Infant School Vice Principal (East Campus)
August 2016

Education like no other
The opportunity

UWC South East Asia has been delivering a challenging, values-based education to international students in Singapore for nearly 45 years. We are now seeking an exceptional educator who is ready to contribute to the development of the College in the role of Infant School Vice Principal for the East Campus.

UWCSEA has a clear, differentiated purpose and an ambitious and innovative vision. It is at an exciting stage in its development, having experienced rapid growth in the East Campus over the past 5 years; at the same time, we are in the final stages of a College-wide curriculum articulation project, which will ensure that our unique learning programme is developing the qualities and skills that will best prepare our community members for the global challenges that lie ahead. Our 21st Century Teaching and Learning initiative, the UWCSEA Centre for International Education and the development of our outdoor education facilities are just some of the exciting initiatives our staff are currently involved in.

UWCSEA East has a vacancy for a Infant School Vice Principal, with responsibility for Kindergarten 1 to Grade 1, as from 1 August 2016.

This is an exciting opportunity for an outstanding educator to join a world-leading Primary School at a fascinating stage of its development.

UWC mission
The UWC movement makes education a force to unite people, nations and cultures for peace and a sustainable future.

UWCSEA educational goal
We educate individuals to embrace challenge and take responsibility for shaping a better world.

UWCSEA ambition
UWCSEA will be a leader in international education. We will have a worldwide reputation for providing a challenging, holistic, values-based education with an emphasis upon academic achievement, service to others, environmental stewardship, teamwork and leadership.

UWCSEA profile
The UWCSEA learning programme provides a breadth of opportunity that enables learners to develop the qualities and skills of the UWCSEA profile. The profile is derived from our mission and supported by current research in education. Through the development of these skills and qualities, members of our community lead by example, embrace challenge and take responsibility for shaping a better world. While each quality and skill is identified separately, they are interconnected and impact each other.

Qualities
• commitment to care
• principled
• resilient
• self-aware

Skills
• critical thinker
• creative
• collaborative
• communicator
• self-manager
The UWC movement: a history

“I regard it as the foremost task of education to insure the survival of these qualities: an enterprising curiosity, an undefeatable spirit, tenacity in pursuit, readiness for sensible self denial, and above all, compassion.”

Kurt Hahn

The UWC movement was founded in 1962 by Kurt Hahn, a German educator, whose ideas were crystallised by the destruction he witnessed during the first and second World Wars. In 1958 Hahn attended a NATO staff conference and was inspired by the displays of cooperation between former adversaries. He was convinced that education should prepare young people for a life with service, leadership and meaningful action at its heart. By educating young people from around the world together, he thought that future conflicts could be prevented. From this belief in the power of education to change the world, the UWC movement was born, with a mission to make education a force to unite people, nations and cultures for peace and a sustainable future.

Today, there are 15 UWC schools and colleges around the world, with UWCSEA in Singapore the largest of these. As well as providing an international education for young people living in Singapore, each year the UWC movement and UWCSEA provide scholarships for students from all over the world. In the words of Nelson Mandela, Former Honorary President, UWC international movement:

“The striking thing about the United World Colleges is that they embrace the entire world across all divides of race, history, culture, wealth, religion, economic status and political belief.”

The first UWCSEA campus on Dover Road was opened in 1971 by then Prime Minister, Lee Kuan Yew, under the name of Singapore International School. In the late 1990s, the Dover Campus gradually expanded its age range from a secondary school to include primary and kindergarten students. Today, it has grown to a school of 3,000 students from Kindergarten 1–Grade 12. Opened in 2008, the East Campus currently has just over 2,500 students from Kindergarten 1–Grade 12, and is expected to reach its capacity of nearly 2,600 by August 2016.

UWCSEA students

Students at UWCSEA are selected through a process that takes a holistic view. Previous school reports and references, as well as the student’s potential to contribute, support and participate fully in the life of the College are all taken into account. Where appropriate, entry tests and English language assessments are required.

Students at the College represent 94 nationalities and speak 53 different first languages.

