



CONVENT & STUART HALL, SCHOOLS OF THE SACRED HEART

SAN FRANCISCO, CALIFORNIA
K-8 DIVISION HEAD, CONVENT
ELEMENTARY SCHOOL
START DATE: JULY 2020

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Carney
Sandoe
& ASSOCIATES



Convent & Stuart Hall

Schools of the Sacred Heart San Francisco

Mission

Convent & Stuart Hall educates mind, Heart, and body, animating a zeal for discovery, inspiring a passion for justice, and nurturing the strength to transform.

Fast Facts

Current Number of Families (Overall): 875

Faculty & Staff (Overall): 240

Average Tenure of Teaching Faculty: 9 years

Total Operating Budget: Approximately
\$51 million

Annual Tuition for K-8: \$33,300

OVERVIEW

Convent & Stuart Hall, Schools of the Sacred Heart San Francisco, is an independent K-12 preparatory school in San Francisco rooted in the Sacred Heart tradition of Catholic education within a uniquely single-sex and coeducational environment. Convent & Stuart Hall is comprised of four distinct divisions: Convent Elementary School and Convent High School, founded in 1887; Stuart Hall for Boys, founded in 1956; and Stuart Hall High School, founded in 2000.

Convent & Stuart Hall seek a division head to lead Convent Elementary School, effective July 1, 2020. The division head will join a strong, creative, and nimble leadership team which includes the heads of the other three divisions and President Ann Marie Krejcarek. This is an exciting opportunity for an educational leader who thrives in a complex, collaborative and forward-looking environment, understands the rich educational potential of the hybrid single-sex and co-ed environment, and welcomes active mentoring and opportunities to grow as a leader.

SCHOOL HISTORY

Founded in the spirit of transformation and as a counterweight to the revolutionary upheaval of France in 1789, Schools of the Sacred Heart was established in 1800 by Madeleine Sophie Barat with a mission to educate young women to effect broad-reaching social change. Providing education as a global imperative remains at the core of the school to this day.

Schools of the Sacred Heart San Francisco was founded in 1887 and is one of more than 150 Sacred Heart schools and colleges in 45 countries around the world, each with its own educational model while embracing unifying goals and criteria.





THE SCHOOL

As a girls' school with a boys' counterpart, Convent offers the best of both worlds: a girl-centered curriculum in a setting that provides meaningful opportunities to interact with boys. Planned co-ed programs create space for a broader social context for learning and personal development. In the wider context of a K-12 learning continuum, the youngest students enjoy a vibrant engagement with high school faculty and students, sharing in the passionate pursuit of lifelong learning. Students develop an academic and personal foundation with the skills, self-reliance, and drive for future success.

Convent & Stuart Hall is accredited by the California Association of Independent Schools (CAIS), Western Association of Schools and Colleges (WASC), Western Catholic Educational Association (WCEA), International Baccalaureate, and Sacred Heart Commission on Goals (SHCOG).

ACADEMICS

Convent Lower Form – Grades K-3

Convent Grades K-3 build foundational academic competence through a hands-on, project-based curriculum in an inter-relational, student-centered environment. Students are inventors and problem solvers, dreamers, researchers, and critical thinkers who seek to make a positive impact on the world. The school understands girls are best served by a curriculum that taps into their natural curiosity with authentic, real life experiences in an environment that encourages students to take risks and hone their voice.



Both in and out of the classroom, students engage with information in traditional and non-traditional ways. From Kindergarten through Grade 3, the school's progressive pedagogy builds a literacy framework – a language competency – that is a gateway to all forms of learning and understanding. The intention of developing fluency in coding, mathematics, modern and classical languages, and literature serves the belief that the framework for understanding begins with language formation.

Convent Middle Form – Grades 4-6

Grades 4-6 at Convent is a time of discovery where each student lives fully into her unique growth edge. Girls are provided a path to fluency and mastery in all academic areas and are charged to find and explore connections among disciplines. At Convent, Grades 4-6 celebrate curiosity, questions, and the art of iteration; each girl is invited to engage in the program with infectious, ingenuous enthusiasm.

The fundamental fluencies built in Grades K-3 become proficient over the course of Grades 4-6 and equip students to develop the language of analysis, ideation, and abstraction. Students enjoy the opportunity to take a more active role in their learning with elective offerings in modern and classical language and multiple options in mathematics. A curated curriculum is complemented by extended projects that challenge the skills of invention, collaboration, individual accountability, time management, and delivery of unique and relevant products.

Convent Upper Form – Grades 7-8

In these upper grades, girls advance to course content that covers high school level entry level curricula. Standard course achievement includes Algebra I, Modern and Classical Language through level 2, Biology, and a rigorous humanities course. Advanced math students complete high school level Geometry. In Grades 7-8, girls are competent learners equipped with a strong foundation in a classical curriculum and will be able to enter into and maximize their high school experience both academically and socially.



