

## Leadership Posting

Lower School Principal  
American School of Guatemala/  
*(Colegio Americano de Guatemala)*  
*Guatemala, Guatemala*

Application Deadline: December 1, 2023  
Start Date: July 2024



|                        |  |
|------------------------|--|
| <b>Position Title:</b> | Lower School Principal   |
| <b>Reports to:</b>     | General Director   |
| <b>Member of:</b>      | Educational Leadership Team (ELT), CTL-Principals Team, Crisis Management Team   |
| <b>Profile:</b>        | Expatriate educational professional  |
| <b>Calendar:</b>       | Mid-July to mid-June for an initial period of the 2024-2025 and 2025-2026 school years with the possibility of renewal       |
| <b>Schedule:</b>       | Academic Administration Schedule (Monday to Friday from 7 AM to 5 PM with some weekend responsibilities throughout the year) |

### **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.

### **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 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 1,780 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.

### **About the Lower School in the Context of CAG in 2023**

The Lower School Principal oversees the supervision process of a Section comprised of

- Approximately 900 students from PreK to Grade 5

- Approximately 109 Faculty, including 4 Instructional Coaches, 8 Grade Level/Area Leaders, approx. 37 expatriate teachers, 67 local teachers, 5 auxiliary teachers, 20 induction teachers and, depending on the year, 1-3 expatriate student teachers
- 3 Lower School Assistant Principals (a fourth local Assistant Principal is proposed to be added for the 2024-2025 school year)
- 4 Section secretaries

The Lower School Principal shares in the supervision process of

- 3 Social-Emotional Development Specialists with the P-12 Dean of Social-Emotional Development
- 13 Learning Specialists with the P-12 Dean of Student Support Services
- 10 P-5 Department Chairs with the P-12 Curriculum, Teaching and Learning team

### **Position Objective**

At the American School of Guatemala/*Colegio Americano de Guatemala* (CAG), leaders are designers (and co-designers) of the conditions for teaching and learning for students, families and faculty. Leaders are expected to innovate school-wide systems for what is best for learners and at CAG and in fulfillment of the school's beliefs and strategic endeavors. The role of the Lower School Principal is to model for students and faculty

- a commitment to providing students with experiences through the VIDAS learner profile and aligned with the schools Definition of Learning (e.g. contributing to society through service)
- an explorer's and innovator's mindset
- fearless inquiry
- courage

### **The Lower School Principal collaborates and works in alignment with the**

- P-12 Educational Leadership Team (ELT)
- Executive Leadership Team (General Director; Deputy Director; Director of Curriculum, Teaching and Learning; the Chief Advancement Officer and the Chief Operating Officer)
- Student Life (Dean of Student Life and Athletics Director)
- P-12 Dean of Social-Emotional Development
- P-12 Dean of Student Support Services
- Section Principals
- Office of Curriculum, Teaching, and Learning (CTL)/Technical Director
- *Petit Comité* (Assistant Principals group)
- Education Committee (Board Committee led by CTL Director), by invitation
- Crisis Management Team (CMT) as needed
- Child Safeguarding and Protection Team (CSP)

### **Priorities for 2024-2025 and Beyond**

- 1) Building collaborative partnerships with grade level teams and parents grounded in listening and trust building. These collaborative partnerships should center on relationships and include partnering with CAG's parent volunteer organization, the APM.

- 2) Empowering Assistant Principals with clearly defined roles for optimal distribution of responsibilities and measurable goals for success, emphasizing the role of instructional leader shared by all members of the team.
- 3) Implementing evidence-based processes to support teaching and learning, positive culture - among students, families and faculty, professional development and parent education (e.g. Hornet's Time intervention block, PBIS, MTSS).
- 4) Providing customized attention to the unique needs and developmental appropriateness of the early childhood grade levels (e.g. play-based learning).
- 5) Continuing to support the rollout of recent/new curriculum initiatives:
  - a) overseeing curriculum documentation and alignment through periodic review of and feedback about teachers' units of study in Toddle,
  - b) the updated literacy program according to the established multi-year plan,
  - c) the advancement of social-emotional development and health education programming for students, supporting teachers to balance this during the week, developing grade level agendas to include these new programs as points of discussion and make sure to include parents with home support,
  - d) the execution of the strategies included in CAG's P-12 Educational Technology Plan.
- 6) Balancing curricular program fidelity with CAG's realities - particularly with regard to time and need for authentic, cross-curricular learning experiences (such as PBL).
- 7) Advancing quality professional practice among faculty through implementation of CAG's Comprehensive Faculty Development Framework.
- 8) Enhancing spaces for student learning and growth and contributing to design decisions related to CAG's Master Facilities Plan and schedules for learning.

