



- Position Title:** Early Childhood PreK, K, Grade 1 Teacher
- Reports to:** Lower School Principal
- Profile:** Expatriate through Bucks County Association of Intercultural Advancement (BCO)
- Calendar:** Teacher calendar: Mid-July to mid-June for an initial period of two academic school years (2019-2020 and 2020-2021) with the possibility of subsequent one or two-year renewal
- Schedule:** Monday, Wednesday, Thursday and Friday from 7:20 AM to 3PM; Tuesday 7:20 AM-4 PM
- Other Expectations:** CAG Early Childhood teachers are responsible for supporting periodic special events such as Open House, Literacy events, etc., supervising students during transition times, and leading one “club” per week (during the last hour of one day) for 1st grade teachers and second semester for kinder teachers.
The Prek day for students ends at 12pm. Prek teachers provide support in various ways throughout the afternoon, instructional, curriculum or program development, etc.)

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 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 and grade levels. CAG begins with early childhood and lays the foundation for a meaningful life and educational experience that extends throughout a child’s life. CAG EC teachers are responsible for establishing our students’ first formal

experiences with schooling through positive interactions, enriching and constructive learning experiences, and a foundation in creativity, problem solving, and inquiry skills. Kindergarten and first grade teachers provide instruction in the areas of English Language Arts, Mathematics, and integrated Social Studies and Science according to the School's established curriculum. Values education and social emotional learning are integrated within the units and reinforced through Responsive Classroom activities such as Morning Meeting, Class Meetings, Service Learning projects, and the Project Approach teaching method. Each teacher is assigned to one section of students, consisting of approximately 20-24 students, and shares a classroom with a teacher from the Spanish language program who also works with the same group of students at times during the day designated for instruction in the Spanish language. Teams of teachers from the five sections in each grade level collaborate to develop units, activities, and common assessments, share expertise, and create an inspiring, literacy rich learning environment for kindergarten and first grade students.

DETAILS OF THE POSITION

A successful candidate will:

- Possess an early childhood endorsement and have experience teaching in early childhood environments.
- Demonstrate proficiency in researching, synthesizing, and implementing promising and/or best practices in kindergarten and first grade levels, including differentiation and integrated approaches to learning.
- Understand the developmental needs of early childhood-aged students.
- Collaborate and share space with a bilingual assistant and Spanish teacher.
- Collaborate in different settings such as grade level or vertical meetings and with counselors, student support specialists, applied arts teachers, and instructional coaches.
- Integrate Project Approach opportunities and find meaningful ways to integrate relevant cross curriculum teaching to support student learning.
- Integrate Responsive Classroom approach focusing on the strong relationship between academic success and social-emotional learning.
- Develop and maintain curriculum with curriculum leaders and P12 faculty to achieve alignment throughout the school.
- Use data to inform instruction and support student achievement at the highest level of standards.
- Effectively use technology to support instruction, assessment, and communication while also explore opportunities for virtual learning.
- Model academic excellence for students by holding self and students highly accountable to achieve excellence.
- Engage students actively and positively in classroom discussions and work to inspire students through teaching and learning.
- Actively engage in student life activities outside of assigned course schedule.
- Communicate student progress and engagement with confidence, consistency, and accuracy.

- In collaboration with department team, develop appropriate and unique forms of common assessment to demonstrate curriculum breadth and student achievement.
- Implement the curricular standards with rigor, purpose, and planning.
- Demonstrate effective communication skills to support a partnership with parents, peers, and students.
- Develop professional goals with the CAG Faculty Reflection and Growth Framework.

MINIMUM QUALIFICATIONS

- Master's degree preferred and/or related degree in Education and appropriate coursework in content area to be taught OR a degree in the Early Childhood and Early and Dual Language Acquisition
- Experience teaching at the early childhood level

PREFERRED QUALIFICATIONS

- At least three years of teaching experience at the elementary level.
- Experience with Project Based Teaching and Learning/Integration and Collaborative process
- Bilingual (English/Spanish)
- Experience with biliteracy and/or dual language

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 certificates.



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 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 faculty member inspire an innovative mindset among students?</p> <p>An innovative CAG faculty member can be described as...</p>	<p>How does CAG faculty member encourage students to be dynamic learners, citizens, thinkers?</p> <p>A dynamic CAG faculty member is...</p>	<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>	<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 • 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.