Important School Dates

TERM 1
Saturday 6th February – Staff Commitment Mass at 6pm.
Tuesday 9th February – St Mark’s PA- AGM - Wine & Cheese Tasting Evening 7pm in Library.
Wednesday 10th February – Ash Wednesday and Beginning of School Mass 9am.
Thursday 11th February – 5/6 ICT night at 3.45pm or 6pm (parent & child).
Tuesday 16th February - Parent/Teacher Interviews at 3.40pm to 5pm.
Wednesday 17th February – Parent/Teacher Interviews at 3.40pm to 5pm.
Thursday 18th February – Sacrament of Reconciliation Parent/Child Information Night at 7pm.
Monday 22nd February – SCHOOL PHOTOS.
Tuesday 23rd February Parent/Teacher Interviews at 3.40pm to 5pm.
Wednesday 24th February - Parent/Teacher Interviews at 3.40pm to 5pm.
Friday 26th February – Welcome Picnic for whole school on oval 5.30pm.
Tuesday 1st March – Prep Information Night at 7pm.
Wednesday 2nd March – District Interschool Swimming Carnival (12 -3pm).
Thursday 3rd March – 3/4 ICT night at 3.45pm or 6pm (parent & child).
Monday 14th March – Labour Day Holiday.
Thursday 17th March – School leaders attending St Patrick’s Day Mass.
- Sacrament of Reconciliation.
Thursday 24th March – End of Term 1 (School finishes at 2.30pm).

Dear Parents

Welcome back to the 2016 school year particularly new families to St Mark’s. The year has begun smoothly and all students have settled well into their classes.

Over the break the Years 3 – 6 learning areas had 5 interactive projectors installed and the mobile projectors will be moved to Years 1/2. The Year 5/6 area had acoustic panels installed and new tables will be arriving shortly. Artificial turf was also installed in the courtyard between the Yr 3/4 and Yr 1/2 area.

Plans are in the process of being submitted to the Diocesan Building Committee for refurbishment of the hall.
PROFESSIONAL DEVELOPMENT
All staff have been engaged in professional development at the end of last year and this year. All staff have updated their Level 2 First Aid and have worked with Lorraine Davies on developing a Growth Mindset. Over the last 18 months we have been developing our understanding of this area and how it applies to shaping a child's understanding of their learning. Attached at the end of the newsletter is an example of the type of language that can be used to develop a growth mindset. In the coming weeks levels will give examples of the work they are focussing on in developing growth mindset and how students can understand how their brain works in learning.

MEDITATION
Meditation has begun for Years 1 – 6 and will continue in the same format as last year. Classrooms open at 8.40am so that students can organise themselves and be settled to begin meditation at 8.50am. Parents are welcome to participate in the meditation session.
Students arriving as the chimes are ringing are to proceed to the hall and they will be dismissed to their learning area at the appropriate time. We ask that no child or parent enter the learning area during meditation time out of respect for those who are engaged in the meditation process as opening and closing of doors and movement is distracting. Could parents also be aware that talking directly outside the learning areas is also disruptive as the noise is heard during meditation.
Foundation students will begin the meditation process from Monday 8th February.

ICT PARENT/STUDENT INFORMATION NIGHTS
This year's ICT information evenings will take place in the school Library and are compulsory for all students and at least one parent to attend. Important information regarding the school’s 1:1 Laptop program will be discussed. Families may select an early afternoon session or early evening session.

For year 5/6 students only Week 3 - Thursday 11th February,
Session A 3:45pm - Session B 6:00pm
For year 3/4 students only Week 6 - Thursday 3rd March,
Session C 3:45pm - Session D 6:00pm

Families who have children in both Year's 3/4 and 5/6 may bring their children to only one session if desired (preferably a 5/6 session in Week 3). Students are required to bring their device to their session fully charged, and will be working with a parent on various activities.

Go to www.schoolinterviews.com.au
Enter THIS school event code. Then follow the 3 simple steps.

Dear Year 1 - 6 Parents ONLY

Parent Information Sessions will be held on:
Tuesday 15th February from 3.40 to 5.00pm.
Wednesday 17th February from 3.40 to 6.00pm.

Tuesday 23rd February from 3.40 to 5pm.
Wednesday 24th February from 3.40 to 5pm.

All interviews will be held in your child's classroom. Each interview in 10 minutes in duration.

You can now book interviews at times that suit YOUR FAMILY BEST.
CARE MONKEY is still being used by the school to provide valuable information especially for excursions. For those new to the school, could you please provide emergency details on CareMonkey. By using Care Monkey the school is able to have medical information about your child during excursions. Excursion notices will also be sent by Care Monkey requiring your permission for the teachers to access this information. If you have not replied to the notice sent home or have any further queries please do not hesitate to contact the office.

PARENTS - FIRST AID NOTICES.

Parents, letters have been sent home to Foundation Parents whose children’s may need medication

Also if any child has been diagnosed with a condition, the school must be informed as soon as possible in 2016.

RE News

Ash Wednesday & Beginning of Year School Mass
On Wednesday 10th February we will be celebrating Ash Wednesday. There will be a mass at 9am in the church. During the mass the Year 6 Leaders badges will be blessed and then at the end Fr Benedict and Mrs Darvell will present them to the children. All families are welcome to come along to the mass.

Project Compassion
The theme for Project Compassion 2016 is “Learning more, creating change”.

As Pope Francis says “Education is an act of hope”, so this year Project Compassion celebrates the power of learning, and the many ways in which Caritas Australia is working with local partners around the world to provide vital learning and renewed hope to children, women and men most vulnerable to extreme poverty and injustice.

Throughout Project Compassion 2016, the children will watch and hear inspiring stories from Malawi, Laos, Papua New Guinea, Australia, Cambodia and India will show how education, training and sharing knowledge can empower individual communities to transform their futures and create lasting change.

