



- Position Title:** High School STEM Teacher
- Profile:** Expatriate professional educator
- Reports to:** High School Principal
- Calendar:** Teacher calendar: Mid-July to mid-June for an initial period of one or two academic school years (2025-26 and 2026-27) with the possibility of subsequent renewal
- Schedule:** Monday, Wednesday, Thursday and Friday from 7:20 AM to 3PM; Tuesday 7:20 AM-4 PM
- Other Expectations:** CAG educators are responsible for supporting periodic special events such as Back to School Night, Section-specific events, etc., supervision during transition times, attending grade level, department, and/or planning meetings, etc., and leading one after school extracurricular activity per week.

About the American School of Guatemala/Colegio Americano de Guatemala (CAG)

The American School of Guatemala was founded in 1945 and is an independent, non-profit, non-denominational, college-preparatory institution that offers a rigorous academic program modeled after the best educational practices and methodologies of the United States of America. CAG is founded on the principles of a co-educational, bi-cultural (Guatemala-United States), bilingual (Spanish-English) program and is fully accredited in the U.S. by the New England Association of Schools and Colleges (NEASC) and recognized by the Guatemalan Ministry of Education as a Laboratory School.

With an enrollment of approximately 1,800 students, we focus on continuity in a P-12 one-school model, committed to student-centered learning and community connectedness. We seek educators who value cultural context and find ways to innovate the teaching and learning experience at CAG. Therefore, CAG educators are collaborative, enthusiastic and optimistic about a student-centered learning environment.

School Mission

The mission of the American School of Guatemala is to empower its students to achieve their full potential and to inspire them to lead meaningful lives as responsible members of a global society.

Definition of Learning

Aspirational learning at CAG is a dynamic and iterative process that engages learners in authentic experiences that further develop their unique values, voice, and purpose. In a physically, socially, and emotionally safe environment, learners are empowered to be the co-designers and co-creators of their own learning as they collaborate, innovate, and act ethically and empathetically to make an impact on an ever-changing world.

Overview of the Position

The High School STEM Teacher will deliver high-quality instruction in Math, Computer Science, and Robotics while spearheading the development of a robust STEM program. This position requires a forward-thinking educator who can integrate real-world applications, foster innovation, and inspire students to explore STEM pathways. The teacher will collaborate across disciplines to align STEM initiatives and ensure program excellence.

Primary Responsibilities

Learning Environment

- Establish a supportive and inclusive classroom culture that fosters curiosity, problem-solving, and collaboration.
- Promote a growth mindset, encouraging students to take academic risks and explore STEM disciplines with confidence.
- Integrate ethical decision-making and the relevance of STEM in global contexts into classroom discussions.

Curriculum and Planning

- Implement and develop a coherent, standards-based curriculum for Math, Computer Science, and Robotics, aligned with school-wide learning goals and existing curriculum materials.
- Design interdisciplinary and project-based learning opportunities to deepen student engagement.
- Collaborate with colleagues to align STEM curricula vertically and horizontally across grade levels.
- Incorporate cutting-edge technology, research, and industry trends into instructional plans.
- Maintain updated and accurate documentation of course curriculum in the school's online platform.

Robotics Course Development

- Design and launch a Robotics course that combines hands-on learning with theoretical foundations.
- Incorporate robotics competitions and collaborative projects to enhance student engagement and practical application.

Instruction and Assessment

- Deliver engaging, hands-on instruction that integrates theory with real-world applications.
- Use differentiated teaching strategies to meet the diverse learning needs of students.
- Develop and administer assessments that measure conceptual understanding, creativity, and collaborative skills.
- Use data to inform instruction, identify gaps, and ensure students are achieving at high levels.
- Use formative and summative assessments to evaluate student knowledge and performance on course standards.

Collaboration

- Collaborate with colleagues to align curriculum, develop common assessments, and reflect on teaching and learning in your content areas.
- Be a resource and champion amongst faculty across departments to integrate STEM into other disciplines.
- Lead or support extracurricular STEM initiatives, such as robotics competitions, coding clubs, or STEM fairs.
- Engage with families and the wider community to build partnerships that support STEM learning opportunities.
- Collaborate and communicate effectively with students and families to support individual student growth and success.

Professional Growth

- Participate in professional development to stay current with best practices in STEM education.
 - Actively engage in the professional learning community at CAG through informal and formal teams (ex. Department, Grade Level, and/or PLCs).
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SUPERVISION / CHILD SAFEGUARDING & PROTECTION

The American School of Guatemala promotes a safe and positive community and takes its obligation to protect all students with the utmost seriousness. All members of the school's professional community are responsible for the safety and well-being of every child. All faculty share responsibility for supervising P-12 students and ensuring a safe and productive learning environment at all times.

