

DIRECTORS MAGAZINE

EMPOWERED

LEADERSHIP IS
LANGUAGE

PEER TO PEER
OBSERVATION

PARTNERING
WITH PARENTS

FALL 2021

Chabad **Early
Childhood**



PROJECT OF THE
SHLUCHIM OFFICE

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Chasidic Teachings On Chinuch

The most important aspect of *chinuch* is not expressed in acquiring a vast amount of knowledge (good knowledge and so forth). Rather, the main essence of *chinuch* is in relation to [the students'] *middos*. This means that the one being taught should be an *adam* fitting of that title, being good-natured in day-to-day life. Consequently, it is understood that the one being taught makes use of all his knowledge for righteous, honest, and peaceful purposes.

To say this in other words: First of all, the student needs to be molded to be an *adam* fitting that title, having a good and moral nature. Only afterwards does there come the secondary stage of *chinuch*, acquiring knowledge in order to know how to make use of the abilities and opportunities that he was given (in the first stage) in practice.

...

This matter needs to be especially emphasized to educators and the general directors of all *chinuch* institutions: The purpose and goal of *chinuch* is that all male and female students grow to be people who behave in a humane and moral way.

- Teachings of the Rebbe on Chinuch, 292

The purpose and goal of *chinuch* is that all male and female students grow to be people who behave in a humane and moral way.

Maintaining a relationship with past students benefits both the student and the educator.

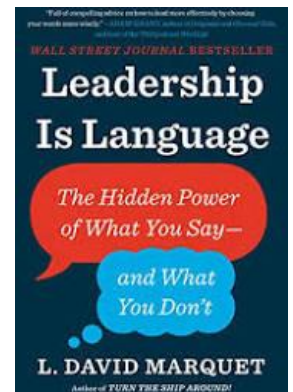
I was very pleased with what he writes that his wife keeps in touch with her past students. This will surely have a positive effect on the students in many ways. According to what the sages say, יותר ממה שבעל הבית עושה עם העני העני עושה עם הבעל הבית ("the poor person does more for the wealthy man than the wealthy man does for the poor man".) Surely this will also benefit his wife, may she live, and her entire house.

The connection between a teacher and past students should be full of enthusiasm, as it was when they were together [in the class]. One should build on this connection, since in the meantime, the students have matured and their knowledge has increased, so one cannot continue to connect with them as in the past, but should develop the relationship in such a way that is appropriate to the maturity level of the students.

- Teachings of the Rebbe on Chinuch, 299

BOOK: KEY POINTS

LEADERSHIP IS LANGUAGE: THE HIDDEN POWER OF WHAT YOU SAY — AND WHAT YOU DON'T L. DAVID MARQUET



PREMISE OF THE BOOK:

The book, *Leadership is Language*, drives home the idea that leadership is about the people. The author posits that Industrial Age 'command and control' leadership language stifles curiosity, decision-making, and performance. He provides lots of examples for a mindset shift and words you might use to foster a happier and more productive team.

The idea is to remove barriers of interaction between leaders and the led. An important goal is to create a culture where each team member thinks, not just does or just reacts. The underlying mindset of this model is about being open, curious, probabilistic, and improvement focused, using the language of curiosity and vulnerability.

ASK QUESTIONS IN DIFFERENT WAYS TO GET DIFFERENT ANSWERS.

Ask open-ended questions/ Avoid binary questions

"You're ready, right?" or "Can you be ready by noon?" These questions are closed-ended (yes or no). The question also encourages a yes answer, because it is being asked by the leader. Instead, ask questions starting with the words "how" or "what." "How ready are we to start the training?" or "What is preventing us from being ready?"

Avoid question stacking

Avoid asking multiple questions without allowing an answer. Ask one open-ended question and allow the team member(s) to tell their story. Then, use a follow-up question that demonstrates curiosity by using language that incorporates the words how, what, we, and us.

Avoid leading questions

Asking questions with known answers simply for affirmation or to test the employee will alienate the team members. This type of motivation and inspiration manipulates people and will only force compliance rather than commitment and learning.

