

## Leadership Search



NANSHAN CHINESE  
INTERNATIONAL COLLEGE  
IMMERSION SCHOOL

深圳市南山中英文学校 实验部

## Secondary Principal NCIC-Immersion School

*Shenzhen, China*

Application Deadline: January 29, 2020

Start Date: August 1, 2020

ISS is pleased to conduct this full search.

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## Introduction

NCIC-Immersion is a cutting-edge dual language immersion program in the center of the exciting and vibrant city of Shenzhen, China. The school provides cognitive based program where children learn through active exploration in an environment which is rich in materials and opportunities to converse, socialize, work, play, and negotiate with others. The classrooms are planned to encourage curiosity, exploration, and problem solving in an atmosphere of warmth, affection, and respect for the child. Designed as an international school for Chinese national students, the Immersion School opened in 2016 with grades PY-2. Now with grades PY-8, the school is poised to add a high school division along with a move to a larger campus facility in August 2020.



## Our Learning Culture

At NCIC-Immersion, we are building experts. To do so we build capacity for learning in three main areas.

### **Conceptual learning:**

thinking in terms of big ideas and the relationships among them.

### **Competency learning:**

acquiring and improving on the key skills necessary for success.

### **Character learning:**

developing a positive moral identity as an expert in the business of being human.

NCIC-Immersion School is a founding member of the Common Ground Collaborative (CGC). Through the Principles and language of the CGC, we are able to have consistency and clarity of direction as we organize for learning. Our culture is shaped by the following principals which, in turn shape our teaching practice and work as professionals:

**Language of and for Learning** - We need a shared language that describes what learning is and how we do it... and that we are all language teachers

**Ownership of Learning** - We are all able to learn and ultimately responsible for our own learning

**Nature of Learning** - Learning is emotional and cognitive and is both an individual and social experience

**Contexts of Learning** - Learning transfer happens best in rich relevant contexts

## Mission, Vision, and Philosophy

### Mission

NCIC-Immersion provides a holistic education that balances social, emotional, academic and physical success through a challenging and progressive learner-centered program, nurturing our learners to become skilled negotiators, collaborators, inquirers, and complex thinkers in a changing world.

### Vision

Intercultural education is based on respect to the cultural identity of the learner through the provision of culturally appropriate and responsive quality education for all.

### Philosophy

The purpose of education is to enable children and young people to become active contributors as global citizens.

To become good citizens and responsible adults, all children need to think creatively and critically, and be able to adapt to change. They need to learn and practice how to acquire, filter, process, and use information to make effective decisions and to communicate with others. They also need to develop self-esteem by participating in a caring school community, which appreciates diversity, and develops in children tolerance, mutual respect, cooperation towards team goals, and a love for learning that will last a lifetime.





## Academics

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NCIC-Immersion school offers students a strong and rigorous academic program driven by our mission and core values. At NCIC-Immersion School, we believe and commit ourselves to nurture negotiators, collaborators, inquirers and complex thinkers for the future of the world.

Our professional teaching team at NCIC-Immersion School is are experienced and qualified international and Chinese teachers. Classes are co-taught or co-planned by English Immersion Teacher and Chinese Immersion Teachers. In the Secondary School, Chinese Immersion Teachers are designated 'homeroom teacher' for each class; Teachers communicate with parents via blogs, learning portfolio, online systems, and other medium as necessary.

The progress and achievement of students are reported to parents through portfolios, progress reports and student-led conferences. Report cards or progress reports are issued quarterly. The academic assessments focus on attainment of the adopted standards.

NCIC-Immersion School also addresses learner progress towards the School-wide Learner's Goals and School Core Values using the same criteria of academic assessments.



### Middle School Program

NCIC-Immersion middle school program follows a curriculum based on effective practice and US Common Core States Standards. Our curriculum is designed to prepare students for US-style college preparatory high school program in Grade 9. It combines with the Six Principles for English Language Learners' Instruction from Stanford University, which is the guiding principles of ISS World Language Initiative – English as an Additional Language.

