



Burke's

BURKE'S

IT AND INFORMATION SYSTEMS OPERATIONS DIRECTOR

SUMMARY

Location | San Francisco, CA

Post Date | February 28, 2022

Application Deadline | March 28, 2022 at 5pm PDT

Remote Semifinal Round | Week of April 4

On-site Final Round | Week of April 18

Decision Announced | April 30, 2022

Start Date | Any time between May 1 and July 1, 2022

Reports To | Director of Curriculum and Innovation



Ed Tech
RECRUITING



SUMMARY

Burke's is an independent K-8 gender-inclusive all-girls' school located on a 3.5-acre campus in San Francisco with a 112-year tradition of excellence. Its mission is to educate, encourage, and empower girls. The school combines strong academic and co-curricular programs with an emphasis on project-based learning and personal growth in a diverse and inclusive community. Burke's emphasizes the development of fundamental and higher-level critical thinking skills in an atmosphere of creativity, exploration, academic rigor, and joyful learning.

Burke's is seeking a thoughtful, dedicated, and talented IT and information systems operations director, to lead its core technology program. The IT/IS operations director reports to the director of curriculum and innovation, who also oversees the library, makery, and innovation team. The IT/IS department includes a full-time technology support specialist managed by the IT/IS operations director. As the leader of a small department, the IT/IS operations director must be hands-on with day-to-day tactical issues, but also strategic with planning and project management. Burke's is seeking a technology leader who is attuned to industry best practices and adept at implementing scalable solutions that serve end-user needs. Partnerships with third-party technology providers and engineers are critical for Burke's to ensure ongoing reliability and support. The next IT/IS operations director will ideally be able to start this spring, to allow for a graceful handoff from the current director, who retires after 20 years of service to the school at the end of June.

MISSION

Burke's mission is to educate, encourage, and empower girls. Our school combines academic excellence with an appreciation for childhood so that students thrive as learners, develop a strong sense of self, contribute to community, and fulfill their potential, now and throughout life.





ABOUT THE SCHOOL

OUR COMMITMENT

To fulfill its mission, Burke's commits to:

- Provide a rigorous and robust program, tailored especially for girls, that nurtures academic, artistic, physical, cultural, and social-emotional growth.
- Offer a vibrant and innovative learning environment that develops curiosity and creativity along with the collaboration, communication, and critical thinking skills needed to succeed in a complex world.
- Build a caring, diverse, and inclusive school community that values differences as well as similarities and fosters a sense of responsibility for oneself and others.
- Take a child-centered approach to learning that honors developmental stages, supports healthy relationships, promotes well-being, and recognizes the individuality of each girl.
- Create ongoing opportunities for girls to embrace challenge, take risks, learn from mistakes, cultivate leadership, advocate for themselves, and achieve their personal best.
- Sustain an inspiring faculty that is passionate about education.
- Partner with parents to support a reflective and joyful educational experience.
- Strive for continual improvement in a school-wide culture that celebrates meaningful tradition as a bridge from past to present to future.

CORE VALUES

The 21st century Burke's girl....

- Embraces opportunity and challenge.
- Solves problems, takes risks, and learns from both setbacks and success.
- Takes responsibility for her own learning.
- Confident, resourceful, resilient and reflective.
- Engages in both unstructured and purposeful activity.
- Is curious and focused, creative and methodical, open-minded and discerning.
- Contributes to and learns from the community around her.





HISTORY

More than 100 years ago, Katherine Delmar Burke founded her school to fill an obvious need: young women who wanted to be educated enough to attend college faced often-insurmountable barriers. Schools like Burke's, founded by a remarkable generation of women, provided what their daughters and granddaughters needed in order to rise to positions of responsibility. The women who founded schools for girls were beginning a process of education that would, before the end of the century, lead to something like a level playing field in business, sports, and the arts. In the case of Miss Burke, a determined effort was made to ascertain what would be necessary for her graduates to enter the colleges open to them. At a time when "finishing schools" were the norm, Miss Burke was an innovator of the most important kind.

