



## SAINT ANN'S SCHOOL

### POSITION ANNOUNCEMENT

Saint Ann's School, an independent, non-sectarian day school enrolling 1090 students in Pre-Kindergarten through High School, and employing 340 faculty and staff, seeks a **Diversity and Institutional Equity Coordinator** to serve as an inspiring partner and strategic leader in the creation of a more equitable and inclusive school.

### ABOUT SAINT ANN'S SCHOOL

Since its founding in 1965, and occupying space in seven separate buildings clustered in Brooklyn Heights, Saint Ann's has embraced a commitment to education for its own sake, oriented to the capacities of each individual student, free of the encumbrances of formal grading, prizes, and rankings. The lives of our graduates speak powerfully to the potential of an education based on these principles to ignite a love of learning and to sustain creative energy in every field of endeavor. We accomplish this by bringing together passionate and talented teachers with gifted and motivated students, and offering instruction shaped by the community that emerges from these relationships. In the past ten years the school has recognized that celebrating the individual must include affirming the many aspects of community members' identities. More recently Saint Ann's has made a commitment to centering anti-racism in every aspect of the life of the school.

### THE POSITION AND RESPONSIBILITIES

The Coordinator brings a host of skills, knowledge, and experiences rooted in the teaching of young children to help realize the school's mission and its commitments around diversity and equity. This practitioner will be joining, and working in tandem with, the small but growing team of diversity practitioners at Saint Ann's. The coordinator is a twelve-month employee, reports to the Director of Diversity and Institutional Equity and carries out the responsibilities listed below.

#### **Preschool, Kindergarten, and Lower School:**

Constituting half of their time, the Coordinator partners with relevant administrators, teachers, and others to infuse an equity lens on all aspects of the learning, play, and work in these divisions. In close partnership with the Director of Diversity and Institutional Equity, the Coordinator will:

- Be a trusted and frequent presence in these divisions.
- Regularly meet with teachers and administrators to discuss issues related to diversity, equity, and belonging.
- Work with teachers to develop the skills necessary to carry out this work in their curricula and classrooms. This may include observation, coaching, and feedback.



- Collaborate with teachers on the refinement of a framework (scope and sequence) for diversity and equity topics.
- Collaborate closely with the heads of these divisions to advance institutional and divisional initiatives around diversity and equity.
- Partner with the student support team around the intersection of social/emotional health, learning, and equity.
- Engage many constituencies in the school community, including families.
- Aid in conflict resolution, be a resource for restorative justice practices, and serve as a guide for equity on issues related to student conduct.
- Help design and implement internal professional development, including within the Associate Teacher Program.
- Through reading, attendance at conferences and workshops, and networking among diversity practitioners, maintain knowledge of current research in the field and best practices, particularly for early childhood and elementary education.

Additionally, the coordinator will spend a quarter of their time teaching a specialty subject in these divisions. Specialty subjects include: Math, Science, Art, Poetry, Dance, Film, Puppetry, Theater, Music, or Recreational Arts (Physical Education).

### **Middle School:**

Constituting a quarter of their time, the focus of the Coordinator in grades 4th-8th is student programming and support. The Coordinator partners with relevant administrators, teachers, and others to help ensure the success of students in the middle school by focusing on social and emotional development, community programming, individual mentoring, and building a network of support. The Coordinator will:

- Work with the Director of Diversity and Institutional Equity, Head of Lower Middle School, Head of Upper Middle School, and grade deans to develop and implement programming sensitive to the needs of the middle school community. This may include:
  - Providing research and background information to decision makers to inform new equity and antiracist initiatives in the lower and upper middle schools
  - Planning or facilitating affinity spaces
  - Planning or facilitating a portion of Community Meeting
  - Supporting student disciplinary processes particularly with regards to bias-related incidents.
- Support students on matters related to identity through programming and individual conversation. Guide students toward mentors and resources that are relevant to their particular interests.
- Organize and expand the existing network of mentors and structures that support students.
- Serve as a resource for students on matters related to conflict resolution, ethical approaches to disciplinary issues, and being in a community of pluralistic views. This includes directly advocating for student needs to



administration, mediating peer or student-teacher conflicts when necessary, and mentoring students to help them develop self-advocacy skills.

- Share with the head of lower and upper middle school, student support team, the dean of faculty, and grade deans relevant information about student experiences as they arise while respecting student privacy, and partner with them to provide resources for students who need them.

### **COMPENSATION**

A competitive compensation package, commensurate with level of experience, plus benefits.

### **PROFESSIONAL AND PERSONAL REQUIREMENTS**

- Education: BA required.
- Work Experience: Minimum of five years experience in a relevant position that includes work with children in this age group, including teaching and some administrative experience.
- Diversity and Equity: Proven record of relevant training and demonstrated experience translating theory to practice; ability to apply systems analysis and strategic thinking.
- Communication Skills: Superb written and oral communication skills.
- Interpersonal Skills: Ability to engage effectively with students, parents, faculty, and other members of the school community and to project professional competence, leadership capability, discretion, judgment, and personal maturity.
- Collaborative Spirit: Ability to work in multiple group configurations within dynamic environments and in independent schools.
- Charisma, wit, intelligence, empathy, humor and equanimity are expected.

### **APPLICATIONS**

Please email a resume along with a cover letter to [yortizquioga@saintannsny.org](mailto:yortizquioga@saintannsny.org). Cover letters should speak directly to the school's mission and approach to equity work (more information is available at our website [www.saintannsny.org](http://www.saintannsny.org)). Candidates who identify as members of historically underrepresented groups are strongly encouraged to apply.

### **NOTICE OF NONDISCRIMINATORY POLICY**

The School does not discriminate on the basis of race, color, religion, creed, gender, age, marital status, disability, national or ethnic origin or sexual orientation in carrying on its educational activities or in administration of its educational policies, admissions policies, employment policies, financial aid programs, and athletic and other school administered programs.