ISS is pleased to conduct this full search.
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www.iss.edu/services/administrative-recruitment
The Position

Overview
Hsinchu County American School (HCAS) is looking for a dedicated Principal / Head of School (HOS) to oversee the school for grades K-12. The HOS will fulfill the school mission to educate the whole child inspired by the Dalton Plan, encouraging students to explore and develop their strengths, interests, and talents. The HOS will fulfill the vision of recreating the Western private school education environment in Taiwan and establish HCAS as a world-class international school that supports students in getting into leading universities worldwide.

Reports
The Head of School will report to the Board Chairperson or other designated Board Member.

Duties & Responsibilities
- Evaluate and supervise curricular and instructional effectiveness and student performance using multiple data-driven technological resources
- Participate in fiscal management decisions and ensure the decisions align with the school’s strategic vision and plan
- Recruit and retain high-quality staff with purposeful alignment to professional development
- Oversee human resource functions of the school with an emphasis on continuous improvement
- Build and maintain effective relations with local and national governments
- Provide expertise regarding standards and policy development for the school
- Create strong community relationships with the Parent Teacher Association (PTA)

Personnel:
- Oversight of teacher and staff contracts including hiring, evaluating and termination of instructional and operational faculty and staff
- Assign teachers to their teaching duties
- Supervision & Evaluation of teachers
- Oversight of school practices, policies, and procedures
- Oversight of the entire admin team and all personnel
- Ensure that all staff handbooks are up to date

Instructional Leadership
- Oversight of student safeguarding and wellness programs
- Develops the vision and implements the strategies for program growth and change
- Leads the WASC accreditation process
- Responsible for supervising English as an Additional Language (EAL), Special Education, and overseeing all curricular and instructional programs
- Supervision of all professional development for faculty & staff
• Proficient in conflict resolution and adept at fostering consensus within the school community, with a proactive approach to anticipate and effectively resolve any issues impacting the school environment.
• Foster a congenial relationship and partnership with parents and local community officials
• Effective communication and presentation skills to articulate vision and strategies effectively to diverse stakeholders.

Operational Leadership
• Strong governance and leadership agility to devise policies and budgets for the sustainability and viability of the school
• Manages and approves resources, facilities, general affairs, and all procurement related to school improvement initiatives
• Provide assistance and guidance to the Board in the development of the annual school budget, offering advice on resolving overspending categories, and recommending strategies for re-allocating unspent funds
• Execute and manage the implementation of the school vision and budget

Other Educational Duties
• Planning participation in educational leadership conferences
• Demonstrated experience and success with crisis management and solution-orientated skills
• Ensure compliance with government regulations, oversee the admission and marketing plan, and provide guidance on the master planning and visioning of learning space design and improvement

Skills, Qualifications, Experience, & Attributes Sought
• Master’s degree in education with five or more years of excellent demonstrated senior leadership experience. International experience in Asia and familiarity with Taiwanese culture/norms are a plus
• Familiarity with Dalton Program is highly desirable
• Knowledge of and practice with instructional leadership in standards-based curriculum design and evidence-based decision-making
• Experience with scaffolding protocols and processes to build collaborative communities and a respectful and inclusive school culture amongst faculty and staff
• Experience with strategic fiscal and academic program planning
• Excellent interpersonal, and cross-cultural communication skills with a solid commitment to building linguistic and cultural capacity in the school community
• Knowledge and experience working with English as an Additional Language population
• Strong human resources and operational background
• Certification or advanced degree in educational leadership

Salary & Benefits
The salary and benefits package is competitive and will be commensurate with the qualifications and experience of the successful candidate.

Application instructions are found on the final page of this announcement.
The School

History
Hsinchu County American School (HCAS) was established in 2016 by the School Founder, Dr. Jing Wang, under the inspiration of Dr. Tsung Hsan Huang. HCAS is part of an organization that started with Ton Yen General Hospital (1998), which led to the establishment of Korrnell Academy (2007), a bilingual private school in Hsinchu County. HCAS is the most recent addition to the organization. Taiwan Ministry of Education recognizes the school. Lastly, HCAS is fully accredited by the Western Association of Schools and Colleges with a 6-year accreditation status as of July 2022.

