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.”
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.
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/justthejob/skills/employers.shtml
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)

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 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.
The IBDP
A Creature of Myth!

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