Learning Diversity and the IB Continuum of International Education

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IB continuum development

facilitating alignment and articulation across the IB's four high-quality programmes of international education

inclusion

language and learning

global engagement
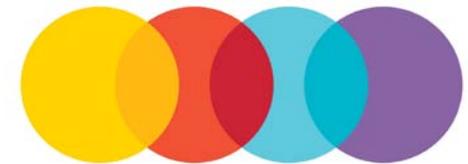
THE IB CONTINUUM

Session Outcomes

Through reflection and discussion

- **Increase awareness**

   Think about your school through the inclusion lens

- **Identify areas for change and development**

Session content

Special Educational Needs in IB programmes (2010)

- Inclusion

- Differentiation

- Four Principles of good practice

Barriers to learning – your experiences

IB - difference and diversity

The context
Read the first paragraph on page 2

How are the ideas in this paragraph reflected in your school?

The SEN discussion

- SEN - a deficit medical model
- SEN labels - ability labelling

→ However... resources and therapies

Learning support *vs* SEN

Have you ever felt labelled, was this a positive or negative experience?

Valuing all Learners

Temple Grandin

The world needs people on the autism spectrum: visual thinkers, pattern thinkers, verbal thinkers, and all kinds of smart geeky kids

http://www.ted.com/talks/temple_grandin_the_world_needs_all_kinds_of_minds.html

'If you were to get rid of all the autism genetics, there would be no more Silicon Valley."

Stephen Hawking

http://www.ted.com/talks/lang/en/stephen_hawking_asks_big_questions_about_the_universe.html

Inclusion

- An ongoing process
- Responding positively to each individual's unique needs
- Identifying and removing barriers
- Culture of collaboration, mutual respect, support and problem solving

'Inclusion is less about marginalizing students because of their differences'
                    (*SEN in the IB programmes page 3*)

Implications for development

Look at page 3

The IB supports the following principles of an inclusive education.....

How far does your school go in applying the IB principles of an inclusive education?

What are the implications for developing policy and practice?

Differentiation

'The process of identifying, with each learner, the most effective strategies for achieving achieved goals.'

(SEN IB programmes p.4)

The processes of learning, motivation and social interaction are more important than specific pedagogies for special needs

(Kershner 2009, Lewis and Norwich 2005)

Four principles of good practice

'Four principles of good practice' for promoting equal access – p.5

- Affirming identity and building self-esteem
- Valuing prior knowledge
- Scaffolding
- Extending learning

How does your school confirm these four principles of good practice?

Standards and practices

Highlight the standards that apply to inclusion

Standards and Practices

A:9 The school supports access for students to the IB programme(s) and 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

IB Inclusion/SEN policy

Questions for reflection when developing an
  Inclusion/SEN policy

A work in progress - your feedback?

What does inclusion look like?

Learning provision is contextual

Segregated → Integrated → Included

What does inclusion look like in your context?

Where are you on the inclusion continuum?

What are the challenges?

What are the solutions?

IB resources

Programme standards and practices (2010)
The IB learner profile booklet (2008)
Special educational needs within the International Baccalaureate programmes (2010)
Candidates with special assessment needs (2011)
Language and Learning in IB programmes (2011)
What is an IB education? (2012)

Further information can be found on the inclusive education page on the OCC

Creating Inclusive Classrooms: Access for all Students
> Face to face workshop
> Webinar
> Online

Inclusion

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

(Special educational needs within the IB programmes (2010, p.3)

Thank You and Travel Safely!

References

Kershner, R. (2009) Learning in Inclusive Classrooms IN Hick, P., Kershner, R., Farrell, P. *Psychology for Inclusive Education*: London, Routledge

Lewis, A, Norwich, B (eds.) (2005) *Special Teaching for Special Children?* Maidenhead: Open University Press.