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Index

Abstract

What are the professional development needs of Heads of international schools in India and how may they be met?

Fuelled by almost a decade of high economic growth, the growth in number of international schools in India is at an unprecedented high. Increasingly, schools are opening to serve the long-term resident as well as the expatriate population. The fastest area of growth is in proprietorial schools, owned and governed by business entrepreneurs. Invariably such schools look for an overseas curriculum, usually through the International Baccalaureate programme. International schools are a largely unregulated sector of schooling in India, in fact, not a sector at all. The leaders of such schools are adrift from any India-wide professional support system or system of accountability, beyond the immediate, local level. The culture of schools is competitive rather than collegial, especially within an urban (metropolitan) area.

I am investigating the professional development needs of the Heads of School, developing competencies and standards for them, and proposing ways to offer systemic professional support. My research gathers qualitative data and uses grounded theory techniques of axial coding. My literature analysis is divided into an analysis of the literature about international schools and their origins and their relevance today, about leadership development and thirdly concerning school improvement.

The Heads of School are struggling to cope and flourish professionally. Foreign Heads of School have particular difficulties in adjusting to the work environment of India. The international organisations, one of which, the IB, may have been said to have helped fuel growth without being able to ensure schools have appropriate support or quality assurance, is putting structures in place to support schools. But, no-one has an overview beyond their commercial and professional interest. The optimum way forward, my research concludes, is if an India-wide association is able to work with international partners to use agreed leadership standards and competencies, to support schools in recruiting and developing Heads, including measuring their performance to improve accountability.

Chapter 1 The Context for the Study

1.1   The Unique Contribution of this study

International schools in India are difficult to classify. They are growing in number at a fast rate and in an unregulated manner. International school places in India are highly sought after, both by expatriates and by the rising local middle-classes, and the numbers of schools and potential students burgeoning on the back of a sustained period of economic growth as well as a degree of protection from the worst excesses of the global financial recession. Schools authorised to run the International Baccalaureate (IB) programmes in India (The International Baccalaureate Organisation (www.ibo.org) are also on the rise. There are currently 84, (July 2011) of which 76 offer the pre-university, IB Diploma Programme (IBDP), 31 the Primary Years Programme (PYP) and eight the Middle Years Programme (MYP). The IB in India has become a proxy for international education, which is seen as highly marketable in a country with a large diaspora, a thirst for educational qualifications and a desire, if the means allow, for overseas study at graduate and post-graduate levels.

 I want to investigate how those leading these schools are being professionally equipped and developed for the role, if models of school leadership developed in western systems relate to India, and what are the skills and competencies required to lead an international school in India. One of my unique contributions will be to develop standards and competencies that is relevant and testable in international schools in India. No such standards and competencies exist for India and I will be analysing standards and competencies systems from around the world and looking to adapt and develop these, based on my findings about the professional development needs of these Heads of School. I will be investigating the models available and proposing my own. However, one cannot assume that standards and competencies are the only way to measure and develop leadership quality. Hence, a critique on the use of standards and competencies will be offered. In turn, this offers a structure by which Heads may be recruited and developed, to support the need for high quality international school leadership. I will investigate how such models should be differentiated, and if a typology of schools is a possible aid to such a differentiated professional development provision.

These questions are unanswered. Little is known empirically. This study is needed because of the absence of empirical work on school leadership development in international schools generally and the dearth of such work in India. It is significant not only for these reasons but also because this unregulated form of school education in India growing and in terms of both number of schools and number of students in them.

This study brings together three dimensions, all of which I propose to investigate: the international school; what is needed for effective school leadership in the form of headship; and the continuous professional development issues surrounding school leaders. Each has its own body of literature, but rarely do they meet in an empirical study. The focus here is on the professional development needs of international school leaders (Heads of School) in India, i.e. those holding the position of the senior professional leader in the school: what are the skills and competencies required to carry out the role well; how do these match with the skills and competencies perceived to be held by these school leaders; by what means are aspirant school leaders prepared for the role; how are serving school leaders developed professionally to carry out the role better; and what approaches to leadership development may be proposed for the international school leader that may be culturally and nationally transferable. Appendix One outlines my preliminary research plan, subsequently modified during the research process.

International schools are a growing fascination. The body of literature surrounding them, often descriptive, is increasingly abundant yet comparatively little has been developed from empirical studies. There is a growing bank of literature on international education and international schools, often focusing on intercultural understanding at the student level (Fennes and Hapgood, 1997), and the perceived challenges faced by the international school student, characterised and generalised as so-called "Third Culture Kids" (Pollock & Van Reken, 1999) At school level, the focus is typically on the curriculum, sometimes as an alleged defining feature of internationalism, often described in terms of the influence of the International Baccalaureate curriculum, especially at the Diploma (pre-university) qualification level (Blackburn, 1991).

School leadership and, in particular, its link to school improvement has been the subject of much research attention. Sustainable, successful school improvement is often described as being predicated upon a school's ability to manage change and development (Harris 2002: 2) A swathe of literature exists to support the influence of leadership and leadership culture on

school development (Fullan 2003, 2005; Hargreaves and Fink, 2006; Davies, 2006). Some of the more recent literature assumes the importance of the role of leadership, whereas the earlier works attempted the work of justification, often becoming embroiled in the distinctions between leadership and management. Davies (2006: 18-19) emphasises the role of strategy which he defines as encompassing *'direction setting, broad aggregated agendas, a perspective to view the future and a template against which to evaluate current activities'*. Along with others, he sees the need to distinguish between leadership and management, citing Bush and Glover (2003: 8) who define leadership as *'a process of influence leading to the achievement of desired purposes. It involves inspiring and supporting others towards the achievement of a vision for the school which is based on clear personal and professional values'*. Davies places importance on the distinction. He sees leadership as being primarily concerned with direction setting (why we do things), whilst management is focused on the current shape of the organisation (what we do).

The National College of School Leadership (NCSL) of England, a government-funded training and development centre for the country's school leaders and aspirant leaders, including head teachers (Heads of Schools), goes some way towards defining the competencies and standards expected to carry out the role in England, partly via its programme for training aspirant headteachers, the National Professional Qualification for Headship (NPQH). However, this, along with parallel bodies, for example in the Australian states and in New Zealand, is government-funded and is serving the public sector. International schools, by their very nature, are usually privately-funded and are distinctively different in nature to public schools. I will be assessing whether these standards and competencies fit the roles of Head of School anywhere in the world, and assess the extent to which they apply independently of the cultural context of the Head, the school and its surroundings. Although no such set of published standards and competencies exist for international schools, I will examine them to assess their applicability to the international school leadership context and assess the extent to which they relate to the international school leader in India.

In the absence of any government-funded means of supporting the development of the international school Head, or indeed regulating the quality of this work, private organisations may be filling the professional void, in offering professional development, in appointing Heads of School, in assessing the quality of their contribution through evaluating the international

school. I would anticipate that they are but, because of the apparent absence of regulation, standardisation and quality assurance in international schools, suggest that there may be little consistency in the take-up of the provision. I want to assess if what is on offer meets the professional aspirations of the Heads of School. Seemingly, the professional development needs of this group of school leaders may be left to chance, with private providers open to capitalising on the market space, should they find a product and a price to meet demand.

The alignment between international schools and the International Baccalaureate Organisation (IBO) as a curriculum provider and authoriser is examined, though not all schools claiming to be "international" in India or elsewhere are following an IB curriculum (see the categorisation of IB schools in India in Appendix 11). The Council of International Schools (CIS) (www.cois.org), a European-based membership association for international schools uses criteria to assess the worthiness of an application for membership, and hence exercises a quality assurance role for those schools and leaders who self-select to be considered for membership and accreditation. Through its evaluation and accreditation role, CIS defines standards for school leadership (rather than school leaders), acknowledging, in so doing, the greater rigour required for accredited school status than member status. In India, as of October 2011, there are eight CIS-accredited international schools but eighteen CIS member schools. CIS, although not explicitly a

le in the peer evaluation of schools, using international school Heads as members of evaluation teams and as 'Visiting Team Leaders'. It also acts as a recruitment agency, including at the level of Head of School. There are also national bodies offering professional development and training to those who are leading or looking to lead schools following a curriculum aligned to a national provider, and there is a proliferation of private providers. However, in India, the offerings tend to be private and are potentially market-driven. The extent to which there is an understanding of what is needed is questionable in the absence of empirical or systematic data on professional needs. These issues have helped me frame my Key Research Questions.

1.2   The Key Research Questions

Key Research Questions are grouped around these four domains:

- *How is an **International School** defined?*

- how may international schools in India be defined/categorised into a useful typology for analysis?

- Is a typology appropriate using a classification by :

- curriculum offered;

- composition of the student body;

- composition of the teaching faculty; or

- mission and strategic intent?

- *How well do the **skills and competencies** of the leaders of international schools in India match what is needed?*

- What are the career paths of Heads of School?

- What are their skills and competencies?

- What are their professional needs and aspirations?

- What skills and competencies have been developed to describe school leaders?

- What skills and competencies are needed to lead a school? Do these apply equally well to international schools in India?

- What pre-service and in-service training and development opportunities exist for aspirant and serving Heads in India?

- What do international school Heads in India perceive as their ***professional development needs?***

- Is a classification of these needs possible and/or useful?

- How do such needs relate to the core competencies identified above?

- How are these needs being addressed/ met, if they are?

- What professional development opportunities are on offer to international school Heads in India?

- To what extent do these meet the identified personal, professional and institutional needs?

- *What **models** of practice can be proposed to improve the professional capabilities of international school Heads in India?*

- how well do approaches to the practice of school leadership such models promote school improvement as well as personal, professional growth and development?

- What are the policy/structural implications of an approach to professional development for international school Heads in India?

1.3   What is the international school ? A review of the literature.

In some settings, international schools are defined according to their curriculum, which might be oriented, for example, towards the International Baccalaureate (Jonietz and Harris 1991). In other settings, international schools are defined by their student intakes (Preston 2001: 70). Describing the situation In Hong Kong, for example, Bray and Yamato (2003) found that the term is defined loosely to embrace all schools outside the local education system. Allport (1955: 469) defined a system as: *"any recognisably delimited aggregate of dynamic elements that are in some way interconnected and interdependent and that continue to operate together according to certain laws and in such a way as to produce some characteristic total effect"*. In India, given the absence of a regulatory environment for international schools, such schools cannot be defined as a system. Rather, they are, with the exception of a few schools grouped by common ownership, individual schools that may be loosely affiliated to one another by a common curriculum framework, common Examining Boards, or through voluntary membership organisations. Whilst this is distinctively different setting from others cited here, I want to investigate the extent to which some of the characteristics of school systems are evidenced through the membership structures that do exist in India. One Hong Kong government publication (Education Department 1995: 4–5) has defined international schools as those "which follow a non-local curriculum and whose students do not sit for the local examinations (e.g. Hong Kong Certificate of Education Examination)". They are operated with curricula designed for the needs of a particular cultural, racial or linguistic group or for students wishing to pursue

their studies overseas. Some of Hong Kong's so-called international schools are in fact national schools based on systems in foreign countries and almost exclusively serving nationals of those countries. The Japanese and Korean schools are in this category. In India, this applies to the "Embassy" schools, namely those linked to a diplomatic mission or Embassy, although these schools will rarely, in India, enrol only those nationals, but will be open to other nationalities. In New Delhi, the capital city and home to diplomatic missions, this applies to the Japanese, French, American and German International/Embassy schools, whereas the Chinese and Russian schools are more closed to other nationalities. In Hong Kong, however, these schools adopt the curricula of particular foreign countries but accept many students from Hong Kong and from other parts of the world. In 2000/2001, they found only seven schools to be international in the sense of being oriented towards the International Baccalaureate curriculum or one with comparable objectives in regard to developing international understanding.

Bray and Yamato's (2003) work draws on the traditions of comparative education but differs in that it does not take the national education system as the basic unit of analysis but the international school. It focuses on 47 international schools in a small geographical area, the Hong Kong Standard Administrative Region (SAR). Some of the international schools were grouped into larger systems but others were free-standing institutions. The relevance to my study is their focus on cross-national and intra-national comparisons. They make methodological observations on the nature of comparisons that are possible and what we can gain conceptually from this analysis.

Comparative education is strongly dominated by cross-national perspectives, and uses the system as the focus for analysis. They, like me, use the individual school as the level of analysis, the system if you will, and on an intra-national basis. One inspiration for Bray and Yamato was the paper by Raffe et al. (1999) about "home internationals" in the United Kingdom. Using a sporting analogy, Raffe et al. argued (Raffe 1999: 10) that intra-national comparisons can lead to conceptual insights. The United Kingdom is represented by four "national" football teams, those of England, Scotland, Wales and Northern Ireland. Sports matches between these teams were once called "home internationals". Each home country of the UK has its own education and training system; Roffe et al presented the case for "home international" comparisons of these systems. The authors added (ibid: 10) that the differences among the UK systems are not just a

nuisance and a problem to be coped with. They are also '*an opportunity for research . . . [and] a source of empirical and theoretical challenges and of lessons for policy and practice'.*

Bray and Yamato made an analogy with the international school sector of Hong Kong and similar observations might be made about the international schools in India in relation to the professional development needs of their leaders.

The schools in my study do not form a 'system"[3] in any shape or form, but many are involved in formal networks, including the IB schools, the CIS-member schools, the CIS-accredited schools and the member schools of TAISI, The Association of International Schools of India. However, it is unlikely that this implies by necessity any degree of collaboration or even co-operation. A system, (Allport 1955) is an entity concerned with a defined activity and which has some integration and unity that makes it distinct from other systems around it.

The notion of the educational system has been discussed extensively in the decades since Allport wrote the definition (see for example Fullan, 2005 and Locket and Speare 1980). Specifically in the field of education, Archer (1984: 74) noted that education systems are created *"when the component parts cease to be disparate and unrelated sets of establishments or independent networks and instead become interrelated to form a unified whole".*

1.4   The Challenge of India

One of the principal challenges faced in this study concerns the nature of the international school in India. New schools seem to open on a weekly basis, they are largely unregulated, unaccounted for nationally, with the first challenge for the researcher being one of assessing the number and diversity of the schools self-termed as international and then trying to ascertain whether they are international or not, according to the criteria set and the typology I create. Second, some of the schools registered for one the IB programmes would not regard themselves as international but local schools following an international programme. I have analysed the mission, aims and values of each IB school in India, in order to assess whether this commitment to internationalism exists (see Appendix 11). Third, the cultural challenge in India that exists because private schools operate with an assumed competitive ethic rather than a collaborative one, even with an independent researcher. This is compounded because of my professional role

as the Head of an international school in India. However, the growth of such schools, the absence of a regulatory framework, and the absence of any such work in India in this field makes it even more important to identify strategies for the professional development of international school Heads.

The growth of international schools in India, though difficult to measure, would seem to reflect the economic growth of the country. The rising middle classes have a desire, it seems, to educate their sons and daughters in ways that may be different from those they experienced themselves in Indian schools, a view endorsed by a number of the interviewees in this study. The rise in the number of schools in metropolitan (urban) India mirrors the demographic distribution of affluence.

India's economy appears to have been largely protected so far from the global recession. Reforms and increased investment have lifted potential growth to almost 9%, the highest in Indian history. Reforms have taken place across all sectors of the economy and infrastructural development in urban areas have improved access to services, such as schools, increasing spheres of influence or catchment areas. International schools are urban phenomena in India, and have been fuelled by the expansion of middle class residential and office zones on urban peripheries, such as Noida and Gurgaon on the edge of Delhi.

GDP growth in India, other large emerging economies and the OECD

In per cent
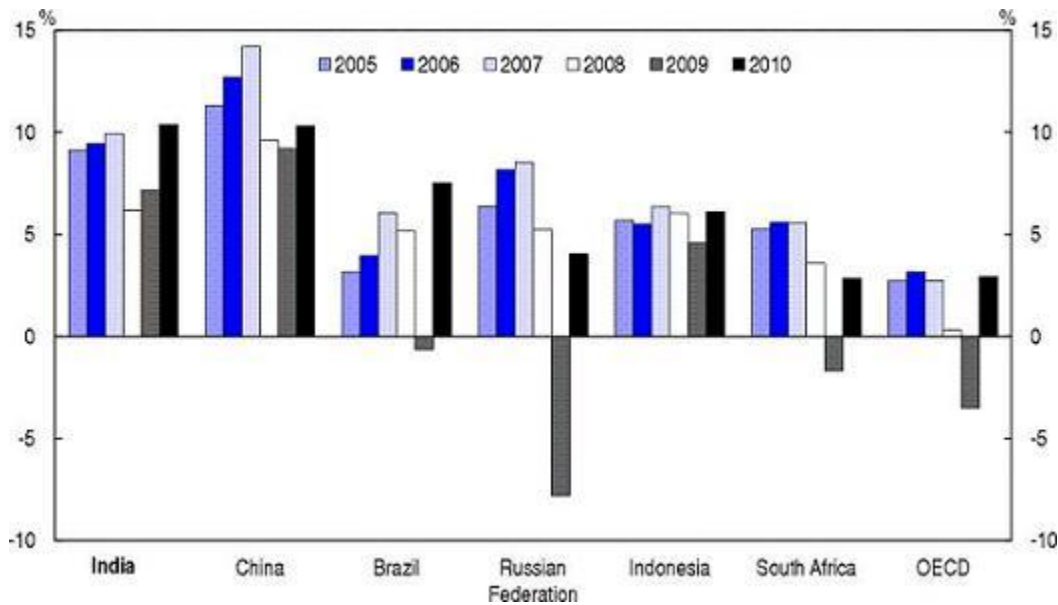
Source: OECD, 2011

India is making slow gains in education, albeit with an ambitious agenda**.** Interviewed in "Teacher", (2011:26-29), Subhash Khuntia, Joint Secretary of the Human Resources Department sees the development of the education sector as part of the drive to move India to a "knowledge society". In so doing, Khuntia sees his department's 'immediate concern' as being "to universalise secondary education, so that every child is enabled to acquire the skills, knowledge, attitudes and behaviour they require to pursue higher education or be employed globally".

 Furthermore, in addressing poverty and issues surrounding the numbers of children to gaining access to school education, The 2009 Right of Children to Free and Compulsory Education Act, (popularly known as the Right to Education Act, www.indiagov.in) should help to speed up progress towards universal elementary (primary) education. However, it is recognised that high drop-out rates, low attendance levels of students and teachers' absence hold back educational achievements. With such fundamental agendas, it is unsurprising that international schools are not a governmental priority. However, the development of school leaders is a stated priority (Singh S, in interview with Subhash Khuntia, 2011:26-29). India's international schools, then, remain, diverse and unregulated. In making a case, for international schools in India, I argue for regulation : "poor quality international schools get the sector a bad name. Many of them are unattractive to internationally-mobile families, are international in name only, for purposes of

13

marketing "(Ranger, GF 2011)"

The task of preparing a table showing a typology of international schools in Hong Kong required Bray and Yamato to confront three methodological challenges. Two challenges, which had been anticipated, were to decide which institutions should be defined as international schools, and how to group the schools in terms of systems. The third challenge, which had not been anticipated, was to decide what should and should not be considered a school. These matters deserve some elaboration, as they have relevance to my study in India. The fourth challenge is the reality of unregistered, unregulated schools and the claims being made by many such schools for internationalism.

This problem of classifying educational systems is commonly encountered – though also commonly ignored – in cross-national comparisons of education (Johnstone 1981: 50–54). Perhaps it is less expected in intra-national comparisons where a national consensus or agreed working definition is more tenable. The Hong Kong government's practice of glossing over differences makes it difficult even to answer the simple question of how many international schools exist in the territory. The figures presented in this paper are based on the authors' understanding of how the institutions would classify themselves rather than on the government's statistics. In this study, there is a similar level of ambiguity surrounding what the government classifies as an international school. My untranscripted discussions with government officials suggest that a working definition is a school following a foreign (i.e not an Indian) curriculum. My population of schools and Heads of School in India has been defined by IB authorisations. With no comprehensive lists available, as a researcher I have defined by population as being any school following an IB curriculum programme and being authorised to do so by the IB.

1.5 School Leadership and School Improvement

My search of the literature suggests that little research has been carried out in the context of international schools and leadership culture, as well on the professional development needs of its leaders, vis-à-vis the skills set that may be recognised by western and other national systems as being necessary for headship, both in relation to aspirant and serving school leaders (see, for

example The National College for School Leadership in England, www.nationalcollege.org.uk). I have been drawn to the work cited by Walker (Walker, A., 2006), rather than the traditional models of school improvement also espoused here because of the emphasis on culture and its potential applicability to international schools. Walker also is looking towards practical applications, i.e. the professional development needs of principals and how to address them. Work has, however, been concentrated in multi-cultural schools, usually in challenging urban contexts, as well as, more broadly, in government systems (Fullan, 1997, NCSL, 2005). The findings will, I hope, raise questions of further importance and worthy of deeper research and action from policy-makers, perhaps looking 'system-wide' rather than at the level of the individual school unit. Policy questions likely to emerge include: how are leaders of international schools recruited? How much attention is given to the skills and competencies of the leader? Are transitions between systems successful? How are incoming school leaders assimilated into the cultural context of the receiving system or school? What are the professional development implications? How do incoming school leaders in international schools understand their changed roles from a metacognitive perspective?

Dimmock and Walker (2004) express concerns about some of the emphases in the plethora of literature surrounding school strategic leadership, in particular:

- that vision and school improvement planning are sufficient; and
- that a focus on market-orientated criteria, such as enrolments and budgetary health will suffice.

They argue, alternatively, that a whole-school design for improvement is needed which conforms to detailed and articulated strategic intents. They go on to propose that leaders develop such designs and strategic intent around coherent values and some key features, namely:

- learning is at the centre of the design;
- the elements of the school need to connect and synergise;
- an iterative and backward-by-design process aligns short-term flexibility and responsiveness on the one hand and the longer-term design blueprint on the other; and
- the reflection of and responsiveness to the cultural context.

I will be carrying out a critical analysis of the school improvement literature in relation to international school leadership. I will argue that too much emphasis may be placed on the cultural challenges of students, of pedagogy and on curricular adjustments. In particular, that 'internationalising the curriculum', usually attempted in curriculum terms through the adoption of International Baccalaureate programmes, is a Trojan horse which fails to address the necessity of inducing cultural change in school leadership, necessary from the outset of such a transition. In relation to the IB Diploma, in particular, I want to explore if its adoption leads to the transformational school practice envisaged by some of those authors writing directly from a perspective of the IB (Walker G 2010:20-33). Dimmock and Walker (A) (2004), through arguing that vision must be accompanied by strategic design, make a case for defining the expected outcomes from the outset, i.e. in terms of the nature of the graduates produced by a school as well as what the components of the school will look like, in other words work from some of the concrete expectations as well as the more abstract and often rhetorical vision. They believe that many of the shortcomings of strategic leadership are due not only to a preoccupation with the short-term but also because of the failure to recognise that the priority is to create an intentional school design with an explicit values base. How does this apply to incoming school principals in international school settings where the value base developed may not be synchronised with that of the receiving school and its stakeholders?

1.6 Issues of Complexity

None of the issues I anticipate addressing in this study are unique but the combination of them in the Indian context is, I believe, unique. The first set of issues relates to the definition of the international school. The means of classifying international schools will be explored, before a typology is created. But what defines the international school in India? These 'defining' characteristics are as follows:

- the school's mission. What is its strategic intent in regard to international education? An analysis of school mission statements should reveal how the school sees itself, whom it sees itself serving, what is important to it and where it wishes to position itself in the market;
- if the mission reveals something of whom the school wishes to serve, the second criterion is the demographic nature of the student body or, more specifically, the

cultural and nationality mix. International schools have, in many cases, evolved away from their roots in post World War II society. Many have ceased to serve the globally-itinerant population of overseas diaspora. As cited by Bray and Yamato (2003) in their study in Hong Kong, in many countries, international schools have often found favour with indigenous nationals who have aspirations for their own children to be schooled in regimes different from the prevalent one in the government or private sectors. Is this the case in India? Is the percentage of students who are Indian nationals vis-à-vis foreign nationals a defining characteristic of an international school in India?

- The faculty. India is, in general, a protective labour market, in which foreign workers cannot gain permission to work unless the particular 'job' cannot be performed by an Indian national. It is also a labour-intensive economy in which labour is 'cheap', relative to most countries. This applies to teachers and to school leaders. Hence, it cannot be a foregone conclusion that an international school will be staffed by (more expensive in terms of $ cost to the school) teachers or school leaders of different nationalities to that of the host country: the question of interest to me is of whether or not this matters as a defining characteristic?

- Finally, the curriculum. The most straightforward means of classifying a school with an intent towards internationalism is through the curriculum it offers to its students. The perceived close alignment between international education and the International Baccalaureate (IB) curriculum means that a study of the 'IB schools' in India provides us with a group of schools sharing a curriculum framework and, ostensibly as well as through a formal authorisation process, the values that underpin it, sharing an authorisation process in order to be able to run the curriculum and professing, by implication, to share the values and subscribe to the mission of the International Baccalaureate Organisation (IBO). However, there are complexities. The IB curriculum is offered by schools that do not call themselves international schools, schools that may also offer the Indian examination system alongside the IB Diploma, for example, or who offer the IB Diploma for the final two years of pre-university education after pursuing a local curriculum for the preceding years. In regard to the focus of my study, the question is whether all this matters in terms of the professional development needs of the Head of School, as well as the background question of whether a school should be classified as international on the basis that it offers at least one IB programme.

The second set of issues relates to data collection. One of the difficulties in India is caused by the seemingly exponential growth in the number of international schools, although this growth is unrecorded, country-wide, making it impossible to use for analysis. The Manmohan Singh government is aware of the difficulties caused by this growth in regard to its absence of regulation. The promised regulatory framework, talked of in an un-transcripted interview given to me by the Joint Secretary of the Ministry of Human Resources, Subhash Khuntia, to govern 'international schools' has yet to be developed into a consultation paper. So, many international schools in India are unregulated (some may be regulated since they are part of the government system but define themselves as 'international'), and many are highly competitive with one another. Data sharing, collaborative networks and consortia activity are not part of the usual cultural practice. More commonly, schools compete for staff with others in the same metropolitan area and are unwilling to divulge data about themselves or are suspicious of data gathering *per se*. There is also little confidence in the reliability of much data offered, unless it is gathered and verified as primary data.

Third, in turning to professional development, there is little offered in India for school leaders. There is little to analyse and, therefore, my view, to be investigated, is that many school leaders look beyond India for their own professional development, perhaps more in terms of events , conferences or memberships, rather than through continuous professional development. The fledging association of international schools of India (TAISI) offers a loose network for school leaders as does the international schools' membership association, The Council of International Schools (CIS), mentioned earlier in 1.1. In both cases, the intent is there, to offer professional support and guidance to promote school improvement through leadership development. However, the infrastructure is not there with the university departments of education offering little to the international school heads or their leaders. There is no output commitment or a research interest in international schools in India, confirmed by my discussion with Professor Govinda of the National University of Educational Planning and Administration(NUEPA) (Appendix 2) Taking the issues as a package, the study is needed: how do international school leaders gain their positions of Headship? To what extent are they professionally equipped for the role? How are they then professionally developed/develop themselves? What approaches may be proposed?

1.7 Continuous Professional Development

In their paper on 'Beginning Principals' (Walker and Qian, 2006), the authors attempt to draw together and analyse issues concerning principals' formal preparation for leading a school: balancing at the top of the "greasy pole". They are focused on professional development issues, albeit for those who are at the start of their journey in leading a school.

Their work draws together and analyses beginning Principals' formal preparation, recruitment, licensure and socialisation. I want to include serving and beginning principals in my study, using the respective standards and competencies defined in the NCSL's preparation programmes as indicators against which to begin to discuss the professional needs of those leading international schools in India.

Although they assume from the research evidence that principalship/ leadership makes a difference, Walker & Qian focus on beginning principals and the need to understand:

- where they are coming from (motivation and preparation);
- what they are expected to do and what they actually do;
- the problems they face;
- how to support them professionally and psychologically; and
- how to turn them to ongoing learning and improvement.

The nature of the role is very different in international schools in India from those leading schools in western, governmental contexts. In the latter context, the crowded, increasingly standardised reform environment is the context, along with increasing multiculturalism and shifting conceptions of what leadership entails. The context in India may include some similar elements but these are played out in different cultural contexts and structures

Walker and Qian *(op. cit.)* argue that it is first necessary to understand the complex and many-sided contexts within which Heads of School work. It is difficult to generalise about international schools in India because of their diversity but I want to analyse just how much depends on the background of the principal as well as the specific context and state of development of the international school.

Walker and Qian synthesise much of the available literature in the field, but such a synthesis highlights the need for empirical study here in India, to test out the factors identified as significant to the professional development of school leaders. For example, they cite Crow (2006) who sees school leadership as reflecting the transition from an industrial to a post-industrial society since this has raised the expectations of what principals (or, indeed, schools, in my view) should achieve. Sir Ken Robinson, in his animated presentation to the Royal Society of Arts (www.rsa.org), ascertains whether schools, since inception, have evolved sufficiently since the Industrial Revolution. However, is this a western assumption, based on societies who have industrialised through a manufacturing-based, industrial revolution? The Indian economy does not conform to this model. Although there are ingredients that may be evident in Indian international schools, I want to assess if there are characteristics that result from being in India.

Many different perspectives on the professional issues facing Heads are gathered together, highlighting some of the key competencies needed and the professional development priorities that may exist. Drawing on some of these helps to create an agenda, to test their applicability in the Indian context. Taking a quick, broad brush overview of some of the relevant literature, I gain some insights into the issues researchers find, some of which may be possible to pursue via semi-structured interviews, in order to assess their relevance to the professional development needs in India.

Hess (2003) paints a frenetic picture of Principalship. He notes that leaders are expected to

"leverage accountability and revolutionary technology, devise performance-based evaluation systems, re-engineer outdated management structures, recruit and cultivate non-traditional staff, drive decisions with data, build professional cultures and ensure that every child is served." *(Hess 2003: 1)*

Furthermore, Cline and Necochea, (2000: 157) describe the expectations placed on principals as having to:

"restructure schools and implement new educational paradigms that focus on pedagogical findings, foster the ideals of a just and humane educational system and prepare the populace to make moral and ethical decisions in an ever-changing society."

Vandenberghe (2003) encapsulates the essence of the literature on this subject.

"Being a principal nowadays means being continually confronted with disconnected demands, with expectations of a very different nature linked to different aspects of the daily operation of a school and with the conflicting demands of several external constituencies."

The proverbial buck is seen to stop with the Head (Principal) Hence, the Principal's office may be seen as the touchstone of authority, though this may vary culturally, and may well vary within India according to the school culture (Rooney, 2000, Leung and Chan, 2001).

From Fullan (1997) onwards, much attention has shifted in the literature to the moral purpose of leading the school. For new principals, articulating their values and, in so doing, developing a moral compass (Walker and Quong, 2005), Tooms (2003) is seen as all important. The new principal needs to know what s/he would die in the ditch for, and therefore what battles to engage in.

For example, the lead learner in the school, one who benefits from professional readings, discussions (Sackney and Walker, 2006) – personal capacity-building is essential to building the teaching and learning in school.

Cheung and Walker (2006) put the case that each critical incident a beginning principal faces is distinct because each school and each area has its own distinctive challenges. Whilst true, it is evident from the literature that expectations may be developed and shared for beginning principals, and expected standards and competencies against which performance may be measured are produced, Cheung and Walker argue that 'there is no handbook for rookies'. However, too often, the approach to principalship induction is of 'the sink or swim' variety. In many western countries, the graduate schools of education have enjoyed a near monopoly over such preparations but this needs to be re-thought with changing demands from the field (Murphy and Vriesenga, 2004, Hallinger and Snidvongs, 2005). The challenge and the purpose of my study is to provide a basis for the development of customised programmes, since many studies show that principalship preparation programmes are of little or no value in the minds of

practicioners (Hewitson, 1995 : 24), (Daresh and Playko, 1994). This has implications for recruitment, professional development and the measurement of performance.

Browne-Ferrigno and Shoho (2002) argue for a focus on desired student outcomes and how to prepare today's graduates to lead tomorrow's schools. This is of interest to my study. What previous experiences, personal attitudes and dispositions, and career aspirations that cannot be developed by training but can be measured, link to desired leadership ability?

As has been mentioned in the context of the National College for School Leadership (NCSL), much governmental resource is being devoted to principalship preparation programmes (Hallinger and Snidvongs, 2005), and the University Council of Educational Administration in the US (Murphy and Vriesenga, 2004). I want to examine the applicability of these professional development approaches in the context of principalship in the Indian international school, and discover whether there are equivalent standards developed in the sub-continent and the extent to which such standards (or others) have applicability. Through a gap analysis, this may then help us to define and potentially meet professional development needs. Where this study makes a unique contribution is in its desire to influence policy-makers engaged in shaping international schools through leadership development programmes.

Chapter 2   The Research Methodology

2.1 Context

The methodology adopted was initially driven by my overall research question, namely What are the professional development needs of Heads of international schools in India and how may they be met? Key Research Question 2 (see page 8), "how well do the skills and competencies of the leaders of international schools in India match what is needed?" influenced me in gathering opinions about the skills/competencies perceived to be needed in Headship. My literature analysis covers the background and nature of international schools and the international education 'movement', the nature of school leadership, and the links between school leadership and school improvement. The literature analysis surrounding the nature of international schools has enabled me to categorise such schools either according to the curriculum followed, (Jonietz and Harris 1991), or the demographic characteristics of the student body (Sylvester, 2002 quoted in Hayden 2006:13), the cultural and professional background of the teaching faculty or according to the strategic intent and mission of the school, with particular reference to 'internationalism', however defined at school level. The subsidiary or operational questions are highlighted. They are used to operationalise the Key Research Questions.

- What characterises the career paths of international school principals in India (IISPs)?
- What are the skills and competencies required for headship?
- What are the professional needs of IISPs? How are they addressed/met?
- What models may be proposed?
- How many such models be suitably differentiated and disseminated?

- What are the characteristics of international schools in India?
- How does this relate to international schools as described in the literature?
- How may international schools be categorised?
- How do Indian international schools fit into such a typology?

- What is the clientele of Indian international schools?

- How does this influence their mission/purpose and, in turn, ethos and leadership style?

To address these questions, this chapter outlines the philosophy of influence on my choice of methodology, attempting congruence with the nature of the research questions. I outline the research plan, referring to each specific method and demonstrate my interpretation of validity. I provide details of my methods of analysis and finally give consideration to ethical issues.

This research is a qualitative case study to investigate the perceptions held by Heads of international schools in India of the skills and competencies they, as Heads, possess, comparing these with the skills and attributes usually regarded as essential for school leadership, both drawn from India, where available, from associations of international schools and from established western models such as those of the National College (of School Leadership) in England. My unique contribution is to propose standards and competencies relevant for the international school leader in India and to assess the applicability of these through interviews with Heads of Schools, through literature analysis and through web-based analyses of what the schools write about themselves, in particular their aims, values, mission and strategic intent. The published frameworks of standards and competencies are compared to the competencies prioritised by the Heads of Schools, their perceived professional development needs and strategies for the professional development for these Heads of School in India will be proposed. A number of data gathering methods is used (including web-site analysis, triangulation, cross-examination of data) and techniques (including a pilot survey, an on-line questionnaire and semi-structured interviews with a target group of Heads). Heads (Principals) will be identified through analysing the preliminary, on-line questionnaire data via the creation of both a typology of international schools in India and a typology of Principals: this provides rich sources of data allowing me to examine and identify the nature of the schools and the experiences and perceived attributes of the Heads of School. Typologies are created because of the diversity of international schools in India, and the diversity of experiences of the Heads. As outlined in Chapter 1, these schools, international in name, may be categorised into types according to the curriculum taught, the mission and aims (and therefore their strategic intent), or according to the demographic make-up of their teaching faculty or students and families. Increasingly, in India, international schools are growing to serve the needs of local, long-term resident as well as internationally-mobile Indian and expatriate families.

I have used grounded theory as a means of analysis, coding the data, developing axial codes, and writing memos to summarise conversations. It is intensive research and involves interpretation as the main analytical activity. My pilot interviews revealed the need to explore the gap between representation and reality, expressed through different conceptualisations of communication, culture and language use in relation to professional development priorities and strategies, the gap between what the head says s/he does to develop professionally against identified standards and what s/he actually does. I became interested, through the pilot interviews (see Chapter 3), in analysing Heads' talk, their use of language, in semi-structured interviews through the context of them describing their own professional development. The pilot interviews showed that Principals may be reticent or unable to identify the skills and competencies they possess or use in their roles. They readily identify *"people skills"* as the essential or sole skills needed to perform and are unable to identify the traditionally-accepted skills and competences associated with leadership and management models (see Chapter 3 for the skills and competencies classification). Similarly, when discussing their own professional development needs and priorities, Heads seemed to struggle, referring more readily to membership organisations and associations as professional development sources, rather than the professional competencies they were seeking to acquire or leadership and management skills they wished to sharpen. This is drawn from the evidence obtained from the pilot survey, this requiring corroboration or not from subsequent investigations.   Whilst I want to study the language they use closely, to identify patterns and nuances as they describe their professional development requirements, I am analysing the extent to which they are able to relate their professional needs to the competencies they possess or want to develop, and how these relate the school context they are in. By holding interviews with many of the key players in the educational landscape of international schools in India (the government funded NUEPA, the curriculum and assessment agency/National University of Educational Planning and Administration, senior figures in the International Baccalaureate Organisation, the Executive Director of The Council of International Schools (CIS), and The Chair of TAISI, The Association of International Schools of India) I am able to set the professional development priorities of the Heads in the wider context of India, before I make my recommendations on the priorities for the professional development of Heads and how to address them.

In their analysis of how newly-in-post Heads (Principals) manage their working lives in order to make a positive difference in schools, Walker and Qian (2006) give some insights into the

expectations placed on today's Principals. They may, for example be expected to hold absolute knowledge, a clear understanding of their role, an understanding and an ability to apply leadership, and according to the western paradigm (Day, C. In Harris, Day et al, 2003 : 26-53), understand how to *distribute* leadership, and achieve goals (Hewitson,1995). The literature is

le that

is typically described as diverse, challenging dilemma-ridden (for example, Leithwood et al, 1999; Schlechty; 2001; Vandenberghe, 2003), a role description that is mirrored in the data obtained from my own pilot semi-structured interviews with five more experienced Principals of international schools in India. Perhaps on account of the complexity and the dilemmas associated with the role, Principals find it difficult to articulate their professional development needs and find it difficult to identi   le well. Having drawn this conclusion empirically, i.e. through the analysis of the interview data, I have identified the need to explore the interview data in greater depth through an analysis of the discourse, aiming to drill down to identify the deeper professional needs of the Principals.

 The qualitative case study approach is well suited for this research as it acknowledges that professional development needs are personal to the Heads and subjectively expressed. Many will talk about such needs with reluctance, perhaps not wanting, on account of their positions

      les in the school, to recognise or identify any such needs or that they may be perceived to be deficient in any desired skills and competencies. My choice of qualitative methodology is because, "qualitative (case) studies have a unique strength in providing a format to understand the dynamics of a situation, linking context, processes, and outcomes" (Pryzwansky and Noblit, in Sandoval and Hylander, 2004). My in-depth studies, though not case studies, are illustrative and may be used to explore the uncertain and complicated context of international school leadership in India and to help support developing practice through asking the process-focussed questions of "how" and "why".

2.2   The Philosophical Approach

2.2.1 The Approach to School Leadership

"Fads are commonplace in education, especially in school leadership and management" So writes Spillane (2007) in the foreword to Harris (2008). The abundance of literature on school

leadership and management over the last decade or two confirms the importance of school leadership, and in particular the relationship of school leadership to school improvement. One of the preoccupations is with the nature of *distributed leadership* (Harris, 2008 *op cit* ; Harris, ed, 2009) and the extent to which this represents *authentic* leadership (Southworth 2000). Senge argues that as models of leadership change from that of organised hierarchies with leaders at the apex of the pyramid to distributed, shared networks, "people will need to be deeply committed to cultivating their capacity to serve what's seeking to emerge (Senge et al, 2005:186). This shift towards distributed leadership is evidenced in the school leadership standards used by governments around the world (see Chapter 4). This emphasis is found in the literature from the late 1990s onwards when distributed leadership began to be defined as a web of leadership activities stretched across people and situations (Harris et al 2003; Spillane and Zoltners and Sherer, 2004). I have grounded my definitions of leadership in the published standards of Western models of school leadership, found, for example in England, the United States, New Zealand and Australia, and cross-referenced these standards and competencies with the standards proposed by the Council of International Schools (the 7th and the 8th edition Guide to Accreditation and Evaluation) and the Association of International School Heads (AISH), and considered any writings on leadership put forward by the International Baccalaureate Organisation (IBO). In this way, I have deliberately defined leadership through a Western model, and cross-referenced the standards and competencies with that published about international schools. I have developed composite standards in order to ground my definition of leadership standards in data derived from interviewees as well as from the literature, using Spillane (2006) to give a contemporary description of distributed leadership, best understood as "*practice distributed over leaders, followers and their situation and incorporates the activities of multiple groups of individuals.*" This involves a social distribution of leadership, in which it *"is stretched over the work of a number of individuals and the task is accomplished through the interaction of multiple leaders"* (Spillane, 2001:20).

2.2.2 The Perceptual Nature of Reality

In the analysis of data in these qualitative studies, I am allowing conclusions to be grounded in the data whilst also acknowledging the impact of my own beliefs about leadership and professional development, and my knowledge and experience as the Head of an international school in India. One of the virtues of qualitative research is that it provides many alternative

sources of data (Corbin and Strauss, 2008:27) in the interpretative study of a specified issue or problem in which the researcher plays a central role. Through semi-structured interviews,I believe that knowledge is socially created, and there are multiple realities in the sense that we

les and our perceived professional development

needs. These, in turn, are affected by our interactions with others and are mediated by language.

This may be helpful in exploring how Heads develop meaning, but it is insufficient on its own, since it infers an equal value to every expressed viewpoint. To avoid such a difficulty, I accept that we may discriminate and adjudicate between representations of reality, despite versions of that reality existing independently to our perception (Bhaskar, 1998). Using this combination of paradigms predicated on the premise that Heads construct their own understanding of their professional reality based upon:

- ➢ their prior knowledge of leadership, professional development and school improvement, i.e. their experience and perceptual schema(s);
- ➢ the degree of access to and understanding of, alternative/different ways of explaining the professional context they are experiencing in their school and in India;
- ➢ their access to, and influence of, significant others, such as the school owner, if applicable or the Board (Governor/Trustee) members, fellow Heads or representatives of professional associations who, because of their position in relevant hierarchies of credibility, may influence a Head's perceptions of her/himself as a leader and their related professional development needs; and
- ➢ the Head's own structural positions and situations that create consequent pressures pushing towards some outcomes, and reducing the perceived influence of others.

2.2.3 Data Gathering and its Social Context

The use of grounded theory guided my data gathering methods. Acknowledging Glaser's (2002) *"all is data",* I set out to use all the data gathered as a potential basis for coding, memo writing analysing and concluding. The data were gathered through a series of stages, aimed to drill deeper at each stage of research into the heart of the Head's professional development needs, the competencies and skills they exercise in the role, as well as those they perceive to be

important. Following the pilot survey (described in Chapter 3), I became increasingly aware that *"people construct data"* (Charmaz 2006:16), and the social context in which they construct data is a significant influence on the data themselves.

Little work seems to have been carried out in analysing the discourse of school leaders. Whilst I am not using discourse analysis as a tool (though it was considered) the social context of the Head of School influences my analysis of the understanding of the structures and processes of personal, professional development priorities. Discourse analysis was rejected because I am not interested in the linguistic nuances of the conversations held, but in the substance and connections between themes identified through semi-structured interviews.

However, the social context is a pertinent influence on the data gathered. It is based upon four assumptions, based on the work of Gergen, 1985; and of Burr 2000:

> ➢ a critical stance toward *taken-for-granted* knowledge, encouraging us to check out our assumptions and challenge the "objective" basis of commonly-held constructs;

> ➢ historical and cultural specificity, encouraging us to recognise the cultural influence upon our categories and concepts and to explore the wider context when attempting to understand the professional context being articulated;

> ➢ an awareness that knowledge is sustained by social processes. Consequently, our observations of people do not necessarily lead to good descriptions; interpretations will evolve according to knowledge of context and relationship (Gergen, 1985: 268); and

> ➢ knowledge and social action go together, for, "descriptions and explanations of the world themselves constitute forms of social action" (Gergen, 1985 :268).

This may be complemented as I develop ideas about the levels of self-awareness held by Principals about how their professional development needs are identified and met. Their world is structured, differentiated, stratified and changing. Bhaskar (1978) has suggested that reality is arranged in levels and that there is a distinction between a real world and a conceptual one. Bhaskar (1978) in his "Realist Theory of Science" suggests the world exists in three domains:

- ➢ the *real* domain: the underlying structures and mechanisms that produce effects, events, behaviours;
- ➢ the *actual* domain: where these effects, events and behaviours occur (whether they are perceived or not); and
- ➢ the *empirical* domain: how these effects, events, and behaviours are perceived and uniquely experienced by individuals.

My professional development discussions with a Head of School take place in the empirical domain, attempting to decipher, and use professional expertise as well as that that is experientially gained or derived. This knowledge is used to produce plausible explanations that provide 'real' factors that are considered to combine and conspire to produce the professionally developed Head. At the same time, in research terms, the research tries to delve beneath the surface of the actual domain of discussions to identify, codify, synthesise and analyse data that arise, to provide an account of the underlying structures and mechanisms that promote effective professional development for school leaders. It is not easy to 'observe' professional development priorities in leaders. If we wish to understand underlying causes of leadership development and its needs in India, we must focus on the mechanisms for the professional development of school leaders, not only on the empirically observable events. Investigating these deeper layers will include examining the socio-structural relations in and beyond the school, such as the Head's status in the school, vis-à-vis other stakeholders, and the Head's profile in India and with respect to other Heads of School in India.

2.3 Grounded Theory

Grounded theorists' background assumptions shape research topics and emphases, according to Charmaz *(ibid)*. This is consistent with Blumer's (1969) notion of sensitising concepts. Through the pilot interview phase, I began my studies of Heads of School with an interest in whether they felt professionally equipped for the role. This led me to bring concepts such as managing change; managerial and leadership styles; professional networking; performance appraisal; relationship management; internationalism; and leading in a context of uncertainty, all of which provided me with points of departure for interview questions and for data analysis and codification. They provide me with a beginning, and a conceptual basis against which to compare the emerging data. By using intensive interviewing, with eight Heads of School, I

sought to be in control of the data. In using open-ended questioning, on pre-determined and shared themes, the interviews were guided, shaped, well paced but sufficiently unrestrictive to allow data to be emergent. I assume that Heads construct their perceptions of self, society and their reality through interactions. I focused on Heads constructing and communicating meanings from their actions as school leaders, engaged in the professional development of self and others. I assume they are active, reflective practitioners.

The purpose of this study is to assess the extent to which international school Heads in India are able to identify the skills and competencies they need to carry out their Headship effectively and what their professional development needs may be. This draws on a larger body of work dealing with the nature of international schools, the nature of professional development, pre-service and in-service, of school leaders, and the correlation between such programmes and the skills and competencies identified as being of central importance to effective school leadership. These areas relate to the subsidiary, operational or contextual questions, setting the background for the study, rather than the key research questions. In relation to the schools, they are, as discussed in Chapter 1:

➢   what are the characteristics of international schools in India?

➢   how does this relate to international schools as described in the literature?

➢   how may international schools be categorised?

➢   how do Indian international schools fit into such a typology?

In relation to the principals (Heads) themselves and their professional development needs, the qualitative methodology will be set within the context of Blumer's (1969) work. The Principals are seen as actors with in a social context, be it the school or the wider educational community of India. I will explore the nature of their interactions and the influences of such interactions on their professional development. I am investigating the extent to which they interact with themselves, with others and with ideas, and how they derive meaning form these interactions and act on these meanings. Grounded theory will be used to collect and analyse the data, as I consider these methods to be the most appropriate means to decode the complex and changeable functioning of the international school Head. Data collection methods will include

an on-line survey, web-based documentary analysis of school characteristics, interviews and personal records. Interviews comprise the main data collection method, formal, informal, largely individual rather than group. After a pilot interview process with five Principals, and a transcript analysis in three cases, formal interviews are being designed specifically for this research, and these will be conducted in schools according to an interview protocol. The interviews will be based around a set of semi-structured questions. Eight Heads of School will be selected through purposive sampling: a deliberate choice of schools based on their mission, type(residential/non-residential), curriculum, location geographically. I will analyse the characteristics and background of the eight Heads, according to my identified criteria for categorisation. The criteria I am proposing (to be refined if necessary as a result of the pilot interview analysis) are as follows:

> the nature of the school (how I am defining it as *international)* ;
> the career profile of the Head (distinguishing between a career path through the Indian education system or through a different pathways such as through international schools or through a home-country system, for example);
> first Headship or more than one Headship held;
> age;
> nationality, specifically to include both Indian and non-Indian nationals;
> gender;
> years of experience as a Head; and
> years of experience of working in education.

3. The Site for My Research

My pilot interviews were located to the researcher's and the interviewees' convenience, principally at conference venues as well as through correspondence. This pilot interview stage was not preceded by any on-line surveys or pre-selection according to criteria in relation to the Principal's experience. The schools led by the respective Principals were chosen, in effect, to identify the context of the Headship. Each school was a member of The Association of International Schools of India (TAISI), and the schools' essential characteristics are summarised in Appendix 11 as well as described, in the context of the pilot survey, in Chapter 3. The pilot survey was used to review the instrument, but it also enabled me to evaluate a number of other contextual factors surrounding the research. The subsequent stage of data gathering will

necessitate a more systematic approach to selecting the schools and the principals concerned, using a typology of schools and a typology of principals, as mentioned earlier. The site for my research interviews will be each Principal's school, i.e. their place of work, to enable each interviewee to provide the maximum amount of context and information possible to the researcher, drawing on her/his surroundings and references, as appropriate. I will carry out eight semi-structured interviews therefore, artificially constructed for the purposes of my research, but in the natural professional contexts of the interviewees. In addition to audio recording for later analysis, I will take field notes, use a recording schedule. The sample size was deliberately small to enable a thorough analysis in what is an exploratory study and to enable each set of data to be an individual case study in its own right.

4. The Interview Process

The interviews (see Chapter 3 for an evaluation of the pilot study) will serve several purposes, related to the key research questions.

- what characterises the career paths of international school principals in India (IISPs)?
- what are the skills and competencies required for headship? What are the professional needs of IISPs? How are they addressed/met?
- what models of professional development may be proposed?
- how may such models be suitably differentiated and disseminated?

In addition to the audio tape and subsequent transcript, the face-to-face interview enables me to make contact with each Principal in their professional environment, enabling me to develop a perspective on the nature of the Principal in the context of their school.

Interviews are situational. Through the inclusion of face-to-face interviewing, I will avoid a reliance on self-reported data as well as including non-verbal information, which may not be conscious to the participants. Although the receipt of verbal and non-verbal information has cultural connotations and difficulties, I set out to try and record such data. I anticipate that the digital audio recording will be unobtrusive although I am open to the possibility that it may have an impact on the interactions (Speer, 2002: 518). In the pilot interviews, because of the nature of the location, the interview was prone to interruption by third parties, something that will be rectified by the subsequent interviews being held in each participant's school.

My format for observation notes is shown in Appendix 19a-h. In addition to the substance of the interview, i.e. the content, I was observing non-verbal behaviours such as smiles, frowns, and physical turning. These observation notes will be useful in the discourse analysis to identify any priorities and emphases about the Head's role and professional development needs, as well as forming a record of non-verbal interaction. I will use a system of abbreviations and personalised shorthand in order to maximise my time listening rather than writing. In addition to speech and non-verbal behaviours, it will be important to note any perceived shifts in thinking or conceptualisation. Such observations will allow me to see some of the connections I am interested in, such as the developing relationships between the skills perceived by the interviewee to be necessary in the Headship, the state of development of the respective school, the Head's influence on the school's improvement and the her/his perceived professional development needs.

The interviews will be semi-structured and qualitative, and audio-recorded digitally. This enables me to plan key areas to cover but still be open to the issues raised by the interviewees, creating an interaction of ideas between myself as the researcher and the participants. I will use my planned questions, as I did in the pilot trial, but alter the emphasis or order, according to the answers given by the interviewee, and to ask further questions to clarify my understanding of what they were saying. I do not see my involvement in the construction of a meaningful interaction about professional development needs as being a methodological error to be overcome.

I view the semi-structured interview as an opportunity to probe what is said and to enable ideas to be developed. In an inquisitive and enquiry-based manner rather than a confrontational one, it will be possible through the interview questions to explore particular issues in depth such as how a professional principle would be embodied in practice.

My approach to the interviewing process was to be that of dispassionate neutral observer. I endeavoured to remain distinct from the participant Heads, analysing the uniqueness of their professional worlds as an external expert. However, this is an untenable position as a participant Head of School and remained as an ethical issue to manage. My response was to refrain from over-direction and encourage participants to speak freely in a less structured discussion. However, at times, this produced data of little direct relevance to the key research questions.

Kvale (1996) has been a useful resource in considering the preparation and carrying out of an interview. The interview schedules are provided in Appendices 19 a-h. They were designed to tap into my key research questions but in a manner and sequence that is coherent to the interviewee.

For each of the interviews I intend to allocate a generous amount of time, the actual amount only constrained by the availability of the interviewees. In this sense the interview length and focus may vary between participants. From the evidence of the pilot, some gave clear signals that they were particularly interested in the research or the discussion itself (some wished to include a focus upon exploring their thinking about their own professional development or its link to school improvement). This may not be possible for all participants, given the constraints of the school day. Philosophically, I endeavour to be pragmatic. As a Head of School myself, I view the world of the Head of School as indeterminate, fluid and open to many interpretations.

The setting of the interviews will be decided with the participants, although I hope to steer the decision to an environment in the school in which the Head feels comfortable, usually her/his office. The interviews will take place three to six months after the on-line survey of professional needs. This timescale will allow the participants to reflect and process the response data from the on-line survey. The difficulty with this timescale is that there is a significant time gap between the completion of the on-line survey and the interview. However, the strength is the time it affords me to process the on-line survey and to feed back the data to each participant selected for the semi-structured interview process. This will be further discussed in Chapters 8 and 9.

A follow-up contact will be arranged with each Head who was participant in the exercise. This will take place by email contact a few months after the semi-structured interview. The purposes of this second contact are:
- to clarify any issues from the original interview;
- to ask about changes in thinking (about professional development needs) or in priorities (related to the level of development of the school) in the intervening period; and
- to ask if any intended actions on professional development, and any other new actions emerging, have taken place.

Follow up question areas are identified through memo writing (Appendix 20). These were individualised following the initial interviews. The memos will prove invaluable: they are designed to enable me to analyse the data, the categories and codes to help my ideas become increasingly abstracted (Glaser, 1998). I will follow Clarke's method broadly (Clarke2003: 564) to move from an abstract list of topics to organise my memos, although I choose to record them in continuous prose rather than diagrammatically.

Axial codes will be used to help me delineate relationships and to bring the data together, having fractured it in coding. Although not using line by line coding, it is inevitable that there will be a need to have a means of bringing the data together into a coherent form.

5. Validity and relevance of research methods

The validity of this research is achieved through a variety of processes including researcher openness (reflexivity) and observational multiplicity (with different methods providing different layers of data) (Henwood, 2004). As a researcher, I hope to support the validity of my work through providing an account of the links in the knowledge process (Henwood, 2004), providing clear explanations of how the analysis took place, the questions asked of the data, the ways I interact with the data and the nature of my personal values and experiences. In this way I will be aiming for analytic integrity and continuity (Mason, 1996, cited in Henwood, 2004, p.46). Kvale (1996) similarly suggests that validity is improved by high quality "craftsmanship", throughout the research process, with ongoing processes of checking and exploring the data. Providing "rich description" (Geertz, 1979) helps the reader judge the plausibility and credibility of the research. The influence of the researcher should never be under-estimated. As the Head of an international school in India myself, I will have an influence on the respondents. Henwood (2005) encourages the researcher to reflect upon the power of their voice and to be aware of processes that may dilute the subjectivities present: this is because, through such communication, we unconsciously transmit our ethnic, gendered and class identities.
With an emphasis on instigating change, a pragmatic knowledge interest may counteract a tendency of social constructionism to circle around in endless interpretations and a plunge of post-modern analyses into infinite deconstructions (Kvale, 1996, p. 248).

6. The Transcript

Transcripts of each complete interview are provided in Appendix 19. For reasons of readability of the text I will use a simple style of transcribing with limited information regarding intonation or pause. The exception was if there was a long pause or if a word or phrase was particularly strongly emphasised (shown by underlining and subsequent annotation in the margin) or spoken at a higher volume than surrounding speech and beyond the increase in volume that comes as a by-product of emphasis (shown by upper case).

I will work directly from the digital audio recording for much of my analysis, and recognise that the reader may be limited by my transcript style: but I assert that the advantages of readability outweigh what would be gained for my purposes through the addition of further transcript notation.

7. Ethical Issues

As mentioned in Chapter 1, there are many ethical issues associated with this research. First, as an international school Head in India myself, I am researching into the professional practices of my peers. I am an insider to their roles but an outsider to their worlds. I am part of the periphery of the Community of Practice (Wenger, 2006). I have needed to be very clear with all the participants that my role is solely as a researcher, rather than as a fellow Head of School: Wenger reminds us that positions on the periphery are often particularly ambiguous. Trust was established for the Heads

le complications with professional colleagues and my own need for status and belonging.

In India, a research difficulty exists in securing the data. The school culture is competitive and many schools (76% of those in the on-line survey) failed to respond to the request for data. I overcame this by using web-based sources for the entire population of 78 international schools in the survey, (so defined because they follow the IB curriculum), and then focusing my detailed data gathering on eight Heads of School, selected as described earlier because of differences in experience and, potentially, perspective.

International schools in India are inherently competitive in nature, secretive about sharing information and far from collegial in attitude. It is difficult is be assured of the authenticity of information one is receiving. Three cultural factors about me became significant as research issues. As a Caucasian, a known school leader in India and a western-trained educator, I found, from the pilot interviews, that it was a challenge to be treated as a neutral researcher. I mitigated against being treated as a 'special guest' by briefing the interviewees very specifically about the purpose of the research and the key research questions being investigated. Having knowledge of the international school scene and some background knowledge of the educational landscape in India meant that I was required to plan carefully to avoid being seen as an educational adviser, rather than a researcher, through adhering to the key research questions and the topics I had identified from the pilot stage as springboards for questioning. I approached each interview with these areas in hand, as is evidenced from the Transcripts and Memos in Appendices 19 and 20.

The very term "international school" is readily adopted by the mushrooming number of unlicensed private schools in India, and the term means many different things. I consider this an ethical issue of a different nature on account of the fact that many titular international schools have no ethical justification for the label: it is purely concerned with marketing. As a researcher, it is difficult to ascertain the kind of school one is confronted with. However, the typology helps me overcome this through classification. I have attempted to overcome the difficulties by drawing on case study schools from the membership of TAISI, a loose but collegial umbrella organisation of international schools in India, affiliated to the Council of International Schools (CIS). All participants were volunteers with whom I had communicated in order to share the purposes of the research to allow for proper informed consent, through oral and written communication. Each Head of School was assured anonymity as well as a paper, emerging from the research, on the future professional development approaches for Heads of international schools in India. In respect of a service to TAISI, I have led workshops and given presentations about leadership development (TAISI Leadership Conferences 2008, 2009, 2010) to Heads and aspiring Heads. Confidentiality has been protected by the safe keeping of the audio records and transcripts and through codifying the names in the report. The interviews gave me an additional opportunity to offer any reassurances that were needed with regard to the research.

Respect for my participants extends beyond the data collection stages to the analysis as well as the writing up of this thesis. A key ethical issue in research is to do a professionally thorough job, not to waste people's time and to produce a valid piece of work that will be useful. I have tried at all times to treat my access to these participants as a privilege. I have learned from the pilot study that analysis is enhanced when one works with the data, reflects on it and the methodology behind gathering it, explores it again, considers different possibilities, and explores the data again in an iterative process.

I have been cautious in my assumptions and tried to develop my work through use of literature from a range of disciplines. Indeed this study should be best viewed as exploratory in nature, developing an understanding of the professional development needs of school leaders in international schools in India with a complex political and cultural backdrop.

8. Conclusions

This chapter has given an account of my chosen methodology: a descriptive qualitative case study examined using the data to generate ideas and corrections, and employing grounded theory. I have explored the perceptions of international school leaders about the skills and competencies they hold, the extent to which they feel they have been well prepared for the role, the professional development needs they have and the challenges they face. Finally, I will be proposing approaches to professional development for international school leaders that will help to take this sector of education in India further forward.

Chapter 3: The Pilot Survey

3.1 The Role of the Pilot Study

The pilot survey is an important first stage in my data gathering. Methodologically, I have set out to test question structure, methodology, and the means of recording the survey responses. Given the areas of focus defined by the key research questions, I also want to test these foci on Heads of Schools who come to the role from different backgrounds and are of different nationalities, some Indian and some foreign. In other words, I am testing the questions against the cultural context of the Head.

 I am taking advantage of the annual gathering of the Heads of International Schools in India at their annual conference in Jaipur and testing whether or not such an environment is conducive to gathering data, given that I will create private spaces, uninterrupted by others. Furthermore, I wish to assess if the recording instrument is appropriate, for recording and subsequent transcribing.

Since it is well known that the wording of an instrument such as a questionnaire or an interview schedule is key to its success in yielding the data the researcher believed s/he was setting out to collect, pre-testing is likely to be instrumental in its success. In my research, the pilot study was designed to test the reliability, validity and practicability of the interview questions as well as helping me to identify any ethical or sensitive issues.

I aimed to:
- assess the clarity of the questions, i.e. my communications, particularly significant since four of the five Principals in the pilot were not first language English speakers;
- evaluate how important the respondents considered the research focus, and whether it (the professional development needs of international school Heads) is a topic of a genuinely unresolved nature (i.e. is it possible for the research to make a contribution to a practical problem, based on discovering previously unknown or unrecognised knowledge)?

- assess the extent to which it was practical to use the member schools/Heads of The Association of International Schools of India (TAISI) as a practical yet diverse cohort of Principals as potential detailed studies?

- assess the type of question and whether this would enable me to develop a conversational style with each Head;

- to assess the manageability of the time allocated;

- to identify any redundant material, any questions or points of conversation that do not help me investigate and answer the key research questions;

- to assess validity, were the questions giving me the responses in areas I predicted, i.e. was I asking what I thought I was asking?

- to pinpoint common misapprehensions; and

- to explore the use of the coding system (Grounded Theory) for analysing the data.

Such a pilot focuses on matters of coverage and format rather than data, using evidence from a limited number of respondents (Cohen, Manion and Morrison 2007: 342).

3.2 Pilot Interviews

3.2.1 Methodological Considerations

The use of the interview places great importance on the role of knowledge being generated between people through conversations (Kvale 1996: 11). Kvale (1996:14) regards the *inter-view* as an interchange of views between two or more people on a topic of concern or mutual interest, seeing the centrality of interaction as key and emphasising the importance of the social situation in the technique. The role of the interview was three-fold :

- to gain information about the role of the international school Head in India;

- to gather information to help me answer the key research questions; and

- to consider how the interview may best be best in conjunction with other methods.

Insofar as I see the interviewees as characters on a stage, I am looking for the participants to discuss their interpretations of leading an international school in India, so that I may gain insights into the skills and competencies they feel they possess and need in order to lead them effectively (compared to a list I will generate of skills/competencies). Inevitably, effective

leadership and its link to Heads' professional development requires some analysis of the literature of both school leadership and management and school improvement (Chapters 1 and 4).The knowledge will be constructed between us, as the interview is constructed between the interviewer and the interviewee, (Laing 1967:66).

Players on stage relate many aspects of ordinary professional life. My known role to the interviewees is that of international school Head, yet here I am in the role of researcher dealing with a subject matter that is personal to each participant. We co-construct the interview and the knowledge therein (Walford 2001:90). In examining Kitwood's three conceptions of an interview (Kitwood 1977), I am of the view that any such interaction inevitably has bias, rather than being a simple means of information transfer. Therefore, learning from the pilot study has also been learning to recognise and manage bias. Each interviewee in the pilot has defined the interaction in a particular way. In India, the group of international school Heads whose schools are members of TAISI represent members of a loose network, and the status of each within her/his own school, within India and within TAISI is a consideration and possible influence on the responses given. Furthermore, my own participant status in the network also needs to be considered. Culturally, India is a hierarchic society with a history of caste-based structure, and, as a Head, one's status within the society will be defined partly by the school one leads and partly, in the case of Indian nationals, by one's personal background, in terms of social class, in turn determined partly by religion, caste, age and gender. Having analysed Cicourel's unavoidably problematic features of the interview (Cicourel 1964), I have learned from the pilot study to be aware that the level of mutual trust will differ from interviewee to interviewee and that I will need to adjust the nature of the semi-structured interview accordingly. My accorded status as a foreigner leading an international school in India is a factor in this, in that it raises the social standing in which one may be held by fellow Heads from the "host" country. Drawing on Woods (Woods 1986), my strategies have been to establish trust, to foster curiosity about my research (not difficult since every participant has a view on the topic and the chord of relevance has been easy to strike in a climate in which the interview data suggest there is a genuine need to identify solutions to professional development problems) and "naturalness" (Cohen et al, *op cit.*: 350) in the setting and nature of the interaction. The interviews are cloaked in the "cultural worlds of all participants, indicating how people make sense of their social world and of each other" (Barker and Johnson 1998:230).

In addition to using the pilot interview to identify difficulties and to promote validity, I have used the semi-structured interview alongside other data-gathering techniques of an on-line questionnaire, and an analysis of school-provided and Head of School provided, web-based data. In this way, there is not an over-reliance on the interview as the means, rather it is a means of helping to answer the key research questions. The questionnaire is usually regarded as a more usable instrument because of its standardised, consistent form, its economy and efficiency, its validity achieved through being administered consistently, if on-line, and its anonymity. The interview, however, brings me the opportunity to probe more deeply, to gain information through interactions, to ask subsidiary and personalised questions, and, through digitised recording, enables me to ask open-ended questions and to receive developed responses (Oppenheim 1992:81-2). I also hope, through this format, to engender involvement, motivation and engagement, and hence achieve more developed responses of a more authentic nature. The concerns of subjectivity and bias, associated with interviews, have been mitigated against through the interview construction and enactment.

3.2.2 Content of the Interviews

The literature gives a vast array of types of interviews: Cohen, Manion and Morrison (2007) cite Patton's (1980) four types, Le Compte and Preissle's (1993) six types, amongst others. I opted for a semi-structured format in what Patton (1980 : 206) sees as an Interview Guide Approach, whereby topics are issues as well as the context of the research are specified in advance in outline form. I worked from a pre-determined sequence but altered this according to the directions taken by the interviewee. The interviewees answered the same questions, and I was seeking description (the Heads' perceptions of their professional development needs), interpretation (their interpretation of the skills and attributes needed to perform the role well) and an ability to give their unique perspective on the professional challenges of school leadership. I had few closed questions (See Appendix 3) and no prepared options for them to consider, excepting Section A and B1/2. I was leaving the responses to the interviewees in a very open-ended manner. I did not feel aware of what I did not know and therefore could elicit the necessary information via structured questions. As described in Section 3.4, the evaluation of the outcomes of the pilot provided some useful pointers for the next stage of the data gathering. I was looking for trends from examples rather than to standardise information across Heads. In relation to Oppenheim (1992: 86) who states that each respondent should understand the interview question in the same way, and that changing the wording means that one is asking

a different question, I faced the difficulty of dealing with respondents who are not native English speakers and for whom the nuances of the questions may be lost: two German native speakers, two Hindi and one English native speaker in the pilot interview stage. This has caused me to rethink my approach for the next phase of data gathering. Oppenheim (1992:65) believes that exploratory interviews, such as those in my pilot study, try to develop ideas and further questions rather than gather numbers and 'facts'. Mine was attempting to develop ideas and questions for further investigation as well as to gather some basic data about the Head in the context of the specific school. However, I concur with his view that, in covering emotionally-loaded topics such as one's own professional development and leadership skills, interview management is all-important and the respondents need to be sufficiently at ease to talk frankly and richly about their own experiences. In considering Morrison's (1993 34-6) description of different ways of conceptualising interviews (see Table 3.2.2), mine are at the end of the continuum where interview transcripts and word-based qualitative data are found. The approach was not formal and the end-result only emerged when I was in situ, with the interviewee. My pilot would be characterised as highly qualitative but focused and semi-structured, best described as "words; open-ended; capturing uniqueness; individuality; subjective facts; capturing particularity; looking from the inside; ethnographic; and illuminative".

Table 3.2.2. Morrison (1993: 34-6) The five Continua

Quantitative Approaches	Qualitative Approaches	Pilot study Approaches
Numbers	Words	Words, transcribed
Pre-determined, given	Open-ended, responsive	Semi-structured. Pre-determined areas of coverage
Measuring	Capturing uniqueness	Capturing unique experiences
Short-term, intermittent	Long-term, continuous	Long-term, developmental responses, may change or re-interview
Comparing	Capturing Particularity	Capturing particularity, uniqueness
Correlating	Valuing quality	Valuing qualities individually but possible to correlate against identified standards
Frequencies	Individuality	Individual case studies

Formality	Informality	Relatively informal, conversational
Looking at	Looking for	A combination of looking for/at
Regularities	Uniqueness	Looking at uniqueness to identify regularity
Description	Explanation	Description, at this stage
Objective facts	Subjective facts	Subjective data
Describing	Interpreting	Describing and interpreting
Looking in from the outside	Looking from the inside	Looking in from the outside but as a fellow Head of School (+ therefore partly inside)
Structured	Unstructured	Semi-structured
Statistical	Ethnographic , illustrative	Illustrative

Thus, I am firmly in the realm of qualitative research in terms of my approach to the pilot interview. Kvale (1996:30, cited in Cohen et al : 355) sets out the key characteristics I have followed:

➢ understand the working lives of the participants and explore the nuance of these working lives;

➢ use plain English (natural language);

➢ invite examples of specific situations rather than merely generalities;

➢ be open to new data;

➢ have direction by focusing on specific idea and themes;

➢ accept that ambiguity and contradictions may be present and that these may reflect the situation of the interviewee;

➢ accept that the interview may generate new insights and changes in the participants themselves;

➢ view the interview as an inter-personal encounter; and

➢ make the interview positive and enriching for all participants.

However, it would be incorrect to describe the pilot interviews as unstructured or non-directive. They are not characterised, as proposed by Moser and Kalton (1977: 297) as interviews in which, through talking about the subject under investigation, i.e. themselves, interviewees may direct the interview in any direction they see fit. I have chosen the focused interview in order to be able to focus on the interviewee's responses to known situations, enabling me to apply the data from the interview to accept or reject hypotheses I have set in relation to (three of) my Key Research Questions, namely:

• How is an international school (in India) defined?
• How well do the skills and competencies of the leader of international schools in India match what is needed?
• What do international school Heads in India perceive as their professional development needs?

This enabled me to set my own ideas in relation to the above Key Research Questions, specifically,

➢ *Heads ' career paths are idiosyncratic but will involve some international (i.e. beyond one's own country) teaching or leadership experience.* Given the diversity of the international schools in India, and the unregulated nature of schools, it is likely that boards of Governors (Trustees) make individual and idiosyncratic decisions on how they recruit a Head of School, what informs the Job Description and Person Specification. However, international experience, beyond the home country, would seem to be a favourable experiential factor for a Head of School before s/he is appointed to India.

➢ *Heads are self-aware and appreciate the skills and competencies they have developed to enable them to perform the role effectively.* By the nature of the Headship role, and the leadership and managerial demands inherent in it, I surmise that heads may be sufficiently self-aware to know why and how they use skills and competencies to perform their roles.

➢ *Heads know their professional needs and their area for development and are able to articulate them*. Traditionally, Heads of School reach this role from an academic rather than a business background (Dimmock and Walker 2005:107-117), and from a

background in which professional development needs are commonly identified and acted upon. However, the level of self-actualisation, I expect to be diverse.

In following Kvale (1996: 88), the semi-structured pilot interviews were planned in seven stages. The theme, or purpose of the research was defined by the Key Research Questions and the operational questions. There should have been a more specific translation of the general goals of the study into specific objectives, articulated in writing for the benefit of the interviewees. This affected adversely the quality of the data received and the usefulness of the data in helping to answer the research problem.

In designing the survey, the research objectives, and in particular, the operational questions, were translated into survey questions. Tuckman (1972) advises the researcher to begin the design process by defining the variables. In this case, the variables identified were as follows: the nature of the school led by the Head (the interviewee); the length of tenure in that school; the nationality and career background of the Head, and, in particular whether this was the first such school leadership role; length of service; the extent to which the Head of School identifies professional development needs for her/himself; whether or not the Head is part of a performance appraisal system by which s/he has targets set, perhaps with professional development implications; the level of understanding and appreciation of the skills and competences required to lead a school; and the Head's understanding of what constitutes professional development.

In regard to my expectations, I was looking to assess:

the readiness of the interviewees to engage with me, as a fellow principal, and the subject matter, as it may be perceived to be personally and professionally challenging;

the broad nature of the responses, and the extent to which this subject proved to be a 'live' and relevant issue in the minds of the Heads;

in regard to the subject matter, the proportion of opinion versus fact;

the appropriateness of the semi-structured format;

the appropriateness of the questions I was asking;

manageability. Was I able to cover the ground in a manageable time and were the answers to my questions going to be of a sufficient depth? Was the digitised recording effective? Were transcripts necessary and were they feasible?

