EDUCATION FOR AN INCLUSIVE FUTURE
IB GLOBAL CONFERENCE
18–21 MARCH **2023** • ADELAIDE

Removing barriers to enable inclusion for all: Transforming IB planning through Universal Design for Learning

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#IBGC2023

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Acknowledgement of Country

We would like to acknowledge the Kaurna people as the custodians of the lands and waters of the Adelaide region. We pay respect to elders both past and present. We acknowledge and respect the Kaurna people's cultural, spiritual, physical and emotional connection with their land, waters and community.

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Why?

It is not about WHAT
we do...
but WHY we do it!

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Ableism is everywhere!

I know, because **I** made a list!

In this session....think of curriculum being like a building that not all people can enter.
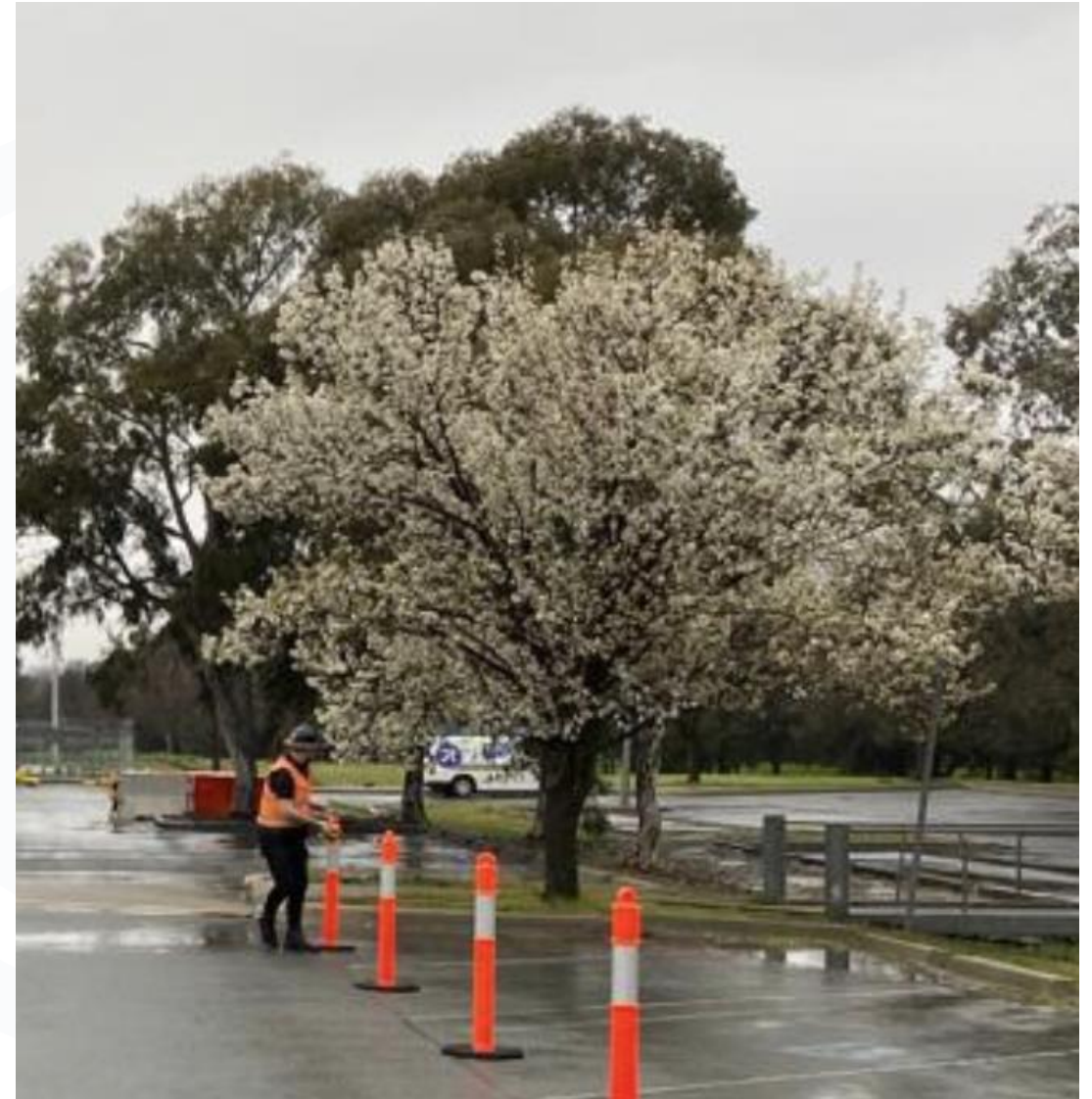
Mainstream is deficit language

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To make an aeroplane

BARRIERS?