Katherine Delmar Burke's original vision informs the school of today – a school that continues to value the ways girls learn. Burke's commitment to the individual girl, its emphasis on developing confidence and responsibility, and its balance of tradition and innovation place it at the forefront of girls' schools across the country.

400 WAYS TO BE A BURKE'S GIRL

There is no one way to be a Burke's girl. She may try out for a sports team or run for an elected office or find refuge in the arts (or all three!), but however she chooses to spend her time, she is surrounded by girls who support and uplift her. She may wear a jumper or skirt, or she may choose instead to wear pants, but she finds joy both in the classroom and on the playground.

When we say that there are 400 ways to be a Burke's girl, we mean that every student who sets foot on our campus belongs here, no matter her interests or background. As a school, we are shaped and powered not only by the unique experiences that each girl brings to class, but also by what she discovers about herself as she grows and learns over her nine years on our campus.

At a very young age, children begin to notice similarities and differences in the people around them as well as what comprises their own identities. At Burke's, we place a high priority on helping our students navigate these sensitive and often confusing years as they figure out who they are going to be and how they fit into the world. (See examples of classroom work from throughout all nine years of the Burke's experience in the sidebar.) Doing this work also helps children develop the kind of multidimensional thinking that's necessary for the development of compassion and empathy toward others — something that is especially important for today's learner.



A JOYFUL CLASSROOM AND COMMUNITY

At Burke's we believe a highly academic environment is best achieved through a joyous learning experience. Social-Emotional Learning and Mindfulness are well-established parts of students' daily routines, and Burke's teachers work closely with students to help foster a realistic and positive sense of themselves and gain confidence in their ability to negotiate their way in school and in the world. By emphasizing traits such as gratitude, allyship, and intentionality, Burke's becomes a safe space for our students to express their true selves.

SOCIAL-EMOTIONAL LEARNING

At Burke's, "mindfulness" is much more than a buzzword — in the past six years, it has become an instrumental aspect of the school's Social-Emotional Learning (SEL) curriculum. In 2010, Burke's Challenge Success team made the recommendation to teach all students a simple mindfulness practice as a tool to help them manage the routine stresses of school. The mindfulness program at Burke's was initiated the following school year with a series of lessons provided by Oakland-based Mindful Schools to Upper School students and faculty. The program has since been integrated into all classrooms, and to great effect.



JOYFULNESS

Burke's educators prove every day that hard work and joyful play not only belong together, but that this combination helps develop lifelong learners to make the world a better place. We believe happiness and play are deeply connected to how children learn. The Burke's curriculum is carefully designed not only to bring joy to learners, but also to encourage profound meaning and engagement, in and out of the classroom.





STATEMENT ON DIVERSITY, EQUITY, AND INCLUSION

To prepare all of our students to thrive in an increasingly global community, Burke's is dedicated to building and sustaining a diverse and inclusive community with a strong, comprehensive, and culturally diverse curriculum. We believe diversity is essential for educational excellence. We strive to create a community in which learning from and with others who bring different backgrounds and lived experiences to our campus, and building critical thinking skills by considering information from a variety of perspectives, are the cornerstones for academic success. We emphasize the value of both similarities and differences as central for helping our girls grow beyond their natural tendencies toward conformity, underscoring our conviction that there are “400 ways to be a Burke’s Girl.”



GENDER INCLUSION STATEMENT

Burke's mission is to educate, encourage, and empower girls. As a girls' school, we believe there are 400 ways to be a Burke's girl. Burke's supports, respects, and values each girl's identity and expression across the gender spectrum. Burke's is committed to the education of all students who identify as girls, regardless of their biological sex.

STRATEGIC PLAN

Burke's will launch a new strategic plan in the spring of 2022. This document will be accessible on their website on or around March 1, 2022.



