Developing pathways to inclusion

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Workshop Outcomes

This presentation will unwrap the *IB guide to inclusive education: a resource for whole school development*

To provide:

- An understanding of the principles and philosophies of the guide.
- A platform to try out, to discover and discuss how the guide could influence practice.
- The opportunity to consider what the process of implementation might look like in different contexts.
IB and Inclusion

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

(IBO, 2010)
Who are our students?
What are the barriers to learning?

- School organization and resources
- Approaches to teaching and learning
- Culture and policies
- Buildings and physical obstacles
- Relationships amongst the community

Barriers to learning
IB contexts

Inclusion is contextual

Students from 3-19 years of age.
4 Programmes.
148 countries.
4,055 schools: 56% state schools.
Which Programme standards & practices address inclusion?

**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.
IB commitment to inclusive education

‘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)
Variability not disability

‘Learning environments should be designed with a deep understanding and appreciation for individual variability’.


The IB does not categorize students as special/normal/not normal or expect them to have to adapt to inflexible learning environments!
Learner variability

‘Personal qualities and abilities are not fixed; they continually shift as individuals interact with their environment, in a vast, complex, dynamic balance’.


Findings from neuroscience and genetics challenge the educational practices of labelling and streaming students which are based upon outdated notions of fixed ability.
Inclusive environments

Create a sense of belonging where:

- Accepted & Respected
- Valued
- Cared for
- Challenged
- Listened to
- Safe
- Trusted
- Understood

LEARNERS FEEL
In inclusive learning environments

Students affirm their identities and develop self-confidence and independence

LEARNERS NEED TO

- Be listened to
- Participate in learning decisions
- Reflect on learning
- Experience high expectations
- Develop skills to self-advocate
- Develop as multilingual citizens
- Succeed
- Develop LP attributes
- Be listened to
Who is responsible for removing barriers to learning?

A collaborative school community process
Developed by IB staff and practitioners. Designed to support IB school leaders and their communities in:

- Increasing awareness and knowledge in the field of inclusive education.
- Provoking discussion through reflection and inquiry.
- Increasing access, engagement and participation.
The IB guide to inclusive education: a resource for whole school development

Why an IB guide to inclusive education?

Working with the guide.

• The structure
• The self-review process
• Case studies.

Resources and references.

Self-review framework.

Questions for reflection when developing:

• Inclusion policies
• Individual learning plans
The development process

**IB educator developed:** working party.

**Reviewed:** both externally and internally.

**Piloted:** in working party schools.

**To be added:** school practice.

**Could you contribute?**
The self-review process

- Integrate inclusion development into whole school development initiatives and strategies – pervasive across the whole school community.
- Include the whole community – steering party.
- Explore, inquire, reflect, define and plan for inclusion – the guide; statements and review questions.
- Build on from previous successes.
- Plan for small, achievable steps built into long-term school development and review cycles.
### The self-review framework

<table>
<thead>
<tr>
<th>Statements</th>
<th>Guiding questions to promote reflection</th>
<th>How are we doing?</th>
<th>What evidence do we have?</th>
<th>What is our goal?</th>
<th>What are our barriers?</th>
<th>What are our ideas to promote access?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>We have defined inclusion in our context and aligned it to our mission/vision statement</td>
<td>How and to what extent have we as a school community defined inclusion in our context?</td>
<td>What is our definition of inclusion?</td>
<td>How have we considered and addressed our understandings of diversity and equity?</td>
<td>How and to what extent does our school climate encourage diversity and equity?</td>
<td>To what degree does our definition align with our mission/vision statement?</td>
</tr>
</tbody>
</table>
Implementing a self-review process

The statements

- Can you indicate which statement describes your starting point in your inclusion journey?
- Can you identify which statements you have already achieved?
- Can you identify which will be your next statement?

Discuss with a partner
We have defined inclusion in our context and aligned it to our mission/vision statement

The questions

- What is our definition of inclusion?
- How have we considered and addressed our understandings of diversity and equity?
- How are the concepts of excellence and equality linked to our definition of inclusion and the S&P?
- How is inclusion communicated to all stakeholders?
- How does inclusion benefit our community?

Discuss with a partner
Using the guide

➢ Choose a statement.
➢ Consider the corresponding questions.
➢ Complete the self-review framework for those questions.
➢ Who will be involved in the self-review process?
➢ What are your timelines?
➢ Devise an action plan.
IB steps in the inclusion journey

**Terminology** was changed from ‘special’ to ‘inclusive’ (in 2013).

**Accessibility** in the design and development of IB Assessments.

**Inclusive Assessment Arrangements** for candidates with access requirements with clear criteria for eligibility.

**Accessibility features** included incorporated in the new MYP e-assessment.

Considering access and inclusion in **curriculum review**.

Addressing inclusive education in **PD workshops**.

Commissioning **research** to inform about international inclusive practices.

Developing **supporting documents** and teacher support material to support schools for inclusion.
The future?

A society where:

It is taken for granted that disability and dependence upon others are something that all of us experience at certain times in our lives and this to unpredictable degrees, and that consequently our interest in how needs of the disabled are adequately voiced and met is not a special interest….’.

(MacIntyre, A. 1999)
Suggested reading

Did we?

Unwrap the *IB guide to inclusive education: a resource for whole school development*

To provide:
- An understanding of the principles and philosophies of the guide.
- A platform to try out, to discover and discuss how the guide could influence practice.
- The opportunity to consider what the process of implementation might look like in different contexts.
Thank you

Please do get involved and take action!

➢ Join the IB’s network for inclusive education.
➢ Use the IB’s guide to inclusive education.
➢ Contact us if you have questions.
➢ Use this presentation in your own school.

Kala and Jayne

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