



Explore, Create Empower Conference

The Agile Learner - where
Mindset, Habits of Mind
and Practice Unite!

Keynote Notes and Resources

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Learning Agility.

Growth Mindsets. Habits of Mind. Learnable Intelligence.



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GROWTH MINDSET RUBRIC

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Making Mindset MEANINGFUL

in your School and Classroom

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GROWTH MINDSET

IS YOU

UNCONSCIOUS AND ACCURATE

AUTHENTIC



STYLE GUIDE

NUDGE YOU

DRIVEN BY PRINCIPLES.
FLEXIBLE AND TAILORED.

FOCUS ON THE BACKSTORY



RULES

DIRECT YOU

OFTEN TOO BROAD, OVER
GENERALISED OR MIS-APPLIED.

“PRAISE EFFORT”
“CELEBRATE MISTAKES”



CATCH PHRASES

TELL YOU

PARROTED. OFTEN CONTAIN
HALF TRUTHS.

“NOT YET!”
“BELIEVE AND YOU’LL ACHIEVE”



CURRENT MINDSET

DEFAULT YOU

UNCONSCIOUS AND MIXED.

“HIGH ACHIEVING STUDENTS” V’S
“STUDENTS WHO ARE ACHIEVING
HIGHLY”



Going beyond "Fixed V's Growth" to a deeper understanding of Mindsets

By James Anderson
Certified Growth Mindset Trainer

	FIXED	LOW GROWTH	MIXED	GROWTH	HIGH GROWTH
 WORLD VIEW	Sees themselves as UNCHANGING AND UNCHANGEABLE. Life is about discovering yourself and searching for where you fit into the world.	Change and GROWTH IS VERY LIMITED. See themselves as "not cut out for" some domains. Amount of growth possible in other domains is limited.	Limited Growth Mindset – believes they are capable of GROWTH IN A LIMITED NUMBER OF DOMAINS. Life offers only limited choices.	Sees themselves as CAPABLE OF SIGNIFICANT GROWTH in most domains. Sees great choice in life. May see themselves as restricted from significant growth in some domains.	Understands they can CHANGE THEIR MOST BASIC CHARACTERISTICS. Life is about deciding what you want to be and creating the abilities required to reach goals.
 CHALLENGES	AVOIDS CHALLENGES. Sees them as a potential threat.	Takes on EASY CHALLENGES that they believe they are likely to succeed at.	PREFERS CLEAR, IMMEDIATE GOALS that aren't too far out of reach, or in an area they find difficult.	ENJOYS BEING CHALLENGED by more open-ended tasks, even if not always immediately successful.	EMBRACES CHALLENGES even when path to achievement is not immediately clear.
 ENCOUNTERING DIFFICULTY & OBSTACLES	GIVES UP IMMEDIATELY when they encounter difficulty.	TRIES FOR A WHILE, but gives up if not progressing easily. May try a few alternatives when encountering obstacles.	PERSISTS WHEN SEEING PROGRESS. Is developing a repertoire of strategies for getting past obstacles.	EXPECTS EVENTUAL MASTERY. Understands new learning is meant to be difficult so sticks at tasks for long periods.	PERSISTS FOR LONG PERIODS even in the face of setbacks and when new skills need to be learnt to achieve mastery.
 EFFORT	EFFORT IS ASSOCIATED WITH FAILURE and inability, so is seen as bad. Expects things you can do to come easily.	Recognizes that effort is sometimes required. SUSTAINED EFFORT IS A BAD THING. Misunderstands that not all types of effort produce growth.	EFFORT IS NECESSARY, but usually not enjoyable. Likely to prefer to do it easily. Recognizes when effort is being ineffective.	EFFORT IS A GOOD THING. Has experienced success as a result of effort in the past. Associates Effective Effort with growth.	Understands EFFORT AS PATH TO MASTERY. Actively works on developing strategies for more Effective Effort.
 FEEDBACK & CRITICISM	IGNORES useful negative feedback. Sees feedback as a list of their faults.	Accepts some direct feedback when corrections can be made quickly and easily. TENDS TO FOCUS ON POSITIVE FEEDBACK.	FORMATIVE FEEDBACK IS SEEN AS USEFUL, as long as it is targeted and achievable.	Accepts and LEARNS FROM FEEDBACK. Positive feedback is seen as recognition of the effort and process that led to the achievement.	REQUESTS CRITICAL FEEDBACK from targeted expert sources in order to improve both process and outcome.
 SUCCESS OF OTHERS	FEELS THREATENED by comparisons to others and avoids competitions, as these may highlight perceived deficits.	MAY MIS-ATTRIBUTE SUCCESS of others to luck or natural ability rather than growth achieved through effort.	ENJOYS PERSONAL SUCCESS, so will engage in competition and comparison when these make them look good.	FINDS LESSONS AND INSPIRATION in the success of others. Admires excellence. Enjoys the challenge posed by competition.	SEEKS OUT MASTERS AND EXPERTS in an effort to "learn their secrets". Competition is seen as a way for both competitors to push themselves to improve.
 MAKING MISTAKES	Actively HIDES OR IGNORES mistakes.	MAKES EXCUSES for mistakes. Looks for quick fixes. May attribute blame to others.	Expects to make mistakes and understands MISTAKES CAN BE CORRECTED.	Recognizes mistakes made are SIGNPOSTS FOR LEARNING opportunities.	Deliberately stretches themselves so errors have HIGH LEARNING POTENTIAL to facilitate further growth.
 OFFERED HELP AND SUPPORT	URNS DOWN help and support. Feels requiring help highlights their own deficits.	TOLERATES help when given. Disinclined to ask for help. Doesn't like to be seen to need help.	ACCEPTS HELP and support when offered. May not continue to seek help, if difficulties are persistent.	Expects feedback and recognizes it as DESIRABLE to help them grow.	SEEKS OUT help and support from specialized sources.

