



MORAVIAN
ACADEMY



Position Statement
Upper School Campus Director
Start Date: July 1, 2023

Moravian Academy
Bethlehem, Pennsylvania



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OVERVIEW

Moravian Academy is seeking a new Upper School Campus Director to lead the Upper School at the ninth oldest independent school in the nation and the premier independent school in the Lehigh Valley.

Founded in 1742, Moravian Academy descended from the first school for girls in the American colonies, established by a 16-year-old Countess, Benigna Von Zinzendorf. Nearly two hundred and thirty years later in 1971, Moravian Seminary for Girls merged with co-ed Moravian Preparatory School to form Moravian Academy, operating on two campuses. The Swain School, a preschool through 8th-grade secular co-educational independent school, was also founded by a pioneering woman, D. Esther Swain, in Allentown in 1929. Seeing an opportunity to serve students in the Lehigh Valley more comprehensively, Swain and Moravian joined forces in 2020, now as a single school.

Today, Moravian Academy is a Preschool through Grade 12 coeducational college preparatory school comprising over 900 students and 200 faculty and staff on three distinct campuses across the Lehigh Valley, each tailored to a distinct student experience and culture:

- *The Downtown Campus* (preschool-grade 8), situated alongside the national historic landmark in the heart of the City of Bethlehem;
- *The Swain Campus* (preschool-grade 8), a 22-acre contemporary campus in the beautiful west end of Allentown;
- *The Merle-Smith Campus* (grades 9-12), situated on 120 acres of bucolic green expanse in Bethlehem Township close to Easton.

The Upper School Campus Director at Moravian Academy inherits a special opportunity. Moravian is a school with a storied history and is committed to timeless traditions and values, with its sights on the future. There is a new visionary, strategic, and experienced head of school. There is a talented and dedicated faculty. There are motivated, curious, and compassionate students who take pride in both accepting and celebrating one another in a warm inclusive community. There are signature academic and experiential programs including, the Comenius Project (honors independent study) and a robust number of co-curricular and extracurricular activities. There are several state-of-the-art facilities including a 40,000+ square foot Athletic and Wellness Center and 4,532 solar panels on nearly seven acres producing an estimated 1,657,377 kilowatts in the first year.

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MISSION

“Moravian Academy’s mission empowers us to become limitless learners as we discover new ideas and create new self-expressions. We do more than check boxes; we celebrate the unique potential of every individual. Our path to academic excellence harnesses the teachable moments of both success and failure, as we explore the complexities of our world with curiosity, confidence, and compassion. Our commitment to courageous conversations means that we actively learn from and support the different identities we embody, we respect each other’s views, and we lead with head and heart. Immersed in an environment of love and understanding, our students answer the questions: Who am I and who can I become?”

VISION

Moravian Academy seeks to be the premier school destination for students, families, and educators by combining student-centered methods for teaching, time-tested values for character and community, and the experiences to empower every student to thrive as a lifelong learner, critical thinker, and global citizen. In pursuit of this vision, we make four commitments: to innovation, to inclusion, to relationships, and to excellence.

DIVERSITY, EQUITY, INCLUSION, & JUSTICE

The Moravian Academy Board of Trustees believes that educational excellence depends upon understanding and valuing the unique way each member of the Moravian Academy community experiences our shared human journey. To that end, the Board is committed to ensuring that all families and staff feel welcomed as members of the community and supporting efforts of the school to provide students with the skills needed to process multiple perspectives with civility and respect in the spirit of love and understanding.

In keeping with Moravian Academy’s commitment to promote the child's full development in mind, body, and spirit, how Moravian celebrates, nurtures and supports all members of the community matters to it. Any community





can be diverse by definition. What is most important is how the School upholds and celebrates the community so that all members feel that they are valued and that they belong. Moravian strives to accomplish this in different, age-appropriate ways, including creating and following curricula that support multiple learning styles, cultivating critical thinking, strengthening cultural competency, and fostering other 21st century skills. Moravian students will leave the school prepared to thrive in an increasingly global society. For parents/guardians, there is a Justice, Belonging & Love Committee that creates community events that allow parents, staff, and students to engage in conversations that promote respect, dignity, and belonging for all constituents. The JBL committee also spearheads the annual International Family Festival to promote the rich cultural and diverse aspects of the community.

