



Head of Upper School Position Statement

The Derryfield School

Manchester, New Hampshire

July 1, 2020



The Derryfield School: Head of Upper School Search



OVERVIEW

The Derryfield School in Manchester, New Hampshire seeks a Head of Upper School for July 2020. The position represents an extraordinary opportunity to contribute to a dynamic, forward-thinking educational institution that has thrived in recent years. Encompassing grades 6-12 with an enrollment of 390 students, The Derryfield School is the leading day school in New Hampshire and fast becoming a model of educational excellence and innovation throughout New England. The next Upper School Head will play a pivotal role in solidifying the transformative changes in curriculum, program, and pedagogy made in the last several years as well as building on these changes in the spirit of innovation and collaboration that defines the school. Under the inspirational leadership of Dr. Mary Halpin Carter, Head of School, The Derryfield School has embraced the high standards and caring ethos of its founding in 1964 while creating a dynamic learning environment that helps students “lead lives of passion and purpose.”

The mission of The Derryfield School is both the bedrock of the school as well as the source for its on-going dynamic growth:

The Derryfield School inspires bright, motivated young people to be their best and provides them with the skills and experiences needed to be valued, dynamic, confident, and purposeful members of any community.

The school's core values give further definition to the school's unique culture and beliefs:

- **Aim High:** Young people achieve their best in a culture of high expectation and encouragement.
- **Balance:** We offer inspiring academic, artistic and athletic opportunities promoting the development of healthy habits of mind, body, and spirit and the skill to balance creative tension.
- **Caring:** We are a community of individuals who care for one another. We demonstrate this through kindness and nurturing relationships among all members of the Derryfield family.
- **Character:** We actively cultivate respect, integrity, compassion, and perseverance in our community members.
- **Families:** We embrace the family's role



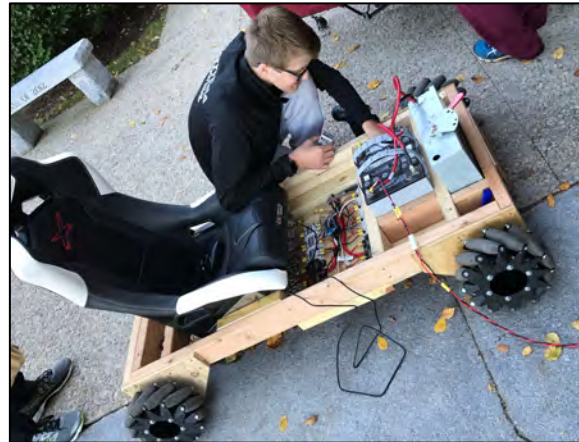
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in the life of our day school, celebrating collaboration between home and school.

- Individuality: We encourage young people to grow as unique individuals through the discovery of new passions and a love for learning, self-knowledge, critical inquiry, and reflection.

Like all great independent schools, Derryfield lives its mission and core values. They are manifested every day, from a highly regarded college counseling office that encourages students to seek the right fit to an intentional culture of inclusion that refuses to tolerate acts of unkindness. The result is a community that is focused on “What is best for the students?” Under the school’s current leadership, this question is alive every day, sparking the imaginations of both teachers and students.

The steep upward trajectory of The Derryfield School over the last five years is evidenced in every aspect of the school’s operation. As part of this recent facilities expansion and in support for its growing STEM and STEAM programs, the school has built a state-of-the-art Science and Innovation Center with wet labs and robotics rooms. These new facilities have provided much needed space for the school to expand its programs and provide more opportunities for students to discover their passions. In addition, the school opened a 44,000 square foot Athletic and Wellness Center with three basketball courts, a movement room, a cardio room, a weight room and facilities for faculty and staff. In addition, six new tennis courts have been added to the athletic facilities. Reflective of the growing support of the school and the vision of Dr. Carter, Derryfield is on schedule to complete a \$7.5 million capital campaign



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that has funded these new facilities. The amount raised far exceeds that of any previous campaign in the school's history. The thirty donors who have given six figure gifts to this project reflect a growing culture of philanthropy.

