



## ST. MARGARET'S EPISCOPAL SCHOOL

*Director of Enterprise Technology*

### SUMMARY

**Location** | San Juan Capistrano, CA

**Post Date** | September 8, 2021

**Application Deadline** | October 11, 2021 at 5pm PDT

**Remote Semifinal Round** | October 20 and 21, 2021

**On-site Final Round** | Week of November 8

**Decision Announced** | November 29, 2021

**Start Date** | July 1, 2022, or earlier by mutual agreement

**Reports To** | Assistant Head of School for Strategic Initiatives



**Ed Tech**  
RECRUITING

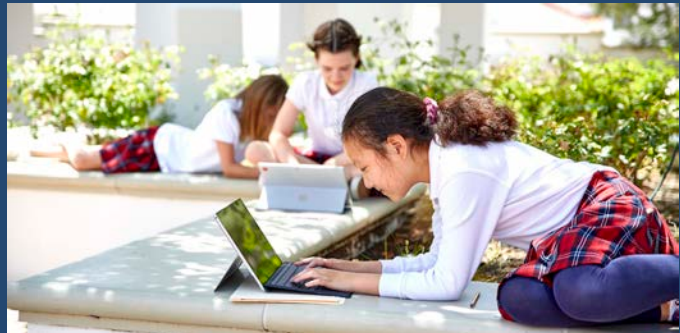


## SUMMARY

Halfway between Los Angeles and San Diego sits the historic town of San Juan Capistrano, which is home to one of California's oldest residential neighborhoods. Natural beauty and outdoor activities, from the Pacific Ocean to endless hiking trails, surround this community located in southern Orange County. The region is a bustling metropolis, with a vibrant university landscape (University of California, Irvine), arts and cultural scene, and dynamic business community of corporate headquarters and industry leaders in technology, health care and life sciences, outdoor fashion and lifestyle. A diverse community of more than 3 million people of all ages, ethnicities, cultures, faiths and identities call Orange County, the nation's sixth largest county, home.

Founded in 1979, St. Margaret's Episcopal School, an independent preschool through grade 12 college-preparatory school with over 1,200 students on 25 acres, reflects the nurturing and close-knit attributes of San Juan Capistrano. Like the region, the school has continued to grow and innovate, to where St. Margaret's is now one of the leading PK-12 educational institutions in the nation.

Technology at St. Margaret's is a microcosm of that growth and innovation. Over the last 27 years under the guidance of the outgoing director of technology, the school has vastly expanded its technology program, which started with a few computers and



now boasts thousands of deployed devices and dozens of major systems — both on-premise and in the cloud. With the upcoming retirement of the director next June, the school is beginning its search for a director of enterprise technology who will assume leadership of a mission-critical department of dedicated technology professionals. The director of enterprise technology will work in close concert with a counterpart on the educational technology side and report to the assistant head of school for strategic initiatives. This position starts July 1, 2022, or earlier by mutual agreement to allow for a smooth transition of leadership.

## MISSION

Our mission at St. Margaret's Episcopal School is to educate the hearts and minds of young people for lives of learning, leadership and service.



# A CLOSER LOOK INTO ST. MARGARET'S

## FIVE CORE VALUES

**Character:** St. Margaret's emphasizes integrity, spirituality, empathy, perseverance and responsibility.

**Community:** St. Margaret's champions mutual respect, engagement, collaboration, service learning and a commitment to the common good.

**Balance and Breadth:** St. Margaret's believes personal growth, balance and well-being are fostered through a broad range of academic, artistic, athletic and co-curricular opportunities.

**High Expectations:** St. Margaret's prepares and empowers its students to discover and develop their unique gifts and talents to achieve their full potential.

**Equity and Inclusion:** St. Margaret's embraces and celebrates the identity of every human being, and advocates for equity, inclusion and justice.



## EPISCOPAL IDENTITY



St. Margaret's Episcopal School is upheld by the basic principles of our Episcopal tenets that individuals and institutions are called to strive for justice and peace among all people, and to respect the dignity of every human being. Episcopal schools are not solely communities for Christians, rather as ecumenical and diverse ministries of educational and human formation for people of all faiths and backgrounds. Episcopal schools also integrate religious and spiritual formation into the curriculum and life of the school community. Episcopal schools exist not merely to educate, but to demonstrate and proclaim the unique worth and beauty of all human beings.



## TEACHING PHILOSOPHY

The education of both hearts and minds relies on a relationship of trust and respect between students and teachers. Students learn best when they feel safe and supported in an environment where they are encouraged to take intellectual risks. Understanding that students possess a diverse range of skills, learning styles and knowledge, St. Margaret's uses a wide range of instructional techniques and differentiated learning to help each student meet curricular demands. The school uses multiple forms of assessment to inform its instruction and to help students recognize gaps in their thinking, believing that the best learning happens when students are actively engaged in constructing their own knowledge.



The faculty's commitment to lifelong learning is made clear every day, and their passion, experience and energy define each of them as professionals. St. Margaret's teaching and learning connects to the world as teachers encourage students to see themselves as scholars, innovators, and global citizens with the responsibility to lead and serve.

## WORKING AT ST. MARGARET'S: THE PROFESSIONAL COMMUNITY

Under the leadership of visionary Head of School William N. Moseley, the St. Margaret's professional community comprises all faculty and staff and is an innovative, passionate and dedicated team unified in our school mission.

