



LEADERSHIP OPPORTUNITY | NEW CANAAN, CT

DIRECTOR OF EQUITY, INCLUSION, & COMMUNITY





“At SLS, equity and inclusion aren’t add-ons—they’re part of what makes your education here exceptional. When you feel respected and heard, you’re more willing to explore new ideas, challenge assumptions, and grow.”

— ST. LUKE’S SCHOOL WEBSITE



LEADERSHIP OPPORTUNITY

St. Luke's School, a coeducational independent school serving grades 5–12 in New Canaan, Connecticut, seeks a dynamic, perceptive, and relational leader to serve as its next Director of Equity, Inclusion, & Community.

For nearly a century, St. Luke's has been shaped by an intellectually curious, high-energy culture; close faculty-student relationships; and a shared commitment to knowing each student well. The school draws students from a wide range of communities across Fairfield County and beyond, bringing together a socioeconomically, culturally, and politically diverse population that is ambitious, personable, and deeply invested in learning and community life. This culture has been intentionally cultivated over time through the school's long-standing [Vision for Inclusive Excellence](#), which affirms that academic excellence and community belonging are inseparable and essential to preparing students to learn and lead in a diverse world.

Reporting to the Head of School, Dr. Mary Halpin Carter, the Director of Equity, Inclusion, & Community will serve as a key member of the Senior Leadership Team, and a vital resource to students,

faculty, staff, families, and trustees. At the heart of this role is a deep commitment to students, supporting their sense of belonging, well-being, and leadership development across both Middle and Upper School. Charged with advancing and stewarding the Vision for Inclusive Excellence, the Director will work directly with students while also collaborating closely with divisional leadership, academic leadership, and human resources to support student leadership initiatives, guide inclusive practices, and contribute to professional development, family engagement, and institutional efforts that strengthen equity, inclusion, and belonging. This role requires both strategic vision and relational credibility, balancing long-term planning with an active, visible presence in the daily life of the school.

St. Luke's is a community that encourages participation and thoughtful exchange, and continues to build the structures and competencies needed to





engage students and adults across a wide range of identities and perspectives. Students are eager for meaningful opportunities to lead, to explore identity and difference, and to approach complex issues in ways that feel constructive and appropriately guided. Faculty and staff are deeply committed to students and to the school's mission, and are seeking guidance in how to be effective partners in equity and inclusion work, including developing common language and practice. With students and adults across the community bringing differing levels of familiarity, understanding, and skill to this work, the Director of Equity, Inclusion, & Community plays a central role in strengthening capacity, meeting people where they are, and cultivating confidence across the life of the school.

In this context, St. Luke's seeks a Director who brings perspective, judgment, and presence to the work, and who understands the rhythms and realities of an independent school community. This leader will be

comfortable moving between student-facing work, adult learning, and institutional partnership, and will approach the role with discernment, empathy, and a collaborative mindset. Success in this role depends on the ability to translate shared commitments into clear, workable practice, while caring for the pace and priorities of the school.

STRATEGIC PRIORITIES

By working in close partnership with the Head of School and other key stakeholders, the Director will prioritize the following:

- Advance and steward St. Luke's long-standing Vision for Inclusive Excellence by sustaining momentum built over years of intentional work, assessing progress through data and community feedback, and guiding its continued evolution

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in partnership with the Board and senior leadership to ensure deep, measurable impact across community, curriculum, and culture.

- Serve as a trusted partner on the Senior Leadership Team, operating with judgment, discretion, and credibility, while aligning closely with the Head of School to navigate complexity, balance competing perspectives, and sustain momentum in equity and inclusion work.
- Foster student belonging, leadership, and well-being by serving as a visible, trusted resource for all students; partnering in student leadership development; and ensuring that students from a wide range of backgrounds and lived experiences are fully supported across both Middle and Upper School.
- Build community capacity for courageous and constructive dialogue by partnering with the Director of Leadership to advance civil discourse work and by equipping faculty, staff, and leaders with the skills, structures, and confidence to engage productively in difficult conversations around identity, difference, and belonging.
- Support faculty and staff recruitment, retention, and professional growth by partnering with the Assistant Head of School for Academics and Director of Human Resources to advance equitable practices, contribute to professional development, and support culturally relevant and inclusive teaching practices aligned with the school's 5–12 standards for Cultural Competency/Equity and Belonging.
- Engage families and the wider community in meaningful ways by expanding opportunities for dialogue and shared learning, navigating a politically and socioeconomically diverse parent body with diplomacy, and communicating the school's values with transparency and care. This work includes leading MOSAIC, a parent leadership group for families of color and multicultural families, in partnership with parent leaders to foster belonging and connection across the school.

