



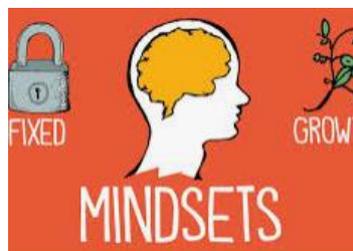
Growth Mind-set at Rivermead

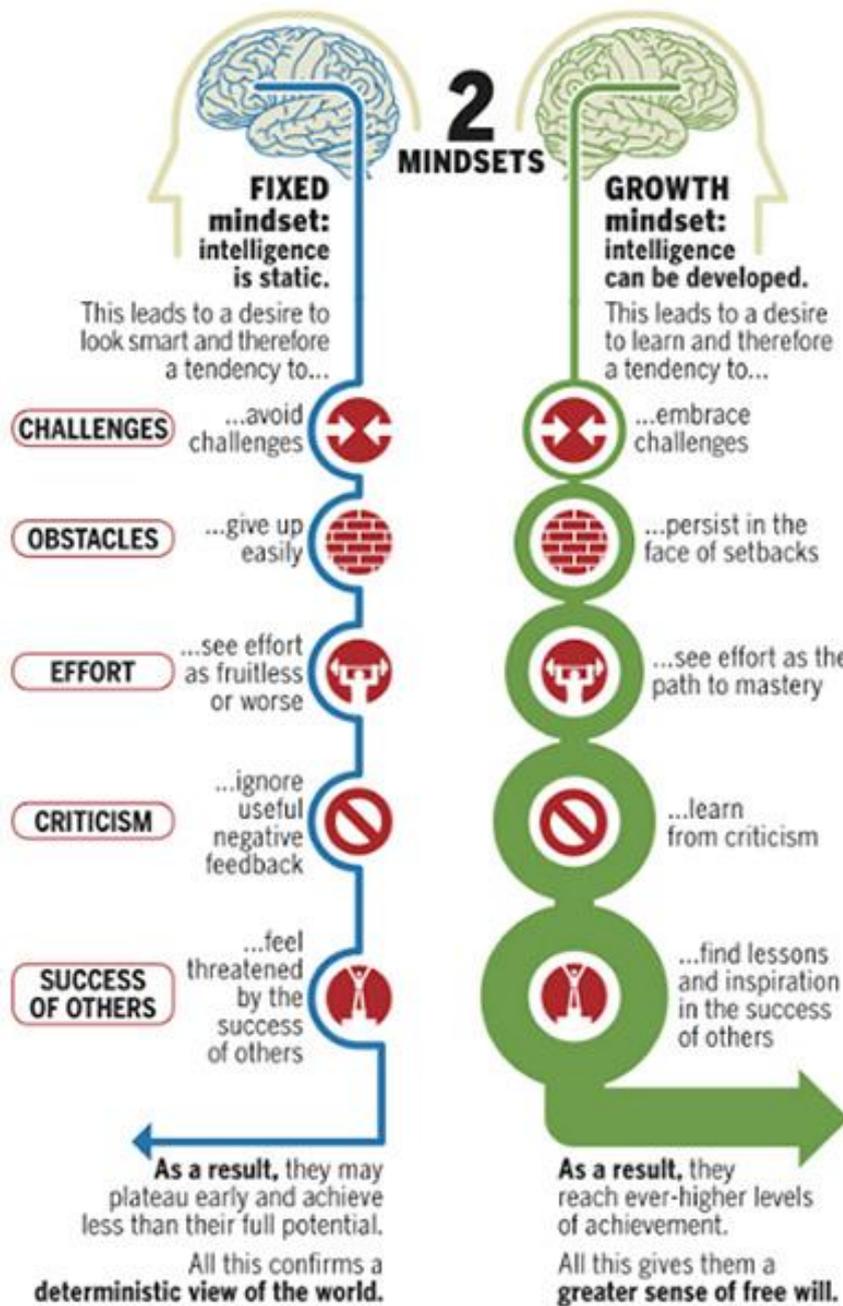
Thank you for taking a few minutes of your precious time to give this information overview a read to find out more about Growth Mindset at Rivermead Primary School.

At Rivermead we believe passionately about supporting our children to develop a Growth Mind-set. By the time our children leave us in year 6 we hope that they not only have a positive attitude towards their learning but that they also see effort, perseverance and resilience as core skills, required for success. We begin teaching these skills from Early years through a series of animals all the way through to neuroscience in Year 6.

Within this information we aimed to provide a brief overview of what a Fixed and Growth Mind-set are, the power of our inner voice on determining where we are on a 'Mind-set Continuum', strategies used in school to actively encourage and promote a Growth Mind-set and ways to support this further at home.

