



Gideon Hausner Jewish Day School

Head of Lower School

Location

Palo Alto, CA

Remote Semifinal Round

Week of March 10

Start Date

July 1, 2025

Post Date

January 14, 2025

On-Site Final Round

Week of March 24

Reports To

Head of School

Priority Deadline

February 14, 2025

Decision Announced

April 7, 2025

Salary

\$175,000-200,000*

*A job offer will typically fall in the range of 80%-120% of the established mid-point. An offer will take into consideration the experience of the final candidate and the equity of individuals working in a similar role at Hausner.





MISSION

Gideon Hausner Jewish Day School cultivates a joyful learning community that builds students' capacity for critical thinking, creativity, and moral courage by nurturing their natural curiosity and exploring their compelling questions through a complementary curriculum of general and Jewish studies.



Summary

Gideon Hausner Jewish Day School, located in Palo Alto, California, is a thriving TK-8 independent school dedicated to academic excellence, Jewish living, and community responsibility. With a current enrollment of approximately 315 students, Hausner provides a dynamic and inclusive learning environment that nurtures intellectual curiosity, creativity, and ethical growth. The school's innovative curriculum integrates project-based learning, social-emotional learning (SEL), and Jewish values, ensuring students are well-prepared for the challenges of the modern world. Guided by its 2023-2028 Strategic Plan and the leadership of Rabbi Daniel Lehmann, Ph.D., Hausner is committed to promoting an environment of academic innovation, faculty collaboration, and joyful Jewish living.

The head of lower school will play a pivotal role in shaping the educational experience for students in grades TK-4. This newly revised leadership position will oversee academic and social-emotional programming, support faculty development, and strengthen connections with students and families. The successful candidate will bring vision, structure, and collaboration to the role, building systems for onboarding, mentorship, and professional development.

With a focus on aligning curriculum and teaching practices with Hausner's mission, the head of lower school will advance academic initiatives, SEL, and community engagement, contributing to the school's vibrant and inclusive culture. This is an exciting opportunity for a visionary leader to guide Hausner's Lower School into a bright future. The position begins on July 1, 2025, and reports directly to the Head of School.



Vision & Values

VISION

Gideon Hausner Jewish Day School engages students, families and communities in deep learning rooted in our traditions of interpretation, innovation and compassion. Our school serves as a model of how to develop citizens and leaders who apply Jewish wisdom, entrepreneurial thinking and ethical commitments to contemporary challenges.

Learning

Limmud / לימוד

The Hausner curriculum nurtures academic success through critical thinking and whole-child learning that encourages every child to flourish.

Hausner classrooms are dynamic environments that buzz with curiosity, creativity, and collaboration.

Respect

Kavod / כבוד

Within our culture of acceptance and kindness, our students learn when to lead and when to listen.

Our curriculum emphasizes concern for the local and broader community as well as the environment.

Community

Kehillah / קהילה

Hausner embraces students of all backgrounds and fosters an inclusive and supportive community for every student and their family.

Our egalitarian, pluralistic school community includes families from diverse Jewish and non-Jewish backgrounds, identities and affiliations.



Torah

תורה

We study the Torah and other Jewish texts as a part of the Jewish people's ongoing, multi-millennial exploration of life's deepest questions and concerns.

As a pluralistic school, we honor multiple interpretations and encourage students and families to approach these texts with both respect and intellectual curiosity.

Israel

ישראל

Hausner celebrates the special relationship between Israel and the Jewish people.

We teach Hebrew as a dynamic, living language that provides access to the rich resources of Jewish and Israeli culture.

Compassion

Rachamim / רחמים

Within our values-based curriculum, we emphasize acting with empathy in our community and beyond.

Our safe and supportive learning environment responds to the social and emotional needs of each student.

Justice

Tzedek / צדק

Our school honors [Gideon Hausner](#), a noted Israeli jurist, statesman, and justice seeker.

Inspired by this exemplary leader whose life was dedicated to Jewish values, Israel, education, and the pursuit of peace, we nurture a commitment to social justice throughout the school curriculum and embrace responsibility for *tikkun olam*, repairing the world.



Key Statistics

FOUNDED

1990

4 acre campus
3 buildings
2 sports fields
1 gym

100%

Kosher hot lunch daily

\$12.5

million school budget

Accreditations

California Association of Independent Schools (CAIS)
Western Association of Schools and Colleges (WASC)

314

students

82

faculty / staff

TK-8

grades

6:1

student:teacher ratio

2

teachers per lower school class



hausnerschool.org



Academic Program

In our rapidly changing world, children require a dynamic education and a diverse skill set to flourish into bright, curious, kind, and accomplished young adults. At Hausner, we take pride in our strong academic program that prepares students for success in all areas of their lives.

