



# OBEROI INTERNATIONAL SCHOOL

Mumbai, India

---

## HEAD OF SCHOOL-JVLR CAMPUS

Start Date: July 2022

[oberoi-is.org](http://oberoi-is.org)



Carney  
Sandoe  
& ASSOCIATES



**OBEROI**  
INTERNATIONAL SCHOOL  
FREEDOM TO THINK. EMPOWER TO BE...

## Mission

We are dedicated to fulfilling every child’s educational and developmental needs in a safe and caring environment conducive to learning and teaching. We aim to create responsible, global citizens who show understanding, compassion, and acceptance of the differences in the world. We strive to ensure that every child in our care is empowered to make choices and encouraged to contribute to our community.

## OVERVIEW

Oberoi International School (OIS) is a school unlike any other in Mumbai. OIS has been open for only a decade and is growing rapidly—a testament to its passionate faculty and staff and a mission that resonates powerfully with the citizens of Mumbai.

First opening as a not-for-profit school on its OGC (Oberoi Garden City) campus in August 2008 and adding the JVLR (Jogeshwari-Vikhroli Linking Road) Campus in 2017, OIS has grown to an enrollment of over 2,650 students in the 2021-2022 school year. With a current enrollment of 1,100 students, the JVLR Campus will graduate its first Grade 12 class in 2022 and anticipates continued enrollment growth to 1,500 students. The Heads of the two campuses report to a common self-perpetuating Board, working cooperatively on a “One School, Two Campuses” basis.

At its core, OIS prizes a simple truth: children learn to be their best selves in a happy environment. So, everything about OIS is designed to make students’ learning as joyful as possible. OIS relies on the International Baccalaureate (IB) curriculum to ensure its students are intellectually prepared for any path after graduation, but the school also leverages extensive extracurricular activities, student travel, and community outreach to prepare students holistically for life beyond the OIS campus. OIS strives to graduate young people who are confident of being their true selves, equipped to take on the challenges of living in our 21st-century world, and prepared to be active global citizens. The school has been consistently awarded amongst the top 3 international schools in the city by most regional and national education surveys and has ranked as the number 1 school in International Curriculum by the Times of India (Number 1 daily newspaper in India) for the past four consecutive years.

## At a Glance

Founded: 2008, JVLR: 2017

Total students: JVLR Campus: 1,109;

OGC Campus: 1,550

Number of Nationalities in Student Body: 16%

Percentage of Host Country Nationals in

Student Body: 91.5%

Total faculty: 200

Nationalities Among Staff: Indian: 88%,

American 4%, British 3%

Faculty with advanced degrees: 49%

Student/teacher ratio: 5:1



OIS seeks a new Head of School for the JVLR Campus who can spearhead initiatives to maintain the integrity of its program as enrollment grows. Strong candidates will appreciate the ways in which learning happens inside and outside the classroom, as well as what Mumbai offers its students that no other city in the world can offer. Strong candidates will thrive in a fast-paced environment and demonstrate commitments to professional collaboration and multicultural awareness.

## THE SCHOOL

OIS is a three-program International Baccalaureate (IB) World School, authorized for the Primary Years Programme (Nursery-Grade 5), the Middle Years Programme (Grade 6 - 10), and the Diploma Programme (Grade 11 & 12). OIS is fully accredited by the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). It is authorized by the IBO as an International Baccalaureate World School and is a member of EARCOS.

### Student Success Programme

OIS has a team of Special Educators who run the Student Success Programme (SSP), which addresses the needs of students with different learning abilities and needs. SSP works with students from grades 6-12. (To qualify for support, all students must undergo a psycho-educational assessment.) OIS employs an inclusion-based model and believes in a holistic approach to foster the growth of well-balanced students.

### English as an Additional Language

The English as an Additional Language (EAL) program works with second language learners. Students enter the program based on recommendations and their performance on WIDA-APT. The students may receive both push-in/pull-out support depending on individual needs. OIS aims to retain a culture of inclusion by providing each student the opportunities to participate fully in English classes, while obtaining the necessary level of language competence.



## ACADEMICS

With the objective of enabling endless possibilities, the school aims to provide extraordinary learning opportunities by giving the students the freedom to think and empowering them to be. OIS educators are guided by the philosophy “Freedom to think and empower to be.” Accordingly, they approach all aspects of the curriculum and culture determined to provide learning experiences that promote growth and understanding within a stimulating, encouraging, and cooperative community.

The pedagogy adopted by the school focuses on the child as the center of the learning process and the classroom as a collaborative learning environment. OIS students are independent learners; metacognitive strategy development and inquiry-based learning approach encourage every child to think what to think and how to think. OIS prepares children for life, not just for exams.

