



Director
International School Dhaka
Dhaka, Bangladesh

Deadline: October 18, 2019
Start Date: August 2020

Overview

International School Dhaka is an international and co-educational day school, founded in 1999, that was built to accommodate students from Playgroup to Grade 12. The school provides a high-quality international education for both the local and the international community. We are determined to maintain a high quality of teaching and learning, as well as set the highest standards in everything we do.

ISD is an International Baccalaureate World School offering a well-established, successful and an internationally recognized curriculum for children aged 2-19. This includes the IB Primary Years Programme (PYP), IB Middle Years Programme (MYP) and IB Diploma Programme (DP). The broad and balanced international curriculum reflects the importance of understanding academic discipline, community service, the performing arts and good health.

The school is recognized by the Bangladesh Ministry of Education and is accredited by the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). ISD is authorized by the International Baccalaureate Organization (IBO).

Mission, Values, and Objectives

MISSION

We are building a community of responsible and compassionate life-long learners who are committed to a sustainable future.

VALUES

We value the concepts of:

- Holistic Wellbeing
- Sustainability
- Responsibility
- Compassion
- International mindedness



OBJECTIVES

The ISD learning environment nurtures holistic well-being:

- Where systems, processes and practices are sustainable
- That meets the needs of a variety of learners
- That is physically and intellectually stimulating

At ISD there is a high-quality inclusive education:

- That fosters the characteristics and attributes described in the IB learner profile
- That empowers learners to co-construct what they know, understand and can do
- That nurtures creativity and individuality
- Where the curriculum is transferrable
- That develops effective teams and leaders.
- That meets or exceeds the IB Standards and Practices for the PYP, MYP and DP
- That allows all students to access the curriculum, be challenged and reach their potential



ISD challenges our community to be responsible and internationally-minded learners:

- Who embrace cultural diversity and develop intercultural understanding
- Who foster compassion and empathy for each other and the world
- Who are responsible and engaged global citizens
- Who develop clear communication skills within a multilingual environment

Learning at ISD is enriched by interactions and partnerships with our community:

- Through effective home-school relationships
- Through the use of community resources to enhance learning experiences
- Through engagement in authentic service and action

History

1998:

Construction starts on a 5.5-acre land plot in Bashundhara, northeast Dhaka

1999 – 2000:

Construction completed and ISD founded. Nursery to Grade 5 students admitted

2004:

ISD first accredited by the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC)

2007:

ISD awards High School Diplomas to the first graduating class of Grade 12s, with most qualifying for the full IB Diploma

2014:

ISD is visited and successfully evaluated by the International Baccalaureate (IB), which complete a synchronized 3-programme evaluation

2019:

ISD celebrates 20 years of educational excellence!

International Schools Services (ISS) appointed to help fulfill the Board's commitment to the School's further improvements.

The School

THE ACADEMY

ISD welcomed its first class in 1999-2000.

Since then our world has seen massive changes, not least in the fields of science and technology, but also education.

The changes happening "out there" – beyond the school walls – are impacting the teaching and learning happening within. Schools cannot be static, to cling to outdated models for fear of change, if they want to give their students the best chance at a prosperous, fulfilling life.

The value of the Academy is found in the teacher-student learning relationships. ISD believes in educating the whole child, one who has developed intellectually, morally, aesthetically, and physically, with teaching that's balanced, dynamic, and adaptable to change.



Teachers, like the students, are lifelong learners. Facilitators, not dictators. Fully qualified, with many having a master's degree. ISD teachers represent many countries and, along with classroom teaching assistants, set a course for the highest standards.

International School Dhaka is the only full IB (International Baccalaureate) day school in Bangladesh.

The IB is an internationally recognized and lauded framework on which our teaching and learning is built. The IB Learner Profile is at the heart of our curriculum. ISD offers the PYP (Primary Years Programme), MYP (Middle Years Programme), and DP (Diploma Programme) for students aged 2 to 19. Learning happens in the purpose-built Early Years, Elementary, and Secondary buildings.