Our academic program encourages independent thinking in a supportive environment that balances achievement with our students' social, emotional, and physical well-being. Our curriculum teaches the learning skills that individuals need for the twenty-first century, including problem-solving, critical thinking, communication, collaboration, and creative use of educational technology.



Science

Science at Hausner is part of our comprehensive STEM program, which is designed to help students navigate the world and contribute to an ever-growing body of knowledge. Using an Inquiry-Based Learning Model, our youngest students are steeped in learning with a hands-on curriculum that is fully aligned with the Next Generation Science Standards (NGSS). As students progress, design and engineering challenges allow students to solve real world problems, a unit on anatomy teaches how our bodies function and move, and a research project on sustainability is part of their study of insects and life cycles. All students participate in our annual STEM Fair each winter.

Math

Our youngest students set out on explorations that lay a foundation for more advanced mathematical development throughout their years at Hausner. Throughout their Lower

School education, teachers offer enrichment and remediation opportunities as well as additional challenging material to encourage creative problem solving individually and in collaboration with others. Beginning with patterns, sorting, counting, measuring and addition, students discover how to make a mathematical connection from concrete to abstract. They progress to subtraction, measurement, graphs, mental math strategies, calendar and time, multiplication, division and money. By fourth grade, they are working with estimation and number theory, fractions and mixed numbers, decimals, conversion of measurements, area, perimeter, and symmetry. Our fourth graders have the opportunity to participate in Math Olympiads, either competitively or cooperatively.



Language Arts

Students' reading and writing journey at Hausner is designed to nurture a love of literature and self-expression while developing comprehension and fluency that will prepare them for more complex and advanced instruction in the Upper School grades. At the earliest ages, children build skills through a structured, research-based phonics program, are introduced to writing, participate in discussions and compose their own stories. As they grow into independent writers and establish good reading habits, they begin with personal narratives and nonfiction pieces and progress to biographies, fairy tales and folktales. By grades three and four, students hone skills in grammar and spelling, and make the transition to Upper School, able to express themselves by crafting fiction, poetry, opinion pieces, informational writing and persuasive essays.

Social Studies

Social studies at Hausner explores a wide range of topics by theme assigned by California's social science framework. Within these themes, teachers approach current events in an age appropriate manner and keep the focus of conversation and actions toward kindness, creating a caring and thoughtful community within each classroom. From themes that focus on basic concepts of citizenship to geography and economics, children encounter symbols and traditions, an Early American unit, the seven continents, cultures around the world, and civics and government. In our fourth grade study of California, students enrich their knowledge of our local communities, exploring the natural resources of California, Native American tribes, the Spanish Rancho and Gold Rush periods, and the Transcontinental Railroad.



Jewish Studies

A comprehensive Jewish Studies curriculum that cultivates creative, interpretive and critical thinking skills deeply enriches and complements our general academic program. Jewish life, learning and values are infused in engaging and meaningful ways so that each child develops a strong sense of Jewish identity, a breadth of Jewish knowledge and a desire to seek out and engage with their Jewish community in their own unique way. Students embark on the journey of learning Jewish values with the Rosh Hashanah and Yom Kippur holidays at age four, laying the foundation for kavod/respect, friendship, sharing and making good choices. Third graders are leaders in our weekly prayer experience, acting as "prayer buddies" for younger students. By fourth grade, students are able to express their ideas regarding Jewish texts in a variety of ways, including art, drama, and written and oral expression.



Hebrew Language

A dynamic, living language at Hausner, Hebrew is taught to all students beginning at age four from beginners to Dovrei Ivrit (Hebrew speakers and “heritage speakers,” children of Hebrew speakers). Learning Hebrew as a second language connects students to their history, their culture and their traditions while promoting positive brain development, enhancing cognitive abilities and improving memory and concentration. In first grade, students join a Hebrew group that will stretch their skills while providing a safe and comfortable space for them to take risks and practice their language in organic ways. Using an immersion approach, instruction focuses on all four skills of language acquisition: listening, speaking, reading and writing as well as Israeli history and culture, preparing students for more advanced study in Upper School.

