



MADEIRA

**The Madeira School
Dean of Teaching & Learning**

The Madeira School invites nominations and applications for a passionate and experienced educator to serve as the School's inaugural Dean of Teaching and Learning beginning July 1, 2022. The Dean of Teaching & Learning will report directly to the Head of School, [Gretchen Warner](#), and serve as a member of the senior administrative team. As an educational leader, the Dean will support excellence in teaching and learning and sustain the School's joyful, inclusive culture. The Dean will also ensure that Madeira's curriculum is reflective of and aligned with the School's mission and values.

The Madeira School is an independent boarding and day school that educates girls in grades 9-12. The scenic 376-acre campus overlooking the Potomac River is just 10 miles from Washington, DC. Enrolling 334 students from 21 states and 38 countries, Madeira is a leader and an innovator in girls' education. Boarding students make up 51 percent of the student population, and 38 percent of the students identify as students of color.

MADEIRA'S HISTORY

It started with two adjacent rented houses in Dupont Circle. A young Vassar graduate, Lucy Madeira, had ten years of teaching history at Sidwell Friends School under her belt when she decided to establish a school for girls in the city she loved, Washington, DC. Twenty-eight girls, thirteen boarding and fifteen day students, walked into Miss Madeira's School in 1906, and the School began its notable and successful trajectory.

A brilliant visionary, Lucy Madeira was clear that the School would offer a challenging college preparatory program with the mission to give "systematic and thorough training in all subjects and to develop to the utmost the powers of each individual." With this standard in place, Miss Madeira's School came to life among the first institutions in America "to take women's minds seriously."

From the outset, Lucy Madeira articulated the value of addressing the individual needs of students, a significant departure from the industrial model of education in place at the time. "Personal best" was established as the approach Madeira teachers would encourage, embracing the importance of knowing and supporting each student's individual growth. Neither rankings nor awards have ever been used to define success at Madeira. The commitment to "personal best" is pursued in the classroom, on the athletic fields, in the arts programs, and in civic and leadership opportunities befitting each Madeira student.

MADEIRA'S MISSION



Launching women who change the world.

MADEIRA'S VISION



Leading innovation in girls' education.

MADEIRA'S EDUCATIONAL PHILOSOPHY



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, challenging and girl-centered curriculum that builds critical thinking, creativity, and problem-solving skills. Each student has 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.

COMMUNITY VALUES

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

ACADEMICS AT MADEIRA



Madeira is a leader and an innovator in girls' education. Deep learning crosses disciplines, and girls have the opportunity to make connections between STEAM courses and courses in the humanities, between learning a language and learning a new art form, between classroom learning and experiential learning. The curriculum relies on excellent teaching and students who play an active role in choosing their academic paths. The focus on experiential learning through a renowned three-year Co-Curriculum internship program sets Madeira apart. Additionally, the Modular Schedule provides a framework that gives students the discipline to absorb and reflect while encouraging active student engagement, collaboration, and experiential problem solving.

THE MADEIRA FACULTY

Academic excellence starts with [expert faculty](#). At Madeira, the vast majority of teachers hold master's degrees or PhDs. Teachers know their subjects and use the most appropriate pedagogy and technology to convey information and elicit responses. Small classes, which average 12 girls, make Madeira a place where learning is highly interactive. Because the student-faculty ratio is a low 5:1, teachers recognize the talents, strengths, and weaknesses of each student and encourage and demand intellectual growth. And because teachers are scholars themselves, they bring creativity and innovation to their courses.

THE MADEIRA STUDENT



The Madeira student is an independent thinker who has the freedom to pursue an academic program of her own design. Personal academic advising enables her to customize a schedule beyond graduation requirements that presents her with the highest degree of challenge and best suits her interests. The student who excels at Madeira pushes herself beyond the point of intellectual comfort, taking advantage of upper-level courses of study. She may arrive unsure of her interests and goals. She graduates confident in her abilities and her plans for the future.

MADEIRA'S CO-CURRICULAR EXPERIENTIAL PROGRAM



Madeira's [Co-Curriculum](#) challenges students to develop skills beyond those that lead to academic success. It has always served as an extension of the academic program, as well as an extension of the boundaries of the Madeira experience. The program takes students into the local community for service and into Washington, DC, for internships on Capitol Hill. The program is a mark of Madeira's longstanding commitment to experiential and project-based learning.

MODULAR SCHEDULE



Madeira’s [modular schedule](#) allows students opportunities for deep learning and a balanced day. The academic day is broken into three 80-minute blocks. Madeira’s student-centered vision of the classroom relies on expert teaching and motivated students who delve into subject matter, making it meaningful to each student. Students are given thought-provoking assignments that challenge and inspire them. Between each block, students have time to attend a club meeting, grab a snack, or meet with a teacher. D Block is a 90-minute block at the end of the day reserved for extra-curricular activities like team sports or fall play practice.

