



Bangkok Patana School
The British International School in Thailand
Established 1957

2023 **Staff Recruitment** *Guide*



Bangkok Patana is a not-for-profit IB World School, accredited by CIS

GUIDING STATEMENTS



MISSION

Our mission is to ensure that students of different nationalities grow to their full potential as independent learners in a caring British international community



VISION

We develop global citizens who shape their world through independence, empathy, creativity and critical thinking.



WELL-BEING

WE ARE:
Protected, safe and secure
Motivated and engaged
Responsible and honest
Kind, compassionate and respectful
Balanced and fulfilled



LEARNING

WE ARE:
Rigorous, inquisitive and creative
Collaborative and confident communicators
Critical, reflective thinkers
Resourceful and resilient



GLOBAL CITIZENSHIP

WE ARE:
Conscientious role models
Committed to integrity and equity
Diverse and inclusive
Ethical and informed
Active stewards of the environment and our communities

VALUES

Teaching at Bangkok Patana School

The British International School in Thailand

Dear Candidate,

Bangkok Patana School is one of the leading British international schools in South East Asia with a worldwide reputation for excellence. The school is an exciting place to develop professionally in an international context and offers opportunities for teachers at a variety of stages in their career. Successful teachers at Bangkok Patana have a number of things in common. They are enthusiastic and flexible, and have been willing to rise to the challenge of adapting both culturally and socially to a new and very different environment. While motivated by a desire to broaden personal horizons and to travel, they have decided to apply to Bangkok Patana as a conscious professional choice to become part of a leading, innovative educational community. Most importantly, they are inspired by the holistic idea of learning and teaching, and operate best as part of a collaborative team. They are comfortable with the idea of working in an independent, non selective, fee-paying school, with parents who take a strong interest in their children's education and who are used to regular access to the professionals responsible for it.

Teaching at Bangkok Patana is as demanding as it is rewarding. You have to be prepared to go the extra mile: hours are long and commitment is taken for granted. However, with the school's collegial environment, the opportunity provided for professional development, an excellently resourced, state-of-the-art campus and students who are full of enthusiasm, Patana has become a place where many teachers have spent a significant portion of their teaching careers.

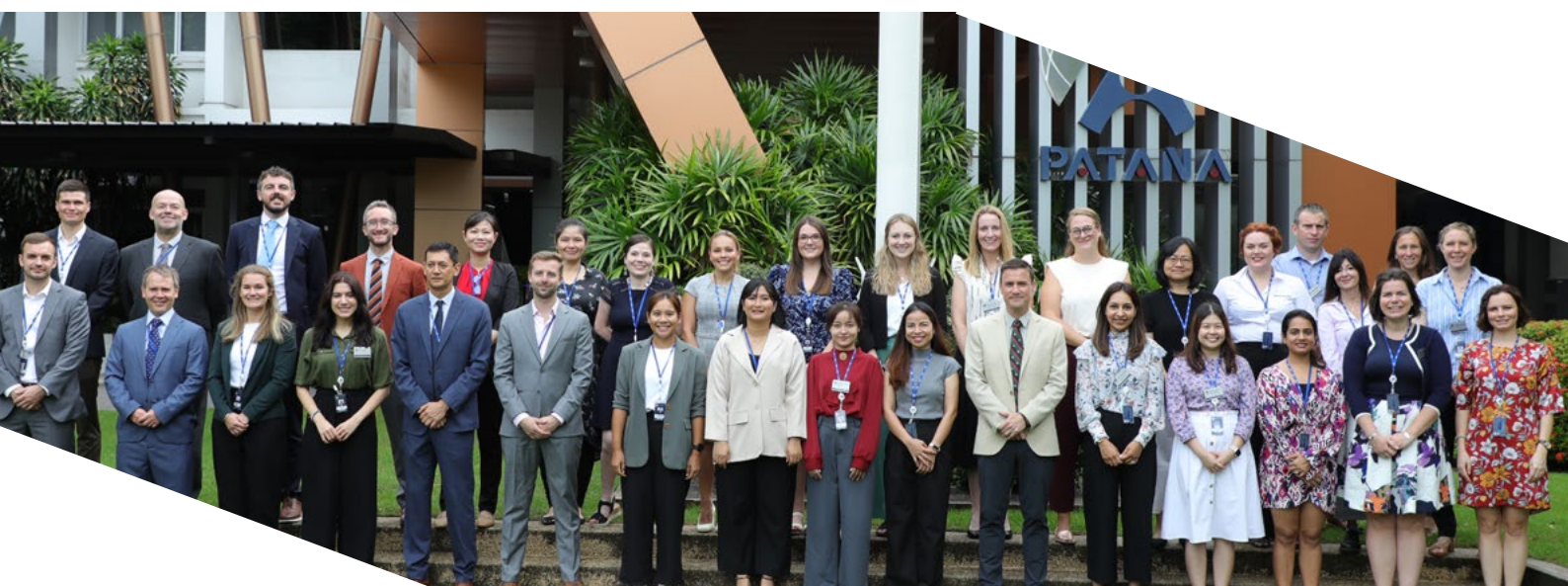
Bangkok is a huge, sprawling city, with a tropical climate. It is a culturally and socially vibrant place, boasting a wide range of cuisine and it is a wonderful centre from which to explore South East Asia. In short, you must think carefully about whether Bangkok is the environment for you. It is fair to say that those who arrive in this incredible city with their eyes open, and are prepared to take advantage of what Thailand has to offer, will enjoy their stay, and, like so many before them, come to regard South East Asia as an area in which they can live for much longer than an initial contract.

