

Leadership Search



Director of Innovation in Learning and Teaching Western Academy of Beijing

Beijing, China

Application Deadline: Friday, October 26, 2019
Start Date: August 1, 2020

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Core Values, Philosophy, & Mission

WAB's Mission, Philosophy and Core Values provide the context and cornerstones for the school's daily activities, as well as the framework and foundation for strategic direction.

Core Values

In 2003, WAB redefined what made our school unique. These are the values we believe in and that are alive in everything we do.



Learner Centered- Where all decisions are made and actions taken to enhance the life-long learning process so that each member of the WAB family is an inquiring, critical and purposeful learner.



Mosaic of Diversity- Where with a spirit of commitment, enthusiasm and shared purpose, each member of the WAB family contributes to the whole.



Caring- Where by valuing and respecting each other and our environment, we sustain and nurture healthy relationships with and life-long responsibilities to self, family, and the world.



WAB Spirit- Where each makes unique and irreplaceable contributions that, when combined, create the WAB family.



China Global Coherence- Where we strive to nurture socially responsive global citizens bound together by China – the common thread woven throughout our diverse family mosaic.

Philosophy

- Educate the whole child
- Champion the staff
- Deeply involve the parents

Mission

A school's mission statement describes what a school is seeking to achieve as a community of learners. At WAB, our mission statement is the cornerstone by which we interact as a community and design strategic plans for the future.

The mission logo shown here is the culmination of collaboration by nine stakeholder groups: WAB's founders, the Board of Governors, leadership team, teaching staff, support staff, students, parents, alumni, and friends of WAB.

Under this unifying mission, both the long-term vision for our school and the day-to-day practices are clear. Further, with a shared commitment to this mission, WAB's future as a leading, top-tier international school is assured.



What do the different elements of the mission mean?

The circular shape of the design unifies all the different elements in a never-ending cycle of renewal. Chinese and English languages connect to one another and embrace the figures with powerful words.

Connect / 融合

In an ever-changing world where individuals are faced daily with unpredictable situations, the word “connect” (融合 róng hé) has a special significance. The ability to make connections with people, with communities, with technology, with values and beliefs, with ideas, is the single most important skill any member of our global society can have. At WAB we require all members of our community to connect and be connected.

Inspire / 激发

Inspired people are motivated, enthusiastic and exciting to be around. Educational organizations have a duty to inspire (激发 jī fā), to be places where people dream and are transformed by their dreams and aspirations. At WAB we require all members of our community to inspire and be inspired.

Challenge / 挑战

Places of learning must be challenging (挑战 tiǎo zhàn). They must require all members of the learning community to challenge themselves to higher levels, to challenge their received knowledge, to be fearless and bold in their thinking and in their actions. At WAB we require all members of our community to challenge and be challenged.

Make a Difference / 贡献

This final phrase (贡献 gòng xiàn) is the call to action for all our community. Connected, inspired people who challenge themselves and others will inevitably make a difference to our world. While our global society develops and new opportunities appear, we also face new difficulties and problems. We cannot prescribe or predict the difference that each individual or group of individuals makes, but we know that each member of WAB's community is a key part of our mission to make a real difference.

Xue / 学



The character 'xué 学' is translated as "study" or "learning." The etymology of the character is: a child (zi) under a roof with head that is full of learning. The character is used in countless Chinese idioms, and Confucius said 学而优则仕 仕而优则学 which translates as, "If you learn well, serve; if you wish to serve well, learn." The character's place in the center of the visual represents the central place that learning has for us in an educational setting. The Chinese character indicates our central platform for learning, our host country, China. This character forms the context for the rest of the elements, just as China is the context in which our community lives and learns.

Learner/Mentor Relationship



These two figures represent the learner/mentor relationship, with the mentor figure holding the learner up, encouraging him/her to reach for dreams. The learner's raised arms represent both the celebratory nature of learning, and the need to reach beyond immediate surroundings to grow as a learner. These figures represent one of the most important relationships in our school, that of mentor and learner. This relationship appears in our daily life in a myriad of ways: between teachers and students; between colleagues; between students themselves and one another; between parents and staff. At any one time, any of us can be mentor or learner.

Learning Community



These three figures represent our learning community. They are joined together, but each has his/her own individual identity. They tell us that our mission is not just for those of us in the learner/mentor relationship but for all of us; that every student, teacher, staff member, parent or friend of WAB is part of our learning community. Like the learner/mentor figures, the arms of these community figures are visually connected to the central Chinese character, representing how intertwined we are with China.

