



# Tehran International School

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IBDP Coordinator Job Description 2020-2021



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



<b>Job Designation</b>	<b>IB Diploma Programme Coordinator</b>
<b>Job Purpose</b>	Implementation of the IB Diploma Programme
<b>Department</b>	High School
<b>Location</b>	Tehran International School

## Introduction

Tehran International School (TIS) is a preschool through 12th grade school committed to delivering high quality educational services to students from a variety of nationalities residing in Tehran, Iran. The school's nurturing environment inspires curiosity and creativity in students. Benefiting from the comprehensive International Baccalaureate (IB) curriculum, the school's goal is to develop open minded and caring students prepared to join the globalized world in the 21 century.

The IB Diploma Programme Coordinator has vital instructional and pedagogical roles making sure that the teaching and learning process are aligned with IB principles and philosophy. The IB Diploma Programme coordinator is also responsible for the day to day tasks such as collaborative planning, and providing educational guidance making sure the programme is run smoothly. To that end, the IB Diploma Programme coordinator needs to closely work with many stakeholders including the IB Organization, the ministry of Education, School Principal, CAS coordinator, EE Coordinator, Heads of Departments, Teachers, School counselor, Parents' Representative(s) and Students' Representative(s).

This document elaborates on the leadership and pedagogical responsibilities of the IB Diploma Program coordinator in Tehran International School (TIS).

## **1. Managerial responsibilities**

- Preparing the educational calendar with IB and internal deadlines added.
- Providing Students and teachers with exam schedule
- Keeping and archive of documents, forms and reports from the IB
- keeping students' assessment and educational progress records
- Administering the budget allocated to the DP
- Preparing brochures, leaflets and handbooks
- Organizing meetings
- Communicating information to all members of the school community
- Ensuring that all stakeholders have access to IB publications
- Ensuring that the school academic policy is aligned with the IB expectations, that teachers implement it and that both teachers and candidates are aware of the requirements and penalties imposed on candidates for breaches of IB regulations.

## **2. Educational responsibilities**

- Reviewing the curriculum in the school years preceding the DP.
- Attending educational workshops
- Providing proper resources, textbooks and teaching materials
- Scheduling subjects to fulfil IB recommended teaching hours
- Collaborating with the counselling service department in order to facilitate course selection
- Providing an integrated and disciplined approach toward collaborative planning
- Being an active part of the pedagogical leadership team
- Providing international-mindedness within curricular and extra-curricular activities
- Running in-house professional development, professional learning communities and regularly schedules meetings with teachers
- Organizing mock oral and written examinations for students and invigilators

### **3. International Baccalaureate (IBO)**

- Acting as the primary point of contact between the school and the IBO
- Developing and promoting the IBDP even outside the school
- Retaining the IB copyright policy through all communications with the school community
- Preparing the self-study questionnaire along with documents for program evaluation review
- Establishing a database for the IB community to facilitate IBDP alumni

### **4. Students**

- Collaborating with students to devise an honour code for students
- Assisting students with admission for the Diploma Programme
- Facilitating students' university application
- Offering guidance on university applications and IB results to students and their parents
- Providing students with hardcopy of IB board principles, philosophy, and guidelines
- Explaining the concept of plagiarism to students and warning them of the consequences of academic misconduct
- Offering language courses to students in need of language support
- Providing students with plagiarism check-up software
- Advocating students' concerns

### **5. Teachers**

- Making sure that teachers gain a full understanding of the IB diploma program and grow develop an understanding of their own subject's requirements
- Ensuring teachers attendance in IB training programmes
- Providing teachers with relevant textbooks, notes, and hand outs
- Ensuring that teachers can easily access coordinator's notes and announcements
- Providing teachers with assessment and academic honesty policies and explaining the consequences of breaching IB regulation
- Making sure students are provided with feedback on examination paper by teachers

## **6. Creativity, Action and Service (CAS), Extended Essay (EE), Theory of Knowledge (TOK)**

- Administrating CAS, EE and TOK aligned with IB principles
- Working collaboratively with the CAS coordinator and extended essay supervisors to make sure the DP is properly implemented according to the program standards and practices.
- Ensuring that requirements for TOK, EE and CAS are properly coordinated, and teachers of other IB subjects understand the nature and importance of this core requirement.
- Ensuring that students meet their supervisors on a regular basis
- Ensuring that the TOK teacher and the individual subject teachers collaborate in developing an understanding of the requirements of TOK across the DP.

## **7. Internal Assessment (IA)**

- Organizing and moderating the internal assessment according to the IB criteria
- Establishing and monitoring the marking standards of coursework
- Meeting the internal assessment requirements and deadlines
- Uploading the E-course works

## **8. External Assessment**

- Ensuring candidates and invigilators are provided with relevant information about examination regulations.
- Registering students as examination candidates
- Entering data on the IB information system (IBIS), including provisional grades student mark entry
- Securing the examination papers and confidential material
- Checking examination accessories such as calculators, data booklets, and other authorized materials
- Providing students and invigilators with the examination code of conduct
- Conducting the written examinations in compliance with IB rules and regulations.
- Providing candidates with their personal identification number so that downloading results on July/January 6<sup>th</sup> is feasible.
- Ensuring that all students receive their results
- Registering students who are willing to retake the exam within due period of time

## References

- General regulations: Diploma Programme, 2014
- Programme standards and practices, For use from 1 January 2014
- Diploma Program: From principles into practice, 2015
- Handbook of procedure for the Diploma Program 2017
- Rules for IB World Schools June 2020