



The Role of the Diploma Programme Co-ordinator

IB Diploma Programme Schools in the Asia Pacific Region:

- *IB Requirements,*
- *Programme Development*
- *The Challenge for Schools*

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No official job description

- The IB does not provide an official or sample job descriptions
- Multitude of responsibilities and required areas of influence: Checklist
- Responsibility of school to create a job-description / profile that a) meets the needs of the Programme and b) fits the context of the school



INTERNATIONAL BACCALAUREATE ORGANIZATION

The role of the Diploma Programme coordinator

Introduction

The International Baccalaureate Organization (IBO) does not provide official or sample job descriptions for Diploma Programme coordinators. The writing of a job description for any faculty/staff member is normally the responsibility of the school's administration, and this includes the very specific duties of the coordinator. Nevertheless, the coordinator help desk at the IB curriculum and assessment centre (IBCA) in Cardiff, UK, often receives requests for job descriptions, mainly from coordinators themselves. This is sometimes because a school's administration does not always appreciate the complexity and diversity of a coordinator's role and the amount of time that is required to undertake his or her tasks in administering the Diploma Programme and liaising with many constituents, including students, teachers, parents and the IBO. Therefore, what follows is not intended as a job description; it is list of duties that most coordinators may be required to undertake and may be helpful when writing a job description. Basically, it is a checklist of suggestions for new coordinators. The list is not exhaustive and several duties may not be relevant in the circumstances of some schools. It does not in any way constitute a policy of the IBO as to exactly what duties must be undertaken by a Diploma Programme coordinator. Some of the duties may be delegated to other staff, such as the coordination of Creativity, Action, Service (CAS) activities or the management of extended essay supervision. The school should provide appropriate resources and staff to support the delivery of CAS. Nevertheless, the Diploma Programme coordinator should retain overall responsibility for the management and administration of the programme.

1. Developing and administering the budget for the Diploma Programme
 - a. Submitting a budget request to the school's administration
 - b. Monitoring expenditure from the budget
 - c. Paying fees to the regional billing office
 - d. Purchasing and inventory of learning resources
 - e. Purchasing and distribution of IB publications
 - f. Photocopying and communication costs (postage, courier, fax, phone)
 - g. Monitoring student field study costs
2. Recruitment and selection of students
 - a. Visiting schools in the catchment area
 - b. Preparing promotional material
 - c. Arranging information meetings for parents and prospective students
 - d. Processing applications and record keeping
 - e. Interviewing and assessing student applicants for the Diploma Programme
 - f. Advising students and the parents of prospective students



IB Checklist for the Role of the DPC

1. Developing and administering the budget for the DP
2. Recruitment and Selection of students
3. Communication with teachers and Heads of Department
4. Communication with Students
5. Creativity Action and Service
6. Communication with parents
7. Communication with outside agencies
8. Extended Essays
9. Examinations
10. After exams support
11. Longitudinal concerns
12. Teaching staff



Creating a job description for the DPC – first steps

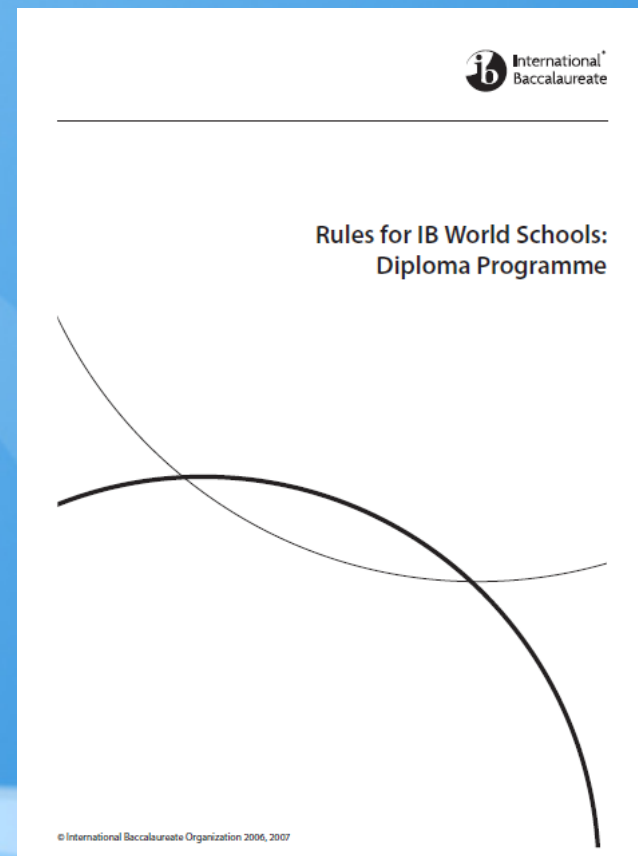
- ‘Begin with the end in mind’ – connect with the relevant IB documentation
- Strengthen the pedagogical leadership element
- Establish a management structure/organisational chart to enable effective communication
- Create access to appropriate committees / meetings.

