

Mary Miele ([00:03](#)):

Welcome to Be Evolved, a podcast for parents and educators who prioritize developing possibility and expansion within the total educational process for themselves and their children or students. We invite you to listen to the podcast with your child or student in mind and with yourself at the center of the learning experience. Ultimately, our goal is to bridge the gap between educational expertise and research, translating it into practical action. Gaining knowledge plus taking action is what it means to be evolved. Hi everyone, it's Mary Millie here. I'm here with Sarah Bergen today and she's our boarding school specialist and college counselor here at Evolved Education Company. I'm so excited for today's conversation because it's especially for students and families who are going to be applying to boarding school. And we take this episode in particular because we want to give you something to listen to as you're driving up to school on your way. You're about to have your interview. This is the perfect episode to turn on, listen up, and then have a conversation. Either take a pause during the episode or at the end of it have a conversation about how you can improve your interview at boarding school. Welcome Sarah.

Sarah Bergin ([01:23](#)):

Thank you. Thank you for the welcome, Mary. Excited to be doing this with you and helping families understand the importance and ways that they can really hit this out of the park when they're visiting schools.

Mary Miele ([01:35](#)):

Absolutely. So, alright, so let's just frame this up first. So if you have a notebook in front of you, this would be a really good thing to write down because there's a couple of key frameworks that we want to anchor this work on. So student you must really know about yourself, this is a really great opportunity. We call it introspection. That really means your ability to look at yourself and talk about yourself with a admissions professional. So the way that you first start this is to get clear on who you are and that means who you are in terms of what's strong for you. So what you like do that is going well, what you prefer in terms of your activities and subjects and and how to learn. But also what is challenging for you and more importantly than just the list of challenges is how do you go about improving yourself during those moments of challenge?

([02:28](#)):

What's really your family's way of handling challenges and what have you learned to do when something gets difficult? Those are really key, key things to get down before you head into the interview. So before you start getting into the nitty gritty of the questions, take a minute and just get clear on those things. Your parents can help you here. They know you well, they've known you since you were little, and they are going to tell you a little bit about yourself if you are not sure about it yourself. And then once you get clear on that, you want to look to the school that you're headed to. Why do you want to go to this school? Why do you want to go to boarding school in particular? What is it about boarding school life that you're excited about or even a little bit nervous about, a little bit anxious about?

([03:14](#)):

Those are all okay things to write down because sometimes when you're feeling a little anxious or a little bit uncomfortable, that's a great place to be because it means that you can learn there and you can grow there. So if you're feeling a little uncomfortable being away from home or you're feeling a little uncomfortable with the volume of activities you might be doing in a new place with all these new people, that's actually a really good indicator that you might be ready to really grow in that kind of a situation. So take a moment and really write down the things that might excite you about a boarding school. Sarah went to boarding school, she works with students in boarding school, so she's going to talk to you a little bit more about that, but I want to just frame this up really quickly first. So then what I want you to do is have questions in mind.

(03:57):

Not only do you want to ask about opportunities such as what can I do in this particular field of study or what could I do in sports? What could I do in arts? What could I do in technology here? But also ask about the experience, ask about the community. Ask about what it's like to sit in the seat in the classroom and learn at this particular school. How much independence am I going to have to have to maneuver through these classes? How much support is there? How do I get the support I might need? It's okay to ask all of these types of questions as you're walking around with another student who's showing you around or to ask the admissions professional at the end of your interview. And it's good to have a couple of questions in mind because that means you're participating in your visit.

(04:46):

So right now, if you haven't thought about these frameworks, let me go back, right? It's your introspection. Who are you? What are your strengths? What are your areas of challenge and how do you move through those? Get that really, really clear. Get down. Why do you want to go to this school that you're headed to right now? Get down. Why do you want to go to boarding school in particular? And then get down a couple of key questions that have to do with opportunity or experience and write all of those things down. You can take out your phone, your note section of your phone right now, pause this, write it all down, and now we're going to get into some practice for you with this interview that you may exchange. Now, a little disclaimer, it's not like we're saying these are going to be your questions a hundred percent.

