



Head of Learning Innovation

The Head of Learning Innovation (HLI) at The International School of Amsterdam (ISA) is a transformative leader responsible for the oversight, development, and implementation of cohesive, school-wide systems and processes that ensure that (1) equitable access to learning that promotes and champions independent student agency, neurodiversity, and language acquisition is available for all ISA students (including those who require additional support, extension, or acceleration) and (2) all students are developed and prepared for the futures they choose.

The HLI reports to ISA's School Director, and serves on the Leadership Team, collaborating closely with all Division Leaders, Operations Teams, and the Head of Safeguarding and Well-Being and is central to uniting and organising all aspects of ISA's Mission: to educate for international understanding.

The Head of Learning Innovation drives the integration and unity of intercultural practice, concept-driven, inquiry-based pedagogy, a culture of thinking, inclusive practices, facilities design, and technology support across the fabric of the school and community. To assist in these functions, the HLI is the Chair of ISA's Learning Council.

Reporting Structure

Direct Reports

- International Baccalaureate (IB) Programme Coordinators (PYP, MYP, and DP)
- Library Media Director
- Adult Learning Coordinator

Shared Reports

- Centre for Development, Learning, and Technology Coordinator (with Business Office)
- Activities Coordinator (with Business Office)

Key Responsibilities

Pedagogical Leadership

- Owns and advances ISA's definition of learning to guide curriculum planning, instruction and assessment to ensure that classroom practices align and are inspired by current research.
- Oversees the collection, analysis, and presentation of data related to student learning to ensure systematic student progress and programme improvements.
- Proactively interfaces between, and counsels, Heads of Lower and Upper Schools and IB Programme Coordinators to promote programme cohesion and structure.
- Develops academic-based strategic plans and supportive learning-related operational pillars.
- Ensures alignment and best practice of the continuum of IB programmes across the school and oversees the development and execution of a coherent approach to teaching and learning.
- Oversees the horizontal and vertical articulation of curriculum within the IB programmes.
- Implements innovative and connected approaches to teaching and learning, including Cultures of Thinking and relevant curriculum frameworks (e.g., WIDA, DQ).
- Leads the design, development and delivery of technology and learning space strategies that facilitate innovation and optimise teacher effectiveness.
- Develops, revises, reviews, and implements whole-school academic policies and guidelines (e.g., Academic Integrity, Assessment, Language, and Inclusion Policies etc.).
- Proactively stays abreast of developments in global education programmes, including IB.
- Keeps informed about developments in CIS and NEASC accreditation standards related to and facilitates the CIS/ NEASC accreditation process and resulting academic-based strategic plans.
- Oversees library media services and their crucial role in supporting the development of ATLs (Approaches to Learning) across all programmes.
- Proactively communicates clear and up-to-date information about teaching, learning, integrity, academic guidelines, policies, and regulations and publishes to target communication channels.
- Collaboratively engages in ISA's strategic leadership and vision for diversity, equity, inclusion, and justice throughout the community, following Universal Design for Learning (UDL) guidelines.
- Provides programmatic updates to the ISA Board of Trustees when required.

Recruitment and Evaluation Leadership

- Leads recruitment processes for all direct reports in collaboration with the respective divisional heads or other relevant supervisors.
- Participates as a key contributor in the recruitment cycles of senior leadership positions.
- Leads or participates in the recruitment of other faculty and specialists, when required.
- Develops, owns, and evolves formal teacher evaluation processes, facilitating programme review and collaborative revision of processes as needed.

- Conducts final feedback meetings, as required, with faculty involved in ISA's Thought-Full School program as an alternative to the formal evaluation process.

Professional Development Leadership

- Leads strategy and development surrounding teaching and learning professional development (PD) - including inservice and external expert visits. Assists with other internal PD, as needed.
- Oversees the ISA Centre for Development, Learning, and Technology (CDLT) and all related innovation strategies in collaboration with, and support from, the Director of Technology, Adult Learning Coordinator and CDLT Coordinators.
- Develops and evolves the Thought-Full School program.
- Drives teacher internship placements and builds relationships with representatives of relevant university programmes.

Outreach and Collaboration Leadership

- Actively collaborates with leading international schools, organisations, and their leadership to drive the continuous improvement of global education standards and practices; improving ISA.
- Generates and seeks inspiring and innovative stories of student learning, agency, and action for internal and external celebration.
- Engages with other institutions to share successful best practice strategies and benchmark against global standards to ensure that ISA is emulating and exemplifying them.
- Collaborates with like-minded organisations to promote environmental awareness and responsibility in education. Incorporates sustainability into ISA curriculum and school operations.
- Explores and proposes other curricula that further improves learning at ISA.

Qualifications and Prior Experience

- Master's degree in educational leadership, curriculum and/or related field.
- Deep senior leadership experience with prior multiple teams and/or direct reports management.
- Strong communication skills, with a holistic approach that leaves no teacher or learner behind.
- Excellent project planning skills and capability of flexibly designing, integrating, and innovating.
- Ability to lead comfortably through collaboration, yet with attention to time commitments.
- Expertise in data management, analysis, synthesis and presentation for diverse understanding.
- Expertise in evaluating and selecting technology-assisted teaching and learning platforms.
- Firm grasp of the underlying structures and needs of the IB PYP, MYP, and DP programmes.
- Leadership experience in the International Baccalaureate (IB) Authorization Process.
- Experience as a teacher and administrator in one or more of the IB Programs.
- Training and leadership experience in NEASC/CIS accreditation protocols.
- Experience with Harvard's Project Zero/Cultures of Thinking, or related programmes is a plus.
- Understanding of Educational Program Evaluation Protocols is a plus.
- Strong background in student performance assessment and learning data and analysis.