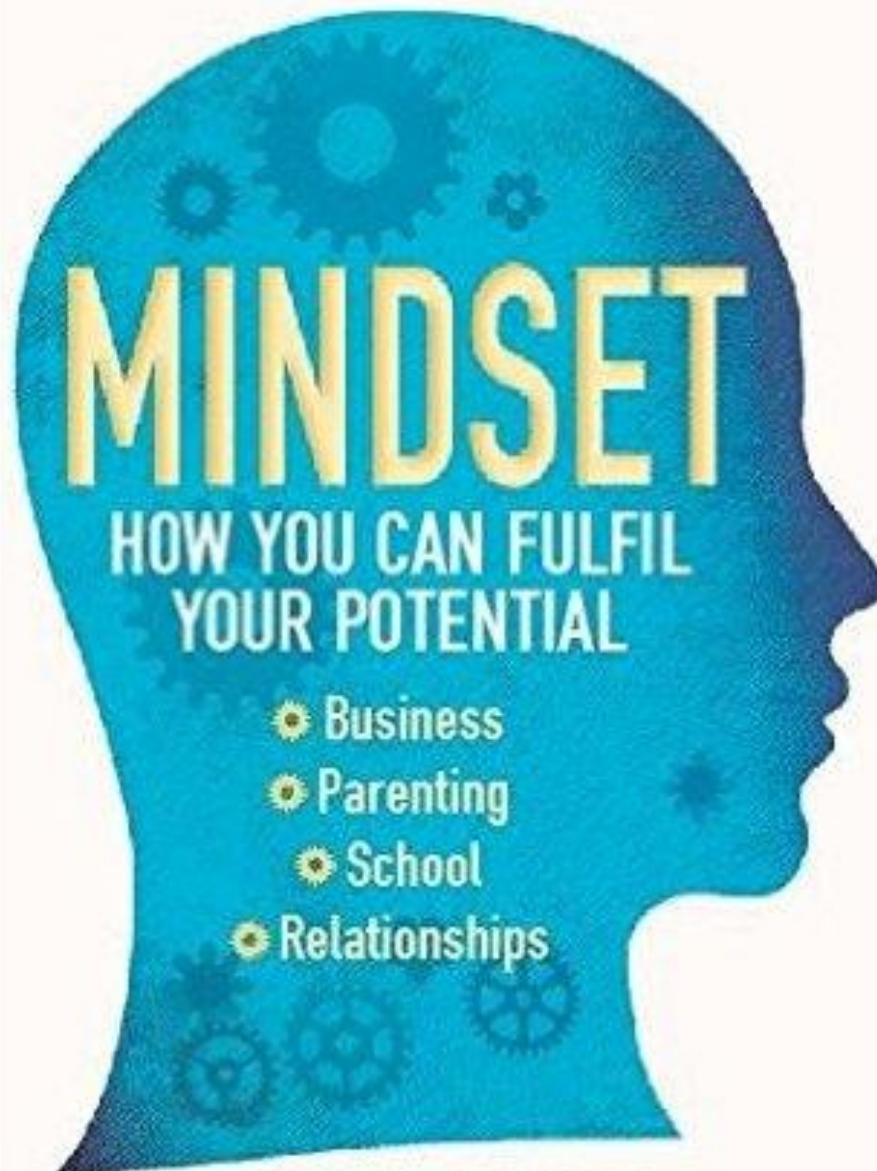


# Changing the Mindset of a School



Dr Julie Potter  
Director of Studies, Stowe School  
January 2016

'Essential reading for anyone with aspirations.'  
Matthew Syed, *Bounce*



DR CAROL S. DWECK

## **FIXED MINDSET**

- SOMETHING YOU'RE BORN WITH
- FIXED

- SOMETHING TO AVOID
- COULD REVEAL LACK OF SKILL
- TEND TO GIVE UP EASILY

- UNNECESSARY
- SOMETHING YOU DO WHEN YOU ARE NOT GOOD ENOUGH

- GET DEFENSIVE
- TAKE IT PERSONAL

- BLAME OTHERS
- GET DISCOURAGED

