



Teacher of High School Visual Art  
Dover Campus

Education  
like no other

## The Post

UWCSEA has a vacancy for August 2018 at its Dover Campus for Head of High School Visual Art (ages 15-18). The appointee will teach a range of classes from Grade 9 to Grade 12 and will lead a department of 5 teachers of Visual Art, some of whom also teach in the Middle School. The department offers IGCSE Visual Art, IGCSE Photography and IB Diploma Visual Art.

## The Context

UWCSEA welcomes applications from all qualified candidates. UWC South East Asia is committed to safeguarding our students and protecting them from harm. In keeping with the expectation that all staff and volunteers share this commitment, those applying for a position at the College must be willing to undergo employment background checks and screening appropriate to the post.

If you have a strong sense of adventure and an exceptional level of commitment to teaching and learning, UWCSEA might be the perfect next step for you. Here are some reasons why:

- You can be part of the College at an exciting time in its development. The implementation of our bespoke College-wide curriculum, the integration of technology into teaching and learning, and a significant focus on educating for ethical dispositions are just some of the exciting initiatives our staff are currently involved in.
- As a non-profit organisation, we invest a percentage of income into scholarships for approximately 100 students each year. These scholars come from a wide variety of cultural and socio-economic backgrounds. You can teach and learn from these exceptional students.
- Our academic results are outstanding, but our focus on holistic education means teachers are involved in all aspects of the programme. At UWCSEA you can take students trekking in the Himalayas or kayaking in Thailand, building houses in Cambodia or skiing in Switzerland. Equally, you can support them in making real connections with the local community, working with children with multiple disabilities or teaching life skills to domestic workers who have been the victims of violence. All our students and teachers, from Kindergarten 1 to Grade 12 are involved in our activities, outdoor education and service programmes.
- We provide a professional learning programme that brings international experts to the school and supports teachers in their professional learning journey.

## Person specification

- A degree and a minimum of three years' experience as a High School Visual Arts teacher. Experience in leading a team is desirable.
- Knowledge of IB/GCSE level curricula (desirable) or equivalent, their delivery and assessment. Knowledge of developments in pedagogy and educational practice

As a leader demonstrate:

- Knowledge of the role of team dynamics and instructional supervision and evaluation at a departmental level.
- An understanding of a budgetary process and financial management within a department.
- Fluency in written and spoken English to enable effective communication.
- A passion for the subject and a desire to share this with as wide a range of students as possible.
- Good interpersonal skills and a collaborative management style that will develop a good team atmosphere within the department.
- Flexibility and adaptability as well as honesty, integrity, compassion, and a good sense of humour.

- Strong organizational, self-management and problem-solving skills.
- Competence in completing administrative tasks in a timely and efficient manner.
- Effective and positive communication within and beyond the team, including with parents and the leadership team.
- Skill in supporting the transition of new staff into the team and broader college community.
- Capacity to support with the recruitment of new staff and forward planning in terms of staffing allocation within the team.
- The ability to create and manage implementation of the departmental Learning Improvement Plan in line with UWCSEA Learning Principles and profile
- A proactive approach to leading data-driven conversations about teaching and learning.
- A strategic approach to resource allocation is strategic that is aligned with best practice in teaching and learning.
- The ability to lead and participate in Professional Development that aligns with College's strategic plan and the team's improvement plan.

#### As a teacher

- Be willing to contribute positively to the collaborative culture of broader High School teams.
- Construct learning experiences that challenge students, support the diversity of learners in each classroom and demonstrate a strong commitment to concept-based teaching and learning.
- Ensure assessments support ongoing learning and provide timely, relevant and appropriate feedback to students on formative and summative assessments.
- Demonstrate effective classroom management that shows an understanding of the academic, social and emotional dimensions of learning
- Keep parents informed about the learning of their children, and be proactive in communication with parents
- Engage with students and to engender enthusiasm for learning is a pre-requisite for working at UWCSEA.
- Be willing and eager to participate in the five key elements of a UWCSEA education: Academic; Personal & Social Education; Service; Activities; Outdoor Education.
- Lead a mentor group as required.
- Contribution two sessions per week in each season to Activities and/or Service.
- Participate enthusiastically in the curricular Outdoor Education experiences which are relevant to their students and occasionally volunteer for holiday Outdoor Education trips.
- Be enthusiastic about teaching within a multicultural environment.

