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The IB guide to inclusive education: a resource for whole school development



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Published 2015

Updated November 2019

Published on behalf of the International Baccalaureate Organization, a not-for-profit educational foundation of 15 Route des Morillons, 1218 Le Grand-Saconnex, Geneva, Switzerland by the

International Baccalaureate Organization (UK) Ltd
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Cardiff, Wales CF23 8GL
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IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Why an IB guide to inclusive education?

The IB states, “Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities.” IB *Programme standards and practices* documents the practices required by schools to demonstrate their support for learning diversity.

The IB expects that schools will be in different places along their inclusion journey. The guide has been designed to support this journey and the associated ongoing process of:

- increasing access and engagement
- removing barriers to learning.

Taking into account the learner profile and its importance in empowering students and the IB *Programme standards and practices*, the guide is specific to IB World Schools. It is designed to facilitate inclusive school development by increasing awareness and knowledge in the field of inclusive education and provoking discussion through reflection and inquiry. The statements and self-review questions, taken together, provide a self-review process that IB World Schools and IB staff can use to explore, inquire, reflect, define and plan for inclusion in their specific context.

The IB and inclusion

What it means to be an IB World School is articulated in the *Programme standards and practices*. The following practices require schools to demonstrate their support for learning diversity.

- Purpose (0101)
- Leadership and governance (0201)
- Student support (0202)
- Teacher support (0203)
- Culture through policy implementation (0301)
- Coherent curriculum (0401)
- Students as lifelong learners (0402)
- Approaches to teaching (0403)
- Approaches to assessment (0404)

Inclusion supports the democratic process by teaching through the learner profile so that all students, including those with learning support requirements, are equipped to exercise their rights and accept their responsibilities as citizens in mainstream social life. As detailed in *What is an IB education?*, IB programmes aim to increase access to the curriculum and engagement in learning for all students, and therefore the terms “inclusion” and “inclusive education” refer to a broad understanding that embraces the diversity of learners and all minority groups. Inclusion is achieved through a culture of collaboration, mutual respect, support and problem solving. “Dynamic learning communities” refers to the whole school community, and any work on developing inclusion should not forget the voices of all learners, their parents and caregivers, support staff and non-teaching staff.

Students are at the centre of international education in the IB, with their own strengths and challenges. Students aged 3–19 come to school with unique and shared patterns of values, knowledge and experience of the world and their place in it. It is the responsibility of the school and the leadership team to put in place processes to remove barriers to learning for every member of the school community. Barriers to learning may be found in the way schools are organized and resourced, their cultures and policies, the approaches

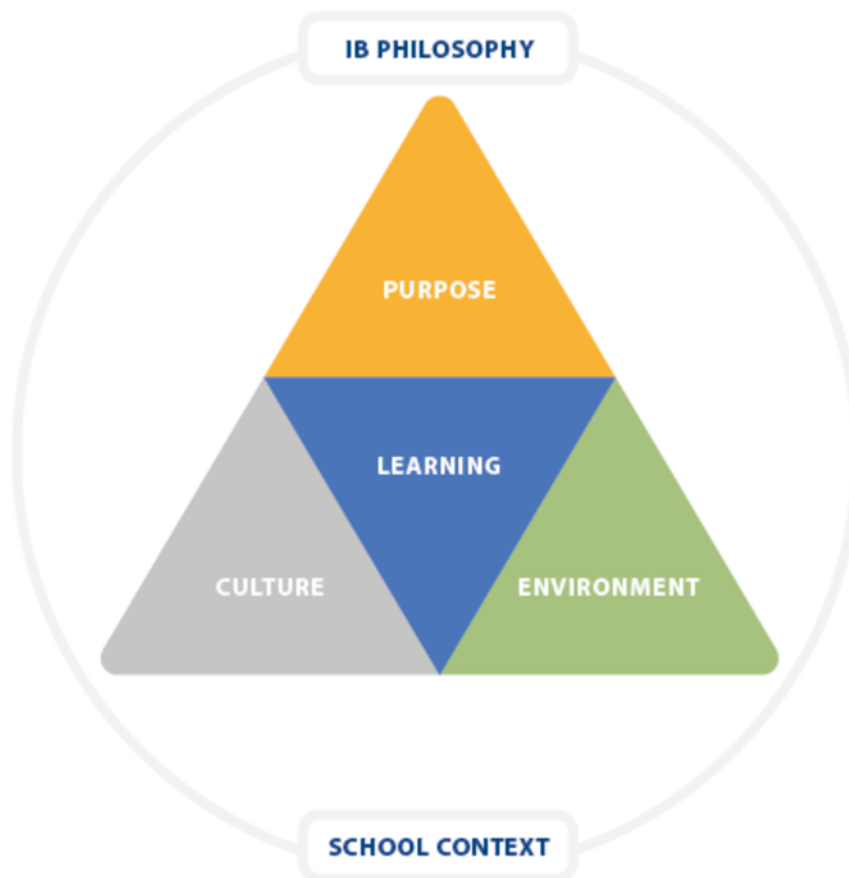
to teaching and learning, the physical aspects of buildings and the ways in which individuals within the school community interact with each other.

