



EXPLORING THE POWER OF A GROWTH

MINDSET

DANHAESLER

EDUCATOR | WRITER | CONSULTANT



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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**



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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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MINDSET

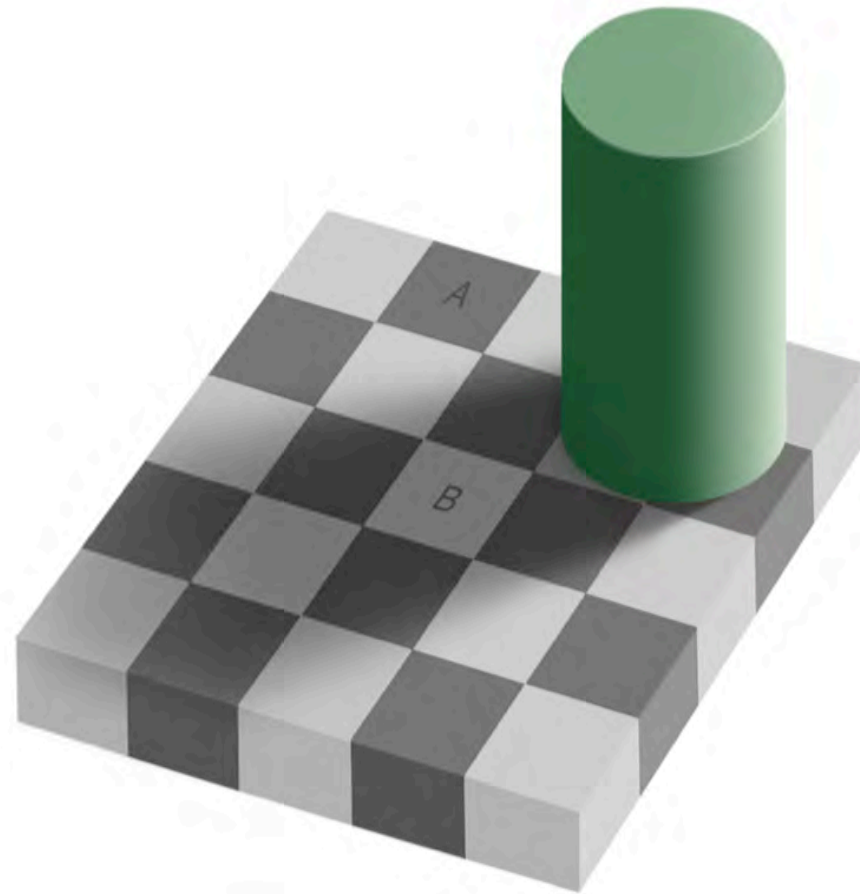


FIXED & GROWTH



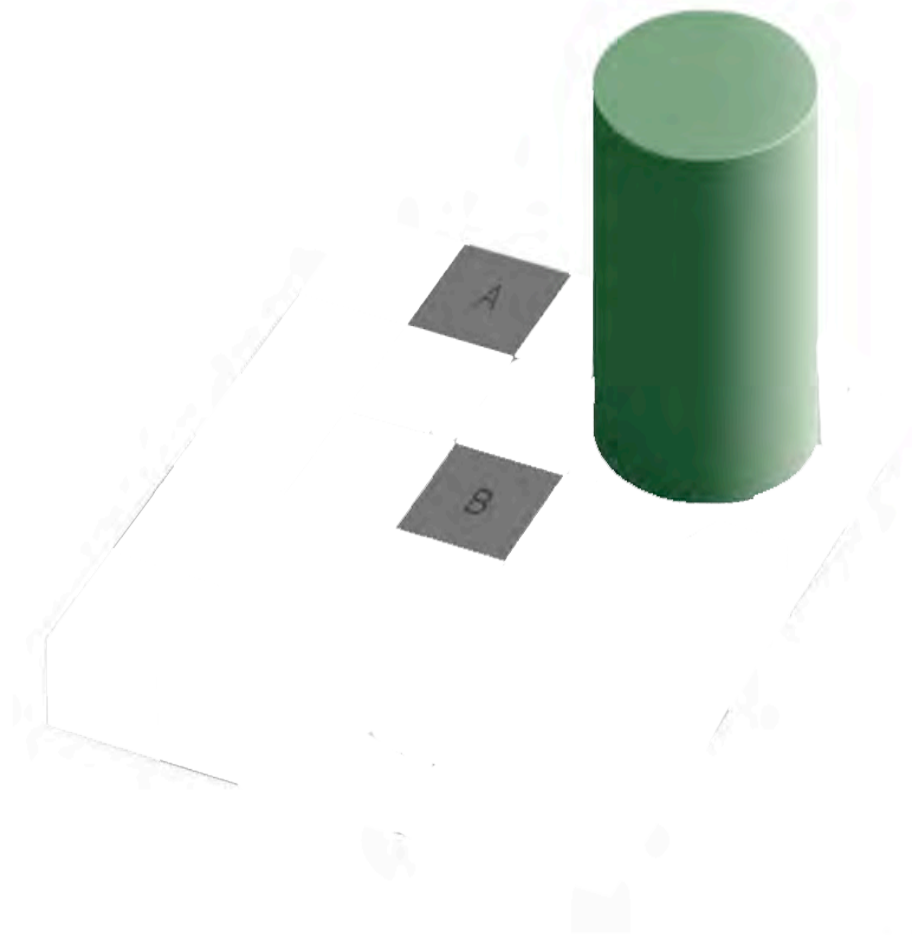
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WHAT DO YOU SEE?

