

DIRECTOR OF CURRICULUM SEARCH

CONCORDIA INTERNATIONAL SCHOOL SHANGHAI

Shanghai, China

concordiashanghai.org

Start Date: August 2026



Concordia

INTERNATIONAL SCHOOL SHANGHAI

上海协和国际外籍人员子女学校



**Carney
Sandoe**
& ASSOCIATES

CARNEYSANDOE.COM

Mission Statement

At Concordia, we view every student as a gift from God, entrusted to us by parents, and are committed in Christian stewardship to educate students holistically in a nurturing environment that includes comprehensive and challenging opportunities in academics, creative arts, spirituality, athletics, co-curricular activities and service.

At a Glance



Established
1998



Total enrollment
1,110



Total faculty
163



Student-faculty Ratio
7:1



Nationalities represented in
student body
31



Annual operating budget
\$43.7M



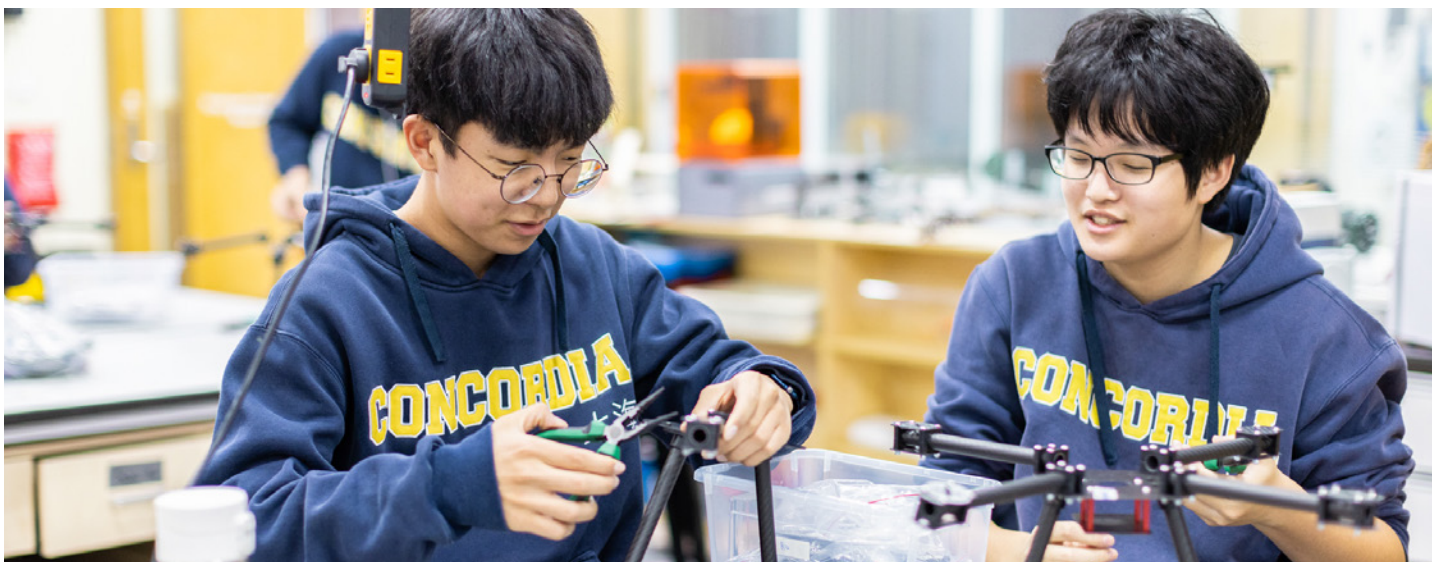
Faculty with advanced
degrees
81%



Campus size
10-acres

Nationalities among teaching staff (top three): USA, China, South Korea
AP passing average: 95%

Co-curricular activities: 400
Performing Arts CCAs: 15
Athletic championships: 199



Overview

Concordia International School Shanghai is a leading academic institution offering a rigorous American-style curriculum within a holistic approach to teaching and learning for preschool-grade 12 students. Situated on a state-of-the-art, green campus in the beautiful Pudong district of Shanghai, Concordia adopts a wide array of teaching methodologies to produce students with a unique balance of global citizenship, leadership, athleticism, artistic talent, and scholarship.

Concordia was founded in 1998 by a group of teachers in conjunction with the Lutheran Church-Missouri Synod (LCMS) with the shared goal of offering a world-class, holistic education founded on Christian values. Since its inception, the school has been committed to educating the whole child: spiritually, physically, emotionally, socially and intellectually. With a student population of 1,147, there are 31 passports represented across the entire student body. The top three passports represented are: USA (49%), Hong Kong (13%) and South Korea (10%). Graduates of Concordia go to a wide variety of colleges and universities around the world.

