



# CANTERBURY SCHOOL OF FLORIDA

St. Petersburg, Florida

---

**HEAD OF SCHOOL**

Start Date: July 2022

[www.canterburyflorida.org](http://www.canterburyflorida.org)



Carney  
Sandoe  
& ASSOCIATES



## Mission

*Canterbury School of Florida educates and nurtures the whole child in mind, body, and spirit in preparation for college and an honorable life as a responsible steward of our world.*

## OVERVIEW

Canterbury School of Florida seeks a new Head of School to follow Mac Hall's 17-year tenure which comes to a close at his retirement in June 2022. The school is seeking a Head who recognizes, implicitly, how education can be made a joyful endeavor, as well as how to ensure that both students and faculty are able to engage in and enrich their journeys as lifelong learners. Desirable candidates will identify with the school's mission and values, including having a passion about service, environmental stewardship, and collaboration, as these are essential pillars of the Canterbury experience.

Since 1968, Canterbury School has provided an outstanding college preparatory education in the Episcopal tradition for students who strive to be active learners and global citizens. Canterbury distinguishes itself by functioning as a highly collaborative, real-world focused, and research-based learning community; leading-edge digital tools and off-campus educational opportunities extend conversations beyond the classroom and advance student-driven learning. No matter the day or the discipline, Canterbury students always seem to be focused on how to make sound, thoughtful decisions in their academic, personal, and professional lives. They also learn how to balance studies, passions, family, and friends—a life skill that will serve them well beyond their collegiate years.

Additionally, thanks to Canterbury's rigorous academic curriculum and complementary co-curricular offerings, students from Prekindergarten through Grade 12 cultivate their personal integrity by learning about diversity in all its forms and challenging each other to be and do better; dedicated faculty encourage and support this process at every level. Indeed, Canterbury faculty and staff are the heart and soul of the school community. Students are surrounded by creative, exemplary educators who understand what it takes to provide each student with an engaging and active learning experience. The faculty and staff continually participate in professional development that keeps Canterbury on the cusp of best practices in the classroom; when the adults on campus are learning, so are the students.



## Fast Facts

**Founded: 1968**

**Total students: 361**

**Students of color: 19%**

**Students who receive financial aid: 23%**

**Total faculty: 52**

**Total staff/administrators: 32**

**Student/teacher ratio: 7:1**

Faculty and parents attest that they chose Canterbury due to the blend of rigor and nurturing that has been one of the hallmarks of the school since its inception. The strong sense of family pervades the community, whose members look out for and support one another, provide help when needed, and care deeply about each other's welfare. While smaller than some of its neighboring schools, Canterbury "punches above its weight" academically in terms of student programming, character development, and the openness and flexibility to allow students to discover and follow their learning passions and interests. A strong sense of equity permeates the school culture, which by percentages, is fairly diverse. Canterbury's smaller size helps to reinforce its strong sense of community. Students feel accepted, and early in their Canterbury experience they learn to establish meaningful relationships and to respect differences.

## THE SCHOOL

Above all else, character counts at Canterbury. The Canterbury faculty and administration aspire to demonstrate that the student experience at the school is more than grades and college acceptances; it's about developing students who will become—per the mission—"responsible stewards of our world." This work happens intentionally at every age level, every day. Lower School students write and perform monthly skits for their peers on topics such as optimism, perseverance, and honesty. Middle and Upper School students participate in morning advisory discussions once a week that cover everything from decision-making and dealing with conflict, to time management and college and career development.

Students age 3 to Grade 4 learn on the Hough Campus, located on Snell Isle, while students in Grades 5-12 attend classes on the Knowlton Campus about four miles to the north. Both campuses have a "buddy" program, where the oldest kids on campus mentor the youngest in the hallways, during lunchtime, and during monthly activities that include anything from reading together, to athletics, to a





water balloon toss. Character education themes are reinforced through weekly chapel sessions on both campuses, but character development doesn't just happen while on campus. From planting gardens and beautifying streets in Costa Rica to planting marsh grass in Tampa Bay to preventing beach erosion, all Canterbury students dig in with both hands to engage in service both locally and globally. It's the school's approach to developing empathetic, impactful leaders.

Technology is not merely a part of the infrastructure at Canterbury School; it is woven into the curriculum to help students further explore every subject. The school's technology philosophy exposes students to real-life approaches, dovetailing classroom content with digital skill with the objective that students will learn to manage digital tools in powerful and ethical ways to meet their educational goals and to enhance their perspective on the world. Technology Integrationists on each campus partner with faculty to find and evaluate resources as well as plan and implement digitally rich lessons. Digital citizenship is a priority. As a result, Canterbury students are generally savvy, informed, and respectful technology users.

