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EDUCATIONAL and LEADERSHIP PHILOSOPHY

I believe schools exist to help young people become curious, capable, compassionate human beings who can navigate a noisier, less predictable world with both competence and conscience. Joyful, student-centered learning and clear systems help each student feel known, challenged, and supported.

Educational Philosophy: Joyful, Student-Centered, Research-Informed

I am drawn to schools that take children and adolescents seriously as thinkers and as people. Progressive, student-centered education means designing inquiry-based, experiential learning that connects to the real world and is grounded in what we know about learning, executive functioning, identity, and belonging.

In practice, this means crafting experiences where students do more than consume information; they wrestle with ideas, create work that matters to them (performances, projects, and problems that live beyond the grade), and reflect on their learning. Across a PreK–12 arc, that looks like play and exploration in the early years, growing independence and collaboration in the middle years, and increasing complexity, choice, and authentic application in the upper grades.

Working with students who learn in different ways has reinforced my belief that evidence-informed practices benefit all learners. When we design with executive functioning, processing, and emotional regulation in mind, more students can access the learning. Strategies developed for the “hardest to reach” students often raise both the floor and the ceiling for everyone.

Schools also need to prepare students for a future we cannot fully predict, including rapid shifts in technology and artificial intelligence. That preparation is less about a specific course list and more about cultivating habits of mind and heart: curiosity, persistence, critical thinking, empathy, and a willingness to stay with hard questions. When students regularly engage with real challenges, work with people who see the world differently, and see adults modeling learning, they are more likely to graduate as reflective, adaptable adults who keep learning long after they leave us.

Leadership Philosophy: Clarity, Coherence, and Care

As a leader, my work is to create the conditions for great teaching and deep learning. That depends on three things in balance: clarity, coherence, and care.

Clarity means students, families, and adults understand what we stand for and what we expect. In a PreK–12 setting, that looks like shared language around behavior, academic standards, assessment, and community norms, as well as clear roles, feedback, and follow-through for adults. When expectations are transparent and consistent, students feel safe enough to take intellectual risks.

Coherence means programs, practices, and decisions align with the school’s mission and with one another. Each division has its own developmental focus and culture, and a strong PreK–12 program honors those differences while still giving students a purposeful progression through the school. My work in curriculum alignment and schedule design has reinforced that coherence is less about

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standardizing everything and more about building a shared framework where healthy variation can live.

Care is relational glue. Students learn best when they feel known and seen, and adults work best when they feel trusted, supported, and respected. I aim to be a visible, approachable presence in classrooms, hallways, and common spaces, and to listen carefully before I respond. High expectations and deep care are not opposites; they are mutually reinforcing.

A Learning Organization: Reflection, Equity, and Accountability

Schools are healthiest when they see themselves as learning organizations. Staying grounded in current work on development, instruction, assessment, equity, and organizational change helps us adapt wisely rather than react in the moment. Translating that knowledge into practice means we try things, look closely at what happens, and adjust, with students' experience as the ultimate measure.

For adults, this means professional learning that is sustained and tied to real classroom and program goals. My leadership work includes designing onboarding and professional development, coaching faculty and leaders, and building growth-oriented evaluation systems that combine support and accountability. I focus on naming shared goals, providing clear feedback, and following through, while honoring professional judgment and the joy that comes from teacher creativity.

Equity and belonging are essential, not optional add-ons. A school must continually examine whose stories are told, whose needs are being met, and whose voices are present in decision-making. I work to integrate questions of access and equity into program design and adult learning, rather than treating them as separate initiatives.

Leading Through Change

Experiences such as leading through the COVID-19 pandemic, responding to the rise of AI, opening new buildings, and navigating significant institutional shifts have confirmed my belief that an evidence-informed, student-centered philosophy is practical infrastructure. In moments of change, whether pivoting instruction or redesigning operations for hundreds of students on a single block, thoughtful systems, clear communication, and calm, steady leadership have been essential. In each case, I return to a few questions: Does this decision align with our purpose? Does it help students feel known, challenged, and supported? Does it strengthen or erode trust in the community?

Closing

Ultimately, my educational and leadership philosophy rests on a few core convictions: that learning should be joyful and rigorous; that every student deserves to be known well and held to high, developmentally appropriate expectations; that adults deserve clear support and accountability; and that schools must keep learning and adapting in service of their mission.

In a role such as Upper School Head, I would seek to bring these beliefs to life in partnership with students, families, faculty, staff, and school leadership, helping the community align its program, live its mission in the everyday life of the school, and remain a place where people are valued and self-discovery is possible.