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Introduction to the Growth Mindset

Padua College
April 2012

Dr Adrian Bertolini



Introduction



Intuyu
Consulting



Learning Intentions for this Session

To raise your awareness of some of the sources of student mindset

To spark a vigorous debate to highlight the importance of developing a growth mindset

Success Criteria

- To have identified some of the sources of student mindset
- To have distinguished the effect of school culture on the mindset and attitude of students (and staff)



What **YOUR** job is today

- Be **open**, **honest** and **participate**
- As the range of **viewpoints and ideas** are presented **Try** them on, **Think** about them, **Discuss** them & **Learn** what you Learn!





Conversations for this Session

Performance, Student Mindset
and Cognition

Creating a Positive School
Culture

Motivation and Feedback

Performance Skills



Think about the skills, attitudes, and habits you (or others) display when you successfully deliver on a task / project / etc in any area (sport, family life, work, ...)

What are the key elements that allowed you to succeed?

What if you had to produce a result beyond what you thought you could do? Anything additional?





Student Attitudes / Conversations

You may have noticed that students who perform academically have different conversations, thoughts, beliefs about learning, themselves, etc.



Inquiry: What attitudes, thinking, conversations lead to poor learning vs great learning?





Where does a mindset comes from?

Inquiry: What factors lead to a particular mindset?

"mindset" {*noun*}

a set of beliefs or a way of thinking that determines one's behavior, outlook and mental attitude.

