



MSF INCLUSION POLICY

Table of contents

Index of terms and acronyms	2
MSF definition of Inclusion, the Purpose and the Goals of our MSF Inclusive Framework	2
International, European and National Legal Framework of Inclusion and Inclusive Education	4
MSF Stakeholders and their Rights, Roles and Responsibilities	6
School Organization	8
School Development	9
Resources of Expertise, Accessibility and Inclusion	10
Communication with Inclusive Language, Professionalism, Confidentiality and Child Protection Policy	10
Inclusive Teaching and Learning: Mind Mapping, Principles and Practices in Early Years (EY), in Primary and Secondary School	11
Policy Review	15
Reaching our Inclusion Goals and Further Development through Self-Assessment	15
References/ Bibliography	15
UNESCO on inclusion, Deutsche Kommission	15
Appendix	17
IB Standards and Practices	17

Index of terms and acronyms

ALN	ADDITIONAL LEARNING NEEDS
APA	AMERICAN PSYCHOLOGICAL ASSOCIATION
DI	DIFFERENTIATED INSTRUCTION
EAL	ENGLISH AS AN ADDITIONAL LANGUAGE



ICD	INTERNATIONAL CLASSIFICATION OF DISORDERS
IDEA	INDIVIDUALS WITH DISABILITIES EDUCATION ACT, US
ILP/IEP	INDIVIDUAL LEARNING OR EDUCATIONAL PLAN
MTSS	MULTI-TIERED SUPPORT SYSTEM
NCLB	NO CHILD LEFT BEHIND, US
RTI	RESPONSE TO INTERVENTION
SEL	SOCIAL EMOTIONAL LEARNING
SOS	STUDENT ORIENTED SERVICES
UbD	UNDERSTANDING BY DESIGN
UDL	UNIVERSAL DESIGN OF LEARNING

1. MSF definition of Inclusion, the Purpose and the Goals of our MSF Inclusive Framework

The Metropolitan School of Frankfurt is an IB World School and has developed and implements an inclusion policy that is consistent with IB expectations, in accordance with international, European and local legislation and school policy, available to the MSF Community, which we proudly call *MSFamily*, and linked with the school's mission and in pertinence with MSF school policies such as these of language, learning and assessment. Educators, at MSF, strive to give their best, everyday.

Programme Standards and Practices (2010) provides a set of criteria that both the IB World Schools and the IB can use to evaluate success in the implementation of IB programmes. As mentioned in the IB documents, pertaining to *meeting student diversity* in the classroom, the following IB practices require schools to demonstrate their support for a diversity of learning:

- A9 The School supports access for students to the IB programme(s) and philosophy.
- B1:5 The School develops and implements policies and procedures that support the programmes.
- B2:8 The school provides support for its students with learning and/or special educational needs and support for their teachers.
- C1:6 Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
- C3:10 Teaching and learning differentiated instruction to meet students' learning needs and styles.

Metropolitan School Frankfurt Inclusion Policy is created with reference to, and should be read in conjunction with, the following documents:

[Learning diversity and inclusion in IB programmes \(IB, 2020\)](#)

[Access and inclusion policy \(IB, 2018\)](#)

[The IB guide to inclusive education: a resource for whole school development \(IB, 2019\)](#)

[Meeting student learning diversity in the classroom \(IB, 2019\)](#)

[Using Universal Design for Learning \(UDL\) in the IB classroom PDF \(IB, 2016\)](#)



[Inclusive access arrangements: Decision pathway PDF \(IB, 2019\)](#)

[Supporting your candidate: Adverse circumstances or access and inclusion? PDF \(IB, 2019\)](#)

[SOS Team Secondary Guidelines and Procedures](#)

[MSF.SEC.ALN. Referral Timeline and Tracking Form for Students. Template. 2020-2021](#)

[Early Years and Primary SOS Procedure Guidelines](#)

All staff at MSF are committed to the implementation of the IB Standards and Practices. Divisional Inclusion Guidelines describe specific procedural inclusion practices in each division, EY, Primary and Secondary School.

