



Thank you for your interest in a position as a learning facilitator at iCAN British International School. The following detailed information will enable you to decide whether iCAN is the school for you. It is vital that you take the time to read this information carefully to make sure you feel that iCAN mirrors your educational philosophy and values and that you are the learning facilitator for us before you proceed with your application. iCAN is a very special school and we require learning facilitators who support our philosophy, ethos and values and will therefore play an important role in our ongoing development.

A brief History of iCAN ... planning for iCAN began in July 2002 when Elaine Yunn, the Director (see Elaine's letter for more details) decided expatriates and up-and-coming Cambodians in Phnom Penh had little choice in the way of an affordable and high quality international education for their young children. She met with and recruited Kate Bradley as the Principal in August 2002 and they embarked on their plan to open a school providing all of its learners with a first-rate education, despite being in a developing country. Kate moved to Cambodia in January 2003 to set up the school with Elaine. iCAN opened in March 2003 with 16 learners aged 1½–7 years old.

In August 2006 we moved to a purpose built school site, which we designed in collaboration with a cutting edge British architect. We moved again in August 2021 following the sale of the land adjacent to the school site and plans to construct a 70+ storey building on that site.

Our new sites are in Street 9, just a stone's throw away from our old site. As a city centre school space is at a premium and we use every available space to its full potential. iCAN PLAY, our Early Years Centre, is a five minute walk from the other sites and caters to our youngest learners, from 2- 3 years.

About us ... we have over 100 learners of 16 different nationalities. (November 2021)

The largest proportion of our pupil base is as follows: 35% Cambodian, 17% Australian, 12% North American, 9% British, 6% Korean and 5% Japanese. Our energetic and committed staff team is made up of international learning facilitators from a variety of countries, including the UK, Spain, Malaysia, Sri Lanka, India and the Philippines. We have full-time swimming coaches and specialist learning facilitators for Music, PE, Sustainability, Art, Spanish and Khmer. We also have a Learning Support team who support learners both in class and in specialist individual and small group sessions. Every class has a full-time Khmer learning support assistant (LSA). Classes in the Early Years Foundation Stage have 2-6 LSAs in each class.

To help develop the school and successfully take iCAN forward, the leadership team has appointed an Early Years leader, Milepost leaders, Curriculum leaders and a Primary leader.

iCAN has gained a great reputation over the years and local interest is high. We are currently one form entry up to Year 6 and many classes are at capacity. Early Years and MP1 classes have a maximum of 20 learners and MP2 & MP3 a maximum of 24.

An introduction to the current Leadership Team ... my name is Lori Hastings and I have been the Principal at iCAN since August 2004. I taught in a variety of schools and settings in London for fifteen years, running Primary PRUs in Wandsworth as the Head Teacher for the last 6 years before moving to Cambodia in 2001 to work with an International NGO. I joined iCAN as the Vice Principal/Year 1 teacher in January 2004 and was appointed Principal in August 2004. I am deeply committed to iCAN being a safe, secure and stimulating environment where children are listened to, valued and are HAPPY.

Both my own children attended iCAN from Reception through to Year 9 before moving to the UK for their final years of education. I know from personal experience how well iCAN prepared them for their future learning and life. Every decision we make is truly made in the best interests of the children.

Sophak Chhim, our school coordinator, has been an integral member of the iCAN team since day 1. He was born and brought up in Kandal province. Originally working in hospitality he was the perfect choice to coordinate our operations when iCAN was founded in 2002. Sophak has three children and although his older children have now moved to other secondary schools his youngest is with us in Year 1. Sophak has developed great working relationships with our iCAN community and the wider community including the Department of Education and Ministry of Education.