Together we can empower the world’s poorest people with the opportunity to learn, grow and create change."
Bishop Greg O’Kelly

Next each family will be receiving a Project Compassion box that they can use to collect money for Caritas. All boxes are due back to the school by Monday 21st March. If you would like to learn more about Caritas and watch some of the inspirational stories please type in the website below. During the term the children will be watching and discussing these videos in class.
http://www.caritas.org.au/projectcompassion/about

Reconciliation
This term the Year 3 children have started preparing for the Sacrament of Reconciliation. We have 54 children making it this year. There will be an information night for both parent and children on Thursday 18th February. The meeting will take place in the Year 3/4 classrooms and will be starting at 6pm. Please keep these children in your prayers.
RE Dates

Reconciliation
- Thursday 18th February - Sacrament of Reconciliation Parent/Child Information Night at 6pm
- Thursday 17th March - Sacrament of Reconciliation - 6pm

Eucharist
- Saturday 7th May - Sacrament of Eucharist Commitment mass at 6pm
- Thursday 12th May - First Eucharist Parent/Child Information Night at 6pm
- Sunday 21st August - Sacrament of First Eucharist masses at 9:30am and 12:30pm

Confirmation
- Saturday 16th July - Sacrament of Confirmation Commitment Mass at 6pm
- Thursday 21st July - Sacrament of Confirmation Parent/Child Night at 6pm
- Wednesday 5th October - Sacrament of Confirmation - 6pm

Whole School Masses
- Wednesday 10th February - Ash Wednesday and Beginning of school mass at 9am
- Thursday 24th March - Easter paraliturgacy at 11am
- Tuesday 26th April - Feast of St Mark’s Mass at 9am
- Monday 15th August - Feast of the Assumption Mass at 9am
- Friday 16th December - End of School Mass at 9am

Weekend Year Level Masses (TBA)
- Term 2 - Year 1/2
- Term 3 - Foundation and Year 5/6
- Term 4 - Year 3/4

Information Nights
- Preps in Pyjamas – Term 2
- The Good Shepherd (Year 1/2) – Term 3

Buddy of the Week – Term 1 – Begins next week.

Student Awards will begin from next week.

TUCKSHOP:

Next Tuesday’s special is a ham & cheese sandwich, a piece of fruit and ½ smoothie for $5.00.
Many thanks Carm.

FRESH FRUIT WEDNESDAY – VOLUNTEERS NEEDED
We are looking for parent volunteers to help cut up and distribute fruit platters to the classrooms on Wednesday mornings. Usually we start cutting around 8.50am and finish around 9.45am. Ideally we need 3 helpers each Wednesday and we would like to set up a roster so each helper would only have to help on 1 or 2 Wednesdays per month. If you are able to help out, even if it is just once a month or as an emergency fill in, please email your contact details and availability to Andrew Davies at andrew@smdingley.catholic.edu.au
Kind Regards,
Jo Evans.
Does this sound like your child?

- Anxious?
- Moody?
- Withdrawn?
- Angry?
- Bullied?
- Excessive crying/tantrums?
- Perfectionist?
- Low self-esteem?
- Excessively shy?
- School refusal?
- Hyper/inability to concentrate?
- Body weight conscious?
- Friendship issues?
- Stealing?
- Other?

Did you know that the school has a registered psychologist (Lilly Bui) on site two days a week? Lilly normally sees children on a 1-on-1 setting to ensure the student’s privacy. However, the child can also be seen as part of groups depending on what topics are being addressed.

Lilly is a registered Medicare provider so bulk billing is possible. In fact, with a referral and mental health plan from your GP, the sessions are completely free of charge to you (up to 10 sessions per 12 months).

If you think your child would benefit from seeing Lilly, please contact Andrew Davies or the office to obtain more information.

**SCHOOL PICK UP AT 3.25**

In the interest of safety for all could families who park on the grassed area at the Lower Dandenong Rd end please walk along the path and exit at the soccer gate not at the crossing outside the church. When walking to your car please do not walk on the road but on the grassed area behind the cars.

When dropping off and picking up your children from school please remember to show courtesy to each other.

Also a reminder that students need to wear helmets when riding their scooters as well as bikes to school.

*Leaving or entering the school grounds from Dimar Court*

When parents or students are leaving or entering the school from Dimar Court entrance, it is important that they do not walk/ride through the staff carpark. Children riding their bikes are to walk them in/out of the school either via the gate near the big green and white bins.

There will be a new sign erected soon that will be clearly visible that will state from 8:30am -9:10am and 3:20pm -3:45pm, parents will not be allowed to enter the driveway from Dimar Court.
P.E. Important Sport Dates:

**Term 1:**
11th Feb - District Swim Trials- 7.30-8 (9/10 yo) 8-8:30 (11&12 yo) - King Swim, Dingley.
12th Feb - Interschool Sport Begins, Yr 5/6, 9-11am various venues!
25th Feb - Swim Team practice- 7.30-8 (9/10 yo) 8-8:30 (11&12 yo) - King Swim, Dingley.
2nd March - District Swimming- 12-3pm, Noble Park Aquatic Centre.
16th March - Division Swimming- 9-12pm, Carnegie Pool,

**Term 2:**
15th April - House Cross Country- F-6, 9-11am in school grounds.
April 18-29th - Kingston Division, Team Vic Selection Trials- Various in week 2 & 3 of term
2nd May - District Cross Country - Selected year 3-6, 10am-1pm at Heatherton Park.
1st June - Kingston Division Cross Country - Cornish College.

**Australian Open**
On the 23rd of January, 10 students were lucky enough to play a couple of tennis drills at the start of a match on Margaret Court Arena. The 10 students were, Annie Davies Riley Snell, Riley Blampied, Ella Woods, Oliver Beaufort, Sienna Quinn, Vallan Brown, Jakob Anderson, Nicole Muscat and Hunter Hains.

On Thursday the 21st, they did a training session at school. They spent about 2 hours hitting the ball to each other and playing small matches.

When we arrived Outside Rod Laver Arena it was pouring rain. Because it was raining they moved us to one of the indoor courts with some of the other groups.

We all received a new top and hat and a free pass for the day. When we played on court there were a few people already in their seats watching us, it was quite exciting. We were handed a racquet each to hit the ball over the nets. We did that for about 10 minutes and then we got to do some throwing and catching of a tennis ball. When we were finished we sat down on the chairs and got our photo taken whilst watching a couple of the top women’s players in the world warm up. (Makarova and Pliskova).

