



Privatschule der Deutschen Botschaft Ankara  
Ernst-Reuter-Schule



## ***ERNST-REUTER-SCHULE***



***Privatschule der Deutschen Botschaft (ERS)  
Ankara***

***The Private School of the German Embassy(ERS) -Ankara***

**International Baccalaureate  
Diploma Programme  
IBDP 2023-2024**

***“Inclusion Policy“***





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## *Privatschule der Deutschen Botschaft (ERS)-Ankara*

### *The Private School of the German Embassy -Ankara*

#### ***“Learning Diversity and Inclusion“ „Removing barriers to learn“***

In all IB programmes, teaching is ... designed to remove barriers to learning. Teaching is inclusive and values diversity. It affirms students' identities, and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals.

(What is an IB education? 2013:6)

#### ***What is inclusion?***

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire.

Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

#### ***How do we use the IB Standards and Practices to support inclusion?***

The following standards and practices have a particular focus on inclusion. Schools are better able to support the ongoing process of inclusion through identifying combinations of practices, as opposed to concentrating on each practice in isolation.



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### ***Purpose (0101)***

The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)

### ***Leadership and governance (0201)***

The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community. (0201-03)

### ***Student support (0202)***

The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)

The school identifies and provides appropriate learning support. (0202-02)

The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)

The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)

The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programmes (0202-05).

### ***Teacher support (0203)***

The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)

### ***Culture through policy implementation (0301)***

The school secures access to an IB education to the broadest possible range of students. (0301-01)

The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)





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The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

### ***Coherent curriculum (0401)***

Teachers collaborate to design, plan and deliver the school's IB programme(s). (0401-02)

Students as lifelong learners (0402)

Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)

Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)

### ***Approaches to teaching (0403)***

Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

### ***Approaches to assessment (0404)***

The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)

*"Learning diversity and inclusion in IB Programmes, published Jan.2016, updated May 2020"*



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## *Inclusion concept of the private school of the German Embassy Ankara - Ernst Reuter School.*

The inclusion policy serves as a guiding framework for our German IB school, reflecting our unwavering dedication to promoting diversity, equity, and inclusion in education. At the core of our endeavors lies the student and their developmental opportunities, as articulated in our mission statement.

1. Legal Basis The foundation of our inclusion policy is grounded in the principles outlined in the "Convention on the Rights of People with Disabilities," a component of the UN Convention on Human Rights, which has been legally binding in Germany since 2009. This convention serves as the cornerstone of our commitment to fostering an inclusive environment within our German IB school.

2. Commitment to Inclusion We affirm our dedication to providing equal opportunities and support for all members of our school community, irrespective of their abilities, backgrounds, or differences. Inclusion is not merely a principle but a fundamental aspect of our ethos, shaping every aspect of our educational practices and policies.

3. Diversity and Respect We recognize and celebrate the diverse abilities, experiences, and perspectives within our school community. We strive to cultivate an atmosphere of mutual respect, understanding, and acceptance, where every individual feels valued and empowered to contribute positively.

4. Accessible Environment We are committed to creating and maintaining an accessible physical, social, and educational environment that accommodates the needs of all individuals. This includes but is not limited to ensuring wheelchair accessibility, providing assistive technologies, adapting teaching methods, and offering appropriate support services.





5. Individualized Support We acknowledge that each student is unique and may require different forms of support to thrive academically, socially, and emotionally. Therefore, we are dedicated to offering personalized support plans tailored to the specific needs and strengths of each student, in collaboration with parents, caregivers, and relevant professionals.

6. Collaborative Partnerships We recognize the importance of collaboration among all stakeholders – students, parents, staff, and external agencies – in fostering an inclusive learning environment. Through open communication, partnership, and shared responsibility, we aim to create a cohesive community that works together to support the holistic development of every individual.

7. Continuous Improvement We are committed to ongoing reflection, evaluation, and improvement of our inclusion practices. By regularly reviewing our policies, procedures, and outcomes, we strive to identify areas for enhancement and implement necessary changes to ensure that our school remains a welcoming and inclusive space for all.

