

st patrick's primary school parramatta patter

26th June 2014

Term 2

No.9

Dear Parents

Last Sunday was the Feast of Corpus Christi or the Feast of the Body and Blood of Christ. What a wonderful day to receive one's First Holy Communion as was celebrated by many

of our children at St Patrick's Cathedral and Our Lady Of Lebanon Church. This Feast reminds us that Jesus is really present in the Eucharist, that it is truly the Body and Blood of Christ. In most parishes on Sunday the congregation had the opportunity to listen to Bishop Anthony Fisher, Bishop of Parramatta, present his Pastoral Letter: **This Wonderful Sacrament**.

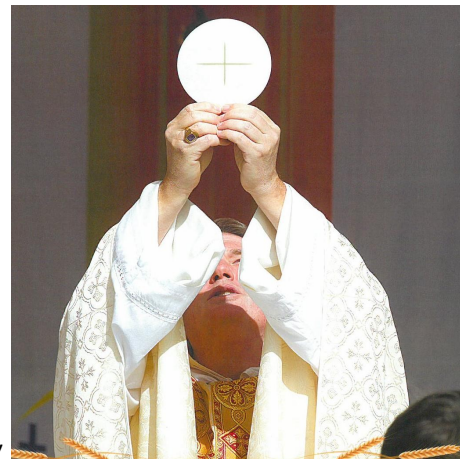
In this Pastoral Letter Bishop Anthony describes the Sacrament of Eucharist as a "wonderful sacrament of Daily Life", a sacrament that offers us a spiritual recharging on a daily basis. The concepts of 'Preparation for' and 'Participation in' the Eucharist are highlighted by Bishop Anthony and these words were both emphasized by Monsignor Shora Maree and Father John Paul at Sunday's First Holy Communion Celebrations. Bishop asks all people to prepare for Eucharist by 'fasting for at least an hour before Holy Communion, confessing all serious sins in Confession and all lesser ones during the penitential Rite in Mass.' He encourages us to prepare by reading the set scriptures prayerfully in advance and to arrive early to pray before Mass. Bishop continues in his letter by reminding us that 'one way or another we must get into the rhythm of attending Mass every Sunday... 'a rhythm which is often established by and with our families when we were little children. Actions of participation which demonstrate reverence and cultivate a 'sense of sacred' outlined by Bishop Anthony include: kneeling for the Eucharistic Prayer, genuflecting to the tabernacle on arrival at church, bowing or genuflecting before receiving Holy Communion reverently in the hand (or on the tongue) and kneeling or sitting during the sacred silence after Communion. Bishop also outlines other ways that we can enrich our Eucharistic Lives, individually, in our family and in our Parish. The video or podcast of 'This Wonderful Sacrament' is available on the Diocesan Website: <http://www.parra.catholic.org.au/bishop-of-parramatta/most-rev-anthony-fisher-op/the-bishop-s-messages.aspx> Copies of Bishop's Pastoral Letter are also available at your local Church or through the School Office.

Let us take the opportunity, made available through accompanying our children as they receive their First Holy Communion, to continue the rhythm of mass attendance as a family or if need be to renew our spiritual commitment to receive Holy Communion regularly on Sundays.

On behalf of all the staff I would like to thank all the children and parents for another wonderful term of learning and community building. It is amazing that we have already reached the half way point in the year. Thank you to all the parents and children who have attended mid year interviews and to the teachers for all their preparation and ongoing dedication to the students in their classes. Thank you the office staff for keeping the admin 'engine's' running; to Mrs Nutter for her organization of the Kindergarten Interviews, to Mrs Jones for her creativity in making our newsletter bright and engaging, to Mrs Hamilton for her attention in ensuring our parent events are well coordinated and to Mrs Gray for her personal assistance in my role as Principal. It is good to have such a talented staff. A special thank you to the Leadership Team for continuing to ensure the needs of our students remain a clear focus in our planning. Thank you to Mrs Kerr for her support of the Parish Sacramental Program, Mrs Fardell for the many events she has organized, to Mr Baird for his coordination of all things IT (Information Technology) to Mrs Benkovich for her continual support and hard work and to all the staff for the many things they do for the children at St Patrick's School.