## About UWCSEA

### UWC mission

The UWC movement makes education a force to unite people, nations and cultures for peace and a sustainable future.

### UWCSEA educational goal

We educate individuals to embrace challenge and take responsibility for shaping a better world.

### UWCSEA ambition

UWCSEA will be a leader in international education. We will have a worldwide reputation for providing a challenging, holistic, values-based education with an emphasis upon academic achievement, service to others, environmental stewardship, teamwork and leadership.

### UWCSEA community member profile

The UWCSEA learning programme provides a breadth of opportunity that enables learners to develop the qualities and skills of the UWCSEA profile. The profile is derived from our mission and supported by current research in education. Through the development of these skills and qualities, members of our community lead by example, embrace challenge and take responsibility for shaping a better world. While each quality and skill is identified separately, they are interconnected and impact each other.

#### Qualities

- Commitment to care
- Principled
- Resilient
- Self-aware

#### Skills

- Critical thinker
- Creative
- Collaborative
- Communicator
- Self-manager

## The UWC movement – a history

“I regard it as the foremost task of education to insure the survival of these qualities: an enterprising curiosity, an undefeatable spirit, tenacity in pursuit, readiness for sensible self denial, and above all, compassion.” - Kurt Hahn

The UWC movement was founded in 1962 by Kurt Hahn, a German educator, whose ideas were crystallised by the destruction he witnessed during the first and second World Wars. In 1958 Hahn was inspired by the cooperation between former adversaries he witnessed at a NATO Staff Conference. He was convinced that education should prepare young people for a life with service, leadership and meaningful action at its heart. By educating young people from around the world together, he thought that future conflicts could be prevented. From this belief in the power of education to change the world, the UWC movement was born, with a mission to make education a force to unite people, nations and cultures for peace and a sustainable future.

Today, there are 17 UWC schools and colleges around the world, with UWCSEA in Singapore the largest of these. As well as providing an international education for young people living in Singapore, each year the UWC movement and UWCSEA provide scholarships for more than 100 students from all over the world to attend UWCSEA. In the words of Nelson Mandela, Former Honorary President, UWC International: *“The striking thing about the United World Colleges is that they embrace the entire world across all divides of race, history, culture, wealth, religion, economic status and political belief.”*

The first UWCSEA campus on Dover Road was opened in 1971 by then Prime Minister, Lee Kuan Yew, under the name of Singapore International School. In the late 1990s, the Dover Campus gradually expanded its age range from a secondary school to include primary and kindergarten students. Today, it has grown to a school of 3,000 students from Kindergarten–Grade 12. Opened in 2008, the purpose-built East Campus has grown to more than 2,500 students from Kindergarten–Grade 12.

### UWCSEA students

Students at UWCSEA are selected through a process that takes a holistic view. Previous school reports and references, as well as the student’s potential to contribute, support and participate fully in the life of the College are all taken into account. Where appropriate, entry tests and English language assessments are required.

The 5,591 students currently enrolled at the College represent 100 nationalities and speak 56 different first languages.

