THE POSITION

Westtown, an independent, PK-12, Quaker, day and boarding school in southeastern Pennsylvania, is a school with a deep sense of spirit and purpose. For more than 200 years, the school has embraced an approach to education driven by the goal of creating a world that is more just, more peaceful, and more ethically prosperous. Faculty at Westtown help students prepare for a world-changing life by endowing them with keen minds, intelligent hearts, clear consciences, and confidence in themselves. A strong sense of community at the school helps every student feel known, understood, and capable in her or his ability to effect true change in the world. Westtown is an authentically bold school that offers an education not just for secondary school or for college preparation, but for an engaged and reflective life.

The values and practices of the Religious Society of Friends pervade the curriculum, campus, and culture of Westtown. These values encourage each community member to value every voice; to respect diversity; to dedicate him or herself to peace and justice; and to maintain a special focus on service, stewardship, and social justice. The school’s strategic plan, approved in 2014, boldly inspires its constituents to bring the school’s mission of creating “stewards and leaders of a better world” to life.

After 15 years of strong leadership, Head of School John Baird will retire from Westtown in July 2017. The school now seeks a new Head who will continue John’s spirit-led leadership, embracing the school’s Quaker ethos and embodying Quaker testimonies. The successful candidate will be an experienced and dynamic leader who is a teacher at heart, an involved, visible leader who can guide the school through joys and challenges alike with sensitivity and grace. The new Head will be someone who can build upon the strong academic foundation and nurture the significant energy present for developing new ideas.

SCHOOL HISTORY

The oldest continuously-operating coeducational boarding school in the country, Westtown was established in 1799 by members of the Philadelphia Yearly Meeting of the Religious Society of Friends. Westtown began as a boarding school that would offer children a “guarded education” based on useful learning in a setting that promoted mindfulness of God’s continued presence. Early students received training in practical subjects such as reading, penmanship, bookkeeping, geography, math, and the natural sciences.
Over the decades and centuries, Westtown’s reputation grew. In the early 1900s, the school, as an expression of Quaker outreach, welcomed its first international students. In 1933, non-Quakers were admitted for the first time, and the school continued to increase its cultural, racial, and economic diversity in subsequent years. In 1960, the separate Middle School was constructed. In 1999, the school celebrated its bicentennial and established a mini farm where students from all divisions spend their time learning about planting, cultivating, harvesting, and horticulture.

The recently concluded Campaign for Westtown raised nearly $28 million for endowment, programmatic support, and facilities.

Today, Westtown continues to strive to create articulate leaders of the future. Anchored in its founding values, the school emphasizes the importance of close relationships, strong character, and a culturally, racially, and economically diverse community.

**The School**

Westtown is a special place of myriad distinctions in its curriculum, boarding program, and extracurricular opportunities. Across divisions, faculty members urge students to develop the minds and hearts necessary for academic excellence, successful leadership and positive change. Students are encouraged to pursue leadership at all levels and have many opportunities to discover, define, and develop their passions.

At the same time, Westtown’s Meeting House serves as a constant reminder for the community to slow down, think deeply, and connect with each other. The school places strong emphasis on reflection and mindfulness—both in weekly Meeting for Worship and in students’ everyday lives. The school’s academic program is rigorous and its college admissions record impressive. Westtown is equally proud of its family style lunches and community dinners, its beautiful 600-acre campus that encourages relaxation, investigation and play, and its strong advisory program that offers community, care, and counsel to students of all ages.

**Academics**

Westtown is a school that shapes thinkers and doers who matter in the world. From an early age, students learn who they are, what they stand for and how they can contribute. Teachers challenge their academic potential through rigorous coursework and high standards, and a host of unique opportunities allows them to grow intellectually in unprecedented ways. The education at Westtown is action-based and immersive, placing action in the center of each student’s experience and helping them see themselves not as passive
consumers of knowledge or culture, but rather as active, deeply knowledgeable and confident participants.

