



QAIS Access and Inclusion Policy

Our Mission

QAIS aims to inspire a lifelong love of learning through a holistic, child-centered, inquiry-based approach. By embracing each student's diverse needs, learning styles, and strengths, we strive to develop courageous global citizens who help to create a more peaceful world through community action, intercultural understanding, and respect for all life.

Our Vision

To cultivate an inclusive and vibrant community that promotes knowledge, creativity, independent thinking and mutual respect in a nurturing and safe environment.

Our Core Values

Academic Excellence: We embrace academic excellence, guiding our children's innate curiosity and encouraging joy in learning.

Independence and Creativity: We foster independent thinking and spark creativity, inspiring our children to become the leaders of tomorrow.

Peace and Respect: We instill respect for self, respect for one another and respect for our planet, enhancing prospects for peace.

International Mindedness: QAIS values International Mindedness by developing Multilingualism, Intercultural Understanding, and Global Engagement through all ten attributes of the IB Learner Profile. QAIS students are nurtured to become: Knowledgeable, Inquirers, Thinkers, Reflective, Courageous, Caring, Communicators, Principled, Balanced, Open-Minded.

Child Protection: QAIS aims to be a safe haven for children and is committed to developing and implementing a comprehensive set of policies and procedures that will insure protection of their physical and emotional well-being at all times while under our care.

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1. Definition

“Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.” (International Baccalaureate Organization, 2016)

“Over the past two decades, education for all students with disabilities has moved from segregation and special schools to inclusive education that embraces diversity and differences. Today, inclusive education is supported by the United Nations as a matter of human rights and social justice.” International Baccalaureate Organization, 2016)

2. Philosophy

QAIS provides an inclusive and accessible education that embraces the diversity and uniqueness in us all. Rooted in equality, sharing, participation, and the worth and dignity of individuals, we believe an inclusive and accessible classroom is the most enabling environment for all students all of the time.

We believe that inclusive education provides everyone with meaningful and respectful learning experiences that engenders agency, self-confidence, and a sense of belonging to a larger community. We embrace the challenge of serving the whole family across the spectrum of human differences, and the challenge of shaping our school to meet the needs of the community we serve. Inclusivity is something that we believe is a fundamental part of our Montessori and IB programmes. At QAIS, we do not discriminate against any student or applicant because of race, religion, gender, sexual orientation, socio-economic level, national origin, physical ability, or learning style.

We strive to support each student to develop their emotional, intellectual, physical, and spiritual capacity so as to help them become active, responsible, and caring lifelong learners who embrace diversity and who learn from multiple perspectives.

3. Objectives of the access and inclusion policy

This policy is intended to ensure that:

- Decision-making in the school is informed by access and inclusion
- Students at the school can access the curriculum through inclusive and equitable practices in learning, teaching, and assessment
- Diversity is recognized and celebrated in the school community

In practical terms, QAIS attempts to remove barriers to inclusivity through the following actions:

- Encouraging shared responsibility in the school for our inclusivity policy
- Having inclusivity as a foundation for all decision-making in the school
- Imbedding inclusive principles and practices in teaching and learning in order to prevent the marginalization of any learners
- Actively identifying and removing of barriers to student learning and participation.

- Where needed, providing an appropriate physical space and appropriate resources to support inclusivity
- Building the capacity to support inclusivity in the school through professional development, training, and the employment of specialist teachers where and when appropriate
- Promoting the use, and monitoring the effectiveness of new and alternative methods for teaching and learning
- Encouraging faculty to maintain high expectations for learning in their classes appropriate to the aptitude, ability and current understandings of the learner
- Modifying assessment conditions, as appropriate, to ensure equity of opportunity to students both in the classroom and in examination situations
- Promoting diversity so as to develop individuals as caring, principled, internationally-minded people
- Providing a climate of warmth and compassion
- Communicating this policy to all our stakeholders

4. Admissions and learning support guidance

We admit students who we believe will benefit and be successful in our educational programs. Once admitted, all students will be treated on an equitable basis with all other students.

Each admission is based on the identified learning and physical challenges of the applicant, the level of professional external and school-based student support available, and the understanding and support provided by parents or guardians.

In order to best serve the interests of applicants, we may require as a condition of entry a psycho-educational or medical assessment from a licensed educational psychologist or medical doctor respectively, which was made within the previous two-year period of the date of application.

We may also require parents or guardians to supply the results of any previous testing, which must be communicated at the time of application. In some cases, parents or guardians will be required to commit to providing supplemental resources for the education of their child.

There is a written, detailed admission process.

5. Creating an inclusive curriculum

At QAIS we expect that teachers will consider access and inclusion in all planning to meet the needs of their students. IB documentation provides guidelines to address differentiation to learning, teaching and assessment.

In considering the curriculum offered at the school, the following should be considered to allow for greater access and inclusion to the programmes:

- Does the curriculum promote opportunities for differing perspectives?
- Are case studies and exemplars understandable to all groups of students?
- Is the material culturally and geographically appropriate for our learners (for example, does the investigation of inventions and discovery relate principally to Asia if our students are Asian)? Perhaps this one is too simplistic?