John Spencer provides a fantastic short (2 minutes) video about mind-set on You Tube which is a great place to start. You can search John Spencer Growth Mindset or use the following URL:
<https://www.youtube.com/watch?v=M1CHPnZfFmU>

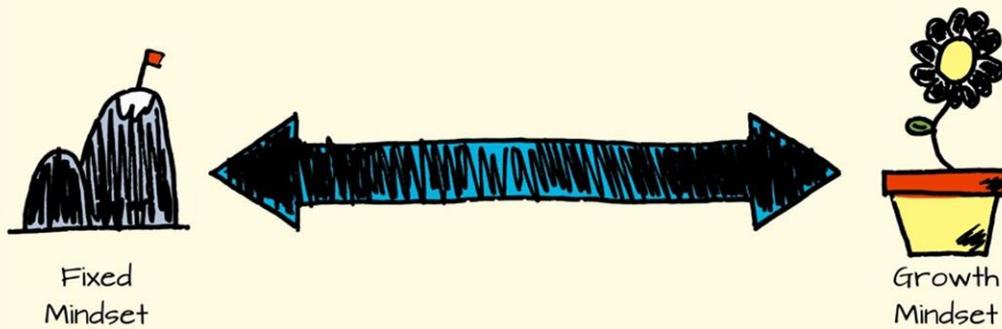




(Sourced <https://www.brainpickings.org/2014/01/29/carol-dweck-mindset/>)

At Rivermead we understand how individuals perception on ability and intelligence can impact the way they approach and tackle challenges. The diagram above outlines clearly the impact these perceptions can have on the way people tackle situations in everyday life and in particular new learning at school.

The Mindset Continuum



The further you are to one end of the spectrum, the more (or less) you embrace learning new things.

(Sourced: <https://www.riskology.co/growth-mindset/>)

Rather than individuals always having a Fixed or Growth Mind-set we understand that it is a continuum where people's thoughts can vary between different contexts and can be changed over time. It is our challenge to support our children to foster Growth Mind-set thoughts and actions so that when faced with obstacles, challenges and new opportunities that they see them as positive experiences they are eager to embrace.



(Source: <http://thestrengthsstudio.com/strengths-development/what-is-a-growth-mindset/>)

People speak approximately 150 words in a minute however can think about 600! This means that our inner voice and dialogue of our children is continuous and another reason why we believe it is important to model to our children strategies to manage our automatic thoughts so they help us in different situations.

THE POWER OF YET!



(Source: <https://www.theaxholmeacademy.com/page/?title=Growth+Mindset&pid=176>)

Introducing the 'Power of Yet!' was one of the most pivotal moments on our Growth Mind-set journey. One small, simple word can change a statement from Fixed to Growth instantly. Our staff and children use this throughout the school. We suggested that if you wanted to start anywhere with introducing a Growth Mind-set at home, that this was the place to begin! Other examples are outlined below.

10 Growth Mindset Statements

FIXED MINDSET **GROWTH MINDSET**

What can I say to myself?

INSTEAD OF: **TRY THINKING:**

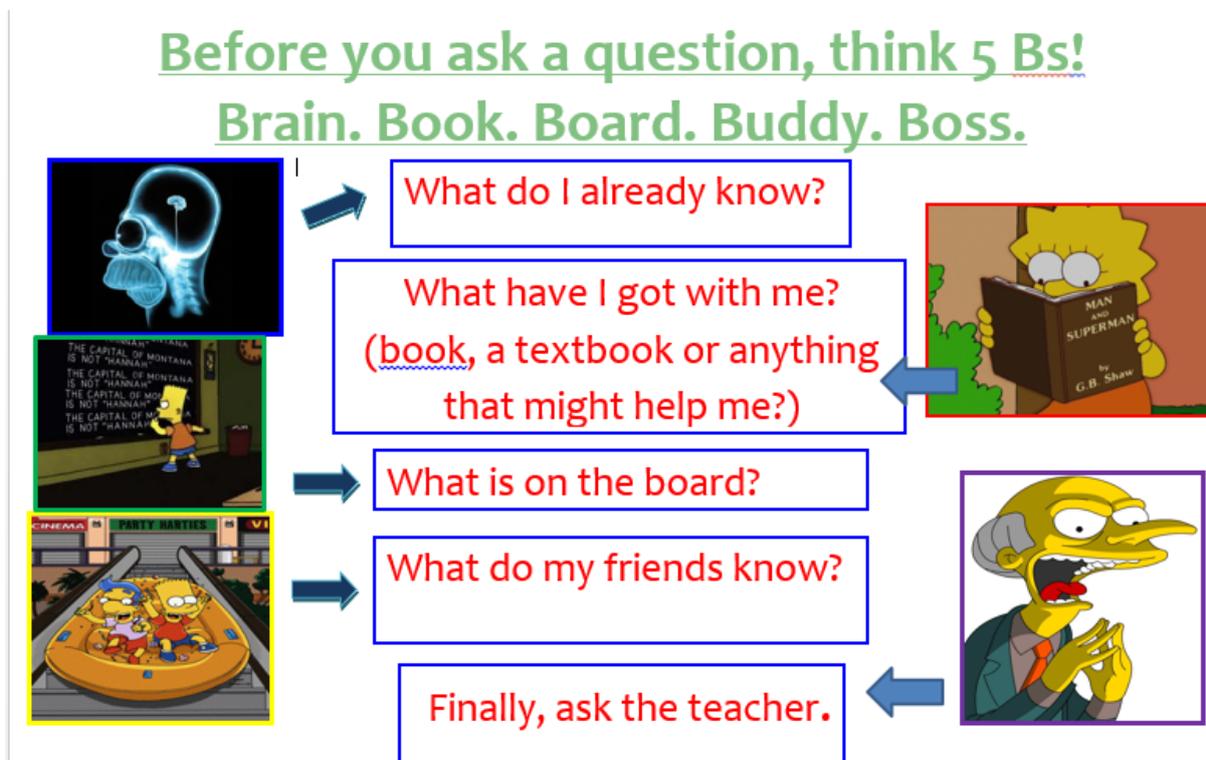
<p>I'm not good at this.</p> <p>I'm awesome at this.</p> <p>I give up.</p> <p>This is too hard.</p> <p>I can't make this any better.</p> <p>I just can't do Math.</p> <p>I made a mistake.</p> <p>She's so smart. I will never be that smart.</p> <p>It's good enough.</p> <p>Plan "A" didn't work.</p>	<p>1 What am I missing?</p> <p>2 I'm on the right track.</p> <p>3 I'll use some of the strategies we've learned.</p> <p>4 This may take some time and effort.</p> <p>5 I can always improve so I'll keep trying.</p> <p>6 I'm going to train my brain in Math.</p> <p>7 Mistakes help me to learn better.</p> <p>8 I'm going to figure out how she does it.</p> <p>9 Is it really my best work?</p> <p>10 Good thing the alphabet has 25 more letters!</p>
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(Original source unknown)

