



The IBDP

A Creature of Myth!

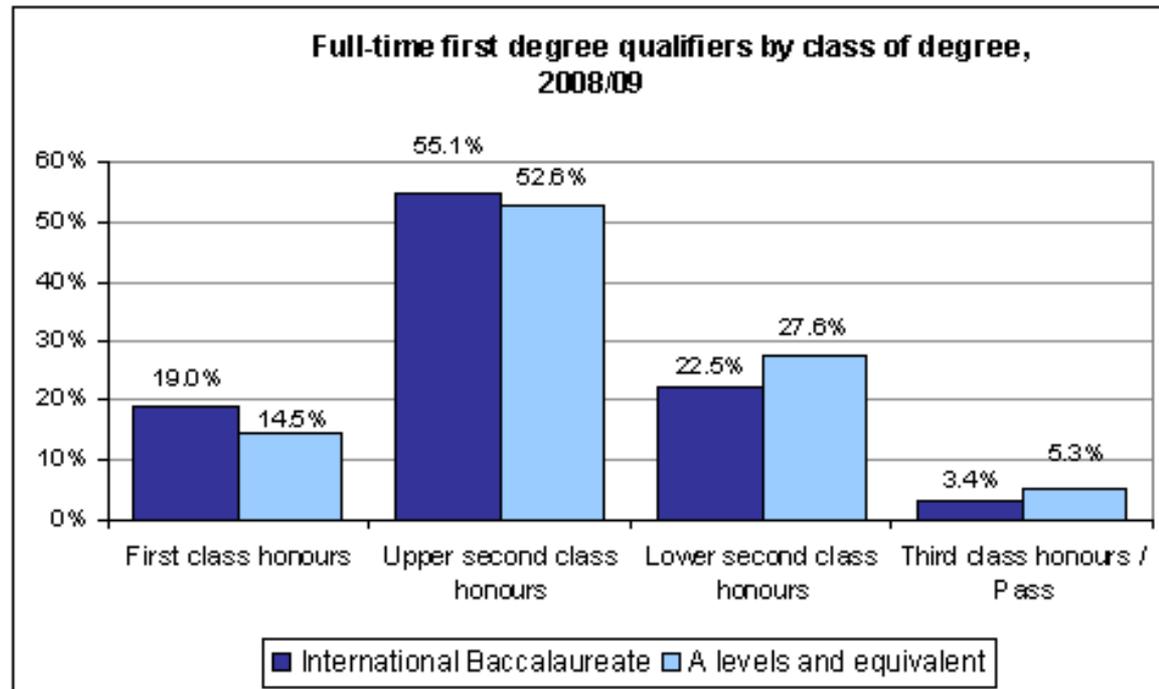
Roz Trudgon
IBDPC

CTC Kingshurst Academy, Birmingham, UK
roz.trudgon@kingshurst.ac.uk



UK Universities don't recognise the IBDP

- ▶ ALL UK Universities recognise the IBDP
- ▶ UK HESA Report shows that IBDP students have greater academic success in Higher Education



IBDP students are guinea pigs

- ▶ Guinea pigs or trail blazers?



Teachers at this school are not equipped to teach the IBDP

- ▶ All teachers trained to teach at secondary/post 16 can teach the IBDP
- ▶ From the most recent *IB Standards and Practices*:
 - “The school ensures that teachers and administrators receive IB–recognized professional development.”



Studying a language is pointless!



- Languages are useful for all sorts of careers
 - Doctors, psychologists and physiotherapists
 - Businessmen, bankers and entrepreneurs
 - Politicians, historians, geographers and holiday reps



The IBDP is *social suicide*



- Any post 16 qualification demands a sacrifice in terms of time. The more time spent studying the greater the rewards.
- IBDP students automatically become part of an international community.
- Far from being social suicide the IBDP opens up opportunities for socialising.



Employers don't like the IBDP



- IBDP students are more likely to get an interview for a job as:
 - They demonstrate a different set of skills to “A” Level students
 - Employers are curious



The IBDP is too wide



- ▶ Life is about many skills
- ▶ Students study many subjects pre 16

General, transferable skills needed in nearly all jobs

- ▶ Communication
- ▶ Numeracy
- ▶ IT
- ▶ Team working
- ▶ Problem solving
- ▶ Managing your own learning
- ▶ Customer care
- ▶ Time management
- ▶ Flexibility
- ▶ Planning and organisation
- ▶ Motivation and enthusiasm
- ▶ Showing initiative and being 'self-starting'

<http://www.bbc.co.uk/wales/ju-stthejob/skills/employers.shtml>



The IBDP is too wide

▶ Skills needed for university

Academic Skills and Qualities: response to academic challenge; motivation; ability to ask questions; self-discipline; critical thinking

* **Motivation to Read the Subject(s);** some understanding about what the subject involves at a higher level; some awareness of the relevance of your subject and its future challenges, including any major ethical or political issues affecting the subject

* **Passion for the Subject:** intellectual commitment; imagination; reading beyond the syllabus; making connections between academic work and other experiences

* **Personal Skills and Qualities:** focus; initiative and leadership skills; team/interpersonal skills; confidence; ability to take responsibility; organisational skills; how you cope with new experiences; how you have faced challenges; achievements; languages; special skills in IT or other areas

* **Writing and Thinking Ability:** coherence and clarity in your writing; the ability to organise an argument and give examples or evidence; ability to communicate; skill in combining general and detailed comments; creativity and enjoyment in the use of language; sense of audience; engagement

* **A Sense of the Future:** ambitions and goals; expectations of yourself

* **Work/Practical Experience:** both voluntary and paid; what you gained from the experience as a person; how the experience gave you new perspectives; how it is related to your course or subject choice (especially medicine, veterinary science, business, law)

<http://personalstatement.blogspot.com/2005/09/personal-statement-and-what.html>



The IBDP is too limited



- ▶ If you were a student what would your IBDP look like?
- ▶ Does your IBDP cater for your students?
- ▶ Does your IBDP enable students to make choices?



The IBDP is too difficult.



The IBDP is no more or less *difficult* than most other post 16 qualifications.

The IBDP offers greater challenge or stretch

Last year no one passed the IBDP in my school

- ▶ Destroy the myths!
- ▶ Celebrate success quickly and publicly!
- ▶ Publish IBDP results on the school website



HL Maths is difficult



Yes it is!



This has worked for me!

▶ Over to you.



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