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Student Support

Inclusion & Differentiation



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AMSTELLAND INTERNATIONAL SCHOOL

Student support

Vision Statement

International education which inspires creative thinking, provoking children to become curious and take ownership of their learning.

Mission Statement

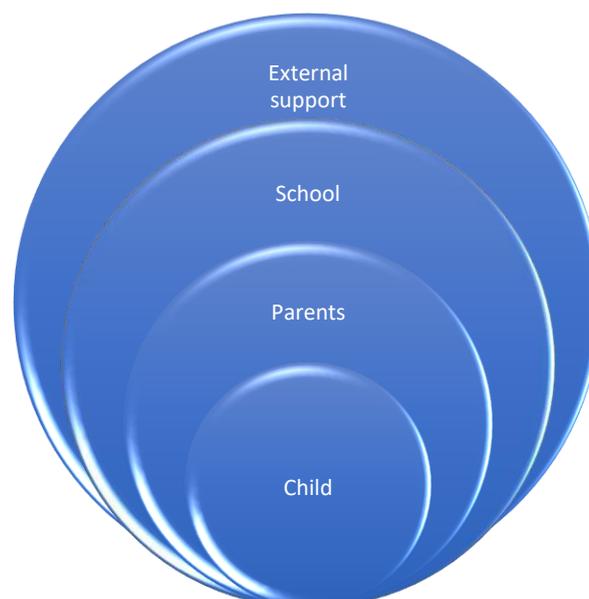
Amstelland International School is dedicated to establishing a learning community which empowers student voice, invests in nurturing relationships, fosters compassion for humanity and inspires a shared responsibility of our planet.

School values

- Curiosity
- Community
- Agency
- Relationships
- Responsibility

At Amstelland International School we welcome children of all nationalities, beliefs and cultures.

The Amstelland International School believes that the well-being of our students to be the most important aspect of their development and learning. Children are able to thrive academically once their pastoral needs have been cared for. The AIS team priorities developing a close working relationship with a large group of professionals which form our external student support team.



Procedural steps

1. Students educational, personal and medical requirements are stated on their application form
2. Classroom teachers, teaching assistants and the director informally observe the Students' development.
3. Student support meetings occur monthly.
4. Stage one support requirements are implemented.
5. When necessary, stage two support requirements are implemented in partnership with the students' parents.
6. Student support requirements and developments are reviewed every six weeks.

Student Support team meetings	
Lower Primary - Gr 0-2	Upper Primary – Gr 3-7
16 September 2021	23 September 2021
28 October 2021	4 November 2021
2 December 2021	1 December 2021
3 March 2022	4 March 2022
19 April 2022	21 April 2022
7 June 2022	9 June 2022

Why do the teaching team at AIS meet every six weeks?

