SELART EUROPEAN ACADEMY - GENEVA

INCLUSION POLICY

Institution	SELART European Academy - Geneva
Document	Inclusion Policy
Scope	Grades 5-12 supplementary academic support, enrichment and skills-development courses; continuing education and professional formation for learners aged 16+
Delivery Formats	Online, hybrid and onsite/offline
Review Cycle	Annually or earlier when learner needs, institutional activities, legal requirements, safeguarding requirements, quality findings or eduQua requirements change
Responsible Leadership	Rector & Academic Director / Director of SELART International School - K-12 Online Education / Managing Director / Quality Assurance Responsible

1. Institutional Commitment: No PLL Left Behind

SELART European Academy - Geneva is committed to a fundamental principle:

No young PLL and no adult PLL is left behind.

Every Passionate Lifelong Learner (PLL), regardless of age, learning profile, previous educational experience, ability, language, culture, level of readiness, confidence, personal circumstances or learning needs, must be given a meaningful opportunity to participate, learn, develop and progress.

SELART's approach to inclusion is based on the conviction that PLLs learn together rather than being unnecessarily separated or excluded.

The Academy therefore seeks, wherever reasonably possible, to remove barriers, differentiate learning, provide appropriate support, adapt learning environments and offer reasonable adjustments so that all PLLs can participate successfully within the same learning community.

Inclusion does not mean that every PLL receives exactly the same learning experience. It means that every PLL receives the support, challenge, opportunity and learning conditions needed to participate and progress toward the intended outcomes.

Access -> Participation -> Differentiation -> Support -> Progress -> Success

The objective is always to ensure that every PLL receives the support needed to participate, learn, progress and succeed

2. Purpose

The purpose of this Inclusion Policy is to establish a coherent institutional framework ensuring that SELART's educational activities are:

- ➢ Accessible
- ➢ Equitable
- ➢ Learner-Centered
- ➢ Differentiated
- ➢ Respectful
- ➢ Safe
- ➢ Supportive
- ➢ Formative
- ➢ Age-Appropriate
- ➢ Inclusive
- ➢ Continuously Improved

SELART recognizes that barriers to learning may arise from differences in:

- ➢ Prior Knowledge
- ➢ Academic Readiness
- ➢ Language
- ➢ Digital Competence
- ➢ Physical Accessibility
- ➢ Learning Pace
- ➢ Confidence
- ➢ Communication Style
- ➢ Culture
- ➢ Personal Circumstances
- ➢ Emotional Readiness
- ➢ Learning Preferences
- ➢ Age And Maturity
- ➢ Specific Support Needs

The Academy's responsibility is to identify such barriers as early as possible and respond through appropriate educational support so that they do not prevent meaningful participation, progress and success.

3. Scope of the Policy

3.1 Grades 5-12 Young PLLs

SELART provides online, hybrid and onsite/offline supplementary academic support, enrichment, career-readiness, technology, entrepreneurship, science, creativity, leadership, skills-development and related educational courses for learners in Grades 5-12.

These programs are supplementary educational and academic support activities. They:

- ➢ Complement the passionate lifelong learner’s existing school education
- ➢ Provide additional opportunities for learning and competence development
- ➢ Do not replace compulsory schooling
- ➢ Do not constitute the learner's regular school education
- ➢ Do not lead to an official Swiss school qualification unless a separate applicable authorization or recognition explicitly provides otherwise

For young PLLs, inclusion is implemented together with appropriate safeguarding, age-sensitive pedagogy, emotional well-being considerations, digital safety, responsible communication and parent/guardian involvement where appropriate.

3.2 Continuing Education PLLs Aged 16+

This policy also applies to PLLs aged 16 and above participating in SELART's continuing education and professional formation activities, including:

- ➢ Continuing Education
- ➢ Professional Development
- ➢ Faculty Development
- ➢ Vocational And Practical Skills Courses
- ➢ Short Professional Courses
- ➢ Executive Learning
- ➢ Professional Diploma Programs
- ➢ Institutional Training
- ➢ Workshops
- ➢ Guided Laboratories
- ➢ Simulations
- ➢ Project-Based Learning
- ➢ Online Courses
- ➢ Hybrid Courses
- ➢ Onsite/Offline Courses
- ➢ Mobility-Linked Learning Experiences Where Applicable

Support is adapted proportionately to the age, maturity, course level, learning outcomes and individual circumstances of each PLL.