What predictable barriers may prevent all learners from reaching high expectations in our IB classrooms?

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The task again…

Engagement (WHY?)
- Access?
- Choice
- Threats
- Challenge
- Prior Knowledge

Representation (WHAT?)
- Big idea? Trajectory, Distance, Design
- Background Knowledge
- Vocabulary

Action and Expression (HOW?)
- Tools or technology?
- Modelling
- Trial and error
- Planning?
- Criteria?
- Self assessment?

What BARRIERS do we put around our students?

ALL students?

Put a lens over your current unit planner or IB planning process.

Is it working for ALL students?

Do you plan somewhere else also to cater for ALL students?

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Red Flags!

'The IB is not for **everyone**, it is too hard for some'

'They won't cope in my mainstream classroom'

'Students need the basics before they can do inquiry'

'I can't assess if they all do something different'

'Concepts are too hard for him/her to understand'

'I don't have time to plan the IB unit and then plan for other students'

'The central idea is too hard for student X'

'It's too late, I have already planned'

'That's not fair if some students don't have to do X'

'Not all are capable of doing this part of the unit'

'I have standards I have to cover. I can't fit in choice'

'The problem is the student'

It's not about the cake!

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Expert learning

Equity

We can remove barriers by providing adequate supports based on variability.

Katie Novak

GROUP THINK

What are the characteristics of ALL learners?

"Ready Ready"

- THE WHY

- THE WHAT

- THE HOW

Universal Design for Learning (UDL) is
my 'ready ready'- it is my WHY!

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Collaborative planning process for learning and teaching

Supporting student agency
How do we recognise and support student agency in learning and teaching?

For all learning this means:
- involving students as active participants in, and co-constructors of, their learning
- developing students' capacity to plan, reflect and assess, in order to self-regulate and self-adjust learning
- supporting student-initiated inquiry and action

For all learning this means reflecting on:
- the purpose and conceptual focus of learning
- whether the learning goals were achieved (including knowledge, conceptual understandings, skills and attributes of the learner profile)
- the effectiveness of the monitoring, documenting and measuring of student learning against learning goals and developmental milestones
- the effectiveness of the learning experiences and use of resources
- student agency and its impact on student-initiated inquiry and action
- the ways in which positive relationships have been nurtured between home, family and school as a basis for learning, health and well-being
- the process of learning to inform current and future learning and teaching

Identifying purpose and conceptual focus
What is it we want students to learn?

For all learning this means:
- inside the programme of inquiry – negotiating a shared understanding of the central idea and lines of inquiry as they relate to a transdisciplinary theme
- outside the programme of inquiry – establishing subject based conceptual understandings
- establishing authentic opportunities for transdisciplinary learning across, between and beyond subjects
- identifying key and related concepts to develop conceptual understandings
- identifying links to approaches to learning and learner profile attributes

Establishing learning goals
What is it we want students to know, understand and be able to do?
What are our students interested in learning?

For all learning this means:
- acknowledging the interests, prior knowledge and experiences of all students
- defining knowledge, conceptual understandings and skills using PYP scope and sequence documents and / or national or local curriculum
- co-constructing learning goals and success criteria with students
- establishing connections to past and future learning, inside and outside the programme of inquiry

Designing engaging learning experiences
What experiences will facilitate learning?

For all learning this means:
- developing questions, provocations and experiences that support development of knowledge and conceptual understandings
- creating authentic opportunities for students to develop and demonstrate approaches to learning and attributes of the learner profile
- building in flexibility to respond to students' interests, inquiries, evolving theories and actions
- integrating languages to support multilingualism
- identifying opportunities for independent and collaborative learning, guided and scaffolded learning, and learning extension

In addition, for early years learning this means:
- planning opportunities for uninterrupted play
- supporting the development of symbolic exploration and expression (eg. language and mathematics understandings)

Making flexible use of resources
How will resources add value and purpose to learning?

