

# STRATEGIES TO DEVELOP GROWTH MINDSETS IN YOUR CLASSROOM



@danhaesler

# RESEARCH

YOU'RE REALLY SMART

70% CHOSE THE **EASIER** TEST

FRUSTRATED

WENT HOME

DID NOT TAKE THE WORK HOME

MARKS **DROPPED**

YOU WORK HARD

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

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

MARKS **INCREASED**

**THEY LIE**



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# MINDSET

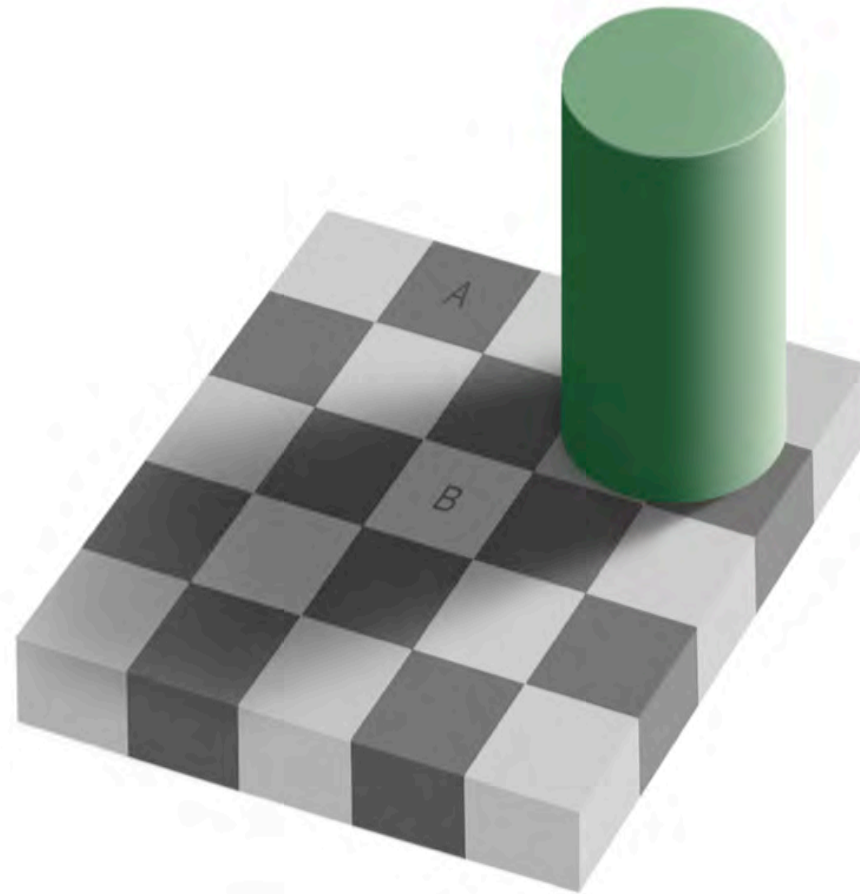


FIXED & GROWTH



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# WHAT DO YOU SEE?



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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



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# 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

