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# Waynflete

HEAD OF SCHOOL

July 1, 2013

WAYNFLETE SCHOOL

Portland, ME

## THE SCHOOL AND ITS LOCATION

Waynflete School is one of New England's most highly-regarded independent schools. It enrolls 555 day students in Pre-K through grade 12 in Portland, Maine. This historic port city enjoys immediate access to the Gulf of Maine and the state's exquisite mountains and wilderness areas inland. Portland is a thriving and immensely livable city that has won many accolades for its quality of life. While it is rich in history and tradition, today it also enjoys ethnic and cultural diversity and is vibrant and resurgent as it attracts businesses, families, and individuals who appreciate the region's many amenities. The city has attracted entrepreneurs from larger metropolitan areas and has been repeatedly praised for its fine restaurants and many other specialty businesses. It is home to an excellent regional medical center, museums, colleges, insurance companies, major banking facilities, energy and shipping interests, manufacturing firms, and three professional sports teams. *Forbes Magazine* has named Portland one of "America's Most Livable Cities" and one of "America's Best Cities for Young Professionals."

## SCHOOL HISTORY

Waynflete School was founded in 1897, drawing for its early inspiration upon William Waynflete, the Bishop of Winchester and Lord Chancellor of England who founded Magdalen College at Oxford. Waynflete quickly became the school of choice for families seeking strong academic preparation, as well as strong programs in arts and athletics, and it moved in 1912 to its present location on Portland's Western Promenade. Growth continued, and through the 20s and 30s the school adopted the progressive John Dewey model of education, emphasizing physical, social, emotional, and intellectual development enhanced by hands-on learning. In the ensuing decades, Waynflete has enjoyed steady growth in size and program. It has recently added significant new facilities, including the Joan Sayward Franklin '46 Theatre and the nearby Fore River Campus, with its athletic fields, tennis courts, walking trails, and outdoor classroom. Today, the school has confidently moved into the 21<sup>st</sup> century with its exceptionally strong faculty and a deep commitment to diversity and sustainability.

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## MISSION AND CORE BELIEFS

“Waynflete’s mission is to engage the imagination and intellect of our students, to guide them toward self-governance and self-knowledge, and to encourage their responsible and caring participation in the world. Our aim is to provide a program that combines security with challenge, playful exploration with rigorous expectation and range of experience with depth of inquiry.”



The mission statement is accompanied by an elaboration of Core Beliefs that embody elements of progressivism, but also enumerate principles the school lives every day. One is that students should be encouraged to take intellectual risks and to invest themselves passionately in areas both familiar and new, meaning that occasional failure is part of learning.

Waynflete is unusual in giving its students plenty of room for trial and error, so they have the freedom and support to discover their talents across the school’s broad range of curricular and co-curricular offerings.

Another Core Belief is that diversity is a condition of excellence. One of the school’s defining features is the diverse nature of the students and the ways in which the school is structured and run to enable, foster and celebrate that diversity. Waynflete’s commitment to diversity goes well beyond ethnic and socio-economic diversity and encompasses a diversity of academic and personal styles and interests.

## SCHOOL AT A GLANCE

Enrollment 2011-2012	555
Full Time Teaching Faculty	69
Part Time Teaching Faculty	65
Hold Advanced Degrees	41
Student to Teacher Ratio	12:1 across entire school
Campus	12 buildings on city & Fore River sites
Op. Budget FY '12	\$14,341,000
Aid in FY '12	\$2,584,000
Average Aid Award	LS: \$12,871; MS: \$18,525; US: \$15,900
Tuition Remission in FY '12	\$117,129
Annual Giving Projected in '12	\$575,000
Endowment	\$18,000,000 on 12/31/11
Memberships	NAIS, AISNE, NEAS&C, ISANNE, MAIS, SSATB, CASE, NACUBO, NEACAC, AISAP
Website	<a href="http://www.waynflete.org">www.waynflete.org</a>

## PROGRAM

Waynflete's website, [www.waynflete.org](http://www.waynflete.org), describes the school's programs in great detail.