East Campus

2015/2016 enrolment

<table>
<thead>
<tr>
<th>School</th>
<th>Grades</th>
<th>Enrolment</th>
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</thead>
<tbody>
<tr>
<td>Infant School</td>
<td>K1–G1</td>
<td>351</td>
</tr>
<tr>
<td>Junior School</td>
<td>G2–G5</td>
<td>668</td>
</tr>
<tr>
<td>Middle School</td>
<td>G6–G8</td>
<td>607</td>
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<tr>
<td>High School</td>
<td>G9–G12</td>
<td>888</td>
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<tr>
<td>Total</td>
<td></td>
<td>2,514</td>
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Boarders and scholars

The East Campus has boarding facilities which provide accommodation for up to 172 boarding students in Grades 8 to 12, fully supervised by a dedicated team of boarding houseparents and support staff. The boarding community includes a number of scholars, selected both by UWC national committees and by UWCSEA’s own projects within the Asia-Pacific region. The boarding community includes young people of very diverse cultural, educational, linguistic and socio-economic backgrounds, who add a wonderful dynamic to the wider community on the campus. There are 161 boarding students living in Tampines House in the 2015/2016 school year.
UWCSEA learning programme

The UWCSEA learning programme has the UWC mission as both our inspiration and our goal.

With our mission and educational goal as starting points, and basing our practice on learning principles that tell us when learning is most effective, we have developed a holistic learning programme, consisting of five elements: academics, activities, outdoor education, personal and social education and service. Through this programme, students develop the skills and qualities of the UWCSEA profile, while helping them to fulfil the UWC mission to make education a force to unite people, nations and culture for peace and a sustainable future.

Because the UWC MISSION is
To make education a force to unite people, nations and cultures for peace and a sustainable future.

And because we know when learning is most effective
LEARNING PRINCIPLES
- Challenge
- Feedback
- Metacognition
- Practice
- Constructivism
- Secure Goals
- Interact
- Ownership

HOLISTIC EDUCATION
- Academics
- Activities
- Service
- Outdoor Education
- Personal and Social Education

So that learners are given multiple opportunities to develop the skills and qualities of the UWCSEA PROFILE
- Critical thinker
- Creative
- Principled
- Collaborative
- Reflective
- Communicator
- Self-aware
- Self-manger
- Resilient
- Commitment to care

So that we can fulfil our MISSION
To make education a force to unite people, nations and cultures for peace and a sustainable future.
Academics
At UWCSEA, students experience the joy of intellectual engagement and the satisfaction of scholarly pursuit. Through the academic element of the programme, they gain an understanding of the connections between individual subjects and how to solve complex problems using different approaches.

Our K–12 academic curriculum is shaped by our mission and educational goal and guided by the UWCSEA profile and learning principles. Learning goals in languages, mathematics, sciences, the Arts, humanities, technology and physical education build logically through each grade, preparing students for the next academic challenge. UWCSEA offers the (I)GCSE programme in Grades 9 and 10, with students who enter in Grade 10 taking a Foundation IB (FIB) course. UWCSEA is an IB World School, offering the IB Diploma Programme in Grades 11 and 12.

The IB Diploma results at UWCSEA East are outstanding. The 176 students of the class of 2015 received an average score of 36.1, with 26.7% receiving 40 points or more.

Activities
The College offers an extensive Activities programme to students from Grade 2 onwards. More than 700 activity events take place across both campuses each week. The programme is divided into sports (representative and recreational), arts (music, drama, dance and visual arts), leadership, clubs and special interests. It is designed to provide students with opportunities to explore new interests, develop their strengths and pursue their passions. Activities invigorate the life of the College by bringing students together for creative, athletic, leadership and other endeavours.

Outdoor Education
Through our Outdoor Education programme, students take on experiential challenges that build resilience, collaboration and leadership. The programme offers an incremental progression of age-appropriate experiences to students across the K–12 curricula. Whether snorkelling or kayaking in Malaysia in Grade 6 or 7 or trekking in northern Thailand in Grade 8, students develop confidence in their physical abilities and emotional resilience to withstand difficult situations.

Personal and social education
There are opportunities for personal and social development in all elements of the UWCSEA learning programme, but the importance of this aspect of the student experience is recognised by our dedicated Personal and Social Education (PSE) programme. The PSE programme supports students in dealing with the personal and social challenges that all young people face. From younger students identifying and celebrating mastery of new skills to Grade 12 students using their self-knowledge to select their path after graduation, the PSE programme is a dedicated time for students to explore their identity and place in the world.

Service
The Service programme empowers students to become aware, able and active contributors to the community. Students become involved in College service, where they offer a service to other members of the school community; in local service, where they connect with members of the Singapore community; and in global service, which incorporates Global Concerns (GC) projects, the Initiative for Peace and our extensive Gap Year programme. GC is a dynamic initiative enabling students to put their ideals into action by working to support causes and communities through direct links with partner organisations outside Singapore.

Though the Service programme does a substantial amount of good, at both a local and an international level, the greatest impact of the Service programme is on our students, as they put their ideals and values into action and grow as compassionate people and active agents of change.
Set on 5.5 hectares (13.5 acres) in the northeast part of Singapore, the East Campus in Tampines offers excellent access from Central, Eastern and Northern areas of Singapore.