The words you use creates the environment and impact the results you'll get. As a leader, you can choose words that foster collaboration, commitment, connection.

HOW, WHAT, US/WE WORDS

The use of the words "how" and "what" conveys that there is time to discuss the issue.

The constant use of the words "us" and "we" help create a sense of psychological safety and positive organizational climate.

Avoid “why” questions

“Why” questions put team members on the defensive. Instead of saying, “Why did you do that,” say “How did that work?”

Avoid self-affirming questions

Don’t ask the question in a way that coerces agreement. Give your team members the opportunity to share their perspectives and teach you something. Instead of asking, “That was pretty good, right?,” say “How could we get better?” Ask “I am curious what you think about X,” rather than self-affirming questions like, “Are we all on board?”

Avoid aggressive questions

Aggressive questions such as “What happened here?” puts the team member on the defense. Instead, be curious and inviting. “What have you observed today,” or “How do you see it?”

Offering your help

Instead of stating, “Ask me if you need help” or asking “Do you need my help”, ask “How helpful would it be if I came over?”

Encouraging their input

“Our differences in age and experience means we’ll bring different perspectives to the table. I encourage you to share your opinions, and I commit to listening to what you have to say.”

SHARE THE VOICE.

Leaders tend to run the meetings and talk the most. That is missed opportunities. You already know what you know about the situation. You can learn so much by asking the team members for input. You’ll get greater variability in possible ways to move forward; you’ll end up with greater innovation, greater creativity and more options. Of course, as the leader, in the end you are the one to make the decision. With their input, it will probably be richer and more productive. So ask better questions that invite their input.

VOTE FIRST. THEN DISCUSS.

To get variability in responses, ask people independently for their perspectives and ideas first. (You can use polling, rating scales, etc.). Only once you get their responses do you discuss the situation and options.

INVITE DISSENT RATHER THAN BUILD CONSENSUS.

Make it safe and to dissent. Use ‘black and red’ cards. Distribute cards randomly. Those with a red card have to dissent. This shows that dissent is encouraged. Be curious; ask questions like “what’s behind what you are saying?” or “Can you tell us more about that.”

ENCOURAGE VARIABILITY.

Ask “What am I missing?” rather than “Does that make sense?” or “We’re all good here?”

PAUSE – REWIND – FAST FWD

When inviting someone to share their thoughts, start from a place where they feel secure, and move gradually toward areas of uncertainty and vulnerability.

Jumping straight to “What should we do?” might get an “I don’t know” response. Instead, try moving from less vulnerable to more vulnerable with pause, rewind, fast - fwd.

PAUSE. This invites simple observation and description of the situation. “What do you see?” “How do you see it?” Descriptions feel safe because the part of our brain used for description is not connected to emotions. It also feels quite “knowable”.

REWIND. Once you’ve gotten them talking about what they see, the next phase is rewind. Rewinding is about reviewing how we got here. “How did we get here?” or “What happened before this?” The past has more uncertainty, but it is still bounded.

FAST FWD. Finally, fast - forward to the future with what will happen next or what everyone should do. This requires assessments about what is least knowable and is therefore most likely to be wrong — and so requires the most vulnerability.

Nature Programs



www.growbloomandthrive.com/

I recently spoke with Christine Heer and Lisa Henderson from Sprouts, a Farm and Forest Kindergarten in Massachusetts. The program an emphasis on an 'at home in nature' and the children spend all day outside. In this unique environment, children develop and grow physically, socially and personally.

I so enjoyed our conversation as they explained their guiding principles and how it plays out in their program with the children and their families.

Their goal is to provide authentic, wholesome, foundational learning in context of the children's own lives.

The Sprouts program is modeled after Waldkindergartens, Forest Kindergartens in Germany and incorporates many of the important aspects of Reggio Emilia, Waldorf and Lifeways.

In this environment, the children's experiences are so rich and evolved. They described how a licenser commented how the children's conversations were at a much higher level than those at other programs she had visited. It is because of the authentic work and discovery they do every day. They are more connected to themselves and each other.

Was a great and inspiring conversation, I share some of highlights.