For all learning this means:
- the thoughtful use of resources, both in and beyond the learning community, to enhance and extend learning, including:
  · time
  · people
  · places
  · technologies
  · learning spaces
  · physical materials

Integrating assessment
What evidence will we gather about students' knowledge, conceptual understandings and skills?

For all learning this means:
- building in opportunities for quality teacher and student feedback and feedforward
- ongoing monitoring, documenting and
- measuring of learning to inform planning and next steps
- engaging in ongoing and interactive dialogues about learning with the
- learning community
- using a backward and forward approach to planning to set and reset learning goals and success criteria
- using evidence of learning as a basis for grouping and regrouping students
- considering how assessment is used to inform the learning community

Reflecting on learning
How can our reflections guide next steps in current and future learning and teaching?

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Is the IB planner UNIVERSAL?

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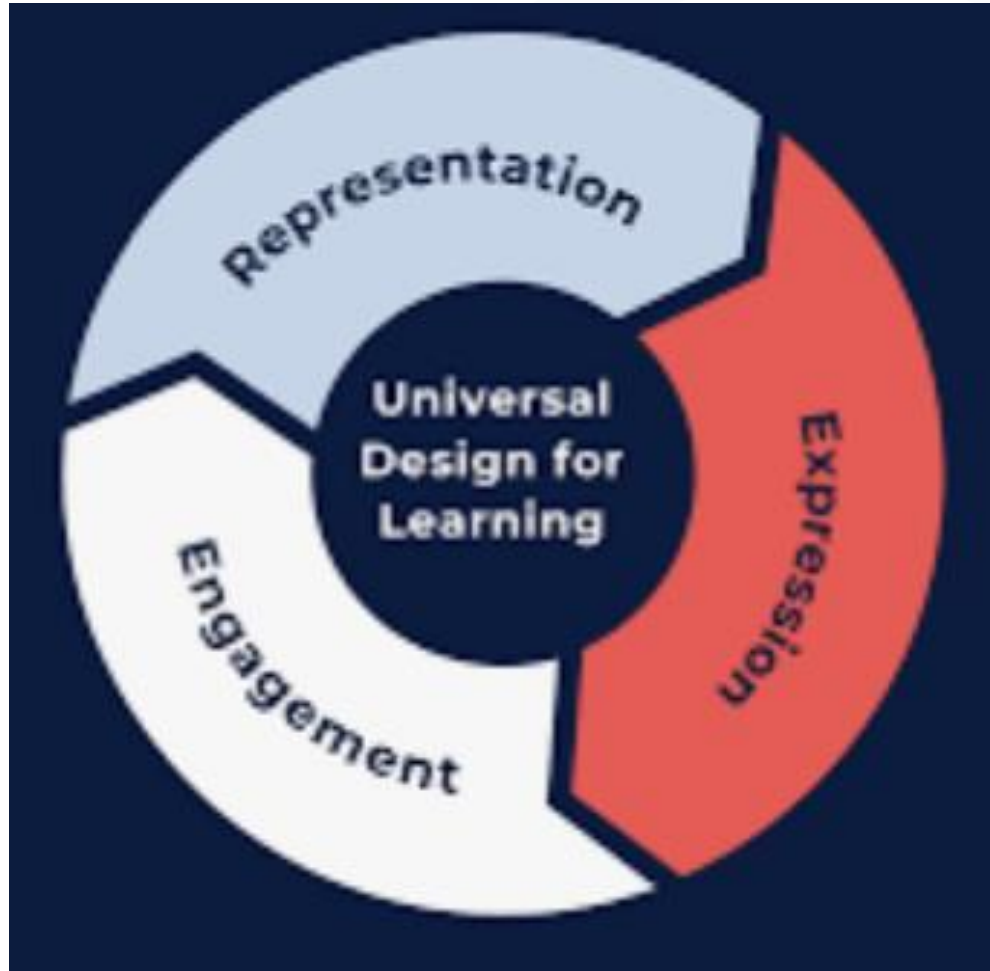Bachillerato Internacional

What is Universal Design for Learning?

- UDL is a set of strategies to help guide the way we design and deliver learning experience so that the fewest barriers are in the way of learners meeting and exceeding standards and goals

- UDL at its very core is meant to eliminate barriers BEFORE students encounter them.