We view the mission as the responsibility of every member of the professional community, and foster a culture that values, loves and supports individual contributions. We ask professional community members to enthusiastically bring their whole selves to St. Margaret's, every day, including their varied identities, unique perspectives, interests, passions and expertise, so they can contribute to a vibrant, creative, nurturing environment that reflects our students and provides windows for them to view the world. We embrace and encourage creativity, ingenuity and continual iteration as we strive to advance academic excellence and a transformative experience for our students. Annually, we invest more than \$300,000 in professional development for conferences, workshops, courses, degrees, credentials, and school-wide speakers and seminars. In the past four years, we have funded more than 65 grants for faculty to create new curricula in areas including interdisciplinary studies, experiential education, DEI, and cross-divisional connections through our Summer Innovation Grants program.





## HIGHLIGHTS FROM THE STRATEGIC PLAN

St. Margaret's has aligned its strategic plan with the core values of the school. Prospective applicants are encouraged to visit <http://strategicplan.smes.org>, which contains videos and excerpts about the process to develop the plan, priorities and goals for the school, and updates on accomplishments and next steps.

### HIGH EXPECTATIONS

**Strategic Priorities:** St. Margaret's cultivates intellectual vitality and the love of learning through an academically vigorous learning environment. St. Margaret's keeps pace with technological advances and infuses STEM (science, technology, engineering and math) programs and design thinking into the curriculum.

#### Goals

- Continue to elevate curriculum and pedagogy to enhance the liberal arts, multidisciplinary knowledge and develop higher cognitive and critical thinking skills.
- Maintain excellence in academic programs, teaching and faculty subject-area expertise, through investment in professional development and recruiting.
- Deepen the learning experience through new technologies that create opportunities for connections inside and outside the classroom and instill greater technological competency.
- Further develop innovative programs and STEM education, specifically in curriculum development for computer science and engineering. Incorporate design thinking, entrepreneurship and relationships with industry.



### CHARACTER

**Strategic Priorities:** Nurturing students' character, spirituality and leadership potential are paramount to the St. Margaret's experience and consistent with our Episcopal identity, as well as a balanced focus on educating the hearts and minds of our students. Students need understanding, perspective and skills on matters of diversity, inclusivity, multiculturalism and interconnected local and global communities. Experiential and service learning programs provide personal growth opportunities, and deepen understanding, empathy and real-world connections.



## Goals

- Establish cultural competency as an essential element of a St. Margaret's education, equipping students with the awareness and skills necessary to effectively engage with others across cultures, perspectives and backgrounds.
- Infuse global content into the learning experience from a broad range of topics that include equity and justice, multiculturalism, economics and sustainability.
- Expand experiential learning programs with an emphasis on service-learning, personal exploration, leadership and involvement with outside communities. Utilize outdoor, local, national and international opportunities that allow for personal and spiritual growth.

## BALANCE AND BREADTH

**Strategic Priorities:** Critical thinking, problem solving, interpersonal and communication skills enable students to navigate and lead in the world outside and following their St. Margaret's experience. Mind, body, spiritual health and wellness, and one's ability to reflect critically on his or her life, are essential for living happy, fulfilling lives.

## Goals

- Cultivate important non-cognitive, behavioral skills that are predictive of successful life outcomes, including grit, conscientiousness, emotional intelligence and resilience.
- Develop student health and wellness programs that support nutrition, fitness, rest, and emotional and spiritual well-being.
- Develop a personal goal setting and reflection program that nurtures spirituality, mindfulness, and critical life skills.





## COMMUNITY

**Strategic Priorities:** Community engagement, connectedness and healthy relationships provide meaning and understanding of one's place in the world. Advancing the role of St. Margaret's in serving a broader community creates deeper purpose and impact of our mission.

### Goals

- Foster students' sense of self and belonging by actively nurturing an inclusive community committed to equity and justice so all students feel known, loved and included.
- Embrace our unique preschool through grade 12 school, as well as the physical campus, as a classroom and opportunity for learning, community connection and service.
- Leverage the school's reputation and faculty expertise to foster new partnerships with other educational and industry leaders, as well as the broader community.



## INSTITUTIONAL SUSTAINABILITY

**Strategic Priorities:** St. Margaret's will continue to lead and look forward as an education institution by striving for excellence in all its student programs and school operations. Prudent stewardship of the school's assets and annual budget process, and transparent reporting are essential to the health of the school. A healthy relationship between St. Margaret's Episcopal School and St. Margaret's Episcopal Church is vital to carrying forward the mission of the school.

### Goals

- Grow the school's endowment so that it can become a significant source of annual income and help modulate future tuition increases.
- Continue to provide transparent reporting to the school community on issues related to the health of the school, its programs, and its governance.
- Ensure the continued development of facilities and equipment to support the institution's mission and goals.



## AN ONGOING COMMITMENT TO DEI

At St. Margaret's, diversity, equity, and inclusion (DEI) are integral components of everyday life. Our mission, core values, and DEI work are rooted in our Episcopal identity, which calls us to strive for justice and peace among all people, loving your neighbor as yourself. As our newly adopted Equity and Inclusion core value compels us, we embrace and celebrate the identity of every human being, and advocate for equity, inclusion, and justice. We aim to create an environment at St. Margaret's where every Tartan is known and loved for who they are and who they are fully.

### 2021-2022 DEI PRIORITIES

**DEI Priority #1, Health and Well-being:** DEI work at St. Margaret's is grounded in health and well-being.

**Description:** We believe that the St. Margaret's experience promotes positive, healthy lives. We want every Tartan to be well physically, emotionally, and spiritually; to experience a sense of belonging; and to connect to their community.