In its aggregate, Waynflete's curriculum, from Pre-K through Grade 12, is college-preparatory and thoroughly rigorous. While the school uses the term "rigor" frequently and proudly, it just as frequently invokes the term "enjoyment" and conveys compellingly the belief that the terms are not mutually exclusive.

Waynflete has always enjoyed a reputation for strong academics. Its offerings are deep and broad because the school is so willing to respond affirmatively to any worthwhile, intriguing, or new initiative proposed by its faculty and students. This climate of rigor, curiosity, and engagement informs aspects of school life outside of the classroom, and underlies the accomplishments of Waynflete's students on the athletic fields, in the arts, in the broad range of student clubs, and in community service. It is not in the school's style to boast, but it was recently voted "best private school in Maine" by *Downeast Magazine*.



## THE COMMUNITY OF THE SCHOOL

The school's constituent groups, consisting of faculty, administration, staff, students, trustees, parents, and alumni/ae, are unified in describing the salient and distinguishing characteristics of the school. First and foremost, there is resounding agreement that their school is guided every day and in all it does by its belief in the mission. Community members consistently cite small classes, family feel, close and caring relationships, simultaneous freedom and trust, and a community that thrives upon both respect and initiative. Waynflete is an emotionally safe and welcoming place. It has room for the traditional and the iconoclastic all at the same time. Beyond acceptance, it *celebrates* all that its community has in common and all that it has in difference.

### Students and Enrollment

Waynflete's students come from a large number of towns along the coast both north and south of Portland, and inland as well. A few families from much farther away have established a Portland pied-a-terre so their children can attend. Five students from China are enrolled and live with local families. Portland is a US refugee resettlement city and the school has enrolled a number of students from these populations, including Somali and Sudanese. There is a substantial commitment to financial aid. An expert and well-staffed admissions office oversees the application and admissions process for students beginning at three years old, and works hard to build a diverse enrollment consistent with the mission statement.

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## Faculty

The teachers are repeatedly identified as a great strength of the school. They are cited not only for their training, skill, and expertise as teachers, but also for their strong commitment to their students' academic and personal well-being. Three NEAS&C accreditations in a row have praised faculty for their willingness to go the extra mile – to take on the extra section, advise a new club, volunteer to serve on a committee, take on a new duty, or

just cover graciously for a colleague in need. The faculty culture is one of utmost professionalism and hard work; doing less is not part of the picture. As a group, the majority of the faculty tends to be older and wiser, followed by a smaller mid-career group, and a still-smaller group of teachers early in their careers. The veteran strength of the faculty is one of the school's great attributes, yet there is awareness of the need to replace retiring strength with energetic and effective "new blood" that carries forward what was often and enthusiastically referenced as "the Waynflete way."

Waynflete has three divisions. The Lower School, Early Childhood through 5<sup>th</sup> grade, enrolls 158 students in four multi-age groups: 3 and 4 year olds, Kindergarten and First, Second and Third, and Fourth and Fifth. The program moves from self-containment to departmentalization beginning in the Middle School, which enrolls 144 students. This is a carefully planned transition that presents a gradual progression toward the challenging and truly college preparatory program of the Upper School, which enrolls 253 students. In both the Middle and Upper Divisions, an exceptionally strong advisory program links students, both individually and in groups, to a faculty advisor who guides students through the curriculum, but who also explores with them social and emotional issues that will impact their lives, such as human rights or media literacy.

Middle and Upper School students are clear and quick in identifying their relationships with teachers as the school's greatest asset. They recognize the quality of their instruction, the depth of their teachers' commitment to them and to the school, and the opportunities they are being given if they match their school's commitment with their own. The vast majority of them do exactly that, striving to do their best, but without the competitive need to measure that against the accomplishments of classmates. They enjoy their school, they come prepared, and they report that violations of trust – disciplinary issues – are rare. When they do occur, the community understands that difficult confidences and essential boundaries will be respected and that outcomes will be fair.



