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Inclusion at the IB Diploma Programme

in a Swedish Upper Secondary School context

Inkludering på IB Diploma Programme i en svensk gymnasieskole-kontext

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Pretext

I want to thank students and teachers who have contributed to my thesis, through participating in my survey, and to the Principal of the IBDP on the upper secondary school in question, for support and comments on the questionnaires. I also want to direct gratitude to my tutor, Helena Andersson at Malmö University, for helpful comments and support during the process of writing. Finally, I want to express the greatest gratitude to my extended family and my friends whose constant support has inspired me throughout the process during my whole education.
Abstract

The purpose of the essay is to contribute with knowledge about inclusion on the IB Diploma Programme, at a Swedish Upper Secondary School. The posed questions are: What practices within the school are inclusive? What barriers to inclusion do students and teachers experience? Do students and teachers perceive a difference in inclusion between the IBDP and the national programmes in the school? There is a discussion about how the barriers to inclusion could be removed and about how the school could move on to the next level of inclusion. With a hermeneutic approach, through questionnaires directed to students and teachers, a clearer picture of inclusion at the studied school emerges. Teachers would like to gain more knowledge about how to adapt teaching to students’ different needs and students would like to receive more help in school. The school culture is an important factor for finding explanations to attitudes to inclusion. The importance of leaders is stressed here as vital for moving to the next level in the process of inclusion. Enabling extended knowledge in the field of inclusion lies in the hands of school leaders. The school needs to discuss and share core values and become committed to the development of an effective inclusive school. Student progress should be monitored in a data system, and instruction can be improved in a system of learning-centered professional development. The difference in inclusion that students and teachers perceive between the IBDP and the national programmes could be worked upon in a process oriented way of regarding learning, not just aiming for exams. The IBDP could also be made more an integrated part of the school through participation in joint events such as sport competitions. The role of the inclusive arrangement teacher could also be worked upon. He or she could be used not only as a one-to-one resource for students, but also as a coach and help for teachers and leaders. Implications for inclusive arrangement teachers are to continue research on the independent schools – to investigate how the process of inclusion is implemented and let the different school forms learn from each other.

Key words: IBDP, inclusion, knowledge, leaders, students, teachers
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Introduction

The Swedish Education Act §3 of 2014 brings a clear message of schools’ task to work with all children, including all in the school context and practices. Working as an Inclusive Arrangement Teacher at one of the Upper Secondary schools in Sweden with the International Baccalaureate Diploma Programme under its roof, I want to investigate how the concept of inclusion works there. During this year a process of writing a policy on inclusion is going on and I am part of the group working on it. This work naturally has contributed to an increased interest in inclusion. I am interested in both the students’ and the teachers’ views of how far the school has come in the process of creating an inclusive school, what barriers there are and what action needs to be taken to move inclusion to the next level (Education Act 2014).

The way inclusion has been defined has been criticized for being used about the procedure of placing students with disabilities in ordinary classes. The idea then is that the students will adjust to ordinary teaching, which is never put in question (Nilholm & Alm 2010). The term inclusion has been widely discussed and Persson (2014) points at three aspects of inclusion: placement, social and didactic. It is the social and didactic aspects that will be in focus here since those aspects are in line with the IBO definition of inclusion: “an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers” (IBO 2010).

My 20-year-long experience as a teacher naturally affects the way I regard a school and its practice. I know that it can be very difficult as a teacher to reach all students even though the intention is there. In a class in the upper secondary school there are often as many as 32 students, all with their different levels of knowledge, with different preferences and requirements. I have the fullest respect for all teachers who endeavor to adjust their teaching to all these requirements, and who give extra effort and time to make school work also for students with learning support requirements. In my study I want to find out what attitudes teachers and students have to the demands an inclusive school have on them, what obstacles they find and if they feel the school gives them the support needed.

The IB Diploma Programme is an education offered within the foundation International Baccalaureate Organization (IBO) with the ambition to offer high quality education (IBO 2014a). The IB mission states that:
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 (http://www.ibo.org/en/about-the-ib/mission/).

This is a mission aiming not only at increasing learning in different subjects, but also at turning students into compassionate and humble human beings with an understanding for people’s differences.

Clear rules and policies are guidelines for the IB schools around the world, among them the Advancement Policy which means that students need to reach a certain grade level in order to be moved to the next step in the education, from DP1 (Diploma Programme 1) to DP2 (Diploma Programme 2) for example (Attached 4). This policy also states that support always is offered as a means of reaching the required grade. By the end of DP2 there are exams in the different subjects, and in order to be awarded the IB Diploma several requirements have to have been met, for example that the student has a total point of 24 or more in his/her subjects (IBO 2014b).

In spite of the high demands of the education, most students pass the exams. According to the school’s coordinator there are about 1 – 2 students per year who do not pass. The reasons behind that are to do with personal matters, usually that something has affected the student that lies outside the school, problems within the family for example. Thus there seems to be working routines and procedures helping the students manage when it is time for exams.

However, there are regulated procedures to go through concerning assessment arrangements during the exams for students with learning support requirements. Those are students with diagnoses such as dyslexia, ADHD, ADD and it could also be physical disabilities. At the moment there are six students out of 155 in DP1 and DP2 with a diagnosis which allows them assessment arrangements during exams. In order for them to require this, the IBO in Cardiff, England must approve, after reading the documents from speech therapists, psychologists etc.

1 The grading system goes from 1 to 7 and for a student to be awarded an IB Diploma he or she needs to have at least 24 points and 12 out of these in Higher Level subjects. The student takes 6 subjects for an IB Diploma.
In addition, the school must submit at least one piece of educational evidence. This could be for example an individualized educational plan, records from a class teacher or from a previous school.

It is a fairly long process and offering inclusive arrangements to other students along the way, as they study, such as extra time during tests, is not recommended, since students are meant to prepare for the exams, where most are not offered those arrangements. On the other hand, since the examinations are assessed by external examiners, the IB-teachers can adopt a more coaching role than is possible to have on a national program where the teacher has the double role of both coach and final assessor.

The role of the inclusive arrangement teacher at the school is to give information to teachers, to begin with, at the beginning of every school year, of what inclusive arrangements for students teachers can make in the classroom. Then the information about students with learning support requirements is given via mail, or orally during meetings. A one – to – one student counselling and coaching is then the primary task for the inclusive arrangement teacher, and giving additional information to teachers. The teachers provide information about the students when students require support in order to reach the goals of the different courses.