8. Accountability We hold ourselves accountable to upholding the principles of inclusion outlined in this policy. We recognize the importance of transparency, fairness, and accountability in our decision-making processes and pledge to act with integrity and diligence in fulfilling our commitment to inclusion.

## ***1. Introduction***

### ***1.1. Legal basis***

The foundation of our inclusion policy is rooted in the "Convention on the Rights of People with Disabilities" as outlined in the UN Convention on Human Rights, which has been legally binding in Germany since 2009. Specifically, we draw from Article 24 – Education.

**"(1) States Parties recognize the right to education of persons with disabilities.** In order to realize this right without discrimination and on the basis of equal opportunities, States Parties shall ensure an inclusive education system at all levels of lifelong learning with the aim of:



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- a) enabling individuals to fully develop their human potential and to foster awareness of dignity and self-esteem, thereby strengthening respect for human rights, fundamental freedoms, and human diversity;
- b) allowing individuals with disabilities to fully develop their personalities, talents, and creativity, as well as their mental and physical abilities;
- c) facilitating the genuine participation of individuals with disabilities in a free society“.

Additionally, the directives provided by federal and state governments hold sway over our inclusion policy. These guidelines are in accordance with the Quality Framework for German Schools Abroad (refer to the quality framework).

According to Section 9 of the funding agreement for German schools abroad, it is incumbent upon us as a school community to submit a concept for implementing inclusive teaching or regular teaching and to provide progress reports on this matter.

As a German-speaking school abroad offering German qualifications up to grade 10 and an international degree (International Baccalaureate) in the upper level, we serve as a cultural bridge. Our mission statement reflects the shared values of students, teachers, parents, and school staff, guiding our thoughts and actions and serving as a binding principle for all of us.

### ***1.2. General Preliminary Considerations:***

As a school community at the Ernst Reuter School in Ankara, we embrace the principle of being "a school for everyone" as defined by the "Inclusion Index". This ethos entails providing education to all students without discrimination based on ethnicity, religion, social class, language, nationality, gender, learning potential, disability, or any other criteria that could lead to discrimination. Additionally, we recognize the importance of considering applicable admission criteria and structural conditions. By adhering to these principles, we strive to ensure equal opportunities for all students.



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## 2. Goals and Clarification terms:

### 2.1. Inclusion at our school (ERS- GIB School):

The school community at the Ernst Reuter School in Ankara perceives inclusion as an ongoing process aimed at continually improving responses to diversity. It involves embracing and learning from differences rather than seeking to complete a finite task. Moreover, we recognize the intrinsic link between inclusion and the overall quality of our school. As outlined in the inclusion concept, schools should strive to provide tailored learning experiences across all domains (cf. UNESCO Commission).

Our primary objective is to minimize barriers for as many students as possible, thereby fostering the holistic development of each individual child. We are committed to nurturing students' strengths while addressing their areas of challenge. At our school, differences are viewed as opportunities for collaborative learning rather than obstacles to overcome.

Our staff operates as a cohesive team within a school dedicated to serving all children. Collaboration among team members forms the bedrock of effective educational practice. Our overarching goal is to ensure that every student, to the extent possible, achieves meaningful learning outcomes.

### 2.2. Objective

Our primary objective is to cultivate a school environment where every child and student feels genuinely welcomed. Achieving this goal necessitates a collective commitment from all stakeholders involved in school life.







To us this commitment entails:

- Valuing and enhancing the personality of each child/student.
- Providing individualized support tailored to the unique needs and learning requirements of every child/student.
- Offering ample opportunities for individual learning and development.
- Fostering a sense of community, promoting core values, and enhancing academic performance.
- Recognizing that inclusion in education mirrors broader societal inclusion.
- Ensuring equal appreciation for all children, in accordance with the ERS mission statement.

