Pedagogical Leadership Team
Mission Statement

“Sreenidhi International School is a vision translated into reality of giving students a modern, meaningful and wholesome education. We have made this possible through an ongoing conversation between students, teachers and parents.

Our aim is to ensure that every child learns to be intellectually sceptical yet optimistic, doubting yet positive, unconventional yet constructive, competitive but not destructive. A student who studies at Sreenidhi will be a renaissance individual in a universal sense.”

International Baccalaureate

Mission Statement

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”
IB Learner Profile

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 recognise 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.
Pedagogical Leadership

Aims and objectives

Pedagogy can be defined as the understanding of how learning takes place and the philosophy and practice that supports that understanding of learning. Essentially it is the study of the teaching and learning process. Leadership is often defined as the act of leading or guiding individuals or groups. If we are to combine these two we are offered the notion of pedagogical leadership as leading or guiding the study of the teaching and learning process.

Pedagogical leadership requires us to rethink the way we work and learn together with other adults. We know that growth and development takes time. Like children, adults learn best when they are interested and engaged. The pedagogical leader nurtures dispositions that are useful for educators in their day-to-day practice. Dispositions such as curiosity, openness, resiliency and purposefulness help to create a culture where there is less focus on teaching and more on how learning takes place for both the child and the adult.

In order to do this, pedagogical leaders ensure that educators have time and methods to reflect on their own practice, study children and explore multiple perspectives. They ask questions that engage educators both intellectually and emotionally and require the consideration of how theory informs practice and practice informs theory.

Part of the role of the pedagogical leader is to create systems and structures that support the values and vision they have for growing a quality learning environment.

Over recent times, the move away from a traditional sole leadership role, to a more collaborative approach of distributed leadership, has resulted in specific changes in pedagogical leadership practices. Some of the practices with increased emphasis on are given below:

- a model of shared leadership that requires collaboration within the leadership team
- recognizing the need for scheduled opportunities for effective collaboration
- strengthening communication between and among all stakeholders so everyone is better informed about the curriculum
- effective use of frequent feedback
- empowering educators to make decisions regarding the development and implementation of the curriculum
- providing a climate that empowers children to become autonomous learners
- supporting long-term continual critical reflections and change
- defining specific, achievable, time framed goals for the curriculum
- broadening opportunities for ongoing professional development
- developing effective recruitment processes to address the needs of the curriculum
- providing children with cohesive and coherent learning experiences to support their learning and development
- understanding that the assessment of children’s learning and development is the basis to improved learning and embedding these practices into the curriculum
Working together with their learning communities, pedagogical leaders define the vision and values that are central to their program. They challenge and empower educators to see themselves as researchers where they become interpreters rather than mere implementers of a curriculum framework. Pedagogical leaders commit to using practices and allocating resources that build an intentional culture where learning and growing happens in relationship with others. This approach to leadership is not always easy. It takes time and continuous investment. However, when leaders invest in themselves and others around them it can transform practice and build sustainable, high quality programs.

The Pedagogical Leadership team

The pedagogical leadership team will have overarching responsibility for ensuring that the teaching and learning will be enriched in line with the philosophical and implementation requirements of all the IB programmes in accordance with the Programme standards and practices.

At Sreenidhi International School the pedagogical leadership team includes the below members:

1. Head of School
2. Vice Principal (Convener)
3. Director-Academics
4. Director-Sports
5. Curriculum Coordinators (PYP, MYP, DP and National (ICSE/ISC))
6. IB Curriculum Continuum Coordinator

The Convener will call for the meeting with PLT members at least twice in a semester with spelt out agenda points and the minutes of meeting will be recorded and communicated on records. The new developments in aspects with respect to the domain of each member will be brought for inclusion in agenda points to the Convener.

