



LISA Inclusive Education Policy

Purpose: This complaint policy document serves as a framework for Lemania International School Altdorf (LISA) and is consistent with the stated principles and practices of the IB.

School Mission Statement:

Lemania International School Altdorf believes in the curious nature of every child and our mission is to develop students as competent, curious, and engaged global citizens who help to create a more caring and peaceful world.

We are convinced that curiosity of other cultures fosters intercultural respect and understanding in an international environment.

We believe that curiosity together with open-mindedness and compassion leads to excellence in achievement and every students' realization of his or her true potential.

We believe that curiosity, in combination with a principled framework, encourages students in their learning process in key ways:

Core Values and Guiding Principles

Innovation. We lead in *innovative and creative* problem solving, across local and global settings.

Respect. We endeavour to understand ourselves and our unique perspectives whilst respecting the perspectives, values and culture of others.

Accountability. We take personal ownership of our actions and take responsibility as citizens of the world.

Communication. We understand the importance of multilingual communication, audience adaptation, and the virtue of listening in cooperating with others.

Reflective. We learn to understand our strengths and weaknesses through a guided process of self-reflection and personal development.

Academics. We strive for academic excellence and support our students to develop their individual abilities to the highest level of their potential. We provide a high quality international education, leading in pedagogy, innovation and global citizenship, within an intercultural environment.

Vision

We are committed to becoming an outstanding International Baccalaureate educational institution providing a challenging and well-rounded education to students from across the globe that imparts critical thinking skills, knowledge and a lifelong love of learning necessary for them to thrive as global citizens. We are committed to developing future generations of leaders prepared to tackle global challenges with confidence. We are committed to openness, inclusiveness, diversity, environmental sustainability, and excellence in achievement.



What Is Inclusion?

Inclusion is an ongoing process that helps identify, analyze and remove learning barriers for students. By understanding the learning process of each pupil, LISA teachers can accommodate for special education needs, diversify their courses to account for multiple intelligences and cater to individual strengths and needs. It is essential that students and parents of students with special education needs of any sort should refer to this document and make sure to open up to the DP Coordinator about it. LISA is committed to help and support every student and it will do so by coordinating with the IBO. The IBO offers a wide range of solutions to support students with special education needs and it is important to explore them ahead of time and ideally during the admission process.

Purpose

Inclusion in classrooms ensures students have equal learning opportunities even when their methods of absorbing information is variable. This will create a stable environment where pupils and teachers have a mutual understanding and where the diversity of students that have different needs, interests, achievement and instruction levels isn't ignored but used as a strength.

Principles

IB's "Four principles of good practices" for class inclusion:

- Affirming identity and building self-esteem: Teachers have to understand and respect each student's method of processing information by delivering knowledge in different ways.
- Valuing prior knowledge: It is not enough to assess a student's knowledge at the end of the course. Prior knowledge has to be evaluated as well to compare and leverage it throughout each course. This allows students to use individual abilities and skills to progress and build self-esteem.
- Scaffolding: Students should have enough resources to learn and progress on their own. As such, giving access to a course's content in different formats prior or after the lesson will help students becoming independent and self-reliable.
- Extending learning: Knowledge should be acquired not only inside the class but also outside of it. By linking subjects together and allowing for regular creative activities where students can express and demonstrate knowledge in various forms, they will be able to assemble a solid foundation that will serve them throughout their school and personal life.

Where to Start?

Similar to Howard Gardner's approach to Multiple Intelligences, it might be helpful to devise a "Student Profile" which will break down students into groups which describe *how* they are learning. Therefore, the "Student Profile" will qualify each pupil for a specific group. The purpose of each group is not to discriminate as none of the groups are better or worse than any other, but to help steer the teaching methods in a progressive direction.



Student Profiles

It is important to understand that each student has his/her own method of learning and using new information. Identifying each method is key to providing actionable knowledge. By understanding how each group operates, teachers can determine which teaching methods to apply to which student. The “Student Profile” should be discussed during regular meetings where teachers review each student’s progress and achievements.

Type	Attributes
Inquirers	<ul style="list-style-type: none"> • Motivated by sound reasons, they want to ensure that everything they do is logical and has a purpose. Therefore, they cannot act on arbitrary information: Telling them to do something “just because you have to” will block their motivation. • They will question every work or assignment until they find a satisfying answer as to why they should devote their time to a task. • They can get paralyzed in a decision-making spiral: They will not act at all unless they have perfect information, which is sometimes unrealistic. • They can easily appear as “disrespectful” because they will most likely question the teacher’s methods and inquire about each step of the curriculum. But it is merely just a way for them to find their inner motivation.
Justifiers	<ul style="list-style-type: none"> • They will readily accomplish each task that is assigned to them. • They will deliver everything on time, will work by themselves and do not require supervision. • Usually an easy group to work with since they rarely question the information they receive and will work on it on their own. It is important to deliver them clear and reliable information to steer them in the right direction. • If they don’t have any task to accomplish, they will seek one. Not having a purpose can lead them to feel anxious and question themselves.
Supporters	<ul style="list-style-type: none"> • Driven by external motivation, they are the ones who are most likely to volunteer for work or take the lead in group activities. • They have no problem endearing someone or accomplishing extra tasks if asked to do so. • They require accountability and supervision, as having their work validated is what drives them. • They have trouble setting up tasks for themselves. For example, they might never miss an art class but they will not try to draw something on their own.
Contrarians	<ul style="list-style-type: none"> • Will resist external input, work or knowledge. • Will not accomplish a task if it is a threat to their personal freedom. • Will avoid imposing an objective or any kind of limitation on themselves. • Are motivated by their own present objectives. • Should not be dismissed as “lazy” or “incompetent”, they always have a motivation that drives them and finding it is key to working with them.



