

Consultation process: Career-related Programme

Guidelines for consultants

Global school services

June 2012

Purpose

The purpose of the consultation process is to support the school through the candidate phase, as the school works towards authorization. The consultation process starts after the school is officially recognized as a candidate school. The consultation process finishes when the school submits its *Application for authorization: Career-related Programme*.

Overview of the process

The consultation process involves 10 hours of remote consultation. The remote consultation can be carried out via email, telephone or online conversations.

The stages of the consultation process are illustrated in Figure 1 below. It shows the series of events that takes place during the consultation process and a brief description of the consultant's role in each stage. It is important to note that these events are not distinct from each other and the consultant's tasks may overlap from one stage of the process to the next.

Figure 1: Stages of the consultation process

| Consultant is assigned | Consultation starts | Consultation process moves forward | End of consultation period |
|---|--|--|---|
| | | Remote consultation | |
| Consultant is assigned to the school after the school receives recognition as a candidate school. | Consultant and school discuss consultation schedule. | Consultant maintains contact with the school as per agreed schedule to support the school in working towards meeting requirements for authorization. | Consultation process can end any time but may not extend past the submission of the <i>Application for authorization</i> . Consultant submits final update on the consultation process. |

Throughout the consultation, the consultant will support and give advice based on information provided in the current IB publications and his/her professional knowledge of the CP. IB documentation must always be used as a reference in order to allow the school to consider the best way to prepare for authorization and to successfully implement the CP. Each school is unique and the consultation process must be focused on guiding the school according to its particular identity and situation.

The school and/or the consultant should not hesitate to contact the IB if any difficulties arise in the process.

If the school is still not ready to submit the *Application for authorization* after the allotted remote consultation, the school may request a one-year extension of its candidacy. Any additional remote consultation will be charged to the school according to IB policies in this respect.

Qualities of the consultant

In order to fulfill the role successfully, the consultant must possess the following qualities:

Knowledge and understanding

- Knowledge and understanding of the IB mission and philosophy, and how the organization works
- Knowledge and understanding of the CP
- Familiarity with all IB documents that will support the school in understanding the CP and its requirements
- Awareness of the common misconceptions related to the CP and knowledge of the accurate information related to these
- Knowledge of all updates of the CP and where to find IB documented information in response to schools' questions
- Understanding of the CP requirements at authorization

Skills

- Organizational skills
- Ability to listen to ensure that he/she understands the unique situation of the school
- Ability to use different techniques to check understanding
- Ability to understand the context of the school (awareness of local/national educational system, external constraints—economic, political, and so on)
- Ability to detach from his/her experience rooted in his/her own school
- Ability to advise without assessing
- Ability to identify achievements first and not to focus on negative aspects
- Ability to answer questions by referring to the correct IB documentation
- Ability to clarify the role and keep a distance from school life

It is important to note that the consultant **must not**:

- provide guidance with a frequency that will exceed the allotment of 10 hours
- be a member of the visiting team carrying out the verification visit
- provide in-school staff development at any time during the consultation process (this includes formal presentations of the CP to the staff, parents, students and other members of the school community)
- accept any requests for further consultation outside of the designated time, whether paid or unpaid, unless agreed with the appropriate IB office
- participate in completing the school's *Application for authorization*; the application must be owned by the school and information contained in it must be the work of the school, not of the consultant.

Stages of the consultation process

1. Consultant is assigned

Overview

The consultant is assigned to the school by the relevant IB office after the school receives recognition as a candidate school.

Consultant's tasks at this stage

Before the consultation starts, the consultant must carry out the following tasks.

1. Become familiar with the school to be supported. It is necessary for the consultant to:
 - a. read and analyse the *Application for candidacy: Career-related Programme*
 - b. read and analyse the *Feedback on Application for candidacy: part I*
 - c. read the IB letter recognizing the school's candidate status
 - d. visit the school website
 - e. be aware of the educational system(s) and/or programme(s) that the school follows.
2. Further analyse and understand the practices at the school that need further reflection or planning in order to comply with the requirements for authorization.
3. Identify the areas that need further clarification from the school in order to ensure that the advice will be effective.
4. Identify the actions that need to be prioritized in the school's journey towards authorization.

