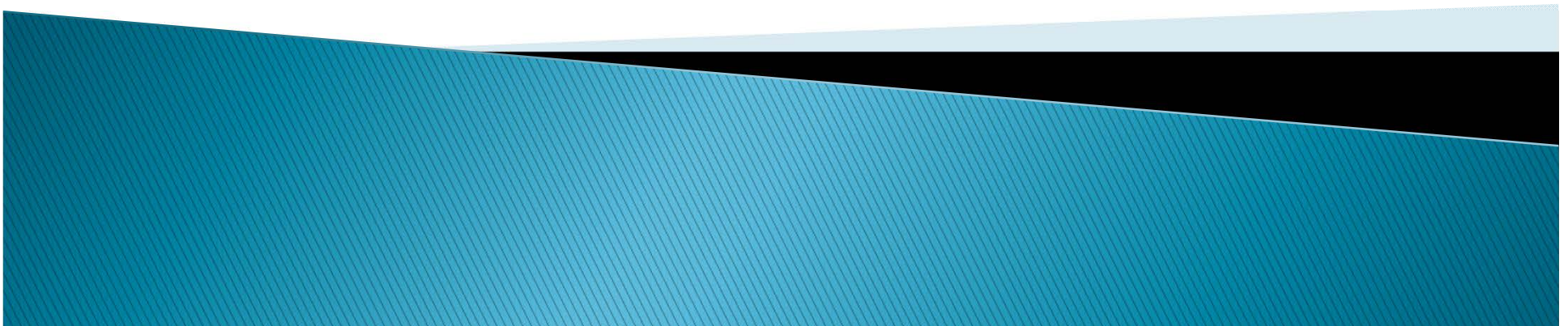
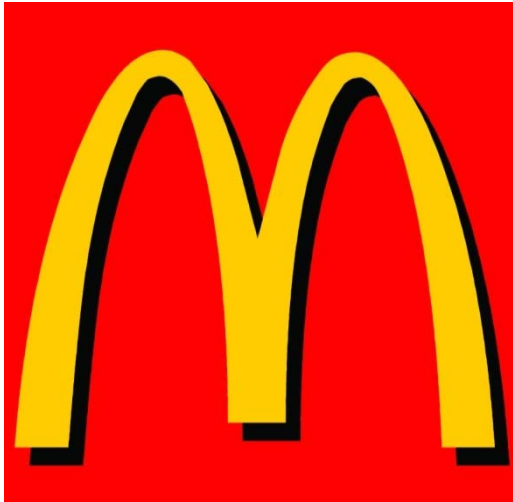


Macdo ou Michelin?

Mindset in MFL

John Connor





Play safe
Uniform – wherever you go,
it's the same
Settle for the same standard
Achieves potential

Risk taking
Trial and error
Experimental
Seeking to better your best
Exceeds potential



So...



or



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Carol Dweck – Mindset Theory

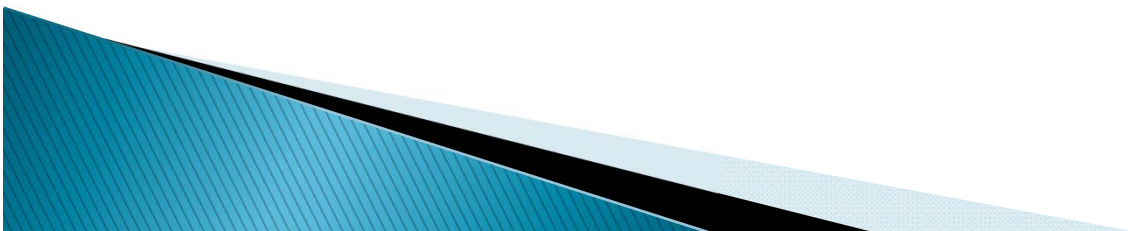
- ▶ Intelligence is something you have or don't have
 - ▶ A desire to look smart
 - ▶ Avoid challenges
 - ▶ Give up easily
 - ▶ See effort as a waste of time
 - ▶ Ignore criticism
 - ▶ Feel threatened by the success of others
- ▶ Intelligence can be developed
 - ▶ A desire to learn
 - ▶ Embrace challenge
 - ▶ Keep going when things get difficult
 - ▶ See effort as a path to mastery
 - ▶ Learn from criticism
 - ▶ Learn from and be inspired by the success of others