### **Essential Responsibilities of the Lower School Principal**

The Lower School Principal is an energetic leader who effectively communicates school goals and initiatives and works to champion and advance the vision of the school through stakeholder relationships among students, faculty, parents and administration. Additional essential responsibilities include

#### **Academic**

- Provide philosophical and educational leadership to faculty and students through listening for understanding (Grade Levels and Departments), formal discussions and informal dialogue
- Demonstrate experience as a teacher, and master teacher, to model best educational practices.
- Foster Lower School Assistant Principals roles as instructional leaders and risk mitigators.
- Understand and appreciate the delicate balance between tradition and innovation in the curriculum and teaching, and between educational theories and proven practices.

- Communicate regularly, warmly, sincerely and empathetically with families in the community - as a group and individuals as needed - and be the leader in championing a CAG education for children.
- Connect with young people and their interests and ensure the Lower School balances the value of tradition while evolving and growing to stay relevant in keeping students interested and intrigued to participate in and contribute to school life.
- Inspire new ideas while modeling a respect for the school history.
- Demonstrate a working knowledge of educational theory and practice.
- Understand and show commitment to the most effective use of technology in teaching and learning, creating new concepts within academic subjects to support classroom instruction.
- Offer experience in supporting and evaluating teachers and Assistant Principals as well as proposing relevant professional development.
- Identify, attract and onboard talented international and local professionals well-suited to support the school's and Section's goals and to work within the culture of the school and the community CAG serves.
- Foster leadership opportunities for faculty and staff, providing related professional development, mentoring and networking opportunities.
- Optimize existing structures and innovate new ones (e.g. class schedules, physical space, teacher-leadership roles, etc.) to enhance student centeredness and learning.
- Model the qualities of an outstanding advisor, serving as the Section's lead advisor for students, faculty, and parents.
- Facilitate strategic plan initiatives so the teaching community embraces the goals of the school for the enhancement of curriculum and programs.
- Champion students' aspirations and support opportunities for students and parents to pursue those goals.

## **Leadership**

- Articulate eloquently and with confidence the mission of the school and the educational purpose and direction of the Lower School to the CAG community.
- Demonstrate excellent communication, organizational and delegation skills.
- Establish a culture and demeanor that invites confidence, conversation, curiosity, reflection and aspiration.
- Approach difficult conversations with timeliness, context, transparency and respect.
- Be visible to students, faculty, and parents.
- Develop a proactive way to communicate the needs of the Section, its students, and faculty in organized structured meetings with General Direction and/or Executive Team, and CTL/Principals so the school can be adaptive and not reactive to Section needs.
- Apply and model for faculty data-based decision making.
- Demonstrate understanding of consultative, visible and decisive decision-making processes.
- Balance vision and creative problem-solving with managerial detail, empowering Assistant Principals, teacher leaders and faculty to share the responsibility of identifying and implementing solutions to Lower School-specific day-to-day challenges by modeling collaborative protocols.
- Anticipate and provide for the needs of the Lower School Section through accurate budgeting and responsible management of financial resources according to CAG's financial parameters.

- Balance autonomy and authority with transparency and expertise.
- Adhere to and promote schoolwide expectations of documentation and reporting (e.g. within student management system such as PowerSchool, related to re-enrollment holds and associated with Disciplinary Committee proceedings).
- Anticipate potential risk and take active measures to mitigate risk through timely and effective communication and collaboration with different departments.
- Serve as lead mentor. Nurture, coach and assess faculty in guiding them to be successful in meeting professional development goals.
- Balance being a champion of the needs of the Lower School with contributing to one-school alignment through positive collaboration with P-12 colleagues.
- Serve as an ambassador for CAG through engagement with and contributions to local, regional and international organizations.

### **Intra-Interpersonal**

- Project warmth, approachability, and engagement with members of the school community.
- Be a self-aware, self-reflective person and leader.
- Organize carefully and gracefully the many responsibilities and solve problems thoughtfully.
- Show resiliency and a sense of humor.
- Exude confident leadership skills and decisive decision-making skills.
- Possess and demonstrate a keen intellect, while also being grounded and down-to-earth.
- Model empathy for faculty and for students so that proper context is provided for all members of the community to be successful.
- Appreciate and respect the larger community and values of Guatemala.
- Seek and reflect on feedback while periodically revisiting personal professional goals and impact of individual leadership style.
- Frame challenges (especially related to construction projects) as opportunities for adaptive thinking and flexibility for the school community.

### **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 faculty have some responsibility for supervising students and assisting in maintaining a safe environment at all times. All members of the community are responsible for the safety and well-being of every child. The Lower School Section Principal is responsible for establishing a culture of proactive risk mitigation, active supervision and immediate responsiveness to any situation in which a student's physical or emotional integrity is potentially compromised.

At the onset of the school year and every six months, all employees and BCO Fellows assigned at the school are required to submit police clearance certificates and related documentation. Additionally, all faculty members are required to engage in training about best practices in child safeguarding and protection measures.

