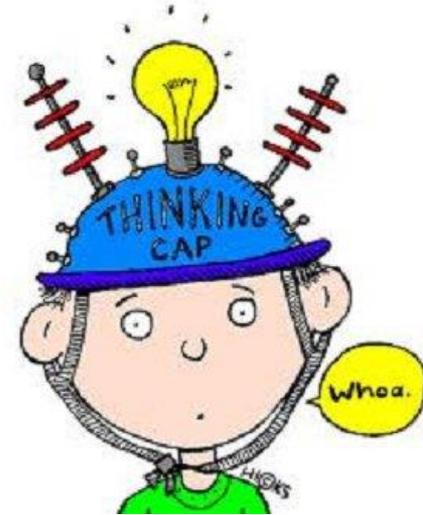


# THE POWER OF YET!



## What is Growth Mindset?

Growth mindset is a term that refers to our motivation to learn.

It is based upon work by psychologist Carol Dweck.

Her theory states that intelligence can be developed through perseverance and effort.

In contrast, a fixed mindset focuses on the belief that intelligence or ability is set and cannot be changed.

*Inside the cortex of the brain are billions of tiny nerve cells, called neurons. The nerve cells have branches connecting them to other cells in a complicated network. Communication between these brain cells is what allows us to think and to solve problems.*

*When you learn new things, these tiny connections in the brain actually multiply and get stronger. The more that you challenge your mind to learn, the more your brain cells grow. Then, things that you once found very hard or even impossible to do – like speaking a foreign language or doing algebra – seem to become easy. The result is a stronger, smarter brain.*

*Dweck (2011)*

Click [HERE](#) to watch a video of what happens to the neurons in your brain when you challenge yourself with new learning.

Click [HERE](#) to watch a video of How we learn: Synapses and neural pathways

Dweck claims whichever mindset children have has huge implications on how they approach learning, how they perceive, overcome or avoid challenges and ultimately, how they achieve in education.

Our challenge is to promote a culture that supports 'Growth Mindset', that encourages '*connections between the neurons*' and develops a '*stronger, smarter brain*'.

With time, effort, practice and input we could all reach a required level of proficiency at any task that we choose.

The following slides share strategies that we have and will continue to use to introduce, promote and develop a 'Growth Mindset' culture at Inkberrow First School.

Please note that this is a 'work in progress'. New strategies will be added / developed as we gather new ideas or find new methods that work well in the classroom.

## Use the language of success

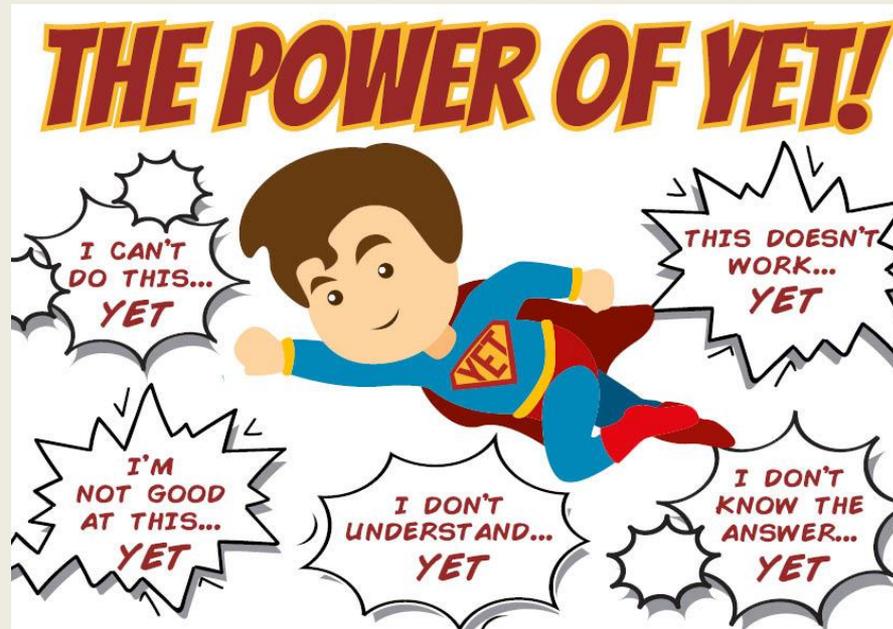
*'Praise for effort rather than achievement is one of the most effective methods of promoting a growth mindset in children'* (Dweck)

Words have power.

