



# THE BUCKLEY SCHOOL

*Director of Educational Technology*

## SUMMARY

**Location** | New York, NY

**Post Date** | October 17, 2017

**Application Deadline** | December 1, 2017

**Decision Announced** | January 31, 2018

**Start Date** | July 1, 2018 *(or earlier if mutually agreeable)*

**Reports To** | Headmaster



## BACKGROUND

In the heart of New York City, on the Upper East Side, sits a prestigious independent school that has been educating young boys from kindergarten through grade 9 for over 100 years. The Buckley School, with a celebrated history of academic excellence, honors its great traditions while continuing to seek new ways to educate the whole boy. This is an institution where boys enter the maker lab in coat and tie, where computer classes are taught in the storied library, and where athletics and outdoor physical education are prioritized in the heart of metropolitan Manhattan. These and many other defining characteristics make Buckley truly a school like none other.

Now, Buckley is ready for a new chapter of academic innovation. With remodeled science and maker spaces, with a growing student interest in computer science, and with a just-completed self-study of its technology program, Buckley seeks a national leader to develop and implement a comprehensive strategic vision for its technology program and oversee all technology operations: integration support, technology and design classes, and data and IT services. This new position serves on the leadership team and reports to the headmaster.

## MISSION AND LEADERSHIP

The goals of a Buckley education are that every boy learn fundamental skills, gain self-confidence through disciplined thought and action, develop personal integrity and respect for others, and discover the joy of learning and the satisfaction of pursuing excellence.

Behind every great institution is outstanding leadership, and Buckley is no exception. Throughout its 104-year history, Buckley has had only six heads of school — with an average tenure of over 17 years. The current headmaster, Greg O'Melia, has been leading Buckley since 2001. Under his stewardship, the School has quadrupled its endowment, opened a new arts and sciences building, fully renovated its primary academic facilities for grades 1-9, elevated alumni involvement, increased student and faculty diversity, and launched a comprehensive strategic initiative that covers every aspect of the program from curriculum and faculty development to diversity and technology.



## KEY STATISTICS

**Founded:** 1913

**Location:** Three campuses within a two-block radius on the Upper East Side of New York

**Students:** 383 students in grades K-9

**Admissions:** Acceptance rate of 22% with a yield of 79%; students come from all over the five boroughs of New York City.

**Faculty:** Student to faculty ratio of 5.8:1; over 70% of faculty hold advanced degrees; average experience is 17 years in education, 10 years at Buckley

**Accreditation:** New York State Association of Independent Schools (NYSAIS)

**Associations:** National Association of Independent Schools (NAIS), National Business Officers Association (NBOA), New York State Association of Independent Schools (NYSAIS), International Boys' School Coalition (IBSC), Guild of Independent Schools of New York City (GISNY) New York City Independent School Technology (NYCIST), Center for Spiritual and Ethical Education, Prep for Prep

**Operating budget:** \$19,000,000

**Endowment:** \$59,000,000

**Financial aid and scholarships:** Over \$1,800,000 awarded to 14% of Buckley students

**Diversity:** 30% students of color; 25% teachers of color, 31% total staff of color

**Website:** [www.buckleyschool.org](http://www.buckleyschool.org)



## ABOUT THE SCHOOL

B. Lord Buckley, a professional educator and an innovator in his time, founded The Buckley School in 1913 as a boys' elementary school. Mr. Buckley's dedication to teaching quickly earned the School a reputation for excellence. Buckley offered a rigorous classical curriculum and stressed the importance of diligence, respect, strength of character, leadership and compassion. Honor et Veritas — Latin for honor and truth — became Buckley's motto.

The School now includes three buildings: the Walsh Building, which spans 73rd and 74th Streets and houses most of the



School's academic program; the new Arts & Sciences Building across 73rd Street, which opened in 2015 and has five floors of dedicated classroom space for the study of art, crafts, music, science and technology; and the Hubball Building on 74th Street, which contains four floors of gymnasiums, the kindergarten classrooms and administrative offices.

