



**Giddens
School**

HEAD *of* SCHOOL

LEADERSHIP OPPORTUNITY | SEATTLE, WA

strategen^{ius}



47% STUDENTS WHO IDENTIFY AS PEOPLE OF COLOR/MULTIRACIAL 7:1 STUDENT-TEACHER RATIO



ENROLLMENT

200

FACULTY/STAFF

51

FACULTY/STAFF OF COLOR

40%

\$1M

FINANCIAL AID BUDGET



33%

STUDENTS RECEIVING FINANCIAL AID

“This is a community engaged in the care of children and we think about that care in dynamic ways. We ensure kids have engaging, authentic, connected learning experiences; ensure that as a community we help kids build and practice their social emotional skills; ensure they have the tools to advocate for themselves and others; and ensure they develop multiple lenses to examine the world and themselves, including the crucial justice lens.”

— KEN BENDER,
DIRECTOR OF ENROLLMENT MANAGEMENT



LEADERSHIP OPPORTUNITY

Giddens School, a progressive preschool through fifth grade institution, with a 50-year history of deep commitment to academics and learning, social and emotional development, and justice education is seeking an inspirational, dynamic, compassionate leader with an unyielding justice compass, to build on a strong foundation and lead Giddens into the future with innovation and intentionality as its new Head of School.

Since 1972, Giddens has fostered young people who are secure in themselves, value difference and embrace diversity, think critically about the world around them, and possess both the knowledge and passion to work for progress. Giddens has an established and well-earned reputation in the local Seattle area as a school committed to justice education. In the context of an increasingly global, interconnected, and diverse future, the work of Giddens is as important as ever before.

Beginning in July 2023 and reporting to the Board of Trustees, the new Head of School (the Head) will join a vibrant school and community with seasoned

leadership and dedicated faculty. The Head will have a strong pedagogical background in elementary and/or social justice inquiry-based education. They will ensure that the school is focused on a learning process that helps students build a strong foundation of critical thinking skills that leverages various disciplines to solve problems. The Head will also prioritize the development of all teachers at Giddens as professionals at the top of their field, committed to continued deep investigation into their knowledge, expertise, and practices particularly as it relates to engaging students in questions of justice that depend on their capacity to think in an interdisciplinary way.





Founded in 1972, Giddens School is a progressive, coeducational day school for students in preschool through 5th grade.

With a current enrollment of 200 students, Giddens celebrates a long history as a school committed to academics and learning, social and emotional development, and justice. Since its founding, Giddens has fostered young people who are secure in themselves, value difference and embrace diversity, think critically about the world around them, and possess both the knowledge and passion to work for progress.

THE PROGRAM

Since its inception, Giddens School's approach to teaching and learning has been steeped in the educational philosophy promoted by John Dewey and commonly referred to as progressive education. Progressive education is grounded by the following tenets:

- Respect for diversity and a commitment that each individual should be seen for their ideas, interests, needs, and identities; and
- The development of a critical stance that allows individuals to participate fully and intelligently in a democracy.

Schools that adhere to a progressive philosophy prepare children to become citizens who fully participate in democratic institutions and ways of life. They do this

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by attending to the development of children's intellect and also to their social and emotional development. Progressive educators understand children as whole beings that need support, care, and challenge to thrive in all the ways they are able. In short, progressive education focuses on the whole child and the development of that child to become a productive citizen in a democracy.

Every aspect of the curriculum and instruction at Giddens is designed to provide students with opportunities to experience content and gain skills of the highest quality. Giddens believes it is essential to include learning in any discussion of academic knowledge. The school provides an academic program that supports the development of deep understanding through strong instructional practices. At the same time, they recognize that students must develop skills for learning to prepare them for the content of the future. The world that Giddens students will enter as adults will not be the same one they live in now. Giddens focuses on developing learners to assure that their students will be prepared for that world. Giddens graduates enter middle school knowing many things, but they also enter it knowing how to gain and apply new knowledge.

Social and Emotional Development

Supporting students in their social and emotional growth is woven into every aspect of life at Giddens School. They recognize that the ability to apply knowledge, share information, and acquire new understandings is dependent on strong skills in social and emotional realms. To apply what they know, a student must be able to access the appropriate knowledge, and adapt it to the situation. This requires strong self-regulation and adaptability skills. To share information, students must effectively communicate with diverse individuals, building on essential collaboration and problem solving skills. To acquire new understandings, students must assess their own knowledge and apply emotion management skills. From preschool through 5th grade, the work of developing these skills happens on a daily basis.