4. Definition of Inclusion at SELART

At SELART, inclusion is the continuous process of ensuring that every PLL can:

Access: enter an appropriate learning pathway without unnecessary barriers

Participate: engage actively and meaningfully in learning

Belong: feel respected, valued and accepted as part of the learning community

Learn Together: participate alongside other PLLs rather than being unnecessarily isolated or excluded

Receive Support: receive differentiated guidance and reasonable support according to identified needs

Demonstrate Progress: show learning in appropriate ways

Develop Competence: acquire and apply knowledge, skills, attitudes and values

Succeed: progress toward the intended learning outcomes with appropriate support
The central question for SELART is therefore not:

"Can this learner fit our system?"

but rather:

"What can we reasonably adapt or provide so that this PLL can participate, learn and progress with the group?"

5. Core Principle: Inclusion Through Support and Participation

SELART applies an inclusion-through-support approach based on the principle that every PLL should be given meaningful opportunities to participate, learn, progress and succeed.

When a PLL encounters difficulty, the first institutional response is to understand the reason, identify the learner's needs and determine the most appropriate support that will enable continued participation and progress within the learning community.

Possible interventions include:

- Additional explanation
- Differentiated tasks
- Additional examples
- Scaffolding
- Preparatory work
- Bridging activities
- Additional formative CMT feedback
- Alternative participation methods
- Additional processing time where appropriate
- Technology support
- Adapted learning resources
- Different grouping arrangements
- Learner choice
- Additional facilitator guidance
- Parent/guardian collaboration for young PLLs
- Orientation
- Mentoring
- An appropriately adapted learning pathway where necessary

SELART works proactively to ensure that every PLL remains an active and valued member of the learning community.

The Academy continuously seeks appropriate ways to remove or reduce barriers to learning, strengthen participation, provide differentiated support and create meaningful opportunities for progress.

The guiding principle is clear: every young and adult PLL learns together, receives the support needed to progress, and is given every reasonable opportunity to succeed. No PLL is left behind.

6. Inclusive Admission and Placement

Inclusion begins before the learning program starts.

SELART's admission and readiness processes are intended to understand learners and support successful placement rather than unnecessarily exclude them.

Depending on the learning offer, SELART may consider:

- Learner Goals
- Age Or Grade Level
- Previous Learning
- Professional Or Educational Experience
- Language Readiness
- Digital Readiness
- Motivation
- Learning Expectations
- Ability To Participate
- Technology Access
- Individual Support Requirements
- Accessibility Requirements
- Preparatory Needs
- Parent/Guardian Involvement Where Applicable

When a PLL does not completely meet a recommended prerequisite, the first question should be whether appropriate support can enable successful participation.

Possible responses include orientation, preparatory materials, bridging support, additional guidance, differentiated learning, an alternative level or another appropriate pathway.

7. Identification of Individual Needs

Learning or inclusion needs may be identified before or during a program through:

- Registration Information
- Learner Self-Assessment
- Pre-Course Questionnaires
- Orientation Conversations
- Diagnostic Formative Activities
- Socrative
- Zoom Polls

- Zoom Chat
- Oral Interaction
- Facilitator Observation
- Learning Activities
- Learner Products
- Attendance
- Participation
- Formative Assessment Evidence
- CMT Feedback
- PLL Feedback
- Parent/Guardian Communication Where Appropriate
- Facilitator Reflection
- Complaints Or Concerns
- Quality Assurance Review

Identification of a learning need is not intended to label a PLL.

Its purpose is to answer:
What support will help this PLL learn successfully with the others?

8. Differentiation: The Foundation of Inclusive Learning

Differentiation is one of SELART's principal mechanisms for ensuring that no PLL is left behind.

