



Boston, Massachusetts

Head of School

Introduction

One of the nation's leading independent schools, The Winsor School serves over 440 academically promising and motivated girls in grades 5 through 12 (Classes I-VIII). Located in the heart of Boston's Longwood Medical and Academic area, the school's impressive urban campus connects girls with the rich artistic, scientific, and cultural offerings of one of the country's most robust cities. Students represent diverse racial and ethnic backgrounds and hail from more than 50 different communities in and around the Boston area, with 25% residing in the city of Boston.

Winsor is a place where intelligence and learning are respected and girls are challenged to realize their full potential by being active participants in their own education. The school's long and rich record of academic achievement sets it among the most impressive independent schools in the country. Of the 64 girls who graduated in 2014, 10 were National Merit Semifinalists and 26 received National Merit Letters of Commendation. Colleges with the most Winsor matriculations since 2011 include Harvard, Yale, MIT, Boston College, and the University of Pennsylvania. Winsor faculty ignite students' interests and help them develop the knowledge and tools to discover their passions and to answer the question, "What kind of person do you want to be?" Girls quickly find that no subject is too complex, no feat too difficult, and no dream out of reach. Equally important, Winsor cultivates girls' empathy for others, respect for themselves, sense of responsibility to their communities, and courage to be generous-minded women of action in a global society. Winsor graduates are independent, empowered leaders who express themselves clearly, have a strong sense of self, and are committed to making a positive impact on the world around them.

Mission

Winsor prepares young women to pursue their aspirations and contribute to the world.

The School

Winsor is a diverse, vibrant community that values intellectual curiosity, authentic engagement and personal integrity. We challenge our students to lead lives of purpose as responsible, generous-minded women.

THE WINSOR SCHOOL
Head of School

**THE WINSOR SCHOOL
At a Glance**

Founded: 1886

Enrollment: 443

Student Body:
39% students of color

Campus: 7.4 acres in Boston's
Longwood Medical Area

Faculty:
66 full-time faculty
119 total full-time faculty & staff

Average Class Size: 13

Tuition (2015-16): \$42,400

Financial Aid: Over \$3 million

Budget: \$ 20.1 million

Endowment: \$70 million

Annual Giving: \$3 million

History

In 1886, Miss Mary Pickard Winsor started a six-month school in Boston, beginning with eight girls in a private home on Beacon Hill. In the early 1900s, a group of parents asked Miss Winsor to be the director of the school they intended to build. They commissioned the construction of "the most perfect schoolhouse," and in 1910 The Winsor School opened with 225 students.

Ahead of her time, Miss Winsor wanted to prepare women to be self-supporting and hoped they would be competent, responsible, and generous-minded. She continued as director until 1922, and since then, the school has been led by only six other women, all of whom have been leaders in the field of education and have kept Miss Winsor's vision at the core of the school's mission. Today Winsor's history informs its identity, its sense of purpose, and its great aspirations for the women it graduates.

Faculty

Winsor faculty inspire students with their passion for teaching and their genuine belief that every girl has something valuable to contribute to the class, the school, and the world. Nearly 90% of teachers hold advanced degrees in their fields, including 10% who have doctoral

degrees. Committed to students' personal development as well as to their academic progress, faculty members connect with girls beyond the classroom as advisors, coaches, and club leaders. They foster an ethos of hard work, high expectations, and the pursuit of self-discovery.

A deep sense of camaraderie, mutual respect, and common purpose pervades the faculty culture. Teachers are not only motivated by their bright and eager students but also uplifted and inspired by each other. They regularly collaborate on curriculum development, special projects, and meeting the specific needs of individual students. In addition, average teacher tenure is more than ten years and a third of faculty members have taught at Winsor for 15 years or more, which helps to preserve a sense of institutional memory. Regardless of their tenure, all Winsor faculty strive to innovate and constantly reexamine their courses and approaches to teaching to ensure the best possible education for Winsor's students.

