

## **About Bridge International Academic Model**

Bridge International has developed Version 2.0 of an extremely detailed and rigorous instructional approach to enable a broad universe of teachers from local slum neighborhoods to be extremely effective in the classroom, overseen and managed by an academy manager implementing a specialized support and oversight system, monitored and audited by a field-based operations team from headquarters. Our teachers come to us with a minimum of secondary school certificates, mostly without previous teaching experience, and our academy managers are also residents from the local community with maturity but no experience in managing an academy.

The core of this instructional approach currently includes:

- a scripted curriculum (word for word, action-by-action scripts for every lesson in the classroom)
- a continuous assessment program integrated with the curriculum
- an intensive teacher training program (both induction and ongoing teacher support systems in the field), enabling us to hire local teachers with minimum secondary school education, without previous teacher certification, and provide them with the training, skills and support needed to be highly effective in our classrooms
- an extended day/week schedule to allow for maximum “time on task”
- an instructional compliance system managed by both academy managers at the school as well as headquarters-based school support officers, that include weekly instructional compliance reviews, detailed classroom observation rubrics, multi-part instructional oversight and compliance checklists, random spot checks and guided review of assessment results and placement records
- a detailed Teacher Guide
- detailed and rigorous policies around everything from classroom management, instructional progression, attendance, discipline, and more

This system is complemented with extensive training, support, guidance and frequent auditing at multiple levels. We call this our “School in Box” model. Due to the standardization and systematizing, our overall operational approach is most similar to that of other well-run, large-scale chains of service businesses, such as those in retail and food services. The critical difference being that our service is world-class quality but ultra-affordable primary education.

## **Proven Results**

Using third-party assessors and independent international reading assessments, Bridge International Academies has been conducting a multi-year longitudinal study comparing student performance between students at Bridge International and those at Government and other private institutions in the same communities. The study only compares performance of students who started at the exact same baseline of performance. After 12 months, the study showed that students at Bridge International Academies ***outperform their peers by approximately 100% on all core reading skills compared to their peers at other schools who started at the exact same performance levels.***



### **Chief Academic Officer (CAO)**

- Responsible for overall direction of all the academic elements of the School in a Box model, including
  - Pedagogical and strategic decisions on what we teach, how, when, and with what approaches and methods.
  - Development of an extremely rigorous curriculum for all subjects and grades, both in-house development and production and decisions about outside resources to incorporate and leverage. Current approach is highly prescribed word-for-word scripted curriculum.
  - Development and implementation of a rigorous, cost-effective induction and ongoing training program for training prospective teachers and academy managers
  - Design and implementation of all other instructional systems needed for classrooms and schools to be of the highest academic quality (classroom management, behavioral, and processes both inside and outside the classroom that touch upon instructional activities)
  - Design and management of an instructional quality assurance team tasked with detailed evaluations and feedback on quality of instruction across the network. This team will also be responsible for incorporating these field observations with academic testing data to provide critical feedback across the Academic teams.
- The CAO must bring with him/her extensive experience across many facets of instructional leadership. Most importantly this person must be able to develop **SYSTEMS** that are replicable, standardized and cost effective in order to drive the highest academic rigor throughout the network.
- The CAO must be able to leverage their extensive experience but be able to figure out how to apply such knowledge to a very specific set of circumstances, environment and cost constraints that drive the School in a Box model. Charging \$5 per pupil per month means that traditional solutions and ideas may not work in our context, requiring both a creative and systems-oriented mindset to succeed in this role



### **Curriculum Publisher**

- Responsible for the development and publishing of almost 90,000 pages of instructional content that is used by tens of thousands of students across the network. Curriculum materials include
  - Scripted Instruction scripts for every lesson of every day in all content areas
  - Consumable Classwork and Homework books aligned to the lesson scripts
  - Formative and Summative Assessments aligned to the lessons and standards
  - Textbooks aligned to scope and sequence and the lesson scripts
  - Reading books and other instructional materials used as part of the curriculum
- The publisher is responsible for the management of
  - Curriculum Managers
  - Script Authors
  - Copy Editors
  - Production Personnel
- The publishing team works closely with the Educational Specialists team. While the Educational Specialists are responsible for the pedagogical design (and in the cases of scripts, the master templates that govern the script design), but the actual authoring and production of each individual script and all the instructional resources are the responsibility of the Publisher. The Publisher must have experience in management of content development for high quality instructional materials
- Experience is needed in:
  - Curriculum Publishing
  - Digital work flow and content management
  - Management of both in-house and outsourced authoring teams
  - Cost-effective printing and production experience



