

INTERNATIONAL SCHOOL OF KARLSKRONA



Inclusion Policy



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"Inclusion is not simply about physical proximity. It is about intentionally planning for the success of all students" --- thinkinclusive.us

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The IBO Mission Statement:

"The International Baccalaureate Organization (IBO) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

International School of Karlskrona's Mission Statement

"The International School of Karlskrona will provide a learning-focused environment that stimulates creativity and innovation in a culture of collaboration and respect so that each student develops the skills and knowledge to become internationally-minded and a lifelong learner."

Purpose of this policy

Our ultimate goal is that all members of our learning community feel validated, included, secure, respected and appreciated and thereby are given the prerequisites to become the best versions of selves, all in their unique ways contributing to the greater good at ISK and beyond. By creating a safe school environment guided by this policy, we aim to lay the foundation for life-long learning, continuous reflection, and the propensity to take positive action.

The School disseminates this policy document to staff at the beginning of each academic year and makes it available to all members of the school community. By ensuring a collaborative approach in the production and review of this document, all involved stakeholders are expected to contribute, understand and be informed by the policy.

Our Inclusion Beliefs and Guiding Principles

- International School of Karlskron (ISK), considers inclusion as an ongoing process
- At ISK *"All Students are Everybody's Students"* - all staff members are invested in the wellbeing of all learners at ISK.
- All students are able to learn.
- By assessing and integrating Prior Knowledge into the taught curriculum, access and learning for all students is supported.
- All students have needs that are unique.
- Equity, Access, and Opportunity for all guide our approach to teaching and learning.
- Progress is unique and learning patterns vary from individual to individual.
- Differentiation, conducting assignments built on prior knowledge and skills, and allowing for student voice and choice support varying needs within a group.
- Collaborations and ongoing discussions amongst students support academically by developing metacognitive skills and social-emotionally by developing empathy and the understanding of others' backgrounds, beliefs, and standpoints.
- ISK admits learners and staff members with no discrimination to age, race, religion, culture, gender, sexual orientation, socio-economic status, backgrounds or beliefs.
- A learner's area of challenge and opportunity, may or may not include: reading; writing, mathematics; social and emotional, learning and behavior; mental health and psychological well-being; speech, language and communication; vision; hearing; giftedness; physical; medical/illness.
- Fostering assessment capability and meta-cognitive skills support the understanding of one's own abilities and needs and, consequently, the self-directing of learning engagements to maximize one's potential.
- The School provides inclusive educational support - within the boundaries of available resources and staff. Vital staff members ensuring inclusion are amongst others; EAL teachers, student counselor, school nurse, administrators, and classroom teachers.
- Translanguaging techniques (e.g. enabling access to the curriculum via the students' mother tongues or using pictorial support) support inclusion of learners that do not yet speak the language of instruction. These techniques are used in every classroom.
- Small and large events celebrating diversity contribute to a sense of belonging and identity and they develop open-mindedness and empathy.
- Fostering international mindedness contributes to a sense of inclusion expanding from the classroom to responsible global citizenship.
- Ensuring implicit and explicit development of the IB Learner Profile Attributes and Approaches to Learning (ATLs) provide skills and dispositions supporting inclusion.
- Diverse assessment practices provide students with different needs and strengths opportunities to demonstrate their learning.
- Learning is enhanced in affirmative, responsive, and differentiated environments that promote a sense of belonging, safety, self-worth, and well-being for every student.
- ISK promotes access to the broadest range of students possible. However, to adequately meet the needs of our learners, ISK reserves the right to decline admission to learners if we deem ourselves unable to adequately meet the needs of them.

IB Principles of an inclusive education

Selected bullets (for the purpose of space and redundancy some are removed) and the image below are both taken from IB's *'Learning diversity and inclusion in IB programmes, Removing barriers to learning'*

- education for *all* is considered a human right
- learning is considered from a strength-based perspective
- learning diversity is valued as a rich resource for building inclusive communities
- multilingualism is recognized as a fact, a right and a resource
- *all* students in the school community have a voice and are listened to so that their input and insights are taken into account
- *all* students in the school community develop the IB learner profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect

The affirmative model of identity below ensures that all students are visible and valued. Teachers at ISK incorporate the IB's four principles of good practice in the learning cycle; Affirming identity and building self-esteem; Valuing prior knowledge; Scaffolding; and Extending learning. (fig. 1 next page). Students with a positive identity are more able to take the risks necessary for successful learning.

