MAKING A DIFFERENCE: The *Gritty* Leader
Dallas, TX -- Region 10 ESC

March 26, 9:00-3:30

Thomas R. Hoerr, PhD
trhoerr@newcityschool.org
www.newcityschool.org
Thank you for your efforts and skills!

YOU WORK IN
• Difficult situations
• With challenging kids
• With little appreciation
• Running a school is not for the faint of heart!
Who am I and from where do I come???

Live to Learn!
New City School in St. Louis

• Academics
• Personal Intelligences
• Diversity Beyond Numbers
• Joyful Learning

A Multiple Intelligences school since 1988

www.newcityschool.org

Live to Learn!
What else?

• Non-Profit Management Program
• ISACS New Heads Network
• ASCD Multiple Intelligences PIC
• UM-St. Louis New Leaders Principals Program
• “Principal Connection” columnist in *EL*
And...

FOSTERING GRIT

How do I prepare my students for the real world?

Thomas R. Hoerr

Live to Learn!
But...

1. Leadership is an art, not a science
2. Your school is not my school: context matters
3. However good I am, I’ll sound better.

Live to Learn!
Who are you?

“Mrs. Hammond! I’d know you anywhere from little Billy’s portrait of you.”

Live to Learn!
Our roles today

**My job**
- Talk about leadership, collegiality and grit
- Share my work and biases
- To give you some new ideas
- To disquiet you.

**Your job**
- To listen critically, to ask, and to push me
- To consider what might work for you in your setting
- To build your personal network
- To leave with some new ideas or strategies.

Live to Learn!
Let’s begin with a test!

What 3 adjectives describe effective principals?

What would your teachers say?
My 4 biases

1. Teachers are the key factor in determining the quality of a school.
2. The leader’s job is **not** to make teachers happy.
3. The leader’s job is to facilitate and support everyone’s growth, beginning with our teachers.

Live to Learn!
4. The leader’s own growth is key.

We must be learners.

And we must evidence this...
Principals are change-agents

I THRIVE ON CHANGE.

YOU?!

YOU THREW A FIT THIS MORNING BECAUSE YOUR MOM PUT LESS JELLY ON YOUR TOAST THAN YESTERDAY!
I THRIVE ON MAKING OTHER PEOPLE CHANGE.
Leadership Lessons That I Learned the Hard Way

Six points to bear in mind as you think about your leadership role...

Live to Learn!
These are

• Lessons I’ve learned first-hand

• Lessons that it often took me longer to learn than it should

• Common-sense that isn’t all that common

• Little things that are really big things

Live to Learn!
1. Perception *is* reality

Live to learn!
Live to learn!
People live in their perceptions.
We are conscious of our perceptions
When is the last time you reached to listen?

The word LISTEN contains the same letters as the word SILENT.
We need to know *others’* perceptions. How?

**Intentionality is the key**

• Asking and listening: *What surprised you?*
• Breakfast With Tom
• Formal surveys (Survey Monkey)
• To whom do you talk, by whom do you stand? Accessibility
• Reaching to listen
• Seek out the critics (Donna, too).
2. An attitude of *Make new mistakes is important*
# Mistakes and their implications

<table>
<thead>
<tr>
<th>What kind of mistakes?</th>
<th>What do they mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLD mistakes</td>
<td>We repeat our errors and do not learn from our experiences.</td>
</tr>
<tr>
<td>NO mistakes</td>
<td>We continue to use the same approach. We are error-free, but little learning takes place.</td>
</tr>
<tr>
<td>NEW mistakes</td>
<td>We try new ideas and strategies and we learn from our experiences.</td>
</tr>
</tbody>
</table>
The *Make New Mistakes* attitude ties into Carol Dweck’s mindsets and Angela Duckworth’s grit.

We learn from our mistakes! Be *thoughtfully* transparent about sharing your mistakes.
3. Whose Decision Is It?

