Leadership Search

Head of School
Mt. Zaagkam School
Papua, Indonesia

Application Deadline: April 12, 2024
Start Date: July 2025

ISS is pleased to conduct this full search. Learn more about how ISS works with search committees around the globe to fill leadership positions. www.iss.edu/services/administrative-recruitment
Position Overview

The Head of School is responsible for dynamically leading an Early Years – Grade 8 school established over two locations: Tembagapura [TPRA] and Kuala Kencana [KK], Papua. They must lead the development of a contemporary Educational Program within the context of a large corporate mining enterprise. The Head of School has broad oversight over all aspects of school management: Finance and Business, Human Resources, Facilities, Teaching, and Learning. Committed to and inspired by the school’s vision, the Head of School is a learning leader dedicated to responsive, personalized teaching and learning. An effective communicator and visible, approachable leader, the Head of School empowers the Mt. Zaagkam School [MZS] Leadership Team to build a shared purpose for the school and action a strategic plan designed to establish the MZS school as a place of educational excellence serving Freeport McMoran employees and their dependents.

The Head of School position requires in-depth knowledge of contemporary educational practice, management systems, and policies, as well as a broad understanding of corporate expectations and Government of Indonesia [GOI] regulations. Literacy in Yayasan, Manpower, Immigration, and Satuan Pendidikan Kerjasama [SPK] regulations, alongside accreditation standards [WASC, IB] are important aspects of the Headship.

Mt. Zaagkam School is of critical support for FMI-PTFI Mining Operations, and the Head of School works to leverage the school as a key factor in the recruitment and retention of mining personnel through the provision of educational excellence.

Key Duties and Responsibilities

**Mission for Learning - Embrace a Mission and Vision that focuses on desired results for student learning**

- Serve as the educational and instructional leader for the MZS School.
- Be inspirational, visible, and accessible to members of the school community and beyond.
- Interface, coordinate, and liaise with FMI Management, all stakeholders including parents, school committees, the Board of Supervisors, as well as local government, national government, regional, national, and international bodies to establish and maintain constructive relationships, as well as benchmark the performance of the MZS School as a quality educational institution.
- Promote a culture of international mindedness and global citizenship at the school.
- Inspire, model, and inform others through visionary leadership and strategic, intentional, and entrepreneurial action.
- Build a culture at the school of shared purpose, vision, and values.
- Use the strategic planning process to shape shared futures.
- Grow a dynamic culture of care, respect, high expectations, and success.
- Demonstrate a high level of cultural awareness and sensitivity.
- Lead the school improvement process to enhance high-quality teaching and learning.
- Foster a safe, purposeful, and inclusive learning environment.
- Distribute leadership and develop the capacities of the MZS Leadership team through coaching and mentorship.
Governance – Support the Board in the Principles of School Governance to realize the Mission and Vision of the school.

- Liaise with the YPT Board of Supervisors and senior Freeport McMoran Indonesia [FMI] Management to envision, plan, and report on the direction of the MZS School.
- Prepare and present reports, including an Annual Report to YPT stakeholders, the Board of Supervisors, and FMI Management.
- Work with the YPT Board of Supervisors to review Board and School Policies to ensure transparency and clarity of purpose for the institution.

Operations and Resource Management - Ensure a safe, secure, and supportive environment that is strategically resourced to achieve the Mission and Vision of the school.

