Guide to The Biggest Job Family Program
2019-2020
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Hyde Mission - Develop Character and Discover One's Unique Potential

- **Founding statement and story** - In 1966, educator Joseph Gauld set out to test a simple hypothesis, "If a school focused on character, would achievement follow?" He started with a simple statement to guide his efforts - "Every individual if gifted with a unique potential that defines a destiny." Joe's early experience with two students in a math class helped him see that he was caught in a system that he couldn't believe in. One student's achievement was rewarded even when the underlying attitude was deficient, and the second student had the right learning attitude yet his achieve fell short of a passing grade.

- **Curiosity, Courage, Concern, Leadership, Integrity** - This five words were the first attempt to define what Hyde meant by character development.

- **Destiny, Humility, Conscience, Truth, Brother's Keeper** - These five principles were added in 1988 to reflect the community goals in character development.

- **Biggest Job Priorities** - Created in 2001, the ten priorities were developed to help parents find the right balance between character and achievement. The Priorities:
  1. Truth over Harmony
  2. Principles over Rules
  3. Attitude over Aptitude
  4. Set High Expectations and Let Go of Outcomes
  5. Value Success and Failure
  6. Allow Obstacles to become Opportunities
  7. Take Hold and Let go
  8. Create a Character Culture
  9. Humility to Ask for and Accept Help
  10. Inspiration: Job #1

- **Inner Leadership** - Created in 2005, The five deliverables defined developing one's leadership from the inside out. A student gains the following from Hyde's co-curricular learning program of college academics, mandatory athletics, performing arts, community service and family renewal:
  1. Self Awareness
  2. Public Speaking Confidence
  3. Tackling Challenges outside of One's Comfort Zone
  4. Meaningful Relationships
  5. Family Context
## HYDE INNER LEADERSHIP MODEL

“Developing Leadership from the inside out”

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The Biggest Job Family Program Overview

The Family Program at Hyde School encourages a lifelong journey of personal and family growth. Parents are the primary teachers and the home is the primary classroom. The purpose of the program is to help parents with their own transformation, which in turn, will inspire and determine their student’s growth.

Goals

Self-Discovery: helping each participant become his or her best self.

Family Transformation: connecting the family’s strengths and challenges to their vision.

Character Curriculum: learning about the core beliefs and principles of the Hyde Education.

Parent Commitment

There are four required components to the year-long program. The first two years have a structured format. Subsequent years allow parents flexibility. The three components are:

Individual Work: Parents receive the Biggest Job book and the Hyde parent journal. Senior parents in their 2nd, 3rd, or 4th year have the option to complete a senior parent project.

Region – As a global network for Hyde families, the region provides a setting for parents to focus on their own growth. Parents are expected to participate in Hyde webinars and attend three regional meetings: September, November and January. (February is a flexible month.) During the March vacation, families do community service; the January meeting is an overnight retreat.

Family Learning Center (FLC) - The FLC is a two- or three-day workshop held on campus. (There is also the option to attend a wilderness FLC in Eustis, ME.) Parents choose a date which best fits their schedule from an FLC calendar provided by The Biggest Job Family Program office.

Family Weekends - Family weekends on campus provide an opportunity to highlight student growth, work on family renewal and reaffirm the mission of the school. Two family weekends are held each year: one in October and one in April. These weekends begin on Thursday night and end on Sunday at noon.

Parent Participation

The family program is open to all parents and committed adults. Full participation involves a willingness to do one’s best. Hyde recognizes that conflicts may arise and the Family Program staff will work with each family to create a successful partnership to ultimately benefit the student.

Parents who participate in the program have an opportunity to graduate with a Hyde Parent Diploma.
The Biggest Job Family Program

Family Education at Hyde is a lifelong journey focused on three areas of learning: self-discovery/family and community excellence/and the Hyde philosophy.

Just as Hyde students are required to make a commitment to and participate in all aspects of the Hyde curriculum, Hyde parents are required to be full participants in all aspects of the parent program, consisting of the following:

Regional Meetings and Retreats

Monthly regional meetings take place throughout the year:

- **September:** Regional Meeting and Webinar
- **October:** Fall Family Weekend on campus
- **November:** Regional meeting
- **December:** Webinar
- **January:** An overnight retreat focused on personal growth
- **February:** Flexible regional activity and Webinar
- **March:** Family or regional community service
- **April:** Spring Family Weekend on campus

Journaling

In addition to regional meetings, all parents do self-directed journaling.
- Parents who join Hyde’s Summer Leadership Challenge program receive a summer journal.
- First-year parents receive “Hyde 101” journals.
- Second-year parents receive “Hyde 201” journals.
- Third and fourth year parents have flexibility in the program and may elect to do the Hyde 301 journaling or do a special project.
- Senior parents in their 2nd, 3rd, or 4th year have the option to complete a senior parent project in lieu of journaling.