Mission
Our mission is to educate the whole person using the Dalton Plan to develop individuals who contribute to humanity. Our community of lifelong learners fosters healthy, creative, social, and globally minded individuals who can think independently and critically. Our students strive for academic excellence by taking a challenging, balanced curriculum in core disciplines, the arts and technology, as embodied by the Seven Cs.

HCAS Motto
AUT VIAM INVENIAM AUT FACIAM
“Either I will find a way or make one.”

Hsinchu County American School

The 7 C’s: HCAS Schoolwide Learning Outcomes

- **Contribution:** Students contribute to their immediate community (family, school, etc.) and beyond. Students contribute by giving their talents, voice, time, and ideas to create lasting value in their learning environment. They are committed to using their knowledge and skills to contribute positively to society.

- **Communication:** Students understand that in order to communicate successfully, they need to become familiar with a variety of communication mediums, from speaking to multimedia, and to be knowledgeable of other communication standards and traditions.

- **Community:** Students see their community in steadily expanding circles—from city or town, to nation, to the world community. They see themselves as members of the global community, with a shared humanity, rather than simply as members of an isolated group.

- **Compassion:** Students see their community in steadily expanding circles—from city or town, to nation, to the world community. They see themselves as members of the global community, with a shared humanity, rather than simply as members of an isolated group.

- **Critical Thinking:** Students apply critical thinking to all areas, including themselves. They are careful when evaluating new information, and are able to navigate, synthesize, and make connections between informational mediums in order to draw their own conclusions.

- **Collaboration:** Students understand that while there is a time and place for independent work, ultimately their actions will affect others. They therefore see the importance of collaboration and cooperation as a way to ensure that everyone’s views are fairly represented, and to ensure best outcomes for all.

- **Creativity:** Students utilize creativity to go beyond what they know and understand in order to make that imaginative leap to what is possible, what could be changed, and what could be made better. They do not view challenges as obstacles, but as opportunities to exercise flexible thinking and problem-solving through creativity.
The Academic Program

Administration & Governance

The Governing Board is dedicated to conducting the mission of HCAS. The Board is responsible for the school’s overall governance and strategic oversight. This group collaborates closely with the Principal to support the school’s efforts and ensure the fiscal sustainability of HCAS.

Accreditation & Curriculum

In 2022, HCAS was awarded a six-year accreditation by WASC (Western Association of Schools and Colleges). HCAS is an Advanced Placement (A.P.) and Pre-AP school, with the curriculum being based upon Common Core standards. The educational program is inspired by the Dalton Plan, a progressive academic plan developed by Helen Parkhurst in the early 20th century. Focusing on developing the whole child, Dalton’s plan tailors each student’s program to their needs, interests, and abilities to promote independence and dependability and enhance the student’s social skills and sense of responsibility towards others. HCAS’s academic program is guided by Common Core, PE-SHAPE, the C3 framework for social studies, the Next Generation Science Standards, NCTFL, and California Arts standards.

Learning Support

HCAS offers several learning support services, including EAL (English as an Additional Language), Social-Emotional Counseling, and PBIS (Positive Behavior Intervention Systems). Their dedicated Student Support Team (SST) reviews and determines student needs at the individual level and assigns appropriate plans as necessary. SST also works with teachers to follow the Tier 1 model of providing high-quality instruction.
and classroom interventions to address student concerns while collecting quantitative and qualitative data before referral.

**Technology**

Following the HCAS Technology for Learning Policy, using digital technology (phones, computers, tablets, smartwatches, and any other devices connected to Wi-Fi or the internet) at HCAS is a privilege taken seriously to ensure students’ online safety. First Program students use digital technology under the guidance and supervision of a teacher or staff member during class, break times, or after school. Middle and Upper school students have more freedom since they are older but are continuously monitored to ensure they are safe and responsible in their use. All students are expected to use technology in a considerate, ethical, moral, and legal manner consistent with the 7 Cs.

