

## Growth Mindsets:

### Helping Young People (+You) To Fulfill Their (+Your) Potential



growth mindset

THE SECRET TO STUDENT SUCCESS

DON'T QUIT

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## What do we mean by “mindset”?

Mindsets are the **assumptions** and **expectations** we have for ourselves and others. These attitudes **guide our behavior** and **influence our responses** to daily events.



- Dr. Robert Brooks

*“Your beliefs become your thoughts, your thoughts become your words, your words become your actions, your actions become your habits, your habits become your values, your values become your destiny.”*

Mahatma Gandhi



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## What does this mean?

**Success is not determined by innate talents and intellect.** Rather, success depends upon mindset – **the degree to which we believe we have the capacity to cultivate our intelligence and grow our abilities.**

C. Dweck

“If you manage any people or if you are a parent (which is a form of managing people), drop everything and read *Mindset*.”  
 —Sir Ken Robinson, author of *The Art of the Start*”

**mindset**

THE NEW PSYCHOLOGY OF SUCCESS

HOW WE CAN LEARN TO FULFILL OUR POTENTIAL

- +parenting
- +business
- +school
- +relationships

CAROL S. DWECK, Ph.D.

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## Mindsets: Not Just Intellect

People embrace fixed or growth mindsets about all of their qualities, not just intelligence. Many people believe that our other qualities – **creativity, artistic ability, athleticism, personality traits** – are qualities with which we are born ... or not. However, Carol Dweck asserts that any and all of these qualities can be cultivated.



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Notably, mindsets **are not stable**. They can change over time, and they are **influenced by our environments**.

People can also have different mindsets about different things. For example, you can have a growth mindset about your ability to become a better writer, but a fixed mindset about your technical skills.

Gunderson, E. A., Gripshover, S. J., Romero, C., Dweck, C. S., Goldin-Meadow, S., & Levine, S. C. (2013)  
 Tamir, M., John, O. P., Srivastava, S., & Gross, J. J. (2017)

## Mindsets Matter

**Fixed Mindset:** Intelligence is a fixed trait

**Growth Mindset:** Intelligence is a malleable quality; a potential that can be developed

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## What's the big deal?

### Fixed-mindset thinking results in:

- the belief that only untalented, ungifted people have to work for success; effort somehow reduces you.
- a need for validation and reassurance in labels (“smart,” “jock”) – whether earned or not.
- a desire to blame others or outside circumstances when things don't go your way.



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*A growth mindset motivates kids to stretch themselves. Kids with a growth mindset are more likely to see challenge as an opportunity to learn and to grow. They are less likely to fear failure or to be knocked off course by it, believing that if they don't get something straight away, it's just a matter of time and effort before they do.*

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### *Growth Mindset*

Growth-mindset thinking results in:

- a love for learning and self-improvement.
- a desire to be challenged.
- a willingness to work for positive results.
- a belief that you can control the outcomes in your life with effort and practice.
- the ability to learn from mistakes and failures.
- emotional resilience.



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### Two Mindsets

<p><b>FIXED MINDSET :</b> leads to a desire to look smart</p> <ul style="list-style-type: none"> <li>• <b>CHALLENGES:</b> avoid</li> <li>• <b>OBSTACLES:</b> give up easily</li> <li>• <b>EFFORT:</b> see effort as fruitless or worse</li> <li>• <b>CRITICISM:</b> ignore useful negative feedback</li> <li>• <b>SUCCESS OF OTHERS:</b> threatens you</li> </ul>	<p><b>GROWTH MINDSET:</b> leads to a desire to learn</p> <ul style="list-style-type: none"> <li>• <b>CHALLENGES:</b> embrace: "stretching"</li> <li>• <b>OBSTACLES:</b> persist in face of setbacks</li> <li>• <b>EFFORT:</b> see effort as the path to mastery</li> <li>• <b>CRITICISM:</b> learn from criticism</li> <li>• <b>SUCCESS OF OTHERS:</b> inspire and teach you</li> </ul>
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*Decades of research show that when people have a growth mindset they tend to be more successful.\**

\*Rae-Dupree, J. (July 6, 2008). If you're open to growth, you tend to grow. The New York Times.

