



ALL SOULS SCHOOL

PARENTS ASSOCIATION NEWSLETTER

AUTUMN 2016

THIS ISSUE'S THEME: COLLABORATION

The "Four Cs" are just as important as the "Three Rs."

By Jennifer Vest, Ed.D., Director, All Souls School

Collaboration is defined as the action of working with someone to produce or create something. Over the past decade, collaboration has been identified as a 21st century skill that should be incorporated into the K-12 curriculum, along with creativity, critical thinking, and communication. Organizations such as the Partnership for 21st Century Learning have worked with independent schools to incorporate these "Four Cs" with the "Three Rs" to create an enriched curriculum. The schools ground their work in collaboration with three outcomes for students:

1. Demonstrate ability to work effectively and respectfully with diverse teams
2. Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
3. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member (P21.org, 2016)



SPOTLIGHT: Collaboration on the Roof Class 2B teacher discusses group problem solving

"Using tricycles and bicycles on the roof, a group of children decided that they should put together a ramp to add interest and challenge to the circuit. After a short discussion on where the blocks should be positioned, the ramp was built two blocks wide with ascending and descending blocks placed appropriately. Another child decided that she should be the traffic light to direct the traffic forward when the first cyclist had passed the playground curve. She placed herself on the blocks and raised her hand to stop the cyclists while she glanced to see that it was safe to follow. After a few iterations, some children noted the tricycle's wheels did not always make the turn without the child disembarking. Another child commented that their vehicles could not gather enough momentum when stopped before their ramp ascent. There were nods of agreement and the children decided that the ramp should be three blocks wide for the tricycles and an extra straight block should be placed at the left side for the traffic light caller. Some children playing on the grass were watching the cyclists but wanted to continue their grass play. They began to place the square blocks around the grass perimeter, thus delineating their space and creating a viewing area of the bikes. In collaborating with one another, the children were sensitive to one another's needs and safety issues. They worked on spatial concepts and thought out solutions occurring in the 'physics' of their play."

—2B teacher Shelagh Naughton-Schuil (see photo of this roof collaboration on page 4)

Director's essay, continued...

While K-12 schools are beginning this work in collaboration, early childhood programs have been engaged in this work for decades. All Souls School, with its philosophical roots in the Reggio Approach and project-based learning, places collaboration at the center of its work with young children. However, just as K-12 educators are finding they must redesign their instructional practices to foster collaboration, All Souls teachers know they must be deeply intentional in their practice to implement collaborative learning with our young students.

The ability to collaborate develops along a continuum for young children. Collaboration requires cognitive, language, and social skills that are emerging in two, three, and four year olds. Important milestones such as turn-taking, expressing opinions and emotions, and understanding another's perspective, are necessary skills for children to be able to engage in collaboration. For very young children to participate in collaborative work with peers requires careful scaffolding and support from teachers.

For our youngest students, collaboration is fostered through building community. Our twos and threes must first come to understand their roles as members of a learning community. This is a difficult task as one is just beginning to gain a sense of individual identity outside of the family. Our teachers build this sense through routines, care of the environment, and class jobs. Developing a sense of ownership and responsibility for a shared space, while also learning to respect another's work within that space, is a mighty task for young learners. Yet these experiences provide the foundation for collaborative work.

As students move into their second or third years at All Souls, the understandings they gained in their first year are expanded. Just as we see children's play transform from solitary or parallel play into true cooperative play, their collaborative skills deepen. At ages four and five, children become more interested in working with their peers, and begin to understand that a collaborative effort can be even more spectacular than an individual one. Teachers continue to scaffold the collaborative experience with guidance, carefully crafted questions and prompts, and expert knowledge of when to lean in and when to withdraw from the group's work.

Collaboration is a skill that our children need for success in a 21st century world that we can't even imagine. By nurturing this skill in the early childhood years with careful guidance and scaffolding, through engaging and interesting project work, we can provide the optimal environment for this skill to grow and develop. In recognizing the importance of this work for our children's future, we can equip them for success in our dynamic global society.



CLASS 2A CANDIDS



ALL SOULS

**Working - and playing - toward shared goals.
See how collaboration is incorporated into the day.**

“On the roof, children have been enjoying the Imagination Blocks. There are several themes that have already emerged in block building. One example is building elaborate ‘castles’ together. Another theme is using the boat, where children utilize the blocks as ‘luggage’ or ‘snacks’ and take them on a long boat trip.”
-4B PM teacher John Perlich



ROOFTOP

“We recently acquired three pumpkins for our classroom. As a group, we collected ideas at morning meeting about what to do with our pumpkins. The children narrowed down ideas to two options: (i) carve our pumpkins, or (ii) paint and add stickers to our pumpkins. We then voted as a group on which idea to pursue. The winning idea was to paint and add stickers to our pumpkins. Working in small groups, children had to work together to decide how to add the paint while also being respectful of each others’ work on their pumpkins such as not paint over a group member’s work. As a group, the children also decided whether they wanted to work on one last project with their pumpkin after their painting and sticker-ing was complete. Some groups decided to add faces to their pumpkins. One group wanted to carve their pumpkin. Each group member drew a plan of what type of face to add to the pumpkin. Then the group decided how to incorporate each others’ ideas onto the face. Sometimes we had overlapping groups. For example, a child from one group was invited to create teeth and eyes for the pumpkin in another group because she was skilled at making facial features.”
-3B teacher Jackie Jediny



IN ACTION



“Even though the children have only been together for a little over a month, collaboration is already happening in the classroom’s dramatic play area when several children get together to set the table for a ‘meal’ to share.”
-4A teacher LouAnn O’Hora



“There has been a lot of ‘family play’ in our classroom dress-up area. Teachers often hear children negotiate with each other. For example, “I’ll be the mother,” says one. “Okay,” says another; “I’ll be the big sister.” Another might want to play the part of the baby, or we might have four “mothers” who are taking care of the four “babies” available in the area.”
-4B AM teacher John Perlich

“We are seeing some preliminary examples of collaboration in 2A. We observe this most often with group play using Magnatiles, sharing ideas over play dough, and using the little house on the roof as an ice cream shop.” - 2A teacher LouAnn O’Hora

PLAY

ART



“In 3A, we try to have the children work together collaboratively in a variety of opportunities. Working together builds stronger relationships among the children, helps everyone grow and helps the class function better. One of the group projects we are working on in both classes are box sculptures. It starts with each child adding one box in an intentional way to a flat piece of cardboard. Then, because children brought boxes to share from home, everyone could add a second box a day later. The children then discuss as a group what to do with it next. Both classes wanted to paint their structures, so they did so. The morning class decided to add sparkles, stamps, Halloween decorations, and even small people to make it a “Halloween city.” The afternoon class wanted to add glitter and roads to make it a “zoo city.” We do this project at the beginning of the school year because it encourages the children to listen to others’ ideas during class meeting and to build upon them. It also encourages children to share their ideas in a large group and helps set the tone that meeting is a place of discussion and everyone has ideas to share that are worth listening to.” - 3A teacher Emily Ehmer



CLASS
2B
CANDIDS



CLASS
3A AM
CANDIDS



DID YOU KNOW?
The hamster in 3A is named Lily. When the children bring in food for her to eat, these small, spontaneous gestures of collaboration are part of learning responsibility and empathy.

ALL SOULS AT HOME

Bake an apple pie inspired by the book
How To Make An Apple Pie and See The World by Marjorie Priceman

Consider this book as a vehicle for discussion about large-scale collaboration. The fact that both nature and people from around the world come together to create the ingredients necessary to make an apple pie is an enormous concept. It's also a way to discuss where our food comes from, and how it arrives on our plates. The ingredients are sourced, transported and transformed by farmers, millers, distributors and bakers. Semolina wheat from Italy must be ground into flour. Chicken eggs are sourced from France. Cinnamon is harvested from the kurundu tree in Sri Lanka. Milk is drawn from an English cow, and used to make butter. Salt is extracted from evaporated seawater and sugar from Jamaican sugar cane. Apples are picked from trees in Vermont - though in this case, we present you with two images from class 2B's apple orchard trip in October.



Apple Pie Recipe

Crust:

- 2 cups flour
- 1 teaspoon salt
- 1 cup butter (2 sticks)
- 1/2 cup ice water
- 1 egg yolk

Filling:

- 5 to 7 apples
- 3/4 cup sugar
- 1 teaspoon cinnamon
- 1/4 teaspoon salt
- 2 tablespoons butter

Stir the flour and the salt in the bowl. Using your fingers, rub small pieces of butter into flour mixture until it looks like cornmeal. Or - use a food processor. Add ice water slowly, starting with a few tablespoons, and only adding as much as you need. Stir with a fork until loose ball is formed. Divide dough in half and make 2 patties. Place 1 patty between 2 pieces of wax paper and roll in to a circle that would fit into your pie pan. Do the same thing with other patty. Refrigerate both until ready to use. Preheat oven to 425F. Peel, core and slice the apples. Toss with cinnamon and sugar and, if you have it, add some apple butter. Lay the rolled out dough in the bottom of your pie pan. Add the apple filling into the pan, making sure to put more apples in the center of the pan. Add some butter and cover with the second rolled out patty. Pinch (and twist a little) the sides of both patties together to "close" the pie. Cut some vents. To glaze the crust, use a mixture of 1 egg yolk and 1 teaspoon of water. Brush it well on the crust. Place the pie in the preheated oven and bake at 425F for at least 45 minutes or until the apples are tender and the crust is golden brown.



CLASS
3A PM
CANDIDS



ALL SOULS



THE TEACHER SAYS... An Interview with Haven Mitchell-Rose By Anabella Sperduto, Class 4Bam

This year we welcome a wonderful new teacher to our school. One of her students in 4Bam and her mother sit down to speak with her.

AS: Where did you grow up?

HM: I grew up in California in a city called Sacramento, which is actually the capital of California.

AS: What neighborhood do you live in now?

HM: I live in Brooklyn, in a neighborhood called Park Slope.

AS: Did you work at another school before All Souls?

HM: I did. I used to work at a school called Dorothy Day Early Childhood Center. It is in Harlem, which is uptown from here.

AS: What do you like most about All Souls?

HM: I really love the community at All Souls. I work with an excellent teaching team, and an excellent group of students and families. Everyone has been very warm and welcoming. It's been a really lovely experience.

AS: What is your favorite activity in 4B?

HM: I think my favorite is when we are on the roof in the morning. I love to watch you and your friends playing in the house, and the boat, and with the blocks. So many stories come out of your playing, so many characters, and places to visit. It's really exciting to see that.

AS: Most of all, I like the roof too! What is your favorite food?

HM: Well, when I was little, maybe a little bit older than you are, my dad used to cook salmon. He put this lemon sauce with butter on top and it was so delicious. To this day it is my favorite thing to eat.

AS: Wow. What is your favorite children's book?

HM: I love the book called "Where the Wild Things Are." It is my favorite because we get to celebrate a wild part of ourselves in a fun way that is not so scary, because it is mystical and ethereal.

AS: What are your favorite hobbies?

HM: I love the theater. I've performed in plays for a long time, starting when I was your age. Then for a while, I did some directing of plays. That means I got to tell all the actors what to do. Now I work with a theater company called Spellbound Theatre in Brooklyn. We make brand new plays for kids who are 0 to 5 years old. This year, I'm creating a play called "The Last Coin". It's a fairy tale story about a magical quest. That means a journey.

AS: Do you have any brothers or sisters?

HM: I do. I have a younger sister. Her name is Rayna. Rayna lives in Seattle, and she goes to school. Do you have any brothers and sisters?

AS: No. Just pretend ones.

HM: That sounds like a fun game to play.

AS: What is your favorite holiday?

HM: I love Thanksgiving which is coming up soon, partially because it is right near my birthday. But also because I think it is really important to say all the things that we are grateful for, and to remind ourselves how lucky we are in our lives. I like to remind the special people in my life how much they mean to me.

Thank you, Haven!

ALL VOICES

THE SCHOOL DIRECTOR SAYS... An Interview with Jennifer Vest By PA President Kelli Cooney

Collaboration is such a fun theme to think about - especially in the context of early education and through the eyes of our new Director. Enjoy our interview below, which is just another example of successful collaboration between the PA and the school!

KC: How do you see the application of our school's collaborative philosophy applied on a day-to-day basis?

JV: Collaboration is an inherent part of both the Bank Street and Reggio philosophies. Teachers intentionally build opportunities for collaboration. This is seen in the structure of the day, in both small and whole group meetings, and in classroom jobs. Being a member of the group and understanding your role in a community is the foundation of collaboration. Spontaneous collaboration arises in open play and work times, as children make decisions about what they will do, and with whom they will work. Collaboration is central to our more formalized project work, as children discuss, negotiate, plan, and enact their ideas.

KC: How does the idea of collaboration play into our desire to have a diverse community?

JV: Learning to work with others is a critical skill in both our own diverse community, as well as our increasingly interconnected world. Collaboration requires understanding another's perspective, which comes from listening to and incorporating others' ideas into shared work, as well as respecting and utilizing others' skills, talents, and expertise.

KC: How have you seen collaboration emerge out of roof-time play?

JV: The materials and space provided on the roof naturally lend themselves to collaboration. Navigating trike riding and running games in a limited space requires negotiation and awareness. The large block sets require collaboration, due to the size and weight of the blocks! They offer open-ended opportunities for the children to use their imaginations, and they allow the building that is happening in the classroom to be extended to the roof, often on a grander scale.

KC: How do our teaching teams collaborate both in and out of the classroom?

JV: Working in trios requires collaboration! Each set of teachers have developed systems that work for them, based on their personalities, strengths, passions, and experiences. Teachers structure their team meetings to allow for reflection and conversation about the work of the children, as they plan their next steps in the project work. School-wide collaboration happens during our weekly faculty meetings and our professional development days.

KC: How do you work with the teachers to encourage collaboration?

JV: For a team to be successful, each member must be committed to having a shared vision for their classroom. Prior to the start of school, our teams created "New Year's Resolutions" and set goals for themselves. This has helped to lay a foundation on which successful collaboration can build.

KC: What is the best part about collaborating with our Parent's Association?

JV: I have gained a deeper insight and appreciation for our community and school culture. Parents enthusiastically volunteered for a wide variety of roles, and want to be involved. I've witnessed the friendships that have arisen among parents through PA work. Just as our children gain a sense of pride and accomplishment from satisfying work with friends, we too have the need to connect and contribute.

KC: Dr. J., I couldn't agree with that more!



ALL SOULS, ALL VOICES



THE CHILD SAYS...

An Interview with Joya Nunez, age 4
By Jeremiah Nunez (All Souls alum, age 6)

In keeping with past issues, we present an interview between a current All Souls student and her older sibling, who was in class 2B last year. Many thanks to their family for helping to facilitate this discussion.

Jeremiah: What do you like to do first thing at school in the morning?

Joya: Actually, I really, really, really like meeting. Meeting is the first thing you do at school.

Jeremiah: What do you do at morning meeting?

Joya: We talk about a lot of stuff, like we mean it.

Jeremiah: Have you worked on any group projects at school?

Joya: On Fridays, we cook!

Jeremiah: Thanksgiving is coming up. What is your favorite thing to eat?

Joya: Pumpkin pie and cake.

Jeremiah: What animal do you have at school?

Joya: No animals right now. We are planning to get one. I always say a hamster, but maybe we will get a different animal?

Jeremiah: What would you want if you could have a pet at home?

Joya: I would pick a doggie, a hamster and a cat.

Jeremiah: What do you like most about school?

Joya: Learning and playing with my friends.

Jeremiah: What does working together mean?

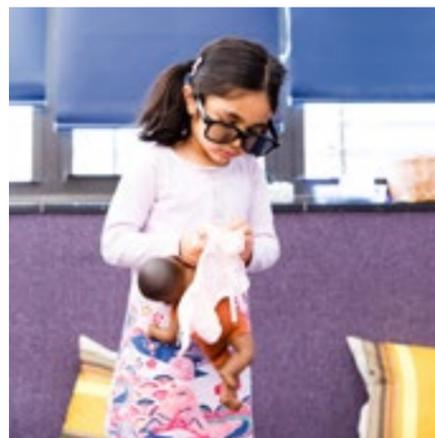
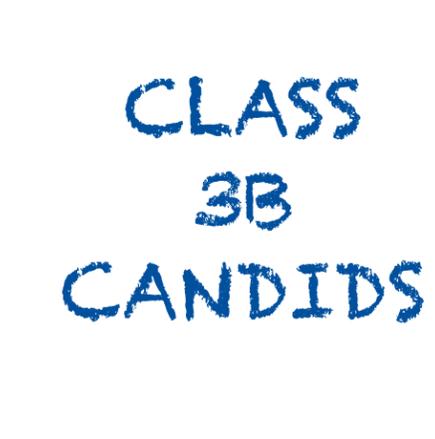
Joya: Being a friend. Helping, listening...sharing.

Jeremiah: What do you do when school ends?

Joya: We go to our cubbies and we wait for our grown ups and we go, 'good bye!'

Jeremiah: What do you want to be when you grow up?

Joya: I want to maybe be a doctor.



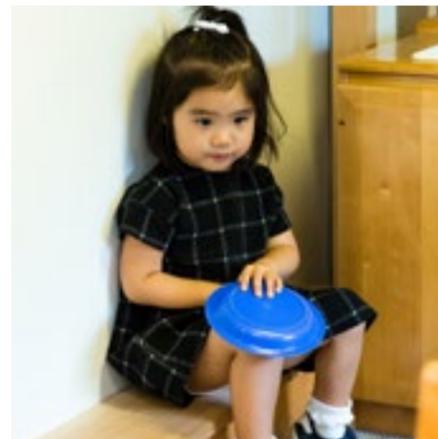


CLASS
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ALL SOULS IN THE COMMUNITY

“Collaboration is a skill that our children need for success in a 21st century world that we can’t even imagine.” - Jennifer Vest



A glimpse of the community outreach gardening initiative on October 15th at Carl Schurz Park.

Community and collaboration go hand-in-hand and their importance has always been in the DNA of All Souls School. An annual example is the organization of efforts to clean-up and beautify Carl Schurz Park. The nearby park is one of the city’s gems with something to offer for everyone - however, keeping it that way is only possible through the collaboration of a caring community. On October 15th, All Souls School families came together to show some tangible love for the park. The relatively warm day meant volunteers could literally roll up their sleeves in efforts to clear branches, rake leaves and remove debris. This hands-on opportunity to show our children how people can work together to make a difference is always a memorable event for all.

Another way our school comes together for our local community is through the recent Take-Out Food Container Collection, which benefits food distribution by the All Souls Soup Kitchen. Many more events are in the works! Please look for announcements from the PA about how you can collaborate in creating a better community for all.

ALL SOULS ONLINE

Please visit the All Souls website to check the school calendar, your class page, view many more photos, and download an array of articles and forms. 1000 thank yous to the parents, teachers, students, and administrators who contributed to this issue of the All Souls School Newsletter

THE NEWSLETTER TEAM

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ALL SOULS, ALL HEART

WHAT WE DO WITH WHAT YOU GIVE

Want to know where your donations go?

Here's a quick hit list of the funds that **support our school**.

The Gunnar Johannsen/Kefalidis Tuition Assistance Fund Fully supported by contributions from parents and friends, as well as the proceeds of the Annual Benefit, scholarships are awarded on the basis of need by a non-parent committee of the Board of Trustees.

The Dr. Jean Mandelbaum Teachers' Enrichment Fund This fund allows teachers to attend professional conferences, pursue educational interests, and receive short-term, no-interest loans.

The Director's Fund for Children's Special Needs Started with a large donation from a school family, this fund: helps provide consultants (such as speech therapists, psychologists, and social workers) to the staff; adds materials or personnel to the classroom when special circumstances arise; and provides the Director with the ability to meet unexpected needs appropriately and promptly.

Unrestricted Needs Fund As a not-for-profit institution, the school depends on donations to this fund to help support operating activities.

ALL SOULS, ALL GROWN UP

WHAT WE DO WITH WHAT WE LEARN HERE

In this section, we feature alumni who have pursued careers related to our issue's theme, in this case **collaboration**. Meet a handful of very giving, very awesome All Souls grads:

Charles Cohen (1971-1974) Charles is a visual artist whose work has him in a constant state of collaboration. He finds that collaboration is the foundation of creativity: in order to access the well of ideas from which he expresses his unique perspective, a mindful selflessness is required. In a sense, he collaborates with an audience to co-author his works.

Sarah Koppelman (2001-2004) Throughout her years at All Souls, Sarah always relished the moments during which Jean Mandelbaum played her guitar and led the school sing, and all of the students came together to create music. This enjoyment sparked a passion for music, and she is currently a clarinetist in the Diller-Quaile School of Music Orchestra and the Fieldston School Wind Ensemble. All Souls taught her the importance of harmony - in music and in life - and that the best results emerge from the contributions of many.

Abby Malone (1996-1998) Abby - daughter of Admissions Director, Susan - graduated from Brown University this past May. As of August, she has begun her year of service with City Year New York, where she provides in-class support for a 5th grade classroom, and facilitates after-school programs at a public school in East Harlem. She plans on pursuing a Master's degree in International Education Policy in the upcoming year.



Please Save the Date

A night
in
HAVANA

★ Thursday, JANUARY 26th, 2017 ★

ALL SOULS SCHOOL
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For more information visit:
<http://www.501auctions.com/allsoulschool>



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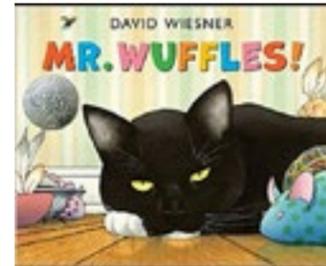
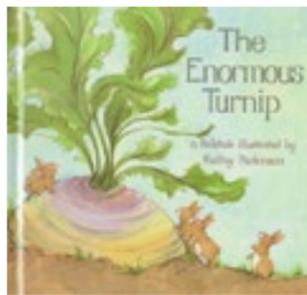
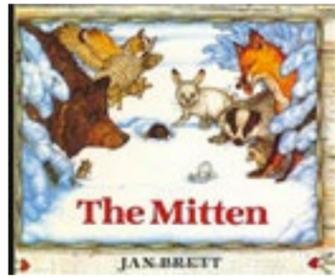
NOTES FROM THE RAMP
Collaborative play takes shape spontaneously on the garden ramp after pickup each day. It's a chance for the children to frolic with kids from other classes and release some energy.

ALL SOULS

STORY + SONG

STRAIGHT FROM THE ALL SOULS EXPERTS: The best book and music selections to inspire collaboration from library guru Mari Schermeyer...

Mari's book selections from the All Souls School Library provide thoughtful storylines of how through cooperation, teamwork and conversation, comes collaboration...and amazing results!



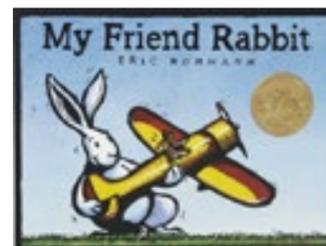
The Mitten by Jan Brett Nicki wants his grandmother Baba to knit snow-white mittens for him, but she warns him that it will be hard to find if he loses it in the snow, but of course he promptly does just that! Soon, one by one, various forest animals take refuge in the lost mitten including a big bear! Finally, a tiny mouse squeezes in and her whiskers tickle the bear's nose. The bear sneezes, and all the animals fly out of their warm abode. The mitten sails through the air; Nicki reclaims it and takes it home to show his smiling Baba.

The Enormous Turnip a Folktale illustrated by Kathy Parkinson Grandfather Ivan wants to harvest a huge turnip. He tries to pull the turnip out of the ground by himself but it won't budge. He enlists the help of everyone around, and pulling together, it still does not move. Finally, a beetle that happened to be walking by, grabs onto the tail of the mouse and together they all pull. "WHOA-OOMP!" Success!

Stone Soup by Jon J. Muth Three monks travel along a mountain road. When they reach a war-torn village, the villagers disappear in their houses hiding their food and closing their windows tight. "These people do not know happiness," said the three monks, "but today we will show them how to make stone soup." The monks build a fire and with the help of one brave little village girl, she helps the monks find the key ingredient, three smooth stones. One by one, the villagers are intrigued, each offering a single ingredient, until, together, they have a feast for a king!

Mr. Wuffles by Davis Wiesner A cat named Mr. Wuffles doesn't care about toy mice or toy goldfish. He's more interested in playing with a little spaceship full of actual aliens, but the spaceship isn't designed for rough treatment. Between motion sickness and damaged equipment, the aliens are in deep trouble. The aliens dodge the cat and make friends with nearby insects. The result is a humorous exploration of cooperation between aliens and insects, as well as the universal nature of communication involving symbols and gestures of friendship.

My Friend Rabbit by Eric Rohmann When Mouse lets his best friend, Rabbit play with his brand new airplane, trouble isn't far behind. Mouse's airplane gets stuck in a tree and they cannot retrieve it. Rabbit circles up his friends, large and small, and coaches them to stand on top of one another, like living building blocks. Through teamwork, communication, patience, the collaboration of all the animals yields successful results in more ways than one.



...and music specialist Bill Gordh

And now some songs of collaboration:

"You get a hammer and I'll get a nail ... an invitation to collaborate in the opening verse of Woody Guthrie's song Bling, Blang that is an ongoing favorite at All Souls. When more than one person sings the same song, there is collaboration going on. When singing with another, you acknowledge the contribution of the other person as well as the importance of your own part in expressing a feeling, idea or adventure contained in the song.

When the school gathers once a month for our singing time, it is time for the entire group to joyfully collaborate in song. Sometimes the songs are specifically about working together while others focus on other important things in the children's lives and the collaborative act of singing together builds the community of the school.



This Land is Your Land (Woody Guthrie) This song could be called the National Anthem of All Souls. We have sung it as the final song of every sing since our first in October of 2011. "This land is your land; this land is my land." - certainly an expression of the collaborative spirit.

We All Work Together (with a wiggle and a giggle) (Woody Guthrie) Another great Woody song that celebrates the positive results and joy of working collaboratively. Woody's daughter, Nora once told me that Woody felt that children learned the most while working on projects and so working songs are central. Of course we know that in early childhood a lot of the work is play.

Car Songs There are many great car songs including Woody's "Take You Riding in My Car, Car" but perhaps the best car song ever is the one a family can sing while on a trip. Put away the head phones, iPads and other games and let each rider name a song that everyone sings. The driver gets to name one too! Happy Travels!



What Shall We Do When We All Go Out? (Traditional - North Carolina) A song that has become a favorite at our sing-alongs is the traditional song "What Shall We Do When We All Go Out?". It's a simple melody that supports a chorus that asks the title's question. The answer(s) to the chorus question are expressed by the children and we sing their ideas. Having everyone sing along with each child's suggestion celebrates the contribution. Singing the song at different times of the year invites the children to think what they can do outside through the seasons.

THE BACK PAGE

"We tag team in the mornings - Yul packs lunch while I make breakfast, and then I take V to school, while Yul brings Walter to All Souls."
- Arthur Kaseman

"Collaboration is key, especially as we put the children to bed. I usually will read to them while Courtney is preparing dinner. That way, we can still enjoy our time together once the kids are sleeping."
- Joe DiMauro

"My three sons - Ben, Charlie and Jack - collaborate with one another to try to beat me in street hockey." - Jim Gillespie

"Our family uses collaboration to get chores done around the house. Our 22-month-old presses the button to start the dishwasher cycle, Hannah unloads the silverware and I am in charge of making sure the glass items end up safely back in the cabinet. Chores are more fun when we work as a team."
- Rachel Levin

"Our family collaborates well on cooking! Especially pancakes and other baked goods. We take turns helping to get supplies that we need, measuring, adding ingredients, mixing and licking the bowl in some cases."
- Betsy Cohen

"Weekends often seem busier than the work week. From parties, play dates or going to the park, collaboration is essential to meeting our personal schedules, catching up on errands and occasionally trying to catch up on sleep!" - Harald Stavenas

"In our house, collaboration is: When Audrey feeds Nora her yogurt on a busy weekday morning. When Ryan separates the lights from the darks before I throw in a load of laundry. When Audrey reads Ryan his bedtime story while I put Nora down. When Ryan asks Audrey to help him write his name on a picture...and she does!"
- Clare Hallinan

"When we hang anything up on the walls, the boys love to get all the tools ready. Our sons love to figure out what size and shape screwdriver fits best for each screw. Then after I get the screw anchored in the wall and hang up a painting, the boys use the level to ensure that everything is straight. With everyone's help, we've become an expert team in decorating our walls!" - Steven Lin

"Weekends, especially, are all about collaboration. Often that means all three of us playing, cooking, going to the park or museums together. But we also divide and conquer. When Alexandra takes Elliott to violin on Saturday mornings, I'll go for a run or do some reading. Later, I take him swimming while Alexandra gets a couple of much-needed hours for herself."
- Stephen Wallis

"Our mornings are an exercise in down-to-the-wire collaboration. The kids dress themselves then graciously drag us out of bed. Then Ben makes breakfast while I get ready to take the kids to school. Teddy patiently rides along on the M79 as we take Will to school for his 8:15 drop off. If there's only one seat, big brother lets little brother have it. Little brother lets big brother choose the book to read during the commute to the west side. Then, finally, Teddy and I head back East to All Souls. He deals with "the yucky smell of coffee" when I stop into Orens, then it's 9am and time for school....and work!"
- Lauren Brody

"We model collaboration at home in many ways. One that comes to mind is how we trade off our weekday morning exercise routines. One day Stacey works out while I spend time with Olivia and get her ready for the day, and the next day we switch."
-Paul Gutman

"Caroline enjoys being a helper at the grocery store picking out food. We also enjoy doing a "trash run" together. We take our garbage and recycling to the compactor room and put them in different bins, then race back for another batch. She sometimes complains that we don't have enough trash!"
- Tony Huang

How do you see collaboration happening at home or in your family?