THE WINSOR SCHOOL
Head of School

Academics

Winsor's challenging academic program is rooted in the liberal arts tradition with a strong emphasis on critical thinking, active discourse, and intellectual exploration, and it is continually evolving in its content and delivery. The five core academic departments are English, history, math, science, and world languages. The school offers ten Advanced Placement and numerous honors courses. Rather than follow the AP curriculum, the English and history departments offer challenging elective courses that focus on critical thinking and comprehension rather than memorization of facts. Rich language offerings not only build vocabulary and writing skills, but also promote cultural understanding, and students can take up to eight consecutive years of Chinese, French, Latin, or Spanish. Exceptional curricula in STEM areas are further enriched with an internship program through which girls gain hands-on experience in fields of their interest, a robotics club, and an engineering team that is recognized as one of the best in the state. Notably, Winsor students are limited to five academic core courses each year in order to ensure an appropriate workload, equilibrium, and balance with involvement in the arts, athletics, and other activities. Specific course descriptions for Classes I-VIII are available online [here](#).



The philosophy that informs the delivery of Winsor's curriculum is rooted in the school's understanding of the ways girls learn, best practices in teaching and assessment, and an ongoing awareness of the qualities of character that teachers and staff help to cultivate in students. Four key principles in particular serve as the basis for Winsor's academic program:

- **Connected Curriculum.** Winsor knows that the best learning depends on connecting ideas, skills, and experiences across disciplines and grade levels. Accordingly, teachers collaborate with each other to ensure that their courses build appropriately on prior learning and help students to link skills and content both between disciplines and with their own lives. Grade level work around themes, courses that address shared essential questions, and interdisciplinary teaching are only a few examples of Winsor's connected curriculum.
- **Skills.** An essential element of the connected curriculum, skills are taught explicitly and incorporated into the curriculum in a spiraling model so that students demonstrate developmentally appropriate competencies at various points throughout their time at Winsor. With an understanding of different learning styles, teachers present multiple ways for students to acquire, understand, and organize new information.

THE WINSOR SCHOOL
Head of School

- **Preparation for Responsible Participation in the Global Community.** The increasing interconnectedness and interdependence of the world requires that students be responsible and active global citizens. Winsor girls balance a sense of rootedness in their respective individual cultures while also understanding the dynamic cross-cultural forces that shape the country and the world. Faculty and curricula help students to challenge stereotypical thinking and foster empathy with the ultimate goal of developing a sense of responsibility for the communities in which students live. Winsor students learn to think beyond their own self-interests to understand how their actions impact the well-being of other people and the natural environment. Winsor's [Principles of Diversity](#) and [Principles of Global Responsibility](#) speak in detail to the school's commitment to building an inclusive environment and global consciousness.
- **Independent Thinking and Learning.** The ability to think and learn independently is a hallmark of a Winsor graduate. Faculty guide students toward taking increasing responsibility for their own learning by teaching them how to identify problems, apply existing knowledge and skills, and develop creative solutions. In this process, students learn when to seek guidance, the value of collaboration, and how to be open to constructive criticism. As girls begin to structure and assess their own learning, they develop the competence, confidence, and resilience necessary for a lifetime of learning.



In 2012, a multiyear process led by a faculty/administration steering committee culminated in the creation of Winsor's *Learning in the 21st Century Plan*, which articulates the school's aspirations and describes strategies to guide curriculum and programs. While most initiatives resulting from the plan will be launched by the 2015-16 school year, they will continue on a growth trajectory for years to come.

The plan's first strategic goal is an affirmation of Winsor's student-centered classroom practices. A new schedule, beginning in fall 2015, supports this goal by including longer blocks for classes, additional community time for the whole school, as well as for advisories and other groups, and new opportunities for interaction between the Lower and Upper schools. Students and teachers alike are excited about how the schedule will support the school's emphasis on student-centered learning, active engagement in the classroom, instructional technology, formative assessment, and project-based learning.

A major component of the second goal, which is to ensure the instruction and assessment of 21st century skills across disciplines, includes the more intentional use and integration of technology. A 1-1 iPad program in Classes I-III and a 1-1 MacBook program in Classes IV-VIII have been underway for a few years, and significant new STEM programs will be launched in

THE WINSOR SCHOOL
Head of School



the coming school year, including an iLab that will support project-based learning and promote student innovation and collaboration.

The plan's final goal reinforces the school's commitment to encouraging students to be responsible and knowledgeable global citizens through the study of world cultures and languages, global travel, environmental stewardship, and service learning. Among Winsor's most lauded global programs are the junior-year non-Western courses, which

foster pluralism and empathetic understandings through the interdisciplinary study of African, Chinese, Indian, and Middle Eastern cultures, and the *Teaching India* conference, which is run in conjunction with Harvard and attended by schools across New England. A new "global arena" beginning in 2016-17 will designate a multi-week period during which students and faculty will immerse themselves in the study of pressing global challenges and employ the kind of interdisciplinary thinking and collaborative and creative problem solving exhibited by global citizens and world leaders.