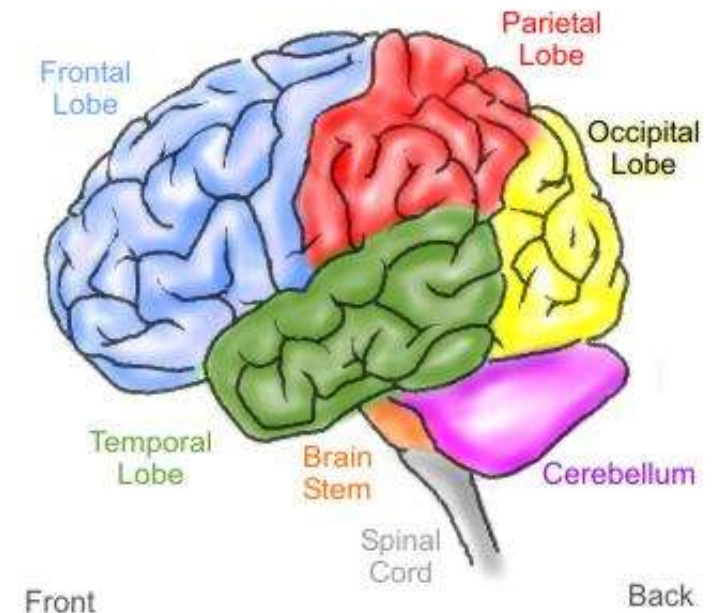


Design of Brain

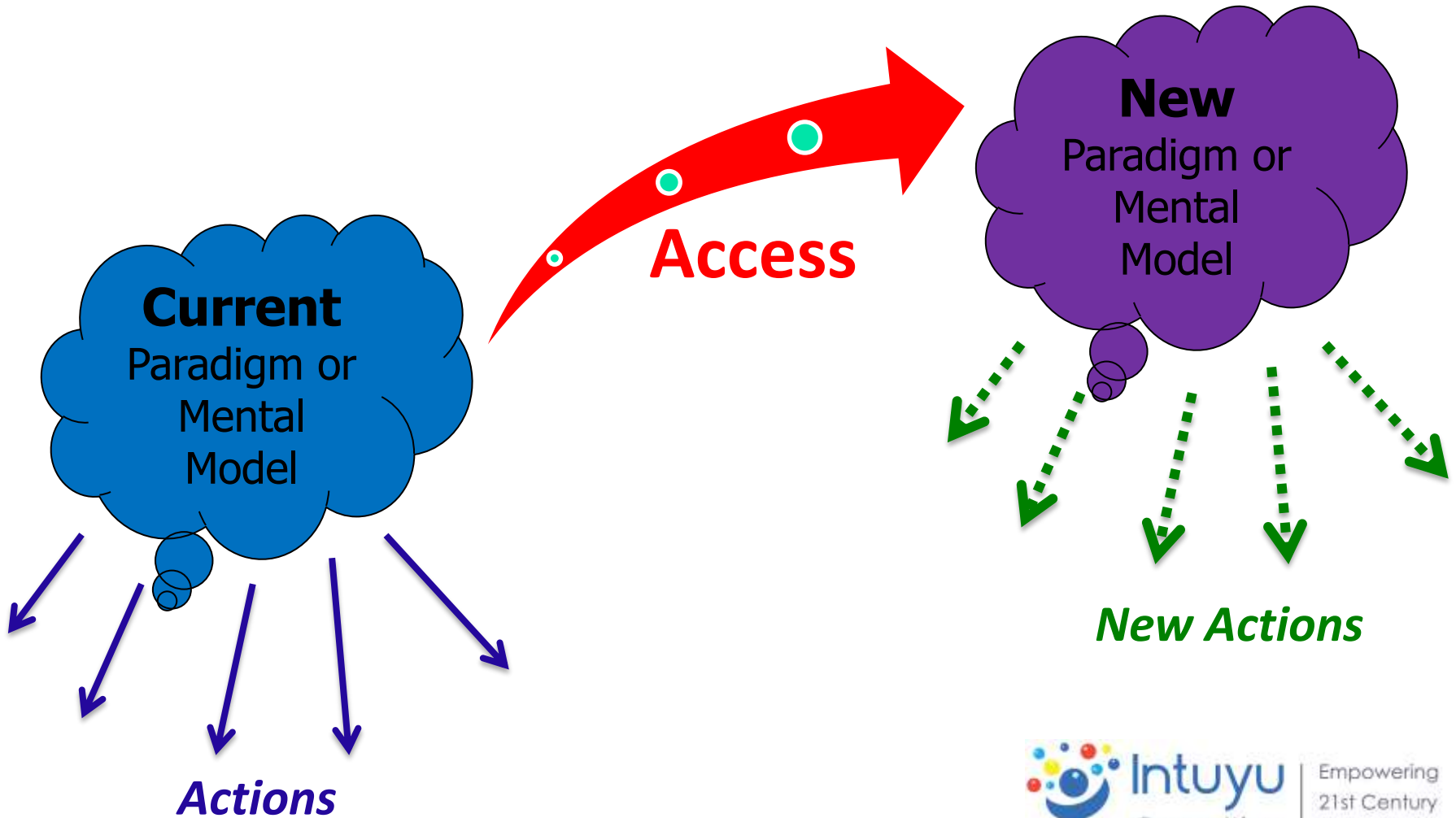


- To ensure the **survival** of the body
- To take **shortcuts** to save energy usage
- **To make what is conscious – unconscious** so as to save energy usage
- To only keep that which is used (rituals embed knowledge and abilities). **Use it or lose it.**

Regions of the Human Brain



Learning in its Essence



3 Laws of Performance



First Law:

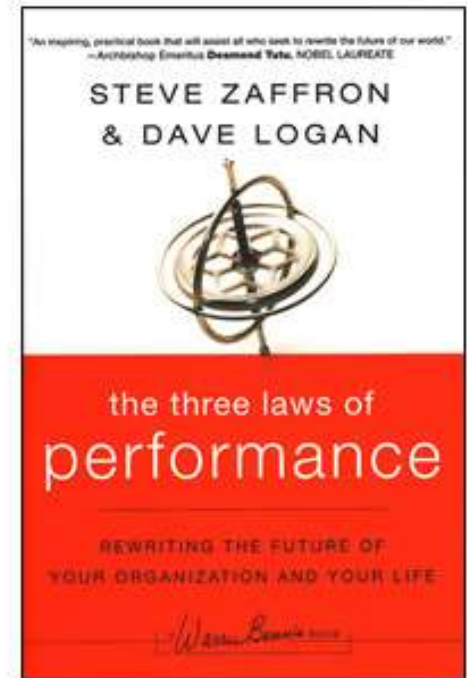
How people perform correlates to how situations occur to them

Second Law:

How a situation occurs arises in language

Third Law:

Future-based language transforms how situations occur to people



Some things to think about



You are **ALWAYS** building student mindset

- Some times it is **intentional**, mostly it is **unconscious**

It is in the **language** you use,

- the **structures** you have in place,
- the **habitual practices**,
- the way **you relate** to each other,
- the **type of complaints** you have,
- the way you **organise** yourself (or not),
- the things **you love doing** and the things you **avoid**.



None of this is bad or wrong.



An Old Cherokee Tale of Two Wolves



One evening an old Cherokee Indian told his grandson about a battle that goes on inside people.

