



POSITION TITLE: PYP PRIMARY CLASSROOM TEACHER

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DIRECT SUPERVISOR:	Primary Principal
CONTRACT DAYS:	190 days
PERIOD OF APPOINTMENT:	Per Employment Contract
DIRECT REPORTS:	not applicable

Mission

We challenge, inspire and empower learners to develop their unique potential in our changing world.

Vision

We will lead the way toward a sustainable future.

Values

Balance, Respect, Resilience, Innovation and Courage

VIS Definition of Learning

We learn when we build and apply new understandings and skills in a variety of contexts.

VIS Learning Principles

The following research-based learning principles guide our teaching practice:

- **Learners at the center:** Recognizing learners as core participants and encouraging active engagement.
- **Learners are unique:** Engaging all learners and adapting to individual needs.
- **Learners have emotions:** Understanding the role of emotion and being aware of individual motivations.
- **Learners have potential:** Embracing challenging expectations while understanding individual variations.
- **Learners are collaborative:** Recognizing the value of social interaction to engage with multiple perspectives.
- **Learners make connections:** Linking understandings and transferring learning to new situations.
- **Learners are reflective:** Having a clear purpose, understanding next steps, and using feedback to support growth.

IB Learner Profile:

Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, Reflective

Position Description

At our international school in Laos, the PYP Classroom Teacher plays a vital role in nurturing a sense of belonging, wellbeing, and purpose within a diverse and inclusive community. The teacher designs and facilitates engaging, inquiry-based learning experiences aligned with the IB Primary Years Programme (PYP). Through thoughtful planning of Lines of Inquiry and transdisciplinary units, the teacher empowers students to explore big ideas, take meaningful action, and develop as compassionate, globally minded learners.



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Key Responsibilities:

Teaching and Learning

- Design, plan, and teach transdisciplinary units of inquiry, in line with the PYP conceptual framework and VIS curriculum.
- Create learning experiences that build student agency, curiosity, and voice within an inquiry-driven framework.
- Integrate literacy, numeracy, and subject-specific skills into authentic, conceptually rich contexts.
- Differentiate learning experiences using the principles of Universal Design for Learning (UDL) to meet diverse student needs, interests, and backgrounds.
- Use formative and summative assessments to inform instruction and document student progress.
- Incorporate innovative and digital learning tools to enhance engagement and creativity.

Student Wellbeing and Belonging

- Cultivate a classroom culture where every student feels seen, valued, and connected as a full member of the community.
- Support students' social-emotional learning through intentional routines, reflection, and relationship building.
- Model empathy, respect, and intercultural understanding, fostering a sense of trust and belonging among students from diverse backgrounds.
- Partner with families to promote student wellbeing and holistic development.

Collaboration and Professional Growth

- Collaborate with grade-level and specialist colleagues to design cohesive, high-quality units of inquiry and ensure alignment with PYP principles.
- Participate actively in professional learning communities and ongoing curriculum development.
- Reflect on teaching practice and seek professional growth through inquiry, feedback, and innovation.
- Communicate effectively with parents and colleagues, maintaining strong, respectful relationships.

Contribution to School Community

- Contribute to the school's mission to honor our Lao host culture and build bridges across cultures within our international community.
- Engage in school events, celebrations, and initiatives that shape and share our collective story.
- Support the school's strategic priorities of innovation, sustainability, and community engagement.



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Qualifications and Experience

- Bachelor's degree in Education or related field (Master's preferred).
- Valid teaching certification or qualification.
- Minimum 2–3 years of relevant classroom teaching experience, preferably in an **IB PYP or inquiry-based** setting.
- Demonstrated experience in planning and implementing and concept-driven units supported by skills for learning.
- Commitment to student wellbeing, inclusion, and belonging in an international context.
- Strong collaboration, communication, and reflective practice skills.

Preferred Attributes

- Experience integrating technology, creativity, and sustainability within the PYP framework.
- A deep appreciation for and willingness to engage with Lao culture and community.
- Adaptable, open-minded, and motivated to contribute to a caring and innovative school environment.

Values

At Vientiane International School, we value diversity, inclusivity, respect for others, integrity, responsibility, empathy, and compassion. The ideal candidate should share these values and attitudes while also being committed to promoting student wellbeing through individualized support that fosters social-emotional growth and academic success.

What We Offer

- A supportive, collegial, and innovative learning community.
- Professional development opportunities, including IB training.
- Competitive compensation and benefits package.
- The opportunity to live and work in a vibrant and beautiful country of Laos.

If you meet these qualifications and share our values at Vientiane International School, we encourage you to apply for this exciting opportunity!