In the construction of the schedule (see Appendix 3), I used few fixed-alternative items, and none were scaled optional answers presented. I erred towards open-ended responses (see B3 and 4, for example), as defined by Kerlinger (1970) "those that supply a frame of reference for respondents' answers, but put a minimum of restraint on the answers and their expression." This allowed for flexibility and promoted the use of supplementary questions, if I wanted to explore any answer in more depth. However, some questions in some interviews resulted in unexpected answers, perhaps leading to some irrelevance but also some angles that led me to investigate further connections, for example in the extent to which the Principals see professional development very much in terms of professional organisations and associations to which they belong. Kerlinger's (1970) description of a funnel question, beginning with breadth and then narrowing to a focus, was used insufficiently.

In question design, (Arksey and Knight, 1999: 93-5), vocabulary was used that was, it was hoped, intelligible to the audience of Heads, although the cultural and linguistic backgrounds of the interviewees meant that few such assumptions could be made reliably. Leading questions containing assumptions, provocative questions and prejudicial language were avoided, as was, it is hoped, ambiguity. My questions were targeted at the Head to enable her/him to reflect on her/his experience rather than speculating (the exception being C3ii, which links to the respondent's previous answers. I assumed a certain level of knowledge from each respondent, but this proved to be a dangerous assumption, in a diverse sample. Direct questions were used, although generally they were non-specific.

The survey contains a mix of descriptive questions (B4) , knowledge (A2), experience questions (B3), construct-forming questions (A1), background questions (B3), demographic (B1). There were also process questions that invited the respondent to respond to a topic (D1), indirectly ask for information and to give examples (B4, C1 and C2).

Responses, as can be seen, deliberately move from structured to semi-structured through the interview. The early questions, with the more structured, guided response options, are designed to put the interviewee at ease, as well a s being relative straightforward questions for an international school Head to answer. This raises the question of codification as a means to analysis. The responses to the pilot survey have proved difficult to code or quantify. However, I

had anticipated that the best fit to the purpose of my research problem was to obtain extended, reflections on experience, in a highly qualitative manner. Prompts and probes were not identified from the outset and, although given, were not used consistently.

In terms of behaviours, it was important for me, as a fellow Head in India, not to conduct the interview simply as a social interaction. The climate under which international schools in India operate also necessitates that the researcher assured the participants of the importance of honouring confidentiality, benifence and non-maleficence. The ethical position had to be established in regard to what constitutes data, with participants being very ready to continue conversations after the formal discussion had been completed. As mentioned in Chapter 1 (pp xx), the professional climate in which international schools in India operate is a competitive rather than a collaborative one and one in which there is reluctance to share information, particularly financial information, even on a confidential basis.

In considering Kvale's quality criteria to make up the ideal interview (Kvale 1996:145), the transcripts of the pilot interviews show that, by and large, these 'quality criteria' were met. The interviewees were at ease in talking about themselves and about their professional development, giving rich answers. The proportion of time spent on the interviewer's questions, relative to the interviewee's answers was appropriate and I was able to follow up on specifics and ask supplementary questions. I was also able to verify my interpretations of the answers given through the course of the interview. Finally, the interview was self-communicating. When listened to in isolation, each interview formed a narrative of the Principal's professional development pathway and future priorities. The use of a digitised recorder enabled me to record the interview unobtrusively. I accept that each interview is more than a social interaction and it is more than data collection. Whilst losing the non-verbal and visual cues and the dynamics of the interview through a decontextualised transcription, each interview was sufficiently conversational to reflect a social encounter and not merely a collection of data.

The major weakness in the pilot study was the researcher's failure to develop a coding system as a means of analysis (see Chapter 2 for the discussion on grounded theory). The data gathered were interpretive, hence not a completely accurate representation but a reaction between myself as the researcher and the decontextualised data generated. This was the principal piece of learning from the evaluation of the pilot and convinced me of the need to use grounded theory to make sense of the data.

3. 4. Pilot Study Data

Five Heads were involved in trialling the pilot survey:

Hyderabad (a)

Bangalore (b)

Mumbai (c)

New Delhi (d)

Pune (e)

The distribution of the Heads was chosen to take one from each of India's five metropolitan centres, also the centres of international schools. The sixth major metropolitan area, Kolkata, has a lower international/expatriate population as a percentage of the total population and only two IB schools, deemed international schools in my total population of 84.The findings contained some revelations about how the Head thinks as well as giving me some further issues to investigate in my research.

First, in relation to the context and setting of the interviews, none took place in school: each took place in a conference venue external to the school (the 2009 venue for the Conference of The Association of International Schools of India in Jaipur). Whilst this was advantageous in regard to the absence of interference in the Head's thinking and focus, it failed to give me any insights into the nature of the context in which the Head was based. The advantages of being located in the one venue were that:

- the Heads (interviewees) were located in one venue, accessible to me and they were accessible to one another, if there were subsequent discussions about the survey;
- travel and the manageability of deadlines (a major issue in India) were not problematic; and
- neutrality: the venue was not one associated with any one Head, and was a suitably relaxed professional environment for a discussion.

The question concerning the definition of an international school is seen by the researcher, as very important, because the question of definition is not one that easily attracts consensus and it enabled the researcher to understand the professional perspective on international education

of the Head. Interestingly, four of the five interviewees believed that an international school was suitably defined by the characteristics of the school they currently led (one, interestingly, believed he led a national school overseas and not an international school). I chose to use prepared options in line with the literature on the nature of the international school (defined by curriculum; mission and ethos; student and, de facto, family demographics; and/or the demographics of the teaching faculty). However, much of the literature makes no attempt at definition but instead makes assumptions that "we", the readers and writers, are all in international schools, (see, for example, however, Wilcox A. 2009: 38-50). One of the distinctive characteristics in India, however, is a departure from the conventional typology of international schools, with new schools or groups of schools opening in an unregulated environment in which any school may deem itself "international" the title being a timely marketing ploy for an emergent economy with ambitions for their children on the international stage, both in higher education and, later, professionally. The Economic Times (of India) on 25/06/10 sums up the dilemma (Goswami, U.A. New Delhi)

"The Ministry of Human Resource Development (HRD) appears to have (had a) second thought about regulating international schools affiliated to foreign boards like Cambridge International Examinations (CIE) or the International Baccalaureate (IB). The Ministry is understood to be of the view that the number of international schools is too small to be worried (about). Sources indicated that the first attempt would be to build the database, and, in this regard, (one) may consider this a registration regime. Given the paucity of data on international schools it may consider the idea of a legal formulation that would require these schools to register themselves. This would be accompanied by a degree of conditional disclosure, requiring schools to inform the relevant authority about the number of foreign and Indian teachers in their employ, their syllabus and curriculum."

The comments reflect the conversations the researcher has had with the Head of the Human Resources Department. The concerns from the government reflect how they think about international schools and how they define them. The Ministry is concerned with issuing employment visas and therefore needs to know (or, indeed, should already know) how many overseas passport holders are employed in these schools. The second implied strand to the definition refers to the curriculum being followed. The Minister for Human resources Development, Kapil Sibal has stated publicly that he is concerned about titular international schools offering nothing distinctive from the local schools around them.

Moving from the Heads' classification of international schools to their own self-appraisal of their skills, the open-ended question on the pilot gave them too much latitude in response, and I will modify this question by introducing the skills grid I have developed from governments around the world who have been seeking to define what skills and competences are essential for leading a school (see www.nationalcollege.org for example). Most saw their greatest attributes as the ill-defined "people skills", "leadership skills" and "communication skills". Pathways to the international school headship have been diverse amongst the sample population (see Table 3.3). The supplementary questions in the semi-structured interview have provided plentiful data on which to 'test' grounded theory.

In looking for professional support, the Heads of School seem to look readily to professional associations, almost all of which have a global reach. Surprisingly (for the researcher), three of the five interviewees expressed their professional development priorities in terms of conferences they were to attend, one was vague and one addressed the question in terms of competencies and tasks to be achieved. This has led me to reappraise the language I have used in the question and the cultural register accompanying it. The Heads did not readily identify or correlate their professional development goals with the skills they considered themselves good at or in need of development, making theory development in this important area possible (e.g. Heads of International Schools in India see their professional development as being met by courses and/or conferences overseas) but not helping me to see how they use such professional development in meeting the skills and competencies needed to perform the role more effectively. For two interviewees, the link between their remuneration and the meeting of agreed goals (agreed with the Board of Trustees) was important.

Table 3.3 Pilot Interviews: Career Profile of Interviewees

Interview	Years as Head of School	No. Of Headship position	Career Pathway
A	10-15	4	Teacher in international school. Four international school leadership

B	5-10	1	Board member Counsellor Middle School Co-ordinator, became Head
C	10-15	>1	Primary, then secondary teacher. Vice-Principal, Principal, then started own school as Director
D	15+	>1	Government school system, home country. Curriculum adviser, then head of government School overseas
E	15+	>1	Government school, home country. Mission Schools overseas, international schools, HOD then Head (20+ years ago)

In regard to leading an international school in India, dealing with unpredictable communities was cited as was the need to understand the diversity of communities, one answered in terms of generic challenges, although there may be India-specific nuances in the answer (changing the mind-sets of all stakeholders) and one school-specific, that of dealing with every minor matter (such as blocked toilets) to the major strategic challenges. One Head of School cited particular India-specific difficulties :

➢ the lack of trust between heads and schools, making collaboration difficult;

➢ perceived interference from local and national government who are unclear about what international schools are;

- ➤ creating international teachers from the local labour market; and
- ➤ maintaining high ethical standards at all times.

The Heads see the role of the professional associations running events in India as one of professional development but acknowledge that there is nothing in place for headship development in the country. None of the five Heads of School mentioned any links with a university or any ongoing research. The pilot has given me a great deal to develop in terms of my methodology and yet has reinforced my view that the research focus is a valuable one. The professional development of International School Heads in India has not been addressed at all, it seems, and nothing is provided specifically for this growing and diverse audience. The government is concerned with regulation, but recognises that its first step is to know what the market is like. Professional bodies with a significant market stake in India (CIS, the IBO, the examination groups) are focusing on offering "training" in the areas that meet their specific needs, and are keen to have the Heads of School on board. A number of ideas emerge from my observations, although I have not analysed my transcripted data systematically. Therefore, such theories are not grounded in the data, simply reflective of it:

- ➤ professional development needs of international school Heads are not being met within India;
- ➤ the recognition of the skills and competencies needed to carry out the role are not correlated by the Heads with professional development priorities;
- ➤ little research on leadership development (of schools) is taking place in India;
- ➤ International School Heads in India are unclear about their professional development needs; and
- ➤ International School Heads in India look to courses/conferences beyond the sub-continent to receive professional inputs.

3.4 Outcomes of The Pilot Study

The purposes of the pilot study have been identified in 3.1. I have identified a number of considerations that will inform me for my detailed studies. A summary is as follows:

the setting for an interview is recognised as an important influence on the process and the outcome. Here, of particular significance, was the decision taken on practical grounds to hold the interviews in a venue away from the interviewee's school. This

meant that the Head concerned was not able to exemplify what was said by reference to anything in the surroundings. Whilst this may be advantageous, it did not suit my research focus and purpose, since I was endeavouring to secure responses in the ethnic context of the work surroundings, for instance through a Head relating her/his professional development needs to something that was relevant to the school;

the responses showed me that I should have no assumptions about how an international school is defined. Heads define the international school differently, both according to their personal professional backgrounds, and, in four of the five cases, in terms of the school they lead;

a more open ended interview is needed hereafter, in which participants elaborate on their situation. I found myself asking factual questions that could and should have been gleaned in advance from the school's web site, for example in regard to the school context and its mission and vision;

my own situation as a Head is an important contextual factor in my research. This enables Heads of School to be affiliative, in that they give out verbal prompts and non-verbal cues to acknowledge that I, as a fellow Head in India, may empathise and understand their professional issues, but also it affects the readiness with which some may agree to participate, if they perceive schools as locally competitive;

the regional distribution of the schools was valuable, and should be retained. Given the size of India and the distances between metropolitan centres, regional variations are significant and contribute to the variation between some schools, as well as the issues faced by some Heads of Schools, for example in liaising with the respective state government;

the regulatory environment in which a school sits is very different across India and according to the type of school. Embassy schools are largely protected from any vagaries in the regulations governing education, whilst important pieces of legislation, such as the Right to Education Act, are implemented differently at state level, and are perceived to be contingent on some international schools but not others. I need to be mindful of these contextual considerations during the next phase of interviews;

Heads of School found it much more difficult than I anticipated to see their role in terms of the skills and competencies they exhibit. For the next phase of data gathering, I will develop an outline framework, to measure responses against; and

the schools were more idiosyncratic than I anticipated, in terms of defining the Head's role, using a Job description for the Head, using an appraisal system, and, significantly, in terms of ownership and/or governance arrangements. I will be more mindful of such variables in developing the next stage of data gathering, the on-line survey by identifying issues of governance as a specific item of potential importance in determining the Head of School's professional development.

Chapter 4 Standards and Competencies for School Leaders

4.1 The importance of school leadership

The importance of school leadership scarcely needs asserting. The education systems of many western governments, either at federal or state level, recognise the importance of defining professional standards for school leaders (see for example New Zealand, www.minedu.govt.nz), sometimes aligning these to performance appraisal systems   and/or to professional development programmes for serving and/or aspiring school leaders such as The National Professional Qualification for Headship or NPQH in England and Wales (www.nationalcollege.org.uk). Chapters 1 and 4 review the literature on the importance of school leadership: here, I concentrate on the standards and competencies perceived to be needed for effective school, leadership. This analysis has informed the next stage of my data collection, the on-line survey to all international school leaders in India, since my synthesis of leadership standards and competencies, the link to performance appraisal and professional development have been incorporated as important attributes of effective headship against which I have assessed school leaders' perceptions of what they consider as necessary attributes to perform their roles well.

Of first consideration is the extent to which agencies recognise the role of leadership in school improvement (again, see Chapters 1 and 4 for the literature review). Private philanthropic trusts working in partnership with federal or national governments (see, for example, the Harris Foundation, or the Wallace Foundation) have also emphasised the importance of defined standards in leadership development. The Wallace Foundation (2009) equates their achievements as a Foundation to a focus on leadership development with the federal authorities in the United States:

 "leadership is now on the agenda. Federal officials increasingly accept that school improvement cannot succeed without effective school leadership. In fact, the word "principals" appears twenty four times in the Federal Register notice of the 'Race to the Top' education reform program. More to the point, one of Race to the Top's four aims is the development not only of great

teachers but also great principals. Recognising the connection between teaching and leadership, and the interdependence of the two, represents enormous progress".

4.2 Leadership and School Improvement: a literature review

The Wallace Foundation report (2009) also talks of the necessary symbiosis that needs to exist between district and national educational leadership, for school leaders to be most effective. What is characteristic about international schools is that they are often singleton, stand-alone schools, with no supportive regional structure for professional development or for purposes of accountability. Though there are relatively few groups of international schools, some are long-standing such as the English Schools Foundation of Hong Kong (http://www.esf.edu.hk, founded 1967), the United World Colleges movement (http://www.uwc.org ,founded 1962) and the more recent, for-profit schools groups such as GEMS (http://www.gemseducation.com), emanating from Dubai. In India though the for-profit groupings, linking to a corporate giant, such as the Dhurabai Ambani Group in India (http://www.da-is.org) are on the rise although the numbers of international schools in India remain not documented, as many are unlicensed and unregulated. Whilst the analogy is a far from perfect one, Fullan (2005, p.66) reminds us why districts or comparable regional structures are needed. He believes that *'decentralised schools will have variable capacities for continuous improvement'*.   In an earlier work for Principals (Fullan,1997:42), Fullan advises districts to *'err on the side of autonomy over dependency'* in regard to the role of districts vis-à-vis the principals of the schools within a district. He advises districts to nurture empowered school leaders; to understand the paradoxically simultaneous 'loose-tight' relationships between schools and school systems; to develop clarity in selection criteria for school leaders; and to establish leadership development plans.

The membership associations of schools in India (TAISI, the IB Schools, the CIS member schools) are increasing numerically and are increasingly focused on professional development, if not specifically leadership development. The Association of International Schools of India (TAISI) – member schools now number fifty five (September 2011). IB Schools in India now number eighty four. CIS member schools in India number eighteen (CIS accredited schools in India, i.e. those that have successfully been quality assured and accredited by CIS are eight in number).

Their relationship with the international schools is inevitably a loose one, tending towards "coupling" rather than "bureaucracy". "*By coupling, I mean a relationship which has some shared goals and objectives, reasonably clear and frequent communication, and mutual co-ordination and influence. By bureaucracy, I mean control through rules and regulations*" (Louis, 1987:161).

Unless they have an accreditation or authorisation role, for example as in the cases of the Council of International Schools or the International Baccalaureate Organisation, the relationship between a school Head and a membership association in such a non-governmental context should be an enabling and co-operative one in regard to professional development collaborations. My view, to be assessed through detailed surveys and analysis, is that such membership associations may have professional development priorities relating to their own business or organisational goals and that they do not necessarily provide a good match to the leadership needs of Heads of schools. When they do offer professional development to school leaders, what is offered may not be based on empirically identified or analysed needs.

le districts may play in the professional development of school leaders through helping them to focus on what makes the maximum positive difference to the quality of education for students. This, however, presumes that improving the quality of education is the most important role for the school leader, a reasonable assumption, perhaps, depending on the mission and aims of the school, and one which is sometimes assumed by the school improvement research (see, for example Caldwell 2006:129-136) The Wallace Foundation typifies this school of thought. In regard to the bureaucratic burden of school leaders, a programme in Louiseville, Kentucky is cited because of its approach to allowing leaders of schools to focus on that which is judged to matter most, namely the influence their leadership may have on teaching and learning.

In this chapter, I analyse the standards and competencies that are expected of Heads of Schools and develop a classification of these as a basis for further investigation with the international school heads in India. In the Kentucky example, a "school administration manager (SAM)," is assigned to handle non-instructional tasks that would otherwise occupy the principal. An evaluation (Turnbull, Haslam, et al., 2009:24) found that, on average, principals with SAMs are spending nearly five hours more per week on instruction than they did before. Such a model has

been replicated in the state sector in England through the School Improvement Partner or SIP project aligning each Head of School with an independent critical friend, a project that, in itself, replicates some of the best features that may have existed in the erstwhile Local (Education) Authority link adviser model in the government system (Earley and Weindling 2004:174).

The Kentucky model alludes to the view that Heads of School should not be preoccupied with administrative matters, although this is not necessarily reflected in the standards and competencies identified by different government and private organisations concerned with 'defining' headship. Here, I explore the literature in relation to standards and competencies and develop a hierarchy, based on synthesising a number of schemes. These will be compared to the standards, as they exist, for international school leadership and inform my surveys since I will be looking to see the extent to which there is an alignment between the standards and competencies I identify and those seen as important professionally to my target group of international school leaders in India.

In common with some national systems, (see OFSTED 2008) The Wallace Foundation focuses some attention on the importance of effective leadership on lower-performing schools, but also saw the need to commission a Stanford University study to investigate the characteristics of effective leadership development programmes (Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M., 2007). However, the Wallace Report falls into the trap of examining just one school's improvement, Corcoran, S.P., Schwartz, A.E., Weinstein, M., 2009), attributing this (rightly or wrongly) to the effects of a leadership development programme and generalising from it that "if we do a better job preparing our principals, they will do a better job for us in leading student improvement" (Wallace Foundation, 2009, op cit).

In common with the SAMS project (Turnbull, et. al, 2009 op cit), a RAND education report (Augustine, C.H., Gonzalez, G., Ikemoto, G., et al., 2009), also investigates how Heads of School may be focused on teaching and learning improvements. Among the priorities in recent years as part of the United States' drive to improve the quality of public education is the need to develop school leaders who are able to influence teaching and learning through developing an institutional culture that supports effective teaching. To help achieve this, many states have developed new leadership standards for Head (Principals) and revised criteria for leader training programmes.

4.3 Leadership Development at the District (Areal) Scale

The RAND report asks three important questions:

➢ What policies and initiatives have states and districts pursued to improve school leadership?

➢ How are the states and districts interacting to improve school leadership?

➢ To what extent have they built cohesion among school leadership policies and initiatives?

My interest is particularly strong in the first and third question since I am investigating the link between identified and explicit standards and competencies for Heads, their professional development needs in relation to these standards and the professional development opportunities that may meet these identified needs. The study sites in the survey had all carried out some work on leadership development, focusing on six areas including leadership standards (namely, standards, pre-service and recruitment, licensure, evaluation, in-service, and the conditions in which principals work). Of course, this is the public education system and states and districts are able to mandate schemes and improvement programmes. However, RAND found that sites differed a great deal in the organisations that assumed the lead role in developing cohesiveness. In some sites, it was the state education agency (SEA) or a large district, whilst in others it was a university or a professional association. RAND found no obviously "optimum" approach: the appropriate assemblage of actors depended on the local context, including who had the power, capacity, and inclination to move the work forward. My interest here is in the potential of professional associations, India-based or otherwise (the Council of International Schools, the Academy of International School Heads, AISH, or the International Baccalaureate Organisation) to fulfil this role. A challenge would appear to that of building cohesion amongst schools that operate largely in a competitive environment, likely to be a strongly negative factor dissuading schools from collaborating on professional development. The RAND Study looked at the enabling factors and the inhibiting factors in building cohesiveness. a range of factors that enabled or inhibited efforts to build cohesion (RAND, 2009, *op cit.* :19-20). What my preliminary research is showing is that traditional provider roles in regard to the training and professional development of Heads of School may be changing. The RAND survey found such a convergence.

"For example, states we studied were mandating evaluation systems and professional development for principals, which used to be primarily the domain of districts. Conversely, districts were developing their own pre-service programs (on their own, in partnership with local universities, or in partnership with non traditional providers), a domain once dominated by state government.

Earley and Weindling (2004: 97-123) led three research projects focused on the changing nature of school headship in the state (government) sector in England. The formal relationship between schools and the then Local Education Authorities (LEAs) was a formal one but not one in which the LEAs exerted much influence over schools in professional development beyond new teacher induction. The national evaluation found that 14 per cent of schools had very little relationship with their LEA. National Foundation for Educational Research (NFER) Secondary Heads Project (1982-94); The Effective Management in Schools Project (1993); Leadership in large Primary Schools Project (2002).

The three studies I have examined, longitudinal in nature, showed how headship was changing from a singleton role to a team approach, in part this being a reflection of the increasing complexity of the role, in part attributed by the researchers to legislative change, namely the introduction of the Education Reform Act of 1988 (Earley and Weindling 2004:109). Interestingly, in the Indian context of international schools, one of the influences that is bringing together the previously disparate and stand-alone international schools is also legislative reform. The Right to Education Act 2010 is seen as a threat to the independence and autonomy of international schools in India (see Chapter 9, The India Context) and has led to a clearer role for the association of international schools of India, TAISI. The need to challenge The Act's legality has created a common focus for the international school Heads of India and, perhaps, is creating a professional development agenda for this group (see references made in the Interview Transcripts in Appendices 18 a-h, and associated emerging ideas grounded from these data).

RAND were looking at cohesiveness. They use the term *cohesion* to describe systems built in concert by the state and its affiliated districts. They identified sites with more- and less-advanced CLSs so that they could determine which strategies and contexts seemed to be

beneficial. Of relevance, I consider, is the eight factors they identify that build cohesiveness, that were found to be the most important for building cohesion:

1. building trust;

2. creating formal and informal networks;

3. fostering communications;

4. exerting pressure and influence;

5. promoting improved quality of leadership policies and initiatives;

6. building capacity for the work;

7. identifying strong individuals with political and social capital to lead the work; and

8. connecting to other reform efforts.

The three states with the highest cohesiveness, demonstrated some common characteristics. Some are public sector characteristics, not replicable in the 'informal' sector, for example, they enjoyed a higher and more consistent level of political support than other sites in the sample. All three states have a history of activism in education reform, and their political leaders have long shared a commitment to school reform which created fertile ground for leadership initiatives.

Furthermore, the three sites were collectively less likely to face some of the key barriers to building a cohesive system, such as staff turnover, a culture of independence, or discord across organisations. Other barriers, however, were present, including limited resources and capacity, organisations that were geographically far apart, and, in the case of Kentucky, a history of discord across organisations. RAND found some evidence that these three sites were more resourceful than others in developing strategies to overcome contextual challenges such as limited capacity and a history of discord.

I will use these findings as I research in India, to assess the extent to which building cohesion is a possible strategy by which the school membership organizations/associations may foster the professional development of heads of school. At first consideration, it seems unlikely that CIS or the IBO or TAISI are playing any role that would lead to the cohesiveness of international schools in India. In assessing the propensity and actual effectiveness of international schools in India, I

will look at these factors* to assess their importance, as well as others that may be of significance in India, such as a shared curriculum offering (the IB programmes).

Enabling factors

• Common structures and policies*

• A history of collaboration*

• Strong pre-existing social networks*

• Participation of nontraditional actors*

• Funding and technical assistance from The Wallace Foundation

• Political support

• Supportive, stable, and aligned superintendents and school boards*

Inhibiting factors

• Limited resources*

• Limited SEA capacity

• Turnover of key staff*

• Too many organisations, too far apart*

• Cultures of independence*

• Discord across organisations*

• Reform overload

The RAND (2009) conclusions are also of interest and have given me more considerations for the next stage of my research (the on-line survey). These were the conditions influencing the extent of the cohesiveness of the state and its ability to enable principals to influence teaching and learning. These were found to be significant in the early stages.

➢ consider local contexts and address the challenges they pose;

➢ identify strong lead organisations and individuals; and

➢ capitalise on external funding and expertise.

In the later stages of implementation of a cohesive approach, it was important to build trust and mend fences, to engage a broad coalition of stakeholders and to hone skills at applying pressure

while providing support, to recognise innovative districts as "lead learners", and to connect school leadership efforts to standards and to other reforms in the state. I want to investigate the extent to which one of the non-governmental and voluntary membership associations to which schools in India belong may fulfil these district-wide professional functions for school leaders and if school leaders conceive of them as having the potential for this role.

4.4 Towards a Categorisation of Standards and Competencies

Central to this part of the chapter is my analysis of headship standards and competencies from around the world and an assessment of the extent to which there is an agreement on the competencies needed to lead a school and the standards against which the quality of school leadership should be measured.

In New Zealand (Appendix 6), the professional standards for Primary Principals are organised around four "areas of practice": culture; pedagogy; systems; and partnerships and networks. These are used as measures of performance and help form a bridge between the government authorities and the head of the school (the Principal). 'Culture' refers to the extent to which the Principal provides the professional leadership to focus the school on enhancing learning and teaching, 'pedagogy' refers to the extent to which the Principal creates a learning environment in which there is an expectation that all students will experience success in learning, 'systems' refers to the Principal's role in creating management systems that support and enhance students' learning, and 'partnerships' on the role of the Principal in strengthening communications and relationships to enhance students' learning. What is obviously characteristic is that all four domains are focused on students' learning as outcomes. In the same country, the standards for secondary schools (Appendix 7) have a different emphasis. The areas of practice from which the standards are derived are: professional leadership; strategic management; staff management; relationship management; financial and asset management; and statutory and reporting requirements. There is more emphasis on management than leadership (Earley and Weindling, 2004: 3-16), more emphasis on compliance and less on the effects of school leadership on students' attainment and progress.

In looking at competencies developed for international school leaders, AISH (the Academy of International School Heads), one finds that they place comparatively little emphasis on the

international dimension of schooling, neither does it define international schooling (see Appendix 8). Its mission and vision are all-embracing :

"the Academy serves international school heads through focused advocacy, support and professional development" (mission).

Its vision is that "the Academy is a dynamic, collaborative organisation created for and governed by international school heads which will:

- advocate for international school heads;
- provide targeted and differentiated professional and personal development opportunities essential for educational leadership; and
- collaborate with educational organizations worldwide"

(http://www.academyish.org)

Only Competence 1.2 mentions internationalism overtly, when considering curriculum implementation i.e. "promotes the implementation of a curriculum rooted in best practice, international-mindedness, and value beyond school". It places emphasis on the Head's competence in fulfilling the school's mission, aims and values, though never does it question whether or not these are fit for the school in question (see Competencies II, 5 and IV,9). The role of the Head of the international school in leading the school in fulfilling its stated mission, aims and values typifies the stance of the Council of International Schools (CIS). CIS defines leadership standards through their accreditation framework. Appendix 9 shows the relevant extract relating to the expected leadership standards shown by the Head of School, though this, under the CIS framework, is always assessed against the consistency of the leadership with the school's philosophy and objectives. This emphasis is unchanged in the newly published 8th edition of the CIS Evaluation and Accreditation Guide (Appendix 10).

The National Standards for Headteachers in England and Wales (http://www.education.gov.uk) provide a more comprehensive set of standards (DfES/0083/2004)   for heads of schools and a set of standards that are linked to the headteacher's performance appraisal system. The standards are prefaced by a clear articulation of the role of the headteacher, something lacking

in the CIS and AISH standards and competencies and something explored through my subsequent research.

"The core purpose of the headteacher is to provide professional leadership and management for a school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success a headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. Headteachers must establish a culture that promotes excellence, equality and high expectations of all pupils.

The headteacher is the leading professional in the school. Accountable to the governing body, the headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the LEA, higher education institutions and employers. Through such partnerships and other activities, headteachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

Drawing on the support provided by members of the school community, the headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils" (DFES 2004).

Six, non-hierarchical areas of work are identified as standards:

Shaping the Future

Leading Learning and Teaching

Developing Self and Working with Others

Managing the Organisation

Securing Accountability

Strengthening Community

Within each of these key areas, the knowledge requirements, professional qualities (skills, dispositions and personal capabilities headteachers bring to the role) and actions needed to achieve the core purpose are identified. The six areas are seen as interdependent and many are applicable to all key areas. Of relevance to the international school setting in India is the point made that effective headteachers are responsive to the context of the school and maintain an overview that integrates their work into a coherent whole (DfES 2004). Taking the most frequently cited and what I see as the most pertinent for the context of international school leaders in India (based on the evidence of the pilot survey – see Chapter 3), I have produced a composite set of standards as a basis for the next phase of data gathering and theorising from the data collected. These are summarised below:

Competencies of the International School Leader in India

STANDARD	COMPETENCIES
Internationalism and Inter-Cultural understanding	• appreciates, is sensitive to understand the cultural context of India and of the school; • is culturally sensitive to the differing views and perception of an international community; and • able to draw on the best of international practices for the benefit of the school.
Leadership of Learning and Teaching	• inspires the staff to reach for the highest standards and have the highest expectations; • develops learning and teaching so that each student may maximise her/his potential; and • promotes the implementation of a curriculum grounded in international best practices and measured against international benchmarks
Organisational Development	• able to build and sustain organisational structures to achieve a mission-driven vision;

	• develop the school as an organisation so that it is focused on continuous school improvement; and • creates and sustains systems through which all members of the school community may flourish
Professional Accountability	• is committed to the principles and practices of self-evaluation and external evaluation in order to develop the school; • collects and uses data to improve the educational provision; and to promote accountability to the Board of Trustees
Professional development and working with others	• shows commitment to the professional development of self and others; and • is willing to collaborate, contribute and learn from other international schools in India and beyond.

The competencies I have developed are an amalgam of those cited in this chapter, together with those developed as a result of the pilot interviews described in Chapter 3. They are to be trialled in the on-line survey to all IB schools in India and assessed for their applicability.

4.5 A Critiques of the Standards and Competencies Approach

An approach to defining, developing and evaluating school leadership through reference to a standards and competencies model of practice is the indicative of the dominant paradigm, certainly in western cultural contexts, as is exemplified by own research into the definitions of school leadership in New Zealand, Australia, the United Kingdom and Canada. This is mirrored in the literature cited in this study. In relation to international schools, there is less leadership-focused literature although the works cited in my study (for example, Hayden, 2006: Walker, G 2011; Walker and Qian, 2006 ; Davies, 2006; Barber, Whelan and Clarke, 2010) universally lean on the standards and competencies approach to leadership. Bolden, R., Gosling, J., Marturano, A. and Dennison, P. (2003) provide a valuable narrative on the evolutionary history of the competencies-based approach and an appraisal of its value. As a researcher, it is important that

I do not approach any approach uncritically, particularly as I am advocating such an approach to the development of international school leaders in India. The literature acknowledges the complexity of leadership, making it unlikely that any set of standards, qualities or competencies will ever be able to describe and define what makes some leaders more successful than others or ensure that professional development priorities and programmes for school leaders are ever fully aligned with leadership needs. Bolden et al (2003:6) describe the evolution of approaches to leadership (reproduced below, Figure 4.5).

Great Man Theories	Based on the belief that leaders are exceptional people, born with innate qualities, destined to lead. The gender specificity is deliberate:male, military and Western in origin.
Trait Theories	The lists of traits or qualities associated with leadership remain a dominant influence on approaches to leadership and on the development of standards and competencies.
Behaviourist Theories	Focuses on what leaders actually do rather than on their qualities. Has been an influence on outcomes-based performance appraisal systems for school leaders.
Situational Leadership	Sees leadership as specific to the situation in which it is being exercised, so that different situations or contexts require different leadership styles.
Contingency Theory	A variation on situational leadership which focuses on identifying the situational variables which best predict the most appropriate or effective leadership style to fit the particular circumstances
Transactional Theory	Emphasises the relationship between the leadership and those being led.
Transformational Theory	Stresses the concept of change and the role of

	leadership in having a vision and strategic intent for change and being able to implement change through the transformation of organisational performance. Probably the dominant approach in school improvement literature, such as espoused by Fullan (1993, 2007), Davies (2006), Harris (2002) Hargreaves, A., and Fink (2006) for example.

Figure 4.5 Theoretical Approaches to Leadership (after Bolden et al., 2003)

As may be evidenced from the literature review (4.6), there is an increasing emphasis on dispersed or distributed leadership (Harris 2008:36-42; Fullan 2005: 53-62; Davies 2006:103-118). This has its foundations in sociology, psychology and politics rather than management science and views leadership as a process that is diffuse throughout the school, distributed with appropriate authority, responsibility and accountability being distributed through the organisation rather than being with the formally designated 'leader' alone. "*The emphasis thus shifts from developing 'leaders' to developing 'leaderful' organisations with a collective responsibility for leadership"* (Bolden 2003:6). Referred to as 'informal', 'emergent' or 'dispersed' leadership (ibid: 17) and more frequently as 'distributed leadership' in the context of school leadership (see Harris op. cit.), it is characterised by individuals at all levels in the school being seen as leaders and take on leadership authority, sometimes being associated with a flattening of the school managerial hierarchical structure (Hargreaves, A. and Shirley, 2009: 95-99).

Accompanying the move towards distributed leadership in schools was the move to a competencies-based framework for leadership development and measuring the performance of leadership, subsequently evolved to a "Leadership Development' model of practice (Bolden et al. 2003:27). In 1999 the National College for School Leadership (NCSL) in England commissioned the consultancy group, Hay McBer to research leadership in schools. This development led the National College to adopt a standards and competencies-based model (www.ncsl.org) influencing not only schools in England but also those schools in India and elsewhere, basing their educational provision on that of England. Bolden et al (ibid) conclude that a simple form of "transformational" leadership is being promoted through the use of a competencies framework. Most of the examples cited (Bolden, 2003 : 27-36) , also embrace cognitive, affective and inter-

personal qualities of leaders, rather neglecting the roles and expected responses of followers. *"Leadership, therefore, is conceived as a set of values, qualities and behaviours exhibited by the leader that encourage the participation, development, and commitment of followers"* (Bolden, et al. 2003:37).

Organisations develop their own leadership framework to suit their circumstances and situation. It is clear from even the pilot interview data, as well as from the school improvement and school leadership literature analysis that 'one size does not fit all' in relation to the diverse nature of international schools in India and the diverse professional needs of school leaders. However, Bolden's (2003) analysis shows that, despite diversity, there are strong similarities between competencies based approaches to leadership performance measurement and development. Although the case studies cited by Bolden (2003) are individual and therefore situational, the leader is exemplified as a visionary who possesses certain abilities that will be used to demonstrate specific behaviours that may be applied across a range of situations and circumstances and which will remain over time, even as the organisations needs change and the leader, if successful, develops*. Fewer than half of the frameworks cited refers directly to the leaders' ability to respond and adapt their style to different circumstances (Bolden 2003:37).*

In addition to the "soft" skills, the leader is also expected to display excellent information processing, project management, customer service and delivery skills, along with proven business and political acumen. They build partnerships, walk the talk, show incredible drive and enthusiasm, and get things done. Furthermore, the leader demonstrates innovation, creativity and thinks "outside the box". They are entrepreneurs who identify opportunities - they like to be challenged and they're prepared to take risks (Bolden 2003:).

In addition to these soft skills and leadership competencies, the leader is expected to display values and behaviours that may be described in most developed societies as 'virtuous'. They are assumed to display, exercise and be accountable for a position of moral authority. Bolden (2003:37) raises problems with such an idealised approach since it marks a return almost to the 'the trait theory of leadership', (see Figure 4.5), second the list of attributes becomes an almost overwhelmingly super-human one, and finally, there is little evidence that this 'transformational' leader is any more effective than any other leadership type (Gronn 1995: 14-27). In international schools in India, the relationship between personal qualities, behaviours and successful outcomes measured in terms of a school's improvement will be culturally-

dependent and school specific. India-specific influences need to be factored into any consideration of leadership development, as do factors such as *"the nature of the leader, followers, task, organisational structure, national and corporate cultures, etc"* (Bolden et al 2003: 37). The standards and competencies approach I am advocating for international schools in India takes these factors into account, and will be characterised by:

- the inclusion of India-specific dimensions, drawn from the evidence of the challenges faced by Heads of School, as identified through the interview and survey data:
- consideration of behavioural competencies that show cultural sensitivity to the situation in hand;
- the inclusion of international understanding, in line with the school's chosen pathway of an IB curriculum and in keeping with the expectations placed, therefore, on the Head of an IB (curriculum) school;
- manageability and the avoidance of either a prescriptive or exhaustive list of leadership traits; and
- an emphasis on leadership development, in line with the core purpose of a school leader, that is to develop and improve the school s/he leads.

4.6 The Changing Nature of School Leadership : A Literature Review

Having reviewed the literature surrounding international schools and their growth, and found that relatively little research has taken place on the role of leadership in international schools, and introduced some of the literature on leadership development in Chapter 1, I want to review the literature to assess how it may inform my research as well as helping me to identify gaps. I see the value in an analysis of the leadership and school improvement literature in Chapter 1 alongside my analysis of the standards and competencies models that exist around the world. I have used the literature to inform my evaluation of these models and to inform me in developing the standards and competencies model for international schools in India.

One truism is that the role of the school leader has changed and is changing. The importance of effective school leadership, however defined, is rarely questioned in the literature. Hallinger and Heck (1998;1999;2003) have argued that the influence of the Head of School on students' performance is largely indirect, i.e. it is exercised through others. This research, along with longitudinal studies by Weindling and Earley (1987) suggest that the head's importance is through 'the avenues of influence' (Hallinger and Heck, 2003:220-226). In England, as in many western systems of school education, the role of the Head of School altered considerably with the advent of Local management of Schools (LMS), introduced in England through The Education Reform Act of 1988. International schools in India are diverse in every respect, yet I anticipate, that the role of the Head as well as the skills and competencies needed will partly be determined on the extent to which s/he has delegated authority in regard to financial management. Paradoxically, the growth in entrepreneur-owned proprietorial international schools in India may lead to a decline in the Head of School's need to manage the budget and the school's resources, something I will explore in the detailed discussions with Heads of proprietorial schools included in my sample of in-depth interviewees. Early evidence from the Council of International Schools' evaluation exercises (reported in Chapter 9) suggests that the quality of financial management in international schools is becoming stronger because of the changing pattern of ownership. The model put forward by Hargeaves and Shirley (2009:xi), for example, puts forward a three phase model to describe the journey that western governmental schools have been through and are on : the first way of state support and professional freedom, of innovation but inconsistency; the second way of market competition and educational standardisation, in which there is a loss of autonomy, both in relation to the Head and the school, and a third way that attempts to balance market demands, professional autonomy and accountability. In developing the argument that each of the ways has, at some point, lost its way, Hargreaves and Shirley propose a fourth way (*op cit*., 71-111) with the quality of students' learning being surrounded and influenced by a visionary governmental approach to schools, public engagement and professional involvement. This presents a valuable analogy to the international school leader in India: a role that is bereft of a governmental steer or recognition, but generally experiences high levels of public and parental engagement and considerable scope for professional autonomy. Hargreaves and Shirley's six pillars (*op cit*: 73-111) also have resonance: an inspiring and inclusive vision; strong public engagement; achievement through investment; corporate educational responsibility; students as partners in change; and mindful

learning and teaching. With the exception of developing inclusivity (international schools tend to be selective against academic, behavioural or attitudinal critieria, and some preclude students who are host country nationals), the pillars have relevance to the role. Both this model, the model proposed earlier by Hallinger et al, and the report commissioned in 2009 by the National College of School Leadership in England (Hopkins et al) continue to emphasise the enhancement of learning and teaching as 'a key priority for school leadership' (Hopkins et al 2009:4). In the NCSL report, Leithwood and Riehl's (2005) classification of the core practices of Heads of School are shown, along with the leadership components relating to each of the four 'core practices', namely setting direction; managing teaching and learning; developing people and developing the organisation. Again, these provide me with a useful classification system to which to relate the development of my own competencies model.

Whilst my literature review in this part of my study is focusing on the changing demands placed on Heads of School, as well as the specific issues facing Heads of international schools, I have found it salutary to dip into the school improvement and effectiveness literature of the early part of the year 2000s, filled as it was of thoughts and challenges of the next millennium, or at least the move into the first part of that millennium. Fullan considered the notion of sustainable school leadership of school leaders, examining, for example "The New Work of Leaders" (Fullan 2005:45-53). Fullan, in quoting from the work of Perkins (Fullan, op cit: 46) talks of the need to increase organisational intelligence, as I see it the ability of a leader to help an organisation and its leadership to know itself well and to be able, as a result, to focus on the right things: acting smartly. Fullan (2005:53) emphasises that school leadership does not mean much unless it is in a context that matters. He stresses the importance of leaders to concentrate on adaptive challenges for which we may have no solutions, rather than technical challenges that are lower order but solvable. Day (2003), writing on 'successful leadership in the twenty-first century' challenges the 'performativity culture' (Day 2003: 164 in Harris et all, 2003). He quotes de Gues (op cit: 164) in asserting that the essence of learning is 'the ability to manage change by changing yourself'. The international school leader in India finds her/himself in a rapidly changing educational landscape and part of a rapidly changing country. I will describe the changing educational landscape through this study and talk of the changing economic, political and regulatory environment in which internationals schools operate. These are likely to influence both the professional development priorities of Heads of School and the strategies that may be most effective in addressing them.

In looking at cross-cultural studies, two reports commissioned and published by the McKinsey group have been valuable and are referred to in my study (McKinsey 2010, Mourshed et al, and McKinsey 2011, Barber et al). The 'Barber' report concerned itself with capturing the leadership premium. By comparing different high-performing systems it has enabled me to assess how standards and competencies are used in government systems to develop capacity and measure the quality of leadership. High-performance is defined organisationally as being organisations that make significantly greater-than-expected contributions to students' learning. Much, the authors argue (Barber 2011: 23) depends on how the leader of such organisations interact with the larger social and organisational context in which they find themselves. However, the study points to several qualities that apply to effective and transformational leadership, irrespective of context. Hallinger and Heck *(op cit)* call these leadership practices "purposes", "people" and, thirdly, "structures and systems". Conger and Kanungo (1999) describe them as "visioning strategies", "efficacy building strategies" and "context changing strategies". Leithwood (1996) terms them "setting directions," developing people and "redesigning the organisation". Many other researchers / writers are quoted (Barber et al, 2011: 23), all of which has helped me to frame some of my competencies in these three areas, the strategic, the organisational and the engaging of stakeholder groups, albeit differently expressed.

The Mourshed (2010) report looks at school leadership in the context of systems reform, examining how the world's most improved school systems keep getting better. Again, the measure of success was students' outcomes. In an earlier report, (McKinsey 2007) it was found that most OECD countries doubled or trebled their spending on schools in real terms between 1970 and 1994. However, despite this increased level of investment, educational standards, in real terms, stagnated or declined in many systems. This is a significant reminder to school leaders everywhere, including in the fast-expanding international schools in India, that investment may not necessarily lead to enhanced value-added educationally. The theme is developed by *The Economist* (17/09/11) which points out that we have a wealth of data available, within and between countries, the availability of standardised scores such as the PISA tests practised in OECD countries, and consultancy assessments of how education systems are faring and how success is sustained. Technology, *The Economist* argues, is now viewed as being able to make a positive difference, finally. It describes how the 'three excuses' for educational failure have receded in importance: low government spending, social class and cultures that did not value education. These make a difference, but do not, in themselves, determine educational outcomes, they argue. Although there is less in the Mourshed report for the individual school,

the characteristics of leadership of learning, of sustaining leadership at a high level has applicability for international schools in India. Six interventions were typical, how they were addressed defined the difference between the successful and the unsuccessful : revising curriculum and standards; ensuring an appropriate reward and remuneration structure for staff; building the technical skills of staff; assessing students; establishing data systems; and facilitating 'school improvement', so termed, through a policy framework. Significantly, the school systems moving from 'good to great', characterized by highly-skilled educators, facilitated creativity and innovation through loose central guidelines for the teaching and learning processes.

From this body of literature, I have gained insights into what characterises effective leadership. Little is written about leadership in international schools, and I can locate no research that has taken place and is published about the leadership of international schools in India. Thus, I am confident I am breaking new ground that may benefit international school leaders in India, providing that I am able to synthesise the competencies and standards into a workable framework that could provide a basis for professional associations in India to develop school leadership.

Chapter 5 How Heads See their Professional Development

5.1 Introduction: what is the international school?

I first want to outline the genesis of international schools, describe their evolution and relate this to the current context of a rapidly expanding tranche of schools in India. I am interested in how Heads of School in India view the school they lead and on what criteria, if any, they use to class it as international. This was stimulated by my pilot survey in which one Head (see Chapter 3) saw the school he led as categorically "a national school overseas" (in this case a "German International" school located in New Delhi) as well as because of the great difficulty that exists in defining international schools globally (see Chapter 1). In Chapter 1, I have used the literature to assert that international schools may be defined as such through one or more of four criteria:

- ➢ the nature of the student body, its demographic and cultural mix, including considerations of nationality (easy to measure by passport) and by ethnicity (less easy to measure but more insightful as a description of the cultural context of a body of students);
- ➢ the nature of the teaching faculty, their experience, cultural composition and backgrounds;
- ➢ the mission of the school, its strategic intent; and/or
- ➢ the curriculum followed and whether it is distinct from the national offering(s) in surrounding local schools.

In India, the context is complicated by the unregulated nature of international schools and by the high rate of growth of schools (difficult to quantify because of the absence of regulation), self-categorised as international. Acknowledging the problem in an individual but untranscripted meeting with me, Sri. Subhash C. Khuntia, Joint Secretary (Schools) of the Ministry of Human Resources Development (01/12/10) reflected on the desirability of regulating and quality assuring the 'sector' so that those schools offering nothing distinctively different in curriculum terms from the local schools around them, and therefore, not offering transparency to the market of parents, would not be classified as international. He reflected the governmental thinking on the classification of schools by identifying the internationally-accredited/authorised curricula as the defining factor. Whilst convenient and pragmatic to do so, as I have done to define my population of schools, it is a simplification that ignores those criteria (above) that are

less easy to measure, in a school landscape of complexity. The perception of the Principal (Head of School) about the nature of the school may be a factor of influence in her/his views on personal professional development and its relationship to the development of the school (termed 'school improvement').

5.2 The Origins of International Education

I want to examine the origins of international schools to help me understand the extent to which the nature of such schools has relevance today and has relevance in India today. The nature of the international school in India, and the nature of the school leader is, I assert, a powerful influence on the leader's emerging professional development needs. International schools are frequently and understandably associated with the International Baccalaureate Organisation (IB) and, historically, with running the International Baccalaureate (IB) Diploma programme. This is often because many international schools follow one of the three curricular programmes offered by the IB and understandably because the origins of international schools are intertwined with the origins of the IB as an organisation and as a guiding curricular framework. To use the first international school as an example, The International School of Geneva, founded in 1924, emerged from the League of Nations and the International Labour Office, by parents who wanted to give the child a well-rounded education and one that gave not only knowledge but values, of *"the love and desire for peace, the feeling of the brotherhood of man" (Maurette, 1948:3).* The school's objectives were to meet the specific educational demands of *'an international community such as exists in Geneva….' and to imbue the new school community in which the students were to live and grow with an earnest belief in "internationalism"* (International School of Geneva, Student-Parent Handbook, 1924). There was also an important pragmatic goal: to enable the students to continue their studies in the schools and universities of other countries (Oats, 1952:2). The International School of Geneva (ISG) is regarded as the first and founding international school. In so many ways, it set the tone for what followed in the growth of international schools in the twentieth century, i.e. it was a school offering a 'portable' curriculum for an internationally diverse and mobile population of students. One of the immediate successors to the ISG was Yokahama International School in Japan. Opened in 1924, by 1929 parents were reportedly unhappy with the curriculum: these may be the first recorded instances of a demand for a globally portable curriculum. Parental concerns stemmed from the perception that the curriculum was unresponsive to the differing needs of the international community, and because it lacked 'structure and direction'. Three options

were considered: an English method, an American or 'the continental method used at The International School of Geneva'. After the Second World War in 1955, the school affiliated with the International Bureau of Education in Geneva (Hill 2010:17). At the same time, international schools were opening in European cities, and developing countries including recently-independent India began to receive allocations of overseas aid and, with it, the influx of expatriates working for Non-Governmental Organisations (NGOs), requiring portable, international education. In 1949, UNESCO, stimulated by its interest in the mutual appreciation of different cultures, established a 'Conference of Principals of International Schools' on March 31st/April 1st in Paris. This was regarded as the first ever such meeting held concerning international education and this may be seen as the genesis of an international diploma at the end of secondary education (Conference of Principals of International Schools Minutes, 1949:10). Each participating school (there were fifteen) was free to make its own regulations for the implementation of the diploma but there were two stipulations: one, 'satisfactory' knowledge of a language other than the student's own and a mini-thesis on a subject of world significance, the outcomes of which, it can be speculated, may be seen in the IB Diploma today, in the form of the foreign language and the Extended Essay requirements (see www.ibo.org). This was followed, in 1951, by a second conference, the founding of The Conference of Internationally-Minded Schools (CIS), not to be confused with The Council of International Schools (CIS) in existence today. With this, the debate on international education was developing. So, to what extent are these "pristine" principles still relevant to international schools today, and are they relevant to the leaders of international schools in India? Examination of the mission, aims and values of these schools is insightful (Appendix 11), but I will want to follow this up in semi-structured interviews with Heads of Schools. Eighteen of the nineteen Heads of School who responded to the on-line survey (see Appendix 11) saw their school as international with a strong affiliation to the four criteria cited in the survey as indicators of internationalism. All but one saw the international curriculum (read the IB curriculum) as the contributing and defining characteristic of this internationalism, all but two the mission and vision of the school. The fact that the demographic and cultural composition of the teaching faculty and the student body was less important to respondents may reflect the reality that in some of the international schools of India in the sample, the teaching faculty and/or the student body is local, i.e. mono-national and the schools concerned measure their internationalism in other ways. My view is that Heads of Schools, in speaking for their schools, may define them as international according to what best suits them as an individual institutions

and that the Heads of School redefine their views on international education to align with the school they lead. Therefore a personal definition may be difficult to disassociate from that of the school. This is a research conundrum I need to explore further in the follow-up semi-structured interviews: are these Heads of Schools speaking for themselves as individual professionals in the role of Head of School or are they speaking for the schools they lead, i.e. are their views expressed personal or reflecting those held on behalf of the institution? I believe it is difficult for a Head of School to dissociate her/his views from those held by the school, so accustomed are they to talking in professional fora about the school they lead. I will carry out some further documentary analysis to assess whether the mission aims and values of each respective school in the sample aligns with the values expressed by the Head of School.

My conclusion is that although the term 'international school' is used very liberally and flexibly in India, the views of those Heads of School who have responded to the survey show considerable alignment in interpreting the terminology. This may be because those who are likely to respond to such an on-line survey are not representative of the wider population of Heads of international schools in India but are those Heads who recognise and relate to the implicit values behind the questions in the survey, such as the importance of school improvement and the important role of the Head's professional development, as well as the defining characteristics of international schools.

5.3 The Curriculum

In India, the IB curriculum is seen as a means of defining a school as being international, or, at least setting the school apart from those around it offering a local, i.e. Indian, curriculum, namely the CBSE or the ICSE at examination level. These distinctions are likely to blur as one of the local examinations groups develops the iCBSE, or international CBSE, heavily modelled on the IB diploma programme. I want to track the development of the IB to assess how it has shaped the development of some of the first international schools, and also to illustrate the extent to which the international schools of India have deviated from these origins.

The development of the International Baccalaureate Diploma took place in 1962. In many ways, this addressed the related difficulties faced by the early international school movement of providing a curriculum for a culturally and linguistically-diverse population, facilitating as well as finding a qualification that was acceptable as an entrance qualification to universities world-wide. Given the international mix of students, what should be the curriculum? Many schools,

prior to this time, offered a national qualification and looked for wider university acceptance. For example, the International School of Geneva, from its inception, offered the national pre-university examinations of England, France, Germany and Switzerland and students were taught a number of classes in nationality groupings. The IB grew out of the need to provide a formal structure for the curriculum, its assessment and pedagogy to go alongside the informal structures that existed in international schools between students from diverse cultural backgrounds. Such a formal programme should facilitate intercultural understanding through enabling students to see their own cultural identity positively in relation to the rest of the world. In parallel, the first formal gathering of international school teachers, organised in 1950 by what would become (in 1951) the Conference of Internationally Minded Schools took place at the International School of Geneva and came together because of a common desire to make teaching content and methodology 'more international'. Probably, the first recorded definition of international education emerged from this conference:

"It should give the child an understanding of his (sic) past as a common heritage to which all men (sic) irrespective of nation, race, or creed have contributed and to which all men (sic) should share; it should give him an understanding of his (sic) present world as a world in which peoples are independent and which cooperation is a necessity. In such an education, emphasis should be laid in a basic attitude of respect for all human beings as persons, understanding of those things which unite us and an appreciation of the positive values of those things which may seem to divide us, with the objective of thinking free from fear or prejudice."

It is important to appreciate that the origins of international education, emerging as it did from the aftermath of The Second World War were influential in the development of the IB, which in turn, gave a commonality of curriculum and pedagogy to the early international schools. Although the idea of an internationally-recognised, pre-university curriculum was not taken up until the Conference of Social Studies Teachers met in 1962, it is reasonable to assume that the early professional development priorities were influenced significantly by the underpinning values expressed in the words of the 1950 Conference. Indeed, the International Schools Association, formed in 1952, was established for four purposes, the first two of which led to the development of an internationally-recognised, common curriculum:

to develop close cooperation between existing international schools…..;

to stimulate, facilitate or carry out research work on educational and administrative questions;

to promote the establishment of new international schools; and

to publicise the aims and principles of international schools.

Although the IB curriculum is characteristic of international schools in India, very few other factors are consistent across schools. The international schools in India, overwhelmingly, bear little resemblance to the early pioneering schools. Their raison d'être is very different. If there is one unifying feature of international schools in India, it may be the IB curriculum, although the reasons for offering it are something to probe in subsequent interviews. Forty nine of the 78 (63%) schools in India (November 2010) offering the IB programme do so in parallel with national qualifications (the CBSE or the ICSE), which, I will explore, may not help a clarity of identity or clarity of purpose. These contrast sharply with a philosophy of, for example, The United World Colleges, founded by Dr. Kurt Hahn, where the IB curriculum is taught exclusively. For those schools preparing students for university education within India, the early challenge for the international schools of providing a globally-accepted passport for higher education will not be significant. The multicultural and transitory population of international schools is not necessarily characteristic of international schools in India: again, this is a facet of schooling I wish to explore in subsequent interviews to assess how significant it is in defining the leadership of such schools. Early international schools were described as "veritable towers of Babel filled with adolescent nomads" (Hanson 1971:10 quoted in Hill 2010: 25). In India, the international transitory element varies as dramatically from school to school as the nature of the international school itself. The question I will be exploring subsequently is the influence of the school on the professional development needs of the Head.

5.4 The professional experiences of the Head of School

I will assess, via the data collected, the extent to which the professional experiences of the Head of School, as well as the state of development of the school itself and its priorities, help to shape the professional development priorities of the respective Head. Experience of headship helps to define needs as does prior experience of international schools, for example. Almost three-quarters of the survey respondents were leading at least their second school. Thirteen of the nineteen respondents had led a school for ten years or more. I will go on to assess if the professional development needs of Heads of School are likely to be shaped by their length of tenure in headship, by the number of schools they have led and by the nature of these schools, in particular if they are international schools and if they are in India. Performance management or appraisal and professional development are generally seen as linked and mutually beneficial .

For example, Danielson (www.danielsongroup.org, downloaded 22/10/11), links teacher evaluation and school leader evaluation very strongly with a developmental focus.

"An effective system of teacher evaluation accomplishes two things: it ensures quality teaching and it promotes professional learning. The quality of teaching is the single most important determinant of student learning; a school district's system of teacher evaluation is the method by which it ensures that teaching is of high quality. Therefore, the system developed for teacher evaluation must have certain characteristics: it must be rigorous, valid, reliable, and defensible, and must be grounded in a research-based and accepted definition of good teaching".

It is important for a Head of School to be held accountable for personal performance as well as the school's performance, and that support and challenge go hand in hand, symbiotically. Furthermore, that, in a well-managed performance appraisal system, the Head of School's professional priorities will relate closely to the school's goals and will be part of a continuous dialogue between the Head of School and the authorities who have appointed and manage her/him, usually the Board of Trustees (governors) or owners of the school. I am interested in exploring the extent to which the existence and nature of a performance scheme influences the identification and fulfilment of the Head of School's professional development priorities. These may also be influenced by the nature of the school and its governance, specifically whether or not it is 'for profit'. Half of those sampled have their professional development priorities and their fulfilment linked to their appraisal and three-quarters have their professional development priorities agreed annually. I want to explore how this process works and how influential it is in getting to the heart of the individual's professional development priorities and establishing mechanisms by which they are met. In terms of the broad categories of professional development requirement, the survey respondents have given me some broad indicators only for the development of subsequent theory. Strategic planning and working with stakeholders were identified as the chief priorities, followed by financial management. Lower on the list of priorities were the leading of teaching and learning, organisational management and the development of interpersonal skills, perhaps reflecting the respondents' own backgrounds as teachers. Heads of School may be confident in these matters but chiefly because of their own backgrounds (I will explore further in the next phase of research) but have had little formal professional preparation for strategic leadership, financial management or working with the complexities of stakeholder groups that are often found in international school settings.

5.5 Standards and Competencies

The Standards and Competencies I developed and described in Chapter 4 (Table 5.5) from a synthesis of performance standards world-wide were used in the survey to assess the following:

➢ whether the Heads of School were able to identify personally with these standards and competencies;

➢ if so, the extent to which they were able to prioritise them in relation to their own performance;

➢ whether or not they related their identified professional priorities to these;

➢ if they were able to act upon such an identification and how; and

➢ if there were any possible trends, commonly identified priorities, that may help me to identify the professional development needs of international school Heads in India.

These standards represent the first attempt to define what leadership of an international school in India looks like in regard to the competencies expected to 'do the job', as well as the standards areas one may expect to be measured against.

STANDARD	COMPETENCIES	RANK (1-14)
1.Internationalism and Inter-Cultural understanding	• (a) appreciates, is sensitive to understand the cultural context of India and of the school; • (b) is culturally sensitive to the differing views and perception of an international community; and • (c) able to draw on the best of international practices for the benefit of the school.	
2. Leadership of Learning and Teaching	• (a) inspires the staff to reach for the highest standards and have the highest expectations; • (b) develops learning and teaching so that each student may maximise her/his potential; and • (c) promotes the implementation of a curriculum grounded in international best practices and measured against international benchmarks	
3. Organisational Development	• (a) able to build and sustain organisational structures to achieve a mission-driven vision;	

	• (b) develop the school as an organisation so that it is focused on continuous school improvement; and • (c) creates and sustains systems through which all members of the school community may flourish	
4. Professional Accountability	• (a) is committed to the principles and practices of self-evaluation and external evaluation in order to develop the school; • (b) collects and uses data to improve the educational provision; and to promote accountability to the Board of Trustees	
5. Professional development and working with others	• (a) shows commitment to the professional development of self and others; and • (b) is willing to collaborate, contribute and learn from other international schools in India and beyond.	

Table 5.5 Standards and Competencies Used in November 2010 Survey of Heads of Schools

In relation to internationalism and inter-cultural understanding, there was no sense of prioritisation that pervaded the respondents as a whole. However, 8/19 respondents rated the competency of *'appreciates, is sensitive to understand the cultural context of India and of the school'* in the top three of the fourteen in terms of importance in helping them to lead the school. My follow up research will investigate why this India-specific priority is prioritised and the extent to which professional experience within India prior to Headship is an influential factor in school leadership. The importance of cultural sensitivity to the differing views and perceptions of an international community is also seen as a key competence by 6/19 respondents. To me the heart of this competence concerns the extent to which what is needed to lead an international school is any different to any other type of school and the extent to which school leadership of an international school in India has any distinctive challenges, professional development needs and workable strategies for leadership development. The generic competencies, in the sense of neither being related to international schools nor to the Indian context, attracted a more definite prioritisation from the sample. Nine of the nineteen

regarded inspiring the staff towards the highest standards and expectations as one of the top three competencies necessary for role effectiveness, and eight saw the focus as being centred on learning and teaching, helping each student to maximise her/his potential, with five of the respondents seeing this as the top priority. Of the other competencies, the commitment to the principles and practices of self and external evaluation in order to develop the school stands out because four respondents categorised it as the highest priority, as they did for the commitment to the professional development of self and of others. Overall, four competencies stand out as being of more importance to the respondents than the others : 1 (a, b); 2 (a, b), 4 (a) and 5 (a). This is a tentative conclusion, based on the on-line survey, but a workable basis on which to drill down and explore further.

5.6 Perceived Professional Development Needs

The Heads of School surveyed revealed a predictably diverse set of professional development needs (see Table 5.6). In dividing their responses into these three broad areas, I am looking to a potential coding system to be derived from the next phase of data collection. I will relate their needs to the nature of the school they lead (see Chapter 8), defined by the four criteria in 5.1 and the length of their tenure as a Head. A coding system will be developed to describe the schools and the Heads of School themselves. The tabulated findings below (Figure 5.6) are of value to me in identifying the broad scope of Heads' professional development priorities. These will, along with the standards and competencies (Figure 5.5), help me develop my coding system to be used in the follow-up interviews. What is striking at this stage is the proportion of respondents for whom generic leadership issues present the professional development priorities, compared to the relatively small number of priorities relating to internationalism or, specifically, to the Indian context. Whilst this is something I want to explore more deeply, it may suggest that the professional development needs of the Heads will be met by the provision of generic professional support priorities relating to leadership and management.

I wanted to investigate the importance of a formal performance management/appraisal system in defining professional priorities. Unlike a governmental system in many countries, including England, New Zealand and the Australian states, in which funding as well as professional development priorities are likely to be strongly linked to national/regional educational and economic priorities, the Heads of international schools have no common system. The CIS

Accreditation framework has, within its standards, suitable references to the appraisal of the Head of School but does not link this to professional development:

"The governing body utilises a clearly defined appraisal system for the Head of School, conducted with his/her full knowledge. Appraisal outcomes are reported in writing to the head who has the opportunity to discuss and appeal any aspects of the appraisal" (CIS, 2003)

Fifty per cent of the respondents stated that their own professional development priorities and their fulfilment are linked to their performance appraisal process. Interviews will be used to gather more data on the influence of the appraisal process in identifying and defining the Head's targets. Just over seven in ten of the respondents agreed their professional development priorities on an annual basis (with the Board of Trustees/Governors, I assume but will explore further in the subsequent interviews). This suggests that, even in the absence of a formal appraisal process, there is, in some cases, a means of agreeing annual targets. It also requires me to investigate what happens in other cases, where no performance appraisal or annual target-setting process has been acknowledged.

Figure 5.6 November 2010 Survey-Heads of Schools in India- stated professional development priorities

Professional Development Priorities	Comments
Curriculum, Teaching and Learning • Developing international- mindedness amongst staff • Differentiation/assessment/curriculum models • Re-familiarisation with role as a teacher • Child-centre learning • Special Educational needs • Collection and analysis of performance data	-follow up discussion regarding the nature of the faculty -role of head of school in these priorities needs exploring -almost a personal priority. Link to leadership?
Management and Leadership	

• Managing organisational change.	-NB school is part of a world-wide group
• PD initiatives with fellow Heads of schools	
• Fundraising	
• Stress Management	
• Financial Management (x3)	
• Communication through better use of IT	
• Promotion of continuous staff development	
• International management and leadership (via a conference)	
• Working in accordance with the school's vision and mission	-assess Head's philosophy, vis-à-vis this mission
• Managing organisational change	
• CIS* accreditation process (x2)	-looking at professional growth through the accreditation process.
Personal	
• Attending conference and workshops (x2)	
• Work-life balance	
• Development of the Hindi language	
• Personal post-graduate qualification	

*CIS is the Council of International Schools, the principal global accreditation agency for international schools. The accreditation process for a school involves an extensive self-study, which the Head of School would oversee rather than lead directly.

5.7 How are professional development needs being addressed?

The survey asked respondents to indicate how their professional needs were being addressed, if indeed they were. Networks, formal and informal, featured strongly, as did conferences and workshops, which again may be used as a vehicle for networking. Further analysis is needed in the subsequent interviews to gain information on how successfully these professional development vehicles achieve the goals of the Heads, and what kind of networks work best.

Heads of School look within and beyond the country, and need to look beyond India because of the international nature of the schools many of them lead, the curricula followed and because of the overseas staff and students they may recruit. However, the importance of these factors in determining the Heads' professional networks, as well as their own backgrounds remains to be seen. However, as evidenced by 5.6, the identified needs of the respondents are largely generic, neither international-schools nor India focused. In principle, such needs may be addressed within India through professional development networks. But, such opportunities may not be available and/or may not be of an appropriate nature or quality. Both questions need to be followed up. Interviews (see Appendices 14 and 15 respectively) with both the Chairperson of The Association of International Schools of India (TAISI) and the Executive Director of the Council of International Schools (CIS) suggest that these organisations collaborate closely, as they do with the International Baccalaureate Organisation (IBO), principally through conferences and workshops, relating to the curriculum, to the accreditation and evaluation of international schools, and, in the case of TAISI, on a range of topics relating to teaching, learning and leadership, albeit in a short conference format. The collaboration of the three organisations gives me hope that the agenda of issues relating to international school leadership in India will be addressed more substantively. I need to explore further the connection between what is offered in India and what is identified by the Heads of School as their professional needs. One gap appears to be researched-based work on leadership. The national context (Appendix 2) is an important one, as evidenced in my interview with Professor R. Govinda (see Vice-Chancellor, the National University of Educational Planning and Administration (NEUPA). In India, The National University of Educational Planning and Administration has been established by the Ministry of Human Resource Development, Government of India to deal with capacity building and research in planning and management of education not only in India but also in South Asia. There is a close link between its research, its funding and the developments proposed in schools by the Government of India. It gained a 'deemed to be university' status from the government in August, 2006. Both Govinda and Sunil Batra (consultant to public schools in India), acknowledge the absence of a Leadership College for Heads of Schools, of national standards for Heads of Schools and of research into effective school leadership.

In asking Heads of Schools to prioritise their professional development needs, three areas predominated in the survey responses: strategic planning, financial management and working with stakeholders. These need to be further explored in interviews to assess how specifically these are related to leading an international school in India. Given the experienced backgrounds

of the respondents (see earlier), it is a little surprising that these core areas of the school leader's role remain prioritised. However, it may reflect the complex, changing nature of headship, as well as the challenges and uncertainties faced by a Head of School in these three areas of leadership.

5.8 Conclusions

The on-line survey gave some valuable methodological lessons. The response rate of 19 schools from the total population of 78 IB /TAISI schools in India (24%) has given me a sample from which I am able to categorise and code the nature of the schools and the Heads of School, develop preliminary ideas from the data. The full population of 78 requires some further documentary analysis in regard to the nature of the school's mission and the curriculum it offers, so that I am able to again a deeper understanding of the population of international schools in India. The survey has illustrated the diversity of identified professional development needs and has raised questions about the extent to which these needs are met in India. It has raised questions about the roles that 'the professional development providers', namely the IB, CIS and TAISI are providing in India, and the extent to which meeting the needs is congruent with the providers' own missions and strategic intent. TAISI excepted (see Appendix 14: Interview with chairperson, Anu Monga), there is no India-based provider with a professional development focus that is not allied to its wider goals: in the case of CIS, the goals of school improvement through school evaluation and accreditation as well as goals relating to its teacher/Head of School recruitment (see Appendix 15: interview with the Executive Director Richard Tangye) and in the case of the IBO, its goals of curriculum implementation of its three programmes (Appendix 16 : Interview with The IB Asia-Pacific Regional Director, Ian Chambers). Interestingly, the data highlight the professional development opportunities afforded to Heads of School through a collaboration of these providers. Beginnings have been made in this regard but these collaborations are not being driven by the strategic priorities of the schools and its leaders, but by other organisational goals. The absence of leadership standards and competencies for Heads of School and an India-wide Leadership College for schools are hindrances to the professional development of Heads of School, as is the absence of any one organisation or association that is uniting the international schools of India. One focus for my follow-up interviews is to explore how and why Heads of School choose their priorities and the means by which the professional development priorities are then met. The data suggest that

many needs of international school leaders in India are generic ones, i.e. they are not India specific or even specific to international schools. This needs further exploration. In choosing to outline and explore the development and nature of international schools, I concur with Walker (2011:1) in recognising the elusive nature of international education. In India, this is characteristic: the diversity of international schools reflects the diversity of urbanising and developing India. The unregulated market has led to diversity. Therefore, international schools are not necessarily natural bedfellows with one another, neither are their Heads, in relation to identifying and collaborating on professional priorities. The set of standards and competencies I have developed appear to resonate with the survey respondents. Developing more detail in the competencies before the next round of interview data is gathered will help me generate more specific theories from the data to be gathered.

Chapter 6- What are the professional needs of Heads of School in India and how are they being met?

1.1 Issues to be explored following the On-line Survey: defining the international school

The on-line survey generated a number of issues that needed discussion prior to selecting Heads for the detailed, semi-structured interview. I identified a number of questions and issues from the on-line survey that were worthy of deeper exploration, in effect, a drilling down to explore the professional needs of these Heads and assessing the extent to which those needs are met in and beyond India. The first three issues relate to the nature of the schools and the variety to include in the survey.

The ownership model and mode of governance is a variable within India that may be useful in defining the school and the professional needs of the Head of School. One characteristic feature of the international schools' market in India is the rise of the proprietorial, school, owned by an individual or a corporation, either for profit or organised under the auspices of a not-for-profit trust. The growth in the overall number of schools, though not documented centrally, appears to be fuelled by growth in this 'sector' of schools The on-line survey population was defined in this way, i.e. all schools in India offering at least one IB curriculum programme (the Primary Years Programme or PYP, the Middle Years Programme or MYP, or the Diploma [pre-university] programme), constituted the survey population, as in November 2010.

Thus, the population for the on-line survey was curriculum-defined, rather than being defined by any other means of defining an international school (clientele of students/families; demographic composition of the teaching faculty; mission and strategic intent). Therefore, the second issue in defining the sample is whether the IB curriculum is an appropriate means of classifying schools and what problems does it pose that I need to anticipate as a researcher. According to Hayden (2006:131-132), the curriculum is "the means by which expectations of the various communities may be realised and to which they all relate in some way…….." So, it may be reasonable to assume a link between the school's mission and vision and the curriculum it offers, since the curriculum provides a means by which the mission and vision for the school may be put into practice and achieved. I have analysed this for the IB schools of India (Appendix 6), using web-site data from the 78 IB schools (as in November 2010), particularly to investigate if the mission of the school resonates with the IB's Learner Profile (see Appendix 21). This may indicate a link between the school's strategic intent and the curriculum offered and may, in turn,

be an influence on the Head of School's professional development needs, goals and strategies used. The IB Learner Profile is integral to the IB's mission, and may, therefore, be an influence on the mission, aims and values of the school. This profile is defined by the IB as "The IB mission statement translated into a set of learning outcomes for the 21st century" (IB, 2011). It may also influence the standards and competencies needed for the Head of School to do the job well. For an independent, i.e. non-governmental, private school, the curriculum is generally a matter of school choice, depending on such school-driven (internal) factors such as the strategic intent as defined by the Board of Trustees, the composition and demands of the stakeholders (especially the Board of Governors (Trustees), parents and their offspring forming the student body) and the leadership of the school, albeit that their role is to implement the Board's policies and fulfil that strategic intent.

Hayden describes the choosing of a suitable academic curriculum as a potential source of difficulty for the international school (Hayden 2006:132). This may be is because of the challenge that exists in developing and aligning a curriculum with the school's mission, aims and strategic intent, by customisation, adoption and/or importation. Thompson (1998:278-280) produced a four-fold categorisation of how curricula are devised for international schools:

- *exportation*, where a curriculum is exported from its country of origin with little modification, contextualisation or adjustment for culturally-different situations;
- *adaptation,* where an existing curriculum is adapted to the situation of the school concerned and its cultural context, although he value system implicit in the curriculum is likely to be unchanged;
- *integration*, whereby different curricula from different points of origin are somehow integrated with a resultant potential difficulty of conflicting value systems being brought together; or
- *creation*, whereby a bespoke curriculum is developed, perhaps from a curriculum framework of first principles.

