

Leadership Search

Director American International School of Rabat

Rabat, Morocco

Application Deadline: September 25, 2020

Employment Start Date: August 1, 2021

ISS is pleased to conduct this full search.

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Introduction to AISR

The American International School (AISR) is an independent, English-medium, Pre-Kindergarten to Grade 12 international school in Rabat, Morocco, with the goal of providing a high quality education to a diverse student body. The School has partnered with Lumo Education and International Schools Services (ISS) to develop an innovative curriculum that draws from the best of Finnish and American pedagogy to deliver a student-centered, enriching and challenging program that prepares students for lifelong success.



The parent company is a private Moroccan holding company that strives to achieve economic and social development in Morocco through impact-driven and job-creating investments. It draws on substantial resources to design and build a world-class campus with state-of-the-art athletic, visual and performing arts facilities, innovative technology, design thinking, and maker spaces, and many green areas. The school will open for the 2022-2023 academic year.

Vision & Mission



Vision

The vision of the American International School of Rabat is to provide a leading-edge education that promotes innovation, collaboration, community and diversity, and that includes students, parents, faculty, staff, and the community at large. The school leverages a unique combination of Finnish and American pedagogy delivered by highly qualified and talented teachers who are supported by:

- An exceptional professional learning program,
- Core aspirations of academic excellence and outstanding citizenry,
- A comprehensive counseling and student support program,
- Highly individualized instruction,
- A strong emphasis on internationalism with a simultaneous focus on local languages and culture, and
- A supportive boarding program.

Mission

The American International School of Rabat (AISR) will provide a high-quality international education program taught in English to the broader Rabat community.

School Details

Overview

The educational design of the American International School of Rabat includes several features designed to attract families to the school. AISR seeks to occupy a niche in the market for families seeking high-quality, English-medium private school education with smaller class sizes while also providing a new paradigm in education. AISR will be founded on the above-mentioned key elements that define its identity. It is this identity that will set the school apart from other schools.



The AISR Academic Program will be rigorous and will also provide for extensive student voice and choice. Science, Technology, Engineering, Art, and Mathematics (STEAM) and the fine arts (music, drama, dance, and visual arts) will be important parts of the curriculum. Language instruction in world languages (e.g. French and Arabic) will be offered as part of the academic program and will strive to have high student interest and engagement.

The AISR co-curricular programs will allow students and other members of the school's community the opportunity to explore their passions and to enrich themselves outside of the regular school schedule. These programs may be offered as an "academy" after school, in the evenings or on weekends.

The American International School of Rabat will offer athletics, team sports (soccer, basketball, and volleyball) and individual sports (tennis, swimming, and track). The school will have the physical venues to support athletic programs around competition and to host sports and cultural exchanges with other schools within Morocco and abroad. Vocational arts will be offered, leveraging the STEAM facilities, such as the maker space.



AISR could serve as a test and preparation center for SAT, TOEFL and other tests for secondary students enrolled in the school as well as other non-enrolled students in the area.

School Culture

The parent company has articulated a powerful vision for the school. Lumo-ISS has interpreted this vision that can be characterized by:

A combination of Finnish and American pedagogy delivered by highly qualified and talented teachers who are supported by an exceptional professional learning program, core aspirations of academic excellence and outstanding citizenry, a comprehensive counseling and student support program,

highly individualized instruction, a strong emphasis on internationalism with a simultaneous focus on local languages and culture, and a supportive boarding program.

1. **Finnish American Program** – AISR will employ the exceptionally effective Finnish pedagogical approach alongside a quality standards-based American curriculum from Pre-Kinder to Grade 10 and the International Baccalaureate Diploma Program in Grades 11 and 12.
2. **Academic Excellence and Citizenship Formation** – AISR recognizes that a high-quality educational experience involves not only striving for academic excellence but authentic character education as well. The AISR experience is about educating the hearts and minds of students to ensure they lead successful, happy, and fulfilling lives and contribute positively to making the world a better place.
3. **Students as Individuals** – No two learners are the same and AISR understands that all students must be supported to reach their potential. Apart from the foundational approach of ensuring instruction is differentiated for all learners, a comprehensive counseling and student support program for those who require more intensive interventions will also be offered. There are multiple ways of learning, such as through the use of technology, through creative problem solving and through design thinking. All students are taught using an individualized, differentiated approach to achieve each student’s full potential. Each student will have their own Individualized Learning Plan (ILP) which is a core element of Finnish pedagogical success. Project-based learning will also be an important strategy of accessing the curriculum. The school will engage in other kinds of authentic learning where the learning activities will connect students to real-world problems and real-world experts. This strong support of students will extend to the boarding program as well to ensure that boarders will have a welcoming and nurturing experience.
4. **Internationalism with a Local Emphasis** – AISR will be an international culture that is both inclusive and home to multiple cultures while also maintaining a strong core Moroccan identity. The AISR curriculum will intentionally cultivate global mindedness and citizenship amongst all its learners following best practices and recommended resources for preparing students to become responsible leaders in today’s interconnected world. The students will be recruited from different cultures and backgrounds within Morocco and the region. The school’s teachers will be from different cultures or will have experienced different cultures personally. Although the language of instruction will be English, a strong emphasis will be placed on providing high quality instruction in both Arabic and French.