I look forward to meeting you as we undertake recruitment for staff to join us in the next academic year.

Best wishes,

Chris Sammons

Head of School



Professional Standards

To support all the work that teachers do, we have devised a set of Professional Standards for learning and teaching.



We inspire students to fulfil their potential at an individually challenging level through the following professional standards:

Professional Responsibilities

We fulfil our professional responsibilities

We have positive relationships with our students.

We are accountable for students' progress and learning outcomes.

We reflect systematically upon our practice and experiences to support our professional growth and to have a positive impact on student learning.

We take responsibility for improving our teaching through professional development, proactively seeking and responding to feedback.

We develop effective professional relationships with colleagues, supporting a culture in which views, ideas and feedback are openly exchanged and respected.

We prioritise student safeguarding, well-being and learning and we collaborate and communicate effectively with all members of our community to ensure these.

We work together in following common policies that help us to achieve our educational goals.

We contribute to the design of an engaging curriculum for our students.

We promote all aspects of global citizenship.

We contribute positively to the wider life of the school.

We promote respectful behaviour in our school community.

We value diversity and equity of opportunity.

Teaching to Support Learning

Our teaching has a high impact on student learning. Our teaching focuses on developing the understanding and application of relevant concepts, skills, ideas and learning dispositions.

We make learning appropriately challenging, transferable and linked to previous and future learning.

We know when and how to differentiate appropriately, providing opportunities for each student to learn effectively.

We clearly communicate thorough curriculum knowledge, skills and understanding.

We promote high expectations of effort, participation, progress and behaviour.

We use appropriate resources (including technology) to enable and enhance learning.

Academic support staff have a clearly defined role which has a positive impact on student learning.

We support the language development of each of our students.

Assessment and Feedback

We use assessment accurately and effectively to support learning.

We make effective use of formative and summative assessment.

We plan using relevant data to monitor progress and set targets.

We use clearly shared success criteria to enable accurate assessment of student progress.

We agree targets to stretch and challenge all students.

We provide students with timely and specific verbal and written feedback on their home and class learning.

We teach students how to respond to feedback.

Student Learning

Each of our students is able to fulfil their potential.

Students benefit from a safe, supportive and challenging learning environment.

Students are positive and engaged learners.

Students demonstrate commitment to the school's Mission, Vision and Values and the attitudes and attributes of the IB learner profile.

Students are able to identify and explain the learning intention(s).

Students demonstrate progress with the success criteria.

Students use feedback to know where they are, their targets and next steps.

Students have opportunities to co-construct their learning.

References

Research by Hattie (2008, 2011, 2013); Black and Wiliam (1990)

What makes great teaching? Review of the underpinning research (Coe et al, 2014)

Bangkok Patana's Essential Agreements (2006 – 2015)

Bangkok Patana's Quality of Learning Descriptors (2010- 2015)

Teachers' Standards (UK Department for Education, 2013)



Bangkok Patana School

Bangkok Patana School was established in 1957 to provide a British education for the children of expatriate families in Thailand. It was recognised by the Thai government in 1964 and was the name 'Patana', the Thai word for development, was chosen. The school has grown considerably and now occupies an award-winning facility on the south-eastern fringe of Bangkok. The school has been constantly developing its facilities which include specialist and collaborative facilities. Altogether the campus occupies approximately 22 hectares of land.

Governance of the school is vested in a self-perpetuating, non-profit Foundation Board, which includes representatives of the Thai and international business and professional community and members of the parent body. The Steering Committee of the Board meets regularly and oversees the operation and management of the school. The Head of School, Chris Sammons, directs all aspects of the school supported by the Business Director, Craig White who leads the business teams. A Staff Welfare Committee meets with the Head of School, Business Director, Head of Human Resources on a regular basis to receive updates and discuss various issues.

The school is a Thai charitable organisation and receives its licence directly from the government. Bangkok Patana is an independent school in the tradition of British, American and Australian private education, and our primary source of income is from tuition fees. We are a not-for-profit organisation and we receive no funding from either the British or Thai governments.

We are a non-selective school and welcome children with a range of abilities provided they are able to access the curriculum with normal classroom differentiation and/or the learning support resources available. We give priority to applicants with English as a first language, but we are also committed to making our programmes available to those students whose first language is not English. Both Primary and Secondary Schools have well-equipped English as an Additional Language, Learning Support and Extended Learning Departments.

The majority of our teachers are British, although you will find colleagues from Australia, New Zealand, Thailand, Canada, the United States and a number of other countries. Together they bring to the school a wealth of educational expertise and international experience. The age profile is fairly broad, with the majority falling in the 27-50 group. Like all independent schools, there are high expectations placed upon the teachers. Teachers behave and dress in a professional way which reflects the expectations of expatriate and local communities. They are also required to participate fully in the school's extensive extra-curricular activities programme.