Connecting with: 'Rules for IB World Schools'

5.3: Schools must ensure that the Diploma Programme is ...effectively delivered
...Each school must appoint a Diploma Programme coordinator to administer the programme...

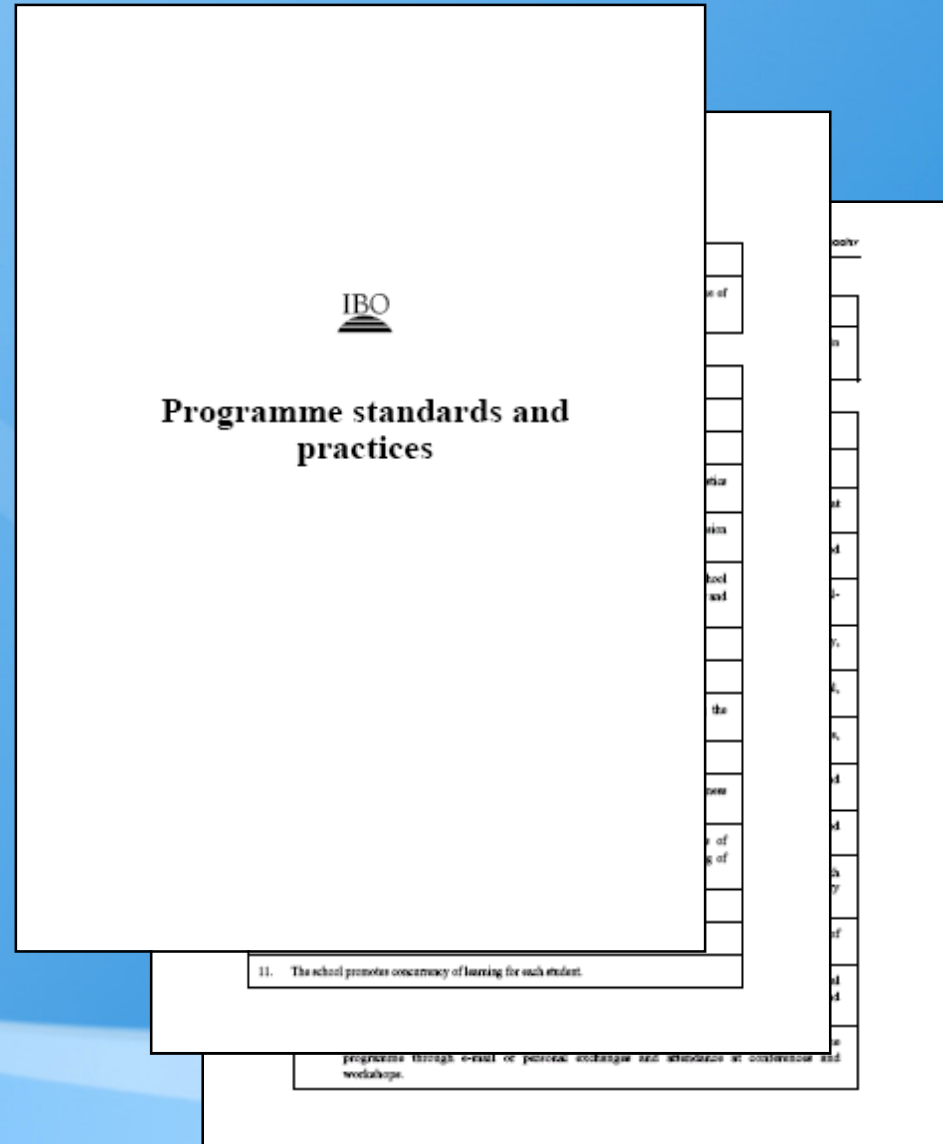
6.2: (5 Year Review Evaluation) Schools are expected to conduct a self-study in preparation for this evaluation process.

6.3: Schools are expected to have a mechanism in place to respond to the recommendations and, where appropriate, matters to be addressed in the evaluation report.





