



aes

American Embassy School
New Delhi

Director Position Statement

American Embassy School in New Delhi

New Delhi, India

July 2020 or July 2021

RG 175
Change as Opportunity

"The energy and power of AES comes from collaboration."
 —MS Student—

AES AND THE SPIRIT OF INDIA

The standard New Delhi guidebook comment is, "New Delhi bursts with life like few other places on Earth, and is forced by the sheer weight of humanity to dance to its own unique, unpredictable rhythm."¹ If true, then the American Embassy School of New Delhi has learned to dance to this rhythm as well. AES is a whole-hearted, dynamic, and diverse community of 63 nationalities that celebrates and thrives because of a cohesive and unflappable community. Progressive instincts infuse teaching and learning and an unshakable "can-do" spirit born out of perseverance toward discovering new learning solutions for every student. In the same way, there is confidence across the community to take on whatever challenges that may characterize the wider environment with confidence and "joie de vivre." New Delhi is undoubtedly one of the most authentic opportunities for students to live the joyful pursuit of learning that extends far beyond the School borders.

MISSION AND CORE VALUES

The mission of AES is vivid and central to the life of the School: "The American Embassy School provides a balanced education defined by a joyful pursuit of excellence in academics, athletics, arts and service. We enable each student to be an inspired lifelong learner and a responsible, compassionate global citizen." The School's Mission and Core Values are driven into daily life by people working together to inspire academic excellence, compassionate global citizens, and a commitment to service. Palpable at AES is the authentic, joyful pursuit of learning where the mission is

taken seriously, whether the focus is on academics, arts, athletics, or service. The AES motto distills the mission effectively: "Enter to Learn, Leave to Serve," and its Latin motto is "Domi ac foris," means "At home and abroad." Any visitor to the School quickly realizes that the School's core is one devoted to cultivating young academicians, athletes, artists, and service leaders with the aim of making the wider world a better place.

Most refreshing is the unambiguous "Commitments" the School makes to students and families that speak of nurturing the intellectual, physical, social, and emotional development of each student and to practicing transparent and collaborative decision-making. AES is a school of integrity that seeks to deliver on promises. One high school student stated with confidence, "You can go to anyone, and they'll help you." Another student spoke of being beyond their comfort zone, at the same time that AES has built that student's confidence: "There are days we feel uncomfortable but in a good way." Confirming that the School mission must be led and lived, an AES parent observed, "You can't delegate inspiration and visibility."



THE AES COMMUNITY

Students

Students across grade levels are articulate, intelligent, friendly, and confident. There is much appreciation for the intellectual strength in the student body and, importantly, a growing awareness of the importance of social-emotional support for all students. Students enthuse about their school: "We love coming to school, we know what it is like to be new, and we work to make it simple to transition into AES."

There is abiding respect between teacher and child. Students see a balance between hard work and fun, and they say, "Our teachers are enthusiastic, and they are encouraging when we make mistakes. We learn from our mistakes." Another student said, "I can rely on my teachers, even on the weekends!" Students consistently say that what they see happening at AES is everyone works hard to include others. One MS student observed, "When I am at AES, I am never alone. When I am struggling, people are there for me."

AES students seek involvement. They want to reach out more to India, to have a stronger voice and choice in their learning, and to ensure their development as leaders can make a difference in service to others and school improvement. Student voices were consistent that they want to be viewed as key communicators, that they have ideas to help the School, that they want to offer opinions before decisions are made. They want a close relationship



with school leadership and to improve the School and genuinely take on the role of, in their words, "Being pioneers of innovation, where we are truly pioneers."

Faculty and Staff

Often heard in the halls of AES: a teacher who joins the AES community will have a remarkable opportunity to develop and become an even stronger educator. Listening to teachers is to understand that the School provides the space and autonomy to improve the art and science of teaching--continually. Faculty and staff number over 300, with 82% of teachers holding advanced degrees and hailing from 15 countries. Teacher stability has markedly increased in recent years to an average stay of 5+ years. At AES, teachers are

hired to do their work in an atmosphere of high trust. The School culture speaks to collaboration with the need for very little hierarchy, where faculty, staff and senior leaders work for the greater good, and as one staff member said, "It is our responsibility to create the opportunities in the right spaces for everyone across our community to learn. We do this together."



Parents

The collaboration between teachers, senior leaders, and parents is easily observed. Parents speak of AES being their draw to New Delhi because they had a choice of where to live in the region. As one parent found, "The spirit is warm; everyone cares about everyone else; it's just unbelievable." Another parent shared, "I'm a boomerang parent, we are here for the second time, and there was a joy for everyone in our family to come back." The School campus, academics, and the quality of the community all add up to an ethos of caring, family involvement: "We are a place where everyone is included."



