

## **Inclusion Policy 融合教育政策**

(Updated 19 August 2022)

### **Introduction 引言**

At PIPS, we believe every child is unique and has a right to education. We strive to uphold the principles of having an inclusive programme where *'the development of the child's personality, talents and mental and physical abilities to their fullest potential.'* Article 29, Convention on the Rights of the Child.

At PIPS, our students come from various backgrounds, including race, culture and life experiences.

Through collaborations within the school community, we strive to create an inclusive environment where we aim to develop internationally minded people who embody the attributes of the IB Learner Profile (*Standards & Practices, Purpose 0101-03*).

*Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. (Learning and diversity and inclusion in IB programmes, 2016, p.1).*

在栢基幼兒園，我們相信每個小朋友都是獨一無二的，並有權利接受教育。我們力圖維護融合教育課程的原則：在兒童權利公約的第二十九章提到之“將孩童的性格，才能，與精神及身體潛能提升至最高”。

我們的學生來自不同種族及文化背景和擁有不一樣的生活體驗。

透過學校社區的合作，我們會努力營造包容性高的環境。同時我們的目標是培養國際化的思維模式，並展現IB國際文憑學習者的特質。(請參考IB文件標準與實踐，目的0101-03)。

共融教育為持續性過程，透過了解並同時移除阻礙學習的因素，務求讓所有學生融入在學習裏。

## **Rights and responsibilities** 權利與責任

It is the responsibility of all school board members, leadership team, and teachers to ensure that each student has full access and opportunities for learning and teaching catering to their individual needs. (0201-02-0300)

確保每個學生在學習上都有充分機會，根據個人需要得到老師教導，以上都是校董會，領導團隊及老師的責任。(0201-02-0300)

## **Compliance with the Disability Discrimination Ordinance of the HKSAR Government**

根據<香港特別行政區政府殘疾歧視條例>

With the enactment of the Disability Discrimination Ordinance (DDO) in 1996, the Equal Opportunities Commission of the HKSAR Government issued the Code of Practice on Education under the DDO in 2001 as the principles governing equal opportunities in education. Under the prevailing HKSAR Government policy, children with severe or multiple disabilities attend special schools where they are provided with intensive support services. Other students with SEN are placed in ordinary schools where they are with their peers for the full benefits of education. Schools in Hong Kong are advised to implement the Whole School approach to integrated education to cater for student differences effectively and enhance the effectiveness of education as a whole.

隨著<殘疾歧視條例>於1996製定，香港特區政府平等機會委員會於2001年根據該條例頒布<教育實務守則>，作為教育機會平等的原則。根據香港特區政府的現行政策，嚴重或多重殘疾兒童可就讀特殊學校，並在學校裡獲得強化支援服務。其他有特殊教育需求的學生可安置在普通學校，在學校裡與同齡的孩子一起享有全部的教育福利。建議全港的學校應推行全校融合教育，以有效照顧學生差異，提升整體教育的成效。

<https://www.eoc.org.hk/en/discrimination-laws/disability-discrimination/for-educator/learn-about-specific-learning-disabilities>

## **Purpose** 目的

In this policy, we describe how we meet our students' needs and cater to our diverse learners. This policy aligns with our school's philosophy of providing our students with a *caring, stimulating, motivating, safe and sustainable environment that inspires learners of all nationalities to achieve their full potential.* (0301-02)

此政策描述我們如何迎合來自多元化背景學生的需要。融合教育政策與我們學校宗旨：提供一個關懷，激發性，鼓勵性，安全和可持續的環境去啟發來自世界各地的學生運用潛能取得非凡成就。

## **Access** 途徑



## a) Admission 收生

In line with our admission policy, our enrolment is on a first-come, first-served basis. We welcome all children regardless of their gender, race, language, ethnicity, sexuality, abilities, or challenges. (*Refer to PIPS Admission Policy*)

與收生政策相同，我們會按照先到先得的方式錄取學生。我們收生無分性別，種族，語言，宗教，性取向，殘疾狀況等原因。（請參考PIPS 的收生政策）

## b) Learning & Teaching 學習與教學

We adopt a play and inquiry-based approach to teaching and learning, which provides for differentiation catering to individual needs, abilities, and interests in the classroom. The curriculum is reviewed annually to provide a balanced, inclusive programme to cater for the changing needs of the learning community. (0201-03)

我們採納遊戲探究式教學，按照個別需要，能力和學生興趣作出調整。教學課程每年都會經過審核，目的是提供融合教育課程迎合學習團體需求變動。(0201-03)

We offer the IB PYP curriculum framework to our early years' students aged 2 to 6 years. (0301-01)

