

**Job Title:** Primary Years Programme (PYP) Coordinator/ Teaching and Learning Mentor

**Reports to:** Building Level Principals

### **Desired Qualifications and Experiences**

- Minimum of a Bachelor's Degree and Teaching Certification (from an accredited college or university)
- A minimum of 3 years successful teaching experience within the IB PYP preferred
- Experience with various coaching models/strategies to support teachers in a PYP environment
- Strong organizational ability and initiative
- Experience with curriculum development and documentation within the IB PYP
- Knowledge of the commonalities of each of the IB programmes
- Excellent interpersonal skills and strong communication skills
- Demonstrates a commitment to fostering positive social and emotional wellness in both personal and professional interactions.

**Job Description:** The PYP Coordinator/Teaching and Learning Mentor acts as the primary liaison between both campuses and the IB organization for the PYP program. The PYP Coordinator will work closely with the campus Principals and School Directors (with respect to the Thai curriculum) on all curriculum-related matters and will be a contributing member of the Academic Leadership Team.

### **Responsibilities Include:**

1. Documentation
  - a. Be familiar with and promote understandings and use of all PYP documents
  - b. Ensure copies of all IB Publications are available to all staff members
  - c. Establish and maintain records of completed IB PYP planners
  - d. Support and follow up for the Student Portfolio expectations as documented in the handbook.
  - e. Maintain an archive of PYP records from year to year, including exhibition
  - f. Lead annual Programme of Inquiry (POI) review aligned with CC standards, including Publishing the school's POI
  - g. Maintain the reporting writing handbook for staff
  - h. Create the reporting templates on Toddle by quarter and semester.
  - i. Maintaining PYP displays in multiple languages at both campuses
2. Professional Development
  - a. Ensure staff members are made aware of professional development opportunities
  - b. Keep a record of all workshops offered and attended
  - c. Prepare and present workshops for teachers in areas of need - Monday staff meetings and PD days
  - d. Assist teams in developing and documenting units of inquiry and individual student inquiries
  - e. Support the teachers responsible for exhibition
  - f. facilitate staff membership to MyIB
3. Resource Management
  - a. Facilitate and approve the materials that are ordered to support the various units of inquiry
  - b. Take an active role in planning field trips/CWW experiences that are tied to curriculum requirements.
4. Communication
  - a. Facilitate weekly meetings with homeroom and specialist teachers

- b. Set up systems for communication and collaboration across the campuses (to include grade level meetings, collaborative planning meetings and cross campus collaborative time)
- c. Contribute to the classrooms during each unit
- d. Conduct parent information sessions
- e. Publish a weekly newsletter regarding PYP
- f. Contribute to the Monthly Learner Profile Assembly
- g. Prepare and submit necessary documentation required by the IB for evaluation
- h. Liaise with area schools and the wider IB community
- i. Take an active role in the PYP Exhibition: including scheduling, preparation and planning, resources needed, field trips and Mentor training

#### 5. Curriculum

- a. Ensure that the school adopted standards along with the IB Standards and Practices are present in Teaching and Learning in all subject areas (alignment), that they are taught and assessed.
- b. Ensure vertical alignment across ALL subject areas on required documents
- c. Documented assessments are standards based using a 4 point rubric that assures consistency across subjects and grades
- d. Working with the MYP and DP Coordinators to ensure overall curriculum continuity

#### **Professional Standards and Proficiencies:**

In evaluating the performance of the PYP coordinator, the Principal will measure success by how well the staff member performs the job responsibilities and fulfills the following competencies.

- Job Knowledge - Possesses the competence, knowledge and experience to perform the job effectively and efficiently. Applies technical and procedural knowledge to get the job done. Continuously expands job knowledge and keeps abreast of new developments and displays innovation.
- Interpersonal Relations/Skills - Is cooperative, considerate and tactful in dealing with students, parents, staff, co-workers and the public. Gains confidence and trust of others and exhibits appropriate sensitivity to others. Works effectively with others on a team.
- Reliability and Commitment- Consistently meets deadlines and is able to juggle competing priorities without sacrificing quality/accuracy. Demonstrates commitment to the school's mission and can be trusted to follow through on commitments.
- Communication - Clearly and convincingly expresses thoughts, ideas or facts orally and in writing. Responds appropriately to both written and oral directives and ensures clear, timely communications to others. Builds effective formal and informal communication channels.
- Judgment & Accountability - Uses good judgment and follows up as needed. Anticipates and identifies problems and helps to bring about resolutions. Is open to or offers different solutions and determines what to handle independently and what to refer to administration. Is accountable and takes responsibility for own decisions and actions.
- Customer Service - Provides quality service to students, parents and staff and seeks feedback from internal and external sources. Anticipates needs and continuously searches for ways to increase satisfaction.
- Management/Supervision - Visualizes, creates, communicates and sustains a positive environment. Delegates appropriately and promotes teamwork and cooperation. Effectively motivates, coaches and develops staff.