- Lead and manage all MZS campuses with the support of the Principal and Mid-Level leaders.
- Lead the development and enhancement of operational systems to support student learning, including admissions, curriculum, safety, facilities, technology provision, information systems, and resource procurement.
- Ensure all legal and government compliance requirements are met including Articles of Association, Policies and Regulations, Procedures, and Operational Certifications.
- Ensure that school structures, systems, and standard operational procedures are designed to maximize student learning and teacher effectiveness.
- Ensure that grounds, buildings, technical installations, basic furnishings, and equipment shall effectively support the delivery of the programs required to put the school’s Guiding Statements into practice.
- Ensure that procurement and resource acquisition is aligned with PTFI Procurement Policy and Procedures.
- Ensure that the school facilities and systems provide for the health and safety of students, personnel, and visitors, including a strong emphasis on Child Protection and the company’s core value - Safety First.
- Ensure that contractual services required to support the school’s objectives and programs meet acceptable standards of safety, efficiency, and quality.
- Lead in collaboration with the FMI Human Resources and Principals effective recruitment and retention of quality teaching and administrative staff.
- Lead the implementation of an effective performance appraisal system designed to improve the quality of teaching and learning and grow teacher capacity.
- Confirm key performance indicators that have a direct impact on student achievement and learning and are key metrics for the compensation-bonus system.
- Support FMI Human Resources to ensure all HR and Industrial Relations processes are followed.
- Ensure that all YPT Policy Manuals and Regulations are current and understood.
- In consultation with the Board and FMI Human Resources, and informed by the YPT Policy and Regulations, make decisions regarding disciplinary action or dismissal of staff.
- Liaise with FMI departments to ensure YPT promotes Human Rights and meets all IR-HR regulations.
- Support FMI to manage all immigration and visa requirements for expatriate faculty.
- Liaise with Freeport McMoran on compensation and benefits.
- Ensure the school complies with all applicable government laws and regulations.
School-Home-Community-Corporate Partnerships – Engage all stakeholders to support the Vision and Mission of MZS as a school of Educational Excellence.

- Cultivate positive relationships with families, the community, and corporate management to achieve partnerships that will benefit student outcomes.
- Demonstrate highly effective communication and decision-making.
- Establish effective communication processes and systems that foster a productive home-school partnership and a positive learning community.
- Maintain regular, ongoing, and open dialogue with the Board.
- Serve as the liaison between the Board and the staff.
- Promote highly effective and open communication between staff, parents, and the Board.
- Foster a positive relationship with the Indonesian Ministry of Education and Provisional Education Departments.
- Lead the enhancement of online communications, including the development of an interactive YPT website.
- Foster shared beliefs about teaching and learning.
- Model collaborative practice and shared decision-making.
- Build a sense of community focused on essential agreements about student learning.
- Seek and action a corporate social responsibility -Service Learning Program embedded in student agency.
- Build partnerships with Yayasan Pendidikan Jayawijaya [YPJ] - the national sister school to promote cultural collaboration and meet Ministry of Education expectations.

Finance - Utilize financial resources to ensure prudent and effective provision for learning.

- In consultation with the FMI Finance and Accounting prepare and present an annual operating budget to the Board and senior FMI Management.
- Administer the operating budget with the assistance of FMI Finance and Accounting to ensure efficient and cost-effective operations.
- Be accountable to the Board for effective business management based on quarterly and monthly budget compliance and variance reports.
- Prepare annual budget recommendations including personnel, facilities, and programs.
- Optimize the school’s financial, human, and physical resources through sound fiscal management practices and organizational systems to achieve the school’s Vision and strategic goals.

Teaching and Learning - Inspire a focus on learning where every student’s capacities are maximized.

- Lead the development of a school-wide teaching and learning framework that ensures students are well-prepared for current and future challenges.
- Lead the development of a guaranteed, viable, and documented curriculum that supports varied developmental, academic, social, physical, and emotional needs and fosters the development of transferable skills.
- Lead, with the support of the curriculum coordinator, the development of the IB Primary Years Program and other associated curricular programs.
- Lead an evidence-informed analysis of the quality of Teaching and Learning programs.
- In conjunction with the Support Services personnel develop responsive and personalized learning that addresses the learning, language, and social welfare needs of students.
• Support technology-enhanced learning by the development of infrastructure and hardware portable device procurement, such that learning is connected and collaborative and technology integration seamless.
• Provide programs of social action and service that support the concept of International Mindedness and student agency.
• Lead a contemporary learning program that is personalized, embedded in inquiry, and responsive to the cultural backgrounds of students.

Professional Responsibility – Exemplify the school’s Core Values and Shared Vision for Learning and Educational Excellence.

• Model behavior consistent with the school’s values and continuously reflect and adapt to meet the challenges and opportunities of leading a high-performing school.
• Lead and promote understanding of the school’s Guiding Statements and Essential Agreements.
• Model professional and ethical behavior and support teachers in carrying out their duties and responsibilities, inspiring excellence, and high expectations for students.
• As a learning leader, oversee the instructional programs of the school to ensure consistency of practice and high levels of student learning.
• Ensure the teacher appraisal system is implemented, used as a tool to support professional growth, and promote an intentional focus on learning and continuous school improvement.
• Lead the development of a flexible and targeted professional development system and program guided by strategic objectives and focused on high levels of student learning.

