



LX XM 招 生 政 策

**_X XMADMISSION
POLICY**



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IB 国际文凭组织使命宣言

IB 国际文凭教育的目标是培养勤学好问、知识渊博、富有爱心的年轻人，他们通过对多元文化的理解和尊重，为开创更美好、更和平的世界贡献力量。为了实现这个目标，IB 国际文凭组织与众多的幼儿园、政府以及其他国际组织进行合作，开发出一系列具有挑战性的国际教育项目和严格的评估体系。这些项目鼓励世界各地的幼儿成长为既积极进取又富有同情心的终身学习者，他们理解尽管人与人之间存在差异，但他人的意见也可能是正确的。

XLX 愿景

培养心有中华、行有世界，能够参与全球对话并推动可持续发展的未来领袖。



XLX 使命

厚植中国心、开阔世界眼、乐学善思、勇于表达、乐于合作。

XLX 核心价值观

在学乐星，我们

珍视传统
(知识渊博)

激励变革
(积极探究 勇于尝试)

乐见进步
(胸襟开阔)

从而能够 ..

独立自主
(全面发展)

接纳多元
(勤于思考)

感恩他者
(懂得关爱)

以 ..

勇于担当
(坚持原则)

笃行求真
(及时反思)

克己修身
(善于交流)

招生政策

为进一步规范幼儿园招生工作，保障幼儿、家长和托幼机构的合法权益，根据中华人民共和国《幼儿园管理条例》、《上海市学前教育促进条例》等规定，结合上海市区实际，制定本管理办法。幼儿园秉承“把最宝贵的快乐给予儿童”的教育理念，塑造孩子良好性格，文明的习惯，宽阔的胸襟，活跃的思维，好学的态度，开阔的国际视野，培养孩子成为具有中国心的世界小公民。

招生原则

- 1.属地管理原则：市区常住户口幼儿由户籍所在区教育行政部门、符合条件的进城务工人员子女由居住地(以居住证和临时居住证为依据)所在区教育行政部门负责就近(相对就近)安排入园。进城务工人员子女入园条件按照《进城务工人员子女在沪入园管理暂行办法》执行。
- 2.“就近入园”和“住、户一致优先”原则：市区户籍幼儿户口与父母户口、家庭住房三者一致，由户籍所在教育服务区幼儿园优先安排入园。符合条件的进城务工人员子女，居住地、工作地、社会保险缴纳地三者一致的幼儿，由居住地所在区教育行政部门在同类幼儿中优先安排。



招生范围

全市、全区招生

招生对象

入园当年的 8 月 31 日(含)前已经年满三周岁的上海市区(简称“市区”，下同)户籍幼儿和符合条件的进城务工人员子女。

小班 K1: 2021 年 9 月 1 日至 2022 年 8 月 31 日

中班 K2: 2020 年 9 月 1 日至 2021 年 8 月 31 日

大班 K3: 2019 年 9 月 1 日至 2020 年 8 月 31 日

身体健康(无慢性传染病)、智力正常、可独立参加集体活动,身心发展指标达到同龄幼儿发展水平的适龄儿童。

报名时间

各类幼儿园招生均采用统一时间、现场报名的方式,为每年 6 月第一周的双休日。

班级规模

双语课程每班限 20 人,共 6 个班。

年龄标准和年级安排

年级	入学当年 9 月 1 日前年龄
小班	3-4 岁
中班	4-5 岁
大班	5-6 岁

多语言能力

中文和英语为幼儿园教学与沟通的主要语言。作为一所 IB 国际幼儿园,我们致力于通过多语言教学增进文化认同、培养国际情怀。XLX 提倡“多语言能力”指掌握一种以上语言的能力,且因社会和学术经历的差异,每个幼儿的语言能力在不同阶段的表现可能各异。

此外,掌握多种语言有益于促进:

- 注意力和专注力
- 解决问题的思维能力
- 对语言的思考

(奎因·凯斯勒, 1980 年; 安图内斯·泽拉斯科, 2000 年)