People speak of Saturdays, where the School serves as a community center, from Cub Scouts to sports, from drama and clubs to swimming. People want to be at School on Saturdays. A most influential and vital element of the parent community is the oft-heard comment that the teaching community holds the School together and consistently places the student at the center of attention, whether considering academics or building a child's confidence.



AES is the community focal point and the community hub. In support of AES as a place for learning on many levels, one parent shared that there is a strong sense of belonging, then said, "When seniors walk across the stage in cap and gown, the whole family graduates from AES."

Board of Governors

The Board of Governors is responsible for making sure the American Embassy School lives up to its mission to encourage the *joyful pursuit of excellence* in all aspects of a student's education and across the School community. The AES Board embraces best practices and ongoing development roles, responsibilities, and oversight. Typical for non-profit international school practices, the Board hires the School Director, approves budgets and fees, and oversees fiduciary responsibility, ensuring overall financial stability for the School.





The School has been confronted with challenges yet can only be described as a true leader in adopting new and innovative practices that have ensured calm, forward-thinking, and current work on the School's next iteration of strategic thinking. The School's place and relationship within the Indian Constitutional Republic are again aligned. Optimism prevails.

The School is governed by a seven-member Board of Governors, elected for two-year terms by the American Embassy School Association of New Delhi, serving as sponsor of the School. The U.S. Ambassador appoints two non-voting members. The School director serves in an ex-officio capacity. Membership in the Association is automatically conferred on the parents or guardians of children enrolled in the School and also includes teachers.



The health and stability of any board are measured by continuity of service and adherence to best-in-class governance practices. The AES Board is committed to ongoing development and is just now renewing the School's strategic purpose, linked to ensuring a future-ready school through oversight of programming, ensuring resources for top-flight teachers, and master planning of facilities. With the principles of Excellence, Quality, and Value, and Inclusion, trustees are working to, as one member explained, "Actively focus the School on whole-child teaching and learning and to ensure that our community means everyone."

THE PROGRAM

The academic program and student performance results earn recognition for AES as a top-tier school with a strong reputation for student results. AES uses a standards-based curriculum, and achievement is reported to parents showing progress toward mastery of skills and content knowledge. Separately, progress related to learning habits and core values are also reported: honesty, respect, caring and responsibility.



The Elementary School at AES includes PreK-Grade 5. Hands-on, inquiry-based, this progressive elementary program seeks to challenge and motivate each student. AES' balanced literacy approach is characterized by meaningful activities that provide students with both the skills and motivation to become proficient readers and writers. The program integrates language skills, reading, writing, spelling, speaking and listening. The focus of the math program is development of deep, conceptual knowledge of mathematics. It includes basic computation, problem-solving, development of flexibility and real-life application. In science, students are encouraged to exhibit the understanding of key scientific concepts and principles and develop their capacity for scientific thinking and processing using an activity- and inquiry-based science instruction program. AES' concept-based social studies program prepares students for a global society. Related spiraling concepts: identity, cooperation, unity, harmony, systems, courage, discovery, peace, creativity, freedom, and migration are taught from K-Grade 5. Students in grades 3-5 receive World Language



instruction in either French, Spanish or English (for those receiving EAL services). Students also enjoy specialized instruction in Art, Music, Library, Physical Education, and Indian Studies. AES aims to develop engaged, responsible and balanced digital citizens through a thoughtful 1:1 iPad program in Grades K-5.

For several years now, the AES Elementary program has assigned "home learning" as opposed to "homework" for students in the Elementary School, based on research on the importance of reading, play time, and family time. The Elementary School also has three counselors, a school psychologist, a speech-language pathologist and several English as an Additional Language teachers on staff to amplify student support. There is also a learning center where identified students are able to receive remediation for mild academic differences.

The Middle School at AES, Grades 6-8, offers an academically rigorous curriculum, which follows the Common Core Standards for humanities and math and the AERO and NGSS standards for history and science, respectively. Students follow an 8-day rotating block schedule (four 85-minute classes per day) and all are required to take yearlong courses in humanities (which encompasses language arts and social studies and meets daily), science, math, world language





AES' motto, "Enter to Learn, Leave to Serve," is actively upheld by the work of the student-led Service Council and 18 community service clubs. Over 75% of AES students and 90% of seniors participate in "meaningful service," or a minimum of 10 hours over the course of a school year. AES service clubs work with local children, impoverished communities, human and animal rights, and environmental concerns. Additionally, a bespoke Minicourse program provides academic and direct exposure to India with the hopes of nurturing a better understanding and appreciation of Indian culture, geography, and people.

