

# THE PAIDEIA SCHOOL

## NEWSLETTER

Volume LII

Number 7

September 2019

## First Day Full of the Old and New

After a quiet few weeks following the end of summer camp, every nook and cranny of the campus crackled with student energy on the first day of school. Elementary students greeted new teachers and hugged their old ones as they hurried to and from across campus. In **Kristen** and **Isabelle's** class students used a ball of yarn tossed back and forth to create a web of connections. In the library, an inquiry about a new baby in one family elicited an enthusiastic chorus of family additions including dogs and cats that lasted for some time.

Earlier in the morning, the ducks who live on campus behind the high school building waddled out to the main walkway to see what the first day of school hub bub was all about. Apparently, in their fowl opinion, not much having to do with edibles for ducks.

On the top floor of the 1509 building, students in **Becca, David** and **April's** class were breaking the ice with a scavenger hunt. Becca is known for her sartorial footwear so one of the first questions on the scavenger hunt is, "What is on Becca's socks?" Becca reports there was a slight twist on the first day. "Usually, kids come over and just stare at my feet for a while, or they come right out and ask, "What's on your socks?" at which point I hold out my feet. Today, however, a pair of kids came over to me and asked instead, very seriously, "Where are your socks?"

In Python Hall, **Adrienne** and **Dan's** shared slices of salted buttered bread as they got to know one another.

In the junior high, teacher Tom Painting reports that the elevator provided some first day drama. "The junior high elevator shook and shuddered between floors. We received this assurance from administration: Elevator is safe, despite the shudder. Will be fixed next week!"

In the high school, the tradition of the eraser toss into a darkened theater filled with students took place. Ninth grader **Alex Liu** caught the eraser and, according to the tradition, is the latest in line to become a teacher or school administrator.

**Natalie Rogovin**, the director of service learning and involvement, received a visit from a newly minted alum. "A recent graduate of 2019 committed the cardinal sin of returning to school on the first day. I was surprised to see him sitting in my office, slouched in a chair, trying



*continued on page 4*

Please  
Save  
the Date

# PAIDEIA@50

Campaign Kickoff  
Event for Paideia  
Current Parents

**January 25, 2020  
5:30 pm**

Paideia Campus  
details to follow

# 2019-2020 Paideia Parent Education Programs

Detailed invitation and resources will be sent throughout the school year.

Each high school grade hosts a monthly, morning coffee group at a parent home. Invitations to follow from those hosts.

Paul Bianchi hosts a morning coffee for each level/grade of the school during the year. Check School Calendar.

For more information contact Lianne Hardin, parent education coordinator at [hardin.lianne@paideiaschool.org](mailto:hardin.lianne@paideiaschool.org).

