



# **Supportive Motivation and the IB Student**





# Parent Meetings

Grade 6 and 7 (general intro to the programme)

- Learner Profile
- 26 point and 40 point
- Bring in grads, former parent.
- Careful with the message that students give (cool factor can backfire and most are not strong public speakers).



# Parent Meetings

## Grade 8 Application Process

- Your one time to shine
- Music and art
- What / Who are you looking for?
- Application process should respond to your needs
- Show off the rest of the school



# The Grade 9 Student

- The shock of high school.
- Students within a grade 9 program are often attracted from elementary schools across the district.
- Students need to feel confident and capable.
- Students need security (as do their parents)
- Grade 9 Pre-IB Welcome to the IB and Pre-IB
- Courses in congregated classes



## The Grade 10 Student

- Motivating the grade 10 student to enter the deep abyss
- Appropriate channeling (option sheets)
- University awareness of the programme
- Grade 10 : Choosing the program for your child



# Understanding Your Stakeholders

- What are your parents looking for?
- What are your students looking for?



## Importance of CAS as a Motivator

- Use of portfolio as a differential when applying for scholarships, employment, further education
- CAS as a scholarship portfolio
- University personal statements
  - 25% now placed on statements
  - How to write them?



# University Acceptance

- Understand where your specific student group wishes to go.
- Understand the level of university acceptance in your state/province and universities of interest.
- IB studies
- Admissions assumptions (C.U.R.T.)



# University Concerns

- Retention rate
- Graduate in 4 – 6 years
- Low rate of graduation in many universities
- IB students tend to graduate and go to post-graduate work



## The Grade 11 (IB1) Student

- Creating a realistic “you can do it” attitude
- Twinning with grade 12 students (mentors)
- Reflections from graduates (impact on university success)
- Allocation of academic preparation period (spares)
- Concerns about performance at beginning of programme



# Student Breaking Points

Students are often looking for a reason to escape

- Math
- Second language
- Level choices
- The Extended Essay
- Gender Specific
- Fear of Failure



# Optics Within the School

## Teachers

- Perceptions of 'elitism' from within.
- Twinning with sub regional association group.

## Subject areas

- Dangers of 'all science' or all 'Lib. Arts' IB programme
- Math, Science, Arts requirements.



# Student Service Department

- The most significant “behind the scenes” make or break element of your programme.
- If you don’t have the Student Services department behind you, you don’t have a programme.



# Study Groups and Study Skills

- Relaxation Exercises, Meditation and yoga
- Time management
  - For students
  - For teachers
- Exam preparation
  - Each course must do exam questions and mock exams
- Each course needs to teach the test format and answer requirements / criteria.



# Timetables, Making them Work

- Semester or non-semester
- Placement of Extended Essay
- Advantage of single/double Anticipatory subjects
- Allowing for choice for IB students
- Create discipline-specific templates for students
- Include grade 10 prep.



# Use of Publications

- Use of school, IB, and media publications
  - Growth of IB in region
  - Success of IB in particular School
  - “Time” article and others
  - Educational Magazines
  - Statistics from IB Bulletin



## Web Pages

- Must be informative and instructional
- Must be central to the school's image
- Front and center of the Home page (not just the symbol)
- Great to have positive answers to their questions
- Ask current parents and students for questions to answer.



# Use of Statistics

## Beginning a program:

- Use the stats from across your region
- Use stats from universities
- Use University task force sheet of understandings of IB applicants (CURT)

## Post 1<sup>st</sup> year:

- Use your own stats
- Your school needs to show that it is the place to be.



“These are our children. We will profit or pay for  
what they will become”

*James Baldwin*