- It is about the LEARNERS and what they do, not the teachers and what they do

- No one is singled out as 'different' due to adjustments

- "Universal Design for Learning (UDL) is not what we DO, but what we BELIEVE".   Novak

FIRM GOALS

FLEXIBLE MEANS

What do you need to be an expert learner?

What do you need to KNOW?

What do you need to DO?

What do you need to UNDERSTAND?

Develop expertise

Co-create

Multiple means to show what they KUD

Flexible

Engage in dialogue

Student voice

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A paradigm shift occurs when we begin to look at the **_curriculum_** *as disabled rather than as the students as disabled.*

Edyburn & Gardner (2009)

Mindset

The learning river
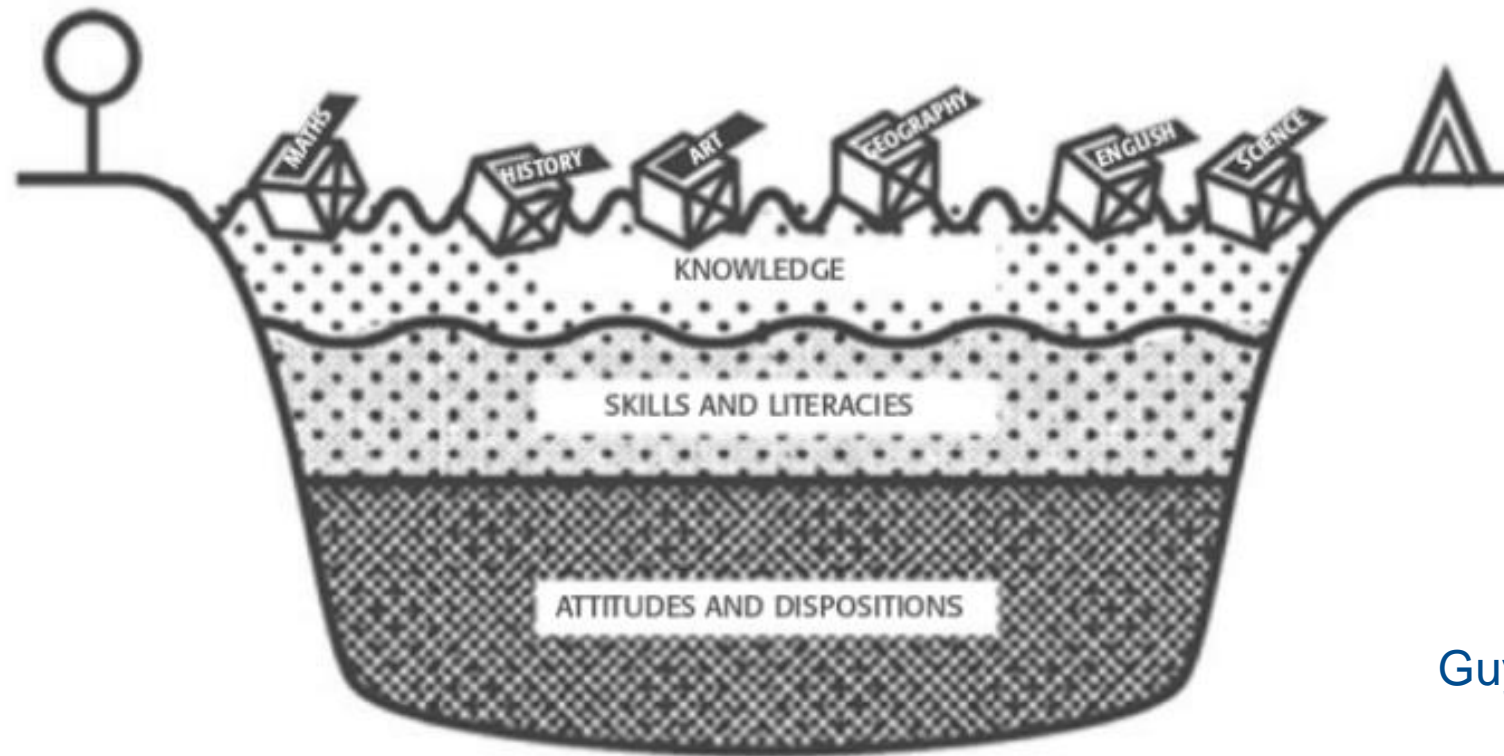
Guy Claxton

Goals- Access and Engagement

Trauma Safety Response (Access)

BARRIERS

I might fail

I won't be able to succeed in this unit

It will be easier for me to just not try

It will be too hard for me

Can I even do this?

