

Train the trainer course (104)

Guidelines for teacher trainers and
school principals on the
implementation of the Growth
Mindset approach



GRIT | Growth Mindset

Tackling ESL

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The **Erasmus+ project GRIT** – an acronym for **G**rowing in **uR**ban education and **diversiTy** – aims to prevent early school leaving (ESL) for students at risk by **implementing the Growth Mindset approach within secondary education.**

The project is developed by the following European academic institutions:

- Karel de Grote University College (Antwerp, Belgium)
- Iriv Conseil (Paris, France)
- University of Warsaw (Warsaw, Poland)
- ISCTE, University Institute of Lisbon (Lisbon, Portugal)



The project includes:

- A GRIT toolbox which contains a set of activities to use in an in-class approach with students (IO1).
- The Guidelines toolbox (IO2) that provides information for students and teachers about the Growth Mindset approach.
- A manual for a Training trainer course (IO3) which includes activities that promote a Growth Mindset in teachers.
- **Guidelines to support teacher trainers and school principals in implementing the Train the trainer course on the Growth Mindset Approach (IO4).**

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PART 1



Part 1 aims to present a brief introduction on early school leaving, the role of schools in tackling this issue and how a growth Mindset approach can be part of school-based solutions.

1 – Introducing the purpose of this publication



This publication aims to **support teacher trainers and school principals** in implementing the **Train the trainer course (I03) on the Growth Mindset approach**.

The Train the trainer course (I03) consists of a set of four sessions:

- Session 1 – Introduction to the Growth Mindset concept
- Session 2 – My own mindset: a storytelling session
- Session 3 – How to use a Growth Mindset at schools
- Session 4 – Exploration of the GRIT Toolbox – the toolbox explore how students deal with challenges, effort, obstacles, negative feedback and success (their own and others).

This publication starts with an overview of the role of schools and teachers in tackling early school leaving and proposes some answers to the question why it is important to adopt a Growth mindset approach at schools and in teaching in particular. As Yeager and Dweck (2020) pointed out, “mindset theory is a theory about responses to challenges or setbacks. It is not a theory about academic achievement in general and does not purport to explain the lion’s share of the variance in grades or test scores” (p. 1272).

It also includes a brief theoretical background on key features for an effective training for teachers, pointing to the sessions of the **Train the trainer course (I03)** where such aspects

are used, and ends with an example from one of the countries involved in this project (France) where the Train the trainer course was piloted.

2 – The role of schools and teachers for tackling early school leaving: a brief overview

Early school leaving can lead to important negative impacts (e.g. unemployment, social exclusion, poverty, and poor health). The European Commission has been working with Member States to prevent such problems in the last ten years¹ and it is still stressed in the Europe 2020 strategy². One of its recommendations is to **implement evidence-based and comprehensive strategies, considering a “whole school approach”**. This whole school approach means that “schools have a crucial role to play to ensure that all learners reach their full potential for growth irrespective of individual and family-related factors, socio-economic status and life experiences. Schools should be safe, welcoming and caring learning environments, striving for learners' engagement, in which students children and young people can grow and develop as individuals and members of the community, feel respected and valued and recognised in their specific talents and needs” (Directorate-General for Education and Culture, 2015, p. 7).

3 – Why it is important to adopt a Growth Mindset approach in teaching? Why should it be a school based approach?

PISA results from 2018 show that 37 % of students across OECD countries reported that they believe that *intelligence cannot change very much over time*. On average, students who disagreed or strongly disagreed with the statement “Your intelligence is something about you that you can’t change very much” scored 32 points higher in reading than students who agreed or strongly agreed with the statement, after accounting for the socio-economic profile