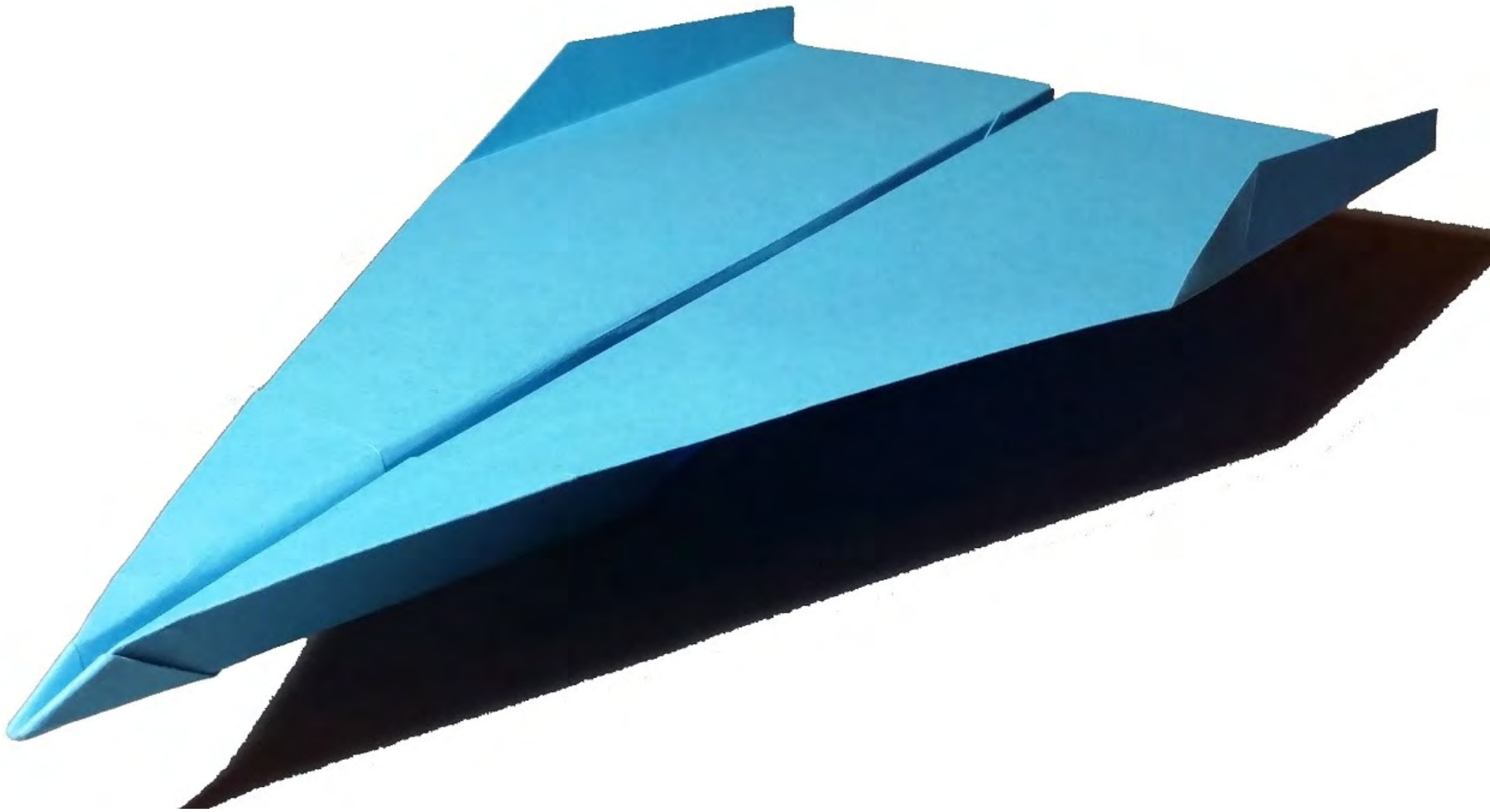


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Austin 9-3-02



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What are you learning today?

Why?

Do you know what “Success” looks like?

What did you learn today?

**QUESTIONS I ASK KIDS...**



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# LEARNING INTENTIONS



# LOOKING AT YOUR CURRENT UNIT OF WORK

WHAT ARE THE THREE MOST IMPORTANT  
LEARNING INTENTIONS FOR THIS UNIT?