### ***2.3. restrictions***

- The current structural conditions do not facilitate consistent accessibility throughout the school. There is a lack of designated spaces for rest and retreat. While efforts have been made to establish a differentiation room and a school café, challenges persist due to spatial limitations. Navigating outside the classroom requires considerable effort due to the layout constraints.
- The after-school room, occasionally utilized as a time-out space, is located in an adjacent building accessible only via the schoolyard. Furthermore, the school/kindergarten lacks a disabled-accessible toilet.
- The meeting room, utilized for team meetings and parent-teacher conferences, lacks natural daylight and is often repurposed for teaching. During admission interviews, the school's capacity to support the physical and motor skills development of the child/young person must be assessed.
- Currently, the Ernst Reuter School in Ankara lacks specialized teaching staff in the field of special education. Additionally, logistical constraints limit the organization of further training initiatives for faculty members in Ankara. Diagnosing diverse funding needs is



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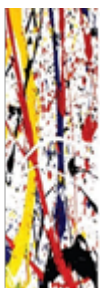
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particularly challenging, as comparable institutions in Turkey are scarce compared to those in Germany.

In Ankara, we have access to the following resources:

- Madalyon (child and adolescent psychologists and psychiatrists): Counseling services are available in Turkish.
- Trained child and adolescent psychologists (private clinic): While there are no German-speaking psychologists available, cooperation is satisfactory.
- German-speaking special education teacher in Izmir: Cooperation with this resource is highly effective.
- Hacettepe Occupational Therapy Center: Services are offered in Turkish and English only.
- Speech Therapy in German
- Autism Center: This resource provides advice for colleagues and offers support lessons for students, but services are provided exclusively in Turkish.
- services for mentally and physically disabled individuals, with advice available only in Turkish.

It is important to note that inclusion is not consistently or deeply established in Turkey. While there are both state schools and private facilities catering to children with special needs, there remains room for improvement in terms of inclusivity within the educational system.

### ***4. Structures for implementing inclusion at the ERS***

At present, our capacity to accommodate and support students is primarily focused on the following areas, aligned with the aforementioned goals:

- Learning
- Language
- Emotional and social development

In cases where there are deficiencies in physical and motor development, these concerns are addressed upon admission. It is imperative to consider the structural limitations of our school, as



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it is not consistently barrier-free (refer to restrictions). Collaborative support planning has been introduced and implemented, leading to the development and assessment of support plans. While individualized additional support sessions within the school are feasible to a certain extent, efforts have been made to enhance coordination of individual support measures through the introduction of the ERS funding network at the beginning of the 2018/19 school year (see funding network concept).

The support network focuses on facilitating smoother transitions, such as from kindergarten to primary school, from 4th to 5th grade, and from 10th grade to the IB program. To underscore the goals of the funding network and reinforce the concept of inclusion, an inclusion notice is displayed in the teachers' room, featuring minutes of network meetings, current announcements, and relevant reports.

Language support concepts for DaF (German as a Foreign Language) and DaZ (German as a Second Language) have been established, alongside the implementation of Faustlos, Buddy, and Marburg concentration training concepts. The social worker conducts exercise sessions featuring Marburg concentration training in kindergarten and primary school.

A customized job description for a school companion has been devised, with mastery of the German language serving as one of the admission criteria for the ERS. Internally differentiated teaching, emphasizing cooperative learning methods, lies at the core of our instructional approach. Performance evaluations are segregated according to final qualifications, ranging from secondary school to high school.

Compensatory measures for students with documented reading and writing difficulties are implemented from 3rd grade of primary school to 9th grade, utilizing individualized support plans updated every six months in consultation with parents, and requiring regular renewal of diagnoses.



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Special aids may be provided to accommodate diverse learning requirements, and compensation for disadvantages is granted based on guidelines outlined in the "Information on Inclusion at German Schools Abroad" by BLASchA (2014) and the "Recommendations for the Promotion of Students with Specific Difficulties in Reading, Spelling, and Arithmetic at German Schools Abroad" (decision of the 251st BLASchA, March 17, 2010).

