Job Description

Elementary Drama Teacher

Starting Date: August 2027

Our Mission:

To inspire and challenge every learner to reach their full potential and become curious, independent, and compassionate citizens of the world.

Our Core Values:

- **Commitment to Excellence -** We tackle challenges willingly and persevere in order to succeed.
- **Compassion and Integrity -** We care for, respect, and value one another
- **Strength in Diversity -** We embrace our differences, enrich our community, and make meaningful connections, ensuring our global mindedness.
- **Innovative Spirit -** We are creative and curious learners, empowered to adapt to a rapidly changing world.
- **Lasting Impact -** We contribute to a sustainable future by taking care of our planet and leaving our environment better than we found it.

Our Definition of Learning:

Learning is a journey of authentic discovery to develop understanding, skills, and character. This includes four principles:

- Learning is **Iterative** - We learn through our mistakes, providing us opportunities to be creative and find solutions.
- Learning is **Exciting** - We learn when we are inspired, challenged, and active.
- Learning is **Meaningful** - We learn and grow when we apply our knowledge, skills, and understandings to real-world situations.
- Learning is **Social** - We learn through sharing, interacting, and collaborating

ISP Child Protection Policy Statement:

Schools strive to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop. Child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as their physical, emotional, and social development. Child abuse and neglect are of growing concern in schools throughout the world.

The International School of Panama, in keeping with our core beliefs and mission statement, has adopted a Child Protection Policy that will empower students, families

and staff in matters related to the health, safety and care of children in attendance at our school.

This Child Protection Policy is the school's commitment to do our utmost to prevent and protect children from abuse. It is a statement of intent that demonstrates the school's commitment to safeguard children from harm and makes clear to all its members what is required in case of a known or suspected case of abuse. All ISP faculty, staff, and employees, as well as all students, parents and other relevant community members and service providers associated with the school (the "ISP Community"), have a legal obligation to report suspected incidences of child abuse or neglect whenever they have reasonable cause to believe that a child has suffered or is at risk of suffering any type of abuse regardless of the location where the abuse takes place.

You can find detailed information on our Child Protection Policy at isp.edu.pa

Overview of the Role

The Elementary Drama Teacher creates an inclusive, engaging, and developmentally appropriate learning environment with clear expectations and routines where all students feel a strong sense of belonging and are supported and challenged to grow creatively, socially, and emotionally. They design structured and meaningful drama learning experiences that encourage creativity, self-expression, collaboration, and confidence, grounded in the ISP Way. They work collaboratively with administrators, colleagues, learning assistants, specialists, Student Services, and families to understand and respond to the strengths and needs of every learner.

Teachers are active members of our professional learning community and contribute to a positive school culture through collaboration, reflection, continuous growth, and a shared commitment to our students and community.

Reports To: Elementary Principal

Collaborates With: Grade-level teachers, Learning Assistants, Student Services teachers, Counselors, Principals, Assistant Principals, VAPA Coordinator, Curriculum

and Instruction Coordinators, Specialists, Coaches, school leaders, families, and other colleagues as appropriate.

Responsibilities *including, but not limited to*:

Professionalism

- Model the ISP mission, core values, and professional expectations in daily practice.
- Contribute positively to team decisions and shared school priorities.
- Communicate with colleagues and members of the community with respect, kindness, and empathy.
- Build strong partnerships with families through regular communication about student learning, growth, well-being, and classroom experiences.
- Collaborate across teams through shared planning, problem-solving, reflection, resources, and responsibilities to support student learning.
- Recognize that all students are our students and work collectively to support their success.
- Demonstrate a growth mindset and actively engage in ongoing professional learning.
- Seek, reflect on, and apply feedback, evidence, research, and collaboration to continually strengthen professional practice.
- Participate actively in professional learning, team meetings, school events, and other responsibilities connected to the broader school community.

Inclusion and Belonging

- Create a caring, inclusive, and respectful classroom community where every student feels known, valued, safe, and a sense of belonging.
- Design learning experiences that recognize learner variability and provide appropriate access, support, and challenge for all students.
- Support diverse and multilingual learners through inclusive practices that value their identities, cultures, languages, strengths, interests, and experiences.
- Collaborate with Student Services, Learning Assistants, specialists, families, and other colleagues to understand and respond to individual student needs.
- Teach, model, practice, and reinforce clear expectations, routines, and behaviors that create a safe, predictable, and positive learning environment.

- Integrate social-emotional learning into daily practice, using observations and behavioral information to guide support and partnering with families and colleagues when needed.

Effective Teaching and Learning

- Design standards-aligned learning experiences using backwards design, beginning with clear learning outcomes and evidence of understanding.
- Collectively create authentic, meaningful learning experiences that reflect the ISP definition of learning as iterative, meaningful, social, and exciting.
- Plan for learner variability using Universal Design for Learning and other evidence-based practices to provide multiple pathways for students to access, engage with, and demonstrate learning.
- Use high-impact instructional practices that actively engage students in thinking, questioning, problem-solving, collaboration, creativity, and reflection.
- Collect and analyze multiple sources of student learning data before, during, and after instruction to identify strengths, needs, and next steps.
- Adapt instruction, grouping, interventions, and extensions based on student needs and evidence of learning, while maintaining accurate records and clearly communicating progress.
- Provide students with timely, specific, and actionable feedback that supports academic and social-emotional growth.

What You Bring

- A commitment to actively living ISP's mission and core values.
- A belief that all students can learn and that learner variability should be anticipated and planned for.
- A commitment to creating an inclusive international school community that values cultural and linguistic diversity.
- Strong relationship-building, communication, and collaboration skills.
- A reflective, growth-oriented approach to professional practice.
- Flexibility, creativity, resourcefulness, and a willingness to adapt and learn.
- Strong organizational, time-management, and problem-solving skills.
- A high degree of professionalism, reliability, and sound judgment.
- Strong instructional and classroom management practices

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Basic Qualifications

- Bachelor's or Master's degree in Education or a relevant field.
- Appropriate teaching certification or credential.
- Minimum of three years of relevant teaching experience preferred.
- English proficiency.
- Knowledge of standards-based curriculum, backwards design, assessment, and evidence-based instructional practices.
- Knowledge of drama curriculum and commitment to incorporating it into instructional practice.
- Experience with or knowledge of Universal Design for Learning and inclusive teaching practices.
- Experience supporting multilingual learners and students with diverse learning needs is highly desirable.
- Previous experience directing a musical, play, or school performance.
- Previous experience with Responsive Classroom or similar relationship-based approaches to classroom culture and behavior is desirable.
- Previous international school experience is desirable.