8.1 Content

PLLs may receive:

- Different Levels of Explanation
- Visual Support
- Examples
- Vocabulary Support
- Preparatory Resources
- Scaffolded Information
- Extension Material
- More Advanced Resources

8.2 Process

PLLs may engage through:

- Oral Participation
- Individual Inquiry
- Paired Work
- Collaborative Groups
- Breakout Rooms
- Practical Application

- Case Studies
- Simulations
- Projects
- Zoom Chat
- Socrative
- Polls
- Reflection
- Questioning
- Independent Investigation

8.3 Product

PLLs may demonstrate their learning through appropriate forms such as:

- Oral Explanation
- Written Response
- Presentation
- Case Analysis
- Project
- Practical Demonstration
- Portfolio
- Digital Product
- Diagram
- Reflection
- Applied Real-Life Activity

8.4 Learning Environment

SELART may adapt, where reasonably possible:

- Physical Seating
- Grouping
- Visibility
- Audibility
- Digital Participation
- Breakout-Room Structure
- Access To Resources
- Communication Channels
- Physical Accessibility
- Virtual Learning Arrangements

8.5 Affect and Emotional Readiness

Facilitators recognize that emotional readiness, confidence, motivation and sense of belonging influence learning. A PLL should feel safe to:

- Ask Questions
- Say "I Do Not Understand"
- Request Clarification
- Make Mistakes

- ➢ Reconsider An Answer
- ➢ Participate Progressively
- ➢ Express An Idea
- ➢ Receive Feedback
- ➢ Try Again

9. Learning Together Without Exclusion

SELART believes that diversity strengthens learning.

The Academy therefore promotes learning environments in which young and adult PLLs, within their respective age-appropriate cohorts, learn collaboratively despite differences in:

- ➢ Prior Attainment
- ➢ Confidence
- ➢ Ability
- ➢ Language
- ➢ Learning Pace
- ➢ Cultural Background
- ➢ Communication Preferences
- ➢ Professional Experience
- ➢ Learning Profiles

Facilitators should avoid unnecessary segregation.

Where differentiated groups or activities are temporarily used, their purpose must be pedagogical support, challenge or collaboration rather than labeling or permanent separation.

PLLs may receive different levels of support while continuing to work toward shared learning objectives.

Different support does not mean different value.

Every PLL remains a respected member of the learning community.

10. Inclusive Assessment: Formative Assessment for Every PLL

10.1 SELART's Assessment Philosophy

SELART European Academy's assessment approach is fundamentally formative.

Assessment is used primarily to:

- ➢ Understand What PLLs Already Know
- ➢ Identify Learning Gaps
- ➢ Identify Misconceptions
- ➢ Monitor Progress
- ➢ Identify PLLs Needing Additional Support
- ➢ Recognize PLLs Requiring Greater Challenge
- ➢ Adapt Facilitation

- ➢ Differentiate Future Learning
- ➢ Provide Feedback
- ➢ Support Reflection
- ➢ Build Confidence
- ➢ Improve Learning

Assessment is therefore understood as assessment for learning and assessment as learning. SELART's institutional assessment approach is formative rather than summative; even final projects, presentations, portfolios and completion tasks are used formatively to provide feedback, identify progress and guide further learning

We assess in order to help PLLs learn, not simply to judge what they have learned.

10.2 No PLL Left Behind Through Formative Assessment

Formative assessment is a central inclusion mechanism.

When assessment evidence shows that a PLL has not yet achieved the intended learning outcome, this does not represent the end of the learning process. It represents the beginning of the next support action.

The facilitator asks:

- ➢ What has the PLL understood?
- ➢ What has not yet been understood?
- ➢ What misconception exists?
- ➢ What type of support is needed?
- ➢ Should the explanation change?
- ➢ Should the task be scaffolded?
- ➢ Does the PLL need another example?
- ➢ Does the PLL need more practice?
- ➢ Would another mode of participation help?
- ➢ Does the PLL need more time?
- ➢ Does the learner need peer support?
- ➢ Does the learner need greater challenge?

The facilitator then adjusts learning accordingly.

Assess -> Identify -> Feedback -> Support -> Adjust -> Reassess -> Progress

This cycle continues so that no PLL is simply identified as unsuccessful and left behind.