Hayden (2006:134) sees the IB Diploma Programme as an example of an integrated curriculum, with defined content and values. However, I would see the programme as an example of international exportation, since it is largely prescribed and more a collection of subject syllabi united by a framework, than a framework allowing a school to develop a bespoke curriculum. It has strengths in offering the school the ability to contextualise the curriculum culturally, but

with the tension of a western philosophical view of knowledge at its core, exemplified by, for example, the structure of the Theory of Knowledge, with its ways of knowing (reasoning, emotion, language, sensory perception) and its areas of knowledge (The Arts, Natural and Human Sciences, Ethics, History, Mathematics) reflecting a western philosophical tradition (see Figure 6.1). Faith, as a way, of knowing, would feature far more strongly in a culturally theistic, traditionally fatalistic, Hindu-majority country as India, for example, in describing how knowledge is acquired.
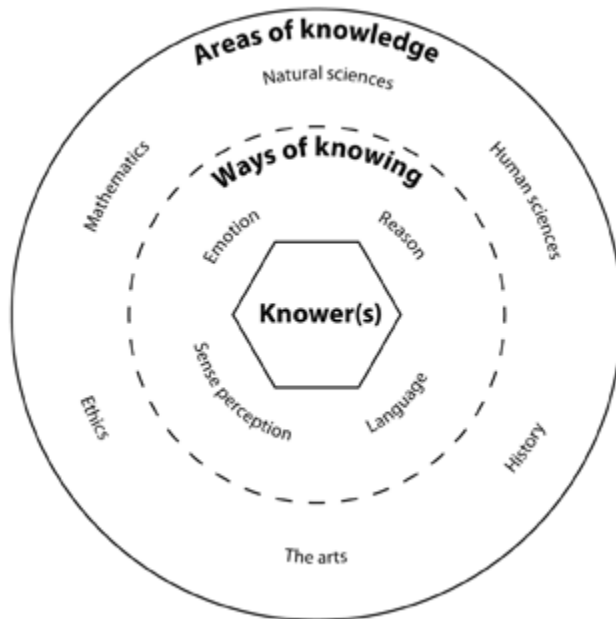

Figure 6.1 The Traditional IB Theory of Knowledge (TOK) Diagram (IBO, 2008)

At the pre-university level of the IB diploma, the curriculum is largely prescribed in its content, its methodology and, through the IB Learner Profile, the expected behavioural outcomes. Both the Primary Years and the Middle Years Programmes, less common in India, offer more opportunity for curriculum creation from a framework and a set of first principles. However, all are guided by the expected behavioural outcomes, as exemplified in the IB Learner Profile (op cit.).

The decision of which curriculum to adopt, seems to be a straightforward one for the newly constituted international schools in India. This growth is strongly associated with the growth in IB programmes, especially the IB Diploma. Therefore, in the on-line survey (see Chapter 5), I included all 78 schools in India offering at least one IB programme, and this, in turn, helped determine the schools and Heads of School used for the in-depth discussions and analysis. India

is now the second (to Australia) biggest contributor in the IB Asia Pacific region in terms of the number of IB programmes offered (IB Asia Pacific, 2011) with over one hundred.

6.2 Sampling Challenges

In deriving my sample, I have been faced with the following challenges:

- since there is no regulation of international schools in India, there is no comprehensive register of these schools, official or otherwise;

- 'international school' is defined in many different ways by the schools so named : it is a heterogeneous group, with little internal cohesion or apparent commonality;

- the growth rate of such schools, and proprietorial schools, in particular, is adding complexity to the landscape;

- the researcher's difficulty that many schools (59 out of 78 in the on-line, 100% sample) did not respond. The climate experienced by international schools in India is characterised by competitiveness rather than by collaboration. I will explore this in the detailed Heads of School studies (see Chapter 8) to assess the effects of such a culture on the professional development strategies of Heads of Schools; and

- the fact that an international school may be authorised (by the IB) to offer at least one IB programme may not necessarily be reflected in the school's mission and vision (see, Appendix 11), in particular its inclusion of internationalism or a related goal.

In addressing these challenges, the following decisions were made, before I was able to proceed to the detailed discussions:

➢ *the regulatory environment.* New schools in India are opening on almost a weekly basis. Some operate without a license and there is no regulation of schools that do not offer one of the India-wide examination Board syllabi, the CBSE or the ICSE. Schools that are international in intent tend to offer the IB curriculum, at least to part of the age range of the students they serve (see 6.3 below). Therefore, I have used as my survey population the list of IB schools in India (78 at the time of the survey, 20/10/11). The research issues that result from this decision relate to the varied nature of IB schools in India. All authorised IB schools should only be authorised if they meet the IB's criteria for authorisation, including the requirement to develop students' *international mindedness* (see also Appendix 22 for the IB's definition of international schools). The

list of IB schools is reliable and only includes only those schools authorised by the IB to run at least one IB programme (www.ibo.org) . Unlike many lists of international schools generated in and beyond India, the list is not generated for commercial purposes and it is exhaustive. Unless an IB school is authorised, it cannot offer an IB programme to fruition, because it cannot be included in the IB's assessment and recognition scheme;

➢ *international school* was defined in Chapter 8 by reference to the nature of the student body, the teaching faculty, the mission or strategic intent and/or the curriculum. Here then, I have resolved the problem of definition by using the curriculum to define the international nature of the school. I have also analysed the mission, aims and values of each school, insofar as they are declared on the school's web-site. The group of international schools in India remains a heterogeneous one, however, and IB schools do not always deem themselves international schools. I have been open to seeing international schools as being on a continuum of internationalism taking all of the above into account, rather than being defined by one or more of the above criteria, and this is developed in Chapter 8, as part of the analysis of the semi-structured interviews;

➢ *the growth rate*. The growth rate of international schools in India is well known but unrecorded. The only reliable evidence I have of growth is via the list of IB schools. I have overcome the difficulty of using an ever-changing list by defining the total population of 78 international schools at the time I carried out the on-line survey (November 2010), although I have referred to subsequent growth through the study. That the growth rate is largely fuelled by proprietorial schools is creating further complexities but also bringing about positive aspects for school development (for example, the improved financial management arrangements noted by the Council of International Schools in their evaluation and accreditation visits they attribute to this (see Chapter 9). I have ensured that I carry out some detailed studies of proprietorial schools, including one newly-developed such school, within my studies;

➢ *the response rate* (24%) caused me to re-evaluate my data gathering and analysis. I have placed much more emphasis on the on-line survey to help me to identify the first levels of issues, and then endeavoured to use maximum variation to identify the eight in-depth studies for more detailed qualitative analysis; and

➢ *the alignment between IB status and the internationalism of the mission of the school.* I have analysed the mission, aims and values of every school in the population but have

clearly defined my population as the IB schools in India, and categorised them, for research purposes, as international because of the curriculum they are following.

In considering the issues above, I now want to provide some context to the link between the IB curriculum and the international school.

6.3 The IB Curriculum in India

In the IB's Asia-Pacific region, in which India sits, four hundred and sixty schools in twenty eight countries offer at least one of the IB programmes, of which seventy six are in India (Taneja and Switzer : 2011). Seventy of these schools offer the IB Diploma programme, twenty five the Primary Years Programme (PYP) and eight the Middle years programme MYP). The biggest source of IB growth in schools in India has been in the Diploma Programme: the number of students participating in this programme in India has grown by 20 per cent annually, thereby doubling in number since 2005, and now standing at over 1700 candidates (Taneja, P and Switzer, J., 2011 : 6-7). One of the issues associated with the growth of the IB Diploma in India, is that such growth in the numbers of international schools is being fed largely by students who are Indian nationals, many of whom will wish to graduate to universities within India. This has proved to be a difficulty with relatively few universities in India recognising the IB Diploma as an entry qualification to undergraduate courses. Taneja and Switzer's (2011) work for the IB is focused on "university recognition" (i.e. university recognition of the IB Diploma within India), and their 2011 report suggests an encouraging trend towards recognition: 14 universities have updated their policy in regard to recognising the IB Diploma, as have four private institutes. Twenty six universities in India have developed IB Recognition Statements since 1989. My questions, explored in a transcripted discussion with Priyamvada Taneja (see Chapter 8) explore how this trend is influencing Heads of School and the competencies they need to lead the school well.

The transcript requests from all Indian passport-holding IB students within and beyond India, to universities around the world, indicate the importance of the Indian student to the university sector (Taneja, 2011). It also shows that, in 2011, one third of such students saw their destinations as being universities within India.

Country	Volume	%
Australia	46	1.24%
UK	635	17.07%
India	1260	33.87%
Canada	355	9.54%
United States	1000	26.88%
Singapore	252	6.77%
Hong Kong	82	2.20%
Other	90	2.42%

Figure 6.3 Transcript requests from Indian Passport Holders, 2011

However, not all the schools offering the IB programme in India are international schools as I have defined them, and, indeed, by their own definitions, some describe themselves to the contrary. They may be private schools offering an international curriculum alongside a local one, as is evidenced by my analysis of all IB schools in India, (Appendix 6).

The IB, though not defining international schools, does define international education according to criteria (see Appendix 22). The criteria are inclusive and do not preclude any type of organsiational, ownership or governance structure.

To receive an authorisation from the IB to offer one of 'their' programmes, a school is required to be internationally-minded in its approach to education. I have cross-checked the 'promotion of international understanding' through an analysis and categorisation of the school mission statements, as sourced through the respective web-sites (see Appendix 6) Furthermore, the list was not reconsidered after developing the on-line survey of schools, so the population of international schools in India was established for research purposes in November 2010.

6.4 International Mindedness

Before considering the Heads of Schools, I felt the need to classify and code the schools (see Figure 6.7), choosing to do so on the basis of the factors that emerged from the on-line survey as having, perhaps, the potential to influence the professional priorities of the Head of School

and therefore become focal points for the subsequent interviews. The Head of School's professional priorities are greatly influenced by the nature and state of development of the school. The dimensions of the school that were prioritised, by the on-line survey respondents, were:

- the governance arrangements of the school, in particular if the school is a proprietorial school or non-proprietorial, and whether it is for profit or not;
- the curriculum, and, specifically if a local (i.e. Indian) curriculum is offered alongside the IB curriculum; and
- the nature of the mission statement, with particular reference to the development of 'international mindedness'.

I need to define the third term and illustrate its significance in defining an international school. Walker (2011:1) talks of an education for international-mindedness: a 'distinctive style of education that has evolved in international schools, driven by the International Baccalaureate (IB). The growth in international schools in India is reflected in the IB's authorised schools' data (www.ibo.org). The requisite commitments, demanded of IB Diploma schools, for example, are found here:

"Diploma Programme candidate schools ….shall be committed to the promotion of

international understanding through education, as expressed by the standards and

practises of the IBO. In particular, they shall:

a) through their pedagogy, promote and open opportunities for educational excellence

by providing a balanced curriculum and by facilitating concurrency of learning

b) introduce students to skills appropriate to independent research via the extended essay

c) recognise the fundamental, integrative role of theory of knowledge (TOK) and the

habits of mind that it should inculcate in students

d) realise the potential of the creativity, action, service (CAS) requirement,

complimenting academic pursuits in the personal development of students".

 It is difficult to know what if the IB's values, their desired outcomes for IB students (Appendix 21) or the alignment with the IB's description of international education (Appendix 22) are driving the growth of IB schools in India. However: the desire to implement the IB curriculum is, perhaps, an outcome rather than the driving force. In India, a more dominant driver is the

economic growth rate of the country. Fuelled by GDP growth rates of 8-10% in 2010 and 2011 and healthy single digit mean growth rates in the decade leading up to these years, wealth creation has led to the development of new schools. *The Gross Domestic Product (GDP) in India expanded 7.8 per cent in the first quarter of 2011 over the same quarter, previous year. From 2004 until 2010, India's average quarterly GDP Growth was 8.40 per cent reaching an historical high of 10.10 per cent in September of 2006 and a record low of 5.50 per cent in December of 2004. Services are the major source of economic growth, accounting for more than half of India's output with less than one third of its labour force. The economy has posted an average growth rate of more than 7% in the decade since 1997, reducing poverty by about 10 percentage points (http://www.tradingeconomics.com/india/gdp-growth, downloaded, 24/07/11).*

One driver is that of business family proprietors to establish schools, usually through tax-concessionary, not-for-profit trusts, with international schooling representing a defining feature of a crowded market, a market that is rapidly morphing into one in which there is an international school to match the size of every middle and upper class wallet in India. In some ways, the changing nature of IB schools world-wide is reflected in India, in other important ways it is not. There is no move to IB in the government sector, for example, as it is neither affordable nor permitted for a school to import and implement a 'foreign' curriculum. Any school funded by the state governments is required to follow the national framework. There also remains a limited progression of IB students into Indian universities.

 Historically, such a progression has been a matter of student choice. The early international schools in India were of the Geneva and Yokohama genre (see Chapter 5), catering for globally mobile, foreign families: these students invariably sought higher education outside of India, often in their country of origin. Today the profile of the international school student in India is much more likely to be an ethnically Indian student, either an Indian citizen or a Person of Indian Origin (PIO), perhaps a former Non-resident Indian (NRI) returning to the country of origin. Although the PIO is categorised as 'foreign' by the Census of India, the Indian citizen may have a greater likelihood of wanting to study at university within India. However, such students are faced with a university system with a limited, growing but not universal interest or understanding of the IB or of international schooling.

My third challenge related to defining internationalism through the school's mission, aims and values. By 2010, less than 1 in 8 IB schools world-wide were formally designated international, and more than half were government-funded schools. In India, 57/78 (73%) of my survey population are titular international (or global or world) school. In analysing the mission, aims and values of such schools (Appendix 11), through a web-based analysis, 73% of the schools include a reference to internationalism or developing international mindedness in their mission. Inevitably, these vary in their specificity:

➢ meet the needs of an ever-changing world (#74);

➢ to provide the finest British and international education with an Indian soul (#70);

➢ empower students to be contributing citizens in India and the international community (#59);

➢ to meet local and global challenges (#67);

➢ student centred with an international perspective (#42); and

➢ empathy with the spirit to tackle global diversity (#35).

In my sample of schools for the in-depth study, I chose to include only those schools with a strong focus on international mindedness in their mission, aims and/or vision. This is because, whilst looking for maximum variation, the school's strategic intent defines its internationalism. Each has chosen to follow at least one IB programme, and is likely, having done so, to have a close relationship between the IB Leaner Profile (see Appendix 21), the IB curriculum and its emphasis on internal mindedness and its chosen mission. Furthermore, those CIS member schools, and the CIS accredited schools, are also required to demonstrate a commitment to developing students' international understanding and global citizenship.

"At the heart of The 8th Edition of the Guide to School Evaluation and Presentation, Journey to Excellence in International Education, is the development of global citizenship. The 8th Edition requires a school to have its commitment to Global Citizenship clearly stated in its School Guiding Statements and to have systems in place to measure its effectiveness in implementation of those statements. Global Citizenship needs to be embedded in teaching and learning, the school curriculum, school activities, policies and structures and the school ethos or culture".

(www.cois.org , CIS, 2011).

Few of the schools take their mission as far as Walker, who defines international-mindedness as "an education designed to break down the barriers of race, religion and class; an education that extolled the benefits of cultural diversity; and above all else, an education for peace" (Walker: 2011:1). Schools developing and building their profile and reputation as international schools as well as those seeking IB authorisation for one of their curriculum programmes, are likely, it seems from my analysis, to include some reference to developing international mindedness in their mission statements, their aims and values. Relatively few international schools in India, classified as international for these research purposes through following one or more IB programmes (and thus able to market themselves as an 'IB World School') will meet the criteria of my classification through having a largely foreign (i.e. non-Indian, by passport and /or ethnicity) student and parent body or, indeed, a foreign faculty of teachers, but they will be able to exercise more control to try and meet the criteria of curriculum and mission, aims, values and strategic intent.

6.5 Defining the International School – revisited in the context of the Head of School's professional priorities

The schools/ Heads of School I have included in my in-depth studies have been selected because they offer potential maximum variation. I have sought this because of the need to reflect the variety of international schools in India, and to be able to identify and analyse any variation or common threads in the identified professional development needs of Heads of School. The sources of variability are (see Figure 6.7 for the full classification):

- residential, day or a mix of day/residential;
- curricular (see earlier), specifically whether a local (i.e. Indian) curriculum is followed in addition to the IB curriculum;
- age-range, all-age (K-12 as it is known in international schools, or catering for 3-18 year olds) or for the IB Diploma years only;
- proprietorial or non-proprietiorial (typically 'owned', constitutionally by parents;
- for-profit or not-for-profit; and
- the nature of the clientele served, be it predominantly national (Indian) or internationally varied.

I want to explore how Heads of School define international schools in the context of their own school. I am exploring the possibility that each Head is likely to define her/his own school as an international school though the criteria each would advance may be divergent. In comparing their responses with my own categorisation (see Chapter 5), I am hoping to assess the influence this may have on professional development priorities. Finally, in regard to the nature of the school, I am exploring the extent to which the international schools of today's India have any resemblance at all to the original conception of the international school as outlined through the examples of Geneva and Yokohama in Chapter 5, and, if not, what is the rationale for the school and what are the professional development implications for the Head of School? There are a number of professional, contextual factors that may be of influence on the Head of School: the number of headships the incumbent Head has held, and whether or not the Head has previously exercised this role in India. Irrespective of the nature of the school, I want to find out if its nature exerts influence on the Head's professional development priorities, perhaps through an appraisal process or through the state of development of the school. Finally, India-specific priorities are identified, by Indian nationals and foreign (non-Indian) nationals. There are no agreed standards and competencies for Heads in India, let alone international school heads in India. In developing such a set of standards and competencies, I am testing their applicability and usefulness in identifying the professional development priorities of Heads. From the survey, six competencies were prioritised : 1 (a,b); 2 (a,b); 4 (a) ; and 5 (a). I will use the next stage of interviewing to refine these standards and competencies to provide a better, more specific match to identified needs (see Chapter 8).

Moving to outcomes, I will analyse the gap that may exist between the professional support and development opportunities that are offered to Heads in India and what they perceive they need. Interviews have been carried out with the most significant players providing these professional development opportunities: the Regional Director (Asia-Pacific) of The IB; one of the team working for the IB in India, on the university recognition of the IB Diploma, the Chair of The Association of International Schools of India (TAISI), the Executive Director of The Council of International Schools, Heads of International Schools in India through a conference forum discussion and, likewise, IB Heads from the Asia-Pacific IB region.

Categorising the Heads according to the criteria above and categorising the schools, and coding them, is used as an aid to a classification and analysis. Three overall priorities were identified

from the on-line surveys as dominant needs: the need for support for strategic planning; support for financial management; and working with stakeholders. My development of specific standards and competencies for international school Heads in India (developed from the work outlined in Chapter 5) is the first such set of competencies developed in detail for international school Heads and the first of such specificity for international schools at all, as far as the researcher is aware.

6.6 The Tenure of the International School Head

In following a strategy of achieving maximum divergence, I looked at studying Heads of School with differing patterns of tenure (see Appendix 6) in addition to the criteria cited in Section 6.5. The length of tenure of a Head may also influence professional development priorities and the extent to which these priorities are supported by the school's ownership and/or Board. This tenure varied from ten years to two years, with other variables being whether or not the Head had led an international school elsewhere, and whether the Head was promoted internally to the position (i.e. from within the school) or was brought in from elsewhere, i.e. an external appointment. The tenure of the international school Head has attracted attention in the literature and this, in turn, is likely to influence professional development priorities. Benson (2011: 87) explored the rate of turnover amongst such a group, suggesting the average tenure of 3.7 years from a sample of 83 'chief administrators', with the main factor of influence being the nature of school boards, followed by personal career considerations. The contractual 'norm' in India seems to be one of fixed-term, finite contracts, renewable depending on performance, and on the wishes of both parties, the Head and the Board/owner. In a previous study quoted by Benson, (Hawley, 1994, 1995) the absence of literature made it difficult for both Benson and for Hawley, who researched US-accredited overseas schools, to ascertain whether the high turnover of Heads of international schools described a more widespread difficulty. My interest is in the extent to which insecurity of tenure, if it exists, changes the professional development priorities of the Head, most notably to more short-term, pragmatic goals which have a greater chance of realisation within a likely short tenure, in line with the 3.7 years average tenure found by Benson.

Strategic planning was identified by respondents to the on-line survey as a priority professional development area. I am interested in pursuing how a school's strategic priorities and planning process relates to the Head of School's professional priorities and her/his strategies for

addressing them. Furthermore, I want to ascertain whether there is any theoretical basis to the school's strategic planning and what influence, if any, this has on the Head of School's professional development.

Other means of coding included whether the Head of School was professional trained (as a teacher and educator) in India or beyond India, whether the Head was an Indian citizen or a foreign (i.e. non-Indian) citizen.

6.7 The detailed studies

Eight Heads of School were identified through an analysis of the variation offered by the nature of the school they led (i.e. its mission, strategic intent, residential/day nature, student and staff population), the Head's own nationality, background professionally, and length of tenure. All had in common the presence of at least one IB curriculum programme on offer in the school. Appendix 6 shows the variations in the sample of Heads of School, summarised below in Figure 6.7. The in-depth interviews have been transcribed and analysed using grounded theory techniques (see Chapters 7 and 8). As a result of the interviews, due to the emerging findings and through an analysis of the professional development needs identified in the on-line survey, the competencies drawn up (Chapter 5) have been developed. Furthermore, I will be exploring how these professional challenges facing international school Heads in India are being met, and how should international school leaders be supported to address these challenges. Of course, my emerging data, drawn from the on-line survey, allows me to explore further:

What is distinctive about leading an international school?

What is distinctive about leading such a school in India?

What are the professional challenges in this specific school and how do you address them?

What is the link, if any, between professional development and the appraisal of the Head?

How are priorities and targets set?

How is strategic planning carried out?

What is needed in India, to take forward the professional development of (international) school leaders?

In conclusion, international schools cannot operate in a cultural vacuum. They have permeable walls and are influence by what is happening around them, in their locality and in India. The context in India is one of rapid economic growth, a rapid expansion in the number of schools deemed international, and an uncertain regulatory framework in which to operate. Chapter 7 explores some of these issues in depth through the qualitative data gathered and analysed.

School No	Principal	Gender	No. of school Headships?	Professional background: India or overseas?	Length of time leading current school	Profit/ NFP?	Residential or Day?	International curriculum or local?	International mission
3	A	M	3	Overseas	10	NFP	D	I	Y
9	B	F	1	India	7	NFP	D	I	Y
11	C	F	3	Overseas	2	P	D	I	Y
41	D	M	3	Overseas	2	NFP	R	I	Y
44	E	M	3	Overseas	7	P	R and D	I	Y
60	F	F	1	India	2	P	R	I/L	Y
66	G	M	3	Overseas	3	P	D	I	Y
76	H	M	2	Overseas	4	P	D	I/L	Y

Figure 6.7 International School Heads : in depth studies

Chapter 7: Developing Competencies for The International School Leader in India

7.1The Development of Standards and Competencies for International School Heads in India

The outline competencies developed in Chapter 5 emanated from the work of the Academy of International School Heads (AISH, www.academyish.org), from national and state level principalship competencies and my analysis of on-line survey data. These have then been developed with further analysis of the data and in readiness for the detailed studies of eight Heads of School, selected by a strategy of maximum variation, as described in Chapter 6. These competencies cover the five standards I generated after the analysis of the on-line survey, namely:

- ➢ Internationalism and Inter-cultural Understanding;
- ➢ Leadership of Learning and Teaching;
- ➢ Organisational Development;
- ➢ Professional Accountability; and
- ➢ Professional Development and Working with Others.

This is the first time any such standards have been developed in India, and the first time they have been substantiated for international schools anywhere, beyond the fairly rudimentary identification by AISH. I have subsequently used the competencies developed as a means of assessing and organising the data received from the in-depth studies with eight Heads of School. The importance of the development of standards and competencies is well recognised in government education systems and in the research underpinning their approach to school leadership development, for example in the United Kingdom (Hopkins, Higham and Ahtaridou, 2009 NCSL:4), in Australia (Kleinhenz, Dinham, Ozolins, Anderson and Scott: 15, ACER 2010), and at the scale of the education system, internationally (Barber, Whelan and Clark, McKinsey and Company: 9-12, 2010), and Mourshed, Chijioke and Barber, McKinsey and Company: 110-118, 2010). In their comparison of school leadership across a range of high-performing education systems, Barber et al (2010) acknowledge the importance of contextualisation, stressing that "what works in one system may not work in another" (Barber, 2010:3). Of course, international schools cannot be described as a system as there is not internal consistency or coherence within them and between them, and, specifically in India, international schools are generally free-standing and usually unregulated within the country unless the school offers a local (as in

Indian) curriculum such as the CBSE or ICSE. This applies to 63% of the IB schools identified as the total population at the time of the November 2010 on-line survey, (see Appendix 11) although the regulatory mechanism in India applies only to the school's administration of examination syllabi. So, self-regulation is vital: the only forms of external regulation will be via an Examinations Board, such as the IB or Cambridge International Examinations, for example, for the IGCSE, or, on a voluntary basis, through the Council of International Schools or via a membership association fulfilling a regional evaluation and accreditation role.

7.2 The Importance of Leadership Standards

In their study of eight school systems, Barber et al (2010:5) emphasise the role of school leadership as a strategic issue for an education system and not just a Human Resources issue. All eight systems are reported to see the development of leadership capacity as a top priority. Barber (ibid) cites the evidence provided by OFSTED inspections in England, suggesting that a school's overall performance almost never exceeds the quality of its leadership and management. He further cited the OECD's TALIS Survey (2008) across 24 countries which reported positively on the role of instructional leadership on school quality, as did, interestingly, Tooley's research on low-cost, private schools (Tooley, J.,2009 :164-167). In keeping with the ACER report (Kleinhenz et al, 2010), where school leadership is seen as second only to classroom teaching as an influence on students' learning. In response to this widely-held view, there has been a multiplicity of leadership development programmes in many countries, aimed at serving, newly-appointed and aspirant school leaders. It is not uncommon for these to serve as access criteria to headship, as in England and Wales with the National Professional Qualification for Headship (NPQH), where it is mandatory to hold NPQH in order to be appointed for a first headship in the maintained sector. Barber (2010:5) believes that leadership is becoming ever more critical to the success of schools, a conviction that is based on two trends, one of devolution to the school leadership (from the system) and two, the realisation that the skills and knowledge required by school students are increasingly sophisticated, as are the related issues that schools and Heads of Schools are expected to deal with. The report outlines (Barber 2010:6) that characterise effective school leaders. However, whilst international schools in India do not constitute an education system, and whilst I am not researching into effectiveness of institutions or individuals, I am interested in assessing whether or not these practices and beliefs apply to

the Heads in India and if their beliefs and practices influence their professional development priorities.

The mechanism for the selection and placement of school leaders varies greatly across school systems, including those systems studied by Barber (2010:13). In each of the eight systems studied, there is a formal selection procedure of several stages, offering checks and balances. In five of the eight, formal qualifications are mandated and in four cases (England, New York, Ontario and Singapore) formal principalship training programmes are mandated (Barber, 2010, 13: Exhibit 7). In these cases, standards and competencies underpin the professional development/assessment programme. In England, the National Standards for Headteachers (ncsl 2011) provide a framework for the role. Set out in six, interdependent areas, the standards identify the knowledge requirements and professional qualities headteachers bring to the role.

In England, the standards are used in recruitment and selection, in the performance management process, and for professional development. They are also used in the National Professional Qualification for Headship (NPQH) application process and assessment framework. They now cover the following areas: shaping the future; leading learning and teaching; developing self and working with others; managing the organisation; securing accountability; and strengthening community.

7.3 The Standards and Competencies

In refining the standards (Table 7.3), I have attempted:

- ➢ to blend an approach to standards and competencies that works across systems in the developed world;
- ➢ to appraise the competency areas put forward for AISH for international school Heads of School; and
- ➢ to give an Indian dimension to the standards and competencies, based on my analysis of the on-line survey data.

Table 7.3 Standards and Competencies of the International School Leader in India

STANDARD	COMPETENCIES
1.Internationalism and Inter-Cultural understanding	• appreciates, is sensitive to understanding the cultural context of India and of the school; - understands the place of the school in its context in India; - aware of the broader economic and educational changes in India and how these affect the school; and - aware of the secular constitution of India and its democratic principles drawn on these in leading the school. • is culturally sensitive to the differing views and perception of an international community; and - appreciates the diversity of stakeholder groups in the school community; - understands the needs of stakeholders and that different views may reflect the culture register that exist in the community; and - has the ability to listen to the community and to follow the school's stated mission and values. • able to draw on the best of international practices for the benefit of the school. - networking ability to link international schools/practice to the school s/he leads; - ability to discern the international practice within the school; and - integrates have country/ other international practice within the school.
2. Leadership of Learning and Teaching	• inspires the staff to reach for the highest standards and have the highest expectations;

	- able to set a strategic lead for staff development;
	- knows and understands internationally high standards and is able to benchmark them for the school's benefit; and
	- supports the professional growth of staff to improve teaching and learning.
	• develops learning and teaching so that each student may maximise her/his potential; and
	- able to set a strategic lead for the development of teaching and learning;
	- understands that teaching will have a direct influence on learning quality and on standards of achievement; and
	- has the ability to recruit and develop staff to raise standards of achievement.
	• promotes the implementation of a curriculum grounded in international best practices and measured against international benchmarks.
	- develops the curriculum to meet the needs of the students;
	- benchmark the curriculum against internationally- recognised curriculum; and
	- has the ability to promote school-based curriculum development.
3. Organisational Development	• able to build and sustain organisational structures to achieve a mission-driven vision;
	- has a clear organisational structure that helps her/his management of the school;
	- develops the organisational structure to meet the changing needs of the school; and
	- has developed an organisational structure to

	help the school achieve its mission.
	• develop the school as an organisation so that it is focused on continuous school improvement; and
	- to link the school's organisation to its agenda for improvement;
	- has organised the school such that responsibilities and accountabilities are clear; and
	- delegates leadership authority sufficiently to allow the school to improve and sustain.
	• creates and sustains systems through which all members of the school community may flourish
	- able to create systems in school that work effectively;
	- able to develop systems that evolve as the school improves; and
	- able to develop new systems, as needed, to match the changing circumstances of the school.
4. Professional Accountability	• is committed to the principles and practices of self-evaluation and external evaluation in order to develop the school;
	- able to use a self-evaluation model that draws on international best practice;
	- sees an appropriate link between self and external evaluation; and
	- uses evaluation as a means of school improvement.
	• collects and uses data to improve the educational provision; and to promote accountability to the Board of Trustees

	- able to use data to focus the school on improvement;
	- able to use data to demonstrate accountability to relevant stake holders; and
	- uses student level data formatively to minimise under-achievement
5. Professional development and working with others	• shows commitment to the professional development of self and others; and
	- able to develop her/himself professionally by drawing an international and Indian best practices;
	- develops the school by developing staff; and
	- sees professional development as a means of networking with other schools, in and beyond India, and other organisations.
	• is willing to collaborate, contribute and learn from other international schools in India and beyond.
	- collaborates with schools in and beyond India in order to develop self and school;
	- has an attitude which is open to learn from the Indian context as well as beyond it; and
	- able to contribute to the professional growth of others.

Table 7.3 Standards and Competencies of International School Heads in India

In India itself, there are no apparent moves to introduce a standards and competencies model for school leadership. In my interview with Professor Govinda (23/10/2009), it emerged that very little qualitative work had been carried out on school leadership by the government (see Appendix 2). Furthermore, the impact of leadership on schooling has not been a focus for study:

"I do not focus so much on this leadership aspect. Work related more to school improvement, planning, and all these small government schools' improvement areas, that's what we have been

doing, work related to that. It was much more operational than simply research" (Professor Govinda, NUEPA, 23/10/09).

Subsequently, the CBSE, one of the schools examination Boards of India with 11.500 affiliated schools in and beyond India and 15% of senior secondary schools of the country affiliated to it, has organised training for School Principals in partnership with NEUPA in Delhi and with the India Institutes of Management (IIM) in other metropolitan cities of the country (Tehelka 6/8/11: 22-23). Two hundred and fifty Principals have been involved in such training in the first half of 2011, since its introduction. The rhetoric governmentally does not match the output:

"CBSE's initiatives are futuristic, reflective of India's ambitious drive to establish a vast pool of skilled manpower that would drive the global economy." (Kapil Sibal, Union Minister of Human Resources Development, quoted in Tehelka, 6/8/11)

However, there is no culture of standards and competencies being set for school Principals, nor any such approach being used in recruitment, performance management of in professional development.

7.4 How the Standards and Competencies were Developed.

The five standards cited are drawn from the published sources cited in 7.1, excepting Standard 1, Internationalism and Inter-cultural Understanding. The AISH standards of Learning/ Leadership/ Organisational Development/ Professional Accountability do not perhaps go far enough in articulating the standards needed for international school headship, but they provide a useful starting point. I have strengthened that standard which is the key determinant of an international school leader as opposed to every other school leader (the Internationalism and Intercultural Understanding): however, one could argue that any Head of School requires competence to meet such a standard, be they in a multicultural or monocultural environment in their own or another country, i.e. in any school, in the early 21st century, in a rapidly globalising world economy, all Heads need to have well-developed inter-cultural understanding, including of local cultures. I see this as particularly relevant given the cultural complexities of India. Poore (2005), quoted in Bates (2011:7), gives us a warning about the superficiality of attempts at cultural appreciation and, in a more sinister manner, the concerns around the pervasive

influence of Western liberal values masquerading as international. Bates (2011:8) points out that this issue is not exclusively one for international schools. However, international schools, through their mission, aims, and values, tend to make claims for promoting international mindedness and/or understanding (see Appendix 11). Heads of such schools, judging by the respondents to my on-line survey (Chapter 5) embrace this goal, personally and professionally.

"all we have to do is to look at the leaders of international education to see that our schools themselves are culturally loaded: they are often founded with the assistance of Western governments for the purpose of educating the children of their employees (not to spread multiculturalism); they are largely headed by white educators from the first world who are trained in leadership theories which are culturally biased……they are staffed largely out of necessity by native English speakers; they operate from Western liberal, humanist curricula often packaged as international; they are more often than not accredited by western agencies which have no real concern with the issue of culture other than the superficial inclusion of the host culture in the curriculum; and they pride themselves on the 'third culture' of the school, which is generally rarely more than a variation of the dominant (usually American or British) culture….." (Poore 2005: 352-3).

Poore's analysis is, however, only partially relevant to my study. Schools are all 'culturally loaded': however, the cultural load of an international school is not a consistent one. I have analysed the information (web-based) that each school in the survey population advances about itself, with a particular focus on its cultural load, as evidence by its 'guiding statements' : its mission, vision, aims and values.   International schools in India are rarely started or overseen by governments, the exceptions being the few that are run under the auspices of Embassies and/or diplomatic missions. However, more insidiously, perhaps, is the greater difficulty in appreciating the values behind some of the entrepreneur, so called not-for-profit trust schools that are burgeoning in number in India, where explicit value statements about the school are not shared or where the IB mission and the IB learner profile are acknowledged but not evidenced in the values stated about the school. My analysis shows that 'white educators' are in a small minority in leading international schools in India, and the vestiges of the colonial model of school are not so much evidenced in the leadership persona but may be found in the school's ethos or approaches to the vestiges of a western-style school uniform for students (culturally and climatically incongruous), school bells, the curriculum or the behavioural code for students, for

example. As discussed in Chapter 9, I see international schools in India not so much as a typology (though this has been attempted in my analysis but rather as being on a continuum (adapted from Hayden: 2006 :15-17). However, all schools in the population are, by definition, English-medium of instruction, IB curriculum schools, at least in part (i.e. following one or more of the three available IB programmes), a curricula that have been 'imported' albeit adapted, and which are, as Poore states 'Western, liberal, humanist curricula often packaged as international'. The IB refutes (implicitly in the interviews with Ian Chambers and with Priyamvada Taneja Appendices 16 and 18 respectively) and in its published statements (Appendices 21 and 22) that the curricula are 'packaged as international'. English is the medium of instruction in the schools in the survey population. Their web-site information is in English and the medium of instruction is in English. English is the only one of the official languages of India that is available for IB assessments.

The application of Poore's analysis to India is not a perfect one given the diversity of schools proclaiming themselves under the 'international school' banner, their diverse origins, their clientele, the growth of the proprietorial school under the auspices of the entrepreneurial owner, but it is a relevant one to many of the schools, in particular those established by diplomatic missions or by western companies. I will be pursuing the theme in the detailed discussions and analyses. Of particular relevance also is the curriculum followed in the international schools of India. As outlined in Chapter 6, the close curricular relationship between the international schools of India and the IB curriculum programmes of study mean that, particularly in the case of the 90 per cent (70/78)of schools following the IB Diploma, relatively little cultural adaptation is possible in the prescribed curriculum and, that that is possible is largely content and context rather than the more substantive philosophical approach underpinning the curriculum (Chapter 6, Figure 6.1, for example). Renaud (1991:6) highlights that the IB was distinctively class-related and, following the Second World War, was addressing the needs of one of the three dominant migrant groups, that of the diplomats, service personnel and business executives. Neglected (by both the IB and the international education movement more generally) were and are the lower-paid migrant workers (Renaud 1991:6). This response of the international school movement to just one element of the migratory classes has encouraged Sklair (2001) to later term it *'the transnational capitalist class'.*

The terms international (global) citizenship, international understanding and internationally-minded are amongst others, the subject of much debate and redefinition in the world of international schools. The Council of International Schools (CIS), the only truly global (in its reach) international schools' accreditation and evaluation body) has attempted to address the debate through their training and support materials for member schools (see Fig. 7.4, for example). Rather than defining, CIS have attempted to exemplify what kinds of activities a school may engage in to develop the international mindedness of its students. The diagram below (www.cois.org) is an attempt through such materials to demonstrate the risk of a superficial approach to developing international mindedness (through only offering those 'above the water-line' activities). The inclusion of meaningful host culture development is embraced here but not explicitly. Frankly, whilst the diagram is a useful reminder for schools, it falls well short of developing a response to Poore's critique. It needs to be seen in the context of being part of the support materials for an evaluation and accreditation framework or protocol that begins by inviting the school's own reflection and analysis on its 'guiding statements', its mission, vision, aims, values, for example, rather than through an imposition of 'agreed' values by CIS to the school.
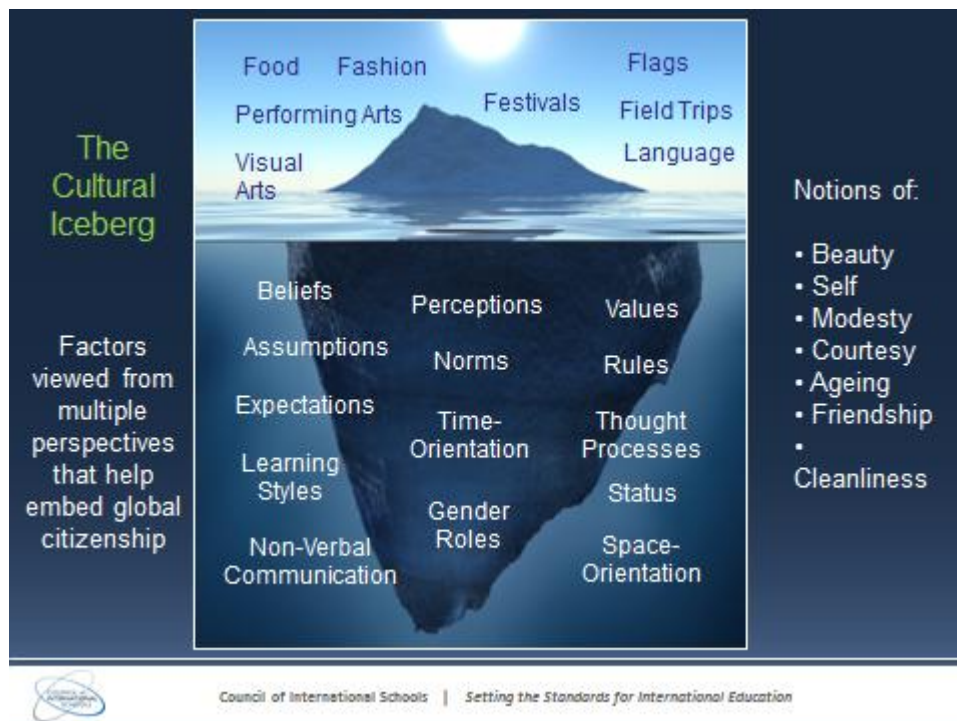

Figure 7.4 The Cultural Iceberg (Source www.cois.org)

The international mobility of the student body as well as its diversity has traditionally been a defining characteristic of international schools (see Chapter 5.1 'What is an International School?') as has been the itinerant and globally-mobile nature of the teaching faculty in many such schools. Paradoxically, these are less significant in schools dealing with families working in the emerging economies, such as India where these factors of mobility become less significant as international schools have diversified, many now not serving expatriate populations but an increasing proportion of the 'home' population and being staffed largely by home-country teachers. Indeed, many such international schools have become part of the landscape of educational provision of the country, rather than being schools that were set up by foreigners, staffed and led by foreigners, largely for the benefit of foreign, temporarily located, children and families: locally owned, locally run, and serving a largely local population through teaching the IB curriculum. To conclude on the matter of definition, I am in agreement with Pearce (1994:8) that defining international schools is a somewhat fruitless task and it may be better to see these schools on a continuum, with the ideological at one end and the market-driven at the other (Hayden, 2006:16). My own classification permits this, with a profit/not-for-profit distinction, a curriculum classification and an analysis by mission, aims and values. However, such categorisations are not mutually exclusive: for example, corporate houses in India may establish not-for-profit arms to run and oversee schools (see, for example, the detailed study of The Head of Mercedes-Benz International School, Pune, Appendix 198).

The other four standards and associated competencies may be fit for any school leader. However, my interest in the subsequent, detailed discussions will be the influence of the Indian context as well as the importance of the competencies themselves. In understanding the role of the Head of School in leading learning and teaching, I have analysed the aims, values and mission of each of the 78 schools in the sample, as well as, being mindful of the curriculum chosen by the school, and considered the importance of the IB Learner Profile (Appendix 21) as a set of desired learning and behavioural outcomes for students, for any school offering the IB curriculum through one of its three programmes. As has been mentioned earlier, international schools tend to be English-medium in regard to the language of instruction. Although bilingual international schools exist, there are very few in India, since English is the second official language of the country, rendering an even stronger hold on the language of instruction. *Article of the Constitution Of India provides that "Hindi in Devanagari script shall be the Official Language of the Union. Article also provided for continuing the use of English in official*

work of the Union for a period of   years (i.e., up to   January   from the date of commencement of the Constitution.

Article   empowered the parliament to provide by law for continued use of English for official purposes even after   January

The organisational development of the school (Standard 3) is explored within the Indian context as well as the level of development of the school. In choosing a sample of in-depth studies, I have been aware of the nature of the school leader, (nationality, gender, length of service, how many previous headships) as well as the nature and stage of development of the school. Culturally, if teachers / school leaders do not acknowledge their cultural background and its influence on their own ideas, they may not see their teaching as a product of their background (Walker 2004).

The Indian context features significantly in both the pilot interviews as well as the on-line survey as a factor of influence in the organisational development of a school. In its standards for accreditation and evaluation The Council of International Schools (2010) places understandable emphasis here by linking organisational structures to the school's philosophy ("Guiding Statements") and the outcomes for its students ("Section G is concerned with major operational systems in the school. These systems play important roles in supporting the school's ability to put its Guiding Statements into practice, and they should facilitate the school's ability to promote students' learning and well-being"). The importance of these competencies was substantiated in my interview with the erstwhile Executive Director of CIS, Richard Tangye (25/09/2010), (see Appendix 15 for transcript) in his view that Heads of International Schools seeing themselves as academic rather than business leaders, to their detriment:

"Heads, historically, come up from being teachers. Teachers are wary of business, and when you get to the position of Head, you see yourself as the academic leader of the school, rather than being an academic leader and a business leader" ……. (the traditional way to Headship) 'is still valid but the academic needs to be balanced by other skills, and there's got to be an understanding of the differences between a business environment and an academic environment,……and the whole consensual approach that goes on within school doesn't make for some of the rapid decision-making that is sometimes required when you are looking at a school as a business. And, if that individual who is leading the school is not comfortable with that

difference in cultural environment, they are not…….business and academics, they are going to run into problems." (Tangye, R, interview with the researcher, 25/09/10).

I have deliberated separated the standard of Professional Accountability from other standards because, in the case of Heads of School, one significant dimension of accountability is underpinned by the relationship between leadership and governance, i.e. between the Head of School and the Board. The data received from the on-line surveys suggest that this is likely to be a major cause for concern in India. As discussed in Chapter 6.6, dissonance between the Board and a Head of School is a frequent cause for a school not being able to retain a Head. Such dissonance may be due to poor communication, to conflicting values and/or to interference in the operations of the school, perhaps most likely to be problematic in proprietorial schools with owners also acting as a, de facto, Board of Trustees. However, Ryan, Chait and Taylor (2005) in writing about not-for-profit entities, identify rivalries, disengagement and a lack of knowledge of the organisation, and a lack of understanding of the role, as the three most significant difficulties.

"The problem with Boards has largely been understood as a problem of performance. Judging from our recent discussions and interviews with board members, executives and consultants, three Board-performance problems appear most prevalent. First, dysfunctional group dynamics—rivalries, domination of the many by the few, bad communication, and bad chemistry— impede collective deliberation and decision-making. Second, too many Board members are disengaged. They don't know what's going on in the organisation, nor do they demonstrate much desire to find out. Third, and most important, board members are often uncertain of their roles and responsibilities. They can't perform well because they don't know what their job is. When we spoke with 28 non-profit governance consultants about their recent engagements with troubled Boards, 19 characterised the client's problem as ignorance or confusion about roles and responsibilities".

However, accountability does not simply concern accountability to a Board, but accountability to all stakeholders, and, ultimately, to the students. Much of the literature dealing with international school stakeholders is somewhat outdated and/or inappropriate for the international school landscape in India. Hayden (2006:39-73) focuses on the familiar themes of globally-mobile children and Third Culture children, relevant to some of the more long-

established international schools in India but not to the new wave serving local Indian or returning Indian (Non-resident Indian or NRI) families. These studies focus on difficulties of the concept of 'home' and 'identity', 'transition' or 'culture', for example, as well as linguistic issues of non-native (usually English) speaking. In asking "who are they?" (Hayden 2006:21), Hayden identifies the complexity in attempting to define a heterogeneous group. The data from the on-line survey indicate the importance of the group in international schools in India, and the need for further investigations into their expectations and behaviours. Teachers are similarly treated through the literature as itinerant professionals (Hayden, 2006:73-92), with the resultant challenges in making the desired cultural adjustments to best serve the needs of the students.

Standard 5, 'Professional Development and Working with Others' is a particularly fraught theme within Indian international schools. Preliminary data and pilot interviews suggest that the "poaching of teachers" is a persistent difficulty, as is the reticence of some schools to invest in the professional development of teachers and leaders, for fear of losing them to other schools. In India, The Association of International Schools of India (TAISI, www.taisiindia.org), is the one organisation with a mission solely to serve the professional development of these and other schools. With over 50 members, and a professional development focus through offering conferences and workshops, TAISI is committed to collaboration between schools. Its web-site commitment, quoted below, emphasises that membership is open to all schools in India, TAISI having moved away from its roots that were grounded in supporting and creating professional networks for those schools following an international (i.e. non-Indian) curriculum, at least as part of the curriculum on offer.

"The conference reflects the core ideology of TAISI, which is dedication to lifelong learning and continuous professional development of the teaching fraternity. For those of you who would like to share your own experiences and ideas and benefit from the experiences and learning of professionals drawn from around the world, the conference presents an ideal platform. We would like to emphasise that membership to TAISI is open to all schools irrespective of the curricula offered".

Anu Monga, Chair of TAISI, when interviewed by the researcher (Appendix 14), talked of the instability of headship of an international school in India, particularly one owned by a proprietor, as well as the need for support from the examinations-based curriculum and assessment

authorities. In both examples and the resulting need for a support structure, something that is within TAISI's mission and raison d'etre.

"…… I go back to saying…sometimes what happens, lots of Heads come to international schools, expat, but especially with proprietor-run schools, if something goes wrong, in a minute, you're out, and I think we need we need a support group here……… Proprietor-run schools are a disaster in this country. If they like you, they'll do the world for you, but overnight they just throw you out with no recourse. I think we need a support group for international school Heads. And, again, getting back to the curriculum, the CIE and IB….we do need some help from them to interfere when things are not going well. They want us to run these schools, it's their curriculum, but they should… I know this is not our problem. But, if you want good Heads to come, leave their jobs from another place and come to this country, and then not support them well? I personally feel that would help".

Although not focusing on the role of TAISI per se, my in-depth discussions will concentrate on possible support structures and professional development models for Heads of International Schools in India. Clearly, it is reasonable for member schools to expect such a lead from the association that exists to support them and to support network development between such member schools.

The in-depth studies, as mentioned in Chapter 8, enable me to drill down and test the relevance of the standards and competencies model I have developed amongst with diverse Heads of School and eight diverse schools (see Chapter 8, Appendices 19 a-h). From such analysis, as well as the analysis carried out of literature into school improvement, professional standards and competencies for school leaders, I will offer insights into appropriate models of professional development that may lead to improved leadership in these schools. Beyond the schools, so far, some key players are emerging in this study:

what is the role of the IB in school improvement and in leadership development in Indian international schools?

how significant is CIS accreditation and evaluation as a means of developing leadership?

What is and should be the role of TAISI in India? And

How will the overall landscape of educational change in India, including the government's level of influence on international schools, change the roles and the professional support available to school leaders?

Chapter 8 The Detailed Studies

8.1 The rationale for the detailed studies

Drilling down into the data further, exploring the key research questions in more depth required me to carry out detailed interviews with Heads of School. As described in Chapter 7, eight schools of the 19 respondents to the on-line survey were studied according to the principle of maximum variation. Excluded were some of the schools from the pilot survey interviews, namely The German Embassy School, New Delhi, The International School of Bangalore, The International School of Hyderabad and Podar International School, Mumbai, because of the absence of an international curriculum (an IB curriculum) in the first case, coupled with the Head of School's view that the school was a German school overseas and not an international school. In the second case, there was no feedback from the on-line survey and no response to a request for an interview, and, in the third and fourth, no response to a request for an interview. The variables used to inform the selection, to recap, were both focused on the school and the Head of School. They were as follows:

a). The School

Residential or Day School;

For profit or not-for-profit;

Type of ownership, proprietorial or other;

The school's mission, aims, values, i.e. its guiding statements (see analysis in Appendix xxx)

Curriculum, IB curriculum or IB plus local (Indian) curriculum.

b). The Head of School

Background of the Head of School, specifically nationality; gender; number of years in current role;

Nature of the professional background of the Head of School, background professional experience, number of previous Headships; and internal or externally appointed (appointed to current post through being promoted internally or externally to the school);

Curriculum, IB curriculum or IB plus local (Indian) curriculum.

Taped , transcribed and annotated, coded Interviews were also made with key players working with international schools in India, talking about the professional development of school leaders within the overall context of the growth of international schools in India. These were as follows: Anu Monga, Chair, The Association of International Schools in India (TAISI) – Appendix 14; Ian

Chambers, Asia Pacific Regional Director, The International Baccalaureate (IB) - Appendix 16; Richard Tangye, then Executive Director, The Council of International Schools (CIS) – see Appendix 15, Professor Govinda, Vice Chancellor of National University of Educational Planning and Administration – Appendix 2; Priyamvada Taneja, University Recognition Officer, IB (India) – see Appendix 18. As mentioned in Chapter 7, all Heads of School/schools selected offer at least one IB curriculum programme. Affiliation to the IB curriculum has been one of the two criteria chosen by the researcher, following the pilot surveys, as the one consistent factor for all schools sampled, and it was the criterion used to determine the population of the on-line survey (i.e. 78 schools or 100% of the IB curriculum schools operating in India). The second criteria used to determine the sample was the commitment to international understanding, articulated through the school's mission, aims and values, i.e. its guiding statements. The Asia-Pacific Region includes India and articulates, in alignment with the IB's global strategy, the strategy for the IB in the sub-continent. In India, the IB has a presence through part-time officers, one of whom is Priyamvada Taneja, whose brief encompasses university recognition of the IB Diploma as an entry qualification in India. TAISI is the one, India-wide association of international schools. Of the 78 IB schools in India, 55 are currently members of TAISI (as on 04/10/11). As well as being the one national association specifically for international schools in India, TAISI is also a link between these schools, the IB and the Council of International Schools (CIS). CIS is the one accreditation and evaluation (amongst other functions) membership organisation of international schools with a global reach. In India, there are eighteen member schools, eight of which have accredited status (Alvarez, M., CIS presentation to TAISI, 22/09/11). The link between NUEPA and the international schools is, perhaps, more tenuous. NUEPA develops the educational curriculum materials for the government of India. It oversees the work of the Indian Examination Authorities and implements the government's policy at school level. Professor Govinda acknowledges the paucity of research data or active research taking place in the field of school leadership in India generally, and international schools in India sit beyond the research remit of India and others in Indian universities. International schools also sit beyond the government's orbit, a difficulty identified through several of the interviews I have carried out (see for example, Appendices 19e (Michael Thompson), 19g (John Sporandio), 19b (Anu Monga) as well as in the interview with the Chair of TAISI, Anu Monga (Appendix 14).

8.2 The Semi-Structured Interviews : Content

The semi-structured interviews built on the on-line surveys. The priorities for discussion in the detailed studies emerged from the analysis of Chapter 4 (the on-line survey):

➢ the means by which the Head of School defined 'international schools';

➢ the priorities facing the Head of School, the issues and challenges professionally;

➢ the means by which the Head of School established and defined her/his personal, professional development priorities;

➢ the ways in which the Head of School sought and achieved these identified professional priorities;

➢ the link between the professional development of the Head of School and her/his performance appraisal process;

➢ the extent to which the Head of School was aware of skills and competencies needed to perform the role well; and

➢ the views of the Head of School on the changing landscape of international education in India.

A summary of the details of the Heads of School, A-H, in sequence in the table, included in the in-depth studies is reproduced in the table (below), developed by the researcher (see Chapter 7).

School No	Principal	Gender	No. of school Headships?	Professional background: India or overseas?	Length of time leading current school	Profit/ NFP?	Residential or Day?	International curriculum or local?	International mission
3	A	M	3	Overseas	10	NFP	D	I	Y
9	B	F	1	India	7	NFP	D	I	Y
11	C	F	3	Overseas	2	P	D	I	Y
41	D	M	3	Overseas	2	NFP	R	I	Y
44	E	M	3	Overseas	7	P	R and D	I	Y
60	F	F	1	India	2	P	R	I/L	Y

66	G	M	3	Overseas	3	P	D	I	Y
76	H	M	2	Overseas	4	P	D	I/L	Y

The nationality of the Head, I was investigating as a factor of significance in an international schools in India, partly because of the nature of the prior experience of the respective school leader. Nationality is, in effect, being used by the researcher as a proxy indicator for background experience. A Head of School whose experience prior to Headship has been wholly within India is unlikely to have had any formal training or preparation for Headship apart from 'on-the-job' experiences, since formal training programmes have not existed. Recently, there have been developments in such training from one of the examinations boards (CBSE), cited in Chapter 7) and from the Institutes of Management in India, in relation to specific skills such as financial management (mentioned in the interview with Sudha Goyal, (Appendix 19f)). However, this does not compare with the models of professional training developed and described in Chapter 7 in England, the United States, Canada, Australia or New Zealand, for example.

The number of headships and the length of service in post is, perhaps, an indicator of experience at the role of leading a school, (Earley and Weindling 2004:35-45) and may be a significant factor in the success of the head in leading an international school in India, against a complex backdrop of an uncertain regulatory environment. The nature of that school background may be important. Brown and Lauder (2011:39) talk of the 'unintended consequences of actions that appear laudable but may be overtaken by events'. In this context, they talk of the original international schools, described in their post-World War II context in Chapter 5, such as The International School of Geneva and Yokohama International School, and their associated IB programmes, emerging out of a United Nations spirit of global peace and reconciliation. As Lauder (2006) sees it, globalisation has created a new breed of international school, one dealing with the transnational ruling class, potentially seeking to gain advantage into the university and employment market, in the search for credentials, by attending international schools (as students), and a fast track route to positions of power through such attendance. Whilst I agree with Lauder's thesis, I do not see this as any great change. International schools have always dealt with elites and students' motives for attending them are unlikely to have changed. What I do see as different is the new reality that, in some countries, including India, such schools are now opening their doors to many different groups of students, not only

transnational, short-term migrants. In India, the most significant difference from the early post-World War II international school is the availability of such schooling and the access to the IB curricula for national elites as well as international elites and for longer periods of continuous education than may have been experienced by the short-term migrant. A corporate placement or a diplomatic posting in India remains typically as a three year posting, as evidenced from my interviews with Heads of School, whereas the Indian national student in an international school in India may be there throughout her/his scholastic career.

Turning to the nature of the schools rather than the Heads in the sample, maximum variation has also been the guiding influence behind the sample. Residential and day schools have been included as these may require different skills and competencies from the Head of School in the international context, and, in turn, generate distinct professional needs for the Head. The ownership of the school may be seen as a factor of influence in the tenure of the Head of School. Benson (2011:88) highlights the trend that also exists in India:

"International schools used mainly to be independent, non-profit, community-based, English-medium schools offering education to the children of internationally mobile professionals. As such many started out as parent cooperatives and continue to have governance models based on high levels of parental influence (Hayden, 2006). More and more schools are now, however, being bought or built by well-funded groups and the proportion of schools run for profit is increasing considerably, particularly those catering to the wealthiest group of locals in countries that adopt a *laissez-faire* attitude to the construction of such schools".

I am interested to see what role or influence this plays in the professional development of Heads of School. Benson, in his considerations of the tenure of international school Heads, found that those surveyed who had prior experience in teaching in an international school may then be better placed for a longer tenure as the Head of School, perhaps because of the insights gained into the nature of international schools from the experience of teaching in them. He also asserted (Benson 2011: 95-96) that:

"those with previous international school teaching experience are also probably more aware of what two of the chief administrators described as amateur set-ups and the different philosophies that can exist in profit and not-for-profit schools".

In India, such a classification is no longer straightforward. I have been able to find out the nature of the ownership partly from analyses of school web-sites and, in more detail, from in-

depth discussions with Heads of School. However, the model most frequently encountered in newly-developed schools in India is the owner-entrepreneur, rarely establishing a school on a 'for profit' basis and almost invariably, establishing a 'not for profit' Trust for tax concessionary as well as marketing and quasi-philanthropic purposes. The establishment of 'not for profit' Trusts also applies to the corporate involvement in international schools of India (see Appendix 19e: interview with Michael Thompson, Mercedes-Benz International School, Pune). However, the ownership model influences the model of governance and the interface between leadership and governance. This may be a more significant influence than profit versus not-for-profit, per se.

8.3 Coding the Data

8.3.1 The First level of Analysis

In making a preliminary analysis, I identified a number of issues, which I have grouped as follows:

The Professional issues Facing The Head of School;

The Professional Development priorities of the Head of School and how they are addressed;

The Place of Skills and Competencies

Wider Developments in India and their Influence on Leadership Development

Views on Professional Development for School Leaders in International Schools in India.

The transcripted data, including the first level of coding, is shown in Appendices 19 (a-h).

8.3.2 The Professional issues facing the Head of School

This revealed some common issues facing the Head of School in India. Relationships with stakeholders, particularly parents, and Board members (governors) features prominently. Although each school and each Head of School is distinctively different, common issues surfaced through the data. The make-up of the teaching faculty, for example, differs in each school in the study, and, therefore, for each of the Heads concerned. Garton's (2000) categorisation of international school teachers into three distinct groups is helpful, i.e. host country nationals; 'local hire' expatriates; and 'overseas hire' expatriates. Amongst the group of eight Heads/schools, four would have largely 'host country nationals (B;D;F;H) and four a mix of the two groups of expatriates (A;C;E;G).

In the extract from Interview A, the Head links the importance of the vision and mission with the communication skills necessary to reiterate and reaffirm the school's mission, emphasising that 'teachers are not in private practice'. Here, for the interviewee, the stakeholders are teachers ('the faculty'). The Head sees himself as the custodian of the school's mission and values and feels the need to communicate this repeatedly and meaningfully to the faculty. The school is a US Embassy school, the Head a US citizen with a teaching faculty drawn almost exclusively from the United States.

Yeah, I like, uh I believe that eh, one of the roles of leadership is to develop a common vision of where we are going and a common set of beliefs about what we stand for as a school (pause) and I think that it's challenging to get people to agree, to have a common understanding about almost anything, much less to have a huge community and, when, it's interesting because in the search for my successor, one of the things the Board said we really want to sustain are some of the basic values that we have as part of our mission and what it is to be responsible global citizens, and to inspire learners and values that were, very--- in our decision-making process, it's very open and it's very transparent and its very inclusionary. And that is a set of values that we, eh have sort of planted our flag in, but I have to (constantly) remind people, and I think the other thing is reminding individual faculty that they're really part of something larger than their own contribution, and I think that's again, for me, one of the values we are trying to build is…. Teachers are not in private practice and, when, there is a common curriculum, there's a common set of expectations of how we'll treat children and how we'll treat parents and how we'll treat one another. So, I do see my role as, on a regular basis, getting everyone together and reminding them of that, in some way that, hopefully, will be interesting, or reflective on their part".

Later in the same interview, relationships with the Board, as stakeholders, is identified as a priority, by a Head who, in the on-line survey, described managing stakeholders as an "ongoing quest". In describing why he has employed a professional coach to work with him, he talks of the challenging relationships with Board members and the need to work together on strategic planning

"I'd say a ….. again, the interpersonal dynamics of the Board were ah challenging. And these are set short-term goals. We started in August, and ah, we set January as our, so there were short-term goals. And, so one of my goals….. I set are to enhance the relationships with Board members, and a 2nd goal was to have the Board agree upon a planning process for setting Board goals".

Interviewee B leads a school in with a distinct Constitution, the school being founded and governed by parents of students enrolled at the school. Here, the challenging dimension of managing stakeholders relates to managing the expectations of parents who may perceive that they 'own' the school. She is able, she relates, to draw on her experience as a parent-governor, in a similarly-constituted school elsewhere in India. She is wrestling with the role of governors as lay members, i.e. who are not from an educational background, who may not understand the values and mission of an international school, and she, therefore, finds herself in a situation of dissonance.

'So this was really a battle for me, and when, they thought they owned the school, that's a misconception, they don't own the school, they've not paid any money for it. So, this was amazing. I was disgusted, we met the lawyers, we do want to change some of our by-laws, and we do want to get other people we can nominate on the Board, y'know somebody who understands education and understands the word 'international', because we are an international school, yes, but we only have 17 expats (foreign students) here.'

Parental issues loom large for all the Heads of School, although manifesting themselves in different ways. Although the nature of the parent body has changed from that experienced in the early international schools, the expectations of parents remain a managerial issue for the Head. Interviewee F, an Indian national leading a relatively new school (four years since inception) with a large proportion of Indian nationals and 'returning' Indians from overseas, talks of managing 'interference' from parents and their unrealistically high expectations.

GR "What about the challenges of leading an international school in India?"

"There is- I think our parents- too much expectation from them, and too much interference".

In interview C, the Head of School talks about the progress made in parental relationships and in the school owners' perceptions of the changing nature of the interactions:

'Yeah, the owners used to tell me that they used to hate to see a parent because a parent would yell and scream at them. And, that's all they saw. But, now, it's a totally different rapport with parents, y'know. We… we are open and transparent, we hold community meetings, parent meetings and…so that communication also with the parents has opened up and my parents all know that I have an 'open door' policy. I hardly ever get a parent in my office with a concern anymore. So in the three years, the school has really moved, in a positive way'.

Relationships with Boards, one of the other major stakeholder groups, also present themselves as key issues for the Head. Interviewee A also talks of dissonance with the Board members who

may, from a corporate background, bring different values to the role of school Board member, and who may also fail to appreciate the distinct nature of a school.

"I think schools have a unique culture, organisationally, that's different than corporations. And, hmm, I think if you're insensitive to that, or unaware of, you'll probably have some difficulties and there'll be probably be some dissonance".

The second set of professional issues identified relates to the Indian context. In part, this may depend on the background experiences of the Head of School, i.e. if the school leader has been a Head previously, or if s/he has had experience of an international school as a teacher, or the extent of previous professional experience in India. The coding (see figure 8.3)reveals that the Heads new to India, and/or those with overseas (non-Indian) backgrounds struggle with standards and quality issues of various kinds, human resources issues surrounding the management of staff, and the difficulties that arise because of the regulatory context in India. The coding reveals that Heads may struggle in particular because their own expectations of these issues are at variance from the custom and practice in schools in India.

Interviewee G, involved in a new-build school, a 'start-up' project in his terms, describes the difficulties of working in the regulatory environment, even with corporate school owners from the property/construction industry who have background knowledge of new-build projects and who the Head describes as fully supportive of his leadership.

"Maybe, it's the most complicated task- and regulatory environment that I've ever been in. I've been a Business Manager in two international schools, one in Venezuela and one in Tanzania, schools of 1500. I was also Head of School in Azerbaijan and in Bangladesh- so I've had four countries to compare with and India is really in a league of its own. It's an interesting combination of a country that still does many things manually but is computerised and, because it has been computerised, it has created systems that are very difficult to unwind if there's a mistake made and is very unforgiving if you don't do what you are supposed to do. And, for a newcomer to come, comes in and has to set up in this environment, without the prior back-up, it's very easy to make mistakes, and then spend a couple of years unwinding them. So, that's been a huge challenge".

He also describes two regulatory changes that have taken schools by surprise, namely the implementation of "The Right to Education Act", which, if and when fully implemented requires all schools to accept, free of charge, 25 per cent of its intake from less privileged classes/castes, and the changes in The Provident Fund or pension arrangements for non-Indian employees. Coding reveals that both are examples of the uncertain environments in which international

133

schools operate within India, and both have significant budgetary implications, and, therefore, potentially significant implications for a school's ability to operate. The former, in that it is being implemented only partially, and is being implemented differently in different states of the country, adds to the confusion for Heads of School.

Coding reveals that managing the teaching faculty is a significant professional challenge for Heads.

Figure 8.3 Creating Sub-Categories

School Governance	Head of School Background	Indian Context

School Governance

- Ownership model
- Profit or not for profit standards
- Alignment of Head & Board
- Model of governance interventionist or not
- Parental role in governance

Head of School Background

- local or overseas (non-Indian)
- Number of Headships
- Prior experience in international schools
- Internally promoted or externally appointed

Indian Context

- managing Indian staff
- Indian standards Vs International
- cultural understanding
- recruitment/retention of staff
- culture of trust/mistrust
- competitiveness

Curriculum

- IB Curriculum only
- IB and local curriculum
- other foreign curriculum plus IB

The Professional Developmental needs of the Head of School

Stakeholders	Head teacher Appraisal	Professional Development Opportunities
- Role of parents in the school	- Level of delegated authority	- within India eg IIMs
- Business groups	- Target-setting	- TAISI
- Expectations of students	- Appraisal linked to remuneration	- IB
- Nature of staff, including		- other exam groups-foreign
teaching faculty	School Development & Culture	- local exam groups
- Role of IB	- Mission, aims, values	- local networks
- Role of other examination	- CIS or other accreditation	- AISH-global networks
groups	- Approach to school improvement	- PTC-Heads' seminars
- Role of government	- New or established school	- Accreditation bodies eg CIS
- Drivers for charge,	- School's priorities	
school improvement		

Figure 8.3

Drilling further down into the data reveals differing reasons for this and symptoms of the human resource issues. The difficulties in perception are revealed (for example in Interview H, quoted below), in which the Head is wrestling with the expectations of Indian staff in terms of working hours and contact hours vis-à-vis the research he has carried out on the issue in Western education systems. This difficulty is being expressed in cultural terms (fail to acknowledge Indian family values), thereby implying a lack of cultural appreciation and/or understanding from the Head of School, a characteristic that, if true, may be undermining of his position.

"I had something, 6-9 months ago, aah, a couple of Principals gave me some feedback. Aah, teachers don't like you making inappropriate international comparisons. So, I said, OK, what are they calling inappropriate international comparisons? They mean, one of the Principals said, ones that fail to acknowledge Indian family values. I said OK, we're talking about working hours here, aren't we? She said, 'yes'. I said, 'you mean they don't like the fact that I've done research about how many contact hours Indian teachers do versus English teachers, Australian teachers, American teachers".

8.3 Professional Development priorities for the Head of School

Coding the data as well as producing summary memoes of each interview (Appendix 8.3, a-k) helped me to sort out the inevitable overlap within the data. This overlap was very apparent in the relationship between the issues facing the Head and the identified professional priorities. The Head of School, without exception, saw a close relationship and alignment, even congruence between their personal professional priorities and the school's priorities. However, sometimes the identification of priorities and the ability to carry out these priorities became an issue for the Head. In one proprietorial school (Interviewee H), the owners' tendency to re-prioritise the Head's targets during the year was a source of frustration:

"To be honest, and one of the discussions we have had very often is, I will set down a document saying here's what I think are my priorities for the coming year. And, by the time that year ends, I look at that document, and go, yeah, the goalposts moved so much, didn't they, during the year, that actually, those all became irrelevant , Hmm, because I will suddenly be told, "we're doing a new school with Haryana Government we're doing a new school with the Police! 12 or 9 months ago, I think, neither of those projects were on the radar, So, anything I've written 12 months ago, was rendered largely irrelevant because you bring two new big projects like that along, suddenly those became a big part of my focus. So, it's very moveable, very flexible".

However, this is concerned with the owner's style and the nature of the interface between governance and leadership, complicated though this is by the Board/owner relationship. Another Head (Interviewee G) struggled to see the need to set targets. In a start-up school, he believed the goals were implicit, and those relating to educational quality were intrinsically liked to having the curriculum programmes authorised by the IB, and, ultimately, to have the school evaluated and accredited by CIS.

"Basically, in the situation I am, you have to get three authorisations in two years and an accreditation, pretty much that's going to take up all your time. And, if you achieve that, you're going to be a hero. Maybe, that's why I always stick with the developing schools, because I know I can do that".

The inter-relationship between the nature of the school and the professional development needs of the Head is further exemplified by Interviewee D. Having been in post for two years, an experienced Head of School, struggled to shift the "culture of complacency" (as he terms it) that exists in the college for Years 12 and 13 he now leads, a culture which exists, he believes, partly because of the high academic quality of the intake of students and the high grades that result in the IB Diploma. This is a residential school with parents dispersed around the world, a Board comprising business leaders, largely drawn from one family, that meets for school business only three to four times per year, and a critical mass (70%) of local teachers who, in the expressed opinion of the Head, have no incentive to change. He talks of his priorities as follows.

"I think that, hmm, creating a consensus around school improvement agendas…within that, I include everything from classroom practice to professional codes of conduct, to facilities and infrastructure. It's very difficult to break a culture of complacency because many of the drivers of change are not as sharp as they might be in a school with a broader cross-section of young people, a typical day residential profile, a Board that has real awareness of educational needs".

The Heads of School identify their professional priorities either through a target-setting process with the Board or through their personal initiative. In Cases A, B, E and F, it is systematised, in the other four cases non-existent or ineffective. What's clear is the lack of uniformity, of standards as points of reference, of Job Descriptions, of expectations on the role and on professional support and challenge.

8.4 Identifying and Addressing Professional Development Priorities

The Heads of School rely upon networks. They believe in local networks but are frustrated at the ineffectiveness of some of these networks in India and, where relevant, they rely on global

networks of school leaders and networks to which they may have originally belonged and been members of from previous roles in their respective home countries. Overwhelmingly, the Heads want to form networks with schools in similar circumstances, usually following a similar curriculum, i.e. an IB curriculum. The Heads see the value of such networks in terms of benefits to the school and professional benefits to themselves.

The extract from interviewee e is illustrative of these views, with the researcher's annotations (coloured):

"I do value and love the opportunities of workshops and conferences (value of external get togethers). It is stimulating to go out, but you have to look to say which ones have been particularly useful (but questions the value of them)? Hmm, Head and shoulders above all of the others for me is the Principals' Training Centre (the international gathering of Heads in the summer in London and Miami)…………………..and as they now do a fifth dimension, which is the financial management of international schools. ………………and then there was a gap after that, and, y'know, any conferences and Head's Conferences were not really very stimulating. Something that's gone a great way to filling that gap, for me……………personally, it's the Academy of International School Heads (a network which is overseen by the same organisation as runs The Principals' Training Centre). I think that…..I've only managed to attend the summer seminar once, which was magic, but the regular opportunities to share ideas and to get ideas from people is incredibly stimulating (benefits from networks of Heads of International Schools). So, that's really helpful, I think

GR Now that you're in India, what is there for you in India? Is it all beyond India or on-line? Have you gained anything, do you feel?

There's one thing that I missed out that I think is very useful……... And that's being a CIS, or in my case, a New England Chair for accreditation teams (Chair of Evaluation and Accreditation teams visiting other international schools) , I find leading the workshops we do with the people, with the other Heads is very valuable, and visiting the other schools is very useful for giving ideas. …………..One of the things that I have suffered from here is being a very experienced Head in a small school (professional isolation in role, not learning from those around him). So, I've found I've had to train all my senior managers myself. And the problem with that is that there's a lack of new ideas coming in- they're all mine. So when my Head of Secondary leaves, I really hope I have an experienced Head of Secondary to come in. So that, I can get some more ideas for the school. I'm coming to the end of my seventh year and do I have anything original to offer? ……………So within India, I think we're just at the point where we can start working on that. I

mentioned earlier… but, first of all, when we get together as an association of international schools in India, Board (sees value of interchange with other Heads of International School on the board of TAISI), we have a nice exchange on those days. But the conferences haven't really got to a level of a Job-Alike note where we will get stimulation from it, new ideas. I think we could push that further, and I think we could use our cumulative wisdom to do more panels, we could just answer questions etc, that would be useful (wants more from TAISI, job-alike session for Heads, suggested). But, there are two things that I'm pursuing at the moment. One, is not an original idea and that's that the international schools in Mumbai have for up their own association and they're beginning to meet Heads- but for me it's 8 hours travelling for a two hour meeting, so it's not really worth it, so, now, and we need to go in to this with a little more details. I'm setting up a Pune IB Heads' meeting (forming a local network of Heads of IB schools). I'm not prepared to waste my time with people who don't do at least one of the IB programmes, because I don't have things in common with them (sees no value in linking with Heads of School not offering an IB programme)".

