



Greene Street Friends School
WE BELIEVE



AT GREENE STREET FRIENDS SCHOOL, WE BELIEVE THAT THE KEY TO EDUCATIONAL SUCCESS LIES IN THE BALANCE BETWEEN RIGOROUS ACADEMICS AND REAL LIFE EXPERIENCES.



WE OFFER CHILDREN THE OPPORTUNITY TO EXPLORE THE WORLD IN A way that is both challenging and personal to them, and we teach students how to apply what they are learning to their society, to be responsible citizens and caring friends. Most importantly, we believe in our students and they believe in themselves.

Founded in 1855, Greene Street Friends School provides elementary and middle school education under the care of the 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 experiences our children will discover and affirm themselves and others as they come to know and value differences in ability, language, skin color, sexual orientation, religion, family structure, and family income. This deep respect for every individual springs from Friends' belief in "that of God in everyone."

8:54 am

KINDERGARTEN STUDENTS EXPLORE the meaning of friendship, discuss difference, and create their own art through their study of Vincent van Gogh. They read *Camille and the Sunflowers* by Laurence Anholt, which tells the story of a boy who becomes friends with the troubled and eccentric painter when van Gogh moves to his village. Students share their ideas on compassion and understanding for those who seem different. Then, after studying several van Gogh paintings, young Greene Street artists try their own hand at Impressionist painting.



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WE BELIEVE IN EDUCATING THE WHOLE CHILD, WHICH INCLUDES INTELLECTUAL, SOCIAL, EMOTIONAL, PHYSICAL, AND SPIRITUAL DEVELOPMENT.

GREENE STREET FRIENDS SCHOOL FOSTERS STUDENTS' DEVELOPMENT

and competencies in a broad sense. Building on children's natural inclination to actively construct, discuss, and experiment, and using an understanding of the unique capabilities of each child, teachers promote intellectual growth by providing challenging learning opportunities within a rich, integrated curriculum.

Recognizing the inherent connectedness of the individual and the community and the benefits of learning through others' perspectives, teachers nurture students' ability to engage constructively with others. Spiritually, children grow within our overlying structure of Quaker practices and beliefs.

Because children's emotional and physical well-being and growth are essential and affect learning capacity in other areas, time is devoted to these needs. Teachers guide students in identifying, managing, and expressing feelings with confidence and respect and in developing a sense of physical control, coordination, and enjoyment.

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WE BELIEVE THAT EACH AND EVERY PERSON HAS AN INNER LIGHT.

MIDDLE SCHOOL STUDENTS take part in student government, called TORCH (Togetherness, Open-mindedness, Respect, Compassion, Heart). TORCH provides students with leadership opportunities, communication skills, a voice in school life, and engagement in Quaker process and decision-making. Students are nominated and selected, not through voting, campaigning or majority rule, but through “a sense of the meeting.” Similar to consensus, sense of the meeting seeks to include all voices, and the group only moves forward if everyone present is in unity.



GREENE STREET FRIENDS SCHOOL HAS A DEEP COMMITMENT TO THE Society of Friends' belief in “that of God in everyone.” Each of us brings to the community an Inner Light, an individual guide to acting truthfully, responsibly, and kindly. This Light helps us relate to each other, seek truth, and find good in others. We help our students recognize and share their own Inner Light as well as appreciate it in all people.

Meeting for Worship, moments of silent reflection, and service to the community provide our students opportunities to cultivate their Light as well as connect to the Quaker testimonies of simplicity, peace, integrity, community, and equality. We show each of our students the meaning of these values and how living them can positively impact the way we walk over the earth.



WE BELIEVE IN PURSUING A BROAD RANGE OF LEARNING EXPERIENCES TO STIMULATE ENTHUSIASM, UNDERSTANDING, CREATIVITY, AND PASSION FOR LEARNING.