Academic Calendar

The school will operate on a typical North American calendar which runs from August or September to mid-June each academic year.

Accreditation

Lumo-ISS recommends the New England Association of Schools and Colleges (NEASC) using its new ACE Protocol that focuses first and foremost on the impacts on learning.



Technology

AISR will have a ubiquitous, robust, and reliable wireless system that will provide “anywhere-anytime” access to the internet. The school will provide ample resources to leverage technology resources in ways that will be transformative to learning.

Boarding Program

AISR’s boarding program will accommodate secondary Moroccan students from outside of Rabat and students from other countries. This is an attempt to build diversity in the school and expose day students to other cultures in keeping with its international identity.

A critical factor in the planning of the boarding program will be the integration of the Secondary boarding students with the Secondary day students into one cohesive community. The boarding program will follow the elements of a rich, comprehensive design reflecting best boarding practices in staffing, curriculum, policies, facilities, and marketing. The boarding curriculum will include life skills, character education, and leadership skills.



Students

AISR is designed for families and students who desire a private school education with an innovative international-style American curriculum. Additionally, families seek the kind of amenities at the school that will allow their children to choose opportunities such as athletics, fine arts, and clubs.

Furthermore, students will be drawn from:

- Rabat area day students within a 10-mile radius of the school location facilitated by a reliable bus program.
- International boarding students recruited to the Secondary School who are attracted to a high-quality boarding program.
- Families of the expatriate and Moroccan professional population who seek a high-quality educational program that will allow greater choice of post-secondary opportunities outside of Morocco for their children.



Faculty

Most of the teachers will be Finnish, American, Canadian and from other English-speaking countries. Preference will be given to teachers who have experience in other cultures and countries and who have a proven track record of excellence in teaching.

The most outstanding local Moroccan teachers who will teach French as well as the Arabic program will be recruited and trained to high international standards of excellence.

Minimum experience qualification shall be two (2) years and the optimal experience qualification shall be at least four (4) years. The minimum education qualification shall be a Bachelor's degree and the optimal education qualification shall be a Master's degree. It is desirable that all teachers be certified to teach their school division or content area or have a professional learning plan that leads to that goal. The faculty's pedagogical staff will be supported by a tailored and ongoing Professional Development program.

Administration

The school will eventually be structured with Lower School (Pre-K to Grade 5) and Secondary (Grades 6 to 12). Initially the Director will act as the Secondary School Principal. A Lower School Principal will have extensive experience of Finnish Education. As the school grows, a Secondary Principal will be recruited.

Board of Directors & Governance

Officers from the parent company will comprise the Board of Directors. The Board will be constituted to perform traditional board responsibilities related to strategic, fiduciary and generative governance of the school. Further, it will be responsible for the recruiting and evaluation of the Director, budget review and approval, and policy review and approval. Final decisions regarding strategic governance will be made by the Board of Directors based on the recommendations of Lumo-ISS. Day-to-day management and leadership of the school will be the responsibility of the Director in accordance with Board policy.

Curriculum & Academic Program

The curriculum will be developed with Lumo-ISS collaboratively based on American standards for Pre-Kinder to Grade 10, and the IB Diploma Programme for Grades 11 and 12. Lumo-ISS will use the American Common Core Standards as a basis for the school's curriculum which will be delivered through the highly successful Finnish pedagogical approach.

The Pre-K to Grade 12 curriculum will be built from horizontally and vertically aligned standards, the same set of standards to ensure a cohesive learning journey and high academic achievement. The curriculum will develop the whole child with learning goals focused on the development of each child's conceptual learning, competency learning, and skills. Following a standards-based curriculum, the learning objectives identify what is the most meaningful and helpful for students to learn at each developmental stage or age. Students will explore inquiry-based projects to identify personal goals and interests that are aligned with the expected academic goals. This will take place through explicit and individualized instruction, independent study, collaborative team studies and expeditions, and class field trips that engage the local Moroccan community. The college preparatory program will meet those specifically required by higher education institutions in the United States and other international destinations.