We all had such a great day wandering around and watching some of the best players in the world. Thank you Mr Snell for organising it. It was such a great opportunity for us to get to play on a real tennis court.

Written by Annie Davies and Sienna Quinn.

Bleak weather for the day, however the kids were keen to go!
Our future tennis stars, some of them looking like future ball kids as well!

Star Students!
Over the holidays two of past students were nominated and awarded prizes for being St Mark’s Star students! Our two students were given free tickets to one of the Stars games and Jack Lalor and Alannah Dingli were awarded prizes. As Jack went to the match he received a certificate and a signed bat from the Stars, whereas Alannah who couldn’t make the game received a certificate and a signed Stars t-shirt. Keep on being star cricketers children because you never know what you could achieve!

Hockey
Next week on Tuesday 9/2 the Year ¾ children will be involved with a hockey clinic. For those children who gain an interest in the game of hockey there is a flyer attached with details of the Little League in hockey which begins soon - 21st Feb 2016. See details as per flyer attached.

Registration- Big 4
Registration to trial for most SSV 12 Years and Under Team Vic teams to compete in School Sport Australia Championships is done through an online process managed by the School Sport Unit. Historically, the exceptions are Australian Football, Netball, Soccer and Basketball due to the large number of students that start the trial process in these sports. These sports have traditionally started with nominations through their schools to enable attendance at District trials as the first step. If selected they proceed through to the next stage being Division trials. If selected at Division level a student will move through to Region trials except for basketball where a conference trial is held; and finally a State trial for possible selection in a Team Vic team. See flyer as per flyer attached.
Swim Trials- Children must be at least 9 years old this year. Care Monkey to be completed for permission!

**Trials to select the swimming squad** for the District Swimming Carnival will be taking place on **Thursday 11th February** at 7.30a.m. at King Swim (formerly Goodlife) and finishing at 8.30am, with parents required to transport children back to school. **9 & 10 year old CHILDREN SHOULD ARRIVE AT THE POOL BY 7.20am with the older children arriving by 7.50am.** Children aged 9, 10, 11 or 12/13 as at 31st December this year, are welcome to try out, as long as they can swim **50 metres unassisted (not 25 meters).** All children will be able to try out for freestyle, breaststroke and backstroke, with the 11 and 12 year olds also being able to try out for butterfly.

**After the trials**, the squad is selected based on the times/places set on the day. The reason we have to limit the number of children is due to the limited nature of the program at the District Swimming Sports, which will be held on Wednesday **2nd March at Noble Park Aquatic Centre from 12-3pm.** The children will be required to swim 50m in all swimming strokes.

**Parents** are most welcome to attend the trials at King Swim, **however no parents will be able to view the events from pool deck. There is a viewing area for parents outside the pool deck.** We will require assistance with the timing, so, if you are able, please offer your services there on Thursday.

**NOTE:** If you are selected in the **District Team**, there will be one morning training at King Swim from 7.30-8am- (Juniors-9/10year olds) & 8.00 - 8.30 (Seniors 11/12 year olds) on the dates Thurs 25th Feb which the children are required to attend. – Children must be transported back to school by parents after training.

Please complete your care monkey permission note by Tuesday 9th February (however only if your child intends trying out for the team- otherwise do not give permission).

**A meeting will be held on Friday 5th February during snack time in the library for all children whose permission has been given. At this meeting we will obtain from children what events they are wishing to try out for- (freestyle 4 spots including relays, butterfly, backstroke & breaststroke 1 competitor). Please discuss this with your child beforehand to clarify the best options for your child.**

**New Interschool Sport Tops!**
On the first day of term this year the Year 5/6 children were issued with their new sport tops. Although we've had a few sizing difficulties it seems we are almost at the end of this process. If there are any more tops that haven't been checked for sizing, please ensure you get onto this immediately so we can try and rectify it as soon as possible. Children are to only wear these tops for any Friday Sport activity (starting tomorrow), as well as any other District Sport Team that they are involved in!

Thank you Vin Snell.

PE Teacher.
FINANCIAL ASSISTANCE
INFORMATION FOR PARENTS

Every Victorian child should have access to the world of learning opportunities that exist beyond the classroom. The Camps, Sports and Excursions Fund helps ensure that no student will miss out on the opportunity to join their classmates for important, educational and fun activities. It is part of making Victoria the Education State and the Government’s commitment to breaking the link between a student’s background and their outcomes.

CAMPS, SPORTS & EXCURSIONS FUND (CSEF)
School camps provide children with inspiring experiences in the great outdoors, excursions encourage a deeper understanding of how the world works and sports teach teamwork, discipline and leadership. All are part of a healthy curriculum.

CSEF will be provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. A special consideration category also exists for asylum seeker and refugee families. The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child.

The annual CSEF amount per student is:
• $125 for primary school students
• $225 for secondary school students.

HOW TO APPLY
Contact the school office to obtain a CSEF application form or download from www.education.vic.gov.au/csef

MORE INFORMATION
For the CSEF application closing dates and more information about the fund visit www.education.vic.gov.au/csef

FORMS CAN BE COLLECTED FROM THE SCHOOL OFFICE.
Questions to grow Growth Mindset Learners

Carol Dweck tells us that children and adults with a growth mindset are more likely to exhibit positive learning behaviours such as:

- accepting and embracing challenges
- seeing mistakes as learning opportunities
- seeking and listening to feedback
- persevering with difficult tasks
- practicing and using strategies to improve
- asking questions to drive learning forward
- taking risks and trying new things

The following questions encourage these types of positive learning behaviours, creating an ideal learning environment to support learners to develop a growth mindset.

- “Something went wrong? Great! How can you use this mistake to improve your...?”
- “Finished? Really? Have you put in the effort to achieve a result you are proud of?”
- “Stuck? Awesome! What can you try next? What other ways might there be?”
- “Not happy with your...? Fantastic! Who can you seek feedback from to make your... better?”
- “Want to break the rules? Excellent! What new ideas will you try? What risks will you take?”
- “Finding it tricky? Wonderful! What will you practice to get better? What strategies will you use?”
- “Not the best? Brilliant! Who can you learn more from?”
- “Don’t know what to do? Terrific! How will you tackle this challenge?”
- “Easy? Right! How can we make this more challenging for you?”
- “Proud of your...? Congratulations! Where to next? What are your goals?”

