

# Head of Middle School

## The Browning School

New York, NY

*Founded by scholar and teacher John A. Browning, The Browning School has been a leader in fostering the intellectual and personal growth of boys and young men since 1888. Serving 402 students in kindergarten through Grade 12, Browning strives to combine the best of a traditional prep school environment and curriculum with imaginative teaching and a strong value system – all in a single-sex setting – to inspire wonder, self-confidence, achievement, and a strong sense of brotherhood among its students.*

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Located in a historic, six-story brick building on Manhattan’s Upper East Side, The Browning School enrolls 122 students in the Middle School, which comprises Grade 5, Grade 6, Form I, and Form II (nomenclature that is a vestige of the days when Browning was organized in two divisions). Across all grade levels, Browning offers a traditional liberal arts curriculum that aims to develop students’ critical thinking skills and to inspire a self-directed capacity for inquiry and understanding across disciplines.

The Middle School fosters a welcoming, structured, child-centered environment where expectations are clear, yet boys have the freedom to be themselves. Teachers know every student and are sensitive to the special needs of boys, offering individualized support as students develop intellectually and grow into young men of character.



For a position to begin in July of 2018, Browning seeks a talented middle school leader with outstanding communication skills, a collaborative approach to leadership, a commitment to thoughtful educational innovation, and a fun-loving spirit. The ideal candidate will embrace the school’s culture and values, and will serve as an enthusiastic advocate for the benefits of all-boys education.

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**APPLICATION DEADLINE: December 29, 2017**



## BROWNING AT A GLANCE

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### MISSION STATEMENT

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*Founded in 1888 as a college preparatory school for boys, the Browning School continues its commitment to the goals of John A. Browning: the pursuit of academic excellence and a lifelong love of learning, the belief in the dignity of the individual, and the development of personal integrity and responsibility to the broader community.*

*The Browning boy develops amid these values. The Browning alumnus is a good citizen, sensitive to the needs of others, and respectful of divergent yet informed opinions.*

*He is, in the best sense of the word, a gentleman.*

### DIVERSITY STATEMENT

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*The Browning School strives to create a diverse community in which all members are safe, respected and valued. We believe that in actively promoting a diverse learning environment, we are fostering intellectual, social and emotional growth for all. Recognizing and pursuing diversity, however, are not enough; we seek to transcend mere tolerance of differences and aspire to a celebration of the varied appearances, abilities, perspectives and values that characterize our community.*



### ENROLLMENT & AID

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TOTAL ENROLLMENT	402
LOWER SCHOOL	168
MIDDLE SCHOOL	122
UPPER SCHOOL	112
STUDENTS OF COLOR	32%
TUITION	\$48,615 per year
FINANCIAL AID	\$2.8 million to 18% of families

### FACULTY AND STAFF

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TOTAL NUMBER OF EMPLOYEES	97
FULL-TIME MS FACULTY	39
MS FACULTY WITH ADV. DEGREES	95%
AVG. TENURE AT BROWNING FOR MS FACULTY	7 years

### AFFILIATIONS

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ACCREDITATION: New York State Association of Independent Schools

SELECTED MEMBERSHIPS: National Association of Independent Schools, New York Interschool Program, International Boys' School Coalition

**ON THE WEB:**  
[www.browning.edu](http://www.browning.edu)

## ABOUT BROWNING

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As one of only two all-boys, K-12 schools in New York City, Browning offers a special experience. Many students are sons of alumni, and families often enroll multiple children if they can. Among the many formal and informal activities, policies, beliefs, and traditions that shape Browning's unique culture are:

- An institutional focus on academic excellence and good citizenship.
- A morning welcome handshake, which develops respect and a sense of fraternity.
- Organized assemblies in all three divisions that provide opportunities for students, faculty, parents, and administrators to build community.
- A monthly series – *From Theory to Practice* – that invites a faculty member to share his/her reflections on what they teach, how they teach it, and why.
- A dress code in all three divisions that promotes a whole-school concept of orderliness.
- A commitment to recruiting and supporting a multicultural and socio-economically diverse mix of students, teachers, administrators, and trustees.
- An activities period that allows the boys to participate in a wide array of academic and non-academic clubs.
- The school song, which is sung at all Lower School and full-school assemblies.