ESSENTIAL FUNCTIONS

- Manage day-to-day DEIB issues and concerns of students, colleagues, and families.
- Work with the Counseling & Well-Being Team and Divisional Teams to execute key new strategic plan initiatives around leadership, well-being, and service programming.
- Provide guidance and support for varied student opportunities, school traditions, events, and community-building activities.
- In partnership with the Admissions Office, participate in key admission events, fairs, special cultivation events, and lead efforts to retain students.
- In partnership with Human Resources, provide anti-bias training, assist in recruiting faculty and staff, and captain some hiring searches.
- Advise on student discipline matters as needed.
- Lead the Equity & Inclusion Office, supervising the E&I Coordinator and E&I Content Developer, and managing the E&I budget. Within this office structure, the Director and Coordinator focus on student-facing programs in partnership with divisional leadership and Student Equity Leadership Teams. The Content Developer helps to focus on more external DEIB community engagement and professional development.
- Partner closely with the Marketing & Communications team to leverage storytelling as a critical component of St. Luke's DEIB efforts.
- Teach Leadership Skills classes in one or more grade levels as deemed necessary and appropriate by the Assistant Head of School for Academics.
- Co-advise the Middle and Upper School Student Equity Leadership Teams.
- Sit on the following teams:
 - » Senior Leadership Team
 - » Academic Council
 - » Growth & Renewal
 - » Community Support Services Team (CSST)
 - » Other teams as assigned or deemed necessary by the Head of School



QUALITIES AND ATTRIBUTES

The Director of Equity, Inclusion, & Community will be an educator at heart who brings a deep commitment to teaching, learning, and the well-being of the whole student. Grounded in the mission and values of St. Luke's School, this leader will place students at the center of decision-making while remaining deeply engaged in the life of the school. The Director will build authentic relationships across the Middle and Upper School and earn credibility with students and adults through consistency, care, and follow-through. Approachable, relational, and collaborative, the Director will partner effectively with faculty, staff, families, trustees, and senior leaders to strengthen community belonging.

This role requires emotional intelligence and diplomacy to navigate ambiguity, conflict, and moments of tension within a community shaped by a wide range of identities, perspectives, lived experiences, and socio-economic realities. The successful candidate will be comfortable engaging across difference, listening without judgment, and working thoughtfully with viewpoints they may not personally share. With the confidence to lead equity and inclusion work amid competing expectations and strongly held beliefs, the Director will bring people together through dialogue, reflection, and shared purpose, responding constructively to pushback while remaining grounded in a clear moral compass and a commitment to equity, belonging, and care for the community.

Additionally:

- A visible and accessible presence in the life of the school, with equal comfort working with Middle School and Upper School students as well as with adults
- Demonstrated experience facilitating equity-focused programs, conversations, and student leadership initiatives, including building adult capacity for this work

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- An understanding of how identity, power, and socio-economic context shape learning and community life, including comfort navigating wealth and entitlement dynamics
- Keen organizational and institutional savvy within an independent school context, with an appreciation for how decisions and initiatives ripple across the institution
- A collaborative, bridge-building orientation that advances the work through partnership, shared ownership, and trust rather than mandate
- Flexibility and realism, including a willingness to pitch in beyond the job description and adapt leadership to what is possible and needed in this community

QUALIFICATIONS AND REQUIREMENTS

- A demonstrated expertise and compelling vision for an Equity & Inclusion Office that fosters a dynamic student learning environment
- Experience advancing equity and inclusion work in an affluent, achievement-oriented community
- The long-term planning and implementation skills to deliver on the school's strategic priorities as they relate to promoting an equitable and inclusive community
- An understanding of culturally relevant pedagogy and school practice
- Ability to cultivate strong working relationships with parents, trustees, and other constituents in support of dialogue facilitation, problem-solving, and strategic planning
- A minimum of a bachelor's degree, with a master's degree or higher preferred





St. Luke's School is a highly respected, independent, secular, coeducational day school serving students in grades 5 through 12.

