

# Jyväskylän Lyseo IB Diploma Programme Policies

## Content

1. **Admission Policy**
2. **Language Policy**
3. **Academic Honesty Policy**
4. **Assessment Policy**
5. **Inclusion Policy**

## 1. Admission Policy

### I Admission statement

Since 2001, Jyväskylän Lyseon lukio has offered the high-quality pre-university programme International Baccalaureate (IB) Diploma Programme to all youngsters with a final report from their comprehensive school in the region of Central Finland. Jyväskylän Lyseon lukio is committed to accepting 60 new students for the IB Diploma Programme preparatory studies each year. The IB Diploma Programme, for students aged 16 to 19, is an academically challenging and balanced programme of education that prepares students for success at university and in life beyond. IB Diploma Students study six different subjects, In addition, three core elements –the Extended Essay, Theory of Knowledge and Creativity, Activity, Service –are compulsory and central to the philosophy of the programme. Jyväskylän Lyseon lukio welcomes applications from all students, both Finnish and international, who have completed comprehensive or equivalent education. Jyväskylän Lyseo wants and aims to ensure that all students have a sufficient support network for their studies.

### II Admission requirements

#### Entry requirements

Admission to Jyväskylän Lyseon lukio's IB Diploma Programme is selective and in general applicants are expected to have a minimum grade point average for theoretical subjects of 8,0 from their Finnish comprehensive school final report. International applicants -> see the section Special consideration.)

#### English proficiency

The IB Diploma Programme is taught in English, therefore an adequate fluency in both written and spoken English is required. This doesn't however mean that the student should have English as his/her first language or to the level of a first language.

#### Guardian

Jyväskylän Lyseon lukio wants to ensure that all students have sufficient support for their studies. All under-aged students are expected to have a guardian living in Finland. An exception can be made if the student is able to communicate in Finnish and can prove to have a strong support network in the region. To this end, student's case is discussed with the principal and coordinator, who make the final decision.

### **III Admissions procedures**

#### **Application form**

Students are chosen in the spring joint application. Applicants complete the joint-application form in Opintopolku/Studyinfo. The school code is 1653 and the IB Diploma Programme code is 809.

#### **IV Special consideration**

Students applying without a final report from a Finnish comprehensive school may apply for special consideration. The admission is based on the student's marks from their previous education but any special circumstances, such as inability to study in Finnish, are taken into account. Furthermore, applicants' fluency in English is tested by an interview to ensure students' English language B1-B2 level according to CEFR- Common European Framework of reference for languages. Jyväskylän Lyseon lukio requires the student to submit a transcript of their previous education and proof that an under-aged student has a guardian living in Finland. Non -EU Applicants are required to have started the residence permit process when applying for education.

#### **V Admission policy to the IB1 -year by PreDP-studies**

The students who have successfully completed the preparatory year's studies are accepted to the Diploma Programme IB1-year. In the preparatory year the student must meet the following requirements:

- All the compulsory courses for the preparatory year need to be completed with an approved grade.
- The student must complete at least 56 credits during the preparatory year (for a non-Finnish or Swedish learner 48-50 credits)

With regard to the future DP subject choices to be made in the year of Pre DP, Jyväskylän Lyseo IB follows the recommendation that the grade of the subject selected as a DP SL level subject should be 7 and the grade of the subject selected as a HL level subject should be 8. In special cases, e.g. taking into account the development of the student's language skills during the PreDP year, this recommendation can be compromised.

All applicants are recommended to complete the preparatory year before starting the IB Diploma Programme IB1-year. A student who has completed the equivalent education of the IB Diploma Programme preparatory year may however apply directly to IB Diploma Programme studies. The admission is based on the student's marks from their previous education but any special circumstances, such as inability to study in Finnish, are considered.

## **VI Admission policy to IB2 -year**

The students who have successfully completed the IB1-year are transferred from IB1 to IB2. In the IB1-year the student must meet the following requirements:

- All the DP work assigned by the school for IB1 must be completed.
- In SL and HL subjects the lowest accepted grade is 2.
- The sum of all six IB Diploma subjects' grades is at least between 22- 24. See Assessment policy for more detailed information.

