



<b>Teaching Role:</b>	Middle School Humanities Teacher
<b>Reports to:</b>	Section Administrators
<b>Collaborates with:</b>	Section Administrators, Grade Level Team, and Humanities Department
<b>Profile:</b>	Expatriate professional educator contracted through Bucks County Association of Intercultural Advancement (BCOIA)
<b>Language of Instruction:</b>	English
<b>Calendar:</b>	Teacher calendar: Mid-July to mid-June for an initial period of one or two academic school years (2026-27 and 2027-28) with the possibility of subsequent one-year renewal
<b>Schedule:</b>	Monday to Friday from 7:20 AM to 3 PM in addition to time for professional development beyond these hours

### **About the American School of 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 enrollment of approximately 1,820 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. Leaders at CAG are highly visible for students, teachers and CAG families and model an innovative spirit in the ongoing improvement of the American School of Guatemala.

### **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 Humanities Content**

The Middle School Humanities program at the American School of Guatemala (CAG) is an integrated, unified approach that merges the traditional roles of Language Arts and Social Studies. This foundational course explores history, culture, and society through the lens of language and literature. The curriculum utilizes historical and social content as the vehicle for developing core literacy skills, including reading, writing, speaking, and critical thinking.

Teachers are responsible for designing a program that fosters students' ability to analyze texts, articulate ideas effectively, and engage in meaningful discourse about both historical and contemporary global issues. This course is designed to build connections between the historical context and the various forms of human expression—literature, art, and other media—encouraging students to explore the enduring themes that connect the past, present, and culture.

## **Overview of Teaching and Learning Expectations**

We seek educators who embody the role of a facilitator of learning. The ideal candidate guides and directs learning and growth without positioning themselves as the sole knowledge-giver in the classroom. The desired instructional practice is to strategically blend direct instruction with robust inquiry practices, potentially even inviting students into the design process. We aim to develop essential foundational skills while fostering curiosity and deep conceptual understanding.

Crucially, the learning environment must view each child as a unique individual, and teachers are expected to create a responsive classroom that strives to meet the individual needs of diverse learners, moving away from a "one-size fits all" approach. A commitment to opening multiple pathways for students to demonstrate mastery in various ways is essential. Ultimately, we expect inquiry mindsets to drive the learning experience with students taking a more active role in the process.

## **Specific Responsibilities**

### **Curriculum & Instruction**

- Design and implement an integrated Humanities curriculum that develops literacy skills through historical and cultural content, aligned with CAG standards.
- Create experiential, inquiry-driven learning experiences that promote critical thinking, civic engagement, and communication.
- Empower students with voice, choice, and multiple pathways to demonstrate mastery.

### **Assessment & Feedback**

- Implement authentic assessments that allow students to demonstrate learning through writing, discussion, presentations, and creative projects.
- Use formative and summative data to inform instruction and provide actionable feedback that supports ongoing growth.

## **Collaboration**

- Work closely with co-teachers, learning specialists, and counselors to design responsive instruction, targeted interventions, and behavior supports.
- Contribute to interdisciplinary planning and alignment across grade levels to strengthen connections between Humanities and other subjects.
- Engage in ongoing professional learning and collaborative reflection to continually improve teaching practice.

## **Learning Environment & Student Support**

- Foster an inclusive, respectful, and student-centered classroom that values equity, diverse perspectives, and cultural understanding.
- Differentiate instruction to meet the needs of multilingual learners and students with varied learning profiles.

## **School Culture**

- Actively participate in school-wide initiatives, events, and extracurricular activities.
- Serve as an advisor or mentor within the Middle School advisory program.
- Uphold high expectations for student behavior and academic achievement in alignment with CAG's core values.

## **Commitment to Active 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 community are responsible for the safety and well-being of every child and, as such all faculty and educational staff members have some responsibility for supervising students and assisting in maintaining a safe 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.

## **Qualification Requirements**

### **Minimum Qualifications:**

- Bachelor's degree in Education, Social Studies, Language Arts, Humanities or a related field.
- Experience teaching Language Arts and/or Social Studies at the middle school level.
- Strong background in literacy instruction, historical analysis, and inquiry-based learning.
- Demonstrated ability to differentiate instruction for diverse learners.
- Fluency in English and a strong command of written and oral communication.

### **Preferred Qualifications:**

- Master's degree in Education, Literacy, or a related field.
- Experience teaching in a bilingual or dual-language program.
- Familiarity with standards-based grading and authentic assessment practices.
- Experience using technology to enhance instruction and student learning.
- Knowledge of current best practices in humanities education, including interdisciplinary approaches.

## **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.