## ACADEMICS

### Lower School

Canterbury gives Prekindergarten through grade 4 students a balanced and challenging program where confidence, talent, friendship, and individuality can flourish. The academic curriculum is designed to give students a solid foundation in core subjects while ensuring they also develop the skills—collaboration, problem solving, creativity—needed for success. Every teacher in the Lower School helps build a class of compassionate, respectful, thoughtful students who value and learn from each other, as well as take an active role in service projects that teach the importance of acceptance, integrity, cooperation, and fairness. “Flag,” as the tradition is called, occurs at the start of the Hough campus day and blends participation, recognition, instruction, and celebration for the Lower School students and teachers. It helps build community and student confidence and serves to introduce and then underscore, at an



early age, the values of mutual respect, doing one's best, and serving others, that students carry with them throughout their Canterbury experience.

The spirit of the Hough Campus is captured at a daily morning Flag ceremony in the courtyard. The Campus Principal leads the entire Hough community, including students, faculty, and parents in the Canterbury Prayer and Pledge of Allegiance. To foster a sense of community and underscore the Canterbury values and mission, students have the opportunity to share birthdays, holidays, and special academic and personal accomplishments. The entire community is able to celebrate while students as young as PK3 begin performing and speaking publicly in front of peers, faculty, and parents. After the time of celebration, Flag concludes with meditation and the singing of Canterbury's Honor Code song. This special tradition is key in building upon the Canterbury community and emphasizes the core values that students will carry throughout their Canterbury experience and beyond.

### **Middle School**

Canterbury's Middle School (Grades 5-8) exists as a bridge between the lower and upper school divisions, stressing academic, social, and life skills. Because the Middle School years are full of tremendous change, Canterbury faculty and staff strive to help students thrive in an environment that balances structure and freedom within a safe, exciting, and

## **College Placement**

Recent college acceptances include the following schools, among others:

Arizona State University  
Boston University  
Brown University  
Clemson University  
Columbia University  
Cornell University  
Dartmouth College  
Davidson College  
Duke University  
Emory University  
Florida Institute of Technology  
Florida State University  
George Mason University  
Georgia Institute of Technology  
Johns Hopkins University  
The King's College - England  
Lehigh University  
Loyola University Chicago  
Pratt Institute  
Rensselaer Polytechnic Institute  
Rice University  
Savannah College of Art and Design  
Sewanee: The University of the South  
Spelman College  
Texas Christian University  
The George Washington University  
The University of Georgia  
The University of Texas, Austin  
Trinity College  
University of California, Los Angeles  
University of Central Florida  
University of Connecticut  
University of Florida  
University of Hawaii at Manoa  
University of Miami  
University of Michigan  
University of Pittsburgh  
University of Virginia  
University of Wisconsin, Madison  
Vanderbilt University  
Vassar College  
Wake Forest University  
Washington University in St. Louis





challenging environment. Thus, Middle School students acquire an academic foundation that promotes continued success and personal growth by tackling real-world problems that inspire critical thinking and rich classroom discussions. As in the Lower School, Middle School students are still expected to contribute to the development of an honest and trusting school environment.

### **Upper School**

Canterbury students attend school with peers who value academic achievement, and talented teachers who create a culture of high standards and expectations. This culture is further enriched by the parent community. Leadership opportunities at every grade level help students discover and develop their own unique leadership skills and potential. The curriculum focuses on developing students who are able to think critically, to process new information, and to excel at communicating their knowledge both verbally and in writing. These skills, along with a traditional liberal arts curriculum and a signature marine studies program, prepare students to thrive and succeed once they graduate and go out into the bigger world.

Canterbury students are immersed in a rigorous and supportive academic experience that results in every student being accepted to college. The College Counseling program recognizes the diversity of students and families, and the necessity of giving each member of the community individual guidance. That way, students and families can confidently select the colleges that are right for them.

In the end, Canterbury's programs are designed to foster growth in students that can result in graduates who are "academically prepared, poised and confident, model integrity and respect differences, view the world with empathy, humility and compassion, remain intellectually curious, demonstrates leadership and self-discipline, and approach each day with enthusiasm and purpose." [from Canterbury's Portrait of a Graduate]

Canterbury School of Florida is accredited by Florida Council of Independent Schools (FCIS). Memberships include National Association of Independent Schools (NAIS), School and Student



Services for Financial Aid, Council for Advancement and Support of Education (CASE), Bay Area Association of Independent Schools (BAAIS), Educational Records Bureau (ERB), Secondary School Admission Test Board (SSATB), National Association of College Admission Counselors (NACAC), Southern Association of College Admissions Counselors (SACAC), and Florida High School Athletics Association (FHSAA).