11. Formative Assessment Approaches

Inclusive formative assessment at SELART may include:

- ➢ diagnostic questions
- ➢ Rally Papers
- ➢ provocative opening questions

- ➢ Socrative activities
- ➢ Zoom polls
- ➢ chat-box responses
- ➢ oral questioning
- ➢ observation
- ➢ breakout-room monitoring
- ➢ case analysis
- ➢ practical activities
- ➢ projects
- ➢ reflection
- ➢ peer interaction
- ➢ self-assessment
- ➢ exit questions
- ➢ portfolio evidence
- ➢ demonstrations
- ➢ presentations
- ➢ facilitator observation notes
- ➢ CMT feedback

Even when a course includes a final project, presentation, portfolio, practical demonstration or completion task, the evidence is interpreted through a formative mindset.

Its purpose is not merely to produce a final judgment. The results inform feedback, additional support, reflection, improvement, transfer of learning and future development.

12. CMT Feedback and Inclusion

All PLLs should receive CMT feedback - Constructive, Measurable and Timely feedback.

CMT feedback is essential to inclusive learning because PLLs need to understand:

- ➢ What they are doing successfully
- ➢ What they still need to develop
- ➢ What specific action should they take next
- ➢ How the facilitator will support them

Feedback should never humiliate, compare or discourage PLLs. Its purpose is to create a pathway toward improvement.

"This is what you have achieved, this is what you need to develop next, and this is how we will help you progress."

13. Inclusive Assessment Adjustments

Where needed and reasonably possible, SELART may adjust the way a PLL accesses or demonstrates learning without changing the intended competence.

Examples include:

- ➢ Additional Clarification
- ➢ Scaffolded Instructions
- ➢ Additional Thinking Time
- ➢ Oral Rather Than Written Explanation Where Appropriate
- ➢ Written Rather Than Immediate Oral Participation
- ➢ Zoom Chat Participation
- ➢ Adapted Presentation Format
- ➢ Use Of Visual Organizers
- ➢ Divided Task Stages
- ➢ Additional Formative Attempts
- ➢ Supportive Technology
- ➢ Preparatory Examples
- ➢ Further CMT Feedback

An adjustment must support access to the assessment without removing the actual learning outcome being assessed.

14. Inclusive Online Learning

Online and hybrid learning must remain inclusive.

Facilitators should not assume that all PLLs participate most effectively in the same way. Participation can take place through:

- ➢ Speaking
- ➢ Zoom Chat
- ➢ Reactions
- ➢ Polls
- ➢ Socrative
- ➢ Breakout Rooms
- ➢ Collaborative Documents
- ➢ Projects
- ➢ Presentations
- ➢ Written Reflection
- ➢ Other Appropriate Digital Formats

A PLL who needs more time before speaking can participate through chat. A PLL who experiences temporary technical difficulty should, where practicable, be provided with an alternative way to remain engaged.

Technology should open doors to participation, not create new barriers.

15. Physical Accessibility and Onsite Inclusion

For onsite/offline learning, SELART seeks to provide professional, safe and accessible environments.

Relevant considerations may include:

- ➢ Physical Access

- Safe Movement
- Seating
- Visibility
- Audibility
- Lighting
- Ventilation
- Temperature
- Room Arrangement
- Access To Technology
- Group Formation
- Communicated Accessibility Requirements

When facilities are provided by partners or rented venues, accessibility considerations should form part of planning where reasonably possible.

16. Inclusion for Grades 5-12 Young PLLs

The principle "No PLL Left Behind" applies fully to young PLLs.

For Grades 5-12 passionate lifelong learners, facilitators consider:

- Age
- Grade Level
- Maturity
- Learning Readiness
- Emotional Readiness
- Confidence
- Learning Pace
- Digital Competence
- Safeguarding
- Online Safety
- Parent/Guardian Involvement
- Communication Needs
- Accessibility
- Individual Learning Support

Young PLLs are encouraged to learn together, collaborate, inquire, create, reflect and progress without unnecessary exclusion.

