



Brief for the Position of Secondary School Principal

Catch the Spirit!

Colegio Maya Secondary School Principal Job Description

Purpose:

The Secondary School Principal is accountable for the continuous improvement of the school in maximizing the learning of students. Operating under an initial two-year full-time contract starting July 2027, they provide the leadership and management necessary to ensure the success of the school in fulfilling the values described in the Colegio Maya guiding statements. The Secondary Principal works collaboratively to model the school's values and builds a program that meets the needs of today's learner.

Nature and Scope:

The Secondary School Principal has primary responsibility for the quality of the school's educational programs and professional practice of personnel. The Secondary Principal supervises the middle school and high school teachers, support staff, and students.



Qualifications and Experiences:

Colegio Maya seeks an exceptional secondary leader who brings a combination of strong academic credentials, proven instructional expertise, and demonstrated relational leadership:

- Demonstrated interpersonal, leadership, and communication skills.
- M.A./M.Ed./M.Sc. degree or equivalent.
- Administrative or Principal certification/license (US or equivalent).
- Demonstrated success as a leader in a similar international school setting, ideally for both middle and high school.
- Exemplified as an instructional leader with deep experience expanding and enhancing high school Advanced Placement (AP) programs and middle school foundational frameworks.
- Knowledge of international curricula, their delivery and assessment, and curriculum mapping.
- Experienced in technology, including electronic teaching tools, Google Apps for education, and Learning Management Systems (SIS + LMS).
- An understanding of the budgetary process and financial management within a school.
- Experience in teaching and/or leading Standards-Based or Criterion-Referenced Grading or Competency-Based Education (CBE).

Salary & Benefits:

The salary will be competitive and commensurate with the qualifications and experience of the successful candidate.

Candidate Profile and Professional Expectations

Characteristics of Successful Candidates

- **Visionary & Relational Leader:** Approachable, highly visible leader who builds trust across a multi-cultural community, models empathy, and inspires a shared vision for secondary learning.
- **Interpersonal Skills:** Demonstrates integrity, cultural sensitivity, and the ability to build trust and community among all stakeholders.
- **Professional Excellence:** Passionate about Secondary education with a proven track record of developing staff and leading high-achieving students.

Leadership for Learning

- **Instructional Excellence & AP Rigor:** Drives pedagogical innovation through data-driven instruction, Standards-Based Grading, and robust AP/US curriculum delivery.
- **Capacity Building:** Promote professional growth through distributed leadership, collaborative data analysis, and a robust evaluation system.
- **Transition Management:** Collaborate closely with the School Director to provide steady, confident leadership through the school's transition, safeguarding institutional stability and program alignment.

Professional Knowledge & Systems Thinking

- **Curriculum & Pedagogy:** Deep understanding of language learning programs, STEAM, and the principles of leading learning.
- **Strategic Management:** Ability to manage people and resources efficiently to achieve educational outcomes and system sustainability.

Core Expectations

- **Administrative Oversight:** Manage the Secondary budget, establish the annual master schedule, and oversee staffing and recruitment.
- **Community Engagement:** Serve as a key member of the Leadership Team, providing clear communication to parents (including weekly newsletters) and fostering a respectful school rapport.
- **Operational Leadership:** Lead learning-focused staff meetings, coordinate in-service training, and fulfill other duties as designated by the Director.





Procedure for Filing Application:

Interested candidates should send an application at the earliest possible opportunity, but no later than September 18, 2026. Candidates should note, however, that in the event an outstanding applicant is identified early in the search process, Colegio Maya reserves the right to make an appointment before the deadline. 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

Please note that all materials must be scanned into a single pdf attachment of 4MB or less and sent to director@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.



Colegio Maya Purpose & Core Values

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

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.

Thank you for your interest in Colegio Maya, the American International School of Guatemala. We invite you to explore our vibrant campus and dedicated community, where our primary commitment is educating the whole child.

Guided by our motto, "Catch the Spirit," we foster a passion for learning that extends far beyond the classroom. Here, students from around the world grow into value-driven leaders, embracing challenges that push their potential while building lifelong relationships.

As we continue to innovate and grow, we welcome you to join our journey. Together, our collective efforts drive us toward our purpose and vision for the future.

