

Leadership Search



Director
Mahindra International School
Pune, India

Application Deadline: August 30, 2021
Start Date: July 2022

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Position Overview

The Director of Mahindra International School is the administrative head and the Board's Chief Executive Officer of the school. He/she is accountable for the performance of the school and continuous improvement in maximizing the learning of its students. The Board of Trustees delegates to the Director the day-to-day responsibility of leading and managing the school, in accordance with the regulations and policies set by the Board. The Director attends all meetings of the Board except those in which the Director's own salary or employment is being considered. The Director of School reports directly to and is evaluated annually by the Board President.

Main Responsibilities

- The Director leads with a board approved mission and vision that focuses on the desired results for student learning.
- The Director establishes a positive and cooperative working relationship with the Board of Trustees, developing a culture of responsibility and accountability for the fulfillment of the school's mission.
- The Director ensures compliance with applicable laws, regulations and board approved code of conduct and policies.
- The Director enacts legal and ethical practices to safeguard students' well-being and sets high levels of performance in staff.
- The Director ensures a safe, secure and supportive environment that is strategically resourced to achieve the mission and vision.
- The Director cultivates positive relationships with families and the community to achieve partnerships that will benefit student outcomes.
- The Director keeps the school financially secure and safeguards its assets.

The Director is assisted by the principals and others, and is responsible for the outcomes described in this job description and the effective running of the school and its programmes.

Educational Leadership

The Director leads with a mission and vision that focuses on the desired results for student learning.

- Energizes the school community with clear, contemporary and contextual guiding statements aligned with the IBO Mission to build understanding and commitment for high expectations. (We have it)
- Establishes key data indicators of school success and regularly tracks, reports and develops improvement plans to ensure systematic student progress and program improvements. (We monitor it)
- Communicates regularly the achievement of the school's mission and vision to provide evidence of measurable gain, celebrate student progress, and to use the information for further improvements. Uses data to support change and effectively leads innovations that result in improved learning. (We share the outcomes)
- Uses a definition of learning, developed from the school's shared culture and context, to guide curriculum planning, instruction and assessment so that classroom practices align with

research and provide a medium for students to take action as a result of their own learning. (We plan for it)

- Ensures a coherent curriculum derived from agreed upon student outcomes and rooted in best practices to support the achievement of all students. Establishes procedures for regular curriculum review and development. (We document it)
- Builds organizational structures and fosters practices for pedagogical leadership and collaboration that increase teacher effectiveness and positively impact learning. (We work together on it)

Organizational Leadership

The Director establishes a positive and cooperative working relationship with the Board of Trustees, developing a culture of responsibility and accountability for the fulfillment of the school's mission.

- Supports the Board in the development and periodic revision of the mission, the development of school policies, and the setting of the strategic direction and priorities for the long-term sustainability of the school.
- Collaborates with the Board to focus the agendas, attention and discussion on the substantive, strategic and symbolically important issues for the school.
- Collaborates with the Board and the Finance team to ensure fiscal oversight, financial planning and accountability for the financial health of the school.
- Supports the Board in fiduciary oversight, transparently sharing key data on school progress indicators and reporting on issues of compliance, ensuring Board of Trustees awareness of, and adherence to, IBO, CIS and NEASC and all Central, State and other Government policies and regulations which apply to the school.
- Ensures continuous improvement through the IB/CIS/NEASC Accreditation processes where the school is able to demonstrate its commitment to high-quality international education.

Human Resource Leadership

The Director enacts legal and ethical practices to safeguard students' well-being and sets high levels of performance in staff.

- Ensures that recruitment and retention practices are in alignment with the school's mission, vision and values and reflect the school's unwavering commitment to child protection.
- Develops, communicates and implements personnel policies for all categories of staff, providing for clear expectations of professional practice.
- Establishes workloads, job descriptions, salary levels and payroll procedures for all categories of staff.
- Establishes and implements performance appraisal processes which include ongoing coaching, mentoring and feedback to promote learning. Creates a climate that supports collaboration focused on improving learning.
- Provides, supports, participates and personally leads professional development guided by principles of learning so that staff continues to develop their knowledge and skill, working together to improve learning.