A hallmark of a Convent Elementary education is each student's independence and interdependence – she values herself and her peers. Knowing that girls are rooted in relationship in their middle adolescence, the program intentionally fosters a social/emotional awareness. Each girl develops the capacity to be an active listener and a powerful interlocutor. She is a self-advocate and an advocate for others; she is profoundly herself and dedicated to her team.

Digital Literacy & Design

In service of Digital Literacy & Design, the school's ePack 1:1 initiative provides daily access to a wide range of digital tools. K-2 students have shared classroom equipment, all students in Grades 3-8 are provided their own dedicated digital device, and high school students bring their own self-chosen devices to naturally and seamlessly integrate DLD practices throughout the curriculum. The evolving study and implementation of technology ensures that students learn to use digital tools to support academic excellence and personal growth; the use of computers, tablets, robots, multimedia, and 3D printers appropriately and effectively supports student learning across the curriculum. Acquiring fluency in the language of computer programming, coding, and scripting, students communicate with and manipulate digital technology. The school's Educational Innovation Coordinators work directly with the K-12 faculty to infuse digital skills and computational thinking throughout the curriculum.

Great Texts Canon

Convent & Stuart Hall believes that reading widely and rigorously across the curriculum is the pathway to critical thinking and the development of the intellectual and reflective self. The Great Texts Canon invites students to think critically, flexibly, and passionately as engaged citizens of the world. The texts that guide this engagement are multi-genre, canonical, classic, historical, controversial, fantastical, and more. The comprehensive and flexible Grade 4-12 reading list engages topics that build a critical and varied perspective of the events, ideas, thoughts, and emotions of centuries of human experience. As one school within a global network of schools, the selected texts represent many cultures and illuminate the human experience from multiple vantage points.



ARTS AND ATHLETICS

Throughout their K-12 arts training, Convent & Stuart Hall students become socially aware, historically grounded, creative practitioners.

Beginning in kindergarten, students learn the fundamentals of musical instruments and voice. Starting in fifth grade, the school offers an elective instrumental music program, providing comprehensive instruction in wind, brass, and percussion instruments. Student musicians learn to read music, employ music terminology, comprehend theory, and play diverse styles from classical to world music. Students who are proficient in note-reading are invited to join the all-school orchestra.

The Visual Art Department develops students' creative potential, encouraging them to be versatile, resourceful, and reflective while preparing them to be future artists, designers, and problem solvers. The Visual Art Department is committed to serving a generalist curriculum that encompasses the fundamental disciplines and resources of the visual arts. This curriculum lends to the acquisition of communication skills, the development of critical perspective, and the ability to work with a variety of materials and art medias.

The Convent & Stuart Hall Middle and Upper Forms each offer six competitive team sports beginning in fifth grade, as well as several club teams. The student-athletes play in the Catholic Youth Organization (CYO) and the Bay Area Independent Athletic League (BAIAL). Learning a sport, physical fitness, team participation, and fair play are areas of focus. All sports are inclusive — there are no cuts at the Middle Form level. Convent Middle Form Sports include basketball, soccer, track and field, volleyball, and cross country.



SCHOOL LIFE

As a Sacred Heart School, Convent & Stuart Hall provides students with the space and tools to explore their personal faith journey. Specifically, the Religion, Theology & Spirituality Department takes deliberate care to curate and develop a curriculum that invites students to access and explore “big questions,” such as God and the meaning of life, in developmentally-appropriate ways. From kindergarten into their high school years, Convent & Stuart Hall students develop a recognition of the complementarity of faith and reason in the personal search for meaning and truth. Students engage a personal and active faith in many ways: through the K-12 chapel program; in community Masses, liturgies and celebrations; in retreat programs; and in “Espacio,” designated moments that allow the community to focus their energy inwards and to develop their capacity for reflection and interiority.

Teaching and learning at Convent & Stuart Hall is not confined within the traditional classroom environment. Students are educated throughout San Francisco, across the nation, and internationally. Authors, scientists, artists, and civic and business leaders deliver aspects of the academic program, complementing in-class learning with authentic experiences. Through travel, service, and artistic and entrepreneurial engagement, students challenge their comfort zone and develop into culturally competent, “globally tested” citizens.

Convent & Stuart Hall has clubs and activities to meet most every curiosity and talent. Students have the opportunity to form new organizations and are encouraged to expand their interests. The clubs may reflect personal pursuits or offer a completely new experience. Most students find themselves participating in more than one club or activity. Opportunities for Convent Elementary students include Student Council, Robotics Club, Chapel Committee, and Math Olympiad, among others, and can join co-ed clubs such as Global Partners for Stewardship and Eco Team.



CAMPUS

Convent & Stuart Hall schools are housed across two separate sites, which collectively boast modern classrooms, science labs, dedicated art studios, flexible makerspaces, two theaters, two gymnasiums, and three libraries. The campus also includes the Mary Mardel RSCJ Chapel. The Chapel is named in honor of Mary Mardel, a former teacher, principal, and Director of Schools at Convent & Stuart Hall, who is credited with leading the institution through the transition from operating as a division of the Society of the Sacred Heart to operating as a sophisticated non-profit with its own Board of Trustees.

