

## EDUCATIONAL LEADERSHIP OPPORTUNITY:



## High School Principal



Honolulu, Hawai'i

**For July of 2012, Mid-Pacific Institute is seeking a visionary educator, accomplished administrator, and engaging leader to promote the continued growth and development of this unique secondary school.**

**The school seeks an experienced high school teacher and administrator who can demonstrate a genuine interest in 21st century curriculum as well as a record of success in managing a talented faculty during a period of significant change.**

**On the web: [www.midpac.edu](http://www.midpac.edu)**

Mid-Pacific Institute (MPI) was incorporated in 1908 through the combination of Kawaiaha'o Seminary for Girls (established in 1864) and Mills Institute for Boys (established in 1892). MPI is an independent college-preparatory day school of 1,550 students in preschool through grade 12. Situated on a spacious 40-acre campus in the beautiful Manoa Valley, it is one of the nation's most dynamic and forward-looking independent schools.

Mid-Pacific strives to equip students with the skills and attitudes necessary to approach college, career, and life as imaginative, curious, and adaptable self-starters and problem-solvers. The school's progressive, student-centered approach recognizes each individual's learning style.

Offerings in the High School include the International Baccalaureate (IB) Diploma Programme, Pre-IB, Mid-Pacific Exploratory (MPX), AP classes, and technology integration throughout the curriculum. Among the many defining features of Mid-Pacific is its renowned School of the Arts, a pre-professional training program in grades 7-12 that complements the college-preparatory curriculum with rigorous conservatory-style training in several disciplines in the arts. MPI also fields approximately 90 athletic teams in 23 different sports. Sixty-five percent of its High School students participate in at least one sport.

The new High School Principal will join Mid-Pacific at a particularly exciting time as the school moves from the planning stages to full implementation of its *School of the Future* initiative, an innovative effort to further student-centered learning and the development of 21st century skills.

The initiative includes the Mid-Pacific Exploratory Program (MPX), an interdisciplinary, project-based, and technology-rich curriculum that promotes collaboration, communication, and community engagement.

**Application deadline: February 1, 2012**

## MID-PACIFIC INSTITUTE AT A GLANCE

**Founded:** 1908, through merger of Kawaiaha'o Seminary for Girls and Mills Institute for Boys

**Location:** 40-acre campus in Manoa, adjacent to the University of Hawai'i

**2011-12 Enrollment:** 1550

Preschool:	32
Lower (K-5):	234
Middle (6-8):	444
High (9-12):	840

### School-wide Faculty:

133 FTE; 87% with advanced degrees

**Average High School Class Size:** 18

### Mean SAT Scores, Class of 2011:

Critical Reading:	543
Math:	587
Writing:	544

**Endowment:** \$11 million

**Tuition, 2011-12:** \$17,600

**Financial Aid Awarded, 2011-12:** \$2,930,000

**% of Students Receiving Aid:** 26%

**Accreditation:** Western Association of Schools and Colleges

**Member:** National Association of Independent Schools, Hawai'i Association of Independent Schools, Hawai'i Council of Private Schools

## MISSION STATEMENT

Mid-Pacific Institute – a preschool through high school, college-preparatory community founded on Christian values – nurtures and challenges students to develop intellectual, emotional, artistic, spiritual, and physical strengths to become compassionate and responsible lifelong learners and global citizens.

## VISION STATEMENT

Mid-Pacific Institute will prepare students to make a difference in the world by embracing change with creativity, collaboration, critical thought, and global awareness, guided by moral and ethical values.

## KUPU HOU: TO SPROUT, GROW ANEW

*A number of exciting developments have occurred at Mid-Pacific Institute over the past few years, positioning MPI as one of the leaders in 21st century education in Hawai'i. Mid-Pacific is one of 18 schools selected to take part in the Schools of the Future (SOTF) initiative. This five-year opportunity, working in tandem with MPI's recently articulated vision, has been a catalyst to achieving MPI's level of educational excellence.*

*As Mid-Pacific Institute looks to the future, it is focusing not only on what its students are learning, but more importantly, how they are learning.*

*As a school, preschool through grade 12, MPI is implementing more student-centered learning and higher levels of student engagement. Specifically:*