SPARK Units



SPARK Units are inquiry-based learning experiences that place science and social studies content knowledge side by side with social justice topics. Students are encouraged to develop questions, theories, and strategies as they engage in interactive learning experiences. These units provide a framework for integrated learning, encompassing multiple subject areas and encouraging students to make connections in order to apply their knowledge.

At Giddens, they set out to intentionally weave social justice topics into their science and social studies instruction. They endeavor to promote the school mission, assuring that students are thinking critically while gaining relevant knowledge and skills in a social justice context. For each SPARK unit, Giddens considers developmentally appropriate content in social justice, equity, and advocacy while relying on established standards for grade-band appropriate content. They look for units that complement standards from the National Association for the Education of Young Children, the Common Core State Standards, the Next Generation Science Standards, as well as the C3 Social Studies Framework. SPARK Units are thoughtfully designed to both increase academic knowledge that meets these high standards and increase student engagement with the complex world around them.

Extended Day Program

With many working families in their community, it is important to Giddens to offer a high quality, safe, and caring environment for their students to bridge from school to home. In 2019, Giddens made the justice-driven decision to fold the cost of Extended Day into tuition so that families are better served. Each child



participates in an age appropriate group and receives a healthy snack. There is plenty of time to work off some energy on the playground along with activities to keep young minds engaged.

Middle School Placement

Giddens graduates thrive in a variety of settings. Approximately 80% attend independent middle schools, while the other 20% choose their local public school. Giddens students graduate with the ability to use academic knowledge when facing challenges. They graduate able to share their own point of view while considering diverse perspectives. They become citizens who can think critically about justice and who can commit to improving the world in which we live. Through their years at Giddens, students identify who they are as learners so they can identify their needs and the needs of others. They learn how to show up within the community; learn how to demonstrate care for others in the community; grow into themselves as capable stakeholders; and then take that learning and extend it outwards to new schools, communities, and people.

FACULTY AND STAFF

Giddens School is proud to have 38 faculty members and 13 staff members who are dedicated to providing a joyful learning environment rooted in justice. Its teachers and staff are highly regarded professionals deeply committed to progressive education and to the cultivation of the whole child, and the majority of the lead teachers hold advanced degrees. Teachers with expertise in student development intentionally orchestrate learning tasks for individual students and groups of children. Teacher-driven decisions about instruction in this way are intended to stretch children without overwhelming them. It is a collaboration between students and their teacher: the teacher learning about students –who they are, what they want to learn, how they learn; and organizing curriculum in ways that engage students and help them feel seen inside of the everyday learning of classrooms.

Guiding the school is a cohesive leadership team that consists of two Assistant Heads of Curriculum & Instruction, an Assistant Head for Justice, Equity and Inclusion, Directors of Enrollment, Communication & Advancement, Finance & Operations, Facilities, and Auxiliary Programs, all who report to the Head.

FINANCES

Giddens is in a very strong position financially, with an annual budget of \$5.4 million, operating in the black with a two month reserve and manageable debt despite not having an endowment. Enrollment demand is strong and growing. Giddens is the first independent school in Seattle to offer full access to a before and after school extended day program included in tuition. There are four tuition levels: Preschool (half day of 3 full days): \$15,900; Preschool (full day): \$19,795; Prekindergarten (half day or 3 full days): \$23,620; Elementary (prekindergarten-5th): \$29,495.

Uniquely, Giddens shares its campus with the Lake Washington Girls Middle School (LWGMS), a mission-aligned school serving 6th through 8th grade. The two schools purchased the land and built the

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buildings within an LLC agreement. Today, the two schools hold separate and independent loans and manage the property structured as a condominium. Each school tenant holds shares in the condominium and the agreement outlines access to individual and shared spaces. The Heads of School at Giddens and LWGMS, along with the Condominium Board composed of stakeholders from both schools, work closely together to monitor and manage the agreement. Both schools are satisfied with a peaceful coexistence and strong working relationship.

GOVERNANCE

The Giddens Board of Trustees is composed of current and alumni families and professionals from the educational professional community. The partnership between the Head of School and the Board is a close one, as it sets long-range policies to fulfill the mission of the school and lead it successfully into the future. The Head of Giddens enjoys strong support of an intentionally diverse Board.



CAMPUS AND GEOGRAPHY

Giddens moved to its permanent location in December of 2019. Situated in the transitional neighborhood of North Beacon Hill, the location comes with some idiosyncrasies including a transient community with whom the school carefully and peacefully coexists under the guidance of the Head of School. An urban campus in the heart of Seattle, the school was built with sustainability at top of mind. Click [here](#) to read more about the sustainability features of the school. With a brand new facility, Giddens boasts open and airy classrooms, lots of natural lights, a beautiful gym and performance space, and a spacious rooftop deck with views of the Beacon Hill neighborhood.

