



Mindset, Beliefs and Leading Schools Part I

Western Region DPs
May 20 2016

Dr Adrian Bertolini



Intentions of this Session

- To **unpack the current reality and the desired future** of relationships, trust and partnerships in Western Region Schools.
- To explore **the underlying contexts** that lead to beliefs and mindsets
- To explore **growth and fixed mindsets** framed by those underlying contexts
- To **examine our own beliefs, mindsets and triggers** and how they shape our communication and leading

What **YOUR** job is today



Be **open**,
honest and
participate

**Try the
ideas on**



Clock Buddies





Today's Session



Unpacking Exercise

Underlying Contexts

Growth vs Fixed Mindset

Examining our Mindset & Internal Dialogue

Where are we now?



Unpacking – Developing Clarity

In the area of Relationships,
Trust, Partnerships and Leading

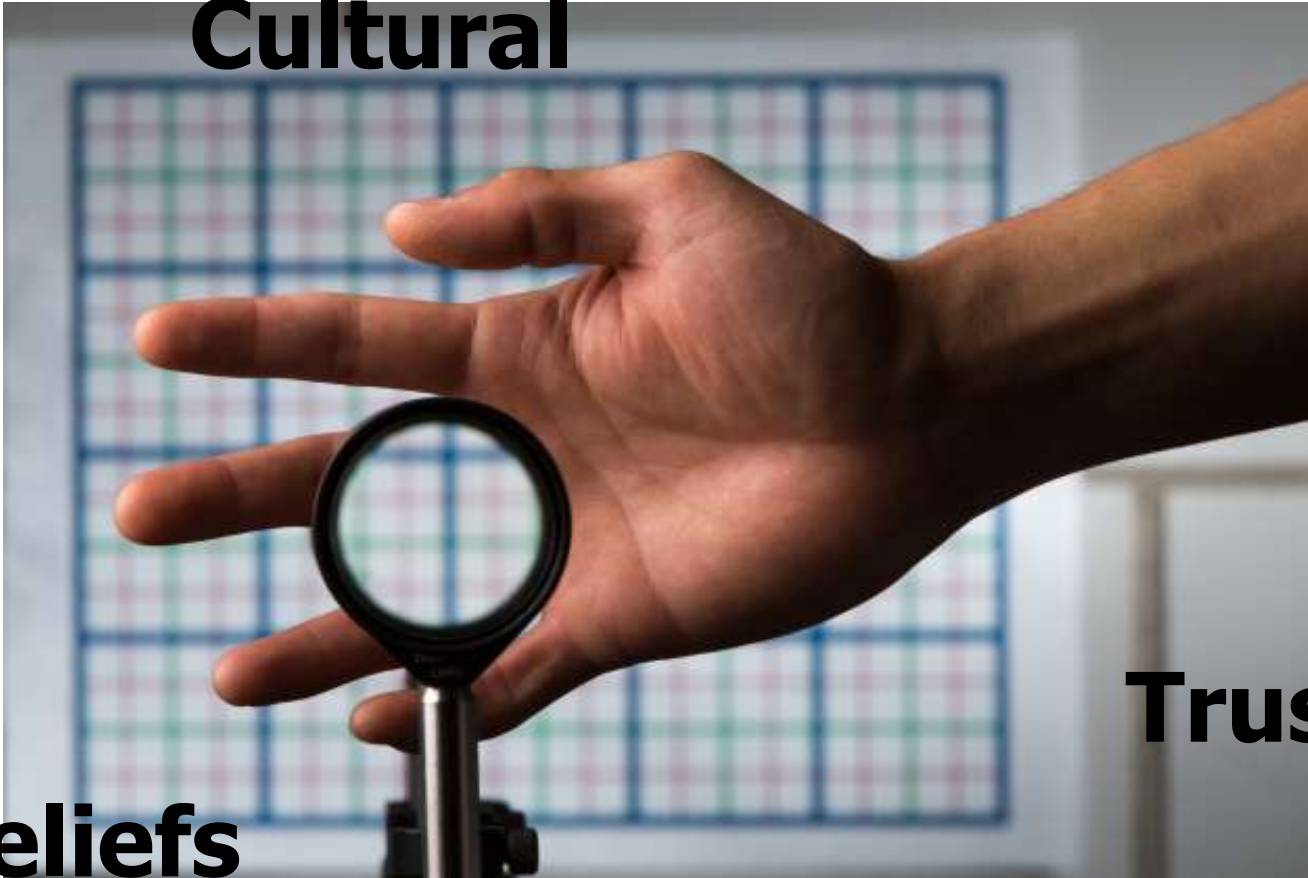
1. What is the current reality?
2. What is the desired future you would like in these areas?
3. What are the causes of the current reality?
4. What could be some possible actions you could take to move towards the desired future?