### 5. Measures

As the ERS school community, we view this concept as an initial step toward establishing an inclusive school environment. This journey is marked by ongoing evaluation and the continuous advancement of the inclusion concept at all levels. Not only teaching staff but also various school committees, within the framework of school development (steering group), are engaged in the inclusion process.

From kindergarten to the IB program, our pedagogical activities are designed to embody the principles of inclusion. We aim to integrate the "Index for Inclusion" into the school development of the ERS, ensuring systematic enhancement of inclusion practices.

To provide individualized support for all students, we seek to standardize diagnostic procedures and support plan templates across learning areas to accommodate diverse needs. Existing concepts, such as the language support concept and the IB concept, serve as the foundation of our educational endeavors, which are continuously evolving.

We deem it necessary to establish a separate support concept for children with special needs, irrespective of diagnostic assessment. Depending on the focus of funding, additional materials, aids, and differentiation resources will be provided, financed by the ERS school association and accessible to all teachers. Open teaching methods are prioritized to facilitate collaborative learning as frequently as possible.



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Performance assessments for students with diagnosed special educational needs should reflect their individual circumstances. Certificates for students with special educational needs should indicate the support focus, along with the educational program level from grade 6 onwards. Students with varying specializations should have the opportunity to obtain different school qualifications according to their abilities.

Existing admission and transition procedures will be modified to encompass inclusion aspects and integrated into our concept. To this end, portfolios will be created to assess and document learning and performance levels in various areas. Initially, during the 2018/19 school year, portfolios will be utilized for transitions from kindergarten to first grade and from 4th to 5th grade.

We believe it is essential to facilitate team teaching in inclusive classes, particularly in core subjects. Newly hired teaching staff should possess special education training or relevant experience, and additional in-school training in the special education field for the entire faculty would be beneficial.

### ***6. Development roadmap***

The ERS school development action plan, along with the Index for Inclusion for German Schools Abroad (IDAS index), serves as a guideline for updating this Inclusion concept

### ***7. Evaluation and controlling***

At the conclusion of each school year, the implementation of inclusion at ERS Ankara is assessed. Any resulting changes and measures are integrated into the inclusion concept, which is then incorporated into the subsequent updated school program. The steps outlined in the development roadmap are monitored by the PQM (Pedagogical Quality Management) and the Inclusion Officer. The school management ensures adherence to and implementation of the concept. New colleagues are briefed on the concept by the inclusion officers.



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***In Conclusion Inclusion Policy at ERS German IB(GIB) School can be summerized as:***

1. ERS-School provides a safe educational environment where all students, staff, and parents are actively involved in the planning and implementation of effective learning spaces and environments.
2. The school supports and identifies the needs of students through evidence-based planning, policy, and practice.
3. ERS-School appoints a pedagogical consultant who supports students and serves as a school counselor to address the social and emotional needs of students and their families. This consultant is readily available to offer guidance and support.
4. Students with difficulties in learning are identified by class teachers and directed to the school pedagogical consultant for guidance and support.
5. The school identifies the individual needs of students and allocates spaces and resources to support their social, emotional, and physical well-being, as well as that of teachers.
6. All children have the right to an education, and students at ERS-School are entitled to a fair education under assessment conditions.
7. All teachers at ERS-School are open-minded, adaptable, and respectful towards differences among students.
8. The aim of ERS-School is to ensure that all students succeed and progress in their learning journey, irrespective of any barriers to learning they may face.
9. We recognize differences in students' learning abilities arising from social, personal, psychological, physical, and cultural factors.
10. ERS-School supports students by offering special learning approaches tailored to their individual needs whenever possible.
11. Student needs may be identified during the admission process. Parents are required to provide documentation informing the school about any specific needs their child may have.
12. communication with the school, providing updates and medical reports that may impact their child's learning abilities.



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