



# Executive Director Opportunity Statement



July 1, 2021

# Mission

*“The Waldorf School of Baltimore educates and inspires children to think, feel, and act with depth, imagination, and purpose. Students develop critical thinking, creativity, and intellectual awareness through a rich and rigorous curriculum.”*



# Executive Director

The Waldorf School of Baltimore seeks an experienced leader to become its next Executive Director starting July 1, 2022.



# About Our School

Our school began as the New Morning School, opening its doors to 15 preschool children in 1971. Two years later we adopted a Waldorf curriculum, based on the teaching methods of Austrian philosopher and teacher Rudolf Steiner. The school expanded to include a pioneering first grade in 1974, and in 1978 the New Morning School changed its name to reflect the Waldorf values that had been adopted. It is now the Waldorf School of Baltimore (WSB), and part of the global network of Waldorf schools - currently over 2,500 strong, the largest independent school movement worldwide.

# Diversity, Equity, and Inclusion

The Waldorf School of Baltimore actively encourages and supports diversity and inclusion in our community. We strive to strengthen diversity, equity, and inclusion (DEI) through our pedagogical and administrative policies and practices. We welcome people of (but not limited to) all races, gender identities, sexual orientations, socioeconomic statuses, abilities, ages, and religions. Our community works to embrace and deepen our own understanding of both our strengths, which support our goal for the inclusion of all, as well as the challenges hindering our progress toward this goal.

We actively stand against hatred, prejudice and discrimination.

In addition to our stated commitment to diversity, we have also adopted the position statement of the Association of Waldorf Schools of North America (AWSNA) and accept the recommendations contained within the AIMS Statement on Diversity.

# AWSNA Principles

- 1. THE IMAGE OF THE HUMAN BEING AS A SPIRITUAL BEING INFORMS EVERY ASPECT OF THE SCHOOL.**
- 2. WALDORF SCHOOLS FOSTER SOCIAL RENEWAL BY CULTIVATING HUMAN CAPACITIES IN SERVICE TO THE INDIVIDUAL AND SOCIETY.**
- 3. ANTHROPOSOPHICAL UNDERSTANDING OF CHILD DEVELOPMENT GUIDES THE EDUCATIONAL PROGRAM.**
- 4. WALDORF SCHOOLS SUPPORT FREEDOM IN TEACHING WITHIN THE CONTEXT OF THE SCHOOL'S SHARED AGREEMENTS.**
- 5. THE CONSCIOUS DEVELOPMENT OF HUMAN RELATIONSHIPS FOSTERS INDIVIDUAL AND COMMUNITY HEALTH.**
- 6. SPIRITUAL DEVELOPMENT IN SUPPORT OF PROFESSIONAL GROWTH IS AN ONGOING ACTIVITY FOR THE FACULTY, STAFF, AND BOARD.**
- 7. COLLABORATION AND SHARED RESPONSIBILITY PROVIDE THE FOUNDATIONS OF SCHOOL LEADERSHIP AND GOVERNANCE.**

# Community

Our school is located in Northwest Baltimore and our beautiful, tree-filled campus backs up to the Cylburn Arboretum.

Number of students: 144

School diversity: 31 percent students of color

Average class size: 12

Faculty size: 42 and growing

Faculty diversity: 30 percent faculty members of color



# Program

Waldorf Education is designed to work with the gradual development of the child, organized into three distinct phases. Each phase affects the way children feel about and approach the world: intellectually, emotionally, physically, and spiritually. The Waldorf program and teaching methods meet these developmental stages by introducing academic content and subjects at a time and in a manner that best meets the child's stage of development. The program engages the head, heart, and hands and integrates intellectual, artistic, and hands-on instruction. Ethical values and social skills are equally important and are woven into the curriculum.

