



ADMISSIONS POLICY AND PROCEDURES

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proudly building on the legacy of



International
School Moshi

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GUIDING STATEMENTS

MISSION

UWC East Africa makes education a force to unite people, nations and cultures for peace and a sustainable future. We are committed to developing balanced global citizens who are empowered to act responsibly in a complex world.

VALUES

UWC East Africa is a member of the UWC movement. We live and learn together as part of a community that values:

1. A safe, collaborative and caring community.
2. A sense of belonging, acceptance and tolerance.
3. A holistic and diverse portfolio of learning experiences.
4. An education in a global context that promotes an appreciation and understanding of multiple perspectives and interdependence of individuals, societies and environments.
5. Innovation over perfection within a supportive community where learners are motivated to embrace personal challenge and reflection.
6. The ambition of students to demonstrate initiative and take on leadership roles.
7. Opportunities to engage with the culture and nature of East Africa.
8. A shared responsibility and a collective duty of care for ourselves, each other and the environment.
9. A healthy lifestyle and active pursuits.
10. The happiness and well-being of our community.

INTERNATIONALLY MINDED PEOPLE

At UWC East Africa we have developed our own definition of International Mindedness.

Internationally Minded People:

- Are curious about the world and different cultures.
- Demonstrate the values of UWC and of the International Baccalaureate.
- Strive to learn about the values, beliefs and practices of their own culture so that they can better understand those found in their host country and elsewhere.
- Seek to understand how personal values, beliefs and practices impact one's own and other's contexts for learning and interacting in a variety of settings.
- Are influenced by, but not confined to, the cultures of their upbringing.
- Recognise that many values, beliefs and practices are in fact universal.
- Recognise and reflect on their place in an increasingly interdependent, globalised and connected world.
- Recognise and critically engage with multiple perspectives.
- Bridge cultures and act to create a more peaceful and sustainable world.

ADMISSIONS POLICY

UWC East Africa is committed through our Guiding Statements to providing a challenging international curriculum in a dynamic environment. Our school community is characterised by a shared commitment to our Guiding Statements, which drive all aspects of school life including admissions.

UWCEA welcomes a balanced community of learners with a diverse range of cultural and educational backgrounds, talents and abilities. The School strives to create an educational environment that places great emphasis on individual attention and education; that seeks to stimulate and encourage each student's intellectual curiosity and skills; and that fosters in each a sense of self-worth and responsibility for his/her own work. We admit students with exceptionally high abilities as well as a carefully managed number of students with mild or moderate learning difficulties. We do not discriminate on the basis of ethnicity, belief, gender or national origin.

As a strong, welcoming community, we expect families to engage fully with the School and support our Guiding Statements and activities. We value transparent communication and constructive, respectful interaction. If the School believes that an individual's behaviour during the pre-acceptance visit does not correspond to its expectations, it may result in admission being refused. Failure to provide accurate or complete information on application or a failure to disclose a known learning or other difficulty may result in admission being refused or in the withdrawal of an offer of a place. Where a student's record indicates that he/she will be unlikely to be successful in UWCEA, the School reserves the right to refuse admission.

ADMISSIONS PROCEDURES

RESPONSIBILITY FOR ADMISSIONS

The Head of each Campus is responsible for admissions to the campus. He/she will consult with the Head of Primary/Secondary as appropriate. When necessary, he/she will consult with the Learning Support department and the relevant Co-ordinator.

DOCUMENTATION

All applications for enrolment in the School must be made using the school application system. Applications must be accompanied by the following documents:

- School reports for the previous two years (it is recognised that applicants for entry to EC or P1 may not be able to provide these)
- Formal statement of exam or test results (if applicable)
- Any other reports relating to student schooling, including educational psychologist reports or relevant medical reports
- School health form including doctor's examination report.
- Birth certificate copy (or passport copy if the birth certificate is not available)
- Passport-sized photograph
- Passport copy of any non-Tanzanian student
- Residence permit copy of any non-Tanzanian student

The School does not routinely carry out admission testing as it is believed that previous school records will give greater insight into a child's abilities. However, if documents received from a previous school or schools are insufficient to provide this insight, the Head of Campus may contact a previous school for additional information and/or may arrange for the child to take an appropriate test or tests or to attend an interview.

Students whose first language is not English will undergo an assessment of their language ability in order for us to ensure correct language support is put in place.

CONSIDERATION OF APPLICATIONS

Applications will be considered in order of receipt of the full application, and places offered accordingly, if available. However one place will be reserved in each class from EC to M5 until 30th April prior to the start of the school year, or until all new teachers have been appointed (whichever is the earlier); this place is to accommodate a possible teacher's child who will receive priority in admission over other applicants.

The Head of Campus may also choose to place on a waiting list a student applying to start in UWCEA later than the start of the school year, if he/she expects to receive another application from another student for the whole school year. In this situation the place will be offered to the late start applicant at least three months before his/her expected start date if a place is still available at that time.

CRITERIA FOR ADMISSION

Applicants will be offered admission to UWCEA if a place is available for them and if he/she meets the following criteria:

A full and complete application dossier has been submitted

It is believed that the child has the potential to achieve success in the School

The School is able to provide an appropriate educational programme for the child

The availability of places depends on the number of places available in a class up to the designated maximum class size, the availability of places in an appropriate boarding house (if relevant), and capacity within the learning support threshold (see below). Students who meet admission criteria, but for whom a place is not available will be placed on a waiting list (see below).

Normally, students will only be admitted to the IB Diploma programme if it is believed that the student has the potential to achieve success in a minimum of four subjects from those on offer.

Students will not normally be admitted to a diploma class after the first quarter of D1, unless the student can demonstrate a high level of academic ability, or unless special circumstances apply; in such cases particular conditions or expectations may be attached to the admission.