The complete *Learning in the 21st Century Plan* is available on request.

Arts, Athletics, and Other Programs

Winsor provides opportunities for girls to experiment, discover, and test themselves beyond intellectual pursuits. The arts, sports, and other extracurricular activities have played a role in the school almost since its founding, and as research has increasingly shown the value of these kinds of experiences to both personal development and academic achievement, Winsor has continued to grow its offerings in both quality and quantity. Today, girls choose from a wide range of co-curricular activities, and the small size of the school makes it possible for students to participate in multiple activities. In addition, Winsor girls collaborate regularly with boys from Belmont Hill and Roxbury Latin on plays, musical performances, publications, and clubs.



The Arts. Winsor has made a commitment to value the arts as a critical and integrated component of a 21st

THE WINSOR SCHOOL
Head of School

century education, and opportunities abound for girls to express themselves, exercise their creativity, and hone their technical abilities. Hallways are lined with student drawings, paintings, sculpture, ceramics and photography. Drama courses begin in Class I and in the Upper School also include directing and playwriting. The Class I play and Class IV Shakespeare production are among the school's most treasured traditions. Lower School Orchestra, choral groups in both divisions, and Upper School instrumental ensembles comprise the music program. New teacher-artists will join the staff in 2015-16 to establish and build programs in dance and instrumental music, which have been made possible through the recent campus expansion.

Athletics and Physical Education.

Winsor's physical education and athletics programs help girls develop the skills and self-confidence necessary for healthy living as well as foster teamwork, sportsmanship, and perseverance. The school fields more than 30 teams in 14 different sports. These include crew, sailing, tennis, lacrosse, softball, field hockey, soccer, cross country, track, swimming, squash basketball, and ice hockey. Varsity, junior varsity, and middle school teams compete with ten other private schools in the Eastern



Independent League. Given the size of the school, the achievements of Winsor's teams are impressive. The recent expansion of the athletic facilities enhances the already-numerous offerings to include new opportunities for health and wellness.

Clubs. Winsor builds time for clubs into each student's weekly schedule, and several clubs also meet after school and on weekends. With more than 40 options – including Model UN, debate, engineering, computer programming, *The Lamp* literary magazine, and community service, just to name a few – girls can find a group of likeminded students with whom to explore common interests. All of the clubs are student run, providing the girls with ample leadership opportunities. A more complete sampling of clubs can be found [here](#).

Off-Campus Programs. Exchanges with schools in France and China; year-long study abroad programs; course-specific visits to India, Ecuador, and Canada; and service trips, competitions, and performances across the world expose girls to different cultures and cultivate their capacity for global citizenship. Students also have opportunities to spend a semester at some of the country's most innovative educational programs, including The Mountain School, where they work and study at an organic farm in Vermont; The School for Ethics and Global Leadership in Washington D.C., which cultivates students' capacity for ethical leadership through unique courses; and CITYterm, an experiential program that uses New York City as its classroom.

THE WINSOR SCHOOL
Head of School

Community and Diversity



At Winsor, relationships are valued. Girls know each other, support each other, and create friendships that last a lifetime. An advisory program and class dean system help to ensure students are known by their teachers, coaches, counselors, and other adults, and a Student Support team, which consists of the school counselor, the school nurse, and the coordinator of academic support, is a vital resource to students and parents. In addition, a comprehensive health and wellness program that promotes students' physical and emotional well-being is integrated

throughout Winsor's programs and includes age-appropriate courses on matters such as building trusting relationships, conflict resolution, sexual development, physical fitness, nutrition, body image, and brain chemistry, as well as parent education on such topics throughout the year.

