Colegio Maya - The American International School of Guatemala
Seeks a *Long Term Substitute Elementary Teacher (G1)*
Effective December 2026
Report to: Elementary School Principal

The School
Colegio Maya, The American International School of Guatemala, was founded in 1958 and is a private, nonprofit, nonsectarian, coeducational day school which offers an educational program from pre-kindergarten through grade 12 for students of all nationalities. Colegio Maya is accredited by Cognia and the Ministry of Education of Guatemala. With approximately 325 students representing 23 countries, Colegio Maya seeks to foster a community that inspires excellence in every learner by developing their unique mind, body, and character to become independent, value-driven citizens.

Instruction is in English with the exception of Spanish language classes. The school year is broken into two semesters, extending from the second week of August to the third week of December and from the second week of January to the first week of June.

The community truly values diversity and seeks excellence. Through educational programs and values, each student is encouraged to find his/ her own voice and to develop leadership capabilities. Beliefs are based on actions: fostering, celebrating, creating, encouraging, preparing, stimulating, and affirming. "Non-negotiables" include small classes with an average size between 16 and 18 students, ongoing staff development, the celebration of diversity, and a commitment that fosters true action towards a sustainable future for all.

Purpose

Colegio Maya is the school where the whole community works together to foster individual talents.

Core Values

- We hear every voice

We have a beautiful school in a beautiful setting, and we want our learning and interactions to be beautiful too. Wherever you are from, we will make you feel at home. Everyone is special, no exceptions. We treat everyone equally, with kindness and compassion. We deal with everyone's needs equally. We are a small close-knit community that depends on one another for encouragement and help. When things go well, we celebrate together. If things go wrong, we help to make them right together.

- We work hard

We expect a lot of each other. We have built a reputation for high standards forging value-driven citizens. We aim high and value excellence. We encourage each other to think big and work hard. Yet we understand we cannot do our best when we are over-stressed. So we make plenty of time for play time, because having fun together brings our community closer and everyone learns better when they feel like they belong.

- We excel at being ourselves

We champion critical thinkers, not just everyday learners. Every single one of us has a unique potential and distinctive traits that enrich those around us. We will reach you where you are and where you need us, building up your confidence and independence. We will help you discover your individual strengths and talents and share them with each other, as we accompany your educational journey allowing you to build new skills, to explore, to be creative, and to shine on your own. This is a safe haven to experiment in a spirit of teamwork and adventure.

- What we say matters. What we do matters more.

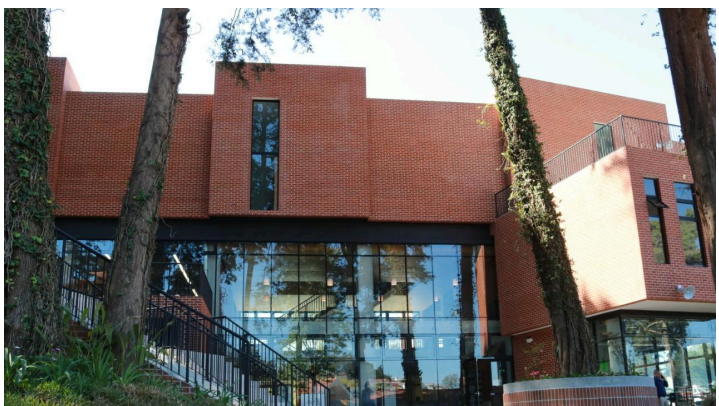
We encourage everyone here to speak up, and for our words to matter we need to show each other that we mean what we say. We strive to live with honor, respect, integrity, kindness and cooperation and demonstrate it in everything we do. When we choose a project to work on, we give students ownership so they can bring their experiences and knowledge into the classroom. We take pride in our work, and we make it happen so everyone can see how good it is.

The Setting

Guatemala City, the largest city in Central America, is located in the central highland region of Guatemala and is the capital of this fascinating country. Often called "The Land of Eternal Spring," Guatemala City, at 5,000 feet above sea level, has pleasant weather all year-round. Guatemala City is the heart of the nation's cultural, political, and commercial activities, and home to over three million people. Its architecture is a mixture of old and new, with modern buildings, Spanish colonial structures, and ancient ruins. Guatemala's culture is a unique blend of indigenous and Spanish colonial influences. Some of Guatemala's rural areas have maintained a large indigenous Mayan population with a distinct identity - speaking over 23 different languages, following traditional religious and village customs, and continuing a rich tradition in textiles and other crafts. Staff will often take trips to nearby Antigua, Lake Atitlan, climb volcanoes or visit many of the ancient ruins preserved in this beautiful country.

Campus and Facilities

The school is located on the outskirts of Guatemala City but well within the metropolitan area. Within the school facilities, there are science laboratories, the innovation Hub, secondary and elementary media centers, an elementary and a secondary, computer learning center, a soccer/football field, a running track and field and a covered outdoor court.



The state-of-the-art Performing Fine Arts Center was opened in 2006 and provides the school with a 336 seat theater complete with dressing rooms

and ample set and costume storage space. It also includes a learning space specifically designed to teach art, drama, and music.
The innovation hub is focused on collaborative, flexible, tech-infused learning spaces where students can engage in activities including robotics, video production, 3D printing, food technology, workshops and much more. This space allows and empower students to collaborate and be creative in working toward solutions to today's most complex issues.

Students

Maya has approximately 325 students PK to Grade 12 representing over 23 nationalities. With approximately 27 percent Guatemalan population our school has a wonderful mix of short-term embassy and business families and long-term Guatemalan based families seeking international experience.

