

What is Peace Boat?

Peace Boat is a Japan-based international non-governmental and non-profit organisation that works to promote peace, human rights, equal and sustainable development, and respect for the environment.

Peace Boat seeks to create awareness and action based on affecting positive social and political change in the world. We pursue this through the organisation of global educational programmes, responsible travel, cooperative projects and advocacy activities. These activities are carried out on a partnership basis with other civil society organisations and communities in Japan, Northeast Asia, and around the world.

- Onboard Educational activities

Peace Boat invites over thirty guest educators on board each voyage. They come from diverse backgrounds and include university professors, artists, journalists, NGO and other civil society group representatives. Each holds lectures and workshops on a wide variety of political, social, environmental and cultural issues. There are educators from both Japan and the various countries the ship visits.

There are two structured educational programmes which take place on Peace Boat's global voyages. Global University is an issues-based programme for participants, focusing intensively on the themes of the voyage. Through the GET Programme, participants can take English and Spanish language classes onboard, at the cost of an additional fee.

- Overland Exposure Study Tours

Peace Boat, working with local partner organisations, arranges these tours to empower participants develop a deeper understanding of a particular region or issue. Lasting between three days and two weeks, these tours give participants the chance to build personal friendships and engage in cultural exchange.

- Cultural exchanges around the world

In most ports of call, Peace Boat organises cultural exchanges with local communities. These activities not only encourage the fostering of international friendship and understanding, but also help support local projects. These can range from tree planting, mural painting and sports exchanges, to music festivals, demonstrations and solidarity marches.

- On land educational and advocacy activities

In Japan, Peace Boat works year round on fundraising for projects and disaster relief and lobbying and advocacy work. On land, Peace Boat also carries out a large number of seminars, lectures, workshops, and exchanges similar to those carried out on the boat.

Who joins Peace Boat?

The majority of people who participate in Peace Boat voyages are Japanese. They come from all walks of life and represent all ages. Between 600-1000 people join each voyage, with motivations for joining varying widely. The chance to travel around the world by ship is a common reason for people to join Peace Boat, but beyond that, people join for many other reasons such as study, a vacation, a chance to take time out to reconsider their careers, or to learn English and Spanish.

What is GET?

GET Universal is part of the Peace Boat group, and coordinates the GET Programme on Peace Boat's voyages. It was established in the belief that the evolution of people's communication beyond borders will help to create peace.

GET sees language as a **communication tool**, not as an academic subject or a collection of grammatical formulae and vocabulary. GET aims to empower learners with the tools to communicate in international and cross-cultural situations. GET sees language one of several communication tools and encourages teachers to include forms of non-verbal communication in their lessons, as well as content designed to expand cultural understanding.

In a world that is becoming more inter-connected every day, GET believes people have an increasing responsibility to play an active role in global society. Increasing awareness and understanding of cultures and religions, political and economic issues, human rights and the environment is important in trying to develop a more peaceful and sustainable world. GET sees the provision of communicative language study programmes as a key mechanism for empowering people to learn more about the world through their own experiences.

Through globalisation, the internet and satellite broadcasts, English is becoming the "global language of communication". The demographics of those who use the language are also changing, as is the way the language is being used. Reflecting these changes, "**Global English**" has developed as a way of flexibly and creatively using uncomplicated English for international and cross-cultural communication. It focuses on the ultimate goal of communicating messages between people, rather than simply obeying the traditionally strict rules of structure and usage which are becoming increasingly outdated. GET promotes "Global English" as a model of English usage that best represents the new demographics of the English-speaking world, that respects the linguistic and cultural diversity within the language and that of its users rather than requiring them to conform to rules set down by native speakers. We believe that this model is most able to deal with the evolution of the language and is most practical for teaching English as a global language in an interconnected world.

GET sees Global English as the property of no one country or group and works to breakdown perceptions commonly held by language learners and language teachers that traditional 'native-speaker' English models are the 'correct' forms of English. GET sees "Global English" as a powerful asset to help people around the world work together towards shared goals and ultimately to build a more peaceful world. Recognising that English is not the only such global communication tool, the GET Programme also explores the use of other lingua franca ("common languages") such as Spanish.

