

What it looks like in practice

ROUTINE, AS TEACHERS DESCRIBE IT	WHAT YOU WOULD NOTICE	WHAT THE EVIDENCE SAYS
Yet, then name the next mark In UK schools, keep the word yet only as a hinge. Name the next punctuation (or method) move in the same breath. “You can't punctuate ... yet... Now, what's the next step YOU need to take to move towards proper, accurate punctuation?” @NABurkinshaw	A stuck line rewritten as a task: not a poster, a next step the learner can take this lesson.	EEF guidance, second edition (November 2025), recommendation 2: teach learners to plan, monitor and evaluate in the subject.
The pit, with a way out UK (Scotland): introduce the learning pit, then look at strategies learners can use on their own to move the learning forward. “P4/5 were introduced to the learning pit and began to look at some strategies we can use to independently move our learning forward” @AitkenbarPS	P4/5 naming a way out, not only a struggle picture.	EEF recommendation 2: strategies belong on the usual task. Gazmuri (2025): standalone mindset programmes, strongest studies near zero. A school's own account, not a trial of the pit.

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Lived, not laminated In UK schools, write the values into the behaviour policy and use them daily. Do not hang a new acronym and walk away. "These make up our behaviour policy and are used daily. As @MaryMyatt would say lived not laminated" @Carolyn73927687	Staff referring to three agreed values in the day, not a foyer banner the class cannot name.	EEF Changing Mindsets, second trial (Foliano et al., 2019): 5,018 Year 6 learners, 101 schools, 0 months on KS2. A policy that is used is still a claim, not a trial.
Ask whether they can name it ● objection In UK schools, if the class cannot name the values, the display is not the practice. Test by asking, not by printing a larger acronym. "I focus group *lots* of groups of kids. Over 70% can't even name those values." @tombennett71	Focus-group silence on SHARE or RESPECT. Posters still up.	The EEF Toolkit +8 months (May 2025, 355 studies) is metacognition and self-regulation, not a banner. It can be hard to realise. This row is an objection, not a trial.

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Change the strategy, not the grind In US schools, when they are stuck, change the strategy, examine the mistake, use the feedback, break the task. Do not praise effort on its own. UK rooms can keep the same four moves without the US wording. "Growth mindset is often reduced to effort, but effort alone is not the goal. Students grow when they learn to change strategies, examine mistakes, use feedback, break challenges into manageable steps, and notice evidence of their own progress." @WeinsteinEdu	A next method on the desk. Not a louder "keep trying".	Amemiya and Wang (2018): effort praise often stops working, and can backfire, by adolescence. EEF recommendation 2: plan, monitor, evaluate in the subject.
I'm not a math person, then a method In US schools, treat "I'm not a math person" as a missing method. The post's own analogy is daily practice, not a slogan. The UK equivalent is "I'm just bad at maths", treated the same way: a missing method. "When I was a HS math teacher,** kids would complain to me: "Mr Beals, I'm not a math person" I'd ask them, are you a push up person?" @SH2F088	The fixed sentence answered with a practice, not with yet on its own.	Yeager et al. (2019): A national experiment reveals where a growth mindset improves achievement. Hendrick: the effect is where the context already rewards challenge. This analogy is a claim, not that trial.

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Effort praise as bootstraps ● objection In UK schools, do not lecture a stuck learner that they failed for insufficient effort. Name a different route (talk, map, or a worked example). "It reminds me of a "pull yourself up by your bootstaps" or "stiff upper lip" type of mentality." @joel120193	The same grind, restated. This is a reply to a different @adamboxer1 post on 14 December 2025, not the 13 December "not a good use of school time" post.	Gazmuri (2025): strongest studies $d = -0.01$ to $+0.065$; not advisable to allocate significant time or money to these programmes. A tweet is not that review.
Early sorting as the origin story In US schools, if you sort by 3rd grade and tell half they are smart by nature, expect collapse the first time the work is hard. UK rooms: do not praise "clever" on a first success; praise the method they will reuse. "Gifted programs are "growth mindset's" villain origin story. We sort kids by 3rd grade, tell half of them they're smart by nature, then wonder why they fall apart the first time something's hard." @realOkayTeacher	Ability labels early. Challenge later. The US grade name is 3rd grade, not Year 4.	Macnamara and Burgoyne (2023): overall $d = 0.05$, nonsignificant after bias correction. This row is one teacher's account of sorting, not that meta-analysis.