The curriculum is an immersion curriculum with two language components: English and Chinese. The curriculum in English component is developed to transition and connect to the US-Style high school program in Grade 9. The program aims to ensure clarity and focus for instruction and learning. The Chinese component is based on the Chinese national curriculum with corresponding subject matter standards.

## Accreditation

The U.S. Department of State has granted authorization to six regional non-profit accreditation agencies for schools, colleges and universities in the country, and overseas. The Western Association of Schools and Colleges (WASC), a world-renowned accrediting association and one of the six regional accrediting agencies, works closely with the Office of Overseas Schools under the U.S. Department of State. WASC service over 4,500 public and private schools and universities, including Stanford University, in the USA and in the Pacific Region.

Accreditation is a voluntary dual-purpose process that schools (1) must be worthy of the trust placed in them to provide high-quality learning and (2) clearly demonstrate continual self-improvement. The standard process for accreditation takes between four to six years. NCIC-Immersion has completed the initial WASC visit in its third year and received Candidacy status, which places the school on track for full accreditation by the end of year six. We are committed to becoming an accredited school.

## Curriculum

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### Dual Language Education

Dual language education can foster bilingualism and bi-literacy, enhancing students' awareness of cultural diversity while leveling up academic achievement. Research shows that children who speak more than one language have advantage over monolingual counterparts in communication, cognition and social interaction.

At NCIC-Immersion School, we believe “dual language” and “bi-literacy” development is based upon equal value given to both Chinese and English. This is known as “Additive Bilingualism”: when a child learns to speak a second, or other, language fluently and still retains the first language. Students in the dual language immersion programs can retain language proficiency in both languages when their primary language and secondary language are treated with equitable status. In leveraging students' home language, cultural assets and prior knowledge, learning will be structured around the building



blocks of home-community-region-and world. Learning becomes more meaningful to students because it is an exploration of how to make connection to the immediate and larger world around them. Language becomes the tool students will use to communicate their thoughts to different audiences, using different language for different purpose. Family as the most influential factor of the child's learning, will be expected to participate actively in the maintenance and development of the home language and culture.

## STEM Education

STEM is an interdisciplinary curriculum based on the idea of educating students in science, technology, engineering, and mathematics with an applied approach. Rather than teach the four disciplines as separate subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications. The STEM program structure follows the process of problem-based learning, engineering challenges, scientific investigations, math and literacy connections and culminates with claim-evidence-reasoning assessments.



## Art & Music

The art and music program is an integrated, project-based model that combines the traditions of the Chinese arts and music and the richness of international arts and music. The program aims to inspire students to discover beauty, to create and to innovate in all area of their lives. In arts, we will explore elements and principles of design, compositional rules, art history, current art trends, creativity and problem-solving exercises, and a wide variety of materials and techniques. Arts and music are not talents one is born with, but skills that can be cultivated and acquired through hard work and practice.



## Health & Physical Education

The Health & Physical Education curriculum will focus on engaging students in learning about the factors that contribute to health and well-being and in building skills to live healthy, active lives. The



program aims to enable students to gain the knowledge and understanding of movement strategies, skills and concepts, active participation, physical fitness, safety, health concepts, making healthy choices, and making connection for healthy living. The program promotes educational values that support achievement of one's personal best, equity and fair play, respect for diversity, sensitivity and respect for individual requirements and needs and good health and well-being.



## Campus and Location

### Campus & Facilities

The school is housed in a purpose-built complex designed to facilitate inquiry-based learning and to foster collaboration and community. The school's design principle took as underlying premise to create learning environment that is student-centered, developmentally and age appropriate, safe, comfortable, accessible, flexible and equitable. Our facilities are thoughtfully laid-out to allow for collaboration, inquiry and community building.



