



ROUNDTABLE

NEWS AND VIEWS FOR AND FROM KNIGHTS

New PTO Officers Elected



Mount Carmel School's parent representatives with their newly elected Parent Teacher Organization (PTO) officers: (from left) PTO Secretary Rowena Torres, Representative Ana Diaz, Representative Laura Ogo, PTO Treasurer Armela Ham, PTO President Luis Camacho, PTO Vice President Tina Crisostomo, MCS President Galvin Deleon Guerrero, and Representative Philip Aldan.

Mount Carmel School's parent representatives recently elected new Parent Teacher Organization (PTO) officers for the 2016-2017 school year: Luis Camacho as president, Tina Crisostomo as vice president, Rowena Torres as secretary, and Armela Ham as treasurer.

The officers were elected at the first Parent Representatives meeting held on September 13. According to the school's PTO by-laws, each homeroom at the school selects one parent representative for that homeroom. Within a month of the start of the new school year, parent representatives then meet to nominate and elect officers from among the representatives.

After the election, the officers and representative got right down to business developing goals for the school year. One of the goals is to enhance campus security. School president, Galvin Deleon Guerrero, was at the meeting and shared the school's plans to expand security services from its current nightly hours to 24 hours.

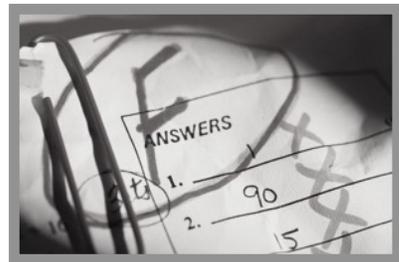
To complement this expanded security measure, the parent officers discussed the possibility of raising funds to install a security surveillance system for the school. This goal, among others, will be finalized in the coming month as PTO and Parent Representatives continue developing their goals.

At the meeting, PTO President Camacho also presented a sneak peak of a project he is working on for the school to light up the school's historic Mary grotto along the driveway of the Maturana building. Camacho presented two light-activated night lights that are powered by batteries that are solar charged throughout the day. The lights will be staked into the grass in front of the Mary grotto.

Deleon Guerrero was very happy with Camacho's gift and the overall drive of the PTO. He said, "We are very blessed to have such active parents that commit their time, energy, and resources to our school."

Talking About Failure: What Parents Can Do to Motivate Kids in School

by Tara Haelle for Mind/Shift



its failure a positive opportunity to learn and grow, or is it a negative experience that hinders success? How parents answer that question has a big influence on how much children think they can improve their intelligence through hard work, a study says.

"Parents are a really critical force in child development when you think about how motivation and mindsets develop," says Kyla Haimovitz, a professor of psychology at Stanford University. She coauthored the study, published in *Psychological Science* with colleague Carol Dweck, who pioneered research on mindsets. "Parents have this powerful effect really early on and throughout childhood to send messages about what is failure, how to respond to it."

Although there's been a lot of research on how these forces play out, relatively little looks at what parents can do to motivate their kids in school, Haimovitz says. This study begins filling that gap.

"There is a fair amount of evidence showing that when children view their abilities as more malleable and something they can change over time, then they deal with obstacles in a more constructive way," says Gail Heyman, a professor of psychology at the University of California at San Diego who was not involved in this study.

But communicating that message to children is not simple.

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Announcements

Pacifica Art Contest

You could win \$200 in cash in the Pacific Art Contest, with two categories: ages 6-11 and ages 12-17. Deadline: Postponed until September 22. For more information, refer to the flyer posted on the school's social media and website.

Library Rules

Now that our library is open on a more regular basis (thanks to parent volunteer Shevonne Reyes), please note the following Library Rules and Schedule:

1. Enter, leave, and work quietly.
 2. Take good care of books.
 3. Keep your library looking neat.
 4. Always walk in the library.
 5. Be a good listener.
 6. Use quiet, inside voices.
- Mondays: 1st period 1st grade, 2nd period 2nd grade, 3rd period 3rd grade
 - Tuesdays: 1st period 4th grade, 2nd period 5th grade, 3rd period 6th grade
 - Wednesdays–Fridays; 7th–12th grades

In the Future

Sophomore Candy Gram

Wednesday, September 21

Junior Mini-Carnival

Wednesday, September 21

Junior Truffle Gram

Monday, September 26

Sports Calendar

CCOPSA Middle School Volleyball

Tuesday, September 20

MCS2 vs Agape @ Agape at 3:30 pm

MCS1 vs SDA @ MCS at 3:30 pm

Thursday, September 22

MCS1 vs SIS1 @ SIS at 3:30 pm

MCS2 vs SCS @ MCS at 3:30 pm

ESLR of the Week

#1. Communicate effectively using various methods and mediums.