**Key Initiatives:**

- Increase Counseling Office-Chaplain-DEI Office collaboration to further solidify the connection between health and well-being, spirituality, and DEI work.
- Launch student affinity groups in the Upper School as a means of deepening students' sense of belonging.
- Regularly communicate about DEI initiatives and the ways they are strengthening the school's health and well-being priority.
- For the professional community, deepen efforts to ensure health, well-being, and retention, especially given the impact of the pandemic on educators.







**DEI Priority #2, Cultural Competency:** Every Tartan is developing their cultural competency.

**Description:** Cultural competency is about developing the skillsets to interact with others across lines of difference. We see it as an imperative that we graduate Tartans from St. Margaret's who are more culturally competent because of their time at the school. Students who develop cultural competency skills will exhibit inclusivity, behave equitably, and strive for justice, in their time at St. Margaret's and in the future.

**Key Initiatives:**

- Re-engage the language, mindset, and skillset of cultural competency in age-appropriate ways across all four divisions.
- Deepen our instructional commitment to culturally responsive teaching, a pedagogical approach to meeting the diverse needs of students in the classroom.
- Continue language justice efforts that celebrate and meet the needs of a multilingual community, such as our translation and interpretation system.

**DEI Priority #3, Our Communities:** We engage meaningfully with our communities.

**Description:** Several overlapping communities are represented at St. Margaret's. In recent years, as we have deepened our commitment to DEI work, we have learned more about the needs of our various communities, including our student, professional, parent, alumni, and local external communities.



**Key Initiatives:**

- Restart the full service learning program as we return to an environment where we can re-engage with our local community, with a focus on experiential learning.
- Continue the important work of Breakthrough SJC and Special Camp, and find meaningful ways for Tartan students to get involved.
- In partnership with the PTF, increase opportunities for parents to engage with the school's DEI work.
- Continue to deepen the Alumni Council's DEI focus and efforts to engage with our alumni network.



## THE EQUITY TEAM

The Equity Team is a group of professional community members who self-select into guiding and leading St. Margaret's in its DEI work. It is made up of educators who are committed to equity work and represent the school's diverse adult community, including roles on campus, past experiences, and identities. This school year, the Equity Team had 52 professional community members, a testament to the commitment to DEI work.

In 2021-2022, Equity Team committee work will be focused on: advocating for our LGBTQ+ community; affinity groups; culturally responsive teaching; measurement and data for equity; professional development and communications; and social justice standards.

## HOSTED PROGRAMS

St. Margaret's hosts two programs that reflect the school's institutional commitment to the local community. **Breakthrough San Juan Capistrano** is a college access program supporting students from middle school through college graduation. Most of Breakthrough's students are from low-income homes and will be the first in their families to graduate from college. For more information, visit [www.breakthroughsjc.org](http://www.breakthroughsjc.org).



**Special Camp** is a program devoted to school-age children with disabilities in the community. For 30 years, Special Camp has utilized a one-to-one ratio to connect counselors with campers in loving and impactful relationships. For more information, visit [www.specialcamp.org](http://www.specialcamp.org).

## FROM THE DIRECTOR OF EQUITY & INCLUSION

*"At its core, our DEI work at St. Margaret's is about embracing our Episcopal identity and ensuring that every member of our community is known and loved for who they are. As an institution, we are deeply committed to engaging with our students and each other to celebrate diversity, promote inclusion, and design for equity."*

— Victor Cota, Director of Equity and Inclusion



## EXPERIENTIAL AND SERVICE LEARNING

Our students are active learners with unlimited interests. Through ethnographic research, students shared that they desire learning that provides practical experiences and is relevant to their everyday lives. They seek learning that nurtures their personal growth and life skills. St. Margaret's provides myriad opportunities for them to get their hands as busy as their minds, to explore, discover, solve problems and make a difference in the lives of others.

Experiential learning at St. Margaret's includes outdoor learning, field studies, STEAM projects, and service learning partnerships, and it allows students to apply their learning in real situations and settings outside the classroom. Students immerse themselves into their work and community while taking time to reflect on the learning process.

Service learning is central to our mission and based in active support of authentic community needs in partnership with local organizations. Service learning educates students in underlying factors that contribute to systemic issues and inequities; engenders empathy for others; meets authentic rather than perceived needs; builds skills through hands-on experiences; and nurtures deeper connection, engagement and responsibility to serve the community.





## EXPERIENTIAL AND SERVICE LEARNING HIGHLIGHTS

***The Ecology Center Partnership to Serve SJC Neighbors Hit Hardest by Pandemic:*** The 2021 all-school service learning project supported the 28-acre regenerative farm and ecological center's Nourishing Neighbors food donation program that grew out of needs in the local community compounded by the pandemic. The project included a school-wide donation



drive for needed items for Nourishing Neighbor families, identified in partnership with The Ecology Center, to be added to Harvest Boxes of organic food staples. Faculty also developed educational opportunities and field experiences about The Ecology Center's purpose and the needs it serves within the community, including nutrition, farm-to-table models, food insecurity and pandemic-related inequities.

***Innovation Block Mini-Classes:*** St. Margaret's carves out time in a redesigned school schedule for experiential mini-classes requested by students and taught by passionate professional community members. Offerings are wide-ranging, choice-driven and relevant to students including entrepreneurship, cooking, graphic design, mindfulness, college life, positive psychology and hiking.

