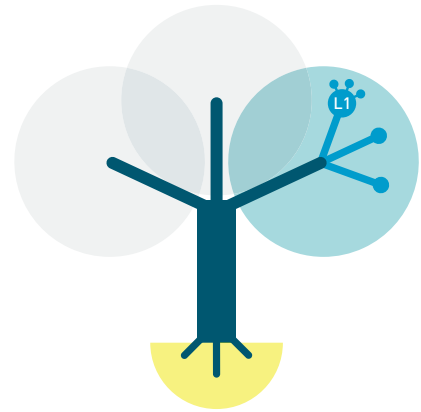


## L1 Growth Mindset



### The belief in one's and others' potential to continuously learn and progress

It is openness and curiosity to new learning experiences, supported by **the belief in one's potential to improve** with dedication and work<sup>34: 137,138</sup>. The terms fixed mindset and growth mindset describe the underlying beliefs people have about learning and intelligence. If a fixed mindset leads people to assume that intelligence and creativity are static attributes that cannot be modified, a growth mindset leads people to believe that these can be cultivated through effort and deliberated practice. Having a growth mindset, in turn, allows people to embrace challenges, persevere while facing obstacles, consider effort as necessary to achieve mastery, learn from criticism, and be inspired by others' accomplishments.

People with a growth mindset react to setbacks focusing on improving their performance and are more likely to employ positive strategies to succeed at learning. In other words, a growth mindset allows people to recover more quickly and successfully from failure and boosts their achievements<sup>137</sup>. People typically hold mixed positions<sup>139</sup>, being able to deploy a growth mindset in some areas of learning and specific instances, while showing a fixed mindset in others. This competence, which is linked to self-awareness and self-direction, stresses, therefore, the importance of aiming to continuously develop the capacity of facing challenges and learning through believing in the improvement of their own potential<sup>139</sup>.

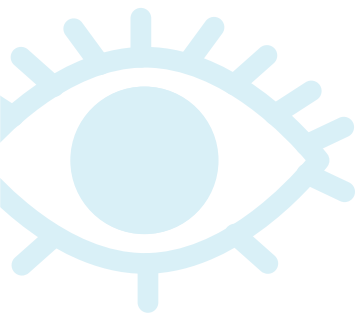
## L1.1

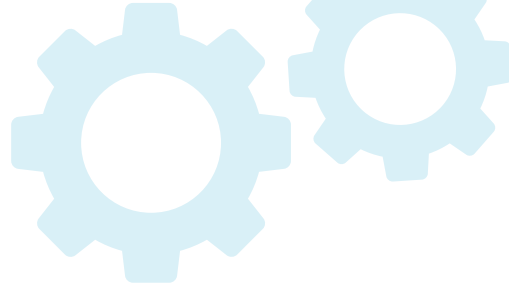
### Awareness of and confidence in one's own and others' abilities to learn, improve and achieve with work and dedication

Educators and learners need to value the process of learning, the variety of the strategies employed, perseverance, learning progress, and effort

People that deploy a growth mindset believe that intelligence and general abilities are not inborn and unmodifiable traits. On the contrary, they consider them as something that can be nurtured and improved over time through meaningful or reasoned effort and dedication. Within a growth mindset, skills are understood as **malleable abilities** that can be enhanced through effort and commitment. On the other end, individuals with a fixed mindset, commonly believe that those who have the required ability will achieve success naturally and effortlessly<sup>140</sup>.

Educators and learners should **praise** and value the **process of learning**, the variety of the strategies employed, perseverance, **learning progress** and **effort**<sup>141</sup>. Focusing on the quality of the effort and helping learners to persist, contribute in shifting them from seeing failure as an indication of a lack of ability, to seeing failure as a chance to improve that ability<sup>142</sup>. At the same time, effort per se may not be enough to achieve a learning goal, since an intentional, meaningful and reflective work is needed to actively analyse the task and chose the best strategy to resolve it<sup>143</sup>. This descriptor also stresses the relevance of **self-efficacy**<sup>43</sup> as a motivational aspect of the competence that allows individuals to seek out challenges as an opportunity to learn and grow<sup>144</sup>.





## L1.2

### Understanding that learning is a lifelong process that requires openness, curiosity and determination

Learning throughout the lifespan requires an attitude of willingness and openness to learning from each interaction and experience

It entails understanding that **self-directed lifelong learning** is a demand in modern societies<sup>145</sup> in which adult learners are required to **upskill** and **reskill** to successfully thrive in a rapidly changing labour market<sup>6</sup>. Learning throughout the lifespan may happen in a variety of formal, non-formal and informal settings both intentionally and incidentally, requiring an attitude of willingness and openness to learning from each interaction and experience. On the other side, **curiosity** is an orientation to dig deeper, the desire to understand **complex topics** or problems, and intellectually explore a wide variety of things<sup>146</sup>. Curiosity is the interest and desire to gain a better understanding of the world and other people<sup>147</sup>. Furthermore, determination, persistence, the ability to set and commit to long-term goals<sup>148</sup>, contribute to succeed in lifelong learning.



## L1.3

### **Reflecting on other people's feedback as well as on successful and unsuccessful experiences to continue developing one's potential**

Dealing with setbacks, failure and negative feedback and learning from it, enables to move forward effectively

This descriptor highlights the importance of meaningful and reflective effort as a means to achieve a learning goal. It implies being able to reflect on one's learning outcomes, to seek input from others when stuck in a problem and to master and employ different strategies to solve a task. Within a growth mindset, unsuccessful experiences and mistakes are necessary steps towards succeeding. Dealing with setbacks, failure and negative feedback from a growth mindset, therefore, implies being aware of and mitigating possible feelings of anger, defeat, insecurity, worry, incompetence or defensiveness while nurturing the willingness to capitalise on setbacks and learn from it to move forward effectively<sup>149</sup>. A reflective attitude, aimed at analysing successful and unsuccessful experiences to understand what worked and what did not, and actively asking for feedbacks, enable people to learn from experience.





JRC SCIENCE FOR POLICY REPORT

# LifeComp

The European Framework for  
**Personal, Social** and **Learning  
to Learn** Key Competence

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