我們提供國際文憑框架給予年齡2-6 歲的學生。(0301-01)

If and when needed, school and teachers will provide extra support for students by: (0202-02), supported by PIPS SEN policy

如有需要，學校及老師會提供額外幫助：(0202-02)PIPS 的特殊教育政策

- Regular meetings with parents, updating them with concerns and progress as well as next steps. Teachers make observation records, meet with PYPC and fill IEP before initial meeting parents. (Observation records, IEP and meeting minutes can be found on our school server\_policies\_individual needs forms)

定期與家長開會，更新幼兒最新進展以及後續計畫。在家長會前，老師會透過觀察紀錄、與課程主任開會填寫IEP（觀察紀錄、IEP 和會議紀錄可以在學校網頁瀏覽）

- Working alongside outside professionals such as educational psychologists, speech and language therapists, or other professionals for screening and recommendations. Currently in partnership are SPOT, KIDSCONNECT, WATCHDOG and Arthur Fang.

與校外專業人員一起工作，例如教育心理學家、言語治療師及其他專業人士。現時 SPOT, KIDSCONNECT, WATCHDOG and Arthur Fang 是本校的合作夥伴。



- Providing opportunities for a shadow/ support teacher (initiated and provided by parents) to follow the child with individual needs.

在家長提出的情況下，協助影子老師照顧有個別需要的小朋友。

- Library storybooks and teaching materials are reviewed regularly to ensure that the content is inclusive, i.e., a selection of inclusive books, children with diverse needs and different family structure is represented.

圖書館故事書和教學物資會定期審查，確保所有內容兼具包容性，例如精選融合教育相關書籍，包含不同需求的幼兒和代表不同家庭結構的書籍

- Frequent meetings amongst the teaching staff to provide differentiation and flexible curriculum, adjusting learning outcomes and objectives to accommodate individual learning needs.

教師經常開會研討如何提供多元化和靈活的課程，調整學習目標去融合個別學習需要

- The Language Profile form is sent home at the beginning of the school year. The record consists of information about languages spoken at home, festivals celebrated at home, and parents' hopes and expectations in terms of language. This information will allow for more in-depth planning considering the children's background.

語言檔案表格會在學期初派發。此紀錄包括在家常用語言，家庭慶典以及家長對幼兒語言學習上的期望與目標。這些資料可以幫助學校按照學生背景更深入地規劃幼兒學習發展。

## c) Learning environment 學習環境

We believe in creating an environment that is inclusive and accessible for all our students.  
(0202-01-0300)

我們深信並努力創造一個能包括所有人和便於學生參與的環境。

- Shared spaces within the school such as the playground, library, garden, and art studio are set up so that students can freely move around. Materials and equipment that are for the students are accessible to all students and within their reach.

學校內的共享空間例如遊樂場，圖書館，花園和美術室都有足夠空間讓學生自由動。所有材料和設備學生都容易拿取，在他們伸手可及範圍內。



- Teachers identify their students' abilities, needs, and interests through class observations and weekly meetings with their teaching partners and teaching team. Classrooms are set up with the consideration of the findings and promote student agency.

教師通過課堂觀察以及與教學夥伴和教學團隊的每週例行會議，來確定學生的能力，需求和興趣。課室設置考慮了調查結果並促進了學生的自主性。

- Classrooms are set up with a variety of learning areas for students to explore and inquire and promote student's agency, giving them a choice and voice of where they want to explore and giving students ownership of their classrooms. This also provides for differentiation for the diverse learners in the classroom.

教室設置了多種學習區域，供學生探索，探究和促進學生的能動性，讓他們自由選擇自己想去的地方並鼓勵學生自由表達，讓學生擁有自己的教室。這也為課堂中不同的學習者提供了差異化學習。

## Participation 參與

### Unit learning 單元學習

At PIPS, we acknowledge, value and promote diversity in terms of culture, nationalities and various family structures.

在PIPS 我們認可、重視並倡導多元文化，無分文化 國籍 或者不同的家庭結構。

We celebrate and expose our children to diversity throughout our curriculum, particularly in the Who We Are & How We Express Ourselves units;

我們會在課程裡安排各種慶祝活動幫助我們的孩子們能接觸多元文化，特別有關【我們是誰】以及【我們如何表達自己】的學習單元；

- PN~ inquire into the five senses where children use, as well as explore using these senses to explore the world and make connections with our real-life experiences

PN~探究孩子如何使用五種感官，如何用這些感官探索世界並與我們的現實生活經驗產生聯繫

- N~ Inquire into self-identity and building positive relationships, which includes different family structures and nationalities

N~探討自我認同並建立積極的人際關係，包括不同的家庭結構和國籍



- LK/UK/P ~ Inquire into cultural diversity and celebrations

LK/UK/P~ 探究文化的多元性和不同的慶祝活動

## Celebrations & Multicultural events 慶典和多元文化活動

At PIPS, we value and promote diversity by celebrating common festivals such as Diwali, Christmas, Chinese New Year, Mid-Autumn and Easter.