***Marine Science Field Study:*** Upper School marine science students take their classroom to the ocean each year with various tools and guides to the Dana Point tide pools for a valuable field study. They conduct extensive observations and testing at the tide pools, including the water's pH, dissolved oxygen, temperature and salinity. They search for organisms in the intertidal zone, using field guides created in class for identification and collecting data.

***3D Artists Ancient Pit-Firing Field Study:*** Students in 3D art classes create sculptures using a technique that dates back 30,000 years — firing their ceramics in a fire pit at Doheny State Beach. Through this outdoor, experiential field study, students learn more about the ancient firing method and how past civilizations used pit firing to create tools and artwork before the invention of electric kilns. Students prepare the fire pit and place their sculptures inside with dried seaweed and sawdust layered on top. A large woodpile is constructed and ignited, and the resulting flames and the ensuing coal bed vitrify the clay. Each art piece has a unique and unpredictable look with coloring influenced by the fire's fuel and flames. Students also create observational nature artwork and write reflections on the process and history.



***Development of the Lower School Outdoor Classroom Curriculum:*** For students in grades K and 1, the Outdoor Classroom is an expansive learning space for students to engage, explore and play in a well-equipped outdoor environment with endless nature-based provocations. Features include an edible growing garden, a sand pit, water tables, art stations, small and large building areas, a tricycle loop, reading nooks, an outdoor performance stage, mature trees for reading, an enchanted fairy garden and large playground equipment — swings, tires, and a hexagon dome climber. Faculty incorporate the Outdoor Classroom to provide hands-on learning opportunities in the curriculum for traditional subjects — science, math, reading, social studies and science.

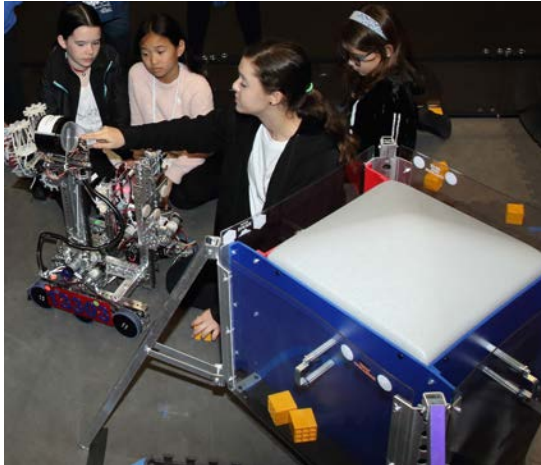
***Helicopter Engineering:*** In the Upper School's introduction to engineering class, students work in teams to take on the methodical task of assembling quadcopter drones. After finishing the project, engineering students teach the dynamics of flight to grade 2 students.

***School garden:*** More than where our students excitedly get their hands dirty and beautiful and delicious pesticide-free, vine-ripe tomatoes grow, the St. Margaret's all-school Garden is a place of wonder, activity, lifecycle, exploration and discovery. Faculty have designed an intentional curriculum to connect the experiential nature of the garden to language arts, STEAM subjects, personal fitness and wellness, cultural understanding and food scarcity through the school's service learning program



## GIRLS IN STEAM: AN ONGOING COMMITMENT

In 2017 STEAM educators at St. Margaret's Episcopal School created The Girls in STEAM Symposium to encourage more girls to explore STEAM courses and academic paths. It is



well known that females are particularly underrepresented in advanced STEAM courses in high school, higher education, and professional fields of industry. Yet, research shows that more diverse workforces, including those that are gender-balanced, result in higher efficiencies and more creative outcomes. St. Margaret's knows that the world needs the perspective, talents, ideas and ingenuity of more girls and women working in STEAM fields. Girls in STEAM has enjoyed tremendous success in bringing together hundreds of future "Women in STEAM" from

across Southern California and an incredible array of inspiring women leaders in their fields. Engineers, scientists, researchers, medical doctors, nurses, programmers and entrepreneurs — including UCI Grad SLAM winners — have joined young women on campus to engage in STEAM conversations, collaborations and celebrations.

On that note, St. Margaret's is a school that not only talks the talk but also walks the walk. Women have always held the top technology positions, and they have been the visionaries behind much of the technology and computer science curriculum. Recently, St. Margaret's received the AP Computer Science Female Diversity Award, recognized as one of only 288 schools in the nation to have 50 percent or higher female exam takers in the challenging AP Computer Science A course.





# INNOVATION AT ST. MARGARET'S

## INNOVATION STRATEGY

St. Margaret's created its own model for strategic planning, called the Innovation Strategy, by tapping the empathy-driven design thinking methodology that came out of the d.school at Stanford University. Also called human-centered design, it is most often used in innovation sectors like technology and design, and it puts end-users — in this case St. Margaret's students — at the heart of the planning and design process. School leaders found that when they stepped away from a traditional operations-based strategic planning model, and leveraged the inherent skills, expertise, dedication and talents of the professional community in a values-based direction, planning shifted to more precisely hone in on the evolving needs of today's students. St. Margaret's innovation strategy has been recognized as a leading approach by the National Association of Independent Schools (NAIS). Most important, the results have been transformational to both St. Margaret's students and the institution.

In the past few years, this fundamental shift in strategic planning outlook uncovered authentic student needs for deeper connection, relevance in learning experiences and a holistic approach to student health and wellness. These insights led to exciting and inventive new academic and student programs. The approach also yielded important and enduring byproducts, including an entirely new way of thinking and approaching challenges and opportunities at St. Margaret's; a renewed energy, enthusiasm and collaboration for school planning and change; and a school-wide culture of innovation among the entire professional community.