Family Learning Center (FLC)

The FLC is an on-campus experience for parents, one at a time with their student, to join other students and parents to focus on their individual journey of self-discovery. Parents choose a session from a list of dates provided by the Biggest Job Family Program office. Attending a Thursday through Sunday FLC is encouraged for your first FLC; however, if your schedule does not allow for this, there are shorter, more intensive, choices. Parents stay on campus in housing provided.

Veteran parents are encouraged to consider a WFLC (Wilderness FLC) in Eustis, Maine, at the Black Wilderness Preserve. Space is limited. Please contact Family Program staff to discuss.
Family Weekends

Fall and Spring Family Weekends, held Thursday evening through Sunday noon, are times when the entire community assembles. The curriculum focuses on the family and the impact each member has on the overall functioning of the family. There are opportunities for teacher conferences, seminars, academic and athletic events and performing arts.

Parents arrange their own housing at area accommodations.

For the 2019-20 school year, the dates are:

Fall Family Weekend  
Oct. 24-27

Spring Family Weekend  
April 23-26
Regional Membership

Purpose of the Regional Meeting

The purpose of the regional meeting is to provide intentional time for parents to practice the Hyde process. Leadership and veteran parents assume primary responsibility for ensuring the experience is meaningful and for holding members to their best; *I need a challenging and supportive community in which to develop my character.* However, each parent is expected to assume responsibility for his or her own learning and growth.

Many regions rotate the responsibility for leading the meeting among the members. This promotes shared ownership of the region and fosters leadership.

Third-year and fourth-year parents have the option to complete the “Hyde 301” journaling. They may also choose to do a special project of their design to further their growth. They will attend the winter retreat; webinars are optional.

Senior parents in their 2nd, 3rd, or 4th year have the option to complete a senior parent project.

Mentoring

Mentoring is an important aspect of the culture in a region. When a new family enrolls at Hyde, each parent is assigned a mentor or “learning partner,” typically a veteran or alumni parent (HAPA). The mentor’s role is to help the new parent understand the Hyde philosophy and the expectations of Hyde parents. A mentoring partnership is nurtured between the new parent and his or her mentor; typically, the partnership extends to six weeks, but may continue beyond that time.

The mentoring partnership shows new parents that we all (not just the regional leader) believe in the Hyde process. It provides a sounding board as new parents grow in their parenting, not just relying on their own wisdom, but also on the wisdom of a parent who has been in the Hyde process. Mentors help the new parent—and themselves—stay focused on their own growth instead of their child’s. A mentor is a supportive friend as well as someone who will challenge a new parent’s attitude or perspective.

A mentor benefits from the partnership by being both a teacher and learner, for as we teach, we learn. As mentors share their experiences, they internalize their own growth at a deeper level.

A good mentor establishes a meaningful relationship with his or her mentee and has contact — by phone, email or in person — at least every other week. The mentor will ask what the new parent is learning and go over the Hyde 101 journaling, answering any questions ad offering insights. The partners discuss family (as well as personal) strengths and challenges.
Attendance

Attendance at regional meetings is required. Obviously, a major family event may take priority over a regional obligation. There also may be a conflict regarding work that absolutely cannot be rearranged/changed. Other than that, parents are required to make the scheduled meetings and take responsibility for being a full participant of the region.

What to do when you miss a meeting: If you cannot attend a meeting, including a webinar, notify the regional chair. If you will miss your region’s meeting, the Family Program office will help you connect with another region whose meeting dates accommodate your schedule.

It is always your responsibility to complete missed work and inform both the regional chair and the Family Program office. A second expectation is to call someone in the region and talk about what you got out of the make-up work.

Spirit of the law versus letter of the law: A productive attitude about regional attendance is more important than anything else. A productive attitude means that you always do your best, and follow through on commitments. This example for your child is key to his or her success. If there is a concern about your involvement, the region will work with the school to discuss your situation.

Withdrawals

When a parent officially withdraws the student from school, he/she is also withdrawing from the parent program. While these situations can be difficult, especially if the parent has made strong personal connections with regional members, the region’s purpose, which is to prepare families for graduation and support the child’s growth at Hyde, must be respected.

