

Effective 2024/25

Job Description *MYP Coordinator*

Guiding Statements

- **Our Vision:** To provide an innovative international education that inspires learners to make a positive impact on the world.
- **Our Mission:** To provide an inclusive learning community, embracing diversity by offering a challenging IB education which empowers its members to be caring, global citizens.
- **Our Motto:** “Igniting Minds, Impacting Lives”

School Context

IGB International School (IGBIS) is a vibrant Early Years to Grade 12 international school that provides a dynamic, innovative and inclusive learning environment where students are challenged to excel in both their learning and personal growth. An International Baccalaureate (IB) World School, IGBIS was the first school in Malaysia authorised for the full continuum of IB programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), and the Career-related Programme (CP). IGBIS is the only school in Malaysia accredited by the New England Association of Schools and Colleges (NEASC) and is also a member of the Association of International Malaysian Schools (AIMS), the East Asia Regional Council of Schools (EARCOS), the Council of International Schools (CIS) and Next Frontier Inclusion.

An IB education aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. This philosophy underpins the curriculum, co-curricular and after-school programmes at IGBIS with the aim to inspire students to become principled, global citizens. IGBIS is committed to providing high-quality international education for our students in an inclusive learning community where they participate in a challenging, caring and holistic educational experience.

Diversity, Equity, Inclusion & Justice (DEIJ) at IGBIS

At IGB International School, Inclusiveness is one of our central pillars. We are committed to diversity, equity, inclusion, and justice (DEIJ) in everything we do.

We actively seek, recruit, and support educators who reflect the global perspectives of our international student body and welcome applicants from all backgrounds, including those underrepresented in international education. Our hiring is grounded in merit and alignment with our mission, and we are proud of the wide range of nationalities, cultures, and experiences represented among our team.

We advertise all vacancies both internally and externally to ensure equal access to opportunities. Beyond hiring, we foster a supportive and inclusive environment through structured onboarding, community events, and ongoing efforts to ensure every voice is heard, respected, and valued.

Together, we are building a diverse and equitable school community for the benefit of all.

Child Safeguarding Commitment

Safeguarding the welfare of children and young people is a priority, and we expect all staff to share that commitment. All IGBIS teachers and staff undergo child safeguarding screening, including checks with past employers, law enforcement authorities, and other governmental agencies as required.

Reports to

Secondary School Principal

Main Working Relationships

Teachers, Associate Teachers, Student Services Team

Our Shared Responsibility

- Commit to, pursue and positively promote the School's Vision, Mission, Motto and Pillars.
- Model and encourage culture and climate in support of the IGBIS Guiding Statements and the IB Learner Profile to create a sense of belonging for all.
- Develop an environment in which students and staff are challenged, supported and provided with a sense of purpose so as to develop and maintain an enthusiasm for learning.
- Critically reflect on and constantly improve your own knowledge and skills through professional dialogue, collaboration and professional development.
- Build relationships with all stakeholders that promote the success of the School.
- Communicate effectively with students, parents, school administrators and other staff, including the ability to discuss topics which may be sensitive and/or challenging.
- Have the ability to organise tasks and manage your time in order to meet deadlines with accuracy and professionalism.

Position-Specific Responsibilities

IB programme coordinators shall be responsible to the Secondary School Principal (MYP and DP) or the Elementary School Principal (PYP).

IB programme coordinators:

- will attend all relevant meetings as scheduled.
- is responsible for the organisation of presentations/meetings as directed by the Principal or Head of School.
- will attend extraordinary meetings, when necessary, as determined by the Principal, the Head of School, or the IGBIS management board.



- is expected to assist in the presentation, production and distribution of school handbooks and other related literature, including contributing regularly to the school community newsletter in hardcopy or digital forms.
- will appraise the effectiveness of his/her managerial practices and instructional programme not only in terms of achieving personal goals but also in terms of the school instructional programme.
- will use sound business procedures in administering budget allocations.
- will coordinate selection and/or evaluation of resources to meet the needs of the programme.
- will serve as a professional resource person to programme staff.
- will organise and/or lead programme-specific professional developments for staff that ensure all staff have up-to-date training/retraining as needed.
- will maintain positive public relations with colleagues, students, parents, and the community.
- will maintain contact with IB programme coordinators and networks in the region.
- will promote eLearning pedagogy in the context of the programme, leading by example for staff.
- will manage accreditation and evaluation expectations according to IB requirements and other required accrediting bodies,
- will supervise, monitor and support teachers in the implementation of the programme.
- will perform other duties as may be assigned by the Principals or Head of School from time to time.

Specifically, the MYP coordinator shall:

- be the pedagogical leader of the MYP in the school.
- coordinate online management MYP in the school through IB websites (such as IBIS, OCC, IB Docs, Basecamp, etc).
- take responsibility, with the senior academic management of the school, for the whole-school implementation of the MYP, including strategic planning and documentation maintenance.
- ensure that all regulations set by the IB concerning the programme and procedures are adhered to properly, and that all deadlines are met.
- coordinate budgeting pertinent to the ongoing development and success of the MYP which fall outside subject boundaries, including planning for programme-specific professional development for staff and administration
- manage an external monitoring of the MYP through the IB monitoring of assessment systems.
- oversee those who coordinate specific MYP components and do not coordinate those components.
- perform a maximum of 2 duties per cycle.