在PIPS, 我們通過慶祝排燈節、聖誕節、農曆新年、中秋節和復活節等常見節日來顯現我們重視和培養多元文化意識。

Each year we hold one Multicultural Day Open House for our learning community to celebrate the different nationalities of our children. The event is a collaboration between the whole learning community including PIPS parents.

針對不同國籍學生, 本校每年都會舉辦多元文化開放日慶祝, 該活動為包括PIPS的家長的全學習社區的通力合作結果。

## Mother Tongue Support 母語支援

PIPS is committed to supporting the mother tongue of all students. PIPS encourages the use of parents as a language resource. For some students attending our school, English or Putonghua are not languages spoken at home. Our policy is to use our local community to help us support all languages. However, we rely on the children's parents to help us support their mother tongue as much as possible through reading stories, translating important information, and volunteering in the classroom. We invite families to come to our school to share their culture with our students whenever possible. We remain respectful of their culture and language and celebrate holidays and festivals from their home countries.

PIPS 致力支持學生母語。PIPS鼓勵家長使用母語作為語言資源。對部分在本校就讀學生而言, 英語或普通話並非為家中使用語言。我們的政策為通過地方社區來幫助我們提供語言支援。然而, 我們也依仗家長通過閱讀故事、翻譯重要信息和擔任學校義工等方式來支援母語學習。我們歡迎家長來校, 盡可能與我們學生分享他們的文化習俗。我們尊重個別文化、語言、並慶祝個別國家節日慶典。

## **Support** 支援

## Learning community ~Parental involvement 學習社區~家長參與

- We encourage and support collaboration between teachers and parents during school events such as multicultural day. We invite parents to introduce their culture through fun and engaging learning engagements.



我們鼓勵和支持家校合作舉辦學校活動，例如多元文化日。我們歡迎家長通過有趣及積極投入學習來介紹他們的文化習俗。

- We communicate and identify diverse needs of children to parents during Parent-Teacher Conferences or private meetings.

我們會在家長會或在私下會面時和家長進行溝通並確保孩童的不同需求。

## Staff Training and support 員工培訓和支援

We strive to provide professional development during staff meetings (Professional Learning Community), IB PDs, teacher and peer observations and other related workshops for our teaching and non-teaching staff.

我們致力通過集會(專業學習社區) IB 教師專業發展日、老師同儕觀課以及其他相關工作坊為教職員提供專業培訓，

## Collaboration with outside professionals 於校外專業人士合作

- Conducting on-site seminars~ Arthur Fang

現場研討會 ~ Arthur Fang

- On-site assessment sessions, service is optional for parents ~ SPOT

現場評估會議，家長可選擇服務~SPOT

- Collaboration with Watchdog On-site Pre-school Rehabilitation Service

與 Watchdog 香港監護者早期教育中心合作

- Collaboration with Kidsconnect when needed

與 Kidsconnect 合作

## **Policy implementation and review** 政策實施和審查

The leadership team and teaching staff will ensure the implementation of the policy in classrooms and throughout the school(0301-02-0200)

領導團隊和教職員皆確保在校內'和課堂上配合政策實施 (0301-02-0200)。

The inclusion policy is regularly reviewed by the leadership team, school board, teaching and non-teaching staff when needed ensuring that the policy is suited for our community and meets IB guidelines. The policy is communicated with the school community through our website <https://www.pips.edu.hk> (0301-02-0100)

必要時，領導團隊、學校董事會、教職和非教職員工會定期審查融合政策，以確保該政策適合本社區並符合IB指導方針。該政策通過本校網站 <http://www.pips.edu.hk> (0301-01-0100) 與學校社區溝通。

## **Confidentiality** 保密制度

PIPS recognises confidentiality as an important element in working with all members of the school community. Information is only shared with adults working directly with student(s) and parents/caregivers involved. Digital files with sensitive information are stored and shared with relevant parties only.

PIPS 將信息保密視為學校社區全體成員合作的重要關鍵。信息分享僅限直接和學生及家長/照顧者合作有關的工作人員。包含隱私數據的數碼檔案僅由相關人員儲存，不得向外披露。

## **References:** 參考文獻

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(主任資源) 編寫融合教育政策-兒童保育中心和家庭指南, 馬尼托尼健康兒童中心編著