

Counselling

IB Diploma Category 2 with Chris Green

24th, 25th, 26th January 2022

About this workshop

This workshop is provided by IBICUS Ltd, a licensed and fully authorised organiser of professional development programmes for the IB community.

Following the IB Guidelines for this workshop Category we will focus on:

- DP coordinator and counsellor relationship
- Counsellor development
- Programme development
- Student retention/challenge/access
- Assessment – how, why, when . . .
- Counselling / university recognition tools

Pre-workshop information and preparation

It is essential that participants come ready to share their practice, ideas and resources.

Before the workshop, please do the following:

- Create a basic Padlet account
- Review and understand the DP Core areas
- Check your school website for DP and counselling presence

APPS and materials

Please ensure that you have access to and understand how to use the following:
Padlet

Have with you:

- Counselling Action Plan
- School Counselling guide
- School Careers Plan
- Standards and Practices 2020
- Counsellor Job Description
- IBDP Organisational Chart
- Examples of good practice/stellar resources

DAY 1

UK Time	Session	Objective	Session Content
08:30 – 08:55	WORKSHOP SET UP	Meet and greet and ensure all participants have connectivity and access to materials and apps	Welcome, navigation, app usage, general housekeeping
08:55 – 09:00	BREAK		
09:00 – 10:00	1.1	To introduce and connect participants to better share experiences and best practices To review and highlight updates or key concepts To briefly review approaches to teaching and learning (ATL) in the DP.	The IB Diploma Programme and its standards and practices create an educational framework to prepare students for the 21st century.
10:00 – 10:15	BREAK		
10:15 – 11:45	1.2	To define the IB counsellor role in the school context and establish best practices To review strategies to support deadline management To create an information session for parents and/or students	The counsellor role can assist in identifying strategies to support the implementation and sustainability of the programme.
11:45 – 12:00	BREAK		
12:00 – 13:30	1.3	To reflect on community misconceptions and expectations To consider various challenges, such as, administrative support, district/national mandates, and other school curriculums To consider DP student retention issues To analyse student outcomes to communicate the DP to community and encourage concurrency .	Identifying challenges that influence student retention, community engagement, and programme development help create strategies for solutions.

DAY 2

UK Time	Session	Objective	Session Content
09:00 – 10:30	2.1	To reinforce the learner profile (LP) with students, teachers and staff To consider preparing students by utilizing and communicating strategies To understand the options and challenges for expanding course choice and online options To consider the necessity of classroom differentiation	Understanding different learning styles and programme pathways available for IB students, increases students' opportunities for success.
10:30 – 10:45	BREAK		
10:45 – 11:45	2.2	To analyse assessment data to advise students in course selection and diploma attainment To understand the extended essay and advising students on subject and topic To deepen understanding of the academic honesty policy	IB resources and assessment data are useful tools for framing student success and to increase attainment.
11:45 – 12:00	BREAK		
12:00 – 13:30	2.3	To understand student and teacher stress in relationship to subject assessments and deadline management To advise students on concurrency of IB course preparation and post-secondary education and career options To strategize systems to assist tracking student progress through the programme as well as post-programme destinations To explore the concepts of approaches to teaching and learning to support IB teachers and students	The advisement and support of IB students is essential to student and programme success.

DAY 3

UK Time	Session	Objective	Session Content
09:00 – 10:30	3.1	To properly advise and communicate the core to post-secondary interest(s) To understand the various uses for anticipated and predicted grades To identify consistent and easy to understand transcripts that clearly communicate grading standards	Communicating the Diploma Programme to present a consistent and positive image allows for increased university recognition and maximizes opportunities.
10:30 – 10:45	BREAK		
10:45 – 11:45	3.2	To understand and utilize grade descriptors To develop strategies working with students to emphasize IB coursework and programme features in university admissions.	Combining a foundation of IB programme knowledge and university admission experience to assist in developing best practices for increasing university recognition.
11:45 – 12:00	BREAK		
12:00 – 13:30	3.3	To explore and understand key IB research on student success at university To incorporate various IB resources and communications to gain information to support the programme To identify strategies for students to leverage IB successes for university and scholarship positioning	Utilizing IB impact and outcome research creates a foundation to communicate with post-secondary institutions and advise students.