

ShipleY School

PROFESSIONAL DEVELOPMENT

Volume 10 Issue 3
March 2005

“Sixty years ago I knew everything; now I know nothing; education is a progressive discovery of our own ignorance.”

Will Durant

“The shell must be cracked apart if what is in it is to come out, for if you want the kernel, you must break the shell.”

Meister Eckhart

In this issue:

- Instruction for Shipley P.D. Summer 2005 Funding
- Westtown Seminar on Teaching
- The Agnes & Sophie Dallas Irwin Grant
- The Bertha C. Arnold-Smith Award for Faculty Professional Development recipients for 2005 & 2006..

SUMMER 2005 FUNDING—ROUNDS 1 AND 2

ShipleY Summer 2005 funding requests will be considered both in March and in April.

Round 1 proposal deadline: Monday, March 7, 2005

Round 2 proposal deadline: Monday, April 11, 2005

- You are required to use the **P.D. Funding Application 2005**. You can obtain the application and apply several ways.
- Log on Shipley's web site. Under the rubric "Who We Are," click on the "Professional Development" site. Then click on "Summer Funding" and download the form (PDF) located at the top of the page. It says "Print the PDF." Web address: <http://www.shipleyschool.org/profdsumrapp.html>
- Apply directly on-line following the instructions found on the Shipley Professional Development web site. The text box for required information scrolls as you need more space. Use the tab button to navigate the application. **Attn: If you push the "enter (return)" key, the application will be sent to me in its incomplete form. Push the "Submit" box only at the end of the whole process.**
- Pick up an application from the Faculty Work Room in each division. In general, Shipley Summer 2005 Funding will be granted to proposals for workshops, course work, activities that improve teaching or subject-area skills, curriculum development in certain circumstances (more than just regular expected maintenance of one's courses), collaborative / interdisciplinary and integrated projects, any study directly related to your job responsibilities at the school. Last year we funded a few proposals that included significant travel expenses. A strong rationale for how the project connects with the teacher's work at school plays a significant role in the committee's decision to approve such a request.
- In the past few years, the total available money was mostly used. You may want to consider Round 1—the "early bird special." as a way to guarantee funding.
- Forward your completed application to either your division representative or to Denis Asselin by the above deadline. Handwritten application should be completed in dark ink to guarantee readable copies when duplicated. On-line applications are automatically e-mailed to the Committee, attn. Denis Asselin.

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Congratulations & Announcements!

- **The Education Committee of the Shipley Board of Trustees** makes an annual award to a faculty member who wishes to pursue a significant professional development opportunity. The award is usually given to one faculty member per year and carries a stipend of \$3000. **Christine Sweetman** was awarded the Bertha Arnold-Smith for 2005. Because there is no more room for her in this year's Earth-watch-sponsored program to participate in an archaeological dig near Cuzo, exploring the Wari (a group whose empire collapsed around 500 CE), her award has been deferred to 2006. This year's new award recipients are **Emmy Miller & Jonah Cohen**. They plan to study and work with the Philadelphia Shakespeare Festival to further their understanding of Shakespeare, and to produce a professional Shakespeare show.
- **The Agnes and Sophie Dallas Irwin Foundation** traditionally funds one to two Shipley teachers annually for a professional/personal development project. Description and guidelines for this award have been e-mailed to Shipley colleagues several times this winter. The deadline for applications to the Agnes is the same as **Shipley Round 1 P.D.—Monday, March 7**. The routing is different, however. All applications go directly to Steve Piltch, c/o Head of School's Office. Steve will accompany your application with a letter of recommendation. As explained earlier, the Agnes & Sophie Dallas Irwin Foundation does not have an application form per se. You are asked to submit in writing your proposal including a detailed description of the nature of the project, a rationale, a timetable, a budget, and a strong conclusion. Go for it!

Westtown Seminar on Teaching— Richard Howson

The opportunity to attend David Mallery's Westtown Seminar on Teaching last summer is one of the most rewarding experiences I have had since deciding to become a teacher. The seminar takes place over six days – and nights – at the Westtown School. The program began just a week after our final faculty meeting last June, and to be honest, I wasn't in the mood to head back into a classroom. It turned out to be an amazing conference – useful, restorative, motivating, and inspiring.

The participants are teachers and administrators with varying amounts of experience in both public and private schools. One terrific aspect of the seminar week is the opportunity to listen and learn from such a broad array of educators, but all of us who attended last summer agreed that the success of the program is largely due to the incredible David Mallery. It was a thrill to work with him, get to know him, and learn from him. The interactions are accomplished in a variety of settings and formats – discussions, lectures, readings, games, recreation, film, role-play, team competitions, and so on. Because we all live on the campus, the chemistry and dynamics of the group that attends each year become a key factor in what any individual will take away from the experience. For me, coming home after the week was over meant leaving a group of people for whom I had developed a tremendous respect, and whom I also considered good friends.

Various topics are introduced in project activities or interactive discussions with guest participants, and these topics become intertwined, meshed, contrasted and re-visited throughout the week. We considered the forest - why do we teach? how are we connected to our work? – as well as the trees. I heard so many small, singular ideas and tips for many of the routine or common tasks involved in classroom teaching. I was really enlightened by discussions about family styles and parent-teacher relationships, both initiated by a visiting author, Michael Thompson, and it was very interesting to hear the administrators' thoughts on these kinds of issues. Another guest, Roland Barth, led a wonderful discussion of collegiality and adult relationships in school.

What occurs at Westtown is "exploration." I was able to learn and think about a whole array of relevant and important topics through discussion and later on in conversations that took place during free time or over the delicious meals prepared for us. I arrived tired and whipped and left energized and inspired. It was great to talk about education and teaching without the deadlines or routines in the way; I had a real sense of what true collegiality might resemble. The best part of the seminar was that all of my experiences were reflected back to me so that what I explored was myself - how I felt as a teacher, what it means to teach, what sort of teacher I am. It was like a retreat – having the time to process, think, and reflect on what I have been doing in a classroom, in the school, with the students, and with my colleagues. I very much appreciate the opportunity to have attended Westtown and work with the incredible David Mallery.

Editor's note: *If you wish to participate in this seminar, please contact Jen McClintock on the Professional Development Committee. She will explain to you how to apply since a personal recommendation from a former participant is necessary. We have several other teachers at Shipley who can play that role, including Richard Howson.*