KEYSTONE ACADEMY

Director of Educational Technology

SUMMARY

Location | Beijing, China

Post Date | August 21, 2017

Application Deadline | October 9, 2017

On-Site Final Round | November 20 – 24, 2017

Decision Announced | December 31, 2017

Start Date | July 1, 2018 *(or earlier if mutually agreeable)*

Reports To | Dean of Curriculum

BACKGROUND

In the northeastern suburbs of Beijing, a new school is reshaping the educational landscape of both Chinese and world schools. Founded in 2014, Keystone Academy has reimagined the education of student global leaders. Already with a growing enrollment of over 1,000 students in Foundation through Grade 12, Keystone integrates the best teaching and learning practices from Chinese, American, and international pedagogies and leans deliberately on the exemplary traditions and practices of the leading boarding schools.

Keystone Academy has state-of-the-art facilities for its library, maker, IT and design programs, not to mention arts and athletics. Now, instructional technology — both integration of technology and technology curriculum — is among the next strategic initiatives for the school. To this end, Keystone Academy has created a new position: Director of Educational Technology. This person will oversee all aspects of its instructional technology program: curriculum, integration, and professional development. The director will report to the Dean of Curriculum and serve on the school leadership team.

KEYSTONE VALUES

Keystone Academy is a new model of education in China. It blends distinctive traditions in eastern, western, and international education, creating a new world school with a liberal arts program that is academically outstanding. All endeavors are framed by five shared Confucian values.

The five Confucian values of Keystone:

Ren	仁	Compassion
Yi	义	Justice
Li	礼	Respect
Zhi	智	Wisdom
Xin	信	Honesty

LEARNING AT KEYSTONE

Keystone Academy embraces a world that is dynamic and ever-changing. The community learns from and learns for this enterprising, global, and diverse community. The three "keystones" of this great school are:

- Bilingual immersion in Chinese and English;
- Building character and community throughout its residential setting;
- Promoting Chinese culture and identity in a world context.

Keystone desires to share successes generously and to learn from failures bravely, to open its doors to many, and to engage fully with the world of education, and the world at large, beyond its gates.

Keystone students are hungry for opportunity, bold in their thinking, and creative in their instincts. They are encouraged to become expansive in their dreaming, determined in their actions, collaborative in their teamwork, and humble in their achievement. They learn to be stewards of the environment and to be at ease with otherness.

Keystone teachers are passionate about learning, rigorous in their standards, and inspirational in their methods. They are respectful listeners, attentive caregivers, interrogative thinkers, compassionate mentors, and world-minded citizens.

Keystone graduates will possess the intellectual, cultural, and ecological fluency to navigate gracefully the colleges, careers, and communities of their choice. They will know how to apply their emotional intelligence, character, and zest for learning to help develop and improve the communities in which they live.

KEY STATISTICS

Founded: 2014

Location: 17-acre campus in the Shunyi district of Beijing

Students: In 2016 – 2017, 930 students enrolled at Keystone. This year, 1180 students are enrolled. The school plans to grow to a maximum capacity of around 1,800. Students come from 21 provinces and territories in China, as well as from over a dozen countries around the world, including: Afghanistan, Algeria, Australia, Botswana, Canada, Kenya, Russia, Spain, United Kingdom, and United States. This international range will continue to grow in the coming years.

Boarding: Required for grades 9 – 12. Optional for grades 7 and 8.

Admissions: In 2016 – 2017, the school had a 47% acceptance rate with an 82% yield. This year, the school has a 33% acceptance rate with an 85% yield.

Faculty: Student to faculty ratio is 9:1. Over 60% of faculty and administrators have advanced degrees. Faculty come from countries throughout the world: China (46%), North America (31%), Europe (11%), Oceana (5%), Africa (4%), Other regions (3%).

Accreditation: International Baccalaureate (IB), International Primary Curriculum (IPC), Western Association of Schools and Colleges (WASC), and the Shunyi and Beijing education authorities

Associations: National Association of Independent Schools (NAIS), Global Connections, and Round Square

Operating budget: $48,000,000

Financial aid and scholarships: Over $2,500,000 awarded to 8% of Keystone students.

