Hong Kong International School
Tai Tam/Repulse Bay, Hong Kong

Director of Chinese Studies and World Languages
Start Date: August 2021
www.hkis.edu.hk
Hong Kong International School

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.

OVERVIEW

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. Located in one of Asia’s most vibrant and cosmopolitan cities, HKIS has two idyllic campuses on the quieter south side of Hong Kong Island. The school’s Mission and Student Learning Results (SLRs) embody and recognize its Christian grounding, the cultural and religious diversity of the student body, and a focus on whole child development.

HKIS provides educational excellence with a difference. Offering a challenging American-style curriculum with both international and multi-cultural elements, HKIS focuses on delivering exceptional teaching and is 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 students, to ensure a solid foundation for a university education and a well-rounded life.

HKIS seeks a Director of Chinese Studies and World Languages to provide leadership for the overall quality of the school’s Chinese Studies and World Languages programs, including the cultural studies of China and Hong Kong. The Director ensures alignment of curriculum from PreK through Grade 12 and embeds HKIS’s Chinese Culture Student Learning Result into the curricular program. The Director plays an important role in collaborating and consulting with Principals in their supervision and professional development of Chinese Studies and World Languages faculty to ensure the highest quality of language and cultural education is delivered. Equally important is collaborating with schoolwide administrators, faculty, and parents to meet student needs, monitor progress towards school goals, and foster a sense of community.
**Fast Facts**
- Founded: 1966
- Location: Hong Kong Island
- Type: Co-educational, day
- Mascot: Dragon
- Grades Served: PreK (Reception 1) – Grade 12
- Enrollment: 2,800+
- Faculty: 269
- Student-Teacher Ratio: 10:1
- Faculty with Advanced Degrees: 70+%  

**School History**

Hong Kong International School was founded in 1966 through a partnership between the American community and the Lutheran Church-Missouri Synod (LCMS). After a successful first year serving 120 students on a provisional campus in Chung Hum Kok, HKIS opened the doors of its new campus in Repulse Bay, designed to serve 630 students from around the world. Over the following decades, HKIS continued to grow and expand its existing campus and later, in 1988, opened a second campus in Tai Tam to serve their high school students. Ten years later, HKIS adopted a new Mission and six Student Learning Results (SLRs) that continue to be the cornerstones of HKIS’ culture, curricula, and community.

HKIS celebrated its 50th anniversary in 2016 with a series of events and activities. Currently, HKIS alumni groups are actively operating in Vancouver, San Francisco, Los Angeles, Toronto, London, and Singapore.

**The School**

In the years since its founding, HKIS has emerged as one of the top international schools in the world. A school of choice in Hong Kong, HKIS is a leading place of learning that inspires a socially engaged community of collaborative, creative, and resilient learners dedicated to realizing their full potential. Everything at HKIS is grounded in its Mission and Student Learning Results of academic excellence, spirituality, character development, self-motivated learning, contributing to society, and Chinese culture. The school is accredited by the United States’ Western Association of Schools and Colleges (WASC) and a member of the East Asia Regional Council of Overseas Schools (EARCOS).
The school places its more than 2,800 students at the heart of everything it does, holding robust and passionate student learning as its highest priority. One school aligned across all grade levels, HKIS ensures that students learn what the community values and aligns the educational program and all of its resources in support of what and how it wants students to learn. HKIS students receive nurturing and guidance within a caring, engaging environment. Students enjoy a multi-cultural community, which contributes greatly to their personal growth and character. After graduation, nearly all of HKIS students matriculate to colleges and universities in the United States, Canada, Asia, Europe, and Australia—some of them among the world’s finest.

Almost half of the student body are American citizens, with more than 40 other nationalities represented, including Canada (8%), Hong Kong (15%), and the UK (4%). HKIS follows an inspiring Christian mission and respects the spiritual lives of all; thus, half of all students are Christian, with the remainder represented by other faith traditions. The students are bright, engaged, and inquisitive with a belief in and respect for others.

