

# Kinma

Kinma Newsletter T3 Week 6, Friday 28th August, 2015



## WHAT'S ON

28.08.15	Warriewood Beaches Market
02.09.15	Preschool parent information session 3:15
03.09.15	School Tour – 9.30am
07.09.15	Learning Forum (6.30-8.30pm)
15.09.15	Tinkering Day
15.09.15	Education Committee Meeting,
15.09.15	Board Meeting, 7pm
18.09.15	Last day Term 3
07.10.15	First day Term 4
24.10.15	Trivia Fundraising Night
16.12.15	Last day Term 4

## Farewell Suz!

The children had an opportunity to say a Farewell of their own to Suz. Izzi and Maia worked tirelessly. Designing, testing and creating their 3 tiered extravagant cake for Suz and all to share!



# Kinma Board

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# Administration

## If your child is away

A reminder to Preschool and Primary families that it is important that staff (Admin) know if your child is away for any reason.

There are a few reasons why this is important:

1. For families the most important reason would be that if we have an emergency and do not know if your child is away or not this can create undue worry and work for all staff. During emergency drills staff take the children, the keys, emergency medicines and the roll to the meeting point. The roll is checked twice by staff. Admin staff also attend and take the day book of any logged emails and telephone calls for absences. Once we have confirmed all students in attendance we check for non- attendance – once this is done any discrepancy is given to the Manager (me).
2. The Federal Government and the NSW government have made it a requirement that all absences must be accounted for and documented. Schools (us too) have to record and report 3 terms of attendance to the Department every year. The Department is looking at the statistics for children who have an attendance rate of less than 90%. Any extended leave periods are required by law to be approved by the School prior to taking the leave.
3. The children who attend school do need the time off when they are physically unwell, and occasionally when they are emotionally unwell. However, you need to be aware of the times when having the day off for emotional needs is 'catering' for a child not to have to manage life situations (avoidance).
4. For many, poor attendance makes it difficult for students to form positive relationships with peers.

BALANCE is the key in all that we do, please can I ask that we are kept informed .....

## Parties, food and sleep habits

We at Kinma find out way too much information sometimes from your children. What they have been eating, what time they have been going to bed and how many sleep overs they have during the school week. We are know there is room for EXAGGERATION, however good patterns for health start young and are gifted to our children from us the parents.

At the moment we have some grumpy, tired and disrespectful little and no so littles ones. Yes, we know that behaviours are all tested and tried throughout our life time but sometimes they are tested more.

As the parent we are doing no favours in our children eating poorly, being deprived of sleep etc as they are expected to manage their normal day with all its usual emotional roller coaster stuff. Imagine adding less than the right fuel into that mix and things become tricky ! I say this all the time .. and I will keep saying

As parents you are not your child's best friend, this is not your job

As parents your job is to hold loving boundaries and parent

As a parent we will not always be liked, but we will be loved

As a parent we look forward to our children becoming adults and choosing us as their friend

Julie, Claire and Carin

# Education Co-ordinator

CRITICAL THINKING TAKES TIME

Yet again Alfie Kohn digs deeper into a learning fad that has many heading down a NEW one lane variable – individual effort ('versus' innate intelligence) is ALL that counts. He takes to task the 'growth mindset' crew who posit that success is not determined by intelligence but by effort alone. As positive psychology as a single solution is inadequate, likewise is 'true grit'. He suggests that until we consider the social structures and systems in which our effort, our grit, is operating, nothing will really change. Our effort, our grit will simply aim for greater success at the non functioning system! In terms of education, curriculum- what you teach and pedagogy- how you teach are vital considerations!

It is the depth of thinking that Alfie Kohn is asking us to engage in that is the major stumbling block. While people continue to prefer what I've come to call ec squared ( ease, convenience and comfort) , they will suck up the mass mindset interpretation of whatever newest fad is presented. Our work at Kinma on building an integrated 'thinking/ caring' mind, heart and hand takes more digestion than a 3 second swallow. This article takes at least ten minutes of your time and a little more to consider for yourself how you feel about its ideas. As always, it is my pleasure to discuss with you. juli

[http://www.salon.com/2015/08/16/the\\_education\\_fad\\_thats\\_hurting\\_our\\_kids\\_what\\_you\\_need\\_to\\_know\\_about\\_growth\\_mindset\\_theory\\_and\\_the\\_harmful\\_lessons\\_it\\_imparts/](http://www.salon.com/2015/08/16/the_education_fad_thats_hurting_our_kids_what_you_need_to_know_about_growth_mindset_theory_and_the_harmful_lessons_it_imparts/)

Sunday, Aug 16, 2015 07:59 PM EST

**The education fad that's hurting our kids: What you need to know about "Growth Mindset" theory — and the harmful lessons it imparts**

**How a promising but oversimplified idea caught fire, then got coopted by conservative ideology**

One of the most popular ideas in education these days can be summarized in a single sentence (a fact that may help to account for its popularity).