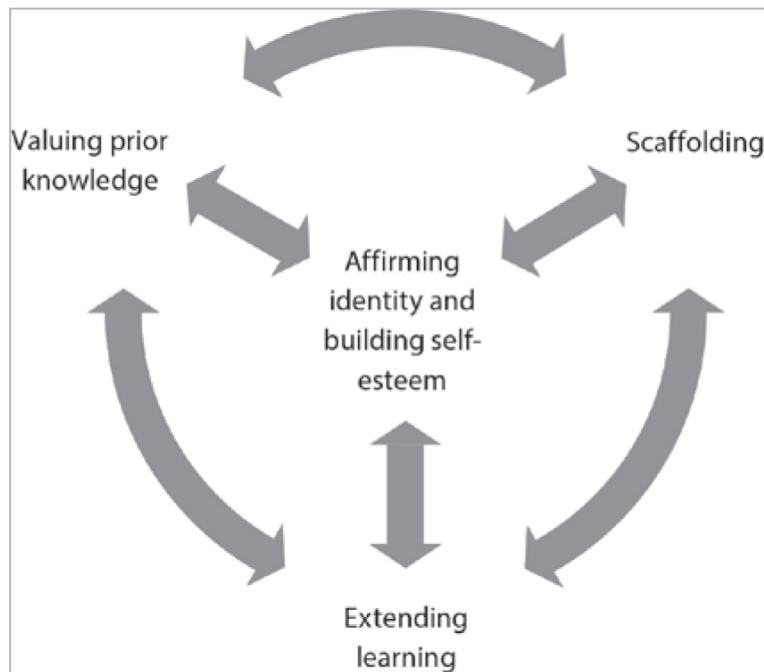


Figure 1

Learning diversity and inclusion in IB programmes (IB 2020, p 11)

What is Inclusion?

According to the IB document 'Learning diversity and inclusion in IB programmes', inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion and inclusive education refer to a broad understanding that embraces the diversity of all learners and all minority groups. Inclusion is facilitated through a culture of collaboration, mutual respect, support and problem-solving involving the whole school community. As part of its commitment to inclusive education, the IB has moved away from the use of deficit labels such as Special Educational Needs (SEN) to identify students, and instead considers the areas of challenge that a student may experience: reading; writing, mathematics; social and emotional, learning and behavior; mental health and psychological well-being; speech, language and communication; vision; hearing; giftedness; physical; medical/illness.

Inclusion Philosophy Statement

In line with 'What is an IB education?', we recognize that each learner is unique, coming to us with their own learning styles, strengths and challenges. Students come to school with combinations of distinctive and shared patterns of values, knowledge and experience of the world and their place in it. We acknowledge that diversity is a central component of a school population. Within the boundaries of our school organization, our vision is that each student receive meaningful and equitable access to the curriculum, from the student requiring accommodations and adjustments due to a recognized learning challenge, to the student that has an exceptional talent in a particular area, leading to each learner developing into the maximum of his/her potential.

Provision for Inclusion

ISK is, at this point in time, unable to offer a full continuum of learning support programmes. However, teachers at the school have a commitment to practicing differentiation through identifying a student's learning style, scaffolding their learning, personalizing and differentiating the curriculum in order to develop each student's true potential. Through collaborative planning and support from parents, teachers and specialists (school and municipality-based), an understanding is built regarding each unique learner. Inclusion strategies are used to achieve agreed goals through learner-centered practice, and interaction with cognitively rich materials and experiences.

Prior to admission the Head of School or the Program Coordinator meets the family of any student with learning support needs to individually ascertain whether the school can address the student's specific needs with the available school resources, in accordance with relevant Skolverket and IB guidelines. The class teacher might be invited by the Head of School before, during, or after the scheduled meeting with the family.

Individual Support Management Plan

In addition to biannual report cards, teachers will provide the parents of students with learning support needs an Individual Support Management Plan (ISMP), which is a record of the student's progress in meeting agreed goals. All ISMP records are kept confidential, and are kept by the leader of the Student Welfare Team (EHT).

Differentiation, Inquiry and Agency

To ensure equity in education, a diverse student population requires flexibility in the classroom. Content (what), process (how), product (summative), and learning environment (physical, virtual and social), is differentiated to suit a variation in learning styles, preferences, prior knowledge and skills, readiness, and interest.

Teachers allow students to be agents of their own learning by allowing for voice and choice in the process of learning and demonstrating their understanding of knowledge gained. This does not make the teacher's responsibility any less important. On the contrary, s/he must ensure students direct their learning in ways that maximize their growth potential.

Language and Access to Curriculum

Translanguaging strategies in all teaching and learning are expected in every classroom.

All teachers are responsible for sourcing a range of quality texts so that students can explore different genres such as recounts, stories, explanations or persuasive writing in different languages and at different levels. The use of ICT is an integral language learning tool. Students are encouraged to use their individual iPads to support their language learning through tools such as Google Translate, RAZ-kids, WriteReader, Newsela, or voice-activated applications. Moreover, games, art, music, and artifacts are used to help students make connections in their language learning.