The school’s excellent faculty and staff—the key to effective student learning—are amongst the best in the world: highly qualified and experienced, providing unparalleled qualities in teaching, guidance, and care for their students. It is noteworthy that half of the teachers at HKIS have worked at the school for six years or longer, indicating a high level of satisfaction professionally and personally with the school and with Hong Kong. Parents see teachers as one of the major strengths of the school.

The faculty and staff are an international group as well, representing 21 different nationalities, and HKIS strives to maintain an ethnically and culturally diverse staff. Professional development is an essential part of the faculty experience; the school supports many such opportunities each year. HKIS also has a very strong administrative team with a number of core administrators at each division level.
HKIS embeds six Student Learning Results into its academic and co-curricular programs:

- **Academic Excellence**: Students will achieve their highest intellectual potential by striving for and attaining the highest standards of academic excellence.
- **Spirituality**: Students will understand or 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 make contributions to our community.
- **Chinese Culture**: Students will gain an understanding of China and an appreciation of the Chinese culture.

HKIS uses the Understanding by Design (UbD) model, which seeks to structure teaching for understanding, in the formulation of its written curriculum. The school aligns curriculum, instruction, and assessment to allow students to demonstrate understanding by developing enduring understandings and building on previous learning experiences and previously learned knowledge and skills. HKIS teachers regularly update and revise curricula to reflect current best practices and research.

Each of HKIS’s 13 subjects has an underlying philosophy to assist teachers in providing focused instruction from Reception 1 to Grade 12, supporting the school’s Mission, Vision, and Student
Learning Results. No matter what the subject, students learn skills that will serve them throughout their lives. Designed by teachers and administrators, each of the subject philosophies answers three key questions about essential beliefs, long-term transfer goals, and common agreements.

Assessment at HKIS is used to promote learning. The school utilizes a robust system of assessment to allow students to demonstrate their understanding. Formative assessments are used to guide instruction and student goal-setting while summative assessments summarize the mastery of content, knowledge, or skills at a particular point in time.

**Chinese Studies**

The Chinese Studies program at HKIS is impressive, offering 14 years of Chinese language and cultural learning opportunities across the school. Designed as a second language learning program, the Chinese Studies program fully embraces the individual needs of a diverse range of students and their linguistic and cultural backgrounds. Students are assigned to one of two learning streams—Near Native (MNN) or Mandarin as a Second Language (MSL)—based upon a variety of factors including a student’s and family’s desired learning outcome and interest level, level of language exposure at home, student’s demonstrated motivation to learn the language, and the student’s own abilities. Each track follows a distinct curriculum with separate assessments, standards, and benchmarks to achieve oral fluency and literacy. Both programs support and honor the HKIS position of offering Mandarin Chinese and Chinese Culture as an additional language rather than on a bilingual platform.
As students progress through the grade levels at HKIS, they gain a comprehensive understanding of China—its language, history, geography, philosophy, and customs through classroom study, school exchange programs with Mandarin-speaking students, and visits to places of interest in China.

**World Language**

World language education is an integral component of the HKIS curriculum. The goal of the HKIS program is to develop communicatively competent and culturally enriched students. Foreign language acquisition encourages students to respect and understand other cultures, and helps them become more adaptable in an increasingly interconnected world.

Beginning in Grade 6, students can elect to take courses in French or Spanish. Teachers focus on the three modes of communication—interpersonal, interpretive, and presentational—and work to equip students to participate more actively in the global community. Students are comfortable taking risks with their learning in an atmosphere of trust, care, and safety. They share responsibility for their learning experiences and are proactive about taking ownership for their own learning. Teachers utilize authentic resources to help develop cultural and linguistic competency within students.
**ACTIVITIES AND ATHLETICS**

Treated as an essential component of the overall educational experience at HKIS, the Activities Program is in alignment with the school’s Mission and Student Learning Results and is designed to provide co-curricular opportunities for students to explore and pursue areas of interest in diverse environments. Options range from choir and band, to cooking and joy club, to public speaking and debate, to rock climbing and yoga. Many cultural activities are offered, such as Chinese Arts and Music, Chinese Dance and Drama, Chinese Drums, and Chinese King Fu. A variety of Middle and High School clubs also offer students opportunities to explore their interests and meet new friends.

