Job Title:	High School Life Skills/Health Teacher, Grades 9-10
Reports to:	High School Principal
Profile:	Locally-hired Position
Job Schedule:	Academic school year (from the end of July to mid-June, or beginning at the time of employment) Monday, Wednesday, Thursday and Friday 7:25am-3pm; Tuesday 7:25am-3pm

Other Expectations: All CAG teachers are responsible for advising and assuming supervisory duties. Teachers are invited to lead a weekly student club and/or activity after the school day.

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 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 and well-rounded educational experience through the articulation and implementation of standards across content areas. As such, the high school, grades 9 and 10, life skills teacher embraces and supports the social and emotional challenges facing high school students while working to align the character development program from the middle school to the High School and make the bridge to the high school Life Skills program. The life skills course therefore offers the necessary scaffold to support students in understanding and preparing for the rigors and demands of the CAG high school program, and beyond, while also providing the important foundations for an understanding of the self, community, and the impact of choices on one's life.

The teacher needs to have experience with social emotional frameworks and be equipped to teach an in-depth and well-rounded health education class that provides students with the opportunities to develop in the areas of social, physical, emotional, and academic

well-being. The teacher will deliver a curriculum that advances the following topics such as nutrition, substance abuse prevention, human growth and development, and family life are revisited each year with a cumulative emphasis on helping students make intelligent, informed decisions about their own lives. Individuality and mutual respect are central to all Life Skills courses.

DETAILS OF THE POSITION

A successful candidate will:

- Have experience working with young adolescents and teaching health courses. A background in psychology is preferred. Knowledge of anatomy, physiology, and biology are a plus.
- Demonstrate understanding and sensitivity to cultural needs of the community in relation to health and human growth/development education.
- Promote, maintain, and improve individual and community health by assisting students and community members to adopt healthy behaviors.
- Collect and analyze data to identify student needs prior to planning, implementing, monitoring, and evaluating programs designed to encourage healthy lifestyles, policies and environments.
- Collaborate with High School Faculty to integrate project based learning opportunities and find meaningful ways to integrate relevant cross curriculum teaching that supports CAG students' social emotional learning and overall healthy choices and lifestyle.
- Work with the CAG curriculum leaders and P12 faculty to achieve alignment by promoting an integrated approach to health and social emotional education throughout the school.
- Build on middle school character development and health content.
- Effectively communicate with students, parents, and community members
- Models academic and personal excellence for students by holding self and students highly accountable to achieve excellence.
- Will engage students actively and positively in classroom discussions and work to inspire students through teaching, learning, and life application.
- Actively engage in student life activities outside of assigned course schedule.
- Communicate student progress and engagement with confidence, accuracy, and consistency.
- Collaborate with health specialists and community to determine student health needs and the availability of services, and to develop goals for meeting needs.
- Design and conduct ongoing evaluation to assess the quality and performance of the CAG health education programs.
- Develop professional goals with the CAG Faculty Reflection and Growth Framework.
- Develop and present health education and promotion programs such as training workshops, conferences, and school or community presentations about health needs and health education.
- Assist in development of operational plans and policies necessary to achieve health education objectives in the CAG community.

- Develop, conduct, or coordinate health needs assessments.
- Develop and maintain health education resources across the school to provide resources for CAG faculty, staff, and community.
- Develop, implement, and maintain curriculum in nutrition, substance abuse prevention, human growth and development, and family life.

SUPERVISORY RESPONSIBILITIES

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

MINIMUM QUALIFICATIONS

- Minimum of a *Profesorado* or Bachelor's degree (although preferred *Licenciatura* or Master's degree and/or related degree) in Health Education and appropriate coursework in content area to be taught OR a degree in Anatomy, Physiology, Biology, Psychology or related content area with Teacher Certification
- Experience teaching health at middle or high school levels

PREFERRED QUALIFICATIONS

- Experience teaching health and social-emotional learning at the high school level
- At least three years of health teaching experience at the high school level
- License or endorsement to teach health education
- Experience teaching in student-centered learning environments and with collaborative practices
- Bilingual (English/Spanish)
- Experience with student enrichment and advisory programs

CHILD PROTECTION AND SAFETY

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 are required to submit a police clearance certificate and fulfill any other background checks required by the school.

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
How does a faculty member instill a values oriented culture in students and in the classroom?	How does a faculty member inspire an innovative mindset among students?	How does CAG faculty member encourage students to be dynamic learners, citizens, thinkers?	How do faculty members lead students to be actively engaged at school, in service, in learning?	A faculty member who models a service driven perspective for students is…
A CAG faculty member who is **values oriented** is…	An **innovative** CAG faculty member can be described as…	A **dynamic** CAG faculty member is…	A CAG faculty member who is **actively engaged** is….	A **service driven** CAG faculty member is…
• 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	• 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	• Proactive • Shows flexibility • Communicates effectively to different audiences (students, parents, colleagues, community) • Engages collaboratively • Is inspirational	• 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.	• 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.