



Emerging Teaching Artist Program

To support the next generation of emerging teaching artists who, in turn, support young people in developing healthy self-esteem and a strong sense of identity, Penumbra is seeking individuals who are interested in exploring teaching as both a creative practice and an expression of social justice. Candidates need not have formal teaching experience, but should genuinely enjoy working with children and youth and understand that strong teaching begins with relationships.

Penumbra's Teaching Artists do more than deliver lessons. They help create spaces where young people can be curious, expressive, playful, thoughtful, creative, and fully themselves. Teaching Artists work Penumbra's curriculum and pedagogical approach while bringing their own artistry, experience, presence, and facilitation skills into the room.

This is a highly collaborative, active, and responsive mentee role. Teaching Artists adjust plans in real time, respond to individual and group needs, work cooperatively with peers and Penumbra staff, while remaining actively engaged with young people throughout the program day. Emerging Teaching Artists will be paired with a seasoned Penumbra Teaching Artist to gain real-time, practical experience in K-12 classrooms, with the goal of eventually leading lessons on their own.

Penumbra

Position: Emerging Teaching Artist

Classroom Grades: Pre-Kindergarten through 12th grade

Required Training: Two mandatory paid training days

Position Type: Temporary / Seasonal Teaching Artist

Background Check Required: Yes

Benefits: Not eligible for benefits

Reports to: Education Director

Emerging Teaching Artist Rate: \$40–\$55/hour, based on experience, training, and demonstrated proficiency

About PRIDE

Penumbra's Positive Racial Identity Development and Empowerment (PRIDE) program uses theatre, storytelling, movement, reflection, creative expression, and community-building to help young people develop a strong sense of identity, belonging, agency, and connection.



PRIDE is grounded in five interconnected pillars:

1. **Positive Racial & Cultural Identity**
2. **Historical, Anti-Racist & Social Justice Learning**
3. **Community & Belonging**
4. **Emotional & Physical Wellbeing**
5. **Creative Visioning & Artistic Exploration**

Scope of Work

- Observe PRIDE programming with K–12 students across a range of settings, including school-based residencies, workshops, summer programming, and other educational programs and special engagements throughout the year.
- Support lead TA's in delivering lessons in alignment with Penumbra's PRIDE curriculum, pedagogy, and program goals, adapting appropriately for different ages, settings, and program formats.
- Review assigned curriculum, agendas, schedules, and materials in advance and arrive prepared to co-facilitate and learn.
- Incorporate theatre, storytelling, writing, visual art, movement, games, discussion, reflection, and other creative approaches to support learning.
- Support trauma-informed, racially affirming, student-centered learning environments.
- Assist in building welcoming learning communities where young people feel seen, respected, valued, and supported.
- Co-facilitate and eventually facilitate developmentally appropriate exploration of identity, culture, race, belonging, fairness, community, wellbeing, imagination, and creative expression.
- Maintain clear community agreements, expectations, boundaries, and routines.
- Consider multiple ways for young people to participate based on age, ability, comfort, and learning needs, including speaking, writing, drawing, moving, creating, performing, observing, and listening.
- Work with Lead TA's to respond thoughtfully to the needs of different students, classrooms, schools, and program environments.
- Work collaboratively with classroom teachers, other Teaching Artists, Penumbra staff, and community partners.
- Attend and fully participate in required training, planning, preparation, meetings, check-ins, and debriefs associated with assigned programming.
- Communicate promptly with Penumbra staff regarding scheduling, logistics, student needs, materials, or program concerns.



- Complete requested program reflections, peer feedback, surveys, evaluations, assessments, or other documentation.
- Arrive at sites with sufficient time to prepare for scheduled programming, according to the expectations of each specific program or engagement.

Training + Preparation

Emerging Teaching Artists will participate in paid training and orientation before beginning their work with young people. Training is an important introduction to Penumbra's approach, PRIDE methodology, curriculum, and expectations for Teaching Artists.

