



IB CONTINUUM LEARNING DIVERSITY AND INCLUSION POLICY AND PROCEDURES

Sias International School

Reviewed April 2023



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Our Guiding Principles

IB Mission

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

To this end, the organization works with schools, governments, and international organizations to develop challenging international education programs and rigorous assessments.

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.

Sias IS Mission

At Sias International School (Sias IS), East meets West, inspires students to be well-balanced with a strong mind, body, and spirit, prepared for academic excellence and innovative leadership in an interconnected and technological world.

Sias Values and Beliefs

Sias IS Students are...

Skilled Communicators who:

- listen, read, write, and speak effectively in more than one language.
- find their voice and help others find their voice as they initiate reflective and meaningful conversations.
- seek first to understand, then to be understood as they collaborate with team members.
- synergize others and realize they win when others win.

Innovators who:

- approach their learning creatively, critically, reflectively, and with the courage to take risks.
- combine science, technology, engineering, mathematics, arts, and sports to gain future-oriented skills.
- use design thinking and next-generation technology to solve problems.
- apply an entrepreneurial attitude to promote novel solutions.

Achievers who:

- perform academically to the best of their ability as they develop their mind, body, and spirit.
- use a balance of traditional and innovative approaches in their learning.
- are proactive and persistent when they encounter obstacles.
- reflect on and repair their deficiencies in mind, body, and spirit.

Successful Global Citizens who:

- understand and respect the cultures and achievements of East and West
- use the wisdom of the past to create a shared vision for the future.
- interact appropriately with others of diverse cultures.
- act responsibly for a sustainable and harmonious world

Learning Diversity and Inclusion and the Learner Profile

Caring: We believe in promoting a sense of belonging, safety, and self-worth for every student.

Open-minded: We believe in an inclusive approach to education that removes or reduces barriers so that every student can fully participate in all IB programmes.

Our Learning Diversity and Inclusion Philosophy

At Sias IS, we are committed to offering world-class education to all students and promoting an inclusive education system. We believe fostering inclusivity and valuing diversity is essential for individuals contributing to our school's values and beliefs. To value diversity means understanding, accepting, and respecting that every individual is unique. Inclusive teaching and learning are designed to be inclusive and accessible to all students.

Learning Diversity and Inclusion Rights, Roles, and Responsibilities

All IB programmes aim to increase access to the curriculum and engagement in learning for all students through inclusivity. Inclusion is facilitated in a culture of collaboration, mutual respect, support, and problem-solving involving the whole school community.

We have a responsibility to:

- Ensure that our world-class education is for ALL students.
- That each student is exposed to teaching and learning that reaches them as individual learners.

School Leadership

- Creates a safe school environment where community members feel welcomed, secured, respected, and trusted to voice their differences.
- Provides opportunities for the learning community to model, develop, and demonstrate aspects of international mindedness.
- Celebrates and embraces the diversity of all learners.
- Develops and implements processes to remove barriers to learning for every school community member.

Dean of Students and Coordinators

- Work with relevant team members to invite speakers and visitors to share with the learning community.
- Inclusively involve parents and/or legal guardians in learning and teaching.
- Engage locally through a collaborative and constructive relationship with the school's local community.

- Train staff in appropriate inclusive arrangements.

The Teacher

- Creates an affirmative, responsive environment that promotes a sense of belonging, safety, self-worth, and growth for ALL students.
- Convey diversity by using and displaying languages, images, and books.
- Challenge assumptions through inquiries that honor diversity (for example, writers from diverse cultures and public figures/representatives from local and global communities).
- Reinforces desired values, dispositions, and behaviors throughout the school, such as in the classroom or playground.
- Provides ongoing opportunities to discuss and reflect on cultural, linguistic, ethnic, and social diversity.
- Understanding learning is considered from a strength-based perspective.
- Values learning diversity as a rich resource for building inclusive communities.
- Believes ALL students belong and experience equal opportunities to participate and engage in quality learning.
- Recognize that ALL students are empowered to exercise their rights and accept their responsibilities as citizens.
- Makes sure that each student is exposed to teaching and learning that reaches them as individuals.
- Explicitly teaches students how to make mistakes, fail well and overcome obstacles.
- Explicitly teaches students how to succeed well and how to behave appropriately when others make mistakes, fail, or face obstacles that they struggle to overcome.
- Involves and includes parents and/or legal guardians in learning and teaching inclusively.

