- Give **specific feedback** - if they've done a good job tell them. Tell them they worked really hard at something (**effort based**) and how you know that, what you saw them doing: "you didn't stop working until your bedroom floor was clear".
- Feedback on **process** and **strategies** – so they know what they've done well up to that point and what to do more of in the future: "The way you've organised your games on the shelf makes it easier to see the titles".
- Change your **success criteria** – to acknowledge the **effort** thus far **regardless** of where they are in terms of completion: "you've made a good start by changing your bed".
- Use external rewards for **effort** rather than results, for example for sticking to an exam study timetable rather than the exam results.
- The above also highlights successful processes and strategies (like concentration, organisation and time management).
- Research suggests feedback based on effort, process and strategies **enhances performance**, including in exams.
- **And…** avoid giving feedback followed by <u>but</u> – this has the effect of negating any positive feedback ('you've tidied your room but you need to put the rubbish in the bin'). Use **and** instead ('you've tidied your room and you need to put the rubbish in the bin').

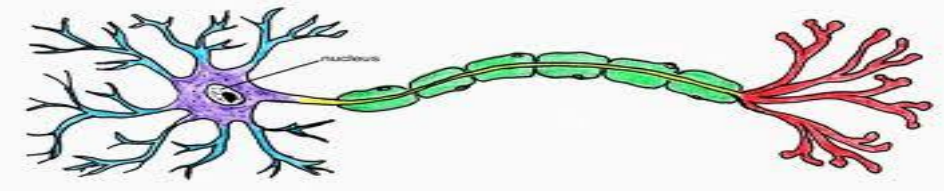
How to help your child grow their learning power…

…WHY?

The world is changing rapidly and we cannot teach our children now what they may need in 10/20/30 years time – we just don't know. Gone are the days of learning a skill set and staying in the same job throughout our working life. Workers of today and in the future need to develop the skills and habits of learning – of knowing what to do when they don't know, and of sticking at it… We need to help our children be effective learners rather than just acquiring knowledge.

Neuroplasticity

Advances in neuroscience have evidenced the increase in neural connections when we engage in purposeful practise – that is, working at the edge of our comfort zone and keeping at it actually **grows our brain.** We call this **neuroplasticity**. Not everybody can be Einstein but everybody can get smarter if they work at it.



Mindsets

There are two ways of viewing human intelligence and abilities. People tend to have either a **growth mindset** or a **fixed mindset**. It has long been a commonly held belief that how smart you are, or any talents you may have, are dependant upon what you were born with. You've either got it or you haven't. This is a **fixed** view of intelligence.

In reality, it is qualities like persistence and effort (often described as **'grit'**) that determines how successful we are almost irrespective of our 'intelligence'. Those who believe their intelligence can grow with effort and perseverance have a **growth mindset**.

Praise

Recent research has shown that praise does not always have the desired effect and, in some circumstances can be **detrimental** to engagement with learning. It all depends on what is being praised and how it is given.

The type of praise we give has an immediate impact on a person's motivation. Carol Dweck found that praise based on ability (such as 'clever boy'; 'you are good at maths') actually **reduces motivation**. Whereas praise based on effort and strategies used (such as, 'I see you broke the task down into steps, which helped you to know where to start') **increases motivation and engagement with learning.**

Interestingly, when a young person is praised for their intelligence/natural ability they are more likely to give up when the going gets hard – they don't have the strategies to overcome challenges and they don't want to risk failure and no longer being valued as 'clever'.

When children have a growth mindset they tend to welcome challenge and have increased perseverance. As adults we can encourage a growth mindset through what we value in their performance and the type of feedback we give.

So, how do we help our children develop their 'grit' and growth mindset?

- Sharing the power of **YET** – challenge, perseverance, practise and effort makes your brain stronger and smarter. Understanding this helps develop a growth mindset. It's not that you can't do it…just that you can't do it yet.

- Embrace **failure**, **mistakes** and **challenges** as opportunities for learning. Persevering and working out how to do something grows your brain **and** raises confidence and motivation. It also means you have pushed yourself to the edge of your learning rather than staying with what is safe and familiar.