Skills, Attributes, and Experience

• Demonstrated interpersonal, leadership, and communication skills
• Instructional leadership experience
• High-level technology skills
• Demonstrated passion for student learning
• Creative problem solver with an open mindset
• Demonstrated flexibility and adaptability
• Cultural awareness and sensitivity
• Experience with campus development project planning and execution within specified timelines.

Academic and Professional Qualifications

• M.A./M.Ed./M.Sc. degree
• Leadership certification or degree
• Relevant administrative and teaching credentials
• Minimum 5 years leadership role in an international school, (IB school leadership preferred).

Salary and Benefits

A multi-year, renewable contract with a competitive compensation and benefits package, commensurate with the responsibilities of the position, will be offered. The ideal commitment is to a six-year tenure at the school. The successful candidate will live in the Highlands (TPRA) site and commute to the Lowlands (KK) as necessary to support that community.

Application instructions are found on the final page of this announcement.
School Overview

History
Mt. Zaagkam School (MZA) is a unique, remote intercultural school in Papua, Indonesia. MZA is operated by Yayasan Pendidikan Tembagapura [YPT] under the sponsorship of PT Freeport Indonesia [PTFI], an affiliate of Freeport McMoran based in Phoenix, Arizona. The school is an independent, secular, co-educational, not-for-profit school that operates under licenses provided by the Indonesian Ministry of Education. The school provides education from Early Childhood to Grade 8 for the dependents of expatriate employees of Freeport McMoran, PT Freeport Indonesia, and its associated contractors. The language of instruction is English. There are two campuses: Kuala Kencana in the lowland jungles and Tembagapura in the highland mountains and cloud forest. The Tembagapura Campus (Tembagapura means "Temple of Copper") is located in the mountainous highlands at an elevation of 2000m. The campus was opened in 1972 when PTFI began its mining operation. The Kuala Kencana campus (Kuala Kencana means "Golden Estuary") opened in 1996 and sits in the rainforest near the town of Timika.

Mission
Ensure an environment of critical thinking, collaboration, and creativity that empowers all students to achieve their potential as lifelong learners in a global society.

Vision
An innovative school and community that exhibits continuous growth in response to current and future developments in education.

Core Values
Principled, Reflective, Open-Minded, and Caring.
Board of Directors/Governance
Under Yayasan Law in Indonesia, MZS is governed by a three-tiered board structure: the Board of Founders, the Board of Supervisors, and the Board of Managers. The Board of Managers is responsible for school operations and comprises the Head-of-School, the Principal, and an Indonesian Representative - Human Resources. MZS is a company-owned school and operates under Board Policies and Procedures approved by PTFI Management. The Head of School reports directly to the Chair of the Board of Supervisors.

The MZS Leadership Team is comprised of the Head of School, Principal - School-wide, Vice Principal – Tembagapura campus, and Vice Principal - Kuala Kencana campus. MZS has a distributed leadership model with shared responsibility for learning. A Curriculum Coordinator, an ICT Coordinator, a Counselor, and a Student Services Specialist support the Leadership Team.

Accreditation & Curriculum
MZS is accredited by the Western Association of Schools and Colleges [WASC] and authorized to offer the International Baccalaureate [IB] for the Primary Years Program. The next accreditation will be in early 2026 with a synchronized IB-WASC Self-Study Visit.

The SPK Accreditation from the Ministry of Education [MOE] is granted pending government revision to SPK regulations and criteria. The MOE has issued a Letter of Explanation on behalf of MZS pending the SPK review.

Academic Calendar
The academic year commences in early August and concludes in mid-June. The minimum number of student days is 180 business days, and the number of teacher days is 190 business days. Ten of the 190 teacher days are dedicated to professional development and teacher preparation. The school calendar is designed to maximize student learning and address the needs of remote living.
The Academic Program

Early Years
The Early Years Program nurtures and develops creativity, individuality, and a passion for learning. The program focuses on three fundamental domains: Physical, Social and Emotional, and Cognitive. Students explore their interests as they develop approaches to learning and connect with key domains of their development through well-designed experiences during extended periods of play. Click here for a more detailed review of the Early Years Framework.