The roles and responsibilities of the Curriculum Coordinators and Leadership Organisational Chart (See Appendix)
Principal

Role of a Principal

- Responsible to the board for fulfilling the vision of the school, the day to day management, administration and organization of the school
- Preside over, maintain and develop school policies oversee the implementation of the school policies
- Ensure safety, care, control and education of all pupils in the school
- Responsible for curriculum implementation in the school
- Submit draft annual budget to the board

Responsibilities:

- Recommend staff planning
- Ensure management and deployment of all teaching staff by allocating particular duties
- Ensure all staff are trained as per their needs
- Supervise and participate in appraisal of the whole staff
- Determine and organise the curriculum keeping in mind the need, interest, aptitude and stage of development of the pupil
- Ensure that the curriculum aligns with the expectations of the IB
- Supervise and ensure well being of all students in terms of PSPE
- Prepare training plan for all faculty
- Ensure maintenance of good order and discipline
- Ensure staff accepts responsibility of maintaining good student behaviour
- Formulate and implement student leadership and development programs with the focus on the IB learner profile
- Responsible for implementing and maintaining effective communication systems
- Ensure the safety of staff and students
- Allocate, control and account for financial and material resources for the school
- Implement, review and develop school policy and procedures
Director Academics

Overview

Director of Academics (studies) is an education professional who is responsible for the academic progress of students.

- Work as line manager for the academic coordinators (MYP/DP & National Curriculum)
- Promotes good attendance rates
- Ensures school safety and the prevention of campus violence.
- Supports the teaching staff by developing classroom management programs, identifying students with attendance issues or disciplinary problems and addresses those issues with parents to create a positive outcome.
- Works with counsellors and grade tutors to establish development plans for those students showing signs of academic struggle.
- Responsible for implementing strategies that will motivate and inspire students to succeed and stay in school.
- Responsible for school activities and other social events.
- Work with Pedagogical Leadership team to evaluate teacher performance and offer other supervisory duties as needed by the Principal.

ROLE / RESPONSIBILITIES

1. Work closely with Principal to establish a positive, structured, achievement-oriented and creative school culture.
2. Work as line manager for all the Academic Coordinators in the academic work as well as in the administrative issues. Hold discussions, suggest measures for improvement and provide the required support in achieving qualitative standards in these areas.
3. Acting as a resource person to teachers in their instructional practice, especially as it relates to issues of discipline, relationships with students, classroom management, and school culture.
4. Assisting teachers, students, and parents in the effective creation and implementation of individual behavior plans.
5. Leading staff efforts to ensure all students have excellent attendance and arrive at school on time, and working aggressively with students and parents to ensure excellent attendance.
6. Being highly present and visible during school hours, relentlessly ensuring the school has an exceptional school culture.
7. Managing afterschool detention.
8. Keeping accurate student discipline records, documenting all conferences, suspensions, and phone calls for behavior.
9. Ensure that behavioral expectations and school culture standards are met outside of the classroom as well as inside, including establishing and monitoring bus behavior/culture as well as dining hall/meal time behavior and culture.
Pedagogical Leadership Team Convener

The Convener is expected to exercise appropriate leadership and management skills within the collegial culture of the School, ensuring that legitimate academic freedom is preserved and fostered. The role of convener is to take the Pedagogical leadership team’s goals and strategies to reach all the stakeholders of the community.

PLT Convener Key responsibilities:

1. Academic leadership
   - Encourage the pursuit of excellence in teaching and learning and in research;
   - Promote collaboration with schools teaching community and with network schools where appropriate;
   - Maintain personal academic standing, including the pursuit of research;
   - Represent the interests and needs of the School to the external community.

2. Staff guidance and human resource management
   - Manage human resource issues, including the recruitment and selection of staff, staff appraisal by the conduct of annual reviews for relevant staff, performance management issues and staff grievances;
   - Comply with the School policies;
   - Support professional development of staff; and
   - Establish mechanisms to ensure that equity and workplace health and safety policies are observed.
The role of the PYP coordinator

The PYP coordinator at Sreenidhi International School has teaching ability and be able to act as a pedagogical leader of the programme in the school. The coordinator sees the responsibility for pedagogical leadership within the school as being a shared responsibility, to include both all the programme coordinators, Head of school and Director of Academics.

