

CAROLINA FRIENDS SCHOOL

**ASSISTANT HEAD OF SCHOOL
START DATE: JULY 2021**



www.cfsnc.org

MISSION STATEMENT

Carolina Friends School is a vibrant and inclusive learning community empowering students to think critically, creatively, and independently. We foster active exploration and quiet reflection, individual endeavor and collaborative engagement. Inspired by Quaker values—pursuit of truth, respect for all, peaceful resolution of conflict, simplicity, the call to service—we teach our children that it is possible to change the world.



OVERVIEW

Carolina Friends School is a preK-12 co-ed day school inspired by Quaker values, committed to excellence in all we do. We believe the best education amplifies a child's curiosity, courage, and creative thinking. Every day, we empower our students to question the world around them, discover their passions, think deeply, and use their voices in service of the greater good. Because when our students are taught how to think, not just what to think, they are prepared to confidently navigate their own path, advocate for themselves and others, and impact the world around them.

Carolina Friends School is seeking a thoughtful, collaborative Assistant Head for Teaching and Learning to begin July 1, 2021. Working with the Head of School, unit (division) heads, and staff, the position will be crucial in the School's development of core teaching and learning initiatives that are driven by the School's pedagogical beliefs and values. A member of the school's senior leadership team, the Assistant Head of School for Teaching and Learning will have key responsibilities for facilitating strategic academic initiatives, including curriculum design and implementation, and teacher pedagogy and professional growth.

The Assistant Head of School for Teaching and Learning will work collaboratively with all constituents of the School to deliver the School's mission by nurturing CFS' diverse and inclusive community of learners and fostering the intellectual, spiritual, emotional, and physical development of each student.

FOUNDED:
1962

TOTAL STUDENTS:
504 In 4 Units
And 3 Campuses

STUDENT AGE RANGE:
3-18

TOTAL STAFF:
118

STAFF WITH ADVANCED DEGREES:
62%

STAFF ETHNIC/RACIAL DIVERSITY:
19%

STUDENT/STAFF RATIO:
9:1

STUDENT ETHNIC/RACIAL DIVERSITY:
26%

ADJUSTED TUITION FUNDS:
1.88M

STUDENTS IN OUR ADJUSTED TUITION PROGRAM:
32%

ENDOWMENT:
\$13.1M

HISTORY

In 1962, Carolina Friends School was founded to be different by design — purposefully integrated, student-oriented, and radically equal. It wasn't easy.

A small group of families within the local Quaker meetings gathered with the idea for a school welcoming children of every race and economic background. They began with early education programs operated out of the Durham and Chapel Hill Friends Meeting Houses. As the program and its students grew, land was acquired on our current main campus, and a Lower School facility was built. Early on, our educators incorporated ideas of open classrooms, with group tables instead of desks, teachers working in teams, and mixed-age class groupings. Experiences with these collaborative spaces and teaching practices informed the construction of the Middle and Upper School buildings and programs in the early 1970s.

When state legislation was passed to require standardized testing in schools in 1977, Carolina Friends School educators objected to restricting curriculum and using state-mandated tests as a means of assessment. Our school applied for and was granted an exemption, but still supported seven other schools in their successful legal battle to use other methods of assessment than the state tests.

Over the years, Carolina Friends School has continued to build new opportunities for students, including the construction of our Performing Arts Center as a fitting home for our strong arts curriculum. Our aims to support a more diverse community have included early adoption of staff benefits for same-sex partners and the support for the first student-led middle school gay-straight alliance in our area, if not the state. Most recently, efforts have included the expansion of our economic diversity through our Adjusted Tuition Program and the addition of a Director of Diversity, Equity, and Inclusion and Board Equity and Justice Committee. What has not changed are our core values — our commitments to social justice, to serving the greater good, to seeing and celebrating the unique value of each individual, and to carefully stewarding our resources.

QUAKER VALUES

Most students, parents, and teachers at Carolina Friends School are not Quaker. We follow varied religious traditions or none at all, but our identity as a Friends school is central to who we are. Quakers believe in the ability of each individual to become their best self, the power of community, and the importance of acting for the greater good. We are secular, inclusive, and



deeply guided by Quaker values. The philosophy of Carolina Friends School is reflected in the following beliefs, which are rooted in the tenets of the Religious Society of Friends:

Belief that the truth is continually revealed
Belief in seeking peace with oneself and others
Belief in accepting and respecting each individual's uniqueness
Belief in the spirituality of life
Belief in the value of simplicity
Belief in the power of silence

The spirit of equity and inclusion are evident everywhere on the campus and, in that spirit, everyone at Carolina Friends is called by their first name, including the Head of School.