Actions depend on the lens you look through

Cultural



Trust

Beliefs



Today's Session



Unpacking Exercise

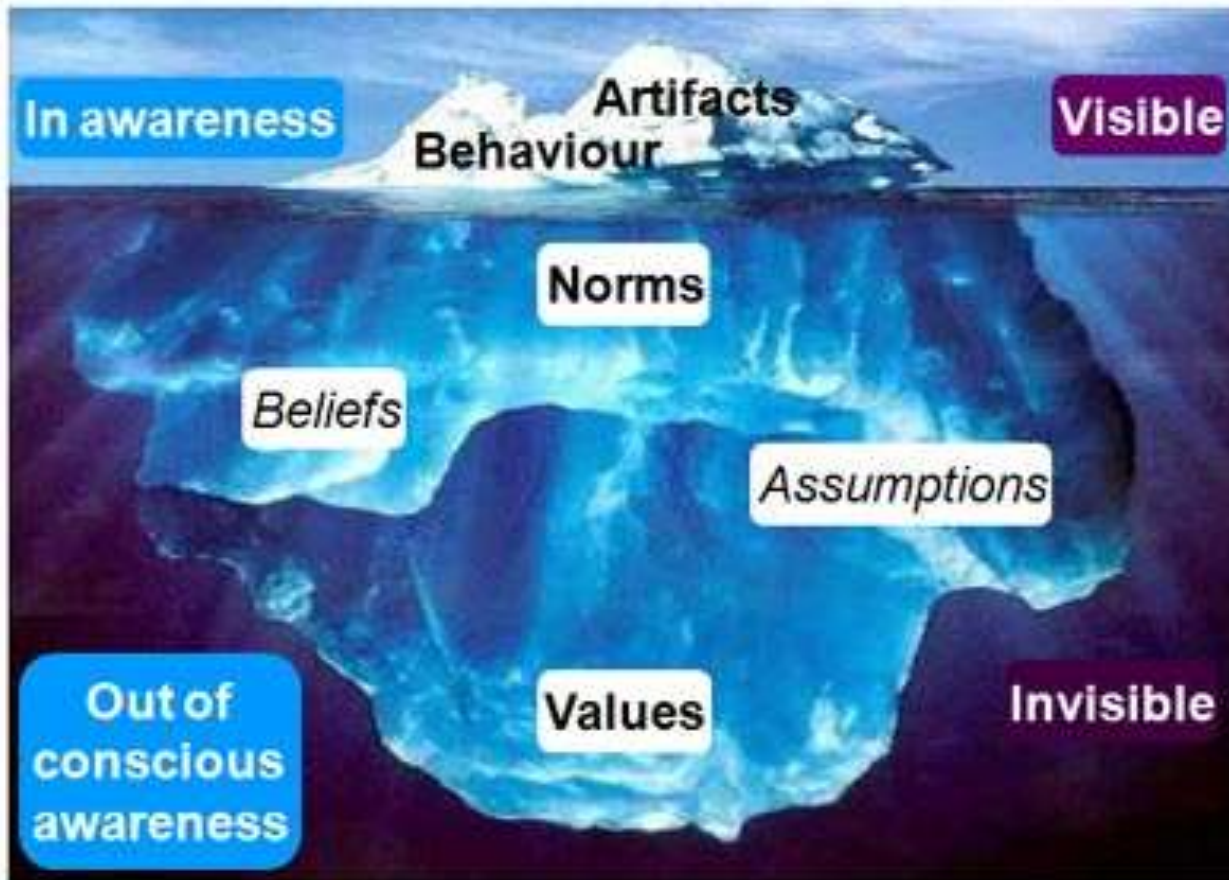
Underlying Contexts

Growth vs Fixed Mindset

Examining our Mindset & Internal Dialogue

Delve into underlying contexts

Iceberg Model: Surface and Deep Culture



Lens #1 - Cultural Influences

Range of **unconscious cultural constraints** exist

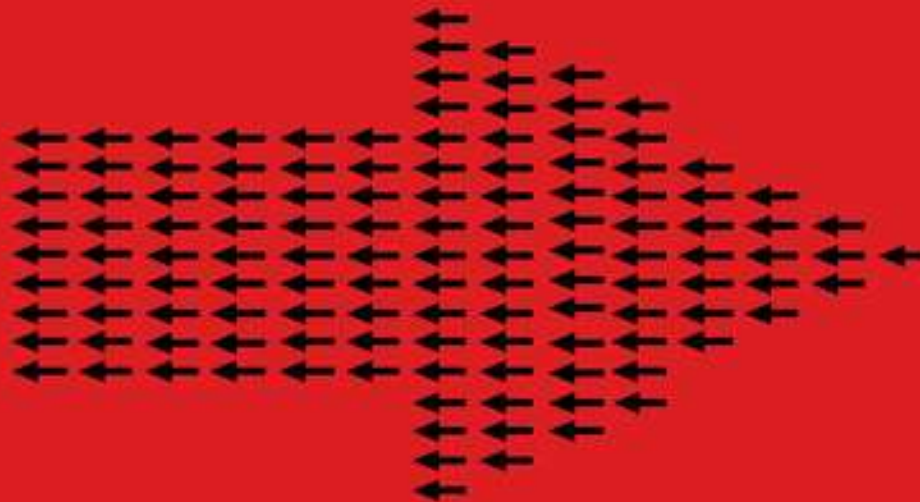
It is in the **language** used in school,

- the **structures** schools have in place,
- the **habitual practices** within the school
- the way **you relate** to each other,
- the **type of complaints** people have,
- the way the school is **organised** (or not),
- the things the school **values in its actions**



