



Unity Christian Academy

Head of School Search

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PROCEDURE FOR APPLYING

Interested candidates should complete the following documents and email them to David Urban at Charter Oak Research at urban@charteroak.us

- > COVER LETTER
- > RESUME
- > PHILOSOPHY OF CHRISTIAN EDUCATION

JOB TITLE

Head of School

FOCUS

In addition to administrative functions customary for the chief administrative officer which is stated below under Job Responsibilities, the Head of School will also have more specific internal and external strategic responsibilities. Internally, the Head of School will lead the concerted effort with the Board of Directors to build a team, identify curriculum and all other areas to prepare for the opening of the new school in Fall 2017. Externally, the Head of School will lead as a strategic thinker and communicator who can spearhead development, plan for the future, and serve as the "Face" of Unity Christian Academy to the community. Strong visionary leadership in these areas will be required.

ACCOUNTABILITY

The Head of School is hired by, reports to, and is evaluated by the Board of Directors

COMPENSATION PACKAGE

Salary and benefits commensurate with the position

MINIMUM JOB QUALIFICATIONS

- Exemplify and articulate a saving and growing relationship with Jesus Christ
- Passionately committed to Christian education
- Committed to UCA's founding principles
- Master's Degree in education, management, administration or related field
- 10 years of leadership experience preferred (5 years' experience in education leadership)
- Spiritual maturity, professional ability, and personal leadership qualities to biblically lead an administrative team
- Demonstrated experience and commitment to building multi-cultural community
- Entrepreneurial spirit to be founding Head of School

JOB RESPONSIBILITIES

- To serve as the leader of the administrative team which develops and implements the entire school educational program and operations in accordance with policies set by the Board of Directors
- Identify and hire teachers, staff and administration who fit the mission and vision of UCA
- Promote mission and vision to external community to raise awareness, funds and grow enrollment
- To create or identify Biblically integrated curriculum across all areas of the school
- To address the specific areas referenced in the focus section above
- To foster a safe and healthy environment conducive to learning

Introduction

In May of 2014, a group of individuals representing various stakeholders including clergy, business leaders, area elementary school leaders, parents and community leaders gathered to consider the future of Secondary Christian Education in the South Chicagoland Region. A steering committee was formed to explore both the need and viability of a truly unique Christian high school in South Holland. The Steering Committee worked for 16 months engaging with experts in secondary education, Christian education research consultants, area elementary school leadership, and potential constituents of the proposed new high school. At our meeting on September 24, 2015 the Steering Committee established a board of directors and commissioned the board to begin the process of incorporation, leadership identification, communication, and institutional collaboration for the purpose of starting Unity Christian Academy of South Holland, IL.

LEADERSHIP

Board of Directors: To be comprised of 9-15 individuals committed to the vision and mission of a new Christian high school of South Holland. It will represent our commitment to economic, social, ethnic, geographic, and ecumenical diversity. Our current members are as follows:

Dr. Bill Boerman-Cornell

Prof. of Education, Trinity Christian College

Steve Blom

Director of Development, Deer Creek Christian School

Geni Cutler

Executive Director, Suburban Access and Open Access

Mayor Don DeGraff

Mayor of South Holland and Regional

President, MB Financial Bank

Sally Haywood

Retired Professor of Information Technology,

Prairie State College

Dr. Dave Larsen

Executive Director, Bright Promise Fund

Rev. Glen McCarthy

Pastor, Peace Christian Reformed Church of South Holland

Dr. Joy Meyer, Ed. D.

Director of Teacher Education, Trinity Christian College

Mike Nylen

Senior Personal Trust Advisor, MB Financial Bank

John Purnell

Senior Project Manager, Rightpoint

Carl Smits

Owner/Operator of Smits Farms

Rev. Alfonzo Surrent, Pastor

Calvary Community Church of South Holland

Board of Governors: To be comprised of 20-30 individuals representing various stakeholders including parents, education leaders, civic leaders, clergy and business leaders. The BOG will serve in an advisory capacity offering wisdom and expertise to the Board of Directors on a semi-annual basis.