Connecting with the IB 'Programme Standards and Practices'





Standard A1: There is close alignment between the educational beliefs and values of the school and those of the programme

Standard A2: The school promotes international-mindedness on the part of the adults and the students in the school community.

- The DPC typically organises the authorisation process, implementation report, development plan, and 5 Year Self-Study report
- The IB Learner Profile is the means by which the mission is put into practice. The DPC plays a key role in facilitating this, so that it is 'lived and not just laminated'
- International Mindedness must extend beyond the 5 F's: Food, Flags, Fashion, Festivals and Famous People. This affects the curriculum and co-curriculum, which the DPC needs to be able to influence the decision making process



Standard B1: The school demonstrates ongoing commitment to, and provides support for, the programme through appropriate administrative structures and systems, staffing and resources..

Practice 7: The school has appointed a programme coordinator with *sufficient support and resources* to carry out the responsibilities of the position.

Practice 8: The head of school/the school principal and programme coordinator have a good understanding of the principles of the programme and demonstrate pedagogical leadership

IB expectation that the Diploma Programme Co-ordinator is:

- A member of a pedagogical leadership team
- An effective teacher , who has had some managerial experience
- Empowered and supported in the role.



- **Standard C1:** A comprehensive, coherent, written curriculum, based on the requirements of the programme and developed by the school, is available to all sections of the school community.
- **Standard C2:** The school has implemented a system through which all teachers plan and reflect in collaborative teams.
- **Standard C3:** Teaching and learning at the school empowers and encourages students to become lifelong learners, to be responsible towards themselves, their learning, other people and the environment, and to take appropriate action.
- There needs to be a clear and unified approach to curriculum planning/development in the DP– templates , collaborative planning meetings– with input from the DPC
- The DPC is responsible for ensuring that TOK plays a central and effective role in the curriculum, and is reinforced in each subject area
- Scope and sequence – the necessary *skills and content* need to be developed in the pre-DP years – with input from the DPC – Crossover issues



Standard C4: There is an agreed approach to assessment, and to the recording and reporting of assessment data, which reflects the practices and requirements of the programme.

The DPC needs to have input into:

The creation of an assessment and reporting policy in line with IB philosophy of assessment.

The development of assessment practices in the curriculum

The reporting process

Transcripts and the High School Profile



Standard D1: Students learn to choose to act, and to reflect on their actions, so that they contribute to their own well-being and that of the community and the environment.

Standard D2: In the final year of the programme, all students complete an (extended essay) ...that allows them to demonstrate...the extension and development of their learning

The school as a whole needs to take on CAS (in age appropriate forms) if there is alignment between the school's mission and the IB's

The DPC is responsible for the effectiveness of the CAS programme:

The school's extra-curricular activities, pastoral care programme need to be re-framed to support this.

The Extended Essay (as but 1 example of independent study) requires a focus on the role of the library/media centre, development of information literacy skills, sustaining a culture of academic honesty and integrity



Connecting with: 'Diploma Programme: From Principles into Practice'

(IB 2009, in draft. Publication date expected to be Feb.2009)

Three Developmental Phases:

1. preparation and candidate phase (pre-authorization)
2. consolidation phase (post-authorization)
3. continuous improvement (ongoing).

"It is important to involve the whole school in the development process and to build in capacity for curriculum review and change beyond the confines of the Diploma Programme, reaching out to the school as a whole."



What's in a name

- What associations does the term Co-ordinator create in your school context?
- How can you enable the pedagogical leadership role either through title, or clearer lines of communication and “response- ability”
- Dean...
- Director...
- Deputy ...
- Assistant...
- Head of...
- Co-ordinator...



Typical scenario

Administration:

Candidate registration
Completion of forms
Liaising with IB
Administrivia
Little release time
Little administrative support

Pedagogical Leadership

DPC may discuss issues with SMT, HOD, CC, but no clear lines of communication / areas of influence

Programme development requires...



International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Administration:

Candidate registration

Liaising with IB

Most of the routine
admin work handled
by PA

Significant elements of
marketing, admissions,
counselling delegated
but process is shaped
by DPC

Pedagogical Leadership

Working with teachers
– developing the
curriculum

Working as part of a
pedagogical leadership
team looking at
broader curriculum
aims, crossover issues,
development issues.

