





# LENNOX HEAD COMMUNITY PRESCHOOL

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## New Preschool update

The RFS DA has been approved. Ours has now been submitted and we are waiting on the council department to review it :)

## Lunch boxes

Please do not place insulated bags into the fridge. Also refer to your Preschool Food guide as to what to pack in preschool lunches.

- NO peanuts or peanut products
- Keep packaged foods at home.
- Crunch 'n' Sip is to be placed in your child's craft box; lunch on the shelf in the fridge; afternoon tea in the crisper.  
PLEASE ENSURE THERE ARE 3 SEPERATE MEALS

## Let's Meet our staff

Miss Sophie - Teacher and Co-Director



- **How long have you been with the preschool?** Since 2010
- **When you were a kid, what did you want to be when you grow up?** A pop-star (giggle) nah I don't know. Actually a Spice Girl.
- **What's the most exciting/fun part of your job?** Seeing the children grow over the time that we have and annoying my coworkers
- **What's your favourite food?** I just love food!
- **What show are your currently binge-watching?** Haha binge watching, who has time for binge watching?
- **What's one thing you're really good at?** Being involved in the community.
- **What's your favourite colour?** Yellow and light blue and anything bright.
- **If you could go anywhere in the world where would you go?** The Maldives with no phone or technology.
- **A random fact about me?** In a previous life I was an events manager.

## DATES TO REMEMBER (Please add to your diary)

Events will be confirmed closer to the dates and changes may occur

**TERM 1 (Mon 23rd Staff Development Day)**  
**Monday 23rd Jan - Fri 7th April**

Wk 9  Harmony Day


**TERM 2 (Mon 24th April Staff Development Day)**  
**24th April - 1st of July**



Wk 5  Healthy Harold - Big Feelings (2 day groups)  
 3rd June  Love Lennox Festival

Wk 10  PJ Party (all groups)

**TERM 3 (Fri 22nd Sept Staff Development Day)**  
**17th July - 22nd September**

**TERM 4 (Fri 15th Dec Staff Development Day)**  
**Mon 9th Oct - Fri 15th Dec**

Wk 8  **End of Year Concerts** for 2-day groups **SAVE THE DATE** (Tuesday and Thursday night of your child's respective attendance days) 28th Nov and 30th Nov.

Wk 10  This is our final week for 2023. And we will be having parties on the last day Tuesday, Wednesday and Friday.  End of year show by Shorty the Clown and Party Week!!!

## !! Welcome to the 2023 Management !!

We would like to welcome the new management for 2023. These parents are your voice/representatives.

**President** - Kate Parry (Isla MTW)

**Secretary** - Leah Miles (Rocco MTD)

**Treasurer** - Richard Goswell (Community)

**Public Officer** - Rosalyn Orlanno (Community)

Alysha Horne (Tully WW)

Sophie Lee (Ollie MTW)

Michelle McLisky (Marley WD)

Keira Wafer (Elke TFD)

Nick Bordin (Bodhi MTW)

Kate Mitchell (Matilda TFD)

Lyndal Ellis (Mia MTW)

Edwina Flower (Darcy TFD)

Michaela Saye (Thomas WD)

Caroline Domensino (Pia TFD)

Preschool Management Meetings: The 3rd Wednesday of each month. 6.30pm at the Preschool

Visit [www.lennoxheadcommunitypreschool.com.au](http://www.lennoxheadcommunitypreschool.com.au) for Notes, Newsletters, Calendar Updates & Policies.



## Growth Mindset vs Fixed Mindset

### *How do I support my child to build a growth mindset?*

There's something that every child and person needs to believe with every cell in their bodies. When they do, they will thrive. There is a powerful way that we, as the adults in their lives, can nurture this belief and set them up to learn, grow and flourish.

They need to know that their brains can grow stronger – measurably stronger – with time and effort. It sounds simple, but the effects of believing this are profound. Some children will have been born believing this, but others will be certain that they are as they are and that nothing will change that.