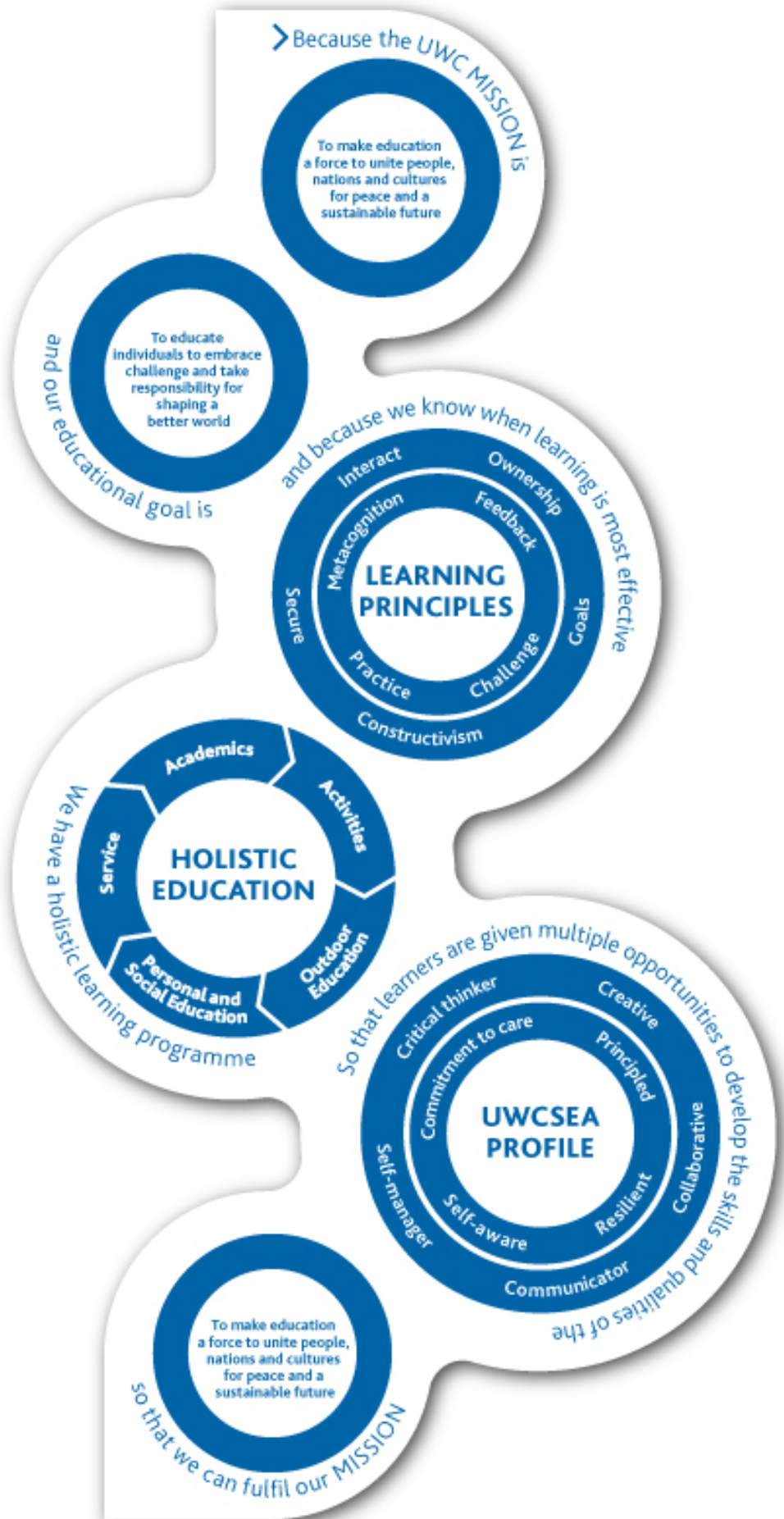
### Student numbers 2017/2018

School	Dover Campus	East Campus	Whole College
Infant School (K1–G1)	288	327	615
Junior School (G2–5)	673	676	1349
Middle School (G6–8)	783	607	1390
High School (G9–12)	1277	960	2237
Boarders (G8–12)	178	164	342

## The UWCSEA learning programme

The UWCSEA learning programme has the UWC mission as both our inspiration and our goal.