Lens #1 - Cultural Influences

Culture eats strategy for breakfast



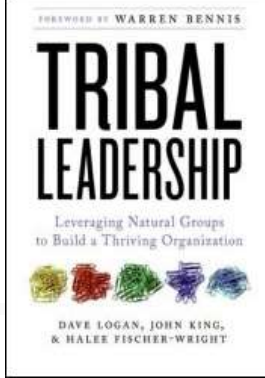
Lens #1: Tribal Leadership

THE 5 STAGES OF TRIBAL CULTURE





Lens #1: Tribal Leadership



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

Lens #1: Clock Buddy Share

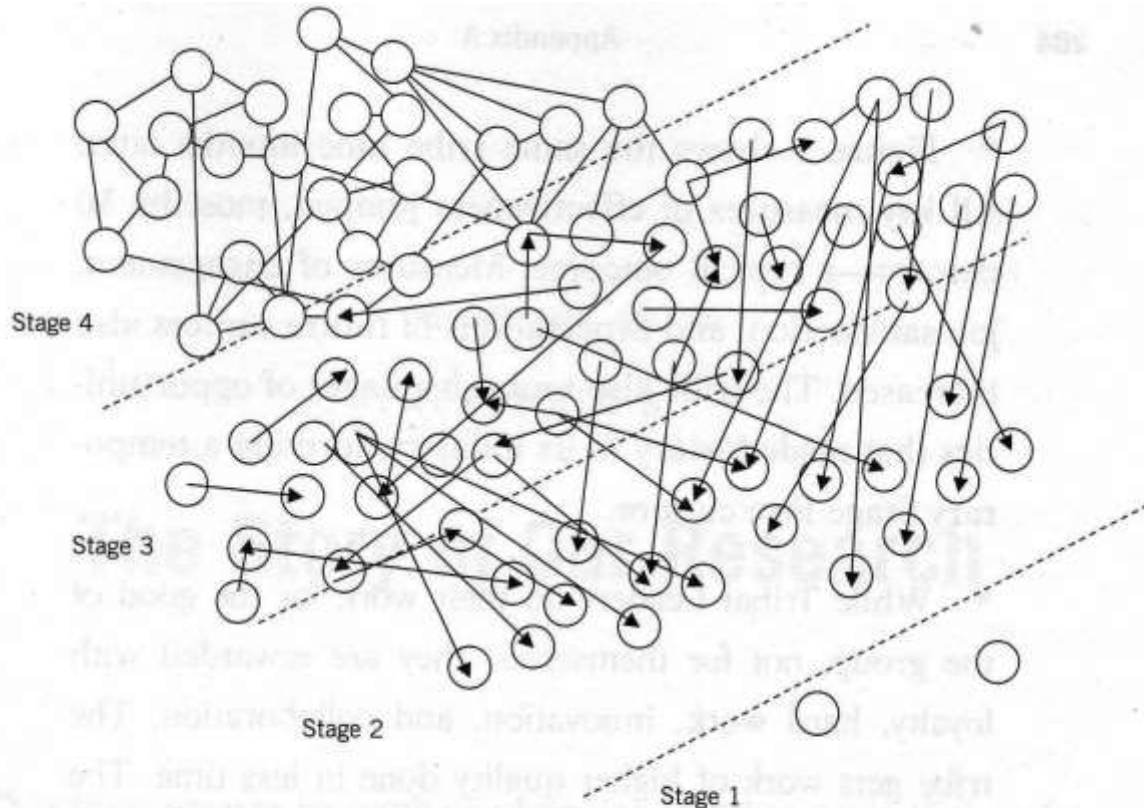


FIGURE 2: AN ACTUAL TRIBE BEFORE TRIBAL LEADERSHIP.

What do you notice is the current dominant cultural conversation of your **students, teachers and parents?**

Lens #1: Clock Buddy Share



Using the Tribal Leadership Checklist and Assessment Capture Template, what could be some actions you take with ...

- Your staff?
- Your parents?
- Your students?



Lens #1 Sharing – Insights?





Lens #2 - Habits, Practices and Beliefs

How many of you have
been challenged by
shifting someone in
your own team or that
of a parent or student?

A belief is not
merely an idea
the mind
possesses; it is
an idea that
possesses the
mind.

Robert Bolton



Lens #2 - Habits, Practices and Beliefs

- People's **beliefs influence understanding** of attempted reforms
- The same words or phrases might **signal quite different things** to different people
- Each person operates from a set of **unexamined beliefs** about the nature of teaching and learning, about knowledge, and about the purpose of education itself.
- People base their **thinking and behaviour on unconscious values**
- Some practices never take root or cannot be sustained because the **underlying beliefs have not changed**

Lens #2 – Source of Habits and Beliefs

Humans make quick judgements about people and situations

- To minimize energy usage we classifying our experiences in a binary way – good/ bad, right/wrong, either/or
- Classifying is part of our survival machinery – to screen information into binary categories quickly so we can react instantly to dangerous situations
- Classification is based on our first, emotional reaction
- Partly the purpose of classifying is to make sense of the world and to do so in a way that allows us to cope with the amount of data and stimuli we are required to handle

Lens #2 – Source of Habits and Beliefs

Classification is powerful in that we go on very little information and rely on hunches and intuition - it can take as little as 2 seconds or 7 words

However

- Subsequent experiences are interpreted or aligned with our first impression
- Once we make up our minds we are much less likely to change our opinion (or re-classify)
 - Confirmation bias
 - MIT research



Lens #2: Beliefs

e.g. Framework for Understanding Poverty: Ruby Payne

THE HIDDEN RULES OF SOCIAL CLASSES

	POVERTY	MIDDLE CLASS	WEALTH
Possessions	People	Things	One-of-a-kind objects
Money	To be spent	To be managed	To be conserved and invested
Time	Focus on the present. Decisions made on feelings of survival.	Future most important. Decisions made against future ramifications.	Focus on traditions and history. Decisions made on basis of tradition and decorum.

A Framework for Understanding Poverty

Ruby K. Payne, Ph.D.

Key Points to Remember

1. Poverty is relative.
2. Poverty occurs in all races and in all countries
3. Economic class is a continuous line, not a clear-cut distinction.
4. Generational poverty and situational poverty are different.
5. This information and work is based on patterns. All patterns have exceptions
6. An individual brings with him/her the hidden rules of the class in which he/she was raised.
7. Schools and businesses operate from middle-class norms and use the hidden rules of middle class.
8. For our students to be successful, we must understand their hidden rules and teach them the rules that will make them successful at school and at work.
9. We can neither excuse students nor scold them for not knowing; as educators we must teach them and provide support, insistence, and expectations.
10. To move from poverty to middle class or middle class to wealth, an individual must give up relationships for achievement (at least for some period of time).
11. Two things that help one move out of poverty are education and relationships.
12. Four reasons one leaves poverty are: It's too painful to stay, a vision or goal, a key relationship, or a special talent or skill.

