



**WHITBY SCHOOL**  
**GREENWICH, CONNECTICUT**  
**HEAD OF SCHOOL**  
**JULY 1, 2018**  
**[www.whitbyschool.org](http://www.whitbyschool.org)**



**Carney  
Sandoe**  
& ASSOCIATES



## **Mission**

Whitby inspires a passion for learning and empowers each child to take responsibility as an open-minded, principled citizen in a global community.

## **Vision**

Whitby will be the school of choice offering a compelling educational continuum, recognized for excellence and for embracing innovation.

## **THE POSITION**

The oldest Montessori school in the United States, offering the International Baccalaureate (IB) curriculum from Stepping Stones (starting at 18 months) through Grade 8 and Montessori through Grade 2, Whitby School seeks a Head of School who can partner with the Board of Trustees to oversee and strengthen overall school operations and programming while serving as a visionary leader for the school's faculty and staff.

A Whitby education empowers students to define their own success by inspiring their love of learning, broadening their sense of responsibility, developing critical thinking skills, and motivating them to take action in a global community. Throughout its history, the school has enjoyed significant growth in terms of enrollment, expansion of facilities, and curriculum development. Whitby remains an innovative leader in preparing students to learn, live, and succeed today and in the future. By combining the complementary Montessori and IB teaching methodologies along with educational best practices, Whitby endows each student with distinct educational advantages. The new Head of School will be joining a vibrant school community with both significant achievements and aspirations.

## **SCHOOL HISTORY**

More than 50 years ago a core group of parents hired Nancy Rambusch, an American educator with a passion for Montessori, to head the Whitby School, which began in 1958 as a day school for children from the ages of 3 to 14. Whitby became the first Montessori school in the United States and served as the birthplace of the American Montessori Society and the first teacher training courses, which also used Whitby classrooms as a lab school. The first classes were held in a converted barn, and the school moved to its present 30-acre location in 1960. In 1975, a toddler class, known as Stepping Stones, was created to serve children between two and three years of age. By 1982, Stepping Stones was accepting children at eighteen months.



## THE SCHOOL

Today, Whitby School educates 444 students from toddlers (18 months) through Grade 8. The student body is quite diverse, representing 27 countries and speaking more than 22 languages. Students benefit from small classes at Whitby: an average 6:1 student/teacher ratio ensures each child receives the individualized attention needed to excel and thrive at school.

To complement Whitby's individualized approach to education, the school is generously staffed with 87 faculty members, 73% of which hold advanced degrees in their fields. Parents, trustees, and students praise the faculty for their dedication to ensuring that every student feels valued and respected at the school. An average faculty tenure of seven years means that teachers know students well throughout their journey at Whitby.

Whitby follows the child's developmental stages to provide the most effective teaching approaches, respecting and encouraging each child's innate curiosity about the world. The school's IB curricular programs of structured inquiry are tailored to the maturity and intellect of the child and develop the fundamentals of the IB learner profile in each student. As a result, Whitby provides each child with the tools to succeed academically, socially, and emotionally, now and in the future.

The flagship school of the American Montessori Society, Whitby holds American Montessori Society (AMS) accreditation and is authorized by the International Baccalaureate Organization (IBO) to offer both the Primary Years Program (IB PYP) and the Middle Years Program (IB MYP). The school is also accredited by the Connecticut Association of Independent Schools (CAIS).





## ACADEMICS

A Whitby education offers students rigorous academics that have been redefined for the 21st century. Students are provided opportunities to explore real-world concepts and issues, challenge assumptions, and think critically and creatively about the problems they face.

Two proven educational approaches underpin a Whitby education: Montessori and the International Baccalaureate. Whitby was the first school in America to be accredited by both the American Montessori Society and the International Baccalaureate Organization in an early years program (18 months through Grade 2). In philosophy and practice, Montessori and IB work together well, placing students at the center of learning, allowing for the individualization of curricula to meet the child's interests and needs, fostering curiosity and critical thinking, and cultivating a passion for learning.

The school's Approaches to Learning are lifelong learning opportunities that create a platform for understanding the world around; creating thoughts, ideas, and opinions; challenging the status quo, and extending the thinking of others. They comprise of five transdisciplinary essential skills: communication, social, self-management, research, and thinking skills. These attributes are instilled in students starting in Stepping Stones, when children begin to understand that they are a part of a learning community, and continue into Upper School as students take on more responsibility and explore concepts across subject areas.

Through its innovative learning curriculum and the development of skills outlined in the IB Approaches to Learning, Whitby ensures its students are not only ready for the transition to high school but are also well prepared and determined to face the challenges and opportunities of life.



