



- Position Title:** Lower School Learning Enrichment Teacher
- Reports to:** Dean of Learning Enrichment
- 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 Lower School 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 (one hour from 2:00-3:00 pm).

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 Lower School and lays the foundation for a meaningful life and educational experience that extends throughout a child’s life. All 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. Learning Support Specialist (LSS) teachers co-teach and co-plan with general education teachers in all core subject areas to provide support, remediation, and enrichment where needed within the established curriculum and according to student needs. LSS Teachers support teachers to differentiate instruction and implement accommodations within the general education classroom.

DETAILS OF THE POSITION

The EC LSS staff should have qualifications and experience working with young children (Kindergarten and Grade 1), their families and teachers, an understanding of students with specialized needs, and the skills to support students and teachers. The successful candidate will:

- Possess a special education endorsement and have experience teaching in early childhood environments.
- Demonstrate proficiency in leading and researching promising and/or best practices in early childhood levels, including differentiation and integrated approaches to learning.
- Support the classroom teachers in differentiating plans, implementation and assessment for every student
- Carry out, guide, and model developmentally appropriate teaching strategies and interventions
- Help classroom teachers and/or counselor/psychologist develop, share and support the implementation of behavior and classroom management strategies
- Maintain documentation of progress, interventions, and/or any individual specialized learning plan in conjunction with the classroom teacher/advisor and use data to inform support student achievement.
- Work daily within/out of classrooms in small groups and/or observing students, assessing and developing individual plans, as needed
- Work with students in small groups or individually, and/or supporting social skill development during recess activities
- Work collaboratively with the educational team, which might include: the teacher, counselor/psychologist, specialist, administrators, parents, incorporating recommendations from external professionals
- Coach teachers in planning, problem solving and activities with students
- Support the classroom teacher, counselor/psychologist, and administration in working with families
- Have an understanding about teaching and learning, language, literacy, writing, and math, as well as social and executive functioning skills
- Make recommendations for external tutoring, assessment and/or other intervention, in conjunction with the educational team
- Hold meetings with teachers and parents on an as-needed basis, and attend parent conferences to provide support as indicated
- Help students develop coping mechanisms, strategies and responsibility for their learning in order for them to perform up to expectations.
- Follow procedures to “track” student progress as outlined by the section
- Support and participate in the Lower School Admissions process
- Collaborate with the section team, taking part in planning and PD opportunities
- Collaborate with and participate in school wide LSS efforts and PD opportunities
- Develop professional goals within 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, Special Education, or Dual Language Acquisition
- Experience teaching at the early childhood level

PREFERRED QUALIFICATIONS

- At least three years of teaching experience in learning support or special education and/or at the early childhood level.
- Master's degree or higher in Special Education, Psychology, and/or English Acquisition
- Experience working in a school environment, with Kindergarten and Grade 1 English Language Learners
- Bilingual (English/Spanish)

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 • 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

**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.