2. Consultation starts

Overview

The consultant and the school discuss the consultation schedule.

The consultant provides 10 hours of remote consultation in the candidate phase and keeps a log of his/her contact with the school as evidence of the time spent. The IB office will specify the means by which the log will be kept.

Consultant's tasks at this stage

When the consultation starts, the consultant must carry out the following tasks.

1. Contact the school in writing to officially begin the consultation process.
2. Identify the CP coordinator designate as a point of contact and reference at the school in order to avoid multiple voices reaching the consultant.
3. Clarify the consultant's and the coordinator's roles in the consultation process and agree on how the remote consultation will take place.
4. Start building a relationship of trust with the school to ensure that he/she is seen as an advisor and not as an assessor.
5. Confirm that the school has maintained the requirements for candidacy. When the school was recognized as a candidate school, certain requirements (see "Appendix A", column 1) were in

place. If any of these are no longer in place, the consultant should contact the regional office. In particular, the consultant must ensure that the school has maintained the requirements related to:

- the school's career/vocational programme
 - the school's name
 - the name of head and CP coordinator. If these have changed, the consultant must ensure that they are correctly identified in IB documents.
6. Provide guidance to the school on how to address issues highlighted in the candidate letter. The candidate letter to the school may have highlighted items that need to be addressed as soon as the consultation process starts (see "Appendix A", column 2). The consultant needs to ensure that the school understands the implications of these requirements and that they have planned actions to address these requirements.

If there are issues concerning the school's ability to address the requirements, the consultant should contact the IB office.

7. Additionally, ensure as early as possible that:
- the school understands the professional development activities the staff can participate in and that the staff professional development plan is consistent with the school's expectations and the IB requirements
 - the CP coordinator has followed the necessary steps to provide all teachers with access to the OCC
 - the coordinator is familiar with the CP documents that will help him/her to further understand the implementation of the CP
8. Pose questions and verify information stated in the documents submitted by the school, if necessary, in order to enhance his/her understanding of the school. The consultant may request further information from the school where appropriate.

3. Consultation process moves forward

During this stage, the consultant maintains contact with the school as per the agreed schedule, and continues the remote consultation. These tasks are discussed in further detail in the section below.

Remote consultation

Overview

The consultant maintains regular contact with the school in order to support the school in working towards meeting the requirements for authorization.

The consultant must use the *Guide to school authorization: Career-related Programme*, the CP standards, practices and requirements and all relevant IB publications to support the school through the consultation process. The consultant will also find the *Consultant report template* useful throughout this stage in order to guide the school in its understanding of what is necessary for a practice to be considered "in place".

Consultant's tasks at this stage

As the consultation process moves forward, the consultant will be working with the school on an ongoing basis on the following. It is important to note that these items may need to be revisited at different times throughout the consultation process.

1. Ensure that the school understands:
 - a. the authorization process
 - b. the CP standards, practices and requirements and their role in the implementation of the CP at the school
 - c. the requirements for authorization.
2. Ensure that the school understands the consultant's role in providing advice and keeping the school well-informed and the pedagogical leadership team's role in making the decisions for the school.
3. Support the school in building and strengthening its knowledge of the CP, always referring to IB documents when providing answers to questions.
4. Ensure an understanding of the difference between practices that must be "in place" and those that must be "in progress", as described in the *Guide to school authorization: Career-related Programme*.
5. Make the school aware that most of what must be "in progress" is normally incorporated in what must be "in place". For this purpose, the consultant must discuss the practices in progress with the school, showing the relationship between them and the ones that must be "in place". This relationship is identified in the *Consultant report template*.
6. Use information from the candidate letter and from *the Application for candidacy* to support the school in determining priorities when planning towards meeting the requirements to be in place at authorization.
7. Ensure that the school understands the role of the action plan as described below:

"Whilst completing the applications for candidacy and authorization, the school is asked to submit an action plan based on objectives drawn from the CP standards, practices and requirements. Once the school is authorized to offer the CP, the IB expects the school to continue developing the CP at the school, refining and further developing its practices in order to achieve the standards, in accordance with the CP standards, practices and requirements. To this end, the school is expected to continue updating the action plan in line with the priorities set out by the school, which should include the IB recommendations from previous evaluation or authorization processes.