A purpose-built facility, the campus opened in August 2011 and provides a global benchmark in design and innovation in international schools. We challenged traditional notions of school design and created a distinctive concept entirely suited to the unique UWCSEA ethos and educational style.

The campus is layered in order to maximise the use of available space, with car and bus transit areas, parking and indoor sport spaces located below ground. This means vehicle traffic is separated from pedestrians and students do not have to cross any roads while on campus during the day.

The boarding house is a 14-storey building overlooking the campus, while the Infant School is a self-contained building with links to the rest of the campus.

Specialist facilities include:

- dedicated Infant School building with purpose-built facilities including age-appropriate playground, a learn-to-swim pool, specialist teaching facilities for languages, music and cooking, and a multi-purpose hall for Physical Education, performances and events
- dedicated, age-appropriate playground for Junior School students
- two libraries equipped as state-of-the-art resource centres—one for the Primary School and one for all students
- science laboratories
- visual art facilities including art rooms, a dark room, and a ceramics studio
- specialist music studios, practice rooms, a recording studio and teaching facilities, and Instrumental Teaching Programme and instrument hire, as well as opportunity to learn and perform on a Balinese gamelan orchestra
- drama and performing arts spaces
- dedicated food technology facilities linked with the school canteen
- fully-equipped design technology workshops
- extensive sports facilities: 10-lane 50m Olympic-sized pool with covered spectator seating; fully floodlit, all-weather artificial turf field that meets FIFA 2* and IRB international standards with covered spectator seating; three indoor sports halls; a well-equipped gymnastics centre; fully-equipped fitness centre for cardiovascular conditioning and weight training; two large studios for fitness and dance classes; a covered outdoor climbing wall; and a CrossFit training room
- canteen with covered seating, with onsite Sodexo catering for Grade 2 and above
- well-equipped performance venues including a tiered auditorium with 420 seats and a black box theatre seating 270
- conference centre with a variety of meeting spaces and a multi-purpose hall that seats up to 500
- purpose-built boarding house for students aged 13–18 (Grades 8–12)
- medical clinics staffed 24 hours by registered nurses
- 24-hour security services

East Campus has achieved the highest ‘green building’ standard in Singapore—BCA’s GreenMark Platinum—and the environmental aspects of the buildings are integrated into the learning programme wherever possible. The campus was also designed to be easily accessible by people of all ages and abilities.

The campus is a 1:1 Apple laptop environment for students in Grades 6 and above and technology is fully integrated into the curriculum.
Faculty and administration

The College currently employs 223 teaching staff at the East Campus. All hold teaching qualifications and many also have a higher degree in their specialist subject. While the majority of teachers are from the UK, Australia, New Zealand and North America, over 20 nationalities are represented across the teaching staff. Most teachers have had experience of working in international schools before joining UWCSEA. Many members of the teaching staff have held positions of responsibility in their previous schools.

The teaching staff at UWCSEA are not only enthusiastic about providing the highest level of academic excellence for students but also contributing to their overall education. UWCSEA provides teachers with as dynamic and challenging a professional life as could be found anywhere. Teachers are expected to contribute wholeheartedly to the vision and ethos of the College. All teachers participate in the Activities programme; many are involved in the 230 trips and expeditions organised each year. Staff turnover is relatively low with the average length of service being 6.5 years.

The College places a premium upon professional development. UWCSEA's Centre for International Education allows easy access to high quality professional development through conferences or external providers as well as through collaboration with colleagues.

Staff at the College are highly motivated and are encouraged to use their initiative to drive the organisation forward.

Governance

UWC South East Asia is a not-for-profit organisation. The two campuses are legally and financially separate but have a common Board of Governors. The College benefits from a highly experienced Board of Governors, who are themselves regulated by external agencies. The role of the Board of Governors is to set direction, establish policies, ensure accountability and provide leadership to improve the learning environment of the students at the College. They do not become involved in the day-to-day management of the College. The majority of Board members are also parents of current or recently-graduated UWCSEA students.

Management structure

The College is a complex organisation, requiring a large network of individuals and teams, working together to ensure that students are receiving the best possible educational experience every day. This network of individuals and teams is led by the Head of College and the Heads of Campus, under the direction of the Board of Governors.

Two teams with strategic briefs and executive authority ensure the effective running of the College: the Learning Leadership Team (LLT) and the Operations Leadership Team (OLT). Meetings of both are chaired by the Head of College.