OUR CAMPUS

Outdoor learning and respect for the environment are key to a Carolina Friends education. Our Main Campus sits on 126 acres at the edge of Duke Forest, central to Durham, Chapel Hill, and Hillsborough, North Carolina. We have additional Early School campuses in Durham (nestled by Duke University's Central Campus), and Chapel Hill (right by the campus of The University of North Carolina at Chapel Hill). The satellite campuses share spaces with the Durham and Chapel Hill Meetings.



In addition to our Early, Lower, Middle and Upper School buildings, Main Campus also houses informal and more structured outdoor learning and recreation spaces, our athletic facilities (including the Gym, practice gym, tennis courts, and soccer, ultimate, and baseball fields), a greenhouse, two libraries, multiple visual art studios, and our Performing Arts Center.

The School benefits greatly from its location in the “Research Triangle” comprised of Durham, Chapel Hill, and Raleigh and the surrounding area, and is enriched by the intellectual and cultural life that the universities in the Triangle afford.



OUR SCHOOL COMMUNITY

FAMILIES

The 500+ Carolina Friends students come from cities and towns throughout the greater Triangle area, and many families are connected with Duke, UNC, NCCU, or NC State. Twenty-six percent of the students identify as students of color, and the School’s ongoing commitment to socio-economic diversity was catalyzed by the introduction of a robust Adjusted Tuition program, currently providing 1.88M in funds for tuition support to 32% of students.

The students are taught to be strong self-advocates, especially by the time they reach the Upper School, and are given responsibility for their own learning and service to the community. As they speak of their roles in the school and larger communities, it is evident that the Quaker values have strongly influenced their attitudes toward service, towards one another, and towards the community at large. The School is a safe place for students to take risks exploring activities out of their comfort zones. The student experience at Carolina Friends is truly transformational, with many alumni returning to the school – some to teach – a testament to the difference that the experience has made in their lives.



In recent years Carolina Friends School has had over 350 applications for approximately 90 openings with an impressive yield of over 70%. Attrition hovers between 6%-9%. More than 11% of the budget is devoted to adjusted tuition support, well within the norm of area independent schools, and there is a very strong commitment to this program on the part of the Board.

STAFF

Carolina Friends refers to all working members of the community as staff, both teaching and non-teaching. There are long-term teachers at the School whose commitment and skill are revered and deeply respected. The transformational character of the community has influenced them, while they have simultaneously helped to create its character. Many teachers hold advanced degrees and many have further bonded to the community by sending their children through the school. The School encourages this by offering a generous tuition remission benefit to staff.



Purposeful efforts are being made to increase the diversity of our staff in recruitment and retention, which in the last four years has brought us close to the national average for independent schools. This work has been greatly aided by the hiring of our first Director of Diversity, Equity, and Inclusion in 2018.

Relationships between staff and students define the Carolina Friends experience. Teachers support student interests and work hard to identify and cultivate their strengths. As a result, students feel comfortable expressing their opinions and confronting problems. Indeed, student voice is highly valued at Carolina Friends.

Staff autonomy is strong and teachers have been given the freedom to teach to their passions. At the same time,

the teaching staff is highly collaborative and connected. The Assistant Head for Teaching and Learning position was created in 2013 to better support curricular and professional development objectives. There is generous support for professional development and staff engage in a wide range of workshops, conferences, and action research projects. Each year, Carolina Friends offers grants to staff, which allow them to undertake study abroad and in depth research. Carolina Friends staff present at local, regional, and national conferences regularly. The School highly values teaching as a profession and seeks to foster a vigorous adult learning community.

The administration includes the head, an Assistant Head for Teaching and Learning, six head teachers (the equivalent of division heads), one for each of the Early Schools and one for each unit – Lower, Middle, and Upper Schools. In addition, there are directors of facilities; athletics; finance and human resources; advancement; enrollment; diversity, equity, and inclusion; technology; and extended learning/institute for teaching and learning.

Staff participate in more than a dozen standing and ad hoc committees that provide guidance and advice to the school. These include a committee on diversity and inclusivity, a school life committee, a staff benefits committee, a staff retreat committee, and many others. All committee work is guided by Quaker business procedures, with deep listening to find unity, rather than any system of voting.

Now in her fourth year as Head of School, Karen Cumberbatch has brought extensive experience in Quaker education and administration to lead the learning community into its next phase of life — long gone are the scrappy startup days of our founding, but we retain that sense of innovation and inquiry as we build on more than 50 years of leadership in progressive education. Last January, she introduced the School's strategic vision, *The Dream That Drives Us*, after input from the community and with the guidance and oversight of the trustees.

