

Leadership Posting

High School Deputy Principal Singapore American School

Republic of Singapore

Application Deadline: August 31, 2019

Start Date: July 1, 2020



High School Deputy Principal Position
Singapore American School
Republic of Singapore

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"When excellence, extraordinary care and possibilities are present, active and alive in a classroom, you feel it before you ever see it. When I step into a classroom at SAS, I feel I am immersed in the joyful pursuit of learning, where the air is filled with curiosity, wonder and discovery. Whether the students are quiet, focused, doing their work or actively engaged in learning activity... there is genuineness, an earnestness and purposefulness to their behavior that tells me that they are capable of learning anything. Our job as educators is to both allow and help create that climate for all students and then work like crazy to protect and defend it."

--SAS Principal

SAS began its long partnership and commitment to forward-thinking curricula in the 1960s, establishing itself from the outset as a school dedicated to rigorously preparing students for the future. In 1973, the school committed to service and experiential learning. These programs remain robust and continue to provide additional pathways for student growth and engagement.

Singapore American School has consistently and successfully committed itself to high performance in educating young people, whether that be through traditional academic achievement or through its commitment to initiatives that are on the leading edge of educational research and development.

HISTORY OF SINGAPORE AMERICAN SCHOOL AND THE HIGH SCHOOL

In 1956 Singapore American School opened its doors for the first time to 105 students. Today the purpose-built campus in the Woodlands district on the island provides learning opportunities to over 1,200 high school students (nearly 4,000 Preschool-12) across 63 nationalities, all under one roof in Singapore, the present-day banking and multinational corporation hub of Asia.



A RESEARCH-BASED, INNOVATIVE HIGH SCHOOL PROGRAM

The high school at SAS is guided both by the school's mission of "providing an exemplary American education with an international perspective" and the school's vision, "A World Leader in Education, Cultivating Exceptional Thinkers, Prepared for the Future." This mission and vision have led the high school to embrace several important and innovative initiatives in recent years. This includes: the implementation of a signature Advanced Studies program, comprised of 20 Advanced Placement courses as well as 20 original Advanced Topic courses designed to foster the development of 21st-century skills; the adoption of a semester-long Catalyst course that is a graduation requirement and is designed explicitly to help students learn to direct their own learning; and the establishment of a Student Life Center dedicated to social emotional wellness. Additionally, SAS has created and offers a year-long Quest program through which enrolled students are largely released from the confines of the traditional bell schedule in order to pursue individualized projects while receiving high school credits.



The high school embodies SAS' culture of possibilities - there are so many roads for students to travel.

These innovative programs reflect the dedication and passion of SAS faculty and students and are part of the school's work to simultaneously embrace needed changes while also assuring high standards, depth and rigor, and extraordinary care for every student.

STUDENT LEARNING RESULTS

The school's learning outcomes are noteworthy across multiple measures and consistently surpass benchmarks set by peer international schools on assessments such as the Measures of

Academic Progress (MAP), the SAT, the ACT, and AP examinations. SAS student averages on the SAT annually exceed the global mean by at least 150 points, and in 2018, the SAS average on the ACT exam was an all-time high of 30.

SAS holds a commendable record of college admissions success, reflecting both the high-performing and diverse nature of the student body. In addition to personal-academic counselors, the school has a team of college counselors to guide students through the college process. Close to 85% of SAS graduates attend colleges and universities in the United States.



THE ARTS, SPORTS, CLUBS AND THE EAGLE WAY

Student co-curricular opportunities are wide ranging and abundant at SAS and include numerous options within the realms of athletics, activities, and service. There are multiple honor societies, 22 (IASAS) interscholastic sports, almost 100 after-school activities, and more than 50 service clubs offered at SAS. Some examples of popular activities include robotics, Model United Nations, drama, music, visual arts, and dance. The thread that unites students across these areas of interest is a shared commitment to the “Eagle Way.” The Eagle Way is an ethos that drives students to hold themselves to the high standard of personal conduct set by the school’s values of compassion, honesty, responsibility, respect, and fairness even as they compete fiercely and proudly on the field, on stage, and in the classroom.