## DEDICATED INNOVATION SPACES

St. Margaret's has invested heavily to create modern, inspiring and technology-rich physical spaces and learning environments for students of all ages to explore creative projects.

The ***Design and Fabrication Lab*** integrates the arts with the development of STEM skills and includes a laser cutter, milling machine, 3D printers and other new technologies. Students experience the blending of the design, scientific, and artistic processes using a variety of materials and technologies. Adjoining the physical science lab, this versatile space inspires imagination and invention.



The 45,000-square-foot ***Performing Arts Center***, designated an All-Steinway School for Excellence, is home to instrumental music, choral music, dance and theater education and programs. It features dedicated learning environments that have been designed with each artistic discipline in mind. The facility includes two professional performance theaters, the 450-seat proscenium-style Marcus D. Hurlbut Theater and the intimate, black-box-style, 150-seat McGregor Family Theater, three acoustically-optimized music teaching rooms for orchestra, concert band and choir, a professional dance studio, 11 private practice rooms, and two sound and video production studios.

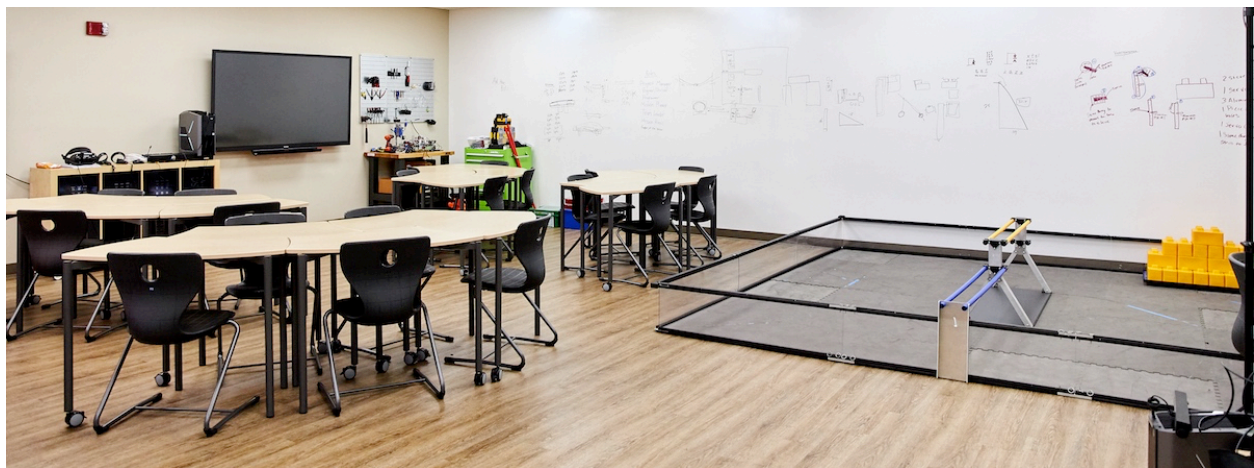
The ***Johnson Wallis Visual Arts Center*** inspires students to explore creativity, self-expression and passions while engaging in idea sharing, celebration and camaraderie around the visual arts. The center features five custom studio classrooms and a central grand exhibition hall that allows for multi-disciplinary and mixed media courses, the sharing of large-scale industrial equipment, and permanent display spaces for exhibits. Technical features include 3D printers, laser cutter, CNC router, digital film and photography studio and a kiln room.





The **Lower School STEAM Center** integrates technology and science classrooms into one state-of-the-art, unique learning environment with custom furnishings, technology resources and lab equipment in support of robotics, computer science, engineering programming and invention. The Center connects the Lower School Science Lab, the ICE (Imagine, Create, Engineer) Lab and the Makerspace. Open walls and seamless flow between the spaces allow for thoughtful and inspiring interdisciplinary projects. Through collaborative planning, instruction and implementation, students solve scientific challenges with mathematical concepts, programming skills and machines. The STEAM Center supports a weekly block co-taught by science, computer science and art faculty.

The **Robotics Lab** is a dynamic learning environment that weaves together computer science, robotics, immersive technologies, and innovation in a space designed to enhance collaboration and experiential learning. Located in the library, this state-of-the-art classroom provides the St. Margaret's school community a place where students and faculty across multiple disciplines can discover and learn.



The **Demonstration Lab, Tinker Lab and Atelier**: A one-of-a-kind Demonstration Lab, an original creation of the Early Childhood St. Margaret's faculty, includes a full kitchen for cooking and tasting the produce students grow in the garden, bringing to life a true farm-to-table experience. An adjacent Tinker Lab allows for construction, deconstruction and innovation of new products from natural and found materials using age-appropriate tools. The Reggio-Emilia-inspired Atelier (art studio) provides rich and artist-quality materials for children to further engage in their own creative works.

