



**Advancement and Engagement Director  
International School of Paris**

*Paris, France*

**Deadline: August 13, 2018**

## Background

In 1964, Monique Porter founded an international school within the city limits of Paris. She named the school Pershing Hall, based on the building where the operations started. At the beginning there were six students representing five different nationalities, but the school grew rapidly and soon expanded to cover classes from Kindergarten to Grade 8.



In 1975, after several moves to various facilities in the 16th arrondissement, the school settled into 96 bis rue du Ranelagh and changed its name to the International School of Paris. In 1983, ISP's middle and high school moved into 7 rue Chardin, and in 1985, the school expanded into 6 rue Beethoven. Both Ranelagh and Beethoven have since grown, and will grow further this September with the addition of a new Middle School Campus at rue Cortambert. Today the school boasts approximately 700 students representing close to 60 different nationalities and mother-tongue languages.

Throughout its 50 years of history, ISP has provided a first-rate international education to a diverse, motivated and happy student body. This would not have been possible without committed and professional teachers and staff, strong leaders, visionary trustees and active parent participation, to whom the school owes its success.

## A History of Innovation and Embracing Change



The International School of Paris (ISP) is a not for profit organization governed by a parental Board of Trustees. We are located across three campuses in central Paris. The curriculum is delivered in English. Since 1964, we have served the needs of a linguistically and internationally diverse community and provided an education which is both inclusive and academically high-performing.

The school has consistently benchmarked itself against international standards for school improvement in its collaboration with the accrediting bodies of the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). ISP is also proud to be the only three-programme International Baccalaureate (IB) World School in France.

The natural counterpart to its inquiry-based International Baccalaureate (IB) curriculum is its commitment to being a research-led organization. By setting aside the time and space for an annual research conference in which all members of its community are welcome to participate, inquiry and the sharing of its results have become a recurring and celebrated moment in every school year.

The school's new Vision, Mission and Strategic Plan, launched in 2016, articulate its efforts to embrace a rapidly changing world. They guide its pedagogical decisions to nurture the confidence necessary for its students to make informed decisions for the future.

## Moving from Experience to Influence

The International School of Paris boasts a highly qualified and diverse staff, all with many years of experience at international schools around the world. Their accumulated professional experiences and dedication enrich the students' learning journeys in unique and immeasurable ways.

Creating learning communities in which to share this expertise is a key element of its Strategic Plan. Teachers are International Baccalaureate (IB) workshop leaders, examiners, accreditors and international education advisors. As leaders, they are certainly not excluded from learning; the working relationships cultivated at IB workshops and other events allow for their professional practice to evolve. The school also hosts bi-annual IB training events at our school.

Additionally, ISP's annual Leading Edge Research Conference allows staff to present the results of their year-long action research projects. At last count, over 50 staff members have shared their work and are now ready to act as mentors to the next cohort of researchers, soon to include students, parents and other institutions.

## Mission & Vision



### VISION

Educating for Complexity

### MISSION

As the leading International Baccalaureate World School in France, we prepare our students to engage with and succeed in a complex world.

## Guiding Statements

### LEARNING FOR COMPLEXITY

- We are committed to the goals, values and standards of the IB programs.
- We prepare our students to recognize and respond to the challenges and uncertainties of a complex world.
- As a school we adapt and evolve to remain relevant and authentic in the context of a highly interconnected world.

### EMBRACING DIVERSITY

- Engaging with cultural difference is a powerful learning experience.
- We recognize that performance cannot be measured solely by academic achievement. People have a multiplicity of talents and skills which should be encouraged and celebrated.
- By exploring controversial topics our students will learn to be at ease with uncertainty.

### INQUIRY, INNOVATION AND LEARNING

- We recognize the importance of inspiring inquiry and innovation.
- Each member of our school community is engaged as an active learner.
- Learning is not a journey to a destination, it is a mindset. We encourage unlimited personal development in our students.
- We seek to equip our students with values, strategies and skills to navigate a constantly evolving landscape of information, resources and ideas.
- We encourage students to use creativity and imagination in their learning.
- The school participates actively in understanding and contributing to the development of innovative and influential educational practices.
- Research should be embedded in student learning and professional practice.

