



Scott Lindner

Leader, Teacher, Learner

About Me

I am a creative and flexible leader who forms robust relationships in order to build personalised, powerful, and impactful learning experiences.

Personal Details

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Beijing, China
Melbourne, Australia

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Karen: Elementary VP
Elliott: Class of 2025
Monty: Class of 2027

@lindscot

[BabbIED podcast](#)

Personal Interests

Music: live performance, vintage saxophones, jazz

Sports: including hiking, athletics, cycling, AFL football

Social: fine food, wine and good company

Leadership

HS Curriculum Coach and IBDP Coordinator

HS Leadership Team of 3, Whole School Senior Educational Leadership Team

2016-Present | Western Academy of Beijing, China

Progressive, diverse IB World School with 400+ HS students from 50+ countries

- Facilitated Senior Educational Leadership Team meetings and initiatives
- Designed and communicated strategic initiatives with school board
- Contributed to redesign of physical spaces and rescheduling of time for increased flexibility
- Led whole school curriculum review for Arts, Language and Literature
- Optimised student support via the IBO access and inclusion policy
- Compiled and co-authored accreditation and evaluation documentation for combined NEASC/IBO/CIS pilot protocols
- Led development and review of alternate pathway courses
- Co-authored definition of learning and strategic targets as member of steering committee
- Developed and implemented school wide professional growth model
- Coached selected teams to adopt a learning community model
- Supported recruitment through interview process and job fairs
- Facilitated remote and hybrid learning for faculty and students
- Managed crisis response to COVID-related IBDP assessment changes
- Authored strategic communication with governing bodies and accreditation agencies

CAS Coordinator, Arts Leader

2013 – 2016 | Beijing BISS International School, China

Boutique IB World School with 120 HS students

- Led visual & performing arts team (PYP, MYP, DP) inc. MYP Next Chapter implementation
- Facilitated regional Job-Alikes and presented at Learning Summit on Service Learning
- Elevated DP Core by connecting CAS projects with Extended Essay topics and using service learning trips for stimulus in TOK

Carnie House Foundational Coordinator

2012 – 2013 | Marcellin College, Australia

Mission driven, socio-economically diverse HS of 1500+ students

- Collaboratively developed identity and cultural norms within the house system
- Led teaching team of 10 faculty in G7-12 vertical mentor system
- Implemented restorative practices behaviour management processes
- Supported at-risk students in collaboration with counsellors, Principals and external agencies

Head of Performing Arts

2005 – 2012 | St Paul's Anglican Grammar School, Australia

High-performing multi-campus regional school of 1500 students K-12

- Recruited, trained and supported music teachers
- Developed links between instrumental and classroom music teaching practices to better utilise and develop teacher skill sets
- Facilitated enterprise bargaining process with and for instrumental teaching and support staff

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Professional Affiliations

Victorian Institute of Teaching
Registration #263117

IBEN and IBDP Examiner: Music

CIS Team Evaluation Site Visitor

References

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Ms Marina Frias-Gavidia

Middle School Principal
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Teaching

- IBMYP/IBDP Music
- IBMYP Design
- Extended Essay supervision
- Theory of Knowledge
- Ensembles: concert band, jazz ensemble
- Instrumental: clarinet, saxophone, composition
- Athletics

Learning

Qualifications

Master of Education (Educational Management) 2009-2010

The University of Melbourne – First Class Honours

- Human Resource Management in Education
- Foundations of Educational Leadership
- Leading Educational Transformation

Bachelor of Music/Bachelor of Teaching 2006-2008

University of New England – Golden Key Honours Society

- Majors in Musicology and Performance (clarinet/saxophone)

Postgraduate Certificate in Management 2005-2006

University of Southern Queensland

- Management and Organisational Behaviour
- Managing Resources in the New Organisation
- Marketing Your Educational Organisation
- Team Leadership

Professional Learning

- Principal's Training Centre: Instructional Supervision and Evaluation, Creating an Effective School, The Effective Principal
- NEASC: ACE Learning Principles Training
- Council of International Schools: Child Protection Foundation Course
- HGSE Project Zero: Cultures of Thinking, Making Learning Visible
- Global Online Academy: Designing for Online Learning, Wayfinding, Assessment, Competency Progression
- Behaviour Matters: Restorative Practices
- Sea Change Mentoring
- Steve Barkley: Instructional Coaching
- Thinking Collaborative: Adaptive Schools, The Choreography of Presenting
- Compass Education: Compass Practitioner
- Allison Zmuda: Competency-based Progression
- Inspire Citizens: Student Leadership Toolkit
- PowerSchool SIS: PowerScheduler

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Educational Philosophy

For me, education is both an opportunity and a responsibility. Education must support and challenge all learners to navigate the demands of today, but also develop in them the capacity and drive to build an even better tomorrow. Education shapes not only competencies, but values. In a world that is ever changing, education must be holistic, flexible and creative. With agency and purpose, a student develops within a powerful context, not only honing skills but also developing an authentic understanding of why they should play a dorian mode, solve a quadratic equation, or recycle their mobile phone. With agency and purpose, a teacher engages deeply in honing their craft: maximising and sharing their strengths, but also identifying and developing areas for growth. The best education will challenge individuals to be not only successful learners, but also the best of people. My role as a leader is to provide opportunities for all learners to live their learning, to ask the courageous question, to challenge the status quo and to positively impact our world.

Leadership Style

As leader, I am committed to the challenge of mission driven, internationally minded schools to be bold and share generously the power of education to change our world. To achieve this, I focus on three general principles:

Creativity and Flexibility: From Ideation to Operation

Perhaps it is born of my love of jazz improvisation, but I tend to thrive in environments of volatility and challenge where I am required to forge and communicate a clear path forward amidst change and uncertainty. I invest time to ideate and contemplate diverse perspectives rather than rushing to conclusions. As a creative thinker, I enjoy problem solving and strive to find the best solution, even if it is not always the simplest or most immediate. Although I am comfortable with ambiguity, I have never subscribed to the stereotype that with creativity comes disorganisation. One of my strengths as a leader is to employ a systems thinking framework to move from ideation to operation. I believe logistics form part of a complex, integrated whole in which form should follow function. For me, the COVID-19 pandemic has further demonstrated the value of taking a creative, flexible approach where change is normalised and viewed as continued opportunity for growth and improvement.

Robust Relationships and Candid Conversations

The knowledge of how powerful a great conversation can be to one's growth is something I carry with me daily. A key characteristic of my leadership style is the establishment of coaching relationships based on connection, open dialogue and trust. The trust that comes from really knowing people is pivotal to establishing and achieving common goals, and to building the deep sense of community that I value both personally and professionally. I do not shy away from difficult conversations. Instead, I focus on listening and questioning to actively navigate cognitive conflict. I am so grateful for the opportunities I have had to work with some inspirational coaches to support my growth in this area.

Personalised, Powerful, Impactful Learning

My career has afforded me the opportunity to engage deeply in curriculum and pedagogy innovations. As a student, I did not always find school engaging and my path through further study was not direct. I needed to know the 'why', and I needed to see the links between learning and life. This drive to find connection remains with me today, and is the reason I pursued a career in education. In a high school context, academic results and university pathways are often the focus. I need more, and I believe strongly that mission-driven schools are obliged to do more. Leveraging the power of essential content knowledge with conceptual understanding to effect transfer is a key goal for me as an educator. As a leader of learning, I seek to design personalised pathways where students have input into pace, content and pedagogy. I am firm in my belief of the power this agency provides in maximising academic learning, and building a sense of purpose to apply this learning to make a difference in the world.

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List of References

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