

# Growth Mindset

“The hallmark of successful individuals is that they love learning, they seek challenges, they value effort and they persist in the face of obstacles”.

Professor Carol Dweck

# Research

- Over 30 years ago, Carol Dweck and her colleagues became interested in students' attitudes about failure. They noticed that some students rebounded whilst other students seemed devastated by even the smallest setbacks. After studying the behaviour of thousands of children, Dr. Dweck coined the terms fixed mindset and growth mindset to describe the underlying beliefs people have about learning and intelligence. When students believe they can get smarter, they understand that effort makes them stronger. Therefore they put in extra time and effort, and that leads to higher achievement.

# A Growth Mindset Drives Motivation and Achievement



Blackwell, Trzesniewski & Dweck (2007) *Child Development*

# Research: Case study 1

**Fiske Elementary School**, Lexington, Massachusetts

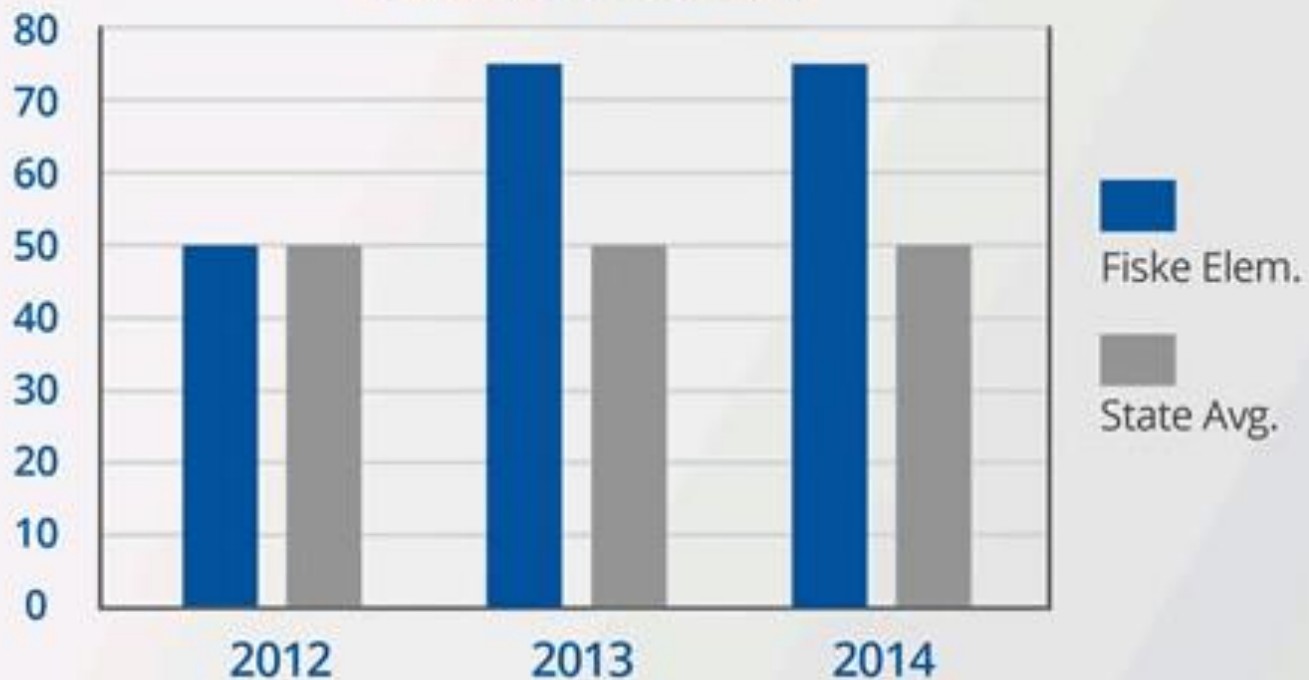
**Challenge** - How to best provide student feedback and praise to a diverse student population as a way to encourage greater student effort, resulting in gains in academic achievement.

**Goal**- The Fiske School staff wanted to leverage teacher praise to close the achievement gap with high needs students (ELL, SPED, minority populations, and low income).

- That first year, the focus was on changing teacher praise from performance-based to effort-based. Teachers practised changing their language, and were supported by observations and feedback sessions from the principal. Data was collected, and teachers were encouraged by initial results, so they sought out more resources and tools to keep learning and improving.
- Both teacher-reported student growth and standardised test gains were powerful.

## MCAS Math Results: Fiske Elementary School

### Growth Percentiles



# Case Study 2

## **Farmington Elementary School, Hillsboro, Oregon**

- Students were giving up easily when work became challenging. The teachers noticed that although students believed they were working hard, there seemed to be a disconnect between students' reported mindsets and their actual behaviour in the classroom.
- As a staff, there was a sense that students perceived hard work and increased effort as evidence that they had low intelligence. Teachers were searching for strategies to use in their classroom to increase persistence, and were also on the lookout for a curriculum to teach growth mindset and learning strategies that students could use in class.
- Staff and pupils received training and this was passed on to the school community.

### Pre/Post Survey for Students with initial Fixed Mindset

