

ISB International School Bangkok



HEAD OF SCHOOL PLAN OF ENTRY

Executive Summary



Head of School Plan of Entry

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Dear ISB Community,

I am honored and delighted to be the next Head of School (HoS) at the International School Bangkok. I would like to thank the Board of Trustees for entrusting me with the responsibility to lead this incredible school. Joining this prestigious school fills me with great pride, and I am eagerly anticipating the opportunity to meet and collaborate with students, parents, faculty, and staff during our shared learning journey.

Trust is vital for a successful transition and as I assume the role of HoS, I am committed to transparency and openness regarding my Plan of Entry. It is my responsibility as the Head of

School to uphold the ISB mission and vision. This plan is designed to support my transition and ensure I gain a comprehensive understanding of the school and community.

Together with the Board of Trustees, we have crafted this plan with the following objectives:

1. To establish rapport, trust, and relationships with students, staff, and community
2. To learn about ISB including its people, culture, academic programs, and operations
3. To identify strengths, opportunities, and challenges facing ISB in the short and medium term
4. To update the strategic learning plan to address the short and medium term priorities.

Transitions bring both excitement and challenges, and I recognize the importance of a seamless and purposeful transition. The activities outlined in this plan aim to facilitate a successful transition by actively listening and gathering information about the needs of students, staff, and the school community. Furthermore, this plan seeks to help me develop an understanding of community expectations regarding my leadership and establish a strong community presence early in my tenure.

At the conclusion of the first year, I will share a report of my findings to the Board of Trustees and various stakeholder groups. This transition period presents an opportunity to extend and reinforce our culture of collaboration and partnership. The Entry Plan is not a substitute for my regular responsibilities as HoS but rather serves as a defined approach to effectively steward the school in my first year.

As we embark on this journey together, I emphasize the significance of building strong relationships. Relationships form the foundation of our community and engagement is the starting point for every relationship. I encourage your active participation to support my learning and transition.

Once again, I extend my heartfelt gratitude for the warm welcome I have received thus far. I am genuinely excited to embark on this remarkable journey with all of you.

Warm Regards,
Dr. Sascha Heckmann



ENTRY PLAN OVERVIEW

This Entry Plan is designed to support the transition of the new Head of School and does not come in lieu of the regular responsibilities as a HoS, but rather, as a defined approach to support effective entry into a new school and community.

This Entry Plan has four distinct phases:



ENTRY PLAN PRIORITIZED ACTIONS

Listen

Meet and listen to all stakeholders voices. Ensure diversity and representation during structured interviews to gather diverse insights and perspectives.

Learn

Engage in learning about all aspects of the school, including culture, operations, academic program and results.

Communicate

Transparently communicate with all stakeholders during the transition, sharing reflections, wonderings, and engaging to understand the many dimensions of ISB.

Connect

Connect with stakeholders to build relationships, foster opportunities to learn, and build trust. Be present and visible on campus and in the community.

Collaborate

Engage in collaborative reflection to synthesize entry observations and build a shared understanding. Participate in collaborative inquiry to inform purposeful action.

Synthesis

Synthesize the information gathered during transition to identify patterns and questions for further exploration. Organize questions and findings into a cogent structure for further consideration.

Plan

Adjust the short term plan to address identified needs. Identify areas for medium-term actions (5-year horizon).

Share

Share a detailed report with the Board of Trustees and school community outlining short and medium term areas of focus. Share a process plan.



ENTRY PLAN PHASES

PHASE 1: Preparation (June 2022 to July 2023)

In the year prior to my entry, I have been in regular communication with the outgoing Head of School, the BoT Transition Committee, and the ISB leadership team. These conversations allowed me to gain an introduction to the faculty and staff, provided me with an understanding of the school mission, vision, and core values, and offered insights into current operations and the status and implementation of the strategic learning plan. Key activities included transition visits, regular virtual meetings, and review of school documents.

PHASE 2: Connection (August to October 2023)

Schools are communities and successful leadership requires connection and the development of strong relationships. During Phase 2, time will be prioritized towards being visible, engaging our community, establishing connections, initiating relationships, and listening to better understand the perspectives and needs of our community. This phase will provide both formal and informal opportunities to engage with students, staff, parents, leadership, and members of the Board of Trustees. Key activities include faculty conversations and focus groups, student focus groups, community outreach and conversations, and attending school and community events.



PHASE 3: Integration (November 2023 to February 2024)

Becoming part of a community requires continued focus on furthering understanding, questioning inquiry, listening and learning. This portion of the entry plan aims for deeper integration into the school community by inquiring further into the learnings from Phases 1 and 2. During Phase 3, time will be prioritized to collaborative inquiry into lingering questions including deep-dive topical focus groups, follow-up conversations with individuals or partner groups, and furthering connections within the ISB community including students, staff, parents, leadership, and members of the Board of Trustees. Key activities include topical deep dive sessions, leadership retreats, data reflections, and extended outreach.

PHASE 4: Consolidation (March to June 2024)

Collaborative sense-making, synthesis, and consolidation are the drivers for Phase 4. Leaders are responsible for building a shared understanding of the present reality and future goals. Phase 4 will prioritize time towards engaging stakeholders in sense-making activities that explore the current status of ISB, the strategic learning plan, and our attainment of previously established goals. The result of these activities will be a presentation to the Board of Trustees, faculty, and stakeholder communities summarizing the findings and establishing near term priorities, as well as outlining a process map to establish a mid to long term strategic direction.

ENTRY PLAN CONCLUSIONS AND REPORTING

At the end of the first year, the Board of Trustees has requested a summary of findings and conclusions gained over the course of the year. The HoS, supported by the leadership team, will deliver this presentation during a Board Retreat in May 2024. Furthermore, faculty, student leaders, and parents will have the opportunity to attend community forums in May 2024, where the findings and conclusions will be shared.