Website: www.keystoneacademy.cn

A NEW WORLD SCHOOL

Keystone Academy was founded to prepare Chinese and international students for the world. Keystone builds on Chinese, American, and international pedagogies to form a singular outstanding education. Keystone's idea of a world school is one that brings the world in various ways to local people and communities. A world school is characterized by students who are curious, who are trained to ask critical questions, who reach judgments after weighing wide-ranging evidence, and who can move when appropriate from one knowledge or epistemological system to another. Diverse, blended pedagogical styles fuel such fluency.

ABOUT THE SCHOOL

Keystone Academy is truly a school like none other. Standing at the center of campus, visitors would be forgiven if they imagined themselves within the quadrangle of a historic, northern New England boarding school. Yet after walking through the hallways, classrooms, libraries, and dining room, visitors would unmistakably know they are observing the birth of a very special world school in China. As Keystone students graduate into a globalized world, within which China is a significant player, they will bring with them not only a linguistic proficiency in both Chinese and English, but also skills in inquiry, collaboration, active learning, intercultural communication, and global competency.

At the helm is the founding head of school, Malcolm McKenzie, who has led outstanding schools on four continents: Africa, Europe, North America, and now Asia. Mr. McKenzie previously directed the Maru-a-Pula School in Botswana, the United World College of the Atlantic in Wales, and most recently The Hotchkiss School in the United States.

Under Mr. McKenzie's leadership, Keystone Academy is developing a positive instinct for difference, a desire to learn from otherness, and a taste for questions that challenge assumptions. What can schools learn from a Chinese cultural emphasis on social harmony? Why is geography so established in British-based systems and almost absent from American ones? What could be learned from the French predilection for philosophy? The faculty and staff at Keystone Academy are asking these and many other questions with curiosity and humility. The result is a curriculum designed to prepare students for lives of leadership here in China and throughout the world.

Although Keystone Academy is only entering its fourth year, the school already has facilities that would be the envy of even the most well established educational institution. The Academy has a performing arts center, athletic center, three libraries, state-of-the-art classrooms, a maker and design center, top-notch arts and shops spaces, plentiful and spacious on-campus housing for students and employees, and dozens of spots both indoors and outside for collaborating, assembling, meeting, and connecting.

And yet, because Keystone Academy is so new, this is a once-in-a-lifetime chance for faculty and staff to shape the future of their school. Though the school is already rich in culture, faculty and students are still engaged in existential discussions about the philosophy of the curriculum, the academic program, and the co-curricular experiences. It is as if the best international schools came together to start a new school in one of the most culturally vibrant places on earth, and provided that school with the resources necessary to accomplish bold goals and establish a new set of educational values. This is Keystone Academy.

ABOUT THE TECHNOLOGY PROGRAM

The foundation for technology at Keystone is strong because the school has invested heavily in all aspects of infrastructure. Under the stewardship of a veteran IT Director with prior international school experience, Keystone has implemented first-class instructional tools and systems. All teachers have MacBook Air computers. Every student has access to a laptop, with students in upper grades receiving dedicated machines. iPad carts are plentiful for the primary grades. Classrooms are equipped with high-end projection and instructional technologies. Wireless, network, server, and data systems are state-of-the-art.

From a staffing point of view, the IT department is well-resourced. The help desk team, under the guidance of the help desk services manager, is committed to customer service and ensures that teaching and learning needs are given the highest priority. Several enterprise systems managers and administrators ensure that the backend infrastructure runs without interruption. One major initiative scheduled to come out of the IT department is a complete re-evaluation of the major database and information systems in use. The new director of educational technology will no doubt have input into this process but will not be expected to lead this initiative.

In parallel to the technology department are two key departments — library and design technology — that have the ability to serve as critical partners for the emerging instructional technology program. The library department comprises three separate libraries, one for each division. Within each library are curriculum specialists for both Chinese and English instruction. Library and instructional design support occurs both in the classroom, as well as in the regional library centers. The design technology department has six teachers and two full-time technicians and continues to grow.

