



MySchool

Learning Diversity & Inclusion Policy

September 2020

Updated: September 2023



MySchool Vision & Mission

Vision:

We go beyond the classic approaches of Education. We offer the most innovative and the latest International Curriculums. We are deep-rooted in our values. We develop critical thinkers and responsible citizens in a peaceful world.

Mission:

MySchool aims to develop a learner who believes in the hopes of the homeland, meets the aspirations of the progress, and bears in mind the international changes. A learner who is deep-rooted in the Omani values and heritage, familiar with all the methods enabling to be an inquirer and a lifelong learner.

The IB Mission Statement:

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. (IB)



The aim of the Learning Diversity and Inclusion Policy:

The aim of this document is to outline the position of the MySchool community in regard to the IB and inclusive education policy.

Purpose of the Learning Diversity and Inclusion Policy:


This policy is a working document developed by MySchool based on the IB published documents on Learning Diversity & Inclusion. It is aimed to remove learning barriers to ensure the same teaching and learning to all students. (see references)

What is Learning Diversity & Inclusion

While all the educational systems have their own objectives, the paths to them can differ based on students' conditions, background, and abilities. As such, diversity can be defined as these pathways, and inclusion can be defined as how a learning community accommodates all the possible pathways to give all students access to high-quality education.

Who is responsible for implementing the Learning Diversity and Inclusion Policy?

All stakeholders, namely the school leadership team, program coordinators, educators, learning support professionals, consultants, parents, and students are responsible to put in processes to remove learning barriers for every member of the school community. Moreover; every teacher is responsible to



consider her/himself as the teacher of all students and reach them as individual learners for teaching and learning.

How MySchool considers barriers to learning from multiple perspectives:

The school mission and vision are in line with the inclusive education policies. All MySchool educators are Ib certified teachers. They all have access to MyIB resources. The PLT(pedagogical leadership team) conducts regular PD(professional development) sessions for educators. We conduct induction meetings for parents at the outset of each academic year. The 3-way conferences are conducted annually based on the school calendar. Parents have access to planning, reporting, and assessment through the managebac platform.

Based on the school PD plan and budget, the educators are having workshops and webinars which are inline with the IB philosophy. Collaborative teaching and learning are applied through weekly and monthly meetings which are reported and documented.

We have an international group of educators and students accompanied by Omani admin staff who always celebrate and honour the host country's values and traditions. Through planned school programs, we celebrate the traditions of other nations, too. We are also providing two other languages, namely Mandarin and French, to foster the international-mindedness spirit.

Well-planned and well-organized POI/unit planner which have been created collaboratively under the supervision of the program coordinators based on the IB guidelines. The ATLs and ATTs are integrated into teaching practices and well-planned collaboratively. The central ideas or statements of inquiry are based on conceptual understanding, reflecting the human commonalities

and diversity. Teachers are implementing diverse strategies and techniques to meet individual learning styles through differentiation. Moreover; grouping and regrouping are done in all grade levels and teamwork and collaborative works are done to foster the management skills and mutual understanding.

All students have their own devices, namely iPads or Macbooks, which are helping them in learning. The school has well-equipped IT, physics, and biology labs for practical learning support. Students are encouraged to set their classrooms with teachers in order to give them a sense of ownership. The librarian has a plan to work with all grade levels weekly and students are always encouraged to visit and use the resources. As well as a certified plan called "ambassadors" which reflects the IB learner profile attributes through designed activities. The early year students have a well-equipped and safe playground. Primary and medium years have a safe playground and a court.


Since we are a small-sized school, we are closely in touch with parents and guardians. The parent's community council plays a strong role between school management and parents. The IB learner profile attributes are displayed in all corners of the school and are fostered by educators in everyday interactions.

