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 …

Learning diversity and inclusion in IB programmes

Removing barriers to learning

"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)

INCLUSIVE CURRICULUM DESIGN PRINCIPLES

At the heart of IB programme design are…

INCLUSIVE CURRICULUM DESIGN PRINCIPLES

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

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

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.

Language A: literature guide

First assessment 2021
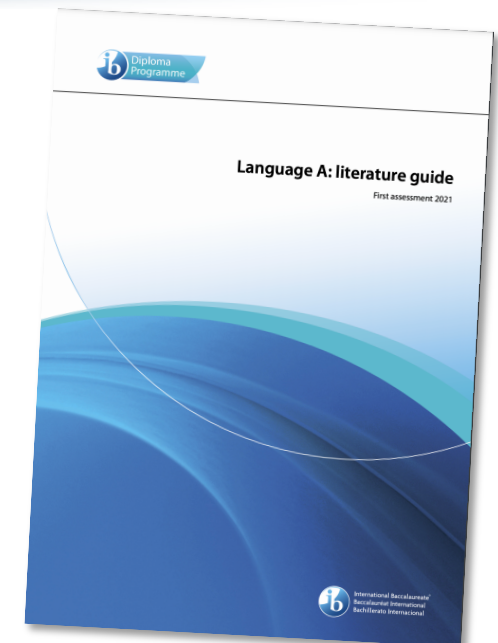
SELECTING A WIDE RANGE OF TEXT TYPES

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

Only 4 required texts	Standard Level (Over 2 years)	
	1 work originally in English from PRL	FREE CHOICE
	1 work translated into English from PRL	FREE CHOICE

Only 6 required texts	Higher Level (Over 2 years)	
	2 works originally in English from PRL	FREE CHOICE
	2 work translated into English from PRL	FREE CHOICE

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

See the Language and Literature text selection requirements
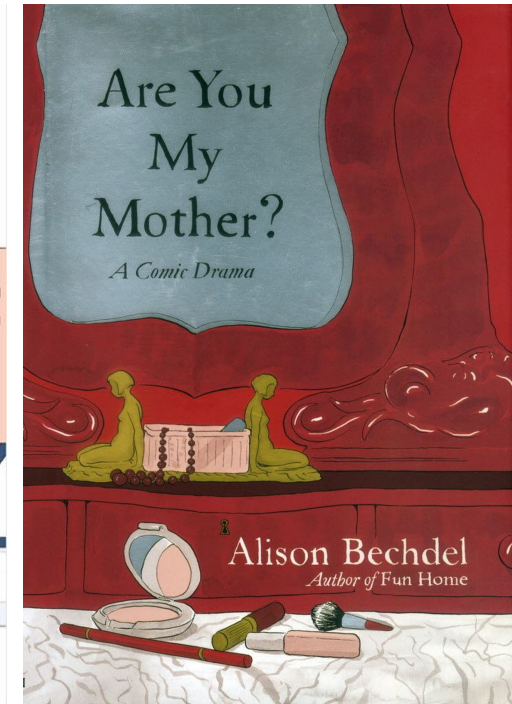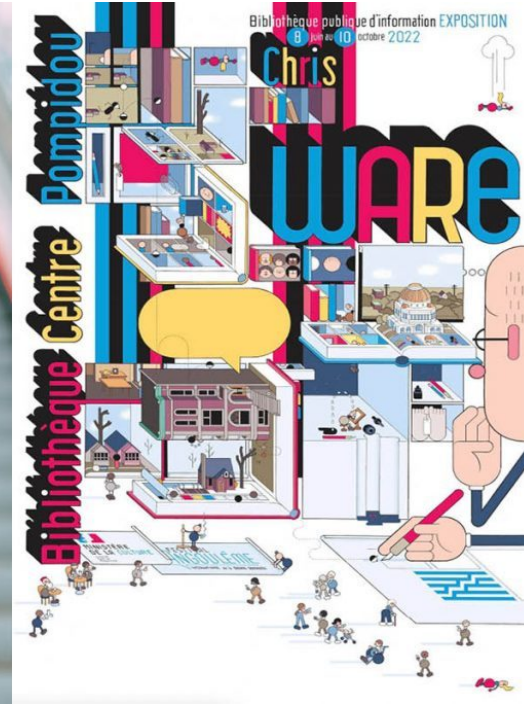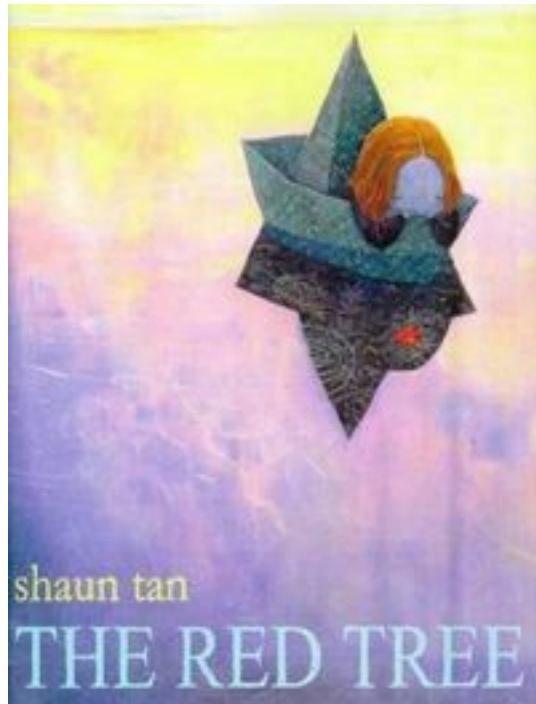
* PRL is the Prescribed Reading List