(05:29):

This is exactly how your experience is going to go. No, we are going to give you some prompts, some questions, things that you can think about and prepare for, but you shouldn't have a script in which you are memorizing your answers, right? Again, we want to frame you up. So let me do a little bit of that first. And what I want to say is it's really good to give the answer to the question and give an antidote from yesterday, from this morning, from week that shows how that answer actually shows up for you. So if Sarah asks you a question and you say, well, my favorite subject is math and you stop there, it doesn't really tell us so much about you, but if you say, my favorite subject is math. In fact, this year I have this teacher who is super smart and really interesting, knows everything there is to know about math is always bringing in extra content, extra problems for us to solve, and I also really love working in groups and pairs to solve problems.

(06:30):

It's really fun for me. I'm pretty good at the subject, but I love being challenged in that way. Wow, that answer gives us so much more information about you than just saying, my favorite subject is math. You see the difference? So you really want to get clear on just that nice framework when you're answering these questions, but you also want to practice lots of different types of questions because it's good to have all of this prep before you go in for an interview. You're being judged here and it's important that you prepare and practice for that experience. Parents, we'll talk to you in a few minutes because we have some advice for you too, but let's put a hold on that and let's get in with Sarah right now and give you all some really good practice for the student part of the interview. Okay, so Sarah, I just realized I changed up our plans, but we're just going to go for it.

Sarah Bergin (07:22):

Okay, fine.

Mary Miele (07:23):

Okay, done. So part two is in our plans and this is what we all need to be good at. We're just going to go with it sometimes. That's the way we have to roll.

Sarah Bergin ([07:30](#)):

I'm already there. Yep, we're good.

Mary Miele ([07:32](#)):

So you're going to give us some good advice on the practical stuff within this in terms of body language and also within some common questions that students will get. And then I have my back to the parents in a moment.

Sarah Bergin ([07:46](#)):

Okay, go for it. And I'm going to give my weak versus strong and it actually is the math one, but that's perfect.

Mary Miele ([07:51](#)):

Oh, that's great. It'll just piggyback right on there.

Sarah Bergin ([07:53](#)):

Okay,

Mary Miele ([07:53](#)):

Fantastic. Sarah, take it away for our students. Go for it.

Sarah Bergin ([07:56](#)):

Awesome. So thanks so much Mary for the framework. Everything you touched on so important and in this part where we're actually going through some of the interview materials and possible questions, we will really hit on those and highlight how we are seeing those things in this work. So as Mary mentioned for our students here, this is the moment that you are really showing who you are beyond your grades and scores. We submit all of those things. The admissions office has all of that material, but this is really your moment to shine and show who you are and who you will be in that particular school's community. One thing I want to say that's very important is to do your research ahead of time about that school. Mary touched on this, you want to know what it is about that school that is really drawing you to that school and how are you as a student going to fit into that community and offer what it is you have to offer, but how are you going to take advantage of the resources that will help you grow?

([08:56](#)):

So it's not just where you're comfortable but what's also going to push you and help you grow. So some just technical things in terms of when you head into these interviews, you're sitting with an interviewer face-to-face. Some of these interviews are virtual, it's still important, you're body language. We want to be actively engaged in the interview. We want to make eye contact. We want to sit up nice and straight. We want to smile, we want to acknowledge that we are listening, right nodding our head. We don't want to be looking out the window. We don't want to be playing with our hair, our necklace. We don't want to have our phone in our pocket. Leave your phone in the car or leave your phone with mom and dad or whoever's taking you to the interview. Our hands can get animated in these types of interviews.

([09:39](#)):

So put your hands kind of folded in your lap if you feel like that might be a distraction for you, but really show that you are actively participating in this conversation with your interviewer. Use the interviewer's name, take moments of pause to really acknowledge what they're saying and connect with them as you're going through the process. So those are just some of the technical things as you're sitting down for the

interview, once you get into the interview, I'm going to give you some common questions. As Mary said, this is not a definite that these are the questions are going to be asked, but these are great opportunities. Sit with your parents, sit with a friend, you can talk to anybody through these questions. You could record yourself saying these questions as practice ahead of time. So some of the things that could potentially come up and I will touch on responses to one of these questions, what they might look like.