## FALL TERM

PARENTS	DATE & TIME	PROGRAM	SPEAKERS/MODERATORS	LOCATION
5th-8th	Monday Aug. 19 7-8 PM	Digital Citizenship Curriculum Overview	Technology Department: Lacey Andersen, Innovative Teaching Specialist Brian Meeks, Senior Systems Administrator Amy Valk, Innovative Teaching Specialist	High School Library
12th	Thursday Aug. 22 7-8 PM	What to Expect When You're Expecting a Senior	Brett Hardin, High School Principal Thrower Starr, Psychologist and High School Counselor Rachel Peterson, High School Dean of Students	Black Box Theater
ALL	Wednesday Aug. 28 7:15 PM	Community Read <i>Educated</i> By Tara Westover	Panel, moderated by Paul Bianchi, Headmaster	Main Theater
ALL *Limited number	Tuesdays Sept. 10, 17, 24 Oct. 1, 8, 15, 22, 29 8:30 -10 AM	Cognitively-Based Compassion Training	Penny Clements, CBCT Certified Instructor & Paideia Parent  *Check e-weekly for flyer with more details.	On Campus Contact Penny for info: <a href="mailto:cbctpenny@gmail.com">cbctpenny@gmail.com</a>
ALL	Thursday Oct. 10 6:30 PM Reception 7 PM Program	Paideia Entrepreneur Network: Featured Speaker Series	Adam Rosenfelt of Pullman Yard's 'creative city' vision in conversation with journalist Michael Schulder	Art Lobby & Black Box Theater
JH & HS	Monday October 21 7-8 PM	Emerging Drug Trends & Substance Abuse: How to Talk with Your Teen (Vaping, Alcohol, etc.)	Guest Speaker (details to follow), with Thrower Starr, Psychologist and Junior High & High School Counselor Kristi Budd, Junior High & High School Counselor	Black Box Theater
K-4th	Tuesday Oct. 22 7-8 PM	<i>No Drama Discipline: The Whole-Brain Way to Calm the Chaos and Nurture Your Child's Developing Mind</i> By Dr. Daniel Siegel and Dr. Tina Payne Bryson	Barbara Dunbar, Elementary Consulting Psychologist & Half Day Coordinator	High School Library Meeting Room
Half Day	Wednesday Oct. 30 Noon-1 PM	NPR Parenting Podcasts	Barbara Dunbar, Elementary Consulting Psychologist & Half Day Coordinator	1341 Conference Room, 2nd Floor
5th & 6th	Wednesday Nov. 6 7-8 PM	<i>Untangled: Guiding Teenage Girls through the Seven Transitions into Adulthood</i> By Dr. Lisa Damour *for parents of boys and girls	Barbara Dunbar, Elementary Consulting Psychologist & Half Day Coordinator	High School Library Meeting Room
JH & HS	Thursday Nov. 7 6:30 PM Reception 7-8:15 PM Program	Race Day Overview	Dr. Amanda E. Lewis Author, Professor of Sociology and African American Studies, Fellow at Institute for Research on Race & Public Policy, University of Illinois at Chicago	Theater Lobby & Main Theater
ALL Limit: 50	Wednesday Nov. 20 7-9 PM	The American Dream: A Simulation Game on the Myth of Meritocracy	Oman Frame, Director of Equity & Inclusion	High School Library

## SPRING TERM

PARENTS	DATE & TIME	PROGRAM	SPEAKERS/MODERATORS	LOCATION
ALL	Wednesday Jan. 15 7-8:15 PM	School Innovation *Short talks on STEAM, Urban Agriculture, Sustainability, Community Service, and ile@p	Dave Fergemann, STEAM Coordinator & High School Science Teacher Tania Herbert, Urban Ag Coordinator Korri Ellis, Sustainability Coordinator Natalie Rogovin, Director of Service Learning & Civic Engagement Lacey Andersen, Innovative Teaching Specialist Amy Valk, Innovative Teaching Specialist	Black Box Theater
ALL *Limited number	Wednesdays Feb. 5, 12, 19, 26 March 4, 11, 25 April 1 8:30-10 AM	Cognitively-Based Compassion Training	Penny Clements, CBCT Certified Instructor & Paideia Parent  *Check e-weekly for flyer with more details.	On Campus Contact Penny for info: cbctpenny@gmail.com
HS	Monday Feb. 24 7:30-8:30 PM	<i>Brainstorm: The Power &amp; Purpose of the Teenage Brain</i> By Dr. Daniel Siegel	Kristi Budd, High School Counselor Throwing Starr, Psychologist & High School Counselor  (Pacing Guide offered January 6 - February 24)	High School Library Meeting Room *Park in High School Lot ONLY. *No parking on South Ponce.
Half Day	Tuesday Feb. 25 Noon-1 PM	<i>No Drama Discipline: The Whole-Brain Way to Calm the Chaos and Nurture Your Child's Developing Mind</i> By Dr. Daniel Siegel and Dr. Tina Payne Bryson	Barbara Dunbar, Elementary Consulting Psychologist & Half Day Coordinator	1341 Conference Room, 2nd Floor
K-4th	Tuesday Feb. 25 7-8 PM	<i>Building Emotional Intelligence: Practices to Cultivate Inner Resilience in Children</i> By Linda Lantieri	Barbara Dunbar, Elementary Consulting Psychologist & Half Day Coordinator	High School Library Meeting Room
5th-8th	Wednesday March 4 7-8 PM	Brainstorm: The Power & Purpose of the Teenage Brain By Dr. Daniel Siegel	Barbara Dunbar, Elementary Consulting Psychologist & Half Day Coordinator	High School Library Meeting Room
JH & HS	Monday March 16 7-8:30 PM	Gender Day Overview	Guest Speaker/s (details to follow)	Black Box Theater
ALL	Wednesday March 25 6:30 PM Reception 7:00 PM Program	Paideia Entrepreneur Network: Featured Speaker Series	Guest Speaker in conversation with journalist Michael Schuller (details to follow)	Art Lobby & Black Box Theater
ALL	Thursday April 2 7-8:30 PM	Climate Change: Environmental Justice & Practical Solutions	Korri Ellis, Sustainability Coordinator Natalie Rogovin, Director of Service Learning & Civic Engagement Tania Herbert, Urban Ag Coordinator	Black Box Theater

