

## Leadership Search



**Haile-Manas  
Academy**  
ETHIOPIA EDUCATION  
INITIATIVES

## Head of School Haile-Manas Academy *Debre Birhan, Ethiopia*

Application Deadline: December 31, 2022  
Start Date: August 2023

ISS is pleased to conduct this full search.  
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## The Position

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### Overview

Haile-Manas Academy (HMA) seeks a dynamic Head of School to begin in academic year 2023-2024. This extraordinary opportunity offers an experienced educator a unique chance to build on HMA's successes to date, leading to the graduation of its first class in June 2024 and beyond.

In addition to leading this intentionally diverse community of talented, ambitious Ethiopian students and devoted teachers and staff, the next Head of School will lead HMA in furtherance of its mission to be a model school for a country which, with its long history as a continental leader, its geopolitical significance, and its compelling demographics, is among the most influential nations in a rapidly developing part of the world. The HOS's mandate will thus encompass a primary focus on the internal needs of the HMA community and a secondary focus on opportunities for wider impact.

## The School

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Haile-Manas Academy is a premier private secondary boarding school in and for Ethiopia, for the education of the country's most promising and motivated secondary school students, admitted independent of their financial circumstances to the extent possible. The school is co-educational and secular and strives to reflect the country's rich geographic and cultural diversity.

## Mission, Vision, & Core Values

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### Mission

As a ground-breaking, first-of-its-kind model school, HMA strives to be on par with top schools around the globe. Through hands-on, collaborative project-based learning that makes full use of the advantages of a residential setting, the school provides an education that prepares students for success on the Ethiopian national exams along with reaching their highest potential as critical thinkers, enterprising young problem solvers, and purposeful, community-minded individuals. HMA graduates will be Ethiopia's future leaders in all walks of life, and we expect them to have a significant impact on their communities—be they local, national, or international.



As a model school, we strive to develop innovative, data-driven programming that we can systematically share with others, and to leverage every possible asset and opportunity to advance education in Ethiopia.

## Core Values

Our core values are as follows:

- Integrity
- Empathy
- Resilience
- Community mindedness
- Independence of thought
- Self-reflection
- Environmental stewardship
- Joy



## Governance

HMA is the first project of Ethiopia Education Initiatives, Inc. (EEI), a US non-profit with the mission of providing quality education opportunities for talented students in Ethiopia and impacting education in Ethiopia more broadly. For more information about EEI, please visit the EEI website <https://ethiopiaed.org/>.

## Accreditation

The school is licensed in Ethiopia by the Amhara Region Education Bureau. The new Head of School will lead the process of assessing and obtaining desirable external accreditations.

## Overview

### History



The founding of EEI and HMA by Rebecca Haile and her husband Jean Manas is itself an inspiring story. We encourage candidates to read some of this background [here](#) and to view this introductory [video](#).

We broke ground on the HMA campus in December 2018, after several years of research, relationship building, programmatic planning and construction preparation. Two years later, in January 2021, in the midst of the world-wide Covid-19 pandemic and soon after the start of the conflict in northern Ethiopia, HMA welcomed its first class of 35 9<sup>th</sup> graders and its second class in January 2022. At 35 and 37 students, these two pioneering grades are intentionally small. In coming years we will work up to an intended 100 students per grade resulting in 400 students across 4 grades at full enrollment. Supported by an extraordinary group of founding faculty and administrators, these pioneering students were quick to embrace their new school, the new methods of teaching and learning, and each other. To learn more about the very first weeks on campus, please watch this [video](#).

In our now two years of operations, we certainly have had our share of challenges, from a Covid-19 outbreak that necessitated a period of online learning to a second closure and move to remote learning in late 2021 due to the expansion of the conflict in the north. We have also had highlight after highlight, many created by students. These include our joyful post-conflict reopening in January 2022, the creation of the first Student Council, a robust process in which almost every student was an active participant, the launch of our Community Outreach program, the launch of our Robotics Club, the delivery of our kitchen equipment and cafeteria furniture after months of world-wide shipping delays, memorable visits from many dignitaries including Her Excellency President Sahlework, our Model UN team's recent award winning performances in a May 2022 virtual conference based in France, and most recently the second annual Celebration of Thinking and Learning which was covered widely by press (see [here](#) for all press links). And in between these highlights, there have been countless everyday moments of community building, joy, creativity and the satisfaction associated with building something special from the ground up.



