

Angel Kindergarten Inclusion Policy

Our Mission

*We nurture students to take on challenges,
care for and collaborate with others*

Our Vision

*We strive to create a community which
promotes lifelong learning and
knowledgeable international minded people.
Our children will grow into adults who are
kindhearted and takes on challenges.*

Rationale

The Japanese Ministry of Education (MEXT) in their Course of Study for Kindergarten section 1, article 3 states that “Ensuring that instruction in line with developmental issues is carried out based on the individual characteristics of each child by taking into consideration that early childhood development is achieved through diverse processes and interactions between various aspects of both physical and mental elements, and that the life experiences of each child are diverse.”

Furthermore, the IB Standards and Practices Culture 0301-02 states that “The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential.”

In regards to these requirements, Angel-Kindergarten believes inclusion is an important aspect in improving our community. Diversity is natural, therefore we strive to adapt our planning and learning to the needs of our students, staff and stakeholders. This inclusion policy will support the community in our journey towards being caring and open-minded.

Our definition of inclusion

We believe that understanding that each person is different and that each person has the right to a safe and inclusive environment is integral to our school. Angel Kindergarten regards open-mindedness, being caring and collaboration as important factors in our community. Therefore we encourage students to interact with each other beyond heritage, sex and age.

Joining Angel Kindergarten

Students who wish to join Angel Kindergarten go through an interview process together with the stakeholders. The interview is conducted by the homeroom teachers. This is to understand what kind of person the students are and their needs and how we can support them when he or she joins the community. Teachers are then informed of the students' needs and strive to adapt their

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way of communication. To inform the whole teaching staff about students with special needs, we have daily communication regarding students during morning and afternoon teacher assemblies. Please refer to our admission policy for more information.

Special needs and differentiation

Our K3 and K5 classes have two teachers assigned to them while our K4 classes have one teacher. We have three free teachers who support classes when needed. There are also two English teachers per two classes. This enables us to address students' needs and wellbeing. The kindergarten has instruction plans for students with special needs. The plans are written by the homeroom teacher, in collaboration with the vice-principal, and other teachers. Once a student has graduated, these plans will be conveyed to the school they are intending to attend. Teachers will also support the students by communicating with the school in order to ensure a smooth transition.

As stated in the language policy, we regard language as a tool to convey our thoughts and feelings, however not to be limited to speaking. This allows students who might not be comfortable with speaking or come from a different background to express themselves in other ways. This allows for better inclusion within the community and understanding of international mindedness. To promote inclusion further, as stated in our assessment policy, we strive to perform assessment in a variety of ways to give students the opportunity to show their understanding.

Professional development for teachers

We have professional development for the teaching staff. In order to understand each student better, teachers strive to refine their teaching plans and classroom environments. Through collaborative meetings and creating time for development, teachers support each other and are also supported by the leadership team. Furthermore, the vice-principal holds a certificate in special education and acts as a consultant. We also receive support from a child psychologist. In order to develop an inclusive community, it is integral that we continue our professional development.

This concludes the Angel Kindergartens inclusion policy.