Wellbeing and Access to Curriculum

To ensure physical, social, and emotional wellbeing and a sense of belonging, self efficacy, and empowerment, all learners at ISK receive weekly, non-graded, wellbeing classes.

Equal Treatment Plan

ISK shares premises with Wämö Middle School, as such we are guided by and influenced by Wämö Middle School's Equal Treatment Plan. ISK plans to create its own equal treatment plan, in English, under the guidance of the Wämö and ISK School Counselor. The Equal Treatment Plan aims to support, not replace, this policy.

Inclusion Policy and the IB Learner Profile Attributes

ISK faculty members aim to ensure the IB Learner Profile Attributes and Approaches to Learning Skills (ATLs) are implicitly and explicitly planned for and embedded in and outside of classroom practices to provide skills and dispositions supporting the development of inclusion.

An inclusive learner:

- Balanced - Understands that physical and social-emotional wellbeing are important components in wellbeing and academic performance.
- Caring - Displays a thoughtful, empathetic, and inclusive attitude toward self and peers.
- Communicator - Expresses thoughts, feelings, and ideas respectfully. Listens with the purpose of understanding others. Celebrates multilingualism.
- Courageous - Dares to try new, different, or difficult things and approaches, gently pushes him/herself and friends slightly beyond the comfort zone into the zone of learning and developing.
- Inquirer - Wonders and investigates how to ensure personal and collective wellbeing and learning. Displays curiosity towards others' cultures, beliefs, identities, and experiences. Wants to learn more about self and others and celebrates both commonalities with others and uniqueness of individuals.
- Knowledgeable - Embraces diversity because s/he understands that in diverse groups each individual is a unique asset that can contribute to the collective and individual embetterment.
- Open-minded - Values different perspectives and, therefore, understands that others, with other convictions, may also be right. Understands that *"Being fair does not mean that everybody gets the same but that every learner gets what s/he needs"*. Celebrates diversity.
- Principled - Ensures equity to the greatest extent possible. Understands that the responsibility of learning and wellbeing in a group depends on all stakeholders' contributions. Acts with dignity, responsibility, and integrity.
- Reflective - Is thoughtful and learns from experience. Celebrates mistakes as opportunities to learn. Reflects on how his/her own choices affect others and alters approaches if/when necessary.
- Thinker - Is a solution oriented problem-solver. Turns challenges into opportunities. Thinks of ways to ensure inclusion of classmates and the broader school community.

An inclusive school and educator:

Balanced -	Understands that learners' academic performance is affected by their intellectual, physical and social-emotional well-being, and therefore strives for a balance between academic and other requirements.
Caring -	Is empathetic and compassionate towards all students and colleagues. Meets diversity with interest, understanding, and respect.
Communicator -	Listens with empathy to understand and seek to hear out others' perspectives. Communicates care and open-mindedness by using a respectful and inclusive language.
Courageous -	Embraces new ways of enabling inclusion, dares to try, learns from mistakes, reflects, adapts, and tries again.
Inquirer -	Investigates and seeks out approaches to maximize inclusion. Studies others' successful implementations.
Knowledgeable -	Values the development of staff. Seeks to continuously learn more about his/her students, about inclusion, and about pedagogy.
Open-minded -	Does not discriminate students, families, or colleagues based on age, race, religion, culture, gender, sexual orientation, socio-economic status, backgrounds, beliefs, or other variables, but rather embraces diversity in backgrounds and skills. Displays cultural sensitivity in interactions, and in planning, executing, and assessing own practices.
Principled -	Is a role-model that acts with integrity, fairness and respect for the dignity of all students, families, and colleagues.
Reflective -	Continuously reflects on own inclusion practices. Consider the consequences of decisions. Aims to develop meta-cognitive skills and inclusion awareness in all students.
Thinker -	Is a problem solver and thinks of strategies to implement to ensure each student's development to his/her full potential.

Developing the Learner Profile Attributes in students and faculty, support international-mindedness, inclusion, and a readiness to adapt to changing needs.

IB Standards and Practices

ISK is committed to the implementation and practice of the following IB Standards and Practices as outlined in its 2020 Programme Standards and Practices.

Standard: Student support (0202)

Learning environments in IB World Schools support student success

Practices

- Student support 2: The school identifies and provides appropriate learning support. (0202-02)
- Student support 2.1: The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)
- Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)
- Student support 2.3: The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)
- Student support 2.4: The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)
- Student support 3: The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)
- Student support 3.1: The school identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and teachers. (0202-03-0100)
- Student support 3.2: The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers. (0202-03-0200)
- Student support 3.3: The pedagogical leadership team and teachers support students' social, emotional and physical well-being. (0202-03-0300)

Standard: Culture through policy implementation (0301)

Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.