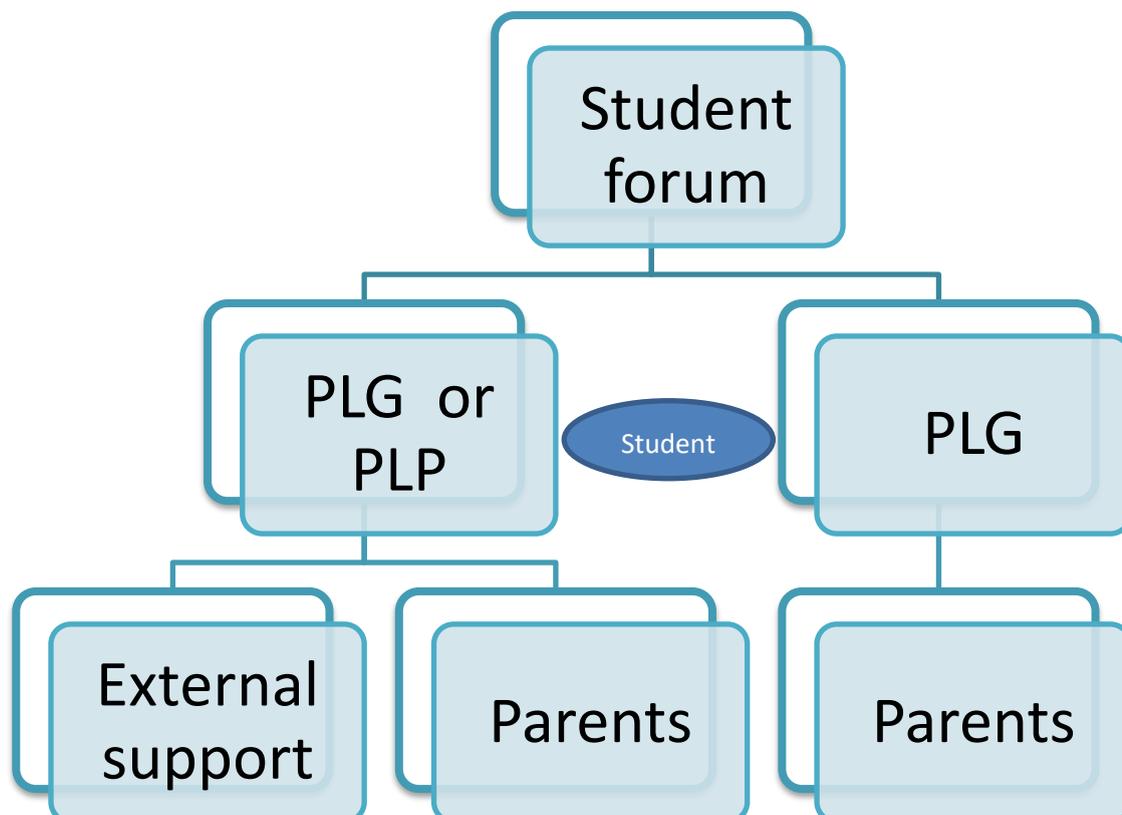
Student forum meetings are an opportunity for teachers to come together and share some of their successful teaching practices with their colleagues, advising one another on the relevant support that might be required to support a child. During this meeting, the team discusses and decides if a child requires a PLG, PLP or ongoing monitoring.

All specialist teachers attend this meeting. Sharing a multitude of perspective regarding the holistic development of the child is crucial when identifying the tailored support structure any child might require. Educators share observations and trouble shoot together supporting one another in a collective approach for the child in question. If after a six week period a child requires further support, the classroom teacher will write a Personal Learning Goals (PLG) specifically identifying the child's strengths and goal settings.

Personal Learning Goals (PLG) – Personal Learning Plan (PLP)

Each case is different however...