ADJUSTMENTS

Pre-unit planning

What triggers this student's learning behaviours last unit?

What needs to change from last year's unit to cater for this year's students and their profile?

What ATL skills do I need to focus on in this unit to build self-regulation?

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Recruit Interest (Engagement)

BARRIERS

I don't feel like it

I am not interested

Is this even important?

What has this got to do with me?

Why are we learning this?
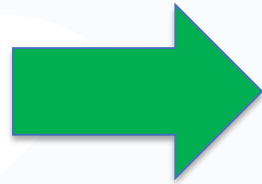
ADJUSTMENTS

Pre-unit planning

What are your student's interests?

What drives their passions?

What are students concerned about in the world today?

The 'retrofit approach'

FLIPPED!

- Design the curriculum unit
- Fixed unit planner
- Retrofit for accommodations and modifications for students AFTER the unit has commenced to FIT the student not coping with the unit design.
- Barriers are identified after the unit starts and the student is not coping or engaged.

Mindset: How do student choices impact their learning?

- Anticipate student needs prior to unit development
- Design student characteristics/profiles of the learner
- Design curriculum accordingly PRIOR to student use.
- Flexible and fluid unit design ongoing
- These accommodations become part of your toolbox for EVERY unit you develop in the future.
- Once identified- these accommodations become UNIVERSAL for all students all the time in unit planning.

Mindset FLIP: How does OUR planning and instruction impact the learner?

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Provide multiple means of **Representation** →

Recognition Networks
The "WHAT" of learning

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Embrace VARIABILITY

Poor performance or experience by a student is a result of poor design by the teacher.

Novak

Variability is the RULE, not the exception.

Don't wait for the barriers to arrive and then adjust!

Novak

Conceptual understanding Students will understand that…	Teacher questions Factual, Conceptual, Debatable	Knowledge Students will know…	Skills Students will be able to..
LOI 1: An inquiry into how biodiversity of nature allows living things to thrive.			
Students will understand that the world has a variety of plants and animals specific to particular habitats. Students will understand that a high level of diversity is important and desirable for an ecosystem to thrive	What is biodiversity? (F) What are biological systems? (F) How do living things thrive? (C) (D) What are living things? (F) Why is biodiversity important? (D) Humans are animals. (D) How are humans different from other animals? (C) How are different living things connected? (F) How are living things not the same? (C)	The definition of biodiversity. The difference between natural and man made Features of plants and animals found in different ecosystems Ways plants and animals adapt Difference between finite and infinite resources	**Explain** the characteristics of places in different locations at local to national scales 5.565 Follows instructions **pose** questions for investigation and predicts the effect of changing variables when planning an investigation 5.372 **Analyse** how the form of living things enables them to function in environments 5.370 **Construct** tables and graphs to organise data and **identify** patterns in the data 5.374 **Develop** questions for investigation 5.572

KNOW- Students will know…

BARRIERS

The work is too hard for me

There is so much content
being presented by the teacher

I can't access the information

Why can't I choose my topic?
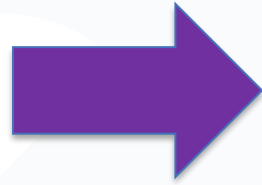
ADJUSTMENTS

Age level standards- with flexible means of accessing this knowledge

Multimodal access to knowledge- read, view, listen, draw, scribe, record

Lines of inquiry based around a variety of case studies

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The 1970's!

One source of truth

All students had access to same information

If you had more money your parents may have owned Encyclopedia Brittanica!

All had access to the same pictures

"Project Pack"

= Same poster!

I just hoped I had done better with my arrangement and additional flourishes!

It was all I had control over!

DO- Students will be able to…

BARRIERS

I don't know what the teacher is asking me to do?

I don't have the skills to do this task

I can't do it

I can already do this, what is the point

I am embarrassed to do this in front of my peers

ADJUSTMENTS

Student co-constructed success criteria

Build in collaboration- group think is not cheating!

Build on the ideas of others!

Explicit skills lessons at point of need

Flexible ways to demonstrate- not one size fits all presentations

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Think BIG - WHAT DO YOU WANT THE STUDENTS TO UNDERSTAND?