MSF Definition of Inclusion

MSF defines inclusion as the celebration of learning, race, cultural and gender diversity amongst students, through inclusive practices, embraced by all members of the school community. The mission and core values of MSF aim to incorporate personal and universal learning needs in a safe, student centered school environment that builds Equity. The purpose of inclusion is to foster and represent a diverse world. An inclusive approach provides opportunities for every MSF student to participate, access and navigate the challenges of the future. At MSF, we celebrate and respect all learning, cultural and gender differences and understand the varying challenges that learning processes can produce. Our aim is to work with students, teachers, parents and multidisciplinary agencies to overcome challenges, provide solutions and promote confidence and wellbeing in our school, through the implementation of effective and research-based differentiation instructional Practices.

Inclusion at MSF aims to provide access to the IB curriculum for all our students. MSF aims to develop effective inclusive provision, through the professional development of teachers, their professional modus operandi, the variation of instructional resources and processes in accordance with the IB programme and philosophy. We have to make clear that there is a distinction between adverse circumstances and the diagnosed need of a student to receive support. The importance of consistency within our policies, practices and philosophy offers transparency and shared meaning in understanding inclusion, for all our stakeholders, families, staff and students. At MSF, every teacher is considered a *manager of inclusion* and of learning and cultural diversity. We are committed to this through ongoing professional development and reflective practise, which is reflected in our [website](#).

In an Ecosystem: Emphasis on Building Trust, Communication and Collaboration

A priority at MSF is to focus on building trust relationships between teachers, students and parents. Trust is revealed at the interweaving of competence, reliability, sincerity and care. An equally crucial emphasis is placed on honest, solution-based and professional communication between all stakeholders in order to maximise learning outcomes for every student. Outreach and communication between multidisciplinary agencies and our school is celebrated in order to ensure professional expertise for a variety of learning and child developmental areas. The practice of equity and inclusion should be met through the school's philosophy, assessment of the challenges and barriers to learning, careful planning and innovation in practices and positive professional communication between all stakeholders. As in an ecosystem, balance of elements is crucial. Teaching, Learning and MSF People and their status in equilibrium is at the heart of our everyday practice.

Our purpose is to help all our students to confidently navigate through a world full of adversity, using inquiry and project-based learning, developing Approaches to Learning skills (AtLs), sustaining empathy and caring qualities, building resilience and perseverance, adaptability, flexibility and creativity in order to thrive to a digitised world with AI, machine learning, space travel and disruptive technologies. Successful Leaders who are responsible, balanced and principled Digital Citizens.

In an IB World School, the essential and crucial aim is to develop a more diverse inclusive IB community, by enabling access to an IB Education.

The main matrix of our Goals are:



- Developing a shared understanding and a common language of Diversity, Equity and Inclusion: words matter. They shape meaning and inform our decisions and practice. From inclusive language to a philosophy of Equity that ascertains opportunities and access for all.
- Using effectively and with efficacy, as well as with consistency and fidelity, inclusive instructional practices for learning and teaching: common understanding of approaches that support students and teachers to embrace inclusion is crucial and the continuous use of evidence-based and research-based pedagogical methods in the *instructional moment*.
- Equitable Assessment of Learning, for all learners and learners with learning and assessment access requirements and self-assessment of teaching practices: in order to be able to identify weaknesses and bring positive change.

In a world where diversity is a fact, inclusion is our choice and Equity our aim.

2. International, European and National Legal Framework of Inclusion and Inclusive Education

Education is a fundamental global human right. According to **Article 26** of the Human Rights Declaration of United Nations (1948):

Everyone has the right to education...and Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. Parents have a prior right to choose the kind of education that shall be given to their children.

The UNESCO (United Nations Educational Scientific and Cultural Organisation, German Commission/Deutsche Kommission) states that:

Inclusion entails the right of all learners to quality education and the development of their full potential, regardless of special educational needs, disability, sex, social or economical backgrounds.

Inclusive education requires fundamental changes in the German educational system. In particular, the practice of learning and teaching must be adapted to the needs of all, and diversity must be used as a resource. Inclusive education is integrated into German law on the basis of international law¹.

Similar definitions and educational initiatives have been established by UNICEF, the WORLD BANK, the Organisation for Economic Co-operation and Development (OECD), European Agency of Special Needs and Inclusive Education(EASNIE), the European Union (EU) and the World Health Organisation (WHO).

In the United States, the major goal of the *No Child Left Behind Act-NCLB* (2001) is to close student achievement gaps by providing all students with a fair, equal and significant opportunity to obtain a high quality education. There are four pillars within the bill:

- Accountability: to ensure those students who are disadvantaged, achieve academic proficiency.
- Flexibility: Allows school districts flexibility in how they use federal education funds to improve student achievement.
- Research-based education: Emphasizes educational programs and practices that have been proven effective through scientific research.