My school Inclusion Action Plan

Possible barriers	Finding out	Taking action	Who is responsible	Assessment
hyperactivity disorder:- <ul style="list-style-type: none"> • Readily loss attention • Easily distracted 	<ul style="list-style-type: none"> • Parents inform the admins while registering • Learners sit for an 	<ul style="list-style-type: none"> • Providing differentiation strategies in the classroo 	<ul style="list-style-type: none"> • Teachers • Programme coordinators 	The teachers

<ul style="list-style-type: none"> • Anxious • daydream a lot • forget or lose things a lot • squirm or fidget • talk too much • make careless mistakes or take unnecessary risks • have trouble taking turns • have difficulty getting along with others 	<p>entrance test(English, Maths, Science, and Arabic). Then, the coordinators recommend the child needs more assistance.</p> <ul style="list-style-type: none"> • Teachers conduct diagnostic tests at the beginning of each year. Then, they will recognize the students who may need extra support. • Teachers may notice a concern with a learner's: academic, social, emotional, or behavioral skills. 	<p>m</p> <ul style="list-style-type: none"> • Using visual aids and realia • Peer-support • Constant communication with parents to overcome learning challenges • Teaching in line with IB's values and philosophy • Teaching in-class and out-of-class behavior codes 		
Impulsivity		Provide:- Tasks with a time frame,	Teachers and program coordinators	The teachers

		specific goals and aims. Encourage self-management skills		
Inattention difficulties		Provide: Positive and kind feedback Give meaningful comments Encourage the social skills	Teachers and program coordinators	The teachers
Health/physical issues: Diabetic patient Heart problem issue		Collaboration between school nurse and teachers to keep the child safe, considering special diet or physical activities	School nurse Teachers	The teachers
Subject difficulties Mathematics English Arabic French Mandarin		Providing two remedial plans for Arabic: -Kalemon for non-arab students		



		-remedial Arabic for low achievers -providing Mndarin and French support		
--	--	---	--	--


Reconciling MYP and DP - and Beyond

At MySchool, students take a carousel course in Sciences. This course includes Physics, Chemistry, and Biology. This helps them become acculturated into these disciplines and have a more informed choice of subjects for Grade 10 (MYP 5) and the DP.

In languages, they take English and Arabic under Language Acquisition in MYP, and subsequently Language B in the DP, if their level is below (upper-)intermediate in those languages (from Grade 9 onward).

For French and Mandarin, they choose only one for their academic pathway from Grade 9 (MYP 4) onward under Language Acquisition (MYP) and Language B (DP).

In the DP, the school provides the fundamental disciplines based on students' career and academic needs and desires. The largest variety of subjects will be provided as we pave the path for our DP Program Development.



MySchool's Action Research on Learning Diversity and Inclusion Policy

Stress and Cognitive Load

As necessary and inevitable as it is, challenge can turn into a hindrance to learning when exerted at an inappropriate level. To prevent challenges from turning into obstacles, constant supervision is in effect to make sure all the tasks are geared to what students know and can do so that stress and cognitive load are kept at a facilitating level rather than a debilitating one.

Learning Styles

Although drawing on a variety of media to deliver a lesson is at the heart of all planners, careful scrutiny of the students' preferred styles is done via using questionnaires and interviews. The reason lies with the fact that differentiation needs a better understanding of one's learning styles. The major styles at stake here are visual, auditory, and kinesthetic; hence the acronym VAK.

Strategy Training (ATLs)

Strategy training is an indispensable part of all planners, and the teachers are encouraged to include at least two ATLs in each planner. The process is a gradual one suggested by Macaro (2001, p. 176).

