



AMERICAN SCHOOL OF GUATEMALA
Guatemala City, Guatemala

GENERAL DIRECTOR

Start Date: July 2023

cag.edu.gt



**Carney
Sandoe**
& ASSOCIATES



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.

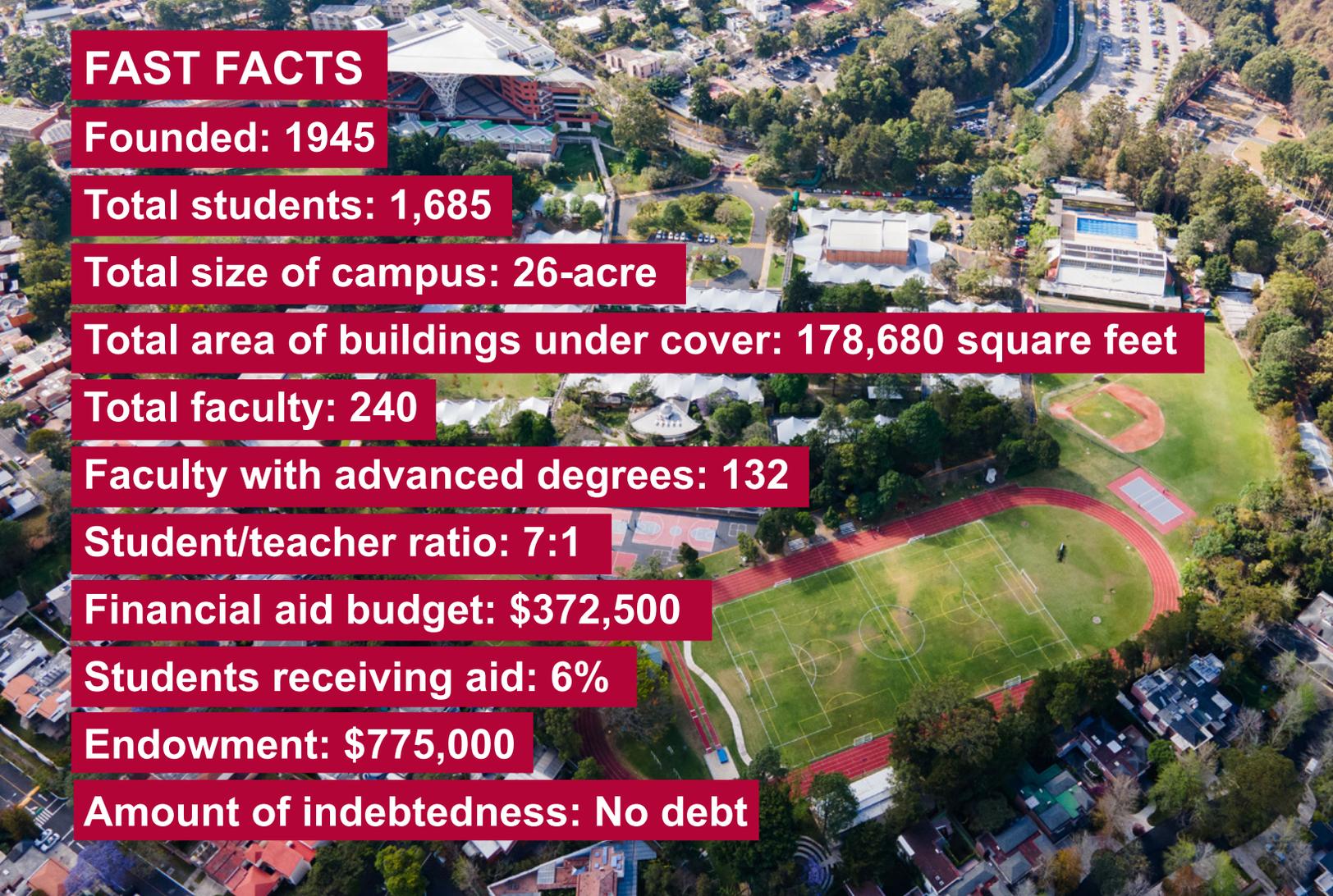
VISION

A legacy of meaningful lives that brings value to Guatemalan and global communities.

OVERVIEW

The American School of Guatemala (Colegio Americano de Guatemala, or CAG) was founded in 1945 as a modest school to provide children with a solid bilingual, coeducational education. Today, CAG is one of the leading independent schools in the country and in Latin America, modeling its operations and curriculum after the top schools and educational best practices of the United States. The school values its unique, open-minded, and respectful school culture as much as it values its rich and engaging academic environment.