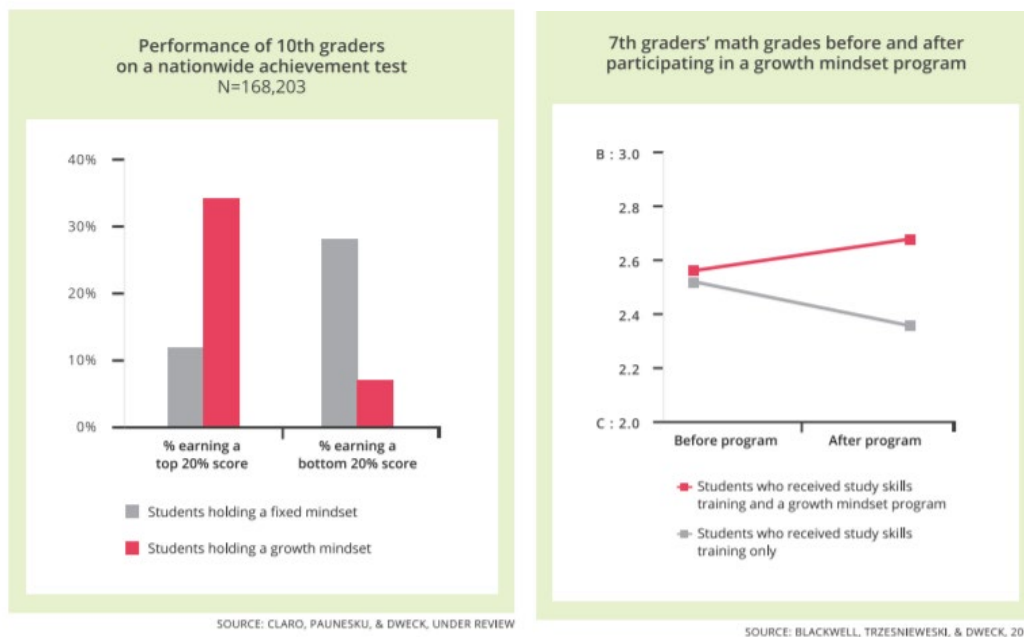
¹ Retrieved from: https://ec.europa.eu/assets/eac/education/experts-groups/2011-2013/esl/esl-group-report_en.pdf

² Retrieved from http://ec.europa.eu/europe2020/index_en.htm

of students and schools³. These results make us think about the importance of instilling a growth mindset in students and adopting such an approach in teaching.

Hattie (2012) postulates that teachers' beliefs have a great influence on students' achievement. As such, teachers' mindsets about themselves and their students play a significant role in determining teachers' expectations, teaching practices and behaviours at a classroom level, their instructional approaches, their sense of self-efficacy (Zeng et al., 2019), and how students perceive their own mindsets as well (see also Rissanen et al 2019).

Schmidt, Shumov and Kackar-Cam (2015) specifically stress that teachers' in-class behaviours being consistent with the growth mindset framework can largely affect both immediate results of the intervention for the students, and whether the positive change will be sustained over time. Romero (2015)⁴ aggregates some evidence from positive impacts of growth mindset programs, particularly on nationwide achievement tests and for 7th grade students (12-13 years old):



³ Retrieved from <https://www.oecd-ilibrary.org/sites/bd69f805-en/index.html?itemId=/content/component/bd69f805-en>
⁴ Retrieved from <http://studentexperiencenetwork.org/wp-content/uploads/2015/09/What-We-Know-About-Growth-Mindset.pdf>

Ultimately, the success of any intervention largely relies on a **positive social climate**, **enthusiasm**, and a **supportive environment** that teachers promote in the classroom, which would allow students to cooperate and benefit from interventions (see also Hattie, 2012).

What can be the role of teachers in a Growth Mindset intervention? There has also been a debate about teachers' roles in the effectiveness of a Growth Mindset intervention concerning students' outcomes. Despite the lack of a strong set of evidence-based studies, some findings show that teachers who were taught about and encouraged to apply a growth mindset approach in their practice were more likely to support academically underperforming students by recommending them specific learning strategies (see Dweck, 2008). But according to Yeager and Dweck (2020), more research is needed in order to understand:

- how to address teachers' mindsets about themselves and their students;
- which teacher practices are crucial to feed into and maintain students' growth mindsets (vs fixed mindsets);
- how to guide and alter the teachers' practices in order to impact students' perceptions and behaviors.

Besides being implemented in **class rooms**, **the approach** should be **whole school based**, because Growth mindset is about creating an environment and school culture for learning where students are not afraid of mistakes, taking risks, and are reinforced to find new ways to solve challenging situations, continue to grow their mind and reach their full potential. One-day events (e.g. seminars) are not effective enough in bringing change to the teaching practice. This can be achieved when teachers are organized through communities of practice that engage in collaborative designs. One form of learning teams of teachers is the **Teacher Design Teams (TDTs)**.

A Teacher Design Team can be described as a group of two or more teachers who (re)design curriculum/educational materials together (Becuwe et al., 2016). Teachers are active participants as they are invited to become curriculum makers. TDTs provide teachers with a creative space to reconsider the teaching of their subject, the intellectual stimulus of working together and the challenge to move the thinking forward (Binkhorst et al., 2015; Simmie, 2007). As such, teachers are seen as learners and designers. How do they work and what are some of their benefits?

