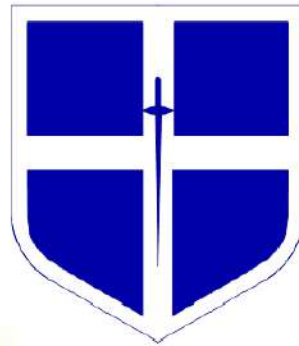


Growth Mindset



“I haven't
FAILED.
I've just found
10,000
ways that
WON'T WORK”
-THOMAS EDISON

<https://www.mindsetkit.org/topics/teaching-growth-mindset>

Growing in Strength, Wisdom and Faith

Reflect on your own beliefs

Think about the following statements and how much you agree with each.

"You can learn new things, but you can't really change your basic intelligence."

Strongly
disagree



Disagree



Somewhat
disagree



Somewhat
agree



Agree



Strongly
agree



"Your intelligence is something about you that you can't change very much."

Strongly
disagree



Disagree



Somewhat
disagree



Somewhat
agree



Agree



Strongly
agree



What is a growth Mindset?



A hand-drawn table comparing fixed and growth mindsets across four categories: goals, values effort?, response to setback, and academic performance. The table is drawn on a white background with black lines. The columns are labeled 'fixed' in red and 'growth' in green. The rows are labeled with the categories. The table is displayed within a window titled 'growth vs. fixed mindset 2 - Edited'.

	fixed	growth
goals		
values effort?		
response to setback		
academic performance		

They have different goals in school.



Fixed

Growth

I can't do this!
I don't have
the talent!



I may not be
able to do this
now, but with
time and effort
I'll be able to!

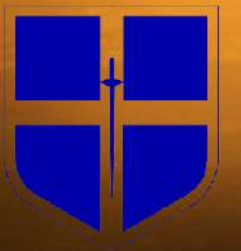


Children who have a growth mindset do better at school.



Children who understand that the brain can get smarter—who have a growth mindset—do better in school because they have an **empowering perspective on learning**. They focus on **improvement** and see **effort** as a way to **build their abilities**. They see **failure** as a **natural part of the learning process**.

In contrast, pupils who have a fixed mindset—those who believe that intelligence is fixed—tend to focus on **judgment**. They are more concerned with proving that they are smart or hiding that they're not. And that means they tend to avoid situations in which they might fail or might have to work harder to achieve.



Mueller and Dweck, 1998

Intelligence praise

“Wow, that’s a really good score. You must be **smart** at this.”