## **VII Approval and review**

Approved by: Juhani Takkinen

Review cycle: Annually

## **2. Language Policy**

### **I Language philosophy**

The very foundation of Jyväskylän Lyseon lukio lies in the importance of mother tongue in education. Lyseo was founded in 1858 as the first academic secondary education where the language of instruction was Finnish, the language vast majority of Finns spoke. Lyseo was way to offer education to wider population than the elite minority. The old school motto was "From national roots to internationality", describing the years of solid basis in Finnish culture, yet reaching to other cultures. The past decades we have seen an inflow of students with different cultural backgrounds and the globalisation of all education, renewing the way we now think ourselves as part of global community. Offering IB Diploma Programme is a way for Lyseo to support non-Finnish-speaking youngsters of our region in their academic aspirations.

### **II School language profile**

#### **First language**

The majority of students in the IB Diploma Programme comes from Finnish-speaking families and most have studied their previous education in Finnish. In addition, each year we have students whose mother tongue is Finnish, but their academic language is English. Each year we also have applicants from diverse linguistic background. For them, special consideration is reserved in admission policy, so that we do not require the same academic success in previous studies. We view that we have a responsibility as the sole pre-university, upper secondary education in our region offered in language other than Finnish, to make sure that no aspiring student is left without a suitable place for study.

The IB Staff is Finnish with proficiency in English, including the Head of School, Special Education Needs Teachers and Student Counsellors, all but English literature teacher, whose mother tongue is English.

### **Languages offered**

In the IB Diploma Programme, we offer Language A Finnish: Literature and Language A English: Language and Literature each year at both Standard and Higher Level. Finnish-speaking students choose both A languages as we understand the significance of mother tongue and the importance of proficiency in English in succeeding in the IBDP. This decision can be compromised due to individual circumstances which are discussed with the principal and the coordinator.

During the preparatory year, all students study English, and Finnish-speaking students study Finnish and Swedish (the other official language of Finland). In addition, some language studies (e.g. German, French, Russian, Spanish) are accessible for preparatory year students. Advanced foreign language studies for PreDP Year might be possible to study, depending on the annual schedule arrangements.

### **III Support for students and teachers**

#### **Support for Finnish language studies**

The majority of our students learn Finnish as their first language and use it as their academic language prior IBDP. For these students, choosing Language A Finnish: Literature is highly recommended by the school. Some students have Finnish as their mother tongue but English as their academic language, and for them, careful assessment is put in place followed by discussions with the student and their guardians to determine, whether the student would benefit most from taking Finnish as Language A or choosing Language B – if Finnish B teaching group is not formed in the IB, schedules can be designed to enable the student to study Finnish as a second language from the Finnish curriculum.

#### **Support for students not proficient in English**

Most of our students don't have the needed proficiency in English as they enter our school. Therefore, they start with the preparatory year with one of the main goals to improve their English and acquiring other skills needed to succeed in the IBDP studies. By their senior year in the IBDP, most of the students have reached advanced level in English to be able to express themselves both in writing and in speaking.

Students, whose mother tongue is neither Finnish or English, are offered a possibility to take Language ab intio French or Spanish. In some carefully considered cases, the above mentioned students have the opportunity to choose Language A as a self-taught subject (SSST). A supervisor for

SSST is assigned from the Studies in Language and Literature subject group. A suitable teacher mentoring the student is recruited if the school staff doesn't include a teacher in that language. Special emphasis is put on the student's Language A English studies in order to ensure the development of needed skills in literature studies. It is understood by the school that as it is significant for those students to study their mother tongue, it is challenging to do so as a self-taught candidate. Student's study plan is supervised by designated teacher from the Studies in Language and Literature subject group, and regular check-ups are made.

Teaching of Language A English: Language and Literature is organized with two teachers with different professional strengths: one is a language teacher and the other a literature teacher, and they split the teaching hours with each group.

### **Supporting teachers in their contribution for students' language development**

Members of Lyseo IB Faculty are encouraged and resourced to improve their level of English. Professional English classes are offered in the local higher education institutions and teachers may use their share of budget reserved for teachers' training and education in these.

Members of Jyväskylän Lyseo faculty, including IB teachers, have a possibility to request funding for 1-2-week job shadowing period in another IB school.

The default language in all in-school IB documents, such as meeting agendas, teacher guides etc. is English.

