

An abstract graphic composed of various shades of blue and green, resembling watercolor or ink splatters, with some yellow highlights. It forms a horizontal band across the middle of the page.

iSS INTERNATIONAL
SCHOOLS SERVICES

Making a world of difference

Head of School
Hokkaido International School
Sapporo, Japan

DEADLINE: WEDNESDAY, MAY 15th, 2019

Introduction

Hokkaido International School is a private (secular), coeducational day/boarding school offering an American-style education from early years to high school for students of all nationalities. HIS was founded in 1958 and remains the only international school on the island of Hokkaido, Japan. The school is accredited by the Western Association of Schools and Colleges and is a member of the Japan Council of International Schools (JCIS) and the East Asia Regional Council of Overseas Schools (EARCOS). English is the language of instruction.



Foundational School Statements

VISION STATEMENT

Mindful leadership and learning through academic pursuit, character development and global engagement.

MISSION and LEARNING STATEMENT

At HIS we believe in:

- global engagement
- growth for all
- repeated positive struggle
- the need for lasting connections between knowledge, skills, and understandings
- experiential learning
- learner-centered experiences
- character-rich environment

Learning Outcomes - Based on the school mascot, the Husky.

H.U.S.K.I.E.S. are:

Honest learners and leaders
Understanding collaborators
Solution creators
Knowledgeable thinkers
Internationally minded citizens
Effective communicators
Socially & personally responsible

Curriculum

Learning at HIS takes place in multi-age settings from Early Years (ages 3 & 4) through Grade 12. The current HIS Niseko campus is from EY to Grade 6. The Early Years program uses the Reggio Emilia inspired approach, in which children, through teacher guided "provocations" inspire students to curiosity, creative play, expression and questioning. At the elementary level the core of the curriculum is defined by the International Primary Curriculum (IPC). The middle school follows the International Middle Years Curriculum (IMYC). At the high school level, HIS offers a Western-style, differentiated curriculum giving students the option of taking courses at Developing, Standard, Honors, or AP levels. Starting in 2017, HIS added the AP Capstone program as a culminating experience for academically eager high school students. HIS operates on a rotating block schedule.

ENGLISH LANGUAGE LEARNING

The ELL department at HIS supports student English language needs from the elementary to high school, using a variety of support methods, including a stand-alone ELL class for middle and high school students, individual pull-out supports, and push-in, co-teaching supports for classroom and core subject teachers. Starting in 2018, HIS adopted the WIDA assessment and framework to test and monitor students' English language learning. Student English language ability is considered in determining admission to HIS, but the curriculum supports students at a wide range of English language levels.

Early Years

REGGIO EMILIA APPROACH AT H.I.S

Considering that the Reggio Emilia Approach views every child as unique, every learning environment will also be unique. At HIS teachers believe a child is a curious, capable unique human being developing socially, emotionally, (*spiritually, heart-centered) physically and cognitively.



Children learn by using all of their seven senses through observing, questioning, problem solving, trial & error, exploring and interacting with materials and people around them. Meaningful play is the inquiry work of a child and the context where all of this happens.

We believe it's important to work in partnership with parents to help children make meaningful connections as they continue to be curious, passionate, life-long learners. EY teachers aim to provide provocations to help promote the learning and growth of a child. Keeping in mind that children express themselves in multiple ways, teachers take time to observe children in their learning and the way they are expressing it (play, movement, body language, speaking and listening, facial expressions, drawing, painting, interactions with materials, social interactions, etc.)

Elementary School

Elementary instruction at HIS follows the [International Primary Curriculum \(IPC\)](#). The IPC programme is based on thematic inquiry and is flexible and adaptable to children’s learning needs and interests. The subjects of geography, history, science and international mindedness are taught in integrated units.

Mathematic instructions is guided by a Singapore Maths approach and is aligned to the Common Core. Language Arts instruction is guided by the Columbia College Reading and Writing Units. Students take part in specialist classes including music, art and PE.

For the elementary years, there are three mileposts. Milepost One comprises Grades K and Grade 1. Milepost Two includes includes Grades 2 and 3. Milepost Three includes study for Grades 4 and 5. The Niseko campus currently has 2 Mileposts. Milepost One consists of Grade K-2 and Milepost Three consists of Grade 3-6.

Teachers from Sapporo and Niseko work together in collaboration meetings once a week. Collaboration enables discussion of teaching and learning ideas and alignment of curriculums.