- TDTs meet regularly to discuss various strategies and ideas which help teachers to develop a growth mindset themselves and to learn how to do it with students and are usually supported by a facilitator, an expert from their field (e.g. a teacher educator from a university).

- TDTs reinforce experience sharing and teachers' personal growth and understanding as well.
- As a whole school approach TDTs help students in their learning as it provides consistency as they move through the grade levels.

An integrated descriptive framework for Teacher Design Teams (TDTs) applied to the Growth Mindset approach

Binkhorst et al (2015) developed an integrated descriptive framework for Teacher Design Teams. This framework can be used to increase the probability that a Growth Mindset approach can be stimulated at a school level. Therefore, we apply this framework to teacher design teams that work on a school-based growth mindset approach.

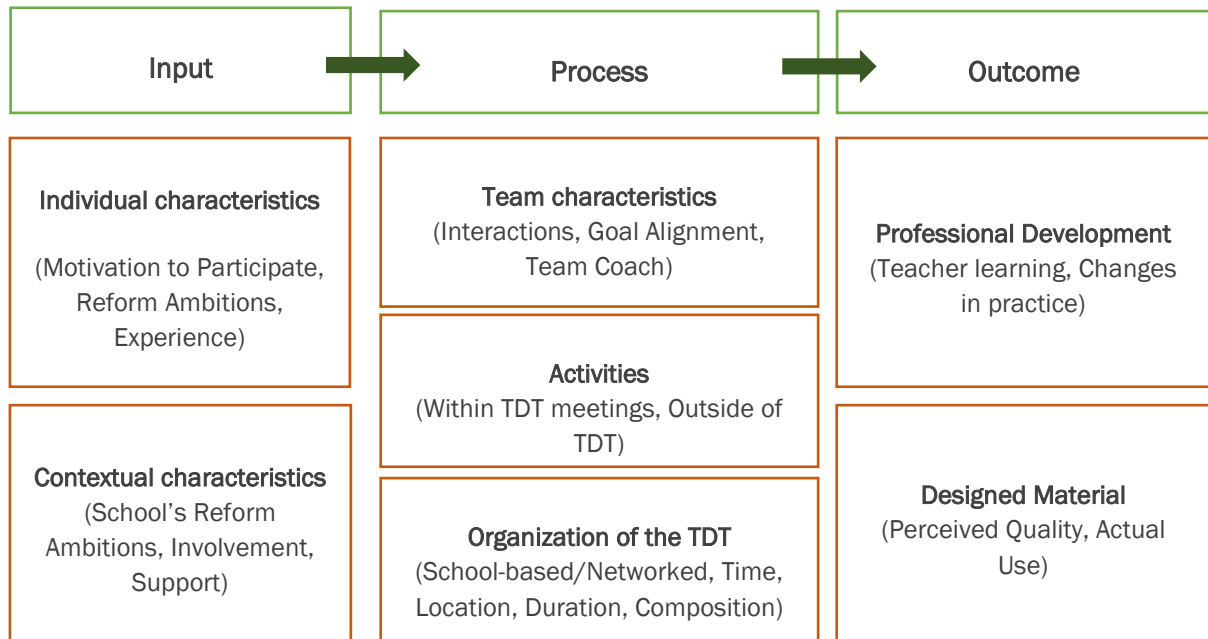


Figure 1. Conceptual framework for TDTs.

The conceptual framework for TDTs describes three stages; input, process and outcome. We explain each phase with relevant questions for a TDT working on a school-based Growth Mindset approach.

The **input stage** refers to individual teacher characteristics and the characteristics of their school, labelled as **contextual characteristics**:

- **Individual characteristics:** e.g., motivation to participate; experience - literature suggests that teachers need to be involved and committed, but it is important to involve not only the teachers that are more motivated. Involving all teachers is important for reaching a sustainable reform.

Questions that shape this stage in terms of a Growth Mindset approach:

Are teachers, school principals, supporting staff, etc. motivated to participate? Are they convinced enough about the benefits of the growth mindset approach? How can teachers be motivated to participate in the TDT?

Which teachers are already familiar with the Growth Mindset approach? Which teachers do not have any prior knowledge about the concept?

What are the personal ambitions teachers have in implementing Growth Mindset practices?

- **Contextual characteristics:** e.g., school's reform ambitions, involvement, support – school leaders need to be involved in TDT. Teacher's collaboration need to be seen as essential to bridge the gap between the work of individual teachers (within their own subjects and classrooms) and school-wide curriculum renewal ambitious. Curriculum development is also a socio-political endeavour in which different values, beliefs and interests play an important role (Handelzalts, 2019).

