

ENCOURAGING STUDENTS TO FAIL ULTIMATELY LEADS TO SUCCESS

The Park School Ethos

An integral part of the Park School ethos is to encourage our students to learn how to FAIL (First Attempt in Learning); this approach enables students to develop the skills and attitude to studying which gives them confidence and resilience, enabling them to realise their full potential.

As part of this process, students are encouraged to acknowledge what effort is and the way in which they react to mistakes, building a culture of challenge, which helps students to evaluate their learning and develop the belief that they have the tools and skills to succeed.

In addition, at the heart of Park School's philosophy is the child-centred approach, respecting that every child is unique and has their own strengths, attributes and areas to develop; teachers acknowledging their needs and adapt their education to meet these needs.

As a result, it is therefore with great pleasure that I announce that 88% of our students either met or exceed their CAT scores in their GCSE results.

A thank you card received from a Year 11 parent today, results day, 23rd August 2018 epitomises our school:

‘We are very pleased with the hard-working and assiduous teachers who stress on the development of the student as a whole person and provide an environment where students can succeed’

I am very proud of both the students and the dedicated team of staff who have supported them through their GCSE courses.

EMBEDDING A GROWTH MINDSET

The focus of this presentation is consider the ways in which we can engage, enthuse, empower and enable our pupils to realise their potential.

The aim is to ensure, by the end that we all feel confident to encourage the ethos of Park School, by using the same approach and consistent language.

We will consider what we do in the classroom to foster progress

- ▶ The language we use**
- ▶ The way in which we praise the children**
- ▶ The feedback we give to children**
- ▶ Understanding what 'effort' is**
- ▶ How we react to 'mistakes'**
- ▶ The way we can build a culture of challenge**

The Philosophy of Carol Dweck

Carol Dweck is a professor of Psychology at Stanford and one of the leading researchers in the field of motivation

Carol split a group in two

Group A

Praise effort =
Growth mind set

Group B

Praise intelligence =
Fixed mind set

Both groups sat a test. Group A did less well, Group A for 6 months were praised on effort while Group B were praised for their intelligence.

After 6 months both groups were offered to either sit the same test as 6 months ago or a more challenging test.

Group A chose the more challenging test whilst Group B chose the same test as before.

The research showed by the end of the year the marks for Group B generally plateaued or went down whilst the marks for Group A made the most progress.

Group B

- ▶ **Avoid giving ‘person-orientated praise’**

e.g. ‘I’m proud of you’; ‘you’re good at this’.

Because it:

- **assumes that success is due to personal attributes.**
- **teaches students to interpret difficulties in terms of their personal weaknesses.**

Group A

- ▶ **Instead, give ‘process orientated praise’.** This is focussed on the process required for success. For example, praise the student's effort and strategy.
- ▶ **Because it:**
 - **sells the idea that esteem comes from striving and from the use of effective strategies.**
 - **teaches students to interpret setbacks in terms of lack of effort, or inappropriate strategies.**
 - **allows every student to earn praise.**

Stress that

- Intelligence and ability can be cultivated
- **Effort** is required for learning
- **Effort** grows connections in your brain which make you smarter
- The brain is like a muscle which strengthens with exercise and you need to 'work out' to get bright
- Don't attribute difficulty to fixed intelligence
- Avoid defensive withdrawal of **effort**

Bloom's Taxonomy

is a model that is a hierarchy — a way to classify types of thinking according to six cognitive levels of complexity:

I CAN'T
=
FIXED

Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

A POT
=
FIXED

According to this model thinking is identified as skills you can or can not do and progress if fixed.

