

An Introduction to Mindsets for Parents



Just a fad?

Based on lots of science and research

Trailed in health and education

Amazing results with a range of people in different social and economic groups

Teacher Network
Lessons from research

Research every teacher should know: growth mindset

In his series of articles on how psychology research can inform teaching, Bradley Busch picks an academic study and makes sense of it for the classroom. This time: an influential research project on growth mindset

Bradley Busch

🐦 @Inner_drive

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Fixed Mindset

You have a certain amount **and that is it** – intellect, athletic ability, personality, personal qualities.

Don't want challenge – failure means they aren't who they want to be

Don't like setbacks – run from them as they see them as measuring them

Growth Mindset

Everything can be developed over time

Dedication, passion, help from others

Love challenge

Thrive in the face of challenge – this is part of learning

Easy – is boring

Hard – captivates and motivates

People with fixed mindsets facing a problem

Don't try – I am a failure

Everything measures you in a school

My fixed mindset is validated every time that I do an activity and don't get **everything** correct.

Not much resilience – fait accompli

I am.... and there is nothing I can do about it

Isn't always obvious to the child or adult that they are limited.




Different areas, different mindsets

Just think positively and it will
happen?

Have a go.

Think about a challenge you have faced and overcome – it might be learning a language, fixing something, an awkward situation...

Think of single words to describe how you overcame it...





In a growth mindset, challenges are exciting rather than threatening. So rather than thinking, oh, I'm going to reveal my weaknesses, you say, wow, here's a chance to grow.

— Carol S. Dweck —

AZ QUOTES

2. PRAISED IN ONE OF TWO WAYS



<https://www.youtube.com/watch?v=NWv1VdDeoRY>

Feedback trumps praise

Getting your children to learn for **extrinsic** reason can limit *them* – stickers, toys, magazines and unfocussed praise. They do it for you, not for them.

Intrinsic praise will create life long learners, children with growth mindsets



The unintended problem with parent praise

MR. CLEVER



Inviting complacency – geniuses always excel

Limiting the purpose of the learning – I'm doing this for my mum or teacher

Inspiring fear of failure – can I ever get that level of praise again?

Creating resentment – I don't like being called a genius, I can't live up to

‘That’s lovely darling, put it on the fridge...’



Tortoise and the Hare

<https://www.youtube.com/watch?v=-oqghnxBmY>

Modelling Mistakes

What did you learn today that was surprising?

Did you make any good mistakes today

How did you learn from them?

What did you do that helped your brain grow?

How did you help someone else to grow their brain.

So What!!!



Keeping up
the self



Reframing

I can't do this....

Scenario

This looks rubbish...

Scenario

This looks rubbish...

Scenario

These spellings are
too hard.

Scenario

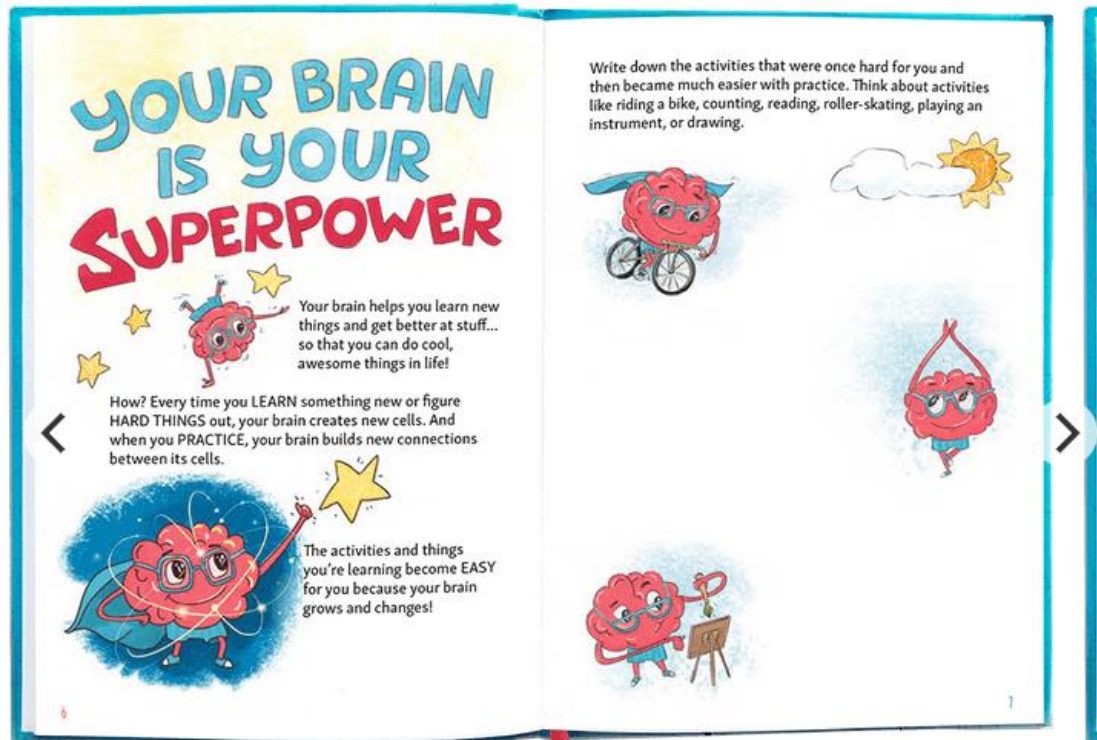
Keeps screwing up
work, wont start.

