



# Wellbeing at St Peter's Catholic Primary School

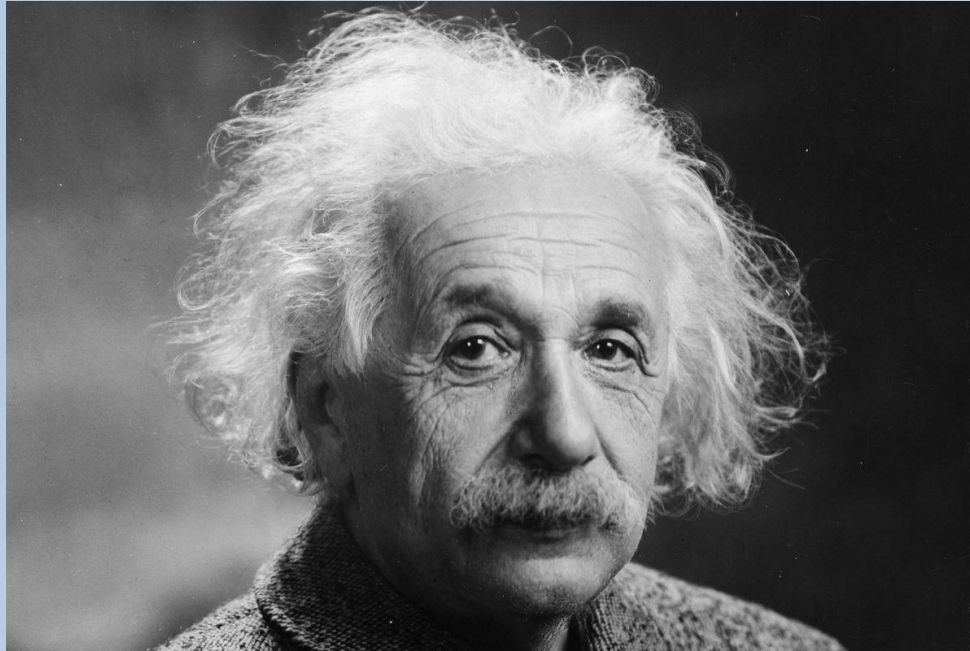
## **Aims for this workshop:**

- To define the terms 'growth mindset' and 'fixed mindset'
- To explain how and why we teach mindsets
- To identify ways in which you can support your child at home
- To define mindfulness and understand its benefits.

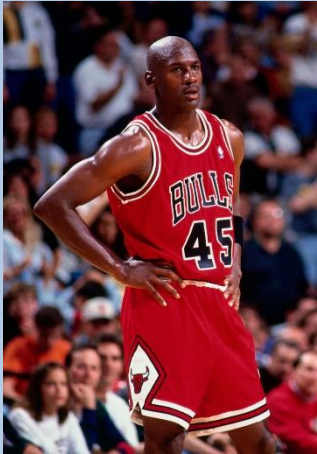


Beethoven's piano teacher called him a **hopeless** composer.

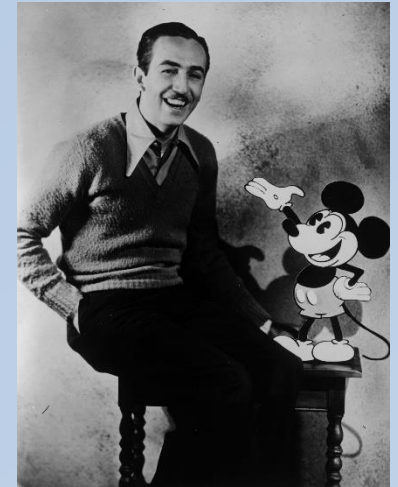
Known as one of the most talented composers - he wrote **five** of his greatest **symphonies** while **deaf**.