## FROM THE ASSISTANT HEAD OF SCHOOL

*"Since its founding, St. Margaret's has always leaned into its future through a process of continuous innovation. This includes the role of technology, which has grown exponentially to become ubiquitous in the life of the school and essential to the delivery of our mission. We are very excited to welcome a director of enterprise technology who will build on this forward momentum and play a crucial leadership role in shaping the next innovative chapter of technology at St. Margaret's."*

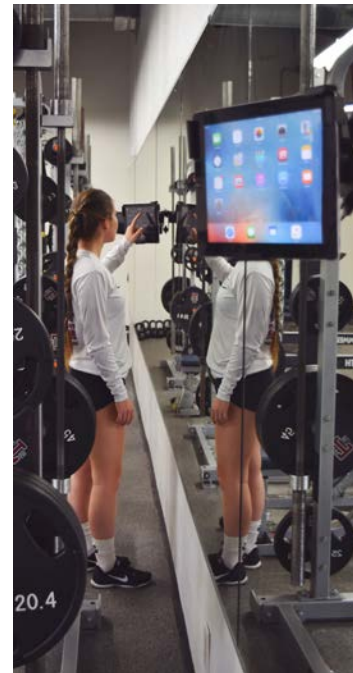
— Ryan Dahlem, Assistant Head of School for Strategic Initiatives



## RECENT HEADLINES ABOUT CURRICULAR INNOVATION

Educational innovation is much more than just creating a space. A school needs to dedicate both time and financial resources to get new initiatives off the ground. Professionals must work collaboratively to put plans into action. This is exactly what has happened at St. Margaret's. Below is a sample of recent headlines from St. Margaret's *Highlander*, a periodical shared with alumni and the external community.

- Tartans Conduct College-Level Research at UC Irvine
- Grade 4 Tartans Create STEAM Shelter Projects
- Campus Upgrades Reimagine Learning Spaces
- Students Strike A Healthy Balance With Technology And Mobile Devices
- St. Margaret's Hosts Symposium on Digital Citizenship and Technology Use
- Middle School Students Become Ancient Roman Architects Using 3D Printers
- Upper School Students Use Virtual Reality to Explore a New Realm of Visual Arts
- Middle School Tartans Design Magnetic Wall Activity Center for Preschool
- High-Tech Tools Improve Athletic Training and Safety
- Pilot Programs Create a Culture of Innovation



## ON THE HORIZON

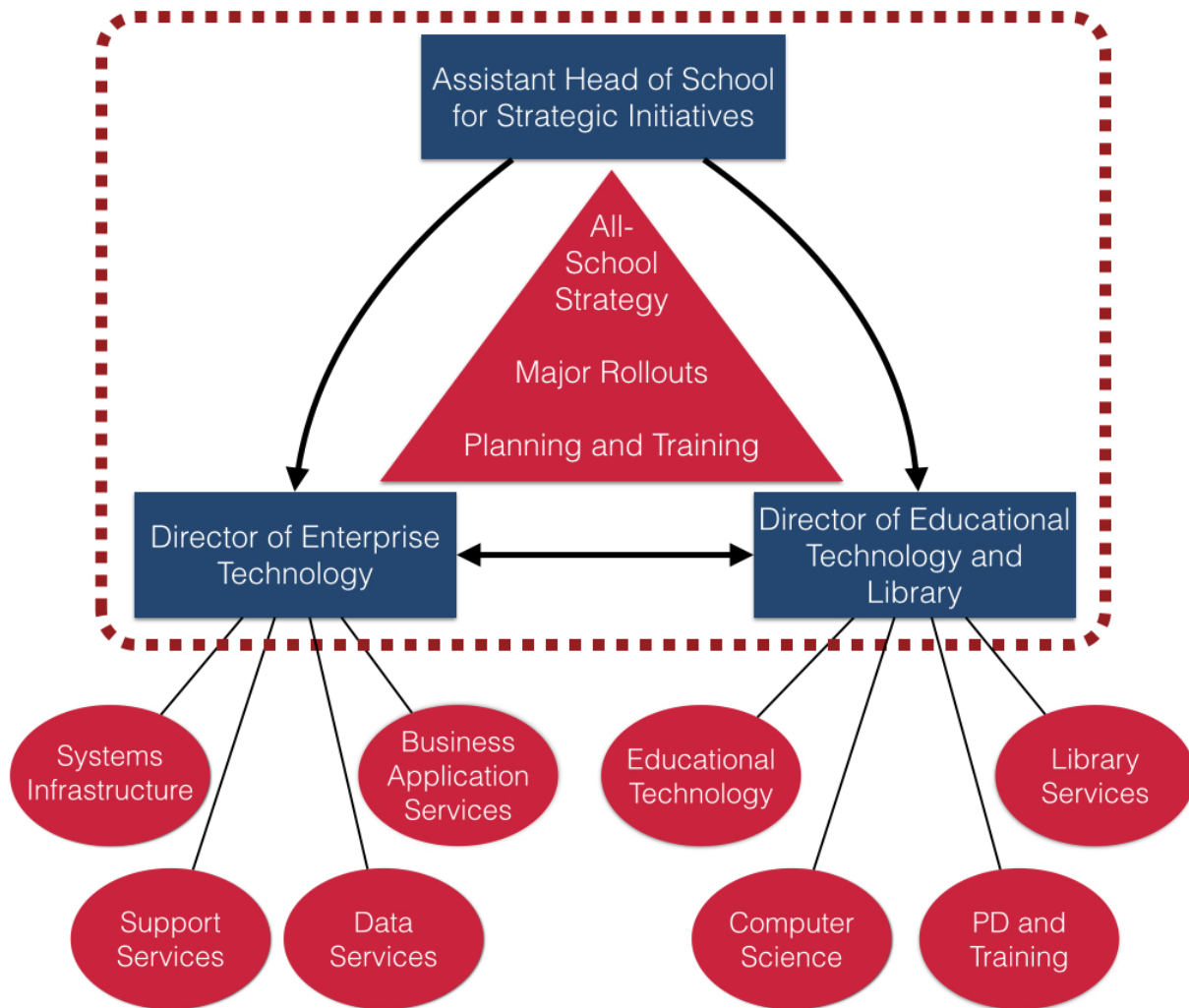
St. Margaret's will soon launch its next major campus master-planning project aligned with its school-wide annual goal around student health and wellness. The Student Commons, a state-of-the-art, 30,000-square-foot, two-story building situated on the west side of the Highlands Quad and Chalmers Field, will serve the wellness, learning and growth of all Tartans. A from-scratch kitchen will serve the entire student body, from early childhood through grade 12. A great hall with vaulted ceilings and an abundance of natural light will be a central location for student dining and other community gatherings.