A DYNAMIC COMMUNITY

Students:

Students at SAS are serious about their academic pursuits, mature, and thoughtful. While over half of SAS students are United States citizens, the student body is comprised of more than 60 nationalities. There are about 300 students in each high school class year from grades 9 to 12, and the target class size is typically 22. Our students speak highly of the prevalent culture of extraordinary care and about the quality of relationships between students and teachers. These are some of the factors they believe have made their time at SAS outstanding. Although a relatively large community, the school strives to care for the hearts and minds of each and every individual student.



Faculty:

The SAS faculty is diverse, with 60% originating in the United States and many hailing from Commonwealth nations. 80% of teachers hold a master's degree or higher, and over half of the teachers have been part of the SAS community for 10-20 years. This kind of longevity is a remarkable and rare testament to the strength of the professional experience offered at SAS and allows for consistency and continuity. The faculty daily demonstrates a sincere commitment to professional development and continuous growth.

PARENTS AND THE WIDER COMMUNITY:

Parent engagement is a key part of the SAS culture. The School has an experienced board, an active and community-supported Parent Teacher Association, and a high school Booster Club that raises funds to support students. Parents are committed to advancing the School and to the best interest of the students with many actively participating in philanthropic efforts to support the SAS Foundation as well as to enhance academic, experiential, and extracurricular activities for students.



Leadership Responsibilities:

The high school deputy principal will be responsible for facilitating the successful implementation of SAS strategic initiatives in grades 9 through 12 in order to fulfil the school's mission and vision. To this end, the high school deputy principal is charged with overseeing delegated elements of the SAS academic program. Among other responsibilities, he or she will provide dedicated oversight and support to students and families in two out of the four high school grades, ensuring a clear, consistent focus on student learning, achievement, and wellness. This individual will lead and directly supervise faculty and classified staff in a fashion that aligns deliberately to the development of critical strategic initiatives. In coordination with the high school principal and one other deputy principal, s/he will also provide leadership in all areas of teaching, learning, and teaming. This includes leadership in the realms of curriculum and instruction, educational technology, student assessment and use of data, and learning support. The high school deputy principal will build strong relationships with students and mentor them towards academic success as well as social emotional well-being.

Budget and Facilities:

The school continues to collaborate with an international architectural firm to define near-term and possibly long-term facilities projects that directly impact learning. The Center for Innovation and the Student Life Center are two recent initiatives that have been successfully completed and now provide support to countless students, teachers and counselors. Almost fifteen years ago a \$65M campus renovation and expansion was completed at the school's current campus in Woodlands. At present, the school is in the midst of working with community stakeholders to imagine new learning spaces and to look at the possibility of a campus upgrade that would support the SAS mission and help young people better reach the school's desired student learning outcomes (DSLOs).



Living in Singapore:

Singapore has been consistently rated as one of the world's best expatriate destinations and it offers safety, a well developed infrastructure and vibrant and diverse community. Housing ranges from high rise apartments to single family houses to traditional shop house style living. Public transportation networks and links are extensive, and Singapore's Changi Airport offers ease of access for affordable off-island family travel across Asia. Singapore enjoys a very low crime rate, and high quality health care. Singapore is considered one of the best places in the world to live and thrive.

SAS OPPORTUNITIES AND CHALLENGES

A Learning Leader:

The learning environment at the high school challenges each student to discover and pursue individual interests, passions and to develop talent within a rigorous, flexible and personalized academic program. The next SAS High School deputy principal will work closely with teachers across disciplines to further the written curriculum, competency-based progressions and the school's priorities and institutional commitments. The High School Deputy Principal leads with the division-wide focus on Professional Learning Communities for employee development and student learning.

Building Community:

The SAS high school deputy principal will participate in directly leading and sustaining the development of programs aligned with the school's strategic plan. Doing this challenging work requires deep knowledge of the school community and a personal commitment to a connecting authentically with students, parents, and faculty members. The scale of the community's diversity is remarkable and demands equally remarkable relational leadership skills. Creative problem solving and conflict resolution skills will be needed on a regular basis in order to foster an atmosphere based in both compassion and confidence.