Work hard, work together



All the figures are joyful, are diverse and are working together. This connects us to our Core Value of WAB Spirit 'gong he 工合' (work hard, work together'), telling us that great things happen when individuals combine their energies into a creative effort for the common good. Mosaic of Diversity, another of our Core Values, is represented by the five colors, referring to the continents; at least one of these colors appears in the flag of every country in the world. There are five figures, just as there are five Core Values at WAB.

International Mindedness at WAB

WAB actively nurtures and champions its Mosaic of Diversity. Consequently, it is not surprising we are Beijing's most culturally diverse learning community. During this time of shifting demographics in Beijing, our diversity is deeply and increasingly valued by our students, parents, and teachers. It is our intention to continue growing the diversity of our community.

Being a diverse community with Mosaic of Diversity as one of our Core Values does not alone create a caring and connected community. We actively cultivate opportunities to strengthen our mosaic. WAB published an International-Mindedness iBook, which outlines some of the actions we take to promote an internationally minded community.



"Our students show a high level of responsibility and this may be due in part to the strong presence of action in each of the three IB programs (PYP, MYP & DP) at our school. In order to strengthen the link between responsibility and efficacy, we recommend that the action component of service projects and our Units of Inquiry continue to focus on both local and global initiatives that build a sense of efficacy."

Excerpt From: [WAB International-Mindedness Team. "International-Mindedness." Western Academy of Beijing, 2015. iBooks.](#)

WAB has also produced a visual representation of what international mindedness means to us. It can be found on our school website here: <https://www.wab.edu/learn/international-mindedness>.

The School

The Western Academy of Beijing (WAB) is a non-profit, independent, co-educational day school for foreign children in Beijing that offers a challenging, caring and community-based educational experience from Early Years through Grade 12. Based on the fundamental premise that children need to be active participants in an inquiry-based learning environment, WAB believes that students have a special responsibility within the greater world community. The school's philosophy has at its core the deep-seated and conscientious conviction that students must be prepared to act as engaged global citizens, and all school constituents share in the warmth, trust and vitality that are born of such a compelling and passionate calling. Western Academy of Beijing is a school that confidently believes that excellence and inclusiveness can both thrive in the same place.



The school follows a full IB curriculum in all school sections. The Primary Years Programme (PYP for Early Years – Grade 5), Middle Years Programme (MYP for Grades 6–10) and Diploma Programme (DP for Grades 11 & 12) are taught in the following centers: Early Childhood Center or ECC (Early Years), Elementary School (Kindergarten & Grades 1-5), Middle School (Grades 6-8), and High School (Grades 9-12). At every level, as students are introduced to the social, environmental, and economic issues that affect us all on a global scale, so too are they nurtured and appreciated for the unique gifts and perspectives they bring to the learning process. Across disciplines and school sections, students at WAB experience first-hand what it means to see themselves as “the change” that can exist in the world. Furthermore, as one of its Core Values, WAB is deeply committed to China engagement, developing within its students the ability to view the world through the lens of our host country, China. This includes both language instruction and cultural experiences, where students learn about China through active, authentic, and meaningful opportunities and engagement. As one parent remarked, “WAB is not a school that measures itself by how its best students succeed but by the fact that every student enjoys success.”

As a community that serves as home to approximately 1,400 students and 400 faculty and staff, WAB maintains an average student to teacher ratio of 8:1 and a maximum class size of 22.

WAB is governed by a volunteer Board of Trustees comprising seven individuals. WAB is authorized by the International Baccalaureate (IB) and accredited by the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). In 2018-2019 WAB was reaccredited and reauthorized by all three agencies and was also one of the first schools worldwide to go through a full NEASC ACE protocol accreditation.



School History

WAB was founded in 1994 in response to the increasing need for additional school facilities to serve the growing expatriate community in Beijing. At the time, families refused to move to the capital, because the one international English-language school in the city was over-enrolled, and members of the foreign investment, business, and diplomatic communities were at a loss. There seemed to be few options and no solutions, and expatriate families and enterprises suffered.

Through the vision, energy, and passion of a group of dedicated individuals, teachers, and corporate founders, a new school was created. The original site welcomed 146 students in Nursery through Grade 6 in September 1994. In August 2001, WAB realized the dream of moving into a purpose-built facility that could reflect its values and spirit. Now, as we celebrate our 25th anniversary in 2019, WAB continues to offer a truly international curriculum within a child-centered, inquiry-based environment that celebrates the joy of learning, embraces Chinese culture, and invites children to realize their own personal levels of excellence and success.