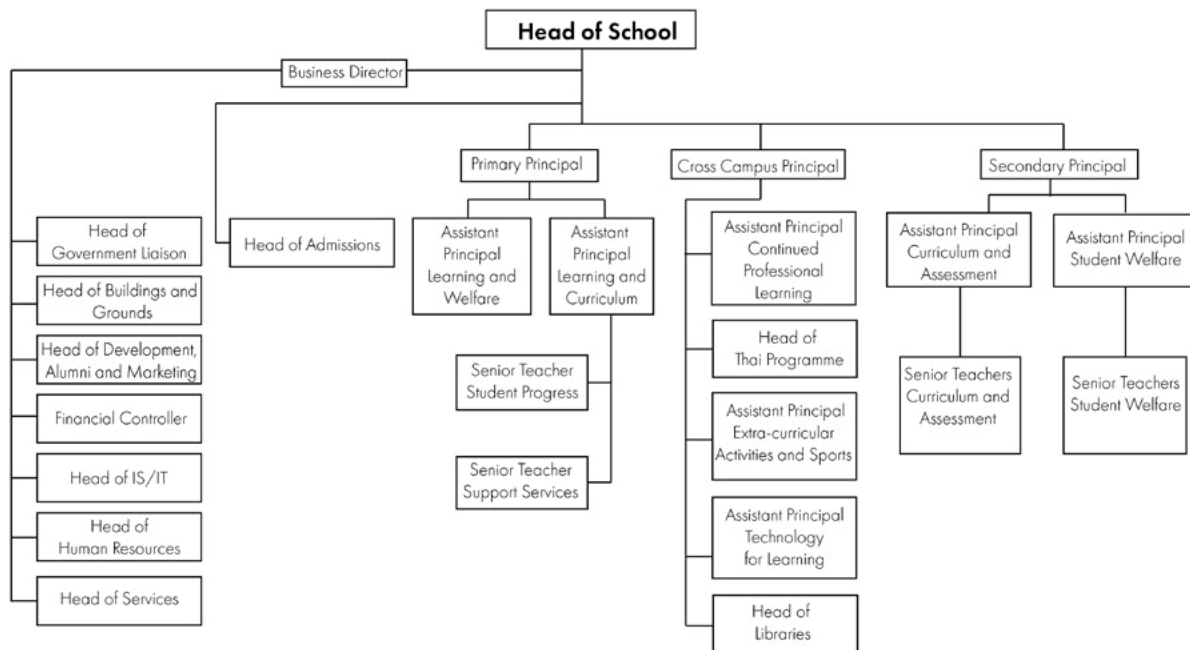
The Leadership of the School

The Head of School has overall responsibility for the whole school.

The school has separate senior leadership teams for Primary and Secondary led by a Principal and supported by two Vice Principals and two Assistant Principals. There is also a Cross Campus Leadership team led by the Cross Campus Principal and supported by three Vice Principals.

Middle Leadership: In Primary, each Year group has a Leader of Learning and Welfare and a Leader of Learning and Curriculum who lead the pastoral and academic programme, supported by an Assistant Leader of Learning. In Secondary, leadership is through faculty teams led by Heads of Faculty and Subject/Key Stage Coordinators and pastoral tutors led by Heads of Year.

Leadership Structure, Whole School



Our Students

We have a diverse student population of over 65 nationalities, with approximately 2,200 students across the Primary and Secondary School. Our top student populations are British (18%), Continental Europe (14%), North America (10%), Australia and New Zealand (8%), India (8%) and Thai (20%). Many of our students arrive at Bangkok Patana from overseas and study here for a limited period of time before moving on. Their average stay is four to five years, although there is also a group of long-stay families whose children will be with us until they enter higher education.

Most of our students have travelled widely and think nothing of flying to Bali or Singapore to compete in a regional sports event, drama festival or Model United Nations (MUN) conference - examples of events in which we have recently participated. Our students are articulate, open, and confident and have the charm and courtesy that comes from exposure to an international lifestyle. They also have personal and social needs that arise directly from these varied experiences and it would be a mistake to assume too great a degree of maturity from their social ease. Some may have experienced a considerably transient education in schools around the world thus far and require some flexibility and nurturing.



Our Facilities

We have leading edge environments to educate our students and facilitate our teachers to deliver the best pedagogy. Collaborative spaces have been included throughout the school and it is common to find numbers of parents and instructors/assistants working with small groups of children. Parental help during school educational activities is readily forthcoming.



Among the features of the Bangkok Patana campus is a large 602-seat theatre, a separate Black Box theatre, a range of studio and rehearsal rooms, a suite of music and practice rooms, and two libraries with a combined collection of over 50,000 volumes. We have a large, and exceptionally well-appointed Sports Hall, a gymnasium, Conference Centre, three swimming pools (one of which is Olympic-sized), dance studios, football and rugby fields, tennis courts, landscaped gardens, an outdoor classroom and a traditional Thai sala, which houses the Head of School's office. In addition, there are two large hard courts which fulfil a variety of functions, from sports competitions to covered performance areas. We believe that our classrooms are some of the best learning environments in the world.

