

IT BEGINS WITH US:

HIGH SCHOOL TEACHERS' MINDSETS CAN FOSTER OR HINDER THEIR STUDENTS' GROWTH

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GROWTH VS. FIXED MINDSET^{2,4}

We hold different mindsets about the nature of intelligence, and our mindsets shape our motivation to learn

Growth Mindset

Intelligence can be developed

Learning goal aimed at increasing ability

Mastery oriented pattern: seek challenging tasks that foster learning

Feature

Goal

Response to Challenge

This is hard, but I can learn how to do it



Fixed Mindset

Intelligence is fixed

Performance goal aimed at documenting ability

Helpless pattern: avoid challenges



This is too hard, I give up

HIGH SCHOOL CHALLENGES¹

A growth mindset is especially important in high school because of the unique adjustments students experience during this stage

High school years are a period of intense challenge with a drop in self-esteem, engagement and grades

High school students' mindsets affect how they navigate these challenges with major implications for their academic future

Academic performance of growth mindset students goes up

Students with fixed mindset show flat or declining trajectory

Teaching growth mindset can reverse grade decline for struggling high school students

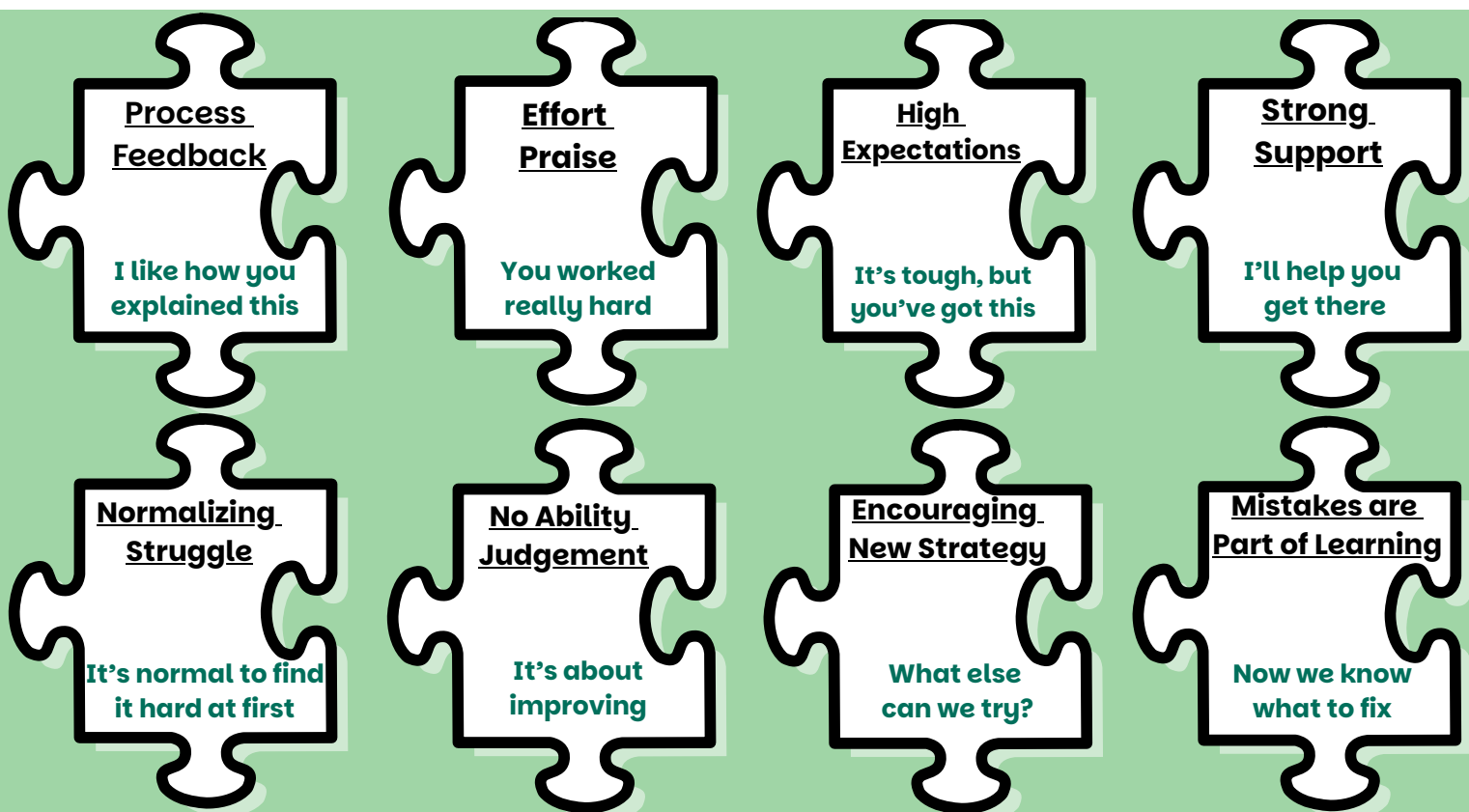
TEACHERS' MINDSETS SHAPE STUDENTS' MINDSETS^{2,3,5,6}

A teacher's mindset about the nature of intelligence directly influences their teaching practices and expectations, and shapes their students' mindset



STRATEGIES THAT OPEN DOORS TO GROWTH^{3,5,6}

How high school teachers can transmit their growth mindset:



TEACHERS, YOUR WORDS AND BELIEFS MATTER

How you respond to a student's struggle can open a door to growth or shut it

Choose feedback that builds effort and strategies, and show every student that learning is possible

References

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