The '**POT**' that is fixed

Gweck argues thinking is about stages

1. Challenging students to see learning as a process that is developed.
2. Achievement based on what a student thinks/believes they can do through persistent effort.

i.e the belief that your ability, intelligence and talent can grow like a
'PLANT'

We need to encourage students to believe that their abilities are

GROWING

We can encourage a growth mindset in our pupils by considering

THE PROCESS WE USE

▶ **Thinking** → **Learning** → **Feedback**

▶ **Effort** → **Challenge** → **Perseverance**

THE LANGUAGE WE USE

- ▶ Encourage the student to think of **GOOD MISTAKES, USEFUL FAILURE**
- ▶ **FAIL, REFELCTION, PERSISTENCE, DETERMINATION, THE PROCESS**
- ▶ Learning is about making mistakes, encourage children to talk about their mistakes
- ▶ Encourage children to share their mistakes and analyse together the way to make progress

**It is important that we all use the same language
to articulate the learning process**

We all need to transmit the same message

CONSIDER THE LANGUAGE YOU USE TO:

PRAISE

GIVE FEEDBACK

REACT TO MISTAKES

**HOWEVER
STUDENTS MUST UNDERSTAND
THAT**

**EFFORT AND PERSERVERANCE
ARE A REQUIREMENT FOR GROWTH**

By encouraging the children with the language we use and the feedback we give,

it becomes involuntary, the children will start to use it too.

ENCOURAGE:

FAIL

EFFORT

OUTCOME

PRAISE

I CAN
=
GROWTH

**Explain to the student s why failure is useful and what
resilience actually means**

**Use Assessment for Learning
to praise the children
focus on the process that has gone into the work**

TENACITY, PERSERVERANCE, EFFORT.

I can see you have spent time on this

Use two stars and a wish

Turn praise into questions:

How did you do that?

**There needs to be a dialogue between you and the child
For the Senior School especially
Assessment and feedback needs to be collaborative**

Use:

Oral feedback

Peer Marking

Self-Assessment and evaluation

**Provide opportunities for pupils to respond to your feedback by
writing in their books what they need to do in order to make
progress.**

John Hattie 'Feedback'

How do we see learning is happening?

Feedback is the most powerful tool for dialogue with a student, enabling them to reflect on what

they have and have not done well

enabling them to set their own targets

Positive specific

Needs to be positive and specific,
for example:

- ▶ Well done, I think you have done well inbecause.....
- ▶ I really liked... because.....
you could improve by

**Good feedback invites a dialogue
and requires further action from
pupils**

Positive non-specific

Good work

Excellent

Well done

Activity

IN PAIRS

On the paper provided each of you write 3 sentences about why you do or do not like the colour red using examples. Write with the hand you would not normally write with

Give your writing to your partner to mark in a positive specific way

When marking consider:

Effort

Legibility

Content

Comment using two stars and a wish

ACTIVITY

Collecting a bank of statements

In groups of four write down as many sentences you can think of that reflect positive specific marking

EFFORT

The key principle behind the idea of growth mindset is

‘you learn through **EFFORT**’

EFFORT = PROGRESS = RESULTS

Define **EFFORT** with the class

Recognise and reward **EFFORT**

EFFORT

needs to be manageable – acknowledge what you know the student can achieve, your expectation must be within their capabilities.

James Nottingham's Learning Pit

James Nottingham is a renowned keynote speaker and author. Formerly a teacher and leader, he now challenges, engages and inspires education audiences across the world. As co-founder and director of Challenging Learning

Known by many as the Learning Pit, the Learning Challenge is used around the world to promote challenge, dialogue and a growth mindset. It was created by James Nottingham.

**Video – James Nottingham's Learning Challenge [Learning Pit]
Animation**

SUMMARY OF THE LEARNING PIT



Nottingham raises questions on how to challenge and question in order to encourage students to think more

- 1. Identify a concept – eg a tourist, justice [not a fact]**
- 2. Create cognitive conflict by having 2 or more ideas which you agree with this is**

The PIT

Encourage students to

THINK MORE

challenge, question, evaluate, test, verify, question

Being in the pit develops a growth mindset, students work together to build on ideas and develop understanding.

- 3. Students find the answer = Eureka moment**

Activity

Group As Discuss the meaning of EFFORT

Group Bs Discuss the meaning of Resilience

References

Carol Dweck Growth Mindset

John Hattie Feedback

<https://padlet.com/jmcinset/growthmindsets>

James Nottingham's Learning Challenge [Learning Pit] Animation

www.challenginglearning.com