Students

WAB students represent 52 nationalities, with the greatest numbers hailing from the United States, United Kingdom, Australia, Canada, the Netherlands, Korea, and Singapore. Many teachers feel that students at WAB are among the most interesting and actively engaged learners they have ever worked with. The school encourages risk-taking, prizes individuality, and promotes a culture where students recognize that (as one middle school student expressed), “It’s not about winning [at WAB]; it’s about getting better.”



Graduates from the past years have gone on to universities and colleges in Australia, Canada, Korea, UK, US, Hong Kong, France, Netherlands, Finland, Switzerland, Japan, Germany, Austria, China, Hungary, Norway, Singapore, Sweden, and Belgium. WAB graduates’ university and college acceptances have included some of the best educational institutions in the world, such as Oxford, Cambridge, Stanford, Yale, Columbia, Brown, McGill, Rotterdam School of Management, Hong Kong University of Science & Technology, Waseda University, University of Melbourne, and Korean Advanced Institute of Science and Technology, as well as many specialty programs in the arts and STEM-related degrees. WAB aims for the “best fit” university experience for all students.

The learning environment at the school is student-centered and is not only highly effective but also exciting and engaging for students; students are encouraged to be themselves. As one Board member said, “WAB produces students who are confident, versatile, and live to fulfil their dreams.” As a school, WAB believes in teaching students how to think, not what to think.

Faculty and Staff

Individuals who become part of the faculty and staff at WAB recognize the uniquely high caliber and quality of the school community, and are dedicated to helping develop the potential, creativity, and sensibility of every child. They are selected for their professionalism, credentials, accomplishments, and skills; they share the school’s commitment to educate children from an international perspective and genuinely want WAB to demonstrate everything that a true international school can become. In the words of one high school student, “WAB is so different that a faculty member can’t say, ‘I’ve seen this before’.”



WAB has been highly effective in recruiting and retaining excellent teaching staff and has always experienced low levels of staff turnover as compared with other international schools. Average retention for the past ten years is almost 90 percent, with the majority of teachers coming from Australia, Canada, the United States, the United Kingdom, New Zealand, and China. Professional development is both expected and supported, and the school provides ample opportunities for faculty to share their talents, expertise, and experience with the entire

school community. The enthusiasm and enjoyment the faculty feel towards being a part of the WAB community is palpable; as one faculty member said, “This is the first school where I might actually enjoy being a teenager again.” Also, one faculty member who has children at WAB shared, “There are many good schools around the world in which to teach, but there is no better school to teach in than the one you also trust with your child’s education.”



Academic and Extracurricular Programs

At the heart of the philosophy of the Western Academy of Beijing is the desire to foster critical-thinking and inquiry-based skills at every grade level, and to educate the whole child to ensure that every student reaches his or her full potential as a member of the global community. In a cooperative educational process that include students, parents, and staff, WAB seeks to develop the intellectual, social, emotional, physical, and aesthetic abilities of each child, along with moral

sensitivity and a fundamental respect for the beliefs and values of other people. To this end, WAB has adopted the IB curriculum with the goal of helping students develop lifelong academic and social skills, preparing them for a changing global community in which they will need to think critically, act responsibly, communicate effectively, and contribute meaningfully. At all grade levels, field trips throughout the year help students appreciate China’s richness and diversity, as do in-school visits from people from a variety of community sectors. In addition, WAB has extensive English as an Additional Language, Learning Support, and Enrichment programs.

Future of Learning at WAB (FLoW 21)

The Future of Learning at WAB (FLoW21) is process through which WAB will more perfectly realize its mission and core values, and better meet the individual learning and developmental needs of every learner at WAB. FLoW21 is not a single product or a fixed destination. We have embarked on a community-wide, inclusive, multi-year journey to create an adaptive learning network designed to support every student in our community. WAB has committed to making FLoW21 our school’s primary focus until 2021.

We began to re-imagine “school” in 2015 when upon community-wide reflection we recognized that although WAB is a phenomenal school, there was grinding between our mission, core values, curriculum, and pedagogy. Our reflection led us to ask each of our stakeholder groups what WAB should look like in 2021 to best meet the needs of our diverse, learner-centered community. Our community was uncannily aligned in our thinking. We wanted WAB to get better at the things it has championed since its founding, which resulted in the creation of our 21 Targets.



