



HEWITT

Director of Equity and Community Life

The Hewitt School seeks a dynamic, collaborative leader to serve as its next director of equity and community life. At Hewitt, equity and justice stand as foundational commitments that guide every aspect of teaching and learning. Supported by the Board of Trustees, Head of School [Dr. Tara Christie Kinsey](#), and Hewitt's professional and parent communities, the Director of Equity and Community Life will join a robust, intentional, joyful educational community engaged in the work of advancing equity and justice as part of its mission. In this highly visible role, the next director will lead and guide the community, building upon the foundation of commitment and excellence fostered by Hewitt's current director of equity and community life.

The preferred candidate will be responsible for providing leadership across the school in support of Hewitt's commitment to equity and belonging. The director will work closely with students, faculty, staff, parents, trustees, and other school leaders to further enhance a climate of equity and belonging for all members of the school community and to foster a school environment supportive of the well-being and success of all members.

ABOUT THE SCHOOL

The Hewitt School is an independent school serving approximately 500 girls in grades K-12 on New York City's Upper East Side. Founded in 1920, The Hewitt School inspires girls and young women to become game changers and ethical leaders who forge an equitable, sustainable, and joyous future. Nestled on a quiet block on East 75th Street, the [Hewitt School's main campus](#) consists of three connected buildings housing its middle and upper schools. Located just one block away, McKelvey Hall is designed specifically for young learners and is home to lower school students. The Theater at St. Jean, as well as wellness facilities, further enrich the student experience. In November 2021, the school announced the launch of [Hewitt Downtown](#), a new innovation campus featuring open-concept collaboration studio and classroom spaces amid Downtown Manhattan's vibrant mix of for-profit and nonprofit businesses and community organizations. At this new downtown campus (scheduled to open in fall 2023), and increasingly at our uptown campus, Hewitt will offer every Hewitt student immersive, real-world learning and leadership development.

Presence, Empathy, Research, Purpose

Hewitt's program is carefully constructed around [four academic pillars](#)—presence, empathy, research, and purpose—that shape the way teachers teach, students learn, and, ultimately, the way both teachers and students live their lives: beyond the expected, beyond the easy answer, and beyond what seems possible. From kindergarten through commencement, Hewitt [faculty](#) members exemplify thoughtful presence, social-emotional and intellectual empathy, research-driven teaching, and a personal sense of purpose as they expertly and personally deliver a [curriculum](#) that stimulates each girl's capacity for reflective engagement.

Presence: At Hewitt, teaching and learning are profound acts of presence, because teachers and students truly listen and talk with one another, because they value reflection and embrace the process of learning, and because they change and are changed by the alchemy that happens in a school where the “touch of life upon life,” so eloquently expressed by Hewitt’s founder, Caroline D. Hewitt, is at the center of daily life.

Empathy: A core value in every division, empathy enables Hewitt students to maintain a point of view that is not narrowed by the limits of personal experience but expansive, because of the ability to make a deep connection to the stories of others. At Hewitt, empathy is cultivated as a habit of mind key for emotional intelligence, design thinking, critical thinking, and problem solving.

Research: Research informs everything Hewitt teachers do every day. Every teacher at Hewitt understands the [research](#) on why girls learn best in collaborative environments that support exploration, experimentation, and play. Hewitt faculty are trained to design curriculum and implement pedagogy that explicitly fosters a growth mindset in classrooms that are cooperative, collaborative, and relevant to young women. Further, research reveals that girls who feel known and valued through trial and triumph learn more enthusiastically, think more adventurously, and grow into young women who thrive in college, career, and life itself.

Purpose: Guiding girls to become young women of purpose—purpose that is meaning to the self and of meaningful, beneficial consequence to the larger community—is why Hewitt exists. Hewitt students are taught to chase dreams, not credentials. They come to know who they are and learn to construct a vision for their lives, long before they choose their majors or careers.