Background checks are required of all faculty and educational staff members in order to be employed by the school. Every six months of employment at the school, all employees are required to have on record a clearance certificate from the Guatemalan Public Ministry's sex offender registry. Additionally, all faculty members are required to engage in periodic training about best practices in child safeguarding and protection as well as safety and emergency response measures as established by the school.

Minimum Qualifications

- Bachelor's degree in Education, STEM fields, or a related discipline.
- Teaching certification in Mathematics, Computer Science, or a related field.
- Experience teaching high school students in STEM subjects.

Preferred Qualifications

- Master's degree in a STEM field or Education.
- Experience in program development, particularly in STEM or Robotics initiatives.
- Proficiency in integrating technology and project-based learning into the curriculum.
- Bilingual (English/Spanish).
- Understanding of standards-based and interdisciplinary instruction.



CAG Faculty Profile

At the American School of Guatemala/Colegio Americano de Guatemala (CAG), our Student Learner Profile is encapsulated in the acronym VIDAS (Spanish for LIVES, and representing the various components that lead to an individual growing and developing meaning and purpose for their own life.) CAG embraces a constructivist philosophy to learning across all grade levels and content areas and seeks faculty who are equipped to nurture these qualities in our students through a robust academic and student life program.

Values Oriented	Innovative	Dynamic	Actively Engaged	Service Driven
<p>How does a CAG faculty member instill a values oriented culture in students and in the classroom?</p> <p>A CAG faculty member who is values oriented is...</p>	<p>How does a CAG faculty member inspire an innovative mindset among students?</p> <p>An innovative CAG faculty member can be described as...</p>	<p>How does a CAG faculty member encourage students to be dynamic learners, citizens, thinkers?</p> <p>A dynamic CAG faculty member is...</p>	<p>How does a CAG faculty member lead students to be actively engaged at school, in service, in learning?</p> <p>A CAG faculty member who is actively engaged is....</p>	<p>A faculty member who models a service driven perspective for students is...</p> <p>A service driven CAG faculty member is...</p>
<ul style="list-style-type: none"> ● Demonstrates respect ● Embraces diverse perspectives ● Models ethical decision making in and out of school ● Maintains accurate records ● Shows commitment to the profession through contributions and their own continued learning 	<ul style="list-style-type: none"> ● Creates space and facilitates opportunities for students to innovate ● Allows students to take risks ● Sees themselves as a designer ● Recognizes education as a constantly evolving field and actively works to stay engaged with new and emerging trends 	<ul style="list-style-type: none"> ● Proactive ● Shows flexibility ● Communicates effectively to different audiences (students, parents, colleagues, community) ● Engages collaboratively ● Is inspirational 	<ul style="list-style-type: none"> ● Seeks feedback ● Committed to personal and whole school improvements ● Reflective ● In tune with student needs ● Promotes student voice ● Actively engages in Professional Learning structures in the school. ● Seeks and actively engages in other networks to support learning. 	<ul style="list-style-type: none"> ● A systems thinker ● Aware of social and cultural needs in the communities they serve ● Aware of their own impact ● Incorporates opportunities for students to understand their impact, responsibilities, and possibilities

**CORE VALUES OF THE AMERICAN SCHOOL OF GUATEMALA'S
PROFESSIONAL LEARNING COMMUNITY**

1. Protect and project the established mission of the school.
2. Provide student centered instruction commensurate with class needs and individual abilities; aspire to provide such in a manner that students will want to learn.
3. Pursue school-wide goals of healthy socialization and self-concept by supporting all students in each of their school-related activities. At all times, in and out of school, be clear in the limitations of this support by avoiding in fact or appearance inappropriate fraternization.
4. Collaborate to the maximum extent possible with colleagues, establish and maintain a healthy, cooperative working relationship with other CAG staff. Aspire to practice same in the spirit of collegiality and common cause.
5. Establish and maintain a system of education accountability approved by the General Director and Section Principals.
6. Establish and maintain healthy communication with parents and students; avail yourself of their concerns to the maximum extent possible without compromising the collective judgment or authority of the school.
7. Provide all relevant and required information and reports to the General Director and Section Principals in a competent and timely manner.
8. Attend staff and faculty meetings and take initiative to acquire a sound knowledge base in the theory and practice of behavior management, content area expertise, and topics that advance the interests of CAG's learning community.
9. Manage personal and professional differences in such a way that presents a coherent administrative and organizational climate to parents, students, staff, and board. Acknowledge and seek to resolve differences in a respectful and discreet manner.
10. Take initiative to investigate, understand and solve problems at the most immediate effective organizational level. Keep the General Director, Section Principals and others informed of sensitive information on a proactive and need-to-know basis.