## CHILDREN'S HOUSE (18 MONTHS-KINDERGARTEN)

The Children's House is where Whitby's youngest learners come together in developmentally appropriate classrooms that nurture their love of exploration and allow them to take control of their own learning. A flexible curriculum allows Whitby to continually challenge each child at their own pace, supporting them as they begin the journey of becoming lifelong learners.

The Children's House contains two subdivisions: Stepping Stones (18 months to 3 years) and Primary (3 to 5 years). Children in the Stepping Stones classrooms benefit from a student/teacher ratio of 5:1 and a cohesive, thematically based curriculum that addresses sensory development, literacy, mathematics, science, and social skills while laying the foundation for successful learning. Multi-age classrooms mean students learn from their peers and practice positive social skills. The classroom environment allows students to play, socialize, and develop gross motor skills while building independence and confidence. Enrichment activities include music, dance, and exploration of the natural world via the school campus and organic garden.

At the Primary level, children continue to learn through interaction with a carefully prepared environment. Just like in Stepping Stones, teachers in Primary follow the children as they engage in active discovery and build genuine ownership over their learning. Collaborative play and both individual and group work further develops social emotional skills that began in Stepping Stones. In a balanced academic program, different IB Units of Inquiry that are thematically related to the academic areas extend and enhance students' exploration of the world around them. The curriculum focuses on themes of practical life, sensory development, mathematical concepts, language, science, social studies, and world language—exploring Spanish and Chinese. Also similar to Stepping Stones, students in the multi-age classrooms of the Primary program benefit from learning groups that can be tailored to each child based on readiness. Students leave the Primary program able to think abstractly, articulate thoughts and feelings, and challenge concepts and ideas.





## LOWER SCHOOL (GRADES 1-4)

Lower School is home to mixed-age classes of Grades 1 and 2, known as Lower Elementary, and single-age classes in Grades 3 and 4. Students in Lower School are empowered to feel ownership in their classrooms, asking questions that interest them and bringing their own individual strengths to the learning process. A program of inquiry and exploration engrosses students in their learning while continuing to shape fundamental skills that will be the basis of future academic accomplishments. Two fully-trained teachers per classroom with no more than 20 students mean more support is available as students need it.

A robust academic program focused on active learning allows students to derive knowledge not from what the teacher tells them, but from what the teacher asks them and from the work they do themselves. In accordance with the IB-Montessori curriculum, students gain knowledge and develop skills as they delve into six IB Units of Inquiry during the school year. These expanded opportunities for inquiry, critical thinking, and cross-disciplinary learning allow students to make real connections across subject areas. Spanish is taught four days a week, immersing students in a second language and exposing them to aspects of the Hispanic culture. Classes in music, art, physical education, and theatre round out an already comprehensive curriculum. To enhance learning, a variety of educational hardware and software technologies are used in Lower School; all students are assigned Chromebooks for the entire school year.

## UPPER SCHOOL (GRADES 5-8)

At Whitby, learning in Upper School is centered on concepts that inspire and challenge students while promoting intellectual, emotional, and social growth. Faculty work to honor students' desire for



independence by encouraging them to take responsibility for their own work, solve their own problems, support their peers, and drive their own learning. Students are taught the skills and strategies needed for academic growth and competence so that when they move on to secondary schools, they can confidently navigate through high school and beyond.

In Grades 5-8, Whitby students pursue an IB curriculum called the Middle Years Program (MYP) which includes science, mathematics, design, language and literature, individuals and societies, Spanish, physical and health education, theatre, music, and visual arts. Real-life concepts are explored through different subject areas in an interdisciplinary learning approach that fosters creativity and builds problem-solving skills. For example, in the 6th grade unit on the science of sound waves, students explore sound through the framework of science, music, and design. In the classroom, Whitby capitalizes on innovative technologies that enhance teaching and learning, and the 1:1 laptop program is complemented by ongoing conversations on digital citizenship. Finally, required cocurricular classes complement academic programming and include a selection of interscholastic team sports, music and fine arts performances, and groups such as Model UN or Lego Robotics.

## SECONDARY SCHOOL ACCEPTANCES

In 2017, Whitby graduates were accepted to the following schools:

Academy of Information Technology  
and Engineering  
Avenues  
Berkshire School  
Blair Academy  
Choate Rosemary Hall  
Convent of the Sacred Heart  
Greens Farms Academy  
Greenwich Academy  
Hackley School  
Harvey School  
Hopkins School  
Kent School  
Kimball Union Academy  
King School  
Lawrenceville School  
Loomis School  
Marvelwood School  
Masters School  
Millbrook School  
Miss Porter's School  
New Hampton School  
Northfield Mt. Hermon School  
Northwood School  
Phillips Andover Academy  
Phillips Exeter Academy  
Rye Country Day School  
Rumsey Hall  
Stanwich School  
Tabor Academy  
The Gunnery  
Trinity Catholic School  
Trinity School (NYC)  
Vermont Academy





A Secondary School Counseling Program at Whitby helps each student find the “best fit” in his or her next academic environment. Using an individualized approach, Whitby works with students and parents to explore options that meet the academic and extracurricular interests of the student. Students receive guidance in writing essays, preparing for interviews, and completing applications.