The Hewitt School’s three divisions connect to these shared pillars while offering distinct programs designed to embody its motto—“*By Faith and Courage*.” Hewitt students learn to have faith in themselves and pursue their sense of purpose with courage, empathy, and conviction.

Lower School Dynamic, Girl-Focused and Student Driven

At Hewitt, teaching is both an art and a science. Faculty members provide each student with a rich learning experience. Hewitt girls in the [lower school](#) have both the freedom to let their minds engage new ideas and explore fresh perspectives with a carefully plotted pedagogical path to follow, intentionally designed to carry them to places where they learn better and achieve more. Their classrooms emphasize healthy relationships, collaboration, storytelling, building, and creating, providing girls a space to learn cooperatively with other girls and creating the ideal conditions for learning that research recommends. This does not just benefit students—it also attracts inquisitive and passionate teachers to the Hewitt community. While the warm, familial atmosphere endures decade after decade, the curriculum is constantly evolving.

Middle School Exploration, Transformation and Joy

Hewitt’s [middle school](#) invites girls to embrace early adolescence as a time of exploration, transformation, and joy. Its learning culture is rooted in empathy—the ability to put oneself in another’s shoes—and Hewitt girls cultivate this essential habit of mind as both an intellectual and emotional practice. This approach is informed by the emotional, physiological, and intellectual development during early adolescence. Middle school girls learn to support each other during a time of significant individual change, and their teachers serve as coaches and mentors in resisting pressures to conform and developing a sense of purpose as they explore who they are as young people. Hewitt’s middle school teachers love working with girls who are in the midst of this extraordinary

developmental phase, and they employ a pedagogy that is rooted in the best research on girls' social-emotional and neuropsychological growth.

Upper School Autonomy and a Burgeoning Sense of Purpose

Hewitt's [upper school](#) celebrates the autonomy and burgeoning sense of purpose that come with young adulthood. Hewitt's young women in grades 9 through 12 develop a keen understanding of how they learn, how they construct and manage their time and obligations, and how they both express their individuality and connect to their community, at school and beyond. Girls who feel known and valued through trial and triumph learn more enthusiastically, think more adventurously, and grow into young women who thrive in college, career, and life itself. Trained in the research on girls and young women, upper school faculty members foster inquiry, resilience, and collaboration in their classrooms, and students know and trust their teachers as wise and caring mentors.

HISTORY AND DEVELOPMENT

The Hewitt School, originally known as Miss Hewitt's Classes, was founded by Caroline Hewitt in 1920. Caroline Hewitt was born in England and arrived in America at the turn of the 20th century to work as a governess for a family in Tuxedo Park, NY. As her reputation grew, Hewitt offered private classes to children at a townhouse on the Upper East Side. As was the case in the early years of many girls' schools, Hewitt was initially a finishing school for the daughters of wealthy New York City families. After WWII, the expectation grew that graduates would attend college and careers. Over the decades and the tenure of six succeeding heads of school, enhancements to the curriculum and facilities led to the Hewitt of today. With the arrival of Dr. Tara Christie Kinsey, Hewitt's eighth head of school, in 2015, Hewitt placed a priority on putting research on girls into pedagogical practice. Under her leadership, the school's small size and celebration of girls as individuals have been at the forefront. Her charge to girls and young women to slow down and develop their "inner resume," as opposed to the "manic padding" of credentials, is prized.

LEADERSHIP AND STRATEGIC PLANNING

Dr. Tara Christie Kinsey is a passionate advocate for girls' education and a lifelong learner, educator, and leader. Kinsey received her A.B. in English from Princeton University, where she was a varsity athlete, and her Ph.D. in English from Emory University. She began her teaching career at Peddie School and has since taught at Emory University, Oxford University, Georgetown University, and Princeton University.