This illustrates the professional isolation experienced by the Heads of School, the desire to network, the desire to use existing curricular commonalities, and the IB curriculum in particular, the questionable value for Heads of School of some conferences and workshops, and the perceived value of links and networks with other international school Heads, globally. Leading an evaluation and accreditation team is seen as a valuable professional experience because of bringing the head in contact with other international schools, albeit for limited duration episodes in a focused activity.

The Heads of School find it difficult to disentangle the school's needs from their professional needs and priorities. Financial management crops up as a priority, either because of a professional need or because it is a competence required of the Head of School. The need also reflects the backgrounds of the Heads of School (6/8 have come through the route of being a teacher), whilst the remaining two, Interviewees G and H, have come from a business/finance background (see Interview Memos in Appendices 20G and 20H). Although one Indian national (Interviewee F) looks to address the need through a workshop within India, others look to the Principals' Training Centre (PTC), run in the UK and the US. The workshop leaders of the 'Financial Management' PTC programme have both been interviewed by the researcher: one is a Head of School in the sample (Interviewee G), the other the then Executive Director of the Council of International Schools (CIS). Interviewee G, talks about the need for Heads to develop

skills in financial management and the professional satisfaction in leading the professional development activity for other Heads and aspiring Heads.

"You always get, you get a kick out of opening people's eyes. The number of times a Head of School, experienced Head of School has come out of a course and said, my God, I should have taken this course ten years ago. Now, I understand what I am supposed to be doing.

Now, it's not rocket science but, in 3-5 days, you can tell people, give them an idea of what a budget is all about, what the difference is between a balance sheet and a profit and loss account, and how capital transactions are just a way of processing cash. So that conceptual understanding is really in short supply. And, y'know, giving people the 5 or 6 ideas you need to have, the rules, you can set it in a week. People who been really struggling and are really perceptive, in the sense that when you lay it out for them, the light bulb goes on".

Richard Tangye, interviewed in September 2010, as the then Executive Director of the Council of International Schools (CIS) and involved both in evaluating and accrediting schools as well as in headship searches and appointments , talks of the same professional priority and identifies it as the uppermost professional competency most often absent in international school Heads and prospective Heads.

In terms of competencies, the more likely competency, particularly if they are moving out of a public, state system, is the financial one, the business management side, regardless if they are operating in a proprietory school or a foundation school, the responsibility they have as a CEO is greater than it is in many state systems.

GR: And how well prepared do you feel candidates are in that regard?

RT: Not

GR: Because?

RT: Because it is not historically been seen as a major issue, and in a way this goes back to the – heads historically come up from being teachers, teachers are wary of business, and when you get to the position of head you see yourself as being an academic leader of the school, rather than being an academic leader and a business leader of the school.

GR: Given that deficit, what do you think has been done? Have you seen any progress, on the professional development side, over the last few years, to enable heads to be better equipped with that?

RT: Well there are two aspects in answer to that. First of all there is a far greater awareness from international schools that they need it, and in part, this is because they have seen so many of their colleagues, get fired because they haven't been able to manage the business of the

school. So, there is that side of it first of all: there is an awareness, and secondly, the availability of courses to help prepare heads is better, but frankly, still very limited. The PTC does it with a weeklong course, it was cut down to four days, we've now persuaded them to go back up to a week, because of the depth of knowledge that is required; the regional professional development organisations will have a workshop,

GR: You mean NESA?

RT: NESA and CIS, FOBISEA. They will have a workshop for it, but frankly, it's so much the tip of an iceberg, to me a lot more work needs to be done on that. In fact here, I'm running a workshop this afternoon, if I get ten people in here I will be surprised.

Tangye's view, then, is that, first, Heads of School tend to emerge from academic teaching backgrounds and, second, that they perceive themselves in terms that are too narrow for the le, i.e. in academic leadership terms rather than academic and business leadership. Taking this one stage further, he bemoans the paucity of professional development opportunities available to address his perception that Heads of School lack the business acumen and financial management skills to carry out the role successfully. The Principals' Training College, to which Tangye refers and on which he teaches, is the week-long training programme referred to in the extract from interview e above.

8.5 The Place of Skills and Competencies

Heads of School find it difficult to identify the skills and competencies they need to do the job well. With the exception of financial management, as mentioned above in 8.3) and the ability to market or fund raise, the skills and competencies mentioned in discussion tend to be the 'softer' skills of managing people, of having the ability to manage diverse stakeholders and to work well with Boards. Strategic planning features in discussions, partly through its links with stakeholder management. The skills and attributes of coming to terms with working in India are often illustrated, partly through a sharing of frustrations, partly through identifying strategies that have proved to be successful. The leading of teaching and learning, perhaps assumed, perhaps neglected, features insignificantly. My pioneering work has been in the development of skills and competencies for international school Heads in India. In the on-line survey, (November 2010, I asked participant Heads to identify their professional development priorities (Table 8.5 below).

Table 8.5 November 2010 Survey-Heads of Schools in India- stated professional development priorities

Professional Development Priorities	Comments
Curriculum, Teaching and Learning • Developing international-mindedness amongst staff • Differentiation/assessment/curriculum models • Re-familiarisation with role as a teacher • Child-centre learning • Special Educational needs • Collection and analysis of performance data	-follow up discussion regarding the nature of the faculty -role of head of school in these priorities needs exploring -almost a personal priority. Link to leadership?
Management and Leadership • Managing organisational change. • PD initiatives with fellow Heads of schools • Fundraising • Stress Management • Managing Stakeholders • Financial Management (x3) • Communication through better use of IT • Promotion of continuous staff development • International management and leadership (via a conference) • Working in accordance with the school's vision and mission • Managing organisational change • CIS accreditation process (x2)	-NB school is part of a world-wide group -assess Head's philosophy, vis-à-vis this mission -looking at professional growth through the accreditation process.

Personal • Attending conference and workshops (x2) • Work-life balance • Development of the Hindi language • Personal post-graduate qualification	

From this empirical data as well as from the literature analysis of standards and competencies for School Leaders (Chapter 4), I developed the standards and competencies model for international school Heads in India. The semi-structured interviews reveal that Heads do not readily identify standards and competencies used to carry out the role well. In the pilot interviews (Chapter 3), I found that, without a structure provided, Heads would offer very generalised skills, such as 'people skills' or 'organisational skills', hence the invitation to rank a set of competencies in the subsequent on-line survey. In the detailed interviews, I deliberately did not present the interviewees with a list, but asked them an open-ended question about skills and competencies needed in the role.

Interviewee A, for example, responds first to the question with a very sharply defined skill, that of managing meetings. He then develops the response by talking about how this skills is used for a broader goal, that of ensuring participatory decision-making. He couples this with a comment about essential knowledge, namely organisational change, and the implicit observation that the Head has a school improvement remit ("Heads are appointed to make the school better").

GR "But in the context you're in here, what do you think, are the skills that are most crucial"?

" I think that, mmm, probably one of the ….. a critical skill is how to facilitate meetings and how to facilitate groups of people, arriving, whether they are pursuing a goal or trying to solve a problem, and again, I think the reason people don't like meetings is that most meetings aren't run very well, so I think, I bring that up only in that if you believe in any kind of participatory involvement in decisions then you have to ask yourself, well what's the process I am going to use? How am I going to use that? And, so I think that how to facilitate groups is important. I think a knowledge of organisational change is important in that school Heads are hired to make the school better. No one hires a Head to say keep it just like it is".

The Heads interviewed see skills and competencies in relation to what is beyond the core business of teaching and learning, the role of the Academic Leader to which Tangye (Appendix zz) refers. What emerges from the data as dominant are identified skills needs such as fund-

raising, marketing and financial management. Less easy to define, but emerging from the data are the skills required to manage stakeholders, to lead a school through a style that carries others with the school leader.

One Head (Interviewee d) wrestles with the challenge of developing a culture of openness, struggling to see his skills of managing people leading to the openness in discussion he is looking for.

Umm, there are conversations I can have with people, one to one, about their personal development where the space feels safer for people to open up. I don't think we yet have the calibre of safety in more public interactions that allows people to connect these with the conversation that the've had, one-to-one. The trust is not high enough, yet, so the people who reflect very meaningfully about the journey they've been on recently, as a teacher, as a person, and how much they appreciate and value some of the stuff we've explored together. But they still find this hard in a meeting with their peers to connect meaningfully with those conversations. So, we have had a series of visitors here in the last two years, to run workshops, to try and develop some tools around communications, problem-solving, and I think I do see, in an agricultural sense, some first signs of growth. But it's slow.

Some find it hard to distinguish between skills and values, such as patience, integrity, or openness (see extract from Interviewee c below). I believe this may be attributed to the Indian context in which schools are competitive rather than collaborative, where trust is not taken for granted and where Heads may be concerned about losing teachers to neighbouring schools through unprofessional approaches being made to staff, as they may see it. These are recurrent themes in the data.

I think… you've alluded to this already, but tell me a bit about what skills and what competencies, what abilities, you felt you've needed to lead the school here.

Hmm, skills and competencies. Patience, it is India. Somebody says Tuesday, but they won't tell you what week. So patience is a virtue, umm..obviously, communication is very strong, uh one of the things that always have been that has served this school very well, in that I am always 100% honest and, as long as I am not breaking confidentiality, I tell it like it is, and so the teachers aren't having to guess. There's no secrets. Hmm, and the parents know that as well.

Others have taken on roles which, in the Indian context, have around them members of the school's leadership and management carrying roles by title rather than function. This has led to the Head revisiting skills carried out earlier in her/his career (Interviewee d below) for reasons,

such as there being no effective Manager of Operations and/or no effective middle management.

…. So, I have assumed that COO's role whilst I am on this learning curve in order to keep a sense of control and direction here, particularly around administration and finance. So, linked to that, there are skills around that function which I would value hugely, at least in terms of acquiring them. I'm doing that by various reading, talking to people I have known in the past. I mean, I had a COO in Switzerland, Bursars and so on. I have, I would say effectively, there is no effective middle management here. There is a senior management and then there is everyone else. So, I have to work in that middle layer, the marzipan layer, and there are management skills there which I have not used recently, so I have had to dust them up.

In Chapter 9, I want to turn to the wider ramifications of the Indian context, as expressed through the interviews carried out with senior figures in the organisations working with the international schools, namely the International Baccalaurate (IB), The Council of International Schools (CIS) and The Association of International Schools of India (TAISI).

Chapter 9 The Indian Context

Here I wish to analyse the link between the professional development priorities of the Head of School and the perceptions and priorities that emerge from the data that relate to leading a school in India. The context is significant to the Heads, for example in terms of health, safety and security issues relating to their roles as school leaders and managers, and in managing a school within the context of an uncertain regulatory environment and a changing economic context. The latter is demonstrated by the slowing economic growth rate from a high of 10 per cent to today's 7 per cent, rising inflation and a slowing down of investment, as reported by The Economist of 22-28/10/11 in their Special Report on Business in India.

Meanwhile, the total number of government-supported schools in India has increased dramatically from about 2.3 lakh schools in the 1950s to 10.3 lakh government-supported schools in 2002, (a lakh being a unit of 100,000). Between 1993 and 2002, the biggest increase has been for upper primary schools and senior secondary schools (up to 50.6 and 85.7 per cent, respectively). Secondary schools have increased by 38.4 per cent and primary schools by about 14.2 per cent, according to the 7th All India Education Survey of 2002. The total number of students enrolled in all types and categories of schools is about 201 million. Less than 17 per cent of the total children enrolled in schools study in private unaided (i.e. financially unaided by the government) schools, including the international schools. There are no government figures available on the numbers of students enrolled in international schools, but it is likely to be less than 3 per cent (my own estimate of enrolments at the IB schools in India, which, for research purposes, have been used as the international school population). Eighty three per cent of the enrolled children (including private aided schools) are governed by the policies and management practices of government-run schools in the country, since they offer Indian government syllabi and examinations. Sixty three per cent of the IB schools in my on-line survey are within this orbit through offering Indian government syllabi alongside the IB curriculum. Educational policies and practices vary considerably from state to state and this is an important context for the international schools. For example, the Right to Education Act, since becoming law in 2010 has been partially implemented in some states and not in others, where the state has not yet published the 'rules' for implementation, The interventions also vary accordingly. The scope of this legislation in relation to international schools is unclear and undefined, this

being one reason why the uncertainty of the regulatory framework emerges as an important issue to many Heads of Schools.

In every case, the skills and competencies required to do the job of Head of School well, are conditioned or contextualised by the issues faced in India, and the situation in which the Head finds him/herself and the school finds itself. After producing the memos from the first tranche of coding, and revisiting the transcripts to produce axial codes to look for connections between categories and sub-categories (Charmaz 2009:60), themes around the Indian international school context emerged as significant. The importance of the Indian context reveals itself in every interview, most strongly amongst the foreign (non-Indian) Heads of School. Coding the data within this category reveals the dominant themes as working with the differing expectations of people, often local employees (see Chapter 8 references to interviews with Interviewee h and Interviewee d), differing standards in, typically health and safety, hygiene, building construction and maintenance) and the absence of a trusting and collaborative environment. These difficulties may manifest themselves in different ways, but a common feeling emerging from the data is that Heads have been prepared for the Indian context only through 'on-the-job training, and that this is, at best, partial. Interviewee A (extract below) uses the illustration of the timing of the decoration of his office to exemplify the difficulties in perception. In Estates Management, he goes on to say, that he was only able to solve the difficulty of having the school maintained to the standard he and others expected by employing key staff from luxury hotels and military backgrounds.

And the other thing I found fascinating, my first few years here, it was really frustrating, and frustrating in the sense that trying to achieve a certain level, a certain standard of, let's say, safety and cleanliness, and then the whole dimension of time. That, if, in the vacation, my office is scheduled to be painted, they know the day I leave, they know the day I'm coming back, and the day before I'm coming back, they paint it.

Similarly, in the context of a new build school, Interviewee g talks about how his perception of preferred means of working are at odds with local practices. He also talks of differing approaches to financial management, with no conception of the notion of assets depreciation being present in managing resources and in budgeting. The point is similar: it is difficult for a foreign Head of School to adjust to the Indian context without a local intermediary of local support:

Having seen the construction process, and how, for example they'll be one guy plastering a wall, another guy painting and a guy will come chiselling a hole down the painting to put in some electrical socket that he's brought to put in, y'know and having the whole thing plastered up and re-painted. And you realise the only way they can do things quickly is to have people interfere with each other and, somehow, they create something: an environment that gets the job done, almost never in the way it was initially envisaged.

In terms of working with staff and the dissonance that may occur, Interviewee d talks about the different role he has as Head of School, a residential school in a rural area, because of the societal demands placed upon him.

GR "What about…hmm, fulfilling your role in India as opposed to anywhere else? Are these particular professional challenges and opportunities by doing the role here"?

"Absolutely, I really felt that, Cultural themes run deep here. Hmm, and that sense of a shared cultural capital which I enjoyed in Europe, I can't take it for granted here. After two years living here. I am still on the learning curve around deep culture. And there are the superficial elements of culture, the food, dance, language but the deep cultural idioms, paradigms that working in an Indian staff involves. I often feel that sitting here, I am not a Headmaster but a ruler of a small country. There are villagers at the main gate wanting to set themselves on fire, y'know, taking account of that, it's extraordinary".

I have referred earlier to the difficulties of defining international schools in a truly satisfactory way, in a way that would enable a useful categorisation to be made. In my analysis I have used illustrative characteristics,   to categorise schools: the mission, i.e. their strategic intent, especially in relation to the development of students' international understanding, the composition of the student body, as measured by that blunt instrument, the passport (ethnicity is not recorded at census level in India and many students/families in international schools do not feature in the Census of India, because of their nationality); similarly, the nationality of the teaching faculty, and, finally, the curriculum followed. In addition to this, the under-graduate destinations of students as they move from the IB Diploma to universities and colleges in and beyond India may be significant, as illustrated in the interview with the IB's University Recognition Officer in India, Priyamvada Taneja (Appendix 18). All in all, the nature of the school and its state of development seems to be a significant factor in defining the professional needs of the Heads of School. The data analysis reveals that Heads see their personal, professional needs in alignment with the school's needs: for example, the school needs, in the view of the Board) to be marketed more strongly, the Head believes she needs greater marketing skills

(Interviewee b), or the school needs to develop its capacity for open discussion about teaching, learning and academic standards, in the view of the Head, and the Head believes he needs to develop this ability to take the community to this state of readiness (interviewee d), or both the Board and the Head see the need for a stronger relationship between governance and leadership, and the Head prioritises this as a personal professional target (interviewee a). The data show me, through the axial coding, that professional development proposals for Heads need to be differentiated and differentiated not only on account of the background experience of the Head but also the state of development of the school. Hence, my continuum (Figure 9), first mentioned by Hayden (2006:15-17) but developed by the researcher. Each school may be placed on this continuum, or on each strand within it. The nature of the school, the data suggest, has a significant influence on the professional development priorities of the Head. Beyond my model, 'A Continuum of International Schools', are: the mode of ownership ; profit or not-for-profit status; and the governance model. These are beyond the model because, per se, they do not characterise international education. The number and nature of languages on offer, one of the more frequent defining characteristics of an international school mentioned in the literature (see, for example, CIS, 2011), I subsume within the nature of the curriculum on offer, i.e. the curriculum offered, together with the mission on international understanding defines the language offering and the approach to the development and maintenance of mother-tongue.

A Continuum of International Schools

Locally-grounded International Schools			International School looking beyond host country
Local teaching faculty	Critical mass of local staff	Critical mass of foreign staff	Foreign, overseas background to teaching faculty
Locally trained			Foreign trained
Local curriculum	IB and Indian curriculum offer		Foreign curriculum
Serving local students, families	mix of foreign & local, internationally-minded families		Serving foreigners
Mission not including internationalism, Global citizenship			Internationally-minded mission
Strong emphasis on host cultures, role in India	Superficial treatment of host culture- food, festivals		Little emphasis on being in India
Local leadership of School			Foreign leadership ie not drawn from host country

Figure 9 (adapted from Hayden 2006 : 15-17)

The Indian context within which international schools and the Heads of School operate is a matter of significance for the 'agencies' working with international schools in India. The importance of the IB is stressed in every interview. What emerges from the data are the expectations the Heads of School have of the IB. These range from curriculum support, to training of teachers, to differentiated support for smaller international schools, to developing local networks, to professional development for Heads of School and Board training and development. In analysing

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(see Chapter 6.1 and also Walker 2011:1-17) being redefined in helping schools to prepare students to address the challenges and opportunities of globalisation.

The strategic challenge of working in India is described by senior figures in what emerges from the data as the two most significant organisations in terms of in-country support and liaison. Ian Chambers, IB Regional Director (Asia Pacific) describes the role of the IB in India in terms of the changing expectations he sees being expressed by parents. He recognises that, on the one hand, there is a cadre of families who will not be looking at universities/colleges beyond India, once their children graduate from the IB Diploma programme, and yet, also, such families are looking, in his view, for a distinctively different form of school education to what they themselves experienced or what may be on offer in local schools in India, and one that resonates with their own globally-mobile family and business lifestyle (extract below from Appendix 16).

"I think many of those parents, they increasingly probably don't think their son or daughter needs to go outside of India for undergraduate studies but they're seeing what it means to work in international or global business as India interacts with the rest of the world. And they're seeing the type of skills that they're required to have, and they're not seeing that type of skill being taught or learned in any way, or fostered in an Indian environment. And I think they walk into an IB school and see something different, that probably resounds with what they're seeing every day, probably in their real life".

His comments are revealing about the situation of international schools in India and they resonate with the data analysis from the interviewees. Chambers, interviewed in September 2011, emphasises the holistic changes he envisages as being necessary when a school adopts the IB programme. However, he acknowledges the difficulties the IB faces in India, particularly in regard to proprietorial schools, which are, most typically in India, characterised by a business entrepreneurial model of ownership, either for profit or via a specifically-established, not-for-profit trust.

"The thing about the IB that we are aware of, I mean it's a transformational programme, it ensures that the school changes, whereas many other programmes you can drop into the school but this, you'd need to change the whole mind-set, the administrative side of the mind-set, along with the structure of the school, the professional development of the teachers. There has to be a firm commitment there. So, you necessarily change the whole attitude to teaching and learning within the school. We do struggle in India, There are some challenges that we are aware of, that schools face with management. It's normally the management that's the issue in India. The people that are constructing these schools are often not from an educational background, so they see the value of infrastructure, but that doesn't necessarily correspond to how much money they would give for professional development, and it's something that's not factored in, so once the school is complete in infrastructural terms they'll then become bothered about getting a return on their investment and admissions through the door, so we're just, this year, starting governance workshops with the pure aim of influencing Boards or Trustees of schools to understand what they have actually signed up for along the way".

Richard Tangye, then Executive Director of the Council of International Schools (CIS) echoes these sentiments but questions the extent to which some international schools in India wish to embrace the IB curriculum in the way envisioned by Chambers. He infers that the curriculum may not (unsurprisingly) be understood by school owners, who may find it more straightforward to implement a prescribed curriculum rather than one that encourages school-based development within a conceptual framework, hence his reference to A-level (the analogy would apply as easily to the Indian curricula prescribed by the CBSE). The extract below is drawn from Appendix 15.

My concern is two-fold. One is that international education has a cachet to it and is used as a marketing brand, and I would be sceptical about the quality of a lot of the so-called education that comes out of the so-called international schools. I keep using the example of schools that say they are IB schools and they teach the IB diploma as if it's an 'A' level. Because it's easier for them to do, it's a prescriptive curriculum, it doesn't involve any of the philosophical, moral, ethical background that underpins the IB, if one is in accord with that. There will be an increasing demand from a rising middle class for education that enables their kids to move into a more global network world, and to that extent India is no different to Kazakhstan, where I've worked, China, or any of these other countries.

CIS, through its work in evaluating and accrediting international schools, has been well placed to compare school priorities in and beyond India. From the CIS survey of 191 schools (Alvarez, 2011), the most frequently mentioned strengths in India were: the use of the host culture in teaching and

153

learning; the clarity of the school's philosophy and objectives; the dedication of staff; and the creative use of space (compared to the schools from beyond India in the survey: the relationship between the Head and the Board, the culture of respect, the quality of the support staff and the role of the Head as the educational leader of the school). In regard to the most frequently mentioned areas for development in CIS Accreditation reports in international schools in India : health and safety; resources for learning; professional development; support for high ability students and the articulation of the curriculum. World-wide, the most mentioned priorities for development were: measuring the implementation of the school's philosophy and objectives; the professional development of staff; staff appraisal; the support for high ability students and the articulation of the curriculum. In analysing these priorities and comparing them to the outcomes of my own data analysis, it is unsurprising that international schools in India emphasise and use the host culture, or that health and safety is a priority for development. Support or the most able students and the articulation of the curriculum are issues on which every school strives to improve, although these have not been prioritised as issues by the Heads sampled in my research. Professional development is identified as a general priority in the surveyed schools in India. My own data, for Heads of School, show a mixed picture with the determining factor being the attitude to and support from the Board for investing in professional development, as illustrated by Interviewee c. She talks about the professional isolation of Headship, of being supported by the school owners to attend one professional development event per annum (in this case the IB Heads' Conference in Seville), of using the online network of international school Heads (AISHNET), and local, informal networks in Bangalore. She goes on to compare her professional development support in India to what she experienced in the government system in Ontario ('every month, every year').

"So, PD (professional development) for me, since I've become a Principal, has been every month, every year and then when I came here, I was allowed to go to one PD event a year, which I want to Seville, which was, wonderful because I was connected to other Heads. Important to me as an international person is connecting to AISHNET, and I find that is a wonderful body because, as Head of School you are an island, and you need to consult. The other thing is, within Bangalore, John and Helen form Stonehill, and Anu and I have a good relationship and we can pick up the phone and call each other, and we do go out and have dinner together and talk.

TAISI, The Association of International Schools of India, is potentially a key player in the professional development of Heads of international schools. From the interview data, it is evident that Heads value local as well as global networks, the very local, i.e. within one city such as Pune,

Mumbai or Bangalore (all mentioned in transcripts) to the global on-line network, AISHNET. The India-wide network of 50 plus schools falls between these two scales and, judging by the evidence presented in the data, may have a bigger role to play than it currently exercises. To date, in its five year existence, TAISI has run two conferences per year, one geared at teachers, one at school leaders/managers in the broadest sense. It has formed significant strategic partnerships with the IB and with CIS, to its credit, offering joint workshops. There is nothing specifically for Heads of School. The association is recognisably associated with its founder and Chair. The interview data reveal that Heads regard this as a strength and a weakness. TAISI has also played a role in bringing schools together to discuss and receive 'expert witness' inputs around a single issue agenda, The Right to Education Act and its scope and implications for international schools. In an untranscripted briefing to the researcher on 17/10/11, Rahul Dhawan, TAISI's appointed lawyer (Lex Chambers, New Delhi) and specialist on The Right to Education Act, pointed out that although the TAISI schools were investigating the possibilities of exemption from the Act, very few were willing to test this in the courts.

The Chair of TAISI, Anu Monga, in an interview with the researcher (Appendix 14) does not offer any specific strategies being used by TAISI to promote the professional development of Heads, but talks about the constraints of the competitive environment, a concern echoed by many of the Heads of School. She, echoing Tangye and Chambers (Appendices 15 and 16), expresses concern with some of the competitive behaviours of some proprietorial schools. However, it would be wrong to demonise this category of schools, the newer members of the international schools' community as the data show this to be an endemic problem in India with a reach beyond any one type of school.

AM I know, we do help them a lot. But tomorrow, a Head is getting a position at one of the international schools in India, and you know one of their colleagues has asked to leave. I don't think they'll even reason out with him why. They'll just be happy that they have filled the position, and that kind of disturbs me. I personally think TAISI is there, we do a lot of support but teachers are being poached from each other's school, why weren't those Heads ringing you up, they are all part of TAISI?

GR Why do you think they don't act more collegially?

AM There is some kind of, eh, I don't want to be realist, but this is a very Indian thing, not to be upfront and, y'know, talk direct. Y'know, and uh, a lot of things go on behind people's backs. I've noticed, it's a very India thing. I hate to say it, but because they want that teacher, so they would

do it without even asking that they want that teacher. First of all, they have no business in calling them up front, now what's happening, these days, in India, somehow their HR people have got the cell number of various people. And, we discovered the day other, there's a school here and we discovered one of his people was actually handing out the cell numbers to the school.

Thoughts on the future role of TAISI are best illustrated by the views of Richard Tangy (Appendix 16), talking in his then role as Executive Director of CIS. CIS has, since TAISI's inception, supported the development of the Association, as a means of supporting international schools in India. Tangye, interviewed in 2010, regards TAISI as being at a cross-roads, either continuing to carry out the role it already performs or professionalising and developing its strategic role. My view, based on the analysis of the data, is that it has no choice but to develop its role beyond its current remit. In regard to Heads of School specifically, it needs to fill the void and offer a specific professional development portfolio, aimed at Heads, preferably in partnership with other organisations such as the IB and CIS.

"………so there is a clear demand I think for localised professional development, and that's something that TAISI can provide. It does it with minimal resources at present, and it's got to make its mind up as to whether it's going to be a fully-fledged organisation which requires a full-time staff or whether it's going to be run on a shoestring as it is now…….

GR: Which way do you think TAISI should go?

RT: That's an interesting question that I haven't actually given a great deal of thought to. It's cementing its relationship with the IB because there is no doubt that the IB quota in India is going to be material. The revenue that they will be able to generate for themselves on running I.B. workshops can then be used to provide professional development elsewhere so I see an opportunity for them on than, then I do think they need to look at into expanding themselves into a South-Asian environment Pakistan, India, Nepal, Bangladesh, Sri Lanka, the danger that they run into in that is that they have the American–based organisation NESA, on that and how they will actually relate to that organisation and be complementary to it because there is a role for both. I suspect the role of NESA is more in providing conferences like this, whereas the role of TAISI is providing professional development on the ground, which NESA doesn't do…"

Chapter 10 Conclusions, Evaluation and Recommendations

The nature of international schools is changing and that change is exacerbated in India where the growth of international schools has been unprecedented. Though not recorded systematically or quantified, data from the International Baccalaureate (IB) show this growth (there are now 78 IB schools in India offering 110 IB curriculum programmes at primary, middle and Diploma levels). The growth in international schools may reflect India's economic growth rate (currently around 8% GDP annual growth) and its relative protection from the global recession. Much literature has been devoted to the rise of the Indian middle class and the economic growth (Dossani 2008; Giridharadas 2011; and Desai 2009, for example), but little reference is made through this literature to the implications for school education. What is taking place is not only growth in numbers but also a change in the nature of the international school. The growth does not conform to the model of the growth of the early (post-World War II) international schools such as at Geneva or Yokohama described in the literature analysis in Chapter 5.2. The growth and changing nature of International schools in India is being fuelled by proprietorial schools, schools, usually established by an Indian business entrepreneur, either as 'for profit operations or overseen through a 'not-for-profit' Trust).

Almost all international schools in India teach at least one IB programme. Of these, the most numerically significant programme on offer in India is the IB Diploma, or pre-university curriculum, which is also the IB programme which requires least customisation, and is more prescribed in its content and subject demarcation. This means that the IB is playing a significant role in these developments. A school may only offer an IB curriculum if it is authorised to do so by the IB. The IB has responded to the changing nature of IB schools in India by recognising that the university/college destinations of IB Diploma graduates will no longer follow the accustomed pathway to overseas universities and colleges trod by their predecessors. The IB has begun to develop agreements with universities in India to recognise formally the IB diploma as a pre-university qualification. Whilst recognising the need to give Heads of School professional support, the IB has relatively little in place, excepting a biennial conference to support Heads of School. The data reflect the view that it may be an organisation struggling to assure quality in a context of growth in India. One of the contributions I have made in my analysis is to go beyond defining what the international school in India. I have used the concept promulgated by Hayden (2006: 10-20) of a continuum of international schools (see Chapter 9) to describe the characteristics of an international school in order to help define the professional development needs of the Head. I

have developed a typology of Heads to accompany this, and, by bringing together the characteristics of the Head's professional background and the nature of the school, I have been able to propose professional development strategies for this sector.

My unique contribution is to define what competencies the Head needs to be able to demonstrate in order to perform the role well. I have analysed and research the literature surrounding competencies-based models for Headship and found them to be valuable but partial in this context. I have looked at the Academy for International School Heads (AISH) competencies, and, again, these require considerable development, useful as they are. I have also looked at the Council of International Schools' standards and competencies, used in evaluation and accreditation visits to assess the criteria used. My competencies model is my own development, though it leans on what may be most valuable from these sources. In particular, and dominating the data analysis, is the importance of the context in India and the competencies a Head of School needs to perform the role well. Competencies, as a means of defining what one does, do not feature prominently in the minds of Heads of School. Seemingly, Boards of international schools appoint by reference to a Job Description and a candidate's experience rather than any set of agreed skills and/or competencies.

Headship of an international school in India is distinctively different from Headship elsewhere. It is characterised by the lack of recognition of international schools in the Indian educational landscape. This emerges as a factor of significance to Heads in all schools surveyed, except those covered by the protective embrace of an Embassy (Interviewee a, for example). Second, the challenging regulatory environment, though, perhaps not unique, presents an unusual challenge to a Head of School. Two examples are given from 2010-11, both potentially having significant budgetary ramifications for an international school, both being implemented without consultation or notification. First, the changing Provident Fund (pension) arrangements for foreign (non-Indian) employees and the new financial burden placed on schools, and, second, the implications of parts of the Right to Education (RTE) Act, requiring all schools to accept, free of charge, 25% of its enrolment from 'economically backward' groups of society. The latter development is being implemented sporadically, at the level of the individual state (India has 28 states and seven Union Territories). Bureaucratic regulations and changing regulations emerge as issues for Heads to deal with or to circumnavigate. Employment visas, and the constantly changing regulations make the Human Resources challenge for Heads that much greater, not simply at the point of appointment for a member of staff, but at least annually thereafter.

In addressing the professional needs of international school Heads in India, the data suggest that the ways forward emanate from or be customised by those in India itself. TAISI, the Association of International Schools of India, does not yet have the capacity to perform this role for Heads of School. Heads do not yet operate in an environment of trust and collaboration: too often they talk of competitiveness and/or the 'poaching' of teachers. There are no checks and balances in operation, excepting localised, formal ones. The data suggest that cultural adjustment to the Indian situation is necessary, and that true cultural adjustment must go well beyond festivals, food and costume. One challenge for the foreign Head is to understand how and why things in India are carried out as they are, and, where values may conflict, whether or not they are reconcilable.

In evaluating my own work, I am mindful of the research difficulties I faced. The absence of any defined role for international schools in India means that there is no exhaustive list of such schools : one's population from which to sample is never defined. Literally, a new school calling itself an international school will be opening on a weekly or even a daily basis in metropolitan India. I overcame this by using the published IB list of schools to define the population. Second, the absence of any research into school leadership and any published studies made the use of India-specific literature impossible. The prime source of such literature, if it existed would be the library at NUEPA in New Delhi. My interview with Professor Govinda (Appendix 2) of NUEPA confirmed the absence of research in this field. The culture of competitiveness rendered it extremely difficult to secure data. I am a Head of an International School (The British School, New Delhi), and this may have been an influence, positive and negative, in securing the data. It may, of course, been an influencing factor on the nature of the data received. I learned from the pilot survey, that more open-ended questioning, leaving the digital recorder running almost unobtrusively, was a help in encouraging people to speak, even if, at times, they speak away from the focus under study. I also carried out every interview with a Head of School in the school itself, despite the travelling times, given the poor infrastructure, in the country. My on-line survey yielded a responses rate of 24%, with eight agreements from Heads of School for in-depth studies. This was countered by the willingness of CIS, the IB and TAISI to discuss India-specific issues with me, from their perspective as service providers to the Heads of School. To take this investigation further, a more comprehensive survey of schools will be needed. The time is right, given the expansion, and this is ground-breaking work.

My recommendations, based on the data and their analysis are as follows:

➢ international schools in India need to be recognised by the government in order to make a more effective contribution to educational standards in India, to promote interactions

with the government sector and to develop the necessary regulation and quality assurance of such schools;

➢ standards and competencies need to be used and developed in appointing and developing Heads of international schools in India;

➢ the professional development needs of Heads must be addressed within India. TAISI, The Association of International Schools of India, should play a significant role if it chooses to develop its ambition, role and strengthen its already fruitful partnerships with external, international partners such as the IB and CIS;

➢ a priority should be to develop a leadership college for school leaders and aspirant school leaders, perhaps in partnership with the university sector;

➢ TAISI, the IB and CIS should work together to promote local networks of international school leaders within metropolitan areas where international schools are located;

➢ the IB should develop its capacity to support Heads of School in India as well as IB teachers; and

➢ the professional development and training of school Boards needs to be carried out alongside the training of Heads, perhaps as a precursor to the IB authorisation process and the CIS accreditation process.

I have shared my preliminary findings with all those involved in the on-line survey of November 2010 (Appendix 23), as well as, much more recently, having the opportunity to share later findings at The IB Heads' Conference in Singapore, October, 2011 (Appendix 24).

The significance of my research derives from several factors. India, as has been stated, is a significant growth area for the development of international schools, a growth so rapid that it is unchartered, and a growth that is likely to continue, according to my analysis, as long as the economic growth of India continues uninterrupted. Given the size of the Indian diaspora, and the economic downturn more seriously affecting much of the world beyond India (and China), it is likely that the pattern of a returning, ethnically Indian population, economically mobile and middle-class, mobile, with changed educational and international aspirations from their parents' generation will be sustained, thus fuelling the continued growth of international schools. The recruit, professional development and performance management of Heads of School is unsystematic and unresearched territory in India. I have highlighted the nature of the international schools' landscape and the gap that exists in leadership development. After carrying

out a critique of school leadership development approaches in a number of educational systems, I have identified a model of practice that will be testable in India. I have evaluated the appropriateness of a competencies-based system of leadership development and forum its appropriateness providing that it is India-specific and takes into account the specific difficulties facing Heads of international schools in India. My unique contribution is to develop a standards and competencies approach for international school leaders here in India. By discussing these findings and presenting them, at conferences and in the mass media, I have raised their profile. Of importance is the access I have secured to the key organisations having an influence on international schools in India, those that help to determine approaches to professional development as well as the recruitment of school leaders and the development of such schools through authorisation and evaluation/accreditation programmes which are strongly aligned with school improvement models. Specifically these are the International Baccaulareate (IB) and The Council of International Schools (CIS). I have identified concerns that highlight that unfettered growth may jeopardise the quality of provision: authorised IB programme schools subsequently lack a localised support structure as do CIS member schools and accredited schools. Increasingly, international schools in India are following the IB curriculum, predominantly the pre-university IB Diploma. The IB Diploma is not yet universally recognised by Indian universities as an entry qualification for under-graduates. Yet, IB students in such schools are, a s the IB data show, looking at Indian universities as well as those overseas. More and more international schools in India are serving the needs of local not expatriate students, studying in these schools for most or all of their school careers rather than on a fixed duration determined by an employment contract or diplomatic posting of a parent. The assumptions made about international schools and their students, so evident in the 'Third Culture' genre of the literature do not apply here. The critique needs rethinking in India. Most significantly, a growing number of schools are operating in a largely unregulated and ill-defined are of the educational landscape. An urgent response to these changes is needed from The Association of International Schools of India (TAISI) an emergent association now needing to reinvent itself in a changing landscape, and new approaches are needed from the IB and CIS to serve the needs of their member schools and authorised programme schools in India. International schools in India require regulation. They need to operate in a regulatory environment that is more all-embracing than the regulations offered through affiliations to Examinations bodies. However, this is not likely to happen. India is beset with educational challenges of access, literacy levels, resourcing, teacher and Head of School quality and the middle classes opting out of the government system if they have the opportunity.

In such a government vacuum, the responsibility must fall on the school membership organisations mentioned above and, perhaps, specific programmes for international school leaders aimed at developing them professionally and supporting the development in quality in international schools. The rise of the middle classes in India is accompanied by a rise in global thinking and increased economic mobility. International schools have a key role to play in the development of such young people, and their success will be significantly influenced by the quality of those who lead them. Unless organisations within India take up this challenge, India will continue to be seen as a market for foreign providers, who may not necessarily have the long-term sustainable development of international schools in India as the forefront of their minds. My research points the way to what may be needed in the development of such leaders and in the development of such schools. To quote, finally, from Nandan Nilekani, Chairman of the Unique Identification Authority of India (UIDAI*), "India, more than any country, highlights the differences between the educated and the illiterate, the public and the private sectors, between the well and the poorly governed , and between those who have access and those who do not"* (Nilekani 2009:149). Despite the evident challenges of disparity in a context of national growth, the internationally-mobile and internationally- minded students in India must not be neglected.

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Index of Appendices

APPENDIX-1 Preliminary Research Plan

KEY RESEARCH QUESTIONS	OPERATIONAL QUESTIONS	ISSUES RAISED BY THE LITERATURE	SOURCES OF DATA and DATA COLLECTION	DATA ANALYSIS?	How does this address the KRQ?
• What characterises the career paths of international school principals in India (IISPs)?	How have Indian international school Principals reached their position? What do their career paths look like? What are their professional needs? To what extent may their needs	Literature on government sector Heads – to what extent does this apply to the international sector? Beginning Principals – how are they prepared? What empirical work has been carried out in the international school sector? Models available for leadership development of serving Heads – applicability to India?	Source – international school principals in India. Pilot Survey – 3 Heads of School September 09 On-line survey throughout India (international schools and IB authorised schools). October 09	Open and axial coding methods as advocated by Strauss and Corbin (1990) to break down the data and establish relationships and sub-relationships	Through a systematic approach to categorising the career profiles, giving a ready breakdown of the different professional pathways taken and an insight into professional needs.

	be categorised?		Refined survey – 50 schools October – December 09		
• What are the skills and competencies required for headship?	To what extent is there a consensus in the definition of skills and competencies required for headship? To what extent are they culturally transferable? What school leadership development	Literature on NCSL – research on its impact. Do we know if such models are effective? Is there a research base for the models established (e.g. in UK/US/AUS/NZ, and in India, if applicable)	School leadership literature, and that covering the link between school leadership and school improvement.. Documentary - NCSL standards and competencies and the equivalent in New Zealand, US and some	Coded notes to link analysis of standards and competencies with the outcomes identified through surveys and interviews. Gap analysis.	Through correlating the skills and competencies identified as essential to school leadership with the profiles of International School Principals in India.

179

	models are available? What models, if any, are used in India?		Australian states. Web-based. Investigation of government of India web-site for the equivalent, if it exists.		
• What are the professional needs of IISPs? How are they addressed/met? • What models may be proposed? • How may such models be suitably	How are the leadership development needs of international school principals being addressed in India? To what extent are they being met? What models of Leadership	Issues relating to the professional needs of Headteachers. Distinctions between leadership/management, business model and educationalist model.	Purposive Sampling of 10 school leaders, identified through the survey anaylsis. Personal Needs Assessments; Critical Logs; Two interviews (4 months apart). Through discourse –a	Open and axial coding of detailed profiles in the first stage of the analysis. Typology of heads of School and their professional development needs identified. This will be related to the available models through a needs analysis. Discourse analysis	Professional needs will be coded, categorized and sub-categorised. This enables patterns of professional development need to be identified and models proposed, which

differentiate d and disseminated ?	development are available to IISPs? What models may be proposed? How may such models be suitably differentiated and disseminated?		focus group of International School heads in India. Using The Association of International Schools of India (TAISI)		will break new ground in India.
• What are the characteristic s of international schools in India? • How does this relate to international schools as described in	How are international schools categorised? What explains the presence of international schools in India? How can Indian international schools be	Literature relating to the changing nature of international schools, since their inception. Issues relating to internationalism and categorisation of international schools: what makes a school international, or internationally-minded –	Source of data – the interviews and surveys (as above), school web-sites. Documentary sources – the body of literature covering international education.	Literature analysis will inform the development of the categorisation (developed inductively) of professional development needs and the proposal of models of leadership development.	This enables a grouping of international schools to be developed (none exists in India) and a comparison between the characteristics of international

the literature? • How may international schools be categorised? • How do Indian international schools fit into such a typology?	grouped-CIS members, IBO-authorised, demographics, mission, international profile of faculty/student body?	curriculum/mission/ethos/ composition of the faculty/ composition of the student body?	Data source – surveys of Indian International Schools		schools as defined in the literature and the situation in India.
• What is the clientele of Indian international schools? • How does this influence their mission/purp	How do Indian international schools fit into a typology? How do the mission statements of the schools help them	Gap between the 'marketing' rhetoric and the international characteristics of the school. Issues arising from mission/strategic intent?	Survey data plus semi-structure discussions.	Categorisation of international schools, tested against the proposed categorization of Curriculum/Mission/Composition of Teaching faculty/Demographics of student body.	Will inform the axial coding analysis.

ose and, in turn, ethos and leadership style?	to be categorised? How are they governed? How does this influence Leadership recruitment?				

23/10/2009 15.40 minutes with Professor R. Govinda (NUEPA)

Professor R. Govinda is currently the Vice Chancellor of National University of Educational Planning and Administration.

International student bodies… those with a lot of Indian students. It's like the compositions of the schools; you are looking at it differently

GR: Yes, sure

PG: For instance the school across from this campus is called Mother's International School,

GR: OK

PG: And the, mostly they have Indian students but they have a very international perspective in their mission, so, could be. I am just saying because there are studies that have been done on Leadership in Indian schools, it's not that it is done….

There are two kinds of studies, one they are using a very standardised instrument to study the leadership of behaviour, more behaviouristic I should say, the conditions under which the organisation is functioning like organisational governance? There are many standardised tools that are available. People have used this to study Indian schools in Delhi and in many other places, and the characterising base is the nature of leadership in the school democracy, authority, and many other categorisations. Similarly, looking at the school environment or school climate are very often used threads. People have studied school climate also. This is one kind of study you will find. But there are also studies where one has to look more carefully at the literature, where case studies have been done. Not necessarily very big schools, but there are schools where they have studied the school in the holistic way, in which the leadership question will also come and in several dimensions the study is more ethnographic. Studying a school in that direction than studying the full culture of the school, and then the leadership there and the kind of student body, everything, student orientation, curricular orientation. So this is the second kind of category. I don't know, what is your perspective in the way you are looking at it?

GR: It would be more ethnographic but I think a dip into both would be valuable. Are they published in academic journals such as this one, or does it vary?

PG: You may also find some published articles that way, but not all of them may be published but you may find abstracts of many of these studies. Until the '90's we had volumes coming out on research in education. Later on we had abstracts of education that CRT has been picking out. You may find access to some of them in the abstracts and you may like to trace some of them, because not all of them, if you are going more qualitative, not all of the studies are relevant to you. You should really look deeper into the qualitative studies that have been done, and then you may find this issue relating to leadership

GR: It would be more related to qualitative work. I'm using grounded theory, and I've just been trialling some semi-structured instruments on five school leaders, and doing linguistic analysis of the discourse and then coding on that basis but it's early days, I'm trying out the instruments really. And they would be available through the library?

PG: Some of them should be available in the library.

The 5 schools are they here in Delhi or.

GR: No, not necessarily. I haven't decided ultimately on the schools I will take forward. The five schools were chosen randomly. Those five schools were simply to try out my instrument and I'll refine the instrument on the basis of the findings of the trial. They weren't in Delhi. One was in Hyderabad, one in Bangalore, one in Mumbai; one was in Delhi, one in Pune. By coincidence, they were interviews carried out in 5 different locations. I carried out all the interviews in one place because all the heads were gathered together for a conference, there's an association of international schools of India. What about your own work, what's been your research focus?

PG: I do not focus so much on this leadership aspect. Work related more to school improvement, planning, and all these small government schools' improvement areas, that's what we have been doing, work related to that. It was much more operational than simply research.

GR: Yes, OK, on practice?

PG: Recently we had a training in Chhattisgarh, on school improvement, but what we did was not just theoretical work, we have actually been doing work in rural areas We had 75 school profiles, and we got the school principals as part of this training and we explored the possibility

of developing school improvement plans based on the very detailed school profiles. Intensive work on all those schools. That's the kind of work we do here and as an institution we feel we should contribute to development, not just research so a lot of work we do is development related in fact. Similar work we did in Assam just a few years ago . We link training, research capacity building in one framework.

Something in terms of the nature of school development planning programme in India, what is happening, different approaches have been adopted. Let me see if I can lay my hands on ...I will send my electronic version, if I ... The paper was produced as part of the proceedings of some international conference in China. I don't remember now ...quite some time ago I did that. Different vantage points of school improvement we have seen and developed, somewhere based on leadership, somewhere based on incentive systems for school, somewhere based on a system of change we are looking at. The different models that are emerging in India. I wrote on that. (Promised various information)

GR: How easy is it to use the library? (Info sought about access) Are there any other researchers you know in the field I'm looking into, the leadership development field? in India?

PG: One of my colleagues did some work on leadership development. I will send you their email ID.

GR: They are in NUEPA?

PG: They may be able to help you. This is an area that many people have studied in India, but, as I said, most of the studies have been quantitative in the sense of using the scales of leadership for development behaviour questionnaire. This is the popular one. And similarly organisational climate. Those are the kind of things that are scales that measure and then characterise what is happening in the school and the aspects of school leadership. Those kinds of studies are many in fact.

GR: And have they made any difference in practical terms about how schools are led?

PG: Impact is a very tough job. I think there has to be much more if it is going to have an impact. You may like to see a very interesting study that was done many years ago on Rishi Valley School. This was done by a professor of sociology at Delhi University. You might like to meet her. Meenakshi Tapan. It was on schools and classrooms. I don't know if it studied leadership but interesting as a school case study. I think it is published also.

PILOT SURVEY: The Professional Development Needs of International School

Leaders in India and how to address them.

Name _____

School _____

Date   _____

Pilot semi-structured interview

To what extent are the professional development needs of international school Principals in India being addressed?

Section A The school

A1. By what criteria do you judge your school to be an international school?

A The curriculum

B The mission and vision

C The composition of the student body

D The composition of the teaching faculty

E Some other factor

Any other comments in relation to your response?

_____

_____

_____

_____

A2. What is the school's mission and stated aims? (GR to check on web-site)

Section B Your background to headship

B1. How many years have you been a Head of school?

0-5 years [   ]   5-10 years [   ]   10-15 years [   ]   15 years + [   ]

B2. Is this your first Head of school position?

Yes [   ]   No [   ]

B3. Describe your career path to your current position please? Include your exposure to international education.

_____

_____

_____

_____

B4. Professionally, what do you consider your greater attributes in terms of skills and competencies?

_____

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_____

Section C: Your Professional Development

C1. Describe your professional development priorities for the current academic year

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C2. How are your professional development priorities identified? By what process?

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C3. (i) Where do you go to for professional advice and support?

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C3 (ii) How will you address your professional development priorities?

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_____

D International School Headship in India

D1. What do you regard as the particular challenges in leading an international school?

_____

_____

_____

_____

D2. What are the particular challenges of leading such a school <u>in India</u>?

_____

_____

_____

_____

D3. What professional development strategies do you consider to be the most appropriate for international school Heads in India and why?

_____

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_____

_____

D4. What do you see as the role of the

- IBO
- CIS

- TAISI

- any other professional association/organisation?

_____

_____

_____

_____

Thank you

Graham Ranger September 2009

Pilot Interviews: Career Profile of Interviewees

Interview	Years as Head of School	No. Of Headship position	Career Pathway
A	10-15	4	Teacher in international school. Four international school leadership
B	5-10	1	Board member Counsellor Middle School Co-ordinator, became Head
C	10-15	>1	Primary, then secondary teacher. Vice-Principal, Principal, then started own school as Director
D	15+	>1	Government school system, home country. Curriculum adviser, then head of government School overseas
E	15+	>1	Government school, home country. Mission Schools overseas, international schools, HOD then Head (20+ years ago)

Name Helge Gallinger

School Hyderabad International School

Date   25/09/2009

Pilot semi-structured interview

To what extent are the professional development needs of international school Heads in India being addressed?

Section A The school

A1. By what criteria do you judge your school to be an international school?

A The curriculum

B The mission and vision

C The composition of the student body

D The composition of the teaching faculty

E Some other factor

Any other comments in relation to your response?

Difficult. All 4 important. Also, connect internationally with organizations-
AIE/NESA/CIS/NEAC/internationally. Accredited/NEAC/CIS

A2. What is the school's mission and stated aims? (GR to check on web-site)

Important to set values/expected outcomes

Section B Your background to headship

B1. How many years have you been a Head of school?

0-5 years [ ]   5-10 years [ ]   10-15 years [√]   15 years + [ ]

B2. Is this your first Head of school position?

Yes [ ]   No [√]   4th

B3. Describe your career path to your current position please? Include your exposure to international education.

<u>3 previous headships. All international. Prior to this, teacher in international school</u>

B4. Professionally, what do you consider your greater attributes in terms of skills and competencies?

People skills

Dealing with stakeholders

Managerial development problem-solving issues on a daily basis

Good leader/inspiring HT

Section C: Your Professional Development

C1. Describe your professional development priorities for the current academic year

- TAISI-meeting colleagues. Picking up what's happening internationally.

- AIE Conference (Boston)

- NESA HTs Conference

-

C2. How are your professional development priorities identified? By what process?

No Board interest in what I do and where, as long as I do it. Encouraging research. Staff

appraisal is of interest. No particular focus.

C3. (i) Where do you go to for professional advice and support?

CIS accreditation process. Several HT network from all facets. Personal, individual-colleagues,
school, wife, not public. Coach, personal coach-1 year offered to HT. In-house not always valued.
Heads know a lot or think they do. Maybe needs high-level trainees-de Bono/Harvard/Gardner

C3 (ii) How will you address your professional development priorities?

D International School Headship in India

D1. What do you regard as the particular challenges in leading an international school?

Dealing with diversity

Dealing with unpredictable communities

D2. What are the particular challenges of leading such a school <u>in India</u>?

Not especially

6 years in India

D3. What professional development strategies do you consider to be the most appropriate for international school Heads in India and why?

What helped most. PTC helps enormously. Connects you with exp-HP trainers

D4. What do you see as the role of the

- IBO
- CIS
- TAISI
- any other professional association/organisation?

Not necessarily a main PD role, mainly TAI9SI. The only platform

Thank you

Graham Ranger September 2009

Name Siegfried Huber

School German School, New Delhi

Date   25/09/09

Pilot semi-structured interview

To what extent are the professional development needs of international school Heads in India being addressed?

Section A The school

A1. By what criteria do you judge your school to be an international school?

A The curriculum	
B The mission and vision	
C The composition of the student body	√
D The composition of the teaching faculty	
E Some other factor	

Any other comments in relation to your response?

Not an international school

A German overseas school

All German KY bilingual

Trying to be an international school but not yet. A level (2 subjects)

A2. What is the school's mission and stated aims? (GR to check on web-site)

Section B Your background to headship

B1. How many years have you been a Head of school?

0-5 years ☐   5-10 years ☐   10-15 years ☐   15 years +   √

B2. Is this your first Head of school position?

Yes ☐   No   √

B3. Describe your career path to your current position please? Include your exposure to international education.

Teacher, Ministry/central exam

Curriculum for European langyage

B4. Professionally, what do you consider your greater attributes in terms of skills and competencies?

Human Resources

Can create a good atmosphere

Leaders who makes people want to work

No-one trains you but having been a good teacher

Section C: Your Professional Development

C1. Describe your professional development priorities for the current academic year

- Developing the upper senior classes

- Evaluation/peer review of school

- German school of Jakarta evaluates the certification

-

C2. How are your professional development priorities identified? By what process?

Personally test. Determined by central agency for German schools abroad.

General SDP set by them

C3. (i) Where do you go to for professional advice and support?

To my colleagues in region. German schools abroad, 3xpa: 2x in SEAsia 1 in Germany

Daily support-LT

C3 (ii) How will you address your professional development priorities?

D International School Headship in India

D1. What do you regard as the particular challenges in leading an international school?

Responsible for everything, from toilets to students.

Delegating appropriately but doing too much myself.

D2. What are the particular challenges of leading such a school <u>in India</u>?

D3. What professional development strategies do you consider to be the most appropriate for international school Heads in India and why?

Marketing strategies because we all suffer from shortage of pupils

No external help

German schools abroad-no support on this

Board- no help professionally

D4. What do you see as the role of the

- IBO
- CIS
- TAISI
- any other professional association/organisation?

1st contact with TAISI

1 more year

Thank you

Graham Ranger September 2009

Name : Dr. Mrs. Vandana Lulla

School : Podar International School

Date   : 5th October 09

Pilot semi-structured interview

To what extent are the professional development needs of international school Heads in India being addressed?

Section A The school

A1. By what criteria do you judge your school to be an international school?

A The curriculum | √ |

B The mission and vision

C The composition of the student body

D The composition of the teaching faculty

E Some other factor

Any other comments in relation to your response?

The requirements in terms of infrastructure needs, fee structure, teacher's remuneration, professional development of teachers.

A2. What is the school's mission and stated aims? (GR to check on web-site)

Providing opportunities through stimulating, safe and supportive Environment for Attaining Personal Mastery and Team Spirit through collaborative learning wherein they develop not only their knowledge, understanding and skills necessary for success in the 21st Century but also develop strong moral values, especially appreciation and respect of different cultures and religions and become proactive and responsible world citizens.

Section B Your background to headship

B1. How many years have you been a Head of school?

0-5 years		5-10 years		10-15 years	√	15 years +	

B2. Is this your first Head of school position?

Yes		No	√

B3. Describe your career path to your current position please? Include your exposure to international education.

I was initially a grade1 teacher, and then went on to teach history, for grade 8th, 9th & 10th. I got promoted to Vice Principal, followed by principal. During such time I did ample research on International Education, Visited International Schools across the globe and finally started Podar International School as Director.

B4. Professionally, what do you consider your greater attributes in terms of skills and competencies?

I am an excellent leader, have good communication skills, love to accept change and take up challenges.

Section C: Your Professional Development

C1. Describe your professional development priorities for the current academic year

- Training myself in various leadership courses

- Subject training areas

- Subject training for staff

- In-house workshop for staff

C2. How are your professional development priorities identified? By what process?

Discussion with all stakeholders.

C3. (i) Where do you go to for professional advice and support?

Management, Coordinators and by instinct and experts in the educational field.

C3 (ii) How will you address your professional development priorities?

See what is my topmost priority & than act upon it.

D International School Headship in India

D1. What do you regard as the particular challenges in leading an international school?

Maintaining consistency through out

D2. What are the particular challenges of leading such a school <u>in India</u>?

Changing the mind set of all stakeholders.

D3. What professional development strategies do you consider to be the most appropriate for international school Heads in India and why?

Ongoing workshops to keep oneself abreast.

D4. What do you see as the role of the

- IBO
- CIS
- TAISI
- any other professional association/organisation?

To enhance overall standards & practices.

Thank you

Graham Ranger September 2009

Name Anu Monga

School Bangalore International School

Date   25/09/09

Pilot semi-structured interview

To what extent are the professional development needs of international school Heads in India being addressed?

Section A The school

A1. By what criteria do you judge your school to be an international school?

A The curriculum √

B The mission and vision √

C The composition of the student body

D The composition of the teaching faculty √

E Some other factor

Any other comments in relation to your response?

All together combined. Inter curriculum. Mission matters. Feels, does need expat students/staff.

Sees it as mission/values/language diversity

A2. What is the school's mission and stated aims? (GR to check on web-site)

Section B Your background to headship

B1. How many years have you been a Head of school?

0-5 years [ ]   5-10 years [√]   10-15 years [ ]   15 years + [ ]

B2. Is this your first Head of school position?

Yes [√]   No [ ]

B3. Describe your career path to your current position please? Include your exposure to international education.

Aspired to be a teacher. At 18/19 worked in Nursery school. MS in psychology. Ex PTA Chair-TBS, Delhi. Started ACad Committee, only Board member. Support services/SEN/Counsellor- MSch co-ordinator-Development officer-HI

B4. Professionally, what do you consider your greater attributes in terms of skills and competencies?

People skills, PR

Deal with situations without anxiety

Weakness-too soft

Section C: Your Professional Development

C1. Describe your professional development priorities for the current academic year

- Courses at Harvard-10 days-work hard for it

- Pre-course studies are available

- Project Zero- Havard Gardner. Multiple intelligence interest, 5 minds

-

C2. How are your professional development priorities identified? By what process?

Good Board, not interfering, as long as within budget. 5 year plan. Accountable to trustees, bonus at end and makes one feel good to keep learning- 'Schools that learn'. Looking after fiancne, financial planning, difficulty in recession

C3. (i) Where do you go to for professional advice and support?

For myself

PTC-Financial management. Business Manager were there

Media itself-wants to look there therefore fiannce here is conservative. Many COs, eg Infosys. Princeton review but need to choose. Where to go to-AISH summer seminars. Ellen Stein a mentor. A HT, 70 years old

C3 (ii) How will you address your professional development priorities?

_____

_____

_____

_____

D International School Headship in India

D1. What do you regard as the particular challenges in leading an international school?

Need to understand culture of every ethnic/cultural group, eg Korean

Eg German not allowed to study

_____

_____

D2. What are the particular challenges of leading such a school <u>in India</u>?

Same as anywhere. Being an Indian perception of need to have an expat HT-from Indian parents

_____

D3. What professional development strategies do you consider to be the most appropriate for international school Heads in India and why?

Public relations priority. Need to understand cultural context

Expat HT- Can't take any decision because restriction.

_____

_____

D4. What do you see as the role of the

- IBO
- CIS
- TAISI
- any other professional association/organisation?

PD of HTs-NESA/AISH/CIS/TAISI- but much more could be done, more sustained work for HTs only, 3 days guest speaker. Smaller GP wanted..1 speaker for whole day

Thank you

Graham Ranger September 2009

Name _Michael Thompson

School Mercedes-Benz International School

Date   27/10/09

Pilot semi-structured interview

To what extent are the professional development needs of international school Heads in India being addressed?

Section A The school

A1. By what criteria do you judge your school to be an international school?

A The curriculum

X

B The mission and vision

XX

C The composition of the student body

XX

D The composition of the teaching faculty

XX

E Some other factor

Any other comments in relation to your response?

The I.B. has just coined a new phrase "national private" which fits most of the international schools in India with 90% national students.

For me its all four of the above but must include international students and staff.

. What is the school's mission and stated aims? (GR to check on web-site)

I will send a copy of our new Mission Statement (which is not yet on our website)

Section B Your background to headship

B1. How many years have you been a Head of school?

| 0-5 years | [ ] | 5-10 years | [ ] | 10-15 years | [ ] | 15 years + | [X] |

B2. Is this your first Head of school position?

| Yes | [ ] | No | [X] |

B3. Describe your career path to your current position please? Include your exposure to international education.

After two years in national schools (UK) I did 4 years in mission schools in Africa before joining an international school in 1978 and worked up from Head of P.E. and Geography to Head (a simplified version)

B4. Professionally, what do you consider your greater attributes in terms of skills and competencies?

Experience in an international setting, vision, ability to see the bigger picture, communication, ability to work with a wide variety of people in different settings.

Section C: Your Professional Development

C1. Describe your professional development priorities for the current academic year

- Strategic planning

- Establishing and meeting priorities

- improved organisation

C2. How are your professional development priorities identified? By what process?

Off the top of my head in response to your question. Probably most heads focus on their staff needs more than their own.
I also have board determined targets which need to be met in order for me to receive the final 20% of my salary.

C3. (i) Where do you go to for professional advice and support?
The most useful advice comes from the Academy of International School Heads of which I have been a member for 6 years.
Sometimes inspiration comes from conference presentations by this is a "hit or miss" approach. Advice in the school situation is very difficult to find.

C3 (ii) How will you address your professional development priorities?
Mainly trhough A.I.S.H. but also research to find useful references.

D International School Headship in India

D1. What do you regard as the particular challenges in leading an international school?
Getting parents to understand the merits of international education and why the school cannot satisfy the demands of all national groups, i.e. of offering national curricula.

Educating parents on the International baccalaureate programmes.

.

.

D2. What are the particular challenges of leading such a school <u>in India</u>?

The main challenge is getting people to understand what is and is not an international school.

Interference from national and local government which is also not clear on international education

Creating "international teachers" from the local labour market,

Maintaining ethical values at all times.

D3. What professional development strategies do you consider to be the most appropriate for international school Heads in India and why?

Whilst I applaud the initiatives of TAISI to lead international schools professional development it is rather like choosing from a buffet; some of it is useful!. However a MAJOR problem is the lack of trust between heads and schools which makes openness and sharing extremely difficult and unlikely.

D4. What do you see as the role of the

- IBO; They need to re-define SAIBSA which can only be successful if it makes Heads of school the leaders of SAIBSA. In a region where many owners are school heads they do not accept IB information coming to them through the curriculum coordinators.
- CIS. Accreditation training in India is very useful. The main problem is that, since the E/CIS split, CIS has not taken on professional development and so they offer little other than accreditation training.
- TAISI. Then success and failure of TAISIM is that it is "one size fits all". It accepts any school that calls itself international. Anu has done a great job almost single handed but I am loathe to offer more when TAISI doesn't really suit our needs.
- any other professional association/organisation? ????????????
- What MBIS and I need is a useful group of non-profit making I.B. schools. Those are our two main areas of our identity which make sharing and learning from other schools experiences in India less likely.

- I guess we could have an association where each head of school has to offer some form of workshop as you did at TAISI. Non leadership would exclude the school from participation perhaps.

Filling this in was quite a thought provoking exercise. Good luck!

Thank you

Graham Ranger September 2009

APPENDIX-6

Professional Standards (New Zealand Primary Schools)

Areas of practice	Professional Standards
SYSTEMS Develop and use management systems to support and enhance student learning.	• Exhibit leadership that results in the effective day-to-day operation of the school. • Operate within board policy and in accordance with legislative requirements. • Provide the Board with timely and accurate information and advice on student learning and school operation. • Effectively manage and administer finance, property and health and safety systems. • Effectively manage personnel with a focus on maximising the effectiveness of all staff members. • Use school / external evidence to inform planning for future action, monitor progress and manage change. • Prioritise resource allocation on the basis of the school's annual and strategic objectives.
PARTNERSHIPS and NETWORKS Strengthen communication and relationships to enhance student learning.	• Work with the Board to facilitate strategic decision making. • Actively foster relationships with the school's community and local iwi. • Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community. • Interact regularly with parents and the school community on student progress and other school-related matters. • Actively foster relationships with other schools and participate in appropriate school networks.

Professional Standards (New Zealand Secondary Schools)

Professional Leadership	1. Demonstrates a thorough understanding of current approaches to effective teaching and learning.
	2. Provides professional direction to the work of others by encouraging vision and innovation in classroom practice and school organisation
	3. Analyses and makes effective, timely responses to school self-review, external audits, and outcomes of student learning
	4. Understands and applies where appropriate, current practices for effective management from both within and beyond education
	5. Fulfils the role of Chief Executive to the Board as outlined in the Performance Agreement
	6. Reflects on own Performance Appraisal and demonstrates a commitment to own ongoing learning in order to improve performance
Strategic Management	1. Understands the implications of NZs changing cultural, social and economic context of the school's community, and ensures that these changes are reflected in the school's strategic planning
	2. Actively works with the Board of Trustees towards the development of a shared vision for the future of the school, which identifies priorities and targets for: - addressing barriers to learning - fostering high achievement of students - employing teachers of the highest quality available - focusing the school on continued improvement

	3. Makes progress towards achieving the vision through the effective management of available resources
Staff Management	1. Manages the staff of the school, within available resources, to support effective delivery of the curriculum, the implementation of the charter, and improved learning outcomes for students
	2. Establishes procedures and practices to maintain and improve staff effectiveness through appropriate recruitment, supervision, performance management, provision of professional development, and encouragement of self-development
	3. Motivates and supports staff to improve the quality of teaching and learning
Relationship Management	1. Fosters relationships between the school and its community
	2. Creates a teaching and learning environment that is perceived as safe and supportive by students, parents, Board of Trustees and the community
	3. Demonstrates an understanding of, and is responsive to the diverse concerns and needs of students, parents, staff, Board of Trustees, and the community, and the policies of government
	4. Communicates effectively, both orally and in writing to a range of audiences
	5. Manages conflict effectively and actively works to achieve solutions
	6. Represents the school and acts to achieve its objectives
Financial and Asset Management	1. Effectively and efficiently uses available financial resources and assets to support improved student learning outcomes
	2. Manages an effective budget planning system, in association with the Board of Trustees, and works within available

	resources
	3. Works effectively and efficiently with the Board of Trustees in controlling, monitoring and reporting on the use of finances and assets
Statutory and Reporting requirements	1. Works with the Board to ensure compliance with all relevant statues and regulations, and with monitoring and reporting requirements.

N.B Principals with teaching responsibilities would also need to meet the requirements of the Professional Standards of Teachers

AISH Competencies for School Leaders

I. LEARNING

1. Insists on a focus on learning in every aspect of the school's work.
2. Promotes the implementation of a curriculum rooted in best practice, international-mindedness, and value beyond school.
3. Provides leadership on how best to monitor and improve learning.

II. LEADERSHIP

4. Inspires faculty and staff to the highest expectations.
5. Galvanizes the school community around a worthy and achievable mission-driven vision.
6. Promotes a culture of accountability.

III. ORGANIZATIONAL DEVELOPMENT

7. Builds relationships and organizational structures which effectively support learning and ensure long term financial stability and mission protection
8. Initiates and maintains ethical personnel practices, focused on the highest standard of teaching in every classroom.

IV. PROFESSIONAL ACCOUNTABILITY

9. Models behavior consistent with the school's mission and values.
10. Continuously refreshes professional skills and knowledge.

Source http://www.academyish.org/

APPENDIX-9

Council of International Schools (CIS) extract from Section 3 (Governance and Management)

The Guide to School Evaluation and Accreditation, 7th edition, Version 7.02

3a	The Head of School is suitably qualified and experienced in education.	
3b	The Head of School provides leadership for the total school programme.	
3c	The governing body utilises a clearly defined appraisal system for the Head of School, conducted with his/her full knowledge. Appraisal outcomes are reported in writing to the head who has the opportunity to discuss and appeal any aspects of the appraisal.	
3d	The Head of School has direct access to the governing body.	
3e	The Head of School has total responsibility for the recruitment, selection, assignment, orientation, deployment and appraisal of all the school staff.	
3f	The Head of School delegates the above functions, where appropriate, to the staff of the school.	

Section C: STANDARD THREE	Rating E, M or D
The Head of School, although accountable to a higher authority, shall be the responsible leader of the school.	

Source : www.cois.org

CIS Guide to School Evaluation and Accreditation - 8th Edition

STANDARDS AND INDICATORS 2010

Section C: STANDARD THREE

The head of school, while accountable to a higher authority, shall be the responsible leader to ensure that teaching, learning, and student well-being are supported and that the school's mission is achieved.

Section C: INDICATORS RELATED TO STANDARD THREE

C3a

The governing body has developed a clear, written job description for the head of school.

C3b

The head of school provides leadership for the total school programme.

C3c

The head of school sets educational priorities and outlines funding implications for submission to the governing body.

C3d

The head of school has final responsibility for the recruitment, selection, assignment, orientation, deployment and appraisal of all the administrators, teachers and support staff.

C3e

The governing body ensures that all issues pertaining to the day-to-day operations of the school are addressed through the head of school.

C3f

The head of school effectively delegates responsibility through a leadership structure that is designed to fulfil the school's mission and objectives

APPENDIX-11

On Line Survey School Population

S.no	Name of the School	City	Web-site address	Name of the Head	Ownership P/NFP	Residential or Day R/D	Curriculum I or I/L	Mission
1	Aditya Birla World Academy		http://www.adityabirlaworldacademy.com/	Mrs. Radhika Sinha	Owner P?	D	I/L, IGCSE,IB	Mission- no mention of internationalism. An international school with an Indian soul.
2	Ahmedabad International School	Ahmedabad	http://www.aischool.net	Dr. Tarulata Hirani	Unstated	D	I/L,PYP,IB, IGCSE,MYP	Dedicated to creating HR for the global community in Gujarat state in the 21st century
3	American Embassy School	Delhi	http://aes.ac.in	Dr. Robert Hetzel	NFP	D	I	Global citizens
4	American International School	Chennai	http://www.aisch.org	Barry Clough	NFP	D	I	Embraces international diversity
5	American School of Bombay	Mumbai	http://www.asbindia.org	Craig Johnson	NFP	D	I	Continuous enquiry. No mention of internationalism
6	Amity Global School	Gurgaon	http://www.amityglobalschool.com	Amita Chauhan	NFP/Trust	D	I/L	Not mentiond. Mission not found

7	Avalon Heights International School	Mumbai	http://www.avalonheights.org	Simi Sharma	P	D	I/L	Responsible citizens contributing to the global community
8	B.D.Somani International School	Mumbai	http://www.bdsint.com	Donald Gardner	Unknown	D	I/L	Unstated
9	Bangalore International School	Bangalore	www.bangaloreinternationalschool.com	Anuradha Monga	NFP	D	I/L	Internationally-recognised standards

S.no	Name of the School	City	Web-site address	Name of the Head	Ownership P/NFP	Residential or Day R/D	Curriculum I or I/L	Mission
10	Calcutta International School	Kolkata	http://www.calcuttais.edu.in /	Dr. Anuradha Das	NFP	D	I/L	Unknown. Website not working (24/7/11)
11	Canadian International School	Bangalore	http://www.cisb.org.in	Lynda Gigg	P	D	I	Providing a world classinternational education
12	Chinmaya International Residential School	Coimbatore	http://www.cirschool.org	Shanti Krishnamurthy.	NFP	R	I/L	Religious foundation. No international reference.
13	Choithram International	Indore	http://www.global.choithramschool.com	MR.Dilip Vasu	NFP Trust	R	I/PYP/MYP/DP	To nurture responsible citizens of the world
14	D Y Patil International School	Nagpur	http://www.dypisnagpur.in	Bhavik Anjaria	Owner	D	I	No mention of internationalism

15	D Y Patil International School, Worli	Mumbai	http://www.dypisworli.in	Meera Mahadevan	Owner	D	I	No mention
16	Delhi Public School Patna	Patna	http://www.dpspatna.com	B. Vinod	P	R	I/L	Prepare children for global citizenship
17	Dhirubhai Ambani International School	Mumbai	http://www.da-is.org	Dermot Keegan	P	D	I/L	Not mentioned
18	DPS International, Saket	Delhi		Aruna Ummat	P	D	I	Not mentioned

S.no	Name of the School	City	Web-site address	Name of the Head	Ownership P/NFP	Residential or Day R/D	Curriculum I or I/L	Mission
19	Dr. Pillai Global Academy	Gorai,Mumbai	http://www.drpillaiglobalacademy.ac.in	T.A. James.	P	R	I	Not mentioned
20	Dr. Pillai Global Academy	New Panvel, Mumbai	http://www.drpillaiglobalacademy.ac.in		P	R	I	Not mentioned
21	Dr. Pillai Global Academy	Raigad	http://www.drpillaiglobalacademy.ac.in	Sunita Wadikar	P	R	I/L	Not mentioned
22	DRS International School	Secunderabad	http://www.drsinternational.com	Mr. S.A.M.V Prasada Rao	P	R	I/L, PYP, IGCSE, CBSE,DP	To provide education that will evolve with changes that take place globally.
23	Ecole Mondiale World School	Mumbai	http://www.ecolemondiale.org	Finbarr O'Regan	P	D	I,IB all	To develop international mindedness

24	Fazlani L'Académie Globale	Mumbai	http://www.flag.org.in	Linda Shaw	P	D	I, IB, PYP,DP,IG CSE	Prepare citizens of the world
25	Garodia International Centre for Learning	Mumbai	http://www.garodiainternational.org	Nishant Garodia	P unstated	D	I/L	One with the world-motto promote acceptance in a diverse independent world.
26	GD Goenka World School	Gurgaon, Haryana	www.goenkaglobal.com	Satinder Kumar	P	D	I/L	Globalism and internationalism are the buzz words.
27	Good Shepherd International School	Nilgiris, Tamilnadu	http://www.gsis.ac.in	PC Thomas	Unstated religious	R	I/L	To provide international education while being steeped in Indian tradition and core values.