Questions that shape this stage in terms of a Growth Mindset approach:

How does the Growth Mindset approach fit in the educational objectives and strategies of the school? Which other school-wide practices are related to Growth Mindset?

What can be the role of the wider support staff to implement a school-based Growth Mindset approach?

The **process stage** refers to working processes within the TDT, consisting of team characteristics, team activities, and organization of the TDT.

Regarding team characteristics, the role of the team coach is important, besides team interaction and the organization of the TDT.

- **Team coach/facilitator:** e.g., facilitating interactions in team; goal alignment; activities (within TDT meetings). Becuwe et al. (2016) also found that the facilitator can have three different roles when supporting a TDT: providing logistic support, scaffolding the design process, and monitoring the design.

Questions that shape this stage in terms of a Growth Mindset approach:

Which school team member is suitable to fulfil a facilitating role? To what extent is this person convinced of the Growth Mindset approach? Does the team have a shared goal? Or which individual goals can be shared?

- **Team interaction:** An open atmosphere in which teachers are willing to share ideas and information is key. This means that teachers need to support each other and perceive each other as peers. Team interactions also relates to providing feedback, discussing different perspectives or potential conflicts in opinion.

Questions that shape this stage in terms of a Growth Mindset approach:

Which good Growth Mindset practices can be shared among teachers? Will teachers provide feedback on each others practices? Do teachers perceive each other as peers, when sharing ideas and information?

- **Activities:** We distinguish activities within and outside TDT meetings. External experts can be invited to bring relevant knowledge to the TDT. The TDT can also perform design activities of educational materials. Teachers can also participate in activities outside of TDT meetings, for instance by participating in professional development programmes that connect to the topics that are dealt with in the TDT.

Questions that shape this stage in terms of a Growth Mindset approach:

Which educational materials on the Growth Mindset will be developed? What would be the main focus? Does the team have all relevant knowledge about the Growth Mindset? To what extent is it needed to seek additional information? Which authors, speakers, professors are interesting resources to check out, for instance. Carol Dweck on the Growth Mindset framework, James Nottingham on the topic of self-efficacy, etc. ? Which webinars etc. are provided about the topic? Which important external networks are worth looking at? How will participants of the TDT share their ideas?

- **Organization of the TDT:** e.g., duration; location; composition – it is important to previously define such aspects in order to establish a compromise and to minimize the risk of a decrease in participation.

Questions that shape this stage in terms of a Growth Mindset approach:

When and where will the TDT on Growth Mindset take place? How frequently will team meetings be organized?

The last stage within the conceptual framework of TDTs contains the **outcomes of the TDT**. Outcomes are related to participants' professional development and designed educational materials. In order to implement educational materials in practice, the perceived quality of the designed materials needs to be sufficient.

Questions that shape this stage in terms of a Growth Mindset approach:

What have teachers learnt by participating in the TDT? How did their participation change their teaching practices?

What is the perceived quality of the designed educational materials on the Growth Mindset approach? Which materials need to be redesigned? What is the actual use of the designed Growth Mindset materials?

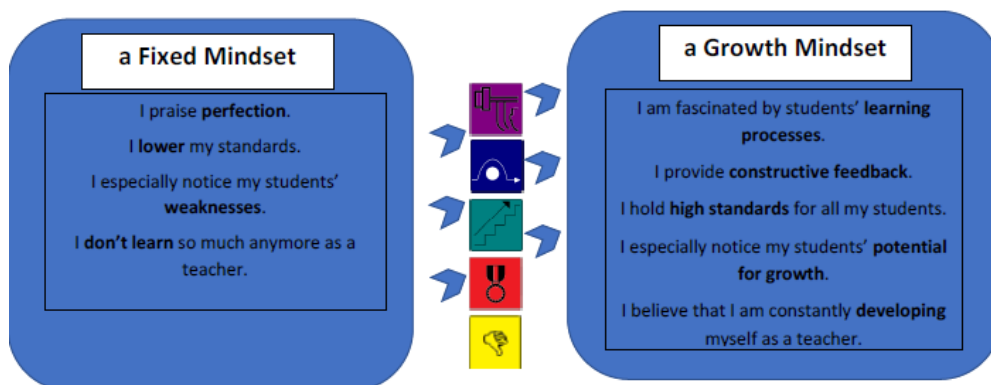
An example of a step-by-step approach to work on Growth Mindset within the school



Step 1: Create a supportive climate to implement the Growth Mindset approach within the school

- Motivate teachers as much as possible to put effort in fostering a Growth Mindset in students.
How?
Example 1. Invite a motivational speaker to talk about the value of the Growth Mindset approach to the school team, perhaps one of the authors of this project can be contacted.
Example 2. Make teachers reflect on which mindset they encourage by using the posters provided in IO2. Put these posters in the teacher staff room, on toilet doors of teachers, etc.