I WAS TOLD THAT TO BE A SUCCESSFUL LEADER YOU MUST DELEGATE

SO, I LEARNED TO DELEGATE AUTHORITY

Live to Learn!
NOW THEY WON'T GIVE IT BACK
Who decides?

-- intentionality and transparency --

YOUR decision

MY decision

OUR decision

Live to learn!
Another way to look at decisions...

Jim Collins: executive and legislative leadership skills

• “In executive leadership, the individual has enough concentrated power to simply make the right decisions. In legislative leadership... no individual leader – not even the nominal chief executive – has enough structural power to make the most important decisions himself or herself”

• Schools operate under legislative leadership

• “The best leaders of the future... will have a knack for knowing when to play their executive chips, and when not to.”
4. *Who* are your resources?
Distributed intelligence (DI)

• Our intelligence is not limited to what is inside our skin
• Intelligence is distributed across other minds, signs, and artifacts
• This includes tools, symbols, portfolios, forms, technology, and other individuals.

Live to learn!
We need to intentionally develop those relationships.

Pogo: “None of us is as smart as all of us”

Who’s on your personal Advisory Board?

To whom can you candidly turn?

Live to learn!
5. There must be **five** positive interactions for every negative.

- We must consciously work to a ratio of providing FIVE positives to any negative that we offer.
- Negative or maybe a question
- We should catch people being successful and praise them.
- Those positives build the trust and good will that allow the negatives to be heard.
- Based on the work of marriage counselor John Gottman.
6. Excellence vs. Perfection

Live to learn!
In your professional life...

What are the cafeteria trays?

Live to Learn!
Most relevant?
Disagree?

1. Perception Is Reality

2. Make New Mistakes

3. Whose Decision?

4. Who are your resources?

5. 5:1

6. Excellence versus Perfection

Live to Learn!
What makes a good school?
What makes a GREAT school?

Live to Learn!
Principal = Lead Learner

The principal’s job is to help EVERYONE in the building grow. Students grow from their teachers.

But how???
The key to developing teachers is collegiality
Why collegiality?

• Who has enough time to work individually with each teacher?

• Who has enough time to get into classrooms and observe teachers on a routine basis?

• Who is as knowledgeable as any teacher in the building?
"The principal as the direct instructional leader is not the solution"

"To increase impact, principals should use their time differently. They should direct their energies to developing the group...

“This does not exclude the role of selecting and cultivating individuals, but it places that activity with the context of creating a collective culture of efficacy."
Fullan:

•"... groups of teachers, working together in purposeful ways over periods of time, will produce greater learning in more students. Thus, if principals directly influence how teachers can learn together, they will maximize their impact on student learning"

•"The more effective principals were those who defined their roles as facilitators of teacher success rather than instructional leaders."
Collegiality is the Key

If students are to grow and learn, the adults must grow and learn too.

The leader’s #1 job is to create a setting in which everyone grows.
Collegiality, not congeniality
The aspects of collegiality (many of which are likely currently in your school)

1. Teachers talking together about students
2. Teachers talking about curriculum together
3. Teachers observing one another teach
4. Teachers teaching one another
5. Administrators and teachers learning together
1. Teachers talking together about students

- discussing students’ strengths
- discussing students’ needs
- discussing how students have changed over time
- comparing and contrasting how students perform in different settings
- discussing how to work with families to help students grow
2. Teachers talking about curriculum together

• reviewing curriculum
• revising curriculum
• developing curriculum
• integrating curriculum
• discussing non-cognitive curriculum
• talking about pedagogy too
3. Teachers observing one another teach

• providing affirmation to the teacher teaching
• gaining an appreciation for others
• asking questions which cause reflection
• giving positive feedback for growth
• giving negative feedback for growth (?)
• “turn-teaching”: sharing ideas through watching one another teach
4. Teachers teaching one another

• sharing expertise
• teaching peers about pedagogy, organizing instruction, and assessment
• sharing awareness and knowledge from readings or presentations
• demonstrating fine teaching
5. Administrators and teachers learning together

- Exploring topics and ideas
- Looking at implementation strategies
- Being part of a reading discussion group
- Sharing frustrations and mistakes
- Being part of the team

Live to Learn!
At YOUR school...