BIG IDEA: Balance and Hope

RELATED CONCEPTS

How will related concepts from the subjects support this inquiry?

Science	History	Geography	Economics and Business	Technologies
systems **living** features adaptations **ecosystem** survival environment **finite**	continuity and change cause and effect **humanity** sustainability change development	characteristics **interconnectedness** influence environment characteristic impact response	needs and wants resources consumer **choice** ethical understanding	systems materials produce production sustainability characteristics materials

Students will UNDERSTAND

BARRIERS

I don't get the central idea

I can't write it down

I don't get it....yet

I don't want to make a diorama!

When am I ever going to use this in real life?
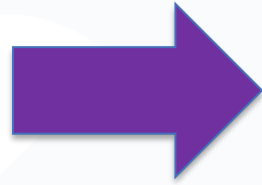
ADJUSTMENTS

5-9 generalisations in a unit over only ONE central idea (revealed to students!)

Allow multiple means of expressing understanding

Use exit tickets as formative- Do students understand the concept yet?

Provide real opportunities to transfer the knowledge, skill or understanding to a new situation.

Choice

It's about them... not about us!

CHOICE
PACE
VOICE
PLACE
PATH
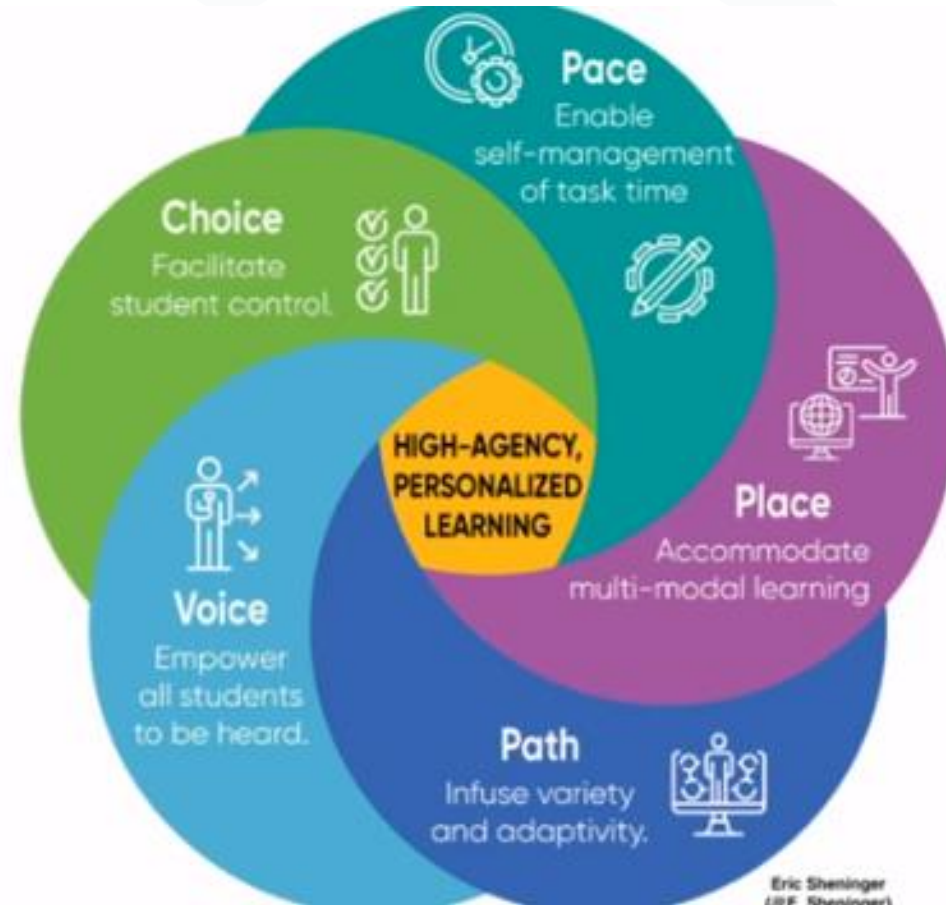
Eric Sheninger
@E_Sheninger

Planning learning engagements

CHOICE	PACE	VOICE	PLACE	PATH

Variability of INTEREST

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Physical Action

BARRIERS

I hate writing, everyone will see how bad I am at it

I don't want to talk in front of others

Why can't I choose?