(10:31):

So what are your academic strengths and challenges? As Mary pointed out that introspection and knowing who you are as a student is so important. We all have challenges and we need to be able to articulate those challenges, how we tackle those challenges. And in the case of applying to boarding schools, how the school is going to help support you in those challenges or how you're already working towards those challenges. So that's a common question that can come up. What are your hobbies and interests? What do you like to do at school? How do you like to be involved at school outside of the classroom? What do you like to do outside of school, not just during the school day? What might you be doing on the weekends or in the evening times? That's a common question. Question that we see come up often is about what book you are currently reading or a book that you've read in the past that potentially has had an impact on you.

(11:26):

Why does that matter? How does that touch you in your day-to-day life or how has it impacted your thinking? Very common questions. A question that I really love is who do you admire and why? How has similar to a book, how has that person impacted you or changed the way that you think about something? What qualities make a great teacher? I actually love this question. As an educator, I always love to hear why a student might enjoy a particular class or might enjoy a particular learning style. So I think that that's a wonderful question and I think it tells admissions officers a lot about how a student might learn and what they might get out of a classroom because of the way a student presents material. Why do you want to come to a boarding school? That's a huge question, right? Boarding school is very unique.

(12:14):

You are moving to a school and living there. So it's not just going there every single day. It is becoming your new community. So it's very important for you to understand and be able to articulate why it is you want to go to a sporting school. And then as I mentioned in the beginning, why this school not just saying good academics. All of these schools have good academics. Why that particular school? And that's why doing your research ahead of time and having a specific example of a program or an activity or a club or a trip that the school does to be able to touch on in your interview really shows your investment in that particular school. And obviously you're going to be visiting multiple schools, you'll need to have those anecdotes and personal connections to every school, but that is really important and it shows the admissions team that you are genuinely interested in and excited about whatever boarding school that is.

(13:11):

So those are some common questions. Let's do a little bit of role play here. And Mary touched on this a little bit. I'm going to just touch on the academic strengths and challenges question because I do think it is hard for students to sometimes brag about what their strengths are, but to really think about those challenges and how they tackle those challenges and turn them into kind of superpowers, right? So Mary mentioned math, so I might say, what are your academic strengths and challenges? And the student responds to me, I'm good at math, not very good at English. I just need to try harder. So what are some of the problems with that? It doesn't give me much information. It doesn't give me insight about how you are as a learner or maybe how you tackle challenges so that you can grow. It's just kind of a very prescriptive, this is what I like, this is not what I'm good at.

(14:03):

I should just try harder. Doesn't give much information. So let's go through and let's expand on that. What might be a stronger response? Mary mentioned anecdotes. Anecdotes are so important. You may want to

read through your report cards from your teachers ahead of time. Same thing for parents to have an alignment and expanding on things that have come up potentially at school. That's really great for parents as well. So here's a better response, a stronger response. So I'm confident in math because I love problem solving, thinking about things logically. I love puzzles. I love math so much. I'm actually a member of the math team at school and have competed in different competitions and I love the comradery and the community that comes along with that. English is challenging for me particularly. I love to read, but writing can be really hard for me and sometimes I really come up with ideas and I write them down, but I really struggle to kind of organize things and actually execute the writing part of it.

(15:02):

So actually this year I've taken the initiative when I get a writing assignment at school, I've been setting up a weekly meeting with my teacher to help me outline my work and help support me through the process. So this has really helped me self-advocate for myself. I know that's an area of challenge for me, but I'm really working on it because I do love English. It's just a little bit harder for me. So I'm really working to improve that skill and I'm really looking forward to having that opportunity to have access to my teachers here at this boarding school to continue to improve that. So this is very self-aware, this response, it gives a specific example. It's taking ownership of what your strengths are, but also where you might want to grow. So this is a much stronger response in terms of strengths and challenges.

(15:52):

One other thing I just want to say quickly is that when you are answering your questions, and I've already mentioned this again, this is where that bringing in the school's mission or the curriculum or opportunities, maybe the school has a writing center that's available, maybe it has a peer writing center or peer tutoring program. You could say I look forward to taking advantage of the peer tutoring program and working with a senior to help me refine my essays. So anywhere you can bring those anecdotes from the school and specific programs from the school and is really going to show that connection and to the admissions team that you have done your research and you know what that school has to offer and all of the wonderful opportunities that you have to offer.

