

Brief for the position of
**CHIEF EXECUTIVE
OFFICER**



June 2020



ODGERS BERNDTSON

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WELCOME FROM THE CHAIR

Dear Candidate,

I am delighted that you are considering applying for this very exciting role as Chief Executive of STiR. This is an opportunity for an exceptional person to make a mark globally and to impact the learning of millions of children worldwide.

Since its start, STiR has addressed the UN challenge of 600 million children at school but not learning. It has established itself in India and Uganda, and is entering Ethiopia and Indonesia, with demand from other countries for its proven model of encouraging lifelong learning and building intrinsic motivation of teachers, officials and learners alike.

STiR is now at a vital and exciting transition. After eight outstanding years, our Founder Sharath Jeevan has decided to step down as STiR moves from dealing with the challenges of starting-up to the challenges of scaling impact. As Chief Executive, you will lead this growth and you will be supported by a global board and an experienced executive team.

To succeed, you will already have strong operational experience. You will know how to scale impact and how to build a robust organisation globally. You will know when and how to get your hands dirty. You will also be able to think creatively and practically about the challenges of scale: how to evolve our financial model, how to sustain and prove impact, how to build the right partnerships with governments and others, how to build the global team.

You will be a strong ambassador and role model for STiR's mission and values. We rely heavily on partnerships. You will be comfortable leading key stakeholders through influence: government ministers, funders, delivery partners, teachers and the executive team.

This is your opportunity to scale up a successful impact model with a strong financial base and to take it global. It is your chance as an exceptional individual to create a lasting, global legacy.

I hope this opportunity appeals to you and I very much look forward to hearing from you if you believe you have the experience, skills, values and commitment that we are looking for.

With best wishes,

Jo Owen

Chair, STiR Education



ABOUT STIR EDUCATION

Our reason for being

Education systems today must prepare every child, everywhere, to thrive in a world of ‘unknown unknowns’. Children and young people today face a world of ‘unknown unknowns’. To succeed, they need to develop a love of learning. And education systems need to support them by building the foundations of lifelong learning. This has been recognised in the development plans of many emerging countries.

The moral imperative here is clear. The economic imperative is even clearer: for example, 90% of Ethiopian children will find jobs in the informal sector. ‘Unknown unknowns’ will be constant pressures in their future lives. They will need to learn and adapt as they move between sectors, jobs and settlements.

But education systems are failing to address this need. Governments are spending hundreds of dollars per child per year on education – but not preparing them for a future citizenship and workforce. The ‘seeds’ of their technical interventions are unable to grow and flourish. This matches the experience of leading employers. For example, the Confederation of Indian Industry found that more than 50% of Indian school leavers were unemployable.

Our reach to date

Since our creation in 2012, we have worked with 200,000 teachers and 6 million children in over 35,000 schools in India and Uganda, across both primary and secondary education. We are launching our government partnership in Indonesia next month, and having secured seed funding are in scoping discussions with the Ministry of Education, Ethiopia with a launch aimed at the next academic year. We also aim to begin government partnerships in Brazil and Egypt within the next two years.



Looking to the future

We’re aiming to remain lean and agile even as we scale significantly. It’s important that we continue to embrace change and take risks – but build in rapid feedback loops to ensure that we stay on the right track. By 2025, we aim to reach over 60 million children (10x our current scale), but we estimate that our budget will increase by only 2.5x. This will be enabled by our shift to central learning partnerships. But it will also be aided by being smarter about how we operate. For example, we’ve centralised some key functions in India so that we can serve new countries cost-effectively.



OUR MISSION

We support education systems to reignite intrinsic motivation in every teacher and official, to role-model the foundations of lifelong learning for every child. To thrive in a world of ‘unknown unknowns’, children need to be able to continually seek, process, act and reflect on new information. They need to love to learn.

At STiR Education, we’ve identified the core foundations that enable lifelong learning. These foundations are supported by a deep body of global evidence. And our approach is designed to build these foundations sustainably and at scale within education systems. Other organisations are doing great work on direct training programmes and curriculum reform. From reading programmes to adaptive learning software, these ‘seeds’ will be essential in improving education systems.

