

RECRUITMENT HANDBOOK

Kyoto International School

Inspiring Active Learners, Developing Global Citizens



Welcome to KIS!

Kyoto International School is a creative and innovative school with over 60 years of history. At the core of our values we look to inspire active learners and developing global citizens. As a prospective teacher at KIS, we hope this resonates as much with you as it does with the students .

Kyoto International School is in the heart of one of the world's best known cities. Our students are readily able to access the city's cultural richness, historical traditions, and modern innovations. It is an easy city to live, very bike friendly, and surrounded by culture and the great outdoors.

What we are proud of at Kyoto International School is our community. Our students, teachers and parents work together to ensure our school is safe and secure, provides quality education and encourages lifelong learning. The small, intimate size of our classes enables us to know our students and families well. We encourage inclusion, open communication and mutual respect.

Our curriculum is significant, meaningful, engaging and challenging. The International Baccalaureate's (IB) Primary Years Programme provides the framework to develop the thinking, communication, social, self-management and research skills our students need for success in the 21st century. In the Middle School/High School we are a candidate school for the Middle Years Programme from the IB. We endeavour to nurture the whole child: cognitively, physically, emotionally and socially. Our students are encouraged to take action as a result of their learning, either on a personal level or with a wider community.

We do believe in 'Inspiring Active Learners and Developing Global Citizens' and this is part of the fabric of our community. We are dedicated to student learning , and in everything KIS does, that is our starting point.

We look forward to welcoming you to our community.

A handwritten signature in black ink, reading "M. Taylor".

Michael Taylor
Head of School

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Commitment to Child Safety

At Kyoto International School, the Executive Board, in keeping with the KIS core values and mission statement, has adopted a [Child Safeguarding Policy](#) to guide our staff and families in matters related to the health, safety and care of children in attendance at our school. The KIS Child Protection Policy is based on international law and on the [United Nations Convention on the Rights of the Child](#) of which Japan is a signatory. The two key articles we wish to draw your attention to are:

Article 19 - Protection from abuse and neglect

The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse and the treatment of victims.

Article 34 - Sexual exploitation

The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography. By enrolling your child at Kyoto International, you agree to work in partnership with the school and abide by the policies adopted by the Executive Board.

It is for this reason that we have endorsed a Child Protection Policy that defines the standards by which all students should be treated with respect and dignity at all times.

The KIS Child Safeguarding Policy:

As part of our overall educational programs and specific to our shared responsibility to educate children, to protect them, and to learn and grow in a safe environment, Kyoto International School will:

- Provide age appropriate lessons for all grade levels to help students understand personal safety, needs and rights.
- Provide parent materials and information sessions to help you better understand our programs and policy.
- Annually train faculty to recognize and report issues of abuse and neglect.

We will work together with you at home to ensure that our children are safe and are knowledgeable about their rights and responsibilities to themselves and to each other so that they can grow and learn free of fear in a safe and supportive environment. I thank you for your support of our efforts and invite you to contact your school principal regarding any specific questions you may have in this regard.

School Mission, Vision, and Values

Vision

Inspiring active learners, developing global citizens

Mission

In our community we foster passionate, collaborative, and internationally minded individuals through an engaging and supportive education.

Core values*

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| Balanced | We use effective time management so we don't do too much or too little of anything which keeps us happy, healthy, learning and having fun. | (Grade 4) |
| Caring | We believe that caring is helping people. We like to share and care for others in our school, local and global community. This benefits everyone in a positive way. | (Early Years 1) |
| Communicators | We are good listeners who use different modes of communication to get our message across. This allows us to collaborate with people from varying backgrounds. | (Grade 1) |
| Inquirers | We make discoveries by asking questions, using strategies to problem solve and making connections to our prior learning. We challenge ourselves by researching, testing, reflecting and modifying. | (Grade 2) (Grade 3) |
| Knowledgeable | We build on our knowledge by being curious, which leads to answers, and then using this knowledge to solve problems. | (Grade 2) (Grade 3) |
| Principled | We take responsibility for our actions and lead by example. We understand and respect other people's ideas. | (Grade 8-9) |
| Open Minded | We respect and understand others and their unique cultures. We are open minded and accept others as different individuals with diverse opinions. | (Grade 6-7) |
| Reflective | We think about yesterday, today and tomorrow. We make informed decisions on our future actions and experiences. | (Early Years 2) |
| Risk Takers | We are brave when facing new experiences and challenges. We are committed and persevere | (Early Years 3) |
| Thinkers | We creatively and critically think of ideas and perspectives to explore, analyse and develop our learning skills. | (Grade 5) |

