

# **The Power of Yet**

**How can developing a Growth  
Mindset help children to fulfil their  
potential**

# Aims



- To examine the process by which we learn
- To introduce Carol Dweck's theory of mindset
- To relate mindset to learning and academic success
- To consider how this will look in Perryfields Junior School



# Sir Robert Winston

How we learn – synapses and neural pathways – The Human Body BBC documentary

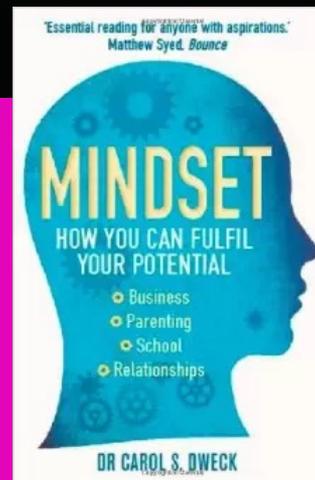
- <https://youtu.be/t4np5wLAhWw>



# What is Growth Mindset?

Carol Dweck PhD -Lewis and Virginia Eaton Professor of Psychology at Stanford University. Through decades of research, she explains why it is not ability and talent that bring success, but whether we approach challenges with a *fixed* or *growth* mindset.

CAROL DWECK  
PROFESSOR STANFORD UNIVERSITY



# Carol Dweck explains how her research started

[https://youtu.be/2jDVd-nCEYc?list=PL1\\_rG7RNJ-j\\_cVRtakp3R5XTILbI5L6Ae](https://youtu.be/2jDVd-nCEYc?list=PL1_rG7RNJ-j_cVRtakp3R5XTILbI5L6Ae)



‘When I was a young researcher, just starting out, something happened that changed my life. I was obsessed with understanding how people cope with failures, and I decided to study it by watching how students grapple with hard problems. I brought children one at a time to a room in their school, made them comfortable, and gave them a series of puzzles to solve. The first ones were fairly easy, but the next ones were hard. I expected differences among children in how they coped with the difficulty, but I saw something I never expected.’

# What did these children know?

- They knew that human qualities, such as intellectual skills, could be cultivated through effort.
- That's what the children who loved a challenge were doing, getting smarter.
- Not only were they not discouraged by failure, they didn't even think of it as failing. They thought they were learning.

# 2 MIND-SETS



**FIXED mind-set:**  
intelligence is static.

This leads to a desire to look smart and therefore a tendency to...

- CHALLENGES** ...avoid challenges
- OBSTACLES** ...give up easily
- EFFORT** ...see effort as fruitless or worse
- CRITICISM** ...ignore useful negative feedback
- SUCCESS OF OTHERS** ...feel threatened by the success of others

**As a result,** they may plateau early and achieve less than their full potential.

All this confirms a **deterministic view of the world.**



**GROWTH mind-set:**  
intelligence can be developed.

This leads to a desire to learn and therefore a tendency to...

- ...embrace challenges
- ...persist in the face of setbacks
- ...see effort as the path to mastery
- ...learn from criticism
- ...find lessons and inspiration in the success of others

**As a result,** they reach ever-higher levels of achievement.

All this gives them a **greater sense of free will.**

# Intelligence is fixed V's the incremental nature of learning

## Fixed Mindset Monologue

- You are less likely take risks because you might fail.
- You don't want others to see you working hard and putting in effort as this means you are not *naturally* clever.
- You don't want to be seen to make mistakes
- If you cannot do something straight away, you think others will see you as lacking ability
- These ideas will manifest themselves deep in the learning child and will make them behave in ways that will put up barriers to learning new things.

## Growth Mindset Monologue

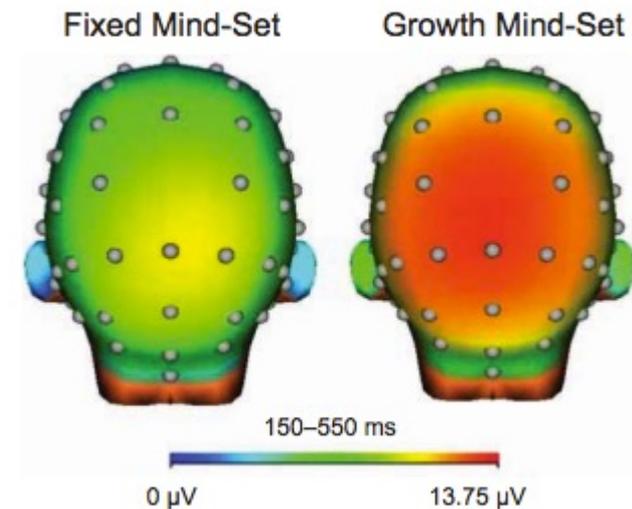
- You see learning as fruitful because it will grow your brain
- You see effort as positive because your brain is working hard
- Failure does not define you; it makes you develop by learning from mistakes
- You will face challenges, persevere and take risks because you understand that learning moves you out of your comfort zone.
- Believing intelligence can grow is a self-fulfilling prophecy.