What element of collegiality is strongest?
Where can you work to improve?

1. Teachers talking together about students
2. Teachers talking about curriculum together
3. Teachers observing one another teach
4. Teachers teaching one another
5. Administrators and teachers learning together
If students are to learn and grow, collegiality – a culture of collaboration and learning – must permeate the school.

• HOW to get there?

• Some New City examples follow (some of which will be familiar to you)…
Hiring

• Current teachers help select new teachers.

• Sometimes they help us screen applications; they always are part of the interviewing process.

• Occasionally they have additional meetings with candidates.

• Your application?
NEW CITY SCHOOL
5209 Waterman Avenue • St. Louis, MO 63108 • 314/361-6411

New City School is an urban independent school which provides children from pre-school through 6th grade with a challenging, individualized education in a joyful and creative environment. We seek to develop caring, confident, lifelong learners through academics, humanities and diversity.

Application for Teaching Position
(please print)

Date of Application _____________________

Pre-K K 1 2 3 4 5 6
Circle GRADE LEVEL(s) preferred

Name _________________________________

Last First M.I.

Address ________________________________________________

Home Phone _________ Daytime Phone ________________ E-Mail Address ___________________

Social Security No. ___________________________ Ethnic Background (optional) _________________

How did you hear of New City School? ________________________________________________________

Have you ever been convicted of a misdemeanor or felony, other than a routine traffic violation?  ____Yes ____No

If Yes, please explain ________________________________________________________________

Have you ever been the subject of a child abuse or child neglect investigation?  ____Yes ____No

If Yes, please explain ________________________________________________________________

(Applicants who are offered a position will be required to complete a screening form which is sent to the Missouri Division of Family Services before employment is finalized.)

Use this space as you wish, as another way to tell us, or show us, something about you.
Let yourself go.
Be creative.
Be humorous.
Be adventurous.
Be serious.
You decide.

INSTRUCTIONS: Please complete this application in full and mail it to Personnel, New City School, at the above address. Also include a copy of your current resume, including references.

We will not be able to interview everyone who applies. You will be notified if you are selected to be interviewed.

(YOU'RE NOT FINISHED YET. THERE'S MORE ON THE BACK.)

Live to Learn!
Use this space as you wish, as another way to tell us, or show us, something about you.
Let yourself go.
Be creative.
Be humorous.
Be adventurous.
Be serious.
You decide.
Please answer the following questions IN YOUR OWN HANDWRITING. If necessary, attach additional sheets.

1. Are there differences between success in school and success in life?

2. Describe, as developmentally appropriate for the age of students with whom you would like to work, what issues of human diversity are important and how they should be addressed.

3. What book or work of art has had the greatest impact on you?
New teacher support

• We have a mentor process in which new teachers meet monthly to focus on curriculum, instruction, working with parents, and emotional balance

• Our school counselor occasionally joins the group to focus on personal issues
Professional Development

Activities are planned for both congeniality and collegiality.

- affinity groups to break the patterns
- teaming addressed, e.g. MBTI or “courageous conversations”
- all teachers serve on a committee (or committees)
- one team goal on collegiality
- Recognizing the personal and professional overlap
Teacher evaluation

• “Professionalism/colliegiality” is an area on which teachers are evaluated.
• Professionalism deals with their relationships with students’ parents, peers, and administrators.
• Collegiality is evidenced by involvement in committee work, sharing what they know, and being a resource to others.
Collegiality Strategies

• Form a faculty book group
• Use faculty committees for faculty learning
• Schedules give common planning time
• Mentors for all 1st and 2nd year teachers
• We pay for each team to go to dinner once during this in-service
• After-school MI Collegiality groups, e.g. clay, yoga, hip-hop dancing, juggling
How are your faculty meetings?