He said, 'My son, the battle is between **two 'wolves' inside us all.**

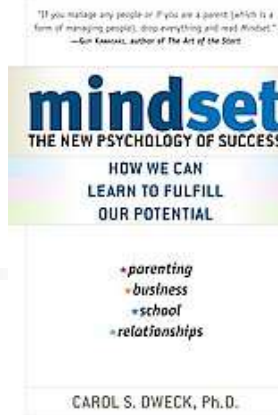
One is Evil. It is anger, envy, jealousy, greed, arrogance, self-pity, guilt, resentment, false pride, superiority, and ego.

The other is Good. It is joy, peace, love, hope, humility, kindness, empathy, generosity, truth, compassion and faith.'

The grandson thought about it for a minute and then asked his grandfather: '*Which wolf wins?*'

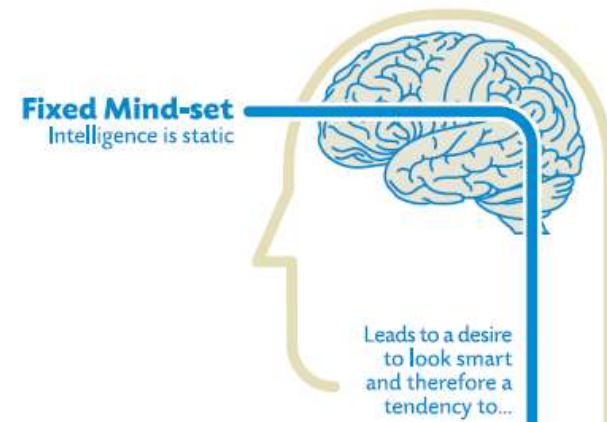
The old Cherokee replied, '**The one you feed.**'

Fixed vs Growth Mindsets – Carol Dweck

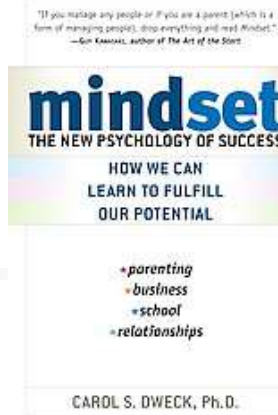


Fixed Mindset

- Holds the belief that intelligence and talent are fixed traits
- **Talent alone creates success.** Effort will not make the difference.
- You either **get it** or **you don't**.
- Time is spent documenting intelligence or talent instead of developing them.
- **Teaches in long CHUNKS** of time and then **CHECKS** at the end.



Fixed vs Growth Mindsets – Carol Dweck

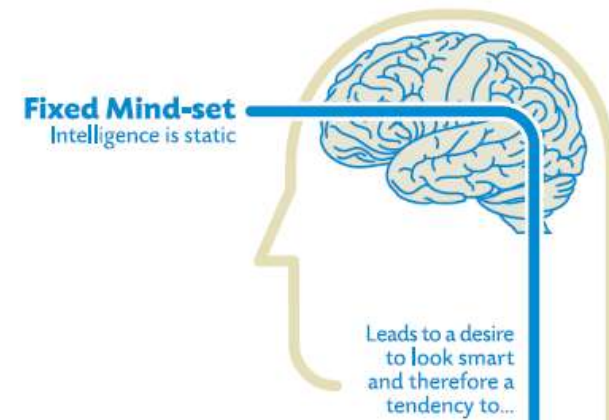


Fixed Mindset

When confronted with a failure the normal response is **HELPLESSNESS** and “I can’t”

Habits of someone in a Fixed Mindset

- Becomes depressed and de-energised (takes things personally)
- Denigrates intelligence
- **Under-represents** past successes and over-represents past failures.
- About “**looking-good**”, “going through the motions” but not growth.



"If you manage any people or if you are a parent [which is a form of managing people], stop everything and read Mindset."
—GUY KAWASAL, author of The Art of the Start

mindset
THE NEW PSYCHOLOGY OF SUCCESS

HOW WE CAN
LEARN TO FULFILL
OUR POTENTIAL

• parenting
• business
• school
• relationships

CAROL S. DWECK, Ph.D.

The Effect of Incorrect Praise - Examples

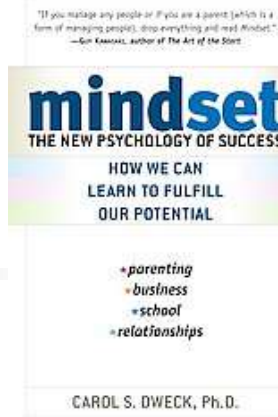
Fixed Mindset Praise

- "You learned that so quickly! You're so smart!"
- "Look at that drawing. Martha, is he the next Picasso or what?"
- "You're so brilliant, you got an A without even studying!"