Talking about Failure

continued from front

Parents need to represent this to their kids in the ways they react about their kids' failures and setbacks," Haimovitz says. "We need to really think about what's visible to the other person, what message I'm sending in terms of my words and my deeds."

In other words, if a child comes home with a D on a math test, how a parent responds will influence how the child perceives their own ability to learn math. Even a well-intentioned, comforting response of "It's OK, you're still a great writer" may send the message that it's time to give up on math rather than learn from the problems they got wrong, Haimovitz explains.

She and Dweck conducted a series of smaller studies to explore how the interactions between parents' failure and intelligence mindsets affected their children's beliefs about intelligence.

First they interviewed 73 parents and their fourth- and fifth-grade children about their beliefs on failure and intelligence. The parents were mostly mothers with at least a college degree; they lived in the San Francisco Bay Area. The questions focused on whether they viewed intelligence as something that could change and whether they saw failure as positive, facilitating growth and enhancing productivity or as negative, debilitating and inhibiting learning.

The way children perceived "being smart" was not related to how their parents perceived intelligence, but it was related to how their parents reacted toward failure.

"Parents who had more of a failure-is-debilitating mindset had children who were significantly more likely to believe that intelligence is fixed," they found, even after accounting for how parents perceived their children's academic success.

"The more parents believed that failure is debilitating, the more likely their children were to see them as concerned with their performance outcomes and grades rather than their learning and improvement," the study found.

Then the researchers surveyed 160 different parents online to find out how they would respond to their child coming home with a failing quiz grade. Those who saw failure as negative were more likely to worry about their child's abilities in that subject or to comfort their child about not being talented in all subjects. But parents who saw failure as an opportunity were more likely to ask their child what they learned from the quiz, what they still can learn and whether asking the teacher for help would be useful.

Through two more surveys of 102 Bay Area parents and their children and 100 fourth- and fifth-grade students, the researchers found that children could correctly identify their parents' beliefs about failure but not necessarily about intelligence – and it was the former that matched up with the children's own beliefs about intelligence. Finally, the researchers conducted a randomized experiment with 132 parents to discover whether parents' failure beliefs directly cause their children's beliefs through parents' reactions to failure: they did.

"The takeaway is that when your child is struggling on something or has setbacks, don't focus on their abilities, focus on what they can learn from it," Haimovitz says. One way, she says, is to ask a child: "How can you use this as a jumping-off point?"

But it's unclear how much the study's findings relate to children of various ethnic, racial and socioeconomic backgrounds. Related research Heyman has done in China revealed a mixed bag in terms of results.

"Cultures have very different beliefs about effort and ability, and asking subtly different questions you can get different answers," Heyman says.

Whereas academic success often correlates with athletic or social success among white students, the same is not necessarily true among black or Latino students, according to Cleopatra Abdou, an assistant professor of psychology at the University of Southern



California. What is consistent across cultures, however, is the powerful influence that beliefs people internalize as children follow them through life.

"The messages we get from our parents, whether explicitly or symbolically or subconsciously, stay with us and are very hard to unlearn and to overcome" if they're not helpful, she says. "Sometimes we have internalized faulty beliefs or beliefs that don't serve us."

Further, taking the learn-from-failure message too far might backfire eventually. "If you're being told this message you can learn anything and you've done everything you can and you're not getting anywhere, then maybe at a certain point you say you're going to say I just don't believe this," she adds.

Further, children's mindsets can also be influenced by their temperament, such as their tolerance for frustration, Heyman says.

"One thing we do know in recent years, there's too much blaming of parents," Heyman says. "Temperament is extremely important and it's biologically based, and to deny that causes all kinds of problems."

The challenge for parents is to support children without setting them up for failure.

"There's this very difficult fine line between parents and teachers helping children enough so that they can do things on their own that they couldn't do otherwise but not to help them so much that they expect other people to do it for them and don't get pulled up to a higher level," Heyman says. "You slowly pull back as the kids get better on their own, but not let them flail around so much that they get frustrated and give up."

Tara Haelle is the co-author of *The Informed Parent: A Science-Based Resource for Your Child's First Four Years*. She's on Twitter: @tarahaelle