Significant release time
(50+%)

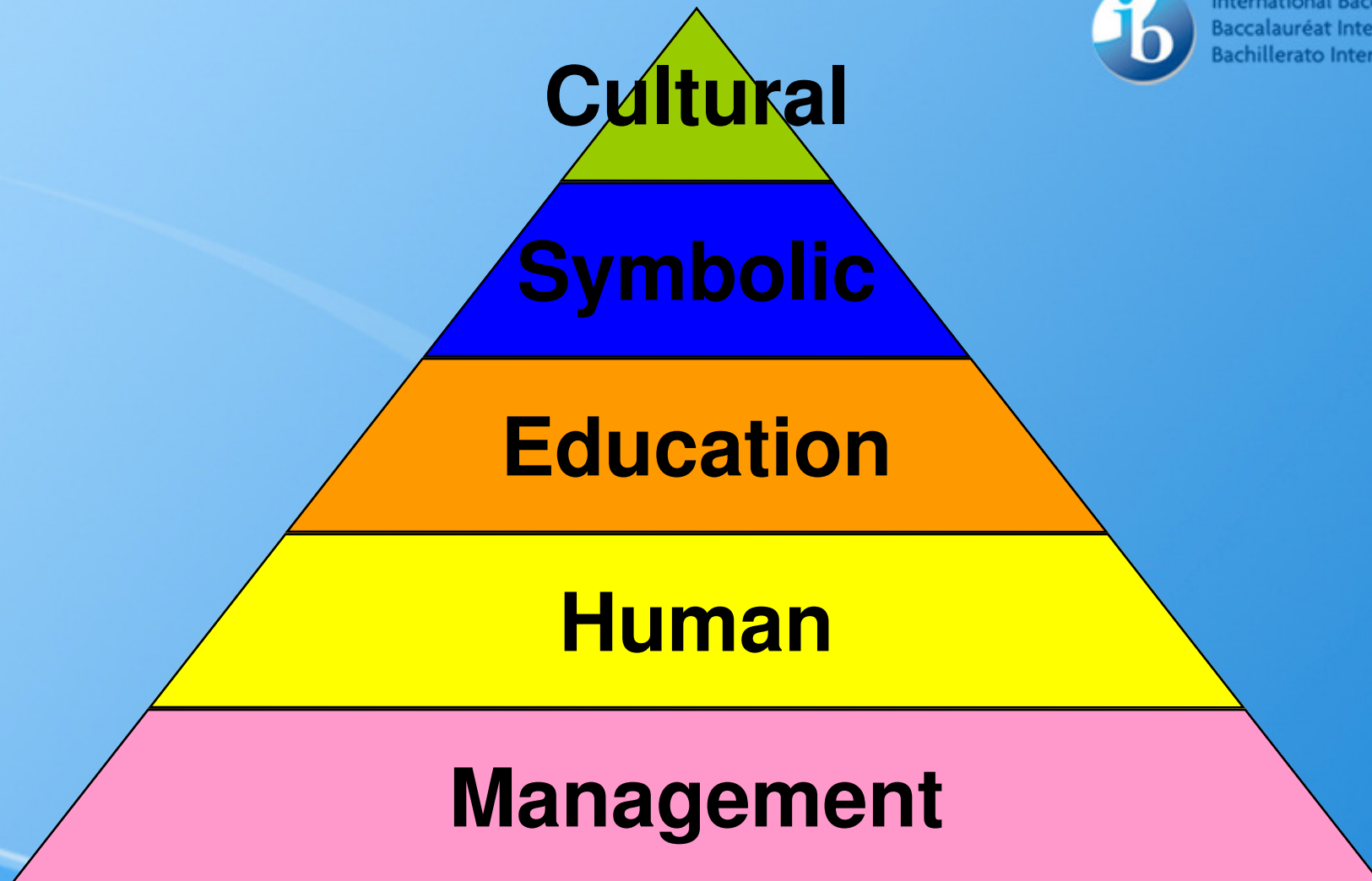
Administrative support



Sergiovanni's Leadership Forces

Sergiovanni, T. (1984) 'Leadership and Excellence in Schooling', *Education Leadership*, Feb. 4-13

- In order to bring about enduring and effective changes, school leaders need to address areas at the top of the pyramid (e.g. culture and symbols) as well as taking care of the areas at the bottom.
- Schools need to evaluate all areas, especially those at the top, to ensure that they align with the philosophy and principles of the IB
- The DPC needs to be in a position to inform decision-making about **all areas**.