As a school that is “in the business of producing changemakers,” Westtown was selected to be a ‘Changemaker School’ by the Ashoka Organization, a highly selective, global network of social entrepreneurs. Westtown is one of only seven PK-12 schools and is the only boarding school and Quaker school within the Changemaker School Network in the United States. Examples of Westtown changemakers abound, from the second grade’s study of coral reefs that culminated in a fundraiser to help save them, to the Middle School’s “Take Back the Tap” initiative that reduces the use of bottled water on campus, to a recent graduate who parlayed an Upper School project into a business turning phytoplankton into an inexpensive and healthy food source for the underprivileged.

Lower School

Westtown’s Lower School students develop habits of action: thinking, caring, risking, speaking, collaborating, researching, and problem-solving. Lower School faculty, understanding that the hope for the world rests within them, believe in the beauty and capability of children.

The Lower School curriculum features core courses that serve as building blocks for subsequent divisions. Children learn numeracy in Math in Focus; engage in inquiry-based science study grounded in research, observation, and analysis; employ design thinking in the school iLab; embark on expeditionary learning; develop literacy through Columbia University reading and writing programs; learn to speak Spanish; study ancient civilizations, the Renaissance, and United States history; and engage in social studies classes that focus on the human experiences of community, music, culture, language, and food.

The unique iLab is a place for innovation, ideas, and imagination. Teachers expertly apply design thinking principles, allowing students to find and resolve problems. In the iLab, the humanities, sciences, and arts flow together seamlessly, helping students understand the interconnected nature of their world.

Middle School

In the Middle School, energy develops into true passion as...
students bridge the exciting years between childhood and independence. The Middle School is defined by all things new: new friendships, new discoveries, new interests, new subjects—all experienced in a safe and encouraging environment.

Teachers develop creative ways to harness the energy and wonder of their students with project-based, collaborative lessons. A 1:1 iPad program equips students with the technology necessary to learn at a fast pace. Students study STEAM (science, technology, engineering, arts and mathematics) subjects and their interconnectedness; learn to communicate effectively in English, Spanish, Mandarin, French, and Latin; nurture their creative talents in art and music classes and on stage; engage in daily physical activity; and serve their greater community through volunteer work.

The Middle School’s social curriculum is highly articulated and organized around SPARK (spirit, participation, academic excellence, respect, and kindness) principles. The inclusion of Developmental Design™ activities integrates social and academic learning, allowing students to excel academically in a socially healthy environment. Many of the activities in the social curriculum take advantage of the school’s 600-acre campus, including the ropes course, the canoe program, and outdoor Meeting for Worship.

**Upper School**

Students at Westtown understand that a good education isn’t just about filling their minds with facts. Rather, a true education means discovering oneself and preparing to seize the opportunities of the future. Upper School students demonstrate various commitments: to serve others, to become transformational leaders, and to learn about the needs of the world so they can make a difference. The school’s curriculum is not fixed and rigid; rather, it rises to meet students individually, challenging them to take academic risks and explore the depth and breadth of courses Westtown has to offer.

Students pursue coursework in
College Enrollment
Westtown graduates have enrolled at the following colleges and universities, among others, since 2011:

- Bates College
- Boston College
- Boston University
- Brown University
- Bryn Mawr College
- Bucknell University
- Carleton College
- Carnegie Mellon University
- Colby College
- Columbia University
- Cornell University
- Dartmouth College
- Duke University
- Earlham College
- George Washington University
- Georgetown University
- Guilford College
- Harvard College
- Haverford College
- Johns Hopkins University
- Massachusetts Institute of Technology
- McGill University
- Middlebury College
- New York University
- Northeastern University
- Northwestern University
- Oberlin College
- Penn State University
- Princeton University
- Skidmore College
- Smith College
- Swarthmore College
- Tufts University
- UCLA
- University of Pennsylvania
- University of Wisconsin, Madison
- Vanderbilt University
- Vassar College
- Villanova University
- Wellesley College
- Williams College

English, health and life skills, history, math, religion, science, and world languages. The language program is part of the school’s overarching Global Leadership Initiative, which equips students with a high level of global understanding and helps them thrive in college and beyond. World language immersion programs, a comprehensive global competencies curriculum, and special relationships with global non-profit partners like Heritage Academy, a school in Ghana, help students build the competencies that will enable them to find success in a truly global world.