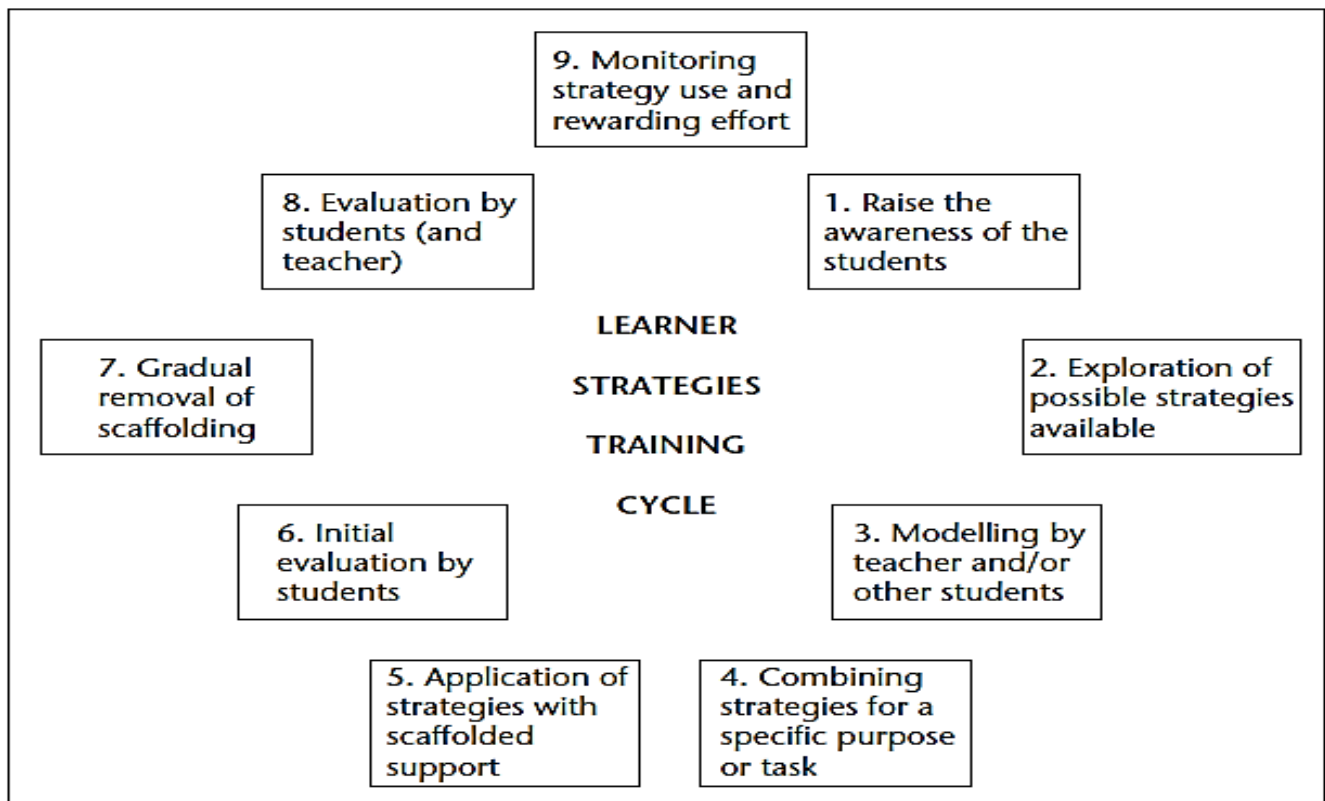


Figure 1: Learner Strategies Training Cycle

Feedback and Uptake

All formative and summative assessments are accompanied by Task-Specific Clarifications (TSCs), and the teachers also provide students with hints to improve their performance. They also set a similar task after feedback so that the students can accommodate the suggestions and internalize the concepts (uptake).

Classroom Management

Classroom management works in tandem with differentiation since when implemented effectively, it will prevent future troubles. Redfern (2015, pp. 107-110) proposed a pyramid for classroom management which includes certain hierarchies of action in face of behavioral difficulties.