STUDENT LIFE

At Burke's every student position is held by a girl. Each year, every elected position in Youth Voice, Burke's student government, is won by a girl. Girls are the captain of every sports team and play the lead roles in every production. But beyond that, cultivating confidence, resourcefulness, and resilience is something that every student experiences at Burke's.

BURKE'S SCHOOL FAMILIES

Each Burke's employee "co-parents" one of over 30 School Families with a colleague or two, gathering with a dozen or so students from all grades at multiple events over the course of the school year. Each student stays in the same School Family for her entire tenure at Burke's, creating meaningful, nine-year, cross-grade relationships. At the core of Burke's School Families are the relationships between Big Sisters (fourth graders) and Little Sisters (kindergarteners), who are paired off each fall and stay together throughout both girls' time at Burke's. The Big Sisters will be the Little Sisters' connection to the Upper School and join them in special activities throughout the year.



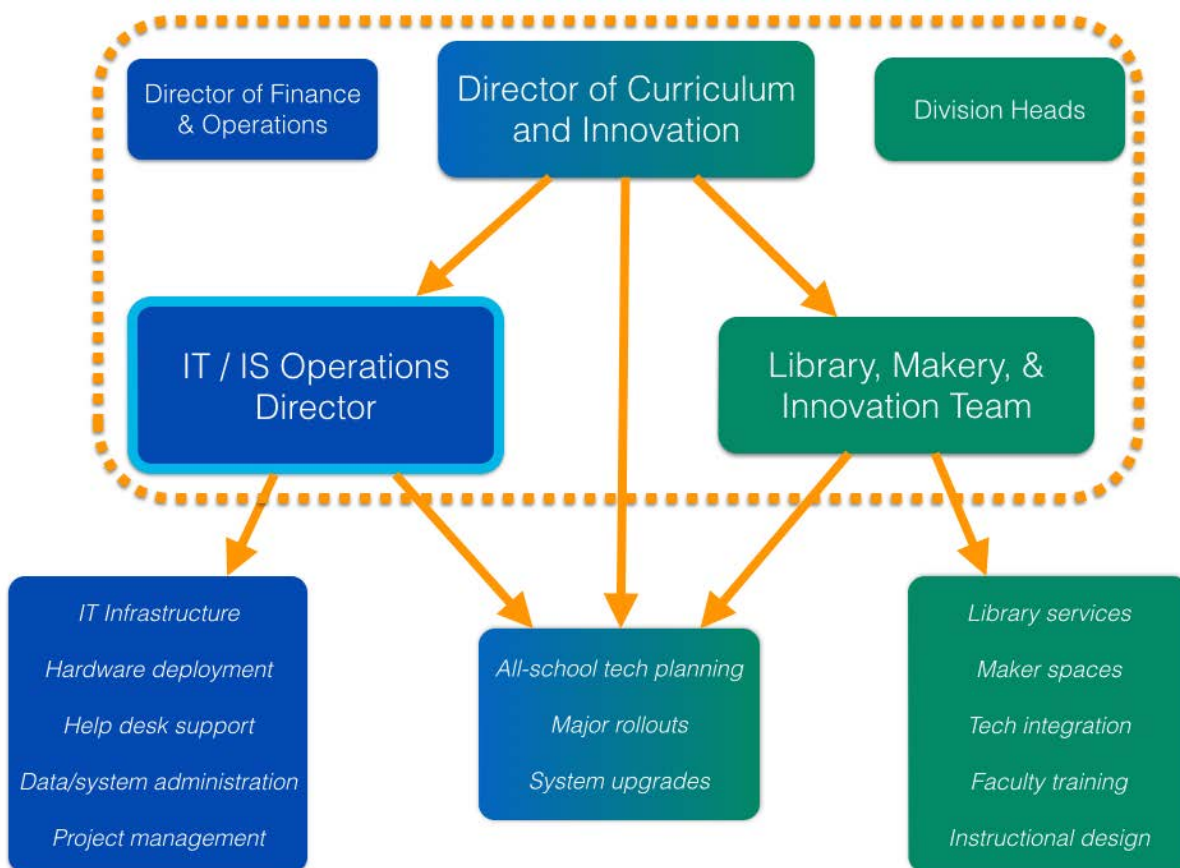
EXPERIENTIAL EDUCATION

Every year, groups of Burke's students disappear for days at a time, heading off to locations all over Northern California. While these getaways function as an escape from life on campus, they also serve an important role in a Burke's girl's life over the nine years she's in school. The Outdoor Education Program at Burke's has a rich history that started in the 1980s. Bobbie Meyer, a Lower School P.E. teacher at that time, thought about how students had the chance to have experiences outside of the city's urban landscape through eighth-grade visits to the Yosemite Institute and fourth-grade camping trips to Sutter's Mill. Meyer wanted to provide similar opportunities to girls in all grades. The program's challenges increase by grade level, and Wolman described the long-term goal well: "the girls learn to work together, rely on themselves, learn what they are capable of, and also to support and rely on each other. We also hope to instill in the girls a love and appreciation of the natural world and an understanding of the ecology and geology of at least part of California."



TECHNOLOGY GOVERNANCE

Technology governance at Burke's involves many individuals and is ultimately driven by the needs of the academic program. All technology professionals, from those on the IT side to those on the instructional side — including the library, makery, and innovation team — ultimately report up to the director of curriculum and innovation, who sits on the leadership team and reports directly to the head of school. In essence, the director of curriculum and innovation