IB AFRICA, EUROPE & MIDDLE EAST REGIONAL CONFERENCE 2013

THE HAGUE 24TH - 27TH OCTOBER
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)
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.

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
- Candidates with assessment arrangements
- Candidates with special needs
- Candidates with learning support requirements
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
2013....

Working party

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.

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!

<table>
<thead>
<tr>
<th>Philosophy</th>
<th>Work in progress</th>
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<tbody>
<tr>
<td>Statements</td>
<td>Review questions</td>
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<tr>
<td>We have defined inclusion and aligned it to the mission/vision statement.</td>
<td>How does the school philosophy align with inclusion?</td>
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<tr>
<td></td>
<td>How does the school define inclusive values?</td>
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<td>Are policies and practices coherent to the school’s culture and beliefs?</td>
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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 polices 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.
• 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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