Teaching Strategy

By understanding each group, teachers can tailor their approach to teaching for each student to deliver information efficiently. LISA teachers carry out the duty of correctly identifying which pupil should belong in which group and apply the effective and appropriate method of teaching.

It is important to note that students are not entirely tied to a specific group and can change their approach to learning throughout the year. Teachers should always be on the lookout for those changes.

Inquirers	<ul style="list-style-type: none"> • Inquirers are very predictable because they will immediately question everything that doesn't resonate with their inner logic. The best course of action in this case is to explain why are they doing what they're doing and even provide a concrete example. Most of the time, providing a simple explanation as to how what they are doing will benefit them is enough. If more questions arise, they should be answered as well. • Failing to answer Inquirers questions will lead to them to resist acquiring the necessary knowledge to understand the lesson. It is far more beneficial to indulge them and take the time to answer their questions, even if it is providing different versions of the same answer.
Justifiers	<ul style="list-style-type: none"> • Justifiers are self-sufficient workers that will take notes and achieve tasks without much supervision. As such, they will most likely follow every lesson, no matter the format. • Therefore, they are less likely to second-guess themselves and cannot improvise in a changing environment, which might lead them to an inefficient way of learning. It is important to test their knowledge whenever possible to make sure they're on the right track. Failing to ask them critical-thinking questions will slow their process of absorbing information because they will take more and more time to deconstruct it.
Supporters	<ul style="list-style-type: none"> • Supporters are most likely to learn when they are accountable. As such, regular controls and supervision are necessary to give them a chance to prove themselves. • While great workers, they are not independent, which means that providing them with methods of self-accountability and motivation will help them develop good working and learning habits outside of the classroom. Failing to do so will lead to them to absorbing knowledge without ever using it.
Contrarians	<ul style="list-style-type: none"> • Working with Contrarians requires a great amount of trust and understanding between the teacher and the student. They can be quite good at thinking of non-obvious ways to accomplish a task and accustomed to sudden changes. • They are motivated by their present objectives, so they are most likely to learn when it is in compliance with what interests them. The teacher has to find a way to link his lesson to their own personal interests. Failure to do so will lead the Contrarian to resist any kind of external knowledge, no matter how valuable.

Special Education Needs and Accommodations

Inclusion extends beyond simple groups. Special attention should also be provided to students with learning disabilities or challenges.



While LISA's teachers cannot identify a disability, they can speak to the DP coordinator/person in charge of learning support and express their concern about a student. The DP/resource teacher would follow up and take appropriate next steps along with contacting parents to determine if a test for identifying learning difficulties should be undertaken.

What to do inside the classroom:

- Course Differentiation: Provide students access to the same lesson content and knowledge with varied methods which may be more suitable.
- Assessment Differentiation: Use modified test with different formats (allowing for the usage of computers for example) which will leverage a student's individual knowledge and skills despite the underlying challenge.

What to do outside the classroom:

- Course Preparation: Help prepare students for assessments or classwork.
- Special Care and Tutoring: Provide students with additional classes, tutoring or professional counseling in order to identify or address additional issues.

Before executing those steps, teachers should discuss about this amongst themselves, the concerned students and their parents to consider their point of view.

If special needs have to be addressed, the DP Coordinator and/or the person in charge of learning support will put together an Individual Education Plan with the help of other LISA teachers and relevant parties to determine what instructional and assessment accommodations and modifications should be provided. These elements will also be communicated with the IBO should it be needed.

It is important to mention that LISA is equipped and willing to welcome students with physical disabilities as well. The feasibility of such opportunities should always be discussed with the DP Coordinator during the admission process.

Sources:

Inclusion throughout multiple intelligences, by Sarah Murray and Kylie Moore, Journal of Student Engagement: Education Matters (<http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1014&context=jseem>)

IB Regional Conference 2012, Madrid

(<https://www.ibo.org/contentassets/b53fa69a03d643b1a739d30543ca8d65/jaynepletsermadrid.pdf>)

IB Conference of the Americas 2014, Washington DC

(<https://www.ibo.org/contentassets/60d1e68eafc7437faf033f8d9f5c6d6d/saturday-ib-inclusion-jayne-pletster.pdf>)

Inclusion/special educational needs policy in the IB Diploma Programme of Karinthy Frigyes Gimnázium

(http://www.karinthy.hu/pages/ib/sen_policy.pdf)