



ADOPTING DIPLOMA PROGRAMME (DP) LANGUAGE AND LITERATURE FOR ALL STUDENTS

The DP Language and Literature course is deliberately designed to be flexible, empowering students, teachers and schools to personalize an education that is appropriate to their culture, context, needs, interests and learning ability.

Why is an IB education beneficial for any student?

The IB philosophy is centered in the belief that all students should engage in learning experiences that:

- connect their prior learning to their real-world
- build understanding and appreciation of how rigorous experiences promote personal and professional growth
- increase their curiosity, self-efficacy, and enjoyment of lifelong learning
- nurture empathy and inspire them to act and make a difference in their community
- empower and support them to take responsibility for their own learning and development
- move beyond knowledge transfer to knowledge use, analysis and innovation.

With this solid academic foundation, the IB educates students with transferable, future-ready skills.

What will students experience?

Beyond the expected skill development in any Language Arts curriculum, the DP Language and Literature course enables students to:

- engage in a range of texts, in a variety of media and forms, from different periods, styles and cultures and respond to them in a variety of ways
- advance skills in interpretation, analysis and evaluation
- cultivate the appreciation of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues
- develop an understanding of the connection between studies in language and literature and other disciplines

- communicate and collaborate confidently and creatively to foster a lifelong interest in and enjoyment of language and literature.
- value assessment as a reflective practice that accelerates growth with support and quality feedback from the teacher

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 school-wide adoption of one DP course elevate teaching and learning?

IB teachers are valued as thinkers and designers who approach the needs of all learners through extensive professional learning opportunities, peer support networks and collaborative practices. Teachers will be proud to deliver an education that gives them the flexibility to design and innovate in partnership with learning specialists in their school.

Benefits for educators include:

- leverage a common language for learning, teaching, and assessment that empowers collaborative innovation, curriculum review and improvement
- professional development and support from the IB to implement the new course
- foster a lifelong interest in and enjoyment of language and literature
- Increase creative input into the scope of the course, design of learning engagements and formative assessments

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“I believe that the Language and Literature course is one of the most accessible courses in the Diploma Programme in terms of prior knowledge as well as the range of content that is left to the teachers to select”

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— MATTHEW GONZALES, PHD, PRINCIPAL MOUNT VERNON HIGH SCHOOL

How will the IB support schools?

During the life of this IB driven project, the IB offers schools:

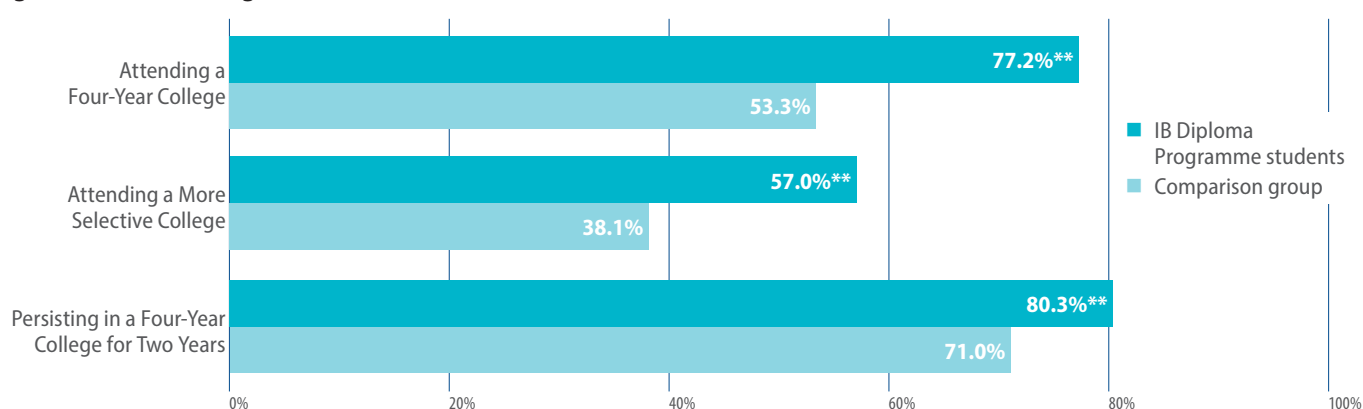
- a qualified and experienced designated school support consultant to help define and develop an implementation strategy
- training for teachers who are teaching the course for the first time
- a series of six networking sessions to facilitate interschool resource exchange and community support
- access to a new microsite containing a suite of resources schools can use to prepare the community and for first teaching
- an opportunity for schools to partner with the IB in resource enrichment by providing insights and reflections on the impact and relevance of support materials

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:

- higher rates of immediate enrollment in four-year higher education institutions
- increased likelihood of attending a selective institution
- greater persistence beyond the second year of university or college

Figure 2. There are large effects for students who enrolled in the DP



** = p-value < 0.01, * = p-value < 0.05, ~ = p-value < 0.10

Note: Students in this figure graduated between 2003 and 2007. They represent all students who enrolled in the 'pre-IB' programme in the 9th grade and then enrolled in the formal 11th grade DP, as well as a set of matched students with similar characteristics.

From *Working to My Potential: Experiences of CPS Students in the International Baccalaureate Diploma Programme*
<https://ibo.org/research/outcomes-research/diploma-studies/working-to-my-potential-experience-of-cps-students-in-the-ib-diploma-programme-2012/>

How can the school community be best informed and prepared?

While top-down decisions are required so that initiatives are well supported, classroom educators 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 schools can consider to inform and prepare their communities for the changes and benefits of an IB education for all students:

- identify an inclusive core team of representatives from a range of relevant departments and in learning support leadership roles, to drive the strategic planning process.
- assess school policies that either optimize or inhibit the way students and adults perceive an IB education and/or whether these policies open access to the whole school, or limit access to certain student groups.
- consider the collaborative planning opportunities that bring both subject area educators and those with inclusion or language acquisition specializations, together.
- reflect on the school's resources and services available to advance students success and examine how these align to the type of learning support students will need in the DP coursework and identify any opportunities to enhance or integrate these supports.
- explore the IB assessment model with all teachers and engage them in creative ideation of how core competencies can be isolated into smaller areas to inform curriculum planning