Founded in 1928, St. Luke's offers a rigorous college-preparatory education grounded in high academic expectations, purposeful engagement, and the development of thoughtful, confident young people. Across nearly a century, the school has continued to evolve its program and practices while maintaining a consistent approach to teaching and learning that centers on knowing and valuing each student.

Drawing students from more than 40 towns across Connecticut and New York, St. Luke's is a close-knit and inclusive community shaped by small class sizes and strong faculty mentorship. A broad program in academics, arts, athletics, and service encourages students to explore their interests deeply, think critically, and engage purposefully across the life of the school.

Guided by the motto Enter to Learn. Go Forth to Serve, St. Luke's prepares graduates to thrive in college and beyond, equipped with intellectual curiosity, personal integrity, and the confidence to lead with humanity.

THE PROGRAM

At St. Luke's, academics are intentionally designed to spark curiosity, deepen understanding, and empower students to take ownership of their learning. The curriculum blends a rigorous foundation in core disciplines with innovative, real-world learning that promotes critical thinking, problem-solving, and effective communication. Teachers serve not just as instructors but as mentors who know students individually, challenge them thoughtfully, and support their growth across classroom, co-curricular, and experiential settings.

Learning at St. Luke's is further shaped by a culture that values inquiry, reflection, and intellectual risk-taking. Students engage in interdisciplinary



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work, collaborative problem-solving, and projects that encourage them to synthesize ideas and explore multiple perspectives. Purposeful use of technology and emerging tools enhances learning while reinforcing responsible, ethical engagement. Across both the Middle School and Upper School, the academic experience is intentionally designed to build over time, with skills, habits of mind, and intellectual confidence deepening as students progress through the program. Together, these elements create a cohesive academic program that balances rigor with relevance and prepares students to think independently, contribute meaningfully, and adapt confidently in an ever-changing world.

[Click here](#) to learn more about the academic program at St. Luke's.

5th Grade

St. Luke's 5th Grade marks the beginning of the school's "Unmissable Middle School" experience, where students transition into a more independent and exploratory stage of learning. This year balances a strong academic foundation with innovative, hands-on opportunities that spark curiosity and nurture growth. In small classes with teachers who know them well, students find their voice, build meaningful connections, and begin to take ownership of their learning in ways that feel both supported and invigorating. The program encourages discovery across subjects and settings while also connecting students to the broader St. Luke's community through dedicated spaces, activities, and mentoring partnerships that bridge grade levels. Fifth grade is designed as a year of wonder: a time to explore new routines and responsibilities, deepen friendships, and lay the groundwork for confidence, purpose, and joy in learning as they continue through Middle School.

Middle School

Middle School at St. Luke's School is a pivotal and intentionally designed experience, grounded in the understanding that these years play a critical role in shaping students' academic momentum, sense of

MISSION STATEMENT

An exceptional education that inspires a deep love of learning, a strong moral compass, the commitment to serve, and the confidence to lead.

INCLUSIVE EXCELLENCE

Inclusive excellence celebrates diversity in its many forms and inclusion as the foundation of educational and institutional excellence. An inclusive community attracts and retains a diverse pool of students, teachers, staff, and trustees, and continuously strives to provide pathways for all to thrive and achieve their potential.

The vision for inclusive excellence is realized when every individual in our community...

1. **Belongs**, is **valued**, and **has a stake** in the ongoing life and purpose of St. Luke's.
2. Acquires the **knowledge and skills** to learn in the stimulating environment of a diverse population of students and faculty. Through collaborative work, inquiry, dialogue, and action, students appreciate one another's experiences, perspectives, and talents.
3. Demonstrates a **lasting commitment** to and **connection** with St. Luke's.

To learn more about St. Luke's commitment to diversity, equity, and inclusion, [click here](#).



agency, and readiness for what comes next. Building on the foundations established in 5th Grade, the program invites students into greater intellectual challenge and personal responsibility, encouraging them to think more independently, articulate their ideas with clarity, and engage confidently with increasingly complex material.

As students progress through Middle School, they deepen core academic skills in reading, writing, mathematics, and critical thinking while also learning how to manage time, navigate expectations, and contribute meaningfully to a shared learning environment. The curriculum prepares students for a future that is collaborative, global, and shaped by technology, with required coursework in Emerging Technologies and a strong emphasis on ethical leadership and decision-making. A robust advisory program, along with a wide range of arts, athletics, and co-curricular opportunities, ensures that students are guided and challenged across multiple dimensions of school life. Supported by a coordinated team of

teachers, advisors, deans, and academic and well-being professionals, Middle School students at St. Luke's develop the skills, judgment, and deeper confidence needed to thrive in Upper School and beyond.

