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## Whittle School & Studios Ideal Candidate Characteristics

Our *Ideal Whittle Candidate* characteristics are organized by four program areas: (1) Core Curriculum: Our Interdisciplinary and Experiential Approach; (2) Global Perspectives: Mastering Tools to Tackle the World's Challenges; (3) Personalized Pathways: Student-Led Learning Guided by Caring Advisors; and (4) Beyond the Core: Explore Passions and Discover Interests. We have also outlined the responsibilities expected as a member of a collaborative, professional learning community.

### **Core Curriculum: Our Interdisciplinary and Experiential Approach**

The four core foundations of our approach to teaching and learning are: (1) Deep Skill and Content Mastery; (2) Interdisciplinary, Project-Based Learning; (3) Experiential Learning; and (4) Student Choice and Voice. This approach requires faculty members to:

- Design an interdisciplinary, student-centered, project- and place-based curriculum and learning experiences (courses, units, lessons).
- Facilitate student learning by guiding the construction of knowledge and skills.
- Establish a learning environment that provides opportunity for student voice, leadership, and decision-making.
- Maximize student engagement by allowing opportunities for students to co-construct learning experiences and demonstrate mastery in ways that reflect students' interests, culture, learning styles, and progress.
- Create safe physical and emotional learning spaces that encourage risk-taking, innovation, critical thinking, and collaboration.
- Integrate and implement "design thinking" across curriculum, lessons, advisory, and all aspects of campus life.

### **Global Perspectives: Mastering Tools to Tackle the World's Challenges**

We aim to cultivate students who are successful in their contributions to the school and larger community, and are equipped to deliver solutions to global challenges. Programs include global exchanges, language immersion, and learning beyond the classroom in our City Core program.

This programmatic approach requires faculty to:

- Connect students to the local community and global community through learning experiences that integrate real-world issues and global challenges.
- Model principles of cultural proficiency by teaching students to respectfully engage with community partners, peers, families, and the school community.
- Build relationships with families, community members, businesses, and others outside the school to support school culture and student learning.
- Contribute to, and support, larger campus and school projects designed to improve student learning including Whittle repository of lessons plans and the global innovation model.

### **Personalized Pathways: Student-led Learning Guided by Caring Advisors**

Every student has magnificent potential and we have designed our educational model around cultivating each student's unique talents and purpose. To effectively implement a level of personalized education currently unavailable in top-tier schools requires faculty to:

- Design and modify personal learning paths by differentiating and scaffolding instruction and student support to ensure all students achieve mastery.
- Manage a comprehensive advisory that builds community, trust, and confidence, encouraging each student to pursue his/her passion.
- Use analysis of student data (quantitative and qualitative), enabling each student to take ownership over their learning and growth.
- Employ a mastery-based assessment and grading system that enables students to advance at a pace appropriate to their learning needs.
- Partner with families conferring with them about student progress and inviting them to be part of the educational process.
- Develop individual trusting relationships with students that support their social and emotional growth.
- Maintain a classroom environment with high academic and behavioral expectations.

### **Beyond the Core: Explore Passions and Discover Interests**

Our educational program offers a spectrum of full- and part-time opportunities, including those in our two signature programs, Centers of Excellence and Studios, where the classroom, virtual world, and supplemental learning come together. Our Beyond the Core philosophy requires faculty to:

- Access campus, school, and community resources to support each student's academic, social, and emotional growth.
- Care for the physical and emotional safety and well-being of students in classrooms, on campus, and in fieldwork.
- Integrate project-based, interdisciplinary curriculum with "Maker Floor" opportunities, collaborating with "Maker Floor" staff in the design and delivery.
- Engage in professional growth opportunities to build understanding and facility with "Maker Floor" tools, materials, and machinery.
- Collaborate across disciplines and campuses including City Core program, City Experience program, and Centers of Excellence.

In addition to the above responsibilities, each faculty member will be expected to meet the highest professional standards, including:

### **Professional Growth and Responsibilities**

- Actively and systematically pursuing professional growth in content mastery, pedagogical skills, and as responsible local and global community members.

- Modelling positive behaviors for students and colleagues that align with the school's core values, emphasizing critical social and emotional skills such as empathy, humility, and ethics.
- Monitoring his/her own beliefs and behavior to make certain that high expectations are expected of all students regardless of socioeconomic status, race, gender, or other personal characteristics.
- Participating in professional learning communities, grade level teams, and other collaborative communities to design and plan instruction, to improve practice, and to achieve student outcomes.
- Maintaining professional collegial relationships that encourage sharing, planning, and working together toward improved instructional skill and student success.

### **Attributes and Beliefs of all Whittle Faculty Members**

A successful Whittle faculty member will have the following attributes and hold the following beliefs and values:

#### Attributes

- A passion for teaching.
- A lifelong learner who seeks to continually deepen his/her mastery of craft.
- An innovative and responsible risk-taker comfortable with ambiguity.
- An individual who possesses cultural proficiency with the ability to communicate and connect with families and students of culturally diverse backgrounds.
- An inclusive collaborator committed to effectively working in professional communities.
- An empathic and active listener.
- An active and responsible community member and global citizen.
- A hard worker relentlessly committed to pursuing excellence for each and every student.
- Self-confident and reflective with the purpose of gaining greater awareness of one's self, beliefs, values, strengths, and challenges.
- A positive and generous attitude to life's opportunities and challenges with a respectful and appropriate sense of humor.

#### Beliefs

- Every child has the ability and power to change the world.
- Challenges and opportunities of modern life demand a global perspective.
- Learning is not confined to the typical school day.
- Student choice and voice are essential for student engagement.
- The "one-size-fits-all" school model is insufficient, and must be replaced with a competency-based approach, where students master at their pace and in their own way, progressing through studies based on stage and not age.
- Construction of knowledge and skills occurs through an interdisciplinary-inquiry and project-based approach to learning.
- The teacher serves as a facilitator of student learning.
- Failure and error is a path to deeper learning.