To be successful in the present and future, we believe our children need to be skilled and knowledgeable. We believe they must have the capacity to be self-directed and autonomous learners. We believe our students must develop the ability to excel in areas of personal interest and at the same time develop the capacity to continuously re-invent themselves.

The fundamental culture underpinning this work is one of trust, inclusion, distributed leadership, innovation, compassion, and caring. We do this work because, as our mission suggests, we genuinely believe it is our responsibility to make a difference.

Early Childhood Center (ECC)

The educational programs and opportunities for WAB's youngest learners aim to instill in them a lifelong love of learning while supporting their early development of language, social, and motor skills. Founded using a constructivist approach, the methods employed by ECC educators provide children ample exposure to new experiences, recognizing that learning is most effective when it is derived from a child's own interests and curiosity. Teachers understand that active play is the most engaging form of learning, and they allow youngsters to explore new situations and stimuli across their experiences in the ECC. Within this framework, the curriculum focuses strongly on developing fundamental age-appropriate skills in the areas of thinking, communication, self-management, social functioning and awareness, research, and problem solving.

The ECC is characterized by spacious, colorful classrooms and engaged, active learning, enhanced through the small maximum class size of 14 students for our 3- and 4-year-olds, and the exceptional teaching and support staff. In addition to a teacher and an assistant in each classroom, students benefit from working with specialists in visual and performing arts and PE. The shared goal within the ECC community is to assist children in making connections and developing an understanding of themselves, the world, and their intrinsic human value. While all classes are taught in English, WAB expects students will also continue to develop their mother tongue.



Elementary School

Students in Kindergarten and Grades 1-5 experience a warm and open environment where exploration and learning are grounded in relevant, real-world contexts. The focus of the WAB elementary program, through the IB Primary Years Programme, is a commitment to structured inquiry as the leading vehicle for learning. Teachers help students understand that they share responsibility for their own learning process and, as a result, the young people in their care approach

their daily work with enthusiasm, motivation, and dedication. The curriculum is trans-disciplinary and structured around seven curriculum areas: Language, Mathematics, Science, Social Studies, Personal, Social and Physical Education, and Arts (visual and performing). Learning happens either through the study of integrated units of inquiry or single-subject units of inquiry. Students in the ES keep a Student Portfolio that is a paper, digital, or combined compilation of their work each year. The PYP culminates with the Grade 5 PYP Exhibition, at which students demonstrate their efforts in a self-developed inquiry.



Each ES homeroom class from Kindergarten through Grade 5 has a homeroom teacher. Teaching assistants are assigned to Kindergarten and Grade 1 classes and are shared between homeroom classes beginning in Grade 2 and continuing through the remainder of Elementary School. Regular assemblies, art shows, and concerts provide numerous opportunities for student performances and recognition, and an extensive after-school activities program allows students to explore passions and interests beyond the classroom.

Middle School

Middle School teachers at WAB understand the important transitions that occur in the lives of children between Elementary School and High School, and the curriculum for these grade levels is designed intentionally to address the particular needs of young adolescents. The Middle School program focuses on the process of learning – helping students learn how to learn – while maintaining the integrity of the eight discrete subject areas: English Language and Literature, Mathematics, Sciences, Physical and Health Education, Individuals and Societies, Design, MAD (Music, Art and Drama), and at least one additional language. It is a holistic, learner-centered program that recognizes the need for balance among the academic, emotional, and physical realms in a young person's development, and it is a curriculum that incorporates both the greater world view and the opportunities that exist in a more local context.

WAB taps into the natural curiosity, initiative, and creativity of students in this age group, supporting them as they develop empathy, compassion, confidence and a more thorough understanding of what it takes to become a responsible global citizen.



Personal and Social Education (PSE) is also an integral component of the Middle School years. Each student is assigned a homeroom class, which meets regularly, as well as a mentor group. There is also an advisory system in place for PSE, whereby teachers are able to get to know their students outside of subject-based classes. A wide range of extracurricular clubs and activities, a well-developed outdoor education program, and our China Studies programs allow students to connect meaningfully with one another and with the Chinese community.