The four principles of good [practice](#) identified by the IB as promoting equal access to the curriculum for all learners are: affirming identity and building self-esteem, valuing prior knowledge, scaffolding and extending learning. Student learning is enhanced when these four principles of good practice are considered in conjunction with the IB approaches to teaching and learning, which are those deliberate strategies, skills and attitudes that permeate the teaching and learning environment.

Note: The guide is not a definitive or stand-alone document on inclusive education, and it should be used with a range of other resources, both IB (see [“Resources and references”](#)) and non-IB, to support your journey in your context.

Working with the guide

Inclusive school development is more likely to be successful when it is pervasive across the school, is connected to all areas of school development and is linked to the individual learning needs and well-being of **all** students.



The structure of the guide is similar to that of the IB *Programme standards and practices*:

- Purpose
- Culture
- Environment
 - Leadership and governance
 - Student support
 - Teacher support
- Learning
 - Designing a coherent curriculum
 - Students as lifelong learners
 - Approaches to teaching
 - Approaches to assessment

The guide consists of a series of statements that reflect the **ideals** of inclusion (print on A3 paper, landscape if printing). The accompanying self-review questions (print as landscape for easy use if printing) have been designed to **challenge** schools to consider and respond to inclusion in their context. They are open questions, not always easy to understand, and there are no right or wrong answers. There are no time recommendations, and schools should understand that developing inclusive education is a lengthy process. The start of the journey begins with the statement: “We have defined inclusion in our context and aligned it to our mission and vision statement”. Schools may then move on to a new statement, one that they identify as the next step on their inclusion journey. There may be statements and questions that are not appropriate to certain contexts. In some instances, it may be necessary to reframe or rewrite the questions to match the needs of the audience (students, support staff, parents and so on). Schools are also encouraged to write their own statements and questions.

The self-review process

If a school decides to use the inclusive self-review process, it should be integrated into whole school development initiatives and strategies. The self-review cycle should be underpinned by the IB inquiry cycle, where inquiry, action and reflection involve the whole school community.

The statements and self-review questions taken together provide a self-review process that IB schools can use to explore, inquire, reflect, define, and plan for inclusion in their context. Besides the recommendation to use the self-review integrated into whole school development processes, how the statements and self-review questions are used is entirely up to the school. Choosing just one statement that fits in with previous school development may be the way forward for one school, while another school may find itself choosing to address all of the statements in a section. The statements are independent of one another, therefore, some questions may occur in multiple statements. Schools should refer back to their earlier responses where there is overlap. Inclusion development is more likely to be successful when it is pervasive across the school, connected to all areas of school development and linked to the individual learning needs and well-being of students.

