



POMFRET  
S C H O O L

# POMFRET SCHOOL

*Director of the Grauer Institute for Excellence and Innovation*

## SUMMARY

**Location** | Pomfret, CT

**Post Date** | October 11, 2018

**Application Deadline** | December 3, 2018

**On-Site Final Round** | January 7 - 11, 2019

**Decision Announced** | End of January

**Start Date** | July 1, 2019 (or earlier if mutually agreeable)

**Reports To** | Head of School



## SUMMARY

About seventy-five minutes southwest of Boston sits a distinguished New England preparatory school currently celebrating its quasiquintennial yet simultaneously embracing a vision for curricular innovation often associated with schools founded in this century. Pomfret School, a boarding school located on 500 rolling acres in Northeastern Connecticut, has for the last five years worked diligently to define and implement a modern



learning environment—one that is student-centered and attuned to contemporary teaching and learning research—while continuing to honor the best of its rich heritage. Recently, the school implemented a strategic plan, created an innovation institute, and rolled out several bold changes under the tenure of the institute's inaugural director.

An exciting chapter two awaits the Pomfret community and the next Director of the Grauer Institute for Excellence and Innovation. The school seeks a visionary, empathetic, and inspiring curriculum innovator and change agent, who, with the supportive leadership of the head of school and in partnership with the dean of academics, will continue to redefine the entire arc of student learning. The director will be provided with on-campus housing and participate as a full member of the Pomfret community. Along with a supportive leadership team, the next director will have a chance to make a lasting impact on independent school education not just at Pomfret, but nationwide. This position reports to the head of school and starts July 1, 2019.

## POMFRET'S MISSION

Pomfret School cultivates a healthy interdependence of mind, body, and spirit in its students as it prepares them for college and to lead and learn in a diverse and increasingly interconnected society.



## ABOUT POMFRET AND THE GRAUER INSTITUTE

At Pomfret, learning is student-centered, relevant, and meaningful. What Pomfret does is intentional – intentionally focused on students becoming strategic and responsible learners who are also flexible and agile. Pomfret’s distinctive learning environment engages the mind, heart, and spirit, giving its students the knowledge and skills they need to succeed in college and life. Pomfret fosters diverse thought, perspective, and expression while honoring the uniqueness of each student by teaching in a variety of contexts and using a variety of instructional approaches.

Created through a generous gift from former Board Chair Peter Grauer and his wife Laurie, the Grauer Institute for Excellence and Innovation at Pomfret is an internal think tank that has positioned the school as a leader on a range of educational issues. The Institute makes significant resources available for faculty to experiment with emerging teaching methods and pursue ongoing professional development so that they may design and deliver innovative programs in and out of the classroom. Pomfret is committed to pioneering new approaches to secondary education and sharing its experience with other educators.



## VISION OF THE POMFRET GRADUATE

Pomfret School develops students who are:

- **Disciplined and Multifaceted Learners** – asking relevant questions, pursuing interests and obligations with determination, reflecting on success, and developing resilience from failure;
- **Collaborative and Empathic Leaders** – working effectively with others in a variety of contexts and a diversity of cultures;
- **Critical Thinkers** – pursuing, interpreting, and synthesizing information with a critical eye;
- **Creative Problem-Solvers** – producing innovative and original ideas and solutions, whether for the marketplace or the human race;
- **Effective Communicators** – conveying the essence of a situation with purpose, clarity, and poise;
- **Respectful and Ethical Citizens** – conducting themselves with integrity, compassion, and responsibility.

# BACKGROUND AND OPPORTUNITIES

## CHAPTER ONE: BOLD PROGRAMMATIC DISRUPTION (2014- 2018)

About five years ago, the Pomfret School leadership team recognized the need for bold shifts to its pedagogical philosophy. In a rapidly changing world, the teaching and learning practices from previous generations would no longer be as effective in preparing young adults to become leaders of the future. No matter how fundamentally sound this hallowed institution was, senior leadership felt a sense of urgency to change—to meet the needs of a new generation of students. After a period of introspection, in 2013 school leadership established an ambitious goal: to permanently endow a position that would be at the center of a major cultural and pedagogical shift.

This shift was not simply about what happened in the classroom, but more broadly about the overall learning arc for each and every student while at Pomfret. Framed this way, the Grauer Institute was designed to help reimagine teaching and learning in its broadest sense, through global learning experiences, student-directed learning, robust faculty professional development, new co-curricular programs, and certificate programs to name just a few. At its core, the Grauer Institute is about connecting the strategic vision of the school to effect critical change in the lives of students and their teachers.