THE UPPER SCHOOL

The Upper School on the Merle-Smith campus sits on a stunningly beautiful 120 acres of bucolic green expanse in Bethlehem township and has the feel of a boarding school campus. Five of the 11 buildings are utilized for academics. A well-equipped athletic and wellness center opened in 2014; baseball fields, tennis courts and multi-sport fields are dotted around the campus and the addition of a turf field is planned. The School is interested in and actively pursues ways to use its facilities to generate non-tuition revenue. Summer programming is offered on both the Swain and Merle-Smith campuses.

The Campus Director is expected to exert community-wide leadership of Grades 9-12, including day-to-day operations, employee management, and the educational program. The Campus Director is responsible for nearly 300 students, selected from a competitive applicant pool and a selective admissions process. Moravian students are committed to their studies. In a recent survey, Grade 7-12 students identified “creativity” as their top choice for core values but included “excellence”, “perseverance”, and “curiosity” among their top five core values. The Campus Director is also responsible for a talented and dedicated faculty and staff, 85% of whom hold advanced degrees and half of whom have over 20 years experience. Faculty and staff take particular pride in building individual relationships with their students and challenging them to reach their highest academic potential. Students, in turn, appreciate the individualized support and small class sizes offered.

The Upper School is a beehive of activity. In that same aforementioned survey, Grade 7-12 students identified “community” as a top five core value, and, indeed, Moravian students are invested in each other and their community. Upper School students lead and participate in any one of a long list of clubs and activities. A Moravian student recently stated, participation “is the way I feel important as a member of the school community.” As many as 70 students populate the School’s largest organization,

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Distributive Education Clubs of America (DECA), a team that has experienced many years of exceptional results and, as recently as last year, competed in an international tournament in Atlanta. There are plenty of opportunities for students to lead and contribute and find their voice as members of the community.

There is also a sense of pride and joy on the Merle-Smith campus. Upper School students attend athletic contests and choral and instrumental performances. Students also perpetuate numerous important traditions, some of which go back decades. One of the most cherished

traditions, tied into the school's history and connection with the Moravian Church, is the annual Vespers Service which is a candlelight service that features gorgeous instrumental performances of the students in a 900 capacity Central Moravian Church. There are the annual Red & Gold games, where students in Grades 1 - 12 participate in activities on the Merle-Smith Campus, with the winning team at the end of the day getting to ring the victory bell on Alumni Circle.

Moravian Academy takes full advantage of opportunities generated by being a Preschool

through Grade 12 institution. While the Merle-Smith Campus is dedicated to upper school students, there are numerous opportunities for upper school students to engage with the younger students from the other campuses and for younger students to have access to outstanding role models. All Moravian seniors serve as buddies for first grade students and pair up with them for the annual Red & Gold games, Halloween Parade, and other events. There are also numerous additional mentoring opportunities that span from extracurricular to co-curricular programs.



CURRICULUM AND SIGNATURE PROGRAMS

Moravian Academy offers Upper School students a challenging college preparatory program. The goal for students is to learn how to learn, building the skills, judgment, grit, and self-motivation to reach their potential and to prepare students to compete in the most rigorous of college and university classrooms. The Upper School offers fifteen Advanced Placement courses and several additional Honors electives. This past year, seven Moravian students achieved finalist or semifinalist status in the National Merit Scholarship competition. The School's college placement record is strong but, more importantly, Moravian students excel at any college and university at which they find themselves. A Moravian senior recently commented, "Moravian prepares students for the workload, expectations of writing and knowledge, and academic performance of college."