Which **mindset** do **you** foster as a teacher?



Example 3. Make use of role models. Which student was perceived by many teachers as 'not successful' and ended up having a successful career? Make this stories visible in the teaching staff room.



Step 2: Create a teacher design team on the topic of Growth Mindset

- Some good news: the team doesn't need to start from zero. This project already designed a lot of educational materials on the Growth Mindset approach: an introduction lesson for students, a toolbox, training sessions for teachers, etc. Check which of these materials are beneficial. Use them as ingredients to cook your own soup.
- Choose a focus: On which particular elements of the Growth Mindset do you want to emphasize with you students/teachers?
Example: Within the school we want to pay more attention to formulating growth oriented feedback to students when grading. We do want to give them more feedback than just a grade, and we want to turn our comments in a way we emphasize the learning process of the student.
One way to do this is organising feedback sessions among teachers in which they look into the ways feedback is provided and give each other suggestions in providing more growth oriented feedback.



Step 3: Evaluate the impact of implementing the Growth Mindset approach.

Example 1: Organise a session with students to investigate to what extent the growth oriented feedback had a positive effect on their mindset and their learning processes.

Example 2: Organise a session with teachers do discuss the effects they have perceived by students after implementing growth mindset practices.

In sum, we suggest to make the impact visible. This way, other colleagues can be inspired to adopt the growth mindset approach too.

4 – A Growth Mindset pedagogy in teachers

Recently, Zeng and colleagues (2019) investigated the relationships among growth mindset, work engagement, perseverance of effort and well-being for secondary school teachers. Results showed that perseverance of effort functioned as a mechanism to explain why teachers with growth mindset are high in work engagement: teachers with growth mindsets believe effort to be essential in developing their intelligence and basic ability. Thus, they are motivated to invest effort in the tasks at hand in order to grow and develop. In opposition, teachers with a fixed mindset hold the belief that basic intelligence is the most essential element for their work, which cannot be altered and changed through effort and hard work. Therefore, fixed-mindset teachers are found to have a higher level of work avoidance, tend to give up instead of persisting through difficulties, and avoid putting effort in various useful development opportunities.

Rissanen et al (2019) stress that **teachers with a growth mindset rely strongly on *process-focused pedagogical thinking***. This means that behaviour is mainly explained by contextual factors and psychological forces, regarding emotional processes as well. The authors listed a set of **core features of growth mindset pedagogy** for basic education that also can be used for older students⁵:

- **Supporting students’s individual learning processes**
 - Avoiding quick, stereotypical judgments of students
 - Frequent one-on-one interactions with students
 - Learning about individual students’s barriers to learning and helping students overcome them
 - Differentiation as the basis of pedagogical practice

- **Promoting mastery orientation**
 - Fostering learning goals
 - Emphasis on formative assessment
 - Avoiding comparisons to other students

⁵ Adapted from Rissanen et al (2019, p. 206)

- **Persistence**
 - Not giving up on students and leaving no room for helpless behavior patterns
 - Not protecting students from challenges
 - Honest critical feedback in the form of “not yet”

- **Fostering students' process-focused thinking**
 - Praising courage, strategies, and effort
 - Teaching the positive role of failures, mistakes, and challenges in learning
 - Fostering students' incremental beliefs and situational attributions
 - Teaching learning strategies and emphasizing learning-to-learn goals

Recently Yeager and Dweck (2020) stressed that the effectiveness of a Growth Mindset intervention mainly relies on the content of the intervention: it needs to teach students that people’s academic and intellectual abilities can be developed through actions they take (e.g., effort, changing strategies, and asking for help). “A growth mindset is not simply the idea that people can get higher scores if they try harder. To count as a growth mindset intervention, it must make an argument that ability itself has the potential to be developed. Telling students that they succeeded because they tried hard, for example, is an attribution manipulation, not a growth mindset intervention” (p. 1277).

A Growth Mindset intervention implies an active engagement and concrete actions, helping students to do within-person comparisons, reflecting on what she/he can improve relative to her/his prior abilities in order to trigger **cognitive dissonance**.