Fixed Mindset

Growth Mindset

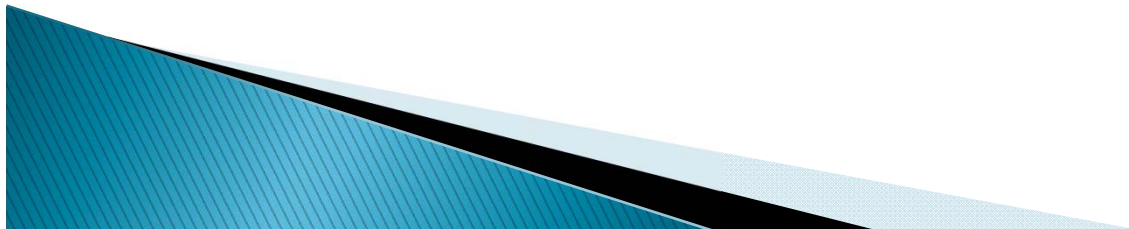
The power of failure

- ▶ F irst
- ▶ A ttempt
- ▶ I n
- ▶ L earning



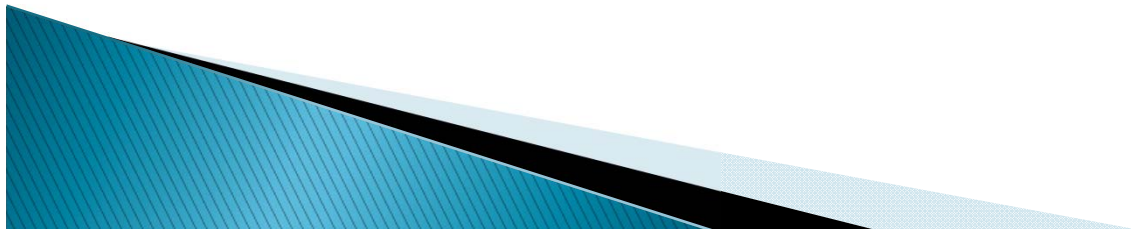
Deliberate practice

- ▶ High challenge tasks ➡ high achievement in skill and knowledge domains
- ▶ “The key attribute of deliberate practice is that individuals seek out new challenges that go beyond their current level of reliable achievement – ideally in a safe and optimal learning context that allows immediate feedback and gradual refinement by repetition” (K Anders Ericsson, *Development of Professional Expertise*)
- ▶ Vygotsky – ZPD