**The Core Values were developed from the IB Learner Profile traits. Each KIS grade level undertook a vision activity for a trait and developed these KIS definitions.*

School History

Late in 1957, when the American School located on the Botanical Gardens Army Base closed, missionary families were forced to consider alternative options to educate their children. Doug Muir, the son of missionaries living in Kyoto, became one of the first students of what is now called **Kyoto International School**. Doug's mother decided to homeschool him, his best friend, along with one other student. Classes were held in a vacant bedroom in their family home. The following year, their large 2 story house on Ichijo-dori was turned into a day school (*Kyoto Christian Day School*) and a full time teacher was hired. By the 1958/59 school year 28 students were enrolled between Grades 1-8. The student body consisted of children from missionary homes as well as families visiting Kyoto for special studies.

The name changed to **Kyoto International School** in 1966.

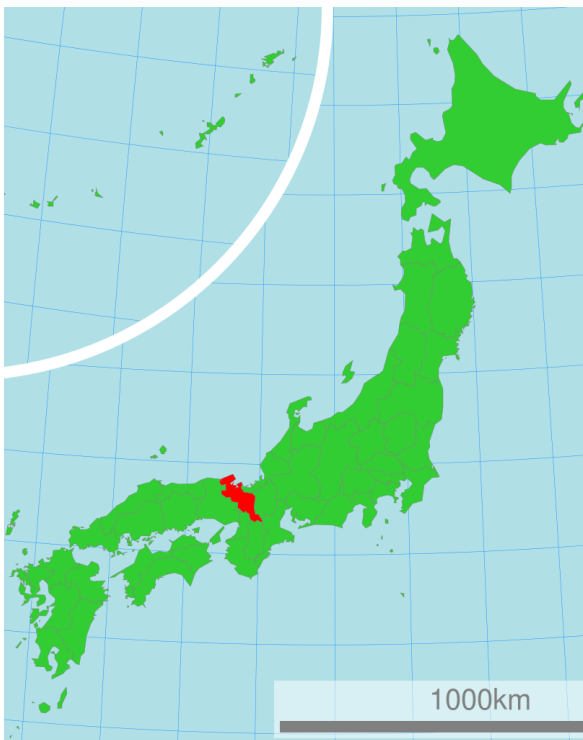
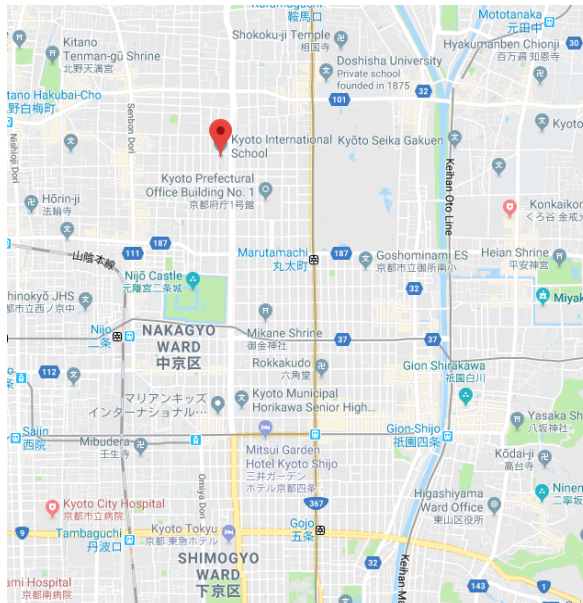
Since then the school has moved into various locations in Kyoto. We have been at our current location in Kamigyo-ku since 2002. This location is right in the heart of Kyoto, conveniently located near subway lines and bus stops. We are a short walk away from several UNESCO world heritage sites; Nijo Castle and the Imperial Palace.