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## The benefits of a growth mindset in organizations.

- Better performance
- More innovation
- Better managers
- Greater diversity
- More inclusion



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## Better performance

Mindsets influence goals. In a fixed mindset, a person's main goal is to prove themselves. If you believe that some people "have it" (talent, ability, intelligence) and others don't, you want to prove that you have it. **In the workplace, if a person's main goal is to prove themselves, that can influence what kind of work they choose to take on, they might be more likely to take on easier work where they know they will succeed.**

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- ***In a growth mindset, a person's main goal is to learn and grow. Since they believe their abilities can be developed, they take on more difficult work that offers them the opportunity to learn and improve.***

## More Innovation

- If people are primarily focused on proving themselves, as they are in a fixed mindset, they will be more afraid of change. It's simply a chance to **fail**.

And they won't want to take risks or try new things at work. Since trying new things and taking risks are key to innovation, a fixed mindset hinders

innovation.

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- *In organisations that foster a growth mindset, on the other hand, employees are **more willing to try new things or take thoughtful risks that can lead to innovation.***
- *They are **interested in the learning that will come from those things, even if the road to success requires prolonged persistence.***

## Better Managers

***A growth mindset leads managers to run more successful teams. Why?***

- Managers are better at **listening and taking feedback** from others when they are in a growth mindset
- Managers are better at **coaching and mentoring** when they approach leading others with a growth mindset
- Managers with a growth mindset are more **attuned to changes in their employees' performance**

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## Greater Diversity

- It turns out that people and companies with a **fixed mindset are more likely to rely on stereotypes**. This makes sense when you think about what stereotypes are – beliefs about groups’ “fixed abilities.” **A growth mindset rejects the idea of fixed abilities, making stereotypes carry less weight.**

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## More Inclusion

- Growth mindset organizations can also feel **more inclusive** because employees are **more willing to collaborate** with one another
- In a fixed mindset company, looking smart is often dependent on looking better than others. But in a growth mindset company, everyone is learning and improving, so it’s not threatening to seek out help from others and to provide help to others

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## What about wellbeing?

“Believing in the human capacity to change is linked to less depression, better health, and greater achievement.”

Amy L. Eva



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## To answer the age old question Nature versus Nurture?

**BOTH!!!!**

- We each have a unique genetic endowment where we will start with different temperaments and aptitudes.....but clearly experience, training and effort takes you the rest of the way.
- Genes and environment cooperate as we develop. Genes REQUIRE input from the environment to work properly.



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How does a teacher's mindset affect teacher performance?



Fixed Mindset  
Teacher =  
Low Achieving  
Student

Growth Mindset  
Teacher =  
Higher Achieving  
Student

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(Rheinberg, Vollmeyer, & Rollett, 2000)

## Teacher Expectations

- have both a positive and negative effect on student learning and achievement
- influence the ways in which teachers evaluate students, behave toward students, and make decisions about students



"My objective is to have each student become more insightful, compassionate, introspective, and empathetic. In your case I will settle for quiet."

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Good, T. L., & Brophy, J. E. (2003). Looking in classrooms (9th ed.).

## Expectations and Support

Increasing expectations without helping students achieve success almost always leads to frustration and failure



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## Strategies for growth

Criticism is not about you, it's about the work.

If your work is perfect, you're not challenging yourself.

Hard work and new ideas lead to great re

There is always room for improvement.



