



Job Title: Lower School Bilingual Auxiliary Teacher
Reports to: Lower School Principal
Profile: Local Position
Job Schedule: Monday, Wednesday, Thursday and Friday from 7:20 AM to 3PM;
Tuesday 7:20 AM-4 PM

Other Expectations:

Lower School CAG teachers are responsible for supporting periodic special events such as Back to School Night, Literacy events, etc. and supervising students during transition and duty times.

Calendar: CAG Teacher calendar: Mid-July to mid-June

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. We are founded on the principles of a co-educational, bi-cultural (*Guatemala-United States*), bilingual (*Spanish-English*) program and are fully accredited in the U.S. by the *New England Association of Colleges and Schools* and recognized by the *Guatemalan Ministry of Education as a Laboratory School*.

With an enrollment of approximately 1,600 students, we focus on continuity in a P-12 one school model, committed to student-centered learning and community connectedness.

Overview of the Position

In its effort to be a leader in regional independent education, CAG works to promote a robust educational experience through the articulation and implementation of standards across content areas. CAG Bilingual Auxiliary Teachers support both the English and Spanish primary classroom teachers in supporting instruction across the subject areas in both English and Spanish in integrated units of study, according to the School's established curriculum. Bilingual Auxiliary Teachers also support CAG's values education and social emotional learning programs, integrated within the units and reinforced through Responsive Classroom activities, such as Morning Meeting, Class Meetings, Service Learning projects teaching method. Each Bilingual Auxiliary Teacher is assigned to one or more classrooms at the early grade levels of the Lower School, consisting of approximately 22-24 students each.

DETAILS OF THE POSITION

A successful candidate will:

- Enjoy working with children and be devoted to building a nurturing and safe learning environment.
- Demonstrate excellent written and verbal communication skills, as well as in-depth knowledge of classroom activities and teaching methods
- Demonstrate proficiency in implementing Lower school level education and the developmental needs of Lower school-aged students.
- Collaborate positively with the English and Spanish primary classroom teachers.
- Collaborate in different settings such as grade level or vertical meetings and with counselors, student support specialists, applied arts teachers, and instructional coaches.
- Support the integration of project based learning opportunities, cross curricular connections, and

the Responsive Classroom approach focusing on the strong relationship between academic success and social-emotional learning.

- Model academic excellence for students by holding self and students highly accountable to achieve growth.
- Engage students actively and positively in classroom discussions and work to inspire students through teaching and learning.
- Communicate with English and Spanish primary classroom teachers about student progress and engagement with confidence, consistency, and accuracy.
- Demonstrate effective communication skills to support a partnership with English and Spanish teams, parents, peers, and students.
- Develop professional goals within the CAG Faculty Reflection and Growth Framework.

Primary Responsibilities include:

- Support instruction as planned by the primary English and Spanish classroom teachers
- Instruct small groups of students in areas identified and planned by the primary English and Spanish classroom teachers
- Support the primary teachers with differentiation in the classroom
- Provide additional classroom support for specific students, as needed
- Support classroom teacher with classroom management
- Support students' engagement in the target language of instruction, aligned with the school's | established Dual Language principles
- Bilingual Auxiliary teachers are expected to speak, instruct and be a language model in the designated language being taught by the primary classroom teacher
- Assist students during transitions between various daily activities and special classes
- Support on-going student success through consistent communication about observations with the primary English and Spanish teachers
- If it is requested by the primary classroom teachers or administration, the Bilingual Auxiliary Teacher may attend parent-teacher meetings to support the observations made by English or Spanish teachers

SUPERVISORY RESPONSIBILITIES

All Lower School staff have some responsibility for supervising students and assisting in maintaining a safe environment at all times.

MINIMUM QUALIFICATIONS

- "Título de Maestro de Educación Primaria, Preprimaria o Bachillerato Pedagógico"
- Bilingual (English/Spanish)
- A passionate and positive attitude
- Excellent written and verbal communication skills
- Outstanding interpersonal abilities

PREFERRED QUALIFICATIONS

- Profesorado or Bachelor's degree in Education
- A minimum of 2 years' experience as a teaching assistant or similar role
- Solid understanding of classroom activities and teaching best practices
- Experience with Integration and Collaborative Processes

Child Protection and Safeguarding

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 community are responsible for the safety and well-being of every child. At the onset of employment and every six months, all employees and BCO Fellows assigned at the school are required to submit a police clearance certificate.



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.

<h3>Values Oriented</h3> <p>How does a 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>	<h3>Innovative</h3> <p>How does a faculty member inspire an innovative mindset among students?</p> <p>An innovative CAG faculty member can be described as...</p>	<h3>Dynamic</h3> <p>How does CAG faculty member encourage students to be dynamic learners, citizens, thinkers?</p> <p>A dynamic CAG faculty member is...</p>	<h3>Actively Engaged</h3> <p>How do faculty members lead students to be actively engaged at school, in service, in learning?</p> <p>A CAG faculty member who is actively engaged is....</p>	<h3>Service Driven</h3> <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