- *Curriculum to advance student engagement from a mere acquisition of knowledge to real-world relevance and application.*
- *Classrooms to be learning environments where students are encouraged to question, inquire, challenge, and imagine.*
- *When possible, meaningful interdisciplinary connections to be developed, bringing relevance and depth to student learning.*
- *Student progress to be assessed through a combination of traditional (progress continuum in the elementary school, tests, papers, letter grades, etc.) and non-traditional formats (portfolios, project presentations, performances, community showings, etc.).*

*As Mid-Pacific embarks on this new phase of its journey, it is important to give this MPI initiative its own name – one that will unite its community in achieving its vision. The program's name is inspired by the kupu kupu fern with its firm backbone and ability to grow and sprout abundantly.*

*Kupu Hou – to sprout or grow anew – represents the growth that Mid-Pacific Institute envisions campus-wide, including students, faculty, staff, and 'ohana. Just as the kupu kupu fern starts out as a small, fragile sprout and grows, so Mid-Pacific strives for its students to grow into adults with 21st century skills, ready to make a difference in the world.*



## DEFINING QUALITIES & UNIQUE ATTRIBUTES OF MID-PACIFIC INSTITUTE

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Mid-Pacific Institute was incorporated in 1908 with the merger of two extraordinarily historic Hawai'i schools: Kawaiaha'o Seminary for Girls and Mills Institute for Boys. A secondary boarding school throughout much of its history, Mid-Pacific added its elementary school in 2004 to create the PS-12 continuum that exists today. Although the boarding program was discontinued at the end of the 2003-2004 school year, approximately 10 percent of the students in the High School are international students, most from Asia. Many of these students live throughout their four years of high school with local families, who receive a monthly stipend for hosting the students.

Throughout all of these changes in configuration, Mid-Pacific has retained a culture of warmth and caring. At 1,500+ students, MPI is large by NAIS standards, but smaller than its peer Oahu independent schools. Mid-Pacific provides a learning environment where students have individual identities and are encouraged to explore a broad range of interests. With its many innovative programs and increasing visibility in the independent school marketplace, Mid-Pacific is poised for a very bright future.

### THE STUDENT BODY

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Mid-Pacific students and their families are a diverse and interesting group, drawn to the school for its commitment to nurturing each student's full potential. Aided by positive attention to its innovative educational approaches, the school has enjoyed strong enrollment interest even during a period of economic challenges. Mid-Pacific is now at its highest enrollment ever; typically, the admissions offices receive 200 applications for 60 open spots in the ninth grade. Those students join rising Mid-Pacific eighth-graders to create a class of 210 to 220 freshmen.

Among last year's graduating seniors, 91 percent are attending four-year colleges or universities; 4 percent are attending two-year colleges; and 5 percent are attending universities outside the U.S. Mid-Pacific alumni have attended a broad range of colleges, including highly selective institutions such as Brown, Columbia, Georgetown, Johns Hopkins, MIT, Stanford, the University of Pennsylvania, and Yale. The Class of 2011 earned acceptance to more than 180 colleges and universities, enrolling in a total of 80 different institutions. Here is a sampling:



Berklee College of Music  
California Maritime Academy  
Chaminade University  
Chapman University  
Colorado College  
Cornell University  
Creighton University  
Emerson College  
Gonzaga University

Lewis & Clark College  
Northern Arizona University  
Ohio State University  
Sophia University (Japan)  
Pace University  
Pacific University  
Pepperdine University  
Sarah Lawrence College  
Seattle University

University of California  
University of Hawai'i  
University of Oregon  
University of St. Andrews (Scotland)  
University of Southern California  
University of Texas  
University of Washington  
Willamette University

### THE FACULTY AND ADMINISTRATION

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Mid-Pacific's talented and dedicated faculty represents a signature strength of the school. It includes both a large contingent of veteran educators, several of whom are MPI alumni, as well as a strong group of relative newcomers. Since 1970, the faculty has been represented by a union, which negotiates salary and work conditions periodically. Although all teachers are automatically covered by the negotiated agreement, teachers have an option to join or not.

The High School Principal reports to the school's President, Joe C. Rice, who has presided for the past 15 years over a remarkable period of growth and transformation. The Principal also works closely with the Preschool/Elementary and Middle School Principals. Together, they oversee curriculum coordination and instruction across all grade levels.