Students with particular interests, talents, or passions have the opportunity to enroll in advanced courses. Through Westtown’s Deep Dive Certificate Program, students can design and experience their own education in areas including: social entrepreneurship, sustainability leadership, and global leadership. The program honors students who are engaged in an intentional, organized, and well-documented arc of action-based learning and focused scholarship. Upon completion of the program, students receive a certificate celebrating their sustained concentration and thoughtful synthesis of a broad array of experiences and academic work.

Student Life
Quakerism is the beating heart of Westtown School. In weekly Meeting for Worship, students have the opportunity to reflect on themselves and the world. In keeping with Quaker values, students learn not to proselytize or seek to convert, but rather to affirm each person’s individual gifts, to involve themselves in community, and to take social action. The Quaker Testimonies become central tenets of the student experience, and students learn to embrace integrity, community, stewardship, simplicity, peace, equality, and stewardship.

These values are applied through Westtown’s Service Learning.
Program, which offers students a real understanding of the relationship between service and all other aspects of learning and living. Service is an integral and required part of a Westtown education: at each level, students participate in meaningful service within and beyond the school community.

The Quaker Leadership Program is designed to deepen the religious experience of Quaker students and other interested students and train them in Quaker practices. Once a week, students meet for spiritual reflection, discussion of Quaker history and literature, and introductions to Quaker business practices.

In accordance with Quaker values, Westtown’s Work Program affirms both the goodness of service to others and the dignity of all work. It exposes students to a variety of work experiences throughout the campus. By taking part in the daily working life of the school, students learn to respect what it means to be part of a community and understand what impact their behavior has on other members of the community.

The community is further strengthened by Westtown’s residential program, which helps develop students who are exceptionally well-prepared for college. Alumni attest to the transformational aspects of living in dorms, citing the values of living in a diverse community and learning to value difference, learning “supervised independence,” honing excellent study habits, forming strong relationships with supportive and attentive adults, and forming lifelong friendships through shared experiences and robust weekend activities. Students report being exceptionally well-prepared for college and for the challenges that come after school ends.

The arts and athletics programs enhance life and learning at Westtown. Students learn about the arts from experienced teachers who are artists and performers in their own right, from each other in classes designed to develop and expand their skills, and from artists-in-residence and visiting performers of the highest caliber. A robust and expansive Athletic Center serves a vigorous athletic program. Student athletes may learn to be eager competitors and solid teammates on teams including basketball, track, swimming, wrestling, baseball, golf, lacrosse, softball, tennis, cross country, field hockey, soccer, and volleyball.
Physical Campus

Westtown’s beautiful 600-acre campus allows students abundant opportunities for exploration, play, and stewardship. The campus is a vast learning laboratory for the earth sciences, rife with many species of flora and fauna. It features a 14-acre lake, a frog pond, an arboretum, 14 playing fields, stadium tennis courts, an organic farm, a Lower School mini farm, a National Wildlife Federation-certified garden in the Lower School, a wooded cross country course, and a 21-element ropes course. The campus offers plentiful opportunities for outdoor education, whether on the ropes course, at the lake, or on the farm. Commitment to sustainability of the campus and the educational potential of the surroundings is a consistent theme echoed by many constituents. Westtown is only one of 64 schools nationwide, and the only independent school in Pennsylvania, to be designated a Green Ribbon School by the US Department of Education for its exemplary efforts to reduce environmental impact and utility costs, promote better health, and ensure effective environmental education.

The school features impressive, well-appointed facilities. Westtown’s Arts Program includes the newly-renovated Barton-Test Theater, a computerized lighting system, scene and costume shops, an art gallery, three art studios, a ceramics studio, a dark room, a chorus room, an orchestra room, four music practice rooms, and a recording/sound studio. The school’s library is home to 33,000 books, 175 periodicals, and a microfilm collection. The Lower School Library houses an additional 12,000 volumes.

