

High School

Curriculum Coordinator

Start Date: August 2025

Position Summary

The American School in Japan (ASIJ) seeks a passionate, dedicated High School Curriculum Coordinator to join our Learning Office for the 2025-26 school year. The successful candidate will understand that the needs of modern learners are evolving and that our approaches to providing rigor, purpose, belonging, and wellness must also adapt.

Candidates should be inspired by ASIJ's commitment to Know, Value, Care, appreciating that these words are the central animating principle of our work with children. An outstanding collaborator, the ideal candidate will possess exceptional interpersonal and intercultural skills, the willingness to hold themselves accountable and take initiative, and the desire to work interdependently with teachers, teams, our HS Principal and Associate Principal, and members of our Partnerships and Learning Office teams.

In our HS classrooms, we prioritize Deep Learning, a competency-based model inspired by the work of Michael Fullan and others. This approach engages students with six global competencies, often through authentic, real-world learning experiences. The HSCC will help drive this model forward, supporting teachers as they design lessons that empower students to foster agency through inquiry, problem-solving, and transdisciplinary exploration. They will recognize that Deep Learning fits naturally with pedagogical and assessment practices essential to a great high school experience. We emphasize the learning process, creating an environment where students are encouraged to take risks, reflect, and grow. By helping students develop sophisticated metacognitive skills, the HSCC will position them as expert learners, capable of monitoring, assessing, and adapting their learning strategies as they engage deeply with each other and the world.

The ideal candidate will have a deep and varied repertoire of pedagogical practices that support and empower all learners, including prior experience with Universal Design for Learning. They will appreciate and promote diversity, equity, and inclusion in a high school setting and be eager to advance this priority at ASIJ. We encourage serious candidates to review ASIJ's Vision 2030 for more insight into our vision of a transformative high school education.



ASIJ's reputation as a premier international school in Tokyo and one of the world's leading international schools stems from our ability to navigate the challenges of each generation over the past 120 years. At ASIJ, a school should be a safe, child-centered place where educators are idealistic about each student's potential and tenacious in supporting their learning, risk-taking, and growth. Every student has the right to learn, and we are committed to knowing, valuing, and caring for them while encouraging their responsibility to do the same for others. Creativity and critical thinking thrive when learning is driven by purpose, authenticity, and clear, personalized goals. Students excel when they connect personally and meaningfully with their learning, engaging in experiences that inspire reflection, action, and solutions to complex, multidisciplinary problems.

What Is ASIJ Looking For In A Curriculum Coordinator?

ASIJ recruits experienced child-centered educators with values, dispositions, and skills aligning with our strategic vision for the future.

We invite serious candidates to explore [Vision 2030](#), allowing them to self-assess whether ASIJ might be the right fit for them.

- Our [Strategic Design Framework \(SDF\)](#) is a one-page strategic plan that depicts four interdependent drivers. This poster illustrates our vision for the future and how we plan to get there.
- Our [Portrait of a Learner](#) is central to our SDF and synonymous with what we mean when we refer to "Deep Learning." For each of the six competencies that comprise our Portrait, a hyperlink to a corresponding learning progression is provided.
- ASIJ encourages interested candidates to explore our [Models of Teaching and Learning](#), adapted from Michael Fullan's work. The table in this document contrasts a Traditional Model of Teaching & Learning with one focused on Deep Learning. We don't expect teachers to have already mastered the skills, techniques, and practices detailed in the description of Deep Learning. Instead, is ASIJ's journey one that parallels their own? If so, ASIJ might be the right fit for the next chapter of their careers.
- Further, we invite candidates to study ASIJ's professional standards framework for the [Learning Office](#). Purpose-built to support our SDF, this framework is nuanced, strategic, and contextualized to ASIJ.
- ASIJ expects teachers to contribute beyond the classroom – as coaches, club sponsors, and supervisors – in our extensive co-curricular programs. We believe the most unforgettable memories for many students come from their non-academic experiences, where teachers share their passion, expertise, and energy.
- The ASIJ community is committed to actively advancing diversity, equity, and inclusion, challenging oppression, racism, and exclusion, and ensuring our students understand the importance of sustainability. We encourage interested candidates to read two critical [Diversity. Equity. Inclusion](#), and [Sustainability](#) policies.