Philosophy for Children

The Philosophy for Children program immerses our students in philosophical exploration, prompting them to delve into profound questions and engage in thoughtful discourse. The program aligns with our treasured Jewish tradition of critical thinking and inquiry based learning. Our students are given the opportunity and encouragement to reflect on life’s complex topics thoughtfully and imaginatively, fostering valuable lifelong skills. Hausner has forged a dynamic partnership with Jana Mohr Lone, Executive Director of PLATO (Philosophy Learning and Teaching Organization) and Affiliate Associate Professor of Philosophy at the University of Washington, to co-create and oversee this innovative initiative.

We invite you to explore some [highlights of Hausner’s Academic Program.](#)

Social-Emotional Connections

At Hausner, we are committed to the whole child. Our students’ continued social and emotional growth and development is just as important as their academics. We know that one size does not fit all, and that students with diverse learning styles and needs should be recognized and appreciated. This value is reflected and embedded in every aspect of our students’ day-to-day experiences through our commitment to Social and Emotional Learning. In our Lower School, students learn to identify, name and manage different emotions. Through a variety of experiences such as mindfulness, guided imagery, breathing, role-playing, and more, we give students the tools to become active listeners, resolve conflicts and be kind to one another.

Community Responsibility

The entire Hausner community nurtures an understanding and passion for Tikkun Olam—improving the world, and community service comes to life at every grade level in developmentally appropriate ways. A sense of community responsibility is infused throughout our students’ academic and social experience with the goal of guiding them to become impactful leaders in their communities and beyond. We address local, national, and international crises with our students and discuss the ways in which they can help through their actions and donations.



Community Voices



Jody Passanisi

Director of Upper School and
Jewish Studies Teacher

Jody Passanisi joined Hausner in 2017 as a well-rounded educator, writer, and adolescent specialist. She currently holds the position of Director of Upper School (grades 5-8) at Hausner. Jody spent 12 years at Heschel Day School in Northridge, CA, in various roles including Coordinator of Student Life, third-grade and middle school teacher, and Student Council Advisor. A specialist in Socio-Emotional Learning, Jody has worked as a Crisis Counselor at Crisis Text Line and a Clinical Educator at the DeLeT Induction Program. Jody is a frequent writer and has contributed to publications such as Scientific American, MiddleWeb, and Education Week. She is the author of History Class Revisited and co-hosts the podcast Find Yourself a Teacher. Additionally, she works as an Adjunct Instructor at Mount Saint Mary's University in Los Angeles. Jody received her B.A. in Psychology from San Francisco State University, an M.A. from the Graduate Theological Union in Philosophy and Religious Studies, and an M.S. in Education from Mount St. Mary's University. She also has a background in theatre production, vocal performance, and ballet.



Sharon Alter

Director of Hebrew Studies

Sharon Alter is an experienced educator and innovative director in the world of Hebrew language studies. Sharon has 30 years of experience in teaching Hebrew as a second language, and she has stayed on top of the changes that teaching Hebrew as a second language has gone through throughout those years. Previously, she worked as the Hebrew Department Chair at Kehillah Jewish High School in Palo Alto, where she developed a four-year, sophisticated Hebrew curriculum program that addressed the needs of a broad range of students. In 2009, she joined Hausner as a Middle School Hebrew teacher, and in 2016 she became the Director of Hebrew Studies. Sharon is serving as the education leader of the TK-8 Hebrew Department, overseeing all areas of the Hebrew Studies curriculum and direction of the Hebrew language faculty. Sharon has a Bachelor of Arts degree in Education and Judaic Studies from the University of Haifa, Israel.



Stacy Nitschke

3rd Grade Lead Teacher

Stacy Nitschke has been a part of the Gideon Hausner community since 2005, bringing over 20 years of experience in education. She currently serves as the Lead Teacher for 3rd grade, where she combines her deep knowledge of teaching with a passion for nurturing the growth of each child. Stacy holds a B.A. in History from UC Davis and a California State Teaching Credential from San Jose State University. Throughout her career, Stacy has taught a variety of grade levels, including 1st and 3rd grades, and has developed a reputation for her ability to foster a love for learning in her students. She is deeply committed to the philosophy of educating the whole child, ensuring that her students are supported academically, socially, and emotionally. Her teaching approach emphasizes the importance of individualized attention, critical thinking, and collaboration, which allows her students to thrive both in and out of the classroom. Stacy is particularly passionate about the opportunities offered by working in a Jewish Day School, where she is able to integrate Jewish values with general studies, creating a cross-curricular learning experience that enhances and deepens the educational journey. Stacy feels fortunate to be part of a community that values intellectual curiosity and the development of compassionate, thoughtful individuals.