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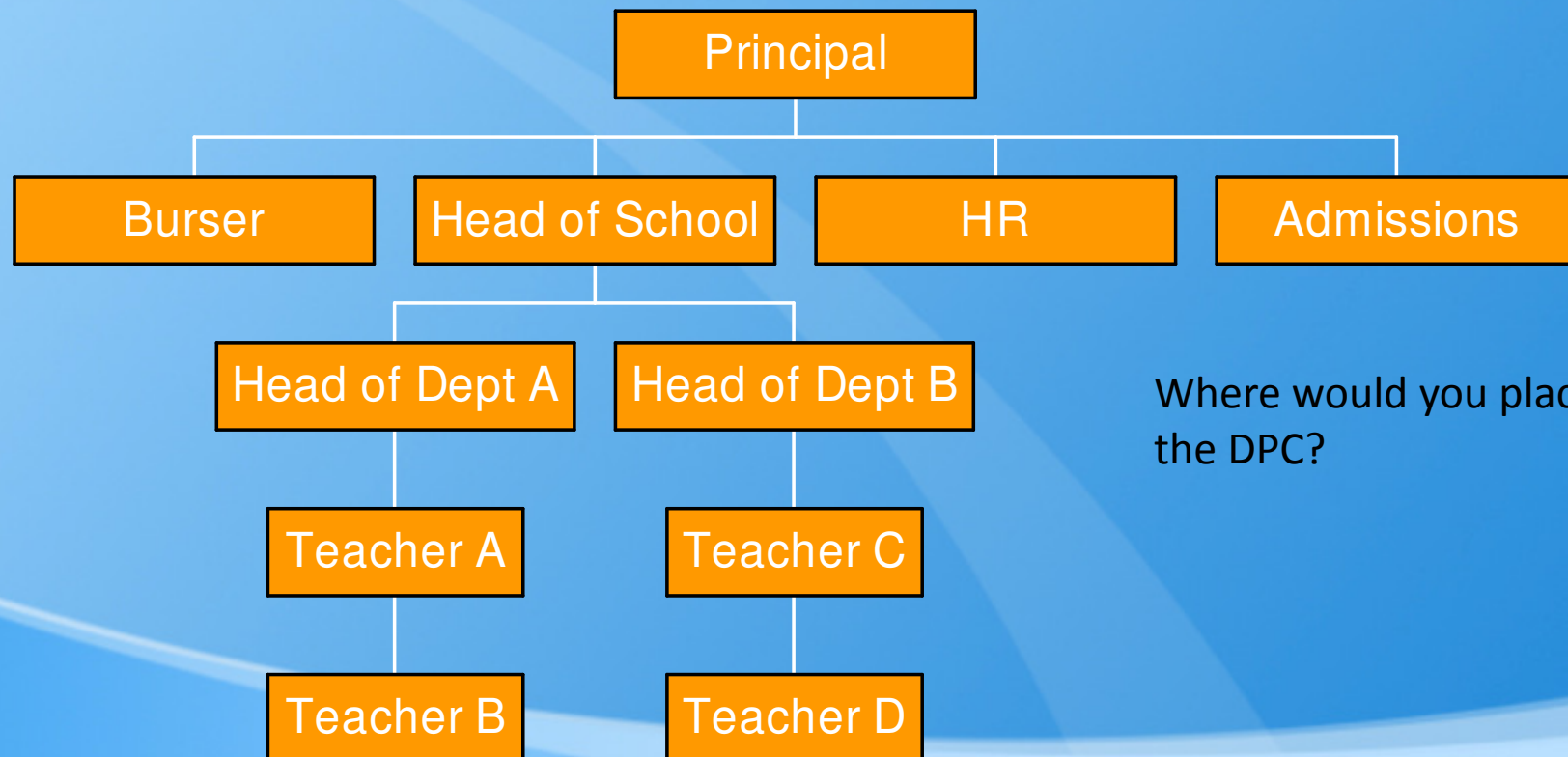


Sergiovanni's Leadership forces

- Management
 - Planning, organising, co-ordination
- Human
 - Human factors, relationship building
- Education
 - Instructional Leadership, Developing/evaluating curricula, Professional Development
- Symbolic:
 - Capacity to create, communicate and gain commitment to a vision, purpose, values and symbols
- Culture:
 - Capacity to build a strong school culture, shared values, beliefs and commitment to organisation

Telford, H. (1996) Routledge *Transforming Schools through Collaborative Leadership*.

