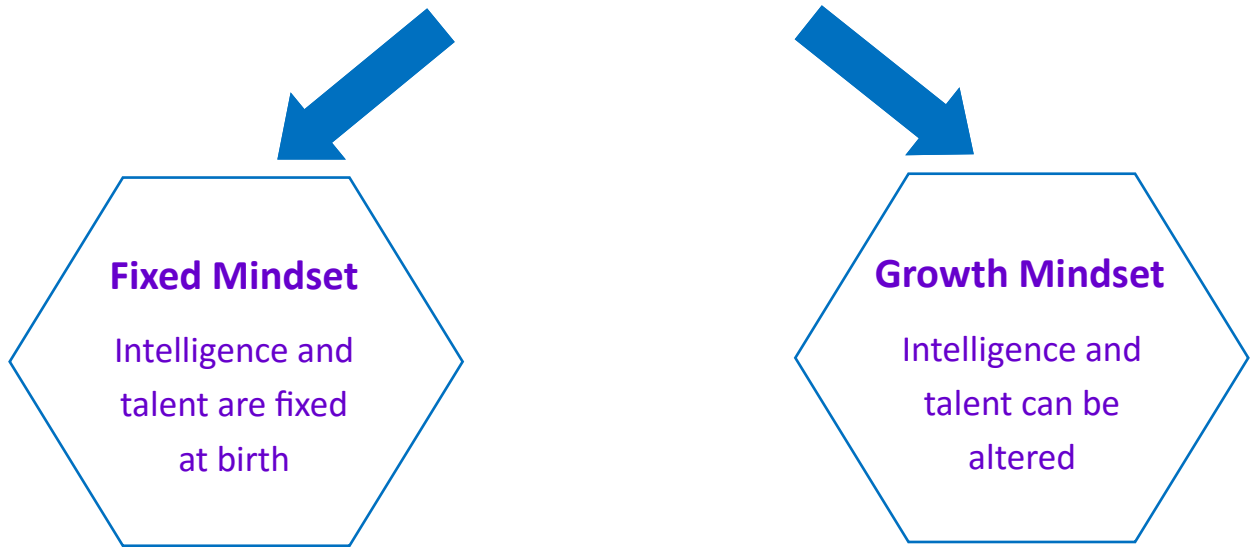




Melrose Mindset

There are two ways of looking at the world



Having a growth mindset is vitally important as it affects our attitudes and therefore our learning. It is also likely to lead to greater emotional well-being. Our aim is to develop growth minded attitudes in both the girls and adults at Melrose.

What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.



Fixed Mindset

A child with a fixed mindset will either have been told they are **clever**, or will have decided that they are **not clever** from an early age. They will, therefore, believe that this defines them. It is often 'more able' pupils who have a fixed mindset.

They will **rank themselves against others** and will be extremely aware of their place in the class/set/year group. They think they fail at things because they are just not good enough, which can lead to low self esteem.

They will **expect things to come easily** to them (because they are clever) **or will know they can't do things**, so when something is hard work, or demands effort, they will be uncomfortable and will be **tempted to give up or avoid the task**.

When things go badly **they will try to cover up mistakes** and pretend they did not happen, either because clever people, to whom things come naturally, should not get things wrong, or because there is no point trying.



Growth Mindset

A child with growth mindset will **care about what they learn** from a task rather than trying to work out how they compare to others.

They understand that **learning requires effort** and that **some subjects require more effort than others**—those which do not come easily.

They recognise that **making mistakes is a valuable stage in the learning process** and will share, discuss and learn from these mistakes. They use the word **YET** about skills they have not mastered.

Feedback requested by a child with growth mindset will be focussed on the **process, rather than the product** because they understand that will further their learning.

Our 6 Melrose Mindsets

At Melrose we have identified 6 Growth Mindset elements that we feel are of most benefit to our girls and their attitudes to learning. This underpins the curriculum. The girls are introduced to each of these Mindsets and are encouraged to develop them in all aspects of their learning and school life. Rewards and feedback will be based as much on the girls' attitude to learning as on their end result in order to encourage effort and persistence.