### **IV Language and inclusive education policy**

All Finnish speaking students undergo a basic testing for language difficulties and further testing is made for those whose test results cause a reason to doubt there might be some form of language difficulty, as described in the school Inclusion policy. As this is not straight-forward when the student cannot be examined using his or her mother tongue, the special education needs teacher uses variety of forms to detect any possible difficulties. The school SEN teacher is fluent in English as are other members of the IB Staff. The School enables non-Finnish speakers to receive English-language dyslexia testing from an external actor.

Students with language difficulties are granted special consideration in assessment in accordance with IBO policy. For example, extra time in written or oral exams are in use when it enables the student better to demonstrate their skills and competence.

### **V Finnish language and culture**

Jyväskylän Lyseon lukio is proud of its past as a promoter of Finnish culture and we aim to pass this heritage to future generations. IBDP Students participate in all Finnish national festivities celebrated in the school and are familiarized with both Finnish traditions and those of the school.

Approved by

### 3. Academic Honesty Policy

#### **I School philosophy**

All students have the right and the responsibility to show the skills and knowledge they have acquired during their IB Diploma Programme studies. All coursework must be original work of the student and any ideas or outcomes produced by someone else must be fully acknowledged. It is the right of the student to receive proper and accurate assessment of their learning process and academic dishonesty is considered harming this principle. It also gives the student an unfair benefit for higher education admissions. It is expected that a Diploma Programme student acknowledges sources in a way it meets the formal standard of academic honesty. Student must be well enough prepared for all coursework to understand why academic honesty is an important principle and how it is implemented in practise.

#### **II Details and advice**

##### **Student responsibilities**

Students are required to plan their assignment work in a manner that gives enough time for each work. Student is responsible for producing and submitting authentic work. If a student is uncertain of proper procedures on academic honesty, they have to ask teachers' help.

##### **Teacher responsibilities**

Each teacher is required to teach awareness of academic misconduct and the school procedures. Teachers have to clearly communicate the rules and requirements for each coursework to the students. Teachers have the responsibility to ensure that all research done for coursework is ethically planned and conducted. Teachers guide the students to use proper citation techniques. If a student is suspected on academic malpractice, teacher is required to notify the IB Coordinator or Head of School on the matter.

##### **School responsibilities**

The school plans internal deadlines for the students avoiding unnecessary hurry and overlapping of deadlines. The school posts the academic honesty policy on the school internal website. School always deals with allegations of academic dishonesty with discrete, coherence and fairness.

##### **Guardian responsibilities**

It is beneficial for the student when their legal guardians have a good level of communication with the school and that they understand the requirements of the IB Diploma Programme.

##### **Measures taken to provide education and support**

School holds an information session on academic honesty yearly for all IB students and preparatory year students. Students are provided with information concerning academic honesty and misconduct.

### **III Academic dishonesty**

#### **Plagiarism**

Using someone else's ideas, thoughts or written text without full acknowledgement is considered plagiarism. When using language other than one's own, student must use quotation marks and a reference to the original source. It should be clear where cited part starts and ends. When only the idea is expressed, a reference to the original source is sufficient. Acknowledging sources is equally important in both written and oral coursework. Incorporating pictures, photos and images that are not owned by the student, is also considered plagiarism. Recommended referencing styles vary in subjects or in some subjects, the student may choose with referencing style they wish to use. Teachers have the responsibility of clearly communicating the specific requirements of their subjects. The student must use one referencing style consistently within each coursework submitted. When submitting any assignment, the student must be the author of that work. This applies to all internally and externally assessed components of the IB Diploma as well as to any other coursework set by teachers.

#### **Collusion**

When work is done in collaboration, there should be a permission for it from the subject teacher and the collaboration should be clearly stated in the final submitted outcome.

#### **Misconduct during examinations**

Any misconduct, as defined by the IB, during examinations is strictly forbidden and sanctions will be put in place accordingly. Students should note that falsifying CAS record is also considered as misconduct. IB Coordinator is responsible for ensuring that final examinations are conducted in a proper matter. Exam invigilators must be properly instructed for their task by the IB Coordinator. The IB will be notified according to the regulations documented in the Conduct of Examinations.

#### **Communication about the content of an examination**

It is a breach of IB regulations to communicate content of an examination 24 hours before or after the examination with others outside the school community.

