



Why Teach at BB&N?

Faculty Perspective

What's it like to teach at BB&N? A diverse Faculty group was asked to describe why they teach at BB&N. Five common themes emerged. Read what our faculty members had to say...

1. BB&N's Teaching Philosophy

Woven into BB&N's culture is the encouragement, support and development of reflective teaching. Professional Development opportunities are grounded in the belief that teachers learn best from their own and their colleagues' professional experiences, and that the capacity to reflect upon experience is the most effective method of promoting and ensuring excellence in teaching.

"The main reason why I work at BB&N is because I respect the mission of the school and the steps that the school takes to live up to that mission. As a teacher, BB&N has the resources for me to make learning come alive in my classroom. BB&N provides me with the monetary funds I need to develop myself as a professional educator." – Anthony Reppucci, Beginners Homeroom

"BB&N encourages me to teach to my strengths and passions. I have the autonomy to select literature from a wide range of authors, and make it a priority to show my students not only where to identify themselves in these pages, but also how to see a deeper, fuller and more challenging picture of diversity – one that will better prepare them for the more complex and diverse communities awaiting them beyond school." – Alda Farlow, Upper School English & holder of the Marian Vaillant Future Leader Instructorship

2. Interesting & Engaged Students

The different perspectives and experiences of our students define the fabric of our community. While there is not one "type" of BB&N student, they are interesting and inquisitive young people with a thirst for knowledge. The vibrancy and vitality felt in the hallways, classrooms and playing fields of BB&N derives from the students with their varied interests, experiences, backgrounds, cultures, religions, views, and perspectives.

"I teach/work here because we have wonderful and talented students who seem to care about each other and the world around them. The number of students who

volunteer each year for the Books Basketball and Neighbors Program impresses me each year. This past fall season, we had 30 different students volunteer. They show up on time and respond to my expectations without batting an eyelash.” – Lewis Bryant, Director of Multicultural Services, Upper School History and Social Science Teacher

“My students are amazing! They are motivated, engaged and VERY polite. I still can’t believe that students say ‘thank you’ at the end of each class. It’s really a dream to work here.” – Zoe Tarshis, Middle School English

“BB&N students are hardworking, well behaved, intelligent, kind.” – Matthew Kardon, Upper School Mathematics

3. Dedicated Colleagues

At the heart of BB&N is a talented and passionate faculty, engaged in their fields, in the art of teaching and in the lives of their students. Faculty are always there for their students, whether they need help with homework, sage advice or simply a companion for lunch.

“The top reason I work at BB&N: supportive, collaborative faculty.” –Randi Currier, Middle School Mathematics

“BB&N faculty continue to pursue work in their fields outside the classroom. The faculty is creative and committed to talking about learning and best practices of teaching. There is a collaborative and friendly atmosphere.” –Melissa Courtemanche, Upper School Science

“The faculty at BB&N are brilliant and always willing to offer feedback. I feel comfortable asking anyone for help. I felt particularly supported during my first year. While I had been teaching for seven years, I still had weekly meetings with my department head and new teacher mentor.” – Zoe Tarshis, Middle School English

4. Dynamic Location

BB&N embraces Cambridge and Boston as vital parts of our extended ‘classroom.’ Students ‘adopt’ trees in Longfellow Park and do ecology experiments in the Charles River. With three campuses within a mile of Harvard Square, we are able to tap into the wealth of educational and cultural resources at institutions such as Harvard, MIT and the Museum of Fine Arts.

“The B-12 set-up and geographical locations provide unique and valuable resources and connections.” – Bethany Greene, Kindergarten Homeroom

5. **Mentoring Emphasis**

In order to support a diverse student body, faculty often assume a mentor role with their students. A key part of this informal mentor relationship is supporting students as they grow and learn within BB&N.

“One of my most valuable responsibilities – other than teaching – is as a role model for our students of color. My goal is to encourage, challenge, and inspire them to take risks and succeed here at school. I want students of color to feel as I do: that in this community I am valued person, appreciated for who I am.” – Alda Farlow, Upper School English & holder of the Marian Vaillant Future Leader Instructorship