

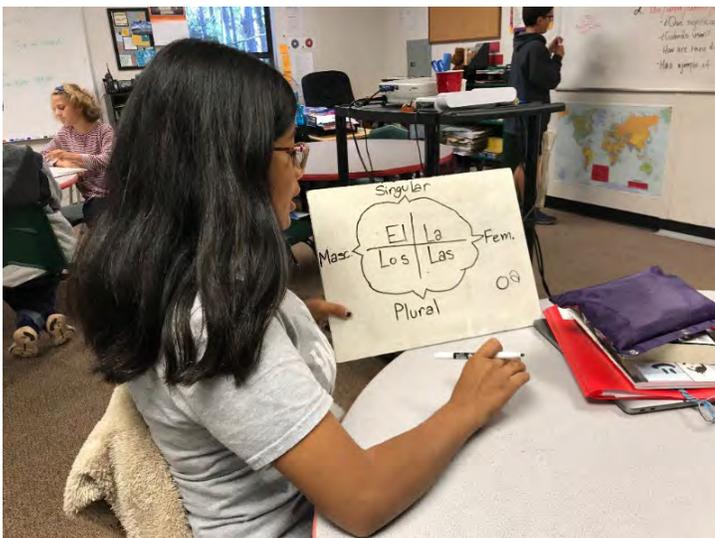


HEAD OF SCHOOL FOR JULY 2019 DAVIDSON, NORTH CAROLINA



Please follow the embedded hyperlinks to explore more on woodlawnschool.org

Woodlawn School seeks a hands on, service-oriented Head of School who is ready to fully engage in an exceptional student-centered, academically rigorous, college preparatory school. Known for its project-based learning (PBL) program and its exceptionally strong community, Woodlawn is prepared to realize its full potential as a unique, interdisciplinary K-12 school with 182 students in the Lake Norman/Charlotte region. The next Head of School will lead the school to its 25th anniversary in 2027 and beyond to realize the vision of this truly distinctive learning community where there are no boundaries between academic disciplines. Students and their teachers in small classes build relationships with each other and demonstrate an authentic passion for learning and contributing to the world around them.



The [country setting](#), on a historic plantation with the family homestead serving as the administrative building, serves as a natural environment for students and faculty to be truly immersed in their collaborative learning journey. The lower school classrooms are in the former carriage house; the art and middle school classroom buildings open up on to the green playing field. Other buildings include The Lodge, a gathering and performing area, and the Barn that serves as the gymnasium. The upper school classroom building is reminiscent of a country workshop, and all buildings are connected by a walkway with chairs and benches where students enjoy nature or are fully immersed in their research or a lively discussion. The school's garden, which has been farmed for over 100 years, is the centerpiece for agricultural and ecological studies, which are foundational values of the program. Roads and trails wind throughout the 61-acre campus, that includes an all-weather track with a competition playing field, and a low-ropes course tucked neatly between trees on a hillside.

Brief History

Woodlawn School was founded in 2002 by Dwayne and Karen Bowman on the historic Woodlawn Plantation just north of Davidson, North Carolina. The school opened its doors in the fall of 2002 to seven students with a clear mission of developing independent, lifelong learners through an innovative, integrated, project-based curriculum. The school experienced rapid growth through its first decade, while the mission, educational philosophy, and entrepreneurial spirit at the school allowed faculty, staff, and the Board of Trustees to navigate growth with clarity and purpose. Recently, Woodlawn completed \$4 million of capital improvements and significantly expanded its dynamic academic and extracurricular programming. The first class of seniors graduated in June of 2010; today, virtually all Woodlawn's 103 alumni, including a Fulbright Scholar, have matriculated to 4-year [colleges and universities](#), many of

MISSION

Our mission is to produce independent, lifelong learners who are responsible, contributing members of a diverse, global society.

PHILOSOPHY

We strive to provide a superior learning environment by encouraging critical thinking, curiosity, and diligence.

We strive to promote the personal growth of our students by encouraging creativity, leadership, and individuality.

We strive to be socially responsible by valuing multiple perspectives, compassion, tolerance, and respect.