Adapted from Mandi Dimitriadis

More information for you to read at the end of the Newsletter “How Not To Talk To Your Kids”...
PLEASE NOTE - UNIFORM SHOP is open Wednesday mornings 9 – 9.30 am. Order forms are available from the school office and website. Orders can be left at the office to be completed on Wednesdays after 9.30 am.

LOST PROPERTY IS LOCATED IN THE PARENTS/UNIFORM SHOP ROOM.

CHILD CARE
Do you have appointments to attend?
Need to do some shopping or study?
Or just need a quiet break?
We offer short term child care, Monday – Friday, between the hours of 9.15am – 3.30pm.
For more information or to make a booking, please phone
MORDIALLOC NEIGHBOURHOOD HOUSE: 9587 4534.

CATHOLIC SECONDARY COLLEGES

Enrolment for Year 7 2017 close 26th February 2016.

If you are considering St Bedes, St James, Salesians, Kilbreda, Killester or a Catholic Secondary College for your child in Year 7 2017 please look on these school’s websites for information about open days and tours.

Thought for the week:

Do right. Do your best. Treat others as you want to be treated.

Regards

Debbie Darvell
### SNACK ATTACK

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
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<tbody>
<tr>
<td>Fresh Fruit</td>
<td>$1.00</td>
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<tr>
<td>Gluten Free Biscuit</td>
<td>$1.50</td>
</tr>
<tr>
<td>Traffic light mix</td>
<td>$2.00</td>
</tr>
<tr>
<td>Sultanas</td>
<td>$0.80</td>
</tr>
<tr>
<td>Popcorn</td>
<td>$1.00</td>
</tr>
<tr>
<td>Anzac Biscuits</td>
<td>$1.00</td>
</tr>
<tr>
<td>Banana Bread</td>
<td>$2.00</td>
</tr>
<tr>
<td>Energy Fruit Loaf</td>
<td>$2.00</td>
</tr>
<tr>
<td>Assorted Fruit Muffins</td>
<td>$2.00</td>
</tr>
<tr>
<td>Hard Boiled Egg</td>
<td>$0.50</td>
</tr>
<tr>
<td>Apple Tea Cake Slice</td>
<td>$2.00</td>
</tr>
<tr>
<td>Cheese and Biscuits</td>
<td>$2.00</td>
</tr>
<tr>
<td>Evia Yoghurt Topped With Fresh Fruit</td>
<td>$2.00</td>
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### HOT FOODS

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
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<tbody>
<tr>
<td>Pasta - Lasagne Macaroni Cheese, Tuna Pasta</td>
<td>$4.00</td>
</tr>
<tr>
<td>Chicken Schnitzel in a roll with lettuce and mayo</td>
<td>$4.00</td>
</tr>
<tr>
<td>Pizza - Ham and Cheese</td>
<td>$2.70</td>
</tr>
<tr>
<td>Vegetable Pasties - Low Fat</td>
<td>$4.00</td>
</tr>
<tr>
<td>- Pastry with potato, pumpkin, celery and carrot</td>
<td></td>
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### Sandwiches, Rolls and Wraps

<table>
<thead>
<tr>
<th>Item</th>
<th>Sandwiches</th>
<th>Rolls</th>
<th>Wraps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Egg</td>
<td>2.70</td>
<td>2.90</td>
<td>4.00</td>
</tr>
<tr>
<td>Egg Lettuce Mayo</td>
<td>2.90</td>
<td>3.10</td>
<td>4.00</td>
</tr>
<tr>
<td>Ham Cheese &amp; Salad</td>
<td>3.50</td>
<td>3.70</td>
<td>4.00</td>
</tr>
<tr>
<td>Ham and Cheese</td>
<td>3.10</td>
<td>3.30</td>
<td>4.00</td>
</tr>
<tr>
<td>Chicken, Lettuce, Mayo*</td>
<td>3.30</td>
<td>3.50</td>
<td>4.00</td>
</tr>
<tr>
<td>Chicken Salad, Mayo*</td>
<td>3.50</td>
<td>3.70</td>
<td>4.00</td>
</tr>
<tr>
<td>Tuna &amp; Salad</td>
<td>3.50</td>
<td>3.70</td>
<td>4.00</td>
</tr>
<tr>
<td>Tuna</td>
<td>3.10</td>
<td>3.30</td>
<td>4.00</td>
</tr>
<tr>
<td>Salad</td>
<td>3.30</td>
<td>3.50</td>
<td>4.00</td>
</tr>
<tr>
<td>Vegemite and Cheese</td>
<td>2.90</td>
<td>3.10</td>
<td>4.00</td>
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### Salad Tub

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
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<tbody>
<tr>
<td>Fresh Salad with Ham</td>
<td>$4.00</td>
</tr>
<tr>
<td>Fresh Salad with Chicken</td>
<td>$4.00</td>
</tr>
<tr>
<td>Fresh Salad with Tuna</td>
<td>$4.00</td>
</tr>
<tr>
<td>Fresh Salad with Chicken Schnitzel</td>
<td>$4.00</td>
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</tbody>
</table>

- Sandwiches and rolls - Wholemeal and multigrain only
- Wholemeal flour, raw sugar and low fat milk are used in cooking
- Gluten Free bread available on request
- Avocado Add 50 cents

### Thirst Quenchers

<table>
<thead>
<tr>
<th>Item</th>
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<tbody>
<tr>
<td>Juice</td>
<td></td>
</tr>
<tr>
<td>Paradise Punch</td>
<td>$1.70</td>
</tr>
<tr>
<td>Orange</td>
<td>$1.70</td>
</tr>
<tr>
<td>Fresh Milk - Low fat milk</td>
<td>$1.70</td>
</tr>
<tr>
<td>Chocolate, banana and strawberry</td>
<td>$1.70</td>
</tr>
<tr>
<td>Milo - Cold and low fat milk</td>
<td>$1.70</td>
</tr>
<tr>
<td>Milk - Cold and fat</td>
<td>$1.00</td>
</tr>
<tr>
<td>Bottled Water - Lightly Flavoured</td>
<td>$1.70</td>
</tr>
<tr>
<td>Frozen Fruit Juicys - 100% real fruit</td>
<td>$1.00</td>
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### Dr Smoothie