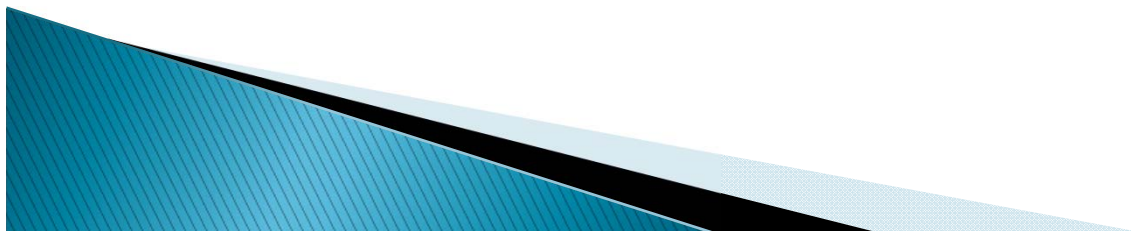
Link challenge to pupils' experiences

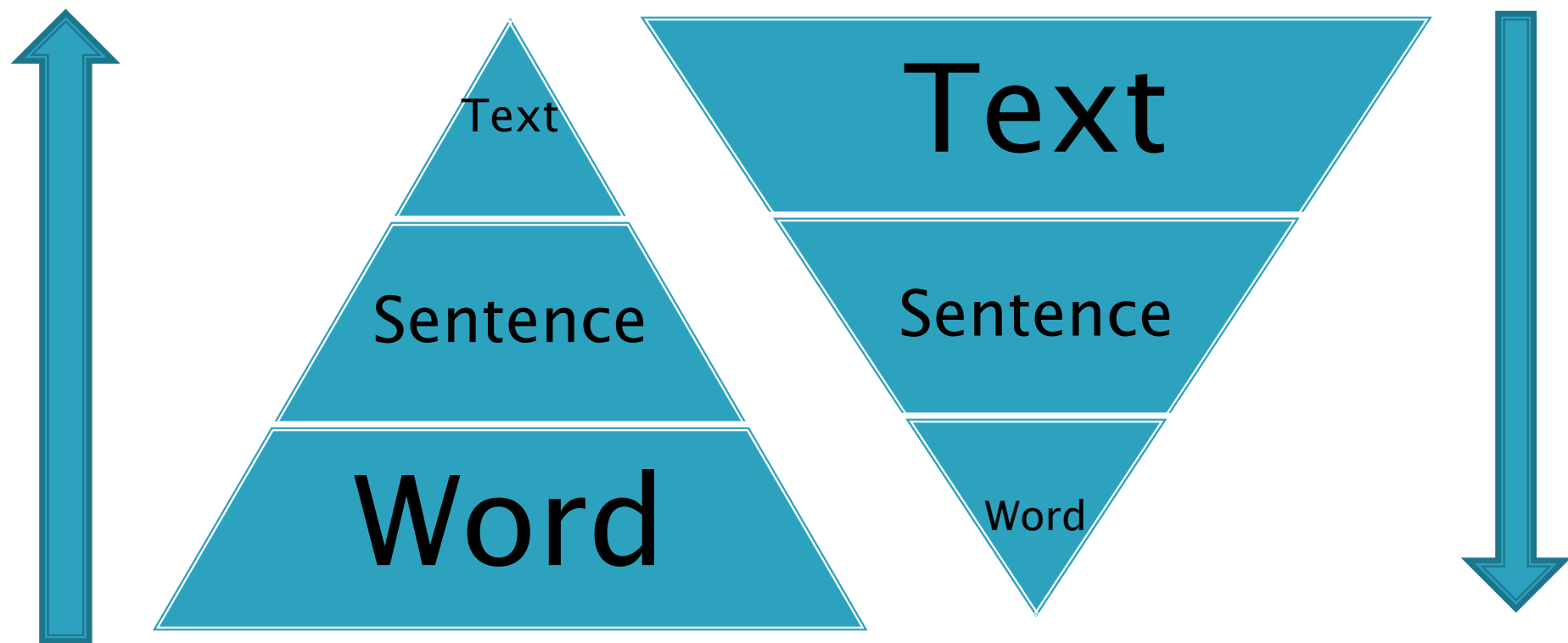
- ▶ Snake-breeding bellringer
- ▶ Riding a bike
- ▶ Swimming
- ▶ Abseiling on a residential
- ▶ Learning to juggle
- ▶ Winning a tournament
- ▶ Getting into the 1st team
- ▶ Question – what changed as a result of dogged practice?
- ▶ “The only place where success comes before work is in the dictionary” *Vince Lombardi, American football coach*



“If I don’t sweat it, I won’t get it”

- ▶ Pupils must connect effort with achievement via challenge
- ▶ Danger of labelling children as “bright” – can lead to avoidance of effort
- ▶ “Standard of work does not reflect ability”
- ▶ Don’t let effort grade become blunt instruments
- ▶ Make effort visible with effort-related criteria when assessing work





Rachel Hawkes



Meaningful effort grades

- ▶ *A* – considerable scrutiny of writing, carefully proofread for errors
- ▶ *B* – sufficient care in writing to prevent or correct errors
- ▶ *C* – some attention to writing to prevent or correct errors
- ▶ *D* – prevention and correction of errors left mostly to teacher
- ▶ *E* – little attempt to prevent or correct errors



Curry grading – a summary

- ▶ **Korma** – just about meets criteria, lacks imagination, mistakes, not proof-read.
- ▶ **Bhuna** – exceeds minimum criteria, some imaginative use of language, some evidence of proof-reading but mistakes missed.
- ▶ **Dhansak** – good, solid performance, range of vocab/structure, acting on feedback, most mistakes picked up and corrected
- ▶ **Madras** – very good, wide range of vocab/structure, some risks taken, almost all errors identified and corrected
- ▶ **Vindaloo** – excellent, sophisticated language, virtually error-free, any mistakes are new ones



The sum of the parts

- ▶ Picture it – can you do a jigsaw without the picture on the box lid?
- ▶ Chunk it down
- ▶ Easy does it
- ▶ Chunk it up
- ▶ Check it
- ▶ Hardwire it
- ▶ The amateur practises until (s)he gets it right.
The professional practises until (s)he can't get it wrong.