To read more about EEI and HMA, please visit both the [EEI website](#) and the [HMA website](#).

## Campus

### Location



The school is in Debre Birhan, an important and growing town in central Ethiopia, about 130 kilometers from the capital of Addis Ababa on a safe, well-maintained road. The central location supports our commitment to recruiting a national student body, and our proximity to the capital allows for day trips for students, visiting speakers and other opportunities.

Debre Birhan has an estimated population of 200,000 and adequate amenities for residents and visitors. It is the home of both Debre Birhan University and Debre Birhan Teacher's College. At an altitude of 9,300 feet, the town has a year-round temperate climate.

### Facilities

HMA's beautiful, brand-new campus was created in collaboration between Flansburgh Associates, US architects with decades of experience building schools around the world, who prepared our Master Plan, and renowned Ethiopian architect Fasil Ghiorgis, who translated the Master Plan into a contextually appropriate, state-of-the-art residential campus comprised of 23 buildings.



The campus is set on eight hectares and includes comfortable dormitories, spacious classrooms, fully equipped science labs, robotics and design centers, student center/dining hall, extensive athletic facilities, wellness center, attractive faculty residences and more.

We have our own water well and generator for use during power outages.



## Environmental Sustainability

HMA is committed to both modeling and teaching sustainability. This begins with our campus design, which features solar water heaters and U/V filtered water to remove the need for water deliveries and the use of plastic bottles. It continues with an intentional campus culture of minimum waste and maximum reuse and recycling. We engage in activities such as yearly tree plantings and include field trips to nature preserves and farms in our programming.

Given Ethiopia's large and growing population, rapid deforestation, and struggle to meet energy needs and create jobs, our students have already identified many problems – and solutions - connected to environmental sustainability. HMA strives to stand for the principle that academic excellence, environmental stewardship, and student achievement go hand in hand.

## Curriculum



As a school for Ethiopian nationals, HMA's starting point is the rigorous Ethiopian national curriculum, delivered through innovative teaching methods, combined with additional curricula designed to develop the skills of critical thinking, problem-solving, and an enterprising mindset that students need for academic and career success in the 21<sup>st</sup> century. Our curriculum gives students chances for in-depth study of their subjects through hands-on and project-based learning, and many opportunities to do original work, apply theoretical ideas to "real life" situations, and to collaborate

with and present ideas and work to one another.

In 11<sup>th</sup> and 12<sup>th</sup> grade Ethiopian students are required to pursue one of two curricular pathways, either the natural sciences pathway or the social sciences pathway. All 35 of our current 10<sup>th</sup> graders have selected the natural sciences for their final two years of secondary school. As the school grows to full enrollment of 400, we anticipate some students may select the social sciences pathway.

All secondary school classes in Ethiopia (other than language classes like Amharic) are taught in English.

Looking ahead to college, we anticipate that some of our students will attend university in Ethiopia, and we are committed to ensuring their readiness for that through strong performance on the Ethiopian national exams. We also expect many of our ambitious graduates to apply to selective universities around the world. We have hired an experienced international college counselor who will begin in August 2022 to work with the current 10<sup>th</sup> graders stepping up into their junior year.



## Design Thinking



An essential tenet of our approach to teaching and learning is “design thinking” - a methodology for creative, collaborative and community-oriented problem solving. Design thinking invites students to look to themselves for solutions to challenges they see in their communities and to develop confidence that they can be agents of change for the world. Our Design Lab, equipped with laser cutters, 3D printers, and tools of every kind, is the heart of our design program. Every HMA student takes at least one course in the Design Lab.

## Technology

We are a one-to-one iPad school. Technology is integrated into all classes, and each classroom is equipped with an Apple TV and whiteboard.

## Academic Calendar

The HMA academic calendar generally runs from mid-September, after the Ethiopian New Year, through end of June. Faculty are expected to arrive on campus mid to late August. School is closed for approximately three weeks of Winter Break from late December through early January, and for two weeks of Spring Break generally at the end of March/beginning of April.

## Arts, Athletics, & After School Activities

HMA's clubs and other co-curricular activities are mission aligned and take full advantage of the boarding school setting. Clubs are generally student designed and led, giving students a chance to explore their unique talents and interests, develop leadership skills, gain a global perspective, and deepen bonds of friendship – all after schoolwork is done.

