

Dear Cayman International School (CIS) Community,

Thank you for your thoughtful feedback on the skills, experiences and character traits we should look for in the next CIS Head of School, as well as the features of CIS we should emphasize. Attached is the position description that reflects your feedback.

We appreciate your distributing the position description to your networks and/or to your reaching out to exceptional educators you know who you believe would be a good next leader for CIS. While we expect to get a lot of interest in this position given the very strong reputation of the school, our experience doing head and administrative searches for dozens of international schools each year is that often some of the best candidates come through recommendations of the school community, because you have an intimate knowledge of the school and what type of leader will best fit the school's culture and address its priorities over the coming years. As indicated on the position description, applications are due by Friday, April 26th.

Thank you for your continued assistance with the search process.

Sincerely,

The CIS Board

CAYMAN INTERNATIONAL SCHOOL



DIRECTOR

Nursery to Grade 12

APPLICATION DEADLINE

April 26th, 2019

EFFECTIVE DATE OF APPOINTMENT

Summer 2020



School History

Founded in 1994 as a small independent school, over the past two decades the Cayman International School (CIS) has developed into a leading international school serving the multicultural, ex-pat and local families who live on Grand Cayman in the Caribbean.

CIS opened its doors in October 1994 as the Faulkner Academy. The School was purchased in 2002 by International Schools Services (ISS) of Princeton, New Jersey and renamed Cayman International School. CIS began the school year in fall 2003 with 102 students in grades PK-8. CIS completed the Middles States Association of Schools and Colleges (MSA) Ascending Grades Protocol in November 2007 and was then accredited through Grade 12. Today, CIS serves more than 650 students from early childhood through high school, and the school is expected to increase to nearly 1100 students by 2025 with the opening of a new Early Childhood Center in August 2019 and a new High School in August 2020. As the school has grown, it has expanded its academic and co-curricular programs commensurately, so it now offers a fully articulated standards-based curriculum, assessments and reporting; an IB Diploma program; extensive athletic, arts, service and other co-curricular activities; and many project-based and service-learning opportunities.

The school is located on the small, but fast-growing Caribbean island of Grand Cayman. The island has a strong community feel and a vibrant economy, with many banking and other global corporations. CIS reflects the island's unique culture with students from over 40 different nationalities, many of whom have lived in Grand Cayman for most of their lives. CIS parents want the school to be a nurturing place that fosters kindness, curiosity and empathy, and at the same time, CIS families expect that when they graduate their children will become global citizens and leaders, able to perform to world-class standards.

CIS Mission, Vision and Principles



In 2017-19, CIS engaged in a school-wide, foundational review process that included an MSA self-study for reaccreditation, a new strategic plan, a revised mission and vision, and shared community and learning principles, that have coalesced in a guiding document, CIS Paradigms. That integrated process led to unmistakable clarity and integrity in how the school defines and speaks about learning and how all school constituents are expected to act.

Mission & Vision

Our mission is to **Connect | Inspire | Serve**. We are a *positive community with passionate learners*.

We are a positive school community strengthened by our international diversity. We find common ground in a shared commitment to learning that connects ideas and people, challenges us to grow, and inspires us to better ourselves and our world. We use principles to guide our journey and recognize that preparing for and shaping the future starts with embracing the opportunities that surround us each day.

Community Principles

The school is guided by four community principles:

THE KINDNESS PRINCIPLE

We value kindness. Our kindness is illustrated in all of our interactions: with our own children, with others' children, with families, with staff, and with administrators. How we communicate with each other is emblematic of our collective kind and caring spirit.

THE PARTNERSHIP PRINCIPLE

We are strongest when we work together, when we share ideas and resources, and when we partner with the greater Cayman community. A spirit of collaboration not only makes our community stronger, it makes student learning richer by connecting stakeholders in exciting and innovative ways.

THE SUSTAINABILITY PRINCIPLE

We take into consideration long-term impacts when making decisions. This applies to decisions about programming as well as to our personal and collective behavior. We live on an island with limited resources and our environmental stewardship is essential in keeping it viable and healthy for generations to come.

THE GOOD INTENT PRINCIPLE

We trust that members of our community have what is best for students at heart. When we have disagreements about what is best for children we talk with people, not about people.