Middle School

Hokkaido International School’s commitment to multiage instruction continues in the middle school years through the integrated units of the International Middle Years Curriculum (IMYC). Grade 6 students are taught separately in order to better transition students from elementary to middle school, and Grades 7-8 students are taught in a multi-age classroom.



The IMYC provides interdisciplinary units on a three-year rotation in Language Arts, Social Studies, Science and Visual Art. Each unit also provides instructional connections for integrating aspects of music, physical education and mathematics (note that mathematics is not multi-aged). Many Middle School courses can be taken at an Honors level.

In addition to their academic coursework, middle school students take a foreign language course—Japanese or Spanish—or an additional ELL course depending on their language needs. For most of the school day, ELL students are mainstreamed into core academic courses, with push-in support provided by the ELL department. Students also take electives including visual art, choir, dance, jazz band, design, and keyboard.



High School

In the high school, the curriculum is designed with the diverse range of learning and English language needs of our students in mind. Students are offered a wide range of course options as well as options within courses to approach the content at different levels of rigor-- including Developing, Standard, Honors, and AP levels.

LANGUAGE ARTS AND SOCIAL STUDIES

Students are taught in two multi-age groups in Language Arts and Social Studies classes. Grade 9-10 students complete a two-year cycle including Ancient Civilizations and Ancient Literature, followed by Modern World History and Modern Literature. Students are given the option of taking the AP World History exam in 10th grade.

For Social Studies credit, Grade 11-12 students have the option of taking AP Human Geography, U.S. History (with an AP option), or AP Psychology. For Language Arts, students have the option of taking an 11-12 Literature course in which students design their own individualized reading and learning program or participating in the AP Capstone Seminar and Research series.

In Language Arts and Social Studies classes, ELL students are supported through push-in and co-teaching methods in their mainstream classes.

SCIENCE AND MATH

All 9th grade students take a fundamentals course called the Nature of Science. After this course, 10-12 grade students have the options of taking standard level courses in Biology and Chemistry (offered on a two-year rotation) or AP Physics, AP Environmental Science, and AP Biology (offered in rotation).

In math, students will enter into the appropriate course based on their incoming math skills in the following sequence: Algebra, Geometry and Trigonometry, and Algebra II. After completion of Algebra II, students may take Precalculus, Practical Math, and/or AP Calculus.

OUTDOOR EDUCATION AND ELECTIVES

All high school students participate in two outdoor overnight trips throughout the year. Additionally, students may opt to take a 9-10 grade Outdoor Education class or an 11-12 grade Outdoor Leadership class.

High school students must gain two language credits through the study of Japanese, Spanish, or if required, an additional block of ELL support. Students also have the following elective options: Publications, Visual Art, AP Art, Choir, Dance, Keyboarding, Jazz band, Design, and P.E.

The School

HISTORY

Hokkaido International School was established in 1958 when 12 children from five missionary families were left without a school after the local U.S. military school closed and the military families departed.

It opened a new building at a location closer to Sapporo in 1962, and selected the Husky mascot and school colors of kelly green and white. A gymnasium was added three years later with the help of the U.S. government.

Enrollment grew to 70 by the early 1970s. The school was accredited by the Western Association of Schools and Colleges (WASC) in 1982, and starting in 1988 added a high school program by enrolling one grade per year, beginning with 10th grade.

In the early 1990s, HIS, with the cooperation and assistance of the city of Sapporo and the prefecture of Hokkaido, developed plans for a new school in the Hiragishi area of Sapporo. HIS moved to this new and present facility in the fall of 1995, with an enrollment of approximately 120 students. The new campus included a dormitory to house 20 students.

HIS celebrated its 60th anniversary in 2018 with an enrollment of 170-200 students from over twenty countries. In 2012 HIS opened a branch school in the mountain resort town of Niseko, and in 2018 opened a second dorm at its Sapporo campus, bringing its total boarding capacity to 40 students.

Today HIS has a total enrollment of approximately 200 students and a full and part-time faculty of 31 teachers from Australia, Bulgaria, Canada, Japan, New Zealand, Peru and the United States.



LOCATION

The HIS Sapporo Campus is situated in a moderately populated residential/school district in Hiragishi in the Toyohira Ward of Sapporo. With Sumikawa subway station located only a 5-minute walking distance away, accessibility is good.

Summer is relatively cool, and not as humid as most other parts of Japan. Winter is fairly cold with average temperature ranging from 0 to -8 degrees centigrade in January and February. Sapporo has an average snowfall of five meters in winter.