¹ [Education | German Commission for UNESCO](#)



- Parent options: Increases the choices available to the parents of students attending schools.

Similarly, in the US, the Individuals with Disabilities Education Act (IDEA) established in 2004, is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.

Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under IDEA Part C. Children and youth (ages 3-21) receive special education and related services under IDEA Part B.

Enforced by the Children Act 2004, in the UK, *Every Child Matters* took a radically new approach to improving the wellbeing of children from birth. Its main aims are for **every child**, whatever their background or circumstances, to have the support they need to: Be healthy. Stay safe.

In the Federal Republic of Germany, the **Education System 2017/2018** Law and legislative framework includes the *Educational Support and Guidance*, in which **Special Education needs provision in the school sector** (pp. 255-282) is included. According to the specific legislative framework, the right of disabled persons with disabilities to education and training appropriate to their needs is enshrined in the Basic Law (Grundgesetz, Art. 3-R1), in equality legislation, in the Social Security Code XII (Zwölftes Buch Sozialgesetzbuch-Sozialhilfe) and in the Länder constitutions (R13-28).

The International Baccalaureate Organisation (IBO) defines inclusion as follows:

IB and Inclusion: Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

IB Programme Principles and Practices state that IB World schools should be organised in ways that value diversity and respect individual cultural, personal and learning differences. The Inclusion policy is closely linked with MSF language, assessment, academic integrity and admissions policy, as they are all pivotal aspects of the fabric of MSF Life and Learning.

3. We are ALL in this: MSF Stakeholders and their Rights, Roles and Responsibilities

Teachers, Parents, Students, Leadership, School Staff and the Broader Community are all engaged in the inclusive process, are all made aware of the inclusion policy and each of them contributes to the realization of inclusion, in an equal and unique way.



Students and Parents	SOS/ALN Coordinators and ALN and EAL Teachers	Teachers	Leadership and MSF Community
<p>Students have a right to be educated and included in:</p> <ul style="list-style-type: none"> ● affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth ● an environment where learning diversity is valued as a rich resource for building inclusive communities ● an environment where all learners belong and experience equal opportunities to participate and engage in quality learning ● a school where assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated ● where they can fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens ● where they have a voice and be listened to so that their input and insights are taken into account ● an environment where diversity is understood to include all members of a community 	<p>The Student Oriented Services Coordinators in EY, Primary and Secondary, the SOS Teams and the EAL and ALN Teachers are responsible:</p> <ul style="list-style-type: none"> ● to manage the caseload of students with learning and assessment access requirements by supporting them in their learning. ● To communicate professionally, honestly and accurately with parents, psychologists and external evaluators, students and subject teachers. ● To build trust relationships with all stakeholders and to foster meaningful inclusion of all learners. ● To support teachers through professional development on psycho-neuro developmental issues of children and adolescents, in instructional methods and in differentiation strategies. ● To support learners in being engaged and motivated, in learning AtL skills 	<p>It is the responsibility of every teacher, as a teacher of all students:</p> <ul style="list-style-type: none"> ● to make sure that each student is exposed to teaching and learning that reaches them as individual learners. (IB 2020:7) ● to develop optimal positive learning environments where: <ul style="list-style-type: none"> ○ students are accepted for who they are ○ students are valued for their strengths ○ students are appropriately challenged by their learning ○ expectations of students are high but realistic ○ students belong to the community and feel cared for, trusted, 	<p>Leadership Teams in EY, Primary and Secondary are responsible:</p> <ul style="list-style-type: none"> ● to put in place processes to remove barriers to learning for every member of the school community ● to ensure that technologies chosen both fit in to the general student population and are fit for purpose (whenever possible) ● to ensure that learning diversity paradigms do not disenfranchise students merely on the basis of their differences.(IB, 2020) ● To foster the inclusive culture (artefacts,