## Administration

Waynflete has enjoyed strong and effective leadership from its Head of almost two decades. While it is clear that he retains final authority, he delegates a great deal of responsibility to his experienced and capable leadership team, who are named as Administrative Team Members. “Team” is the operative word and faculty and parents alike see the administrative players as valued partners in the enterprise. Academic leadership is provided by the three Division Directors and the Dean of Studies, whose Pre-K – 12 purview provides the essential coordination that ensures the effective use of the school’s time and space as it meets the needs of three year olds and seniors alike. Non-academic Team Members include the Dean of Admission, Director of Alumni & Development, the Executive Assistant to the Head, and the Director of Finance & Operations. Finance & Operations is broadly defined and in addition to the usual business office functions, the office oversees technology, communications, summer programs, health services, food services, and transportation.

## Parents

Parents express their thoughts about the school’s leadership transition completely in the spirit of building upon the school’s present strengths. They are enthusiastic about the richness of the



school’s programs, the expertise and dedication of the faculty and staff, and the openness with which parents are welcomed as participants in their children’s education. They repeatedly identify respect as a glue that holds the community together, especially the respect that students feel is accorded them by their teachers, who are available to them personally as well as academically.

The Parents Association is an active and well-organized group whose activities throughout the year support the school in both fund-raising and fun-raising.

## Alumni and Alumnae

Waynflete does not have a separate office dealing with alumni, but connects with them through the Development Office. That office tracks 3,000 graduates of the school, many of whom feel a powerful connection to their class and to the school. A refrain often voiced by alumni/ae is that “Waynflete changes lives.” When pressed on how and why, they report that while they were fully prepared academically, the greatest benefit of their experience was the development of confident self-advocacy. Alumni/ae, too, identified the school’s emphasis on self-governance, self-knowledge, and caring participation in the world.



## BUSINESS MANAGEMENT, FINANCES AND FUNDRAISING

Waynflete is a tightly and effectively managed financial enterprise. It has enjoyed stable and full enrollment, even through the last several-year recession, and as a result, tuition revenues have remained predictable. The school has been able to respond to increased financial aid need, both through its own commitment and through its recent designation as a Malone Family Foundation school.

The Board's Finance Committee, the Head, and the Director of Finance and Operations have worked together to develop and then manage operating budgets that have finished "in the black" every year in the last two decades. Strategic planning has been thoughtfully executed by the Board and Head and has supported capital campaigns that have financed significant new construction and taken the endowment from one million to near twenty million dollars in a nineteen year period. A new strategic plan has been completed and is deliberately timed so that it can establish strategic initiatives to be implemented in partnership with the next Head of School.

The school derives revenue from summer programming and significant non-tuition revenue from a broad fund-raising program implemented by an efficient and experienced Development Office. The Annual Fund has been raising over \$500,000 a year and the last capital campaign, concluded in '09, exceeded its \$6.9M goal by \$500,000. Special events fund raising run by the Parents Association (Hands to Art Auction and Spring Fling) occur in the fall and spring and now raise approximately \$40,000 a year.



## TECHNOLOGY

In a school of Waynflete's size and complexity, technology comes in many parts: website, administrative systems, instructional capabilities, library and database resources, and communication and social networking capabilities. Overall, Waynflete uses technology effectively in virtually every way. Its website is robust and effective both operationally and for PR, and administrative systems are reasonably effective and up to date given the speed of changes in the industry. The school's electronic communications are seen as helpful and timely. There is general agreement that more financial resources, and professional development are needed to advance the school's use of technology.



## BUILDINGS AND GROUNDS

Waynflete's roots in Portland's Western Promenade neighborhood account for its urban setting today. The school occupies most of a square city block and consists of a number of period homes that were acquired over time and converted to school use. In the last ten years, there have been significant renovations and additions that have added new space for science, the arts, and athletics, while also creating very attractive areas for informal gathering. While the gymnasium on campus provides for indoors sports and PE, the school acquired 37 acres of open space a few miles from campus, where there are competition fields, tennis courts, trails and outdoor classrooms.

The school owns two attractive residences built in the period when the Western Promenade was home to Portland's early successful businessmen and entrepreneurs. One of those is a faculty residence, and the other is the Head's residence. Both have views of the city's busy deepwater harbor, which is now the main maritime entry point for northern New England's commercial needs.

The school enjoys a wonderful mix of old and new and urban and suburban, but there is not much room to grow or develop without attention to the complex territory of city and neighborhood relationships. The city has imposed zoning restrictions that limit what the school is able to do with some facilities, and neighbors have an interest in facilities' usage, changes in use or



expansion, and impacts on traffic and parking. As a result, the school exercises care in planning and communications around any building or change of use.