GET believes '**Task-Based Learning**' to be an ideal model for the teaching of Global English usage, especially in the context of a Peace Boat Global Voyage. A teacher using the task-based learning model first focuses on what students need to be able to do with the language (tasks) then chooses the relevant language to teach. Task-based learning focuses on relevant practical language used in real-life situations, providing students with immediate opportunities to use the language studied. Under the task-based learning model students are encouraged to take control of their own learning, to review their successes and difficulties, and to work on the areas they want to improve. Through task-based learning it is hoped students follow a cycle of "Learn-Use-Learn-Use", where language learned in the classroom is used in real life situations and then followed up in the next lesson. Task-based learning necessitates the tailoring of curricula to individual student and class needs and goals, and therefore GET does not teach from a textbook.

In a 'general' EFL course students often study over a long period building slowly on grammar and vocabulary according to a set curriculum. The on board GET Programme is comparatively short and intensive, interspersed with frequent port visits. In order to make the most of this limited time it is necessary for teachers to produce **tailor-made curricula**. Using a tailor-made curriculum rather than a set curriculum provides a more efficient programme for students focusing on practical usable language, and also minimises 'wastage' – language that is either not communicative or not relevant to students' needs in the context of their three-month voyage. A tailor-made curriculum is in accordance with the task-based learning model catering to students' specific needs, and also makes possible the

implementation of relevant global content relating to the voyage themes, ports visited and calendar of the three month voyage.

GET encourages teachers to create a classroom environment that is highly **student centred**. This is not only reflected in the task-based learning model, whereby students' immediate needs dictate curriculum design, but also within each individual lesson. Students are encouraged to take control of their own learning, to provide input into curriculum design and lesson structure. Teachers are considered 'facilitators' rather than 'instructors,' and students are encouraged to view each other as valid language practice partners both inside and outside of class. Equality in the classroom is reflective of the atmosphere of equality promoted on board a Peace Boat voyage.

How is the GET Programme structured on board?

On an average Peace Boat global voyage, close to a quarter of the participants take part in the GET Programme. There are between 8 and 18 teachers depending on the number of student applications. Although the majority of the teachers are English teachers most voyages employ up to three Spanish teachers depending on demand from passengers. There are two coordinators for the GET Programme on each voyage. One is mainly responsible for overseeing the teachers while the other is mainly responsible for overseeing the students.

• **Regular Classes**

- ✧ There are between 24 and 36 classes in the Programme, depending on student numbers.
- ✧ Each class has on average 6 students. Students stay in the same class of the duration of the course.
- ✧ Each English lesson is 80 minutes in duration. The programme lasts for 35 lessons. Each Spanish lesson is 60 minutes in duration. The programme lasts for 25 lessons.
- ✧ Each English teacher is responsible for teaching 2 intensive classes a day (160 mins). Each Spanish teacher is responsible for up to 3 intensive classes a day (180 mins). (Teachers will stay with the same groups throughout the voyage.)
- ✧ Teachers develop their own curriculum with the support of the GET teaching framework.
- ✧ There is a resource database of previous teachers' lessons as well as many textbooks.
- ✧ Teachers will establish specific objectives with each of his/her students and implement a course of study to help them achieve these targets. Both teachers and students are accountable for achieving these targets over the course of studies.

• **Open Classes**

- ✧ Besides the regular programme, GET also organises English and Spanish 'Open Classes' which can be taken by anyone on board free of charge. These classes are held most days the ship is at sea in the largest public spaces on board.
- ✧ There are three English Open Classes: Beginner, Intermediate and Advanced. There is also a Beginner level Spanish Open Class.
- ✧ Each class is around 40 minutes long, and is team-taught by a teacher and an interpreter (Communication Coordinator, or "CC"). The number of people who attend fluctuates from day to day, and can reach as many as 200.