幼儿园与幼儿互动，会考虑幼儿的家庭语言。

语言支持（EAL）专家与课堂教师协同合作，助力幼儿习得额外语言并取得学术成就，这是主流教学环境的构成要素之一。

XLX 设有 EAL 体系，当本校的教学语言与幼儿家庭语言或其之前所在幼儿园的教学语言存在差异时，能够协助幼儿跟上教学进度。

学习额外语言的幼儿具备同时处理一种以上语言的能力。

当幼儿置身于陌生语言环境时，会吸纳大量语言相关的文化信息，包括陌生的社交互动模式。XLX 学习社区关注全体幼儿的福祉，以及额外语言学习者的需求。

招生过程：

一、制订计划

幼儿园依据法律法规、有关政策的规定和区教育行政部门核定的办园规模制订招生计划。各幼儿园招生计划由区教育行政部门核准后统一公布。各区教育行政部门应在招生前将招生工作的有关政策、办法、招生计划、招生的幼儿园名录、招生咨询监督电话在门户网站一级栏目下予以公告，并通过街道、社区等多种渠道向社会公布。各幼儿园应在园区门口或网站上公布招生通告。通告应包括以下内容：幼儿园招生计划、招生班级数、报名时间、报名时应携带的材料、收费标准、咨询电话。

二、现场报名

- 1、由父(母)或其他法定监护人携带相关证件前往附近的幼儿园报名
- 2、市区户籍适龄儿童报名时，须提交户籍本、房产证(或相关的租房证明)和预防接种证的原件和复印件
 - (1) 家庭户籍本和父母或其他法定监护人身份证
 - (2) 父母双方或其他法定监护人在市区的有效居住证或临时居住证、房产证或房屋租赁证明
 - (3) 父母一方或其他法定监护人与用人单位签订的劳动合同或工商部门颁发的营业执照
 - (4) 父母一方或其他法定监护人缴纳社会保险的凭证
 - (5) 适龄儿童的预防接种证

三、录取方式

- 1、小区配套幼儿园优先招收小区内住、户一致的业主子女入园
- 2、部门办幼儿园在解决本系统职工子女入园的基础上，可就近向社会公开招生
- 3、户籍所在地无配套幼儿园的，家长到相对就近幼儿园报名，未被录取的，由区教育行政部门按照相对就近原则统筹安排
- 4、符合条件的进城务工人员子女在实际居住地附近的幼儿园报名，未被录取的，由区

教育行政部门按照相对就近原则统筹安排

四、招录结果告知

各幼儿园应在统一招生后两周内向报名家长告知录取情况，并耐心细致地做好未被录取家长的解释工作。幼儿园新生录取工作要求在 6 月底前结束，个别需作调整的，8 月底前完成。

工作要求：

- 1.各区教育行政部门要认真做好新生入园需求的摸底调查工作，积极挖掘潜力，认真制定招生计划，统筹协调相关工作，确保户籍适龄幼儿和符合条件的进城务工人员子女入园。
- 2.各幼儿园在接受报名时，应严格遵守有关规定，认真做好家长接待工作，耐心宣传招生政策，努力为家长报名提供便利条件;幼儿园报名时不得举行任何形式的考试、面试。
- 3.各幼儿园招生时不得收取报名费，不得收取与入园挂钩的赞助费或物品;不得提前收缴录取新生的各项费用;进城务工人员子女一经录取，享受市区户籍儿童同等收费标准。
- 4.积极推进阳光招生。各区教育行政部门、幼儿园应按要求公开招生相关信息，努力促进幼儿园招生工作的公开、透明。
- 5.招生工作初步结束后，各区教育行政部门要及时了解各幼儿园招生情况，积极做好未被录取的户籍适龄儿童和符合条件的进城务工人员随迁子女入园的统筹协调工作。

取消入园

幼儿园保留在以下任一/所有情形下取消入学的权利：

- 幼儿/家长在入学或申请时提供不实信息。
- 退款依当地相关法规处理。

与其他政策的关联

招生政策与幼儿园的其他政策相互协同。

语言政策：评估结果会反馈给幼儿和家长，这有助于制定未来学习策略。幼儿园与幼儿互动时，会考虑幼儿的家庭语言。

学术诚信政策：招生政策与 XLX 学术诚信政策密切相关。取消录取基于学术诚信原则，强调个人的诚信和原则性行动。因此，幼儿/监护人需签署声明，以证明所提交文件和证明真实有效。此外，根据学术诚信政策，如果发现幼儿/家长提供了伪造信息



或不实信息，将取消幼儿的入学资格。

全纳政策: 是为教师、家长及学校提供指导，帮助其为存在学习障碍的学生提供有效的学习支持。确保人人享有接受 IB 课程教育的机会，从而打造更加多元化的社区。

评估政策: 招生政策与评估政策密切关联。评估政策的主要目标在于了解幼儿的学习需求。评估信息与教师共享，评估包括对相关幼儿学习信息的收集与分析。这有助于幼儿园了解幼儿在不同阶段对知识的掌握、理解和应用能力。教师应借助评估结果规划下一阶段的学习计划。

