

# **OWIS Tsukuba – PYP Early Years Teacher (ECE2–Kindergarten) Job Description**

**Reports to:** Head of School & PYP Coordinator

**Location:** OWIS Tsukuba (Japan)

**Contract:** Full-time

## **Purpose of the Role**

Create a safe, joyful, and inclusive Early Years environment where ECE2–Kindergarten children learn through play-based inquiry and develop the foundations of social-emotional wellbeing, language, numeracy, and agency within the IB Primary Years Programme (PYP). Model the IB Learner Profile, foster international-mindedness, and build strong partnerships with families.

## **Key Responsibilities**

### **1) Curriculum**

- Uphold the IB PYP philosophy, early childhood best practices, and school agreements; contribute to continuous curriculum review and alignment.
- Plan developmentally appropriate, concept-based, inquiry-driven units that integrate Approaches to Learning (ATL), Learner Profile attributes, and transdisciplinary themes.
- Design balanced provision across indoor/outdoor spaces; use the learning environment as the “third teacher” (areas for role play, construction, mark-making, small world, sensory, STEAM, fine/gross motor, literacy/numeracy corners).
- Embed the local Tsukuba context and global citizenship in provocations, stories, and projects.
- Differentiate for diverse developmental stages, multilingual learners, and students with additional needs; plan targeted supports, visual scaffolds, and extensions.

### **2) Teaching & Learning**

- Use play-based inquiry and intentional teaching mini-lessons to build language, phonological awareness, emergent writing, early number sense, problem-solving, and self-management.
- Establish predictable routines (welcome, choice time, small-group focus, reflection, transitions) that promote independence and agency.
- Guide social-emotional learning (co-regulation, conflict resolution, kindness, classroom agreements); teach explicitly through stories, role play, and restorative conversations.

- Integrate music, movement, art, and outdoor learning to strengthen sensory-motor development and creativity.
- Partner effectively with teaching assistants to facilitate centers, observe learning, and extend play.
- Ensure safe care routines (hand-washing, snack/lunch, rest/quiet time, toileting) in line with school health, hygiene, and allergy (nut-free) procedures.

### **3) Assessment**

- Use observation-led assessment (anecdotal notes, learning stories, photos/videos) mapped to developmental continua and PYP learning goals.
- Conduct purposeful check-ins (phonological awareness, early mark-making/writing, early numeracy, motor skills, social-emotional behaviors) to inform next steps.
- Provide timely, strengths-based feedback to children; facilitate reflection and celebration of learning.
- Curate digital portfolios (e.g., Toddler) showing growth over time; prepare accurate, personalized reports and lead professional, family-centered conferences.

### **4) Professional Responsibilities & Collaboration**

- Uphold high standards of professionalism, punctuality, confidentiality, and safeguarding.
- Collaborate in team planning, common provocations, shared assessment criteria, and moderation of evidence.
- Work closely with Student Support, Language Support, and Counselling to implement targeted strategies; maintain pass-along documentation for smooth transitions (e.g., to Grade 1).
- Mentor, brief, and develop teaching assistants; ensure shared expectations for center management and documentation.
- Engage in ongoing CPD aligned to Early Years practice, IB requirements, and school priorities.
- Follow procedures for educational visits, supervision, inventory, and care of resources; meet documentation deadlines (planning, records, samples).

### **5) Community & Communication**

- Build warm, proactive, and culturally responsive relationships with families; communicate regularly about learning, routines, and wellbeing.
- Offer simple home-learning ideas (play prompts, songs, reading routines) that strengthen language and family engagement.
- Represent OWIS Tsukuba positively at community events and showcase children's learning through exhibitions and class communications.

### **6) Safeguarding & Wellbeing**

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- Demonstrate a strong duty of care; follow child-protection and safeguarding procedures at all times.
- Maintain high standards of supervision and risk assessment indoors and outdoors; ensure a tidy, accessible, inclusive, and inviting learning environment.
- Promote healthy habits and safe routines consistent with school policies (including nut-free campus and emergency readiness).

## Qualifications & Experience

### Essential

- Bachelor's degree in Early Childhood Education/Primary Education (or relevant field) and recognized teacher certification.
- Minimum 2 years of successful Early Years or lower-primary teaching experience.
- Strong knowledge of play-based inquiry, child development, and observation-led assessment.
- Demonstrated ability to partner with families and collaborate in a team with assistants.
- Excellent communication, organization, and ICT skills; commitment to inclusion and multilingual learners (EAL/JSL).

### Desirable

- IB PYP Early Years training/experience and international school experience.
- Experience with digital portfolios (e.g., Toddler/Seesaw) and documentation of learning.
- Experience supporting students with additional needs and implementing early intervention strategies.
- Additional language ability.

## Personal Attributes

- Warm, patient, and joyful with young children; culturally responsive and relationship-driven.
- Reflective, growth-minded, creative, and solutions-oriented; models professionalism and integrity.
- Thrives in a collaborative, inquiry-rich environment and contributes positively to the wider school community.

**Note:** This role description reflects core expectations for OWIS Tsukuba PYP Early Years teachers (ECE2–K). Specific class responsibilities and school priorities may be assigned annually in alignment with IB standards and school development goals.