The self-review framework is designed to support schools in identifying and collating the views of all members of the school community (including students and parents) so that negotiation and consensus is arrived at when deciding on priorities for school development. The framework thus provides an opportunity for members of the school community to come together to develop common understandings and goals. For this reason, it is advisable for all members of the community to be part of the process, and members of the senior leadership team should be directly involved in, if not leading, the process.

The duration of the process can vary from school to school; developing common understandings across a school community and organizing resources can be lengthy processes. Therefore, there is no advice as to the amount of time the self-review should take. It is advised to use the statements and self-review structures in the already existing processes of whole-school development and collaborative practices.

Once schools have defined inclusion and considered the “Statements” document, they should be in a position to assess their whereabouts on the inclusion journey and choose which statement(s) to prioritize and focus upon. Although it is advised to start by defining inclusion for the school’s context, there are no recommendations for approaching inclusion. Statements and questions can be answered in any order; however, they should be viewed as part of the interconnected cycle of inclusion and whole school development.

If the process is to be ongoing, it is suggested that schools build from previous success and plan for small, achievable steps that are built into long-term school development planning and self-review cycles.

The following vignettes have been included to illustrate how the guide may be used and may be especially useful to those schools that are at the beginning of their inclusion journey. More detailed examples of schools and their inclusion journeys can be found in the IB [Learning stories](#) page, and more examples will be added to this resource in the future.

School A: A small, partially funded primary school with limited access to resources

The school, a small primary school, was struggling with a five-year-old student who was having constant “meltdowns” and biting classmates. Although the class teacher and close colleagues felt under pressure and were struggling, there was a continued commitment to supporting the student and his family. The situation was fraught with stress and guess-work as there were no procedures or policies in place.

Policy development was lacking, and the school was aware that it needed to think about learning support procedures. Discussions around how far the school should go in supporting the student highlighted the fact that the school should define inclusion for its context and align it to the school mission and vision statement.

Suggestions from “Questions to ask when developing and implementing an inclusion policy” and “Questions for reflection when developing individualized learning plans” (ILP), were used to support the writing of the ILP and the inclusion policy. This enabled the school to celebrate both student and school success and capture and record the learning and school procedures that had been put in place.

The IB guide was used to support the school in a five-year development plan as outlined here.

Action	Timeline	Who is responsible
Plan small, manageable steps to support the school in developing strong inclusive practices.	Five-year timeline	The inclusion steering committee (representing all members of the community)
Define inclusion and identify which policies should be developed, who should be involved, and how success would be measured.	Year 1	School director and chair of the inclusion steering committee
Develop policies that reflect the inclusive nature of the school in its context. Keep the inclusion journey on the whole school development agenda so that policies, procedures and developments became part of school development and self-review processes.	Four policies, one policy per school year after the first year	Policy development committees and inclusion steering committee

School B: A private, international school in a major world city

Following reflection on future school development, the staff were prompted to think about data that the admission coordinator brought to the table. Over the previous five years, there had been a steady increase in the request for admissions for students who were identified as having learning support requirements. While the school was dealing successfully with students with no or limited levels of English, those with learning support requirements were being turned away due to a lack of knowledge on how to meet learning needs. The teaching staff felt that it was time to consider the inclusion of a wider range of learners to better serve the community. However, it was also recognized that there would be members of the school community who would resist due to their belief that academic levels in the classroom would be compromised by inclusive initiatives. Increasing knowledge in the community would be crucial in early days.

It was decided the following school term would be used to explore how the school might increase access and participation. A committee was formed, led by the school director, using the IB guide.

An initial consideration of the statements surprised the school; through complying with the IB’s *Standards and practices*, the school already had in place some of the fundamental structures of an inclusive education. The report recommended that a steering committee representing all members of the school community be formed. Led by the director, the group would make a long-term plan guided by the self-review framework to develop inclusion and address the following aspects.

