



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 Elain Younn, the Director (see Elain'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 pupils with a first-rate education, despite being in a developing country. Kate moved to Cambodia in January 2003 to set up the school with Elain. iCAN opened in March 2003 with 16 pupils aged 1½–7 years old.

In August 2006 we moved to our purpose built school site, which we designed in collaboration with a cutting edge British architect. The school occupies a 5000 square metre campus in the heart of the city. The site includes modern learning and sports facilities.

As a city centre school space is at a premium and we use every available space to its full potential. We built a sports court on the roof of the Middle Years block two years ago and have recently opened our new rooftop court/playground which spans the roof area of the main primary building. We are currently at the start of a 9 month project to develop our outside spaces and our new reception area.

Middle Years provision began in 2008 and has grown to 70 learners in Y7-9. The Middle Years learners have areas in the main school in addition to their own dedicated spaces in buildings located at the front and back of our main building. We have no plans to extend beyond the Middle Years and our Year 9 learners move on to other schools both here in Cambodia and overseas at the end of Year 9.

In September 2009 we opened iCAN PLAY, our Early Years Centre which is a five minute walk from the main campus and caters to our youngest learners, from 18 months to 3 years.

About us ... learner numbers have increased rapidly and we now have over 340 learners of 34 different nationalities. (October 2016)

The largest proportion of our pupil base is as follows: 30% Cambodian, 14% North American, 11% Australian, 7% British, 6% Korean, 4% Japanese, 2% Thai and 2% New Zealand. Our energetic and committed staff team is made up of international learning facilitators from a variety of countries, including the UK, Australia, Spain, Malaysia, The Netherlands, China, Sri Lanka, India and the USA. We have an EAL team who support class learning facilitators and individual learners and we also have full-time swimming coaches and specialist learning facilitators for Music, ICT, PE, Art, Spanish and Khmer. We also have a Learning Support team who support children both in class and in specialist individual and small group sessions. Every class has a full-time Khmer learning support assistant except for the Middle Years classes who currently share an assistant. Classes in the Early Years Foundation Stage have 2-6 assistants in each class.

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

This is an exciting time for all of us at iCAN, the school has gained a great reputation and local interest is high. We are currently two form entry up to Year 8 and many classes from Nursery are currently full. There are waiting lists for

many of the classes-we have even had a parent of a new born contact us to register their two week old as they were aware that we are now heavily oversubscribed!

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. My 18 year old daughter learned at iCAN from Reception to Year 9 and is now living in the UK. My 16 year son completed Year 9 at iCAN and after 2 years at another International school in Phnom Penh he has just started boarding in the UK for his final two years. I know from personal experience how well iCAN prepared them for their future learning. Every decision we make is truly made in the best interests of the children.

Kirsty Campbell is the Wellbeing leader. She joined the Middle Years team at iCAN in 2010 and in her 5 years with us was responsible for language arts and wellbeing. Kirsty left in 2015 to work in a school as a Head of English in an international school in Spain but she left her heart at iCAN so returned to our team in August 2016 to lead wellbeing across the school. Kirsty is currently leading the wellbeing team, the transition team to support learners at the start and end of their time at iCAN. She is also responsible for us developing our mindfulness practise throughout the school.

David Higginson is the Communications and admin leader. He joined iCAN in 2015 after 10 years teaching in secondary schools in the UK, including 6 years as Head of ICT. He then moved into the Primary sector to widen his experience before becoming a member of our team. In addition to his teaching experience David was also a special officer in the metropolitan police force in London. He had a special interest in living and working in Cambodia following a period of time as a volunteer teacher in Siem Reap. David is now facilitating ICT across the school.

Fee Shanks is the Curriculum leader and also joined us in 2015 following 6 years working in a large secondary in Newcastle. Her passions are maths, cycling and rugby and she approaches all three with energy and enthusiasm. This positive attitude inspires the learners to challenge themselves both physically and in their learning. Fee has worked on developing our Professional Learning programme further this year ensuring that all members of the team have opportunities to develop professionally.

Margaret O'Donnell is our Middle Years and leadership team advisor. Margaret had over 10 years teaching and management experience in Secondary education in Australia before moving to Singapore to become a senior manager and curriculum developer at The British Council. She was at iCAN from 2006 – 2014 as a supply teacher, trainer, EAL specialist and Middle Years Art and English learning facilitator before becoming our Head of Middle Years. She introduced the International Middle years Curriculum (IMYC) at iCAN, before becoming an IMYC regional trainer. She is now based in Australia and regularly visits us to support us in the Middle Years. Both Margaret's daughters were at iCAN from 2006.

We also have five Mile Post leaders in addition to a Looking for Learning Coach and a Cooperative Learning Coach

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 children are engaged, enthusiastic and excited about their learning remains our priority. As it says in our vision, we believe in supporting children 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. We have adopted elements of mindful practice throughout the school. The School Council and student voice have also spearheaded a number of welcome changes. We use the International Primary Curriculum (IPC) and the International Middle Years Curriculum (IMYC) as learning tools. 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 relatively well resourced and continue to assess our priorities and develop our resources accordingly. We have a stunning library and continue to purchase books to increase our stock. We have a well equipped Middle Years Science lab. We have Interactive white boards (IWB's) in every class from Nursery upwards, 100 ipads and pods of laptops for use in the Primary and Middle Years classes. Each primary 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, my youngest child left in 2015 after completing Year 9 and the children of several 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 children 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 several years ago, we moved away from traditional homework in the primary section of the school. 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. These challenges give opportunities for children to engage in fun learning with their families which supports the development of the 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.

In the Middle Years the learners are given assignments and shorter tasks to complete at home regularly.

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. We have also hosted regional training sessions for IPC and Child Exploitation and Online Protection (CEOP) at iCAN.

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 other reputable International schools in Phnom Penh (ISPP and Northbridge) – a conscious decision to make sure that high quality 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 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 to 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 Times & blogsite ... back editions of the iCAN Times can be found on the iCAN website www.ican.edu.kh and provide a real taste of how we operate at iCAN. I would recommend that you take the time to read a few of these. The iCAN Times was produced six times each year (at the end of each learning block) but the last issue was printed in October 2015. It has been replaced by our blogsite www.learningatican.weebly.com which helps to keep families informed about their child's daily life and learning at school.

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 South East 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 1.5 million, with an expat community of over 10,000. 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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