



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional



IB AFRICA, EUROPE & MIDDLE EAST
REGIONAL CONFERENCE 2013



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IB and Inclusion: an update

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IB and Inclusion: an update

IB – empowering students.

Changes in terminology.

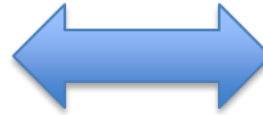
Assessment.

New publications.

Publications in development.

IB - empowering students

‘the education system failed disabled children in that it has neither equipped them to exercise their rights as citizens nor to accept their responsibilities... the special education system has functioned to ‘exclude’ .. not just from the education process but from mainstream social life’. (Oliver, 1996:79)



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



Standards and Practices

A:9 the school supports access for students to the IB programme(s) and the philosophy.

B2:8 the school provides support for its students with learning and/or special educational needs and supports their teachers.

C1:6 Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

C3:10 Teaching and learning differentiates instruction to meet students' learning needs and styles.

New terminology

SEN - special educational needs

-A term acceptable in the UK - Problematic and offensive to others.
(Current perspectives on assistive learning technologies, University of Oxford 2012)

-A term misunderstood outside of the UK.

Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate.



Primary Years Programme, Middle Years Programme and Diploma Programme

Learning diversity in the International
Baccalaureate programmes:
Special educational needs within the
International Baccalaureate programmes

Inclusion is an ongoing process that aims to increase access and engagement in **learning** for all students by identifying and removing barriers. (p. 3)

Inclusion is contextual

IB contexts

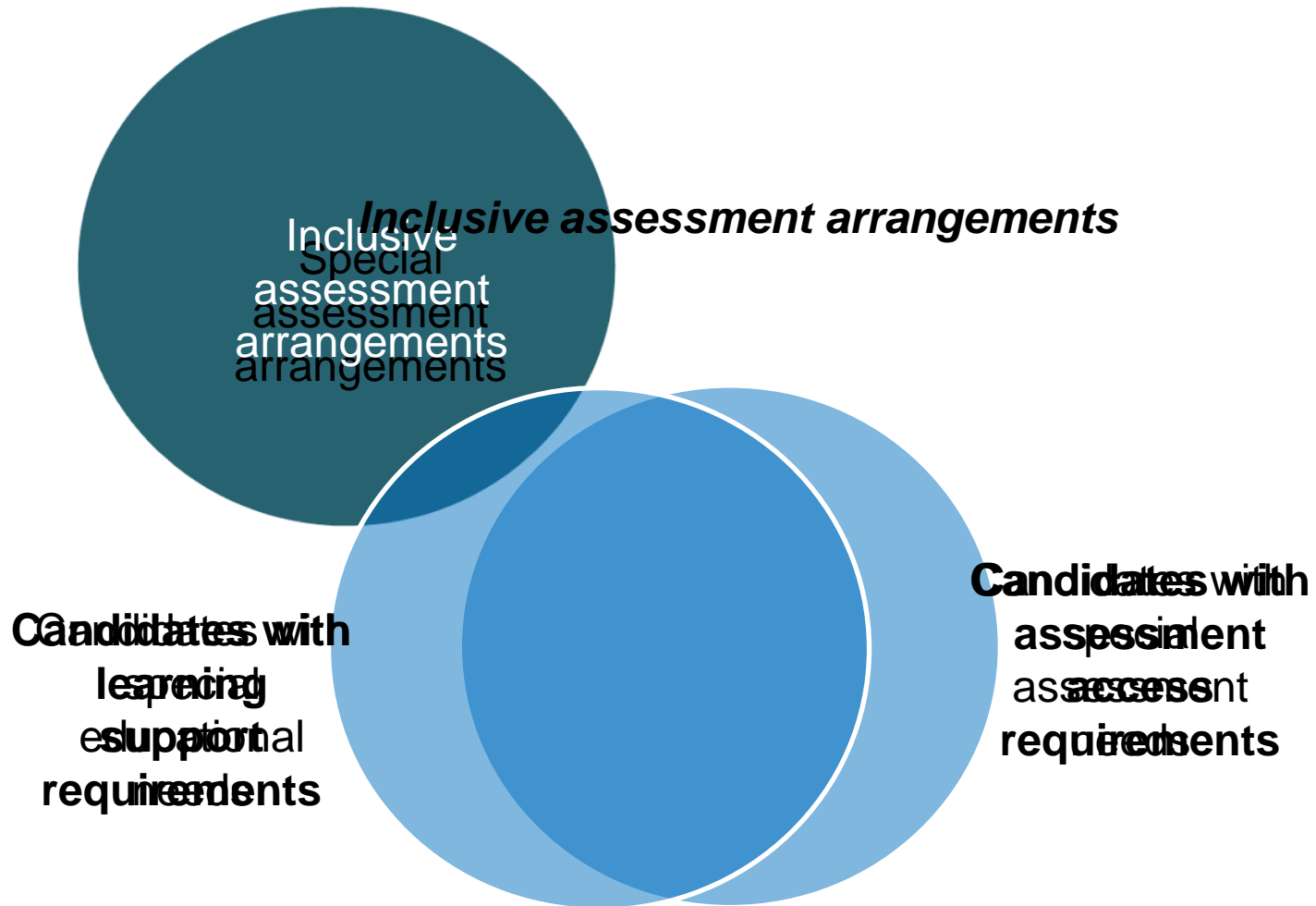
Students from 3-19 years of age.