When difficulties appear, SELART seeks to work with the young PLL and, where appropriate, the parent/guardian to establish appropriate support.

17. Inclusion for Continuing Education PLLs Aged 16+

Adult PLLs may arrive with very different professional experiences, educational backgrounds, age profiles, cultures, languages, digital skills, confidence levels, career goals and prior knowledge.

SELART considers this diversity an educational resource.

Facilitators should therefore connect learning with different professional and real-life experiences and create opportunities for PLLs to learn from one another.

A PLL entering a program with less prior experience should receive reasonable support rather than automatically being excluded from the learning community. Similarly, an advanced PLL should receive extension and challenge rather than being limited to material already mastered.

18. Gifted, Highly Able and Advanced PLLs

"No PLL Left Behind" also applies to highly able PLLs.

Inclusion means neither allowing struggling PLLs to fall behind nor allowing advanced PLLs to become disengaged.

Advanced PLLs may receive:

- ➢ Deeper Inquiry Questions
- ➢ Advanced Cases
- ➢ Leadership Roles
- ➢ Extension Projects
- ➢ Independent Investigations
- ➢ Additional Complexity
- ➢ Real-Life Problem Solving
- ➢ Peer Collaboration Responsibilities
- ➢ Opportunities For Creation, Evaluation and Transfer

Every PLL should therefore experience appropriate growth.

19. Cultural and Linguistic Inclusion

SELART is an international learning environment.

Facilitators are expected to:

- ➢ Respect Cultural Diversity
- ➢ Use Inclusive Language
- ➢ Avoid Stereotypes
- ➢ Recognize Different Communication Styles
- ➢ Support Understanding of Specialized Vocabulary
- ➢ Use International Examples Where Appropriate
- ➢ Encourage Respectful Disagreement
- ➢ Provide Linguistic Scaffolding Where Reasonable
- ➢ Ensure That Accents or Cultural Communication Differences Are Not Confused with Lack of Competence

20. Roles and Responsibilities

Inclusion responsibilities are integrated into the Academy's actual organizational structure.

20.1 Rector & Academic Director

- Provides Overall Academic Leadership for Inclusion
- Ensures That Inclusion Is Embedded Within SELART's Pedagogical Model
- Oversees Academic Quality and Facilitation
- Ensures Differentiation and Formative Assessment Principles Are Applied

- Reviews Significant Learner-Support Concerns
- Supports Facilitators in Complex Cases
- Works With the K-12 Leadership and the Managing Director on Necessary Intervention
- Approves Major Academic or Inclusion-Related Actions
- Ensures That The Principle "No PLL Left Behind" Is Reflected In Academic Practice

20.2 Director of SELART International School - K-12 Online Education

- ➢ Oversees Inclusion for Young PLLs
- ➢ Monitors Learner Participation and Progress
- ➢ Coordinates Appropriate Learner Support
- ➢ Supports Facilitators with Differentiation
- ➢ Communicates With Parents/Guardians Where Appropriate
- ➢ Ensures Age-Appropriate Pedagogy
- ➢ Monitors Safeguarding and Online Safety
- ➢ Identifies Young PLLs Requiring Additional Support or Challenge
- ➢ Follows Up Attendance and Engagement Concerns
- ➢ Works With the Rector & Academic Director and Managing Director When Further Action Is Needed

20.3 Managing Director

- ➢ Supports Operational Implementation of This Policy
- ➢ Coordinates Institutional Communication and Resources
- ➢ Ensures Learner-Support Issues Are Followed Up
- ➢ Supports Reasonable Accessibility Arrangements Where Possible
- ➢ Works With the Rector & Academic Director And K-12 Leadership
- ➢ Oversees Operational Corrective Actions
- ➢ Supports Communication with PLLs, Families and Institutional Partners Where Necessary
- ➢ Ensures Inclusion-Related Actions Are Implemented and Documented Appropriately

20.4 Quality Assurance Responsible

- ➢ Reviews Relevant Inclusion-Related Quality Evidence;
- ➢ Considers PLL Feedback and Identified Concerns;
- ➢ Supports The Documentation of Improvement Actions; And
- ➢ Contributes To the Periodic Review and Continuous Improvement Of This Policy.