S.no	Name of the School	City	Web-site address	Name of the Head	Ownership P/NFP	Residential or Day R/D	Curriculum I or I/L	Mission
28	HFS International	Mumbai	http://www.hiranandanischools.edu.in	Kalyani Patnaik	P	D	I/L	Not mentioned
29	HVB Global Academy	Mumbai	http://www.hvbglobalacademy.org	Mark Bartholomew	P Trust	D	I/L?	To offer a globally connected and comprehensive education programme.
30	Indus International School	Bangalore	http://www.indusschool.com/InternationalSchool	Mrs. Sarojini Rao	P	D	I/L?	Leadership in a globalised world
31	Indus International School, Hyderabad	Hyderabad	http://www.indusschool.com/InternationalSchool/Hyderabad	Mr.Arvind Kumar Chalasani	P	D	I/L?	Leadership in a globalised world
32	International School	Pune	http://www.internationalschoolaamby.com	Neil McBurney	P Trust	R	I	A new world order emerging

	Aamby							
33	International School of Hyderabad	Hyderabad, Andhra Pradesh	http://www.ishyd.org	Helge Gallinger	NFP	D	I	Internationalism- a core value
34	J.G.International School	Ahmedabad	http://www.jgcampusindia.com	MRS. BRINDA GHOSH	P (Trust)	R	I/L	Adjusted to be global citizens of tomorrow
35	Jamnabai Narsee School	Mumbai	http://www.jns.ac.in	Sudeshna Chatterjee	Trust (religious)	D	I/L	Empathy with the spirit to tackle global diversity.
36	Johnson Grammar School ICSE	Hyderabad	http://www.johnsonib.com	Chandra Bhanu K	NFP	D	I/L	Not stated

S.no	Name of the School	City	Web-site address	Name of the Head	Ownership P/NFP	Residential or Day R/D	Curriculum I or I/L	Mission
37	KiiT International School	Bhubaneswar	http://www.kiit-is.org	Mrs Mona Lisa Bal	P	R	I/L	Not stated
38	Kodaikanal International School	Kodaikanal	http://www.kis.in	Adrian Moody	Religious	R	I	Internationalism throughout web site.
39	M.Ct.M.Chidambaram Chettyar International School	Chennai	http://www.mctmib.org	Jayanthi Thiagarajan.	Foundation	D	I	Create a new global community of learners.
40	Mahatma Gandhi International School	Ahmedabad	http://www.mgis.in	Pascal Chazot	Trust	D	I	Internationalism through the mission
41	Mahindra United World College of India	Pune	http://www.muwci.net	Dr. Jonathan Long	NFP	R	I	UWC mission-internationalism

42	Mainadevi BajaJ International School	Mumbai	http://www.mbis.org.in	**Ananda Athukorala**	?	D	I	Student centred with an international perspective
43	Mallya Aditi International School	Bangalore	http://www.aditi.edu.in		P	D	I/L	Appreciation and respect for different cultures
44	Mercedes-Benz International School	Pune	www.mbis.org	Michael Thompson	P	R	I	
45	Navrachana International School	Vadodara	http://navrachana.ac.in	Theo D'Souza	NFP (Charitable Trust)	R	I/L, MYP,PYP,CBSE	Global citizens

S.no	Name of the School	City	Web-site address	Name of the Head	Ownership P/NFP	Residential or Day R/D	Curriculum I or I/L	Mission
46	NES International School Mumbai	Mumbai	http://www.nesinternational.org	Dr. R. Varadarajan	Unstated	D	I,PYP,GCSE, DP	Conscientious and bright citizens of the world
47	Oakridge International School	Hyderabad	http://www.oakridgeinternational.com	Mr. Janajit Ray	P	R	I/L	World citizens
48	Oberoi International School		http://www.oberoi-is.org		P foundation	D	I	Openess
49	Pathways School (Gurgaon)	Gurgaon, Haryana	http://www.pathways.in/gurgaon	Paramjit Narang	P	R	I	Openess and respect in face of diversity
50	Pathways School (Noida)	Noida, Uttar Pradesh	http://www.pathways.in/noida	Shalini Advani	P	R	I	Openess and respect in face of

								diversity
51	Pathways World School	Gurgaon	http://www.pathways.in/aravali	Dr. Sarvesh Naidu	P	R	I	Openess and respect in face of diversity
52	Podar International School	Mumbai	http://www.podarinternationalschool.com	Dr. Mrs. Vandana Lulla	P	D	I/L, A level	World citizens
53	Pranjali International School	Mumbai	http://www.pranjali.ac.in	Smita Pandya	?	D	I	Internationally transferable education
54	Pupil Tree School	Bangalore	http://www.pupiltree.org		P	R	I/L	No mention

S.no	Name of the School	City	Web-site address	Name of the Head	Ownership P/NFP	Residential or Day R/D	Curriculum I or I/L	Mission
55	Rasbihari International School	Nashik	http://www.rasbihari.org	Suchitra Sarda	NFP Trust	D	I/C	Internationally minded citizens
56	RBK International Academy	Mumbai	http://www.rbkia.org		P foundation	D	I, GCSE, PYP	Contribute positively to our world
57	S.S.Mody Education Trust	Rajasthan	http://ssmet.in	Aditya Mody	Owner	D	I/L	No mention
58	Sangam School of Excellence	Bhilwara	http://www.sangamschoolbhilwara.com	Madhu Nagpal	P	R	I/L	World citizenship-in vision statement
59	Sarala Birla Academy	Bangalore	http://saralabirlaacademy.com	Santanu Das	P	R	I/L	Empower students to be contributing citizens in India and the

S.no	Name of the School	City	Web-site address	Name of the Head	Ownership P/NFP	Residential or Day R/D	Curriculum I or I/L	Mission
								international community
60	Scottish High International School	Gurgaon	http://www.scottishigh.com	Sudha Goyal	P	R	I/L	Committed to changes and progress in development of India and global
61	SelaQui International School	Dehradun	http://www.selaqui.org	Rohit Pathak	NFP Trust	R	I/L	To strive towards building a better world
62	Sharad Pawar International School, Pune	Pune	http://www.internationalschool.in/html/home.shtml	Nandini Mitra	P Foundation	R	I	Make students conscious of global change
63	Singapore International School	Mumbai	http://www.sisindia.net	Nilesh Hada	NFP	D	I	Responsible Global Citizens

S.no	Name of the School	City	Web-site address	Name of the Head	Ownership P/NFP	Residential or Day R/D	Curriculum I or I/L	Mission

64	Sreenidhi International School	Moinabad, Andhra Pradesh	http://www.sreenidh iinternational.com	Mr. V. Srinivasan	P	D	I/L	No mention
65	Step by Step High School	Noida, Uttar Pradesh	www.sbs-school.org	Ms. Payal Kapur	P	D	I/L	To develop world citizens with strong native identity
66	Stonehill International School	Bengaluru, Karnataka	www.stonehillinterna tionalschool.org	John F. Sperandio	P	D	I	Strong though mission
67	SVKM International School	Mumbai	http://ibdp.svkm.ac.i n	Omkar Joshi	NFP Society	D	I	To meet local and global challenges
68	Symbiosis International School	Pune	http://symbiosisinter nationalschool.net	Narendra Kumar Ojha	P	D	I	Aspire to spread international understanding
69	The Banyan Tree School	Gurgaon	http://banyantree.ws	Ms. Sandhya Jain	?	D	I/L	Aim to create a global community

70	The British School	New Delhi	www.british-school.org	Mr. Graham Ranger	NFP	D	I	To provide the finest British and international education with an Indian soul.
71	The Calorx School	Ahmedabad	http://www.thecalorxschool.org	Surendra Singh Chouhan	P	D	I	Sensitive to globalisation
72	The Calorx School	Lonavala, Pune	http://cathedral-lonavala.org	Meera Sain	P	D	I	Sensitive to globalisation

S.no	Name of the School	City	Web-site address	Name of the Head	Ownership P/NFP	Residential or Day R/D	Curriculum I or I/L	Mission
73	The Doon School	Dehradun	http://www.doonschool.com	Dr. Peter McLaughlin	NFP	R	I/C	Not stated
74	The Galaxy International School	Gujarat	http://www.tges.org/	Kiran Bhalodia	P	R	I?	Meet the needs of an ever-changing world
75	The International School Bangalore	Bangalore	http://tisb.org	Bindu Hari	NFP?	R	I	To enable students from anywhere in the world
76	The Shri Ram School	Gurgaon	http://www.shriconnect.net	Mr. Mark Parkinson	Trust	R	I/C	No mention
77	Victorious Kidss Educares	Pune	http://www.vkidss.org/	Mr. Robbin Ghosh	NFP	D	I	Journey towards international mindedness
78	Vishwashanti Gurukul	Pune	http://www.mitgurukul.com	Anand Deodhar	P	R	I	To provide global

| | | | | | | | | approach |

Scho ol No	Profit (P) Not for Profit (NFP)	Residential (R)or Day R/D	Curriculum International and Local (I/L) International only (I)	Mission for international citizenship Yes or No	Principal Indian professional background (I) Overseas professional background (O)
1	P	D	I/L	Y	I
2	Unstated	D	I/L	Y	I
3	NFP	D	L	Y	O
4	NFP	D	L	Y	O
5	NFP	D	L	N	O
6	NFP	D	I/L	N	I
7	P	D	I/L	y	I
8	Unstated	D	I/L	Unstated	O
9	NFP	D	I	y	I
10	NFP	D	I/L	Unstated	I
11	P	D	I	Y	O
12	NFP	R	I/L	N	I
13	NFP*	R	I	Y	I
14	P	D	I	Unstated	I
15	P	D	I	Unstated	I
16	P	R	I/L	N	I

17	P	R	I/L	Y	O
18	P	D	I	N	I
19	P	R	I	N	I
20	P	R	I	N	I
21	P	R	I/L	N	I
22	P	R	I/L	Y	I
23	P	D	I	Y	O
24	P	D	I	Y	I
25	P	D	I/L	Y	I
26	P	D	I/L	Y	I
27	NFP*	R	I/L	Y	I

School No	Profit (P) Not for Profit (NFP)	Residential (R)or Day R/D	Curriculum International and Local (I/L) International only (I)	Mission for international citizenship Yes or No	Principal Indian professional background (I) Overseas professional background (O)
29	NFP*	D	I/L	Y	O* (Academic Director)
30	P	D	I/L	Y	I
31	P	D	I/L	Y	I
32	NFP*	R	I	Y	O
33	NFP*	D	I	Y	O

34	NFP*	R	I/L	Y	I
35	NFP*	D	I/L	N	I
36	NFP*	D	I/L	N	I
37	P	R	I/L	N	I
38	NFP*	R	I	Y	O
39	NFP*	D	I	Y	I
40	NFP	D	I	Y	O
41	NFP	R	I	Y	O
42	Unstated	D	I	Y	I
43	P	D	I/L	Y	I
44	P	R	I	Y	O
45	NFP*	R	I/L	Y	I
46	Unstated	D	I	Y	I
47	P	R	I/L	Y	I
48	P	D	I	Y	O
49	P	R	I	Y	I
50	P	R	I	Y	I
51	P	R	I	Y	I
52	P	D	I/L	Y	I

School No	Profit (P) Not for Profit (NFP)	Residential (R)or Day R/D	Curriculum International and Local (I/L) International only (I)	Mission for international citizenship Yes or No	Principal Indian professional background (I) Overseas professional background (O)
53	Unstated	D	I	Y	I
54	P	R	I/L	N	I
55	NFP*	D	I/L	Y	I
56	P	D	I	N	I
57	P	R	I/L	Y	I
58	P	R	I/L	Y	I
59	P	R	I/L	Y	I
60	NFP*	R	I/L	Y	I
61	NFP*	R	I	Y	I
62	NFP*	D	I	Y	I
63	P	R	I/L	N	I
64	P	D	I/L	Y	I
65	P	D	I	Y	O
66	NFP*	D	I	Y	I
67	P	D	I	Y	I
68	P	D	I/L	N	I

69	Unstated	D	I/L	Y	I
70	NFP*	D	I	Y	O
71	P	D	I	Y	I
72	P	D	I	Y	I
73	NFP	R	I/L	N	O
74	P	R	I/L	N	I
75	NFP*	R	I	Y	I
76	NFP*	D	I/L	N	O
77	NFP*	D	I	Y	I
78	P	R	I	Y	I

APPENDIX-12

On-Line Survey Responses

S.no	Name	School	Your Background Is this your first Head of School position?	For how many years you have been in a Head of School position? (√ as appropriate)	Do you consider your current school to be an international school?	If yes, on what criterion /criteria? √ as many as apply				
						The international curriculum	The mission/vision	The composition of the student body	The composition and experience of the teaching faculty	Others

S.no	Name	School	Your Background Is this your first Head of School	For how many years you have been in a Head of School position? (√ as appropriate)	Do you consider your current school to be an international school?	If yes, on what criterion /criteria ? √ as many as apply				
1	Sarvesh Naidu	Pathways World School	No	10	Yes	√	√	√	√	Our ethos and desire to generate a set of internationally-minded citizens irrespective of nationality, culture and religion
2	Helge Gallinger	IS Hyderabad	No	10	Yes	√	√	√	√	
3	John Sperandio	Stonehill International School	No	10	Yes	√	√	√	√	

			position?							
4	Anuradha Monga	Bangalore International School	Yes	1	Yes	√	√	√	√	The school is accredited by various accrediting agencies such as CIS and NEASC. We are a Roundsquare school and our students have participated in various international and national conferences. Our school comes under the TAISI (The International Association of International Schools) banner and this allows for diverse interactions with professionals from all over the world. Our independent Diploma has now been accepted by the AIU

									(Association of Indian Universities).
5	Narendra Kumar Ojha	Symbiosis International School,Pune	No	10	Yes	√			
6	Dr. Peter McLaughlin	The Doon School	No	10	No				We have the IB but have neither an international staff nor pupil body.

S.no	Name	School	Your Background Is this your first Head of School position?	For how many years you have been in a Head of School position? (√ as appropriate)	Do you consider your current school to be an international school?	If yes, on what criterion/criteria ? √ as many as apply				
7	Sudha Goyal	Scottish High International School	Yes	1	Yes	√	√	√	√	
8	Jonathan Long	Mahindra United World	No	10	Yes	√	√	√	√	

251

S.no	Name	School	Your Background Is this your first Head of School	For how many years you have been in a Head of School position? (√ as appropriate)	Do you consider your current school to be an international school?	If yes, on what criterion /criteria? √ as many as apply				
		College of India								
9	Mrs. Manika Sharma	The Shri Ram School	Yes	10	Yes		√		√	Its progressive child centric school with a very hands on and progressive curriculum.
10	Dermot Keegan	DAIS	No	10	Yes	√	√			
11	Mr. Neil R McBurney	International School Aamby, Aamby Valley City, Lonavala (Pune)	Yes	1	Yes	√	√	√	√	

			position?							
12	Bob Hetzel	American Embassy School	No	10	Yes	√	√	√	√	Established specifically for the purpose of serving American families living in India, as well as other expatriate families...is in our charter with Indian government.
13	Adrian Moody	Kodaikanal International School	No	1	Yes	√	√	√		
14	Mark Bartholomew	HVB Global Academy	Yes	1	Yes	√			√	In many ways, the school remains very much Indian with an emphasis on Hindu Indian values and traditions, but, in others, it is very internationally minded (IBDP etc)

S.no	Name	School	Your Background Is this your first Head of School position?	For how many years you have been in a Head of School position? (√ as appropriate)	Do you consider your current school to be an international school?	If yes, on what criterion /criteria ? √ as many as apply				
15	Finbarr O'Regan	Ecole Mondiale World School	No	1	Yes	√	√	√	√	
16	Lynda Gigg	Canadian INternational School, Bangalore	No	10	Yes	√	√	√	√	

Standards									
	Internationalism and Inter-Cultural understanding			**Leadership of Learning and Teaching**			**Organisational Development**		
	appreciates, is sensitive in understanding the cultural	is culturally sensitive to the differing views and	is able to draw on the best of international practices for the	inspires the staff to reach for the highest standards and have the highest expectations	develops learning and teaching so that each	promotes the implementation of a curriculum grounded in international	able to build and sustain organisational structures to achieve a mission-	develop the school as an organisation so that it is focused on continuous	creates and sustains systems through which all

	context of India and of the school	perceptions of an international community	benefit of the school		student may maximise her/his potential	best practices and measured against international benchmarks	driven vision	school improvement	members of the school community may flourish
Sarvesh Naidu	1	2	4	5	3	2	9	3	11
Helge Gallinger	1	1	1	1	1	1	1	1	5
John Sperandio	4	3	8	2	1	6	12	5	11
Anuradha Monga	13	13	10	11	12	11	12	11	13
Narendra Kumar Ojha	9	10	10	12	12	12	10	12	12
Dr. Peter McLaughlin	1	13	2	3	5	11	8	6	9

Sudha Goyal	11	13	13	13	12	12	13	13	
Jonathan Long	2	1	3	2	1	3	3	2	1
Mrs. Manika Sharma	2	1	3	1	1	2	2	2	1
Bob Hetzel	11	7	12	3	4	9	1	2	10
Adrian Moody	1	3	2	5	4	12	7	8	9
Mark Bartholomew	3	9	6	1	2	4	5	7	8
Lynda Gigg	3	2	1	2	3	1	2	1	3

	Standards			
	Professional Accountability		**Professional development and working with others**	
	is committed to the principles and practices of self-evaluation and external evaluation in order to develop the school	collects and uses data to improve the educational provisions; and to promote accountability to the Board of Trustees	shows commitment to the professional development of self and others	is willing to collaborate, contribute and learn from other international schools in India and beyond
Sarvesh Naidu	5	12	10	13
Helge Gallinger	1	10	1	1
John Sperandio	9	7	10	13
Anuradha	12	12	12	13

Monga				
Narendra Kumar Ojha	12	12	12	12
Dr. Peter McLaughlin	4	12	7	10
Sudha Goyal	12	13	13	13
Jonathan Long	1	2	1	2
Mrs. Manika Sharma	1	2	1	2
Bob Hetzel	8	3	8	12
Adrian Moody	6	11	10	13
Mark Bartholomew	10	13	11	12
Lynda Gigg	1	2	1	2

APPENDIX-13

Survey Analysis by Mission

	Principal's characteristics					School's characteristics			
School No	Principal	Gender	No. of school Headships?	Professional background: India or overseas?	Length of time leading current school	Profit/ NFP?	Residential or Day?	International curriculum or local?	International mission
3	Bob Hetzel	M	3	Overseas	10	NFP	D	I	Y
9	Anuradha Monga	F	1	India	7	NFP	D	I	Y
11	Lynda Gigg	F	3	Overseas	2	P	D	I	Y
41	Jonathan Long	M	3	Overseas	2	NFP	R	I	Y
44	Michael Thompson	M	3	Overseas	7	P	R and D	I	Y
60	Sudha Goyal	F	1	India	2	P	R	I/L	Y
66	John F. Sporandio	M	3	Overseas	3	P	D	I	Y
76	Mark Parkinson	M	2	Overseas	4	P	D	I/L	Y

APPENDIX-14

Interview with Anu Monga, TAISI Chairperson

GR Talk to me about TAISI, tell me a little bit, uh, for the record about the development of TAISI and your role in it.

AM Yes, OK, it's strange. I go back, eh, I think six years ago, yes, six or seven years ago, we had IB Asia-Pacific Regional Conference in Perth. I was coming back on the flight. I was coming back and I thought to myself , I said why can't we do something here to help our teachers, our leaders, our Heads of school. Do we really need to go so far away for conferences, so much waste of school money, and for some, this is just party time. I see a lot of people go and they never attend anything. And that's how I started, and I thought I rang a few schools. And seven schools came forward and we got the ball rolling. And now we have become the Asia-Pacific provider of IB workshops (in India). From 7 we are now 58 schools. And, eh, we started looking at getting in touch with like IBO, and different people. In fact I'll just tell you know , next year, we'll run one in Hong Kong, because I'm Asia-Pacific not only India. So, we are expanding and trying to help the neighbouring countries, like I said that people from Pakistan can't come here, people form Bangladesh are having problems. When there is our IB workshop in India, at a certain time, everybody, like there's 17 workshops in Bombay, that's the time schools call and let their people go. So Nepal is a as good as coming to Bombay. From Delhi, especially, it's about 6000-7000 rupees. So, you may send them to Nepal because Bombay is, eh, a very expensive place to stay. So, I'm also trying to figure out where we can get some cheaper places to stay and help more schools in India to develop. Because, that's what…..professional development is badly needed in India.

GR That's good, great achievements over a very short time, I think. Tell me again for the record,..we've talked about different types of schools: proprietor schools. Does TAISI see opening its doors to membership to all of those? Is there any criteria by which you'd say no to a school, for instance?

AM uh, Yes, there is ummm. We can't have a school which is a completely local curriculum. It has to have one foreign curriculum. Because, the thought process is the same when we are doing workshops. Ok, teaching and learning techniques are different, but when we actually do run TAISI, we noticed that the trend is more to the international schools and the thought process doesn't do that, even though they are teaching math or English, you know. So, that is one thing. They have to have one foreign curriculum.

GR OK, so it's curriculum defined

AM Yes

GR And what about TAISI's role in leadership development, particularly of Heads of School. Tell me, what you feel TAISI is doing to help Heads of Schools.

AM Well, for example, the coming workshop, we've got 2-3 leaders who are doing leadership sessions: one for leadership for middle management, and there are two on leadership. Have you done anything on leadership?

GR At TAISI, I've done a lot of middle leadership.

AM So, actually, I was going to ask you this time if you said like……

GR I'd be pleased to help.

AM Yeah, because there's another guy from Australia: he's coming to talk on leadership. He's done a lot for higher education.

GR Who was that person who wanted to do one with me? That… Ah Ellen. She still wants to do it with you. And she is coming.

GR Why don't I do it with her?

GR So, TAISI performs that role of bringing leaders together, and offering workshops for them (AM yes)

AM And now we've also, CIS is completely supporting TAISI.

GR Yeah, tell me again, for the record, a bit more about the ways in which you have linked TAISI to, you have mentioned IBO, but CIS as well. World bodies, as well as India bodies?

AM OK, now CIS is very keen to work with TAISI. The teachers' workshops are always in collaboration with CIS, and they want that. And that teacher workshop especially, because they want schools to get accredited and, you know, Section B of CIS is not an easy thing for Indian Schools to follow. And it is one way of getting them on-side. And next, I've spoken to various…New England, I've spoken to, and CIS, that if we can help schools get ready for accreditation, and we have in our teams, people like you, and certain Heads we know can help them get ready for accreditation, that commitment from CIS, recently we got a call from MSA (Middle States Association) and they want to get involved with us too. Are you a New England school? Because, recently, I got a call from a school who are not in CIS but want to be with New England. Well, in America, CIS is recognised only through NACE.

GR So, tell me, Anu, are there benefits of a link with CIS for Heads of School in India?

AM Well, I believe in CIS and I believe in their accreditation, it's not only academic. And if you notice, though we are linked with IB, but IB is only academic. It doesn't look at any other part of

the school. I feel that, more and more people should be aware of the CIS and they should all get accredited. And CIS is completely supportive. They see the country moving and …..

GR Yeah, so what are the reasons you thank that more schools should….

AM Because…when I walk into a school, I've been to one or two recently just to check on them. I've been asked by CIS and it's really sad to see what a state they're in y'know, and what all they do to camouflage. We talked about a certain school yesterday. In fact, I got the Head ringing me up saying if that school gets accredited , we don't know if we should go for CIS or not. So, I think CIS just helps you to pull up overall development, and to really understand what international is.

GR Yes, good, interesting. Where do you see it going in the future? I know I am only focusing on school leaders, really. But where would you see the scope for the development of professional support for school leaders? Do you have any ideas about that? How could TAISI give a more systematic programme for school leadership development, or even aspiring leaders?

AM Yeah, we have already, thinking more than talking, to a few people, and I'll be talking to some more Heads of School. We want to run something similar, like Bambi does. But in this part of the world. Because I have had people from Bangkok and Afghanistan write to me and say, you run those for 3-4 days in the summer, we would love to come. But this would be only for international school who follow an international calendar. Because, we would not be able to get our workshop providers here. So, I don't know if Bambi would be happy about it, but we are planning…I have already spoken to Richard Tangye and to John Sporandio, who run the finance workshops, and they are ready to do it in 2013. And, we'll be discussing it further with my Board to run a Curriculum workshop, y'know something for aspiring leaders. So, Goa is an ideal place at that time to have it.

GR One of the things I think is lacking in India in regards to Heads is no defined set of standards, there are lots of standards and competencies around, but, in India, it is essentially, an unregulated sector. It's not even a sector but a collection of individual schools. I don't mean TAISI, I mean international schools generally, and, for Headship, there's no….if school x, down the road, wants to appoint a Head, there's no kind of set of standards for a Board to say, 'OK, we may tweak this and customize this, but essentially, this is what has been agreed as international school Leadership Standards here in India.

AM It hasn't but it's a very good point you've just made. Maybe, we can work on it.

GR Yes, it's one thing that will come out of this research.

AM We could work on it , and this would really help, especially the Indian Heads of International schools. It would really help them.

GR Yes, it would help the Boards, I think.

What about the university sector, because, in many countries, Leadership development programmes for Heads, not necessarily international school Heads, they might be linked to a couple of Departments of Education/Schools of Education- they might be accredited. Do you see anything in India, in terms of, I have struggled to find any research on school leadership? There is not a, lot going on in India.

AM There isn't. Not much going on. And, what is going on, I did attend one workshop for Heads in India, uh, it was just a cut and paste thing from various people, and y'know, it's not really a workshop for Heads or even…it's just one big lecture. I'm very un-happy. But what would be wonderful if we could actually tie up with somebody, with some School of Education.

GR Yes, I think that's the way forward, and maybe it's going to be a foreign university. It would be a pity but if it's going to have to be, first, a foreign university that's come to India under the new de-regulation, because there will be schools of education coming here.

AM Yes, and we could really like to help with that and….Endicott College. They run some programmes, and next year, it's going to happen at this school, in the summer, but through TAISI. It's an on-line. There are four courses which they want to do here, so we're looking into that. There is Master's programme, and there's one on Leadership.

Interview with Executive Director of The Council of International Schools (CIS) Richard Tangye

25/09/2010 24.29 minutes with Richard Tangye, CIS CEO

GR: Thanks Richard, that's great. Richard, can you tell me what you think are the key skills and competencies that an international school head needs.

RT Well in many ways they are similar needs to an international schoolteacher. The prime thing for me is the fit, the personality, and cultural fit of the individual to the school concerned. Also, everyone that applies to a headship has got the technical qualifications behind them, or generally they have the technical qualifications behind them, but the key aspects are the way they relate to the cultural aspects of the school, the strategy that that the school is wishing to implement, the experience that they've had, in facing similar issues to those that are being faced by the school that they are looking at the time.

GR: Do you think there is anything distinctive, I guess, any relevant points that would be true of any headship anywhere? You've certainly been involved in an awful lot of headship appointments over the last few years. Anything distinctive about international school headship in regard to skills and competencies, needed.

RT: One that people keep coming up with, some boards keep coming up with, having worked in this geographical area, I don't actually see that as relevant, I think it comes back to the nature of the individual, and the adaptability of the individual. In terms of competencies, the more likely competency, particularly if they are moving out of a public, state system, is the financial one, the business management side, regardless if they are operating in a proprietory school or a foundation school, the responsibility they have as a CEO is greater than it is in many state systems.

GR: And how well prepared do you feel candidates are in that regard?

RT: Not

GR: Because?

RT: Because it is not historically been seen as a major issue, and in a way this goes back to the – heads historically come up from being teachers, teachers are wary of business, and when you get to the position of head you see yourself as being an academic leader of the school, rather than being an academic leader and a business leader of the school.

GR: Given that deficit, what do you think has been done? Have you seen any progress, on the professional development side, over the last few years, to enable heads to be better equipped with that?

RT: Well there are two aspects in answer to that. First of all there is a far greater awareness from international schools that they need it, and in part, this is because they have seen so many of their colleagues, get fired because they haven't been able to manage the business of the school. So, there is that side of it first of all: there is an awareness, and secondly, the availability of courses to help prepare heads is better, but frankly, still very limited. The PTC does it with a weeklong course, it was cut down to four days, we've now persuaded them to go back up to a week, because of the depth of knowledge that is required; the regional professional development organisations will have a workshop,

GR: You mean NESA?

RT: NESA and CIS, FOBISEA. They will have a workshop for it, but frankly, it's so much the tip of an iceberg, to me a lot more work needs to be done on that. In fact here, I'm running a workshop this afternoon, if I get ten people in here I will be surprised.

GR: Yes. In terms of pathways to headship, has that made you think that the traditional ways to headship, as you say, of an academic, are still valid?

RT: Yes they are still valid but the academic needs to be balanced by other skills, and there's got to be an understanding of the differences between a business environment and an academic environment and the whole consensual approach that goes on within school doesn't make for some of the rapid decision-making that is sometimes required when you are looking at a school as a business. And if the individual that is leading that school is not comfortable with that difference in cultural environment they are not…….business and academics they are going to run into problems but, I mean, what I do see is that the attendance at, for example, the PTC courses, is increasingly people in their mid to late 30s who are coming up to being their first principalship, Head of a secondary school or Head of an elementary section within a larger

school or perhaps to be the Director of a small school. So, yes, the awareness is there, with, what I would politely describe as the younger generation.

GR: In your many discussions with serving international school Heads, have you got any views on what their main professional needs are?

RT: Yes. I actually think that professional development for Heads is weak. A lot of time, particularly if you are in an IB school, a lot of PD money and resources, is directed to the prescriptive PD that comes from the IB, and I don't know if Cambridge may have the same, and AP may have the same thing on that. Once you get to the position of being a Principal within a school or a Head of a school, there isn't really anything for you on that, which is where organisations like AISH come to the fore, where you learn from your peers in what I would describe as a fairly informal environment

GR: Through a network?

RT: Through a network,

GR: What about the role of the more formal organisations, CIS, the other associations, TAISI here in India ….to what extent do you feel that is their role, to develop leaders, to develop heads to make them better heads?

RT: I think absolutely it is part of their role. Historically it's not been that. Historically, the role of organisations like this has been the PD for teachers, and also I think the availability of expertise for people to come in and lead PD workshops for Heads of school, the availability of people that have the credibility, and the knowledge and the skills, to do so is much more limited than it is for providing just the, I don't want to denigrate, but, fundamental PD at the prescriptive level.

GR: What, can I turn to CIS, and over your few years as Chief Executive, what you felt CIS was contributing through its accreditation and other processes, towards leadership development in international schools? What role did you consider?

RT: Well I saw my role at CIS as twofold on that. One was on the accreditation side, as a means of driving a culture of quality improvement within schools, cultural of quality improvement within schools on that. The role of leaders within that was really driven by the accreditation standards of that, and which manifested itself in the self study etc, and that's an area where, in the eighth edition of that, that's become much tighter together with the focus on learning as

you know. In terms of leadership, and I suppose we were doing 25 to 30 leadership searches a year, so that's somewhere between 150 and 200 over the time on that, in terms of contributing to leadership development on that, one of the things we tried to do was that if we were involved interviewing candidates as part of a school's interview panel was to give feedback and we encourage boards to give feedback to candidates as to where they felt their strengths were and where they felt they needed to do a little bit more or, why it was they didn't feel they were fit for that particular school .

GR: you mention Boards, and Boards are pretty key in international schools' headship successes, tell me what you feel about the level of awareness of Boards in relation to the professional development of the heads they employ.

RT: I think many Boards still see PD, whether it's for teachers or whether it's for school leaders as a cost, not as an investment on that, and then, till we get over that hurdle, we're not going to get very far on it. And, what are we looking at, between 1-2% of revenue, for PD on that. Now then, if I go back and look at my experience within business, in terms of training programmes that we were running then, we were running between two and a half and three percent of our revenue budget was dedicated to training as we called it or some form of professional development. So materially higher, and, here we are, in an industry of education where we are educating the future leaders of tomorrow on it, and the amount of money we are actually dedicating to help teachers learn more about learning and improve their learning I think it is very small.

GR: When Boards make appointments of Heads do you think they consider that they have made an appointment, obviously that they are happy with, but that of someone that still needs professional development? Or do you think that isn't part of the psyche in general?

RT: I don't think that's part of the psyche. No. I think they're looking at bringing in someone that has already got the skill-sets that they require. The only exception to that I would say, is if they look, which 90% don't do, at succession planning within the school, and they are saying, Graham, we know you are going to be here for the next three years, we think we would like to appoint somebody internally on that, these are the candidates. What do we need in order to provide professional development for these internal candidates to give them the skill-set to be able to be your successor? That's the only occasion I see that actually coming through.

GR: How do you think we should strategise the professional development of international school heads? At the moment it seems very piecemeal.

RT: Adhocism………

GR: When I've talked to heads in a series of pilot interviews they often equate professional development with going on a conference or the equate it to affiliation or membership of an organisation. They very rarely seem to be able to see it in terms of their own competencies or attributes that they want to develop to do the job better. So, the response of organisations seems to be, you know, people do pockets of, good stuff, but ….

RT:..There is nothing that brings it together

GR: Not really.

RT: I think one of the key things on that is that within the objectives principles set for themselves, clearly there may be three or four which are based upon meeting key objectives within the school development plan but there should always be one personal objective within that. Now then, whether that is directly related to academics or whether it is related to some other form of personal development I don't think matters but getting into Heads' mind-sets that they need to have their own personal development objectives on there and to have a strategy for fulfilling them is the first stage. Once that is there, one then has to work on how one identifies where that comes from. The way which it is, isn't through conferences, you go to a two hour workshop and that's about as far as it goes. And that's very piecemeal and, frankly, you don't learn anything on that.

GR: One of the things that came through last year in my discussions with Heads was where the performance appraisal system for the head was active, put it that way. Any observations from your experiences over the past few years in the effectiveness of performance appraisal at headship level in international schools?

RT: Well it varies considerably between schools. I think the best appraisal systems of Heads in schools is where they are driven by the head himself, him or herself. If they are prepared to stand up and be counted on it you will get a better system. Otherwise, what tends to happen is that the appraisal systems which are driven by Boards, at risk of being slightly cynical about this, are there to identify reasons to remove the head rather than to identify what the head needs for their own development.

GR: And, talking of removal, it's often been quoted about the reasons why international school heads move on, etc, etc, invariably the reason quoted is some sort of falling out between the Board and the Head. Would your experience back that up?

RT: Yeh, it's either that or they can't manage the budget. It's rare that you will find a head removed because the academic results have fallen apart.

GR: Can we do anything, do you think professionally, to help Heads deal with Boards, or is that about professionally developing the Boards?

RT: No, that is a partnership between Heads and Boards. That again comes down to the structure of the school, the structure of the Board within the school, on that, the research shows, as you know, that if you have a wholly parented Board the tenure of the head is less than if you have a self-perpetuating Board or an appointed Board. So a lot of talk goes on about Board training, but frankly a lot of Board training for Boards is irrelevant because of the very short-term tenure of Board members on that.

GR: OK thanks, that's interesting. Just on the last area, Richard, is about India, and have had a lot of experience of India and you have had a keen eye on it and also a relationship professionally with TAISI. Can you just give me some recollections, some views about international education in India.

RT: Well I think it's an immensely exciting place for international education. My concern is twofold. One is that international education has a cachet to it and is used as a marketing brand, and I would be sceptical about the quality of a lot of the so-called education that comes out of the so-called international schools. I keep using the example of schools that say they are IB schools and they teach the IB diploma as if it's an 'A' level. Because it's easier for them to do, it's a prescriptive curriculum, it doesn't involve any of the philosophical, moral, ethical background that underpins the IB, if one is in accord with that. There will be an increasing demand from a rising middle class for education that enables their kids to move into a more global network world, and to that extent India is no different to Kazakhstan, where I've worked, China, or any of these other countries. The danger is twofold. First of all there are many well-meaning people that are doing it. I've highlighted what I see as the issue of 'international' being used as a brand value rather than an educational aspect of it, and secondly there will be an increasing number of organisations getting into it just to make money. There will be some failures on that, and that

may trigger a stronger government intervention, degree of control. The whole right to education which there is around there now has material implications for significant implications for international schools.

GR: what about TAISI. In confidence, can you tell me whether you think it is fulfilling the right role, whether its development over the last few years has been of the kind that is professionally valuable and if it's devoting its energies to the right kind of foci.

RT: Yes and no is my answer to that. It's come a long way since it was founded. It's a bit like the curate's egg. I think it's been very successful in the very specific workshops, for example, that CIS have run jointly with TAISI that we've done for a couple of years, one on curriculum, we had sort of, 80 to 100 people on that, and another one on assessment, they have clearly been successful with the IB in getting themselves appointed as a provider for that. I think they are far less successful at this sort of conference.

GR: Why would that be do you think? Trying to do too much?

RT: Trying to do too much. I think the other aspect about India, and let's broaden it and say South Asia, and I would never accuse Anu of this, but there others within this area who would do things for the power and the glory, and we have already seen this with this other organisation, the sizeable one run by this guy in Karachi, and I've had some pretty strange emails from him recently, on it, so there is a clear demand I think for localised professional development, and that's something that TAISI can provide. It does it with minimal resources at present, and it's got to make its mind up as to whether it's going to be a fully-fledged organisation which requires a full-time staff or whether it's going to be run on a shoestring as it is now. Although I love Anu dearly, organisation is not one of her strengths!

GR: Which way do you think TAISI should go?

RT: That's an interesting question that I haven't actually given a great deal of thought to. It's cementing its relationship with the IB because there is no doubt that the IB quota in India is going to be material. The revenue that they will be able to generate for themselves on running I.B. workshops can then be used to provide professional development elsewhere so I see an opportunity for them on than, then I do think they need to look at into expanding themselves into a South-Asian environment Pakistan, India, Nepal, Bangladesh, Sri Lanka, the danger that they run into in that is that they have the American–based organisation NESA, on that and how

they will actually relate to that organisation and be complementary to it because there is a role for both. I suspect the role of NESA is more in providing conferences like this, whereas the role of TAISI is providing professional development on the ground, which NESA doesn't do…

GR: so it needs some distinct role clarification

RT: So it needs some distinct role clarification on that.

GR: OK thanks very much Richard.

APPENDIX-16

Interview with The IB Asia-Pacific Regional Manager, Ian Chambers

Interview in Hyderabad 24/09/11 with Ian Chambers, Regional Director IB (Asia-Pacific)

GR: Thanks for your time Ian, I really appreciate that. I'm going to ask you an introductory question about the growth of international schools in India, given your experience not only with the IB covering the region, but also the previous experience with Cambridge International Examinations (CIE). So how do you see the growth of international schools in India, the kind of reasons for it, the consequences, the implications?

IC: As you know, the growth of the international schools is pretty astounding, especially over the last five years in India. There's quite a lot of confusion that goes with that term, international schools, and I guess as an organisation we define them by running international programmes as you referred to. I have worked for both Cambridge and the IB so I have a fairly good perspective on that. Now, the reasons for it, in certain parts of India, like West India, say Mumbai, there's a mix between, originally many of those international schools, or Indian international schools were set up with the intention of serving an NRI population who perhaps wanted to go outside of India to do their undergraduate studies, and also increasingly you have the NRI population returning to India wanting a similar standard of education that the children are comfortable and familiar with. At the same time there's a debate about education in India that the type of pedagogy, the type of assessment the children are exposed to is very much questioned by a certain section in India, so you've got certain pockets in India, like, Mumbai, which are very open and almost in love with the idea of international because it's a more international city, the parents are more open to the idea of change in education. I think that in some way reflects the growth. Then you've got cities like Bangalore, which obviously have expatriate and NRI populations along with that growing movement towards a different type of education. Chennai is much less so, Hyderabad again you've got the technology, now, if you go back up to Delhi, you've had quite a conservative population, though, so your school for instance, is serving an expat and a certain layer of Indian society that wants those things and those other schools out there in Delhi or around are again picking away at that certain layer of Indian society that wants to see change and wants to see a different type of education. That's where my organisation, the IB, seems to fit in.

GR: So you see it in terms of international aspirations at college and beyond for those parents of their sons and daughters as well as the nature of the education that they want for them as distinct from what they might get in a leading private school that isn't international?

IC: I think many of those parents, they increasingly probably don't think their son or daughter needs to go outside of India for undergraduate studies but they're seeing what it means to work in international or global business as India interacts with the rest of the world. And they're seeing the type of skills that they're required to have, and they're not seeing that type of skill being taught or learned in any way, or fostered in an Indian environment. And I think they walk into an IB school and see something different, that probably resounds with what they're seeing every day, probably in their real life.

GR: Yes, sure… Before I come to the Heads, and the professional development of them, more generally, how do you see the role of the IB in the changing educational landscape of India?

IC: Do you want me to talk about development or … The thing about the IB that we are aware of, I mean it's a transformational programme, it ensures that the school changes, whereas many other programmes you can drop into the school but this, you'd need to change the whole mindset, the admin. side of the mindset, along with the structure of the school, the professional development of the teachers. There has to be a firm commitment there. So, you necessarily change the whole attitude to teaching and learning within the school. We do struggle in India, There are some challenges that we are aware of, that schools face with management. It's normally the management that's the issue in India. The people that are constructing these schools are often not from an educational background, so they see the value of infrastructure, but that doesn't necessarily correspond down to how much money they would give for professional development, and it's something that's not factored in, so once the school is complete in infrastructural terms they'll then become bothered about getting a return on their investment and admissions through the door, so we're just this year starting governance workshops for the pure aim of influencing Boards or Trustees of schools to understand what they have actually signed up for along the way. So, the mission of the IB, sitting with them, talking about the programmes we have, and then talking about the need for professional development, why we are so intent on professional development, and the transformational change. We understand that often the Head of the School has difficulty pushing that back onto the management or the governance of the school so we're coming in with this workshop there,

but like I say there is an issue within South Asia of committing resources to professional development.

GR: Yeah, and in general the growth as we've seen from your own data as well as what we know anecdotally about India, the growth would be hard for anyone to manage, for any organisation to manage. So how do you feel you are able to quality assure in that kind of rapid growth context? Or don't you see that as the role?

IC: NO, we do. I certainly feel that in my role, and I think as an organisation we've got responsibility to …all of the stakeholders we serve. No, at the end of the day those parents that are sending their children to many of these schools are sacrificing a lot. It's a sacrifice that wouldn't happen in the West on the same proportions so I believe we've got a responsibility in that. And we've got a responsibility to ourselves and the also with the schools that are already with the IB. Any other school that joins the IB further down the road should be of an equal standard whether that's in India or China or the USA there should be a uniform standard, and I think we've been pretty good this year I think in tightening up our organisation and evaluation process. In particular, just focusing on India, we're looking to put somebody back on the ground in India who would be there to support programmes so it's not a rep. role, sales, market development, all it's about is ensuring that the schools that are interested in coming through knowing fully what they are letting themselves in for and they're committed for the right reasons, so we start the dialogue early rather than from Singapore, I've got a fairly good understanding from all this time here. So this person's role would be there at the initial phase and the latter phase when they are actually authorised. They would be there to work with the schools, to feel what's happening and nurture the schools along, and also to feed back any reports back to the regional office that require responses. The coordinator's left this school, the Head, the teachers are leaving, the whole nature of the programme that we authorised six months ago is not there any more. These are the things that we need to know, and, like I said yesterday, that type of information doesn't necessarily find its way across the Bay of Bengal but everybody in India knows this is happening and it's important that we do something about that.

GR: I think that's a great move. Just to touch on one of the things you said about governance, I don't want to make the wrong conclusion, but is it fair to say that one of the concerns about governance is not only the growth of international schools in India but the growth of proprietal schools in India.

276

IC: Yes.

GR: I'll turn to Heads of Schools, Ian. Can you just talk me through what you see the IB's role in the leadership development of Heads of Schools. Perhaps more generally, not just India, particularly.

IC: As an organisation we have always been built upon practitioners, Heads and relationships with Heads, so that the whole organisation is based essentially around that relationship with the schools and specifically with the Heads. So, the Head's role with the IB is to influence and respond to what we do, so we see that relationship as the Head informing us what we are doing right or what we're doing wrong, what changes should come, and therefore we've got a Heads' Council, and the Heads' Council has representative Heads from all over the world. The Heads' Council also organises a Heads' Conference for Heads, so it's generally for IB Heads. The IB doesn't necessarily particularly get involved with that but there's a constant flow of information between these, so the Heads' Council has a regional council, for the Director of the region, but the Heads' Council reports straight into the SLT of the IB, and influences what we are doing, and the Heads' Council will know strategically what the IB's doing and they've got a pretty firm say a lot of the time in what the IB's doing and of course there are always difficulties in that type of relationship , that's the health of the organisation, to include stake holders at whatever level in decisions we're making .

GR: Yes, sure, sure. In terms of India, I know it's not your direct role; do you have any views about the needs of Heads of international schools in India?

IC: There are a lot of professional needs. Again, Heads in India can be appointed without educational experience, which is a real issue, as you know, the IB relies quite a lot on our Coordinators because they are actually on the ground doing the work with the relationships with the teachers, but for all of this to function we need the Head's support. As you know, we use a lot of educators within India and across the region too, to work on behalf of the IB. As an organisation we're relying more and more on that, because as we grow, employees cannot do that work, so the role of the Head is to facilitate what we do. Now, we do have some difficulties, like you say, with how much they know about the process, how much they really respond to the mission, and just pushing things down through the school. So, for instance, in India, CAS projects that are real value rather than lip service, we rely on a Head to work towards that as well. And I

think more and more we'll be looking at relying on the Heads to push things such as CAS, that it's done in the true spirit of what it represents.

GR: That's good. Can I ask about TAISI, because we are here talking at a TAISI conference for leaders, administrators, and you and other colleagues from your team have given several inputs; you've given a lot of time to the event. How do you see the role of an organisation, an association like TAISI, in supporting the development of leadership in India?

IC: It's critical. As you know we've got quite a deep relationship with TAISI. These independent forums, or independent organisations that bring together best practice, not just from across India, but across the region and across the world. They're so critically important because it's very easy in any country to live in a bubble, and to begin interpreting the IB in a certain way or seeing development from an Indian perspective, and I know just from living in India, India soon feels like it's become the whole world and that nowhere else exists outside of India. So it's really good to see that at this event, so many people coming from the outside of India, and that healthy interaction and germination and pollination is what's fantastic about any event like this, and it's not necessarily the plenaries and the sessions themselves, that's all just part of the picture, and then all the networking that happens and all these dialogues, very positive

GR: Also there's being workshops run here for teachers as part of that collaboration at TAISI and the IB. Just one word, or one line about SAIBSA. I suppose I'm just trying to get my head around what it is and its relationship, if it has one, with the IB, so can you tell me how you see the role of SAIBSA.

BREAK

GR: I'm just going to summarise a brief, off-line discussion about SAIBSA in so far as: SAIBSA has no official role with the IB and no formal link but there's always the invitation there for SIBSA to register with the IB or apply to register as an organisation, and the second point I want to say is that the IB believes in developing local networks and acknowledges that there is some good work going on in SAIBSA, for example, through the Middle Years Programme, and "job-alike" sessions, although some issues for development remain.

Thanks ever so much and thanks for your time. Is there anything that I've not covered that you wanted to say in relation to the IB's role with Heads or with India?

IC: No, I don't think so, I guess what we're trying to support here a lot and the PYP is particularly good at this, the growth and development of networks of teachers that help each other locally. We've always had an issue, and I think anybody in India that has an issue with collaboration outside of school. It seems to be working quite well in certain pockets of

MYP is now facilitated by SAIBSA, so as you know that works, so we're really encouraging teachers to come together and to collaborate with one another and swap best practice.

GR: It's a pretty competitive ethos in India isn't it, in many areas, school to school?

IC: Yes there's the competitiveness side and importantly, some Heads in India, don't want their teachers interacting with other teachers because then there's discussions about payments, salaries, and then you get the issue of poaching in India, which is another issue which we are acutely aware of when we are often asked to step in.

GR: Really? A lot of Heads have sort of talked about poaching as a major challenge in their daily work really.

IC: Yes, if there's one last thing I'd like to say is that we'd really encourage more and more Heads to be part of an association and come together with agreements between themselves over such things as; poaching of teachers, ethical practice, an association can play a key role in many of the things we've talked of in terms of governance of schools, directing and stepping in to help other Heads. …We'd really support that type of…what we already have here with TAISI should grow in the nature of those type of associations and then moving on really to more and more of this provision of workshops on behalf of the IB because an association for the IB is intrinsically involved in development of the schools, now in the US the Heads there, the associations there are very, very, very strong and there's lots of collaboration and lots of work that's done for the IB essentially, they all want to help one another .

GR: What's the situation in Australia?

IC: Australia's good as well, they've got the AAIBS. It's been in association with the IB for a long time, they're working closer and closer, just in the last year or so. They've been through quite a few different phases as an organisation but closer and closer with the IB now

GR: So they work closely with Greg?

IC: They work closely with Greg, they're also providing workshops, on quite a large scale now, because the IB realises we can't – we don't   get all the information back from a country saying

what the country needs and where it needs it and Australia's very good in networks, they've got very, very strong networks, that have the potential to become an association, so south Australia network of schools is very, very strong and there's a good collective spirit generally in Australia. It would be nice to see more of that.

GR: It's a good model, two sub-regions, and kind of similar size I suppose in terms of numbers of schools.

IC: Interestingly we're on the verge just next week there's the first Standing Committee meeting of an IB association for China, the first time so, which has all of China included.

GR: So a Standing Committee – there isn't one for India?

IC: For the formation of an IB inclusive association of schools, so, yes, that would be a very positive, I mean, we can only encourage the formation of an association or support the development of that association rather than develop it, and so it's really good to see that happening because again China has many similar issues that India has, the collaboration, you've got very solid international schools that have been in there for years then you've got private schools coming on and then interestingly this year we've got our first tranche of state schools, beginning to look to offer , they're in the candidate phase, looking at the IB diploma, so it's pretty interesting

GR: Ian, thanks very much indeed, I really appreciate your time. Thanks a load.

Practices and Beliefs of Effective Leaders (Barber, 2010)

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Building a shared vision and sense of purpose..

Setting high expectations for performance..

Role modelling behaviours and practices..

Designing and managing the teaching and learning programme

Establishing effective teams within the school staff, and distributing leadership among the school staff

Understanding and developing people..

Protecting teachers from issues which would distract them from their work

Establishing school routines and norms for behaviours

Monitoring performance..

Connecting the school to parents and the .community

Recognising and rewarding achievement.

Beliefs, attitudes, and personal attributes

Focused on student achievement; puts children ahead of personal or political interests

Resilient and persistent in goals, but adaptable to context and people

Willing to develop a deep understanding of people and context

Willing to take risks and challenge accepted beliefs and behaviours

Self-aware and able to learn.

Optimistic and enthusiastic.

APPENDIX-18

Interview with IB Recognition Officer (India) Priyamvada Taneja

Priyamvada Taneja, IBAP, University Recognition Officer (India) 12/09/11

GR: OK Priyamvada, thanks very much for giving me some time. Talk to me, as you see it, about the growth of international schools in India, because there is exponential growth, it seems to me. Give me the reasons that you think are behind it, and the consequences and any implications for your role with the IB.

PT: I mean, as I see it, the growth of international schools, particularly in India: one, there is a dearth of tertiary places, so people are talking about doing the IB diploma so that they can go for universities abroad. Two, if you look at growth in India, it's also a lot of private business houses, who are coming up with schools, which means, it is because of the monetary reasons. To be honest, as well, there are tax benefits, you get the land easy. I mean, so I also see part of that as being the growth, so every industrial house or business house is looking at schools, and there is of course a need, there is immense need, there is a dearth of school places as well, and there is money. The growth, to me, it's a little sad, there is elitism attached to IB schools, but I see the reasons as that.

The implications and consequences for IB, I think this answers a few questions that you have, is the growth has to be managed better. They could be, if they market themselves well, and I've often talked to them about it, is that the school accredits and they approach the school . Why not manage that growth and market yourself to educational institutions, to places where they are doing a good job in English at colleges and private providers, why not approach them? If they don't believe in that, if they don't want to do the direct marketing, at least you could give that awareness that IB is not just about   authorisations and marketing, so dispel that myth, because in the US it's mostly state schools that run the IB.

For instance, when I went to Kerela this time, Kerela is the most literate state, and there is just one IB school which is opening now, there are no IB schools, that is a bit of a strange thing, and I talked to people, local people there, and some Kerela friends that I have, most of the Kerela students go out (of India) to study. There is an immense amount of money, so IB should be looking at those states and managing the growth better than they are doing right now.

GR: Almost every new international school, or those that call themselves international schools, seems to want at least one IB programme. Would that be your perception? Why would you think that is?

PT: Marketing? I think that they are there to make the money, so when you are there to make money, the minute you have the IB logo attached to your school they get the numbers. And the universities like it, so their promotional line has been 'you take the IB diploma and you can go into universities abroad' , and there is dearth of universities here. Also, the students today if you look at most of the urban cities , the colleges are where as they were 100, 200 years back, students today have moved forward, the travelling, globalisation, all these factors put together, so they find that adjusting a that a little difficult to enter the university. So obviously the parents and students and the people in the business are looking at IB schools because they see that there is immense growth they will get enough numbers, I mean, schools like GD Goenka talk about numbers there they've got 170 IB kids, . That's huge and it's not even a school which understands IB very well, I mean they do fine, but still……

GR : Would those students be graduating overseas , what percentage would be going to overseas universities, and what percentage would be looking to stay in India?

PT: About 70% overseas and about 30% in India, though growth is also huge . I think if we look at now, right now, there is one set of students who are wanting to go abroad and do IB for that reason . There are another set of students who are here, who want to do the IB but will probably be here in colleges . I think it also has to do with, and I shouldn't say that, but most of the IB schools aren't selective. The good schools in India are selective and there is dearth of places in school as well, so that is becoming like an automatic pathway. Good for students, it's still much better even if it is selective, they do take a lot with them but so that is another category of students who are in IB schools that aren't very highly selective.

GR: Your focus professionally is on securing recognition from the universities for the IB diploma undergraduate. So, given that focus and the energy the IB is putting into it, is that a problem – will some of those graduating IB students not be able to get into universities in India, or will they all be able to get in somewhere?

PT: They will all be able to get in somewhere, I mean, the statement has existed forever . I think the challenge is the timing, the timing of results for IB, and the timing for university admissions, doesn't match. So I think that is the problem, well I feel they will get in in some way or another

but will they adjust there better, shouldn't there be some changes in the universities as well alongside ? But I don't think IB can look at that, that's a different matter altogether. I think what happens when students go to a university it does take a lot of….the first step of meeting the clerk to somebody that knows about the IB, that's the difficult one, so they don't know, they put your application under a pile and say 'we'll look at it', then it never goes to the next person so the bureaucracy sort of kills it, so if someone is persistent it will happen. What schools in India are asking for, which is a little unrealistic, is to get them accepted on predicted grades. Knowing, having done the comparison of predictors and actuals of all schools, there's such a huge difference, that a university accepts predicted grades. The challenge I am facing right now and IB students will face , which no-one's looking at, is that they are getting in on predicted grades, they are not making the diploma, the university at the end asks us to verify those documents to see whether the student achieved the diploma or not. Because the students spend 3 to 4 years the credentials are accurate, you don't say it's the certificate or the diploma . Ultimately it's the students that suffer because the school hasn't told them it's the diploma is recognised, it's not the Certificate as yet, so when they go for government jobs or flying licences, MBA or any sort of Master's they are stuck, so that's a big challenge. So Mumbai did all this way back , influential people got it done , but I don't know if it was for their benefit or not and that's a question which I've asked IB every time. Because at the moment it's the IB diploma that is accepted, not the Certificate. Diploma is considered as 'plus 2', so I've often asked this question are we going the Certificate route in India. In the US it's recognised. They tell us there is no problem at all, so that's a worry, although globally people would say, why not? IB Singapore is a little sceptical about that, rightly so because they understand the India market a little better. Then it would mean any sort of IB school mushrooming so that's a bit of scary, so even in spite of the push from the schools my biggest challenge has been to say we can't do that right now. So sometimes you say association of Indian universities won't do that, it's a very difficult…it's a challenge, and getting our students accepted on predicted grades is another challenge – huge.
I don't agree with it, a Delhi university student, where the cut off this year was 100% yet an IB student gets in and doesn't need to meet the predicted grade. It would lead – it's a central university - the university to huge court cases …

GR: By central university you mean government funded?
PT: Government funded and run by the central government, so there are state universities, and the central university comes in for a lot of politicism in the media and all of that. They can't do

it, and it's unfair. Take the admission after a year. It is unfair for someone who is sitting at a 92.5 not getting an admission and someone with a predicted grade and later not getting the grade. They won't get any more seats. They may throw that person out but someone has missed out on that opportunity, and look at the numbers in India, so those are the challenges then.

GR: I'd like to ask you a couple of things about Heads of schools. If you had to describe the IB strategy for India, not just on university recognition but a few key planks of what you see they are intending to do in India , how would you describe it? What's the game plan?

PT: The game plan is that, for school authorisation, they've selected a few consultants , what they are looking at doing is having key people in India who go through the pre-authorisation process,   and sort of hand-hold the schools to a certain stage, because there were private consultants, who called themselves IB Consultants, mushrooming to give advice to new schools so they've got about 6-8 people they've selected and some are based out of India, some are let's say Indians but outside, or some are not Indians. In fact that's a strategy for all regions now, for all countries now. So what they are looking guide them through the way, it's an advisory sort of position , then after that comes in and visits . I think it's a good strategy because someone will just come and visit and comes for a few days. Where the school looks great they can do a lot of fact finding to verify that what they are saying is true or not . I think that's a good strategy. What they are also looking at is some sort of community events in the city, a meeting with various educationalists and talk about IB and schools that have said they are interested - to develop their understanding of what the IB is. So they plan to do those in five major cities. They are looking for someone who looks after the school side of things, or marketing in India. That's something they are looking at. And then to the university side of things. When you are authorised. That is something I don't know much about .

GR: I'm sure a concern is the alignment of growth and quality and it's so easy for growth to outstrip quality so I guess the quality assurance is a challenge isn't it? Once authorised.

PT: That's why I said that instead of the approach of schools approaching you and you accrediting everybody who comes to you, market it to the right people, so that you get the right kind…. . Also, another thing they are looking at in terms of professional development and which IB is finding a huge challenge is to find somebody locally, teachers who can become workshop leaders. I remember somebody shared this with me and said , we get great credentials, we trust those credentials, but when we really somebody delivers the workshop they say 'Oh my God!

How did that happen?' Otherwise it becomes expensive, so they really want this area to develop, and one of the things I was thinking and I've had a talk with Stuart once and I said are you looking at some kind of provider, a university private funded partnership, sort of thing, who can run these for you here? It's a wait and watch . I don't know if that will happen, because who will you have the partnership with? A government funded university it's never going to happen, a private, then again it's a business house, so you've got to be really careful about who you partner with . Hopefully, when the foreign universities build, it will happen and some good providers come in, but that will be so many years. That's a challenge.

GR: A couple of questions about Heads of international schools, and I've defined an international school as any school offering an IB programme, though some of them aren't international . What do you feel are the needs of Heads of schools and do you think there is any role for the IB in the leadership development of heads?

PT: I'll just talk about the role of IB. The nature of schools is that it's a business house running the school or it's a Board of Governors which is running the school . Because students/parents are paying so much money so obviously they want professionals so, one, the Head of School should be able to ward off that pressure, two, at the same time, education in India wasn't a profession which people chose. So you have people who are in the profession who don't want to be there, or are there for a shorter timing. It's changed, the whole education system has changed, in Japan you would call it an industry, the salaries are better, so managing all that, the people, so they enjoy what they are doing, two managing the governors, the parent body, and also educating them that it is ….the school, you agree it's for profit, but …so that's something the Heads really need and it does take a lot of courage, it's not easy , so managing all of those dynamics is something which I think the heads of schools need help with . Sometimes a Head arrives from outside, the UK mainly , and they don't understand the dynamics, and they are hit by 'Oh my God! What's happening?', and I've seen that in schools where I've worked before, some can't manage in India at all, so I think that's something that's there. Two, in terms of the role of the IB ….but leadership – that's one thing that could be the role of the IB, I guess the next conference, that's the purpose but I think that's something they should do well at .What I do see as a gap is that the IB communicates only through the coordinator , that I see personally as a gap. There has to be more communication with the Head of school because the coordinator should not the be-all and end-all, it can be interpreted differently by the coordinator. The Head

has more perspectives, and knows better what the school wants, what the teachers want, and should be able to …so the role of Head of school should be increased.

GR: That's interesting because that's come up through my discussions with Heads. They've mentioned that and they've mentioned , I mean heads can be very precious about getting information, what the stereotypical head loves is to get information first and farm it out to whoever needs to action it .

PT: Going back to what you are saying, I think the style of leadership here is very authoritarian. I think delegation is the thing that heads need to develop , and it's mainly women-driven and I'm going to say that women are control freaks . They don't let go, and so I think that is something that probably ….

GR: So if I had to summarise the role of the IB in developing heads and leadership generally it would be setting a lead through the curriculum lead that they offer , and then I guess, setting up those kind of forums then in the Heads conferences and support structure . Yes OK. Anything I've not covered about the role of the IB in international schools in India that you'd like to tell me?

PT: Once authorised for the IB there should be more checks and balances.

GR: For five year visits would you say?

PT: Also, once you are authorised you don't hear at all from the IB, somewhere I feel that with DP coordinators , they feel that it's the DP coordinator in that nice fancy Singapore office they have access to . I think you've got to be more approachable, you've got to be there, to talk to people rather than , more accessible , more information, and more checks and balances, so if you are doing an authorisation visit you should should pop in to IB authorised schools, even if it is that the team is different . There is suddenly there is a clear demarcation – this is your role, and this is so-and-so's role. For instance if I'm in universities it has nothing to do with schools , it's limiting in a certain sense, so it might be good to train people into various roles , and say 'You're there, so why don't you pop in for a visit' . Just to know as well – the view is that if you get a visit from the IB something is wrong. It doesn't need to be that

GR: So do you think they could have that wider remit? For information gathering , could be advisory, they could be trouble-shooting but they may not be?

PT: Yes exactly.

GR: A general question, nothing to do with the IB really, this kind of changing landscapes of international schools in India. Where do you think it's going? It's kind of exponential growth, unregulated, these schools not sure where they kind of fit into the fabric of education….

PT: I think it's still going to grow hugely, but it needs to be managed better, which is different . It is going to grow because there is so much population . Where is it going I don't know honestly . There are so many things in India where you don't know where they are going…If you look at the Education Ministry, he gets the least time, there is so much trouble-shooting happening , it is so politicised right now, and has been a sort of back seat . The reforms, as far as the university and school education goes, things like the Right to Education (Act), where is it right now? It's nowhere, and suddenly some law will be passed and something will happen so there is no conversation happening about that. It is going to grow for sure. I've also heard corporate houses are getting into education hugely , and if you would like to have this report from Mr Young in the education sector in India

GR: Yes, I'd like to see that. I've read a number of McKinsey reports.

PT: I have one for KPMG and I have one for ……

GR: Priyamvada, thank you very much.

Bob Hetzel, AES, 10/5/11

Developing a vision	GR I was interested in what you said. It may be a while ago but in the on-line survey, one of the things, one of the quotes I wrote down from yourself was about managing stakeholders and , eh, and you talked about that as an "ongoing quest". I think you said. Can you tell me a little more about that?
Engaging stakeholders to agree	BH Yeah, I like, uh I believe that eh, one of the roles of leadership is to develop a common vision of where we are going and a common set of beliefs about what we stand for as a school (pause) and I think that it's challenging to get people to agree, to have a common understanding about almost anything, much less to have a huge community and, when,
Sustaining values	it's interesting because in the search for my successor, one of the thing the Board said we really want to sustain are some of the basic values that we have as part of our mission and what it is to be responsible global citizens, and to inspire learners and values that
Working with the Board	were, very--- in our decision-making process, it's very open and it's very transparent and its very inclusionary. And that is a set of values that we, eh have sort of planted our flag in, but I have to (constantly) remind people, and I think the other thing is reminding
Communicating values	individual faculty that they're really part of something larger than their own contribution, and I think that's again, for me, one of the values we are trying to build is…. Teachers are not in private practice and, when, there is a common curriculum, there's a common set of expectations of how we'll treat children and how we'll treat parents and how we'll treat one another. So, I do see my role as, on a regular basis, getting everyone together and
Common expectations, shared expectations	reminding them of that, in some way that, hopefully, will be interesting, or reflective on their part. I think it's all so easy to all of a sudden have 180 teachers and they show up and at AES the group of kids are working well and you know it's a reminder that yeah but you're part of community, a professional community, a parent community and we have collectively decided that this is what those kids need to know and that that's not your

	individual choice. And that is probably for me one of the challenges that we all face.
	GR "Can you talk a little more about values, and the alignment of your values as a school leader with the values of the institution because this is a theme that has come up several times from colleagues and whether there is an alignment and does one become the other".
Developing a professional community	
Collective responsibility	BH Yeah, I believe, I'll send you a graphic. It was done by ….. I can't remember his name. But the gist of this, it's actually a theory, is that satisfaction in work is highly dependent on one's personal values and sense of purpose and institutional values. The more highly congruent they are, the more satisfied one will be doing their work and also doing their work in that institution. And, I think it's no different for a school head. And I think we are also in a position where we tend to hire in our own image and were looking for people who share our values, and, ah, one thing is to be clear about what it is you believe about
Aligning personal and institutional values.	teaching and learning, what is it you believe about how to motivate people, and, er, I think there are differences in this as we all know, and it's not a question of right or wrong, it's a question of belief. And, I think, as in philosophy of education, there is surely a
Hiring staff, recruitment	continuum, and I also believe that in how we work with people, there's a continuum of being more autocratic, which is not a bad word, and more…almost at the other end. Could be laisser-faire. And, you know, I hire good people and I stay out of their way I hire
Leader as motivator	people and tell them exactly what to do, and you know, like myself , I think I am sort of in the middle, may be a little more on the , "I trust you" side. But I think those values are important…and interestingly, I know my successor, I mean my predecessor , had a values conflict with, the whole question of what is the role of community in influencing and
Leadership style	school and that came up again now in another school he went to and, I feel, I regret it, that no-one sat down and said that you need to be careful about in going to an institution where that's an expectation, that you are going to involve a lot of people in making a
Personal style of leadership	decision.
	GR, So, taking the link of values about professional development priorities, to what extent are your personal, professional priorities, the school's priorities?
Role of the parent community	BH Well, that's a, you know, I would say the umm, I would say there's a pretty high alignment and I think it's because, one is, I have, when I hire people, I'm looking for people I'm aligned with. I have a lot of authority over how we spend our money and,

Involving stake holders in decision-making	ultimately, that reflects some of our values , alright many of them, probably not all of them, and I believe it. And so, I think the, if I believe that student self- assessment is at the heart of improving instruction, then I need to act on that belief. I need to be clear with people, I can't hide my values, and that happens to be one of them, so, over time, we'll be working on develop assessments, and I now have a position called Director of Student Performance Data and, so, that's a value I hold, that I don't know if it's shared equally with all faculty in fact I know it's not shared equally. Now, slowly, there is a
Alignment of school and personal priorities.	greater appreciation, but clearly, their value is on their methodology (based on), their work with the students. And I think that a case in point. I'm probably less of an advocate for technology…. We have a strong technology programme as I know it's in the future . It's our future, its not necessarily a personal value. I guess my own personal value is that I
Assessment of students-priority.	think we need to be a forward-working school, and technology is just going to be more and more part of what the education process is, so in some cases I think that I have to be aware of my own biases as well, and maybe they're not in the best interests of the institution even though it's my bias.
Sharing of priorities	GR Can I ask you a question about the skills you think are most germane to perform the leadership role well.? You're an experienced Head. I read in the data return you gave me that you've been a HT of international school before for 10 years.?
	BH Yeah, and then I was a Superintendent in the US. Been doing it a while (laughs).
Role of technology	GR But in the context you're in here, what do you think, are the skills that are most crucial?
Personal values	BH I think that, mmm, probably one of the ….. a critical skill is how to facilitate meetings and how to facilitate groups of people, arriving, whether they are pursuing a goal or trying
Self -awareness of biases	to solve a problem, and again, I think the reason people don't like meetings is that most meetings aren't run very well, so I think, I bring that up only in that if you believe in any kind of participatory involvement in decisions then you have to ask yourself, well what's the process I am going to use? How am I going to use that? And, so I think that how to
Professional background	facilitate groups is important. I think a knowledge of organisational change is important in that school Heads are hired to make the school better. No one hires a Head to say keep it just like it is. Everybody wants to see that educational opportunity optimised, so that
Facilitation	means something gonna change. Just as, probably some things are going to change in technology- technology is probably a good example of something that's changing at such

Chairing meetings	a tremendously rapid pace, and, huh, so understanding how to manage that, not even just fiscally, but, even, how do you help, again, on a continuum, the teachers are at different places in their acceptance of technology, their value (of it) and their ability to use it. So, I think managing change is really critical, I think, am, having an understanding of
Knowledge of organisational change	the teaching- learning process and having a point of view, that is important for a school Head.
	GR On that one, do you think that a School Head should always be an educationalist by background? Or, do you not have a strong view about that?
	BH No, I do. I think that…. I think, to some degree, it depends on the size of the
Change management	institution. In the US right now, there are several large urban systems that are, where the Superintendent or the Head does not have an educational background and I think that the person everyday has to remind themselves that it's an educational institution I'm running.
Managing technology change	It could be any kind of service organisation. I think in schools, international schools, per se, I think it does. I think schools have a unique culture, organisationally, that's different than corporations. And, hmm, I think if you're insensitive to that, or unaware of, you'll probably have some difficulties and there'll be probably be some dissonance. You listen to
Understanding teaching and learning	Board members, and again, I think some of coming out of truly a …like, I have a Board member who has a background with a huge cosmetic firm, and…. (is) very successful, and, her view of how you get things done… I think it's great if you're selling soap, but may be some one who came out of a Director of a hospital or..someother service kind of
Qualifications/ experience for headship	organisation may be more sensitive. But, I do think that it's in the school's best interests to have someone with an educational background.
	GR Can I ask about you about your own Professional Development? And, given what you've said about your experience , where have you developed yourself professionally,
School culture	by what strategies…What have you used?
	BH Well, a couple. You know, and I'm very excited to tell you about my latest. But I do a lot of reading. I seek out workshops and I think that, hmm, for me , ah, many of the
Board views. Dissonance with Board	workshops or training that I've felt was most valuable, really wasn't in Board and educational training. Though, I had a pretty good background about teaching and learning and I would involve myself with the professional development going on for the faculty and so it kind of keeps me in touch with this is. So I began to, …., and part of it was when I
Personal professional	said that meetings are really, important, so some of that early training I did was in

development	facilitation, and it was really was run for….they were public workshops. I was often the only educator. I also discovered the world of systems thinking which again came out of this management school which were high profile parents. So I went to this system
Facilitation training	thinking conference and … that opened up my eyes to a way to think about how complex organisations are. So, some of it has been through formal training, some of it's been through my own reading and this year I hired an Executive Coach.
	GR Yes, I saw in your return. Weekly, did you say?
Systems thinking.	BH Yeah, we meet once a week. It's expensive but, and you don't have to meet once a week. You can't… But I, yeah, I decided that, at the start of the year, I thought that the
Organisational	Board was very challenging, some of the interpersonal dynamics, and , I was interested in
complexity.	the whole process of self-reflection, which I think is easier said than done. So, anyway I was talking to one of my parents, who was a former Board member, and she had got the
Use of coach	certification as an Executive Coach, so she was starting a business. So she's a high flyer from Harvard, she is so bright, and I said well how about coaching me, let's try. So, great,
Board challenges	so honestly, I think it's one of the best professional development experiences I have had. Because she doesn't….she's not a consultant, she's a coach, so she listens, and she listens
Self-reflection	for sort of the patterns in my thinking. She asks questions so get me to reflect, and then
Coaching	periodically. She'll make insights. She'' say, would it be alright if I shared an observation I've found it really helpful. We hold 3 Board retreats a year, ½ day. So, she and I planned the most recent one together and then she facilitated it. So, on one hand, as a
Board training and	professional development activity, it's expensive, but I think it was like having a Personal
development	Assistant , someone who really understands what you are trying to do and they're there, literally, at your side, helping you do it. Anyway, so now Dick is going to use her.
	GR You talked, I think, in the on-line survey, about the coach helping you professionally to
Coaching	achieve your targets. So was it a target driven initiative?
	BH Ha Ha
Goal setting	Yeah, she asked me what are my goals were. Again, I had a … I'd say a ….. again, the interpersonal dynamics of the Board were ah challenging. And these are set short-term
Board relationships	goals. We started in August, and ah, we set January as our, so there were short-term goals. And, so one of my goals….. I set are to enhance the relationships with Board
Strategic planning	members, and a 2nd goal was to have the Board agree upon a planning process for setting Board goals. And there was all this contention about what is the work of the Board, what

Appraisal	are our goals, and so forth. So, we set those two, and hmm, and again, we achieved it. We have a planning process in place now that everyone agrees so everyone's comfortable with and not only have it in place but we identify goals for next year and so it was very successful.
Board-Head link to performance	GR Excellent . So the coach was working with the Board as well as with you? BH Now, that, probably is unusual but, hmm, we felt that it would work, especially because she was, last year at this time, she was a Board member and they were
Information giving to Board	comfortable with her. She was highly respected. GR Mmm , excellent Bob, just one more about professional development linked to appraisal. Then, I want to ask one more and then about leading a school in India… the link of professional development goals for a Head to an appraisal process, however termed. How significant do you think that is for a Head?
Data gathering for the Board	BH Well, you know, until I came here, I had not received any written evaluation as either a superintendent or a school Head and here I receive a written appraisal and actually it's a narrative. And I think..I think it's essential and it surely is, uh, uh, in terms of a development, it has to be helpful because it's the Board's collective perception of my
Role of Board in evaluations.	performance. And it's tied…in my appraisal, it's not tied so tightly to a set of goals. It's tied, well- one of the things I learned, very early, is that if I'm going to be evaluated I need to provide them with some information. And so, I do a parent and family satisfaction survey. Next year, one for High School kids too. And, I provide them with that information because the…. Otherwise, there is a tendency that, mmm, to base an evaluation either on critical incidents, something happened and that, oh yeah, he didn't handle it well, and that becomes the evaluation. And so I felt it was important that they had information,
Heads' evaluation	that went beyond their own perception and their own social networks and, again, I feel that it's positive. And, also I can imagine what it must be like to suddenly have some people say, gee I am not happy with your performance, and you've never heard about it. And I think that that's one of the things, that having a formal evaluation process does. GR So, that stakeholder survey is not about how respondents perceive the school to be doing, it's regarding your role. BH it is…. BH Yes, I'd be happy to send you a copy of it. It's probably too long because I've involved
Data gathering stake holder surveys	a lot of people in developing it but it addresses my leadership, it addresses the Board Leadership, it addresses the parent Organisation's leadership. Literally, it addresses how

Dealing with parents	parents, what their experiences are of faculty, how they feel about the curriculum, every curriculum area, so it is lengthy and about 30% of our parents take the time to complete it and hmm, we're looking at it over time as well, so we have the historical record. But, I feel again that it's …
Seeking parental views	The other thing that it's really helpful for is when you have a parent who's complaining about some area of the curriculum or the school, and often you hear that well, parents think! I say well, how many think that way? And the survey, I can tell you, that 30% of the parent said this, so you might be in the minority. And, so that's very helpful.
curriculum	GR Excellent Bob, thanks for that, last question really, or group of sub-questions, are about leading a 'school', leading an international school, leading an international school in India. I'm particularly interested in the Indian dimension and whether you think it makes much difference for professional goals and the way in which you approach leading the
Staffing views in India	school.
Cross-cultural challenges	BH Yeah, I think the….. interesting… the educational side of the school, hmm, probably the fact that we're in India, and outside of that we have Indian Studies in the curriculum, isn't, I think as relevant. The non-educational side, the fact that most of our employees are Indians, and so for me it is understanding some of the frustrations and challenges in a
Ethical issues	cross-cultural work place that I do think is challenging and probably in those cultural dimensions, I think, do vary from country to country, And probably, a good example is here, our non-teaching staff, we have a nepotism policy, we can't have two members of
Standards issues	the same family working here. And there's a whole rationale for that, that our teaching staff feel is ethical that we don't have families taking over the school. In Egypt, it was just
Solution to cultural misunderstanding	the opposite. Everybody we hired, in a non-teaching role, was related to somebody else at school. In fact, at a custodial level, they asked, if we don't have a family member, someone from our village, and the logic there was that you'll never have any problems.
Cultural dissonance	We take care of those problems. And, they were right. They just took care of business.
Need for high standards Indian dimension	And the other thing I found fascinating, my first few years have, it was really frustrating, and frustrating in the sense that trying to achieve a certain level, a certain standard of, let's say, safety and cleanliness, and then the whole dimension of time. That, if , in the
Staffing issues-Indian dimension	vacation, my office is scheduled to be painted, they know the day I leave, they know the day I'm coming back, and the day before I'm carrying back, they paint it. And so, we were struggling, our Human Resources Co-ordinator and our, actually, it was before Dick got

	here, and we were saying 'how we were going to get over this?' And, we were trying to figure out what the problem really was. And so, anyway I was doing some reading on cross-cultural working places, and this consultant had come to India, it's a German Company, and there was really a conflict between German Managers and Indian Managers. She walked in and she said, I want you to take a sheet of paper and I want you to draw a picture of 'time'.
  Cultural expectations Teamwork Supervision- the need	Wow, everybody in the west drew a straight line, ever Indian in the room drew a circle, its infinite. And, our HR guy is an Indian and my Director of Facilities at that time was an American. And then both laughed because we said immediately a circle came into my mind. And we asked ourselves where in India can you guarantee a certain standard of….. everything is guranteed to work, everything will be in place. We said there will be two places, one is a 5 star hotel and the other is Indian military. So, we decided and , when to recruit our Head of Housekeeping, we got a woman out of a 5 star. Overnight, and …we had a little bit of insight, because we had a westerner here for a year in facilities, he was a trailing spouse and he said, Bob, one of the biggest problem here is people didn't supervise and they don't train. You're asking people to do things and they don't have a clue how to do it. But, anyway, when he left, we hired this girl from the 5 star, and overnight the standard of cleanliness went up, and then we hired the Head of Facilities, a retired military guy and everything is done immediately. And he puts together a report, Graham, it's the most detailed and comprehensive monitoring of projects that I've ever see anywhere. He takes, for any project, like a repair project, he takes a picture before and he goes and takes a picture at the end. It's incredible, and that's what I learned. I learned that India Managers don't leave their office. They tell people, 'go fix it' and come back and tell me when it's done. But they never walk over to see, is it fixed? So that anyway, it's a long answer to it but I found that, for me anyhow, the cultural challenges came in being/trying to impose certain expectations on our workforce that is culturally different. One, we are not been able to, the idea/concept of a team. I don't think it works in India at all and so, what's important then is that the supervisor is a good supervisor. So, that's what we had to learn, that we need more supervisory training and also where we are going to go look for these people?
	GR So. It's a very interesting example, I can relate to it.