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# SUCCESS CRITERIA



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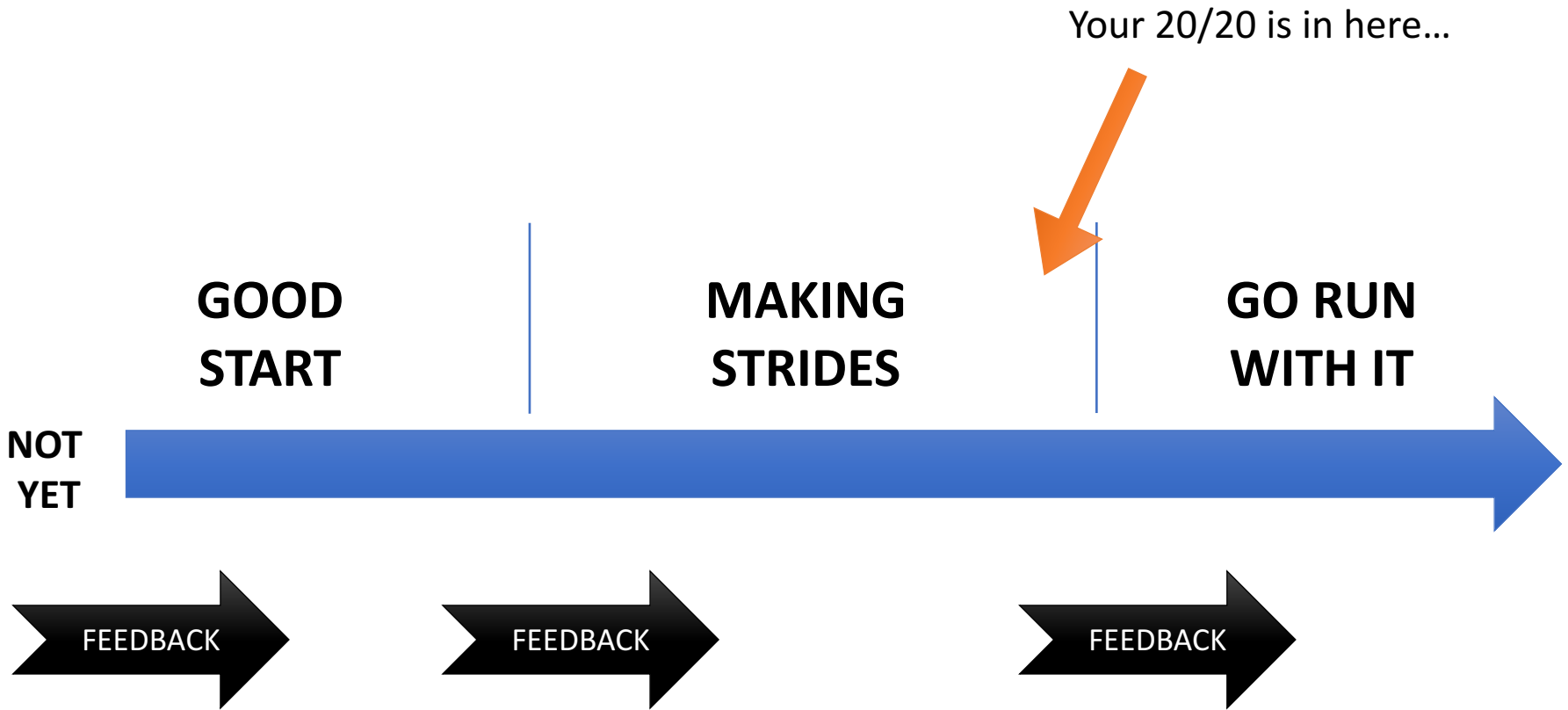