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
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<tbody>
<tr>
<td>100% Healthy Smoothie</td>
<td>$1.00</td>
</tr>
<tr>
<td>100% Real Fruit</td>
<td></td>
</tr>
<tr>
<td>Lemon / Strawberry</td>
<td></td>
</tr>
<tr>
<td>Small 1.00</td>
<td></td>
</tr>
<tr>
<td>Large 2.00</td>
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**PLEASE NOTE**

- Frozen meals, fruits and snacks will be sold over the counter at playtime and lunchtime
- People will be served lunch order bag with black tinta
- $1.60 for a paper bag
- Lunch orders to be in by 9.30am

**Tuesday will be a special menu day.**

E.g. Sushi, fried rice, noodles, toasted sandwiches etc. This will be the only lunch item for sale on the day. Please watch newsletter. Over the counter sales will still be available everyday at playtime and lunch time for 15 minutes.
FOR A HEALTHY LUNCHBOX

**PICK & MIX**

SOMETHING FROM EACH GROUP 1-6!

---

### FRUIT
- Apple
- Banana
- Mandarin
- Orange segments
- Pineapple
- Watermelon, honeydew, clementine, mandarin, etc.
- Grapes
- Plum
- Nectarine, peach, apricot
- Blueberries
- Raspberries
- Blackberries
- Pear

### VEGETABLES
- Corn cob
- Capsicum sticks
- Cucumber sticks
- Carrot sticks
- Snow peas
- Tomatoes (e.g., cherry and Roma tomatoes)
- Mushroom pieces

### MILK, YOGHURT AND CHEESE
- Milk
- Calcium-enriched soya and other plant-based milks
- Yoghurt (manage portion size)

### GRAIN AND CEREAL FOOD
- Tinned tuna or salmon in springwater
- Lean roast or grilled meats (e.g., beef, chicken, kangaroo)
- Fish
- Lean meat or chicken patties
- Tinned tuna or salmon patties
- Lentil patties
- Lean meat or chicken patties

### MEAT OR MEAT ALTERNATIVE
- Tinned fish or salmon in springwater
- Lean roast or grilled meats (e.g., beef, chicken, kangaroo, fish)
- Fish
- Lean meat or chicken patties
- Tinned tuna or salmon patties
- Lentil patties
- Lean meat or chicken patties

### GRAIN AND CEREAL FOOD
- Wholegrain sandwich, scone, slice or wrap
- Rice or corn cob
- Wholegrain wheat crackers

### WATER
- Take a water bottle for refilling throughout the day
- Fridge overnight to keep foods cool in lunchboxes

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Dried fruit, nuts, popcorn, muesli, and milk are included.

**SPECIAL CONSIDERATIONS**
- Fruits and vegetables should be fresh and not overripe.
- Avoid processed foods with high sugar content.

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**For more information about healthy eating and many tasty recipes, visit the Healthy Eating Advisory Service:**

www.heaas.healthytogether.vic.gov.au
CLOSING DATE for Enrolments Year 7 in 2017

Please note that the closing date for St Bede’s College to receive Enrolment Applications for Year 7 in 2017 is:

**Friday 26 February 2016**

To obtain a Year 7 Enrolment Application Form you can download and print the form from our website [www.stbedes.catholic.edu.au](http://www.stbedes.catholic.edu.au)

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**Antoinette Laria**
**ENROLMENTS REGISTRAR**

**ST BEDE’S COLLEGE**

2 Mentone Parade
MENTONE VIC 3194
T: 9582 5999
E: enrol@stbedes.catholic.edu.au
W: [www.stbedes.catholic.edu.au](http://www.stbedes.catholic.edu.au)

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An instrumental music program for Primary Schools
Cath Dowling 0402 466870 E: admin@kidsonkey.com.au

**TERM 1 ENROLMENTS ARE NOW BEING TAKEN FOR INSTRUMENTAL LESSONS IN 2016**

**Instruments on offer are:**
Gr 1-6: Recorder, ukulele & guitar (3/4 size for younger students)

**New in 2016:**
Gr 3-6: All of the above plus flute, trumpet, clarinet
Gr 5-6: All of the above plus saxophone

**MUSIC MELODIES** runs a keyboard program at St Marks for students in years 2-6. If you are interested in enrolling please to 0438 901146.
Email [lili@musicmelodies.com.au](mailto:lili@musicmelodies.com.au)
St Marks Parents Association
AGM
&Wine & Cheese Evening

Tuesday 9th February
7pm in the Library
AGM Commences at 8pm

Come for a glass of wine and mingle with parents of St Marks students.

The PA AGM will commence at 8pm. All executive roles are open for nominations. All parents are encouraged to join our dynamic team – there are positions to suit everyone, including small roles on sub-committees. We encourage and welcome fresh faces and ideas.
Our club has a 7 week soccer skills program run by qualified coaches starting on Sunday 7th February 2016.

Skills registrations are taken on our website aspendalesc.com/goalkick-skills-program/

Our family friendly club has player vacancies in GIRLS teams between ages 7 to 16 this season

Registration Information days are held at
Jack Grut Reserve
Governor Road Mordialloc 92H1
Sunday 7th February 2016 from 9:30am-11:45am and Friday 12th February 2016 from 6pm - 8pm

Contact the club by Email: registrations@aspendalesc.com

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How Not to Talk to Your Kids

The Inverse Power of Praise.

- By Po Bronson

(Photo: Phillip Toledano; styling by Marie Blomquist for I Group; prop styling by Anne Koch; hair by Kristan Serafino for L'Oreal Professionnel; makeup by Viktorija Bowers for City Artists; clothing by Petit Bateau [shirt and pants])

What do we make of a boy like Thomas?

Thomas (his middle name) is a fifth-grader at the highly competitive P.S. 334, the Anderson School on West 84th. Slim as they get, Thomas recently had his long sandy-blonde hair cut short to look like the new James Bond (he took a photo of Daniel Craig to the barber). Unlike Bond, he prefers a uniform of cargo pants and a T-shirt emblazoned with a photo of one of his heroes: Frank Zappa. Thomas hangs out with five friends from the Anderson School. They are “the smart kids.” Thomas’s one of them, and he likes belonging.