But there are almost no interventions that focus on the ‘soil’ – the intrinsic motivation of teachers and officials in systems. At STiR, we recognise that this soil is just as important. Without fertile soil, seeds cannot grow and flourish. So we support education systems to reignite intrinsic motivation in every teacher and official. It’s our unique contribution to achieving Sustainable Development Goal 4.

Our vision will be reached when:

- Every child is engaged, feels safe, loves learning, trusts and values their teacher, is curious and thinks critically.
- Every teacher loves teaching and intentionally improves their classroom practice.
- Every local and ministry official sees the foundations of lifelong learning as a core goal, prioritises the support of teachers, and uses data and insights to continually improve.

Our approach works through role-modelling and relationships at all levels of education systems. It is based around three core principles:

- Peer networks.
- Action and feedback.
- Reflection.

These core activities underpin everything that we do for teachers, school leaders and officials. And they form the heart of our termly learning improvement cycles (LICs). Each LIC focuses on a different theme (e.g. the science of learning). First, district officials are introduced to the content for the next term in a three-day training meeting. Then they lead training sessions for school leaders to build their confidence and capability to lead teacher network meetings.

At each level, we introduce monthly coaching and support to enable high-quality feedback. And regular alignment meetings at district and state levels provide an opportunity for all stakeholders to analyse data, share learning and develop plans together to strengthen delivery.

This isn’t a cascade model. We’re working to build a culture of lifelong learning across systems, not just delivering content. So the relationships at every level are necessarily two-way, based on openness, honesty and a commitment to a common goal.

Over time, we expect to see officials and school leaders developing the foundations of lifelong learning. They will spend more time in schools supporting and understanding teachers. And recognise their crucial role in driving improvements. We have developed an innovative set of measurement tools – in partnership with groups like the World Bank – to measure this progress on a monthly basis through a data app, and through an annual external longitudinal research study led by a leading JPAL affiliate professor.





OUR APPROACH

Role-modelling and relationships

We understand role-modelling to be the demonstration and promotion of behaviours and attitudes that you wish to see in others. This is overlooked in most education systems. But it's been our biggest organisational strength and source of success.

Teachers are critical agents of change. They offer the main in-school opportunity for role-modelling in a child's life. So if we are to make an impact at child level, we have to support teachers to become intrinsically motivated lifelong learners first.

And it's not enough to develop lifelong learning at teacher level alone. There's extensive evidence to show that line managers are the most powerful agent of change in the workplace. So for this change to be sustainable, we also need to develop a love of learning at all levels of the system. This includes school leaders, and the state and district officials who support them.

Government learning partnerships

We know that there are many actors involved in any education system. But our learning has been that engaging governments is absolutely critical if any intervention is to succeed. They provide the best opportunity to ensure that our work can be sustained over the long term.

We don't want our approach to be dependent on us. So we're learning to work in partnership with governments to deliver the model. We run the approach together, and aim to step back our involvement over time to ensure long-term sustainability. They refocus existing resources to the model over five years. And they increase their contribution to the costs to ensure ownership and long-term sustainability.

Teacher network meetings

Every month, teachers meet in peer networks – meetings of 20 to 30 teachers within a school or across a group of local schools. The meetings are led by school leaders, who expose teachers to key classroom practices and the evidence behind them. The networks strengthen peer connections, fostering mutual support and sustainable improvement.

Between meetings, teachers act on their learning by introducing new practices in their classrooms. They are observed by a school leader or peer, and provided feedback for further improvement. The next month, teachers reconvene to reflect on their experiences and adapt and refine their action plan accordingly. After each third network meeting, teachers move on to a new area of practice. And the cycle continues.

Supporting school leaders and officials

Every level of the system needs to develop strong role-models and trusting relationships. And school leaders and district officials play essential roles in delivering the approach.

District officials participate in termly training institutes with their peers to understand new practices for each term. They then lead training institutes for school leaders, to empower them to lead teacher network meetings effectively. Over the course of the term, both groups play an active role in supporting teachers. They develop a culture of developmental observations and feedback, creating emotional safety and using data to provide rich insights. And their intrinsic motivation grows.

Government ownership and adoption are essential for long-term sustainability. Our team works to ensure that the approach is increasingly prioritised within our partner systems, and we collaborate to customise and design content for each geography.



OUR TEAM

STiR has deliberately built a cross-cultural team with backgrounds in the private, public and social sectors.

