



Assistant Head of School for
the Academic Program
for July 2021
www.kingsley.org

Kingsley Montessori School seeks candidates for the position of Assistant Head of School for the Academic Program, effective July 1, 2021. Located in the heart of Boston's Back Bay, Kingsley is a leading independent day school that serves 300 students from Age 2 through Grade Six. Kingsley's mission is to engage the mind, hands, and heart of each child to nurture resilient explorers, confident learners, and empathetic citizens. Kingsley does this by empowering students to take control of their learning through a combination of Montessori education, which emphasizes student-led learning, and a challenging, integrated, and progressive curriculum. By combining freedom of choice with high expectations, Kingsley prepares children to take on new challenges and to make a positive impact on their world.

The Assistant Head of School will work closely with the Head of School to oversee the Educational Leadership Team and the academic program to ensure continuity throughout the grades. The successful candidate will be an experienced, compassionate, and program focused educator who can build relationships and lead the teachers who are dedicated to knowing every child as an individual and acting as a guide for each child by paying special attention to students' interests, questions, and achievements. An understanding of Montessori education will be helpful but not required for the person in this position. Candidates with advanced degrees and strong backgrounds in independent school administration, teaching, program development, and DEI work will be preferred.

Early Childhood

The Montessori Toddler Curriculum supports the social, emotional, cognitive, and physical development of the child. The teachers create a nurturing, inviting, and orderly setting in the classroom referred to as the "[prepared environment](#)" to help guide this development. The activities in this environment lead the child to build [order, coordination, independence](#), sensory motor skills, socialization skills, self-esteem, inner security, and habits of concentration.

The Montessori Preschool Program supports the social, emotional, cognitive, and physical development of the child. The teacher thoughtfully prepares the classroom environment to invite curiosity and stimulate learning. By making independent choices, the child develops self-motivation, self-regulation, and problem-solving skills. Learning moves from the concrete to the abstract through manipulating, [experimenting, and discovering](#). The three-year cycle is a fundamental element of Montessori education. Within this model, the youngest child looks to and learns from her older peers, who



act as role models and classroom leaders. The child remains in the same classroom for three years, beginning as a three-year-old and finishing as a Kindergarten student.



The Kindergarten Entry Program (KEP) is an entry point to Kingsley where 15 -20 new four-year-old or Kindergarten students who have attended other preschools are welcomed into the school. Most are unfamiliar with learning in a Montessori environment. To help these new students adapt to our school and gain confidence in this setting, we created the KEP, which follows the Kingsley Preschool curriculum with a focus on the needs of older children.

Lower Elementary

The Montessori Lower Elementary classroom continues to support the physical, social - emotional, and intellectual growth of the child established in the Early Childhood Programs. At Kingsley, there is an increased emphasis on intellectual development as the students prepare to enter the rigorous Upper Elementary program.

The Lower Elementary classroom environment is prepared with carefully selected [didactic materials](#) that are available to the students for learning. The daily schedule includes whole group lessons and a work cycle during which teachers give small group lessons, and students select work from each of the curricular areas. The classroom teachers carefully monitor the students' work selection in order to ensure that students are consistently growing their skill sets in all areas of the curriculum. Co-Curricular classes, including Visual and Performing Arts, Science, Physical Education, Library, and Technology often take place both during and outside of the work cycle.

The Lower Elementary classroom operates on a three-year cycle. Students from First through Third Grade work together in the classroom, each following an individualized educational program determined by collaborative work between parents, teachers, and students. Concepts are presented according to a spiraling curriculum, meaning that they are revisited during each year of Lower Elementary in greater depth. In addition, concepts are presented from the big picture to the details, meaning that teachers seek to teach all lessons in context. Finally, the Elementary program represents what Dr. Montessori referred to as materialized abstraction, meaning that all concepts are presented with the most concrete materials first, and then with increasingly abstract materials as students mature intellectually.



