

Wendy YU
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Mindset:
The New Psychology of Success
by Carol S. Dweck, Ph.D.
(2006)

Rarely do I find a book that bridges all aspects of my life. Mindset is one of these books that has relevance to every role I have: teacher, Principal, mother, wife and friend. This book changed the way I teach, mentor others and parent. I love it so much I've used it as my Book Club book at two of the schools I've worked at.

In her book, Dweck introduces us to the concept of two types of mindset: fixed mindset and growth mindset. A fixed mindset believes that talent is something you are born with. You cannot change it. Either you got it, or you don't.

A growth mindset believes that with effort, you can change your achievement. Being successful is based on your desire to learn and not on showing others how smart you are.

Dweck realizes that we all have a combination of fixed and growth mindsets in different aspects of our lives. A person might think they aren't a 'natural artist' and have never attempted to further those skills. That same person can think they can develop as a leader and know that through practice, experience and gained skills they can become better.

She uses many examples of famous people and shares their fixed and growth mindset stories.

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In Sports, Dweck shares that some of the greatest athletes aren't 'naturals' but became highly successful with practice and hard work. She emphasizes that athletes who have a growth mindset find their success in learning and improving. Those people find sports more rewarding and enjoyable.

In Business and Leadership, a growth mindset encourages people to act as a team, be creative and share ideas openly. They aren't afraid to share their thoughts because they don't feel like they will be judged. Growth mindset creates a culture of rewarding risk-taking. In contrast, Dweck shares the story of Enron, where the focus was so much on talent that people refused to be viewed as failures. They could not acknowledge or correct their deficiencies, which eventually led to their demise.

In Relationships, a growth mindset helps you move from the idea of being 'compatible' to the understanding that every relationship requires work and effort to be successful.

Have you read a book that changed you, challenged you or surprised you?
Can you share your story in 500 words or less?
Your review could be part of the Fall issue of Princip(ed):
contact sandra@bcpvpa.bc.ca to book your spot!

If you've read Mindset, we'd love to hear your thoughts - tweet about it and tag us!

