

LEADERSHIP OPPORTUNITY | MCLEAN, VA



MADEIRA

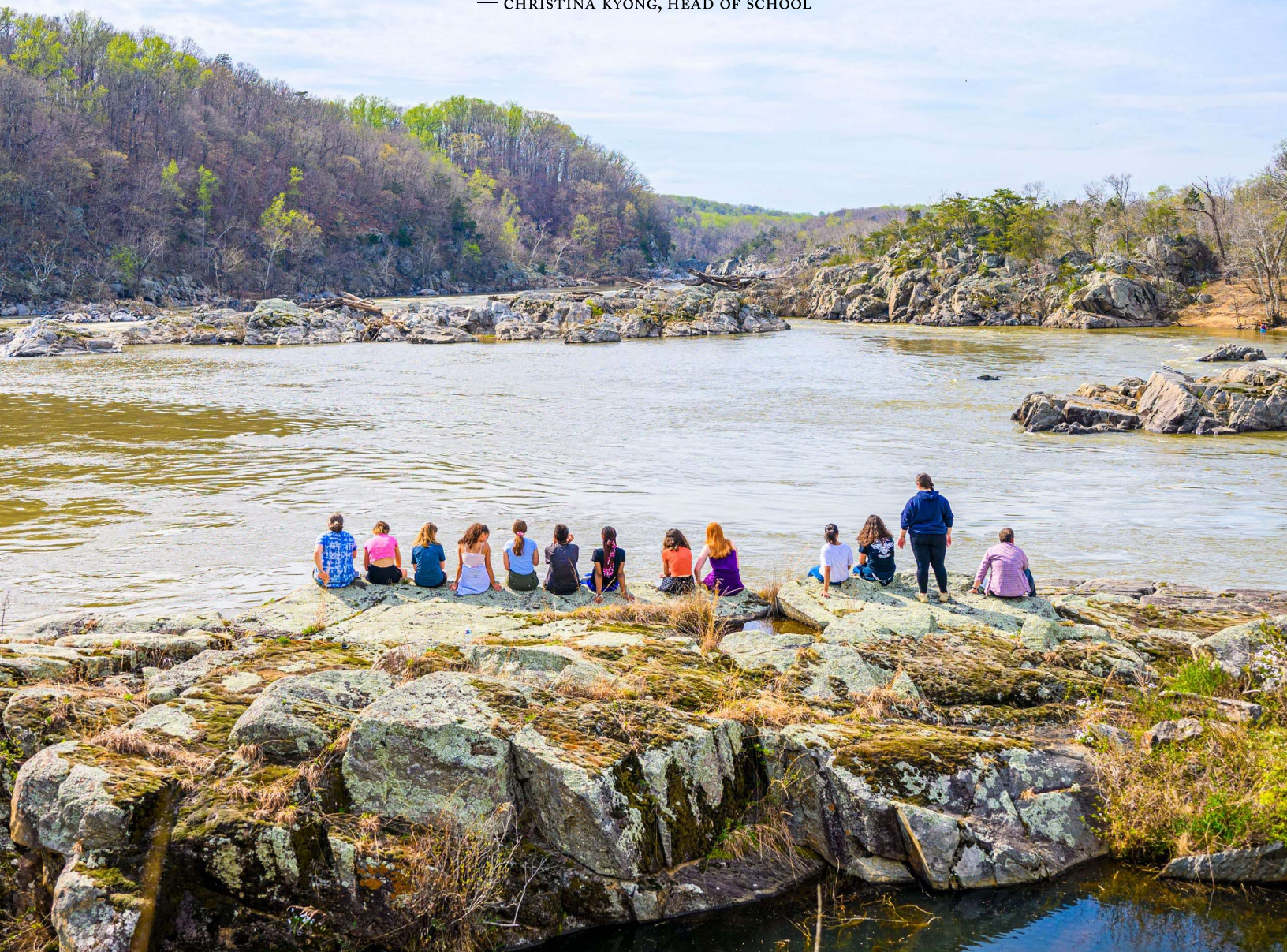
DIRECTOR OF BELONGING AND GLOBAL EDUCATION





“Madeira is a place where I found my people. People who are on the same journey as me, to launch women who will change the world. A community that likes to laugh and have fun. An environment that is walking along with each other on our journey of lifelong learning. A place where everyone can be their personal best. A place where we give ourselves the time to learn and to embrace the process of learning as embodied in our motto, “Festina Lente,” which means “Make Haste Slowly.”