To describe the athletics and arts opportunities in the AES High School as "robust" is understatement. Students are on campus around the clock and contributing with distinction to the varied opportunities in the extracurricular program.

(French, Spanish or Mandarin) and physical education. English language learners and academic support students receive these services as needed.

Middle School students look forward to the Week Without Walls program, a five-day trip each year when small groups of MS students travel throughout India. Experiences include environmental stewardship, community service, cultural immersion, and wilderness adventures.

The academic year is divided into two semesters beginning mid-August and mid-January respectively. Maximum class size is 20. Grades are standards-based and academic proficiency is reported from Beginning to Extending for respective standards.

The High School at AES offers a rigorous college preparatory program, which includes the International Baccalaureate Diploma and Advanced Placement options. Enrollment in the IB program and AP classes is open to all students.

For twenty years, AES has offered a popular summer program, entitled Summer English Program where over 100 activities are offered across various age categories. And AES also offers a panoply of courses in Adult Education, everything from Bollywood Dancing, Hindi, and Indian Cooking to oil painting, salsa dancing, and Trees and Birds of Delhi.

It is abundantly evident that AES is a learning community, for all ages.



FINANCE AND FACILITIES FOR LEARNING

Financial Strength

American Embassy School is in a very strong financial position. School operations comply with high standards of financial accountability and transparency.

AES is constituted as a non-profit institution so that the use of any financial surplus is only for the betterment of the School. Current parents and faculty are automatically members of the School and participate in its governance by electing the Board of Trustees.



As of the last audited financial statements, total revenue for AES for the school year ending June 2019 was 40 million USD (combined operational and capital). Enrollment related income (tuition, registration, bus and food) comprised 94 percent of total revenues. Other Income including after-school program and Investment income contributed to the remaining 6%. Employment costs approximate 70% of operational expenses and 60% of total expenses. The current general reserve is \$ 28 million in addition to the emergency/ compliance reserves.

The School offers an enviable salary and benefit package across the teaching and leadership ranks. Given its strong financial position and positive cash flow, AES is able to continue to invest in facility improvements, which is a priority for the years ahead. All surpluses are allocated to the School fund to provide for the continued financial wellbeing of the School and long-term Campus development. Maintaining a robust financial foundation is a key pillar to AES strategic plan. Financial goals continue to support the needs of the School program and students, providing for a sustainable future to meet the promise of the AES mission.

The Places and Spaces for Learning

The campus is beautiful in design, utility, natural landscape, and the arts. A walk about campus features wide open spaces with artificial turf fields, modern swimming pool play areas, tennis courts and indigenous and culturally inspired sculptures throughout walkways. Libraries and quiet work spaces, conference rooms, open and spacious classrooms, a fitness center and gymnasiums all seem to settle well into the environment. The School is also ready for some necessary refurbishment too.

With the naming of a new school director, the hope—with a bit of tongue in cheek—is for a person who, “will bring a joyous pursuit for master planning and construction!” The Board and community are committed to full development and implementation of a master plan. Yet much is already in play with ongoing development of maker spaces for design thinking, rolling out the new high school student “Breezeway Café” and the new elementary school learning hubs that students helped design.

An international architect has been engaged to apply best-practice principles for linking progressive teaching and learning to space usage standards. The School is ready to address more long-term facility development considerations through a phased implementation plan. The master plan calls for capital investment in the near term to build new community and learning spaces to promote more learning and working collaboration. Air quality and safety are also taken exceptionally seriously. The School has even researched and implemented outdoor air purification systems to benefit all members of the community.





QUICK FACTS ABOUT THE AMERICAN EMBASSY SCHOOL IN NEW DELHI

Year AES Established:	1952 (originally formed as AIS)
Accreditation Agency:	Middle States Association of Colleges and Schools
Total Enrollment:	1,114
Elementary School Enrollment:	523
Middle School Enrollment:	243
Upper School Enrollment:	348
Percentage of Annual Student Turnover:	25 %: 2019-20 20 %: 2018-19
Percentage of Students with Financial Awards:	SY2019: 1.07% (12 Students) SY2020: 0.27% (3 Students)
Three-year Average of Faculty Turnover:	15%
Student/Teacher Ratio:	18:1
Tuition (2019-20):	USD\$ 18,760-30,635
Operating Budget (SY2019):	USD\$33,800,00
Reserve (As of June 2020 General Reserve):	USD\$28,380,000
Number of Faculty:	169
Number of Operational Staff:	190 Including 69 TA's
Number of Student Nationalities:	63
Average Faculty Tenure (All Faculty)	5.3
Number of Board Trustees:	7: Elected and Voting 2: Ambassador's Nominee 1: School Director, Ex officio