### LEARNING TO BE WELL

- Student well-being is critical.
- We aim to develop in young people the resources, agility and imagination needed to live productively and sustainably.
- By embracing change our students will see challenges and setbacks as exciting learning opportunities.

### GLOBAL CITIZENSHIP

- We investigate the changing landscape of identity.
- We place a social value on learning and understand the relationship between rights and duties.

- We seek to understand the interdependence of sustainable human living in social, economic, environmental and political structures.

### LANGUAGE LEARNING

- We recognize that international education requires exceptional language learning through which students are able to communicate effectively, develop their cognitive abilities, discover their own identity and share that of others.

### EXPERIENTIAL AND SERVICE LEARNING

- Students should discover what you learn from doing.
- We provide opportunities for our students to contribute, to collaborate and to learn that they can make a difference.
- Students have access to the unique learning that comes from a strong program of service to other.

## Community

The International School of Paris community is made up of students, staff, parents and alumni. As soon as children are enrolled at ISP, families automatically become part of a welcoming, open-minded and generous group.

The school has one common goal: to provide students with the best educational and personal experience possible during their time at ISP. This passion unites and motivates the school community to exchange experiences and share advice from child care, to homework, to school events, to local survival tips, to making new friends.

Every day students, staff and parents alike, gather new knowledge by active learning. We work together, take risks and inquire into our own and other cultures. We also absorb information from observing and listening to others within the ISP community as well as from the world around us.

The school seeks ways to communicate its cultural learning. ISP values the similarities and differences of each person's cultural heritage. ISP celebrates and shares diversity on a daily basis both inside and outside the classroom in order to enrich the learning experience for students and the whole ISP community. All members of the school community participate in preparing students to succeed in a complex world.



## Education at ISP

### PRIMARY YEARS PROGRAMME

Founded on a philosophy that recognizes a child's natural curiosity, creativity and ability to reflect, the PYP generates a stimulating, challenging learning environment to nurture those assets and foster a love of learning in every child. The PYP is transdisciplinary, meaning students learn across subject areas while investigating big ideas.



The International School Paris, strives to create the conditions for student agency, where students have voice, choice and ownership of their learning. Putting students at the centre of the learning process is no longer enough; students must be responsible for their own learning. This is cultivated when students collaborate with others to construct a dialogue to determine why, how and what they learn. The bi-annual student-led conferences provide an opportunity for students to explain and reflect on their learning.

Learning environments are warm, engaging spaces in which students feel safe to play with possibilities, make mistakes and push their boundaries. Students have pride in themselves, in others and in the environment. They show empathy, compassion and respect towards the needs and feelings of others.

### MIDDLE YEARS PROGRAMME

The International Baccalaureate Middle Years Programme (MYP) allows students to develop their Approaches to Learning (ATL) during five years of interdisciplinary study in eight subject groups. Teachers provide continuous feedback to students on their ATL, helping them to improve how they learn and how they apply knowledge in the real world. The programme finishes with the Personal Project, extended research that requires students to demonstrate their ATL: self-management, communication, critical and creative thinking and collaboration. This balanced curriculum is the best preparation for the International Baccalaureate Diploma Programme, but also for becoming a lifelong learner.

At the International School of Paris, we are experts at helping students transition into or out of the MYP. Primary students moving into the MYP participate in a buddy day and attend MYP classes. MYP students moving into the Diploma Program audit Diploma-level classes during a three-week period in order to decide on the structure of their Diploma years, which play an important role in university preparedness. Parents are not excluded from these transitions – they are invited to individual interviews with their children so that choices on language learning and areas of study happen collaboratively.



The MYP is the core of the International School of Paris experience. Emphasis is placed on celebrating student success and autonomy during these formative years and is the key to student confidence.

## **DIPLOMA PROGRAMME**

The IB Diploma Programme (DP) provides students with a broad and balanced education which promotes international understanding and awareness. The depth of knowledge that students develop and the skills that they acquire are highly valued by top class universities and colleges across the world.

