



Village (Lower) School Director Chadwick School

Palos Verdes Peninsula, California

Chadwick School is an independent, K-12, coeducational day school dedicated to developing global citizens with keen minds, exemplary character, self-knowledge and the ability to lead. Located on a beautiful, 45-acre hilltop campus on the scenic Palos Verdes Peninsula in Los Angeles County, Chadwick enrolls 860 students (320 in the Village School) drawn from more than 50 Southern California communities.

Chadwick School was founded in 1935 by visionary educator Margaret Lee Chadwick. A highly educated faculty and staff bring out the best in the talented student body through active learning, challenging academics, one-on-one mentoring, unparalleled global opportunities, nationally distinguished outdoor education and community service programs, outstanding athletic opportunities, and award-winning visual and performing arts.

The core values of honesty, respect, responsibility, fairness, and compassion are widely shared and fostered daily in classrooms, during co-curricular activities, and through the camaraderie of this close-knit community. Chadwick has grown and evolved throughout its 83-year history, but the progressive

vision of its founder remains a driving force behind the school's commitment to excellence and innovation. Today there are two Chadwick campuses: Chadwick School in Palos Verdes Peninsula, California, and Chadwick International in Songdo, South Korea. Both campuses are operated by the Roessler-Chadwick Foundation Group.

For a position to begin in August 2019, Chadwick School Palos Verdes seeks a Director of the Village School, which enrolls 320 students in kindergarten through sixth grade. This is a stellar opportunity for an experienced and dynamic lower school leader who is eager to lead a vibrant and innovative division, and who is committed to making a difference in young students' lives.



APPLICATION DEADLINE: DECEMBER 2, 2018



MISSION STATEMENT

Chadwick Schools develop global citizens with keen minds, exemplary character, self-knowledge and the ability to lead.

PHILOSOPHY STATEMENT

Chadwick Schools are deeply committed to self-discovery through experience and reflection. Students develop the joy of learning, self-confidence, well-being and curiosity through interactive and practical experiences. Our schools share the Core Values of respect, responsibility, honesty, fairness, and compassion.

Through active participation in an intentionally diverse and inclusive environment, students make a positive impact within and beyond their own communities. By living and learning in a student-centered, collaborative atmosphere of excellence, integrity and trust, we come to expect the best of ourselves and others.

CHADWICK SCHOOL DIVERSITY STATEMENT

Chadwick School has a clear imperative to honor its Core Values of honesty, respect, responsibility, compassion and fairness by providing an atmosphere that embraces diversity and models inclusiveness. We do this in a way that acknowledges race, gender, economic background, sexual orientation, ethnicity, ability, family structure, national origin and religious belief, both in lived experience and curricular material. Chadwick students learn to engage and communicate across differences, to challenge stereotypes and to find, understand and respect commonalities among individuals of all backgrounds.

CORE COMPETENCIES

- Critical & Creative Thinking
- Character
- Courage
- Communication
- Collaboration
- Cultural Competence

CORE VALUES

- Honesty
- Fairness
- Responsibility
- Respect
- Compassion

VITAL STATISTICS

ADMISSIONS AND FINANCIAL AID

ENROLLMENT, ALL GRADES:	860
VILLAGE SCHOOL:	320
MIDDLE SCHOOL:	160
UPPER SCHOOL:	380
STUDENT-TEACHER RATIO:	8 to 1
STUDENTS OF COLOR:	45%
TUITION AND FEES:	\$31,680-\$37,420
FINANCIAL AID:	\$4 million to 18% of students

FACULTY AND STAFF

TOTAL NUMBER OF EMPLOYEES:	183 (VS: 41)
FULL-TIME FACULTY:	104 (VS: 37)
FACULTY WITH ADVANCED DEGREES:	70% (VS: 62%)
AVERAGE FACULTY TENURE:	15 years (VS: 15)

FINANCES

TOTAL OPERATING BUDGET:	\$31 million
VILLAGE SCHOOL OPERATING BUDGET:	\$7.5 million
ENDOWMENT:	\$34 million

AFFILIATIONS

ACCREDITATION: Western Association of Schools and Colleges, California Association of Independent Schools, Association for Experiential Education

MEMBER: National Association of Independent Schools

LOCATION: 45-acre hilltop campus in Palos Verdes Peninsula, overlooking the South Bay and parts of Los Angeles County

ON THE WEB: CHADWICKSCHOOL.ORG

STRENGTHS AND UNIQUE ATTRIBUTES OF CHADWICK SCHOOL



Signature features of the Chadwick experience include the following:

- A deeply held belief in the Mission and Core Values of the institution that are widely shared by all constituencies and that serve as the touchstone for the entire program.
- A commitment to excellence and continuous improvement.
- An innovative spirit that has positioned the school as a national leader in numerous areas, most notably including its outdoor education and global programs.
- A remarkably cohesive community of students, teachers, staff, administrators and parents who respect, support and enjoy one another.