HABITS OF MIND

1. Persisting

Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.

2. Managing impulsivity

Take your Time! Thinking before acting; remaining calm, thoughtful and deliberate.

3. Listening with understanding and empathy

Understand Others! Devoting mental energy to another person's thoughts and ideas. Make an effort to perceive another's point of view and emotions.

4. Thinking flexibly

Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.

5. Thinking about your thinking (Metacognition)

Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.

6. Striving for accuracy

Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.

7. Questioning and problem posing

How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.

8. Applying past knowledge to new situations



Use what you Learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.

9. Thinking and communicating with clarity and precision

Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.

10. Gather data through all senses

Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.

11. Creating, imagining, and innovating



Try a different way! Generating new and novel ideas, fluency, originality

12. Responding with wonderment and awe

Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.

13. Taking responsible risks

Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.

14. Finding Humor

Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at oneself.

15. Thinking interdependently

Work together! Being able to work in and learn from others in reciprocal situations. Team work.

16. Remaining open to continuous learning

I have so much more to learn! Having humility and pride when admitting we don't know; resisting complacency.

EFFECTIVE EFFORT MATRIX



1. Effective Effort

Only Effective Effort leads to growth and learning. This sort of effort is applied through Virtuous Practice, which places the learning just beyond one's current abilities, is highly focused on achieving specific outcomes, involves errors or short falls that have high learning potential and involves collecting and acting on useful feedback. It demands increasingly sophisticated application of Habits of Mind, which are slightly beyond one's current level of development. Level of achievement increases as a result.