# Children's Garden

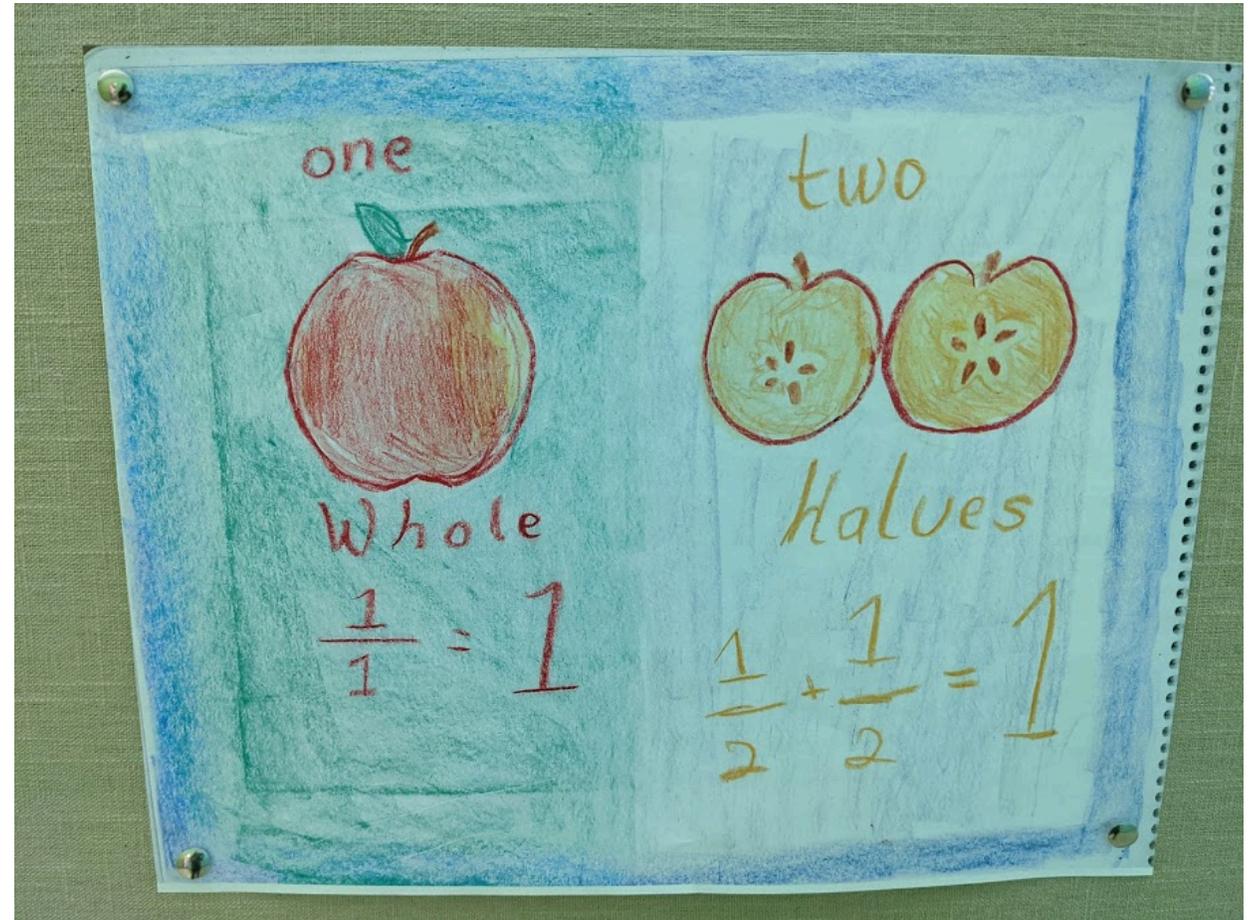
The Children's Garden is a child-centered environment in which qualified Waldorf teachers nurture each child's natural curiosity, enthusiasm, and innate ability to learn. The Transitional Nursery, Nursery, and Kindergarten programs serve children ages two and a half to six years old.

In the Children's Garden, the consistent rhythmic structure of the day is geared to the developmental needs of young children. Each day includes free play, outdoor exploration, and teacher-lead activities such as story-telling, circle, gardening, painting, woodworking, and eurythmy. Every experience is intentionally structured to help children form the initial building blocks for long-term academic success and the foundation for a satisfying life as an adult.



# Lower School

Lower School teaching aims to develop individuality and freedom balanced with cooperation and collaboration. Academic subjects such as math, reading, and writing are introduced in ways that nurture students' natural curiosity and imagination. Subjects are brought to life through multicultural and history-based stories. Drama, painting, drawing and movement are used to lead students in learning beyond the memorization of facts. Students learn that even the most abstract concepts can be concretely grounded in the real world.



# Middle School



The content and quantity of subjects expand significantly in middle school. Music becomes collaborative through instrumental groups. Art becomes first more realistic and then more individual. Team sports are now available. New perceptions about the world are introduced. The scope of research intensifies in preparation for entry into high school.