#### **Duplication of work**

Submitting the same or a substantially similar coursework for assessment in different assessment components or Diploma Programme requirements is not allowed.

#### **Violation of ethical principles in research**

Academic honesty includes researcher's ethics, a crucial principle when working with Extended Essay and Internal Assessment works. Any acquired data must not be altered or fabricated, research setting must be designed as unbiased as possible and all problems must be reported and results must not be falsified. Misconduct in these is strictly against what is considered to be prerequisite for a reliable research. The rules of each subject's internally assessed works and Extended Essay by the IB must be followed.

### **IV Procedures**

## **Monitoring**

Formative assessment, as described in the school Assessment policy, is the first step to monitor academic honesty and the most important factor is the teacher–student relationship. When teachers know their students well, they are able to detect any attempt of violating the principles of academic honesty, and guide the student to proper conduct of academic assignments.

Any work submitted by students, as homework or part of diploma requirements, may be tested using appropriate software to identify possible academic dishonesty. Students are required to give permission for this for each of the coursework they have submitted.

## **Reporting**

If a subject teacher suspects malpractice of any form, they will first address the student themselves. If the student fails to sufficiently explain their work, the teacher will then notify IB Coordinator or Head of School on the matter. Based on the severity of the allegation, the student is asked to provide a written or oral statement. IB Coordinator will discuss the case with the Head of School.

## **Recording**

If the malpractice is verified, it will be recorded to school administrative database. The full access to the database is limited to school administrative personnel.

## **V The rights of the student**

All allegations of academic dishonesty have to be investigated consistently and fairly.

The rules of confidentiality on student matters applies to investigation on academic dishonesty. Only school teaching and administration personnel directly involved to the case are informed on the matter.

If the student is under-aged, their guardian will be notified on the matter. The legal guardian has the right to be heard either in writing or orally as they choose.

If another student is in any ways involved, they will be notified on the case.

## **VI Consequences of academic misconduct**

The main purpose of sanctions is to make the student understand the malpractice they have performed and guide the student to correct academic practice.

Usually the student must re-do the coursework or sit a re-place examination. Possible sanctions might also include nullifying other assessed work, a written warning or student can be temporarily expelled from the school depending on the severity of the allegation and the decision of the Head of School.

The decision to expel a student from the institution and to give a written warning is made by the relevant multi-member body of the education provider( SORA) or by the principal if the education provider so decides. However, the principal cannot be given the authority to decide on the temporary expulsion of a student under the extended compulsory education law.



**Sources:**

Academic Honesty in the IB Educational Context (2019)

Law on Upper Secondary Schools (2018)

www. Finlex.fi (2023)

Approved by Deputy Principal Juhani Takkinen

Reviewed: Annually

## 4. Assessment Policy

### I Assessment philosophy and principles

One of the six teaching skills defined in IB Approaches to teaching is that teaching based on effective summative and formative assessment. All assessment undertaken aims to be meaningful, fair and in the best interest of the students involved.

Assessment in Jyväskylän Lyseon lukio is based on continuous holistic formative assessment aiming to guide students' learning and improve their ability to effective self-evaluation. Self-evaluation and peer-evaluation are used as parts of formative assessment to further support students and their learning. Effective assessment helps student to re-define their goals and develop their learning methods to achieve them.

Summative assessment aims to demonstrate the level of student achievement and is conducted regularly throughout the IB studies. Summative assessment is based on the assessment objectives and written curriculum of each subject. Summative assessment must be conducted fairly and each student must have equal opportunity to demonstrate their achievement level. Assessment is not based on students' values, attitudes or personal characteristics.

Assessment is also feedback on the effectiveness of teaching and as such a tool to improve teaching. The ability to develop and use effective, holistic assessment methods is one of the key factors in teachers' professional development.

The following five points summarize the underlying principles of IB assessment.

IB assessments must:

1. be valid for the purposes for which they are intended. This means they must be balanced between the conflicting demands of construct relevance, reliability, fairness (that is, no bias), comparability with alternatives and manageability for candidates, schools and IB.
1. have a positive washback effect, that is, their design must encourage good quality teaching and learning.
2. be appropriate to the widest possible range of candidates, allowing them to demonstrate their personal level of achievement.
3. be part of the context of a wider IB programme, not considered in isolation. Does it support concurrency of learning and the overall learner experience?
4. support the IB's wider mission and student competencies, especially inquirers, knowledgeable, thinkers, communicators and internationally minded.