### THE STUDENTS

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Browning serves a bright, sophisticated, and academically diverse student body drawn from all over New York City. The school has grown increasingly diverse over the past five years, with nearly one third identifying as students of color today. Economic diversity is supported by \$2.8 million in financial aid funding. The academic performance and college placement record of Browning alumni is testament to the school's success in preparing boys for long-



term educational success. The median composite SAT score for the Class of 2016 was 1954, and the median ACT score was 27. Over the past three years, multiple graduates have matriculated at several top colleges, including Bard College, Boston College, Cornell University, Johns Hopkins University, New York University, Trinity College, and the University of Chicago.

## THE FACULTY AND STAFF

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Middle School teachers at Browning are enthusiastic and highly professional; they're also renowned for their ability to connect with students and forge meaningful, productive relationships with each boy. Most faculty members teach classes in more than one division – and sometimes all three – and they delight in seeing the many ways students grow and change over the years. The teachers are community-minded and have established a very collegial, collaborative culture. All teachers have access to an annual professional development budget, and they may also apply for a grant to support summer opportunities. Salary and benefits are regularly benchmarked to remain competitive, and faculty are regularly evaluated by the Head of Middle School and their peers.



## ADMINISTRATION

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The Head of Middle School oversees an administrative assistant and all Middle School faculty, while all of the Department Heads report to the Dean of Faculty. The Head of Middle School reports directly to the Head of School. Other members of the senior administrative team include the Assistant Head of School and Head of Lower School, the Head of Upper School, CFO, Athletics Director, Director of Institutional Advancement, Director of Technology, Director of Equity and Inclusion, and the Directors of Admission.

## THE EDUCATIONAL PROGRAM

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The core of Browning's academic program is defined by a sustained, in-depth exploration of science, mathematics, English, modern and classical languages (Latin), art, history, technology, music, civics, and athletics. The Middle School offers a developmentally appropriate introduction to the liberal arts with a broad curriculum that blends rigor, structure, and increasing autonomy. The program offers many opportunities for students to distinguish themselves academically, athletically, artistically, and/or through a commitment to a wide array of extracurricular programs. Classes cultivate analytical skills through reading, discussion, collaborative projects, and laboratory work. The development of strong communication skills – particularly writing and critical reading – is stressed across the curriculum. More broadly, the school aims to develop boys who are independent learners, good problem-solvers, and confident in their own abilities.

For a detailed overview of the Middle School curriculum and co-curricular programs, visit [www.browning.edu/middle-school](http://www.browning.edu/middle-school). Here are a few highlights:

## CLUBS AND ACTIVITIES

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Browning offers myriad opportunities for middle school students to explore interests beyond the classroom. *Grytte*, the school's newspaper, is more than 100 years old, and is completely written and produced by Middle and Upper School boys. Other publications include the *Grytte* Yearbook, and *The Lit* (literary magazine). Additional clubs – most led by faculty advisors – include the Gay/Straight Alliance, Drama Club, Investment Club, and Environmental Club. Two students from each Middle School Grade are elected annually to the Student Council, and many students volunteer to serve as peer tutors or as student ambassadors (in Forms V and VI) through The Key Society.



## THE ARTS

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As part of a balanced and culturally enriched educational experience, required courses aim to make every boy competent in the history and critical analysis of music and the fine arts. The visual arts program requires every boy to try his hand at drawing, painting, sculpture, printmaking, and computer-aided design. Through the music program, middle-schoolers learn to read and write music as they sing and perform on several instruments – xylophone, recorder, handchimes, and African drums – in solo and ensemble settings.

## LIBRARY AND TECHNOLOGY

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Browning's library is home to more than 10,000 print volumes, 70 periodicals, and a burgeoning digital collection that includes database subscriptions, audio books, ebooks, and devices to help students access all resources. Fifth and Sixth Grade students visit the library weekly as part of the Middle School Media Literacy Program to learn about plagiarism, citation, and how to evaluate sources. The school's robust technology curriculum includes a 1:1 Chromebook program in the Middle School. More advanced topics include coding, robotics, game design, and digital animation. In Form II, students tackle a real-world design problem using rapid prototyping, Computer Aided Design, and virtual reality.