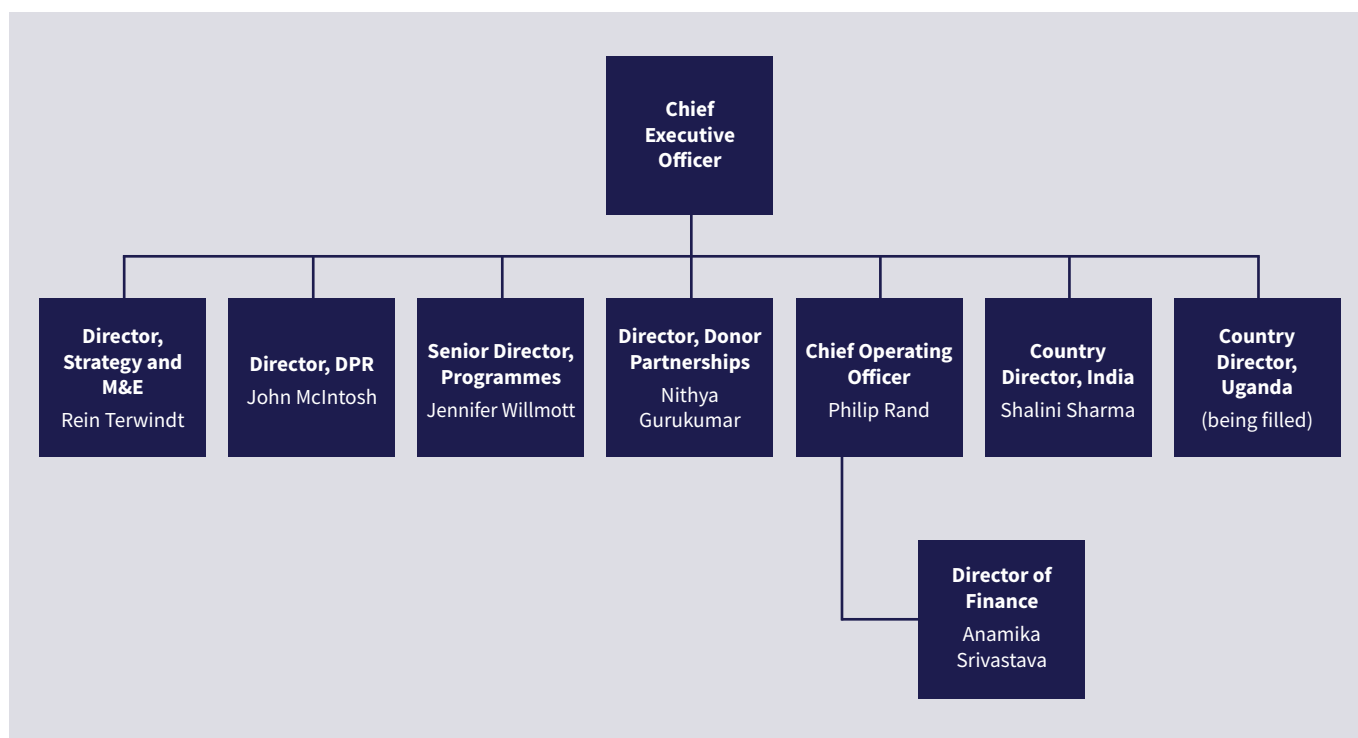
Our team and partners

We're a lean and nimble organisation with around 70 professionals working across seven offices in London, Delhi, Bangalore, Chennai, Kampala, Jakarta and New York. And our Board members include Jo Owen (co-founder of Teach First and leadership writer), John Knight (former Finance Director of Pearson's International Business), David Rothschild (a senior leader at several leading US foundations, including the Skoll Foundation) and Rachel Hinton (Team Leader of the Research and Evidence Division at DFID).

Our donors include the Mastercard Foundation, DFID, UBS Optimus, Vitol Foundation, Dubai Cares and the Ikea Foundation, in addition to leading family foundations such as the Sainsbury, Peery and Segal Foundations, and Indian corporates such as IDFC Asset Management. We bring a mix of skills to our partner governments, including design, learning, M&E, quality assurance and implementation support. Our team works with senior officials around planning, influencing, facilitating, coaching and leveraging data.