20.5 Facilitators

- ➢ Establish A Respectful Learning Environment
- ➢ Understand Their PLL Cohort
- ➢ Identify Individual Learning Needs
- ➢ Differentiate Content, Process, Product, Environment and Affect
- ➢ Use Formative Assessment Continuously

- ➢ Provide CMT Feedback
- ➢ Scaffold Learning
- ➢ Use Multiple Participation Methods
- ➢ Give Additional Support When Evidence Shows It Is Needed
- ➢ Challenge Advanced PLLs
- ➢ Monitor Emotional Readiness
- ➢ Reflect After Learning Sessions
- ➢ Document Significant Concerns
- ➢ Communicate Relevant Needs to The Appropriate Academic Leadership
- ➢ Work Continuously to Ensure That No PLL Is Left Behind

21. Parent/Guardian Partnership

For Grades 5-12 and other PLLs under 18 where applicable, parents/guardians may support inclusion through:

- ➢ Registration And Consent
- ➢ Communication Of Relevant Learner Needs
- ➢ Digital Readiness
- ➢ Attendance Support
- ➢ Safeguarding
- ➢ Emotional Support
- ➢ Communication About Significant Learning Concerns
- ➢ Collaboration On Improvement Measures

Parent/guardian involvement should support rather than replace the growing independence and agency of the young PLL.

22. Respect, Belonging and Anti-Exclusion

Every SELART PLL has the right to learn in an environment characterized by:

- ➢ dignity
- ➢ belonging
- ➢ fairness
- ➢ mutual respect
- ➢ collaboration
- ➢ responsible communication
- ➢ academic integrity
- ➢ constructive disagreement
- ➢ freedom from humiliation and discriminatory exclusion

SELART does not accept deliberate discrimination, humiliation, intimidation, bullying, harassment or exclusionary behavior.

A PLL who is different should not be required to become identical to others in order to belong.

Difference is recognized; dignity is equal.

23. Confidentiality

Information concerning learning support or accessibility needs must be treated confidentially and respectfully.

It should only be used for legitimate educational, administrative, safeguarding, learner-support, quality assurance or legal purposes.

Only authorized persons who reasonably require the information should have access to it.

A PLL must never be stigmatized because support has been requested or provided.

24. Concerns and Complaints Related to Inclusion

A PLL, young learner, parent/guardian or relevant stakeholder may raise a concern regarding:

- ➢ Access
- ➢ Differentiation
- ➢ Assessment
- ➢ Learner Support
- ➢ Accessibility
- ➢ Communication
- ➢ Technology
- ➢ Fair Treatment
- ➢ Safeguarding
- ➢ Online Safety
- ➢ Confidentiality
- ➢ Exclusion

Concerns may be addressed initially to the facilitator and, when further action is needed, escalated according to the organizational structure to:

- the Director of SELART International School - K-12 Online Education for Grades 5-12 matters
- the Rector & Academic Director
- the Managing Director
- the Quality Assurance Responsible, as applicable

Concerns are managed respectfully, objectively and confidentially. No PLL or family should experience negative treatment for raising a genuine concern in good faith.

25. Monitoring Inclusion Through Formative Evidence

SELART evaluates inclusion through ongoing evidence rather than waiting for the end of a program.

Evidence may include:

- ➢ Learner Participation
- ➢ Formative Assessment Evidence
- ➢ Socrative Results
- ➢ Zoom Polls
- ➢ Zoom Chat

- Oral Responses
- Learner Products
- CMT Feedback
- Attendance
- Facilitator Observation
- Facilitator Reflection
- Learner Self-Assessment
- PLL Surveys
- Parent/Guardian Feedback Where Appropriate
- Accessibility Concerns
- Complaints
- Early Signs of Disengagement
- Course Continuation
- Quality Assurance Review

A decrease in participation, confidence or progress is treated as a potential signal that additional support may be needed.