The instructional technology program currently has four individuals who serve various functions. Over time, instructional technology staffing will undoubtedly evolve and expand as both the school grows and faculty reliance on instructional technology increases. The roles of the four instructional technology staff members are as follows:

- Primary School technology teacher (Foundation through Grade 5)
- Primary School technology integrator, who also teaches some classes
- Middle / High School technology integrator, who also teaches some classes
- Teacher of technology innovation, who supports various media and video projects

To this point, instructional technology has been a subunit of the larger IT department. This made sense at the onset of the school, as priorities during the first few years were more operationally focused on getting the school up and running.

QUOTE FROM THE HEAD OF SCHOOL

"This is the most exciting, creative, and rewarding work that I have done in my career. The values and vision of Keystone Academy are perfect for our context and for our times. As our school grows, a robust educational technology program is not just mission-aligned; it is essential to our vision."

Malcolm McKenzie, Head of School

The school is now ready for the next strategic chapter of instructional technology. The school leadership team — a high functioning group of outstanding school administrators, many of whom possess prior independent school management experience — is eager to support faculty in their pursuit of innovation and teaching excellence. Teachers and administrators are ready for a robust professional development program centered on innovation, instructional design, and instructional technology. And as the school matures, future technology decisions will have a lasting impact on the teaching and learning program, thus requiring an experienced educational technology director in place very soon.

Starting in 2018, instructional technology will be its own department, with the director of educational technology serving as its leader. The department will have its own budget, staffing, and space allocation. Like any organizational change, there will be a period of adjustment requiring effective leadership by an authentic collaborator. This leader will need to establish lasting partnerships, embrace the school's existing culture, demonstrate patience and the ability to inspire given that so much of the school is still growing and maturing, and possess a can-do, hands-on administrator's mindset. This year, Keystone will begin to prepare for this exciting transition by establishing professional learning communities charged with exploring the emerging paradigms of instructional technology and curricular innovation.

Once the director of educational technology comes on board, there will be plenty of opportunities to shape the technology program, and lots of exciting work to dive into:

- Determining what skills and student learning outcomes are better served through dedicated technology classes versus constructing projects that integrate into existing classes;
- Constructing a robust instructional technology professional development model for faculty;
- Establishing partnerships with the library, which like instructional technology runs dedicated classes and also supports instructional design and faculty integration needs; and,
- Leading the administration, faculty, and staff on a thoughtful and iterative exploration of new opportunities for curricular innovation, thereby helping to shape the future of Keystone Academy.

On that last point, one cannot overstate the importance of the school's three keystones: bilingual immersion, character and community in its residential setting, and Chinese culture. As the school embarks on an exciting journey to discover and implement new pedagogical models, these three keystones will remain front and center. The ideal new director is someone whose educational philosophy is likewise grounded in these three keystones.

DIRECTOR OF EDUCATIONAL TECHNOLOGY

SPECIFIC DUTIES

Technology Integration

- Supervise the technology integration specialists and coordinators across all divisions. Serve as a role model for effective technology integration training.

- Ensure that faculty receive timely and thorough technology integration support for their classes. Evaluate the effectiveness of various instructional technologies and training methods as they are implemented at Keystone.

- Develop guidelines, frameworks, and policies for effective and essential technology integration strategies across the different divisions.
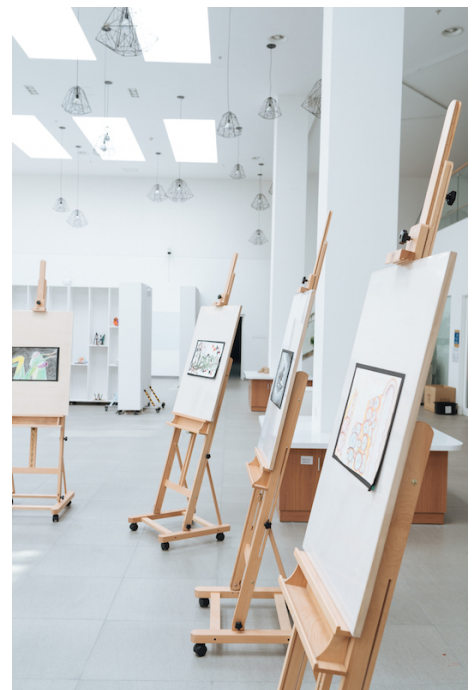
Technology Curriculum

- Work closely with the Dean of Curriculum to ensure that educational technology is aligned with and serves the needs of the whole school's curriculum.