Cognitive dissonance theory postulates that people who hold two or more cognitions that are psychologically inconsistent experience a state of psychological discomfort called cognitive dissonance. The state of dissonance has drive-like properties, motivating people to seek its reduction. Drive reduction is the process that makes dissonance theory convert cognitive representations into attitude change and other regulation activities (for a review see Cooper, 2019).



I02 materials include and example of a lesson plan.

Changing teachers' pedagogy can be however a challenging process. Seaton (2019) run a pilot six-session training programme on teachers' mindset beliefs, within six schools, following an andragogy approach. Although this study was conducted with a reduced number of teachers (N =17), at the end some participants indicated changes in feedback ("mistakes are good") and language used within the school environment. These results are aligned with what Dweck (2000) considered to be a key message of a mindset approach: shifting from output praise to process praise ("saying "not yet") which in turn impacts a student's mindset.

Because teacher's own mindset belief and practice is vital to supporting students, it is important to provide opportunities for teachers to experience new knowledge, adopt and embed new concepts that challenge their beliefs (Seaton, 2019).



The **Train the trainer course (I03)** provides an opportunity for teachers to reflect about their own mindsets.

5 – Which students will benefit the most from a Growth Mindset approach?

There has been a big debate about the benefits from a Growth Mindset approach. Overall, a Growth Mindset approach has a moderate effect on students' academic success, compared for example to self-efficacy (that is, the personal belief in one's capability to organize and execute courses of action required to attain designated types of performances) on students' learning (see also Sisk et al., 2018):

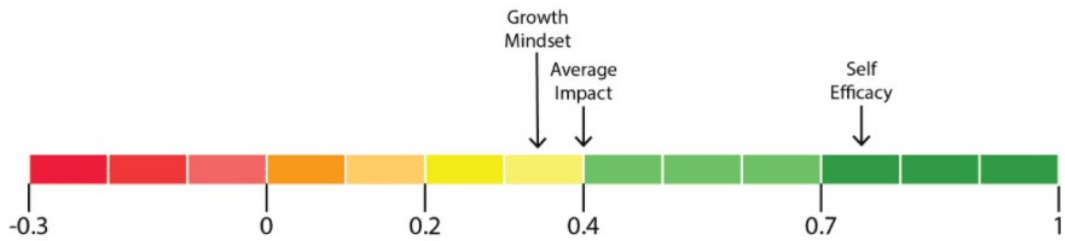


Figure 1. Impact of Growth Mindset approach and self-efficacy on student’s learning⁶

Besides some evidence pointed to the fact that a Mindset approach presents a consistent association with mental health and psychological distress (see Yeager & Dweck, 2020), evidence also shows that Growth mindset interventions lead to greater motivation to learn, greater investment of effort and better academic performance⁷.

Considering academic achievement, despite de controversy, interventions demonstrated most effectiveness for specific groups of students: academically underperforming or academically at risk students, for those at high risk of school dropout (Paunesku et al., 2015), and for students with low socioeconomic status.

⁶ Retrieved from <https://www.evidencebasedteaching.org.au/growth-mindset-vs-fixed-mindset/>

⁷ https://www.oecd-ilibrary.org/sites/bd69f805_en/index.html?itemId=/content/component/bd69f805-en

PART 2



Part 2 aims to present some insight on adult learning and its relevance when planning training for teachers specifically on GRIT approach. It ends with an example of how to implement a training for teachers that might inspire others.

1 – Training for teachers: what should we know about adult learning before the training starts?

As stressed in TALIS report (2018)⁸, continued professional development and training for teachers is an important aspect for students' success. But **training will promote change only through active learning** (e.g., whole group discussion, 'think-pair share') and **reflection**.



The **Train the trainer course (I03)** relies on a set of adult learning orientations from Knowles (1998) and Kolb, in particular (1984; see also Peterson, DeCato, & Kolb, 2015).

Knowles (1998) suggested four principles that should be applied in adult learning (see also Romão & Branco, 2016) in order to engage and empower participants:

- Adults need to be involved in the planning and evaluation of their instruction.
- Experience (including mistakes) provides the basis for the learning activities (see also Beaver, 2009).
- Adults are most interested in practical and applicable topics that have immediate relevance and impact to their own work.
- Adult learning is problem-centered rather than content-oriented.

