

Milford Mindset

The Power of Yet

Aims:

- **Increase your understanding of Fixed and Growth Mindsets**
- **Give you time to consider which Mindset you have**
- **Reflect upon the how the language we use can impact our children**

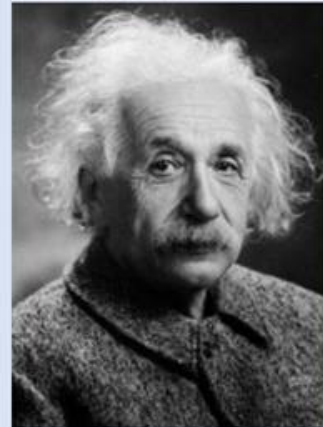
Strategies for developing a growth mindset culture – discussing intelligence

Arrange these famous people in order of intelligence:

J K Rowling, David Beckham, Justin Bieber, Albert Einstein, Theresa May

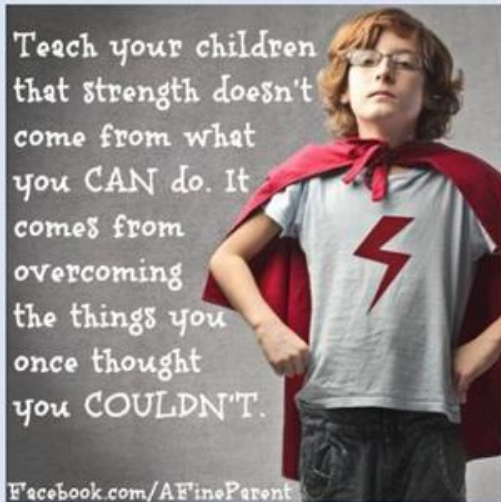
Why have you ordered them in that way?

How would you define intelligence?



Which Mindset are you?

- **Parents are powerful role models.**



- **We have huge influence over the children.**
- **To have an influence over children's mindsets, we must first find our own!**

I like challenges	If something is tricky, sometimes I give up.	I know that putting in effort is important.	It doesn't matter if I fail.	I work hard because it helps me.
I know my own limits.	I don't know what my talents are yet but I am willing to work hard to find out.	Putting in effort makes me smart and talented.	I like being praised for my hard work.	I don't like getting things wrong.
I am willing to develop my learning.	I feel uncomfortable if I don't know how to do something.	I'm not that clever.	I don't mind asking for help after I have tried by myself.	If I find something hard, I practise it.
I like my work to be praised.	I am willing to change.	I have lots of talents but I don't know what they all are yet.	I feel intelligent when I get everything right.	I worry about what others think of me.
I'm afraid of not being good at something.	I'm not worried about what other people think of me.	I don't like people to criticise my learning.	Putting in effort shows other people that I'm not smart.	I work hard because it makes other people happy.

Growth Mindset	Fixed Mindset
I like challenges.	If something is tricky, sometimes I give up.
I know that putting in effort is important.	I know my own limits.
It doesn't matter if I fail.	If I get something wrong I don't try again.
I don't know what my talents are yet but I'm willing to work hard to find out.	I don't like getting things wrong.
I like being praised for my hard work.	I feel uncomfortable if I don't know how to do something
Putting in effort makes me smart and talented.	I'm not that clever.
I don't mind asking for help after I have tried by myself.	I like my work to be praised.
If I find something hard, I practise it.	I feel intelligent when I get everything right.
I am willing to develop my learning.	I worry about what others think of me.
I have lots of talents but I don't know what they all are yet.	I'm afraid about not being good at something.
I'm not worried about what other people think of me.	I don't like people criticising my learning/work.
I work hard because it helps me.	Putting in effort shows other people I'm not smart.
	I word hard because it makes other people happy.

Developing a Milford Mindset

- People with a Fixed Mindset believe that they are born with a certain amount of intelligence and that it is fixed for the rest of their lives.
- People with a Growth Mindset know that intelligence is not fixed and that you can, in effect, 'grow' your intelligence.

The Mindset domino effect:

- Whatever belief you hold about the brain (Fixed or Growth) will lead to different subsequent behaviours.
- The knock-on effect of these behaviours will ultimately lead to more or less achievement.
- It dictates whether you (or your children) will fulfil your/their potential.