I find the procedure of inclusive arrangements on the IBDP different from the ones on the national programs. Support is offered to students mainly in the form of extra tutoring in the subject and help with study planning. Support in test situations is rarer than it is on the national programmes. For example, it is more common for students at the national programmes to be allowed extra time during tests. The reasons for getting extra time are for example that the student is a documented slow reader or that he/she has documented difficulties concentrating. Another inclusive arrangement during tests is letting students with difficulties concentrating, do tests in a separate room. It is the Principal of the program, after a request from the inclusive arrangement teacher, who makes the decisions in these cases. This process is swift and the inclusive arrangements seem to help many students achieve better in school.

During the national tests at the national programmes, there are clear regulations, just as during exams at the IBDP, when it comes to inclusive assessment arrangements. Students with the diagnosis dyslexia have for example the opportunity to listen to texts they are to use as
reference material when writing texts in a Swedish course. They also have access to Claro Read, which is a program that can read the text the student has written. In this way the dyslectic student can listen to his or her own text and detect flaws in spelling for example.

Arrangements such as these are possible to get at the IBDP too, but must be requested a long time before, and the student then must show evidence of either “A standard score on a psychological test of 90 or less on reading speed/ reading accuracy/ reading comprehension” or “A medical, physical or sensory condition due to which a candidate either cannot read or has difficulty in reading” (IBO 2009, p 20). Arrangements such as these are rare, and the instructions from the IBO relatively new, which might be why they are not common arrangements (the regulations updated July 2014).

The difference I perceive between the IBDP and the national programs is a reason why I find this field important to investigate. For me as an inclusive arrangement teacher at the IBDP programme it is also vital that I know something about the thoughts on inclusion that prevail at the school. I need to know this in order to work for moving the school to the next level in the process of inclusion.
Background – the School Culture

The culture of the school is of great importance and determines the speed of the inclusion process (McMaster 2015). The Upper Secondary school that is in focus here is old and it combines traditions with modern pedagogical methods. In 2001 the school introduced the Diploma Programme and also offers the Primary Years Programme (PYP) – for students aged 6-10, and the Middle Years Programme (MYP) – for students aged 11-16. Other educations offered at the school are the national programmes: the Science Programme, the Social Science Programme, the Humanities Programme, the Lingua Programme, the Economics Programme and the History Programme. On the walls of the staffs’ room hang the portraits of former Principals of the school, giving the impression of a long line of great men and one woman leading the school over the years.

In the city where the school is situated, a majority of students choose an education preparing for university studies, 77% in 2014 compared to 58% as the average in the whole of the country. 93% of the teachers have an exam in pedagogics, compared to 82% as an average in the other municipalities in the country (http://www.skolverket.se/statistik-och-utvardering/statistik-i-kommunblad/kommunblad-2014-1.235978). This may be one explanation to the popularity of the schools in the city. The fact that the studied school is an old school also brings with it a reputation of being traditional. Students choosing the school do so for various reasons obviously, but one reason is that they seek stability and a high quality of education. This reputation also makes it a popular school for teachers, and teachers with a high level of education is a factor that persuades students to choose the school. The question is whether the culture of the school is an asset when it comes to inclusion, or if it is a barrier.

The fact that there are international students in the school naturally affects the school culture. The students use English as their working language and also when they interact with each other. English has a high status as a language and therefore also the Swedish students taking part in the IBDP mostly use English when they socialize. The question is if the students feel as an integrated part of the school, or as a separate island within the school. Are the DP students a sub-culture of the school?
This said, there is also criticism against the idea of a school culture. It is described as a construct that should be rejected because it leads to inequitable dynamics that gives privileges to an abstract dominant culture and at the same time marginalizing others. It is suggested that several cultures and sub-cultures instead flow into and out of the school. As a school leader you need to be aware of cultural vantage points and be concerned with individual and sub-group differences, rather than be preoccupied with the idea of a single, shared culture. Worth noting is also that a school’s many cultures, for most students, can have a greater influence on life and learning than the staff of the school and parents can ever have (Brooks & Fraise 2015).
Purpose and questions

The purpose of my study is to contribute with more knowledge about how inclusion works at the International Baccalaureate Diploma Programme in a Swedish upper secondary school context, from students’ and teachers’ perspectives. In addition, I want to investigate whether students and teachers perceive a difference in inclusion between the IBDP and the national programmes in the school.

The questions I want to answer are:

1. What practices within the school are inclusive?
2. What barriers to inclusion do students and teachers experience?
3. What differences between the IBDP and national programmes concerning inclusion can be detected?

Clarifying what factors are considered to be working in an inclusive direction and what barriers are perceived are thus two of the aims. An attempt at describing the difference between the IBDP and the national programmes will also be made.

In the discussion – part of the thesis, facts about how schools can work on removing the barriers to inclusion will be presented. Suggestions will also be presented on how the school that has been studied can move on to the next level of inclusion.
Prior research and theoretical approach

The ERC (Education Research Complete) and Sage Research Methods have been used to find material for this essay as have several course books. ERC was reached via the on-line library belonging to Malmö University. Among the used search words are inclusion, International Baccalaureate Diploma Program, international school, school culture and low achiever high expectations. In addition, various documents published by the IBO have been used and its homepage.

Many scholars agree on the aim of inclusion, e.g. Booth & Ainscow (2002), Lindqvist & Nilholm (2013). The aim is to diminish the risk of students being marginalized. A school for all gives all students the possibility to succeed regardless of their personal characteristics or social background (Lindqvist & Nilholm 2013).

In recent studies about inclusion there seems to be a consensus about the fact that schools are not prepared or have the knowledge needed on inclusion. Students as well as staff would need more knowledge for inclusion to prevail in schools (Halicioglu 2008, Mukhopadhyay 2013, Blandul 2010, Takala 2012).

Many scholars are agreed upon the importance of school leaders for paving the way towards inclusion (Helldin & Sahlin 2010). School leaders, together with other groups involved in education, e.g. teachers, resource staff, administrators, parents, children and politicians, should take part in decision-making and discussions on what inclusive education means. Moreover, they should discuss what obstacles and possibilities schools can meet when they deal with school difficulties. Reflection on how their decisions and perceptions shape inclusive practices should be made possible for both school leaders and their staff (Lindqvist & Nilholm 2013).

The culture of the school is also an essential factor to take into consideration when school principals make plans for how to proceed in the process of inclusion (McMaster 2015). The adaptation of an international school in the context of a Swedish upper secondary school is also a challenge and a separate zone within the school can easily be the outcome (Resnik 2012). All of these factors are relevant in further studies. There is research done on the IBO, but there seems to be no research performed on inclusion specifically on the IBDP. Since this
is a growing school form in many countries around the world, the field is important to investigate. The school form has in fact grown by 46.35% between December 2009 and December 2014, which says something about its popularity (http://www.ibo.org/en/about-the-ib/facts-and-figures/).

