



# DOGWOOD CLASSICAL ACADEMY

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## Dogwood Classical Academy: A Hillsdale Barney Charter School

Dogwood Classical Academy, a candidate member school of the Hillsdale College Barney Charter School Initiative (BCSI) is approved to open fall 2024 in Cabarrus County, NC. The school's mission is to *develop students in mind and character through a rigorous, classical, content-rich curriculum that emphasizes the principles of academic fundamentals, virtuous living, and civic responsibility.*

Dogwood Classical Academy is accepting applications for the founding Head of School position. The Head of School's pre-opening responsibilities include building community relationships, hiring for our inaugural school year and other responsibilities to ensure a successful opening.

The Head of School is expected to live in or near Mooresville, NC once hired. Qualifications, duties, and desired characteristics of our founding school leader are described below. To apply, please email your resume and a 1-2 page statement connecting your philosophy of education with the classical model to Amy Shetler, Chair of the Board of Directors, at [a.shetler@dogwoodacademy.org](mailto:a.shetler@dogwoodacademy.org).

### Role Description: Head of School

A classical school leader is an important figure in a school and in the surrounding community. He or she is entrusted with the education and well-being of the students and the academic reputation of that community, acting as a steward of substantial public or private funds and, ultimately, as a contributor to the future viability of the nation through the passing on of wisdom and virtue to future citizens.

The leader of a classical school knows that he or she is shaping young men and women for lives of virtue, and that a classical education is a training for both the mind and the heart. The leader is equally attentive to the school's curriculum, pedagogy, and culture, because he or she knows that ethical and intellectual living is practiced in and outside of the classroom. The school leader is an example to the students and the community of virtuous living and the love of learning. He or she can articulate that clearly and effectively. As a proponent of American classical education and its origins, the school leader builds a culture focused on principled self-government and civic responsibility.

### Qualities and Characteristics:

- Leadership. Specifically, the ability to discern the ends that fulfill the nature and purpose of the organization, and to chart a course to reach those ends; the ability to inform and inspire people to follow, to commit, to take responsibility, to perform, and to cooperate in an effective manner. The ability to raise up leaders in an organization.
- Intellectual depth and serious understanding of the life of the mind befitting of the leader of an academic institution with a love of learning demonstrated by the ongoing personal pursuit of knowledge and the desire to share that knowledge with others.
- Enjoys people and displays comfort within diverse stakeholder communities.
- A commitment to school reform, energized with courage and governed by prudence.
- A generator of trust and confidence as a result of his or her leadership by exhibiting unwavering personal integrity, honesty, and decisiveness.
- A person of excellent moral character.

### Knowledge and Skills:

- A broad understanding of classical education, its roots in the Western tradition, and its historical presence in American schools prior to the 20th century.

- An understanding of the ills that plague contemporary primary and secondary schools and the root causes of those problems.
- Knowledge of the craft of the educator, and the ability to teach well.
- The ability to coach teachers to greater degrees of effectiveness in the classroom.
- The ability to communicate effectively in both oral and written forms.
- The ability to maintain a high degree of energy and personal productivity, and to effectively manage the yield of others. The ability to prioritize and get things done.
- A general understanding of personnel management principles, including recruiting and hiring, supervising and evaluating, and individual and organizational development.
- The intellectual and emotional strength to have difficult conversations.
- A general understanding of financial management principles, including budget preparation and management, the needs and expectation of regular auditing, and a system of sound fiscal controls.
- An understanding of the school's respective state accountability or accreditation system for public schools, and relevant laws.

### **Duties and Responsibilities:**

- Provides general management of all school operations, including but not limited to academic, financial, personnel, regulatory, and facility areas.
- Observes teachers at defined intervals, documents results, and provides feedback as mentor and supervisor.
- Reports at regular school board meetings on the status of operations and plans for upcoming activities.
- Represents the school as the senior executive leader in interactions with the public, the school constituencies, the authorizer or accreditor, and other government agencies.

### **Other Expected Characteristics of a School Leader:**

- The school leader is well-organized and takes responsibility for everything that occurs within the school.
- Carries out his or her charge with humility and flexibility with a willingness to take on any task even if it seems menial.
- Delegates with clear direction, yet accountable for every facet of the school.
- The school leader is pleasant, engaging, personable, and empathetic—important traits as he or she interacts with parents, community members, teachers, students, and others.
- The school leader knows how to build trust through excellent communication, which oftentimes means only listening, and by being consistent with expectations and follow-through. The school leader is firm and kind, prudent and just.
- The school leader can build an administrative team. He or she knows the mission and knows how to hire well to support that mission.
- Knows his or her own strengths and weaknesses, and will hire assistant principals and deans who will offset those weaknesses.
- The school leader is rooted in the classical tradition and appreciates the art of teaching, with a clear vision for his or her own classroom, having experienced it firsthand.
- The school leader understands and communicates with the broader classical movement to promote better education in our country and is committed to the larger network of schools of which he or she may be a part.
- The school leader regularly coaches each teacher on classroom management, instruction, and culture.
- The school leader has clear focus, and yet is open to ideas and implements those that uphold the school mission without personal bias.
- The school leader is public-spirited, ambitious about the school and its effect on the wider community, state, and nation. He or she is committed to the local community as an active participant, an energetic advocate for classical education as being good for all learners.
- The school leader likes interacting with children and believes that classical education leads them on the path to true happiness.
- The school leader has a recognizable executive aptitude for the business and operational aspects of school leadership. He or she is able to put first things first and has the capacity to multi-task.