One of my favorite articles...

What if faculty meetings were voluntary?  

*Education Week, 12/2/9*
At YOUR school...

What can YOU do to help develop and support collegiality?

• What’s already in place?

• How can you begin or extend?
Grit: What and Why?
Grit is relevant to all of us

employee

parent

colleague

Live to learn!
Let’s frame the issue...
Are there differences between success in school and success in life?
Joyful Learning at New City

Live to learn!
First and always

Children must know that we embrace them regardless of their success.

We embrace them as people.
What’s grit??

**GRIT** is overcoming...
overcoming boredom
overcoming overcoming frustration
overcoming overcoming failure.

*Live to learn!*
GRIT is setting goals, stretching yourself, hanging in, hanging in again, and not giving up!

Live to learn!
GRIT is not about IQ

➢ Grit is not tied to intelligence, knowledge, or skills

Live to learn!
GRIT is an attitude

- About life
- About learning
- About reacting to adversity
- About how success is defined
- About ourselves as learners

Live to learn!
GRIT is a dialogue

- Between teachers and students
- Between teachers and parents
- Between teachers and administrators
- Between parents and their children
- Among educators and parents
- Overt and transparent
- **WITH**, not to...
GRIT is a *dialogue*

Among everyone with a vested interest

- **School:** teachers, students, and parents
- **Home:** parents and children
- **Work:** colleagues

It’s overt and transparent *WITH*, not *to*...
A dialogue means listening to others

We need to know
• what they know
• how they learn
• how they feel about learning
• how they feel about failure

We need to know them.

Live to learn!
Grit is also an internal *dialogue*

It’s a dialogue that we have with ourselves
• We consciously seek to develop grit
• We venture out of our comfort zones
• We embrace the difficulties and frustrations
• We achieve
• We reflect
• We set new goals and strive again.

Live to learn!
“Are there differences between success in school and success in life?” is a very relevant question.
Teaching for grit is pragmatic.

Live to learn!
Should an *educator* ever strive to cause a student to be frustrated or, even, fail?

Should a *parent* ever do this?

Should an *supervisor* ever do this???

My bias: **YES.**
Because we care about people

We don’t always intervene.
We may lead people into frustration.
We might allow people to fail.

We want them to learn, we want them to grow, we want them to gain from adversity.
Teaching and leading for grit feels

• Uncomfortable
• Awkward
• Uncaring
• Politically unwise
• Counter to all of our training...

But we must do this to prepare students for success in the real world.

Live to learn!
November 18, 2011 NYT by Paul Tough

“The Character Test
Why our kids’ success – and happiness – may depend less on perfect performance than on learning how to deal with failure”

What if the secret to success is failure?
Students who get 800 on their SAT...

“When that person suddenly has to face up to a difficult moment, then I think they’re screwed, to be honest. I don’t think they’ve grown the capacities to be able to handle that.”

Live to learn!
Tough talking about the success of KIPP graduates

“...the students who persisted in college were not necessarily the ones who had excelled academically at KIPP; they were the ones with exceptional character strengths, like optimism, and persistence and social intelligence...”
“They were the ones who were able to recover from a bad grade and resolve to do better next time;

to bounce back from a fight with their parents; to resist the urge to go out to the movies and stay home and study instead;

to persuade professors to give them extra help after class.”
Tough identifies

“...exceptional character strengths, like optimism, and persistence and social intelligence...”

Did we teach *formally* these to our students?

Probably not.

But we should.

Live to learn!
We need to give more attention to the second curriculum, a.k.a.

Character
Moral Development
Effort & Work Habits
The Personal Intelligences
Emotional Intelligence
“the non-cognitive curriculum”
Who you are is more important than what you know.
"It is our choices, Harry, that show what we truly are, far more than our abilities."

