

# LEADERSHIP SEARCH

Making A World of Difference



**Head of School**

**Canadian International School of Hong Kong**

Application Deadline: February 28, 2025

China | Start Date: August 2026

*ISS is pleased to conduct this full search. Learn more how ISS works with search committees around the globe to fill leadership positions.*

# POSITION OVERVIEW



Canadian International School of Hong Kong (CDNIS) is seeking a full-time Head of School (HOS) for August 2026. The Head of School guides the integration of academic excellence with arts, athletics, and character development, ensuring alignment with Canadian educational standards while embracing global perspectives. They provide visionary leadership, driving innovation, fostering inclusivity, and promoting continuous growth across the school community. The Head of School is responsible for executing strategic direction from the Board and effective resource management, and will prioritize operational efficiency and financial accountability. Dedicated to faculty development, they mentor educators and encourage interdisciplinary approaches to learning. Reporting to the Board, the Head of School will cultivate trust and collaboration, advancing the School's mission with purpose and integrity.

## Duties and Responsibilities

### Holistic Education and Academic Excellence

- Champion a well-rounded educational experience that integrates rigorous academics with arts, athletics, and character development.
- Ensure the curriculum aligns with the Canadian education system and IB while incorporating international perspectives and global competencies.
- Promote a culture of continuous academic improvement by evaluating programs and adopting innovative teaching and learning practices.
- Lead initiatives that support student well-being, fostering resilience, critical thinking, and social-emotional development.

### Strategic Leadership and Vision

- Shape and articulate a clear, future-focused vision that embodies the School's mission and values, ensuring alignment with community and institutional priorities.
- Drive the strategic planning process, collaborating with the Board to set measurable goals and track progress toward long-term objectives.
- Act as a role model for integrity and innovation, inspiring students, staff, and stakeholders to strive for excellence.

# POSITION OVERVIEW



## Operational and Financial Stewardship

- Oversee the effective management of the School's finances, ensuring fiscal responsibility and transparency in resource allocation.
- Ensure the School operates in compliance with local regulations, international accreditation standards, and child protection policies.
- Lead operational planning, including the management of facilities, technology, and human resources, to create an environment conducive to learning.
- Develop systems for efficient use of resources while maintaining a sustainable approach to growth and development.

## Community Engagement and Stakeholder Relations

- Serve as the primary liaison between the School and its community, building trust through transparent communication and collaborative decision-making.
- Engage with students, parents, faculty, and alumni to foster a shared sense of purpose and belonging.
- Cultivate partnerships with local and international organizations to enhance the School's reputation and resources.
- Celebrate cultural diversity and inclusivity, creating an environment that respects and integrates different perspectives.

## Leadership of Learning and Professional Development

- Support teachers and administrators in achieving professional excellence through mentorship, coaching, and tailored professional learning opportunities.
- Encourage a reflective and data-informed approach to teaching and learning, ensuring decisions are based on evidence and aligned with best practices.
- Advocate for interdisciplinary learning approaches that promote transferable skills and knowledge.
- Uphold high standards of faculty recruitment, ensuring educators bring expertise, passion, and alignment with the School's mission.

# POSITION OVERVIEW



## Crisis Management and Decision-Making

- Lead decisively during emergencies, prioritizing the safety and well-being of the School community.
- Employ a proactive approach to identifying risks and implementing preventative measures.
- Demonstrate resilience and adaptability in navigating complex challenges while maintaining operational continuity.

## Qualifications, Skills, and Attributes

### Education and Professional Experience

- Advanced degree in education, leadership, or a related field; familiarity with the Canadian education system and IB is essential.
- A minimum of 10 years of progressive leadership experience, with a track record of success in multicultural, international School settings.
- Deep understanding of academic excellence and a commitment to providing holistic education.

### Visionary Leadership and Management Expertise

- Strategic thinker with the ability to inspire and lead diverse teams to achieve shared goals.
- Proficiency in managing budgets, operational systems, and policy implementation to ensure organizational effectiveness.
- Skilled at balancing short-term operational needs with long-term strategic objectives.

### Commitment to Inclusivity and Global Citizenship

- Create a welcoming environment for students and staff from all backgrounds.
- Proven ability to integrate global competencies into the curriculum and School culture, preparing students for international leadership.