One word can build a child up or tear them down.

Small tweaks to how we communicate with children can make all the difference.

# Use the language of success



When a child hasn't quite got it right rather than them feeling defeated or a failure, add the word 'yet'.

I can't do maths...YET. I can't spell...YET. I can't read this word...YET.

'Yet' implies a forward motion, space for growth, and an unwavering expectation that you believe they can do it.

# Be The Best You Can Be



This simple phrase can be used as the language of success and as effective praise and feedback.

Importantly, it will encourage the children to compete against themselves and their own previous achievements.

It can be applied across school life; behaviour, work etc.

## Be The Best You Can Be

The benefits of this phrase are numerous and include:

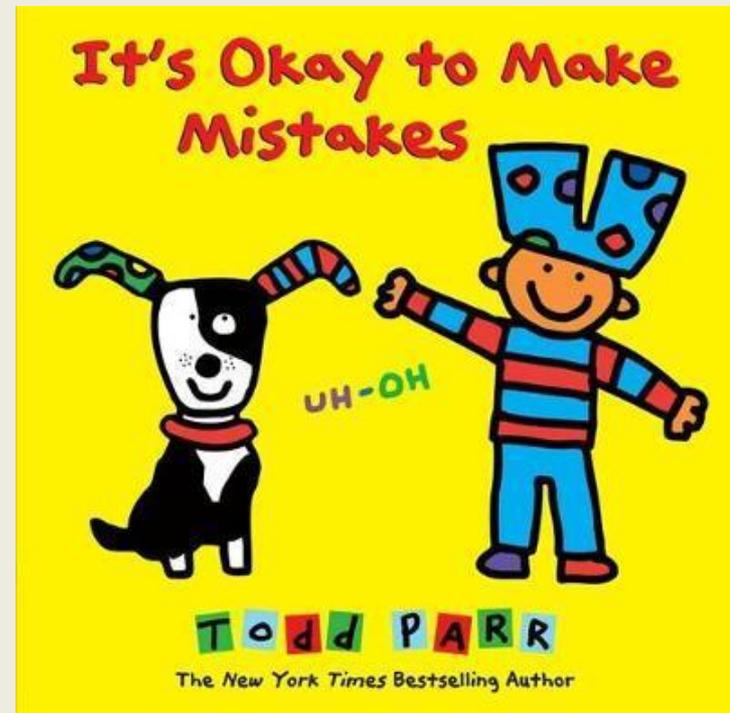
A move away from the use of 'a score' to judge ability towards a 'taking on a challenge' mentality: Doing 3 'harder tasks' is a greater challenge than doing 20 that provide no challenge.

All children's best will be different. Instilling 'Be the best you can be' within the children's mind set encourages the children to not compare themselves against others which could lead to 'writing off a subject' but to recognise their own achievements.

# Learn by making mistakes

We all make mistakes but sometimes the children do not recognise this as part of the learning experience.

Developing their understanding of this concept promotes a willingness to 'have a go' and to take on a challenge which supports a 'growth mindset'.