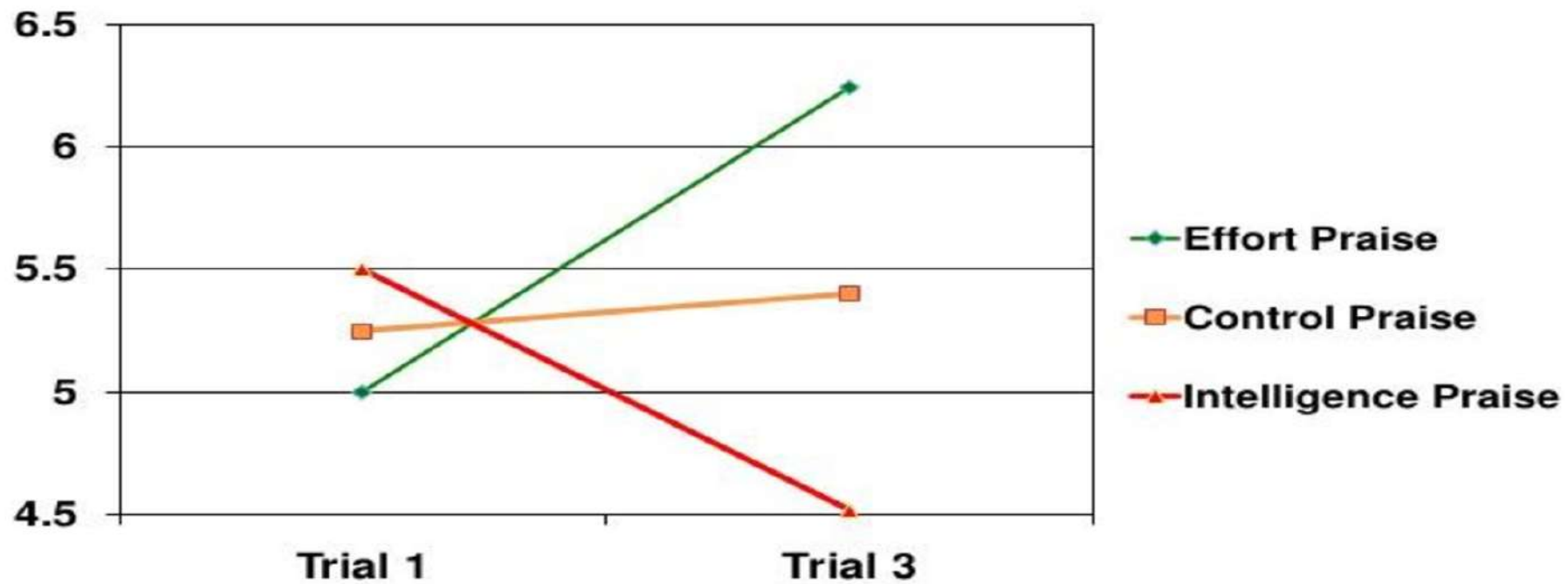
Process praise

“Wow, that’s a really good score. You must have **tried** really hard.”

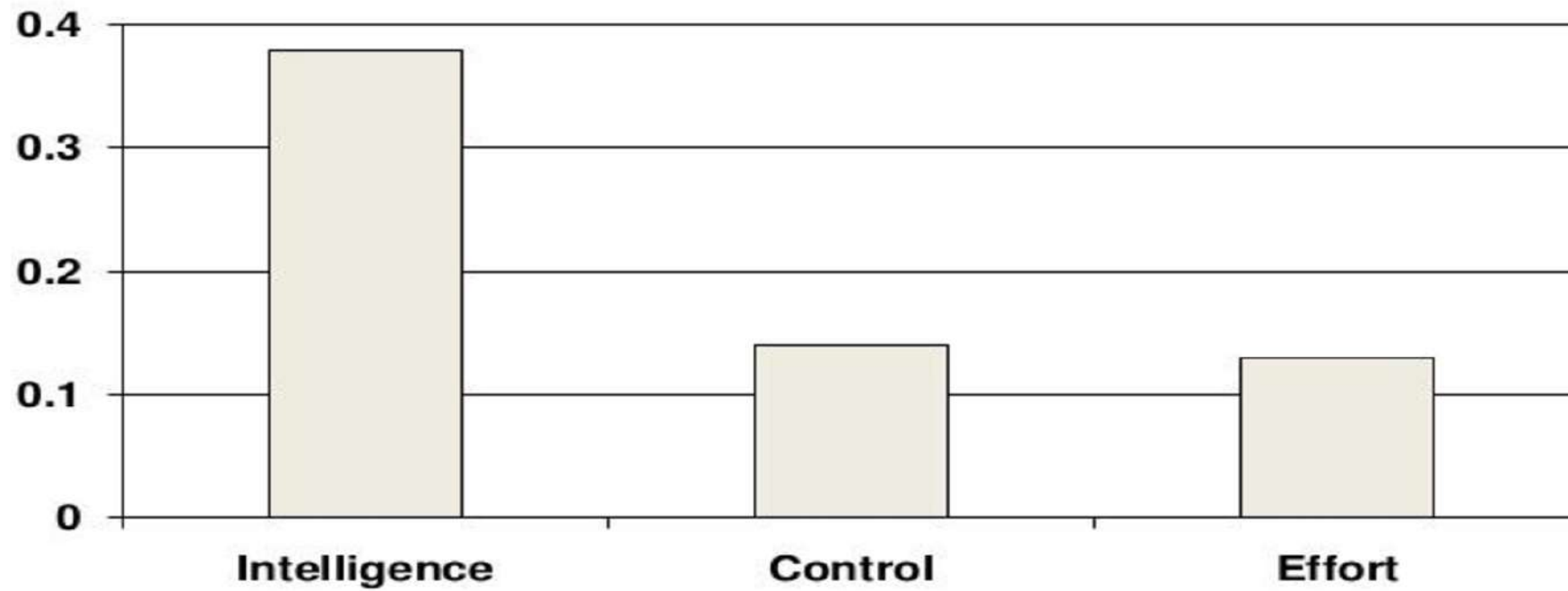
Control-group praise

“Wow, that’s a really good **score**.”

Number of problems solved on a 3rd test



Number of students who lied about their score



So how can you help at home?

Considering our language

- What a clever girl!
- You are gifted!
- Top of the class!
- By far the best!
- You are a natural!
- Well, you must be very smart!
- A great sportsman!