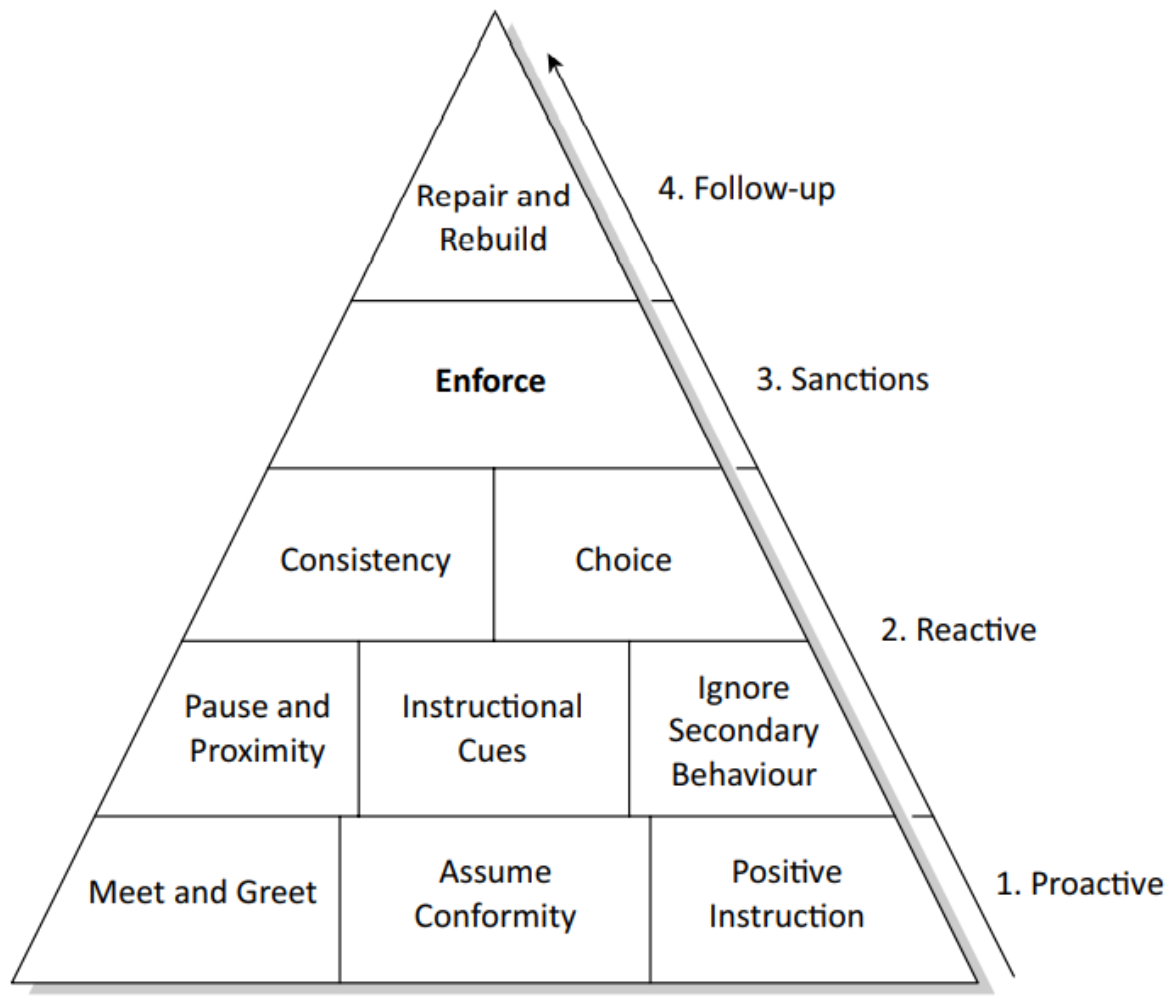


Figure 2: Classroom Management Pyramid

The following is a summary of what each cell in this pyramid means (ibid).

- **Meet and greet:** A positive classroom atmosphere is rooted in first impressions. As such, teachers and students should ensure a good relationship and rapport governs all actions in the classroom.
- **Assume conformity:** Showing trust will bring about responsible action. Otherwise, students may feel patronized or overwatched by teachers.

- **Positive instruction:** Rewording criticism into a positive and constructive one will set a positive example for students to follow. For example, instead of saying, “Please don’t get distracted,” teachers can say, “May I have your full attention please?”
- **Pause and proximity:** Sometimes it is the best strategy if teachers try to be around troublesome zones in the classroom, and even use a strategic pause to grab students’ attention.
- **Instructional cues:** Setting verbal (e.g., “Eyes on me please.”) and non-verbal cues (e.g., gestures) can facilitate class management.
- **Choice:** In case of persistent misbehavior on students’ part, giving them choices in the form of an ultimatum is necessary.
- **Consistency:** Following an announced and consistently-enforced code of conduct is at the heart of effective classroom management.
- **Ignore secondary behavior:** If a certain behavior (e.g., lack of enthusiasm) can be ignored, in case it is not detrimental to teaching and learning, teachers can “let it wash over them.” The reason behind this strategy is to prevent negative consequences and confrontations that can be debilitating.