A Typical Organisational Chart

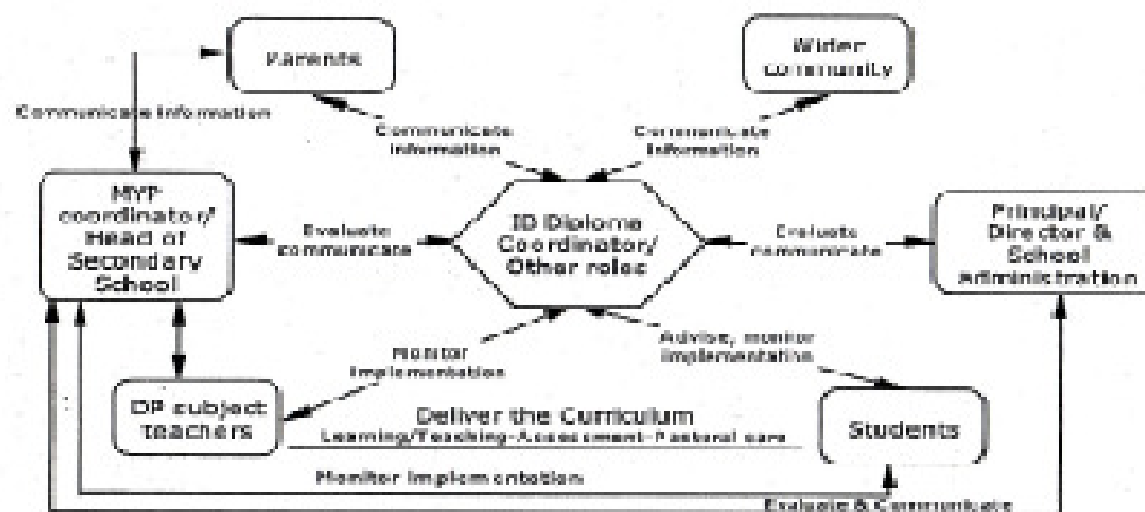


Where would you place the DPC?

The challenge for established schools:



IB Diploma Program Organizational Chart



QUALITIES OF THE IB DIPLOMA COORDINATOR

- an 'international mind', the big picture
- thoughtful self-awareness
- strong interpersonal skills
- good judgement
- sense of responsibility
- excellent administrative skills, attention to detail
- proficiency in the working language
- a tough skin

Quotes from some UK DPCs. Is this the case in your school?

- I think the IB should change the job title to Director of IB or something similar: coordinator gives the wrong impression... 'coordinator', in many people's eyes, is essentially administrative
- Conflict between how I view role and constraints from SLT/Head and many others e.g. careers. TOO many involved/ no clear control.
- I do believe is it somewhat easier to deal with HoDs id the IBDC is on SMT. I find it very difficult to fit into the management structure - far too many people to report to (Director of Studies, Head of Upper School, Headmaster...)



Quotes...

- Most people (ie Heads) fail to understand the huge demands of the role. The word 'coordinator' is misleading. You are actually a manager of learning and therefore the person needs to have sufficient seniority to inform decision makers at a high level and have enough status within the organisation to ensure that HoDs are making the best decisions for the students and that the provision in place is of a sufficiently high standard.
- The size of the role is more wide-ranging and demanding than colleagues realise. It is very difficult to
- get adequate non-contact time. It would be good if the IBO could support coordinators with this issue.

Source: Nick Alchin. Survey of DPCs UK May 2008



Programme development: the reality for many schools

- *Buildingaplane.mp4*



Diploma Programme Co-ordinator

Roles/ Areas of influence and concern

Budget
control

TOK Co-ordinator

Timetabler

Curriculum
Manager

Exam
Officer

Staff training

Teacher
mentor

EE Co-ordinator

Marketing

University
Guidance

Counsellor

Admissions



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Role	Currently Assigned to	Role of DPC?
DP Budget	Heads of School / Principal	
Recruitment /Selection of students	Marketing / admissions/counsellor	
Communication with Teachers / HODs	Dean Academics / Curric Coordinator	
Communication with students	Counsellor, Dean, Pastoral Head	
CAS	Activities Director	
Communication with parents	Counsellor / Head of school	
Communication with outside agencies	Head of School	
Extended Essays		



Role	Currently Assigned to	Role of DPC?
Examinations	Exams Officer	
After Exams support	Guidance counsellor	
Longitudinal Concerns	Curriculum Committee, Marketing	
Teaching faculty	Dean, Curriculum coordinator	