



## This Week's L&P

### Programme

Tuesday 6<sup>th</sup> March

3:00-4:30pm

Director-Led L&P

Lead: Directors

4:30-4:45pm

BRIEFING

Deep Announcements

Lead: Principal

# STRETCH AND CHALLENGE

## Grow Resilience

### 1. Never bribe students with easiness

“It doesn't help a child to tackle a difficult task if they succeed constantly on an easy one”.

Carol Dweck

- Bolster students' self-belief: “I think too much of your ability to let you do...”
- Use praise points, to reward students for taking risks
- Develop friendly competition with other classes/ year groups: “We're going to do this so that we can be the best...”

### 2. Verbal Resilience

- Don't allow students to answer questions in 1 word. They should answer in at least sentences, and ideally paragraphs.
- Increase the 'wait time' in questions to 5+ seconds, or use the register as a good time to set a question. Allow students to consult before answering and use the collaborative structures.
- Ask students to expand on each other's answers: “Chelsea, what do you think of Lucy's idea?”

### 3. Encourage Resilience

- Discourage lazy thinking in students. Rely on ‘What do you think?’ to keep them thinking, and never take ‘no’ for an answer.
- Ask questions for which there is no right answer. Reward answers by justification, rather than ‘rightness’.

### 4. Check Your Dweck

Fixed Mindset	Growth Mindset
Intelligence is fixed: I must look clever	Intelligence is expandable: I want to learn more
Emphasis on ability & competition	Emphasis on achievement & growth
Avoids challenges	Embraces challenges
Learning is finite: I can...	Learning is a continuum: I am learning to...
Likely to plateau early	Reaches higher levels of achievement



## 3B4T

Before you ask your teacher, try these three first!

**1. BRAIN** What might you have missed when thinking about it before?

**2. BROWSE** Could you use a computer to search for an answer?

**3. BUDDY** Quietly ask a friend for their help!

**4. TEACHER**