

DIALOGUE FOR A GROWTH MINDSET



Classroom dialogue can encourage a **FIXED MINDSET** or a **GROWTH MINDSET** and an internal or external locus of control

How we respond to **success and failure** in students is really important. They need to recognise that **success is a result of hard work**. When we respond to their own successes we have to **point out how they did it so they can do it again**. When their peers achieve success we have to recognise their achievement in language that **lets others in on the secret**.

FIXED MINDSET PHRASES

Saying (or hearing these comments from pupils to each other and leaving them unchallenged) will encourage a fixed mindset .

That's an amazing piece of work – You're such a genius!

You learned that so quickly! You're so smart!

Can I have a really strong boy to help carry these books?

Right first time, brilliant!

Wow, well done! You didn't make any mistakes!

You're a natural!

You got a low grade. Better luck next time.

Don't worry – Some people just aren't that creative.



THE MESSAGE BEHIND THESE COMMENTS:

You've either got it or you haven't. Some people are just A* or E grade material. The group you are in has certain limitations. If you have to try you aren't very clever. If you don't pick up something quickly you're not that bright.

She's just never going to have what it takes.

GROWTH MINDSET PHRASES

That's an amazing piece of work – how long did it take you?

What can you learn from this mistake?

You've really improved because you've been putting in the hours.

Remember that frustration is part of learning. Getting annoyed and frustrated is a sign you're learning, not a sign you should give up. You have to power through it!



People learn in different ways, we have to find one that suits you.

I'd rather you tried and made a mistake than stayed inside your comfort zone. Go on, I'll actually be pleased if you make mistakes, because you'll have dared to take a risk.

Look at this piece of work from last year. This student started off on a D grade and achieved a B grade by following these steps...

Keep trying, it'll be worth it.

Well done! Look what you can do when you work hard and put in effort.

THE MESSAGE BEHIND THESE PHRASES :

Hard work pays off. You can master a skill or subject through effort. Practising is a powerful tool for success.

Carol Dweck's advice for when someone does complete something quickly and perfectly: "Speed and perfection are the enemy of difficult learning: 'If you think I'm smart when I'm fast and perfect, I'd better not take on anything challenging.'" She recommends we should: "Apologise for giving them something too easy & give them more challenging work: 'I'm sorry that was so easy / wasted your time. Let's do something you can really learn from.'"

External locus of control

Why is it always me?
It's not my fault.
There is nothing I can do about my future.
I'm at the mercy of things outside me.



Internal locus of control

I make positive choices.
I make things happen.
I can determine my future.
I am responsible.

