



EXERPTS

107. D.L. Moody was the superintendent of a large Sunday School before he became a pastor. He allowed students to change classes if their teachers were boring. Boy, did that send a message!

These entries are excerpts from my manual
Care & Feeding of Sunday School Teachers
A crash course for new Sunday School Superintendents

92. Remember the problem is not **BURNOUT**. Lack of effort is mostly to blame. If teachers don't put in a lot of preparation time, it will be the **LACK OF SATISFACTION** that makes a task go stale.

115. Give out a teacher-of-the-month sticker privately.

Two healthy people can put in a 10-hour day doing the very same job. One leaves exhausted and the other leaves refreshed. Why?

78. Peer-observation is a great teacher. Sub for a newer teacher in order that she/he can sit in on the class of a fellow teacher just to observe.

106. Team-teach with your teachers once in a while. Ask what they would like you to do to help out some Sunday.

105. Don't be afraid of having "favorites." Jesus had 12 favorites -- and 3 favorites -- and there was one the rest of the fellows knew was the "beloved" disciple. Invest extra time in those teachers who are most receptive to your advice.

91. Some of your teachers will undoubtedly face an extreme time squeeze at some point in the year. Be sure they know that you are behind & beside them in those difficult days.

97. In every workshop I give, I pause to allow every teacher write down the chair he/she will sit in and the appointed time he/she will reserve for preparation. My years of working with teachers convince me that by far most are not consistent with the **CHAIR** or the **TIME**.

101. In an upcoming teachers' meeting allow each of your teaching staff share something:

- a. A significant moment which occurred in class
- b. A piece of advice which has helped them personally
- c. A verse of Scripture that has been encouraging

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17. Buy yourself a biography each Christmas about a great teacher or person who has influenced others [coaches, philosophers, role models, businessmen, inventors, and missionaries.]

1. Get to know each of your teachers this year by asking three questions:

- A. "What do you enjoy most about teaching?"
- B. "If your students could change one thing about you - what would they change?"
- C. "What is the most difficult thing about teaching your class?"

Make notes in a little black book.

7. Sit in on each teacher at least once a year [or 6 months]. Tell the new teachers a week ahead that you'll drop in.

8. Compliment each teacher once a month on such things as: thoroughness, promptness, cheerfulness, room décor, class participation, or....

147. ☐ Encourage teachers to talk to each other about their ministries. Develop a camaraderie, fraternity, and team spirit.

151. ☐ Spend the next month praying with just one teacher before each meeting.

147. ☐ Encourage teachers who love discussion to have every student say something every time their small group meets. It may be just a comment to the person sitting next to him, but every kid will use his mouth each week.

148. ☐ Good leaders not only love to talk, but as a rule they love to listen. Assume that they want to become better communicators. Drop hints about effective methods continually.

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.82. □ One of your greatest resources is “prayerful thinking” about each staff worker on a regular basis. Make a list and a plan.

.81. □ Always, **always**, **ALWAYS** carry a paper and pen with you to the youth meetings !

Remember, a short quill is better than a long rememberer.

- My electronic device is half as fast as my pen.
- If you pull out your electronic device during a teaching time, it may encourage kids to do the same. Not good.

76. For one month keep track of the arrival time of every teacher. Send notes of appreciation to those who are punctual [i.e. 15-30 minutes early].

77. Most teachers' manuals have articles in them pertaining to the age group they are teaching. Read some of these periodically, perhaps when the new materials come in each quarter, and draw the teachers' attention to them when you pass out the manuals.

86. Don't be afraid to ask about their involvement with students outside of class.

118. All your teachers are volunteers, but not every volunteer needs to be kept. It is the responsibility of the superintendent to determine who is not an asset to your students.

85. Ask each teacher to give you the name of one student who may be on the verge of dropping out.

116. Even critical comments can be seasoned with salt so that those who receive it will appreciate it. Your love will help them realize you truly want to build them up.

117. A teacher with a passion for students yet with glaring faults, is far to be preferred than an excellent pedagogue who doesn't pray for his students.

*Make this booklet
required reading for your assistants and
your successor.*