



**Head of Lower School  
Park Day School – Oakland, CA  
July 2024**

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**K -8 Progressive Education: Park Day School students...**

1. ...learn by doing and follow their own curiosity so they develop a lifelong love of learning.
2. ...master academic challenges and develop intrinsic motivation so they find satisfaction through their own efforts and achievements.
3. ...understand how to participate in a democratic society so they see themselves as people with power to make change in the world.
4. ...collaborate and work together so they learn to build off the ideas of experts and peers while identifying and respecting different perspectives.
5. ...are known and valued for their whole selves so they become confident in their abilities and carry a sense of belonging with them throughout their lives.



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## **Park Day School Mission**

Park Day School prepares students to be informed, courageous, and compassionate people who shape a more equitable and sustainable world.

At Park Day School, dedicated teachers and engaged students collaborate to create a dynamic and joyful learning community for mastering academic and interpersonal skills. Students construct meaning and deep understanding through inquiry and discovery-based teaching. Our practices promote critical and creative thinking, artistic expression, and a commitment to diversity and social justice. In the spirit of partnership and service, students expand their perspectives through participation in the broader community.

## **Summary**

Park Day School is seeking an experienced elementary educator to fill the position of Lower School Head. The individual in this position is the educational and administrative leader of the lower school, including kindergarten through fifth grades, with responsibility for the students, faculty, and program.

The Lower School Head reports to the Head of School and is responsible for promoting a tone within the lower school that is both responsive to the age of its students and reflective of the school's mission, values, and Progressive approach.

The Lower School Head works in partnership with the Middle School Head to supervise faculty and other members of the programmatic staff in all curricular and scheduling decisions; including observing, supervising, and evaluating the faculty and staff. The Lower School Head works closely with the Chief Enrollment and Admission Officer in the implementation of the admissions process for the lower school, and is a participant in all school admissions activities, tours, and presentations. The Lower School Head works with the CFO to develop and implement the budget, and with the Director of DEIB to further develop the School's programs in this area. The Head of Lower School serves as a member of the school's senior leadership team.



## **Primary Responsibilities**

- Supervise the work of the Lower School faculty and Learning Specialists
- Support Lower School faculty professional development and evaluate faculty performance



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- Schedule, plan and lead Lower School Division meetings and occasional special project task forces groups
- Support faculty and work directly with individual students and parents on student behavior/discipline matters
- Facilitate communication with parents, including student progress reports, conferences, grade level and other meetings, and individual concerns
- Oversee the supervision of students during recess; schedule faculty for supervisory duties
- Oversee the assignment of students to class sections
- Assist the Head of School with hiring, retention, promotion, and assignment of Lower School faculty
- Coordinate and collaborate with the Middle School Head on matters that involve both divisions, including to design effective use of professional development days and meetings
- Support the work of the Chief Enrollment and Admission Officer and Head of School on matters related to retention, and student admission, including participation in Admissions tours and other events
- Work with the CFO to develop and implement the budget; track and anticipate faculty expenditures for instructional and other needs
- Work with the senior leadership and program team to design and implement other initiatives for the school

### **Qualifications, Attributes & Skills**

Below are the personal and professional qualities important for the Head of Lower School's success in this role. Unless specifically noted as a prerequisite, these qualifications, attributes, and skills are preferred. We know many candidates bring a full complement of experience, skills, and ideas, even if they don't check every box of a job description.

We welcome all applicants who will bring a unique perspective and personal characteristics to our amazing team.

- A warm, approachable, and visible presence on campus that invites and respects the views of others yet is decisive when needed
- Ability to inspire faculty, students, and the broader school community
- Bring experience as a classroom instructor into thinking on how to best help students
- Communicate clearly and transparently, both in writing and orally
- Excellent and immediate follow through, whether via email or via interpersonal interactions
- Knowledge and understanding of effective teaching and instructional practice
- A deep understanding and appreciation for diversity and a demonstrated commitment to equity and inclusion
- Highly organized, persistent, and able to motivate and inspire others



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- Combine prior experience in school leadership with a desire to continue to grow, learn, and evolve as a leader
- Strong familiarity with educational, DEI, and technology trends in independent schools

### **School History:**

Founded as a progressive K-6 in 1976 with 26 students; Park Day united with several other lower school programs to form an off site Community Middle School for grades 6-8 in 1998. The Community School of the East Bay incorporated fully with Park Day School in 2006, and in 2010 became a K-8 school serving all its students on the current 360 42nd street campus.