# COMMUNITY

## First Day

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to avoid detection. He was leaving for college in a matter of hours but wanted to come by so he could say goodbye. I wished him well, talked college, and said my goodbye. As I walked him out of the building, he realized it was lunchtime and he had parked in car in the most obvious of spots, right in front of the high school house and highly visible to all students who were eating lunch. He looked up at me, handed me his car keys, and begged me to drive his car about 200 yards to the front of Python Hall so that he could avoid detection. So, being the supportive faculty member that I am, I did.”



## Why I Teach

Each year at the faculty/staff retreat, Paul Bianchi asks several teachers to give "Why I Teach" speeches. These speeches are an inspiring and energizing start to a new school year. Following is an excerpt from Gavin Drummond's speech.

The first teaching job I had was teaching Rich Martin to play the piano. I think I was 14 and he was about 10. He had an electric keyboard rather than a piano at his house, and had a few cool synthesizer functions that we often played with in between the duller scales and arpeggios. Today he is an award-winning Sound Designer - essentially he composes music for branding, for commercials, for the identification of TV networks. If his current career has anything to do with me, it must surely be that I was excited about teaching him. As we say these days, I was "all in." I think this might be the feature that connects all my old favorite teachers. They were all in.

When it comes down to it, those teachers showed me that understanding and deploying language carefully actually allows you to love the world around you more - to speak of it with a new clarity. I remember this feeling flowing through me in my freshman year of college under the tutelage of Eric Griffiths, a teacher for whom every word counted. It was as though each leaf on each tree was sharper-edged, was a deeper green.

I remember a lecture he gave in which he dissected the sign that hung in capital letters in the University Library: Please talk quietly. The point he made was that language is so slippery. What the library most likely meant was, "If you must talk, then don't annoy other people around you by talking loudly." But the sign could very well be interpreted as saying, "Please do talk - and (or but) quietly." Which is kind of a funny thought - go on! please do talk - but quietly! Three weeks ago I heard speaker after speaker at Eric's memorial service remind us all of the power of language and I remembered classes with him again, often accompanied with a gin and tonic, poetry handout perched on his knee

atop a Talking Heads album.

I should have known I would work for the man. My dad was a London policeman (a so-called "Bobby") for 30 years. My mum, after being a cool flight attendant in the 1960s and various other jobs and bringing up my sister and me, was an elementary school teacher.

I came to high school teaching through college teaching during and after my Ph.D. In spite of the nice posters outside many college counseling offices, teaching was regarded by many of the faculty as a necessary evil and certainly much less interesting than their research. One of the strange things, then, about my decision to become a high school teacher was that I had to learn to embrace and love teaching. Or, put another way, it was OK for me to admit that teaching was a pleasure and a worthy craft.

Teaching freshman composition was really difficult, because nobody in the room really wanted to be there. I discovered then that I liked teaching. And I decided that teaching was, principally, "Making it all come alive for the kids."

The moment when the classroom crackles with good electricity. When every kid is listening to the other kids. When they all feel as though they get it and want to build on the conversation. In my experience, some of that is the luck of the draw with the students in front of you, but more normally, it just takes some time for them to get there as a group. To trust you, to trust each other. For me, that moment is intoxicating. It is why I teach. It is the culmination of all sorts of elements that I have put in place as a teacher - the reading materials, the questions I have asked, the challenges I have put in front of the students - and all of that has calibrated the classroom so that it comes to this fine mo-



ment - and hopefully a series of moments thereafter. But sometimes teaching is so strange; one day that electricity will flow, and then a week later, inexplicably, the current has abruptly been turned off.

My family have each given me models for teaching, or for learners.

Neither of my parents went to college.

