

The school focus for the next couple of years is: MOTIVATION

How do we encourage our students to become more motivated?

How can we teachers help them achieve motivation?

Make the students involved in the process.

2020-12-01

Revised Dec 2022

Activity	Responsibility	Time frame	Evaluation
Lecture: Scientists share their theories findings – All the staff in the school take part	Heads of School	17 April 2019	Pending
Input/suggestions May 2019 from IB students: what do they wish help with to be more motivated? Individual student Log book used for communication	DPC	May	June 2020
		Repeated every year	Repeated every year
IB Student Body (2 students chosen from every class) - Evaluating school activities/work - Suggesting activities common for pre DPs to Y2	Form teachers AZD/NEO	Reps chosen in Sept by class mates Meet twice/term	Last meeting in the spring + 1 autumn May every year

Student buddy system;
small groups with one or two students
from each year group
Meetings w focus on group activities

- Team building in August
- Halloween
- Christmas (student activity)
- Easter
- June

LLN

August
Halloween
Christmas
Easter
June

Last meeting of the
student body each
academic year

Girl / Boy group meetings
identity strengthening
team building activities

Female
teachers for girls*
Male for boys*

Twice a term

Last meeting of the IB
student body each
academic year

Study techniques

DPC

All subject
teachers

Beginning of
prep year

Continue after initial
training w DPC
Ind in ATL

Autumn break,
evaluated by teachers
+ spring term refl

Mentor meetings

Mentor/s

Once/term

Spring term

an addition to the parent/
teacher/student meetings that
are compulsory in the Swedish system

=2 meetings/year

reflection by
student +
mentor

IB aim; to motivate our students to be principled, caring and balanced so we can achieve the best possible atmosphere for studying. Not only do our students need to know how to use tools for studying in a more disciplined manner, an atmosphere needs to be created where our students can rely on both peers and teachers for help, development and support.

We start out with the above activities (the majority of activities continued since before or taken up again) and evaluate the process continuously so we can adjust it to the needs of the students. Students, as we know, don't all have the same needs, so tweaking the activities has to be done on a regular basis.

Improvements to our activities that are continued would be that the responsibilities are clear and that the evaluation is carried out at set times.

The person responsible for the activity sums up the evaluation in writing on an annual basis, thus a clear follow-up enables us to improve/adapt our work aimed at motivating our IB students. Also; spring term reflection by IB teachers.

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