- Do activities encourage both individual and group work?
- Is curriculum relevant, engaging, and exciting to the students?
- Does the curriculum meaningfully promote the IB learner profile attributes and international mindedness?
- Will the range of teaching and assessment methods accommodate different learning needs and promote strengths?
- Is assessment transparent and clearly articulated so that students can access what is required?
- Are methods of assessment and criteria appropriate to student needs?
- Have there been adequate opportunities for informal, formative feedback to and from all students for summative assessments?
- Is the language used effective in allowing students to access the curriculum?
- Is learning scaffolded towards independence?
- How will physical challenges be catered for?

6. Inclusive assessment arrangements

If it is observed that any of the following circumstances can reduce or minimize barriers to student learning, then inclusive access arrangements may be applied in the following circumstances:

- long-term learning support requirements
- temporary medical conditions
- additional language learning (*International Baccalaureate Organization, 2018*)

In order for students to show what they know and can do, it may be necessary to adapt assessments to the needs of students not only for externally assessed coursework, but primarily for everyday teaching and learning.

For students with more challenging learning support requirements, the MYP framework may be modified to accommodate their needs, but the IB will not validate grades or award the MYP certificate where achievement levels have been modified in this way.

In the IBMYP and IBDP, there are formal processes to recognize inclusive access arrangements made to externally moderated assessment. This relates not only to physical challenges but also to cognitive issues such as dyslexia. All requests for inclusive access arrangements for externally moderated assessment must be submitted through the appropriate IB Coordinator,

7. Reporting to parents

Being sensitive to cultural norms of the family where the phrases such as “learning difficulties” or “learning support” may have an associated cultural stigma, or simply be read as a pejorative statement about a student’s general cognitive ability, any reports specifically focused on learning difficulties or learning support will be issued as a separate document to the main report.

8. Policy dissemination mechanisms

- A. Digital copies available to teachers in the shared drive
- B. School’s web site (opportunities for feedback from the global community)
- C. Collaborative Planning meetings (opportunities for feedback from IB practitioners)
- D. Community Meetings (opportunities for feedback from IB students and teachers)
- E. Meetings with Parents (opportunities for feedback from parents)
- F. Assessment policy and procedure

- G. Academic integrity policy
- H. Admission policy and procedure

9. Policy review process

The access and inclusion policy will be reviewed at the beginning and/or end of each academic year to ensure that:

- it is coherent with changes in the student and community demographics
- the policy and practice are aligned
- new research, perspectives and understandings are incorporated in the policy

These reviews will stem initially from collaborative planning meetings in the different sections of the school where coordinators and teachers can provide their professional input to the academic leadership team. Input shared by students and parents will also be considered. Finally, it is the responsibility of the Head of School to authorize the policy. Policy and changes will be disseminated to the community through the school website, school newsletter, and added to the induction packages for teachers new to the school.

10. Related documentation

American Montessori Society (2014) AMS School Accreditation Standards and Criteria (Effective November 1, 2014) *Inclusive Education in Action* (2015) <http://www.inclusive-education-in-action.org/>

Carson, G (2012) Universal Design <http://ginacarson.com/ud/universal-design/> *Center for Applied Special Technology* (2014) <http://www.cast.org/ud/>

International Baccalaureate Organization (2009) Diploma Programme: Candidates with assessment access requirements

International Baccalaureate Organization (2010) Learning Diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes

International Baccalaureate Organization (2010) Learning diversity and the IB Programmes: Special educational needs within the International Baccalaureate programmes

International Baccalaureate Organization (2011) Diploma Programme: Candidates with special assessment needs *International Baccalaureate Organization* (2011) Language and learning in IB programmes

International Baccalaureate Organization (2013) Meeting student learning diversity in the classroom (includes teaching strategies and resources)

International Baccalaureate Organization (2014) MYP: From Principles into Practice (updated September 2014)

International Baccalaureate Organization (2015) 国际文凭全纳教育指南:支持学校整体发展的资源

International Baccalaureate Organization (2016) Learning diversity and inclusion in IB programmes

International Baccalaureate Organization (2018) Access and Inclusion Policy.

Mental Health Foundation (2014) *Mental Health Statistics: Children & Young People*
<http://www.mentalhealth.org.uk/help-information/mental-health-statistics/children-young-people/>

Monash University (2014) *Inclusive Assessment: Assessment and Feedback*
<http://www.monash.edu.au/lls/inclusivity/Assessment/> *National Down Syndrome Society* (2013)
<https://www.ndss.org/Resources/Education/Education--Down-Syndrome/>

Robinson, K (2006) *Bring on the Learning Revolution* available online
http://www.youtube.com/watch?v=r9LeIXa3U_I *UNESCO* (2009) *Policy Guidelines on Inclusion in Education*
<http://unesdoc.unesco.org/images/0017/001778/177849e.pdf> *QAIS Admissions Policy* (2013)