ACADEMIC ADVISING



[Academic freedom](#) is as intimidating as it is invigorating. Advisors guide students in making choices that create possibilities rather than shut them down. They help students integrate their schedules, taking history classes (e.g., U.S. History) that complement their interests in literature (e.g., American gothic), or math classes (e.g., Statistics) that complement an interest in history (e.g., AP Comparative Government). They also help ensure that students take the prerequisites needed to take advanced courses later, especially in the highly interwoven subjects of math and science.

GLOBAL CITIZENSHIP AND INTERNATIONAL EDUCATION

Global citizenship inspires the Madeira community to transform the world with revolutionary generosity and build authentic relationships with places and people, beginning with themselves and their community. When we know ourselves, we can embrace others with humility, explore our world with curiosity, and develop our capacity to promote social innovation and equitable partnerships.

Madeira celebrates and encourages Global Citizenship throughout its beautiful campus. In classrooms, students are thinking about the systemic roots of oppression, enjoying project-based learning designed to support students in thinking about what they owe to others, and regularly asking questions about how to use their voices without silencing others. Madeira students also think critically—and are enthusiastic about—opportunities to see the world.

DIVERSITY, EQUITY, INCLUSION, AND JUSTICE

Madeira is guided by a deep institutional and professional understanding that a diverse, inclusive environment is directly linked to scholastic excellence and community wellness and is vital to living the School's mission. Madeira is an intentionally diverse community, and collective empathy drives the learning community. Madeira recognizes it is not enough to be diverse, and the School fosters a healthy and connected community where students feel they belong.

Madeira's mission is to launch women who change the world and to lead innovation in girls' education. Madeira was founded in a time when young women, particularly young women of color and young women from marginalized groups, did not have consistent access to challenging and robust curricula at the high school level. Madeira has long been a haven for young women and girls to acquire that strong academic and social-emotional underpinning during the all-important teenage years. And while that intention was well guided, Madeira was not an integrated school until the early 1970s.

Madeira recognizes that celebrating diversity and multiculturalism are not the same as building a community around anti-bias and anti-oppressive principles and practices. Madeira faculty empower and guide students to understand power and antiracist principles as important elements of the curriculum. Madeira centers student community life on active listening, courageous conversations, and compassionate leadership. It creates intentional spaces, facilitates learning opportunities, and dedicates resources to make possible the School's diverse, equitable, and inclusive learning environment.

The Madeira community is committed to ensuring every student feels seen, known, valued, and that she knows she belongs at Madeira.

SCHOOL LEADERSHIP



The Madeira School is led by Gretchen Warner, Head of School since July 2020. Backed by a supportive and generous [Board of Trustees](#), Gretchen's leadership team is composed of the Dean of Student Life and Culture, the Dean of Faculty and Academics, the Inaugural Dean of Teaching and Learning, the Director of Enrollment Management, the Director of Communication and Strategic Marketing, the Chief Financial Officer, and the Chief Advancement Officer.

BOARDING AT MADEIRA



Many girls choose Madeira because they are looking for a boarding school where they can live in a vibrant community with girls from around the country and the world; discover new things they never tried before; and manage the demands of a rigorous academic program in a community that provides structure, motivation, and support.

THE LOCATION



Madeira students get a traditional boarding experience close to one of the greatest cities in the world. Washington, DC, is 15 minutes away. That means students can take advantage of shopping in Georgetown, internships on Capitol Hill, ballet at the Kennedy Center, and dim sum in Chinatown. The 20 other independent boarding and day schools (including all-boys and co-ed schools) nearby provide plenty of social opportunities on the weekends.

THE CAMPUS



The Madeira campus spans 376 acres of woods, fields, and riverfront property. The fact that nearly 40 adults live in faculty housing with their children (and pets) creates a familial atmosphere for the boarding students. On any given night, girls might be having “Dinner at Home” in the dining room of a faculty member, baking in their kitchen for a club bake sale, or catching up on the latest Netflix series in their family room. While day students appreciate the beauty and warmth of campus life Monday-Friday, boarders can literally call this beautiful, safe, serene place home.

THE ROLE OF THE INAUGURAL DEAN OF TEACHING AND LEARNING

Madeira’s inaugural Dean of Teaching & Learning reports directly to the Head of School and serves as a member of the administrative leadership team. As an educational leader, she/he supports excellence in teaching and learning and sustains the School’s joyful, inclusive culture.

Madeira seeks an instructional leader who can hold forth a vision and support the development of a highly skilled and collegial culture. The School is committed to using research-based teaching practices to guide curriculum design and pedagogy. The Dean of Teaching & Learning will support teachers in implementing a future-facing curriculum with clear and relevant outcomes while ensuring that the links between teaching and learning and equity and inclusion remain strong.

