

Consultant Role Pack

Authorization IBEN roles:

The IB Educator Network is a peer-to-peer learning community that serves our schools and supports our programmes to be implemented and developed successfully. The educators that support candidate schools as members of this network serve in multiple roles: school visitors, application readers, and consultants. As a member of the IBEN community, you represent the IB in all interactions with schools during your assignments.

The role of IBEN is vital to the success of the IB. IBEN members support and implement the mission of the IB and represent the values and work ethic the organization stands for. In the capacity of Authorization IBEN roles, educators have a unique opportunity to support candidate schools at the beginning of their IB journey and help lay the foundation of success as they grow into an authorized programme. Roles in the context of Authorization are holistic in nature, supporting and guiding schools in their journey as well as providing essential handoff to other IBEN and IB staff interacting with the school as they progress from one candidacy milestone to the next.

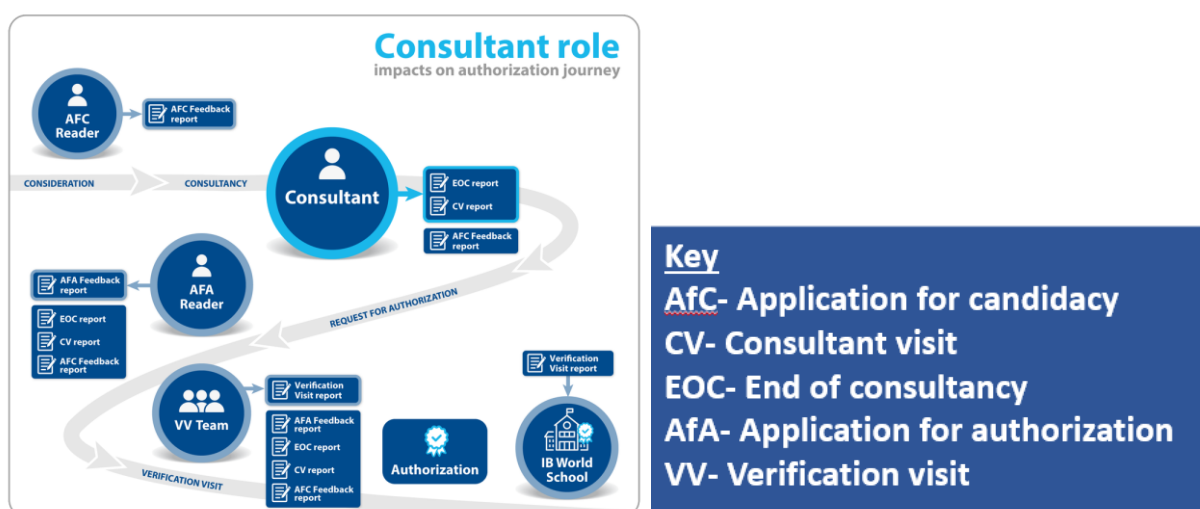
Authorization:

The Authorization department provides high quality and high-value support to every candidate programme and members of the International Baccalaureate Educator Network (IBEN) engaging with them. This support is targeted at enabling every candidate school to effectively implement an authentic IB education for their community. The Authorization department provides this support once the school applies for candidacy through the time that they are granted authorization. In doing so the department ensures schools receive up-to-date information and support materials regarding the authorization process and *the Programme standards and practices*, as well as meaningful ongoing feedback reports on their progress toward authorization and advice on how to further develop their programme implementation.

Purpose of the consultant:

The consultant's role is that of an advisor that works with the school, primarily the programme coordinator and head of school, throughout the consultation period as they develop their programme, prepare to meet programme requirements, and submit their Application for authorization. During the consultation period, you will provide 20 hours of remote consultation per year and conduct one two-day visit with the school. As a school's assigned consultant, you will be the school's trusted source of guidance and insight that will contribute to the school's programme development, both during their authorization journey and beyond.

Consultancy within the Authorization journey:



Consultant responsibilities:

1. Develop an understanding of the school's context through the school's Application for candidacy and initial conversations with the head of school and/or programme coordinator
2. Develop an initial understanding of the school's status in relation to the Programme standards and practices and requirements for authorization through conversations with the head of school and/or programme coordinator
3. Support the school in establishing an action plan and projected timeline for their candidacy period
4. Develop strong rapport and trust with the head of school, coordinator, and school community from the very beginning of your assignment, ensuring that clear and regular communication plans are established early on
5. Provide 20 hours of remote consultation per year, which includes:
 - a. regular meetings and contact with the school grounded in support and encouragement
 - b. offering guidance, advice, and expertise that is relevant and appropriate for the school's context and in line with the Programme standards and practices
 - c. reviewing and providing feedback on school policies, systems and structures that are developed in by the school
 - d. reviewing and providing feedback on curriculum documents developed by the school
6. Plan and conduct a two-day consultation visit with the school, ensuring that the timing and modality of the visit are discussed with the school
7. Produce two well-written, thorough, and accurate consultation reports – one after the visit and the second at the end of the consultation - to summarize the school's progress and next steps towards authorization and in order to support their developmental goals
8. Maintain regular contact with the school's programme relationship manager to provide updates on the school's progress, planned timeline for authorization, and dates for the consultation visit and end of consultation

Who you are:

You are confident in supporting new candidate schools to implement IB programmes. You want to grow and learn from others in the IB community, both through your experience working with schools as well as through ongoing feedback from IB staff. You are passionate and knowledgeable about IB philosophy and have an in-depth understanding of the programme standards and practices and the requirements to become an authorized IB World School. You are collaborative and eager to expand your knowledge of IB philosophy in different contexts. You are open to and embrace enhancements to IB programmes and processes and provide accurate and enthusiastic support to schools during times of transition. You demonstrate an engaging, positive, empathetic attitude and understand that others, with their differences, can also be right. You are reflective, have a strong capacity for growth, and are eager to evolve in your understanding of process and practice through your work with candidate schools.