Strategic Plan 2023-2028

Hausner plays a central role in the ecosystem of the Silicon Valley Jewish community, serving as a primary educational and communal hub for a diverse set of families.

We want to extend our reach and expand our impact as we enhance the educational and financial infrastructure that enables us to thrive. Led by a team of professionals and volunteers, our school has reimagined our mission, rearticulated our vision, and set forth an ambitious strategic direction that builds upon the firm foundation established over the more than three decades since the school's founding.

In the development of this five-year plan, we believe Hausner can best meet the programmatic and fiscal opportunities by focusing on these five foundations:



Distinctive Academic Excellence

Located in the heart of Silicon Valley and minutes from the Stanford University campus, Hausner is embedded in an environment that nurtures innovation and thought leadership. We are able to draw from the most recent cutting-edge research as well as the timeless wisdom of the Jewish tradition to educate our students to be thoughtful, creative and ethical people who demonstrate confidence and compassion as they develop into responsible young adults. We are determined to build upon our deep commitment to academic excellence and further develop our educational distinctiveness.

- Advance Hausner as an exceptional academic institution that empowers all students to achieve their full potential
- Align academic structures, curriculum, and instructional practices with Hausner's mission to cultivate students' critical thinking, creativity, and moral courage
- Establish Hausner as a center for the teaching and learning of ethics, democratic virtues, and spiritual practices drawing from Jewish resources so that our students are equipped to shape the 21st century
- Foster the learning and innovation culture of the faculty and staff

Smart Growth

In order to fulfill our mission as the premiere Jewish TK- 8 school in the area, Hausner will embark on a set of critical initiatives that will ensure healthy enrollments that will enhance academic and social opportunities, contribute to financial sustainability, and expand our community impact. A significant focus on the benefits of the Hausner journey through 8th grade will emphasize the strong Upper School (grades 5-8) value proposition. Collaborations with other educational and religious

institutions as well as targeted marketing will help increase awareness of and interest in Hausner's unique educational experience.

- Optimize student enrollment
- Maximize the number of students who complete their Hausner education through 8th grade
- Establish upper grades as a compelling entry point for Jewish day school education



Community Connections

Since opening our doors, Hausner has remained dedicated to a strong sense of community and vibrant Jewish living. Over the next five years, we aim to enhance our connection to families and communities and expand our reach to alumni, donors, and like-minded organizations via partnerships and new ways in which Hausner can contribute our thought leadership to the broader educational community.

- Provide rich opportunities for Hausner families, faculty, and staff to engage with the school community through volunteering and school-wide programs and events
- Offer diverse opportunities for alumni, alumni families, donors, and community members to engage in rich Jewish experiences and create deep, meaningful, personal connections with our school and with one another
- Develop and deepen relationships with organizations within and beyond the Jewish community to foster understanding, build bridges, and enhance educational and celebratory experiences for everyone involved.

Workplace of Choice

Our faculty and staff are an integral and critical part of the Hausner community. A positive, supportive, and rewarding workplace environment allows us to attract and retain top talent. All Hausner employees thrive with supportive management, effective communication, a culture of collaboration, and structured, meaningful feedback. Compelling compensation packages and professional development opportunities will contribute to our ability to assert a competitive position among our institutional peers.

- Enhance Hausner’s competitive advantage in attracting and hiring desired candidates
- Support, recognize, and promote a strong faculty and staff
- Develop and implement a positive and collaborative workplace culture



Resources to Thrive

Over the next five years, we aim to enrich learning experiences that will enable our students to acquire the skills necessary to thrive in today’s world. We will sustain and enhance the vibrancy of the Hausner community by providing the financial and operational resources to fulfill our critical mission. Sound fiscal management and enhanced fundraising efforts, will generate the resources necessary to sustain, thrive, and innovate.

- Achieve year-to-year financial stability through the thoughtful and prudent use of our resources and the enhancement of our culture of philanthropy
- Fund programs advancing educational excellence, growth initiatives, and innovation opportunities set forth in the strategic plan
- Implement a strategy to achieve long-term sustainability and growth for future generations



Kadima: Thriving Forward Campaign



Hausner's *Kadima: Thriving Forward* campaign is an ambitious initiative to strengthen our endowment and enhance our programs. This transformative effort will position Hausner competitively in the independent day school market, enabling us to attract and develop the next generation of Jewish and civic leaders while securing our legacy and fulfilling our sacred mission.