Five headmasters have succeeded B. Lord Buckley: Evelyn Adams (1932-1940), James Hubball (1940-1972), C. Brett Boocock (1972-1982), Brian Walsh (1982-2001) and Buckley's current headmaster, Greg O'Melia (2001-present). In recent years, strong secondary school placement, low attrition, two major capital campaigns, an actively involved alumni, a strong sense of community, and an atmosphere in which every boy counts have been the hallmarks of the School. Buckley continues to emphasize its original values, including the



belief that boys should have a strong foundation of skills in various disciplines to prepare them for success in secondary school and college. The pursuit of excellence within a core curriculum remains at the School to this day.

The Buckley School is an equal opportunity employer. Buckley does not discriminate on the basis of race, color, national origin, religion, sex, age, physical or mental disability, citizenship status, marital status, creed, sexual orientation, ethnicity, carrier status or any other characteristic protected by law. The Buckley School actively seeks diversity in its faculty and student body.

## ABOUT THE TECHNOLOGY PROGRAM

The technology program at Buckley is ready for a visionary, enthusiastic leader. In the last few years, interest has been growing in the new maker and design program and computer science curriculum. Faculty are seeking expanded integration support. For many years, technology played a supporting, functional role. In some ways, technology will always be a means to a greater end for Buckley faculty, who know that interpersonal relationships are the cornerstone to boys' education. But as each year unfolds, teachers are asking more questions about curricular innovation and the power of technology to enhance the student learning. "We don't know what we don't know," is a shared sentiment among some of the faculty, who are eager for educational technology inspiration and mentorship.



The director of educational technology is a new position that came after several years of introspection at Buckley. In 2015, the school convened a technology task force that included trustees, administrators, and faculty. In 2016, an outside assessment examined the entire technology program. As a result of both these initiatives, it is clear to the Buckley community that a great opportunity lies ahead. Faculty seek more instructional technology support. The scope, sequence, and even purpose of the technology curriculum are ready for reexamination and ideation. End users would benefit from a department more attuned to enterprise systems management, particularly during periods of rollout and transition.

The new director of educational technology will have three direct reports: a full-time maker and technology teacher, a full-time support specialist, and a full-time employee with two areas of responsibility: technology curriculum teaching and help desk support. Earlier this year, the School outsourced its network administration to a third-party managed services provider. The new director of educational technology will have an opportunity to evaluate staffing levels against the current needs of the community and the long-term vision of the program, and then work with other members of the leadership team to plan accordingly.

Several divisions have the capacity to play a supporting role with a reimagined technology department. The facilities department has been an active partner in several technology initiatives, including classroom AV installations and VoIP administration. The upper school library has been the site of several technology classes and regular gatherings, and it offers

a central location within one of the main academic buildings for potential alignment of integration services. The new director of educational technology should find ways to build relationships with these and other departments by leveraging both common physical spaces and crossover functional expertise.

In fact, this mindset of building relationships is paramount for the new director of educational technology. Buckley has a high-functioning administrative team that sets ambitious goals from year to year. The faculty comprises exceptional teachers who go above and beyond what is required of a traditional educator. The result is a community that expects a technology department to be supportive and proactive. The key to aligning the technology department with other areas of the school is through intensive relationship



building. The next director of educational technology will be someone who is patient but also resolute, enterprising but also responsive, consensus minded but also inspirational.

The physical campus of Buckley is both an opportunity and a challenge. The school spans three distinct buildings, two of which are across the street from each other. The third sits two blocks away,

housing business, development, and athletics operations. Like many schools in New York City, remodeling requires architectural prowess: buildings are nine stories high, narrow, with disparate classroom configurations. But all these elements contribute to the unparalleled learning environment that is the Upper East Side. Buckley students and faculty reflect the urban culture of their surroundings: dynamic, engaged, diverse, passionate, and driven. These are the elements of the The Buckley School community, and these are the qualities of the next director of educational technology.