The current library space is in transition, and plans are being developed for an innovative center focused on learning and leadership. The center will be a premier space on campus for achieving excellence in teaching and learning. Intentional programming and opportunity will be at the heart of this space. Programming will focus on four domains aligned with the school's innovation strategy and core values: Educational Technology; Curriculum Design and Pedagogy; Cultural Competency, Global Leadership, and DEI; and Inquiry and Innovation.



# TECHNOLOGY GOVERNANCE

The director of enterprise technology is part of a highly collaborative team of three senior administrators that support all-school technology needs. The director of enterprise technology has a counterpart, the director of educational technology and library, who oversees the educational technology program for faculty and students. Both directors report to the assistant head of school for strategic initiatives. Both directors lead teams of dedicated professionals and focus on specific areas of technology operations. However, the reality is that at a large, multidivisional, innovative school like St. Margaret's, few if any major decisions can occur in a silo. Thus, the right director to lead the enterprise technology program is someone who brings a collaborative approach to leadership.



*Shared Technology Governance at St. Margaret's*



## GOVERNANCE PARTNERS TO THIS ROLE

### ANGELA MACKENZIE

Angela received her Bachelor of Science degree in Elementary Education and Psychology from Northern Arizona University, and her Master's in Educational Psychology and Instructional Technology from University of Southern California. After starting her career as an elementary teacher, Angela later became a technology instructor at an independent school in Pacific Palisades, CA. There she helped to design a makerspace and launch the school's STEAM and Innovation program. After coming to St. Margaret's a few years ago, Angela has risen quickly, from Imagine, Create, Engineer Lab Manager to Director of Library role and now **Director of Educational Technology and Library**. Angela is passionate about supporting a learning ecosystem that includes digital literacy, STEAM, design thinking, innovation and creativity. She is currently the Computer Science department chair as well as the coach for the school's ever-growing robotics team. Her goal is to empower students and teachers to embrace flexible thinking and incorporate problem-based learning opportunities that interconnect STEAM subjects and embrace emerging technologies. Angela has three children, all of whom attend St. Margaret's.



### RYAN DAHLEM

**Assistant Head of School for Strategic Initiatives** Ryan Dahlem joined St. Margaret's in 2006. Mr. Dahlem has held leadership positions across the academic and business sides of



the school, including Director of Admission and Financial Aid and Upper School Assistant Principal. In his current role, Mr. Dahlem leads the implementation of St. Margaret's Strategic Plan and created the school's Innovation Strategy that is deeply rooted in design thinking and the needs of students as end users. The approach guided several recent key initiatives, including a schedule redesign, new service learning program structure and creation of the Director of Equity and Inclusion position. Prior to St. Margaret's, Mr. Dahlem served as Associate Director of Admission at Stanford University. Mr. Dahlem holds a Bachelor of Arts in psychology from Stanford University and a Master of Education in teaching and curriculum from Harvard University. Mr. Dahlem is also a highly experienced mountaineer and climbed the fabled Seven Summits, the highest mountain on each of the seven continents, including reaching the summit of Mt. Everest in 2010. Mr. Dahlem has three children, all of whom attend St. Margaret's.



## KEY STATISTICS

**Founded:** 1979

**Location and campus:** Picturesque 25 acres in San Juan Capistrano, CA (about 60 miles from both Los Angeles and San Diego) with dedicated campuses for each division; state-of-the-art classrooms and facilities, including a performing arts center, visual arts center, science and technology labs, library, outdoor classrooms, athletics fields and gymnasiums

**Students and families:** Over 1,200 students in four divisions; students come from 28 local communities, three countries, and six other US states; over 840 families with 19 different faith backgrounds; 48% of students identify as people of color; typically 97% to 100% of seniors enroll in a four-year college immediately after graduation

**Admission and retention:** Over the last three years, average admission yield of 81% and average retention rate of 93%

**Athletics:** 24 Upper School sports; 41 Varsity and JV teams; 88% student participation

**Faculty:** 130 full- and part-time teachers (64% holding advanced degrees and 11 with doctoral degrees); student-to-faculty ratios of: 10-12:2 (early school), 18-24:2 (K-3), 18-24:1 (grades 4-5), and 16:1 (grades 6-12)

**Accreditation:** Western Association of Schools and Colleges (WASC) and the California Association of Independent Schools (CAIS)

**Relevant associations and memberships:** California Association of Independent Schools (CAIS); National Association for the Education of Young Children (NAEYC); National Association of Independent Schools (NAIS); National Association of Episcopal Schools (NAES); Center for Spiritual and Ethical Education (CSEE); Cum Laude Society (CLS)