I need more time

Everyone else gets this but me
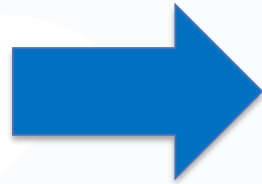
ADJUSTMENTS

Plan for universal from the start!

Have a range of materials ready and allow all students to access these

Once barriers are identified and overcome, they become regular practice in your class from now on.

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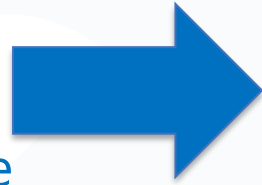Bachillerato Internacional

Goal setting

BARRIERS

I don't know what I am up to

Do I have to do the same as everyone else?

I don't know what the teacher wants me to do

Why do I have to do it that way?
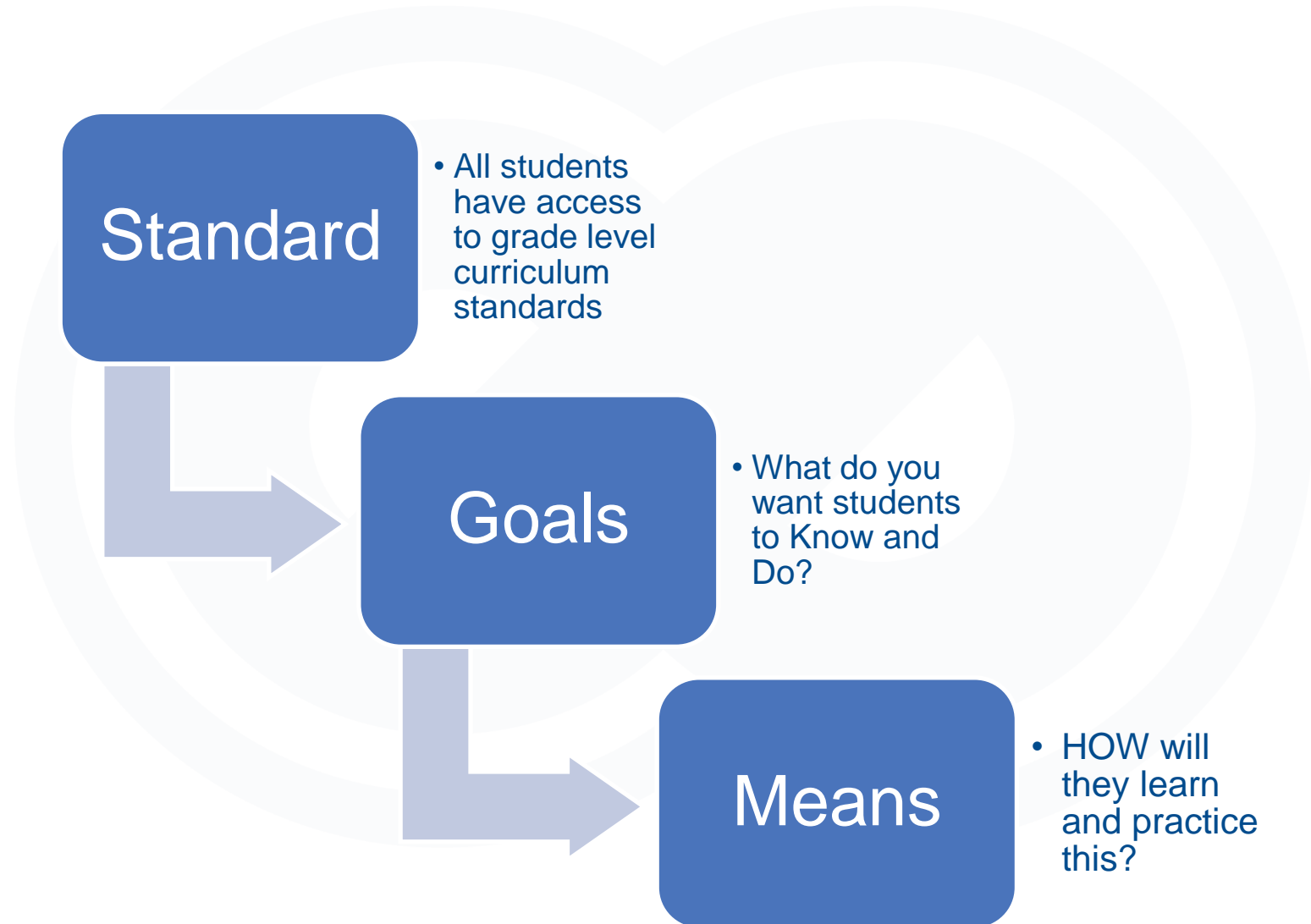
ADJUSTMENTS

Start with the curriculum standard (knowledge or skills)

Write this as a goal
Students will know..
Students will be able to...