<ul style="list-style-type: none"> ● experience success as a key component of learning (IB, 2020) <p>Parents of IB Learners: Fostering the IB Learner Profile at home</p> <ul style="list-style-type: none"> ● Role model the caring behavior they would like to see in their children. ● Encourage their children to read books at home that correspond with the IB Topics being taught at school, engage in discussions about book and literature and encourage their children to become familiar with news, media reports and persuasive pieces reading when appropriate in order to become more knowledgeable. ● Encourage their children to be good listeners, be honest communicators, ask provoking questions, engage in caring and deep dialogue and provide honest answers. ● Encourage their children to reflect on performance and apply self-reflection and meta-cognitive skills in order to reflect on strengths and weaknesses in a constructive way. Parents should role model this behavior. ● Model being an Inquirer. Admit that we do not have all the answers and encourage their children to conduct research independently, love learning 	<p>and applying them everyday, in a successful way.</p> <ul style="list-style-type: none"> ● To support parents in understanding the learning, psychological and social needs of their children and in how to best support them at home. ● To manage referrals through the MTSS and RTI Processes at MSF. ● to manage the provision of formative and summative assessment accommodation for students who are eligible to receive learning support according to the relevant IB Guidelines. ● To tend to the mental wellbeing of all students, to care and support them in crisis and in trauma, in a professional and consistent way while protecting the confidentiality of personal information and data. ● To act as facilitator in challenging situations (exempli gratia in conflict or when negotiation is needed) with a solution-driven positive mindset. ● To foster the inclusive culture (artefacts, beliefs, assumptions) of MSF. 	<p>understood, valued and safe</p> <ul style="list-style-type: none"> ○ students are listened to, have their opinions sought, and are provided with opportunities to succeed ○ students are included in decisions about their learning ○ students are given opportunities to reflect on their learning ○ students understand themselves as learners ○ students have the opportunity to develop the attributes of the learner profile ○ students have the opportunity to develop as multilingual citizens ○ students have access to the relevant IB programme components to the greatest extent possible 	<p>beliefs, assumptions) of MSF.</p>
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<p>and cultivate curiosity and carry the love of learning throughout their life.</p> <ul style="list-style-type: none"> ● Encourage their children to respect all differences and to be positive and open minded. ● Encourage their children to be principled, follow rules and have an understanding of moral and ethical reasoning. ● Role model the behavior of someone who is brave, a risk taker, and tries to solve problems in new ways. ● Encourage their children to solve problems independently, to apply analytical and fluid reasoning thinking, to try to make good decisions and predictions and to think creatively and critically. ● Role model the importance of sustaining balance between our physical self and our mental health and to be balanced in a holistic way. 	<ul style="list-style-type: none"> ● To promote holistic inclusion as a strategy, a journey and a goal. 	<ul style="list-style-type: none"> ○ students understand their role in the learning of others ○ students are supported in developing the skills to self-advocate (IB, 2020) ○ to foster the inclusive culture (artefacts, beliefs, assumptions) of MSF. 	
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4. School Organisation:

Learning and Assessment Access Requirements and Challenges, Barriers to Inclusiveness and Strengths of our Learning Diversity: Overcoming and Celebrating

Learning challenges may vary from communication and interaction, cognition, sensory and/or physical needs to the social and emotional development of students, children and adolescents. MSF provides support for all students, with diagnosed learning and assessment access requirements and strives to remove barriers to learning through differentiation of instruction and collaboration between students, educators and parents. Within our teams, we have experienced professionals with specialised expertise in learning and pedagogical support, inclusive education, counselling, medical conditions, school psychology, language development and social emotional learning and development (SEL). Our SOS teams, by virtue of their organisation and functioning, are focused in applying researched inclusive practices for students who require additional support and offer solution- focused plans for inclusion. Working to support students who are exceptionally capable or gifted is equally central to our mission and core values.

EY and Primary School: [Student Oriented Services Policy in EY and Primary](#)

Secondary School: [Student Oriented Services Policy in Secondary School](#)

At MSF, we advocate for collectively removing the various barriers of inclusion, inclusiveness and inclusivity, such as barriers related to negative aspects of leadership, of attitudes and beliefs, of instructional practices, professional development, resources, educator's preparation, physical barriers, standardised assessments, curriculum and organisation. We collectively strive to activate the asset of diversity by removing intentional and unintentional exclusionary practices. Everything starts in the perception we hold and the practices that are informed by our perceptions.

The inclusion policy is tied up and cross pollinates our policies in safeguarding, language, admission and assessment, as the core of all of these policies is common: the holistic development and the wellbeing of the MSF learner.

Our mission Statement, which highlights the importance of inspiring learners to become well rounded, independent thinkers, equipped with skills, knowledge and understanding to master the challenges of the future is intertwined with our inclusive approach and policy which calls for learners who think and act inclusive, are open minded and caring for all individuals their communities.