High School

The goals of the High School curriculum are to promote critical thinking and independent learning, and to ensure that students are well-prepared for their next steps toward university and the workplace. The work in these years requires that students take increasing responsibility for their own learning, and that they develop effective time-management skills. In a collaborative and challenging environment, students are encouraged to take the most rigorous courses in which they can be academically

successful. All students in Grade 10 complete the IB Personal Project, an individual research project pursued outside of class time and revolving around independent inquiry and in-depth reflection on their own learning. Students in Grades 11 and 12 can choose from several pathways toward graduation. These include a full International Baccalaureate Diploma Programme (IBDP), a combination of IB certificates and WAB High School courses, joining our HS Capstone program, or pursuing our HS General Studies Diploma. In addition, the Transition to Work and Gap Year program provides guidance for those students who intend to join the workforce directly after graduation, while all students participate in the World of Work program as interns.

The PSE program that began in Middle School continues throughout High School. Interactions in small mentor groups and in PSE classes serve to create meaningful, supportive relationships between teachers, students and peers, and they provide opportunities for discourse on social and developmental issues that do not always fit neatly into other curricular areas. As in Middle School, mentor groups and PSE seminars function essentially as an advisory system, providing essential time for students and teachers to be together and develop meaningful connections outside of class interaction. There is also a formal mentor program in the High School, which allows students to build more meaningful relationships with the WAB faculty.

Essential to the WAB philosophy is the importance of maintaining a healthy balance between academic and extracurricular activities, and the numerous clubs and sports teams supported by the school help students stay motivated and feel valued. A broad range of activities provides students with the opportunity to develop talents and pursue interests on a variety of fronts, including athletic teams, music and creative arts groups and performances, Model United Nations, Student Council, Global Issues Network, an extensive menu of service opportunities, and much more. Not only do these activities contribute to an individual student's sense of pride and self-worth, but also involvement in group endeavors helps students understand the many ways in which they can contribute to the school community and the world at large. All students are expected to participate in both the High School Community Service Program and an extensive array of China Studies Field Trips.



Since WAB is committed to enrolling a diverse student body with a variety of unique skills and interests, the highly experienced counseling staff ensures that every High School student receives individualized attention as he or she contemplates the future after WAB. An extensive college counseling program makes certain that students are exposed to a vast range of educational opportunities, and visits from universities from all over the world give students the opportunity to speak directly with higher-education representatives. Some graduates move on to a gap year, while still others move directly into the workforce, enroll in military service, or pursue other post-educational options. An annual Careers Fair gives students insight into the realities of where their studies may lead them, and WAB's High School counselors work closely with students from the outset to make sure they enroll in the graduation path that will best help them realize their goals and aspirations.

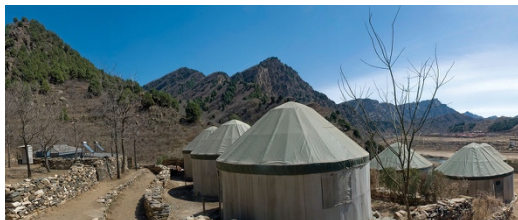
Capstone Program

WAB is an open-minded and risk-taking community, embracing the effort wholeheartedly to allow students to create a curriculum focused on areas of passionate interest. WAB's Capstone Program is an innovative new project at WAB High School designed to allow self-directed learning, honing specific skills related to a student's career goals and passions.

Capstone students are given approximately 20 percent of their school day to dive deep into their areas of interest through a curriculum they create in conjunction with a teacher and various mentors. Together they establish goals and identify tools that will aid achievement. Their schedule includes core learning, an independent project, and an internship. WAB Capstone students have studied and worked on computer programming, gaming art, dance, photojournalism, and beyond. The students design long-term projects, often working with industry professionals, and take on leadership roles within the community. At the end of the project, they defend their learning to a panel of academics and experts in their field of study.

WAB Wild

WAB Wild is the Outdoor Education program at WAB. Established in 2006, WAB Wild runs more than 20 experiential outdoor expeditions and daytrips each year with the goal of fostering personal growth, leadership and lifelong participation in physical activity. WAB Wild has a strong environmental focus in all its programs, challenging students to think and reflect upon how they interact with the natural surroundings in which we live. Since instruction takes place in wilderness areas around Beijing, programs can be used as a platform to stimulate creative discussion and heighten students' awareness of global issues.