Prior to Hewitt, Kinsey served as associate dean in the Office of the Dean of the College and the Office of the Vice President for Campus Life at Princeton University, where she worked closely with students to help them realize their full potential through formal advising and programming such as the [Princeton Perspective Project](#) and the [Princeton Women's Mentorship Program](#). As chair of Princeton's Advisory Committee on Women's Leadership, Kinsey was the recipient of two awards: the Nannerl O. Keohane Women's Mentor Award, given to "the member of the Princeton University community who has done the most to mentor Princeton women students for leadership," and the Marvin Bressler Award, given to "that member of the Princeton family who through heartfelt support of the University's student-athletes and coaches, embodies a belief in the lifelong lessons taught by competition and athletics as a complement to the overall educational mission." Prior to her work as an Associate Dean, Kinsey partnered with faculty, senior administrators, and the university president on Princeton's \$1.88 billion *Aspire* fundraising campaign.

In March 2020, after leading the Hewitt community through a comprehensive strategic planning process centered on the question, “How can Hewitt invent a new educational model that better empowers girls and young women to become the game-changing leaders of tomorrow?” Dr. Kinsey and the Board of Trustees announced the School’s new mission:

The Hewitt School inspires girls and young women to become game changers and ethical leaders who forge an equitable, sustainable, and joyous future.

Concurrent with this new mission, the School announced a new strategic vision and direction, centered on three commitments:

- Redesign learning around transdisciplinary real-world challenges to build students’ leadership capacity and sense of purpose.
- Reimagine where school happens to take full advantage of immersive, collaborative, and hands-on learning in New York City.
- Redefine women’s leadership by convening student, academic, and industry leaders to challenge, transcend, and transform conventional assumptions about gender, power, and leadership in our society.

Though this mission and strategic vision were announced prior to the onset of the pandemic, the pandemic has not interrupted the strategic vision—it has catalyzed it. There is tremendous momentum and collective enthusiasm within the Hewitt community to come together around the goal of being a school where girls and young women are empowered to pursue questions and problems that are relevant to their experience, are challenged to go beyond what is familiar in the pursuit of greater knowledge and understanding, and are committed to creating a world in which all people can thrive.

In Winter 2020, Dr. Kinsey restructured the director of diversity and inclusivity position to become the director of equity and community life (or DECL). In Spring 2020, the Board of Trustees formed a new Equity and Community Life Committee and in Summer 2020 established an [Anti-Racism Task Force](#) (ARTF), a cross-constituency *ad hoc* committee, in response both to the nationwide racial reckoning and to the sharing of the lived experience of Hewitt students, both past (as shared openly in sessions with School leadership and trustees, and as shared anonymously in posts to the Black@Hewitt on Instagram) and present (a group of upper school students issued “A Student’s Call to Action” to the leadership of the School). The task force met over the course of four months to produce a set of [recommendations](#) to the Board, which was adopted unanimously in November 2020 and which has guided the focused work of the community since.

STUDENT LIFE

World-readiness is the focus of Hewitt’s signature programming and strives to go beyond siloed academic preparation while aligning itself with the curriculum. Hewitt girls [explore](#) deeply topics they find most intriguing and inspiring. Programs in STEAM (Science, Technology, Engineering, Arts, and Math), women’s leadership, public performance, and service learning advance the School’s commitment to engaging girls authentically and meaningfully with the world.

STEAM and Maker Education

Research shows that girls have higher interest and persistence rates in STEAM fields when they are afforded ample opportunities to tinker and build. By introducing design challenges in science, technology, engineering, and mathematics classes starting in the lower school, Hewitt prepares its students to embrace robotics with an eagerness to explore, a willingness to build upon failure, and an openness to constructive feedback. The school's [K-12 interdisciplinary and collaborative approach to STEAM](#) ensures that Hewitt girls graduate well on their way to becoming the next generation of innovators, inventors, and leaders.

