**Nagoya International School**

**Prospective INTERN Application Form 2018-2019**

*Please return this form to* *headofschool@nis.ac.jp* *as a word document or PDF*

*along with your CV and a short cover note in the body of the email*

Please note this is an application form for INTERN positions. If you are looking to apply for a teaching or leadership (Admin) position, please download the appropriate form. You are encouraged to submit your CV and supporting letter of application along with this form. However, please ensure this form is complete and do not write ‘refer to CV’, ‘refer to letter’, etc.

**Step One:** Personal Information

|  |  |
| --- | --- |
| Name |  |
| Which internship are you applying for? | Elementary/Student SupportMiddle/High School Math/Science Student Support |
| If you have had any name changes or aliases in your history, please give details here (former name, date & reason for change). If none, please write ‘none’ |  |
| Identifying Gender |  |
| Citizenship |  |
| Email |  |
| Skype ID |  |
| Do you (or will you have) at least a bachelor degree by June of this year (please note NIS cannot hire interns without this qualification) |  |
| Do you have a Teaching Certification/Qualified Teacher Status/Licensure *(please include awarding body and dates of validity – if pending please state when you expect it to be awarded; if none, simply state ‘None’)* |  |
| Do you have any additional certifications/endorsements (e.g. EAL, Special Needs) |  |
| If you are applying as a teaching couple, please indicate the name of your spouse/partner and the position for which they are applying: |  |
| Is there any medical reason or legal reason that might preclude you from serving as an Intern and which should be discussed with NIS prior *to interview?* *(NIS is an inclusive, barrier-free campus and values equal opportunities. We are mindful of the health/language limitations in Nagoya and wish to discuss these with prospective candidates to support decision making* |  |
|  |
| **Teaching / Employment History (list most recent experience first) (add rows as needed)****Include voluntary experiences/teaching experiences which are unpaid and/or part of university** |
| School Name and country | Your position at the school | Start date of employment | End date of employment | Reason for leaving | Explanatory Notes *(ages taught, curriculum taught, responsibility position, etc.)* |
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|  |
| If you worked outside of teaching at any point in your career, or there are any ‘gaps’ in your employment history, give details below. Please note that for child protection reasons NIS cannot interview candidates with unexplained ‘gaps’ in their CV. |

**Step Three:** Interview

If shortlisted for interview, please state which of the below options are possible:

|  |  |
| --- | --- |
| **Interview Format** | **Available/Unavailable/Details** |
| **Skype** |  |
| **Fair/Out of Fair Interview Overseas***NIS will be at Search Bangkok, Hong Kong, London & Cambridge as well as, possibly, Search Dubai* |  |
| **On site at NIS\*** |  |

**\*Note:**

* *NIS prefers to appoint via face-to-face interviews where possible. Please note that preference will be given to candidates able to attend face-to-face interviews.*
* *While NIS hopes to have the chance to interview all shortlisted candidates, we reserve the right to fill a position prior to published closing dates or recruitment fairs. At the same time we encourage candidates who find themselves in the position of receiving an offer from another school prior to a scheduled NIS interview to contact us to discuss the position.*

**Step Four:** Confidential References

Please give details of at least three confidential referees who we may immediately contact for a reference. It is essential that this include your current head of school and a head of school/principal from a previous employment. Other useful referees would include, e.g. level principals, curriculum directors, dept. heads, etc. Please note that, for child protection reasons, NIS can only consider confidential references and not open letters of reference.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of referee** | **In what capacity did you know this person?***(their position, your position, school where you worked etc.)* | **Telephone number** | **Email address***(must be a school/professional mail)* | **Skype ID** | **Comment** |
|  |  |  |  |  |  |
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**Step Five:** Child Protection Statement

NIS places a high priority in protecting the students in our care. In submitting this application, you confirm as follows:

1. I declare that I have never harmed children, adolescents or vulnerable people either physically, sexually or emotionally and that that there is no reason why I should not work in a school setting with children.
2. I accept that any past, present or future behaviors which contravene a professional standard of decency/respect, constitute sexual, physical or emotional abuse and/or are otherwise an infringement of a student or colleagues right to physical and emotional safety are grounds for immediate dismissal.
3. I am free from any criminal record, spent or otherwise, in any jurisdiction, regarding offenses (or cautions/warnings) which may be deemed relevant to employment with young people at Nagoya International School.
4. In the case that I left paid or voluntary employment voluntarily following allegations of inappropriate/unprofessional conduct, I have made a full declaration to this effect to the NIS. Administration and I give permission to NIS to contact the employer/organization for verification.
5. I was open and truthful in my application process (verbal and written) to NIS and have made no false statement (nor omission) which is relevant to my suitability for employment at NIS. This includes statements/omissions pertaining to experience, qualifications and criminal or professional misconduct processes.
6. In accepting a position of employment at NIS I acknowledge that any breach of safeguarding policy is cause for immediate disciplinary dismissal.

**Step Six:** Self-Assessment against NIS Teaching Standards

Complete your self-assessment/reflection on the following page. It is understood that different systems utilize different terminology for what essentially may be the same thing. Therefore please feel free to ask if any aspect needs clarifying.

**We ask that you:**

1. Self-assess your current professional practice as either 4,3,2, or 1 (see rating key below)
2. Add any brief reflection/comment

|  |  |  |
| --- | --- | --- |
| ***Rating Key**** ***4 = Could support others***
* ***3 = Proficient***
* ***2 = Some confidence***
* ***1 = Still developing***
 | **Rating****4,3,2 or 1** | **Self-Assessment Comment:****(For example☺*** + **Reflection** (how do you approach this?)
	+ **Examples** (from your practice)
	+ **Next steps** (where next for you in this area?)
 |
| **Real World Context*** Learning is set in a real-world context; teachers bring the world into their classroom and take their students’ thinking out into the world
* Teachers cultivate a spirit of international mindedness
 |  |  |
| **Co-construction & Student Voice*** Students have voice not only in what they learn but also **how** they learn and the way in which they share and demonstrate their learning
 |  |  |
| **Alignment of Assessment & Instruction*** Learning targets and success criteria are shared and clarified with and for students at some point (as appropriate) in the lesson
* Assessments and activities align to these targets
* Learning targets and activities are designed so that they can be achieved – but not easily/without effort
 |  |  |
| **Double Impact’ Lessons –** * Lessons are designed to teach both subject specific content/skills AND transdisciplinary skills and dispositions (e.g. learner profile, learning to learn, metacognition, academic honesty)
 |  |  |
| **Active, Inquiry-Based Learning*** Students are actively engaged in constructing meaning; teachers are skilled at turning ‘content’ into ‘problems’
* Questions fill the room….students are taught to question the answers, not simply answer the questions
 |  |  |
| **Differentiation*** Students are offered alternative pathways to the learning through routes differentiated by product, process or content and through the filters of interest, learning readiness and learning style
 |  |  |
| **Classroom Relationships and Behavior Management*** The classroom climate is characterized by respectful relationships between and among students and the teacher
* Behavioral expectations are high and any problems are handled with respect, dignity and a focus on learning
 |  |  |
| **Communicating with Parents*** Parent communication is timely, professional and focused on how students might improve and be successful with their learning
 |  |  |
| **Models and embodies the NIS school mission and objectives*** The teacher models the mission/objectives in practice.
 |  |  |
| **Safeguarding / Child Protection*** Stays in a professional adult role, respecting and enforcing clear and healthy boundaries with students
* Reports suspected abuse immediately; puts student safety paramount
 |  |  |

**Step Seven:** Additional Information

Is there any other information/details you wish to share about your application?