The school deliberately makes time every week for all-school assemblies and other community-oriented experiences that bring together students, faculty, and staff. Several traditions promote interactions between students of different ages and build camaraderie. The hand-sewn banners made by sophomores to honor seniors; the ringing of Miss Winsor's bell to open the school year; Under the Lights, an annual celebration of sports and community that concludes Spirit Week; and the Hemenways, an annual speaking competition required of all seniors, are just a handful of the customs that create a sense of shared experience across grades and generations. In part thanks to these traditions, Winsor has long enjoyed a great deal of support and involvement from its loyal alumnae. All graduates are members of the Alumnae Association, and the Alumnae Board, which governs the association, creates programming that brings Winsor graduates together in learning and friendship. In addition, the robust Parents Association connects parents with each other and with the school through numerous volunteer, fundraising, and social activities throughout the year.



THE WINSOR SCHOOL
Head of School

Winsor's location within the Longwood Medical Area has had a large hand in shaping the nature of the school's community over the years. The area surrounding Winsor is not residential. In the words of one faculty member, "Winsor is not a neighborhood school, so no one is an outsider. We come together from all over the area and create our own community."

The school's ability to serve families within a wide geographic area has also supported its desire to be a diverse community in every regard. From a socioeconomic standpoint, the School provides more than \$3 million in financial aid each year to make a Winsor education affordable for families with a wide range of incomes. In terms of racial diversity, people of color comprise 39% of the student body.

Winsor has long been a leader in the area of diversity and inclusivity. The school hired its first Director of Diversity 16 years ago, and Winsor's diverse population, as well as the ongoing prioritization of the *Principles of Diversity* within the community and the curriculum, is a major factor in attracting many faculty and families to the school. Affinity groups, in which students of color provide peer mentoring, serve as spaces where girls can explore their identities and promote inclusion in the Winsor community. Other Upper School clubs, such as the GBSA (Gay, Bisexual, Straight Alliance), Girls of the World, and 21st Century Forum, a club that explores current diversity and identity topics inside of Winsor and beyond, also support the school's commitment to being a diverse and inclusive community.

Campus and Facilities

Winsor continues to inhabit the same historic building that was purpose-built for the school in the early 1900's, and its facilities have been expanded and renovated throughout the decades. Notably, the school has made the conscious decision to preserve its urban location in part to continue its tradition of using the city of Boston as an extension of its campus. Classes make frequent use of nearby resources, including the State House, Boston Public Library, African American Meeting House, and Museum of Science and Museum of Fine Arts, and several

Principles of Diversity

The principles set forth below define Winsor's commitment to fostering an inclusive environment and a global consciousness. The school affirms, teaches, and values:

- belief in the dignity and humanity of every person and a commitment to understanding individual and group differences
- respect for oneself and for one another and responsibility for oneself and for community
- generosity of spirit, thinking beyond one's immediate self-interest and sharing talents freely with others
- openness to new ideas and rejection of stereotypical thinking
- honesty, kindness, integrity, courage, humor
- empathetic understanding

Excerpted from Winsor's Principles of Diversity

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THE WINSOR SCHOOL Head of School

students have undertaken internships and research projects at Harvard Medical School and other local institutions.

Recently, an ongoing capital campaign, *The Winsor Promise*, has helped to fund an unprecedented doubling of Winsor's facilities with the addition of the state-of-the-art Lubin-O'Donnell Center (the "LOC"), which opened in April 2015. This visually stunning, sustainable building provides exciting new spaces for the performing arts, athletics and wellness, STEM programs, and academic classrooms, thus putting Winsor's facilities on par with the best schools in the country. Among the LOC's features are a double court gym, cardio fitness weight room, five squash courts, a new theater that includes a black box theater and scene and costume shops, music rehearsal and practice rooms, a dance studio, and an innovation center.



Beyond supporting the school's vision for 21st century education, the LOC will also serve to enhance the sense of community that is at the core of the Winsor experience. Previously, the lack of arts and athletics facilities forced many activities off campus into borrowed space at nearby colleges and other organizations. These programs now have a home on the Winsor campus, thus bringing together students, faculty, and coaches and reinforcing the importance of the arts and athletics. In addition, multiple hallway gathering spaces throughout the building provide informal study and meeting spaces. The theater will serve as a new home for school-wide events and celebrations while the original assembly hall is transformed into an iLab and new classrooms that will support innovative teaching and learning programs. Finally, both the design of the building itself, which includes unobstructed views to the exterior in 90% of indoor spaces, and the ability to rent space to local businesses and organizations will strengthen the school's ties with the broader Boston community and provide opportunities for non-tuition based revenue.



