

# Consultation process

*Guidelines for consultants*

**Global school services**

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## 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*.

## Overview of the process

The consultation process normally last up to two years and comprises two parts:

- 20 hours of remote consultation per year of candidacy, depending on the submission of the *Application for authorization*. The remote consultation can be carried out via email, telephone or online conversations.
- One two-day, on-site visit. The visit is planned in consultation between the school and the consultant and can take place at any time within the process, depending upon the school's needs.

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	Consultation visit	Report of the visit	Continued remote consultation	
Consultant is assigned to the school after the school receives recognition as a candidate school.	Consultant and school discuss consultation schedule and timing of the consultation visit.	Consultant maintains contact with the school as per agreed schedule to support the school in working towards meeting requirements for authorization.	Consultant conducts mandatory consultation visit.	After the consultation visit, the consultant issues a report summarizing the progress made by the school in its work towards meeting the requirements for authorization and identifying the school's preparedness to apply for authorization.	School continues working towards meeting requirements for authorization considering consultant report following the consultation visit.	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 programme. 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 IB programme. 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 and consultation visit, the school may request a one-year extension of its candidacy. The school will be able to benefit from 20 additional hours of remote consultation for the extended candidate year. It is important to note that if the school needs another consultation visit, the cost for this visit will be charged to the school.

## 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 programme
- Familiarity with all IB documents that will support the school in understanding the programme and its requirements
- Awareness of the common misconceptions related to the programme and knowledge of the accurate information related to these
- Knowledge of all updates of the programmes and where to find IB documented information in response to schools' questions
- Understanding of the programme-specific 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 annual allotment of 20 hours
- be a member of the visiting team carrying out the verification visit
- provide in-school staff development during the consultation visit or at any time during the consultation process (this includes formal presentations of the programme 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*
  - b. read and analyse the *Feedback on Application for candidacy: part I and part II*
  - c. read the IB letter recognizing the school's candidate status
  - d. visit the school website (if applicable)
  - e. be aware of the educational system(s) that the school follows (that is, if the school is mandated to follow any external policies).
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 and the timing of the consultation visit.

The consultant provides 20 hours of remote consultation in a candidate year 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 IB coordinator 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. Agree on a date for the consultation visit. In order to do so, discuss the advantages and disadvantages of organizing it at different times during the consultation process (see "Appendix B").
6. 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 multiple campus status, where applicable
  - the school's partnership status (for MYP), where applicable
  - the length of the programme is in accordance with the requirements (PYP and MYP)
  - the name of head and coordinator. If these have changed, the consultant must ensure that they are correctly identified in IB documents.
7. 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 legal status or its ability to address the requirements, the consultant should contact the IB office.

8. 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 coordinator has followed the necessary steps to provide all teachers with access to the OCC
  - the coordinator is familiar with the IB programme-specific documents that will help him/her to further understand the implementation of the programme
  - (DP only) there are conversations with the DP coordinator regarding the possibility of the school offering DP courses from group 6, if these have not been included in the DP courses proposal.
9. 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, conducts a visit to the school, writes a report 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*, the *Programme standards and practices* 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 *Programme standards and practices* and their role in the implementation of the programme 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 programmes, 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*.
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 *Feedback on Application for candidacy: part II* 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 in the *Programme evaluation guide and self-study questionnaire*.

*“Whilst completing the applications for candidacy and authorization, the school is asked to submit an action plan based on objectives drawn from the Programme standards and practices. Once the school is authorized, the IB expects the school to continue developing the programme at the school, refining and further developing its practices in order to achieve the standards, in accordance with the Programme standards and practices. 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. Finalize the date of the two-day consultation visit and ensure that the IB is informed.
10. Contact the appropriate IB office if a situation arises in which he/she feels unable to respond suitably.

## **Consultation visit**

### **Overview**

The consultant conducts a mandatory consultation visit.

The two-day consultation visit provides an opportunity for the school to be in contact with the consultant, to ask questions and to receive feedback and advice at that time. The consultant will review the progress made by the school in its work towards meeting the requirements for authorization. He/she will use the *Consultant report template* to focus the discussions and to record findings on which to provide feedback.

### **Consultant's tasks at this stage**

The consultant must carry out the following tasks.

1. Inform the relevant IB office if there are any changes to the date of the consultation visit.
2. Collaborate with the coordinator in preparing an agenda for the consultation visit. A sample consultation visit agenda for each of the programmes is provided in "Appendix C". In creating the agenda for the visit, it is necessary for the consultant to complete the following tasks.
  - Meet with the pedagogical leadership team of the school.
  - Meet with the IB coordinator to discuss the requirements for authorization and the school's progress towards meeting them.