Normal School Classification Areas



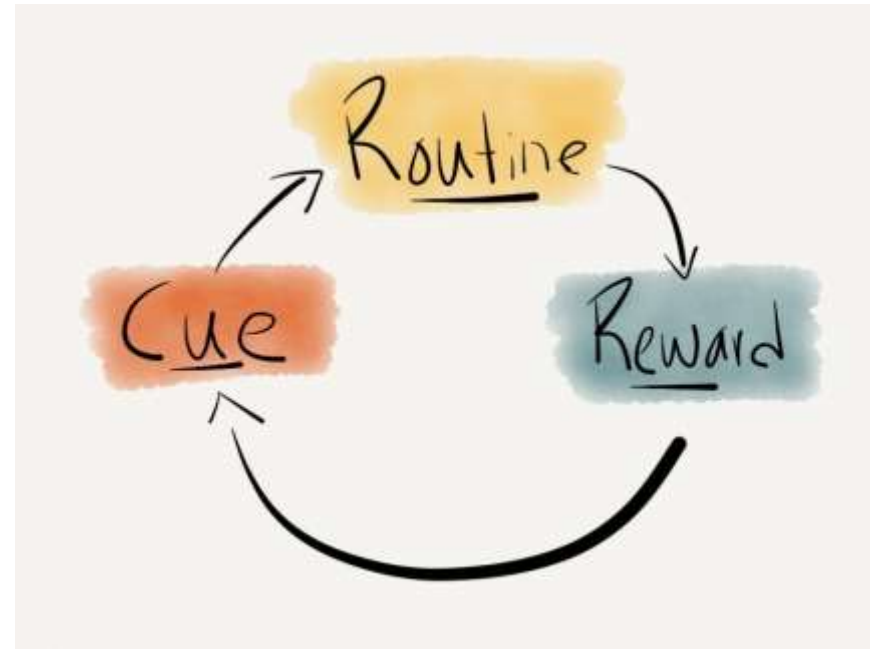
WAYS THAT LEADERSHIP RAISES
ACHIEVEMENT AND NARROWS GAPS
BY IMPROVING INSTRUCTION
IN 15 PUBLIC HIGH SCHOOLS

Resistance to change based in six fears

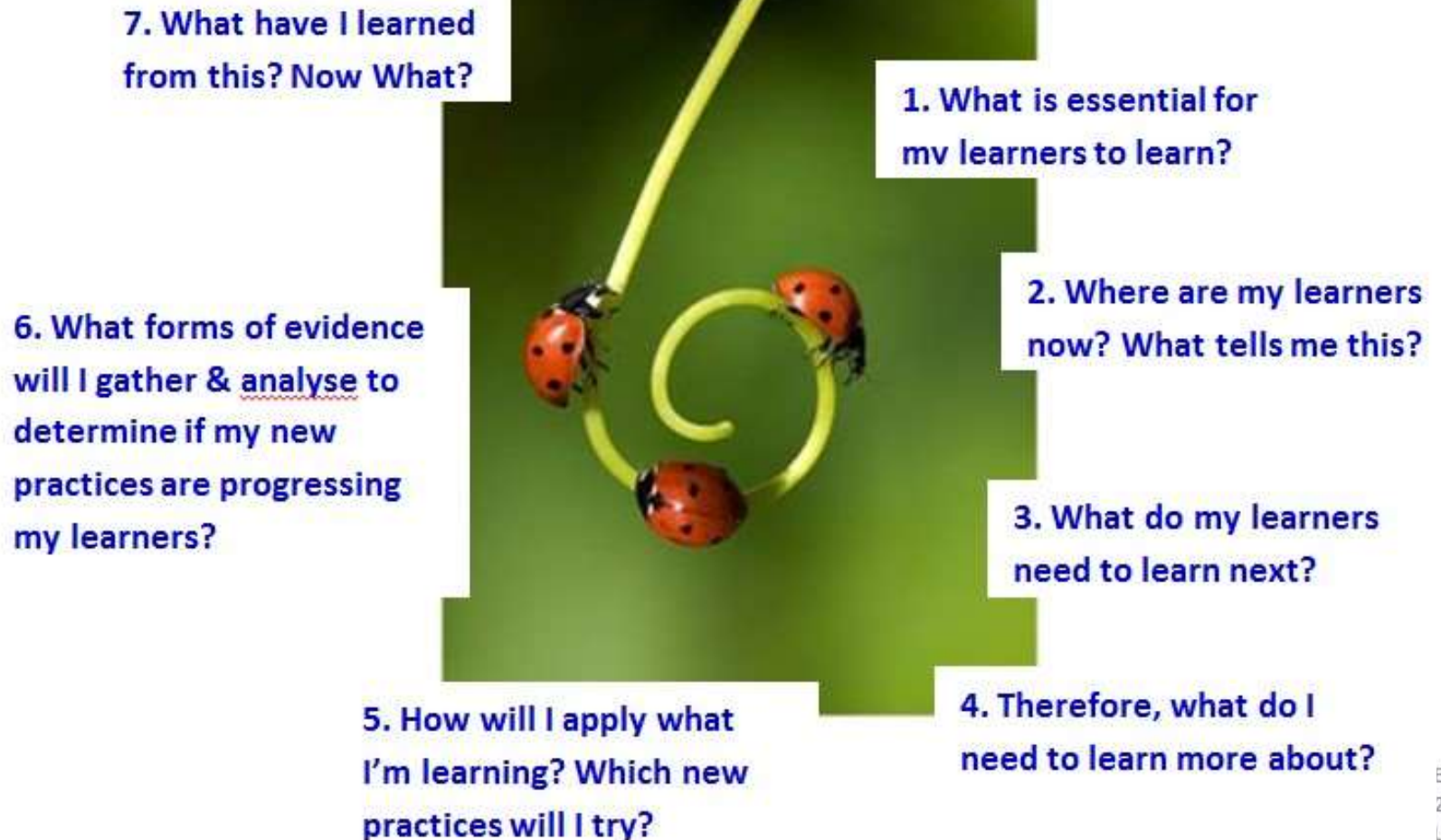
1. Fear of wasting time and energy
2. Fear of losing autonomy
3. Fear of experiencing incompetence when trying new things
4. Fear of becoming socially isolated
5. Fear of unpleasant surprises
6. Fear of more work

Shifting beliefs requires habits and practice

- Whatever we **systemically ritualise** – we embed
- To **shift an ingrained mental habit / belief**
 - first become conscious about it
 - challenge it
 - ritualise the new behaviour / practice / thinking