Operations and Resource Management

The Director ensures a safe, secure and supportive environment that is strategically resourced to achieve the mission and vision.

- Strategically aligns fiscal resources to support the mission and vision.
- Establishes financial procedures to ensure that fees are collected, financial records kept in agreed format, audits are in full compliance with regulations, and adequate procedures for the control of expenditure are established and understood by staff.
- Manages and monitors the school's physical infrastructure, facilities, grounds and equipment to provide for a safe and effective learning environment.
- Oversees the admission of students to the school to ensure alignment with the family and the school's mission.
- Ensures that the school has emergency, health and Safety procedures and that staff, students and parents are aware of these procedures.
- Prioritizes Child Safeguarding in all aspects of the day-to-day operations of the school, ensuring a robust policy and procedure is well understood by all community members and establishing regular professional training for all adults on campus with regard to Child Protection.
- Engages in risk management and mitigates for identified risks.
- Complies with local and international legal requirements and regulations applicable to the school for the sustainable development of the school.
- Establishes effective procedures for student behavior and school safety that ensure an environment where learning is paramount.
- Supports operational functions with data and systems that allow for efficiency and smooth daily operation.

Community, Communication and Relationships

The Director cultivates positive relationships with families and the community to achieve partnerships that will benefit student outcomes.

- Builds connections between home and school, intentionally promoting inclusivity and a culture that provides support for students to achieve learning goals.
- Creates a climate of trust and evidence-based professionalism, honoring commitments, and handling conflict directly and respectfully.
- Empowers parents through the Parent-Teacher Association (PTA) to make meaningful and valued contributions in the school, building on the strengths and assets of a school's diverse communities, knowing that parental involvement is key to student success.
- Communicates effectively with the community, utilizing formal processes and informal exchanges, to build positive partnerships that benefit students.
- Effectively communicates the school's Mission, Vision and values to the school community.
- Promotes teacher-student interaction that is appropriate, purposeful and characterised by mutual respect
- Establishes channels of communication that promote mutual understanding, compassion and understanding between all community members.

Salary & Benefits

The salary and benefits package is competitive and will be commensurate with the qualifications and experience of the successful candidate.

Safeguarding Statement

In accordance with the school's commitment to adhere to the International Task force on Child Protection and all other relevant guidance and legislation in respect of safeguarding children, the Director will be required to demonstrate commitment to promoting and safeguarding the welfare of children and young people in the school.

Application instructions found on the final page of this announcement.

The School

Founded in 1998, (originally under the name Mercedes-Benz International School), Mahindra International School is a well-established, non-profit school serving Pune's expatriates, repatriating Indian families and also globally minded Indian families who wish to offer an international education to their children.



Currently, more than 30 nationalities are represented within a student body of about 360 students. Our diverse community shares a common “Statement of Purpose – We promote learning, encourage responsibility and celebrate diversity”. We are proud of the reputation our school has earned over the past 23 years and we are looking forward to the next phase of the school's history.

In 2019, the Board of Trustees underwent a change in Managing Committee membership with the addition of 5 new Board Members from the KC Mahindra Educational Trust and a corresponding change in the name to Mahindra International School. A smooth transition has taken place for this, while maintaining the central tenants of the school.

Mahindra International School continues as a not-for-profit school as established under the Public Charitable Trust Act. The school is an independent entity managed by its Board of Trustees.

The school's Mission Statement and Vision will continue to underpin the ethos of the school and strategic decision making. The current strategic plan will help move the school through continuous improvement in the next 5 years, supported by the 5-year Accreditation and Evaluation review by the Council of International Schools, New England Association of Schools and Colleges and by the International Baccalaureate Organization.

Fundamental to the school's ethos is our commitment to the curriculum framework of the International Baccalaureate. We are proud to be the longest-standing 3-Programme IB School in India. This is core to what we believe about education the best possible learning environment.

Our teaching faculty and administrators are amongst the finest in the world, sought after by the very top international and independent schools. We recruit globally and try to ensure that the highest quality and individualized instruction is offered to all our students. The school's faculty are innovative and growth-oriented using best practices in our state-of-the-art learning spaces. Our community of learners, including our faculty, are equipped to be 21st-century global citizens with a passion for life-long learning.

