

September 7, 2022 (New Guiding Statements)

Inclusion Policy

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CIS Standards

D1 Teaching is closely aligned with the school's definition of high-quality learning which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in their learning.

D2 There are effective policies and procedures in place to identify the varied needs and overall well-being of students, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes.

IB Standards and Practises

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)

AISPP Guiding Statements

Vision

Inspiring the joyful pursuit of learning and intercultural understanding.

Mission

Igniting a passion for a life of learning together.

AISPP values:

- Sharing our passions to make things better together.
- Our differences make us stronger.
- Find Sok Sabay (wellness) inside and out.
- Our learning is limitless

Our Inclusion Philosophy:

At the Australian International School of Phnom Penh, we believe that inclusivity, valuing and celebrating diversity is essential for all individuals to make a positive impact on the world. Our school community promotes equity, which means understanding, accepting and respecting the fact that every individual is unique.

Inclusive education provides opportunities for students to strive to attain their full potential. Students have the right to access a broad and balanced curriculum. In addition, we place a strong emphasis on pastoral care by maintaining a positive, supportive and safe school environment.

Following a key tenet of the IB programme (Principles into Practice), the AISPP Community considers inclusion as a “journey rather than an end point. This journey is a constant process of defining, learning, acting, reflecting and redefining” (IBO, 2018).

Our Guiding Principles

It is the school’s responsibility to ensure the physical, social, emotional well-being of all students and teachers.

Children’s education should help them fully develop their personalities, talents and abilities. It should teach them to understand their rights and to respect other people’s rights, cultures and differences. It should help them to live peacefully and protect the environment (UN Conventions on the Rights of the Child Article 29) (Unicef,1990).

The IB Responsibilities of Schools state that:

- It is the practice of the IB to make its programmes available to all students enrolled at IB World Schools. No student will be excluded by the IB on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability, or any other personal characteristic as prohibited by law. Schools must implement their duties under these rules in a manner that enables this practice to be upheld (Rules for IB World Schools 5.8) (IBO, 2020).
- It is the school’s responsibility to determine whether it can enrol a candidate with learning support requirements into the programme (Rules for IB World Schools 5.9) (IBO, 2020).
- In accordance with the IB Philosophy, AISPP develops the IB Learner Profile attributes, the ATL skills and International Mindedness to foster inclusion (Programme Standards and Practices) (IBO, 2020).

Community Responsibilities

School Leadership Team:

- Create a safe school environment where members of the community feel included, secure, respected and trusted to voice their perspective
- Implement processes and procedures designed to remove barriers to learning for all members of the school community
- Provides guidance and vision in respect of equality
- Provides access, accommodations and modifications for assessments based on student needs
- Lines of communication with parents are fostered
- Links with outside support agencies are developed and maintained

Teachers and school:

- Provide ongoing opportunities to discuss and reflect on cultural, linguistic, ethnic and social diversity
- Take into account the abilities of all students with learning being differentiated and scaffolded to fit the needs of everyone
- Use a variety of teaching styles to deliver a broad and balanced curriculum
- Create a positive classroom environment by having high expectations; encouraging and involving students while respecting their feelings

Parents, Guardians, and Caregivers:

- Partner with the school on developing approaches that will support the student's development
- Collaborate with the school and comply with recommendations concerning student needs
- Understand that the school provides services, within its current capacity, to support students and families

Students:

- Be respectful of their peers and know their part in ensuring everyone feels valued
- Show empathy by understanding and sharing the feelings of others
- Include others in social activities
- Know their rights and responsibilities and advocate for themselves as members of the AISPP community

Summary

"All human rights are interlinked. This includes the right to education. It is not possible to achieve an effective education unless other rights are realised. And if the right to education is fulfilled, it leads to the realisation of other rights" (Unicef, 2017).



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