Shift “Teacher” Thinking – Clinical Model





Lens #2: Clock Buddy Share



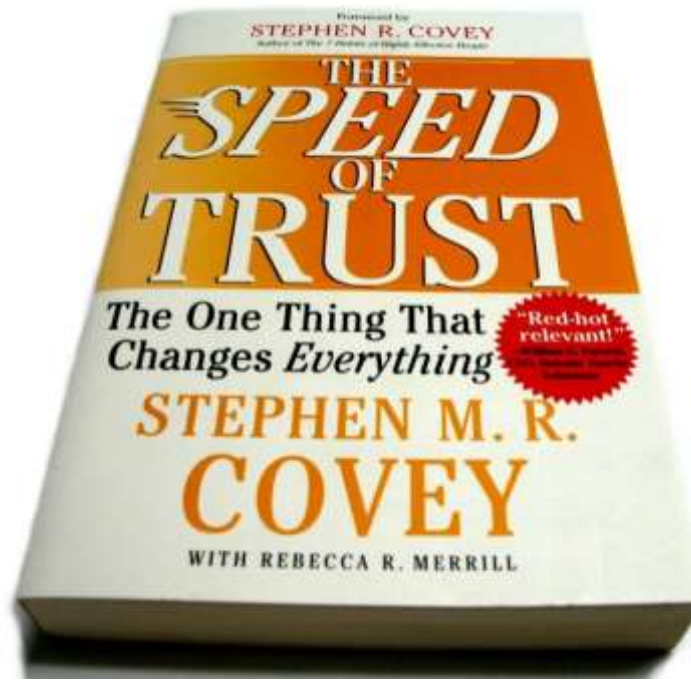
What insights did you get from this lens?

What possible actions could this imply?

Lens #3: Building Trust is a Major Key



Stephen M.R. Covey has suggested that **TRUST** is the key to an organisation's performance.



What does "trust" mean?



Trust (n): *reliance on the integrity, strength, ability, surety, etc., of a person or thing; confidence.*



**Stephen Covey
identifies 5 levels
of trust in an
organisation**



Assessing your Team



Low Trust = **Tax on performance**

High Trust = **Dividends on Performance**

Using the Summary Table Provided ...

Assess **HONESTLY** where you think your school sits?



Lens #3: Clock Buddy Share



Share with your clock buddy what you see about trust in your school?

Self Trust



Self-Trust is about developing the integrity, intent, capabilities, and results that make you believable to yourself and others.



**If you aren't
credible to
yourself how
can others
trust you?**



Self Trust – Self Perception



Using the questionnaire, evaluate where you are in each of the areas.

- These **questions can be challenging** and they do require you to make honest and deep evaluation.
- This is the **first step** to identifying your own personal credibility and beliefs and will **allow you to focus** your efforts for self-development.



Self Trust – Self Perception

Above 90

- It is likely you know what's important to you and you translate it into action in your daily life
- You care about people
- You are aware of your own capabilities and you develop and use them effectively to produce positive outcomes