BOARD

The Board of Trustees can have 12-23 members. Currently, 17 men and women serve and bring a wide variety of backgrounds. Up to eight of the trustees are nominated by local meetings (four each from Chapel Hill and Durham). Many trustees are current parents, grandparents, or parents of alumni, and



currently one trustee is an alum. Their backgrounds and expertise vary, from education to business to healthcare, science, and other professions. The Board functions using Quaker decision making processes (rather than voting) and has been ably led by effective clerks who are adept at listening and moving the Board to important decisions. The Board has a healthy sense of its appropriate role in school decisions, advising the Head when asked but sticking to the larger questions of policy, finance, liability, and governance. All trustees serve on one or more committees, some of which include staff as standing members of the committee. The Board meets regularly throughout the year. Peter and Martha Klopfer, School co-founders and emeriti trustees, are still active with the Board.

OUR PROGRAM

Each unit within the School retains a distinctive personality, in part because of the variations in design that are developmentally appropriate, but also in keeping with the Quaker notion of Meeting for Learning — that each classroom is shaped by the unique talents and curiosities of the individuals learning in community. What unites our program across ages and stages are our mission, our Quaker values, our whole-child approach, an authentic approach to assessment, and a purposeful integration of arts, athletics, and service-learning.



WHOLE-CHILD APPROACH

Carolina Friends embraces every aspect of a student's life and holds all students in high regard. While the school certainly trains the mind to think critically, independently, and with rigor, it also nurtures and supports the social and emotional lives of students and their development as contributing citizens of the school, local, and world communities. Building on the Early and Lower Schools' social-emotional curriculum, the Middle School program unapologetically embraces a developmentally appropriate program that fosters a community of mutual support and inclusion, including an anti-bullying curriculum that has been shared with local public middle schools. Students work collaboratively and often spill out into open common space to work in small groups.

Students in the upper levels in the three units (divisions) participate in leadership training. A committee consisting of both students and staff handles restorative justice issues in the Upper School. Senior Seminar creates a culmination of the Carolina Friends experience for many students and is cited by alumni as a distinctive and powerful program at the school.

MULTI-AGE GROUPINGS

Within the units, students regularly mix with children younger and older than themselves. In the Early Schools and Lower School, multi-age classrooms facilitate this. In the Middle and Upper Schools, in addition to mixed-aged classes, each student is also assigned to an advisory group, led by a staff advisor, that includes approximately 10 students across all ages in the unit. The advisory group serves not only as an academic home, but a place of social support through community building, service-learning, and facilitated conversations and activities.

ASSESSMENT

Carolina Friends believes in thorough, detailed, and comprehensive narrative student assessment. This is true throughout the school and these assessments are conveyed to students and parents in writing and in parent-staff conferences, in which students participate. To this end, Carolina Friends has avoided the shorthand of grades. Notably, Upper School students consistently perform above national norms. However, Carolina Friends does not administer schoolwide standardized tests. Scholarly engagement is high and students regularly matriculate to a range of college options, including highly competitive ones.





ARTS AND ATHLETICS

The arts are a very important part of the life of the school, and there are outstanding programs in dance, studio art, music, and theatre. In keeping with the whole-child practice and philosophy, self-expression is central to the Carolina Friends experience. Developing the whole child includes physical as well as cognitive and social-emotional growth. In addition to physical education classes and offerings in dance and yoga, our athletics program currently offers 33 teams competing in nine interscholastic sports. All Middle and Upper School students are encouraged to participate in our athletic program, and offerings accommodate student interest. Student growth is more important than championships, although most of our sports have fielded teams or individuals strong enough to compete in the postseason.



SERVICE

Service has always been central to a Carolina Friends education and all students are involved. From landscaping work on the campus or tending the raised-bed gardens by Lower School, to service days and the Exploratorium sessions in the Middle School, to internships with social service agencies and nonprofits in the Upper School, service and service-learning are integral at the school. The work takes many forms — the Upper School culminates each year in a three-week End of Year Experience program that includes internships and service-integrated field work. Students have worked as far away as Trinidad and Costa Rica.



OPPORTUNITIES AND CHALLENGES

After nearly 60 years, Carolina Friends School continues to operate from a position of strength in the Triangle region. We are emerging from this period of coronavirus-impact even more focused on our bright future and ready to fully engage in the completion of our most recent strategic vision, *The Dream That Drives Us*, approved during the 2019-2020 school year.

DIVERSITY

Despite the School's founding as a purposefully integrated school and commitment to social justice, the percentage of students of color is below the national average. One of the goals identified in the strategic vision, *The Dream That Drives Us*, is for Carolina Friends to become "a beacon of diversity and inclusivity." The Directors of Enrollment and of Diversity, Equity, and Inclusivity have supported this initiative by implementing



strategic community partnerships, building our parent/guardian affinity group, and conducting a culturally affirming climate survey for students. While we have made major progress in recent years toward recruiting ethnically and racially diverse staff, ensuring that staff also feel that their identities are affirmed and welcomed is crucial to further meeting our recruitment and retention goals. Support from the next Assistant Head for Teaching and Learning for those efforts and for ongoing staff development and completion of our work to review and refine our curriculum through the lens of culturally responsive practice and Quaker pedagogy will create an exceptional standard among our peers.