Taking at least two languages, students discover literature and culture, and build on their understanding of diversity. In the natural and social sciences, they develop a sense of the world around them, and in mathematics and the arts they examine more abstract concepts. In the DP Core, students initiate Creativity, Activity and Service projects with international dimensions and challenge themselves to make a difference. In Theory of Knowledge, they gain an appreciation of different cultural perspectives and question their own assumptions. They also undertake an in-depth research project – the Extended Essay – and learn how to work independently in an academic context, which sets them apart from non-IB students in university. In choosing three of their subjects at Higher Level, students can specialise in the areas that are most relevant to their personal learning journeys and future choices.

DP students are able to take full advantage of our location to put their learning into authentic context. Local, national and international field trips all play an important part in ensuring students understand how their learning relates to the real world.

Above all, this two-year pre-university programme develops students' capacity to think critically, and the breadth of the DP programme prepares them to engage with and succeed in the complex world that awaits them just after graduation.

## **Distinctive Features**

### **THE LANGUAGES OF LEARNING**

While at ISP English is the language of instruction, the school's linguistic diversity is central to its identity. Comprised of over 60 different languages, the school community is genuinely cosmopolitan. Fluency in English or French is not a criterion for admission as instruction in these languages caters for all levels, from beginner to mother-tongue.

The school has a strong mother-tongue programme for students whose primary language is neither English nor French. By coordinating external tutors, the school is able to support learning in almost any mother-tongue language. Classes are also offered for students who wish to learn a second or third foreign language, including faculty dedicated to teaching Spanish, Mandarin Chinese, Japanese, Korean and Hindi.

The school is particularly proud to have twice as many bilingual IB Diploma graduates as the world average. Students come from a wide range of language profiles and in this environment, English, French and additional language development is a cornerstone of their academic experience.

## STUDENT WELL-BEING

Student well-being is critical for academic success. We want children to be nurtured, supported, and to develop a natural enthusiasm for learning. In order to achieve this, we have a team of staff explicitly dedicated to student well-being: vice principals at both the primary and secondary levels, full-time nurses, counsellors, and learning mentors. This team, alongside all members of the teaching community, strive to enable students to develop skills such as agility and imagination in order to live productively and sustainably.

The International Baccalaureate curriculum also addresses all aspects of student health and well-being. For example, the IB Learner Profile serves as a guide at all levels of the curriculum, aiming to create students who are: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.



In addition, all teaching and support staff receive training on safeguarding children. The school year begins with mandatory child protection workshops and continues with others throughout the year including: anti-bullying, internet safety and mindfulness. All ISP community members are encouraged to participate because we believe that safeguarding children is everyone's responsibility.

The schools aim to encourage a mindset where challenges and setbacks are seen as exciting learning opportunities allowing students to live within an increasingly complex world.

## PARIS IS OUR CLASSROOM

ISP students benefit from seamless access to the city for field trips and experiential learning opportunities. Whether it is seeing Hockney at Pompidou, climbing to the top of the Iron Lady or descending into the sewers, Paris is our classroom. On average, over 70 local field trips take place each year, where students leave the traditional classroom in order to learn by doing.

Contributing to change in the world close to home, ISP believes, is an essential step on the path to becoming a global citizen. Most recently, students have translated the métro map into Braille, filled empty shoe boxes with gifts and delivered them to children in need and, in partnership with a company employing the handicapped, started a school-wide recycling programme.



Lastly, Paris is more than just a giant museum, although it is! All campuses have direct access to private and public athletic and recreation facilities and parks.

### EXPERIENTIAL & SERVICE LEARNING

Learning to care for others and acquiring the attitudes necessary to become risk-takers and inquirers can also be learned outside of the classroom. This begins in primary school when students spend four days in an outdoor adventure park near Paris. They are expected to work together to complete challenges, support classmates who need extra help with obstacle courses and demonstrate their independence by looking after their own dorm rooms. At the beginning of the school year middle schoolers travel farther afield to develop the same skills and attitudes, but also to discover some of the most beautiful regions in France.

Each summer, older ISP students volunteer to support a sustainable development project in Africa. In 2018, students will travel to Otjimanagombe, Namibia. Project objectives include building a playground, restoring boarding facilities, planting and caring for a garden and raising awareness about AIDS.

Additionally, school-wide, in any given year, students participate in at least two Service as Action projects. Younger students work in small groups to complete initiatives together. Older students devise one or two projects per year, either individually or collaboratively. Students have started their own ecology conference, helped refugees in the Parisian area and raised money for cancer research.