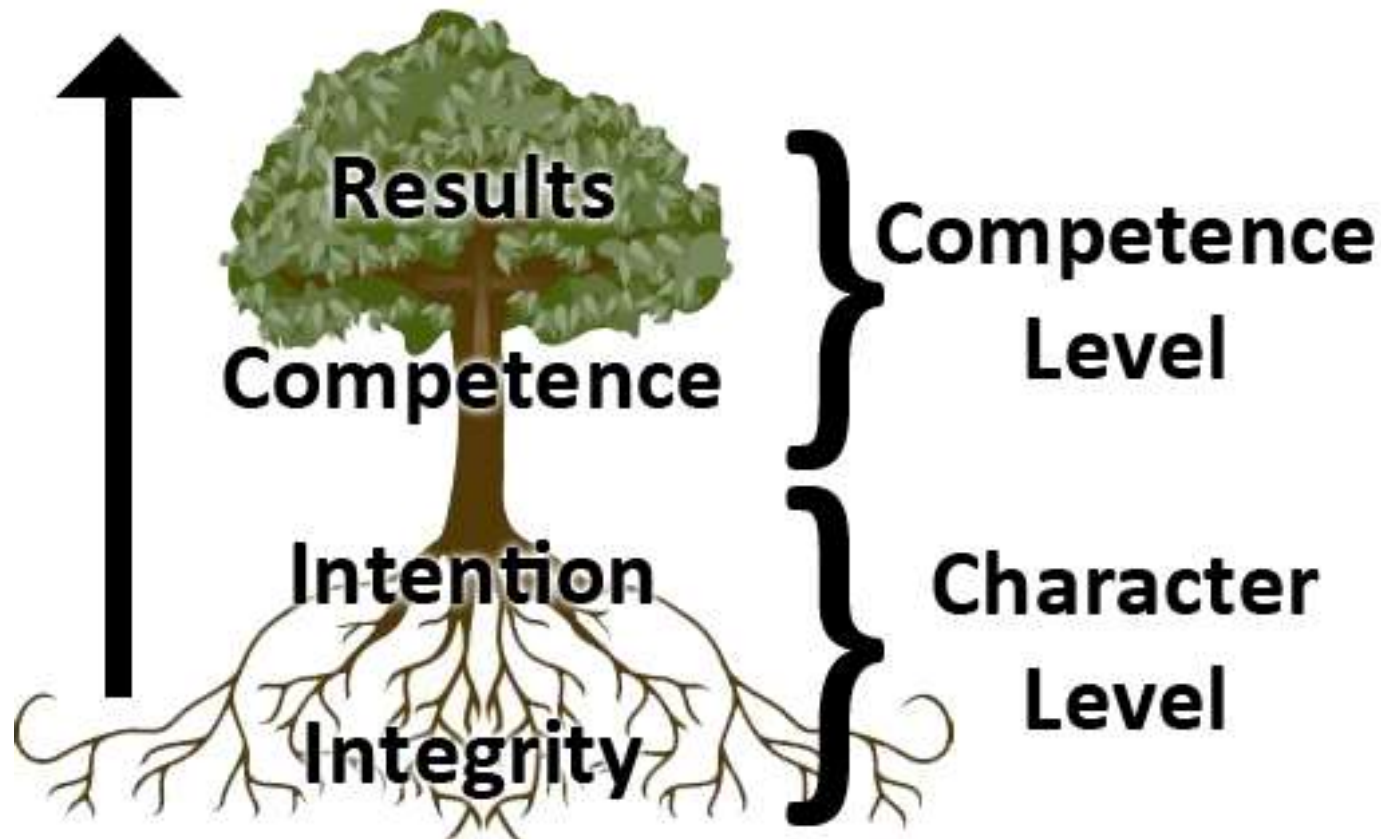
Between 70 and 90

- May have a little credibility gap which may manifest it self in lower self-trust or some degree of failure to inspire trust in others

Below 70

- Need to do some careful analysis of specific areas in which you gave yourself lower marks and focus on improving those areas.

Self Trust – 4 Cores of Credibility



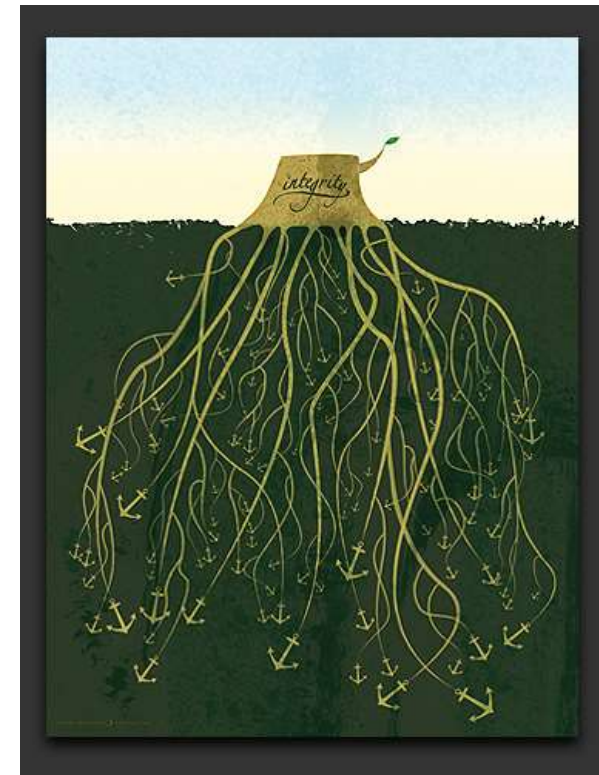
Core 1 - Integrity



It includes honesty, walking the talk, being congruent inside and out, and having the courage to act in accordance with your values and beliefs.

How to increase your Integrity

- *Make and KEEP commitments to yourself*
- *Stand for Something*
- *Be Open*



Core 2 - Intent



Trust grows when our motives are straightforward and based on mutual benefit.

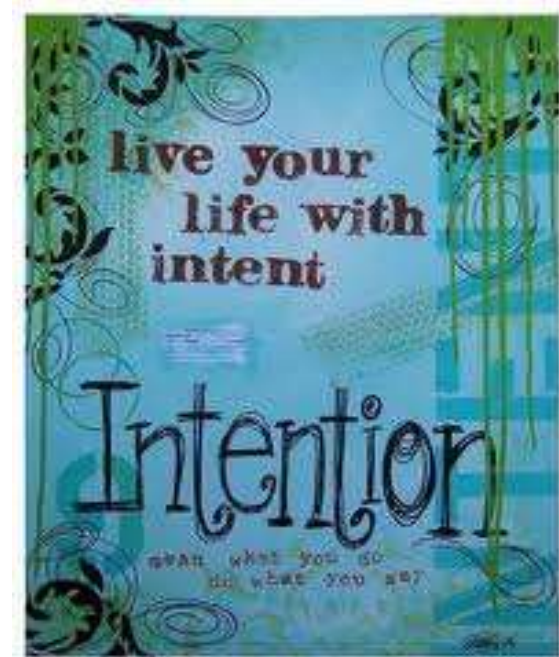
*Is your **Motive** one of genuine caring?*

*Is your **Agenda** to seek mutual benefit?*

*Are you **acting** in the best interest of others?*

How to improve your Intent

- *Examine and refine your motives*
- *Declare your intent*
- *Choose Abundance*



Core 3 - Capabilities



These are the abilities that inspire confidence. They are the means we use to produce results. They also deal with our ability to establish, grow, extend & restore trust.

*Am I **constantly improving** my capabilities?*

Talents, Attitudes, Skills, Knowledge, Style

How to increase your capabilities

- *Run with your strengths (and purpose)*
- *Keep yourself relevant*
- *Know where you are going*



Core 4 - Results



This refers to our track record, our performance, our getting the right things done.

They are the tangible, measurable end purpose and product of integrity, intent and capabilities.



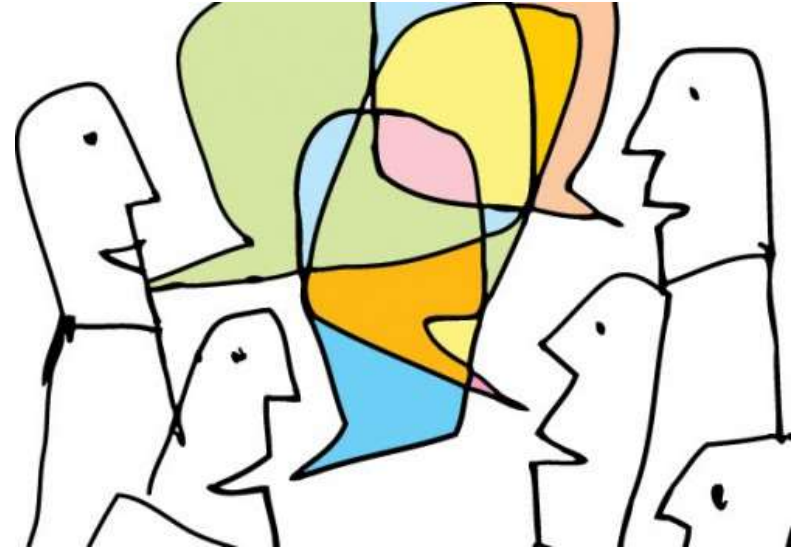
How to improve your Results

- **Take responsibility for results** – good and bad
- **Expect to Win** – the power of expectation
- **Finish Strong** – beginners are many, finishers few.

