**School Name:** PS 456 - The Elizabeth Jennings School for Bold Explorers (BE)

**District:** 15

**School Site:** 489 State Street Brooklyn, NY 11217

**Send Cover Letter, Resume and Teaching Portfolios to:** es456k@gmail.com

**POSITIONS & ELIGIBILITY REQUIREMENTS**

New York State certification in the appropriate content area

Subject to sufficient budget, positions in the school may include, but are not limited to, the following titles:

* Childhood Education (Grades Pre-k-6)
* Early Childhood Education (Birth-Grade 2)
* Students with Disabilities (Birth-Grade 2)
* Students with Disabilities (Grades 1-6)
* English to Speakers of Other Languages
* Literacy (Birth-Grade 6)
* Physical Education
* Health Education
* Dual Language/Dual Language Extension preferred

\*For list of Foreign Languages and Career & Technical Education certifications, see <http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

**DESCRIPTION**

The Elizabeth Jennings School for Bold Explorers (BE)is a community of learners dedicated to an inquiry-based, hands-on curriculum. Our approach is centered in a progressive model of education through exploration allowing children to take ownership of their learning. We believe students learn by doing and students learn best when collaborating with peers in small and whole group experiences. We operate with a students-first mentality.

At BE strive to create an inclusive culture where listening and acceptance creates the truest sense of belonging; where we always challenge the paradigms and perceived notions of equality and equity; where we speak up for and against any forms and acts of racism; where we manifest the deepest and most profound new reality that all of our differences, whether ethnicity, race, gender preference, sexual orientation, physical ability, age, religious beliefs, language preference or socio-economic status are a reflection of the beautiful tapestry of the 456 community.

Our BE core values are trust, collaboration, and joy. We are looking for staff members with a commitment to a play-based, experiential outdoor learning school model of teaching and learning. We are looking for staff members who have the capacity to facilitate learning experiences that allow students to take the lead, incorporate backwards design methods, and meet students where they are.

A 5 day summer planning institute will offer an essential opportunity for staff. Additionally, the school will offer opportunities for teachers to participate in:

* In-house school committees and/or special programs.
* Daytime professional development such as inquiry work, inter-visitations, teacher common planning, and collaborative conversation

**DUTIES AND RESPONSIBILITIES**

Because roles in small schools are varied and complex, serious consideration will be given to applicants who demonstrate in their resume and cover letter experience and/or willingness to commit to the school’s mission and core beliefs and to become involved in these essential aspects:

| **Classroom Teaching & Planning*** Working within an inclusive non-tracked non-traditional school schedule and organizational structure
* Collaborating in an interdisciplinary planning and teaching team that meets the needs of all students, including English Language Learners and Students with Disabilities
* Working in a new start-up organization with a focus on individualized student learning and utilization of a backward planning design model
* Developing and implementing curriculum and assessments that are aligned to Next Generation Learning/NYS Standards
* Incorporating literacy strategies into daily routines and classroom instruction in all content areas
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| **Assessments & Data*** Using data gathered through formative and summative assessments
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| **Professional Development*** Practicing an open-door policy that encourages collaboration and development of best practice pedagogy
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| **School Culture & Community*** Creating a safe and supportive learning environment with routines and structures that align to the school's core values
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| **Communication*** Maintaining regular and open communication with families by providing regular written updates on student progress and creating opportunities for family participation, inclusion, and collaboration
* Taking on duties that support classroom teaching (meeting in departments and grade levels, writing and implementing school policy, being an active part of school decision-making, communicating with parents throughout the school year to support student achievement, etc.)
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**SELECTION CRITERIA**

A successful candidate will demonstrate:

* Willingness to be committed to the above capacities, duties, responsibilities, and approaches to teaching and learning

| **Classroom Teaching & Planning*** Experience with or willingness to incorporate reading, writing, speaking, listening, and critical thinking skills into classroom instruction and daily routines
* Evidence of success implementing interdisciplinary curriculum, projects, and units with colleagues
* Experience differentiating instruction and assessments for all students including students with special needs and English Language Learners
* Familiarity with a variety of team-teaching models and willingness to team-teach with special education and/or ESL teachers in a collaborative team teaching setting
* Ability to plan, implement, and evaluate individual, small group, and whole-class instruction
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| **Assessments & Data*** Ability or willingness to develop interim assessments, analyze student data collected from interim assessments, and adjust teaching practices to ensure student understanding
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| **Professional Development*** Evidence of commitment to continuous professional growth (i.e. professional development, formal education, outside reading
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| **School Culture & Community*** Experience and/or willingness to learn strategies that support creating a learning environment where students' emotional and social needs are met through conflict resolution, peer mediation, collaborative learning, team building activities, restorative practices, etc.
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| **Communication*** Ability to effectively communicate orally and in writing with colleagues, parents, students, industry partners, and the community
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In addition to the cover letter, resume, and interview, teacher candidates may present a teaching portfolio, which may include evidence of philosophy of education, evidence of curriculum planning such as course syllabi, lesson plans, and any teaching artifacts collected throughout teaching career. Artifacts may include student work, images of student work and presentations, and curriculum development examples. Applicants must also provide three professional references and, if possible, a written observation from a supervisor. References might include one from a peer with whom the applicant has collaborated, and/or a faculty development or professional organization representative.

**WORK SCHEDULE & SALARY**

As per Collective Bargaining Agreement