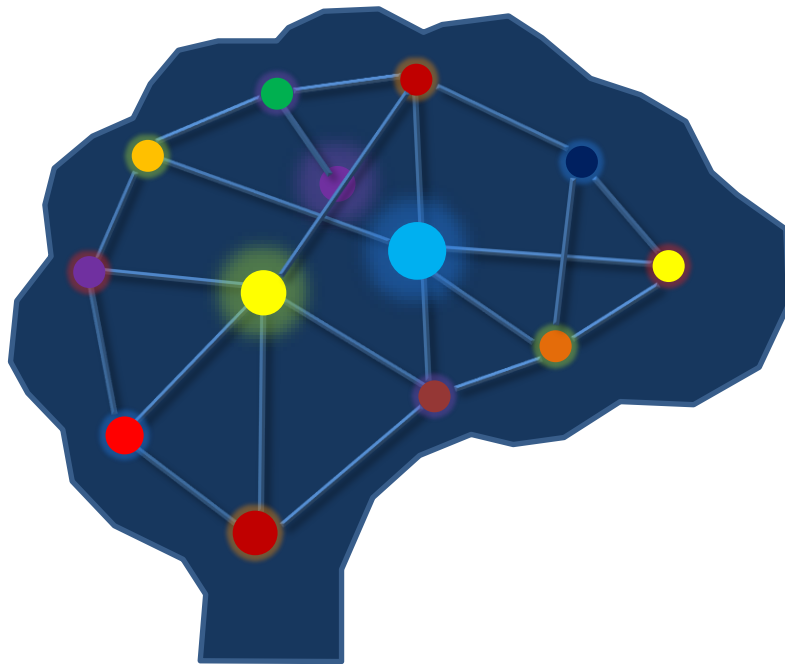


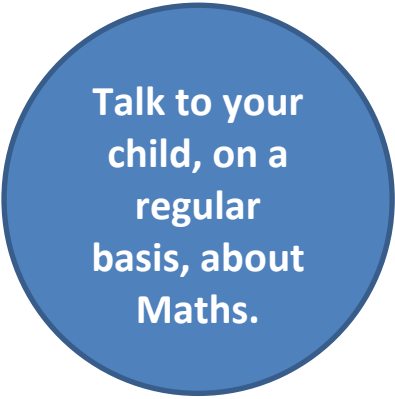
**LANARK GRAMMAR  
SCHOOL  
MATHEMATICS  
DEPARTMENT**



# Growth Mindset Building Resilience



**Tips for Pupils,  
Parents & Carers**



Talk to your child, on a regular basis, about Maths.

- 1. Working is an important part of solving Mathematical problems. It is a way in which Mathematicians communicate their processes and thinking.**

*Encourage your child to think about working as a form of communication and that all the steps in a solution should be clear enough for a person of limited Mathematical knowledge to be able to follow.*

- 2. Correct answers are usually only *part* of a solution.**

*Ask your child how they got their answer and to show you all their working and steps which make up a solution.*

- 3. Your child will benefit from sometimes taking on the role of the teacher, as trying to show a process to someone else can clarify their thinking.**

*Ask your child to 'teach' you how to do some questions.*

- 4. Reflective learners try to learn from mistakes. Sometimes we get it right, sometimes we learn.**


*Ask your child to give you examples of a time they learned from a mistake they had made.*

- 5. An assessment is not an end point, it is part of the learning process.**

*Your child will sit Maths and Numeracy assessments throughout their time at school. After the assessment encourage him/her to use their 'REVIEW SHEET' and celebrate what they achieved, but more importantly support them to complete the focus tasks identified. We use our assessments to support future learning.*

**6. Resilient learners try their best when faced with a challenge.**

*Ask your child to talk about a topic which he/she found challenging and, with resilience and persistence, rose to the challenge to complete it successfully.*



**Talk about your child's progress in a way which emphasises their own ability to influence a positive and successful future.**

**7. Focus your child's attention away from others and onto the questions they did not manage to complete successfully.**

*Focus on what they have mastered and the areas where they need to work harder in order to make improvements.*

**8. Relate results and marks to honest and realistic estimation of how well your child prepared. Did they try their best?**

*Preparation includes classroom application and home study/revision. Consider a lower result as a need to improve the level of revision/study/preparation that was completed.*

**9. Encourage your child to view the future in Maths in positive terms.**


*"I can't do it" becomes "I've not mastered it yet!".*

*"I'm going to fail" becomes "I'll find this a challenge".*

*"I've not been shown how to do it" becomes "I've not worked out how to apply my skills yet".*

- 10. Praise your child for effort and for being positive in the way they have met a challenge**

*"You said you'd complete five questions tonight and you've worked really hard to achieve that. Well done!"*