— CHRISTINA KYONG, HEAD OF SCHOOL



LEADERSHIP OPPORTUNITY

The Madeira School, a highly-regarded, girls' boarding and day school in McLean, Virginia, is seeking a collaborative, engaging, and innovative leader to join them as the inaugural Director of Belonging and Global Education.

Serving 340 students in grades 9–12, Madeira is where young people gain confidence, courage, and real-world experience so that they can thrive in today's ever-evolving world. Founded in 1906 and incorporated in 1926, at Madeira, learning's purpose is not only for students to obtain the skills needed to thrive at college but also for students to understand themselves in relation to others, to be informed about their changing world, and to participate actively and confidently in life through leadership and service.

Reporting to Head of School, Christina Kyong, the Director of Belonging will join a new era of growth and evolution at Madeira. An integral part of the Senior Administrative team, the Director will work across all constituencies of the School to develop,

implement, and nurture a comprehensive DEIB strategic plan that aligns with Madeira's mission and values. Madeira is seeking a skilled leader with demonstrable experience in building and growing DEIB programming. The School aims to make significant and impactful progress in this area while recognizing that lasting change does not happen overnight. The Director must be thoughtful and open-minded in their assessment of the School today, and creative, diplomatic, and strategic in their plans for the future. Madeira is a school where students are leaders and learning is ambitious and personal. So, too, should the Director of Belonging be ambitious in pursuit of the work while maintaining a constant awareness of just how personal that work is to all stakeholders.





The Director of Belonging is a full-time, 12-month role working in partnership with the Head of School and the Senior Administrative team to provide strategic leadership in the area of diversity, equity, inclusion, and belonging.

The Director will provide guidance and insight into all aspects of administrative work related to the School's commitment to DEIB, and will also support the work of individual administrators, faculty, and staff in the implementation of the initiatives related to DEIB. With both students and faculty/staff as their priority constituencies, the Director will have a hand in student activities programming, curriculum development, professional development, admissions, and affirmative hiring and retention. This role requires full community engagement, visibility on campus, accessibility, transparency, and high emotional intelligence. As with all boarding schools, working at Madeira is a lifestyle choice that the Director will commit to joyfully and wholeheartedly.

THE POSITION

STRATEGIC PRIORITIES

The Director of Belonging will be a co-collaborator and thought leader in setting and furthering Madeira's vision and [strategic plan](#). The Director will be a dynamic advocate and ally, bringing big ideas and forward-thinking to the table, while also respecting the school and its current culture. By working in close partnership with key constituencies, the Director will work to prioritize the following:

- Develop and implement a comprehensive DEIB strategic plan that aligns with the school's mission and values, and includes all constituents of Madeira.
- Build an institutional audit for DEIB that marries the recently approved strategic plan and a gap analysis of the school's current efforts.
- Guide the Academic Dean, the Dean of Teaching and Learning, the Dean of Student Life and Culture, and the faculty to develop and implement both formal and informal systems that will support the social and academic experience of students within the context of diversity, equity, and inclusion.
- Identify resources and practices that will assist the Board and the Senior Administration team in their training and professional development. In this way (and others), the Director will assist the school's leadership in educating all parts of the school community about the work related to the school's commitment to DEIB, including parent education, resources related to teaching and learning, board training, etc.
- Help define what it means to be an "all-girls" school today and help develop a framework for how Madeira talks about gender while evolving with the ever-changing times.
- Develop curriculum and experiences that address Global Education best practices and standards
- Collaborate with the admissions team to attract a diverse student body.
- Develop and implement strategies to recruit and retain diverse faculty and staff.





ESSENTIAL FUNCTIONS

The Director will serve as the school's primary thought leader, strategic planner, and bridge builder around all areas of diversity, equity, inclusion, and belonging. Through collaboration, building trust, and transparent communication, the Director will attend to the following day-to-day duties:

- Lead the Equity Team, an advisory and action group of faculty and administrators committed to supporting the DEIB-related work and experiences within the community. This team guides programming and creates recommendations regarding policy and practice to ensure that the school sustains and expands its growth as an equitable and inclusive community.
- Assist the faculty and the Deans of Academics and Teaching and Learning in sustaining the work of implementing a curriculum and teaching practices that support knowledge and skill-building related to DEIB.
- Advise the Co-Chairs of DEI for Student Government and oversee the Student Diversity Board (heads of the student diversity clubs and multicultural organizations) to engage or support students and families, faculty and staff, and other school community members in DEIB-related programming (i.e., affinity groups, community dialogues, the parent association, Student Diversity Leadership Conference, etc.).
- In collaboration with Residential Life, identify, build, and launch programming for belonging that takes the boarding, day, international, and domestic profile into consideration. This includes but is not limited to Wellness, Dorm Life curriculum, gender identity development, etc.



