

Reflections

Each One Teach One

When I was growing up, my father told me exciting stories about his volunteer teaching work in a literacy program called "Each One Teach One." I remember walking to school turning the phrase over and over in my mind. I grew up in a time when public school education meant straight desk rows and all information coming from the front of the room. In what Paulo Friere called the "banking system" of education, students learned the skill of recycling the information ingested when called upon in class or tests. It never occurred to me as a child that my teachers were ever engaged in learning, or what we now call professional development. I think this is one reason, in addition to the alliterative phrase, that the "each one teach one" concept captured my imagination.

My imagination is captured and my heart inspired again by the stories told to us by Friends schools in their newsletters and their responses to our queries about teacher-led professional development. Each one teach one, or teachers learning for and from each other, is a creative pathway forwarded by (and yet preceding) the new economic climate and perfectly suited for Friends schools where collaboration, shared seeking, academic vigor, and spirited inquiry are hallmarks of both the program for students and faculty collegial interaction. I hope the snapshots herein inspire you to learn more about what is happening in Friends schools near you and across the country.

Former head of United Friends School Craig Sellers has said that the characteristic shape of Quakerism and Quaker education is the circle. In Friends meetings, Friends organizations

and Friends schools, we create structures that amplify our ability to listen and learn from each other. New tools of learning are making it easier than ever to be part of the circle of learning.

I hope that these snapshots inspire you to take part in the multi-layered opportunities for learning for and from each other sponsored by the Friends Council on Education – the regional governance workshops, the webinars on financial sustainability and advancement, the peer network gatherings in schools and at Friends Center, and the wonderful web-shaped circle of idea exchange in the groups on www.friendscouncil.net.

May you have many stimulating conversations and collaborations in this new year.



Irene McHenry and her dad, Ira

Irene McHenry

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WINTER

2010

Teachers learning
for and from each other

CHRONICLES OF

Quaker Education

Interactive Professional Development

Act 48 (PA) Credits available.

Workshops

Educators New to Quakerism, Pendle Hill
February 18-19
May 6-7

Heads' Gatherings

Heads of Schools with Secondary Divisions,
April 8-9, Sandy Spring Friends School
Heads of Friends Elementary, Nursery,
& K-8 Schools, April 25-27,
Chestnut Hill Meetinghouse

Peer Network Events

Admissions Peer Network, May 17-18, Pendle Hill
Assistant Heads & Division Directors, April 26-27
Chestnut Hill Meetinghouse, Philadelphia
Deans of Students Peer Network, February 22, Friends Center
Special meeting: Priceless: Communicating the Value of a Friends Education with Ian Symonds: March 9, Friends Center
Diversity Peer Network with Gene Barstie, February 8-9, Pendle Hill
Early Childhood Educators, April 16-17, Abington Friends School
Friends Environmental Educators Network (FEEN), April 28-30, Sandy Spring Friends School
Humanities Peer Network, March 1, Princeton Friends School
Librarians Peer Network, February 26, George School

Governance Matters:

Advancement and Financial Sustainability for
Small Friends Schools, Part II
For Trustees, Heads, Business, and Development
Staff & Volunteers in Friends Schools
February 20 – *Regional Workshop* at Delaware Valley
Friends School, Pott, PA
April 10 – *Regional Workshop* at Friends School of
Baltimore, MD
April 17 – *Regional Workshop* at Cambridge
Friends School, MA
April 20 – *Webinar: Good to Go* — Marketing in a
Down Economy with Heather Hoerle

The Friends Council on Education has been providing experiential professional development since the first gathering for upper school religion teachers in 1934. Participants of Friends Council programs learn as much from each other as they do from workshop facilitators.

Register Now: www.friendscouncil.org

Quaker Education



Abington Friends School

Teachers in Friends Schools

Learning for and from each other

The dimensions of Quaker pedagogy — learning through inquiry, reflection, and collaboration — are as lively for the teachers in Friends schools as they are for the students. This issue of *Chronicles of Quaker Education* provides highlights of teachers learning in Friends schools, in which teachers are actively learning for and from each other.