Campus

WAB's internationally award-winning campus opened in 2001. It is conveniently located in Chaoyang District, only 20 minutes from most expatriate housing areas and the downtown business district. Spread across exceptionally well-maintained grounds, WAB's modern facilities are designed to provide welcoming, stimulating and age-appropriate learning environments for children in the four academic centers: Early Childhood Center (ECC), Elementary School (ES), Middle School (MS) and High School (HS). Three additional buildings include the HUB Arts, Sports, and Technology Center shared by the Middle and High School, Tiger L'Air, an air-supported sports and activities structure, and the Properties Department (WAB Facilities and Events). Further building plans and campus upgrades are currently in progress and will enhance the students' learning experience in the future.



Other school facilities include three libraries, nine science laboratories, film, music, dance, drama and art studios and theaters, an indoor amphitheater, a soundproof recording studio, maker spaces, design labs (well-equipped with 3D printers, laser cutters, and more), specialist classrooms, a number of dining courts and cafeterias, internationally rated (FIFA, IRB – 2-Star Rated) sports fields, three double gymnasiums, indoor tennis courts, indoor and outdoor basketball courts, an athletics track, a fitness center, a swimming pool, vertex climbing walls, and an outdoor experiential and environmental education center in the mountains on the outskirts of Beijing. Everywhere in classroom buildings, abundant student art and Chinese artifacts intermingle. Students are exceptionally respectful of all the furnishings and decorations in the school. The campus lake and reconstructed wetlands area provide an outdoor science center and venue for exciting community activities such as ice skating and kayaking, as well as staff socials. WAB offers a 1:1 laptop environment for Grades 3-12, with wireless access and IT Help Desks across the school. Students in Grade 6 and higher are required by the school to own their own Apple laptop that fulfils the school's technical requirements; Apple has designated WAB as an Apple Distinguished School.

In October 2009, WAB opened its Miao Liang Environmental Education Center nestled among the Miyun Mountains on the banks of the Bai He (White River). The facility features a number of state-of-the-art environmental technologies, including a solar PVC system for electricity, solar hot water, dry composting toilets, as well as bio-digester and ecological grey water systems. Students in Grades 6-12 use Miao Liang for both curricular and extracurricular programs, as well as team-building retreats. The center offers an ideal location from which to explore the historical and cultural heritage of the area, as well as the issues and technologies connected with environmental sustainability.



Setting and Location

Beijing is the capital of the People's Republic of China and the nation's second largest city by urban population after Shanghai. With approximately 22 million residents in the city proper, it is widely hailed as China's political, educational, and cultural center, and is one of the world's great cities, renowned for its opulent palaces, magnificent temples, plentiful parks, and both ancient and contemporary art treasures. The city is divided into 16 urban and suburban districts, in addition to two rural counties, with Tiananmen Square being at its center and directly south of the Forbidden City, which was the former residence of the emperors of China. Encircling the city are five concentric ring roads (from second to sixth), nine expressways and city express routes, 11 China National Highways, several railway routes, including several high-speed rail networks connecting Beijing to the rest of the vast country, and an international airport that is one of the largest, and the second busiest, in the world.



Despite its size, Beijing is a very safe city. Beijing's central business district serves as home to a variety of corporate regional headquarters, and finance is one of the city's most important industries. More than 140 foreign embassies are located within the city limits. The National Center for the Performing Arts, The Egg, built in 2007, gives the city a modern performance complex covering opera, music and theater, and the Beijing opera is considered the most famous of all traditional opera performed in China. Beijing University and Tsinghua University have consistently been ranked among the top universities in the world. The 2008 Summer Olympic Games in Beijing provided the city with some exceptional new sporting and event venues, including the astonishing CCTV broadcasting headquarters that Beijingers lovingly call "The Underpants". The upcoming Beijing Winter Olympic Games in 2022 will also bring further change and excitement to an already amazing and cosmopolitan city.

1 Average **WABPM2.5**
Daily Indoor
Air Quality

Air Quality

As the Chinese authorities continue to take many drastic actions to improve the air quality in Beijing, in recent years WAB has also invested in advanced air filtration systems to provide the best air quality possible in Beijing.

Providing a safe and healthy learning environment for our students, staff, and families is a top priority for the Western Academy of Beijing, and we take this issue very seriously. Our campus facilities are equipped with reliable, state-of-the-art air filtration systems. WAB also has strict precautionary measures in place to safeguard our students from the dangers of engaging in physical activities outdoors on days when air quality is poor.

Super-filtered, clean, tempered air pressure is constantly pumped into all our school buildings safely and quietly. The same advanced technology that keeps pharmaceutical manufacturing facilities clean is now making WAB the safest and healthiest learning environment for our students, staff, and families. WAB regularly tests and reviews its filtration systems to ensure the best possible air-quality solutions.