Elementary
The Elementary Program at MZS recognizes the vital importance of building a strong foundation of learning. Conceptual learning is explored through transdisciplinary inquiry. Math and Language Arts build progressive skills, knowledge, and understanding. Authentic connections are made across subjects as students develop School-Wide Learning Outcomes (Approaches to Learning). Importance is placed on personalizing learning for students within the broad holistic framework of the International Baccalaureate (IB) Primary Years Program. This framework promotes the IB Learner Profile, builds student agency, and develops international mindedness.
Middle School

The Middle School Program is an exciting period of transition for students. A time when students build upon their strengths and continue to define their identity. They expand their capacities to learn, inquire, and engage in substantive dialogue around significant and life-worthy matters. The Middle School Curriculum emphasizes personalization of learning where students are challenged, supported, and inspired.

Student Support

Given its remote location, MZS has a restricted capacity to access specialist services for students who are learning challenged. The school supports students with learning, language, and social-emotional challenges; however, support is limited to mild-to-moderate needs only.

The Student Services Team promotes a Response to Intervention model. Procedures for referral and models of support delivery in a multi-tiered system of support are described in the Support for Learning Handbook. The Handbook outlines admissions policy and process, retention philosophy, diagnostic testing regimes, and a model for English Language Development.

Arts, Athletics & Extra-Curricular Activities

Students have access to numerous extra-curricular activities [ECAs] in the creative arts, STEM, and athletics. All extra-curricular activities are planned and taught by dedicated teachers and community members. These programs are designed to provide students with unique opportunities that extend and enhance their learning experience. Click here to view the ECA Guidebook. All Faculty have a professional responsibility to contribute to the extra-curricular program. The schedule for ECAs is facilitated by the Activities Coordinator and/or the PDHPE specialist. The ECA program aims to provide a range of student choices and supports a holistic education philosophy. Activities include Indonesian Sports Club, Competitive Swimming, Little Bucket Drumming, Hoop Dreams, World Languages Club, and many more!
Extended Study Program

The MZS Extended Study program is based on the philosophy of ‘learning beyond the classroom, “Plus est en vous – there is more in you than you think.” [Kurt Hahn]. Experiential learning beyond the classroom builds resilience, collaboration, and leadership. It also addresses issues of Humanity and the Environment as described in the OECD Sustainable Development Goals.

The Extended Study Program for September 2024 is called ‘Kakadu Dreaming’ and will involve hiking and camping in the World Heritage Kakadu National Park. ‘Kakadu Dreaming’ will be supported by World Expeditions in the Northern Territory, Australia. Curriculum connections will be linked to Biodiversity Conservation and Anthropology - Traditional Cultures.

Technology

The school has fiber optic provision. There is a Telekom Wireless Network and an FCX [Freeport] Wireless Network and ethernet with a bandwidth of 100Mbps. A BYOD program is in place for iPads, and company-provided Dell laptops are available for students in grades 3 and above. The school uses Seesaw and Google Classroom as learning platforms and Google Apps for Education are widely employed. ALMA is the school’s Information Management System.
The Community

Student-Body
The student body comprises students from 18 countries. The small student population is currently 87 students [Kuala Kencana has 11 students and Tembagapura 76 students]. The demographics of MZS demands, on occasion, a multi-grade structure to ensure a dynamic, social environment for learning. Since 2023, The Early Childhood has been a combined P3 and P4 class on both campuses. School-wide enrollment has increased by 10% this academic year.

Parent Organization
MZS has a PTA for each campus according to regulations outlined by the Indonesian Ministry of Education and bound by a set of common By-Laws. The PTA engages with the Yayasan as stakeholders and supports the school’s community-based nature. A representative from Kuala Kencana PTA is appointed to liaise with the TPRA PTA. A number of community groups have been established to engage in school improvement and development initiatives. These groups include Technology, Competitive Sports, Safety and Transport, and Campus Development. Some of the groups have combined representation from YPJ and MZS.