Technology plays an important role in fostering collaboration, creativity, and critical thinking in students. Technology is, therefore, an integral tool by which teaching and learning take place at OIS. The school provides a galaxy of online resources like TCI online, Safari Montage, and Apple iTunes University. In fact, OIS has been recognized as an Apple Distinguished School for its unique implementation of technology. The maker movement, design thinking, and do-it-yourself culture encourage students to create new objects and redesign existing ones. OIS has developed the research and professional journal databases (JSTOR, EBSCO, and BRITANNICA) to the standard of most university libraries. Applications like Seesaw and Managebac assist students in capturing their learning journeys and reflections along with evidence on an online medium. This provides parents a peek into their academic and pastoral achievements. The school follows a BYOD (Bring Your Own Device) policy for Grades 5 to 12.



### **Primary Years Programme**

OIS believes in empowering and preparing its children for the global world that they live in and does so by developing skills and awareness that will enable them to take responsible action. The Primary Years Programme (PYP) at OIS begins at the Nursery level (age 3) and culminates in Grade 5. This program focuses on theme-based and play-based learning, and the student-teacher ratio is 5:1.

OIS believes that children construct meaning through authentic experiences that provide real-world application. PYP students' learning is not confined by traditional subject areas; rather, students' learning is supported and enriched by employing a transdisciplinary approach to traditional subject areas.

### **Middle Years Programme**

The Middle Years Programme (MYP) is a rigorous and challenging five-year programme for 11- to 16-year-olds in Grades 6 through 10. MYP encourages students to make practical connections between their studies and the real world, preparing them for success in further study and in life. The student-teacher ratio is 8:1. The curriculum empowers students to explore a wide range of issues and ideas of significance locally, nationally, and globally. The goal is to educate young people who are creative, critical, and reflective thinkers. At OIS, students can opt to pursue MYP Certificate, MYP course, or a school based MYP certificate.

### **Diploma Programme**

The IB Diploma Programme is an exciting, holistic program that addresses the intellectual, social, emotional, and physical well-being of students in Grades 11 and 12. It aims to create learning experiences that are a combination of rigorous academics, creative work, collaboration, and social interaction. The IB curriculum prepares students for success at university and life beyond by providing them with skills and values to overcome challenges that occur in today's complex, dynamic world.

# College Matriculation

Students from the classes of 2016-2020 attended the following institutions, among others:

Boston University  
California Polytechnic State University  
Carnegie Mellon University  
City University of Hong Kong  
Eindhoven University of Technology  
Emory University  
Georgetown University  
Georgia Institute of Technology  
Hong Kong University of Science and Technology  
Imperial College London  
Indian School of Management and Entrepreneurship  
King's College London  
Maharashtra National Law University  
McGill University  
Mukesh Patel School of Technology Management and Engineering  
Nanyang Technological University  
National University of Singapore  
New York University  
Northwestern University  
Pratt Institute  
Purdue University  
Queensland University of Technology  
Savannah College of Art and Design  
Stanford University  
The New School  
University College London  
University of Amsterdam  
University of California-Berkeley, Davis, Los Angeles, San Diego  
University of Cambridge  
University of Chicago  
University of Edinburgh  
University of Melbourne  
University of Notre Dame  
University of Queensland  
University of Southern California  
University of Sydney  
Wesleyan University  
York University

[See the full list here.](#)



Students in Grades 11 and 12 can opt to pursue the full IB Diploma Programme or take individual IB courses. The full IB Diploma requires the students to meet certain requirements to be awarded the Diploma. Alternatively, students can sit for individual IB exams in subjects of their strength to receive IB Certificates for those courses.

OIS awards its own high school diploma (in addition to the IB Diploma that is issued by the International Baccalaureate Organization) to students who have completed Grade 12. Students who hope to earn the OIS Diploma must satisfy specific subject and grade requirements during the four years of high school (Grades 9-12) and must achieve satisfactory attendance (90% attendance in each course during every semester).

Because OIS is accredited by NEASC, the OIS Diploma is recognized as equivalent to a diploma issued by an American high school with a similar accreditation. Universities around the world accept the OIS Diploma for admission.

OIS has an independent Career and College Counseling Department. The counselors provide guidance for higher education (internationally and within India), exploration of career and course options, as well as understanding the college application process and admission requirements. Group sessions and workshops are conducted throughout the year for high school students. Additionally, individual one-on-one weekly meetings take place with IB students to carefully plan out their future career path.