Professor Dumbledore, Headmaster of the Hogwarts School of Witchcraft and Wizardry
“Principal Connection,” *Educational Leadership*, January 2008

“What standardized tests cannot do – indeed, what almost no test can do – is capture a child’s essence. Tests don’t speak to the internal factors that play a major role in life success: curiosity, effort, resilience, and compassion.”
Another reason to focus on grit

Paul Tough:

“Pure IQ is stubbornly resistant to improvement after about age eight. But executive functions and the ability to handle stress and manage strong emotions can be improved, sometimes dramatically, well into adolescence and even adulthood.”
Angela Duckworth

“What struck me was that IQ was not the only difference between my best and my worst students. Some of my strongest students did not have stratospheric IQ scores. Some of my smartest kids weren’t doing so well.”
True Grit
Ridgeway, CO

Live to learn!
Paul Tough:
“Duckworth’s research showed that measures of self-control can be a more reliable predictor of students’ GPA than their IQ’s...”

Walter Mischel:
“... the ability to delay immediate gratification for the sake of future consequences is an acquirable cognitive skill.”
Grit is:
overcoming boredom
overcoming frustration
overcoming failure.
GRIT is
setting goals
stretching yourself
hanging in
hanging in again
and
not giving up!

Live to learn!
Characteristics of Grit
Margaret Perlis, *Forbes Magazine* (10/29/13)

1. **Courage**: managing fear (TR: “daring greatly” in the arena)

2. **Conscientiousness**: achievement-oriented

3. **Long-term Goals and Endurance**: follow-through (10,000 hours with a purpose)

4. **Resilience**: Optimism, Confidence, Creativity (reappraise and regulate)

5. And…
5. Balancing excellence vs. perfection

Sound familiar???
That’s knowing when to give up the battle.
My GRIT mindset

G = Growth
R = Resilience
I = Intrapersonal Intelligence
T = Tenacity

Live to learn!
Where did **you** learn grit?

Live to learn!
Grit is often under the surface

“Most overnight successes come after repeated attempts and failures. You’ve got to keep after it.”

Nathan Myhrvold, former Microsoft CTO
“Our greatest weakness lies in giving up. The most certain way to succeed is always having to try just one more time.”

“I have not failed. I’ve just found 10,000 ways that won’t work.”

~ Thomas Edison

Live to Learn!
From *Emotional Intelligence*:

*Relentless training* is the common characteristic of Olympic athletes, world-class musicians, and chess grand masters.
“I’ve missed more than 9,000 shots in my career. I’ve lost more than 300 games. Twenty-six times I’ve been trusted to take the winning shot, and I’ve missed. I’ve failed over and over and over again in my life. And that is why I succeed.”

Michael Jordan
Mia Hamm: “Failure happens all the time. It happens every day in practice. What makes you better is how you react to it.”
Colin Powell: “There are no secrets to success. It is the result of preparation, hard work, and learning from failure.”
Grit must be taught, but this can be difficult for parents.
“What worry me most are the examples of over-parenting that have the potential to ruin a child's confidence and undermine an education in independence.”

So you endorse grit, but good things don’t happen by accident...

They happen because of
Vision
Intention
Planning
Effort
Review
More effort
Still more effort

Live to Learn!
HOW to teach grit?
Formally teaching for grit is a six-step process

1. Establish the *environment*
2. Set the *expectations*
3. Teach the *vocabulary*
4. Create the *frustration*
5. Closely *monitor*
6. Reflect and *learn*
Again children must know that we embrace them regardless of their success.
Repeat children must know that we embrace them regardless of their success.
Also repeating joyful learning

Live to learn!
1. Establish the environment

Anticipate experiences from the students’ perspectives.
• Is this kind of frustration going to be new?
• How will the students feel?
• Will their parents understand?

KNOW the students.
Environment -- In your school today...

How is success measured?

• In what ways are students acknowledged beyond academic success?

• How is improvement recognized?

• Are students’ efforts cited?

• What criteria determine what work is posted on your walls and in the halls?

• Is it cool to be seen as hard working?