Different efforts – playing the piano

- ▶ Scales
- ▶ Reading music
- ▶ Exercises
- ▶ Practising extended pieces
- ▶ Acting on feedback from teacher
- ▶ Marginal gains



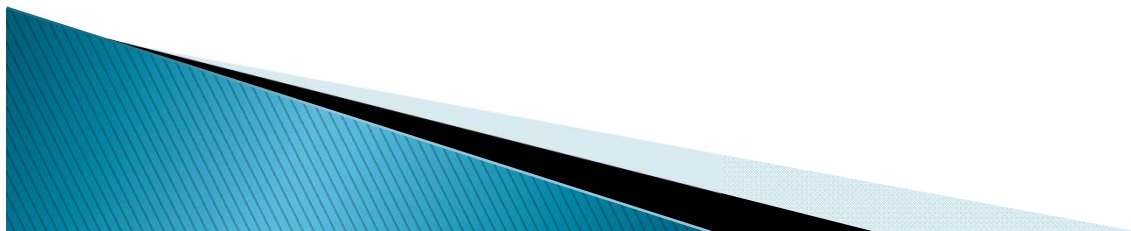
**What are these and how did they
help win Olympic medals for Team
GB?**



They are 'bum warmers' to warm the buttock muscles of Olympic cyclists before a race!

The extra warmth means the cyclists can start one hundredth of a second faster than their opponent.

Remember, that to be a success in anything the small details really matter!



So...



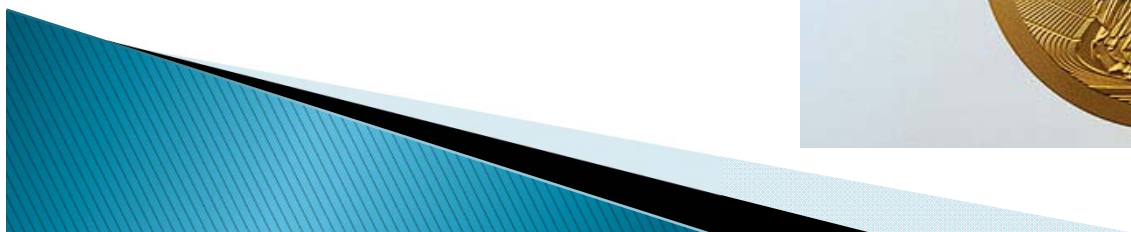
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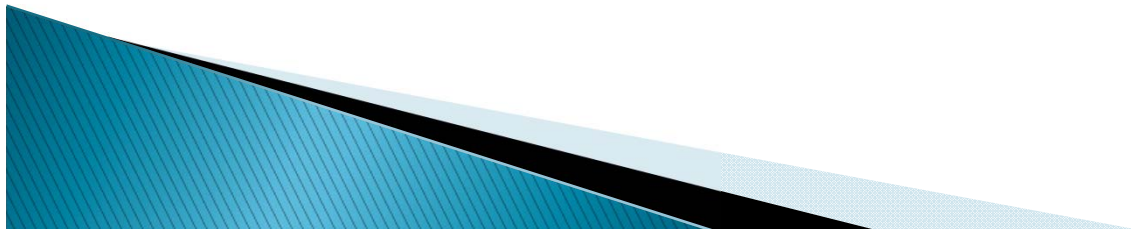


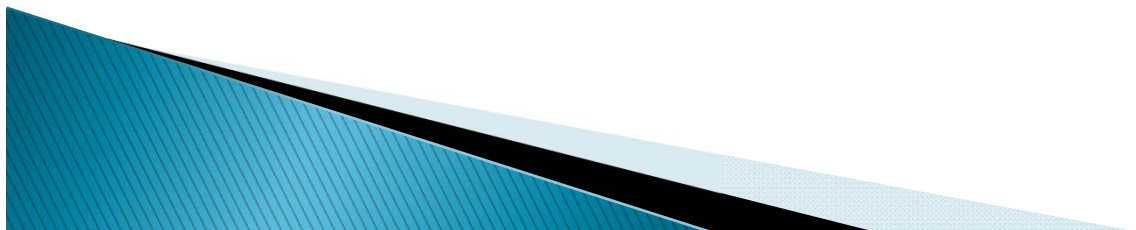
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Dave Brailsford

- Marginal gains
- Detailed analysis of “event” (exam) requirements
- Detailed analysis of performance necessary to succeed in the “event” (exam)
- Podium coaching
- If we want cyclists (students) to be the best, then coaches (teachers) need to be the best also.

