



Intuyu Consulting

EMPOWERING LEARNING FOR THE 21ST CENTURY

Summary: Kathleen Kryza – Empowering Learners in a Differentiated Classroom: Growth vs Fixed Mindset

Hawker-Brownlow Conference May 21, 2011

Dr Adrian Bertolini

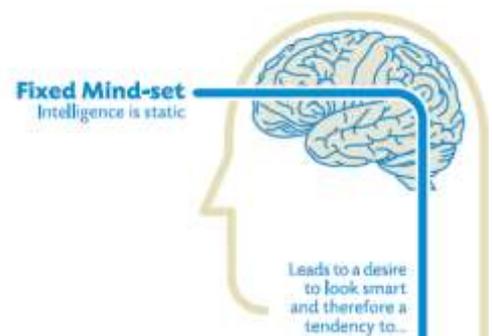
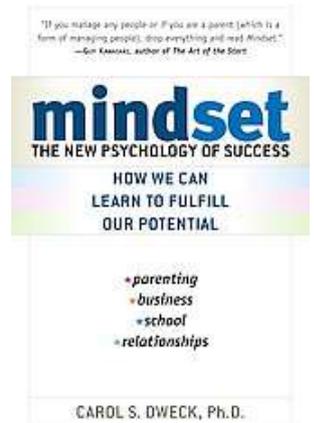
Kathleen Kryza has worked for over 20 years in a variety of educational backgrounds – special needs, gifted education, alternative education in juvenile prisons, and multicultural settings. She is an international coach, consultant, and trainer and is very practical in her application of learning. You can find out more about her and her work at <http://www.kathleenkryza.com/> and <http://www.inspiringlearners.com/> where Kathleen and her team have a wide range of downloadable resources.

The following is my summary of Kathleen's material and my impressions (and additional footnotes) of what I found valuable and useful. More information is available at www.intuyuconsulting.com.au.

NOTES

- **Mindset: The new psychology of success**¹
 - Kathleen shared about the work of Carolyn Dweck and the impact of the mindset that both teachers and students have when they are learning
 - Kathleen had noticed that when she coached 7th grade students on improving their study skills there was quite often little or no academic improvement. However, when she began to coach students firstly on their mindset followed by their study skills there was a significant shift academically.
 - This experience, and from what Carolyn Dweck identifies in her book, points to the importance of shifting the mindset if you intend to grow skill sets.

- **Fixed Mindset**
 - 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.
 - Belief is ~35% effort and 65% ability
 - Teach Big CHUNKS and then CHECK at end
 - The responses to failure are:
 - Helplessness
 - Don't pay attention to learning information
 - Becomes depressed and de-energised
 - Denigrate intelligence



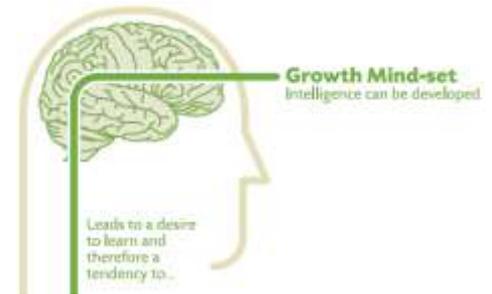
¹ Carolyn Dweck has a website with a range of videos and materials on them. For more see <http://mindsetonline.com/changeyourmindset/firststeps/index.html>



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- Under-represents past successes and over-represents past failures
- **Growth Mindset**
 - 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
 - Belief is ~65% effort and 35% ability
 - Teaches small CHUNK, CHEW, small CHUNK, chew, Formative CHECK, small CHUNK, chew, etc, summative CHECK at end.
 - Jay McTigue, in Understanding By Design, identified that test scores increase if we teach less information more deeply.²
 - Responses to failure are:
 - Its about mastery
 - Pays attention to learning information
 - Focuses on what they are learning not on feelings
 - Self-conversation is very positive
 - Tries new ways of doing things
 - Failure is an opportunity to grow
- **4 Steps to shift from fixed to growth mindsets** (see more detail at end from Carol Dweck's website)
 - Learn to hear your fixed mindset "voice"
 - Recognise that you have a choice
 - Talk back to it with a growth mindset voice
 - Take the Growth mindset action
- Questions to ask to identify mindset voice (Kathleen did this with us after having us choose between 2 differing tasks and completing them)
 - Before:
 - Did you select the task because you thought it was Easy or Hard?
 - What were your self-talk messages?
 - During the activity:
 - Was the activity challenging to you?
 - What were your self-talk messages?
 - After the activity:
 - How did you feel at completion (whether you completed it or not)?
 - What were your self-talk messages?
 - We shared our self-talk as part of debriefing this activity



² Check out Jay McTigue's website <http://jaymctighe.com/>. Note: In Finland, the teachers have LESS contact time with students than most places in the world. They spend that extra time working and planning as learning teams.