KEY LEADERSHIP SKILLS AND ATTRIBUTES:

The next leader of the American Embassy School, New Delhi will have the opportunity to provide leadership for an iconic international school. In order to serve the School fully and well, the next Head of School for AES will bring a set of key leadership skills and attributes to the work, as described here:

Educational visionary: The deep understanding of best practices and research in education to ensure an impactful program to prepare future-ready students. The ability to articulate a vision for academic excellence and to ensure the implementation of a program characterized by both inspirational and measurable outcomes.

Inspiring community builder: The talent to bring all constituencies together through building an ethos characterized by trust and confidence. Be a visible, warm presence who values all parts of the community and interacts regularly with the school community and beyond. Communicate regularly and well. Appreciate the unique elements of AES, a large school that generates endearing closeness among students, faculty and staff, and families.

Intercultural competency: The wisdom and compassion to lead a truly global community, celebrating the interconnectedness as well as the identity of all constituencies. The ability to model and articulate the meaning of global citizenship across languages and cultures. Appreciate the extraordinary opportunity to live and work in an international South Asian capital city of note.

An inclusive school: Lead the community toward a schoolwide understanding of "inclusion." Expertise in successfully leading programs that extend pathways for meeting learning needs of all students, providing appropriate support and challenge. Understand and inspire deep practice of inclusion for a diverse, multi-national community. Ensure fairness and equitable policies and practices across the School community.



Values-driven leader: The ability to bring to fruition the aspirations of the AES community through the lens of a mission that is committed to making the world a better place. Build upon the strengths in place at AES with integrity, enthusiasm, and kindness. Demonstrate respect for all the constituencies at AES.

Cultivate stability and systems: Attract, develop, and retain an outstanding cadre of teaching faculty, both local and international. Work assiduously to create systems and culture that invite stability and long-term commitment to AES. Build upon the significant strengths in place.

Energetic change leader: The skill and wisdom to manage change with appropriate pace, thoughtful authority, and careful planning. Ensure that measurements for success are clear and shared with the community.

Leadership and teamwork: Success in implementing leadership development practices that promote collaboration, teamwork, and shared decision-making across the school. Build capacity and confidence in leaders across the school and delegate appropriately.

Student voice, choice and leadership:

Support and advocate for student voice, agency and leadership in recognition of the School's deep commitment to nurturing responsible youth within a culture of belonging and within a community that is collaborative and empowering to make a more peaceful world.

Governance partner: Work in concert with the Board to establish shared norms for a productive partnership in support of the forward-looking vision for the school and to meet the challenges and opportunities facing the school in the foreseeable future. Ensure clear understanding of the roles and responsibilities of both the governing body and the senior leadership of the School.

Business acumen: The experience and attention needed for schoolwide budgeting and investing, day-to-day management, compliance issues, and capital projects that are on the horizon for the school. Proven track record in balancing the multi-tasks needed for capable school operational management. The capacity to translate strategic direction into effective implementation steps and work plans.



KEY PROFESSIONAL AND PERSONAL QUALITIES

The successful candidate will demonstrate the background, experiences, and disposition characterized by the following personal and professional qualities:

- Leadership Experience in a high-performing school, preferably as a Head of School
- Creative problem-solver
- Handles complexity skillfully
- Strong communication skills
- High emotional intelligence
- Warmth and empathy
- Creative and innovative
- Commitment to collaboration
- Energetic and ambitious
- Business Acumen



APPLICATION PROCESS

Interested candidates may apply online at the RG175 website: <https://rg175.com/candidate/signup>

A complete application includes a:

- Cover letter expressing interest in the director position at the American Embassy School in New Delhi
- Fully updated resume
- Writing sample that may be a personal statement, an article for a school publication, a recent speech, or submitted scholarly article—whatever can help inform the search committee of expertise, interests, academic focus and experience
- Five current references

Consultants to the search:

- Coreen R. Hester: chester@rg175.com
- Mark E. Ulfers: mark.ulfers@rg175.com

Timeline: The School seeks to make an appointment for the next Head of School at AES for July 2020 or 2021. All applications should be submitted expeditiously and no later than **December 20**. The School has begun interviewing for the position and reserves the right to move forward with this appointment when the appropriate candidate has been identified.