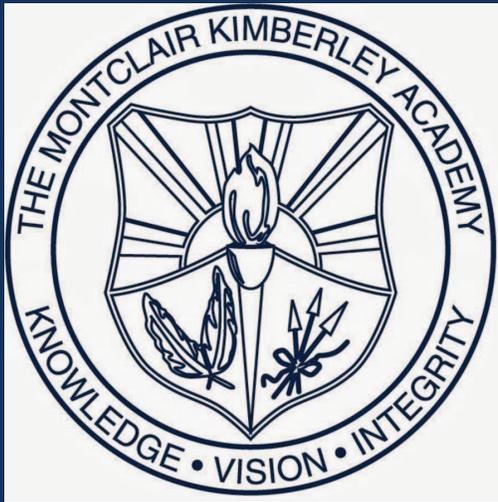




MONTCLAIR KIMBERLEY ACADEMY
MONTCLAIR, NEW JERSEY
HEAD OF PRIMARY SCHOOL (GR. PK-3)
JULY 1, 2018
mka.org



**Carney
Sandoe**
& ASSOCIATES



Mission

MKA's challenging, engaging and innovative academic program provides a vibrant and transformative education. Our faculty's deep and genuine understanding of our students as individuals and learners fosters their ethical development, intellectual growth, and personal success. MKA's diverse, collaborative and inclusive community inspires students to lead lives of noble character, purpose, and distinction.

THE POSITION

Montclair Kimberley Academy (MKA), an award-winning and exceptional college-preparatory, coeducational, independent day school serving approximately 1,030 students, grades Pre-K–12, on three campuses, seeks a Head of Primary School (grades Pre-K–3) to lead the students, faculty, and parents effective July 1, 2018. MKA reflects the diversity, vibrancy, and strong community spirit of its town. In addition to three age-appropriate campuses, MKA is distinguished by a curriculum unified by the school's mission, including Pre-K–12 programs in writing, research, and the Culture of Integrated Ethics. The integration of technology to improve teaching and learning is implemented by faculty committed to ongoing professional growth and development. MKA is a school of thought, turning inquiry into insight and intentionally fostering balance in students' lives so they can develop their infinite potential in and out of the classroom.

SCHOOL HISTORY

Today's MKA, established in 1974, is the product of a merger of three separate schools: Montclair Academy, a boys' school founded in 1887; The Kimberley School, a girls' school founded in 1906; and Brookside, a coed school founded in 1925.

Montclair Academy was established by several leading Montclair citizens as a school to prepare their sons for college. Under the leadership of John MacVicar, the school opened with 32 boys and expanded to include a boarding facility in 1891 and was renamed Montclair Military Academy. At the end of World War I, the school name reverted to Montclair Academy and by 1925 had an enrollment of 300 boys. In 1906, Miss Waring's School and Studio for girls opened and was renamed The Kimberley School in 1909. Brookside School, a progressive, coeducational school for kindergarten through grade six, was founded in 1925 by a group of local parents.

In 1950, the trustees of Montclair Academy purchased Brookside School, creating a school whose graduates would attend both Montclair Academy and The Kimberley School. After acquiring additional property on Lloyd Road in 1963, Montclair Academy broke ground for a new campus, which today houses the Upper School.



The Kimberley School was also expanding and in 1949 purchased and renovated the old Montclair Athletic Club on Valley Road, which is currently home to the Middle School.

In 1968, Montclair Academy and The Kimberley School began to offer cross-registration for certain classes in addition to shared social events and theatrical productions. After intensive study, the trustees of both decided to combine to create a new school, and in September 1974, Montclair Kimberley Academy was established. The school thrived, emerging as one of the largest independent day schools in the state. Under the leadership of Dr. Peter R. Greer, both the Upper and Middle School campuses were designated as National Blue Ribbon Schools of Excellence, and all three campuses underwent major facility upgrades.

Thomas W. Nammack came to the school in 2005 as MKA's fourth headmaster. Under his leadership, ambitious Goals for Strategic Planning were established and implemented, including the introduction of a Chinese Language Program (2009), a 1:1 Laptop Learning Program for all students in grades 4-12 (2010), an extensive Global Experience Program (2012), as well as facility upgrades.

MKA has built on the tradition of excellence of its founding schools while maintaining rich traditions, and offers its diverse student body a challenging, innovative, college-preparatory education.