With our mission and educational goal as starting points, and basing our practice on learning principles that tell us when learning is most effective, we have developed a holistic learning programme, consisting of five elements: academics, activities, outdoor education, personal and social education and service. Through this programme, students develop the skills and qualities of the UWCSEA profile, while help them to fulfil the UWC mission to make education a force to unite people, nations and culture for peace and a sustainable future.



## Academics

At UWCSEA, students experience the joy of intellectual engagement and the satisfaction of scholarly pursuit. Through the academic element of the programme, they gain an understanding of the connections between individual subjects and how to solve complex problems using different approaches.

UWCSEA is an IB World School, offering the IB Diploma Programme in Grades 11 and 12. Our K–12 academic curriculum is shaped by our mission and educational goal and guided by the UWCSEA profile and learning principles. Learning goals in languages, mathematics, sciences, the Arts, humanities, technology and physical education build logically through each grade, preparing students for the next academic challenge. UWCSEA offers the (I)GCSE programme in Grades 9 and 10, with students who enter in Grade 10 taking a Foundation IB (FIB) course.



## Activities

The College offers an extensive Activities programme to students from Grade 2 onwards. More than 900 activity events take place across both campuses each week. The programme is divided into sports, arts (dance, drama, music and visual arts), leadership, clubs and special interests. It is designed to provide students with opportunities to explore new interests, develop their strengths and pursue their passions. Activities invigorate the life of the College by bringing students together for creative, athletic, leadership and other endeavours.

## Outdoor Education

The opportunities for learning at UWCSEA extend far beyond the classroom as students take on experiential challenges that build resilience, collaboration and leadership. Our Outdoor Education programme offers an incremental progression of age-appropriate experiences to students across the K–12 curriculum. Whether going on a forest adventure in Malaysia in Grade 3 or trekking in Nepal in Grade 9, students develop confidence in their physical abilities and emotional resilience to withstand difficult situations.

## Personal and Social Education

There are opportunities for personal and social development in all elements of the UWCSEA learning programme, but the importance of this aspect of the student experience is recognised by our dedicated Personal and Social Education (PSE) programme. The PSE programme supports students in dealing with the personal and social challenges that all young people face. From younger students identifying and celebrating mastery of new skills to Grade 12 students using their self-knowledge to select their path after graduation, the PSE programme is a dedicated time for students to explore their identity and place in the world.

## Service

The Service programme empowers students to become aware, able and active contributors to the community. Students become involved in College service, where they offer a service to other members of the school community; in local service, where they connect with members of the Singapore community; and in global service, which incorporates Global Concerns (GC) projects, the Initiative for Peace and our extensive Gap Year programme. GC is a dynamic initiative enabling students to put their ideals into action by working to support causes and communities through direct links with partner organisations outside Singapore.

The greatest impact of the Service programme is on our students, as they put their ideals and values into action and grow as compassionate people and active agents of change.

## The Benefits

Along with a very competitive package, UWCSEA offers the incredibly high rewards that come from working with remarkable young people in a climate of innovation, collaboration and collegiality. Furthermore, the College offers outstanding levels of professional learning; we not uncommonly hear from new teachers that they have learnt more with us than at any other stage in their careers. Opportunities include structured internal courses, a self-driven Professional Learning Programme, support for further studies, an emphasis on conceptually-based teaching and learning, and specific foci that we adapt to our own context, such as, Reggio, Reading and Writing Workshop, IB courses, Philosophy for Children.

Teachers arriving from overseas will be provided with relocation support, housing allowance, medical insurance, and repatriation support at the end of contract. It should be noted that the medical insurance is provided within industry-standard limits.

Teachers arriving from overseas may be entitled to tuition fee exemption for up to (3) children at the College, subject to evaluation of available places at the time of offer and/or the existing HR benefits package. Teachers' children are subject to the same admission standards as all other applicants. It should be noted that provision for learning support is limited in scope.