### **SKILLS**

### **CHALLENGES**

### **EFFORT**

### **FEEDBACK**

### **SETBACKS**

## **GROWTH MINDSET**

- COME FROM HARD WORK.
- CAN ALWAYS IMPROVE

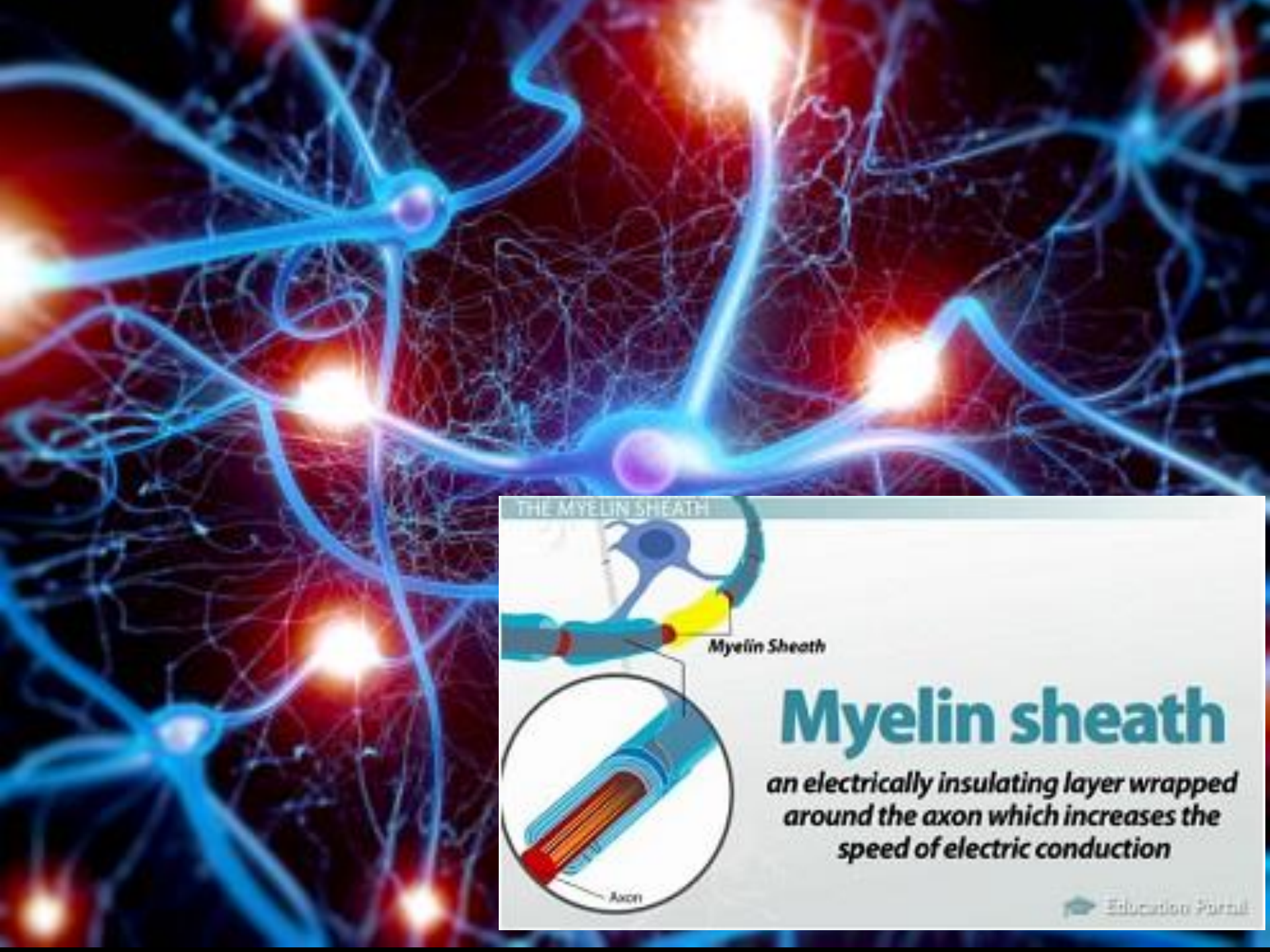
- SHOULD BE EMBRACED
- AN OPPORTUNITY TO GROW.
- MORE PERSISTANT

- ESSENTIAL
- A PATH TO MASTERY

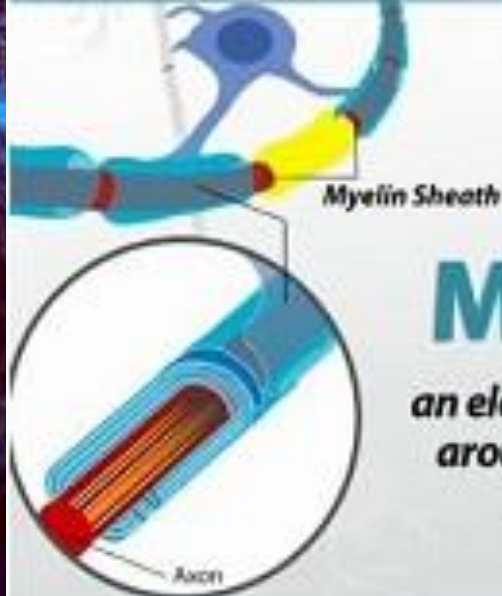
- USEFUL
- SOMETHING TO LEARN FROM
- IDENTIFY AREAS TO IMPROVE

- USE AS A WAKE-UP CALL TO WORK HARDER NEXT TIME.





#### THE MYELIN SHEATH



## Myelin sheath

*an electrically insulating layer wrapped around the axon which increases the speed of electric conduction*