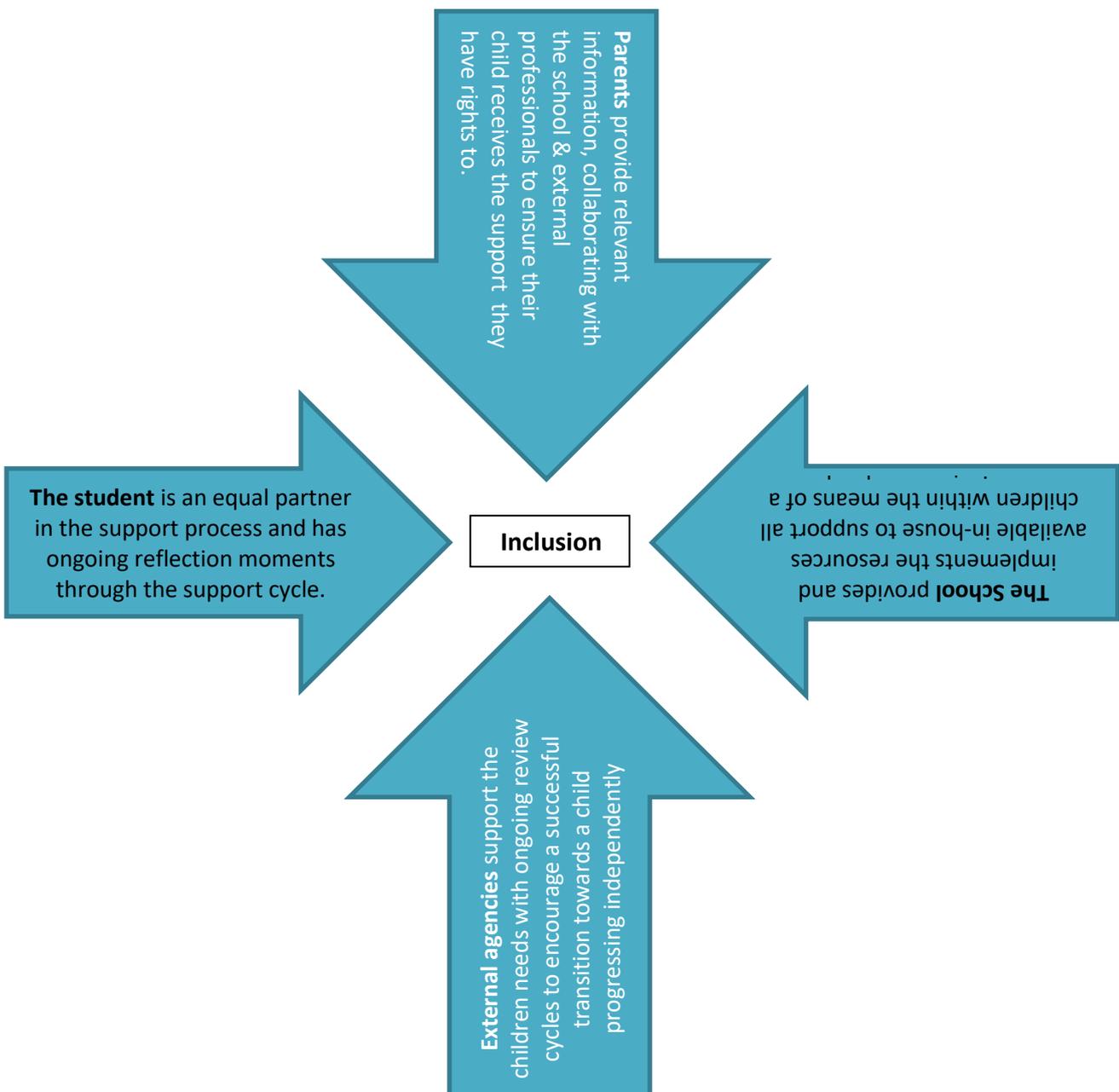
1. After a PLG is written the classroom teacher meets with the parents to discuss the goals.
2. Parents sign the PLG in agreement to work alongside the teacher as partners supporting the child in achieving their goals.
3. After the teacher has implemented relevant strategies supporting the PLG goals for six weeks and there is no significant progress made, a meeting with the student care coordinator and in some cases the school director is required to identify if the child is in need of external support (OT meeting).
4. Once it has been identified that the child's requires additional support, the student care coordinator may send through a request to the relevant external specialist.
5. The relevant specialist meets (OT meeting) with the classroom teacher and our student care coordinator to identify what the child requires and what the focused goals are.
6. Once all support partners are in agreement regarding the child's Personal Learning Plan (PLP), a second OT meeting is set with parents present.
7. All support partners agree on a approach implemented at school and relevant support implementation at the child's home.
8. Depending on the case and agreements, a bi-weekly - every four or six weeks review meeting will occur with all support partners present.
9. Once the classroom teacher, student, parents & external support specialist consider all goals successfully achieved, a collective decision is made to close the support structure case.



Inclusion at AIS

The development of our students are tracked through mean of a variety of process. Their cognitive development is tracked with ongoing structured observations by means of data collection identifying their growth according the IPC curriculum milestones set pers developmental phase. Summative and formative assessments are applied throughout their learning journey. Individual learning plans are created for children who require this type of support. At AIS we believe that all children have the right to an individual approach as each child has their own development path and learning style. Physical, emotional and social needs are equally recognized throughout the child's development at AIS.

Who are our partners?