### Interpersonal Skills and Cultural Affinity

- Charismatic communicator who builds strong relationships with a wide range of stakeholders, from parents to Board members.
- High emotional intelligence and cultural sensitivity, fostering collaboration and trust within a multicultural community.
- Affinity for Canadian and IB educational principles, with the ability to integrate them into a globally connected context.

# POSITION OVERVIEW



## Personal Attributes

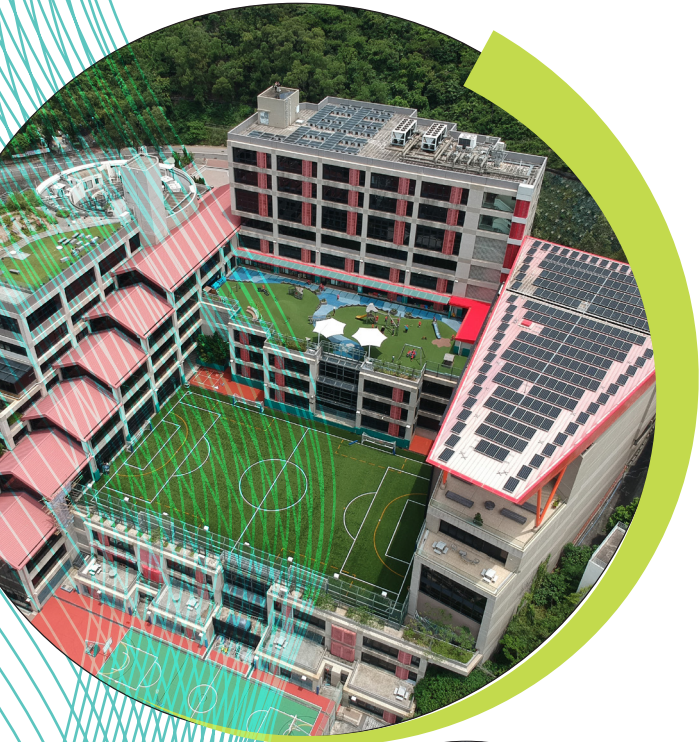
- Resilient, adaptable, and resourceful, capable of navigating complex challenges with composure.
- Energetic and optimistic, inspiring the School community to achieve its mission and vision.
- Lifelong learner committed to personal growth and staying informed about educational trends and innovations.

## Salary & Benefits

CDNIS offers a very competitive salary and benefits package that is highly competitive and will be commensurate with the qualifications and experience of the successful candidate.



# THE SCHOOL



## History

Founded in 1991 by a group of prominent returnees from Canada, Canadian International School of Hong Kong is a non-profit, private, independent, coeducational day school located on the south side of Hong Kong Island in Aberdeen. They are known for their innovative approach to education, academic excellence and strong extra-curricular and service programmes. CDNIS has served a growing and dynamic community for over 30 years and ranks as one of Hong Kong's most esteemed and well-respected private, international schools with a student population of over 2,000 and more than 350 faculty and staff. The 2024-2025 school year is a historic milestone for CDNIS as they onboarded their new and purpose-built CDNIS Early Years Centre as well as welcomed their first cohort of two-year old Nursery students onto their extension of campus located a few minutes walk from the main campus.

## Mission

To inspire excellence, cultivate character, and empower engagement locally and globally.

## Vision

CDNIS is a school united by the joy of learning, excellence in achievement and development of character. We will inspire academic and personal growth in our students by encouraging inquiry, stimulating creativity and innovation, embracing cross-cultural and global perspectives, and fostering meaningful participation and service.