We strive to advance environmental sustainability in our curriculum, school culture, and stewardship of our land and resources.

ENROLLMENT: 182

LS: 55

MS: 58

US: 69



which are among the nation's most selective. [Graduates of Woodlawn](#) have overwhelmingly endorsed their being fully prepared for even the most competitive colleges, often times referring to Woodlawn as more challenging!

The Academic Program

A deeply engaged faculty encourage critical thinking, curiosity, and diligence by asking essential questions of their students each day. The small classes at Woodlawn are integrated and interdisciplinary, because the world is. Students develop the capacity to make links across disciplines, and in the process love learning and building connections to the natural world, and with each other. Woodlawn cultivates a culture where students see themselves as a part of nature and not apart from it. Through the experiences on and off campus, and a service learning orientation, students recognize the environmental consequences of basic choices they make every day, and realize that even as children, they play a role in protecting and restoring the natural world, along with wanting to make a difference in the world.

The [lower school](#) (K-4) project-based curriculum encourages children to become active learners from the start. They read, write, perform, solve problems, and create on a daily basis with a strong social-emotional learning program. Frequent field trips and age-appropriate community service opportunities allow students to learn in real-world settings. The lower school, along with the middle school, plays an active role in maintaining the school's garden, which has been farmed for over 100 years!

The [middle school](#) (5-8) curriculum encourages students to become creative, resourceful problem solvers. This curriculum is driven by essential questions that are designed to fulfill Woodlawn's mission. In addition, to raise the environmental awareness of students, an ecological education strand is woven into the curriculum throughout middle school. Students have frequent opportunities to apply what they are learning academically and to contribute personally to the community through field trips and service learning partnerships.



The [upper school](#) (9-12) offers a rigorous college preparatory curriculum with all courses taught at the Honors level or above and offers a variety of Advanced Placement courses each year. Woodlawn's curriculum is based on trimesters, which allows students to explore interests beyond the core classes with a broad range of elective classes. Service is embedded into the program and students can take three distinct tracks: Hunger, Homelessness, and Poverty; Immigrants and Refugees; and Social Change. The upper school has a strong Honor Code "*On my honor, I will conduct myself with personal and academic integrity*" and leadership opportunities are abundant. There are many unique experiences that distinguish the upper school program, including KinderBuddies, where seniors and kindergartners buddy up, establishing relationships between younger and older students .

Intermezzo is a two or three day break from the larger "movement" of the school year where upper school students are presented with an issue or a problem, and work together to address the issue. Examples of recent Intermezzo experiences are: [Tableaux Vivants](#) (French for "Living Pictures," see above) where students were asked to incorporate elements of the Halloween season; [Escape Room](#), a twist on the murder mystery game; and [Mindfulness](#).

PROGRAM HIGHLIGHTS

Service Learning: Students complete a required service learning course each year. The emphasis is not only on creating service partnerships with the community, but also on researching, discussing, and reflecting on the issues. Service Learning begins in the lower school through field trips to partner organizations to serve and understand the impact individuals and groups can make locally and globally.

Code of Honor and Integrity: Each year, students participate in Honor Code discussions, assembly and ceremony. Students in grades 10-12 self-elect to be appointed to the student-led Honor Council.

Humanities Program: Upper level English and history courses are integrated as American Studies and European Studies, offered in rotation. The humanities program meets English and history standards while also providing students significant and meaningful exposure to the visual and performing arts, music, architecture, and literature.

Intermezzo: The academic calendar pauses twice annually so that upper school students can be immersed in 2- or 3-day thematic, collaborative, goal-oriented academic projects.

Outdoor Student Leadership: Upper School students have the opportunity to be trained as facilitators for team building on the school's outdoor low ropes course.

International Travel: Global awareness is an integral aspect of the Woodlawn experience and faculty have organized international trips to reinforce learning and encourage further inquiry and understanding.

Senior Capstone: All graduates of Woodlawn School meet the requirements of the Capstone Project — a nine-month field-based inquiry project where students immerse themselves in the research of a topic of their choosing.