Learning Principles

CIS also has shared learning principles that shape how learning is defined, designed, delivered, and demonstrated at all levels of the school. CIS's Learning Principles include:

LANGUAGE OF LEARNING

We understand that to make learning happen effectively and collectively we need a shared language that describes what learning is and how we do it.

OWNERSHIP OF LEARNING

We understand that we are all able to learn and ultimately responsible for our own learning.

NATURE OF LEARNING

We understand that learning is emotional as well as cognitive and is both an individual and social experience.

CONTEXTS OF LEARNING

We understand that learning transfer happens best in rich, relevant contexts.

CIS believes that learning is a process of growing, deepening and sharing Conceptual Understanding, Competencies and Character in lasting, impactful ways. Those concepts are explicitly discussed at the middle and high school levels. Similarly, learning in early childhood through grade two focuses on Head, Hand, and Heart, and students in grades three through five learn by Knowing, Doing and Being,





In 2006, through a partnership with Dart Realty and the William and Clare Dart Foundation, CIS moved into a brand-new facility on a well-maintained 13-acre campus in the centrally-located Camana Bay Development. The 61,000+ sq. ft. school, which was designed by award-winning architects, is divided into separate areas for Early Childhood, Elementary, and Secondary students, so age-appropriate playground, eating, and performing areas are available throughout the day.

The facility consists of a library, two computer labs, two science labs, two music rooms, two art rooms, two student support rooms, 42 classrooms, an amphitheater, and an administration building. In addition, the school has a full-sized, artificial turf soccer pitch; swimming pool; two tennis courts; and two basketball courts. There is a multi-purpose facility, the Arts & Recreation Center (ARC), which includes a cafeteria, a gymnasium, and an auditorium.

Even after a three-phase facility expansion project was completed in 2014-2016, CIS continued to require more space for families who desired to be a part of the school community. The Dart organization, in partnership with International Schools Services, is currently constructing a US\$60 million expansion of CIS that will almost double its student capacity. The expansion will add an Early Childhood Center (opening in August 2019) as well as a separate, purpose-built 87,000-square-foot High School (opening in August 2020) that includes band, drama and music facilities, a double gymnasium and a media center. The new High School will also have visual arts and maker labs, as well as science and innovation labs. Construction is well underway for both new facilities.

The new Early Childhood Center will provide an environment that is specifically designed for the school's youngest learners and will facilitate educational experiences that are consistent with Cayman International School's contemporary teaching philosophy. Similarly, the new High School building is designed to be highly flexible and accommodate contemporary approaches to teaching and learning. Ultimately, the project will enhance deeper learning by providing students opportunities to engage in constructivist activities in a variety of spaces, and the innovative design of the facility will promote collaboration, enable inquiry-based and project-based learning, and promote an atmosphere of excellence.



The Educational Program



Cayman International School is committed to the whole child. To that end, CIS teachers and staff aim to design learning experiences that are developmentally appropriate in an engaging, challenging, nurturing and constructivist environment. The school pays close attention to the different needs, interests, and developmental levels of its students, and its program provides for all areas of a child's development— physical, emotional, social, and cognitive, through the school-wide definition and understanding of learning as described above. The school recognizes that children learn through active exploration and interaction with adults, other children, and their environment and when they're able to engage in activities that are authentic and relevant to their lives.

Early Childhood Program

The Early Childhood Program at CIS encompasses children from Nursery (two years old) through Pre-Kindergarten (four years old). Starting in 2019-20, there will be 10 Early Childhood classrooms, with a teacher and assistant in each classroom. Class sizes are approximately 12-16 students. Dedicated to the development of the whole-child, CIS uses The HighScope Preschool Curriculum, a research driven, play-based, student-centered program, and the school offers Spanish language lessons, swimming, perceptual motor, and music & movement opportunities for all students in Early Childhood.

The CIS pedagogical approach is informed by the Reggio Emilia educational philosophy, in which teachers carefully observe students and design learning experiences that honor children's choice and voice. Rather than following pre-designed teacher-directed thematic units, lessons emerge from children's curiosities and interests. On a daily basis, teachers create opportunities for students to plan and share ideas, develop strategies, identify resources they will need to use, and reflect upon the learning experience. This inquiry cycle is communicated to students in the language of Plan, Do, Review. The flexible program puts children at the center of learning.



