

LOWER PRIMARY PRINCIPAL SEARCH

HONG KONG INTERNATIONAL SCHOOL

Repulse Bay/Tai Tam, Hong Kong

hkis.edu.hk

Start Date: August 2025



**Carney
Sandoe**
& ASSOCIATES

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Mission Statement

Dedicating our minds to inquiry, our hearts to compassion, and our lives to service and global understanding

An American-style education grounded in the Christian faith and respecting the spiritual lives of all

Vision

HKIS will be a leading place of learning that inspires a socially engaged community of collaborative, creative, and resilient learners dedicated to realizing their full potential

At a Glance



Established
1966



Total Enrolled
3,100+



Total Faculty
268



Student-faculty Ratio
10:1



Nationalities represented
40+



Faculty with advanced degrees
74%



Total Acreage
74,000 sq. m.

Location: Hong Kong Island
Type: Coeducational, day
Mascot: Dragon
Lower Primary: 780 Students
Lower Primary Faculty/Staff: 130
Admissions Yield: 80%

Grades Served: Reception 1 – 12
Divisions:
Lower Primary (Reception to Grade 2),
Upper Primary (Grades 3 to 5),
Middle School (Grades 6 to 8), and
High School (Grades 9-12)



Overview

HKIS is Hong Kong's oldest international school, founded by Lutheran missionaries from the Lutheran Church—Missouri Synod (LCMS) in partnership with American business leaders in 1966. The school is grounded in the Christian faith while respecting the spiritual lives of all. This perspective, embedded in their mission, gives HKIS a unique approach to learning in that they believe each student is loved and has a purpose.

HKIS welcomes students from Reception One (Pre-Kindergarten) to Grade 12 from around the world who seek an American-style education. Serving around 3,100 students, HKIS has four school divisions on the south side of Hong Kong Island in Repulse Bay and Tai Tam.

HKIS students are empowered and encouraged to be inquisitive about themselves and the world around them. They explore their passions and identities, develop essential critical thinking skills, and cultivate a strong sense of character and integrity. The goal is for students to become compassionate global citizens who make a meaningful impact in the lives of others.

In the Lower Primary division, the focus is on learning through play. Play is a natural and authentic way for children to make sense of and learn about the world around them. It allows them the opportunity to be an inquirer and ask questions. They can also follow their interests and passions and increase the motivation to learn. In the Lower Primary, students are inspired to learn. The end result is a love of learning and a love for school.

The Lower School Primary Principal is responsible for joyfully carrying out the school's mission and providing overall vision and leadership for the lower primary division. The Lower Primary Principal ensures the highest quality of education is delivered and Student Learning Results are achieved while promoting a student-centered education that is grounded in Christian values and respectful of the school's diverse community.



As the instructional leader for R1 through Grade 2, the Lower Primary Principal works collaboratively with faculty, staff, parents, and administrators to foster a positive and inclusive learning environment. Aligned with American educational standards, the HKIS curriculum is grounded in an inquiry-based approach of deep questions and authentic challenges. The Understanding by Design (UbD) model serves as a framework to guide the development of the curriculum.

The successful candidate will have a deep understanding of best practices in early childhood and elementary education, exceptional communication and interpersonal skills, and a proven track record of driving continuous improvement and student achievement.

Responsibilities

Faculty retention, support, and professional growth

The Lower Primary division is a large division and, as such, has a sizable faculty/staff cohort. Faculty and staff in the Lower Primary are very close and look to their division leader for support, empathy, and guidance. Clearly communicating performance appraisal expectations to all faculty and staff, including regular observations to provide constructive feedback to facilitate student learning and ongoing instructional improvement, is a critical aspect of this role in partnership with the two Associate Principals. As part of a collaborative and inclusive leadership structure, foster a strong sense of collegiality by facilitating effective team planning and decision-making, involving faculty in lower primary goal setting and planning.