Over the years, CAG has built a legacy of a comprehensive educational experience and has developed a community of faculty and staff, parents, students, and alumni who are deeply proud to be a part of the CAG family. The School seeks a visionary, team player, and hands-on leader for the role of General Director starting in July 2023. The successful candidate will be an experienced educational leader with a background in international, bilingual education. The General Director serves as the School's academic leader, responsible for fostering a climate of intellectual inquiry and ethical growth among the CAG community. CAG is seeking an individual who is inspiring, relatable, accessible, and able to connect joyfully with students, faculty and staff, parents, and the broader community. This is an exceptional opportunity to lead a distinguished school into its next chapter of serving Guatemala and nurturing young minds.



FAST FACTS

Founded: 1945

Total students: 1,685

Total size of campus: 26-acre

Total area of buildings under cover: 178,680 square feet

Total faculty: 240

Faculty with advanced degrees: 132

Student/teacher ratio: 7:1

Financial aid budget: \$372,500

Students receiving aid: 6%

Endowment: \$775,000

Amount of indebtedness: No debt

SCHOOL HISTORY

In 1945, a group of parents had a vision of a school that would offer students an exceptional bilingual, coeducational education. The American School of Guatemala was founded on these principles and established as a non-profit, non-denominational, non-political educational institution. The school started small, with first classes of 34 students in kindergarten through fifth grade and was housed in a large family home. By the end of the first year, enrollment had grown to 75 students and 12 teachers—a testament to the community's enthusiasm for the school and a sign of future growth to come.

Guatemalan authorities authorized the school to operate as a laboratory school in 1948, a move that gave the School the freedom to build its curriculum and hire foreign teachers. More importantly, this put CAG in a position to impact and contribute to education in Guatemala as a whole. The school proudly continues to operate as a lab school to this day.

CAG needed to expand physically to accommodate its growing popularity and reputation as an outstanding school in Guatemala. While the first large campus was located on the outskirts of the city in Zone 14, the school moved to its current location in the early 1960s, a decade that saw the construction of the majority of its buildings, as well as a strengthening of its ties with the United States.



CAG legally became part of the School of Education of the Universidad del Valle de Guatemala in 1972 after the University was chartered and the American School Association became the Foundation of the Universidad del Valle de Guatemala. While the Foundation is technically responsible for ratifying the School's Board of Directors (the board is a self-perpetuating board, proposing new members to the Foundation), strategy, the general operations, finances, and administration of CAG are separate from the University's. The two institutions exist in a mutually beneficial relationship with each other.

More expansion was seen in the following decades. An auditorium was built in the late 1970s and a gymnasium was completed in 1986. With enrollment growing and the educational landscape ever evolving, in 1995 CAG began an expansive construction project that saw the addition of three classroom wings, the library/resource center expanded and remodeled, and all 60s-era buildings brought up to code over a period of several years. The last five years have seen a steady upgrading and development of the campus.

Today, the school remains deeply grounded in its mission to provide Guatemalans with an exceptional learning environment. Recent changes and enhancements continue to augment the CAG education. The number of English-speaking teachers has increased; the school adopted a school-wide curriculum development process; the elementary program has been restructured; an Advanced Placement program was improved; a middle school section was strengthened; and technology and library services have been implemented and expanded. From its modest beginnings, CAG has continued to grow and excel in order to best serve the Guatemalan people.

THE SCHOOL

The American School of Guatemala is an independent, non-profit, non-denominational institution that educates 1,685 students from Pre-K through Grade 12. Continuing the mission of its founders, the college-preparatory curriculum is based on the principles of a coeducational, bicultural, bilingual program.



Although distinctly American in its overall program, CAG draws 80% of its student body from Guatemala and enjoys growing interest from various international families. The student body comprises of 24 different nationalities and includes different socio-economic backgrounds. The community is mostly made up of Guatemalans, and many parents are the country's social, political, and economic leaders. Respect for religious, political, social, and cultural diversity is a cornerstone of the CAG experience and the bicultural and bilingual nature of the School provides students and parents alike a remarkable educational and social experience.

Led by a dedicated faculty of 240, CAG focuses on excellence in the classroom and development of 21st century skills, including collaboration, communication, critical thinking, and creativity. Central to the academic experience is a learning environment that is safe and engaging and open to diverse opinions. Small class sizes and a low student-teacher ratio of 7:1 allows for an individual approach to educating each student while preparing them for success in college and beyond.

