

# PEAK PERFORMANCE THROUGH GROWTH MINDSET

Forest Glen Elementary  
School of Spanish Immersion  
MSDLT

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# BACKGROUND LEADING TO THIS INQUIRY

- ▶ Why the majority of my staff don't have the desire to grow professionally?



- ▶ Conduct a growth mindset survey

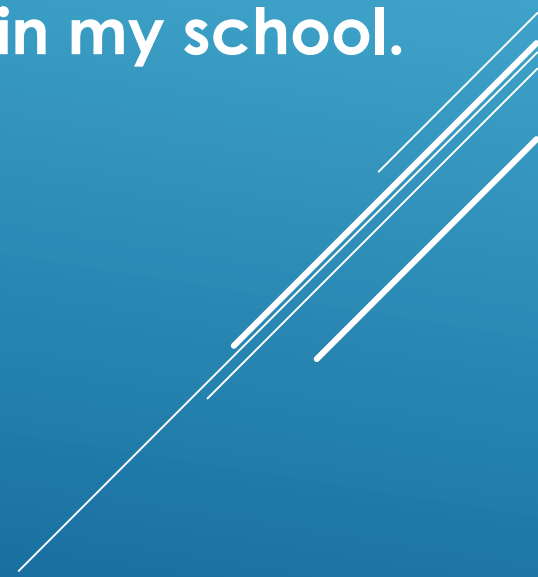


- ▶ Because I have the desire to grow professionally and be a leader with growth mindset, doesn't mean everyone else does



- ▶ Embrace and model the belief that people can develop and improve their talents and skills through dedication and hard work with the goal of evolving personally and professionally and influencing my staff to do the same.

# PURPOSE OF THIS INQUIRY

- ▶ Acquire and model a set of leadership skills to help me become a leader with growth mindset, which will promote a growth mindset culture in my school.
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# MY WONDERING

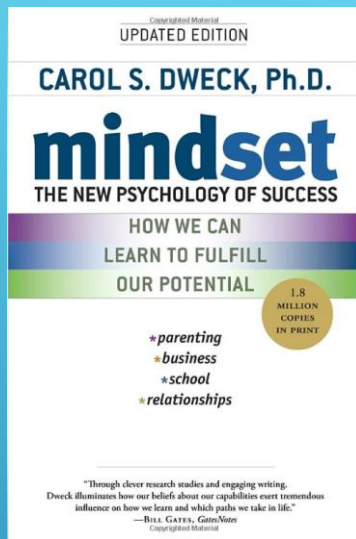
- ▶ **What leadership skillset do I need to acquire and model so I become a leader with growth mindset and help my staff develop growth mindset as well?**
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# MY ACTIONS

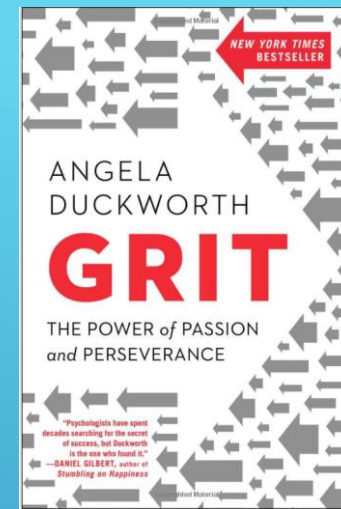
- ▶ Read about shared leadership with growth mindset and share weekly learnings with staff via school newsletter and during PLCs.
- ▶ Established a collaborative culture with my leadership team in which I exemplified growth mindset by embracing staff feedback to help improve my skills as a leader.
- ▶ Used the PLCs as a vehicle for me to model setting my learning goals as a lead learner to help improve my skills as a leader which can result in the growth mindset for all teams.
- ▶ Modeled being a lead learner in the school by sharing my readings, my learnings and my goals.

# DATA COLLECTION

- ▶ Developed a purposeful action board that helps track how I cultivate growth mindset.
- ▶ Empowered the PLC Leaders to remind me of the action board items that challenged me to lead with a growth mindset and as result will influence the collaborative culture in my school.
- ▶ My leadership team and I have documented our learnings and decision making to revise our practices.
- ▶ Tracked and verified with evidence my growth mindset decisions and set new goals.



# MY DATA



## MY FIXED MINDSET (Before)

My teachers can't work as a team.

Some teachers come across incompetent, lazy and don't take teaching very seriously. They think teaching is a job from 8:00-3:00

My teachers have so many issues! You can't expect me to solve all their problems!

Teachers don't even try.

## MY GROWTH MINDSET (Now)

I have to figure out how to support my teachers to work as a team. They will acquire what is needed to become a great team.

I need to find a way to support my teachers to value hard work so they contribute equally to the work, and also provide them with PD about the importance in valuing what they do and what it means to the success of all.

I can control what happens in my school. One step at a time, and I'll move my teachers forward. I will find a way to help them learn from their challenges and view them as lessons.

I need to engage teachers in the process and empower them to become lead learners.

# 10 Growth Mindset Statements



What can I say to myself?

INSTEAD OF:

- I'm not good at this.
- I'm awesome at this.
- I give up.
- This is too hard.
- I can't make this any better.
- I just can't do Math.
- I made a mistake.
- She's so smart. I will never be that smart.
- It's good enough.
- Plan "A" didn't work.

