

DIRECTOR of CURRICULUM and PROFESSIONAL LEARNING - FRAMING the ROLE

Most recent update October 2022

The Position

The Director of Curriculum and Professional Learning is responsible for the design, implementation, and monitoring of a guaranteed and viable curriculum for grades Pre-K2 to Grade 12. The EC program is play-based and Reggio informed. The Grade 11 and 12 curriculum is predominantly the IB Diploma. The Director of Curriculum and Professional Learning will ensure that the CIS curriculum embodies research-based best practices and is aligned with the mission, vision, and learning principles of the school. The person is responsible for the development and implementation of the CIS professional learning program across the school, whilst collaborating the principals and the learning leadership team at large. This person will also facilitate accreditation and inspection processes. The Director of Curriculum and Professional Learning will be a contributing member of the CIS Leadership Team and the CIS Community in general. Indeed, the Director of Curriculum and Learning is to embody the CIS Community Principles of Kindness, Partnership, Sustainability, and Good Intent, whilst connecting, inspiring and serving.

The CIS Mission

Our mission is to Connect / Inspire / Serve. (CIS) We are a positive community with passionate learners.

The CIS Community Principles

- **Kindness** - 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.
- **Partnership** - 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 students learning richer by connecting stakeholders in exciting and innovative ways.
- **Sustainability** - 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.
- **Good Intent** - We assume good intent. We trust that members of our community have what is best for one another at heart. We engage diverse perspectives with empathy and open-mindedness. We aim to be our best selves in all that we do.

The CIS Learning Principles

- **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.

Our Culture

Our team recognizes that school years for children of all ages are periods of tremendous growth, curiosity and transition in the lives of students and parents. We also recognize that students have different needs. Through good teaching practice and modeling we facilitate the students' intellectual, social, emotional and physical growth through school and beyond. Indeed, students' well being is at the centre of our teaching practice and as such, teachers must be committed to working collegially, collaboratively, energetically and enthusiastically to enhance

the learning environment for students, staff and community. Our school and its community value staff who demonstrate excellence, collaborate, communicate in an effective and timely fashion, have a sense of humour, are flexible, celebrate diversity, appreciate and engage in Caymanian culture, accommodate different learning styles and sponsor after school activities.

Title

- Director of Curriculum and Professional Learning

Position Requirements

- Minimum three years leadership experience in a senior educational role
- Minimum five years or more of successful teaching experience with multiple age groups
- Experience in international schools
- Master's degree or higher (may be in progress)
- Familiarity with the IB Diploma, CGC (Common Ground Collaborative), Project-Based Learning, Reggio Emilia and pastoral care programs
- Demonstrated success in the qualities and behaviors outlined in the overview below

Demonstrated Experience

- Proven record of effective instructional and operational leadership in a student-centered environment
- Proven track record facilitating re-accreditation processes, including government inspections and curricular requirements
- Passion working with students, and a resolute commitment to student-centered and community-centered approach
- Proven ability to use data to inform programmatic decisions
- Demonstrated experience in programmatic development and implementation
- Experience in strategic thinking and implementation
- Demonstrated experience in project management
- Strong interpersonal and organizational skills
- Leadership style that values collaboration, cooperation, and a clear vision
- Effective, clear, and sensitive communication skills (written and verbal) with students, staff, parents and broader community
- Experience in faculty and staff professional learning, support, and evaluation
- Comfort and success with professional development design and delivery
- Comfortable with the volatility, uncertainty, complexity, and ambiguity (VUCA) of our world

Candidate Attributes

- Open-minded; approachable; dedicated; energetic. organized, efficient
- Engage and lead passionately, deliberately, motivationally, and inspirationally
- Innovator, team player, good sense of humor, creative and pragmatic problem solver
- Display a generosity of spirit and commitment to the personal growth
- Embodies CIS' community principles

Reports to

- Director

Overview

In recent years it is noted that very few things have been written more about than leadership, yet still we know very little about leadership. We do know however that leaders play a critical role in a school's success. Educational

leaders, and subsequently schools are successful when the following are in place. Thus the successful candidate is to demonstrate the following in the name of serving the CIS Community and Mission.

- **Disposition**
 - Positive, Caring, Committed, Compassionate, Fair, Focused, Friendly, Professional
- **Team Leadership**
 - Foster a vision, Share leadership, Learn as a community, Use data, Monitor growth
- **School Climate**
 - Demonstrates responsible citizenship is graceful around other duties as needed or assigned in cultivating a positive and vibrant climate
- **Human Relations and Administrative Duties**
 - Foster relationships yet is timely in administrative duties
- **Organizational Management**
 - Attention to structures to support the school and community in life-long learning
- **Communication and Community Relations**
 - Honest and timely communication

Overview of Key Responsibilities and Duties

- **Main Foci**
 - Lead, model, and communicate the CIS mission, vision, community principles, learning principles and definition of learning.
 - Lead the development and maintenance of standards-based, student-relevant, inquiry-focused, and institutionally aligned written curriculum that clearly outline student learning outcomes and proficiency expectations.
 - Lead the development and implementation of a system of planning that produces clearly articulated units of instruction that facilitate an aligned curriculum.
 - Facilitate the review of learning evidence to revise and align the written curriculum.
 - Ensure that the curriculum and subscriptions are well documented, easily accessible, attuned with the CGC and well communicated to internal stakeholders.
 - Lead and maintain the communication of the curriculum to external stakeholders.
 - Develop an annual professional learning program that aligns with school priorities and maximizes impact on learning.
 - Ensure, in conjunction with the divisional leadership teams, curriculum maps and programs of study are current
 - Confirm a unified curriculum and program review process of review, implementation, implementation, refinement and reflection
 - Lead role in data analysis of learning programs
 - Coordinate the day-to-day operations of the professional learning program.
 - Facilitate and collaborate with vertical team leads
 - Organizing and supporting the school accreditation and inspection process.
- **Supporting Areas**
 - Support the implementation of the taught and assessed curriculum through collaboration with other members of the CIS team.
 - Support the implementation of standards-based assessment and reporting.
 - Support the development of a professional learning culture through a focus on learning, collaboration, and evidence.
 - Support the development and implementation of the school strategic objectives.
 - Support the development and attainment of annual objectives and key results.

- **Collaborative Areas**
 - Collaborate with and facilitate the learning leadership team to ensure alignment of language, process, and products.
 - Collaborate with the learning leadership team, including divisional administrators, to ensure the alignment of actions to improve learning, clarity of roles and decisions, and coordination of support and accountability.
 - Collaborate with teachers and teaching assistants to support ongoing improvement of student achievement.
 - Collaborate with mid-level leaders such as subject area leaders and grade level leaders to ensure the effective implementation of the curriculum.
- **Management Areas**
 - Appraise, evaluate and support the school librarians, library assistant, and possibly SENCO(s)
- **General**
 - CIS believes that each staff member makes a significant contribution to our success and that contributions should not be limited by the assigned responsibilities.

Evaluation / Reflection / Professional Growth

- Performance will be evaluated within the framework of our appraisal and professional development protocol

Compensation and Work Year

- Compensation as per contract in relation to the CIS Remuneration Scale
- Work year as per the school calendar
- As with most roles in education, be ready to serve above and beyond the call of duty
 - All other duties / responsibilities as reasonably assigned by the Director.

NB: Cayman citizens, status holders and residents are encouraged to apply.