

The graphic features a background of a blue and green digital network with glowing nodes and connecting lines. A yellow triangle is in the top-left corner, and a blue triangle is in the bottom-right corner, separated by a white diagonal line. An orange rectangle is positioned on the left side.

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**GOING ON(LINE) –
CONNECTING COMMUNITIES
IN THE DIGITAL AGE**



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 Brain

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 can be unhelpful and unproductive for us.



Prefrontal cortex



Amygdala



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

Fight



Freeze



Flourish!



Flight



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

Flight	Fight	Freeze
<ul style="list-style-type: none">● Withdrawing● Avoiding others● Becoming disengaged	<ul style="list-style-type: none">● Acting out● Behaving aggressively● Arguing● Acting silly in rehearsals/lessons	<ul style="list-style-type: none">● 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



Admission



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?



**Growth
Mindset**

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.



**Fixed
Mindset**

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)
- 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

FOCUS ON THE PROBLEM

BOGGED DOWN IN DETAIL

BEING GOOD AND MEETING STANDARDS

NEGATIVE EMOTIONS MOTIVATE YOU

FIXED MINDSET

CHANGE AS A CHALLENGE

FOCUS ON SOLUTIONS

EYE ON THE GOAL

MAKING THINGS BETTER

GREAT ENGAGEMENT

GROWTH MINDSET



Tools for change

- 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?



Resources

Emmons, S., & Thomas, A. (1998). Power performance for singers: Transcending the barriers. Oxford University Press.

Fleming, N. D. (2006). Teaching and learning styles: VARK strategies. ND Fleming.

Goleman, D. (2006). Emotional intelligence. Random House LLC.

Greene, D. (2002). Performance Success. New York: Routledge.

Gallwey, T. W., (1986). The inner game of tennis. London: Pan Macmillan.

Nairn, R., (2001). Diamond Mind: A Psychology of Meditation. U.S: Shambhala



Orlick, T. (2000). In pursuit of excellence: how to win in sports and life through mental training. Champaign, IL, Human Kinetics.

Weinberg, R. S., & Gould, D. Foundations of Sport & Exercise Psychology. 2003. Human Kinetics, Champaign.

Whitworth, L. (2007). Co-active coaching: New skills for coaching people toward success in work and life. Davies-Black Publishing.

Williams, M., & Penman, D. (2011). Mindfulness: a practical guide to finding peace in a frantic world (Vol. 360). London: Piatkus.



Buswell, D. (2006). Performance Strategies for Musicians. UK: MX Publishing.



Online Resources

The Bullet Proof Musician - <https://bulletproofmusician.com>

Beyond stage fright - <http://www.beyondstagefright.com>

The musicians way - <https://www.musiciansway.com>

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

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

<https://juliacameronlive.com/> - Morning Pages



<http://musicalimpact.org/network/https://www.youtube.com/channel/UCKuf52cLEX3MuT3aor9qLBw>

MindShift app -

<https://www.anxietycanada.com/resources/mindshift-app>

<https://www.ism.org/images/files/ISM-Performance-anxiety.-A-practical-guide-for-music-teachers.pdf>

https://www.itsyourlife.info/sites/itsyourlife/files/Five_Minute_Journal_Quickstart.pdf



<https://www.amazon.co.uk/Mindset-Psychology-Carol-S-Dweck/dp/0345472322>