**Laboratories & Extra Curricular Activities**

The Laboratory (Lab) is a center of educational experience that can be either teacher or student-led during school hours as a co-curricular activity and refers to the one-on-one and small group sessions between students and teachers, which augment traditional classroom instruction, combining study, research, and collaboration. As students are expected to take ownership of their academic careers, the Lab focuses on collaboration and cooperation as a vital part of this learning. They gain the skills to solve problems like scientists by learning from experimentation. HCAS offers a wide variety of Lab activities for students, including but not limited to Model U.N., Biology Study Group, Chess, Chinese Book Club, Student Mental Health Organization, Origami, and so much more.

HCAS students are also encouraged to participate in extracurricular activities sponsored by internal and external staff. These activities occur after school from 15:40-16:30 and cover various interests such as Tennis Club, Vex I.Q. Robotics, Fencing, Horseback Riding, Sketching 101, Wushu and STEM Improvement.

**First Program**

The First Program is designed to promote a growth-based mindset in which Kindergarten and elementary students are encouraged to take risks in learning and develop confidence while learning at their own pace. At this stage, the primary language of instruction is English, but most students also study Chinese. HCAS also helps students to build positive working habits, organizational skills, and social-emotional learning.
throughout the program. Teachers provide feedback to parents on these aspects of school through the behavior and work habits growth reports that are released every quarter.

**Middle and Upper School**

In Grades 6-12, the curriculum shifts to focus on the whole child, and HCAS provides student-centered learning experiences that cater to the needs of students. Every class is departmentalized by subject, which allows for a balanced curriculum and helps students reach their full potential. Each lesson is designed to prepare students for entrance into the university and program of their choice.

HCAS is an official College Board Pre-AP school, with the program being offered in Grades 8 to 10. The Pre-AP and Honors Programs aim to prepare students for A.P. college-level courses and successful university attendance. Honors courses (in English and Mathematics) address the same standards as Pre-AP courses but require a more profound commitment to the 7 Cs each term. Starting from Grades 9, students have a chance to be introduced to A.P. courses and prepare for A.P. examinations. As Grade 9 is a critical year to build a foundation of learning for the rest of their high school career, students who attend HCAS will be set up for success in their high school years.

Click [here](#) to learn more about HCAS’s A.P. offerings for the 2023-2024 school year.
The Community

Students

House System

At HCAS, the house system encourages both school and team spirit. Houses are committed to enhancing student relationships while fostering and promoting team spirit and a sense of belonging, regardless of age or grade. HCAS has chosen to implement a house system with each student and teacher assigned to one of four houses named after the “four gods” of Chinese mythology as they represent qualities essential to and inherent in the HCAS mission statement.

While school and team spirit are promoted, the house system encourages integration, responsibility, and community among students. Membership in a house is life-long in theory. Each student should be responsible for the well-being of fellow members and be proud to work for the betterment of the House. Houses will work together and compete in academic, sporting, service projects, and other events.

Student Council

Elected by their peers every academic year, the Student Council (STUCO) serves to represent the student body and to communicate among students, administration, and other stakeholders within the community. They actively make proposals about issues that matter to the student body and work to organize events that engage the school community. In addition to facilitating communication amongst the community, STUCO remains devoted to organizing student-led and student-centered events. Through hosting annual events and special occasions, they exhibit 1) compassion when prioritizing preferences of the student body, 2)
creativity, communication, and critical thinking during the planning process, 3) collaboration and contribution to propel ideas into action, and 3) community by fostering bonding across the school.

Faculty & Professional Development
HCAS has 44 faculty members, including an on-site College Counselor. Thirty-three faculty members have or are obtaining their teacher certification; twenty-eight faculty members hold advanced degrees, including three doctorates. Each HCAS Teacher can utilize up to 40,000 TWD annually for professional growth, subject to principal and board approval. Professional development is adequately resourced to address the school’s professional development needs. The HCAS PD experiences are planned following school philosophy and objectives, priorities, and personal professional development needs.

