

Chestnut Hill School



—Quan Sha
(Q)

Agenda



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Early Childhood

BEGINNERS - KINDERGARTEN



Lower School

1ST GRADE - 3RD GRADE



Upper School

4TH GRADE - 6TH GRADE

Diversity, Equity, and Inclusion Strands

Approaching complex topics in age-appropriate ways, our DEI strands develop in sophistication as children grow into each DEI topic. Beginners start by making connections to identity and self, as they begin to understand who they are and what makes them special. Awareness and understanding of how we relate to others are cultivated through social studies content, book selections, and research projects as our students progress from Lower School to Upper School. The gradual broadening of their perspective carefully guides them to looking at social justice and their world view as they experience grade 6. CHS's intentional DEI approach positions students for today's world, while preparing them to transform tomorrow's.

Our Mission

The Chestnut Hill School is an inclusive community of joyful learners who think critically, embrace diversity, and act with empathy.

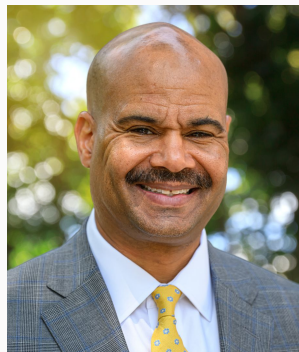
Our Vision

At The Chestnut Hill School, our vision is a world transformed by childhood optimism and enduring curiosity.

Values & Guiding Principles

Our philosophy is founded on four guiding principles, reaffirmed in our 2022 strategic planning process.

Educators/Teachers



Roderick MacNeal

Head of School



Virginia Siu

*Associate Head of School
for Teaching & Learning*



Mark Boylan

*Grade 1 Homeroom
Teacher; Learning
Fellows Coordinator*



Darisa Pilon

*Pre-K Homeroom
Teacher*

Educators/Teachers

MONTH YEAR



Katerina Orfanos

Science Teacher



Rosie Sweeney

*Arts & Science
Teacher*

My Work



Internship Period: From September 8, 2025, to December 8, 2025 (Monday & Wednesday each week)

Focus: Pre-K, Grade 3 to Grade 5

Weekly Internship Schedule Overview

Monday 10:30 - 11:00 Pre-K
Monday 11:00 - 12:30 Grade 2 / Meeting
Monday 12:30 - 13:15 Grade 3A
Monday 13:15 - 14:00 Grade 3B
Wednesday 07:30 - 08:15 Arrival
Wednesday 08:15 - 09:00 Grade 4A
Wednesday 09:00 - 09:45 Grade 4B
Wednesday 10:45 - 11:30 Grade 5A
Wednesday 11:30 - 12:15 Grade 5B
Wednesday 12:15 - 13:00 Lunch
Wednesday 13:00 - 13:30 Grade 3
Wednesday 13:30 - 14:15 Grade 3A
Wednesday 14:15 - 14:30 Grade 3B

Meetings and Community Time

Meetings

- Mr. Boylan introduced the ABC Chart (Antecedent, Behavior, Consequence) as a tool for observing student behavior in three parts: what happened before, the behavior itself, and what came after. I learned that structured reflection can prevent impulsive or biased responses.
- Mr. Boylan shared a real case during a meeting — a father had emailed to accuse a boy of inappropriate physical contact with his daughter, labeling the behavior as “school bullying.” But Mr. Boylan’s first reaction wasn’t to intervene immediately or make any judgments. Instead, he calmly replied: “Can I give you a call to talk about this?” He explained that the world seen through a child’s eyes is often very different from how adults interpret things. What may appear to be bullying to a parent might, in the child’s mind, carry no malice at all — and might not even qualify as true bullying.

Community Time

- ➔ This term’s Community Time centered around allyship. Through games and discussion, students explored what it means to stand up for others and be a supportive peer.
- ➔ One memorable activity involved students stepping forward if certain statements applied to them. It was a powerful yet gentle way to build awareness of identity, empathy, and community.
- ➔ During a noisy class, the teacher didn’t say “be quiet”—instead, they said, “Let’s wait until your classmates are ready to listen, because you deserve to be heard.” That phrasing showed deep respect for the student and made a lasting impact on me.