An Engaged Communicator:

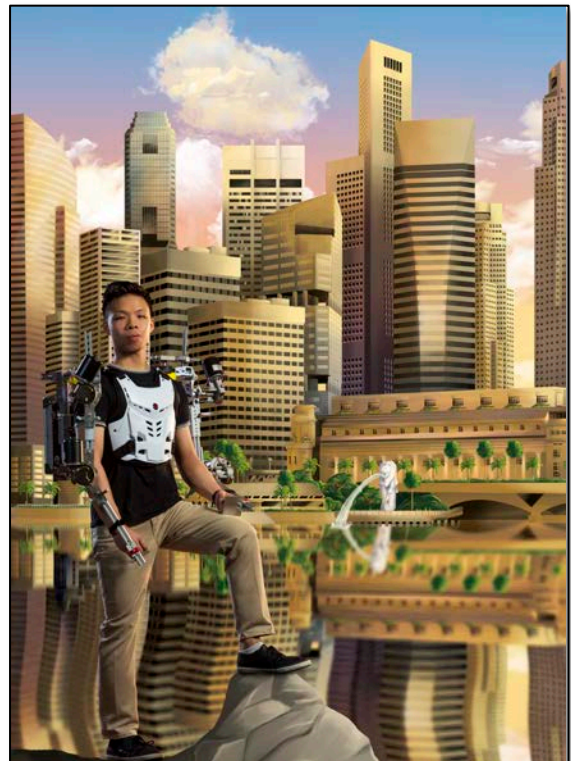
The high school deputy principal will bring a track record of experience and success with a range of communication practices. He or she must be able to build strong and healthy relationships as well as to invite and make use of constructive feedback. It is essential that this new leader is convicted about contributing open, personal, approachable, and highly visible leadership.

A Leader and Advocate of Student Welfare:

One of the strategic anchors at SAS is the school's culture of extraordinary care, in which every student is known and advocated for across the school. In the context of a high-performing school, the SAS high school deputy principal will advocate for student welfare and will balance competing programs and needs to ensure that each individual student is afforded pastoral care and access to an intentional social/emotional learning curriculum.

Humility and Ambition for the High School:

The SAS high school is deservedly labeled as high-performing. The school's strategic vision and mission requires an orientation towards continuous improvement, and the school's recent efforts to research best practices employed by schools across the world confirms the school's trajectory and the necessity of this orientation. The next SAS high school deputy principal will promote enduring program excellence and school alignment through a complementary blend of personal humility and professional will. She or he will ensure effective teamwork by being both a highly effective listener, a polished and even-keeled communicator, and a sure-handed decision-maker.



The Candidate:

The successful candidate for high school deputy principal at Singapore American School will likely exhibit the following qualities and attributes:

- True team player who understands the value of collaboration and healthy relationships.
- High emotional intelligence and a commitment to building strong relationships with students, faculty members, and the wider school community.
- Excellent interpersonal skills, facilitation skills, and communication skills.
- Strong administrative and leadership skills (demonstrated within the context of a demanding high school leadership position) along with a proven track record for leading meaningful and sustainable change.
- Successful teaching experience in order to lead and speak knowledgeably to the community's instructional work. Experience with the personalization of learning and with high-impact instructional practices is highly desirable.
- Understanding of how to bring together the attributes of humility, flexibility, intelligence, and drive with the ability to listen effectively across stakeholder groups.
- Experience with the recruitment and assessment of motivated and engaged teachers and staff.
- Knowledge of diverse educational systems, understanding of the unique attributes of international school communities, and a strong ability to step in and support the High School Principal and leadership team.
- Ability to balance competing priorities with both calm and resolve while holding a focus on students.





APPLICATION PROCESS

Deadline: **August 31, 2019**

Interested candidates are required to:

- Apply online via the link: [High School Deputy Principal Application Link](#)
- Provide at least two current references as a part of the application process

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Instructions

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