

## Embracing the Growth Mindset



Since the beginning of the year, the school has been working with our pupils to develop a **Growth Mindset** so that they will have the right values, attitudes and belief to pursue lifelong learning. This is consistent with our school vision to build **an excellent community of learners** undergirded by our school values of **resilience, commitment and excellence**. A mindset is the **values, attitudes and belief** held by someone. To this end, we have relied on the work of Developmental Psychologist Dr Carol Dweck who studied two mindsets, Fixed and Growth and their impact on learning. The two mindsets, **Growth and Fixed**, are summarised in the table below:

	<b>People with a Fixed Mindset believe</b>	<b>People with a Growth Mindset believe</b>
<b>Skills</b>	Skills are something they are born with. They are fixed.	Skills come from dedication and hard work and can always be improved.
<b>Challenges</b>	Challenges are to be avoided as they could reveal a lack of skill. As such, they give up easily.	Challenges should be embraced as they are opportunities to grow. Hence, they are more persistent.
<b>Effort</b>	Effort is unnecessary and only needed when one is not good enough.	Effort is essential and is a path to mastery.
<b>Feedback</b>	Feedback is personal and attacks weaknesses. As such, they get defensive with feedback.	Feedback is useful, helps identify areas to improve on and is something to learn from.
<b>Setbacks</b>	The reason for failure is not them. They usually blame others for and get discouraged by setbacks.	Setbacks are a wake-up call to work harder next time. They display resilience and do not give up easily.
<b>Success of</b>	They are threatened by the success	They find lessons and inspiration in

<b>others</b>	of others as they feel they are not good enough.	the success of others.
<b>As a result</b>	They plateau early and may not reach their full potential.	They will seek to constantly improve and attain even higher levels of achievement.

Dweck's research found that most people will have a mixture of these mindsets in different aspects of their life and that these mindsets reveal themselves in observable behaviours. Some of these observable behaviours in school are contrasted in the next table.

	<b>Pupils with a Fixed Mindset</b>	<b>Pupils with a Growth Mindset</b>
<b>Class discussion</b>	They are afraid to contribute for fear of looking stupid.	They are inspired to contribute so that they may learn from their mistakes.
<b>Results</b>	They believe poor results reflect that they cannot do the subject. Hence, they believe they will always fail and give up.	They believe poor results are feedback on areas they can improve on. They put in more effort and grow.
<b>Trying new things</b>	They do not want to try new things for fear of failure and hence continue with the same approaches to learning.	They are creative and like to try new ways to solve problems so that they learn. Even if new approaches fail, they learn from mistakes.

Our aim of introducing the Growth Mindset to our pupils is to create awareness of self-limiting barriers to learning so that our children will understand and appreciate that they can **make decisions and conscious effort to grow and learn through effort and diligence.** The school has done the following to foster a Growth Mindset.

Assembly	The Growth and Fixed Mindsets have been introduced via talks and videos.
FTGP	Pupils are taught social emotional competencies to grow.
Lessons with Form and Co-form teachers	P1 and P2 pupils related to more videos on the Growth Mindset. The P3 to P6 pupils did a short quiz to identify their mindset. They also learned to set goals and identify ways to attain them in their pupil's companion.
Posters	Informational posters have been placed around the school.
Teachers	Teachers have been trained to use the appropriate language to encourage

	a Growth Mindset.
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We hope that you will partner our efforts with our children and consider the following methods that research has shown to foster a Growth Mindset.

- 1) Reiterate that **growth comes with effort**, not inherent intelligence or abilities
- 2) Using questions, feedback and praise to **promote effort, planning and commitment** that lead to progress
- 3) **Sharing inspirational examples** of others (e.g. Oprah Winfrey, Steve Jobs, celebrities, relatives and friends) who demonstrate the Growth Mindset in action in their lives
- 4) Getting **your child to share** how their effort have resulted in improvement

You may also want to read more about the Growth Mindset:

- 1) A book by Carol Dweck: Mindset: The New Psychology of Success
- 2) A Growth Mindset Kit for Parents: <https://www.mindsetkit.org/growth-mindset-parents>
- 3) A Growth Mindset Booklet by Elgin Academy, a school in UK: <http://www.elginacademy.co.uk/wp-content/uploads/2013/09/Parent-Growth-Mindset-booklet2.doc>
- 4) Carol Dweck's keynote address on Developing a Growth Mindset: <https://www.youtube.com/watch?v=Bhv0dznmz4A>
- 5) Read more on famous failures (successful people who persevered with a Growth Mindset). These people include Albert Einstein, Oprah Winfrey, Bill Gates, Isaac Newton, Beethoven, Michael Jordan, Steve Jobs, Walt Disney, Thomas Edison and many more.

Some recommended readings for Children:

- 1) The Girl who Never Made Mistakes by Mark Pett
- 2) The Dot by Peter J. Reynolds
- 3) You can look for more books for children on the list on this website: <http://www.kitchentableclassroom.com/best-growth-mindset-books-for-kids/>