Students immersed in experiential learning (by doing and then reflecting) build their critical thinking ability, confidence, reasoning, and capacity to determine and solve problems. They develop self-motivation, compassion, resilience, adaptability, and empathy. These traits and soft skills are cherished and valuable — increasingly so — not only in the contexts of school and workplace, but also in personal relationships.

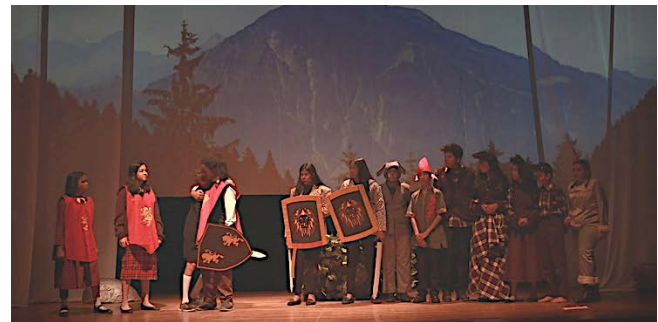
Learning extends into the co-curricular and community service programs. From the strategies of the chess board to the mysteries of the guitar fretboard, from teaching football to disadvantaged children or acting in a play, students at ISD have many options to expand their knowledge while having fun and contributing to the community.

ISD is a member school of Next Frontier Inclusion. The initiative calls for inclusive international education to ensure that all students have the same educational opportunities. At all grade levels, the Advancement Centre supports the inclusion of students with individual learning needs. As well, ISD offers EAL (English as an Additional Language) support at all grades.

PERFORMING AND VISUAL ARTS

A positive outlet for creative expression, the performing and visual arts weave vital threads through the fabric of a holistic education at ISD.

When students participate in the arts, they develop awareness. With greater awareness comes improved comprehension — a useful ability to bring to any subject whether in the curriculum or outside of school.



By studying theory and practical skills to engage with the arts, learners reinforce their knowledge across all academic subjects. They develop their fine motor skills and their ability to work in teams. Students enhance their creativity and aesthetic awareness, sharpening their senses of sight, sound, and touch.

Students learn a variety of techniques in different mediums and then channel their creative energy through our dance, drama, music, and visual arts programs.

The performing and visual arts are represented in the curriculum as subjects in the PYP (Primary Years Programme), MYP (Middle Years Programme), and DP (Diploma Programme) as well as through various CCP (Co-Curricular Programme) offerings in illustration and ceramics.

Grade 12 students crown their learning across two years in the Diploma Programme with the DP Art Exhibition. Students develop a project from a kernel of an idea to a finished, exhibited piece. It is also an opportunity to showcase their creations to the school and community. Work can include photography, painting, drawing, sculpture, projections, mixed media — almost anything our students can imagine!



INNOVATION AND DESIGN

Innovation and design thrive at ISD, in many ways and across the curriculum, from Elementary to High School. The creative classrooms are laboratories for discovery, invention, and resourcefulness.

Inquiry is not only at the core of the IB (International Baccalaureate) method of teaching and learning, it's also integral to the process of innovation and design at our school. Students ask questions to find solutions. Teaching and learning is guided by the ideas — and ideals — of students. This is design with the purpose of improving an existing idea or coming up with something amazing from the ground up.

In the PYP (Primary Years Programme), students engage in hands-on learning to observe and investigate why things happen the way they do, using a teacher-guided, step-by-step approach. This approach lays the foundation for learning in the MYP (Middle Years Programme) design unit, which prepares students to study Information Technology in a Global Society (ITGS) in the DP (Diploma Programme).

In both the MYP and DP design subjects, students use a combination of practical and creative thinking to build models, prototypes, products, or systems that solve design problems.

Our Design Room is loaded with tools and materials for woodworking, illustration, textile dyeing, sewing, 3D modelling, and more.

