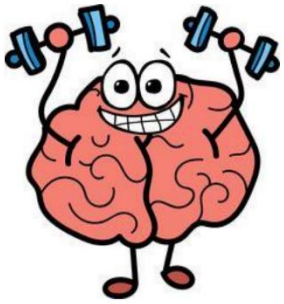
Growth Mindset at Nacton C of E Primary School

We have been encouraging children to have a growth mindset. This an approach to learning in school and life beyond.



Hopefully you will hear your child talking about 'Growth Mindset' but what does this really mean?

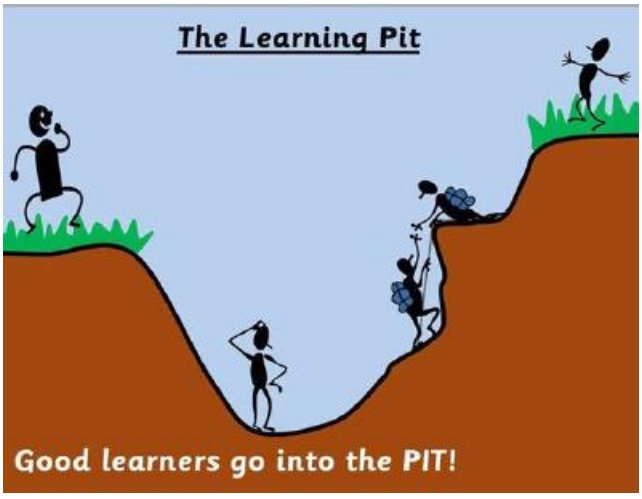
Research by American psychologist Professor Carol Dweck, of Stanford University, has shown that how we view ourselves as learners has a huge impact on what we are able to achieve. Therefore, the beliefs children have about intelligence, effort, and struggle impact the choices they make about their learning. Dweck suggests that people broadly fall into one of two categories: those with a fixed mindset and those with a growth mindset

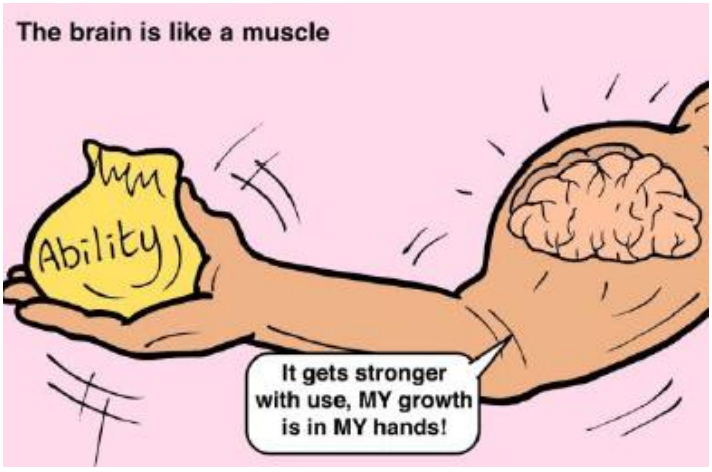
FIXED MINDSET **Aim to avoid making any mistakes and immediate success**	**GROWTH MINDSET** **Understands that intelligence can be developed**
Those with a Fixed Mindset: • Avoid challenges so they do not fail • View effort as a sign of failure • Will give up easily when a task becomes hard • Will only focus on grades given, not any useful feedback which is given to help improve the quality of work produced • Believe intelligence is fixed e.g. "I'm not good at Maths", "I can't spell" • "Why bother – I can't do it!"	Those with a Growth Mindset: • View challenges as way of stretching their learning and growing their brain • Understand that mistakes can lead to learning and will persist when things get difficult • View effort as the path to success and mastery • Will learn from feedback – "How can I improve?" • Is able to persevere -"I struggle at maths but will improve!" • Develops a positive attitude "I can't do it yet!"

