



GÖKKUŞAĐI KOLEJİ

INCLUSION POLICY

2018 - 2019

MISSION STATEMENT OF GOKKUSAGI SCHOOLS

Gökkuşuđı Schools offer academically challenging and rewarding national and international programmes focusing on the cultivation of individual talents and intellectual, social and emotional development.

At Gökkuşuđı Schools, through a student-centered and balanced education we aim to develop inquiring, knowledgeable and self-confident lifelong learners who are honest and equipped with universal values and intercultural understanding to create a peaceful world.

We inspire students to be innovative and socially proactive multilingual learners who are responsible members of the global community and productive global citizens. We support learners to have their own national and spiritual values and develop respectful learners who understand that people have different values and points of view.

IB MISSION

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Philosophy

Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community. At the core of the inclusion policy of kindergarten and primary school is to develop inclusive practices at school and to allow students with special educational needs to co-operate with children within learning diversity.. Our school accepts individual differences as an opportunity to enrich the learning environment. School structure, system and curriculum's aim is to improve IB learner profiles attributes of all learners and it embraces all students and does not exclude on the grounds of strengths, challenges, age, social status, economic status, language, gender, race, ethnicity or sexuality. Taking into account changing histories, circumstances and contexts, learner variability represents the shifting combination of strengths and challenges that learners experience

Aim

Gökkuşığı Inclusion Policy aims to support children of different developmental societies to fulfill their roles in society, to establish good relations with others, to work in a union, to adapt to their environment, to grow as producers and happy individuals. It aims to prepare for the upper education, business and professional fields and the life in line with the educational needs, competencies, interests and abilities by using appropriate training programs and special methods, personnel and tools.

We support the IB following principles of an inclusive education where:

- **education for *all*** is considered a human right
- education is enhanced by the creation of **affirmative, responsive environments** that promote a sense of belonging, safety, self-worth and whole growth for every student
- every educator is an educator of *all* students
- learning is considered from a **strength-based perspective**
- **learning diversity** is valued as a rich resource for building **inclusive communities**
- *all* learners belong and experience **equal opportunities** to participate and engage in quality learning
- full potential is unlocked through connecting with, and building on, previous knowledge
- assessment provides *all* learners with opportunities to demonstrate their learning, which is **rewarded and celebrated**
- **multilingualism** is recognized as a fact, a right and a resource
- *all* students in the school community **fully participate** in an IB education and are empowered to **exercise their rights and accept their responsibilities** as citizens
- *all* students in the school community have a **voice** and are **listened to** so that their input and insights are taken into account
- *all* students in the school community develop the **IB learner profile** attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
- diversity is understood to include ***all* members of a community**

- *all* students experience **success** as a key component of learning.(Learning diversity and inclusion in IB programmes,(p.10)

Acceptance of students according to different developmental characteristics

Students with special need requirements for admission and placement are admitted to our school. Students have very different learning experiences and learning background. The learning process of these students is supported by our school teaching and learning approaches.

At our school there are learners who belong to different groups of students;

- Lack of attention and Hyperactivity
- Language and Speech Disorders
- Social Compliance Problems
- Behavioral Disorder
- Vision disorders
- Special Learning Strength
- Super Intelligence
- Diabetes Diseases
- Partial Visually and Hearing Problems
- Chronic diseases

The school-parent cooperation and expert support are essential for the admission of students with different developmental characteristics. The families are expected to assume the necessary responsibilities. All teachers inform the parents about the student's development needs. If necessary, the family is directed by the guidance department to specialist support. The family cooperates in accordance with the guidelines required.

Differentiated Education

By an interdisciplinary approach that involves all relevant people who support the learning of student in school-wide process ,An approach that considers the individual characteristics and needs of students, social, emotional, cognitive and academic differences is adopted.Teaching programs are updated with a student-centered approach according to the development characteristics and requirements of the students. Classroom teaching and learning activities include adaptations and arrangements in the form of learning style, speed and characteristics of all students. By determining the learning style of the learners, the curriculum is differentiated to support learning and realize its real potential.

The basic principles of differentiated instruction are targeted to perform :

- Our main goal is to ensure that all students have equal and meaningful access to the curriculum.
- Education and teaching plans are differentiated according to the needs of the student

- All teachers are involved in the planning of teaching for the efficiency and continuity of teaching.
- In the differentiation there are agreed goals for each student. The most effective strategies to achieve these goals are determined by the entire school community.
- The interests of all students are protected and their needs are provided in the best way.
- Students who need special education are actively involved in the program with skills training, different strategies and teacher support
- The school community and other competent institutions actively work to remove obstacles to learning and participation.
- Unit plans, course planning and development process show that all students benefit from differentiation
- In differentiation, goals and learning methods within a class are constantly reviewed and revised.
- A suitable training that gives all students the opportunity to realize their personal potential is given.