This is achieved, as MSF mission statement states, through the teaching of engaging and passionate teachers, working in collaboration with all community stakeholders, and for such a collaboration to be realised and be successful, inclusive mindset and inclusive practice are the backbone of meaningful inclusion of everyone.

Our Mission Statement and our Inclusion policy together form the narrative of our inclusive school culture, which includes our espoused values and beliefs about inclusion of diverse population (race, culture, gender, character), our cultural *artefacts* (e.g. meetings, behavior, celebrations of diversity) and our underlying assumptions about the unique value of each member of our MSF community.

5. School Development

MSF is committed to high quality professional development of all educators, across all divisions, in accordance with IB 's Approaches to Teaching and Learning and Inclusive Education. Moreover, our teachers receive training on Self-motivation and engagement of Students through the use of



Approaches to Learning and our SOS team members receive specialist training in inclusive teaching and learning, differentiation and child protection, safeguarding protocols. The training is provided either through an *in-house* mode, where peer learning is essential (e.g. when learning support specialists and school counselors train teaching staff in PD days or during the week) or through participation in workshops provided by the IBO and affiliated organisations and academic institutes.

The successful provision of inclusive support services, for our students, calls for specific actions, in the near future, regarding professional development of our educators: in a new era of climate change and when adverse circumstances (such as a pandemic or a natural disaster) can occur more often, in an epoch when technological advances, artificial intelligence, space travel, robotics, cyber security issues, fintech, international upheaval, conflict, race and gender issues and social media are dominating the landscape, our educators should be upskilled, via appropriate to-date training, to master the challenges and the constant change in our aeon.

6. Resources of Expertise, Accessibility and Inclusion

The SOS teams, in EY, Primary and Secondary are composed of specialists in the areas of EAL, ALN, Child protection, School Counseling, Trauma and Crisis management, medical needs (school nurse on campus every day), Differentiation of instruction, across all the main pillars, content, process and products and specialised behavioral, learning and social skills interventions. The continuous training and upskilling of our experts is essential for our goal of inclusion, as educational research progressively identifies new cognitive areas, scientific knowledge and teaching skills.

Funding is allocated, to the SOS teams, in each division, for the purchase of textbooks, instructional guidebooks, intervention handbooks and a variety of educational tools, training and participation in IB conferences and workshops of affiliated organisations (e.g. ECIS, AGIS, NAESC, IB and many others).

The SOS and ALN Coordinators, in each MSF division, are closely collaborating with external psychoeducational evaluators, mainly certified Educational/School Psychologists and Psychiatrists, in Frankfurt and globally, who administer APA and ICD approved or locally approved Psychological Metric Tests, in order to successfully, accurately and effectively identify the specific academic, social and behavioural needs of our learners with learning and assessment access requirements. A variety of in-school screening tools are used at MSF and employed in order to accurately assess the language and mathematical proficiency of our learners. More information is available in the SOS Procedures and Guidelines documents of each division.

The school is physically accessible (floors, classrooms, elevator, cafeteria, leisure rooms, staff rooms and offices) for persons with various disabilities and accessibility or/and mobility issues. Not only in the physical sense, but also cognitively, MSF provides learning and assessment accessibility accommodations to our learners as mandated by local authorities, affiliated organisations and the International Baccalaureate.

7. Communication with Inclusive Language, Professionalism, Confidentiality and Child Protection Policy

We are committed to the use of inclusive language, in our day to day communication with all stakeholders, our learners, educators and parents.

Some primary ways to achieve this is by respecting gender, race and cultural differences and choices, by avoiding using diagnostic labels for our learners with identified learning challenges, by avoiding focusing on their weaknesses but rather on their strengths, by not stressing mistakes or errors, in their work or their learning, and instead by clearly concentrating on their positive sides. In the same



character, we provide positive descriptions when there is a lack of learning and affective (ATL-Approaches to Learning) skills rather than stressing underlying conditions, we avoid discussing what students are capable of in the sense of fixed states that cannot change. Instead we acknowledge that *we are all in a journey of progress* and we are capable of becoming better, every day. We simply and respectfully state what students did or did not do and we choose contextual and positive descriptions of behaviors.

Above all, we allocate special importance to teachers' and staff *professionalism*, key aspects of which are self-motivation, self-confidence and self-awareness, reliability, accountability, trustworthiness, honest communication, integrity, ethical and moral decision making, leadership mindset, care, empathy and compassion, competence, critical thinking, resilience, adaptability, open mindedness and of course an inclusive and growth mindset.