Global leadership team



Non-executive board

Jo Owen, Chair of the Board

Jo has founded eight NGOs with a collective annual turnover of £100 million. He is an award-winning author, keynote conference speaker and coach with widespread experience working across countless industries and continents.

John Knight, Trustee and Finance Committee

John worked in finance throughout his career. He was most recently Chief Financial Officer at Pearson International, the education division at Pearson for all countries excluding the USA and Canada.

David Rothschild, Trustee

David is Senior Partnership Lead at Nia Tero. He was formerly the Director of Social Entrepreneurship at the Fossil Foundation, and Principal and Senior Program Officer at the Skoll Foundation.

Amrita Ahuja, Trustee

Amrita leads the Douglas B. Marshall Family Foundation, an innovative funder of international education. She also founded Evidence Action and chaired the Board at Deworm the World.

Paulo Pisano, Trustee

Paulo is Chief People Officer at Galp Energia. He currently serves on the Boards at Singularity University and the House of Beautiful Business.

Rachel Hinton, Trustee

Rachel is Team Leader of the Research and Evidence Division at DFID. She was a Visiting Fellow of Practice at the Blavatnik School of Government, and chaired the United Nations Girls Education Initiative.

Vicky Lockie, Finance Committee

Vicky has worked as an in-house lawyer for most of her career. She now works as a consultant General Counsel having previously been General Counsel at Pearson International. She is also a Non-Executive Director at the Law Society.

OUR VALUES

We encourage and support team members to take ownership over the work that they do, and challenge each other to continuously learn and improve.

In the same way, our team role-models our core values with our government partners. We encourage and support officials to take on ownership to ensure sustainability. We seek to build a culture of constant learning and use our innovative monitoring and evaluation data to inform further improvement.

HUMILITY

We don't have all the answers upfront.

OPENNESS

We will listen, learn and improve, and lead through obstacles.

OWNERSHIP

We empower each other with high expectations and support.

PURPOSE

We're united by a shared vision we'll build and achieve together.



These core values guide us as we build an internal culture and work environment that develops the foundations of lifelong learning in education systems around the world.

We aim to walk our talk by recruiting and developing a team of lifelong learners. And as a result, STiR is an exciting and unique place to work. Our team is trusted and empowered

with significant responsibility and accountability to deliver projects where they will learn and grow.



APPOINTMENT CONTEXT

Our current CEO and Founder, Sharath Jeevan, will be stepping down after eight years of providing inspirational and visionary leadership to STiR and we are seeking an exceptional person to take the organisation to its next stage of development and maturity. This is an exciting time for STiR and the new CEO will have a strong foundation to build on alongside significant opportunities for broadening impact globally.

We are seeking an engaging individual who is committed to our values, passionate about improving the life chances of millions of children across the globe, and believes in the impact that intrinsic motivation can have on learners and educators. The CEO will bring strong leadership skills, both internal and external, and the ability to build partnerships to best position STiR for future opportunities, scaling its impact and reach, to continue to improve education ecosystems around the world based on our core beliefs in intrinsic motivation and lifelong learning.



THE ROLE

The Chief Executive Officer (CEO) is responsible for providing direction and leadership towards the achievement of STiR's mission and 2025 strategic goals and objectives. Accountable to the Board of Trustees, the CEO heads the global leadership team (GLT), which oversees the work of the organisation.