## Values

- Responsibility
- Integrity
- Respect
- Critical Thinking
- Leadership
- Open Mindedness

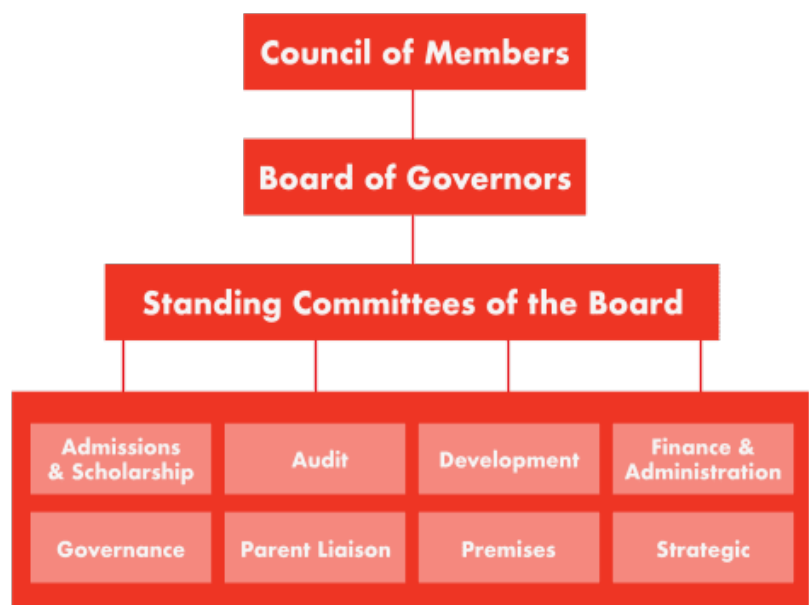
# THE SCHOOL



## Governance/ School Leadership

Registered as a private international school under the Education Ordinance of Hong Kong, Canadian International School of Hong Kong (CDNIS) is also registered as a non-profit organization with the Inland Revenue Department of Hong Kong. CDNIS has a two-tier corporate structure comprising the Council of Members and the Board of Governors. The Council of Members, consisting of the founders of CDNIS and past governors, is in charge of CDNIS's Articles of Association and financial accounts. Whereas the Board of Governors, consisting of parents, alumni, and experienced professionals is elected by the Council of Members based on their credentials and is responsible to formulate and guide CDNIS's strategic direction and also to ensure proper operations by embedding into practice various policies and guidelines for systematic review. Given that CDNIS is a registered non-profit organization, all Members and Governors are volunteers for CDNIS and receive no compensation nor benefits for their efforts during their tenure with CDNIS.

The School is regulated by the Hong Kong SAR government through the Education Bureau (EDB). In accordance with the Education Ordinance, the Chair of the Board is the Registered Supervisor and the Vice Chair of the Board is the Registered Manager of CDNIS.



# THE SCHOOL



## Accreditation & Curriculum

Canadian International School of Hong Kong has been accredited by the Western Association of Schools and Colleges (WASC) and the Council of International Schools (CIS) since 2019. CDNIS is also accredited by The International Baccalaureate (IB) and offers the Primary Years Programme, Middle Years Programme and Diploma Programme. A synchronised CIS/IB/WASC reaccreditation began in 2023 and was completed in March 2024. Additionally, CDNIS is the only school outside of Ontario, Canada, where students can graduate with both the IB Diploma and the Ontario Secondary School Diploma and is inspected annually by the Ontario Ministry of Education. CDNIS is a member of the East Asia Regional Council of Schools (EARCOS). Other affiliations include the Council for Advancement and Support of Education (CASE) and the International Schools Theatre Association (ISTA).

Canadian International School of Hong Kong is a continuum International Baccalaureate World School that offers all three of the most commonly offered IB programmes: The IB Primary Years Programme (PYP), IB Middle Years Programme (MYP), and the IB Diploma Programme (DP). In addition, students in Grades 9-12 are enrolled simultaneously in the Ontario Secondary School Diploma (OSSD) and they achieve credits towards completing this diploma as they complete the MYP in Grades 9 and 10 and the DP in Grades 11 and 12. CDNIS students graduate with two diplomas: the DP from the International Baccalaureate and the OSSD from Ontario.

## Academic Calendar

The school year commences in mid August and concludes in the second week of June. Academically, the School generally operates for about 190 days and has 4 breaks; one extended break for the summer vacation, a midterm break, winter break, and spring break.