Student-teacher connections are at the core of the Concordia experience. The dedicated faculty provides a premier education, wrapped in loving, joyful relationships. Nationalities among Teaching staff: USA (62%), China (9%), Canada (7%). All faculty members are certified teachers and 83% hold master's degrees or higher. Concordia is accredited by the Western Association of Schools and Colleges (WASC) and the National Lutheran Schools Association (NLSA).

The Director of Curriculum at Concordia International School Shanghai serves as a pivotal leader, collaborating closely with principals to oversee and enhance the school's instructional program in alignment with Concordia's mission and the evolving educational landscape in Shanghai and the broader community. This role provides strategic design leadership for curriculum, instruction, and professional growth initiatives, ensuring that programs are coherent, innovative, and responsive to the needs of a diverse international student body. Working in partnership with the Assistant Head of School for Teaching and Learning (AHOS-TL), Division Leaders, Director of Student Support Service, Director of Mandarin, and the Director of Activities and Sport maintains consistent and well-aligned learning experiences across all divisions. Additionally, the Director supervises curriculum coordinators and librarians, professional development and supports high-quality teaching and learning throughout the school.



Opportunities and Challenges

Key Areas of Responsibility

- Provides staff leadership to promote understanding and support for the school's educational objectives.
- Oversees curriculum coordinators' work with the EdTech Coaches in implementing the new teacher onboarding program.
- Observes teachers in their classrooms and offers actionable insights to enhance the teaching-learning process.
- Collaborates with principals and curriculum coordinators to set priorities for learning opportunities aimed at improving instruction, assessment, student social-emotional support, and the use of technology.
- Responsible for planning and implementing professional development training for Concordia, including opportunities for faculty, staff, and administration. Additionally, develops and manages a professional development program designed to offer training opportunities for external schools and educators, establishing Concordia as a center for professional development.
- Works closely with faculty, instructional coaches, curriculum coordinators, and principals to align efforts and meet the school's educational goals.
- Leads and oversees the WASC process, ensuring alignment with accreditation standards.
- Effectively leads the curriculum review cycle in collaboration with principals, curriculum coordinators, and faculty.
- Coordinates with EdTech Coaches to integrate an educational technology program aligned with Concordia's academic expectations.
- Defines and implements an integrated, school-wide STEM program in collaboration with principals, curriculum coordinators, EdTech Coaches, and faculty.
- Demonstrates strong organizational and coordination abilities to lead and align initiatives across departments.
- Engages in strategic planning and implementation of educational programs, including EdTech and STEM initiatives, to enhance teaching and learning.
- Oversees WASC and NLSA accreditation processes, collaborating with the Director of Spiritual Life and Identity to manage the NLSA accreditation.
- Maintains effective communication to align programs with academic expectations and objectives, fostering collaboration and teamwork with diverse stakeholders.
- Leads and supports staff professional growth and development by designing, facilitating, and evaluating ongoing learning opportunities that align with school goals and best practices.
- Analyzes and coordinates school-wide data and facilitates data-driven conversations among staff to inform instructional decisions and improve student outcomes.



Qualifications and Personal Attributes

Requirements:

Education

- Doctorate in Education (Ed.D. or Ph.D.) preferred; Master's degree in Curriculum & Instruction, Educational Leadership, or related field required
- Valid teaching and administrative certification/license from a recognized educational authority (preferably U.S.-based)

Experience

- Minimum of 8 years of educational experience, including at least 5 years in curriculum leadership roles such as Director or Coordinator in international or top-tier American-style schools.
- Demonstrated expertise in leading the accreditation process, including self-study facilitation and standards based school improvement planning.
- Proven success in implementing and supporting MTSS (Multi-Tiered System of Supports) and UDL (Universal Design for Learning) frameworks.
- Extensive experience in assessment design, data analysis, and instructional coaching, with a strong track record of collecting and analyzing student performance data.
- Skilled in engaging and educating the parent community about school philosophy and current practices.
- Deep knowledge of learning support (special education) and ELL (English Language Learner) program development.
- Successful leadership in guiding teachers through curriculum review cycles.
- Adept at coordinating with diverse faculty, administrators, and multicultural school communities to foster an inclusive and collaborative environment.