THE STUDENTS AND FAMILIES

Chadwick's holistic mission attracts bright and ambitious students who are seeking a truly well-rounded education. Students are engaged, curious, confident, articulate, adventurous and accomplished. More than 50 neighborhoods are represented in Chadwick's diverse student body, drawn from throughout the Palos Verdes Peninsula and from communities extending from Inglewood to Long Beach. As the only K-12 independent school in the region, Chadwick is a popular choice. This year, 612 families account for the 860 students, many of whom will attend the school throughout their entire K-12 career. Reflecting the rich diversity of Southern California, 45 percent of the students are persons of color.

To support economic diversity, Chadwick offers both need- and merit-based scholarship assistance, totaling more than \$4 million this year. A \$2 million endowment grant in 2003 from the prestigious Malone Family Foundation and generous gifts from donors enable the school to offer assistance to talented students with financial need. In 2013, a group of 20 families spearheaded the creation of the Delphinus Fund for Financial Aid to increase the school's capacity to assist students. Eighteen percent of the student body received aid this year.

The parent community at Chadwick is highly engaged and a vital component of the school culture. All parents are automatically members of the active Chadwick Parents Association, and many join parent groups that specifically support athletics, theater arts, the library and the Annual Fund. Parents contribute in a wide range of ways: helping young students choose library books, driving students to community service events every week, and spearheading a golf tournament that has become a favorite annual fundraiser. Grade-level coffees and social events organized by parents build the bonds of community. Important school milestones are celebrated, families are generously supported in times of personal crisis and parent education is encouraged through outside speakers.



THE FACULTY AND ADMINISTRATION

Meaningful student-faculty relationships lie at the heart of the Chadwick experience. With a schoolwide 8:1 student-faculty ratio and small class sizes, faculty pride themselves on knowing all of their students well. Students are both challenged and warmly supported. A wide array of curriculum specialists and support staff augment the work of the faculty.

The Village faculty is well-educated (more than 60 percent hold advanced degrees), with an average tenure of 15 years. In addition to their dedicated work with students, Chadwick teachers contribute to a vibrant professional culture that promotes excellence and collaboration. Weekly meetings bring faculty together to discuss issues of culture and policy, while scheduled informal gatherings throughout the week encourage community building. Curricular review and revision are ongoing processes, approached via the well-respected *Understanding by Design* process.



LOCATION AND FACILITIES

Chadwick's hilltop campus is located on the scenic Palos Verdes Peninsula. The Peninsula encompasses the communities of Palos Verdes Estates, Rancho Palos Verdes, Rolling Hills, and Rolling Hills Estates. Although situated in Los Angeles County, the Peninsula offers a pastoral setting renowned for its natural beauty and outdoor lifestyle.



With stunning views of Los Angeles below, the Chadwick campus offers a beautiful, peaceful, and safe setting for learning. At the heart of the college-like campus, Vanderlip Lawn provides a comfortable gathering and study space. An open-air amphitheater seats the entire school.

A private canyon adjacent to campus functions as an outdoor classroom for science, English, and art classes in all three divisions. A long-term canyon restoration project has helped hundreds of students develop an environmental sustainability ethic. Close proximity to the

beach also allows Chadwick to incorporate activities such as sea kayaking and tide pool exploration into its educational programs.

Twenty-two buildings dot the campus. Each division occupies its own dedicated spaces, with the Village School separated into a Lower Village (for grades K-2) and an Upper Village (grades 3-6). Athletic facilities include the Pascoe Pavilion Gymnasium, two fields, a track and a swimming pool. The Geoffrey Alan Laverty Center for the Performing Arts seats 400 and also features classroom space and dedicated dance and music studios.

THE VILLAGE SCHOOL PROGRAM



Serving 320 students in kindergarten through sixth grade, the Village School cultivates curiosity, learning by doing, peer collaboration and teamwork from an early age. Separated into two divisions (the K-2 Lower Village and 3-6 Upper Village), the Village School as a whole aims to graduate students who are well educated, have learned to use their minds well, and enjoy the process, effort, and challenge they find in learning. In grades K-5, each class is divided into two sections. Classes for students K-2 have both a lead and an associate teacher, and third-through fifth-grade classes have a lead teacher and share a single associate teacher. The Village curriculum employs Responsive Classroom methodology and Foundations Phonics in grades K-2. Socio-emotional and wellness programs include URStrong Friendship, Health Connected Growth Development in grades 4-6, and mindfulness work embedded throughout the program. Recognizing the distinct needs of sixth graders who are preparing for middle school, sixth graders work with separate teachers for math, science, and humanities. The Sixth Grade Dean oversees the grade, including a strong advisory system.