Depending on the program or engagement, Emerging Teaching Artists may also participate in additional paid training, planning, curriculum preparation, and professional development throughout the year.

Training and preparation may include:

- An introduction to Penumbra, PRIDE, and our approach to education and racial healing
- Penumbra's PRIDE framework and five pillars
- PRIDE curriculum, pedagogy, and program goals
- Working with young people across pre K-12 settings
- Developmentally appropriate approaches to race, identity, culture, and belonging
- Experiencing and facilitating model PRIDE lessons and activities
- Practice teaching, feedback, and reflection with Lead Teaching Artists
- Trauma-informed, racially affirming, and student-centered facilitation
- Somatic and wellbeing practices
- Classroom and group management
- Building relationships and creating a strong learning community
- Responding and adapting to student needs while staying grounded in the goals and spirit of PRIDE
- Collaboration with other Teaching Artists, classroom teachers, Penumbra staff, and community partners
- Collaborative teaching
- Roles and responsibilities during student lunch, recess, and transitions
- Teaching Artist professional expectations
- Collaborative planning for PRIDE over MEA



Emerging Teaching Artists should come prepared to participate fully, not simply attend. Training will involve active participation, practice, conversation, feedback, reflection, and collaboration.

Qualifications and Vital Attributes

Strong candidates may be theatre artists, writers, dancers, musicians, visual artists, classroom educators, Teaching Artists, youth workers, or multidisciplinary artists.

We are especially interested in candidates who:

- Have some experience working with young people (not necessarily in a classroom teaching role).
- Genuinely enjoy spending time with children.
- Bring warmth, playfulness, creativity, structure, and energy into a learning environment.
- Are seeking learning and growth opportunities and open to mentorship.
- Have strong facilitation and group-management skills.
- Communicate clearly and respectfully with children and adults.
- Are comfortable facilitating developmentally appropriate learning around identity, race, culture, belonging, fairness, and community.
- Understand that children learn, communicate, regulate, and participate in different ways.
- Can recognize when something isn't working and change course.
- Can remain grounded and responsive in an active and sometimes unpredictable environment.
- Are willing to collaborate and work in an ensemble rather than work entirely independently.
- Can receive direction, coaching, and feedback.
- Will step in to support another Teaching Artist or group when needed.
- Can be fully present and engaged with young people throughout the program day.
- Are reliable and prepared.
- Can commit to required training and orientations.

Compensation

Direct teaching rates are determined based on a combination of relevant experience, training, demonstrated facilitation skills, and demonstrated proficiency with Penumbra's PRIDE curriculum and pedagogical approach.

Emerging Teaching Artist



\$40-\$55/hour

Typically **1–3 years of relevant experience** in teaching, arts education, residencies, facilitation, or youth programming.

May be developing experience as a Teaching Artist or educator and/or may be newer to residency-based teaching or Penumbra's PRIDE curriculum and approach.

Years of experience are guidelines and do not automatically determine placement within a pay range.

Final direct-teaching rates are determined by Penumbra based on the Teaching Artist's overall relevant experience, training, demonstrated facilitation skills, readiness for the role, and experience with PRIDE.

To Apply

Please submit a resume and a brief statement telling us:

- About your experience working with elementary-aged young people.
- About your artistic, educational, and/or youth-work practice.
- Why you are interested in PRIDE and working with Penumbra.
- About any experience you have facilitating learning around identity, culture, race, belonging, community, or social justice.
- About a time when you had to change your plan or pivot in response to what young people needed.

Penumbra welcomes Teaching Artists with a range of artistic practices, lived experiences, educational backgrounds, and pathways into youth work.

Send materials to haseena.hamzawala@penumbrateatre.org. Applications will be reviewed on a rolling basis.

Penumbra is an Equal Opportunity Employer. We strongly encourage individuals from historically excluded communities—including Black, Indigenous, and people of color; LGBTQIA+ individuals; people with disabilities; and multilingual/multicultural applicants—to apply.