In other studies the students’ attitudes to and acceptance for different disabilities have been found to be of great importance for the level of inclusion. One study in Romania concluded that many children without a disability were not prepared to accept their class peers with disabilities. This could be a great obstacle for the inclusion of children with disabilities in the classroom (Blandul 2010). Due to the ethical difficulties in investigating students’ attitudes to students with disabilities in the class, this aspect of inclusion has not been studied here.

Definition of phrases:

*IBDP*: the International Baccalaureate Diploma Programme. Existed in 211 countries and more than 1,141 students attended in Sweden by 2014 (http://www.ibo.org/contentassets/bc850970f4e54b87828f83c7976a4db6/may-2014-stats-bulletin.pdf).

*Inclusion*: Here the IBO definition is used, “an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers” (IBO 2010).

*School culture*: the core values of the school (McMaster 2015).

*Inclusive arrangement teacher*: the title used within the IBO for what was called Special Needs Teacher before and sometimes called Special Educational Needs Coordinators (SENCOs) – in Swedish, Specialpedagoger (Lindqvist & Nilholm 2013).

*Achievement Level*: A report of what grades a student has, given three times in written form over the length of a school year.

*Educational mapping*: A warning to the student saying that there is a risk of not passing the course. This is given when the student has an achievement level 3 out of 7.
Method and procedure

Methodology

Having a pre-understanding of the processes and the situation of the school that is studied is inevitable. It is impossible to be completely objective in a study, and even more so while being a part of the context as in this case. A Hermeneutic approach to the study is therefore suitable, since it underlines that there is no real truth and phenomena could be interpreted in many different ways. According to Hermeneutics, the context in which the phenomenon exists is vital to understanding. The whole context will help explain the different parts. In social sciences as well as educational research our pre-understanding plays an important part and therefore Hermeneutics is a central source of inspiration here (Thagaard 2004).

The question whether to use a quantitative or a qualitative method is discussed by many. In Allwood & Erikson’s book about scientific theory it is stated that all research is at least qualitative, since the researcher always makes a subjective interpretation, to some extent (Allwood & Erikson 2010). Even though a quantitative method is used here, the methodology used is still Hermeneutics, which traditionally is more used within qualitative research. No hypothesis is initially used, but instead an inductive way of trying to answer the questions, which matches the Hermeneutic theory. By collecting answers to the different questions, a clearer picture of the situation of inclusion is the result.

However, a point for discussion and criticism within qualitative studies is the difficulty in making generalizations. It could then be argued that the point of interest here is to ask if there is something to be learnt from the study that could be used in other cases. If the answer is yes, then the study has contributed to the collected knowledge within the field (Ahlberg 2009).

In order to answer my questions two questionnaires were distributed, one directed to students and one to teachers. For every statement in the questionnaire there were four alternative answers, “Strongly agree”, “Agree”, “Disagree” and “Strongly disagree”. By choosing to use questionnaires it was possible to reach the opinions of more students and teachers than if for example interviews had been chosen. Some general conclusions are drawn from the material, but there are also reasons to question whether any such conclusions can be drawn and there is a discussion about other possible interpretations, for example the importance of the school culture.
Procedure - the Survey

The questions in the two questionnaires are slightly different due to the fact that teachers and students have different perspectives. The purpose of all the questions though is to investigate how the participants think inclusion works in the school.

Teachers’ questionnaire

Initially, the 38 IB teachers of the school were given information about the study at an IB-meeting. They were told about the purpose of it and that they would get an e-mail with a link to the web survey. In their questionnaire there were 15 questions, 14 with four alternative answers and one open question (Attached 2). The reason for constructing a web survey was that it was considered to be the least time consuming way for the teachers. It was made in the platform It’s Learning, with the benefit of giving a summary of the outcome automatically. Preliminary versions of the questionnaires were sent to the principal of the IBDP and also to the tutor of the exam paper, which was followed by minor changes. Attached to the web survey was an introductory letter, promising confidentiality for the participants in the study. It also stated that the participant could quit taking part at any moment. In this manner the ethical requirements of information, of consent, of confidentiality and of use were met (Vetenskapsrådet). The data were gathered by the end of February – beginning of March 2015 and 20 teachers participated.

Students’ questionnaire

The students’ questionnaire was done in paper form, in order to get as many answers as possible. There are 155 students in DP1 and DP2 and the 97 participating in the survey were given information about the fact that the survey was optional and anonymous and the purpose of it, in oral presentations by me in the classrooms. Thus the ethical requirements were met concerning the students (Vetenskapsrådet). Having the person behind the questionnaire in the classroom would be more motivating than an on-line version and the paper form was also a way of avoiding the risk of students’ not being able to participate because of not having their computers with them. The data were gathered during two days in February, 2015.

Lessons in English were chosen since all students study that subject so this was a way of reaching all. During the presentations in the classrooms the students were given a definition of “inclusive arrangement teacher” and “inclusion” on the white board (see Definition of
phrases). Noted during the visits in the classrooms was that there were about 2-4 students in every group who had been in need of an inclusive arrangement teacher during the school year. Interesting was also that some students expressed that they were not aware there was such a resource in the school.
Results

The teachers did their questionnaire on the platform It’s Learning, and the results are also extracted from there. Since only 20 teachers participated, the results are presented in numbers. In order to analyze the data from the students, the Statistical Package for the Social Sciences (SPSS), was used (Eliasson 2006). The descriptive statistics were computed, using frequency counts. The results from the students’ questionnaires are presented in percent. Unfortunately not quite 100 students participated, but as many as 97, so because it is near the 100 needed, the percentage presentation is chosen.

Teachers’ perspective

There seems to be a joint view among the 20 teachers on the question whether it is part of the job as a teacher to adjust the teaching to students’ different needs. They all agree (8) or strongly agree (12) on that question. 18 teachers believe the Advancement Policy helps to find the students in need of extra help, 16 agree and 2 strongly agree. Two disagree or strongly disagree. No less than 19 of the teachers say that they adjust their teaching to their students’ different needs, only one disagrees. The question about whether there is a joint view among the staff about adjusting teaching to the students’ different needs gives somewhat disparate answers. 12 agree (11) or strongly agree (1) and 6 disagree. Two teachers haven’t answered the question.

The question about whether the teachers think they have the knowledge needed to give guidance and stimulation to all students gives disparate answers, with 11 agreeing (10) or strongly agreeing (1) and on the other hand 9 disagreeing (8) or strongly disagreeing (1). This would indicate a demand for more knowledge among the teachers. This is also expressed in the 19 teachers who say that they would like to gain more knowledge about how to adjust their teaching to students’ different needs. Only one teacher disagrees to that.