Correspondence and documentation sent to schools from IB Regional office will always be addressed to the PYP Coordinator of the school. The PYP Coordinator has a pivotal role in this process, taking responsibility for ensuring that pedagogical aspects are discussed, information is disseminated and the programme is planned, taught and assessed collaboratively.

Together with other members of the school's pedagogical leadership team, the PYP coordinator is responsible for the development and the whole-school implementation of the programme. Besides maintaining contact with the school administrator(s), the PYP coordinator will collaboratively work with all members of the teaching team and be involved in whole-school planning, as well as in-school and out-of-school professional development.

Responsibilities of PYP coordinator

Documentation
• Be familiar with and promote understanding and use of all PYP documents.
• Ensure that copies of IB publications pertaining to the PYP section of the school are available to all staff members.
• Establish and maintain a record of completed IB Primary Years Programme planners.
• Publish the school’s programme of inquiry.
• Lead the process of developing or reviewing on a regular basis the school’s curriculum documents, including the programme of inquiry and scope and sequence documents.
• Ensure that policies are formulated, published and reviewed regularly in regards to assessment and language learning as per Programme standards and practices (2014).
• Encourage and promote the understanding and practice of academic honesty.
• Ensure the development of an action plan driven by the practices and programme requirements included in the Programme standards and practices (2014) and identifying clear time lines, accountabilities and outcomes regarding the ongoing development of the programme, including demonstrating a commitment to professional development.
• Maintain the archive of PYP records from one year to the next, including the exhibition.
Professional development
• Ensure that staff members are made aware of professional development opportunities.
• Make recommendations regarding professional development opportunities, on and off campus as well as online workshop offerings that ensures the participant's eligibility for IB workshop or event.
• Keep a record of workshop attendance and school visits to ensure equality of opportunity to identify ongoing needs, and to complete authorisation and programme evaluation forms.
• Assist teams or individuals in developing and documenting units of inquiry and individual student inquiries.
• Support the teachers responsible for, and the students involved in, the PYP exhibition in the final year of the programme—see Exhibition guidelines (2008) for further information.

Resource management
• Make recommendations for the purchase of suitable resources to support the implementation of the programme.
• Be responsible for the establishment of an inventory of resources to facilitate efficient collaboration.

Communication
• Ensure that all requirements of the IB concerning the implementation of the programme are adhered to.
• Set up systems for communication and collaboration among all staff members involved in implementing the programme.
• Conduct parent information sessions.
• Publish articles pertaining to the programme in the school newsletter.
• Circulate all relevant information received from the IB and ensure that teachers and other staff are kept up to date with current developments in the programme.
• Prepare and submit any documentation required for authorization and evaluation.
• Respond to requests for information (for example, questionnaires) from the IB.
• Provide a liaison between the school and the IB.
• Create and maintain OCC accounts for PYP staff in school.
• Provide outreach to the wider PYP community through OCC discussion forums, email and hosting visits from other schools.
• Promote the use of the OCC within the school community.
• Recommend exemplary teachers to participate in curriculum development meetings.
The role of the Middle Years Programme Coordinator

Role:

MYP coordinator at Sreenidhi International School plays a key role in the development of the MYP. The position of MYP Coordinator will be of a teaching faculty along administrative role. The MYP Coordinator will be the part to the Pedagogical Leadership and will be a key person to report the development of MYP to the Pedagogical Leadership.

The MYP Coordinator has a pivotal role in this process, taking responsibility for ensuring that pedagogical aspects are discussed, information is disseminated and the programme is planned, taught and assessed collaboratively.

Together with other members of the school’s pedagogical leadership team, the MYP coordinator is responsible for the development and the whole-school implementation of the programme.