Moravian Academy also celebrates curiosity and creativity and encourages students to pursue their particular interests. On the Merle-Smith campus, that commitment is manifest in a variety of programs. Signature learning programs have always been a hallmark of the Moravian experience. All ninth graders are enrolled in FIRE, Freshmen Interdisciplinary Research Experience. This course sets the stage for independent research-based projects which upperclassmen have the opportunity to pursue through a

Comenius Project. Independent research presentations dazzle on the Merle-Smith campus. The outdoor education program is also robust, consisting of after-school sessions during the week, weekend day and overnight trips. Opportunities to study or travel abroad are available through global exchanges (one with Guatemala and the other with France) in addition to trips (one to Lima and Cusco, the other to Beijing and Xi'an). Throughout their years at the Upper School, students become experienced, self-directed learners. Moravian Academy includes a commitment to fine and performing arts as part of its heritage. Students in all grades are able to tap into their creative spirit through a myriad of opportunities in the visual, musical, and theater arts. By learning, exploring, and excelling in these disciplines students develop an appreciation for the potential in themselves and their classmates, and broaden their horizons to interpret the world around them in

new ways. Throughout the year, the Upper School offers a private lesson program to students. Depending on their interest, students may choose from a variety of options, including band instruments to vocals or theater prep. These lessons are then integrated into their school day on a weekly basis. There are exhibits, displays, recitals, concerts, chapel services, and other meaningful opportunities for students to perform throughout the year and share their gifts and talents with family members and the community. A limited number of academically accelerated Moravian seniors who have exhausted the school curriculum are invited to take a college course for credit at Lafayette College, Lehigh University, or Moravian College. In recent years they studied business, computer science, economics, global languages, and the fine arts.



ATHLETICS AND PHYSICAL EDUCATION

Moravian Academy believes that athletics and physical education are an integral part of the Upper School student experience. Students are expected to become knowledgeable about and committed to maintaining a sound, healthy body, and to develop physical skills that will permit them to enjoy competitive sports. The School's strong physical education programs are complemented by 48 teams across 15 sports and begin in middle school. The program provides the opportunity to improve skills, build confidence, learn teamwork, practice good sportsmanship and enjoy healthy competition. The participation rate in team sports is high (80%); a separate health and physical education class is required of all students.

Moravian Academy is a member of the Colonial League, District XI, and the Pennsylvania Interscholastic Athletic Association (PIAA). Moravian Upper School teams and students have garnered considerable recent success. The Boys soccer team, for example, won the State Championship and both the Boys and Girls soccer teams won the Districts. The Girls field hockey team were District semifinalists. The Boys Golf team is the reigning Colonial League Champions. A Moravian senior golfer was the Colonial League and District champion and finished 4th in the State. The Girls tennis team were District Champions. A Moravian senior Girls tennis player won the Districts. A Moravian freshman Girls Cross Country runner was crowned State champion.

Athletic facilities on the Merle-Smith campus are outstanding. The 40,000 square foot Athletic and Wellness Center includes two basketball courts, a multi-purpose gym, and a well-equipped fitness center with strength and cardiovascular training equipment, as well as athletic training facilities staffed by St. Luke's Health Network. Outdoor facilities include game fields for soccer, field hockey, and lacrosse, baseball and softball diamonds, tennis courts, and associated practice fields.

LEARNING SUPPORT AND AUXILIARY SERVICES

The Upper School provides high school students with a robust support system. There is a Dean of Students who oversees all aspects of student life on campus. There are Grade Deans whose primary role is to be a visible presence on campus and in the school life of his or her charges. A Grade Dean will know every student in his or her grade by name, interests, and strengths and challenges. A Grade Dean will serve as an academic counselor, social-emotional support, disciplinarian, and cheerleader. Advisors are assigned to every student. They serve as advocates for students and the point-person for families. Advisors help students navigate the developmentally appropriate increase in autonomy that comes with being an upper school student and help them nourish the culture of connectedness needed to best thrive.

The Upper School employs a number of specialists who can attend to the individual needs of students including: a Learning Support Team trained to identify and work with issues that may interfere with students' ability to learn, a Learning Specialist who helps students with study strategies and oversees educational plans for those with documented learning needs, a Counselor who works individually with faculty members and families to support student health plans and designs and delivers holistic proactive Wellness and character education programming, a Nurse who addresses physical and emotional injuries and illnesses while students are at school, and a Chaplain who is responsible for planning chapel services, counseling students and promoting the ethical concerns of the school community.

