

Leadership Posting

Lower Primary Associate Principal Hong Kong International School *Hong Kong*

Application Deadline: 29 August 2021
Start Date: August 2022



Hong Kong International School



A co-educational PreK-12 private day school grounded in the Christian faith, Hong Kong International School (HKIS) serves over 2,800 students from around the world who seek an American college-preparatory education. HKIS is accredited by the United States' Western Association of Schools and Colleges (WASC) and is a member of the East Asia Regional Council of Overseas Schools (EARCOS).

Founded in 1966 by a partnership between the American community and the Lutheran Church–Missouri Synod, HKIS seeks to develop an educational community that lives out the words of its mission statement, while striving towards its vision:

MISSION

**Dedicating our minds to inquiry, our hearts to compassion,
and our lives to service and global understanding**

**An American-style education, grounded in the Christian faith
and respecting the spiritual lives of all**

VISION

**HKIS will be a leading place of learning
that inspires a socially engaged community
of collaborative, creative and resilient learners
dedicated to realizing their full potential.**

HKIS provides educational excellence with a difference. We focus on developing the whole child and are committed to nurturing each child to achieve his or her full potential. HKIS is dedicated to offering the best in academic and co-curricular excellence while supporting the socio-emotional needs of our students, to ensure a solid foundation for a university education and a well-rounded life.

Admissions qualifications are selective rather than competitive. Students must demonstrate English language competency and an academic record to succeed in a rigorous college-preparatory environment. HKIS also aims to continually expand the cultural diversity of the school; our students come from over 40 nations.

HKIS embeds six Student Learning Results into our academic and co-curricular programs:

Academic Excellence

Students will achieve their intellectual potential by striving for and attaining the highest standards of academic excellence.

Spirituality

Students will understand and respect Christianity and other religions and will identify and develop their own spiritual identity.

Character Development

Students will demonstrate respectful and caring attitudes at school and in the community, as well as the courage to stand up for what is right.

Self-Motivated Learning

Students willingly apply a variety of learning and motivation strategies throughout their learning process.

Contributing to Society

Students will develop the skills they need to form genuine relationships in our diverse society and to make contributions to our community.

Chinese Culture

Students will gain an understanding of China and an appreciation of the Chinese culture.

Position Summary

The Lower Primary Associate Principal supports the Principal with the day to day leadership and management of the Lower Primary division (Pre-Kindergarten to Grade Two with approximately 670 students) and provides overall leadership and support for teaching and learning for Reception One and Two, in alignment with school goals and student learning results. Primary responsibilities include supervision and evaluation of teachers; implementation of the general curriculum; supporting best practices in instruction and assessment; instructional planning of curricular units and organization of resources; leadership for monitoring student learning, collection and analysis and reporting of student learning data; participation in various whole-school improvement committees, strategic plan initiatives, divisional committee work and other action areas.

Key Areas of Responsibility

Instructional Supervision and Leadership

- Supervises classroom teachers (in Reception One and Two and others as assigned) and supports their performance appraisal (Profile Year, Self-directed Professional Growth and those new to HKIS)
- Regularly observes teachers and provides feedback on teaching and learning to facilitate student learning and the ongoing improvement of instruction using best practices for early childhood/lower primary grades
- Provides leadership and support to develop teachers' conceptual knowledge and skills in the best instructional and assessment practices through coaching, modelling or in-service workshops, particularly in the area of literacy learning and language acquisition
- Leads teachers in documenting (including preparing regular reports), collecting and analyzing student learning data to inform instructional practices and monitor progress on goals
- Actively supports the Student Learning Result on spirituality, interest in religious education and learning about other faiths

Day to Day Management

- Reviews and updates operational procedures to maximize student learning
- Addresses general issues or parent concerns that arise for assigned grade levels
- Ensures that the learning needs of students are met
- Participates in Student Review Team meetings regarding children in relevant grade levels
- Maintains effective communication channels with all stakeholders
- Participates actively in daily school life and special events
- Supervises students during arrival and dismissal times and handles student discipline when necessary

Leadership for Curriculum Implementation

- Ensures curriculum alignment and consistency across teams and between grade levels, including transition into Upper Primary
- Focuses in particular on best practices in literacy instruction, ensuring alignment and consistency across teams and between grade levels
- Pays special attention to best practices in literacy instruction, math instruction, project based learning, and curricula that supports early childhood, ensuring continuity and consistency across teams and between grade levels
- Leads teachers in designing integrated curriculum units of inquiry, developing performance assessments and instruction that support deep understanding of content, and achievement of standards and benchmarks, using the Backward Design model
- Ensures appropriate use and organization of resources for curriculum implementation
- Oversees Reception One and Two budgets and ordering process in conjunction with Lower Primary administrative team

Developing Others

- Advocates and nurtures a positive school culture conducive to student learning and staff professional growth
- Works collaboratively with teachers and administrators
- Engages others in supporting positive change
- Plans, supports and participates in professional development opportunities
- Leads parent education sessions and supports parents' understanding of learning

Others

- Contributes actively to the HKIS mission and student learning results
- Actively participates in chapels and character development or service learning initiatives
- Participates in school projects and events and values being part of the community
- Undertakes any other duties and functions as required which will help impact and strengthen the contributions of the division to the school and improve overall operations.

Requirements and Qualifications

Education:

- Advanced degree in Education
- Specialization in Early Childhood Education including student teaching (specifically for children between the ages of 3-5) preferred
- Degree in Administration or Education leadership preferred

Experience:

- Successful experience in a key leadership role in an elementary primary school, as an administrator, team leader, or curriculum leader; with record of being a flexible, positive and contributing member of a school leadership team
- Solid conceptual and applied knowledge of current research and trends in early childhood education, curriculum development, assessment for instruction, literacy, and second language learning
- Demonstrated success in working with teachers on continuous improvement initiatives
- Successful experience in working with children in preschool and primary grades
- Classroom teaching experience in early childhood (ages 3-5)
- Previous experience in an international school and familiarity with American educational system preferred

Skills

- Grounded in knowledge about teaching and learning, particularly for early childhood/primary grades
- Attitude of a servant leader, focused on serving others, a strong commitment to the mission and Student Learning Results of the school
- Demonstrates respect for teachers as professionals and as adult learners and ability to develop positive and respectful relationships with others
- Demonstrates ability to make decisions, work independently, as well as collaboratively
- Excellent interpersonal skills
- Effective communicator – communicates well with a diverse community, proficient writing skills, comfortable doing public presentations
- Highly skillful at using technology
- Strong organizational and time management skills
- Enthusiasm for handling multiple tasks, challenging schedules, demanding clientele
- Reflective thinker, able to learn, grow and model
- Strong understanding of child development
- Recognizes and respects the diversity of ideas, values and cultures that make up the school
- Demonstrates behavior consistent with the core values of the school

As a school grounded in the Christian faith, we hire Christian teachers and administrators as well as those of other faiths. HKIS seeks to hire candidates who are interested in the complex questions of faith and spirituality and who are keen to learn and interact with others of different faith traditions.

How to Apply

Interested candidates are asked to send their cover letter and resume to recruitment@hkis.edu.hk by 29 August 2021.

Please visit our website (www.hkis.edu.hk) to learn more about our community: our beliefs, core values and learning principles and practices.

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