Differentiation Spectrum

Redfern (ibid, p. 144) simplifies the actions necessary to be taken to differentiate between students in the form of a spectrum. This is useful when the teachers want to group students or prepare materials for them. All the teachers try to categorize the students based on their abilities and act accordingly.

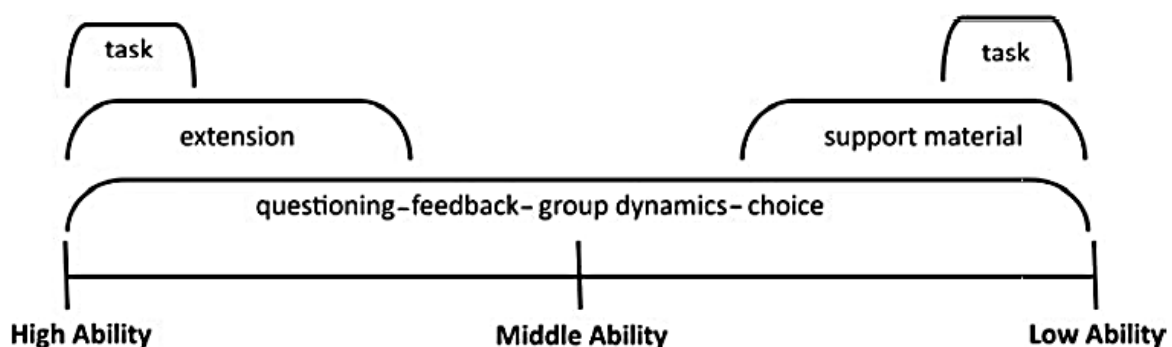



Figure 3: Differentiation Spectrum

This can be looked at as differentiating content, process, or product. For stronger students extended products, more-elaborate materials, and more-demanding tasks are in effect while for



weaker students support materials, less-demanding tasks, and less-elaborate products are expected. Grouping, questioning, feedback, and choice will be used for all students, regardless of their level.

Differentiation Framework

Ellis (2014) proposed a comprehensive framework for differentiation. What is noteworthy in this framework is the role of student agency by using self-access centers and awareness-raising strategies. MySchool has always been committed to student agency, and has provided its students with ample resources and devices which assist them in becoming life-long learners.

