

## Educator Reflection: Mindsets and Messages

### PURPOSE

Use this tool to reflect on how the mindsets you hold and corresponding messages you send can influence relationship building with students.

### DIRECTIONS:

Choose three of the following prompts to begin your thinking, then complete the mindset reflection at the bottom of the page.

### Examine Your Mindset

Our individual experiences and backgrounds impact our expectations, mindsets and relationships with others. Use the following prompts to reflect on your cultural frames of reference and how these influence your mindsets and actions related to teaching.

When my family or caregiver(s) sent me to school, they expected ...

As a young person, I was rewarded/praised for ...  
I was proud when ...

In my family/culture, respect is [assumed, earned, shown] ...

My family/caregiver's relationship with school was ...

Growing up, my best teachers ...

Growing up, I had difficulties with teachers that ... / In settings where ...

My professional training prepared me to ...  
It did not prepare me to ...

The aspect of my identity that impacts my teaching the most/least is \_\_\_\_ because ...

### Reflect

How might your values, experiences and identity play into your mindsets about the purpose of schools and the roles of adults and children? How might this impact your interactions with others?

## Consider Your Message

Our mindsets, beliefs and values can translate into the messages we send to others. Think about what messages you want to send as a teacher and consider the actions that convey that message. Review the sample messages below, then add your own actions and examples.

Message	Actions
I care about you.	- Following up on things that student share
I'm here to work with you and not just tell you what to do.	- Asking students "why" when things are not going well
I believe you are capable of achieving.	
I believe that you can handle additional responsibility.	
I'm glad that you're here. You belong here.	
Your feelings and opinions matter to me.	
Add your own:	
Add your own:	

## Reflect on Your Actions

The previous exercise can also be completed in reverse to consider your actions and reflect on the messages that they send.

Message	Actions
	A student arrives late to class and the teacher says, "You're late. We've already read the next chapter. Make sure to get unpacked quickly."
	A teacher sends home a behavior report at the end of every week for a parent/caregiver to sign.
	When it is time for conferences, the class engages in a student-led format where students take the lead and have an opportunity to showcase what they've learned.
	A student repeatedly interrupts a lesson and is given two verbal reminders before being asked to "take a break" in a buddy classroom. They return after 10 minutes and are instructed to complete the independent work assignment.
	Students are given the opportunity to revise and resubmit assignments. The teacher holds office hours every Thursday afternoon.
	A student enters the classroom after lunch and puts their head down on their desk. The teacher asks a friend to check in on the student while they give the whole class directions, then approaches the student and inquires how they are.
	Add your own:
	Add your own: