**Activity: First things first (From Castle and Buckler, 2018: 65)**

The ‘quadrants of priority’ (adapted from Covey, 2004) are a way of considering the sequencing of the hundred-and-one daily tasks required of a teacher.

Consider your current ‘to do’ list (whether this is actually a written one or just a series of jobs in your mind). Place the items on your list into the following quadrants. (Please refer to Buckler and Castle, 2014: 63, for further information on the quadrants.)

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Non-Essential** |
| **High Priority** | **Quadrant 1**(‘Emergency: I need to do this before anything else!’) | **Quadrant 2**(‘I have time to do this and it is a priority for me.’) |
| **Low Priority** | **Quadrant 3**(‘Someone else wants me to do something quickly but it isn’t important. I should say ‘no’!) | **Quadrant 4**(‘Why is this even on my list?’) |

The ultimate aim of this model is to ensure that you limit the tasks in Quadrant 1 to allow more time to be spent on those in Quadrant 2, while staying away from Quadrants 3 and 4 as they are not important.

Alas it may take an investment of time to ensure that you can devote most of your resources to Quadrant 2: initially you would have to clear those in Quadrant 1 as these cannot be ignored, and then those in Quadrant 3.