- Einstein's teacher said that he was **'academically subnormal'**
- He became one of the most influential scientists of our time



# Role models

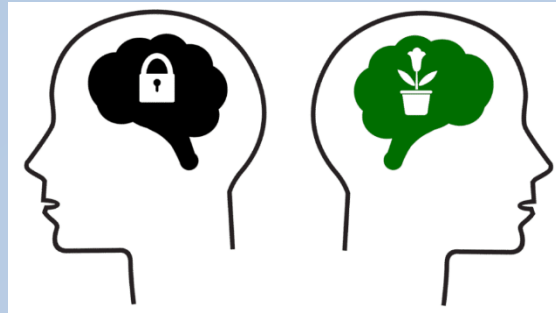


- Michael Jordan's coach said that he was **much less talented** than others – he became the MVP of the NBA 6 times.
- Walt Disney was told that he **lacked 'creative imagination'** – he revolutionised the animation industry and is deemed one the most creative entrepreneurs to have ever lived.

# What do we mean by the word 'mindset'?

A mindset is the way we think about a given situation – it is the lens in which we frame the world and so in sense, how we perceive.

# Mindsets



## Fixed mindset:

- Belief that ability is fixed
- People are born smart/sporty, etc.
- Depressed after failure
- Puts in less effort
- Doesn't try new strategies

## Growth mindset:

- Belief that people can grow and develop
- Sees failure/setback as a learning opportunity
- Puts in effort and persists
- Tries alternative routes to success

# 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. However, Carol S. Dweck asserts that any and all of these qualities can be cultivated.



# When do you feel smart?

## Fixed mindset:

- “When I don’t make any mistakes.”
- “It’s when I finish first and it’s perfect.”
- “When something is easy for me and others can’t do it.”

## Growth mindset:

- “When it’s really hard, and I try hard, and I can do something I couldn’t before.”
- “When I work on something for a long time and finally figure it out.”

# What's the big deal?

Fixed mindset thinking results in:

- a false sense of superiority, undermined by a deep sense of self-doubt
- a fear of failure and a refusal to take risks
- a feeling that failure permanently defines you as a loser
- a need to prove yourself again and again

# What's the big deal?

Fixed mindset thinking results in:

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

# 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

# Growth mindset in the classroom

- Feedback
- Success criteria
- Challenge
- Direct teaching of growth mindset

# Feedback and Praise

Praising children's intelligence puts them in a puts them in a fixed mindset.

**Parent:**



Fabulous! You are  
so smart!

**Child:**



I'll ALWAYS  
need praise

# Messages children hear

- Parent says: “You learned that so quickly! You’re so clever!”
- Child hears: “If I don’t learn something quickly, I’m not clever!”

# Messages children hear

- Parent says: “You’re so brilliant, you got an A without even studying!”
- Child hears: “I’d better stop studying or they won’t think I’m brilliant.”



# Praise

- Praise effort rather than ability
- Encourage children to see learning as a process that is more valuable than the end results
- Identify challenges for children and ask them to identify their own challenges

# Our mindset curriculum will be designed to develop:

- resilience
- a desire to be challenged
- the quality of talk within the classroom
- independent learners
- strategies to success

# Why should you teach growth mindsets to children?

- Research shows that the children make greater academic progress if they embrace the growth mindset concept
- It helps to create independent learners
- It builds resilience and life-long learners
- It creates a collaborative culture in the classroom where everyone is supported

# How can you support your child?

- Model your own growth mindset and discuss things you find challenging
- Praise their hard work and process rather than the marks they get
- Praise them when they think for themselves, work well in teams and change their minds after thinking something through
- Accept that failure is a really important part of learning
- Encourage them to challenge themselves in their learning