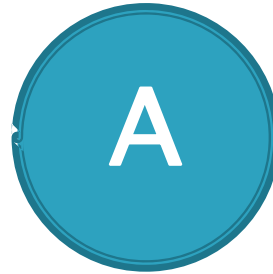




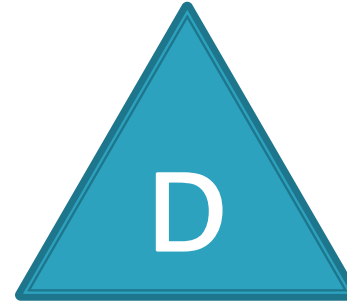
Marginal Learning Gains – IAD



Identify
Key
characteristics



Analyse
How evident these
are and assess
impact on learning



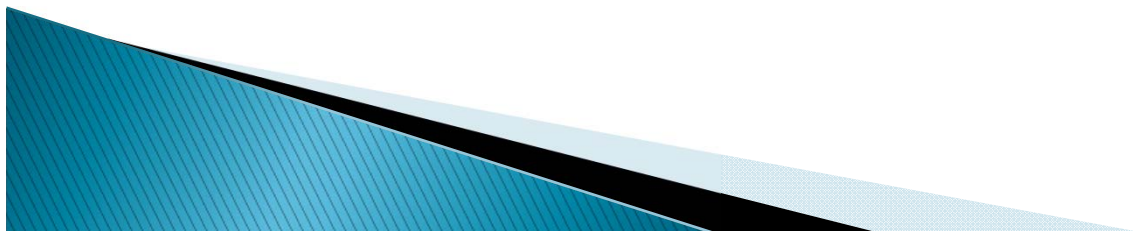
Develop
High impact
characteristics
deliberately

Zoe Elder – Full On Learning



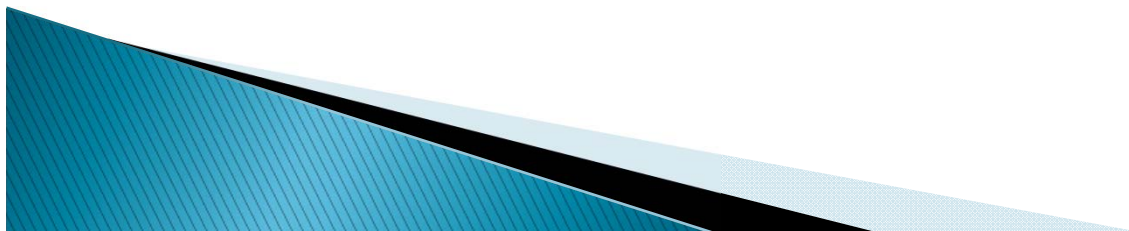
Judgemental feedback

- ▶ Compare & compete – norm referenced
- ▶ Blame culture leads to disempowerment
- ▶ Maladaptive learning strategies: extrinsic motivation, teacher-driven, surface learning
- ▶ “Trick to get the tick”
- ▶ Ability is inborn (Fixed mindset)
- ▶ Low achievers: reduced interest, effort, persistence, self-belief
- ▶ Learned helplessness

