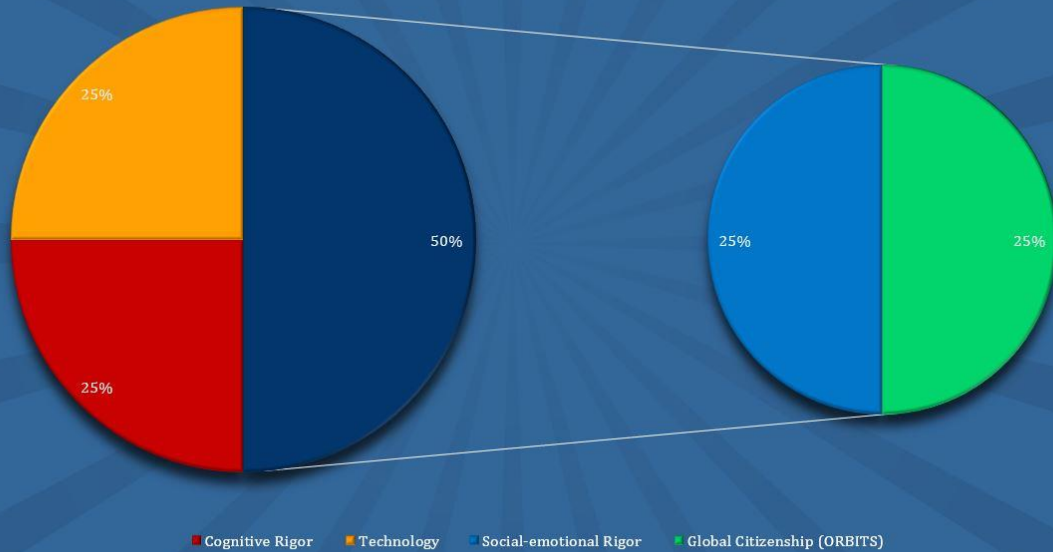




21st Century Learning_ORBITS Model



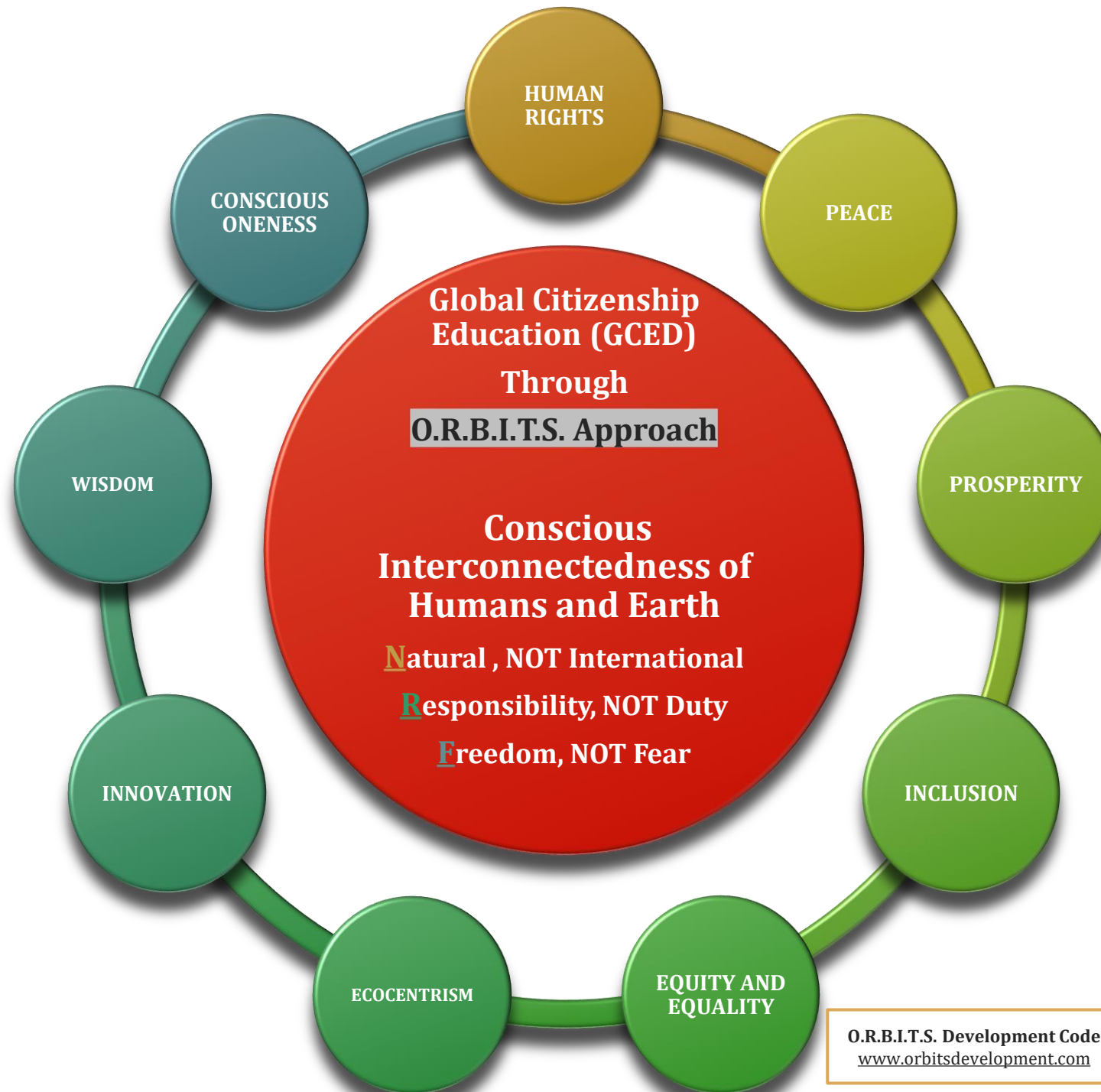
21ST CENTURY EDUCATION SERIES

O.R.B.I.T.S. MODEL

Note: Updated Image in Color



Global Citizenship: the ability to understand, value, and interact with universal aspects to bridge communication gaps and drive positive change.



O.R.B.I.T.S. Development Code
www.orbitsdevelopment.com



Inclusion ensures that all diverse groups are brought into the learning and social-emotional circles with genuine care and understanding of their needs. Inclusive education means that there is an ingrained culture that responds and respects all those individuals of needs.

Printable Inclusive Education Planning (Leadership and Faculty/Staff can rate their practices)



<i>Inclusive Education Planning</i>	<i>(4=highest, 1=lowest)</i>			
School statement (vision, mission, objectives, and values) sets foundations for IE.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
There is a clearly-identified system for inclusion in the school, that fully supports diversity.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
<u>Physical and/or sensory barriers</u> are practically and coherently addressed.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
<u>Social and emotional barriers</u> are practically and coherently addressed.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
<u>Cognitive barriers</u> are practically and coherently addressed.(any type of intellectual disability and/or delay of cognitive development).	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
<u>Communication barriers</u> are practically and coherently addressed. (that affect interaction, such as any type of disorder, including Autism)	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
There is a clear system of assessments, that tailors to the needs of the learners.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Inclusion as a concept is explained to the community through awareness sessions, extracurricular activities and partnerships, to foster justice, love and care, and community need for DIVERSITY.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Inclusion as a concept is welcomed and fostered in the community (creating culture of inclusion).	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1



**EQUITY AND
EQUALITY**