Women's Leadership

Hewitt students study, model, and practice the principles of leadership with a special focus on what it means to be a female leader. Their study and practice are connected to the development of purpose in their own lives. Working with faculty, visiting scholars, community partners, students participate in workshops and projects that allow them to explore the issues women face and to understand those issues through an intersectional lens. They explore challenges to women's leadership, such as the impostor phenomenon in highly successful girls and women, or the difference between passive and assertive communication, and the pitfalls of dysfunctional politeness. They also learn the importance of thinking about gender in relation to the different lived experiences of people as shaped by race, socioeconomic status, sexual orientation, religion, etc. Through these programs and their close integration with curriculum on women leaders, Hewitt students develop a rich understanding of the principles of leadership, a nuanced awareness of how leadership intersects with their identity as girls and young women, and a deep appreciation for the many ways they can find their purpose as leaders.

The Arts and Public Performance

Since Hewitt's founding, the School has emphasized the importance of teaching girls and young women to express themselves publicly with confidence and courage. Caroline Hewitt, the School's founder, deeply valued the theater, and drama, dance, and public speaking continue to be essential components of the K-12 program.

At Hewitt, the arts enhance and enrich the entire curriculum. [Arts education at Hewitt](#) affords girls the opportunity to gain a deeper understanding of themselves and the world by taking creative risks, thinking independently, working collaboratively, and exploring visual and performative art from around the world. Through an array of artistic experiences—classes, rehearsals, dramatic productions, concerts and exhibitions—Hewitt girls have opportunities to explore and nurture their own creative abilities, and to analyze, challenge, and connect. The expansion of the campus to include an arrangement with the Theater at St. Jean, a 206-seat professional opera theater nearby, provides all Hewitt students access to a professional performance space with state-of-the-art lighting, sound, and technical elements for both productions and classes.

Research, Advocate, Act: Service Learning and Community Purpose

Hewitt students participate in multiple service initiatives each year. As part of their Hewitt education, students learn to [research, advocate, and act](#) for the betterment of their community and the world, becoming socially aware members of local and global communities. The emphasis on student-centered, experiential learning in lower and middle school classrooms fosters a mindset that blossoms in the upper school into a full-fledged Experiential Initiatives program, which takes the young women of Hewitt beyond the walls of Hewitt. The program gives students the opportunity to take a deep dive into a particular area of interest through an experience that is practical and hands-on. Such experiences are key to guiding young women in cultivating a sense of purpose.

DIVERSITY AND INCLUSIVITY

Hewitt's commitment to [diversity, equity, and inclusivity](#) is aligned with the academic and co-curricular programs schoolwide and recognizes that the work of creating a more diverse and inclusive community is ever evolving, never completed, often difficult, and deeply rewarding. All diversity, equity, and inclusivity initiatives at Hewitt ask the community to remain fully present, develop empathy, establish a collective purpose, and employ research-based practices for educating girls in a richly varied and globally interconnected world. Hewitt focuses on proportional, curricular, and interactional diversity. With an enrollment that increasingly reflects the diversity of New York City, 30% of Hewitt students identify as students of color and 30% of students receive financial aid. The Hewitt community engages vital questions of inclusion, equity, and social justice, ensures proximity to difference, and inspires students to form meaningful relationships with each other and people from every walk of life.

Within the Curriculum

Much of the work of the equity and community life (ECL) office has centered around expanding curricular diversity by incorporating multiple perspectives, histories, and diverse narratives and by developing a culturally responsive pedagogy. In the upper school, a Young Women's Cooperative (YWC) affinity space was created. This voluntary space for 9th-12th grade students looking to develop cross-racial conversational and literacy skills has expanded to include religious affinity spaces as well as an ally space for LGBTQ+ students. Middle school teachers created a Sustainability and Social Activism Committee, an optional space for 5th-8th graders interested in discussing current events and actively addressing issues related to social justice (e.g. racism, classism, nationalism, sexism, etc.). The lower school continued the work of Me, You, and We, an after-school affinity group for 1st-4th grade students of color, eventually piloting it as a curriculum for K-4th graders to explore issues of diversity and celebrate students' unique identities (e.g. gender assumptions, racial identities, culture and language, socioeconomic class, family structure, and abilities) through guided conversations, observations, and picture books. The entire professional community read Zaretta Hammond's *Culturally Responsive Teaching and The Brain* and participates in divisional and full-faculty trainings related to culturally responsive practices.