术语表

家庭语言: 指最先学会、最为熟悉和/或使用频率最高的语言。语言学习在特定环境中进行，学习者可能拥有一种“家庭”或“家族”语言，该语言与幼儿园当前的教学语言有别。

包容性: 包容性教育意味着提升所有幼儿的学习、教学机会及参与度。包容性幼儿园意味着消除学习障碍，让每个人都参与幼儿园生活。

多语言能力: 在任何学习阶段和熟练程度运用两种或以上语言，体现了语言间的动态交互作用以及与语言相关的社会行为。

支架式教学: 支架式教学借助各种教学策略和工具助力幼儿学习进步。支架式教学具有临时性、适当性、有针对性的。

利益相关者: 指对某事物有兴趣或进行投资的人。PYP 的利益相关者包括幼儿、教师、员工、家长和监护人以及幼儿生活中的其他重要成年人。

元认知: 元认知即对思考的思考。它是一种能意识到、反思、理解自身思维的能力。

元认知技能: 元认知技能是幼儿用于监督自身学习技能和过程有效性的技能，以便更好地理解 and 评估自身学习情况。

认知技能: 包括所有处理信息和思维的技能。

评估: 评估是对学习进行监测、记录、测量与报告。评估涉及学习和教学所有阶段的反思和反馈。

情感能力：情感能力指管理行为和情绪的能力，支撑着韧性、毅力和自我激励等态度因素，这些因素对取得教育成就至关重要。（“PYP 资源：术语表”）。

免责声明

XLX 招生政策的实施与 XLX 学术诚信政策、XLX 评估政策、XLX 全纳政策和 XLX 语言政策保持一致，并符合当地、国家及 IB 国际文凭组织的规定。

审查

幼儿园各政策系根据修订后的 IB 项目标准与实践制指定。本政策在幼儿园年度审查期间进行审查，必要时采纳全体教职工的意见和建议。

更新：2025 年 6 月

下一次审查：2026 年 6 月

本文件每年进行一次审查与修订。

负责起草本政策的初始委员会：总园长、园长、PYP 项目协调员、教研组长、招生办。

参考文献

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- https://resources.ibo.org/pyp/works/pyp_11162-51464?root=1.6.2.14.3. Accessed 18 Sept 2020.
- https://xmltwo.ibo.org/publications/DP/Group0/d_0_dpatl_gui_1502_1/static/dpatl/guide-apr-to-learn.html. 访问日期：2025 年 6 月
- 《上海市教育委员会关于 2025 年本市学前教育阶段幼儿园招生入学工作的实施意见》
- <https://mp.weixin.qq.com/s/cAGRZN71ppU7b8qBUxF7IA>
- 《2025 年浦东新区学前教育阶段幼儿园招生入学工作的实施意见》
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The International Baccalaureate Mission

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with kindergartens, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage children around the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

XLX Vision

To cultivate future leaders with a Chinese heart and a global mindset, who will contribute to sustainable development and meaningful worldwide engagement.

XLX Mission

Nurture a Chinese identity, broaden global perspectives, foster joyful learning and critical thinking, and develop expressive and collaborative abilities.

XLX Core Values

At XLX we . . .

Value Tradition,
(Knowledgeable)

Inspire Change,
(Inquiring Risk-takers)

Embrace Progress,
(Open-minded)

so that we can . . .

Respect Ourselves,
(Balanced)

Welcome Diversity,
(Thinkers)

Acknowledge Others,
(Caring)

to . . .



Be Accountable,
(Principled)

Be True and
(Reflective)

Be Us
(Communicators)

Admissions Policy To standardize

Kindergarten enrollment procedures and protect the legitimate rights of children, parents, and childcare institutions, this management regulation is formulated in accordance with China's "Kindergarten Management Regulations" and Shanghai's "Prekindergarten Education Promotion Regulations", while considering local realities. Guided by the educational philosophy of "giving children the most precious joy", kindergartens aim to cultivate positive character traits, civilized habits, broad-mindedness, active thinking, a learning attitude, and global perspectives. Our goal is to nurture young citizens with Chinese identity who are globally-minded.