My dad didn't like school (and by school I mean pre-university education). I sometimes wonder whether it is an advantage as a teacher to have been someone who basically didn't, at some time, enjoy learning, or who has undergone fundamental adversities as a learner. I know that one of my blind spots is that I was the kid who liked every subject.

Because I loved school. I enjoyed thinking. I liked drawing diagrams and maps of Paris (which was actually a punishment from Mr. Wright, my French teacher, for talking out of turn!) and interpreting graphs. I liked the quiet of homework in my tiny bedroom next to the water heater / airing cupboard on the table top my dad made for me. Once my dad came up to my room and asked if I wouldn't rather watch TV and I said I had to work. I won't pretend I always loved it but there was a certain pleasure in mastery of the material.

Dad grew up in Kenya and was very homesick for his parents in another part of Kenya and as he tells it went to seven or eight boarding schools (he kept running away) before he finally left school at 16. His great memories of school are things like his French teacher who went off on tangents, told the best stories, and essentially didn't teach very much French. Or the art teacher whose painting of the Ngong Hills hung in grandpa and granny's house and is now in my parents' dining room.

He reminds me often that teaching is reaching everyone and realizing that not everyone is going to come to class eager to learn.

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## Why I Teach *continued from page 5*

He helped as much as he could. When I was 12, I missed the best field trip of the year - a geography trip (geography was my favorite subject) that followed the river Cuckmere from its spring source in the South Downs to its estuary at the English Channel. But I got chickenpox, and so missed it. Dad saw that I was disappointed and without much conversation the following weekend we recreated the whole trip on his old motorbike, me on the back, somewhat scared I was going to fall off. What an important lesson for a young child. Learning is that important.

My mum also left school at 16 - this was 1960 in England - although had she grown up in a different family or era or place she would certainly have gone to college. When I think about kids who have not had opportunities I often think about her, growing up in relative poverty on a South London council estate - not surrounded with people with networks, contacts, and the belief that any career was possible (she wouldn't have heard the word "career" in her house - but she would have heard the word "job"). I remember how amazed my whole family was when I got into Trinity College, Cambridge - which I guess all of you now know a bit more about from reading *Educated* this summer. At my high school, maybe four boys were admitted to Cambridge every year, but for my family, it was as though I had just won a place on a space flight to Mars.

One of the great things we can do for our students, I think, is remind them that the sky is the limit. I want to insist to them that they never settle, that they can do more, that they are valuable in our civic fabric. Kurt Hahn, one of the fathers of experiential education, insisted to his faculty and students, plus est en vous - there is more to you, inside you, than you know. This might be the lesson my mother most taught me. She never let me give up - ever. She could be hard about it, but we always knew that toughness came from a place of love.

She also used to listen all day to Radio 4, probably the closest BBC equivalent to NPR. Which is probably why I listen to NPR around four hours a day minimum. Stations like Radio 4 and NPR do what really good schools do - they model curiosity in the children. One of the reasons I have loved sending my children to this school is that I have already seen all of their teachers do that for them. Surely the greatest gift we can give our students is intellectual curiosity - a desire to know more about our world.

In spite of its 1960s concrete, brutalist bulk, Trinity School, Croydon, was a nurturing home for me for seven years. My memory of mornings there is a little different from the cheery Paideia pell-mell carpool. Imagine a cold fall morning in suburban South London, with 1980s cars chugging to work, boys in black school uniform (black trousers, black jackets, black tie - we looked like we were going to a funeral) piling off the buses from Bromley and Croydon and South Norwood. Some had been smoking on the bus and were now shaking out their jackets and furiously sucking on polo mints so as to avoid detection - which was sort of foolish, given that most of the teachers all smoked anyway.

While the weather of this memory is cold, I do remember my old school warmly. Of course we constantly, and properly, agonize at Paideia - as I suppose every school should - that we are not caring enough, or not caring in the right ways - but compared to pretty much any other sphere of business or community, schools really can be places of friendship and connection, even in a general context of unhappiness or adversity.

That is why my favorite part of *The Catcher in the Rye* is the first four chapters, where Holden is remembering being at school - just before he leaves. His roommates are terrible (remember Ackley and his mossy teeth!), his fencing teammates have ostracized him, he hates the hierarchy of his awful, preppy school - "mold-

ing boys into splendid, clear-thinking young men . . . since 1888" - and even old grandpa Mr Spencer isn't nice to him - and yet Holden senses the community that can be part of the school. Holden remembers throwing a football with his friend - finding a kind of connection amid the Stradlaters and the phonies and the morons.