NOTES FROM COSTA RICA: "On Thursday, we became high school students in Sarchí, which meant that we were walking into school at 7:00 am! Our 7th graders melted into the school and we had a hard time extracting them at 9:00. Nonetheless, we were soon on our way with Don José Luis, our trusty driver, who took us to the sugar cane processing factory near Grecia. We went completely through the bowels of this factory. The noise was deafening, from the giant shredders that turn raw sugar cane into shreds, like a giant Cuisinart..."



OUR INSTRUCTIONAL PROGRAM STRENGTHENS BOTH THE SPIRIT OF

critical inquiry and the love of learning. At Greene Street, students take an active role in their own education: They frame and pursue questions in discussions, they work both independently and in teams to explore and solve problems, and they present their knowledge in a variety of forms. Individuals bring their own strengths to cooperative learning groups and support each other as they learn new skills.

Teachers vary modes of instruction to reach across multiple learning styles. By emphasizing active learning and personal responsibility, we empower young people to become lifelong learners. Our teaching team cultivates its own growth by actively pursuing professional development opportunities and by meeting regularly to reflect on and hone teaching practice. Faculty and staff work together to integrate skills and disciplines, and to make subject matter meaningful for their students.



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WE BELIEVE THAT WE CAN SOLVE PROBLEMS PEACEFULLY, THEREBY BUILDING TRUST, RESPECT, AND FRIENDSHIP.

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IN KEEPING WITH QUAKER VALUES we facilitate peaceful conflict resolution among the children using Talk It Over Chairs. When conflicts arise the children go to the chairs. They listen to each other, identify the problem, brainstorm possible solutions, pick a solution, and then DO IT. "...if you got a problem with someone you talk about it. You say what you think happened and the other person says what they think the problem is. Then you are happy together."—Rachel "You talk about what happened. You should be nicer. And you make a solution."—Sophia



12:36 pm



WE ACHIEVE SOLUTIONS THAT STRENGTHEN OUR LEARNING COMMUNITY

by approaching conflicts in a spirit of respect, non-violence, and kindness. We teach our students how to advocate for themselves, listen to others, make healthy decisions, and take responsibility for their actions. Our faculty and staff guide children through the steps and strategies of conflict resolution until they are able to internalize and apply these skills independently. Our older students are encouraged to take a leadership role in modeling and mediating successful conflict resolution.

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YOUNGER AND OLDER STUDENTS ARE PAIRED UP through Greene Street's Partners Program, a meaningful way for lower school and middle school children to get to know and learn from each other. Pre-Kindergarten and 6th grade partners could be seen throughout the year playing "King," a version of wall ball, searching for circles around campus, and baking cookies and delivering them to nursing home residents. On one special day the Pre-K students dressed as their favorite book characters and their 6th grade partners read the stories to them.



WE PROVIDE AN INTIMATE, SAFE, AND SUPPORTIVE SETTING WITH CLEAR and reasonable expectations where children learn and grow. Our faculty and staff seek to build caring relationships with students and to help them create healthy peer relationships through daily interactions, classroom, cross-grade, and whole school activities. As students work together, teachers actively foster cooperative skills, including listening attentively, contributing thoughtfully, and negotiating disagreements productively, so that students can help each other achieve their academic goals.

Because we believe that positive relationships are integral to our healthy school, we expect all community members to communicate with each other compassionately, truthfully, respectfully, and with the needs of all our students in mind.

WE BELIEVE THAT DEVELOPING POSITIVE RELATIONSHIPS BASED ON EMPATHY AND COMPASSION IS ESSENTIAL FOR AN EFFECTIVE LEARNING ENVIRONMENT.



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AT GREENE STREET, we aim to engage and excite students in their learning of mathematics while at the same time ensuring they learn important skills to use throughout their lives. We encourage students to develop and share their own strategies for solving problems and we also provide explicit strategies and processes to use. It is important that students have a balanced understanding of mathematics including the content areas of calculations, patterns, geometry, probability, money, time, mental math, data and statistics, and algebraic concepts.



