



## COUNSELLING ALL STUDENTS TO CHALLENGE THEMSELVES

The IB curriculum designers work closely with practitioners to develop coursework that empowers learning and provides optimal arrangements for all students. In this context, rigor is made relative to the needs of each student so they can grow and develop in dynamic and meaningful ways.

### Every student needs to be able to think, research, communicate, and self-manage?

The IB embeds skill development that is relative to the nature of the subject and provides an approaches to learning skills framework that empowering students, teachers and schools to personalize an education that is appropriate to students' cultures, contexts, needs, interests and learning abilities. All students need to complete their K-12 schooling with the confidence to

- think critically and creatively to solve problems, innovate, and understand themselves and the world around them
- research in ways that classify sources, sort through information, to draw conclusions that prompt deeper investigation and discovery
- communicate their ideas clearly to a range of audiences using a variety of modes, medias, and technologies
- organize and self-manage to work independently and in groups to accomplish the work and maintain a healthy balance between everyday life and responsibilities

A well-rounded education helps students to grapple with ambiguity, appreciate and respect a range of perspectives, and develop the social skills that equip them to sustain healthy relationships and inspire them to engage in community and social justice.

### What types of supports are offered to students?

IB schools that have been offering aspects of the Diploma Programme to students with Individual Education Plans (IEPs)

and other formal support plans and have found that the learning design not only appropriately raises expectations for students, offers an inclusive approach to education that removes or reduces barriers that limit student potential. **Inclusive education** is facilitated in the curriculum, the approaches to teaching, and through a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

Even more, the IB assessment model offers students a range of opportunities to demonstrate their learning and to reflect on their growth, rather than placing complete emphasis and summative evaluation on a final exam.

In an IB context, students are valued for how far they have progressed in their learning and development, and a greater sense of empowerment to strive to advance themselves.

### How will a schoolwide IB adoption initiative impact to my counselling practice?

Counsellors play the vital role of helping students to be as successful as they can be in school, to open as many doors as possible for them, in the years after. The IB holds value in the system of university admissions with the added opportunity to orient students to their own learning capacity and potential.

The framework offers

- a common language to facilitate conversations with parents and students, that is aligned to the language used by all IB educators
- the profile of a learner to help guide students in their attitudes to learning and habits of mind
- students with a range of choices embedded in the coursework, so they can pursue interests and nurture talents while discovering new ones
- a challenging education context for counsellors to collaborate with teachers to bring out the best in students

## Is there any evidence that IB is approachable for any student?

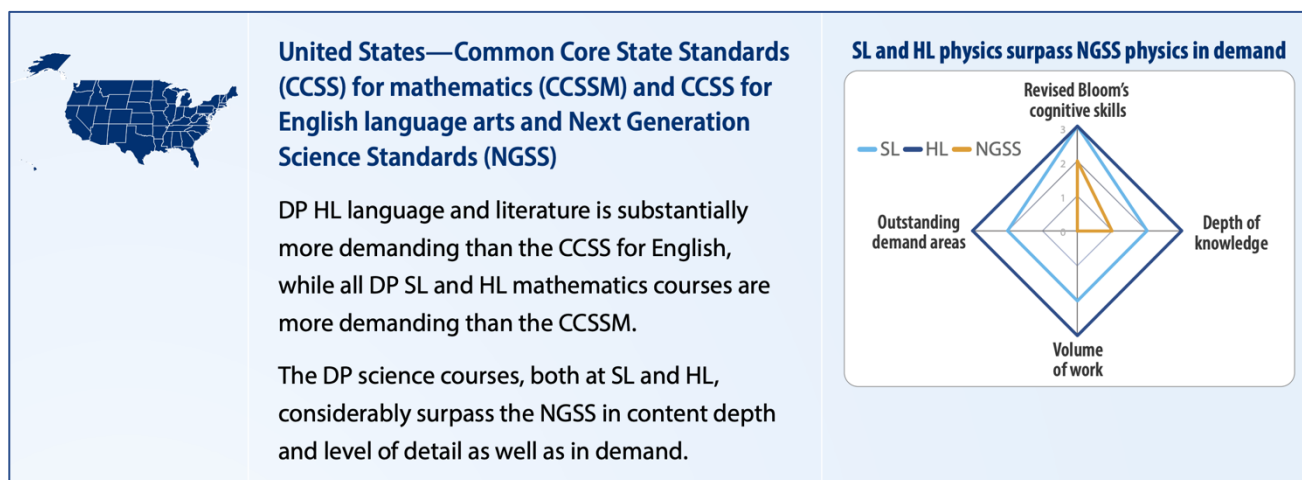
Research demonstrates that when students from under resourced and low-income contexts have access to the IB, they achieve greater outcomes than their peers in the following areas:

- Low-income IB students have almost equal rate of immediate enrollment as any other IB student in the United States, and 33% higher than their peers in traditional settings
- increased likelihood of attending a selective institution
- greater persistence beyond the second year of university or college

Considering the evidence, it is appropriate that schools authorized to provide IB programmes, work to ensure inclusive implementation of a world leading standard. Every student in the world should have access to the best possible education available to them.

## How does IB curriculum compare to other standards, around the world?

In 2023, Ecctis conducted a standards alignment study comparing Diploma Programme (DP) courses with upper secondary curriculum equivalents from Australia (Victoria), Canada (Ontario), Finland, Singapore, South Korea, and the United States. The research was performed across three dimensions: Learning outcomes, Content alignment, and Demand. In all cases, the IB's Higher Level (HL) and Standard Level (SL) courses were found to be equally as rigorous as the curricula standards studied, and a number of cases found to cover more breadth and depth than those in these national contexts.



The full reports are available at: [www.ibo.org/en/research/](http://www.ibo.org/en/research/). For more information on these studies or other IB research, please email [research@ibo.org](mailto:research@ibo.org).

## How can counsellors get involved with the schoolwide IB initiative?

While top-down decisions are required so that initiatives are well supported, counsellors and their classroom educator colleagues are the primary activators of a strategy and are the greatest source of creativity and expertise for designing learning contexts that support all students.

Actions counsellors can consider to best inform themselves and prepare for a more inclusive implementation of IB programmes in their schools, include:

- starting conversations with colleagues across the school to build shared understanding
- advocate that any school policies that influence the way students and adults perceive the inclusive design and value of an IB education for all students, be revised
- work closely with their IB coordinator(s) to access relevant course materials from the PRC that can help deepen their understanding of the IB curriculum design

- prepare or support communications that embody the value of a learning focused education for all students
- reflect on the school's resources and services available to advance students' success and examine how these align to the type of learning support diverse learners will need, in the IB context. Then, identify any opportunities to enhance or integrate these supports
- explore the IB assessment model and be prepared to explain how students will have a range of opportunities to demonstrate their learning
- Attend formal the appropriate counsellor specific IB professional development workshop
- Keep an open mind and encourage others in the community to do so.