See if you can hear another message. It's the ones that students hear:

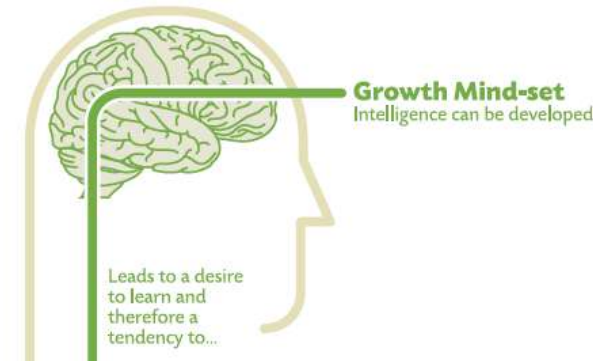
- "If I don't learn something quickly, I'm not smart."
- "I shouldn't try drawing anything hard or they'll see I'm no Picasso."
- "I'd better quit studying or they won't think I'm brilliant."

Fixed vs Growth Mindsets – Carol Dweck

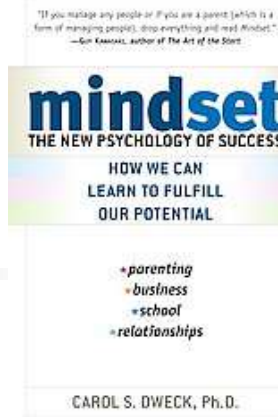


Growth Mindset

- Holds belief that most basic abilities can be developed through **dedication & hard work** – brains and talent are just the starting point
- A **love of learning & resilience** is essential for great accomplishment (& virtually ALL great people have them)
- Attitude is that you **can ALWAYS learn and grow**
- **Teaches in short CHUNKS** of information and **allows time to CHEW** knowledge before CHECKING



Fixed vs Growth Mindsets – Carol Dweck

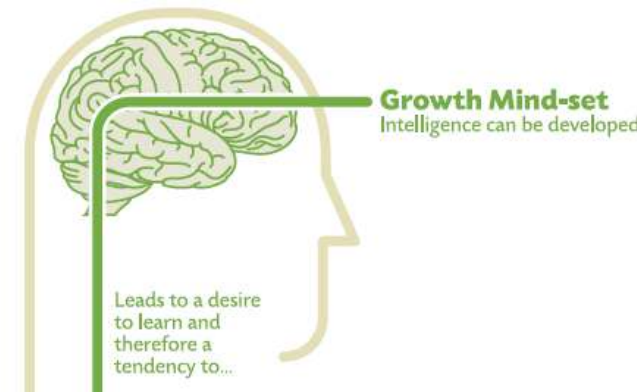


Growth Mindset

When confronted with a failure the normal response is "I've learnt something" and "OK. What now?"

Habits of someone in a Growth Mindset

- Focuses on what they are learning not their feelings
- Have a **positive self-conversation**
- Tries new ways of doing things
- **Failure is an opportunity to grow**
- Chooses more challenging tasks because it is about growth





What this points to

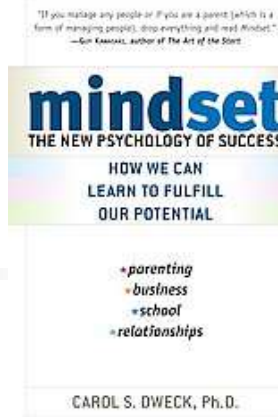
If you want the students to be engaged, inspired to learn, and perform then you need to **design a learning environment** that develops **a growth mindset** and gives them autonomy, mastery and purpose.

Sharing

What are some of the habitual practices you have that you see builds a growth mindset?

What are some habitual practices you have that you now see builds a fixed mindset?

Growth Mindsets are set up by



- **Praising effort** that led to success - reinforces the behaviour of effort
- **Encouraging learning goals** and a mastery response
- Allow students to **struggle**, and **support them** to face and develop strategies to overcome obstacles
- Encouraging that EVERY class is a **risk-taking, mistake making** class – mistakes are their friends
- **Modelling** that mistakes are OK
- Having the students become **self-aware** of the fixed-mindset conversation and **training them** to re-frame their conversations
- Setting up **class structures and strategies** for them to have the power to develop themselves.