Mary Miele (16:36):

I think that's really good advice. And I also really love the idea of giving those anecdotes. I tell students sometimes the story of Goldilocks and the three Bears just to give them a sense of sometimes we don't have enough information such as that question answer that you just gave about math and English. Sometimes we have too much information as in you'll go on and on and on and on, and it's really just too much detail. So you want to find that right fit level of detail. And that's why I like those. I call them invisible sentence starters. I learned them when I was learning to write and they would tell me, write a little something to get you going and then just delete it afterwards. Such as in your opinion, or for example, you don't have to actually write that part, you just say what comes after.

(17:20):

But it gets your brain going. And so sometimes I just like to use that too in the interview process to get your brain going to help you to say yesterday, last week in my current math class, that gets your brain jogging in the just right direction of what you need to give in an anecdote. So that's really, if you haven't written that one down, it's a great lesson. I completely stole from lots of other people. It's okay. It's so good. It's just so good because it's really a writing technique that I into the interview stuff. But writing is a permanent representation of your thinking and your interview is really an oral representation of who you are in your thinking. So it's really similar in a lot of ways. So think of it that way.

Sarah Bergin (18:02):

One other thing I wanted to just mention, just a few other tips you'll be asked, do you have any questions? You absolutely have questions and you need to have questions. You should never say no, I'm good.



Right? You want to again show that you have done your research, you're thinking about the school, you're thinking about things that maybe you couldn't find on the website or maybe hearing from an actual student would be a great question. So something about what do the weekends look like? Do students attend the football games? What is the school spirit? Maybe if you're a science person, what are the advanced studies in science look like? Do you have science research? So absolutely go to every school you have with school specific questions that really show your interest in that school. The other thing that is really, really important, obviously at the end of the interview with whoever it is that's interviewing you, make eye contact.

(18:58):

Thank them for their time, follow up with a thank you note. And I don't know if you want me to read through a thank you note. I have an example of a thank you note here and this you would obviously want to make specific to the school that you are attending. So dear whatever school it is that you visited, thank you for interviewing me yesterday. Or you can put the specific date I enjoyed our conversation and learning more about whatever school it is that you're attending. I particularly enjoyed talking about, this is where you want to add something in specific from your interview. So it might be a good idea after your interview to jot down a few takeaways from your interview that you can add into the thank you note. I particularly enjoyed talking about something it is that you enjoyed talking about, whether it's the math program, whether it's the science program. It made me even more excited about the possibility of attending whatever school it is. I'm looking forward to going through this process with you. Should you need any additional information from me, please let me know. Thank you again for your time. Sincerely or warmly and write your name. So I think again, really important after that interview, take two or three minutes to jot down some anecdotes from your interview that you can then address in your thank you note.

Mary Miele (20:15):

I love that very much. And it's so good to do those kinds of things even on the drive back

(20:20):

Because then you don't have another to do when you get home. You already have the drive back. So you might as well take your computer or with you or just your phone even and write it down and just make sure it's done well. And obviously it's just you could do a draft and send it from home if you prefer to be on your computer. So I think those are all really good pieces of advice. I wholeheartedly know how successful you're going to be. And that's another part of this. Feel very confident you know yourself, you know best. The job here is to articulate who you are to the committee at the best, in the best way possible for yourself. Okay, let's switch gears now. So if you're listening and you're the student, you get to sort of take a little bit of a backseat, but I still want you to listen because you can offer support to your parent right now.

(21:09):

So your parent who's coming with you is also going to be interviewing at the school and you might want to crosscheck some of the information that they're going to be sharing. It's always good if everybody's on the same page with what they're talking about. So if your parent doesn't know what you're going to say in the interview, it's not so helpful. And if you don't know what your parents are going to say in the interview, also not so helpful. So right now is a good time to get on the same page and parent, I want you to have the same information that we started with about the student. I want you to know what their strengths are, what their challenges are, those kinds of things. But I really want to talk a little bit now about the specific things that you are going to have to know about coming in. So Sarah's going to go through a couple of different key talking points that you have. You want to definitely know why you're interested in the school and you're going to have to know how to tell about your child. So there's going to

be a good amount of information here that you can also work through and learn about. So Sarah, I'll let you take it away to teach parents about their part in this process.