Here's the sentence:

*Kids tend to fare better when they regard intelligence and other abilities not as fixed traits that they either have or lack, but as attributes that can be improved through effort.*

In a series of monographs over many years and in a book published in 2000, psychologist Carol Dweck used the label "incremental theory" to describe the self-fulfilling belief that one can *become* smarter. Rebranding it more catchily as the "growth mindset" allowed her to recycle the idea a few years later in a best-selling book for general readers.

By now, the growth mindset has approached the status of a cultural meme. The premise is repeated with uncritical enthusiasm by educators and a growing number of parents, managers, and journalists — to the point that one half expects supporters to start referring to their smartphones as "effortphones." But, like the buzz over the related concept known as "grit" (a form of self-discipline involving long-term persistence), there's something disconcerting about how the idea has been used — and about the broader assumption that what students most need is a "mindset" adjustment.

Unlike grit — which, as I've argued [elsewhere](#), is driven more by conservative ideology than by solid research — Dweck's basic thesis is supported by decades' worth of good data. It's not just the habit of attributing your failure to being stupid

that holds you back, but also the habit of attributing your success to being smart. Regardless of their track record, kids tend to do better in the future if they believe that how well they did in the past was primarily a result of effort.

But “how well they did” at what?

The problem with sweeping, generic claims about the power of attitudes or beliefs isn’t just a risk of overstating the benefits but also a tendency to divert attention from the nature of the tasks themselves: How valuable are they, and who gets to decide whether they must be done? Dweck is a research psychologist, not an educator, so her inattention to the particulars of classroom assignments is understandable. Unfortunately, even some people who *are* educators would rather convince students they need to adopt a more positive attitude than address the quality of the curriculum (what the students are being taught) or the pedagogy (how they’re being taught it).

An awful lot of schooling still consists of making kids cram forgettable facts into short-term memory. And the kids themselves are seldom consulted about what they’re doing, even though genuine excitement about (and proficiency at) learning rises when they’re brought into the process, invited to search for answers to their own questions and to engage in extended projects. Outstanding classrooms and schools — with a rich documentary record of their successes — show that the quality of education itself can be improved. But books, articles, TED talks, and teacher-training sessions devoted to the wonders of adopting a growth mindset rarely bother to ask whether the curriculum is meaningful, whether the pedagogy is thoughtful, or whether the assessment of students’ learning is authentic (as opposed to defining success merely as higher scores on dreadful standardized tests).

Small wonder that this idea goes down so easily. All we have to do is get kids to adopt the right attitude, to think optimistically about their ability to handle *whatever* they’ve been given to do. Even if, quite frankly, it’s not worth doing.

For the rest of the article, please follow the link.

[http://www.salon.com/2015/08/16/the\\_education\\_fad\\_thats\\_hurting\\_our\\_kids\\_what\\_you\\_need\\_to\\_know\\_about\\_growth\\_mindset\\_theory\\_and\\_the\\_harmful\\_lessons\\_it\\_imparts/](http://www.salon.com/2015/08/16/the_education_fad_thats_hurting_our_kids_what_you_need_to_know_about_growth_mindset_theory_and_the_harmful_lessons_it_imparts/)



# Group 3

Musica Viva was brilliant! It was so wonderful to see the enthusiasm from all of the Kinma children while they were singing and dancing along to the African songs. We are hoping to bring some of these funky beats into the classroom next week with some drumming circle activities. So, if you have any drums or interesting percussion instruments at home we would love to use them in Group 3. Izzi welcomed all the schools. Kade and Mia gave our Indigenous welcome and Damascan and Hannah provided the English translation. We were joined by the German International School, Alexander and Yanginanook.



We have been busy studying African masks and how their appearance and function change according to their origins. The children have started drawing their own mask designs that will be transferred onto clay.