- Purpose

- Define inclusion; include all members of the community in the definition process
- Environment
 - Identify which short-term and long-term professional development (PD) was needed to increase knowledge across the whole community (students, parents, teaching and non-teaching staff) and develop educators as educators of all students
 - Identify PD providers (in-house included) and feed PD costs into budget cycles
 - Identify staffing needs
 - Feed the inclusive developments into whole school development, recruitment and budget cycles
 - Identify short-term and long-term resource requirements (curriculum materials, assistive technologies, facility needs) in line with the school's definition of inclusion and the school development plan
 - Involve the leadership team in all inclusive developments
- Culture
 - Identify which school policies are implicated in inclusive school development and set up committees to amend and write the policies
- Learning
 - Develop approaches to teaching, learning and assessment across the programmes to support the inclusion of a wider range of learners

The process would involve sharing and developing inclusion.

- Locate inclusive specialists in the school community
- Explore the statements and self-review questions in staff meetings
- Share knowledge through professional development study days and conferences, school assemblies, school projects, parent evenings and coffee mornings
- Audit the community through questionnaires and interviews (involving students in data-collection design and gathering of data)

School C: A successful inclusive US state school

The inclusion success had entailed a developmental journey, one that was understood to be never-ending. For this reason, "inclusion" was always a feature of the school development process and spearheaded by the senior leadership team but shared throughout the community. The statements and self-review questions were used to prompt reflection and discussion during school development decision-making processes.

The school had been successful in its application for state funding to implement universal design for learning (UDL). UDL was felt by the school to strengthen inclusive practices and supported teachers in meeting the needs of their learners by prompting them to provide students with multiple means of representation, action and expression, and engagement. The statements and self-review questions aimed at increasing UDL were prompting reflection and inquiry into the school's needs and supporting strategy planning for the coming three years.

Inclusion is contextual

Inclusion is contextual, so the journey should be defined by the school for its own context. However, it is recommended that the school look to other schools for ideas and for sharing expertise and resources (for example, [IB Learning stories for inclusive education](#)).

The statements and questions reflect ideals for inclusion; therefore, there will be statements and questions that will not be a focus for some schools, due to school development or national legislation requirements. For instance, UDL has become enshrined in legislation in some US states and is required for some IB World

Schools. While not a must for all schools, UDL is an excellent way of approaching inclusion, and the IB recommends that schools consider their online resources at www.cast.org.

Self-review framework

Download

- [Self-review framework \(Word\)](#)
- [How to use the self-review framework \(Word\)](#)

Questions for reflection when developing policy and individual learning plans

Schools should develop and implement an inclusion policy that is consistent with IB expectations, in accordance with local legislation and school policy, and is easily available to the whole school community. It should link with the school's mission and pertinent school policies such as those of language, learning and assessment.

Just as IB World Schools differ in their size, facilities and available resources, so learning support provisions will vary from school to school. Documenting these learning provisions is not only good practice but imperative if all stakeholders, especially students and parents, are to be involved in learning partnerships. The inclusion policy will be an invaluable resource for all those involved with the students and will ensure that procedures and provisions remain consistent. In some national situations, an inclusion policy will be a legal requirement, and in some countries local educational districts or authorities will have produced one for their district or region. However, it remains important that the school details its own learning support approaches and procedures in an inclusion policy.

An inclusion policy celebrates the practices and procedures that support student learning in a school's particular context.

Questions to ask when developing and implementing an inclusion policy

The following questions can be used to assist a school in developing and implementing inclusion policies and procedures.

School organization

- What are the local, national and international legal obligations on inclusion that have to be met?
- What are the local, national and international legal requirements of teachers in meeting the needs of students?
- Is the policy consistent with IB philosophy and practice?
- How is the philosophy on inclusion aligned with the school's mission statement?
- How does the school define inclusive education? (For more information about IB programmes and inclusion please refer to *Learning diversity and inclusion in IB programmes*.)
- How does the policy link to other school policies such as teaching and learning, assessment and language policies?