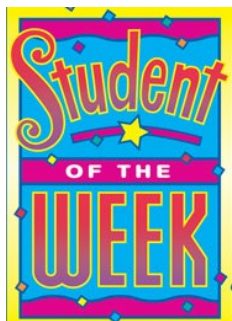
God Bless You and Your Family

Bernadette Fabri



Artwork by Madeline Russell

This Wonderful Sacrament



Student of the week is awarded to the child who demonstrates outstanding application across any Key Learning



st patrick's award

The St Patrick's award is given to the child who lives their life through Faith in action

| | |
|----|------------------|
| 3L | Annamika Sawant |
| 3T | Pierre Onano |
| 4B | Kyra Dpenha |
| 4G | Samuel Shalala |
| 5C | Grace Fahnbulleh |
| 5T | Paul Romanos |
| 6P | Narella Wakim |
| 6W | Joseph Rahme |

| | |
|----|------------------|
| 3L | Valerie Liu |
| 3T | Mylan Do |
| 4B | Caitlin Polintan |
| 4G | Vesna Lee |
| 5C | Veronica Takchi |
| 5T | Meanelli Erive |
| 6P | Mariejose Nakhle |
| 6W | Lily Tambrchi |

Sacramental Program

A huge thank you is extended to Sr Susan Ward and the Sacramental Team at St Patricks' Cathedral and Mons. Shora Maree, Fr Tony Sarkis and his Sacramental Team at Our Lady of Lebanon Harris Park for their assistance in preparing the children for their First Holy Communion. It is very much appreciated.

CONGRATULATIONS MR BAIRD

Congratulations is extended to Mr Mark Baird on his recent appointment as Acting Assistant Principal at St Patrick's Blacktown. He will take up this position from the beginning of Term 3 to the end of the year. Although we shall all miss him, especially the children in 6W, we wish him all the very best as he continues to serve the children and families in our diocese. Good Bye and Good Luck Mr Baird!

CHANGE OF DATE FOR NEXT PARENT GROUP MEETING

Date: Tuesday 19th, August

Time: 1.30pm

Topic: Anxiety and Resilience in Children

Venue: School Hall

More information will be available next Term

GRANDPARENT'S DAY

Save the date!

On Friday 25th July St Patrick's is celebrating the gift of grandparents with a Liturgy beginning at 9am, followed by class visits and morning tea.

We hope you and your parents are able to join us.

Judith Kerr—REC teacher

MASS TIMETABLE FOR ST PATRICK'S CATHEDRAL PARRAMATTA

Weekend Masses

| | |
|----------|---|
| Saturday | 8.00am 6.00pm (Vigil) |
| Sunday | 8.00am 9.30am (Family) 11.00am (Solemn) 6.00pm |

Weekday Masses

| | |
|------------------|-------------------|
| Monday to Friday | 6.45am 12.30pm |
| Public Holidays | 8.00am |

Pastoral Team

Bishop Anthony Fisher OP
Rev Fr Andrew Bass
Rev Fr John Paul Escarlan
Rev Fr Steven Hyun
Rev Robertus Kim
Sr Susan Ward rsj

Annual School Report (ASR)

Copies of the 2013 Annual School Report will be available from 30th June, 2014 on the school website and a hardcopy at the school office.

Lost Property

As the weather has turned bitterly cold the need for the lost jackets to be returned to their owners has increased. We have put 2 tubs out under the hall with all the lost property. The tubs will remain there until Friday .



Happy Birthday to the following children who will celebrate their birthdays in the following week and during the school holidays:

Annabelle Younes, Igor Ulic, Zara Moussa, Sebastian Mayonado, Pierre Onano, Adriana Saab, Sharbel Georges, Lily Rodzen, Ryan Day, Elna Sojan, Jarrod Kassis, Jade Takchi, Anthony Maaraoui, Francesca Davino, Simone Kalathil, Pramuditha Wanigasinghe, Joanna Davino, James Moses, Jayda Tarabay

GROWTH AND FIXED MINDSET INFORMATION

Please find attached to this email an article about Dr Carol Dweck's Mindset Theory of Learning. I have copied some links presenting Dr Dweck talking about how a learner's mindset can impact on a student's success and the best types of praise adults can give.

<http://www.youtube.com/watch?NR=1&feature=endscreen&v=MTsF2TaEaJA>

<http://www.youtube.com/watch?v=mPmH2-1cNx0>

Art Competition: Free Our River from Litter

Parramatta City Council in conjunction with their waste and recycling contractors has launched an art competition for children from K-12 who attend school in the Parramatta area. The aim of the competition is to promote the recycling service offered by Parramatta City Council to its community. The theme of the competition is "Free Our River from Litter". The Council is offering lots of great prizes for winning students and the school they attend. If you are interested in participating or would like to know more about it, could you please see Mrs Carroll on Monday at recess

The overall winning design will be featured on the side of one of Council's garbage trucks and the school teacher of the winner will be treated with a \$200 dining voucher at Courtney's Brasserie in Parramatta. In addition, the school of the winning student will also receive \$1000 to go towards an environmental initiative in the school.



First Aid Course for Parents

A First Aid course has been organised for all interested parents in the school hall. The course will be run by Medilife and covers CPR, anaphylaxis, drownings, seizures and basic first aid.

Hopefully you will never need to use it but every parent should have the skills to perform CPR and provide basic First Aid.

The course will be held over 2 days and will be a 4hr course. As you can understand the importance of the course NO toddlers will be allowed.