### **Qualifications and Abilities for the Lower School Principal Position**

- Prior leadership experience as a leader preferably at the Lower School level as Principal, Assistant Lower School Principal, Grade Level Coordinator and/or Department Chair and/or Instructional Coach.
- Substantial experience in teaching and passion for the improvement of all programs, but especially the improvement and collaboration among teams and faculty for the engagement in the academic life and for the sake of community-building of the Section
- Advanced Degree in Education, Leadership, Administration, Curriculum, Instruction and/or Elementary education
- Ability to communicate effectively orally and in writing in English and Spanish with empathy and precision
- Ability to communicate effectively with parents and faculty
- Ability to collaborate and work well with all faculty and staff, including colleagues from all Sections and Departments at CAG
- Ability to make data-based decisions aligned with mission and vision of school
- Passion for the development of student-centered and one-school aligned learning communities
- Flexible, collaborative, creative, organized and passionate about emerging research, pedagogy, and educational initiatives
- Ability to plan, organize, and prioritize optimal conditions for learning supported by
  - using data in the decision-making process
  - a working knowledge of PowerSchool is desired
  - flexible teaching background and interest in teaching electives, coaching and/or advising clubs is a plus

### **Application Process**

By **Friday, December 1, 2023**, interested candidates are to send CAG's General Director, Dr. Don Francis at [don.francis@cag.edu.gt](mailto:don.francis@cag.edu.gt)

- cover letter of interest, including a statement that includes the candidate's thoughts on prioritizing CAG's Definition of Learning at the Lower School Section,
- current resume, highlighting all leadership experience and any experience with Lower School level students, families and faculty,
- list of the names and contact information of at least three referees who can comment on leadership capacity and impact



## 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.

| <b>Values Oriented</b>   | <b>Innovative</b>   | <b>Dynamic</b>   | <b>Actively Engaged</b>   | <b>Service Driven</b>   |
|--|---|--|---|---|
| <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 <b>values oriented</b> is...</p>   | <p>How does a faculty member inspire an innovative mindset among students?</p> <p>An <b>innovative</b> CAG faculty member can be described as...</p>  | <p>How does a CAG faculty member encourage students to be dynamic learners, citizens, thinkers?</p> <p>A <b>dynamic</b> CAG faculty member is...</p>   | <p>How does a faculty member lead students to be actively engaged at school, in service, in learning?</p> <p>A CAG faculty member who is <b>actively engaged</b> is....</p>   | <p>A faculty member who models a service driven perspective for students is...</p> <p>A <b>service driven</b> CAG faculty member is...</p>  |
| <ul style="list-style-type: none"> <li>● Demonstrates respect</li> <li>● Embraces diverse perspectives</li> <li>● Models ethical decision making in and out of school</li> <li>● Maintains accurate records</li> <li>● Shows commitment to the profession through contributions and their own continued learning.</li> </ul> | <ul style="list-style-type: none"> <li>● Creates space and facilitates opportunities for students to innovate</li> <li>● Allows students to take risks</li> <li>● Sees themselves as a designer</li> <li>● Recognizes education as a constantly evolving field and actively works to stay engaged with new and emerging trends</li> </ul> | <p>Proactive</p> <ul style="list-style-type: none"> <li>● Shows flexibility</li> <li>● Communicates effectively to different audiences (students, parents, colleagues, community)</li> <li>● Engages collaboratively</li> <li>● Inspirational</li> </ul> | <ul style="list-style-type: none"> <li>● Seeks feedback</li> <li>● Committed to personal and whole school improvements</li> <li>● Reflective</li> <li>● In tune with student needs</li> <li>● Promotes student voice</li> <li>● Actively engages in Professional Learning structures in the school.</li> <li>● Seeks and actively engages in other networks to support learning.</li> </ul> | <ul style="list-style-type: none"> <li>● A systems thinker</li> <li>● Aware of social and cultural needs in the communities they serve</li> <li>● Aware of their own impact</li> <li>● Incorporates opportunities for students to understand their impact, responsibilities, and possibilities</li> </ul> |



## **CORE VALUES OF THE AMERICAN SCHOOL OF GUATEMALA'S PROFESSIONAL LEARNING COMMUNITY**

1. Protect and project the established mission of the school.
2. Foster 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.

## Leadership Posting

### Application Instructions

Individuals interested in applying should submit the following documentation online no later than **December 1, 2023**.

- cover letter of interest, including a statement that includes the candidate's thoughts on prioritizing CAG's Definition of Learning at the Lower School Section,
- current resume, highlighting all leadership experience and any experience with Lower School level students, families and faculty,
- list of the names and contact information of at least three referees who can comment on leadership capacity and impact

The school reserves the right to close the application process earlier than the above noted date based on the candidate pool and evolving recruiting timelines. For technical assistance with your application, or for more information, please email CAG's General Director, Dr. Don Francis at [don.francis@cag.edu.gt](mailto:don.francis@cag.edu.gt)