Providing opportunities for students to learn by doing, either through service or collaborative projects, is a whole school priority.

### EXTENDED CURRICULUM ACTIVITIES

The Extended Curriculum Activities (ECA) offered by the International School of Paris are a big part of the student experience, with over 80% of students participating in at least one activity per week. While the ECAs are not part of the formal curriculum, they strongly support the philosophy and learning style of the International Baccalaureate programmes.

Participation in activities encourages student growth by giving them the opportunity to try new disciplines and perhaps even find their passion(s) in life. In addition to allowing for the development of an individual's multiplicity of talents and skills, the ECAs enhance school spirit by initiating student and staff interactions across grade boundaries.

ISP offers a total of 90 ECAs per week to students from Kindergarten to Grade 12, including competitive sports teams that train year-long in beautiful sports facilities in and around Paris. High quality instrument and solfege classes can also be taken at the nearby American Conservatory of Paris.



ECAs contribute to students' feelings of balance and self-confidence – a thriving ECA programme means that performance is not measured solely by academic achievement, and that all talents are celebrated.

### LEARNING DESTINATIONS

International School of Paris students are prepared to choose the next steps on their educational journeys. Four university counsellors, specializing in North America and Great Britain, Continental Europe, Japan and Korea guide students in their higher education choices. But the counsellors are only a part of the equation; any length of stay at ISP immerses students in a culture of well-being that nurtures their ability to make confident choices in a complex world.

Without a selective admissions process, all ISP students are enrolled into the challenging International Baccalaureate Diploma Programme and are supported in this endeavour by teachers and the well-being team.



Last year (2017), 95% of ISP students earned their IB diploma, compared to just 81% worldwide. Over half of our graduates also earned a bilingual diploma, compared to 30% of diplomas awarded worldwide. And, demonstrating the academic excellence of our students, 13% of them earned more than 40 points, while only 7% of students worldwide achieved this.

Every year ISP students are admitted to some of the best universities and colleges throughout the world, often on scholarships.

### PARENT TEACHER ASSOCIATION

The International School of Paris (ISP) Parent Teacher Association (PTA) is an independent, non-profit organization, run entirely by volunteer parents, whose mission is to provide support to



members of the ISP community. The PTA recognizes that similar structures are not present in all cultures and all national school systems, so helping new families familiarize themselves with PTA activities and fostering inclusion are equally as important as supporting those who are already at ISP.

PTA events are both social and informational. Social events include coffee mornings, International Night and the end of year summer fête. Informational services include an introduction to Paris, The PTA Presents Paris Handbook and many tours and visits to help newcomers appreciate Parisian life and culture.

As one of the links between the school and the parents, the PTA plays an important role in home-school communications. PTA class representatives attend meetings with members of the school leadership team, meet with the student government organizations and coordinate with the ISP communications team, all to ensure that parent voice is accounted for in school initiatives, whether they are led by students or the administration.

The PTA's work engaging a diverse community in a variety of activities plays an important role in the life of the school.

## Position Overview

### THE POSITION

The Advancement and Engagement Director will strategically manage and develop all functions in the area of Marketing, Communication and Admissions aligned with and advancing the school's mission and strategic plan.

The Advancement and Engagement Director reports to the Head of School and is part of the Senior Leadership Team.

The Advancement and Engagement Director has responsibilities that include the following:

#### Overall Engagement Leadership

- Engage communities, parents and stakeholders with the development of the International School of Paris and lead the overall community engagement initiatives in a variety of ways
- Provide leadership for internal and external marketing, communications, and public relations activities related to development and enrollment, as well as other programs important to the maintenance of positive constituent relationships with ISP
- Develop fundraising activities, including annual giving, major/planned giving, capital, special projects, and other school-related solicitations

#### Marketing and Communications

- Create and implement, with the Communication team, a comprehensive marketing/communications plan, with annual review and evaluation
- Investigate and plan "across 3 campuses" communication and engagement strategies
- Act as the public relations liaison for the School

- Determine, with the Head of Admissions, the plan, focus and potential markets for admissions, with regular review