Where it is possible, applicants and their families are encouraged to visit UWCEA before admission and to meet with appropriate personnel such as Head of Primary/ Secondary/ Boarding/ Learning Support/Programme Co-ordinator.

An offer of admission made to a student will only be considered as accepted once the first instalment of the capital development fee, and the refundable deposit (or full first quarter fee in the case of an EC admission) have been received. If these are not received within one month of the invoice being issued or before the child attends school (whichever is the earlier), the offer of a place may be withdrawn.

PLACEMENT OF STUDENTS

Students are placed in classes according to age. Students may be admitted to P1 if they have reached the age of 5 years before 1st August in that school year. The maximum age for admission to classes will normally be two years (primary) or three years (secondary) above the minimum age. Hence a student applying to join M1 will be older than 11 years, and younger than 14 years on 1st August of that school year. Similarly a student applying to join D1 will be older than 16 years, and younger than 19 years on 1st August of that school year. The consequences of possible social and maturational difficulties in mixing students with widely differing ages should be borne in mind when determining placement.

Students will not normally be admitted to boarding unless they are a minimum of nine years of age and entering P5.

In all admission cases, the final decision will rest with the Head of Campus based on recommendations from the Head of Primary/Secondary, relevant Programme Coordinator and Learning Support.

WAITLIST

Students who meet all criteria for admission but for whom a place is not available at the time of application will be placed on a waitlist. Parents will be advised of this and will also be advised that a place cannot be guaranteed. Should a place subsequently become available, applicants on the waitlist will be prioritised as follows:

- The children of UWCEA professional staff
- Siblings of children already enrolled in the school
- Applicants for a boarding place in the order of receipt of their full application.
- Other applicants in the order of receipt of their full application.

ENGLISH LANGUAGE PROFICIENCY

Students applying for admission to the primary school or to the M1 to M3 classes will not be required to demonstrate a proficiency in English.

Students applying to join M4, M5 or the IB Diploma programme will be expected to have a sufficient level of English in order for them to access the curriculum. Admission to these classes may still be granted if the child's English Language has not yet reached this level, but is expected to do so with the support that may be available in UWCEA.

Special conditions may be attached to the admission of an English Language learner. These could include withdrawal from certain classes in order to receive additional language support, or the requirement to repeat certain classes in subsequent years.

Students whose first language is not English will undergo an assessment of their language ability in order for us to ensure correct language support is put in place. English language support is provided from P1 upwards.

LEARNING SUPPORT

UWCEA is able to admit a carefully managed number of students with mild or moderate learning difficulties. UWCEA defines mild learning difficulties as identified needs that can be met by normal differentiation within the classroom.

Moderate learning difficulties (MLD) are defined as needs which cannot always be met by normal differentiation and the flexibilities of the curriculum. Students with MLD will require an additional educational provision to help them to access the curriculum. Students with MLD have greater difficulty than their peers in successfully accessing the curriculum, resulting in a need for extra support.

UWCEA offers a range of Learning Support services to students who need additional resources to become independent learners. Students with MLD will be admitted to the School if the School has the personnel and resources available to meet the additional educational provision required. In some circumstances, a student with MLD may be admitted to the School if the parents agree to cover the full cost of any additional personnel or resources required for this provision. Students with MLD will be admitted to a class if there are three or fewer other students receiving additional educational provision within that class and/or there is sufficient time and resources for the Learning Support Department to provide adequate support

Learners with severe learning difficulties (SLD) have very significant intellectual or cognitive impairments. The School is unable to provide an appropriate educational programme for children with severe learning difficulties.

Should documentation be insufficient to determine the level of a student's learning difficulties, the School may require that an assessment be carried out prior to an admission decision. Parents/Guardians will be expected to bear any costs associated with this assessment.

Decisions regarding the admission of a student with identified or suspected learning difficulties will be made by the Head of Campus in consultation with the Head of Learning Support and other professionals .

PROBATIONARY ADMISSION

In certain circumstances, where an urgent admission may be required without complete admissions information, the Head of Campus may offer a probationary admission subject to complete documentation being received or subject to some other condition. A probationary period will not initially exceed three weeks. If a student is not admitted following a probationary period, the capital development fee will be refunded, and tuition and boarding fees will only be charged pro-rata for the days that the student was in school. Probationary admissions should only be used in rare circumstances as subsequent non-admission can have negative consequences for the child and/or for the School.

SHORT STAY ADMISSION

The Head of Campus has the discretion to admit students for short stays within the school (for example when families are staying in the region for a short period). In such circumstances all normal admission criteria and procedures should apply.

TRANSFER OF STUDENTS BETWEEN CAMPUSES

A student applying to transfer from one campus to another is not regarded as a new admission to UWCEA. However a transfer will only be agreed if it is approved by both Heads of Campus, if a suitable place is available, and if the requirements of meeting the needs of a student with MLD or English Language needs can be met. A transfer student does not receive priority of admission to the other campus over new applicants.

ADMISSION CONFIRMATION

The Head of Campus will formally write to parents/guardians to confirm an admission and the placement of a student. He/she will also arrange to send any necessary handbooks, and will advise parents on the completion of additional forms (such as Parental Consent form). He/she will also ensure that an invoice for the fees due is issued and sent to parents/guardians. He/she will ensure that the student's name is entered in the School's Admissions log.

Once an admission is confirmed, the Head of Campus will inform the Head of Primary/Secondary, class teacher/tutor (if known), Programme Coordinator, Head of Residential Life, and residential parent (if known) and ensure that they have access to the

application dossier electronically. The Head of Primary/Secondary will inform other teachers as necessary and ensure a smooth orientation for the new student.