General Responsibilities

- Oversee and work on building up MYP Personal Project and work closely with the Project leader.
- Communicate with the IB in order to properly implement the Next Chapter new programme from September 2014
- Carry out the necessary tasks outlined in the IBO’s list of Coordinator responsibilities, including registration of students, payment of invoices, monitoring of deadlines, dispatch of necessary documentation and organization of the mid and final examination sessions in MYP
- Keep up to date with the IB to ensure that the staff has the latest information provided by the IB (hard copies and/or e-copies) and comply with all applicable IBO regulations
- Oversee staff development in MYP by creating a plan for IB workshop attendance within the school
- Prepare and submit documentation required for Verification and evaluation of IB programmes: self-study, required documentation, and partnership development.
- Develop, communicate, and support academic honesty among all IB students.
- Serve as a resource link between the teachers and the IB to ensure that subject areas are alerted to best practice within the IB realm

Curriculum

- Participate in the development of the school’s educational strategy, particularly as it affects the IB MYP and DP and the continuum between these programmes
- Facilitate and support vertical articulation of curriculum across the MYP
- Establish a timeline for internal school deadlines, including the MYP Personal Project and e-assessments
- Support the unit planning process and in creation the subject group overviews.
- Support staff members in implementing Next Chapter changes, including the following: new subject guides and assessment criteria, unit planner, Approaches to Learning, Key Concepts, Global Contexts, Related Concepts, and MYP grading.
- Work with IT to support implementation of Managebac and training teachers for the implementing the Managebac for Curriculum Planning.
- Support and educate teacher who choose to move to use MYP Criteria (using MYP rubrics)
- Make the curriculum available to the school community.
Professional Development
- Oversee staff development in MYP by planning, creating and implementing professional development days to ensure that the school is moving forward in their IB implementation.
- Create and implement on-site training and support materials for teachers who are new to IB.
- Inform the Principal through line managers for ensuring appropriate professional development for the school.
- Ensure that staff is made aware of IB workshops and conference opportunities.
- Keep a record of workshop attendance and school visits.

Within the School
- Set up, implement and manage systems for teachers to house their IB curriculum materials.
- Set up and maintain an area on the shared folder where teachers can access e-copies of all IB documents. This also include the maintenance of the documents and teacher accounts for the OCC.
- Oversee the vision and the development of the Learner Profile in the school.
- Oversee the vision and the development of International Mindedness in the school.
- Work with individual teachers on any MYP task for which they need assistance.
- Assist the Principal and School Administrator in identifying resource needs.
- Monitor and manage the IB budget for training, fees, purchases, and examinations.

Communication
- Conduct parent orientation for the parent community by attending and presenting at appropriate events for both current and prospective students.
- Develop and distribute promotional and informational material.
- Research ways in which the community can become involved in the IB process.
- Ensure communication and collaboration among all staff members.
- Communicate internal school deadlines for personal project and portfolio subject.
- Prepare and distribute an annual review of IB examination results.
- Advocate for student concerns among IB faculty and administration.
ESSENTIAL DUTIES AND RESPONSIBILITIES

- Be fully conversant with all Middle Years (MYP) Programme publications
- Ensure that appropriate provision is made for the cooperative interaction of the entire professional staff in the implementation of the MYP Personal Project, and summative e-assessment across School.
- Keep teachers and students informed of relevant correspondence received from the IBO that relates to the Personal Project and MYP assessment
- To work closely with the Personal project leader and to ensure that all regulations set by the IBO concerning the Personal Project and MYP assessment programmes and procedures are carried out properly and that all deadlines are met
- Schedule regular meetings with each grade Advisory classes
- Check-in regularly with Advisory teachers about students who need additional support
- Create a structure for how/when to meet with teachers and students in a timely manner
- Have a schedule for when to work with students
- Build an adjudication plan (logistics) of using teachers’ planning periods, half days etc.
- Ensure that students and parents are made aware of the importance of the Personal Project and summative e-assessment
- Provide teachers and students with guidance concerning the Personal Project and E-assessment
- Train teachers and guide them through the process of monitoring of assessment each year
- Ensure that resources are available within the school and within the local and wider community for the implementation of the Personal Project and summative e-assessment
- Attend meetings of the Pedagogical Leadership team.
- Complete other duties as assigned

Regarding the IB

- Communicate with the IB in order to properly implement of the programme(s) for his/her school in all realms
- Keep up to date with the IB to ensure that the staff has the latest information provided by the IB (hard copies and/or e-copies)
- Serve as a link between the teachers and the IB to ensure that subject areas are alerted to best practice within the IB realm
- Oversee staff development in MYP by creating a plan for IB conference attendance within the school
The role of the IB Diploma Programme coordinator

The IB does not provide 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. However, it must be stated that the role of the Diploma Programme coordinator in an IB World School is diverse and crucial to the success of the programme.