I suddenly remembered this time, in around October, that I and Robert Tichener and Paul Campbell were chucking a football around, in front of the academic building. They were nice guys, especially Tichener. It was just before dinner and it was getting pretty dark out, but we kept chucking the ball around anyway. It kept getting darker and darker, and we could hardly see the ball any more, but we didn't want to stop doing what we were doing. Finally we had to.

The three things that keep me coming back.

**1.** The happiness/silliness/funniness/vulnerability of the kids. Especially the days when they are wide-eyed with the possibilities of the world. What are we doing here on this planet if it is not helping each other? Our choice as professionals is selfishness or selflessness.

**2.** The love of the community. The conversations we all have on a daily basis here at Paideia. I talk to **Vincent** about boxing, to **Tim** about the latest lightweight hiking gear, to **Becki** about how **Josie** and **Ramona** are doing. We are all here together in a big ship - as you know, the main part of the church or cathedral is the nave, nave, the ship - a vessel containing lots of parts and people and things. There is **Korri** protecting her meadow from roving lawnmowers. There is **Eddy** talking to every student at the crosswalk. There is **De'Andria** in the junior high, whose neck must need special medical treatment since she routinely looks up every time I - and everyone else - walks in. In the elementary school, children are constantly running around **Isabel's** legs, through **Shondra's** art classes, into the arms of the most pas-

more ►

## Paideia Elementary Is Full of Beans



Olivia, Kaela and Steff’s class, with the guidance of urban agriculture coordinator **Tania Herbert**, were patiently working hard the first week of school, finding joy and pride in planting, tending and harvesting their very own crop of black beans. They also picked a hefty harvest of butternut and sweet sugar squash. And in an ongoing “farm to table” exercise, they were planning to cook

the harvest and bring it to the table.

On Tuesday, August 20, just days into the school year, students were confronted with piles and piles of beans that needed picking and hulling. They worked in groups, occasionally assisted by Tania, sorting the small beans into buckets and culling the few that looked bad.

Some of the beans will be stored as seed to use next year when that crop is put in,

which will demonstrate how communities can gain better food security. Also, chef-in-residence **Ollie Honderd '07** will be working with classes on cooking and nutrition making dishes from ingredients from the farm. And Tania will make soup with a class or two to be served at the local food pantry Paideia supports.

toral teachers in the world. And through it all runs the little blue golf cart, with its Spiderman horn and fluffy dice. It is talismanic for many of us.

3. The material, the poetry, the words. At my lowest ebb, I have wondered why I teach. And I go back to the language, the material that my best teachers ignited in my brain:

Perhaps on one day it might be the start of Chinua Achebe’s great novel, *Things Fall Apart*:

“The drums beat and the flutes sang and the spectators held their breath. Amalinze was a wily craftsman, but Okonkwo was as slippery as a fish in water. Every nerve and every muscle stood out on their arms, on their backs and their thighs, and one

almost heard them stretching to breaking point. In the end, Okonkwo threw the Cat.”

I want my students to feel and to see how terrific Achebe is at describing these beautiful, athletic bodies, all in a context of drums and music. How does he do it in so few words? What a great job I have that I get to talk to students about this.

## Students Attend Law Academy



Juniors **Avery Brown** and **Alie Urquhart** were among 40 students chosen to attend the Georgia State Bar's High School Law Academy recently. The students, who are members of Paideia's Mock Trial team, studied aspects of the law, trial strategy, and met with select lawyers and judges.

## Paideia Fall BBQ: Saturday, October 5, 5-8 p.m., Campus Green

It's BBQ time! While grandparents and special friends are visiting, come have dinner and an evening of activities with all of your Paideia friends. Please join us for the Annual Fall BBQ on Saturday, Oct. 5, 5-8 p.m. We will have tons of great food and drink (courtesy of the Paideia Cluckers and Fox Bros), plenty of activities for your little ones - including the ever popular cake walk - and live music to keep you moving the whole evening. So grab your tickets and mark your calendars!

