School-wide Learning Diversity and Inclusion Policy

(PYP, MYP & DP)
Hiroshima International School

Our mission

HIS will provide an international education that promotes integrity, excellence, cultural sensitivity and a lifelong commitment to peace and a sustainable planet.
広島インターナショナルスクールは、誠実と卓越の精神を重んじ、多様な文化への理解を促し、恒久平和そして持続可能な世界に貢献することのできる、国際的な教育を提供します。

Our vision

HIS will cultivate young people who are prepared for lifelong learning, meeting challenges and outstanding citizenship anywhere in the world.
広島インターナショナルスクールは、生涯を通じて学び、また挑戦をし続け、世界の一員として貢献をする若者を育成します。

Introduction and background

Hiroshima International School endeavours to be an inclusive learning environment that increases access to and engagement in learning for our students by identifying and equipping student to overcome barriers. We believe in providing a safe, supportive and positive learning environment that meets the social, emotional, intellectual and physical needs of each student. Learners, teachers, and parents, share responsibility for ensuring support to a broad range of students to address the learning diversity of all students.

The Learning Diversity and Inclusion (LDI) Policy has been developed and implemented in accordance with the documents, Meeting student learning diversity in the classroom (IBO, 2013), MYP: From principles into practice (IBO, 2014), Diploma Programme: From principles into practice (IBO, 2015) and Towards a continuum of international education (IBO, 2008). It is based on practices related to differentiation, collaboration and partnerships with parents to respond to a range of learning and social emotional needs students may present throughout their educational career. The policy is intended to meet the needs of students with special learning needs, gifted abilities and strives to remove barriers to learning for all students. At the same time, based on the school's capacity to meet individual student needs, the policy supports the principle that in order for students to thrive academically there must be a match between the students' interests and abilities and the existing school programs.

The current policy is a working document that has been drafted with the input of staff members across all three IB programs at HIS. Through a series of workshops, staff members discussed and outlined beliefs and practices related to learning diversity and inclusion that aligned with the school's mission and the philosophy of IB programmes.

This policy enhances the previous interim LDI policy that was in effect from August 2016. The policy reflects the school's efforts to remove barriers to learning for all students based on the resources available through the school and community.

Alignment with mission & vision

The Pedagogical Leadership Team and faculty reviewed the final draft of the school LDI policy in November 2017 and determined that there was strong alignment with the mission and vision, specifically, ''prepared for lifelong learning' and 'meeting challenges" as we endeavor to create independent learners who possess skills related to self-awareness and are active participants in their learning. The policy links to "cultural sensitivity" as we realize that cultural beliefs and practices may create complex situations between teachers, students and families when providing support and communicating program philosophy. Recognizing the value of cooperative learning, collaboration and communication encourages "outstanding citizenship." Promoting practices and philosophy based on open-mindedness leads to common understandings that underpin our commitment to values promoting peace.

We believe:

- All students are entitled to the opportunity to learn and deserve the best instruction possible.

- Each student has strengths and areas in which they excel.

- Learning is best nurtured when priority is given to skills development over content learning.

- All students are unique and best practice means we are open-minded to meeting the needs of all students.

- Structure and routines that lead to active thinking are conducive to learning.

- All teachers share responsibility in meeting students' needs through instructional practices and professional collaboration.

- A supportive environment provides all students the opportunity to attempt to access content and skills, and feel valued and included.

- 生徒には良い指導を受け、学ぶ機会を得る権利がある

- 各生徒にはそれぞれ長所と得意分野がある

- 学習内容よりスキル向上を重視すると最も学習の成果があがる

- 全ての生徒はユニークであり、良い指導とは全ての生徒のニーズにあう指導を行う事である

- アクティブシンキング(自ら考える)ことを日常とする事は学習に有効である

- 共に協力し、指導を通して生徒のニーズを満たす事により全ての教師は責任を分かち合う

- 支援的な環境は生徒にチームの一員であると感じさせ、自身に価値を抱き、学習意欲をださせる

We recognize…

Along with the published IB standards and practices for each program, we recognize:

- Teachers can meet a range of needs, but each teacher may not be able to meet every need.

- Communication and collaboration are necessary to advocate for students with challenges and needs.

- The need to gather relevant and appropriate tools and resources to maximize our potential to meet the needs of our students.

- Teachers support students' development of self-awareness and how to become independent learners.

- Individual students and parents have different educational goals.

- The need for the school to create a safe learning environment where mistakes are perceived as a learning experience and students can achieve individual goals.

- Students need to feel comfortable to try new things and challenge themselves.

- It is important to consider the whole-child and acknowledge that all strengths cannot be measured in the classroom.

- Students need the opportunity to develop the skills, language and confidence to advocate for themselves.

- Understanding the cultural context is necessary to effectively communicate and implement a program that meets the needs of all students.

