

Dr. Dweck (2006) describes a growth mindset as, “a mindset that allows people to value what they’re doing regardless of the outcome” (p. A growth mindset is developed This mindset is cultivated through skill and determination, which can continuously expand over time. In contrast, a fixed mindset is a belief that a person’s abilities are innate and limited to their perceived natural talents. Adopting a growth mindset within our department will foster collaboration, teamwork, and honest feedback on how we can improve as educators. This collective effort will ultimately enhance our student’s success rates. By embracing continuous learning and growth, we can create a more dynamic and supportive educational environment that benefits both teachers and students alike.

To effectively incorporate a growth mindset within our department, the first step is to conduct a thorough analysis of our current success rates and lesson plans. This analysis should also include evaluating each educator’s confidence and approach to lesson execution. Each course should meet to review its success rates and lesson plans. For example, we should ask why certain topics, such as the relationship between the urinary and circulatory systems, are taught in a specific sequence, or why some chapters, like the integumentary system, aren’t covered in their entirety. These questions will help us determine if the sequence of information is logical and whether our approach may be constrained by a fixed mindset that could be hindering student success. By challenging our assumptions and remaining open to continuous improvement, we can better address our students’ educational needs. Recognizing the benefits of this data-driven approach will enable us to identify areas that require correction and pinpoint where students might be struggling or where lesson sequencing may be ineffective. For instance, examining why certain topics are ordered a certain way can help us assess whether the sequence supports effective learning. This process will help our department adjust and improve our curriculum, creating a baseline for measuring future progress and enhancements, and ensuring we make informed decisions to better our teaching strategies.

The second step involves each educator recognizing any fixed mindset thoughts or habits that might be unconsciously affecting their teaching practices. Educators often adhere to traditional methods and sequences established by predecessors, which may be outdated or no longer effective. A fixed mindset may lead to reluctance to question these established practices or explore new methods. To address this, we will encourage self-reflection and open dialogue about teaching beliefs and habits. Educators will be supported through training to self-reflect and challenge their fixed mindset norms. This might include reflective journaling, peer feedback sessions, and professional development workshops focused on the growth mindset principle.

The third step requires both group and individual assessments of potential changes to our curriculum and teaching methods. This approach is essential because while collective brainstorming can create diverse ideas and solutions, individual reflections allow educators to

consider personal practices and areas for improvement. This step is often challenging due to inherent resistance to change. To manage this, we could facilitate structured group discussions where educators can voice concerns and suggestions in a supportive environment. We'll also provide individual coaching to address personal hesitancy and aid educators in embracing new methods. Our goal is to use the growth mindset to navigate these challenges and make thoughtful, incremental changes.

The fourth step is to view the challenges related to implementing changes as chances for development. Rather than perceiving difficulties as setbacks, we will reframe them as chances to invent and improve our methods. For instance, if a new teaching plan creates difficulties, we will examine these issues to develop and improve the approach. This mindset will help us foster confidence and creativity within our team. We'll encourage educators to see challenges as a natural part of the growth process and use them to drive determination and change our curriculum. Consistent reflection sessions will help us reassess our plans and adapt as needed.

The fifth and final step involves acceptance of deficiencies as valuable opportunities for personal and communal growth. We will conduct a thorough review of what hasn't worked as planned and investigate the reasons behind these outcomes. This step is crucial for continuous improvement and learning. We'll engage in collaborative discussions as a department or course to explore potential solutions and changes. Our focus will be on understanding failures constructively, identifying lessons learned, and applying these insights to achieve success or determine alternate tactics. By creating an environment where imperfections are seen as part of the learning journey, we will enhance our department's resilience and adaptability.

To effectively engage in self-reflection and foster growth within our department, we must adopt a "yet" mindset. Embracing a "yet" mindset means viewing our goals and challenges as opportunities for progress rather than failure. This perspective encourages us to see incomplete goals as stepping stones toward our future success rather than setbacks or failure. By cultivating this mindset, we empower ourselves and colleagues to continue striving for achievement, fostering a sense of accomplishment and resilience rather than discouragement within ourselves. These discussions will be held in a collaborative setting designed to allow open discussion and collective problem-solving. During these sessions, we will review data on student performance, evaluate our current methods, and generate goals for continuous improvement. Additionally, I will provide supplementary resources to support the ongoing learning and development that I have gained from my learning communities. Links to additional resources I would like to include are listed below.

By embracing a growth mindset as educators, we commit ourselves to continuous growth and adaptation. While the essential subject matter of our teaching may remain relatively stable,

the needs and dynamics of our students, as well as our delivery of information, are ever-evolving. Therefore, it is essential to consistently assess ourselves and our practices through the lens of a growth mindset.

My plan for introducing this mindset within our department includes regular training sessions, based on open discussion and providing ample resources to each faculty member. These initiatives will strengthen our department's unity and enhance our abilities, ultimately reflected in improved student success and satisfaction.

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