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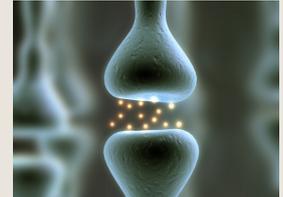
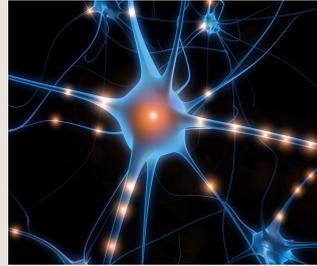
### Three components of Growth Mindset:

- **Neuroplasticity:** The brain is a muscle than can change and get smarter with use. Recent brain research has shown that the brain can adapt and rewire itself throughout our lives. This idea negates the notion that intelligence is fixed from birth.
- **Praise** that is used appropriately focuses on the effort that the child brings to a task as opposed to a focus on their innate intelligence.
- **Reinforcing** the idea that mistakes are opportunities to learn and failure is not something to be feared. We can also help them learn language that helps them feel positive about their ability to learn

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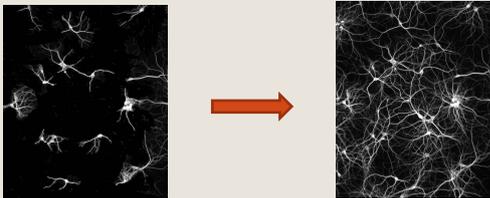
The brain is a network of cells (neurons)

- The cells communicate through chemical messages



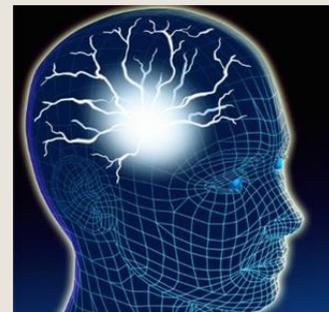
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The more we learn the more connections our neurons make:

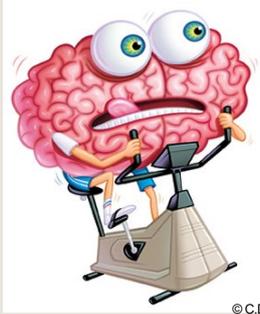


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The messages signal other neurons whether to fire or not



### EFFORT IS ESSENTIAL!



- Brains Don't Grow Neural Connections Magically; They Grow Them By Hard Work and Not Giving Up!

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“

The greatest glory in living lies not in never falling, but in rising every time we fall.

”

~ Nelson Rolihlahla Mandela



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## Mindset Rule #3

IN THE FACE OF SETBACKS...

**Fixed Mindset:** It's about me  
HIDE MISTAKES  
CONCEAL DEFICIENCIES

**Growth Mindset:** It's about learning

CAPITALIZE ON MISTAKES  
CONFRONT DEFICIENCIES

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## Mistakes are good



- Mistakes are **opportunities to learn** and grow. Mistakes should not be feared.
- We want to help our students embrace their mistakes. We can help students be less fearful of making mistakes by reminding them often: *"No one is perfect"* and *"Everyone makes mistakes. It is part of how we learn."* This teaches students to keep a good attitude about their errors, and they will be less fearful of making mistakes

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## Fixed Mindsets – Carol Dweck

### Fixed Mindset

When confronted with a failure the normal response is **HELPLESSNESS** and “I can’t”

### Habits of someone in a Fixed Mindset

- Doesn’t pay attention to learning information
- Becomes depressed and de-energised (takes things personally)
- Denigrates intelligence
- Under-represents past successes and over- represents past failures.
- About “looking-good”, “going through the motions” but not growth.

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## Growth Mindsets – Carol Dweck

- Holds belief that most basic abilities can be developed through dedication & hard work – brains and talent are just the starting point
- A love of learning & resilience is essential for great accomplishment (& virtually ALL great people have them)
- Attitude is that you can ALWAYS learn and grow
- Holds belief that results are ~65% effort and 35% ability
- Teaches in short **CHUNKS** of information and allows time to **CHEW** knowledge before **CHECKING**

## Prime Minister



Winston Churchill **REPEATED** a grade during elementary school

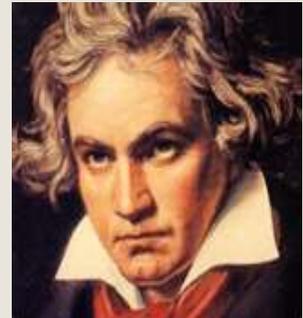
He was placed in the **LOWEST** division of the **LOWEST** class