16 of the teachers say that they give their students the opportunity to show their knowledge if different ways (9 strongly agree, 7 agree), while 3 disagree. One teacher has not answered the question. So, it seems like 3 teachers think that their students get to show their knowledge in the same way? The question “I challenge my students to reach as far as possible” is given a positive answer - 19 say agree or strongly agree and the remaining teacher has not answered the question.
The teachers also express a very positive view of extra support within the school. All 20 teachers are of the opinion that extra support is offered to students who need it, 13 agree and 7 strongly agree. The opinions differ more about whether there is a difference between how support is given on the IBDP and the national programmes. 10 disagree (8) or strongly disagree (2) while 8 agree (7) or strongly agree (1). Two teachers didn’t answer the question.

Nine of the teachers think that they get help within the school with SEN (Special Educational Needs) students. However one disagrees, which is something to consider. The opinions differ when it comes to the procedure of writing an Educational Mapping when a student has gained the Achievement level 3 in a subject. 10 think that it is helpful to them as teachers whereas 10 disagree. Some more, 13, believe that it is helpful to the students and 7 that it is not.

Then there is the question of time. 16 of the teachers think that it takes a lot of extra time to adjust teaching to the needs of the students and only 4 disagree.

What makes this school unique among other schools? This was an open question with no pre-set answers. Some teachers (6) find it hard to say what makes the school unique. They express that they do not have the experience from other schools to compare with. Ambitious students and high level of competence among teachers is expressed by several voices. Another thing that makes the school unique is the fact that there are many international students and that they may have needs that teachers are not familiar with. One teacher expresses that the school quickly provides extra tuition for those in need of it.

Some of the teachers have also added comments to the statements. For example there are comments about Educational mapping, that it takes a lot of time and cause frustration. There is no consistency in when and how teachers write them. Usually they do not lead to improvement but may be a wakeup call for the students. One teacher expresses this as the EM filtering down to “Do your homework and show up for lessons and tests”. This comment suggests that the responsibility for a student’s success as a student at the IBDP lies on the student.

One teacher expresses the opinion that the Advancement policy does not work. It is not carried out the way it is supposed to and thus obsolete. Students who do not have the required skills still carry on with their studies at DP and end up failing exams or getting very weak results. Stress and unhappiness is the outcome, in this teacher’s experience, and the students might resort to
desperate tactics such as cheating or drugs to keep up with his/her studies. This comment implies that the IBDP is not a program for all students.

Thoughts about adjusting teaching to the students’ different needs are also expressed. Meeting all the needs of a student in a subject is difficult among other things because some never ask for the help that the teacher can see is needed. The contact with the student can because of this be difficult. Another teacher says that it is almost impossible to adjust the classroom situation or teaching to all the different kinds of needs the students might have. A solution is to work topics where a common understanding is the goal, or you choose a topic where different points of views can be discussed, and you can discuss understanding on a meta level.

The size of the group is also brought up as a crucial factor for the possibility to adjust teaching to different needs or not. In a class of 31 students it is difficult to really work with each student. As a teacher you try to find out what the students need and do something about it, but in a large group it is hard to find the time. Often the groups in the IBDP are small though and this means that the student can get more attention from the teacher.

The special needs of the students vary very much and a teacher expresses that she/he has knowledge about how to adjust teaching to different needs, but that more knowledge is needed.

There are also comments on the questionnaire and one teacher says that it would have been nice to be able to answer “I don’t know”, which was not an option. Also the statement “There is a joint view among the staff about adjusting teaching to the students’ different needs” has caused some confusion. It is unclear if a positive or negative view is asked for, or if it is just in general.

Students’ perspective

Table 1 below illustrates that the students know they can get help with their studies at the school. No less than 30% strongly agree and 57% agree. However, 13% disagree, which is a substantial amount of students. Not very many have been helped by an inclusive arrangement teacher, 23% strongly agree or agree and 77% disagree or strongly disagree (Table 2).
The tables below show other factors dealing with the students' thoughts around receiving help in school. Table 3 shows that all students think that they get help from their teachers if they ask for it. At the same time, about half of the students would like to get more help with their studies, 48% while 48% say they do not. 3% have not answered the question (Table 4).

The next two tables indicate how much the teachers interfere with the way students sit in the classroom and if they get to choose whom to work with. Almost all, 94% say that they decide themselves where to sit and only 6% that they do not decide themselves (Table 5). A majority, 76%, get to choose whom to work with and 24% disagree or strongly disagree (Table 6).
The next two tables show comparisons between the IBDP and the national programmes. Table 7 shows a fairly even figure between agreeing and disagreeing to the statement “I think that the IBDP is an integrated part of the school”, with 56% strongly agreeing or agreeing and 42% disagreeing or strongly disagreeing. 2% did not give an answer. Table 8 shows that a clear majority of the students think they have to be able to work in an independent way, 87% agreeing or strongly agreeing, while 11% disagree or strongly disagree. 2% have not answered the question.

The tables below show how students perceive the challenge of studying at the program. Table 9 gives a clear indication of students feeling challenged by their teachers to learn more. 92% feel that they are challenged by their teachers and only 8% disagree to that. Table 10 shows that the
Advancement Policy is a positive challenge for 77% of the students, 20% disagree and 3% have not answered.
Analysis

The data above are here interpreted with a hermeneutic approach. This means that it is analyzed with the context in which the school exists as a background for understanding and explanation. The different phenomena described are explained with the help of the context (Thagaard 2014). The context is in this case the school and the school culture in which the study was executed. Part of the context is also the writer’s pre-understanding of the situation, which is also central in a hermeneutic analysis. Thus there is no real truth, but a subjective influence from the writer and the context help to create an interpretation.

The purpose of this study was to contribute with knowledge about how the inclusion of all students on the IBDP programme works at a Swedish upper secondary school. The questions asked deal with whether students receive the help they need. It was also interesting asking about if teachers try to create a calm working atmosphere by deciding where students sit in the classroom and if teachers try to steer what student works with whom, also as a means to create good working environments. Another thing worth investigating was to compare the international school with the national and whether the students perceive them as different from each other. The pressure on the students is yet another factor that is often talked about and the presence of the Advancement Policy is one thing that makes the IBDP different from the national programmes.

