

# ***Mindset* : Applications in UK classrooms**

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<b>Overwhelmingly popular explanations</b>	<b>Occasional explanations</b>	<b>Vanishingly rare explanations</b>
<p>Effort - Support from others - Perseverance - Determination - Risk-taking - Having a go - Patience - Coping with obstacles - Practice - Planning - Persistence - Making a strategy - Encouragement - Self-belief - Positive self-talk - Trying a different approach - Thinking about times I've achieved difficult things before - Advice - Bouncebackability - Interest in it - Imagining myself doing it - Working to repay others' faith in me - Proving others wrong - Constructive feedback - Modifying my goals - Breaking it down into small steps</p>	<p>Luck - Chance - Faith - Realism - Cheating</p>	<p>Natural ability - Intelligence - Aptitude - A gift or talent</p>

# Attitudes to learning - Four questions asked of children in all year groups (Ballifield Primary School, Sheffield)

- **What is learning?** 'SATs', 'Getting a good job', 'Getting it right' (Being better than others)
- **When do you do your best learning?** 'When we're doing things I'm good at.' (Wants to be seen as being clever)
- **What do we do in school that does not help you?** 'Gives me things that are too hard' (Defeated by challenge)
- **What does your teacher do to help you learn?** 'Tells me what to do when I'm stuck' (Helplessness)

Two contrasting definitions of  
giftedness:

***Exceptional ability or  
potential relative to  
one's peer-group.***

***Or ...***

***A preparedness to invest  
time, energy and resources  
into an area of personal  
interest or passion***

## **Outstanding** quality of pupils' learning & their progress

The pupils acquire knowledge, develop understanding and learn and practise skills exceptionally well. Pupils demonstrate excellent concentration and are rarely off task, even in extended periods without direction from an adult. They have developed resilience when tackling challenging activities in a range of subjects. Their keenness and commitment to succeed in all aspects of school life and ability to grasp opportunities to extend and improve their learning are exceptional. Progress is at least good in each key stage, key subjects and for different groups and is exemplary in some.

<b>G&amp;T Traditional Conceptualisation (e.g. DfES EiC model)</b>	<b>G&amp;T Alternative Conceptualisation (e.g. GRACE Model)</b>
Concern for gift-identification – the earlier the better	Concern for gift-creation – where opportunity and volition coincide
Emphasis on 'objective' data from past performances	Emphasis on creating opportunities for present and future learning
G&T cohorts and labels; distinct teaching and learning provision (often acceleration) on the grounds of ability and identification	No G&T cohorts or labels; inclusive initial provision, but extension opportunities on the grounds of interest and application
Emphasis on individual intelligence and the provenance of nature, genetics, background influences	Emphasis on the impact of temporal-social factors in learning, on motivation and distributed intelligence
Teacher as neutral, impartial arbiter, separate from and independent of individual students	Teacher as involved co-participant in the construction of gifts and talents

<b>G&amp;T Traditional Conceptualisation (e.g. DfES EiC model)</b>	<b>G&amp;T Emerging Conceptualisation (e.g. GRACE model)</b>
Co-ordinator role: administrator of systems for identification, tracking and monitoring	Co-ordinator role: peer-coach and co-learner, alert to new learning and teaching methodologies for dissemination and championing
Assumptions of linear progression in performance based on fixed ability	Assumptions of variable performance based on (e.g.) temporal-social, relational factors
Cognitive-emotional duality	Cognitive-emotional dialectical unity
Feeds fixed mindset approach to intelligence and performance-led orientation	Feeds growth mindset approach to intelligence and learning- or mastery-led orientation
Accountability through evidence of student performances and tracking and monitoring systems	Accountability through evidence of student learning, including 'soft data' (e.g. commitment, interest)