The Fixed Mindset monologue

- You are less likely to take risks/accept challenges because you might fail.
- You don't want others to see you working hard and putting in effort as this means you are not naturally clever.
- **You do not want to be seen to make mistakes.**
- If you cannot do something straight away or right first time, you think others will see you as lacking in natural ability.
- The child feels their intelligence, and in essence their SELF, is being judged as a result of these outcomes.
 - **These ideas will manifest themselves deep within the learning child and without their realisation, will make them behave in ways that will put up barriers to learning new things.**

The Growth Mindset monologue

- You see learning as fruitful because it will grow your brain.
- You see effort as a positive thing because your brain is working hard.
- Failure does not define you; it makes you develop because it is through mistakes that you learn.
 - You will face challenges, persevere and take risks because you understand these things move you out of your comfort zone and into your learning zone.
- All of this will help to grow your brain/intelligence. Believing your intelligence can grow is therefore a self fulfilling prophecy.

Characteristics of Fixed and Growth Mindsets

Fixed mindset (performance orientation)	Growth mindset (learning orientation)
Intelligence is static. I must work hard.	Intelligence is expandable.
Avoids challenges	I want to learn more!
Gives up easily	Embraces the challenges
Sees effort as pointless	Sees effort as the way
Ignores useful criticism	Learns from criticism
<i>Likely to plateau early and achieve less than full potential</i>	<i>Reaches ever-higher levels of achievement</i>

The power of YET

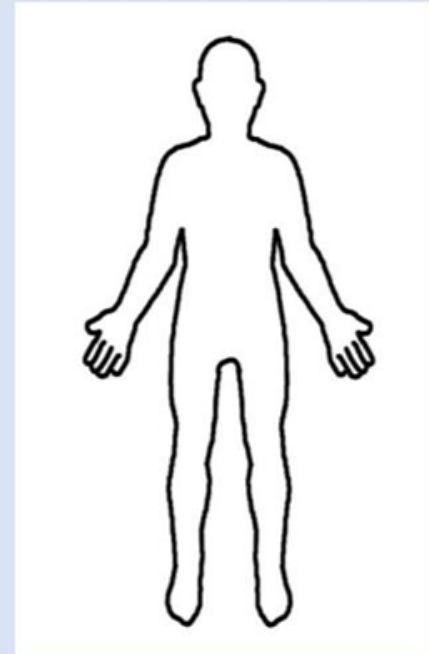
- I can't do this YET / I don't know YET (FUTURE)

not

- I can't do this / I don't know (NOW)

Developing growth mindset at home

- If children are hearing the same growth mindset messages at home as they are hearing at school, then there is a higher likelihood that they will internalise those messages.
- The children may well have a mixture of the two as people tend not to be Fixed or Growth Mindset in entirety but show elements of both.
- The important bit, is for children (and adults) to start recognising when they are having Fixed Mindset moments so that the behaviour can be altered.
- Repeat after a period of time learning about Growth Mindset 's ideals and endeavouring to live life by them. It increases their awareness of how their attitudes are a big part of learning.



For younger children – example questions

The younger the child is when a Growth Mindset is fostered, the better the child's chance of success now and in later life.

- Your teacher gives you some really hard work. What do you do?
- You find it difficult to throw and catch a ball, but your brother is really good. What do you do?
- You go to try out for a football team and the coach tells you that you are not good enough yet. What do you do?
- You paint a picture but it doesn't really look how you hoped it would. What do you do?
- Your mum tells you that you are moving house and will have to go to a different school. What would you do?
- You haven't learnt to read yet but your best friend is on books with words. What do you do?

Crucial components

- A crucial component in helping to develop growth mindset at home is to continually talk with your children about how the brain grows, how you can grow your abilities through practice, the gift of being able to learn from one another – tapping all our different strengths and the fact that we are all born with different strengths.

Definition of intelligence

- What is intelligence?
- Children assume testing measures intelligence.
- Children will compare themselves to their peers.

Important to challenge these ideas so children are not 'put off' learning because they think they are not 'intelligent'.

The danger of the 'intelligence' label

- Fixed Mindset individuals need to protect how intelligent they are perceived.
- If you believe you only have a certain amount of intelligence you will do everything you can to show you have a lot.
- Many child are so focused on getting a top score or beating their peers that they will do whatever it takes to achieve this.
 - Test scores – children need to understand that test results do not define them and a result merely reflect where they are now, not where they could be in the future.