Equity and equality ensure that all individuals and diverse groups are brought into the learning and social-emotional circles with genuine care and understanding of their needs. Equal and equitable education means that there is an ingrained culture that respects all individuals and groups and responds to all their needs, achieving a community based on social justice and engagement of all its individuals.

Printable Equal and Equitable Education Planning (Leadership and Faculty/Staff can rate their practices)



<i>Equal and Equitable Education (EEE) Planning</i>	<i>(4=highest, 1=lowest)</i>			
School statement (vision, mission, objectives, and values) sets foundations for EEE.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
There is a clearly-identified system for equity and equality in the school.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
<u>Physical and/or sensory barriers</u> are practically and coherently addressed.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
<u>Emotional barriers</u> are practically and coherently addressed.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
<u>Cognitive barriers</u> are practically and coherently addressed. (any type of intellectual disability and/or delay of cognitive development).	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
<u>Communication barriers</u> are practically and coherently addressed. (that affect interaction, such as any type of disorder, including Autism)	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
<u>Cultural barriers</u> are practically and coherently addressed. (that are part of the community structure/these cannot be easily handled and resolved, but within a school community, there are ways to bridge that)	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
There is a clear system of assessments (qualitative and quantitative) to measure stability and progress.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Equity and Equality as concepts are explained to the community through awareness sessions, extracurricular activities and partnerships, to foster love and care, and community need for social justice.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Equity and Equality as concepts are welcomed and fostered in the community (creating culture of social justice)	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1



HOLISTIC LEARNING SUSTAINABILITY CONSCIOUS LEARNING AND BEING

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