# The Implications of Mindset on school achievement

- Carol Dweck's team measured student's mindsets as they made the transition to junior high-school. They then followed them for the next two years. Both groups had earned the same scores in their grade schools.
- Only students with a fixed mindset showed a decline. They showed an immediate drop off in scores and got worse over the two years.
- Students with a Growth mindset showed an increase in grades over the two years.

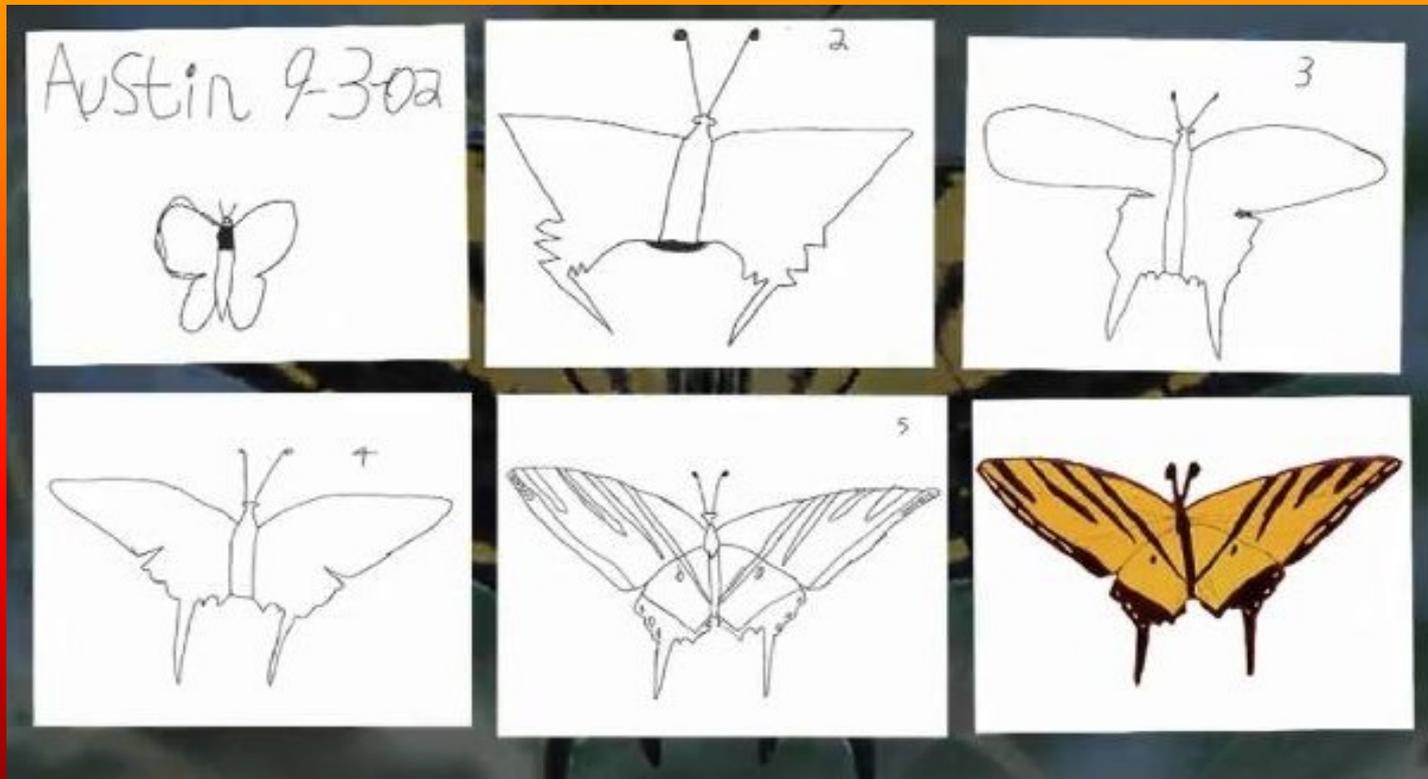
# The important role of feedback

[https://youtu.be/NWv1VdDeoRY?list=PL1\\_rG7RNJ-j\\_cVRtakp3R5XTILbI5L6Ae](https://youtu.be/NWv1VdDeoRY?list=PL1_rG7RNJ-j_cVRtakp3R5XTILbI5L6Ae)