**Give praise for appropriate effort and avoid praise which uses the words clever or smart**

- 11. Avoid praise for attributes like smart or clever.**

*If your child begins to believe that being clever means you find Maths easy, then at some point they will find Maths difficult and give up because they don't feel clever enough.*

- 12. Challenge your child if they say "no homework tonight".**

*Have they completed and checked their answers for all their class work? Have they read over their work for the day? Have they looked online to find any similar examples on the topic?*

- 13. Don't praise speed unless it is an improvement on a previous position "you have practised your mental calculations so much that you completed that task in half the time"**

*Encourage your child to measure progress in how much they have achieved and not in how quickly they achieve it.*

- 14. Ask reflective questions which help your child develop a good work ethic**

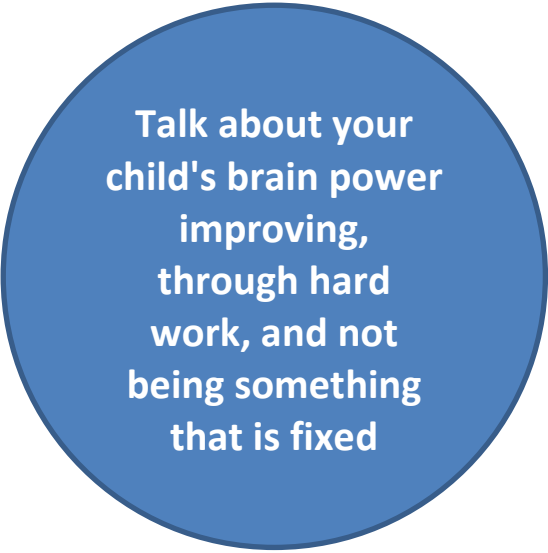
*"How many questions did you complete tonight?"*

*"Do you think that is enough?"*

*"How do you know that is enough?"*

*"Did you try hard enough?"*

*"Next time could you do more than this time?" etc.*



Talk about your child's brain power improving, through hard work, and not being something that is fixed

**15. Discuss brain growth with your child**

*Make your child aware that intelligence is not fixed and hard work and persistent effort will lead to a fitter brain.*

**16. Try not to share your own fixed mindset on your child**

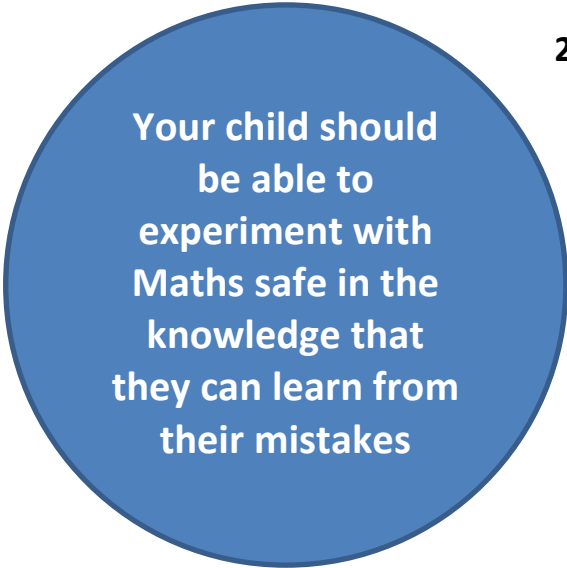
*If you say to your child "I'm not good at Maths" you could be giving them the excuse to 'give up'.*

**17. Ability in Maths is not fixed – It can change.**

*Reinforce regularly with your child, that no matter their present level of ability in Maths, that hard work and resilience in the face of a challenge can make them improve.*

**18. Acknowledge that Maths can be challenging**

*Always encourage your child to be ambitious in Maths even when they find it challenging. Learning a new skill **should** be challenging and will require your child to put in enough effort to meet this challenge.*



**Your child should be able to experiment with Maths safe in the knowledge that they can learn from their mistakes**

**20. Some learners would rather not try than get it wrong. It's okay to make mistakes.**

*Encourage your child to take the time to complete all questions, even if they get things wrong. They can always learn from the mistakes.*

**21. Maths is not simply about getting it correct first time.**

It's about learning how to do it correctly after lots of effort and thinking.

**22. Making mistakes is a vital part of learning and being overly risk averse can have a detrimental effect on a pupil's progress.**

*This seems to be even more evident for pupils studying Maths than in most other subjects.*

- 23. Encourage your child to always attempt tasks, even when there is a risk of making a mistake.**

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

Nelson Mandela


- 24. Making mistakes is a natural part of the learning process.**

You child should feel safe to experiment with their Maths, safe in the knowledge that they can learn from their mistakes.

- 25. The power of yet!**

*If your child says “I don’t get it”, this has the sound of permanence – that they might never ‘get it’.*

*If your child says “I don’t get it yet”, they open themselves up to a future where they will be able to do it.*



**Nurture your child  
towards a growth  
mindset**