

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the left and right sides of the slide, framing the central text. The overall aesthetic is clean and modern.

Problems and the growth mind set

Problems

Building the ability to tackle questions
without teaching how to answer the
question

What is the Growth mindset

- ▶ Growth Mindset Maths is an approach to teaching mathematics which believes that mindset is more important than initial ability in determining the progress made by pupils in their mathematical understanding. Pupils with a growth mindset will make better progress than pupils with a fixed mindset.

Pupils with a growth mindset:-

- ▶ Believe that talents can be developed and great abilities can be built over time
- ▶ View mistakes as an opportunity to develop
- ▶ Are resilient
- ▶ Believe that effort creates success
- ▶ Think about how they learn

Why are we interested in **Growth Mindset?**

Our most successful students embody
the growth mindset

Our least successful don't believe they
can be successful learners

Carol Dweck

- ▶ <https://www.youtube.com/watch?v=NWv1VdDeoRY>

When faced with a maths
problem, how often do
you hear yourself
thinking



**I can't do
this...**

Tell yourself

**I can't do
this yet...**

Or... how often do you
hear yourself thinking



**I'm no good
at this...**

Tell yourself

**I can become
better at
this...**

In your Maths lessons,
pupils often think



**What level
did I get?**

Ask instead



**What can I do
to improve...**

There is no such thing as a Maths person.
Everyone can become a better learner in
Maths

What could you say when they are
stuck?



I'm confused,
oh wait,
maybe I'm not.

Getting pupils unstuck....

| Do Say | Don't Say |
|--|--|
| What am I missing? | I'm so stupid. |
| I seem to be on the right track. | I'm awesome at this. |
| I'm going to train my brain in Maths. | I just can't do Maths. |
| This is going to take some time. | This is too hard. |
| I'm going to work out how he / she's doing it. | She / He's so smart, I wish I was as smart. |
| What can I do to improve? | My answer is fine the way it is. |
| That's an interesting idea for improvement. How can I use that in my work? | Looking at examples and the mark scheme won't make my work any better. I just want to know what level / grade I got. |

Promoting Growth

| Promotes a Growth Mind-Set | Promotes a Fixed Mind-Set |
|---|--|
| Praising effort and strategies | Praising pupils for being smart |
| Formative comments that emphasis effort and application | Formative comments that emphasis achievement |
| Building robust self confidence | Praising students for achievements that come easily |
| Spending time developing intelligence and ability | Spending time documenting intelligence and ability |
| Giving pupils a strong voice in the learning process and a sense of purpose | Directing pupils to which tasks to complete |
| Providing constructive criticism | Placing importance on grades / levels rather than learning |
| Place importance on learning rather than grades / levels | |

On a post-it write down one thing that you are going to take away from this session

This is a hand-drawn postcard from the art studio of

Post Card

Place Stamp Here

Any Questions?

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