

Principal's Report: January 15, 2014

Planning for next year:

We are in the process of planning for next year!

Kindergarten Information Night: Thursday, January 23rd at 6:30pm

Grade 6 visit to Queen Elizabeth: Friday, January 24th

Parent Information Evening at Queen Elizabeth: Wednesday, January 29th, 5:30–7:00 pm : Open to parents of students entering Grade 7 English and French Immersion as well as Grade 4 Middle French Immersion

Kindergarten Registration: Monday, January 27th–Friday January 31st, 9 a.m.–2:30 p.m.

Middle French Immersion: Registration is from February 18–24th. Students currently in Grade 3 English would go to Queen Elizabeth for grade 4 Middle Immersion.

Student Transfer Application Period: February 10th–21st. Student transfer applications are granted based on exceptional student learning needs and/or exceptional personal circumstances. Each application is considered on its own merit.

Home/School Communication:

We are in the process of updating our school website! Please check it out at www.manorparkps.ocdsb.ca. Thank you to Sharon Leslie for all of her help!

Coming Soon! The school is creating a master e-mail list so that we can send notifications home to parents. This email will be for outgoing messages only and will not be monitored.

School Council Liability Insurance:

The school council insurance is being provided through the Ontario School Board's Insurance Exchange (OSBIE) and Jones Brown Insurance Brokers (Policy Number: GAME00838-001). In the event that an incident occurs, the School Council informs Traci Decaro, the OSBIE representative listed on the bottom right hand corner of the insurance certificate, the school principal, as well as Sandra Lloyd, Manger of Risk and Supply Chain Management. Any questions can be forwarded to Sandra Lloyd at Sandra.lloyd@ocdsb.ca or 613-596-8762.

How to help your child succeed:

Does your child have a **fixed** mindset or a **growth** mindset? People with a fixed mindset believe that we are born with innate abilities while people with a growth mindset believe that success is based on hard work, learning and training. Fixed mindset people view failure as a reflection of their abilities while growth mindset people don't mind or fear failure because they see it as an opportunity for learning and

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for growth. Individuals with a "growth" theory are more likely to continue working hard despite setbacks.

Individuals' theories of intelligence can be affected by subtle environmental cues. For example, children given praise such as "good job, you're very smart" are much more likely to develop a fixed mindset, whereas if given compliments like "good job, you worked very hard" they are likely to develop a growth mindset. In other words, it is possible to encourage students, for example, to persist despite failure by encouraging them to think about learning in a certain way.

To learn more about mindset and the work of Dr. Dweck from Stanford University, please check out the following TED talk video: <http://tedxtalks.ted.com/video/Social-Media-Changing-Learning>.

Five things you can do to help promote a growth mindset in children:

1. **Ask open-ended questions** to solve a problem or achieve a goal. "What do you think will happen if..." or "Why do you suppose..." These questions build logical thinking skills and often lead to rich discovery.
2. **Use specific feedback** that identifies what the child accomplished. What small steps led to a larger outcome? Be supportive when your child attempts something new. It might not be the way you'd try to solve a problem, but if it works, acknowledge it honestly and without judgment. Pick your battles. Hair done by a three-year old might not be ready for the runway, but it brings a child great satisfaction to say, "I did it myself!" Skills that build persistence simultaneously allow children to feel confidence and independence. When frustration rears its head, offer an encouraging word about what steps worked well.
3. **Encourage kids to take a risk.** Watch and listen to your child so you can take cues about what else they are ready to tackle. Vygotsky calls this the "zone of proximal development - when we gently nudge kids to use what they know to try something just a bit out of their reach, but yet developmentally appropriate. By offering small but achievable challenges, confidence and persistence emerge.
4. **Be persistent and growth-orientated yourself.** Narrate your thoughts as you try something new or frustrating (with a G-rating, of course!). Your child may even be able to offer some helpful tips. This allows children to see we all have to work hard to solve problems and we all continue to learn new things.
5. **Don't sweat the small stuff.** Accidents, and mistakes happen. Show your child that there's something to be learned when we don't achieve what we set out to accomplish. Maybe someone else lends a hand. Maybe you return to the task at another time. Maybe it's best to abandon things for a while or break things down into smaller steps. Be specific about what worked, identify the emotions involved, and offer encouragement for the next time.

<http://wonderofchildren.wordpress.com/2011/07/21/5-things-you-can-do-to-encourage-a-growth-mindset-in-kids/>