Vision & Mission

Vision

An empowered, innovative, and agile community of learners who achieve and contribute positively within and beyond the school.

Mission

Promote Learning – Encourage Responsibility – Celebrate Diversity

We **Promote Learning** through inquiry-based teaching and learning with the International Baccalaureate Programmes, differentiating to meet individual needs in a contemporary, empowering, and healthy learning environment for all students. We support holistic education through a balanced approach to disciplinary, transdisciplinary, interdisciplinary and experiential learning. Our Definition of Learning supports this understanding further.

We **Encourage Responsibility** by creating an environment which develops a deep sense of personal, local, and global awareness. We engage locally, nationally and internationally with issues of substance and take action to make a difference in our world, understanding citizenship and service as an expression of individual responsibility. We inquire into the topics of human rights, development, cooperation & governance; environmental awareness and sustainability; the role of peace education and conflict resolution in our world; and the interdependence of natural and human systems on our planet.

We **Celebrate Diversity** by valuing uniqueness, considering varied perspectives, respecting our differences and encouraging international mindedness in order to develop balanced world citizens. This includes opportunities for recognizing difference and unique perspectives in curricular and extra-curricular learning, as well as opportunities to foster mutual respect for the diversity of beliefs and values, and in ways of being as well as ways of knowing. This requires us to debate and freely inquire within the bounds of courtesy, sensitivity, confidentiality, and respect both in and out of the classroom setting.



Accreditation

Mahindra International School (formerly Mercedes-Benz International School) has had a long history of seeking formal accreditation from various accrediting agencies.

Three main international agencies have formally recognized our school.

The Council of International Schools (CIS) accredits schools using a rigorous framework of best practice in international schools world-wide. CIS accreditation covers aspects related to curriculum and teaching but also governance, safety, staffing, home-school relationships and more. The school gained CIS recognition first in 2005 and has subsequently been reaccredited in 2010 and 2015.

New England Association of Schools and Colleges (NEASC) is based in the USA and accredits schools within the United States as well as internationally. NEASC looks into the following domains; Learning Structure; Organizational Structure; Health, Safety and Security; Finance, Facilities, resources; and Ethical Practice. The school was first accredited by NEASC in 2009 and is now on a 5-year cycle aligned with the CIS accreditation.

International Baccalaureate Organization (IB) has authorized the school to offer three of the 4 Programmes. IB Authorization looks deeply at curriculum, teaching and learning and how the Programmes are articulated. In 1999 the school gained authorized status for both the Primary Years Programme (PYP) and Middle Years Programme (MYP). In 2006, we were authorized to offer the Diploma Programme (DP). We have maintained all three authorizations through a regular cycle of review and assessment since that time.



Definition of Learning

We believe learning happens best when it is framed around the following 9 principles.

Learner Centric

- All students have the potential to learn
- Student readiness varies at times and ages
- Students learn better when they have agency in the learning process
- Students learn in different ways

Conceptual

- Learning is organized in fundamental big ideas that facilitate transfer.
- Concepts are enduring understanding that a learner is more likely to retain in the long term by creating a long-lasting cognitive structure.

Contextual

- Learning is made meaningful through context and purpose
- Learning should be relevant to the learners, the environment where learning happens and intended results

Experiential

- The cycle of Experience – Reflect/Observe – Conceptualize – Test/Experiment (Kolb) is a fundamental inquiry process.
- Learning is an active process and cannot occur without the intellectual involvement of the learner.
- Meaningful practice enhances learning

Constructive

- Learners build on previous learning in constructing new meaning.
- Conceptual and mental organization of learning influences how students learn and apply learning

Applicable

- Full understanding is demonstrated through the application of knowledge of skills, through transfer to new contexts and synthesis of new ideas.



Metacognitive

- Learning is mediated through different types of thinking
- Awareness of the learner's own thinking enhances capability to learn effectively.
- Identifying, regulating and monitoring cognitive processes enhances learning.

Social

- Influenced by the interactions and relationships between the learners, the teachers, and others in the social environment.

