

The Power of Mindsets: Creating a Positive School Climate

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The power of mindsets

Mindsets: The assumptions and expectations we have for ourselves and others that guide our behavior

What is the mindset of educators who truly touch the hearts and minds of students?

The mindset of effective educators

To believe in the capacity of students to meet challenges, overcome adversity, and become resilient: The importance of a “charismatic adult”

“I want to be a charismatic adult. What do I do?”

The mindset of effective educators

To believe that if something is not working or is ineffective in our personal and professional lives we must ask, “What is it that I can do differently to change the situation?” rather than wait for others to change first. This should not be interpreted as blaming ourselves but rather as a source of empowerment

The mindset of effective educators

To be empathic: We must see the world through the eyes of the students with whom we work

Exercises to promote empathy

The mindset of effective educators

Exercises to promote empathy: Some basic questions to consider

Would I want anyone to say or do to me what I have said or done to this student?

In anything I say or do with a student what do I hope to accomplish?

Am I saying or doing it in a way where the student feels respected and can truly hear what I have to say and respond constructively?

The mindset of effective educators

To understand the components of motivation and self-worth and to create “motivating environments”: Deci’s focus on basic needs

1. The need to belong and feel connected (and let’s add the word welcome): When students feel alienated in school, learning and achievement will be compromised and anger and resentment will become dominant features

2. The need for self-determination and autonomy

- a. What kind of choices and decisions do we provide students?
- b. Do our disciplinary practices promote self-discipline and self-control as well as nurturing a safe environment ?

3. The need to feel competent: To identify, reinforce, and display each youngster's "islands of competence"--We must adopt a strength-based model

a. Do we provide students with an opportunity to contribute to their school and home environments?

b. Do we help students believe that mistakes are experiences from which to learn?