Highlight 1



“

“Most of you CAN'T remember
our names”

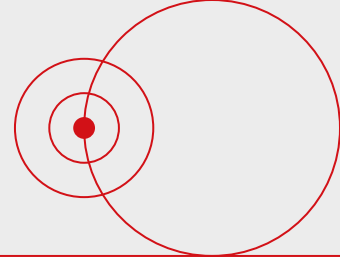
Highlight 2



“

“This is NOT my sponge!!!”

Takeaways



1. The classroom isn't just a place for learning—it's where real connections are built.

When I first got introduced to the class, I was so nervous I could barely remember anyone's names. But over time, I started to remember more faces, greeted them in the hallway, and slowly became someone they recognized and responded to. There was this one moment when I called a student by name, and the other kid looked at me like I was some kind of legend. That small reaction made me realize how something as simple as knowing their name can make a huge difference in building trust and showing that you care.

2. The real challenge wasn't waking up early—it was staying present and consistent.

Getting up at 6:30 AM just to make it to school felt borderline insane at first. Some days were rainy, others I was just straight-up late. But weirdly enough, I kept showing up. Even on days where nothing "special" happened, I realized that just being physically and mentally present—helping out, observing, stepping in when needed—was its own kind of effort. I came to understand that being an assistant isn't about doing big, flashy things—it's about showing up for the little moments that stack up over time.

3. Being an assistant isn't just about "helping"—it's about learning how to guide and inspire.

At first, I was just helping cut papers, fetch materials, and observe from the sidelines. But gradually, I started stepping into more meaningful roles—asking students questions, guiding discussions, and even challenging their answers. Like the time I asked a group why they thought a glacier was a volcano, just to spark their thinking. Those kinds of interactions made me realize that even though I don't want to be a full-time teacher, I do want to understand how kids think—and maybe help them think a little deeper.

Future



Goal 1

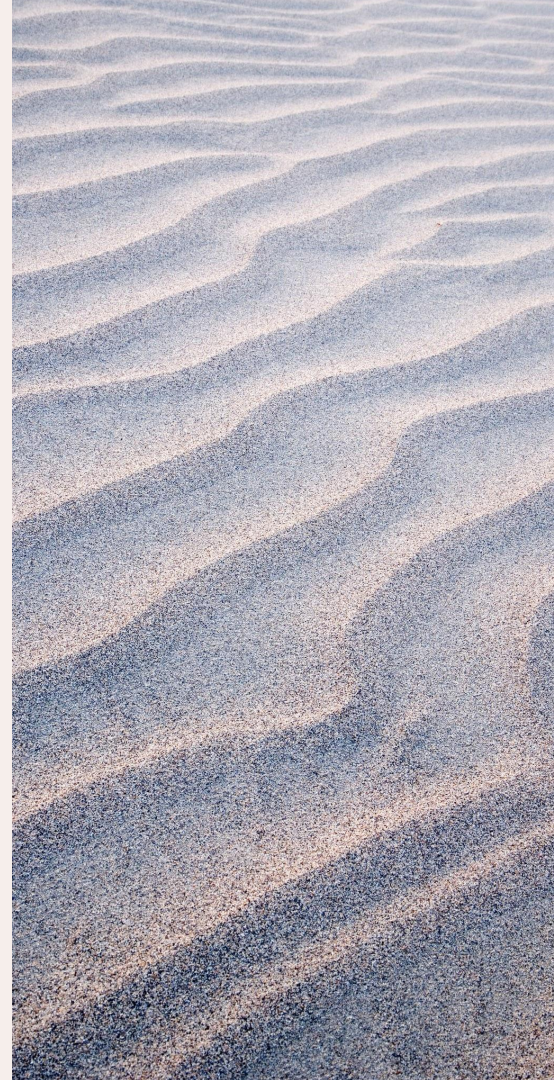
Graduate degree

relevant metric: 00%

Goal 2

Become a school counselor or a
child and adolescent therapist

relevant metric: 00%



Thank You



Grow Today, Transform Tomorrow

At The Chestnut Hill School, we believe childhood optimism and enduring curiosity can transform the world. Here, students from age 3 through Grade 6 find meaning and joy in a diverse community that encourages all to question, to take risks, and to think critically as they grow into intellectually skilled, empathetic, self-empowered young learners.