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- A growth mindset would choose the more challenging task and a fixed mindset goes immediately to feelings.
- Praise and the different mindsets
 - Fixed Mindset praises intelligence and talent
 - this increases cheating
 - sets performance goals but creates helpless response
 - undermines motivation
 - Growth Mindset praises the effort that led to success
 - Allows for growth because it reinforces the behaviour of effort
 - Encourages learning goals and a mastery response
 - Increases motivation and success
 - It empowers students because it allows them to struggle and overcome obstacles
- Developing a growth mindset
 - Students need to be explicitly taught that effort can improve achievement
 - Share personal examples
 - Share examples from well know people like Michael Jordan Ads³, and others⁴
 - Students can also share their own personal examples of where they didn't give up and their effort made the difference
 - Activities such as:
 - Have the students turn and reach as far back as they can
 - Ask them, "is that as far as you can go?"
 - Have them do it again. They'll discover that they can reach further.
 - Kathleen has just finished a *Give it a Go Guide* with activities and examples to develop a growth mindset⁵
 - Need to also teach the kids to be meta-cognitive using
 - Think aloud
 - Explicit instruction
 - Modelling / scaffolding
 - Support the students in having a plan of action to take when they don't know (give them strategies to learn and keep moving forward)
 - Can put up formative rubrics and have the students self-assess: individually, pairs and groups.
 - Have them create effort rubrics
 - Some great websites to check out include
 - www.twicegifted.net: Examples of extraordinary people who overcame fixed mindset teachers
 - www.brainology.com: Software to develop growth mindset in students

³ Check them out on Youtube: <http://www.youtube.com/watch?v=BirIEDYrw0Y&feature=related> and http://www.youtube.com/watch?v=woOu_4l3lio&NR=1

⁴ Check out http://www.youtube.com/watch?v=Y6hz_s2XIAU

⁵ <http://www.inspiringlearners.com/store/give-it-go-guide-developing-growth-mindsets-inspiring-classroom>



4 Steps to shifting your mindset from Fixed to Growth: Carol Dweck

(<http://mindsetonline.com/changeyourmindset/firststeps/index.html>)

1. Learn to hear your fixed mindset “voice.”

As you approach a challenge, that voice might say to you “Are you sure you can do it? Maybe you don’t have the talent.” “What if you fail—you’ll be a failure” “People will laugh at you for thinking you had talent.” “If you don’t try, you can protect yourself and keep your dignity.”

As you hit a setback, the voice might say, “This would have been a snap if you really had talent.” “You see, I told you it was a risk. Now you’ve gone and shown the world how limited you are.” “It’s not too late to back out, make excuses, and try to regain your dignity.”

As you face criticism, you might hear yourself say, “It’s not my fault. It was something or someone else’s fault.” You might feel yourself getting angry at the person who is giving you feedback. “Who do they think they are? I’ll put them in their place.” The other person might be giving you specific, constructive feedback, but you might be hearing them say “I’m really disappointed in you. I thought you were capable but now I see you’re not.”

2. Recognize that you have a choice.

How you interpret challenges, setbacks, and criticism is your choice. You can interpret them in a fixed mindset as signs that your fixed talents or abilities are lacking. Or you can interpret them in a growth mindset as signs that you need to ramp up your strategies and effort, stretch yourself, and expand your abilities. It’s up to you.

So as you face challenges, setbacks, and criticism, listen to the fixed mindset voice and...

3. Talk back to it with a growth mindset voice.

As you approach a challenge:

THE FIXED-MINDSET says “Are you sure you can do it? Maybe you don’t have the talent.”

THE GROWTH-MINDSET answers, “I’m not sure I can do it now, but I think I can learn to with time and effort.”

FIXED MINDSET: “What if you fail—you’ll be a failure”

GROWTH MINDSET: “Most successful people had failures along the way.”

FIXED MINDSET: “If you don’t try, you can protect yourself and keep your dignity.”

GROWTH MINDSET: “If I don’t try, I automatically fail. Where’s the dignity in that?”

As you hit a setback:

FIXED MINDSET: “This would have been a snap if you really had talent.”



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GROWTH MINDSET: “That is so wrong. Basketball wasn’t easy for Michael Jordan and science wasn’t easy for Thomas Edison. They had a passion and put in tons of effort.

As you face criticism:

FIXED MINDSET: “It’s not my fault. It was something or someone else’s fault.”

GROWTH MINDSET: “If I don’t take responsibility, I can’t fix it. Let me listen—however painful it is— and learn whatever I can.”

4. Take the growth mindset action.

Over time, which voice you heed becomes pretty much your choice. Whether you

- take on the challenge wholeheartedly,
 - learn from your setbacks and try again
- hear the criticism and act on it is now in your hands.