The scope of responsibilities of the High School Principal includes overseeing the academic department chairs, student support services, extra-curricular activities, athletics, and deans. The four grade-level Deans remain with a single class throughout its four years in the High School to oversee the social and emotional development of the students as well as disciplinary matters.

## LOCATION AND FACILITIES



Mid-Pacific's beautiful 40-acre campus, nestled in the Manoa Valley, offers ample open space and facilities ranging from the historic to the cutting-edge. Most classrooms are equipped with advanced technology to aid instruction. Among the oldest buildings on campus is the stone Kawaiiaha'o Fine Arts Center, which houses the signature School of the Arts. Athletic facilities include a topnotch baseball field with a covered batting cage and four hitting stations; an excellent softball field; a football and soccer field; a gymnasium; a fitness center; a pool for swimming and water polo; and outdoor courts for basketball, volleyball, and tennis.

One of only six such technology centers in the nation when it opened in 2003, the \$12.5 million Mike and Sandy Hartley Math/Science/Technology Complex and the Harry and Jeanette Weinberg Technology Plaza offer Mid-Pacific High School students the opportunity to pursue independent and group learning. The dynamic, hands-on environment



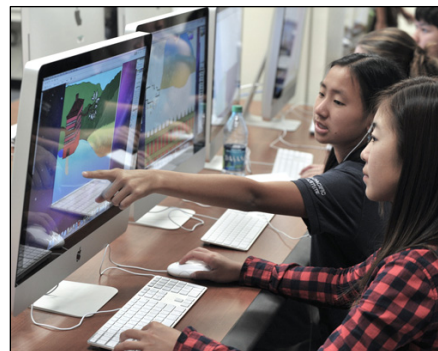
supports advanced studies in engineering, aquaculture, filmmaking, broadcasting, robotics, aerodynamics, graphics, and simulation. The 42,000-square-foot complex encompasses three buildings that house 14 math and science classrooms; a digital video and TV studio; a distance-learning center; a biotechnology lab; meeting rooms wired for video conferencing; and several specialized learning zones dedicated to various areas of inquiry. The Global Commons offers an electronic gateway to the world, with plasma displays enabling students to keep in touch with world events. Flooded with natural light and designed with an abundance of wide-open spaces for collaboration, the complex offers educational opportunities rarely found in a high school setting.



## HIGHLIGHTS OF THE HIGH SCHOOL PROGRAM

The Mid-Pacific Institute High School provides an extensive, varied, and changing array of curricular options to pique the interests of every student. The first high school in Hawai'i to offer the International Baccalaureate Diploma Programme, Mid-Pacific also includes selected Pre-IB classes in its curriculum. The school maintains a variety of AP classes as well. World language options include Latin, French, Japanese, Spanish, and Mandarin.

Graduation requirements include 4 years of English; 3 years each of World Language, Math, Science, and Social Studies; two years of Performing and Visual Arts; one and a half years of physical education; as well as half-year courses in Health, College/Career Guidance, World Religions, Technology for the 21st Century, and Speech/Oral Communications. Students also receive citizenship grades each semester.



Technology is integrated throughout the educational program, with SmartBoards and digital media resources distributed broadly across the campus. Science classes feature a strong focus on research, with students offered multiple opportunities to engage deeply in engineering, robotics, marine technology, aquaculture, and biotechnology.

Historically affiliated with the United Church of Christ, MPI promotes Christian values and character development through a weekly non-denominational chapel program as well as a number of service projects. Students are encouraged to complete at least 120 hours of community service prior to graduation. The school's motto, *The Honor of My School is Mine*, speaks to MPI's commitment to enduring moral values.

A more complete description of the educational program is available on the school's website: [www.midpac.edu](http://www.midpac.edu). Here are a few highlights:

### SCHOOL OF THE FUTURE/MID-PACIFIC EXPLORATORY PROGRAM (MPX)

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Assisted by a grant from the Hawai'i Community Foundation, MPI for the past five years has engaged in intensive strategic planning and preparation for the launch of its School of the Future initiative to implement best practices in student learning, teaching, and curriculum.

The 2011-2012 school year has seen much of that planning come to fruition. The High School this fall implemented a block scheduling program to support a more research/project-based classroom orientation. The entire secondary school curriculum is being adapted to promote student inquiry, reflection, and active engagement by students in their own learning.