CAG seeks to foster an educational footprint in Guatemala as a vibrant world-class institution and support future generations of CAG students. In 2017, the Board of Trustees decided to increase the Endowment Fund previously established to sustain scholars of the Young Scholarship Academy (YSA), providing financial assistance to talented students in Guatemala who would otherwise not be able to access a CAG education. Additionally, the School has been working in six Strategic Commitments to continue to build upon its mission. These commitments include action items to 1). Strengthen the Educational Experience; 2). Develop and Manage Master Facilities Plan; 3). Contribute to the Quality of Education in Guatemala through Lab School Status and the Inherent Responsibilities; 4). Attract, Recruit, Develop, and Retain Best Available Local and International Faculty and Staff; 5). Deliver a Clear, Coherent, and Compelling Value Proposition; and 6). Maintain Financial Sustainability.



The School is fully accredited in the U.S. by the New England Association of Schools and Colleges and recently completed the self-study process for reaccreditation following the ACE Learning Protocols for 2023. The school is also a member of AMISA and the Association of American Schools in Central America, which sponsors educational, athletic, and arts events for students and supports teachers' professional development opportunities. CAG also holds Laboratory School status with the Guatemalan Ministry of Education. CAG is one of the three institutions under the FUVG umbrella: Colegio Americano del Sur and Universidad del Valle de Guatemala are the other two.

ACADEMICS

CAG provides a demanding and comprehensive academic experience for its students with an extraordinarily talented and passionate faculty. The school values a holistic approach to education, believing each student finds meaning and purpose in life through exploring, discovering, and making connections to the community and world around them. As a laboratory school, CAG is able to take an innovative and growth-minded approach to education. Students are able to blossom as their curiosity is encouraged and nurtured by teachers who are proud to be serving the Guatemalan people.

The learning environment is safe and students feel comfortable taking risks, building capacity by strengthening the core skills, competencies, and abilities needed for success in the highly-competitive 21st-century. Core classes include language arts, social studies, mathematics, science, art, and character development. Students at all grade levels also participate in service outreach. Students learn about the power of giving back and they grow into compassionate and caring individuals who understand and respect their place in the world.



Lower School (Pre-K – Grade 5)

The Lower School's academic program is focused on allowing the early years of education to be a positive, fun experience that encourages students to explore the world while challenging them to broaden skills in critical thinking, communication, and teamwork. CAG believes young students learn best when they are engaged in hands-on interactive experiences. Teachers use an inquiry-based approach to learning, facilitating activities that provoke questions and exploration while allowing for skill development and bilingualism. Activities are both student-centered and teacher directed, allowing for creativity and imagination and building a foundation for a lifelong love of learning.

As students progress through the Lower School, they engage in core academic areas that create strong foundations in subject areas and build problem-solving and critical-thinking skills. Project-based learning plays a significant role, keeping students engaged and allowing them to gain knowledge and skills by working for an extended period of time investigating and solving a problem or question. The academic program is augmented by classes in the arts, technology, and physical education, making for a well-rounded educational experience.

Middle School (Grades 6-8)

Middle School is an exciting time at CAG, as students are faced with a gradual but increasingly challenging academic experience while growing as adolescents. The Middle School Section serves to build the critical skills needed for future success in High School and beyond. Academically, the program challenges students to meet high expectations and to develop their critical-thinking and reasoning skills through project-based learning activities. Students are encouraged to take responsibility for their own learning. Developmentally appropriate activities complement the curriculum. Students are able to participate in a variety of co-curricular and extra-curricular activities that cover a wide range of interests, allowing them to truly develop their sense of self and their relationship with the world around them. In this section, the Middle School Advisory program allows for close, trusting relationships with adults and peers that create a favorable climate for personal growth.



High School (Grades 9-12)

High School students are challenged to find their identities and draw from their unique surroundings at CAG to prepare them for college and life in an increasingly competitive world. A safe and respectful environment allows students to learn and grow freely, understanding that diversity builds strength. Students in Grades 9-12 develop the skills, knowledge, and experience that will enable them to use their talents and make positive contributions to the world. Classes in High School are rigorous and designed to prepare students for higher education. The core curriculum includes required studies in all major academic subjects, and more than 22 Advanced Placement courses are available. CAG recognizes that each student's educational journey is unique, and therefore takes a holistic approach to learning that includes a number of pedagogical tools. High schoolers have the opportunity to participate in an immersive 1-week intensive program, "Mini Mesters" designed to inspire learning, spark passion, and provide students more freedom in their course selection. Teachers are poised to assist students individually in order for them to best achieve their most significant potential.