There is no doubt that encouragement and praise are vital for kids of all ages, helping to lift them to great heights – but not all praise is good praise. The research around this is robust, leaving little doubt that different types of praise, though given with the most loving intent, can potentially be harmful to our children.

'The wrong kind of praise creates self-defeating behaviour. The right kind motivates children to learn.' – Carol Dweck

Carol Dweck is a leader in the field and according to an abundance of research conducted on children from as young as four, right through to adolescence, praise that focuses on intelligence ('You're so clever!') will ultimately undermine achievement and performance. One of the main reasons is because of the effect it has on their mindset.

Children generally tend towards one of two types of mindsets – a **fixed mindset** or a **growth mindset**. Praise that focusses on intelligence promotes a fixed mindset, which is the belief that intelligence cannot be changed in any meaningful way. Children with a fixed mindset believe that they are born with certain character traits and a fixed amount of intelligence and creativity, and that nothing they do will change that in any meaningful way.

In contrast, praise that focuses on effort ('You've worked really hard on that!') promotes a growth mindset, which is the belief that intelligence can grow and be strengthened with effort. Children with a growth mindset believe that they are capable of achieving what they want if they put in the time and effort to get there.

### *Fixed Mindset v. Growth Mindset. The Mind-Blowing Differences.*

Here are some of the big differences between a fixed mindset and a growth mindset.

#### Giving Up (Fixed) v. Persistence (Growth):

- A growth mindset fosters motivation, resilience and persistence. A fixed mindset doesn't.
- Children who believe that intelligence lies with the genetically blessed are quicker to give up, believing that if they can't do something, it's because they aren't smart enough, creative enough, good enough, whatever enough.
- Children who have a growth mindset on the other hand, are more likely to keep working hard towards a goal, believing that all that stands between them and success is the right amount of effort

#### Lack of Confidence (Fixed) v. Confidence (Growth)

- Children with a fixed mindset are more likely to interpret difficulty as confirmation that they don't have what it takes. If success means they are clever ('You did it! You're so clever!'), then a lack of success means they aren't. Once children believe this, their lack of confidence spills into other tasks, eventually wearing down their motivation and their love of learning.
- Praising children for effort will lift them above the times they don't do as well as they would like – which, let's be honest, happens to all of us. They will interpret a lack of success as a sign that they need to work a little harder or differently, rather than as evidence of a personal deficiency.



## 2023 Sponsors

These businesses support our preschool. Please help us thank them through supporting their businesses.

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Avoid Challenge (Fixed) v. Embrace Challenge (Growth)

- When given the choice between a challenging task or an easy task, children with a fixed mindset will be more likely to choose the easy task. If children believe their intelligence is fixed and impossible to change, it is understandable that they will choose easy tasks to prove themselves. This leaves very limited scope for the vulnerability needed to learn and grow. Learning is all about starting at the edge of our capabilities and pushing beyond them. That will mean sometimes failing, sometimes falling, and sometimes admitting that, for the moment, we haven't got a clue.
- Children with a growth mindset will embrace challenge, seeing it as an opportunity to learn and grow.

Failure: Personal Deficiency (Fixed) v. Opportunity to Learn (Growth)

- Children with a fixed mindset will be more likely to interpret failure as evidence of their lack of intelligence or capability.
- Failure isn't so bleak for kids with a growth mindset. They have a healthy attitude to failure, seeing it as an opportunity to learn. Even when they are disappointed, they are able to keep their confidence intact and bounce back from the stumbles, believing they have it in them to succeed if they keep working at it.

Hiding the Struggle (Fixed) v. Seeking Help (Growth)

- Children who believe their performance will be attributed to intelligence, or to something about themselves that can't be changed, will be more likely to hide their struggles and lie about their mistakes. When children believe that intelligence is fixed they will identify themselves as 'smart' or 'not smart'. Rather than seeing mistakes as a sign that they may need to work a little harder, they will see mistakes as evidence of a lack of inherent capability and will work harder to stop the world from seeing them as 'stupid' or incapable.
- On the other hand, children with a growth mindset will be more likely to seek help when something gets in their way, believing the capability is in them, but they just need a hand to find it.