What are the core responsibilities of this position?

- Mentor and support high school teachers and teams to ensure ASIJ's Definition of Deep Learning translates effectively into classroom practices.
- Partner with leaders and teachers in the high school to embed Portrait of a Learner competencies as fundamental outcomes across the curriculum, driving teaching practices, assessments, and student growth.
- Lead, in collaboration with teachers, the process of designing learning experiences that are deeply rooted in student agency and real-world application.
- Innovate and support redesigning traditional curricula to focus on relevance, relationships, reintegration, and integrating metacognitive skills.
- Support teachers in designing and implementing inclusive, classroom-based pedagogies and routines that explicitly embed Deep Learning into daily practice.
- Partner with the high school principal and Learning Office to co-design and implement strategies aligning with the division's goals and Vision 2030 as a bridge between divisional strategy dashboards and classroom practices.
- Engage high school leaders, faculty, parents, and students to rethink evolving perceptions of success and their implications for a modern high school.
- Work interdependently with the Curriculum, Partnerships, Student Support, and Technology Teams to connect teachers with resources, foster a proactive support culture, and ensure alignment with broader ASIJ goals.
- Design and lead professional learning opportunities that align with high school priorities and whole-school coherence, leveraging expertise across systems and divisions.
- Co-develop systems to measure progress and promote collaborative inquiry, focusing on student learning data, voice, and artifacts to advance Deep Learning practices.
- Embed Deep Learning into assessment, reporting, and communication practices, ensuring the integration of student voice and Portrait of a Learner competencies as core learning outcomes.
- Actively gather student voice through various methods, such as classroom observations, student reflections, and discussions, to inform curricular and instructional practices, using this data to celebrate successes and drive continuous improvement.
- Partner with teachers to align Portrait of a Learner competencies with academic skills, ensuring these outcomes and students' self-awareness of growth in these areas drive assessment and instruction.
- Create, share, and model examples of Deep Learning at ASIJ by capturing student and teacher stories and fostering teacher-to-teacher learning within and across divisions.
- Practice adaptive leadership, focusing on profound changes in values and beliefs alongside necessary technical adjustments to programs and structures.



Qualifications & Experience

1. **University degree (required)** — Minimum BA or BS; MA preferred.
2. **License & Certification (required)** — Applicants must have an active teaching license from a state, province, or governmental authority.
3. **Teaching experience (required)** — Exemplary record of HS teaching experience, including at least five years of experience in schools offering an American standards-based education, preferably in an international setting.
4. **Teaching experience (preferred)**
 - experience working in a learning-progressive school that employs a competency-based framework similar to ASIJ's N-12 Portrait of a Learner and
 - a record of deep engagement with learning extended beyond classroom walls and with the formation of high-impact learning partnerships.
5. **Learning Design Experience (required)** — Experience developing engaging, student-led learning experiences where students engage with and apply global competencies to authentic, real-world challenges.
6. **Leadership experience (preferred)** —
 - A proven track record of facilitating teams, implementing strategic initiatives, building strong relationships, and leading change that translates into classroom practice.
 - experience with leadership of curriculum systems and design.
7. **Training / Professional Development (preferred)** — Applicants will have previous training with Universal Design for Learning and experience implementing UDL strategies and principles in their classroom. While ASIJ does not intend to adopt IB programs, we welcome applications from teachers training in schools that offer MYP or IBDP programs.

Salary & Benefits

Salary is highly competitive, placed on ASIJ's teacher scale.

Benefits include housing, health insurance, life insurance, home leave, shipping allowance, and ongoing professional learning opportunities.

Application Process

ASIJ is accepting applications for this position. We will screen candidates continuously and offer interviews as appropriate. ASIJ reserves the right to make appointments when the right candidate has been identified.

In addition to the qualifications and experiences listed above, applicants must have active, confidential profiles with either [Search Associates](#) or [Schrole](#). Candidates without confidential profiles will not be considered. ASIJ does not prefer one recruiting agency over the other. Applicants on both platforms will be asked to provide written answers to the same short screening questions and an introductory video.

To apply, please submit your application through APLI (the Search Associates platform) or Schrole Connect. Direct applications will not be considered.

ASIJ's policies provide for robust prevention and response protocols around safe hiring. All faculty and staff must undergo a thorough background check before employment.