



ISS

SINGAPORE CAMPUS

Inclusion @ ISS

Realising Potential

Revised 1 August 2018



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Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners.

(UNESCO (2009): Policy Guidelines on Inclusion in Education p 8)

What do we mean when we say we are an inclusive school?

Inclusion Statement

ISS has an inclusive learning culture that nurtures all learners, differentiating instruction to empower them with the range of competencies and characteristics they require to become skillful, active and fulfilled global citizens.

Both ISS's Inclusion statement and Strategic Plan (Teaching and Learning Goal 3);

To embody a clearly articulated vision of inclusion which ensures that all students achieve individual success.

have made a commitment to position ISS as an Inclusive School. This document will unpick what this commitment means in practice and how we can consistently move towards a clearer understanding of inclusion.

Inclusion@ISS ensures that we have a clearly articulated vision of inclusion. It then identifies our approach to achieving this vision and in so doing providing a nurturing and empowering learning culture to **all** of our diverse learners. When referring to diverse learners, ISS refers to a community within which our multiple differences in languages spoken, nationalities, cultures, religious faiths, academic abilities, learning needs, gender etc are included and celebrated as part of the richness of who each individual is and what they bring to our community.

By thinking deeply about how we can provide access for all our learners, ISS creates a learning environment that is more effective for everyone. We grow as a school by facing the challenges inclusion presents and our students grow as they value, rather than fear difference.

The document begins by restating the Strategic Objectives and the reasons why inclusion is important to ISS. Having defined these key starting points this document will define the practices at ISS that are in place or need to be put into place to address the following key areas:

1. Whom do we teach? (a) School Demographic b) Admissions procedures
2. How do we teach? (a) Key pedagogical practices b) Roles of different staff

Our Strategic Objectives

'Educating to make a difference....'

In keeping with the mission, vision and values of the school, ISS aims to help each student reach his/her potential by maintaining an inclusive, nurturing and empowering learning culture.

An ISS education occurs within an **inclusive learning culture that nurtures all learners**, differentiating instruction to empower them with the range of competencies and characteristics they require to become **skilful, active** and **fulfilled** global citizens.

An ISS education **empowers all** learners to become skillful **thinkers and creators**. Learners who are able to both **pose and solve problems, researching** and **expressing** their understanding using **multiple forms of literacies**. Learners who can **manage their own learning** and **collaborate** with others to achieve shared goals. Learners who can apply their learning to new situations with **creativity and innovation**.

An ISS education **inspires all** learners to become **active, socially responsible** global citizens with an understanding of their responsibilities within their **local community** and as **global stewards**.

An ISS education **nurtures** all learners enabling them to be fulfilled individuals. Learners who move through life with a **growth mindset** and an **entrepreneurial passion** for encountering the opportunities that await them.

An education that makes a difference by developing learners who are able to make a difference.

Why is inclusion important to ISS?

Our Chairman and Founder, Mr. Chan Chee Seng, was a founding member of Singapore's post-colonial government. His belief in the newly founded Singapore and his commitment to his country resulted in many of years of service to Singapore as a Member of Parliament, and Senior Parliamentary Secretary.

At the time Mr. Chan retired from politics, Singapore was ready to take its place on the world stage and sought to attract foreign investment. A critical obstacle to this was the limited number of international schools in the country. Mr. Chan combined his deep-rooted love of learning with his understanding of his country's needs and created the vision for an inclusive international school with a cosmopolitan outlook, and named it the International School of Singapore. Today this school is ISS International School.

ISS continues this vision today with our commitment that each child will reach his or her full potential and ISS's focus on being inclusive, nurturing and empowering.

Our capacity to embrace the needs of all of our learners is the core strength of ISS. ISS firmly believes that an inclusive learning environment benefits all learners from the most academically able to those whose learning needs mean that they struggle academically. In implementing the key pedagogical practices outlined in this document our exceptional staff ensure that every student benefits from the inclusive learning culture at ISS.

The late Bill Powell writing with Ochan Powell made an important point when writing about the Next Frontier Inclusion initiative in international schools;

How many of our schools would be comfortable with an admissions policy that excluded ethnic or religious groups? We suspect very few. However, a significant number of our international schools have admissions policies that either explicitly or implicitly state: "No dyslexics, No autistics. No Down Syndrome Children." (Powell and Powell 2005: An inclusive tool kit)

Unlike the schools Bill and Ochan Powell refer to, at ISS we continue to share Mr Chan's vision that quality international education should not be the sole preserve of academically high achieving English speaking children, although it should be noted that this group thrives in ISS's inclusive community. Whilst some international schools may pride themselves on their ability to exclude students to prove what a good school they are, ISS believes that we prove our success by ensuring that each and every student we admit, be they academically high achieving English speakers or not, are able to achieve their potential. Whether a student has the potential of going on to attend one of the world's top universities or any myriad of other pathways to a happy and fulfilled life, ISS is committed to ensuring that each student can achieve personal success.