The cost of the course is **\$135 pp** and will be held on the 29th July and 26th August between 11am—3pm.

To confirm your place please contact Tania Wehbe on tunza34@hotmail.com or Julia Gittany on 0423 777 333. Payment must be made to confirm your spot.



SYMPATHY & PRAYERS

to the Wehbe families (Charbel 4B, Elaine 4G and Anthony KM) on the recent passing of their grandfather.

School Banking for Term 3

As of Term 3 the way you redeem your rewards for school banking will be changing. Currently you collect your 10 tokens and hand them in to the office to order your reward. Unfortunately a lot of children are missing out on their rewards as some tokens get lost or they don't add up correctly. Mrs Jones can access a report to let us know how many tokens you should have. Can I ask that you return all your tokens with Term 3 Week 1 school banking and they will be adjusted. The office will print a report every banking day and organise you to select a gift. We hope this makes it a lot easier and quicker for you to get your rewards.



NEXT LEVEL
SPORTS CLINIC

It's that time of the school year again! Are you ready for the school holiday experience that's taking St Pat's by storm? The Next Level Sports Clinic is back this July holidays with even more fun filled action to enhance your child's experience with us. Please find our Facebook page for more information about the clinic, photos from the last holidays and our celebrity surprise visitors! If you don't have access to the Next Level Sports Clinic Facebook page, contact us by email at nextlevelsports@live.com.au Thank you.
We will see you soon!
The Next Level Sports Team!

St Patrick's Walkathon 2014

On Wednesday 25th June we held our first walkathon fundraising event. What a wacky, yet successful day we had!!! It was great to see the staff, students and parents getting involved and dressing up in wacky and creative costumes. The children enjoyed walking, skipping, jogging and some even dancing around.

The children had a lot of fun and commented on how much they enjoyed the event, even though most of them were very tired by the end. They really enjoyed dressing up and being outdoors with their friends and especially being ON GRASS!!!! The children are to be complimented on their excellent behaviour, especially as it was wacky and windy.

Thank you to all of the parents who came to the ground early to set up the event and to all of the parents who assisted throughout the day with supervision, stamping, handing out ice blocks and music. Your support was appreciated and helped the event run smoothly. We tried hard to put up streamers and balloons but unfortunately the wind kept blowing everything away. At least it didn't rain!!

A huge thank you to the parents who organised the eskies and ice for the ice blocks. Thank you also to the parents who worked hard back at school in the canteen to prepare all of the hot dog orders as well as spending the past couple of weeks ordering what was needed for this special lunch treat. Thank you to parents who donated items for the hot dogs or ice blocks. That was extremely generous of you! Thank you also to the children who assisted in organising music for the day.

Overall it was a terrific success and hopefully we have raised enough money to continue purchasing resources to support the teachers and students of St Patrick's with their teaching and learning. If you could please hand in your sponsorship money as soon as possible it will be greatly appreciated.

Yours Thankfully

Walkathon Committee

Here are some of the photos taken throughout the day. Check out the other more photos on our website, donated generously by Mr Gittany.





Infants Fun Day 2014



SRC Shout Out

SRC Prayer Box

A new idea this semester from the SRC was to have a prayer box in each of our classrooms. This allowed the children to write some prayers and put them in the prayer box. Mrs Pope and Mrs Nubla recorded them in a special book, and every morning different student representatives read a prayer from the prayer book. It was great to hear the creative and spiritual prayers the students wrote.

(Kaitlin Chiha & Adrian Stevanja)



SRC Suggestion Box



The suggestion box was a great way to find out the different ideas students had about improving our school. Some great ideas that came from it, that were implemented included: special food days, Wacky Wednesday Walk-a-thon, sports equipment available to students at lunch time and there is plenty more to come. We can't wait to see what is going to happen next!

(Kaitlin Chiha & Adrian Stevanja)

Morning Prayer

The two SRCs from each class has been given the opportunity to read a prayer. The Kindergarten and Year 1 children teamed up with the Year Six and Year Five children to read the prayers in the morning. This worked really well. We enjoyed this role because it enabled us to develop our leadership skills.

(Annie Gittany & Jackson Wehbe)



Lunch with Miss Fabri

On Wednesday 4th June, all out the SRCs were invited to have lunch with Miss Fabri. We met in the computer room at 1pm.

The computer room was set up very nicely. All of the tables were joined together to make a square and there was a nice table cloth and a napkin for each guest. We started the lunch with a prayer to thank God for our food. Then we got stuck into business!

Miss Fabri asked us what we have been doing as SRCs. There were many great answers. Miss Fabri was very impressed with the answers given.

To finish the lunch, we were given a choc chip cookie as a special treat. We hope the new SRCs have as much fun as we did representing our class and that they get to have a special lunch date with Miss Fabri too.