- 1. Recognize your own mindset:** Be mindful of your own thinking and of the messages you send with your words and actions.
- 2. Praise the process:** Praising kids for being smart suggests that innate talent is the reason for success, while focusing on the process helps them see how their effort leads to success.
- 3. Model learning from failure:** When parents talk positively about making mistakes, kids start to think of mistakes as a natural part of the learning process.

Get into good habits with your language...



Which statements encourage a growth mindset?

Below are some statements you might use when speaking to your child. Choose 'yes' for the ones that convey a growth mindset.

Statement

Yes No

"It looks like that was too easy. Let's give you something a bit more challenging."

☐ ☐

"That isn't the right answer. You don't understand it yet."

☐ ☐

"You are so smart."

☐ ☐

"I know it was hard, but look how your effort paid off."

☐ ☐

"You're really talented in math- you should definitely focus on it next year."

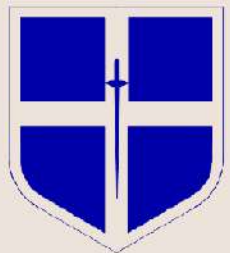
☐ ☐

"She'll get it. She's working on it and making progress."

☐ ☐

"You did so well! Keep working hard and you will do great again next year."

☐ ☐



Results:



Statement	Yes	No
"It looks like that was too easy. Let's give you something a bit more challenging."	<input checked="" type="radio"/>	<input type="radio"/>
"That isn't the right answer. You don't understand it yet."	<input checked="" type="radio"/>	<input type="radio"/>
"You are so smart."	<input type="radio"/>	<input checked="" type="radio"/>
"I know it was hard, but look how your effort paid off."	<input checked="" type="radio"/>	<input type="radio"/>
"You're really talented in math- you should definitely focus on it next year."	<input type="radio"/>	<input checked="" type="radio"/>
"She'll get it. She's working on it and making progress."	<input checked="" type="radio"/>	<input type="radio"/>
"You did so well! Keep working hard and you will do great again next year."	<input checked="" type="radio"/>	<input type="radio"/>



Action Idea #1

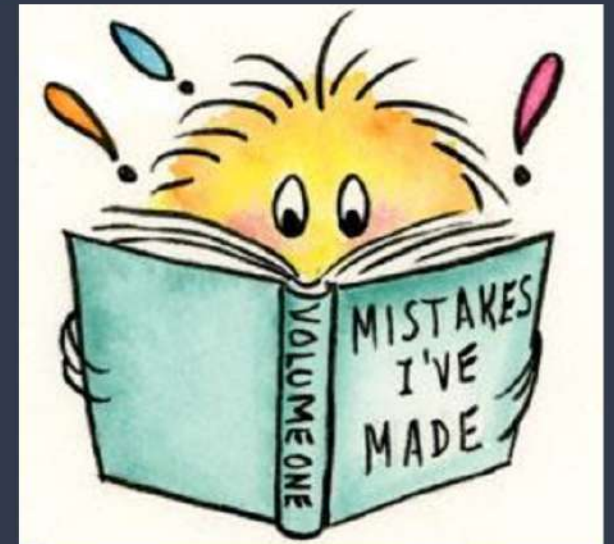
Make mistakes in front of your children; have a positive reaction to those mistakes and openly reflect on what could be learned from the mistake.

Try to show that *it's all about learning*, not about *being right*.



Action Idea #2

At the dinner table, talk about a time that you struggled with something and how hard it is and how you overcame it. Then ask your kids if there's anything they struggled with, how they overcome it, and what they learned from the experience.





Action Idea #3

Get excited when your child makes a mistake and help him/her think through what could be learned from it. Even mistakes that seem careless can be good learning opportunities.





Website for more ways to help your child learn at home.

Feedback form



GROWTH MINDSET at home



What Kind of Mindset Do You Have?