Victoria Stapleton our Primary leader is in her fourth year at iCAN. This is her fifth international post after her initial five years teaching in the UK. She has been a Primary Advisor for two British overseas territories, one was on Tristan da Cuana an island in the middle of the South Atlantic is the worlds remotest community. In her previous roles and taught in most primary year groups. Her first role at iCAN was as the Year 6 learning facilitator before taking on the role of Milepost leader, digital learning leader and now Primary leader. She is a big advocate of Lego being used in school for a range of activities and learning opportunities.

Lily Cox is our Wellbeing leader. She joined iCAN as our Foundation Stage leader in 2010 and in her four years here she was responsible for leading the Early Years and Milepost one, and taught classes from iCAN PLAY up to Year 1. Lily left in 2014 to lead the Early Years in a new post in Brazil. After two years however, her heart led her back to Cambodia and iCAN where she joined the learning support team part time, focusing on supporting EAL learners, and volunteering at Bravehearts a local NGO to help develop sensory play for differently abled children and adults. After two years in this position, she missed being in class and so went back to teach full time in Year 2 and took on the role of Wellbeing Coordinator. She continued working in Year 2 for 2 years then her passion for play centred learning led her back to the Early Years. She currently facilitates learning in Reception, alongside leading Wellbeing for the school.

Ethos ... iCAN started as a small school with a personal, family feel. As the school has grown we have worked very hard to ensure that this is still the case. iCAN is a school that puts the children and their learning before anything else. For us, making sure the learners are engaged, enthusiastic and excited about their learning remains our priority. As it says in our vision, we believe in supporting learners to reach their potential and are challenged, but in a safe, fun and happy environment. We want teachers who love facilitating learning and even more importantly, love children. We expect our learning facilitators to give 100%.

Systems and frameworks ... As a school that is constantly evolving and improving, it is important for us to have clear systems and structures in place to support learning. We have worked hard as a learning team to really look at why we do the things we do, and how they will improve learning. Our school policies reflect our ethos and set out clear expectations of teaching and learning. Our learning facilitators are usually employed on fixed contracts and as a result there is movement within the staff on an annual basis. It is therefore vital to have embedded practises for the ongoing progression of the school. We consistently review these documents in light of the latest research and the needs of our learners.

Vibrant school ... The security of the systems and frameworks referred to above enable us to embrace new ideas and initiatives. Over the years we have introduced Peer Massage from Reception to Year 6 and we have adopted elements of mindful practice throughout the school. The Learner Council and student voice have also spearheaded a number of welcome changes. We use the International Primary Curriculum (IPC) as a learning tool. The IPC and IMYC have really transformed our children's learning experience. We also use cooperative learning based on Kagan's model of structured cooperative learning, which again, impacts

positively on teaching and learning here. The Looking for Learning (LfL) process is used to inform and improve learning. Our team have been really positive about the impact these learning tools have on learning at iCAN.

Resources ... We are well resourced and continue to assess our priorities and develop our resources accordingly. We have class libraries, a MP1 library and a school library and continue to purchase books to increase our stock. We have Interactive white boards (IWB's) in every class from Nursery upwards, 100 ipads and pods of laptops for use in the classes. Each classroom has a PC and access to the 10 laptops each year group has been allocated.

Children ... they are at the heart of everything we do. We are passionate that the learners get the best experience we can offer them. Elain's three children all attended iCAN, as did my two, and the children of our current learning facilitators are learning here at iCAN. Every decision we have made over the years has affected not just them but all children here at iCAN. As a result of this we run the school from a parent/carer's perspective, as well as from a professional perspective. We want our learners to become independent, creative, confident, happy, risk takers, responsive, positive, empathetic, thoughtful, aware of their impact on the environment and aware of their place in the community and the world.

Home learning ... Following a review of homework with learners and staff more than a decade ago, we moved away from traditional homework. We believe that learners who are motivated to learn will be covering learning objectives during the school day. After school it is important that they have time to socialise, pursue other interests and relax.

There is a great programme of after school activities for learners to sign up for, ranging from tag rugby to knitting and gardening to drumming.

