



# Fostering growth mindsets in the early years - In Focus webinar

## Supporting children and educators to be confident and involved learners

In the Early Years Learning Framework, children developing a growth mindset is a key component of becoming a confident and involved learner. A growth mindset may also be a powerful protective factor for children and young people's wellbeing now and later in life.

Children's mindsets are influenced by the mindsets of the adults around them, including their educators. An educator's growth mindset can support their own learning and wellbeing too. Growth mindset can also assist educator teams navigate change and embrace continuous improvement.

Carol Dweck's mindset theory describes two types of beliefs we have about ourselves as learners: A growth mindset or a fixed mindset. With a fixed mindset we believe that our abilities can't be changed. With a growth mindset we believe that our abilities can be developed with effort and persistence. Mindsets sit on a continuum and we can switch between them.

Learning communities can foster growth mindsets by nurturing supportive relationships, fostering belonging and creating a learning environment where everyone feels safe to take risks in their learning. Educators can nurture children's growth mindset by developing knowledge of their own mindsets, holding high expectations and a belief that all children are capable.

## Take action

- Support children and educators to take on challenges and make your learning environment a safe place for everyone to make mistakes.
- Name, acknowledge and accept children's feelings when they are faced with a learning challenge.
- Provide feedback and encouragement to children for their effort and persistence.
- Notice and acknowledge when children are using a growth mindset to overcome a challenge or persist in the face of difficulties.
- Reflect with a colleague to unpack opportunities for continuous improvement in practice.
- Share information with families about how you support children's growth mindset.

## Reflect

- Do you set goals 'for' or 'with' children? What could you do differently in developing goals in the future?
- Do you have high expectations for all children? If not, what are the obstacles to this?
- What common terms do you already use to teach about mindsets for learning? What new terms could you include?
- When learning something new or faced with a challenge, do you think "I can" or "I can't"? Why?
- How could developing an understanding of mindset empower your team to navigate change and challenges?

## Go deeper

- Be You Fact Sheet: [Resilience and mental health](#)
- Flourishing Young Minds: [Mindset Toolkit](#)
- PERTS [Mindset Kit](#)

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- Dr Fiona Boylan, Edith Cowan University
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## References

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