What is visible at your school?
Yes to

Live to learn!
not...
2. Set the expectations

• Have an on-going *dialogue*

• Students must understand the value of grit and accept that learning isn’t always easy or fun

• Teach that mistakes are lessons: “*good failures*”

• Classroom signs and proclamations of success should also recognize effort and perseverance

• What about a grit chart?
Set the expectation that fostering grit is preparing children to succeed in *life*.
We should share

Adults should reflect too
- Children need to know that our successes were not always easy
- They need to understand that we encountered hardships on our journeys
- They need to see that grit is an important life-long attribute
- They need to see our grit

Live to learn!
3. Teach the vocabulary

• Grit should be in everyone’s vocabulary.
• **Good failures!**
• Grit should be used
  • in staff meetings
  • at parent-teacher conferences
  • as feedback to students
GRIT needs to be part of the daily vocabulary
Begin with...

• Talk about GRIT
• Everyone owns the term
• Work against expectations for perfection
• We should all know that part of learning is learning how to respond to failure
Other vocabulary terms also support teaching grit

- failure
- frustration
- tenacity
- perseverance
- resilience
- self-confidence
- self-image
- comfort zone
- Don’t give up!
4. Create the frustration
Common Core may help!

Grit can be learned when children are ready to give up because of
frustration
failure
ambiguity
boredom

We all hit different walls at different times. Think “teachable moments.”
To develop grit, a teacher *may*...

• Knowingly give an assignment for which a student is not fully prepared
• Require a student to revise, revise, and revise again until the work is perfect
• Require a student to forge ahead even if the directions are not clear
• I normally would *not* want my teachers behaving this way. In teaching for grit, however, these actions are *occasionally* done within the context of the grit goals.
Remember

grit is a *dialogue*.

Teachers, children, parents, and administrators are on the same journey.
Why not a GRIT DAY?

• Teachers prepare students for the experience
• Students are ready
• Parents anticipate
To keep children persevering...

• **Have students anticipate the level of difficulty.** They should identify something they’ve done that seems to be comparably challenging.

• **Ask them to think of a task on which they’ve succeed when they had not thought they would do so.** Grit should be part of that reflection.

• **Have students promise to give five solid minutes of full-force effort.** Depending upon the student’s emotional readiness, this might be repeated frequently.

• **Remind the students that a good failure is one from which they learn.**
For students who struggle

• Some children have learned how to fail too well, and may want to give up quickly when frustration occurs. Here, the teacher’s job is to help the students learn that success is possible. The term “good failure” may help them understand that

• Teach grit by encouraging and giving students hope; design the task so that efforts reap rewards

• Focus on trajectory and progress

• PROCESS becomes even more important.
For high-flyers

• These students are not used to adversity and can crumble quite quickly
• Gaining grit, working outside the comfort zone, should be seen as “another challenge”
• Again, the teacher needs to explain the importance of grit – to let the student know that she appreciates how new and hard this is for them – and then her job is to teach them that success is more possible with sustained hard work, by not giving up, and by refusing to be intimidated
• Use MI to create the frustration.
5. Monitor the experience

• Teachers need to be attuned to the student’s emotions, attitude, and confidence, so they know when to intervene.
• Timing is very important; think teachable moment!
• The teacher needs to be very aware of the student’s frustration level. Sometimes students may continue at the task but have quit emotionally.
Solicit feedback throughout

- Thumbs up/down
- Likert-type scale
- Use a rubric

### Student Grit Reflection

<table>
<thead>
<tr>
<th>Frustration Level</th>
<th>The work is</th>
<th>How I’m feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Easy</td>
<td>No problem!</td>
</tr>
<tr>
<td>2</td>
<td>OK</td>
<td>I’m in good shape</td>
</tr>
<tr>
<td>3</td>
<td>Hard</td>
<td>I’ll figure it out</td>
</tr>
<tr>
<td>4</td>
<td>Very difficult</td>
<td>Not sure I can succeed</td>
</tr>
<tr>
<td>5</td>
<td>Too hard!</td>
<td>I want to quit</td>
</tr>
</tbody>
</table>
6. Reflect and learn