We have produced Personal Goals Home Challenges for each Milepost and these are shared with families on our weebly and website. These challenges give opportunities for learners to engage in fun learning with their families, which supports the development of personal goals.

MP2/3 learners have the opportunity to complete Enrichment tasks every second learning block. These are projects that relate to the learning journey and can be completed over an extended period of time at home. The learners are able to earn e-credits which they can exchange at the end of the year for a range of super prizes.

Professional development or Professional Learning (PD & PL) ... this is an area where, firstly, we look to our own resources within the school and wider community to deliver PD. Members of our team often run PD sessions, sharing skills or information which is usually related to their specialist area. We have also engaged members of staff from other international schools here in Phnom Penh and other organisations to deliver PD. Online courses are also popular to continue to develop professionally. Where possible, members of our team have also travelled to other countries in the region to attend relevant courses e.g Singapore, Malaysia, Thailand and Vietnam for IPC/IMYC, EAL, ipad, pastoral care and leadership courses. (Pre-covid)

Staff expectations ... all adults at iCAN are expected to treat the learners and each other with respect. They should be caring and nurturing. They should challenge and motivate the learners and inspire them with their own enthusiasm for learning. Learning facilitators are expected to run an after school club each week, to do at least one break or lunch duty each week, to support events involving the learners and their families such as film nights, bowling or sporting events where appropriate. We expect our staff to care for the learners beyond the classroom.

Community ... there are opportunities to be involved in music, art, conservation, development, amateur dramatics, a variety of sports and so much more. We want learning facilitators at iCAN who will get

involved in the wider community which in turn will ensure that they have a rich and colourful experience here in Cambodia. We have links with a number of NGOs here in Phnom Penh, which we support in a variety of ways. Projects have included art, dance and music collaborations and swimming lessons. Developing our community links is one of the targets within our school development plan and this has included visits by our staff to other international schools to build up professional and curriculum links. It has also included interschool sports events.

Salary and benefits package ... Our school fees are significantly lower than some of the other reputable International schools in Phnom Penh (ISPP, Northbridge, AISPP & CIS) –a conscious decision to make sure that high quality education is available to families from many backgrounds – and our salary and benefits reflect this. We review the salary and benefits package annually. The cost of living here in Cambodia is still relatively low and the salary will enable you to travel extensively whilst here and to enjoy a good standard of living. A number of our staff have financial commitments in the UK, such as student loans and they manage to cover these and also save some money, although not large amounts. iCAN is not the place to come too if money is a motivation. We want people who are able to engage in the community in a meaningful way whilst understanding and respecting the motivation behind Elain’s vision for our school.

The iCAN social network sites ... Our blogsite www.learningatican.weebly.com helps to keep families informed about their child’s daily life and learning at school.

Our Facebook page is: www.facebook.com/iCANBritishInternationalSchool/
instagram @icanschoolphnompenh

Living in Phnom Penh ... Cambodia is developing rapidly following many years of conflict, but it remains one of South East Asia’s poorest countries. Phnom Penh is a small but charming city, with a low cost of living and without the traffic and pollution problems common in other Southeast Asian capitals. With wonderful cuisine, tree-lined boulevards and stunning examples of French colonial architecture, many think Phnom Penh deserves its reputation as the ‘jewel of Indochina’, despite the legacy of Pol Pot’s Khmer Rouge. The city has a population of approximately 2 million. iCAN is situated in the city centre, close to all the markets, shops, facilities and tourist attractions. The beautiful coast in Cambodia is a 3-4 hour bus/taxi ride away, perfect for a weekend getaway. The breathtaking temples of Siem Reap are a 30 minute flight or a 5 hour bus ride. The bustling metropolises of Bangkok and Saigon are less than an hour by plane.

I hope you will find this information and the accompanying documents useful in considering if iCAN is the right place for you. If you think it is then we look forward to hearing from you soon. Should you have any other questions, please do not hesitate to contact me.

Yours sincerely,

Lori Hastings
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