**MOTIVATION +  
SKILLED COACHING +  
STAGED CHALLENGE +  
TARGETED PRACTICE =  
  
CONTINUAL  
IMPROVEMENT**







**“I haven't  
FAILED.  
I've just found  
10,000  
ways that  
WON'T WORK”**  
-THOMAS EDISON

**SUCCESS  
IS NOT FINAL,  
FAILURE  
IS NOT FATAL:**

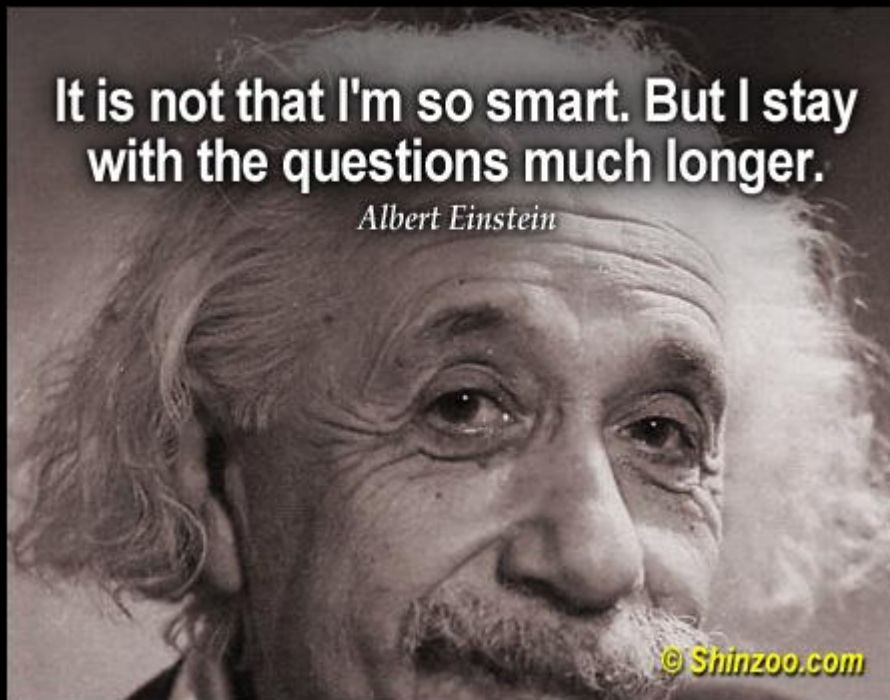
**IT IS THE COURAGE TO  
CONTINUE THAT COUNTS.**

WINSTON CHURCHILL

ZERODEAN.COM

It is not that I'm so smart. But I stay  
with the questions much longer.