THE SCHOOL

QUALITIES AND ATTRIBUTES

As the Director of Belonging is an inaugural role, it will be essential to learn quickly, listen intently, and provide recommendations on what the role will entail in future years. The Director must have demonstrated the ability to work collaboratively and build strong relationships with a diverse range of adult and student stakeholders. The Director will have a talent for seeing from the 50,000-foot level as well as executing on a granular one. They should be a curious learner who will come to the role with a tremendously high EQ and the ambition and credentials to drive the work of DEIB and the school to its full potential. The Director will be instrumental in securing success and positively impacting the community.

Additionally, the Director will be:

- Approachable, accessible, and collaborative
- Diplomatic
- Engaging, inspiring, and motivational
- Forward-thinking, visionary, and curious
- A fierce listener
- Honest, trustworthy, and transparent
- Humble and empathic
- Poised with outstanding communication skills, verbally and in writing
- Someone who deeply understands and is comfortable discussing the question of gender and how that topic is fast-evolving and nuanced
- Proactive in thinking about and planning for scenarios that might arise in the community related to DEIB
- Capable of operationalizing the work on DEIB





MISSION

Launching women who change the world.

VISION

Leading innovation in girls' education.

COMMUNITY VALUES

- Awareness of self and others
- Compassion
- Creativity
- Intellectual curiosity
- Integrity
- Resilience

EDUCATIONAL PHILOSOPHY

At Madeira, we believe:

Learning is active and experiential, joyful and personal. Guided by caring, expert teachers who model the School's values, students learn in various settings, from classroom to playing field, to dormitory, to congressional office. Working toward one's personal best deepens the habits of mind that lead to lifelong learning. Learning is its own reward.

Learning results from an intentionally designed, innovative, developmental, ambitious and girl-centered curriculum, which builds critical thinking, creativity and problem-solving skills. Each student has the opportunity to study discrete disciplines as well as explore connections between and across disciplines and learning environments.

Learning's purpose is not only for students to obtain the skills needed to thrive at college but also for students to understand themselves in relation to others, to be informed about their changing world, and to participate actively and confidently in life through leadership and service.

with special emphasis on gender and equity

- A compelling teacher and mentor on the subject of DEIB
- Persuasive with an ability to gain buy-in and support through influence
- Able to facilitate courageous conversations and operate comfortably in discomfort
- An accessible, aware, and in-touch member of the community
- A collaborative and innovative leader and manager
- A global education thinker and innovator

QUALIFICATIONS AND REQUIREMENTS

- Master's degree in a relevant field is strongly preferred (e.g., Diversity and Inclusion, Social Justice, Education, Sociology, etc.).
- Minimum of 5 years of experience in a DEIB leadership role within an educational setting (preferably at the secondary level).
- DEIB content expert.
- Strong understanding of the unique challenges a girls' high school community faces.
- Excellent communication, facilitation, and interpersonal skills.
- Proficiency in systems thinking, analysis, and reporting.
- Commitment to staying current on DEIB best practices and industry trends.
- Proven experience in professional development as it relates to DEIB.
- Training in restorative practices and grading for equity is preferred.
- Training in sharing constructive feedback in a way that it will be heard and received is preferred.
- Familiar with mental health and neurodiversity and how they relate to DEIB.

THE SCHOOL

The Madeira School is an all-girls boarding and day school for students in grades 9–12.

Serving 340 students on a wooded 376-acre campus, Madeira provides an exceptional academic and community life experience where students graduate with inspired goals, essential life skills, and an impressive resume. Madeira was founded in 1906 by Lucy Madeira with the belief that it is the school's duty and privilege to help young women understand their changing world and to have the confidence to live lives of their own making, their own passions, and their own dreams. With an innovative co-curriculum, personalized attention, and a global perspective, Madeira develops independent thinkers who graduate confident in their abilities and future plans.

THE PROGRAM

A leader and innovator in girls' education, Madeira has re-designed academics to make learning active, experiential, joyful, and personal. Deep learning crosses disciplines, connecting STEAM with the humanities, language with the arts, and classroom instruction with real-world experience. It is an innovative, rigorous, and girl-centric curriculum that builds critical thinking, creativity, and problem-solving skills.