Curriculum

The School offers a standards based curriculum that allows students to build disciplinary knowledge with cross-disciplinary skills that result in rich demonstrations of learning. Interdisciplinary learning opportunities are paths that allow students to flourish with the support of Habits of the Mind through a more learner-driven practice. All instruction is in English except for Spanish language classes which are required for all students in grades 1-12.

Presently, special services are offered for mild to moderate learning needs and English-as-a-Second-Language. The student activities program is considered to be an integral part of the school learning experience and is treated as such by the administration and staff. The school is recognized and authorized by the Guatemalan Ministry of Education and is fully accredited by COGNIA.

Learning at Colegio Maya

Colegio Maya is committed to growing and sustaining a personal learning culture which is made up of a community of learners based on the shared belief

that thinking is central to complex problem solving rooted in inquiry, collaboration, and emergence of new ideas in the spirit of innovation. Learners take risks as creative thinkers in tackling challenging tasks that beg deep learning which can be messy, joyful and energizing. Instruction is designed to attend to individuals' needs and skills with opportunities to explore and develop students' own passions and interests in growing a sense of personal purpose.

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Personal Learning

- Create a culture that is personal, relational, and encourages each member of the school community to aspire for an environment that harvests the seeds of ideas and nurtures them to grow with an eye to the future of the entire culture as well as to the benefit of each individual.
- Understanding and growth of the 4 Attributes of Personal Learning by the school learning community.
- Develop staff understanding of a personal learning culture through the lens of the 7 Elements of Personal Learning while embarking on the journey to identify/revise/create assessment practices and instructional routines to grow student agency.

Interdisciplinary Learning

- Curriculum Development and Management
- Instructional Practices to promote innovation: Inquiry, Design Thinking, Project-Based Learning, and STEAM.
- Identification of opportunities and pathways for authentic performance to demonstrate learning in the spirit of current Passion Projects and AP Capstone Research Projects.
- Provide professional development and support faculty to grow instructional practices.

Foundational Learning

- Common and shared understanding and practice of curriculum, instruction, assessment, and reporting.
- Technological tools provided to support foundational systems.
- Data decision-making practice enfolded.
- Personal Learning practices included in Professional Growth & Evaluation (PG&E).
- Learning support services reviewed for best-practice up-leveling.

These target areas support our purpose through personal learning, interdisciplinary experiences, and solid foundational systems. Each of these areas is meant to provide an innovative educational experience while continuing to honor our deep traditions of service and academic achievement.

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Colegio Maya Lower Elementary Teacher

Reports to: Elementary School Principal
Interfaces with: Director, Principals, Faculty, Students, and Parents
Qualifications and Experience:

- College degree with an emphasis in Elementary Education.
- Current teaching certificate.
- Masters degree preferred.
- Flexible and capable of facilitating learning for ages 6-11 with an understanding of the different developmental needs of these age groups.
- Experienced with curriculum articulation with a deep knowledge of current assessment practices in education.
- Minimum of 3 years of teaching experience and proven skills in leadership, group facilitation, organization, writing, listening and communications.
- Able to create a learning environment that fosters student participation and encourages analytical thinking, cross cultural understanding and values diversity.
- Able to differentiate instruction for a variety of learning needs within a classroom including language acquisition support.
- Experience in contemporary approaches to literacy instruction, guided inquiry and strong numeracy preferred (Bridges Math).
- Ability to incorporate technology/STEM into classroom instruction and inquiry units.
- Skilled in using a variety of learning apps/platforms (Nearpod, BookCreator, Lexia, IXL, Seesaw, Schoology).
- A strong interest to help others and the ability to inspire respect, trust, and confidence.

Performance Responsibilities:

- Assess student progress towards objectives, expectations, and/or goals for the purpose of providing feedback to students, parents, and administration.

- Engage in planning which accommodates a range of ability levels and learning styles; teachers are expected to modify and accommodate for students as needed (i.e. accommodating individual language needs (MLL), students who are struggling, students who need more of a challenge, etc.)
- Be willing to contribute to the wider school goals for improvement and other aspects of the learning program like after school activities, sports, fine arts, clubs etc.
- Administer developmental testing programs, subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans, such as using MAP data to inform instruction and foster an environment of goal setting.
- Monitor students in a variety of educational environments (e.g. classroom, playground, field trips, etc.) for the purpose of providing a safe and positive learning environment.
- Prepare a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- Communicate student learning and growth with parents and cultivate a positive home/school relationship.
- Foster deep, real world learning in linking to service learning opportunities and authentic experiences for students.

Procedure for Filing Application:
Interested candidates should send an application at the earliest possible opportunity. Candidates should note that in the event an outstanding applicant is identified early in the search process, Colegio Maya reserves the right to make an appointment at any time. For this reason, it is very important that interested candidates apply as soon as possible.

- A letter of application, no longer than two pages, explaining your strengths as a candidate and why you are interested in the Colegio Maya position
- A current résumé not to exceed two pages
- A one-page list of at least three referees with current phone numbers and email addresses
- A maximum of four letters of reference (scanned at low resolution) which may already be in your possession. No need to seek these if not already in your possession.

Please note that all materials must be scanned into a single pdf attachment of 4MB or less and sent to the Interim Elementary Principal, jjohnson@cm.edu.gt

and cc'd to hr@cm.edu.gt. For further information about The American International School of Guatemala- Colegio Maya, please see the school's website: www.cm.edu.gt

The review of candidates will begin as soon as applications are received. Zoom video interviews of candidates will take place on a rolling basis and might be scheduled for selected candidates soon after their applications are received.