The advisory program is at the heart of our community. Advisories are groups of 12-16 students and 2 faculty advisors, and function as students' families on campus. Advisories eat meals together and meet 3-4 times a week to explore ideas, discuss civics topics, do free reading, and play games. The bonds formed in advisory are likely to be life-long.

Clubs include Sustainability, Drama, Design, Community Service, Debate, and the award-winning Model UN Club that allows students to research and propose solutions for global challenges at virtual international conferences. Community Service is currently focused on service to local elementary school students through a daily English and science program and will soon expand to offer area middle schoolers robotics and design programming.



Athletics include football (soccer), basketball, volleyball, ultimate frisbee, kickball, fitness, and yoga. HMA anticipates fielding competitive teams in the future. The school has an excellent gym lined for both basketball and volleyball, a regulation size football pitch and 400 meter track.

A full visual arts program will begin in the 2022-2023 school year, and an existing robust performing arts program, largely student generated, offers both traditional drama celebrating Ethiopian history and holidays as well as original dramatic and comedic performances.

Aligned with our vision that HMA will prepare Ethiopia's future leaders, the school has created multiple authentic opportunities for leadership, community, and impact. Examples include service as dorm heads and HMA Student Ambassadors who host our frequent guests and lead admission outreach and various ad hoc programs.

Our newly formed Student Council is comprised of a dozen students (gender balanced) each of whom has a specific area of responsibility. The Academic Committee comprised of students and teachers is

where the most pressing academic issues are discussed and from which recommendations to the full faculty are made.

Field trips are another way HMA students get to learn and explore, from visits to local business or farms for primary research to local hikes to longer trips such as to Menz Guassa Community Conservation Center during student orientation week.

## Faculty

HMA faculty are mission-driven Ethiopian and international educators motivated by a love of students and a desire to support them as they develop into resilient, independent thinkers and purposeful, community-minded individuals. As members of an intentionally diverse residential school, HMA faculty are committed to modeling how individuals from different backgrounds form a community that works collaboratively toward shared goals.

In the 2022-2023 school year, faculty will number 20. All teachers have master's degrees and on average faculty have 10 years teaching experience. Faculty are vetted and oriented to understand and commit to the “whole student” foundations of our residential program, and each makes significant contributions to the co-curricular and residential aspects of school life. International teachers typically bring more experience with progressive education, so they are often called upon to serve as mentors to local teachers. Our co-teaching format pairs international and Ethiopian faculty, modeling cooperation and teamwork for students.

All faculty reside on campus in faculty housing with the faculty (and some non-teaching staff) who serve as Residential Advisors – whose role is to help students adjust to and take full advantage of the boarding school environment – living in separate apartments in student dormitories.

Aligned with our co-teaching framework, the new Head of School will be supported by and work with an experienced Ethiopian Deputy Head of School.





## Students



Admission to HMA is merit-based and competitive. We recruit high achieving students who look for opportunities to understand multiple perspectives, try new ideas, and are willing to share their knowledge with peers to deepen their own and each others' learning. We evaluate applicants on the basis of prior academic performance, an HMA specific entrance exam, and, where possible, interviews to assess leadership potential and other skills and talents and to confirm that

HMA and the student are a good fit. To the extent possible, we admit students on a needs-blind basis.

We are committed to gender parity and to an intentionally diverse community. Our students come from many different cities including Adama, Addis Ababa, Bahir Dahr, Debre Birhan, Desse, Gondar, Hawassa, Mekelle, Kemissie, Sela Dingay, Sheno, Yirgalem and Woldia.



Our pioneering classes have thrown themselves into the life of our school, quickly making the transition from the more didactic, teacher-centric “chalk and talk” culture of their previous schools to be engaged, open and responsive students. As a community we have been called to respond to many challenges since our opening, and our students have shown themselves to be resilient and deeply invested in the school’s success. The advisory program has generated strong bonds between teachers and students, and across the board the teaching and learning experience has been extremely positive.

## Administration

The incoming Head of School will work with and be supported by an administrative team comprised of an experienced Ethiopian Deputy Head of School, a Dean of Faculty, three Grade Deans, a Director of Community Life, a Director of College and Career Counseling, and the Director of HMA’s Addis Office who assists with admissions.

### Duties & Responsibilities of the Head of School:

Reporting to the EEI Executive Director, the next Head's primary focus will be to continue to build on the work of the past few years to develop, solidify, and institutionalize the school's academic and co-curricular programming in full realization of its mission, while maintaining receptivity to and pursuing opportunities to share best practices and impact education in Ethiopia more broadly. The key responsibilities outlined below reflect the school's strategic priorities as we conclude our first two years serving our young learners.