- 64+ years of history
- Only PYP International Baccalaureate school in Kyoto city
- 60% international students from 24 different countries
- Approved as Gakko Hojin since 2007
- Accredited by WASC
- Membership phase of CIS
- Member of Japan Council of International Schools, EARCOS, WIDA



School Location

Our location is right in the heart of Kyoto, conveniently located near subway lines and bus stops. We are a short walk away from several UNESCO world heritage sites, Nijo Castle and the Imperial Palace, museums, sleepy old fashioned streets, modern shops, and daily needs. Kyoto is an incredibly bike friendly city, with various trails, wide riding areas, and clearly marked roads.



School Structure/Classes

The school is led by the **Head of School (HoS)**, who in conjunction with the **Board Chair** and the executive board, make the final decisions about the management of the school.

The school is supported by a **Head of Learning (HoL)** and a **Middle School Coordinator** who guide teaching and learning. Along with the HoS this is the Educational Leadership Team (ELT)

The school **Business Manager** is responsible for finances and facilities and supported by an **ICT & Marketing Director**. Along with the HoS and the HoL these roles make up the Senior Leadership Team (SLT)

KIS is divided into 3 separate divisions. Each class is a stand alone class with one **homeroom teacher**. Early Years classes have a **full time assistant**. Middle School/High School has a homeroom and offers 8 subjects. The school has a variety of specialist teachers, Japanese, Music, PE, and Visual Arts.

- 1) PYP Early Years (max 16 students in a class)
 - a) Pre-K (3/4 year olds)
 - b) Kindergarten (5 year olds)
- 2) PYP Primary (max 22 students in a class)
 - a) Grade 1
 - b) Grade 2
 - c) Grade 3
 - d) Grade 4
 - e) Grade 5 (PYPx)
- 3) Middle School (max 24 students in a class)
 - a) Grade 6,
 - b) Grade 7
 - c) Grade 8
 - d) Grade 9

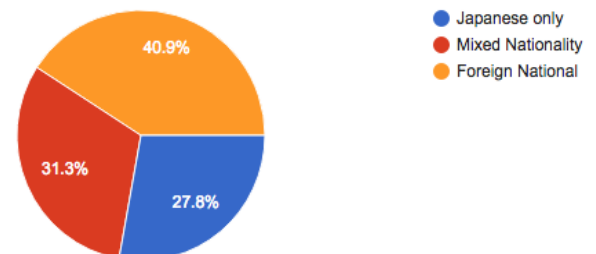


What nationality are you?

115 responses

The population of the school currently stands at 109 (as of June 2021).

The student demographics (as of 2021)



Classrooms at KIS are large, bright, and well maintained. The classrooms have AC in the summer and heaters in the winter, plus plenty of natural light and storage. Each classroom is equipped with audio visual resources and campus wide wifi. Our library is well stocked with classic and modern books for a variety of ages. The gym doubles as our theatre and large meeting hall when necessary.

Approaches To Teaching (ATT) at KIS

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| Based on inquiry | <p>KIS teachers are able to undertake personal inquiry, reflection and action to inform their practice:</p> <ul style="list-style-type: none"> ❖ reflect on and apply their own inquiry experience to the design of inquiry-based learning and teaching in the classroom ❖ identify their own professional learning needs and engage in relevant development experiences ❖ critically engage with professional literature and experiences to reflect on and refine learning and teaching ❖ demonstrate creative and flexible problem solving in their practice. |
| Focused on conceptual understanding | <p>KIS teachers are able to build/develop conceptual understanding within and across subjects:</p> <ul style="list-style-type: none"> ❖ know how learning within disciplines/subjects progresses ❖ design learning around transdisciplinary and disciplinary concepts aimed at deepening students' understanding of complex ideas ❖ integrate transdisciplinary and disciplinary concepts, knowledge, and skills in a way that supports a coherent learning experience for students ❖ provide opportunities for students to make connections and transfer learning to new contexts and across subjects ❖ use key concepts as a tool for inquiry. |
| Developed in local and global contexts | <p>KIS teachers are able to design inquiries using local and global context:</p> <ul style="list-style-type: none"> ❖ identify appropriate contexts and examples for learning that have meaning and relevance to individuals and groups of students ❖ understand that situating learning in global contexts supports students' understanding of human commonalities (for example, through transdisciplinary themes) ❖ design curriculum that reflects the heritages, languages and cultures of students and other members of the learning community ❖ support students to initiate and engage in their own inquiries ❖ promote student reflection and action in response to their |