@sylviaaduckworth

Every year group teaches Mind-set lessons and this begins with our children in EYFS. When our children start at our school in EYFS they are introduced to three characters: Barry the Beaver, Freya the Frog and Sally the Swan. Each character demonstrates Growth mind-set qualities, thoughts and skills. Barry the Beaver keeps beavering away and working hard, his dam is tricky to build and sometimes is washed away, but he keeps on working hard! Freya the frog loves to jump on to the next challenge. Sally the swan holds her head up high and shares her confidence with her work. When the children demonstrate these skills the teachers will refer to the characters “You’ve been like Barry the Beaver, you faced a problem but you kept on trying! Then you did it!” It doesn’t take long before the children make reference to the characters too and they love to get a sticker to wear home so you can ask them about it too. Thought out year 1 to year 6 the children have termly lessons about mind-set and further up the school they learn about the brain and how new learning creates new neurological pathways!

In addition to support our children to manage their automatic thoughts and their mind-set, we also try to develop independence skills. This helps our children understand that they can take steps and actions to manage challenging situations in their learning as they arise. In Key Stage 2 the children use the 5B’s as outlined below.



We have been asked over the years how parents can support the development of a Growth Mind-set at home and here are a few suggestions that would complement the work being completed at school.

- Set high expectations for your child: “Never mind, let’s try an easier one” V’s “Lets Challenge ourselves.”
 - Although it can be thought that by offering an easier option is supporting the child’s progress this needs to be managed sensitively as a child’s inner voice may say “they don’t think I can do this! They don’t think I’m clever enough.” By saying “Let’s challenge ourselves” or “Lets warm our brain up with a simpler one first so we can prepare ourselves for this exciting challenge. This is going to make our brain grow!” Our children need to know that we don’t have a ceiling on our expectations of them and that we believe they can do anything, they just may need to practice and preserver.
- Encourage children to be resilient and not give up, even when they find something difficult or frustrating.

- Celebrate mistakes! FAIL = First Attempt In Learning!
- Use Inspirational role models. Talk to the children about their favourite sporting hero, musician, scientist, engineer, Doctor etc Everyone goes on their own personal journey and will have faced setbacks and difficulties. The world's greatest leaders and icons were not born changing the world, they had to persevere for their voices to be heard and their actions to have an impact.

Big Life Journal have collated some fantastic books and film titles that would provide excellent talking points about Mind-set, perseverance and resilience.



They have also written a wonderful affirmation for a Growth Mind-set.

I have a **GROWTH MINDSET.**

I am in charge of how smart I am because I can **GROW** my **BRAIN** like a muscle by learning hard things.

I can achieve **ANYTHING**

with **EFFORT** and **RIGHT STRATEGIES.**

And when I fail or make a mistake, it is a **GREAT** thing, because I can **LEARN** from them and **I GET BETTER!**

Big Life Journal
www.biglifejournal.com

If you wish to find out even more about Growth-Mindset at Rivermead, please don't hesitate to ask.

Mrs G. Sloan