

# FOSTERING GROWTH MINDSETS IN READERS

GRAVITY GOLDBERG

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#MINDSETSANDMOVES



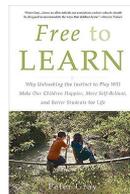
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HOW CAN WE HELP STUDENTS BECOME DEEP THINKING, HARD WORKING, SELF-DIRECTED AND TRULY INDEPENDENT READERS?

"The school system has directly and indirectly, often unintentionally, fostered an attitude in society that children learn and progress primarily by doing tasks that are directed and evaluated by adults, and that children's own activities are wasted time" (p.8).

-Peter Gray

evolutionary developmental psychologist



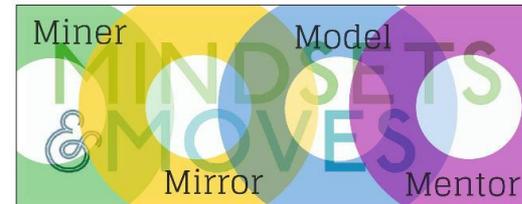
Where we put our attention matters.



WHAT LENS ARE YOU USING?



Where are you putting your attention?



When we approach readers as admirers we have these beliefs in mind:

- All students are worthy of study and to be regarded with wonder.
- All students are readers, yet their processes may look different.
- All students can learn to make purposeful choices about their reading.
- All students can develop ownership of their reading lives.

-from *Mindsets and Moves*, p. 3 by Gravity Goldberg

## Growth Vs. Fixed Mindsets

People with a **growth mindset**

- see that working hard and struggling pays off
- believe that success is a result of hard work
- understand that everyone can grow and learn something new
- view struggle as an opportunity to learn

People with a **fixed mindset**

- believe that intelligence and ability are born, static traits
- believe that they can do very little to change their ability
- view struggle as negative
- avoid challenges

## Mindset Is Essential To Readers

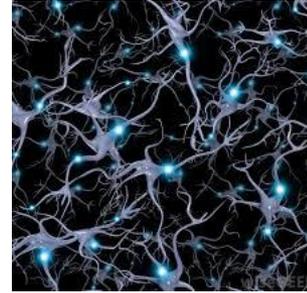
Performative Literacy: The Habits of Mind of Highly Literate Readers

(Blau, 2003)

- Willingness to suspend closure—to entertain problems rather than avoid them.
- Tolerance for failure—a willingness to re-read and re-read again.
- Tolerance for ambiguity, paradox, and uncertainty.
- A capacity to monitor and direct one's own reading process: metacognitive awareness.

**"DEEP LEARNERS ARE ABLE TO THINK METACOGNITIVELY, TAKE ACTION, DISCUSS IDEAS, AND SEE ERRORS AS A NECESSARY PART OF LEARNING" (FISHER, FREY, & HATTIE, 2016, P. 75).**

## "A ha" Moments and Mindset



struggle is important and needed  
"learner's high"

## Support a Growth Mindset in Readers

- with management structures
- with your language choices
- with your teaching decisions

## Management & Mindset



play



work

## Language Choices and Mindset

- ❑ Focus on the process and effort the reader put in.
- ❑ Take yourself out of it.
  - Not: "I like..."
  - Instead: "First you... then you..."
- ❑ Connect their effort to the results.

## Continuum of Feedback Examples

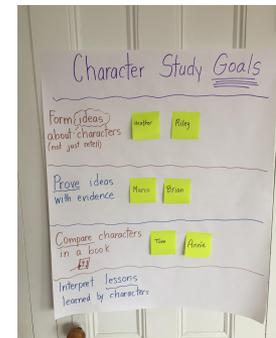
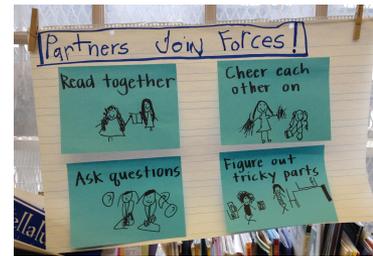


## Teaching Decisions & Mindset

- ❑ Model your own reading process and show your steps.
- ❑ Normalize hard work as a part of the reading process.
- ❑ Let students solve their own problems (or at least try).

## Rather than Assign We Can...

### MODEL choices



Rather than Monitor We Can...  
Be a Miner:

UNCOVER the process &  
OFFER Feedback



Rather than Manage We Can...  
MENTOR readers

- Minilessons
  - remind them of choices and help them make one
- Conferences
  - teach the reader and not the book
  - reader to reader conversations

Students Benefit from Take-Charge  
Independence because it can foster:

- growth mindset
- willingness to struggle
- positive relationship towards reading
- intrinsic motivation
- allow for appropriate amounts of struggle so readers can solve their own problems (ZPD)
- let the reading experience be the reward- let it be playful

**INDEPENDENT READING AND  
BEING AN INDEPENDENT  
READER ARE NOT  
NECESSARILY THE SAME  
THING.**

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Thank you.



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