



Responding to change?

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Why does change affect us?

Do we respond or react?

Discussion Points

- Why does change affect us?
- Points of change the student experience
- Mindset
- Tools for Change





Tendencies of the Mind

It was found that the average person has about 12,000 to 60,000 **thoughts** per **day**. Of those thousands of **thoughts**, 80% were negative, and 95% were exactly the same repetitive **thoughts** as the **day** before.



The human brain has 100 billion neurons (brain cells)

The more we have particular types of thoughts and feelings. This repetition creates stronger synaptic connections 'wider roads' - more likely to have this particular thought or feeling again.

So this is why change is so difficult for us.. We are 'creatures of habit'.



WHY?

Our brains were built for survival

Primary function of the mind is to help keep us alive by trying to anticipate threats and danger.

Our attention is hijacked by anything we perceive as a **threat (Change)** - do we **respond or react**.

React = FFF response

Our ancestors needed this skill to plan ahead and prepare for the worst.. It mucan be unhelpful and unproductive for us.



Prefrontal cortex







Prefrontal Cortex (PFC) - front of the brain - helps us concentrate, make choices and decisions, notice what's going on around us

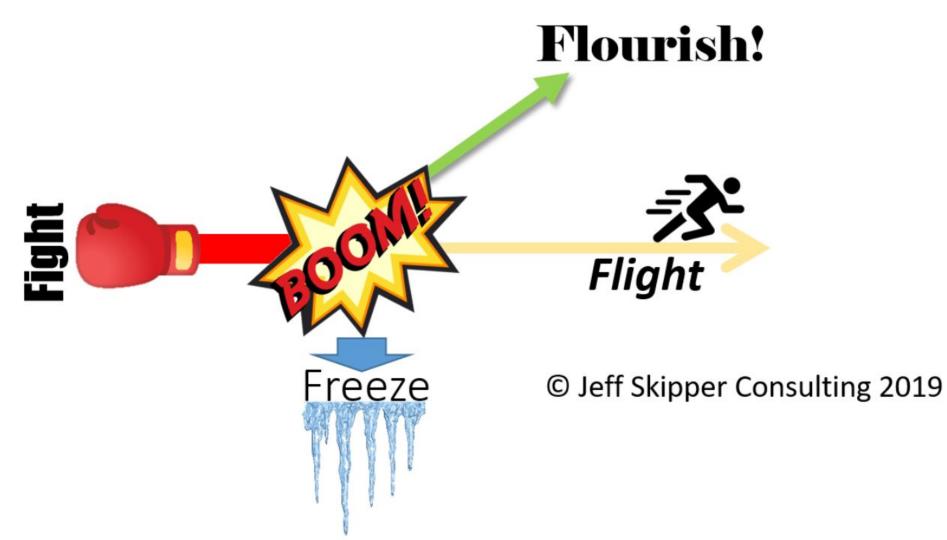
Amygdala - designed for survival

When the amygdala is activated, we don't process through the PFC.

Modern stressors triggers (**such as change**) mental activity- we don't burn up our stress hormones (FFF Response) - we don't feel safe!

Low level anxiety (mini FFF)

No 'campfire' time - no time to reflect





What Fight, Flight or Freeze Looks like in an educational setting

Flight	Fight	Freeze
 Withdrawing Avoiding others Becoming disengaged 	 Acting out Behaving aggressively Arguing Acting silly in rehearsals/lessons 	 Exhibiting numbness Unable to express musicality Feeling unable to move or act Blank looks and body language



Points of change in the student experience

- Admission
- Choosing change Going on exchange
- Catalysing change The role of a teacher
- Graduation
- Covid-19









Graduation



Mindset - Fixed and Growth





What is a Growth Mindset?

People with a **Growth Mindset** believe talent and intelligence can be developed.





What is a Fixed Mindset

People with a **Fixed Mindset** believe that talent and intelligence are fixed traits.





What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not. When I'm frustrated, I give up. I don't like to be challenged. When I fail, I'm no good. Tell me I'm smart. If you succeed, I feel threatened. My abilities determine everything.





How can we harvest a growth mindset among our students and staff?

- Acknowledge and embrace imperfections.
- View challenges as opportunities.
- Try different learning tactics (auditory, visual, kinesthetic)
- university of music and performing arts vien
- Follow the research on brain plasticity.
 - Replace the word "failing" with the word "learning."



- Encourage our students to stop seeking approval.
- Value the process over the end result.
- Cultivate a sense of purpose (the why)
- Celebrate growth with others.
- Emphasise growth over speed.





- Reward actions, not traits.
- Redefine "genius."
- Portray criticism as positive.
- Disassociate improvement from failure.
- Provide regular opportunities for reflection.





- Place effort before talent.
- Highlight the relationship between learning and "brain training."
- Cultivate grit.
- Use the word "yet."





- Learn from other people's mistakes.
- Make a new goal for every goal accomplished.
- Take risks in the company of others.
- Think realistically about time and effort.
- Take ownership over your attitude.





Challenges to Opportunities

How do we frame challenges as opportunities?

Fixed Mindset = change as challenge (fixed abilities, limited resources)

Growth Mindset - change as opportunity (learners mindset, flexible and this can help us to **respond** rather than **react to change**.



Challenge and Threat Responses

- Blascovich, Hunter and Mendes (1999) examined challenge and threat responses. They believed that if an individual felt confident in his/her abilities, then the individual would experience challenge and if the individual felt like he/she did not have the appropriate resources to meet the challenge of the task, he/she would experience threat.
- The challenge and threat research indicates that opportunities can be affected by how an individual perceives a situation. If a musician perceives change for example to be a threatening situation, he/she will experience a negative arousal state that could impact on their response to an opportunity
- However, if the situation (change) is seen to be a challenge, energy mobilisation
 can positively impact on behaviour.





Therefore:

Increase confidence = productive response to challenge

Perception = energy mobilisation and productive response to challenge

Challenge or Threat? - it is in the eye of the beholder



CHANGE AS A THREAT	CHANGE AS A CHALLENGE
FOCUS ON THE PROBLEM	FOCUS ON SOLUTIONS
BOGGED DOWN IN DETAIL	EYE ON THE GOAL
BEING GOOD AND MEETING STANDARDS	MAKING THINGS BETTER
NEGATIVE EMOTIONS MOTIVATE YOU	GREAT ENGAGEMENT
FIXED MINDSET	GROWTH MINDSET



- Self-awareness journaling (5 minute journal, morning pages),
 coach/mentor, dialogue
- Resilience exercise, nutrition, mindfulness, highlight reel
- Courage know your 'why', visualise your purpose and goals, take responsibility/ownership
- Social support asking for help/advice, helping others, stay
 connected, accountability buddies



Questions?





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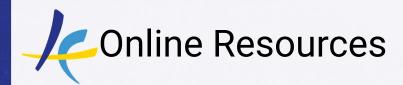
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The School of Performance - http://theschoolofperformance.com

https://performancescience.ac.uk/performershealth/

https://juliacameronlive.com/ - Morning Pages





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MindShift app -

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