One conclusion that can be drawn from the survey is that the students are very pleased with their teachers in general. They get help when they ask for it, are challenged by their teachers and most also think that the Advancement Policy is a positive challenge. At the same time, 13% of the students do not know that they can get extra help with their studies and only 23% have received help from an inclusive arrangement teacher. This could imply that there need to be better information about the existence of such help than is the case at the moment. The fact that about half of the students would like to get more help in school also indicates this. One way of interpreting this with a hermeneutic approach is to regard it in the light of the context. The school has a culture where high demands on the students and teachers alike might make it a somewhat shameful thing to be a student with learning support requirements. The phenomenon could thus be explained with the school culture in its background.
Almost all students say that they decide themselves where they sit in the classroom and here the teachers probably could achieve a better working environment by taking command over the placement in the classroom. It would probably benefit all students to focus on the need of peace and quiet while working, in this manner.

More than half of the students think that the IBDP is an integrated part of the school (56%), but that also means that almost half of the students do not think so. Not being an integrated part of the school is a barrier to inclusion and thus this barrier could be something to work for pulling down within the school. The fact that students are required to work in an independent way, according to themselves, 87%, seems to be a positive thing according to some of the students’ comments. At the same time there are many who show that there is a demand for more help. It could be argued that the demands of the programme are hard to meet for many students.

Again the context the students are in with very high demands and expectations is a positive challenge for many, but for some, and some students in the school have not got an option to this education because of too little knowledge of the Swedish language for example, the challenge turns into a nightmare with too high demands. Many of those students get problems with stress and are often seen at the social counsellor’s office. They also often need support with planning their studies with the inclusive arrangement teacher as well as support in various subjects. In a school with such high demands receiving such support can easily make a student feel as a failure, adding even more to the stress. Being the inclusive arrangement teacher at the programme, this is naturally a subjective interpretation, but one that is applicable in a thesis with a hermeneutic approach.

Conclusions to draw from the teachers’ answers are that they have a positive attitude to making inclusive arrangements in their teaching according to the students’ different needs. All but one also make such arrangements. The fact that 18 out of 20 think that the Advancement policy help finding students in need of help is a somewhat more positive view on the matter than the students have.

There are different thoughts about whether the staff has a joint view of adjusting teaching to the students’ different needs. Maybe this is pointing at another factor for development? If there is a joint view of how to deal with the different needs, it will be beneficial to the school
as a whole (Waldron, McLeskey, Redd 2011). More students will pass the courses if it becomes clearer what help there is to get, and the teachers will feel less stressed out because they feel they are in control and have the other staff to back them up. Both students and teachers will be supported with greater clarity around the adjustments for students.

Furthermore, the 19 teachers who have expressed a demand for more knowledge about how to adjust teaching to students’ different needs, indicates that at least those 19 are open and ready for taking in more knowledge of this kind. With McMaster (2015) in mind and the different stages in the process towards an inclusive school when it comes to school culture, it seems as if at least some within the school walls are ready to move to the next level. Lack of knowledge in the field can of course be regarded as a barrier to inclusion. More education thus offers the chance to remove this barrier.

The teachers are agreed on the fact that they challenge the students to reach as far as possible. This also corresponds to the students’ opinion. 16 of the teachers think that the students get to show their knowledge in different ways and all 20 express that students are given extra support within the school when needed. These figures are very positive. At the same time, many of the students have expressed that they are unaware of the fact that there is extra help to get. So, there seem to be students who would benefit from receiving more help. They would perform better and be less stressed out in their school situation. More cooperation between the teachers and the inclusive arrangement teacher could be one way of making it visible to the students that there are resources for them. Indeed, Lindqvist & Nilholm underline the dangers in viewing inclusive arrangement teachers, or SENCOs, as having a special-teacher function because it makes the rest of the staff free from responsibilities. There is a risk that the school then works in an exclusive direction whenever there are difficulties (Lindqvist & Nilholm 2013). The cure for that is more cooperation.

According to the teachers’ answers there is a difference between how support is given, between the national programmes and the IBDP. The programmes all have to follow the Swedish school law though, which says that all students, regardless of disabilities, should be given the support needed to reach as far as possible in his/her learning (Education Act 2014). Furthermore, the students express that they have to be able to work more independently than students on national programmes. There seems to be high demands on the students’ independence and maturity, and too high for some.
The disparity in opinion when it comes to writing Educational mappings, where 50% of the teachers think it is helpful to them and 50% disagree, indicates that this is a topic for discussion among the staff. Maybe there is information about positive effects from EM that would make the hard work with them feel more worthwhile? There already seems to be a positive opinion about good effects for the students though. The process of writing them is time consuming, so it is important that teachers are motivated.

The 16 out of 20 teachers who express that it takes a lot of time to adjust teaching to different needs, must be given that extra time in some way. Maybe a teacher could get less teaching time if there is a student with special needs in the class? This demands flexibility within the school organization and would imply an extra cost to begin with. However, in the long run it would probably lead to students performing better and a less stressful situation for teachers. Stressed out teachers is a cost for the school that should be dealt with in a way that leads to a healthier working environment for teachers and students alike.

The fact that so many teachers have described the school as unique because of the ambitious students and high level of competence among teachers stands out as important as a background to planning inclusion in the school. The ambitious students, and their parents, have certain expectations of the school because of its reputation as an old and somewhat conservative school. These expectations naturally affect teachers, the way they teach and also the way principals plan the organization of the school. Conservative here implies that traditions are held high, stability and a thinking that says that the methods that have worked for many years should work today as well. The reputation the school has also affects the teachers’ expectations on the students. Students are expected to be motivated and to have a relatively high level of knowledge. Bewilderment and frustration could be the result when students do not meet the expectations.

On the one hand, research shows that there is a positive correlation between teachers’ high expectations and high achieving students. It is stated that the expectations are self-fulfilling and thus that high expectations make students achieve in accordance with their teachers’ expectations (Amjad Ali 2009). On the other hand, since teachers adjust their teaching pedagogy and instruction according to the expectations they have, this adjustment may be right for those meeting the expectations, but may also be wrong for those who do not meet the
expectations. For some, it seems, the expectations are just too high and the effect can then be the opposite of the intended – the students will feel like low achievers.

If students feel it is an unattainable and unreachable goal to be good students, they may accordingly act self-fulfillingly as low achievers. Educators can avoid this prophecy by assisting students in setting smaller, attainable intermediate goals. This can help reshaping low achieving students’ image of themselves and in addition help them envision good students in more realistic terms (Bae, Holloway, Li, Bempechat 2008).
Conclusion and discussion

The initial questions on inclusion will here be given answers in separate parts; first a part about what inclusive practices the school already has, secondly a part about what barriers to inclusion that can be detected in the study, then a discussion part about how those barriers could be removed and a part about what the next step in the process of inclusion could be. Finally there is a part about limitations of the study and about further studies.