GROWTH MINDSET PRINCIPLES

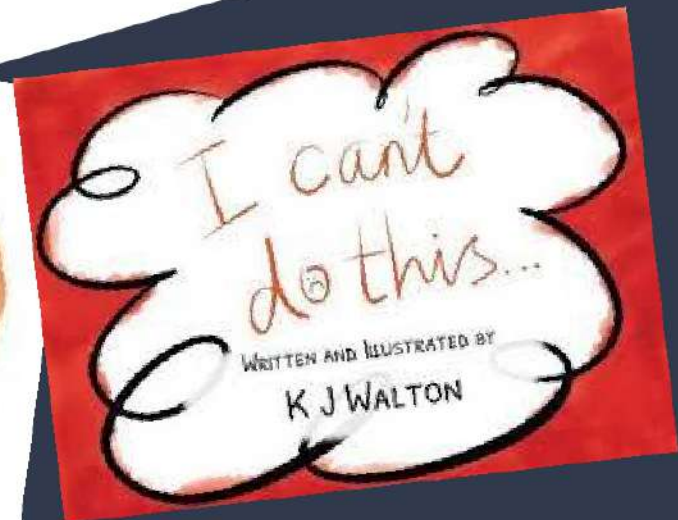
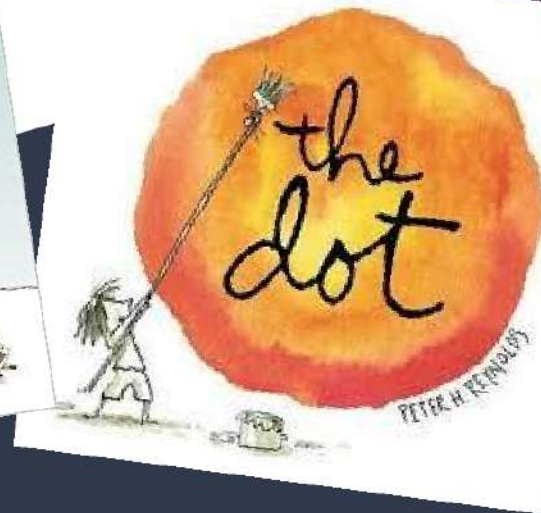
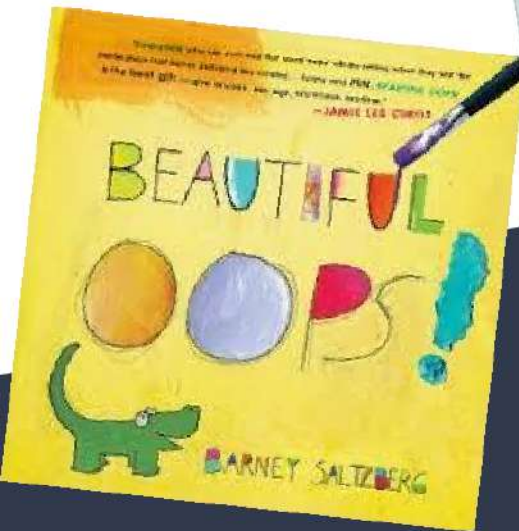
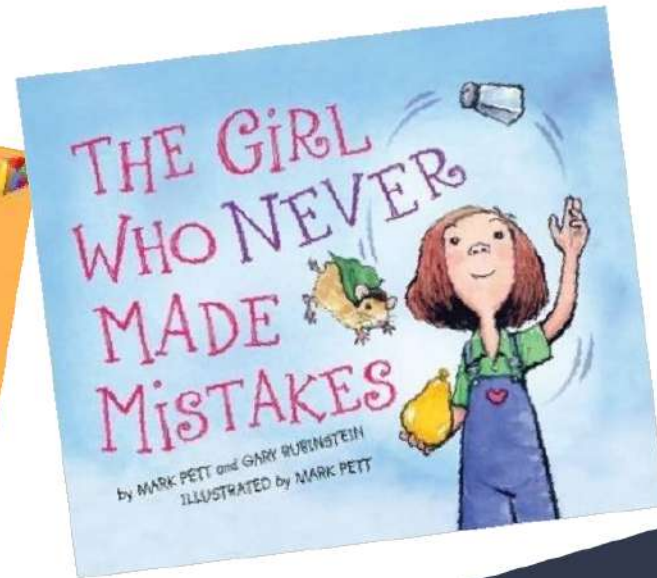
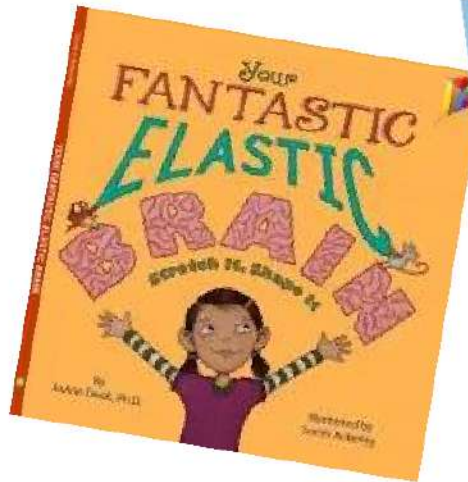
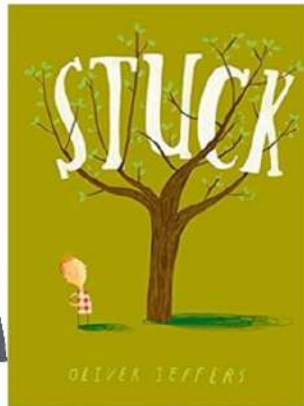
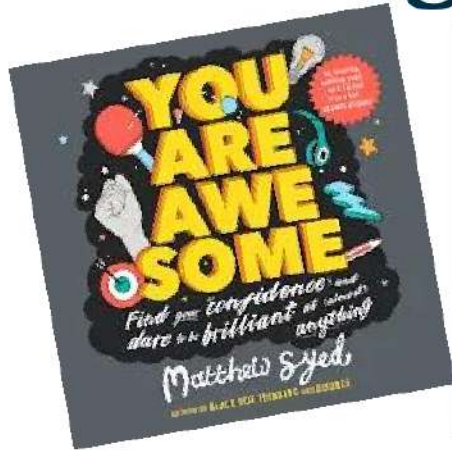
**INTELLIGENCE CAN
BE GROWN**
Everything we know and
can do is learned