To purchase tickets please go to [www.paideiaschool.org/BBQ](http://www.paideiaschool.org/BBQ)

## STUDENT ACHIEVEMENTS

### High School Students Named 2019 Volunteers of the Year

Paideia high school students won the 2019 "Volunteers of the Year" award for high school groups who work at MedShare, a 501c(3) humanitarian aid organization dedicated to improving the quality of life of people, communities and the planet. The charity sources and delivers surplus medical supplies and equipment to communities all over the world. The students were honored at a luncheon with volunteers from faith-based organizations, civic groups, government and universities.

Paideia high schoolers have been working in three-hour shifts to sort medical supplies that have been donated by either a manufacturer or hospitals. In addition, junior high students have been pitching in once a month.

MedShare has barrels on hospital floors in 19 hospital systems throughout Atlanta, so instead of throwing out unused new items, the nurses and hospital staff can put them in the barrels to be sorted and sent to U.S. safety net clinics and hospitals abroad in over 100 countries.

THE PAIDEIA SCHOOL'S 37th ANNUAL

## ART VISIONS ARTISTS MARKET

FINE ART, CRAFT AND JEWELRY SALE

Facebook: @PaideiaArtVisions

Instagram: @artvisionsmarket



A curated selection of fine art, ceramics, jewelry, and kitchen goods from more than 150 local artists!

**Opening Night Reception for Paideia parents on  
Friday, November 8, 7pm-9.30pm**

Located inside Paideia's art gallery/gym at S.Ponce de Leon and Oakdale

Friday, November 8, 9:00am-4:00pm (Paideia community\*)

Saturday, November 9, 10:00am-5:00pm (open to the public)

Sunday, November 10, 12:00pm-5:00pm (open to the public)

## Directing the Student-Run Musical Is Stressful but Rewarding

by **Reese Harward**, *Production Assistant*

*Below is an excerpt from Reese Harward's article from the high school newspaper, The Forum.*

It's tradition in the Paideia high school to organize a student run musical at the start of each school year. As the name suggests, the show is directed and produced entirely by Paideia students, from the set design to the tech crew. This year,

they performed *The 25th Annual Putnam County Spelling Bee*, with seniors Caroline Porkert, Josie Miller, and Olivia Graner directing. When asked how she felt about this responsibility, Graner said "Directing is definitely a work-intensive and stressful job – it's a lot of pressure to have so many people counting on you to direct a successful show. In the end, though, directing was super rewarding and a great experience."

The musical, which was performed on

Friday, Aug. 23 and Saturday, Aug. 24, tells the story of six children competing in a local spelling bee for a chance to go to nationals. One of the most unique aspects of this particular musical is that the people watching it are involved, and each night features four audience volunteers. Porkert said, "We really liked how every role was featured... and so every person was integral to the final product."

*Photos by Kemi Griffin*



# Familiar Faces: Alumni Join Paideia Teaching Staff

## Catching Up with Katie Woolf

*Katie Woolf '99 joined the music teaching staff this year. We caught up with Katie after her first day on the job.*

### Tell us what you have been up to since graduating Paideia in 1999?

I went to college at Furman University, then up to Boston for a master's degree. I stayed in Boston for a while working as a free-lance singer, voice teacher and conductor at Harvard. Then I moved to Kansas City, Missouri where I got a doctorate in voice performance. My post-doctoral job search brought me back to Atlanta when I started at the performing arts magnet in Cobb County (at Pebblebrook High School) in fall 2011. Since then I've been teaching full-time. And I still sing with choruses in town - namely the Atlanta Symphony Orchestra Chorus and Chamber Chorus.

### How did those experiences eventually lead you back to Paideia?

**Kate Murray** has been a friend and mentor since I left her classroom so when I moved back to Atlanta and began teaching



at Pebblebrook, I reached out to Kate to seek her advice as I began teaching high school. Through Kate I met **Scott Morris** and we've gotten to know each other over the years. So when Kate told me about her upcoming

retirement, I talked to her and Scott about applying for the job... and that was that. I've enjoyed working other places but it's also really nice to come home.

### What part of the job most excites you?

The students!! They are so much fun to work with - they are open and accepting and smart and curious and willing to try new things with me. We're having a great time so far.