Technology is tremendously important at Bangkok Patana both in terms of infrastructure of learning and teaching. Students in Years 6–13 are required to bring their own laptop computers to school whilst all other Primary students have access to a wide range of devices. We work in a Microsoft environment, but teachers also access Google apps and a multitude of other tools to engage their students. We have even been recognised as a global leader in Minecraft for Learning!

The Curriculum

The school receives regular updates on curricular issues in the UK, and in fact worldwide. We are well aware of the pace of development, pedagogical innovations and trends and are able to take an informed and considered view before deciding how to respond. Our Guiding Statements and Professional Standards for Learning and Teaching drive a curriculum which is devised to serve our UK and international student body.

Bangkok Patana is committed to delivering a curriculum based on the English National Curriculum in the Foundation Stage and Key Stages 1, 2 and 3, with a combination of International General Certificate of Education (IGCSE) courses at age 16 and the International Baccalaureate Diploma at age 18. Our teaching approaches are interactive

and we encourage learning through direct experience. Our Guiding Statements, listed at the front of this booklet, identify the key attributes that permeate all aspects of learning and which we wish our students to develop.

Throughout the age-ranges, activities are based on exposure to the external environment. A coherent programme of Residential Visits begins in Year 3 and continues up to and includes Senior Studies. Both the Primary and Secondary Schools' sports activities take our students to a range of countries within the region, although this has been curtailed during the COVID pandemic.

Ultimately, we are concerned with the achievement of excellence. Experience has shown that this comes more readily when children are committed to tasks which they find challenging and which are rooted in their personal experience. We welcome teachers who agree with and practise this philosophy.

Curriculum Technology

Students at Bangkok Patana use Information and Communication Technology (ICT) as a tool to enrich and extend their learning across the whole curriculum. Years 6 through to Year 13 are part of a 1:1 (Bring Your Own Device) laptop programme. Access to devices is regularly reviewed to ensure students have access to technology whenever it is appropriate.

All teachers have the facilities to integrate the use of technology in all areas of the curriculum. In addition, ICT is taught as a discreet subject in Primary and Computing in Secondary.

Bangkok Patana has an extensive in-house web-based administrative system that dovetails into our iSAMS Information Management System. Our Virtual Learning Environment is hosted in the cloud via Firefly and we make use of the best aspects of the Microsoft Office 365 environments. Digital Citizenship is further integrated into the whole school pastoral programme.

Extra-curricular Activities (ECAs)

Like many schools that serve expatriate communities, Bangkok Patana is a focal point for the British and international community. Social and recreational opportunities for young people, which would normally be provided by local communities in the UK, are simply not available in Thailand. Parents and children, therefore, have additional expectations of the school to provide a programme of after-school and weekend activities.

We offer over 500 exciting activities covering a wide spectrum of skills and interests in line with our three core values of Well-being, Learning and Global Citizenship. Our sports fields and sport halls are filled with students participating in a range of sports and athletic activities, while our theatre, drama studios and art rooms provide cultural and aesthetic activities. Additionally, we run an extensive International Award Programme, Model United Nations and Home Language Programme.

One of the contract requirements of Bangkok Patana is that our teachers participate fully in our ECA Programme, committing themselves to at least one weekly activity over the course of the year or a different activity each term. We seek staff, therefore, who are willing to be guides, mentors and coaches beyond the classroom, and who are open to the opportunities that such involvement will provide.



Continuous Professional Learning (CPL)

Continuous Professional Learning (CPL) at Bangkok Patana is the school's home of professional learning and development for academic staff. We pride ourselves on being a learning community and fostering lifelong learning. Encouraging our teachers to grow and develop as educators, who provide high quality learning and teaching experiences, which positively impact our students.

Our aim is to create a world-renowned centre of excellence for CPL, which fosters teacher collective efficacy through a dynamic, collaborative and empowering professional learning community. We strive for CPL to be high-quality, relevant, sustainable and future-focused, with rich opportunities for self-development. Nurturing professional curiosity and creativity, encouraging dialogue and collaboration with colleagues, and building professional trust.

At Bangkok Patana, we work with internationally renowned partners and organisations to deliver evidence-based programmes of CPL, which are effective in improving professional practice and student outcomes.

CPL opportunities for staff are extensive and we are always looking at innovative ways in which to embed professional learning into the fabric of our community. Professional learning is offered in-house and externally, through a variety of different pathways at individual, team and school level. At Bangkok Patana you will have the opportunity to be part of a teacher learning community or World Cafe, participate in our many wide and varied Learning 4 Learners workshops, hear from world renowned educational experts or undertake further study such as Masters degrees or the National Professional Qualifications for Leadership.

We invest in our staff and proactively engage and promote professional learning opportunities that develop individual and collective capacity across the teaching profession and to ensure improved outcomes for students. As part of our team at Bangkok Patana you will be encouraged and supported to undertake CPL that enhances and strengthens your professional toolkit and supports you in continuing to grow and flourish.