## PHYSICAL EDUCATION AND ATHLETICS

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In Grades Five and Six, all students participate in interscholastic competition in basketball and intramural competition in soccer and softball on Randall's Island. Boys in Forms I and II have the option of playing on an interscholastic athletic team instead of participating in the physical education program. Teams include soccer, cross country, squash, basketball, baseball, tennis, golf, and track. Approximately 85 percent of boys in the Middle School choose to join at least one athletic team.

## HEALTH, WELLNESS, AND STUDY SKILLS

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Boys in Grades Five, Six, and Form I take a required study skills class to prepare for future academic success. The class covers a wide range of topics, including note taking, reading comprehension strategies, the writing process, time management strategies, and test taking skills. Health and Wellness is taught in Grade 6.

## MODERN AND CLASSICAL LANGUAGES

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Grade 5 students take either French or Spanish – continuing a course of study started in Grade 3 – and continue through at least Form II. Latin begins in Form I and is taught as an active language that is spoken and heard as well as read. The ultimate goal is to produce boys who, after six years of study, are able to read original Latin texts without aid of dictionary or translation. Greek is offered to Upper School students in Forms V and VI.



## NEW YORK CITY

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Many classes and clubs take advantage of the outstanding resources available in Browning's neighborhood and across New York City. The school is situated just a few blocks from a handful of world-class cultural institutions, and faculty take regular field trips to museums, concerts, and other events to enhance their teaching. Middle School science classes have large units dedicated to studying Central Park, and New York Harbor. Students in Grade 6 and Form I travel to Black Rock Forest, 4,000-acre preserve in the Hudson Highlands, to do ecological research. The same trip includes a visit to Storm King Art Center to study sculpture and landscape design.

## OPPORTUNITIES AND CHALLENGES FOR THE NEXT HEAD OF MIDDLE SCHOOL AT BROWNING

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The next Head of the Browning Middle School will inherit a division blessed with a talented and energetic student body, an experienced faculty, and dedicated families who believe deeply in the mission of the school. After the departure of a long-tenured Head of Middle School in 2016, Browning appointed Science Department Chair and Dean of Students Sam Keany to serve as Interim Head for the 2017-18 school year. New Head of School John Botti (appointed in July 2016) has invigorated the Browning community, and the

school is ready to welcome a division leader who will reflect the new energy on campus while respecting the institution's rich history, unique culture, and established traditions.

The opportunities and challenges for the Middle School's next Head will include:

- **THE ACADEMIC PROGRAM** – Browning's approach to curriculum and pedagogy has been defined largely by the school's traditional character, and families are still drawn to the school's structured classroom environment and enduring commitment to the liberal arts. However, as peer schools across New York City are building more forward-thinking educational programs, Browning hopes to keep pace with best practices in teaching and learning. The next Head of Middle School will join the Head of School and the other division leaders in a thorough evaluation of the school's curriculum and an exploration of ways to ensure Middle School students are fully engaged, challenged, and supported as they arrive from the Lower School and prepare for the rigors of Forms III-VI. The division looks to welcome a creative leader who will work collaboratively to make the Middle School program more innovative, rigorous, balanced, and experiential.
- **MIDDLE SCHOOL IDENTITY AND ENROLLMENT** – Efforts to upgrade the Middle School curriculum will dovetail with Browning's move to refine and assert its place in the competitive independent school marketplace of Manhattan, and a refreshed curriculum will back a community-wide push to increase retention, especially as families move from Middle School to Upper School.
- **STUDENT SUPPORT** – Browning's small size allows teachers to know each student, and families are drawn to the individualized attention every boy receives. The school's high standards and small size can make it difficult, however, for the school and its faculty to efficiently support learners with a range of abilities and needs. As the school's academic program evolves, the Head of Middle School will need to think broadly and creatively about how to help every middle-schooler achieve his full potential without straining the school's resources.
- **FACILITIES** – All three of Browning's divisions are housed under one roof, which gives the campus a bustling, urban vibe and enhances connections among boys from age 5 to age 18. The school recently completed a five-year renovation project to improve the building's efficiency and update many facilities; however, space remains tight, and students, teachers, and administrators are continually challenged to make the most of the academic and co-curricular programs given the school's physical constraints. This is especially true when it comes to physical education, athletics, laboratory sciences, and the performing arts.
- **CULTURE AND CHARACTER EDUCATION** – In addition to sparking a lifelong love of learning, Browning's mission is centered on forming young men of outstanding character – sensitive, gentlemanly, responsible individuals. Browning is generally traditional, but not wholly conservative. As contemporary notions of citizenship and masculinity are in flux, the Head of Middle School will play a key role in shaping the school's culture and programs to encourage the prudent use of technology, a consistent approach to standards and discipline, healthy social-emotional development, a respect for diversity, and proactive character education.