In today's dynamic and competitive landscape, it is essential to deepen our educational distinctiveness and uphold academic excellence to prepare students for leadership and success. As part of this campaign, we will establish new Centers of Excellence to enrich the educational experience, including:

A STEM CENTER OF EXCELLENCE that strengthens the caliber of our Upper School science and math programs and extends superior STEM teaching into the Lower School, creating a seamless ladder of skill development across the grades. The Center will augment our capacity to individualize instruction and provide additional rigor to students who are ready.

AN ETHICS & ENTREPRENEURSHIP CENTER OF EXCELLENCE that deepens our commitment to fostering problem-solving and design thinking skills, cultivating critical thinking, and instilling Jewish values through ethical inquiry. Our priority is to cultivate an entrepreneurial mindset that incorporates ethical sensitivity. This center will combine these two critical skill sets to enable our students to become leaders who do well by doing good.

A CENTER OF EXCELLENCE IN ISRAEL EDUCATION that serves as a national model for other day schools and educational programs. As an institution with a long history of focusing on Israel education, and strong ties to Israel, it is our goal to make Israel Education a focal point of our school. The Center will develop new curricular models for students across all grades, expand partnerships with Israeli institutions, students and educators, and provide adults, both American and Israeli, with meaningful opportunities to engage with one another and build a stronger sense of community. We believe that a strong Israel education curriculum is of utmost importance during this time; our community must be educated with the tools and resources to speak knowledgeably about Israel and to stand against antisemitism.





Background & Opportunities

Located in the heart of Silicon Valley, Gideon Hausner Jewish Day School is an outstanding Transitional Kindergarten (TK) through 8th-grade community day school that has been fostering independent thinking, academic excellence, and a vibrant Jewish community since its founding in 1990. Serving students from a variety of backgrounds, Hausner offers a robust curriculum spanning STEM, humanities, arts, Jewish history, language, and culture, all delivered in a supportive and inclusive environment.

Guided by the leadership of Rabbi Daniel Lehmann, Ph.D., a visionary educator with over 30 years of experience, Hausner is embarking on a transformative chapter. Rabbi Lehmann's expertise in pluralistic Jewish education has informed the school's 2023-2028 Strategic Plan, which focuses on enhancing academic excellence, reinforcing community connections, and ensuring financial sustainability. As Hausner approaches its 35th anniversary, this strategic vision positions the school to thrive while upholding its mission of preparing thoughtful, compassionate, and capable young leaders.

Additionally, Hausner is in the midst of a campaign called *Kadima: Thriving Forward* to raise money for its endowment and to enhance the educational experience of students by creating new Centers of Excellence, which focus on: Israeli education, STEM, and ethics and entrepreneurship. The school's ongoing commitment to academic innovation has been bolstered by a just-

awarded \$350,000 science grant, which will fund the creation of a new Lower School science lab, an expansion to the gardening program, and an upgrade to the Middle School science facilities. This grant reflects Hausner's dedication to providing students with cutting-edge learning environments that inspire exploration and creativity.

Hausner has been very fortunate to have a highly capable associate head of school and chief academic officer who has led academics the past 12 years. She solidified her place in Hausner history as acting head of school for one year during COVID, while the school was between permanent heads of school. Her leadership allowed Hausner students to successfully acclimate to remote learning and then return to on-campus education well before most local schools.

Following the associate head of school's retirement at the end of the 24-25 academic year, Hausner will be embarking on a new academic leadership model that employs divisional leaders (lower and upper) reporting directly to the head of school. The associate head of school position will not be refilled, and the two divisional leadership positions will elevate from the title "director" to "head," to reflect greater oversight for their respective divisions. The current director of lower school, who has a technology background, will be transitioning to a K-8 curriculum and innovation role that partners with the heads of each division.



The new head of lower school will guide the TK-4 academic program, supervise all lower school faculty, interface with lower school families, and liaise with other school leaders to ensure Hausner's spirit of joy, inclusion, and innovation in the Lower School. This is an exceptional opportunity to lead curricular innovation by aligning academic programs with the school's mission and the evolving needs of students. The role involves building robust systems for onboarding, mentorship, and professional development to enhance teaching practices, as well as strengthening behavioral and learning support systems to ensure consistent care and development across grade levels. Collaborating with a dedicated leadership team, the head of lower school will advance initiatives in STEM, social-emotional learning (SEL), and community engagement.