The Primary School

The Primary School spans the Foundation Stage, Key Stage 1 and Key Stage 2. The Principal and Assistant Principals oversee all aspects of learning and teaching; Senior Teachers are responsible for learning, assessment and student progress within the Primary School.



The Year group teams provide the basis for planning and organisation in each of the Year groups. The teams are jointly led by a Leader of Learning and Welfare and a Leader of Learning and Curriculum, supported by the Assistant Leader of Learning. Collaborative planning and mutual support are strengths of this system. The Year teams provide a very supportive environment for new members of staff, and a colleague is appointed as a mentor in the first year. Class teachers play a key role in the pastoral care of the students.

The Primary School's positive behaviour policy and calm environment contribute to happy, orderly and focused children, who are eager and excited to learn.

We view good relationships with parents as being essential to the learning process and encourage an active partnership based on excellent two-way communications. Teachers are expected to operate an "Open Door" policy.

Being an international school, English is not the first language for many of our students. Class teachers will therefore need to support these children in conjunction with our EAL team. Most EAL support is “in-class” with instructors and specialist teachers providing focused intervention and support.

The school employs subject specialist teachers to teach PE, swimming, music, ICT and Art. We have technicians who assist in the preparation of Art, Design Technology and Science lessons. Modern Foreign Languages are taught by specialist teachers at Key Stage 2.

All teachers enjoy the benefits of generous non-contact time. This enables them to be even more effective in the classrooms and give time to meeting the needs of all the students.

We seek understanding and strong professionals who have a real awareness of how children learn through first-hand experiences and who reflect this in their classroom practice. All teachers contribute to the life of the school and place great importance on creating opportunities outside the classrooms. We are looking for enthusiastic team players who are prepared to be flexible and can ‘throw themselves into the job’!

Foundation Stage (FS) and Key Stage 1 (KS1)

In our Nursery, Foundation Stage 1 (UK Nursery) and Foundation Stage 2 (Reception) classes, the curriculum is based on the UK EYFS. Each class is supported by teaching assistants. Nursery children are located in their own purpose-built building whilst Foundation Stage students are housed in our renovated facility. The classrooms are very well equipped and there are purpose built outdoor play areas. A ‘Learn to Swim’ pool is available.

In Key Stage 1, there are eight classes per Year group (Year 1 and Year 2) and these are supported by teaching assistants. EAL support is provided for those children whose English is not sufficiently developed to fully access the curriculum. EAL teachers and instructors give in-class support and may withdraw children to work in small groups, closely following the themes in literacy and other subjects.

The Assistant Principal Learning and Welfare oversees pastoral matters in Key Stage 1.