Upper School

Upper School at St. Luke's is defined by intellectual depth, academic ambition, and purposeful preparation for life beyond graduation. Students engage in a rigorous and expansive curriculum that includes more than 35 college-level Advanced Curriculum courses designed and taught by faculty with deep subject expertise. These courses invite students to think independently, pursue complexity, and engage in sustained inquiry across disciplines, from the humanities to STEM and emerging technologies.

A hallmark of the Upper School experience is the degree of agency students are encouraged to take in shaping their academic and personal trajectories. Through the newly launched Compass

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Program, each student works closely with a dedicated coach and advisor to clarify goals, reflect on interests, and develop passions and purpose for their education while making intentional choices throughout high school. Opportunities such as the Scholars Program allow students to undertake significant independent research and formally present their work, while a robust co-curricular program reinforces leadership, resilience, and balance. Supported by an open-door college counseling team that prioritizes readiness over outcomes, Upper School students graduate from St. Luke's prepared not only for selective colleges but for thoughtful engagement, meaningful contribution, and continued growth in whatever path they pursue.

CAMPUS & GEOGRAPHY

St. Luke's School occupies a scenic 40-acre hilltop campus in New Canaan, Connecticut, just minutes from nearby town centers, cultural landmarks, and nature trails. The campus includes purpose-built spaces for design, the arts, athletics, and academic collaboration, such as a designLab makerspace, professional-grade arts studios and performance facilities, championship-level athletic fields and courts, and technology-integrated classrooms. A two-story library and a range of indoor and outdoor learning environments support both independent study and collaborative work.

New Canaan is a distinctive New England town known for its walkable village center, architectural heritage, and strong sense of community. Located in Fairfield County, the area offers easy access to coastal towns, scenic open spaces, and cultural destinations across southwestern Connecticut. With regular commuter rail service to New York City, New Canaan combines a residential, small-town feel with the energy and opportunity of the broader metropolitan region, making it an appealing place to live, work, and engage beyond the school.

AT A GLANCE

600

(40% Middle School/60% Upper School)

Enrollment

27%

% Students who identify as people of color

145

Number of faculty/staff

19%

% Faculty/staff who identify as people of color

85%

% Faculty with advanced degrees

13

Average class size

8:1

Average Student-Teacher Ratio

\$5.5million

Tuition assistance allocated annually

24%

Students receiving tuition assistance

PROCEDURE TO APPLY

St. Luke's School is an equal opportunity employer. St. Luke's School does not discriminate on the basis of race, color, religion, sex, pregnancy, national origin, ancestry, citizenship, age, marital status, disability, veteran status or sexual orientation or any other basis prohibited by law with regard to hiring, terms and conditions of employment or educational programs. We strive to provide a welcoming educational environment where the value and dignity of each and every member is respected and valued.

SLS is powered by people: exceptional educators and professionals who bring high energy, curiosity, and care to everything they do. Together, we create a dynamic learning environment where students are known, supported, and inspired to grow, and where adults have the same opportunity.

Interested candidates should submit via https://bit.ly/SLS_DirectorEIC_AppForm the following materials confidentially in one single PDF file:

- A cover letter indicating your particular interest in and qualifications for the position
 - A current resume
 - A statement of educational philosophy that includes your philosophy on equity and inclusion
 - The names, email addresses, and telephone numbers of five references, including your current Head of School and at least one other recent supervisor. References should speak to your ability to be an effective educator and administrator, to work successfully with children, and to work collaboratively and collegially with adults (references will be contacted only with the candidate's permission). Please indicate your relationship with each reference (i.e. supervisor, colleague, or direct report).
- » At the request of St. Luke's School, two references will be contacted during the initial screening phase of the application process.

Please address any questions by email to ara@strategenius.org.



SEARCH CALENDAR

February 13, 2026

Applications will be reviewed on a rolling basis, with priority given to those submitted by the date above

February 23, 2026

Semifinalist Interviews

Week of March 2, 2026

Finalist Interviews

Late March 2026

Announcements

July 2026

Start Date