serves as the de facto chief innovation officer, who ensures that the technology program is aligned with all-school programmatic needs. At the same time, other leadership team members have a vested interest in technology strategy and visioning. The director of finance and operations works closely with the IT/IS operations director to both ensure that non-academic departments receive ongoing technology support, as well as plan ahead in areas such as budgeting, data integrity, security, and risk management. On the academic side, the two division heads are important stakeholders for major decisions involving devices, software, and classroom technology.



At Burke's, all technology professionals report to the director of curriculum and innovation. This governance structure emphasizes the importance of ensuring that the technology program runs in service of the academic program.



KEY STATISTICS

Founded: 1908

Location and campus: 3.5-acre campus in Sea Cliff/Richmond neighborhood of San Francisco, with highlights including: 65% open space, a grass athletic field, 2 maker spaces, 3 science labs, new campus center and performing art stage

Students and families: 400 students in grades K through 8; 43% are students of color

Athletics: Up to six teams in any season

Faculty: 93 faculty members; student-to-faculty ratio of 6:1; 29% staff of color

Accreditation: California Association of Independent Schools (CAIS)

Relevant associations and memberships

National Association of Independent Schools (NAIS); National Coalition of Girls' Schools (NCGS); People of Color in Independent Schools (POCIS); Schools, Mentoring and Resource Team (SMART); Bay Area Directors of Admissions (BADA), Breakthrough San Francisco

Tuition: Kindergarten (and all new students): \$41,034 Grades 3-4 (Returning): \$39,728 Grades 5-8 (Returning): \$41,034

Financials: Approximately \$19M overall school operating budget and \$23M endowment

Financial aid: Over \$2.65M was awarded to approximately 26% of students in kindergarten through 8th grade whose families demonstrated need

Website: www.burkes.org





IT / IS OPERATIONS DIRECTOR

SPECIFIC DUTIES

IT Operations

- Oversee the deployment of all hardware, software, and systems, and evaluate all technology services from various perspectives, including: cost-effectiveness, customer satisfaction, compliance, security, performance, and maintenance.
- Evaluate internal IT systems for performance, efficiency, and customer satisfaction; and oversee and manage all accounts, contracts and financial issues related to the department.
- Ensure IT data security, risk management, disaster recovery and planning processes are in place and receive regular review for currency and adequacy.

