Inclusive curriculum design principles

The approaches to teaching are deliberately broad, designed to give teachers the flexibility to choose specific strategies to employ that best reflect their own particular contexts and the needs of their students …
“In all IB programmes, teaching is ... designed to remove barriers to learning. Teaching is inclusive and values diversity. It affirms students' identities and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals.”

- What is an IB education? (2013)
The IB supports the following principles of an inclusive education where:

- **education for all** is considered a human right
- all learners belong and experience **equal opportunities** to participate and engage in quality learning
- every educator is an educator of all students
- learning is considered from a **strength-based perspective**
- assessment provides all learners with opportunities to demonstrate their learning, which is **rewarded and celebrated**
- all students experience **success** as a key component of learning

read further in *Learning Diversity and Inclusion in IB programmes* (2020)
At the heart of IB programme design are…
The IB approaches to teaching are:

- based on **inquiry**
- focused on **conceptual understanding**
- developed in local and global **contexts**
- focused on effective **teamwork** and **collaboration**
- designed to **remove barriers** to learning
- informed by **assessment**

The IB approaches to learning are:

- Thinking skills
- Communication skills
- Social skills
- Self-management skills
- Research skills
Choosing course content: LAL text selection

Inclusive design in Language and Literature begins with the choice of literary and non-literary texts selected for study in the course.
**SELECTING A WIDE RANGE OF TEXT TYPES**

**Literary text types include…**

- Graphic novels, novella, novels, poems, short stories, song lyrics, plays

**Non-literary texts types include…**

- Advertisements, appeals, blogs, brochures/leaflets, cartoons, diagrams, eTexts (for example, social media posts), encyclopedia entry, film/television, guide book, infographic, interview, music video, photograph, podcast, radio broadcast, report, screenplay for TV or film, set of instructions, textbook, work of art

**Text types that could be either literary or non-literary…**

- Autobiography/biography, diary entry, essay, letter, magazine article, manifesto, memoir, opinion column, parody, pastiche, speech, travelogue
**TEXT SELECTION GUIDELINES**

<table>
<thead>
<tr>
<th>Only 4 required texts</th>
<th>Standard Level (Over 2 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 work originally in English from PRL</td>
<td>FREE CHOICE</td>
</tr>
<tr>
<td>1 work translated into English from PRL</td>
<td>FREE CHOICE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Only 6 required texts</th>
<th>Higher Level (Over 2 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 works originally in English from PRL</td>
<td>FREE CHOICE</td>
</tr>
<tr>
<td>2 work translated into English from PRL</td>
<td>FREE CHOICE</td>
</tr>
</tbody>
</table>

*PRL is the Prescribed Reading List*

IB Teachers all over the world choose texts that meet the needs of their students.

See the Language and Literature text selection requirements
WHAT IS ON THE PRESCRIBED READING LIST?

Surprising authors…

Access the DP Language and Literature Prescribed Reading List
Surprising authors…

Access the DP Language and Literature Prescribed Reading List
The study of language and literature and the development of the relevant skills, is divided into three areas of exploration:

• exploring the nature of the interactions between readers, writers and texts;
• exploring how texts interact with time and space
• exploring how texts connect with each other (intertextuality).

Concepts are vital since they help to organize and guide the study of texts across the three areas of exploration. The concepts facilitate the process of establishing connections between texts, making it easier for students to identify different ways in which the texts they study relate to one another.
A global issue has three qualities

They are:
• significant
• transnational
• relevant to local contexts

EXAMPLES OF GLOBAL ISSUES
How social inequality can lead to social strife
How self-hatred can be the result of discrimination
How unrealistic definitions of beauty can lead to low self-esteem
How globalisation has created a struggle for identity
How disinformation sows social unrest

Includes one of the fields of inquiry
Big noun phrases that start with 'how' and identify a causal relationship.
They articulate both the cause and effect of a problem.
Inclusion policy and approaches to teaching

[The IB's] focus on approaches to learning is grounded in the belief that learning how to learn is fundamental to a student's education ...
**Student Support 2.2:** The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)

**Culture 2.3:** The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school’s vision for implementing inclusive programmes. (0301-02-0300)

**Lifelong learners 6.1:** Students take opportunities to develop personal learning goals. (0402-06-0100)

**Approaches to teaching 5.1:** Teachers consider learner variability when planning students’ personal learning goals. (0403-05-0100)
Examples of teaching designed to remove barriers to learning in studies in language and literature include:

• selecting texts that are challenging but accessible and allow students to build on prior knowledge
• planning a wide range of activities that cater for different learning preferences and even suggest different modalities of tasks the student can choose from to achieve one same aim
• using a variety of strategies to create in-class groupings that allow for collaboration and growth
Continued...

• paying attention to the use of multimodal texts so that students are able to access texts that are read aloud, or to work on graphic interpretations of texts that allow for a focus on the visual
• paying careful attention to timely and relevant feedback that is specific to the needs of the individual learner
• considering the possibility of giving the student some say as far as curriculum design is concerned, for example allowing the course to have some say in the choice of works that will be read.