**EFFORT IS MORE
IMPORTANT THAN
OUTCOME**
Learning to persist

<https://bealearninghero.org/growth-mindset/>

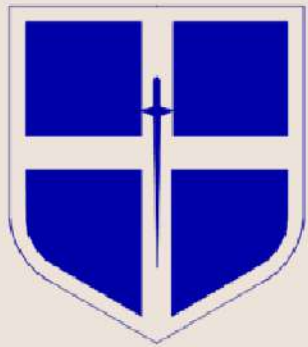


Reading List



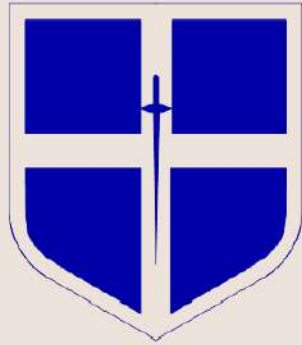
Let us know of any website or books you may find that help promote growth mindset!

Thank You



Growing in Strength, Wisdom and Faith

Parents-in-class Growth Mindset Day 6



Personal, Social, Health and Economic Education (PSHEE)

PSHEE – Curriculum Content

Aspects of PSHEE Curriculum

Relationships
E-safety
Growth Mindset
School Values
Personal Safety
Social Skills
Teamwork & Collaboration
First Aid
Healthy Lifestyles
Road Safety
Mental health
Prevent agenda
Nutrition
Substance abuse
British Values
Spiritual, Moral and Cultural Education

Beyond the curriculum subject....

Personal

Extra-curricular creative clubs
Collective Worship
Assemblies
Transition days with secondary schools
Visits from former pupils
Local artist visit with mental health focus

Social

Playmakers
Charity Fundraising
House Captains
School Council
Newsletter club
Cop Cards
School trips
Residentials
Current Affairs research in Y6
Reading Buddies
Community singing events

Health

Extra-curricular sports clubs,
teams and tournaments
Funtrition sessions
Cookery Club
GB athlete sponsored challenge

Economic

Mini-enterprise
Christmas Bazaar
Parents' Present Room
Charity Fundraising
Cake Sales
Years 3 -5 Young Enterprise project

St Paul's Mission Statement

Our school community will be a place of enjoyment, respect and hope where courage is valued and skills developed for all to thrive in a diverse world; growing in strength, wisdom and faith.

At the forefront of PSHE Education

- One of four exemplar schools in Buckinghamshire
- Participating in a new project funded by Public Health England
- Collaborating with the PSHE Association

High on the national agenda

- Children and Social Work Bill
- Statutory PSHE proposed

PSHEE – Skills for Life

1st

Listening

Suggesting a theory or

Agreeing & disagreeing

Critical thinking

Joint 2nd

Joint 2nd

how they have learned

Identifying what they want to in

Explaining

Summarising

Remembering

Open-mindedness

on task / a line of enquiry

Reflecting on what they have l

Sharing a clear view

Empathising

Giving an example

(examples)

Supporting others

Last, but
more
important
than the rest