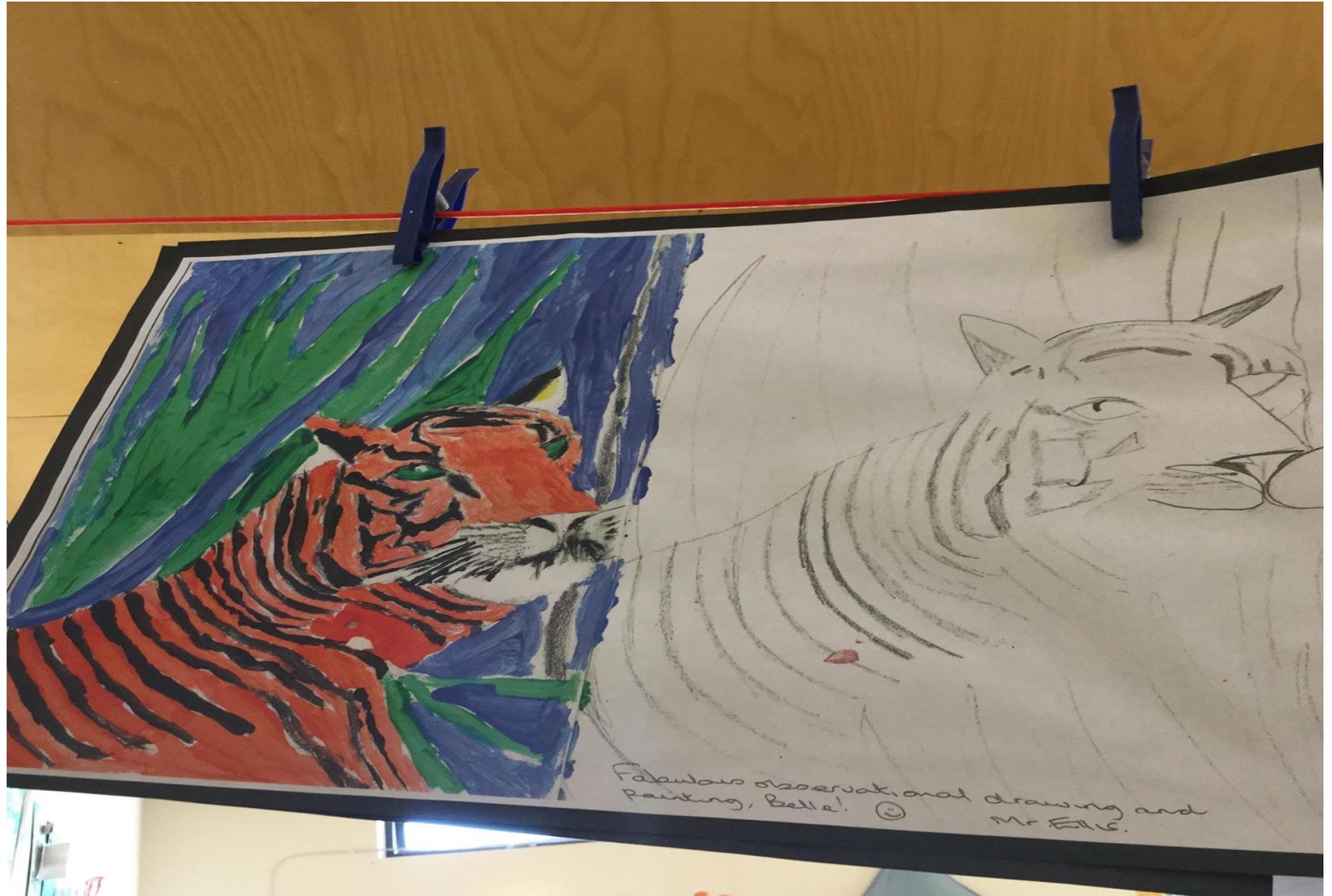


# Austin's Butterfly- how effective feedback brings about progress

<https://youtu.be/hqh1MRWZjms>



# Sample of Year 2 Art Outcomes



# Giving Feedback

- Praise the effort, not the ability
- Praise in specifics, not generalities
- Praise privately
- Praise authentically, and not too much
- Praise the behaviour, not the child

# Praising behaviour that demonstrates Mindset Theory in context

- Perseverance
- Taking on a challenge
- Learning from a mistake
- Being inspired by others
- Finding a way out of being 'stuck'
- Using feedback or criticism to improve
- Realising and mending a fixed Mindset moment

# Encourage children to Reflect on their learning

- Establish a small in class display through which children reflect on their learning and comment on where GMS overcame a FMS problem.
- Make it part of a routine.
- Make it matter