

As a family we experienced Francophone schools, French immersion programs and even two years of secondary private schooling in Manitoba. As a trained teacher, with a Masters in Education, I also had the additional benefit of being able to analyze and understand the pedagogical advantages that an IB program can offer. Much to my sons chagrin, they were doomed to enter this rigorous program that friends reported would ruin their social life, destroy their averages, give them insurmountable homework and render them isolated geeks. Ohhh... the arguments we had!

I will confess that I secretly hoped some of these things would be true and would result in them stepping up their efforts, reduce their time on-line socializing and gaming. In my opinion they simply were not learning concepts deeply and thoroughly in other programs. They were coasting. I did not want university to be a costly wake-up call.

But what happened in IB surprised me.

Their social life expanded. They met new friends from diverse ethnic, cultural and religious backgrounds from across Winnipeg. They continued to play water polo, football, ultimate, do track, play in the jazz band and join Reach for the Top. And yes they even kept gaming and being on social media!

They did not have to work harder. They became more engaged, more inquisitive, more global learners. IB teachers receive additional training in their subject areas over the standards for regular teachers. In addition the curriculum is designed to prepare students so they can enter university anywhere in the world and compete equally well with students from around the world. My sons learned to work efficiently and differently. Now I hear them on social media discussing topics in their various courses and helping one fellow students. Much to my chagrin they now have well researched and formulated arguments on all sorts of topics and absolutely love letting me know both in French and English!

It wasn't easy to stand my ground as a parent against the teenage experts counseling my sons against IB. But every once in a while I over hear the two of them, talking about their marks, their courses, their teachers, and saying "I don't see what the big deal is. It's not like IB is that hard. My marks have actually gone up in a bunch of subjects. yeah me too...Some people are just lazy and disorganized." It takes all my willpower to bite my tongue...

Kathleen L.

The IB programme at Kelvin was a very good fit for our son. He excels in environments where he is challenged and enjoys peer to peer competition and coaching. He was part of a wonderful group of students who supported and encouraged one another throughout the IB programme. They each brought unique skills and abilities to the programme which they shared with one another. This collaboration was very much encouraged by the outstanding team of teachers that are part of Kelvin's IB programme. The level of academic excellence amongst that group is quite amazing for H.S. level teaching. IB is a tremendous commitment that requires significant effort from students and significant support from parents. We are very proud to be part of "the

team” and very proud what are son has accomplished while at Kelvin and with the path he has before him at the University of Waterloo. We know that he will arrive at Waterloo much more prepared for University than the average H.S. graduate, because of his experience with IB at Kelvin.

Glenda B.-E.

I strongly feel that the IB program is a very valuable opportunity for students at Kelvin High School. There are two sides to this: the student's experience, and the program delivery.

For students wishing to excel academically, the IB program offers a challenging curriculum with the benefit of earning both an internationally recognized diploma and a potential transfer of course credits to university. Developing strong study skills is one of greatest outcomes from the rigorous program. A student will be well prepared to meet the study demands of their university courses. Of possibly greater benefit are the softer skills developed - critical thinking, problem solving, and the study of integrated artistic, scientific, social, political and economic systems which govern the evolution of the modern world. It's this kind of inclusive thinking, aligned with the confidence of knowing how to learn any subject, that gives the students great skills with which to pursue their most passionate and creative futures.

A rigorous program comes with great costs - the demands of focus, attention, concentration and dedication to meeting the program requirements cannot be taken lightly. Fortunately, the teachers and administration do a wonderful job at keeping the program fun and engaging while ensuring that individual student's needs are met for support, encouragement and additional resources. If your child has the interest and ambition, I highly recommend helping them pursue their goals.

James D.

Two big thumbs up for the IB program! Our two daughters both did the program at Kelvin and thrived. If your children are academically inclined, then this excellent program is one they should definitely consider taking advantage of. The course work is challenging but the top-notch teachers are committed to helping the students fulfill their potential and the students in IB themselves quickly become a tight knit group that helps each other. The high school years are of course challenging in many ways for students, but being in the IB program ensures your children are involved with an excellent cohort of students who are focused on the best goals and interests. You might expect an internationally recognized program as good as the IB program would only be available at expensive private schools, but incredibly it is available in the public school system at no additional charge! If your children are thinking about going on to university after high school then IB should definitely be on your radar as it is excellent preparation for studies after high school. If the long term plan is for university then why just do high school when you can do IB?

Cam S.

The IB programme at Kelvin was a very positive experience for my daughter. The academic material was very challenging, which was a good fit for her. She flourished under the guidance of the devoted and enthusiastic teachers. She also benefitted from the sense of community in the IB program and enjoyed a very cohesive peer group during her high school years. The program provided excellent preparation for university and should help ease her transition to post-secondary studies. Overall, the IB experience has become a very important and positive part of her identity!