Under Dr. Carter's leadership, The Derryfield School has strengthened its reputation in the market. The 390 students in grades 6-12 come from both New Hampshire and northern Massachusetts. Twenty percent of the student body are students of color. Twenty-eight percent receive need-based financial aid while eleven percent receive merit aid. There are nineteen international students, most of whom are Chinese. All live with families in the community. Reflecting the excellence in preparing students for college, one hundred percent of recent graduates have graduated from their respective colleges in four years.

The vision that has propelled The Derryfield School to new heights can be found in its strategic plan. The strategic plan is a living, breathing North Star, a set of goals that embody the school's ambition to become a leader of excellence and innovation. Divided into

four categories (Belonging, Leading, Building, and Elevating), the strategic plan details the roadmap for achieving this ambition, and the fact that much of it has been implemented, speaks to the school's intentionality and determination to fulfill its dreams. The implementation of the strategic plan by trustees, faculty and administrators has infused the school with a palpable sense of enthusiasm and a confidence. Faculty morale is at an all-time high as the administration has invested significantly in teachers' professional growth and modeled the collaboration the school values.

In keeping with its Core Values and existing strategic plan, The Derryfield embraces diversity, equity, and inclusion as critical components in its educational mission:

Derryfield believes that a school is strengthened by its diversity. Therefore, we are committed to building and nurturing a diverse and inclusive community with individuals from a variety of



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backgrounds and perspectives. Working together, we strive to provide experiences both in and out of the classroom that will allow students to consider and embrace their own and others' identities and perspectives. This will empower our students on their journey to leading lives of purpose and passion.

Of particular note in the school's effort to serve the Manchester community is its program, Breakthrough Manchester. Begun in 1991, Breakthrough Manchester is a tuition-free program for Manchester middle school aged students, many of whom lack educational opportunities that would prepare them for success in college. The multi-year, highly successful program connects qualified Derryfield and university students with these middle school students to provide supplemental academic instruction in support of their aspirations to attend college. The program is funded exclusively from outside philanthropy.



MANCHESTER

Once a 19th century manufacturing center, Manchester has in recent years become a thriving city with a population of 110,000. Having shed its industrial past, the city today boasts a burgeoning tech industry with a nationally recognized high quality of living. With a major university, a robust arts scene, and a plethora of outdoor activities, Manchester provides plenty of opportunities for entertainment. The Currier Museum of Arts houses works from American and European artists and is considered one of the top art museums in northern New England. Ski slopes, hiking trails and beaches are within easy driving distance. Boston is an hour away. Noteworthy is the low cost of New Hampshire living in comparison to that of Massachusetts. On average, in Manchester, the cost of living is 20 percent below that of MetroWest Boston. In addition, New Hampshire does not have an earned income tax, making it even more affordable in comparison to cities in other New England states. Manchester is served by a regional airport that has several major airlines.



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THE UPPER SCHOOL

With its 33 full and part-time faculty and 270 students, the Upper School has been at the epicenter of the transformative change that has taken place at Derryfield. Current Upper School Head Ben Dougherty, along with other key administrators and the faculty, has ably guided these changes, helping the school embrace 21st Century educational practices while at the same time maintaining a firm commitment to excellence and the development of the whole child. Mr. Dougherty is leaving Derryfield to become a head of school.

The recent changes in the Upper School are striking for their intentionality and thoughtfulness. Each one is the product of research, professional development, and collaboration. For instance, unhappy with the frenetic pace for both students and teachers and the frustration of faculty not being able to delve into a topic in more depth, the school moved to a block schedule with 75-minute classes and restrictions on homework load. In addition, Derryfield this year eliminated Advanced Placement courses in an effort to fully engage students in the learning process and to give teachers more freedom to create courses that would spark student interest. The Upper School now offers Advanced Topics (AT) courses in each discipline. These courses are intended for the school's strongest students and provide them "with rigorous material and fast-paced learning." The AT program, yet again, reflects the intentionality and care that The Derryfield School brings to initiatives. These courses include "problem-solving, interdisciplinary content, original student research, public presentation, and deep learning." The vision to make the Derryfield curriculum more relevant and

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engaging can also be seen in the development of the Senior Capstone Project. This well-designed program requires seniors to design and enact a five-week independent study rooted in their particular interests and passions. Finally, as a Malone Scholars School, the Derryfield School students have access to the Malone Schools On-line Courses, thus significantly expanding the range of courses available.