The Student

- Has access to optimal learning environments.
- Include others in games in the playground and social activities.
- Develops the IB Learner Profile attributes and develops into inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- Engages with different students in the playground and in inquiry groups.
- Is tolerant and respectful.
- Shows empathy by understanding and sharing the feeling of others.
- Learns to be aware that body language can also send messages of inclusion or exclusion.
- Treats everyone with mutual respect, including those who speak a different language, come from a foreign country, or have another learning need or belief.
- Resolves conflict through dialogue.
- Helps new students feel at home in the learning community.



- Takes responsibility for their actions.
- Models appropriate behaviors when insensitive behaviors are observed.
- Learns without barriers (school organization and resources, culture, policies, approaches to learning and teaching, building and physical obstacles, and relationships among the community).

The Family

- Provide accurate information about the child's needs and history.
- Partner with the school on developing approaches that will support the child's academic development.
- Follow through on agreements with the school.
- Are prepared to respond to and discuss complex topics such as national identity or local and global conflicts.

Learning Diversity and Inclusion at Sias IS

Sias IS is deeply aligned with the IB principles regarding inclusion in education. The IB states, "Inclusive education is facilitated in a culture of collaboration, mutual respect, support, and problem-solving involving the whole school community" (Equity and Inclusive Education in the IB, 2023). At Sias IS, staff and faculty work together across all levels to build awareness of biases, discrimination, barriers, and power dynamics that may reduce students' ability to learn and grow. We work to identify, understand, and address these limitations so that students can fully participate and contribute to their classrooms, school, and society. We aim to provide a school environment where diversity is supported, and each student's uniqueness is valued. A safe school and classrooms are places where students feel like they belong, where they feel free to express themselves and explore courageously.

The school's beliefs, the learner profile attributes, and the approaches to learning (ATL) provide the foundational skills and dispositions for the development of inclusion.

An inclusive learner:

- is a competent communicator.
- is open-minded and knowledgeable.
- is a caring and principled thinker.
- uses curiosity and research skills to inquire about the world.
- thinks and reflects critically about opportunities and challenges.
- takes action for positive changes (for example, to promote intercultural understanding, foster caring relationships, and care for self and others)
- takes risks to further self-development and understanding of others.
(Boix Mansilla and Jacskon 2011; Oxfam 2015; Sing and Qi 2013; UNESCO 2015)

Inclusion at Sias IS

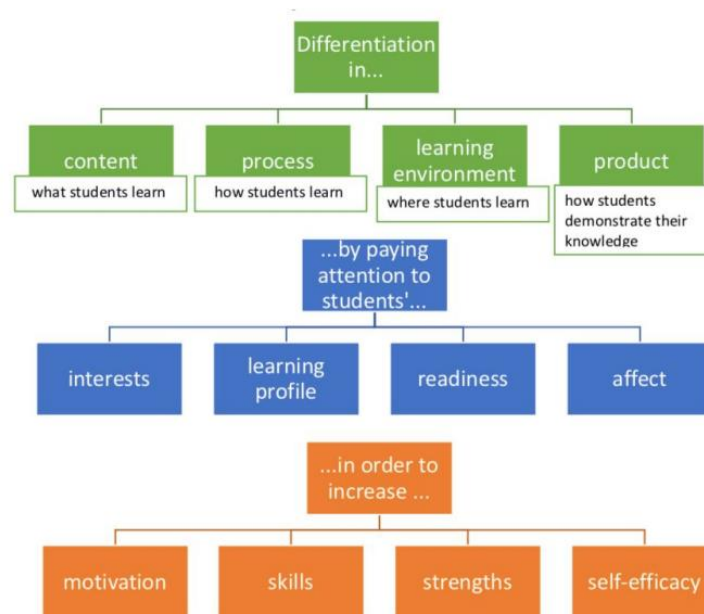
Inclusion Strategies

Several assessment tools are in place so that students build upon their knowledge and understanding. These tools help them know an assignment's focus and clarify each task and its success criteria.

