Jakarta Intercultural School

JOB OPENING

POSITION:	Elementary School Digital Literacy Coach
REPORTS TO:	Elementary School Principal
CONTRACT TERM:	2 School Years (2027-2029)
CONTRACT START DATE:	1 July 2027
JOB OPENING:	27 October 2026

External: We reserve the right to end the recruitment process once a suitable candidate is found.

POSITION OVERVIEW

At Jakarta Intercultural School (JIS), the Elementary School digital literacy program equips students from Early Years through Grade 5 with the knowledge and skills to navigate an increasingly digital world safely, responsibly, and creatively. Through developmentally appropriate instruction in digital citizenship, information and media literacy, and emerging technologies, students develop critical thinking, creativity, and responsible digital practices. The program also emphasizes the purposeful integration of technology into teaching and learning to enhance inquiry, collaboration, accessibility, and student agency.

The Elementary School Digital Literacy Coach provides instructional leadership in developing and implementing the digital literacy curriculum while supporting teachers in the effective integration of technology across the Elementary School. Through direct student instruction, collaborative planning, co-teaching, and instructional coaching, the coach strengthens students' digital competencies and builds teachers' capacity to design meaningful, technology-enhanced learning experiences. Working collaboratively with the TeLMS team, instructional coaches, and school leadership, the Digital Literacy Coach supports innovation, design thinking, makerspace learning, and the responsible use of AI and emerging technologies.

QUALIFICATIONS, EXPERIENCES and ATTRIBUTES

1. Minimum Bachelor's degree in Education, Educational Technology, Curriculum Development, or a related field; Master's degree preferred.
2. Valid related credential.
3. Minimum five years of elementary teaching experience, with previous roles in curriculum leadership or instructional coaching preferred.
4. Experience teaching digital literacy and digital citizenship to elementary-aged students.
5. Strong understanding of digital literacy, digital citizenship, design thinking, and technology integration within an elementary school curriculum.
6. Knowledge of emerging educational technologies, including artificial intelligence (AI), and their developmentally appropriate application in teaching and learning.
7. Demonstrated ability to establish effective coaching relationships and support teachers in integrating technology into instructional practices.
8. Experience with design thinking, project-based learning, and makerspace or creative technology environments is advantageous.
9. Ability to evaluate educational technologies for instructional effectiveness, accessibility, and responsible use.
10. Strong skills in designing and facilitating professional learning for educators.
11. Excellent interpersonal, communication, and collaborative skills, with the ability to work effectively with students, faculty, families, and school leadership.
12. Openness to new ideas and diverse perspectives.
13. Willingness to engage in student advisory and pastoral programs.
14. Experience in leading extracurricular activities is advantageous.
15. Strong commitment to child safeguarding, service learning, and environmental stewardship.

DUTIES AND RESPONSIBILITIES

Digital Literacy Curriculum and Student Instruction

- Develop, implement, and regularly review a coherent, developmentally appropriate digital literacy scope and sequence from Early Years through Grade 5, aligned with the elementary curriculum and the work of the Library Media Specialist.
- Ensure all students receive developmentally appropriate instruction in digital literacy and digital citizenship, including online safety, privacy, digital well-being, information and media literacy, and responsible participation in digital environments.
- Develop students' age-appropriate understanding of artificial intelligence, including its capabilities, limitations, potential biases, and ethical implications, while emphasizing the importance of independent thinking and creativity.
- Guide students in using digital tools purposefully to research, critically evaluate information, communicate, collaborate, create, and solve authentic problems, incorporating computational thinking and creative technologies where appropriate.
- Intentionally develop the JIS Learning Dispositions—resilience, resourcefulness, relating, and reflecting—through digital literacy instruction and curriculum integration.

Instructional Coaching and Collaboration

- Support teachers in making informed instructional decisions about when and how technology can enhance student learning, recognizing when non-digital approaches may be more effective.
- Engage teachers in collaborative coaching cycles involving goal setting, co-planning, modelling, co-teaching, reflection, and evaluation of student learning to strengthen instructional practice and build teacher capacity.
- Support teachers in selecting and using digital tools to differentiate instruction, improve accessibility, and meet diverse student learning needs.
- Guide and coach teachers in the purposeful and responsible use of AI and emerging technologies to support instructional planning, differentiation, assessment, and professional efficiency.
- Collaborate with the Library Media Specialist, TeLMS colleagues, instructional coaches, and specialists to ensure a coherent approach to digital literacy, information literacy, digital citizenship, and technology integration.
- Foster a collaborative culture of professional learning, encouraging teachers to share effective practices, explore innovative approaches, and reflect on the impact of technology on student learning.