*Albert Einstein*



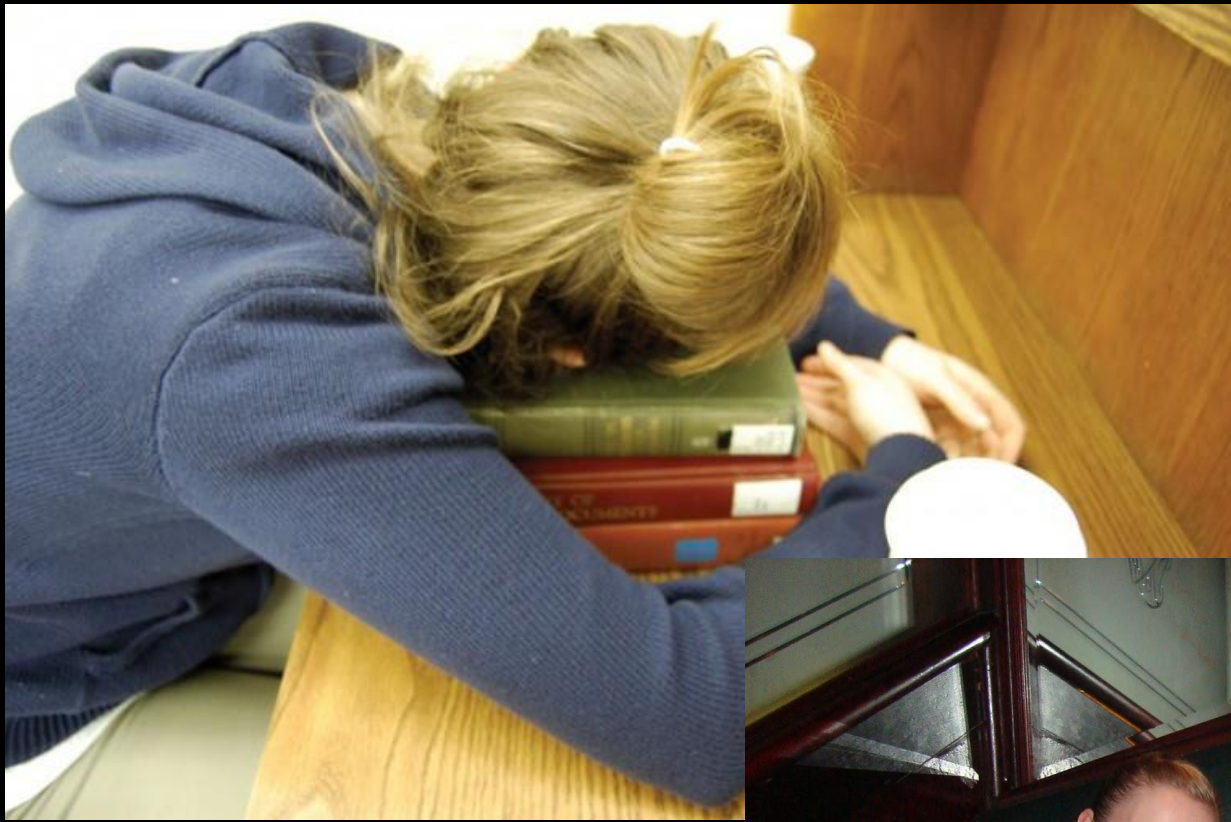
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Whether you think you can,  
or think you can't...


*you're right.*

-Henry Ford









"We've got this saying, '*performance by the aggregation of marginal gains*'...

It means taking the **1%** from everything you do; finding a **1% margin for improvement** in everything you do. That's what we try to do from the mechanics upwards."

Sir David Brailsford



**"Winning the Rugby World Cup was not about doing one thing 100% better, but about doing 100 things 1% better"**  
**- Sir Clive Woodward**

# GET YOUR 'COACHES' ON BOARD

**Recruit  
carefully**

**Inset - let  
them know  
the science**

**Keep going with  
it - not a 'fad'**

**Plug staff into the  
wider educational  
dialogue**



**Encourage staff  
to lead inset –  
doesn't have to  
be 'successes'**

**Attitude to CPD  
as part of  
appraisal**

**Give them the  
books**

**Celebrate  
experimentation  
and learning  
from failure**



# **BE EXPLICIT WITH THE PUPILS AND OTHER STAKEHOLDERS**

**Assemblies /  
presentations –  
let them know  
the science**

**Ensure constant  
reminders / make  
it part of the  
curriculum**

**Get the message  
across to parents  
and governors**



**Reward for  
attitude to  
learning as well  
as achievement**

**Embed across all  
activities – not  
just academic**

**Encourage  
students to lead  
and inspire each  
other**

**Celebrate  
experimentation  
and learning  
from failure**

# LOOK AT THE SYSTEMS - MARGINAL GAINS?

- Examine the curriculum – does it encourage embracing challenge and learning from failure?
- Importance of language around ability
- Importance of how praise is phrased
- How is this reflected in the rewards and sanctions systems?
- The marking policy?
- Recognise potential for achievement in all pupils – show belief and keep access open
- Baseline testing – how is it best used?
- Target grades – helpful or harmful?
- Managing transitions and advising on choices
- Change the culture and get more minds on where the marginal improvements can be made



# And over to you....



Take 5 minutes to discuss in pairs any ideas you have had or can think of for how to embed growth mindset thinking in your lessons or in your school – note a few down on the post-its provided

**ANY FURTHER**



**AND / OR**