HIS Niseko (branch of Hokkaido International School established in 2012) is located in Shiribeshi Subprefecture, Hokkaido, approximately two hours from Sapporo by car. A mountainous ski resort area, it snows heavily in Niseko, and it is renowned for powder snow.

The distance between Sapporo and Niseko campus is about 90kms. Possessing a driver license will facilitate more frequent administrative visits between campuses.

FACILITIES

The Sapporo campus features a main classroom/administration building, a dormitory, and an outdoor sports field. The main building includes administrative offices, Early Years through 12th grade classrooms, a science lab, library, computer lab, music and art rooms and gymnasium, as well as common use areas. The multi-purpose room (MPR) on the first floor includes a small stage and is used for student groups and presentations to small groups. A second, full-sized stage is located in the fourth-floor gymnasium.

The dormitory is located next to the main building and can accommodate up to 40 students (20 girls and 20 boys) and also includes a common area and large kitchen.

HIS Niseko provides smaller scale classrooms for Early Years through 6th grade students, and a common use area.

STUDENTS

HIS currently enrolls a total of 203 students, with 28 of those in the Early Years through sixth grades at the Niseko campus and the remaining at the Sapporo campus, consisting of ten in the Early Years program, 65 in the elementary grades (K-5), 30 in the middle school (6-8) and 70 in high school.

HIS students hail from 16 different countries, with 65% percent from outside Japan. Twenty-seven HIS high school students are participating in the residential (dorm) program.

FACULTY

HIS has 23 full-time and eight part-time teachers who teach Early Years through 12th grade. The upper school has 13 teachers, six of whom share time in elementary. HIS teachers come from Australia, Bulgaria, Canada, Japan, New Zealand, Peru and the United States. Seventy percent of HIS teachers have master's degrees, and ninety percent maintain teaching licenses in their home countries.

ACCREDITATION, ASSOCIATIONS & MEMBERSHIPS

Hokkaido International School is accredited by the Western Association of Schools and Colleges (WASC) and is a member of the Japan Council of International Schools (JCIS) and the East Asia Regional Council of Overseas Schools (EARCOS). HIS is an International Primary Curriculum (IPC) and an International Middle Years Curriculum (IMYC) school.

GOVERNANCE

Japanese educational institution rules require HIS to have two boards, the Executive Board and the Board of Councilors. The nine-member Executive Board, of which the HOS is a voting member, meets monthly or more, holds fiscal responsibility for the school and provides direct policy guidance to the HOS. The 24-member Board of Councilors generally meets twice a year and provides a secondary level or oversight over school governance. HIS is a nonprofit institution and all board members volunteer their services to the school.

Character Development and School Events

Throughout the elementary, middle, and high school, HIS helps students to develop their character--both through explicit instruction and through experiential opportunities. In the elementary school, character education is approached through the lens of the Virtues Project, which dovetails with the schoolwide learner outcomes, or HUSKIES, which are emphasized at the middle and high school levels. At the culmination of high school, students will complete a Character Development Graduation Portfolio, which showcases the ways in which each individual student has grown in their character through their learning and participation in activities at HIS. Additionally, all students must gain extra-curricular involvement credit (EIR) in order to graduate. Students have multiple opportunities to get involved, shown through the examples below.



SCHOOL-WIDE COMMUNITY EVENTS

At different points in the year, the entire HIS community comes together to connect, celebrate, and showcase student talent. The PTA sponsors two major events--Fall Festival and Spring Bazaar--with parents and secondary students providing food and games for the community to enjoy while also fundraising for good causes. At the end of every year, the community also comes together to

put on a school-wide musical performance at Kitara, one of the most renowned concert halls in Sapporo.

CLUBS AND EXTRACURRICULAR ACTIVITIES

At the elementary level, students can participate in a variety of after school activities led by parent and teacher volunteers, such as guitar, storytelling, sports or crafts. Students can also take piano or violin lessons taught by a professional, with a showcase at the end of the year.

There is a strong community service component from elementary school, such as visits to the daycare homes for elderly and fundraising for people who were affected by the earthquake. At the middle school and high school levels, students can participate in the ACT Community Service Club, Hiragishi Cultural Exchange Club, as well as opportunities throughout the year such as the International Youth Forum, the Terry Fox Run, Project Santa, and beach clean-up.