Design Thinking and Makerspace Learning

- Collaborate with teachers to integrate design thinking, computational thinking, and creative problem-solving into inquiry-based and project-based learning experiences across the Elementary School curriculum.
- Provide instructional leadership for the Elementary School makerspace, supporting students and teachers in applying the design process through exploration, prototyping, digital fabrication, and creative technology projects.

Program Development and Innovation

- Contribute to the development and implementation of the TeLMS Strategic Plan, supporting innovation and the purposeful integration of technology across the Elementary School.
- Collaborate with school leadership, curriculum leaders, and IT to evaluate, recommend, and support the implementation of emerging educational technologies, digital resources, and age-appropriate AI tools.
- Contribute to the development, implementation, and review of schoolwide guidelines and ethical frameworks for the responsible and developmentally appropriate use of AI and emerging technologies.
- Develop and maintain digital learning resources and programs that support the evolving needs of students and teachers.
- Collect and analyze evidence of student learning, teacher feedback, and curriculum implementation to evaluate and continuously improve the effectiveness of the Elementary School digital literacy program.

Professional Development and Evaluation

- Design and facilitate professional learning opportunities that strengthen teachers' confidence and capacity in digital literacy, purposeful technology integration, AI, and innovative instructional practices.
- Collaborate with Professional Learning Communities (PLCs) and instructional teams to support schoolwide priorities and continuous improvement in teaching and learning.
- Engage in ongoing professional learning to remain current with developments in digital literacy, educational technology, AI, and instructional coaching.
- Actively participate in the JIS Growth and Appraisal process to reflect on and strengthen professional practice.

Community Engagement and Outreach

- Engage families through workshops, discussions, and informational sessions that promote digital literacy, digital well-being, and the safe, responsible, and age-appropriate use of emerging technologies.
- Foster positive relationships with students, families, and colleagues, promoting an inclusive and supportive school community while upholding JIS Child Safeguarding Practices.
- Contribute to extracurricular activities that promote student creativity, collaboration, and leadership.
- Support school trips and experiential learning opportunities, including multi-day and overnight excursions, in collaboration with relevant teams.

Adaptability and Support

- Demonstrate flexibility and adaptability in responding to evolving educational technologies, instructional needs, and school priorities, while maintaining a collaborative and supportive approach.
- Collaborate with school leadership, IT, and teaching teams to support effective and engaging online learning experiences, including synchronous and asynchronous instruction, during school closures or disruptions.

Professional Dispositions and Responsibilities

- Embrace and promote the JIS Learning Dispositions: Resilience, Resourcefulness, Relating, and Reflecting.
- Perform other related duties and assume other responsibilities as assigned by the Elementary School Principal.

TO APPLY

Interested candidates should apply directly by email to teachingapplication@jisedu.or.id.

Please submit the following materials as separate PDF attachments in one email:

- Cover letter expressing interest in the position
- Current resume, clearly indicating all academic qualifications and professional teaching certifications, including the issuing authority, subject area(s), and grade level(s) covered by each certification.
- List of three to five professional references, including each reference's name, position, relationship to you, phone number, and email address. *References will not be contacted without the candidate's permission.*

Safe Recruitment Statement

At Jakarta Intercultural School (JIS), we are committed to ensuring the safety and well-being of all our students. As part of this commitment, we have implemented rigorous recruitment policies and procedures designed to safeguard our students and uphold the highest standards of child protection.

Our recruitment process includes:

- Thorough verification of the identity and qualifications of all candidates.
- Obtaining and corroborating professional and character references.
- Performing comprehensive background checks in all countries of residence and the candidate's country of origin.
- Conducting a multi-stage interview process, including scenario-based questions to evaluate how candidates handle situations related to student safety and well-being.

Child Safeguarding Policy

JIS has a robust Child Safeguarding policy that seeks to protect our students, their families, and the entire JIS community. This policy ensures that all students have the right to protection and access to confidential support systems. As part of this policy, all community members with access to students must undergo annual child safeguarding training to stay informed and vigilant in protecting our students.

By maintaining these stringent recruitment practices, JIS ensures that our educational environment remains safe, nurturing, and conducive to the well-being and development of every student.