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| | learning. |
| Focused on effective teamwork and collaboration | <p>KIS teachers are able to build and maintain collaborative relationships:</p> <ul style="list-style-type: none"> ❖ establish, engage and maintain collaborative relations that support the wellbeing of the learning community ❖ use networks including social media to appropriately build and develop relationships that support one another ❖ negotiate ideas and understandings with colleagues and other members of the learning community ❖ Provide opportunities for student collaboration. |
| Designed to remove barriers to learning | <p>KIS teachers are able to foster supportive environments that remove barriers to learning:</p> <ul style="list-style-type: none"> select teaching approaches, resources, technologies, learning and assessment activities that are inclusive and effective for diverse students support student innovation and creativity through a cycle of inquiry-action-reflection provide and maintain an environment within which students feel safe (physically, culturally, socially, emotionally) to be responsible for their own learning make thoughtful use of resources—time, people, places, spaces and physical materials—to develop flexible and diverse approaches to learning and teaching use technology to extend when, where and how learning takes place. |
| Informed by assessment | <p>KIS teachers are able to utilize assessment to inform learning and teaching:</p> <ul style="list-style-type: none"> demonstrate through their practice that assessment is integral to learning and teaching plan for balanced and effective assessment that monitors, documents, measures and reports on learning analyse and utilize assessment data and evidence to reflect on and evaluate the effectiveness of teaching and learning support the capability of students in assessing their own learning provide feedback to others and feedforward to next steps contribute to and support the assessment culture within the learning community. |

Conditions of Employment

At KIS we offer a locally competitive salary with good benefits. Our salary scale is not published but is available after initial interviews.

Benefits for Teachers

- Housing allowance
- Housing set up costs (for international hire)
- Transportation allowance from point of origin
- Yearly travel allowance (for international hire)
- Baggage allowance (for international hire)
- Commutation fees
- Japanese social insurance
- Japanese labour insurance
- Health Care Subsidy
- Retirement bonus
- Tuition waiver for children (excluding fees)

Please note: all benefits in Japan are considered Taxable Income.

Wages and allowances

Salary Scale Placement

A contract employee's placement on the salary scale shall be determined according to the nature of employee's duties, work experience, academic credentials/degrees, and working conditions.

An incoming teacher with three full years or less of full-time experience in teaching the grades for which he or she is qualified will start at Step 1 of the teacher's scale, and an incoming teacher with more than three full years of experience in teaching will start at either of the following steps according to such teacher's work experience;

More than a full 3 years and up to 5 years will start at Step 2;

6 to 7 years will start at Step 3;

8 to 9 years will start at Step 4;

10 years or more will start at Step 5, the highest step for an incoming teacher regardless of experience.

Masters: plus 1 step

Doctorate: plus 2 steps

Change in Salary Scale Placement

In principle, a change in placement on the salary scale takes place each August.

The salary scale expresses a policy which the Board expects to follow in fixing salaries, but it is not a contract between the employees and the Board. The Board will make every effort to maintain the scale, but reserves the right to make any additions, reductions, or other wage changes deemed appropriate. The Board shall review annually all scheduled wages and individual wages not on the scale.

Commuting Allowance

A commuting allowance is an amount of money that the School pays to employees, in accordance with separately prescribed standards outlined in the ROE - Benefits, for commutation to work.

Kyoto City Tax

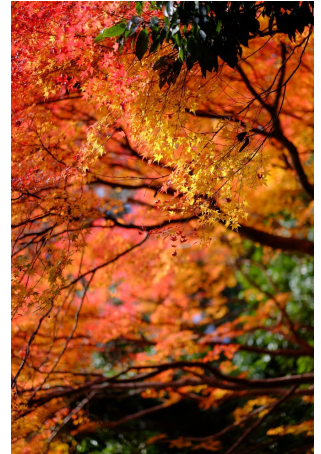
City tax comes off each paycheck. However, the way the city tax works in Japan, you don't pay any city tax your first year. The taxes start from year 2 and then you are paying the previous year's tax. When you leave Japan, you will be asked to pay the entire year up front. This is taken off your last paycheck.