### **Community:**

At Park Day School, equity and inclusion are core values that shape our relationships and program. Through thoughtful educational practices around equity and inclusion, students are better prepared to be informed, courageous, and compassionate people who shape a more equitable and sustainable world. As a faculty and staff, we engage in continuous professional development and work with each other every day to challenge assumptions and engage in equity work to strengthen our school community.

Student Affinity Groups meet regularly in Middle School and include a Black/African American group, an Asian American Pacific Islander group, a Latin/a/e/o/x group, a Multi-racial group, a Jewish group, and two white groups. Park Day School also supports critical inquiry groups including Queer and Trans History and Mental Health, Identity and Equity. Parent affinity and alliance groups are parent led and provide an opportunity for families to come together for social gatherings, to celebrate identity, share traditions and more.

When everyone in our community is able to bring their whole selves to school and feels empowered and celebrated, we all thrive.

### **Campus:**

Sunny, 4 acre campus with organic garden; home to chickens and bold squirrels; basketball court, swings, climbing structures, sandboxes, field, nature-zone, Yurt, fairy tree, and middle school hang-outs. Two historic buildings and five other classroom structures including Innovation Workshop. Park Day School is located in the center of what was once a bustling Ohlone-Chochenyo village. Our community honors the Ohlone Peoples who cared for this land for so many generations before European colonization.



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### Quotes from Alumni:

Innovators and communicators, changemakers and thinkers—Park Day School alumni are empathetic leaders who move confidently through schooling and life. Though their educational and professional paths are varied and their work diverse, they carry with them a love of learning, confidence in who they are and what they bring to the table, and a commitment to help the world become a better place.

"Park did a very good job at accentuating the fact that the process of answering a problem was more important than the answer to that problem. What's gonna stick with you past high school, past college, is your ability to solve problems. You can start with nothing and think, and then come up with a solution. That is what we have to do in this world." - *Jesse C.*

"Park Day School allows students to really focus on their love of learning, and developing a growth mindset." - *Kayla F.*

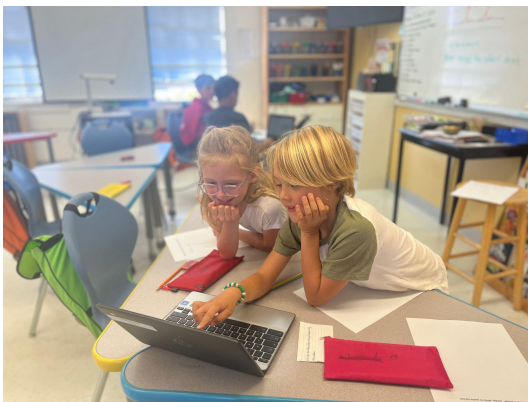
"My teachers [at Park Day] have really informed that sense of service that is so necessary in this world, especially today. One of the values that Park Day taught me has been the value of community and diversity. It's difficult even to parse between the values and the learning because they are so intertwined." - *Jackson G.*

### To Apply

Interested and qualified candidates should submit electronically, and as separate documents, the following materials:

1. *Cover letter stating interest in and qualifications for the position*
2. *Personal statement*
3. *Current resume, including phone number and email address*

To John Faubert ([jfaubert@carneysandoe.com](mailto:jfaubert@carneysandoe.com)), and Sabrina Zurkuhlen ([Sabrina.zurkuhlen@carneysandoe.com](mailto:Sabrina.zurkuhlen@carneysandoe.com)). Please do not contact the school directly.



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