(Source: IB Assessment principles and practices—Quality assessments in a digital age)

## **II Assessment practices**

### **Formative and summative assessment**

Assessment means the different ways in which student achievement can be gathered and evaluated. Traditionally assessment has had two purposes: formative and summative.

Formative assessment aims to provide detailed feedback to teachers and their students on the nature of students' strengths and weaknesses, and to help develop their capabilities. Formative assessment is continuous by nature. Formative assessment takes many forms: oral feedback, comments on written work, advice on how to continue work, teacher-student discussions, to mention a few. Key elements in formative assessment are self-assessment and peer-assessment. Students are guided to use these as effective ways to improve their learning. Formative assessment doesn't focus only on the knowledge and skills stated in the subjects' syllabi, but also include Approaches to learning (communications skills, social skills, thinking skills, research skills, self-management skills).

In contrast, summative assessment focuses on demonstrating the achievement level after a certain unit or the whole programme has been completed. In the Diploma programme, teachers conduct summative assessment when suitable units of study have been finished. In line with IBO requirements, students' learning is assessed in relation to subject-specific aims and objectives and it is based on IB criteria.

Approximately every 8th week each subject has a Long Lesson which facilitates both formative and summative assessment with a longer than normal learning session.

### **DP Assessment Criteria for summative assessment**

All assessment is based on IB Diploma Programme criteria presented in each subjects' syllabi and clearly explained to students. Teachers have their subjects' assessment criteria visible throughout their courses in the learning platform they use. Special consideration and inclusive assessment arrangements are taken into consideration when student has a diagnosed disability or a disability comparable to them, such as dyslexia as explained in the school Inclusion policy. These cases are dealt individually with the expertise from special education needs teacher.

### **Recording and reporting**

Jyväskylän Lyseon lukio uses Wilma system to inform students and their guardians on formal summative assessment. Each grade is provided with written explanation of the components the grade is formed of. When student's progress is of concern, the teacher writes in the missing assignments and lower than expected quality of work and highlights the large number of absences if appropriate.

As stated in the school Language policy, the language of instruction in Jyväskylän Lyseon lukio IB Diploma Programme is English – apart from Language A: Finnish – and therefore the language of assessment is also English. Because not all guardians are able to communicate in English, assessment feedback on student's learning is also provided in Finnish, when necessary.

Students are summatively assessed after each period. During the first DP year, the Higher level subject grades from 1 to 7 are recorded to Wilma at least once in the Autumn term and once in the Spring term. Standard level subject grades on scale 1-7 are recorded to Wilma at least once during the IB1 year. In the Senior Year IB2, both Higher and Standard Level subject grades on scale 1-7 are recorded to Wilma once during the Autumn and once during the Spring term. Other than grade assessment can be on scale Excellent-On Track-Concern, and is recorded to Wilma only after the first IB1 period, after that the assessment is on scale 1-7.

Teachers are expected to assess Mock exams punctually and formal assessment is submitted to Wilma no later than two weeks after the last Long Lesson of the period unless otherwise instructed by the Principal.

In the end of 1st DP year, each student is graded for their achievement during the whole school year using IBDP grading 1–7. This assessment is based on IB criteria and assessment objectives for each subject.

In the 2nd DP year, each student is graded once during the Autumn term and once during the Spring term for a predicted grade in each subject, EE and TOK using IBDP grading 1–7 or F–A. This assessment is based on IB criteria and assessment objectives for each subject.

### **Monitoring students' progress**

Students' progress is monitored throughout their study years by homeclass teachers, guidance counsellor and DP coordinator. Active collaboration ensures that each student's progress is noticed and if needed, reacted upon to.

### **Integrity of assessment**

In order to be able to conduct fair assessment that is based on equal opportunities, the school must take every effort to prevent any academic misconduct as it creates a disadvantage for those candidates who have followed the rules. The school policies in cases of academic misconduct are stated in the school Academic honesty policy.

### **III Internal moderation and standardizing of assessment**

Teachers are trained in IB workshops regularly to ensure that the IB criteria are well understood and applied. IB Coordinator checks through all external assessment and moderated internally assessed works and compares them to internally assessed grades, if a systematic difference is found, this is discussed with the teacher in their individual professional development meeting. The school aims to have at least two qualified teachers in each IB subject in order to enable pedagogical dialogue in each subject and ensure continuity of high-level teaching, including assessment.

