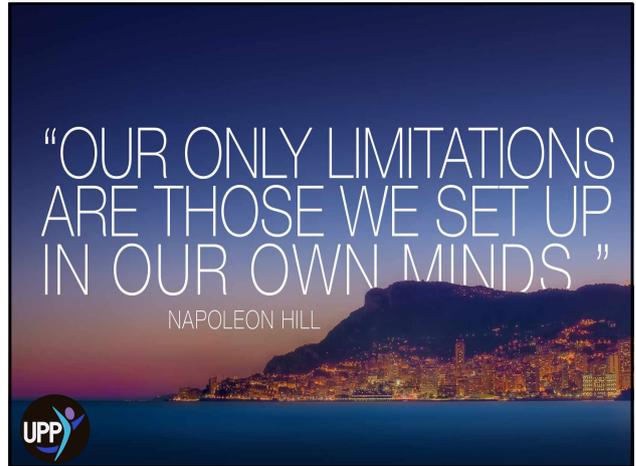
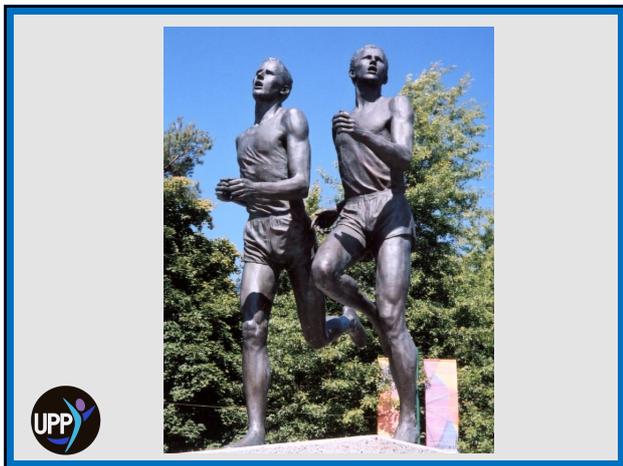




A MIND THAT IS STRETCHED BY A NEW EXPERIENCE CAN NEVER GO BACK TO ITS OLD DIMENSIONS.
 - OLIVER WENDELL HOLMES, JR.

STRETCHING THEIR MINDS
 Luke McKenna

“OUR ONLY LIMITATIONS ARE THOSE WE SET UP IN OUR OWN MINDS.”
 NAPOLEON HILL

INHIBITORS TO STUDENT IMPROVEMENT

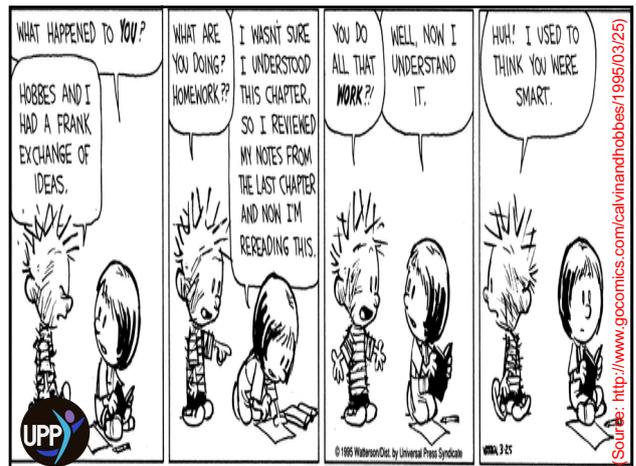
1. A belief that our talents or intelligence are fixed traits
2. A lowered resilience in the face of set backs and reduced recognition of persistent, focussed effort
3. Student stress, anxiety, depression and a general lack of mental health



GROWTH MINDSET



UNLEASHING PERSONAL POTENTIAL



WHAT HAPPENED TO YOU?
 HOBBS AND I HAD A FRANK EXCHANGE OF IDEAS.

WHAT ARE YOU DOING? HOMEWORK??

I WASN'T SURE I UNDERSTOOD THIS CHAPTER, SO I REVIEWED MY NOTES FROM THE LAST CHAPTER AND NOW I'M REREADING THIS.

YOU DO ALL THAT WORK?!

WELL NOW I UNDERSTAND IT.

HUH! I USED TO THINK YOU WERE SMART.

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 1995/03/25
 Source: <http://www.gocomics.com/calvinandhobbes/1995/03/25/>

	Steady	Lazy
Slow	Tortoise, 2 nd place	4 th place
Fast	1 st place	Hare, 3 rd place



“I don’t divide the world into the weak and the strong, or the successes and the failures. I divide the world into the learners and the nonlearners.”
Benjamin Barber.



The Effect of Praise on Performance (Dweck, 2006)

Test #1- Students all given the same (moderately difficult) test. After which, two groups of equal ability were formed.

Group A- intelligence praised	Group B- effort praised
Were told, “wow, you must be really smart”	Were told, “wow, you must be really hard working”
Given option of hard or easy new tasks.	
67% chose easier option.	92% chose harder option.

Test #2- Both groups given same (difficult) test. Performance dropped for both groups.

Test #3- Both groups given same (moderately difficult) test.

Results declined by 20% (4.38).	Results improved by 30% (6.81).
40% lied about their results.	10% lied about their results.