- 教師は様々なニーズに応じていくが、各教師が全てのニーズに応じる事ができない場合もありうる

- 挑戦、サポートを必要としている生徒には、コミュニケーションを図ったり、共に取り組む事が必要である

- できる限り生徒の必要に応じるためには、適切で且つ妥当なツールとリソースを集める必要がある

- 教師は生徒の自己認識の発達を促し、どのようにすれば自立した学習者になれるのかを指導・支援する

- 各生徒/家庭により教育目標は異なる

- 学校には、間違えることは学習経験であると認識し、生徒それぞれが目標を達成できる、安全な学習環境を整える必要がある

- 生徒が新しい事をはじめたり、自分自身に挑戦するためには居心地の良い環境が必要だ

- 全ての力を教室内だけで測る事ができる訳ではないと認識し、生徒の全体像を見る事が重要である

- 生徒が自分自身を主張する為には、スキルと語学と自信を育む機会が必要である

- 意思疎通を図ったり、生徒の必要を満たすプログラムを実践する為には文化的背景を理解することが必要である

Primary Years Programme
We will:

In the PYP we will take the following actions based on our beliefs and recognition of our context:

- Support teachers in attaining updated knowledge on differentiation strategies by collaboratively planning and reflecting to inform our best practice.

- Create a safe learning environment where mistakes are not feared and growth mindset is encouraged.

- Consider the challenges and needs of individual students in a professional manner.

- Consider the well-being of each student at the school and report any concerns in a timely manner to the team to determine timely action.

- Explicitly teaching the PYP Essential Elements and provide students with a diverse range of opportunities and resources to enhance their skills to become successful and engaged learners.

- Promote the Learner Profile attributes across and beyond the curriculum in and out of the classroom

- Set aside time to collaborate as a team and share concerns and determine how best to support students

- Create effective collaboration between school and families by keeping open communication on what can be offered by the school.

- Commit to creating open communication channels within the team and documenting student needs and progress

- 良い指導を得る為に、共に授業計画を立て、ふり返りを行い、生徒の必要に応じ様々な指導を実践できるよう教師を支援する

- 間違う事を恐れず、成長する事が奨励される安全な学習環境を整える

- 各生徒が挑戦している事や必要としている事を専門家として熟考する

- 生徒のためになる事を考慮し、懸念があるときは適時に行動が起こせるよう、適時にチームに報告する

- PYP の基本要素を明確に教え、優れた、取り組む学習者になるためのスキルを身につける様々な機会やリソースを与える

- 教科の垣根を超えて、教室の内外で IB 学習者像を推進していく

- 生徒を支援する最善の方法を検討する為にチームとして懸念を共有し協力し合う時間を取る

- 学校が提供できる事についてのオープンコミュニケーションを維持する事により、学校と家族間の協力関係を築く

- チーム内でオープンコミュニケーションをする方法を確立し、生徒のニーズと学習進歩を効果的に書式化する

effectively.

- Use a variety of tools to assess student skills and concerns to establish appropriate support systems.

- Be mindful, transparent and sensitive about how we communicate issues with families.

- Document observations, concerns and progress of students and report to parents where appropriate

- 生徒のスキルや懸念を図る様々な方法を使用し、適切な支援システムを確立する

- 問題を家族にどのように伝えるか注意を払い、隠し事をせず、気を配る

- 生徒に関する記録、疑念、進歩具合を書式化し、必要に応じて保護者に報告する

Middle Years Programme
We will:

In the MYP we will take the following actions based on our beliefs and recognition of our context:

- Implement assessment for learning and assess previous knowledge on topics and skills to identify strengths and weaknesses.

- Use data to make informed decisions about students' areas of need.

- Communicate with parents, homeroom teachers and previous teachers to investigate learning difficulties or giftedness.

- Guide reflections before, during and after learning and assessments with strategies based on ATLs and the Learner Profile.

- Promote the development of the IB Learner Profile attributes through meaningful learning experiences.

- Support students in making constructive use of technology to assist their learning needs.

- Share observations on student performance to build a more complete picture of student abilities for all teachers.

- Use formative assessments to address student needs as learning progresses.

- Use information management and standardized processes when discussing student needs to ensure efficient teacher collaboration.

- Implement modified and individualized education plans if necessary.

- 生徒の長所と弱点を明らかにするため、テーマに関する事前知識とスキルを測る学習評価を実施する

- データに基づいて生徒の学習ニーズ分野を定める

- 生徒の学習困難や才能を調査する為に、保護者、担任教師、前任教師とコミュニケーションを図る

- ATL や学習者像を元にした方法で評価を行い、学習前、学習途中、学習後の振り返りに役立てる

- 意味のある学習経験を通し IB 学習者像の育成を促進する

- 生徒の学習の必要性に応じテクノロジーを積極的に使用する事を支援する

- 生徒の能力を全ての教師がより良く把握できるよう、生徒のパフォーマンスに関する所見を教師間で共有する

- 学習進度に合わせて、生徒のニーズに対応する為形成的評価を使用する

- 教師間の協同作業をより円滑にするため、生徒のニーズについて話し合った情報を管理し、その手順を標準化する

- 必要があれば、調整を施したり、個別化された学習計画を実施する

Diploma Programme
We will:

In the DP we will take the following actions based on our beliefs and recognition of our context:

- Provide a variety of formative and summative assessments to allow students to be successful in different ways and build agency.

