

长沙县玮思学校小学项目 全纳政策

Inclusion Policy Changsha WES (Bilingual) Academy Primary Years Program

(2022年3月修订)

(Revised March 2022)

一、使命宣言

长沙县玮思学校的学生将成为既有深厚中国文化底蕴，又拥有国际视野的终身学习者。

我们将通过以下方式实现我们的使命：

- 提倡以人为本的全人教育
- 营造积极向上、相互关爱、大胆创新的教育环境
- 提供个性化教学指导和丰富的互动教学体验
- 促进学生在德、智、体、美、劳等方面的全面发展
- 竭力培养学生的社会责任感和民族自豪感
- 促进学生对不同文化的理解和尊重
- 帮助学生建立积极、自信、健康和善于思辨的人格品质
- 使学生掌握受用终身的学习技能

1. Mission Statement

Changsha WES (Bilingual) Academy students will become internationally minded, life-long learners who embrace Chinese cultural heritage and have a sense of social responsibility.

We will achieve our mission by:

- People-oriented holistic education to create a positive, caring, and innovative educational environment
- Creating a positive, caring, and innovative educational environment
- Personalized and interactive teaching experiences in accordance with their abilities
- Promoting a well-rounded development in morality, intelligence, physique, beauty, and work
- Striving to cultivate students' sense of social responsibility and cultural confidence
- Promoting students' understanding and respect for different cultures
- Helping students to build a positive, confident, healthy, and inquisitive personality
- Equipping students with what they need to be successful learners in school and beyond.

二、总则

此项政策的主要宗旨是让每个学习者的不同需求都能得到满足，学校重视学

生所具有的多样性，让所有学生都能够获得成功。学习者社区中需要提倡协作、彼此尊重、相互支持和积极解决问题的文化氛围。

作为个体，学生在成长过程中有不同的学习需求，也面临不同的挑战。一些学生在某些方面优秀，但在其它方面却面临困难。我们认为在学习或其它方面表现优秀或具有潜力的学生都需要鼓励、支持和发展，在学习或某些方面具有困难的学生也许是因为焦虑、教育背景、缺少认同感、语言程度甚至是读写疾病，以及所有的学习需求都应该被认识并受到学校和家长的支持。

2. General Provisions

The main purpose of this policy is to meet the different needs of each learner, and the school values the diversity of students so that all students can be successful. There is a need for a culture of collaboration, mutual respect, mutual support and positive problem-solving in the learning community.

As individuals, students grow up with different learning needs and challenges. Some students excel in some areas but face difficulties in others. We believe that students who excel or have potential in learning or otherwise need encouragement, support and development, and that students who have difficulty learning or some aspects may be due to anxiety, educational background, lack of identity, language proficiency or even writing disorders, and that all learning needs should be recognized and supported by the school and parents.

三、目的

为了满足来自不同背景，有着不同学习方式和风格学生的需求，我校全纳政策主要目标是：

- 提供适当的课程，以满足所有学生多样化的学习需求
- 为有学习需要/或特殊教育需要的学生及他们的教师提供支持
- 确保所有学生都得到必要的支持，从而获得学业上的成功并发挥他们最大的潜能

3. Purpose

In order to meet the needs of students from different backgrounds, with different learning styles and styles, the main objectives of our inclusion policy are:

- Appropriate courses are available to meet the diverse learning needs of all

students

- Support for students with learning needs and/or special educational needs and their teachers
- Ensure that all students receive the necessary support to achieve academic success and reach their maximum potential

四、我们的行动

教学支持团队包括 IB 课程协调员、班主任、单科教师等。由协调员主持，教学团队和各年段教师参加的教研活动以每月举行，了解学生不同的学习需求。所有单科教师以及班主任应该根据学生的学习需求调整教学计划。如果学生在某些方面展现出潜质，应该向学生提供更多机会以促进他们进一步发展。如果学生在某些方面表现出学习吃力，将为学生提供学习方面的辅导帮助学生，让学生的学习得到进步。

