

# Bright Horizons at Southside Works News

## From the Director

Dear Bright Horizons Families,

The annual Bright Horizons' *Awards of Excellence* program highlights employees who contribute to Bright Horizons' mission and help us to live our HEART Principles each and every day. We are pleased to invite you to help us recognize the many wonderful early childhood professionals and other dedicated Bright Horizons employees who show their commitment to children and families each day. Please take this opportunity to acknowledge those who consistently impress you with their extraordinary efforts.

Our *Awards of Excellence* program has two parts: 1) center and school recognition, and 2) leadership recognition. Your nominations for both center/school and leadership awards are very important. Nominations may be made during our annual nomination period February 1st – February 24th. If you would like to nominate someone, please visit

[www.brighthorizons.com/awards](http://www.brighthorizons.com/awards).

Thank you for nominating our wonderful early childhood teachers and administrators!

Sam

## Important Dates

**February 1-31<sup>st</sup>- Awards of Excellence Nominations**

**February 14- Love You Berry Much Event 3-6pm**

**February 20- Center Closed for In-service Day**

## Reasons to Celebrate

Miss Lindsay will be returning full time as our Lead Preschool Teacher. We are excited to have her back! We also wish Miss Liz the best of luck with her new home closer to her family!

## Bright Horizons at Southside Works

2629 E. Carson St. Pittsburgh, PA 15203

412-488-8690 | [southsideworks@brighthorizons.com](mailto:southsideworks@brighthorizons.com)

Monday-Friday 7:30am-6:30pm



# CLASSROOM HIGHLIGHTS

## Infant

During the month of January, Infants explored animals in frozen water. This **Science Rocks** activity allowed the infants to feel the cold of the ice on their little fingers.



## Toddler

Toddler Three did various activities based on travel. Some of the places they traveled to were France and Italy. For this **ArtSmart** activity, the children were recreating the Sistine Chapel by Michelangelo by lying under the table and coloring their own masterpiece with crayons.



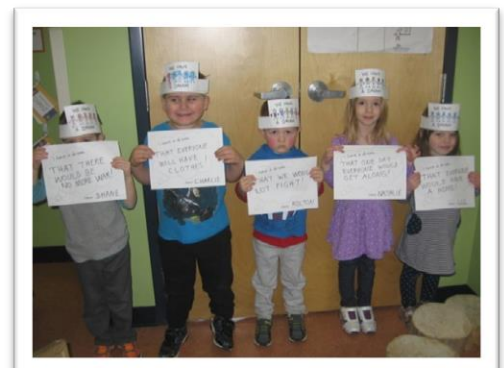
## Preschool

During January, the Preschool classroom focused on various forms of transportation. The children made boats out of recycled materials and placed them in the water table to see if they would float! This activity focused on our **Science Rocks** and **ArtSmart** curriculum.



## Kindergarten Prep

During a **Language Works** Activity, Kindergarten Prep read the Scholastic Let's Find Out! Weekly Reader called "Kids Are the Same and Different!" They learned about Martin Luther King Jr. during a *Signature Practices* activity, they completed the prompt "I Have a Dream". During **Movement Matters**, they enjoyed participating in a freedom march throughout the center.



# READY FOR SCHOOL NEWS

## Growth Mindset and the Power of “Yet”

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Yet. It’s a word that doesn’t get much credit despite its mind-changing powers. Consider the following:

“I am no good at this,” versus, “I am no good at this yet.” “I can’t,” versus, “I can’t yet.”

“I have never gotten it right,” versus, “I have never gotten it right yet.”

Those three letters can make a big difference. Children are in a constant state of development, but they often talk about themselves as a finished product. This perspective has potentially damaging consequences because children base their value only on what they can do successfully today, rather than seeing their growth as a fluid, lifelong pursuit. When they encounter challenging material, they may shut down or get stuck, rather than persevering or looking for new solutions.

Teachers and parents can help children (and themselves) escape the dangers of thinking their abilities are fixed,” says Rachel Robertson, VP of Education and Development at Bright Horizons, by using the word “yet” to offer a more flexible approach.

### Growth Mindset

The term, “growth mindset,” was originally coined by Carol Dweck, professor of psychology at Stanford University and author of *Mindset: The New Psychology of Success*. Dweck observed that children’s beliefs about their ability have a self-fulfilling effect on performance and achievement. Changing those beliefs from a fixed mindset to a more flexible perspective can have lifelong benefits. But growth mindset isn’t about giving children unwarranted praise or lowering expectations. When children believe they can learn new skills, they’re more likely to persevere through difficult tasks or look for new information and solutions.

So what does growth mindset look like in action? Dweck suggests that a shift in adult attitudes and perceptions comes first. As adults are able to view growth with a more flexible and generous perspective, they often change how they respond to the children in their lives.

For example, a young child is frustrated by the task of using scissors. A fixed mindset would say, “I’m not good at this. It’s too hard. I can’t do this.” Through adult modeling and dialogue, the child can reframe the situation and say, “This is hard, but if I keep trying, it will get easier. I can ask for help and find other solutions.” In this particular example, the teacher or parent can offer solutions, such as holding the paper to steady it, encouraging the child to make small snips before attempting to cut a large piece of paper, or offering play dough to cut initially, which is easier to cut than paper and strengthens hand muscles.

The next time your child encounters something hard, think about growth mindset and the power of “yet.” How can you help your child go from “I can’t” to “I can’t...yet?”

# BRIGHT HORIZONS NEWS

## Child Care Drop-Off: Tips for Smoother Morning Drop-Offs

### **Remember that your child is in a safe place.**

Keep in mind that your child is in a place that they are loved and cared for as they are at home, and that the experiences and friendships they build with their classmates are really special.

### **Give yourself enough time.**

Allow enough time to not be in a rush. The whole day is better when you don't fly in to the center, peel your crying child off of you, and rush out the door hoping that's not your kid crying (knowing it is). When you get there early, you can linger a bit. Let your munchkin show you something she's excited about in the classroom, chat with the teacher, or just allow yourself a breath. Of course there will be days that all the planning in the world won't get you there early...but you can try.

### **Spend some extra time in the classroom letting your little one get comfortable.**

Have a discussion with the teachers ahead of time so you're on the same page about your approach to drop-off. For example, some days you may be able to spend that extra few minutes until your child is immersed in something in the classroom, but have a signal for those days when you can't stick around and need the teacher to swoop in to help.

### **Have a good-bye routine.**

Having a good-bye routine that you do every day can make the transition easier. It can be as simple as a high-five or hug that you do consistently every day.



For more parenting tips and tricks, visit Bright Horizon's blog, The Family Room at <https://blogs.brighthorizons.com/familyroom/>.

## CONNECT WITH BRIGHT HORIZONS

