

The Ethics of Inclusion

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Inclusive Education

- ▣ Who does it include/ who is it for?
- ▣ What is it?
- ▣ Where/when does it already happen?
- ▣ Why is it important?

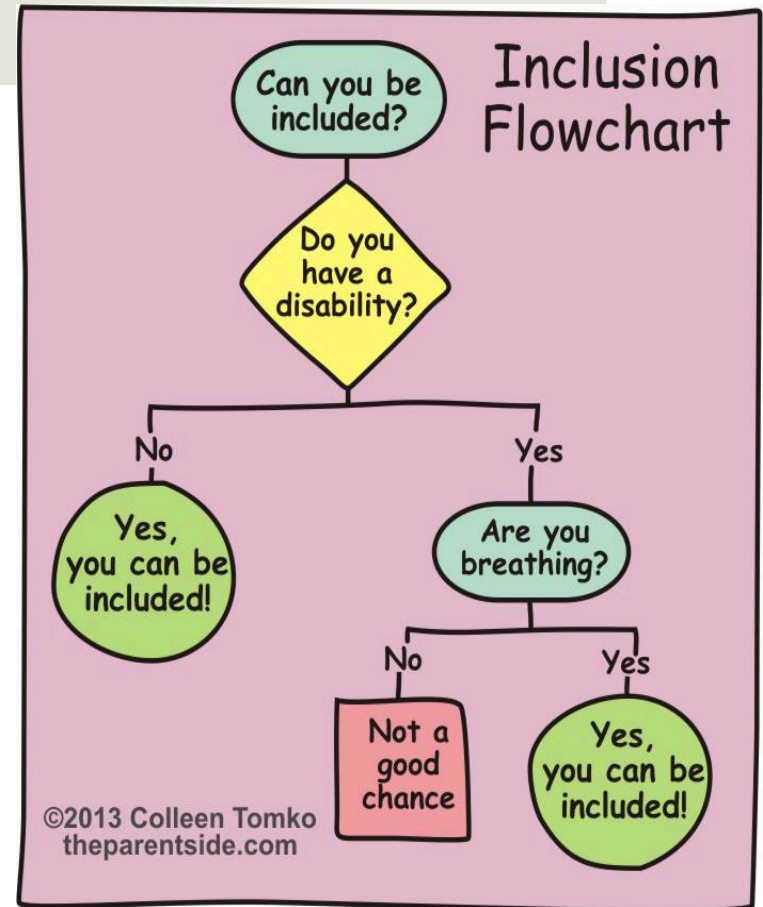
Bridging
what we **believe**
with what **how we live**



Who is inclusion for?
Who does it include?

In philosophy?

In practice?



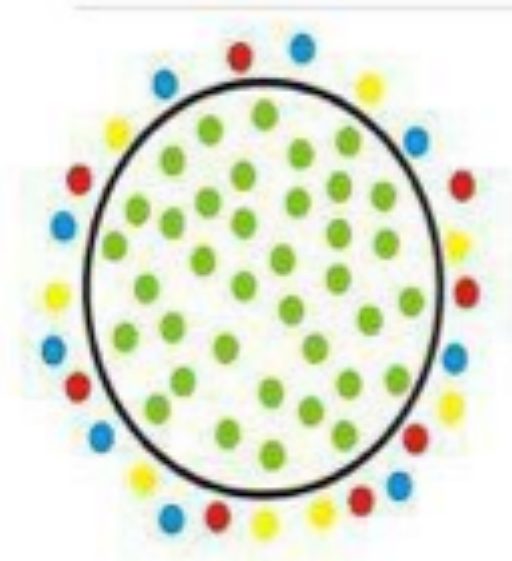
What is Inclusion?

INTEGRATION
SEGREGATION
EXCLUSION
INCLUSION

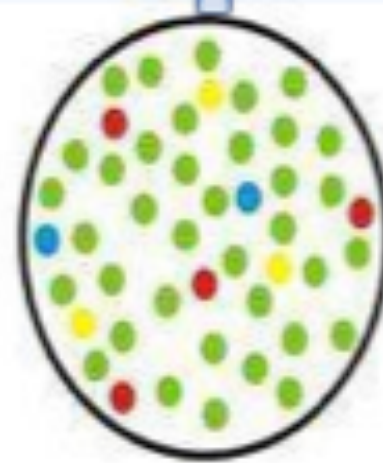
What is Inclusion?

