

Head of School Entry Plan Guidelines

While there is a great variety in scope and nature of a new international school Head of School's transition process, a number of elements seem to be common in successful Entry Plans:

1. Formal, structured entry plans are useful tools for guiding the new Head in his/her transition into his/her new position.
2. While the most common purpose for the entry plan is for the new Head to learn about his/her new school, the process can legitimately be used to rethink priorities and needs, develop action plans, build relationships, and signal to the community a message about who the new Head is.
3. A carefully designed entry plan can help the Head deal effectively with the sometimes conflicting demands of listening patiently and acting boldly.
4. Transparency and openness in the implementation of an entry plan promote relationship-building, collaboration, and trust.
5. Each transition situation, blending person with place effectively, is best served by a “custom-designed” entry plan that incorporates common elements (see appended *Head of School Entry Plan Template*) but is designed to fit the particular situation.
6. The transition begins upon signing a contract, and pre-planning that process is vital BEFORE one begins the on-site "entry." That pre-planning including appropriate correspondence and familiarization with the School and current issues. A site visit might also be appropriate.
7. It is advisable to consult the Board when designing the entry plan to ensure an effective, focused process and to avoid any landmines.

RMD/February 2024

Head of School Entry Plan Template

Purpose: For the new Head of School to...

- Learn about the School and identify and prioritize key issues;
- Establish relationships with individuals in the school community;

Process:

1. Conduct formal interviews with individuals and workgroups regarding their perceptions of the School, focusing on:

- The School's Mission
- The School's operational norms
- The School's effectiveness and how that is monitored
- Their vision for the School's in the future
- (SWOT - strengths, weaknesses, opportunities, threats)

Individual Interviews

- Senior management (principals, directors)
- Program coordinators (Athletics, Tech, etc.)
- Individual Board members
- PTA president
- Key alumni/community representatives (president of alumni association, US Consul General, etc.)

Small Group Interviews

- Faculty
- Instructional support personnel
- Clerical/business office personnel
- PTA members
- Student representatives

Large Group Focus Sessions –

- Parents (in concert with division coffees, etc.)
- Workforce (security, cafeteria, maintenance)
- Other groups identified during this process

2. Informally discuss with School community members their perceptions of the school at various opportunities (in the halls, at lunch, activities, and social events, etc.).

3. Conduct document reviews, including:

Charter/Bylaws/Policy Manual
Budget and Finance documents
Board Handbook
Past Board Minutes/Reports
Curriculum & Instruction Guide

Accreditation Reports
Personnel procedures
Past Student Performance Data
Promotional Literature
Other Handbooks