- Tour the school facilities.
  - (MYP and DP only) Meet with heads of subject groups or designated IB teachers to discuss any questions they may have. The consultant is not expected to answer subject-specific questions but can provide guidance as to where to find the answers.
  - (MYP only) Observe some classes and meet with the approaches to learning leader(s) and grade level leaders if the school has them.
  - (PYP only) Observe some classes and meet with a representative group of classroom teachers and single-subject teachers. It is recommended that at least one classroom teacher per year group and one teacher per single subject area attend the meeting with the consultant.
3. Organize the visit according to IB policies and procedures. These inform the consultant on:
- the honorarium that the consultant will receive
  - reimbursement of expenses according to guidelines of the appropriate IB office
  - IB travel policy and guidelines issued by the relevant IB office.
4. Contact the appropriate IB office if a situation arises in which he/she feels unable to respond suitably.

## Report of the visit

### Overview

After the consultation visit, the consultant will issue a report summarizing the progress made by the school and identifying the school's preparedness to apply for authorization.

The consultation visit report will provide the IB and the school with a brief description of the school's progress towards achieving the requirements for authorization.

### Consultant's tasks at this stage:

The consultant must carry out the following.

1. Use the *Consultant report template* to record feedback on the school's progress.
2. Submit a final copy of the *Consultant report* to the IB office following the consultation visit. The IB will make the report available to the school.
3. Contact the appropriate IB office if a situation arises in which he/she feels unable to respond suitably.

## Continued remote consultation

### Overview

Following the consultation visit, the school considers the consultant report and continues working towards meeting the requirements for authorization.

When the consultation resumes following the consultation visit, the consultant will use the consultant visit report in order to focus on specific objectives that need to be achieved as the school works towards authorization. It is possible that some of the abovementioned consultant's tasks will need to be revisited.

### Consultant's tasks at this stage:

The consultant must carry out the following tasks.

1. Revise the action plan with the school to ensure that the actions are achievable and that the timeline is realistic, considering the date on which the school expects to submit the *Application for authorization*.
2. Advise the school on its readiness to complete and submit *Application for authorization* based on the progress the school has made in meeting the requirements for authorization.
3. Review consultant's tasks from previous stages in the consultation process, some of which may need to be revisited. Ensure that all tasks have been fulfilled prior to the end of the consultation period.
4. Contact the appropriate IB office if a situation arises in which he/she feels unable to respond suitably.

## 4. End of 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 final update on the school's progress. This update will provide feedback on the school's progress from the time of the visit to the end of the consultation period and 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 school may choose to use the information from this update when completing the *Application for authorization*.

The candidate phase normally takes two years, but schools may choose to extend their candidacy for one year. If so, the school may benefit from an additional 20 hours of remote consultation for the extended candidate year. It is important to note that if the school needs another consultation visit, the cost for this visit will be charged to the school.

## 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*.
3. Submit the consultant's final update to the IB.
4. 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*

Any items that have been highlighted in the candidate letter need to be addressed as soon as the consultation process starts. If there are issues concerning the legal status, the consultant will need to look at the school's documentation and consult with the appropriate IB office.

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 the consultant should contact the IB office.

### Requirements for candidacy: PYP

	Requirements for candidacy: PYP	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.	Legal entity	The school is registered as a legal entity with an educational purpose.	<ul style="list-style-type: none"> <li>The school ensures that its registration as a legal entity is valid throughout its relationship with the IB.</li> <li>New schools that are aiming to become authorized sooner than the normal three-year authorization process should discuss the feasibility of their timeline with the consultant.</li> </ul>
2.	School name	There is no IB trademark in the name of the school.	
3.	School mission and philosophy (A.1)	The school's mission and philosophy align or can be aligned with those of the IB without making it necessary for the school to give up a major part of its own mission or philosophy.	The school's mission and philosophy value education that goes beyond academic development and encourages awareness beyond the individual.
4.	Multiple campus school (if applicable)	If the school applies to be a multi-campus school it meets the requirements according to the rules.	
5.	Structure of the programme	<ul style="list-style-type: none"> <li>All students in all grade/year levels in the school, or in the primary division of the school (3–12 years old), are engaged in the PYP.</li> <li>The school must have or plans to have at least two consecutive grades/year levels to be eligible for authorization.</li> </ul>	In order to support transdisciplinary learning, the school plans for each student to spend most of his or her time with one classroom teacher.
6.	Programme coordinator (B1.4)	The programme coordinator has been or will be appointed at the start of the trial implementation.	
7.	Budget (B2.1)	The school has the written commitment of the authorities that will finance the project of implementing the programme.	The school's budget includes the correct IB fees and projected costs for professional development.
8.	Commitment to professional development (B2.3)	The head of school or designee has attended the required workshop.	The school has plans to meet the professional development requirements for authorization.
9.	Languages		<ul style="list-style-type: none"> <li>Where one of the IB working languages (English, French or Spanish) is not included as a language of instruction, the school must contact the relevant IB office to seek advice.</li> <li>The school makes provisions for students to learn a language in addition to the language of instruction, at least from the age of seven.</li> </ul>