Collaborative

- Working productively with others
- Pooling talents and building collaborative solutions
- Knowing when to seek help and when to support others
- Judging when to stick to your opinion and when to compromise

Pre-Prep and Prep Department —

Be co-operative like Tim & Tina Turtle

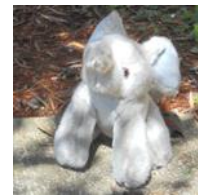


Initiative

- Being willing to be independently minded
- Thinking ahead and working things out for yourself
- Organising yourself and not waiting to be told what to do

Pre-Prep and Prep Department —

Think for yourself like Ellie the Elephant

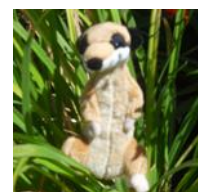


Curiosity

- Eagerness to ask questions and explore beyond what is required
- Being investigative
- Discovering, learning and understanding new things

Pre-Prep and Prep Department —

Be curious like Marvin the Meerkat

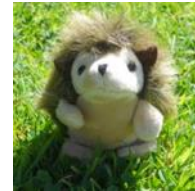




Risk Taker

- Having the courage to take a chance rather than choose the easy option
- Trying new challenges
- Pushing yourself forward to develop new skills, even when success is not guaranteed

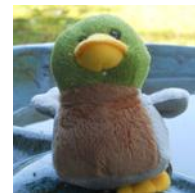
Pre-Prep and Prep Department —
Have a go like Hamid the Hedgehog



Resilient

- Being determined to persist and stick with challenging situations
- Knowing how valuable it is to struggle and try hard
- Dealing positively with failure and using it as a learning opportunity

Pre-Prep and Prep Department —
Don't give up like Desmond the Duck



Reflective

- Taking time to review and consider methods that have been tried
- Analysing both successes and failures with a view to making the most of your potential

Pre-Prep and Prep Department —
Take time to think like Ping the Panda



‘It is not that I am smart. I just stick with problems longer.’

Albert Einstein

How can you help at home?

Remember that you are the product of your upbringing and education and you may have been brought up with a fixed mindset yourself. As parents it is also natural for us to want our children to succeed. We just need to ask if this puts additional pressure on them and adds to a 'fixed mindset'.

Ask yourself honestly: Do I care about where my child ranks? Do I praise my child for getting the best/top marks? Do I tell my child how clever they are? Do I reinforce their negative views (I couldn't do maths so it's no surprise my child can't)?

If the answers to any of these questions is yes, then don't panic—it's easy to change your mindset!

- Don't be afraid to give constructive feedback to your child: help them to understand feedback as a way to improve. Perhaps by using an example of it is always the 'mean' judges on reality shows whose feedback means the most to the contestants!
- Try not to do everything for your child (within reason and at an age-appropriate level): if you do everything for them, you risk reinforcing you can do it better and they can't
- Encourage resilience and 'stickability': even when something is tough, it's helpful to talk to children about their 'brains are growing' – when something is at its most challenging for them, that is when their brains are making new connections. Encourage them to see that struggling is a sign of learning, not of failure.
- Celebrate mistakes: children should not be made to feel ashamed of making mistakes, as these help us to learn. If in doubt, look online for examples of famous sports people, inventors and other well-known people who struggled with setbacks and failures before achieving their goals. For example:

This person lost his job from a newspaper because he "lacked imagination and had no great ideas". They had sacked Walt Disney.

- You could share examples from your own life of how you have had to be resilient to overcome setbacks; remember you are the greatest role model that your children have!
- Think about how you question and praise your child: try swapping some of these phrases with alternatives...

Common phrases

You're a natural!

Is that too hard for you?

You're so clever

Not everyone is good at that, just do your best

Why did you get these ones wrong?

I'm no good at this

I'm really good at this

I give up

I'll never be as clever as her

I can't do Maths

Alternatives

You're getting better because you're working so hard!

It's challenging you, so you must be growing your brain.

You always try so hard to do your best

If it's hard, it's because you are learning something new

Let's look at the ones you got wrong and find out why

What am I missing? How do I improve?

I'm working hard at this

This may take some time and effort

I'm going to work out how she does it so I can do it too

How can I train my brain to be better at Maths?

Do



Do praise your child for hard work and effort



Do allow them to make mistakes to further learning



Do share your experiences of hard work and effort

Don't



Don't praise your child for coming top or being the best



Don't protect them from failure



Don't make every thing look easy

'If you don't challenge yourself, you will never realise what you can become.'