Athletics represent one facet of the robust co-curricular program at HKIS. Young athletes who want to pursue a sport more rigorously can enter into the HKIS Sports Academy, which in turn becomes the Middle and High School Athletics Programs. All teams compete in local sports leagues and tournaments through the Hong Kong School Sports Federation (HKSSF) and the International Schools Sports Federation of Hong Kong (ISSFHK). Students in Middle and High School have the opportunity to participate in a range of interscholastic athletics featuring 14 sports.

Also in alignment with the school’s Student Learning Results, every HKIS student has the opportunity to engage in service activities, many of which focus on global issues, humanitarian affairs, and environmental awareness. Required activity programs such as PEAK and Interim as well as optional co-curricular clubs and activities are part of students’ diverse service learning experience.
Physical Campus

Hong Kong International School has two campuses, spectacularly set on the south side of Hong Kong Island. The Lower Primary (Reception 1 through Grade 2) and Upper Primary (Grades 3-5) are located in Repulse Bay.

The Middle School (Grades 6-8) and High School (Grades 9-12) are located 10 minutes away in Tai Tam. This summer, learning areas will be expanded with additional classrooms and student spaces to complement its existing facilities, which include an amphitheater, black box theatre, gymnasium, and library. High School facilities also include an extensive library as well as a gymnasium, swimming pool, auditorium, and music rooms. Improvements and additions to the High School over the years have included a music center with practice rooms, refurbishments to the auditorium and cafeteria, and a new floor of classrooms and faculty work spaces.

The Lower Primary facilities underwent a complete redevelopment and a state-of-the-art educational facility for the school’s youngest learners was opened in August 2017. Throughout the 2017-18 school year, the Upper Primary was renovated to improve and expand learning spaces and playgrounds as well as add a Chinese Studies center and Design Studio. Following completion of renovations to the primary schools, HKIS has plans to construct two new sites adjacent to the Tai Tam campus to serve the Middle and High Schools. The first will be home to a Student Activity Center (“Site A”), and the second will be a Teaching, Learning, and Innovation Center for learning and excellence in teaching (“Site B”). Site A will house the Middle and High School athletics programs, opening up space in the current Middle and High School to develop an arts wing.
About Hong Kong

Hong Kong is located south of Guangdong and faces the South China Sea to the east, west, and south. Hong Kong is one of the most densely populated areas in the world, with a population of seven million people inhabiting only 1,108 sq. km. (428 sq. mi.) of land. Known as a global hub where East meets West, Hong Kong is Asia’s “world city”—an autonomous melting pot of cultures. In spite of its size and visibility, Hong Kong’s neighborhoods possess an authentic sense of community and security that is unlike other large metropolises.

Hong Kong began as a trading port and became a dependent territory of the United Kingdom in 1842 and remained so until the transfer of sovereignty to the People’s Republic of China in 1997. Along with Macau, Hong Kong is one of the two Special Administrative Regions (SAR) of China, operating under the “one country, two systems” policy. As a result, Hong Kong is largely self-governing, has its own currency, legal and political systems, and a high degree of autonomy in many administrative areas.

Renowned for its expansive skyline and natural setting, Hong Kong is one of the world’s leading financial capitals. A major business and cultural hub, it maintains a highly developed capitalist economy. Its identity as a cosmopolitan center where East meets West is reflected in its cuisine, cinema, music, and traditions. Although the population is predominantly Chinese, residents and expatriates of other ethnicities form a small but significant segment of society. It is a “westernized city next to the fastest growing economy in the world.”

While a world-class center for commerce and trade, it is also very much a family-friendly place. Hong Kong has that special energy that is a hallmark of big city living, but its hilly and mountainous terrain
offers the charm of expansive countryside dotted with small villages as well as access to plentiful parks and reserves. Hong Kong’s Mass Transit Railway (MTR) is one of the best underground metro systems in the world—safe, clean, fast, and easy to navigate. Residents also use taxis, buses, and trams to navigate the city. The heart of the city bustles with activity until late, as patrons enjoy the many boutiques and world class shopping, as well as an ample array of culinary options from fine dining to street stalls. From its vibrant cityscape to the ease of travel to other parts of Asia, Hong Kong has a great deal to offer its residents.

