



ManageBac+

by **faria**
Education Group

School Resource

Authorisation & Evaluation Visits: Possible Questions

Official IB school visits fall into three categories: consultation (for candidate schools), authorisation, and verification. The objectives of each type of visit differ, but developing a state of visit readiness involves preparation, teamwork, and discipline to involve all stakeholders.

Failing to prepare is preparing to fail.
- Benjamin Franklin

Visit teams follow an **appreciative inquiry approach** to support schools. It helps to keep in mind the supportive nature of visits – and the opportunity they provide to map how your school can shorten the distance to its aims. Drafting answers to questions typically asked by visit teams helps to tell the story of your school, its mission and its goals, as well as get everybody on the same page.

Below are lists of **sample questions and notes to guide your discussions** as you get ready for an official visit. This support guide is generic in its mindset. You may want to refine a list of questions and discussion points to reflect your school context and the IB programme(s) you run, or are considering adding, always keeping in mind the programme standards & practices, including any specific requirements therein.

How you involve representative teachers, leadership teams, board members, and other actors from your school community will depend on the type of visit you need to prepare for. You will find that many of the suggested questions and notes apply equally to authorisation and evaluation visits. Don't fail to prepare, and look upon every question visitors ask as an opportunity to shine or learn.

Visitor Questions for Teachers

- Tell us about how the school has supported parents' understanding of the PYP/MYP/DP/CP.
- What stands out for you with implementing the programme?
- What changes do you see with implementing the programme?
- Describe the collaborative planning process.
- What does collaboration look like and how often does it take place?
- What are the types of support students receive?
- Tell us about the culture of learning at your school.
- In what ways are you supported with understanding the programme?
- What does inquiry-based learning look like?

- How do you plan for Inquiry and ATL-driven lessons?
- Which areas of the programme do you need more support with?
- Tell us about the school leadership structure.
- Tell us about ongoing professional learning and how you are meeting long-term PD planning (to sustain the programme).
- In what ways does the board/governing body support the school?
- Do teachers feel safe and supported?
- Let's talk about your understanding of student agency.
- Tell us about your plans for the PYP exhibition/MYP Personal Project/DP Extended Essay/CAS/TOK.
- In what way do students take meaningful Action/Service?
- How is the IB learner profile (LP) developed across the school community?
- What does international mindedness look and feel like at your school?
- In what ways is the language/academic/integrity/inclusion/assessment/admission policy implemented?
- Can you give some examples of the language/academic integrity/inclusion/assessment/admission policy in action?
- Who is involved in the revision of your school's policies?
- What impact would you like to have on your students and on the wider community?
- What do approaches for health/wellbeing/social-emotional care look like for students and staff?
- What are some strengths of the school/team?
- What are some possible areas for future growth or programme development?
- What are some strengths and celebrations for your school's programme/s?
- In what ways can you stay accountable for ensuring that an IB education is implemented? What evidence do you have to support this?
- How do you apply the mandatory policies within learning and teaching?
- What are some areas of practice that you have identified for further development?
- How do you plan and teach for approaches to learning (ATL)?
- In what ways do you stay connected with the IB World, and up to date with IB publications?

Visitor Questions for School Board about Governance

- What is your role and input with the school?
- In what ways do you offer support to the school, the leadership team, or the head of the school?
- Who keeps the school board updated about the programme/s, general school developments, and news?
- How often do you meet as a board?
- How is the school financially supported or funded?
- Where do you see the school in the next 3-5 years?
- What long-term plans are there for the school?
- Why has the school chosen the IB programme/s?
- How do you describe the culture of learning or teaching at the school?
- What are some challenges you or the school have faced?
- How can the IB be of service to the school?

Visitor Questions for Parents or Guardians

- What is unique or different about this school?
- Why have you chosen this school for your child?
- Do you have opportunities to get involved with your child's learning?
- How does the school communicate with you?
- How are you kept informed of your child's progress?
- How are you aware that international-mindedness is developed within your child's education?
- Can you share examples of how the school supports students' social and emotional wellbeing?
- Can you share examples of where you have seen students engaged in inquiry through projects or school work?
- What support has the school provided to accommodate student needs (inclusion/learning support)?
- Have there been opportunities for you to learn about the school's mission/vision and the IB programme(s)?
- Do students have opportunities to discuss their choice of subjects and learn about future careers?
- How is your feedback received and taken into account?

Visitor Questions for Students

- What do you like about your school?
- Can you tell us about how you develop international mindedness at your school?
- Can you give examples of when your learning led you to take meaningful Action?
- What role does the learner profile play?
- What languages are you learning?
- Tell us about academic integrity.
- How is the school library/multimedia centre used?
- Have you had opportunities to learn about the IB programme(s)?
- Tell us about your experience of self/peer assessment.
- Tell us about skills you feel that you have developed as a part of your learning.
- Tell us about your experience or understanding of the PYP exhibition/MYP personal project/DP extended essay/CAS/TOK.
- What do you find challenging or difficult at school?
- Are there opportunities for you to contribute ideas about your learning or school life and activities?
- How are your opinions solicited or taken into account at school?
- If you could, what would you like to change at your school?

Evaluation Visit Questions

Visitor Questions for Programme Coordinators

- What are some successes and challenges with implementing the programme?
- What do you see as strengths of your school's implementation of the programme?
- How do you ensure teachers are trained and supported?
- What does professional learning look like?
- In what ways are staff supported with IB professional development?
- Tell us about your role and responsibilities.
- What are some aspirations for your programme/school?
- What are some of the key areas for current/future programme development?
- Describe the school's learning and teaching culture.
- In what ways are you supported in your role?
- How does the school empower you within your role as a coordinator (including release time)?
- What would you say are the school's top 2 or 3 accomplishments?
- What does collaboration with other school leaders look like?
- Tell us how the self-study process enabled you and the school team to be reflective and critical of implementing the programme.
- Where do you see the programme in the next 3 to 5 years?

Visitor Questions about the Programme Development Plan (PDP)

- Tell us about the focus of your PDP.
- What is the impact you would like to have as a result of your programme development efforts?
- How did the leadership team decide on its focus area for programme development?
- What kind of research took place to inform your programme development?
- What data or evidence did you consider?
- What surprised you?
- Reflecting on the process, does your programme development plan complement the school's strategic planning?
- Tell us about how you included students, parents and staff into the programme development planning process.
- How did you build/use relationships with other stakeholders to support your programme development process?
- What are some challenges you came across?
- What learning came out of the process?
- Upon reflection, what might you do differently next time?
- How might you evaluate the success of your PDP?

Other Notes

- Consider how discussions or questions will be contextualised and tailored to your school's self-study questionnaire and submitted documents.
- Remember to arrange online meetings with your IB World School Manager and the evaluation team for support and planning.
- Refer to the published guides available on the IB Resource Centre for support.

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