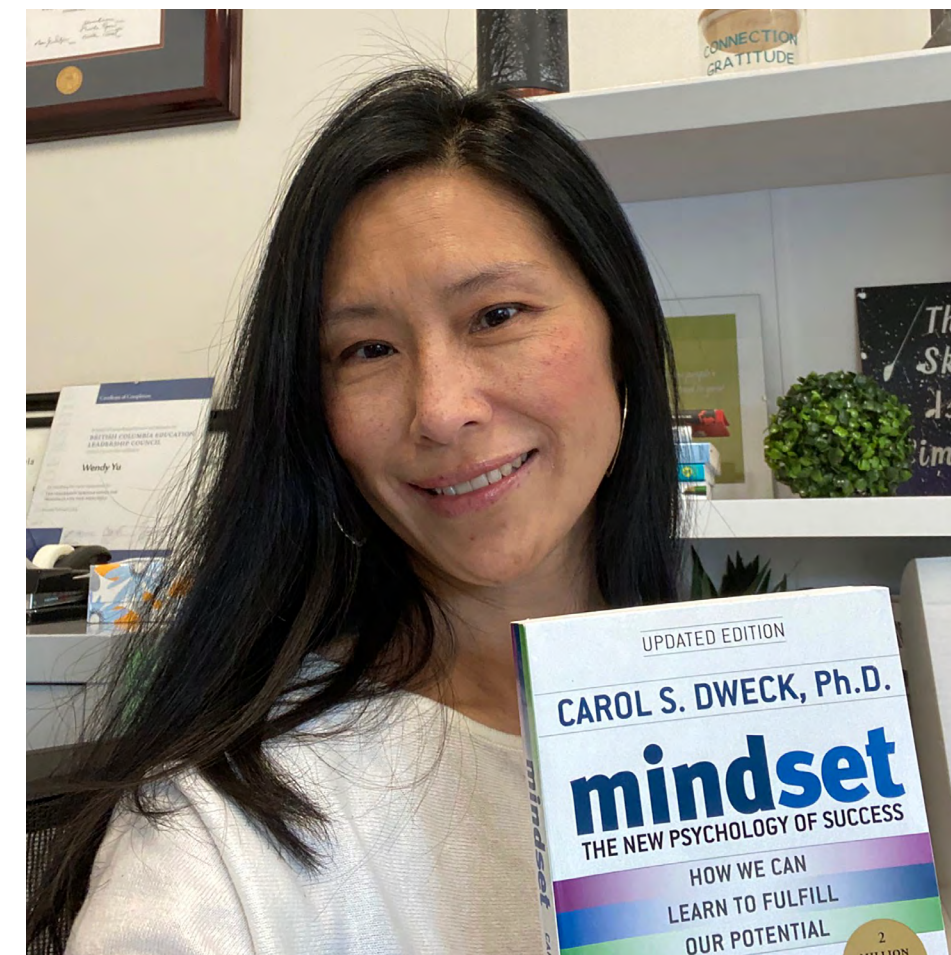
 @bcpvpa

In Parenting, Teaching and Coaching this book has changed the way I praise students and my children. Instead of focusing on their talent ('Oh, aren't you a good artist'), I now praise based on effort ('Wow, it looks like you put a lot of effort into this drawing') and growth ('I can see how you took the things you learned and applied them').

Dweck's book is easy to read with highly engaging stories. I've seen the impact it has had when I have used it as a Book Club book (twice). It has immediately changed the practice of teachers in my building: how they respond to kids, and how they respond to each other. It has even moved one staff to adopt a 'growth mindset' as a school-wide goal. Conversations changed from 'not being able' to 'not being able to...YET'.

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The greatest part of this book is the idea that anyone can develop a growth mindset. It will change the way you work, live and love. Happy reading!



Wendy Yu lives and works in Coquitlam (SD43). She has had the privilege of working at elementary, middle and secondary schools and is currently Principal at Gleneagle Secondary, where she works with a hardworking and dynamic team. She is a wife and mom of three kids who keep her life busy and full!

What did YOU think of The Devil is in the Details?
Tweet about it and tag us!



This book considers reasons why we need a system perspective to face off with the devil's details ... and need to make changes.

Right from the start,

Michael Fullan's *The Devil is in the Details: System Solutions for Equity, Excellence, and Student Well-Being* co-written with Mary Jean Gallagher, confirms itself as the right book at the right time. These words loom ominously (given the COVID-19 outbreak taking place as I read this book) "We will argue that the world is heading into the jaws of mass extinction or radical decline of human existence. Whether it will take 20 or 100 years remains to be seen. We need a new moral imperative and a system transformation strategy that goes along with it to have any chance of surviving for the better."

Quite an introduction....

The book considers reasons why we need a system perspective to face off with the devil's details ... and need to make changes. I found the discussion around inequity timely, as decades of growing inequities have to be acknowledged – from food security, to internet access and beyond. The ramifications of being poor (or otherwise marginalized in or by society) have never had such a spotlight on them as they do now. What change(s) must happen for Education to address ongoing inequalities?

I love their call for a new moral imperative where Equity, Excellence, and Well-Being fit together like puzzle pieces. We gotta be good – or get good – at life.

It can't be assumed that 'the individual' will just figure things out. Right now, schools are not necessarily helping individuals, as Fullan and Gallagher point out that two-thirds or more of students find that present schooling is not meaningful and, if asked, that their purpose at school is "to get good grades, go to university and get a good job". The question asked here is: could young

people be attracted to a better agenda? It is not sustainable when at least two-thirds of students are bored, alienated, stressed or all three. Do students continue to come to school with the same excitement they had in kindergarten (acknowledging some do find angst in kinderland) or are they coming to school in grade 12 out of habit and compliance? My wonder is if our students see school as a 'have to' or a 'get to' opportunity.

When considering policies and change, Fullan and Gallagher note that indeed there have been ideas spreading, but not always good ones ... yet for many years, the 'right drivers' have also been available and used by some jurisdictions to great success (they look at examples from Ontario, California and Australia). A key recommendation from case studies was to "Focus on deep learning: Learning is the work." This is where those details lie. Get these right, and other positive factors follow.

One challenge is that those with power and privilege like the status quo, so change is often limited. Those who have been oppressed are not always portrayed in the best light, and instead we see anger and bitterness. So, to affect this, education needs to cause disruptions. Yet I also worry: how many people became teachers because they enjoyed their own school experience ... and how many will change what 'worked for them'?

Fullan and Gallagher's fundamental frame is to consider each of the three leadership levels of local, middle, and macro as equally semiautonomous – a phenomenon they call "universal connected autonomy." Complex systems can not be 'dumbed down' because of their complexity, which makes change likewise complex. Whatever level you are in, you need to be both autonomous and connected with the other two. As such, school (and District) plans need to be streamlined and user-friendly. Using both self and peer assessments, plans need to follow the model of 'implement, improve, revise, repeat'. Complex plans tend to not be implemented.

Coming out of Fullan's last book *Nuance*, the next step for leaders is to become experts in understanding

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The Devil is in the Details: System Solutions for Equity, Excellence, and Student Well-Being

by Michael Fullan & Mary Jean Gallagher
(2020)

context, as that is where the details that matter most reside. Change leaders need to understand what people at all three levels think.