The Upper School faculty at Derryfield is by all accounts superb. The teachers have not only embraced the academic vision for the school, they have played the key role in implementing this vision. Life-long learners themselves, Upper School teachers have conducted research, visited other schools, and participated in a wide range of professional development activities, all for the purpose of shaping a dynamic and forward-thinking program. Derryfield teachers care deeply about their students and through their actions, communicate on a daily basis



that they are collaborators with these students in helping them reach their potential. Indeed, the partnership between student and teacher defines the school's culture. As such, student voice is valued at Derryfield.

An array of extracurriculars rounds out the Upper School program. A stellar athletic program provides opportunities for students to compete and develop essential leadership skills. Students can find creative expression in a wide variety of offerings in the arts. Eschewing the specialization that is rampant in so many independent schools today, Derryfield encourages its students to participate in both athletics and the drama productions or other



creative arts. The Upper School's culture of acceptance and inclusivity precludes students from feeling judged and instead, invites them to participate. Derryfield Upper School students can also join any of an impressive offering of student-run clubs that foster student leadership as well as build community. Regularly scheduled assemblies, free time during the day, and a robust advisor system contribute to the strong sense of community within the school.

THE POSITION

The Head of the Upper School will be a superb educational leader and community builder, capable of creating and maintaining a welcoming environment for all Derryfield stakeholders. This individual will be forward-thinking and have a strong knowledge of 21st Century educational practices. At the same time, he or she will maintain and appropriately extend the standards of excellence in problem-solving, communication, and critical thinking that define the Derryfield intellectual experience. Although much of the Academic Vision (<https://www.derryfield.org/academics/academic-vision>) has been achieved, there is still more to do, and it will be imperative that the Head of Upper School embrace this work to achieve the vision.

More specifically, the Head of Upper School will collaborate with faculty, administrators, and students in these areas:

- Advance the intellectual atmosphere of the Upper School by ensuring that recent programmatic changes are enhancing intellectual curiosity, student engagement, and life-long learning
- Maintain the spirit of collaboration and extensive communication within the Upper School faculty in the midst of facility expansion and greater separation
- Further develop the advisory system, using it as a vehicle to advance student leadership and personal growth programs
- Build equity and belonging education into the Leadership and Ethics Program
- Work specifically with the Director of International Education and the Associate Head to strengthen the experience of the school's international experience as well as promote global education
- Evaluate the effectiveness of recent program and schedule changes and work with the faculty and appropriate administrators to make necessary adjustments
- Collaborate with the Director of Enrollment Management on all issues related to this area of the school's operation including retention and recruitment
- In collaboration with the Head of the Middle School and the Parent Faculty Association, develop a robust annual parent education program that strengthens the sense of belonging within the parent body.



APPLICATION PROCESS

To apply for this search, please register as a candidate on the RG175 website at:

<https://rg175.com/candidate/signup>

Applications include:

1. A cover letter
2. A resume
3. A statement of educational philosophy
4. Names and contact information for five references.

For more information, contact RG175 Consultant Thomas Olverson at tolverson@rg175.com

The deadline for receipt of full application materials is **February 17, 2020**.

Finalist interviews will be held the first two weeks of March, with final selection by mid-March.

The Derryfield School encourages applications from and prohibits discrimination against any applicant or student because of race, color, religion, gender, gender identity, ethnic or national origin, sexual orientation, qualified individuals with disabilities on the basis of disability, or any other category which may be protected by applicable state or federal law.

