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WAYS OF KNOWING

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WASHINGTON, DC • 10–13 JULY



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IB and Inclusion: an update

Jayne Pletser
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Welcome

Jayne Pletser

Curriculum manager for inclusive education

- Based in The Hague, The Netherlands.
- Member of the academic division and working in the continuum development team.
- Leads the IB in promoting and enabling fair access for all students to high-quality international education.
- Passionate about learning.
- Excited to be here!



Session outcomes

IB and Inclusion

Changes in terminology.

Programme development.

New publications.

Publications in development.



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IB and Inclusion

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

Learning Diversity in the International Baccalaureate

Programmes (p.3)



Inclusion and Diversity

- IB programme principles and practices call for school to be organized in ways that **value** student diversity and **respect** individual learning differences.
- Valuing diversity and difference is a key aspect of becoming more **internationally minded** and is an important goal of all IB programmes.

What does diversity look like in your school/classrooms?



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IB and Inclusion

Our Mission

Goal 3 – Develop a more diverse, inclusive IB community by enabling access to an IB education.

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.



Inclusion is contextual

IB contexts

Students from 3-19 years of age.

4 Programmes.

146 countries.

3,662 schools: 56% state schools.



Questions for reflection

- What have been barriers to your learning?
- What do you feel like when you cannot express yourself, how does it affect your self-image?



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The future?

A society where:

It is taken for granted that disability and dependence upon others are something that all of us experience at certain times in our lives and this to unpredictable degrees, and that consequently our interest in how needs of the disabled are adequately voiced and met is not a **special** interest.....’

(MacIntyre, A. 1999)

In what ways have you experienced dependence on others, how did this feel?



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Inclusion then

**Other ways of
knowing/understanding/experiencing.**

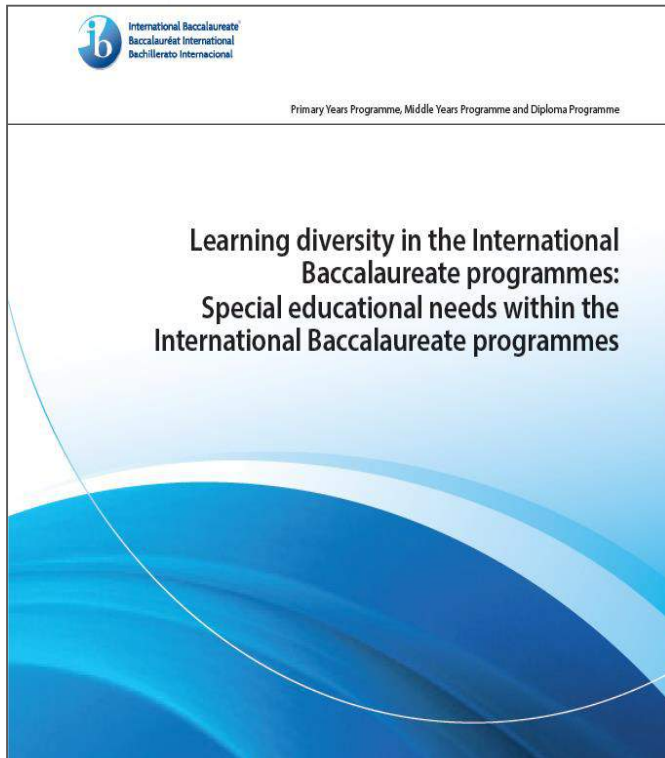
Does one size does fit all?

How do we welcome students and create a sense of belonging?



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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.



Assessment – new terminology

- Candidates with special assessment needs.
- Candidates with special educational needs.
- Special assessment arrangements.
- Candidates with assessment access requirements.
- Candidates with learning support requirements.
- Inclusive assessment arrangements.



Responding to differing contexts

Questions to provoke reflection and inquiry!

Questions for reflection when developing and inclusion/SEN policy.

Questions for reflection when developing individualised learning plans (ILP, IEP, PEP).



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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.



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Programme developments

Strengths are celebrated and challenges circumvented

ATL – increasing participation for all learners across the continuum.