Faculty
The faculty currently comprises 25 internationally experienced and qualified expatriate teachers [5 teachers at KK and 20 Teachers at TPRA]. Six national faculty are employed to support the academic program including Indonesian Language and Culture, and administrative support [2KK and 3 TPRA].
The secretary in Kuala Kencana facilitates Government Relations with the Head of School. Under current Ministry of Education Laws, 30% of the Teaching Faculty and 80% of administrative staff must be Nationals to meet government regulations as a Satuan Pendidikan Kerjasama [SPK] school. These national percentages are currently under review by the Ministry of Education.

Professional Development
The Innovation and Learning Fund is designed to promote the exploration of innovative ideas and creative solutions to improve teaching and learning. Within the framework of the school’s continuous improvement program, Vision, and core learning strands, teachers may explore a host of opportunities for professional learning. Funds can be accessed annually by approval or accrued and accessed every second year. MZS promotes a range of professional development modalities: visiting consultants, online learning, and contextual school-based learning.

Commitment to Diversity, Equity, and Inclusion
The Yayasan shall have a transparent and clear recruitment process that seeks talented and qualified employees. The recruitment policy will uphold principles of Equality and Human Rights. YPT will provide equal employment opportunities and the Board will maintain and promote non-discrimination in all aspects of recruitment and employment of individuals. All actions and decisions shall be made without regard to age, race, color, religion, gender, national or ethnic origin, language, or disability. Employment will comply with relevant Indonesian Manpower regulations. Expatriate employment is subject to Indonesian government labor and immigration regulations.

Child Protection and Student Well-being
Mt. Zaagkam School [MZS] in keeping with its Core Values and Vision has adopted a Child Protection Policy to guide its staff and families in matters related to the health, safety, and care of children in attendance at the school. This policy is important to MZS and is sent to all those associated with the school annually to remind the community about this critical area. The MZS Child Protection Policy is based on international law and on the United Nations Convention on the Rights of the Child of which Indonesia is a signatory. As part of their overall educational programs and specific to their shared responsibility to educate children, protect them, and learn and grow in a safe environment, MZS provides age-appropriate lessons for all grade levels to help students understand personal safety, needs, and rights. They also provide parent materials and information sessions to help all stakeholders better understand the school’s programs and policy and annually train faculty to recognize and report issues of abuse and neglect.

Follow Mt. Zaagkam School to Learn More
The Campus

Facilities & Premises
The Kuala Kencana campus has a central office with an attached resource room, faculty lounge, faculty bathrooms and library. A covered sports hall with a kitchen, toilets, showers, and physical education storage occupies the rear of the campus. A lower elementary teaching room is connected to the library. There is a covered elementary playground facility and a junior elementary outdoor play space. A central rectangular building at the front of the campus houses an Early Childhood classroom and play space with associated toilets. Adjacent is a large Elementary classroom and an extensive Art-Maker Ed Classroom. Separated by an undercover entry are the science laboratory, Middle School classroom, Language-Bahasa Indonesia classroom, with a large music room and music storage at the end of the building. The Kuala Kencana campus is near the PTFI Sports Complex, which has a 50-meter swimming pool, tennis and squash courts, soccer fields, and basketball courts.

The MZS Tembagapura campus adjoins the national school campus - YPJ. The playground, front yard, and basketball courts are shared facilities. This campus is housed in a single building with secure and ID-activated entry doors. The front of the building houses administrative offices, resource storage, and a faculty bathroom. Adjacent is the faculty lounge and a functional kitchen. Elementary classrooms line one side of the main corridor.
The music room, Middle School classroom, science laboratory, library, art classroom, and Maker space line the opposite side of the main corridor. An Early childhood classroom and indoor play space are adjacent to the YPJ lower elementary. A semi-open indoor seating area is available for lunch and recess. The TPRA school is poised to embark on an exciting construction project that will culminate in a new, purpose-built facility for the Highlands community. A temporary site will be built first (target completion is January 2026) in which the MZS school will continue a vibrant learning program. The target completion for the new school facility is July 2027.

Environmental Sustainability
Modeling its SLOs, MZS is committed to lessening its environmental footprint. Therefore, all information about teaching & learning at MZS is being published electronically via their school website and campus communication platforms. Every effort is made to reduce paper consumption in their program delivery choices.