What this points to

- Whatever we **systemically ritualise** – we embed deeply
- To **shift an ingrained mental habit / belief / practice** we need to first become conscious about it, challenge it and ritualise the behaviour / practice / thinking we want.
- Consider that **schools are always** developing habits, practices and, thinking. However, some are **intentional** but most are **unconscious**.
 - Powerful learning comes when you are being completely intentional



Conversations for this Session

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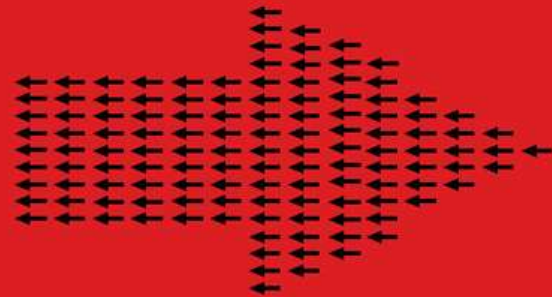


Some things to think about

Quite often when a school goes to work on improving their effectiveness they implement this or that program



Culture eats strategy for breakfast

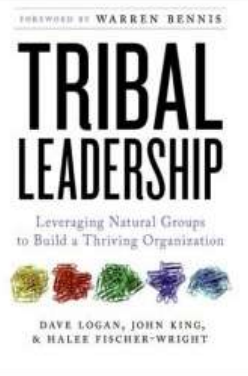




Why are Values and School Culture so important?

David Logan Tribal Leadership





Tribal Leadership - overview

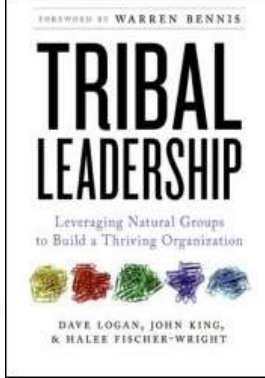
Tribal Leadership

<i>Stage</i>	<i>Relationship to Values</i>	<i>Behavior</i>	<i>Tribe's Language</i>
5	Vital	Innocent Wonderment	"Life is great"
4	Important	Tribal Pride	"We're great"
3	Useful	Lone Warriors	"I'm great"
2	Ineffective	Apathetic Victims	"My life sucks"
1	Undermining	Despairing Hostility	"Life sucks"

From *Tribal Leadership*, Logan, King & Fischer-Wright, 2008, HarperCollins



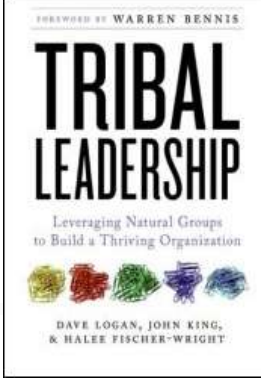
Tribal Leadership - overview



Each cultural stage has its own way of speaking, types of behaviour and structures of relationships

Leaders do two things

- 1. Listen** for which culture exists in their tribes
 - 2. Upgrade** those tribes using specific leverage points
- Great leaders **speak** and are able to **hear all 5** tribal languages
 - People **can only hear one level above or below** their own level



Tribal Leadership - overview

Stage One

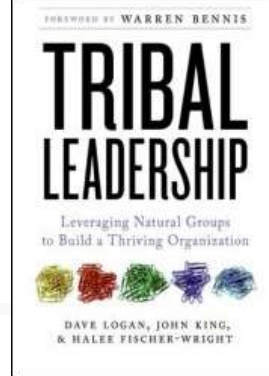
- Person is **alienated from others**, expressing the view that “life sucks”
- When people at this stage cluster together, their behaviour expresses **despairing hostility**, such as in a gang



Leverage Points

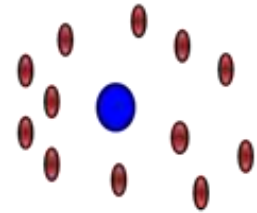
- If person is willing to move forward, **encourage them** to go where the action is (i.e gather with people in a higher level, lunch, play, social functions, etc)
- Further, encourage them to **notice ways in which life works** (e.g. notice how our lives are pretty good .. So improvement is possible)
- Encourage person to **cut ties** with people who share the “life sucks” language

Tribal Leadership - overview



Stage Two

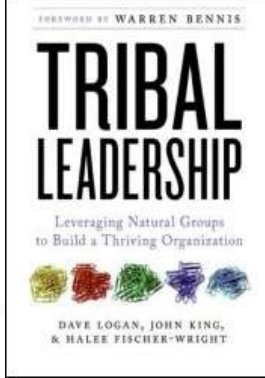
- Person is **separate from others**, but unlike Stage 1, they are surrounded by people who seem to have some power that they lack.
- Language expresses “my life sucks” but also communicates the view that **others’ lives seem to be working**. When people at this stage cluster together, their behaviour is characteristic of **being apathetic victims**