Key duties and responsibilities

- To be responsible for the professional leadership and operational management of STiR and the further development of the organisation as a leading supporter of educational systems through partnerships across the globe.
- To work in close collaboration with the GLT and the Board of Trustees to create a 'glocal' organisation that is high-functioning and aligned to the vision, with clear lines of accountability to contribute to delivering STiR's ambitions and efforts in scaling impact.
- To maximise the effectiveness of the GLT, ensuring that Directors achieve their key objectives, contribute to improving process and systems, and that as a collective body the GLT is providing the necessary strategic vision and decision making to ensure STiR remains innovative and agile.
- To provide overall leadership for organisational development, scale-up and financial sustainability in consultation with the Board of Trustees and to set any future strategic goals for STiR.
- To horizon scan and explore opportunities for the scaling up of STiR's impact and presence within the broad mission and purpose of the organisation; in conjunction with GLT and Board of Trustees.
- To be accountable to the Board of Trustees for financial, quality and risk management assurance, the safeguarding of the organisation's reputation, programme impact and fundraising capability; as well as oversight of both the financial and people resources.
- To work closely with the Chair and the Board to ensure that there is a strong and collaborative working relationship between the executive and non-executive; to ensure a 'one-organisation' culture and direction of travel.
- To be responsible for developing and maintaining relationships across all stakeholder communities and serving as the primary spokesperson for STiR and representing the organisation externally, interfacing with national and state governments, policymakers, and other NGOs – both in existing geographies as well as new partner countries going forward.
- To lead on STiR's fundraising strategies and mobilise commitment from existing and new donors, to ensure a healthy portfolio of global anchor funders underpinned by local philanthropy.
- To spearhead opportunities and provide thought leadership for collaborations, discussions with other policy influencers, NGOs and third sector organisations that build on STiR's social capital in promoting lifelong-learning and intrinsic motivation in educational systems globally.
- To provide inspirational leadership to staff throughout STiR worldwide, promoting the values of humility, openness, ownership and purpose, and ethos of the organisation, utilising a wide range of appropriate communication.



THE INDIVIDUAL

The successful candidate will demonstrate the following:

Experience, knowledge and skills

- A record of achievement as a strategic leader with experience gained in senior positions in not-for-profit/governmental environments, in an international development context and ideally with an understanding of education ecosystems.
- Strong internal leadership and management skills with a track record of success in building effective teams and leading and motivating a diverse group of professional staff, ideally across dispersed geographies.
- A strong empathy with the mission, vision and values of STiR and the 'theory of change' around the foundations of lifelong learning and intrinsic motivation realised through government ownership and sustainability.
- First-class communication and ambassadorial skills with the presence, profile and ability to have a strong impact across a wide range of audiences, including governments, foundations, donors, policy influencers, the education community, partner organisations and the media.
- Well-developed negotiating, influencing and networking skills, and the ability to be persuasive in politically sensitive and/or complex stakeholder environments.
- An entrepreneurial and visionary focus with a track record of building collaborative ventures and partnerships, alongside an ability to successfully identify and establish fundraising streams.
- A successful track record of working effectively with a Charity board (or equivalent) and jointly setting the strategic direction of an organisation.
- Experience of managing budgets and leading on the implementation of innovative business and financial strategies.
- The ability to foster a healthy organisational culture encouraging teamwork and collaboration.



HOW TO APPLY

STiR Education has engaged the services of Odgers Berndtson, to whom applications should be sent by the closing date of **Friday July 10th 2020**.

In order to apply, please submit a comprehensive curriculum vitae (CV) along with a covering letter setting out your interest in the role and details of how you match the required criteria. Please include in a separate document, the names and addresses of three referees. Referees will not be approached until the final stages and not without prior permission from candidates.

The preferred method of application is online at www.odgers.com/76725

If you are unable to apply online please email your application to 76725@odgersberndtson.com

All applications will receive an automated response.

All candidates are also requested to complete an online Equal Opportunities Monitoring Form which will be found at the end of the application process. This will assist STiR Education in monitoring selection decisions to assess whether equality of opportunity is being achieved. Any information collated from the Equal Opportunities Monitoring Forms will not be used as part of the selection process and will be treated as strictly confidential.

Following a longlist meeting of the selection panel, successful candidates will be invited to attend first stage interviews at Odgers Berndtson.

Personal data

In line with GDPR, we ask that you do NOT send us any information that can identify children or any of your Sensitive Personal Data (racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, data concerning health or sex life and sexual orientation, genetic and/or biometric data) in your CV and application documentation. Following this notice, any inclusion of your Sensitive Personal Data in your CV/application documentation will be understood by us as your express consent to process this information going forward. Please also remember to not mention anyone's information or details (e.g. referees) who have not previously agreed to their inclusion.

Contact details

For a conversation in confidence, please contact:

Mary Beale 020 7529 1024

Ellie Beveridge 020 7529 1054

Fatima Koumbarji 020 7529 6360

We are committed to ensuring everyone can access our website and application processes. This includes people with sight loss, hearing, mobility and cognitive impairments. Should you require access to these documents in alternative formats, please contact:

donna-maria.miles@odgersberndtson.com.

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