Nineteen ninth-graders, fifteen tenth-graders, and three teachers are serving this year as pioneers in the MPX program, which features:

- A collection of interdisciplinary courses including humanities (language arts, social studies, and speech) and STEM (science, technology, engineering, and math).
- A focus on real-world application projects, with students collaborating in design teams to synthesize information, generate solutions, and present their findings to the community.

### MID-PACIFIC INSTITUTE SCHOOL OF THE ARTS

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Celebrating its 20th anniversary this year, The School of the Arts was built upon the school's longstanding commitment to arts education. This "school within a school" offers intensive arts training in dance, hula, instrumental music, media arts/digital arts/filmmaking/ photography, musical theatre, theatre, visual arts, and voice. As a complement to their academic studies, MPI students may immerse themselves in technique, theory, history, and performance. Whether they are fulfilling their two-credit arts elective requirements or pursuing accelerated training through the School of the Arts Certificate Program, all students are trained by faculty who are accomplished teachers as well as noted working artists in their fields. Students have dozens of musical, dramatic, and other artistic opportunities from which to choose to hone their individual skills.



A member of the International Network of Performing and Visual Arts Schools, MPI was among the first schools in the nation to be recognized as a Network Star School. Among its many notable accomplishments, the School of the Arts has earned the Arts Excellence Award from the Hawai'i Alliance for Arts Education.

### THE ESL PROGRAM

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Students enrolled in Mid-Pacific's English as a Second Language Program receive intensive, broad-based instruction designed to facilitate their transition into the school's standard college-preparatory curriculum. The goal is to transition students within two years so that they are fully mainstreamed by their senior year. Small class sizes averaging seven students and a qualified staff of educators with ESL degrees or comparable teaching experience offer individual attention to help ensure the success of each student. Acceptance into the ESL program is based on teacher recommendations, an interview and writing sample, and the Secondary Level English Proficiency (SLEP) examination to determine English proficiency. Students also must have a solid record of academic achievement in their native language.

## ATHLETICS

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Mid-Pacific offers a comprehensive interscholastic athletic program, fielding intermediate, junior varsity, and varsity teams that compete in the Interscholastic League of Honolulu (ILH) and the Hawaii High School Athletic Association (HHSAA). In several sports, Mid-Pacific is a member of Pac-Five, a unique arrangement among smaller independent schools that field collaborative teams to compete with the larger ILH member schools. Pac-Five sports include football, cheerleading, water polo, judo, swimming, and wrestling. Each year, 65 percent of Middle and High School students participate on at least one of the 90 teams offered. Baseball, canoe paddling, soccer, and softball are among Mid-Pacific Institute state championship teams.



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## OPPORTUNITIES AND CHALLENGES AWAITING THE HIGH SCHOOL PRINCIPAL

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The new High School Principal at Mid-Pacific Institute will have the rare and exciting opportunity to participate in a broad reinvention of secondary school education that places the school in the forefront of independent school innovation. MPI's leaders have approached this school-wide initiative with care and deliberation, and they are truly committed to ensuring that their students will:

- investigate and offer solutions to actual local, national, and international issues;
- participate in learning where collaboration is essential to the learning process;
- think critically about issues from interdisciplinary and global perspectives; and
- create portfolios or other forms of in-depth assessments documenting their learning.

In pursuit of these goals, faculty members throughout the school have collaborated and will continue to collaborate on curriculum development, instructional practice, and assessment of student learning; engage in interdisciplinary team teaching; and include the community at large as viable resources and partners in their students' learning. The new High School Principal will be expected to play a leadership role in ensuring that all faculty members have the tools, skills, and determination necessary to successfully transform the teaching and learning process in the years ahead. Both the recruitment of talented new teachers and the professional development of the existing faculty will be important components of this effort. The new Principal will also be expected to contribute to the creation of a more effective faculty evaluation process.

As one would expect at a time of significant transformation in the school's approach to education, the astute management of change will be an important priority for the new High School Principal. As the leader of the High School, the Principal must demonstrate both the resolve to move forward decisively and the sensitivity to recognize that not all faculty members will find this transition easy or appealing. Complicating the transition issues is the fact that the new Principal will be the third leader of the High School in the past 12 years. The challenging economic climate has also resulted in lower than expected salary increases during the past two years, dampening faculty morale. As a result, the faculty are eager to welcome a leader who will inspire trust and harmony within the High School.

