



IB SCHOOLWIDE ADOPTION

TEACHING THE IB TO DIVERSE LEARNERS

The IB curriculum designers work closely with practitioners in a wide range of schools and with experts and researchers all over the world, to develop courses that are focused on learning strategies as well as subject specific knowledge, understanding, and skill development. This makes IB relevant for all learners, by design.

Won't the IB be too difficult for some of the students I teach?

The IB is 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. This provides teachers with a framework they can use to

- connect subject matter to prior learning, and design opportunities for students to reflect on their own competencies and learn how to set goals to improve
- develop students' appreciation of how rigorous experiences promote personal and professional growth
- increase and nurture curiosity, self-efficacy, and enjoyment of lifelong learning by aligning course work to student interests
- pace learning in ways that create optimal arrangements for all students

With this type of learning partnership between teachers and their students, IB approaches celebrates milestones and defines success and divergent ways, so that growth and process matter just as much as outcomes.

What types of supports are offered to students?

IB schools that have been offering aspects of the Diploma Programme to students with Individual Education Plans (IEPs) and other formal support plans find that the learning design aligns very well with inclusive pedagogical practice.

Any student requiring accommodations for their assessment can request it at the time of registration.

Even more, the IB assessment model offers students a range of opportunities to demonstrate their learning and to reflect on their growth, rather than placing complete emphasis and summative evaluation on a final test.

There is a growing network of educators willing to partner with others to remove barriers for students and share strategies.

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 teaching a DP course contribute to my professional 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. The IB also offers a large range of professional development tools, resources, and opportunities so teachers can define their own learning journey.

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
- increased creative input into the scope of the course, design of learning engagements and formative assessments

"Some teachers expressed concern about rolling out a programme that would meet the needs of our English Language Learners, students with special needs and accommodations. And we had to remind ourselves that we have those concerns now in classes that are not teaching an IB curriculum."

- SUZANNE ACCORD, IB COORDINATOR, LAMAR HIGH SCHOOL

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:

- Low-income IB students have almost equal rate of immediate enrollment as any other IB student in the United States, and 33% higher than their peers in traditional settings
- increased likelihood of attending a selective institution
- greater persistence beyond the second year of university or college

Considering the evidence, it is appropriate that schools authorized to provide IB programmes, work to ensure inclusive implementation of a world leading standard. Every student in the world should have access to the best possible education available to them.

How does IB curriculum compare to other standards, around the world?

In 2023, Ecctis conducted a standards alignment study comparing Diploma Programme (DP) courses with upper secondary curriculum equivalents from Australia (Victoria), Canada (Ontario), Finland, Singapore, South Korea, and the United States. The research was performed across three dimensions: Learning outcomes, Content alignment, and Demand. In all cases, the IB's Higher Level (HL) and Standard Level (SL) courses were found to be equally as rigorous as the curricula standards studied, and a number of cases found to cover more breadth and depth than those in these national contexts.

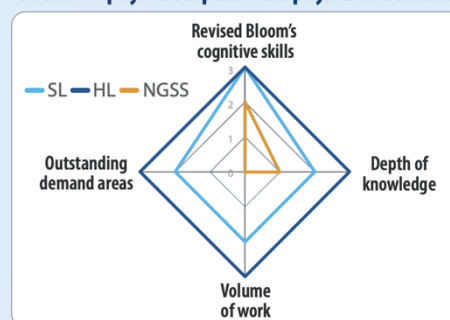


United States—Common Core State Standards (CCSS) for mathematics (CCSSM) and CCSS for English language arts and Next Generation Science Standards (NGSS)

DP HL language and literature is substantially more demanding than the CCSS for English, while all DP SL and HL mathematics courses are more demanding than the CCSSM.

The DP science courses, both at SL and HL, considerably surpass the NGSS in content depth and level of detail as well as in demand.

SL and HL physics surpass NGSS physics in demand



The full reports are available at: www.ibo.org/en/research/. For more information on these studies or other IB research, please email research@ibo.org.

How can teachers 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 teachers can consider to best inform themselves and prepare for a more inclusive implementation of IB programmes in their schools, include:

- starting conversations with colleagues across departments and in learning support roles, to build shared understanding
- advocate that any school policies that influence the way students and adults perceive the inclusive design and value of an IB education for all students, be revised
- access subject specific guides in the IB's Programme Resource Center to align current practices with those integrated into the IB curriculum design
- prepare for 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. Then, identify any opportunities to enhance or integrate these supports.
- explore the IB assessment model in professional learning teams
- Attend formal the appropriate subject specific IB professional development workshop
- Keep an open mind, and encourage others in the community to do so.