**10 Phrases to Build Positive Academic Mindsets**

Academic mindsets are beliefs or ways of perceiving oneself in relation to learning, and they lay the groundwork for deep academic, social, and emotional learning (Farrington et al., 2012). Help students to build academic mindsets with the phrases below.

1. **Help me understand your thinking.**Asking students to explain their thinking and provide evidence engages their meta-cognition and communication skills, which can build a sense of efficacy.
2. **I’m curious what you think.**Inviting students to share their perspectives creates a sense of belonging and demonstrates genuine interest in student thinking.
3. **This is challenging, but I know you can do it.**Expressing confidence in a students’ abilities and allowing for productive struggle communicates high expectations.
4. **I’m glad you asked that question!**Showing that you view curiosity and challenge as part of the learning process helps support the vulnerability necessary to engage in public thinking.
5. **Why does this matter to you, beyond the grade you hope to get?**Connecting learning to students’ interests, concerns, and personal aspirations increases relevance and motivation.
6. **What strategies could help you?**Helping students recognize the tools and resources available to them (including those provided by the teacher, such as rubrics) can build self-efficacy.
7. **That's not correct yet. Let's back up and try it again together.**Setting and modeling clear norms for how the class will respond to mistakes allows students to take the intellectual risks necessary for learning.
8. **What do you need?**When students show signs of frustration or other challenging emotions, discreetly check-in with them. If students have a hard time naming what they need, consider giving them choices (e.g., guidance, a drink of water, time alone to recover).
9. **Who did it a different way?**Show that there are multiple ways to get to a solution or answer and that you value hearing from many student voices.
10. **Turn to your partner first.**Providing opportunities for rehearsal, like time to write or discuss with a partner, gives students a chance to process and revise ideas before sharing out with the whole class.