

Dear Hiring Manager,

My name is Carlos García, and I am an international IB PYP educator with over eight years of experience teaching in diverse school contexts across Europe and the United States. Throughout my career, I have worked in Early Years and Upper Primary settings, gradually shaping a professional identity grounded in inquiry-based learning, student agency, and the IB Primary Years Programme. My path has been defined by intentional international experiences, reflective practice, and a continuous commitment to understanding how children learn best within meaningful, well-designed learning environments.

I believe that learning becomes powerful when students feel ownership over their process and understand the purpose behind what they are doing. In my classroom, the teacher is not the center of learning, but the guide who designs structures, routines, and opportunities that allow curiosity, responsibility, and reflection to develop naturally. Inquiry, when implemented with intention and coherence, enables students to make meaningful connections across disciplines, develop critical thinking skills, and grow as confident, engaged learners. For this reason, student agency is at the core of my teaching philosophy, and the IB PYP provides a framework that, when lived authentically, supports this vision in a holistic and sustainable way.

Throughout my experience, I have led and supported the full PYP Exhibition process, designing agency-driven learning experiences that emphasize research, action, reflection, and student voice. I bring strong experience in transdisciplinary planning, classroom culture building, and mentoring students through complex learning journeys. I also have a solid background in Singapore Math and structured literacy aligned with the Science of Reading, using assessment data to inform instruction, differentiation, and targeted support. I value educational technology as a tool to enhance organization, reflection, and learning, and I am an advanced user of Toddle to support planning, assessment, and documentation.

Beyond classroom practice, I actively contribute to school culture through collaboration, professional dialogue, and shared reflection. I see teaching as a profession that requires ongoing learning, honesty, and coherence between beliefs and practice. This commitment is reflected in my work as an educational writer and in the professional projects I develop alongside my teaching, which allow me to continuously examine and refine my approach.

I am seeking a school environment with a genuine commitment to the IB philosophy, where inquiry, agency, and reflection are not only present in discourse but embedded in daily practice. I value schools with pedagogical leadership grounded in real IB experience, clear organizational structures, and a culture of trust that recognizes teachers as reflective professionals. Equally important to me is working within a community that supports professional growth, encourages teacher voice, and fosters meaningful collaboration.

At the same time, I am intentional about the environments in which I choose to work. I am not aligned with contexts where the IB functions primarily as a marketing label, where decision-making is disconnected from pedagogical expertise, or where micromanagement undermines professional trust. I believe that sustainable, high-quality education depends on coherence, transparency, and respect for both students and educators.

I would welcome the opportunity to contribute my experience, perspective, and commitment to a school community that shares these values. Thank you for taking the time to review my application. I look forward to the possibility of further discussing how my background and philosophy could support your school's mission and learning culture.

Sincerely,

Carlos García Bértolo