The action plan will help the school to define its objectives and to monitor its progress towards achieving these. It will also help to ensure that a culture of ongoing reflection and improvement permeates the school."

8. When working with the action plan:

- ensure that the school's set objectives are consistent with the requirements for authorization and that they address the practices that must be in place at the time of authorization
 - discuss the feasibility of the proposed timeline based on the actions and planning needed and the school's situation. This will also be linked to the resources available to the school. The consultant will not provide financial advice, but will ensure that the school has carried out the appropriate conversations with its internal and external stakeholders so that the objectives can be achieved within the proposed timelines.
9. Contact the appropriate IB office if a situation arises in which he/she feels unable to respond suitably.

4. End of the consultation period

Overview

The consultation process can end at any time, but may not extend past the submission of the *Application for authorization*. Once the consultation process finishes, the consultant will write a report on the school's progress towards authorization. It will identify the school's preparedness to apply for authorization. The consultant will submit this to the IB and the school will receive a copy.

The candidate phase normally takes up to one year, but the school may request a one-year extension of its candidacy. Any additional remote consultation will be charged to the school according to IB policies in this respect.

Consultant's tasks at this stage

The consultant must carry out the following tasks.

1. Ensure that the school has a clear understanding of the requirements for authorization and of what needs to be in place to show that requirements have been met.
2. Ensure that the consultation ends prior to the school's submission of the *Application for authorization: Career-related Programme*.
3. Write the report on the consultation process using the corresponding template.
4. Submit the report on the consultation process to the IB. The IB will make the report available to the school.
5. Contact the appropriate IB office if a situation arises in which he/she feels unable to respond suitably.

Appendix A: Review of the *Application for candidacy: Career-related Programme*

Any items that have been highlighted in the candidate letter need to be addressed as soon as the consultation process starts.

The consultant must ensure that the school understands the implications of these requirements and has planned actions to address these requirements. If there are issues for the school to address them, the consultant should contact the IB office.

Overview of the requirements for candidacy – Career-related Programme

| | Requirements for candidacy | Requirements that must be in place for the school to be recognized as a candidate school | Requirements that do not impede candidacy but which will need the school's immediate attention upon becoming a candidate school |
|----|----------------------------------|---|--|
| 1. | School name | The words "International Baccalaureate", "IB" or "World School" or any other IB trademark in any form or language are not included in the name of the school or any trademark of the school. | |
| 2. | Career/vocational qualifications | The school offers a career/vocational qualification(s) or has plans to provide one | <p>The career/vocational qualification is of sufficient size to complement the CP in the student timetable in the last two years of secondary education when the CP is implemented.</p> <p>The career/vocational qualification is accredited by a local/state/national authority, or is recognized as an entry-level course into universities/higher education institutions or is validated by an appropriate employer organization such as a sector skills or other professional body and is subject to a demonstrable form of external assessment or quality assurance in addition to internal teacher assessment.</p> |
| 3. | CP coordinator | The school has appointed an CP coordinator designate | |
| 4. | Budget | <p>There is written commitment of the authorities that will finance the CP.</p> <p>The submitted budget shows approval by an appropriate authority of the school, for example head of school, head of finance, board, etc</p> | <p>The school's 5-year budget shows that the school has taken into account the correct IB fees to offer the CP.</p> <p>The school's 5-year budget includes allocation for professional development in line with the number of staff that will need to be trained before authorization, as applicable.</p> |
| 5. | Language development | | All IBCC students are expected to engage with language development.. |
| 6. | Commitment to PD | | The school has planned to meet the requirements for professional development at authorization |

| | | | |
|----|------------------|--|--|
| 7. | Scheduling of CP | | The school planning shows an understanding of the CP scheduling process |
| 8. | Action plan | | The school has designed an action plan to reflect its journey towards authorization. |