RESEARCH

We contracted the services of Charter Oak Research as we began to discern God's calling for a high school in the South Chicagoland Region. We specifically wanted to gauge the level of interest from prospective parents, and also find out what expectations these potential constituents had for a new Christian high school in the Chicago Southland Region. The data was gathered in two phases.

Phase One: We organized a series of focus groups over a two day period in March in which families, business leaders, civic leaders, school leadership or any interested individual could meet with researchers from Charter Oak sharing their thoughts on the need and expectations for a new Christian high school. We had over 100 participants in these two days.

Phase Two: From the Focus Groups, Charter Oak Research and the New Christian High School Steering Committee developed an online survey to be sent to a broader group of families in the region. Through this survey, we were able to reach an additional 350 individuals and families giving valuable feedback which will inform our decisions as we proceed. A few of the key takeaways of the survey are a desire for:

- Academic Excellence
- Dual College Enrollment
- Affordability
- Geographic Proximity



Core Values

The Core Values listed below will be our guide at every level of Unity Christian Academy, affecting who we are, all we do, and every decision we make. No one core value takes precedence over another, but instead are infused into and dependent upon each other for the overall trajectory, sustainability, and health of the school.

A. Christ Centered

We believe that all things originate and find their existence through the Creative, Redemptive, and Sustaining work of God in three persons; Father, Son, and Spirit. This world, though distorted by sin, is still His, and as redeemed followers of Christ our Lord we are called and equipped by the Spirit to the task of bringing every aspect of culture under the Lordship of Jesus Christ. In this way, we must approach education with sincerity, humility and conviction committed to excellence as a witness to the nature of God in this world. We also acknowledge that a primary call as witnesses of Christ and His Kingdom in this world is that of unity. We are committed to and will be guided by the historical statement of unity found in the Apostle's Creed. The leadership at the school on all levels will be required to sign a statement of faith which will inform all of our decisions related to an education at Unity Christian Academy.

B. Academic Excellence

All are made in the image of God, and therefore created with unique gifts and skills to be joined with others for the furtherance of God's Kingdom on Earth. Therefore, an academically excellent school will recognize the vast spectrum of learners and strive to ensure that each student is challenged according to their level of ability, and create such a curriculum that allows students to identify and explore, in study and experience, where God is calling them into vocation. We believe a key component of a school in this context will be to utilize strategic partnerships with institutions of higher learning, opportunities afforded in proximity to the global city of Chicago, and collaboration with businesses for hands-on learning.

C. Diversity

We recognize that one of the greatest witnesses we can have on this Earth is that of unity in Christ. All-too-often, humanity has established barriers that have led to the systemic isolation of various people groups. We believe Christ came

to tear those barriers down. This requires more than good intentions, but a sincere plan that will guide us in our efforts from inception. We believe an educational community that is economically, ecumenically, geographically, and ethnically diverse will only enhance a student's education experience as it more closely reflects the Kingdom God has called us to participate in on Earth as it is in Heaven. Diversity in our local community will better equip young people to develop into mature servants in the global community. We are not merely open to this, but will actively seek out the development of a diverse community at every level of the organization; board, administration, faculty, and student body. We also believe that most of the assets needed to develop a truly unique Christian high school already exist within the community, which means it is our responsibility not to create something entirely new, but to identify, align, and provide opportunity for collaboration in a way which allows all participants to flourish.

D. Accessibility

There are four main components of accessibility: location, affordability, curriculum, and enrollment.

Location: We believe a unique opportunity exists to develop a school committed to serving the Chicago Southland Region in the community of South Holland. This is a strategic location for a number of reasons. First, South Holland is geographically well connected as it sits between I-94, I-80, and I-294, making it accessible in minutes from across a large regional area. It is also in close proximity to a number of college and vocation institutions of higher learning, allowing for more collaboration. Second, the Village of South Holland is committed to being an economically, ecumenically, and ethnically diverse community. The vision of the community and the vision of the school will align with one another, creating a stabilizing force that will enhance both entities. South Holland and surrounding communities are already home to terrific

preschool, elementary and middle schools. It is our desire to facilitate and participate in a continuum of education in which a family will know their child will be able to develop in an excellent, Christ-centered community from birth to college in one geographic area.