THE SCHOOL

MKA is committed to providing all students in grades Pre-K-12 with opportunities to develop their infinite potential, in terms of both intellect and character. Guided by the school's motto—Knowledge,



Vision, Integrity—MKA encourages active participation in the arts, athletics, and service learning to enhance the growth fostered by the depth and breadth of the academic program. Hallmarks of the MKA experience include three age-appropriate campuses, a commitment to diversity and inclusion, and faculty professional growth and development.

The school delivers an innovative education that combines excellence in teaching, creativity in curriculum, and a highly personal, technology-enriched environment. As a result, students have the capacity to think critically, the confidence to stretch their limits, and the preparation required to meet the real-world challenges ahead.

Dedicated to their own learning as well as their students', MKA faculty are committed to a continuous process of inquiry. The school allocates significant funding to support faculty members' professional development. The Professional Growth Process (PGP) engages every faculty member in an ongoing process of inquiry, reflection, and adjustment of practice. On-site professional development workshops provide opportunities for faculty to inquire, explore, collaborate, and experiment with new ideas. Faculty members are financially supported in their graduate work and travel locally and globally to attend conferences and workshops with renowned experts.

With 85 towns represented in the student body, 16% faculty of color, and 29% students of color, MKA is dedicated to diversity and inclusion. Inherent in an excellent MKA education are two values central to its work in diversity and inclusion: that MKA has a responsibility to prepare students for a society that is growing more complex and global, and that all students work best when they—and their families—are seen, known, and truly accepted for who they are. The school continues to build cultural competency, relying on its ability to empower students, families, faculty, and staff to create a more inclusive community. A team of faculty serve as diversity and inclusion practitioners and

COLLEGE MATRICULATION

Typically, a quarter of any graduating class of approximately 110 students began their MKA education in the Primary School. The following is a list of colleges and universities at which three or more MKA graduates are currently enrolled:

American University	Fordham University	Pennsylvania State University
Amherst College	Franklin & Marshall College	University of Pennsylvania
Babson College	Georgetown University	Princeton University
Bard College	Harvard University	Rensselaer Polytechnic Institute
Bates College	Haverford College	University of Richmond
Boston College	Kenyon College	Rutgers University
Brown University	Lafayette College	Skidmore College
Case Western University	Lehigh University	Smith College
University of Chicago	University of Maryland	University of Southern California
Claremont McKenna College	University of Massachusetts	Stevens Institute of Technology
Colgate University	Miami University of Ohio	Syracuse University
Columbia University	University of Miami	Tufts University
Cornell University	University of Michigan	Tulane University
University of Delaware	Michigan State University	University of Vermont
Dickinson College	New York University	University of Virginia
Duke University	Northeastern University	Wellesley College
Elon University	Northwestern University	Wesleyan University
Emory University	Oberlin College of the Arts and Sciences	Yale University
Fairleigh Dickinson University		

help lead the entire faculty in the development of multicultural curriculum as well as the policies and procedures that shape everyday life. A Diversity and Inclusion Parents Committee serves as a source of guidance and feedback to the leadership of the school and was instrumental in developing the school's Diversity and Inclusion Statement of Purpose and establishing affinity groups, such as the Parents of Students of Color.

ACADEMICS

Learning at MKA centers on appropriate intellectual challenge, thoughtfully coupled with academic and social/emotional skill building. Teachers integrate carefully reviewed educational research and technology into their classrooms while modeling collaboration and lifelong learning.

The MKA Core turns shared learning into a deep, multifaceted understanding of the world and what it means to be human. In humanities, the Core guarantees that all students explore the works and concepts of a diverse group of authors, artists, political leaders, and inventors. The Core of science and math study at MKA develops understanding through hands-on learning, exploration, and problem-solving. Faculty members nurture curiosity as they teach students to think like scientists and mathematicians. As a result, students come to appreciate complex problems and develop the inspiration and capacity to solve them.

Through a combination of classroom learning and real-world involvement, MKA's Global Experience fosters students' intellectual and personal engagement with the world. Beginning in Pre-K, students build essential foundations for better understanding and interact with the world through service



learning, by studying a world language and culture, and in the thoughtful and reflective study of social studies and literature.

