**Boston Day & Evening Academy**

**A Horace Mann Charter School**

**Program Leader (BDEA 2.0)**

**School Year 2019-20**

Boston Day and Evening Academy (BDEA) is seeking an extraordinary **Program Leader**  excited to lead a team of experienced and talented educators build a new BDEA program designed specifically for our young men of color, who have not been successful in traditional schools and are disengaged with current pedagogical models. BDEA is an innovative in-district charter high school whose mission is to serve students who are overage for grade level, many of whom have experienced life challenges that have impeded their education.

We are looking for a **Program Leader** excited to lead a new BDEA program (BDEA 2.0) that envisions the following mission statement, core values and instructional values.

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| **BDEA 2.0 Mission Statement** We are a student-led community. We collaborate to create meaningful learning experiences that give us the freedom to grow academically, develop agency, learn about ourselves, and acquire the skills to achieve our vision for the future. **Core Values:** In our community, consistently

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| 1. We have each other’s back
2. We are authentic and open with each other
3. We value transparency, integrity, and trust
4. We demonstrate mutual respect
5. We challenge mediocrity by setting high expectation for ourselves
6. We honor self growth and development
7. We hold each other accountable
8. We inspire and motivate each other
 | 1. We build responsibility and independence through collaboration and shared leadership
2. We acknowledge the historical and present racial, cultural, and economic discrimination all around us, and we commit to leading change in creating equity.
3. We help each other navigate and thrive in the dominant culture
4. We promote versatility and adaptability
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**Guiding principles:** * To provide students with relevant and engaging learning and life skills experiences, we will consistently provide:
* Relevant curriculum and “learning that sticks”
* Out-of-school learning opportunities
* A balance between self-paced and social learning
* An environment that understands that relationships are central and integrated with student supports
* Varied opportunities to meet competency assessments, i.e., service learning, project-based learning, internships.
* A community that supports learning as transparent and consistent
* Opportunities to build student agency, leadership, empowerment, self-knowledge, and vision for the future
* A consistent expectation that all staff meet students where they are (emotionally, academically)
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The **Program Leader** must demonstrate a commitment to working with urban youth and have a track record of working successfully with students who have faced ongoing academic and personal challenges. BDEA staff are expected to build strong relationships with students and provide consistent support through academic classes, enrichment activities, and a daily advisory (crew). Staff work collaboratively to develop and teach a competency-based curriculum, providing opportunities for students to exhibit proficiency in multiple ways including through projects, exhibitions and other alternative means of assessment.

#### Responsibilities

**Instructional Leadership**

Lead and supervise a team of educators (instructional and student support) to actualize the mission, core values and instructional values of BDEA 2.0, while continuing BDEA’s standard of academic excellence, rigor and culturally responsive education;

Collaborate with community partner Private Industry Council, to help support each student’s acquisition of a job, internship and career advancing experience as they develop through the program;

Promote the development of curriculum that encompasses the opportunities of high level classroom instruction using experiential project based and tech-supported learning practices (create yearly academic calendar and staff schedule that supports BDEA 2.0 design principles, coordinate PD time with BDEA flagship)

Continue the progress on creating and using data collection and analytical systems to inform our understanding of success in the new program, considering our unique setup as a program for over-age students;

**Student and Family Support and Engagement**

Work to create a school climate in which staff, students, parents and extended families, and the entire community can thrive and develop a mutual sense of trust, participation, understanding, and appreciation of diversity (coordinate with BDEA Leadership Team to collaborate on both BDEA flagship family events, while also hosting BDEA 2.0 family and student community building events);

Have the knowledge and capacity to understand the social and emotional needs of adolescents and their families. Support all staff’s implementation of restorative justice practices in compliance with BPS code of conduct;

**Management and Administration**

Work with BDEA’s head of school, registrar, director of operations and special education to ensure the program is in compliance with federal, state, and local regulations and requirements (student schedules, staff/student daily attendance, staff data entry requirements Powerschool and Connects, staff substitution, staff ordering/purchasing supplies per allocated budget, student food services);

Encourage innovation while maintaining a sustainable working environment for all staff;

Work with BDEA’s admissions manager to identify students who fit criteria for program ensuring program stays fully enrolled unless administration determines otherwise;

Value the voices of all constituents and work with staff, BDEA LT, and students to design (or re-design) policies and initiatives that will foster transparency and shared decision making;

With the support, guidance and resources provided by BDEA’s Leadership Team, work to establish connections with community partners, social emotional supports, career pathways, institutions of higher education and all school constituencies;

Participate on the BDEA Administrative Leadership Team;

Perform other duties as requested by Head of School.

**Terms: Full-time Managerial C or BTU Group I** (with required summer work + stipend)

**Terms**

Managerial position (Tier C), 40 hours per week, 223 days, with BPS excellent benefits provided. **Or** BTU position with required summer work plus stipend. As a Horace Mann Charter School, employees are paid a competitive salary in accordance with the BPS. The position is 223 work days between July 1st and June 30th each year. The employee will be required to adhere to the work conditions, including calendar, schedule and flexibility established by the School. The work schedule will be set by the staff member and the HoS according to school needs. Other benefits include Medical and Dental benefits, eligibility for City of Boston retirement.

**Qualifications**

***Required:*** *A successful candidate will …*

* Master’s degree required; MA High School Principal 9-12 license or eligibility for such license; three (3) years teaching experience;
* Experience reengaging off-track, at-risk, struggling and over-age students.
* Has demonstrated leadership experience, interpersonal skills and personal characteristics necessary for working effectively with students, teachers, administrators and parents
* Has excellent writing, communication and organizational skills
* Has experience establishing a collaborative, team-oriented atmosphere that honors diversity and enhances individual and community growth
* Has experience in working in a fast-paced, challenging environment
* Be student/learning-centered and staff/learning-centered, committed to coaching staff and students towards success
* Commitment to designing, implementing and modeling a competency-based curriculum
* Create a learning environment where the teacher is coach and student is worker
* Have a commitment to working with the families of our students and with parenting students
* Adhere to BDEA’s Non-Discrimination Policy (see below)

***Preferred:***

* Bilingual in Spanish, Cape Verdean or Haitian Creole a strong plus
* Prior work or volunteer experience with non-traditional students in an alternative setting
* Comfortable with a workshop and/or coaching approach to instruction
* Experience with any of the following: project-based learning, portfolio assessment, competency-based education, cooperative group work, integration of technology and cross disciplinary learning, expeditionary learning, alternative assessments and integrating school to career experiences into the curriculum
* A sense of humor

#### Application Procedure

If you would like to be considered for this critical leadership position, please send cover letter and resume to: BDEAopenings@gmail.com. Attn: BDEA 2.0 Program Leader

*Boston Day and Evening Academy, in accordance with its non-discrimination and zero tolerance policy, does not discriminate in its programs, activities, facilities, employment and educational opportunities on the basis of race, color, age, disability, sex/gender, gender identity or expression, religious beliefs, national origin, ancestry, retaliation, sexual orientation, genetics or military status and does not tolerate any form of intimidation, threat, coercion and/or harassment that insults the dignity of others and interferes with their freedom to learn or work.*