

## CBC International Schools-Hefei IB DP Inclusion Policy

CBC Hefei - is a candidate school\* for the Diploma Programme. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students.

\* Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.

### **CBC Hefei Mission statement:**

We are dedicated to preparing our students for success in a rapidly changing world by providing a supportive learning environment that promotes:

- inquiry and collaboration within the classroom
- recognizes and respects individual differences within the school community
- celebrates community involvement
- and allows students to position themselves as individuals in a global world

**CBC-Hefei Inclusive community philosophy:** At CBC-Hefei, we aim to increase access and engagement for all our student community by working to identify and remove barrier to learning.

Since students in CBC-Hefei represents a dynamic diversity of background, culture, interest, and ability, CBC-Hefei will be organized in ways that value individual learning difference and student diversity.

### **Purpose of the CBC-Hefei Inclusion Policy:**

- To provide an overview of the CBC-Hefei inclusion policy
- To ensure all students in CBC-Hefei have equitable and meaningful access to the curriculum
- To create a school-wide culture of collaboration supports and encourages problem-solving and inquiry
- To clarify the process of identification and implementation for inclusive arrangements
- To outline the support and pedagogy for variable students
- To develop a more diverse and inclusive IB school

## Identification Procedures

At CBC-Hefei, we recognize that challenges may appear in every stage of a student's learning process and that a timely identification of potential learning challenges is significant to students' development. If advisors, teachers, administrative team and parents identify that a student may need additional help, there is a process for referral, development and implementation. This includes identifying the issues and working with all stakeholders to create an individualized plan that will allow the student to reach their greatest level of success.

**Procedures (steps) to be outlined with HOS in line with CBC-Hefei/BC standards/procedures (Nov 2021)**

Students who are identified to need Inclusive Access Arrangements may apply for IBDP internal and external coursework assessment accommodations. Refer to the CBC-Hefei Assessment Policy for further details on eligibility and application processes.

## CBC-Hefei support and pedagogy for variable learners

According to IB, learner variability takes into all students into consideration and does not exclude students because of their strengths, challenges, age, social status, economic status, language, gender, race, ethnicity, or sexual orientation. Considering the ever-changing history, environment, and background, learner variability represents a shifting combination of strengths and challenges experienced by learners. By embracing learner variability from the very beginning, educators can create an all-inclusive environment that is accessible and beneficial for all. Rao et al. (2016)

The four principles of teaching identified from *Learning diversity and inclusion in IB programmes 2016 (updated March 2019)* will serve as the cornerstone of CBC-Hefei's pedagogy and teaching strategies. Teachers have the opportunity during weekly collaboration time to share ideas and experiences on how to create a more inclusive environment



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*Learning diversity and inclusion in IB*

### **Activating prior understanding and building background knowledge**

- When designing classroom activities, teachers are supposed to take students' previous learning experience and knowledge into account.

### **Scaffolding learning**

- Scaffolding involves breaking learning into chunks to make the material or skill easier for kids to master. There are many different scaffolding interventions that can support learning. Some of these interventions include hands-on activities while others rely on the teacher to explain related concepts. The task that teachers use should be appropriate to what is being learned and appeal to the strengths of the students working through the materials. Throughout the scaffolding process, a heavy emphasis should be placed on connecting old concepts to new ones to set a foundation for learning.

### **Extending language**

- Teachers are supposed to help students extend their prior knowledge through student-centred activities and experiences.

### **Affirming identity**

- Creating a school environment that supports and enhances learning by respecting the diversity of students' mother tongue, cultures, and perspectives.

## **Responsibilities:**

### Responsibilities of the School:

- To provide constant training for CBC-Hefei staff to facilitate the implementation of the inclusion policy
- To update the resources available to ensure the inclusion policy and the implementation of the policy align with the IB inclusion guidelines
- Ensure teachers and the administrative team recognize students' need for additional support and communicate needs to relevant faculty
- Constant review and adjust the inclusion policy

### Responsibilities of the Faculty:

- Actively participate in professional development meetings
- Comply with the IB and CBC-Hefei inclusion regulations and guidelines
- Actively monitor and identify students who need additional support
- Prepare for differentiated instruction and reflect on teaching practices

### Responsibilities of the DP Coordinator:

- Prepare and communicate the inclusion policy with all parties to ensure it aligns with the IB standards
- Oversee the implementation of the inclusion policy

### Responsibilities of the Students:

- Communicating learning challenges in time with teachers and school
- Proactively participate in discussions involving additional support and the implementation of inclusion policy
- Students who experience short-term illness, injury or other conditions that are likely to influence participation in internal or external IB assessments are expected to communicate with the IB coordinator as soon as possible for IB advice.

## **Policy Communication**

The Inclusion Policy will be published in CBC-Hefei IB handbook and Wechat (mini-program). It will be shared and discussed with faculty and student each term

## Policy Revision

The policy will be reviewed annually until the school is authorized. After authorization, the policy will be reviewed biannually and keeping up to date with the needs of the student population.

## Resources

The following resources were consulted in the creation of this document:

- IB Access and inclusion policy 2018
- Learning diversity and inclusion in IB Programmes: Removing barriers to learning 2016 (updated) March 2019
- Rao, K., Currie-Rubin, R., & Logli, C. (2016). Universal design for learning (UDL) and inclusive practices in IB schools worldwide. The Hague, NL. International Baccalaureate Organization.
- Diploma Programme Assessment procedures 2020 (September 2019)