- Identify subject specific strategies that address allow for differentiated skill development

- Engage in collaborative practices and professional development to deepen knowledge related to the diversity of student needs.

- Uncover student strengths and weaknesses through diagnostic tasks, self-assessment and analysis of ATLs.

- Support students in self-management and academic skill development through individual courses and homeroom/advisory time.

- Use varied instructional strategies, resources and technology to support and challenge diverse learners and address gaps in learning.

- Scaffold learning and assessment activities to enable students to learn from the process and correct mistakes.

- Nurture student strengths and choice as a ways to support success in all in course work and the core.

- Develop individual learning plans, as necessary, to assist students in charting a course through the DP to meet future academic goals.

- 生徒があらゆる方法に対処できる力を身に付ける事ができるよう、様々な方法で形成的あるいは総括的な評価をおこなう

- 多様なニーズに対応するスキルを習得するため、教科特有のやり方を見いだす

- 多様な学生のニーズに関する知識を深める為、共に協力し、教師教育の機会に積極的に関わる

- 理解度の評価、自己評価、ATL スキルの分析等を通して生徒の長所や弱い所を見いだす

- 個別に、あるいはホームルームや面談時等に生徒の自己管理スキルや学習スキルを支援する

- 様々な指導法、教材、テクノロジーを使用し、多様な生徒に対応し学習能力の差を埋める

- 様々な指導法や評価方法を使用する事で生徒が間違いを修正し、学習プロセスから学ぶことができるようにする

- 生徒の得意分野を伸ばし、選択肢を増やす事で全てのコースワークと教科における成功を支援する

- 将来 DP の学習目標を達成する事ができるよう、必要に応じて個々の学習計画を作成する

Appendix I

Practices

Admission
- Families are required to disclose diagnosed learning differences when applying to HIS.
- The school operates within the scope of Board policy 8.10.1.3:
  "HIS may not be able to adequately deal with special needs students, and therefore reserves the right to exclude any student or to require special programming measures at individual family expense. Such exclusions may occur before enrolment, or at any time after enrolment."
- Academic records are reviewed and admissions interview takes place with the family and principal to identify educational goals and support needed (EAL, SEN, social-emotional).
- Teacher observations are recorded during student trial days before admissions.
- HIS will only admit students if it believes a) that it can meet their identified needs, and b) they will be successful within the programs on offer.

Identification
Time and situation may reveal learning differences in individual students that were not identified during the admissions process. A student is identified for investigation of possible learning support needs if his or her learning progress and/or behaviours are cause for concern. Each program has procedures in place to document student concerns that may lead to further investigation of learning needs. Students considered to have any learning challenges will receive educational support by HIS staff as the school and family develop a plan for formal diagnosis of learning differences. Response To Intervention models are used to share with parents the outcomes of support provided by the school.

Classroom support
Support for the learning diversity of students may include differentiation (content, process, product, outcome, learning environment), classroom accommodations, small group instruction, or one-on-one support as needed. If necessary, support by a third party may also be employed to support a student's needs.

Parent support
A student may require external support to meet academic, social, or behavioral needs. HIS will partner with parents and outside agencies to ensure that students' learning support needs are met.

School-wide support
Meeting the needs of all learners requires a concerted effort by the school. School wide-support at HIS includes:
- Program Principals:
  - Liaises with family and outside agencies to review options for diagnosis and support.

- School records/office:

- ○ Stores documentation for students that are identified with a special education need in the cumulative file in the school office.

- Program coordinators coordinate the implementation of SEN practices by
    - ○ Disseminating information related to students' educational needs to inform instruction.
    - ○ Organizing identification of student concerns.
    - ○ Facilitating the implementation of support in the classroom.
    - ○ Ensuring that inclusive arrangements comply with program-specific procedures (i.e., IB DP)

- Class teachers and Homeroom teachers/advisors:
    - ○ Maintain awareness of SENs for their students (school records, progress on learning support).
    - ○ Facilitate communication between the family and teachers within each program.
    - ○ Support the identification of needs and implementation of support through documentation of student concerns and follow-up on the implementation

- Subject and class teachers:
    - ○ Contribute to the identification of needs through documentation of student concerns.
    - ○ Implement identified accommodations or modifications to a student's educational program.
    - ○ Follow up as required on the student's progress with the accommodations.

Structures & Routines for Student Support
- Program-specific student concerns process
- Response to Intervention model