Convent K-8 students spend the majority of their time in the Grant House on the Broadway Campus, a historic home originally built in 1910 for the president of Columbia Steel Company.

SAN FRANCISCO, CALIFORNIA

San Francisco, in northern California, is a hilly city on the tip of a peninsula surrounded by the Pacific Ocean and San Francisco Bay. It's known for its year-round fog, iconic Golden Gate Bridge, cable cars, and colorful Victorian houses. In the Bay sits Alcatraz Island, site of the notorious former prison. San Francisco has approximately 885,000 residents (2017) and is one of the most densely populated cities in The United States. It is home to The Giants, a Major League Baseball Team, The Warriors, a National Basketball Association team, and The 49ers, part of the National Football League. San Francisco also boasts numerous art museums, musicians, and culinary delights.

OPPORTUNITIES AND CHALLENGES

In leading a K-8 single-sex division within a K-12 coeducational school, the next division head will find the following challenges and opportunities:

Embrace the Ampersand. Convent & Stuart Hall embody richness and complexity: single sex and co-ed; traditional and innovative; spiritual and intellectual; Catholic and open to families of all faiths. The next division head, while leading Convent Elementary School, will simultaneously support and celebrate the mission and strategic vision of the overall K-12 institution.

Work Independently and Interdependently. While setting the tone and making decisions on behalf of Convent Elementary School, the division head will work collaboratively with the other division heads and the president to support strategic initiatives and steward shared resources. With a spirit of collaboration and iteration, the division head will balance championing the needs of the division with keen systemic thinking about how each division informs the work of the others.

Align the Work of the Division within the K-12 Structure. After many years of thinking of themselves as separate schools, Convent & Stuart Hall made a commitment to shared standards of excellence within one K-12 institution. The administration and faculty have begun the work of alignment across divisions and more work lies ahead, including assessing where and why the divisions should embrace uniformity and, conversely, where and why unique approaches support the best outcomes for students. The division head will work collaboratively with the K-12 academic department chairs in forming and delivering the scope and sequence for all curricular areas.

Extend the Curriculum to Stretch the Intellectual Capacities of All Students. The division head will assess the strength of the curriculum and explore strategies for differentiation to meet the needs of all learners, framing this conversation within the goals of the K-12 curriculum and the shared vision of a graduate of the Schools of the Sacred Heart.

Articulate the Strengths of the Single-Sex Program and the Unique Offerings for Girls. The division head will possess expertise in and passion for girls' education and will communicate persuasively the value proposition of a single sex program for grades K-8 to prospective families while also guiding faculty in their work with girls. The division head should truly enjoy, celebrate, and support the unique and varied characteristics of girls in grades K-8.

Embody the Sacred Heart Culture and Values. The division head does not need to be Catholic but will possess a spiritual life, hospitality to faith, and the ability to wholeheartedly support the goals of Sacred Heart as a Catholic school for families of all faiths: a faith journey; deep respect for intellectual values; social awareness that impels action; and support for personal growth in an atmosphere of wise freedom.

Champion a Culture of Continuous Change and Improvement. The division head will support clear and consistent practices for faculty growth with formative assessment, access to professional development, and a commitment to a strong culture of feedback.

Support Students and Families in Planning for High School. As the schools have restructured, the Deans and Associate Deans in both K-8 divisions know, oversee, and support the students K-6. The division director also serves as the dean for the upper forms (grades 7 and 8) with a particular focus on supporting students and their families in planning their next educational step.



DESIRED QUALITIES AND QUALIFICATIONS

Skilled Communicator. Forthright communication, close and thoughtful listening, and strong written and verbal skills are key to success in this role. Constituents include K-8 girls, lower and middle school faculty, prospective and current parents, community organizations, division heads, and the president of the school. Outward facing, the division head will enjoy engaging with the community and will be a compassionate and empathetic leader for parents. Candidates should be relational leaders who focus on what is best for kids.

Advocate for Diversity, Equity, and Inclusion. The division head will continue the school's excellent work in reaching out to and welcoming all kinds of families to the school. Approachable, down to earth, and humble, the division head will authentically connect with all families.

Dynamic and Collaborative Leader. Open to a spirit of improvisation and possessing a growth mindset, the division head will value and seek thought partners and embrace the collaboration that is essential in this job. Candidates should be comfortable with ambiguity in a fast paced and joyful environment.

Professional Qualifications:

- Five or more years of teaching experience
- Master's degree preferred

TO APPLY

To be considered, applicants will need to submit (electronically as separate PDF documents) the following materials:

- Cover letter expressing interest in the position;
- Current résumé;
- A statement of educational or leadership philosophy;
- List of five references with name, phone number, and email address of each (references will be contacted later in the process and only with candidate permission) to:

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