What type of mindset do we have?

SBC Kirkop Primary School
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By Doreen Said Pace
HOD (Assessment).
Learning

Is Intelligence inherited?
Definition of Mindset.

- the ideas and attitudes with which a person approaches a situation, especially when these are seen as being difficult to adjust to....
What’s the voice inside you?

- I can’t do this.
- I don’t know.
- I am not good at........
- It’s not my fault. It’s someone else fault.
- Who do you think you are? You can’t boss me around?
- I avoid something new.
- I do not admit my weaknesses.
or is it ........?

- I don’t mind if I fail.
- I look at failure and criticism as growth opportunities.
- I look at intelligence and giftedness as something which can be cultivated.
- I see success as a result of commitment and motivation.
- I focus on the effort rather than the ability.
Let’s take a test...

What’s your answer?

- If you are more inclined towards the first set of questions then you have a **FIXED MINDSET**
- If you are more inclined towards the second set of questions then you have a **GROWTH MINDSET**
<table>
<thead>
<tr>
<th>Fixed Mindset</th>
<th>Growth Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligence is static.</td>
<td>Intelligence is expandable.</td>
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<tr>
<td>I must look clever!</td>
<td>I want to learn more!</td>
</tr>
<tr>
<td>Avoids challenges</td>
<td>Embraces challenges</td>
</tr>
<tr>
<td>Gives up easily</td>
<td>Persists in the face of setbacks</td>
</tr>
<tr>
<td>Sees effort as pointless</td>
<td>Sees effort as the way</td>
</tr>
<tr>
<td>Ignores useful criticism</td>
<td>Learns from criticism</td>
</tr>
<tr>
<td>Likely to plateau early and achieve less than full potential</td>
<td>Reaches ever higher levels of achievement</td>
</tr>
</tbody>
</table>

Carol Dweck
Praise achievement not ability

Our language tells children what we believe and what we value.

- Well done - you’re learning to...
- Good - it’s making you think - that’s how your brain is growing!
- Every time you practise, you’re making connections in your brain stronger.
- You’re good at things you like because you work at them.
Praise achievement not ability

Our language tells children what we believe and what we value

- Let’s look at what you’ve achieved.
- If you could already do it, you wouldn’t be learning anything.
- Your skills have really improved.
- You can use this mistake. Think about why it didn’t work and learn from it.
Focus on....

- the process not the outcome as it is the process which leads you to success.

- **Success = Effort + Intelligence**

- **Success is brought about by purposeful engagement.**
As teachers we have.....

Create challenging learning environments - "high nutrition" environments to make students smarter
Learning

We have to create classrooms which are inclusive, where the level of cognitive demand is high, where participation is obligatory.

Create classrooms where thinking is not optional.
Learning

When the level of competence is high, and the level of challenge is low, you get boredom, and when the level of competence is low, and the level of challenge is high, you get frustrated. But when the level of challenge is just at the limit of your competence, you get this feeling of flow.
Let’s watch this.....
Carol Dweck
Breaking down the learning

- Habits of mind (Arthur Costa)
- Claxton’s Learning ‘muscles’

“One of the core functions of twenty-first century education is learning to learn in preparation for a lifetime of change.”

David Miliband

2003
Habits of Mind
(dispositions which lead to learning)

- Resistance
- Taking your time
- Listening sensitively
- Thinking flexibly
- Thinking about thinking
- Trying to get it right
- Being curious
- Transferring skills & knowledge
- Being clear
- Using all your senses
- Being creative
- Being amazed
- Having a go
- Seeing the funny side
- Learning with others
- Always learning

Costa and Kallick
Practical examples

A recipe for pancakes

Today I am going to make pancakes.

Ingredients:
- Pancakes
- Eggs
- Milk
- Flour
- Pancake mixture
- Cherries

Recipe/Cocos

Serves for one person.

Ingredients:
- 1 medium glass of cosmos
- 1 medium glass of boiling water
- 100g frozen corn
- 100g frozen peas
- 50g olives
- 1/2 of a can of tuna
Effective Feedback
Feedback

Feedback is a great opportunity to help students to make progress.

WHY?
What Do We Mean by Formative Feedback?

‘Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils.’

- Inside the Black Box Black & Wiliam 1998
Feedback

Should feedback include marks?
What is your opinion?
“Whilst students’ learning can be advanced by feedback through comments, the giving of marks or grades has a negative effect in that students ignore comments when marks are also given” (Butler, 1988).
Feedback

Telling a child he needs to work harder is as much use as telling a comedian he needs to be funnier.

Dylan Wiliam
Characteristics of Formative Feedback

- Feedback should provide:
  - Evidence on where they are now
  - Some understanding of how to close the gap
  - The desired goal
Type of Feedback

- Teachers’ written feedback
- Teachers’ oral feedback
- Children marking their own work
- Paired marking
Feedback

- Providing a Reminder – where the student knows what to do but just needs a reminder to get back on track

Ex: Do not forget to include the adjectives in the text so that it would make more sense.
Feedback

 PROVIDING SCAFFOLDING DIRECTIVE –

Provide precise information and explain specifically what the students need to do by asking a question or a directive or an unfinished sentence.
Reminder Prompt

**Learning Intention:** To be able to isolate variables in a controlled test.

- ‘The nail rusted much more in dish 2.’

Emma, what were the isolated variables that caused the rusting?

‘The isolated variables were water and air - these must have been the causes of the rusting.’
Learning Intention: To use dialogue to give the reader an impression of character.
- ‘Emile smiled and whispered, “Put it in your pocit.”’

Complete this with a powerful adverb:
Emile smiled ..............

‘Emil smiled slyly’
An example prompt: can be extremely successful with all children, but especially with average or below average children.

“Choose one of these or your own: “He is a good friend because he never says unkind things about me”,

“My friend is a friend because he never tells me lies.’”
Effective Feedback

We Are Learning To:
Sequence events of a story

Success Criteria: The pictures will be in the same order as the story we read

Activity: Pupils cut out, order and glue pictures of a story in sequence
Effective Oral Feedback

You are getting better at cutting out. Well done!

Good strategy, you have cut out all the pictures first so you can shuffle them around and change your mind.

Good girl, you have glued that picture very neatly.

Well done. I see you have got the first picture in place. What happened next in the story?
Feedback to pupils

Statement A

“Your long jump was poor. Put in more effort next go.”
Feedback to pupils

Positive

Specific

Non-Specific

Negative

Positive

A

B

Statement B

“Your long jump has really come on. You may be in the team next term.”
Feedback to pupils

Statement C

“Your long jump was a disaster, you didn’t touch the board, your legs were too straight and I can hardly make out your shoulders from your chin”.
Statement D

“Well done your long jump has really improved. To increase still further you need to push off from the board and keep your chin well forward. Try these two things next round and let’s see if you can make 5 metres. You could get in the team soon.”.
Feedback to pupils

Statement E

“Your long jump was good but you should touch the board and keep your chin forward.”
Food for thought......

- Dweck says,
  ....it is not always the people who start out the smartest who end up the smartest.

- Giftedness can be cultivated through commitment and motivation.
Concluding Remark

- What lies behind great achievement?
- What stops people from pursuing their dreams?

Commitment & Motivation
One last clip.....