HKIS students benefit from exposure to the broad economic and ethnic diversity of the area. The school’s two campuses are located on the south side of Hong Kong Island, a more tranquil area featuring beaches and parks that is home to a large expat community. This area is about a 30-minute drive from Hong Kong’s more bustling north side.

**OPPORTUNITIES**

The Director of Chinese Studies and World Languages will join an energetic leadership team at HKIS, dedicated to an ethos of continuous growth and improvement. With Chinese Culture as one of six Student Learning Results (SLRs), the Director of Chinese Studies and World Languages manages a portfolio that covers Mandarin instruction at all grade levels as well as the integration of Chinese Studies across the curriculum. With this scope of responsibility across four divisions, the Director will need finely honed skills in collaboration, expertise in faculty supervision and evaluation, and an understanding of how to establish and maintain learning standards appropriate to students from pre-K through grade 12. The Director will design and deliver professional development for Mandarin and World Languages faculty, manage resources, and partner with families to help them
understand the goals of the HKIS program. Serving students from 40 countries, the Director will be adept in cultural competency and a skilled communicator. HKIS has an outstanding reputation among international schools, top notch facilities and resources, dedicated faculty, and a culture of excellence. This is a significant opportunity for an educational leader with expertise in language acquisition and Chinese culture.

**KEY AREAS OF RESPONSIBILITY**

- Collaborate with Principals in the recruitment, supervision and evaluation of Chinese Studies and World Languages faculty.
- Provide leadership for the establishment, development, improvement and evaluation of curriculum, program standards and benchmarks, standards-referenced assessment and reporting tools and systems while ensuring schoolwide alignment and learning outcomes are met.
- Provide leadership and support in the professional development of Chinese Studies and World Languages faculty to ensure continuous improvement in instruction and overall practice.
- Develop leadership capacities in teachers to allow for shared responsibility of instructional leadership.
- Ensure the School’s resources are effectively utilized by practicing sound financial management of the Chinese Studies and World Languages department resources.
- Provide program and other updates to the parent community through information sessions and newsletters.
DESIRED QUALIFICATIONS AND SKILLS

Qualifications
• Degree in second language acquisition; advanced degree and/or certification in educational leadership or administration.
• Successful leadership experience in developing a Chinese Studies program in the areas of curriculum, instruction and assessment; World Languages Program development an advantage.
• Has managed and supervised faculty teams within a robust performance appraisal system; experience with performance-based compensation an advantage.
• Solid conceptual and applied knowledge of current research and trends in education, particularly in relation to language acquisition.
• Second language teaching experience and understanding of knowledge and skills that have the greatest impact on teacher effectiveness.
• Experience in a diverse school setting with proven success working with a diverse student population from a variety of cultural, social and religious backgrounds; international school experience an advantage.
• Successful implementation of a major program change or initiative.

Skills
• Enjoys children and can articulate their needs at various stages of their development.
• Strong interpersonal skills with an ability to develop positive and respectful conversations with others, resolve interpersonal conflicts, and listen and provide constructive feedback.
• Skilled communicator; highly developed abilities to write and speak to large groups and diverse audiences.
• Ability to effectively balance supporting faculty growth with ensuring performance standards are being met.
• Group leadership skills, including a repertoire of strategies for involving people in decisions and building teams.
• Attitude of a servant leader, focused on serving others; a strong commitment to the HKIS Mission and Student Learning Results.

As a school grounded in the Christian faith, HKIS hires 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.

**To Apply**

Interested candidates should submit the following materials as separate PDF attachments in one email:

• Cover letter expressing interest in the HKIS position;
• Current résumé;
• Statement of educational philosophy and practice;
• List of five references with name, phone number, and email address of each (references will not be contacted without the candidate’s permission) to:

**John Faubert**  
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