Affordability: We are committed to developing a cost structure for the school that will make it financially accessible to any family who desires this education for their child. This means we will put significant time and resources into developing a plan for tuition assistance based primarily on the need of the family. We will also explore key partnerships with local colleges and businesses allowing for dual enrollment or co-curricular experience that will either save family significant money over a child's educational career, or generate income for the school. We will also develop a plan that will utilize technology in a way that does not deduct from the community aspect of education, but will enhance student learning while reducing a significant amount of overhead costs.

Curriculum: As we begin this process we know that the curricular spectrum is broad when it comes to secondary education. It is our desire to be able to facilitate learning across as much of this spectrum as possible. Because we are not tied to the constraints of existing structures or historical practice we have been given the freedom to consider a number of different opportunities through intentional collaborations. We believe that all students can learn and grow through excellence in traditional subjects like Math, Science, English, History, and Social Studies; through an active engagement with practical, problem-solving, and vocational experiences, and by incorporating relationships with the local and greater Chicagoland communities.

Enrollment: We are committed to the centrality of the Gospel of Jesus Christ and its transformative effects on the individual, family, classroom, institution, community, and the whole of creation. If a family desires an academically excellent education rooted in the person and work of Christ, we invite them to participate in the life of this school. We will strongly encourage, but not require, attendance at a particular church. Each family that seeks to partner with Unity Christian Academy in their child's education will be engaged on an individual and personal level throughout the enrollment process. Families will agree to a high standard of conduct that will facilitate a school culture rooted in Christ-like service and learning.

PHILOSOPHY OF EDUCATION AND PEDAGOGY

Curriculum, Pedagogy, Philosophy, and Community Stance for Unity Christian Academy (UCA)

I. Foundational Principles:

1. The curriculum and pedagogy of UCA will be built around a Christian worldview as articulated in the mission statement and other foundational documents of UCA.
2. The curriculum and pedagogy of UCA will be connected to, embedded in, and reflective of the community UCA is a part of.
3. Recognizing that all students are children of God, UCA curriculum and pedagogy will be designed around educational excellence. Excellence includes not only traditional academic achievement, but also experiential learning, problem-solving, and application of knowledge to practical problems and social justice issues.
4. UCA's pedagogy will draw upon an experiential understanding of learning. UCA's pedagogy will combine rigorous disciplinary knowledge with practical applications to prepare students to be successful in college and in whatever God calls them to.

Innovative Pedagogy:

One would expect to hear about curriculum first, but one of the most defining aspects of UCA's approach is our innovative approach to pedagogy (or teaching methods). This consists of a unique weekly schedule which encourages off-campus work and collaboration, a summer enrichment program of elective courses, an emphasis on Problem-based Learning and Integrated Units, a school-wide emphasis on community resources, and a twice-weekly chapel program.

Wednesday Focus Days: At UCA, Wednesdays are set aside for exciting learning opportunities. None of the traditional classes meet on Wednesdays. Instead, freshman and sophomores use this day for field trips, extended research and action on problem-based learning projects, community-led mini-courses, on-line courses, service projects, and lab days. Juniors and seniors might also take advantage of off-campus opportunities like Dual Enrollment courses at Trinity Christian College or South Suburban College, a work-release program, or an independent study program in conjunction with a faculty mentor and community mentor.

PHILOSOPHY OF EDUCATION AND PEDAGOGY (continued)

Summer Enrichment Courses: While not holding classes year round, UCA will offer summer enrichment courses taught by both regular UCA faculty and in some cases taught by other teachers. These courses will include regular curricular course;, focused courses like Chicago history, robotics, drama, and novel writing; and travel opportunities including camping trips, mission trips, and international trips. There may also be some unique community partnering opportunities.

Problem Based Learning: Many courses at UCA will be taught using Problem Based Learning. In PBL, the teacher presents the students with a problem and students use information they are learning in class to devise a plan of attack and carry out that plan to solve the problem. For example, an American History class could decide to research the history of the graveyard in Thornton on South Park Avenue; a geometry class could design an addition for the school; English and an Art class could combine to design a new student website for UCA; or a science class could conduct a wildlife inventory in South Holland. PBL projects build on existing curricular content, but allow students to learn experientially and to see the connections between their course of study and vocational and societal needs.