Inclusive practices

The fact that all students participating in the survey think they get help from their teachers when they ask for it, indicates that students with their different needs and demands are included in the teachers’ practice of teaching. The teachers’ positive attitude to adjusting their teaching to different needs is also a good example of an awareness of inclusion. They all think it is part of their job to adjust their teaching to different needs. The teachers also have a positive attitude to learning more about inclusion, which is promising.

Teachers are very positive about the extra support offered to students. They have all expressed that they think extra support is given when needed. About one out of four of the students have answered that they have received extra support from an inclusive arrangement teacher. There is also a teacher comment saying that students get extra tuition quickly when needed.

Most teachers say that their students get to show their knowledge in different ways, which is one way of adjusting teaching to different needs. They also challenge the students to reach as far as possible. Both these factors are proof of good inclusive practices.

Having small groups to work with makes inclusion easier. It is obviously easier for a teacher to adjust to every student’s needs if they are not too many. On the IBDP the groups are usually smaller than on the national programmes, which is positive inclusive practice.

In cases when a student for various reasons is unable to work as hard as is expected, there is the possibility to extend the education with one year. This is called Split session and means that the student only takes three subjects during a year instead of six, and does the remaining three subjects the year after. Another example of an inclusive arrangement is the possibility for a student to do so called retakes in August, before autumn semester starts, and thus having
a chance of improving the grades in order to reach the requirements of the Advancement Policy.

**Barriers to inclusion**

One barrier to inclusion found in the survey is teachers’ lack of knowledge in this field. It is hinted at through some comments by teachers and also students, that it is up to the student to take responsibility for his/her studies. The responsibility on both group- and organization level is forgotten here. This way of thinking could be described as a barrier to inclusion and something to develop within the school. Another barrier is the IB students’ feeling of not being part of the rest of the school – they feel excluded.

The fact that about 50% of the teachers think there is a difference in how inclusive arrangements for students with learning support requirements are made, between the national programmes and the IBDP, indicates that this is a barrier to inclusion. If it is harder for the students on the IBDP to get the arrangements needed then this is an area where a change is sought for.

Students express that they are unaware of the extra help they can get within the school. As many as 13% say that they do not know that they can get help. This must be regarded as a barrier to inclusion, since the extra help seems to be a somewhat hidden practice. The school culture can also be intimidating to students who do not match the high expectations on them. If you in that culture need extra help it may be regarded as a flaw and something that should be hidden. At the same time, about every second student says that he or she would like to get extra help with his/her studies, so there seems to be a hidden demand here.

Time – a majority of the teachers express that it takes a lot of extra time to adjust teaching to different needs. Lack of time thus can be an obstacle standing in the way of inclusion.

The freedom students often have of choosing themselves where to sit in the classroom and who to work with could be viewed as something positive. However, when it comes to inclusion and making it possible for all students to actually study in school, more students would be included in what is going on in the classroom if there was a conscious move towards improving the working atmosphere. One way of doing so would be for the teachers to decide
where students should sit, which place that would be most beneficial to the student and what cooperation would be best. So, the students’ own choice in this case is an obstacle to inclusion.

Removing barriers
Many scholars have written about how schools can work on removing barriers to inclusion, and some of their findings are presented here.

On an organizational level, a clear leadership making sure staff gets more education within the field of inclusion, could move the school to a higher level of inclusion. Lindqvist & Nilholm (2013) also underline this, referring to Shevlin, Kenny and Loxeley who mean that for schools that are striving to become more inclusive, a strategic leadership is often lacking but is required. Moreover, Lindqvist & Nilholm (2013) refer to Mayrowetz and Weinstein who stress that a critical role in successful inclusion is played by educational leaders.

Furthermore, Waldron and McLeskey have in their studies identified three points that are essential for the development of an effective, inclusive school:

- Strong, active principal leadership to ensure that teachers share core values and an institutional commitment to developing an effective inclusive school;
- A data system that monitors student progress; and
- A school-based system of learner-centered professional development to improve instruction. (Waldron & McLeskey 2015, p 68)

In the successful schools that they studied, the core values came from principals with a clear view of their school’s mission and inclusion was to them non-negotiable and grounded in civil rights. The principals worked on developing a trusting, supportive relationship with teachers. If the principals demonstrated trust and concern for their teachers and shared decision making, trust was more likely to occur. This is something Lindqvist & Nilholm (2013) also underline — together, educational leaders and their staff should reflect upon how decisions and perceptions shape inclusive practices.

The second factor that the studied schools had adopted was that they developed school-based data systems that principals and teachers used to monitor the students’ progress and to make informed instructional decisions. Many changes in the schools were the result of using these
data, for example a more frequent use of evidence-based practices to meet the needs of struggling students. More time for co-teaching was made possible by reorganizing the school day. Indeed, the demand from teachers for more time for adjusting teaching to different needs, could be met through reorganization.

That teachers should participate collectively in learning-centered professional development was emphasized in all the effective, inclusive schools. This could for example be collaborative problem-solving teams, study groups or book studies and most professional development involved teachers working together (Waldron & McLeskey 2015). This is also pointed out as important by McMaster who concludes: “schools needed to reflect on their values and beliefs in order to develop inclusive cultures” (McMaster 2015, p. 18).

In an article in *Etik i specialpedagogisk verksamhet*, another researcher, Mara Westling Allodi (2010), underlines the importance of the organization of the school and what characterizes an inclusive school. The climate of the organization in such a school is open and supportive, the leadership is independent, interested in relations, accessible, reflective, cooperative and has a clear vision (Helldin & Sahlin 2010). The school culture comes into focus here, and in the studied school, there seems to be an interest in more knowledge within the field of inclusion. Thus, the culture is not as much a barrier to inclusion as is the lack of knowledge. Rather, there is a keen interest in knowing more, which is very promising for the future. As a link to previous research, it is underlined in several studies, that there is a lack of knowledge in the field of inclusion, so this study is yet another proof of that (Haliciog 2008, Mukhopadhyay 2013, Blandul 2010, Takala 2012) . It must be concluded though that the school culture here is more an asset to inclusion than a barrier.

Moreover, *The Sage Handbook for Education* describes the change in the role of school leaders as moving from authoritative decision makers to managers of cultural change. Leadership skills that are emphasized are the ability to build communication networks and relationships, to enhance organization-wide knowledge, and sustain moral purpose. Moreover, the leader should have a modest sense of coherence in the ever changing context (Seashore Louis 2011).
The next step in the process of inclusion

For the school that is studied here, the path towards a higher level of inclusion could be for staff to discuss core values, more use of the data-based documentation, and for teachers to take part in learner-centered professional development. The survey shows that there are different views about whether the staff has a joint view about how to adjust teaching to different needs or not. Therefore discussions about core values could be a way of becoming more united. Steps in this direction are in fact already taken, with for example Research groups and also teachers having sessions where they share their experiences and knowledge. There is an ongoing discussion about pedagogical questions all the time.

