

St Paul's Church of England Combined School

Growth Mindset Parents' Open Day 4



Growth Mindset and the Writing Process



Growing in Strength, Wisdom and Faith

We are all our children's teachers.

We need to help our children to believe they are in charge of their progress as writers and feel confident to keep writing for the rest of their lives.



To that end, we must teach:
writing as a process,
self-confidence through intrinsic motivation,
metacognition,
and the willingness to write badly, at first.



Growing in Strength, Wisdom and Faith

The amazing power of **yet**.

Although we don't want to crush their dreams, they can handle -- and even need -- room for growth and mastery. Hence the power of **yet**.



"Your sentence structure does not yet match the tone you are trying to achieve."

Yet allows negative feedback while also transmitting **trust** that they will get there.



Critique not criticism

- a stepping stone for growth
- a good and helpful thing to be welcomed
- constructive criticism offered tactfully
- an emphasis on the exact steps a child should take to meet a specific goal



Changing mindset, changing language

| We said | We now say | Because |
|---|---|---|
| Well done! | I can really see your effort in this next draft. | Praising effort and the learning process encourages writers to keep trying. |
| You're a good writer. | Those drafts really paid off in sentence variety and impact. | Encourages children to feel in charge of their progress. |
| You don't know how to use semi-colons properly. | You haven't mastered semi-colons yet. | The power of yet suggests development and growth. |
| Try again. | Additional adverbials and clearer links between paragraphs would improve the effectiveness of your writing. | Specific feedback gives writers purpose when re-drafting. |
| Write a persuasive essay. | Write a letter to Mrs Butler persuading her to ban homework. | Writers need a real purpose and real motivation to do their best work. |



Tips for helping your child to improve their writing – and enjoy it!



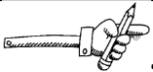
1 Read up!

Regular reading is a stepping stone to better writing and helps children strengthen their writing skills. It helps expand children's vocabulary and shows them different ways of using words. This also makes it easier for them to use these words in their own writing.



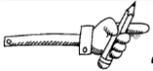
2 Invest time

Make sure your child knows you're available to help with editing, spelling or proofreading whenever they need it.



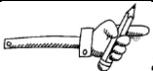
3 Use specific praise – and critique

Show lots of interest in your child's writing and stories. Ask questions, challenge them to develop their ideas and celebrate when they achieve an improved piece of writing.



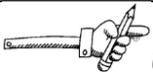
4 Model it

There's no better way to learn something than to see someone else doing it. Let your children see you writing, often. When writing is a normal part of your daily life, it will come more naturally to them. Anything goes: a simple shopping list, a letter to a friend or a thank you card.



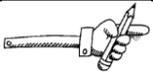
5 Exploit technology

There's no getting around the fact that technology plays a huge part in our lives. Use it to your advantage by having your child create a blog, send emails to family members, or visit websites that encourage writing. Give children opportunities to practice their typing skills too.



6 Encourage journalling

Keeping a diary is a great way to express thoughts and ideas. This encourages emotional literacy while also working on improving children's writing skills. Ask children to pick a fun journal and encourage them to write in it as much as possible. Make it a part of their daily routine as this helps them to reflect on the day and perhaps share their joys and worries with you.



7 Write letters

Today, writing letters is a bit of a lost art. Encourage your child to write letters to friends or family members. Distant family members will especially love receiving handwritten letters and it's a great way to work on improving writing skills. Pen-pals are also a fun idea, or you can even write letters to each other and leave them around the house to find.

HAVE FUN!

A reminder of the concept of Fixed, Mixed and Growth Mindsets

Effective Effort Rubric

This rubric assesses the learning process and the effective effort that a learner applies.

|  | Fixed | Mixed | Growth |
|---|---|--|---|
| Taking on Challenges | You don't really take on challenges on your own. You feel that challenges are to be avoided. | You might take on challenges when you have some previous experience with success in a related challenge. | You look forward to the next challenge and have long range plans for new challenges. |
| Learning from Mistakes | You see mistakes as failures, as proof that the task is beyond your reach. You may hide mistakes or lie about them. | You may accept mistakes as temporary setbacks, but lack strategies to apply what you learned from the mistakes in order to succeed. | You see mistakes as temporary setbacks, something to be overcome. You reflect about what you learned and apply that learning when revisiting the task. |
| Accepting Feedback and criticism | You feel threatened by feedback and may avoid it all together. Criticism and constructive feedback are seen as a reason to quit. | You may be motivated by feedback if it is not overly critical or threatening. Who is giving the feedback, the level of difficulty of the task, or their personal feelings might all be factors in your motivation. | You invite and are motivated by feedback and criticism. You apply new strategies as a result of feedback. You think of feedback as being a supportive element in the learning process. |
| Practising and Applying Strategies | You do not practise and avoid practising when you can. You do not have any strategies for accomplishing the learning goals or tasks, or you apply ineffective strategies. | You practise but a big setback can make you quit. You are willing to practise things you are already considered "good at". You are open to being given a strategy to meet a challenge, but you rarely apply your own strategies. | You enjoy the process of practising and see it as part of the process of getting good at something. You may create your own practice or study plans. You fluidly use many strategies, think of some of your own strategies and ask others about their strategies. |
| Perseverance (focus on task) | You have little persistence on learning goals and tasks. You give up at the first sign of struggle. | You may persevere with prompting and support. Unless you are provided strategies for overcoming obstacles, you will stop or give up. | You "stick to it" and have stamina for the task(s). You keep working confidently until the task is complete. |
| Asking Questions | You do not ask questions or do not know which questions to ask, but you can usually say you don't "get it" if asked. | You might ask questions about a portion of the task that you feel you can do. If you perceive it to be out of your ability, you probably won't ask questions. | You ask specific questions, ask questions about your own thinking, and challenge the text, the task, and the teacher. |
| Taking Risks | You do not take risks, and if something is too hard you turn in blank work or copied work, if anything at all. You are not engaged in the process/task. | You will take risks if the task is already fairly familiar to you. If not, you will resort to copying or turning in partially completed work. | You begin tasks confidently risk making errors, and openly share the work you produce. |