Specifically, the Dean of Teaching & Learning will focus on:

- Ensuring alignment between the School’s mission, vision, curriculum, and faculty
- Ensuring inclusivity and cultural engagement throughout the academic program with an awareness of the opportunities and challenges that being a part of a diverse learning community presents
- Leading faculty supervision and managing faculty professional growth and development
- Integrating and aligning performance-based formative and summative assessments
- Promoting and providing ongoing internal professional development for faculty
- Maintaining a visible presence as an educational leader, anticipating and addressing concerns, leading faculty meetings, and overseeing department logistics
- Coordinating the recruitment, hiring and retention processes for new faculty
- Managing new faculty onboarding, coordination, and mentoring
- In collaboration with the Director of Instructional Design and Innovation, developing plans to leverage the power of technology to enrich teaching and learning

- Evolving the current STEM curriculum as the School moves into its new STEAM Academic Center
- Providing feedback and conducting performance evaluations for all faculty and academic staff

The Dean of Teaching & Learning will collaborate closely with the Dean of Faculty and Academics. The Dean of Teaching & Learning will focus on student-centered learning and how faculty can deliver the highest-quality program. Together, they will:

- Develop a comprehensive curriculum across all academic disciplines;
- Provide leadership and mentorship of the department chairs;
- Ensure congruency between mission and the academic program;
- Designing and delivering professional development at the individual, small group, department, and full faculty levels, including the annual August Institute professional development workshops;
- Determining the academic calendar, the academic program, and teacher schedules;
- Plan and execute Back to School Night and Family Weekends; and,
- Oversee all academic operations.

ADDITIONAL OPPORTUNITIES AND CHALLENGES

Facilitating ongoing and internal professional development is essential. Professional development and support are key responsibilities of the next Dean. The School looks to revamp the supervision and evaluation model to reflect the changing landscape of teaching and learning.

The inaugural Dean of Teaching & Learning will face challenges and opportunities including:

- Comprehensive curriculum review with a focus on intercultural relevancy. Supporting a diverse curriculum with student agency and choice.
- Equipping and empowering faculty to intentionally design communication, curriculum, pedagogy, and assessments to ensure they meet the needs of students with a wide range of identities and backgrounds.
- Use of brain-based and research-based teaching strategies across all disciplines with a focus on DEIJ and SEL.
- Communication of goals, outcomes, and metrics about effective practices in teaching and learning, bringing a data-informed lens to decision making.

This is a new position; candidate should be adaptable as the role unfolds and evolves.

DESIRED LEADERSHIP QUALITIES & ATTRIBUTES

- Leadership and Vision
 - Ability to synthesize and communicate Madeira's educational mission while inspiring and motivating teachers, students, and parents to further student learning
 - Desire to work with faculty and staff to support and facilitate their collaboration and collegiality
 - Ability to articulate mission-aligned vision and strategy and the tactical skills needed to manage the systems and processes necessary to implant action
 - A growth mindset with regard to teacher development and the importance of reflective, innovative practice

- Thoughtful change-maker with ability to pace change and engage stakeholders collaboratively
- Tactical Expertise
 - The ability to hold high standards, while actively supporting teachers and students in reaching them
 - Experience in teacher development, supervision, and curriculum design
 - Skill and experience in innovative, research-based pedagogy
 - Strong time management with the ability to prioritize and delegate appropriately
 - Knowledge of effective and research-backed pedagogical practices, innovative teaching methods, curriculum development, and assessments required
 - Experience in data-informed decision making, data analysis, and evidence-based strategies
 - Desire and skill in holding individuals accountable, including having difficult conversations and managing conflict effectively
 - Skillful communicator with strong writing, public speaking, and presenting skills
 - Confidence, empathy, and partnership in working with parents
- Commitment to Diversity, Equity, and Inclusion in the Academic Program
 - Demonstrated expertise in supporting faculty in current best practices in curriculum pedagogy, and assessment. Including foundational knowledge in assessment for equity and student-centered pedagogy
 - A commitment to inclusivity and cultural engagement with an awareness of the opportunities and challenges that being a part of a diverse learning community presents

PERSONAL QUALITIES & ATTRIBUTES

- Collaborative style that is warm, relational, and also decisive
- Exceptional interpersonal skills and the ability to communicate with inspiration and clarity
- The confidence and humility to advocate for new ideas, invite disagreement, and welcome feedback, engaging in challenging conversations with grace
- A lifelong learner who eagerly seeks out and implements feedback
- An authentic, reflective, and approachable leader
- Sees change as an opportunity and enjoys the process of creative problem solving
- Enjoys collaboration and seeking out the views of others, yet is decisive when needed
- Possesses a healthy sense of humor
- Exhibits patience and empathy
- Master's degree in educational/related field
- At least five years' experience as a master educator and a minimum of three years of educational leadership experience
 - Experience as a division director, department chair, or other educational leadership position preferred

APPLICATION PROCESS

Madeira's search committee will begin accepting nominations and reviewing applications immediately. Requested application materials include a letter of interest, curriculum vitae, and professional reference list. References will not be called without explicit permission. Although applications will be welcomed

until a new Dean is selected, for best consideration all candidates should submit materials by January 31, 2022, to the following address: MadeiraDean@storbecksearch.com.

The Madeira School is being assisted in this search by [Storbeck Search](#). For additional information, please contact:



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