School development

- How is the provision for inclusion supported by professional development?
- What provision improvements are needed?
- What are the implications for school development?

Resources

- What expertise does the school have access to?
- What expertise is needed?
- Who are the staff experts and/or consultants who work with students and/or guide teachers to work with students with learning support needs?

- What resources are allocated to maximize inclusion?
- Who is responsible for finding, allocating and deploying resources?
- Which testing or screening tools does the school have access to?
- Which tests are staff qualified to administer?
- Which staff/stakeholders have specific responsibilities to maximize inclusive outcomes (state job title and responsibilities)?
- Is the school physically accessible? If not, is there a plan for creating accessibility?
- What are the budgetary implications?

Stakeholders

- Who are the stakeholders and outsiders to whom the inclusion policy will apply—management, teachers, students, parents/legal representatives of students, non-teaching staff, visitors?
- Which stakeholders are made aware of the inclusion policy?

Communication

- Who is responsible for notifying parents, students and teachers of test results?
- Are students, parents/legal representatives of students aware of the inclusion policy?
- How is the school community made aware of the inclusion policy?
- Does the school have ongoing communication with parents and students?
- Are there any specific modes of communication?
- How is information communicated and coordinated during transition stages—changing schools, changing sections, changing campuses? (Be aware of **data protection and privacy legislation**, including those with respect to student privacy and health information privacy.)
- How are the inclusive policy and practices communicated to new staff?

Confidentiality

- How does the school communicate its policies and procedures regarding confidential information?
- How is information held on students? Is any of the information confidential? Where should it be held and who should manage it?
- Who has access to student files?

Learning

- What is the extent of student learning needs at present?
- How are the needs of existing students being met?

Policy documentation

- How is inclusive provision documented?
- How is the provision for inclusion structured, coordinated and monitored?
- How is the overall access to curriculum, examinations and school activities reflected in the policy?
- How are individualized educational plans reflected in the policy?

Policy processes

- What is the policy review process? How does it ensure that the inclusion policy remains a work in progress, keeping up to date with the needs of the student population and in line with learning needs legislation as well as roles and responsibilities?

Questions for reflection when developing individualized learning plans (ILPs, IEPs, PEPs)

Learning plans celebrate learning success, build on strengths and circumvent difficulties to develop the whole student.

Learning plans celebrate student strengths and interests

- To what extent and how does the learning plan celebrate student strengths and interests?
- To what extent is the learning plan student friendly?
- To what extent do students understand their strengths and interests?
- To what extent are student strengths and interests prominent in the learning plan?
- To what extent are strengths and interests lost in medical and psychological information?
- How does the learning plan include developing strength and interests?
- How does the learning plan use student strengths and interests to address areas of difficulty?

Learning plan development is a collaborative process and documented in the inclusion policy

- To what extent is there a standard process to follow to develop a learning plan?
- How is the process documented in the inclusion policy?
- How are students, educators (including private service providers) and parents/guardians (and other family, if relevant) involved in the collaborative process?
- Who is primarily responsible for learning plan development?
- Who monitors learning, and how is progress reflected in the learning plan?
- How is the learning plan reviewed?
- What is the duration of time between learning plan development and the self-review cycle?
- Who coordinates the self-review cycle?
- Who is involved in providing support?
- How does the learning plan reflect learning progress and allow changes to be made?
- How are educators supported in developing, understanding and using learning plans?

Learning plans are focused on individual challenges rather than medical and psychological labels

- How does the learning plan incorporate school evidence alongside the recommendations from specialist reports?
- How do you know that the stated individual learning challenges are understood by all parties?
- How does the learning plan take into account the social, emotional, cognitive and sensory needs of the student?
- How are the language profiles of the student taken into account?
- Who is responsible for mapping student language profiles?
- How is the educational history of the student taken into account when developing the plan?
- How is new learning connected to previous learning?
- How are transition goals across settings and into adulthood taken into account during learning plan development?
- How is the student learning plan communicated to the teaching team?
- How are learning preferences captured in the learning plan and communicated to the teaching team?