Practical idea





Big Life Journal



Sometimes when we work on something difficult, we might feel like giving up. But if we take a short break, we can go back to the same activity with more energy and try again!



Ask your JOURNAL BUDDY about their favorite way to take a break when they're working on something hard.

NOW IT'S YOUR TURN!

Imagine you're working on something hard. Your brain or body is getting tired, so you need to take a break.

Check off the ways you like to take a break and add some of your own to the list.

- Listening to music
- Coloring
- Jumping on a trampoline
- Taking deep breaths
- _____
- _____
- _____

the most
CERTAIN WAY

TO

SUCCEED

is always

TO TRY

JUST ONE

MORE TIME

THOMAS A. EDISON

Kintsugi



INSTEAD OF.....

I'm not good at this

I give up

It's good enough

I can't make this any better

This is too hard

I made a mistake

I just can't do this

I'll never be that smart

Plan A didn't work

My friend can do it

TRY THINKING....

What am I missing?

I'll use a different strategy

Is this really my best work?

I can always improve

This may take some time

Mistakes help me to learn

I am going to train my brain

I will learn how to do this

There's always Plan B

I will learn from them

FIXED MINDSET

MINDSET

CHARACTERISTICS

GROWTH MINDSET

SKILLS ARE BORN
YOU CAN'T LEARN & GROW

BELIEFS

SKILLS ARE BUILT
YOU CAN LEARN & GROW

PERFORMANCE & OUTCOMES
NOT LOOKING BAD

FOCUS

THE PROCESS
GETTING BETTER

KEYS TO GROWTH

NOT NECESSARY
NOT USEFUL



EFFORT

USEFUL
WILL LEAD TO GROWTH

BACK DOWN & AVOID
FRAME AS A THREAT



CHALLENGES

EMBRACE & PERSEVERE
FRAME AS AN OPPORTUNITY

HATE THEM & GET DISCOURAGED
TRY TO AVOID MAKING THEM



MISTAKES

USE THEM TO LEARN
TREAT THEM AS OPPORTUNITIES

NOT HELPFUL
GET DEFENSIVE & TAKE PERSONALLY



USEFUL INFORMATION
APPRECIATE IT & USE IT TO GROW

Zone of Regulation

2nd March Time?????

What Zone Are You In?

Blue



Green



Yellow



Red



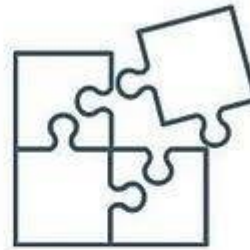
Things we model for our kids, whether we realize it or not...

OOPS



how we
handle mistakes

how we deal
with frustration



how we solve
problems



how we take care
of ourselves



how we
apologize & repair



how we ask
for help



how we "speak
up" for self &
others



how we
navigate conflict



how we approach
differences



how we care
for animals



how we care for
our environment



how we
listen

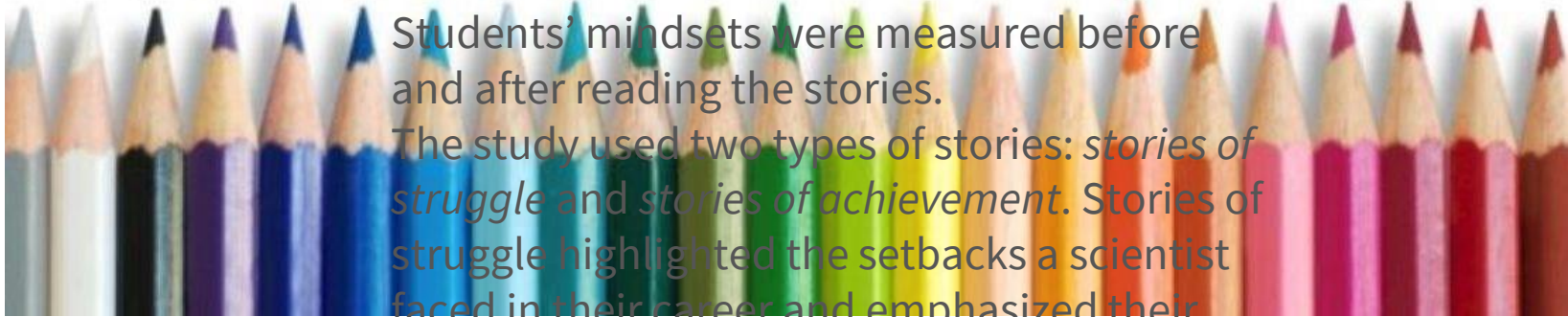
of young adults-to-be. In [Du et al.'s study](#), high school, undergraduate and postgraduate students read stories of scientist role models and the course of their achievements.

Students' mindsets were measured before and after reading the stories.

The study used two types of stories: *stories of struggle* and *stories of achievement*. Stories of struggle highlighted the setbacks a scientist faced in their career and emphasized their emotional experiences, beliefs, efforts and ultimate outcomes of their life story; but stories of achievement only illustrated the major discoveries and awards of the scientists without mentioning any setbacks in their lives. The mindset scores revealed that stories of struggle were more effective in improving the growth mindset of undergraduates and graduates, but did not have a significant impact on changing the more fixed mindset of high school students.

The number of stories read also mattered.

Undergraduates with low perseverance originally were shown to have a weaker growth mindset than those with high



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