Since Thomas could walk, he has heard constantly that he’s smart. Not just from his parents but from any adult who has come in contact with this precocious child. When he applied to Anderson for kindergarten, his intelligence was statistically confirmed. The school is reserved for the top one percent of all applicants, and an IQ test is required.
Thomas didn’t just score in the top one percent. He scored in the top one percent of the top one percent.

But as Thomas has progressed through school, this self-awareness that he’s smart hasn’t always translated into fearless confidence when attacking his schoolwork. In fact, Thomas’s father noticed just the opposite. “Thomas didn’t want to try things he wouldn’t be successful at,” his father says. “Some things came very quickly to him, but when they didn’t, he gave up almost immediately, concluding, ‘I’m not good at this.’” With no more than a glance, Thomas was dividing the world into two—things he was naturally good at and things he wasn’t.

For instance, in the early grades, Thomas wasn’t very good at spelling, so he simply demurred from spelling out loud. When Thomas took his first look at fractions, he balked. The biggest hurdle came in third grade. He was supposed to learn cursive penmanship, but he wouldn’t even try for weeks. By then, his teacher was demanding homework be completed in cursive. Rather than play catch-up on his penmanship, Thomas refused outright. Thomas’s father tried to reason with him. “Look, just because you’re smart doesn’t mean you don’t have to put out some effort.” (Eventually, he mastered cursive, but not without a lot of cajoling from his father.)

Why does this child, who is measurably at the very top of the charts, lack confidence about his ability to tackle routine school challenges?

Thomas is not alone. For a few decades, it’s been noted that a large percentage of all gifted students (those who score in the top 10 percent on aptitude tests) severely underestimate their own abilities. Those afflicted with this lack of perceived competence adopt lower standards for success and expect less of themselves. They underrate the importance of effort, and they overrate how much help they need from a parent.

When parents praise their children’s intelligence, they believe they are providing the solution to this problem. According to a survey conducted by Columbia University, 85 percent of American parents think it’s important to tell their kids that they’re smart. In and around the New York area, according to my own (admittedly nonscientific) poll, the number is more like 100 percent. Everyone does it, habitually. The constant praise is meant to be an angel on the shoulder, ensuring that children do not sell their talents short.

But a growing body of research—and a new study from the trenches of the New York public-school system—strongly suggests it might be the other way around. Giving kids the label of “smart” does not prevent them from underperforming. It might actually be causing it.

For the past ten years, psychologist Carol Dweck and her team at Columbia (she’s now at Stanford) studied the effect of praise on students in a dozen New York schools. Her seminal work—a series of experiments on 400 fifth-graders—paints the picture most clearly.
Dweck sent four female research assistants into New York fifth-grade classrooms. The researchers would take a single child out of the classroom for a nonverbal IQ test consisting of a series of puzzles—puzzles easy enough that all the children would do fairly well. Once the child finished the test, the researchers told each student his score, then gave him a single line of praise. Randomly divided into groups, some were praised for their intelligence. They were told, “You must be smart at this.” Other students were praised for their effort: “You must have worked really hard.”

Why just a single line of praise? “We wanted to see how sensitive children were,” Dweck explained. “We had a hunch that one line might be enough to see an effect.”

Then the students were given a choice of test for the second round. One choice was a test that would be more difficult than the first, but the researchers told the kids that they’d learn a lot from attempting the puzzles. The other choice, Dweck’s team explained, was an easy test, just like the first. Of those praised for their effort, 90 percent chose the harder set of puzzles. Of those praised for their intelligence, a majority chose the easy test. The “smart” kids took the cop-out.

How Not to Talk to Your Kids

Why did this happen? “When we praise children for their intelligence,” Dweck wrote in her study summary, “we tell them that this is the name of the game: Look smart, don’t risk making mistakes.” And that’s what the fifth-graders had done: They’d chosen to look smart and avoid the risk of being embarrassed.

In a subsequent round, none of the fifth-graders had a choice. The test was difficult, designed for kids two years ahead of their grade level. Predictably, everyone failed. But again, the two groups of children, divided at random at the study’s start, responded differently. Those praised for their effort on the first test assumed they simply hadn’t focused hard enough on this test. “They got very involved, willing to try every solution to the puzzles,” Dweck recalled. “Many of them remarked, unprovoked, ‘This is my favorite test.’” Not so for those praised for their smarts. They assumed their failure was evidence that they weren’t really smart at all. “Just watching them, you could see the strain. They were sweating and miserable.”
Having artificially induced a round of failure, Dweck's researchers then gave all the fifth-graders a final round of tests that were engineered to be as easy as the first round. Those who had been praised for their effort significantly improved on their first score—by about 30 percent. Those who'd been told they were smart did worse than they had at the very beginning—by about 20 percent.

Dweck had suspected that praise could backfire, but even she was surprised by the magnitude of the effect. "Emphasizing effort gives a child a variable that they can control," she explains. "They come to see themselves as in control of their success. Emphasizing natural intelligence takes it out of the child's control, and it provides no good recipe for responding to a failure."

In follow-up interviews, Dweck discovered that those who think that innate intelligence is the key to success begin to discount the importance of effort. I am smart, the kids' reasoning goes; I don't need to put out effort. Expending effort becomes stigmatized—it's public proof that you can't cut it on your natural gifts.

Repeating her experiments, Dweck found this effect of praise on performance held true for students of every socioeconomic class. It hit both boys and girls—the very brightest girls especially (they collapsed the most following failure). Even preschoolers weren't immune to the inverse power of praise.

Jill Abraham is a mother of three in Scarsdale, and her view is typical of those in my straw poll. I told her about Dweck's research on praise, and she flatly wasn't interested in brief tests without long-term follow-up. Abraham is one of the 85 percent who think praising her children's intelligence is important. Her kids are thriving, so she's proved that praise works in the real world. "I don't care what the experts say," Jill says defiantly. "I'm living it."