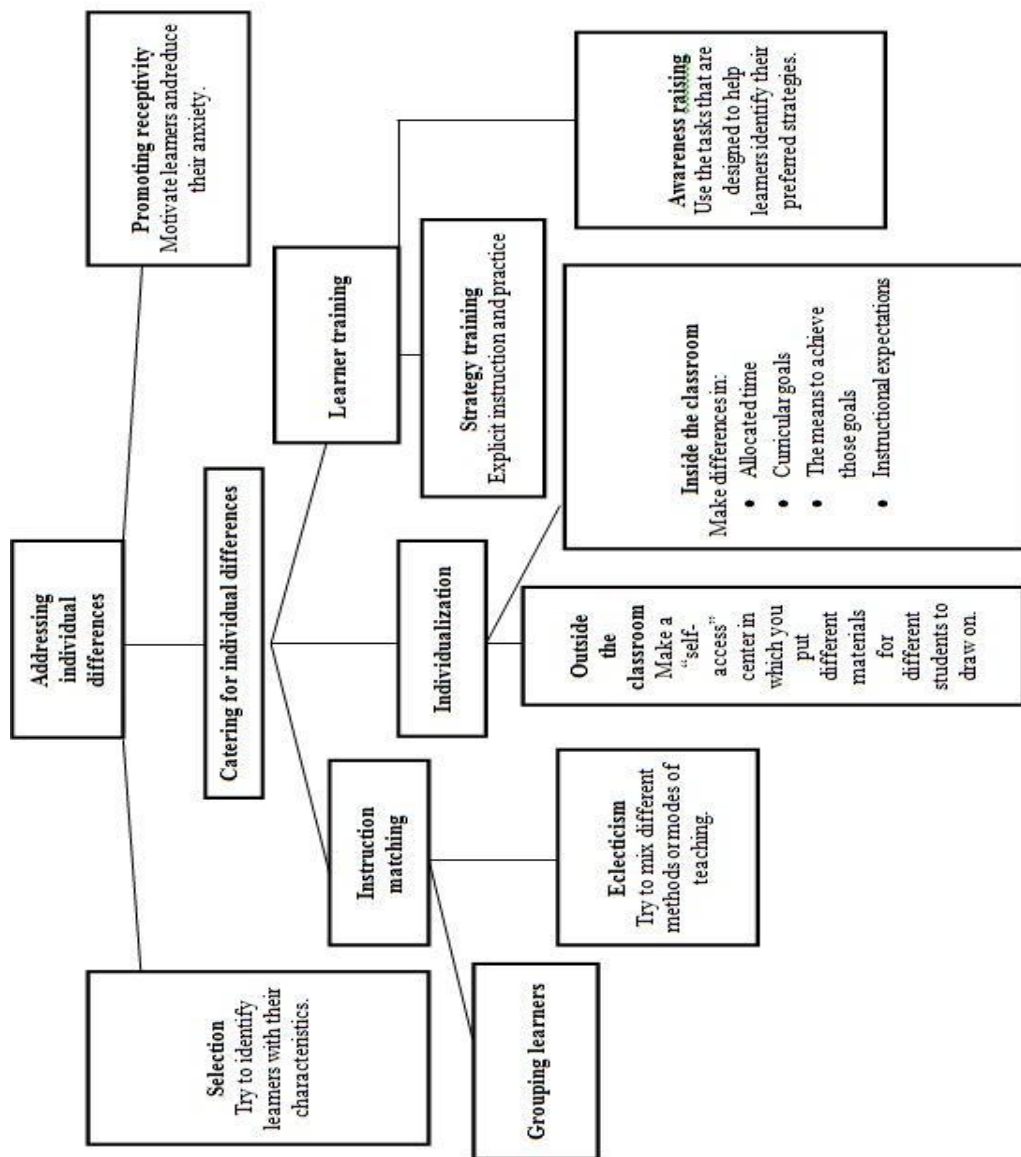


Figure 4: Differentiation Framework by Ellis



SEN Process at MySchool

High-quality teaching and effective grouping are at the heart of inclusion at MySchool. The elaborate guidelines have been stipulated in our Effective Instruction and Feedback Policy.

However, in case of the need for further intervention, the process is as follows.