# CO-CREATING SUCCESS CRITERIA



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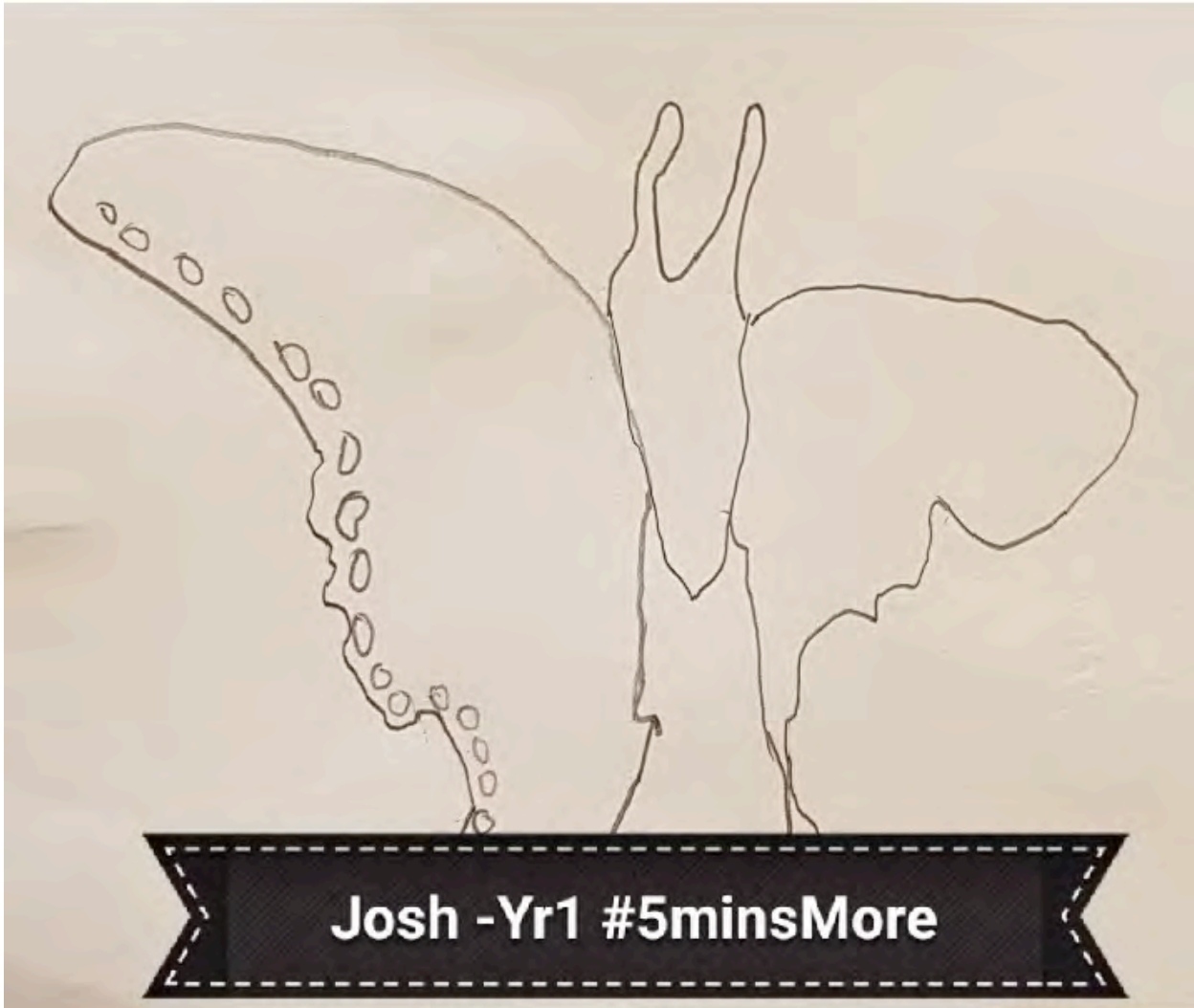




