Dear Members of the Allen-Stevenson Community,

Last January I shared with you Looking Back, Looking Ahead, a position paper that summarized the recommendations of our two-year strategic planning process and the accomplishments of our exciting construction project. Subsequently, I announced a number of initiatives that would extend these planning efforts. I am pleased now to share with you a second position paper entitled Younger, Longer, Better, which describes how we think about "deeper learning" at Allen-Stevenson.

In "The most fundamental skill: intentional learning and the career advantage," an article published by McKinsey & Company, the authors describe learning itself as a skill. They point out that developing that skill is critical to long-term career success. For them, learning includes two mindsets: one of growth and the other of curiosity. Both must be practiced intentionally to foster deeper learning. They assert, "The pandemic has only heightened the urgency of doubling down on skill building, either to keep up with the speed of transformation now underway or to manage the particulars of working in new ways." At Allen-Stevenson this approach should differentiate all that we do.

You should look for our Spring 2021 Lamplighter, which arrives in your mailboxes shortly. It addresses deeper learning in greater depth, as does the newly published web page about learning at Allen-Stevenson. These pieces show just how we cultivate "Passionate Learners, Compassionate Achievers" here at Allen-Stevenson. As we move towards a post-pandemic approach to the educational process, we know that we can use much of what we have learned this last year in thinking about educating boys for the future.

In addition, the restructuring of Allen-Stevenson into two divisions—Lower and Upper—with three teaching sections per grade will provide greater opportunities for deeper learning in smaller class sizes. Our intent is to focus our resources on teaching and learning as much as possible and to use our magnificent new facilities for their originally intended purposes. Further, we are developing a new schedule to support a better balance of Academics, Athletics and the Arts and to provide longer blocks of time to support collaborative and interdisciplinary learning.

Though perhaps not the truest indicator, one sign of Allen-Stevenson’s lasting impact on our students might be their remarkable high school alternatives. It is very gratifying that our boys will be matriculating in the fall at superb institutions that are well matched to what they need. More important, they embark on this next chapter in their education with all the enthusiasm and self-confidence they have gained through a variety of deeper learning experiences before the challenges...
of secondary school and college. That’s what *Younger, Longer, Better* describes!

Seeking stability and continuity, but taking change as a given, *Younger, Longer, Better* provides some background for considering three central questions I have posed previously:

1. **What makes Allen-Stevenson’s educational experience profoundly relevant, valuable and transformative for our boys?**
2. **What can make the components of their educational experience better, even stronger?**
3. **What should be the right balance between stability and change?**

Since 1883, Allen-Stevenson has bound us together as a community. It delights me to watch younger boys mature and eventually become adults, sending their sons or grandsons to Allen-Stevenson, and even taking on the roles of stewardship for the School. On behalf of all of us who are part of this great institution, I sincerely thank you for your dedication to the work we do together.

*Fortiter et Recte!*

David R. Trower
Head of School

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