

Leadership Posting

Deputy Head of Elementary Curriculum and Student Welfare (EY - Y2) NIST International School *Bangkok, Thailand*

Application Deadline: January 20, 2020
Start Date: August 1, 2020

MISSION, VISION & VALUES

Our mission, vision and values represent a collaborative effort between our staff, parents and students, all of whom contributed to their development. We do not consider these to be abstract, but rather central to our learning and practice. From our overarching direction as a community to our individual actions, we use them to guide and ground us.

MISSION

NIST inspires growth, empowers individual excellence and enriches lives

VISION

NIST will provide individualized and authentic learning pathways for students to flourish and positively impact others.

VALUES

Every community shares common beliefs. In order to accomplish our mission, we adopt a shared set of values that tie us together, providing purpose, structure and inspiration.



Integrity

We believe that individuals should be honest and principled. This includes being committed to our mission, and holding yourself and others accountable for choices.



Caring

We believe that compassion and empathy are central to learning. Combined with a commitment to reflection and balance, they contribute to our wellness.



Community

We believe in collaborating with others as part of a diverse community, helping us become open minded and globally aware in order to effect positive change.



Growth

We believe in a commitment to a growth mindset through active engagement and striving for excellence. Through this we become resilient, creative learners.

OUR HISTORY

In 1992 only a small handful of international schools existed in Thailand, each with a strong connection to a single national curriculum.

NIST was—and still is—unique

Working hand-in-hand with staff of the United Nations, the first parents, students and teachers envisioned a school free from any one philosophy, creed or system. They imagined a learning community dedicated to a truly international education, one that embraces diversity, and the strength and richness it cultivates. When NIST opened its gates on the sunny morning of August 13th, 1992, 502 young learners turned that dream into a reality.

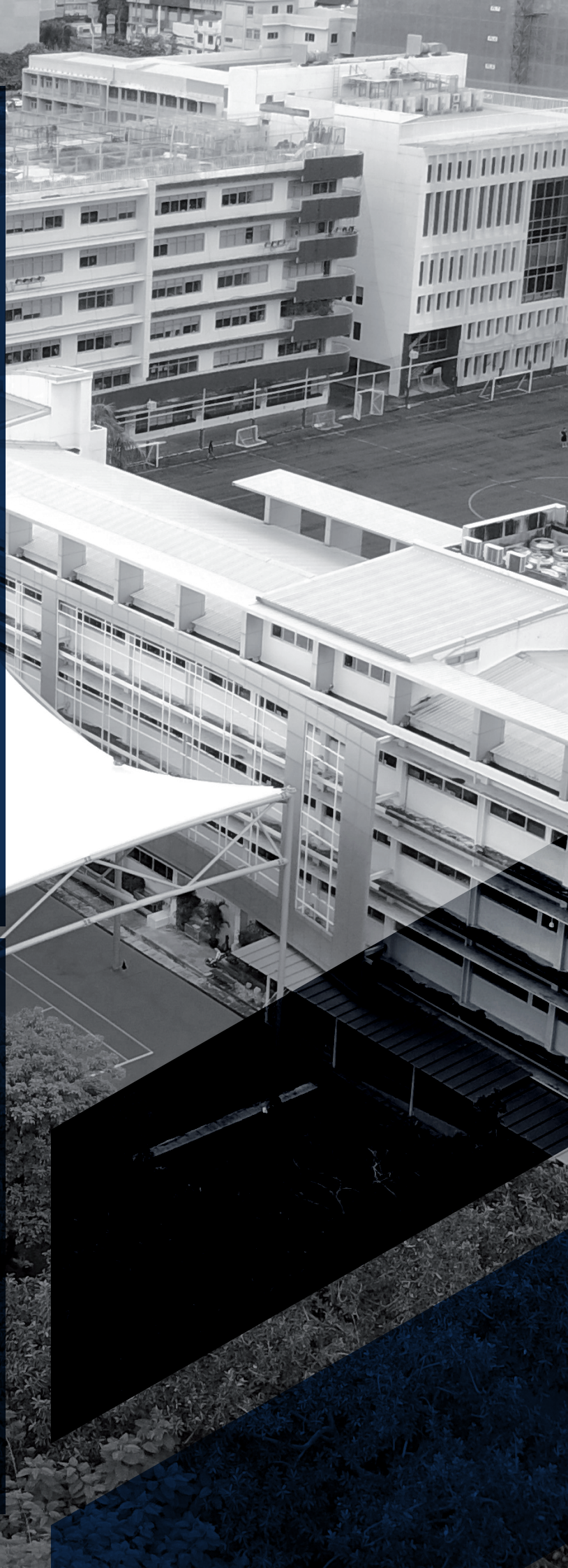
NIST went on to become the very first full International Baccalaureate (IB) World School in Thailand, offering all three IB programmes by 1999. Focused on inquiry, exploration, reflection and—most significantly—the belief that learning is at the core of the human experience, the IB philosophy aligned with the shared vision of our growing community. By the time the first graduates left their second home, the NIST name had become synonymous with excellence.