COLLEGE PLACEMENT

Moravian Academy is proud of its long track record of success guiding its students through the college placement process and the current college counseling staff has earned the plaudits of the Moravian parents. The college counselors, recently called by one Moravian senior as “AMAZING”, view themselves as educators, first and foremost, who use the college admission process as yet another opportunity to empower Moravian students to grow and explore and take ownership of their search, eventually making informed decisions about a college or university that will suit their talents, interests, and career plans.

College counseling staff also offer parents comprehensive and informed assistance about the latest trends in order to ease the anxiety and demystify the college admissions process. They do so by offering a series of developmentally appropriate seminars, parent information nights, guest speakers, panel discussions, individual student and family meetings, and other programming.

Moravian graduates enroll in renowned colleges and universities across the country and, more importantly, flourish at even the most rigorous of them as a result of their academic preparation, their habits of mind, their character, and their experience as inveterate contributors on a campus. In short, Moravian graduates serve to encourage these selective schools to give Moravian candidates careful consideration every year.



SUSTAINABILITY

Moravian Academy recognizes that it must do its part to foster a more sustainable world. On the Merle-Smith Campus, in addition to recycling and composting of food, there is a butterfly garden, a robust apiary, and a community garden. The 40,000 square foot Athletic and Wellness Center is LEED certified and the driveway is constructed with sustainable materials. Wildlife is abundant on campus, in particular bird life including raptors, migrating geese, and owls who enjoy the environment of Green Pond on campus, a resource that is available to students to enhance their studies of the aquatic environment.

Please visit the Moravian Academy website at <https://www.moravianacademy.org/> to learn more about the School’s history, mission, traditions, faculty and students, facilities, curriculum, co-curricular and extracurricular programs, commitment to diversity, equity, and belonging and commitment to environmental sustainability.

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THE ROLE

This Upper School Campus Director serves as the Director of the Merle-Smith Campus and is chiefly responsible for community-wide leadership of Grades 9-12, including day-to-day operations, employee management, the educational program, and fostering a culture of belonging. As the primary leader of the Upper School, this

Director also contributes to strategic decisions, initiatives, and developments in coordination with the Head of School, Associate Head of School and senior leadership team.

This position supervises an administrative team that includes the assistant campus director, dean of students, four grade deans, the co-directors of

college guidance, and upper school counselor. The position's office includes two administrative assistants and a registrar. This position is a full time, 12-month administrator who reports to the Associate Head of School with a dotted line to the Head of School and serves on the senior leadership team as well as the educational leadership team.





DUTIES AND RESPONSIBILITIES

The primary duties and responsibilities of the Upper Campus Director will include all of the following:

Curriculum, Instruction, and Student Life

- Oversees curriculum development, supervises scheduling of classes, provides for in-service of faculty as needed, provides for extracurricular learning activities for students, supports student activities.
- Supervises the process and coordinates with department chairs in the assignment of classes, sections, and schedules for faculty.
- Interfaces with the Learning Specialist, Upper School Counselor and Dean of Students, and Grade Deans in support of student growth.
- Oversees textbook and teaching material selection and recommends library books, materials and other learning media additions.

- Collaborates with the Associate Head of School to assess, document, and develop curricular alignment.
- Recommends the addition of new courses as needed.
- Builds community among students through presence, interaction in classrooms, teaching and organizing activities.
- Provides academic guidance to students, handles major discipline issues.
- Reviews student assessment/documents.
- Ensures appropriate standardized testing for Upper School students.
- Attends special events, officiates at school events and assemblies.

Employee Management

- Leads, supervises, manages, and oversees the development of teachers and support staff.
- Builds community among faculty and staff through strong relationships, clear communication and caring leadership.