Integrated Units: Integrated Units show students the connections between different disciplines. This approach to learning is compatible with PBL. Integrated Units occur when the faculty (with input from students) agree on a theme or focus for the year. They then build that focus into

all of their courses. For example, in a particular year, the faculty might decide to focus on Health and Community. Math classes might pair up with a PE class to propose a new bike lane system for South Holland. Science classes and English classes might work together to promote the Farmer's market. The history class might compare attitudes toward health by looking at local papers in the Chicagoland area over a 100 year time span. An integrated unit focus is not the exclusive content being taught in course, but provides a focus for activities, assessments and examples.

School-Wide Emphasis on Community Resources (Also called Asset Based Community Development Education or ABCDE): Education at UCA is formed through a partnership of school leaders, parents, and the community. Because we understand the importance of community involvement in school, we try to bring community experts into the classroom, and find opportunities for students to serve and learn in the community. The Community Resource Coordinator will work in conjunction with faculty to make connections that aid and enhance regular classroom instruction as well as PBL and Integrated Unit work.

Chapel Program: UCA's chapel program will open the week on Monday and close the week on Friday. The UCA Chapel program has dual emphases on worship and learning. Speakers are chose to not only help students' worship, but also to help them learn about God and faith and its place in our world.

Curriculum

The curriculum will incorporate a Christian perspective in all subjects in 9th through 12. This means that our understanding of God's creation, humanity's fall, His plan for our redemption, and our response to that great gift are woven through all disciplines, not just Bible classes. It does not mean, however, that we need to shy away from or avoid particular topics, disciplines, or ideas, but that we consider all that there is to learn in relation to His divine revelation through the Bible and the ways He reveals Himself to both Christians and non-Christians,

We recommend that, at minimum, the curriculum at UCA will require all students to complete:

Mathematics: 3 years (6 semesters) Algebra, Geometry, Pre-Calculus. If there is sufficient interest, a fourth year will also be offered, possibly including AP Calculus and/or IB Higher Math.
(3 years is a state requirement. Other options usually offered in high schools would include Regular Calculus, AP Computer Science, AP Statistics, and Business Math. Other less common options would include Architectural Math and Mathematics and Social Justice).

English: 4 years (8 Semesters) Modern Literature and Basic Composition; Transatlantic Literature and Composition; World Literature and Composition; and Drama Performance, Media Studies, and Shakespeare. If there is interest, AP Literature and Composition or IB Language and Literature could be offered.
(3 years is a state requirement. The courses prescribed above are selected not only on education value, but also to be high interest level courses to encourage motivation for reading and writing. Summer electives could include creative writing and improvisational acting.)

Science: 3 years (6 Semesters) Students would be required to take 4 semesters of the following one semester courses, which could be offered on rotation: Biology I and II, Earth Science, Chemistry I and II, Human Physiology, Zoology, Physics,. Students would also take 2 semesters of the following electives, offered on rotation by determination of science faculty. Astronomy, Introduction to Engineering, IB Biology, IB Computer science, IB Design Technology, IB Physics, IB Exercise Science, AP Biology, AP Chemistry, AP Environmental Science; AP Physics.
(State requirement is 2 years)

Social Studies: 3 years (6 semesters) Ancient World History I and II, Transatlantic History I and II, US Constitution, International Relations. Students may substitute the following electives, offered if there is sufficient interest: IB Economics, IB Geography, IB Global Politics, IB History, IB Anthropology, AP Government, AP European history, AP Human Geography, AP US History, and AP World History.
(State Requirement is 2 years)

Physical Education: 2 years from PE 1, 2, and 3 and Health and Fitness. One elective is available: Advanced PE.
(State requirement is 1.5 years)

Bible: 4 years (8 semesters): The following one-semester courses would be offered: Christian Perspectives on Community, Old Testament, Gospels, Epistles, World Religions, Cultural Discernment, The Bible and Social Justice, and Senior Service. *(The State does not require Bible courses.)*

Fine Arts: 1 year (2 semesters) of fine arts. Choir, Band, Music Ensemble, Intro to Visual Arts, Drawing and Painting, Sculpture, Digital Design, Ceramics, Creative Writing, and others. This requirement can be fulfilled by summer enrichment courses. *(The state does not require fine arts courses)*

Foreign Language/Cross-Cultural Requirements: Should we require a year of foreign language study? We could also offer cross-cultural courses which would look at other cultures without learning the language. This could also be fulfilled by international travel.