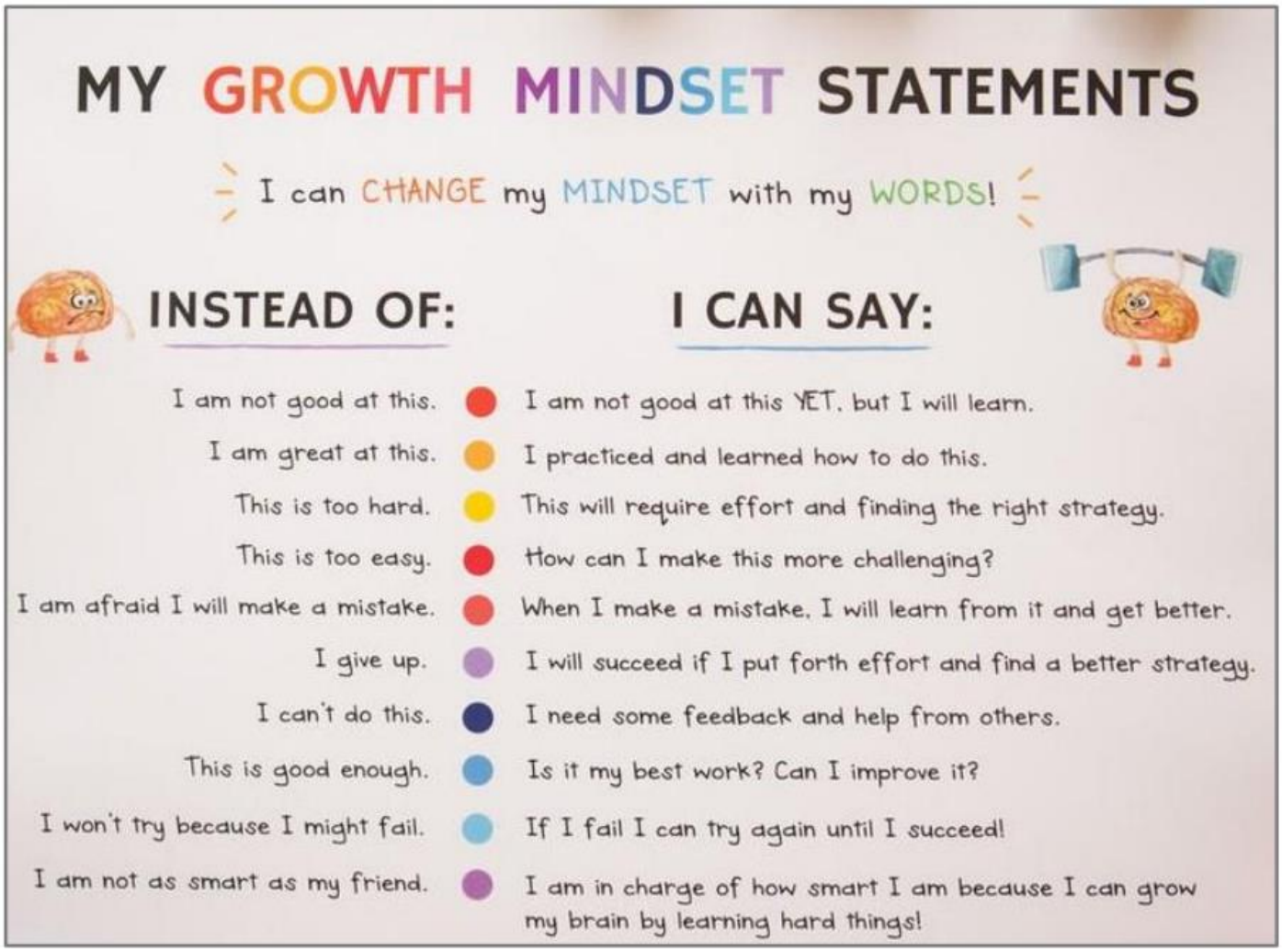
Research in neuroscience shows that brains can grow and that learning changes our brains. This is called neuroplasticity which means that intelligence is not fixed, but can be developed. Beyond improved attainment, research also suggests that having a growth mindset has other advantages too, including coping better with change/transition, higher self-regulation, resilience and pro-social behaviours. There is also evidence suggesting mental health benefits – those with a growth mindset have been found to be less aggressive, with higher self-esteem and fewer symptoms associated with depression and anxiety.

"The hallmark of successful individuals is that they love learning, they seek challenges, they value effort, and they persist in the face of obstacles." Carol Dweck.

