

SUMMER SCHOOL 2022

FACULTY OPPORTUNITY

Summer School 2022 Faculty at UWC ISAK Japan Summer School

Dates: July 17 – Aug 3, 2022 (students will arrive on July 21 and depart August 2)

Position: Faculty - Curriculum Design & Teaching

Deadline: January 31, 2021 - [Click here](#) for the application form

Precondition due to covid-19 border restrictions*: Due to current border restrictions we can only accept team members who are residents of Japan (at the time of summer school) OR hold a Japanese passport and can comply with government quarantine regulations if coming from abroad.

Salary: ¥270,000 before tax

Benefits: Transportation cost within Japan to and from UWC ISAK campus. Room & Board for the entire stay on campus (housing, meals).

UWC ISAK Japan offers a unique teaching experience for adults who enjoy working with children in a diverse school setting. Our short course (“ISAK Summer School”) focuses on three core components: Leadership, Design and Diversity. Summer School brings in middle school students with a diverse background and is seeking energetic teachers who can design and execute an engaging program for the students during our 13-day summer program held at our beautiful campus in Karuizawa, Japan. This year students will mainly come from within Japan as long as borders are closed to short term visitors. Students will be Japanese or international students living in Japan.

Teacher’s role in the program:

As a faculty member, you will have the opportunity to design and lead an experiential course, as well as assist with various tasks throughout the program while working closely with students, counsellors, and UWC ISAK staff in a hands-on immersive experience:

- **Academic:** Design and implement curriculum supporting program goals and course vision, with guidance from UWC ISAK staff. Deliver opportunities for students to engage in challenging, project-based coursework. Collaborate with volunteer counsellors and other Summer School faculty to include diverse perspectives and support program synergies.
- **Community:** Join other teachers, counsellors, and staff to discuss feedback and improve the summer school experience in real-time, make decisions that affect the community as it develops, take on unforeseen challenges and responsibilities as they arise. Facilitate students on various projects to co-create their summer school experience.
- **Residential:** Co-lead daily small group (“advisory”) meetings, guide students to understand and practice leadership throughout their experience, provide emotional

support and encouragement, serve as a role-model of school culture. Additionally, assist with regularly scheduled duty blocks for student chaperoning and safety.

Required experience and qualifications:

1. Advanced level of English language competence.
2. Experience in workshop facilitation or teaching.
3. Experience working with children and teenagers.

Preferred experience and qualifications:

1. Experience with design thinking.
2. Experience with leadership team-building training.
3. Experience with project-based learning.
4. Experience with mindfulness practice.
5. Experience with conflict resolution.

If you are interested in the position, please:

1. Respond to the faculty application [here](#) and submit your CV through the form.
2. Send any requests for additional information to our Summer School Office at summer@uwcisak.jp

*Recruitment Timeline

All dates JST, all deadlines 23:59 PM JST on specified date

- *Jan 30* - application period ends
- *Feb 6* - qualified applicants notified of progress to round two, interview requested
- *Feb 7 -13* - interview period
- *Feb 20* - deadline for UWC ISAK to notify applicants of result/decision
- *Feb 27* - deadline for acceptance of offers, waitlist notified as appropriate
- *Mar 6* - UWC ISAK releases remaining waitlist, sends formal welcome to all team members, includes travel and health surveys

PROGRAM AND CURRICULUM INFORMATION

Program Goals (these apply to students and staff alike!)

Participants will Practice	Participants will Experience
Bringing attention to what is important for themselves and for others	Learning new things about themselves, and connecting with others
Taking action , independently and collaboratively, based on what's important	Accomplishment , large and small, and feeling empowered to do more
Approaching others with empathy , seeking understanding in their environment and community members	Creating a diverse environment that acknowledges and understands different values and opinions
Applying design thinking and leadership principles to create change in themselves and their communities	Being innovators who can bring tangible growth for themselves and others based on what is important and needed

General Curriculum Priorities:

- We want participants to learn how to design solutions, take action and enable change.
- Leadership, Design and Diversity are the core principles underpinning the curriculum.
- The learning is experiential and project-based.

Desired Practices & Outcomes (students will...)

- Practice self-awareness.
- Understand that we can choose our responses to situations and people.
- Practice empathy for people with different perspectives.
- Practice identifying what is important and what is needed.
- Practice expressing identity, culture, and opinions assertively and inclusively.
- Practice identifying issues and finding good solutions.
- Make connections across the curriculum.

Priorities

- Create a space for students to explore self-awareness and take action.
- Create a space for students to explore difficult issues around diversity.
- Encourage investigation of community and/or societal problems (serving a purpose for someone else, helping others)
- Provide opportunities for students to share and collaborate on problems that are important to them / their communities
- Support experimentation and the idea of learning through failure
- Support participants' communication skills.

Practical Considerations:

- Work closely with the faculty and counselors to support participants' growth.
- Use theatre and mindfulness practices.
- Teach large-sized workshops of 15 ~ 25 participants.
- Facilitate small group workshops.
- Facilitate an Advisory group of participants. This is similar to 'Homeroom.'
- Support students in reflection and mindfulness practice.
- Support students in understanding diversity and different perspectives.