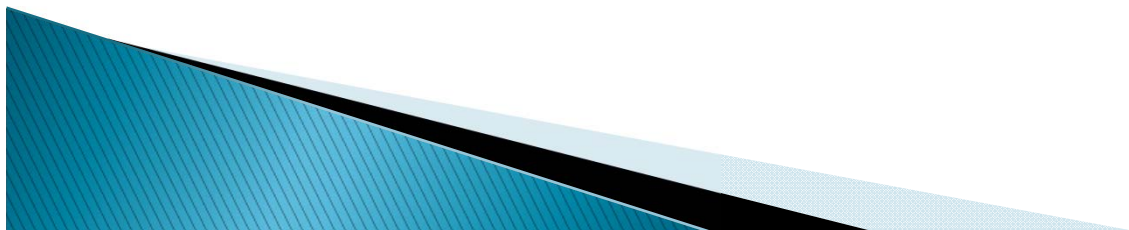
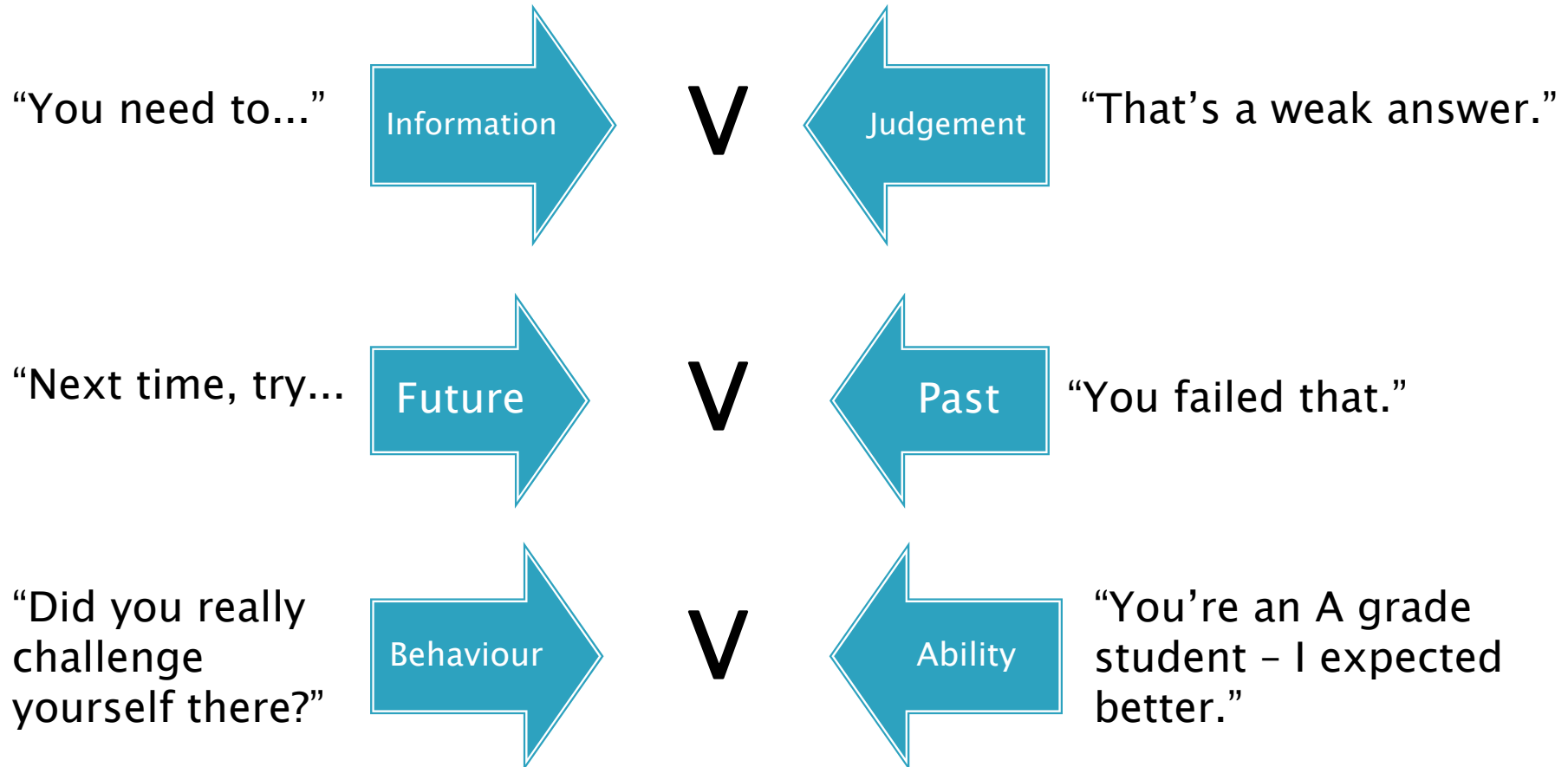