Whom do we teach?

ISS is committed to the views stated by UNESCO (2009) that:

Looking at education through an inclusive lens implies a shift from seeing the child as the problem to seeing the education system as the problem.

(UNESCO (2009): Policy Guidelines on Inclusion in Education p 14)

Demographics

What do we want our demographics to be?

ISS's commitment to creating Active Global Citizens is embodied in our Global Citizenship statement:

Active global citizens securely reflect upon their own cultural identities.

Active global citizens navigate cultural contexts using their knowledge of and empathy towards the cultures of others.

Active global citizens use their cultural understanding to create authentic and productive partnerships to make a positive difference in the world.

As a part of this commitment to create active global citizenship, the population of ISS aims to reflect the diversity found in the real world population. To achieve this the student body will;

- consist of under 30% of any one nationality group
- consist of students with a range of mother tongue languages
- consist of students with a range of abilities of English
- consist of approximately 12% of students who require learning support.

ISS acknowledges such diversity brings both great opportunities and challenges and that we need to ensure that there is a clear and consistent match between what the school can provide and the needs of students.

For further detailed information about how we serve the needs of the groups below, please see the relevant documents on the ISS website.

ESL Guidelines and Procedures

Learning Support Handbook

Differentiation guidelines

Language Guidelines

ISS Pathways

Counselling Guidelines

Student Support Website

Procedures for admissions

Admission application arrives via Open Apply

If no Learning Needs or ESL requirements exist, the application is sent directly to the Principal for approval.

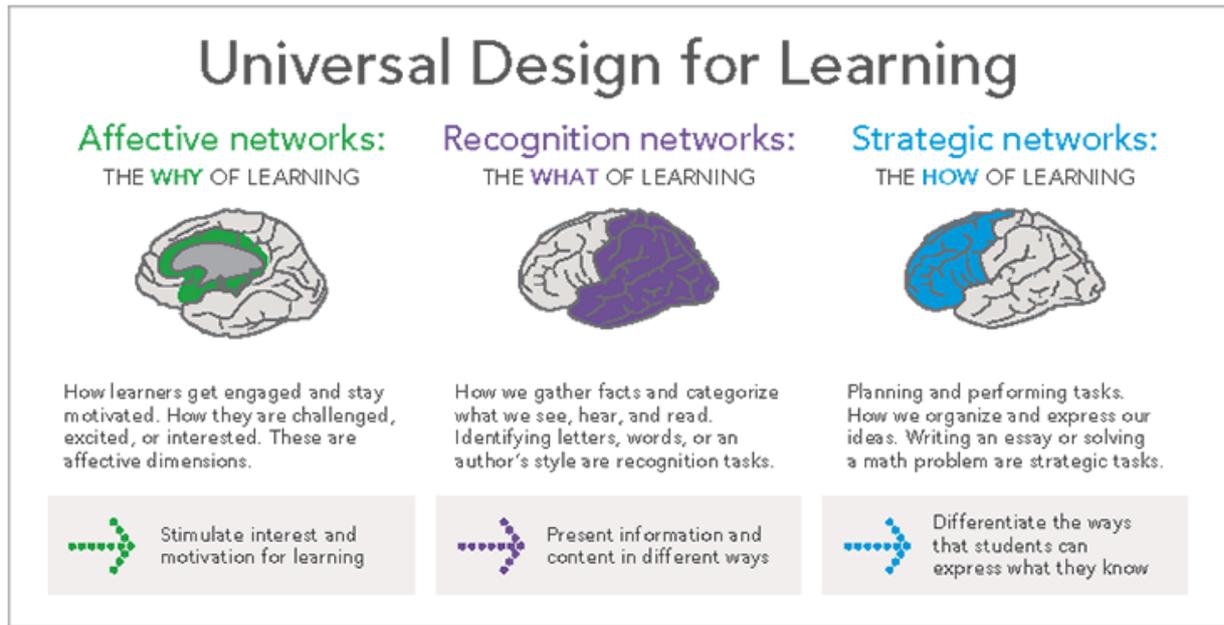
If there is evidence of Learning Needs or ESL requirements then:

1. Admissions check for the availability of places given the ratios for the applied grade level.
2. Admissions collect relevant data eg: Psych- Ed reports, school reports, etc.
3. If there is no availability of places, parents are informed that they can apply to join the waiting list.
4. If there is availability, then the relevant Principal and Learning Support/ ESL staff will review the information and where necessary conduct an interview with a student and their parents.
5. The relevant Principal, informed by the relevant Learning Support/ ESL staff (plus any additional relevant staff related to the specific case), will make the final decision on admission.

Family support for our inclusive approach

All members of the ISS community are advocates of the school's inclusive culture. As such it is an expectation that students who are receiving additional support in the school are required to have all age appropriate siblings attend ISS, subject to space.