At the same time, the new Principal will need to reassure current and prospective families that the curricular changes will enhance rather than diminish MPI's commitment to offering a rigorous academic program that prepares students for success in college and beyond.

All of these challenges point to the need for a leader with exceptional communication skills and the ability to forge strong relationships.

## WHO SHOULD APPLY: QUALITIES AND QUALIFICATIONS

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For this key position, Mid-Pacific Institute is seeking a visionary educational leader and talented administrator with exceptional interpersonal skills. The ideal candidate will offer most or all of the following attributes:

### PROFESSIONAL QUALIFICATIONS

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- Solid academic credentials, including an advanced degree.
- An educational philosophy that is consistent with the Mid-Pacific mission and program, including a demonstrated commitment to the development of 21st century skills and to the innovative use of technology as an educational tool.
- Substantial teaching and administrative experience in a well-respected high school.
- Broad knowledge of current best practices in secondary school education, coupled with the ability to manage the curriculum as a whole.
- A record of success in the recruitment, retention, motivation, professional development, and evaluation of a first-rate faculty.
- Support for the arts as an essential component of a well-rounded education.
- Knowledge of and support for the interscholastic athletics program.
- Excellent written and oral communication skills.



### LEADERSHIP STYLE

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- A visionary and charismatic leader who is eager to ensure that Mid-Pacific remains at the forefront of educational innovation.
- A talented leader and manager of change who can continue to move the school forward with sensitivity and grace.
- A collegial and collaborative leader of the faculty who can promote harmony and a cooperative spirit among individuals with a broad range of opinions.
- A hands-on leader who is eager to engage with students and their families during and beyond the regular school day.
- An effective advocate for the division within the school.

### PERSONAL QUALITIES

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- Deep integrity and strong ethical values.
- Open, friendly, engaging, and approachable; a relationship builder.
- Confident and appropriately decisive.
- Compassionate, fair, trustworthy, and evenhanded.
- Respectful of tradition and willing to take the time necessary to understand the school community before implementing change.
- Willingness to participate fully in the extracurricular aspects of the everyday school life (athletics, performing arts, etc.)
- Appreciative of the Hawaiian culture and comfortable within a diverse community.
- Eager to settle in Hawai'i and oriented to making a long-term commitment to the school.
- A hard worker.





### Anticipated Search Calendar:

<b>Application deadline:</b>	<b>February 1, 2012</b>
<b>Semifinalists selected:</b>	<b>February 9, 2012</b>
<b>Semifinalist interviews:</b>	<b>February 18-19, 2012</b>
<b>Finalist visits:</b>	<b>Late February/Early March 2012</b>
<b>Appointment:</b>	<b>March 2012</b>
<b>Start Date:</b>	<b>July 2012</b>

## APPLICATION REQUIREMENTS & PROCESS

Acting on behalf of Mid-Pacific Institute, Wickenden Associates is actively recruiting talented educational leaders who possess the skills, personal qualities, and experience necessary to meet the demands of this exciting and challenging position.

The lead consultants are James Wickenden ([jwickenden@wickenden.com](mailto:jwickenden@wickenden.com)) and Martha Wickenden ([mwickenden@wickenden.com](mailto:mwickenden@wickenden.com)).

Applicants for the position should submit, no later than **Wednesday, February 1, 2012**, the following:

- A cover letter explaining why they are particularly interested in and qualified for the position.
- A current résumé.
- A statement of educational philosophy and/or other supporting material (e.g., articles or speeches) that would be useful to the Search Committee.
- The names, addresses, and telephone numbers of three references. (*We will obtain permission from candidates before contacting references.*)

Applications should be transmitted via email to this address:

[searches@wickenden.com](mailto:searches@wickenden.com)

After an initial review of applicants, the Search Committee will select semifinalists, who will be interviewed over the weekend of **February 18-19, 2012**. Finalists will be invited to the school for a more comprehensive series of interviews with representatives of the school's constituencies. Wickenden Associates will keep all applicants informed of their status throughout the process.

Ideally, a final selection will be made by March 2012. The position will begin on July 1, 2012. Prospective candidates interested in learning more about this opportunity and/or the search process are invited to call Wickenden Associates at 609-683-1355.