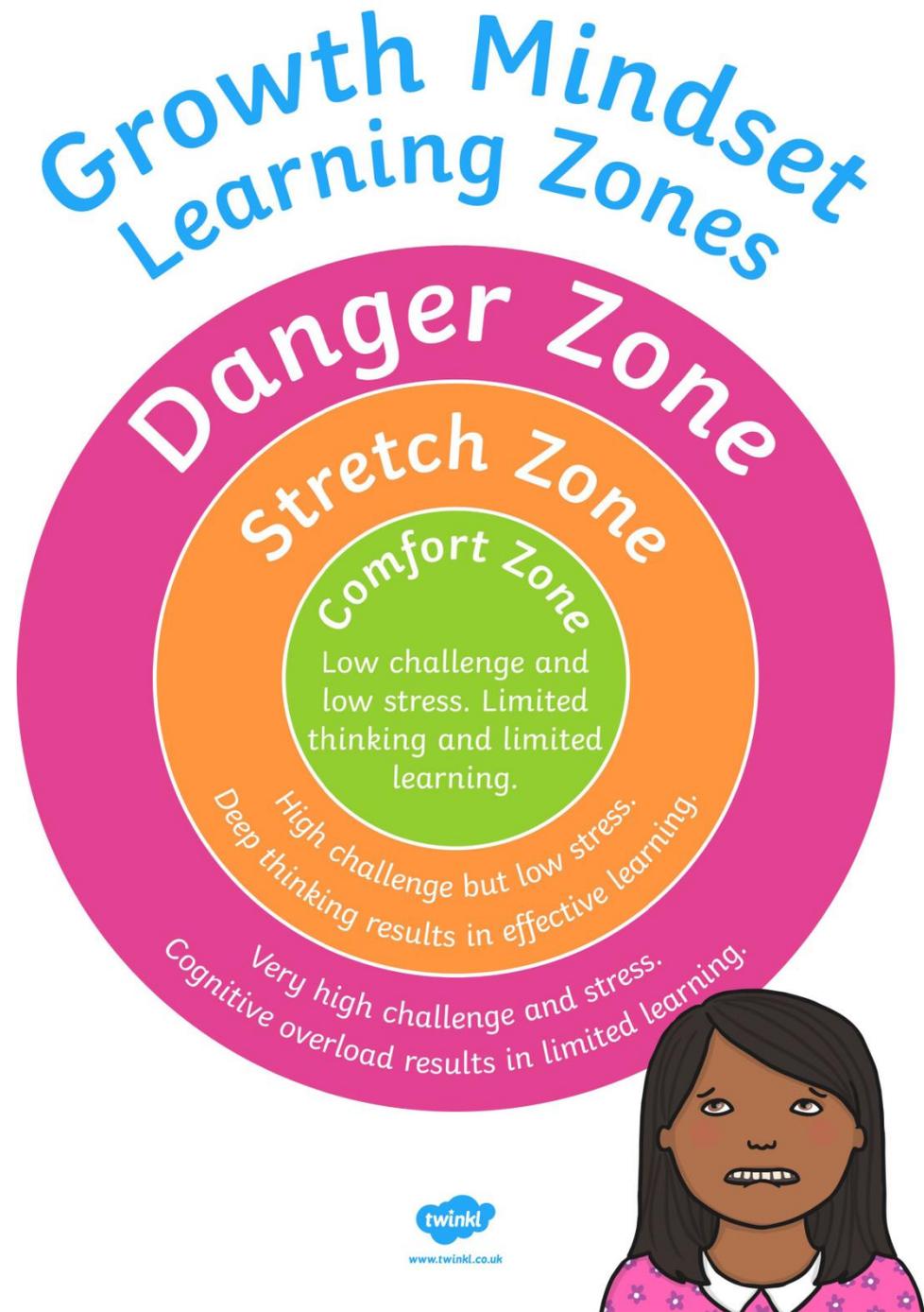


# Effort

At IFS effort can be defined as, **“The willingness to take on a challenge and to be resilient and persist until you have achieved your target.”**

Challenge is summarised within the learning zones and clearly links with our ‘Be the best you can be’.

Resilience requires determination and the application of problem solving skills and clearly links with the ‘Problem Pit’, learning by making mistakes and our Inky values.



# Effective Praise and Feedback

*Praise for effort rather than achievement is effective.*

It is important to avoid the use of 'empty praise', as this can be harmful to pupils' learning;

For example, if a child has completed a task that has not challenged them, they have stayed in their '**comfort zone**', then feedback should promote the willingness to take on a greater challenge;

**“You have set about solving those problems well.”**

**“How can you build on your skills?”**

**“How can you use those strategies to solve a harder challenge?”**

The aim is to encourage movement into the '**Stretch zone**' and to learn by making mistakes. This is growth mind set in action but some children will find this difficult preferring to '**stay safe**' achieving good scores but not extending their learning.

## What does it look like in the classroom?

A classroom ethos that:

- Inspires the children to 'Be the best they can be'.
- Promotes a willingness to have a go / take on a challenge.
- Encourages learning by making mistakes.
- Celebrates efforts / contributions however big or small or right or wrong with effective praise and feedback.
- Ensures children are encouraged to recognise their efforts and the successes that this brings.

## Consistency

Our (teaching staff and parents) consistent use of the language of Growth Mindset will be one of the key aspects for Growth Mindset to succeed.

There are displays up all around school.

Encourage the children to look at them.

They are there to help our consistency as well as for the children.

Any questions?

If you have any questions at any point in the future please feel free to ask.

If you come across any ideas please let me know and we will discuss them as a staff.