As is true of students, teachers learn best by actively working together. A growing body of research makes the case that the most important factor in determining whether a school is a setting in which children grow and learn is whether the school is a setting in which adults grow and learn. For Friends schools, experiential learning is rooted in the Quaker beliefs that there is that of God in each of us, and that truth is revealed through shared seeking. The rigor of this shared search enlivens learning by both children and teachers in Friends schools.

Professional Learning Communities

Friends schools are finding a powerful synergy with experiential Quaker pedagogy through professional learning communities of many varieties.

Critical Friends Groups are thriving at **Abington Friends School**, Jenkintown, Pennsylvania, **Friends School of Baltimore**, Maryland, and the **William Penn Charter School**, Philadelphia, Pennsylvania. Originally developed by the National Center for School Reform, Critical Friends Groups are groups of faculty that come together for collaborative, reflective exploration of teaching practice. Friends schools often incorporate use of silence and centering into the protocol. “Critical Friends Groups, along with the use of silence and clearness-type questioning, create an avenue for learning about pedagogy that is open to the spirit, allowing the teacher within to grow and flourish in community with others,” says Ben Dziedzic, Penn Charter English teacher.



William Penn Charter School

Abington Friends School faculty this year had the opportunity to choose from three professional learning community options: Critical Friends Groups; integrating technology and web 2.0 tools in the classroom; and a new action research program to explore and develop a multiracial pedagogy, exploring the tools and skills needed to navigate and learn from an increasingly diverse, multicultural world. More than 80 people volunteered to participate in one of the three models for 2009-10. “We know that faculty learning happens best when it is sustained over time, is shared among colleagues, and is grounded in trusting relationships. Together these groups support a culture of continual, collaborative, engaged faculty learning,” said Russell Shaw, Assistant Head for Academic Affairs at AFS.

Westtown School, Pennsylvania, has launched a peer coaching pilot program. Seven teachers are serving as “goals coaches” to 21 faculty members, cross divisionally, who volunteered to be coached during the year in fulfilling their professional goals. Coaches received training during a summer seminar conducted by Donna Elder and Wayne Padover, professors in the Teacher Education Program at National University’s Los Angeles Learning Center. The coaches also meet monthly with Joe Marchese, Assistant Head for Faculty and Staff Development, to discuss their experiences and reading on goals coaching.

Faculty Investigation

At **New Garden Friends School**, Greensboro, North Carolina, teachers are focusing on 21st century skills. In an opening retreat, faculty members led workshops for each other on different tech tools for learning, including Skype, Moodle, blogging, Google docs, and VoiceThread. Faculty members have read and blogged responses to Carol Dweck’s *Mindset* and Tony Wagner’s “7 skills.” “We’ve given the gift of time to our teachers: each teacher was given extended planning time and even a free lunch to continue focusing on 21st century skills in their grade teams. Each team has committed to changing one unit substantially with an eye to developing 21st century skills,” says Jane Carter, Associate Head of School. “It’s energizing. People are rising to the challenge to try something new. We have to open our eyes: these kids need to be prepared for a world we can’t even imagine. We have to give them the skills they need to be able to make it.”

Teachers at **San Francisco Friends School**, California are engaged in a full faculty investigation of the topic “Meeting the range of learners.” Faculty members developed three guiding questions to focus collegial study groups on assessment and feedback:

- How do we see student learning?
- How does what we learn about our students inform our teaching?
- How does the feedback we give our students help them learn?

Attending to these guiding questions, teachers use protocols for examining student work, and meet in groups to study student work at three levels: high achieving, middle-of-the-road, and struggling. “The study groups are intended to be supportive and collegial so that teachers can focus on improving their practice, even when that means taking risks,” said Gwen Rino, Academic Dean at SFFS. “Our commitment to rich, relevant, inspiring professional growth for teachers at all points in their careers is very deep, an important focus for our young school.”

Greene Street Friends School, Philadelphia, Pennsylvania, has developed a new approach for teachers teaching teachers. To focus faculty exploration of differentiated assessment, two teachers volunteered to be filmed using differentiation in their classrooms. As the entire faculty reviewed the films, the focus teachers would intermittently pause the footage to explain their objectives, describe pre-planning, and answer questions. “This collaborative process was enlightening and powerful,” said Associate Head of School Wilson Felter.