**Too many young children today have a 'nature-deficit'.
Let's bring the kids back outside!**

Benefits of Being Outside in Nature

Children, like all people, are more relaxed in nature. In that more relaxed state, their brains are more ready to learn anything.

Children experience the rhythm of life.

They experience how things grow and wither and new things can be planted. They learn patience and responsibility.

Children learn about their world right around them.

If they spend time outside, they will get to experience the seasons first hand. They will see how rain and snow impact the earth (mud, ice) and learn to navigate around that. They will experience the weather changes (beyond just getting in and out of a car). They will ask lots of questions and get to know about the trees and flowers and bugs and rain cycles and... and ...

More room to play and explore. The outdoor spaces are larger and allow room for children to work in separate areas or in small groups. If a child needs some quiet alone space, they can more easily find that.

Benefits of a forest/farm-based program

Although most of us cant really have a farm based program, there are elements that can be incorporated into almost any setting.

Children authentically contribute to the community. They are taking care of the animals and plants. When plants are ready, they harvest and prepare the vegetables for eating.

Children see adults engaging in their work. Many children rarely get to see how adults work. Working alongside them helps them learn more about the value of work.

Children participate in the whole farm to table process. It is not just a 'theme' or 'unit' that they explore. They grow and take care of their plants until they are ready for harvest. They collect the eggs.

There are also studies that show that there are less injuries in an outdoor setting than in an indoor classroom with its confined walls, hard surfaces and sharp corners!

Nature Programs

Learning outside. Anything that can be done inside can be done outside. There's lots of opportunity for inquiry, exploration, discovery, as well as team work, social interactions, self regulation. Lots of running and climbing and carrying and building. Counting and measuring and reading and stories. They can cut leaves instead of paper, they can paint rock and use pine needles as brushes. Really anything.

Natural landscapes provide an endless source of discovery. Seasons change. Plants change. Clouds, wind, rain, snow. Shadows, puddles. And mud!

The natural landscape provides lots of opportunities for running and climbing and sloshing. Often the ground is uneven; they learn to navigate the different terrain and it also builds their balancing skills.

Children learn to be quiet to hear the birds and other sounds of nature. They experiment with heat (what happens if I leave the crayons outside?) and cold (what will happen to a wet rag that I leave outside?)

"In indoor spaces, teachers have planned everything. Out here, you never know what you're going to see."



The children are outdoors all day everyday, in all weathers. When the weather becomes 'un-fun', they go into their yurt, their heated indoor space for shelter.



Rhythm of a typical day at Sprouts!

- 8:45 Sprouts opens for the day!** All parents and caregivers drop children off at the chicken coop to join us for farm chores: collecting eggs and feeding chickens and goats.
- ~9:00 Hike to the yurt** - observing the changes on the farm from day to day, navigating the terrain (mud puddles are a favorite!!) and lots of great conversation. (Physical development; strength, stamina, accuracy, agility, coordination of limbs, hand-eye coordination, balance, muscle tone, physical confidence, observation and conversation, animal tracks, daily and seasonal changes on the path and the farm, mud play.
- ~9:30 Morning Circle:** welcoming, sharing, joining in our morning greeting that mirrors the current season.
- ~9:45 Free-Play** in the yurt, yard and/or forest. (Children may build a fort or use tools, track animals, measure shadows, investigate an anthill, climb a tree, get involved in an open ended art/invention project, create mud kitchen delicacies or any other of a number of possibilities. that occur with immersion in nature.
- ~10:30 Trail Snack:** Nuts, fruit and a drink of water, mindfulness/tuning into our senses - the sounds, smells and sights in our place, in that moment.
- ~10:45 Free-Play** in the yurt, yard and/or forest. (Dress-up, storytelling, floor book/journal, art/imagination station supplies and other activities guided by the current interests that arise throughout the day and week.)
- ~11:30 Preparing for Lunch:** children help with preparing lunch sides, setting the table and cleaning up the yurt/yard.
- ~11:45 Lunch:** A healthy snack from home accompanied by sides served family-style utilizing ingredients that are available from the farm.
- ~12:10 Cleanup:** Clear dishes, wipe table, wash dishes, bring compost out. Prepare to leave: Everyone takes responsibility for their belongings and helping one another so we leave our space clean and neat.
- ~12:25 Closing Circle**
- 12:30 Hike back** to the chicken coop from the yurt.
- 12:45 Pick up** by parents or caregiver at the chicken coop.