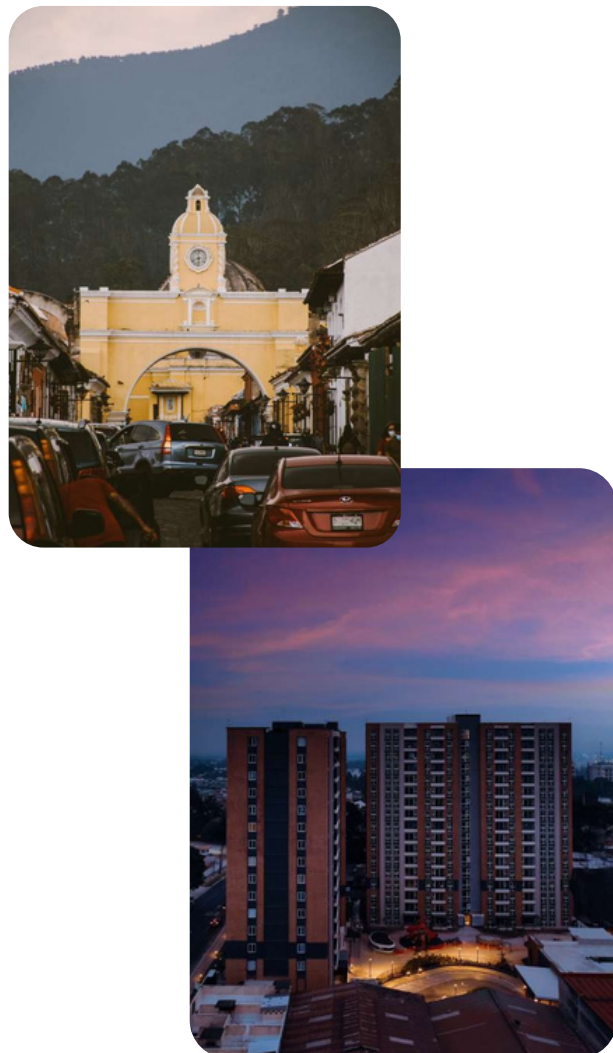
Dr. Samantha Olson-Wyman
Interim Director



Introduction:

Colegio Maya, The American International School of Guatemala, was founded in 1958 and is a private, non-profit, non-sectarian, co-educational day school which offers an American International Curriculum, guided by US Educational Standards and Common Core. Colegio Maya offers an educational program from Pre-Kindergarten through Grade 12 for students of all nationalities. Colegio Maya also collaborates with many regional and global organizations to both ensure high accountability and to seek better ways to improve learning for all students. We have created an exceptional curriculum and educational system, which we are celebrating this year with our 65th anniversary!

The community truly values diversity and seeks excellence. Through educational programs and values, each student is encouraged to find their own voice and to develop leadership capabilities. Beliefs are based in actions: fostering, celebrating, creating, encouraging, preparing, stimulating and affirming. "Non-negotiables" include small classes with an average size between 12 and 18 students, academic excellence, ongoing staff development, celebration of diversity, and a commitment to fostering social responsibility.



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, rundown neighborhoods and ancient ruins. Guatemala's culture is a unique blend of indigenous and Spanish colonial influences. About half of the population is mestizo (known in Guatemala as ladino), with the remaining groups including people of mixed European and indigenous ancestry. 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. Other cities and rural areas are developing rapidly and are quickly becoming important manufacturing, cultural and social centers outside of Guatemala City.

Campus and Facilities:

Our campus is located in the Guatemala City metropolitan area and features academic buildings for all grade levels. Facilities include a large gymnasium complex with a cafeteria, science labs, a technology resource center, a soccer field with track, and a covered outdoor court. The HUB serves as our innovation center, housing makerspaces, art and design classrooms, a media green room, and our renovated library.

Our performing arts program thrives in a 336-seat state-of-the-art theater. Building on this momentum, we have recently remodeled our gymnasium and will soon break ground on a new science building.



Governance:

The School is governed by a nine-member Board of Directors elected for two-year terms by the Colegio Maya Association. Membership in the Association is automatically conferred on the parents or guardians of children enrolled in the School.