In every division, extracurricular activities, leadership positions, peer mentoring experiences and off-campus opportunities promote personal development in accordance with the mission. Innovative STEM instruction beginning in Kindergarten includes a 1-1 device program, introductions to robotics and coding and regular laboratory work in a well-equipped, dedicated lab. Beginning in the earliest grades, students have access to a dedicated maker space featuring 3D printers and inventive software to create a technology-based learning laboratory. Beginning in fall 2018, the school has adopted the Singapore Math, “Math in Focus” program. Chadwick’s award-winning performing and visual arts programs enrich the education of every student. The Village program includes daily experience with both visual and performing arts beginning in Kindergarten, with opportunities to participate in the student orchestra and drama.

A signature feature of the Chadwick experience for every student, the comprehensive outdoor education program is directly tied to the school’s mission of developing “global citizens with keen minds, exemplary character, self-knowledge and the ability to lead.” Students hone their resilience, leadership and team-building skills while learning about themselves and the world around them. Outdoor education is introduced in Kindergarten with students exploring the canyons on campus. First-graders learn about plants and animals at the Madrona Marsh, and second graders hone their observation skills with the Palos Verdes Land Conservancy. In third grade, overnight outdoor education begins with a three-day trip. Students build basic skills through off-campus excursions throughout California, eventually participating in ropes and climbing courses during the Upper Village years. In grades five and six, respectively, students participate in five-day adventures that blend science studies and outdoor activities at PALI Mountain Science Camp and the Catalina Island Marine Institute.





OPPORTUNITIES AND CHALLENGES FOR THE VILLAGE SCHOOL DIRECTOR

With a rich history and vibrant school community, the Village School is fertile ground for a leader who embodies its Core Values and possesses the steady hand needed to guide it into the future. The Interim Village School Director, Dorothy Hutcheson, is steering the school through this transitional year, and the community has embraced her leadership. The next Village School Director will enter a community that is energized and eager to fulfill a vision that balances innovation and tradition. This is a division that has seen a variety of leaders over the past decade and is united in its hope for a dedicated Director who understands its needs and embraces its identity.

COMMUNITY & CONTINUITY

The Village School is a warm and caring environment with a deep commitment to the school's five Core Values. In past years, administrative turnover and the school's responses to community perceptions led to significant changes in the division's identity and sense of direction. A recent focus in the Village School has been to unify teaching



practices and establish a clear direction. These efforts have been largely successful, and faculty, administrators, and parents are looking for a steady hand who can maintain that unity and clarity, continuing to channel the division's energy and resources in a consistent direction. In addition to being a trusted force for stability, the next leader will also need to balance advocacy for his/her division and faculty with collaboration with the Middle and Upper Schools. This K-12 school strives for a coherent approach to education, and takes a cross-divisional approach to many aspects of the program. K-12 initiatives not only

progressively build on academic skills but also include the Center for Community Wellness, an important resource in supporting the lifelong wellness of students, as well as of faculty and staff in the Village. The division's Director will need to be adept at cultivating relationships and opening channels of communication within the greater school community. A confident, sensitive, and dedicated administrator will find a welcoming division ready for a decisive leader who will work to ensure that the division's needs are being met as it serves the vision of Chadwick as a whole.

ACADEMIC PROGRAM AND CONFIGURATION

Like many Lower divisions, the Village School faces the perennial challenge of preparing students for the transition to Middle School while providing a flexible, nurturing environment for the school's youngest students. The Village School's commitment to balancing social-emotional and academic curricula with a variety of co-curricular offerings is a feature that draws families to the school. The core classes also draw families with high academic expectations; standardized test scores are high, and it is very important to the community that students are well prepared for future intellectual challenges. The next Village



School Director will join ongoing conversations with the community about ways to preserve the rich and varied curriculum while ensuring that students continue to be well-prepared for Middle School.