TRY THINKING:



- 1 What am I missing?
- 2 I'm on the right track.
- 3 I'll use some of the strategies we've learned.
- 4 This may take some time and effort.
- 5 I can always improve so I'll keep trying.
- 6 I'm going to train my brain in Math.
- 7 Mistakes help me to learn better.
- 8 I'm going to figure out how she does it.
- 9 Is it really my best work?
- 10 Good thing the alphabet has 25 more letters!

(Original source unknown)

@sylvia duckworth

## Motivational Posters Emoji Themed

When it is obvious that the **GOALS** cannot be reached, **DON'T** adjust the goals. **ADJUST** the **action steps**.

**AVOIDING** failure is to avoid **SUCCESS**.

Don't worry about failure, worry about the **chances** you **MISS** when you don't even **TRY**.

**EVERY** champion was once a contender that **REFUSED** to **GIVE UP**.

**PERSEVERANCE** are performed not by strength but by **PERSEVERANCE**.

The odds of **HITTING** your **target** go up dramatically when you **AIM** at it.

## MY DATA

"Failure is an opportunity to grow"

### GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

"Failure is the limit of my abilities"

### FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like to be challenged"

"My potential is predetermined"

"When I'm frustrated, I give up"

"Feedback and criticism are personal"

"I stick to what I know"

## MINDSETS

**FIXED MINDSET**  
The belief that skills, intellect, and talents are set and unchangeable.


**GROWTH MINDSET**  
The belief that skills, intellect, and talents can be developed through practice and perseverance.

I'll stick to what I know. Either I'm good at it or not.	DESIRES	I want to learn new things. I am eager to take risks.
It's fine the way it is. There is nothing to change.	SKILLS	Is this really my best work? What else can I improve?
This is a waste of time; there's a lot to figure out.	EFFORT	I know this will help me even though it is difficult.
It's easier to give up. I'm really not smart.	SETBACKS	I'll use another strategy; my mistakes help me learn.
This work is boring. No one likes to do it.	FEEDBACK	I recognize my weakness, and I know what to fix.
It's easy for him or her. They were born smart.	TALENTED PEERS	I wonder how they did it. Let me try to figure it out.

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# MY DISCOVERIES

1. Perception is reality.
  2. Our actions are a result of our thoughts.
  3. We become what we think about.
  4. If there is a will, there is a way. It starts within us.
  5. It starts with changing the way we look at things.
  6. When we change the way we look at things the things we look at change.
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# WHERE AM I HEADING NEXT

Embrace the following principles:

- ▶ Place high value on learning
- ▶ Is it possible that I am the problem?
- ▶ Develop as many people as I can
- ▶ Stay open to feedback
- ▶ Failure is stepping stone towards success
- ▶ Give teams permission to fail and set goals for improvement



- ▶ Empower my school leadership team to continue to lead the work with their grade level teams

# BIBLIOGRAPHY

Dweck, C. S. (2006). *Mindset: The New Psychology of Success*. New York: Random House.

*Grit: The Power of Passion and Perseverance*. Citation. Duckworth, A. (2016). *Grit: The power of passion and perseverance*. New York, NY, US: Scribner/Simon





## Peak Performance Through Growth Mindset

Principal Name: Jerome Lahlou  
School Name: Forest Glen Elementary  
Principal's Email Contact: jeromelahlou@msdlt.org

### Background Leading to My Inquiry (Slide ?)

- ▶ Why the majority of my staff don't have the desire to grow professionally?

### The Purpose of My Inquiry (Slide ?)

Acquire and model a set of leadership skills with my staff to help promote growth mindset culture in my school.

### My Wondering (Slide ?)

What leadership skill set I need acquire and model so I can help my staff develop growth mindset?

### My Actions (Slide ?)

- ▶ Read about shared leadership with growth mindset and share weekly learnings with staff via school newsletter and during PLCs.
- ▶ Established a collaborative culture with my leadership team in which I exemplified growth mindset by embracing staff feedback to help improve my skills as a leader.
- ▶ Used the PLCs as a vehicle for me to model setting my learning goals as a lead learner to help improve my skills as a leader which can result in the growth mindset for all teams.
- ▶ Modeled being a lead learner in the school by sharing my readings, my learnings and my goals.

### Data Collection (Slide ?)

1. Develop a purposeful action board that help cultivate a growth mindset culture.
2. Empower the PLC Leaders to help develop the action board items that lead to a growth mindset culture.
3. Teams to establish norms of teaming and owning the target and equally contributing towards achieving the team goals.

- 4. Teams documenting their learnings and making decisions on revising their practices.**
5. Tracking and verifying with evidences their growth and setting new goals.

#### My Discoveries (Slide ?)

1. Perception is reality.
2. Our actions are a result of our thoughts.
3. We become what we thing about.
4. If there is a will, there is a way. It starts within us.
5. It starts with changing the way we look at things.
6. When we change the way we look at things the things we look at change.

#### Where I Am Heading Next (Slide ?)

Embrace the following principles:

- ▶ Place high value on learning
- ▶ Is it possible that I am the problem?
- ▶ Develop as many people as I can
- ▶ Stay open to feedback
- ▶ Failure is stepping stone towards success
- ▶ Give teams permission to fail and set goals for improvement
- ▶ Empower my school leadership team to continue to lead the work with their grade level teams

#### Bibliography (Slide ?)

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