Neurotruths

The brain can be developed like a muscle, changing and growing stronger the more it is used.

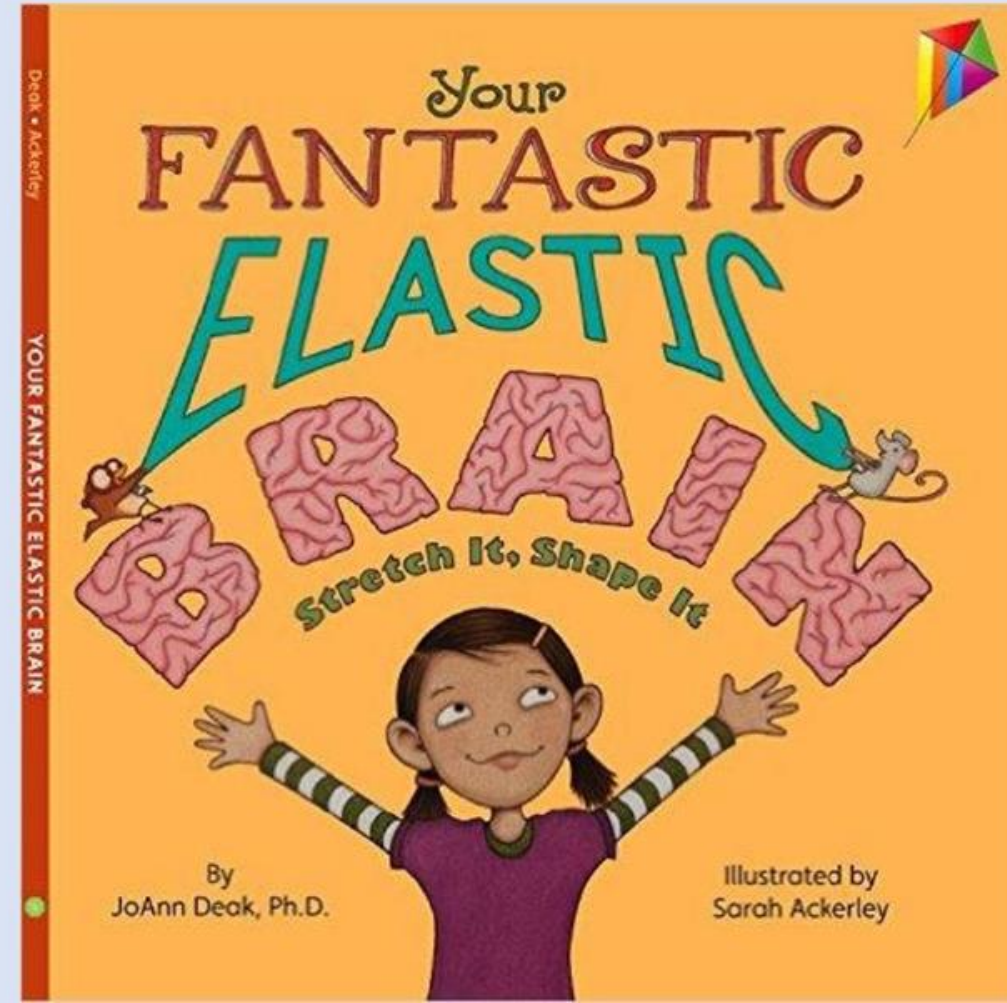
'Inside the cortex of the brain are billions of tiny nerve cells called neurons. The nerve cells have branches connecting them to other cells in a complicated network. Communication between these brain cells is what allows us to think and solve problems.'

When you learn new things these tiny connections in the brain actually multiply and get stronger. The more that you challenge your mind to learn, the more your brain cells grow. Then, things that you once found very hard or even impossible to do – like speaking a foreign language or doing algebra – seem to become easy. The result is a stronger smarter brain.'

Carol Dweck (2011)

You can grow your intelligence

- How we Learn - Synapses & Neural Pathways
- Neurons growing
- London cab drivers




What is effort?

- Children also need to consider their understanding of effort.
- How do we know if effort is being displayed? It is important that a shared notion be reached.
 - The more input the children have in this process, the more they will own it and the more it will mean to them.
- What is effort?
- How do we know that effort is happening?
- How can you ensure you put effort into your learning?
- Self assessment – effort rating

Motivational Quotes

It's
okay
to
not know,
but it's
not okay
to
not try.