Leverage Points

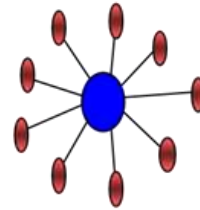
- Encourage them to **establish two-person relationships**, preferably with people in Stage 3 (those who are eager to mentor mini-me’s!)
- In one-on-one sessions show them how **their efforts do make an impact**, show them they are competent, point out abilities.
- Assign them **work they can do well in a short time** (no nagging or excessive follow up!)

Tribal Leadership - overview



Stage Three

- Person is connected to others in a series of two-person relationships
- Language expresses “I’m great” (and “you’re not” in the unsaid)
- When people at this stage cluster together, **they attempt to outperform one another** (on an individual basis) and put one another down.

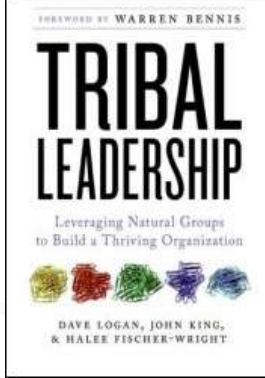


Leverage Points

- Encourage them to form three person **relationships based around core values, overlapping self-interests, or specific opportunities** where each can contribute.
- Encourage them to **work on projects bigger than they can handle** alone



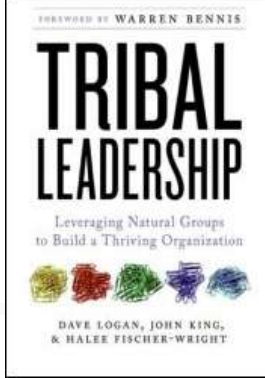
Tribal Leadership - overview



Leverage Points (continued)

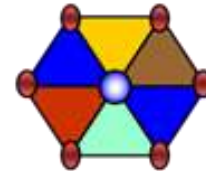
- Point out that their success has come through their own efforts, but the **next level of success needs a totally different style** (i.e. current style insufficient to move forward)
- Describe role models (ideally within school or people they respect) that exhibit Stage 4 behaviour (they focus on 'we', networking, etc)
- When person complains **they don't have enough time and others aren't as good** (2 biggest gripes at Stage 3) show them they have crafted their life so no one can contribute
- Tell stories how you went from stage 3 to stage 4
- Encourage them to **work through transparency** and that they should **over-communicate** (rather than hide info)
- Coach that there is more leverage in wisdom rather than information

Tribal Leadership - overview



Stage Four

- Person forms **networks in which they build values-based relationships** between others
- Language expresses “we’re great” and in the unsaid, “they’re not”
- When people cluster together they radiate **tribal pride**



Leverage Points

- Stabilise them at Stage 4 by ensuring that their **relationships are based on values, advantages and opportunity**
- Encourage them to **explore team core values, sense of a noble cause, outcomes that inspire the team, team assets, and then who would do what.**
- Encourage them to pick projects that are more of a stretch and require working more in partnership to accomplish bigger results



Discussion



Having now had 4 levels of Tribal Leadership distinguished for you, brainstorm with a partner some habitual actions you can take to nudge particular students up one level.

