developing Employability

ENHANCING RESILIENCE

ENHANCING RESILIENCE RESOURCE SERIES

Growth Mindset

EDUCATOR GUIDE

The growth mindset resource is designed to help students recognise that neural plasticity enables them to change their mindset. The resource can be used at any point, but it is ideally introduced in foundational (first year) units. This is because developing a growth mindset early in their studies can have positive benefits for students across the student lifecycle.

When to use this resource

Raising students' awareness of the concept of fixed and growth mindsets and their personal (typical) mindset is most useful:

- Prior to a major assessment when students will receive (perhaps negative) feedback on their work, and

- Prior to a new experience such as an industry placement or team-based assignment.

Time allowance

Allow students about 15 minutes to complete the resource as an individual reflection. Use the reflection as the basis for a class-based or online discussion on mindsets.

How to support the development of a growth mindset

There are many strategies available to educators to support students' development of a growth mindset: see, for example, this video and short summary the work of Carol Dweck.

Help students to practise a growth mindset by changing the way they deal with feedback. The two employABILITY resources on feedback help students to always adopt a growth mindset, even when they don't like the feedback they have received!

Making the most of feedback

Take the quiz! What's your attitude to feedback?

Strategies to apply in the curriculum

- Frame challenges as opportunities for learning and growth

- When a student fails to meet the required standard, consider using Carol Dwecks' phrase 'not yet' in relation to competence; that is, when you see a student struggling with a task, tell them they have not mastered it *yet*

- Encourage students to use different learning strategies

- Encourage students to value, and focus on, the learning process/journey, rather than the end result; if you have the opportunity, amend assessment tasks to reflect this

- Provide regular opportunities for reflection on progress made in the unit/ course/program

- Encourage effort and not just achievement

Further resources

Other resources in the Enhancing resilience series are:

How to become more resilient

How to deal with stress

How do I develop my support networks?

Another of our resources, Learn positive self-talk, introduces students to the concept of positive- and negative- self-talk.

This resource was developed by Margo Brewer (Curtin University) and Dawn Bennett (Curtin University)