Interventions

Parents of a student who enters a short-term intervention program (i.e. wilderness, rehab or hospitalization) and plans to return to Hyde upon completion of the program, are usually welcome to continue participation in both regional and on-campus activities. Some programs, however, have parental components that might make it difficult for parents to focus on Hyde’s regional requirements while their child is enrolled in a program elsewhere.

Each situation is unique and the Family Program faculty will consult with the leadership of the region regarding ongoing support for Hyde parents.
Regional Retreat

Purpose

Each region will hold an annual Winter Retreat in the month of January. This one or two-day (usually overnight) retreat provides an opportunity to address issues in depth away from the distractions and responsibilities of everyday life, allowing parents to focus on their own growth. The Family Program office provides the regional leadership with the curriculum.

Retreat Chair

The Retreat Chair works closely with the Regional Chair to manage and communicate to regional members the retreat’s logistics, theme and expectations. The Regional Chair works with the individuals who are assigned to facilitate a session: DELEGATE!

Date and Location

Retreats can be held at a location where regional members stay overnight at the retreat site or with other parents; or they may be held in a regional member’s home and parents stay in their own homes and return for the second day. The preferred site will provide an environment conducive to the introspective nature of the weekend, will allow for shared meals, and will respect travel and economic realities for all regional members.

Participants

Attendance at the entire Regional Retreat is required for all parents participating in the Family Program. There may be unusual circumstances when a parent cannot attend his or her own Regional Retreat. This parent is expected to contact the Family Program office well in advance, so arrangements to attend another Retreat can be made. Students, siblings or “guests” who are not part of Hyde’s Biggest Job Family Program are not invited.

Costs

The cost of room, board and transportation is borne by individual parents. The Region as a whole is responsible for room and board for Hyde faculty. Alumni parents (HAPA) who participate will pay their own way.

Alcohol

It is expected that parents will refrain from alcohol during regional meetings and retreats. Just as there is no alcohol served on campus at Family Weekends, when parents are doing the work of self-discovery, the atmosphere at regional gatherings should be the same.
Faculty and Alumni Parent (HAPA) Roles at the Retreat

Model the Process

The primary responsibility of faculty and HAPA parents is to model the process by participating fully in all aspects of the retreat (i.e. complete all of the worksheets, journaling, etc.) This is their opportunity to join parents in taking a “time out” from busy lives, to take stock and reconnect with one’s spirit. Faculty members are immersed in the Hyde process on a daily basis and have much to share and gain. Similarly, HAPA parents have been through the process and bring to the region their unique insights and wisdom, as they continue their own growth.

The Region is responsible for setting the tone for a successful retreat. The regional leaders still provide the leadership even though faculty and alumni parents are present.

Offer a Unique Perspective

Faculty and alumni parents will have a unique and valuable “outside” perspective which may be more objective because they have not been a regular member of the group. They may see issues/attitudes/strengths that others have not noticed. Without being embroiled in the logistics of the weekend, they have the opportunity to step back a little and take the pulse of the weekend. Are individuals challenging themselves and each other? Are the seminars reaching a deeper level? Are conversations happening outside of the seminars?
Basic Regional Meeting Format

1. Introductions of New Members

2. Attendance
The Regional Chair will note to the group those who are not at the meeting and reasons why. If there needs to be follow-up action with a parent, the Chair will assign that to someone or contact the Family Program office for assistance. The Regional Chair (or Attendance Chair) will email the attendance to the Family Program office within a few days of each meeting.

3. Business
This is optional and should be as brief as possible. Examples of business items might be:
   - Announcements about upcoming events
   - Housekeeping details such as retreat deposits
   - Update on FLC sign-ups and other information necessary to the group

4. Journaling / Sharing
Journaling is an on-going process and is self-directed; however, the school recommends that parents do a section of the journal each month. Regions may ask parents to share their journaling with a partner and give feedback to each other.

5. Seminar / Clear the Decks
During the seminar we share what we are working on in our lives through betting on the truth. Small groups form and go through the basic format:
   - Each person gets an allotted amount of time and a time keeper is appointed.
   - Read the Seminar Guidelines.
   - Clear the Decks: We bring up what we need to say, either about ourselves or to someone in the region, to bring out unresolved concerns that might prevent us from giving 100% to the seminar process. There is no response.
   - One person begins by sharing or reading homework if assigned.
   - Group gives feedback.