- How are learning outcomes developed to be SMART (specific, measurable, achievable, relevant, time-bound)?

Learning outcomes are considered relevant by students, parents and teachers

- How are all perspectives (student, parent, teacher) taken into account when deciding on learning outcomes?
- How do you know that learning outcomes are being addressed?
- How do you know when goals have been reached?

Learning and teaching strategies are linked to the IB approaches to teaching and learning and the learner profile

- How are learning and teaching strategies linked to programme approaches to learning skills?
- How are learning and teaching strategies linked to developing learner profile attributes?
- How do you document those learning and teaching strategies that have previously been successful?
- How do you document those learning and teaching strategies that have previously been unsuccessful?

Learning and learning progress are evidence based

- What evidence has been collected to demonstrate learning success?
- What evidence has been collected to demonstrate learning challenges?

Learning plan meetings are student led

- How are students supported in developing the skills to advocate their own needs?
- How are students supported to develop the skills needed to lead meetings?

Learning plans respect confidentiality

- How have issues of confidentiality been taken into account?
- How are learning plans stored?
- Who has access to the learning plan?

Learning plan development takes into account the local context and legislation, where appropriate

- How does the learning plan reflect the context of the school?
- How has the learning plan taken into account the appropriate legislation in our context?

Inclusion and the IB programme standards and practices

The following IB programme standards and practices have a particular focus on inclusion. Schools are better able to demonstrate the ongoing process of inclusion through evidencing combinations of practices in the process of motif building (see below), as opposed to concentrating on the practices in isolation.

Purpose (0101)

The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)

Leadership and governance (0201)

The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community. (0201-03)

Student support (0202)

The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)

The school identifies and provides appropriate learning support. (0202-02)

The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)

The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)

The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programme(s). (0202-05)

Teacher support (0203)

The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)

Culture through policy implementation (0301)

The school secures access to an IB education for the broadest possible range of students. (0301-01)

The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

Coherent curriculum (0401)

Teachers collaborate to design, plan and deliver the school's IB programme(s). (0401-02)

Students as lifelong learners (0402)

Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)

Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)

Approaches to teaching (0403)

Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Approaches to assessment (0404)

The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)

Building motifs to demonstrate inclusion in school settings

The context and dynamism of an inclusive school community can be demonstrated by using **motifs**. Motifs are a group of practices that represent a recurring theme (in this case, inclusion).

Practices can be combined in many ways to represent what schools do, what school visitors can look for, or what groupings of evidence the IB needs to best prove that the practices are implemented with fidelity.

The following examples are just two of many possible motifs that could be used to demonstrate inclusion.

Example 1

Condition

0301-02 The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential.

Who

0403-05 Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals.

How

0202-02 The school identifies and provides appropriate learning support.

0202-01 The school provides relevant human, natural, built and virtual resources to implement its IB programme(s).

0404-01 Students and teachers use feedback to improve learning, teaching and assessment.

Why

0301-01 The school secures access to an IB education to the broadest possible range of students.

Example 2

Condition

0203-02 The school ensures that leadership and teachers participate in appropriate and timely professional learning to inform their practice.

Who

0101-02 The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate life-long learners.

How

0403-05 Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals.

0402-06 Students take ownership of their learning by setting challenging goals and pursuing personal inquiries.

Why

0202-04 The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences.