			<ul style="list-style-type: none"> <li>The appointed programme coordinator is proficient in one of the IB working languages.</li> </ul>
10.	Action plan		The school has designed an action plan to reflect its journey towards authorization.
11.	Support from the school community (A.3)		The school gains the support of other stakeholders in the school community in addition to its leadership team and governing body.

### Requirements for candidacy: MYP

	Requirements for candidacy: MYP	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.	Legal entity	The school is registered as a legal entity with an educational purpose.	<ul style="list-style-type: none"> <li>The school ensures that its registration as a legal entity is valid throughout its relationship with the IB.</li> <li>New schools that are aiming to become authorized sooner than the normal three-year authorization process should discuss the feasibility of their timeline with the consultant.</li> </ul>
2.	School name	There is no IB trademark in the name of the school.	
3.	School mission and philosophy (A.1)	The school's mission and philosophy align or can be aligned with those of the IB without making it necessary for the school to give up a major part of its own mission or philosophy.	The school's mission and philosophy value education that goes beyond academic development and encourages awareness beyond the individual.
4.	Multiple campus school (if applicable)	If the school applies to be a multi-campus school it meets the requirements according to the rules.	
5.	Partner schools (if applicable)	If the school applies to be a partner school: <ul style="list-style-type: none"> <li>there is an educational continuum across the partner schools</li> <li>there is an MYP coordinator who coordinates the programme across the partner schools</li> <li>collaborative planning takes place across the partner schools.</li> </ul>	The partnership has planned to meet the professional development requirements for each partner school separately.
6.	Length of programme	The proposed length of MYP is in accordance with the requirements.	
7.	Programme coordinator (B1.4)	The programme coordinator has been or will be appointed at the start of the trial implementation.	
8.	Budget (B2.1)	The school has the written commitment of the authorities that will finance the implementation of the programme.	The school's budget includes the correct IB fees and projected costs for professional development.

	Requirements for candidacy: MYP	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
9.	Commitment to professional development (B2.3)	The Head of school or designee has attended the required workshop.	The school has plans to meet the professional development requirements for authorization.
10.	Action plan		The school has designed an action plan to reflect its journey towards authorization.
11.	Language of instruction (if applicable)		If one of the languages of instruction is not English, French or Spanish, the school plans to ensure that at least one teacher per subject group and the programme coordinator are proficient in one of the IB working languages.
12.	Encourage participation of all students (A.9)		If the school does not involve the full cohort in the MYP, the school has provided an explanation.
13.	Gradual implementation		If the school chooses to implement the MYP gradually, the school has planned for two years of implementation to be in place before authorization where students remain in MYP once they have started in it.
14.	Support from the school community (A.3)		The school gains the support of other stakeholders in the school community in addition to its leadership team and governing body.
15.	Planning of subject groups (B2.10)		Fifty hours of teaching for each subject group for each year is met or has been planned for. Please note that schools may implement subject group flexibility in MYP years 4 and 5.

### Requirements for candidacy: DP

	Requirements for candidacy: DP	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.	Legal entity	The school is registered as a legal entity with an educational purpose.	<ul style="list-style-type: none"> <li>The school ensures that its registration as a legal entity is valid throughout its relationship with the IB.</li> <li>New schools that are aiming to become authorized sooner than the normal three-year authorization process should discuss the feasibility of their timeline with the consultant.</li> </ul>
2.	School name	There is no IB trademark in the name of the school.	
3.	School mission and philosophy (A.1)	The school's mission and philosophy align or can be aligned with those of the IB without making it necessary for the school to give up a major part of its own mission or philosophy.	The school's mission and philosophy value education that goes beyond academic development and encourages awareness beyond the individual.