• **Challenge Programmes**

There are between 4-8 English GET Challenge Programmes on each voyage. These are special programmes in port that allow the GET students to apply their English to real situations. They can be one-day cultural exchanges with local students or overnight home-stays with local families. Teachers are required to assist with these programmes.

• **Additional Duties**

- ✧ Teachers organise a series of language events. Past examples include:
 - Speech competition
 - Language Olympics
 - Café Latino (Spanish)
 - Global Culture festival
 - 'English/Spanish only' day
 - Graduation Ceremony

- ✧ Teachers run a series of language-related workshops. Past examples include:
 - Letter writing
 - Poetry
 - Writing / Presenting a speech
 - Introduction to Arabic, French, Italian and more
 - Intercultural communication
 - Email English
- ✧ Teachers will organise English-based student-centred projects. Past examples include:
 - Video Project
 - Journal Project
 - Band
 - Theatre / Play Project
 - Radio Project
 - Manga/Cartoon Project
- ✧ There may be additional responsibilities depending on the voyage.

✧ Self-Planned Events

Teachers are strongly encouraged to take an active role in organizing events outside of their official GET related duties. These vary greatly and depend on the unique experiences, talents, skills, knowledge and background of each teacher on board. Varying from lectures, workshops and presentations on areas of knowledge or personal experience, they can be either educational or entertaining, a one-time event or a series, and can be aimed at attracting a crowd of 200, or engaging a group as small as 10. Valued greatly by all participants, self-planned events enable teachers to interact with a wider participant community on board Peace Boat. Past examples include:

- Salsa dancing classes
- DJ nights
- Musical performances
- Magic workshops
- Yoga workshops
- Human Rights / Environment club
- Digital photo editing workshop
- Divali Festival of light event
- Presentations on volunteer experience
- Presentations on personal NGO involvement
- Presentations on topics studied at university
- Travel safety workshop
- Exercise classes
- Video + discussion events
- Christmas & Halloween events
- and many more....

● **Compensation**

- ✧ The language teaching positions on board are on a volunteer basis, so there is no salary. However, the participation fee for the voyage, meals and accommodation on board and port taxes are covered by GET Universal Co. Ltd.
- ✧ Peace Boat / GET Universal Co. Ltd also covers the following additional costs:
 1. Visa fees (however transport and postage fees to and from embassies or consulates is covered by the teacher.)
 2. Accommodation costs during the 4-day pre-departure orientation.
- ✧ The teacher is responsible for covering the following costs:
 1. ALL transportation costs to and from the points of embarkation and disembarkation.
 2. Accommodation costs incurred before and after the 4-day pre-departure orientation, prior to departure.
 3. Travel insurance (compulsory for participation in the voyage).
 4. Vaccinations, including yellow fever (if travelling to Papua New Guinea or Brazil).
 5. Shipping luggage to and from the ship (should this be necessary).

Becoming a GET teacher

Requirements:

- Must have a minimum 18 months of full-time English or Spanish language teaching experience **by the application deadline.**
- Must have proven ability to independently design curricula and create original lesson plans.
- Must have a specific interest in improving their language and peace education skills.
- Must have experience working both independently and as part of a team.
- Must be flexible, a good communicator and have a volunteer spirit.
- Must be in sound physical and mental health, capable of working long days and for long periods at sea.

Desired:

- Teaching qualification; CELTA, TEFL, TESOL or similar.
- Public speaking experience or experience addressing large audiences and being on stage.
- Japanese language ability, experience living in Japan or understanding of Japanese culture.
- Experience living and working in foreign countries / with foreign cultures.

We do not require our teachers to be native speakers of English or Spanish, nor does being a native speaker provide applicants with an advantage. We see English and Spanish as global languages equally accessible to everyone, and so recruit teachers from a variety of linguistic backgrounds.

As the language of communication within the GET team is English, Spanish teachers should also have fluency in English. Conversational Japanese is an advantage but not a requirement.

