

Growth Mindset

Six Things YOU can do!

Praise effort over results

- Have a discussion about the journey, not the destination after each activity
- Write positive performance documents for effort being made in their job
- Students are asked to rotate through all enrichments, teachers are mindful to use proper language
- Be verbal when you see students & staff doing this
- Be specific on what your praising to highlight their effort
- Thank you cards
- Shout Out during programs
- Individual check-ins
- Talk about the process, focus on things that were critical to get to this place
- “Good job” as a “bad word” – staff know to police each other, pushes mindful & intentional praise
- What was the hardest part? How did you get through it?
- Model with each other
- What did you learn?
- Tell them that they worked very hard on a task
- Students receive praise for their efforts in class and after school
- We review the skills and focus on the work involved – praise is given when students challenge themselves
- Present them with awards and verbally congratulate them on all they have done this far
- Describe what you see when the students are working hard in your praise
- The challenge of keeping the kids excited on continuing a project
- keeping them in the loop with changes

Think of the brain as something that grows

- Have staff challenge themselves by teaching a class that they’re not as familiar with
- Constant new training in programming, thinking outside the box
- Share information about child development (0-3 years, 0-5 years), amount of growth that takes place
- Do an activity comparing the brain to plant
- Plant seeds of knowledge – How do you water your brain? Planting and growing roots, being creative/inclusion, using our brains to encourage others
- Staff participate in self-reflections and self-evaluations 2-3 times a school year
- We talk about growing our brains in a regular check in

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Encourage students to share advice

- Set up an environment for peer sharing and best practices
- Create lessons and activities out of your comfort zone so you can learn with students
- Transition check-ins with students (Praises)
- Have community circle where everyone's voice is heard (check-ins, questions...)
- Have a voice during group agreements and during activities. Let them know they can be heard
- Staff build relationships and participate in circles to help students share advice
- Implement pair shares for student work to encourage feedback peer/peer
- Encourage kids to talk it out themselves
- Buddy system for homework & activities
- Mentor sessions with older and younger pairs
- Encourage students to share advice, projects, areas of interest/what they want to explore
- Homework helpers, students who finish early can help peers
- Peer-to-peer sessions, mentoring

Frame mistakes as part of a learning process

- Do a debrief afterward and work on what they learned and how they will do it better next time
- Growth mindset based reflection during check-ins with staff
- Provide a safe environment to make mistakes, ensure that mistakes are ok
- Reflections, showcase
- Use a mistake as a learning moment or teaching moment
- Change the language being used when addressing issues with youths
- Debriefing what happened and speaking about how we want things to go next time
- When students make a mistake, have them reflect rather than hold it against them
- What did you learn from a decision you made?
- Not a great choice doesn't mean you're not a great kid
- No judgment – what's best for your next step
- Step back, reflect, no need to be sorry, just move forward
- Use different approaches (a plan that doesn't work isn't necessarily a bad plan)
- Reflections on positives and negatives as well as the next step
- Debrief after activities
- Ask them what they learned from their mistakes, learning from teachable moments
- Make sure activities have time for a "re-design" of project, re-do

Specifically reward effort and process

- Growth mindset behavior chart which focuses on praise and effort
- Challenges that are tied to larger events (the event is the reward)

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- Use tootle notes
- “Shout Outs”
- An incentive System
- Give feedback on staff-submitted curriculum plans
- Jeopardy Recall (do you remember what we taught, popsicle reward)
- Excellence parties – students who demonstrate excellent behavior or most improved behavior for an entire month
- Communicate with staff about language

Communicate high expectations

- Give staff autonomy and decision making but hold them accountable to deadlines
- Clear expectations for all
- Set community agreements as a group/class
- Share objectives and goals with staff at meetings and remind them of their responsibilities
- Redundant with expectations.
- Passed out/ explained beginning of each school year & breaks
- Have a game plan for staff that allows them to put forth their own input in structure of program
- Give them a safe place to discuss and outline their challenges in teaching/developing
- Communicate high expectation during staff meetings, one on one meetings, over the walkies and emails
- Communicate weekly expectations during weekly staff meetings and give them the tools to help meet expectations. Example: Curriculum binders/Professional development trainings.
- Tell them the expectations and seek their thoughts
- Go through individual check-ins
- Utilize staff meetings & PDs
- Model the behavior
- Have students/teachers help create expectations
- Provide specific feedback during weekly one-on-one check-ins