THE WINSOR SCHOOL
Head of School

Finances and Fundraising



As a result of careful fiscal management and the monumental generosity of its alumnae and parents, The Winsor School enjoys exceptional financial health, with a budget of over \$20 million and an endowment of just over \$70 million. The Annual Fund raises approximately \$3 million, and with the addition of the LOC, the school is expected to increase its facility rental income to no less than \$500,000 each year.

In addition, *The Winsor Promise* campaign has already garnered \$68 million toward its \$80 million goal, which

will fund new facilities (\$55 million), endowment for financial aid and faculty support (\$6 million), and previously completed building renovations and turf fields (\$5 million). The campaign goal also includes a cumulative, five-year annual giving total of \$14 million.

To help finance the construction of the LOC, Winsor took on a \$40 million debt, which represents the first time in its history the school has borrowed money. The amount is managed at a favorable rate of 2.7%.

Exceptionally strong admissions have also been a significant factor in Winsor's long-term financial health. Demand for the school is high, and the past two years have each seen a 10% rise in applications. Only 20% of applicants are accepted in a given year, and the school has waitlists at every entry point.

Beyond Winsor

Winsor has among the most enviable records of academic achievement and college admissions of any independent school in the country. Of the 64 members of the Class of 2014, 10 students were named National Merit Semifinalists, and 26 received National Merit Letters of Commendation. Eighty-four percent of Advanced Placement exams were scored 3 or higher, and the middle 50% of SAT scores were 680-770 for Critical Reading, 650-750 for Math, and 710-780 for Writing.

Winsor girls leave the school prepared to forge their own unique paths toward success in college and beyond. With the support of experienced and knowledgeable college counselors, girls in Classes VII and VIII are actively engaged in their college searches by employing the same skills for investigation, discovery, reflection, and decision-making that they have honed throughout their time at the school. One hundred percent of graduates enroll in four-year

THE WINSOR SCHOOL
Head of School

colleges. Colleges and Universities with more than ten Winsor matriculations in the past five years include Harvard, Boston College, Yale, MIT, the University of Pennsylvania, Wesleyan, Georgetown, and George Washington University. More information about Winsor graduates' higher education choices may be found [here](#).

Governance and Accreditation

The Winsor School is governed by a Board of Trustees, which is currently comprised of 31 members; alumnae, current and former parents, community members, and the Head of School serve as trustees. The Winsor School Corporation consists of the 31 trustees as well as other alumnae, parents, and friends of the school selected for their commitment to Winsor and its mission. The Corporation, also part of the school's governance structure, serves mainly to approve nominations to the Board of Trustees as well as the appointment of the Head of School. In addition, the newly created Head's Council is a small group of former trustees and close friends of Winsor who meet with the Head of School annually to discuss and advise on topics of great significance to the school or to education.



Winsor was reaccredited by The New England Association of Schools and Colleges (NEASC) in 2011. The school holds memberships in the National Association of Independent Schools (NAIS), the National Coalition of Girls' Schools (NCGS), The Heads Network, the Association of Independent Schools in New England (AISNE), the Headmistresses' Association of the East (HMAE), and The Fenway Alliance.

The Opportunity

Rachel Friis Stettler, Head of School since 2004, has announced her plans to retire from independent school administration in July 2016. Her thoughtful and bold leadership over the past eleven years has resulted in the school's largest capital campaign in its history; countless campus improvements; a greater emphasis on best practices in pedagogy, student-centered learning, instructional technology, and wellness; and the incorporation of a global outlook in curricula and programs, all with the aim of ensuring Winsor offers a world-class, 21st century education.

The next Head of The Winsor School will inherit an institution that enjoys a rich history, a national reputation for academic excellence, an unwavering commitment to the education and

THE WINSOR SCHOOL
Head of School

empowerment of young women, remarkable financial health, and a campus with all of the amenities necessary to support an array of first-class programs. At the same time, the next Head of School will discover a community that is always both reflecting on itself and thinking proactively about the needs of girls today and in the future. Areas for particular consideration in the coming years include the following:

Excellence in Academics and Programs. Winsor seeks to honor its traditions and educational philosophy while continually refining its curricula, programs, and approaches to teaching. New offerings in science, technology, and engineering – even while preserving the commitment to the humanities – are among specific potential growth areas. The school will continue its emphasis on fostering creativity, critical thinking, self-advocacy, self-expression, adaptability, and resilience as it prepares girls for successful and active participation in a global society. At the same time, promoting emotional and physical wellness and a sense of balance among Winsor’s achievement-oriented student population will be important to the school’s ability to tend to girls’ complete development. The new LOC presents an extraordinary opportunity for the school to grow in the areas of arts and athletics and to affirm the importance of these programs to a comprehensive 21st century education. Similarly, Winsor plans to continue to capitalize on its proximity to some of the country’s leading institutions in science, medicine, and technology to create partnerships that result in internships and other experiential education opportunities. In addition to ongoing program enrichment, the hiring and retention of exceptional teachers will be critical to Winsor’s ability to provide an unparalleled education for girls. In light of this recognition, the school recently adjusted faculty and staff salaries to a nationally competitive level.



Affordability and Financial Sustainability. Winsor aims to serve girls from a wide range of financial backgrounds, and the school has enjoyed notable socioeconomic diversity within its student body. However, like most independent schools across the country, Winsor faces the risk of becoming accessible to only the most affluent families as the cost of providing a high-quality education continues to rise and tuition increases outpace both inflation and the capacity of the financial aid budget. The school recognizes that there is no simple solution to this complex challenge and seeks to think creatively about ways to minimize costs, increase auxiliary income, manage its investments and debt, and grow philanthropic giving, all while maximizing the value of a Winsor education.

Community and Diversity. The warm, relationship-based nature of Winsor’s culture is central to its ability to achieve its mission, and the preservation of this close-knit community

THE WINSOR SCHOOL
Head of School

will be essential to the school's future success. While the addition of the LOC will bring students together for arts, athletics, and other activities on Winsor's campus, the sheer doubling of the school's space may require a more deliberate approach to sustaining the intimacy of the culture. Winsor will also enhance its community with a greater emphasis on recruiting faculty, staff, and students who represent a variety of racial, ethnic, religious, and socioeconomic backgrounds. At the same time, the



Head of School will work with the Director of Multicultural Affairs to ensure that the school strengthens its focus on multiculturalism, social justice, equity, and inclusion.

Responsibilities

Reporting to the Board of Trustees, the Head of School will be responsible for the continued educational, operational, financial, and cultural health of The Winsor School. Specific responsibilities include the following:

- Upholding the school's mission to prepare and empower young women to pursue their aspirations and its commitment to fostering in girls a sense of responsibility to develop their talents and contribute to the world beyond themselves.
- In collaboration with the Board of Trustees and other constituencies, developing and implementing strategic plans to guide the long-term direction of The Winsor School.
- Creating a vision for the future of education at The Winsor School, inspiring faculty and staff to reflect on and refine their craft, and leading the ongoing enhancement of curricula, programs, and technology to continue providing girls with an unparalleled educational experience.
- Overseeing the business operations of the school, including developing and managing budgets, supervising ongoing facilities renovations, and partnering with trustees and the Chief Financial Officer to steward financial resources in order to minimize tuition increases, grow financial aid, and enhance Winsor's ability to provide exceptional curricula and programs.
- Attracting, hiring, retaining, and supporting exceptional faculty and staff members who are committed to girls' academic, artistic, physical, social, and emotional development,

THE WINSOR SCHOOL
Head of School

and ensuring that professional development and evaluation programs promote growth while also respecting autonomy.

- Playing a key role in fundraising efforts, including working closely with the Chief Advancement Officer and the Board to devise fundraising goals and to cultivate and solicit donors to secure financial support for the school.
- Advancing Winsor’s commitment to diversity by creating strategies to increase the socioeconomic, racial, and ethnic range of families, faculty, and staff; promoting inclusivity and respect; and furthering the global, multicultural, and social justice aspects of curricula and programs.
- Serving as a role model for all members of the Winsor community by exemplifying intellectual curiosity, authentic engagement, and personal integrity.
- Promoting the bonds of community between and among all Winsor constituents and cultivating a warm, inclusive, supportive, and dynamic culture that blends high expectations with the sense of safety and support necessary to encourage the prudent risk-taking that is at the heart of the education process.
- Promoting collaboration across departments, grade levels, and divisions in order to ensure that Winsor’s mission, principles, and philosophy of curriculum are lived consistently throughout the school.
- As Winsor’s primary public representative, speaking compellingly about its philosophy, values, accomplishments, and aspirations in order to maintain and enhance its local and national reputation; to clarify its brand as a school that values not only academic achievement but also personal development; and to “make the case” for philanthropic support of the school.
- Establishing or otherwise supporting relationships with local organizations and businesses to create new learning and service opportunities for students and to promote Winsor’s full engagement with the city of Boston at large.

