



ESD

MEET MEREDYTH COLE INCOMING HEAD OF SCHOOL

BY UNANIMOUS BOARD DECISION, MEREDYTH MOREDOCK COLE APPOINTED ESD'S SECOND-EVER HEAD OF SCHOOL ON NOVEMBER 13, 2012.



MS. COLE ENTHUSIASTICALLY EMBRACES ESD'S MISSION, FOUNDING TENETS, AND EPISCOPAL IDENTITY

- Believes the “search for truth” in the Episcopal tradition can play a central and powerful role in a great school. She believes the best schools “meet students where they are, then provide challenge, nurture, inspiration, and structure so that each student can reach his or her full potential.”
- Says Father Harmuth, Lower School Chaplain, *“Meredyth Cole comes to us from an Episcopal background. She embraces the Episcopal Identity, including understanding that we accept each child in God’s image and we are inclusive of other traditions within our school. She believes repeated ritual makes a school community a powerful place to educate the minds, bodies, and spirits of children. Her leadership style is collegial and she is a good communicator. We are blessed to have her as our new Head of School.”*

MS. COLE IS A DYNAMIC, VISIONARY LEADER WHO EFFECTIVELY LEADS AND MOTIVATES FACULTY AND STAFF

- Serves as Assistant Head at the Madeira School, promoted in 2006 after serving as Acting Head in 2005. She has taken leadership roles in faculty professional development, handling student, parent, and employee issues, external communications, and campus master planning.
- Says Julie Butterworth, Assistant Head of Lower School, *“I am thrilled about the appointment of Meredith Cole as ESD’s next Head of School, and I am confident she will be an excellent leader for our school. Meredith has a dynamic and refreshing personality which will be evident the first time you meet her. Words her coworkers use to describe her are trustworthy, polished, focused, confident, sensitive, compassionate, and committed. I feel fortunate to have such an outstanding person to take leadership of our school, and I am looking forward to working with her.”*

MS. COLE IS A HIGHLY KNOWLEDGEABLE, INNOVATIVE EDUCATOR-LEADER WITH EXTENSIVE AND WIDE-RANGING EXPERIENCE AT A PREMIER INDEPENDENT SCHOOL

- Has operated on the front line throughout her 23-year career in virtually all aspects of the school, including: strategic planning; teaching, mentoring, and advising; curriculum development; faculty recruitment and retention; professional development; sustainability; admission, communications, and advancement; and co-curricular life.
- Says Michael York, Middle School History Teacher, *“Meredyth Cole has an impressive record of success in many areas of school life at Madeira. I was especially impressed with the breadth and depth of her knowledge about curriculum development. Meredyth’s achievements in this area are not simply based on her own expertise and considerable communication skills, but her ability to bring people together and listen to others.”*

Father Harmuth, Julie Butterworth, and Michael York are members of the Head of School Search Committee.



ESD

EDUCATIONAL PHILOSOPHY MEREDYTH MOREDOCK COLE

Ideally, a school is an inclusive community of children, parents, and teachers all dedicated to the healthy development of its students. Children possess varying degrees of intelligence, maturity, and confidence, combined with curiosity, energy, and anxiety. The best schools meet students where they are, then provide challenge, nurture, inspiration, and structure so that each student can reach his or her full potential.

Those who teach, and those who parent, need equal parts of kindness, intelligence, creativity, patience, and faith, faith in children and faith in the process itself. Teachers are the catalysts for the information and experiences which fill young minds. Curriculum and students are not enough. It is more a teacher's responsibility to open minds, inspire questions, and provide encouragement than it is to reach quantitative results. In the best classrooms the focus is not only on achievement but also on creating a positive attitude about learning.

Learning that encourages communication, self-awareness, empathy, and resilience is as valuable as that which results in the development of critical thinking and analytical abilities. Effective communication skills and the ability to problem solve are elemental to the process of maturity. A mature student will be better equipped to deal with the complexities that exist in our society. Knowing how to take care of oneself and how to care for others are critical skills in a mature adult; education is the formation of character.

Children become what they behold; this joint venture between parents and educators must reflect a shared understanding of a school's mission. A strong working partnership brings structure and stability to the rocky period of adolescence. I find enormous satisfaction working in a school where both adults and children are engaged in learning. The curriculum, the students, and my colleagues are all works in progress, re-evaluating and adapting constantly in an effort to reach the ultimate in inclusiveness without losing core values. As society changes and education takes on monumental responsibilities, what is taught and how it is taught require constant innovation.

The vision and collaboration required of educational leadership is empowering and energizing. Having an opportunity to shepherd an organization as dynamic as a school requires a leader who is both principled and practical, who leads from the head and the heart, and who models learning as a lifelong commitment.

THE EPISCOPAL SCHOOL OF DALLAS MISSION STATEMENT

THE EPISCOPAL SCHOOL OF DALLAS PREPARES YOUNG MEN AND WOMEN FOR LIVES OF INTELLECTUAL DISCOVERY, INTEGRITY, AND PURPOSE. THE SCHOOL DEVELOPS THE UNIQUE TALENT AND POTENTIAL IN EACH STUDENT AND EMBRACES SOUND LEARNING, DISCIPLINE, AND FAITH AS ESSENTIAL ELEMENTS OF AN EDUCATED CONSCIENCE.