- Prioritize the development of the teaching and learning program in its entirety, with a focus on developing meaningful pedagogical professional learning programs for faculty
- Oversee the continued development of the "scope and sequence" of the HMA curriculum which articulates both meeting the requirements of the Ethiopian national curriculum and course and pedagogical objectives that are aligned with the mission and goals of HMA
- Continued attention to development of a strong residential program that takes full advantage of time with students, including further strengthening of the advisory program and weekend activities (classes occur 5 ½ days per week)
- Continued focus on developing a robust co-curricular program, with an emphasis on core values of community, leadership, and service
- Continued sharp focus on all elements of the university admissions process, including securing as many scholarships as possible to selective universities around the world
- Serve as a spokesperson and external face of the school to multiple constituencies, including parents, government officials and local and international partners in academic and business communities as appropriate
- Oversee student recruitment and enrollment processes in line with HMA admissions goals
- Bring a "fresh eye" to all school's systems and policies, identify, and help address any gaps
- In conjunction with the Deputy Head and the EEI Executive Director, continued refinement of an HMA faculty staffing model that contemplates sustainable job descriptions (addressing the residential school "triple threat" of job generalization versus job specialization)
- In conjunction with the Deputy Head and the EEI Executive Director, development of the school's annual budget
- Participate in annual campaign and other fundraising efforts in support of the HMA scholarship fund and a possible endowment
- Report regularly to the EEI Executive Director and the EEI Board of Directors keeping them apprised of important school news, progress, and initiatives

### Skills, Experience, & Attributes Sought

- A mission-driven professional who is inspired by this unique opportunity to build a transformative model school in and for Ethiopia
- Extensive educational experience, including as a Head of School, in a range of teaching and leadership roles, preferably in selective independent boarding, day, or charter schools
- A background in or appreciation for the value of a boarding school education is preferred

- A thoughtful listener, an innately fair and humane person of high integrity, and a warm and welcoming presence
- Demonstrated ability in the creation of vibrant academic communities
- A demonstrated track record of successful problem-solving, failing and learning from failure, resilience, and flexibility
- High degree of comfort with new environments and the opportunities and challenges associated with creating new systems
- Demonstrated facility and genuine interest in collaborating with people from diverse cultural backgrounds in all the school's constituencies
- International experience, preferably in Africa or elsewhere in the developing world is preferred

### Salary & Benefits

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

Follow Haile-Manas Academy to Learn More

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## Application Instructions

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Pauline O'Brien, Director of ISS Global Recruitment, will serve as the lead consultant for the Haile-Manas Academy Head of School search. She will work alongside other members of the ISS Administrative Search Team.

Interested candidates should apply through the EDUrecruit portal, where you will be prompted to submit the following confidential materials:

- Cover letter expressing interest and qualifications for this position
- Current CV / Resume (please do not include your photo)
- Input the contact information for three referees to receive confidential reference check requests.

### Instructions for Candidates New to ISS EDUrecruit

If you are a new candidate to ISS, here is the [link](#) to register for an account so you can apply to this search. **There is no fee to apply for this position.** Once you are logged in, please select the following link to apply for this position: [Haile-Manas Academy Head of School](#)

### Instructions for Candidates Already Registered with ISS EDUrecruit

If you already have an ISS EDUrecruit account, [here](#) is the link to login. Once you are logged in, please select the following link to apply for this position: [Haile-Manas Academy Head of School](#)

Applicants are asked to apply as early as possible, as International Schools Services (ISS) and Haile-Manas Academy (HMA) reserve the right to close the selection process at any time.

ISS has had a longstanding commitment to diversity, equity, inclusion, and justice. One step in our ongoing journey toward more antiracist behavior and outcomes is the removal of photos from candidate profiles.

**We request the resume and cover letter you upload to your candidate profile NOT include your photo.**

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 references 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.



**Start Date:**

Application Deadline:

Search Committee receives shortlisted candidates:

Search Committee initial interviews:

Finalists identified:

Finalists visit campus:

Offer extended to successful candidate:

Hiring Announcement:

**August 2023**

August 15, 2022

August 29, 2022

August 31 – September 14, 2022

September 16, 2022,

September 26 – October 7, 2022

Mid-October 2022

End of October 2022

\*\* 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. You can read more about our commitments [here](#).

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