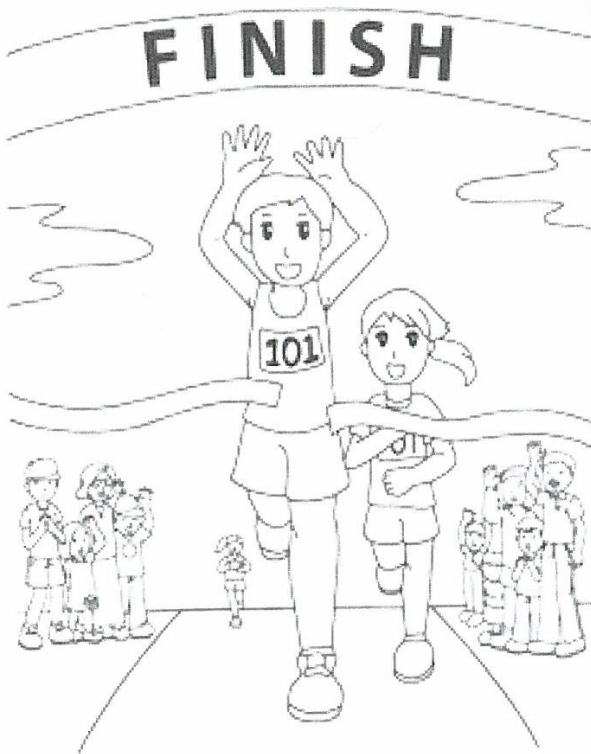
(Joanna Davino & Luke Maroun)

To all the SRCs for Semester One

We would like to take this opportunity to thank all of the Student Council Representatives for Semester One, on all their efforts, hard work and dedication. They have demonstrated excellent leadership qualities and displayed great enthusiasm in carrying out their role. It has been an absolute delight working closely with these children this semester.

(Mrs Nubla and Mrs Pope)

Colour It!



Puzzle Time

school

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      A F
      H G
      I K F
      X A G M
      M Z J Y D C
      D Q X A G L
J T G L S R E H C A E T A C D I T I L P
M N O I T A C U D E N J S J G M Y Y P V
A U E D J U G S K X X S D Z C E S Q
I I P I H S D N E I R F H F D A
      B A S S E M B L Y O U O T C
      X V G Y D R E D O V M R
      R E Y A R P T V S M W E U X
      C Q T Z V B P K X X U W L H
      H G N I N R A E L F B N O E R C
      D B W F Z I K      G S H R S Y F
      Z P O T X V C      L S K A R W Q
      W P H C J      F E U S I
      Z V J Y      N Q R O
      E H      N V
    
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ASSEMBLY
 EDUCATION
 LEARNING
 PRAYER
 CLASSROOM
 FRIENDSHIP
 RULES
 TEACHERS
 HOMEWORK

Giggle Time

1. Why did the student throw his watch out of the school window?
2. How do you make a witch itch?
3. What do you call a pony with a sore throat?
4. Knock, knock
Who's there?
Wooden shoe!
Wooden shoe who?
Wooden shoe like to hear another joke?



Answers: 1. He wanted to see the time fly 2. Take away her
 Wt 3. A little hoarse

Who Am I? Guess the Teacher

1. Books are my best friend. My classroom is the biggest in the school. Children like to come to my classroom at lunch time.
Who am I? _____
2. I spend most of my time teaching on the playground. My favourite things to wear are tracksuit pants and joggers.
Who am I? _____
3. I have short hair and always wear a smile. Whenever there is a song to be sung, I am always close by.
Who am I? _____



Answers: 1. Mrs O'Dwyer 2. Mr Younis 3. Mrs Rodricks

Prayer of St Thomas Aquinas to the Blessed Sacrament

O Sacred Banquet, in which Christ is received,
the memory of His Passion is renewed,
the mind is filled with grace;
and we are given a pledge of future glory.

V. You have given them Bread from Heaven.
R. Having in itself all sweetness.

O God, who in this wonderful Sacrament
have left us a memorial of your Passion,
grant us, we pray,
so to revere the sacred mysteries of
your Body and Blood
that we may always experience in ourselves
the fruits of your redemption.
Who live and reign with God the Father
in the unity of the Holy Spirit,
One God, for ever and ever.

Amén.



sub tuum praesidium

Our **VISION** is to be a child centred faith
community within an innovative,
interactive learning environment.

Our **MISSION** is to –

Live out the Gospel Values in a visibly
Catholic tradition

Nurture students for Christian Leadership

Create a range of learning experiences
which allow children to progress at their
own level

Assist our students to develop into
independent thinkers with a deep sense of
responsibility and justice

Lead each individual towards reaching his/
her potential

Generate a sense of community and
compassion in which all experience
belonging.

Opportunity for all

A MESSAGE FROM CATHOLIC EDUCATION DIOCESE OF PARRAMATTA (CEDP)

Protected Action Ballot

As you know we are currently undertaking a consultation process
with teachers and support staff for a new Enterprise Agreement.