Elementary Program

The Elementary School Program at CIS includes children from Kindergarten through Grade 5. There are currently 18 Elementary classrooms, and as the school expansion continues there will be 24 classrooms by 2020. Class sizes typically range from 14-17 students.

The Elementary Program at CIS is based on the Common Core and AERO standards and is enhanced through special programs including Spanish, swimming, PE, art, music, library and integrated technology. Project-based learning, service, and sustainability projects are integral aspects of the Elementary program that are coordinated through instructional coaching and team collaboration. CIS students learn to think like scientists, mathematicians, authors, musicians, engineers, artists and more through authentic learning experiences. These co-created learning opportunities help children learn about themselves, their classroom and the broader community and world.

Student growth and progress are measured using standards-based, formative and summative assessments as well as teacher observations. Students demonstrate and share their learning through purposeful reflection, as evidenced in a portfolio process. Students are supported socially and emotionally using a Positive Discipline approach; they are taught to become capable and self-reliant members of the school community. The Elementary School Counselor facilitates training in Positive Discipline approaches for faculty and parents and supports students through regularly scheduled lessons, small groups, and individual sessions.



Middle School Program



The Middle School at Cayman International School encompasses grades 6, 7, and 8. In the Middle School, teachers work collaboratively to create an environment that is supportive and responsive to student needs. During the middle years, students are developing intellectually, socially, emotionally, and physically. The staff understands the magnitude of these changes and has developed a program that is caring and nurturing. There is an emphasis placed on the use of higher order thinking skills, hands-on instructional strategies, the development of study skills, and participation in extracurricular activities. Teachers work collaboratively to provide a smooth transition from elementary to middle school and collaborate with colleagues to prepare students for success in high school.

In addition to core curricula, students in the Middle School have the opportunity to explore art, music, and STEM, along with numerous sports and other student-centered experiences. In middle school, CIS provides learning opportunities that extend beyond the classroom walls. Each year, Grade 6 students participate in an overnight field trip that focuses on team building, character development, service, and Cayman culture. Grade 7 students go to the Central Caribbean Marine Institute (CCMI) in Little Cayman. This three-day trip provides students with a hands-on learning experience focused on marine life, the environment, and conservation. In Grade 8, students spend a week in Washington D.C., developing a deeper understanding of history, government and culture, through a variety of museum visits, tours, and cultural events.



High School Program

The High School at Cayman International School consists of grades 9 to 12. The curriculum is based on American and International standards and is designed to prepare students for graduation and entrance into universities around the world. Qualified students in grades 11 and 12 are able to take courses in the International Baccalaureate Diploma Programme (IBDP). CIS high school students also have a broad range of academic and co-curricular opportunities available to them to complement their academic growth, including athletics, art, service, debate, travel abroad, and many other activities. With the opening of the new High School, there will be further opportunities for creativity, innovation and STEAM-related curricular and co-curricular programming.

Like the Middle School, the High School provides learning experiences that extend beyond the classroom walls. Each year, students in Grades 9 and 10 participate in a college tour and cultural trip to begin to develop an understanding of their personal needs, interests and aspirations. The staff at CIS works with students and families to find the best college fit for each student. In Grades 11 and 12, students have the opportunity to be part of a service and adventure trip. The service trip helps students develop empathy, reflect on their own lives, and begin to make important decisions about how they want to live out their lives as positive global contributors.



Governance and School Leadership

Cayman International School is owned and governed by International School Services (ISS), a non-profit organization headquartered in Princeton, New Jersey, USA that works with more than 500 international schools and thousands of educators each year across its suite of services. Since 1955, ISS has been a nonprofit leader in international education. ISS provides comprehensive, customized, student-centered services to schools and educators that exemplify best practices, catalyze innovation, foster collaboration, and connect educators around the world. ISS is committed to creating and supporting world-class schools across the globe that educate students to be thoughtful, imaginative leaders and promote global understanding.



A Board of Directors established by ISS is responsible for decisions impacting the long-term health of the school, such as school policies, financial stewardship, facilities development and strategic directions.

The Director is responsible for the day-to-day leadership and management of the school, including building a strong educational program, recruiting and developing outstanding faculty and staff, promoting collaboration and teamwork, engaging all the school's constituents, and advancing the school toward the initiatives identified in its strategic plan.