Also, at the middle and high school level, students can participate in volleyball, basketball, and futsal sports teams. All students have the opportunity to take advantage of the wonderful outdoors of Hokkaido through weekend outdoor trips organized by the AdHoc Club, Rock Climbing Club, and Ski and Snowboard Club.

The HIS student council involves student leaders from each grade level in middle and high school. Student council members are responsible for leading student life and organizing school events such as spirit week, weekly secondary assembly, Winter Gala, and Prom.

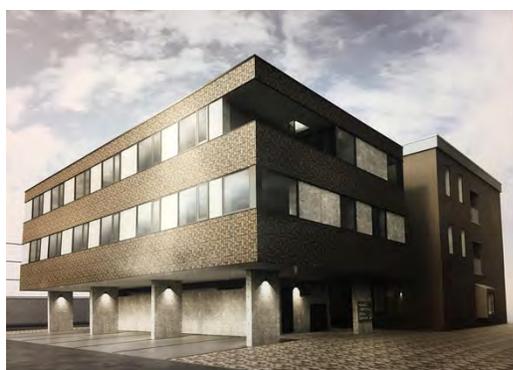
HOMEROOMS

All students belong to a tight-knit homeroom with their grade level peers. Homeroom teachers deliver a character development curriculum to students and provide mentoring support for students as they move through the grades. Beginning in middle school, students work together to fundraise proceeds that will help fund a week-long service trip to a foreign country during their junior year of high school.



Fast Facts- Hokkaido International School – Sapporo Campus

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|--|---|
| Year Established: | 1958 |
| Accreditation Agency: | ACS - WASC, Educational Corp. Status under Japanese law |
| Total Enrollment: | 175 |
| Early Years School Enrollment: | 10 |
| Lower School Enrollment: | 65 |
| Middle School Enrollment: | 30 |
| Upper School Enrollment: | 70 |
| Nationalities: | US, Japan, Taiwan, Korea, Thailand, Indonesia, Australia, Canada, New Zealand, Mexico, Russia, Pakistan, India, Vietnam, Poland, Bangladesh |
| Percentage of Annual Student Turnover: | 10 - 20% |
| Percentage of Annual Faculty Turnover: | 10%. |
| Student/Teacher Ratio: | 8:1 |
| Average % Home Country Nationals: | 35% |
| Tuition (2018-2019): | US\$10,000 - \$11,000 |
| Number of Faculty: | 40 |
| Number of Executive Board: | 9 |
| Number of Board of Councilors: | 17 - 25 |





Fast Facts- Hokkaido International School – Niseko Campus

| | |
|--|---|
| Year Established: | 2012 |
| Accreditation Agency: | ACS - WASC, Educational Corp. Status under Japanese law |
| Total Enrollment: | 28 |
| Early Years School Enrollment: | 10 |
| Lower School Enrollment: | 18 |
| Nationalities: | US, Japan, Vietnam, New Zealand, England, Australia, Holland |
| Percentage of Annual Student Turnover: | 15 - 20% |
| Percentage of Annual Faculty Turnover: | 12%. |
| Student/Teacher Ratio: | 9:1 |
| Average % Home Country Nationals: | 11% |
| Tuition (2018-2019): | US\$10,000 - \$11,000 |
| Number of Faculty: | 9 |

Position Overview

THE POSITION

Hokkaido International School is seeking a new Head of School starting from the 2020 – 2021 academic year. The HOS is the chief administrative officer and reports to the HIS Executive Board.

WHAT MAKES HIS UNIQUE

- Size—HIS has a relatively small enrollment for an EY-Grade Twelve program. The HOS and administrative and teaching staff cover a wide range of responsibilities.
- Two Campuses—HIS's young Niseko School and the main Sapporo school are separated by a 90-minute drive.
- Dormitory—HIS's Sapporo campus has dorms with a 40-student boarding capacity
- Staff Turnover—The average tenure of teachers at HIS is longer than at most international schools.
- Climate—Hokkaido has temperate summers and long, snowy winters

CHALLENGES FACING HIS IN THE NEXT 3-5 YEARS

- Student enrollment: growing HIS's student population to ensure financial stability, particularly at the Niseko campus, and increasing dorm occupancy rate at the Sapporo campus, will require innovative marketing strategies in the face of Japan's declining population
- Facilities: both campuses are nearing their limits in terms of program and storage space— leadership and creative ideas regarding efficient use of space and/or possible expansion may be required
- Communication: continue to build and grow an environment of transparency and collaboration where stakeholder input is sought and valued
- Integration: continuing the integration of the Niseko branch campus into HIS socially, administratively, and academically will require thoughtful management and leadership
- Limited resources: devising strategies to provide appropriate academic and socio-emotional support to struggling students within the budgetary constraints of a small school will require an innovative manager.