IB in India Definition of international schools in India	And finally, very finally, the international school growth situation in India and how that's will affect you leadership, the leadership development of schools, any observations, any reflection on that? BH Well, I think that, you know, these are probably, yeah, I think it's an opportunity, quite frankly, because there's an economy of scale that says that schools can collectively come together now and offer workshops and training and we can share costs and so forth. So, I think it uh,,um, I think it's a positive thing, professionally and you know, right now, we're kind of unique, as a school, and as I think more international schools grow and develop….Because as you know, some of them are international schools, only in that they offer the IB, but there's nothing international about their student body, and…yeah, so I look at it as a sort of a positive step. I don't know it poses any challenges, but perhaps if we began competing for students I guess it would, but… GR But professionally? BH There's such a variation in the quality of the schools. I saw that in Egypt as well.

Interview with Anu Monga, Bangalore International School, 19/5/11

	GR Anu, thank you for your time. I've got two areas to talk to you about: one, leading Bangalore International School, and the second is in relation to TAISI.
Governance-parent run school	Hmm, you've talked to me, before, but I would just enjoy listening to you talking about, first of all, the professional challenging of leading your school. Leading an international school, and leading an international school in India. So, there's kind of three dimensions to it.
	AM, well, you see, you're familiar with my kind of school. It's a parent-run, well, it started as a parent- owned school. At least, I've changed that. It's parent owned but not parent-managed school. Actually, at this point, I'm working on something. It's really not a parent-owned school. Our school was started, by some American and European expats, when there was no
Nature of the Stakeholders	international school in Bangalore. So they put in money, they were the stakeholders at that time. But now, it's just carried on, and none of them have put in extra money, they pay only the tuition fee, that's the end. So, I'm trying to change that. Just the words "parent-owned school" really, it comes in our way of running the school. Because, it's a completely parent, etc,
Model of governance changing.	governed school, and…well, it may have more minuses than pluses.
	GR Tell me a bit more about why you want to make that change, what difficulties it may cause you.
	AM Well, when, I'll go through, when I came, what happened. Actually, it's strange. I was in a
Board perspective	previous school, your school, and I was on the Board. So, then I was on the other side of the fence. Right?
	So, I could actually understand everything, because I've seen both sides. Because, even at that time, The British School was completely a parent-governed school… Hmm the first thing I
Board issues, vis-à-vis parent governors	noticed that, sometimes, the agenda was completely different to the Board. It was not the expertise; it was more or less a personal agenda. Then slowly I saw that, y'know there was a lot of interference. Yes, in running the school, and y'know, concerning some of the staff, and they felt the Head of School was… if they could have a straight line to the Board, then they really didn't need to go through the Head of school. And this started happening. Fortunately, I had the
Board practices	support of three Board members, there were only 5 Board members. And, they supported me

	through that. But it was not an easy task. And, they felt they could call me any time, talk to me
Nature of the school	anytime, and y'know, even as to why my child is doing this number, the way they are doing this
	lettering, what they are doing. And, this was more, we noticed in the primary section than the
	High School. High school parents don't care. So this was really a battle for me, and when, they
Largely Indian	thought they owned the school, that's a misconception, they don't own the school, they've not
students, staff	paid any money for it. So, this was amazing. I was disgusted, we met the lawyers, we do want to
	change some of our by-laws, and we do want to get some other people we can nominate on the
Definition of an	Board, y'know somebody who understands education and understands the word 'international',
international school	because we are an international school, yes, but we only have 17 expats here. It's more for the
	local kids, who want to study the international curriculum. But you see, in a truly international
	sense, the thinking for us is truly international, but we do not have expat staff or students.
Home country	**GR** Yes, this is an interesting theme with every Head, and interesting for me too. Tell me about
grounding	why, what for you is an international school. There may be many things that are…
	AM Yes, for me, basically, an international school is, be well grounded in your own country and
	learn around all over the globe, respect the cultures of the world, learn about it, , and then you
	start interconnecting, networking, but basically, be strong with your own country. That is why,
IB Curriculum content	when I speak to the IBO, at times I feel that these are some subjects that you really don't need
Internationalism	to do: they are learning history of somewhere in Canada, but they know nothing about their
	own country, so, …language plays an important role also, we'd love to make them learn
Nature of IB CAS,	languages. A lot of our kids don't know any other languages. So, basically, we want, we don't
service trips	want the kids to live in a cocoon, and yet, whereas we want them to be global, so, looking at the
	international side, our kids are doing a lot more than some international schools, I think. Yes, I
	think, your school is also travelling a lot, the kids go, and it's not as if you're sending them for a
Global perspective	holiday to Singapore. I don't believe in that. I don't even believe in the CAS, which a lot of
	schools are doing here, like I heard that Oakridge had gone to Switzerland to do CAS when there
	is so much work with CAS , here. So I don't believe in such kind of trips here. Yes, they went to
School constitution	Costa Rica with Zeebaialai and they did a lot of good work. Y'know they went to Africa and they
	did a lot of good work, the learning happened there, so y'know, I'd rather make them to do the
	work here. We're not a fancy school, I don't believe that… and we'll visit your country and help
Parental	your country, and yet, they have no notice…a few things I said..Today, I'm very proud of my
understanding of	school, we are pretty global. They are Indians, so they are pretty global.
mission.	**GR** Great, Fantastic. The…so, if I can sum up what I've listened to so far. The..one of the main

	challenges in leading this school, Bangalore International School, has been the, sort of, constitutional set up in regard to parents, regarding ownership (Anu yes). Are there any challenges in terms of leading an international school, in terms of getting that message of to the wider body? Does everybody understand it? Is there anybody….? **AM** Well, if today, you ask me, I don't think all my parents understand my mission and vision of the school. We are one of the few, the first few schools that got accredited to the CIS. I think, after The British School, I think we were the second school which got CIS accreditation. And, ah, it was sad to see, that year, how that year how indifferent the Board was in helping us to it, and couldn't figure out why we wanted the CIS accreditation. And y'know, I tell you today, at least 20% of my teachers don't understand the mission and vision. **GR** What do you see as the benefits of CIS accreditation? **AM** What do I see? **GR** Yes, talk me through how advantageous it is in your opinion? **AM** When I walked into the school I was told, are you crazy, taking this school on? Because of all the other international schools that had come up, with all the great infrastructure, this school had really dipped down. In fact, I'll take you around, when I first came here; there was only the 1st floor. After I came, we built the 2nd, 3rd, 4th floor, and it's only our tuition money, we have no savings. I just saw that really, a CIS accreditation would really help, and I could really move on people who didn't want to be involved in it. And, I just told them, y'know, if you're not ready for change, you'll become a casualty of the change. It was a tough year for me because I had to ask people to leave. The old timers who had been here for years were the trouble makers here. I was banging my head against the wall. And they were influencing the new and the younger lot who had come in. But, now they see the difference. Y'know every change , there's a reaction from them. And, of course, it also boils down, my salaries are not equivalent to other international schools. (GR- in Bangalore?) **AM** Yes,. Umm They expect salaries much higher, so sometimes they have turned around and said, y'know, our salaries are not that high and you expect us to do so much work. Umm, I do tell them that if you're really not happy, then you can leave. But, at the same time, I do understand, , and I'm trying to speak to the Board. It's not that, well, maybe, , ok, some infrastructure we are short of but nothing else. You raise the fee, one or two years we'll suffer but in the end we'll make money. I would like to get some expertise from overseas who…, I feel I can't find here. There are, y'know, there are times when you just can't find the right

Board working- tuition fees	programme. So , but when I train them, these teachers are as good as any other teachers and then, they say, why aren't we gaining? That's the big challenge for me.
	GR Yes that is challenging. And the biggest determinant of, hmm, making a difference on that is would be raising, asking the Board for a significant raising of tuition fees.
Support for schools/Heads from Exam Board.	**AM** See, that's only if they don't step out of their own personal spheres, because they know it's going to affect them too. You see, that's the way… There have been wonderful Board members who have said, if we can't afford it, 'we'll leave but the school has to go on!'
	GR Thanks, Anu. Tell me about India, in the sense of the school. What do you feel are any professional challenges of leading an international school in India at the moment?
IB relations with school.	**AM** Well, I think, one of the most, one of the challenges is that I don't think we, as international schools in India, get a lot of support from the Boards we are doing, whether it be CIE or IB. There's not enough support. I mean, as long as you've got their programme, I mean, for example, take IB. They will only favour the bigger schools. We've seen that happen. They didn't
Support from IB. Feelling unsupported	have time for small schools, and this is one of the challenges. If you can, well, a lot of things are happening at the IB level, but if you can, kind of, smooch up to what they want all the time, then you're ok with them, but we do not get enough support from them. We just don't.
	GR Yeah, India's a fast changing landscape in terms of schooling. It's very much a growth sector. (AM: yes). Any issues to do with that or any opportunities to do with that as you see it? In regard
The ease of IB authorisations	to maybe, the expansion of international schools?
	AM You see, I don't agree with this expansion in India because any Tom, Dick and Harry school is getting IB authorisation. They really don't have the background to run an IB school. They have a
IB schools not well led	library, they might have the labs, but it's not easy to get the right teachers, right? And they are running it as if it was any local curriculum. They really don't understand the IB. But it's because it's an elite, we're an IB school, and I think they are galloping away, not looking at the quality but the quantity. Yeah, And what I see because they are so short of examiners that I have seen
IB examiners- problems with quality	(the IB) some of my teachers, we've asked them to leave, have actually become examiners, and they were disastrous teachers, they were disastrous absolutely, but, y'know, that they are so short that there are lot of examiners in India, you'd be surprised,Graham, how many the IB has
IB/CIE Examinations	from India. Yeah, And, you know what they do, they write the names of the schools and then they send papers for correction. That way, CIE is more advanced. They do everything on line.
	GR Yeah, I think the IB has to go that way. I noticed the Theory of Knowledge examination this
IB Examiners-	year, the essay, was all on-line , and examiners were given streamed, random schools, which is

difficulties with	much better, and more fair.
	AM Absolutely. Y'know, we have a teacher here, who's actually , she's did a level 1 workshop,
International schools	she's not doing very well, she became an Assistant Examiner, of course you know how IB is, they
in India= IB schools in	don't get in touch with the Head of School, they just take the referees. Second time she applied
India	for TOK, and she got it, and they didn't even call the referees. And the other day I caught her
	doing some IB work in school, and that's the problem you have. They're making a lot of money,
	being Examiners: they are only here to get material out of the school and professional
	development. It is disturbing.
Growth of	**GR** It is hard to know.. try and put a list together of the international schools in India. I guess the
international schools	first place that you or I would go to is probably the IB website.
in India	**AM** That's right.
	GR There's a danger in that, in that 'international school' becomes equal to those offering an IB
	programme.
IB authorisation- the	**AM** This is the danger, Yes, but that is not an international school, and there are plenty here. I
ease to obtain it	mean…you, Delhi they are opening up in Punjab- they have no clue. Recently, they gave it (IB
	authorisation) to a school here, they brought their teachers here because they have no clue. I
	wondered why/how , they got it. This is the problem- there's a big school in Calcutta. Will get all
Head's skills in	3 programmes, it is an international school. But what I've heard, y'know a lot of teachers were
marketing	not even there, they were just skyped. And they have got the IB authorisation.
	GR I'm going to change the tack slightly, away from IB, in terms of what it takes to do 'the job',
	umm. Tell me what you feel are the most important skills, the most important competencies,
	that it takes you to perform your role in school well.
Nature of the school	**AM** well, the thing is, to market my school, it takes, you know, you really need to have the right
	PR, the right attitude to marketing. I don't have too many expat kids, coming from international
	schools from all over the world. I have kids, yes they join here, and why should they join this
	school instead of a regular school in Bangalore and…that's a challenge for me, to communicate
Skill needed in fund	that its not only academic, we're doing much more than other schools are doing. And that is
raising	why…school fees are very important and we still have complaints from parents and….I think that
	one of my challenges also is that I need to learn more on fund-raising because the Board does
	nothing about it.
	GR So fund-raising skills, marketing?
	AM Yes, marketing skills and, uh, what I've seen which has helped in my school and the

Head-lesson observation	teachers appreciated is, every Tuesdays and Thursdays I don't see any parents , I really sit in classes, I walk around.
	GR that's your three minute walk through, is it?
	AM Yes, and I walk around, no parents allowed, I sit in classes and sometimes when there is some substitution needed, especially when Psychology is concerned, because that is my subject, I do go into class.
	GR What skills do you feel you are using and that are important in doing that kind of work?
Managing parents	**AM** well, I've been as, I've actually done a training on fund-raising which has really helped me, some of the other PDs I've been on have helped me a great deal- the summer seminars on leadership when we deal with academics. One of my weaknesses was finance so I have learned. And, I am actually applying for the Bambi Betts. Y'know for leaders, and I spoke to Richard Tangye about it, because he runs those workshops.
	GR The one in London?
	AM Yes, I haven't been there, y'know, everyone is suggesting it, because my financial sense is not that great.
Fund-raising training	**GR** It is interesting, isn't it, because, I think, that would be a very common issue raised by many Heads… the marketing…and the public relations role. Hmm.. tell me how you've developed your skills in those.
Skills in financial management	**AM** Well, y'know, marketing, I have always been involved with uh, y'know, even when I was in different places in my life, before this I was in Kodaikanal and these are actually…my marketing is very self taught. I managed a stand for Kodaikanal for their 100th anniversary. Umm I was at
The value of the PTC	The British School. I did marketing in the events, there were about 20 of us, and we did a lot of fund-raising and talking about the school through international food festivals. We had Ravi
Need for a finance workshop	Shankar- people who promised me they'd do something for the school…and, so that helped me.
	GR So, self taught? (AM yeah) Yeah I want to talk about professional development strategies. You've talked about workshops for you as a leader. Talk me through what you find as a school
Marketing skills	leader is most useful in terms of professional development, types of professional development.
	AM Ok, the summer seminars at Harvard- I find them very good. In fact, I learned much more
Confused with small-scale fund-raising	there than at NESA, EARCOS. I felt that, because it was a ten day, first of all, and they walked you through a lot, there was research work you had to do it.
	Just you going to a conference and coming back. The papers came to us at least 2 weeks before. I got selected; I don't know if you have heard about this Kleinstien? It's interesting…they've 20

	Heads, Burl Kane at the University of Columbia, and I got in. You do case studies and you do a lot of work. I did the work but couldn't go for actual, because that was the time. I got my Board class. Harvard, I thought, was every good and I think, on the lighter side , I've noticed when you meet as Heads, these summer institutes, now and again you attend those. It's a real learning experience because there are at least 40-45 international school heads from all over the world and that networking, working in groups there…I've learned a lot there.
	GR That's good. And what about within India? Obviously it's a difficult question for you (AM yes, yes) but, and I'll come to that later, but are you able to gain anything professionally from any activities you do it with in the country? Anything on offer that you benefit from? You've obviously, hmm organising and convening a lot of that stuff…
	AM Yes, but some of the leadership workshops we have had on the TAISI have been good. In fact, I sat in one of yours, y'know and, which I thought was one of the most popular ones. It was in India but done by an expat. But, ah, I have attended one or two Indian conferences in Delhi, but it was so badly run. They had good speakers but they just had plenary, there were plenary, I don't know if I gained much from that.
	GR Can I ask you about, whether you have an appraisal system here for yourself (AM yes) and how that, if it is, beneficial to you professionally? Does appraisal and professional development interlink for you.
	AM My appraisal system is more as to what I'm doing best for the school. And, uh, because I have my goals and , eh, indirectly do link to any professional development. What I learn, I bring it in and it comes into my,….you know. But I tell you one of the biggest goals right now for my evaluation this year would be recruiting the students, and how many students I've got which doesn't work with my professional development as such.
	And, also uh, it's a very huge task, y'know, because of financial problems, they want me to cut down staff and see what I find most difficult, yeah. Because, I sometime see my evaluation is,umm, more like a corporate position and not really as an academic head. And I have discussed this when Allan Conkey was here for our Board evaluation, and he put that in, when he saw what my evaluation was like. But I do have a yearly evaluation, and my bonus is on that.
	GR Ok, so that it's financially linked?
	So, I think that's very interesting: not the finance bit….one of the themes that's come up through a number of these discussions with Heads is whether their goals, personally and professionally, are one and the same thing as the school goals. Or, is there space for you to work

	on some school goals such as enrolments, to work on some school goals (AM yes) but also have
Board evaluation and remuneration	your own goals (AM yes that might contribute to the development of the school (yes) but are more personal?
	AM Yes, they're personal, for my own self.
	GR Such as, I mean, the development of marketing skills, if you thought that was a need. It
Conflict over goal set by the Board.	benefits the school but is something you feel you need, perhaps?
	AM Well, I also feel because I teach a lot there I achieved so much there. But, now, talking about
	fundraising has become one of my goals, which I don't agree. It's completely…I am not in the
Developing academic	line of fund raising. I know a Head should know about fund raising. I'd rather worked how I've
standards and	raised the school academically, how I've made it a truly international school. Yes, and others will
developing	come because of a few things happening, but…though the Board wants me to do some fund-
internationalism	raising. I don't agree with that.
	GR Thank you, any views…? I'm kind of making, maybe this is the bridge that TAISI part of the
	conversation, the 2nd part of the conversation, but any views...on what you feel is needed in
Proprietor- run	India to support school leaders in international schools?
schools.	**AM** Hmm, see I go back to saying…sometimes what happens, lot of Heads come to international
	schools, expat, but especially with proprietor-run schools, if something goes wrong, in a minute,
Unity of foreign	you're out, and I think we need we need a support group here. I remember there was a school
Heads of Schools	in, hmm, eh, Pune, and I think they had a Head from Australia. He went for a conference and he
	came back to a letter asking him to leave. I remember Michael fought for him, and he managed
Support group	to get some money back. Proprietor-run schools are a disaster in this country. If they like you,
needed for Heads	they'll do the world for you, but overnight they just throw you out with no recourse. I think we
	need a support group for international school Heads. And, again, getting back to the curriculum,
	the CIE and IB….we do need some help from them to interfere when things are not going well.
Role of IB/CIE in	They want us to run these schools, it's their curriculum, but they should… I know this is not our
supporting Heads	problem. Bur, if you want good Heads to come, leave their jobs from another place and come to
	this country, and then not support them well? I personally feel that would help.
	GR Why do you feel we don't have a support network in place in India already, for Heads? Have
	you got any views about that? We have TAISI, which is very supportive, for the Heads those who
TAISI role in	are members.
supporting Heads	**AM** I know, we do help them a lot. But tomorrow, a Head is getting a position at one of the
	international schools in India, and you know one of their colleagues has asked to leave. I don't

	think they'll even reason out with him why. They'll just be happy that they have filled the
Competition and unethical practices of schools.	position, and that kind of disturbs me. I personally think TAISI is there, we do a lot of support but teachers are being poached from each other's school, why weren't those Heads ringing you up, they are all part of TAISI?
	GR Why do you think they don't act more collegially?
Underhand tactics of schools	**AM** a) There is some kind of, eh, I don't want to be realist, but this is a very Indian thing, not to be upfront and, y'know, talk direct. Y'know, and uh, a lot of things go on behind people's backs.
Illegal poaching of teachers in India.	I've noticed, it's a very India thing. I hate to say it, but because they want that teacher, so they would do it without even asking that they want that teacher. First of all, they have no business in calling them up front, now what's happening, these days, in India, somehow their HR people have got the cell number of various people. And, we discovered the day other, there's a school
Lack of trust	here and we discovered one of his people were actually handing out the cell numbers to the school.

Interview with Lynda Gigg, Canadian International School, Bangalore 19/5/2011

	GR Lynda. Thanks. First tell me how you got here, first of all, in terms of your route to this Headship.
Previous experience as administrator	LG Ok, Hmmm. I retired as an Administrator in Ontario and decided that I was going to take on a new adventure, which was here. Was fortunate enough to come in as the Principal, and the Head of School at that time left in March, so I then got appointed as Head of School/Principal. So that's
Appointed to post internationally	here. Prior to coming here, I'd been a Principal in a school for 15 years back home in Ontario.
First taste of international education	GR OK, so you are an experienced Principal and this was your first venture into the international arena?
	LG Yes, that's so.
	GR That's interesting for me because-could you reflect on the professional challenge, first, of leading a school, generally, and then leading an international school, and leading an international school in India.
Personal style values	LG The professional challenges of leading a school in my style is building up the rapport when you walk in and being able to sustain that rapport over your time. Hmm, I find that, once you present yourself and you establish who you are, which, in my case, is professional, ethical- all those kinds
Ethical stance	of qualities-then, when you have to make tough decisions, they are received much better. So, I
Believe in communication Differences to government system at home.	think, communication and establishing that rapport is key. Hmm.. Understanding your clientele certainly changes between the international and the type of school I was in before. And, so part of me was very fortunate in having months here as the Principal before I became Head, so that I
Nature of school largely for	could get to learn the culture of India and the culture of this school because we are very strongly

foreigners	an 'expat' school with a local influence, which is not a pure 'expat' school.
	GR OK, tell me a bit more about that, if you don't mind.
Student nationalities	LG We have students coming..our students come from about 34 different countries and our teachers come from about 27 different countries. And what happens is the teachers often don't
Teachers' origin and needs	have a common base of knowledge. And so, one of the challenges that came here was establishing a common base of knowledge. Umm, we were wanting to add academic rigour to our school because we felt that there were discrepancies between classes. But we know that we
Academic priority to raise standards	couldn't do that until we had a common set of skills and knowledge, and language. So, our PD focus for our very first year as Head was on those kinds of commonalities amongst all of the staff, and setting criteria, and setting the frameworks that they could plan a lesson properly from, and
PD priority focus on lesson quality	then talk about what the lesson components are, and how to differentiate. Next Tuesday, we are looking at, uh, at the cognitive strategies, so we had a very focused professional development. So,
PD for local and international staff	multiple intelligences will come in next Tuesday as well, because some teachers have a lot of that knowledge, but also, the local teachers, if they are trained locally, don't have the skill sets that
Challenge of local staff in pedagogy	some of our international teachers have. That's one of the challenges. Another challenge particular to this school, uhm, was establishing professional and ethical guidelines. Uhm, in my 42
Ethical standards in the school	years as an educator, this was the worst school as an educator, this was the worst school I have ever, ever seen for its lack of professionalism. And...so we, one of the first policies that I wrote
	and put to the Board of Directors was an ethics and professionalism, which then we shared with
Level of professionalism improved	the staff. And, the level of professionalism has improved. So, that was probably the hardest challenge because the unprofessional activity, vis-à-vis teachers, was absolutely mind-boggling. A
Example of the challenge of changing teachers'-culture	teacher would have a discourse with another teacher or with the Head of School, not knowing what went as, and send an e-mail out to every teacher...and sometimes to parents. That's
Role of Board-members-	absolutely uncalled for. There was an uneasiness, part of that became because, at that time, out

inappropriate behavior	Directors were walking into classrooms as well. It was like that, 'dog eat dog' world and can't put it any other way. Hmm, when we did CIS accreditation, for which I thank them greatly, they very clearly told the Directors, you have to stop here. And so, Directors no longer deal with classroom
Governors in classes	issues, and I told them that I won't take the Headship, if I was not given control, which they have honoured fairly well. So, that was the other challenge, because we are a 'for profit' school, getting the owners to step away in order to allow the school to run. Yeah, the owners used to tell me that
Parental challenges Communication strategy	they used to hate to see a parent became a parent would yell and scream at them. And, that's all they saw. But, now, it's a totally different rapport with parents, y'know. We… we are open and transparent, we hold community meetings, parent meetings and…so that communication also with the parents has opened up and my parents all know that I have an 'open door' policy. I
Parent, teacher relationships	hardly ever get a parent in my office with a concern anymore. So in the three years, the school has really moved, in a positive way. Teachers are feeling much more comfortable. I introduced a
Teachers' contractual changes	permanent teaching contract for anybody beyond two years. So teachers have an option to go for another two year contract or to take a permanent, because the base of the school is our local teachers. And, they were always feeling uneasy, every two years, whether or not they were going
Local staffing issues. Indian context	to be employed. And, y'know, there is a way to give the teacher who isn't meeting standards. We have a teacher performance appraisal, which they never had before. So, you can document someone out of a job but the few that you have to do that to, it's not worth the risk of the uneasiness of all of the staff, come January, 'will I have a job next year?' So, the permanent contract has also helped.
	GR That's good. So, that, in a sense was one example of the Indian context, I think. Hmm. Is there anything else about leading an international school in India, uh, that is, that has been
Culture of India- foreign staff attitudes Foreign staff and	professionally challenging in particular? LG Leading an international school in India I think one of the challenges is the culture itself. I find

high turnover	the international teachers either love or hate India. So they either stay beyond their two years or you don't hold them for the two years. That's the challenge when you're trying to build stability in your school-to have your international teachers contractually changing at surprising moments. Yeah.
	GR So has that meant you've had to prioritise the recruitment function a lot? And spend a lot of time on it an international recruitment or you've focused on the other end in terms of trying to do
Staff retention challenge	things to retain those staff?
	LG We have done things to try and retain staff, hmm, and more needs to be done. Without question, the school still needs to move forward but we have a stronger comfort level, or teachers are now staying beyond the two years, ahmm. The first year that I was here, we had 27 teachers leave, last year we had 12, this year-classroom teachers- we have 5. So, that says that some things are going better.
	GR That's excellent. Well done. It's a big achievement, I think… you've alluded to this already, but tell me a bit about what skills and what competencies, what abilities, you felt you've needed to
Human attribute of patience, honesty	lead the school here.
	LG Hmm, skills and competencies. Patience, it is India. Somebody says Tuesday, but they won't tell you what week. So patience is a virtue, umm..obviously, communication is very strong, uh one of the things that always have been that has served this school very well, in that I am always 100% honest and, as long as I am not breaking confidentiality, I tell it like it is, and so the teachers aren't having to guess. There's no secrets. Hmm, and the parents know that as well. And we aren't
Parental comfort with school.	hiding anything under a blanket. If we have an incident that shouldn't have happened, you say, I'm sorry you're right, it should not have happened, I apologise and we'll learn from this. So, the parents feel much more comfortable with this the school, because, given we're not perfect every
'for profit' Board- not sharing information	day, but we do a lot of things well. Hmm, the other thing that having a 'for profit' school, or is

Lack of budgetary authority and delegation.	new in my career, is looking at and dealing with the financials. In this school, I'm not give the total picture of the Finances. As Head of School, it's very controlled. I'm only given the finances of running this school. I'm given a very small budget to look at the school for events. So the
Limited knowledge-Board keeping control	Principal's budget does not include, the, or the Head of School's budget does not include everything. So, I have no idea what goes out in facilities, or the cafeteria, or transportation. So, you don't have a clear picture.
	GR So, you wouldn't know the end of the year, the operating surplus or not? So, that's not
Budget data not shared	presented to the parents?
	LG That's never shared at all, never shared.
Transparency issues with the Board	GR Is that creating difficulties?
	LG Umm. I think in the opening of transparency because I am always told we are losing money but they've owned the school since 2004. I don't think they would own the school for this long if it's
Impotence of an Advisory Board	still losing money, is my thought. But, I can't see anything and it's not shared with the Advisory Board as well. We have a new Advisory Board since accreditation and nothing has ever come, financial, to the Advisory Board.
	GR OK, so the structure is the Director are, in effect, the owners, the Advisory Board is like a
Role of Board	Governing Body or a Board of Trustees?
	LG The Advisory Board is strictly that, advisory. They have no voting. Every decision is made through the Board of Directors. The Advisory Board is just advisory.
	GR What's helped you develop professionally as a Head of School? Umm, maybe back in Ontario and also here. What, maybe, strategies have you used, what proved to be valuable, what's added
Leadership development in home country.	to your professional acumen?
	LG In Ontario, professional development is really critical for administrators. And, where I worked,
School improvement	we had an Administrators' Cabinet, where, every month there was professional development. So,

  Restricted PD in India See PD as a conference AISHNET- value of global networking Support from local international school Heads. Home country networks sustained Links with home country Appraisal gives little direction Little value in appraisal process CIS accreditation	we were given the current information on balanced literacy, numeracy, on school's improvement. And, from the Board level, we were given structures to create school improvement plans, things like that. So, PD for me, since I've become a Principal, has been every month, every year and then when I came here, I was allowed to go to one PD event a year, which I want to Seville, which was, wonderful because I was connected to other Heads. Important to me as an international person is connecting to AISHNET, and I find that is a wonderful body because, as Head of School you are an island, and you need to consult. The other thing is, within Bangalore, John and Helen form Stonehill, and Anu and I have a good relationship and we can pick up the phone and call each other, and we do go out and have dinner together and talk. So, I know they've been a great support to me when I picked up the phone and called. That kind of thing. So, so those personal relationships have been good. Yeah. GR All important, aren't they? And, the network is so supportive. Do you, have you sustained your network is Ontario as well, your former colleagues? LG Yes, very much. GR Because, in a sense, they all speak the same language of school improvement. LG Exactly, and y'know, if I want something that is current in Ontario, I just e-mail to somebody, or often they just send it to me anyway. GR That's good. I want to talk about the link between appraisal and professional development, for you as a Head of School. Do you see a link and how does that work for you? If you have an appraisal cycle, does that help to identify professional development priorities that you can then meet, for instance? LG They've done one appraisal on me that was done last year, and basically, it doesn't give me the direction. It was far too general and not specific enough. It didn't give me the direction of what they would see me needing to develop. Very much so. And, so from it, there's no real value. It

	was, you've done a good job, you've improved the school. Thank you very much. Keep it up.
General appraisal via SMART targets	GR So, it wasn't targets focused? You've not give every year or sat down and agreed them?
	LG No, we had a school improvement plan which was a two year plan and we met 85% of those targets in one year. Umm, which came out of our accreditation but for feedback for me, as what I need to improve, to be a better Head, I didn't get specifics. It was just, keep up the good work.
	GR Umm, have you a wider view? That doesn't sound like a great experience really. Have you got
Home country, government system, valued appraisal	a wider view on whether appraisal and professional development of school leaders should have an interaction, and was that what you were accustomed to in Ontario?
	LG Yes, I'm very used to that in Ontario. Umm, in Ontario, the appraisal is done by your superintendent. And, they very much sit down and talk to you about your career path. And,
Elementary Principal background	y'know I wanted to remain a school Principal and was not looking to become a superintendent, as often as I was asked, isn't the career path I wanted to go, but within my school Principalship, they would give me direction to develop. In other words, I was a school Principal in an elementary school, but I crossed over into the secondary schools to offer professional development at the
Home country- clear, career focus	secondary school. And, then to do cross-over professional development between elementary and secondary staff. I had to organise things which became my career path. You know this is what you need to develop and you need vision with the secondary and learn more, and things like that. So, so that experience, because I had secondary experience, with teachers and staff, helped me here. Because, in Ontario, most schools that are public schools are either elementary or secondary. You don't get the K-12.
	GR The, hmm, that would only be in the private sector, would it? What would you attribute the
Role of Board- not keeping/ retaining a Head	difference is between what you have experienced here from what you experienced there? I know they are chalk and cheese. In terms of the professional development of the Head and the link to appraisal. Why hasn't there been that kind of recognition in this context?

Definition of international school. Government lack of definition International school in name-titular Difficulties with Indian bureaucracy-visas Owner in-charge of big government changes, RTE Fears of RTE	LG I don't think they have kept a Head of School long enough to develop that career path. I'm the longest-serving Head at, basically, 2 ½ years. So, they don't keep them very long in the past. And, that's, I'm sure, is the main reason. GR Let's hope they've learned from that and keep someone in the future. Any wider views about India, I mean. I'm sure, down here in Bangalore and certainly in the North, there's a proliferation of international school growing up, of all kinds. And it's an unregulated area. Do you have any views about what is needed to support international school leaders in India better? LG I think the government first of all needs to define what 'international' is. Because, I think, there's a lack of definition. And, you can think you're applying to an international school, because of the name, but it's not in its philosophy or clientele. Hmm, I think also, India needs to have very clear guidelines and, I think, more accessible answers as to visas and those kinds of things. They become, they become the nitty, gritty of what you spend your time on, rather than your school, quite often. Hmm, and I think getting an answer is next to impossible that you can stand on and you can say this is going to happen. So, I think, there should be someplace where all the information that you have to do, politically, for an international school, and for your international hires, can be grasped. GR It sounds like you've had little opportunity to get out for professional development. You've had the Seville Conference and you have the local network. Is that fair? LG Yeah, yeah. GR What about something like the RTE? LG Oh, yeah. Actually, Shweta (the owner) handled all of that this year because I had submitted my resignation a year ago, and I felt that it was pointless to carry on and, so she handled all of that, but to me, it is an issue. Within our school, our owners, have a school of around 800 students that is a local school they fund. But, would that apply? Probably not. We also support a

Small school **Feeling isolated, lonely- wants a network.** **Competition from local international school**	local school through our Student Sponsorship Committee. We have a local school here, would that help? No, because it doesn't meet the criteria. I think the RTE is a really scary thing for international schools. Now, we have students coming to our school because our teachers receive their children's education free of charge. But those children often feel very isolated because they don't have the wealth of the other students. And, they become isolated. About 30 children? GR How big is the school in terms of enrolment? LG 350 GR Is there anything I've not touched or Lynda in terms of leadership development of international schools Heads? LG I really think that if more of what I'm doing was joint with others- if this could happen Heads would feel better. I really think so. Y'know, we have a new Head of School, nearby, who has never responded to any of our invitations y'know. He's all by himself, he's from the UK. But, prior to him coming here, we had a marvellous relationship with that school as well, and I felt it was starting to build. The Heads have stalled now.

Interview with Dr. Jonathan Long, Mahindra United World College (UWC) Pune, 20/5/11

	GR Graduation tomorrow. Everyone comes?
Nature of the school-international clientele	JL A lot of people come. 80% of our students receive some scholarship funding. So, this means that international travel is a bit more problematic. So, of 100 students graduating tomorrow, we'll probably have 50 parents, many from India, maybe a dozen from overseas. But, it's a big occasion, I'll be glad when it's all over… this college. What, it's 14 years old now. Hard to believe, when it was built, there was only one tree on this campus.
Form of ownership and UWC status	This has been a bio-diversity miracle. So, the Mahindras gave them money to buy this land and build these buildings. They don't provide any ongoing financial input but the way
Nature of ownership and the nature of a distant Board.	meetings have been set up is: the Chairman of Mahindra and Mahindra: Kisat Mahindra he's the Chairman of the Board. And his Board is essentially for senior people of Mahindra and Mahindra. So, the CFO, the top HR people, there are two non-Mahindra people on a Board of 14. Umm, both of whom were invited on because they were friends of
Pattern of Board meetings	multinationals. So, they are an absentee Board, they meet three times a year, and essentially, provide, a distance, financial oversight, umm, good people, very busy people,
Parent body, globally dispersed- residential school	and then Mahindra. If I want to see him, it can take six weeks to get an appointment. They are busy people. But, what it means is the , because we have no day parents here, and parents are scattered around the world, the kind of scrutiny, which a hands-on Board
High exam results- little internal pressure for changes	could provide, is absent. We have no external feedback from parents who are here, therefore, any momentum for change, unless it's generated internally is not going to come from outside pressure. Our students are high-achievers, therefore, exam results don't provide impetus for change…

Measuring value-added	GR Is under-achievement recognised and analysed?
	JL The only way it could be identified would be through calibrating the value-added
	quotient…which will be done from the next academic year. Were using the Durham Alis- I
	think it's a terrific tool, it's great. So, y'know we get in A grade students and spit them out
	at the other end. So, in terms of raw results, it's hard to identify whether or not we are
The limitations of raw results. lacking impetus for change.	adding value. So, the kind of, impetus for change that exists in other schools, the Boards,
	scrupulous parents, results, data, doesn't exist here.
	GR So how is it for you? How does that affect your role professionally?
	JL I think that, hmm, creating a consensus around school improvement agendas…within
Creating a school improvement agenda	that, I include everything from classroom practice to professional codes of conduct, to
	facilities and infrastructure. It's very difficult to break a culture of complacency because
Culture of complacency	many of the drivers of change are not as sharp as they might be in a school with a broader
	cross-section of young people, a typical day residential profile, a Board that has real
Board lacking educational perspectives	awareness of educational needs. So, hmm, I think, the biggest single thing here is that,
	hmm, how do we, in a school, that is doing well, lift the game and I think, actually,
Addressing underperformance evaluation mechanism within UWC	probably my best guess is that students here, many of them marginally underperform,
	through a combination of many different factors, and UWC international, you see, the only
	evaluation process within UWC, is an internal process where, every five years, a group
CIS role attempted across UWC	from another UWC come and visit. So, even evaluation is not, y'know, broadly, sort of
	peer-based, it's very internal. And it's not very thorough. Umm, so we were looking for
	membership of CIS , to go through the accreditation process, and , in fact, looking to
	introduce it to UWC-wide, but the bid has got bogged down in the argument which said
Uniqueness of UWC Inward looking mentality	UWC are so unique, they are so different, that no-one from outside can legitimately
	evaluate us, y'know, they don't understand us. So, there's quite a lot of inward-looking, an
Reduces momentum of	

	inward-looking mentality which, I think, reduces the sense of momentum around
professional development Students do well whatever- high performers	professional development for instance. Hmm, because many of our students here, they are going to do well, irrespective of the quality of lessons, and all that fascinating.
	GR I mean, typically, one of the roles of the Board is to give a sense of strategic direction….
Internal drivers for change	JL It has to be driven internally here. I think the kind of direction the Board is happy to engage with, it is operational, functional, not strategic and I think, and had I stayed here,
Head leaving after 2 years.	this would have remained top of my agenda, which was…, which would have been to
Strategic planning- a priority	nurture a process of strategic planning, creating a sense of strategy. And…rather than the sense of, a sort of management priority of maintaining and sustaining the status quo. So,
Board scrutiny but not leading	there is a strong…the Board provides quite a strong scrutiny around, but very little around leadership, if I can distinguish between the two. So, massive scrutiny of budgets, and a bottom-line which says, y'know, we want you to…we want you to generate x surplus every
Corporate approach to Governance	year. So it's a very corporate, rather than a not-for-profit measure of success. And, I think, some of the subtleties around education are lost on a Board which is entirely drawn from
Board not in touch with education	the corporate world, y'know. So, there's huge scope here for a Head to get on with it. No interference from the Board, but, actually, in some areas, interference would be welcome.
Hands-off Board not ideal	GR Yeah, very interesting. Jonathan, for the record, just tell me a little bit about how you came to be here. Your own history as a leader.
Head of school background- 3 Headships	JL Ah, I'd be Head at Aiglon College, Switzerland, hmm. We had a lot of alumni from India, particularly from Delhi, Gurgaon, so I used to visit India, regularly, was involved with a
Linked to India. Strong relationship with former Chair	project over about five years which would have seen Aiglon open a school in India, or at least in Asia. Hmm, my, when my… the Chairman who appointed me, when he stepped
Background- strategic Planning and CIS Accreditation	down as Chair, I worked with his successor for two years, and carried a pretty significant strategic plan, we regained accreditation through CIS and we had an invitation to go and
Project leading in Scotland,	

but connection to India. Conflict of approach with Indian potential school owners	work with a project in Scotland, with our former Chair, and funding for three years and so ended up on the Isle of Skye. At that time, this project to open a school in India was still bubbling away and I was still involved in the margin of that, and in 2008, came to India for the meetings. Because, what was still on the table, , was that, at some point, I would take over the leadership of that school in India. But we, decided to pull the plug on it, both
Motivated to work in India	Aiglon and other folk, because some of the partners in India were looking at it more as a business venture, as entrepreneurs and business investors rather than seeing it as a school in the mould of Aiglon, a not-for-profit. So, hmm, my last promise to that group here in India, was that I would try and find a school that might be interested, and in looking, came across this place, saw they were looking for a Head and uh, to cut a long story short, we accepted the post here because we saw it as a great opportunity to get back into school at a time when our funded work in Scotland was coming to an end. And we loved India. And, somehow, we just seemed to fill the gap that was left by the closure of the plans to
Sees India as country of opportunity, especially for education	develop something new. Ironically, the land for that new school was not far from Pune. So coming here was the fulfillment of a real love of India, its people, and a recognition of the extraordinary opportunities in India in the 21st century. And, particularly, for education, over the next 50-75 years, I think , will be quite extraordinary. I still believe that, yeah.
	GR And , in terms of your own educational background, tell me a bit about your own research. Your own doctorate.
	JL Uh right, yeah, gosh
Background as a school Chaplain Former House Master, teacher. Residential school	GR Because that might help me see you in context here. JL Gosh, my work in schools originally was a school Chaplain, so I was drawn into schools through Chaplaincy work, originally in South Africa, and then the UK. And, then soon, I got involved in boarding house. Housemaster at the Dragon School, for years, went to
National role in PSHE,	

	Switzerland, first of all as a Head of Philosophy, as a teacher of philosophy, religious studies and Personal and Social Education. That was my strong theme in the UK. I was National Co-ordinator for two independent school bodies for PSHE, and used to do a lot of in-service training in schools across the UK. So, that led to the Ph.D. I was looking at, hmm, the moral and spiritual development of young people, in a state school context in the UK, particularly in light of the 1988 Education Reform Act and the requirement that these dimensions now be inspected. So, what kind of philosophical framework could moral or spiritual development be put in, in a secular school environment? That was funded by the ESRC and yeah, ummm, it just opened up a whole new world really for me, many, many years of thinking around there themes of school culture, environment, ethos. And the social environment in a school, in terms of the transfer of values. Hmm, so my background in education and personal and social education. The teaching, religious-education, religious-studies, and how do we tackle these themes in a secular, liberal environment? And going to Switzerland was, the draw to Switzerland was that this was a school founded by an Englishman, who was a fan of Kurt Hahn's and had worked with him, fallen out with him, but the whole experiential education theme and outdoor education was the draw there. So, yeah…
Motivated by school culture issues, ethos	
Values education interest	
Philosophy of Kurt Hahn attracted to school. Outdoor education was a motivator	
Personal professional development sustained	GR That's really interesting. As a Head, what have you found most significant, professionally, in terms of your own professional development? Obviously, all of that we've talked about is professional development.
	JL Yeah, it is a professional development. I mean, another thing I have done, for the last 20 years is always had something on the go, in terms of my own personal and professional development. And that has often been doing a part-time degree or a course. I mean now I am registered at Sheffield University. I'm doing an M.Sc in Psychology. But, looking at the
Taking additional Qualifications	

Skills-based PD not attractive	whole concept of experience, full experience in an institution. So, I've always needed some kind of structure to keep me motivated and to keep the brain ticking over, y'know. So, I
Affective domain- lies PD priority and passion	think what I've found hugely helpful, to be honest, is not so much the skills-based professional development or that professional-development which focuses on, the technique or the programme. I've been far more uhh drawn by that professional
Value of PD through Literature	development that, in a sense, operates more at the affective dimension, in my world of meaning, what motivates and energises me , what I am passionate about, and in a sense, the other forms of professional development, have in a sense, not been absent, but they have been more on the back burner, and a lot of that has happened here, for instance, through reading. I mean, I devour books. I can't remember the last time I read , hmm, a
Work in progress in own school , unfinished	work of fiction. So much of it is the craft of teaching, I must saturate myself from that kind of literature, y'know, trying to understand this thing we call education. Hmm so, developing a framework for professional development here in these two years, is work in progress, it remains in progress, but growing a deep culture takes time, I've realised, hmm,
Looks back with pride at previous school Believe in holistic PD for staff.	and, yeah, look the cement is very wet, or what we've developed here in two years, in comparison to what we developed at Aiglon, which was a very, very joined-up, it was a cradle to grave, I'm still, I still feel very proud of the coherent, holistic approach to professional development which was tied in to an evaluation process, it was tied in with programmes of sabbatical leaves, supported university degrees, y'know, it was real, joined-
Current school is in its early stages of PD growth	up thinking behind it. By comparison, here, we started at ground zero. And, at the same time as wanting to provide opportunities, and a structure, it's trying to grow a culture that appreciates the value of this thing called professional development.
Reading for PD	GR And a big challenge. So what, talk to me about what you've drawn on, from within as well as beyond, to help you develop your strategies and develop what you set out to do as

	culture- building.
Connecting heart and head for teaching	JL I think one of the most helpful things that has been there has been the work of Parker Palmer and the Centre for Courage and Renewal in the US, and their work. Books of his like 'The Courage To Teach', where his great theme is how do we connect heart to head in this thing we call teaching? Because, unless we can do that, we turn it into a technique, and we turn the teacher into a technician, in developing a curriculum, hmm. How do we bring passion and integrity into the classroom in a way that allows the teacher to teach from their deep being, and there a sense of identity, so that for me, converts with earlier themes around my role as Head being as a custodian of ethos, fundamentally, quality of atmosphere. I think, academically, big influences on me in this area would be, I think, Vygotsky's work, and I used that a lot in my Ph.D. The idea that, y'know, his theory was that all fundamental faculties including value, are mediated in a social context. And so values are not taught, they are caught. The concept of zone of proximal development, and concepts of dynamic assessment, and the quality of the relationship between the teacher and the pupil, being fundamental. So, for me, I see the skills as the foundation on which I will later build, use bricks of structure and skill. I think, oh gosh, I have just written one article for a journal which I called 'Upside Down and Inside Out', where I suggested that, for so many years, Maslow's hierarchy of needs has been the way in which we have viewed professional development. In other words, you start as the lower end, and first of all, you build the essentials, the essential skills and techniques that a person needs. And, only later on, up the pyramid, do you reach his self-actualisation, y'know, who are you, and what kind of person are you? For me, I see professional development as less through Maslow's hierarchy of needs, and more through Victor Frankl's work, where he said, y'know our fundamental motivator in life is our search for meaning. So, I want teachers, first of all to
Sees himself as the PD Strategist for the school	
Head as custodian of ethos	
Importance of the International context	
Seeing PD not as simply related to immediate needs.	
Importance of developing the reflective practioner through PD.	
Bing PD with self-actualisation	

	connect with a sense of meaning, before I even talk about skills and techniques. So, for me, it's been, y'know it's been turning Maslow's hierarchy of needs on its head and starting with the whole concept and vision of self-actualisation. And, you know, and therefore, I'm starting with personal development before I move to professional development. I'm not talking about this as some sort of sequence: first this, then that. No, the reality is, it has to be done at the same time. So, developing a sense of being a reflective practitioner. I love the concept of action-research, of, how shall I put it, it's growing an ethos which requires people to develop an openness, an honesty, integrity, a confidence in their dealings with others, which is very different to interacting at the end of a policy manual or thinking you can go to a workshop and picking up a skills. I'd like to think that it runs deeper than this and the metaphors I say to folk here is that one of the most important things that a school has to do is to decide what metaphors it would use to describe itself. Because, I think, metaphor, and the poetic imagination, are the only ways we can find the language to describe some of the things. So, I use metaphors of farming, of agriculture, not of building buildings. I don't say, hmm, this is what are going to try and build next year in our professional development, but about what are we going to try and grow? It's slower, it's riskier, you're recognising natural processes which can't easily be compartmentalised. Hmm so, finding the right metaphors and helping the staff of a school to become familiar with these metaphors… I think is helpful.
Personal development before professional development	
Importance of action research	
Developing human aptitudes	
Describing the school through agricultural metaphors	
Sees PD as long- term, culture building, nurturing	
Struggles with creating a culture of comfort for open dialogue	
School culture not allowing Openness	
Peer pressure instigating against openness	

GR How has the approach been received by the community you are working with?

JL I think, at a deep level, well. At more over levels, with greater difficulty. Hmm. I'll give you an example. At a faculty meeting… we have faculty meetings once a week. Umm, there are conversations I can have with people, one to one, about their personal development where the space feels safer for people to open up. I don't think we yet have the calibre of

324

	safety in more public interactions that allows people to connect these with the conversation that the've had, one-to-one. The trust is not high enough, yet, so the people who reflect very meaningfully about the journey they've been on recently, as a teacher, as a person, and how much they appreciate and value some of the stuff we've explored together. But they still find this hard in a meeting with their peers to connect meaningfully with those conversations. So, we have had a series of visitors here in the last two years, to run workshops, to try and develop some tools around communications, problem-solving, and I think I do see, in an agricultural sense, some first signs of growth. But it's slow. But, I've always known that. I know it took eight years at Aiglon to create that kind of culture. And, it's a fragile thing. And, I don't think it's easy to institutionalise some of these deepest things: they can only be incorporated in individual lives. So, it's always having to till the soil. Put up a building, you leave it, if you're growing vegetables, you've got to be out there every day, picking up the bugs.
Using external facilitators to instigate PD	
Believer in long-term development of a professional community	
Recalls quality of PD community in Europe	
	GR What about…hmm, fulfilling your role in India as opposed to anywhere else? Are these particular professional challenges and opportunities by doing the role here?
Struggling with Indian culture in terms of ways of working	JL Absolutely, I really felt that, Cultural themes run deep here. Hmm, and that sense of a shared cultural capital which I enjoyed in Europe, I can't take it for granted here. After two years living here , I am still on the learning curve around deep culture. And there are the superficial elements of culture, the food, dance, language but the deep cultural idioms, paradigms that working in an Indian staff involves. I often feel that sitting here, I am not a Headmaster but a ruler of a small country. There are villagers at the main gate wanting to
Resources, networks not easily available	
Costs of PD in India, difficulties in linking to universities in India	set themselves a fire y'know taking account of that, it's extraordinary. So, there's that side of it. Then, also, there's a fact that I can't tap in as easily here, to the resources that are available at our finger tips. I can't. And, if I do want to, it's much more expensive. Hmm,

	teacher-training is a strong theme of mine. At Aiglon, we ran a PGCE programme through two universities, One in Australia, one in the UK, tried to set up something similar here is extraordinary difficult. And there aren't the innate resources in India right now that I've found which allow me to do that. So if I have a faculty member here, and I think they would benefit from a workshop at this, that or the other, what are my options? Very few. I can send them on an IB workshop or something. But, the resources are not here in the same way, or at least I've not discovered them. And, there are deep cultural issues. How to read , how do I read someone, because of the cultural resources I might have had in a European/western culture, I am having to learn a whole new language. I am not good at learning languages, y'know it takes time.
Difficulties in understanding staff behaviour	
	GR And your faculty is a mix of …. overseas and Indian.
Nature of school: staffing Nationality mix	JL It's a mix. Yes, it's about 30% overseas, 70% Indian. Our Indian faculty are the ones who stay. Because we have amongst the highest paid Indian faculty and the lowest paid overseas. Because, we have a single salary scale. Overseas faculty stay here between two and five years maximum. So they are the migrants. Hmm, and therefore the gatekeepers here around culture and ethos, deep culture, deep ethos, are the Indian faculty who are very, very content with the status quo. When we had this huge turnover, that was the overseas faculty, so, it's, eh, there are some subterranean stands to this which. Actually, rather than that, it's easier to talk in terms of peeling an onion. Take away the layers and I'm still not finding the centre. And there's probably lots of layers, you see, intriguing.
Staff remuneration and Expectations	
Indian faculty are the gatekeepers of the ethos	
Indian faculty are keen to Preserve the status quo Problem of a muti-layered culture	
TAISI not adding sufficient Value	GR So, in terms of your own development as a Head, here in India…you've talked a lot about, finding out from reading, using the literature, research. Is there anything going on in India that you've been able to tap into.
Contact with fellow head is valued regular	
Loneliness of being a Head in India	JL I joined TAISI about a year ago, but it's not really been of enormous value to be frank. I

	meet for lunch, regularly with Michael Thompson. That is the only human bit of contact I
	have with a fellow Head in India. Umm, I maintain contact with people outside of India,
	from other contexts. That's been helpful, personally, but I think... I have found this as a
Isolation, professionally, in working in India	Head, a much lonelier experience than I ever did in Europe or the UK. Umm, I mean, I look,
	in Switzerland we were members of HMC, had, CIS, ECIS, I would go at least once or twice
Local network seen as a good idea	a year to some gathering of Heads, so all of that made for a sense of being part of a
Travel and logistic, as well as agenda difficulties	network. I think here, I value hugely the opportunities to meet with Michael, frankly just to
	see another friendly Head's face and have lunch together. And, we talk shop, we exchange
	ideas, well that's been brilliant. In Europe, I had five or six 'Michaels': we'd all meet
	together, you know what I mean. There's a little group started up in Mumbai who, umm,
UWC globally at a time of change	what's his name, Andreas at Oberoi. But that, their agendas have been very, very sort of
	Mumbai, day school based, and it's a long way for me to go just to talk about things that
Valued, if occasional professional network	aren't that relevant to me. But that's the little beginnings of something, which is nice.
	GR Yeah, but what about the network beyond India? I mean, you are part of a global
	network-the UWCs.
Value of a global network and outside stimulus	JL Yes, UWC Heads meet twice a year. I'd forgotten about them-yes. Because, all of the
	UWCs... there are a lot of new Heads in the UWC and we are facing similar experiences. In
	recent years, the UWC has started appointing Heads from outside the movement for the
	first time. So, people with fresh eyes have come in and said, 'Hey, y'know, we've compared
	notes. And this has created a momentum for change, UWC-wide, but this has meant some
UWC movement in a state of flux	causalities. In the last six months, four Heads have resigned out of 13, two were pushed,
Difficulties in global leadership-lacking vision	because they instituted change too quickly in their schools.
UWC Heads developed colleagues in isolation	GR Do you mean, new Heads?
	JL Absolutely. I mean one lasted four months, one lasted a year and a half. So, the UWC

	movement is in a period of flux where it is wanting…Look, it was founded by a visionary,
Lacking a unified philosophy	maverick man, Kurt Hahn. I don't think any of his successors have his qualities of vision
	and innovation. All UWCs are owned as a federation and The Central Office in London has
UWCs looking to change. Head's group- a powerful force for change	no executive power. It all depends upon collegiality. But, frequently, what has happened
	for 30 years is that every Head has seemed right to suit his own needs. And so, the UWC
	movement has drifted free of any deep philosophical and conceptual education or a
	pedagogy. And, what is happening now is that the UWC is wanting to connect with
	something substantial. Hmm, so that has brought the UWC together in a partnership. That,
	probably, is the thing I will miss most, is that dynamic interaction with fellow Heads around
	meaningful themes in education. Powerful stuff, and I really enjoy it.
	GR Thank you , Jonathan, that's really helpful. I think you've covered this but I want to ask
	you anyway, if you feel there are particular skills and competencies that enable you to
Challenge of growing trust and developing a vocabulary	perform this role well, you talked a lot beyond that, I think, actually about deeper things
	than the usual skills. I'm thinking of the National College type of work on this. Can you
	share that, what do you feel about that?
Indian cultural difficulty- titular roles not substantiated in practice Acting as COO as well as CEO lacking recent experience in some aspects of administration and finance	JL Yes, yes. I think, more so here than at other schools, I wear the hat of the Chief
	Operating Officer. It's not been a problem, it's been a reality. Hmm.. it's linked to some of
	these cultural issues. Issues of having to 'grow' trust in a culture where the, umm,
	vocabulary of trust is, if you like, not one I'm familiar with. To understand how things work
	here, while people have the same titles, that I'm used to in other contexts, can I vest the
	same confidence as I would in Switzerland or in UK? I am still learning that. So, I have
No middle management in School, just academic Heads	assumed that COO's role whilst I am on this learning curve in order to keep a sense of
	control and direction here, particularly around administration and finance. So, linked to
Using managerial skills that have not been used/applied recently	that, there are skills around that function which I would value hugely, at least in terms of

Figurehead middle managers	acquiring them. I'm doing that by various reading, talking to people I have known in the past. I mean, I had a COO in Switzerland, Bursars and so on. I have, I would say effectively, there is no effective middle management here. There is a senior management and then there is everyone else. So, I have to work in that middle layer, the marzipan layer, and there are management skills there which I have not used recently, so I have had to dust them up.
	GR Such as?
Resources and policies absent	JL Let's say, in terms of departments, we have Heads of Department here, they have the title, but there was no Job Description, there was no expectation, it was a figurehead role given t
Role has been operational as Well as strategic and tactical	, whilst, at the same time, having to functionally oversee and co-ordinate the departments, where processes and policies around assessment had been absent. It's all well and good to go away and work on them, but you need something, but what are we going to work right now? So that would be one area. Hmm..Other areas would be in terms of physical infrastructure. Needing to plan, manage, co-ordinate and deliver important developments around physical infrastructure meant
Health and safety issues in India **Needed more practical, operational skills** **Addressing the complacency-would have done things differently.**	having to get my hands dirty. Building a sewage treatment plant, getting the electrical generation sorted out, getting a team here to do an audit of due diligence of the whole physical infrastructure, being told that we're lucky that we haven't had a child killed through electrocution, because we have no 'earthing ' system. Well, that was in the first few months, so, having to go into areas of management, hmm, for our health and safety. I think there are skills around holding a process, in that territory which would have been helpful. If I know this what I know now, 2 1/2 years down the track, I would have done things differently. Certainly, in terms of understanding the level of complacency that

	existed in the organisation I wouldn't have taken for granted the sense that there was a
Time spent on administrative and organisational matters	strong collaboration around a strong, shared sense of vision. I took for granted that urgency, took it at face value. People were saying, yes, yes, but actually, it hid a much deeper complacency.
	GR That's very helpful. So do you think you are acting as a COO or CEO?
	Jl Yes, I told the Board this, early on. One of the greatest favours they could do for my successor would be to…we have a Director of Finance who is returning to bring in a COO, and the COO could take off the Heads' desk what occupies currently 60-70% of my time. So, there is a question in an organisation like this, of competence, which is not reflected in the titles. The titles suggest a level of competence.
Appraisal of Head- non existent. **Reflects positively on previous school experience**	GR Just two more queries, Jonathan, if you don't mind? One, is the link with appraisal, for a Head and the link between appraisal and professional development. So I would like to know how that affects you, if it does, and what are your thoughts in this area more generally?
	JL Gosh, well in Switzerland, we had a very good system of appraisal for the Head, through the Board and the Chair. Here, there's nothing in place at all. It's something I have discussed with the Board and explained that it's a very important part of allowing the Head to develop his or her potential. Play to their strengths, and without it, you're nursing a
Relationship between Head and Board Chair seen as vital **Importance of people in an organisation**	sprained ankle all the way through, because the feedback is not there in the way that is helpful. So, there's not much I can say about what is happening here at the moment because there is nothing.
	GR More widely, what do you see as the value of the link between appraisal and professional development?
	JL Ah, right, yeah. I think so much of this comes down to the quality of relationship

	between the Head and his Chair. Because, I know, at Aiglon, having been there under two
	Chairs, the same system worked amazingly with one and not with the other. And, I'm
Relationships the key to a School being effective	coming back again to their deep, personal factors, matters of the heart. That a system for that matter an organisational structure is only as good as the people who populate its spaces. On paper, the organisational structure looks very good. And, an appraisal system, professional development for the Head, I think these things come down to…well, I remember someone putting it to me like this once…the soft things are actually the hard things. And this soft stuff, that's where it stands or falls. So, I think these are complex relationships in a school. Unless they are right, not much is going to work. And, the relationship with the Chair, the Director of Finance/COO is critical and senior pastoral and academic people.
India needing a PD approach that is grounded in India	GR Last issue is any thoughts that you have about India in terms of what the country might need to support leadership development of international school Heads?
	JL Well, what a lovely question, Gosh. CIS- I'm so familiar with CIS- but I know so many of their models and paradigms were born in a western, European environment, North American in some cases.
Customised solution needed for India	I think Asia, never mind India, needs to grow something that is rooted in this soil. Y'know, in the same way that the Americans have struggled to impose American democracy in foreign countries, I think some of these bodies can't have the same kind of y'know, neo-conservatist view that what works for us is going to work for you. I think it has to be more tailor made. But it has to be careful who it chooses to align itself against, in terms of associations. Because we are known as much by our own reputation as the reputation of those we choose to be our friends. So , I think, India there are (high) calibre things
Growth in India is outpacing , IB cited as an	happening live, caliber people. And I would love to get them in the same room on the

example	same day, and say, 'hey listen, let's plant some seeds here, let's put something together. I think money gets in the way in India, I have to say. And, I think the IB itself in India is as much a part of that problem. Y'know, a sort of growth model that doesn't seem educationally terribly good to me. GR Because? JL Because, the pace of growth can go far ahead of the pace of quality, and, we do the Cambridge, pre-university, 'Global Perspectives' cause here. Cause here. And, this week, in the space of 24 hours, we had an inspection of exam arrangements. The next day, we had a surprise visit from Cambridge. They were like visits from two different planets. I think there's some stuff that needs doing in slow time. It can't be rushed, might there be come way to accredit or certify leadership, or the calibre of the leadership, against criteria that makes sense for India I think that would be enormously helpful.

Interview with Michael Thompson, Mercedes Benz International School, Pune

	GR OK, Michael. Thanks very much for giving me your time. I really do appreciate it. Tell me a little bit about how you got to be Head here, your sort of career path, if you don't mind.
	MT Well, I'm Leeds University Certificate of Education, B.Ed, and then, later on, Master's degree. But I've been overseas in one form or another, almost all my life. Hmm.. so,
Background qualifications and history	recently.. well, I'd just like to say that I started with the IB at The International School, Moshe, Tanzania, which was when I was 32- so a long time ago, 1978. Hmm, this is my fifth
Experienced Head of School and international school teacher IB –experience	IB school, so that's really why I got here, because I went to Moshe, I went to International School Eyeda in Holland, hmm, after that I introduced the diploma in Stanford English Community School in Addis Ababa, Westwood International School in Botswana, and then I was brought here to introduce the Diploma. So, I'm here because of the IB Diploma.
	GR And you've been Head, before you came here?
	MT Yeah, full Headship, this is my third. So, I started as a Head in Ethiopia in 1994, but when
3rd Headship	I was in Holland, I was called second Head. Hmm..but, really, I wasn't given the power of a Head.
	GR Given that, I'd like to know what you feel about the professional challenge of leading a school, and then, subsidiary to that, leading an international school, and subsidiary to that, leading an international school in India. What do you feel are the challenges, professionally?
	MT Hmm.. The way I've prepared my answers. I didn't understand it quite in that way.
	GR That's OK, answer it in any way you wish.
	MT The professional challenge of leading any international school. Well, I have also felt that our job is to try to provide a first world level of education in a Third World environment.

A developing world perspective Seeks challenge as he perceives it Self-perfection: enjoying internationalism Managing expectations-local staff Divides between local and expatriate staff Sees students integrating in the international community 7 years as Head of MBIS	And, I think, that challenge is what I enjoy. That's where it doesn't work and you're trying to make it work and trying to pull them together. Because, although I have just betrayed, y'know I am actually a person who thinks fast on my feet. And I love the fact that when I arrive at work. I don't know what challenges will await me that day. Predictability I don't like. So, hmm, I just carry on over the time, and if…we need to go back to it, we can. Hmm.. well, I think that leading an international school, anyway, y'know, you have to lead by personal example, whatever you do, and I am a totally committed internationalist. I mean, if I went through my family, you would see who is where and what have you. It just happened that way, because I've been in international education since I was 28. So, a long time. Hmm.. but I think one of the contexts we have to be aware of is the local-international divide. We need good locals in the school, but the frustration that can develop between the different expectations. And, I must say, since I've been in India, I have been very open about that and I haven't managed it very well. Interestingly enough, the last two schools, Botswana and India, the divide between expatriate and locals have been lower than schools where it was larger, and there wasn't the same concerns. GR But do you mean amongst staff or amongst students? MT I mean, basically, I mean staff. I don't see any of that amongst students. Basically, students tend to, even here.. they tend to go for some kind of mid-Atlantic level, where they are all aiming for a similar thing. And, one of my greatest pleasures is to see Koreans, Germans, and Indian senior students act on the terms, and you know that their friendship mainly comes through the EFL department. Y'know, that's where they met and that's how they got on. So, I don't see a divide at student level. And, really, one of the reasons I'm, I came for two years and I'm going to do 7 years, is the fact that the local staff have been so eager for whatever I had to offer, whatever professional development happened. The fact is

	that this school has been generous enough, with professional development, and, especially, anywhere in Asia-Pacific, I think they have repaid us with their loyalty, so that's a great thing as well.
Feels valued by local staff	
	GR Good. What about the Indian perspective? Any particular, eh, distinctive facets to the role here in India? Maybe challenges, maybe opportunities..
Parental education a challenge	MT Well, hmm..I think the biggest challenge we all face, as educationalists in international schools, is educating the parents. Because, especially where we're doing the IB and something like the MYP, the parents have not been through that programme and so you can't put in too much time in trying to educate the parents. Hmm, whether you involve them, which I believe, is the 21st Century way of doing it, or you try to exclude them, which is what my two Deputies tried to do, y'know, whichever way you do it, there is never enough communication. But, I think it's politically incorrect to say that you and I, over years, whichever school we have been in, the most difficult parents to deal with are the Indian parents, Indian expatriates, or in this case, Indian locals. So, trying to get them to value the philosophy and the reason for the education, rather than it being a conveyor belt to get through to the end as quickly as possible is always a concern, I think.
Educating the parents about IB	
Believes India parents are the most challenging	
Challenge of helping parents understand the philosophy of education	
	GR OK, thank you very much. Have you got a sense of the most important skills or competencies, in your opinion, that it takes you to do you job well, Michael?
Believes India is different Feels Heads in India should be experienced Heads before they are appointed here	MT Hmm, the perspective, I mean, India. From the way you word the question that, you're basically saying that there are a tremendous amount of skills and do you prioritise them? And that is difficult to do. But I suspect that the skills required in India may be a little bit different from anywhere else. And, I would recommend any school that's appointing a Head to India, to always look for an experienced one because there are so many challenges. I mean, just yesterday, a Head told me that he has handed in his resignation, the main factor
Challenges of Governmental education policies	
Instability and	

being he can't cope with government or we are talking state government, they don't understand international education. So, you're trying to argue over something where the foundation seem to be built on sand. You never know what is coming and what is going. Now, for me, that's OK because one of the key features is flexibility. Y'know, and I think, I have that. I think I have adaptability but, things I listed in advance, were, common sense, and that seems to be going out of the business, I don't know if it's an age thing but, y'know, I seem to be asked so many questions, what is you policy on this when, is a Korean lady is using the computers in a room that we use as a Computer Room and then she wants to use the printer, why do we need a policy? We just say, 'Excuse me, would you mind leaving?' It's not a policy, it's common sense. That was yesterday. Human- that's everyday. Adaptability, I've said. Ability to working well, I've mentioned that before , the ability to work with a difficult parent body, and, I think there's an added component within India. This is probably more an answer to the previous question. When I look at my 43 American children I find that 39 of them are ethnic Indians. And, so we have a situation where the parents have the aspirations for the child going on to a top American college, but they have the mindset of people who were educated in India in the 1980s or the 90s, trying to bridge that gap is a challenge.

