

# ISA Awards 2021 Case Study: Excellence & Innovation in Equality, Diversity & Inclusion

## DWIGHT SCHOOL LONDON

### APRIL 2022



**DWIGHT SCHOOL LONDON**  
*Celebrating 50 Years in Education*

### Background to the School

Dwight School London, formally known as Woodside Park International School and the North London International School, opened its doors in 1885 and after a few name changes, has rightly gained authorisation and reputation as one of the leading International Baccalaureate World Schools in the UK and is a school that values diversity and innovation.

Offering all three educational programmes of the International Baccalaureate Organisation – the Primary Years Programme (IBPYP), the Middle Years Programme (IBMYP) and the prestigious IB Diploma to their students, they successfully offer personalised programmes of learning that extend, challenge and support each individual. The wide variety of opportunities that each student receives both inside and outside of the classroom, challenges them to have more of a global perspective and provides opportunities that emphasise intercultural awareness. This is encompassed in their Three Pillars of Personalised Learning, Community and Global Vision.

Dwight School London has a diverse community and is very active internationally, benefiting from its links with its sister school Dwight School New York and other schools in the Dwight Global group that include Dwight School Seoul in South Korea, Dwight School Qibao in Shanghai, China and Dwight School Dubai, in the United Arab Emirates, affording each of their students an exciting, wide variety of benefits and opportunities for the present and for the future. There are also links with Dwight's highly acclaimed online school.

Dwight School London was proud to receive the ISA Award for Excellence and Innovation in Equity, Diversity and Inclusion in November 2021.



Chris Beddows  
Head of School

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## AIMS

- To develop a long term plan to become an actively anti-racist school.
- To educate and empower members of the school community to openly share thoughts, feelings and experiences.
- To provide a space where questions can be asked with confidence.
- To be intentional and proactive in all areas of equity, diversity and inclusion.
- For the plan to be personalised and thus fit the diverse community of the school.
- To promote allyship and create a safe space for open forum.

## ACTIONS

- Following the death of George Floyd in May 2020, Dwight School decided to take steps to reaffirm their commitment to anti-racist work and to ensure the whole community were involved in moving the school forward; taking action by engaging current and past students staff and parents.
- *Educating the staff by promoting racial literacy and raising awareness of racial injustice*
  - This was begun by developing a summer book club where the theme of race was covered. Staff were given 6 book titles that ranged from fiction such as Keela Magoon's 'How it went down', to non-fiction such as Reni Eddo-Lodge's 'Why I am no longer speaking to white people about race'. On returning to school in the autumn term, staff were given the opportunity to share and ask questions based on their reading in a whole school staff diversity session on race and anti-racism. These sessions had some structure in the form of questions directing them to topics such as white privilege and the exploration of intersectionality between race, gender and sexuality, but also plenty of opportunity for staff to openly share and express their thoughts.
  - The next stage in the spring term was the creation of a film club for staff, where they were encouraged to choose 1 film out of a selection of 12 from a range of platforms. Choices included documentaries such as BBC's 'Black is the new Black' to Box Office hits such as Marvel's Black Panther. Having a film club supported the engagement of staff within the school's community, who found this form of media more accessible. Group discussions were once again arranged with some structure given as before.
  - In the summer term staff were asked to choose from a range of themes to conclude their talks on race. The themes included solidarity, justice, activism, protest and peace. Staff were then presented with podcasts, poems, songs, articles and videos on the themes to familiarise themselves with before the next discussion groups were held to ensure all staff had the opportunity to continue to develop their racial literacy.
- Alongside the staff professional development, students were given the opportunity to engage in interactive activities to raise their awareness of racial literacy by associating with popular national events such as Black History Month, LGBTQ+ Month, International Women's Week and more.





## OUTCOMES

- Staff gained confidence to speak out about their views and discoveries.
- Different departments in the school engaged fully and began to develop their own ways of increasing diversity within their subject content and teaching styles.

### Examples:

- Within Design and Technology both the digital and practical curriculum have successfully integrated a wider perspective and experience such as influential women.
- With MFL, language has been learnt through the investigation of topics emphasising equity, diversity and inclusion such as gender and disability within sport.
- Within Drama topics are investigated as the students develop their own plays on themes such as segregation. These have then been performed with impact to parents and other members of the school community.
- Student exposure to a range of activities empowered some to work on additional areas such as, highlighting Asian American and Pacific Islander Month in May and showing the importance of increasing Asian visibility and representation. Students have taken the lead in these activities, supported by staff.



## NEXT STEPS

- To extend the project to cover a variety of media that emphasises other protected characteristics.
- Embarking on gaining an anti-racism award from the Centre of Race, Education and Decoloniality.
- Reviewing different areas of the school to ensure Dwight is doing all that it can to promote equity and racial equality.
- For Dwight Schools to join together in their efforts to promote diversity, inclusion and equity.

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