Glossary of terms

Term	Definition
Affirming identity and building self-esteem	The first of the four principles of good practice as referred to in <i>Learning diversity and inclusion in IB programmes</i> .
Assistive technology	Those technologies used in the learning environment to consolidate, assist or enable learning (Abbott 2007).
CALP	Cognitive academic language proficiency (CALP) as discussed in <i>Language and learning in IB programmes</i> .
Collaborative planning	Collaborative planning as referred to in <i>Programme standards and practices</i> .
Co-teaching (collaborative teaching)	Two or more people sharing responsibility for teaching some or all of the students assigned to a classroom, involving the distribution of responsibility among people for planning, instruction and evaluation of a classroom of students.
Differentiation	The process of identifying, with each learner, the most effective strategies for achieving agreed goals as discussed in <i>Learning diversity and inclusion in IB programmes</i> .
ELL	English language learners.
Equity	As defined by Organisation for Economic Co-operation and Development (OECD), "Equity in education has two dimensions. The first is fairness, which basically means making sure that personal and social circumstances—for example gender, socio-economic status or ethnic origin—should not be an obstacle to achieving educational potential. The second is inclusion, in other words ensuring a basic minimum standard of education for all—for example that everyone should be able to read, write and do simple arithmetic. The two dimensions are closely intertwined: tackling school failure helps to overcome the effects of social deprivation which often causes school failure."
Faculty	All teaching staff.
Four principles of good practice	Affirming identity and building self-esteem, valuing prior knowledge, scaffolding, and extending learning as discussed in <i>Learning diversity and inclusion in IB programmes</i> .
Identity	See <i>Learning diversity and inclusion in IB programmes</i> for more information.
Inclusion	As defined by the IB in <i>Learning diversity and inclusion in IB programmes</i> , "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers".
Inclusive assessment arrangements	Changed or additional conditions during the assessment process for a candidate with assessment access requirements, related to arrangements made in the assessment process—such as changes in duration (for example, extra time), location (for example, preferential seating), presentation (for example, use of a screen reader) or method of response (for example, use of speech recognition software).
Inclusive assessment design	Refers to the development of assessments that can be accessed by all students. It is concerned with designing assessments that are accessible at source from the stage of

Term	Definition
	defining the test construct and conceptualizing the test design to developing test items.
Individualized educational plan (IEP)	See the accompanying self-assessment “ questions for reflection when developing individualized learning plans ”.
Individualized learning plan (ILP)	See the accompanying self-assessment “ questions for reflection when developing individualized learning plans ”.
Mother tongue	The term mother tongue is used in the research literature in various ways. It may denote the language learned first; the language identified with as a “native speaker”; the language known best; the language used most (<i>Language and learning in IB programmes</i>). When used in this document, it includes all those meanings.
Personal education plan (PEP)	See the accompanying self-assessment “ questions for reflection when developing individualized learning plans ”.
<i>Programme standards and practices</i>	Part of a suite of documents that is essential for all prospective and authorized IB World Schools, which provides critical information for the planning, implementation, development and evaluation of all IB programmes.
Reasonable adjustments	Changes or additional conditions to the assessment process which may not be standard and are not covered in the list of inclusive access arrangements. They are unique to a student based on their requirements.
Staff	Those people employed by the school.
Universal design for learning (UDL)	A set of principles for curriculum development that gives all individuals equal opportunities to learn and provides a blueprint for creating instructional goals, methods, materials and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.
Whole school community	Students, parents and caregivers, educators, learning support staff, school owners, non-teaching staff (janitors, lunchtime supervisors, bus drivers, board members and so on).

Resources and references

IB resources

Access and inclusion policy

Learning diversity and inclusion in IB programmes: Removing barriers to learning

Learning stories for inclusive education

Meeting student learning diversity in the classroom: Removing barriers to learning—resource provides a summary of learning challenges and suggested teaching strategies and ideas for resources.

Programme standards and practices

What is an IB education?

Other resources and references

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McKnight, L and Davies, C. 2012. *Current Perspectives on Assistive Learning Technologies: 2012 review of research and challenges within the field*. Oxford, UK: Kellogg College Centre for Research into Assistive Learning Technologies.

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UNICEF publications: <http://www.unicef.org/publications>.

Universal design for learning (UDL): <http://www.cast.org>.