Personal data and information of our stakeholders, educators, staff, families and students are highly protected. According to the [General Data Protection Regulation](#) (GDPR, EU, 2016) which is the European Union 's regulation on data and cyber-security. It is designed to strengthen data privacy and protection for everyone, and in the context of schools, the data of families and students. As an international school, we take protection of personal data of every one at MSF very seriously and we are compliant with the GDPR law and legislation in Germany, in the EU. In addition, we take action in ensuring that proper organisational and technical measures are in place to keep personal data secure and safe.

Child Protection

In synopsis, MSF has a whole school [MSF Child Protection Policy](#) and allocated staff in each division. Each teacher must have a current police record check according to German law (§ 72a SGB VIII, Erweitertes Führungszeugnis) and make sure it is refreshed every five (5) years. Teachers are asked to read through the policy and make themselves familiar with the MSF rules and regulations. A meeting is dedicated for the purpose to update all staff about the internal processes and the legal situation in Germany early each year. In Germany, teachers have the duty to protect children at risk within the framework of our Child Protection Policy and §8a SGB VIII. Thus, teachers must report any suspected risk to the division leader and Child Protection Officer and follow the internal process. (Link the German MSF "[Schutzkonzept](#)").

8. Inclusive Teaching and Learning: Mind Mapping, Principles and Practices in Early Years (EY), in Primary and Secondary School

The importance of a shared philosophy and practice is essential in fostering inclusive practices. At MSF, there is a focus on solution-based practice and sharing expertise. The SOS teams are responsible for the overall successful management of an effective learning support system, however, it is the responsibility of the whole MSF community to collaborate in order to realise inclusion. Inclusion is both a strategy and a destination. Inclusive practice should be visible in curriculum, planning, assessment, strategies, school displays and pollinating all spaces and organisational departments at MSF.

Inclusive Practice Mind Map

With the guidance of the SOS teams, students and teachers are supported in order to remove barriers to achievement and fulfil their potential as active, compassionate and lifelong learners. [Inclusion Provision Mapping examples](#).



- Inclusive practice involves knowledge, understanding and collaboration between all members of the school community.
- Communication systems, within MSF, facilitate inclusive practice by creating opportunities to seek support, celebrate achievement, share information and maintain collaboration.
- The curriculum is accessible to all and continually evaluated for relevance and appropriateness.
- All staff are informed of and consistently implement the MSF inclusion policy and are supported in understanding philosophy, inclusive practices and strategies.
- Parents are partners in inclusive practice and adequate communication systems are in place to support their participation. Inclusive practices are transparent for parental collaboration.
- Teachers are supported to differentiate lessons for a variation of learning challenges.
- Peer group learning is encouraged to enable students to learn from each other as well as from the teacher who, especially in the Secondary school, acts like a mentor for Learning.
- Planning for students is differentiated and continuously informed about student learning challenges.
- Assessment is meaningful, equitable and reflective of student population diversity.

Inclusive Teaching and Learning: Matrix of Principles and Practices

Inclusive Teaching Principles

Every learner is different and unique. This diversity of our student population calls for effective direct instruction, coaching and metacognitive teaching which fosters student motivation and engagement and is respectful of cultural, race and gender differences. When supporting students with difficulties (in Writing, Reading, Comprehension, Mathematics or in other areas of development) our toolkit should include highly individualised and differentiated (in the instructional Process-Content-Product) instructional methods. In the same respect, our gifted students should enjoy their learning experience and fulfil their potential with extension activities. This highlights our commitment to move through Diversity, Equality and Equity, to Inclusion, our true north in learning. Some factors that we take into careful consideration, when selecting a strategy, is the extent to which the teaching method is realistic, how effective it is for the specific student or the specific cohort, the availability of school materials and resources, how motivated and engaged the student is (learning intentions and student agency) and whether the selected strategies will eventually permit our MSF learners to fully gain ownership of their learning and become independent and confident learners for life. Good teaching lends itself to positive experiences for learners and catalyses their true potential.