Sarah Bergin ([22:10](#)):

Awesome, thank you. So parents, you play just as big of a role as students in this process. You are partnering with this school in raising your child in some way. Your child is moving away from home. This is a huge partnership. It's different from day school in the way that parents are part of this process and part of the kind of whole experience of boarding school and that the child's living there. So this is a really important part of the process to communicate your child's story and what your child is similar to what Mary mentioned, but also how you are going to fit into that school community and how you envision partnering with the school. So it's very, very important. So some of the things you as parents might want to be thinking about and with your child, as Mary mentioned, it's really important for you all to be on the same page.

([23:03](#)):

If you're saying conflicting things that doesn't paint a comprehensive picture. If what you're saying is different than what the school's saying, then different what the student is saying that makes it a little bit hard to follow and read through the child's entire application. So it is really important to reflect on these questions together. So two main things to think about as you're thinking about boarding school, what's most important in your child's school placement? What is that number one thing that you are looking for in a boarding school? And then what are the kind of main points you want schools to know about your child? What are those strengths? What are those challenges? What is a really important thing that has happened for your child that you really want to highlight that maybe didn't come out in the application? So those are some of the bigger things that we want to think about similar to students.

([23:54](#)):

I'm going to give you some common parent interview questions. Again, these are not a hundred percent definitive questions that are going to come up. They could come up but will be great starters for you to think about how you are going to frame your answers and how you are really going to highlight your child and who you are as a family and how you will fit into that community. So similar to our children, we want the school to know how you as a family will be a part of the bigger community. So some common questions tell us about your family or child. We mentioned the strengths and challenges. So we often will have the child asked about their strengths and challenges. What do you as a parent see as your child's strengths and challenges? And that is where we are going to want to see those anecdotes.

([24:40](#)):

You may have a different anecdote than your child of how they've overcome a challenge you may have. Again, from a report card, something that is helpful that a teacher has given another question, why do you want your child to attend boarding school or this school specifically? Why are you interested in your school is a very common question. And that's where having a specific program or having a specific class that you are excited about as a parent that's providing a really cool opportunity for your child, that's a great place to show that. How do you support diversity and inclusion? What does that look like for your family? How do you envision your family being a part of that in our community? They may ask about your parenting style for boarding. School independence is very, very important for students. They're living in dorms, obviously there are dorm parents there, but a lot of independence comes with being at boarding school.

([25:34](#)):

How do you approach screen time? Things like that. How involved are you in your child's education and their journey? These are all important things when boarding schools are thinking about families that are joining their community. So similar to what I did with the students, I want to just run through two

different model answers. I'm going to touch on the why are you interested in our school, and then also a little bit about tell us about your child and I'll give a weaker response and a stronger response. So for why are you interested in our school? So saying something like, we want her to just have a good education and go to a good school. We've heard that this is a good school and we know someone that goes here. So those all may be true, but that's very generic. We could probably all say that we want our child to attend a good school or we want strong academics.

[\(26:27\)](#):

We probably at one or two of the schools we're attending know someone that goes there. That's often how we hear about schools. So this doesn't really touch on how you may align with the school's vision or the values or some of the programs that they have to offer. It doesn't really demonstrate that the school, so a stronger response may look like we're drawn to your emphasis on community and character development of the student. We are also particularly interested in your science program because our child is very into science. It's very clear on your website and the research that we've done that this is a community that is very supportive and our daughter or son really thrives in a supportive community, but in a community where they'll be both challenged academically and fostering their sense of social awareness and things like that. We've spoken to some current parents and we visited the campus and we really feel that this school offers the perfect balance of rigor, but also provides that support and compassion that really meets the needs of our child.

[\(27:33\)](#):

So this shows that you have researched the school, you've made some personal connection to the values of the school and that there is that match between the school and your family. So that's a stronger response. The second one I just wanted to touch on was tell us about your child. And again, this is where any anecdotes you can put in are going to be very, very helpful. A weak response to tell us about your child. Our child's smart, they get good grades, they like to play soccer. Really, wherever he goes to school, he'll be fine. We know you have a soccer team, so he would like it here. This is very surface level. It doesn't give us much information about the child. It doesn't give us much information about who they might be as a learner. It doesn't give much. You could say that at any school and it would be applicable.