Think of what METHODS could be used to reach this goal.

Firm Goal....Flexible method

Goal vs Means

Standard
- All students have access to grade level curriculum standards

Goals
- What do you want students to Know and Do?

Means
- HOW will they learn and practice this?

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More than one way!

UDL is not good teaching, it is good LEARNING

- Novak

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The Five Whys Approach

Education Challenge: 9% of children are not coming to school and it's interfering with their learning

1. Why? They don't want to come.

2. Why? They can't relate the learning to their lives.

3. Why? It's boring and not contextualized.

4. Why? Our teachers are not differentiating to their needs.

5. Why? Our teachers have not been trained and supported to do this.

Define the problem

Why is it happening?

Why is that?

Why is that?

Why is that?

Why is that?
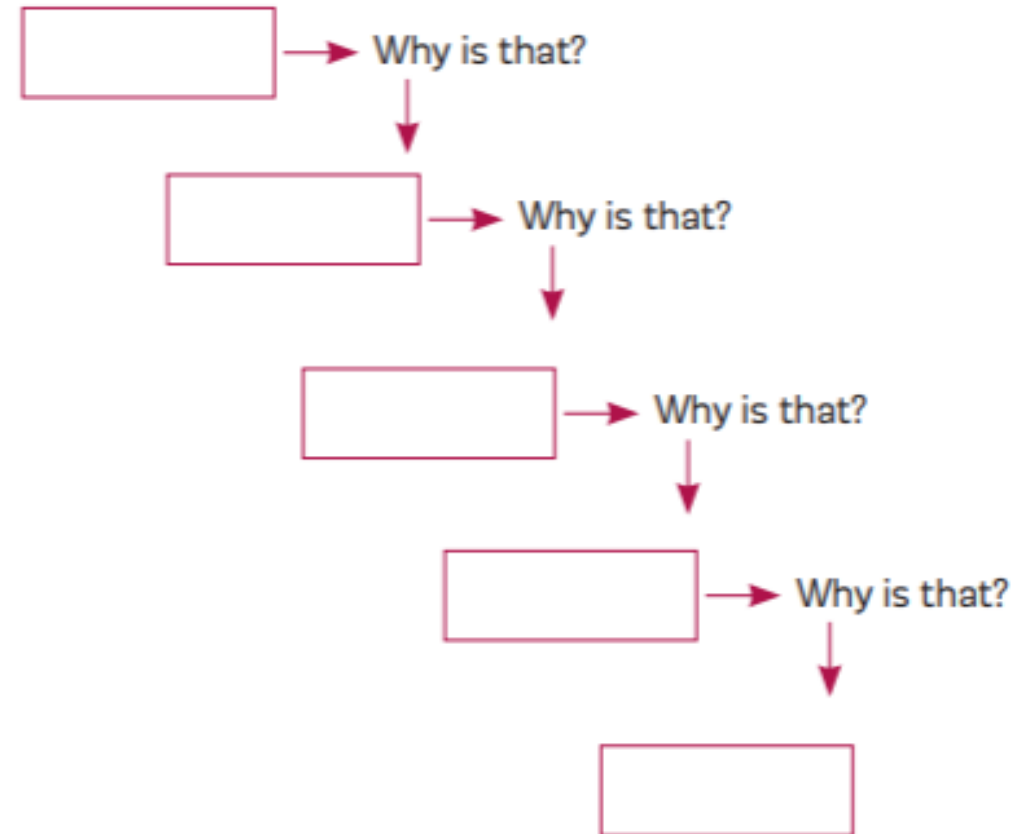
Motivational Interviewing

What are the benefits of staying the same with the way you plan?

What are the downsides of continuing to plan the way you currently do?

What are the disadvantages of changing the way you plan?

What are the benefits of changing?

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Final words

Be kind to yourself!

Some days are just exhausting!

It is worth it in the end....

Find your WHY!

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