## COCURRICULAR PROGRAMS AND COMMUNITY SERVICE

Whitby’s educational program is designed to meet the needs of the whole child—cognitively, socially, emotionally, and physically. Thus the school offers a mission-driven co-curricular program that provides a full range of courses and activities to complement the students’ academic school day. Activities for students in Grades 5 to 8 are a required part of the school program, while programs for younger students are optional. From Primary 2 to Grade 4, fee-based Enrichment programs extend learning after the normal school day ends, and include programs such as science and nature activities, sports, robotics, digital animation, and chess. Students in Grades 1 through 8 may participate in Intramural Sports (Grades 1 to 4) or on athletic teams as part of the Middle School Fairchester Athletic Association (Grades 5 to 8). For students in Grades 3 through 8 who enjoy theatre and music, the Performing Arts program offers options to pursue musical instruments or participate in two annual musical productions. Finally, Grades 5 to 8 have access to a variety of clubs and electives, such as Montessori Model United Nations, MATHCOUNTS Team, and Outdoor Club.

Whitby’s comprehensive Upper School Community Service program aims to expand students’ view of themselves and the world, develop empathy and leadership skills, and come to understand that through their individual actions they can positively impact the lives of others. From a buddies program in Grade 6 where students take on a mentor role with Primary students, to a service trip in Grades 7 and 8 to a Spanish-speaking country, students have countless opportunities to get involved in their communities and beyond.





## PHYSICAL CAMPUS

The beautiful campus, set on 30 acres, is located in a quiet residential area of Greenwich, Connecticut, less than one hour away from New York. The school is endowed with 76,000 square feet of modern facilities and resources, including the Athletics Center that was completed in February of 2016, doubling the gymnasium. In November 2014, the school added four classrooms including a Grade 4 classroom, World Language classroom, Design Technology lab and Science Lab. The main building houses separate wings for the different divisions of the school, each with its own entrance area. The grounds also contain a separate Performing Arts Center, which is used for theatrical performances, cultural events, and school meetings. In addition to the spacious lawns, there are playground areas, tennis courts, and a number of outdoor playing fields used for sports. The library—equipped with a brand new Makerspace—is a large, inviting facility located in the Lower School and well utilized by the school's community.

## GREENWICH, CONNECTICUT

Situated on Long Island Sound 30 miles east of Manhattan, Greenwich is a scenic, affluent residential community. Approximately 62,000 residents contribute to a booming economy and 8,000 acres of protected land—including 32 miles of coast, 20 parks, four beaches, a municipal golf course—ensure a variety of leisure and business opportunities for residents. Greenwich inhabitants can take advantage of a community sailing center as well as plentiful trails and paths for bicycling and rollerblading. As a community, Greenwich values education; 10 independent schools complement the town's public school system. The town is home to four libraries and the Bruce Museum, which highlights fine art, science, and natural history in several exhibits throughout the year. The Greenwich Symphony Orchestra includes 90 members and performs throughout the year. The Greenwich Choral Society performs locally as well as in New York City and Europe. Residents can take advantage of public transportation to reach New York City easily. There, they have access to a world of artistic, athletic, and cultural pursuits.



## CHALLENGES AND OPPORTUNITIES

The next Head of School will join a passionate and collaborative team of colleagues who have all played roles in Whitby's recent growth and transformation. In the past five years, this community has undergone three in-depth reaccreditation studies, the construction of a four classroom addition, new Athletics Center and Makerspace, the acquisition of new neighboring land, and saw enrollment hit capacity for the first time in Whitby's history.

These milestones have all contributed to the school's growth mindset and a culture where challenges are seen as opportunities and risk-taking is commonplace. Whitby's safe and supportive yet challenging environment has set the stage for faculty to become more innovative with their work. The result is a vibrant school with a strong sense of itself and a palpable excitement about the future. The next Head will be expected to sustain that energy and excitement while addressing the following:

**Stay the course while remaining open to new opportunities:** Whitby has been on a remarkable journey over the past few years as it has deepened its commitment to the IB, increased its focus on educating global citizens, expanded enrollment in the Upper School, increased philanthropic support, and enlarged its facilities. The expectation is that the next Head will have the ego strength and wisdom to honor and sustain the existing momentum and optimism present at Whitby while remaining alert to new opportunities that will continue to strengthen the school.