STAFF

We are currently experiencing a time in which a significant number of beloved and long-serving staff have retired and are retiring. This provides both an opportunity for new ideas as well as a need to keep connected to the sense of community and mission and values on which our School has thrived. The Assistant Head for Teaching and Learning, in partnership with the Staff Clerk, has developed a robust two-year new staff orientation to ground incoming staff. The next Assistant Head for Teaching and Learning will have the opportunity to ensure support for new staff while also helping to provide a sense of continuity and connection among our multi-generational staff.

CURRICULAR REVIEW

While Carolina Friends has long been a leader in progressive education, there are key areas of our curriculum that need to be reviewed and refined: cultural affirmation; consistency and continuity across grades and units; and development of 21st-century skills. As part of our most recent self-study, staff in each unit began the work to define their curriculum in terms of knowledge, understanding, and demonstration, providing an initial means to examine areas for growth and for further collaboration across age-ranges and units. Continuing this work is a vital project for the School. So, too, is evaluating the extent to which our program can identify and examine key skills and tools that our students will need to thrive in a quickly changing world. This is identified in part in The Dream That Drives Us goal to “provide a learning environment for the students of the future, now.” The Assistant Head for Teaching and Learning will play a key role in supporting our continued assessment and refinement of the curriculum through unit collaboration and will be responsible for facilitating the School’s self-study process.



CORE RESPONSIBILITIES

- Facilitate/lead strategic teaching and learning initiatives as determined in collaboration with the Head of School
- Assist Head of School with special projects and other ad hoc assignments as needed
- Attend to the needs of the School in the absence of the Head and representing the Head of School as necessary at Carolina Friends School meetings and functions and in other engagements outside the immediate CFS community
- Facilitate full faculty and staff professional development training and help set the School's strategic professional development objectives in collaboration with Head Teachers and Director of Diversity, Equity, and Inclusion; manage the staff budget for professional development
- Collaborate with the director to help shape a new institute for teaching and learning, including an entrepreneurial vision for professional development programs offered beyond Carolina Friends School
- Support and maintain structure and process for evaluation of teaching staff
- Provide counsel, guidance, assistance and coaching to staff across all units
- Support and maintain structure and process for recruitment and retention of staff
- Coordinate and lead orientation of new staff in conjunction with Staff Clerk
- Coordinate curriculum development (skills, values, and content) across units in conjunction with unit Head Teachers, Director of Diversity, Equity, and Inclusion, Athletic Director, Learning Specialists, and classroom teachers
- Communicate regularly with the community about key program or curricular initiatives
- Supervise Head Teachers and provide support with issues related to student, parent, and personnel on an as needed or requested basis
- Meet regularly, along with the Head of School and with Head Teachers as a group to establish and address key unit level issues
- Learn and adapt forward thinking ideas from other independent schools across the globe and align innovative programming with current school needs
- Work closely with the senior administrative team (Friday Meeting) to convey and support the School's mission, philosophy, and strategic vision to both internal and external audiences.
- Coordinate and oversee Self-Study, Friends Council on Education (FCE) Membership Assessment Process (MAP), and Southern Association of Independent Schools (SAIS) accreditation processes and complete the necessary reporting to the SAIS office during the period between visits
- Represent CFS in Triangle, NCAIS, SAIS, FCE, and NAIS activities



DESIRED QUALITIES AND QUALIFICATIONS

- Master's Degree, in education or a related field
- Minimum of five years in a senior leadership position in a school and experience as an academic leader, preferably 3-5 years at the unit level
- Experience working in multiple divisions and departments, preferred
- Successful experience as a Division Head or Associate/Assistant Head of School is a plus
- Strong understanding of the unique developmental needs of early childhood through high school students
- Demonstrated experience developing an aligned PK/K-12 curriculum framework
- Understanding of and strong affinity for Friends education and Quaker principles and practices
- Demonstrated cultural competence and understanding of how power and inequality, influenced by race, class, gender, sexuality, ability, etc. impact students, educators, and families
- Proven self-starter with foresight to analyze issues and provide solutions
- Collaborative leadership style
- Values the importance of staff and student voice
- Demonstrated success developing people, program and culture in an independent school while supporting the growth of the organization
- Adept at conflict resolution and able to effectively influence, build trust, communicate and interact with people across multiple levels of the organization
- Capacity to make and support decisions based on data, neuroscience research, and best practices
- Sense of humor
- Ability to think and act strategically, while also pitching in to help as needed
- Superb listening skills and excellent communication skills, both written and oral
- Proven organization and management skills
- Courage to make difficult and/or unpopular decisions, when needed
- Strong work ethic

To Apply

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