


# Growth Mind-set

Developing a growth mind-set in a high-attaining grammar school

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- ▶ We would like you to have a go at working out the following question. Please feel free to discuss the problem with others around you and make notes if it will help you...

In your pocket you have £8.82.

It is made up of four different denominations of coins and the largest denomination is £1.

There is exactly the same number of each coin. How many of each coin is there and what are their values?

# Time's up!

- ▶ How many of you have an answer?
- ▶ What were your first thoughts when you read the question?

# Results...

- ▶ Those of you who gave up straight away are most likely to have a **fixed mind-set**.
- ▶ Those of you who persevered with the challenge most likely have a **growth mind-set**.
- ▶ And here's the answer:  
**Seven of each of 1p, 5p, 20p and £1.**

# So what does this mean?

- ▶ We may already have pre-conceived ideas about whether we consider ourselves to have a fixed or growth mind-set
- ▶ Let's look at the basic premise of what a growth mind-set is and why we, as educators, are interested in it...

# Fixed Vs. Growth

# What is the science behind it?

- ▶ The brain has the ability to grow and form new connections the more we challenge it
- ▶ Having a growth mind-set has been linked to improved academic achievement
- ▶ Not just for students - teachers too!





# So why are we at Torquay Girls' Grammar School interested in it?

- ▶ “I was the smartest in my class at primary school.”
- ▶ “I can't do it!”
- ▶ “I'm rubbish at maths. We're so bad at maths in our family.”
- ▶ “Is this right?”
- ▶ “I've definitely failed.”
- ▶ “What did you get?”
- ▶ “I didn't do any revision.”

# Our vision

- ▶ Developing young minds to be forward thinking and resilient.
- ▶ Supporting emotional and mental health of all pupils.
- ▶ Encouraging an ethos of self-belief and good mistakes.

# So how are we going to do this?

- ▶ Subtly integrate GM into the school.
- ▶ Use more GM language and encourage challenge
- ▶ Use a Sixth Form group to deliver the GM message

# Our Action Plan

- ▶ Growth mind-set language
- ▶ Specific praise instead of general praise e.g. “well done for using shading as it really makes your artwork look realistic”, instead of, “well done, that’s great!”
- ▶ Giving oral feedback as well as written feedback.
- ▶ The power of ‘YET’!
- ▶ Explain the science behind growth mind-set.

# Our Action Plan

- ▶ Year 7 trial of ungraded work, purely focusing on high-level feedback
- ▶ Develop a whole school ethos of accepting failure as a learning tool.
- ▶ This may be done through celebrating mistakes and failure.
- ▶ Staff and pupils not being afraid to use the language of ‘mistakes’ and ‘failure’.

# Our Action Plan

- ▶ Reflection lessons
- ▶ Model high quality answers
- ▶ Students take control

# Our Action Plan

- ▶ Praising effort not attainment
- ▶ We are going to move away from our main focus always being on attainment.
- ▶ House points for effort rather than attainment in subjects.
- ▶ Prize Day to focus on students who have worked hard, persevered and shown a growth mind-set towards their work.

# Thank you for listening

- ▶ We would now like to take this opportunity to welcome any questions you may have.



## And finally...

- ▶ If you have enjoyed our presentation and would like to investigate your own mind-set further, please feel free to take away a GM questionnaire.