Nature Programs

The teacher's role

- **Be OK with dirt.** That's where so much of the fun learning happens.
- **Follow the children's lead.** Allow their curiosity and excitement to inform the day's exploration.
- **Allow risky play with reason.** Before saying no to something, ask yourself why you are saying no and how you might create the environment for more managed risky play.
- **Be flexible.** The children may want to spend more time with an activity than you had planned. The sky or a bug may pique their interest more than what you had thought would be interesting to do that day.
- **Don't be strict to the schedule.** Rather, plan a rhythm of the day and be flexible (see above).
- **Look out for learning opportunities.** Help children notice things like changing sky.
- **Build children's vocabulary.** Name the parts of the plants (blade, bud, sapling), the work that needs to be done (harvest, composting), the actual plants (oak tree, date palm).
- **Educate the parents through notes, blogs/newsletters, conversations** about the importance of being outdoors and what you are doing in school.
- **Work in small groups** (no more than 6 children) so that all children have a role and can participate. This also encourages children to ask questions and engage in the conversations.
- **Model your enthusiasm for nature.** Point out things you notice, use words and body language that show your excitement.

Nature adventures & experiences

- **Listening walks/Circles.** The children stand in a circle with their eyes closed and name the things they can hear, like wind and rain, when they don't talk.
- **Nature Scavenger Hunt.** Provide a pictorial list of things you do expect to find in the outdoors.
- **Binoculars.** The children can binoculars as you walk through the woods (or even a paper towel roll!). They will have a different experience.
- **Mud kitchen!**
- **Firepit.** Yes, little kids can be responsible around a fire. They can collect twigs for the fire and then roast marshmallows.

Nature in Urban based schools

There is nature everywhere; we just need to look. Weeds growing on the sidewalk, the sky, tiny window-sill gardens. Bugs under rocks. Many communities have planted GreenSpaces and pocket-sized parks. Take the children on nature walks to observe the changing nature.

You can also create your own GreenSpace with raised beds, mud kitchens, natural loose parts (acorns, sticks, rocks, pinecones, tree cookies).

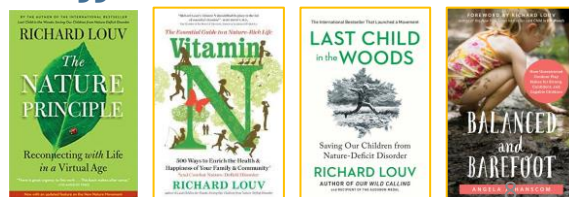
Green Up your outdoor play area. Add more natural elements such as stumps, grass (even if it has to be astroturf), sand. You can build a vertical garden on a wall.

Planting in raised beds. The process and exploration is even more important than the actual plants that grow. Just experiment, you don't need to get right the first time.