In addition to following the traditional principles of Montessori, Kingsley distinguishes itself in several ways. At Kingsley, the arts and sciences are decoupled from the traditional Montessori curriculum, and yet remain integrated with the classroom. For example, the Visual Arts teacher has worked closely with one classroom to plan a unit on the History of Writing. The classroom teachers present historical aspects of the unit while the Visual Arts teacher works to bring the unit alive by

having the students create pictographic alphabets on clay tablets. Another way that Kingsley distinguishes itself at the Lower Elementary level is through the design and implementation of a special curriculum for Third Grade students. As they prepare to move to Upper Elementary, teachers provide the students with learning opportunities to act as role models and leaders for their younger classmates. In science, the third-grade students attend a special science class to learn the material. They then present it to their younger classmates in the science lab, under the supervision of the science teacher.

Upper Elementary

Upper Elementary age students are in a period of tremendous physical, social, and intellectual growth. The Upper Elementary program recognizes this growth and sets goals that constantly support the students in this phase of rapid development. With [Montessori philosophy](#) as a springboard, the Upper Elementary program recognizes that upon graduating from the School, students will be attending a variety of [highly competitive middle school programs](#).

As such, teachers work with students starting at the Lower Elementary level to set goals that prepare students to make this critical transition. These goals become increasingly important with each year in Lower Elementary, and by Upper Elementary they act as a driving force in each student's individualized curriculum. Some of the goals of the UE program include instilling a love of learning, research, and the process of discovery; making connections across disciplines; and building resourceful, eloquent communicators who can confidently present compelling insights, creative solutions, and informed opinions.



Upper Elementary classrooms are carefully prepared environments that allow students to pursue their work independently and cooperatively with other students. Having developed a broad academic skill set as well as the ability to begin to move from concrete to abstract thinking during their time in Lower Elementary, Upper Elementary students engage in increasingly complex abstract lessons. In fact, a hallmark of Kingsley's Upper Elementary program is each student's



ability to internalize abstract concepts and skills, and to then apply them in novel ways when presented with new challenges. The [highly integrated](#) curriculum encourages students to think about problems from an interdisciplinary point of view. The curriculum and teachers also support the natural growth-mindset of the students. Students are encouraged to seek out, discover, or create the resources that they need in order to achieve their goals.

Opportunities

Strategic

- 1) Assist in the completion of the strategic planning process (currently paused).
- 2) Develop a coherent and integrated academic program that integrates all three divisions, exploring the role of Montessori principles and progressive pedagogy at each level.
- 3) Support the School's commitment to diversity, equity, and inclusion (DEI) initiatives with a Community, Administrative Team, Staff, and Board of Trustees at the beginning of this work.

Academic Staff Support and Oversight

- 1) Coalesce Education Leadership Team (ELT) members into a well-functioning team. The ELT includes the Directors of Early Childhood (EC), Lower Elementary (LE) & Upper Elementary (UE); Director of Auxiliary Programs; and Co-Directors of Student Support (Social Emotional Learning and Academic Support).
- 2) Oversee professional development to strengthen Social Emotional Learning support and competencies for all learners, as well as deepen the practice of differentiated instruction, Project Based Learning, and progressive and traditional curriculum building.
- 3) Recruit and retain qualified teachers in EC, LE & UE in collaboration with the appropriate Director and Faculty.
- 4) Promote conversation, collaboration, open feedback and reflection by supporting and overseeing the School's use of the Folio Collaborative platform for professional growth.

Academic Program Oversight

- 1) Oversee development, implementation, and assessment of curriculum schoolwide:
 - a) Monitor and anticipate emerging trends in education and, with colleagues, assess their relevance to Kingsley.
 - b) Review effectiveness of specific academic programs, especially math and literacy, and the use of educational technology.
 - c) Integrate curriculum, especially between Core and Co-Curricular disciplines (Co-Curriculars include Science, Library, Visual Arts, Music, and Physical Education).
 - d) Review effectiveness of current forms of individualized assessment for all learners as well as the means by which student progress is communicated, especially progress reports and parent conferences.
 - e) Oversee the establishment, implementation, and review of the School's academic schedule and calendar.
- 2) With the Educational Leadership Team and Faculty:
 - a) Oversee and manage the implementation of each student's academic program.
 - b) Partner with teachers and families to assess, develop and, if necessary, provide appropriate support for struggling students.
 - c) Ensure teachers remain informed about, and current with, appropriate support resources and measures for students and families.