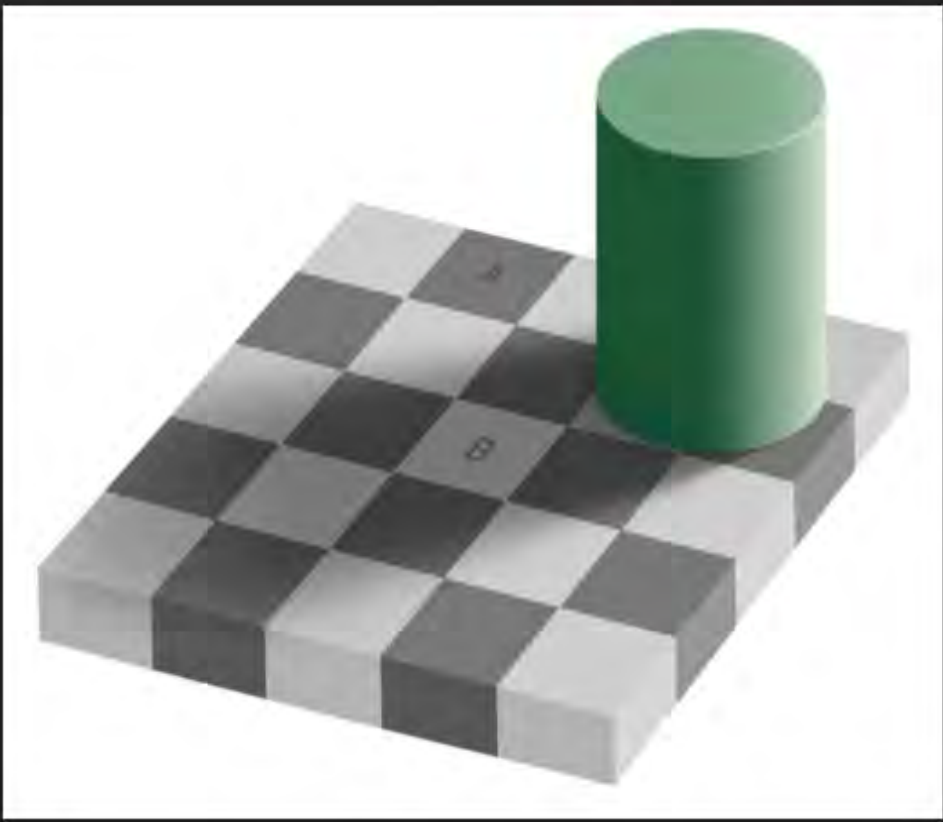


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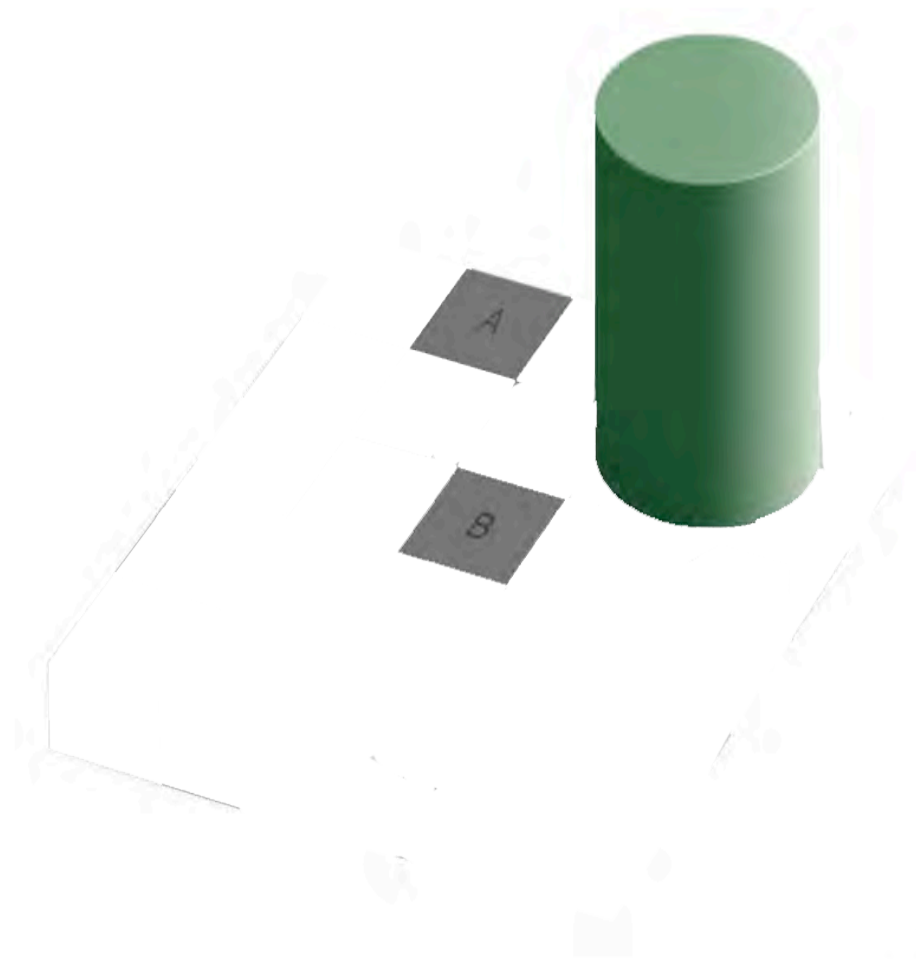
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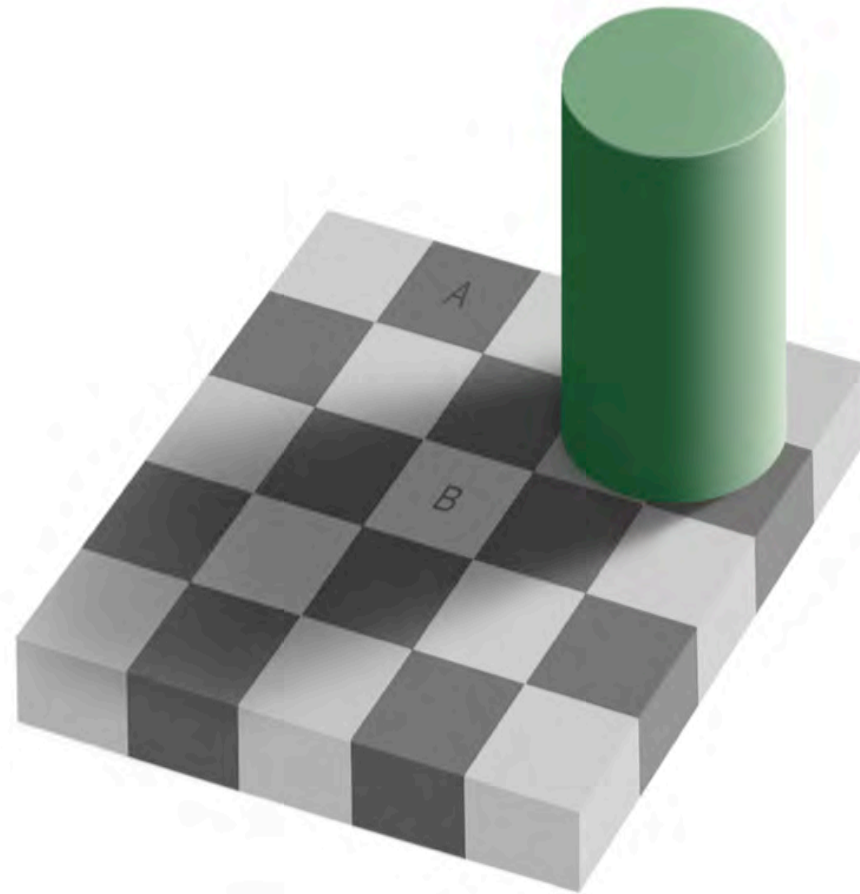


WHAT DO YOU SEE?



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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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FIXED MINDSET

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“John McEnroe takes a stab, I understand, Roger Rasheed haha maybe not so much. I got to ur career high when I was 18... ease up champ”

— Nicholas Kyrgios (@NickKyrgios) [September 5, 2016](#)

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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WHAT ABOUT YOU?



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WHAT ABOUT YOU?

HMM... RATHER NOT...

BRING IT ON!



Challenge



Setbacks



Effort



Feedback



Others' Success



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MEET JOHN

52

LOST AN EYE

80 CIGARETTES A DAY

HEAVY DRINKER

SEVERE HEART ATTACK



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MEET JOHN

80

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



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I'D LOVE TO
BE ABLE TO...



BUT...



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WHAT DID YOU LEARN ABOUT YOURSELF AT

SCHOOLS?



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als of each other.

les

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



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MORE USEFUL FEEDBACK

TO ENCOURAGE LEARNING, DEVELOPMENT & GROWTH

3 WAYS TO IMPROVE
YOU CAN'T DO THIS YET



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ACTIVITY



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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!



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DE-BRIEF (8mins)

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: Decide what was most interesting throughout the 20mins.



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Did anyone take
on clear roles?



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Did anyone use
technology?



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Did anyone just roll
the coins up?



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Did anyone find it
hard to keep quiet?



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Did anyone finish early?



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DEVELOPING A CULTURE

EXPLORE THIS IN YOUR OWN CONTEXT

INFORMAL EVERYDAY INTERACTIONS

TEACHING | ASSESSMENT | FEEDBACK

COMMUNITY DIALOGUE

SYSTEMIC SHIFTS



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CUT THROUGH COACHING & CONSULTING

with Dan Haesler



contact@danhaesler.com



[@danhaesler](https://twitter.com/danhaesler)



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