## Nurturing a Growth Mindset.

A growth mindset will supercharge their capacity to learn and grow. We know that for certain. Parents, teachers and any important adult in the life of a child or adolescent has enormous power to steer them towards the happy headspace of a growth mindset. Here's how.

### 1. Tell them, over and over and over that 'Brains can get stronger.'

As if being a brain wasn't impressive enough, they've proven to be all the more remarkable by showing how much they can change. 'Brains can get stronger.' Say this over and over to the kids in your life until they're reciting you or telling you to stop - and then keep going. The more they can believe this, the more empowered they'll be to keep doing what they need to do to strengthen that powerhouse in their heads. Here is one way to explain it to them.

### 2. Pay attention to effort over results.

A result that has been earned with hard work, whatever that result is, should always be rewarded before something that was achieved without effort.

*'You worked hard for that \_\_\_\_\_ and I can see how focused you were. That's great!'*

*'I loved the way you kept trying different things until you found something that worked.'*

### 3. Catch them being persistent.

Any time you see them putting in effort, working hard towards a goal or being persistent, acknowledge it. It doesn't mean you have to gush with praise every time they apply themselves, but it will mean a lot to them that you notice.

*'You're working hard at that aren't you.' 'I can see you persisting and keeping on trying! Well done'*

### 4. Be specific with praise.

Attach your praise to something specific. Rather than 'You're really smart,' try *'It was really clever the way you experimented with a few different ways to solve that problem. Nice work!'*

### 5. Encourage a healthy attitude to failure and challenge.

Speak of failure and challenge in terms of them being an opportunity to learn and grow.

*'Wow that didn't really work this time, I wonder what you could do differently.'*

*'It may not have worked this time, I think when you are ready to try again it may be different if you try something different.'*

### 6. Use the word 'yet', and use it often.

When they say 'I don't know how to do it', encourage them to replace this with, *'I don't know how to do it yet.'* Keep doing

this and soon they will learn to do this for themselves. Self-talk is a powerful thing.

### 7. Show them that they don't always have to be successful to be okay.

Kids don't learn what they're told, they learn what they see. Let them see when you hit a snag (when it's appropriate of course) and let them see you being okay with that. Talk about the things you learn when something doesn't quite go as planned. If you take a wrong turn, for example, point out the interesting things you notice now that you're on a different road. Failure is part of learning and has absolutely nothing at all to do with how clever or capable they are. It's an opportunity to learn, in disguise.

### 8. Encourage them to keep the big picture in mind.

It's where they end up that matters. The stumbles on the way are just part of the learning and the way there. Learning takes time and the path won't be straight - it will be crooked and interesting and full of great opportunities, exactly as it was meant to be.

### 9. When they do well without effort ...

For a student who does really well without putting in any effort, it's still important to hold back from making it all about how clever or capable they are. Instead, Dweck suggests trying, 'Ok. That was too easy for you. Let's see if there's something more challenging that you can learn from.'

### 10. And when they put in the effort but don't do so well ...

If they've worked hard but haven't achieved what they wanted, notice the effort. This will nurture their confidence, resilience and motivation to keep learning and working hard. 'I loved seeing the effort you put in. Let's see what you can learn from for next time.'

### 11. Permission to fail.

Take the anxiety out of learning and put back the love. Giving kids permission to get it wrong sometimes will broaden their willingness to take risks and experiment with better ways of doing things. This will expand their creativity, problem solving and readiness to embrace challenge.

### And finally...

Intelligence is not fixed and can be flourished with time and effort. Nurturing this belief in children is one of the greatest things we, as the adults in their lives, can do to help lift them so they can reach their full potential. The effort will come from them, but it's important that we do what we can to have them believe that the effort will be worth it.

Adapted from March 2021: <https://www.heysigmund.com/>

