



BRAINY GUPSHUP

BEGINNING THE JOURNEY OF GROWTH TODAY

BRAINS CAN GROW !!

Indeed that's true. Learning makes our brains grow !! Our brain is also a muscle and from a baby to a 90+-year-old we have this indefinite capacity to grow. This comes from the belief in the superpower- THE GROWTH MINDSET

A growth mindset simply means that people believe their intelligence and talents can be improved through effort, grit, and actions. A growth mindset recognizes that setbacks are a necessary part of the learning process and allows people to "bounce back" by increasing motivational efforts.

Someone with a growth mindset views intelligence, abilities, and talents as learnable and capable of improvement through effort. On the other hand, someone with a fixed mindset views those same traits as inherently stable and unchangeable over time.



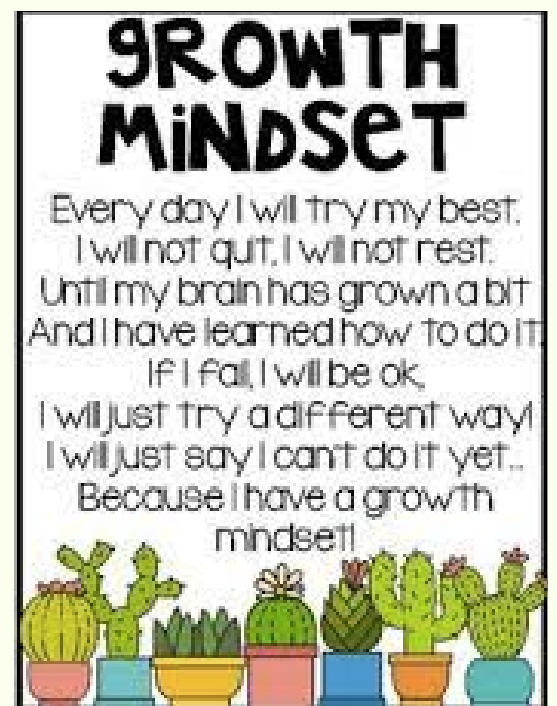
For example, as an aspiring musician, you need basic musical aptitude, practice, and interest in learning it. If you have a fixed mindset, you may think, “I’ve never been good with rhythm, let alone humming a tune. I’m not cut out to play the guitar.”

Now imagine you approach the situation with a growth mindset. You might think, “I don’t have a background in any instrument in the past, but I can learn and practice until I feel capable. Let’s give it a shot !! ”

We would surely want as teachers and parents to have our children believe that “they can do it” and “It is very much possible!”

SOME COOL FACTS

- One of the underlying beliefs of a growth mindset is that you can learn, grow and improve at any point in life. Anyone can develop a new belief system no matter what was his starting point.
- JK Rowling kept working hard and was determined to keep writing and trying to sell her book despite all of these setbacks. Many people would have used this as an excuse to quit or move on to something else..but she kept working!
- Our learning in HXLS focuses on a growth mindset and growth- thinking strategies are a part of the learning pedagogy in school.



Students are better able to cope when failure is attributed to a lack of effort rather than to low ability because the former is unstable (effort fluctuates over time) and controllable (students can generally try harder if they want to). Thus teachers use lots of collaborative and crew-based strategies, peer feedback, deliberate revisions, success criteria, and SLFC as mediums to target growth and success in every child based on trying new ideas in a safe and conducive learning environment. Growth Mindset affirmation notes become a part of the SEL curriculum where children believe in a "I can" mindset and love to challenge themselves through the day.

Characteristics of a Growth Mindset

- These mindsets are not either/or. Most of us sit on a spectrum somewhere in between a growth and a fixed mindset
- A growth mindset in itself does not guarantee results. Nor is a person with a fixed mindset excluded from success. A growth mindset coupled with the motivation to improve, a commitment to personal growth, and time put into developing a skill drive positive results.
- The truth is that not everyone is capable of absolutely everything. Some believe that having a growth mindset means that the achievement of anything is possible. This is inaccurate. Individuals with a growth mindset recognize that their innate ability and limitations play a part as well. But they also understand that their capacity for achievement does not start and stop with their genetic makeup.