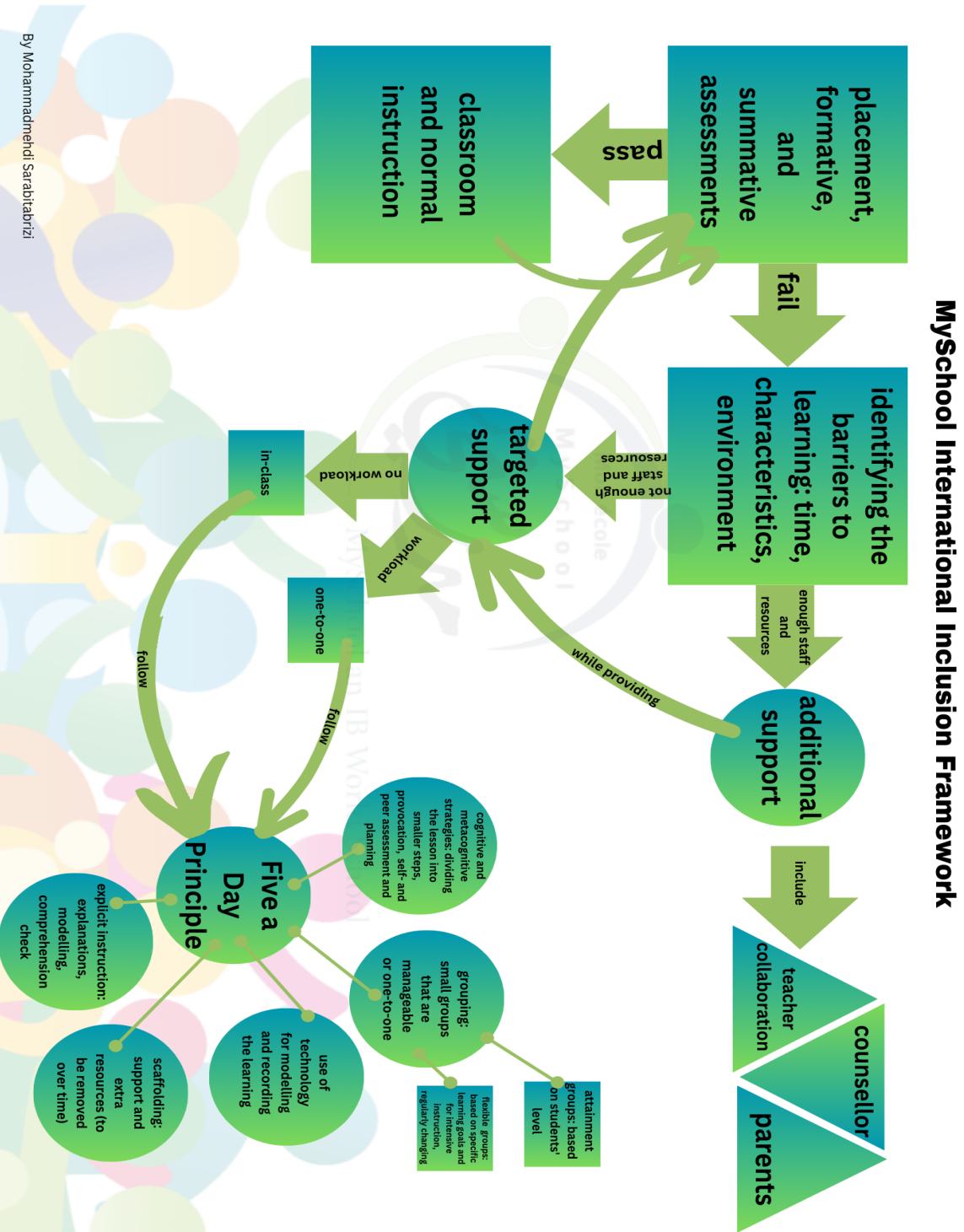


Figure 3: SEN Process at MySchool



Reviewing the Learning Diversity and Inclusion Policy

This policy will be reviewed every two years by all the MYP/DP facilitators and the Leadership Team. It shall be reviewed before the start of each new academic session. We have also developed *MSI Effective Instruction and Feedback Policy* that lays out all the necessary strategies and procedures to make our educational practices as inclusive as possible.


In doing so, all the school community have a say, and data triangulation is a must (e.g., parents and students' feedback, outcomes, observations). Furthermore, in such policies, the following IB principles have been included:

- designing and developing a universally designed curriculum that is inclusive, fair and accessible for all IB learners,
- taking into consideration planned access and adaptations (inclusivity and accessibility for groups of students who would need specific access) and student well-being,
- drawing upon the full range of ways of knowing and incorporating experiences, contribution and histories from across cultures, nationalities, backgrounds, identities and perspectives, and
- ensuring representation across cultures, nationalities, identities and experiences.

DP Career and Educational Guidance

Guidance takes place through

- inductive meetings for subject choices from MYP 4/5,
- meetings with vocational experts,
- meetings with career specialists from the MOE,
- sharing and clarifying the MOHE guidelines on scholarships and major requirements, and

- 
- informing students and their legal guardians about the IB university admission guidelines at <https://www.ibo.org/university-admission/> .

References

- Program Standards and Practices (IB 2014)
- Program Standards and Practices (IB 2019)
- Learning Diversity and Inclusion in IB Programmes (IB, 2016)
- PYP: From principles into practice (the learner) (IB 2018)
- MYP: From principles into practice (for use from September 2014/January 2015)
- Redfern...
- Ellis....