On 25 and 26 June a ballot will be held in schools in the Diocese of
Parramatta to vote on proposed industrial action regarding the
agreement.

This does not necessarily mean that teachers and staff will take
industrial action, and we will advise you of the outcome of the ballot
as soon as it is known.

TERM TWO – DATES FOR YOUR DIARY

Week Nine

Friday 27th June

Last day of Term 2

Whole School Assembly Yr 3 School Hall
1.30pm

TERM THREE – DATES FOR YOUR DIARY

Week One

Monday 14th July

Students return to school

Friday 18th July

Yr 4 Excursion to Elizabeth Farm
Infants Assembly Year 2

Week Two

Friday 25th July

Grandparent's day
Primary Assembly Year 6

Week Three

Tuesday 29th July

ICAS English Competition
Yr 5 PD Night—TBC
Parent First Aid course 11am—3pm
Infants Assembly Year 1

Friday 1st August

Week Four

Tuesday 5th August

Cumberland Zone Athletics Carnival
Primary Assembly Year 5

Friday 8th August

Week Five

Tuesday 12th August

ICAS Mathematics Competition
Infants Assembly Kindergarten

Friday 15th August



BOOSTING ACHIEVEMENT WITH MESSAGES THAT MOTIVATE

CAROL S. DWECK

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AS EDUCATORS, ALMOST EVERYTHING WE SAY TO OUR students sends a message. Some messages enhance students' motivation, but other messages undermine it. How can we know which is which? Common sense and intuition will always be a part of good teaching, but they are not always trustworthy guides. This is where research comes in, and helps us put our common sense to the test.

Imagine a brilliant student who enters a new school and suddenly starts getting poor grades. Or a struggling student who needs encouragement. Or a talented child who lacks confidence. What should teachers say to these students to send messages that motivate? In each case, teachers might be tempted to look for opportunities to praise the students' abilities and assure them of their intelligence. In a survey we gave to parents, over 80% of them thought that it was *necessary* to praise their children's intelligence in order to give them confidence in their abilities and motivate them to succeed.

Our research shows that this is wrong. As you read on, you will find out why.

WHO ARE THE MOTIVATED CHILDREN?

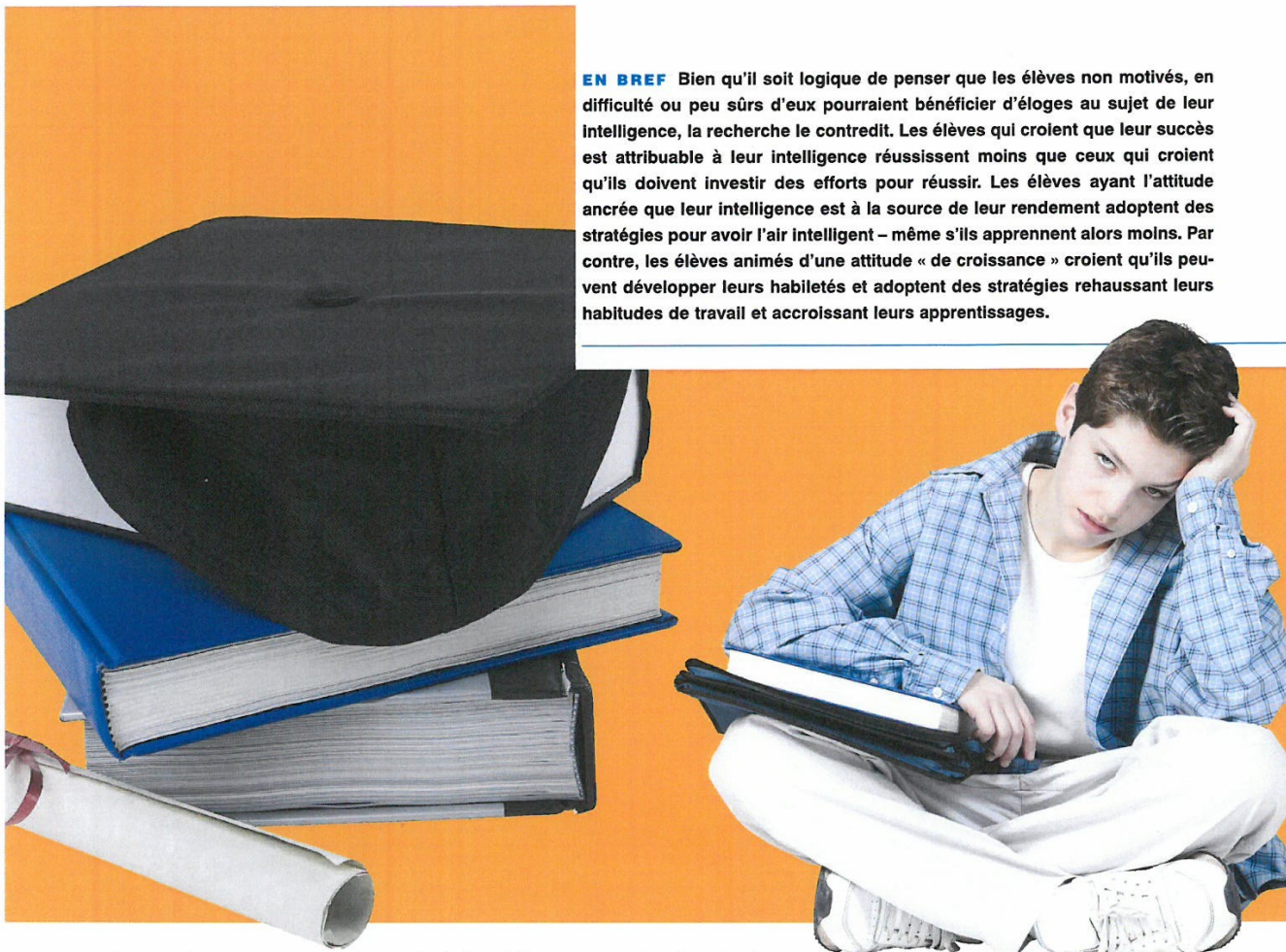
For over 30 years, I have studied students' motivation in order to find out what makes motivated students tick. Here is the most important thing I have learned: The most motivated and resilient students are *not* the ones who think they have a lot of fixed or innate intelligence. Instead, the most motivated and resilient students are the ones who believe that their abilities can be developed through their effort and learning.