Throughout the year, the department organizes visits from more than 200 universities internationally, as well as domestically. Career Day is conducted annually to educate and expose students to the ever-changing dynamic world of professional opportunities.

## ATHLETICS

The OIS Athletics Program reflects and supports the school's mission and core values and is vital to the holistic development of its students. Through athletics, students learn the values of commitment, sportsmanship, teamwork, responsibility, and resilience. OIS students develop these values as they take pride in their victories, learn from their losses, meet the daily challenges of practice, and uphold their responsibilities as student-athletes.

OIS encourages all students, regardless of their ability level, to participate in the athletics program. Participation is a privilege, though, and OIS student-athletes are ever mindful that they are students first, and athletes second. Therefore, remaining in academic and behavioral good standing is essential to their participation. OIS has 47 teams across one dozen different sports. Some of the most popular sports offered include badminton, basketball, cricket, football, netball, squash, swimming, table tennis, tennis, and volleyball.

## PERFORMING ARTS

Performance-based activities such as music, dance, and drama are a part of the curriculum and give students an opportunity to explore, shape, and communicate their sense of identity and understanding of the world while developing creativity, self-confidence, resilience, and adaptability. The school uses theatre to build essential 21st-century skills. There are multiple performances produced in an academic year which allows students to showcase their talent and develop their confidence.



## SCHOOL LIFE

At OIS the faculty, staff, and families believe that students learn best when they are happy. Visitors to OIS instantly feel the warmth of the school when they arrive, as well as the positive energy that radiates from students and teachers alike. OIS classrooms are seldom quiet because OIS-style learning requires active participation from both adults and children.

The community outreach program at OIS helps students to develop their passions and encourages involvement in the school, local, or global community. Ultimately, the goal is to help students understand how they can each work toward making the world a better place. OIS Service in Action projects include those to promote and encourage environmental stewardship; clothes, food, and book drives; hosting fundraising events; and offering hands-on help at animal shelters, elderly homes, and refugee camps.

The extra-curricular activity (ECA) program is designed to provide OIS students with an opportunity to have enriching experiences beyond the normal school day. The primary goal of ECAs is for students to have fun while learning important life skills that are not included in traditional academic curriculum. The program is not competitively driven, but instead is focused on exposing students to new experiences and enriching their lives. ECAs will allow students to try new experiences or participate in areas they are already passionate about. Each ECA aims to be student centered and to maximize student participation in the activity. As an illustration of this, a few of the current ECAs are filmmaking, rock climbing, Western vocal, and chess.



Finally, travel is an integral aspect of student life at OIS. Up through Grade 2, students take several day-long excursions. Starting in Grade 3, OIS conducts “residential trips” in various locations across India. The trips provide unique learning opportunities, and always incorporate academics and community outreach.

## CAMPUSES

The two Oberoi campuses are located just a couple kilometers away from each other. The facilities and resources on both campuses are among the world’s best, demonstrating the school’s commitment to its mission and vision.

OIS has a “One School Two Campuses” model. All teachers are OIS teachers, and all students and their families are OIS families. The school, with its two campuses, operates under the strategic direction of the Oberoi Foundation Board of Trustees. Both campuses employ the same guiding statements and philosophy, policies, procedures, fee structure, etc.



## INFRASTRUCTURE

OIS truly believes that investments made in educational infrastructure contribute to improving the quality of education and both its campuses are significant examples of a 21st-century learning environment.

The JVLR building is ergonomically built to suit student's need for space, light, and facilities are tailored to their size and capabilities. Broad staircases, vast lobbies, extensive corridors, and spacious classrooms are some of the key features of the building which make it unique, safe and comfortable. With a vast expanse of 356170 Sq Feet, the JVLR campus is an aesthetically planned education establishment. Awe-inspiring WiFi enabled infrastructure comprising of 117 well-ventilated classrooms, science, math and language laboratories, distinctively built libraries, spacious indoor play areas, sandpit, and water play area is an ode to modern infrastructure.

To aid the process of holistic learning the school has a fully equipped and soundproof Auditorium with seating of 600, two half Olympic size pools at the rooftop, futsal court, flexible classrooms, collaborative spaces, state-of-the-art laboratories to enhance the scientific temperament, art rooms to showcase the creative flair of the students and multiple resource centers for teachers and students. OIS campus facilities support their thriving talent with fully equipped drama and dance studios, auditorium, music practice rooms, recording rooms, an audio-visual suite supported with the latest equipment, futuristic, ultra-modern rock Climbing wall, a basketball court, tennis court, multi-purpose hall, etc. The JVLR campus provides a learning environment that truly models and supports OIS principles and values. The infrastructure is purposefully-built, exquisitely designed and precisely fabricated to educate and empower future global citizens.