Fixed Mindset	Growth Mindset
Beliefs ○ Intelligence and ability are **fixed.** ○ **Nature** determines intelligence and ability. ○ I have an inane ability for some things and an innate disability for other things. ○ I will always be good at, for example, maths and always be poor at, for example, art.	**Beliefs** ○ Intelligence and ability can **grow.** ○ **Nurture** determines intelligence and ability. ○ If I apply myself more, seek help, take risks, change my strategy, then I've got a good chance of learning anything and thus growing my intelligence and talent.
Priority ○ **Prove** myself. ○ To succeed, especially with little effort, as this proves that I am clever and / or able. ○ Avoid failure of any sort, as this proves I have low ability levels.	**Priority** ○ **Improve** myself. ○ To learn through challenge, as this will help me to grow my talents. ○ Seek interesting challenges that will stretch and help me to learn.
Attitude to Challenging Learning ○ Challenge should be avoided. ○ Difficulties will mean I am not as clever as I thought. ○ **Failure means I'm stupid** or incapable.	**Attitude to Challenging Learning** ○ Challenge will help me learn. ○ Difficulties are an inevitable part of the learning process. ○ **Failure means I need to adapt** my strategies.
I apply myself when there is ..... ○ An opportunity to **show off** my strengths. ○ A good chance of getting everything right. ○ Very little risk of failure.	**I apply myself when there is .....** ○ An opportunity to **learn new** insights or skills. ○ Enough challenge to stretch me. ○ An opportunity to try something new.
Response to challenge or failure ○ Blame myself or, to protect my ego, someone else. ○ **Feel inferior** or incapable. ○ Trying guessing the answers or copy others. ○ Seek ego-boosting distractions.	**Response to challenge or failure** ○ There is no blame – I just want to know how to do it better next time. ○ **Feel inspired** to have a go. ○ Try various problem-solving strategies. ○ Seek advice, support or new strategies.
Mottos ○ Either you're good at something or you're not. ○ If you're really good at something, you shouldn't need to try. ○ **If you have to try you must be stupid.** ○ Don't try too hard; that way you've got an excuse if things go wrong.	**Mottos** ○ Success comes with practice. ○ No matter how good you are at something, you can always improve. ○ **If you have to try, you must be learning.** ○ Always try hard; that way you've more chance of more success. ○ No pain, no gain!







A Few Tips for Cultivating a Growth Mindset at Home

1. **Help children reconnect with a time when they learned something new that was a stretch or a challenge**. Point out the development nature of 'getting good at something' – we all go through the process of making a lot of mistakes, practicing and then getting better.
2. **Help children get curious about mistakes.** Help them reframe a mistake as new information or as a step in the process of learning.
3. **Help children learn to hear their own fixed mind-set 'voice'.** Capture and, in a gentle and appropriate way, share their own statements with them. Most children are unaware of this self-talk because it has gone on so long and is subliminal. E.g That guy is brilliant; he never tries and he gets it. Or I got it wrong again, I'll never get this.
4. **Help children talk back to negative self-talk with a growth mindset voice** (i.e. give them a language). E.g. I am willing to learn new skills to improve and I know it will be hard at times. Or I get better and better with practice; this is hard but will get easier.
5. **Model growth mind-set at the table**. At dinner: Tell your child about a time when you didn't know the answer to a recent question. Who did you ask for help? How did you learn the answer? At breakfast: Ask questions about their opportunities for learning and growth in the coming day or week. What questions do they need answers to? What do they want to learn, practice and/or get better at today/this week?
6. **Avoid labels and give growth mind-set praise.** Don't label yourself in ways that model a "fixed mind-set" (e.g. I'm a terrible cook…. I was never good at maths".) Shift your child's attention to a process that leads to outcome. (i.e. cause-effect). Praise and value effort, practice, self-correction and persistence. Don't shelter your child from a failed task. Ask - What can you learn from this experience? What could you try differently the next time?

7. **Get curious about your child's work through questioning**. Ask how did you figure that out? What's another way you could have done that? How many times did you try before it turned out that way? What here was challenging and how did you figure it out? What do you plan to do next time?