Formative feedback

- ▶ Clear goals & success criteria, & information about the extent to which they have been met: criterion referenced
- ▶ Acceptance, recognition, increased emotional investment – empowerment
- ▶ Effective learning strategies: intrinsic motivation, value-driven, deep learning
- ▶ Ability learned from effort – mistakes are useful for learning, an end in itself (Growth mindset)
- ▶ Low achievers: increased interest, effort, persistence, self-belief
- ▶ Learned resourcefulness

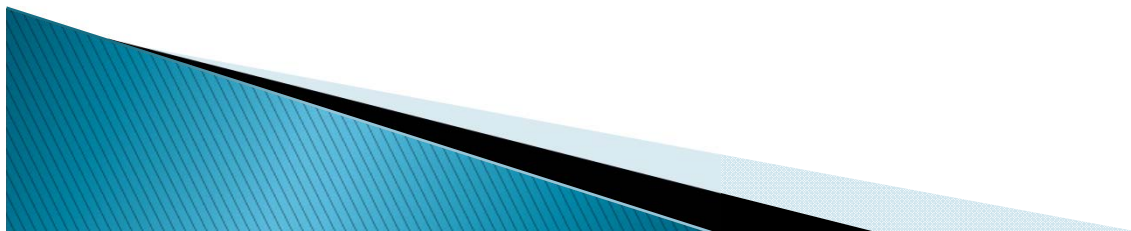


Key battles



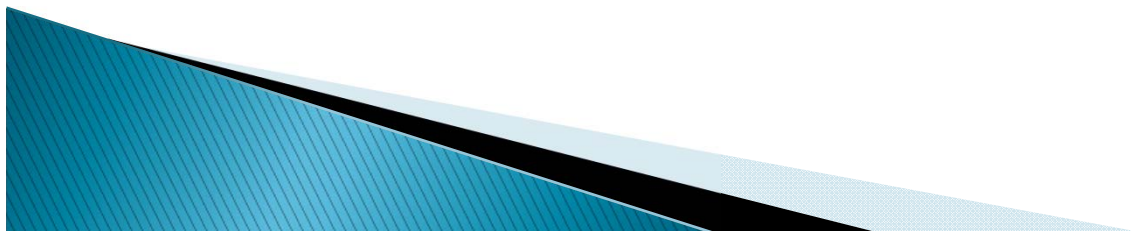
The problem with praise

- ▶ Engenders complacency
- ▶ Learning is always to please someone else
- ▶ Invites resentment
- ▶ Creates fear of future failure
- ▶ Excessive praise gives no information about the task or the manner of achievement



Metacognition

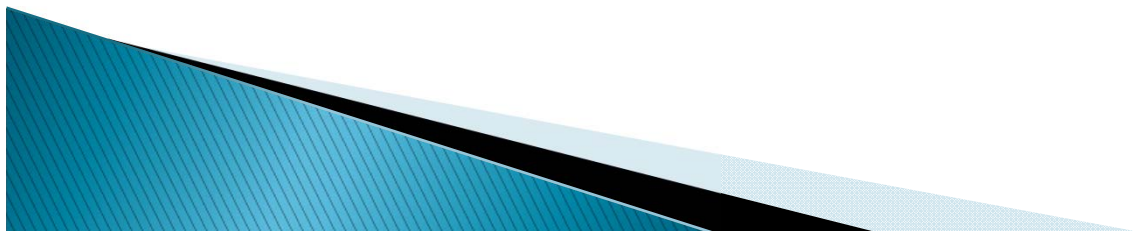
- ▶ “Split-screen” learning
- ▶ Build awareness of learning processes through objectives:
 - To investigate the situation of homeless people in Paris
 - To think about how we deal with unfamiliar language in articles take from the Internet



Mindset messages

- ▶ The dangers of easy success
- ▶ The rewards of failure
- ▶ The power of metacognition
- ▶ John Hattie – “There’s no challenge in doing your best, because whatever you do is your best.” (*Visible learning Pt 2 – Effective methods,*

<https://www.youtube.com/watch?v=3pD1DFTNQf4> – *about 1m10)*



And finally...

- ▶ G & T – Gifted and Talented or Grit and Tenacity?
- ▶ Victor Wooten – Music is a language
<https://www.youtube.com/watch?v=3yRMbH36HRE>
 - “Jam” with professionals
 - Make mistakes
 - Play, then practise
 - Music comes from the musician, not the instrument





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