CREATING A COMMON LANGUAGE ACROSS THE SCHOOL
(Gunderson, et al., 2013)

Children who received a greater proportion of process praise [tended] to believe that the “sources of their accomplishments are effort and deliberate practice”, whereas children who heard a greater proportion of person praise [tended] to believe that the sources of their accomplishments are fixed traits”



PERSON VS PROCESS PRAISE 

Instead of This (Person-Praise)	Try This (Process-Praise)
Great job! You must be smart at this.	Great job! You must have worked really hard.
See, you are good at English. You got an A on your last test.	You really studied for your English test and your improvement shows it.
You got it! I told you that you were smart.	I like the way you tried all kinds of strategies on that math problem until you finally got it.
You are such a good student!	I love the way you stayed at your desk, you kept your concentration, and you kept on working. That's great!

Mueller, C. M., & Dweck, C. S. (1998). Praise for intelligence can undermine children's motivation and performance. *Journal of Personality and Social Psychology*, 75(1), 33-52.
Gunderson, E.A., Gripshover, S.J., Romero, C., Dweck, C.S., Goldin-Meadon, S., & Levine, S.C. (2013). Parent Praise to 1- to 3-Year-Olds Predicts Children's Motivational Frameworks 5 Years Later. *Child Development*, 84, 1526-1541.

	Without effort	With effort
Succeed	<ul style="list-style-type: none"> We need to raise the bar for you now. You're ready for something more difficult. 	<ul style="list-style-type: none"> Well done for not giving up, and look what you have to show for it! All that hard work and effort paid off!
Struggle	<ul style="list-style-type: none"> Just try – we can always fix mistakes after we have a go. Let's write a plan for practicing. 	<ul style="list-style-type: none"> If it were easy you wouldn't be learning anything! I admire your persistence and hard work. It will pay off.



THE FIXED MINDSET VOICE

- "I'm not good with numbers."
- "I'm not creative."
- "I'm just not a much of an athlete."
- "I don't have an artistic bone in my body"

OR

- "I was born smart."
- "I have a gift for story writing"
- "I am naturally good at sport."

YET...

WHAT'S NEXT?

BUT...



My teacher
thought I was
smarter than I
was – so I was.

Six-year-old



<p>An Educational Brief By Luke McKenna</p> <p style="text-align: center;">Improving student performance WITH GROWTH MINDSETS</p> <p style="text-align: right; font-size: 0.8em; color: red; font-weight: bold;">3 MINUTE READ</p> <p>ABSTRACT "In a fixed mindset students believe their basic abilities, their intelligence, their talents, are just fixed traits. They have a certain amount and that's that, and then their job becomes to look smart at all the time and never look dumb. In a growth mindset students understand that their talents and abilities can be developed through effort, good teaching and persistence. They don't necessarily think everyone has the same or more or more can be smarter, but they believe everyone can get smarter if they work at it." <small>Carol Dweck, Stanford University</small></p> <p>Collaborating a growth mindset is the foundation for students being able to improve in their learning and life. Intelligence and talent something you are born with, or it is something that can be developed over time. Carol Dweck's research (Dweck, 2006) has identified two ways to explain achievement. First, that talent and ability are inherent in fixed mindsets, secondly, that talent and ability are malleable in growth mindsets. The trouble with holding in the fixed mindset is that it severely limits our potential. With a fixed mindset, we believe we cannot change our innate abilities – so we don't.</p> <p>It matters a great deal what students believe about their intelligence and talent – whether it is domain or static. If we have a fixed mindset, we will have no reason to try to improve. Instead, if we understand a growth mindset, we will want to build and strengthen neural pathways by focusing our effort. With a growth mindset, we have a reason to apply ourselves – and this shows in the results of students who hold growth mindsets. In numerous studies, those with growth mindsets have outperformed their peers with a fixed mindset (Dweck, Grosserwald & Chew, 2002; Dweck, 2006). As educators, we can be changed, it is in the best interests of educators to learn and explain the mindsets to their students.</p> <p>These beliefs are supported by research in the discipline of neuroscience. It has recently been discovered that from the cradle to the grave, the amazing human brain is constantly rewiring, enabling us to keep learning throughout our lives (Doidge, 2007). When students are taught that talent is malleable, their grades improve. If they are taught that intelligence and talent are developed over time through focused effort and attention, they are able to let go of restrictive beliefs more easily and improve their academic outcomes (Good, Aronson, & Mullen, 2003).</p>  	<p>An Educational Brief By Luke McKenna</p> <p style="text-align: center;">Improving student performance WITH GRIT</p> <p style="text-align: right; font-size: 0.8em; color: red; font-weight: bold;">3 MINUTE READ</p> <p>An Educational Brief By Luke McKenna</p> <p style="text-align: center;">Improving student performance WITH WELLBEING</p> <p style="text-align: right; font-size: 0.8em; color: red; font-weight: bold;">3 MINUTE READ</p> <p>An Educational Brief By Luke McKenna</p> <p style="text-align: center;">Improving student performance WITH SOCIAL-EMOTIONAL LEARNING</p> <p style="text-align: right; font-size: 0.8em; color: red; font-weight: bold;">3 MINUTE READ</p>   
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