Even those who've accepted the new research on praise have trouble putting it into practice. Sue Needleman is both a mother of two and an elementary-school teacher with eleven years' experience. Last year, she was a fourth-grade teacher at Ridge Ranch Elementary in Paramus, New Jersey. She has never heard of Carol Dweck, but the gist of Dweck's research has trickled down to her school, and Needleman has learned to say, "I like how you keep trying." She tries to keep her praise specific, rather than general, so that a child knows exactly what she did to earn the praise (and thus can get more). She will occasionally tell a child, "You're good at math," but she'll never tell a child he's bad at math.
But that’s at school, as a teacher. At home, old habits die hard. Her 8-year-old daughter and her 5-year-old son are indeed smart, and sometimes she hears herself saying, “You’re great. You did it. You’re smart.” When I press her on this, Needleman says that what comes out of academia often feels artificial. “When I read the mock dialogues, my first thought is, Oh, please. How corny.”

No such qualms exist for teachers at the Life Sciences Secondary School in East Harlem, because they’ve seen Dweck’s theories applied to their junior-high students. Last week, Dweck and her protégée, Lisa Blackwell, published a report in the academic journal *Child Development* about the effect of a semester-long intervention conducted to improve students’ math scores.

Life Sciences is a health-science magnet school with high aspirations but 700 students whose main attributes are being predominantly minority and low achieving. Blackwell split her kids into two groups for an eight-session workshop. The control group was taught study skills, and the others got study skills and a special module on how intelligence is not innate. These students took turns reading aloud an essay on how the brain grows new neurons when challenged. They saw slides of the brain and acted out skits. “Even as I was teaching these ideas,” Blackwell noted, “I would hear the students joking, calling one another ‘dummy’ or ‘stupid.’” After the module was concluded, Blackwell tracked her students’ grades to see if it had any effect.

**How Not to Talk to Your Kids**

It didn’t take long. The teachers—who hadn’t known which students had been assigned to which workshop—could pick out the students who had been taught that intelligence can be developed. They improved their study habits and grades. In a single semester, Blackwell reversed the students’ longtime trend of decreasing math grades.

The only difference between the control group and the test group were two lessons, a total of 50 minutes spent teaching not math but a single idea: that the brain is a muscle. Giving it a harder workout makes you smarter. That alone improved their math scores.

(Photograph: Phillip Toledano)
“These are very persuasive findings,” says Columbia’s Dr. Geraldine Downey, a specialist in children’s sensitivity to rejection. “They show how you can take a specific theory and develop a curriculum that works.” Downey’s comment is typical of what other scholars in the field are saying. Dr. Mahzarin Banaji, a Harvard social psychologist who is an expert in stereotyping, told me, “Carol Dweck is a flat-out genius. I hope the work is taken seriously. It scares people when they see these results.”

Since the 1969 publication of The Psychology of Self-Esteem, in which Nathaniel Branden opined that self-esteem was the single most important facet of a person, the belief that one must do whatever he can to achieve positive self-esteem has become a movement with broad societal effects. Anything potentially damaging to kids’ self-esteem was axed. Competitions were frowned upon. Soccer coaches stopped counting goals and handed out trophies to everyone. Teachers threw out their red pencils. Criticism was replaced with ubiquitous, even undeserved, praise.

Dweck and Blackwell’s work is part of a larger academic challenge to one of the self-esteem movement’s key tenets: that praise, self-esteem, and performance rise and fall together. From 1970 to 2000, there were over 15,000 scholarly articles written on self-esteem and its relationship to everything—from sex to career advancement. But results were often contradictory or inconclusive. So in 2003 the Association for Psychological Science asked Dr. Roy Baumeister, then a leading proponent of self-esteem, to review this literature. His team concluded that self-esteem was polluted with flawed science. Only 200 of those 15,000 studies met their rigorous standards.

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After reviewing those 200 studies, Baumeister concluded that having high self-esteem didn’t improve grades or career achievement. It didn’t even reduce alcohol usage. And it especially did not lower violence of any sort. (Highly aggressive, violent people happen to think very highly of themselves, debunking the theory that people are aggressive to make up for low self-esteem.) At the time, Baumeister was quoted as saying that his findings were “the biggest disappointment of my career.”

Now he’s on Dweck’s side of the argument, and his work is going in a similar direction: He will soon publish an article showing that for college
students on the verge of failing in class, esteem-building praise causes their grades to sink further. Baumeister has come to believe the continued appeal of self-esteem is largely tied to parents’ pride in their children’s achievements: It’s so strong that “when they praise their kids, it’s not that far from praising themselves.”

By and large, the literature on praise shows that it can be effective—a positive, motivating force. In one study, University of Notre Dame researchers tested praise’s efficacy on a losing college hockey team. The experiment worked: The team got into the playoffs. But all praise is not equal—and, as Dweck demonstrated, the effects of praise can vary significantly depending on the praise given. To be effective, researchers have found, praise needs to be specific. (The hockey players were specifically complimented on the number of times they checked an opponent.)

Sincerity of praise is also crucial. Just as we can sniff out the true meaning of a backhanded compliment or a disingenuous apology, children, too, scrutinize praise for hidden agendas. Only young children—under the age of 7—take praise at face value: Older children are just as suspicious of it as adults.

Psychologist Wulf-Uwe Meyer, a pioneer in the field, conducted a series of studies where children watched other students receive praise. According to Meyer’s findings, by the age of 12, children believe that earning praise from a teacher is not a sign you did well—it’s actually a sign you lack ability and the teacher thinks you need extra encouragement. And teens, Meyer found, discounted praise to such an extent that they believed it’s a teacher’s criticism—not praise at all—that really conveys a positive belief in a student’s aptitude.

In the opinion of cognitive scientist Daniel T. Willingham, a teacher who praises a child may be unwittingly sending the message that the student reached the limit of his innate ability, while a teacher who criticizes a pupil conveys the message that he can improve his performance even further.