PREVIOUS EXAMPLES OF "CLASSES" AT SUMMER SCHOOL

- **Leadership By Design**
 - The goal of ISAK's Leadership By Design course is to develop skills that help us better align our actions with our values. Leadership is the practice of focusing our attention and taking action based on what is important and what is most needed. We introduce the foundational skill of awareness as a means for identifying whether we are acting based on what is most important or not.
- **Culture, Identity, Diversity**
 - This course has been constructed to examine important and global themes of social justice, culture, identity, community, and diversity within our lives while creating a safe space (and a brave space!) to practice leadership in day-to-day situations and interactions.
- **Design Thinking**
 - Design Thinking is a creative problem-solving framework that employs a human-centered approach of empathy to understand problems deeply, and an iterative, intentional approach to creation in order to deliver elegant solutions.
- **Perspectives and Global Issues**
 - Understand how conflict occurs, the role different perspectives play in intensifying and resolving conflict, and how to take the first steps in building solutions.
- **Mindful Mixed Media**
 - Students have the opportunity to explore drawing and photography in the beautiful natural environment of ISAK's campus and the surrounding area. Students keep traditional sketchbooks and use iPads for photography and digital painting. In each exercise, students explore art-making as an expressive way to pay attention: to the world around us, to our thoughts, and to the work we are creating together.
- **Science and Society**

- A central theme in this science course deals with humanity's role in relation to the changing global climate and our use of natural resources. Climate science has provided the global community with a number of interesting facts about the direction our climate is currently headed. In the activities that make up the course, students learn and have a chance to use the scientific method to research and brainstorm solutions to this global crisis. Each student will take away an understanding of the issue from both a scientific and social perspective enabling them to become transformational leaders within their own communities.
- **Intensive English Course**
 - The objectives of IEC are that, through guided practice and independent activities, students will accomplish the following:
 - Use techniques in building confidence and language fluency;
 - Express points-of-view on relevant topics;
 - Reflect on, test, and refine ideas and build on others opinions; and
 - Use techniques to reinforce risk-taking and persistence.

*We are currently planning to hold Summer School on the UWC ISAK Japan campus in Karuizawa. We will work closely with local health authorities to ensure we are taking the utmost caution and employing virus prevention best practices (such as PCR testing, mask wearing, sanitization, distancing, etc.). Our final safety measures will be determined by the up-to-date circumstances as we approach the start of Summer School in July.

**We are committed to an equitable, diverse, and inclusive UWC ISAK Japan Summer School Team. We welcome applications from all qualified persons. We encourage women; members of visible minority groups; persons with disabilities; persons of any sexual orientation or gender identity and expression; and all those who may contribute to the further diversification of ideas at UWC ISAK Japan to apply.

GENERAL INFORMATION

ABOUT UWC

Founded in 1962, UWC (United World Colleges) is a global education movement that makes education a force to unite people, nations and cultures for peace and a sustainable future. UWC is comprised of schools and colleges in 18 countries, with national committees and selection contacts in more than 155 countries. UWC fosters a lifelong commitment to social responsibility, and to date has inspired a network of 60,000 alumni who believe it is possible to work for positive change.

The majority of students attending UWCs are selected by UWC national committees. In support of the belief that education should be independent of a student's ability to pay, 70% of national committee selected IB Diploma students receive full scholarships. The UWC movement places a high value on experiential learning, outdoor education, service and other

cultural understanding, alongside the academically challenging International Baccalaureate Diploma Programme (IBDP).

ABOUT UWC ISAK JAPAN

UWC ISAK Japan is Japan's only full-boarding international high school and the newest member of the United World Colleges movement. Following the Japanese school system, UWC ISAK is a three-year high school, with all students in grades 11 and 12 following the IB Diploma Programme curriculum. The school is accredited by the Japanese Ministry of Education (MEXT), and all graduates receive a Japanese high school diploma. Currently, 187 students from 73 countries attend UWC ISAK Japan, with 70% of students receiving full or partial need-based scholarship support. 30% of enrolled students are Japanese, with the remaining 70% coming from homes outside of Japan.

In addition to the high school program, UWC ISAK Japan also runs annual Summer School and Winter School programs, as well as ISAKx, an online educational program.

LOCATION

Karuizawa is located in Nagano Prefecture, home to the 1998 Winter Olympics and fondly referred to as the “Roof of Japan.” Karuizawa has been attracting an international mix of visitors since the late nineteenth century. The mountainous climate keeps Karuizawa cool and comfortable during Japan’s summer months, making it a popular escape from Tokyo’s heat and humidity. Karuizawa experiences four seasons with regular snow in the winter which generally lasts from early December through February. Monthly temperatures average between 21 and -5 throughout the year.

While the full-time population of Karuizawa is fewer than 20,000, the population of the town increases dramatically during the summer tourist season. From Tokyo, it takes approximately 70 minutes to reach Karuizawa station on the Shinkansen (Japanese bullet train).

Karuizawa is a favorite destination for outdoor enthusiasts and offers year-round recreation including hiking, cycling, tennis, golf, and skiing. In addition, a vibrant arts & crafts scene includes art galleries and museums, a performing arts center, a symphony hall, and a community symphony. There are also many good restaurants with wide-ranging cuisines, a large upscale outlet mall with designer shops, a variety of onsen hot springs and a local volcano, Mt. Asama.

For more information about the town of Karuizawa, please go to the following website:
<http://www.japanvisitor.com/japan-city-guides/karuizawa-guide>