**Increase awareness of Whitby:** Surrounded by a myriad of highly regarded public schools and many fine independent schools, Whitby exists in one of the most competitive educational marketplaces in the country. Its recent growth to full enrollment, despite a declining school age population, demonstrates that many families seek what Whitby offers. The next Head of School will support and expand ongoing efforts to communicate the power of a Whitby education. In addition to supporting the ongoing marketing and admissions efforts, the Head will play an important role in developing ongoing community partnerships and personally connecting Whitby more extensively in and around Greenwich.





**Preparing students for global citizenship:** With a student population that represents 27 countries and includes 22 languages spoken, Whitby has created a unique school community in which students are consciously prepared to be global citizens. In such an environment, the richness and perspectives of other nationalities and traditions is lived, not merely studied. The next Head will work to nurture this abundance of cultures while finding additional opportunities for Whitby students to become global citizens.

**Sustaining a strong community:** With so many coming to Whitby from other parts of the world and from across the country, Whitby is a true community center. Students, teachers, and families deeply value the school's strong sense of community. As Whitby continues to grow and enrollment hovers near the 450 student capacity, the school will need to ensure this sense of community is nurtured and enriched. The new Head will be someone with strong interpersonal and communication skills who can play a critical role in retention planning, building trust and fostering community.

**Superb teachers with a passion for collaboration and innovation:** Supported by skilled administrative leaders, Whitby has a tradition of a superb faculty that is actively engaged in discussing and refining curriculum and pedagogy. Professional growth and lifelong learning are cornerstones of Whitby's culture. Faculty and staff are continually pursuing new growth opportunities, and find value in sharing their passion and knowledge with others in the community. Their excitement about teaching at Whitby has been further developed by encouraging and supporting teachers when they have ideas for new programs or approaches. The next Head will foster an environment that attracts, develops, and retains the best educational talent possible. The rising cost of living in the area will require the Head's vigilance as the school seeks to continue providing competitive compensation.

**Philanthropy and alternative sources of income:** Whitby's ambitions for its people, program, and campus will require increasing revenue from sources other than tuition. The next Head will play a critical role in increasing philanthropic support and funds from alternative sources of revenue.

## QUALIFICATIONS AND QUALITIES OF THE NEXT HEAD OF SCHOOL

### *Professional Characteristics*

The Board and the Whitby community are interested in all candidates who can embrace, articulate, and promote Whitby's global vision of educating young people to be empathic, take risks, think creatively, and stand up for themselves and others. Whitby is an aspirational community that is infused with a forward-looking attitude. The community, therefore, is looking for a visionary leader, a strategic thinker, and a skillful manager who can mobilize and direct the passion and commitment of the school community. In addition, successful candidates will have a background and skills that include most or all of the following:

- A leadership style that is collaborative and projects an openness that genuinely invites and respects the perspectives and views of others, yet is decisive when necessary.
- A leader with an entrepreneurial mindset who recognizes that empowerment and risk taking are at the forefront for personal growth as a student or teacher.
- An ability to connect and communicate effectively with faculty members, administration, parents, students, community members, and the Board so that these groups are appropriately informed of school events, potential issues, and needs.
- An understanding of the International Baccalaureate and Montessori curricular approaches and respect for their values.
- A palpable enjoyment at being an active and visible presence in the life of the school as a foundation for strong, supportive relationships with faculty, staff, and the administrative team, thereby fostering a sense of community and a culture of meaningful professional growth.
- A commitment to an active role in a comprehensive outreach program that includes enrollment management, fundraising, secondary school placement, and broader community involvement to provide the financial and human capital to support Whitby's aspirations.
- Significant prior experience as a senior administrator; teaching experience strongly preferred.
- Bachelor's degree is required; graduate degree strongly preferred.

### *Personal Characteristics*

The favored candidate will be someone who exudes optimism and a growth mindset while also being warm, approachable, empathic, and authentic. The school seeks someone who has a global perspective, yet relishes knowing and being known by everyone in the community. Whitby will be best served by a Head whose confidence allows him or her to listen with an open mind to the passionate opinions of the teachers, parents, and students. Lastly, a successful candidate must possess a love of children and the distinctive environment that Whitby has created and sustained for its students.



## To APPLY

Interested and qualified candidates should submit electronically in one email and as separate documents (preferably PDFs) the following materials:

- A cover letter expressing their interest in this particular position
- A current résumé
- A one-page statement of educational philosophy and practice
- A list of five (5) professional references with name, phone number, and email address of each to:

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