The Village School is physically located in two areas of campus. Kindergarten through second grade are located in the Lower Village, a few minutes' walk from grades three through six, which are located in the Upper Village, each featuring distinct play areas. Traditions and routines are already in place to combat the natural tendency for the division to separate into "two Villages." The sixth grade curriculum and schedule are another interesting feature. Sixth grade is a bridge connecting the Village School and Middle School. It is physically and culturally part of the Village, but it is academically part of the Middle School. Sixth-graders have a rotating class schedule that mirrors and prepares them for the Middle and Upper School programs, and their curricula are overseen by the academic department chairs of the Middle and Upper School divisions. Sixth grade is a major intake year; the size of the class doubles between fifth and sixth grade, so faculty and staff prepare current students for the transition to the Middle School and also orient a large group of new students to Chadwick. The new Village Director will have an important role in continuing to enhance the sixth-grade experience at Chadwick.

PROFESSIONAL COMMUNITY



The Village School faculty comprises a distinguished, energetic, and accomplished cohort. Teachers are passionate about their subjects and build meaningful relationships with their students and colleagues. Lead and associate teachers plan their classes in grade level teams, and connect their curricula collaboratively between grades. The teachers enjoy planning, peer observation, and co-curricular work, and are keen to take advantage of professional development resources. There are ongoing discussions about how to increase classroom observation and teacher evaluation by Village administrators, and about how best

to balance faculty time in and out of the classroom. The incoming Director will have a chance to facilitate continued collaboration between teachers, and to evaluate the various systems and structures that support teachers' needs and the needs of the division within the wider K-12 Chadwick community.

THE POSITION: VILLAGE SCHOOL DIRECTOR

The Director reports to the Head of School and is responsible for leading the Village School's 37 lead, associate and specialist teachers. The Assistant Village School Director/Curriculum Specialist and the Sixth Grade Dean report to the Director and serve as the senior administrative team for the division, in collaboration with the Dean of Village Student Support. Chadwick School has crafted the following job description and candidate profile:

The responsibilities of the Village School Director include, but are not limited to the following:

- Establish and maintain a supportive and nurturing environment for students, parents, teachers, and staff.
- Appoint, supervise, and evaluate Village School administrators, faculty and staff.
- Recommend areas of professional development for Village personnel.
- Work collaboratively with Middle School and Upper School Directors, along with the Assistant Head for Academic Affairs, to establish integration of a K-12 curriculum.
- Take responsibility for creation of and adherence to the Village School budget.
- Support education of parents through daily interactions, communications and programs as needed.
- Maintain a high-profile role in the admissions process – address parents as spokesperson for the Village, interview prospective parents and students, lead school tours, observe and evaluate prospective students.
- Serve on Chadwick's senior administration team.
- Organize and conduct a variety of regular meetings.
- Establish and maintain appropriate policies and procedures within K-12 context.
- Maintain constructive communication and relationships with volunteers, parents, faculty and staff throughout the school.



Successful applicants will possess the following qualities and qualifications:

- Commitment to the Mission, Core Values, philosophy and goals of Chadwick School.
- Exemplary character and personal and professional ethics.
- Ability to adhere to clearly defined professional principles and philosophy, in keeping with those of Chadwick School.
- Love of children and respect for their parents and teachers.
- Appreciation of the value of both academic and co-curricular education
- Professional and personal presence suitable for working with a variety of constituencies.
- Strong and proven skills in K-6 administration and teaching.
- Positive attitude and a healthy sense of humor.
- Flexibility and unflappability.
- Strong oral and written communication skills.
- Bachelor's and master's degrees in related fields.



ANTICIPATED SEARCH CALENDAR

Application deadline:	December 2, 2018
Selection of candidates:	December 12, 2018
Candidate Skype interviews:	December 15-20, 2018
Finalist visits:	Early January, 2019
Appointment:	Mid-January, 2019
Starting date:	August 1, 2019

APPLICATION REQUIREMENTS AND SEARCH PROCESS

Acting on behalf of Chadwick School, Wickenden Associates is actively recruiting exceptional educational leaders for this uniquely appealing position. The lead consultants are Jim Wickenden (jwickenden@wickenden.com) and Amy Shen (ashen@wickenden.com). They can both be reached by phone at (609) 683-1355.

Candidates should be prepared to submit an application package including the following as soon as possible:

- *A cover letter indicating why you are particularly interested in and qualified for the position.*
- *A current résumé.*
- *A statement of educational philosophy and/or other supporting material (e.g. articles or speeches) that would be useful to the Search Committee.*
- *The names, addresses, and telephone numbers of three references. (We will obtain your permission before contacting any references.)*

These materials should be transmitted via email attachment to searches@wickenden.com.

After an initial review of applicants, the Search Committee will interview selected candidates via Skype between **December 17-20**. Shortly thereafter, finalists will be invited to Chadwick for a more comprehensive series of interviews. An appointment is anticipated in January of 2019.

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