Research at MKA is a cumulative, interdisciplinary experience, guided by a common understanding of the process of inquiry. The MKA Research Cycle provides a consistent, common structure to enable students to transfer research vocabulary and skills from year to year and discipline to discipline. In fields from science to history to global citizenship, students at all grade levels use the MKA Research Cycle to ask their own empirical questions, develop hypotheses or theses, and synthesize research findings to draw and communicate their conclusions. For example, after learning about Pueblo storytelling, first-grade students use clay to craft storytelling dolls in art and then record their own stories using iPads in library class.

MKA students work to develop habits of inquiry and reflection as the building blocks of their own moral and intellectual character. They learn about themselves and how they can impact the world around them. MKA's Culture of Integrated Ethics, rooted in the MKA Character Standards (respectful, friendly, responsible, confident, temperate, fair, informed, and honest), brings together many different facets of MKA's curriculum and school culture. As students question, reflect, collaborate, and problem-solve, they are intentionally practicing the habits of good character and engaging in an authentic and relevant Culture of Integrated Ethics.

MKA's technology program supports curriculum and instruction, communication, and faculty professional development in ways that intentionally promote learning and innovation. Recognized as an Apple Distinguished School for 2013–2017, MKA provides dynamic, effective technology tools to faculty and students. All teachers and students in grades 4–12 are provided with individual MacBook Air laptops, while Primary School students have access to iPads and mobile laptop carts. MKA has



secured a national reputation for excellence in the field of educational technology and is regularly visited by teams of educators from across the country interested in implementing 1:1 laptop programs in their own schools and districts.

PRIMARY SCHOOL (PRE-KINDERGARTEN - THIRD GRADE)

The Primary School curriculum fosters a joyful learning environment that both encourages and challenges students to develop their academic skills, curiosity, ability to problem-solve, and love of learning. Always responsive to the continually growing body of research on how students learn best, faculty consciously craft the curriculum to promote students' academic growth and to ensure that students are able to take increasing responsibility for their learning as they grow. Students learn to understand themselves and one another to build caring, supportive, and cooperative relationships. Following the Reggio-Emilia philosophy of early childhood education, students' creativity and teachers' guidance make anything possible.

At the Primary School, academic and social-emotional learning go hand in hand. The Primary School was recently commended by the New Jersey Association of Independent Schools during the reaccreditation process for its social-emotional learning programs. Various programs, including Collaborative and Proactive Solutions (the philosophy of Dr. Ross Greene), an anti-bullying program based on the Olweus approach, the school's character standards, and the social-emotional competencies for the MKA community, inform curricular decision-making.

PRIMARY SCHOOL BELIEF STATEMENTS

We believe that...

1. A love of learning is nurtured through opportunities for exploration, creative expression, risk-taking, self-discovery, and choice.
2. Children grow intellectually and meet or exceed increasing academic expectations when they are appropriately challenged and their efforts are celebrated.
3. Developing social and emotional skills is essential for building good character, problem-solving abilities, collaborative relationships, and community—and for intellectual and academic growth.
4. Teachers must cultivate a personal relationship with each child by respecting and honoring his or her diverse perspectives and needs.
5. Engaging and understanding the individual child as a learner requires ongoing assessment for growth to inform adjustments to instruction and learning strategies founded in current educational research.
6. Flexible, student-centered classrooms honor students' voice and choice, provide opportunities to discover and pursue passions, and support creativity.



Students begin each day with a classroom Morning Meeting, rooted in the Responsive Classroom approach, one of the most important times of the school day for creating a sense of community and setting a positive tone for learning. In the classroom, students transform into practicing writers, readers, mathematicians, and social scientists. They engage in reading and writing through read-aloud, shared reading, interactive writing, Word Study, literacy centers, and Reading and Writing Workshops based on the Teachers College Reading and Writing Project. Math lessons, the foundation of which comes from the *Everyday Math 4* curriculum, encourage students to understand the mechanics of mathematics and the concepts that inform mathematical computation, thinking, and problem solving. Social Studies additionally encourages students' inquiry, supported by the MKA Research Cycle, not only to find answers, but also to synthesize, interpret, and present information for an audience.