Twice a year, the Jyväskylä Educational Consortium collects anonymous, ICT collected feedback from students, including IB students, in which questions about the transparency of assessment in particular classes is asked about.

### **IV Absences, missing deadlines and assessment**

Summative assessment is based on the student achievement level demonstrated by written and oral examinations and class assignments.

#### **Absences from mock exams**

Only absence with a valid reason is acceptable. The subject teacher will assign a new exam date for the student. The re-sit may be without any additional preparation time.

#### **Absences from oral examinations**

Students are required to participate in any diploma required oral examination, presentation or commentary the date and time assigned by the teacher. If the candidate has a valid reason for dates

that are not suitable for him or her, he or she needs to inform the teacher about this as soon as possible before the exam schedule is decided. Once decided, the date and time can't be rescheduled unless valid reason such as illness. In case of illness, the candidate needs to inform the teacher immediately via Wilma or phone and bring doctor's certificate to be allowed for rescheduled exam/presentation time.

### **Absences from Group 4 project**

The student needs to make up any absences, partial or full, from the Group 4 project. The make-up assignment is decided by the Group 4 teachers together with the DP Coordinator. The make up assignment for Group 4 project is bound to be laborious because of the interdisciplinary and collaborative nature of the project.

### **If a student fails to meet diploma assignment deadlines**

If a student needs additional time to finish an assignment, it has to be negotiated with the subject teacher/supervisor beforehand. Appropriate supportive documentation is needed for the teacher to make a judgement on the new deadline.

If a student fails to meet a diploma assignment deadline, he or she is required to contact the teacher as soon as possible. The teacher is not required to accept any assignment submitted after the school internal deadline. This applies also to assignments which are a mandatory part of the diploma. In these cases, the student and the IB coordinator will have a discussion about the delay in the work and the IB coordinator has the right to grant additional time, for example for health reasons. However, medical certification is required for the extension of the deadline.

Student repeatedly failing to meet assignment deadline may be sanctioned for neglect of school assignments. The IB Coordinator makes the final decision on whether the student is sanctioned for neglecting the school assignments and deadlines.

## **V Prerequisites for transfer to IBDP studies and from IB1 to IB2**

### **Transfer to IBDP studies**

As stated in the school Admission policy, to transfer from preparatory studies to IB1, student must complete the preparatory year satisfactorily. This includes a passable grade in all mandatory courses and an ability to study in English. The assessment criteria for the preparatory year are described in the school's national curriculum.

### **Transfer to DP2**

Prerequisites for transfer from DP1 to DP2 are as follows:

1. The student has a passing grade for each subject in the DP1 year assessment
2. The student has completed all assignments given by the teachers
3. The total sum of IB1 grades is minimum of 22- 24 points (cases with 22-23 points are discussed in detail and these take into account the possibility of getting 1-3 Diploma points for EE and TOK essays)

4. The student has recorded CAS a reasonable amount of activity in ManageBac
5. The student has an Extended Essay topic, supervisor, a realistic research plan and the first reflection submitted to ManageBac

Teachers are expected to submit their DP1 year grades to Wilma in April as assigned by the DP Coordinator. The home class teachers, counselors and the IBDP coordinator confirm whether each student meets the set requirements. If the student fails to meet the requirements, they may be assigned with additional tasks for the summer to show further evidence on their learning and progress. The IB Coordinator makes the final decision on whether the student is allowed to transfer to IB2.

### **Special consideration**

As stated in the school Admission policy, Jyväskylän Lyseon lukio accepts students from various backgrounds to study in the IB Diploma Programme. Therefore, student with a final report other than the Finnish comprehensive school, are considered case-by case with the aim of ensuring that all youngsters living in the Central Finland region find an appropriate place of study in the proximity of their home. Special consideration can also take place in transfer from pre-DP to IB Diploma Programme and from IB1 to IB2 when considered appropriate by the DP Coordinator.