6. Wrap-Up
Depending on the size of the group, participants stand in a circle, shoulder to shoulder, or for a large group, it could be done “popcorn” style. Guiding questions are:
   - What did I learn about myself today?
   - What is a step I need to take to move forward in my life?
   - What am I taking away from today’s meeting?
Regional Leadership Roles

Regional Chair

The chair is the steward of the Hyde process within the region. Working closely with a leadership team of parents, he/she ensures the region functions and interacts in accordance with the school’s words and principles. The role is not to be an expert or defend the school (or serve as the school’s “mouthpiece”), but rather to support the Hyde mission.

A chair’s greatest strengths are his/her conscience and courage. These are the qualities needed to make the region a “growth group” rather than a “support group.” The chair’s greatest downfall is often a desire to be liked, a fear of making mistakes or accepting help, and a mistrust of gut instinct. These fears usually lead to a lack of Brother’s Keeper, a superficial regional culture, and diminished personal growth. The chair strives for a balance of commitment, integrity, wisdom, humor, a trust in oneself and a willingness to both learn and ask for help.

Regional Vice-Chair or Co-Chair

(The regional vice-chair or co-chairs work closely with the chair to ensure a strong region. Individual responsibilities must be clearly defined and communicated to the region.

Additional Leadership Roles

The incoming chair and leadership team appoint the remaining leadership positions with guidance from the school.

Parent Fund Chair

The Parent Fund chair works closely with Hyde’s Development Office on each campus to:
• Present the Parent Fund concept to new families joining the region;
• Encourage all families to participate to the best of their ability in this vital campaign, striving to reach 100% participation;
• Work with the Development staff during the Fall and Spring Family Weekends.

Retreat Chair

The Retreat Chair is responsible for the logistics of the region’s winter retreat. Working with the regional leadership team, the Retreat Chair manages and communicates to regional members pertinent information about dates, times, retreat location, costs, etc. He/she connects with each regional member to gather attendance or find out why a parent cannot attend, and reports to the Family Program office.
**FLC Chair**

The FLC Chair works closely with regional members to ensure all parents are scheduled for an FLC and that all parents participate in an FLC. The chair also keeps track of who has completed their FLC and encourages parents to share what they learned. The FLC chair stays in close contact with the Biggest Job Family Program team about these sign-ups.

At each meeting the FLC chair will:

- Encourage parents to share what they learned at their FLC.

- Ask new members to sign up before Fall Family Weekend. Families enrolled after Fall Family Weekend should sign up as soon as possible.

- Talk with new parents to prepare them for their FLC.

**Mentor Chair**

Regional Chairs may serve as Mentor Chair or delegate this to another veteran parent. When a new student enrolls at Hyde, each of his/her parents involved in the program should be assigned a mentor by the Mentor Chair or Regional Chair. The mentor will be a strong veteran parent in the region or a HAPA parent; he or she will assist the new parent in understanding Hyde and the expectations of parents in the Family Program.

Some veteran parents will need to mentor more than one new parent, depending on how many strong veteran parents and new parents are in the region.

Mentoring should include face-to-face or telephone conversations at least every two weeks. The Family Program team can be called upon to help identify Hyde alumnae parents, who may also serve as mentors.

Mentoring will continue for six weeks, or longer if the new parent desires.
The Seminar

Over the past thirty years, the seminar has evolved into an integral component of the Hyde philosophy and program. Initially, it was called Senior Seminar and as the name implies, only seniors engaged in the experience. Furthermore, only one individual was designated to facilitate these sessions: Joseph Gauld, Hyde’s founder. This arrangement remained untouched until 1974, when Hyde began to focus more of its efforts on family growth; it was clear that the seminar would be a critical component of Hyde’s future.

As the seminar became a Hyde mainstay, it was apparent that one facilitator would not suffice. Therefore, seasoned veteran faculty members were trained in the process by the founder. Then student facilitation began in the form of dorm meetings or athletic team debriefings. By the late ‘70s, the seminar had become an important signature practice at Hyde, and parents were trained to lead regional groups.

Seminar Guidelines

The seminar offers a time for participants to honestly and openly share their hopes, fears, dreams, and concerns about themselves and others. Above all, it is a time for us to be truthful with ourselves and with each other as we are led by conscience.