The Director is the leading member of the CIS Administrative Team, which is comprised of the Secondary Principal, Elementary Principal, Early Childhood Principal, Elementary Assistant Principal, and the Secondary Assistant Principal. The broader Leadership Team includes a Curriculum Coordinator, Instructional Coaches, and five Operational Leaders (Facilities, Finance, Human Resources, Technology, External Relations). A School Advisory Committee has been created to provide input from parents and faculty and serve as liaison to the community. The Director is supported by an ISS senior leadership executive, who has served in school leadership roles across the globe.

Other International Affiliations and Memberships

CIS is accredited by the Middle States Association (MSA) of Schools and Colleges and is authorized to offer the International Baccalaureate (IB) Diploma Programme. In 2016, CIS was accepted as a member of the Caribbean Area International Schools Sports Association (CAISSA), and students began traveling overseas to compete in three major annual sports tournaments with other large international schools in the region. In 2016, CIS was selected as the first Round Square school in the Caribbean, and a new student exchange program was launched. That same year, CIS joined the Common Ground Collaborative (CGC) and began a partnership with key consultants and like-minded schools to focus all the school's programs and activities on the shared community and learning principles described above. In 2017, CIS became a full member of the Association of American Schools of South America (AASSA), enabling access to new professional learning opportunities and global connections. Through its affiliation with ISS, CIS also benefits from innovative professional development and curricular workshops, a worldwide community of colleagues, and various global services, including recruitment, school supply, and financial and accounting assistance.



Position Requirements



In June 2020, the current School Director will have completed 10 years of successful service at CIS; the school has reached a high level of stability and has experienced significant advancement over the past decade. The faculty, staff, school leaders, students, parents and Board all recognize the promise of CIS's future. The next leader of the school will have the opportunity to continue the school's strong momentum and to build on its significant growth and achievements by ensuring that the community and learning principles are embedded in all facets of the school.

REQUIRED QUALIFICATIONS

- Advanced degree in Education or Educational Administration with leadership certification
- Educational leadership experience at a high performing international school, independent school or school district
- Knowledge of international accreditation protocols and standards
- Familiarity with the Common Core, AERO standards, and the IB Diploma Program
- Commitment to a student-centered constructivist approach to teaching and learning

DEMONSTRATED EXPERIENCE

- Collaboration and teamwork
- Faculty recruitment and development
- Developing STEAM, creativity and innovation initiatives
- Management and accountability
- Establishing a good rapport with students
- Engaging parents and building parent partnerships and organizations
- Fostering a culture of sustainability
- Cultivating strong community relations

DESIRED CHARACTER TRAITS

- Creative and innovative
- Warm, approachable and humble
- Open-minded
- Strategic and a systems thinker
- Academic and intellectual
- Adaptable, flexible and fair



Given that the School will open two new facilities over the next 16 months and is expected to continue to grow in enrollment over the next decade, the ideal candidate will also have a familiarity with finance and budgeting, facilities development, school health and safety standards, public and government relations, and admissions and college counseling practices. We are seeking a Director interested in making a long-term (five or more years) commitment to the School.



Application Procedure



The CIS Board hopes to appoint the next School Director by June 2019, to start in the summer of 2020. The Board will work in conjunction with a CIS Search Advisory Committee (comprised of parent, faculty and staff representatives), to engage all the school's constituents in the selection process.

The deadline for submission of completed applications is **Friday, April 26th**. Semifinalists will be interviewed remotely by the Search Advisory Committee the **week of May 6th** and a small number of finalists will be invited to campus between **May 21st and May 28th**. Candidates are encouraged to submit their full application and complete all necessary application steps as early as possible, as ***ISS reserves the right to close the selection process at any time if an ideal candidate is found.***

Interested candidates should send a formal letter of interest specific to this position, as well as a resume, both in PDF format, to Mr. David Randall, Senior Leadership Executive for ISS and Ashley Wotowey, Administrative Search Coordinator for ISS (contact information listed below). The letter of interest should contain a clear statement of the applicant's interest, qualifications, and aspirations for the CIS Director position. Ashley Wotowey will contact applicants who have submitted the required materials regarding next steps for consideration.



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Ms. Ashley Wotowey
Administrative Search Coordinator
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