Sharing with group





Conversations for this Session

Performance, Student Mindset
and Cognition

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Culture

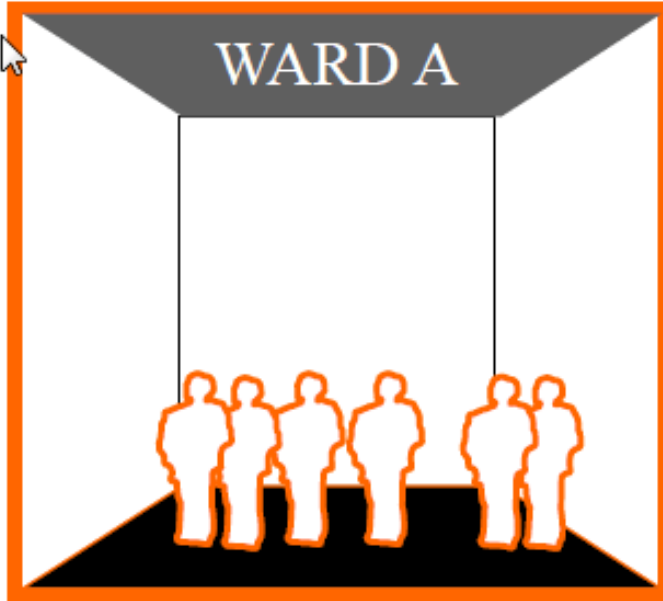
Motivation and Feedback

Motivation

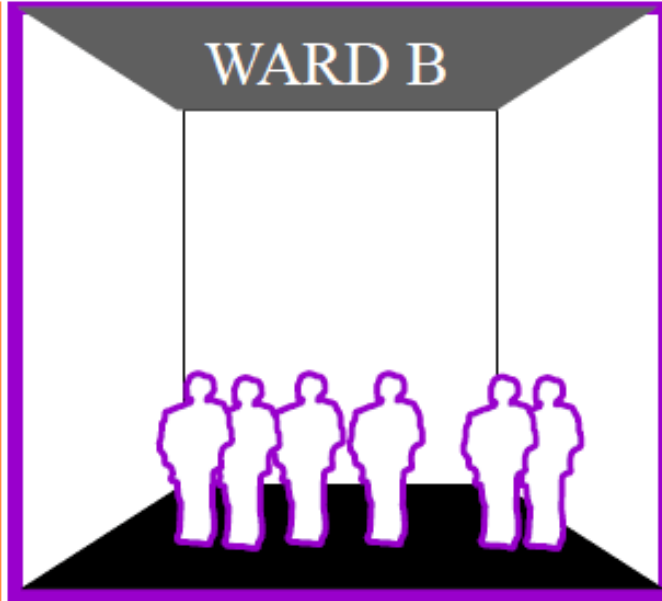


What causes someone to be motivated about something?

