

Verification Visit Team Member 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.

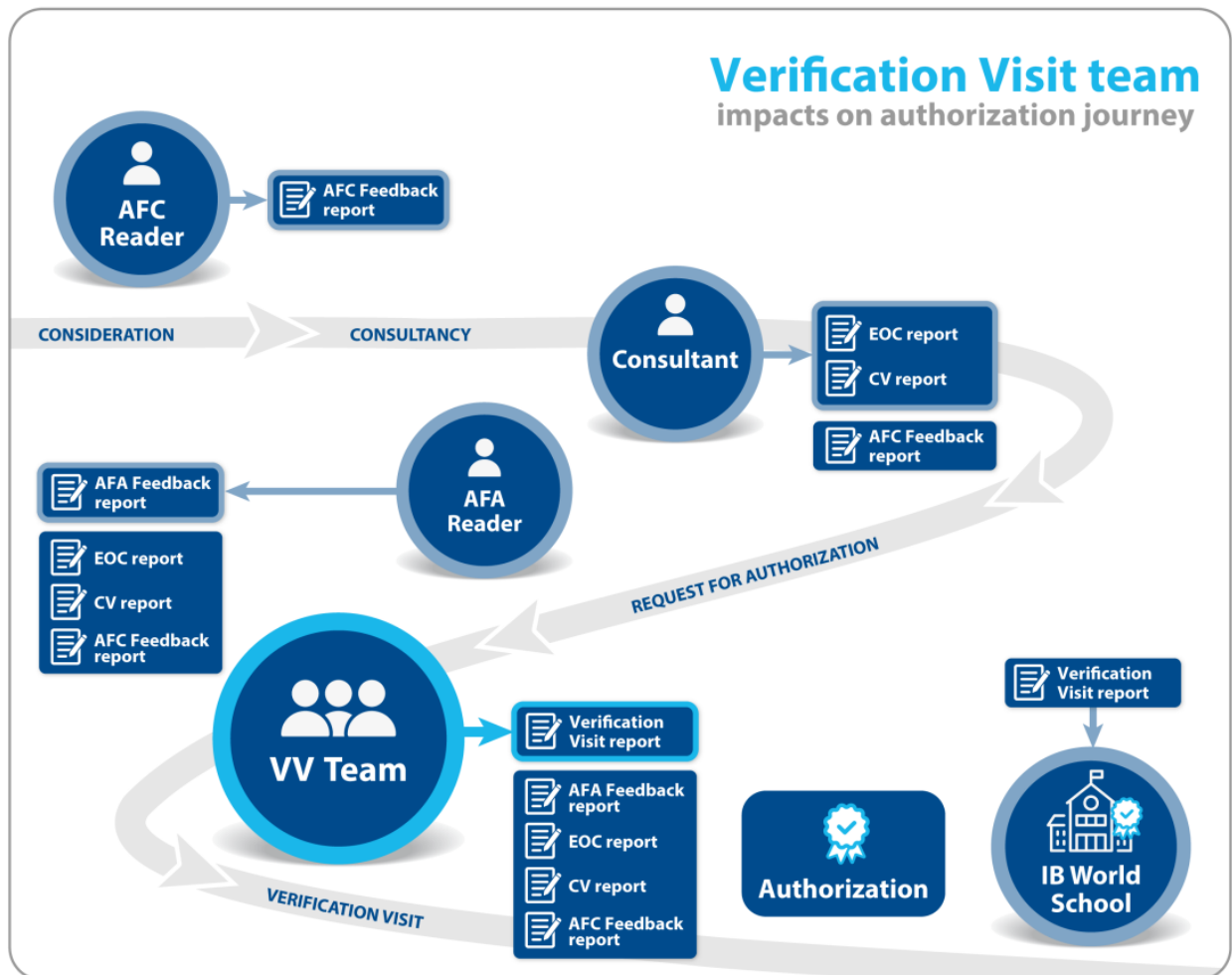
The role of IBEN is vital to the success of the IB. IBEN members support and implement the mission of the IB and represent the values and work ethic the organization stands for. In the capacity of Authorization IBEN roles, educators have a unique opportunity to support candidate schools at the beginning 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 IB's authorization process thoroughly supports and prepares a school to teach one or more IB programmes. To become an IB World School, a school must be authorized by the IB to offer one or more IB programmes.

The authorization process aims to provide guidance and support to schools as they work towards authorization. Throughout candidacy, the IB confirms that the school is prepared to offer the IB programme with fidelity to the IB's programme standards and practices, rules and regulations. The authorization process prepares schools for ongoing development and improvement after authorization as an IB World School.

VV Team member within the Authorization journey:



Purpose of the verification visit team member:

The verification visit culminates the school's authorization journey. The purpose of the verification visit is to confirm that the school has taken all necessary actions to meet the authorization requirements and is prepared to offer the relevant IB programme with fidelity and will be able to sustain and improve programme implementation once authorized.

The visiting team plays a crucial role in verifying the school's readiness for authorization, while also celebrating the school's achievements during the candidacy period. The team member collaborates with the team leader to make observations during the visit, acknowledge the school's progress, and produce the verification visit feedback report. The report written by the visiting team after the visit will outline the extent to which the school meets authorization requirements and will also support the school's ongoing development beyond authorization.

Team member responsibilities:

- Develop an understanding of the school's context through the school's Application for authorization, consultant feedback and any additional documents shared by the school
- Develop an understanding of the school's status in relation to the Programme standards and practices and requirements for authorization
- Develop strong rapport and trust in interactions with the school community during the visit and provide a safe environment for school stakeholders to share their views and experiences
- Establish efficient ways of working with the team leader, and contribute to, and lead, meetings during the visit as agreed with the team leader
- Collaborate with the team leader to document findings during the visit in preparation for the exit meeting at the end of the visit
- Collaborate with the team leader to complete the verification visit feedback report to help the school improve any aspects that are not yet aligned with IB requirements
- Ensure that all report writing guidance received from the IB is followed, including detailed feedback specific to the school context

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 teacher, programme coordinator and/or pedagogical leader
- 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, and/or Spanish)
- Strong understanding of the authorization process
- Comfortable delivering services remotely and in-person in a variety of school contexts
- 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 in a school
- Previous IBEN experience in other Authorization IBEN roles
- 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
- Leadership experience, i.e., as head of school, coordinator, year-level coordinator, head of department or similar.

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.

IB Educator Network (IBEN) Capabilities

The IBEN Capabilities outline the goal toward which the visiting team member should aspire throughout training and experience.

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	Skillful	The educator proficiently demonstrates a synthesis of ideas and goes beyond personal experience. Also, they often inspire others to discover new and deeper understanding.
Creative thinking	Skillful	The educator proficiently encourages and promotes the generation of new ideas and solutions. The educator often takes into account multiple contexts and perspectives.
Transfer	Leading	The educator effectively demonstrates the application of skills, knowledge, and attitudes in new context. The educator always goes beyond personal experience.

Role modalities:

Verification visits take place on-site, remotely or in a hybrid setting (partly remote, partly on-site) depending on the context of the school. Verification visit team members should be comfortable conducting visits in all three modalities and understand the different approaches that are needed for each.

Administrative requirements:

- Be available to commit to a minimum of one IBEN assignment of any modality in the role of visitor 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 My IB profile to ensure contact information is up to date
- Comply with all policies related to team leader role

Time commitment and honorarium:

Team members receive an honorarium of \$408 per event.

For on-site visits, the costs of approved expenses incurred are covered for visits in 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 team member. 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.