

continued from page 1

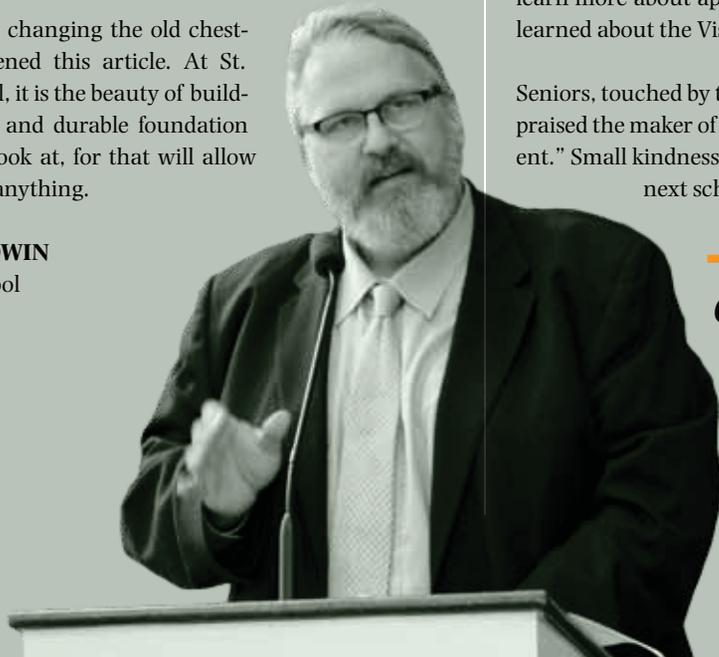
challenging work that they feel they can master. Complicated work can be accomplished when it is parceled in a way that respects the unique learning stages of each child.

We also spent time this year looking at inquiry-based learning. Lower School science teacher Lauren Thomas begins many of her lessons by having students ask questions so that the lesson becomes about the investigation as much as instruction. This transitions to independent research based on a personal interest as the children get older. Upper School science teacher Cindy Sweetser launched a culminating independent research project for Grade 8 students connecting them to their passions and the professionals who have pursued them as a career.

Our social-emotional learning (SEL) program unites all of these efforts to build independent, confident, and effective learners. It is an intentional, clearly articulated curriculum that supports our children from 4 – 14 and helps them learn to advocate for themselves, respect others, expand empathy, and embrace collaboration.

So, I propose changing the old chestnut that opened this article. At St. Luke's School, it is the beauty of building a strong and durable foundation you should look at, for that will allow you to build anything.

**BART BALDWIN**  
Head of School



## OFFERING GIFTS OF SERVICE

Jocelyn Bowman, *Director of Advancement*

Students at St. Luke's School are nurtured to develop their gifts, including talent, creativity, and compassion. This year, young children and adolescents offered their many talents to the elderly in the West Village. Our community standards came to life in a new way with this service learning program.

Each grade was challenged to serve others in meaningful and developmentally appropriate ways. Our youngest students made personalized birthday or Valentine's Day cards. Grade 2 students painted terra cotta pots and transplanted bulbs for Visiting Neighbors.

Others raised funds through Read to Feed, supporting City Meals on Wheels; yet others in Grade 3 learned about Native American tribes through the Adopt an Elder program.

Our older students brought their many talents to the elderly. Grade 6 sang for SAGE (Services and Advocacy for Gay, Lesbian, Bisexual and Transgender Adults), and engaged with them in conversation. Karaoke ensued! Grade 7 visited the Older Persons Technology Center, during which they helped seniors learn more about apps and familiarized them with technology. Grade 8 students delivered goody bags to their new friends and learned about the Visiting Neighbors program directly from Steve Gould, the program's health advocate.

Seniors, touched by the efforts, expressed encouragement to our students in their thank you notes. Herb from Visiting Neighbors praised the maker of his Valentine's Day card, saying, "Happy Valentine's Day to you. Keep doing art. You seem to have a real talent." Small kindnesses warmed the hearts of all, and we look forward to deepening our students' compassion for the elderly into next school year. Many thanks to Marilyn Schiller, the faculty, and the students who made this program a success.



---

*Our community standards came to life in a new way with this service learning program.*

---