# THE ACADEMIC PROGRAM



## Lower School

The Lower School Bilingual programme begins in the two-year-old Nursery programme and will extend fully through to Grade 5 by school year 2028-29. Benchmarked to the Development Matters framework from the EYFS guidelines in the Early Years, students aged 3-5 learn through a purposeful convergence of both an open and guided play-based approach within a Bilingual foundation while honouring the integrity of the PYP principles. They will launch these initiatives in their new purpose-built Southside Early Years Centre. This forms the foundation for the future-ready approach to Bilingual learning that will continue at the main Nam Long Shan Road campus.

The core Mathematics, Sciences and Language programmes are underpinned by standards from the Ontario Curriculum, which provide alignment with the Upper School. Digital technology is fully integrated into student learning from an early age, with a well-established 1:1 iPad programme in Grades 1-3. In Grades 4-5 students use Mac Books and also have access to 1:1 robots throughout the year. This is well supported by the Learning Technologies Team that includes a Coding and Robotics Teacher. Students are encouraged to use a range of traditional and state-of-the-art technology tools and materials in the Lower School makerspace The Hive, the Design Suite, mini-makerspaces around school and well-equipped maker carts.

## Upper School

The Upper School at CDNIS is a vibrant teaching and learning community of just over 1,000 students and 120 staff that prioritizes opportunities for students and seeks innovative ways to prepare students for their exciting futures. One of the unique features of the CDNIS Upper School is the intentional threading together of two very strong and highly complementary programmes: the IB programmes at both the Middle Years Programme (MYP) level and the Diploma Programme (DP) level, together with the Ontario Secondary School Diploma (OSSD). The Transition Years Programme at CDNIS is a unique feature of the Upper School programme for students in Grades 6 to 8. Foundational learning skills are explicitly taught alongside important content and concepts that allow students to become independent learners.

# THE ACADEMIC PROGRAM

Grade 9 and 10 are exciting years in the CDNIS Upper School as students begin achieving their Ontario Secondary School Diploma (OSSD) credits in Grade 9 and complete their IB Middle Years Programme in Grade 10. Students demonstrate their learning through project work as well as tests, culminating in comprehensive final exams in all academic courses at the end of the school year. Students also take the standardized Ontario Assessment of Mathematics in Grade 9 and the Ontario Secondary School Literacy Test in Grade 10.

In Grades 11 and 12 independence and critical-thinking skills gain more focus and students plan their own Diploma Programme of six subjects - choosing from a range of courses in Humanities, Mathematics and Sciences, plus Arts and electives options, with the DP Coordinator and Guidance Counselors providing support every step of the way. All students at CDNIS complete the Grade 11 and 12 Ontario Secondary School Diploma requirements alongside IB's Diploma Programme.

## Chinese Studies

The CDNIS Chinese Academy stands as one of the finest among English language schools in Hong Kong. The programme aims to provide an education in both oral and written Chinese (Mandarin) and is promoted as an additional language for all students. With a large teaching staff, they are able to offer support across all levels from near-native to beginners, recognizing the diverse linguistic backgrounds and experiences of all students at CDNIS. An appreciation of Chinese culture is also instilled in students through an abundance of activities offered through the after-school Chinese Culture Academy, various cultural exchange opportunities and the annual Lunar New Year festivities. There are also a number of optional language exchanges to various locations in China that students can participate in during school breaks.



## Arts, Athletics, & Extra Curricular Activities

# THE ACADEMIC PROGRAM

### THE ARTS

Students engage with the power of music, drama and movement combined - the Performing Arts. Learning to dance, sing, act and play develops vital skills such as communication, teamwork and courage in the most joyful setting. Inquiring into a wide range of cultural and historical contexts, students learn to make connections, recognising that the language of performing arts as a way to express and to spread joy, is universal. There are ample opportunities for students to perform throughout the year, developing their passion and confidence on and off the stage. The Visual Arts programme inquires into traditional and contemporary artforms in sociocultural and historical contexts that are diverse and inclusive. Students develop techniques in visual arts, sculpture, drawing and painting, with opportunities to explore a variety of specialist areas including fashion, illustration, community art, textiles, photography, digital design and fine art.

### ATHLETICS

The goals of the CDNIS Athletics programme are Participation, Enjoyment, Success. CDNIS students have many opportunities to take part in a wide range of sports. The goal is for students to discover and develop a life-long love of sport through participation and they strive for and celebrate success at the highest level and at the personal level.