Anonymous

In 2012 when we first approached the IB coordinator, Mrs. Decelles, we were not sure whether to enroll our son in Kelvin High School's IB program due to the lengthy commute required. Furthermore, he would not know anyone at Kelvin since it was far from his elementary school friends. However, we are glad that we finally decided to register him in Kelvin High School's IB Program. The program offers courses that are very rich in depth and breadth with some being university level courses for which credit can be granted for. This program truly prepares the students to be competent at a world class level. We are also very impressed with the dedication, helpfulness, and knowledge of the IB teachers. They prepared our son to succeed in his academic pursuits. We would like to use this opportunity to extend our appreciation and a heartfelt thank you to all Kelvin High School staff who contributed to our son's maturity, knowledge and education.

Eshetu B. and Gennet B.

The Kelvin IB program has motivated and challenged Hannah to do well at high school. The content of some of the courses go beyond high school enabling Hannah to earn university credits. Her teachers are very knowledgeable and caring. They provided learning opportunities in and outside the school. They are Hannah's mentors.

Hannah's life was not always centered on the core learning in books, projects, labs and studies. Hannah was also able to enjoy soccer, piano, arts and baking cookies for family, friends and her fellow students. She made many good friends in the IB program, together they worked and socialized in the wide variety of extracurricular activities. Hannah was able to manage her time well, even during times when assignments seemed to pile up. These time management skills learned from IB will certainly benefit her at university.

We believe what Hannah has learned in the Kelvin IB program has well prepared her for university life. A big thank you to all the IB teachers.

Bob and Sandra E.

We are confident that our son made a good choice in enrolling in the IB programme at Kelvin, which helped him to become a well-rounded person. His classes presented an extra intellectual challenge that kept him interested and prepared him well for university, but also made him think in new ways and from different perspectives. For the most part, IB teachers are smart, informed, and well-versed in their subject areas. Most also clearly care about the students as people and are willing to put effort into thinking about what will help each one succeed as in individual. We value IB for its broad subject range and its focus on mathematics, sustained writing, independent research, and self-discipline. Our son was able to continue with many extra-curricular activities, such as hockey, choirs, and the school musicals every year. He found an interesting group of people in the IB program, who supported each other and formed a community.

We think that the IB program helped with admissions to Canadian universities, and that its international recognition really helped our son gain admittance to a university in Europe which he will attend in the fall.

Erik T. and Nicola S.

Two of our children have had the privilege of participating in Kelvin's IB program. The work was difficult and proved to be just the challenge they needed to make the most of their high school years. The added bonus for us is the University credit that they will be able to use in the coming years.

The staff have been very supportive and the IB students seemed to form close bonds that will, in all likelihood, continue throughout life. There is a sense that the students are in it together.

We have been glad of the IB experience and recommend it to others who might do well with a little additional challenge in their high school experience.

Ingrid P.D.

Our family applauds and appreciates the leadership of the Winnipeg School Division and Kelvin High School for delivering a stellar IB programme in our community. I've observed that the IB programme at Kelvin High School is successful because it is exceptionally well organized and involves dedicated teachers who inspire, educate, challenge, and support students. IB students benefit from learning advanced course content while developing valuable skills to prepare for university and enjoy lifelong learning. Talk with Kelvin IB students and you will learn that they value the rigorous course content and their educational experience. Offering the IB Programme in our public school system supports students and benefits our community.

Jen P.

The IB experience has been most positive for my son. He excelled in an environment that was both challenging and supportive. Our son learned invaluable study and work skills that I believe will lead him to be successful at the university level. He developed close friendships with like-minded students who were all motivated, intelligent and globally thinking individuals. Overall, the IB program has provided an excellent educational experience and I would recommend it to any interested and motivated students.

Sharon C.

Our son Jacob recently graduated from Ecole Kelvin High School. He started the IB program in grade 10 and then switched to partial IB for grades 11 and 12. Jacob was diagnosed with a non-verbal learning disorder in grade 8. While he is very bright and articulate, he can find organization and long term projects challenging. He uses a computer for all of his written work, note taking and exams.

Given some of the obstacles he faced, we were concerned that the workload and schedule would prove to be too much pressure. After attending the IB information sessions, we felt comfortable that despite the rigors of the program and the workload, Jacob would be reasonably supported and his needs accommodated.

All of the teachers and administrative staff were encouraging and supportive. We were extremely happy with the program and Jacob's progress. He has completed his studies with high marks, has enjoyed the challenges that the IB programme offered and he is looking forward to continuing his education.

Andrea M. and Neil A.

I remember from the parent orientation for the IB programme that you found it useful to show that your graduates do well. As their father, I am in a position to boast that my sons did well after the programme, from which they graduated in 1990 and 1992.

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Robert Thomas