All students travel throughout the school for their "encore" classes with professionals who are subject-area specialists in world languages (French or Spanish), visual art, music, dance, physical education, and information literacy (library). Students in kindergarten through grade three travel to the science lab for classes with the science



teacher. Pre-K teachers collaborate with the science teacher to incorporate scientific investigation into student-driven, project-based learning. These opportunities for students to work with experts across their Primary School years provide them with targeted, developmentally appropriate immersion in areas that foster self-expression, as well as intellectual and physical growth.

In keeping with current research on the importance of play to children’s learning, all Primary School students have two recesses each day. Recess activities are varied and provide students with nearly limitless choice in how they will move and explore—as part of a team, a group, or individually. The Nature Explore Outdoor Classroom, located adjacent to the PE field and playground, provides a host of opportunities for students to explore and play in a natural surrounding—a place to imagine, construct, create, uncover, share, ramble—with their classes and during recess.

Weekly assemblies and special events provide students with many ways to engage with the curriculum outside of the classroom. Students often take an active part in Friday assemblies, and they also learn to be an attentive, participatory, and appreciative audience. Assemblies feature varied and enriching presentations that appeal to third grade as much as they engage Pre-K students. Outside presenters, theater troupes, school-wide concerts, and class plays fill the calendar. Presenters range from Franklin Institute scientists to magicians and performers who support the school’s “We Care” and anti-bullying initiatives. Speakers and performers often share their experiences or help students understand not only diverse holidays and celebrations, but also diverse traditions and customs. Additionally, Upper School students visit to share their talents and expertise.

Class trips are planned both to promote students’ learning and to enhance their appreciation for the diverse world around them. Some trips allow students to explore and document their local neighborhood surroundings on foot. Others explore the world beyond the local community.



A highlight of each K-3 student's year is participating in the staging and performance of a class play. Beginning in kindergarten, students contribute to interpreting the script, and in-depth character analysis provides the foundation for dramatization. This is an exciting and authentic application of students' reading and collaboration skills. Through their involvement in role playing and in shaping the production, students develop the skills of listening and speaking confidently for an audience—as well as acting, dancing, and singing. With the support of the art teacher and the classroom teacher, students design their own sets and costumes. As they stage the production, students and teachers provide each other with continual feedback. A dress rehearsal provides additional audience feedback, which students use to adjust the production before performing for the entire Primary School and special guests.

At its core, the division focuses on the whole child, where development of the social-emotional life of the child is the gateway to intellectual growth and academic success. The Primary School is known within the larger MKA community for its student-centered approach, its balance of nurture and age-appropriate challenge, and its commitment to curricular and professional development.

STUDENT LIFE

In addition to its strong academic program, MKA ensures its youngest students are active members of the school and greater community. The Primary School introduces children to the joys of giving and the responsibility for helping members of both the immediate and global community. Curricular engagement ranges from reading appropriate, empathic literature to participation in classroom activities designed to empower students to affect caring actions and change.



The Primary School has a partnership with Toni's Kitchen, a soup kitchen in the neighborhood. Students walk to Toni's to do service on multiple occasions during their Primary School years, whether donating farm produce they have picked themselves or setting the tables for soup kitchen guests. Students also participate in an all-school service project as part of the bi-annual Thanksgiving Share. The sustainability movement at MKA leads by example to foster students' ethical development. As students move through MKA, they are encouraged to be leaders in responsible use of their resources and stewards of their community. Even MKA's youngest students take an active role in sustainability. Each grade has a triple bin for recycling, and students in each classroom have weekly recycling responsibilities.

Special MKA traditions include the whole-school Gathering at the Upper School, the Halloween parade, Thanksgiving Share (where students and faculty share a holiday meal), Grandparents' and Special Friends' Morning, Maypole Dance (a tradition from The Kimberley School), the Primary School Art Show, Field Day, and the Moving Up Ceremony. The Book Fair, Scholastic's largest in the country, attracts current children's authors and illustrators, who speak with MKA students about how they approach their craft. One of the most heralded events of the year, the Book Fair is a whole-school celebration for MKA's student authors and readers.

MONTCLAIR, NEW JERSEY

With an eclectic arts scene, world cuisine, and a vibrant downtown, Montclair is a township of nearly 38,000 residents. The township has long celebrated its diversity, a feature that has attracted many to the community. Since Montclair is on the direct train line to NYC, it is similarly attractive to those who



wish to live or commute to New York City and the Metro Area. Most residents live close to commercial areas, and the walkable downtown areas of Bloomfield Avenue and Church Street are lined with locally owned shops and restaurants.