	Requirements for candidacy: DP	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
4.	Multiple campus school (if applicable)	If the school applies to be a multi-campus school it meets the requirements according to the rules.	
5.	Programme coordinator (B1.4)	The programme coordinator designate has been or will be appointed at the start of candidacy.	
6.	Budget (B2.1)	The school has the written commitment of the authorities that will finance the implementation of the programme.	The school's budget includes the correct IB fees and projected costs for professional development.
7.	Commitment to professional development (B2.3)	The head of school or designee has attended the required workshop.	The school has plans to meet the professional development requirements for authorization.
8.	Action plan		The school has designed an action plan to reflect its journey towards authorization.
9.	Provision for the full diploma (A.9.a)		The school provides for the full diploma and requires some of its students to attempt the full diploma and not only individual subject certificates.
10.	Support from the school community (A.3)		The school gains the support of other stakeholders in the school community in addition to its leadership team and governing body.
11.	Planning of CAS (B2.1.a)		The school has planned allocation of adequate resources and supervision for CAS and the appointment of a CAS coordinator.
12.	Planning of subjects, TOK (B2.10)		<ul style="list-style-type: none"> <li>The planned schedule provides for the recommended hours for each standard and higher level subject and TOK.</li> <li>The planned schedule provides for the development of the TOK course over two years.</li> <li>The planned schedule respects concurrency of learning in the DP.</li> </ul>

## Appendix B: Determining when the consultation visit will take place

Visit organized **early** in the consultation process

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• The consultant is able to set general directions for the school based on his/her expertise and knowledge of the authorization process and the programme, ensuring that the school will be on the right track.</li> <li>• The consultant is able to promote interaction with the school by aligning expectations and reality, thus allowing the consultant to have an understanding of the school's context from the beginning.</li> <li>• The school leadership team and staff are empowered to make fundamental changes, where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• The school may not grasp all the implications of the process because of a lack of understanding of the underlying philosophy of the programme.</li> <li>• The school's expectations at this stage may be more related to understanding the programme through a presentation or training that the visit will not offer.</li> <li>• The training of staff may not have started yet.</li> </ul>

Visit organized **towards the end** of the first year of consultation

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• The school is already working towards authorization and has implemented actions that can be discussed with the consultant.</li> <li>• The relationship between the school and the consultant is already established, promoting open and honest discussions on what is going well and what is still in need of further development.</li> <li>• The consultant is able to give more specific advice on the requirements for authorization, based on the previous work already done with the school.</li> <li>• The consultant is able to provide feedback that will allow the school to determine whether they are ready to move forward towards authorization.</li> <li>• The school understands the IB and the programme better and staff are therefore able to ask questions which are more focused and relevant to the successful implementation of the programme.</li> <li>• Teachers have participated in IB-approved professional development activities and will have more insight about the programme.</li> </ul>	<ul style="list-style-type: none"> <li>• The consultant may not be aware of some actions taken or decisions made by the school at beginning of the candidate phase, which might need modification or rectification.</li> <li>• The school may have spent unnecessary time in trying to find direction which could have been provided by a visit at the start.</li> </ul>

## Appendix C: Sample agendas

### C.1 Primary Years Programme consultation visit

#### Day 1

Approximate time	Objective	Who	Venue
08.00–08.45	<p>To explain the purpose of the consultation visit</p> <p>To respond to questions regarding the consultation and authorization processes</p> <p>To discuss the requirements for authorization and the school's progress towards meeting them</p>	Principal/Head /pedagogical leadership team	
08.45–09.45	<p>To respond to questions regarding the consultation and authorization processes</p> <p>To discuss the requirements for authorization and the school's progress towards meeting them</p>	PYP coordinator	
09.45–10.00	Break		
10.00–10.45	To visit school facilities	IB coordinator	
10.45–12:30	To observe at least one class per year group	Classroom teacher(s)	
	To observe at least one class per year group	Classroom teacher(s)	
	To observe at least one class per year group	Classroom teacher(s)	
12.30–13.30	Lunch		
13.30–15.15	To observe at least one class per year group	Classroom teacher(s)	
15.15–15.30	Break		
15.30–16.15	To discuss the impact of programme implementation on students and the school community	Parents	

**Day 2**

Approximate time	Objective	Who	Venue
08.00–09.00	To discuss achievements and challenges in implementing the programme	Representative group of classroom teachers	
09.00–10.00	To discuss achievements and challenges in implementing the programme	Representative group of single subject teachers	
10.00–10.15	Break		
10.15–11.15	Any other meeting/further class observation		
11.15–12.15	Any other meeting/further class observation		
12.15–13.15	Lunch		
13.15–14.15	To discuss findings and review plan of action	IB coordinator	
14.15–15.15	To discuss findings and determine possible course of action	Pedagogical leadership team	