The use of It’s Learning as a tool for following up the results of students is used on the national programmes, but is not open to others but the teacher and the student. On the IBDP every student has his/her own page on the platform ManageBac, with results, progress reports and other kinds of information. When a student participates in a so called student conference, the latest Progress Report is often used as a starting point in the discussions. These conferences take place when a student has problems of various kinds.

So, there is already a tool used for discussions about how the school best can help a student reach his or her goals. However, since It’s Learning is used by the rest of the school, the IBDP students are also required to gather information there. An additional source of information is Notebook, which some teachers use for information. This can be difficult and stressful to students, who find it hard to know where to search for information. Naturally it would be best for all if there was only one platform to keep up with and gather information from. Furthermore, there seems to be a shortage of information about how to use ManageBac. In meetings with their mentors they could perhaps be offered the sought for guidance.

The role of the inclusive arrangement teacher could be altered to a resource not only for students on a one–to–one basis, but also as a resource for the teachers and principals. Since students expressed that they did not know of the existence of an inclusive arrangement teacher in the school, more information about this must also be provided. Many students express that they would like to get more help in school. One way of enabling offering more help could be an expanded collaboration between the inclusive arrangement teacher and the teachers.
Many students express an urge to feel more like a part of the rest of the school. One way of moving in that direction could be to encourage DP students to take part in joint school activities such as sports competitions with other schools in the city. As it is now, many DP students take classes during those games and are thus excluded from the team-building activities that should involve the school as a whole.

Since the IBO now underlines the importance of inclusion, the schools will also need to work on adjusting teaching to the diversity of learners. There is great focus at the moment on the final exams, and there is a fear of adjusting teaching too much to students with learning support requirements because then they will not be prepared for the exam. But, teaching must be adjusted to the different needs in order to follow the policies within the IBO, international agreements and national laws. If students are given the opportunity to learn along the path leading to the exam, then they will probably also do better during exams.

The many documents that have been published recently by the IBO that deal with inclusion and how to implement inclusion in schools, give clear directions to all involved. Documents such as *Learning diversity within the IB programmes*, *Meeting student learning diversity in the classroom* and *Candidates with assessment access requirements* indicate that the IBO has a serious intent to work towards increased inclusion. Indeed there is much in this material that could be likewise useful at the national programmes. Every school that is housing the IBDP is also instructed to write its own inclusive policy. This is at the moment a work in progress at the investigated school. It is underlined in the first mentioned document, that the ideal of inclusion will never fully be reached, but it is an ideal to which schools can aspire. It is a process of increasing participation and learning for all students (IBO 2010). This recent focus on inclusion within the IBO is promising for the future and puts pressure on the schools to commence the unending process of inclusion.

**Limitations of the study and further research**

Only 20 out of 38 teachers participated in the survey. One can always wonder what the reasons behind not participating are. Probably the main reason is lack of time and a focus on the many teacher tasks. Maybe there is also a lack of interest in inclusion, or maybe it is unclear to some what the purpose of the study is. However, this can only be speculations and
the real reasons will remain obscure. The fact is though that almost half of the IB teachers’ voices are missing here.

There are also students’ voices missing. 97 out of 155 students participated, which means that as many as 58 students were absent when the survey was carried out. There may be very important views missing, since some of the absent students might be just the ones in need of extra help. There may be reasons of stress or feeling of inadequacy behind the absence. This can only be speculations, but it is limiting the reliability of the study.

The fact that I am part of the school staff, and also part of the welfare team, naturally can affect the way teachers and students have answered the questionnaires. This is my first year at the school and that also means that I still can look upon the school with relatively fresh eyes. I had experienced a difference in how additional help was offered between the national programmes and the IBDP, and that may have steered the questions asked in a specific direction. For example, I had the view that the school context affected the way the school is organized and the attitudes teachers would have to inclusion. I confess that my fears were that the attitudes would be less positive and more conservative than they turned out to be.

Another thing that is difficult in a survey like this is to know whether the teachers and students have answered the questions in an honest way. They could answer in a way that is affected by expectations. They know what answers are the “correct” ones according to school policies and laws, but their real opinions could deviate from those. Such problems are solved only partly by guaranteeing anonymity and should be recognized as a limitation of the study.

What about the students’ attitudes to inclusion? Do they need more knowledge in this field? These questions were never asked in the questionnaires and this is limiting the study. Research is presented showing that students’ attitudes to the diversity of learners within an inclusive school is of great importance, and thus could have been investigated here too (Bandul 2010). The questions were avoided due to the ethical dilemma that asking the questions could be counter-productive. Highlighting the differences within the school could have the unwanted effect that diversity could be pointed out and stressed. Students with learning support requirements could in worst cases be excluded by the others because they are different. If the questionnaires had been combined with interviews as a research method, then reports of more personal experiences would probably have given a more in-depth picture of
inclusion at the school. Maybe more would also be disclosed about the school’s reputation and the expectations students have of the school.

Further research on the international school IBDP could clarify the specific situation these schools are in. The findings about this are probably the greatest contributions on a general level of this thesis. The IBDP schools follow the regulations of the foundation and at the same time they are part of a national context. The mix of people found in such a school also mean that they are used to diversity, but have high expectations on the teachers and vice versa. The high expectations on the students seem to be positive challenges, but when the expectations are not met, problems arise.

Research on a group level would be interesting, finding out more about factors that have positive effects on learning in such a context. Implications for inclusive arrangement teachers are to continue research on the independent schools – to investigate how the process of inclusion is implemented and let the different school forms learn from each other.
References

Literature


Education Act §3, Swedish Code of Statutes 2014:458


**Internet sources**


Introductory letter

This is a study for my exam paper within Specialpedagogprogrammet at Malmö Högskola.

In 2014 a new law on inclusion was put in force in Sweden, the Education Act §3. The law states that “all children and pupils shall be given the guidance and stimulation that they need in learning and personal development, so that they from their abilities will be able to develop as much as possible according to the goals of the education. Pupils who due to a disability has difficulties reaching the different requirements of knowledge shall be given support that as much as possible compensate for the consequences of the disability. Pupils who easily reach the basic requirements of knowledge shall be given guidance and stimulation to reach further in their development of knowledge” (My translation of the Education Act §3). In my study I want to find out students’ and teachers’ thoughts about inclusion, what the situation is on the IB programme. The IBO has given the definition of the term inclusion as “an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers” (IBO: “Meeting student learning diversity in the classroom”). In my study I want to investigate how far the IB programme has come in that process. I will use two different questionnaires, one for students and one for teachers. The participants are guaranteed to remain anonymous and it is voluntary to take part. Whenever a participant wants to quit being part of the study, he or she is free to do so.