### About Shenzhen

Shenzhen is a major city in the Guangdong Province, China, located in the Pearl River Delta. Situated immediately north of Hong Kong Special Administrative Region, the area was China's first Special Economic Zone instituted in late 1979 as a result of the policy for reform and opening. Shenzhen was one of the fastest growing cities in the world during the 1990s and 2000s. Current metropolitan area population is over 18 million. The city is a major financial center in southern China and is dubbed as China's Silicon Valley due to its high concentration of technology companies. The newly established Guangdong Pilot Free Trade Zone --- Shenzhen Qian Hai area is intended to deepen liberation of trade services between Guangdong, Hong Kong and Macau, and to streamline foreign investment and cooperation. In the decade to come, Shenzhen will continue to see growth and development.

## Fast Facts

Year Established	2016
Accreditation Agency	WASC Candidacy
Language of Instruction	English and Mandarin
School type	Dual Language Immersion
Total Enrollment	400
Number of Faculty	62
Student/Teacher Ratio	1:10
Average Class size	20
Average % Home Country Nationals	100%

## Position Overview

### The Position

The Immersion school is looking for a dynamic leader with great cultural awareness to ensure the implementation and further development of a high-quality dual language immersion program. This role includes the opportunity to shape the Secondary program for its first year on a new campus and work side by side with the founder of the Common Ground Collaborative. The Secondary Principal should be prepared to:

- Provide and support appropriate professional development plans for high quality teaching and curriculum development
- Support and monitor the ongoing teaching, learning, and curriculum development practices school-wide
- Take a lead role in the continued development of a strong leaning culture based on shared learning principles and a common learning language
- Regularly communicate and model the school's mission and beliefs to the school community and promote a visible partnership between the school and home.

The Secondary School Principal reports to the Director of Teaching and learning on all issues concerning the academic program, implements policies as set by Director and Board, and makes recommendations for policies and/or procedural changes. The Principal will directly supervise all aspects of the Secondary (Grades 6-9 in School year 20-21) including curriculum, policies, procedures, student-parent services, admissions, staffing, evaluation and general administration.



## Duties & Responsibilities

- Specific tasks include but are not exclusive to the following:
- Together with the Leadership Team; plan, supervise, operate, and evaluate the implementation of our educational programs
- Together with the Leadership team, Design in-service activities and professional development
- Provide organized, individual and/or group learning opportunities for teachers as needed.
- Provide support in analyzing student assessment data.
- Assist teachers with instructional decisions based on assessment data.
- Provide feedback and support for classroom management strategies
- Provide assistance in researching instructional and/or curriculum issues
- Lead teachers in aligning their teaching with appropriate standard curriculum and assessments
- Guide grade level teams in standards-based grading and reporting and proofread quarterly reports
- Plan for, support, and monitor a smooth transition between grade levels
- Contribute to monthly and weekly school publications
- Communicate school's mission to the community and encourage parent involvement
- Attend meetings with the school Parent Volunteer Association
- As needed, conduct workshops or community meetings with parents

## Academic & Professional Qualifications

- Valid Teaching License
- Minimum MA degree in Educational field
- Minimum of five (5) years of successful classroom teaching experience
- Depth of knowledge and experience in school administration & teaching
- Demonstrated interest or successful experience in leadership roles
- Well versed in standards-based curriculum design and reporting
- Strong interpersonal and cross-cultural communication skills
- Open-minded, approachable, energetic, organized, and efficient
- Student focused

## Application Instructions

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Effective Date: August 1, 2020

Application Deadline: January 29, 2020

ISS Vice President Administrative Searches & Governance Services, Dr. Beth Pfannl, will serve as the lead consultant for the NCIC-Immersion School Secondary Principal search. She will be assisted by Ms. Ashley Wotowey and other members of the ISS staff.

In **one** PDF document, please send a formal letter of interest (cover letter) specific to this position no longer than two pages, along with your CV to [bpfannl@iss.edu](mailto:bpfannl@iss.edu) and copy [awotowey@iss.edu](mailto:awotowey@iss.edu). You will be contacted by Ashley Wotowey regarding the next steps to follow for consideration.

**Applicants are asked to submit their letter of interest and CV and complete all necessary application steps as early as possible, as ISS and NCIC reserve the right to close the selection process at any time if an ideal candidate is found.**