# Resources for home

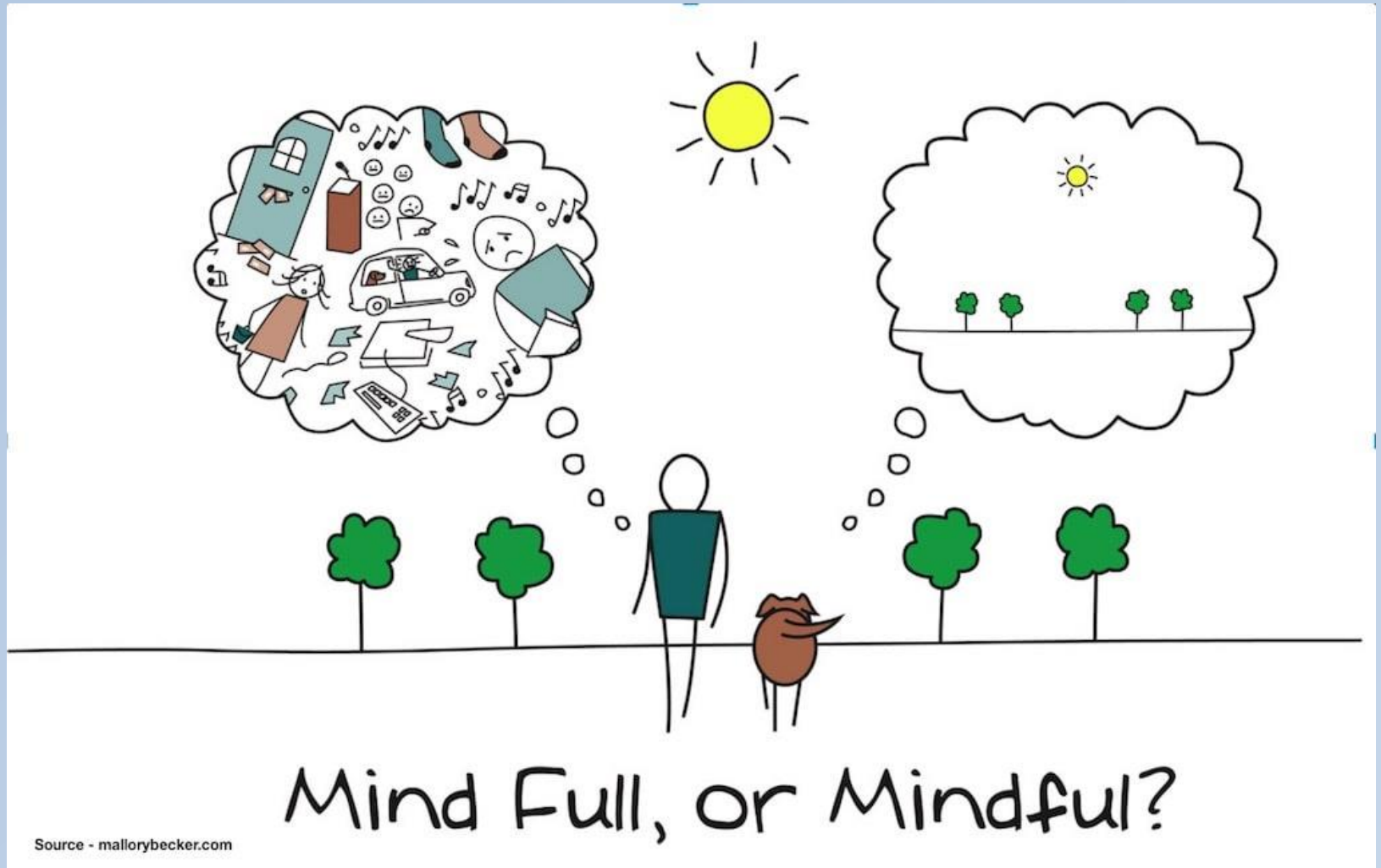
## Books:

- *I Can Be Anything* – Jerry Spinelli
- *Someday* – Eileen Spinelli
- *You Be You* – Linda Kranz
- *Making a Splash* – Carol E. Reiley

## App:

- My Fantastic Elastic Brain

# Making the space for growth



# Mindfulness

- *Mindfulness is the basic human ability to be **fully present, aware** of where we are and what we're doing, and not overly reactive or overwhelmed by what's going on around us.*



# The benefits of mindfulness

- **improves well-being**
- **improves physical health**
- **improves mental health.**