GR Tell me a bit more about, eh, how you go about managing the stakeholders. It has been a recurrent theme with Heads I have talked to- about the parent body…

MT Well, the first thing to be said is that, in 2006 when we started the Diploma programme, hmm, so did three other schools in the city. And, another three, two of them being the same and one being a different school, and expatriate Heads at that time. And, inside the first year, I was the only one left. And, so the first thing I have to say is that I have… the issue, if you can even call it that, that I have with the Board is a wonderful one. So, the Board is

School ownership and origins- corporate	asking me to manage an unmanageable scenario. Parents want to be hands-on, the Board who want to be hands-off. So, that's the biggest challenge that I have in regard to the stake holders.
	GR Tell me a little bit more, for the record, Michael, about the background to the school, from the Mercedes-Benz and the corporate funding.
Rationale for the school: English-medium, CIS – accredited, IB	MT OK. In around 1995, the Mercedes-Benz car firm wanted to come in to Pune, and rented property from TATA. And so they set up the Deutsche- Schule, a little German school. But they didn't just look for primary. They had 14 students in the two years, representing ten grades… so it wasn't getting anywhere. So, they contacted what was then ECIS, a guy called
Looking to provide school for expatriate executives' children	Brian Howells, who is still on the scene. And he came in and he said, point number 1, if you want a significant number of students to come, and you want to educate them properly, you've got to teach them English. Point No. 2. If you want your Germans to be able to travel internationally, then go with the IB. And then, we took, Point No 3, which was CIS Accreditation. So, three cornerstones of the school are: the English language, IB and CIS.
Corporates buy Board places	And, at that point, the school was being run out of private houses and things, so Mercedes Benz realised that, a) they wouldn't have enough expatriates and b) there was big money to set up a school. So, they looked for similar companies, multinational companies that would
Significant offices held by corporates on the Board	employ expatriates, and wanted an education for their expatriate children, so they then offered places to companies like, the recent example is Volkswagen, Atlas Kolera, Tetrapac, Cap gemini. These people paid to go on our Board. It was like an advance. And, for that
Name of MB demands a high quality brand.	advance, they got preferential treatment for their expatriates getting into the school, until the difference between the fees they paid and the advance was paid off. So, some of them
Good relations with the Board	have slipped by the wayside, but most of them are still there. So, out of 9 Board members, at the moment, four are still Mercedes- Benz. And that's the President, the Secretary and the

	Treasurer. Only the Vice-Chair is a significant position that isn't. And, we have no Mercedes Benz children in the school at the moment, but 33 Volkswagen. Hmm, and Mercedes say, if you keep our name, then we have to keep a check on quality control. And it come down to one line, one word, Mercedes-Benz would want to say it's good quality. That's it. Because, they cannot have any negative publicity. This Board… has been one of the two most pleasant Board that I've worked for, in all my time.
	GR Hmm, talk to me about your own professional development as a Head, what's been particularly helpful to you?
Workshops/Conferences seen as PD	MT I do value and love the opportunities of workshops and conferences. It is stimulating to go out, but you have to look to say which ones have been particularly useful? Hmm, Head and shoulders above all of the others for me is the Principals' Training Centre and I, tongue in check, have my plaque up there to say that I've completed it. I think American Heads have it, so why shouldn't I? Hmm, so the Principals' Training Centre, and I started with Bambi Betts on the same programme, and it took me six years and it took her two: that's the difference between us, Hmm, the Principals' Training Centre was great advice, and as they now do a fifth dimension, which is financial management of international schools. And, interestingly enough, one of the trainers was John Sporandio. Hmm, and then there was a gap after that, and, y'know, any conferences and Head's Conferences were not really very stimulating. Something that's gone a great way to filling that gap, for me, Oh don't know if you'll agree, but for me, personally, it's the Academy of International School Heads. I think that..I've only managed to attend the summer seminar once, which was magic, but the regular opportunities to share ideas and to get ideas from people is incredibly stimulating. So, that's really helpful, I think
PTC seen as valuable-summer workshops for International School Heads	
Financial management mentioned specifically	
Values regular interactions with other Heads	
	GR Now that you're in India, what is there for you in India? Is it all beyond India or on-line?

	Have you gained anything, do you feel?
	MT There's one thing that I missed out that I think is very useful. You and I both do it but we never meet up on this. And that's being a CIS, or in my case, a New England Chair for accreditation teams, I find leading the workshops we do with the people, with the other Heads is very valuable, and visiting the other schools is very useful for giving ideas. Because, I'm not sure if this holds up elsewhere. One of the things that I have suffered from here is
Suffers professionally from being an experienced Head in a small school. Lacks professional stimulus from others in school	being a very experienced Head in a small school. So, I've found I've had to train all my senior managers myself. And the problem with that is that there's a lack of new ideas coming in- they're all mine. So when my Head of Secondary leaves, I really hope I have an experienced
Seventh year in post, feels he is running out of ideas	Head of Secondary to come in. So that, I can get some more ideas for the school. I'm coming to the end of my seventh year and do I have anything original to offer? Y'know I will I will be
TAISI benefits from Heads get togethers, less so from conferences	in my seventh year. So within India, I think we're just at the point where we can start working on that. I mentioned earlier… but, first of all, when we get together as an association of international schools in India, Board, we have a nice exchange on those days. But the conferences haven't really got to a level of a Job-Alike note where we will get stimulation from it, new ideas. I think we could push that further, and I think we could use our cumulative wisdom to do more panels, we could just answer questions etc, that would
Local network of Heads. Following the Bombay model in Pune Sees meeting with Heads from non-IB schools as fruitless	be useful. But, there are two things that I'm pursuing at the moment. One, is not an original idea and that's that the international schools in Mumbai have for up their own association and they're beginning to meet Heads- but for me it's 8 hours travelling for a two hour meeting, so it's not really worth it, so, now, and we need to goin to this with a little more details. I'm setting up a Pune IB Heads' meeting. I'm not prepared to waste my time with
Insecurity of tenure of Pune based Heads- caused a loss of faith	people who don't do at least one of the IB programmes, because I don't have things in common with them. I mentioned earlier that the other schools had international Heads at

	the same time, as I did, and we were meeting. Then, all of a sudden, they were fired, and I
	have to say there was a big loss of faith and trust from me in the leadership and the Boards
	of the other schools. I mean, I have, hmm, a child in my school whose father owns another
Concerns over mutual trust between schools	school. Now what does that say about his IB school if his child is in this one? So, one of the biggest concerns we face in India is trusting each other. Y'know after… some years have gone
	since I felt a little bit hurt by these people leaving. And I am now seen as the most
Establishing the local network of IB schools	experienced person in Pune. And I'm in this situation where I'm happy to call people together… and this is something…I called the first meeting together, the second meeting will
	be taken by Dr. Ojha at Symbiosis, the third one will go on to Indus. And I hope that not only,
Hope side-effects will be co-operation, collaboration, improved ethical standards	and this is a little bit off the subject, not only will it help
	-
	. And, if we are looking at the truly international
	schools, then there's probably a nucleus of seven or eight of us. Because, when we were
Sees needs for a group of leading schools to collaborate. Concerns over weaker schools having adrag effect	talking earlier, I mean, for the record, I think there's the three American schools, The British School, New Delhi, Mercedes Benz International School, Hyderabad, Stonehill. If they're interested…Kodaikanal. It's just a little bit difficult to get there. But I think we, as Heads and as teachers, could have a very useful Share in this. Our problem is what about the others?
	Are the others holding us back?
Sees IB as wanting to promote local hubs	GR Interesting. So local clusters? In a sense, the Bombay model.
	MT Yes. Interestingly enough, the IB, as it expand is saying, we want clusters, we want local
	hubs. Now, we would love to be the local hubs for Pune and Mumbai. But, they probably
	won't come up from Mumbai. So let's just be the hub for Pune.
	Michael, I want to ask you about appraisal and the link between, well, first of all, if you have
	an appraisal, self –review, and whether that relates to your professional goals, and if there is

	a link with professional development, and then, secondly, more widely, what do you think
	about the link between appraisal and professional development for Heads?
Self control over PD opportunities taken	MT Well, I think my position here, is going to be unique. And, let's say right from the
	beginning, there is no link between my appraisal and my professional development. And the
	person who decides my professional development is me. So, I mean, basically there is no
Little development or stimulus from the appraisal process	limit in my contract that says what workshops and conferences I can go to. Whatever, I think
	is appropriate, I go. But I'm not really getting the stimulus from my professional goals and
	appraisal. Now, the reason I say that mine is unique is because, for the first time in my
Final incentive for meeting targets	career, and you got me to say earlier, this is my third Headship, I find, I'm on a businessman's
	model contract, which is, I'm paid 80% of my salary on a monthly basis and the final 20% is a
	target agreement. So, those targets are effectively the professional goals. And, they cover a
Reports performance to Board.	very wide area from the growth of the school, recognition by accreditation agencies, school
	publicity, every aspect of the school is covered within those targets. So, my evaluation is … I
	basically submit my report to the Mercedes Benz, not… the overall structure of our Board is
	called Mercedes –Benz Education Academy. But, as I've mentioned before, for out of nine
Annual target setting linked to bonus	Board members are Mercedes-Benz (India) Ltd Car Company, and the Executive Committee
	is there. So, I submit my annual targets and performance to them, and they decide on how
	much they'll give. Now, in six years, they have decided, you've exceeded your targets five
	years, and last year, because of some minor conflict, they said, you're just equalled your
	targets. So, what does it mean in reality? It means I got 100%, pay last year, I got 102% pay
Secure in receiving salary. Small % held back (2%)	all the previous years. And I keep trying to say to them, Headteachers of international
	schools, Headteachers anywhere, do not work for pay, they work for job satisfaction. So,
Pleased to be evaluated against goals rather than JD	there is no link between…in a sense. I'm very..maybe. I have the clearest set of professional
	goals. Because of this maybe, they have forced me into doing that better than any school has
Prior experience of appraisal	

does not seem to have been very rigorous Built on model used by predecessors Self determined Enjoys freedom from Board Marketing mentioned as a priority Problem in recruitment of Heads in international schools Relies on agencies, no consistency Looking for a register of 'good' Heads Not clear about how this would be achieved	done before. Normally, they just evaluate you against your job description. GR So, how do you set your targets? MT I draft what I think is important and they, then they say whether they agree or not, and then we change it. Now, interestingly enough, for many years until this year, I was totally a model that my predecessor had used. And then, I thought, this is silly-Let's make it something that's really important for the school. For example, specific marketing was not included. Hmm, now there was another question… GR Ah. Yes, the wider sense of whether you think performance appraisal and professional development should be interlinked? MT It's simple to say yes, but, this is what your thesis is about, how do you do it? I mean, related to this… and a frustration is, there is still not satisfactory structure out there for recruitment and retention of good Heads in international schools. There's various people like Search Associates and CIS who say that they'll be doing it. But what happens…let's say, for instance, your job is advertised through CIS and I applied to CIS. CIS maybe well recommend a short list to your school. At the end of the day, the appointment is made by the amateurs. And that's where my concern is. There needs to be a body that can identify who are the strong people we can call or I'll give an example from way back. It's about 1980. The Head of Middle School, Munich International School, was having an affair with a Diploma student. He left his German wife and kids, he became, persona non grata, he was sacked. Nine months later, he appeared in an ECIS Heads' Conference, with his wife, his former student, and his baby, and he was Head of International School Lusaka. He's gone from a Middle School Head of a school of 400 to Head of a school of 800, for being sacked. And, I have seen that happen over and over again. And, it may not be relevant to what you're saying, but if we can find some way around, in a sense… I've known..Do you know Forrest Browman? Forrest was the

	pioneer behind the Principals' Training Centre. He was then the pioneer behind the
	Association of International School Heads. And, he is the husband of Bambi Betts. Forrest said to me, many years ago, I want to set up a structure that does a good job for administrators in international schools. I still don't think that structure is there. So, how do
	we make sure that if I do a good job, I can move on to another good job? So, that's my point. No, let me come back to professional development for Heads. I'm not sure. The Academy of International School Heads is great but Principals' Training Centre is basically for people over the hill. Now, what do you do, how do you keep stimulated? Because, we are all..we're all self motivated. I have a swimming pool life-guard. He doesn't speak English, he gets no
	feedback from any of us, he's a total self-starter. That pool has been spotless for fifteen years. And, I feel we're a bit like that. We're stimulating ourselves.
	GR Thanks, Michael. Last area from me is, is there anything you want to add about what's needed in India? And the question is stimulated by… the fact that international schools "of all kinds" are growing rapidly in number in India. It is largely an unregulated area of the school's landscape. There's no defined standards for Headship of international schools in India, and very little other support structures in the country for the development of leadership of schools. So, I'm interested in what you think may take things forward. I'm starting, I suppose, from a bit of a deficit model….
	MT well I think that the starting point is not necessarily something that you will include in your thesis but the starting point for me is that the country has not thought through what it wants from international schools. Other cosmetic, where I've worked have often said that international schools are for foreigners. Therefore, you don't compare them with anything
	else, as, in our case, with the Right to Education Act. Now, if the government has decreed what is an international school, they wouldn't have got into a mess with all the private

Role of private owners of school	businessmen owning schools, which has caused the interference, because they are upset that these people got in. So the definition from the government isn't there. But, what I think is a terrible way forward which I've already emphasise, is that we will have to , create it ourselves. And, we'll have to create a form of international school Heads, call it a mini-AISH. And wherever I go, I try to recommend it to people that they join the Academy of International School Heads. Whether you go to a seminar or not, it's US $400 well spent. And, I don't know about you but I don't pay that $400 myself. I say the school's benefitting, so what's the problem? Hmm.. but there is key work here and it's got to be based as cost. Now, somehow, we have got to create a cost-effective environment. Now, I see very significant steps happening. They started a year, a year and a half ago in Mumbai, getting them together. I've started in here, and other people feel exactly the same as me. If we know a Head, if we have a relationship with a Head, we'll pick up the phone and say this person's applied, do you trust them? And, for me, it's very simple. Anyone applies for a job here, we will say when is the end of your contract and can I contact your Head for a reference? If it's illegal, they don't come back. If it's legal, fine. If I know Dr. Ojha, then we can trust each other. And that climate of trust haven't been there, but I think it's coming. It may be a maturity thing I feel, we as a school, in our 14th year, are now seen as a mature school. I'm not suggesting we should be leaders because other schools move forward well, I think the answer within ourselves. But the area where I struggle is how broad do we go? When I said I wanted to set up the Pune IB Heads. At the first meeting I said what do we want and everybody agreed we were only willing to have schools in that had some relationship with the IB. We felt that if we were looking at a school that has CBSE or something, the values were completely different and we didn't want to get side-tracked with that, we just wanted to stay on the issues. So, I've mentioned before a group of schools that
Benefits of AISH as a network for Heads	
Importance of developing a local network of Heads	
Ethical issues surrounding teacher recruitment	
Only willing to network with IB schools	
Difficulties in linking with CBSE schools	

	I think are doing well. It's probably broader than that. Because, you've just come from the Chairperson of TAISI. Obviously, if we were to do such a thing, she would be a key player in it.
	GR Tell me, finally about TAISI. How you think it should develop?
	MT The strength and weaknesses of TAISI is that, without Anu Monga, it wouldn't happen. She is the driving force behind TAISI but she isn't very good at delegating. And a case is a point being the Lavasa conference, where you were probably at it too. In February, I offered to do the legwork for her, for a Conference that happened in September. I was never approached until the last minute. And we had another conference in Pune where I said if you don't give me two weeks' notice to organise, I withdraw. And, so a meeting took place in
	Pune and I had nothing to do with organising it. I was there, but I mean… that's silly. We have to delegate, and I think maybe actually one thing that's moved, and I don't know if you think the same about this- we are not having open elections. Both you and I, else as Board members of TAISI, could be seen as getting in the way of everybody else. And we've been guilty of recruiting like- minded people into it. I think there needs to be more changes ,
	we've got to be more open. At the last meeting, I found it very exciting. I offered us as the Co-ordinators of Sports, you offered some other things. If TAISI is going to get bigger, then that's what it has to do. We have to be a bit more then that's what it has to do. We have to
	be a bit more structured in out outreach. We haven't got into the Indus Schools and there's three of them, we haven't got into the American schools.
	The attitude, the hidden agenda of the American School, New Delhi is what will we get from it? And they didn't think they would. But I think that there is a need to share and the growth is a second factor. I think when they go there, they will see also the schools they can work
	with. So, I think we, if we are going to be TAISI Board members, we should probably allocate

Reliance on figurehead, founder	whatever time it needs and commit to support the following things: someone in sports, someone the annual conference, somebody this. You have to ask yourself- are international schools in India better for having TAISI. Definitely how many are there, probably nearly 50. GR I think Anu said 55.
	MT And I mean. Despite some negative comments, if it wasn't for Anu Monga, we couldn't have TAISI. But if Any was to turn around tomorrow and say I'm backing out, would it continue? Now, what there is, and that is too grand a title, Andreas down at Oberoi was the
Model for developing a local network of schools	dynamic force behind setting up the international schools in Mumbai meeting. Now, Andreas is leaving after the end of two years. So, you've already set up the hierarchy system, which is the Yugoslavia, when Tito died. One school will do it one semester. We need to look at it, because are regularly paying lip service to the fact that Anu has too much work and the secretariat is not big enough to do the work. I don't know how she does it- tremendous.
	GR Michael, tell me a little bit more.
SAIBSA- seen as an IB-centred professional development body	MT I think we've forgotten to discuss an area called SAIBSA – South Asia IB Schools' Association. Now, the fundamental weakness of SAIBSA which, within the region was set up by the MYP Co-ordinator of this school, who was married to my predecessor, was the IB attitude of wanting to deal with Co-ordinators insisted of dealing with Heads. So, SAIBSA didn't grow as much as it could have done:- 1 because Jenny Barstaple, the woman who set it up, left. 2 Because there was no direct relationship with the Heads.
TAISI and SAIBSA in potential conflict	Now TAISI deliberately went out of its way to undercut SAIBSA and to get the IBs representatition. We are now doing various workshops. But, in actual fact, SAIBSA didn't die. SAIBSA is growing and the numbers….I've forgotten the figures now but I think in this state, Maharashtra, we have 34 IB schools. We have eight in Pune, so therefore, and so, we have sent our teachers now to PYP, MYP and DP workshops there. SAIBSA, if we're talking IB, is a
Difficulties with the IB's way	

of working. IB link to the co-ordinators of IB programmes rather than the Heads of School	great opportunity if they can find a Head's role. Because the fundamental mistake within Asia-Pacific and, I think it gives the IB a lot of problems, is they were by-passing the Heads and going to the co-ordinators. Now, if it's a private school with an owner, or a Head who is answerable to the owners, it's not the way to communicate. So, any development of, any form of professional development, but particularly the Head's forum, they have got to be there. So, why shouldn't SAIBSA have a role in it? GR Do you use the IB Heads' Group at all? MT I recall the e-mail from Jeff Beard saying set up a unique e-mail address for your school
Difficulties in IB communications	which says IB Head@...org. And it supposed to open with my name and I cannot honestly say that I have noticed anything coming in, in the last 18 months. And I am very confused about Linkedin is supposed to do. Because… I use the IB Head e-mail address as my address for
AISH seen as more relevant since it is directly focused on Heads' needs	Linkedin. But it means that people who use michael.thompson@mbis can't get to me. So, it's not working. So, frankly, I don't have the time to read a debate about it. Would I read a debate that's on the Academy of International School Heads and not on Linkedin? And the answer 'one' is from Heads and seems to be relevant for me, and you can quickly find out, is this relevant, is this not relevant? Some of them are fascinating, some not, and Linkedin, I can't tell if it was chalk or cheese, and I doubt ever know that I'm opening it up completely. So, IB has to look again at how it is communicating with Heads. But, it has to acknowledge, certainly within this region, and I have spent most of my career in Africa, it would be the same in Africa, so many schools want the communication to go through the Head. And, I think IB is becoming aware of it, but it was a major mistake they made. GR The Head is a gatekeeper for so much. You might farm a lot of it out, but you farm it out through you, don't you?
View that the IB needs to communicate through the	MT Yes. And the reality is, it's not going to move forward unless you've got the Head on

Heads	board. So if it comes to the Head via the back door…I'm very…there's a lot of cases now where my Co-ordinators forward something to me saying "you probably haven't received this." And, I already have. So that is a sign that it's not all bad. But unless they get the Heads on board, it's not going to happen. And, hmm, yes, as I say, I think there's been some movement, I think.
	GR SAIBSA, you think, is, eh, is an opportunity for development and possible collaboration with TAISI?
Need to build empires with delegated authority	MT I am speaking from a narrow perspective because I have never attended a SAIBSA meeting because I have never seen one that was directed at Heads. So, everything I say about them, about SAIBSA, is feedback I've received from my staff. But, probably, about, 35 of my staff went to a SAIBSA meeting within the last two months, which is very positive. Hmm, so, yes. I think we mustn't build kingdoms, we must build empires. Maybe, in TAISI, because we saw, some of us saw SAIBSA as a competitor, we tried to put it down. SAIBSA hasn't died, it is strong, so how can we get these two organisations to work together?

Sudha Goyal, Scottish High School, Gurgaon,13/5/11

Internally promoted to position Formerly, the Primary Head	**GR** Thank you for your time today. Would you just begin by telling me how you got here, to the Principalship of The Scottish International High School? **SG** I joined the school as the junior school Head in 2007 and when my Principal, Mrs. Malhotra, had to move on to another school within 2 years because of her personal problems and circumstances, so I was offered this job and I did it. **GR** Ok, that's great, congratulations. I'm very interested in how Principals get to that position and how well supported professionally they feel they are. What's equipped you to lead a school? **SG** I'm an army officer's wife and so I have been moving from one place to another, and every school has given me the opportunity to become Head of the Department, the Activities Co-ordinator, Examinations Head. So, that's how I kept gaining that…we just kept getting..I actually had an opportunity to work as an 'Examinations, in charge' and as an Activities Co-ordinator. Activities Co-ordinator is supposed to be a very big job, where all activities starting from the Annual Functions to anything which is from outside was co-ordinated by me. Then Examinations Head, and HOD, then timetable, making the timetable. In various schools, I got these opportunities which helped me to gain that experience. **GR** Has there been anything, since you've become Principal, that, when , that surprised you as you felt you had areas of professional need?
Financial management is the identified professional need	**SG** Finance. Budgeting and Finance. I had never done that. **GR** That's interesting. And, have you identified any, when, kind of professional opportunities where you can help develop that expertise?

	SG Yes, I actually attended a workshop for Principals by IIM, Kolkata. That is because our school is also under ICSE, so they organised, for the Principals of ICSE schools, in Kolkata, at the Institute of Management, where various Professors of IIM took on the workshop. And, I am also going in for another Professional Development that is a post-graduate diploma programme of IGNOU, for school Principals and management, school Leadership and Management. So I'm trying to improve that. I'll complete in December.
	GR Well done. And that's particularly to help with that financial dimension.
Feels confident in teaching and staffing, less so on finance	**SG** It is, see otherwise, one knows how to deal with teachers, how to deal with your colleagues, because you've been doing it but finance is one area that needs a lot of development.
	GR And, how didn't have any preparations for that in the other role you've carried out.
	SG I didn't, I didn't. But hopefully, I have my school Chairman also, being here, helps me.
Chairman also the owner Seen as a support in financial management	**GR** So, where do you get your professional development? Talk to me generally about, how, if you see professional needs.. you've got the institute, you taking another qualification..how else?
Professional needs seen in terms of curricula covered. Local, CBSE, ICSE, IB	**SG** I would say, I've had the opportunity. I've been lucky enough to…when I was teaching CBSE, I went for a lot of CBSE workshops, in a school that was following the CBSE Curriculum.. Then, I joined an ICSE school, where I was given an opportunity to go through that. So I've been getting this curriculum- related professional development. And then I joined another school which made me go through IB, PYP, TOK, DP, History DP. And I went through one audit/authorisation visit of DP. So that really helped. In a years time, all this happened and I am now equipped with all curricula: CBSE, ICSE, IGCSE (English), ICSE History and all the curriculum of IB.
Experience in authorisation procedures (IB)	
	GR In terms of curriculum, coverage, that's fantastic.

	SG I have been lucky, So, if the head doesn't know the curriculum, she/he cannot know what is happening. That's the most important thing I think.

GR That's very interesting. Tell me about international schools, because I'm interested in international schools in India. It's a growth area, there are many new schools, you're in a relatively new school and it's done some fantastic things in a short time. Tell me what an international school is, for you? What makes your school an international school? |
| | **SG** For me, an international school doesn't mean following western culture. For us, in this school, and I believe in the mission and vision of the school, that is, to have an amalgamation of the conventional as well as taking the best from the western countries, and mixing them together. So that the children who came here, they get the best of both worlds. That is international for me, and not only what is in the west.

GR So, that means, they get that blend in terms of a curriculum? |
| | **SG** Absolutely, a curriculum, discipline, pedagogy, everything, even when we celebrate any kind of festival, it's an amalgamation of a blend of all kind of culture.

GR OK that's interesting. What about the composition of the staff or what about the composition of the student body? Does that matter? |
| | **SG** Of course, it does matter because we cannot bring in the western culture or a kind of, their philosophy if we don't have those children here. So, if now Indian children, they mix with them, that is how we bring them together and we make them share their activities.

GR Yes, that's helpful/ So what's your percentage of, roughly, foreign children? |
| | **SG** See, in my school, it is 20% and 80%, but out of 80%, we have Indians, most of them are NRIs. That is, 80% of children in my school are NRIs.

GR What about the challenges of leading an international school in India? |
| | **SG** There is- I think our parents- too much expectation from them, and too much of |

the first challenge mentioned.	interference.
	GR How do you manage that? What skills do you use?
School structures seen as the support on this issue. Defined means of parental reference	**SG** We do see, when the school started, you have to talk to all the parents all the time. But we have a system here, we have a clan system, because we…our school is known as Scottish High International School. We have a clan parent, and so they are the ones who keep in touch with parent and children, and that's how we try to solve their problems. It starts from the clan parent and then goes to the junior school Head and then comes to me. So, we do help them and our parents are happy.
	GR How do you see the scene in India, in terms of international schools, they seem to be growing, they are not really a regulated sector. How do you see development?
Schools (new) do not understand what international means. Equates foreign students with a lack of discipline, it seems, Believes this is a parental perception.	**SG** It is a good thing that it is happening now but somewhere, I feel, that a lot of schools, international schools in India, they lose out on, they don't understand the word 'international'. For them, 'international' means having all 'expats' and, uh, maybe there's no discipline. whereas, I feel it is the best of both worlds where discipline as also very important, for us, uniform is also very important, the tie-ing of hair. We keep in mind all of that also. That helps in this kind of culture where most of the people have come back from abroad, and then they come and meet me, the only thing they want is, what we want our children to grow up here. So, they are looking for that also. I believe, and we talk about
Believe parents want a disciplined environment	international, whether it is in Bangkok or in Australia, keeping the culture of that country and taking the best of others.
	GR Excellent, and international schools in India, do you think they will continue to grow up or do you think there is going to be regulation?
Equates the international school curriculum in India with the IB	**SG** So, the international curriculum in India basically means following IB. Maybe, a little bit of Cambridge but more, most of the international schools that you're talking about, that we

	know of, are all following IB. So, it is growth of IB in India. My school, I think I have 1450 students, and only do the Primary Years Programme. That's I think, the largest number of students in any one programme, under one roof. So, that's become so popular that my admission takes off because of Primary Years Programme.
	GR 1450 students in school, only in PYP.
PYP school and IB Diploma	**SG** That's a huge number.
	GR You are doing PYP/MYP/DP?
	SG No, we are doing PYP, IGCSE and IB Diploma. We also have IGCSE.
	GR Can you, I think, it's kind of hard to do, but what skills and what competencies do you feel, as Principal, really are of the most importance to you to do the job well?
Teamwork, collaboration seen as key skill.	**SG** I think, for me, is to be a team player. Unless your team is with you, you will not be able to work at anything. So, as long as your team is happy with you, when you are able to gel well with them and because one of them, then lead them. I need to have my team with me.
	GR Yes, and what you've described to me, apart from Finance, is someone who has developed through doing different experiences.
	SG Yes, it has to be hands on experience which helps. So that today, when somebody shows me a time table. I know where it is going wrong and I can tell them 'I have done this' so can suggest…
Believes in hands-on experience in PD as a means of professional growth.	**GR** So, in terms of the personal qualities you bring to the job, the team building, the leadership- have you looked for training in those areas, or professional development in those areas, or have developed those through doing the jobs?
	SG No, are through experience, of course, I've been doing a lot of leadership work with QCII.
Conferences attended for professional development- TAISI and IIM	I have been going for a lot of conferences where I keep attending. I remember you led on Teacher's Performance, so I do get, I am very regular on the workshops, and I do go to them,

	get them and bring it back to our school. The best practices- I remember your teacher's performance development, and I made my own form.
	GR Yes, you have to customise to your needs.
Appraisal system in place	**SG** Yes, you can't do what you were doing.
	GR And, ours is changing all the time. It gets better and simpler, really.
	GR Do you have an appraisal system for yourself as a Principal?
	SG Yes, we do. Once a year.
Chairman/owner is the appraiser	**GR** OK and that's the Chairman, who is appraising you?
	SG Yes, he's here. I would like you to meet him.
	GR And does the appraisal system help you to develop professionally? And, if so, how? Do you get targets yet? How does it work?
Targets-driven	**SG** Yes. Because, I have to give my targets in, and I have to write in that how much I have achieved. **And,** it is performance based. Even for teachers, it is performance-based.
	GR Their remuneration is dependent upon their performance?
Remuneration depends on performance. She sees performance as the route to career advancement	**SG** Absolutely. It is not like, in CBSE schools, where every year you get increase. It is performance-based and there are a lot of people involved. For a teacher it has to be a clan elder, the Clan Elder will write, the HoD will write, then the Heads will write and then I will write, and finally it goes to the Chairman also. Management also they write.
	GR For you, as a leader, how does that help your professional development? Your professional growth?
Good performance-possible advancement	**SG** It does. When I became Headmistress from junior School Headmistress, it was all performance-based. Now, if I have become a principal, it is because of my performance. So it has helped me. Tomorrow, I may, this school may have more schools and I may become the Director, but if I don't perform I don't go ahead.

	GR So, would a target be, for example, in the way you have described earlier, to improve your financial management skills?
	SG Absolutely, and I am trying my best to do that. I'm learning everyday. I have started doing it. I'm better this year.
	GR Any views, Sudha, about what's needed in India to support school leaders, in international schools?
	SG Professional development programme.
	GR Of what kind?
Believes there should be more in India for Principals	**SG** Specifically, for Principals, there are very few. I think only this IIM conducts one and otherwise there are none. We have to go abroad. Maybe, this is something which is done, but I'm doing it by correspondance, so that doesn't give you any experience, hands-on. There are no professional development courses here.
	GR What would you see as the role of something like TAISI? As an umbrella organisation of international schools?
Believes TAISI should have an exclusive programme for Heads	**SG** They should organise, exclusively, for school leaders, because they have good workshops, but they are for general teachers and administrators.
	GR Do you have a network? Where do you go for your support, as a school leader here?
Local network exists, supportive	**SG** We have networks with all 10 schools in Gurgaon- Pathways GD Goenka, Sri Ram and Sun City.
	GR And do you meet regularly with the Heads?
Network preferred if the schools have a common curriculum	**SG** Yes, I do. And we have a Haryana Schools' Group, where all of the Principals meet. But then, most of them are CBSE, so sometime I feel, I cannot be a part of this because, I am following an international programme. I think, they have a network in Bombay, Pune and Bangalore. We have started with a PYP network but we're not been able to do it.

Rudimentary framework cited (governmental)	**GR** There are no commonly accepted list of skills and competencies to do the job. **SG** There is a framework that the National Curriculum gives you. It only gives you that a person should be for 15 years teaching, a post Graduate teacher with post-graduation as their qualification. That's all they give you as to become a Principal. **GR** That's not appropriate, it seems to me. **SG** It is not. I absolutely agree. You have to have experience of everything that is part of the role.

John Sporandio, Stonehill International School, Bangalore 19/5/11

See role as creating new school New build, green field project Strong affiliation to CIS. Business group owners CIS act as brokers with owners Owners committed to high-class, international education Commitment from owners on vision, mission, quality, IB philosophy Recruited from Headship of	JS I have been so busy building and developing Stonehill that I haven't reached out to any large extent to any other Heads to see how they are doing. It's usually an intensive, energy-intensive job-you have to cover all aspects of putting a business together: construction and design, ordering equipment to hiring the right people while the programmes require us to put certain things in place for various authorisations, trying to put the time-lines together to making our school viable financially, and putting in place all the back-office systems from accounts to billing to contracts to visas to – all the stuff that has to go out to IB. So, it's been a rocket ride. In fact, it's only been possible because we've brought people in. I've worked with before and because of my associations with the Council of International Schools who act as our prime resource for consulting. I'm employed by the Embassy Group to make this happen. And with that kind of professional body in place, a lot of the things that we were going to have to argue with our ownership, these are taken for granted. As CIS would not have taken a contract unless they felt the will was there to do the job to provide the finance that it takes to make a true international school. Whether the will was there to employ a proper Head and give him the resources to function in a challenging environment, whether there was a commitment to quality and compliance in terms of IB standards, whether there was a commitment to the IB philosophy, whether the school could create its own mission statement that was in line with the ownership and vision and with the philosophy of the IB. So, having CIS done the groundwork, weeding out hundred of owners who want to develop schools. They pick one or two projects. OK that they thought it had the bottom line requirements, it was really nice to be the guy they sent the team over to look at, in my school in Dhaka, to see if I was someone that they would be interested in. When they came, they liked it, they found out I was graduating the first class, so they first got me in as a consultant on the space requirements as they call it, the area statement, and once the area statement was developed, and I was ready to pass comment on that, I was registering with the recruitment fair to make sure they had the opportunity to be in place in the February in the year they needed to recruit for. And then, one thing led to another. I ended up being the guy going to recruitment fairs and almost simultaneously becoming the Founding Head. So, I

international school	was out there in January/February 2008 recruiting for a school that was still a eucalyptus field, we still hadn't finalised building plans and it didn't break ground until March 15th . So I basically hired a faculty before the construction. So, it was an exciting time but it needs all the pieces with the commitments there, to do it right, and the resources were provided on
Involved in new school from the design stage	time, and so it happened. We opened the day after we planned, but we were able to open on the day, next door, in the riding stables. We had some wonderful classes in the open air, with some team building activities.
	GR Fantastic
Acted as a recruiter for the new school	JS It was awesome, a wonderful experience. So that's a very unique experience. I don't think that could be replicated or systematised in any way, shape or form but, when, when, when, but, y'know, having been involved in it and having got this school up as a recognisable international and now authorised for Diploma (we've just had the authorisation for PYP), MYP will come in October and we've already got Part 1, our educational values statement
been to set up all facets of the new school	and CIS accreditation will be done by next year. So, in four years, we will have built the school, Staffed it, graduated the first class, we've got authorised and, hopefully accredited by CIS. So, that's what this school's about. In doing that, my contact with other schools has been visits to schools in Bangalore and to the anecdotes that I get. So, you know, what I've seen, just looking at it from the neighbouring schools, is that in India, is that the private
Feels the experience was unique	education sector is very much private, it's run by entrepreneurs. For the most part, single schools, in some cases a clutch of schools they tend to be somebody who's got a vision of what a school should look like. Tends to be, say, an international outlook they will adopt an
Going through IB authorisation, planning for CIS accreditation	English language medium of instructions, probably a curriculum like IGCSE or a combination of IGCSE and some local curriculum and they call it international. And because they are very much self-made businessmen, they are very hands-on and so , when it comes to appointing Directors, hmm, it is very rare to find a Director, who, uhmmm, who has as free on hand as I have in setting policy and in setting priorities.
Limited contacts with other international school Heads in India	A lot of times decisions are made for short-term financial reasons, or for maximising return, rather than for the best interests of the school. So, you find heads are often in a situation where they are at carrying on at logger-heads with the owners and there are a lot of frequent changes. There are a couple of schools in Bangalore that are parent-run. In both cases, the Heads have been relatively stable. Umm, but in both cases, those schools have
Sees India's private	had limited capacity, because, being parent-run, there's a reluctance to raise fees over the

schools as run by entrepreneurs	years because of the parental conflict of interests. A parent member of the Board who also has to pay the fees…there's a reluctance to invest in a timely way has meant that, in Bangalore when there has been cheap land available, they didn't buy it, it was too expensive, and, now, it looks a bad decision, where they could actually use that land and don't have the
Schools being set up are titular international schools, for marketing reasons	financial resources to do it. So, they've been priced out of the market. They are now in schools of 300-350, and unless they move to a place that's so far out, they can't expand. GR What is your capacity here? JS This is 34 acres, we could grow to 1500, we made a conscious decision to design for 850, so, that was an interesting, sideline story. When I looked at the area plan, I found that all the
Owners by their nature, tend to be hands-on. Head may have little freedom	central facilities had been doubled up. The English consultant thought we needed, for example, science labs for sixth form colleges as well as an undergraduate programme, for effectively, the GCSE programme. So, it was double the number, the cafeteria was sized to feed everybody at one sitting. So, with everything double, we said, OK, we'll build a school for 800 but we have the capacity for, to double it over time. It was a good idea. But since then, after the slow take up of places, with a lot of competition, and with our location , people have backed off on that one.
	GR What have you found to be the challenges, John? And in particular the challenges
Instability of Headship in India due to ownership of schools	of…you've led an international school. JS Two, before. GR So, you're an experienced international school Head. What have you found to be the particular challenges of this situation?
	JS Maybe, it's the most complicated task- and regulatory environment that I've ever been in. I've been a Business Manager in two international schools, one in Venezuela and one in
Parent-run schools- stable Headships but lacking long-term vision	Tanzania, schools of 1500. I was also Head of school in Azerbaijan and in Bangladesh- so I've had four countries to compare with and India is really in a league of its own. It's an interesting combination of a country that still does many things manually but is computerised and, because it has been computerised, it has created systems that are very difficult to unwind if there's a mistake made and is very unforgiving if you don't do what you
Small schools may result, now with limited growth potential	are supposed to do. And, for a newcomer to come, comes in and has to set up in this environment, without the prior back-up, it's very easy to make mistakes, and then spend a couple of years unwinding them. So, that's been a huge challenge. I think we didn't have the right people at the start from the Embassy Group, who didn't understand the complexity of

	running a school, because of the need to be able to buy and import materials, for example, to contract large number of short-term expatriates, for example. They had not done this before. So there were lots of areas of operations which we had to pioneer for the group: they had no internal expertise. And so, we learned by doing and by our mistakes. And so, hmmm…not only is it complicated but the rules change constantly. This is my third or fourth batch though. Every time you want a visa, it's a different process. It's never the same twice. So that takes up a major amount of effort. Then there's things that come out of the dark that have major financial implications for operating an independent business. I've never been anywhere where you can get two of the magnitude of changing Provident Fund allocations with foreign workers and the taking of 25% of students, non-fee paying and whom, by their very nature, would need huge amounts of support, to make any kind of progress on the programmes we offer. In earlier call, with no compensation, it's just a.. I mean a ….it's a good job I've had a couple of years as a Business Manager in Third World countries where devaluation and exchange controls and all the rest of it were a fact and a way of life. If I was somebody fresh out of, y'know, some place more stable, or more normal, it would just be totally daunting. You also begin to learn too, how things operate in India, how, at the first pass, something is thrown out, more for political reasons than anything else, and how when it gets implemented it gets amended- pretty much like how they build buildings, y'know. They throw it up and they patch it and patch it, and patch it and patch it until they find it looks like something.
School designed for 800, capacity for 1500 **Competition , out of town location led to network of projected enrolments** **3rd Headship** **Complex regulatory environment in India is a major challenge** **Nature of economy makes things difficult- ways of working, manually staffed** **Challenging for newcomer without back-up** **Ownership group lacked understanding at first in procurement, in**	Having seen the construction process, and how, for example they'll be one guy plastering a wall, another guy painting and a guy will come chiseling a hole down the painting to put in some electrical socket that he's brought to put in, y'know and having the whole thing plastered up and re-painted. And you realise the only way they can do things quickly is to have people interfere with each other and, somehow, they create something An environment that gets the job done, almost never in the way it was initially envisaged. For example, RTE is pressing to be a case in point. We're not hearing but it was suppose to be effective all around the country: we're not hearing a lot about implementation. They wait for elections, they wait for clarification, for the first exemptions so they can jump off the boat. Very interesting to see how this will play out because…you can argue that it is here to stay, but in the absence of direct support from government…so anyway, that background makes for some challenges. One of the things that I've been strong on is the disparity in the way

international recruitment	various schools have access to foreign-hire teachers. And, I know, The British School, for example, operates under a historical quota of 10% and they tried to get it increased . One other school that I know has a quota of 50%. Stonehill was set up and has been getting visas with no regards to quota at all. As far as I know, the only restrictions that we face is making sure we pay foreign hires at least $25,000 per year. Nobody, at any Embassy around the world is asking any other question, at the moment, apart from the regulatory US$25,000 a year. And this may be reflective of the situation that we've decided, this is no financial barrier to employment as a way of delivering the company's employment of foreigners. Clearly, most people…. most positions that you have you can find someone here who will work for less than $US 2000 a month. You don't have to fly them, you don't have to hire them, you don't have to take care of them, without doing what you have to do for a normal expat teacher. Most people make normal economic-based decisions and that's the biggest criteria for running schools. One can naturally limit ourselves to that US$25,000. So, its one of the few policy changes that I have seen that makes a lot of sense.
Learned by errors	
Challenge of Indian bureaucracy, unpredictable changes to regulations, eg visas	
Major challenges caused by sudden change-RTE, PF changes	GR In our situation, the quota will never repealed, because that isn't the way. This 25,000 stipulation would just come in on top of it. So, in effect, we are in the same position as yourselves.
	JS You can start hiring as many people as you want?
Unstable for the budget and financial planning.	JS I think in practice that's what will happen. Unless some country refer back to this ancient agreement. It's a bit like in IB, getting recognised by an individual university. That's fine. That's fine , they have a piece of paper that says that somebody in the university at one time , but that haven't been transmitted to anybody else
Changes due to unpredictable politics	JS A student will apply with the IB Diploma. Fights a completely brand new battle every time his application lands on an Admissions desk, because nobody knows, y'know. It's a natural application in the system. I think as far as this school is concerned, just making the
Challenges of ways of working, low standards	application without regard to a quota, just carry on.
	GR John, tell me about the skills and competencies that you feel are necessary to do the job well.
Planned changes end up being implemented differently. Causes	JS I think, one in any situation, you've got to distinguish between a Head that's building an institution and one who's managing an established institution. They're completely…th're two different skill sets. And, one of the reasons I now leave when it's time to graduate the first class is because that's the point where a lot of the processes begin to solidify and when

problem for leadership Schools operating on different rules, no predictability from authorities Visas, employment regulations are an example of government inconsistencies Uncertain regulatory environment for employment Difficult of the bureaucracy in India- old regulations still enacted, never repeated Difficulties with IB recognition in Indian universities Skills, competencies- very much geared to developing a new	political considerations. Unless, you're in a situation where the faculty is so fluid it changes as much as the school. A place like this we don't have a large number of teachers yet. I'll still be building quality for a few more years yet but, I think, in any situation, things that you have to understand and be good at…as we say with these in the finance course (the PTC), you've got to know, you've got to be familiar with the numbers because, this environment, it's very unforgiving, if you get away, you don't have resources big enough. Something to protect you if a surprise comes down and lands on our desk, like the PF, adds 24% to your salary bill with a faculty that's say, 80% overseas hires as ours is, you could be put out of business. So knowing and being able to deal with the financial part of the business as well as the regulatory, the visas and all of that. Having a good idea of how all of that works…now, having said that, a lot of schools here actually have that done for them by the ownership. And, so, even if an individual has that knowledge, they may not have the freedom to exercise it in a way that is beneficial for the school. But, I would say, to those people, knowing and having that ability will let you go head to head with your owners with a better argued case for making the case for educational priorities, the driving force, the ability to argue, to fight him on his own terms. In a developing situation, you have to be able to pick good people, be able to delegate, you cannot oversee and micro-manage people in a developing situation. You can turn them loose, you have to make sure they don't get in each other's way. The one that I 've learned recently is that you have got to start letting them know that they do have a lot of control, they don't recognise it because they are doing it all the time. They may think they are not having any influence but actually they are, having all the influence that they possibly could have. Getting them to understand that the things we are as priorities are driven by external criteria, like we setting need to 'grow' the school as quickly as possible, we need to, become accredited or authorised as soon as possible, that dictates all our decisions in terms of hiring. Why we are over staffed at the moment because we have to have an IB programme in place. Why do we have to have a programme in place? Because we have to be attractive to the best students, but these things are expensive. You may have small classes now but we all realise that is short-term. To be fully employed, you have to take on more classes and eventually your load is going to become more normal. Very difficult because it is human nature to think that what I have now should be the standard, and when it increases that load, it'll become dissatisfying. That's something we'll have to continue to manage in an expanding situation.

school	GR You don't have a COO? Are you, in effect, the COO as well as the CEO?
Stays in post to the point at which the first class graduates- 5 years	JS Yeah, because, I was hired because I came from a non-teaching background. I had the jobs: in one place as a Director of Support Services, which meant that if it wasn't academic, it was me. So, I basically ran everything from the budget to the buses, to the finances. Because I had an educational background. I set the priorities, I could work closely with the Head. So, in this situation, it doesn't make sense to have a Chief Operating Officer, because I can talk
Skills of financial management	to the accountants and I can deal with a lot of issues that the Operation Officer would deal with. I think the Board has got to think seriously, next year, about how to replace me because th're unlikely to get somebody with the skill sets that I've got. They'll have to split
Being able to deal with surprise policy changes from the government.	the two functions: they're suppose to be looking now for somebody to take over the operations side. GR They'll need somebody with the same skills set? JS Well, they'll have to have somebody who has the understanding that..they may have to
Ownership may fulfil these roles for the Head.	get two people. The school's big enough now to support two people. We do have one thing that..Because Embassy is a property company, because they own and lease out all their properties to business clients, they have spun off and formed an independent property management company. So, we have the support of our Embassy Services and a small team
Head may have limited freedom to use knowledge and skills.	that he's got to run all electrical, a sewage treatment plant, to make sure all the equipment, big stuff, y'know, are being serviced on a regular basis to the required standard. Again, in a school situation like this, hmm, is a huge benefit because it's a professional, a corporate standard, y'know, that it would not normally get, I'm used to having to do that myself with my own people, and so. For me, this has been one of the easy bits. Again, a lot of people would not have that background necessarily. So, in a sort of situation like this, that's been
Managing people, developing capacity, delegating authority	provided. In a typically, privately owned school, it's kind of done by the owner. Often times, it's not done to the right standard, so you get machinery breaking down all the time, generators, air conditioners that only half function, y'know. That's one of the problems we've been facing, you've to deal with them. There's also, generally, in working with the
Developing staff confidence and trust	local auditors, they don't understand depreciation and, they don't understand replacement cycles, they are always very loathe to buy more than they just need. So broken refrigerators they patch them and be swapping them, and they don't understand that it's cheaper to replace 20% every year, so after 5 years, your oldest machine is only 2 1/2 years old. They'll
Helping staff to	take that machine, sell it off for 50 bucks to one of the workers. So y'know.

	GR You talked about your own professional development, and in a sense, it's had a bit of a back seat because you've been, operationally and strategically, doing, and you've mentioned contributing to the professional development of other leaders.
	JS I do, I run the PTC finance course for Business Managers and Heads of Schools, for Principals and for teachers who are just interested, forever, ever since Mike Maybury was
Helping staff to understand whole-school issues of efficiency	there, since the fourth year of the PTC. I missed the first PTC, and I did three of the next four courses, and was approached to lead a course in Finance. I did the first five with Mike as co-trainer. So that's my big give-back.
	GR Yeah, what about the get for you?
	JS you always get, you get a kick out of opening people's eyes. The number of times a Head
Came from an administrative background- Business/Finance Manager	of School, experienced Head of School has come out of a course and said, My God John. I should have taken this course ten years ago. Now, I understand what I am supposed to be doing.
	Now, it's not rocket science but in 3-5 days, you can tell people, give them an idea of what a budget is all about, what the difference is between a balance sheet and a profit and loss account, and how capital transactions are just a way of processing cash. So that conceptual
Acts as CEO/COO-advising the Board on succession planning	understanding is really in short supply. And y'know giving people the 5 or 6 ideas you need to have, the rules, you can set it in a week. People who been really struggling and are really perceptive, in the sense that when you lay it out for them, the light bulb goes on.
	GR And, from what you've related to thus far, what's prepared you well fo
Owner is a property company- a corporate not an individual	been the experiences you have had in the past.
	JS You know I started as a teacher and a Head of Department. And I got involved with the politics of devaluation in Tanzania where Nyrere ran out of cash and had no money to pay
	for one tanker of crude oil. So, he couldn't bring it in to the refinery, he froze everybody's
Embassy Group uses its expertise to benefit the school	overseas fixed accounts and still didn't have what it needed to pay for this tanker load, so the ship sailed off. So, the refinery ran out of oil, there was no diesel in the country, it was harvest season, and none of the trucks could move because the stations were all…the
	country just came to a halt. And, the country was running on a currency that was officially
Standards are high, corporate	900% overvalued. And, we were being paid in money as if it was real money.. And we were told we could convert it at the end of our contracts. So I got really smart on all that stuff. My wife and I had two years' salary tied up in a savings account which we couldn't convert until the end of two year contract.. And, we were faced with this huge devaluation which could

Owner often carries out much operational work	leave us with 10% of it. Again the Board, which was a bunch of Indian businessmen, wanted to pay us of at whatever the official rate was. But it took six months of hard campaigning with the faculty running to the Board to get them to do something about it. So, by the time we'd come to that, we'd got some kind of arrangement. So, I left and the new Head didn't like the Business Manager. I'd had one experience where one of my maths teacher left, not the maths teacher, the Accounts teacher- we had two classes of Accounts- we couldn't find a replacement, I was called in to the Head's office, offered the accounts job. So I did. It turned out to be a kind of turning point because it gave me the conceptual background. Made it possible to take that school over. The Business Manager's position came up and they came looking for me. So, after that, I got called up to go to Venezuela. That was also serendipendous because, I'd spent the time in Tanzania, managing accounts from the point of being 900% overvalued to the point where things were able to float the currency. And all the structural problems that caused, the political problems in the community.
Standards of maintenance, understanding of depreciation is lacking	
For PD, runs a summer workshop (PTC) for Heads on financial management. Long-established contributor	GR John, I'll change the track. Can you tell me about how you see the link between appraisal and professional development, in terms of Heads? JS Almost none. Well, y'know. I've headed a school for 5 years in Azerbaijan and 4 years in Dhaka, 4 years here so 13 years. Appraisal, if it's done, is usually based on some goal -setting exercise. The Head, if he's got any sense, can negotiate the goals to what he's already ¾ achieved anyway. And, in my case, because I am used to developing schools, I'm good at making new stuff happen. And that's what I get off on. So, it's hard for me to set goals. Basically, in the situation I am, you have to get three authorisations in two years and an accreditation, pretty much that's going to take up all your time. And, if you achieve that, you're going to be a hero. Maybe, that's why I always stick with the developing schools, because I know I can do that. Other kinds of climate issues are goals that have a more political element. They are much harder to achieve and need a different kind of skills. So I 've avoided these kind of goals, and I like to go in and make changes that can be made very quickly and get a lot of immediate, positive results, and people get caught up in challenge, so, y'know, a lot of political stuff is so important. But a lot of schools have major political issues, though. There are cultural clashes between people who want to teach an IB programme and those who want to teach GCSE programme like they did in the 70's. You have to convert them all or leave them all-these are the kind of issues where professional development would be more meaningful for the school. The kind of things that I do and the
Professional stimulus from developing other Heads	
Sees conceptual understanding of budget process in short supply	
Administrator and teacher by background. Developing world experience in finance in schools in unstable economies	
Sees expertise in	

	kind of goals that I set, it's hard to see where the professional development issue is. Most of what I learn, I learn by doing and test for success or failure.
lobbying, arguing a financial case for staff	
Administrator, Teacher, Head of Department, Business Manager	GR So, do you go for any other external professional development? JS To be perfectly honest, I've left it to going to the PTC and doing the training on my side, which, y'know, I go to conferences, I was at the workshop to see what the newest thinking is on the subjects, but, and occasionally it brings stuff back. And, sometimes, the stuff we develop for the Finance Course, we bring back, for example, one of the things that I did. I had a short time with BP in Azerbaijan, developing school's risk assessment, risk management. So, one of them we incorporated a couple of years ago was an introduction to risk management in our PTC course. What I haven't spent a lot of time introducing it in the school for the last year, we've done a huge amount: every field trip has gone on only after a full-blown risk assessment, according to the templates issued by BP. Getting people to systematically look at something, test and assess all the things that could go wrong, characterising how likely they are and how much impact they'll have if they actually happen. Going through that discipline in an institution has been an interesting process. And, I think you could say that, now, everybody, know they have to do a risk assessment. That's something where professional development has moved us from talking to walking the walk. Also, when I go and teach the course, I used to think, we do an exercise on cash flow management, and we tell people how much money is actually available when you collect fees in advance and spend it only in 3-4 months time. In India, where they like to collect all the fees for the full year up-front, you've got a huge opportunity to manage that cash, to make money in it. And, we do some models where we show how if you chase the money faster, how the interest return can really accelerate. There's a two way flow, but we are…..that's very much on the financial side. The other huge advantage I have is that I've got a resource like Richard Tangye, before that Mike Maybury, all involved with the schools because of the CIS connection. In terms of professional development, just working with these guys and being able to bounce problems off them gives me a huge opportunity to think stuff through. And, maybe because of their wide-ranging contact with schools, I don't think about it as professional development, but actually, I've got tremendous resources that I am using all the time. I read Head Net, I see what comes up, I respond to the surveys so, Y'know it's a …I think y'know , you basically
No link between appraisal and professional development Sets goals that are driven by school goals in new school development.	
IB authorisations, CIS accreditation. Short-term goals- driven, he says.	
Political issues of pedagogy and staff politics- he steers away from.	
Finds it hard to stand off the task and see what his professional goals are	

	absorb best practice as you go over the years. There maybe some skills that I still have to
Gains from facilitating PTC workshops	learn in a whole political kind of school situation but at my stage of life, I'm not going to go to Brussels or Copenhagen. I don't need that now.
	GR Fair enough. Last one from me, I think, John, India again. Any views about what's needed
Introduced risk assessment to teachers, not his PD	in India.
	JS Funnily enough, I had an e-mail this morning from IB, they are going to start a governance workshop that's going to be part of the requirement for new schools that are going to start
Gains from teaching Heads how to plan financially	doing IB Programmes. What are we going to put in it- I don't know? But we have about a day on governance in the PTC course which we will elaborate, with the financial element too. We'll talk about the need for policy.
	GR Do you feel, in this case, the IB have identified the right priority?
Uses resources of CIS personnel, expertise because of PTC links and school links.	Well, they've given us a kind of template, for what they want in a day which is actually about three days for us! Because, it's a pretty big list. And, it's not stuff that we've specifically addressed but we can. But there's no harm in trying to put something together. So, talking about professional development, developing this course will be an interesting exercise.
AISH member, active on Headnet	GR It's very disparate here, isn't it, international schooling, so do you see it, anything that could bring it together?
IB lacks consistency and rigour in its authorisations.	JS That's a thorny question. I mean, one of the things would be if IB were more rigorous in enforcing…I've always been of the opinion that IB had one standard for us and one standard for everyone else. We were hauled through the coals we know. And fair enough, we could be
Differentiated model for schools is needed	an example, but there were some discussions in IB a while ago about having different levels of authorisation. So, if you want to keep signing up there schools to these programmes, there almost needs to be a separate set of standards.

Mark Parkinson, Sri Ram Schools, 13/5/11

Business background, motivated to work in education	**GR** Tell me a little bit about your background, if you don't mind. Tell me how you got to where you are.
	MP, yeah, sure
	Ok, I wasn't originally an educator. I was a private banker in the UK, 11 years at Lloyds in private banking. Mmm, I ran the bank's office in Cambridge for 2.5 years then city of London for 2 years and then, one day, I realised that you can be technically good at
Motivated by learning methods, research	something, to be shooting along quite rapidly but not necessarily figure that your heart is in it or that it's actually what you should be doing for the rest of your life. Hmm, somewhere along the way, during my mid 20's, I started to be exposed to a lot of stuff
Family background a motivation to become involved in education	around integrated learning techniques, mind mapping, NLD and a whole bunch of other things, and, I suppose, one of the emotions that was bottling up was actually a bit of anger. You know, if all this stuff was out there, all this stuff was available to education, then why were my educators so slow and why were they such dunces in terms of the fact that they were still doing stuff in, basically, Victorian ways and why was so little of this stuff actually being applied, and used, because I just felt that my entire experience through education would have been so much more rewarding because I find myself…I
Saw learning issues as the final, ultimate area in which to work.	won't think, I got 7 O levels, 3 A levels, grades were rubbish, and I got a degree in Law, was the first person in my family ever to graduate, uh, and until this summer, I am still (the only graduate) because neither of my sisters did, my nephew is about to graduate this summer. So that kind of motivated me to get into the whole area of learning, and
Training background in private banking. Recommended to India	the process of how learning works as the more I get into it, the more excited I found it. Hmm, and the more I kind of figured that, a lot of people haven't realised this really is the final frontier. This whole business of how the mind works hmm, and then I suppose in my own way, I got into explaining a lot of the things that I subsequently came later to know that people like Howard Gardner and all these other people had been exploring-how can you bring about a good society in which people live productive, rewarding lives, individually and collectively. And I suppose that all of those interests started leading me towards education.
	GR Did that bring you into the schools' sector?

Began with English language (TEFL) training Attracted by the Indian economic potential and the focus on educational opportunities Approached to lead a proprietorial school Conflict with values and goals of entrepreneurs Role was to set up and run the school Was attractive to school because he was foreign, Caucatian status. Ethical difficulties in appointing teachers Link through contact with Examinations Group (CIE) for 2nd Headship Role was to turn around a failing school	**MP** I mean, OK, to go back a little. So, I left private banking and was actually doing some corporate training and other things. While I was sowing the seed, I was getting to train people whilst I was learning. Then. I just got this urge to travel, and then finishing up in India was a complete accident, because what actually happened was…. I picked up the phone to…. At the time I was President of the Senior Chamber of Commerce for London, and I picked up the phone to one of our members, who was an India Guy, an NRI, with Kenyan connections. And I picked up the phone and said give me some contact details in Kenya. He said..why do you want to go to Africa, and why don't you go to India? He said, ya wanna test yourself, right, you want to stretch yourself? 'Yeh, then, India's the place so he said, there's this place , Gujarat, where I come from. Do you know it? I said, 'No, I have barely ever heard of it, tell me about it". Well, it's hot and he said, 'really not? And our conversation expanded, about how hot it was, how dusty it was, how everyone was vegetarian, how nobody drinks, it was prohibition, and the more he told me, the more determined I became- that's where I am going. And I did the full immersion bit. I went to Allahabad, at the invitation of one of the Swami Narayan sects, to teach English but mainly to adults, I took CELTA, as part of my preparations, so I've got CELTA under my belt, thoroughly enjoyed CELTA. The CELTA, I think, gave me some more insight y'know, 4 weeks intensive, hmm, had a ball, got an A+, y'know, got on great with the faculty who, used to offer to stay behind and have fascinating discussions in the evenings and, y'know, hmm, everyone else seemed to be doing it, a bit like, well, because, I'm going to travel the world and may as well earn a bit of money along the way. But, for me, it was something a little more serious. So I stayed: they gave me Rs. 3000/-pocket money, my accommodation and food. I need to sit on a Kota stone floor, and sit on my left hand until it went numb to make sure I didn't use it, and figuring out how to break roti with one hand, and that sort of thing. Unless, got malaria twice, probably dysentery though it was never formally diagnosed, hmm, eventually, after various things, and went for a trip back to England in 2007 and my mother nearly died as I passed through the door: I was like a rake. So, she said, OK, now you've done India, what are you going to do next. I said, I am going back there. I soon started to realise there are things starting to happen here that are kind of exciting, hmm, in terms of people's frustration they just didn't want to carry on being the world's great under-achievers. People were going to start doing something about it and, so, I

figured if I can be a part of that, then that seemed like fun. So, the next thing I did when I eventually came back was, hmm, was to put the English syllabus and curriculum together for a medical transcription company. That then led me into, hmm, starting to do visiting faculty work. Hmm, amongst other things in England, for fun, I used to do a lot of competitive debating and staff, and won British National Championships with the British Junior Chamber, how, so I started doing visiting faculty, and Ahmedabad, it has some really top institutes like LICA, NID Institute of Communications, NID, NERMA and the big one, The Institute of Management, Ahmedabad, So I ended up going to all of these places doing Visiting Faculty work, often in business communications. So, y'know, almost by accident, I found, being a part time university faculty, which was a nice bridge in a way from what I'd be doing before. There I was approached by someone I met, about 6 months after I'd met him, and he said, there's someone I want you to meet, we want to talk to you, we've got a proposition we want to talk about. We've got this new school, we want you to head it up. I'd never headed up a school before. No no you can do it'. But, I realised, I said yes, and started, and realised after about a month or so that really what they actually wanted was white skin to get the admissions. And these guys didn't actually care if I could run the school or not. They didn't actually care if what was going to happen was going to be quality. For me, though, it was the complete version, I threw myself into it, 24/7, aah, and I figured, y'know, I am not just going to do a ½ job of this, it's never been my way, I've never going to do that, and so I was scanning book shops, I was going on the net and, basically, I was just kind of figuring it out, myself, all the way along. The irony, of course, is, if we jump forward about 4 years from there to where I first walked in to this school, it was a school with the reputation of being one of the top day schools in the country. I went, hmm, there's a lot of things going on here that I was actually doing in Ahmedabad, and, then, y'know, or trying to do. But the trying come in because not only did these guys only want the white skin but they wanted me to shut up and sit in the corner, and, y'know, behave myself. Aah, they appointed an Administrator who, one of whose main jobs was to spy on me and keep the Chairman informed of what I was up to. Hmm... they lied about how much they were going to allow me to pay teachers, and one or two other things, so I finished up feeling very guilty that these teachers were taken under false pretences. I worked really hard to motivate them, I mean, y'know, because of the salaries being so

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Reads for professional updating and growth

Uses links with state government to remain in touch

Study tour to the US has been professionally invigorating

Compares US experience to India in regard to addressing teacher- performance issues.

Assessment culture of school seen as problematic

Some cultural dissonance

Culturally schools not sharing but are competitive

Value of reading for professional growth

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low as well. They were young teachers, often quite inexperienced, but I built such a spirit amongst them, and a real kind of, hmmm, y'know we made some good stuff happen, despite the fact that this guy was a complete louse. Hmm, but eventually y'know, all the lies and the deception, I just couldn't take any more and I walked away. And, at the time I walked away, hmm, I met the guy who was, at that time, the CIE representative for India. Hmm, its obviously going back now, about 7.5 years ago. One guy called Mark Barthdolomew, and Mark knew of a school in Dhaka, Bangladesh, that was looking for a Head. So, he referred me for that, I went over, saw people over there and they offered me the job. Hmm. That was a kind of a turnaround situation. A school that had been a strong but, had lost its way, got into a little bit of a mess, which was, again, when I look back, was perfect for my growth and perfect for my learning in terms of "now I've got a situation where people were, kind of, full of doubts, not about whether they really had the capability to turn it around, y'know it was about identifying what were the things… what were the blockages to growth and, y'know getting things in the right direction. Hmm, rebuilding people's motivation, yep, cleaning out a bit of dead wood and solving some tricky issues, y'know. But not impossible. The place was very schitzophrenic. Hmm, I had everything from kids who could score top in the world CIE exams, and I had gangs with knives trying to do each other in. And, everything in between, real extremes. The other part was that the school was in the Dalmondie area of Dhaka, which was very close to the Awami League headquarters and this was at the time when Khalid Azir was trying to desperately hang on to power, and was basically, roughing up ah, Awami League enemies on a regular basis in the street, every time they went on the streets to protest. And it was all happening right around the school. Though, I have a young son, now 9. So at that time, he was about 5, and all the tear gas and the violence and everything else , I decided it was probably a good idea to get out of here. So, I made it known, through various contacts back in India that was looking to come back, and , uh, finished up back here for years again came into Sri Ram school. When I came back, the school was 2800 students. So, in a span of 4 years, we've gone from 2.8 to 4. Hmm, others are the better judges as to whether we're of better quality- surveys and things seem to suggest we are. Certain things have got cleaned up and tidied up. I think, for me, one of the biggest parts, all the way along, has been both culturally and y'know, culturally in terms of country to country, and culturally in terms

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371

	of coming from a banking-type background to education was never assuming that
Uses a blog to generate professional dialogue via the school web-site	anything from one place would fit in the other. But, always needing to figure out how it could be adjusted? But, also, not completely being willing to say, "oh, no,no,no: you're quite right. Because that comes from over there, it would never work here. You're right. So, never, never accept thing that Y'know and it has put me, occasionally in a challenging situation. I had something, 6-9 months ago, aah, a couple of Principals gave
Reads research evidence from US- wants to establish networks	me some feedback. Aah, teachers don't like you making inappropriate international comparisons. So, I said, OK, what are they calling inappropriate International comparisons? They mean, one of the Principals said, ones that fail to acknowledge Indian family values. I said OK, we're talking about working hours here, aren't we? She said, 'yes'. I said, 'you mean they don't like the fact that I've done research about how
Low trust environment is a concern professionally	many contact hours Indian teachers do versus English teachers, Australian teachers, American teachers. Can't argue with the facts. Hmm, because I've done that research. Actually, what motivated me to do that research goes back to the French Presidential
Feels frustrated in time spent on personnel matters	elections and Segolene Royale, and how the unions turned on her because they found this radio interview where she called French secondary teachers lazy because they only did 17.5 contact hours a week. So, I was thinking..17.5 hmm…I wish. How I wish I could have 17.5. Because, somewhere along the way, to me, it's funny. Simplistically, people here will get up in arms about school fees but they completely miss something like this,
Frustrated in not having the time for the big picture thinking	or, for example, if you laid the comparison with other countries about the amount of leave taken in term-time. Because, the reality is, that those two things together probably mean that, here is a typical day school, ours, we probably employ about 10% more teachers than you would need in a British or an American scenario, and that feeds
Does not see school as an international school	straight through to the fees.
	GR Really interesting. Hmm what do you feel are the most significant skills and attributes that enable you to do this job well?
Local day school with an international element	**MP** Coming the route I've come, being a workaholic, because you've got to be willing to go to work all day and then spend 1/2 your night studying and setting your agenda for the same. Because, I did it completely. Since I took that CELTA I haven't actually taken a
Defines international school by faculty composition, by curriculum, and by student	qualification in anything. Hmm y'know so basically… but, there's a part of me that actually thinks that 15 years ago we couldn't have done that. Today, actually the

reading is available to anyone. Hmm, y'know it's ironic in a different context , I was sent a document last week from someone in the Haryana government. They're looking at public-private partnerships hmm, and they are looking at various things that they think they would need to put in place for maintaining standards and quality in the schools. They don't have great standards and quality in the government schools right now, but, y'know, they would obviously be held accountable for what was going on in those private schools, so they would need some mechanism, and so, there's two parts. They're looking at how would they judge a school. So, I mean, on that, they've got to use what they've got. I mean, actually, I came back a fortnight ago today from a 2 week trip to the US. And, along the way, on that trip, I visited 5 schools, including three different Charter Schools. So, I went to one of the Charter School people and said, 'How does government track you? What do they set down that says 'we expect', we're going to come and audit this…on this frequency, we're going to watch you on this, this and this. I've also, over the last 2 or 3 years, followed that whole debate in the US about the performance of teachers, especially because it's been fascinating since the Bill and Melinda Gates Foundation threw their hat in the ring. And so, you've got this whole thing in America, right in India we don't. In fact everyone hates giving a decision in feedback so much, no one wants to, really. I mean, they'll keep talking around and around it, about performance management but, to get into really performance management, we have to start talking about difficult issues , face to face. Uhmm, But also, especially within the culture of this school, which is so…. feels so very comfortable to me. We don't have our children do exams at all until the end of class 8 , we just don't touch an exam until the end of class 8, so, you haven't got, as the Americans have got, a standard test every year that you can then start using to test the teachers, with all the problems that go with that as well. Even if you then get into value-add, etc. So again, it's funny y'know. I find myself sitting here, not coming from an education background but being asked to advise government, and you use what's available to you, whether it's asking someone at a Charter School in the US to share some material, and, of course they are far more ready to share generally than many schools here are. Here, everyone gets a bit paranoid about sharing anything, uh, especially if it relates to IB. Uhmm, I guess one of the things that often sticks in my mind about that is I remember something that I heard, aw, maybe it was a motivation speaker in their 20's. They talked

about whatever profession you're in if you read a book, hmm. Let's say a book, relating to that profession, once every 2 weeks, by the end of the year, you'll have read 26, by 2 years, 52. You find how many people have read 52 books around their professional specialisation? You've probably already placed yourself on the top 1% in that profession. Because the reality is that most people can't be bothered. Or, somehow, because they don't do that little bit all the time, because they think they've got to do something big, they never actually reach that point to say that I've read 52. Hmm and of course if you've prepared to ramp it up even move and hit 60/70/80/90 and spend a lot of time on the net as well, it's funny I mean, as well, there's an Indian lady who, she was actually a parent in our school for a time, for the first year I was here, and then she left for the US, she used to be involved with teacher-training when she was here, ah, she's now, I'm not entirely sure what she's doing in the US, but I write a blog, it's a way of keeping in track with the parents and, feedback, it's not bad, backward and forward, it's pretty active, it gets about 60/70 visitors a day, it's not bad. Exchange lots of viewpoints, and there are educators as well in other countries have started coming in, and she wrote to me, and said, 'look, on the basis that you and I are only two people that I know of in connection with India, who follow closely the output of material from the ASED in the US. Why don't we work together to see if we could open an ASED chapter in India? Now, somewhere along the way, investing that time, over time, open up those kinds of opportunities. Hmm, whether ASED would want to open up here or not, I'm not sure yet.

GR So what about the challenges of the role, the professional challenges? Let's start with that.

MP Hmm. I guess, for me , today it is and it will be, even if I'm still performing the role in 10 years time, is that this is, y'know, we are working and operating in a low trust environment. Hmm, if I, we're sitting here, having this discussion on a Friday afternoon, if I look back over my week, and think how much of my time was, I'd say wasted, in that it was about dealing with interpersonal issues when people have not been straight with each other, not been truthful, hmm, where people are making accusations against others, deception, fraud sometimes hmm, internally and externally, hmm, y'know, that's probably the biggest frustration, because, somewhere along the way, you start your week with whole agenda of things you want to get done, you want to achieve, and

Sets annual targets, but has the frustration that owners' priorities take precedence	you get to end of the week and you think, OK, now I am faced with 2 choices. I can either just write it off for another week, all those big picture things that I wanted to do, or I can put some work in over the weekend, so that, at least, come Monday morning, I'll feel that the week wasn't wasted, Ah, and so, y'know that then leads to the time when you find yourself asking…y'know that phrase 'Get a life', that people throw around. You need to say it to yourself occasionally.
New projects from owners causing a changing priorities	**GR** Can you separate any distinctions, between leading a school, leading an international school and leading an international school in India? **MP** Hmm..well ok. I think it's probably, hmm. Just to take one step back. I would say, I think the first point is, this is not necessarily an international school. The first thing…I'm the only foreigner on the rolls.500-odd employees and I'm the only foreigner. Hmm it's more international in the outlook and perspective, than many. Hmm, but, you know,
Networking and building relationships- PD strategies	when 'Education World' does its surveys, we're not in the international school category, we're in the day school category. Hmm, we do have an IB Diploma programme, so that's an international element that…at times, it struggles to exist within… I mean, it's
Disparaging about government education and processes	75-80 students one of a whole school of 4000. Hmm, it fights for resources, at times, with the rest of the school. Hmm, this is not necessarily the role of missing an international school. I think that's a role that does interest me, and intrigues me, but it's different, and it has fundamentally different elements.
Believes in using on-line, accessible resources for PD	**GR** So , what would be your indication of, your definition of an international school? You've talked about the faculty.
Believes that government strategies for PD may be ill-conceived	**MP** I think it's around the faculty, probably that it would not or may not be doing a national curriculum, it may only be following an international curriculum, hmm, and would probably have a more international student body. Although, we probably have 5-7% foreign nationals, and if you count all the NRI kids with foreign passport holders, it
Study tour and networking valued	would be higher. Hmm, but they are still inherently Indian. Hmm, around the staff, yeah, there are all sorts of issues. Finally, but I remember when I was in Dhaka. Ah, there was a guy, who was actually a Brit by origin but had lived most of his life in Canada. He's heading up the Aga Khan School there. A real character, probably retired by now. I suspect, although his one of those who may not have done, may still be floating around somewhere doing something. And, I remember once discussing

	following with him one evening about bringing in foreign school teachers to Bangladesh, because, at that time, there was the International School of Dhaka, now that was almost entirely international teachers, hmm, in fact, I think the only Bangladeshi teachers they had were for Bangla. But they had got into all sorts of problem, hmm their first IB results, were so bad that the parents rioted. Bad by what the parents expected, they were probably weren't bad, for a first year of IB. It's a tough curriculum, it's a tough thing to feed in, in a new school, in a new environment, but the parents literally rioted and smashed a few things up and went berserk. But with him at the Aga Khan. So, I said to him, have you got some international teachers? He said, 'I tried them a couple of times but I didn't like getting phone calls at 2 am- would I please come and deal with a cockroach in some girl's bedroom?' Hmm, because some of the international teachers have really haven't done their research properly before they came, about what to expect, about the conditions, and how life is going to be. He said sometime you get some, whilst others will come and just settle like ducks to water and almost revel in the fact that they are dealing with some adversity, and some challenges. The other part that was there that I was very aware of in Dhaka, was quite a lot of peripatetic teachers y'know, who do a couple of years somewhere and then drift off somewhere else. And. they never really stay on long enough to be held accountable for outcomes, and in fact, judging by how much time I saw them at boozing in the evening, it was probably just as well that we never got to hold them accountable for their outcomes, because we had to suspect the outcomes were probably no great shakes. Somewhere on the way I like to think there's a happy medium somewhere because, the other thing about an ISD, for example, in Dhaka, I felt uncomfortable being at that school. I met the guy who ran it, a South African, at that time. And I said to him, ' if all you guys went away tomorrow, you're leaving nothing behind. There's no legacy. Y'know, yes it would be tougher for you to take some Bangla teachers on to the roles and start training them up. It would be more challenging but somewhere along the way, you'd at-least be making, playing a part here. He said, 'oh no, our legacy will be our students. Yeah, I said, how many of them will stay in Bangladesh?
	GR Yes, I've been there, 2 years ago this summer, just for a few days **MP** They've probably sorted most of these issues now, I'm talking about…5 years ago. **GR** At that time, staff turnover was 40%..so, the amount of time, the management were

putting into recruitment.