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Surprising authors…

Access the DP Language and Literature Prescribed Reading List

Surprising authors…
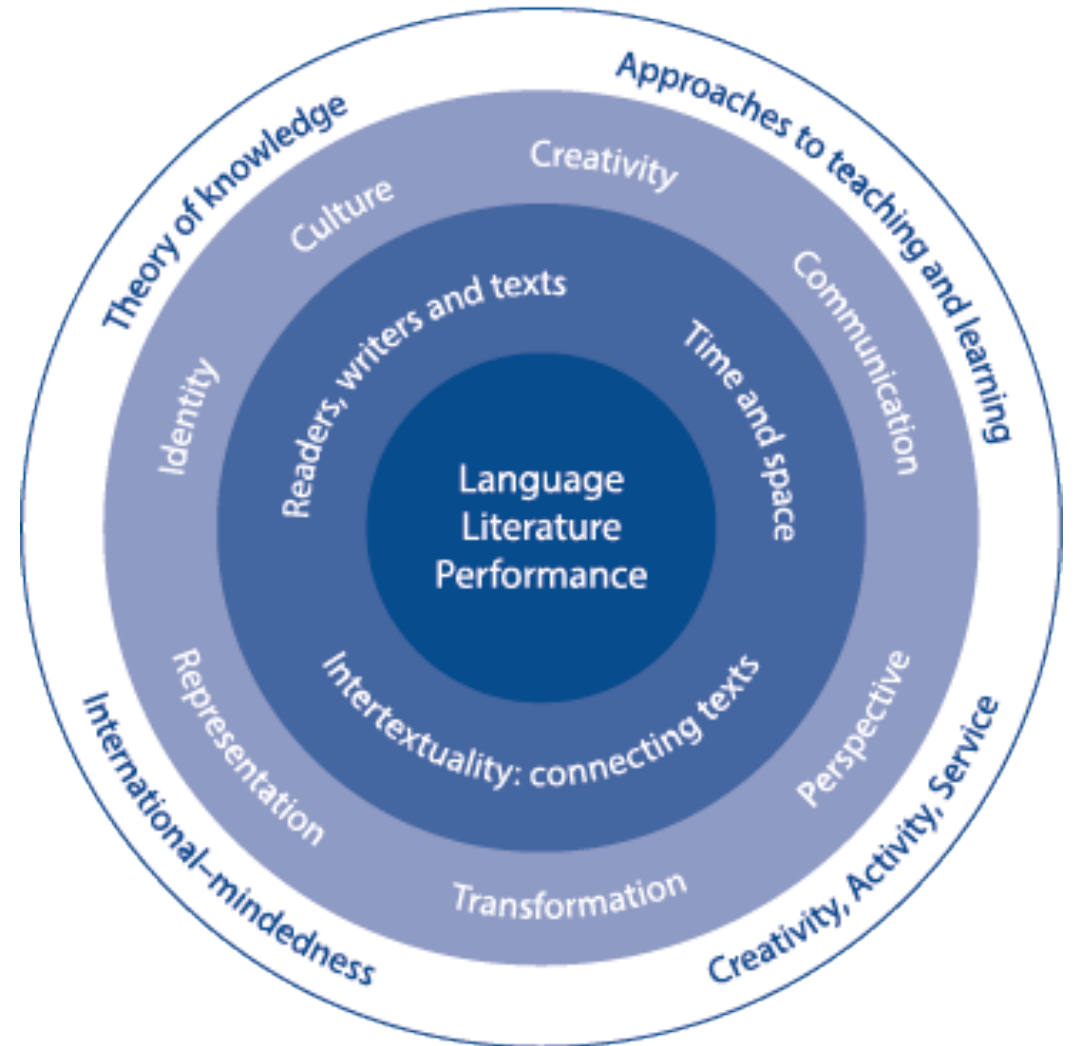
COURSE CONTENT CONNECTIONS

AREAS OF EXPLORATION

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

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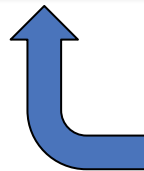How social inequality can lead to social strife
How self-hatred can be the result of discrimination
How unrealistic definitions of beauty can lead to low self-esteem
How globalisation has created a struggle for identity
How disinformation sows social unrest

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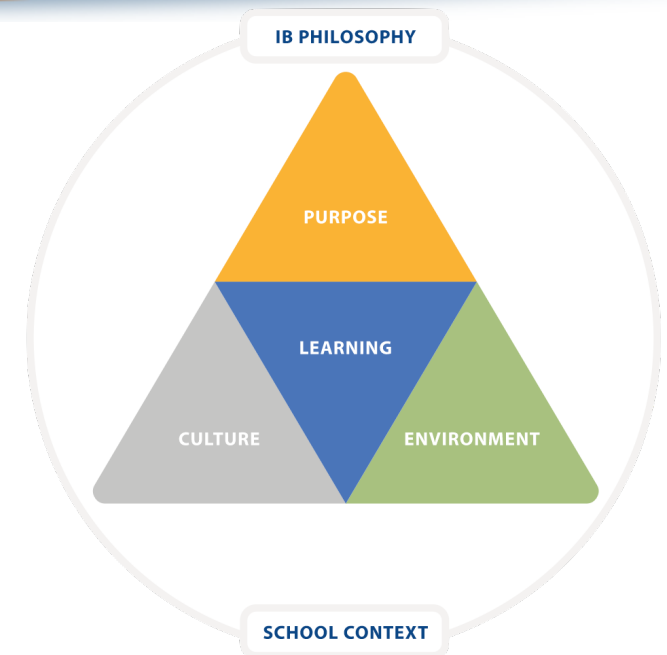*Big noun phrases that start with 'how' and identify a causal relationship.*
They articulate both the cause and effect of a problem.

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 ...

IB PROGRAMME STANDARDS AND PRACTICES

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)

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

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

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

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.