CDNIS sports teams play in two international school leagues, the International Schools' Sports Federation of Hong Kong (ISSFHK) and South East Asia Student Activity Conference (SEASAC). CDNIS is a founding member of the ISSFHK. The league has over 40 of the top international schools in Hong Kong as members. They are also members of SEASAC and 16 schools from Indonesia, Singapore, Thailand, Malaysia, Myanmar, China and Vietnam belong to this league.

The sports season is organized into four seasons and features more than 20 different sports. Most teams are organized by age; U12/U14/U16/U20. The age depends on the student's age from September 1 of the academic year.



# THE ACADEMIC PROGRAM



## EXTRA CURRICULAR ACTIVITIES

CDNIS divides its students and staff into four Houses to promote a sense of community, spirit, and well-being. Each student is assigned to a House upon enrollment and remains a member of that House throughout their time at the school. The Houses compete against each other in various events throughout the year, including sports, friendly competitions, and community service projects.

There are a number of extra-curricular and after school activities, including interest clubs, performance activities, and the Timberwolves sports programme available to all students. These opportunities include but are not limited to the Junior Choir, Chinese Dance Team, the environmental club SEED and the Lower School Student Council. Students may join Timberwolves sports teams once they enter Grade 4. In the Upper School there is an extensive extra-curricular programme of more than 70 activities. This includes an inter-school sports programme, an array of performing arts opportunities, school clubs and a full complement of intramural and recreational activities. In addition, students are assigned to one of four intramural houses, which engage in spirit events.

The After School Activities, Holiday and Summer Programmes offer a diverse range of activities for CDNIS students of all ages. These highly customized programmes are structured so students can develop their strengths, but also presents them with the opportunity to discover new interests. The ASA programme runs across two terms, while the holiday programmes run during the fall Mid-Term Break, Lunar New Year, Spring Break and Summer. Their programmes are for CDNIS and non-CDNIS students aged 3 and above.

## Technology

CDNIS has long enjoyed a reputation as an innovative school. It was one of the first Apple Distinguished Schools in Asia and established the first large-scale 1:1 laptop programme in Hong Kong in 2007. The School is visited by educators from around the world, keen to learn from its experience. Family provided iPads and laptops, managed by the student, and supported by the school, form the backbone for curriculum use and creative application. The School's approach is supported also by buy-your-own programmes and dedicated learning areas.

# THE CDNIS COMMUNITY



## Faculty

CDNIS currently has 188 teachers, 57 educational assistants, along with additional academic support staff. Their teaching body is comprised of individuals from a variety of rich backgrounds, cultures and experiences. Their goal is to employ high energy, hardworking teachers who are leaders in their school community and who have a demonstrated profile of exemplary achievement. CDNIS provides extensive professional development opportunities for their teaching staff including professional training programmes such as International Baccalaureate (IB), Learning and Teaching Technology (LTT), and First Steps. All teachers are supported to attend at least one overseas workshop and one Hong Kong based workshop every academic year.

## Child Protection and Student Well-being

CDNIS is aligned with the United Nations Convention on the Rights of the Child and supports the International Task Force on Child Protection (ITCP) Report and Recommendations which has set the standards for safeguarding in schools worldwide. CDNIS has based its Child Protection Policy and Procedures on the ITCP expectations and all individuals and groups affiliated with the school community are expected to act with integrity and to take responsibility for keeping students safe.

At CDNIS they know that learners need a secure and supported environment in which to learn. They believe that every child, regardless of age, has at all times and in all situations a right to feel safe and protected. Their safeguarding policies and procedures encompass student well-being; bullying; harassment and discrimination; use of physical intervention; meeting the individual physical, psychological or medical needs of students; drug and substance misuse; safe behaviours education; online safety; the welfare of learners on school expeditions; as well as safe staff selection processes.

# THE CDNIS COMMUNITY



CDNIS aims to be a child safe organization in which all adults take responsibility for being aware of the dangers of child abuse, are committed to preventing harm to their students, respond to any concerns about child safety or well-being, and know how to report those concerns.