GR Tell me about leading schools in India….

MP As I said, the trust environment issue. Hmm, but I mean, I've seen different aspects, as I've said. I think as well, one of the really hard parts is working with owners/promoters. And, I know, you know I had the horror stories in Ahmedabad. Here, by and large, a great deal better, but still very difficult at times, Hmm because, ultimately you live with the fact that, on any day, at any time any decision you make can just be overturned- just like that. You're not entitled, necessarily, to an explanation as to why. Hmm and it runs a little like a sort of a family business in that sense. There are all sorts of complexities of parallel communication lines that are open to people, y'know so, you do something that someone doesn't like, they can judge and go to the owners.

GR How does it affect, say, your interface with your Board? Is it easy because of the owner's presence on the Board?

MP Yes, they are. Hmm, in terms of the managing committees, never really been a problem for me. Hmm, but, as I said, the promoter relationship is far tougher. But these have been so many others with horror stories as well, in terms of foreigners running schools here in India and the frustration they've had, y'know. There's the story of, I mean, one guy who I know is still here and running. I think, a good school now, (with) a good promoter, but was running a school, took a bunch of students to England in the summer, run up a whole load of costs on his own credit card, looking after these students while they were there, and then came back, and the school never paid him the money. And said, actually, you might as well move on now, anyway.

Then Dhirubhai Ambani the guy who came, did, great work, set that school up and really got everything right as far as I could see from a distance, but was never going to get any of the credit. Y'know in an Indian sense, it was …Mrs. Ambani. My school look what I've done. And the guy who created TISB, I mean you bring a top UK school Principal, comes over again. I somewhere got the impression, there were lots of conflict issues about what he was allowed to do and not allowed to do, whether he was really given the freedom to run the school, y'know, according to…y'know, and somewhere along the way, there can be a hypocrisy problem. Within our school, I can go in front of my Principals and my Vice Principals and there's a framework, and that framework is created by the school's mission statement and it's created by the core values that we've

defined and outline and talked about endlessly. If what you're doing is within that frame, then just go ahead do it. You never need, you don't need to come and ask me, you don't need to check back with anyone, just go ahead, do, be creative, do good work etc. Then, I sit down and go, yeah, do I have that freedom? I can give freedom to others but I can't necessarily have that freedom myself.

MP Hmm.. Within the structure of our school, I am the only person who has any part of my remuneration linked to performance. That was put in place by…this is another aspect that comes with the family-run, type of arrangements. An old family retainer, someone who's worked with the family in the company, for years, also quite heavily involved with the school, and he drew up my contract. These are all sorts of issues with the contract. Every time we try and talk about it, we hit road blocks, if I write a mini-novel tomorrow, the owners of the school would own it. If I have any kind of idea or thought that comes out of my head, regardless of whether it links to the education, basically, they own it, according to my contract this Performance Management element was put in place, and to be honest, as the years go by, it becomes a bigger and bigger element, although what's interesting is I'm entitled to about 75-100% of it, it's to be paid to me at a specific point in the year that never is, it's always 3/4/5 months later. And, there isn't really a appraisal process as such, as so how I get it or whether its decided to give me 75 or 100. To be honest, I am still waiting for it this year, but the first three times, it was 100%. It more seems to be about delaying part of my remuneration, maybe because if I get it, or if I resign within a year, I wouldn't get it, or they would get out of paying it or whatever. Rather than really thinking about performance. There isn't a structure. There's a lot work going on to try and create a structure right now. We've been trying a lot of work with an HR consultant, again he's an ex- person from SRF, around the Director's job description and the Principals' and everyone elses. And start trying to map same stuff around that, around how it could work to a performance management system. Still, at this moment in time, we're talking about it in terms of other employees not having any part of remuneration link, so it will not linked to remuneration. I think quite frankly, for most people who head schools here in India, the promoters would say you use the performance management system , if you don't like to perform, then go. We'll show them the door.

GR So they set targets for you, do you negotiate these targets and how are they met

professionally?

MP To be honest, and one of the discussions we have had very often is, I will set down a document saying here's what I think are my priorities for the coming year. And, by the time that year ends, I look at that document, and go, yeah, the goalposts moved so much, didn't they, during the year, that actually, those all became irrelevant , Hmm, because I will suddenly be told, "we're doing a new school with Haryana Government we're doing a new school with the Police! 12 or 9 months ago, I think, neither of those projects were on the radar, So, anything I've written 12 months ago, was rendered largely irrelevant because you bring two new big projects like that along, suddenly those became a big part of my focus. So, it's very moveable, very flexible. So, to a degree, whilst there is a part of my remuneration that is performance- linked, that's all down to trust.

GR Thanks, Mark, so if you identify for yourself, or do others do it for you, some professional needs on some aspect, how do you go about getting it met?

MP As I said, I largely look to meet myself. Hmm, either through networking and, y'know, building along the way, I think I've built a few relationships which are kind of informal and mentoring relationships even. Umm, there's a …. concept from US, which is, hmm, what is it, a sort of almost mentor each other in a group, often from different professions but act as sounding boards for each other. It's a kind of informal, ad hoc, things like that. I said as well, I think with the ways. Ah, I was mentioning about this paper that had come from the government about assessing teachers, and they were talking about how they were going to make 50% of it relate to the children's performance, etc, and then getting new qualifications so I said why? I said for one thing, oh, and another thing was attending a certain number of days of training a year. And I can imagine what is going to happen in your government schools, and we'll get to within 2 or 3 weeks of the end of year, realise they haven't done enough, demand to be released from the work, so they can go and get their numbers up and now your schools will be left without enough teachers…I can see that one coming, you don't need to walk straight into it. On the qualifications, I said, wait a minute. The fact is you've got thousands of colleges here, producing, churning out people with qualifications which are completely useless. So, why insist that somebody's got to go and sign up with a college, to do a rubbish course, and you're going to pay them something more because

of it. Already, Indian teachers are paid higher because of the qualifications they've got, and now you're going to build it into their performance management as well, give them points for getting a qualification, even if the qualification may be useless. That person might be far better spending that time assessing free resources from MIT or y'know, and there is so much out there that is available free. You go to something like the Wallace Foundation website in the US, masses of really high quality free stuff. Ah, the National College of School Leadership in the UK, again massive amounts of free material- go out there and look for it, it's there. And you can help yourself and you can study it. And you don't necessarily need some one there to tell you, this is how to study it and this is what to study it for. So, you can sort of, I think you can, sort of create your own curriculum, syllabus. Yes, there are times when that can feel a bit lonely and you think, I'd like the opportunity to actually be, you know, testing my thoughts with other people, testing , way the thinking is going and especially because of the context we're in, there isn't anyone within your own institution. I mean it's funny there's the whole game. You came across great material, you put it in front of…and they say, well thank you very much, my husband wants his dinner tonight. You think I'm reading that. So you can lead the horses to water, but…

GR Yeah, given all that, I think my last area is what is needed in India in terms of leadership development. Given your background, I am asking about school leadership development and what is needed here.

MP It's interesting. I mean, I , when I was on this US trip, aah, one of… we went to 5 schools. We also went to 7 universities. We went to Stanford, Harvard, met Howard Gardner, spent 45 minutes with Howard Gardner in his office. Met a lot of other really interesting people as well. One of them was a guy called Doug Lynch at the University of Pennsylvania. And he took us to lunch, we had a good chat over lunch. And, at one point during lunch, we started talking about educational leadership, hmm, and I think it has been interesting as well to see.. there was a time, if we go back 7-8 years ago, anyone could become leader of a school in the UK, now you've got to get a qualification you've got to got to… i think the've changed the name- it's not the National College of School leadership any more- they have given it some different name, the name may have changed but I believe now, if you'e going to head up a school in the UK, in public or private, you've to get this qualification so that's kind of interesting, but, hmm. So we

were talking about what kind of things, constituent parts, programme for, y'know, educational leaders might have- I said to him, how interesting is it to you, I said, that India has 1.14 million schools, and everyone of those schools, pretty much ok, except where there are vacancies, has a Principal, who has never really learned anything, anything at all or been told how to be a Principal. You're kidding, I mean, he could just see this vast hole that needs filling. . So, there's that on one level, uh, about how you even actually train people to lead any kind of schools, there's a different expectation that can't wait until something starts to happen in the big, mass system. And in a way as international as foreign people coming in, I think we probably have a duty to not say, well look, as long as we're no worse than what's happening over there, then that's ok. Y'know, we're no worse than the rest, so leave us alone, kind of thing. Now that's not acceptable. Hmm. And I think as well, it probably has reached a point where the system should also begin to enable the best of Indian educators also to reach a point where they also can head up top international school, I was interested, about a year, maybe a year and a half ago, Keele University started advertising very heavily here for a tie-up they'd done with a Thai university. And they were offering an MBA in school administration. Ah, and you had to go to Thailand for 4 times. But it's kind of interesting if they're still not ready to actually do it in India, or offer it in India. If it was in India, would I sign up and take it? I don't know. I'd want to look at it and look at the course.

GR What about the Indian schools' landscape, private sector landscape, generally?

MP It's very buoyant, very bubbling. As a result, as in any kind of buoyant market, there are an awful lot of people jumping on, people of very mediocre standard, jumping around for silly salaries at times. I know there are people continually sniffing around my Principals with job offers, some of them pretty extravagant. Hmm, that's a big challenge for a school when it has a reputation like this one. Because, these people know, y'know, that if they can stick on their advertising, we've got a Sri Ram Vice Principal as our Principal, might be extra 50 on their admissions in year, and that's a lot of money. Hmm, y'know, when you're doing the financial equations in the early years of a new school, the sooner you can get your numbers up, the sooner your finances start balancing. Plus if you struggle to get to a critical mass... it's interesting that although that demand for private education is going up, there are schools that are still getting it wrong. They're getting their marketing wrong and they are getting the wrong people.

One, in Gurgaon, I can think of. This school has come up , very fancy premises. I believe, and everything else, but I still after, 2/3/4 years, not many students. And so many things not gone right there. Also, I came across an 'international school', a boarding school, again lots of money's been invested, very few students, just got it wrong in both their marketing and their branding. And, they shouldn't be taking those things for granted, even in a growing market. And, as well, I think, promoters are going to have to say the quality of the person they put in for the leadership role is vital. I mean, I keep trying to remember where it was came across it, there was something I read which was a, I think it was a research appear from a university that actually, compared the leadership impact of a school Head with a CEO in a company. Industry, stock market, often try to do that analysis about what's the effect on the compound growth in the share price of a company, or something, in having a great compared with a good CEO. And they'll say it's worth x per cent, per annum. Which actually often, is not very much, it's probably smaller than they'd want everyone to believe that it was. But, what this report said was that the impact of a good- great leader in a school is for bigger that a good-great leader in a company. And, I think some of the reasons for that are that companies can have more things systemised, such that even if you get a very average leader, somewhere on the way, the system can still, y'know propel itself. But in a school, that's not going to happen. And, I think as well, somewhere along the way, educators look to their leader for more leadership than most people in companies. Hmm, which is why I think this whole big gulf of nothing really being available, in terms of developing the leaders in the education system here, is as big a weakness as , y'know, things like the poor quality of B.Ed or whatever else. Yes, the B.Ed is poor quality, and it does need reforming, but alongside that, addressing the whole issue of educational leadership is vital.

GR Are you part of face-to-face networks?

MP A bit. The forum for Quality Education in Delhi. Our school Vasant Valley…..

GR Does that meet often?

MP Sadly, too often, the meetings are about legal issues, the Right to Education Act, Delhi Authority beating us up about this, that and the other. Too often, too much of the time is spent on legal stuff.

GR So that's not really addressing professional development?

MP No, the IB Schools, somewhere along the way in their education, they are still at a

	stage where mistrust is at such a level that very little of the networking is really open and honest. It's, all sort of, smile sweetly, y'know. I'm smiling sweetly at you because what you don't know is that I'm already talking to 2 of your teachers about coming to me…I'm already trying to coax them away. Y'Know, we hosted the SAIBSA, a few weeks ago, and I got very limited applause because I said somewhere along the way, everyone in this room needs to know that actually we've probably reduced the point where the best interests of IB, as a whole in India, are best served by some people changing the way they are playing the game. We've got to become a little bit more like the cokes and the Pepsis. If you're fighting, don't really be fighting. Let the world think you're fighting. It's just about building awareness. I've long suspected-every time Coke and Pepsi fight in public, it's just about making people more aware of Coke and Pepsi. So, both of them got to benefit from a bigger market. It wasn't actually about really fighting. So, somewhere along the way..but the IB schools are really fighting. I think that is also partly because….I have some doubts as to whether IB has really treated India fairly. It was happy to take all the money from the rapid growth of IB schools in India, but didn't really put a structure in place to support them. And hoped, I think, that if there was anything that was below standard about the Indian schools, it wouldn't leak across the IB's image or what was happening to IB anywhere else. I think that's manifested in a few things. I went to Beijing to the conference, and there, was all these talks about how in the following year India was going to host Asia-Pacific Conference. And suddenly, that all evaporated. Nobody was talking about it anymore. And, I don't think it was about security. The initial talk was that it would be in Goa or in Kerala, so that Australians would like it and they'd come in big numbers because they are big part of Asia-Pacific. But somewhere, it never happened. I'm hoping that will change with Ian. Ian brings a different perspective to it.

Memo A :   Bob Hetzel

Bob leads The American Embassy School (AES) in New Delhi, a school that is within the Embassy itself, enjoying some diplomatic benefits in status as a result. The teaching faculty comprises largely American citizens, the administrative and support staff a mix of local and overseas staff. The school follows a US curriculum, the Advanced Placement as well as the IB Diploma. Bob is an experienced international school head and has been in post at AES for 10 years.

The professional development needs he prioritises relate to the issues he has faced at AES. Principally, these are concerned with the management of stakeholders, and the Board of Governors, in particular. The skills and competencies he feels he needs and uses relate to the 'soft' skills required in managing relationships with stake-holders, and carrying people with him in developing the school. From the on-line survey, developed in the face-to-face discussion, Bob talks of managing stakeholders as an 'ongoing quest'. This has been the major professional challenge. In relation to the Board, he talks of previous levels of dissonance, and the difficulties he has faced professionally in helping Board members to understand the school and its issues, particularly where Board members may only be engaging with school issues episodically, when they prepare/participate in programmed meetings.

Bob stresses the role of establishing a common vision amongst the community and emphasises the importance of 'values' issues on several occasions. This is linked to the importance of consulting with the community in making effective decisions, i.e. making decisions through a consultative rather than a mandated manner. He believes in aligning personal, professional and institutional values and priorities and believes in the importance of re-stating the mission repeatedly in ways that engage stakeholders. He believes we appoint people in his image and with shared values that align to those of the school. The interview is characterised by the prominence of values issues, the importance he places on those values.

Bob feels the skills of change management have been important and that Heads of School are appointed to make changes. He draws on professional programmes he has undertaken in the past (not necessarily provided by the schools' sector), to give him the grounding for managing

change. He is comfortable as a leader of teaching and learning, because of his educational and schools' background and, although he feels less committed to it, he is leading a process of technological change for students, to make sure they are well equipped for the use of information technologies. He recognises his own prejudices in regard to technology, and puts them aside for what he sees as the good of the school.

In regard to practical skills, he emphasises the need to run effective meetings as a means of working with groups to enable all parties to understand and take forward the needs of the school that may go beyond the needs of the individual.

Bob's professional needs are met latterly by the use of a coach, on a weekly basis. He has engaged the coach, known to the school community and formerly a Board member, to assist him in meeting his targets, particularly those in relation to working in close proximity to the Board, for example in developing the strategic plan. He feels success, as measured by tangible outcomes. His appraisal process is linked to targets. Bob uses the process as a means of gathering information form stakeholders, via an on-line survey. He is concerned that boards make judgements about him and the school from anecdotal rather than an empirical base, and sees the survey as a means of addressing this.

In relation to India, his challenge has been one of working with support staff and the differing (lower) standards they adopt when compared to his own standards. He has worked out a recruitment strategy to address these differing perceptions of standards. This has exercised him: the cultural dissonance that occurs when local staff sees the world in a very different manner from the foreign head of School. He sees the growth in international schools in India as a possible good thing, in terms of professional exchanges, and does not, as yet, see it as threatening in terms of attracting students.

Memo B: Anu Monga, Bangalore International School

Anu Monga is both the Head of Bangalore International School and the Chair of The Association of International Schools of India (TAISI). She is an Indian citizen who has served her entire career within India. Bangalore international School (BIS) is a school with a Constitution and governance structure dominated by the involvement in governance of parents of the students of the school. This is a dominant feature of the early part of the discussion. The Constitution and the resulting governance structure is a frustration for Anu. She is exercised over the need to correct what she sees as a commonly-held perception that 'parents own the school'. Her concerns seem to be that the governors, through assuming this role, will exercise excessive influence and that parent-governors, per se, may be short-sighted, for example in wishing to keep tuition fees artificially low and therefore disadvantage the school's needs to purchase land to expand its campus. Understandably, perhaps, stakeholder management is a focus for her, and she is active in looking to reform the governance model. She cites her own experience as a parent-governor at The British School, New Delhi (where the researcher is now Head of School) to support her view. The school is staffed by Indian teachers and administrators and there are very few foreign (non-Indian) students. The curriculum is not Indian, following the Cambridge primary Programme, IGCSE and IB Diploma. She sees this is an important defining characteristic of an international school, as is the school's emphasis on language acquisition for the students. Important to her, also, is the promotion of service and community programmes for the students. Anu is a supporter of the Council of International Schools (CIS) accreditation process and BIS is a CIS accredited school (one of eight in India as on 29/09/11). She is concerned, again about parents, and their understanding of the CIS accreditation process and status, implicitly questioning their level of engagement with the school and their understanding of international education. Equally, she is critical of Board members whom, she feels, gave the school inadequate support in and engagement with the accreditation process.

Teachers are also a professional concern and challenge. Anu feels that they do not understand the vision and mission of the school and have their concerns about levels of remuneration (she cites as low, again, due to the Board determining the school's level of income). She feels that the school has improved significantly under her leadership (seven years), in terms of the

physical fabric as well as the quality of teaching in the school. She accepts a professional development role for herself with teachers and believes that this has been a success.

The role and workings of Examinations Boards in India are a further cause for concern. Anu feels that inadequate support is made available from the Boards to the schools, once the schools have been authorised to offer IGCSE/IB programmes. The IB presents particular challenges. She feels that the IB are authorising too many schools in India (perhaps creating excessive competition between schools in so doing), that some such schools are not well led and that small, less prestigious schools (such as BIS, by implication) are neglected. Quality control issues extend, for her, to the quality of examiners, not all of whom are adequate teachers, she asserts, using an example from BIS. Anu is of the view that some authorised IB schools cannot be deemed international schools, despite the authorisation. This is very much the backdrop to the skills and competencies Anu feels she needs to develop.

Anu believes that there are international schools developing in India that are not truly international, and that quality issues are, perhaps, compromised by the IB's authorisations. She is concerned at what she sees as the practices and values of proprietor-run schools: interference, not understanding education and the hiring/firing of expatriate Heads of School, for example. Anu's view is that the competitive culture of Indian international schools, and the absence of a straightforward approach from Heads of Schools, mitigates against collective professional development. She cites the 'poaching' of teachers as an example.

As the Chair of TAISI, she sees TAISI playing an important role in the professional development of Heads and others.

Faced with increasing competition from newly-developing schools, she sees the need to market the school. However, she does not see this as her role, rather an expectation placed at her door by the Board. Marketing and fund-raising skills appear confused by the examples she chooses to illustrate the functions. She continues to prioritise the quality of teaching and learning and dedicates weekly time in classrooms to help this professional priority. She sees her role as the Academic Head and one who is required to exercise the non-academic priorities required of her by the Board. She is resentful of these.

Personal, professional targets and school targets are aligned, for example one being the recruitment of students. The role of the Board and the financial stringencies they impose, feature in her answer as a limitation. Her appraisal system includes a financial bonus.

Memo C: Lynda Gigg. Canadian International School, Bangalore

Lynda has been Head of the Canadian International School for three years, and is leaving the school at the end of the 2010-11 academic year. This is a proprietor-run school with considerable interference from the owner's daughter (she cites, off-record). She is leaving because of a conflict in values between herself as the educational leader of the school, and the owners. The school has around 350 students, 3-18 years and is non-residential. Lynda describes the school as 'an expat school with a strong local influence'. It follows an international curriculum throughout the age range. Lynda is an experienced Head of School (previous experience as a Head of an Elementary school in the Ontario government system, her 'home' area). This is her first school beyond her home state: her first post in this school was that of Principal, a second tier post, and was promoted upon the departure of the previous Head of School, who also experienced dissonance with the owners (off-record conversation). Lynda believes in establishing the role of Head through a values-driven approach, one of principled, ethical behaviours. Once established, she believes that difficult decisions may be made with a basis of trust.

One professional priority she cites relates to the quality of teaching and learning. She mentions that, because teachers are drawn from varied backgrounds (27 countries) they do not arrive with a set of common standards and behaviours. She focuses on developing such commonality through her leadership role. Two of the professional challenges she prioritises are pedagogical, and seeing herself as a leader of pedagogy, she emphasises the need for in-service teacher training, and developing high and consistently applied ethical standards. Principles and ethical standards dominate the discussion.

The Council of International Schools (CIS) accreditation and evaluation process has been used professionally to address some of the ethical issues. One that is cited is the appropriate behaviour of the Trustees (the owners) and the need for them to avoid interference in classrooms. Parental relationships have been a professional challenge and one on which Lynda believes she has made considerable progress. She cites the evidence of the nature and the frequency of the interactions.

Local staffing issues have also been a priority. First, in regard to teachers, the need to provide a lead and develop pedagogy, given the professional background and limited range of teaching strategies used by many local staff, and secondly in relation to the security of tenure of local staff, through offering permanent contracts of employment.

Lynda talks about the cultural challenges of India in relation to how teaching staff adapt. In this, she reveals that her professional priority is that of leading the staff. She puts others first, it seems, and reluctantly talks of her own professional development priorities. She has prioritised teacher-retention, with some success in improving the retention rate, overall. In achieving these successes, and in her role as a school improvement leader, Lynda emphasises the importance of values such as honesty and openness, rather than skills and competencies. Implicitly, she is talking about the importance of communication skills.

Lynda talks about the professional need to develop greater financial management skills, although she feels let down by the absence of transparency shown by the owners in never sharing the budget with her, and failing to inform her of the annual financial statement. This is reinforced by her discussion of the "Advisory Board", which also receives no financial information.

When prompted again to discuss her own professional priorities, Lynda talks about the professional development for school leaders that exists in Ontario and how she benefits from it. She believes in the importance of networks of Heads of School, as is part of a local support group of international school Heads in Bangalore. She regrets the fact that some do not wish to be part of this network, as a consequence of the competitive rather than a collaborative culture. Her appraisal has little meaning or value to her professionally: she compares it negatively with that experienced in Ontario. She believes that the Trustees have little understanding of or interest in the professional needs of the Head of School: she is the longest-serving Head of the school at two and a half years.

Lynda believes that India suffers because there is no agreed definition of an international school, governmentally, and that titular international schools may have little to substantiate the title. Administrative difficulties for foreign employees, such as visas, also need to be addressed, she believes. She concludes on the importance of local networks. Given the size of India, face-to-face international networking is difficult. Localised networks are important to her, but the competitive culture of schools has mitigated against this on a widespread scale. Lynda has valued the networking that exists between her and two other Heads of School in Bangalore. She

is funded for and permitted to participate in one professional development event annually, last year, the IB Heads' Conference in Seville.

Memo D: Dr. Jonathan Long. Mahindra United World College (UWC) Pune

Jonathan Long is an experienced Head of School (2nd Headship), who has been at the UWC, Pune for two years. He is due to leave the college in December 2011 for the Headship of another international school in India. He has experienced some dissonance between his personal, professional values and those of the UWC. Mahindra UWC is owned by and named after a family-based corporation – the Mahindras- but is also part of the United World Colleges group of 13 affiliated schools and colleges. The college is wholly residential and serves pre-university, IB Diploma students (Years 12 and 13 only). The Board, Jonathan reports, is fairly arms-length in governance style. The Board members are largely drawn from the membership of the Mahindra family and Board meetings are held three times per year. The Board exercises financial oversight but plays a very limited role in the life of the college, and interactions with the Head of School are limited. Jonathan sees the absence of scrutiny as a problem professionally: a remote Board, absent parents who are scattered, globally, limits the role and feedback of stakeholders. This is compounded, as he sees it, by high-attaining students who form an elite group globally. Therefore, he asserts, that examination results will never act as a catalyst for change: there are few internal and external pressures for change and development. This frustrates him but also puts a considerable emphasis on the role of the Head of School as a catalyst for school improvement. He has introduced value-added measures (from 2011-12) but has find it a professional challenge to remove an attitude of complacency in the college. School evaluation, on the UWC model, is a peer visit every five years. Jonathan finds there are too few drivers for change and this has affected his approach to the headship. He finds the UWC too inward-looking and has attempted unsuccessfully to move the UWC to an external (to the UWC) system of evaluation and accreditation through the Council of International Schools (CIS).

One of his professional priorities is to develop an approach to strategic planning. He has, through professional development events, on site, endeavoured to develop a 'learning community' and a culture of openness. He feels he is has been partially successful but that this is 'work in hand'.

Jonathan refers often to his Headship at Aiglon, in Switzerland. He chose deliberately to work in India but shows professional frustration with his role here. He is values-driven. His background

is in Personal & Social Education, religious and moral education and philosophy. He is most interested, professionally, in the affective domain, and a skills-based approach to professional growth. He finds frustration in models of professional development which serve Maslow's model of addressing basic needs. He is more interested in how to take advantage of Vygotsky's zone of proximal development, and is influenced by Victor Frankl's work on the search for meaning. He uses agricultural metaphors a great deal to describe the school and how it needs to grow professionally, through planting and nurturing.

Here, he feels professionally isolated, away from the professional networks he enjoyed in Switzerland. One source of frustration is the staff: the teaching faculty comprises 70% local and 30% overseas staff. Jonathan believes that the local staff, as long-term employees, holds the influence ('the custodians of the ethos") but are also the group who are resistant to change. He finds peer pressure existing amongst the staff, who does not exhibit a collective culture of openness.

He has struggled with Indian culture in relation to the absence of a culture of openness, the absence of networks, the difficulties in finding human and other resources to stimulate professional growth and the absence of 'cultural capital' in educational leadership. Finding the Indian teaching staff as obstacles to development has proved frustrating. He relies a great deal on reading, on studying for qualifications, on literature generally and on a one to one support group he has with a fellow Head of School (from Pune), as a source of professional support. He admires the work carried out in Mumbai, to generate a local support group for Heads of School, but is geographically isolated from it. Globally, the UWC Heads of School meet twice per year. Jonathan values the professional stimulus, and the fact that the UWC is in a time of change, opening to appointing external Heads of School (i.e. not appointing wholly from within the UWC 'movement'). He is critical of the central leadership of the UWCs as not being visionary, in the image of its founder, Kurt Hahn.

He does not see specifically narrow skills and competencies as necessary to perform his role well. He places most emphasis on the development of the human society of learners. He acknowledges that he has had to sue more operational and financial management skills here than anticipated, operating, in effect, as COO and CEO. He is having to address issues of middle management leadership, and finds that there is no middle management, effectively, at the college, simply titular Heads of Department. He has been forced to deal with basic, operational management issues, of health and safety, and is concerned at India's negligence of standards in these areas. No appraisal system for the Head is in place, and professional development is self-

driven. He believes that the relationship between the Board Chair and the Head of School is crucial, as is the Board Chair's level of knowledge of the school.

Because of the distinctive nature of India, Jonathan believes the solution for leadership development must lie with India, a customised solution or model for India rather than a model of leadership development imported from elsewhere. He believes that growth in India, in international schools, is outpacing quality, and cites the IB as an example of this in failing to sustain quality in a context of growth.

Memo E. Michael Thompson: Mercedes-Benz International School, Pune.

Michael Thompson is one of the longer serving international school Heads in India. He has been Head of Mercedes-Benz IS for seven years, and is an experienced Head of School on his third Headship. MBIS is a school of 330 students aged, 3-18, mainly day students with some boarding. The school was established by the Mercedes-Benz car company for the children of its expatriate staff and those of other corporates.

Michael sees one of the challenges of leading the school as being the need to keep local and overseas staff content, in relation to remuneration. He also regards parental education as a prime role, particularly over curriculum matters. MBIS is a three programme, IB school, and he is aware that, in general, parents have had no direct experience of these programmes and, therefore, they require explanation and justification.

He believes that the skills needed for Headship are different in India than elsewhere. He sees as a difficulty with the 'mindset' of ethnically Indian parents whose children are the first generation receiving an international school education and the first generation looking for university/college education overseas (i.e. beyond India). Managing stakeholders is seen as a prime challenge: he regards his Board as an excellent one and non-interventionist, although the parent body is, potentially, very keen to be involved in the school and is, therefore, interventionist. Members of corporates make payments in order to take seats on the Board and to reserve places for students at the school. The Board, through the Mercedes-Benz influence, requires the education provided to be of high quality, and Michael regards quality control as being of importance.

As a Head of School, Michael values conferences and workshop gatherings of other Heads and regards these as professional development. He values networks and has endeavoured to establish these in his local area, Pune. He will only network with international schools with a shared curriculum interest through the IB: i.e. a school/Head of School in the Pune network must offer at least one IB programme. He is a supporter of the Principals' Training Centre and of the Academy of International School Heads: he is an active member and participant in both. Michael is also on the Board of The Association of International Schools of India (TAISI) and is a Visiting Team leader for the Council of International Schools (CIS) Accreditation and Evaluation of schools. Participation in each of these he finds to be professionally developing as each

enables him to interact with other schools/other Heads of School, and the CIS role enables him to visit other schools.

One of the difficulties he feels he faces is that of being a Head of a small school. The role of coach and mentor falls upon him, but he has few/no experienced colleagues in leadership in MBIS, from which to learn. In his seventh year at the school, he feels he is 'running out of ideas'. Another issue that he sees as characteristic is the insecurity of tenure of international school Heads. He cites examples from Pune and the fact that expatriate Heads of School have lost their positions suddenly and, because of this, he lost faith in networking with these schools. This, he has now overcome, through starting a network of IB Heads in Pune. He values similar work in networking school leaders that commenced in Mumbai. He expresses concern over the differences in quality between international schools. He sees a small group of more established schools/Heads of School s as having matters in common and worthy of collaborating over, but is concerned that other, newer schools will hold back the network's effectiveness through their lack of knowledge and their needs. This concern arises from the recent and unprecedented rate of growth of international schools in India. He believes that the development of local hubs is the way forward for the development of schools and of Heads, and regards the IB as favouring a similar strategy, something seen as valuable.

Michael sees no link between his professional development and his appraisal. He sees professional development somewhat narrowly, as being concerned with going to conferences, workshops and participating in the events and networks listed above, and accepts that this participation is not restricted at all by the Board. He is pleased to be evaluated against agreed goals and has no concerns with the link between remuneration and his appraisal.

Michael sees a difficulty with the recruitment of international school Heads. He sees an absence of a systematic approach and no register by which international school Heads of high calibre may have their attributes recognised in any subsequent search for a headship. He sees little that is in place for the continuing professional development and stimulation of Heads of School, little matched to experience and expertise.

He sees a problem in India as being the absence of any defined consensus over the definition and role of international schools. He regards the rise of proprietor-led, entrepreneurially-driven international schools as problematic, for schools and for the government. He sees the answer to providing better leadership development as needing to be centred in India, an India-centred Academy for International School Heads, for example. So, although he favours the development of local networks, he sees that it is essential for this to be predicated on mutual trust. TAISI

needs to be central to this, if it evolves in its role to become more sustainable and less dependent on its current leadership. He sees SAIBSA as an effective model of IB –centred development for teachers of IB programmes in India. He would like to see something developed specifically for Heads of Schools, on the lines of AISH, which operates globally. IB, he feels, fails to communicate sufficiently through the Heads of School, a tactical error. However, throughout the discussion, it is clear that Michael regards the IB schools as providing some unification to international schools in India, and also providing the means by which school Heads may share a common agenda.

Memo F: Sudha Goyal, Scottish High School, Gurgaon

Sudha Goyal is an Indian national who is Head of a relatively new school, one of four years' standing. The school is a proprietor-owned school of around 1500 students offering local and an IB curriculum. It is a residential school serving Indian, returning Indian and expatriate families in Gurgaon, a rapidly rising urban area in the New Delhi Metropolitan area. Sudha has been promoted internally, from the position of Head of the Primary Department. She has been in her current post for two years.

She sees the route to principalship as being one that is characterised by experiences and posts held, in particular curriculum responsibilities but also task-focused responsibilities such as timetabling. She feels competent in her duties because of these experiences but feels she lacks the necessary experience in financial management and budgeting. Consequently, she has enrolled for workshops at an Institute of Management in India, specifically to address this. She has participated in curriculum workshops offered by examining boards, both local (CBSE and ICSE) and the IB. The Chairman (the owner) is regarded as a professional support. He and Sudhir work closely, discuss the school daily over lunch and is a business entrepreneur. He is seen as having expertise in financial management and oversees the finances of the school. Sudha regards her curriculum knowledge as being most essential in running the school.

She defines an international school as one that blends Western and Indian cultures. It is important to her to have Indian and foreign students in the school (currently, an 80:20% mix) in order to expose students to different cultures. Staff is entirely Indian in nationality.

Parental expectations and the potential level of interference she sees as a major professional challenge. A 'clan' system, borrowed from Scottish private schools, is in place to support new parents as well as students. Her view is that Indian parents equate the presence of foreign students with a lack of discipline, and, as Indian parents, they want a disciplined environment. Many new international schools, she believes, do not have a clear understanding of what an international school is. In India, Sudha equates international schools with IB schools. Collaboration, and the ability to take others with her, she regards as the most significant skill in carrying out the role. She believes that curriculum knowledge is the essential knowledge needed to carry out the role of Head of School. She sees professional growth as having come through professional experiences, and also values conference participation in India.

Sudha sees a clear link between her appraisal system , her professional development and her career advancement. She is appraised by the owner, who, along with members of his family, constitutes the Board.

She believes there should be more professional opportunities on offer for Heads of international schools In India. She participates in TAISI, and in local networks of schools in Gurgaon. She believes that TAISI should have a networking facility exclusively for Heads of School and that local networks should centre on IB schools. Standards exist for Heads of Schools, as she defines standards, but these equate to nothing more than qualification periods for roles, based on lengths of tenure. She agrees that this is not a helpful way forward for international schools.

Memo G: John Sporandio, Stonehill International School, Bangalore

John has been in post for three years at Stonehill International School. Stonehill is a school with a contractual relationship of management with the Council of International Schools (CIS). Three such schools exist in the world, this being the only one in India. John was recruited from the International School of Dhaka, Bangladesh, one of the other CIS-managed schools. He sees himself as a Head of School specializing in start-up projects. This is a new build school, owned by a property corporation. It is a for profit school which will, when it reaches capacity, have an enrolment of around 800. John is an experienced international school head: this is his third headship.

John feels that he has been preoccupied with all facets of the new build school. As a result, he feels he has networked very sparingly with other Heads of School, in and beyond Bangalore. His preoccupations have been staffing the school, building the school and preparing the school for the necessary IB authorisations and future CIS accreditation. John has benefitted professionally from the consultancy services offered by CIS and feels that the professional growth of Stonehill has only been possible because he has brought with him a number of staff with whom he has worked previously. John feels that this has been a unique professional experience, largely learned by doing, on the job.

He sees the private schools' education sector in India being dominated by business entrepreneurs with little educational knowledge and background. Therefore, he asserts, mistakes are and will be made and heads of School may be casualties of the professional dissonance. He sees the instability of headships in India being due to the nature of the ownership. Parent-run or governed schools, on the other hand, are more stable in regard to their leadership but may be lacking in strategic direction and calculated risk taking.

John regards the challenge of India as the complex regulatory environment. It is also uncertain with changes being made at short notice, with no consultation, perhaps leading to significant negative effects for school budgets. He cites two prominent examples: the national changes to the provident Fund payment scheme for foreign workers and the implications of the Right to Education Act. He sees the nature of the economy as being difficult for school leaders, because

of the rapid computerisation, coupled with the heavy reliance on manual labour. This, he regards, as an unforgiving system in terms of mistakes made and one in which a newcomer may struggle. Financial planning is difficult in a climate of regulatory uncertainty and bureaucracy may compound the difficulties, for example in visa acquisition for foreign employees.

Ina new build school, standards are challenging, as is the need for monitoring. Culturally, he sees very different approaches to construction and finishing. Corruption and quality control are major issues, professionally, ones that need to be managed.

On the educational side, the recognition of the IB Diploma from Indian universities remains problematic. The uncertainty exists at this level too, and this makes it professionally difficult for school leaders to support students.

John feels that it is important to distinguish between a Head who is starting a new school and one who is inheriting the leadership of an established school. His strength and background is in financial management and budgeting. He believes that this is an essential skill in overseeing a new development. In proprietorial schools, the skills and competencies of the Head in this area may not be fully used, as many owners exercise these duties. The other skills he has needed have been ones of managing people, developing capacity and delegating authority appropriately. With staff unfamiliar in a set-up environment, he has needed to reaffirm the bigger, strategic picture and also help staff understand models of efficiency. He acts as COO and CEO because of his background as a Business Manager/Financial Controller, advising the Board on strategic planning and on the operational work carried out by the Embassy Group, the owners. He benefits professionally, he believes, from the high corporate standards the group brings to a construction project.

John's own professional development comes from running workshops for others. This, he does, at the annual summer Principals' Training Centre, on financial management, for Heads of School and Business Managers. His experience in emergent economies has given him financial management insights as well as the experience of lobbying for staff on financial matters, as appropriate. He sees that the conceptual understanding of a budget, needed by Heads of School, is in short supply.

He sees no link between his appraisal and his professional development, the latter largely being self-driven. His goals are the school's goals and they are tied to enrolments, IB authorisations and CIS accreditatation. He finds it difficult to stand off the tasks in hand to see professional goals and professional development priorities.

He contributes to AISH, to TAISI and to the PTC as a workshop leader. He sees the IB's authorisation standards as being implemented inconsistently, and unhelpfully. He would favour a differentiated model of school authorisation.

APPENDIX-20H

Memo H: Mark Parkinson, Sri Ram Schools

Mark is Head of the Sri Ram group of schools, three schools in all, owned by an entrepreneurial family of proprietors. He does not consider the school to be international schools, despite the fact that the IB Diploma programme is offered. This is because the staff is local and the student body is overwhelmingly Indian. Mark is in his third headship, his second in India, and has been in post for four years. He was attracted to India because of its economic growth as well as the emphasis placed on education. He feels it is the right time to be here.

He is a banker by background, having come to education through English Language teaching, the training of adults and then a job offer to lead a school in India. Professionally, he is a believer in using the Internet as far as possible for his professional reading and growth. He has led two proprietorial schools and has found them to be problematic. Given that these are the growth areas in international schools in India, Mark cites a number of concerns, relating to ethical standards, conflicts in values, cultural dissonance and, in his current context, an absence of freedom in which to make decisions, given that any decision may be over-ruled.

He believes it to be important not to transfer solutions from one context and culture to another. However, he has believed In the value of research to arrive at solutions but has found, at times, that this has led to cultural dissonance, for example in discussions about teachers' contact hours, when compared to other parts of the world, and the student assessment regime and culture of the school. He does not seem to be professionally at ease in his role.

He believes in networks, both on-line and face-to-face. Through his role, he has developed through links with government agencies and state governments in terms of education policies. His professional priorities have been driven by the school's owners. This has been frustrating for Mark, and it has meant that the target-setting process he has initiated has often been subverted by new priorities being given during the year by the school's owners. Mark continues to look beyond the school and beyond the country for his professional growth: he has recently completed a study tour to Charter Schools in the US. He bemoans the reality of a competitive, not collaborative school culture in India, and the poaching of staff. He feels he is working in a low trust environment, and this is a professional inhibition.

In his role, Mark is frustrated by the amount of time spent on petty, personnel matters and the lack of time on strategic issues. He is content to have a largely local staff, however, and is concerned about the personnel matters inherent in any overseas appointments.

Elsewhere, he sees difficulties for foreign Heads in India, particularly with proprietorial schools. He sees a lack of understanding from many owners, and unrealistic expectations. In his own situation, he believes that little authority is delegated to him, priorities are imposed upon him and he may be over-ruled in decision making by the school's owners.

His performance is linked to remuneration but the target-setting process is fairly arbitrary and is subverted frequently. Feedback he receives is generalised. All that he does is owned by the owners as intellectual property, and there is an absence of trust regarding remuneration linked to performance. Owners, he feels, in India, have a hire and fire mentality, and there is no room for dissonance. His own Job Description/contract of employment is still being worked out, along with lawyers from the ownership company.

Mark's own professional development strategies are ones of networking and building professional relationships. He has little faith in the development of education in India, believing that some of the government's strategies are ill-conceived and wasteful of resources. He sees unqualified leaders of local schools as problematic, and any leadership development solutions as having to be externally driven in partnership with local providers. Some of the qualifications on offer are of little practical value. The private schools' market is unstable and volatile. Mark sees local networks as unproductive, partly because of the competitive culture, including the poaching of teachers. He finds this particularly problematic with IB schools, because of the shortage of IB teachers.

Appendix 21: The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common

humanity and shared guardianship of the planet, help to create a better and more peaceful

world.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct

inquiry and research and show independence in learning. They actively enjoy

learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance.

In so doing, they acquire in-depth knowledge and develop understanding

across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively

to recognize and approach complex problems, and make reasoned, ethical

decisions.

Communicators They understand and express ideas and information confidently and creatively

in more than one language and in a variety of modes of communication. They

work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and

respect for the dignity of the individual, groups and communities. They take

responsibility for their own actions and the consequences that accompany

them.

Open-minded They understand and appreciate their own cultures and personal histories, and

are open to the perspectives, values and traditions of other individuals and

communities. They are accustomed to seeking and evaluating a range of points

of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of

others. They have a personal commitment to service, and act to make a positive

difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and

forethought, and have the independence of spirit to explore new roles, ideas

and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance

to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They

are able to assess and understand their strengths and limitations in order to

support their learning and personal development.

Source : IB Learner Profile Booklet (November 2008, updated January 2009), IBO 2009

Appendix 22   How the IB Defines International Education.

The International Baccalaureate chooses to define "international education" according to the following criteria.

- Developing citizens of the world in relation to culture, language and learning to live together

- Building and reinforcing students' sense of identity and cultural awareness

- Fostering students' recognition and development of universal human values

- Stimulating curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning

- Equipping students with the skills to learn and acquire knowledge, individually or collaboratively, and to apply these skills and knowledge accordingly across a broad range of areas

- Providing international content while responding to local requirements and interests

- Encouraging diversity and flexibility in teaching methods

- Providing appropriate forms of assessment and international benchmarking.

Source www.ibo.org

APPENDIX-23

How Principals See their Professional Development

1. Introduction: what is the international school?

I first want to outline the genesis of international schools, describe their evolution and relate this to the current context of a rapidly expanding tranche of schools in India. I am interested in how Principals in India view the school they lead and on what criteria, if any, they use to class it as international. This was stimulated by a pilot survey of semi-structured interviews in which one Principal saw the school he led as categorically "a national school overseas", as well as because of the great difficulty that exists in defining international schools globally. I have used the products of a literature analysis to assert that international schools may be defined as such through one or more of four criteria:

➢ the nature of the student body, its demographic and cultural mix, including considerations of nationality (easy to measure by passport) and by ethnicity (less easy to measure but more insightful as a description of the cultural context of a body of students);

➢ the nature of the teaching faculty, their experience, cultural composition and backgrounds;

➢ the mission of the school, its strategic intent; and/or

➢ the curriculum followed and whether it is distinct from the national offering(s) in surrounding local schools.

In India, the context is complicated by the unregulated nature of international schools and by the high rate of growth of schools (difficult to quantify because of the absence of regulation), self-categorised as international. Acknowledging the problem in an individual meeting with me, Sri. Subhash C. Khuntia, Joint Secretary (Schools) of the Ministry of Human Resources Development (01/12/10) reflected on the desirability of regulating and quality assuring the 'sector' so that those schools offering nothing distinctively different in curriculum terms from the local schools around them, and therefore, not offering transparency to the market of parents, would not be classified as international. He reflected the governmental thinking on the classification of schools by identifying the internationally-accredited/authorised curricula as the defining factor. Whilst convenient and pragmatic to do so, it is a simplification that ignores those criteria (above) that are less easy to measure, in a school landscape of complexity. My view in

relation to this is that the perception of the Principal (Head of School) about the nature of the school may be a factor of influence in her/his views on personal professional development and its relationship to the development of the school (termed 'school improvement').

2 The Origins of International Education

I want to examine the origins of international schools to help me understand the extent to which the nature of such schools has relevance today and has relevance in India today. The nature of the international school in India, and the nature of the school leader is, I assert, a powerful influence on the leader's emerging professional development needs. International schools are frequently and understandably associated with the International Baccalaureate Organisation (IB) and, historically, with running the International Baccalaureate (IB) Diploma programme. This is often because many international schools follow one of the three curricular programmes offered by the IB and understandably because the origins of international schools are intertwined with the origins of the IB as an organisation and as a guiding curricular framework. The International School of Geneva (ISG) is regarded as the first and founding international school. In so many ways, it set the tone for what followed in the growth of international schools in the twentieth century, i.e. it was a school offering a 'portable' curriculum for an internationally diverse and mobile population of students. After World War II, international schools were opening in European cities and developing countries, including independent India, began to receive allocations of overseas aid and, with it, the influx of expatriates working for Non-Governmental Organisations (NGOs), requiring portable, international education. So, to what extent are the "pristine" principles governing the founding of the early international schools still relevant, and are they relevant to the leaders of international schools in India? Examination of the mission, aims and values of these schools is insightful, but I will want to follow this up in semi-structured interviews with the Heads of Schools. Eighteen of the nineteen Heads of School saw their school as international with a strong affiliation to the four criteria cited in the survey as indicators of internationalism. All but one saw the international curriculum (read the IB curriculum) as the contributing and defining characteristic of this internationalism, all but two the mission and vision of the school. The fact that the demographic and cultural composition of the teaching faculty and the student body was less important to respondents may reflect the reality that in some of the international schools of India in the sample, the teaching faculty and/or the student body is largely local, i.e. mono-national and the schools concerned measure their internationalism in other ways. My

theory is that Heads of Schools, in speaking for their schools, define them as international according to what best suits them as an individual institutions and that the Heads of School redefine their views on international education to align with the school they lead. Therefore a personal definition may be difficult to disassociate from that of the school. This is a research conundrum I need to explore further in the follow-up semi-structured interviews: are these Heads of Schools speaking for themselves as individual professionals or are they speaking for the schools they lead, i.e. are their views expressed personal or reflecting those held on behalf of the institution? I believe it is difficult for a Head of School to dissociate her/his views from those held by the school, so accustomed are they to talking in professional fora about the school they lead. I will carry out some further documentary analysis to assess whether the mission aims and values of each respective school in the sample aligns with the values expressed by the Head of School.

My conclusion is that although the term 'international school' is used very liberally and flexibly in India, the views of those Heads of School who have responded to the survey show considerable alignment in interpreting the terminology. This may be because those who are likely to respond to such an on-line survey are not representative of the wider population of Heads of international schools in India but are those Heads who recognise and relate to the implicit values behind the questions in the survey, such as the importance of school improvement and the important role of the Head's professional development, as well as the defining characteristics of international schools.

3 The Curriculum

In India, the IB curriculum is seen as a means of defining a school as being international, or, at least setting the school apart from those around it offering a local, i.e. Indian, curriculum, namely the CBSE or the ICSE at examination level. These distinctions are likely to blur as one of the local examinations groups develops the iCBSE, or international CBSE, heavily modelled on the IB programme.

The development of the International Baccalaureate Diploma took place in 1962. In many ways, this addressed the related difficulties faced by the early international school movement of providing a curriculum for a culturally and linguistically-diverse population, facilitating as well finding a qualification that was acceptable as an entrance qualification to universities world-wide. Given the international mix of students, what should be the curriculum? Many schools,

prior to this time, offered a national qualification and looked for wider university acceptance. The IB grew out of the need to provide a formal structure for the curriculum, its assessment and pedagogy to go alongside the informal structures that existed in international schools between students from diverse cultural backgrounds. Such a formal programme should facilitate intercultural understanding through enabling students to see their own cultural identity positively in relation to the rest of the world.

It is important to appreciate that the origins of international education, emerging as it did from the aftermath of The Second World War were influential in the development of the IB, which in turn, gave a commonality of curriculum and pedagogy to the early international schools. Although the idea of an internationally-recognised, pre-university curriculum was not taken up until the Conference of Social Studies Teachers met in 1962, it is reasonable to assume that the early professional development priorities were influenced significantly by the underpinning values expressed in the words of the 1950 Conference. Indeed, the International Schools Association, formed in 1952, was established for four purposes, the first two of which led to the development of an internationally-recognised, common curriculum:

to develop close cooperation between existing international schools…..;

to stimulate, facilitate or carry out research work on educational and administrative questions;

to promote the establishment of new international schools; and

to publicise the aims and principles of international schools.

 Although the IB curriculum is characteristic of international schools in India, very few other factors are consistent across these schools. The international schools in India, overwhelmingly, bear little resemblance to the early pioneering schools. Their raison d'être is very different. If there is one unifying feature of international schools in India, it may be the IB curriculum, although the reasons for offering it are something to probe in subsequent interviews. Many of the schools in India offering the IB Diploma do so in parallel with national qualifications (the CBSE or the ICSE), which, I will explore, may not help a clarity of identity or clarity of purpose. These contrast sharply with a philosophy of, for example, The United World Colleges, founded by Dr. Kurt Hahn, where the IB curriculum is taught exclusively. For those schools preparing students for university education within India, the early challenge for the international schools of providing a globally-accepted passport for higher education will not be significant. The multicultural and transitory population of international schools is not necessarily characteristic of international schools in India: again, this is a facet of schooling I wish to explore in subsequent

interviews to assess how significant it is in defining the leadership of such schools. Early international schools were described as "veritable towers of Babel filled with adolescent nomads" (Hanson 1971:10 quoted in Hill 2010: 25). In India, the international transitory element varies as dramatically from school to school as the nature of the international school itself. The question I will be exploring subsequently is the influence of the school on the professional development needs of the Head.

4 The professional experiences of the Head of School

The professional experiences of the Head of School, as well as the state of development of the school itself and its priorities, help to shape her/his professional development priorities. Almost three-quarters of the survey respondents were leading at least their second school. Thirteen of the nineteen respondents had led a school for ten years or more. I believe that the professional development needs of Heads of School are partly shaped by their length of tenure in headship, by the number of schools they have led and by the nature of these schools, in particular if they are international schools and if they are in India. Performance management or appraisal and professional development are generally seen as linked and mutually beneficial. My view is that it is important for a Head of School to be held accountable for personal performance as well as the school's performance, and that support and challenge go hand in hand, symbiotically. Furthermore, that, in a well-managed performance appraisal system, the Head of School's professional priorities will relate closely to the school's goals and will be part of a continuous dialogue between the Head of School and the authorities who have appointed and manage her/him, usually the Board of Trustees (governors) or owners of the school.   I am interested in exploring the extent to which the existence and nature of a performance scheme influences the identification and fulfilment of the Head of School's professional development priorities. These may also be influenced, I surmise, by the nature of the school and its governance, and perhaps whether or not it is 'for profit'. Half of those sampled have their professional development priorities and their fulfillment linked to their appraisal and three-quarters have their professional development priorities agreed annually. I want to explore how this process works and how influential it is in getting to the heart of the individual's professional development priorities and establishing mechanisms by which they are met. In terms of the broad categories of professional development requirement, the survey respondents have given me some broad indicators only for the development of subsequent theory. Strategic planning and working with stakeholders were identified as the chief priorities, followed by financial management. Lower on

the list of priorities were the leading of teaching and learning, organisational management and the development of interpersonal skills, perhaps reflecting the respondents' own backgrounds as teachers. My view is that Heads of School are confident in these matters but chiefly because of their own backgrounds (I will explore further in the next phase of research) but have had little formal professional preparation for strategic leadership, financial management or working with the complexities of stakeholder groups that are often found in international school settings.

5 Standards and Competencies

The Standards and Competencies I developed and described (Table 1) from a synthesis of performance standards world-wide were used in the survey to assess the following:

➢ whether the Heads of School were able to identify personally with these standards and competencies;

➢ if so, the extent to which they were able to prioritise them in relation to their own performance;

➢ whether or not they related their identified professional priorities to these;

➢ if they were able to act upon such an identification and how; and

➢ if there were any possible trends, commonly identified priorities, that may help me to identify the professional development needs of international school Heads in India.

These standards represent the first attempt to define what leadership of an international school in India looks like in regard to the competencies expected to 'do the job', as well as the standards areas one may expect to be measured against.

STANDARD	COMPETENCIES	RANK (1-14)
1.Internationalism and Inter-Cultural understanding	• (a) appreciates, is sensitive to understand the cultural context of India and of the school; • (b) is culturally sensitive to the differing views and perception of an international community; and • (c) able to draw on the best of international practices for the benefit of the school.	
2. Leadership of Learning and Teaching	• (a) inspires the staff to reach for the highest standards and have the highest expectations; • (b) develops learning and teaching so that each student may maximise her/his potential; and	

	• (c) promotes the implementation of a curriculum grounded in international best practices and measured against international benchmarks	
3. Organisational Development	• (a) able to build and sustain organisational structures to achieve a mission-driven vision; • (b) develop the school as an organisation so that it is focused on continuous school improvement; and • (c) creates and sustains systems through which all members of the school community may flourish	
4. Professional Accountability	• (a) is committed to the principles and practices of self-evaluation and external evaluation in order to develop the school; • (b) collects and uses data to improve the educational provision; and to promote accountability to the Board of Trustees	
5. Professional development and working with others	• (a) shows commitment to the professional development of self and others; and • (b) is willing to collaborate, contribute and learn from other international schools in India and beyond.	

Table 1 Standards and Competencies Used in November 2010 Survey of Heads of Schools

In relation to internationalism and inter-cultural understanding, there was no sense of prioritisation that pervaded the respondents as a whole. However, 8/19 respondents rated the competency of *'appreciates, is sensitive to understand the cultural context of India and of the school'* in the top three of the fourteen in terms of importance in helping them to lead the school. My follow up research will investigate why this India-specific goal is prioritised and the extent to which professional experience within India prior to Headship is an influential factor in school leadership. The importance of cultural sensitivity to the differing views and perceptions of an international community is also seen as a key competence by 6/19 respondents. To me, the heart of this competence concerns the extent to which what is needed to lead an international school is any different to any other type of school and the extent to which school leadership of an international school in India has any distinctive challenges, professional

development needs and workable strategies for leadership development. The generic competencies, in the sense of neither being related to international schools nor to the Indian context, attracted a more definite prioritisation from the sample. Nine of the nineteen regarded inspiring the staff towards the highest standards and expectations as one of the top three competencies necessary for role effectiveness, and eight saw the focus as being centred on learning and teaching, helping each student to maximise her/his potential, with five of the respondents seeing this as the top priority. Of the other competencies, the commitment to the principles and practices of self and external evaluation in order to develop the school stands out because four respondents categorised it as the highest priority, as they did for the commitment to the professional development of self and of others. Overall, four competencies stand out as being of more importance to the respondents than the rest : 1 (a, b); 2 (a, b), 4 (a) and 5 (a). This is a tentative conclusion, based on the on-line survey, but a workable basis on which to drill down and explore further.

6. Perceived Professional Development Needs

Principals surveyed revealed a predictably diverse set of professional development needs (see Table 6). In dividing their responses into these three broad areas, I am looking to a potential coding system to be derived from the next phase of data collection. I will correlate their needs with the nature of the school they lead defined by the four criteria in Section 1 and the length of their tenure as a Head. A coding system will be developed to describe the schools and the Heads of School themselves. The tabulated findings below (Table 2) are of value to me in identifying the broad scope of Heads' professional development priorities. These will, along with the standards and competencies (Table 1), help me develop my coding system to be used in the follow-up interviews. What is striking at this stage is the proportion of respondents for whom generic leadership issues present the professional development priorities, compared to the relatively small number of priorities relating to internationalism or, specifically, to the Indian context. Whilst this is something I want to explore more deeply, it may suggest that the professional development needs of the Heads will be met by the provision of generic professional support priorities relating to leadership and management.

 Fifty per cent of the respondents stated that their own professional development priorities and their fulfilment are linked to their performance appraisal process. Interviews will be used to

gather more data on the influence of the appraisal process in identifying and defining the Head's targets. Just over seven in ten of the responds agreed their professional development priorities on an annual basis (with the Board of Trustees/Governors, I assume but will explore further in the subsequent interviews). This suggests that, even in the absence of a formal appraisal process, there is, in some cases, a means of agreeing annual targets. It also requires me to investigate what happens in other cases, where no performance appraisal or annual target-setting process has been acknowledged.

Table 2. November 2010 Survey-Heads of Schools in India- stated professional development priorities

Professional Development Priorities	Comments
Curriculum, Teaching and Learning • Developing international- mindedness amongst staff • Differentiation/assessment/curriculum models • Re-familiarisation with role as a teacher • Child-centre learning • Special Educational needs • Collection and analysis of performance data	-follow up discussion regarding the nature of the faculty -role of head of school in these priorities needs exploring -almost a personal priority. Link to leadership?
Management and Leadership • Managing organisational change. • PD initiatives with fellow Heads of schools • Fundraising • Stress Management • Financial Management (x3) • Communication through better use of IT • Promotion of continuous staff development	-NB school is part of a world-wide group

• International management and leadership (via a conference) • Working in accordance with the school's vision and mission • Managing organisational change • CIS* accreditation process (x2)	-assess Head's philosophy, vis-à-vis this mission -looking at professional growth through the accreditation process.
Personal • Attending conference and workshops (x2) • Work-life balance • Development of the Hindi language • Personal post-graduate qualification	

*CIS is the Council of International Schools, the principal global accreditation agency for international schools. The accreditation process for a school involves an extensive self-study, which the Head of School would oversee rather than lead directly.

7. How are professional development needs being addressed?

The survey asked respondents to indicate how their professional needs were being addressed, if indeed they were. Networks, formal and informal, featured strongly, as did conferences and workshops, which again may be used as a vehicle for networking. Further analysis is needed in the subsequent interviews to gain information on how successfully these professional development vehicles achieve the goals of the Heads, and what kind of networks work best. My conclusion is that Heads of School look within and beyond the country, and need to look beyond India because of the international nature of the schools many of them lead, the curricula followed and because of the overseas staff and students they may recruit. However, the importance of these factors in determining the Heads' professional networks, as well as their own backgrounds remains to be seen. However, as shown in Table 2, the identified needs of the respondents are largely generic, neither international-schools nor India-focused. In principle, such needs may be addressed within India through professional development networks. But, such opportunities may not be available and/or may not be of an appropriate nature or quality. Interviews with both the Chairperson of The Association of International Schools of India (TAISI)

and the CEO of the Council of International Schools (CIS) suggest that these organisations collaborate closely, as they do with the International Baccalaureate Organisation (IBO), principally through conferences and workshops, relating to the curriculum, to the accreditation and evaluation of international schools, and, in the case of TAISI, on a range of topics relating to teaching, learning and leadership, albeit in a short conference format. The collaboration of the three organisations gives me hope that the agenda of issues relating to international school leadership in India will be addressed more substantively. I need to explore further the connection between what is offered in India and what is identified by the Heads of School as their professional needs. One gap appears to be researched-based work on leadership. The national context is an important one, as evidenced in my interview with Professor R. Govinda, Vice-Chancellor, the National University of Educational Planning and Administration (NEUPA). In India, NUEPA has been established by the Ministry of Human Resource Development, Government of India to deal with capacity building and research in planning and management of education not only in India but also in South Asia. There is a close link between its research, its funding and the developments proposed in schools by the Government of India. It gained a 'deemed to be university' status from the government in August, 2006. Both Govinda and Sunil Batra (consultant to public schools in India), acknowledge the absence of a Leadership College for Heads of Schools, of national standards for Heads of Schools and of research into effective school leadership.

In asking Heads of Schools to prioritise their professional development needs, three areas predominated in the survey responses: strategic planning, financial management and working with stakeholders. These need to be further explored in interviews to assess how specifically these are related to leading an international school in India. Given the experienced backgrounds of the respondents (see earlier), it is a little surprising that these core areas of the school leader's role remain prioritised. However, it may reflect the complex, changing nature of headship, as well as the challenges and uncertainties faced by a Head of School in these three areas of leadership.

8. Conclusions

The on-line survey gave some valuable methodological lessons. The response rate of 19 schools from the total population of 78 IB /TAISI schools in India (24%) has given me a sample from which I am able to categorise and code the nature of the schools and the Heads of School, develop preliminary theories from the data. The full population of 78 requires some further documentary analysis in regard to the nature of the school's mission and the curriculum it

offers, so that I am able to again a deeper understanding of the population of international schools in India. The survey has illustrated the diversity of identified professional development needs and has raised questions about the extent to which these needs are met in India. It has raised questions about the roles that 'the professional development providers', namely the IB, CIS and TAISI are providing in India, and the extent to which meeting the needs is congruent with the providers' own missions and strategic intent. TAISI excepted, there is no India-based provider with a professional development focus that is not allied to its wider goals: in the case of CIS, the goals of school improvement through school evaluation and accreditation as well as goals relating to its teacher/Head of School recruitment, and, in the case of the IBO, its goals of curriculum implementation of its three programmes. Interestingly, the data highlight the professional development opportunities afforded to Heads of School through a collaboration of these providers. Beginnings have been made in this regard but I feel is that these collaborations are not being driven by the strategic priorities of the schools and its leaders, but by other organisational goals. The absence of leadership standards and competencies for Heads of School and an India –wide Leadership College for schools are hindrances to the professional development of Heads of School, as is the absence of any one organisation or association that is uniting the international schools of India. One focus for my follow-up interviews is to explore how and why Heads of School choose their priorities and the means by which the professional development priorities are then met. The data suggest that many needs of international school leaders in India are generic ones, i.e. they are not India specific or even specific to international schools. In India, this is characteristic: the diversity of international schools reflects the diversity of urbanising and developing India. The unregulated market has led to diversity. Therefore, international schools are not necessarily natural bedfellows with one another, neither are their Heads, in relation to identifying and collaborating on professional priorities. The set of standards and competencies I have developed appear to resonate with the survey respondents. Developing more detail in the competencies before the next round of interview data are gathered will help me generate more specific theories from the data to be gathered.

Graham Ranger, March 2011

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APPENDIX 24

Heads as Learners

IB Heads' Conference, 2011

Session Outline

- Context : Heads as Learners & Heads as Leaders of Learning
- Personal Research findings focused on 'The Professional Development Needs of Heads of International Schools in India'
- Wider implications and issues for Heads arising from the findings
- Questions for discussion and action

What is my influence as a Head?

Levels of the Moral imperative
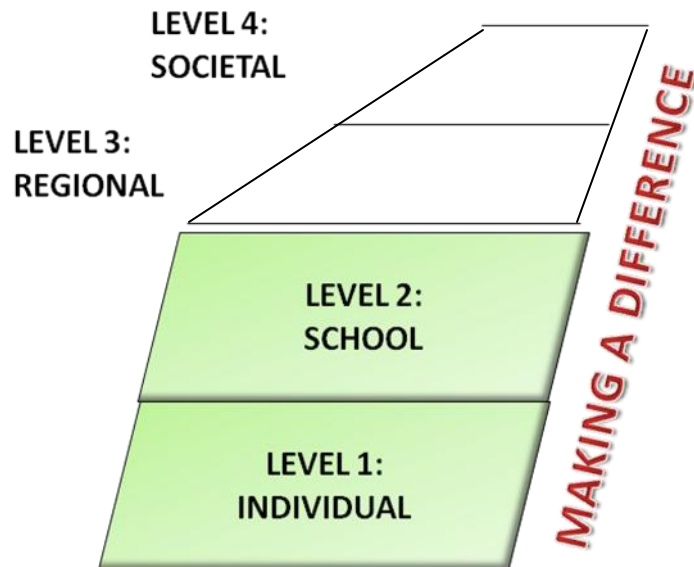
Source: Fullan M: "The Moral Imperative of School Leadership"

The meaning of Educational

 Change Context

Knowledge Poor — Knowledge Rich

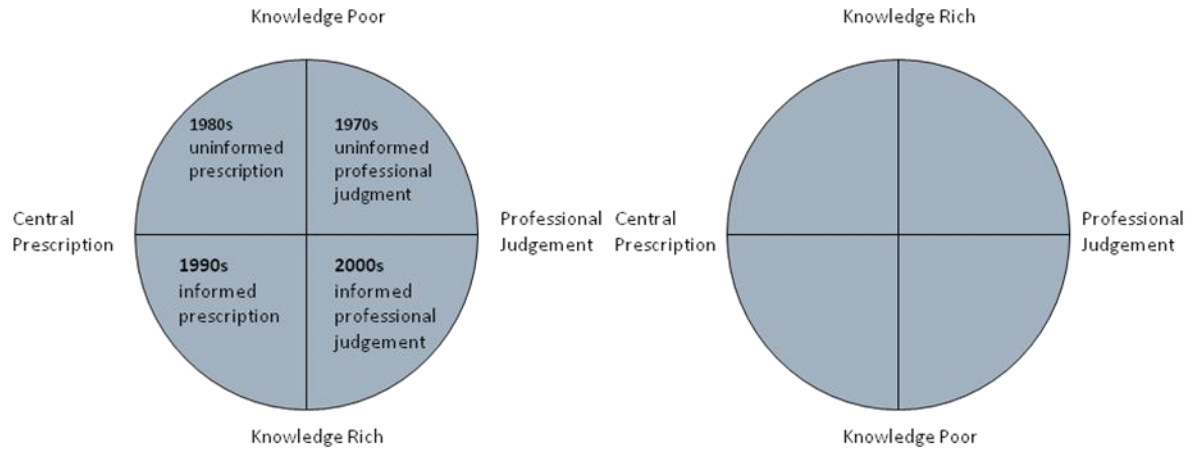| | 1980s uninformed prescription | 1970s uninformed professional judgment | |
| Central Prescription | 1990s informed prescription | 2000s informed professional judgement | Professional Judgement |

Knowledge Rich

Central Prescription — Professional Judgement

Knowledge Rich — Knowledge Poor

(after Barber 2002)

Michael Barber's work was drawn largely from his experience at that time in England and then in Ontario. As international school leaders, our context is distinct. Where do we sit in the model and how do we lead school improvement?

What Makes a Good School?

What do students expect from a school? What makes a good school?

The late Professor Jean Ruddock (University of Cambridge)- found that "students want to be safe, they want to be valued and they want to know they are achieving. "By safe", we do not only mean 'secure' but also that they may work in an environment in which they are not penalised for taking risks or for making mistakes, that there is an absence of bullying,

 As international school leaders, we may add that students should expect to be develop their international understanding as international citizens.

How does a school leader make the most positive difference to students' learning and achievement?

- ➢ **Authentic leadership**
- ➢ **Cultural Leadership**
- ➢ **Pedagogical leadership**

Authentic Leadership

Authentic leadership is concerned with values. It comes from personal integrity, credibility and a commitment to ethical and moral conduct. Leaders are authentic when their actions incorporate such values as fairness, compassion and integrity.

Cultural Leadership

Cultural Leadership proposes that leadership should be educative in intent and outcome. Strong risk-taking is acceptable, staff trust each other and feel supported by the school and its leaders- they are able to enquire and innovate.

Pedagogical Leadership

…… is the leadership of learning. Pedagogical leadership roles may take many forms:
- • focusing on the quality of classroom practices and the raising of teaching standards;
- • moderating students' assessment or providing curriculum development; or/and
- • initiating and facilitating staff professional development.

Characteristics of educative leaders

With these characteristics in mind, an effective educative leader can be recognised by the following criteria (Macpherson and Vann, 1996):

1. Their ability to develop and maintain within their school an effective climate of enquiry or problem solving.
2. Their respect and tolerance for different points of view and their acceptance of the school.
3. Their ability to adapt to challenges and changes in policy or practices through participative feedback and reflection.
4. Their concern that people are free to participate in this process of learning and growth.
5. Their commitment to a holistic belief that their decisions can be defended on the basis of their contribution to the benefits of long term learning within the school.

And so to India

What are the professional needs of school leaders in Indian international schools and how may they be met?

My research in India

Research issues

- ❑ How to define and classify the international school.
- ❑ How to define the international school leader.
- ❑ How to help school leaders identify their professional needs.
- ❑ How to analyse what is available to meet these professional needs.
- ❑ How to propose what is needed in India for international school leaders.

Context

- See each school on a continuum (Hayden and Thompson) or categorise each. If so, how?
- 78 IB schools in India.
- Rapid growth in titular international and in IB authorised schools
- Unregulated 'sector' of education. Government issues no statement of definition or of role in Indian educational landscape.
- No agreed standards for international school leaders, no leadership college or equivalent, little empirical research in the field.
- Competitive rather than a collaborative culture amongst many schools
- Heads suffer from an insecurity of tenure, especially in some proprietorial schools.
- TAISI, an India-wide organisation, now has 55+ member schools, strong links with CIS, IB, emerging links with NEASC, MSA.

Findings

Heads relate to standards and competencies model developed, but prioritise :

- skills needed to manage stakeholders, especially the Board and parents.
- Performance appraisal largely decoupled from professional development priorities
- Head's priorities and school's priorities largely aligned
- Heads (re)-define international schools in the context of their own school
- Foreign (non-Indian) Heads look to international networks and/or 'home' country
- Concern about the insecurity of the regulatory environment in India, and, in some cases, insecurity of tenure
- Concern about what they (Heads) see as unfettered growth not matched by quality control.
- Heads concerned about the role of government, vis-à-vis international schools
- Heads believe in the emerging localised networks and clusters, but are wary of the competitive culture of schools, the 'trust' factor, the 'poaching' of teachers.
- Heads look to the IB for curriculum support, member schools to CIS and partners for quality assurance and school improvement.
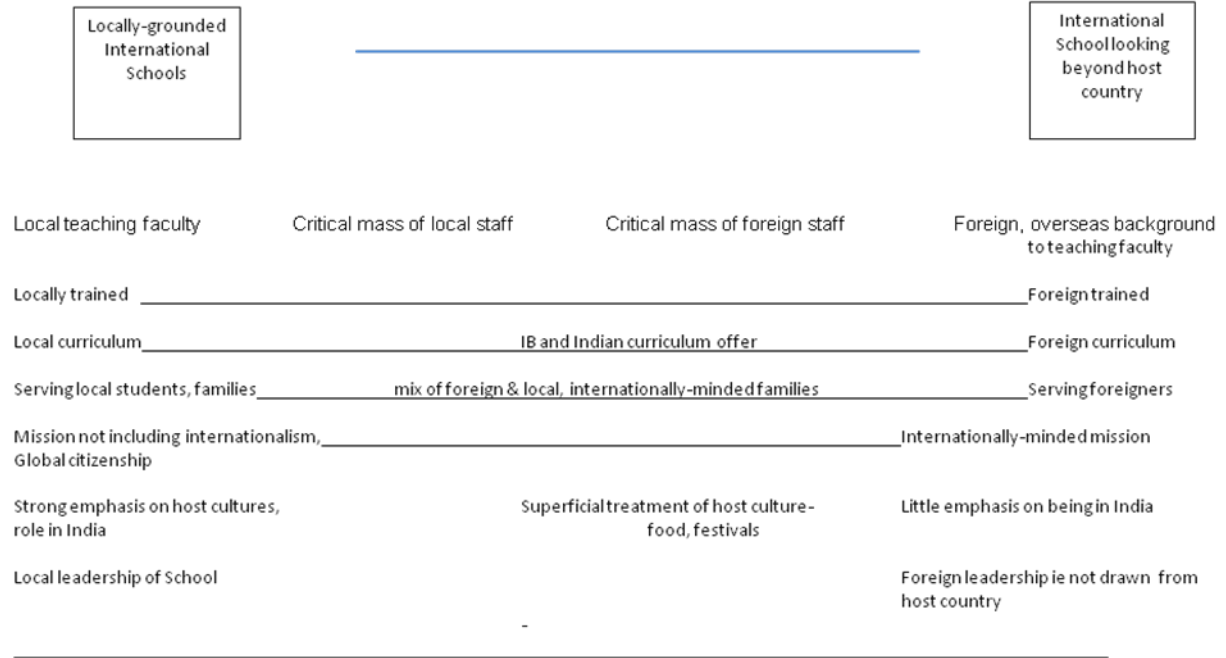
A Continuum of International Schools

| Locally-grounded International Schools | | International School looking beyond host country |

Local teaching faculty   Critical mass of local staff   Critical mass of foreign staff   Foreign, overseas background to teaching faculty

Locally trained _____ Foreign trained

Local curriculum_____ IB and Indian curriculum offer _____ Foreign curriculum

Serving local students, families_____ mix of foreign & local, internationally-minded families _____ Serving foreigners

Mission not including internationalism,_____Internationally-minded mission
Global citizenship

Strong emphasis on host cultures,   Superficial treatment of host culture-   Little emphasis on being in India
role in India   food, festivals

Local leadership of School   Foreign leadership ie not drawn from host country

Figure 9 (adapted from Hayden 2006 : 15-17)

Questions for discussion

- How do you identify your own professional development needs?
- How do you evaluate the impact of your professional development in terms of students' outcomes?
- What is the role of the IB/others in developing Heads of School?
- What are we able to apply from the Indian experience offered?