COMMUNITY

The Giddens community is deeply engaged in the care of children and they think about that care in dynamic ways - they ensure children have authentic, connected learning experiences; ensure that as a community they help children build and practice their social emotional skills; encourage the maturation of multiple lenses to examine the world and themselves; and consider children as capable stakeholders who are taught to develop the tools to advocate for themselves and others.

STRATEGIC PRIORITIES AND OPPORTUNITIES FOR THE NEXT HEAD OF SCHOOL

Following the successful seven-year tenure of the previous Head, the next Head of School of Giddens will inherit a stable and strong school that is well-positioned and well-regarded in the Seattle area independent school community. The school's vision — to be grounded in equity and justice while inspiring children to actively engage in the world — will inspire and guide the Head as they administer its strategic priorities:

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- Form strong ties and partnership in the community in ways that span across school programs and groups, particularly in the school's new location in North Beacon Hill
- Manage a talented and diverse workforce, attracting, developing, and retaining talent that reflects student and family populations
- Foster ongoing and programmatic professional development, building and refining the leadership and teaching skills of faculty and staff
- Develop organizational systems, structures, and practices that create sustainable and repeatable excellence that endures beyond the tenure of any individual leader, teacher, or position
- Embrace and advance progressive and proactive financial planning, thinking critically about how the school manages both an annual and longer term budget to fund continued programmatic growth and investments required to achieve its strategic goals

The Head of School will assume responsibility for the overall health and growth of Giddens School.

The Head of School controls all of the operational and educational affairs of the school, administers policies, hires, evaluates and dismisses all school employees, and guides the day-to-day operation of the school. They will be an empathetic leader with high EQ, and will also ambitiously propel Giddens towards continued success with forward-thinking and innovation. The new Head will not be afraid to have difficult conversations in the pursuit of a justice-based and equitable curriculum and community. They will staunchly support the pillars of the strategic plan and demonstrate excellence in the following areas:

- **Justice, Equity, Diversity, and Inclusion:** Leadership at Giddens requires a track record in advancing justice, equity, diversity, and inclusion in schools and communities
- **Progressive Education:** Fluency in and commitment to progressive education, a student-centered approach to teaching and leadership, and a social justice mindset towards innovative curriculum and practices
- **Effective Communication:** The Head must be a compelling and versatile communicator in all mediums (written, verbal, digital) who can engage to listen, build alignment, and inspire across faculty and staff, caregivers, and other stakeholders
- **Fiscal Planning and Operations:** Sound fiscal and operational leader with the ability to think creatively, progressively, and proactively around and through problems with demonstrated effectiveness leading through change
- **Management of Diverse Talent:** Proven track record nurturing, supporting, and developing diverse talent

- **High-Integrity, Service Leadership:** Demonstrated experience building and leading teams grounded in positive and authentic relationships, mutual respect, and trust
- **Community Building and Partnership:** Interested participant and active voice in the local community, building and fostering ties and partnerships with other businesses and organizations that collectively anchor the neighborhood

QUALITIES AND ATTRIBUTES

In addition, the next Head should possess:

- The ability to engage confidently with other leaders in the independent school community to both share expertise and learn
- Exhibits strong work ethic and positive, cooperative team attitude
- Has an adept marketing and public relations mindset

QUALIFICATIONS AND REQUIREMENTS

- Bachelor's degree from an accredited institution
- K-8 teaching experience in independent, public, or charter school settings
- Experience in progressive education and a student-centered approach to teaching and leadership
- Must be computer literate in Google Suite. Familiarity and/or experience with more advanced education management applications preferred

PREFERRED QUALIFICATIONS

- Advanced degree in education or another related field
- Extensive experience working or teaching in a progressive elementary education environment
- 10+ years of experience as a school administrator

THE POSITION

- Successful collaboration with a governing board and an understanding of effective governance
- Ability to advance and evolve a financial plan for the school that supports investment in programmatic initiatives while sustaining operational health
- Experience as an active participant in fundraising activities
- Experience managing and having authority over a facility, particularly a school space

MISSION AND VISION

Mission

Through joy and discovery, Giddens School nurtures and develops academically and emotionally confident children who advocate for themselves and others.

Vision

Giddens School, grounded in equity and justice, inspires children to actively engage in bettering their world.