Is intelligence something inherent or is it something that can be developed? Although this is not really an either/or question, more and more research is revealing that important parts of intelligence can be developed and that the brain has greater potential for growth and change throughout life than anyone ever thought. It's also interesting to know that Alfred Binet, the man who invented the IQ test, profoundly believed that children's intelligence could be transformed and enhanced through education. In fact, he devoted most of his career to developing educational curricula that would do just that. (The IQ test was simply created to identify children who were not profiting from the curriculum in the Paris public schools, so that Binet could develop courses of study that would better meet their needs.)

My main point will be: It matters greatly what students believe about their intelligence.

In a recently-published study, my colleagues (Lisa Blackwell and Kali Trzeniewski) and I followed over 400 students across the transition to seventh grade, a time when many students are derailed. At this time, the work gets harder, the grading becomes more stringent, and the environment becomes less personalized and nurturing. Students, as a whole, show a concomitant decline in motivation and grades. However, this was not equally true for all students in our study.

It was the students who believed in fixed intelligence who fared most poorly across this transition – even many who had done well in the past. They showed poorer motivation, less resilience in the face of difficulty, and lower



EN BREF Bien qu'il soit logique de penser que les élèves non motivés, en difficulté ou peu sûrs d'eux pourraient bénéficier d'éloges au sujet de leur intelligence, la recherche le contredit. Les élèves qui croient que leur succès est attribuable à leur intelligence réussissent moins que ceux qui croient qu'ils doivent investir des efforts pour réussir. Les élèves ayant l'attitude ancrée que leur intelligence est à la source de leur rendement adoptent des stratégies pour avoir l'air intelligent – même s'ils apprennent alors moins. Par contre, les élèves animés d'une attitude « de croissance » croient qu'ils peuvent développer leurs habiletés et adoptent des stratégies rehaussant leurs habitudes de travail et accroissant leurs apprentissages.

grades over the next two years. Those who believed their intelligence could be developed showed *increasing grades* over the same period. How did this happen?

THE FIXED MINDSET

Let's look first at the students who believed in fixed intelligence and see how this fixed mindset worked to limit their achievement. The fixed mindset comes with "rules," the cardinal rule being: *Look smart at all costs*. Not surprisingly, this rule stands in the way of learning.

For example, when our seventh graders were given a choice between learning something new and doing a task that would make them look smart, they chose the latter. In another study, we polled new students at the University of Hong Kong, an elite university where all classes are in English. We asked students who had poor English skills whether they would take a remedial English course if the faculty offered it. Students with a fixed mindset were not enthusiastic – they didn't want to be in a situation where they would not look smart. Better to put their college career in jeopardy! (Students with a *growth mindset* – who believed their intelligence could be developed – were far more enthusiastic about the course.)

Of course, wanting to look smart can sometimes be motivating, but the fixed mindset often comes with three more rules.

1. Don't make mistakes. Students in a fixed mindset think that mistakes or setbacks mean they lack ability. Our seventh graders told us that if they got one poor grade in a new course, it would mean they weren't good at that subject. They went on to say that they would try to drop the course and never take that subject again. In a study with pre-med college students at Columbia University we found the same thing. Students in a fixed mindset thought one disappointing grade measured their ability and their performance never recovered.

