

Thomas Jubert

Minnesota Public Schools - Principal, Assistant Principal, or Administrator
Minnesota Public Schools, an organization beckoning a safe haven for future generations to flourish.
I am deeply passionate in regards to progressing purposeful mission of Minnesota Public Schools.

The position as an administrator within a Minnesota Public School matches closely with my professional and educational background as well as my intrinsically held goals. In addition to my BS in Psychology and MA in Education I have nearly completed a two-year Administrative Licensure program, in which I took several university courses highlighting skills within Human Resources and Project Management. Subsequently, I have utilized these attained tools by advancing the goals of the schools and organizations I have worked within. I have managed teams of up to six teachers, setup lines of communication between NGOs serving Syrian refugees and the local community, hired a team of sixteen staff to join an expanding organization, collected and compiled evidence, and submitted such evidence in order to receive competitive recognitions including the International School Award from the British Council, NEAS&C (pending), and the International Baccalaureate. Through these experiences I have become adept at keeping fluid forms of communication open between all stakeholders, maintaining a strong sense of integrity by regularly monitoring progress to meet deadlines while still maintaining a standard of high-quality, and adapting to the range of interests and needs associated with the diverse group of people involved.

I approach each day with a professional mindset, continuously striving to identify how to progress my organization's goals forward and respond accordingly. I have frequently sought-out as well as received, from my supervisors, additional projects to coordinate including facilitating staff-wide professional development on building culture in Beirut (70 staff members), writing and facilitating the implementation of curriculum for Liberian university students, hiring staff to fill high-need positions throughout the United States, commencing new programs (STEM club, swim team, International Committee), volunteering to coordinate an education program supporting educational equity for Syrian refugees residing in Lebanon, and taking on the role as the technology-led teacher in Detroit. By engaging in such broadening projects in a wide-array of circumstances, I have gained a deep understanding of the multi-faceted nature of organizations, how dynamics between departments and co-workers shift depending on one's role, as well as the power in learning-by doing, approaching each situation in an immersive, open-minded manner.

Learning through immersion was key in Madagascar, where I implemented field-based educational programs. In tandem to this, I identified local English teachers and facilitated hands-on, personalized lessons to disseminate knowledge as well as create an atmosphere of co-development. From these experiences, I witnessed the incredible potential one has when funneling energy towards training the trainer. Additionally, within Madagascar, yet beyond the classroom walls, I trained two Malagasy facilitators to implement a yearlong curriculum we co-created for the WASH program. Reflecting on this project I personally witnessed the dramatic influence fieldworkers have on the populations they interact with, yet saw how the work environment required organizational support, specific guidance and feedback, as well as clear expectations combined with measurable data to inform the team. Lastly, I led a region-wide campaign focusing on HIV/AIDS awareness, gender equity, and emergency preparedness reaching over 5,000 host-nationals. By conducting this project, I questioned the depth of knowledge being attained through such short interactions, causing me to reflect on the power of building a community as well as foreign vs. host-national project implementation. I find it crucial to continually reflect on my practice and utilize the takeaways for continuous learning.

Whilst living abroad in a multi-cultural environment I place a substantial amount of effort on forging enduring relationships with nationals whom constitute a wide-band of socio-economic dimensions. In Rwanda, Liberia, Lebanon, and Madagascar I adapted my lifestyle to be efficient, effective, as well as culturally sensitive in order to promote shared-learning. I also conducted meaningful, locally driven, and sustainable projects when working in the US or abroad. I prioritize staying informed in regards to the current social, cultural, and political dynamics around the world.

If selected to work alongside Minnesota Public Schools in an administrative role, I will put forth an endless amount of motivation and passion towards ensuring the goals are completed with proper longitudinal planning, the utmost professionalism, as well as a true sense of camaraderie and collaboration.

Warmest regards,

Thomas J. Jubert