Students explore the design cycle, learning to collaborate and communicate as they redesign products, create informational posters, and build robots and resilient model houses and bridges. Working with peers and clients in the community, students identify real-world problems, brainstorm ideas to solve them, create and launch solutions, and then evaluate their effectiveness.

ATHLETICS

Vital to the students' wellbeing, ISD's athletics program contributes toward their physical, social, personal, emotional, and academic development.

Students participate in sports and physical fitness activities to build dexterity and resilience, hone their communication and cooperation skills, and develop a sense of responsibility for themselves and others. As well, physical exertion is a constructive outlet for stress and an effective counter to obesity.

When students learn to move their bodies in purposeful, coordinated ways they are prepping their minds for learning. An active body triggers the brain to release endorphins, which elevate mood. An elevated mood increases a student's ability to concentrate and boosts their confidence — "I can do it!" — advantageous for learning inside and outside the classroom. ISD wants to introduce and encourage physical fitness habits and attitudes that stay with students long after they leave the school.

Athletics at ISD includes co-curricular sports along with physical and health education subjects and components that are part of the IB (International Baccalaureate) curriculum. Students have opportunities to play competitive and recreational sports, both at the team and individual level. And the annual Swimming Gala and Sports Day are fun ways for students to participate in aquatics and track and field, with events like swim races, high jump, and shot put.

**Students in Middle and High School
(Grades 6 to 12) can participate in:**

- Badminton
- Basketball (boys and girls)
- Cricket
- Football (boys and girls)
- Tennis
- Volleyball (boys and girls)

**Recreational sports and physical activities
include:**

- Aerobics
- Fitness
- Fun yoga
- Indoor football (high school and elementary)
- Swimming
- Touch rugby
- Ultimate Frisbee



The ISD Hawks compete in DISA (Dhaka International Schools Association) a citywide sports league of local and international schools. Hawks teams also compete in international events.

Weekly training sessions prepare players for weekend games and tournaments of badminton, basketball, cricket, football, and volleyball, which happen across three seasons during the year.



SERVICE LEARNING

Service learning combines academic knowledge with beneficial action in the community.

Although poverty and lack of opportunity and education are significant issues in Dhaka and Bangladesh, they offer ISD students real-world scenarios in which to truly make a difference in their society.

Students plan service projects and bring them to fruition, in the process building character, empathy, skills of time management and persistence, and connections to others. Service projects, whether long or short term, contribute to students' holistic development as they share their experiences and knowledge, develop a sense of gratefulness, and learn the value of serving.

By analyzing a situation and asking questions, students identify bona fide needs within the local and wider community before mapping strategies and targets to meet them.

Service learning is embedded in the PYP (Primary Years Programme) curriculum and represented by the Service as Action component in the MYP (Middle Years Programme). In the DP (Diploma Programme), service is one of three threads of CAS (Creativity, Activity, Service), a core component that counterbalances the demands of the academic program.

Service learning can be deeply personal. Students develop compassion and experience joy, accomplishment, and satisfaction from helping others in need. Who wouldn't be touched by another's smile?

Service Projects at ISD:

Rise and Shine

Rise and Shine is an afterschool arts program that offers local children a creative outlet through painting and drawing. It began as a continuation of a long-established service project called English School.

Amra Achi

Amra Achi, a football (soccer) program for disadvantaged youth in Dhaka, was established by ISD High School seniors. Students established this service organization to give children in their community the chance to play football in a student-run league. Coaching and games happen at the ISD field.

WEEK WITHOUT WALLS

Week Without Walls is a full week of experiential learning and service for grades 6, 8 and 10. All of the trips involve the students in real world learning situations and builds on each individuals social and emotional skills. Students also undertake summative assessments as a direct result of the learning that occurs during the week.

TEACHERS

ISD is proud to have over 70 credentialed international teachers or staff from some 20 different countries, and over 100 Bangladeshi support staff or teaching professionals. The most highly represented countries of origin are the United States, England and Canada.