Communication

- maintain contact with teachers, coordinators, administrators and the IB, acting as a focal point for discussion and for dissemination of information.
- communicate all MYP information from the IB to the Secondary School faculty in a timely manner.

- promote MYP professional development opportunities for staff and administration.
- be responsible for ensuring that the Secondary School Principal is kept abreast of all developments and events concerning the MYP.
- ensure that other appropriate personnel (Head of School, Principals, programme coordinators, heads of departments, librarian and Counsellor) are kept abreast of relevant MYP issues and developments.
- set up and manage systems for communication and cooperation of the entire professional staff in implementing the programme in the school.
- promote and explain the MYP to the whole school community, including teachers, students, parents, community members, and administrative departments including the school board.
- plan any meetings or portions of meetings that relate to the MYP.

Staff

- ensure that teachers have essential current IB documents and access to all IB online sites (such as OCC, etc).
- provide teachers and students with guidance concerning the implementation of their MYP subject area.
- induct new teachers into the MYP, including the use of the curriculum planning documents and assessment procedures.
- manage systems and structures to ensure implementation of the MYP through vertical and horizontal planning.
- devise and coordinate a system for collaborative planning among MYP staff.
- assist all MYP teachers in fully documenting unit overviews and unit plans according to IGBIS unit planning requirements.
- ensure that the concept of international mindedness permeates all subjects through the unit planning process.
- work in coordination with the PYP and DP coordinators.
- work with the Principals and programme coordinators in setting up, hosting, and leading any visits from the IB or IB consultants.
- create long- and short-term staff essential agreements in accordance with the school's Professional Expectations Process (PEP) that meet the needs of MYP and other Secondary School initiatives.

Students

- manage placements of students in classes within the MYP.
- monitor student academic performance to ensure an optimum learning environment is provided for all students.
- ensure that accurate student records are maintained.
- ensure the reporting process supports student growth and development.
- manage the development of student ePortfolios and student-led conferences.
- oversee the community project, personal project, and associated exhibitions.
- implement a transition program for graduating PYP students and any new students and parents coming into the program.
- work with the DP coordinator to ensure student placement in the diploma programme is the most academically suitable.

- manage the development of holistic learning opportunities through the development and implementation of interdisciplinary units.

Personal Attributes, Skills and Characteristics

- Honesty, integrity and compassion, all with a good sense of humour.
- Outstanding interpersonal skills: a good listener who thrives in a collaborative environment.
- Fluency in English with strong oral and written communication skills.
- Have the resilience, flexibility and energy needed to thrive in a growing and dynamic school.
- Ability to establish effective working relationships based on mutual respect with co-workers, students and parents alike.
- Open- and internationally-minded with good intercultural understanding.
- Proven problem-solving skills and the initiative to act on them.

Required Qualifications

Minimum Academic/Professional Qualification

- Hold a university degree
- Hold a recognised teaching qualification
- Have degree-level qualifications relevant to primary education or curriculum coordination.
- Incumbents in teaching positions requiring a work permit must possess a Bachelor of Education (B.Ed.), Diploma in Education (DipEd), Postgraduate Certificate in Education (PGCE), Certificate in Education (Cert. Ed.), or a similar credential.
- MYP subject-specific training (and/or online upskilling or IBEN training) in one or more subjects within the past 5 years.
- MYP Coordinator training (if not within the past 5 years, then additional attendance at relevant IB conferences).

Related Experience

- A minimum of 3–5 years of teaching experience, preferably in an IB Middle Years Programme (MYP) or similar international educational setting.
- Prior experience in a leadership role, such as Subject Coordinator, Grade Level Leader, or MYP Coordinator, is highly preferred.

Competencies (Knowledge, Skills & Abilities)

- Strong understanding of IB MYP philosophy, framework, and assessment criteria.
- Proficiency in developing and implementing a concept-driven, inquiry-based curriculum aligned with IB MYP requirements.



- Ability to lead and inspire a team of teachers, facilitate collaborative planning, and mentor staff in best practices.
- Capacity to analyse student data, track academic progress, and inform instructional and curriculum development.
- Strong oral and written communication skills for engaging with students, staff, and the school community.
- Excellent organisational and time-management skills to support MYP documentation, timetabling, and IB reporting.
- Demonstrated ability to collaborate effectively with teachers, administrators, parents, and external IB partners.
- Adaptability to evolving educational practices and changes in the MYP framework.
- Proactive problem-solving and reflective leadership qualities.

Additional Notes

This job description details responsibilities but is not prescriptive. The incumbent may be required to undertake other duties and responsibilities commensurate with the scope of the post. This job description may be subject to amendment to meet the changing needs of the school, following appropriate consultation.

IGBIS is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share and demonstrate this commitment.