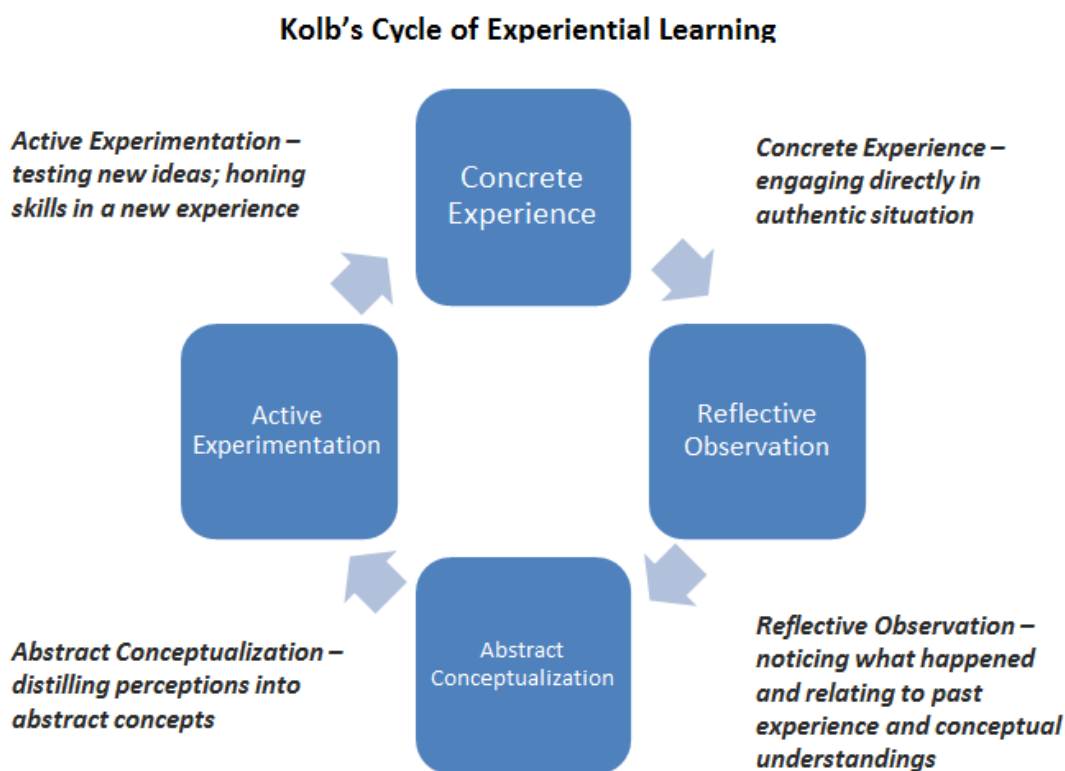
A training for teachers aiming to change teachers' mindsets needs to start with the principle that teachers are also learners (that make mistakes), and that school contexts can be seen as places for testing new ideas. The main question should be what teachers and the school

⁸ <https://www.cnedu.pt/content/noticias/internacional/talis-2018-results-teachers-and-school-leaders-as-lifelong-learners-volume-i-engelstalig.pdf>

will learn as part of the process, rather than whether the new idea is going to be a success or a failure.

Overall, in adults' learning processes it is important to **bring experience**, applying a **transformational learning** to the practice of teaching. In other words, teachers should be led to critically examine their practice, in a continual process in which they can have the possibility to question and reflect on what they do, why they do it, what works, and why they believe it is important (see Beavers, 2011). Along this process modelling is an important strategy.

On the other hand, **Kolb's cycle** systematizes the stages of learning processes. He stated that learning is all about transforming old experiences into new ones. Hence, interaction with the environment is crucial because we gain knowledge by experiencing different situations and by exchanging experiences with other participants in the learning process. Kolb presented a vision of the learning process as a cycle in which the individual's experience plays the main role, followed by its analysis. There are four main stages in this process:



1. A very specific **experience** in which participants naturally activate their existing knowledge and skills;

2. **Reflective observation** when this experience is problematized, analyzed and captured from various perspectives, often absent in the learner's thinking so far;

3. Building **new knowledge**, when the learner draws conclusions from the experience in which he/she has just participated, after analyzing the acquired data;

4. **Testing a new theory** - the learner changes his/her behavior and begins to experiment with conclusions to see if newly developed theories are useful in solving problems and making decisions.



Session 3 of the Train the trainer course (I03) is based on this approach.

Cooperative learning should also be included in adult training. Cooperative learning means that people work together to accomplish shared goals. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. Cooperative learning is the instructional use of small groups so that trainees work together to maximize their own and each other's learning goals⁹. Cooperative learning includes a variety of methods where Jigsaw (Aronson, et al., 1978) is included and is evidence based (Johnson, Johnson, & Stanne, 2000).

Session 4 of the Train the Trainer Course (I03) show this approach can be used.



