

Tanglewood Professional Development Retreat
Building Learning Communities Through the Arts
Two one-week sessions, summer 2019
Program Facilitator Michael Goodwin

Building Learning Communities Through the Arts

A few summer weeks among mountains, a lifetime among green meadows and placid slopes, with outlines forever new, because continually fading out of the memory - such would be my sober choice.

-Nathaniel Hawthorne, Tanglewood Tales

This immersive professional development retreat is predicated on the notion that once the arts are no longer treated as ancillary to an education, but rather at the center of what we do in schools, the world will become a more sustainable, creative, and kinder place. Our goal this summer is help bring on the dawn of that bright day. Together, we will experiment with integrating the arts into all of our classrooms - no matter the population, no matter the subject - in the ongoing effort to make our curricula relevant, integrated, and alive.

Working with Michael Goodwin and a cadre of trained college-bound students, teachers and administrators will be given the opportunity to develop interdisciplinary arts-based learning experiences. Employing the Tanglewood campus as our classroom, we will contemplate the ways in which the arts can serve as a tool for synthesis, while considering how we might nurture a more holistic and balanced student-teacher relationship.

The work, however, will hardly be limited to discussion. Much of our time will be spent working in small groups, designing and executing lessons to be taught to our assembled class at the end of the session. This will be a live, dynamic, and authentic process. In short, we will radically re-examine this teaching and learning business and in the process take great joy in creating a learning community of our own.

This experience is open to educators and administrators of all backgrounds. The only prerequisite is a willingness to step outside of one's comfort zone in the effort to create something of great beauty and substance that will necessarily impact not just one's individual practice but instructional practice at large.