The LLT is made up of the Head of College, the Heads of Campus and the Directors of Teaching of Learning from Dover and East, along with the Principals from both campuses. The team is responsible for ensuring that student learning across all five elements of the programme is mission-aligned and based on the College learning principles and the UWCSEA profile.

The OLT is made up of the Head of College, Heads of Campus and Directors from the following areas: Admissions, Advancement, Communications and Marketing, Facilities, Finance, Information Technology and Human Resources. The Directors of these functions take a strategic College view, while at the same time working closely with Heads of Campus to ensure the smooth running of the individual campuses.
East Campus Leadership Team

East Campus has its own leadership team currently comprising the Head of Campus, the Principals and Vice Principals and the Director of Boarding. Other members of the OLT and LLT attend as and when required.

The East Campus is divided into three schools: Primary, Middle and High. In each school, the Principal, Vice Principals, Heads of Grade, mentors and subject teachers are responsible for the care of the students. The Heads of Grade lead teams of mentors or class teachers to provide a caring, challenging, supportive and stimulating environment for our students. Class teachers are sensitive to the needs of the children in their classes and seek to ensure that they are able to benefit fully from every aspect of school life. Starting in the Middle School, each academic department has a Head of Department who is responsible for the academic programme in their particular school. These Heads of Departments liaise with the Vice Principals to ensure a well-structured and developing curriculum.
Infant School Vice Principal: person specification

The Infant School Vice Principal is the pedagogical and organisational leader of the 4–7 age group within the Primary School. The Infant School Vice Principal, working with the members of the Primary Leadership Team, is responsible to the Head of Campus for the learning programme within this part of the Primary School.

As such, the Infant School Vice Principal has shared responsibility for the quality of the Primary School’s educational programmes and the professional practice of its personnel. The Infant School Vice Principal will also work as a member of the East Campus Leadership Team to ensure unity of purpose within the Campus and the College as a whole.

Knowledge, Experience and Leadership capabilities

Required qualifications/domain knowledge

• A degree and professional teaching qualification is essential: an early childhood degree or higher degree desirable
• Experience of middle leadership, ideally in an international environment and/or a Reggio inspired environment
• Knowledge of international curricula, their delivery and assessment: a knowledge of and experience with Reggio (desirable)
• Awareness of current issues and trends in early childhood education
• An understanding of the budgetary process and financial management within a school
• Understanding of the principles of organisational culture and behaviour
• Knowledge of the role of technology in an early childhood setting
• Knowledge of instructional supervision and evaluation
• Knowledge of the role of team dynamics within the school environment

Personal attributes and characteristics

• Fluency in English and excellent communication skills: written, spoken and in presentations
• A passion for Early Childhood
• Outstanding interpersonal skills: a good listener with a collaborative management style
• Excellent skills of self-management
• Honesty, integrity, compassion, and a good sense of humour
• Reflective
• Ability to develop a sense of community and generate trust with all constituent groups
• Strong organisational and proven problem-solving skills
• Proven ability to develop and lead talented staff and high achieving students
• Ability to think strategically
• Cultural sensitivity

Leadership capabilities

Vision and strategy – supporting mission and values of UWCSEA, planning and goal setting

• Displays strong organisational and operational leadership
• Assists in establishing strategic priorities for the Primary School
• Contributes to formulation of the Strategic Plan for the Campus and the College
• Sets priorities for needs of the whole community within the framework of the College’s Strategic Plan

Supporting the learning community – resourcing, motivating, monitoring

• Drives and displays innovative approaches to curriculum planning where required
• Demonstrates effective but sympathetic approaches to performance management and professional development
• Allocates resources fairly and effectively within given financial constraints
• Leads the ‘Looking for Learning’ process within the Primary School

Collaboration – empowering others, coaching for success, leading others

• Coaches individuals within the age group team and is alert to needs
• Contributes to effective succession planning
• Engages all members of the community
• Leads by influence rather than authority where possible
• Fosters an environment where creativity flourishes
• Sets clear boundaries and expectation providing freedom for the team to work effectively

Communication – ensuring sensitivity and building consensus

• Articulates policy, purpose and priorities to the community and externally
• Sets and implements a tone conducive to effective communication
• Proactively seeks to address issues

General

• Assisting the Principal with the implementation of the College ethos and values, throughout the school
• Assisting Infant School staff with pastoral needs, including discipline issues and parent enquiries
• Monitoring the suitability and protocols of all Infant School expeditions
• Supporting the Heads of Grade in their management and conducting of class teacher appraisal within the Infant School
• Coordination of Infant School components of on-campus events
• Deputising for the Principal when he/she is not on Campus and dealing with issues pertaining to the Infant school in his/her absence