• **Interviews**

For domestic applicants (within Japan) - Interviews are conducted at the GET Offices in Takadanobaba, Tokyo, after an initial screening of candidates. Candidates invited to interview will be asked to give a short demonstration lesson to a small class comprised of volunteer students. This lesson will be monitored by the interviewers and constitutes a major component of the interview process. This will be followed by a panel interview.

For international applicants - After initial screening process international candidates invited to proceed with the application process will be asked to submit a video of a demonstration lesson and a personal profile. More information on this will be provided to those candidates who pass the initial screening. Those invited to the final stage will be invited to interview via telephone / video call.

• **Orientation and Training**

Those teachers selected are responsible for meeting a series of deadlines for the receipt of forms related to visas, health checks and personal information. Teachers receive a study pack 4-6 weeks prior to departure and need to dedicate adequate study time to this material in order to be prepared for the voyage. There will be a 4-day pre-voyage orientation* held in Tokyo one to two weeks prior to departure. Applicants should therefore be aware that their duties as a volunteer teacher begin before the voyage departure date.

*The pre-voyage orientation is compulsory for all selected GET teachers. Candidates unable to attend will not be accepted for the GET teacher position.

How to Apply

Send the following documents by post or email (address and email submission requirements below).

NOTE: Additional documents / additional sheets of paper will not be considered.

1. **Applicant Personal Data Form** (see following page).
2. **Current Resume** (no more than 2 sides of A4-sized paper)
3. **A cover letter** explaining both why you would like to join Peace Boat as a language teacher and how you can contribute to the programme (no more than one side of A4-sized paper)
4. **Three brief, original lesson plans** which help us clearly envision how you would teach (each lesson plan should be no longer than one side of A4-sized paper. If including handouts, they must not exceed one side of A4-sized paper per lesson).
 - **English applicants**
 - I. 40 minute lesson for an open class (beginner level) – 80 students
 - II. 80 minute lesson (beginner level) – 6 students
 - III. 80 minute lesson (advanced level) – 6 students
 - **Spanish applicants**
 - I. 40 minute lesson for an open class (beginner level) – 80 students
 - II. 60 minute lesson (beginner level) – 6 students
 - III. 60 minute lesson (intermediate level) – 6 students
5. **A description of a self-planned event**, or events, you would like to organise on a Peace Boat voyage (no more than one side of A4 sized paper). Refer to 'Self-planned events' under 'Additional Duties' on page 4, for more information and examples of past activities.
 - Outline your planned events / workshops with as much detail as possible, bearing in mind the likely audience on board and any possible constraints of being on a ship.
 - Please qualify your self-planned events, for example:
 - Presentation on Indigenous Issues in Hawaii – I studied this as a course while completing my undergraduate studies at University. The areas I would like to cover are...
 - Create a band and write original song about the voyage – I have played guitar casually since I was a teenager and been in a few bands. My idea is to....
 - Morning Yoga lessons on top deck – I have studied yoga intensively for more than 2 years. What I hope to achieve with these workshops is....
 - Introduction to Arabic Culture and Language – I spent 3 months teaching in Egypt 4 years ago and would like to share a little bit about life there before we arrive in the Middle East...

NOTE:

- All application materials submitted will be kept on file at the GET Offices for one year after the application deadline.
- Spanish applicants should write their applications in English although this can be accompanied by a Spanish version.

Contact Details:

Postal address

Language Teacher Coordinator
GET Universal Co. Ltd
1-32-13-4F Takadanobaba, Shinjuku-ku, Tokyo 169-0075, JAPAN

Email address

teacher [at] getuniversal.co.jp (please replace " [at]" with "@")

※Documents must be sent in PDF or Microsoft Word .doc format (.docx format cannot be accepted)

TEL: 03-5287-3192

FAX: 03-5287-3193

Email enquiries via: teacher [at] getuniversal.co.jp (please replace " [at]" with "@")



Applicant Personal Data

Please fill out in block letters and submit this sheet as the top page of your application.