Group 3 have been looking at the lives of William Kamkwamba (Malawi) and Richard Turere (Kenya), two inspirational young inventors. We have had engrossed group discussions about how through adversity these boys were able to achieve extraordinary outcomes for themselves and their communities.

We are following the lead from William and Richard this week and experimenting with electrical circuits and building our own small wind turbines. The children worked together in groups to explore circuits.

Hannah, Izzi and Sky : "It didn't work to begin with but we found another way to do it."

Asher, Kade and Giacomo: "We're trying to see if foil will conduct electricity."

Autumn, Mia and Sage: "We're making an 'on' and 'off' switch with a rubber band because we know electricity can't go through it."

Damascin & Freya: "We are making a tee pee that goes around and around and to the top where a light will go on."

Dan & Owen: "We made a home-made series circuit using thumbtacks, cardboard, paperclips, battery and a buzzer to make sounds."



Groups 2 and 3 have been working together on Tuesday afternoon to make friendship bands. We are making these so we can offer them to our new friends. We have 9 schools joining us for Annual Friendship Seed Day which is on Wednesday 2<sup>nd</sup> September. It would be appreciated if children could bring in a plate to share for Morning Tea.

"Can we do inquiry?" "Is it time for inquiry now?" These are common phrases heard consistently in Group 3. We would like to share with you the topics children have chosen. You might be a valuable resource for us!

Asher – What can you make with a simple editor such as 'Scratch' ?

Autumn – TBC

Dan – TBC

Damascin – Tuareg tribe from the Sahara

Freya – Polar bears

Giacomo – Cars

Hannah – How do drums work and how do you make them?

Isabel – Chocolate (fair-trade) from Africa

Kade – Madagascar

Maia – TBC

Mia – Ancient Egypt

Owen – Tribes of Brazil

Sage – Uganda

Sky – food and culture of Mali

Tai – the biggest pollutant that kills fish

We have spoken with the children about our .... Group 3 camp! We are off to Camp Wombaroo on Monday 19<sup>th</sup> October and return to school on Wednesday 21<sup>st</sup>. This camp is in a bushland setting in the Southern Highlands. Lots of outdoor activities will be provided, for example, archery, flying fox, giant swing and a rope course to name a few.

We would love, love, love to go by bus. As mentioned in last week's newsletter please contact Julie Carr if you can assist in anyway.

The children had an opportunity to say a Farewell of their own to Suz. Izzi and Maia worked tirelessly. Designing, testing and creating their 3 tiered extravagant cake for Suz and all to share!

Have a fantastic fortnight.

Love Katie, Michelle and Group 3

xxx




**Snack Attack:**

Main Course	\$3.00
Dessert	\$1.50
Drink	50¢ (usually juice)

Snack Attack has been a part of Kinma for a very long time...and how wonderful for the children to have their parents come in and fill the air with a good home-cooked meal. There have been some amazing foods and traditional goodies that parents have become loved and famous for.

There are 68 children in the Primary and 19 in Preschool on Wednesdays.

We have 17 gluten-free, 10 dairy-free children, and 3 vegetarians. If your child is any or all of these 3, please let me know.

Usually we have 2-3 parents that come in on a Wednesday and one makes the Main and the other Dessert and drinks ...or you do it all together on the day. It is a great way to meet and get to know the parents of Kinma and spend the day with the children.

Like everything at Kinma it is a very relaxed easy day. There are not many rules, all we ask is for it not to be too junky and offer vegetarian, dairy-free and gluten-free options.

The kids really enjoy Snack attack, and it's great when we can make Snack Attack happen every week. Below are the dates for Term 1 Snack Attack.

**SNACK ATTACK TERM 3, 2015**

July 22	No SNACK ATTACK
July 29	Lisa G, Sally A, and Gemma
Aug 5	NO SNACK ATTACK
Aug 12	Gemma, Nic, and Liz
Aug 19	Helena, Joe & Tania
Aug 26	Rachelle, Scott, and Claire
Sep 2	Amanda, Rachel, and Karen
Sep 9	Preschool: Amy and co
Sep 18	Renee B, Katerina, and Sam F

*Some examples of successful meals have included Chicken wings/ drumsticks and salad, tacos, nachos, pasta dishes, pizza, sushi, quiche, fruit and yoghurt, baked apples with cream/yoghurt, natural ice blocks... and much more.*

*All expenses for ingredients are reimbursable.*

If you have any questions or want to contribute please email me at hayleyjl@tpg.com.au or call 0435 145 486.