Responsibility for review of all child protection policies and procedures is delegated by the Head of School to the Child Protection Lead and are reviewed annually. CDNIS treats all investigations into child protection concerns as confidential. In some cases, this information may need to be shared with local authorities. The CDNIS Child Protection Policy and Procedures are endorsed by the CDNIS Board of Governors.

## Facilities & Premises

Canadian International School of Hong Kong is located on the south side of Hong Kong Island in Aberdeen. The 42,337 square metre main campus occupies 14 levels and is equipped with excellent state-of-the-art facilities providing the perfect environment in which to learn. The School has exceptional facilities, matching its status as a world class international school, continuously developing and improving learning spaces to match their innovative pedagogy.

In August 2024, the School opened its second campus, CDNIS Early Years Centre, which is a specialised facility of approximately 14,000 square feet dedicated to serving its youngest students.

# THE LOCATION



## Life in Hong Kong

Hong Kong is a vibrant world city that attracts people from around the world for employment opportunities and international living. The soaring skyscrapers and shopping emporia of the business district stand in delightful contrast to the lush green mountains and sandy beaches of the southside. It is a city with something for everyone. Hong Kong has a sub-tropical climate, with temperate conditions for nearly half the year. Spring and autumn are the most comfortable seasons, with plenty of sunshine, occasional showers, and pleasantly cool evenings. Summers are very hot and humid, and the rainy season runs from June to August. Winters are mild and dry, with the temperature rarely dropping below 10 degrees Celcius. Hong Kong does experience occasional typhoons and tropical storms from April through October. Hong Kong is a food lovers paradise, with delights for every taste and budget. Restaurants by the world's best chefs offer Michelin-starred meals, while local restaurants serve popular regional specialties.

**Follow the Canadian International School of Hong Kong to Learn More**



# FAST FACTS

1991

Year Established

NURSERY-G12

Student Age Range

2100

Total Enrollment

1100

Lower School Enrollment

1000

Upper School Enrollment

# FAST FACTS

41

Student Nationalities

245

Number of Faculty

WASC, CIS, IBO, OSSD

Accreditation Agencies

ENGLISH &  
MANDARIN

Languages of Instruction

PRIVATE, NON-PROFIT,  
COEDUCATIONAL, DAY-  
SCHOOL

School Type

# FAST FACTS

41

Average Home Country Nationals

4.6%

Annual Student Turnover

11:1

Student to Teacher Ratio

15 - 20

Average Class size

HK \$148,900-  
\$238,400

Tuition (2024-2025)

> HK \$350MM

Annual School Budget

18

Faculty Nationalities

<10%

Annual Faculty Turnover

# APPLICATION INSTRUCTIONS

## **Position Start Date**

August 2026

## **Application Deadline**

February 28, 2025

Pauline O'Brien, Director of Global Recruitment, Strategy & Leadership, will serve as the lead consultant for the **Canadian International School of Hong Kong | Head of School** search. She will be assisted by members of the ISS Leadership Search Team.

Interested candidates must apply through the [ISS EDUrecruit portal](#)<sup>®</sup>.

Candidates new to ISS EDUrecruit should register for an account to apply. Once logged in, you will be prompted to submit the following confidential materials on or before **February 28, 2025, | 11:59 p.m. EST**

- Cover letter expressing interest and qualifications for this position
- Current CV / Resume (**please do not include your photo**)
- Three confidential supervisory reference requests to your EDUrecruit profile from the last seven years, including one from your current post

Applicants are encouraged to apply as early as possible, as International Schools Services (ISS) and Canadian International School of Hong Kong (CDNIS) reserve the right to close the selection process at any time. If you require any assistance with the portal or have any questions, please contact [execsearch@iss.edu](mailto:execsearch@iss.edu).

ISS is committed to "Making a World of Difference" in the international education community. We are experiencing a catalytic moment in history and ISS has committed to addressing the systemic prejudices and biases in ourselves, in schools, and in organizations around the world. One of our commitments is to remove photos in recruitment files. You can read more about our commitments

here: [iss.edu/what-iss-will-do-now](https://iss.edu/what-iss-will-do-now)

**Aligned with the recommendations of the International Task Force on Child Protection (ITFCP), ISS and CDNIS adhere to a high standard of effective recruiting practices with specific attention to child protection and safeguarding.**