Admission Scope

City-wide and district-wide enrollment. Admission Target: Children aged 3 years or older with Shanghai urban household registration (referred to as "urban area", same below) and eligible children of migrant workers who have reached the age by August 31 of the kindergarten year. Kindergarten Classes:

-K1 (Small Class): September 1, 2021 to August 31, 2022

-K2 (Medium Class): September 1, 2020 to August 31, 2021

-K3 (Large Class): September 1, 2019 to August 31, 2020

Eligibility: Healthy children (no chronic diseases), normal intelligence, capable of participating in group activities independently, and whose physical/mental development meets peer standards.

Enrollment Time

All kindergartens conduct unified on-site registration during the first weekend of June each year.

Class Sizes

Each bilingual class has a maximum of 20 kids, with a total of 6 classes available.

Age Criteria and Grade Placement

Class	Age by 1 st of September of the Joining Year
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K1	3 – 4yrs
K2	4 – 5yrs
K3	5 – 6yrs

Multilingualism

Chinese and English are the primary languages of instruction and communication across the kindergarten. Being an IB world kindergarten we are committed to multilingualism as a means of affirming cultural identity and developing international mindedness. The term “multilingualism” in XLX refers to linguistic ability in more than one language and recognizes that each of a kid’s languages may be developed to different levels, and within different contexts, depending on their social and academic experiences.

In addition, multilingualism has cognitive benefits relating to:

- attention and focus
- problem-solving thinking skills
- thinking about language

(Kessler, Quinn 1980; Zelasko, Antunez 2000)

Home and Family languages are considered while interacting with the kids.

EAL specialists and classroom teachers work together to support additional language acquisition and academic achievement as part of the mainstream environment.

XLX has language support (EAL) structures in place to ensure inclusivity for children whose language of instruction is not their home and family language or the language of their prior kindergarten experience.

kids learning additional languages are simultaneously processing more than one language.

Where a child is immersed in a language environment unfamiliar to them, there is an enormous amount of cultural information to be absorbed alongside the language, including unfamiliar patterns of social interaction. The XLX learning community is concerned with the well-being of all children and the needs of additional language learners.

English language proficiency is measured as part of the admission process for kids entering grade 1 and above. In order for kids to be adequately prepared for the academic rigor of the 11th and 12th grades, they should be independent of EAL support before entering 11th grade. In order to ensure kids' success in a demanding academic environment, EAL kids are accepted in grade 10-12 depending upon their level of academic English and their academic records. Grade 10 applicants must demonstrate English language proficiency at the intermediate level or above in order to be considered for admission. Grade 11 applicants must demonstrate English language proficiency at the advanced level in order to be considered for admission. For kids entering grade 1 onwards their English language proficiency is measured at the time of admission. This data is used in a variety of ways, depending upon the grade the kid is entering.

Admission Procedure

I. Enrollment Plan Formulation

Kindergartens shall formulate enrollment plans in accordance with laws, regulations, relevant policies, and the approved kindergarten scale determined by district education authorities. All kindergarten enrollment plans must be approved by the district education authorities and announced uniformly. Before enrollment begins, district education authorities shall publish relevant policies, procedures, enrollment plans, lists of participating kindergartens, and consultation hotline numbers in designated sections on their official websites, while also disseminating information through multiple channels, including neighborhood streets and community centers. Kindergartens shall display enrollment notices at campus entrances or on their official websites. These notices must include the following details: the kindergarten enrollment plan, the number of classes, the application period, required documents for enrollment, fee standards, and consultation hotline numbers.

II. On-site registration

1. Parents (or legal guardians) must bring valid identification documents to register their children at nearby kindergartens.
2. For urban district residents, applicants must submit: (1) Original household registration book and ID card of parents/guardians; (2) Valid residence permit or temporary residence permit issued by municipal authorities, property deed, or lease agreement; (3) Employment contract with employer or business license from

industrial and commercial department; (4) Social insurance payment records; (5) Child's vaccination certificate

III. Admission methods

- 1.Community-affiliated kindergartens shall prioritize enrollment for children of homeowners with property ownership and household registration within the residential complex.
- 2.Government-operated kindergartens may recruit children from the public after fulfilling enrollment quotas for their affiliated staff.
- 3.Parents without local kindergarten enrollment rights must register through nearest available kindergartens. Unenrolled children will be assigned by district education authorities following the principle of proximity.
- 4.Eligible migrant workers' children must register at kindergartens near their actual residence. Unenrolled children will be assigned by district education authorities following the principle of proximity.

IV. Enrollment Notification

All kindergartens shall notify parents of admission results within two weeks after the unified enrollment, providing clear explanations to families that were not enrolled. Kindergarten enrollment must conclude by June 30. Adjustments may be made and completed by the end of August.