### **VI Approval and Review**

Approved by Deputy Principal Juhani Takkinen

Approval date

Review Annually

#### References

Guidelines for developing a school's assessment policy in the Diploma Programme (2018)

IB Assessment principles and practices—Quality assessments in a digital age

Diploma Programme assessment: Principles and practice

The Diploma Programme: From principles to practice

## 5. Inclusion Policy

### I Philosophy

According to Jyväskylän Educational Consortium Equality Policy<sup>1</sup>, school is a learning community of which the main goal is to promote learning of all its members and challenge to inspired and motivated work. The main goal is that all learning environments are adaptable and they enrich learning experiences and promote motivation to learn. All actions taken by the school are learner-centred and they reinforce students' ownership of their own learning process. The individual progress of each student is supported by the school staff including both teaching staff and support staff as well as administrative leadership of the school. The professional development and all learning of school staff is supported not only to maintain and improve competence in their work, but to set an example of life-long learning.

Jyväskylän Lyseon lukio acknowledges students as individuals with individual strengths and competences as well as individual needs for support. Students' individuality as learners is one of the key areas of focus in school development, teachers' professional training and the recruitment of new teachers.

### II Organization

Jyväskylän Lyseon lukio emphasizes pedagogic abilities in the recruitment of new teachers. Especially versatile assessment practises and teaching differentiation is stressed to guarantee that each teacher working in the school has the needed knowledge and skills to meet the different needs of students, in line with the IB Approaches to Teaching. All IB teachers regularly attend IB professional development workshops to update the requirements on teaching and learning set by the IBO.

Each student has a designated teacher as their home-class teacher. This teacher is the first link between the school and the guardians of under-aged students and an adult in the school community student meets regularly. Home-class teacher is also the one to put together the information – with the approval by the student – subject teachers, counselor, coordinators and/or school support staff (SEN teacher, psychologist, social worker, nurse) give on students' progress and possible problems.

The school SEN teacher has the most important role in both detecting learning difficulties as well as in assisting and guiding students to achieve their potential regardless of those difficulties. Teacher must have Finnish – or equivalent – SEN teacher qualifications.

The school has resources for subject teachers to give tutoring hours to students who need extra support. The number of hours must be first negotiated with the Head of School and small groups are favoured as opposed to individual tutoring. The school has competition teams for gifted students in economics, mathematics, chemistry, physics and a debate team.

### III Promoting equal access to all learners

The standards are set by the Pupil and Student Welfare Act including confidentiality of information. The school pedagogical leadership team consists of eight members: IB DP Coordinator,

Assistant Coordinator, Core Coordinators ( CAS, TOK, EE) and guidance counselors. The Head of School participates the meetings when considered necessary. Home-class teachers of each year class meet with pedagogical leadership team once a period to go through any concerns there might have occurred and decide on any actions that should be taken.

SEN teacher and the coordinator responsible of student affairs maintain close collaboration so that all students are informed by their rights and responsibilities. Subject teachers encourage students to tell any inclusive arrangements they are entitled to so that they can be taken into account when planning the course and assessment methods. SEN teacher is invited to the pedagogical leadership team's meetings when necessary.

All Finnish speaking students entered Jyväskylän Lyseon lukio, will take a standardized test evaluating their reading skills. Those who are suspected of having learning difficulties, will be interviewed and further testing is made. If needed, a written personal study plan is conducted and special arrangements are discussed with the student.

SEN teacher assists teachers to develop teaching differentiated to meet each student's needs. SEN teacher has a consultative role in the IB Staff and collaboration with the subject teachers is an essential part of successful implementation of school Inclusion policy. SEN teacher also collaborates actively with counselor, home class teachers and student support staff.

Students with diagnostic learning difficulties are entitled to inclusive assessment arrangements, as described in the school Assessment policy. It is the discretion of the subject teacher, aided by the SEN teacher, to determine, which arrangements are best suited for different formative and summative assessment methods in each subject. However, students must have a possibility to practise final exams in each subject with the official IB inclusive assessment arrangements they are permitted to.

If student faces adverse circumstances while studying, the school offers support and advice. The support personnel include counselor, school psychologist, school social worker and school nurse. When applicable, student is advised on applying for the IB to take their adverse circumstances into consideration with the assessment.

Approved by Deputy Principal Juhani Takkinen

**References:**

Act on Equality (2014)

Pupil and Student Welfare Act (2013)

Jyväskylä Educational Consortium Equality Policy (2016)