Monica Mattsson
Questionnaire, students

Please, underline one alternative per question and add a comment if you wish:

1. I know that I can get help with my studies at my school.
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree

Comment:

2. I have been helped by an inclusive arrangement teacher during my time at this school.
   - Strongly agree
   - Agree
   - Disagree
   - Strongly Disagree

Comment:

3. I get help from my teachers if I ask for it.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

Comment:

4. I would like to get more help with my studies in school.
   - Strongly agree
   - Agree
   - Disagree
   - Strongly Disagree

Comment:

5. I decide myself where I sit in the classroom.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

Comment:
6. I get to choose whom to work with in school.
   
   Strongly Agree
   Agree
   Disagree
   Strongly Disagree
   
   Comment:

7. I think that the IB programme is an integrated part of the school.
   
   Strongly Agree
   Agree
   Disagree
   Strongly Disagree
   
   Comment:

8. As a student on the IB programme I have to be able to work in an independent way, more than on the other programmes at the school, I think.
   
   Strongly Agree
   Agree
   Disagree
   Strongly Disagree
   
   Comment:

9. On the IB programme I am challenged by my teachers to learn more.
   
   Strongly agree
   Agree
   Disagree
   Strongly disagree
   
   Comment:

10. The IBDP Advancement Policy is a positive challenge for me (see enclosed document).
   
   Strongly agree
   Agree
   Disagree
   Strongly disagree
   
   Comment: Thank you for participating!
Questionnaire, teachers

*Please mark one of the alternatives:*

1. I think that the Advancement Policy on IBDP helps to find students in need of extra help (See enclosed document).
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree

2. I adjust my teaching to my students’ different needs. (exempel?)
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree

3. I have the knowledge needed to give guidance and stimulation to all students.
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree

4. I would like to gain more knowledge about how to adjust my teaching to students’ different needs.
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree

5. I believe it is part of my job to adjust my teaching to students’ different needs.
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree
6. I give students the opportunity to show their knowledge in different ways.

   Strongly agree
   Agree
   Disagree
   Strongly disagree

7. I challenge my students to reach as far as possible.

   Strongly agree
   Agree
   Disagree
   Strongly disagree

8. Extra support within the school is offered to students who need it.

   Strongly agree
   Agree
   Disagree
   Strongly disagree

9. There is a difference in how support is given, between the IBDP and the national programmes.

   Strongly agree
   Agree
   Disagree
   Strongly disagree

10. There is a joint view among the staff about adjusting teaching to the students’ differences.

   Strongly agree
   Agree
   Disagree
   Strongly disagree

11. I get help within the school with students with special needs.

   Strongly agree
   Agree
   Disagree
   Strongly disagree
12. I think that the procedure of writing an Educational Mapping when a student has gained the Achievement Level 3 in a subject is helpful to me as a teacher.

   Strongly agree
   Agree
   Disagree
   Strongly disagree

13. I think that the procedure of writing an Educational Mapping when a student has gained the Achievement Level 3 in a subject is helpful to the students.

   Strongly agree
   Agree
   Disagree
   Strongly disagree

14. Adjusting my teaching to the needs of the students takes a lot of extra time.

15. What makes this school unique among other schools?

Comments to one or more of the above:
Advancement Policy for IB Diploma Programme at

In order to advance from PDP to DP1, the following requirements are needed.

- Full grades from PDP or MYP (E or grade 3).
- The achievement level is 5 or more in each of the three chosen HL subjects.
- The achievement level is 4 or more in each of the three chosen SL subjects.
- If the above subject requirements are not met before school starts in August, the student has not sufficient knowledge to start in DP1.

Support is always offered.

In order to advance from DP1 to DP2, the following requirements are needed.

- Total DP1 achievement levels in June: 24 points or more.
- Total achievement levels in three HL subjects: 12 points or more and not below 3 in any HL subject.
- CAS requirements are up to date.
- TOK requirements are up to date.
- A rough draft of the EE has been has been approved by the supervisor.
- All requested material for Internal Assessments have been approved.
- If the above subject requirements are not met before school starts in August, the student has not sufficient knowledge to start in DP2.

Support is always offered.

In order to register a DP2 student for the May Exam the following requirements are needed in DP2.

- Total achievement levels at the time of registration (November): 24 points or more
- Total achievement levels in three HL subjects: 12 points or more and not below grade 3 in any HL subject.
- CAS requirements are up to date.
- TOK requirements are up to date.
- The final version of the student’s EE has been handed in to coordinator, and the student has received a passing grade by the supervisor.
- All requested material for Internal Assessments have been approved.
- The student is not guilty of malpractice.

Support is always offered.

Please also see IB Organization’s Diploma Requirements Codes for the IB Diploma that is published on It’s learning – IB Diploma Information – General Information.
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</tr>
</tbody>
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### Frequency Table

#### I know that I can get help with my studies at my school

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>29</td>
<td>29,9</td>
<td>29,9</td>
<td>29,9</td>
</tr>
<tr>
<td>Agree</td>
<td>55</td>
<td>56,7</td>
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<tr>
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<td>13</td>
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<tr>
<td>Total</td>
<td>97</td>
<td>100,0</td>
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</table>

#### I have been helped by an inclusive arrangement teacher during my time at this school

<table>
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<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
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<td></td>
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<tr>
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<tr>
<td>Total</td>
<td>97</td>
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#### I get help from my teachers if I ask for it.

<table>
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<th>Frequency</th>
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<th>Valid Percent</th>
<th>Cumulative Percent</th>
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</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>45</td>
<td>46,4</td>
<td>46,4</td>
<td>46,4</td>
</tr>
<tr>
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<td>53,6</td>
<td>53,6</td>
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<tr>
<td>Total</td>
<td>97</td>
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#### I would like to get more help with my studies in school.

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<tbody>
<tr>
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<tr>
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<td>2</td>
<td>2,1</td>
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</table>
As a student on the IB programme I have to be able to work in an independent way, more than on the other programmes at the school, I think.
<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
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<tbody>
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<td>54,7</td>
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<tr>
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<tr>
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<td>8,2</td>
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<td>2,1</td>
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<tr>
<td>Total</td>
<td>97</td>
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</table>

On the IB programme I am challenged by my teachers to learn more.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
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<tbody>
<tr>
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<td>44</td>
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</table>

The IBDP Advancement Policy is a positive challenge for me.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
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