[\(28:23\)](#):

Something that's a little deeper, right? He's an enthusiastic learner. He especially enjoys math, right? Or science. He's always building experiments at home. He's an empathetic person. He has a younger brother and his younger brother, when he was struggling with his math homework, he would sit with him every night and drill him on his math facts. Soccer is a huge passion of his. He loves that you have a soccer team. He's really learned to be a team player Through that. He's learned resilience through that. And we really think that he will be able to contribute to this community both intellectually, but also in his kindness and empathy, not only inside of the classroom, but also outside of the classroom. So this is a much deeper, richer response. It paints a picture of your child. It shows strengths, it shows compassion. It really shows who that child is and again, making sure that this aligns with how your child is talking about themselves, right?

[\(29:22\)](#):

Making sure you have those anecdotes but that there's that alignment as well. So some general tips, again, similar to your student, you as a parent should have questions ready to go. You should never say that you don't have any questions. You want to make sure that you have done some research about things that you can ask about. Again, showing your interest in the school. And also similar to our student, we definitely want to make sure as parents, you are sending thank you notes as a follow-up. It's that nice touch point and it can be drafted similarly to what the student says. Touching on specific things from the interview and specific things from the school that really draw you there as a family. And again, showing that you are a great fit and that partnership and pairing between that specific school and your family is the right one. Those are all things that should be touched on in that thank you note.



Mary Miele (30:20):

That's so great. And I love also what you said about the parents giving anecdotes about their child. Something that helped me as a parent when I was going through this was really focusing on verbs as what I would anchor my storytelling rounds. So I really wanted to show my child in action. This is what that would look like. This is what they do, this is how they think, this is what they say. And it really helped me then to be more clear with those who are asking me questions about him, how to give that just right level of information. So if that helps you as another trick to all of this, feel free to take it. So this hopefully has been very helpful in just giving both now you the student and now you the parent, your practice. And again, you can come back to this at any time, re-listen, gather up all of this, and we're going to talk now a little bit about if you have a joint parent and student mock interview, sometimes parents and students will go together into the interview, that sort of thing. This was really about just giving them practice, not necessarily they would be interviewed at the same time.

Sarah Bergin (31:30):

Yeah, yeah, no, right. But basically how the perspectives would align, right? And this is where that, so I'll talk about how the parents basically are talking about kind of bigger picture independence, whatever it might be. And then this goes into a little bit more detail about that personal voice authenticity. I have a little example.

Mary Miele (31:50):

Okay, so we'll back this up, this episode, we'll take out that part. Okay. Okay. So now we're going to do is we're going to do a little bit of joint parent student practice that Sarah's going to lead us through. And we will then conclude the session. If you're right now, thinking to yourself, I sort of think we should, we're listening to this on the way to this school, but actually we would love a little additional support. I want to just interject a little invitation right here at this time to say that Sarah works with students and their parents to prepare them bespoke for these interviews. So what you can do is go into the show notes and you can find Sarah's email, you can email her to set that particular consultation up. And we have packages that are just for this. And we also have packages for essay and interview prep, but also for the full boarding school process in case that's something of interest.

(32:38):

If you're not sure where to apply and you need help with all of the application processes, that's what we do here. Test prep, everything we do at all. So that said, Sarah's going to now go through this joint student practice and then you can access all of those resources in the show notes. And Sarah will also conclude with just a little bit of information about her email and where you can find her in audio form as well. Okay. I'll bring it to Sarah to close us all up with this practice and getting us to the end of the episode. Thanks Sarah.

Sarah Bergin (33:10):

Awesome, thank you. So this is just going to touch on a couple more questions of parent versus student and thinking about how a parent might approach something that will compliment what their student might be saying. So if a parent is asked the question, what do you hope your child will gain from attending boarding school? How do you see this shaping their future? So that is another question that could come up that we could add to our list. Parents really want to be focusing on that bigger picture, kind of the overarching goals, thinking about how their family's mission and values and goals align with the schools and thinking about things that they really are hoping their child will get from this experience. So independence is very important. Diversity, right? We're coming into a totally new community with new peers, academics, that college prep piece, living away from home, I can say that having attended boarding school for four years, stepping on a college campus, I felt so prepared for that aspect of it.