The current director of upper school, who has been at the school for over seven years, will be staying in her leadership post. Widely respected and connected within the community, she is also a published author. The head of lower school and head of upper school will work closely as a collaborative academic leadership team, in partnership with other academic leaders, ensuring a seamless educational experience across all grade levels. Together, they will align curricular priorities, share best practices, and foster a unified school culture rooted in excellence and community values. Their partnership will

be instrumental in driving innovation and supporting faculty, students, and families during this exciting phase of transition and growth.

Given the increased importance of academic leadership, this new model will empower the new head of lower school and head of upper school to take on greater responsibility for faculty oversight, curricular decisions, and parent engagement. As a result, the head of school will be able to focus on external-facing initiatives including fundraising, marcom, and enrollment strategy. As Hausner embraces its entrepreneurial spirit, this head of lower school role offers a unique opportunity to shape the future of a school that balances big aspirations with thoughtful stewardship of its resources. Faculty and staff are eager to welcome a leader who understands the nuances of lower school education, can prioritize concurrent initiatives, and is ready to be hands-on in support of the entire school community.

This dynamic position calls for a collaborative leader ready to build on Hausner's outstanding foundation, but also ready to bring fresh ideas to further the school's mission of academic and community excellence. If this opportunity speaks to you, you are encouraged to submit a thoughtful application by the priority deadline of February 14. The head of lower school reports directly to the head of school, and will begin July 1, 2025.



**Rabbi Daniel
Lehmann**
Head of School

We invite you to [watch our interview](#) with Rabbi Lehmann, who describes the collaborative and joyful community at Hausner and the exciting initiatives ahead for the head of lower school.



**Jody
Passanisi**
Director of Upper School and
Jewish Studies Teacher

We invite you to [watch our interview](#) with Jody Passanisi, who talks about the synergies between the Lower School and Upper School, and shares insights into current and upcoming school-wide academic initiatives.

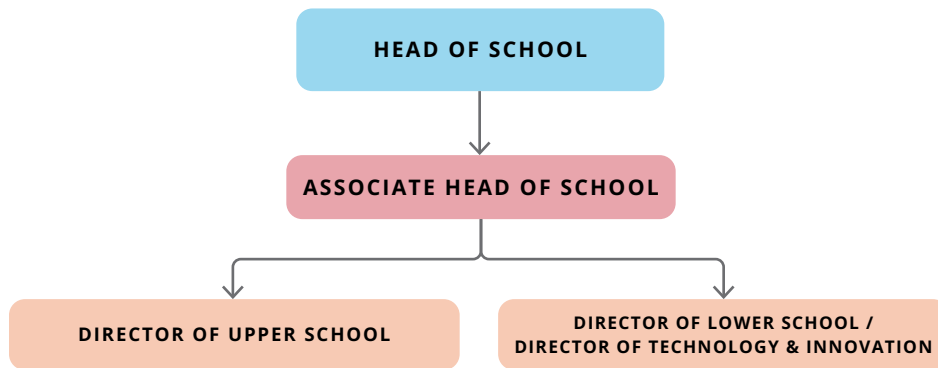


Academic Leadership Structure

Hausner's academic leadership structure is shifting slightly for the 25-26 year, given the upcoming retirement of the associate head of school (AHoS), who will be leaving at the end of this academic year. Currently, two divisional directors report to the AHoS, who manages all day-to-day academic operations while in turn reporting to the head of school. With the retirement of the AHoS, this position will not be refilled. Instead, the divisional leadership roles will be elevated from "director" to "head," and both posts will report directly to the head of school. This title change reflects the expanded scope of responsibility for the two divisional heads, who will share ultimate oversight of all academic operations that span both divisions.

The current lower school director has a background in technology and worked in close partnership with the AHoS. With the retirement of the AHoS, the current lower school director will shift to a position that provides support for curriculum and pedagogical innovation. Meanwhile, the current upper school director is in her eighth year and will continue to lead the Upper School. All school leaders are excited for the transition and remain dedicated to supporting the many faculty, students, and families at Hausner.