Job requirement

- 1.District education authorities shall conduct thorough needs assessments for kindergarten enrollment, proactively identify potential candidates, formulate enrollment plans with coordinated implementation, and ensure access for registered kindergarten-age children and the children of eligible migrant workers.
- 2.Kindergartens must strictly comply with regulations during registration, provide clear guidance on admission policies, and facilitate enrollment procedures without conducting entrance exams or interviews.
- 3.Kindergartens shall not charge application fees, collect sponsorship fees or goods tied to enrollment, or impose advance fees. Admitted children of migrant workers shall receive the same tuition rates as urban residents.
- 4.Promote transparent enrollment processes by disclosing relevant information as required.
- 5.After preliminary enrollment, district education authorities shall monitor progress and coordinate placements for registered children who remain unenrolled and for the children of eligible migrant workers.



Admission Cancellation

The kindergarten reserves the right to cancel any admission when any or all of the following conditions apply:

- The kid/ parent provides wrong information at the time of admission/ in application.
- Refunds are processed according to local authorities related regulations.

Link with other Policies

Language Policy: As a result of assessments, feedback is provided to the child and their parents. This promotes the development of strategies for future learning. Home and family languages are considered when interacting with the children.

Academic Integrity Policy: The admission policy is closely linked to the Academic Integrity Policy at XLX. The cancellation of admission is based on the principles of Academic Integrity, which values personal integrity and principled action. Therefore, children and their guardians are expected to sign a declaration form affirming the authenticity of their submitted documents and credentials. Furthermore, in alignment with the Academic Integrity Policy, a child's admission can be canceled if the child or parent is found guilty of providing fabricated or inaccurate information.

Inclusive Policy: This policy provides guidance to teachers, parents, and kindergartens to offer effective learning support for children with learning disabilities. It ensures that everyone has access to the IB curriculum, fostering a more diverse community.

Assessment Policy: This policy is closely linked to the assessment process. The main objective of the assessment policy is to diagnose the learning needs of the child. This information is shared with teachers and involves gathering and analyzing data about children's learning. This helps us identify what children know, understand, and can do at different stages of the learning process. Teachers are expected to use assessment results to inform their planning of further learning experiences

Glossary

Home and Family Language: This refers to the language learned first, known best, or used most frequently, or a combination of these. As language learning occurs



within a context, learners may have a "home" language and/or a "family" language that differs from the language of instruction in the current kindergarten.

Inclusive Education: Inclusive education means increasing access to and involvement in learning and teaching for all children. An inclusive kindergarten removes barriers to learning and actively involves everyone in the life of the kindergarten.

Multilingualism: Multilingualism refers to the knowledge of two or more languages at any stage of acquisition or proficiency, reflecting the dynamic interplay between languages and the social behaviors associated with them.

Scaffolding: Scaffolding involves using a variety of teaching strategies and tools to support a child's progression in learning. It is temporary, appropriate, and responsive.

Stakeholders: A stakeholder is a person with an interest or investment in something. In the context of the PYP (Primary Years Programme), stakeholders include children, teachers, staff, families, and caregivers, as well as other significant adults in children's lives.

Metacognition: Metacognition is the process of thinking about one's own thinking. It involves being aware of, reflecting on, and understanding one's own thought processes.

Metacognitive Skills: Metacognitive skills are the abilities that children can use to monitor the effectiveness of their learning strategies and processes, enabling them to better understand and evaluate their learning.

Cognitive Skills: Cognitive skills encompass all information-processing and thinking abilities.

Assessment: Assessment involves monitoring, documenting, measuring, and reporting on learning. It includes reflection and feedback that occur at all stages of learning and teaching.

Affective Skills: Affective skills are related to behavior and emotional management, underpinning attitudinal factors such as resilience, perseverance, and self-motivation, which often play a significant role in educational achievement.



Disclaimer

The XLX Admission Policy is implemented in alignment with XLX Academic Integrity Policy, XLX Assessment Policy, XLX Inclusion Policy and XLX Language Policy and in accordance with local, national and IB regulations.

Review

The kindergarten policies have evolved and are based on the revised IB standards and practices. This policy is reviewed as part of the kindergarten's annual review cycle and feedback from entire staff has been incorporated where relevant.

Updated: June 2025

Next Review: June 2026

This document will be reviewed and revised annually.

Initial Committee that drafted this policy: General Principal, Principal, PYP program coordinator, teaching and research group leader, admissions office.

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