Finnish American Program

The educational program is a unique blend of American curriculum and Finnish pedagogy. By combining the best pedagogy, protocols and practices together with all stakeholders involved in the child's learning, we ensure the authenticity and student centeredness in education. Individualized learning supports the student's skill development, academic progress and holistic wellbeing.

The following diagram graphically represents the student experience at the American International School of Rabat:

Knowledge Application - Skill Development - Joy of Learning - Holistic Wellbeing



What makes a Lumo-ISS managed school?

Lumo Education is an innovative company that is bringing the best of the Finnish educational success to the international school market. International Schools Services (ISS) brings over six decades of

experience including start-ups and top-quality management to international schools across the globe. ISS is about Making a World of Difference.

The Lumo-ISS partnership creates a synergy in education that is the first of its kind in the world culminating in a unique Finnish American learning experience. We believe in fostering best practices, honoring the unique cultures and communities which we serve, building meaningful human connections, and incorporating approaches that lead to excellence in a world-class education.

AISR will be the first Lumo-ISS international school and will be distinguished by its commitment to:

- A Student-Centered Culture - From inquiry-based teaching to personalized learning, from student-centered policies to standards-based curricula, the school is committed to helping each student succeed.
- Global Citizenship - Students are prepared to become responsible leaders through inclusive classrooms, multi-language acquisition, service-learning programs, community engagement opportunities, and global initiatives. The school cultivates diverse perspectives and models respect for them.
- Professional Learning - The school supports professional learning opportunities for the whole community, and faculty and staff generously share their knowledge and expertise with their colleagues and the broader educational community.
- Innovation and Creativity - Students embrace creativity and innovation through design thinking, STEAM, entrepreneurship, and the arts. Teachers leverage contemporary pedagogies and the school promotes a culture where innovation can spark high interest and engagement.
- Financial Health - Fiscal responsibility and sustainable growth are fostered through solid financial policies and procedures, long-term capital expenditure planning, and strategic investments in staffing and infrastructure.
- Social Emotional Learning - Caring teachers, student support services, social emotional learning programs, and safety and security protocols ensure the well-being of the whole child.
- Agile Learning Environments - The learning environment is thoughtfully designed to support pedagogy, with flexible learning spaces, vibrant co-curricular venues, and well-supplied classrooms that support student learning.



Campus

Facilities

The school will open in August 2022. The school will occupy the permanent, purpose-built campus in the Hay Riad neighborhood.

The campus will be a purpose-built, state-of-the-art facility based on a collaborative design by FXCollaborative Architects based in New York City and the Moroccan firm, Omar Alaoui Architects.

Recognizing the importance of the impact that spaces can have on learning, the design will be very intentional. It will incorporate Science-Technology-Engineering-Art-Mathematics (STEAM) labs with a maker space and design thinking spaces; performing arts areas including a black box theater, and studios for dance and music; fully equipped gymnasium; visual arts spaces for two- and three-dimensional arts, and graphic arts; outdoors sports and playing fields; a competition swimming pool; as well as a well-resourced media center.

Spacious faculty and student boarding facilities with full amenities will also be incorporated on campus.

Location

The property located in the upscale Hay Riad neighborhood of Rabat has several advantages. First, the site is situated in a safe and secure area of the city which has convenient access to various amenities including shopping centers and restaurants. It also expands the catchment area for local students and shortens the bussing routes.



Fast Facts

Year Established	2022
Accreditation Agency	NEASC
School type	Private, Day, Boarding, Pre-K to12
Language of Instruction	English
Total Enrollment (estimated by year 10)	700
Kindergarten class size	15
Grades 1-2 class size	18
Grades 3-5 class size	20
Grades 6-8 class size	22
Grades 9-12 class size	25
Student age range	4-18
Student/Teacher Ratio	11:1
Number of Faculty (estimated by year 4)	77
Faculty nationalities	The school will welcome Faculty from any nationality provided they are fluent in English and have some experience with US or international curriculum or Finnish teaching
Tuition (2022-2023)	\$15,000 - \$20,000 USD

Director Job Description

Position: Director

Reporting Position: Board of Directors

Working Relationships: Board of Directors, Principals, Operational Department Heads

Overview

The American International School of Rabat (AISR) is looking for a proven leader who will be able to create the school culture that upholds the key elements of the educational program and promotes AISR in the community as a truly innovative international school.