Information Services Operations

- Oversee the maintenance and reliability of the school's enterprise data / systems environment, and ensure that these systems are deployed and engineered to leverage industry best practices for maintainability and scalability.
- Work with senior leadership and various operational and academic departments to ensure they have the necessary access to, and reporting of, data.
- Support and coordinate technology transitions in service to other departments.
- Serve as the school's primary project manager for enterprise-wide data transitions.

Departmental Leadership

- Manage the technology budget and general operations of the technology program.
- Serve as the school's project manager for upgrades and transitional initiatives involving hardware, software, infrastructure, systems, and classroom AV.
- Supervise a full-time technology support specialist, and develop and maintain relationships with third-party vendors and consultants to ensure network reliability and provide ongoing backup support.
- Under the direction of curriculum and innovation, to which this position reports, and in partnership with other technology professionals at the school, engage collaboratively with long-term technology planning and strategy.
- Perform other duties as assigned.



BURKE'S SEEKS CANDIDATES WHO CAN DEMONSTRATE...

Professional Qualifications and Experience:

- Possession of a bachelor's degree from an accredited college or university, with advanced coursework in information systems or a related field desirable
- Experience coordinating or managing technology projects and initiatives, preferably in an educational institution
- Experience administering data systems or enterprise applications
- Prior experience supporting IT operations, including: security, networking, backup, disaster and recovery planning, risk management, or hardware deployment

Leadership and Personal Qualities:

- Immersion in diversity work — both in training and in implementation
- A willingness to execute a shared model of technology governance in collaboration with other technology colleagues and multiple members of the leadership team
- A scalable approach to technology management that supports individual needs
- An ability to plan and oversee concurrent technology-related programs and projects, combined with strong motivational skills to ensure completion and success
- An ability to build consensus among diverse groups, facilitate critical discussions among constituents, and instill confidence in colleagues during times of transition
- A thoughtful approach to technology planning and transition
- Inspirational and diplomatic leadership sensitive to the needs of a diverse faculty
- A collaborative, cooperative, empathetic, collegial, innovative, and patient mindset
- Exceptional communication skills: written, verbal, presentation, and training
- An understanding of the diverse technology needs and organizational complexities of a high-achieving, independent, K-8 school
- Confidence and humility, together with a sense of humor and warm personality
- A commitment to the mission and core beliefs of Burke's
- Capability to lift up to 25 pounds and access hardware in hard-to-reach spaces

QUOTE ABOUT THIS ROLE

"Burke's is a forward-looking educational environment where collaboration, innovation, and a growth mindset are foundational for both students and faculty development. We are seeking an IT/IS operations director to be a part of our dynamic, collaborative Library/Makery/Technology team as we support faculty and staff to leverage technology in our mission to educate, empower, and encourage girls."

Fran Yang, Director of Curriculum and Innovation



HOW TO APPLY

Ed Tech Recruiting is acting on behalf of Burke's to identify exceptional IT/IS professionals to fill this extraordinary opportunity. Please direct any inquiries to:

Gabriel Lucas
Principal, Ed Tech Recruiting
jobs@EdTechRecruiting.com

APPLICATIONS WILL BE CONSIDERED THROUGH MARCH 28, 2022.

All applications must be submitted online, via:

www.EdTechRecruiting.com/jobs/burkes

An application requires submitting four PDFs:

- Cover letter introducing yourself to the Burke's search committee
- CV or résumé
- A list of four references (include each person's name, current organization, title, phone number, email, and past connection to you — though we will not contact any references without obtaining your permission first)
- A response to the following prompt:

One of the qualifications for this position is, "A scalable approach to technology management that supports individual needs." In no more than 2-3 paragraphs, how would you manage an environment that is scalable and supports individual needs?

Burke's is an equal opportunity employer and makes employment decisions on the basis of merit. School policy prohibits unlawful discrimination based on race, color, age, religion, national origin, sex (including pregnancy, childbirth, and related medical conditions), genetic information, physical or mental disability, medical condition, citizenship status, sexual orientation, gender identity, gender expression, marital status, military or veteran status, or any other consideration made unlawful by federal, state, or local laws.