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## Composer

Beethoven’s teacher called him a **HOPELESS** composer

He wrote **5** of his greatest **SYMPHONIES** while **DEAF**



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## Writer



Leo Tolstoy **dropped** out of college

He was described as both "**UNABLE** and unwilling to **LEARN**"

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## Role models

**Einstein's** teacher said that he was 'academically subnormal'

**Michael Jordan's** coach said that he wasn't more talented than other people...



**Walt Disney** was told that he lacked 'creative imagination'



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## Motivational Framework Supporting Mindsets



Goals  
Responses  
Effort  
Strategies

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## For Some... Goals = Performance

- Those with a **FIXED MINDSET** tend to create **PERFORMANCE** goals.
- They believe that a person's **POTENTIAL** can be **MEASURED**. They aim to receive validation from others.
- Receiving low marks mean that they are not smart.
- Both success and failure cause **ANXIETY**.



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**For Others...**

## Goals Measure Learning

- Those with a **growth mindset** tend to create **LEARNING** goals.
- The goal is **MASTERY** and **COMPETENCE**.
- Scores and marks reflect how people are doing **NOW** and do not measure a person's potential.
- Creating goals for learning has shown to **INCREASE PERFORMANCE** and enjoyment and decrease negative emotion.



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## Response... Helpless

When faced with **failure or challenge**, people with a **FIXED** mindset:

- do not pay attention to learning information
- get depressed, become de-energized and lose self-esteem
- denigrate their intelligence: 'I am stupid'
- under-represent past successes and represent failures (**pessimism**)




## Response... Mastery

- Pay attention to learning information, and so do better on future tests.
- Focus on what they are learning, rather than focusing on how they feel.
- Try out new ways of doing things.
- Use self-motivating statements such as "The harder it gets the harder I try".
- When faced with tests which are impossible to pass they will factor in other reasons and not blame their intellect i.e. this test was beyond my ability for now.



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## Effort

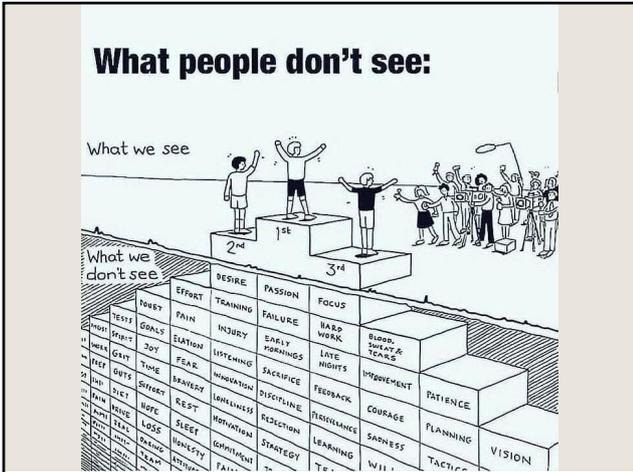
- Those with a **fixed mindset** view effort as a **reflection of low intelligence**.
- Hard work means 'I don't get it', 'I'm unintelligent'

**= lack of ability**

- Those with a **growth mindset** see effort as a necessary part of **success**.
- They **try harder** when faced with a setback.
- **Effort = success**.
- They use effort to **overcome** difficulty.




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## Strategies Used:

### Fixed Mindset

- Carol Dweck has found that students with a **fixed mindset** consistently use the wrong strategy when faced with a problem.
- Then they disengage from the problem.
- Finally, they **give up**.



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## Strategies: Growth Mindset

- People adopting a growth mindset tend to **generate other, and new, ways to do things**.
- If one route doesn't work they will try others.
- They will think '**outside of the box**' to solve problems because they believe that they '**can**'.