Child Protection & Student Well-being
The safety and protection of HCAS students is the school’s top priority. All HCAS faculty and staff believe:

1. All children have equal rights to be protected from harm and abuse.
2. Everybody has a responsibility to support the protection of children.
3. We have a duty of care to children enrolled at HCAS and those who are affected by the operations of our school.
4. All actions on child protection are taken with the best interests of the child, which are paramount.

Additionally, all staff and faculty are required to complete an online course on Child Protection and are mandated to report all suspicious wounds, irregular behaviors, and concerning statements made by HCAS as outlined in their Child Protection Policy.

Academic Calendar
HCAS operates annually from August–May.

Follow Hsinchu County American School to Learn More
The Campus

Facilities & Premises

Hsinchu County American School is in the heart of Zhubei City on the beautiful island of Taiwan (ROC)! Its charming campus is a 5-minute walk from the Taiwan High-Speed Rail station. The indoor space includes thirty classrooms, two science labs, a robotics lab, a computer lab, a library, an art studio, a music room, a dance studio, a gymnasium, a kindergarten play area, a cafeteria, and an audiovisual room. Outdoors, the campus boasts a soccer field, basketball court, and two play areas. HCAS is also planning a community garden that will reflect the true spirit of its commitment to families.

Living in Taiwan

Living and working in Taiwan offers many benefits, making it an attractive destination for individuals seeking a dynamic and vibrant environment. Taiwan boasts a rich cultural tapestry, where traditional practices seamlessly blend with modern advancements, providing residents with a unique and diverse lifestyle. The island is renowned for its exceptional healthcare system, efficient public transportation, and abundant delicious and affordable cuisine. With a strong emphasis on education, Taiwan provides a conducive environment for personal and professional growth, featuring top-notch academic institutions and a thriving tech industry. Furthermore, the breathtaking natural landscapes, from lush mountains to picturesque coastlines, offer a perfect balance for those who value outdoor activities and a high quality of life.
## Fast Facts

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
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<tbody>
<tr>
<td>Year Established</td>
<td>2016</td>
</tr>
<tr>
<td>Accreditation Agency</td>
<td>WASC</td>
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<tr>
<td>School type</td>
<td>K-12 American School</td>
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<tr>
<td>Language of Instruction</td>
<td>English (Spanish, French &amp; Chinese as foreign languages)</td>
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<tr>
<td>Student Age Range</td>
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<tr>
<td>Total Enrollment</td>
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<tr>
<td>Lower School Enrollment</td>
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<tr>
<td>Middle School Enrollment</td>
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<tr>
<td>Upper School Enrollment</td>
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<td>Student Nationalities</td>
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<tr>
<td>Percentage Home Country Nationals</td>
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</tr>
<tr>
<td>Percentage Annual Student Turnover</td>
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<tr>
<td>Average Class Size</td>
<td>20-25</td>
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<tr>
<td>Student to Teacher Ratio</td>
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<tr>
<td>Number of Faculty</td>
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<tr>
<td>Faculty Nationalities</td>
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<tr>
<td>Number of Board Trustees</td>
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<tr>
<td>Tuition (2023 - 2024)</td>
<td>Kindergarten: 175,000 TWD</td>
</tr>
<tr>
<td>Annual Operating Budget</td>
<td>150 million TWD</td>
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Application Instructions

Dr. Nadine Richards, Director of Leadership Searches, will serve as the lead consultant for **Hsinchu County American School | Principal – 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 ®**.

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 January 15, 2024, | 11:59 pm 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 within 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 Hsinchu County American School (HCAS) reserve the right to close the selection process at anytime. If you require any assistance with the portal or have any questions, please contact 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. You can read more about our commitments [here](#). ISS has had a longstanding commitment to diversity, equity, inclusion, and justice. Our screening process is strongly committed to all aspects of child protection and safeguarding. Applications will be thoroughly and rigorously screened.

International Schools Services (ISS) reserves the right to withdraw an applicant’s candidacy if supervisory referees are not provided, and we also reserve the right to withdraw an applicant’s candidacy at any time should the information be forthcoming that may suggest the candidate is not suitable to progress in the process.

Hiring is contingent upon a successful background check.