



Growth Mindset: Teacher Information

Learning Objective:

To understand what is meant by 'growth mindset'

Carol Dweck and Ellen Leggett put forward a theory, over 30 years ago, that pupils' behaviour for learning and their beliefs had a lasting effect on their learning outcomes. Dweck coined the terms 'fixed mindset' and 'growth mindset' as a way of describing two different learning and intelligence beliefs: a fixed mindset being a belief that intelligence is a fixed trait and a growth mindset being a belief that it can be changed and developed. For example, Dweck suggested that pupils who had learning goals continued in their learning despite repeated failure whereas pupils who had performance goals could be easily discouraged by failure and therefore doubt their abilities.

Transitioning back to a school routine may be tricky for some students. Helping to create a positive approach to learning can help to settle students and increase their self-esteem, confidence and belief in themselves. It can help to promote a healthy mindset which will, in turn, impact their learning. Consider using the following resource in a small group setting or as a whole class during tutor time. The activities should take between 15-20 minutes.

Begin by asking students to note down:

- One thing they have always been good at.
- One thing they think they'll never be good at.
- One thing they weren't good at but became good at over time.

Encourage students to find the positives. For example, do they hand homework in on time? Do they arrive to school on time? Do they help at home?

Use the following slides to share what is meant by a fixed mindset and a growth mindset. You may wish to refer back to the beginning task. How many pupils think that they might not ever be good at something? This can lead onto the activity of how pupils can potentially change their mindset.

The activity is presented in two different formats: one activity requires students to cut out and sort the sentences into fixed mindset and growth mindset, whereas the other activity presents the sentences in a list and students simply write down whether they are an example of a fixed mindset or a growth mindset. Consider how you approach the task, for example, asking pupils to first complete the sheet, followed by a class discussion where students share their reasoning for labelling a sentence as either being fixed or growth. Alternatively, you may wish to simply discuss each sentence with the whole class and collectively decide.

Draw the activity together by discussing how students can rephrase things and use vocabulary to help with establishing a growth mindset. In particular, draw students' attention to the use of the word 'yet'. I can't do this...yet! A simple change can have a big impact.