WE EXPECT OUR STUDENTS TO PUT FORTH AN EARNEST EFFORT IN ALL areas, so that they can achieve their personal best. Teachers help students build good study habits, self-discipline, and a positive attitude, which in turn enables them to apply their effort productively. Our school establishes expected learning outcomes for each grade level to appropriately challenge and prepare each student. Teachers equip students with the skills, knowledge, and concepts they will need for the next step in their education and continually encourage students to stretch their own unique abilities in lessons, discussions, activities and assignments.



WE BELIEVE THAT STUDENTS SUCCEED ACADEMICALLY THROUGH HARD WORK AND CONTINUAL CHALLENGE.

WE BELIEVE THAT THE DIVERSITY OF OUR COMMUNITY—OUR ETHNIC BACKGROUNDS, ECONOMIC RESOURCES, FAMILY STRUCTURES, BELIEFS, AND LEARNING STYLES—ENRICHES ALL OF US.

WE PROVIDE A WELCOMING ENVIRONMENT FOR ALL PEOPLE AND

actively seek to provide a culturally, economically, and intellectually diverse learning environment for our families that reflects our larger society. As a Quaker school, we are inherently inclusive and respectful of all peoples and faiths. We expect that all community members will be accepting of individual differences and will make a strong and consistent effort to contribute to the learning environment. We are committed to teaching our students how to listen to and understand each other.

In addition, we create a culturally balanced curriculum that honors our global society and provides opportunities for meaningful connections for all of our students. As our students move on to new settings, we are confident that their experience at Greene Street will enable them to communicate with peers and adults of all backgrounds, ask insightful questions, consider multiple viewpoints, and treat others with respect.

GRADES 1 AND 2 STUDIED identity, race and social relationships through books such as *Skin Again*, *All the Colors We Are/Todos los Colores de Nuestra Piel*, and *Let's Talk About Race*. Students created self-portraits for which they carefully mixed paint to capture their distinctive skin colors. They actively questioned their own identities while coming to new understandings about race, culture, relationships, and social justice. One child inquired, "I wonder why they call us 'black' or 'white' if we're all a shade of tan or brown?"



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OUR GRADUATES BELIEVE.

I know I am definitely going to miss this school, but I also feel that all of my teachers have done a great job preparing me for the challenges of high school. When I go to high school, I am going to bring along with me all of the problem solving skills, how to read Shakespearean poetry, how to dissect different animals, and how to speak decent Spanish. — ANDRE

I'm graduating with a firm understanding of how to live with integrity, empathy, and simplicity. Greene Street Friends has taught me that all voices should be heard. — AIDAN

My education in social responsibility has been developed by partnering with younger students for activities here at school, and through my commitment to community service projects. These are practices that will stay with me for life. These are experiences that make a difference in life. — DAVID

Greene Street has prepared me and shown me my place in the outside world. It might not be as friendly or as helpful but that doesn't mean I can't be. — VICTOR

Maybe the most important thing that I felt at Greene Street was that there were many people who I liked and who liked me. If there was something that bothered me, there was always somebody around with whom I could talk. — MAX

In Pre-K we learned to read the fun way. Rosemary, our teacher, would transform into Word Woman, a super hero. Roe would wear a necklace with letter beads that spelled a simple word like cat, dog, mom, or dad. Roe would help you sound out the word. Ever since Pre-K I've had a passion for reading and writing. Who knows? Word Woman may be the reason I want to be a writer. — JULIE

Greene Street has taught me that everyone is an individual and people are different from one another. It's helped me learn that people are who they are, and you shouldn't try to change them. — MONET

AT GREENE STREET FRIENDS SCHOOL IT IS OUR MISSION TO PROVIDE thoughtful and imaginative education rooted in Quaker values. We believe that through academics that nurture inquiring minds and cultivate a love of learning, and faculty who encourage discovery, innovation, and responsible citizenry, we prepare students not only for high school but also for life.



Photography: Stefan Abrams and Eugene Martin



Greene Street Friends School

5511 Greene Street
Philadelphia, PA 19144
Phone: 215-438-7000
Fax: 215-438-1121

www.greenestreetfriends.org