Child-Safeguarding

All incoming international hires will need to submit a police clearance check from the outgoing country of residence. All offers of employment may be rescinded if these checks show any signs of criminal or illegal activity.

Living in Kyoto

Kyoto is an incredibly easy city to live in. It is the cultural heart of ancient Japan and one of the most popular tourist destinations in the world. There are walking trails, [hiking](#), and it is a very easy city [bike](#). The city has excellent [subways and buses](#), access to shopping and all daily needs, and has a major train station that can get you anywhere in Japan. Kansai International Airport ([KIX](#)) is also close by (75 minutes by train or bus). Due to its small size and easy to navigate grid layout, Kyoto is a wonderful city to explore, filled with old style [Kyo-Machiya](#) houses, sleepy [alleys](#), great cafes and shops, museums, festivals, nightlife, and so much more.



Cost of living

Kyoto is comparable to other cities in Japan. Please see this link for more updated prices: <https://www.numbeo.com/cost-of-living/in/Kyoto>

Housing

Housing in Kyoto is generally well maintained and modern. KIS apartments are chosen for their location to the school and quality of the facilities. White goods (air conditioner, fridge, stove top, etc) are provided by the school. Furniture and living needs are the responsibility of the employee.

Culture

Kyoto is the cultural center of Japan. It was the former seat of the emperor and birthplace of haiku, tea ceremony, ikebana, etc. Every summer millions attend the Gion Festival. There is never a shortage of things to do.

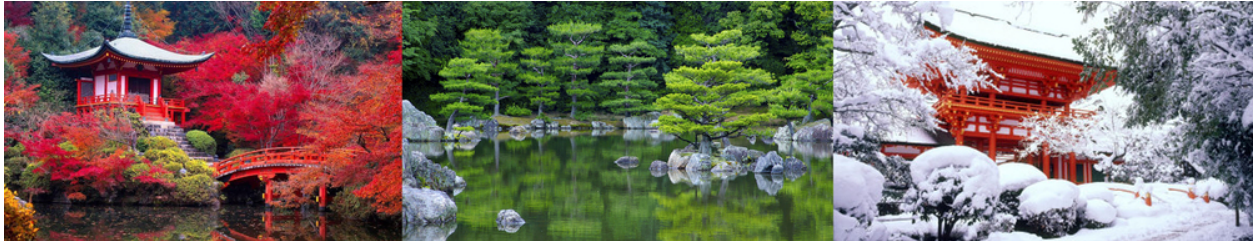
www.insidekyoto.com / www.kyotoguide.com / sharing-kyoto.com

Travel

KIX (Kansai International Airport) is close by and allows easy access to any major airport in the world. Itami airport (Osaka) for domestic flights is less than one hour away. The Shinkansen also comes through Kyoto station. Osaka is a 30 minute train ride, and Tokyo is just over 2 hours.

Climate

Kyoto has 4 distinct seasons. The summers are very hot and humid, the winters are cold. Snow occasionally falls. In spring the city is blanketed with Sakura (Cherry Blossoms) and in the fall it is bright red, yellow, and orange with the changing leaves.



Teacher Testimonials

"KIS is my home away from home. Knowing that co-workers, students and parents care about each other really means something, especially when your family is far away."

-Rachel Couture, Grade 2 Teacher-

"I started my teaching career at KIS. The school really helped me to grow as a PYP teacher because of it's small size. I felt that I had room to explore and take risks while receiving high support. The school strives to keep student learning at the core by constantly developing a challenging and engaging curriculum."

-Nana Hayashi, Grade 4 Teacher-

"KIS is a brilliant place to work, learn and grow. Two years in various roles, (teaching assistant, librarian, admissions officer and parent), have given me an opportunity to contribute joyfully to a small but vibrant educational community. KIS is a school with heart. I especially appreciate the visionary leadership and commitment to core values that resonate strongly with me: 'KIS community members are open-minded, thinkers, independent, and compassionate'. Our family must return home after this year, but I will take away overwhelmingly positive memories."

-Anna Wilde, Library and Admissions Officer, Parent-

Social Media

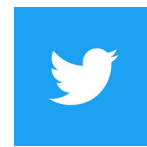
Follow us and check out the learning and community! Click on the badge to be redirected.



www.kis.ac.jp



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