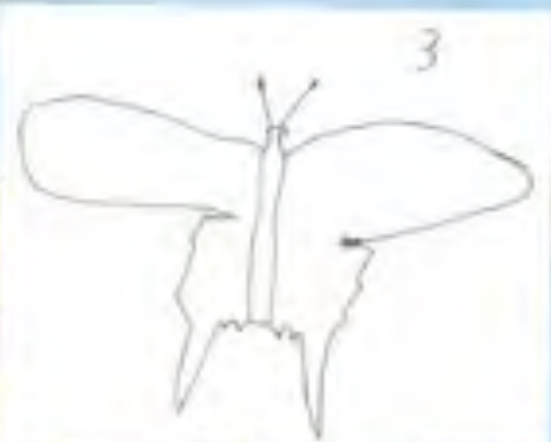
EXPEDITIONARY
LEARNING



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ACTIVITY



TASK (12mins)

LEARNERS: You will have 12 minutes to design & make two different designs for paper airplanes that can fly at least 5 metres carrying at least five 5 cent coins.

DOCUMENTERS: Please observe with the following question in mind:
What do you notice about the individuals' and group's process of building knowledge and what can you point to that makes you say that?

Watch for interesting and important moments or shifts in the ways ideas are being developed. Afterward, describe and interpret how those moments advanced the knowledge building of the group.

Document your observations individually.

You can document in any way you wish – jot down bits of conversation, take pictures with your mobile phone, write short descriptive notes, or draw pictures or diagrams – but you must document in some way!



DE-BRIEF (10mins)

Documenters: Share with the learners selected observations and documentation about the individuals' and group's process of building knowledge. Try to identify interesting or important moments or shifts in the ways ideas were being developed and offer an interpretation of how they advanced the learning process.

Learners: Share your responses to the documenters' observations and interpretations as well as your own reflections regarding interesting or important moments or shifts in the learning process and what you learned about aerodynamics.

As a small group: Choose one thing you learned about the principles of aerodynamics and one thing you learned about individual and group learning or the process of documentation to share with the whole group. Feel free to walk around and look at the designs of other groups.



MORE CHAT...

Small groups each report one thing they learned about aerodynamics and one thing they learned about individual and group learning or the process of documentation.

(From Mara Krechevsky, Ben Mardell, Melissa Rivard, Daniel Wilson. (2013). Visible Learners: Promoting Reggio-inspired approaches in all schools. San Francisco: Jossey-Bass)



[Share Learning Intentions](#) with students so they are able to monitor their progress towards them

Ensure that Success Criteria and our language in general promotes the belief that [ability is incremental](#) not fixed

Make it [more difficult for students to compare themselves](#) to others in terms of achievement grades - We want to avoid Performance, Competition, Anxiety

Feedback provides '[next steps](#)' & there is opportunity to reflect, or resubmit, preferably both.

Use every opportunity to [give students increased control](#) of their learning



DEVELOPING A CULTURE

EXPLORE THIS IN YOUR OWN CONTEXT

INFORMAL EVERYDAY INTERACTIONS

TEACHING | ASSESSMENT | FEEDBACK

COMMUNITY DIALOGUE

SYSTEMIC SHIFTS



TALK MORE



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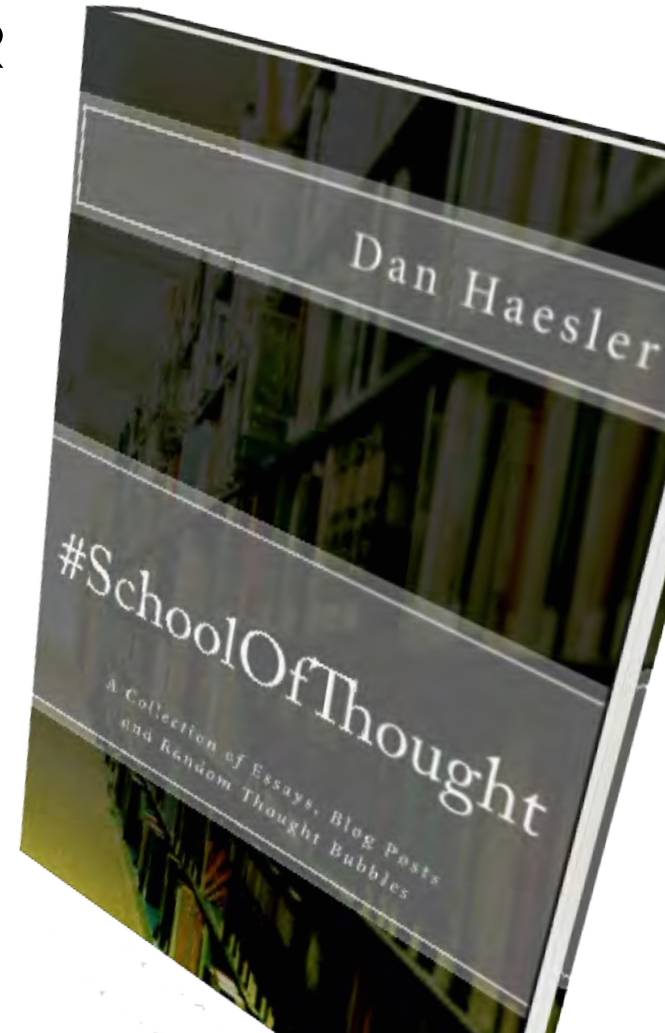
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