Sharing about Self-Trust



With your clock buddy, go back over the questionnaire and share about what you see are your strengths and areas which you perceive you need to develop yourself in



What we are actually up to



Humans mostly live in a paradigm of deficit

Building trust fundamentally **shifts the paradigm gradually** from a deficit model to a developmental model.

One of the first steps in this is to **allow us to discover that our beliefs and assumptions**, sometimes **long** held, need to be challenged.

We need to develop our ability to be **meta-cognitive**.



Speed of Trust – Relationship Trust



Relationship Trust is all about **consistent** behaviour

It is about learning how to interact with others in ways that increase trust and avoiding interacting in ways that destroy it.

We will get deeper
into the 13
behaviours of
relationship trust in
the next session



Sharing – Insights for 3 lenses?



Any new actions
we should add to
the action
column?



Today's Session



Unpacking Exercise

Underlying Contexts

Growth vs Fixed Mindset

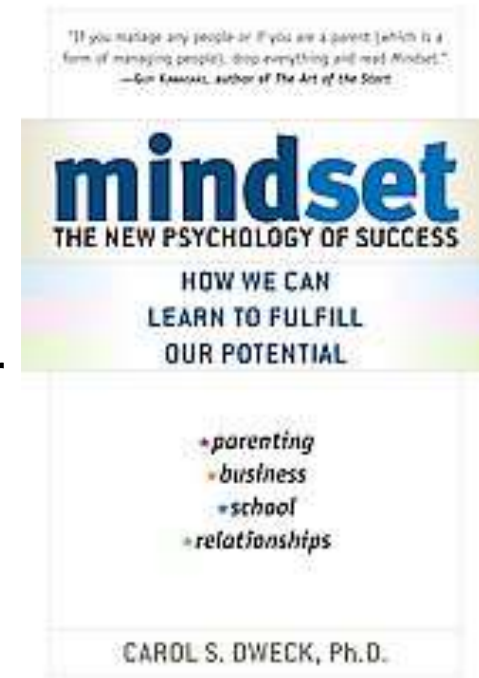
Examining our Mindset & Internal Dialogue

Fixed vs Growth Mindsets – Carolyn Dweck

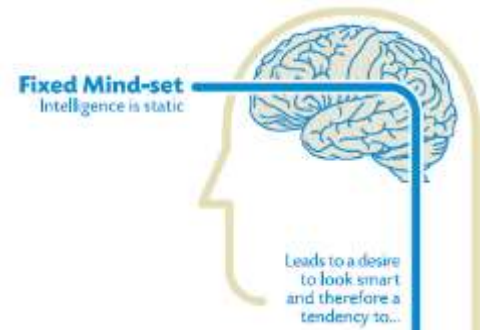
Mindset explains:

- Why brains and talent don't bring success
- How they can stand in the way of it
- Why praising brains and talent doesn't foster self-esteem and accomplishment, but jeopardises them
- Teaching a growth mindset creates motivation and productivity. It enhances relationships.

"it's not always the people who start out the smartest who end up the smartest."



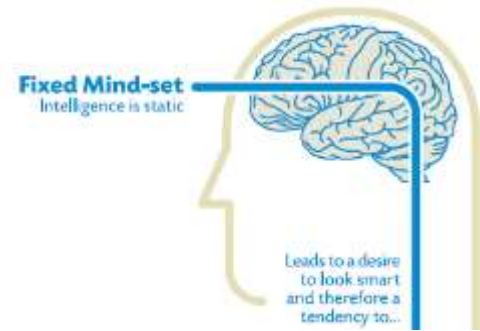
Fixed Mindset



- 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.



Fixed Mindset



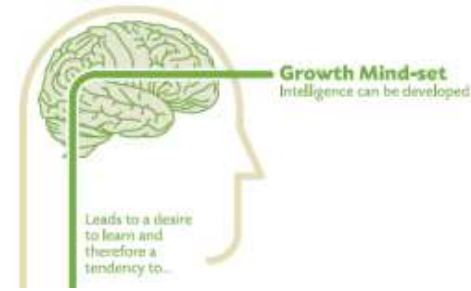
When confronted with a failure the normal response is **HELPLESSNESS** and “**I can’t**”

Habits of someone in a Fixed Mindset

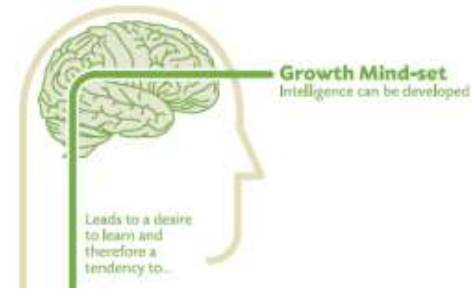
- Becomes depressed and takes things personally
- Denigrates intelligence
- **Under-represents** past successes and over-represents past failures.
- About “**looking-good**”, “going through the motions” but not growth.



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
- Attitude is that you **can ALWAYS learn and grow**
- **Seeks feedback** to grow



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

- Have a **positive self-conversation**
- **Failure is an opportunity to grow**
- Chooses more challenging tasks and **tries new things** because they are interested in growing and learning



Mindset Assessment Template



- In what areas do you have a fixed mindset?
- In what areas do you have a growth mindset?