## ARTS

For over 50 years, Canterbury students have been offered the opportunity to sample and then pursue opportunities in music, visual, and the performing arts, to develop skill and confidence, with socially engaged performances and a spirit of collaboration. In the Lower School, students take music class once a week and participate in several musical performances and plays throughout the year. Beginning in Middle School, students choose an arts elective once a semester. They are encouraged to try new activities, join clubs, and audition for productions in order to gain respect for the discipline required to master each of the arts. Once artistic passions are discovered, they are fostered in the Upper School via a large offering of arts courses (including Advanced Placement courses), affiliation clubs, and opportunities to perform and exhibit work.

Opened in 2001 and named for a Canterbury great-grandparent, the Dollinger Center for the Arts serves the entire school community as a vital hub for arts education. A 375-seat theater, orchestra pit, control booth, box office, green room, dressing rooms, and other supporting spaces are the main features of the 18,000 square-foot facility, which also includes a workshop, lobby art gallery, conference room, choral room, band room, two visual arts classrooms, kiln room, and dark room. Concerts, rehearsals, and performances, art exhibits, and special event receptions expand the use of the facility beyond classroom instruction. The Dollinger Center has also been a local venue for music and dance recitals, making the space available to the greater Tampa Bay community.





## ATHLETICS

Athletics are an essential part of Canterbury's mission to educate the whole child. The physical education program begins in Pre-K where students learn the importance of movement and physical activity and work to develop lifelong wellness habits. Beginning in Grade 6, students are encouraged to become a member of an athletic team. Over 80% of students participate in at least one sport, many on multiple teams. Becoming a member of a team and playing as a Canterbury Crusader promotes lifelong skills such as time management, teamwork, and prioritizing to create a healthy life/school/work balance. Teams include baseball, basketball, beach volleyball, cross country, football, golf, soccer, softball, swimming, tennis, track and field, and volleyball. The school's no-cut approach to athletics encourages students to try new activities while building community and team spirit.

The school prides itself in hiring coaches who are knowledgeable, compassionate, and students of the game. Many coaches are faculty. Canterbury Crusaders' commitment to sportsmanship at the highest level is recognized by the Florida High School Athletic Association (FHSAA). Canterbury has been a recipient of the 2A State Sportsmanship Award five times in the past 16 years. A total of 48 graduates have received scholarships to play college athletics in the past eight years.

## SCHOOL LIFE

With character development and service providing the foundation for student life, the Canterbury LEADS program is designed to teach and develop character and leadership skills, as well as instill an understanding of the critical role that service must play in the life of a responsible global citizen. Students identify and develop their strengths, challenges, gifts, and passions. In the program, they also begin to zero in on the real-world topics to which they feel most connected and to understand how the lessons and skills developed in school can later be applied practically to their lives beyond Canterbury.





Through LEADS, Canterbury has a direct and positive impact on the community that supports and sustains it, and students foster key relationships with people and organizations that encourage their independence and growth.

Abiding by the Honor Code is another integral component of the Canterbury student experience. It is taught to all students beginning in Prekindergarten (in the form of a song—one that they never forget). It establishes the principles of honesty, respect, and consideration for others that continue to guide them in Upper School and beyond in their interactions and choices with peers and adults. It sets clear expectations and supports an atmosphere of integrity and respect for others that enables both academic learning and personal growth to flourish. Since the school's inception, the culture of the school has embraced the principles of equity and inclusiveness in all areas of school life and in the school's whole-child approach to instruction.

Through the International Studies program, Canterbury students have the opportunity to experience world cultures in myriad ways. From diving and marine research expeditions in Honduras and the Bahamas, to international film festivals in Monaco or service trips to Costa Rica, there is no horizon Canterbury won't chase to give students the opportunity to model global citizenship.

Canterbury's signature Marine Studies program is school-wide and focuses on all aspects of marine science and environmental education. It allows students of all ages to appreciate the exceptional location of their school and the unique responsibilities that come along with living in such a rich coastal aquatic environment. The program includes a community service component to enhance learning opportunities beyond the classroom and provide a greater understanding of the marine ecosystem. Students participate in a plethora of activities ranging from coastal clean-up efforts to creating oyster bar habitats to growing native plants in the school garden, some of which are fed to manatees at a local manatee hospital. All of these activities are designed to instill a deep love and sense of stewardship for the coastline and marine life, which Canterbury students carry close to their hearts. In Upper School,



students can choose to study Oceanography and have had the opportunity to visit and conduct research at the Island School in Eleuthera, Bahamas.