Skills and qualifications:

Essential:

- Experience working in an IB school as a programme coordinator and/or pedagogical leader
- Experience teaching or supporting an IB programme
- Experience mentoring colleagues on the IB approaches to teaching and ways to promote deeper conceptual understanding in students
- Strong technical competency in navigating online systems and communication tools
- Ability to communicate proficiently in at least one of IB's three working languages (English, French, Spanish)
- Strong understanding of the authorization process
- Comfortable delivering services remotely and in-person
- Ability and openness to receive and act on feedback
- Deep knowledge and understanding of the IB mission and philosophy
- Demonstrated leadership qualities, strong collaboration skills, and made contributions to team building efforts
- Ability to overcome challenges and motivate others to engage with change

Preferable:

- First-hand experience with the IB authorization process
- Ability to communicate proficiently in other languages (in addition to English, French and/or Spanish)
- Three-years' experience in IB schools and currently work in an IB school
- Have recently participated in multiple visits as a team member

Aspirational:

- Multiple experiences of IB programme(s) in schools with different cultural settings, showing understanding of how requirements can be implemented or contextualized in different settings and cultures.
- Experience working in IB schools with more than one IB programme.
- Five+ years of leadership experience, i.e., as head of school, coordinator, year-level coordinator, head of department or similar.

IB Educator Network (IBEN) Capabilities:

The IBEN Capabilities outline the goal toward which the Consultant should aspire throughout training and experience.

| Capability | Level | Descriptor |
|--------------------------------|----------|---|
| Communication | Leading | The educator effectively communicates a passion and understanding of the IB mission with a purposeful emphasis on both international-mindedness and the learner profile. They communicate with depth and insight to impact, influence, and inspire. |
| Information and media literacy | Skillful | The educator proficiently employs both information and media literacy in their role. |
| Collaboration | Leading | The educator always demonstrates respect for multiple perspectives with the articulated goal of achieving specific outcomes. |
| Organization | Leading | The educator is efficiently organized in a way that inspires confidence and thoroughly demonstrates preparedness, management, prioritization, and clarity. |
| Affective skills | Leading | The educator always demonstrates an engaging, positive, empathetic attitude to include all of the following: wide range of interpersonal skills, integrity, presence, problem solving and agility which builds respect and understanding. |
| Reflection | Skillful | The educator often reflects with clarity and intention in a way that demonstrates with both personal and situational consideration. Then often exhibits informed decisions, refined practices, and initiative to improve and deepen understanding. |
| Critical thinking | Leading | The educator effectively demonstrates synthesis of ideas and goes beyond personal experience. Also, they always inspire others to discover new and deeper understanding. |

Role modalities:

The core role of the consultant and corresponding responsibilities are delivered in a remote capacity via consultation hours. Consultants will deliver the two-day visit remotely or in-person depending on the context of the school.

Administrative requirements:

- Be available to commit to a minimum of one IBEN assignment of any modality in the role of consultant per calendar year.
- Ensure all contact information, as well as a current CV is updated on My IB and IBEN Central.
- Have a bank account held in their own name. Payment will only be made into a bank account held in the post holder's name. Under no circumstances will payments be made to a third-party account, that is, an account held in the name of a relative, company/organization or other representative.
- Applicants with bank accounts in the following countries/areas **must** receive payment in the local currency; (i) Canada, payments in Canadian Dollars (CAD), (ii) European "Eurozone" countries, payments in Euros (EUR), (iii) Singapore, payments in Singapore Dollars (SGD), (iv) USA, payments in US Dollars (USD), (v) United Kingdom, payments in British Pounds (GBP), (vi) Switzerland, payments in Swiss Francs (CHF).

Ongoing requirements:

- Ensure there is no conflict of interest with assigned school(s) and comply with ethical standards
- Attend and successfully complete mandatory global upskilling or IBEN ongoing development requirements
- Consistently receive good quality assurance (QA) ratings
- Comply with IB rules and regulations, and cooperate with IB staff when support and feedback has been provided
- Demonstrate currency in the understanding of Programme standards and practices, documents, subject material, IB philosophy, and any other key IB documents
- Maintain MyIB profile to ensure contact information is up to date
- Comply with all policies related to consultant role

Time commitment and fee:

Consultants receive a fee of \$25 USD per hour with a total of 20 hours of remote consultancy per year. For consultancy visits, consultants receive \$330 per day (consultation visits are typically 2 days) plus the costs of approved expenses incurred during those visits for AM and AP or flat fee of \$175USD in AEM. Fees are reviewed regularly, and the current fees will be disclosed before any work is commissioned. The amount of work and time periods when work will be required will vary depending on the number of events available.

Recruitment and application process:

Interested candidates may apply through My IB for the role of consultant -. Based on capacity analysis, references and profile, the IBEN department will invite specific applicants to go through the recruitment process for a scheduled training.

Selected applicants will be required to successfully complete all requirements and corresponding assessments before being confirmed for the role.

The scope of work offered to successful applicant(s) is dependent on the number of events available and changes annually based on the needs of candidate schools.

The IB must comply with the laws and regulations of all countries in which it appoints IB educators.