THE POWER OF YET 

I can't do this...*yet.*
This doesn't work...*yet.*
I don't know...*yet.*
It doesn't make sense...*yet.*
I don't get it...*yet.*
I'm not good at this...*yet.*

Mistakes are...

Expected
Respected
Inspected
Corrected

FAIL
[F] **FIRST**
[A] **ATTEMPT**
[I] **IN**
[L] **LEARNING**

girlinbraces

www.practicalsavvy.com

Pintrest

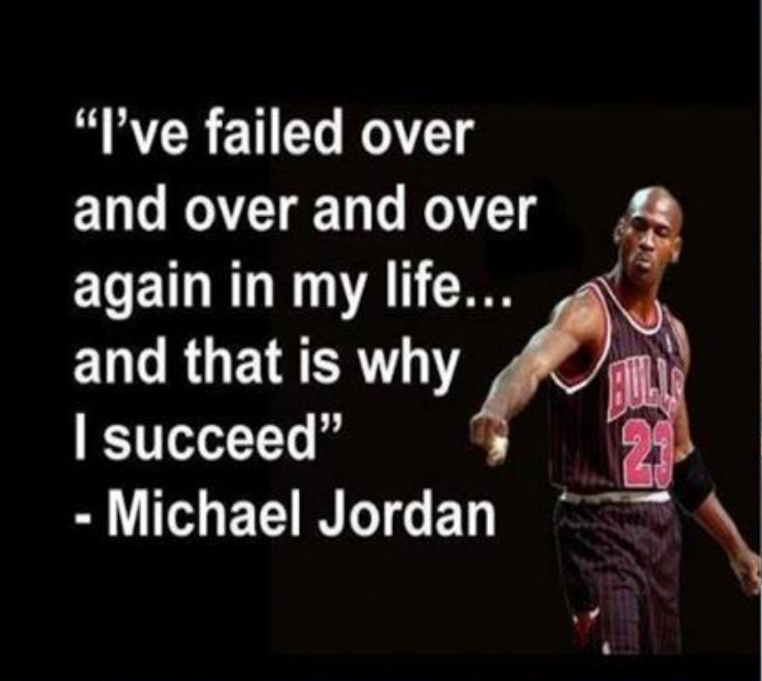
Google



“You don't have to see the whole staircase, just take the first step.”

Martin Luther King, Jr.

www.minutewonder.com



“I've failed over and over and over again in my life... and that is why I succeed”
- Michael Jordan



Unless you try to do something beyond what you have already mastered, you will never grow.

Ralph Waldo Emerson



TAKE RISKS:

**IF YOU WIN, YOU WILL BE HAPPY;
IF YOU LOSE, YOU WILL BE WISE.**

InspirationBoost.com



i am always doing what i
CAN NOT DO YET
in order to learn
HOW TO DO IT

VINCENT VAN GOGH

GetMotivatedDaily.com



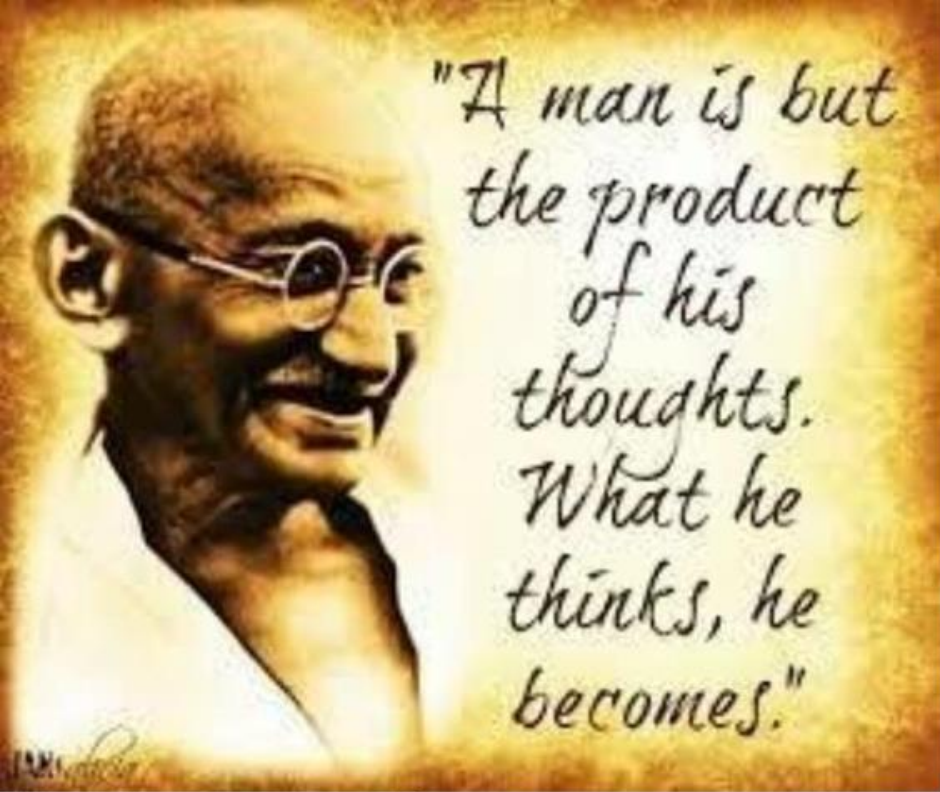
If it
scares you,
it might
be a
good thing
to try.