To support the program, the school's 2,800 square-foot Cousteau Center for Marine Studies features a university-level learning laboratory, touch tanks, outdoor red fish tanks, a laptop lab, and interactive displays. Canterbury is the first Cousteau Divers partner school in the world, as announced by Pierre-Yves Cousteau, son of legendary explorer Jacques Cousteau, in January of 2012. Cousteau Divers is an international not-for-profit organization designed to increase students' awareness of the marine sciences through scientific programs that monitor and conserve marine biodiversity around the world. Today, students who are part of Scuba Crew 210 catalog and track biodiversity in the Gulf of Mexico, create wildlife guidebooks for the Gulf and monitor water quality through data loggers.

## **ST. PETERSBURG, FLORIDA**

St. Petersburg is now among the most vibrant cities in Florida—historic neighborhoods, evolving food and arts scenes, modest cost of living, diverse demographic, and of course, the U.S. record for the longest string of sunny days (two years). Tech has an increasing presence bringing with it international families. The whole Tampa-St. Petersburg area is undergoing increasing economic development. Its active waterfront features the astonishing Dali Museum, the Museum of Fine Arts, and the Mahaffey Theater, home of the Florida Orchestra. The city's notable inverted Pyramid Pier, badly deteriorated, was demolished and a new pier has been constructed to replace the historic, iconic waterfront landmark. The Tampa Bay area is also home to the Super Bowl winning Tampa Bay Bucs, the Stanley Cup winning Lightning, and the Rays, recent American League champions.





As St. Petersburg steps into the 21st century, the downtown core continues its revitalization with projects that include retail shops, restaurants, and movie theaters. It's become a hub for the arts. It's hip, diverse, relaxed—less harried—and big enough to be interesting, small enough to feel familiar and friendly. Still, more than 900 events bring over 10 million people each year to the Sunshine City to participate in yacht races, triathlons, baseball, basketball, cycling, festivals, cultural exhibits, and music. The city also attracts tourists with its cultural downtown district that includes seven museums. The University of South Florida, 10 marine institutes, and the John's Hopkins All Children's Research Center attest to the city's commitment to education and health care. Historic neighborhoods continue to be restored and revitalized, as residents invest in their communities with great pride.

## OPPORTUNITIES AND CHALLENGES

Inasmuch as the St. Petersburg area has seen wonderful growth and development over the last 15 years, Canterbury as a school is well positioned with its committed educators and families, to build on its strong foundation. For a resourceful, dynamic Head of School, the decade that lies ahead brings a chance to:

- Build student enrollment.
- Develop deeper community connections and partnerships between the school and the larger Tampa Bay and Pinellas County markets.
- Create a more effective advancement program that achieves both a broader donor base and a deeper connection with alums.
- Boost the school's visibility and presence in the St. Petersburg community.
- Enhance the quality of the curriculum and co-curricular areas with talented faculty.
- Ensure that the school's Episcopal identity becomes an institutional strength.
- Continue the ongoing physical improvements to both campuses.
- Continue to manage budgets with a keen acumen for the finances of the school.



## DESIRED QUALITIES AND QUALIFICATIONS

Leading a small to mid-sized school often means the Head of School gets to become involved in most every aspect of school life in some measure and Canterbury is no different. Canterbury seeks a leader with who combines the capacity and instincts for energizing and continuing to build a school with the understanding of how to preserve and promote its values and community strength.

- Leadership style that reflects the values of Canterbury School.
- Visible, accessible campus presence and off campus ambassador and torchbearer.
- Financial ability and budget management experience and creativity.
- Fund-raising acumen and desire.
- Enjoyment of and engagement with students PreK-12 and the educators who work with them.
- Ability to mentor and develop leaders.
- Interest in embracing all aspects of leading a whole school community.
- Appreciation for the Episcopal and other traditions of the school.
- Embraces education focused on the whole child.

## TO APPLY

Interested candidates are invited to contact the consultants in confidence for an exploratory conversation. Those who advance in the process will ultimately need to submit the following materials as separate PDF documents:

- A cover letter expressing their interest in this position
- A current and comprehensive résumé no longer than four pages
- A statement of educational philosophy and leadership practice
- A list of five professional references with name, relationship, phone number, and email address of each (*references will not be contacted without the candidate's permission*) to:

### **Ben Bolté**

Senior Consultant, Practice Leader  
bbolte@carneysandoe.com

### **Mike Mersky**

Senior Consultant  
mike.mersky@carneysandoe.com