Pastoral needs

• Taking responsibility for the pastoral needs of the students; this includes making sure all grades are covering the student profiles within their programme and that the values of the College and appropriate conduct are included within programmes being taught
• Supporting the teachers and Heads of Grade in more difficult pastoral cases, especially with discipline matters where parents are involved
• Overseeing the implementation and follow-up of class analysis and student documentation
• Monitoring the pastoral needs outside of the classroom of the students and liaison with the community on initiatives
• Ensuring students are supervised and cared for in the playground and activities and friendship needs are addressed
• Liaison with other Pastoral heads within the College to assure relevance and consistency of Pastoral policies so the needs of our student body are met
• Liaising with parents and the school nurse on student health issues
**Academic development**
(in collaboration with the Curriculum Department)

- Work with the Curriculum team to ensure the developmental needs of the students are considered and integrated into curriculum planning
- Ensure equipment and resources are age appropriate and address developmental needs
- Maintain an overview to ensure there is an appropriate balance between pastoral and academic needs
- Assisting the Learning Support department with case issues

**Logistics (in collaboration with the Principal)**

- Liaising with the Timetable Manager in the production of the Infant School timetable
- Contribute to the compilation of the Academic Calendar
- Collaboration with the Principal in the organising of School Orientation information and events, assuring pastoral needs are addressed; this also includes the departure of students and the passing or documents and assistance with future applications
- Management of transport logistics, including student buses, and pick up and drop off routines
- Creation and management of roster for active supervision
- Management of student movement throughout the Infant school; this includes ensuring evacuation procedures are up-to-date, adequate to the school's needs and are communicated to all concerned
- Overseeing the management of logistics for on campus events involving the Infant
- Taking responsibility for student placement; this includes construction of infant classes and assisting admissions with enrolment decisions and subsequent placement; this may also involve liaising with other schools for testing and information

**Administrative**

- Making sure student records are kept up to date and inclusions such as file notes are completed and followed up.
- Coordinating reports, including guidance on timing and assistance with checking and distribution and follow-up with staff
- Supervision of the Infant School Office staff in terms of responsibilities and time

**Some additional details of function**

- Contributing to the organisation of the Infant School Programme for UWC Day, UN Day Festival events, Arts Festival and community events
- Assist with organising parent meetings pertaining to the Infant School, including Parent Interviews, Student Led Conferences, Orientation, Curriculum Evenings, with the Principal and the Senior Curriculum Coordinator
- Acting as liaison person to the Teacher Assistants ensuring their needs are met and they are receiving suitable training and professional development to complete their role adequately
- Represent the Infant School on the Health and Safety Committee and follow up recommendations pertaining to the Infant School
- Teaching within the school for a minimum of 4 scheduled periods a week

**Communication**

- Editing and coordinating contributions for the Infant School stories in *Dunia* magazine and weekly communication to the community
- Assistance with the checking of Infant School external communications to assure accuracy, quality and consistency
- Conducting parent and community information sessions and presentations on curriculum and pastoral issues within the Infant School

**Salary and benefits**

The salary will be competitive and commensurate with the importance of the post and the qualifications and experience of the successful candidate.

The remuneration for the Infant School Vice Principal will include:
- a competitive salary
- housing allowance
- tuition for dependent children
- annual gratuity
- health insurance
- shipping allowance
- home leave every two years
Application process

Candidates are asked to submit their application via the College website at [www.uwcsea.edu.sg/jobs](http://www.uwcsea.edu.sg/jobs).

The application should consist of a letter (maximum three sides A4), which includes a statement of the candidate's philosophy, both educational and in leadership, and a CV (maximum three sides A4). The CV should also include an embedded photograph, current remuneration and the names, contact details (including email address) and telephone numbers of three referees who will be required to provide a confidential reference. There is no application form and open testimonials should not be included. University transcripts are not required at this stage and should not be sent. Candidates should inform us of any deadlines for notice of resignation to which they must adhere for their current employers.

Singapore

Singapore is an efficient, clean, modern city state situated on an island at the tip of the Malaysian peninsula measuring 40 by 25 kilometres. The airport, public housing and transport, educational provision, medical facilities and shopping and dining opportunities are amongst the best in the world. Crime is low and English is widely spoken. Singapore has a cultural identity which blends the flavours and scents of Asia, the echoes of colonialism and the bright new world of globalisation. The climate is equatorial and the daytime temperature ranges from 24 to 34 degrees Celsius. The humidity is relatively high during most of the year, but the heat is not oppressive and widespread air conditioning brings relief to those who need it.