- Oversees the evaluation and professional development of Division faculty, assesses faculty performance and reviews with faculty. Makes recommendations for renewal of faculty and staff employment.
- Authors and evaluates performance improvement plans for Division faculty and staff, as needed.
- Sets the duties and assignments, including forming committees, as needed to meet the needs of the campus and the responsibilities detailed in this position description, as needed.
- Serves as a consultant to Division faculty in matters of classroom management, teaching methods and school procedures.
- Serves as the primary hiring manager related to recruitment and selection of new and replacement faculty.
- Conducts regular staff meetings; ensures communication of information

that impacts department members and students.

- Provides orientation and ongoing support to new teachers.
- Collaborates with the Associate Head of School to recommend teacher professional development
- Provide HR direction and support for supervisees, as coordinated with the Associate Head of School, Head of School and CFOO, including the issuing of letters of employment and job descriptions.

Business Operations

- Ensures a physically and psychologically safe environment for faculty, staff and students.
- Safety and Security - oversees preparedness, including training and drills, and serves as Emergency Commander for the campus during the school year. Liaises with the security detail as needed.
- Facilities: collaborates with the Plant Manager to ensure campus facilities are safe and in good working condition, with a focus on accountability for employees and students inside buildings.
- Dining Services: provides daily coordination, as needed, with dining services.
- Finances: oversees annual budgets and delegates to department managers, approves expense requests, including field trips, liaises with the CFOO as needed on behalf of the Upper School.
- Collaborates with Head of School, Associate Head of School and Senior Leadership team to update Student and Parent Handbook, and Employee Handbook.

Enrollment Management

- Articulates the US educational philosophy and expectations to students and parents in admissions and re-enrollment.
- Serves on the US admissions committee with a required vote on all decisions.

- Serves on the retention committee as the sole representative of the US, unless delegated.
- Provides insights and recommendations for setting capacities and making strategic decisions as a consulting member, as needed, on the enrollment management committee.
- Interfaces with the Upper School Director of Admissions in all aspects of admissions, meets with all applicant families, participates in the evaluation of applicants, facilitates orientation for new students and families.
- Assists with Open Houses and other admissions activities.

Communications

- Takes ownership for keeping members of the community informed on key matters as is appropriate.
- Oversees all broadcast communications between the School and 9-12th grade community, including parents and families. liaises with the senior leadership team, as needed, including with the Associate Head of School, Head of School, Director of Communications, and Director for Community, Inclusion and Belonging.
- Contributes to and personally supports the production of weekly newsletters.
- Writes and sends emergency and open/closure communications as needed.
- Sets expectations and provides needed support for respectful, productive, and mission-aligned communications between all members of the US community.
- Communicates regularly with parents in writing and meets individually with parents at their request.
- Facilitates dialogue and communication with parents and teachers and the administration.

Performs other duties as assigned by the Associate Head of School and/or Head of School.

CHALLENGES AND OPPORTUNITIES

The next Upper School Campus Director at Moravian Academy should be prepared to collaborate with a forward thinking and devoted school community to fulfill the School's mission and to lead the Upper School wisely and boldly into the future by embracing current challenges and seizing new opportunities. These challenges and opportunities include but are not limited to the following:

- A key value of faculty, students and parents is community. The Merle-Smith Campus Director will need to build relationships with these constituencies that enhance the sense of community through appropriate communication, facilitating events and activities, and holding all accountable to fostering an environment of Belonging. Working with the Director of Community, Inclusion and Belonging as well as the Campus Diversity Coordinator will be essential, as will being a highly visible leader, including welcoming students at carline, and attending student athletic events and performances.
- Moravian Academy is known throughout the Lehigh Valley as the premier educational institution in the area due to a long history of high achieving students matriculating to top colleges and universities around the country. With the changing landscape of college admissions, along with the evolving skill sets needed to thrive in a complex world impacted by climate change, artificial intelligence and political discord, the next Upper School Campus Director will need to partner with the Head of School, Associate Head of School and other collaborators to examine the curriculum and create signature programs to respond to this new reality while maintaining the school's reputation for academic excellence.
- The Campus Director has the unique opportunity of serving as the educational leader of an upper school campus, while having the support and collaboration of a Head of School, Associate Head of School and an Educational Leadership Team made up of leaders from the other two campuses. A key challenge ahead is to work with these team members to strengthen the overall academic program at Moravian Academy, including ensuring vertical curriculum alignment from Preschool through Grade 12 with an emphasis on the student transition from Grade 8 to Grade 9 and supporting post-Spanish Immersion students as they matriculate to the Upper School.
- The Upper School faculty includes many individuals who have taught at Moravian Academy for decades, along with a number of relative newcomers. The Campus Director will need to form authentic relationships with this diverse group of faculty and staff, motivating and inspiring them to engage in ongoing professional growth, evolve in response to the global challenges that young people face, and design new innovative curriculum and programs.
- A recent student survey has highlighted the need to strengthen consistency in addressing student behaviors that do not align with the expectations as laid out in the handbook. The next Campus Director will need to play a leadership role in ensuring all faculty and staff follow proper protocols when behavior violations take place, and hold all members of the community to our commitment to a non-discriminatory environment, where everyone feels psychologically safe and that they fully belong.
- With the recent merger of Swain School, there is an opportunity to strengthen matriculation from the Swain 8th grade to the Merle-Smith Campus. In addition, there is an opportunity to raise the visibility of Moravian Academy's excellent Upper School program in the Lehigh Valley. The next Upper School Campus Director should be prepared to support Upper School enrollment goals by articulating the school's value proposition, communicating regularly with prospective Upper School families, and participating in community events to raise the profile of the school in the Lehigh Valley.



- The Moravian Academy Upper School has many high achieving students, some of who would benefit from the support of Learning Specialists, others who would achieve more through the support of a Gifted Coordinator. The next Director of the Upper School will need to assess the current makeup of the student body to determine how best to help each student to reach their unique potential and make recommendations to the Head of School and Associate Head of School to ensure each student receives what they need. There is an opportunity to create a first in class individualized support program with appropriate differentiation, however, additional staffing and professional development will be key.

KEY QUALIFICATIONS AND QUALITIES

The successful candidate to be Upper School Campus Director at Moravian Academy will be a mission and values driven leader, who enjoys adolescents and will embody and demonstrate most, if not all, of the following qualities, competencies, characteristics, and experiences:

- Master's Degree or post graduate work in subject matter or equivalent with a preference in education, educational administration, or instruction.
- A minimum of five years teaching and leadership experience in an independent school environment.
- A leader and team builder who brings joy, kindness, maturity, and flexibility to the school environment, calling individuals into the work and supporting them in their development.
- Superb interpersonal, written, and verbal communication skills as well as a proven ability to work with a diversity of colleagues and stakeholders at all levels.
- High integrity, commitment to confidentiality, and the ability to handle sensitive information with a high degree of discretion.
- Ability to supervise and manage multiple functions and activities.

- Talent for identifying, selecting, and retaining outstanding faculty and staff as well as supervising and developing them and encouraging their professional growth.
- Experience with building and supporting diverse, equitable, and inclusive communities.
- Personally committed to diversity, inclusion, and belonging, and holding individuals accountable for discriminatory behaviors or actions.
- Strategic thinker who sees the larger picture, can identify and define problems and implement appropriate solutions.
- Willingness to lead in alignment with the mission, values, and history of the school.
- Pedagogical background to evaluate curriculum and course materials.
- Collaborates well with colleagues of diverse backgrounds on pedagogical approaches, curricular alignment and instructional strategies.
- A very high level of energy, creativity, and flexibility.
- Enthusiasm for personal and professional growth.

TO APPLY

Candidates interested in applying for the position of Upper School Campus Director at Moravian Academy should do so online at: <https://rg175.com/candidate/signup>

Application includes:

- Letter of interest (cover letter)
- Resume or CV
- Personal statement (educational/leadership philosophy)
- One other writing sample of your choice
- Name of four current references and contact information (optional)

The **deadline** for receipt of full application materials is Friday, February 17, 2023. For any questions, please contact John Green of RG175 at john.green@rg175.com