# SUCCESS CRITERIA

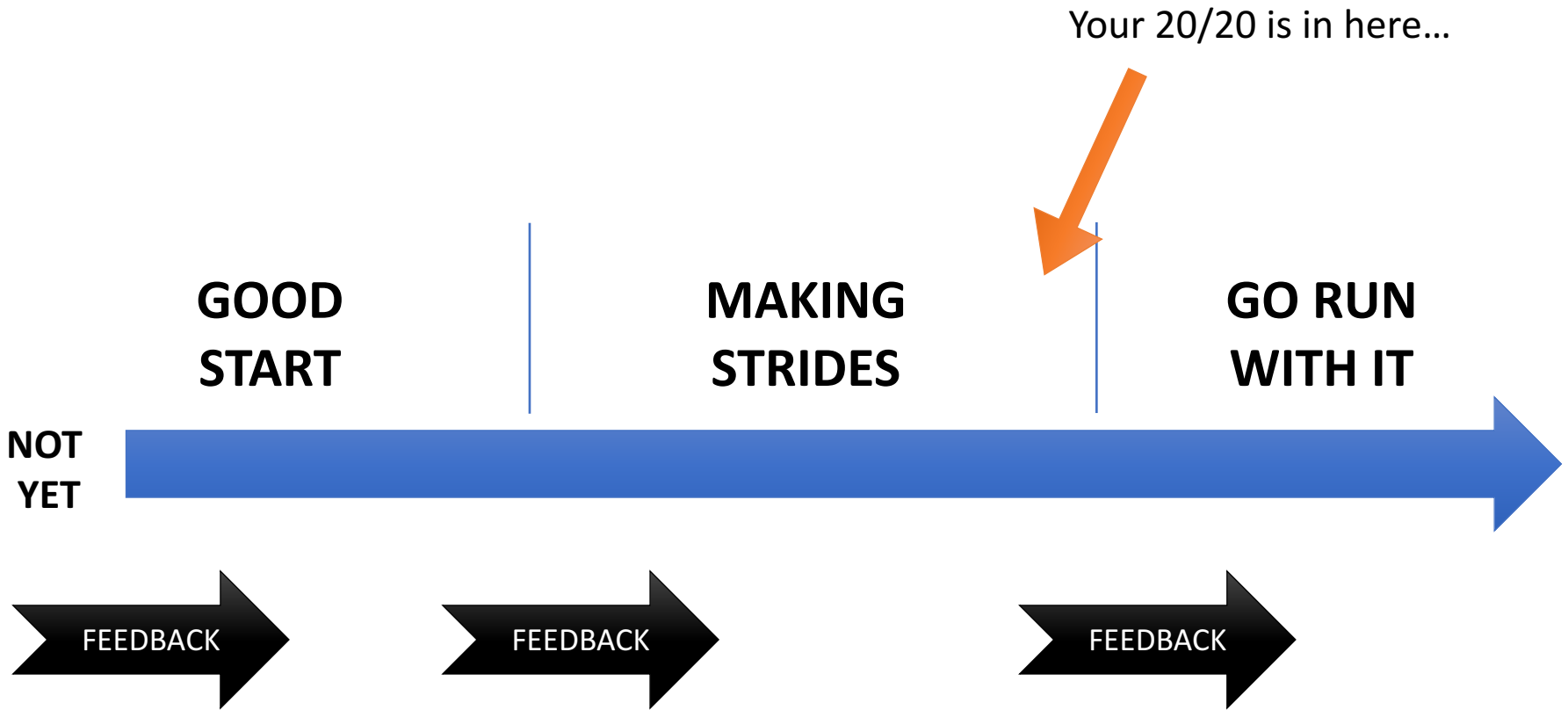


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**Josh -Yr1 #5minsMore**





# SUCCESS CRITERIA



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How many times will you allow a student to re-take an end of unit assessment before you report on their ability in said unit?

23% No re-takes allowed

30% Once

18% 2-5 times

29% As many times as they can



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# THOUGHTS?

[Redacted] · 23h

Replying to [@danhaesler](#)

a teacher once consulted me on setting the "wrong" type of test on our VLE which allowed multiple entries. 1/2



[Redacted] · 23h

I was asked to shut it down because the multiple entries resulted in them "getting better each time" 2/2 [#workthatoneout](#)



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How can we help as many kids to make as good a start as possible in class?



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Place these strategies in order of Hattie's 2015 Effect Size  
Include the ES for bonus marks

- Classroom discussion
- Teacher credibility
- Not labeling students
- Feedback
- Class size
- Mastery learning
- Piagetian programs



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Based on your experience, **suggest** how each of these impact teaching and learning?

- Classroom discussion
- Teacher credibility
- Not labeling students
- Feedback
- Class size
- Mastery learning
- Piagetian programs



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# ASK QUESTIONS THAT GET THEM TALKING



## LOW FLOOR – HIGH CEILING QUESTIONS & TASKS



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Place these strategies in order of Hattie's 2015 Effect Size  
Include the ES for bonus marks

Piagetian programs – 1.28

Teacher credibility – 0.9

Classroom discussion – 0.82

Feedback – 0.73

Not labeling students – 0.61

Mastery learning – 0.57

Class size – 0.21



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# Tips to avoid Confident Few Syndrome

NO HANDS UP (EXCEPT TO **ASK** A QUESTION)

POSE, PAUSE, POUNCE, BOUNCE

LOLLY POP STICKS/COMPUTER NAME GENERATOR

NO 'OPT OUTS'



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# FEEDBACK

Careless mistakes should be marked differently from misunderstanding. The latter may be best addressed by providing hints or questions – the former simply by marking the mistake as incorrect – without the right answer.

Awarding grades for every piece of work may reduce impact of constructive feedback as students may become preoccupied with the grade at the expense of a the teacher's formative comments.

Feedback should offer 'next steps' for improvement.

Students are unlikely to benefit from feedback unless they are given an opportunity to reflect or resubmit and preferably both.