In short, students in a fixed mindset believe that if they had the intelligence, it would carry them straight through to perfect performance. Anything less spells inadequacy. This is why many talented students lack confidence in themselves. Which brings us to the next rule.

2. Don't work hard. Our seventh graders in a fixed mindset thought that hard work signaled low intelligence: "To tell the truth, when I work hard at my schoolwork it makes me feel like I'm not very smart." It didn't matter whether the schoolwork was new or difficult; their effort was a sign of limited ability.

THE IDEA THAT HIGH EFFORT EQUALS LOW ABILITY IS ONE OF THE WORST BELIEFS STUDENTS CAN HAVE. IT IS VIRTUALLY IMPOSSIBLE TO DO ANYTHING WORTHWHILE WITHOUT SUSTAINED EFFORT.

This is precisely why many “gifted” students simply stop working when school becomes more difficult. Before, they’d been able to coast along and do extremely well. In a fixed mindset, that’s how they knew they were gifted. Suddenly, they can’t do that anymore. Now they have a choice: work hard and feel dumb (and worst of all maybe still not do spectacularly) or don’t work hard and act smart. Act as though you could do well if you wanted to. You just don’t care to.

The idea that high effort equals low ability is one of the worst beliefs students can have. It is virtually impossible to do anything worthwhile without sustained effort. This is why we should not tell students how great they are when they do something quickly and easily. They should not think that low effort is the hallmark of intelligence.

3. If you make mistakes, don’t try to repair them. Our seventh graders with a fixed mindset told us that if they did poorly on a test, they would study less the next time and seriously consider cheating. Hardly a recipe for success! Actually, the fixed mindset does not provide good recipes for recovering from setbacks. Setbacks indicate a lack of ability and, in the fixed mindset, that lack of ability is permanent.

In one study, we monitored students’ brain waves (EEGs) as they performed a very difficult task. What were students paying most attention to? The brain waves revealed that students in a fixed mindset were vitally interested in whether they got an answer right or wrong, but, when they were wrong, they paid little attention to what the right answer was. They were not trying to correct their errors

and, as a result, did significantly worse than students with a growth mindset when they were later retested on the material.

I think we can begin to understand how a fixed mindset can limit students’ learning. Look smart at all costs. Don’t make mistakes. Don’t work hard. If you make mistakes, don’t try to correct them. Clearly, these are not rules that foster intellectual growth.

THE GROWTH MINDSET

Students with a growth mindset believe that their abilities can be developed, and so their major goal is to learn. “It’s much more important for me to learn things in my classes than it is to get the best grades.” Although these students care very much about doing well in school, they put a premium on learning. Ironically, this leads them to earn higher grades.

In other words, the cardinal rule of the growth mindset is: Learn! And like the fixed mindset, the growth mindset comes with three more rules that help students reach their goal.

1. Take on challenges. We’ve often offered students a choice between a challenging task that they can learn from and a task that is sure to make them look smart. Students in a growth mindset do not want to waste their time looking smart on tasks that offer them nothing else. They overwhelmingly want tasks that stretch their abilities and teach them new things.

2. Work hard. Rather than thinking that effort undermines ability, our seventh graders with a growth mindset believed that effort enhanced ability: “The harder you work at something, the better you’ll be at it.” They did not believe that inherent ability was the royal road to success, for even geniuses, they correctly believed, had to work hard for their successes.

3. Confront your deficiencies and correct them. In just about every study we’ve done, students in a growth mindset are eager to remedy their deficiencies. They may be very disappointed by a poor performance, but they deal with it directly. Our seventh graders with a growth mindset, after a poor grade on a test, told us that they would study harder and try different study strategies next time. Our pre-med college students with a growth mindset recovered from an initially disappointing grade through their deeper and more extensive study strategies. Our University of Hong Kong freshmen wanted the remedial English course to shore up their language skills. And the growth-mindset students in our EEG experiment confronted their mistakes and sought new knowledge to rectify them.

Clearly these are rules and practices that promote intellectual growth. What can educators do to foster a growth mindset in their students?

MINDSET MESSAGES: PRAISE

To answer this question, let’s return to the issue of praise and the message it sends. Although common sense may suggest that students who are unmotivated, struggling, or lacking in confidence might benefit from praise for their



intelligence, we worried that this kind of praise might send a fixed mindset message. We worried that praising students' intelligence, even after a job well done, might tell them: 1) I can look at your performance and judge your underlying intelligence (a fixed mindset message) and 2) I care first and foremost about your underlying intelligence and that's what I value you for (a fixed mindset message). In short, we worried that praise for intelligence would put students in a fixed mindset with all of its vulnerabilities.

When we thought about the children with a growth mindset, we thought about their focus on effort and strategies, and how this focus on process allowed them to remain motivated and effective in the face of setbacks. So we wondered whether praise for effort or strategies would promote a growth mindset with its motivation and resilience.