Programme and subject reviews.

PD – workshops and reviews.



DP - Approaches to teaching and learning

...have evolved as **deliberate strategies, skills and attitudes** which demonstrate the IB's explicit commitment to change the way our students are prepared for assessment and for life

by articulating

- dynamic pedagogical excellence

and inspiring

- development of the IB learner profile attributes
 - a life-long quest for learning



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Approaches to learning

...can be learned and taught

Student learning in the DP should encourage the development of:

- ✓ Communications skills
- ✓ Social skills
- ✓ Self management skills
- ✓ Research skills
- ✓ Thinking skills





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Approaches to teaching

...can be learned and taught



Teaching in the DP should demonstrate a concurrency of learning and be approached in a way which is:

- ✓ Based on **inquiry**
- ✓ Focused on **conceptual understanding**
- ✓ Developed in local and global **contexts**
- ✓ Focused on effective communication and **collaboration**
- ✓ **Differentiated** to meet the needs of all learners
- ✓ Informed by **assessment** (formative and summative)



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Resource development

Research to inform

- 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.

Publications

- Meeting pupil learning diversity in the classroom.
- Candidates with assessment access requirements.
- Learning stories for inclusive education.
- The IB guide to inclusive education: a resource for whole school development

Online Development

- Online system for 'Request for inclusive assessment arrangements'.

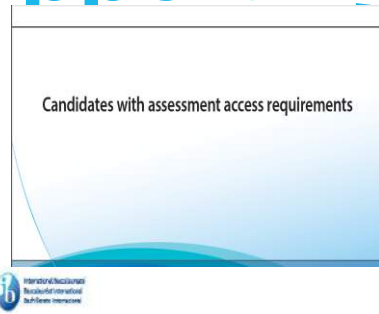
PD

- Creating inclusive classrooms...(programme specific – face to face and online).
- For examination authors: Training modules; Inclusive Assessment Design, and Cultural Sensitivity and Diversity Awareness.

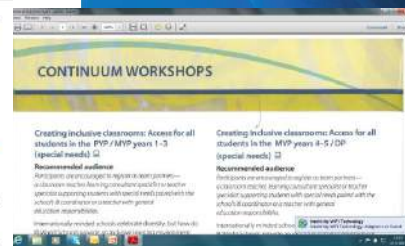
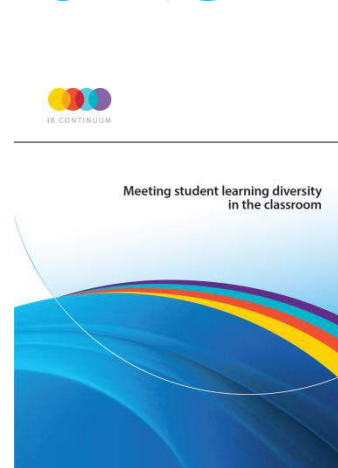


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Supporting documents



Primary Years Programme, Middle Years Programme and Diploma Programme





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TSM

The IB Guide to inclusive education:

A self review resource for whole school development.

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.



The IB Guide to inclusive education - timeline

IB educator developed - working party
Reviewed – both externally and internally
Piloted – in working party schools
Pre-conference workshop - AEM
Published – January 2015





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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!	



Using the IB guide for inclusive education – a preview

Consider the **Statements to promote reflection** –how could these be used in your school?

Would the **Guiding Questions** from the *Self Review Framework* provoke reflection and inquiry in your context?

Discuss with your neighbour.



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2014 – 2015 developments

Literature review –Supporting Digital Literacy.

Learning Stories - Inclusive Education.

- Promoting inquiry, action and reflection.
- Demonstrating 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.
 - Combat stereotypes about students with learning needs.

Could your school provide a learning story?



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2015+ developments

- Stories/case studies - how schools are using the IB Guidelines for inclusive education.
- Review of *Learning diversity in the IB programmes*.
- What does inquiry look like for me? –student voice.



Sharing



How might examples from your current practices inform others?



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Recommendations

Universal Design for Learning – UDL

Providing multiple means of:

- Representation.
- Action and Expression.
- Engagement.

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