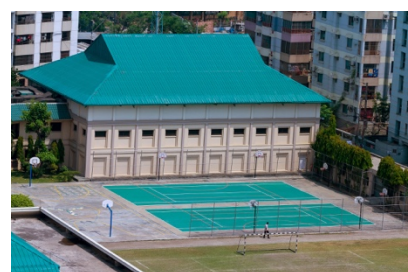
LIBRARY

The school library actively promotes the philosophy and fundamental concepts of the IB Programmes. These include structured inquiry, holistic education, communication, intercultural awareness and international mindedness. The library aims to facilitate curriculum delivery, and reading for enjoyment, by providing current and relevant resources for the school community.

CAMPUS

ISD has a spacious 5.5-acre campus with:

- Purpose-built, centrally air-conditioned buildings and classrooms
 - 360-seat auditorium
- Specialist teaching rooms including science laboratories, art, music and drama studios, a design and technology workshop
 - Sports gymnasium and a fitness room
 - Swimming pool (25 meters with 6 lanes)
 - Large sports field
 - Tennis/basketball courts
 - Modern Early Years specialized play area
 - Gardens and green space throughout campus



Early & Primary Years Programme

ISD's Primary School comprises Playgroup to Grade 5 (ages 2 through 10). The Early Years and Elementary Programmes are built on the curriculum framework of the IB PYP (International Baccalaureate Primary Years Programme).

THE EARLY YEARS PROGRAMME

Learning happens inside and outside the classroom. Classes are guided by a foreign-trained teacher, a Bangla/English teaching partner, and a child care assistant.

Beginning in Nursery, children are introduced to specialized classes in Music and Drama. From Pre-Kindergarten, Physical Education, Drama, Visual Arts and Bangla are taught in addition to core subjects.

ISD stokes children's curiosity through play. Games are based on learning and guided inquiry activities. This process helps children build a meaningful foundation of learning that is ever-evolving through a series of steps and connections.

Learning is expressed through art, drama, music, language, and by making things. Hands-on experiences give children the opportunity to explore, experiment, and question the world around them. They learn to share, communicate, take turns, and cooperate with their classmates while developing their individuality.



The IB PYP framework guides planning, learning, and assessment of each child's learning journey. Children thrive through age-appropriate experiences, a key component of the Early Years Programme. They develop crucial skills in thinking, socializing, and communicating. They build their imagination, knowledge, and independence to kickstart their own learning.

THE ELEMENTARY PROGRAMME

For Nursery through Grade 5 students, the PYP Elementary Programme builds on the foundation laid by the Early Years syllabus.

Students are empowered to take charge of their own teaching and learning. They are encouraged to play, explore, experiment, wonder, inquire, practice, invent, create, collaborate, and imagine. Students are engaged, hands on, with the world in their journey as lifelong learners. They spend most of their school day with a homeroom teacher and teaching assistant.

Learning to communicate, play creatively, and interact and care for others is crucial to students' social development and participation in the PYP Elementary Programme. Fostering these abilities is given high priority in our classrooms. Students and their teachers reflect on the teaching and learning, and action is taken. Assessment is ongoing, shared with parents, and used by teachers to improve and grow the curriculum.

Middle Years Programme

The Middle School comprises Grades 6 through 10 which caters for students between the ages of 11 and 16 years of age. Teaching and learning is based on the International Baccalaureate Middle Years Programme (MYP) framework.

The MYP builds on the knowledge gained in the Primary Years Programme (PYP) and prepares students for the Diploma Programme (DP). Like all IB programmes the MYP is transferable, being recognized by many international schools worldwide. Classes are held in the Secondary building, which boasts a towering ceiling, natural light, dedicated art and design spaces, and a central open area.

THE MIDDLE YEARS PROGRAMME

Middle school is a period of tremendous physical and mental changes. A child's social, intellectual, and physical needs are constantly changing, and a sense of individuality develops. The MYP is designed to meet these needs, providing a broad and balanced program of learning aimed at the 21st century learner needs. The MYP is designed to be accessible to all learners.