Inclusive Learning: Differentiation Strategies and Interventions with an Individualised Character and Core Intervention Skills

We carefully select instructional strategies that are ecological (e.g. benefiting the whole class, the ecosystem of the class), organic in their implementation in classroom, positive, effective for all learners, respecting individual, national and cultural characteristics and our learners’ unique personalities and which are *a priori* focused on building responsible *Learners as Leaders*, caring and sensible Digital Citizens and Critical Thinkers, so that, as a school community, we can actively foster and support our learners’ in reaching their full potential.

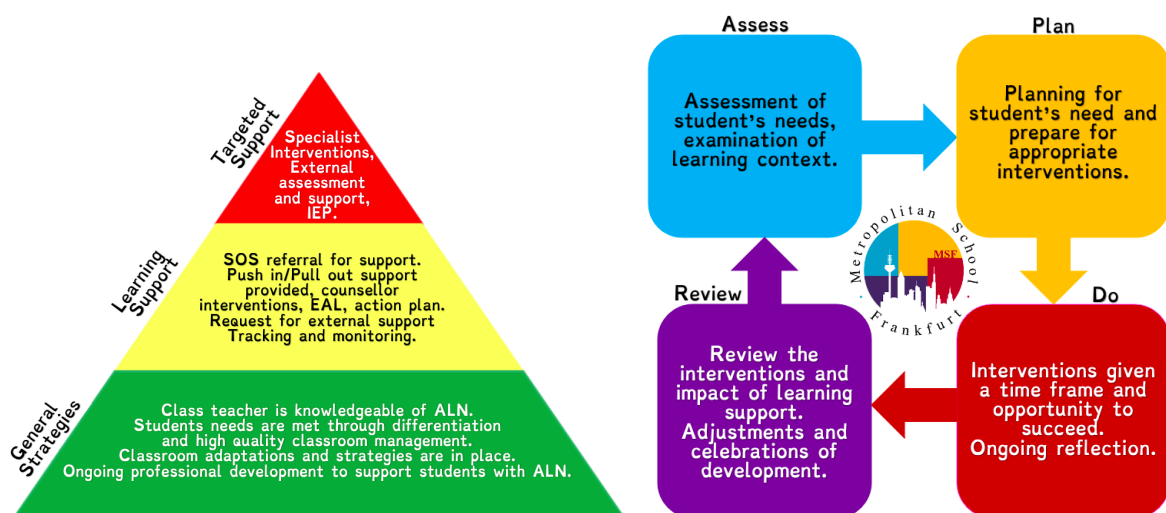
Quality teaching and learning depends on motivation-based instruction, responsive learning settings, flexible skillful instruction and learning strategies that allow us to accommodate all learners. In a tandem mode, Understanding by Design-UbD (what we teach and what assessment we will use) and Differentiated Instruction-DI (process, content, product, setting) provide structures, systems, tools and guidance for building effective instructional repertoires. Differentiation is a teacher’s proactive response to learner needs, shaped by mindset and guided by general principles of DI. Teachers should differentiate through content, process, product and environment according to the student’s readiness and interests (Tomlinson, 2014).

Similarly, Universal Design for Learning (UDL), based on developmental neuroscience and educational research, highlights that we need to provide equitable opportunities by providing multiple means of Engagement, multiple means of Representation and multiple means of Action & Expression to all our students.

Some core intervention skills, when implementing a targeted strategy, are: clarity, fidelity, adaptability, flexibility/agility and effective self-assessment.

Provision Mapping and the Graduated Approach in the EY and Primary School

Within the early years and primary departments, the SOS team maps the provision of inclusive support through inclusion provision maps. Provision maps oversee the general strategies, learning support and targeted support that each grade level provides for students. The SOS team also adopted a graduated approach to reviewing any provision that is in place. Both the mapping of provision and the graduate approach support the SOS team with a clear analysis of all students’ needs, within each grade level.



More analysis and details are included in the MSF Document: [Early Years and Primary SOS](#)

[Procedure Guidelines](#)

Multi Tiered Support (MTSS and RTI) in the Secondary School

Documentation:

- [MSF.SEC.ALN. Referral Timeline and Tracking Form for Student. Template. 2020-2021](#)
- [MSF. SEC. Tier 1 Strategies](#)
- [MSF.SEC.ALN. ILP. Template.MSF.2021](#)

In the Secondary School, the identification and support of learners with *additional learning and assessment access requirements* is a crucial and responsible process. The Student Oriented Services (SOS) Team utilizes an RTI (Response to Intervention) Triage Model of support, in order to organise intervention schemes for all students with potential learning, emotional, psychological, social or other difficulties.

