

STEPNEY ALL SAINTS

A parental guide to growth mindset

Fixed mindset thinking can result in:

- a false sense of superiority, undermined by a deep sense of self-doubt
- a fear of failure; refusal to take risks
- a feeling that failure permanently defines you as a loser
- a desire to blame others or outside circumstances when things don't go your way
- being motivated by reward and praise from others only

Growth mindset thinking can result in:

- a love for learning and self-improvement
- a desire to be challenged
- a willingness to work for positive results
- a belief that you can control the outcomes in your life with effort and practice
- the ability to learn from mistakes and failures
- emotional resilience
- being self-motivated

When students have a **growth mindset**, they take on challenges and learn from them, therefore increasing their abilities and achievement. Read more below to find out how we can encourage self-improvement and motivation in our children.

How can we help our children develop a growth mindset?

Key Points for Parents / Carers

- Praise carefully – not for intelligence but for effort
- Encourage deliberate practice and targeted effort
- Encourage high challenge tasks to grow those brain cells!
- Discuss errors and mistakes and help your children to see them as opportunities to learn and improve
- Encourage family discussions about mindset and which mindset they (and you) are choosing to use
- Teach children to talk back to their ‘fixed mindset’ internal voice with a ‘growth mindset’ internal voice
- Start now by redefining the meaning of a few ordinary words...



STEPNEY ALL SAINTS

— LEARN - PRAY - ACHIEVE —

Intelligence Praise

- You're so clever at...
- You're so intelligent at...
- You're lucky you're gifted at...
- And it's easy for you to...
- Don't worry if you didn't get a great result, but did you get a better score than X child?
- Ah... you made a mistake, how many times have we told you to get it right first time?



Effort Praise

- I've noticed the effort you're putting into...
- All of your hard work and practice is resulting in progress in...
- I'm proud of how committed you have been to learning ...
- How do you feel about not getting the result you wanted first time?
- Are you clear on what you need to do to improve next time?
- You made a mistake and that's fine; we all make mistakes when we're learning something new. What can you learn from it, to improve next time?

Effort is ...

... the secret to improving. The more targeted effort you put in, the more you'll get out. Help your children to focus their effort and attention and encourage practice. Regularly recognise this effort with effort praise.

Difficulty ...

Difficult and challenging tasks give the opportunity for growth. Create excitement with your children as they take on a new challenge and push outside of their comfort zone. Recognise each achievement and point out to them how much they're learning.

Mistakes ...

Mistakes are a great opportunity to get feedback, to learn and to grow. Help your children to see that mistakes are feedback (not failure). They provide a great opportunity and motivation for growth. Recognise that when working outside of their comfort zone, they are likely to make mistakes that they can learn from.

Yet ...

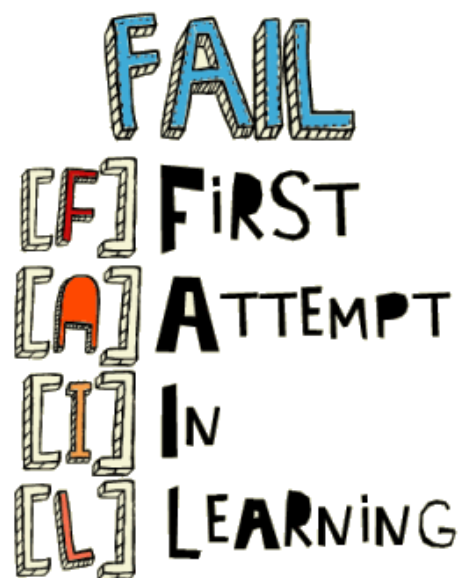
A small and empowering word....**YET**...shifts thinking from a fixed to a growth state instantly, use it in conversation with your children. When you hear...

"I can't do it"....rephrase and add 'Yet'.

"You can't do it yet. Is there anything I can do to help you?"

Or "I'm rubbish at this"....rephrase and add 'Yet'.

"You haven't found the best way to learn it yet. What could you do next?"



FIXED MINDSET		GROWTH MINDSET
<ul style="list-style-type: none">• SOMETHING YOU'RE BORN WITH• FIXED	SKILLS	<ul style="list-style-type: none">• COME FROM HARD WORK.• CAN ALWAYS IMPROVE
<ul style="list-style-type: none">• SOMETHING TO AVOID• COULD REVEAL LACK OF SKILL• TEND TO GIVE UP EASILY	CHALLENGES	<ul style="list-style-type: none">• SHOULD BE EMBRACED• AN OPPORTUNITY TO GROW.• MORE PERSISTANT
<ul style="list-style-type: none">• UNNECESSARY• SOMETHING YOU DO WHEN YOU ARE NOT GOOD ENOUGH	EFFORT	<ul style="list-style-type: none">• ESSENTIAL• A PATH TO MASTERY
<ul style="list-style-type: none">• GET DEFENSIVE• TAKE IT PERSONAL	FEEDBACK	<ul style="list-style-type: none">• USEFUL• SOMETHING TO LEARN FROM• IDENTIFY AREAS TO IMPROVE
<ul style="list-style-type: none">• BLAME OTHERS• GET DISCOURAGED	SETBACKS	<ul style="list-style-type: none">• USE AS A WAKE-UP CALL TO WORK HARDER NEXT TIME.

Have a go at a few mind shifting tips for cultivating a growth mindset at home

1. HELP CHILDREN RECONNECT WITH A TIME WHEN THEY LEARNED SOMETHING NEW THAT WAS A CHALLENGE.

Point out the developmental nature of “getting good” – we all go through the process of making a lot of mistakes, practising, 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. In addition, help them incorporate self-correction in their own learning process.

3. HELP CHILDREN LEARN TO HEAR THEIR OWN FIXED MINDSET “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.

- My cousin is brilliant; she never tries and she gets it.
- 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 LANGUAGE).

- I am willing to learn new skills to improve, and I know it will be hard at times.
- I get better and better with practice. This is hard, but it’ll get easier.
- Practice makes permanent.

5. MODEL GROWTH MINDSET AT THE TABLE

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, practise, and/or get better at today/this week?

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?

6. AVOID LABELS AND GIVE GROWTH MINDSET PRAISE

Don’t label yourself in ways that model a “fixed mindset” (e.g., I’m a terrible cook...I was never good at maths.) Shift your child’s attention to a process that leads to an outcome. 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

How did you work that out? What’s another way you could have done that? How many times did you try before it turned out that way? What was challenging and how did you figure it out? What do you plan to do next time?