The Director shall be an English speaker whose qualifications include professional assignments as an administrator in international schools. The Director shall be appointed by the Board of Directors. The Director shall attend and participate in the meetings of the Board of Directors as a non-voting member. The Director shall meet the requirements to fill the position as prescribed by Lumo-ISS.

Description

The Director is responsible for the effective general management of the school, for ensuring the provision of academic leadership and strategic vision, and for the quality of the student experience. The Director is responsible for proposing an annual budget and submitting it to the Board of Directors for review and approval. In addition, the Director is responsible for monitoring the budget and ensuring that resources are allocated per the approved budget. The Director is responsible for ensuring the school is in compliance with all the local laws and regulations and with the requirements of the school accrediting agency.

Responsibilities

Strategic and Budgetary Planning

- Developing a strategic plan for the School, in consultation with the Board of Directors, including the preparation of a staffing and resource plan
- Engaging the staff of the school in compiling and implementing the school's plan
- Reviewing the performance of the school in terms of its objectives as stated in its strategic plan and in its staffing and resource plan
- Having responsibility for all financial matters, including financial planning and sustainability, resource allocation, the identification of new sources of income, the monitoring of expenditure to ensure that it is within appropriate levels, ensuring the linking of resource allocation to strategic and operational planning
- Managing and monitoring of the implementation of the budget

Staffing

- Overseeing staff and teacher recruitment
- Creating a supportive working environment for all staff in the school and fostering their career development
- Ensuring that staff performance reviews are completed in a timely manner
- Allocating duties to staff within the school and the management of staff in accordance with policies and procedures
- Handling grievance procedures for staff except where a grievance is against the Director
- Managing relevant disciplinary procedures for both staff and students

Teaching and Learning

- Having overall responsibility for the management of the school's program of teaching and learning

- Ensuring the effective delivery of high-quality teaching and the maintenance of academic standards
- Promoting a culture of learning that is directed to student needs and holistic wellbeing.
- Collaborating closely with the school's Principal (substitute protocols, pedagogical issues, structures, etc.)
- Assuring that the school maintains good standing with an accreditation agency
- Fostering interdisciplinary collaboration both within the school and with other schools and regional organizations
- Promoting excellence and improvement in all matters of teaching and learning
- Ensuring the regular review, evaluation and development of programs offered by the school

General

- Demonstrating a commitment to diversity, equity and inclusion and to cultivating an antiracist school culture.
- Representing the school both internally and externally
- Implement a high-quality boarding program that fosters physical, social-emotional, academic and intellectual development of all students
- Managing and encouraging an information flow to staff, parents and students in the school community
- Ensuring the effective operation of the school in accordance with approved governance procedures
- Overseeing the general management and maintenance of the school's physical facilities and equipment, including the allocation of rooms and other space
- Having overall responsibility for ensuring that the school complies with legal requirements and related policies
- Implementing decisions of the Board of Directors and supplying information in accordance with board policy
- Prepare an annual report for the Board of Directors
- Other duties as may be assigned by the Board of Directors

Qualifications

- An advanced educational degree, with a credential in administration or educational leadership
- Previous experience and proven success in a chief executive or chief administrative role
- Successful international, overseas experiences
- Strong financial, organizational, human resource, marketing and management skills
- Proven experience and expertise with the school's academic programs (IB Diploma Programme)
- Strong leadership in pedagogical approaches
- Educational or professional experience in a culturally diverse environment

- Experience in technology-based educational solutions

Knowledge & Skills

- Student-centered: Connects with and knows his/her students, interested in their aspirations
- Unimpeachable integrity
- Visionary and strategically minded thinker
- Community-minded and a community-builder
- Strong educational leadership and deep understanding of teacher empowerment
- Managerial expertise
- Personal qualities of warmth, transparency and approachability, empathy, charismatic visibility, resilience, etc.
- Governance experience
- Outstanding communicator verbally and in writing
- Financial acumen
- Adept at staff recruitment

Salary & Benefits

Salary will be competitive and depend upon the qualifications and experience of the successful candidate. Benefits include a housing allowance, a relocation allowance, medical insurance, and free tuition at AISR for dependent children. While the initial contract will be for a period of three years, it is the hope and expectation of the Board of Directors that at the end of that time it will be mutually desirable to extend it.

Application Instructions

Effective Date: August 1, 2021

Application Deadline: September 25, 2020

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

In **one PDF document**, please send a formal letter of interest (cover letter) specific to this position no longer than two pages, along with your CV 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 AISR reserve the right to close the selection process at any time if an ideal candidate is found before the deadline.