



## **POSITION SUMMARY:**

**Job Title:** Associate Curriculum Lead, Social-Emotional Learning

**Location:** Based in Mumbai (may require limited travel outside Mumbai)

**Employment Type:** Full-time, 6 days a week (with two-term breaks)

**Reporting to:** SEL Curriculum Lead

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## **ABOUT APNI SHALA**

Apni Shala was co-founded in 2013 with a vision “to build social and emotional competencies among individuals to constructively engage with society and have a harmonious coexistence”. Our approach to Social Emotional Learning (SEL) is informed by the Collaborative of Academic Social and Emotional Learning Framework (CASEL, USA), Narrative Practices, Diversity & Inclusion, Constructivist Learning Theory, and Mindfulness. The foundation is funded by grants and donations from individuals and institutions. To know more about our work, watch [The Apni Shala Story](#).

## **WHAT WE ARE LOOKING FOR**

- Deep commitment to work towards wellbeing and SEL of students and other stakeholders
- Ability to adapt and respond to difficult and uncertain circumstances
- Spirit of collaboration and trust in working with and supporting a team
- Inclination and openness to continuous learning, feedback and growth
- Ability to engage with and solve for inequity and exclusion with compassion
- Commitment to one’s own social emotional development and healing
- Ability and willingness to step in for responsibilities above and beyond the assigned role
- Interest in working with government / low-income schools

## **ROLES AND RESPONSIBILITIES**

**Please note:**

- At Apni Shala, the curriculum includes content, pedagogy, and assessment. Since Apni Shala’s SEL grade-wide content has been in the making for the last ten years, the SEL Curriculum team’s focus is on strengthening SEL facilitation, team’s development, and enhancing assessment practices, with need-based content revision.
- We also believe that all support team members must continually build their contemporary understanding of how our students and schools are experiencing and responding to the SEL engagements. Hence, facilitation with students is part of all team members’ roles.

## **SEL-aligned Support and Development**

- Co-design and co-execute SEL-based personal and professional development (online and/or

in-person) for Apni Shala team, schools and partner organizations (within and outside Mumbai)

- Model high-quality SEL facilitation for team members, and invite them into sessions for observation.
- Observe / co-facilitate SEL sessions and work with the SEL facilitators/teachers for their professional growth in understanding and facilitating the curriculum better
- Support teacher-partner with SEL-aligned academic facilitation with resources in alignment with state / central board academic curriculum.

### **SEL-aligned Curriculum (Content, Pedagogy Assessment) Enhancement**

- Review and revise existing SEL Programmes curriculum based on Apni Shala aligned philosophies, latest research, and team's feedback (this includes and is not limited to, Narrative Practices, Mindfulness, Constructivist Learning Theory, and Diversity & Inclusion).
- Develop curriculum resources, resource banks and tools to support SEL facilitation.
- Work with multiple teams to review and revise SEL evaluation framework and resources (baseline, formative, etc)

### **Supervision and Team Development**

- Lead and supervise team members throughout the year to ensure achievement of individual and departmental goals, including monitoring- facilitator attendance, punctuality, review of lesson plans, assessments, session observation, teacher observation, caregiver engagement programme, school campaign follow-up, peer review, and feedback.
- Participate in the performance management processes for team members.

### **SEL facilitation and enhancement**

- Planning and preparation
  - Demonstrate knowledge and skills for SEL content and pedagogy
  - Plan and design sessions to impact students' social-emotional learning in alignment with the Apni Shala curriculum
  - Actively research and enrich facilitation skills through contemporary research in SEL and mental health
- SEL Facilitation with students
  - Facilitate SEL curriculum with students in partner schools/organizations
  - Effectively use mediums of art, drama, stories, games, etc to engage Students in learning following the framework provided in the curriculum
  - Establish a safe, respectful learning environment for all students
  - Establish effective classroom procedures (transitions) and help support SEL-aligned student behavior.
  - Conduct assessments of outcomes for all students from assigned groups and schools.