## **Educational Specialists**

- Educational specialists work for the CAO to develop the specific and detailed approaches to instruction (curriculum, training, systems) across the network. They are responsible for much more than high level pedagogical direction. These specialists are responsible for the development of:
  - Direct development of scope & sequence and standards setting
  - Development of hundreds of highly detailed and structured script templates that are then completed in scripted form by the publishing team
  - Development of requirements and details of key training sessions regarding content knowledge and key teaching skills
  - Input and guidance on key instructional systems that need to be developed for teachers and Academy Managers to successfully leverage the scripts and instructional processes at the school
- Educational specialists must come with many years of specific and concrete experience in their specialty areas in the design of instructional materials, processes and training. They must be able to draw upon a very deep set of experiences and knowledge that they bring from their past, but be able to understand how to apply such insight given the unique environment and constraints of working within the Bridge International Academies School in a Box model.
- Bridge International Academies is a network of PRIMARY schools, so we are looking for specialists with specific experience in primary school instruction.
- Experience with scripted instructional models would be a significant benefit.
- Bridge International Academies is currently looking for the following Specialists:
  - Early Childhood Development Specialist
    - Development of age-appropriate programming for Baby through Kindergarten pupils
  - Math
    - Development of a rigorous mathematics program across all Primary grade levels
    - Experience developing programs that achieve concept mastery and have a focus on critical thinking/problem solving skills.
  - English Language Arts
    - Development of a rigorous integrated ELA program in an environment where English is the mode of instruction but not the first (and in many cases not the second) language of the pupils or teachers.
    - Extensive experience in similar environments (for example ESL) is extremely helpful



### **Curriculum Manager**

As a Curriculum Manager with Bridge International Academies, you will contribute directly to the growth and development of a highly scripted-curriculum currently serving over 30,000 children. Working with internationally respected education experts and talented local educators, you will oversee the creation of scripted lessons that are data driven, pedagogically grounded, culturally relevant and highly innovative.

#### **Bridge Curriculum Managers Responsibilities:**

- Lead a team of authors to create thousands of high quality word-for-word, action-by-action scripts and supporting instructional materials for implementation at our academies.
- Provide feedback and editorial support to an author team of Kenyan writers and educators
- Manage the workflow and deadlines for the author team
- Deliver professional development and training to the author team
- Provide insight to the development of the larger Bridge curriculum team
- Visit Bridge International academies to collect data about the implementation of the instructional materials
- Work with internationally recognized education experts to adapt global best practice to the Bridge International Model
- Design and create learning materials for use in Bridge International classrooms

#### **About you:**

You have at least two years teaching experience, preferably working with disadvantaged primary school learners.

You have experience working with disadvantaged communities or working and living overseas.

You are highly adaptable and able to apply your experiences and training to tackle unfamiliar challenges.

You are passionate about the power of education to transform lives and are looking to be a part of a high energy, deadline driven team of professionals.

You believe that it is possible to develop a highly-scripted curriculum, that when complemented by training and support and delivered by individuals with little previous teaching experience, can result in a truly high quality learning environment.

You believe that great teachers are made and not born, and that a highly structured curriculum and instructional procedures can be leveraged by thousands of potential teachers to generate world-class educational outcomes.

*Preferred Qualifications:*

- Bachelor Master's degree in education or related field
- Overseas experience in a developing country
- ECD or ELL/EFL training
- Experience working with disadvantaged children
- 2+ years of editorial experience
- 2+ years of experience managing a team or office
- Experience designing curriculum or learning materials