Seth Godin

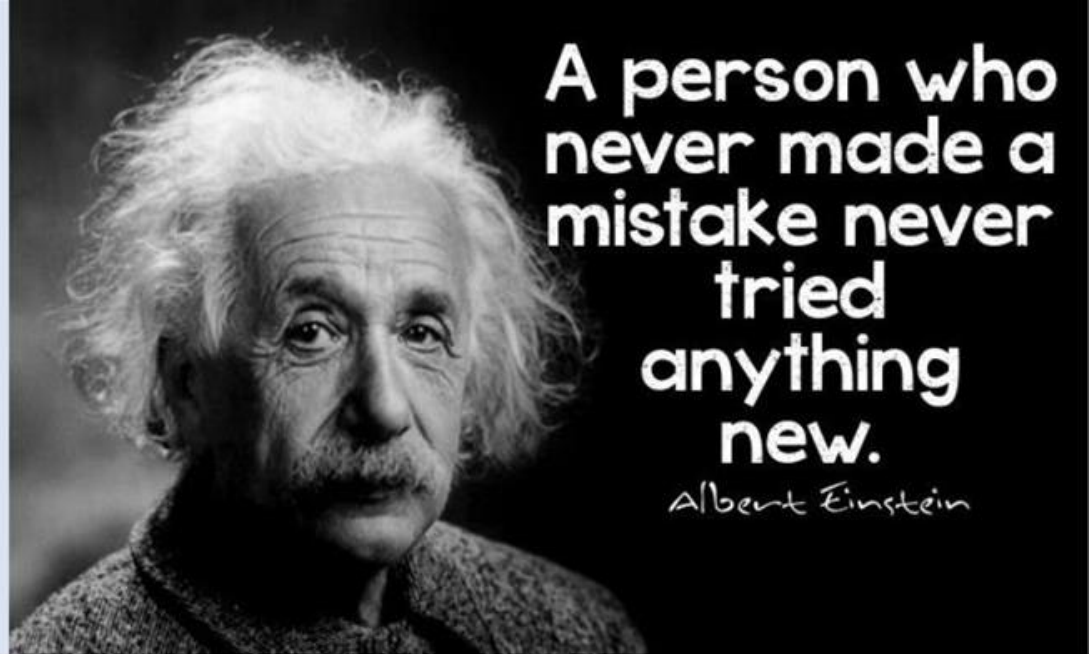
venspired.com



**YOU
ONLY
FAIL
WHEN
YOU
STOP
TRYING.**

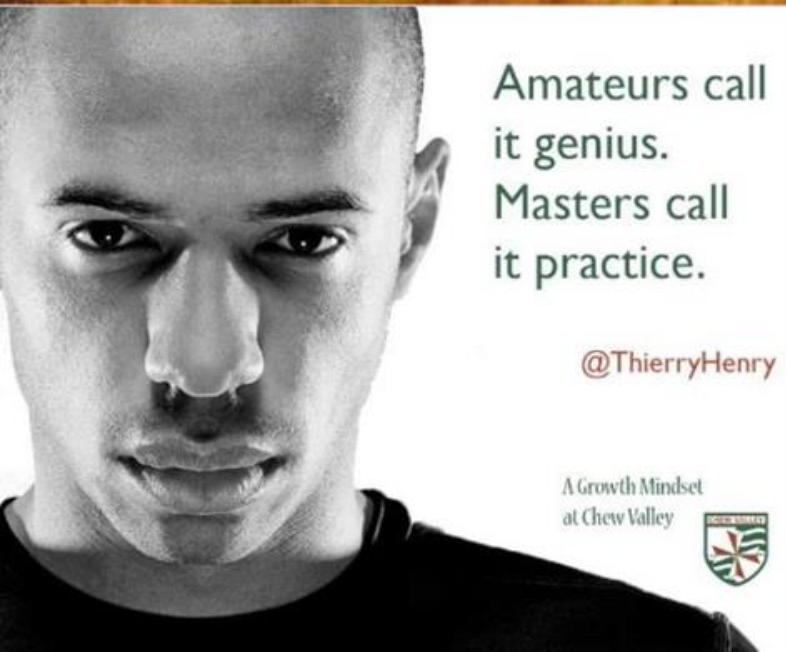


"A man is but the product of his thoughts. What he thinks, he becomes."



A person who never made a mistake never tried anything new.

Albert Einstein



Amateurs call it genius. Masters call it practice.

@ThierryHenry

A Growth Mindset
at Chew Valley



It is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all; in which case you fail by default.

J K Rowling



Reward Growth Mindset Behaviours

Scenario: Your daughter has already decided where she'll put the rosettes she's expecting to win at a forthcoming gymnastic competition. When she is not placed, she is devastated. What should you say to her?

- Tell your daughter you thought she was the best.
- **Tell her she was robbed of the ribbon that was rightfully hers.**
- Reassure her that gymnastics is not that important.
- **Tell her she has the ability and will surely win next time.**
- Tell her she didn't deserve to win.

1. Intelligence praise

When children are praised for excellent pieces of work / scores because they must be really smart / intelligent / good at it:

‘Wow! That ’s a great picture, you must be really good at art.’

or

‘Great, you solved that maths puzzle really quickly, you are an excellent mathematician!’

- This kind of praise makes it more likely that children will stick to the things they know they can do well and do well quickly.
- Children are less likely to challenge themselves if they are used to getting praised for what they can do well without mistakes.
- If we are praising children’s intelligence then we are basically feeding the Fixed Mindset.

2. Process Praise

- Where effort, struggle and perseverance in learning are noted and celebrated with children.
 - If these kind of behaviours are praised and the learning strategies that came with this behaviour are discussed, this will lead children to repeat this kind of behaviour in the future.
- **They will develop these strategies and learning behaviours further.**