The curriculum is designed to grow in tandem with the developmental stage of the children with an increased emphasis on personal responsibility. Middle school students are ready for the opportunity to evaluate their own work and behavior more objectively. Letter grades are given in addition to narrative reports.

# Teachers

## The Class Teacher

In the elementary and middle school the main academic teacher remains with the same class for multiple years as they progress through grades. This consistent relationship gives the teacher the chance to understand and meet the strengths and challenges of each student. The class teacher and parents are able to form a collaborative partnership to guide the students through these formative years.

## Subject teachers

Subject teachers deliver specialized content. Many of the subject teachers work with students from grades one through eight and therefore get to know them very well . Subject classes include: Spanish, Fiber Arts, Eurythmy (a movement art), Music, Art, Library, and Middle School Mathematics.

# Community Festivals

An important aspect of Waldorf education is the celebration of festivals. Every season offers its mysteries and magic. In the Waldorf School, we present the seasons as a living process through our celebrations. Every festival has its own unique place in the course of the year. A living calendar of rhythm and harmony with nature is created through our seasonal festivals and celebrations.

Festival of Courage  
Autumn Festival  
Lantern Walks  
Winter Garden

Festival of Light  
May Day &  
Grandparents Day  
Spring Festival



# Our Facility

The school owns its building and grounds.

Our 70,602-sq. ft. building sits on four acres of mixed woodlands, formal recess and outdoor classroom space. The three-level building houses Pre-K through eighth grade classrooms, a library, subject classrooms, a multi-use hall, administrative offices; and under building parking spaces.

We are currently renegotiating an extension on access to soccer fields through the Baltimore City Parks and Rec. Department. The building was constructed over three phases. Our main building was custom-built and opened 22 years ago. Our Children's Garden (Pre-K to K) was opened 12 years ago. Our hall was added three years ago. Our school is continuing to grow in enrollment and has the space to do so.



# Finances

**Operating Budget:** About \$2.5 Million

**Financial Aid Budget:** About 32 percent of the operating budget.

**School Fundraising:** Approximately \$284,000



# Capital Campaign



The Waldorf School of Baltimore is in Phase III of a multi-year, multi-project Capital Campaign.

Thanks to our very generous donors, Phase I raised \$1.3m for Tamarind Hall, a 3,300 square foot performance and sports space, which opened in Spring 2017.

In June 2019, we broke ground on spaces adjacent to Tamarind Hall. Phase II reached its goal of \$370,000 with help from major donors, our community, and two local foundations.

Phase III is to build an outdoor Kindergarten with other outdoor bases for all students to take lessons in the fresh air. Planning started in August 2020, and initial work is being done on the sites. We have secured funding of \$50,000 with the goals to triple that.

# Candidate Qualities: Leadership and Personal Attributes



- A culturally competent, collaborative, community leader
- An experienced, visionary, and visible organizational leader
- An experienced and effective financial leader
- An exceptional communicator
- Knowledge of Waldorf educational philosophy
- An experienced and detail-oriented programmatic manager

# Candidate Qualities: Experience, Skills, and Knowledge

- Experience as a senior administrator and supervising manager (preferably in an educational setting desired).
- The ability to set, articulate, and achieve clear vision, goals, and priorities.
- Strong business and financial judgment and the ability to partner with administrators and governance leaders in establishing creative solutions to financial challenges.
- The ability to communicate the story of an institution to both current and prospective constituents to support marketing, admissions, and fundraising efforts.
- An understanding of diversity, equity, inclusion, and cultural competency; skill in growing and supporting programs and practices in these areas; and a recognition of one's own identities and biases and how they may impact one's perspectives and actions.
- Experience in a Waldorf educational setting is preferred.
- Broad knowledge of child and adolescent development and an understanding of current research and thinking in education.



# How to Apply

Qualified candidates are asked to provide a resumé, cover letter, and a one to two-page educational philosophy statement to our Head Search Consultant Brooke Carroll at [brooke@aciesstrategies.com](mailto:brooke@aciesstrategies.com) no later than October 15th, 2021.

The Waldorf School of Baltimore does not discriminate on the basis of sex, race, color, religion, sexual orientation, or national or ethnic origin in the administration of its educational program, admission policies, financial aid policies, employment practices and other school-administered programs.