• We should ask them to think about a good failure. *What made it good? What did they learn?*

• Students should ask themselves:
  • “When did I give up? What caused it?”
  • “Why didn’t I give up? How could I hang in?”
  • “What have I learned that will help me when I get frustrated in the future?”
Student Reflections

• Students’ journals can be an effective tool.
• Teachers could record/monitor student grit and progress (with two columns so teachers and students can compare responses).
• Students might share in student-involved parent-teacher conferences or on a form attached to their report card.
Teachers help students realize that it’s better to have tried and tried and given your all even if you didn’t succeed than to simply to walk away.

The student needs to understand that she has gained through her efforts – she is stronger for having tried far more than she thought possible – than if she had given up in the beginning.
Developing grit

What does not develop grit

• Fixed mindsets
• Fear of failure
• “Success for all”
• Everything counts
• No erasers
• Performance hierarchy
• A lack of trust
• Caution

What gets grit

• Stretch goals
• Safety and encouragement
• Mindset: praise the verb
• Being out of comfort zones
• Using “other” intelligences
• Persevering
• Adults modeling
• Intentionality & vocabulary

Live to learn!
What am I doing for grit?
Grit has been THE topic for past 4 school years

• Using the term: **GRIT**!
• Focusing on grit at meetings and in bulletins
• Talking about grit when we discuss students
• Grit staff t-shirts
• Grit is often in my weekly e-parent letter
• Faculty PD presentations on grit
• Parent presentations on grit
• Tweeting on grit (1,289 in 60 = \( \sum 613,110 \))
• Teachers’ Grit Goals: 50/50 chance of success.
Children must know that we embrace them regardless of their success.
Practice what you preach:
Adults need grit too

- Stretch your curve and expectations
- Talk about *comfort zones*
- Encourage risk-taking
- Model risk-taking
- Set a stretch-goal

Live to learn!
GRIT CAN BE TAUGHT.
GRIT MUST BE TAUGHT.

Intentionality
An expectation
A focus for everyone
Communicated and embraced!

Live to learn!
And let’s not forget

GOOD GRIT

Ensuring that children use their grit to accomplish good ends
An idea that complements grit

MINDSET
Mindset

How you define intelligence helps determine your intelligence

Live to learn!
How we see intelligence is our mindset. It frames our focus on growth.

From *Mindset* by Carol Dweck

- “Mindsets work by creating a whole psychological world in which we live”
- “Students with different mindsets have different goals”
- Employees with different mindsets have different goals.

Live to learn!
Fixed Mindset

**Fixed mindset**: Intelligence is a fixed trait. However much you have is what you have. People who think they are intelligent work hard to protect this image to themselves and others.

- *Looking smart is most important.* “The main thing for me to do in my schoolwork is to show how good I am at it.”

- Fixed mindset people believe that effort is negative: “When I work hard at my school work, it makes me feel like I’m not very smart.”
Growth Mindset

Growth Mindset: Intelligence is a malleable quality; a potential that can be developed. Students understand that even Einstein wasn’t Einstein before he put in years and years of labor.

• *Learning is most important:* “It’s much more important for me to learn things in my classes than it is to get the best grades.”

• Growth mindset people believe that effort is positive: “The harder you work at something, the better you’ll be at it.”

Live to learn!
Eliciting and supporting mindsets

• Language is important. We should value effort and growth

• Praise effort, not intelligence. Praise the verb, not the noun

• Praising for intelligence helps students seek tasks which will make them look smart

• Praising for effort helps students seek tasks in which they can learn

• Struggling causes fixed mindset students to lose confidence and motivation. Growth mindset students remain engaged when experiencing difficulties.

Live to learn!
We’ve covered a lot today

Leadership

Collegiality

Grit

What’s ONE THING you want to do differently?

Live to Learn!
Comments or questions?
trhoerr@newcityschool.org