**C.2 Middle Years Programme consultation visit****Day 1**

Approximate time	Objective	Who	Venue
08.00–08.45	To explain the purpose of the consultation visit	Principal/Head /pedagogical leadership team	
08.45–09.45	To respond to questions regarding the consultation and authorization processes  To discuss the requirements for authorization and the school's progress towards meeting them	MYP coordinator	
09.45–10.00	Break		
10.00–10.45	To visit school facilities	Staff or students	

Approximate time	Objective	Who	Venue
10.45–11.45	To discuss achievements and challenges in implementing the programme	Approaches to learning leader(s)/grade level leaders and /pedagogical leadership team	
11.45–12.30	To discuss achievements and challenges in implementing the programme	Language and literature teacher(s)	
12.30–13.30	Lunch		
13.30–14.15	To discuss achievements and challenges in implementing the programme	Physical and health education teacher(s)	
14.15–15.00	To discuss achievements and challenges in implementing the programme	Mathematics teacher(s)	
15.00–15.15	Break		
15.15–16.00	To discuss the impact of programme implementation on students and the school community	Parents	

## Day 2

Approximate time	Objective	Who	Venue
08.00–08.45	To discuss achievements and challenges in implementing the programme	Individuals and societies teacher(s)	
08.45–09.30	To observe programme implementation and use of facilities	Visit classes	
09.30–10.15	To discuss achievements and challenges in implementing the programme	Design teacher(s)	
10:15–10.30	Break		
10.30–11.15	To discuss the impact of the programme on teaching and learning	Students	

Approximate time	Objective	Who	Venue
11.15–12.00	To discuss achievements and challenges in implementing the programme	Language acquisition teacher(s)	
12.00–12.45	To discuss achievements and challenges in implementing the programme	Arts teacher(s)	
12.45–13.45	Lunch		
13.45–14.30	To discuss achievements and challenges in implementing the programme	Science teacher(s)	
14.30–15.15	Any other meeting		
15.15–16.15	To discuss findings and determine possible course of action	MYP coordinator and Principal/Head/pedagogical leadership team	

### C.3 Diploma Programme consultation visit

#### Day 1

Approximate time	Objective	Who	Venue
08.00–08.45	To explain the purpose of the consultation visit	Principal/Head/pedagogical leadership team	
08.45–09.45	To respond to questions regarding the consultation and authorization processes  To discuss the requirements for authorization and the school's progress towards meeting them	DP coordinator	
09.45–10.00	Break		
10.00–10.45	To respond to questions regarding the consultation and authorization processes  To discuss the requirements for authorization and the school's progress towards meeting them  To visit school facilities	DP coordinator and any other member of staff who will be involved in the topics (eg Finance manager, SEN head, etc.)	

Approximate time	Objective	Who	Venue
10.45–11.45	To discuss achievements and challenges in preparing for the implementation of the programme <ul style="list-style-type: none"> <li>• Development of the learner profile</li> <li>• Integration of TOK</li> <li>• Contribution to CAS</li> <li>• Collaborative planning</li> <li>• Any other topic relevant to the DP team</li> </ul>	All DP faculty	
11.45–12.30	To discuss achievements and challenges in preparing for the implementation of the programme	TOK teacher	
12.30–13.30	Lunch		
13.30–14.15	To discuss achievements and challenges in preparing for the implementation of programme	DP teachers groups 1 and 2	
14.15–15.00	To discuss achievements and challenges in preparing for the implementation of the programme	DP teachers groups 3 and 6	
15.00–15.45	To discuss achievements and challenges in preparing for the implementation of the programme	DP teachers groups 4 and 5	

## Day 2

Approximate Time	Objective	Who	Venue
08.00–08.45	To discuss achievements and challenges in preparing for the implementation of the programme Visit of school library/media centre/labs	Librarian/laboratory assistant	
08.45–09.30	Visit of school facilities	DP teachers/students	
09.30–10.15	To discuss achievements and challenges in implementing the programme	CAS coordinator	
10:15–10.30	Break		

Approximate Time	Objective	Who	Venue
10.30–11.15	Visit of school facilities	DP teachers/students	
11.15–12.00	To discuss advice to be given to students in terms of programme and post-secondary education.	Counsellor/DP coordinator	
12.00–12.45	What is next in the authorization process?	Pedagogical leadership team	
12.45–13.45	Lunch		
13.45–14.30	What is next in the authorization process?	Pedagogical leadership team	
14.30–15.00	Any other meeting		