Since 2020, the community has been focused on incorporating anti-bias education goals into the curriculum and into K-12 academic philosophy. The anti-bias education goals for K-12 students are:

- Explore social identities to build positive self-concept, awareness, and confidence
- Express comfort and joy with human diversity using accurate language to describe similarities and differences; establish caring human connections
- Recognize unfairness, develop the ability to think critically, and assess misconceptions and stereotypes
- Demonstrate empowerment and skills to act, alone or with others, against prejudice and discrimination

Aside from curricular work, the ECL office continues to design and implement proportional and interactional diversity goals. The ECL office oversees ongoing race-based affinity groups for the professional community, and in early 2022 launched identity-based affinity groups for the parent and guardian community. The ECL office also works in partnership with the human resources manager and school leadership to develop more equitable hiring and recruitment practices.

Diversity and Inclusivity Programs

- Affinity Groups

With the goal of building authentic relationships across a range of identities, The Hewitt School offers affinity group discussions for middle school students, high school students, faculty and staff, as well as parents and guardians. The affinity spaces for parents and guardians builds on the success of student, faculty, and staff affinity groups from previous years, and also incorporates the feedback from parents and guardians eager to participate in affinity groups.

- Parent Education Events and Community Dialogues

In collaboration with the Parents' Association, the ECL office hosts workshops and discussions for Hewitt parents and guardians inspired by the School's research-backed and mission-aligned approach to diversity, equity, and inclusivity work. Recent discussions have focused on our commitment to sustainability, finding joy in challenging times, and how to support diversity, equity, and inclusion at home.

- National SEED Project

Inspired by the ongoing work of the [National SEED Project](#) (Seeking Educational Equity and Diversity), Hewitt's SEED group comes together once a month to listen, reflect, share, learn, and build a stronger, more inclusive school culture. Together, SEED participants explore how to support the Hewitt community by deepening self-awareness, expanding the knowledge of others, analyzing the world, and becoming leaders who work to make Hewitt a more conscious, equitable, aware, and informed institution. SEED work engages the head, heart, and soul. Participants develop ways of understanding race, class, gender, sexual orientation, physical ability/disability, and cultural experience.

- Workshops and Conferences

Hewitt has long partnered with experts in the field of educational equity and inclusion. The School maintains ongoing relationships with professional organizations like the [Center for Racial Justice in Education](#) and [CARLE Institute](#) (Critical Analysis of Race in Learning and Education), hosts its own SEED group, and sends a cohort of faculty, staff, and students to the annual [NYS AIS Diversity Conference](#), [NAIS People of Color Conference](#), and [Student Diversity Leadership Conference](#).

LOCATION AND LOCAL CULTURE

New York City is the School's classroom. Hewitt's curriculum embraces and capitalizes on the School's proximity to vibrant city life, frequenting museums, [extending service to others](#), [offering internships](#), and studying the history and culture of New York.

New York City is one of the world's cultural capitals and is home to premier art, theater, and music communities. The [Metropolitan Museum of Art](#), The [Whitney Museum](#), The [Guggenheim Museum](#), and The [Museum of Modern Art](#) are all located within walking distance of Hewitt. The [Studio Museum](#) in Harlem and [Schomburg Center](#) for Research in Black Culture are located across the park in Harlem. Theaters abound in the Broadway district, and throughout the city. [Lincoln Center](#), the [Metropolitan](#)

[Opera](#), and smaller venues supporting the city's extensive music communities abound. Comprising five distinct boroughs, the city offers vibrant parks, waterways, and outdoor recreation. Hewitt faculty and staff hail from all five boroughs, New Jersey and Connecticut, living within walking distance or commuting by easily accessible, metro-area public transportation.