The first director of the institute started that important task of making Pomfret's vision a reality. Initiatives that began or were expanded during this time include:

- **Project: Pomfret**, a 10-day design thinking and project-based learning program that encourages students and faculty to create unique and untethered learning experiences.
- Participation in **Project Zero**, the internationally acclaimed professional development program sponsored by Harvard's Graduate School of Education
- The **Helios Project**, an on-campus active research program embedded in a aquaponics greenhouse that Pomfret students built and continue to manage
- Development of **distinctive and intentionally designed courses** including humanities classes in the 9th and 10th grade; a 10th grade Global and Sustainable Development course; a new 9th grade Science: Engineering by Design course; and a 9th grade arts immersion program
- A **redesign of classroom learning spaces** throughout campus

The launching of the Grauer Institute demonstrated that Pomfret has an appetite for innovation and curricular change. To this end, the first phase was a huge success in helping reset the trajectory of the teaching and learning program. The first director served not only as a thought leader to help faculty imagine new possibilities, but also as a conduit to contemporary research and external resources. The first four years gave teachers, administrators, students, and trustees invaluable firsthand experience with institutional transformation at a large scale and placed Pomfret at the forefront of school change.

## CHAPTER TWO: SUSTAINING LONG-TERM INNOVATION IN THE FUTURE

School change is never easy, particularly when it involves questioning established principles and longstanding cultural norms. The next director will find a school community that understands itself better than it did five years ago, having been through some challenging and pivotal moments of change. Thus, the school will be looking for a director who likewise has a deep understanding of the complexities in managing curricular change at an independent school. In particular, the next director must find a way to propose bold initiatives, but do so in a way that strikes an inviting and welcoming tone. The key will be to establish strong partnerships with academic administrators and department heads, and develop authentic relationships with members of the faculty, all of whom are deeply passionate about designing the best learning outcomes for Pomfret's highly motivated student body, which hails from seventeen different countries throughout the world.

After four years of significant curricular change, the school intentionally approached this 2018-2019 year as an opportunity to pause and reflect—to consolidate even as it implements new initiatives that were under construction last year. Over the last six months, the community has been analyzing past curricular changes, assessing current needs, and adjusting long-term goals. This year, the institute is under the interim leadership of the former director of studies. In July 2019 he will transition to the full-time dean of academics—overseeing daily academic operations and serving as a major thought partner and strategic collaborator for the next director of the Grauer Institute. The presence of a long-tenured and highly respected dean of academics will allow the next Grauer Institute director to focus more on curricular strategy, and less on operational issues. The head of school, the dean of academics, and the other four members of a highly cohesive and talented leadership team will be ready to support and partner with a bold innovator who possesses strong change management skills in the complex arena of independent school education.

## POMFRET SEEKS A DIRECTOR WHO IS...

**Thoughtful**

**Visionary**

**Forward-thinking**

**Creative**

**Charismatic**

**Empathetic**

**Inspiring**

**Authentic**

**Innovative**

**Collaborative**

**Positive**

**Strategic**



The work that lies ahead is going to be fun, challenging, and most importantly, essential. The next director of the Grauer Institute will, in partnership with other senior academic leaders:

- Examine all aspects of the academic program—from graduation requirements to course offerings to department structures—and explore new ideas and potential structures that could align better with the school’s strategic vision
- Find ways to expand upper-level hybrid and interdisciplinary classes beyond the current 9th and 10th grade offerings
- Propose and launch expanded opportunities for global programming and learning
- Develop in-house professional development learning paths for faculty and identify transformative external growth experiences both regionally and nationally
- Incubate new programs and support entrepreneurial ambitions that spawn from student- and faculty-led proposals and experimentations
- Explore forward-thinking ideas for assessment and demonstration of student learning, including academic certificates, distinctions in diplomas, and mastery transcripts

While the director of the Grauer Institute must understand the learning needs of high school teenagers, the director will be most often working with the adults on campus. The school seeks a warm, experienced academic change agent who can be an inspiring partner with faculty on curricular innovation. At the same time, the Grauer Institute is not focused simply on the core academic program, but on the entire learning trajectory of students at Pomfret. To that end, the director of the Grauer Institute will also have an opportunity to help reshape and reimagine co-curricular and extracurricular programs.



