



BACKGROUND

The People's Republic of China issued the Chinese Basic Education Curriculum Reform in 2001, which accompanied their goal of modernization and globalization as an economic development strategy. The Chinese government has issued mandates for the education system that include a focus on innovation and creativity, decentralization in curriculum policy, student-centered teaching and learning, as well as inquiry-centered teaching pedagogies. Chinese government officials, the rising Chinese professional class, as well as Chinese educators increasingly understand the growing role of creativity and problem solving in China's economy and are eager to shape their educational system to support innovation and entrepreneurship. Additionally, Chinese families are eager to send their young people to the top higher education institutions in the US. Although some Chinese students attend universities in other countries, survey research indicates that the US is the number one destination.

Differences between the Chinese and American K-12 education systems often create challenges for Chinese students when they attend a university in the US. Language differences are a key concern, but beyond acquiring English as a second language, Chinese students are often not prepared for classroom structures that promote collaboration, problem solving, critical thinking and innovative, group-designed projects. In order to experience high levels of success, Chinese students need acclimation to western modes of education prior to their matriculation in US universities.

In response to this need, the Mr. Wang Bintai and the Wuzhong Group, a successful real estate development firm in Suzhou, China, approached Dr. Hiller Spires from the Friday Institute for Educational Innovation at NC State University in 2013 about helping build a state-of-the-art, model school, Suzhou North America High School (SNA), in a residential community in Suzhou, Jiangsu Province. Dr. Spires received a contract (Phase I: 2014 – 2016) to help design the school and related teaching, learning, & technology plan. (See https://www.youtube.com/watch?v=iU_HuQjV5aE)

INTRODUCTION TO SUZHOU NORTH AMERICA HIGH SCHOOL

Suzhou North America High School (SNA) (see <http://www.sna-edu.com/en/main.asp>) is located in Suzhou, Jiangsu Province, China. Established by the Wuzhong Group and Jiangsu International Foundation for Education Excellence (JIFEE) in partnership with North Carolina State University, SNA utilizes an innovative, inquiry-based curriculum to prepare students for matriculation at top universities throughout North America. SNA first opened its doors to Chinese and international students in grades 10-12 in 2013 after being commissioned by the Education Bureau of Jiangsu Province.

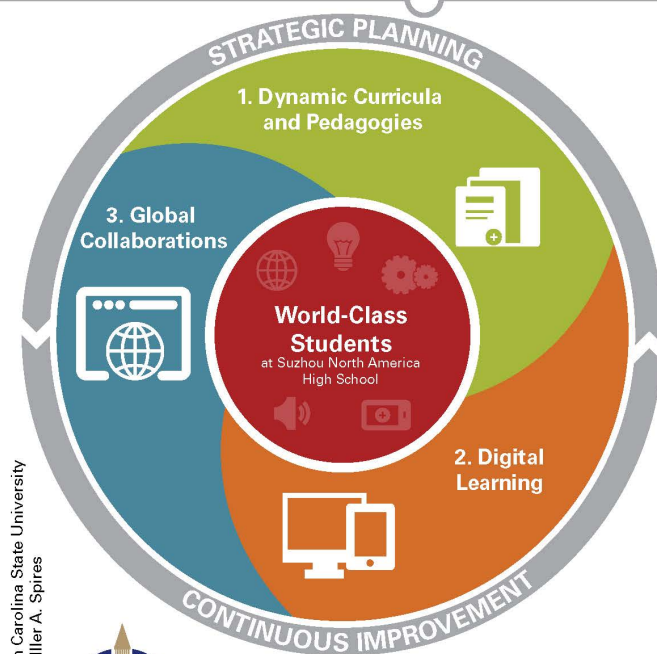
The faculty and staff at SNA are committed to cultivating world-class students who are globally competent; creative, innovative, and entrepreneurial; critical thinkers and problem solvers; effective communicators and collaborators; and consumers and producers of digital content. Through strategic planning and continuous improvement, SNA seeks to integrate dynamic curricula and pedagogies, digital learning, and global collaborations on their state-of-the-art campus.

The school is currently renting space to operate while the new campus is being completed. The school is on schedule to be completed in June 2016 and will open its doors to approximately 200 students in

September 2016. The target enrollment eventually will reach 1000 students. The school is looking to hire a principal who will be in charge of overall school operations and faculty development. Additionally, the school needs a technology partner in Suzhou to help them upfit the new facility.



SUZHOU NORTH AMERICA HIGH SCHOOL: CONNECTING TO THE FUTURE



1. Dynamic Curricula and Pedagogies

- **Diverse Course Offerings:** Accelerated Course Options, Rigorous Core Classes, High-interest Electives
- **Student-centered Learning**
- **Inquiry-based Learning:** Project-based Inquiry (PBI) Global
- **Formative and Summative Assessment**
- **Teacher Professional Development:** Professional Learning Communities

2. Digital Learning

- **Digital Resources and Tools**
- **New Literacies**
- **Face-to-face, Online and Blended Learning**
- **Collaborative Learning Spaces**
- **Wireless Connectivity and Infrastructure**

3. Global Collaborations

- **Global Partnerships:** North Carolina State University & Wake STEM ECHS
- **Cross-cultural Communication**
- **Study Abroad Opportunities**
- **Prepared for International Higher Education**

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Dr. Hiller A. Spires



STUDENTS



Globally
Competent



Creative, Innovative,
and Entrepreneurial



Critical Thinkers
and Problem-solvers



Effective Communicators
and Collaborators



Consumers and Producers
of Digital Content

JOB TITLE: ACADEMIC DEAN

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GENERAL DESCRIPTION OF JOB

The Academic Dean is the primary administrator for organizational development and faculty affairs. S/He reports directly to the Principal of SNA. The Academic Dean works with SNA's Board of Directors and Senior Administrative Team to develop and implement a strategic plan for the school that addresses organizational structures, intra-school communication, teacher recruitment and retention, staff development, efficient and effective allocation of resources. A two-year commitment is highly desirable.

ESSENTIAL JOB FUNCTIONS

- Serve on the Senior Administrative Team.
- Ensure school organizational systems are efficient and effective.
- Create a comprehensive school policies document.
- Establish clear channels for intra-school communication.
- Lead Senior Administrative Team in the creation of yearly school calendars and course schedules.
- Pursue accreditation for SNA with an internationally recognized school accrediting organization.
- Hire faculty members in conjunction with the school's Department of International Affairs and Senior Administrative Team.
- Conduct faculty meetings.
- Develop faculty teams within school, grade levels, and content areas.
- Observe faculty and offer feedback for continued professional growth.
- Organize staff development offerings.
- Oversee the implementation of the high school curriculum.
- Monitor student academic progress.

REQUIRED QUALIFICATIONS

- Served as a high school administrator for at least three years
- School administrator certification
- Minimum master's degree in education or related field

PREFERRED QUALIFICATIONS

- A two-year commitment to Suzhou North America High School
- International education background
- Familiarity with strategies for effective organizational development
- Knowledge of Asian culture

COMPENSATION AND SALARY

- Competitive Salary
- Housing Provided
- International Health Insurance
- Sponsored Visa/Flight Allowance/Arrival Support

Applicants with a spouse and/or children will be accommodated.

Please send a letter of introduction and resume to

Dr. Hiller A. Spires

The Friday Institute for Educational Innovation – NC State University

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