- Coordinate the work of the technology teachers.

- Oversee the technology curriculum, from Foundation through Grade 12. Coordinate with external department chairs, division directors, and technology teachers to ensure that curricular objectives are met — in terms of content and skill.

- Teach or co-teach lessons, student activities, or classes as needed.

Faculty Training and Professional Development

- Develop, deliver, and oversee faculty professional development experiences in the area of instructional technology.

- Ensure that a breadth of instructional technology learning opportunities exists, in terms of participant size (individual, small cohorts, and large groups), scope (one-time, on-going), timing (academic year, summer), delivery method (web-based, video, in-person, training documents), venue (on-campus, external), and modality (synchronous, asynchronous).

Departmental Leadership and Technology Vision

- Lead the development of an educational technology vision for Keystone.

- Manage all aspects the instructional technology department and program, including budgeting, staffing, and annual goals and objectives.

- Participate as an active and engaged member of the school leadership team.

- Serve on and/or oversee technology-related committees at the administrative, faculty and staff, and student levels.

- Evaluate emerging technology tools and innovative pedagogical methods, and guide senior academic leaders on strategic and operational decisions involving instructional technology hardware, software, and methodologies.

- Work closely with the department heads of IT, library, and design technology on issues and projects that overlap the multiple departments, including faculty training, technology support, instructional design, systems integration, and opening days planning, among others.

- Inspire the technology team and the broader faculty and administrator communities to model and support best practices in innovation, technology integration, and instructional design.

- Establish partnerships with outside organizations to support the strategic goals of the educational technology program at Keystone.

- Maintain an active presence in the local, regional, national, and international educational technology communities.

- Develop, maintain, and evaluate policies and procedures to ensure that instructional technologies are mission-appropriate and aligned with the school's broader set of academic values and operational policies.

- Perform other duties as assigned.

PROFESSIONAL QUALIFICATIONS AND PERSONAL QUALITIES

Keystone Academy is looking for candidates who can demonstrate:

- Experience as a hands-on instructional technology integrator, and as a coordinator or director of an educational organization's instructional technology program. A bachelor's degree from an accredited college or university is a minimum requirement, though a graduate degree in instructional technology, information systems, or related field is highly desirable.

- Authentic interest in both Chinese culture and language, and the core values of Keystone Academy. Additionally, experience in an international educational setting or fluency in Mandarin and English are desirable but not required qualifications.

- A successful history of designing, implementing, and improving a broad spectrum of professional development experiences for educators.

- Experience proposing, piloting, and iterating through strategic projects in the areas of technology integration and instructional design.

- Experience teaching classes in a Foundation through Grade 12 educational setting.

- Experience as a supervisor and organizational leader, including: direct personnel management, project management, staff development and training, and committee leadership.

- A passion for educational technology, instructional design, pedagogical innovation, and professional growth, and a capacity to instill that passion in others.

- Excellent relational and communication skills.

- A collaborative, cooperative, and patient mindset.

- Visionary leadership aligned with the needs of a dynamic and diverse faculty and staff.

- Capability to lift up to 11 kilograms (25 pounds) and access hardware in hard-to-reach spaces.

HOW TO APPLY

Ed Tech Recruiting is acting on behalf of Keystone Academy to recruit exceptional professionals to fill this extraordinary opportunity.

PLEASE DIRECT ANY INQUIRIES TO:

Gabriel Lucas

Principal, Ed Tech Recruiting

gabe@edtechrecruiting.com

APPLICATIONS WILL BE CONSIDERED THROUGH OCTOBER 9, 2017.

Candidates should send the following four separate PDF attachments to jobs@edtechrecruiting.com:

- Cover letter introducing yourself to the Keystone Academy search committee

- CV or résumé

- A list of four references (include each person's name, organization, title, phone number, email, and connection to you — though we will not contact any references without obtaining your permission first)

- Statement of educational philosophy that addresses the following prompt:

  What does a world school mean to you? If you were one of the founding members of a school like Keystone Academy, how would you want to shape both the initial years of this school, as well as the strategic vision and fundamental values of the organization?