The school’s recently opened Science Center is a state-of-the-art facility that allows for program flexibility in the fast-changing world of laboratory science. Westtown’s large enrollment in STEAM classes prompted it to expand and improve its facilities to match the strength of its curriculum. The new building is LEED Gold certified, boldly embodying Westtown’s overarching commitment to sustainability.

West Chester, Pennsylvania

Just 25 miles west of Philadelphia, West Chester is a quintessentially colonial town that has long been known for its charm and convenience. As county seat for Chester County, it is located in the midst of farmland and horse country, yet it is also the home of several significant nationally known businesses. On top of this it is a college town, home of West Chester University.

The West Chester Downtown Historic District was listed on the National Register of Historic Places in 1985. Its large assortment of Greek Revival buildings earned it the moniker “Athens of the West.” West Chester remains a wonderful place to call home, offering a pleasant small-town feel as well as easy access to the city.
A city central to much of American history, Philadelphia offers a real-world classroom for lifelong learners of every age. As the largest city in the Commonwealth of Pennsylvania and the fifth-most-populous city in the United States, Philadelphia has long been a focal point of culture, education, recreation, and commerce in America.

Whether they’re visiting national historical sites such as Independence Hall, the Benjamin Franklin National Memorial, or the National Constitution Center; exploring the city’s numerous beautiful parks; spotting art on the streets or in the Philadelphia Museum of Art; or cheering on sports teams that include the Eagles, Flyers, Phillies, and 76ers, Philadelphia residents have plenty to do, see, and learn wherever they turn.

The city demonstrates a collective commitment to education and the pursuit of knowledge. It is home to numerous colleges and universities, many with schools of law, medicine and the arts, including the University of Pennsylvania, Moore College of Art and Design, Drexel University, Temple University, and Philadelphia University. And, Swarthmore, Haverford, and Bryn Mawr Colleges are located in towns just outside the city limits.

Philadelphia is a melting pot of cultures, and one result of that blend is a beloved variety of traditional city-specific cuisine. Residents and visitors alike can enjoy the city’s hoagies, soft pretzels, and—famously—Philadelphia cheesesteaks. Recent years have seen an influx of restaurants enhancing a foodie culture and supporting lively night life.

Oppotunities and Challenges

The new Head will lead the school as it faces upcoming challenges and builds on emerging opportunities by:

- leading efforts to build the enrollment in a very competitive market;
- raising funds to support the completion of the strategic plan and the new campus plan;
- working with the community to build upon the Quaker roots of the school;
- maintaining the strength of the boarding program;
- emphasizing and supporting the leadership role of faculty, including identifying resources to support the new faculty compensation plan;
- increasing efforts among the various constituencies of the school to support the school philanthropically;
- participating as a spokesperson in the national discussion of Quaker and independent school education;
- building upon the excellent sense of community;
- refining and clarifying the administrative leadership roles within the school;
- continuing the work of building an engaging, creative, and inspiring academic program.
QUALIFICATIONS AND QUALITIES OF THE NEXT HEAD OF SCHOOL

Although the successful candidate may not have all of these experiences and attributes, the following are among the most critical:

• experience in a leadership position in an independent school;
• belief in the principles of Quaker education, faith, and practice;
• ability to build community within the context of a boarding and day school;
• strong academic foundation;
• knowledge of a day and boarding school environment;
• demonstrated capability to develop a collaborative vision;
• enthusiasm for working with faculty and staff;
• interest in engaging with students;
• passion to serve as a spokesperson for the school to all of its constituencies;
• skills to write and speak persuasively about the values of Westtown School and salient issues in education.

TO APPLY

Interested candidates should submit the following materials confidentially as separate attachments in one email to Chuck Burdick or Earl Ball.

• Cover letter expressing interest in the Head of School position at Westtown
• Current resume
• Statement of educational philosophy and practice
• List of five (5) references with name, phone number, email address, and brief statement about your relationship to each. References will be contacted only with the candidate’s permission.

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