## GOVERNANCE

Waynflete School is governed by the Board of Trustees, which in accordance with bylaws, is comprised of ten to thirty members. At the moment there are 21 trustees, most of whom are current parents and/or past parents. The board meets 9 times a year. Standing committees include the Executive Committee, Evaluation and Compensation, Finance Committee, Development Committee, and Committee on Trustees. Ad-hoc committees are constituted as needed, do their work, and then dissolve. Recent examples have included Building, Financial Aid, Policies & Benefits, and Strategic Planning committees.

Board members are deeply committed, hard working, appreciative of the school's many strengths, and attentive to their roles and responsibilities in their partnership with the Head and members of the administrative staff. They want to be sure that they are engaging in best practices in governance and with the Head, they pursue appropriate professional development opportunities afforded by AISNE and NAIS.



## THE REGION'S EDUCATIONAL CONTEXT

While Waynflete has some market overlap with an independent school well to the southwest and another to the northeast, it is the major traditionally-structured independent school alternative in the immediate Portland area. Significant competition comes from several strong area public school systems as well as Catholic schools and several smaller independent elementary schools. The Head and Board are closely monitoring two areas of public initiative that could impact Waynflete. One, already in effect, is legislation creating charter schools in

Maine. One charter high school will open this fall only several blocks away from Waynflete. The second initiative, proposed but currently tabled by the state legislature, involves public school choice. It would enable students to enroll in public schools across district lines at no cost other than that of transportation. While neither of these is seen as an imminent threat, both offer parents more low-cost or no-cost educational alternatives for their children.



## MAJOR OPPORTUNITIES AND CHALLENGES FOR NEW LEADERSHIP

Waynflete's next Head will have an opportunity to take a unique and successful school to an even higher level. The challenges and opportunities include, among others:

- Bringing energetic vision to the implementation of the new strategic plan
- Overseeing a smooth leadership transition and helping the community adjust to the inevitability of change while preserving the school's core values and qualities
- Continuing programmatic refinements
  - Ever-evolving needs and opportunities of technology
  - Three divisions, one school: finding Waynflete's best practice
- Guiding the faculty through significant leadership transitions
  - Anticipating the retirements of senior faculty
  - Attracting, hiring, compensating, training, evaluating and retaining the next generation of great teachers
- Managing the inter-twined financial challenges
  - Keeping tuitions affordable
  - Providing financial aid sufficient to the need
  - Raising as much money as possible
    - Annual
    - Capital
    - Endowment
- Managing community relations
  - Attend to the complex issues of the neighborhood and city
- Monitoring and responding to public education initiatives and alternatives
  - Charter schools and public school choice
- Continuing the school's commitment to diversity that reflects Portland's diversity
  - Balancing a humble culture with the institutional need to self-promote

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## THE CANDIDATE

### Professional Qualities

The Waynflete community will seek professional qualities that include the following:

- Academic qualifications consistent with the school's leadership expectations
- Demonstrated leadership success in comparable or relevant settings
- Advocacy for Waynflete's mission statement and its centrality to the school
- Demonstrated passion for the Pre-K – 12 age and development span
- Ability to provide leadership in fund-raising, external affairs, and public relations
- Experience cultivating community strength from diversity of all kinds

### Personal Qualities

The next head of school will ideally possess many of the following personal qualities, as expressed by a variety of teachers, parents, and students:

- Integrity
- Respect - for all those engaged in Waynflete's work, wherever it is playing out
- Self-confidence
- A love of diversity and appreciation of difference
- Excellent communicator in all forms
- A model of intellectual curiosity
- Kind hearted and fair minded
- Sense of humor
- Knowing when to take serious things lightly, and light things seriously

## APPLICATION PROCEDURE

Candidates should send a cover letter, resume, statement of educational philosophy, and a list of five references to:

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For additional information about the school, visit its website: [www.waynflete.org](http://www.waynflete.org)

Waynflete School does not discriminate in its policies based on race, religion, national origin, sexual preference, or age.