Faculty and Administration:

In the 2025-2026 school year, there are 59 full-time faculty members and 1 part-time faculty members including 26 U.S. citizens, 6 third-country nationals, and 28 host-country nationals.



Curriculum and Accreditations:

The school offers a complete U.S. curriculum, with English as the primary language of instruction. All students in grades 1-8 take daily Spanish, and secondary students meet rigorous graduation requirements across core subjects, physical education, and electives. We provide support for English as an Additional Language and mild-to-moderate learning disabilities, alongside a robust student activities program. Colegio Maya is authorized by the Guatemalan Ministry of Education and fully accredited by COGNIA.



Students:

At the end of the 2026-2027 school year, enrollment was 324 students (PK- grade 5: 136 students; grades 6-8: 93 students; grades 9-12: 95 students). Of the total, 102 students were U.S. citizens, 101 students were host-country nationals, and 121 students were third-country nationals, representing 25 other countries.

Founded in 1958, Colegio Maya is a leading international community in Guatemala City. Our graduates attend top universities worldwide, leaving a mark far beyond academics. Our core purpose remains constant: a school where the whole community works together to foster individual talents.

Our purpose is supported through key investment in 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.

A school where the whole community works together to foster individual talents.

**Personal
Learning
Initiatives**



**Interdisciplinary
Learning
Initiatives**



**Foundational
Learning
Initiatives**

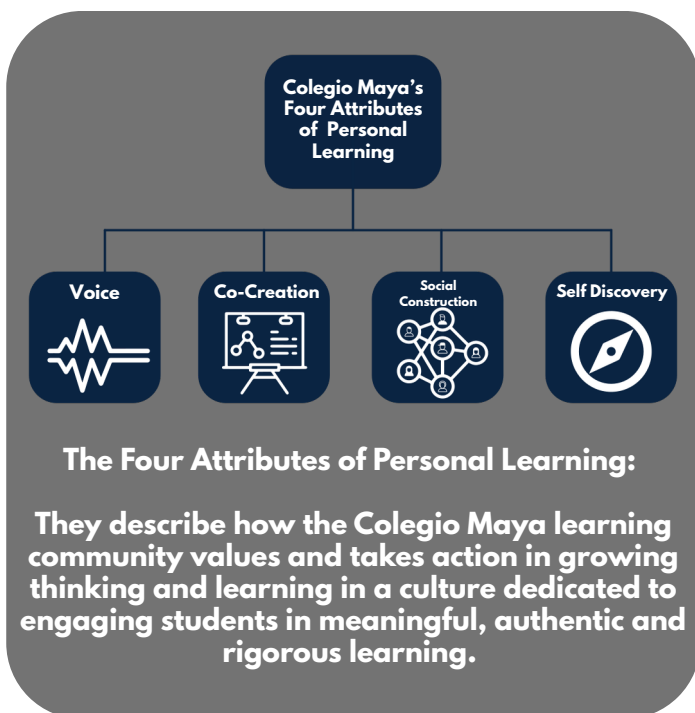


Personal Learning Culture:

Personal learning is a progressively student-driven model in which students deeply engage in meaningful, authentic, and rigorous challenges to demonstrate desired outcomes.

(Zmuda, Curtis, & Ulman.2015)

Colegio Maya fosters a personal learning culture where inquiry, collaboration, and innovation are central to problem-solving. We encourage students to take risks and engage in deep, joyful learning tailored to their individual needs and passions. Through interdisciplinary paths and a focus on habits of mind, we empower students to build rich disciplinary knowledge and flourish in a learner-driven environment.



Habits of Mind:

These are integral parts of the personal learning culture. These thinking dispositions intelligently support social, emotional and cognitive behaviors as learners navigate and thrive in their personal learning.

- Thinking about Thinking (metacognition)
- Managing Impulsivity
- Persisting
- Listening with Understanding and Empathy
- Thinking Interdependently
- Applying Past Knowledge to New Situations
- Thinking and Communicating with Clarity and Precision
- Taking Responsible Risks
- Continuous Learning
- Thinking Flexibly
- Finding Humor
- Striving for Accuracy
- Gathering Data through All the Senses
- Creating, Imagining, and Innovating
- Responding with Wonderment and Awe
- Questioning and Problem Posing (Costa & Kallick, 2009)