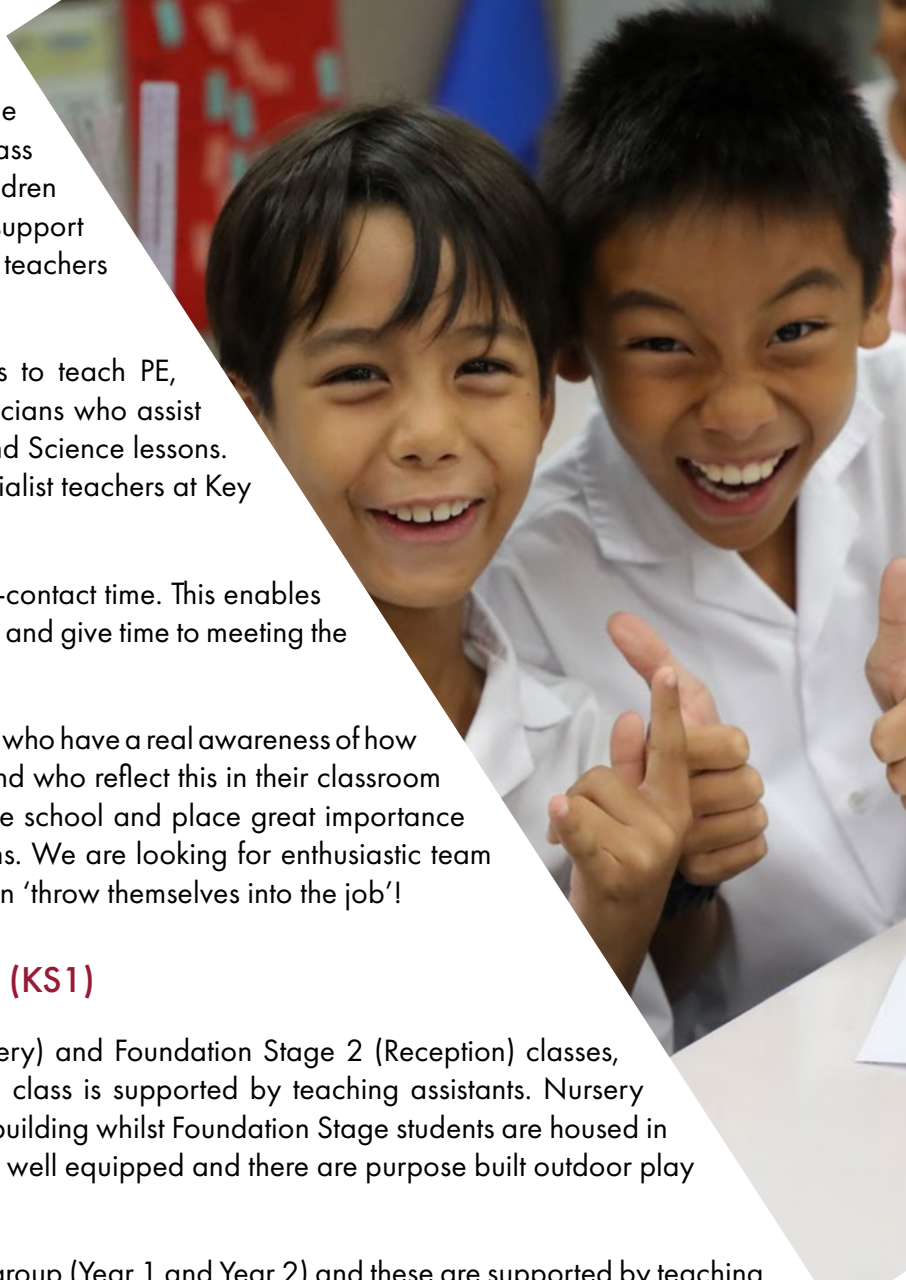
Key Stage 2

Each Year group in Key Stage 2 has eight classes with approximately 22 students per class.

The English National Curriculum forms the basis of the teaching programme from Year 3 onwards, our World Languages programme offers students the opportunity to study French, Spanish, German, Mandarin, Japanese or Thai. EAL assistance is provided by a team of specialist teachers and instructors through in-class support and more focused sessions.

Students in Years 4, 5 and 6 sit the International Schools Assessment (ISA) which test core skills in mathematical literacy and reading. The tests are not specific to a single curriculum, drawing on many cultural and national sources and therefore provide a clear indication of our alignment against international expectation.

The Residential Visits programme is an integral part of the curriculum. The visits usually take place in late January each year. All Key Stage 2 teachers take part in these visits. The Assistant Principal Learning and Welfare oversees pastoral matters in Key Stage 2.



The Secondary School

Key Stage 3, 4 and Senior Studies

The Secondary School spans Key Stage 3, Key Stage 4 and Senior Studies. It is led by a Principal, two Assistant Principals and two Senior Teachers.

One Assistant Principal oversees the academic curriculum and is supported by an assessment team throughout the Key Stages. The Secondary School is organised into faculty areas, each under the management of a Head of Faculty. Subject Coordinators and Key Stage Coordinators are appointed to lead and manage specific subject disciplines within the faculties or to oversee specific areas such as learning and teaching within a department or faculty.

We also place emphasis on the pastoral system and devote two periods every week to tutorial sessions. The Assistant Principal for Student Welfare and the Senior Teacher for Key Stage 3 lead pastoral developments and work with the Heads of Year and tutors. The tutors also act as mentors for their tutees focusing on academic progress. The seven Heads of Year all play an important role in the leadership of the school, each one having a slightly different emphasis in line with the requirements of their particular Year group, including oversight of students' progress. The Pastoral Team are also responsible for reporting to and consultation with parents.

In May and June our students sit the (I)GCSE and International Baccalaureate examinations. Our results are extremely good with excellent pass rates. This success is in no small part due to our able, dedicated and enthusiastic staff who work extremely hard and contribute widely to the life of the school both inside and out of the classroom.

We require excellent classroom practitioners who have experience of teaching the English National Curriculum, (I) GCSE courses and preferably the International Baccalaureate Diploma programme or similar post – 16 courses. We are looking for enthusiastic teachers who see the importance of all aspects of school life. Successful teachers have a sound knowledge of their subject and contribute to curriculum development, act as a tutor/support tutor and deliver the pastoral programme and contribute to the Extra-curricular (ECA) programme.



Cross Campus

We are very fortunate that both our Primary and Secondary Schools occupy one site, allowing for valuable links between both schools. A great many of our Primary students transfer directly to the Secondary School so it is really important that there is productive continuity in the learning across all of our age stages. The position of Cross Campus Principal seeks to ensure that there is cohesion, consistency and cooperation across the Primary and Secondary schools.

Living and Teaching in Bangkok

Bangkok is a thriving international metropolis, with a population in excess of 10 million people, including expatriates from all parts of the world. Bangkok Patana serves a community that features expatriate and local, high-achieving families, who give whole-hearted support to the school. Our parents expect the best and know how to express that expectation to those responsible for delivering their children's education.

Living in Bangkok is as exhilarating and frustrating an experience as you could find anywhere. Thailand is a wonderful country for travel and the people are friendly and open. Expatriate teachers have to remember, however, that we are essentially guests in this country and, while our contribution is valued and respected, we are expected to observe cultural sensitivities at all times.

Things often happen more slowly here (travelling within the city being a prime example) and if you are the kind of person who is easily irritated when things do not go just according to plan, you may want to reconsider your application. Working and living here is fun and rewarding but can be demanding and as stressful as any urban environment; it is really up to each individual to see both of these aspects as an integral part of being in Thailand.