In Tier 1, subject/class teachers support students in the class, in a whole-class wide support scheme for classroom management purposes or help an individual student, after receiving advice and consultation from the SOS Team, depending on the nature of the difficulty i.e. psychological, language access or learning/academic.

In Tier 2, a member of the SOS Team, after reviewing data and after assessing the intervention which was used in Tier 1, in close collaboration with the teachers, selects an alternative more intensive instructional strategy and supports specific students, in an individualised way, by implementing research-based, evidence-based, effective interventions. Parents are informed at this stage and their contribution at home is vital. The teacher is a valuable member of the Study Team and works closely with the SOS team in order to collect valid quantitative and qualitative data for the assessment of the intervention which was used.

In Tier 3, the SOS team, after reviewing the data and the strategy that was used in Tier 2, will collaborate with the teacher, the parents/guardians and school leadership, in order to proceed to the testing phase. The specific psychological-educational tests and measurement tools are administered by external qualified evaluators and according to requirements set by the Cambridge International General Certificate of Secondary Education (IGCSE) and the International Baccalaureate Organisation (IB) if required. The goal of this diagnostic phase is to identify the learning strengths and challenges of a student, collect and triangulate data (regarding student motivation, participation and achievement) and provide more targeted and intensive support, through the implementation of an ILP (Individual Learning Plan).



[Resource](#)



Equitable Assessment Accommodations

Students who have been diagnosed with learning and assessment access requirements, are supported throughout the school year, in a multi-modal mode, based on their ILP/IEP, which includes goals, areas of development and benchmarks. Their accommodations, during formative and summative assessments can vary according to their specific challenges (e.g. extra time, separate setting, word processors, readers, scribe, noise reduction headphones and many more).

More analysis and details are included in the MSF Document: [SOS Team Secondary Guidelines and Procedures](#)

9. Policy Review

Reaching our Inclusion Goals and Further Development through Self-Assessment

At MSF, monitoring and evaluation of support services is an essential aspect of inclusive education. Measurement of our instructional effectiveness and the continuous evaluation of learning assessments are integral to the success of our goal.

Monitoring and evaluation can include data from referrals, observations, assessments, documentation, grade level meetings and targeted teacher training. Our goal is to review and, where necessary, improve teachers' understanding and use of evidence-based educational strategies. Celebration of diversity, in teaching and learning, is an area for further development over the next few years and is a process which requires self-monitoring and self-evaluation, in order to achieve meaningful inclusion of all MSF community members.

Divisional guidelines will be reviewed annually before publishing through the Staff and Parent and Student handbooks. The inclusion policy will be reviewed every two (2) years by an *ad hoc* committee comprising the Assistant Director, Divisional Leaders, SOS and ALN coordinators. Any amendments to the policy will be ratified by the MSF Advisory Board and communicated to all stakeholders through the school website parent zone and Managebac.

Our MSF Students

Our students did not choose us. We chose them. We could have chosen another profession, but we did not. We have accepted the responsibility of their education and their in-school wellbeing, in good days and in some of the worst situations, when we are tired, overwhelmed, stressed, challenged. We either accept this responsibility or surrender it. We must give our students the very best education that we can- not unprepared, not untrained, not with yesterday 's knowledge. But with today 's knowledge of child and adolescent psychology, learning, engagement, differentiation, IB curriculum content, approaches to teaching and learning skills, knowledge of educational needs and effective instructional strategies and by researching and reading every day. This knowledge ultimately benefits the person who needs our all. At the end of each teaching day, we should feel that all our MSF Learners are holistically included and received nothing short of our very best.

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10. Appendix

IB Standards and Practices

The following Standards and Practices are covered by this policy and relevant divisional guidelines:

Purpose (0101)

- The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)

Leadership and governance (0201)

- The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community. (0201-03)

Student support (0202)

- The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)
- The school identifies and provides appropriate learning support. (0202-02)
- The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)
- The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)
- The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programme(s). (0202-05)

Teacher support (0203)

- The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)

Culture through policy implementation (0301)

- The school secures access to an IB education for the broadest possible range of students. (0301-01)
- The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)
- The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

Coherent curriculum (0401)

- Teachers collaborate to design, plan and deliver the school's IB programme(s). (0401-02)

Students as lifelong learners (0402)

- Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)
- Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)

Approaches to teaching (0403)

- Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Approaches to assessment (0404)

- The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)