OIS JVLR campus has also been credited with Gold Status for Leadership in Energy and Environmental Design (LEED) by the United States Green Building Council (USGBC).



## MUMBAI, INDIA

Mumbai is a city unlike any other in the world. With a population over 12 million, it is India's commercial and financial center, and a pillar of Indian culture. Newcomers often describe their first visit to Mumbai as an immersive experience; the city is full of unique sounds, sights, smells, and people. Residents of Mumbai are, of course, well acclimated to the energy of the city, and are typically warm and welcoming; they're proud of their home and eager to share it.

Mumbai's literacy rate is much higher than that of India as a whole. Primary education is free and compulsory in this city. Secondary education is provided largely by public schools that are supervised by the state government, as well as by several independently run private schools. There also are public and private polytechnic institutes and institutions offering students a variety of degree and diploma courses in mechanical, electrical, and chemical engineering. The Indian Institute of Technology, operated by the government, is located in the city. The University of Mumbai, established in 1857, has more than 100 constituent colleges and more than two dozen teaching departments.

The natural beauty of Mumbai is unsurpassed. The entrance into Mumbai Harbour from the sea offers a magnificent panorama that is framed by the Western Ghats mountain range. The wide harbor, studded with islands and dotted with the white sails of smaller vessels, affords secure shelter to ships. The largest of the harbor's islands is Elephanta, which is most famous for its 8th- and 9th-century Hindu cave temples. These cave temples were designated a World Heritage site in 1987. Krishnagiri Forest, a national park in the northern part of metropolitan Mumbai, is a pleasant vacation resort located near the Kanheri Caves; the caves, numbering more than 100, were the site of an ancient Buddhist university and contain massive Buddhist sculptures dating from the 2nd to 9th century BCE.

There are several public gardens, including the Jijamata Udyan, which houses Mumbai's zoo in the city proper; the Baptista Garden, located on a water reservoir, also in the center of the city; and the Pherozeshah Mehta Gardens (popularly called "Hanging Gardens") and the Kamala Nehru Park, both on Malabar Hill.



Sports enjoy a broad following in Mumbai. Cricket matches, which are popular throughout India, are played at Wankhede Stadium and Brabourne Stadium, the latter of which is the headquarters and main pitch of the Cricket Club of India. Football (soccer) is also highly popular in Mumbai, and matches are played at Cooperage Football Ground in the Fort area. Athletic and cycling track events attract many enthusiasts.

The climate of Mumbai is warm and humid. Cool weather prevails from December to February and hot weather from March to May. The rainy season, brought by monsoon winds from the southwest, lasts from June to September.

## OPPORTUNITIES

- Working with a committed Board;
- The Oberoi organization provides outstanding operational support in non-academic areas of school business, allowing the Head of School to focus on the educational side;
- Chance to partner with a very experienced Head of the OGC campus; and
- Leading school that has a strong reputation in the community and continues to grow.

## CHALLENGES

- Living and working in dynamic Mumbai is both challenging at times and highly rewarding;
- The faculty is strong, yet can benefit from further professional development; and
- As the school now competes near the top of a competitive market, parents increasingly expect excellent college placement results.

## DESIRED QUALITIES AND QUALIFICATIONS

- Significant administrative experience in an international school;
- An outstanding communicator, both in writing and when speaking, who will find ways to deepen community understanding about core values and improvement initiatives;
- Ability to bring the community together around a common vision;
- Flexibility and intercultural adaptability;
- A calm, reassuring manner;
- IB experience;
- Understands good governance. Able to work closely with the Executive Board;
- Will also work in close partnership with leadership at the OGC Campus;
- A confident delegator who does not micro-manage, while still holding the team accountable for agreed goals and best practices;
- Will embrace living in India and be highly attuned to multi-cultural concerns;
- An excellent recruiter of faculty who is also focused on retention strategies to lengthen the tenure of outstanding faculty; and
- Has a sense of humor and is transparent, approachable, and visible.

## TO APPLY

Interested and qualified candidates should submit electronically in one email and as separate documents (preferably PDFs) the following materials:

- A cover letter expressing their interest in this particular position;
- A current résumé;
- A statement of educational philosophy;
- A list of five professional references with name, phone number, and email address of each (references will not be contacted without the candidate's permission) to:

### **Art Charles**

Search Consultant

art.charles@carneysandoe.com

### **John Chandler**

Search Consultant

john.chandler@carneysandoe.com