Enrichment: 1 year (2 semesters) minimum. At least two enrichment courses offered during the Wednesday period or during the summer enrichment. Students may take more than 2 of these.

Unity Christian Academy: Statement of Faith

As followers of Jesus Christ, living in this world—which some seek to control, and others view with despair—we declare with joy and trust: Our world belongs to God! This truth directs us in our work and play at Unity Christian Academy.

Our world, fallen into sin, has lost its first goodness, but God has not abandoned the work of his hands: our Maker preserves this world, sending seasons, sun, and rain, upholding all creatures, renewing the earth, promising a Savior, guiding all things to their purpose.

God holds this world with fierce love. Keeping his promise, he sends Jesus into the world, pours out the Holy Spirit, and announces the good news: sinners who repent and believe in Jesus live anew as members of the family of God—the first fruits of a new creation.

We rejoice in the goodness of God, renounce the works of darkness, and dedicate ourselves to holy living. As covenant partners, set free for joyful obedience, we offer our hearts and lives to do God's work in the world. In our work and worship at Unity Christian Academy these truths guide our behavior and expectations for life together.

With tempered impatience, eager to see injustice ended, we expect the Day of Christ's return. We are confident that the light which shines in the present darkness will fill the earth when He appears. Come, Lord Jesus. Our world belongs to you.

Remembering the promise to reconcile the world to himself, God joined our humanity in Jesus Christ—the eternal Word made flesh. He is the long-awaited Messiah, one with us and one with God, fully human and fully divine, conceived by the Holy Spirit and born of the virgin Mary.

Standing in our place, Jesus suffered during his years on earth, especially in the tortures of the cross.

He carried God's judgment on our sin—his sacrifice removed our guilt. God raised him from the dead: he walked out of the grave, conqueror of sin and death—Lord of Life! We are set right with God, given new life, and called to walk with him in freedom from sin's dominion.

Being both divine and human, Jesus Christ mediates between us and God. He alone paid the debt of our sin; there is no other Savior. We are chosen in Christ to become like him in every way. God's electing love sustains our hope: God's grace is free to save sinners who offer nothing but their need for mercy.

At Pentecost, promises old and new are fulfilled. The ascended Jesus becomes the baptizer, drenching his followers with his Spirit, creating a new community where Father, Son, and Holy Spirit make their home. Revived and filled with the breath of God, women and men, young and old, dream dreams and see visions.

At Unity Christian Academy, the Spirit renews our hearts and moves us to faith, leads us into truth, and helps us to pray, stands by us in our need, and makes our obedience fresh and vibrant.

The Spirit gathers people from every tongue, tribe, and nation into the unity of the body of Christ. This school stands in that unity fostered by the Spirit. Serving the Lord in whom all things hold together, we support sound education in our communities, and we foster schools and teaching in which God's truth shines in all learning. At Unity Christian Academy, all students, without regard to abilities, race, or wealth, bear God's image and deserve an education that helps them use their gifts fully.

The Bible is the Word of God, the record and tool of his redeeming work. It is the Word of truth, breath of God, fully reliable in leading us to know God and to walk with Jesus Christ in new life. It is the central living text which shapes our curriculum and guides our life together.

We grieve that the church, which shares one Spirit, one faith, one hope, and spans all time, place, race, and language, has become a broken communion in a broken world. While we are a school and not a church, we commit ourselves to seeking and expressing the oneness of all who follow Jesus, and we pray for brothers and sisters who suffer for the faith.

Our hope for a new creation is not tied to what humans can do, for we believe that one day every challenge to God's rule will be crushed. His kingdom will fully come, and the Lord will rule. Come, Lord Jesus, come. Come here at Unity Christian Academy.