Modular Schedule

Madeira's modular schedule is designed around how girls learn best. Students take three classes at a time, which gives them more time for deep, ambitious learning and a better opportunity to retain what they have learned. With fewer, longer classes, breaks between periods, and time to explore interests and passions, Madeira's modular schedule allows girls to flourish both in and out of the classroom.

Students design their own four-year plan with their academic dean, choosing from a wide range of





DIVERSITY, EQUITY, INCLUSION, AND JUSTICE AT MADEIRA

Madeira is committed to creating an intentionally diverse and connected community where all students feel seen, known, and valued, and understand that they belong.

We believe that a diverse, inclusive environment is directly linked to scholastic excellence and student wellness, and we are committed to fostering a healthy community centered on active listening, courageous conversations, and compassionate leadership. Collective empathy drives our learning community and is vital to our school's mission.

Learn more about Madeira's [commitment to belonging](#).

courses and electives. The Madeira year is divided into seven modules, each lasting five weeks. This innovative schedule gives students time for project-based, interdisciplinary learning and daily labs, active engagement, collaboration, and problem-solving. Days at Madeira are divided into four blocks: three challenging academic classes and one athletic or activity block.

Learn more about the [Modular Schedule](#).

Co-Curriculum

Co-Curriculum is Madeira's award-winning immersive, real-world work experience program that provides students with five weeks of college-like

THE SCHOOL

internships in community service, on Capitol Hill, and in an individual career interest or passion. With 13,000 internships over the past 50 years, the Co-Curriculum program has profoundly shaped careers, paved paths, and given front-row seats to significant moments in history.

Learn more about [Co-Curriculum](#).

CAMPUS & GEOGRAPHY

Located on a 376-acre campus in Northern Virginia that is more like a national park than an average high school, Madeira enjoys a peaceful and expansive setting that is only minutes from Washington, DC. A donation of land in 1954 brought the school's property to its current enviable size. Later additions to campus have included the Chapel/Auditorium, the indoor riding ring (Gaines Hall), a renovated and expanded dining hall, Hurd Sports Center, and Huffington Library, which was formerly the school gymnasium. The new STEAM Academic Center opened for learning in Fall 2023.

McLean, Virginia is one of the most beautiful areas of Fairfax County and sits adjacent to Tysons, the county's urban center, and Great Falls, a beautiful area of the county known for amazing recreational locations such as Great Falls Park. Fairfax County is a charming and prosperous part of the state whose draws include the headquarters of many Fortune 500 companies as well as national parks, community festivals, excellent shopping, and global cuisine.

AT A GLANCE

340

Enrollment

43%

Students of color

13%

International students

37

Number of countries students hail from

130

Number of faculty/staff

34%

Faculty of color

91%

Faculty with advanced degrees

4:1

Student/adult ratio

37%

Students receiving financial aid



PROCEDURE TO APPLY

The Madeira School is an equal opportunity employer and complies with all applicable federal, state, and local fair employment practices laws. In order to provide equal employment and advancement opportunities to all individuals, employment decisions at the School are based on merit, qualifications, and skills.

The School strictly prohibits and does not tolerate discrimination against employees or qualified applicants because of race, color, religion, national origin or ancestry, ethnicity, sex (including pregnancy, childbirth, or related conditions), sexual orientation, gender identity or expression (including gender nonconformity and status as a transgender or transsexual individual), age, physical or mental disability, citizenship, past, current or prospective service in the uniformed services, genetic information or characteristic, marital status, or any other characteristic protected under applicable federal, state or local law. All employees (of any classification) and representatives of the School are prohibited from engaging in unlawful discrimination.

This policy applies to all terms and conditions of employment, including but not limited to hiring, training, promotion, discipline, compensation, benefits, and termination of employment.

Interested candidates should submit via https://bit.ly/Madeira_DirBelong_AppForm the following materials confidentially as a single PDF file:

- A cover letter indicating the candidate's particular interest in and qualifications for the position
- A current résumé
- A statement of educational philosophy
- The names, email addresses, and telephone numbers of five references, including at least two recent supervisors. References should speak to the applicant's ability to be an effective educator and administrator and to work collaboratively and collegially with adults, including trustees (references will be contacted only with the candidate's permission).

Please address any questions by email to julie@strategenius.org or by phone at 415-881-7105.



SEARCH CALENDAR

December 9, 2024
Applications Due

Week of December 16, 2024
Semifinalist Interviews

Weeks of January 6 & 13, 2024
Finalist Interviews

Late January 2025
Announcement

July 1, 2025
Start Date