

# Huntington in Bloom



# Linking a Growth Mindset to Higher Order Thinking Skills within a Creative Curriculum.

Wednesday 27<sup>th</sup> January 2016

# Linking a Growth Mindset to Higher Order Thinking Skills within a Creative Curriculum.

A refresher course for Growth Mindset.

Developing our understanding of what leads to Deeper Learning.

Learning the language of Higher Order Thinking Skills.

Recognising opportunities for HOT's within a creative curriculum.

Developing routines and activities that connect and promote Growth Mindset and HOT's.

## Meeting the aims of the National Curriculum for England 2014

### **Our curriculum should:**

Help to engender in pupils an appreciation of human creativity and achievement.  
Teach pupils to negotiate, evaluate and build on the ideas of others. They should speculate, hypothesise and explore ideas.

### **Our pupils should be able to:**

Provide reasoned justifications for their views.  
Ask questions to improve their understanding.  
Reason by following a line of enquiry, conjecturing relationships and developing an argument using relevant and related language.

## Meeting the requirements of Ofsted as described in the School Inspection Handbook August 2015

### **The spiritual, moral and cultural development of pupils is shown by their:**

Use of imagination and creativity in their learning.

Interest in investigating and offering reasoned views about moral and ethical issues.

Ability to understand and appreciate the viewpoints of others.

Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.

### **Outstanding descriptors:**

Pupils love the challenge of learning.

Pupils are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.

Pupils understand how their education equips them with the behaviours and attitudes necessary for success in adult life.

# What does success look like to you?

Success



Success





# NELSON MANDELA

1918-2013

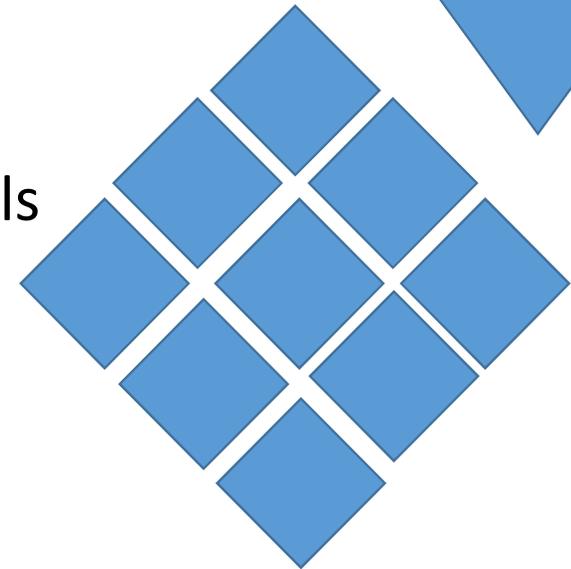
Do not judge me  
by my successes,  
judge me by how many  
times I fell down and  
got back up again.

# So what are the barriers to success?

Rank  
these  
barriers  
using the  
Diamond  
9 Cards.

Lack of opportunity  
Lack of confidence  
Limited resources  
Poor concentration  
Lack of motivation  
Poor numeracy/literacy skills  
No sense of purpose  
Lack of energy  
Lack of knowledge

Copy  
these or  
write  
your  
own.





## Wise praise.....

Praising **process** rather than attainment.

Praise **effort, grit** and **resilience** rather than intelligence.

“Although praise for intelligence is usually well-intentioned and can be motivating when students are doing well, it backfires when students eventually face work that is difficult for them. When this happens, the failure is a threat to the person's sense of his or her own intelligence — a situation to avoid. Thus, **praise for intelligence is a short-term strategy that makes successful students feel good at the moment, but one that is detrimental to students in the longer run.**” Dwek.

So how can we help children accept 'failure' as a tool for success?

It has to  
be **realised** and  
made relevant  
to  
**achievement.**