The **Train the Trainer Course (I03)** also provides additional information about adult learning.

⁹ Retrieved from <http://www.co-operation.org/what-is-cooperative-learning>

2 – An example of the implementation of GRIT training¹⁰

France (January 2021)

Train the Trainer Course (IO3) was tested in France in January 2021 thanks to a series of 4 training sessions.

Before organising the training a series of 4 focus groups had been organised through Zoom meetings in order to gather the issues they were faced with in their classrooms and then a survey was carried on among teachers that checked their sensitivity to the Growth Mindset approach.

In the first place, two groups of teachers were created. The first group gathered Reine, primary school teacher, director of a school in Aubervilliers; Christiane and Amel, both primary school teachers in another school in Aubervilliers (Seine Saint Denis). Their students are aged 3 to 5 years which is younger than the target group of the GRIT project but they could share their experience with colleagues who do have students aged 14 to 16 years old in the framework of a network of elementary schools (6 to 10 years old) and medium level schools (11 to 14 years old). The second group of teachers gathered a teacher teaching allophone students in Essonne (aged 11 to 14 years old) and a coordinator of a network of teachers teaching allophone students (aged 11 to 14 years old) in Mayotte (overseas territory). The common point of the teachers in the two groups was their profile as they either had a previous experience abroad or a previous professional experience (outside school), so they combined a diversity of professional experiences and they addressed diverse profiles of students in schools located in sensitive urban areas. They perfectly fit the profiles the GRIT project meant to involve.

Thanks to the series of focus groups organized from October to December 2021 (4 meetings for each group) some issues faced by the teachers could be identified: how to involve students with diverse profiles and whose families couldn't support them in their studies, at least not in an academic way ; some educative issues could be linked to a main learning disability (such as dyslexia) or minor difficulties (because they were born in migrant families with a linguistic issue) or behavioral issues (being violent with others, issues of focus...) ; the relationship with parents was not seen in general as a main barrier or difficulty especially in times of a pandemic in which the parents had to play a major role, for instance during the lockdown as the schools were closed.

In a second step, a survey was designed to test the sensitivity of the teachers to the GRIT approach. The survey consisted of three parts: a first descriptive part with questions to better understand the characteristics of the group's profile: name, age, years of experience, etc.; a second part on the teachers' mindsets, asking some explorative questions in order to gather information about teachers' mindsets; and a third part asking experiential questions in order to collect information about teachers' relationships with their students. The main result

¹⁰ Testing conducted bydr Bénédicte Halba together with Camilla Bistrussu and Ece ucar, iriv conseil, Paris- more information - <https://grit-france.blogspot.com/>

achieved concerned the sensitivity to the GRIT approach, a growth mindset (GM) and the score achieved (questions closer to a GM) were above 60% but less than 65%.

Based on these two first steps, a meaningful training could be designed. It respected the 4 sessions suggested by the training designed by the Polish team (Kolb circle) and was organized on a weekly basis. The first session reminded the participants of the Growth Mindset approach; the second session explained the narrative theory; the third session was focused on experiential learning and the last session illustrated, on the basis of a musical approach (and a selection of songs), a practical application of GRIT in the classroom.

In the first session the GRIT toolkit was explained with a transversal approach referring to Carol Dweck's approach and with a critical view on the two simplistic "mindsets" (fixed opposed to growth) as things are not that clear in the classrooms. The Kolb cycle was also explained with the 4-step approach insisting on the critical approach necessary for transforming an experience into learning. The second session was inspired by Jerome S. Bruner's theory on narrative psychology with the biographic approach. An experience is understandable in the perspective of the person who has had the experience and the way this person tells the story. The third session was focused on experiential learning, with a new explanation of the Kolb cycle, this time insisting on the skills and competences acquired thanks to a given experience after a critical thinking process. The last session was a suggestion of a practical approach of GRIT with the example of music to combine learning with emotions. Music has been proven to have an impact on the learning process; a selection of songs each time linked to the 19 tools designed in the toolkit had been suggested by the French team (mainly French but also Italian, English, and Arabic).

The organization of the sessions has been the same for the 4 sessions: a format of 90 minutes with a combination of theory (references to the main researchers specializing in the different approaches presented), practice (selection of videos to give vivid illustrations) and a lot of interaction among the trainers (Iriv's team) and the teachers.

The concrete impact of this series of 4 training sessions will be: for the director of the school to share the PowerPoint presentations presented with the person responsible for training in her city (and department), for one teacher to share with her fellow colleagues and for the last teacher to use it concretely in the training she had to follow for her assessment.

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