Inclusion in an IB context

IB programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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"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 International Baccalaureate programmes, (2011)

Resources and References

IB resources:

Continuum Learning Stories for Inclusive Education (from 2013 onwards)

Language and learning in IB programmes (published 2011, updated 2012)

Learning diversity in the IB Programmes: Special educational needs within the International Baccalaureate programmes (2010)

Meeting student learning diversity in the classroom (2013)

Programme standards and practices (2014)

What is an IB education? (2013)

Candidates with assessment access requirements (published 2009, updated 2011 and 2013)—specific to the Diploma Programme

Creating inclusive classrooms: Access for all students— workshops in your region and online.

Further information can be found on the **special educational needs/inclusion page** on the OCC.

IB programme standards and practices (2014):

The following practices require schools to demonstrate their support for learning diversity.

- A9 The school supports access for students to the IB programme(s) and philosophy.
- B1:5 The school develops and implements policies and procedures that support the programme(s).
- B2:8 The school provides support for its students with learning and/or special educational needs and support for 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.

Resources:

Fair access by design at **http://dera.ioe.ac.uk/8816/1/pdf-05-1941-fair-access-design-final-v2.pdf**

Universal Design for Learning (UDL) at **www.cast.org**.

OECD, (2008) *Ten Steps to Equity in Education* at **www.oecd.org/education/school/39989494.pdf**

International Baccalaureate®
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Inclusive education

Inclusion in an **IB context**

IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

How do you celebrate diversity?

How have you joined the IB on its inclusion journey?

How are you using the learner profile to enhance inclusion?

What does inclusion looks like in your setting?

How do you engage in discussions around equality and equity? Does one size fit all?

Does assessment allow all students to demonstrate their learning?

Does assessment support learning progress?

IB PROGRAMMES

GLOBAL CONTEXTS

TEACHING AND LEARNING IN THE IB

THE IB LEARNER PROFILE ®

Multilingualism and intercultural understanding · Global engagement

Inquiry • Action • Reflection

Broad and balanced, conceptual and connected curriculum

New in 2015:

The IB guide to inclusive education: A resource for whole-school development

There is an understanding that schools will be at different points on their inclusion journey. The guide has been designed to support this journey and the ongoing process of increasing access and engagement and removing barriers to learning. Taking into account the learner profile and its importance in empowering students, and the IB programme standards and practices, the guide is specific to IB World Schools.

The guide is designed to facilitate inclusive school development by increasing awareness and knowledge in the field of inclusive education, provoking discussion through reflection and inquiry. Taken together, the statements and review questions provide a self-review process that IB schools and IB staff can use to explore, inquire, reflect, define, and plan for inclusion in their context.

MYP Candidates with assessment access requirements

From 2015 students with learning support requirements will have access MYP onscreen examinations in line with IB policies and procedures. The MYP-specific document *Candidates with assessment access requirements* will detail the standardized access arrangements for candidates with higher incidence learning support requirements, including dyslexia, vision impairments, hearing impairments, information processing challenges and physical challenges. The on-screen assessments will then be personalized for individual candidates making use of the opportunities technology offers to meet a range of access requirements.

Do you know which IB standards and practices require schools to demonstrate their support for learning diversity?

(Answers on back page)