It is important that the job description of the coordinator includes recognition of the leadership function, in addition to the management roles involved in general programme administration and communication with stakeholders. Diploma Programme implementation requires significant expertise in change management and a detailed understanding of the principles and practices of the programme. The coordinator, acting together with other school leaders, needs the authority to plan and manage the processes of change necessary for developing the programme. The coordinator also requires a good knowledge of the regulations and procedures described in this handbook and the General regulations: Diploma Programme.

Without sufficient time and resources to undertake the many duties required of the position, a coordinator cannot successfully implement and manage the various demands of the Diploma Programme. For it to be done well, sufficient release time, dedicated office space, administrative support, an adequate budget, printer and photocopying facilities must be available. The coordinator should receive IB- approved professional development that will equip him with a clear understanding of his role and responsibilities.

In general, the demands on the coordinator are proportional to the number of Diploma Programme candidates and faculty/staff, and the number of subjects offered by the school. Fundamentally, the coordinator is responsible for providing information, guidance and administrative support to candidates, colleagues and other stakeholders. The coordinator is also responsible for the management of all activities related to the Diploma Programme, although specific responsibilities, such as the coordination of creativity, action, service (CAS) or theory of knowledge, may be delegated to other members of the faculty/staff. One of the most crucial duties of a coordinator is to communicate information, such as changes to curriculum and assessment, to subject teachers.

The following is a list of tasks related mainly to administration and communication that may be undertaken by a Diploma Programme coordinator. The list is not intended to be prescriptive, chronological or comprehensive; it is included here as guidance to new coordinators on the potential breadth of the role.
Inform the school community, including administration, teachers, legal guardians and candidates about the Learner Profile and the mission of IB.

Ensure that teachers, legal guardians and candidates understand the curriculum and assessment requirements of the Diploma Programme and what subjects will be offered by the school.

Ensure that Diploma Programme subjects are scheduled so they meet the IB recommended number of teaching hours and provide maximum concurrency of learning for candidates.

If the school offers Diploma Programme courses online and appoints a site-based coordinator, ensure that both work collaboratively to support candidates.

Ensure that parents and candidates are provided with a copy of General Regulations: Diploma Programme when candidates are enrolled in the programme.

Provide teachers with up-to-date information about changes to courses of study, assessment requirements and administration.

Ensure that teachers are provided access to the online curriculum centre and that they are aware of the resources available on the site.

Ensure that teachers have access to relevant sections of this handbook, particularly those sections with subject-specific information.

Ensure that all teachers have access to the Diploma Programme Coordinator’s Notes when these become available.

Publish an internal calendar of all due dates for the receipt/submission of candidates’ assessment material and other material/information required by the IB.

Ensure that teachers are provided with an opportunity for professional development related to the Diploma Programme and professional development requirements are met at evaluation.

Ensure 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.

Submit advance notice registration requirements, according to deadlines in this handbook.

Submit requests for inclusive assessment arrangements for candidates with assessment access requirements, at least one year in advance of the written examinations.
The role of the Vice Principal

THE ROLE:

The School Vice Principal is responsible for assisting the Head of School (Principal) in preparing and achieving high standards for quality and excellence in the academic program; managing in general all IB program requirements and in particular IB MYP and DP requirements and leading staff and faculty in developing an optimum learning climate for the school.