- 3) Serve as academic program liaison with all school constituencies:
 - a) Develop, oversee, and assess curriculum and program-based outreach events.
 - b) Serve as intermediary between the School and the Parents Association.
 - c) Collaborate with the Associate Head of School/Chief Financial Officer and Head of School to ensure alignment between annual budget and academic program.
 - d) Collaborate with the Admissions Director and Education Directors to implement effective internal and external admissions and retention processes.
 - e) Provide regular updates about the Academic Program to the Board of Trustees.

Qualities & Attributes

- 1) Empathy, compassion, patience, good humor, and courage.
- 2) Strategic thinker and innovator who can build relationships, gain trust, and navigate difficult conversations successfully.
- 3) Community and team builder with a systems approach to change implementation.
- 4) Deep and broad knowledge of educational philosophies and pedagogy, from traditional to progressive, including familiarity with Montessori pedagogy and curriculum (Montessori teaching experience and credentials are not required for this position).
- 5) Strong understanding of Social Emotional Learning (SEL) and positive reinforcement strategies such as RULER and Think: Kids that develop emotional intelligence skills in children and the adults who are involved in their education.
- 6) Knowledge of and experience with contemporary DEI philosophy and best practices.
- 7) Mastery of curriculum development and instructional design including familiarity with Understanding by Design (UbD) framework.
- 8) Data-driven program developer and refiner.
- 9) Knowledge of philosophies and best practices for educational technologies.



Qualifications

- 1) Experienced and accomplished teacher, project manager, relationship builder, and school leader.
- 2) Advanced degree in educational administration or a relevant field.
- 3) Excellent communication skills with writing, public speaking, and interactions with colleagues and families.

Possible Projects

- 1) Assist with the development and implementation of the School's strategic plan.
- 2) Develop a coherent, integrated program that addresses the relationship between Montessori principles and progressive pedagogies within each division and across all three divisions.

- 3) Develop a DEI program at every level.
 - a) Build a staff-focused professional development program.
 - b) Assist faculty as they create a schoolwide Anti-Bias, Anti-Racist curriculum.
 - c) Oversee the design of a more inclusive hiring and onboarding process.
 - d) Develop constituent working groups for families, staff, and trustees.

Application Process

Kingsley has engaged Educational Directions, a national executive search firm, to assist the Head of School and the Kingsley Community with the search. Nominations can be made, and all interested candidates can inquire, in confidence, to Sam Richards at srichards@edu-directions.com.

Candidates are encouraged to start the application process as soon as possible. We ask that candidates submit:

- A Letter of Interest specifically stating why you are attracted to this opportunity.
- Current resume or CV
- At least five (5) professional references including email, phone and your relationship to the reference (references will not be contacted without the candidate's permission)
- A brief personal statement which may include your philosophy of education and leadership
- Reference letters are welcome but not required
- Any additional information you believe would help us get to know you better

The process will include several phone and/or Zoom conversations with the search consultant and a video conference interview.

Candidates are strongly encouraged to explore the [Kingsley School website](#).



Search Calendar

This will be a fast-moving search with completed applications due by the middle of February, first round interviews in late February, finalist interviews in March and an appointment by April 2021.

Applications completed as soon as possible
Candidates notified of their status by end of February 2021
Semifinalist interviews end of February – early March 2021
Finalists interviews March 2021

Finalists may be expected to undergo a third-party background check and the appointed candidate will be subject to the Commonwealth of Massachusetts mandated background checks.

Kingsley Montessori School reserves the right to accelerate the search process and calendar based on the make-up of the candidate pool.

Kingsley Montessori School and Educational Directions value and celebrate diversity because it makes us a better employer, builds a stronger school community, develops a sense of collaboration, and encourages mutual respect and broader thinking. We are an equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, gender identity, sexual orientation, pregnancy and pregnancy-related conditions, or any other characteristic protected by law.

