



Teaching Role:	Middle School Science Teacher
Reports to:	Section Administrator
Collaborates with:	Section Administrators, Grade Level Team, and Science Department
Profile:	Expatriate professional educator contracted through Bucks County Association of Intercultural Advancement (BCOIA)
Language of Instruction:	English
Calendar:	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
Schedule:	Monday to Friday from 7:20 AM to 3 PM in addition to time for professional development beyond these hours

Other Expectations: CAG educators are responsible for supporting periodic special events such as Back-to-School Night and Section-specific events; supervising during transition times; attending grade-level, department, and/or planning meetings; and leading one after-school extracurricular activity per week.

About the American School of Guatemala (CAG)

The American School of Guatemala (Colegio Americano de 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. 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 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.

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 Science Content

The Middle School Science program is built on the principles of the Next Generation Science Standards (NGSS), emphasizing inquiry, hands-on exploration, and phenomena-based learning. Students investigate the natural world through authentic scientific practices, using observation, experimentation, modeling, and data analysis to make sense of complex systems and real-world problems.

The curriculum is designed so that students not only learn scientific content but also develop the skills to think, question, and act like scientists. Through investigations, projects, and collaborative inquiry, students engage in problem-solving and critical thinking that builds their capacity to connect scientific ideas across disciplines and apply them to everyday life. Ultimately, the Middle School Science experience prepares students to approach both local and global issues with creativity, evidence-based reasoning, and a deeper appreciation for the interconnectedness of the natural world.

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 NGSS-aligned Science curriculum that emphasizes inquiry, hands-on experimentation, and the exploration of real-world phenomena.
- Create experiential learning opportunities that promote scientific reasoning, problem-solving, and critical thinking through labs, data analysis, and modeling.
- Empower students with voice, choice, and multiple pathways to demonstrate mastery of scientific concepts and practices.

Assessment & Feedback

- Implement authentic assessments that allow students to demonstrate understanding through lab investigations, data interpretation, scientific writing, discussion, and presentations.
- Use formative and summative data to inform instruction and provide actionable feedback that supports ongoing growth in scientific thinking and skills.

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, connecting Science with Humanities, Math, Technology, and other disciplines.
- Engage in ongoing professional learning and collaborative reflection to continually improve science teaching practice.

Learning Environment & Student Support

- Foster an inclusive, respectful, and student-centered classroom that values equity, diverse perspectives, and curiosity about the natural world.
- Differentiate instruction to meet the needs of multilingual learners and students with varied learning profiles.
- Support students' social-emotional development by integrating collaboration, ethical considerations in science, and global citizenship into classroom practice.

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, Science, Innovation, or a related field.
- Experience teaching Science and/or Innovation at the middle school level.
- Strong background in Science and Innovation instruction 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, Science, 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 Science and Innovation education, including interdisciplinary approaches.

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.