Key Responsibilities:

IB MYP and DP and National Curriculum

• Collaboratively work with faculty to design and implement Diploma program, external exams, mock exams and all related activities
• Monitor the development and review of the Secondary School's scope and sequence documents to ensure that the documents are in line with the IB requirements and Sreenidhi International School expectations.
• Supervise and coordinate with MYP Coordinator and DP Coordinator in all aspects of the MYP and DP including a development plan for continued improvement of the Programs
• Annually complete detailed exam performance analysis and report to all constituents
• Supervise faculty performance including maintaining records of goal setting and performance evaluation of teachers of grades 6-12

Curriculum and Instruction

• Assist the Pedagogical Leadership Team to provide leadership in the design and review of curriculum and professional development programs for the Diploma and High School programs
• Facilitate implementation of curriculum development, updating curriculum maps
• Provide leadership in High School curriculum areas and share expertise in areas of unit design, lesson design, and assessment and reporting practices; serve as mentor to faculty.
• Manage administrative tasks for the MYP and Diploma Program assigned for the high school
Communication

- Meet with students and parents to plan for successful high school academic experience for all students.
- Communicate with high school parents regarding all matters related to the high school and Diploma programs; ensure all IB requirements are communicated to faculty, students and parents.
- Implement student referral procedures record keeping and parent communication for discipline and attendance matters.

Responsibilities:

- Assist Head of School (Principal) in administration of High School program.
- Nurture climate of trust and respect throughout the school amongst students and faculty; engage students and faculty in building community.
- Collaborate with counsellors to ensure student welfare.
- Develop and manage Secondary School Discipline procedures, practices, & philosophy.
- Provide leadership for the Grade 11/12 advisory program, in collaboration with counsellors.
- Support and assist with planning of Growth and Goals professional development.
- Assist in the development of and manage the Secondary School Master schedule (Timetable).
- Represent the Secondary School at community functions as appropriate.
- Organize secondary staff duty rosters.
- Serve as Acting Principal in the absence of the Principal.
- Convener of Pedagogical Leadership team.
The role of the IB Curriculum Continuum Coordinator

The driving force behind the IB PYP, MYP and the DP is a deeply held philosophy about the nature of international education expressed in the mission statement of the IB and in the IB learner profile.

The IB Curriculum Continuum Coordinator plays a significant role in Sreenidhi International School Pedagogical Leadership Team. The roles and responsibilities should be read in conjunction with the following IB documents.

The IB continuum of international education is a journey and implementing it means bringing about institutional change in order to improve teaching and learning and to strengthen the school community and culture. Sreenidhi International School implementing the continuum is committed to reflection, improving practice and to long term sustained change and thus it will be outward looking as well as forward thinking, and will be making connections within the family of IB world schools and making contributions both to the IB community and to its local community.
Active learning in a supportive school culture

The following is a list of major tasks related mainly to administration and communication that may be undertaken by the continuum coordinator. The list is not intended to be prescriptive, chronological or comprehensive; it is included here as guidance to the coordinator on the potential breadth of the role.

- While understanding the significant differences in the structures of PYP, MYP and DP, ensure that there is a gradual transition from the transdisciplinary approach of the PYP to specifically identified disciplines in the MYP and DP, supported by approaches that foster connections.

- Taking the responsibility to strengthen the process of teaching and learning to achieve the meaningful purpose of education wherein cognitive component is fundamental for the acquisition of intellectual and professional skills complemented by acquisition of attitudes in the learning process in a context of cultural exchanges.

- Ensure that the assessment across the continuum is aimed at learner’s levels of understanding and evidences of learning outcomes should be based on professional judgment and reflect the inter-cultural dimensions of the IB programmes.

- Leading the development of the continuum in Pedagogical Leadership Team to ensure the enhancement of the teaching and learning in order to address the overarching mission of the school.

- Interaction and dialogue with colleagues across the programmes by allocating time and resources for teachers and programme coordinators to plan, develop and implement collaboratively key areas of the continuum such as policies on language, assessment, learning diversity and academic honesty which will provide very rich ongoing professional development opportunities in their own right.

- Ensuring that there is a clear continuum in “action” in the PYP, “community and service” in the MYP and “creativity, action, service” (CAS) in the DP.