In the senior year, students undertake a year-long [Capstone Project](#) that provides the opportunity for students to demonstrate their understanding and fulfillment of the school's mission. Seniors meet various requirements throughout the year that address each part of the mission statement. Through successful completion of the Capstone Project, students demonstrate their mastery of the school's core values and their readiness for graduation. The [college counseling](#) process begins in the junior year and graduates of Woodlawn school attend the [most competitive colleges and universities](#).

Woodlawn School hires their faculty and staff carefully. Nearly 40% of the faculty hold advanced degrees and are fully supported through professional development to continually advance and refine Woodlawn's signature project-based curriculum and participate in meaningful, reflective professional practice. The next Head of School will want to work closely with the three divisions to fully understand the developmental aspects of Woodlawn's holistic approach to education and the school's dedication to academic preparation, environmental awareness, and service learning.



Co-Curriculum, Campus Life, and Traditions

[Arts](#) are a strong element in the academic program and in the Woodlawn community, as is the [athletic](#) program where there are 12 interscholastic sports. The emphasis is on developing skills and talents in a competitive setting, yet it is also about participation and challenging yourself to continually improve. There is a strong student-directed activities and club program that includes coding, Frisbee golf, Model U.N., and science Olympiad to name just a few.

Beyond the academic and co-curricular programs, there is a general esprit de corps that students, parents, and faculty describe as the “Woodlawn Way” which is hard to fully capture in words and in pictures. There is a sense of authentic engagement with each other when you are on this wonderfully unique campus surrounded by nature. There is a deep connection to learning and to building caring, lasting relationships that goes beyond the normal school experience. The Head of School will want to be fully absorbed in experiencing the Woodlawn Way before proposing next steps in the evolution of the school. They will want to carefully investigate the established [traditions](#) that those before them have begun, as these customs not only make Woodlawn what it is, but are also integral to the overall program and success of the school. Just as the school encourages students to find their way and start an activity or club, propose an independent study, and throw themselves into their Senior Capstone, the Head of School must explore and develop his or her unique voice and leadership style that will enhance the mission, philosophy, and values of Woodlawn School.



Governance, Leadership, and Operations

The school is overseen by a 10-person [Board of Trustees](#), many of whom are parents or former parents, and includes two experienced independent school leaders. They meet regularly throughout the year and take an active role in strategic planning. The Founders are involved in school through the athletic program as coaches and are fully supportive of the Head of School as the school’s leader. The next Head of School will want to work closely with the Board of Trustees and the administrative team to develop the organizational structure and strengthen the team to best serve the needs of the students, the faculty, and the school.

The school has a \$3.3 million budget and long-term debt of approximately \$2 million. As it is a tuition-driven school, the Head of School will want to be fully involved in enrollment management. The school currently has 182 students K-12 representing 154 families. Tuition ranges from \$16,610 for K-8 to \$17,970 for 9-12. The school provides need-based financial aid of approximately \$500,000. There are plans in place to grow the school to 350 +/- students over the next five to seven years and the growing Charlotte/Lake Norman population will support that growth given an effective enrollment plan.



With the first class graduating in 2010, the alumni constituency is small (103) and though they are passionate about their school, they are a few decades away from making a meaningful difference philanthropically. The Head of School will want to work closely with the board, alumni and development, current and past parents to grow the current \$200,000 in annual giving achieved through the Blazer Fund and annual Gala, and look for creative avenues to expand philanthropy at Woodlawn School. With such a small alumni body, it will be important to maintain close relationships to capture their stories for future students and families to fully understand the value of a Woodlawn experience.



Challenges and Opportunities for the Head of School

As the Woodlawn School community looks to the future of a school of 350 students, the faculty, administrators, parents, alumni, and trustees have identified seven key areas as priorities for the new Head of School:

- To be fully engaged in the daily life of the Woodlawn School community. The Head of School's hands-on involvement in the daily academic and co-curricular life at Woodlawn and close connection with the faculty, students and their families will be the foundation for his/her ability to articulate and advance the School's mission, philosophy, values, and vision to further differentiate Woodlawn from other independent schools in the region.
- Work with the board of trustees to build upon the Founders' vision of Woodlawn School through a robust strategic planning process that will lead to the realization of the recently completed [Campus Master Plan](#) that includes intentional school growth K-12 to an enrollment of around 350 students for a sustainable future.
- Will be actively involved in building a highly interactive admissions team focused on a student-centered enrollment process that engages prospective students and their families in all the benefits of a Woodlawn School experience for their child, and their family.
- Work closely with the division directors to continue examining and developing Woodlawn's outstanding educational program and to strengthen the competencies, experiences, and skills that prepare students for an ever-changing world. The new Head of School will find a faculty who regularly works to innovate and test new curricula and pedagogical practices to both challenge and support their students.
- The Head will want to build strong relationships with the faculty who are fully immersed in the experience of teaching and learning with students who become self-directed, lifelong learners ready for the most competitive colleges and the world beyond.
- Continue to develop an exceptional faculty, staff, and administration. With the administrative team, identify, recruit, develop, and retain exceptional teachers who embody Woodlawn's student-centered, project-based learning philosophy and will continue to develop strong partnerships with families and the entire Woodlawn community.
- As the chief spokesperson for the School, the Head is actively engaged in the greater Lake Norman/Charlotte area promoting Woodlawn School as the leading experiential, hands on learning community with faculty who are experts in project-based learning, and student-driven inquiry addressing real-world issues.



Desired Qualities and Qualifications

The Board of Trustees and the Woodlawn School community seek a new Head of School who is a person with total integrity; someone who has a deep understanding of student-centered education; and who fully embraces the community, culture, mission, and philosophy of Woodlawn School. The candidate should have experience as an administrator and most importantly as a classroom teacher, and should have the growth capacity to serve as an exceptional leader for the Woodlawn School. S/he should demonstrate most, if not all, of the following characteristics:

- Passion for understanding, connecting with, and educating children and adolescents
- A developmental, student-centered approach to teaching and learning
- A keen intellect, compassion, empathy, and strong emotional intelligence
- An entrepreneurial spirit, growth-oriented mindset, and a relentless curiosity
- Business acumen, with financial management experience
- A shared, service-oriented leadership with good judgment
- Exceptional communication skills—listening, speaking, and writing
- Critical thinking and strategic planning
- Demonstrated team-building with a collaborative and trusting personality
- Confident and inspiring leadership and record of achievement
- Experience as a classroom teacher
- Capacity to fully embrace the mission, philosophy, and values of Woodlawn and the ability to develop a compelling shared vision
- Authenticity, energy, persistence, humility, self-awareness, and a sense of humor
- An advanced degree and demonstrated professional development



Information on the Search Process and Search Calendar

The School has appointed a Search Committee to conduct the search and has engaged a national executive search firm, Educational Directions, to assist the Search Committee.

Woodlawn School is a member of the National Association of Independent Schools (NAIS) and the North Carolina Association of Independent Schools (NCAIS) and will follow NAIS Principles of Good Practice regarding Head of School searches. The school is accredited by the Southern Association of Independent School (SAIS) AdvancEd.

Please direct all inquiries, applications, and nominations in confidence to:

Dr. Jerry Larson - jl Larson@edu-directions.com
Dr. John Watson - jwatson@edu-directions.com

Candidates should express their interest and begin the application process as soon as possible.

Candidates should submit:

- A letter explaining their interest in Woodlawn School, and be addressed to the search committee
- A resume
- A personal statement
- The names, email addresses, and telephone numbers of seven professional references (Finalists will be expected to provide five additional references)
- Two reference letters sent directly to the search consultants (optional)
- Semifinalist candidates can expect a video interview, background check, and be asked to participate in an emotional intelligence self-assessment

Electronic submission of credentials is expected.

Calendar

Application Deadline	December 16, 2018, if not before
Candidates Notified of Status	January 11, 2019, at the latest
Semifinalists Interviews	January 14 – 25, 2019
Finalist Interviews	January 28 – February 8
Head of School begins	July 1, 2019

Woodlawn School reserves the right to accelerate the calendar for highly qualified candidates.

The compensation package will be within the expected norms of comparable NCAIS schools.

***Woodlawn School is an Affirmative Action / Equal Opportunity Employer
and seeks a diverse and broad spectrum of qualified candidates.***