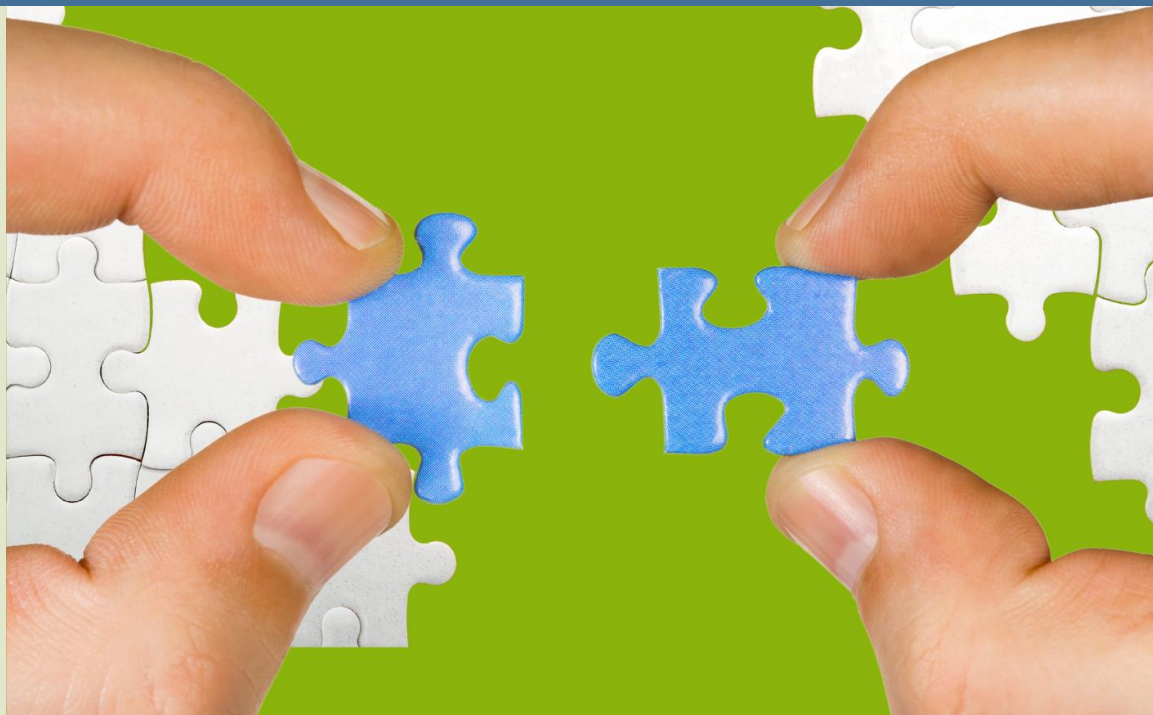


“There's no such thing as bad weather, only bad clothes”

Book suggestions



Partnering with Parents



IS YOUR FAMILY PROGRAMMING CLOSER TO 'FAMILY INVOLVEMENT' (DOING AT) OR 'FAMILY ENGAGEMENT' (DOING WITH)?

In situations where parent involvement is the status quo, the school plays the biggest role in the relationship with parents. Oftentimes, it is the school that establishes the context of the relationship it will have with parents by determining what initiatives, goals, and needs will be addressed. The parents participate in these endeavors; however, their voices are often removed from the process. This outcome is acceptable as “almost all the research says that any kind of increased parent interest and support of students can help” (Ferlazzo 2011).

However, when parent engagement is the focus, parents are in partnership with the school. In these parent-school partnerships, parents are welcomed, heard, and serve an integral role in the decision-making process.

The education field is constantly buzzing about the importance of School-Home connection or parent engagement. They talk about the many benefits for the children and even for the parents. In our Chabad schools, the relationship with the families is even more integral to our Shlichus. We hope to develop a relationship with the families in our communities that will last way past the graduation. We hope to inspire and be part of their growth in Yiddishkeit. As such, it is important to think about how we work to develop the relationship with the families – not only for their child’s educative goals.

SHIFTS NEEDED FOR BETTER FAMILY ENGAGEMENT – AS PARTNERS

searchinstitute.org

	INVOLVING PARENTS	ENGAGING PARTNERS
1.	Starting with messaging to families	Starting with listening to families
2.	Providing programs for families	Building relationships with families
3.	Buying into negative stereotypes of families	Highlighting strengths even amid challenges
4.	Giving families advice about what to do	Encouraging families to experiment with new practices
5.	Building coalitions of formal systems to support children's success	Emphasizing parenting as a relationship
6.	Focusing on parenting as a set of techniques	Seeing relationships as a critical component of community coalitions