QAIS Staff Handbook for Grades 7-10 (2014)

UDL. http://udlguidelines.cast.org/?utm_medium=web&utm_campaign=none&utm_source=cast-about-udl

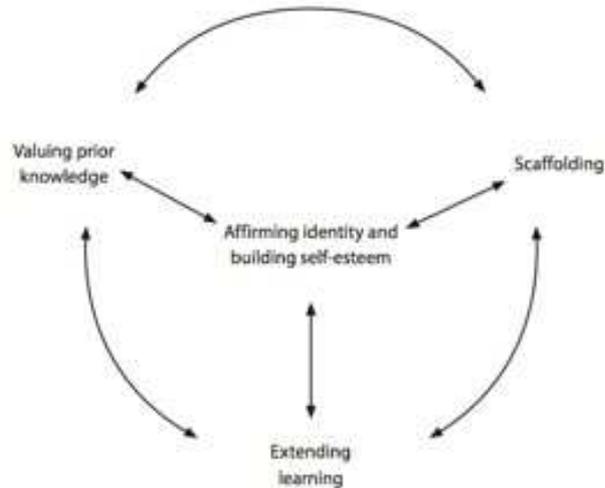
Wikipedia contributors (2014) *Universal Design for Learning*, *Wikipedia, The Free Encyclopedia*,
http://en.wikipedia.org/wiki/Universal_Design_for_Learning

QAIS Guide to Differentiation

How do we differentiate?

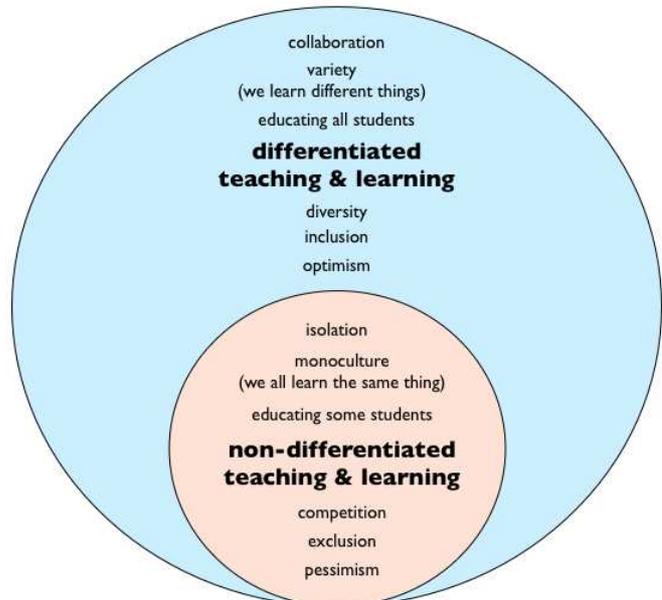
Differentiation is about taking the core and related concepts of the curriculum and applying different approaches to learning (ATLs) to provide access for the widest range of possible students.

First of all, examine the documented information we have about our students. This should include the language profile as well as the admissions information to determine cultural experiences and educational background. Further information will be available on ManageBac.



Principles of good practice for differentiated learning
(MYP: From Principles to Practice, May 2014, p.68)

- Teachers can differentiate teaching and learning by providing examples (work samples or task-specific clarifications of assessment criteria); structuring support (advance organizers, flexible grouping, peer relationships); establishing interim and flexible deadlines; and adjusting the pace of learning experiences.
- Managing student groups so that students can most effectively learn with and from each other.
- Changing aspects or elements of each task to suit individual student needs and their learning styles
- Applying differing styles of teaching, learning and management strategies
- To facilitate differentiation teachers need to give more or less teacher support to individuals and groups, and this may involve a different set of resources and challenges for different students.



QAIS Guide to Differentiation

Benefits of differentiation?

Differentiation means identifying the learning needs of individuals and groups in your class, and developing bespoke challenges, pathways and materials for those individuals and groups.

Working towards differentiation can reframe your values and identity as an educator. In order to improve the differentiation in your teaching and learning you can try a few changes at a time to explore and develop the experience necessary to ultimately promote better learning in your classroom.

Examples of ways to differentiate

- Groupings based on motivation, knowledge, skills, and understandings
- Exploring leadership roles within the student body
- Giving more or less support to individuals or groups
- Challenging students with more or less complex tasks
- Vary the way tasks are communicated
- Change the balance of goal orientation or instruction orientation between groups and individuals.
- Change the perspective of the task for some students
- Use different amounts of motivation or cooperation in class
- Being flexible with submission dates and allowing interim agreements and arrangements

Partial resource list

Teachers need to investigate available resources and consider what additional resources might be necessary for the unit. Important resources to consider include:

- instructional materials and classroom technologies
- textbooks and other written and visual texts
- teaching materials developed by businesses and not-for-profit organizations
- educational games and simulations
- teaching aids and manipulatives
- learning environments beyond the classroom
- students' diverse languages and cultures
- families, experts and other primary sources in the school and the community
- school, university and community libraries
- digital resources, including the internet.