Maintain and strengthen curricular programs

The next Lower Primary Principal will embrace the challenge of continuing the school's history of innovation in curriculum. They will provide visionary leadership to further enhance the lower primary division's play-based, research-backed pedagogical approach to teaching and learning, ensuring learning outcomes are being met, including the school's defined Student Learning Results.



Supporting student’s social-emotional and learning needs

The Lower Primary Principal will work closely with the Student Services team to address both the academic and social-emotional needs of lower primary students and promote their overall well-being. Part of this work includes championing co-curricular and extracurricular activities that complement the academic program and provide opportunities for students to explore their interests and develop important life skills.

Promote community connections

The Lower Primary Principal will promote a cohesive and inclusive sense of community by being visible, present, and engaged with all constituents and by joyfully sharing stories and celebrating the accomplishments of students and faculty. They will be a careful listener focused on building relationships with faculty, staff, parents, and students, ensuring a strong sense of community, belonging, and pride.

Opportunities and Challenges

There is a continued opportunity to leverage the diversity of the HKIS community to enrich the Lower Primary student experience and promote cross-cultural understanding.

Take advantage of the HKIS resources to continue to develop faculty knowledge and skills in best instructional and assessment practices through coaching, modeling, and professional development opportunities. Ensure the division maintains a positive, inclusive, and collaborative environment that brings out the best in students, families, and faculty alike.

Collaborate with the Associate Head of School and Director of Chinese Studies and World Languages to ensure the success of the Dual Language Program (DLI) including recruitment of faculty and the ongoing development and improvement of the curricular and co-curricular programs.

Ensure the DLI philosophy, pedagogical approach, and learning outcomes align with the regular program and be able to articulate clearly to families the benefits of both opportunities at HKIS.

Continue to strengthen performance appraisal systems and processes to effectively supervise and evaluate Lower Primary faculty. Support the recruitment and mentoring of outstanding, talented faculty to ensure the high standard of academic excellence. The considerable resource of teaching assistants is a strength of the division while adding to the challenge of development and capacity building of these important positions throughout the division.



Qualifications and Personal Attributes

The Lower Primary School is a large division that requires an optimistic, experienced, and highly collaborative servant leader. Candidates should have significant independent and international school experience and clear ideas regarding best practices in Early Childhood through lower elementary education. The candidate will have led academic program and curriculum development efforts and have a proven track record for successfully facilitating change and school improvement initiatives in an inclusive and thoughtful manner. Educators who are familiar with the adaptive schools framework, dual language immersion, and Reggio-inspired learning practices would be preferred.

Successful candidates will have the background and skills that will preferably include the following:

- Advanced degree in Early Childhood Education and/or Certification in Educational Leadership or Administration.
- Has managed and supervised a team of 40+ faculty within a robust performance appraisal system in an early childhood or primary school; experience with performance-based compensation preferred.
- Experience in a diverse school setting, with proven success working with a student population from a wide variety of cultural, social, and religious backgrounds.
- Solid conceptual and applied knowledge of current research and trends in education, particularly as it relates to early childhood play-based learning, literacy, numeracy, and second language learning.

Other

- As a school grounded in the Christian faith, HKIS hires Christian teachers and administrators as well as those of other faiths. HKIS seeks to hire candidates who are interested in the complex questions of faith and spirituality and who are keen to learn and interact with others of different faith traditions;
- Understanding of Lutheran theology and its application to education is desirable.

Learn More

Click on the links below to learn more about Hong Kong International School.

[School Website](#)

[Student Learning Results](#)

[School History](#)

[Chinese Studies](#)

[Strategic Plan](#)

[About Hong Kong](#)



To Apply

Interested candidates should submit the following materials as separate PDF attachments in one email:

- Cover letter expressing interest in this particular position;
- Current résumé;
- Statement of educational philosophy and practice;
- List of five references with name, phone number, and email address of each (references will not be contacted without the candidate's permission);
- Responses to writing prompts specific to the needs of the position and provided by the consultant.

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