How do we teach?



http://www.udlcenter.org/sites/udlcenter.org/files/4_udl_chart.png

Key pedagogical practices

In line with the key principles of [Universal Design for Learning](#) (UDL) outlined in the image above and in the text below, pedagogy at ISS incorporates multiple means of engagement, representation and action and expression. This approach addresses the variability of our learners and ensures that every student is provided with maximum opportunities to succeed and display their success.

3 Principles of UDL

(CAST (2011). *Universal Design for Learning Guidelines version 2.0*. Wakefield, MA)

Principle I: Provide Multiple Means of Representation (the “what” of learning).

Learners differ in the ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities (e.g., blindness or deafness); learning disabilities (e.g., dyslexia); language or cultural differences, and so forth may all require different ways of approaching content. Others may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text. Also learning, and transfer of learning, occurs when multiple representations are used, because it allows students to make connections within, as well as between, concepts. In short, there is not one means of representation that will be optimal for all learners; providing options for representation is essential.

Principle II: Provide Multiple Means of Action and Expression (the “how” of learning).

Learners differ in the ways that they can navigate a learning environment and express what they know. For example, individuals with significant movement impairments (e.g., cerebral palsy), those who struggle with strategic and organizational abilities (executive function disorders), those who have language barriers, and so forth, approach learning tasks very differently. Some may be able to express themselves well in written text but not speech, and vice versa. It should also be recognized that action and expression require a great deal of strategy, practice, and organization, and this is another area in which learners can differ. In reality, there is not one means of action and expression that will be optimal for all learners; providing options for action and expression is essential.

Principle III: Provide Multiple Means of Engagement (the “why” of learning).

Affect represents a crucial element to learning, and learners differ markedly in the ways in which they can be engaged or motivated to learn. There are a variety of sources that can influence individual variation in affect including neurology, culture, personal relevance, subjectivity, and background knowledge, along with a variety of other factors presented in these guidelines. Some learners are highly engaged by spontaneity and novelty while others are disengaged, even frightened, by those aspects, preferring strict routine. Some learners might like to work alone, while others prefer to work with their peers. In reality, there is not one means of engagement that will be optimal for all learners in all contexts; providing multiple options for engagement is essential.

Definition of Terms

Differentiation: Ways in which teachers respond to variance among learners in the classroom by providing multiple means of representation, expression and engagement.

Accommodation: Changing how a student accesses learning

Modification: Changing what a student learns

How do we differentiate for all students to fully engage them in the learning process?

Differentiation at ISS is defined by the ways in which teachers respond to variance among learners in the classrooms by providing multiple means of representation, expression and engagement.

ISS Differentiation Guidelines are referenced by teachers when planning, teaching and assessing which provides ALL individuals with equal opportunities to learn.

[Universal Design for Learning](#) is referenced when planning, teaching and assessing which provides all individuals with equal opportunities to learn.

This tool supports flexibility in goals, methods, materials and assessments.

Student Services website is referenced when planning, teaching and assessing which provides ALL individuals with equal opportunities to learn.

How do we provide accommodation for students with identified learning needs to enable them to access our curricula expectations?

Accommodations for students who require Learning Support are outlined in the Learning Support Handbook.

Accommodations for students who are learning English are detailed in the ESL Guidelines and Procedures

How do we provide modifications for students who can not access our curricula expectations?

Modifications for students who require Learning Support are outlined in the Learning Support Handbook.

Modifications for students who are learning English are detailed in the ESL Guidelines and Procedures

Alternative Pathways for students in MYP and DP are detailed in the Pathways Document.

Modifications are provided based on a Co teaching model.

Specific strategies used with a range of learners are referenced the IB Document [Meeting student Learning Diversity in the Classroom](#) and [UDL in IB Classrooms](#) . In addition the Student Support Website contains advice in differentiating and modifying instruction for specific learning needs.

What services are provided to students at each Level of Support?

All students on the Learning Support Levels are assigned a Case Manager whose role is to ensure that records are kept of the support being provided to that student and that parents are kept fully informed of their child's progress. Full details of the support students receive are in the Learning Support Handbook.

What are the expectations for all teaching staff?

All teachers collaborate with co-teachers (Learning Support / ESL/Counsellors etc) and model co-teaching strategies which emphasise a shared responsibility for student success.

The 6 approaches to Co-teaching that are used at ISS are listed below and more information in regards to these can be found on the following external site:

<http://www.ctserc.org/index.php/co-teaching/item/184-six-approaches-to-co-teaching>

1. One teach one observe
2. One teach one assist
3. Parallel teaching
4. Station teaching
5. Alternative teaching
6. Team teaching

This level of collaboration and modelling of co-teaching strategies supports how we address the variability of our learners and ensures that every student is provided with the maximum opportunities to succeed and display their success.

Support students' social and emotional needs

Our Pastoral programme supports inclusion as students are placed into small homeroom groups that take into account nationality, educational needs, gender and English ability.

Counselling services are further detailed in the Counselling Guidelines and on the Student Support website