Montclair is home to a unique group of writers, artists, and musicians, whose presence is felt in the vibrant downtown and in the theaters and arts venues around Montclair. The Montclair Art Museum offers a host of both permanent and changing exhibits, concerts, and films; and several small galleries dot the area. Live theaters include The Montclair Operetta Company, the Wellmont Theatre, Montclair State University's Kasser Theater, and the Studio Playhouse. On Bloomfield Avenue there is a public stage used for concerts and other events. In 2017, the semi-professional Montclair Orchestra was formed. The annual Montclair Film Festival offers a week of film screenings and lectures in May at various venues around town, including the Weiss Auditorium at the Upper School.

Sports enthusiasts enjoy the Yogi Berra Museum & Learning Center on the campus of Montclair State University, as well as the New Jersey Jackals professional minor league baseball team, which plays at Yogi Berra Stadium. There are also 18 public parks and two nature preserves within the town border.

Montclair is noted for its historic architecture. It is home to six historic districts listed on the state and the national Register of Historic Places, 92 individually listed landmarks, and two locally designated commercial districts. The Israel Crane and Nathaniel Crane Houses, are available for tours as part of the Montclair Historical Society.

OPPORTUNITIES AND CHALLENGES

The Head of Primary School position is as unique as it is appealing.

Opportunities

- With the retirement of the campus's long-serving leader, Ginger Kriegel, and with an 11,400-sq. ft. addition and campus renovations set to break ground in the summer of 2018, the Primary School at MKA is on the verge of a new chapter and offers boundless opportunities for the new Primary School Head to innovate.
- The faculty are talented and innovative, constituting a deeply positive and mutually supportive teaching community. The next Primary School Head has the opportunity to lead in a dynamic teaching and learning environment where the faculty and other administrators are committed to the continuous improvement of the program and curriculum.
- The school recently embarked on an inclusive strategic planning process, which has manifested itself in newly devised Strategic Planning Goals. The next Head of Primary School will have the opportunity to work with the rest of the Administrative Council to design implementation plans for these transformative goals.
- The Head of Primary School is responsible for all day-to-day, campus-wide operations. Located on a separate campus from the Middle School and Upper School, Brookside (as the Primary School is also known) offers the Head of Primary School exciting opportunities for leadership and growth.

Challenges

- There is a high level of collaboration among all divisions, and particularly between the Primary and Middle Schools, but proximity makes frequent and in-depth collaboration challenging. The next Primary School Head will need to partner with the Middle School to develop new and creative ways to ensure the continuity of the Pre-K–5 curriculum and student experience.
- The next Head of Primary School must be able to identify areas of the academic program that are successful (e.g., Responsive Classroom and the Reggio-Emilia approach to early childhood education) and identify and implement research-based practices in early childhood education that would augment what is already happening at the campus.
- Succeeding a long-standing and successful Head of Campus like Ginger Kriegel will require a thoughtful combination of leadership and management.
- Even though the Primary School is enjoying recent upward enrollment trends, the new Head and the Admissions Team need to think strategically and creatively to stabilize enrollment in a demographically challenging market.
- The diversity of the Primary School faculty currently lags well behind the diversity of its student population. The next Primary School Head will need to work with our diversity and inclusion team to recruit and retain a more ethnically and racially diverse faculty.

QUALITIES AND QUALIFICATIONS OF THE HEAD OF PRIMARY SCHOOL

Montclair Kimberley Academy seeks a Head of Primary School who:

- Is caring and warm;
- Is committed to a student-centered approach to educating children;
- Can lead professionally in a complex organization;



- Demonstrates the calm confidence that comes from prior leadership experience;
- Collaborates well and is decisive when needed;
- Possesses strong personnel management skills;
- Has prior teaching experience at the Pre-K–3 level;
- Takes a research-based approach to identifying and leading implementation of best practices in education;
- Possesses excellent communication skills;
- Navigates sensitive parent and colleague conversations with confidentiality and empathy.

To APPLY

Interested candidates should submit the following materials as separate PDF attachments in one email:

- Cover letter expressing interest in this leadership position;
- Current résumé;
- Statement of educational philosophy and practice;
- List of five references, including name, phone number, and email address of each (references will be contacted only with the candidate's permission), to:

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