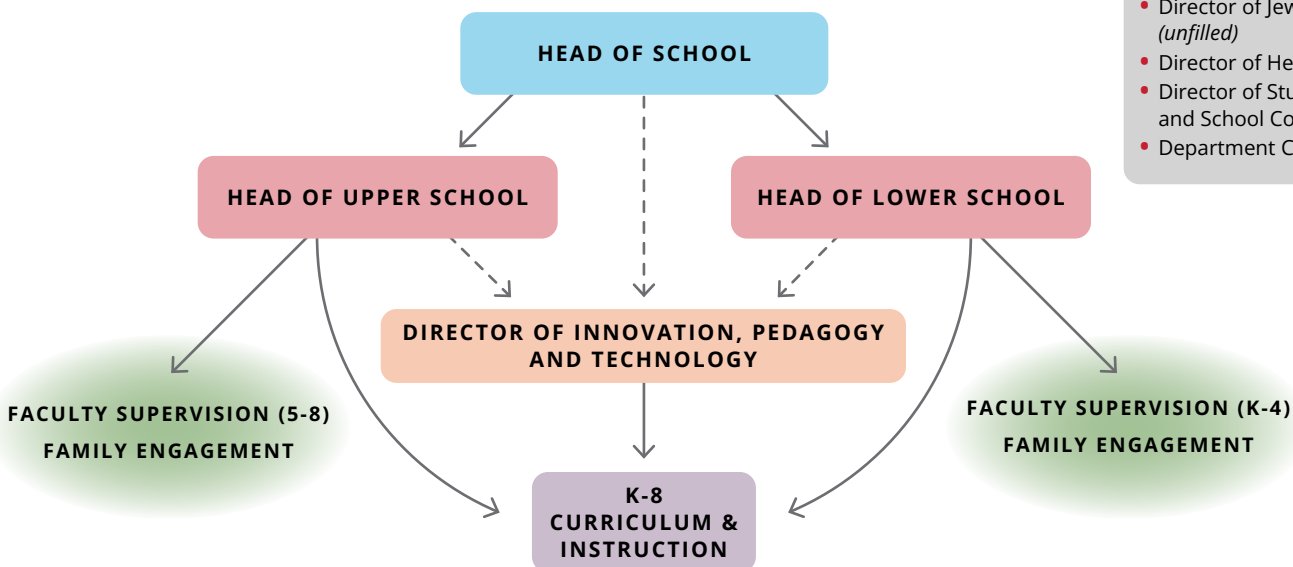
2024-2025



ADDITIONAL ACADEMIC LEADERSHIP

- Director of Jewish Studies *(unfilled)*
- Director of Hebrew Studies
- Director of Student Services and School Counselor
- Department Chairs

2025-2026



ADDITIONAL ACADEMIC LEADERSHIP

- Director of Jewish Studies *(unfilled)*
- Director of Hebrew Studies
- Director of Student Services and School Counselor
- Department Chairs



Areas of Focus



Curriculum Leadership and Innovation

The head of lower school will serve as a visionary leader in curriculum design and implementation, ensuring that academic programs remain both innovative and balanced. With increasing expectations for academic rigor, particularly in math and STEM, the new leader will oversee the review and refinement of key programs, including math, literacy, science, and SEL. These efforts must align with the school's mission of integrating Jewish values and traditions while integrating critical thinking and creativity. Supporting faculty in developing dynamic and differentiated instructional strategies will also be critical, ensuring students of all abilities are engaged, challenged, and supported. This role offers a unique opportunity to bridge academic excellence with the school's cultural and ethical vision.

Faculty Development and Support

Equally important is the development and support of the dedicated teaching staff. The head of lower school will help to strengthen systems for onboarding, mentorship, and professional development, ensuring that all faculty members are empowered to grow and succeed. Teachers at Hausner value autonomy, and the new leader will bring the structure and consistency needed to align efforts across grade levels and nurture a sense of shared purpose. By being a visible, approachable, and collaborative leader, the head of lower school will provide guidance and feedback that inspires trust and encourages innovation. The role demands a nuanced understanding of balancing flexibility with accountability, creating an environment where teachers feel valued and equipped to deliver exceptional learning experiences.



Student Well-Being and Behavioral Support

The well-being of students is a central priority at Hausner, and the head of lower school will play a critical role in engendering an environment where every child feels supported, safe, and included. They will collaborate closely with teachers, counselors, and learning specialists to enhance systems for discipline and student care, ensuring a consistent and proactive approach to addressing student needs. By strengthening the school's SEL programs and working closely with faculty, the new leader will help maintain a nurturing environment that prioritizes both academic and personal growth. This leader will champion initiatives that support the development of the whole child, empowering students to build the skills, resilience, and confidence needed to thrive in a dynamic and inclusive community.