Living and Working in Papua
Papua, the largest and easternmost province of Indonesia, is a land of breathtaking natural beauty and cultural diversity. Its dense rainforests, rugged mountains, and pristine beaches are home to some of the world’s most unique and endangered species, making it a haven for biodiversity. Residents experience a deep connection to the land, with lush rainforests, towering mountains, and pristine coastlines shaping everyday life. Employment opportunities often revolve around industries like mining, agriculture, and tourism.

The Freeport-McMoRan Copper and Gold (FMI) mine in Papua, often called the Grasberg mine, is one of the largest gold and copper mines in the world. Located in the remote mountains of Papua’s Mimika Regency, the mine has been a significant economic engine for both the local region and Indonesia as a whole.
### Fast Facts

<table>
<thead>
<tr>
<th><strong>Year Established</strong></th>
<th>1972 TPRA (Highlands), 1996 KK (Lowlands)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accreditation Agency</strong></td>
<td>WASC/IB/Indonesian MOE</td>
</tr>
<tr>
<td><strong>School Type</strong></td>
<td>Privately owned by Freeport McMoran and its affiliate PT Freeport Indonesia</td>
</tr>
<tr>
<td><strong>Language of Instruction</strong></td>
<td>English</td>
</tr>
<tr>
<td><strong>Student Age Range</strong></td>
<td>3 to 14</td>
</tr>
<tr>
<td><strong>Total Enrollment</strong></td>
<td>87 (11 at KK, 76 at TPRA)</td>
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<tr>
<td><strong>Early Years Enrollment</strong></td>
<td>27</td>
</tr>
<tr>
<td><strong>Lower School Enrollment</strong></td>
<td>34</td>
</tr>
<tr>
<td><strong>Middle School Enrollment</strong></td>
<td>26</td>
</tr>
<tr>
<td><strong>Student Nationalities</strong></td>
<td>18</td>
</tr>
<tr>
<td><strong>Percentage Home Country Nationals</strong></td>
<td>Zero</td>
</tr>
<tr>
<td><strong>Percentage of Annual Student Turnover</strong></td>
<td>3%</td>
</tr>
<tr>
<td><strong>Average Class Size</strong></td>
<td>5 - 8</td>
</tr>
</tbody>
</table>
| **Student-to-Teacher Ratio** | Full-Time Teacher Equivalent [FTE]  
  – TPRA: 3.8 [1 teacher for 3.8 students]  
  – KK: 2.2 [1 teacher for 2.2 students] |
| **Number of Faculty** | 25 |
| **Faculty Nationalities** | 11 |
| **Percentage of Annual Faculty Turnover** | 5% |
| **Number of Board of Directors** | Three |
| **School Fees (2024 - 2025)** | N/A (Included as a benefit for PTFI employees) |
| **Annual Operating Budget and Currency** | 5.1 million USD |
Application Instructions

Dr. Glenn Odland, ISS Senior Leadership Executive, will serve as the lead consultant for Mt. Zaagkam School | Head of School search. He will be assisted by members of the ISS Leadership Search Team.

Interested candidates must apply through the ISS EDUrecruit portal ®.

Candidates new to ISS EDUrecruit® should register for an account to apply. Once logged in, you will be prompted to submit the following confidential materials on or before April 12, 2024, | 11:59 p.m. EST

- Cover letter expressing interest and qualifications for this Head of School position
- Current CV / Resume (please do not include your photo)
- Three confidential supervisory reference requests to your ISS EDUrecruit® profile from the last seven years, including one from your current post

Applicants are encouraged to apply as early as possible, as International Schools Services (ISS) and Mt. Zaagkam School (MZS) reserve the right to close the selection process at any time. If you require any assistance with the portal or have any questions, please contact execsearch@iss.edu.

ISS is committed to "Making a World of Difference" in the international education community. We are experiencing a catalytic moment in history and ISS has committed to addressing the systemic prejudices and biases in ourselves, in schools, and in organizations around the world. You can read more about our commitments here.

ISS has had a longstanding commitment to diversity, equity, inclusion, and justice (DEIJ).

Our screening process is strongly committed to all aspects of child protection and safeguarding. Applications will be thoroughly and rigorously screened.

International Schools Services (ISS) reserves the right to withdraw an applicant's candidacy if supervisory references are not provided and/or if information surfaces that may suggest the candidate is not suitable to progress in the process.

Hiring is contingent upon a successful background check, medical clearance, and work visa approvals.