- It is this behaviour that leads to the best future learning as the right behaviour will be repeated.
- If this culture is developed, children start to pick up on the message from their peers, teachers and families and that has a powerful effect.

Praise language

To develop a growth mindset culture, a significant aspect is to use praise language which focuses on achievement and effort, and to use encouraging growth mindset mantras which reinforce the message.

- *Well done! You're learning to ...*
- *Good – it 's making you think – that 's how you know your brain is growing!*
- *Every time your practise, you're making the connections in your brain stronger.*
- *You're good at things you like because you spend a lot of time doing them.*
- *If you could already do it or it was easy, you wouldn't be learning anything.*
- *Your skills have really improved. Do you remember how much harder this was last week / last year?*
- *Yo u kept going – well done!*
- *Don't say no – have a go!*
- *Yo u mean you don't know YET!*

Applauding mistakes

One of the most important aspects to creating the Growth Mindset culture in the classroom is a whole group understanding and appreciation of making mistakes.

- An individual's Mindset could largely be affected by people around them.
- **How does it feel to be 'stuck'?**
- The value of mistakes. Learning how NOT to do things and therefore learning how they SHOULD do things.
- **What does change is our willingness to make those errors in front of others.**
- What is more important is what learning comes from the mistake.
- **Applaud mistakes!**

Learning from Mistakes – Relish ‘I don’t know’ moments

- Every time your child makes a mistake, acknowledge it and make a fuss about it in a positive way!
- Congratulate and applaud the mistake.
- Illustrate – we are all able to learn from the mistake.
- Discuss – agree why it is a mistake and decide together what you have learnt from it.
- It helps children to remember the tricky aspects to their learning and enables them to overcome these challenges.
- It informs what they need to remember in order to be successful at the task.