1、肯定学习者身份与建立自尊

学校倡导一种欢迎和包容多种多样的学习者的课堂环境和学校环境；重视并运用多种多样的文化观点来加强学习；与学生家长联络，以最佳方式开展家校协作共育。

2、重视已有的知识

学习新知识和理解新事物都是建立在已有的经验和概念的理解上。教师在备课时和课堂上，都应考虑并激活学生已有的知识。

3、尊重个性

每个学生都有不同的学习需求。我校充分尊重每一位学生的学习需求。提供不同的任务，制定合适的活动，以满足他们的需求。重视和赞扬学生自我表现、观点和想法。

4、重视学生心理发展

对学生展开全面的心理测试，根据测试结果对学生进行辅导。每月安排一节心理健康活动课。当学生需要心理咨询时，心理咨询教师会为学生安排私下的心理咨询。

5、为老师提供资源和支持，如双师授课、图书馆提供相应书籍、专业培训等。

6、为有特殊学习需要的学生提供帮助：

优生		制定培优计划，在各类竞赛辅导、英语考级辅导中为学生提供支持。
特长生		对艺术、体育、信息技术等方面有特长的学生，课选择相应的活动课程（周一至周四的校内时间），也可组建和参加校队。
其他具有特殊学习需要的学生	因生病而无法到校学习的学生	学生提供线上学习指导，返校后义务补课等。
	学科成绩较为落后的学生	学校提供义务补课等。
	心理健康方面需要协助的学生	学校提供专业的心理咨询和辅导。
	行动障碍的学生	学校设置无障碍通道，电梯里设置无障碍按键，体育课安排相对简单方便的活动
	视力障碍的学生	PPT 及练习单内的字体会放大，按需求调整座位
	听力障碍的学生	英语测试时单独提供耳机及特殊支持

4. Our actions

The teaching support team includes the IB PYP Coordinator, Homeroom Teacher, Single Subject Teacher, etc. Teaching and research activities attended by the coordinator, the teaching team and teachers of each grade are held monthly to understand the different learning needs of routine students. All individual subject teachers and class teachers should adjust their teaching plans according to the students' learning needs. If students show potential in certain areas, they should be provided with more opportunities to promote their further development. If students show difficulty in learning in some aspects, they will provide students with learning guidance to help students and let students improve their learning.

1. Affirm learner identity and build self-esteem

The school promotes a classroom and school environment that welcomes and embraces diverse learners; values and applies diverse cultural perspectives to enhance learning; and liaises with parents to best develop home-school collaborative co-education.

2. Pay attention to the existing knowledge

Learning new knowledge and understanding new things is based on an understanding of existing experiences and concepts. Teachers should consider and activate the knowledge that students already have, both when preparing for lessons and in class.

3. Respect individuality

Every student has different learning needs. Our school fully respects the learning needs of every student. Offer different tasks and develop appropriate activities to meet their needs. Value and praise students' self-representation, opinions, and ideas.

4. Attach importance to students' psychological development

Conduct a comprehensive psychological test on the students and tutor the students according to the test results. Schedule a mental health activity class every month. When a student needs counseling, counseling teachers arrange private counseling for the student.

5. Provide resources and support for teachers, such as double-teacher teaching, library providing corresponding books, professional training, etc.

6. Provide assistance to students with special learning needs:

High level students		Develop a plan according their high ability to provide support to students in various competition tutoring and English exam tutoring.
Skilled students		For students with special skills in art, sports, information technology, etc., the class chooses the corresponding activity course (Monday to Thursday intramural time), and can also form and participate in the school team.
Other Students with special learning needs.	Students who are unable to attend school due to illness.	Students provide online learning guidance, voluntary make-up classes after returning to school, etc.
	Students whose subject performance is relatively low	The school provides compulsory make-up classes, etc.
	Students in need of assistance with mental health	The school provides professional psychological counseling and counseling.
	Mobility impaired students	The school is equipped with barrier free access and the elevator is equipped with barrier free buttons. The arrangement of physical education is relatively simple and convenient
	Visually impaired students	The fonts in the PPT and exercise sheet will be enlarged, and the seats will be adjusted as required
	Students with hearing impairment	Earphones and special support are provided separately during English test

五、全纳政策的修改

教学支持团队会每年对此政策进行评估和更新。政策更新时，文中所涉及的所有群体的意见都会被考虑。

5. Modification of the inclusive policy

The Teaching Support Team evaluates and updates this policy annually. When the policy is updated, the views of all groups covered in the article will be taken into account.

参考文献：References:

- International Baccalaureate Organization (2009), *Making the PYP happen: A curriculum framework for international primary education* (小学项目的实施：国际初等教育课程框架，国际文凭组织，2010)
- International Baccalaureate Organization (2014), *Programme standards and practices* (《项目标准与实施要求》，国际文凭组织，2014)
- "Learning and Teaching" (《学习与教学》，国际文凭组织，2014)
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