Thanks,  
Hayley Lewis (Turiee's mum)

# Extras

## Pittwater Children's Orchestra



Started by Holly Doyle especially for Kinma children and children from other small schools.

All children welcome who have lessons in:  
violin, viola, cello, double bass,  
or acoustic guitar  
(Kinma lessons are counted :)

Please save the time! Mondays 3:45-5:00pm  
@ Mona Vale Community Hall

This will consist for practice, games and more practice.

Children welcome for afternoon tea from 3:30.

## Website coming soon!



# BUSKERS WANTED

SEEKING MUSICIANS / SINGERS TO ENTERTAIN AT MONA VALE MARKET DAY

SUNDAY 1 NOVEMBER, 10AM TO 4PM

- Can you play for a one or two hour timeslot?
- Can you provide your own equipment (no power)
- Do you want to earn some cash?

## INTERESTED? REGISTER NOW!

**ONLINE** Complete an application at [www.pittwater.nsw.gov.au/markets](http://www.pittwater.nsw.gov.au/markets)

**PHONE** Call Nikki Griffith - 9970 1165

[WWW.PITTWATER.NSW.GOV.AU](http://WWW.PITTWATER.NSW.GOV.AU)





# SPRING SCHOOL HOLIDAY CAMPS!



## Wyatt Park Tennis Centre, Belrose

[www.evolvetennisacademy.com](http://www.evolvetennisacademy.com)

Crn Wyatt Avenue & Cotentin Road - Belrose

- Ages 4 to 12 years welcome.
- Multisports include: Futsal, ping pong, cricket, base soccer.
- **Qualified coaches** able to develop & grow your child's skills in a safe and beautiful facility.
- **Action packed days of fun** – learn, participate and make new friends.

Camp runs rain, hail or shine

**FREE PIZZA LUNCH FRIDAYS!**

### 'SPRING' INTO OUR BEFORE & AFTER CAMP CARE!!!

- ✓ Morning Supervision – 7.30am to 9am
- ✓ Afternoon Supervision – 3pm to 5pm

**SUPERVISION IS FREE!**



## BUY 1 DAY, GET 1 FREE!

That equals just \$25 per FULL DAY of Care – WOW!

### DATES

Week 1 – Monday, 21 September to Friday, 25 September

Week 2 – Monday, 28 September to Friday 2 October

### PRICING

Full Week, Full Days	\$165
Full Week, Half Days	\$135
Single Day, Full	\$50
Single Day, Half	\$35

### OPTIONS

Full Week, Full Days	9am to 3pm
Full Week, Half Days	9am to 12pm
Single Day	Full 9 to 3 or ½ 9 to 12

Come and check out our FREE Open Day Sunday, 13 September - Jumping Castle, Prizes, Face Painting, Sausage Sizzle - ALL FREE!

### HOW TO BOOK

- Email us at [evolvetennis@evolvetennisacademy.com.au](mailto:evolvetennis@evolvetennisacademy.com.au);
- OR
- Call us on 9971 0644

### What to Bring

- A racket, if they have one (if not we have spares)
- A hat & suncream + A water/drink bottle
- Morning Tea (1/2 day) Morning Tea + Lunch (full day)





## SPRING HOLIDAY CAMPS DON'T MISS OUT

- ✔ **New friendships**    ✔ **Fun**
- ✔ **Great value**        ✔ **Safe**

Our popular Spring Kids' and Family Holiday Camps are filling fast. Find out what's on including our popular Cooking 4 Kids, Adventurer, Kids' Club and Duke of Edinburgh camps plus lots more.

Led by qualified instructors, you can rest easy knowing your kids are in safe hands. Our Kids' Camps are suitable for kids aged 7 and over and range from 1 to 5 days.



Residential Kids' Camps include:

- 24 hour supervision
- Instructor led activities
- Accommodation
- Meals
- Supervised transport

Family Camps include:

- Instructor led activities
- Meals
- Accommodation
- Use of all facilities i.e. BBQ area, pool, tennis courts etc.

[sportandrecreation.nsw.gov.au/familycamps](http://sportandrecreation.nsw.gov.au/familycamps)  
[sportandrecreation.nsw.gov.au/kidscamps](http://sportandrecreation.nsw.gov.au/kidscamps)  
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