As Pomfret prepares for the second chapter of its initiative for excellence and innovation, the Grauer Institute, the school has external plans that are just as bold as its internal ones. The school seeks to differentiate itself as a leader in educational innovation. The director of the Grauer Institute will be encouraged to present at conferences, author papers, and connect with innovation leaders at other academic institutions throughout the world. The director will be an important thought partner to help the advancement and admission directors frame curricular shifts. Yet through it all, the director's most important role will be right at home, where some 350 students and 100 adults are in the middle of an exciting school transformation. They are ready for a thought leader who inspires with big ideas yet collaborates with genuine empathy. They are ready for the next Director of the Grauer Institute for Excellence and Innovation to join their community.

## FROM THE HEAD OF SCHOOL

*"We have chosen to take action, setting a course for Pomfret to become a recognized innovation leader in the field of education. We are changing, growing, and reaching to add value to the Pomfret experience for current Griffins and for future students who will choose Pomfret as their school. This never-ending drive toward excellence is what is moving Pomfret toward a true leadership position within the boarding school world."*

**Tim Richards P '15, Head of School**

# POMFRET'S STRATEGIC VISION

Pomfret's strategic vision is to be a recognized leader in learning, teaching, and innovative program design for independent boarding schools. The depth and breadth of a Pomfret education and the investment in the school's students to prepare them for productive, meaningful adult lives will make the School a model for others to follow.

To help achieve this vision, Pomfret has adopted a strategic plan with four strategic pillars:

## 1. Leaders in Learning and Teaching

*The School will advance its profile as a leader in learning and teaching through well-designed curricula and programs, pedagogical approaches, and collaborative partnerships with valued colleagues in education and industry.*

Key goals: Superior Teaching, Progressive and Relevant Curriculum Design, Comprehensive College and Career Programs, and Robust Climate of Innovation, Research, and Partnerships

## 2. Distinctive Boarding School Experience

*The School will achieve the Vision of the Pomfret Graduate through a distinctive boarding school experience characterized by superior advising and program design in an inclusive, healthy, and thoughtfully fostered community of students and adults.*

Key goals: Personal Responsibility, Healthy Habits, and Lifelong Engagement

## 3. Measurement of Achievement

*The School will measure what matters to achieve the Pomfret Purpose. Through ongoing assessment of student learning and development and of effective teaching, the School will continually refine methods that shape transformative boarding school experiences.*

Key goals: Forward-looking Assessments, Progressive Assessment Methodology and Practices for Faculty, and Successful Alumni/ae Outcomes

## 4. Long-term Success

*The School will ensure long-term success through committed leadership, prudent financial management, dynamic recruitment programs, bold advancement practices, and investment in new capacities.*

Key goals: Sustainable Financial Model, Strengthened Yield of Mission-Appropriate Applicants, and Clear Endorsement of Strategic Priorities Through Increased Contributions to the Pomfret Fund and Capital and Endowment Giving

## KEY STATISTICS

**Founded:** 1894

**Location:** 500-acre campus Pomfret, CT, about 75 minutes southwest of Boston

**Students:** 300 boarding students and 50 day students 9th through 12th grade, plus some postgraduates from throughout the United States and sixteen foreign countries

**College matriculation:** 100% of graduates attend four-year colleges or universities.

**Faculty:** 85 faculty, over 75% of whom have advanced degrees.

**Accreditation:** Accredited by the New England Association of Schools and Colleges

**Relevant Associations:** National Association of Independent Schools (NAIS), Connecticut Association of Independent Schools (CAIS), The Association of Boarding Schools (TABS), Folio Collaborative, Mastery Transcript Consortium, College Work and Readiness Assessment, and the Association of Technology Leaders in Independent Schools

**Operating budget:** \$21,000,000

**Financial aid:** Over \$4,200,000 awarded to 45% of Pomfret students.

**Honors and advanced classes:** In 2016, Pomfret dropped the AP program in favor of offering 22 Advanced and 18 honors classes.

**Website:** [www.pomfret.org](http://www.pomfret.org)



## STATEMENT ON DIVERSITY

At Pomfret, we believe diversity is who we are. Diversity refers to those differences in identity that impact our social experiences, including status and access to resources. Most obviously it is determined by race, gender, and culture. On a more subtle level it includes class, sexual orientation, religion, ability, and appearance. We are guided by research which indicates academic excellence and a diverse learning environment are synergistically linked and that students in diverse classroom settings show growth in intellectual development, motivation, academic skills, standardized test scoring and grade point averages.