THE ARTS

The Arts at CAG provide opportunities through which students learn to express their imagination and explore their own ideas. Visual Art promotes experimentation and creation with different materials through new methods and techniques to achieve the desired product. In early ages, students develop fine motor skills and eye-hand coordination. In Middle School, students dive deeper into techniques and work on integrated projects through the use of technology. High Schoolers hone their talents in drawing, painting, sculpture, photography, and storytelling.

Beginning in the Lower School, students are exposed to music through various activities that will allow them to listen to and interact with a wide variety of sounds. Young students can play with musical instruments, listen to and side songs, create their own melodies, and learn different musical genres. Students in the Middle School and High School develop their talents in music and drama through choir, dance, band, and drama.

COLLEGE MATRICULATION

Graduates from the Classes of 2018-2021 have matriculated at the following colleges and universities, among others:

American University
Boston College
CEU San Pablo – Spain
Colgate University
Columbia University
Duke University
George Washington University
Georgia Tech
Hult Business School – UK
Jacobs University – Germany
John Cabot - Italy
Johns Hopkins University
Lehigh University
Les Roches School – Switzerland
Loyola University – Chicago
Marquette University
Maastricht University – The Netherlands
New York University
Ohio University
Pepperdine University
Princeton University
Purdue University
Savannah College of Art and Design
SungKyunKwan University – Korea
Syracuse University
Tec de Monterrey – Mexico
Tufts University
Tulane University
Universidad de Navarra – Spain
Universidad Francisco Marroquin – Guatemala
Universidad San Carlos de Guatemala
University of British Columbia – Canada
University of California – Berkeley
University of Edinburgh – UK
University of Glasgow
University of Miami
University of Pennsylvania
University of Southern California
Vanderbilt University
Villanova University
Wake Forest University
Wellesley College
Yale, NUS – Singapore
Yonsei University – Korea



ATHLETICS

The school's athletic program stimulates the physical, cognitive, and social development of students. A variety of sports offerings are available to students beginning with CAG's youngest athletes in the Lower School and extending to students at the High School level. *Hornet* athletics include the following competitive and non-competitive sports: swimming, soccer, volleyball, track and field, basketball, baseball, cheerleading, and table tennis.

CAG is part of the Associations of American School of Central America (AASCA) and participates in high level international competitions across schools in Central America in five sports. At any level, the academic program promotes teamwork, dedication, and skill and character development.

SCHOOL LIFE

An exhilarating sense of community and pride is felt across the CAG campus as students connect, explore, play, and learn. With over 45 clubs and activities including architecture, chess, debate, investment, student ambassadors, and Model United Nations, students have an abundance of opportunities to explore their passions, give back to the community, and make friends.



Traditions run deep on campus and are a cherished part of life for CAG students. Key events unite students, faculty and staff, and families throughout the school year. Every September the School community celebrates Guatemala Independence Day, parading national dress and colors, feasting on national foods, and commemorating Guatemala’s independence from Spain. As an American school, every November the community gathers to give thanks and enjoy an annual feast. Preparing for the holiday season CAG celebrates Baratillo, a school-wide community service event in which families donate used items to fund Christmas baskets for all CAG support staff. The second week in December, the school celebrates “Noche de Luces,” - an event to enhance understanding and appreciation of the various cultures in the school. A favorite tradition among all student grade levels is Bingo and takes place every February. Finally, honoring the legacy that graduates leave behind, the CAG community holds an annual Pin ceremony welcoming them into the alumni network.

CAG’s Internship Program provides high schoolers tremendous opportunities to learn business skills, partner with a mentor, build a network, and gain real-world experience before graduation. The School partners with over 40 leading companies that provide students with these skills and are willing to mentor and bring them closer to their professional goals as well as to help students relate their learning to the workplace in Guatemala.

The School is committed to serving its community. CAG students partake in various service opportunities that promote a sense of social responsibility and global citizenship ranging from environmental groups to supporting animal shelters. These learning experiences challenge students to step outside of their comfort zones, cultivate awareness of human circumstances and differences, and become empathic leaders prepared to make a dramatic impact both in their local communities and in the world.



CAMPUS

The School's 26-acre campus is beautiful, open and bright. In recent years, the campus has seen a steady process of improvements and enhancements in both facilities and infrastructure. A Master Facilities Plan that will be completed in 2022 sets goals for continued development for the future.