26. SELART Inclusive Learning Cycle

1. Know the PLL: Identify profile, readiness, strengths and potential support needs.

2. Include: Ensure access and meaningful participation.

3. Differentiate: Adapt content, process, product, environment and affect.

4. Facilitate: Engage PLLs through inquiry, collaboration and real-life learning.

5. Formatively Assess: Continuously identify understanding, misconceptions, progress and needs.

6. Provide CMT Feedback: Tell PLLs clearly what they have achieved and what they should do next.

7. Support: Provide scaffolding, reasonable adjustment, intervention or extension.

8. Reassess: Check progress through further formative evidence.

9. Progress Together: Continue learning with the group.

10. Reflect and Improve: Use evidence to improve facilitation and future learning.

Include -> Facilitate -> Assess -> Support -> Reassess -> Progress

The cycle continues until PLLs have had meaningful opportunities to learn and progress.

27. Indicators of Successful Inclusion

SELART considers inclusion effective when evidence demonstrates that:

- Plls Feel That They Belong
- Plls Know How To Request Support
- Young And Adult Plls Participate Without Unnecessary Exclusion
- Facilitators Differentiate Learning
- Formative Assessment Identifies Individual Needs

- ➢ Assessment Results Lead to Additional Learning Actions
- ➢ CMT Feedback Supports Improvement
- ➢ Struggling PLLs Receive Support
- ➢ Advanced PLLs Receive Challenge
- ➢ Different Participation Channels Are Available
- ➢ Reasonable Accessibility Needs Are Considered
- ➢ Parents/Guardians Are Involved Appropriately
- ➢ Learning Environments Are Safe and Respectful
- ➢ Concerns Are Addressed
- ➢ Facilitators Reflect on Inclusion
- ➢ Quality Evidence Leads to Improvement
- ➢ No PLL Is Simply Identified as Struggling and Then Forgotten

28. Continuous Professional Development

SELART supports facilitators in developing competence in:

- Inclusive Facilitation
- Differentiation
- Formative Assessment
- CMT Feedback
- Inquiry
- Learner Agency
- Emotional Readiness
- Safeguarding
- Digital Inclusion
- Accessibility
- Intercultural Learning
- Supporting Struggling PLLs
- Challenging Highly Able PLLs
- Creating Learning Environments Where Everyone Participates

Facilitator development is informed by observations, PLL feedback, formative evidence, self-reflection and institutional quality review.

29. Policy Review and Continuous Improvement

This policy is reviewed at least annually or earlier when:

- ➢ Learner Profiles Change
- ➢ New Programs Are Introduced
- ➢ New Technologies Are Adopted
- ➢ Accessibility Concerns Arise
- ➢ Safeguarding Requirements Change
- ➢ Feedback Identifies Barriers
- ➢ Quality Assurance Findings Require Action
- ➢ eduQua Requirements Change

➢ Institutional Experience Demonstrates That Stronger Inclusion Measures Are Necessary

Policy review asks one central question:

Are we genuinely creating the conditions for every PLL to learn, participate and progress?

If the evidence indicates that a PLL or group of PLLs is being unnecessarily left behind, SELART reviews its practices and identifies appropriate improvement measures.

30. Final Institutional Commitment

SELART European Academy - Geneva believes that education should create pathways rather than barriers.

Our philosophy is therefore simple and uncompromising:

No young PLL left behind.
No adult PLL left behind.
No PLL excluded from learning.

PLLs may enter learning with different abilities, experiences, languages, cultures, strengths, challenges and levels of readiness.

They do not all need exactly the same support. They do, however, all deserve:

➢ Dignity
➢ Opportunity
➢ Belonging
➢ Meaningful Participation
➢ Differentiation
➢ Formative Feedback
➢ Reasonable Support
➢ Appropriate Challenge
➢ A Genuine Opportunity To Progress

At SELART, assessment informs learning rather than ends learning.

When a PLL struggles, we assess, support, differentiate, provide CMT feedback and reassess.

When a PLL excels, we extend, challenge and deepen learning.

When a barrier appears, we seek to remove or reduce it.

Our objective is to create an inclusive learning community in which PLLs learn together, support one another, develop their individual potential and progress as Passionate Lifelong Learners.

Different needs. Different pathways of support. One inclusive learning community.
No PLL Left Behind.

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