Importance of Choice and Responsibility

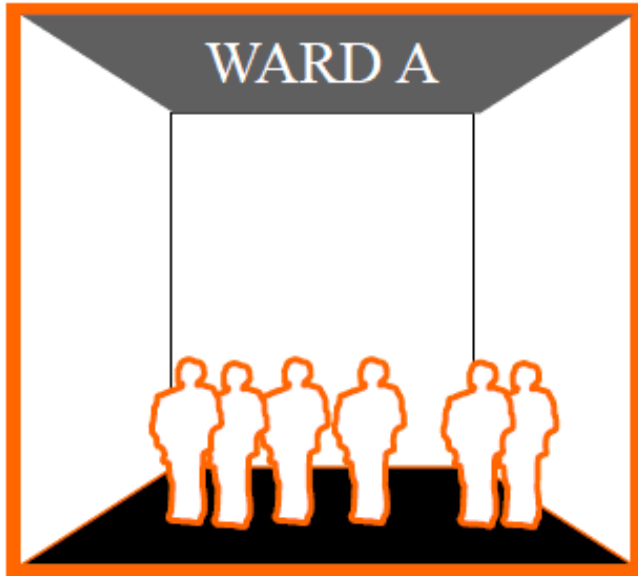


*NO CHOICE
NO RESPONSIBILITY*

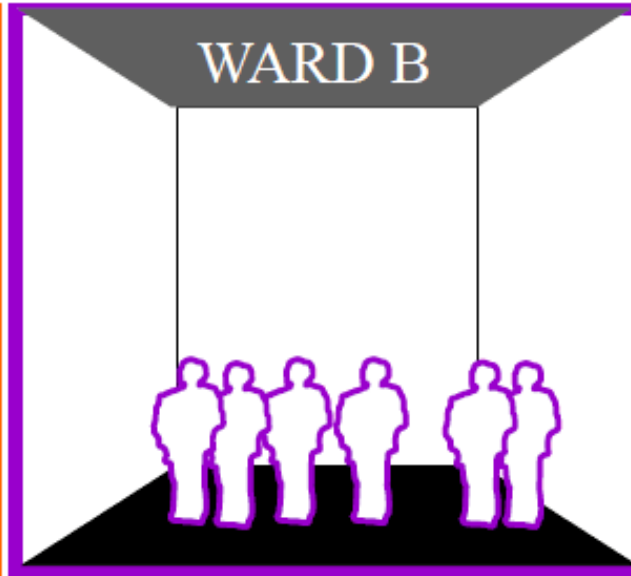


*CHOICE &
RESPONSIBILITY*

Importance of Choice and Responsibility

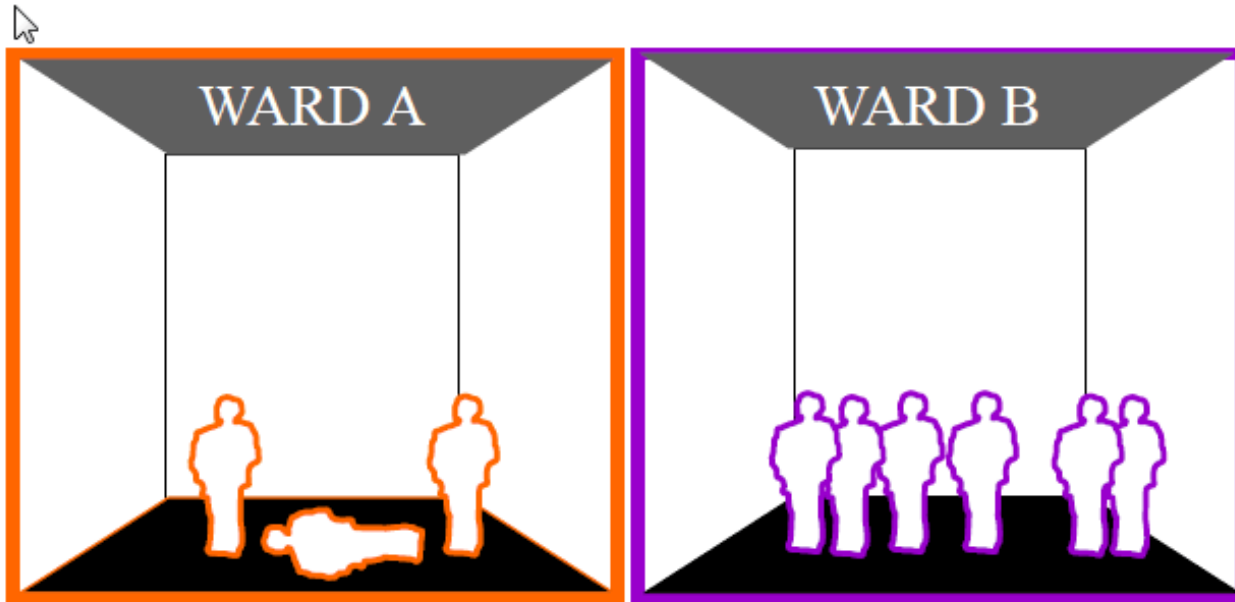


FIXED EGG DIET PLAN
FIXED MOVIE TITLE & DATE
FIXED PLANT TYPE & POSITION
SYSTEM DECIDES & PROVIDES



CHOOSE EGG DIET PLAN
CHOOSE MOVIE TITLE & DATE
CHOOSE PLANT TYPE & POSITION
PATIENT DECIDES AND MANAGES

Importance of Choice and Responsibility



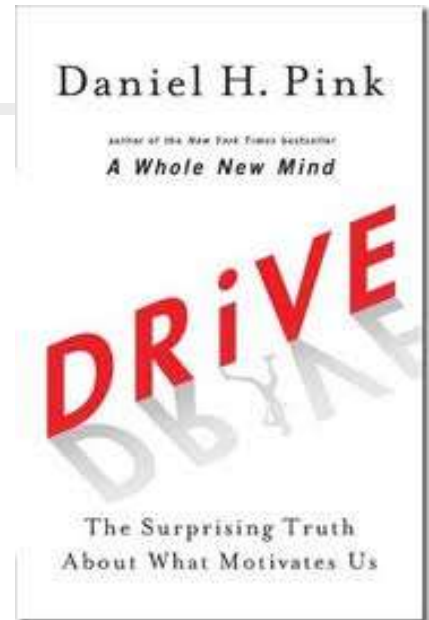
PASSIVE
WEAK
SICK
UNHAPPY
RESIGNED

ACTIVE
STRONG
HEALTHY
HAPPY
SELF MOTIVATED

Motivation

Once people have enough to survive reasonably well, what drives us are three things:

1. Autonomy
2. Mastery
3. Purpose



Self-motivation arises from a growth mindset

Discussion



How do you set up your students to

- Have Autonomy in their learning
- Develop themselves to become masterful in their learning
- Understand the purpose of what they are doing and how it all fits together



Sharing with group

Classroom Learning Approach



Any approach that we develop must address the following common factors for why people do not perform as expected on tasks and in their learning:

- ❖ They do not know **WHAT** they are supposed to do
- ❖ They do not know **HOW** to do it
- ❖ They do not know **WHY** they do it
- ❖ There are **obstacles** beyond their control