6 ASPECTS OF FAMILY PARTNERSHIP (BASED ON JOYCE EPSTEIN'S WORK)

	SCHOOL' S GOALS & ROLES	PARENTS' GOALS & ROLES
1. PARENTING	Assist families in understanding child development	Assist schools in understanding their child.
2. COMMUNICATING	Communicate about child's progress in school. And about school programming.	Communicate about what is going on at home so school know better how to service the child
3. VOLUNTEERING	Provide opportunities to involve families as volunteers and audiences to support their children (includes recruitment, training, work and scheduling)	Volunteer at child's school.
4. LEARNING AT HOME	Provide learning activities and ideas for further learning at home.	Learn with children at home (read, provide context so learning can happen, talk to children)
5. DECISION MAKING	Include families as participants in school decisions, as much as possible – action teams, PTO, committees. And actually implement their ideas.	Maximize from the opportunity to get involved in school decisions.
6. COLLABORATING WITH COMMUNITY	Coordinate resources and services for students, families and school with local businesses and service agencies.	Help schools know about needs and possible businesses and services that can be of help to the school and to the children and families

KEY ASPECTS OF FAMILY PARTNERSHIPS

FOSTERING MULTIDIMENSIONAL RELATIONSHIPS

- Open communication – weekly newsletters, parent-teacher conferences. And lots of informal sharing. In topics beyond the classroom.
- Parenting collaboration. Find out what parents do and how teachers can to do support or help.
- Suggestions about how to reinforce the learning at home.
- Provide lots of opportunities for parents to volunteer.
- Solicit parents' input on two levels: large-scale, and individually regarding their own children.

A WELCOMING ENVIRONMENT

- The words you use when talking about the school: 'school family', 'our home'.
- Whole families are invited to school events.
- Parents are invited to linger by drop-off/pick-up.
- Opportunities for parents to engage with each other.
- Parents are welcome into the classrooms (at specific times) so children can show what they do and learn.
- Teachers and other staff chit-chat with parents.

ENHANCING PARENTS' COGNITIONS ABOUT SCHOOL

- Back to School Night
- During individualized visits, the teacher explains the physical, social, and cognitive benefits of education and provides real-life examples.
- Explaining the words we use in school and how behavioral issues are addressed so they use those at home too.
- Consistently informing the parents what the children did that day.

Peer to Peer Observation



Peer to peer observation is a model whereby **teachers deliver effective feedback to their peers.** This creates a **supportive, non-evaluative** space for all teachers on a staff to learn and grow from each other.

WHAT IT IS NOT:

- NOT about experienced teachers observing novices and giving feedback and tips.
- NOT about being observed by, being evaluated or supervised.
- NOT about ticking boxes to tell us if we're good or bad teachers.

The process of giving feedback to colleagues on their teaching helps teachers become more receptive to feedback on their own teaching.

The Peer-Peer Observation model opens up the doors of the classroom so that teachers no longer teach in isolation. Teachers can learn from and with each other. This foster a sense of team and camaraderie.

This creates a very different dynamic in the school from supervisor evaluations where the director or supervisor observes and provides feedback.

PEER TO PEER

Trial and error approach. It's OK to try new things.

Give-and-take; sharing both ways. bi-directional learning

Non-threatening (peers)

Forward-looking: "what can I do differently in the future?"
improvement-oriented

Peer is invested in teacher's success

Targets specific areas

Ongoing

Data: given to teacher

Focus is on "What I saw."

FORMATIVE-Formative feedback is intended to give the observed teacher constructive feedback about how to evolve their teaching in various ways.

SUPERVISOR EVALUATIONS

Teachers feel that they have to put their "best foot forward"

One way learning

Sometimes threatening (supervisor)

Looking backward: what has happened

Administrator may or may not gain if teacher is successful

General review, global

Often one-shot

Data: impacts the personnel file

Focus often on "What I didn't see."

SUMMATIVE-Summative feedback is intended to evaluate the effectiveness of one's teaching practice to meet various administrative requirements.

Peer Observation



BENEFITS TO THE CHILDREN

- When teachers rethink and deepen their practice, the children gain.
- Children see their teachers practicing what they preach. In essence, we are modeling important lessons such as teamwork and learning through observation. Seeing their teachers struggle to improve and work with their peers is a powerful example.

BENEFITS TO ALL STAFF

- Identification of good practice, so that is more easily shared and built upon.
- Identification of commonly experienced problems and needs so these can be made the basis of Staff Development opportunities.
- As the teachers observe each other, they are also gauging the effectiveness of the instruction against their own teaching.
- Teachers 'push each other' professionally.
- The staff turns into a real think tank. Creativity, innovation, and inquiry blossom. Teachers will feel empowered and the morale will increase across the building.