### What does it feel like to be back on campus, seeing old and new buildings, meeting new teachers?

first grade classroom, where I stayed for three years. Then I taught in a second/third grade classroom for four years. This is crazily my eighth year as a teacher at Paideia and my 10th year teaching!

**Emily Schreck:** After graduation I attended Appalachian State University and took part in a small living-and-learning community there called Watauga College. I received my degree in gender studies in 2010, and then moved to Beijing, China, in the fall of that year to live with my older brother, Matt. I spent two years in Beijing learning Chinese and teaching English, and taking photos to post on a new

### Has Paideia changed a lot?

Some things haven't changed! - for example, I laughed when I saw that the 7th grade trip is still to Jekyll Island! And it's great to be working alongside so many people who were so important to my education - whose lessons I still remember to this day! (**Eddy Hernandez, Joanna Gibson, Donna Ellwood, Clark Cloyd, David Millians...**)

But it's also exciting to see so many new faces around campus and to hear about all of the programs that Paideia is implementing. Gender Day is a thing now? And mindfulness work in the classroom? And an on-campus compost? It doesn't surprise me that Paideia continues to evolve with the changing times - I'm glad to be a part of the evolution.

### What would high-school Katie have said if you told her you would be following in Kate Murray's footsteps?

Oh... she probably would have been shocked. But her classmates probably would not/will not be!

## Updates from the Emilies

*Emily Orr '06 and Emily Schreck '06 began teaching in the elementary together this year.*

### Tell us what you both have been doing since graduating from Paideia?

**Emily Orr:** I attended Duke University, where I majored in developmental psychology and pursued my teaching license. After graduating, I worked as a 4th grade teacher at a DeKalb County elementary school for two years. In the fall of 2012, I had the privilege of returning to Paideia to work with **Jonathan Petrash** in a kindergarten/

app called "Instagram". I quickly gained a large Instagram following (over 250,000 people!) and was able to travel the world and meet many interesting people through the app. In 2012, I decided it was time to move away from China, but not wanting to head back to the states yet, I spent a year in Australia working in tourism on the Great Barrier reef. Upon my return to the USA in 2013, I reached out to **Barbara Dunbar** and began working as a floortime specialist and facilitator for children with developmental differences. That eventually led me to Paideia, where I worked as a facilitator for several years

before coming on staff to work part-time in the half day and eventually lead to a full-time assistant teacher position. This is my fourth year working officially for Paideia.

### **Do you think you always knew you wanted to be a teacher?**

**Emily Schreck:** Yes. I think I did always have some idea that I wanted to be a teacher. I had envisioned different paths over the years, but I've always been led back to education and spending time with kids.

**Emily Orr:** I realized that I wanted to be a teacher when I had a developmental psychology class in college and went to observe in a kindergarten class two times a week. That was the best part of my week, and so I pursued an education degree. When I looked back on all of my work experience up until that point, it was always with children, and I realized I had been ignoring the obvious. My Paideia friends joke with me that I was always the one willing to help with homework/math, so they were not surprised when I went this route.

### **Which teacher and/or experience at Paideia helped lead you to where you are now?**

There's not one teacher but a series of influential teachers and classes. Paideia teachers enjoy what they do and have the curriculum choices to teach to their passions. It's infectious and creates a love of learning that is irresistible to both adults



Emily Orr '06



Emily Schreck '06

and kids. We simply never stopped wanting to learn!

### **Are you excited to be working with a fellow alum? Is there something unique about the Paideia experience that makes working with each other even more special?**

We are both so excited to be working together! It feels like a gift to have a chance to co-teach. Our shared history and experience with school makes it easy to communicate with one another. We also know a lot about each other, and it takes a lot of the guesswork out of getting to know your partner. We like to joke that the teaching partnerships in the elementary are like a marriage, and we feel we have a functional, productive and loving partnership!

### **Be honest, when you were at Paideia did you ever think you would end up back here teaching?**

I think it's safe to say that if you had told us when we met at [age] 12 that we

would be teaching together in 19 years we would have been floored. When we each returned, it was sometimes weird to tell our Paideia peers that we were back working there- like maybe it's the "obvious" choice for us or a "cop out" in some way. However, we both feel really strongly about the Paideia community, and we feel really honored to be able to continue some of the awesome traditions that shaped us into inquisitive, life-long learners.