Greene Street Friends School



Teacher Learning: *Connecting with Universities*



Greenwood Friends School

A year-long professional development model at **Greenwood Friends School** in Millville, Pennsylvania, combines faculty collaboration, reflection, and sharing best practices with the local educational community, all of which benefits teachers, students, and Greenwood as a whole. Teachers work in teams to choose an inspiring project or method upon which to focus. Next, they document their work in the classroom and delve into research about best practice. In the spring, they present their ideas at faculty meetings in preparation for presentations at the Bloomsburg University Reading Conference. “Through this process, Greenwood teachers are gaining an opportunity to reflect on their own practices in the classroom, hone their craft, and ultimately, give their peers in the local community a chance to grow as educators,” says Head of School Brenda Bogges. “Greenwood teachers get experience articulating what they do and why they do it, others in the community are exposed to great things going on at Greenwood, and we all learn. It’s a win-win-win!”

Friends School of Atlanta, Georgia, is partnering with Dr. Bryant Marks of Morehouse College in a year-long staff development program to enhance the education of all students by focusing in particular on issues confronting African-American males in today’s society. “Knowing that statistically African-American males face some of the greatest obstacles to success in education and careers, we are exploring the dynamics that may influence student relationships with each other as well as with faculty and



Friends School of Atlanta

staff,” says Head of School Waman French. “We are committed to making sure that along with providing an academically rigorous program, our students embrace the diversity in our community and go out into the world with conscience, conviction and compassion.”

Westbury Friends School, New York, is engaged in research with the Underground Railroad Teaching Partnership of the State University of New York–Old Westbury under the direction of Professor Kate Velsor, founder and director of the program. Through workshops, tours and research, the group is exploring Long Island’s history of Quaker involvement with the Underground Railroad. Working with original documents of enslaved people (letters, maps, and diaries) and census figures of runaways, the faculty are exploring the use of essential questioning to stimulate students’ thinking. Their work is contributing to the development of an Underground Railroad curriculum that will be shared with surrounding school districts, community center libraries, and senior citizens organizations.



Westbury Friends School



Plymouth Meeting Friends School

Teachers at **Plymouth Meeting Friends School**, Pennsylvania, have teamed up with Leif Gustavson, Assistant Professor at Arcadia University, for a study of the use of inquiry learning across the curriculum. Building on the School’s recent International Baccalaureate training, Leif supports small groups of faculty members to reflect on integrating inquiry into their teaching. “Teachers have really opened up, letting themselves be vulnerable and transparent, using their collegial groups almost like having clearness process for each teacher, to reflect on their work within a caring group. It’s resulted in closer community and collaboration, with a much more integrated curriculum,” says Head of School Anne Javicas.

Action Research on Professional Development

Friends school faculty and administrators who are members of the Friends Council’s Institute for Engaging Leadership are teacher-learners as they conduct action research projects within the Friends school network over the two years of the program. Here are two snapshots from the 2007-09 Leadership Institute from action research projects focused on professional development.



What role can veteran staff play in growing, fostering, and nurturing the sense of spirit in our schools and how can we best utilize their wisdom and expertise?

by Ida Trisolini, **Carolina Friends School**, Durham, North Carolina

I looked at how the school could best utilize the institutional memory and wisdom of the veteran staff, while also helping new staff members to feel well cared for. I paired each new staff member with a veteran staff volunteer and arranged for the pairs to go out to lunch with a set of questions I had designed. Their conversation topics included setting high standards for students and maintaining consistency and clarity in holding them to those high standards; the importance of keeping the philosophy of the school “right in front of us”—especially when we get busy and overwhelmed; and the importance of flexibility and constant transformation personally and professionally. We hope to grow this program into an on-going rich mentor program.



Forming a collegial support group for middle school principals

by Nancy van Arkel, **Westtown School**, Pennsylvania

My goal was to develop a support group of middle school principals. Collaborating with another middle school principal, we developed a list of schools that shared a common mission and size. Our group is intentionally small in size, meets four times a year, and rotates hosting the meetings. We structure our meetings loosely around a central theme, such as processes for supporting students academically and emotionally or the benefits and drawbacks to different middle school schedules. While it is helpful to have a focus, we recognize that it is also important to have time to simply be relaxed with colleagues who know experientially the nature of our work, its joys and its tensions. Future ideas for our small group include collaborating to create a parent education program, and experimenting with clearness/Critical Friends protocols in our ongoing support of one another.



