



Diversity and Inclusion Policy for United World International School (UWIS)

Introduction

At UWIS, we believe that diversity and inclusion are essential values that enrich our school community and enhance our learning environment. We are committed to providing an education that respects and celebrates the diversity of our students, staff, families and partners, and that promotes a culture of inclusion, equity and belonging for all.

We recognize that diversity encompasses many aspects of identity, such as culture, nationality, ethnicity, race, religion, language, gender, sexual orientation, ability, socio-economic status, age and more. We also acknowledge that inclusion is an ongoing process that requires intentional actions and continuous reflection to identify and remove barriers to learning and participation for all members of our school community.

[As a member of the Council of International Schools \(CIS\), we align our policy with the CIS framework for Inclusion via Diversity, Equity and Anti-racism \(I-DEA\)¹](#), which is anchored in human and children's rights². We also adhere to the local and national laws and regulations that protect the rights and dignity of all people.

Vision

Our vision is to develop curious, responsible and independent lifelong learners who actively help to shape their diverse communities. We aim to foster a school culture that values diversity as a rich resource for learning and growth, and that empowers all students to achieve their full potential as global citizens.

Objectives

The objectives of this policy are to:

- Provide a clear framework for promoting diversity and inclusion in all aspects of our school's operations, policies, curriculum, assessment, teaching and learning practices, extracurricular activities, partnerships and communication.
- Ensure that all students have equal access and opportunities to participate and engage in quality learning that meets their diverse needs, interests, strengths and aspirations.
- Support the development of the IB learner profile attributes and the IB approaches to learning in all students, as well as the acquisition of multilingualism and intercultural understanding.
- Create a safe, supportive and nurturing environment where all members of our school community feel valued, respected, included and celebrated for their unique identities and contributions.



- Encourage collaboration, dialogue, feedback and action among all stakeholders to foster a shared commitment and responsibility for diversity and inclusion in our school.
- Monitor, evaluate and review our progress and impact on diversity and inclusion on a regular basis, using data-driven evidence and best practices.

Roles and Responsibilities

Diversity and inclusion are a shared commitment and responsibility of everyone involved in the life of our school. The roles and responsibilities of different stakeholders are outlined below:

School Board

The School Board is responsible for:

- Providing strategic direction and oversight for the implementation of this policy
- Allocating adequate resources (human, material, financial) to support diversity and inclusion initiatives
- Ensuring compliance with local and national laws and regulations related to diversity and inclusion
- Reviewing the policy periodically in consultation with the school leadership team, staff, students, families and partners

School Leadership Team

The School Leadership Team is responsible for:

- Developing an action plan for the implementation of this policy
- Providing guidance, support and professional development for staff on diversity and inclusion matters
- Establishing clear expectations and accountability mechanisms for staff performance on diversity and inclusion
- Communicating the policy effectively to all stakeholders
- Collaborating with external partners (such as CIS, UNESCO, local authorities) to access resources, networks and expertise on diversity and inclusion
- Collecting, analyzing and reporting data on diversity and inclusion outcomes

Staff

All staff (including teachers, support staff, administrators) are responsible for:

- Upholding the principles and practices of this policy in their daily work



- Engaging in continuous learning and reflection on diversity and inclusion issues
- Designing and delivering an inclusive curriculum and assessment that reflects and responds to the diversity of learners
- Creating and maintaining an inclusive classroom and school culture that fosters positive relationships, respect, collaboration and participation among all students and staff
- Identifying and addressing barriers to learning and participation for individual or groups of students, with the support of the learning support team or other specialists as needed
- Celebrating and showcasing the diversity of our school community through various activities, events, projects and initiatives
- Providing feedback, suggestions and input on the implementation and evaluation of this policy

Students

All students are responsible for:

- Developing their IB learner profile attributes and approaches to learning in relation to diversity and inclusion
- Respecting and appreciating the diversity of their peers, staff, families and partners
- Participating actively and constructively in their own learning and in the life of the school
- Seeking support and guidance from staff or other adults when they face challenges or difficulties related to diversity and inclusion
- Sharing their voice, opinions and experiences on diversity and inclusion matters
- Contributing to the creation of a positive, inclusive and caring school community

Families

All families are responsible for:

- Supporting their children's learning and development in relation to diversity and inclusion
- Respecting and appreciating the diversity of the school community
- Communicating effectively and respectfully with the school staff on diversity and inclusion matters
- Participating actively and constructively in the school activities, events, projects and initiatives that promote diversity and inclusion



- Providing feedback, suggestions and input on the implementation and evaluation of this policy

Partners

All partners (such as local authorities, NGOs, businesses, universities, etc.) are responsible for:

- Supporting the school's vision, mission and objectives on diversity and inclusion
- Respecting and appreciating the diversity of the school community
- Communicating effectively and respectfully with the school staff on diversity and inclusion matters
- Providing resources, networks, expertise or opportunities that enhance the school's capacity and impact on diversity and inclusion

Monitoring and Evaluation

The School Leadership Team will monitor and evaluate the implementation and impact of this policy on a regular basis, using a variety of data sources and methods, such as:

- Student achievement data (such as grades, test scores, portfolios, etc.)
- Student engagement data (such as attendance, participation, feedback, surveys, etc.)
- Student well-being data (such as behavior, social-emotional skills, self-esteem, etc.)
- Staff performance data (such as observations, appraisals, feedback, surveys, etc.)
- Staff professional development data (such as training records, certificates, reflections, etc.)
- School culture data (such as climate surveys, focus groups, interviews, etc.)
- School community data (such as demographics, events, projects, initiatives, etc.)

The School Leadership Team will report the findings and recommendations from the monitoring and evaluation process to the School Board and other stakeholders on an annual basis. The report will include:

- A summary of the achievements and challenges on diversity and inclusion in the past year
- A reflection on the strengths and areas for improvement of this policy and its implementation
- An action plan for the next year with specific goals, strategies and indicators for diversity and inclusion



The School Board will review the report and provide feedback and approval for the action plan. The School Board will also review this policy periodically (at least every three years) in consultation with the School Leadership Team and other stakeholders to ensure its relevance and effectiveness.

References

- ¹: Inclusion via diversity, equity & anti-racism (I-DEA) - CIS Council of International Schools.
<https://www.cois.org/for-schools/inclusion-via-diversity-equity-and-anti-racism>
- ²: United Nations Convention on the Rights of the Child; Adopted in 1989.
<https://www.unicef.org/child-rights-convention/convention-text>