(34:13):

We don't think about that often of students who are home up through 12th grade with their parents. That independence piece that you gain and just life skills that you gain from being at a boarding school. So how that is preparing your child for college and life beyond. So a sample response may be, we hope that attending always use the name of the school when you can. Again, it shows that personal connection will give our child that strong sense of independence and confidence while also surrounding her with peers who will challenge and inspire and push her to be her best self. We see this as a pivotal step toward preparing for leadership in college and beyond. So that really shows that overarching vision for why boarding school and what the hope is for after boarding school, making that connection. So in a similar sense, if we're talking to the student or if the interview is talking to the student and says, tell me about a time that you've had to adapt to a new situation or challenge.

(35:17):

This is again where that introspection and child really knowing themselves is important and what have you learned from it. Okay, so the student's role is really that personal voice and giving specifics about them, talking about who they are. Parents are focusing a little bit more bigger picture and making those connections, but students really want to put that personal voice in there. So this is where they are going to bring that authenticity and giving a specific story. So here's another soccer example. I moved to a new soccer team and I didn't know anybody and I felt very nervous. This is similar to going to boarding school. You probably don't know many people going, but I learned how to ask questions, build trust, and I eventually was asked to be the team captain. This showed me how I can grow when I put myself in a new environment.

(36:07):

So this is similar and dovetails nicely with the parents' response of gaining that sense of independence, being challenged and thinking about that growth over the course of their time at boarding school. These two responses go together very, very nicely. So they work together well. The parents show those vision and aspirations, and then the student story really brings that lived experience and their own personal experience into that vision and aspiration that a parent and family might have for a school. So it's very, very balanced. It's authentic. We want these interviews to be authentic. Yes, we can practice, we can go through different questions, but we don't want this to sound scripted. It should be the authentic you answering these questions. You shouldn't be thinking about what it is exactly that they want you to say. They want to hear who you are as a family. They want to hear who you are as a student.

(37:05):

So authenticity is also very, very important in this process. So just kind of recap in terms of parents and students. So everybody should be coming in with questions, right? Do your research ahead of time, questions specific to that school parents. You're really focusing on communicating your child's story and how you as a family are going to partner with the school in your child's journey. Students, this is your time to really shine and show who you are as a student. Show your personality, give specific examples. Have those thoughtful questions. Make meaningful connections. Have great contact with your interviewer. That is potentially someone who you may have contact with throughout your entire time. I remember who interviewed me at my boarding school that I ended up going to. So I can say that that is definitely a connection you could potentially have for a very, very long time.

(38:04):

As Mary's mentioned, and I've mentioned, practice, practice, practice, practice, not so that it's scripted and you're ready to go with that scripted answer, but so that it's comfortable. The things you want to bring up, those things that are important for you as a family and about that specific school. And as Mary mentioned, I provide this support for families. This is really, really important work. If you'd like more information about the work that I do with families and my approach, please don't hesitate to reach out through our

website. You can send me an email or you can book directly with me. I love working with families on this. I am so passionate about boarding school and helping families navigate this process. I went to boarding school, I worked at a boarding school. So I come from this with a lot of different perspectives and really love helping students find students and families, find that best fit school where students are going to thrive, but also be challenged and pushed to really be their best self.

Mary Miele ([39:03](#)):

Such a great ending to what a wonderful, wonderful episode. It's really what we're all about is really teaching and developing those who are going through any of these educational processes. So I hope you enjoyed today. Really go after it. Enjoy your time at your school. We're so proud of you for taking the time to prepare in this way. And thank you, Sarah for being here. And until next time, be evolved. We hope you found this episode of Be Evolved, helpful. Please be sure to review and subscribe. It really helps us to reach more listeners like you have a question or a topic that you'd like us to explore. I'd love to hear from you. You can reach out at any time at [admin@evolveded.com](mailto:admin@evolveded.com). That's [admin@evolveded.com](mailto:admin@evolveded.com). Don't forget, you can find a full transcript for today's episode along with our terms, conditions, and disclaimers and privacy policy at [www.evolvededucationcompany.com](http://www.evolvededucationcompany.com). Thanks for listening, and until next time, learn well and live well and be evolved.