- Facilitate 1:1 student check-ins with all students across the term
- Partner with counselors to support students with counseling/therapy needs and facilitate the process
- Support and participate in the continuation of students' learning by substituting in across the partner schools as per the need.
- Plan and/or facilitate SEL sessions during summer and winter breaks at partner sites
- SEL in the ecosystem (within and outside partner schools)
  - Facilitate SEL implementation within the school ecosystem, including but not limited to, teacher engagement, co-facilitation with partner teachers, caregiver meetings, community projects and school campaigns for assigned classrooms/partners
  - Strategize, strengthen and deepen partnerships with assigned schools or partners.
  - Work with school teachers on SEL-aligned academic learning for students of your grades/groups
  - Visit students' homes/communities to build relationships and understanding context of students and families
  - Facilitate educators' professional development on SEL and mental health awareness
  - Advocate for SEL and Mental Health in all spaces
- Whole-school activities
  - Facilitate and co-plan with the team to execute monthly and end-of-year school events with the school teams such as Mental Health Day, school annual day, etc.
  - Plan, coordinate, and execute of impact evaluation process for students and the ecosystem for respective schools
  - Support the SEL Programmes team in the assigned school with school-related schedules, information, and other insights for effective and timely delivery of SEL Programmes (with students and in the ecosystem) and provide them with on-field support.
- Other Responsibilities
  - Assess the school's need for volunteers and coordinate with the volunteer support team.
  - Invite, guide, and/or manage volunteers assigned to the student groups.
  - Build meaningful relationships with class teachers and other school stakeholders for programme enrichment
  - Document all sessions by regularly recording attendance, photographs, session proceedings, etc in the formats/software provided.
  - Create reports on the progress of groups assigned to you, including but not limited to curriculum updates, attendance, assessments, caregiver engagement, campaign activities, and teacher engagement, and present them to the team.

## Self and Peer Professional Development

- Work towards personal and professional development (PD) goals of self and peers by active participation in organizational PDs and other relevant workshops/courses or reading and researching relevant themes, co-planning, and collective work
- Participate in supervision meetings facilitated by your supervisor to build a practice of reflection and personal and professional development.

## Organisational Development

- Participate in resource mobilization, fundraising, advocacy, communications, culture building, and other related activities as guided by the organization.

## QUALIFICATIONS, SKILLS AND ABILITIES

- 4-6 years of relevant work experience (which includes a minimum of 2 years of curriculum development/ trainings and 2 years of experience with design and facilitation/teaching with students)
- Graduation in Education or Psychology
- Builds and nurtures relationships with adult stakeholders (principals, teachers, parents, etc), particularly in government school settings
- Ability to design and facilitate learning with adults
- Strong oral and written communication skills in English and Hindi / Marathi
- Fluency in using Microsoft Office, Google Apps (Drive, Docs, Sheets, Slides)
- Problem-solving skills, ability to analyze needs and craft possible solutions, and recommend actions
- Report writing skills
- Basic fluency in making data-based decisions (eg: reading attendance, programme progress data)
- Willingness and ability to contribute beyond one's role to organizational development
- Ability to travel across Mumbai and occasionally outside Mumbai within the country
- Works towards the Apni Shala vision and goals with a sense of responsibility towards the commitment made to our students, communities, and schools
- Ability to resolve conflicts in difficult situations with a recognition of other's emotions
- Understand the diverse backgrounds that others come from and make responsible decisions keeping in mind the impact of it on their behaviors and outcomes

## APPLY NOW

Send your resume and cover letter by email to [hr@apnishala.org](mailto:hr@apnishala.org) and [pranali.p@apnishala.org](mailto:pranali.p@apnishala.org). Please mention "**Application for Associate Curriculum Lead**" in your subject line. In your cover letter, tell us why you would like to work with Apni Shala in this role. For more about Apni Shala, please visit Apni Shala online at [www.apnishala.org](http://www.apnishala.org) | [apnishala.wordpress.com](http://apnishala.wordpress.com) | [facebook.com/apnishala](https://facebook.com/apnishala).