

## Job Description of IBD Coordinator

A key leadership role in the implementation and development of the programme is provided by the Diploma Programme coordinator. Diploma Programme implementation requires significant expertise in change management and a detailed understanding of the principles and practices of the Diploma Programme. The coordinator, acting together with the Head and the Deputy Head, needs to have the authority to plan and manage the processes of change necessary for developing the programme. She/he also needs to have a good knowledge of the regulations and procedures described in the Handbook of Procedures for the Diploma Programme and the General Regulations: Diploma Programme. The coordinator has the responsibility for communicating information to all members of the school community, administering all internal and external assessment and acting as the primary point of contact between the school and the IBO.

The role of the coordinator in Diploma Programme implementation and development is extensive. The most intangible, but also probably the most significant aspect of this role, is the part played in ensuring that the school embraces the IB's mission statement and its learner profile and ensuring that the school is able to demonstrate in an explicit way how the structure of the Diploma Programme and its implementation are furthering both (see "Developing the IB learner profile"). In this way, the coordinator fosters the spirit of an international education in the school, one that will hopefully engender in graduating students the skills, wisdom and cultural understanding necessary to engage with the significant global issues we face now and in the future. The coordinator will also be instrumental in supporting the school's vision, mission and objectives at all times. The following illustrate some of the additional aspects of this role that should be taken into consideration:

### 1. Guiding the school community:

Guidance must ensure that the school community (students, parents and teachers) understand the course selection choices available, which can involve complex decision-making. Implicit in this is the need not only for clear knowledge of the IB regulations for course selection, but also an understanding of the consequences for individual students, in terms of appropriate balance, course load, stress and suitability for entry into higher education. The coordinator will also be responsible in the publication of documentation for the school community to support such guidance. This role is often fulfilled in collaboration with the counselling services department.

### 2. Determining admission to the Diploma Programme:

The coordinator needs to be closely involved in developing and administering the processes for student admission into the Diploma Programme at DAIS; this may take the form of student interviews, testing or evaluation of teacher recommendations.

### 3. Working with IB Diploma Programme teachers:

A significant aspect of the coordinator's role is to ensure that Diploma Programme teachers gain a full understanding of the programme as a whole. In the implementation stage of the Diploma Programme, the coordinator may well be involved in working with teachers to ensure that they fully understand their own subject requirements and have a broader awareness of the whole programme and its requirements. This is often achieved through routine meetings with teachers and serves to provide them with a good understanding of the demands that the programme places on the students and the forms those demands take, thereby putting their own subject into perspective. These meetings can also be critical in providing time for teachers to work together to develop effective timelines for assessment- DAIS IB Diploma deadline calendar, thereby ensuring that students are not unduly taxed by multiple assignments being due at any one time. In addition, these meetings allow teachers to share methodologies for ensuring academic honesty. Encouraging teachers to actively use the OCC and to participate in its forums is another important consideration.

### 4. Scheduling Diploma Programme courses and the IBD and school calendars:

The coordinator will have a role to play in creating, or working closely with the creator of, the

school schedule and calendar, to ensure that all courses meet Diploma Programme requirements and that students gain the maximum benefit of concurrency of learning whenever possible. This includes the setting of an annual calendar specific to the needs of the IB Diploma programme which shows deadlines, assessment periods, coursework deadlines, trips and similar events that impact on students' lives and learning. This calendar must be communicated to colleagues, students and parents, and must be enforced with the best interest of the individual learners in mind.

The coordinator has a role to play in supporting the head of the school in ensuring that school policies support the ongoing development of the Diploma Programme and that excellent teachers are recruited and retained.

## **5. Supporting the core and providing holistic development:**

The Diploma Programme coordinator needs to oversee the role of the CAS Coordinator who has responsibilities of organizing the structure of CAS in the school. The CAS coordinator's function includes developing opportunities for students to engage in authentic experiential learning and to reflect on their experiences in meaningful ways. The coordinator has a leadership function, if not a specific management responsibility, in ensuring that CAS is properly supported and valued in the school.

Diploma Programme coordinator is also responsible for overseeing the extended essay, ensuring that students fully understand the nature of the essay, training potential teacher-supervisors and working to develop an appropriate timeline for production of the essay. The coordinator should ensure that the TOK teacher and the individual subject teachers collaborate in developing an understanding of the requirements of TOK across the Diploma Programme.

## **6. General administration:**

The Diploma Programme coordinator is responsible for managing a large number of essential administrative tasks, detailed in the Handbook of Procedures for the Diploma Programme. These include, but are not limited to:

- registering students as examination candidates;
- entering data on the IB information system (IBIS), including provisional grades;
- student mark entry;
- supporting students with special assessment needs.

Coordinators usually also play a role in organizing and managing the examinations and must ensure that all teachers are following the correct procedures and practices in monitoring assessment tasks and sampling work to be forwarded to the IB. The coordinator also plays a key role in annual appraisals of the teaching staff and reviewing professional development needs at the departmental level.

## **7. Administering the IB Diploma Programme budget and teacher professional development:**

The coordinator is frequently responsible for administering the budget allocated to the Diploma Programme. This might include postage and courier costs, the purchase of publications, and annual and examination fee payments. In addition, the coordinator ensures that teachers have received appropriate IB-authorized training that supports teaching and learning at the school.

## **8. Organizing and completing the five-year programme evaluation:**

The coordinator will have the prime responsibility for ensuring that all stakeholders have access to, and comprehend the expectations explicit in the document Programme Standards and Practices (September 2005). This understanding will be the basis of an effective review process,

which the coordinator will spearhead, ensuring completion by the due date for submission to the IB. S/he will be involved in the implementation of the strategic plan at the school.

**9. Student progression to further education:**

The coordinator will have a role in facilitating student progression to further education, communicating with universities and explaining to students and parents the processes and policies involved. One important element of this is ensuring that students and parents are aware of specific university admission requirements and any impact these may have on subject selection (see the article on "University Recognition" in Rules for IB World Schools: Diploma Programme). The coordinator ensures that all requests for results to universities and legalization of diplomas are processed.

**10. Parent and Community Relations:**

The coordinator will develop and maintain positive relations with parents, making them feel welcomed, informed and supported. S/he should ensure effective communication between the school and parents; regarding school policies, events and all matters related to student learning; and respond to, and appropriately deal with parents' concerns. S/he should respond to requests and queries from parents without undue delay and in accordance with established DAIS policies and procedures.

**11. Other Duties and Responsibilities:**

Perform other duties as assigned by the International Curriculum Head/Deputy Head/Assistant Deputy Head.