



LEARNING FACILITATOR JOB DESCRIPTION

Our school's beliefs and values are contained in our school's vision. Our mission statement commits all to certain learning outcomes for our learners and, therefore, to the types of teaching which will produce these outcomes.

The fundamental responsibility of every learning facilitator is to promote the values and beliefs expressed in our philosophy which is based on improving learning and to work constantly to translate them into daily classroom practice. Our school's primary purpose is learning and this job description is therefore structured accordingly.

QUALIFICATIONS

- A passport (with more than one year validity from date of entry) from a country which will prove trouble free in securing visas and permits to live and work in Cambodia.
- A minimum of a Bachelor's degree in the subject(s) or area(s) he/she is hired to teach, coordinate or supervise.
- A valid and current teaching certificate or license from a recognised institution, state or country in the subject/area of hire.
- A minimum of two (2) full years of recent successful and relevant experience teaching the subject/working in the area of hire.
- Experience facilitating learning overseas in an international school is preferred but not essential.
- IPC/IMYC training and experience is preferred.

DUTIES AND RESPONSIBILITIES

PLANNING & PREPARATION

At iCAN we believe that learning is directly related to the quality of planning and preparation undertaken by the Learning facilitator. The Learning facilitator is expected to;

- Display solid knowledge in regards to curriculum content and curriculum design and incorporates this knowledge into planning and preparation.
- Plan for a wide range of effective pedagogical approaches in the discipline to engage learners in the learning process.
- Be knowledgeable in regards to developmental levels, language proficiency, skills, knowledge, and individual learning needs of learners and plans sessions accordingly.
- Collaboratively plan and prepare sessions that are part of a sequence of learning with clear and measurable outcomes reflecting high expectations, rigour and important learning in the discipline, in accordance with approved and documented iCAN and IPC/IMYC requirements.

- Collaboratively plan and prepare varied and appropriate assessments in alignment with learning outcomes and include clear criteria for achievement, using the rubrics where appropriate.
- Plan and prepare for the use of varied and appropriate resources, to support academic, international and dispositional learning outcomes, extend content knowledge, and engage learners in meaningful learning.

CLASSROOM ENVIRONMENT

At iCAN we believe that learning is directly related to the quality of the classroom environment established by the Learning facilitator who;

- Establishes an emotionally safe environment based on mutual respect, warmth, fairness and strong relationships amongst all.
- Establishes and implements classroom behavioural expectations that clearly communicate norms and consequences, respecting school wide rules and standards as appropriate.
- Provides a safe physical space for learning and organises resources and learning displays to support and promote learning.
- Establishes effective and efficient classroom routines and procedures (collaboratively with their learners) and implements these consistently to promote learning, respecting school wide routines as appropriate.
- Establishes a classroom environment that engages learners in lessons to promote learning, effectively pre-empting disciplinary issues.

TEACHING STRATEGIES

At iCAN we believe that learning is directly related to the quality of the teaching strategies employed by the Learning facilitator. The Learning facilitator;

- Delivers lessons focused on clear, shared, measurable outcomes as expressed in iCAN's agreed curriculum.
- Incorporates learning materials and resources that are suitable to the learning purpose or objectives of the session.
- Uses a range of appropriate strategies aligned to learning objectives and assessment practices.
- Delivers clear and explicit instructions using vocabulary which is appropriate to the learner's ages, language levels and interests.
- Promotes learner reflection in order to enhance learning and gain feedback on learner progress.
- Ensures that their explanation of content is appropriate and connects with learner's prior knowledge and experience.
- Uses varied questioning techniques specifically designed to extend comprehension and deepen understanding.
- Employs strategies to promote application, synthesis, evaluation and transference of content, knowledge and skills learned.
- Employs strategies to promote cooperative learning.
- Employs strategies to promote inquiry.
- Differentiates instruction to meet individual's learning and needs.
- Provides opportunities for learners to actively engage in, take responsibility for, and apply their learning.
- Seeks learner feedback on teaching strategies and learning approaches.
- Ensures that language used and views shared are consistent with iCAN values and learning goals including academic, international and personal/dispositional goals.

ASSESSMENT & EVALUATION

At iCAN we believe that learning is directly related to the type of assessment and evaluation methods employed by the Learning facilitator throughout the learning process. Our Learning facilitators are expected to;

- Employ varied formative and summative assessment tasks which include authentic, self, and peer evaluation.
- Generate sufficient data over time to provide accurate assessment of learners' academic progress and development.
- Ensure learners are fully aware of the criteria and performance standards by which their learning will be evaluated. In Middle Years, this should include the sharing of task sheets, assessment criteria and rubrics.
- Ensure learners frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.
- Regularly and collaboratively analyse and use learning data to determine and modify learning activities and units of work.
- Employ agreed common assessments for major tasks and assignments.
- Engage in collaborative evaluation of common assessments to ensure objectivity across subject and year group expectations, to modify instruction and to determine the effectiveness of the unit of work.
- Provide timely and high quality feedback to learners and families about their learning.
- Use assessment tasks to establish achievement using the relevant National Curriculum and IPC/IMYC practices and policies.
- Meet all relevant internal & external policies and practices with respect to assessment, reporting, records, and timelines.

PROFESSIONALISM

As a small school we have more need and opportunity to work together outside our immediate teams. Sharing goals, knowledge and skills allows us all the opportunity to contribute and have a sense of belonging. This is not a passive acceptance of how things are but a willingness and energy to collaborate, support and develop partnerships, teams and groups that together, and as part of the whole, share responsibility, accountability and success. Cooperative learning is an integral part of this with its foundation in mutual respect and all aspects of learning; academic, social and emotional, of adults and children within our community.

At iCAN we believe that teaching is a profession. The level of professionalism practised by our Learning facilitators directly impacts learning. Learning facilitators are expected to;

- Demonstrate sound and ethical professional judgement, modelling the personal goals and dispositions, when carrying out their professional activities and interacting with the wider iCAN community.
- Comply with and carry out the routines, policies, rules and regulations of our school and of their Milepost as noted in internal policies in a timely and thorough manner.
- Maintain accurate records in regards to attendance, curriculum and lesson planning, assessment and reporting, following established school practices.
- Work positively and productively when engaged in teamwork
- Proactively offer professional opinions in a positive manner to help our school improve.
- Trust, value and respect other colleagues as professionals
- Demonstrate commitment to the development and understanding of best teaching and learning practices.
- Provide information to learners and families about learning and be available as needed to respond to concerns.

- Proactively communicate with learners, families and colleagues as appropriate, on a regular basis in regards to learners' academic and social progress in order to promote further learning.
- Communicate clearly, honestly, and with an open mind when listening and sharing ideas with others.
- Make positive statements in working to solve problems.
- Be proactive and present.
- Respect the cultural diversity of our school community.
- Model passion, enthusiasm and initiative.
- Contribute to an aesthetically pleasing and caring environment.
- Provide meaningful opportunities to showcase learning.
- Engage in continued professional growth and development, stay abreast of current educational research, trends, and best practice in order to promote learning.
- Solicit and reflect upon feedback from colleagues, learners, families and our Leadership team to help improve professional practice, actively promoting a culture of professional inquiry.
- Initiate, support and participate in extra-curricular activities.
- Draw upon community resources to enhance learning experiences as appropriate, and expose learners to the local communities.

All duties to be performed in accordance with the iCAN Conditions of Service document.