We then conducted research to test these ideas. We studied fifth graders and kindergarteners. We studied children in inner city schools, suburban schools, and rural schools. And we found the same thing in each case.

After students received intelligence praise, they adopted a fixed mindset. They rejected a challenging task they could learn from, instead selecting the task that would make them look smart. When they hit difficulty and made errors, they lost confidence in their ability – now they thought they were not smart – and ended up performing poorly.

Students who were praised for their effort entered a growth mindset. They wanted the challenge, they maintained their confidence and enjoyment in the face of difficulty, and they ended up performing far better, even when the task was an IQ test.

MAKE NO MISTAKE – CHILDREN LOVED THE INTELLIGENCE PRAISE.

THEY SMILED BROADLY AND SEEMED PROUD OF THEMSELVES. IT REALLY

MADE THE TESTERS FEEL AS THOUGH THEY HAD GIVEN THE CHILDREN

SOMETHING VALUABLE. BUT OUR FINDINGS TOLD A DIFFERENT STORY.

There was one more intriguing finding. Students who were praised for their intelligence later lied about their scores. This means that errors were so humiliating that they could not own up to them.

Make no mistake – children loved the intelligence praise. They smiled broadly and seemed proud of themselves. It really made the testers feel as though they had given the children something valuable. But our findings told a different story. It was praising the student's process – which could be their effort, strategies, concentration, choices, persistence – that helped them remain motivated, confident, and effective. (For ideas about ways to deliver process praise, see my book *Mindset*.)

Can a growth mindset be taught directly?

GROWTH MINDSET PROGRAMS BOOST ACHIEVEMENT

Three recent studies (by Joshua Aronson, by Catherine Good, and by my group) have shown that teaching students a growth mindset results in increased motivation, better grades, and higher achievement test scores. Over a series of sessions, students were taught that their brains

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form new connections every time they learn, and that over time they can become smarter. Students were very excited by the idea that they could influence their brains. They were also shown how to apply this idea to their school-work. Whether the students were in junior high school or at an elite university, those who received this message outperformed students in the control groups (even when the students in the control groups received excellent training in study skills). They also reported a greater investment in learning, and teachers reported noticeable changes in these students' desire to work hard and learn.

These benefits were especially important for students who are subject to negative stereotypes – girls in math or African-American students. The effects of stereotypes were reduced when students believed that their abilities could be developed. For example, in one study the gender gap in math was greatly reduced when girls were taught the growth mindset.

CONCLUSION

Many teachers see evidence for a fixed mindset every year. The students who start out at the top of their class end up at the top, and the students who start out at the bottom end up there. Research by Falko Rheinberg shows that when teachers believe in fixed intelligence, this is exactly what happens. It is a self-fulfilling prophecy. However, when teachers hold a growth mindset, many students who start out lower in the class blossom during the year and join the higher achievers.

As educators, we want all of the students we teach to profit from our efforts. A growth mindset – ours and theirs – helps students to seek learning, to love learning, and to learn effectively. **I**

CAROL S. DWECK is the Lewis and Virginia Eaton Professor of Psychology at Stanford University and the author of *Mindset: The New Psychology of Success*, recently published by Random House. She is a leading researcher in the area of student motivation, having received numerous grants and awards for her work. Her research has also been featured in *Time* magazine, *New York* magazine, the *New York Times*, the *Boston Globe*, the *Washington Post*, the *Manchester Guardian*, and on 20/20, the Today show, and the BBC.

A list of readings related to this article is available on the CEA website at www.cea-ace.ca

Measuring Students' Mindsets (for students 10 and older)

Read each sentence below and then circle the one number that shows how much you agree with it. There are no right or wrong answers.

1 You have a certain amount of intelligence, and you really can't do much to change it.*

Strongly Agree 1 Agree 2 Mostly Agree 3
Mostly Disagree 4 Disagree 5 Strongly Disagree 6

2 Your intelligence is something about you that you can't change very much.*

Strongly Agree 1 Agree 2 Mostly Agree 3
Mostly Disagree 4 Disagree 5 Strongly Disagree 6

3 You can learn new things, but you can't really change your basic intelligence.*

Strongly Agree 1 Agree 2 Mostly Agree 3
Mostly Disagree 4 Disagree 5 Strongly Disagree 6

4 No matter who you are, you can change your intelligence a lot.

Strongly Agree 1 Agree 2 Mostly Agree 3
Mostly Disagree 4 Disagree 5 Strongly Disagree 6

5 You can always greatly change how intelligent you are.

Strongly Agree 1 Agree 2 Mostly Agree 3
Mostly Disagree 4 Disagree 5 Strongly Disagree 6

6 No matter how much intelligence you have, you can always change it quite a bit.

Strongly Agree 1 Agree 2 Mostly Agree 3
Mostly Disagree 4 Disagree 5 Strongly Disagree 6

*These three fixed-mindset items can be used alone.

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