### **What's the strangest or most surprising part of coming back to work at your old school?**

At first the strangest thing was working with our former teachers, but now it feels like an advantage and a privilege to get to work with experts in the field! It is sometimes still strange to walk into the high school. When we walk into the commons, it feels like we should be seeing the people we went to school with, and it's bizarre when none of the faces are people that we know.

### **Last question, how do the students differentiate between the two Emily's when asking you a question? Are you Emily 1 or Emily 2?**

Ask us again in a month! We are letting our students take ownership of differentiating us. We've talked explicitly about our last names, and about our similarities and differences. Paideia kids are very creative and we're sure they are going to come up with some great nicknames for us.

## Paideia's Financial Aid Tax Credit Program

Thank you to those who participated in the 2019 Financial Aid Tax Credit (FATC) Program. Through our collective effort, Paideia received over **\$640,000** from the FATC program! Georgia increased the total funds to this program, and we were able to receive twice as much as last year due to our parent participation (200 plus participants!). Taking the time to re-direct your tax dollars to Paideia exemplifies how we can have a big impact on our community when we come together. Thank you for your support of Paideia's financial aid.

The application process for the 2020 tax year is now open. Please consider participating today! To learn more about FATC, go to [www.paideiaschool.org/support-paideia/financial-aid-taxcredit](http://www.paideiaschool.org/support-paideia/financial-aid-taxcredit) or the development office.

# THE PAIDEIA SCHOOL

1509 Ponce de Leon Avenue  
Atlanta, Georgia 30307

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THE PAIDEIA SCHOOL is nonsectarian, serving families with children ages three through 18. Paideia does not discriminate in employment or in admissions. It actively seeks racial, cultural, and economic diversity in its student body.

The ancient Greek word *Paideia* conveys the concept of a child's total education: intellectual, artistic, and social.

The Paideia School Newsletter is published 10 times a year. The deadline for the newsletter is the 1st of the preceding month. Send all correspondence to Jennifer Hill, Editor, at Paideia School, 1509 Ponce de Leon Avenue, Atlanta, GA 30307. Phone number is 404/377-3491, ext. 339; e-mail address is [hill.jennifer@paideiaschool.org](mailto:hill.jennifer@paideiaschool.org). For information about sports schedules and upcoming events visit our web site at [www.paideiaschool.org](http://www.paideiaschool.org)

**Friday, Nov. 8–Sunday, Nov.10**

## Mark Your Calendar for Paideia's 37th Annual Art Visions Sale

Art Visions, Paideia's annual art and craft sale is the first weekend in November in the practice gym at Paideia. It's recognized as one of the best local arts and craft shows in the metro area.

At the sale, you will find original gifts and handmade art from local artists including ceramics, jewelry, paintings, prints, photography, wood work, fiber art, yard art and much more. Items are available at a wide range of prices – from small pieces less than \$10 to more expensive art.

A percentage of the sales goes towards supplementing faculty art budgets and purchasing special equipment for our students. **Dianne Bush**, chair of the Paideia art faculty described how proceeds from Art Visions have been used by the visual

arts program. "We've been able to enhance our curriculum by purchasing nicer equipment for students to use such as printing presses, slab rollers, photography equipment and bringing in guest artists for special programs."

**Preeti Ayyangar**, Paideia parent and chair of Art Visions, is excited by the enthusiasm the young artists have for the show. "Artists love being in the show and look forward to being a part of the Paideia community. Artists tout that this a good place to sell your work because of the supportive environment, the wonderful volunteers, the ease of not having to stay the whole weekend, the quality of the work and the income it generates." New young artists bring exciting new work while the veteran artists come back year

after year to this appreciative audience. "I am so excited that we can make a difference for young artists," she said.

Art Visions will be open to the Paideia community all day Friday, Nov. 8, from 9 a.m. to 4 p.m. On Friday night be sure to join us for the opening night reception, 7-9:30 p.m., while enjoying food and seasonal cocktails. Mix and mingle with your Paideia friends and get first dibs on the year's fabulous finds.

The sale is open to the public on Saturday, Nov. 9, from 10 a.m.-5 p.m. and Sunday, Nov. 10, from noon to 5 pm. Bring the kids to the craft corner where they can make art while you begin your holiday shopping. Visit the Art Visions Facebook page to check out the goods and don't forget to "like" us.