VOYAGE: _____

Teaching post applied for: **English Spanish**

Circle one or both as appropriate

Name <i>as it appears on your passport</i>		
	SURNAME	GIVEN NAME(S)
<i>as you prefer to be called</i>		
Sex	<input type="checkbox"/> male	<input type="checkbox"/> female
Nationality		
Date of Birth (DD/MM/YY)		
Current Address		
Phone Number		
Mobile Phone Number		
Email address		
Permanent Address <i>(if different from above)</i>		
<i>phone</i>		
<i>fax</i>		
Total Full-Time Language Teaching Experience <i>(by application deadline)</i>	_____ year(s)	_____ month(s)
Teaching Certification	<input type="checkbox"/> yes If yes, what type: <input type="checkbox"/> no	
Computer Proficiency	<input type="checkbox"/> none <input type="checkbox"/> basic <input type="checkbox"/> intermediate <input type="checkbox"/> advanced	
Interview Day Preference <small>(please rate from 1-3 in order of preference, 1=most preferred OR check 'International' if you intend conducting your interview from overseas)</small>	___ Friday ___ Saturday ___ Sunday <input type="checkbox"/> Any <input type="checkbox"/> International	
Have you applied to be a volunteer teacher before?	<input type="checkbox"/> Yes If yes, which voyage: _____ <input type="checkbox"/> No	
How did you find out about Peace Boat?	- GET teacher (name: _____) - Organisation (name: _____) - Internet (site: _____) - Poster/magazine (name: _____) - Other (_____)	

FAQs

1. Do I need a Japanese Working Visa to travel on Peace Boat?

Because the boat travels in international waters successful applicants do not need a Japanese Working Visa. However upon returning to Japan after the voyage successful applicants will need to show Immigration Services proof of onward travel (e.g. An airline ticket). Also, in order to enter Japan before embarking on the Peace Boat and when disembarking from Peace Boat it may be necessary, depending on nationality, to apply in advance for an appropriate visa.

2. What vaccinations would I need if I am accepted on the programme?

At the time of writing, if the voyage travels to Papua New Guinea or Brazil teachers are required to get a Yellow Fever vaccination, at their own expense.

3. What I should do in order to be accepted as a GET teacher?

A variety of qualities can add up to make a good GET teacher. We aim to make teaching teams that are diverse, professional, experienced, energetic, can adapt to different environments and work well in a team environment as well as individually. GET is a language programme so language teaching experience and ability is the foremost quality we are seeking. Additional skills and experience that could contribute to the GET programme and Peace Boat as a whole are also highly valued.

4. Regarding the lessons section of the application form, what level is 'beginner' and 'advanced'?

These terms have been left intentionally ambiguous. We are interested in how you interpret these levels and apply an appropriate lesson plan to them.

5. Is it possible to have an interview early for a later voyage?

No. Each voyage the selection panel changes. To be eligible for selection, candidates must participate fully in the selection process for the specific voyage they wish to join.

6. Is there an age limit for applying for the GET Teacher position?

No. There are no age restrictions on applying to become a GET teacher.

7. How much will the voyage cost me?

Although the cost of accommodation and food on board is covered by GET there are some costs that must be borne by the teacher. These include but are not necessarily limited to:

- pre-voyage vaccinations (if necessary)
- costs of travel to Tokyo for the pre-voyage orientation.
- costs of couriering luggage to and from the ship.
- cost of accommodation and food before and after the orientation period (if necessary).
- in-port costs. While the ship is in port teachers will generally have free time and costs of travelling, food and accommodation in port will be borne by the teacher.
- luxury items on the ship, including snacks and alcohol bought from the on board store and bars.
- laundry on board (approximately ¥500 per load).

8. How many hours will I be expected to teach everyday?

Teaching hours vary from day to day but teachers can expect to have 6+ hours a day of GET related duties. This includes contact teaching hours, additional programming and meetings.

9. Can I send my application by e-mail?

Yes. However applications must be kept strictly to the application guidelines set out in page 6.