- Supporting opportunities in celebrating the concluding experience of “exhibition” in PYP, “personal project” in MYP and “extended essay” in DP. In implementing it the teachers and parents are made aware of such events culminating experiences that will serve to strengthen the community and that will develop into the rituals that bind the school community together.

- Ensuring the quality in implementation of standards and practices across the programmes and thus facilitating the evaluation process as a means of reflection on the whole school development.
The role of the ICSE Coordinator

The Council for the Indian School Certificate Examinations is committed to serving the nation's children, through high quality educational endeavours, empowering them to contribute towards a humane, just and pluralistic society, promoting introspective living, by creating exciting learning opportunities, with a commitment to excellence.

The Council for the Indian School Certificate Examinations conducts the Indian Certificate of Secondary Education -ICSE for Class X and The Indian School Certificate -ISC – for Class XII

ICSE and ISC coordinator:

Overview:

The ICSE and ISC coordinator at Sreenidhi is an educational professional who is responsible for the successful implementation of the programme. The ICSE and ISC coordinator is a part of pedagogical leadership and will be responsible to report the progress and development of ICSE and ISC programme to Pedagogical leadership team.

Responsibilities of ICSE and ISC coordinator:

- Ensure that the teachers, parents and students understand the curriculum and assessment requirements of ICSE and ISC.
- Guiding the teachers and making them familiar with the regulations and syllabus of ICSE and ISC.
- Ensure the correct selection of subjects to meet the university requirements of candidate and register the students with the council.
- Ensure good attendance rates.
- Scheduling classes, making an internal school calendar to make sure that the curriculum demands are met with.
- Ensure the parents and students are made aware of the assessment process and academic honesty and internal and external deadlines for projects.
- Schedule regular meetings with students and teachers to oversee the teaching and learning process.
- Guiding teachers through instructional process and classroom management aspects.
- Work closely with teachers to enhance the academic performance of students.
- Identify different levels of students and make provision for differential instruction. Ensure additional support classes for low achievers.
The role of the Director- Sports

Role:

ϖ Direct and manage the Sports related activities & curriculum of the School, including planning, organizing, and managing the Staff within the Sports Department.

ϖ To work with the team of PE Teachers and other Sports Coaches to ensure that Students across the school who take part in sport:

☐ have a wide variety of sports and facilities to participate

☐ receive high standard of coaching

☐ have the opportunity to play fixtures within school and against other schools

☐ develop socially and personally from participation in sport

ϖ Enhancing the physical learning and the development of Students.

Responsibilities:

ϖ Develop and implement Sports programs.

ϖ Direct and coordinate a full range of Sports Department services and programs.

ϖ Provide Athlete, Parents and Coach orientation.

ϖ Supervise utilization of the Sports facilities.

ϖ Recommend and review policies for Student use of facilities at the school

ϖ Review and recommend changes, repairs and improvement of athletic equipment and facilities.

ϖ Arrange & organizing sports events and tournaments held at our school and is responsible of its preparation.

ϖ Coordinate master Sports Calendar.

ϖ Update website and review data for sports related information.

ϖ Monitor due dates and send reminders to all coaching staff. Follow up to assure all due dates have been met.

ϖ Oversee the coordination of school vehicles for daily sports program & away athletics competition.
➢ Develop and provide a variety of student services and programs (KMR Foundation), health and safety.

➢ Forward recommendations to recruit Physical Education Teacher & Coaches.

➢ Make recommendations in matters of Student Athlete discipline.

➢ Make recommendation for Chairman's Medal for Excellence in Sports.

➢ Develop Annual Sports Department Budget

➢ Attend all Sports Events / Competitions and act as the game administrator and acts as the host to officials and visiting schools.

➢ Supervise and conduct appraisals of all coaches.

➢ Schedules all Inter House Competitions and maintains the proper and necessary records.

➢ Supervise the competition preparation and verifies all athletic eligibility lists.

➢ Orders all equipment and maintains a current inventory of all athletic equipment.

➢ Communicating with Parents through Circular, SMS, Emails

➢ Providing appropriate Professional Development program to Coaches

➢ Ensuring complete health and safety adherence for all sports trips