Candidate Qualities

Leadership

- A confident and self-aware leader who blends decisiveness and a desire for progress with a collaborative outlook, a genuine interest in and respect for others’ ideas and perspectives, a high level of ongoing communication, and a management style rooted in delegation.

THE WINSOR SCHOOL
Head of School

- A visionary who respectfully challenges conventional wisdom while also honoring an organization's traditions and culture.
- A role model whose embodiment of scholarship, intellectual curiosity, wellness, integrity, global citizenship, and generosity of spirit inspire the Winsor community and engender the confidence of students, teachers, staff, parents, alumnae, and trustees.

Experience

- At least ten years of senior administrative experience in an educational institution such as an independent school or small college.
- A successful track record of attracting, hiring, retaining, and supporting teachers and staff members who are experts in their respective fields, well-versed in best practices in teaching and learning, and aligned with an institution's mission and philosophical approach.
- Ideally, a background incorporating new research, programs, and trends in education in an already-successful organization with a strong sense of identity.
- Exposure to strategic planning, budgeting, and facilities management as well as to external functions such as enrollment management, marketing, and fundraising.
- A history of developing and maintaining positive and productive relationships with multiple constituencies, including teachers, students, staff, parents, alumnae, and trustees.

Skills and Knowledge

- Exceptional communications skills, including the ability to express oneself clearly and persuasively in writing and orally with small and large groups.
- The ability to envision the future of an organization, to establish strategic plans that preserve core values, to coalesce a diverse range of constituents around a common vision, to set a manageable pace of change, and to balance a focus on institutional priorities with involvement in the school's daily activities.
- Well-developed interpersonal skills, including the empathy and perceptive ability to read people and understand their perspectives and motivations.
- Skilled in creating and executing strategies to attract and retain the best faculty and staff members from across the nation.

THE WINSOR SCHOOL
Head of School

- General financial acumen and familiarity with the business functions in a school, as well as the ability to balance strategic goals with financial realities and the need for long-term sustainability.
- A talent for telling the story of Winsor in order to generate excitement, the ability to connect donors' interests with the school's needs, and enthusiasm for cultivating and soliciting major donors directly.
- Broad and deep knowledge of current brain research, child and adolescent development, and best practices in teaching and learning together with the ability to coach teachers and staff members to make refinements in curriculum and instruction that will preserve Winsor's place as a first-rate school.
- A rich understanding of the benefits of girls-only education and issues specific to the development of young women, as well as the ability to articulate the value of girls' schools generally and of Winsor specifically.
- Deep awareness of matters of diversity, equity, inclusion, social justice, intersectionality, and multiculturalism; skilled in advancing honest dialogues on these matters; and adept at cultivating a diverse, respectful, and inclusive community.
- The ability to bring a sense of perspective to a high-achieving population in part by maintaining balance between academic and co-curricular programs and between the desire to prepare students for competitive college admissions and the need to help them lead lives of happiness and fulfillment.

Personal Attributes

- A transparent person of unquestioned honesty and integrity.
- A warm, compassionate, and genuine individual who is involved in the school community and accessible to all constituents.
- An educator whose love of children and adolescents is apparent and who is particularly passionate about the education of girls and young women.
- A grounded leader who exhibits flexibility, resilience, and grace under pressure.

Other Considerations

Compensation: Highly competitive with comparable schools in the region.

Travel: Minimal to moderate.

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THE WINSOR SCHOOL
Head of School

<u>Education:</u>	Master's degree required; additional advanced degree(s) a plus.
<u>Website:</u>	www.winsor.edu
<u>Candidates May Now Be:</u>	It is expected that candidates will be drawn primarily from the ranks of senior independent school administrators, such as heads of school, assistant or associate heads, and division heads. Nonetheless, the Search Committee also wishes to consider "nontraditional candidates" whose experience and leadership skills may meet the requirements of the position. Examples include individuals with background in higher education, charter schools, or other education-related organizations.

For more information, contact:

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