4 programmes.

146 countries.

3,662 schools: 56% state schools.

New terminology (assessment)



Inclusive assessment arrangements: Supporting documentation

Psychological/ Medical documentation

- Standard scores requested in psychological reports.
- Areas assessed may be in line with the learning support requirements.

Educational evidence

- Teacher(s) observations.
- Sample of work.
- Evidence of access in previous school/ year groups/ grades.
- IEP.

The above documentation should establish the ‘history of need’ and the ‘evidence of need for access’.

2013....

Publications

- Meeting pupil learning diversity in the classroom.
- Candidates with assessment access requirements.
- Learning stories for inclusive education.

Online Development

- Online system for ‘Request for inclusive assessment arrangements’.

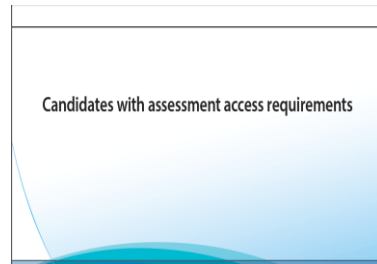
PD

- Creating inclusive classrooms...(programme specific – face to face and online).
- For examination authors: Training module in Inclusive Assessment Design.

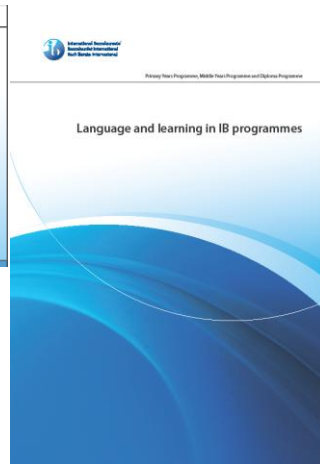
Research

- Schools survey: learning diversity: school contexts, understandings, structures and needs.
- Literature review: current legislation and inclusive practices in countries where IB world schools are located.

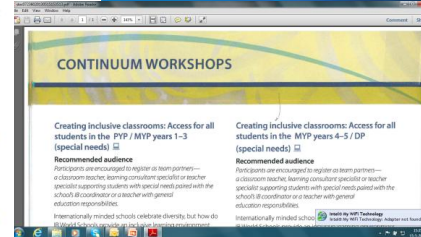
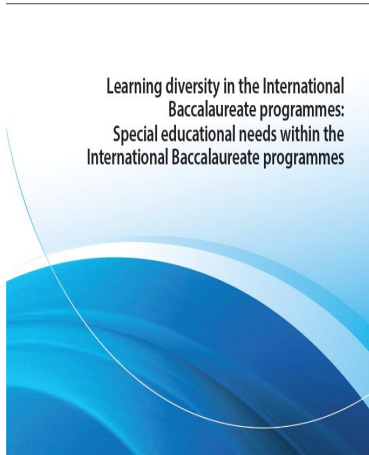
Supporting documents



Primary Years Programme, Middle Years Programme and Diploma Programme



Meeting student learning diversity in the classroom



2013....

Working party

- TSM - IB Guidelines for inclusive education: a self review resource for whole school development.



2014 - 2015

TSM - IB Guidelines for inclusive education:

A self review resource for whole school development.

Guidelines take into account:

IB Programme standards and practices.

The learner profile.

Guidelines designed to support IB school leaders and their communities in:

Increasing access and engagement.

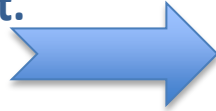
Increasing awareness and knowledge in the field of inclusive education.

Provoking discussion through reflection and inquiry.

2014 - 2015

TSM - IB Guidelines for inclusive education: a self review resource for whole school development.

An example:



The guidelines consist of a series of statements that reflect the ideals of inclusion. The accompanying self-review questions challenge schools to consider and respond to inclusion in their context.

Health Warning

There will be statements and questions that due to your school development or national legislation requirements will not be appropriate for you!

Philosophy	Work in progress	
Statements	Review questions	
We have defined inclusion and aligned it to the mission/vision statement.	How does the school philosophy align with inclusion?	
	How does the school define inclusive values?	
	Are policies and practices coherent to the school's culture and beliefs?	
Work in progress!		

2014 - 2015

- Literature review - Assistive Technology and Multilingualism.
- Inclusive Education **Learning Stories** from the IB continuum share examples of good practice in order to promote inquiry, action and reflection.

2013 inclusive education publications include stories from Swaziland, Mexico (Spanish), Jordan (Arabic and English), US. Stories demonstrate how schools have developed policies and practices to:

- Include a young student on the Autistic Spectrum.
- Include a student with Asperger's Syndrome in the DP.
- to combat stereotypes about students with learning needs.

Could your school provide a learning story in 2014 or 2015?

2014-2015

Assessment

Publication – MYP: Candidates with assessment access requirements.

Online development: New system for requests for access arrangements for MYP candidates.

2015+

- Using the IB Guidelines for inclusive education: stories from schools to be added to the TSM.
- Review of *Learning diversity in the IB programmes*.
- Examining Assessment *for* learning for students with learning support requirements.
- What does inquiry look like for...?

Challenges and solutions from the field



Recommendations

Universal Design for Learning – UDL

Providing multiple means of:

- Representation.
- Action and Expression.
- Engagement.

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