Ambitions & limitations

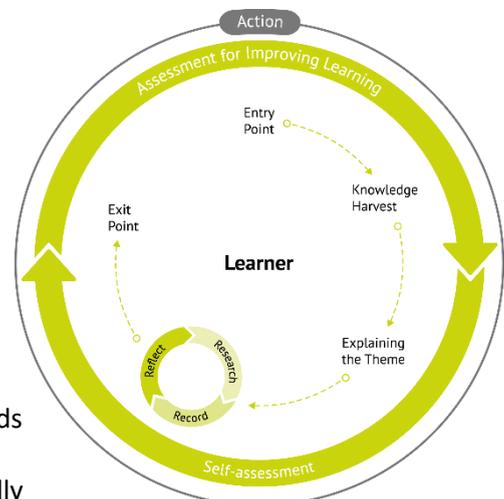
The AIS teaching team aspire to ongoing development of their own knowledge regarding special educational needs. Our Student care coordinator aspires to develop a bank of information accessible for the teaching team at all times. Specialist will be invited to share best practice with the teaching team on a regular basis. A close working relationship between the school and external agencies is fundamental to ensure a powerful and detailed support structure around the child. AIS is working towards developing parent workshops relevant to the frequently asked questions and culturally sensitive matters that require a compassionate approach when creating awareness.

AIS is a mainstream school and does not have the facilities, resources, human resources or ambition to become a special educational needs school. The school can provide care and support relevant to Dutch law. Whenever an individual support case exceeds the available resources at AIS, parents will be carefully guided towards the best suited form of education available to the child.

The AIS are fortunately to have teaching assistants in the group 0, 1, 2 & parttime in group 3. Our teaching assistants are not special educational needs specialists. Our teaching assistant team are specifically focused on the ongoing support in the classroom for all children and unfortunately cannot be placed to work with one child only on a one-to-one basis. At the AIS we work with an inquiry & concept-project based curriculum. Most of our learning experiences and lesson are hands on experiential learning opportunities. Our teaching assistance are required to guide minilessons and assist in the whole class development throughout the school day.



Our future ambition is to move the school into a purposeful building and include relaxing meditation areas through the building. This allows the children to self-regulate according to our social and emotional curriculum where they learn about the effect of their amygdala. We aim to have specialists in the building and to expand on the in-house programs we facilitate for parents who find themselves confronted with developmental challenges through their children's learning journey at school.



“Is it not wonderful to think that no one need wait one minute longer to improve the world?”

Anne Frank



Differentiation

As a professional **community** we understand that each member of our team is valuable and has a **responsibility** to take **ownership** of their role in achieving our schools mission.

Collectively we contribute our knowledge and talents to developing a learning environment that **inspires** all children to become **curious** about their own learning, motivating children to make a real difference in the world. Essentially we aim to develop young minds which grow and become future true game changers, natural creative thinkers and resilient towards challenges. But how...?

Together we aspire to achieve our school mission and vision in all that we apply our skills and resources to. We collaborate as a team supporting each other in every area of the school, and our own personal development.

At AIS we vertically and horizontally differentiate. Our current numeracy program is designed to stimulate students understanding of Mathematical concepts according to their zone of proximity. In certain classes a younger student will join a higher grade for Math lessons and further develop their knowledge.

An extension Math program provided by an external professional, provides our students with a fusion of Mathematical problem solving challenges while moving around the room and enhancing their full body through active engagement. This numeracy extension program is new to AIS and is in the pilot stages whilst we are training our teaching team to implement the fundamental concepts of this program into their daily numeracy lessons.

Our IPC inquiry units are designed to be interdisciplinary and invite for the application of Maths concepts while exploring world theories. At AIS we believe that stand alone subject teaching limits children's ability to critically think and problem solve when required to apply their knowledge in real life situations.

“If you can't fly, then run. If you can't run, then walk. If you can't walk, then crawl but by all means keep moving forward!”
Martin Luther King.

“Education is the most powerful tool you can use to change the world.” *Nelson Mandela.*