## QUOTE FROM THE HEADMASTER

*"With a continued focus on developing the skills, character and perspectives of every boy, we are excited about the learning opportunities afforded by new facilities, developing technologies, innovative instructional techniques, and increased faculty collaboration."*

**Greg O'Melia, Headmaster**

# DIRECTOR OF EDUCATIONAL TECHNOLOGY

## SPECIFIC DUTIES

### Leadership

- Supervise the technology faculty, support specialists, and IT staff
- Design, deliver, and manage major professional development and growth experiences for faculty in areas of technology integration and instructional design
- Develop and implement applied technology classes and integrated units in areas of computer science, engineering, maker, and design
- Serve on and/or oversee educational technology committees, and facilitate ongoing conversations and organizational commitment to a strategic vision for technology
- Participate in the local and national educational technology communities
- Inspire the technology team and the broader Buckley community to model best practices in innovation, technology integration, and instructional design

### Instructional technology and curricular innovation

- Establish strong partnerships with members of the faculty to develop and implement dynamic classroom projects involving technology integration
- Evaluate emerging technologies, and guide senior academic leaders on strategic and operational decisions involving instructional technology hardware and software
- Teach or co-teach lessons and classes as directed

### IT and data systems

- Ensure the successful administration and delivery of IT services, including: network, hardware deployment, data administration, and security
- Ensure that all members of the community receive sufficient training and support
- Plan and oversee enterprise transitional projects

### General

- Develop and maintain departmental budgets, policies, and procedures
- Other duties as assigned

## PROFESSIONAL QUALIFICATIONS AND PERSONAL QUALITIES

The Buckley School is looking for candidates who can demonstrate:

- Experience as a hands-on instructional technology integrator, and as a coordinator or director of an educational organization's instructional technology program. A bachelor's degree from an accredited college or university is a minimum requirement, though a graduate degree in instructional technology, information systems, or related field is highly desirable.
- A successful history of designing, implementing, and improving a broad spectrum of professional development experiences for educators.
- Experience proposing, piloting, and iterating through strategic projects in the areas of technology integration and instructional design.
- Experience teaching classes in an elementary or middle school educational setting.
- Experience as a supervisor and organizational leader, including: direct personnel management, project management, staff development and training, and committee leadership.
- A passion for educational technology, instructional design, pedagogical innovation, and professional growth, and a capacity to instill that passion in others.
- Excellent relational and communication skills.
- A collaborative, cooperative, and patient mindset.
- Visionary leadership aligned with the needs of a dynamic and diverse faculty and staff.
- Capability to lift up to 25 pounds and access hardware in hard-to-reach spaces.



## HOW TO APPLY

Ed Tech Recruiting is acting on behalf of The Buckley School to recruit exceptional professionals to fill this extraordinary opportunity.

### PLEASE DIRECT ANY INQUIRIES TO:

Gabriel Lucas  
Principal, Ed Tech Recruiting  
[gabe@edtechrecruiting.com](mailto:gabe@edtechrecruiting.com)

### APPLICATIONS WILL BE CONSIDERED THROUGH DECEMBER 1, 2017.

Candidates should send the following four separate PDF attachments to [jobs@edtechrecruiting.com](mailto:jobs@edtechrecruiting.com):

- Cover letter introducing yourself to The Buckley School search committee
- CV or résumé
- A list of at least four professional references (include each person's name, organization, title, phone number, email, and relationship with you — though we will not contact any references without obtaining your permission first)
- Statement of educational philosophy that addresses the following prompt:

*Buckley is an institution that seeks to implement the best teaching and learning practices aligned with emerging and innovative trends in education, while continuing to celebrate and preserve its cultural values and institutional heritage. How would you design and implement both a technology department strategic plan and professional development plan for faculty vis-à-vis instructional technology at a school like Buckley?*