In the years since, thousands of students and hundreds of teachers have left their marks on the school, all contributing in their own ways. NIST itself has grown, expanding its campus and extending its vision throughout Southeast Asia. Yet at our core we remain a community of dreamers, of learners who see the world with optimism and hope.

OUR CAMPUS & FACILITIES

Nestled in the heart of one of Bangkok's busiest business districts, the NIST International School campus is located on Sukhumvit Soi 15, mere minutes from Asok BTS Station and Terminal 21. NIST's urban campus encompasses nine buildings that house over 100 classrooms and state-of-the-art facilities.

Beyond the dedicated, purpose-built Early Years Centre, Elementary Building and Secondary Building, the campus includes a Creative Arts Building, Sports Complex and several multi-purpose halls. The newest addition, The Hub, was student and teacher-designed and reflects the principles of modern education and learning research. With our expansive theatre, performance studio, recording studio, sports courts, FIFA-standard pitch, library, science labs, counselling lounges, tech centres and much more, our school offers facilities that even rival universities in the region.



STUDENT LEARNING

Our Students

Diversity defines the NIST community in almost every respect. Students at our school represent over 60 nationalities, as well as a wide range of backgrounds and beliefs. This diverse community has helped us maintain continual growth over the past decades, and over 1,600 students are now enrolled from early years to high school.



Our Aims

Our mission, vision and values are embedded in daily life at NIST, and they directly impact our practice. For the last several years we have begun to more closely align what happens in the classroom to our roles as teachers and mentors by defining four key areas:

1. How we define learning at NIST
2. The priorities for teaching and learning for NIST students
3. How we connect these priorities to professional development
4. Where powerful learning happens

Our Definition of Learning

Learning is the growth of connections in the brain, which result from the development of new knowledge, skills, dispositions and understandings.

We are more equipped than ever to understand how learning physically happens in the brain as a result of repeated and appropriate challenge. Understanding this allows for the more effective design of a wide range of learning experiences which reinforce the learning which we know will be essential for our students' success.

Our Learning Culture

Culture is an integral aspect of any organization, and even more so in schools. At NIST we believe in cultivating a shared culture of trust, caring and professionalism that allows all members of our community to perform at their highest point of contribution. Special attention is given to four key areas:



Safety

We strive to ensure that students and faculty are not afraid to take risks and learn from failure. A caring environment builds mutual trust and respect, allowing us to flourish individually and collectively.



Purpose

Learning without purpose is unsustainable. Teaching and learning at NIST must always be driven by a deeper meaning, helping us to develop unique passions, strengths and interests.



Belief

We believe that a growth mindset is crucial to success. By affirming our own worth and that of others, providing positive reinforcement, we can further build our positive learning community.

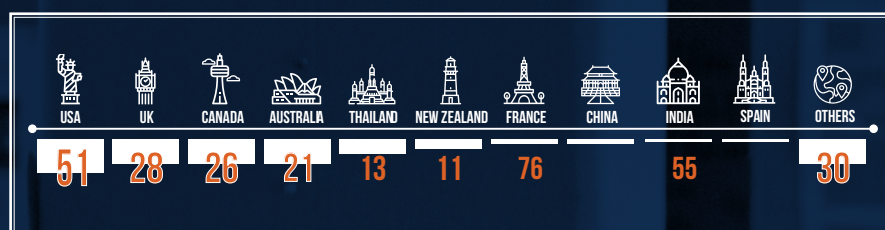


The most powerful learning balances challenge and support. Within NIST we aim to offer enriching opportunities that drive us to overcome difficulties within a **Challenge**, supportive environment.