During the first year of contract, teachers are required to live in school-sponsored, air-conditioned accommodation close to the school. We provide two or three-bedroom apartments. For subsequent years, teachers take the designated housing allowance and make their arrangements either locally or nearer to the city centre. Taxis are not expensive and will get you into and back from the city centre. There are two BTS skytrain stations in close proximity to the school.

Teaching Couples and Families

Teaching couples with young children are advised to think carefully before applying for overseas teaching posts; while Bangkok has many positives, including good medical facilities and the availability of maid/nanny care, it is also a large tropical city. Many families make the adjustment to living here incredibly happily but, before applying, you should consider what could be termed "family life-style" and expectations.



The Rewards

A teacher's salary is calculated in line with the Bangkok Patana pay scale and is based on the number of years teaching experience completed since qualifying. Varying levels of responsibility allowances are awarded to those who lead teams or participate in curriculum development activities.

A detailed salary offer will be discussed at interview stage and will later be confirmed with the formal offer of a contract. Our scales and benefits are highly competitive.

Finally...

The experience of working here will certainly enhance your career and expand your horizons, as you will read in the teachers' comments that follow. An interesting fact that will support this is our track record in seeing former teachers secure senior positions in other schools. Recently, seven former staff members have become Deputy Heads, two have become educational inspectors, and three were appointed Principals of international schools. This represents two things: firstly, the quality of Bangkok Patana teachers and, secondly, the quality of the Patana experience and the benefit of the professional development we provide for our staff.

We therefore seek to recruit professionals of the highest calibre, individuals who will also grow with us as we expand our own horizons. If you think that you can match our expectations, please submit an application, and thank you for considering Bangkok Patana School.



Staff Testimonials

Kevin Keller, Head of Careers and University Counselling
October 2017 Teaching Cohort



Bangkok Patana School was one of hundreds of international schools that I visited every year in my previous role as an admission officer for a small, liberal arts college in the United States. Part of my role was to carefully examine each school's services, facilities and teaching as I considered their students as applicants to my university. Bangkok Patana consistently stood out among the rest, with students who were globally minded, academically prepared and community oriented. When the position of university counsellor at Bangkok Patana became available, I couldn't resist taking the opportunity.

My journey to Bangkok Patana was unique in several ways: I was an American moving from a small farm-town in the Midwest to a British school in a major international hub. I was a non-teacher foraying into secondary education for the first time and I was recruited outside of the usual cycle for teachers, missing all the fabulous induction activities meant to put everyone at ease and build community. Almost immediately, my fears of being an outsider were alleviated when I was met at my accommodation after arriving on a late-night flight during a school holiday by a member of the school leadership. She brought me heaving bags of groceries and made sure I had a kettle for my tea, even though I tried to remind her I didn't drink tea (I do now!). When I finally met my cohort, I was certain that I had found a new family on the other side of the world. They immediately accepted me into the fold and the rest is history.

It's not easy to prepare students for the rigours of the world's top universities, but our teachers create a healthy, challenging environment to build personal and academic resilience. Post-Patana destinations are as diverse as our student body; on any given year, our students matriculate to universities in one of 15 countries, adding to the challenging but rewarding nature of my position. Nothing happens in a silo here, everyone works together for the success of the students.

I feel very lucky to have access to so many professional development opportunities during my time at Bangkok Patana. As a middle-leader, the school has provided workshops on coaching and other skills necessary for managing a team. Now that I've started my terminal degree programme, the school has been nothing short of supportive. The school realises the importance of maintaining your subject expertise and emphasises a collaborative approach to teaching and learning. Finally, it must be said that as members of the LGBTQ+ community, my partner and I have always felt supported and safe in Thailand, by school leadership, by peers and students. All types of diversity are embraced.

Living in Thailand has obvious benefits and it's been my aim to take full advantage since day one. Weekend trips can bring expeditions to Singapore, Bali, Hong Kong and Ho Chi Minh while longer holidays mean ski trips to Japan or South Korea, or even exploring Europe. Thailand offers beautiful scenery in our own backyard. I've become a certified PADI diver on the idyllic island of Koh Lipe and earned my bareboat skipper sailing license after island hopping around stunning Phang Nga Bay. There's plenty to keep you busy during the week in a city like Bangkok, a foodie's paradise with an undeniable buzz. If you're a little apprehensive, there's always a colleague willing to try something new with you or help you discover a hidden gem down a quaint soi.

I never intended to be at Bangkok Patana School for longer than two years. It was meant to be a stepping stone but it has become my home after four years. The tightly knit community makes it feel like a home away from home and I can assure you that you will meet lifelong friends and make professional strides you never thought possible. I wish you all the best in what will surely be a life-changing journey.

Claire Myers, Primary Assistant Leader of Learning EAL and
James Myers, Design + Technology Teacher
August 2011 Teaching Cohort

Back in 2011, we took the giant leap of moving to Thailand with our four year old and one year old children so we could work at Bangkok Patana School. We knew of the school from having worked in Bangkok previously and had heard such great things about the campus, the professional development opportunities and the benefits package. Telling our family and friends we'd see them in two years, we set off on what turned out to be a much longer adventure.