## WHO SHOULD APPLY: IMPORTANT QUALITIES AND QUALIFICATIONS

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Browning seeks a mature, warm-hearted, and energetic leader who will genuinely embrace the delights and challenges of working with middle-school boys. Ideally, they will offer most or all of the following:

### EDUCATIONAL AND PROFESSIONAL PROFILE

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- Excellent academic credentials, including an advanced degree.
- Substantial experience in middle school teaching and administration, coupled with expertise in best practices in curriculum and pedagogy for this age group.
- A demonstrated understanding of, and commitment to, the transformational role of all-boys education, ideally including experience as a student, teacher, or administrator in a single-sex setting.
- Outstanding administrative and organizational skills.



### PERSONAL QUALITIES AND LEADERSHIP STYLE

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- A welcoming, charismatic leader with outstanding communication skills who will seize the opportunity to be the public



face of – and advocate for – the division with internal and external constituencies.

- A creative, collaborative, and patient leader who will be supportive of the Middle School faculty and eager to work with colleagues throughout the school.
- An innovative and dynamic leader who encourages students and faculty to take measured risks.
- A gracious, confident, self-possessed leader who is comfortable setting and enforcing appropriate boundaries with students, faculty, and parents.
- A culturally competent leader well versed in current issues surrounding diversity, equity, and inclusion.
- A strong role model who embodies honesty, integrity, and compassion.
- A fun-loving educator with a sense of humor and an appreciation for the powers and limits of the middle school mind.

## ANTICIPATED SEARCH CALENDAR

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Application deadline:	December 29, 2017
Selection of semifinalists:	January 10, 2018
Semifinalist interviews:	January 20-21, 2018
Finalist visits:	February, 2018
Appointment:	February, 2018
Starting date:	July 2018

## APPLICATION REQUIREMENTS AND SEARCH PROCESS

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Acting on behalf of The Browning School, Wickenden Associates is actively recruiting talented academic leaders for this unique leadership opportunity. The lead consultant for this search is Laura Hansen ([lhansen@wickenden.com](mailto:lhansen@wickenden.com)), who may be reached at 609.683.1355.

Candidates should submit **no later than December 29**, an application package including the following:

- *A cover letter indicating why they are particularly interested in and qualified for the position.*
- *A current résumé.*
- *A statement of educational philosophy.*
- *The names, addresses, and telephone numbers of three references. (We will obtain permission from candidates before contacting references.)*
- *Optional: Other supporting material (e.g. articles, speeches, or letters of recommendation) that would be informative.*

These materials should be transmitted via email attachment to [searches@wickenden.com](mailto:searches@wickenden.com). Candidates who are new to Wickenden Associates are particularly encouraged to initiate the application process well before the deadline.

After an initial review of applicants, the Search Committee will interview semifinalist candidates on **January 20-21**. Shortly thereafter, finalists will be invited to Browning for a more comprehensive series of interviews with representatives of the school's constituencies. A February 2018 appointment is anticipated. Wickenden Associates will keep all applicants informed of their status throughout the process.

