

Integrated Kindergarten in Nanjing

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On September 5th, 2022, after a series of efforts and preparations our amity integrated kindergarten opened. On this day we welcomed the first four children, three boys and one girl.

In the following days the integrated teachers from Amity Children's development centre and the mainstream teachers from the kindergarten started to work together to provide support and services for these children with special needs. We explore the proper integrated teaching model for both groups of children.

After a semester the children have made significant progress and at the beginning of the new semester this year the integrated kindergarten has two new students joining us.

Every morning the students of Amity Integrated kindergarten walk into the campus with their school bags just like the other students in the kindergarten and start an independent day.

The life in the kindergarten is interesting and colourful and full of challenges too. Fortunately, they are accompanied by integrated teachers who help them adapt to new learning environments, understand, and follow group instructions and requirements. Practice basic self-care skills. The children are learning social skills from the moment they arrive in the morning, greeting teachers at the school gate, morning checks and finding their classrooms.

Some children ran all over the playground in the morning exercise time at the beginning but now they can stand in the right position of the class and even follow the teacher to do morning exercise. Some children could not sit on their chair in class but now they can sit on their chair for the whole class. Some children were not interested in the environment and now they are not only interested in exploring, they play interactive games with their classmates.

All the children in the class are changing. Mainstream teachers find that the other children in the class have become more tolerant and more empathetic. They not only accept and help the special needs children initially but also give understanding and assistance to other children when they have some emotional or behavioural problems. All the children learn from each other.

At the end of the school day when the students went home. The integrated teachers are still busy. They record and summarise the performance of the children in the daytime, give feedback to the parents, formulate, and adjust the teaching plans and the support strategies for the next day and receive regular supervision from the integrated education expert, Jasmine Miller. Before leaving work, teachers tidy up the classroom and get ready for the arrival of the children the next day.