VS



Growth Mindset

Believe that they can learn anything if they put in the work, practice, and effort to learn it.

Fixed Mindset

Think that they cannot increase their skill and knowledge in a particular area.



Today's Session



Unpacking Exercise

Underlying Contexts

Growth vs Fixed Mindset

Examining our Mindset & Internal Dialogue



Internal Dialogue



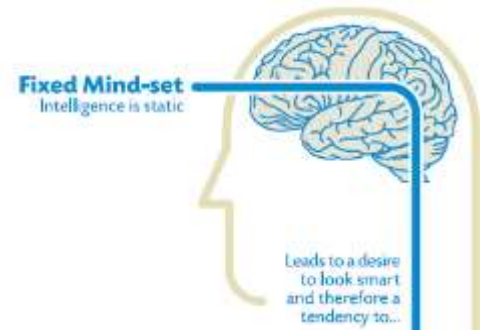
Whether we are aware of it or not,

- all people keep a running account of what's happening to us, what it means, and what we should do.
- In other words, our minds are constantly monitoring and interpreting

Mindsets frame the running account that's taking place our heads. They guide the whole interpretation and classification of our experiences



Fixed Mindset



The **fixed mindset** creates an internal monologue that is **focused on judging and comparing**:

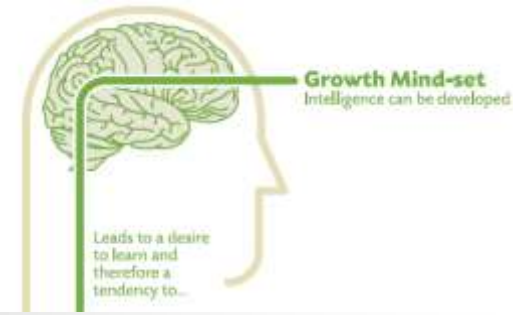
- “This means I’m a loser.”
- “This means I’m a better person than they are.”
- “This means I’m a bad husband / wife / teacher.”
- “This means my partner is selfish.”

Use your Mindset template

- What is your internal dialogue in those areas you identified as having a fixed mindset?



Growth Mindset



The **growth mindset** monologue is **not about judging** ourselves and others in this way. It is sensitive to positive and negative information but **it is attuned to its implications for learning** and constructive action

- What can I learn from this?
- How can I improve?
- How can I help my partner do this better?

Use your Mindset template

- What is your internal dialogue in those areas you identified as having a growth mindset?

Clock Buddies Sharing



What do you notice
from having done
that assessment?



4 Steps to Shifting Your Mindset

Step One: Learn to hear your fixed mindset “voice”

Listen to what your “inner voice” is saying:

- **As you approach challenges**
 - Are you sure you can do it? What if I fail? I can’t do this!
- **As you hit setbacks**
 - See! I told you this was a risk!, Now you’ve shown them how limited you are!
- **As you face criticism**
 - It’s not my fault, it is X’s fault!
 - You might feel yourself get angry at yourself and others
 - You hear other people’s comments as put-downs and the belief that you are not good-enough.

4 Steps to Shifting Your Mindset

Step Two: Recognise 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.



4 Steps to Shifting Your Mindset

Step Three: Talk back to it with a growth mindset

As you approach challenges

FIXED-MINDSET says "Are you sure you can do it? Maybe you don't have the talent."

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."





4 Steps to Shifting Your Mindset

As you hit setbacks

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

GROWTH MINDSET: "That is so wrong. Basketball wasn't easy for Michael Jordan and science wasn't easy for Leonardo Da Vinci. 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 Steps to Shifting Your Mindset

Step Four: Take the Growth Mindset Action

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

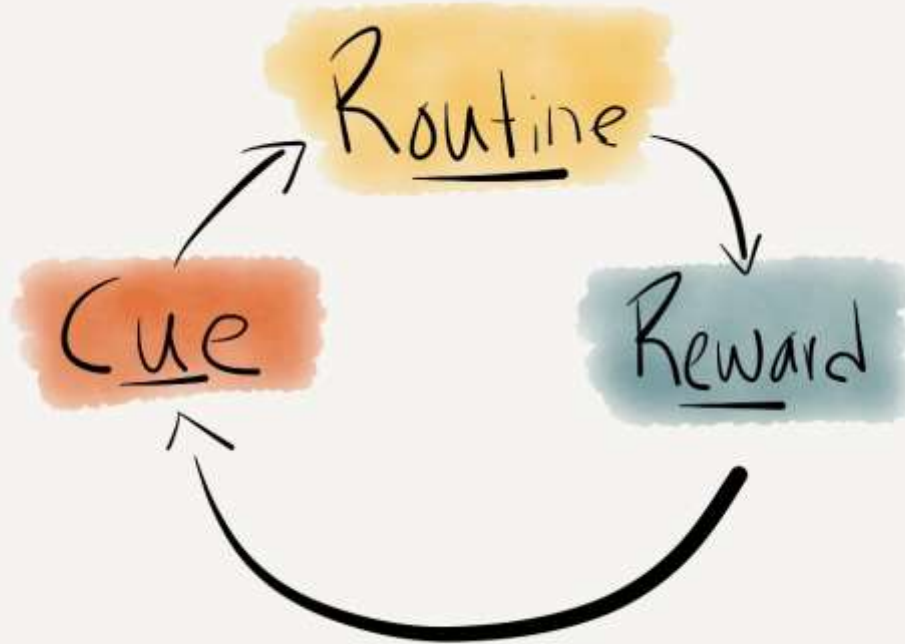
Whether you

- take on the challenge wholeheartedly,
- learn from your setbacks and try again
- hear the criticism and act on it

is now in your hands.



Making it a Habit



Discuss with your clock buddy how you could go about making it habitual for you to reflect and identify your internal dialogue?

Completing the session

Sharing: what did you learn today that you can put into action now?





Next Time (Aug 26)

- Giving you the tools to shift mindsets and enable people
- Explore relationship trust, active listening, and challenging conversations