2. Performance Effort

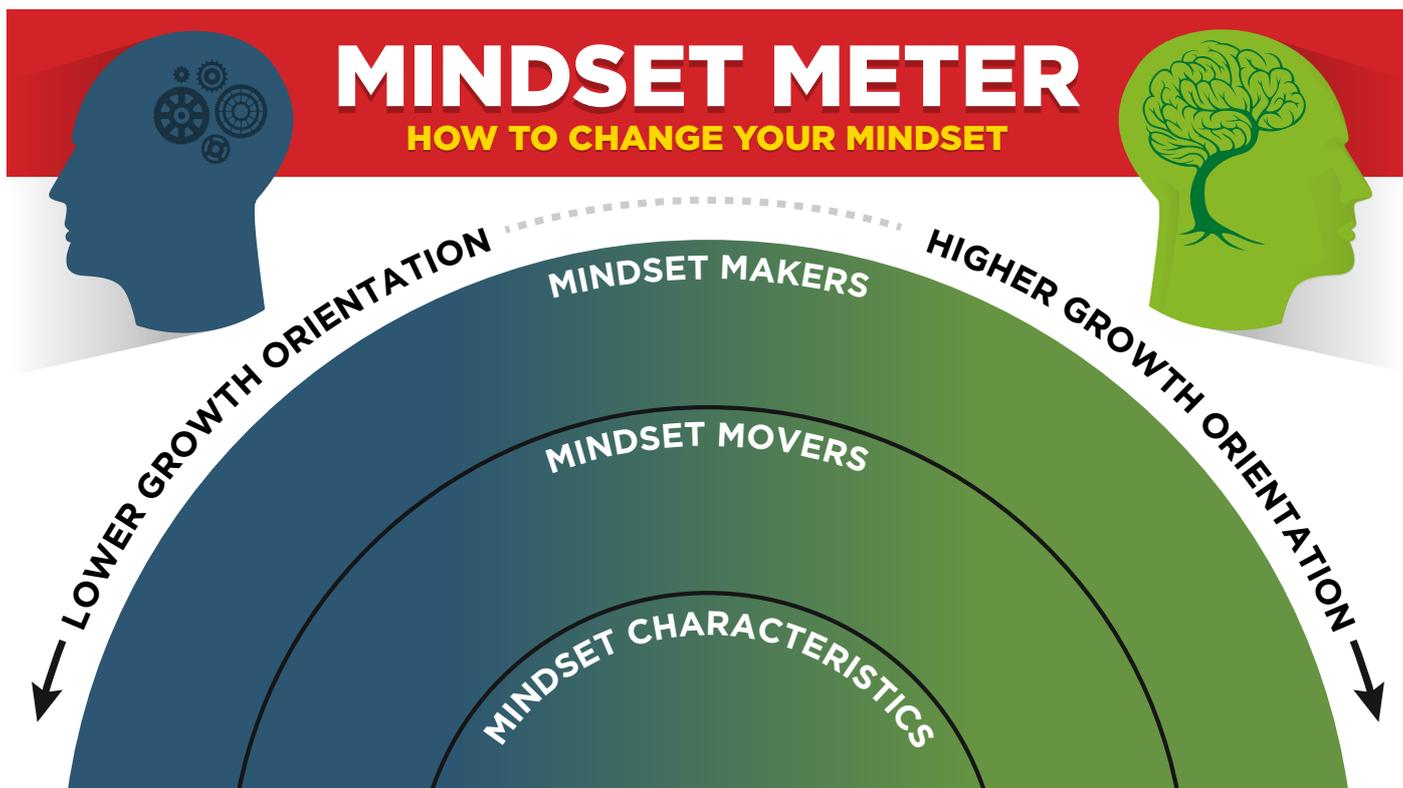
Performance Effort involves peak reliable performance. The individual is exercising his/her Habits of Mind at their maximum, so the complexity of the task would be considered high. Although errors or shortcomings may occur, they are undesirable and the individual is seeking to minimize their occurrence, as such the learning potential from these is low and achievement tends to remain at a plateau without further development.

3. Ineffective Effort

Ineffective Effort may have many of the characteristics of Virtuous Practice, however the individual's Habits of Mind are significantly less well developed than the task demands. This makes the Learning Power low and therefore ineffective. Due to the extent of errors and shortcomings they often have little learning potential. As a result, achievement tends to decrease.

4. Low Effort

Low Effort falls well within one's current level of competence. It is characterized by either long mastered abilities or the acquisition of simple skills that require little or no intellectual stretch. Mistakes are likely to be the result of inattention rather than intellectual stretch, as a result have low learning potential. This sort of effort is characterized by under performance.



The Mindset Meter

The Mindset Meter depicts both the Mindset Continuum, and the influences that create and shift our Mindsets.

Mindset Characteristics

These are the characteristics of a person based on their beliefs and understandings about the nature of abilities – their Mindset. Often we only hear about the characteristics of people at the extreme ends of the continuum. A more realistic view is to recognize that most people fall somewhere along this continuum.