THE ROLE OF THE DIRECTOR

Reporting to Head of School Dr. Tara Christie Kinsey, serving as a key member of the senior administrative team and regularly attending Hewitt Board of Trustees' meetings, the director of equity and community life will oversee school-wide initiatives for equity and justice to advance and build sustaining programs. The director staffs the trustee equity and community life committee, provides individual and community support, and develops new programs and initiatives that will ensure systemic and structural support for the Hewitt community. In addition, the director will serve as a school-wide resource for students, faculty, staff, parents, and trustees regarding diversity, equity, and belonging.

OPPORTUNITIES AND CHALLENGES

The director of equity and community life will help lead and guide the Hewitt community forward, informed by the strategic priorities of the School, by expanding on the School's active work to champion equity and justice. The director, working collaboratively with the head of school, members of the senior administrative team, trustees, faculty and staff, students, families, and alumnae, will advance the mission of Hewitt by empowering all community members to embrace multiple points of view and engage others with empathy and integrity as well as prioritizing the following:

- Using the results of Hewitt's community surveys, and working in partnership with the head of school and other senior administrators, develop an equity and community life strategic plan whose goal is to create new systems and processes that institutionalize equity and inclusion work at Hewitt;
- Expand cultural competency training and other professional development programs for faculty to strengthen inclusive classroom environments and support deep engagement with topics related to real-world problems, diversity of thought and experiences, and global issues;
- Develop and advance initiatives and programs that foster an equitable and inclusive community thereby supporting the social, emotional, and academic experiences of all students while advancing a culture of trust, transparency, and open communication;
- Build and implement a strategy that narrows equity and inclusion knowledge gaps in the broader community;
- Develop and implement strategies for recruiting and retaining families, faculty, administrators, and staff of diverse backgrounds; and,
- Strengthen ties to and build relationships within the broader city community.

DESIRED QUALIFICATIONS AND CHARACTERISTICS

The Hewitt School seeks candidates who are confident and passionate educators with a talent for establishing partnerships with a wide range of constituencies, high emotional intelligence, deft communication skills, broad knowledge of child development across various age groups, and a collaborative approach to this work. A Bachelor's degree or comparable experience is required; an advanced degree will be preferred.

The ideal candidate will also bring many of the following abilities and experience to their work:

- A commitment to research-based practices and broad knowledge of diversity, equity, and inclusion work;
- An ability to work effectively across divisions and departments, creating robust partnerships and connecting resources;
- The long-term planning and implementation skills to deliver on the School's strategic priorities as they relate to promoting an equitable and inclusive community;
- Demonstrated ability to develop meaningful relationships with students and to work productively with a broad range of constituents, including faculty, staff, parents, trustees, and alumnae;
- A positive and optimistic attitude and creative approach to problem-solving;
- A desire and ability to build on current innovative programming and scale change throughout the institution;
- Excellent interpersonal and communication (verbal and written) skills;
- An appreciation for the value of a girls' school education;
- A strong work ethic, personal integrity, and the ability to handle sensitive information with discretion, tact, and confidentiality; and,
- A joyful approach to learning and a sense of humor.

TO APPLY: Please submit a resumé, cover letter, and examples of previous relevant work to employment@hewittschool.org. Cover letters should reflect a careful reading of The Hewitt School's website, including the School's academic philosophy. **Please reference the job title in the subject line of your email.** No phone calls, please. Recruitment will remain open until the position is filled; applicants should apply as soon as possible for consideration.

IMPORTANT INFORMATION

The Hewitt School is an Equal Opportunity Employer. It has been and will continue to be a fundamental policy of the School not to discriminate on the basis of any category prohibited by applicable federal, New York State and/or New York City laws/regulations. This policy applies to all aspects of the employment process, including hiring, promotion, demotion, compensation/benefits, performance evaluations, disciplinary actions, training, working conditions, layoff, and termination.