Practices

- Culture 1: The school secures access to an IB education for the broadest possible range of students. (0301-01)
- Culture 1.2: The school provides relevant support materials, resources and structures to promote access to the school's programme(s) for as many students as reasonable. (0301-01-0200)
- Culture 1.3: The school provides opportunities to access the programme(s) for the broadest possible range of students. (0301-01-0300)

- PYP 1: The school articulates and demonstrates the PYP to include all students, regardless of learner variability, unless the school's regulatory environment precludes full enrollment and requires the school offer the relevant national or state/provincial curriculum to certain students. (0301-01-0311)
 - MYP 1: The school monitors and evaluates its efforts to provide students with equal opportunities to undertake the MYP. (0301-01-0321)
- Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)
- Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)
- Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)
- Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)
- Culture 6.5: The school considers the Learner Profile in all of its IB-mandated policies. (0301-06-0500)
- Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)
- Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

Standard: Students as lifelong learners (0402)

Learning in IB schools aims to develop students ready for further education and life beyond the classroom.

Practices

- Lifelong learners 3: Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)
- Lifelong learners 3.1: Students and teachers engage in learning experiences that are designed to include opportunities for students to collaborate. (0402-03-0100)
- Lifelong learners 3.2: The school demonstrates that collaboration and effective relationship building are featured explicitly within the curriculum. (0402-03-0200)
- Lifelong learners 3.3: Pedagogical leaders provide opportunities for student voice to be represented in the school. (0402-03-0300)
- Lifelong learners 7: Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)
- Lifelong learners 7.1: The school provides opportunities for students to explore and develop their personal and cultural identities. (0402-07-0100)
- Lifelong learners 7.2: The school community affirms individual student identity through learning and teaching. (0402-07-0200)

- Lifelong learners 7.3: Students take opportunities to develop their language profiles. (0402-07-0300)

Standard: Approaches to teaching (0403)

IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.

- Approaches to teaching 4.2: Students collaborate with teachers and peers to plan, demonstrate, and assess their own learning. (0403-04-0200)
- Approaches to teaching 4.3: The school provides opportunities for students to collaborate based on their strengths and abilities. (0403-04-0300)
 - PYP 1: Teachers use flexible grouping of students to maximize learning, ensure student well-being, and provide a variety of opportunities for collaboration. (0403-04-0311)
- Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)
- Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)
- Approaches to teaching 5.2: Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students. (0403-05-0200)
- Approaches to teaching 5.3: Teachers use IB-mandated policies to support students. (0403-05-0300)
- Approaches to teaching 5.5: Teachers use multiple technologies to aid and extend learning and teaching. (0403-05-0500)

Standard: Approaches to assessment (0404)

Learning, teaching, and assessment effectively inform and influence one another.

- Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)

Inclusion Policy as it Pertains to other ISK Policies

Admission Policy Connection

ISK believes that supporting a multilingual and multicultural environment is fundamental in the building of international-mindedness. Therefore, class size permitting, students that fulfill the admission criteria and whom we feel confident we can support with existing staff, differentiation, and other inclusion strategies, will be admitted to ISK with no discrimination of background or identity.

While ISK embraces inclusion and diversity as a school community, we are governed by the local Education Board (Skolverket). As such, we abide by the 4 Admission Criteria enlisted in the Admission Policy.

Link for more information: [KIG Admission Policy](#)

Language Policy Connections

We celebrate multilingualism and diversity in language abilities. To access the curriculum, all teachers are expected to build language profiles of all learners and use translanguaging techniques in their classrooms. EAL (English as an Additional Language) support is made available to students in need. Fore entry and exit criteria see our 'Language Policy' (linked below). Mother tongue classes are provided subject to available teachers and enough participants. Swedish is offered to all learners. German is offered to learners in the MYP program.

Link for more information: [KIG Language Policy](#)

Academic Integrity Policy and Assessment Policy Connections

To enable learners of all abilities to demonstrate and develop understanding, assignments and assessments should be differentiated and reasonably adjusted to grant all learners access to the materials.

Link for more information: [KIG Academic Integrity Policy](#)

Link for more information: [KIG Assessment Policy](#)

Policy Review:

Draft Policy – Authored, Coordinator (May 2020)

Review – Full faculty (June 2020)

Review – Pedagogical Leadership Team (June 2020)

Review - Faculty member/s each representing EHT, PYP, MYP and Fritids (January 2022)

This policy shall be reviewed on a 3-year cycle

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