Grade-level teachers use common assessment types, tools, and strategies within the same learning area.

Differentiation

At Sias IS, students are immersed in differentiated, evidence-based, and culturally responsive courses of study to cater to their diverse learner profiles and needs. [ADD MORE](#)



Storage of Information

Students' physical and electronic files are stored and managed in compliance with the general data protection regulation (GDPR) guidelines. The Dean of Students is responsible for ensuring that data related to students receiving learning support services are held in the strictest confidence. The Dean of Students manages the files of students receiving learning support. These files are given access to key personnel, including the admissions officer or principal's assistant, who may need it for administrative purposes (i.e., updating student files and transmitting data via the school's secure mailing system, respectively). Teachers and other staff will be given restricted access to student files as needed.

Transfer of Information

Transitioning from the Primary to the Upper School involves an initial meeting with the PYP 5 teachers, the EAL teachers in PYP and MYP, the PYP and MYP Coordinators, and the Dean of Students who discuss the PYP students and determine what their needs are to facilitate the development of a transition plan and guarantee a smooth transition into MYP. When students leave Sias IS to go to another school, Sias IS makes learning support information such as assessment results, evaluation reports, intervention plans, and the learning support services delivery available to the prospective schools solely at the written request of the parents/legal guardians. After a

student leaves, Sias IS, their records and learning support documentation are kept for 12 months before being destroyed.

Connections to the other IB Policies

Learning Diversity and Inclusion and Language

The Sias IS document, “Language Pathways,” explains the academic language expectations for all students studying at Sias IS.

Students entering the school in Grades 2-9 need to have proficiency in English to engage with the curriculum. A student’s level of language proficiency will be assessed as part of the admissions process for students in Grades 2-9. Students with identified learning difficulties are granted inclusive access arrangements (e.g., additional time, assistive technology, etc.) for the placement test.

Learning Diversity and Inclusion and Assessment

If Students with identified learning difficulties are allowed inclusive access arrangements and reasonable accommodations (e.g., additional time, use of assistive technology, breaks, etc.) for all assessments in one or more subjects throughout the year as appropriate to their needs.

Cycle of Review

There is a commitment from the whole school community to invest in continuous review and training to ensure systems used are accurate, manageable, and fit for purpose. This will ensure that the system is transparent and effective in practice. Following a full review by teachers, students, parents, the Instructional Leadership Team, the Academic Leadership Team, and the Board of Directors. This policy was published in April 2023 and applies until June 2025.

Sias IS Learning Diversity and Inclusion Policy Committee

- Remi Fan, EYP Teacher Assistant
- Kenneth Lim, EYP Homeroom Teacher
- Matthew Inwood, EYP/PYP PSPE Teacher
- Nicole Dorn, PYP Homeroom Teacher
- Nina Liao, PYP Homeroom Teacher
- Kairavi Oza, PYP Homeroom Teacher
- Lily Wen, PYP Teacher Assistant
- Ethel Nicole, MYP Language Acquisition Teacher
- Nicholas Bond, Student Support Specialist
- Arif Minhal, MYP Coordinator
- Jules Sali, PYP Coordinator
- Addie Christian, Principal

Appendix

IB Standards and Practices for Admissions

Our school Learning Diversity and Inclusion Policy is in alignment with the requirements for policy development as described in the New Programme Standards and Practices (2020)

Culture 2: The school implements, communicates, and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)



Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all its legal requirements and outlines the school's IB structures and processes for compliance. (0301-02-0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

Culture 6: The school implements, communicates, and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06) Culture

Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built, or virtual resources in all its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)