

Greene Street Friends School
5511 Greene Street
Philadelphia, PA 19144
Learn more about us online at:
www.greenestreetfriends.org



For more information, please contact:
Kiri Harris, TA Program Director
kharris@greenestreetfriends.org
215-438-7000, extension 151

To apply, please send your:
cover letter, resume, and three references
to: jobs@greenestreetfriends.org

Greene
Street
Friends
School's

Teaching
Associate
Program



Our Teaching Associate Program



Mission

The GSFS Teaching Associate Program enriches learning for our students while providing a dynamic growth experience for our Teaching Associates. In one to three years at GSFS, TAs gain experience, knowledge, and confidence to pursue their chosen paths in education. TAs support all elements of classroom life, and they take the lead in chosen areas as they grow ready. Weekly workshops, regular reflection, and daily application of best practices combine to spark dialogue and shared energy for teaching.



ACTION

TAs experience firsthand almost all facets of teaching as they partner with the classroom teacher. During the year, the TAs teaching role grows, encompassing opportunities to design, teach, and evaluate the effectiveness of lessons.

THEORY

Each week, TAs meet as a cohort to learn about topics of value and interest. Workshop topics have included:

- Differentiation Methods
- Everyday Math Instruction
- Responsive Classroom
- Anti-Racist Education
- Life Skills Teaching
- Formative Assessment
- Anxiety and Learning
- Resumes & Interviews

REFLECTION

Whether debriefing a moment in a lesson, sharing with the TA cohort, or meeting and journaling with the TA program director, TAs have rich and abundant opportunities to reflect on their experiences.



Our Teaching Associates

How It Works

Who should apply?

- Aspiring educators dedicated to children and growth
- Graduate education students — recent or current
- College graduates interested in a career in education
- Educators seeking experience in a school like GSFS
- Candidates from diverse backgrounds with drive to teach

We can tailor a TAs teaching experience to match student teaching expectations of some graduate school programs.

TAs from our program have been hired at many schools, including:

- The Philadelphia School
- Abington Friends School
- Lansdowne Friends School
- Monteverde Friends School
- Doane Academy



*“The TA Program at Greene Street Friends School provided me with the opportunity to grow my skills as an educator in a supportive and enriching environment.”
~ TA, 2016-2017*

“I was able to actively practice my craft as a teacher throughout the day by leading lessons, transitions, read-alouds, and more. This work was supplemented daily by observing my lead teacher’s instructions, a powerful resource in considering what is effective when framing and executing a lesson.” ~ TA, 2016-2017

Each TA works with a classroom in Pre-Kindergarten through 6th grade. We have full time TA roles in PK, K, 1st, 2nd, 5th and 6th grades. Our 3rd and 4th grade TA roles are part-time.

The Teaching Associate’s primary role is to partner with the Teacher in creating and sustaining a safe, healthy, challenging and meaningful learning environment for all students. TA contributions to daily classroom life are varied, enveloping their strengths and developing their growth areas. Specific TA responsibilities in each classroom are guided by the Teacher and developed over the course of the year with the input of the TA and the support of the TA Program Director.

All TAs receive a salary and full time TAs have health benefits.

Additional Opportunities

We encourage leadership and initiative at GSFS, while inviting everyone to share their gifts. TAs may opt to engage in the community in many ways, including coaching, tutoring, directing plays, leading electives, chaperoning trips, improving curriculum in the summer, joining school committees and leading workshops for other TAs. Some of these extra activities include additional compensation.



Our School's Mission

Greene Street Friends School is an urban coeducational school under the care of Green Street Monthly Meeting of the Religious Society of Friends. We strive to provide high academic standards in a school community where all relationships are influenced and guided by the beliefs of the Society of Friends. It is our hope that through their own experiences the children will discover and affirm themselves and others as they come to know and value differences in ability, language, race, ethnicity, gender, sexual orientation, religion, family structure, or family income. This deep respect for each individual springs from Friends' belief in "that of God" in everyone.

Emphasis on simplicity, honesty in word and deed, a sense of responsibility for others, development of self-discipline and the reliance on non-violent conflict resolution underlie our life together. Small classes and close student-teacher relationships make it possible for us to acknowledge the uniqueness of each child and to encourage the development of his or her talents and abilities.

The goal of our school community is to help our students develop as fully as possible – academically, spiritually, physically and socially.



We believe that each and every person has an Inner Light...We believe in educating the whole child, which includes intellectual, social, emotional, physical, and spiritual development...We believe that students succeed academically through hard work and continual challenge...We believe in pursuing a broad range of learning experiences to stimulate enthusiasm, understanding, creativity, and passion for learning...We believe that developing positive relationships based on empathy and compassion is essential for an effective learning environment...We believe that we can solve problems peacefully, thereby building trust, respect, and friendship...We believe that the diversity of our community -- our ethnic backgrounds, economic resources, family structures, beliefs, and learning styles -- enriches all of us.



Our new TAs, teachers and staff in our yearly theme assembly