WAB's windows and doors are airtight to reduce infiltration. Main entrances to the school have overhead devices to keep pollutants from entering the building. The Tiger L'Air, WAB's state-of-the-art multi-sport air-supported structure, allows for safe physical activity indoors when outdoor air quality is unsafe.

WAB staff continuously measure the air quality index (AQI) inside all facilities throughout the day. Using handheld devices and white egg-shaped monitors visible in different areas of the school,



WAB's AQI measures a daily average of 1 throughout campus. On the way to school and back home, WAB buses are now equipped with advanced air-purification systems for our students, ensuring a healthy ride. As recently reported in *The Guardian*, the government is steadily implementing changes to power supply and emissions controls in Beijing that are significantly improving air quality in Beijing year by year, with improvements of more than 10 percent each year since 2014.

Position Overview

Overall Purpose

Director of Innovation in Learning and Teaching provides leadership for the WAB community in rethinking how we do school. This person strategically leads innovation at WAB with a strong focus on implementation and the ongoing evaluation of learning at WAB. Through effective communication and engagement this person will ensure our whole community is connected, inspired and challenged to make a difference.

Key Responsibilities

Strategic Leadership: The Director of Innovation in Learning and Teaching, as a member of the WAB Senior Leadership Team (SLT) and in partnership with School Educational Leadership Team (SELT) will:

- shape the future of learning at WAB by continuing to innovate, develop and implement our FLoW21 initiative and its future iterations
- observe, challenge and engage with the current learning at WAB, its growth and alignment to FLoW21, the IB programs and the WAB Mission and Core Values
- lead and support quantitative and qualitative data gathering and research to determine the effectiveness and quality of WAB programs and student learning at and beyond WAB
- provide leadership for the development and review of the WAB curriculum and assist in its effective implementation
- continue the development of WAB as a professional learning community, with a common ethos and culture across the school
- ensure implementation and regular review of the Professional Performance Model and lead school-wide professional learning initiatives
- lead and coordinate external accreditation self-study, external evaluations, and execution of accreditation action plans and timelines
- connect and partner with progressive schools and world-leading educational institutions
- support school-wide Student Support Services departments, WABX, WAB Wild and China Studies departments to ensure alignment with whole school educational strategy
- support whole school educational technology integration and implementation

Communication: The Director of Innovation in Learning and Teaching, in partnership with the Head of School and Director of Marketing, Admissions and Communications will:

- develop and maintain positive, efficient and effective communication and relationships with all stakeholders including students, parents, staff and the Board as well as the international school network at large
- identify, share and interpret findings of relevant educational research as well as any internal action research results and data gathering
- clearly communicate the kind of learning that WAB values and what that looks like in practice to current and prospective families, faculty, and the wider global community

This job description may be amended following discussion between the Director of Innovation in Learning and Teaching and the WAB Head of School and will be reviewed on an annual basis.



Person Specification

1. Personal Skills and Attributes

- Embraces, articulates and models the WAB Mission, Philosophy, Core Values and the IB Learner Profile
- Establishes effective working relationships with staff, students, parents and community members
- Communicates effectively both orally and in writing to a wide range of audiences
- Quickly adapts and assimilates to our school's collaborative and dynamic culture and appreciates the host country culture
- Experienced in achieving international accreditation, IB authorization and developing relationships and networks within the international education community.
- A visionary who demonstrates leadership, resourcefulness, flexibility and creativity in identifying and executing innovative solutions

2. Knowledge and Experience

- A strong understanding and experience of the International Baccalaureate Programmes (IB PYP, IB MYP and IB DP), general curriculum and current research into learning theories and practices
- A strong understanding and knowledge of contemporary leadership practices and change management in a complex international school environment
- Experience as a full-time administrator in a similar position
- Direct working experience in a school with similar educational philosophy to WAB

3. Qualifications

- Preferably postgraduate degree in Education and / or Educational Administration
- IB programmes training and experience

Application Instructions

Effective Date: August 1, 2020

Application Deadline: Friday, October 26, 2019

ISS Vice President Administrative Searches & Governance Services, Dr. Beth Pfannl, will serve as the lead consultant for the Western Academy of Beijing Director of Innovation in Learning and Teaching 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 one PDF document 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 WAB reserve the right to close the selection process at any time if an ideal candidate is found.