Mindset Movers

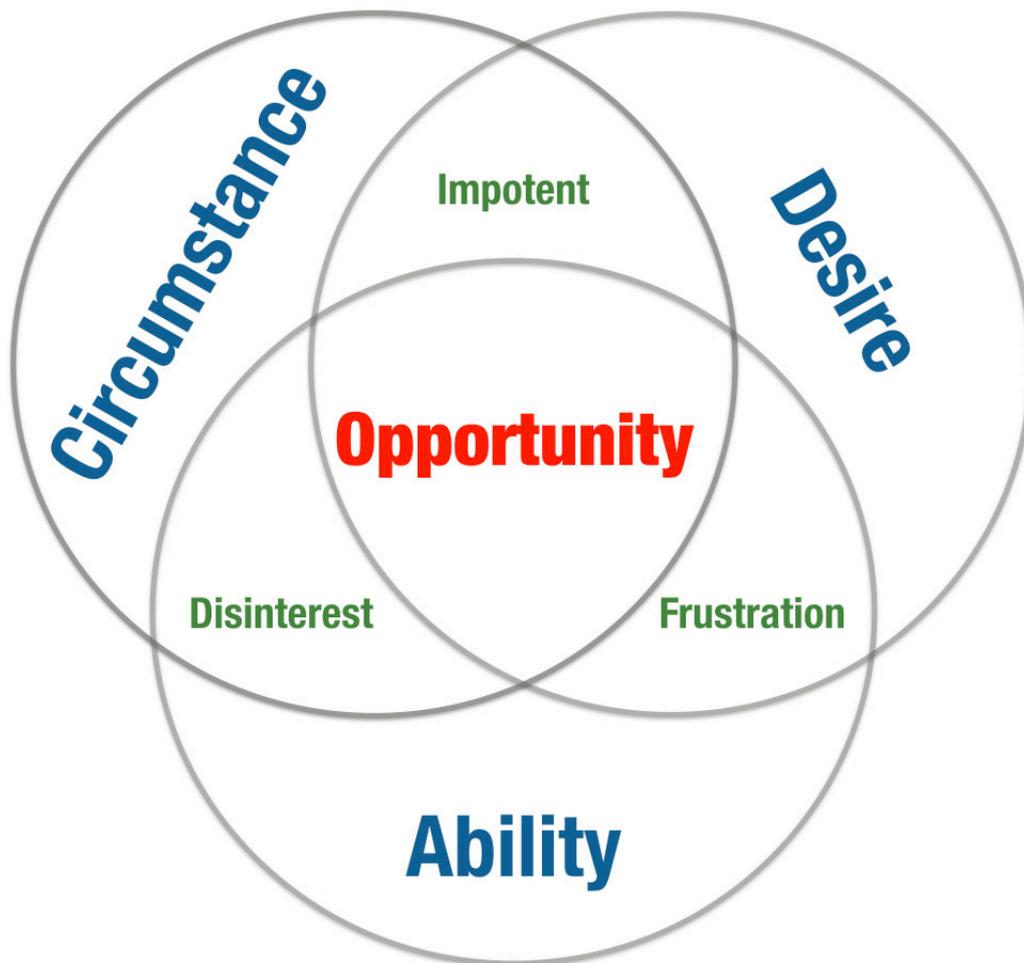
These are messages and experiences that affect our beliefs and understandings about the nature of abilities. These can be Negative Mindset Movers, that push us towards the Low Growth end of the continuum, or Positive Mindset Movers that push us towards the High Growth end of the continuum. Where we find our mindset is a result of the sum total of all the positive and negative mindset movers we experience in our lives.

Mindset Makers

Anyone who creates a Mindset Mover for a student is a Mindset Maker. As teachers we have the opportunity to change our pedagogy and structures to create many Positive Mindset Movers in a student's life. In this way we can slowly shift their mindset towards the high growth end of the Mindset Continuum.

OPPORTUNITIES

Anatomy of an Opportunity



BELIEFS ACTIONS EXPERIENCES