Scott Hoskins — Arts teacher, **George School**

I give to Friends Council on Education because you do really important work connecting Quaker schools to each other. Rather than encouraging “groupers,” who look for things we share in common, or encouraging “splitters,” who look for things that differentiate us, FCE helps each of us within each Friends school community to know who we are in the larger context of Friends education, and to understand ourselves both as similar, related communities and as distinctly unique examples within a larger spectrum. By linking Friends schools together, FCE helps to create the unique entity that characterizes Friends education.

News of Giving & Support for the Friends Council

**Sustained Giving to the Friends Council—
Scott and Susan Hoskins, members of Newtown Meeting
and Friends Council donors since 1990.**

Susan Hoskins—Executive Director, **Princeton Senior Resource Center**

FCE plays an important role in orienting our Friends school employees to the Quaker way of doing things, both in the classroom and in the way the school itself runs. Because the majority of faculty and staff come from different spiritual backgrounds, it is so important that they understand what is special about being part of a Friends school community, other than just being a nice place to work.

What’s your reason for giving? Share your story with us: amy@friendscouncil.org or 215-241-7245

Five Reasons to Become a Sustainer

Did you know that Friends Council now offers an automatic payment option for Annual Giving? This option draws on your bank account or charges your credit card each month. Here are five good reasons to consider the Sustainers Program:

1. **It’s easy.** Make giving a part of your monthly budget by authorizing a deduction from your credit card or checking account, which you can stop or change at any time.
2. **It’s satisfying.** By spreading your gift over time, you can maximize the amount of your annual gift.
3. **It’s effective.** Your ongoing contributions go farther in supporting Friends Council’s programs for Friends schools across the country. For example, \$10 a month provides financial aid for a teacher from a small Friends school to attend a workshop. \$20 a month covers the speaker’s honorarium at a peer network meeting.
4. **It’s efficient.** Regular automatic deductions require less staff time to process and save on postage, too.
5. **It’s environmentally-friendly.** Once enrolled, you will not receive another Annual Fund appeal letter this year. Sending fewer mailings means using less energy and paper, and that’s good for the earth.

To become a Sustainer, go to www.friendscouncil.org and click on the Make A Gift button.



New Garden
Friends School



Teacher Training: Sharing What We've Learned

With more than three centuries of experience, teachers in Friends schools have been strong contributors to creative, progressive movements such as collaborative learning, service learning, environmental education, and conflict resolution. Several Friends schools, as part of their mission, share what they've learned with educators outside their schools by providing formal teacher training programs.



Friends School of Minnesota

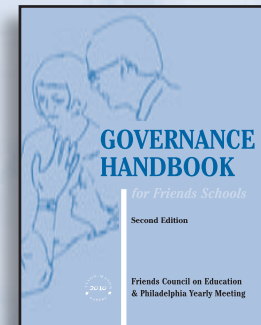
Conflict Resolution

Friends School of Minnesota's conflict resolution program has been in operation since the school opened in St. Paul in 1988. Drawing on the Quaker commitment to nonviolence, Friends School staff developed the conflict resolution program to actively help children learn alternatives to violence. Teachers, staff and parents are trained in the program and reinforce the commitment the community has made to solving conflicts peacefully. The school offers a training DVD called I-to-I: Integrating Conflict Resolution into the Elementary School Community, a training manual; in-person training in the FSM Conflict Resolution Program through half or full day training sessions; consultations with school principals, teachers, social workers, parents, and other staff; and a conflict resolution coloring book, downloadable, written and illustrated by an FSM 5th grader. <http://www.fsmn.org/about/our-approach/conflict-resolution>

New Garden Friends School, Greensboro, North Carolina, has announced a new collaboration with the Axis of Hope Center for International Conflict Prevention (www.axisofhope.org) at Boston University. Axis of Hope trained New Garden Friends School faculty in the techniques the foundation uses to help kids understand, manage and prevent conflict. Faculty members will be certified to lead Axis of Hope workshops for other educators. New Garden Friends School is the first organization to be selected by the nonprofit to support and extend its work. "The Axis of Hope is grounded on the premise that it is easier for kids to learn to manage conflict during their formative years, before they become hardened by life experiences," Head of School David Tomlin says. "That makes the organization's curriculum a great fit for us — reinforcing our efforts to teach students to respect each other, search for the truth, resolve conflict peacefully and understand the importance of community, stewardship and the environment." <http://www.ngfs.org>