## DIRECTOR OF THE GRAUER INSTITUTE FOR EXCELLENCE AND INNOVATION

### SPECIFIC DUTIES

#### Collaborative Leadership and Change Management

- In close partnership with the head of school and the dean of academics, develop, implement, and evaluate student learning experiences, assessment methods, and curricular paths within existing classes, new courses, as well as co-curricular and extra-curricular programs.
- Inspire, collaborate with, and support various academic leaders, including department chairs, directors, deans, and professional development coordinators, to explore, implement, and assess innovative approaches to teaching and learning.
- Keep issues related to innovation, curriculum and pedagogy at the forefront of the conversations at Pomfret.

#### Professional Development

- Develop a comprehensive approach to professional growth and adult learning, by not only planning and coordinating internal offerings, but also identifying and supporting participation at external conferences and workshops.
- Play a leading role in determining the professional development initiatives that meet the developmental needs of faculty and the institution.
- Develop and implement innovative practices in learning, teaching, character education, and wellness that continue to move students toward the Vision of the Pomfret Graduate.

#### External Partnerships, Research, and Development

- Pursue and establish meaningful collaborative partnerships with institutes of higher learning, corporations, government and NGO's, other independent schools, community partners, and industry leaders.
- Plan, organize, and execute research in the field of innovation and education, both in partnership with others and independently on behalf of the school.
- Contribute to journals, speak at professional conferences, and actively participate in professional associations related to education and innovation.

## POMFRET SCHOOL IS LOOKING FOR CANDIDATES WHO CAN DEMONSTRATE...

### Professional Qualifications:

- Multiple years of experience as a classroom teacher
- Experience proposing, piloting, expanding, and reimagining teaching and learning programs and courses, and an ability to measure outcomes to demonstrate success
- Deep understanding of contemporary research and professional growth programs related to designing and implementing innovative independent school high school teaching and learning practices
- An ability to create differentiated opportunities for administrators, teachers, and students to participate as design partners of new innovation models, and not simply be consumers of those models
- An innovative mindset with expertise in school change management, and extended professional development in areas of education, leadership, and innovation
- Immersion in diversity work—both in training and in implementation—and a commitment to fostering culturally competent and inclusive classrooms
- Skillfulness at delivering presentations, sharing updates, and facilitating discussions related to the institute with board members, senior leadership, prospective families and donors, and fellow school leaders at external conferences
- Possession of a bachelor's degree from an accredited college or university, which is a minimum requirement, though a graduate degree is highly desirable

### Leadership and Personal Qualities:

- Inspirational leadership and ideas that appeal to a dynamic and diverse faculty body, complemented by a willingness to “walk the innovation walk” on the ground
- Empathy, warmth, and authentic collegiality to faculty members across the innovation spectrum
- A sense of urgency for effecting institutional change, balanced with a judicious understanding that successful innovation at a boarding school requires establishing lasting peer-to-peer relationships
- Excellent communication, organizational, and project management skills, along with a collaborative, cooperative, and patient mindset
- A passion for education in and out of the classroom

## HOW TO APPLY

Ed Tech Recruiting is acting on behalf of Pomfret School to identify exceptional professionals with a background in curricular innovation and change management leadership to fill this extraordinary opportunity. Please direct any inquiries to:

Gabriel Lucas  
Principal, Ed Tech Recruiting  
[jobs@edtechrecruiting.com](mailto:jobs@edtechrecruiting.com)

### APPLICATIONS WILL BE CONSIDERED THROUGH DECEMBER 3, 2018.

All applications must be submitted online, via:

[www.edtechrecruiting.com/jobs/pomfret](http://www.edtechrecruiting.com/jobs/pomfret)

Required application materials:

- Cover letter introducing yourself to the Pomfret School search committee
- CV or résumé
- A list of four references (include each person's name, organization, title, phone number, email, and connection to you — though we will not contact any references without obtaining your permission first)
- Statement of educational philosophy that addresses the following prompt:



*Imagine a school with a great history and tradition that is five years into a process of reimagining and reinventing its teaching and learning program. Chapter one was highlighted by disruptive thinking and bold experimentation.*

*What does Chapter two look like, and how would you lead it?*