### Development and Fundraising

- Support the Head of School and volunteer leadership in the identification, cultivation, solicitation, and stewardship of major donors and prospects
- Develop an alumni program that engages and connects as many alumni as possible in the life of the school
- Oversee the annual fund planning and yearly solicitation strategies among various constituencies

### Students' enrollment

- Develop and implement, with the School Leadership Team and the Head of Admissions, a high-level strategy to ensure student retention and recruitment

### QUALIFICATIONS:

The ideal candidate will:

- Be an excellent strategic thinker and project manager with keen attention to detail, excellent organizational skills and high respect for quality
- Hold a bachelor's degree in Marketing, Communications, Business Administration or a related field plus 7-10 years of experience, preferably in an international setting or school; a master's degree is a plus
- Be experienced with a multi-cultural working environment which values diversity.
- Be experienced and capable across all areas of advancement: significant prior involvement in capital campaigns, major gift programs, annual funds and other fundraising efforts, marketing/communications plans and initiatives and admission/enrollment management programs
- Understand the intersection between admissions, development and marketing/communications, and their role in cultivating donors and in the recruiting and re-recruiting of mission-appropriate families
- Understand how internal and external marketing/communications and public relations relate to the advancement efforts of the school
- Be well versed in: data gathering, research and analysis and critical reflection.
- Have strong database and information technology skills
- Have strong interpersonal skills, including the ability to exchange information using tact and confidentiality
- Have excellent oral and written communication skills in both French and English
- Be passionate about Customer Service and Education



## Application Instructions

**Effective date: November 2018 (flexible)**

**Application Deadline: August 13, 2018**

ISS Vice President Administrative Searches & Governance Services, Dr. Beth Pfannl, will serve as the lead consultant for the International School of Paris Advancement and Engagement Director search. She will be assisted by Ms. Ashley Wotowey and other members of the ISS staff. The tentative deadline for applications is August 13, 2018. However, ISS and the ISP Search Committee reserves the right to conclude the search at any point in the process when a successful candidate is identified.

Semifinalist candidates will be identified by ISS and their dossiers will be forwarded to the search committee. All candidates for this position must have a current ISS profile to ensure that credentials are provided in a uniform and consistent manner. There is no fee associated with this application.

**Steps to apply:** Follow the instructions below to create your quick ISS administrative profile

### Current ISS candidates:

- 1) Draft a formal letter of interest (cover letter) specific to this position no longer than two pages, explaining your strengths as a candidate and why you are interested in this particular position.
- 2) Attach your updated CV
- 3) Save your letter and CV in PDF format
- 4) Submit via email to Dr. Beth Pfannl ([bpfannl@iss.edu](mailto:bpfannl@iss.edu)) and copy Ashley Wotowey ([awotowey@iss.edu](mailto:awotowey@iss.edu)). \*\*Please only submit the required letter, all supplementary materials should be uploaded to your online documents portfolio via your ISS dashboard
- 5) Upon receipt of your letter, you will be recorded as a candidate, and your ISS file will be sent to Dr. Pfannl

### New & Returning ISS candidates:

- 1) Complete the steps above to submit your formal letter of interest and CV
- 2) Create or update your ISS file by completing the online ISS application. When you reach the Payment Page, find the field labeled "Coupon Code" and type in 2018ISSAdmin to waive your membership fee. Your application will be reviewed by the ISS team to make sure all the necessary information is present. This process can take several days, depending on the time of year. \*\*Please email Ashley Wotowey, Administrative Search Coordinator, if you need assistance: [awotowey@iss.edu](mailto:awotowey@iss.edu).
- 3) Begin to build your professional dossier. Upload supporting documents (certifications, educational philosophy, current resume, and open letters of reference) through your ISS candidate dashboard.
- 4) File Activation. Once your confidential reference forms have been received and your file is "active" your file will be made available to Dr. Pfannl and the search committee.

**ALL Candidates:**

This search requires that (at minimum) the following materials be uploaded to your ISS online portfolio: Educational Philosophy/Leadership Style and Current CV/Resume (under 2 pages).



**International School of Paris**  
Educating *for complexity*

*Applicants are asked to submit their letter of interest and CV and complete all necessary application steps as early as possible, as ISS and ISP reserve the right to close the selection process at any time if an ideal candidate is found.*