Innovative Teaching & Reading Instruction

Stratford Friends School, Newtown Square, Pennsylvania, provides training and support to educators in multisensory techniques and reading instruction. "Since its inception, Stratford has realized that more students needed our type of specialized instruction for the learning disabled child than could afford to attend our school. For this reason, outreach is part of the school mission," said Sara Rivers, Stratford's Teacher Training Coordinator. Stratford's teacher training courses in reading instruction, Orton-Gillingham methodology, and multisensory teaching techniques range from hour long to full courses; Stratford also offers tutoring services. "We have trained hundreds of teachers over the years. Through those teachers we have served thousands of children," Sara said. www.stratfordfriends.org



Governance Handbook for Friends Schools 2nd Edition

This handbook bridges the gap between Friends school and other independent school perspectives, offering guidance and direction

for governance of values-based institutions. The 2nd edition contains new and expanded material on effective board process, advancement, Quaker-based decision-making processes, and building an optimal culture for school leadership and governance. Designed to be actively explored by governing boards, the text is framed in open-ended queries to inspire application. Sample tools and forms are ready for use.

Purchase online: www.friendscouncil.org



FCE grant project:
Local Ecology & Community Studies,
State College Friends School,
Pennsylvania

Grants for Student Projects

Deadline: Friday, April 2, 2010

Each year the Friends Council awards grants of up to \$2000 to Friends schools to fund creative and collaborative student projects that are grounded in Quaker testimonies. Visit the online Grants Gallery to see past projects and application guidelines: www.friendscouncil.org > Faculty/Administrators > Grants to Schools

Helping Schools Help Families



Comprehensive financial aid services for private schools.

What's the word? Recent topics on

Friendscouncil.net

- Web 2.0 apps and other fun stuff from the Technology Peer Network
- Thoughts on policies for social networking
 - How about those Phillies?

In this *Philadelphia Inquirer* front-page article, World Series star Brad Lidge talks about his evolving faith.



What will you post?
Friendscouncil.net is growing fast!

Friendscouncil.net was recently featured as an effective community building and marketing tool at the conference of the Association of Independent Maryland Schools.

Friendscouncil.net is an online forum for Friends school administrators, faculty, staff, and trustees. Sign up at www.friendscouncil.net and join the conversation.



At the ADVIS Visionary Service Award dinner: front from left: Liz Tankel — Gosben Friends, Susan Stone — Lansdowne Friends, Bill Ravdin, Drew Smith — Friends School Mullica Hill, (second row) Dick Wade — Germantown Friends, Bryan Garman — Wilmington Friends, Earl Ball — retired from the William Penn Charter School, Carolyn Friedman and Irene McHenry — Friends Council on Education, Matt Bradley — West Chester Friends, Phyllis Mincer, retired from Media-Providence Friends.



Five Friends schools — **West Chester Friends School, Lansdowne Friends School, Friends School Mullica Hill, Media-Providence Friends School and Plymouth Meeting Friends School** — joined in nominating Bill Ravdin to receive the Association of Delaware Valley Independent School's Visionary Service Award in appreciation for Bill's extensive, pro bono, strategic and financial consulting services to the smaller Friends schools. "At the same time that Bill shares his wealth of professional wisdom, he truly 'gets' the distinct qualities and operational conditions of our small Quaker schools," said West Chester Friends School Head Matt Bradley. "He is forthright, doesn't mince words, and helps to maintain a clear vision. And that vision, in Bill's own words, is to 'Keep the focus on kids and their education. People won't give just because you need the money.'"

Upon receiving the award, Bill Ravdin remarked, "My great thanks to ADVIS for this award. I shall treasure it because I believe that nothing is more important than the quality of the intellectual and moral education of our young people. And that no one touches as many lives as positively as teachers. Each one of you here is important in the lives of the children you have pledged to serve."