HIGHLIGHTS FROM CURRENT (2018-2019) HEAD OF SCHOOL GOALS

- Governance - The Head of an International School, in partnership with the governing body, develops a culture of responsibility and accountability for the accomplishment of the mission for learning.
- Organizational Development and Operations/Resource Mgmt - The Head of School ensures a safe, secure and supportive environment that is strategically resourced to achieve the mission and vision (current focus on Child Protection Committee objectives and on the creation, alignment, and implementation of Strategic Plans).
- School-Home-Community Partnerships - The Head of an International School cultivates positive relationships with families and the community to achieve partnerships that will benefit student outcomes. (Current focus on working with the committee to create a structure and constitution for the Alumni Association)

SCOPE OF RESPONSIBILITIES

- Provides educational leadership and vision for the future of HIS
- Responsible for supervision and evaluation of HIS staff and school wide programs within the realm of curriculum and instruction
- Jointly with the Principals (Sapporo and Niseko campuses), responsible for curriculum framework development which is defined as a coherent plan for instruction and learning
- Recruits, mentors, and participates in the evaluation of highly qualified faculty, administrators, and staff
- Oversees the preparation of financial budgets and targets for the operating budget and capital investments with the Business Manager



- Represents the School in local and international communities
- Manages all aspects of the School in accordance with the policies and guidelines established by the Executive Board
- Responsible for ensuring accreditation status with the Western Association of Schools and Colleges
- Plays an active role in fund-raising, and institutional advancement activities
- Promotes the professional development of all faculty, administrators, and staff
- Promotes close relationships between the student body, faculty, administration, and staff
- Assigns areas of responsibility to individual administrators in the Administrative Team

REQUIRED QUALIFICATIONS

- An advanced degree in Education or related field
- Previous successful experience in executive or administrative roles, preferably as a head of school or similar position
- Strong organizational, communication and management skills
- Strong financial management skills
- Experience overseeing and implementing school curricula and putting systems in place to incorporate feedback for continuous improvement
- Experience managing and accessing staff

PREFERRED QUALIFICATIONS

- Experience in developing marketing strategies to attract more students
- Experience in international school administration and/or management strongly preferred
- Experience working closely with a board to set goals and strategic plans
- Excellent communicator who can effectively communicate with all community constituents and not afraid to have the difficult conversations when needed
- Fluency with google docs collaboration tools
- Demonstrated success in recruitment and retention of teachers and staff
- Able to wear multiple hats in a small school environment
- Experience with a boarding school – or be willing to learn about dorm life before arriving
- Experience using assessment data to drive instruction
- Demonstrated willingness to stay abreast of current best practices for international schools
- Team player with an interest in building community among all the school's constituents (students, faculty (both host country and foreign), staff, alumni, parents, and trustees)
- Good listener who is open to hearing new ideas

- Approachable, accessible, friendly, visible, and sensitive to others
- Respectful of host country and other traditions and other cultures
- Experience working with labor unions
- Ability to obtain and maintain a Japanese driver's license

SALARY & BENEFITS

Commensurate and consistent with the candidate's experience and with similar positions at other schools of similar size in the region.

Application Instructions

Effective date: August 2020

Application Deadline: Wednesday, May 15, 2019

ISS Senior Leadership Executive, Governed Schools/Administrative Searches, Mr. David Randall, will serve as the lead consultant for the Hokkaido International School Head of School search. He will be assisted by Ms. Ashley Wotowey and other members of the ISS staff.

The deadline for submission of completed applications is Wednesday, May 15, 2019. Semifinalists will be interviewed remotely by the Search Committee and **a small number of finalists will be invited to campus the week of June 3rd**. Candidates are encouraged to submit their full application and complete all necessary application steps as early as possible, as ISS and the HIS Search Committee reserves the right to conclude the search at any point in the process when a successful candidate is identified.

Please send a formal letter of interest (cover letter) specific to this position no longer than two pages, along with your CV both in PDF format to drandall@iss.edu and copy awotowey@iss.edu. You will be contacted by Ashley Wotowey regarding the next steps to follow for consideration.

Applicants are asked to submit their letter of interest and CV and complete all necessary application steps as early as possible, as ISS and HIS reserve the right to close the selection process at any time if an ideal candidate is found.