TEACHER GROWTH

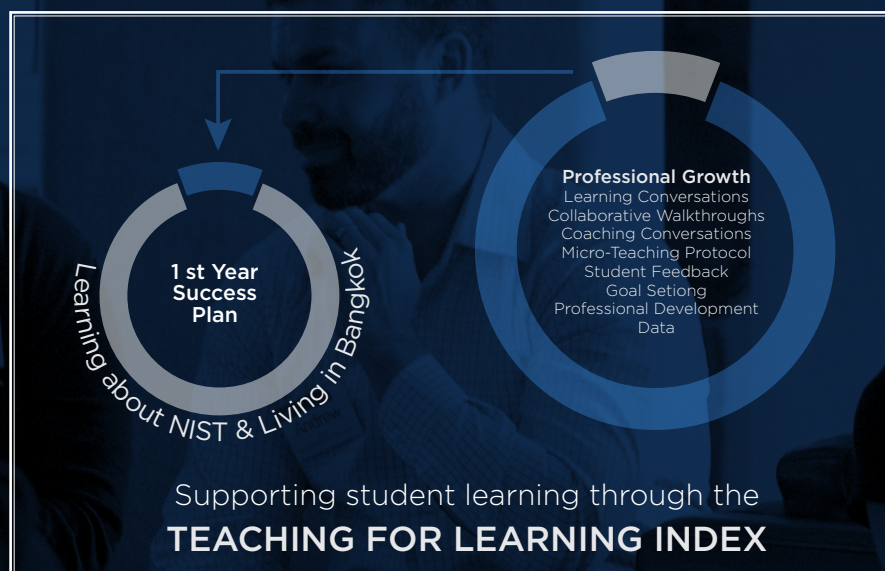
The diversity of the NIST community is also reflected in our teaching staff, who represent over two dozen nationalities and a wealth of experience. We strongly believe that teachers play the most crucial role in ensuring the success of students. Students learn best when teachers are similarly supported and offered opportunities to grow as learners.

TEACHER DEMOGRAPHICS



THE TEACHING FOR LEARNIN GINDEX

By defining the essential learning we expect for our students, we are able to develop the most useful expectations for teaching goals, programme review and professional development to further enhance it. All teachers are guided in this through the comprehensive Teaching for Learning Index, which outlines specific skills and dispositions that support our core values and student success, and the teaching ac- tions that reinforce them. This index serves as the basis for NIST's professional growth model, allowing us to support you as you develop as an educator.



THE POSITION

DEPUTY HEAD OF ELEMENTARY, CURRICULUM AND STUDENT WELFARE (EY - Y2)

NIST is looking for a highly experienced early years specialist to lead the curriculum development and student welfare in the Early Years to Year 2 (ages 3-7) section of the Elementary School from late July 2020.

Overview:

The Elementary Deputy Head (EY-Y2) is a member of the Elementary Leadership Team (ELT) with responsibility for the academic and pastoral programmes for students from the Early Years to Year 2 (ages 3-7). The ELT team consists of the:

- Head of Elementary
- Deputy Head of Elementary Curriculum and Student Welfare (EY - Y2)
- Deputy Head of Elementary, Student Welfare (Y3-Y6)
- Deputy Head of Elementary, Curriculum (Y3- Y6)

Role Details:

- Reports to: Head of Elementary
- Main working relationships: Elementary Leadership Team, team leaders, faculty

Personal Attributes & Characteristics:

- Strong oral & written communication skills, including presentation design & delivery for a variety of audiences
- A passion for curriculum & international education
- A strong understanding of early years development, learning, trends & research.
- Outstanding interpersonal skills: a good listener with a collaborative management style
- Honesty, integrity, compassion & a sense of humor
- Outstanding administrative competencies, with strong organizational skills
- Strong interpersonal skills
- Proven problem-solving skills
- Cultural sensitivity
- Energetic, enthusiastic, approachable & open-minded

Qualifications:

- Bachelor's or master's in early years education and professional teaching qualification; higher degree in educational leadership highly desirable
- Current & relevant experience with early years education
- Leadership experience

Duties:

Leading a Shared Vision

- Contribute to the leadership of a shared vision in which the school's guiding statements are central to decision making
- Develop long-term plans to develop the school's curriculum aligned to fulfilling the NIST vision
- Ensure the school's values are central to learning & are used to inform decision making

Leading a Culture of Learning

- Lead the development the written, taught and learned curriculum
- Lead curriculum development with a team of highly professional and passionate staff
- Provide pedagogical leadership for Early Years to Year 2 to promote a shared understanding of student agency and play-based learning approaches
- Support the established culture, whereby conversations in the school continue to focus on learning & learners
- Promote a culture focused on developing a growth mindset in all aspects of learning & for all stakeholders
- Create an environment & culture for students to have increased agency of their learning
- Promote inquiry as a critical path for learning
- Foster concept-based learning opportunities
- Introduce & implement protocols, procedures & practices to support assessment for & of learning
- Support the service team leaders in developing a shared understanding of service learning across the Elementary School and help implement service initiatives
- Contribute to the elementary and whole school curriculum initiatives

Leading a Culture Focused on Student Wellbeing

- Help promote a culture focused on supporting students to be happy, engaged, empowered, respectful & responsible members of the community
- Identify opportunities for the curriculum to support a culture focused on enriching the lives of others
- Be a leader of child safeguarding
- Work with the school's counselors to identify opportunities in the curriculum to promote wellbeing
- Collaborate with the EY-Y2 counsellor to design and implement positive behaviour interventions and practices
- Support teachers in their work with students
- Lead student team meetings to assess the needs of individual students
- Lead meetings with parents or support teachers working in this capacity
- Lead discussions with parents on learning, behaviour, social and emotional needs, and developmental needs as required
- Support parents in their establishing routines at home to support child development and reinforce approaches at school
- Document meetings and updates to individual education plans
- Liaise with the Deputy Head of Elementary, Student Welfare (Y3-Y6) to support students as they transition within the Elementary School
- Lead the class placement process for students in EY-Y3

Leading Human Development & Empowerment

- Contribute to a climate based on trust and respect
- Foster a culture of collaboration
- Acknowledge the contributions of others
- Develop strong personal relationships with colleagues & invest in their success
- Adopt a coaching mindset for growth and lead in a predictable manner
- Facilitate and engage in open discussions and develop shared understandings
- Be transparent and fair in decision making
- Develop clear norms and expectations, where all stakeholders feel valued
- Support teachers as they further their knowledge of pedagogy and practice
- Develop in-school professional development learning opportunities
- Leave ego at the gate

Operational Leadership

- Evaluate current practices, systems and beliefs in EY to Y2 in order to develop a plan for the next stages of growth
- Work with the Director of Admissions with the admissions process of EY-Y2 students and their placement into classes
- Support the transition of new students into NIST.
- Work closely with the Learning Coaches to support best practices and further leverage learning across the Elementary School
- Work with support services team leaders to identify early intervention needs of students and collect data as required
- Be highly visible in classrooms to help support teaching and learning
- Help teachers to be informed and prepared through effective communication
- Oversee the assessment and monitoring of student learning outcomes through evidence-based practices including the analysis of assessment data
- Lead staff in the use of protocols to facilitate consistent and moderated assessment practices
- Ensure consistency of assessment and documentation of learning practices, including the reporting and conference processes
- Help to further develop NIST's inclusion practices and its commit to Multi-Tiered Systems of Support
- Collaborate closely with the Deputy Head of Elementary, Curriculum (Y3- Y6) to ensure an effective continuum of learning
- Ensure that curriculum documents are updated regularly and are easily accessible
- Investigate new resources including teaching materials, websites, professional books and journals suitable for Early Years pedagogy
- Support and oversee the organization of parent and student-led conferences, written reports and end of year transfer documentation
- Keep the Head of Elementary updated on all aspects of operations in EY to Y2

Leading in the Community

- Design and deliver workshops for parents of 3-7 year olds on key areas of learning and child development
- Present at local events or educational conferences to further conversations about learning & developments in education
- Develop positive & mutually reinforcing partnerships with other educators & educational institutions
- Represent the school as required

Teaching Commitment

There may be a teaching component that will be depended upon the successful applicant's teaching background and the needs of the NIST timetable.

Leadership Posting

Instructions

Application should be addressed to Mr. Brett Penny, Head of School bpenny@nist.ac.th.