**How Not to Talk to Your Kids**

New York University professor of psychiatry Judith Brook explains that the issue for parents is one of credibility. “Praise is important, but not vacuous praise,” she says. “It has to be based on a real thing—some skill or talent they have.” Once children hear praise they interpret as meritless, they discount not just the insincere praise, but sincere praise as well.
Scholars from Reed College and Stanford reviewed over 150 praise studies. Their meta-analysis determined that praised students become risk-averse and lack perceived autonomy. The scholars found consistent correlations between a liberal use of praise and students’ “shorter task persistence, more eye-checking with the teacher, and inflected speech such that answers have the intonation of questions.”

Dweck’s research on overpraised kids strongly suggests that image maintenance becomes their primary concern—they are more competitive and more interested in tearing others down. A raft of very alarming studies illustrate this.

In one, students are given two puzzle tests. Between the first and the second, they are offered a choice between learning a new puzzle strategy for the second test or finding out how they did compared with other students on the first test: They have only enough time to do one or the other. Students praised for intelligence choose to find out their class rank, rather than use the time to prepare.

In another, students get a do-it-yourself report card and are told these forms will be mailed to students at another school—they’ll never meet these students and don’t know their names. Of the kids praised for their intelligence, 40 percent lie, inflating their scores. Of the kids praised for effort, few lie.

When students transition into junior high, some who’d done well in elementary school inevitably struggle in the larger and more demanding environment. Those who equated their earlier success with their innate ability surmise they’ve been dumb all along. Their grades never recover because the likely key to their recovery—increasing effort—they view as just further proof of their failure. In interviews many confess they would “seriously consider cheating.”

Students turn to cheating because they haven’t developed a strategy for handling failure. The problem is compounded when a parent ignores a child’s failures and insists he’ll do better next time. Michigan scholar Jennifer Crocker studies this exact scenario and explains that the child may come to believe failure is something so terrible, the family can’t acknowledge its existence. A child deprived of the opportunity to discuss mistakes can’t learn from them.

My son, Luke, is in kindergarten. He seems supersensitive to the potential judgment of his peers. Luke justifies it by saying, “I’m shy,” but he’s not really shy. He has no fear of strange cities or talking to strangers, and at his
school, he has sung in front of large audiences. Rather, I’d say he’s proud and self-conscious. His school has simple uniforms (navy T-shirt, navy pants), and he loves that his choice of clothes can’t be ridiculed, “because then they’d be teasing themselves too.”

After reading Carol Dweck’s research, I began to alter how I praised him, but not completely. I suppose my hesitation was that the mind-set Dweck wants students to have—a firm belief that the way to bounce back from failure is to work harder—sounds awfully clichéd: Try, try again.

But it turns out that the ability to repeatedly respond to failure by exerting more effort—instead of simply giving up—is a trait well studied in psychology. People with this trait, persistence, rebound well and can sustain their motivation through long periods of delayed gratification. Delving into this research, I learned that persistence turns out to be more than a conscious act of will; it’s also an unconscious response, governed by a circuit in the brain. Dr. Robert Cloninger at Washington University in St. Louis located the circuit in a part of the brain called the orbital and medial prefrontal cortex. It monitors the reward center of the brain, and like a switch, it intervenes when there’s a lack of immediate reward. When it switches on, it’s telling the rest of the brain, “Don’t stop trying. There’s dopa [the brain’s chemical reward for success] on the horizon.” While putting people through MRI scans, Cloninger could see this switch lighting up regularly in some. In others, barely at all.

What makes some people wired to have an active circuit?

Cloninger has trained rats and mice in mazes to have persistence by carefully not rewarding them when they get to the finish. “The key is intermittent reinforcement,” says Cloninger. The brain has to learn that frustrating spells can be worked through. “A person who grows up getting too frequent rewards will not have persistence, because they’ll quit when the rewards disappear.”

How Not to Talk to Your Kids

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How Not to Talk to Your Kids
That sold me. I’d thought “praise junkie” was just an expression—but suddenly, it seemed as if I could be setting up my son’s brain for an actual chemical need for constant reward.

What would it mean, to give up praising our children so often? Well, if I am one example, there are stages of withdrawal, each of them subtle. In the first stage, I fell off the wagon around other parents when they were busy praising their kids. I didn’t want Luke to feel left out. I felt like a former alcoholic who continues to drink socially. I became a Social Praiser.
Then I tried to use the specific-type praise that Dweck recommends. I praised Luke, but I attempted to praise his “process.” This was easier said than done. What are the processes that go on in a 5-year-old’s mind? In my impression, 80 percent of his brain processes lengthy scenarios for his action figures.

But every night he has math homework and is supposed to read a phonics book aloud. Each takes about five minutes if he concentrates, but he’s easily distracted. So I praised him for concentrating without asking to take a break. If he listened to instructions carefully, I praised him for that. After soccer games, I praised him for looking to pass, rather than just saying, “You played great.” And if he worked hard to get to the ball, I praised the effort he applied.

Just as the research promised, this focused praise helped him see strategies he could apply the next day. It was remarkable how noticeably effective this new form of praise was.

Truth be told, while my son was getting along fine under the new praise regime, it was I who was suffering. It turns out that I was the real praise junkie in the family. Praising him for just a particular skill or task felt like I left other parts of him ignored and unappreciated. I recognized that praising him with the universal “You’re great—I’m proud of you” was a way I expressed unconditional love.

Offering praise has become a sort of panacea for the anxieties of modern parenting. Out of our children’s lives from breakfast to dinner, we turn it up a notch when we get home. In those few hours together, we want them to hear the things we can’t say during the day—We are in your corner, we are here for you, we believe in you.

In a similar way, we put our children in high-pressure environments, seeking out the best schools we can find, then we use the constant praise to soften the intensity of those environments. We expect so much of them, but we hide our expectations behind constant glowing praise. The duplicity became glaring to me.

Eventually, in my final stage of praise withdrawal, I realized that not telling my son he was smart meant I was leaving it up to him to make his own conclusion about his intelligence. Jumping in with praise is like jumping in too soon with the answer to a homework problem—it robs him of the chance to make the deduction himself.

But what if he makes the wrong conclusion?
Can I really leave this up to him, at his age?

I’m still an anxious parent. This morning, I tested him on the way to school: “What happens to your brain, again, when it gets to think about something hard?”

“It gets bigger, like a muscle,” he responded, having aced this one before.

Additional reporting by Ashley Merryman