GUATEMALA CITY, GUATEMALA

The most populous city in Central America, Guatemala City is the capital and largest city of the Republic of Guatemala. Located in the south-central part of the country, it is nestled in the Valle de la Ermita mountain valley and has a population of just over three million. Founded in 1767, modern Guatemala City provides a rich blend of natural beauty and indigenous culture.

The city serves as the economic, governmental, and cultural epicenter of the nation of Guatemala. Its economy is robust and the city is the main hub for the country's transportation, making the city a bustling and lively place to live. In addition to a wide variety of restaurants, hotels, and shops, the city is also home to many art galleries, theatres, sports venues, and museums, including the Guatemala National Theatre, Palacio Nacional, Museo Ixchel del Traje Indigena (traditional costumes), and Museo Popol Vuh with its collection of Mayan artifacts. Art and film festivals are not uncommon ways to be exposed to the city and country's rich and colorful culture. Guatemala City not only possesses a history and culture unique to the Central American region, it also furnishes all the modern amenities of a world class city.



There is no shortage of nightlife or entertainment, in the city area with various bars, restaurants, and hotels. In addition, a great number of shopping malls and office buildings make this city a bustling business center.

With its location in the south-central area of the country, Guatemala City is strategically located to travel around wonderful cities, tourist sites such as Tikal, Antigua Guatemala, Rio Dulce, Lake Atitlan, among others. Other recreational outdoor activities range from climbing volcanoes to a variety of watersports in Lago de Atitlan to coffee tasting.

The combination of a thriving economy and incredibly vibrant culture provides opportunities for enjoyment for residents and tourists alike.



OPPORTUNITIES AND CHALLENGES

Opportunities

- The recent accreditation process has defined a new era for teaching and learning with the bilingual co-teaching model at the American School of Guatemala. This definition will also be an essential foundation in a new strategic plan. There is endless opportunity to fulfill this definition in the development of instructional practices, assessment models, and professional development for faculty and staff;
- The next General Director will be able to utilize the potential of the Parents as stakeholders and the Alumni Network to serve as advocates in supporting the community culture, while also supporting the advancement of the school's goals;
- Upon the completion of the Master Facility Plan, it will be important for the new General Director to establish priorities in the enhancement of the school's facilities to align with teaching and learning innovations, including partnering with the Board to develop a building plan;
- The next General Director will lead a school that is valued in its country as a leader in education and serves as a center for best practices in education and school management at the national level and throughout the Central American region;
- The Board at the American School of Guatemala is a committed and involved Board which values good governance and looks to grow and to be inspired by the school's leadership and the advancement of the school towards achieving its mission.



Challenges

- Ensuring vertically and horizontally aligned organizational structure, and infrastructure are prepared to tolerate growth without sacrificing the delivery of the school's value proposition;
- Keeping communication strong and consistent, while balancing the various diverse stakeholders' opinions and honoring the predominant culture of the school will be an important challenge to address;
- Understanding how the work at CAG is to advance the school's mission while also contributing to the strategic goals of a larger organization: Fundación de la Universidad del Valle de Guatemala (FUVG);
- Moving forward with both the Master Facilities Plan for the campus and the comprehensive Strategic Plan inspiring and motivating the school's stakeholders. Designing business models and fundraising opportunities to afford CAG's large-scale future goals;
- Staying above the fray in a fast-developing city that brings an increased interest from international student applicants in a fast-changing political environment.

DESIRED QUALITIES AND QUALIFICATIONS

The next General Director will:

- Be an experienced Head of School or senior administrative leader;
- Possess excellent listening and communication skills;
- Be a community builder and a dynamic leader, capable of inspiring and motivating others;
- Be someone with strong social/emotional intelligence - empathetic, caring, compassionate and supportive;
- Possess executive leadership skills. A strategic thinker who is able to manage a large, complex, organization;
- Be able to define a multidimensional era for teaching and learning, in alignment with a new strategic plan;



- Have excellent cultural competency and a respect for Guatemalan culture;
- Possess financial acumen;
- Be a visible, accessible, engaged, and responsive presence;
- Understands and embraces good governance, able to partner with the Board;
- Be passionate towards education and life-long learner;
- Preferably, be fluent in Spanish.

TO APPLY

Interested and qualified candidates are invited to contact the consultants in confidence. Applicants should submit the following materials as separate PDF documents:

- A cover letter expressing their interest in this particular position;
- A current résumé;
- Statement of educational philosophy and practice;
- A list of five professional references with name, relationship, phone number, and email address of each (references will not be contacted without the candidate's permission) to:

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