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## Praise for effort

**“...to foster a growth mindset among students, we need to praise their efforts.”**



Carol Dweck

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## Process Praise

### We need to praise:

- Effort
- Strategies that lead towards success
- Good learning processes
- Resilience

### We should not praise:

- Intelligence, “cleverness” or talent



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## Effort



- “Emphasizing effort gives a child a variable that they can control; they come to see themselves as in control of their success. Emphasizing natural intelligence takes it out of the child’s control, and it provides no good recipe for responding to failure.”

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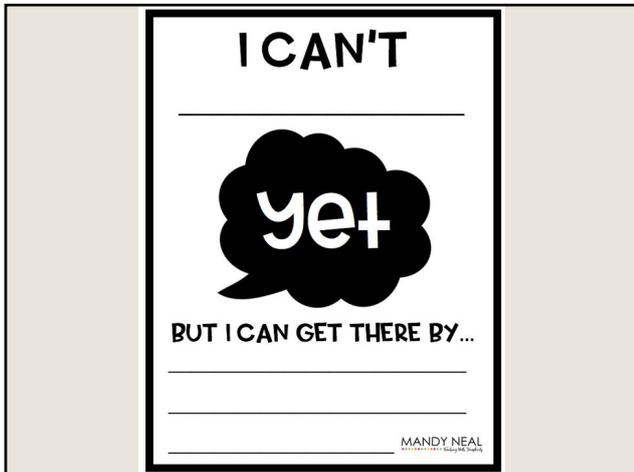
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## Feedback – Hattie and Dinham



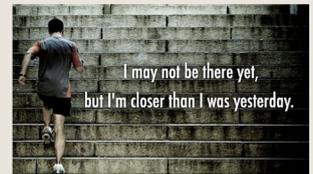
- *We are prepared to state categorically that if you focus on providing students with improved, quality feedback in individual classrooms, departments and schools you’ll have an almost immediate positive effect.*
- The research evidence is clear: “great teachers give great feedback, and every teacher is capable of giving more effective feedback.”
- NOTE: Or setting up more effective feedback systems.

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## The Power of Yet

- I'm not good at \_\_\_\_\_...
- I can't do \_\_\_\_\_...
- I tried but it didn't work...



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## Growth Mindsets are set up by....

- **Praising effort** that led to success - reinforces the behaviour of effort
- **Encouraging learning goals** and a mastery response
- Allow students to **struggle**, and **support them** to face and develop strategies to overcome obstacles
- Encouraging that EVERY class is a **risk-taking, mistake making** class – mistakes are their friends
- **Modelling** that mistakes are OK
- Having the students become **self-aware** of the fixed-mindset conversation and **training them** to re-frame their conversations
- Setting up **class structures and strategies** for them to have the power to develop themselves.

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## STRATEGIES TO FOSTER A GROWTH MINDSET

- **Identify your fixed mindset triggers.**
- **Track your progress over time.**
- **Don't compare yourself to others.**
- **Focus feedback on the process, not the person.**
- **Reward people when they try new things, even when it doesn't lead to success.**
- **Talk openly about mistakes and celebrate what can be learned from them.**

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## Developing a Growth Mindset

Acknowledge and Embrace imperfections	View challenges as opportunities	Try different learning tactics
Replace the word "failing" with the word "learning"	Take ownership over your attitude	Cultivate a sense of purpose
Celebrate growth with others	Emphasize growth over speed	Reward actions, not traits
Redefine Genius	Disassociate improvement from failure	Place effort before talent
Use the word "yet"	Learn from other people's mistakes © C.Daicos 2019	Make a new goal for every goal accomplished

## MORE RESOURCES

- Classroom Resource – <http://au.professionals.reachout.com/embracing-the-f-word>
- Growth Mindset in the Classroom (Book) - <http://www.amazon.com/Mindsets-Classroom-Building-Culture-Achievement/dp/1618210815>
- Reading by Carol Dweck - Dweck, C. S. (2010). Even geniuses work hard. Educational Leadership,68(1), 16-20.
- Website resources - <http://www.mindsetworks.com/free-resources/>

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