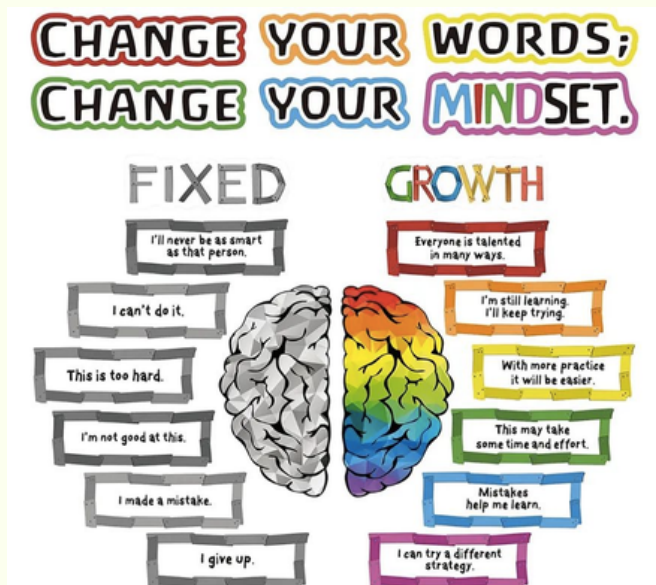


Parent's Guide to a Growth Mindset

1. Recognize your own mindset as a parent- We would like to invite you to think about how do you see how you approach life, a new task, or a novel situation. How do you look at pushing yourself from your own comfort zone and what narratives do you think of when you are trying a new thing? What does your child see and hear when you are approaching something that is challenging? Training our own selves and being mindful of our own thinking, and the messages we send with our own words and action is the first step.

We role model in many ways and how we approach and persist in situations matters. Do not hesitate to ask yourself, “ what did you do today that made you think hard?, What new strategy did you try at work today? How did you reskill today? What mistake did you make today that made you reflect and learn something? Sharing these conversations at the dining table, your own aspirations, and ways of overcoming new situations can help develop new perspectives and establish deeper

2. Change your words that change your minds:



The way you frame your words influences the way you think (and vice versa). When the sentences and utterances we say are positively worded there is a positive affirmation and a “can do it ring” to it that is a great mood booster. This not only creates enthusiasm but empowers you to take control of your own abilities, skills, and overall success. As parents, we can develop this

vocabulary with our children and watch the self-talk they give to themselves. Positive Self Talk is one of the foundations for improving mindset. Think about it!! If You tell yourself, “I am not good at this !!”, you will likely quit. Flipping this sentence and inner dialogue to “ How can I improve in this?” encourages to take action and improve to become a better self. Positive affirmations help develop a stronger resilience and a stronger brain muscle to new situations and challenges.

4.The power of Praise: When we praise for strategies, effort, hard work, persistence, taking up a new challenge, getting out of a comfort zone, and learning from a mistake- the focus is more on the initiative and challenging the brain muscle.

The wrong kind of praise creates self-defeating behavior. The right kind motivates students to learn.

We often hear these days that we've produced a generation of young people who can't get through the day without an award. They expect success because they're special, not because they've worked hard. Focussing on the effort and not the person gives the feeling of a possibility and that persistence, rigor, and effort pay. Deliberate practice is then taken up more encouragingly and positively building the ability and aptitude furthermore. Care must be taken to not praise one’s intelligence, born gifted or smart as these are more or less fixed attributes or limits the learner from going beyond what is the current reality.

Person Praise	Process Praise
Great job! You must be smart at this.	Great job! You must have worked really hard.
See, you <i>are</i> good at English. You got an A on your last test.	You really studied for your English test and your improvement shows it.
You got it! I told you that you were smart.	I noticed the way you tried all kinds of strategies on that math problem until you finally got it.

4.Try a new challenge often: Taking cues from our great inventors and leaders, the emotional walls of fear and uncertainty, it is always the first step that matters. Even the great Albert Einstein agreed that it was not his smartness that made him reach heights but his will and determination to stay with the problem longer. Like him, Thomas Edison never saw himself as a failure, but instead stated having found 1000 ways in which a bulb would not work.

Taking up new challenges helps foster newer pathways to learning. Honing a new skill leads to actual changes (even in an adult brain) and creates new connections between brain cells. This could mean picking up a new skill, a new hobby, or learning a new language. Slowly these neural pathways then get stronger with repetition. It is said that it takes 10,000 repetitions to master a new skill and develop an associated neural pathway. Thus appreciating taking up new challenges and persisting on them is considered to develop stronger resilience and is considered a key indicator of success in life.