Taken from "A Marked Improvement" - University of Oxford, April 2016



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# SELF REFLECTION

AT BEST - IS LIMITED IF KIDS CAN'T  
ARTICULATE SUCCESS CRITERIA

AT WORST IS A WASTE OF TIME



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Name: \_\_\_\_\_

Learning Strategies I used today:



The strategy that was most helpful was...

because...

Name: \_\_\_\_\_

Summary of what I learned today:

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Name: \_\_\_\_\_

2 Facts I learned today:



Question I have:



Opinion I have from what I learned:



Name: \_\_\_\_\_

Today

I did my best effort on:

I could have done better on:

I still need help with:

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# EXIT CARDS



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# The Parking Lot



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# The Journey



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# Where to from here after Class...



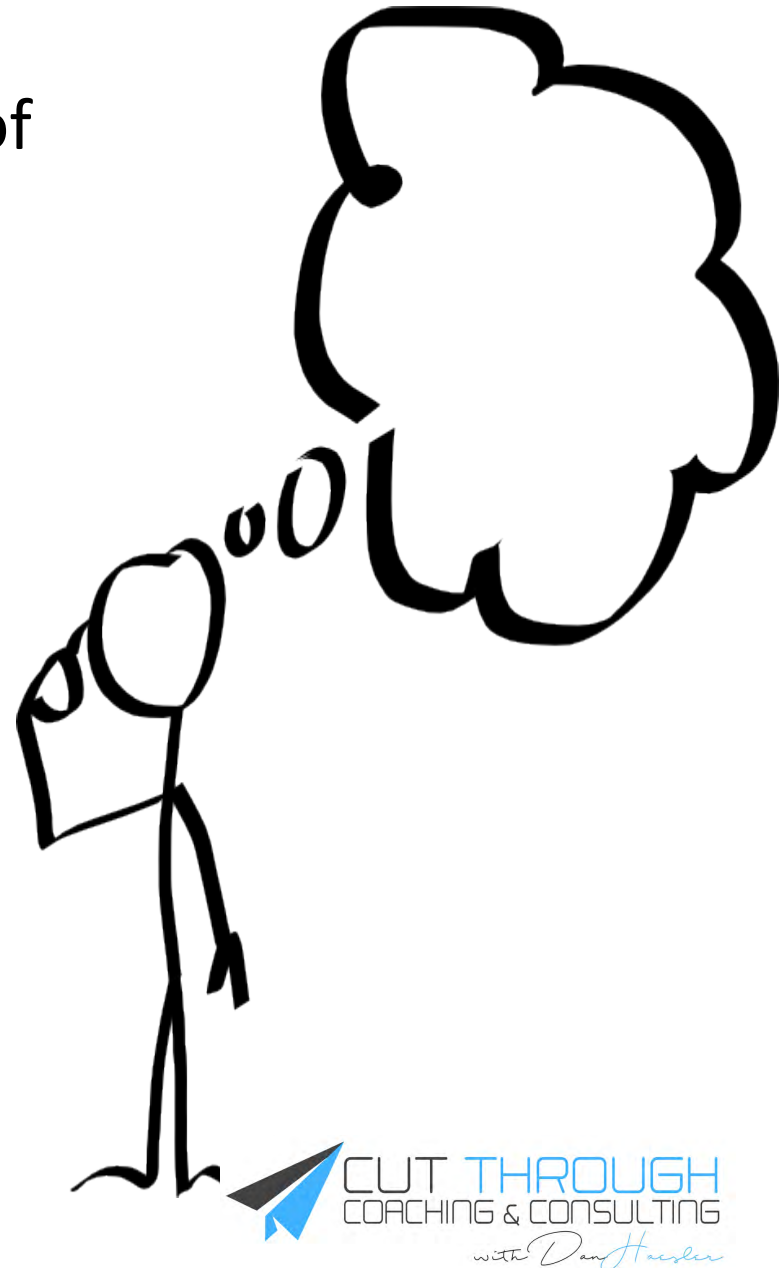
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What's one thing you're proud of achieving this semester?

What's one thing that you've struggled with this semester?

What would you like to improve upon next semester?

How did you go with your goal from last semester?



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CUT THROUGH  
COACHING & CONSULTING  
with Dan Haesler



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



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QUESTIONS  
COMMENTS  
CHALLENGES



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# CUT THROUGH COACHING & CONSULTING

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