EQUITY AND INCLUSION STATEMENT

Diversity is integral to the Giddens School's educational mission. Ideally, in the course of learning, Giddens students will benefit from their exposure to different people with different backgrounds, perspectives, and ideas and have a powerful, positive impact on social justice in their community.

Giddens' philosophy around diversity has its roots in social justice. At Giddens, they affirm the importance of providing equitable and needed opportunities to all groups, including their greater community, to learn and be successful. They acknowledge that the educational opportunities of particular groups and individuals have been limited and too often denied. This has resulted in the loss of human potential and talent and, as a result, contributes to social injustice and economic inequality. At Giddens, they consistently work to recognize and eliminate these inequities to achieve their mission and contribute to a broader goal of equity.

Giddens has a commitment to the personal, academic, and social development of the faculty, staff, and students. They extend this commitment to the larger community where they live and serve. Educational policies and practices that provide all individuals with access to quality education are indispensable for the achievement of social and economic justice.

Commitment to this philosophy of diversity and social justice requires acceptance and acknowledgment that issues touch each of us in a different manner. Excellence can only be achieved by honoring individuality while simultaneously working collaboratively to achieve their school's mission.



THE POSITION

VALUES

Student Centered

Giddens students are the center of a dynamic and engaging inquiry and experiential learning environment where their ideas, voice, creativity, sense of wonder, and identities are honored and nurtured.

Whole Child

At Giddens we celebrate each child's uniqueness. We attend to the whole child, focusing on intellectual growth as well as on social and emotional development. We create teaching and learning spaces that inspire the joy of discovery and help students to appreciate their individual character and strengths as well as to be open to others' ideas, perspectives, and unique approaches.

Active and Engaged Community

Our community is one of our greatest strengths. It is not simply a collection of families; it's everyone — students, faculty, staff, families, and other community partners — working, playing, and learning together and from each other. Our community is a focal point of cultural and civic engagement and celebration where we also tend to the work of relationship building, dialogue, and understanding. It is the collective work and effort of everyone.

Equity and Access

Equity and access are core values, policies, and practices that guide our social justice work at Giddens. We have a strong commitment to creating a more inclusive and socio-economically diverse school community, which is reflected in the admissions and financial aid policies. Working towards a more accepting and just community is also a key part of our school's mission and identity. This work is reflected in our everyday practices — in our curriculum, in our professional development, in how we treat one another, and in our community engagement — which help our students to care about the world and be the seeds of change.

Diversity and Inclusion

Our diversity is an integral part of our curriculum and everyday experience at Giddens. We embrace diversity — such as racial, ethnic, gender identification, sexual orientation, religious, and socio-economic diversity — and continue to work towards creating a school that is reflective of the culturally rich and vibrant communities in which our school is located. We believe that the best learning happens in a diverse, inclusive, and caring school environment which provides ample opportunities for students to take risks, build understanding across boundaries, and be more open and caring members of the school, community, and our multicultural society.

PROCEDURE TO APPLY

Giddens School believes that each individual is entitled to equal employment opportunity without regard to race, color, religion, gender, gender identity, national origin, age, disability, genetic information, veteran status, marital status, sexual orientation, the presence of any sensory, mental, or physical disability or the use of a trained dog guide or service animal by a person with a disability, or honorably discharged veteran or military status or any other characteristic protected under federal, state, or local anti-discrimination laws. The school's equal employment opportunity practices extend to recruitment, hiring, selection, compensation, benefits, transfer, promotion, training, discipline, and all other terms, conditions, and privileges of employment.

Giddens is committed to attracting and retaining outstanding employees through a competitive compensation plan. A full benefits package includes retirement and medical/dental coverage.

Interested candidates are invited to submit via https://bit.ly/Giddens_HeadofSchool_AppForm the following materials confidentially as a single PDF file:

- A cover letter indicating the candidate's particular interest in and qualifications for the position
- A current résumé/CV
- A statement of educational philosophy
- The names, addresses, and telephone numbers of three references, including at least one recent supervisor. References should speak to the applicant's ability to be an effective educator and administrator, to work successfully with children, and to work collaboratively and collegially with adults (references will be contacted only with the candidate's permission).

Please address any questions by email to jobs@strategenius.org or by phone at 415-881-7105.



SEARCH CALENDAR*

January 9, 2023

Applications Due

Week of February 27, 2023

Semifinalists Interviews

**March 9&10, 14&15
week of March 20, and
March 27&28, 2023**

Finalists Interviews

Early April 2023

Hiring Announcement

Orpheus Crutchfield
Founder and President

Mary Rose Fernandez
VP for Recruitment, Partnerships and Strategy

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