Community Engagement and Communication

Finally, the head of lower school will play a critical role in engaging with the broader school community, serving as a trusted partner for parents and a key advocate for the Lower School. This leader will ensure open lines of communication between families, teachers, and the administration, addressing concerns with empathy and professionalism. As the face of the Lower School, the Head will work collaboratively with admissions to share the school's story and highlight its strengths in academic excellence, Jewish traditions, and social-emotional growth. Building meaningful connections within and beyond the school, the new leader will reinforce the strong sense of belonging that has been a hallmark of the Hausner community.



Duties

Divisional Oversight

- Oversee the day-to-day operations of the lower school academic program, including scheduling, allocating resources, and ensuring smooth coordination of instructional activities and support services.
- Ensure the implementation of a cohesive and engaging program for lower school students that follows an agreed upon scope and sequence and provides access and challenge for every learner.
- Oversee formative and summative assessments of student performance against established learning goals including on-going data collection, portfolio assessments, and student report cards.

Faculty & Staff Leadership

- Explicitly support the professional growth of the lower school faculty in order to provide a model for lifelong learning for students, to provide career fulfillment to teachers, and to infuse the learning community with expertise.
- Plan and lead division, grade level team, and individual meetings with faculty that support the success of our students by elevating the expertise in the community while nurturing collaboration and cohesion in the lower school division.
- Lead, facilitate, and plan an array of professional development opportunities for staff—from informal classroom observations to all-school in-service events.
- Partner with the leadership team on the recruitment, hiring, and support of new faculty in the division.

External Affairs

- Build strong relationships with parents, guardians, and students in Hausner's Lower School in order to promote positive experiences in the school community.
- Partner with other administrators in the planning and implementation of community experiences at the school.
- Support parents and guardians to develop their understanding of the school's purpose and programs including through Back to School Night, parent enrichment events, and in individual meetings.
- Support the work of the admissions office in their efforts to recruit and retain new students and their families to the school community.

General Leadership & Administration

- As a collaborative member of the leadership team, develop and implement curriculum and program initiatives that advance the strategic directions of the school.
- Work with the administrative team to strategically manage the resources allocated to the implementation of the lower school program including budgets, supplies, and schedules.
- Report to the head of school, and perform other duties as assigned.



Qualities & Qualifications



Professional Qualifications

- Bachelor's degree required; master's degree preferred
- Understanding of child development that guide decisions for a lower school program
- Leadership experience in curriculum and/or pedagogy, preferably at a K-8 school
- Experience guiding parents and guardians on sensitive student-related matters
- Multiple years of experience as an elementary or middle school teacher, preferably at a progressive school
- Demonstrated success in working collaboratively and flexibly with colleagues, staff, parents, volunteers, and the broader community
- Familiarity with Jewish culture and traditions, or eagerness to learn and understand these principles and integrate these into the school's programming

Personal and Leadership Qualities

- Capacity to build supportive relationships with individuals and teams while leading through the challenges and opportunities in the life of a school
- Tendency toward a problem-loving, empathetic, joyful, inclusive, and mission-driven leadership style
- An interest in developing leadership capacity in yourself and others
- Outstanding communication, both written and verbal
- A genuine commitment in Hausner's mission and an excitement to join a supportive community of educators, staff, and administrators



How to Apply

12M & Ed Tech Recruiting is acting on behalf of Gideon Hausner Jewish Day School to identify exceptional academic leaders to fill this extraordinary opportunity. Direct inquiries to:

jobs@12MRecruiting.com



Applications submitted by **February 14, 2025** will receive priority review.

Gideon Hausner Jewish Day School is an Equal Opportunity Employer. We are committed to an inclusive, welcoming community, where all are accepted and are treated with respect.

Hausner does not unlawfully discriminate in employment opportunities or practices on the basis of age, race, color, gender, sexual orientation, gender identity, disability, religion, veteran status, national, or ethnic origin, or any other basis prohibited by applicable law.

All applications must be submitted online:

www.12MRecruiting.com/jobs/Hausner/HLS

An application requires submitting four PDFs:

1. Cover letter introducing yourself to the Gideon Hausner Jewish Day School search committee
2. CV or resume
3. 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)
4. A response to the following prompt:

Please share a one-page statement of your educational philosophy that demonstrates your experience with advancing academic excellence, social-emotional learning, and community engagement in a culturally rich environment.