BENEFITS TO THE ONE BEING OBSERVED

- Saves lots of time to improve one's practice. Suppose the Observer gives you (say) 3 tips after an observation: This can be a very good value compared with spending the same time reading a book on teaching practices, where you may not happen to read the things you may most need to find out.
- Increased confidence from the feedback.
- Observation is a good defense against 'getting into a rut'. When anyone has been teaching for a considerable time, it is natural to go on autopilot and be less aware of what is actually happening during classtime.
- Being observed encourages teachers to reflect on their teaching approach.
- Colleagues act as a 'reality check'. We think we are self aware but you can't replace the reality of other people's observation.
- You get specific feedback that directly relates to your teaching practice. That can be used immediately.
- Teachers have found it reinvigorating especially when observers seem to want to learn more about what they were teaching.

BENEFITS TO THE OBSERVER

- Observation brings actual practice to the forefront.
- Teachers see colleagues doing things that they can emulate. Even very experienced observers comment that they continue to learn new things that they can take back and apply to their own teaching.
- Teachers can watch others using a technique or strategy before you try it in their own classroom. You see other ways of going about teaching. The more the better.
- Teachers can feel that they are supporting new colleagues by watching them teach.
- Teachers can learn from how others do things in completely different areas than what they teach.
- Teachers get time out to watch and reflect. For once, they don't have to say anything. They can watch, think, listen, and capture things in their notes to share later with their colleague.
- Teachers may see things to avoid doing themselves! When they see something going wrong in a session they are observing, they can make a note to avoid that in their own teaching.
- Being an observer is the best possible preparation for getting the most out of being observed. Someone's got to go first, and in any reciprocal peer observation it could be you. But when it's your turn to observe, it will still make future 'being observed' occasions all the more productive.

Peer Observation

SCHOOL CULTURE FOR EFFECTIVE PEER TO PEER (P-2-P)

1. **Emotional safety.** It is OK to take risks, to make mistakes. No one is perfect; no need to keep your defenses up.
2. **We are all on the same team – for the best for the children.** We learn best together.
3. **Growth mindset. We are all always learning.** Even the more experienced teachers are always learning and asking questions from peers.
4. **No judging.**
5. **No 'feigning surprise'.** Feigning surprise is acting surprised when people say they don't know something. "What? You didn't know that?"
6. **No 'well actually'.** A 'well-actually' happens when someone says something that's almost - but not entirely - correct, and you say, "well, actually..." and then give a minor correction.
7. **No 'back seat driving'.** If you overhear people working through a problem, you shouldn't intermittently throw advice across the room. This isn't to say you shouldn't help, offer advice, or join conversations. On the contrary, those are encouraged. Rather, it just means that when you want to help out or work with others, you should fully engage and not just butt in sporadically.
8. **Ask permission to share observations.** "Can I share something I just observed?" "Can I ask a question about something I just noticed?"

PLAN FOR EFFECTIVE PEER-TO-PEER OBSERVATION

The two teachers should talk about what they hope to get from the sessions. The better they plan, the more productive and helpful it will be.

PRE-OBSERVATION CONVERSATION

Planning the observation. Talk about what you want the observer to look out for.

1. About the context of the lesson

- **Context/ background of the lesson** (what type of lesson [circle time, small group, etc.], how long ago did you introduce the topic, difficulties, problems anticipated, etc.)
- **About the students** (strengths, characteristics of the group, typical patterns of interaction, problems anticipated)
- **Objective of the lesson** (what the intended outcome – knowledges, skills, etc.)
- **Teaching style** –Teacher's approach to teaching.

