Minutes or Moments?

The clock is real. What we give our time to is worth a second look.

Every school runs on the clock: bells, periods, the few minutes between classes. That time is real, and there's never enough of it. But how we think about time was learned: what counts as productive, what earns a place on the schedule and what feels like a waste when we're stretched thin.

TWO WAYS TO LOOK AT TIME

Clock time

What the ancient Greeks called chronos

The minutes we measure, schedule and manage. The bell, the period, the agenda.

Meaningful moments

What the ancient Greeks called kairos

Moments whose value isn't captured by their length, like when a student is ready to talk or a team is ready to hear something new.

Schools run on clock time. Some of what matters most happens in meaningful moments.

SPENDING OR INVESTING?

When money is tight, people skip the oil change, and later pay for a new engine. When time is tight, we skip the two-minute check-in with a student, and later lose twenty minutes to a blowup. **Overwhelmed, we treat every minute as an expense. Looking again means seeing which minutes are investments.**

A minute that can feel like spending	What it may be investing in
Greeting students at the door	A calmer, more connected start to class
Checking in with a colleague who seems stretched	Trust that holds when things get hard
Five minutes to ask, "What are we noticing?"	Seeing a problem before it grows
Explaining the "why" behind a decision	Fewer misunderstandings later

TRY IT

Choose one moment from this week that felt like time spent. What might it have been investing in?

Not more time. A different relationship with the time you have.

Want to look again at how time works in your school? Let's talk.

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