Dr. Alison Hennessy August 2016

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“Everyone can learn and that includes me”

“We all can become more intelligent if we are keen to learn”

“We can all make the best of our talents, and improve through hard work”

“You can continue to learn no matter what age you are”

“Everyone can improve their maths”

“I know some of this, but there’s always more to learn and opportunity for improvement”

“We have done some of this before, but there’s always more to learn”

“I work hard and try my best”

“I can learn from my mistakes”

“I might look stupid doing this, but the main thing is that I’m learning”

“In any case it doesn’t matter what other people think”

“Other people might think I’m making a fool of myself – that’s up to them. I’m having fun and learning”

“I want to have a go at this”

“I know this looks difficult, but I’ll do my best and have fun”

“I know this will be hard work, but it’ll be worth it”

“I’m not sure why we are doing this, but I’m sure I’ll learn something”

“I want to do this test to see how much I’ve improved, and have an opportunity to learn from my mistakes”

“I’m getting better at this”

“He/ she isn’t very good – yet. They’ll improve with time and help”

“I’m going to try my best”

“I didn’t do well at this last time – I can only get better”

“Hard work is its own reward”

“I’d like some suggestions on how I can improve”

“How do you do this?”

“I’m stuck, could you help me please?”

“Can you check I’m doing this right?”

“It’s great that he’s done so well in that test. I’m sure I can do the same with hard work given time”

“She’s worked hard at her maths – that’s why she’s done so well”

“You’ve put a lot of work into this – well done”

“My achievements are down to hard work and a positive attitude”

“I knew I could get there eventually with hard work”

“It’s never too late to learn”

**Growth mindset**

“You’re either intelligent or not intelligent”

“Talent is genetic”

“Either you can do something or you can’t”

“You can’t teach an old dog new tricks”

“You either good at maths or not good at maths”

“I already know how to do this”

“We’ve done this before”

“I’m smart. I’ve always been smart”

“I don’t want to look stupid”

“I don’t want to make a fool of myself”

“I don’t want to try this”

“This looks difficult”

“This is too much effort”

“Why are we doing this?”

“This is pointless”

“I don’t need to do this test – I know I’m good at this subject”

“I’m good at this”

“I’m no good at this”

“He/ she is rubbish at this”

“I can’t be bothered trying”

“I’ve tried this before and I was no good”

“What’s the point of working hard?”

“Don’t tell me what to do”

“The teacher suggested I try it another way, but I’m just going to do my own thing”

“You’re making me look bad”

“You say I’m no good – I’ll just not bother then”

“How can I compete with that?”

“She’s just lucky she’s good at maths”

“You’re great at this – well done!”

“See, I told you I was no good”

“It’s too late for me now”

**Fixed mindset**

Listen out for fixed/growth mindset language from the children in the class. Be aware of your own language either externally or internally.

**Mindset language**