A hallmark of the MYP is its inquiry based and concept driven approach which enables students to inquire into broad and transferable ideas which are embedded in real world contexts. This makes learning meaningful and enables students to link what they learn to real life and the world around them. Thus, the MYP, aims to develop life-long learners who develop knowledge, skills and concepts and a passion for learning.

Diploma Programme

The Post-16 Programme is for Grades 11 and 12 (ages 16+). It gives students the opportunity to specialize in specific areas of interest, preparing them for university and college entrance as well as future careers. Students learn how to do academic research, in the process becoming self-aware critical thinkers and time managers.

ISD's goal is to develop empathic, internationally minded learners that contribute positively to society.

Students achieve above world average results. Graduates consistently place in major universities in North America, Australia, Asia, the UK, and Europe.



PATHS OF STUDY

There are two paths of study in the Post-16 Programme. Each leads to a distinct outcome. With guidance from college counsellors and the DP Coordinator, students choose the path best suited to their goals and abilities.

Path 1 – ISD High School Diploma and IB Courses

Students study a combination of IB Diploma Programme subjects leading to the ISD High School Diploma with the potential to qualify for certificates in some IB Diploma courses. Students are not required to study TOK (Theory of Knowledge) or complete the Extended Essay, but successful participation in CAS (Creativity, Activity, Service) is compulsory.

Post-secondary options include:

- United States: 4-year universities and colleges and 2/3-Year Community Colleges
- Bangladesh: universities and colleges
- Canada: 2/3-year colleges
- UK, Australia, and Asia: Foundation Programmes as pathways to future university study

Path 2 – ISD High School Diploma and IB Diploma

The most demanding path in terms of commitment and application. Students study a combination of IB Diploma Programme subjects with the potential to qualify for the full IB Diploma and the ISD High School Diploma. Students write a 4,000-word Extended Essay and complete courses in TOK (Theory of Knowledge) and CAS (Creativity, Activity, Service).

Post-secondary options include:

- 4-year undergraduate programs
- United States and Canada: 4-year undergraduate degree programs
- UK, Netherlands, Spain, Switzerland, Australia: 3-year undergraduate degree programs
- Asia (incl. China, Hong Kong, Japan, Singapore, Thailand): 3/4-year undergraduate degree programmes

Position Overview

KEY RELATIONSHIPS

Reports to International Schools Services Senior Leadership Executive and the International School Dhaka Board of Directors.

DESIRED OUTCOMES

ISD is positioned as the most respected and sought-after international school in Dhaka for students, parents and employees alike.

ISD exemplifies: a highly positive school culture, superior academic and behavioral standards, personal safety and well-being, appropriate well-maintained facilities and sound financial management.

KEY RESPONSIBILITIES

All those typically associated with a CEO/Head of School

ESSENTIAL EXPERIENCE

- Progressively more responsible educational leadership positions including that of Principal and/or Head of School
- Master's degree or beyond
- Highly developed interpersonal and behavioral management skills
- Business acumen including marketing, human resource development and financial management

PERSONAL CHARACTERISTICS

- Ethical
- Collegial
- Reflective
- Disciplined
- Organized
- Fun-loving with a Sense of humor

SALARY AND BENEFITS

- \$150,000-\$160,000 (locally tax free)
- Furnished housing and most utilities
- Annual airfare
- Shipping
- International medical insurance
- Retirement allowance
- Professional development allowance

Application Instructions

Effective date: August 1, 2020

Application Deadline: October 18, 2019

ISS Vice President Administrative Searches & Governance Services, Dr. Beth Pfannl, will serve as the lead consultant for the International School Dhaka Director search. She will be assisted by Ms. Ashley Wotowey and other members of the ISS staff.

Please send a formal letter of interest (cover letter) specific to this position no longer than two pages, along with your CV in PDF format to bpfannl@iss.edu and copy awotowey@iss.edu. You will be contacted by Ashley Wotowey regarding the next steps to follow for consideration.

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