Emotional/ Emotive

- Attitudes and values play an important role in learning and enhancing motivation.
- Learning is strengthened when the emotional response to the learning context is positive.



Students

Mahindra International School has maintained a small school model, deliberately maintaining enrolment around 350 – 360 in the past several years. The student body is highly mobile, and we have a turnover of about 25% each year.

Our families come from a broad range of backgrounds, many with very international stories. Representing over 30 nationalities, our students create a truly global village. Our top 4 nationalities are Indian, South Korean, American and French.

Celebrating diversity at MIS includes recognizing that many of our students have parents from two different countries, have passports that may be different than their parents and have lived in yet more countries. Being a global citizen is much more than a simple passport!



Faculty

Mahindra International School has a student teacher ratio of 6:1, employing 59 full-time teachers and a few part-time teachers as well as 8 Teaching Assistants.

MIS has benefited from a fairly long-serving faculty and staff with many members with tenures over 10 years. We expect that all academic faculty hold a minimum of a B.Ed. or similar teaching qualification depending on their country of origin. 51% of our academic faculty hold advanced degrees (Master's or higher). This, coupled with a strong approach to professional development, ensures that we are able to deliver a high-quality learning experience with a suitably qualified teacher.



Central to the school's mission of Celebrating Diversity and aligned to the IB Programmes, is our dedication to learning skills of global citizenship. Our staffing strategy recognizes and values host-country perspectives as well as international perspectives. Our teaching faculty are deliberately diverse, currently representing 16 countries. Perhaps, more significantly, our teachers have a broad range of experiences from around the world and bring these to their teaching.

Governance

The Managing Committee (Board of Trustees) is self-perpetuating and is made up of professionals with commitment to the Mission and Vision of the school. 5 members are nominated by the KC Mahindra Educational Trust. There are 3 office bearers: President, Secretary and Treasurer.

Our Board of Trustees provide direction in governance, strategy, and fiduciary oversight.

The School Director is an ex-officio member of the Board. The Primary and Secondary Principals are permanent invitees to the Board meetings. The PTA President and Staff representative are invited to attend all Board of Trustees meetings and form an important channel of communication between the parent body, the faculty and the Board.



Fast Facts

Year Established	1998
Accreditation Agency	CIS, NEASC, IBO
School type	not-for-profit, coeducational, day school
Language of Instruction	English
Total Enrollment	360
Student Age Range	3-18
Student Nationalities	Over 30
Percentage of Annual Student Turnover	25%
Student Teacher Ratio	6:1
Number of Faculty	67
Faculty Nationalities	16
Number of Board Trustees	9
Tuition (2021 - 2022)	INR 388,300 – 2,098,000



Application Instructions

Effective Date: July 2022

Application Deadline: August 30, 2021

Pauline O'Brien, Director of Administrative Searches & Governance Services, will serve as the lead consultant for Mahindra International School Director search. She will be assisted by Ms. Ashley Wotowey, Ms. Cierra Cooper-Phillips, 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 (please do not send a CV that has your photo*) to execsearch@iss.edu. You will be contacted by a member of the ISS Administrative Search Team regarding the next steps.

Our considerations:

- International Schools Services (ISS) is strongly committed to all aspects of child protection and safeguarding. Applications will be thoroughly and rigorously screened.
- International Schools Services (ISS) reserves the right to withdraw an applicant's candidacy if supervisory referees are not provided.
- International Schools Services (ISS) reserves the right to withdraw an applicant's candidacy at any time should information be forthcoming that may suggest the candidate is not suitable to progress in the process.
- Hiring is contingent upon a successful background check.

Applicants are asked to submit their letter of interest and CV and complete all necessary application steps as early as possible, as International Schools Services (ISS) and Mahindra International School reserve the right to close the selection process at any time.

* ISS is committed to "Making a World of Difference" in the international education community. We are experiencing a catalytic moment in history and ISS has committed to addressing the systemic prejudices and biases in ourselves, in schools, and in organizations around the world. One of our commitments is to remove photos in recruitment files. You can read more about our commitments here: <https://www.iss.edu/what-iss-will-do-now>.