Skills

- Exhibits strong leadership in challenging situations by balancing compassion, empathy, determination, and perseverance. Aligns individual care with organizational goals.
- Articulates a clear vision and actionable steps to support systemic school reform and continuous improvement.
- Demonstrates expertise in subject content and mastery of current, effective teaching strategies.
- Fosters collaboration and teamwork within and across divisions to achieve shared goals.
- Possesses a deep understanding of effective curriculum design, vertical learning progressions, and the components of impactful instruction.
- Understands the developmental needs of students and communicates effectively within diverse communities, both orally and in writing.



- Balances ambition with humility, demonstrates emotional intelligence, and builds strong, trusting relationships.
- Displays excellent organizational skills, self-discipline, and the ability to manage complex responsibilities effectively.
- Quickly adapts to and gains proficiency in essential educational technologies, including Canvas, Atlas, NWEA MAP, WIDA, and AP tools.
- Maintains a positive and optimistic attitude, demonstrating a strong commitment to personal and organizational growth.
- Demonstrates an understanding of, and actively supports, the Reggio Emilia framework, fostering its philosophy and practices within the school community.
- Exhibits a deep commitment to partnering with principals, recognizing and supporting their vital roles as curriculum leaders within their respective divisions.

Concordia Fit:

Spiritual Leader

- Demonstrates moral integrity, honesty, kindness, faithfulness.
- Models a Christian faith walk.
- Models servant leadership characteristics.
- Is collegial and contributing member of the school wide community.

Mission Centered-Vision Focused

- Takes personal ownership in fulfilling the mission.
- Can “see” the future and articulate, plan, and execute next steps.
- Demonstrates a positive, optimistic, can-do attitude.
- Demonstrates a passion for teacher and student success.

Instructional Leader

- Leads curriculum based on the most recent understanding about learning.
- Ability to develop, implement, and monitor curriculum and learner progress.
- Is a leader of learning.
- Promotes professional development focused on improving student achievement.



Team Focused

- Respectful of all, builds people up, is equitable in relationships.
- Is transparent, flexible, and adaptable.
- Demonstrates commitment to school improvement.
- Works collaboratively with all in the school and community.
- Advocates and nurtures a positive school culture conducive to student learning and teacher growth.

Management Competence

- Manages resources to provide a productive environment for learning.
- Demonstrates ability see the big picture and to break large tasks into small, achievable components.
- Clearly communicates, both orally and in written form, to a diverse group of cultures and in diverse settings.
- Demonstrates proficiency in required technology.
- Desire and ability to design, create and present professional development opportunities to the staff.
- Desire and ability to organize projects, build coalitions, and move projects forward.
- Be considered by colleagues as the go-to person for questions related to assigned areas.
- A passion for education and a commitment to fostering an inclusive learning environment.
- Must be a Christian who demonstrates Christian values in all interactions within the school community.
- Ability to work collaboratively with varied stakeholders in a diverse school environment.

Shanghai, China

At the mouth of the Yangtze River Delta in eastern China, Shanghai is halfway between Beijing and Hong Kong. Shanghai is the largest city in China and, counting the population within the city limits, the most populous city in the world. Shanghai has experienced unprecedented double-digit growth over the last two decades and has been named one of the fastest developing cities in the world. A global city and major financial center, Shanghai is also one of the primary industrial centers of China. The world's busiest containership port is Shanghai Port. A cosmopolitan metropolis with a rich history dating back over a thousand years, Shanghai offers distinctive architecture, including some of the tallest buildings in the world, cultural attractions including many of China's finest museums and more than 30 colleges and universities. More than 150,000 foreigners live in Shanghai, mostly Japanese, Americans and Koreans. Shanghai is well-known for historical landmarks including The Bund, City God Temple, and Yuyuan Garden, as well as the extensive and growing Lujiazui skyline.

Learn More

Click on the links below to learn more about Concordia International School Shanghai.

[School Website](#)

[Virtual Campus Tour](#)

[School Values and History](#)

[College Matriculation](#)



Faith and Religious Affiliation

Concordia's mission is to provide students with both an outstanding educational experience and provide an opportunity to share in a community where the faculty's active involvement in their Christian faith is lived out in their interactions with students and parents, we desire to identify candidates able to bring that Christian component as well as exceptional instruction.

To Apply

Please submit the following materials as separate PDF documents:

- A cover letter expressing interest in this particular position;
- A current résumé;
- A statement of educational philosophy;
- A statement of faith expressing what you believe, as a Christian, how your faith is part of your lifestyle and how you are currently growing in your faith;
- A list of five professional references with name, relationship, phone number, and email address of each (references will not be contacted without the candidate's permission) to:

Karen Neitzel, Ed.D.

Senior Consultant

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