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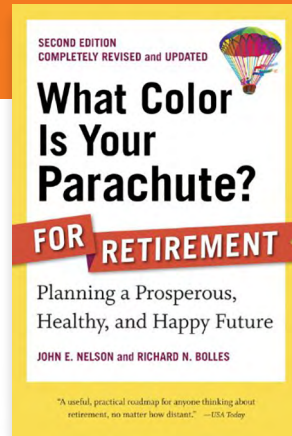
Leaders also need to act as a learner in all interactions and to expand one's own schema, not stay rigidly affixed to it. Networking and collaboration address the details we need to worry about ... yet we might not predict what details will emerge, so our mindsets and practices need to be nimble in order to respond to emerging needs.

The final challenge from this book: acknowledge that our current education system is wrong. Change needs to happen. Dare the school to create a new social order; double dare education to influence evolution for the better!

Fullan and Gallagher introduce challenges and queries with great exemplars that force deep thinking that change isn't just necessary, but inevitable and the time is ... now.

Ian Landy is principal on the pacific at Edgehill Elementary in Powell River on the shared territory of the Tla'amin Nation. He is passionate about Personalized Learning Journeys using differentiation and descriptive feedback via eportfolios. He has more book reviews on his "days of learning" blog site at technoland.wordpress.com

Retirement Reading



Don Boyd
Director of Member
Support Services,
BCPVPA

What Color is Your Parachute? For Retirement

Planning a Prosperous,
Healthy and Happy Future

John E. Nelson and Richard N. Bolles
(2010)

This book focuses on some core aspects of a successful retirement, including pre-planning, onset of retirement and making adjustments as you move forward through your retirement.

“Without ignoring the importance of economic growth, we must look well beyond it for a successful retirement.”

Amartya Sen, 1998

The focus is on retirement as a ‘life-cycle’ and a gradual process – versus an ‘end destination’ or ‘finish line’ approach – with new doors and opportunities opening up once a person is in their retirement years. Basically, it is a transition to a different way of living. The authors discuss the need to focus on four key elements to a person’s retirement. These include financial well-being, geographical considerations – location, location, location! – medical or physical health, and your psychological state: are you ready

to retire mentally. These elements are discussed in depth with a chapter being devoted to each topic with various worksheets, strategies and self-assessment tools for the reader to use in developing their plans for a successful retirement.

Below is a brief overview of each of these elements:

Financial

Requires a diverse portfolio to ensure a successful retirement. The portfolio may include:

- Association pension
- CPP/OAS
- Personal Savings – RRSPs, TFSA
- Real Estate
- Inheritance
- Investments

Your life span is comprised of three phases: the education phase, which is characterized by borrowing; the beginning/working phase, which focusses on saving; and the retirement phase that sees you spending your savings to provide for a successful retirement.

Geographical

What consideration have you given this element in your retirement plans?

- Sense of place: the meaning that you get from living where you live
- Aging in place: what you hope to do in retirement
- Liveable community: a supportive environment for retirement and aging
- Essential region: where you must live

A person needs to be able to identify how these elements will play out in their retirement plans.

Medical

Who is in charge of your medical plans?

Each person needs to pay attention to this essential element when considering their retirement plans.

- What does your care look like?
- What is your access to health care?
- Who is there to support you with your health care?

Nobody ever plans to be sick or unhealthy. However, as one ages, it is inevitable that the aging process will affect your health in some manner. You need to ensure that you have a plan in place to sustain your health in the later years of retirement.

Psychological

Health from the inside out.

Are you more concerned about staying alive or staying healthy?

The authors state that there are three levels of connectivity related to your social interactions that give you pleasure, engagement and meaning during your retirement. They talk about how you interact with

others at different levels, from light-hearted social interaction, to engagement and working together, to those relationships that have deep learning and share common values.

Many people without plans comment on their loss of purpose, isolation and a lack of relationships once they are in retirement. The authors state that you need to factor in all aspects of the ‘life-cycle’ for retirement, and to share these plans with others to make it happen. These plans need to be developed with a focus on pre-retirement, and the early years, middle years and later years of your retirement.

Overall, I found that this book has something to offer for each person as they begin to develop their retirement plans. There were many useful tools and exercises that help guide you through the various steps of the retirement ‘life-cycle’ and that are of assistance as you begin to build the style of life that you envision for your retirement years.

next issue



Younger Next Year: Live Strong, fit, Sexy, and Smart – Until You’re 80 and Beyond
Chris Crowley & Henry S. Lodge, MD with Allan J. Hamilton MDs