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[External E-Mail] The Hyde Weekly #5: ☆ How did you see yourself as a high school student?

1 message

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To: jcollinson@hyde.edu

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September 29 - October 5, 2018

The Hyde Weekly

This is an informal e-communication from the Hyde School campus, intended to share highlights, signs of growth, issues that are being addressed, and moments of joy. Its purpose is to bring the Hyde School parents and the larger community into the school culture.

Hyde Inner Leadership Model - Developing One's Leadership from the Inside Out

Hyde School has the mission of helping students discover their unique potential. In order to discover their best self, a person must develop the following tools:

- **Self Awareness** - understanding strengths and challenges
- **Public Speaking Confidence** - having a strong voice
- **Tackling Challenges Outside of One's Comfort Zone** - having the grit to go the distance
- **Meaningful Relationships** - having honest lifelong relationships
- **Family Context** - understanding your family's strengths and challenges

This is what Hyde calls **Inner Leadership**. Students learn this through everything they are asked to do at Hyde, from academics, to sports, performing arts, community service, and the family program.

This week, we did our first Inner Leadership Assessment where students received feedback from their peers and teachers as well as doing their own self-evaluations. This allows the student to reflect upon where they are as well as discover how they are perceived. The many follow-up conversations that result from these assessments support students in setting their goals and achieving their potential.

Onward,



A handwritten signature in black ink that reads "Laura D. Gauld". The signature is written in a cursive, flowing style.

Laura D. Gauld
President & Head of School

Inner Leadership Evaluations

By Faculty Ben Liff



Faculty Jacob Sargent leads the Community Meeting on Inner Leadership

On Thursday during School Meeting, Hyde students and faculty participated in the first of our monthly Inner Leadership Evaluations.

Starting after lunch, the entire community met in the theater where faculty member Jacob Sargent led the school meeting in a quick summary of the Inner Leadership Evaluations. Mr. Sargent, who coordinates Hyde's Inner Leadership curriculum, started off by having all faculty members get on stage and categorize themselves into one of the four phases of the Inner Leadership program based on their own time in high school.

Of the four phases (Preparatory, Motion, Effort, and Consistency to Excellence), Hyde faculty members seemed to be an even mix of all four and shared descriptions of how they saw themselves as high school students. Descriptions ranged from "angry" or "people pleaser" to "proud" and "driven."

Afterward, the community moved en masse to the dining hall and sat with their Discovery Groups to fill out evaluation forms to start the process of figuring out which phase each individual is in. During these evaluations, each student needs to find at least three faculty members and four peer students to fill out their form, which asks a range of questions about students willingness to put effort into meeting community expectations, as well as their own.

The Inner Leadership Evaluations are an important part of the Hyde experience and help students and faculty check in on all aspects of students' lives at Hyde.

International FLC

By Biggest Job FLC Lead Facilitator Lori Cooke



The students work on a team-building activity on the low ropes course

An essential component of Hyde's Biggest Job Family Program is the FLC. However, the distance can make it difficult to accomplish. In order to offer all of our students this opportunity, we created an International FLC.

On Monday, September 24, we held our retreat with more than 25 students participating. The students were from the Dominican Republic, Cameroon, China, Vietnam, Turkey, and Ireland.

Faculty members Haze Liff, Fan Luo, Lori Cooke, and Mary Moore spent the afternoon and evening with the students having fun and digging deep!

As we sat eating dinner that evening in the Renewal Center, we were reminded of a poem by Maya Angelou, Human Family:

"We love and lose in China,
we weep on England's moors,
and laugh and moan in Guinea,
and thrive on Spanish shores.

We seek success in Finland,
are born and die in Maine.
In minor ways we differ,
in major we're the same.

I note the obvious differences
between each sort and type,
but we are more alike, my friends,
than we are unlike".

The message in Angelou's poem was evident throughout our day during the Storytelling exercise, the Ropes Course, and our final seminar on the Strengths and Challenges within our families. As we wrapped up our day the consensus of the group was while it is not always easy being so far away from home, the relationships we are beginning to build are so important!

View Ropes Course photos from the FLC

Faculty Feature: Chris Sanborn, LAT, ATC



In his first year at Hyde, Orange, NH native Chris Sanborn has already jumped all in. He is our new Athletic Trainer, he teaches Anatomy & Physiology, and he is a dorm parent in Brookhouse. Chris has his Bachelors of Science in Athletic Training from University of New England. We asked him a few questions about teaching here at Hyde.

What interested you in your current position?

After my first visit to Hyde's campus I could see that it is a very welcoming, close-knit community. As a recent college graduate, I am excited to begin my career specifically in this community as everyone here is a part of the Hyde family.

What is most rewarding about your job?

The most rewarding part of my job is seeing the joy of athletes returning to playing a sport they love and teaching the students that even after an injury occurs, they can still come back to their full potential to follow their dreams.

Have you worked at any other schools?

This is my first professional job, however, most recently I completed an internship with Colby College.

What makes working at Hyde unique?

As a Hyde faculty member, we are able to make an impact on the students that goes beyond the classroom and athletic fields. We are able to positively influence the students to find their full potential from within as they develop from children into young adults.

Alumni Development Update



Each year the Annual Fund provides approximately 8% of the operating budget, providing funding where it is needed most and making an impact today on the students at Hyde.

The participation of every member of the Hyde community is a measure of confidence and a show of gratitude for what our school is offering to students and their families – Hyde's unique Family-Based Character Education.

If alumni, families, members of the faculty and staff, grandparents, and friends contribute generously, according to their ability, Hyde will continue to thrive.

Please consider a gift to the 2018-2019 Hyde Annual Fund and show your support for our school!

Thank you!

Give Today

Not to Miss

- Gallery: Indian Township Passamaquoddy Lacrosse Game
- Gallery: International Retreat 2018: Ropes Course
- Parenting Center on hyde.edu
- Joey G's Character Education Blog: How Happy Are You?
- Malcolm's Blog: Always a Class Act
- Parenting: The Biggest Job: Parenting Through Puberty: Mood Swings, Acne, and Growing Pains
- Hyde School Blog: My Hyde Admission Process - from Interview to Enroll
- Lennox Lodge Facebook Page

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