

Thinking BIG

Aiding transition through a growth mindset

A two-hour interactive workshop that enables students to embrace the transition to secondary school and make a successful change. By encouraging them to adopt a growth mindset with regard to the opportunities available, they are more likely to succeed academically, in making friends and becoming responsible and independent learners.

RATIONALE

Based on the work of Stanford University psychologist, Carol Dweck, the idea of growth mindset is related to our understanding of where ability comes from. In 'The New Psychology of Success' (2000), Dweck put forward that, with a fixed mindset, **students believe** their basic abilities, talents and intelligence are fixed traits. They have a certain amount and that's that, and then their goal becomes to look smart all the time and never look stupid. With a growth mindset, students believe that their talents and abilities can be developed through **effort and persistence**. They don't necessarily think everyone's the same or anyone can be a Nobel prize winner, but they believe everyone can get smarter if they work at it (Morehead 2012). A systematic literature review found evidence to suggest that interventions promoting a growth mindset were effective at **raising pupils' academic attainment** (Kearney, 2016).

Studies report a significant improvement in academic attainment after receiving a growth mindset intervention.

Yeager (2019)

OBJECTIVES

- To help students understand the potential in adopting a growth mindset.
- To encourage students to remain inquisitive and curious learners.
- To encourage students to reflect on different approaches to learning and knowledge acquisition.
- To demonstrate the power of association to improve understanding and memory retention.

SKILLS taught and their BENEFITS

The Circle of Concern concept, developed by Stephen Covey, can help students to recognise which things they can influence and control, and which they can't. Understanding that much of what a student might focus on may well be outside of their influence enables them to focus their efforts, build resilience, develop responsibility and the ability to reflect.

Number Shape is a powerful memory strategy which gives students an insight to the power of association and focussed thinking.

Reflection is essential for making sense of our experiences. From interactions with friends, to feedback from teachers, the ability to reflect on our results encourages us to cast backwards, look forwards and make changes to the way we think, act and feel.

Managing Internal Dialogue is the ability to tune in to the voice inside your head and use it to build confidence, rather than deplete it. The ability to have an internal dialogue is thought to develop during childhood in what's called 'private speech.' As children acquire language skills, they learn to engage in internal commentary as they work independently or take turns during an activity. Through learning specific strategies, students can learn how to shift to a less critical inner voice and develop higher levels of confidence, motivation and resilience.

The workshop today was pretty inspirational – it changed my way of thinking and helped me to be more positive.

Year 8 student, Lawn Manor Academy – Sept 2022

OUTCOMES

By the end of the workshop, your students will have:

- Developed an understanding of a growth mindset and how to adopt it.
- Identified factors that they can influence, and where to focus their efforts.
- Improved their memory skills and metacognitive abilities.
- Gained confidence in their own abilities and potential both academically and beyond.
- Developed an understanding of 'private speech' and how to positively impact their self-talk.

GATSBY Benchmarks: 3,5,8

NERUPI Framework: Choose, Become, Understand

PSHE Core: Living in the wider world

Statutory Guidance, Curriculum and Frameworks