More than ten years later we're still very happy with where we work.

In addition to her school learning, our daughter supports at a local charity after school each week with some

“Our children are thriving and can't imagine going to school anywhere else. They are clear and confident communicators who strive to excel both academically and in extra-curricular activities. It seems it's cool to do your best at Patana...”

friends, as well as learning to play the ukulele and is a keen member of her debating class. My son is part of the Gymnastics and Football Academies, learns drums and loves BMXing, all of which he somehow fits around his busy gaming schedule and school! They love Residential Visits with school each year, where they have kayaked, snorkelled, hiked, made friends, played and helped local communities.

Living and working in Asia has afforded us some amazing travel opportunities. During our ten years, we have travelled to Australia, New Zealand, Singapore, Hong Kong, Bali, Cambodia, Vietnam, Laos, and all around Thailand. We have got amazing memories from all of these places and are always planning 'where to next?' When we visit family in the UK each July, we plan lovely holidays there with our families.

My husband, Jim, is a Secondary Design+Technology teacher and I work in Primary. Originally a class teacher, I applied to work with the EAL (English as an Additional Language) team. I have learnt a huge amount about language acquisition and working within a support team. Being in a school with such large and knowledgeable specialist learning support teams, it seemed a perfect opportunity to broaden my experience beyond regular class teaching. I have been on various professional learning courses around Thailand and overseas, such as in Vietnam. I also completed a three-year Master's degree in Linguistics and TESOL, which Bangkok Patana partially funded and they also provided study days to help me complete my coursework.

Working at Bangkok Patana is clearly rewarding but is also very busy. Of course it is expected that our teaching will be effective, well-resourced and planned, then there are the usual parent meetings, assessments, staff meetings and continuous professional learning opportunities. My husband and I both agree, though, that we bring some of the hard work upon ourselves because we want to improve our practice for the wonderful students we teach and because there is a culture of excellence within the school. [Most days] we still manage a good work-life balance as, like most families, we have a full time helper at home to support with cleaning and cooking and general life organisation. She is amazing!

So getting up at 5.30 am for ten years has been worth it so far – who would have thought it?! We honestly believe we work in one of the best schools in the world and that our children are incredibly lucky to go there. The upheaval of moving your family is particularly tough but one we're sure you won't regret.

Aarti Madrasami, Primary Counsellor

August 2023 Teaching Cohort



I am originally from Bangkok. Bangkok has and will always have my heart. I have travelled all over the world (well most of it) but Bangkok has always been the place for me. Bangkok has so much to offer, from its rich cultural heritage to its bustling street markets and charming neighborhoods. If you're a foodie, Bangkok is the place for you! With a diverse array of flavors, aromas, and textures, Bangkok's culinary scene is nothing short of a gastronomic adventure. As an added bonus, the people of Bangkok are generally very warm, friendly, and polite, making your entire experience one you will hold close for a lifetime.

So, when it came to raising my family, I chose to stay in Bangkok. As a Thai-Indian myself, it was important for me to raise my children in a diverse and inclusive community. I had searched over 30 international schools in Thailand and Bangkok Patana School kept standing out. The school's website consistently highlighted the importance of well-being, inclusive school culture and life as global citizens. Their academic reputation was a bonus! I decided to enroll my son in the Foundation Stage (FS) program. I still remember his first day of school, I was probably more nervous than him. But as we walked through the campus, my nerves were eased with every person we passed. From the security guard to the helping staff to the teachers and administrators, we received a warm and friendly smile. My son felt safe immediately. Within days, my son had immersed himself in the magical world of FS. I could clearly see that the school was nurturing life-long reflective, resourceful and resilient learners.

During this period, I was practicing as a mental health professional in Bangkok city. I had been in private practice for 15 years and started feeling a little stagnant. So, when the position for Primary School Counsellor became available at Bangkok Patana School, it felt as though the stars had aligned for me. I had already chosen the school, their ethos matched mine, now it was time for the school to choose me. I remember interviewing for the position, and I knew right away that I was among like-minded professionals who are constantly striving to learn, grow, and do better for all students.

Settling into life at Patana was much easier than I'd expected. The new staff induction committee was meticulous in providing guidance and support in each step of the orientation process. From banking and finance to the school's integral IT systems and community. And with numerous social events that the induction committee help organize, the school is a welcoming, close knit, and easy to navigate community. I feel so fortunate to have landed here!

Meeting the new professional team is always a little daunting at first but the counselling team at Patana, true to its profession, was inspiring and insightful. It was exciting to be in a place full of passionate and skilled practitioners, where you have the opportunity, resources, and support to focus on the craft. The school has so many opportunities not just for students but for staff too. I found myself involved in many coaching/mentoring/learning positions. It is a fantastic way to challenge yourself and learn new skills. I am still new at Patana and have a lot to learn but it feels as though I've always been here. Somehow like Bangkok, Patana feels like home.





Bangkok Patana School

The British International School in Thailand

Established 1957