**Tuition:** Ranges from \$27,634 (Early Childhood School) to \$38,990 (Upper School)

**Financials:** Endowment of approximately \$18M as of June 30, 2021; \$40M overall school operating budget

**Financial aid:** Nearly \$4M awarded annually; approximately 24% of Upper School students receive financial aid

**Websites:** [www.smes.org](http://www.smes.org) (main); [www.smesnews.org/tour](http://www.smesnews.org/tour) (online tour)





# DIRECTOR OF ENTERPRISE TECHNOLOGY

## SPECIFIC DUTIES

### ***Campus-Wide IT Operations and Information Services***

- Oversee and evaluate the deployment and operations of all hardware and software from various perspectives, including cost-effectiveness; customer satisfaction; compliance; asset management; migration, rollout, and transition; and performance.
- Oversee the school's data / systems environment and all major enterprise applications.
- Supervise help desk services and IT support operations, fostering a user-focused and empathetic culture of service and support.
- Coordinate technology initiatives with other departments and outside entities, including extensive engagement with service providers, from capital projects to systems transitions.
- Proactively identify and implement technology solutions that support the educational and operational needs of the school.

### ***Departmental Management***

- Oversee the hiring, supervision, evaluation and growth of all IT/IS technology staff, and ensure that the department structure supports the school's needs and goals.
- Manage the IT and information systems budget.
- Evaluate internal IT systems for performance, efficiency, and customer satisfaction; and oversee and manage all accounts, contracts and financial issues related to the department.
- Ensure that IT data security, risk management, disaster recovery and planning processes are in place and receive regular review for currency and adequacy.

### ***Shared Governance and General Leadership***

- Work in partnership with the director of educational technology and library, and under the direction of the assistant head of school for strategic initiatives, on all areas of shared technology governance, particularly around technology deployment, planning and training.
- Anticipate and appreciate the technology needs of a diverse set of constituents working at a large, multidivisional school, and consult regularly with both the other members of technology governance committee as well as the school's many directors and division heads.
- Ensure that the IT department meets both the educational needs of faculty and students and the operational needs of the entire organization.
- Ensure that operational and academic department leaders have the necessary access to, and reporting of, data.
- Serve on various school committees, and perform other duties as assigned.



## ST. MARGARET'S SEEKS CANDIDATES WHO CAN DEMONSTRATE...

### ***Professional Qualifications:***

- A bachelor's degree from an accredited college or university is a minimum requirement, though a graduate degree is highly desirable
- Director-level experience with departmental leadership and supervision, including staff development, evaluation, training, and goal setting
- Experience with systems and technology planning, development and implementation, including: enterprise systems design and administration, educational technology distribution, data flow and data interoperability, project management, fiscal planning and oversight, end-user training, and plant redesign
- Director-level knowledge of the principles and practices of information technology management in a large organizational setting, including client services, compliance, risk management, backup, recovery, network, security, and policy development

### ***Leadership and Personal Qualities:***

- An enterprise approach to technology management that supports individual needs within a scalable framework for a large department at a large PK-12 school
- A professional growth mindset, constantly seeking deeper understanding of current and emerging enterprise technology solutions across educational and industry spaces
- A willingness to execute a shared model of technology governance in collaboration with an educational technology director and two members of the leadership team
- A thoughtful approach to team building, leadership development, and staff growth
- Immersion in diversity, equity and inclusion work, both in training and in implementation, and a commitment to fostering a culturally competent and inclusive working environment
- Inspirational and diplomatic leadership sensitive to the diverse needs of a large community
- Exceptional vendor management and partner relation skills to leverage external resources that enhance the school's internal technology capacity
- An ability to plan and oversee concurrent technology-related programs and projects, combined with strong motivational skills to ensure completion and success
- An ability to build consensus among diverse groups, facilitate critical discussions within large groups, and instill confidence in colleagues during times of transition
- A collaborative, cooperative, empathetic, collegial, innovative, and patient mindset
- Exceptional communication skills: written, verbal, presentation, and training
- An understanding of the diverse technology needs and organizational complexities of a large, high-achieving, multidivisional, and independent school
- Confidence and humility, together with a sense of humor and warm personality



## HOW TO APPLY

Ed Tech Recruiting is acting on behalf of St. Margaret's to identify exceptional enterprise technology leaders to fill this extraordinary opportunity. Please direct any inquiries to:

Gabriel Lucas  
Principal, Ed Tech Recruiting  
[jobs@EdTechRecruiting.com](mailto:jobs@EdTechRecruiting.com)

### APPLICATIONS WILL BE CONSIDERED THROUGH OCTOBER 11, 2021.

All applications must be submitted online, via:

[www.EdTechRecruiting.com/jobs/SMES](http://www.EdTechRecruiting.com/jobs/SMES)

An application requires submitting four PDFs:

- Cover letter introducing yourself to the St. Margaret's search committee
- CV or résumé
- A list of four references (include each person's name, current organization, title, phone number, email, and past connection to you — though we will not contact any references without obtaining your permission first)
- A response to the following prompt:

*Imagine you are now the director of enterprise technology at St. Margaret's, and you are meeting with the assistant head of school for strategic initiatives and the director of educational technology and library — for the purposes of discussing the two horizon projects listed at the bottom of page 18. Given your desire to help ensure technological success for both those projects, what ideas, guidance, and questions would you share?*

*St. Margaret's Episcopal School does not discriminate on the basis of gender, race, color, religion, sexual orientation or national and ethnic origin in the administration of its educational, admission, financial aid, hiring and athletic policies or in other school-administered programs.*