2. Objective of the observation

- **What you hope to gain from the observation** (trying something new, some difficulties with the class)
- **What should the observer look out for** (students, teacher, etc.)
- **What else might you want to find out as result of the observation?** And what don't you want them to observe or focus on (you already know about that area)

3. About the 'how' of the observation

- **What the observer should do** (be one of the teachers, sit at the side)
- **How long should the observation be**
- **How the observer should jot down observations** (you give a form, anecdotal notes, checklist)
- **Will the children be told who the observer is** (who will tell, when)
- **How you feel about being observed**
- **When/ where will we get together to reflect?**

POST OBSERVATION

- **It's worth letting a little time pass between the observation and the feedback.**
- **In practice, the delay need not be long. An hour or two is enough to give you the chance to cool down from any tension at being observed and to give the Observer time to put things in perspective.**
- **The most important aspect of planning a post-meeting as a definite appointment later is that you can both come to the meeting tuned into the purposes of this particular meeting.**
- **Also, arrange the meeting in a better place in the 'scene of the event'; somewhere over coffee is likely to be much better.**

Using your time well

Everyone gets only 168 hours each week. Period. How are you using your time?

TRACK YOUR TIME

Track your time to find ways to get some more time in your days and weeks. For a week or so, jot down everything you did that day – from the moment you woke up until you went to sleep. Notice how much time everything took. If you at all find it possible, keep a running tab during the day instead of waiting until the end of the day.

Then, next to each line item, jot down PECE or *.

Passionate – are you excited and energized when doing this?

Excellent – are you very good at this?

Competent – can you do this well enough, but it does not excite you?

Incompetent – do you not do this well and it is frustrating?
* - does this really have to be done by me? These are things that you may not really enjoy but you think really ought to be done by you (ex: visiting neighbor, etc.)

Look at your chart and notice how many of those things maximize your time and energy, and which are not best being done by you.

For those with a star, ask your spouse or good friend or mashpia to help you determine if that really is something you really have to do. Maybe you can delegate it, do it for shorter duration or less frequently.



DON'T SAY YES

Don't say yes to all things shiny & new. Keep your goal clear. You don't have to do every new idea out there. Be very selective.

Set boundaries. So much of what we do is to please others – at the expense of our own sanity and priorities.

People will respect you and your 'yes' when you don't give a 'yes' so freely.

TO DO LISTS

- **Keep your lists SHORT.**
- **Before you add anything to your list, ask yourself:**
 1. Does this have to be done?
 2. Does it have to be done by me?
 3. Does it have to be done now?
- **Make a weekly list,** not a daily list. Give yourself leeway – cuz we don't control our lives. Write down your top 3 priorities for the week. And the mood you want to have for the week: ex – relaxed, expansive, catching up.

CHUNK YOUR SCHEDULE

Review your list of tasks that you do. Look for how you might chunk errands or tasks.

How you spend your time can tell a lot about you.

DO LESS

1. **Get focused.** Narrow in on what really needs to be done to accomplish your most important goals.
2. **Let go.** Delegate. Let things be done differently than you would have done them. (You may find that you don't always know the best way to do things.)
3. **Apply the 'Do Less' filter.** What would be the most "do less" way I could do this?
 - Less detailed, less fancy, less new stuff, less... less...
 - Repurpose material
 - Delegate, hire, outsource
 - Let go of expectations
 - Automate (find the best app, etc.)

TO DON'T LISTS

A to-don't list is a list of items you would like to let go of. These could include things you want to stop doing and tasks you want to drop or hand off. Things that eat up your time or focus. And those that drain you

- Items on your to-don't list can be big or small, but your list will be most effective if it describes specific actions rather than attitudes, aspirations, or complex behaviors.
- Give it over to someone else, pay someone, just let go of having it done.

Ideas from Chabad Preschools that you can incorporate into your program.



Chai Preschool – San Mateo, CA



Growing Garden Preschool
– Redondo Beach, CA



Torah Tots – Boca Raton, FL



Gan-Garrett Preschool - Vancouver



Gan Malibu



Mequon Jewish Preschool



Chandler Jewish Preschool - AZ



EMPOWERING YOU TO LEAD YOUR *PRESCHOOL WITH **CONFIDENCE.***

Chabad Early Childhood leads and supports the early learning community in building the best foundation for children in Chabad early learning centers.

We recognize that each Chabad preschool is unique, and therefore, cater specifically to each preschool's individual needs. Our network ensures that preschool directors have the tools they need to succeed and thrive.