The Seminar Guidelines help maintain balance between our thoughts and our emotions, between criticism and praise, and between conscience and ego.
Clear The Decks

The Metaphor

“Clear the Decks” is an apt metaphor in the Hyde process. The Hyde family name was long associated with deep-water ship building on the Kennebec River in Bath, Maine. These ships had a variety of decks—fore deck, main deck, quarter deck and poop deck which were cluttered with tools and materials for cooking, washing and repairing sails. If it became necessary to prepare for military action, foul weather or difficult maneuvers, the orders would go out to first “Clear the Decks,” then rig for action.

“Clear the Decks,” in the context of Hyde, is an important first step in the Seminar process. Like clutter on the decks of sailing ships had the potential to cause harm or at the very least prevent efficient work from being done, unspoken issues, concerns and unproductive attitudes present obstacles that are bound to trip one up on the path to personal growth.

The Process

“Clear the Decks” immediately follows the Seminar Guidelines. Its primary purpose is to provide participants the opportunity to clear their conscience with a statement about themselves or with a statement directed specifically to another person. It is an opportunity to speak about something that might otherwise distract from full participation in the seminar. There is no feedback.

Norms of “Clear the Decks”

In order to respect the integrity of this process, the following must be adhered to. Whenever possible, address thoughts and concerns about regional members one-on-one before the meeting. If not possible, raise your concerns during “Clear the Decks.”

**DO:**
- Use “I” statements and speak for yourself;
- Be specific;
- Speak directly to the person or persons involved;
- Listen carefully to concerns raised about you;
- Be willing to look at your part in conflict or confusion.

**DO NOT:**
- Speak in generalities (everybody does, thinks, etc.) This leads to confusion and an avoidance of the clarity that is required to move forward;
- Clear the Decks with or speak about someone who is not present;
- Carry on a dialogue;
- Air general concerns about the region or the school.
Seminar Guidelines

**Principles**

1. **DESTINY** Each of us is gifted with a unique potential.
2. **HUMILITY** We trust in a power and purpose beyond ourselves.
3. **CONSCIENCE** We attain our best through character and conscience.
4. **TRUTH** Truth is our primary guide.
5. **BROTHER’S KEEPER** We help others achieve their best.

**Five Words**

COURAGE, INTEGRITY, LEADERSHIP, CURIOSITY, CONCERN

**Guidelines**

1. When in doubt, I will bet on the truth; still in doubt, I will bet on more truth.

2. I will listen and not act defensively. (I cannot hear with my mouth open.)

3. I will not give advice, complain, explain, intellectualize, or protect. *I will move from my Head through my Heart to my Soul.*

4. I will be specific, speak for myself, and stay on the subject.

5. I will share from my own experiences. *I know how you Feel...I have Felt the same way...This is what I have Found.*

6. I will stay out of my ego as much as I can. *I will take my job seriously, not myself.*

7. With my conscience as my guide, I will support and challenge the best from others in the group. *I will let others know how I feel about them.*

8. I have a personal obligation to make this seminar go.

9. I will try not to take comments personally. *If the shoe fits, wear it; if not, throw it away.*

10. What goes on in this room stays in this room. (There may be times, however, when an issue needs to be shared with school staff for the benefit of a student.)
Explanations of the Seminar Guidelines

1. When in doubt, I will bet on the truth. Still in doubt, I will bet on more truth.
Speaking the truth is paramount. It is not up to us to try and anticipate how others may or may not react to the truth— that is their issue. Our obligation is to be as truthful about our lives and our feelings as possible. Authenticity is essential. The greatest gift we can give is our courage and concern to speak the truth—not what we think others want to hear.

2. I will listen and not act defensively. (I cannot hear with my mouth open.)
All too often in conversations with people, we are listening in order to respond. We are listening “defensively,” as in a debate—looking for the points to rebut or challenge. Such “listening” is not genuine—we are really in dialogue with our own heads, and so not open to the wisdom others are offering us. It is important to seek to accept what others have to say with an open heart and mind. They may or may not be “right,” but that is not the point.

3. I will not give advice, complain, explain, intellectualize, or protect. I will move from my Head through my Heart to my Soul.
It is very tempting to try and explain ourselves—to make sure people “understand” us, or our family members (explain/protect). At other times, we want to use this forum to point the finger at others in our family, or in the school (complain). In our “self-help” culture, it can also be easy to “analyze” our feelings to death (intellectualize). Likewise, we can believe we fully “understand” someone else’s situation and have “the answer” for them (advice-giving). These familiar reactions are not helpful in Seminar; in fact, they can severely imped our ability to hear others’ stories truly, and to hear the truths they have to say to us. We must open not only our hearts, but “get out of our heads” (and get beyond our emotions) in order to receive new visions and perceptions of ourselves.

4. I will be specific, speak for myself and stay on the subject.
We don’t always need to know all of the extenuating details of a situation. Get right to the heart of an issue or attitude, directly address the question at hand, and speak from your own experience. If you find yourself talking “long,” or seeking to change the subject, ask yourself what simple (but uncomfortable) feeling or truth you may be avoiding.

5. I will share from my own experiences. I know how you feel, I have felt the same way; This is what I have found.
When giving feedback, we need to speak from our own experiences (“How does that relate to you?”). For example, we may observe in someone that they seem to be avoiding an issue. We can make that observation, and then share our own experience about how and why we avoid issues, and what we’ve learned from that behavior.
6. **I will stay out of my ego as much as I can. I will take my job seriously, not myself.**

My “job” in the seminar is to listen attentively, and to do my best to share from my own experience in the interests of contributing to a greater pool of wisdom from which we all can benefit. This is not a time to speak out of desire either to inflate or to protect my ego.

7. **With my conscience as my guide, I will support and challenge the best from others in the group. I will let others know how I feel about them.**

In the seminar, all of the participants share the responsibility of “co-facilitating” in a way—of trusting others’ emotional toughness enough to point out when they may not be participating to the best of their ability—when they are not “going where they need to go.” If you are harboring doubts, anger, or fear for another member of the seminar, you owe it to them, and to yourself, to share that emotion, without seeking to make sure you are “right.” Respect Unique Potential as our spiritual connection to others. Our personal stories provide wisdom about the journey in life.

8. **I have a personal obligation to make this seminar go.**

I need to listen attentively to others and seek to find places where I relate to them. I may never have experienced the same behavior or event, but I can relate to underlying attitudes or dispositions, and share what I have learned from dealing with those attitudes. Unless we ALL participate, it is difficult to build trust and share wisdom within the group.

9. **I will try not to take comments personally. If the shoe fits, wear it; if not, throw it away.**

Sometimes people will share an insight that creates an “ah ha” moment (we can “wear that shoe.”) Other times, we are left wondering what connection some feedback has to us: sometimes what others have to say to us has more to do with their issues than our own. We don’t always need to take what people say to heart if it doesn’t seem to apply. Still other times, we have a knee-jerk reaction that what someone is telling us is nonsense. We should pay special attention to these last times. Often what we are most eager to reject is what we most need to listen to (at least try the shoe on!) Seminar is about sharing experiences, not about passing (or accepting) judgment. Listen Respectfully.

10. **What goes on in this room stays in this room. (There may be times, however, when an issue needs to be shared with the school staff for the benefit of the student.)**

Confidentiality is critical to maintaining trust. The school staff may share with others that a family is “doing well,” or “struggling,” or “making moves” without referring to specifics. On very rare occasions (for example, if a student reveals a health threat of some kind), more details may need to be shared. You should not “gossip” about what has been said in a Seminar even with participants in the Seminar. If you continue to have concerns or thoughts about someone, go right to that person and engage in a follow-up conversation.
Hyde Family Education:
A Life-Long Journey

SELF-DISCOVERY
Focusing on personal growth and character development

- AICR (Attentive, Insightful, Critical, Responsible)
- Action/Reflection
  - The Seminar
  - Rigor
  - Synergy
  - Conscience
- Concern Meeting
- IPSES (Intellectual, Physical, Social, Emotional, Spiritual)
- Confrontation/Intentional Intrusion
- Inner Leadership Model

SELF, FAMILY AND COMMUNITY EXCELLENCE
Strengthening family commitment and honesty through the 10 Priorities

1. Truth over Harmony
2. Principles over Rules
3. Attitude over Aptitude
4. Set High Expectations, Let Go of Outcomes
5. Value Success and Failure
6. Allow Obstacles to Become Opportunities
7. Take Hold and Let Go
8. Create a Character Culture
9. Humility to Ask For and Accept Help
10. Inspiration Job #1

THE HYDE PHILOSOPHY
Understanding the core beliefs and shared values of the Hyde Schools

- Unique Potential
Every Individual is gifted with a unique potential that defines a destiny

- The Five Words
  - Curiosity
  - Courage
  - Concern
  - Leadership
  - Integrity

- The Five Principles
  - Destiny
  - Humility
  - Conscience
  - Truth
  - Brother’s Keeper