INCLUSION
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INTEGRATION

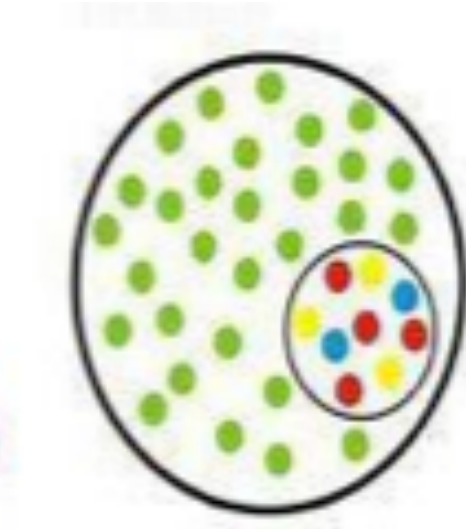
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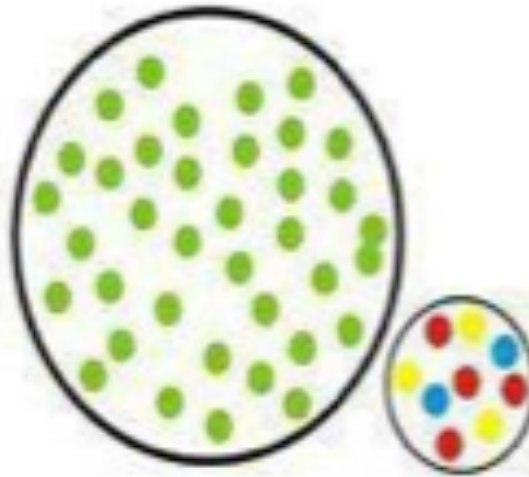
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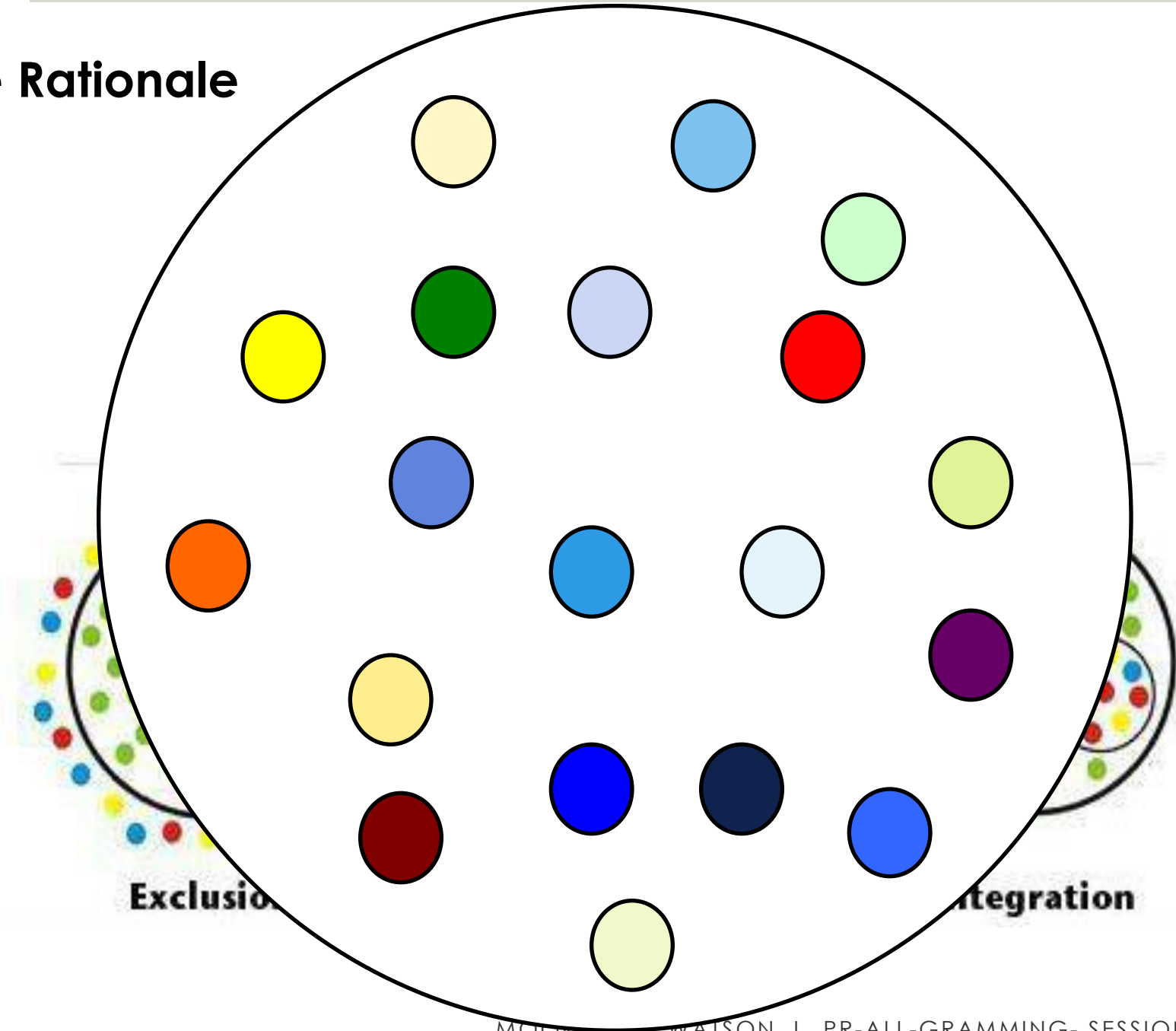
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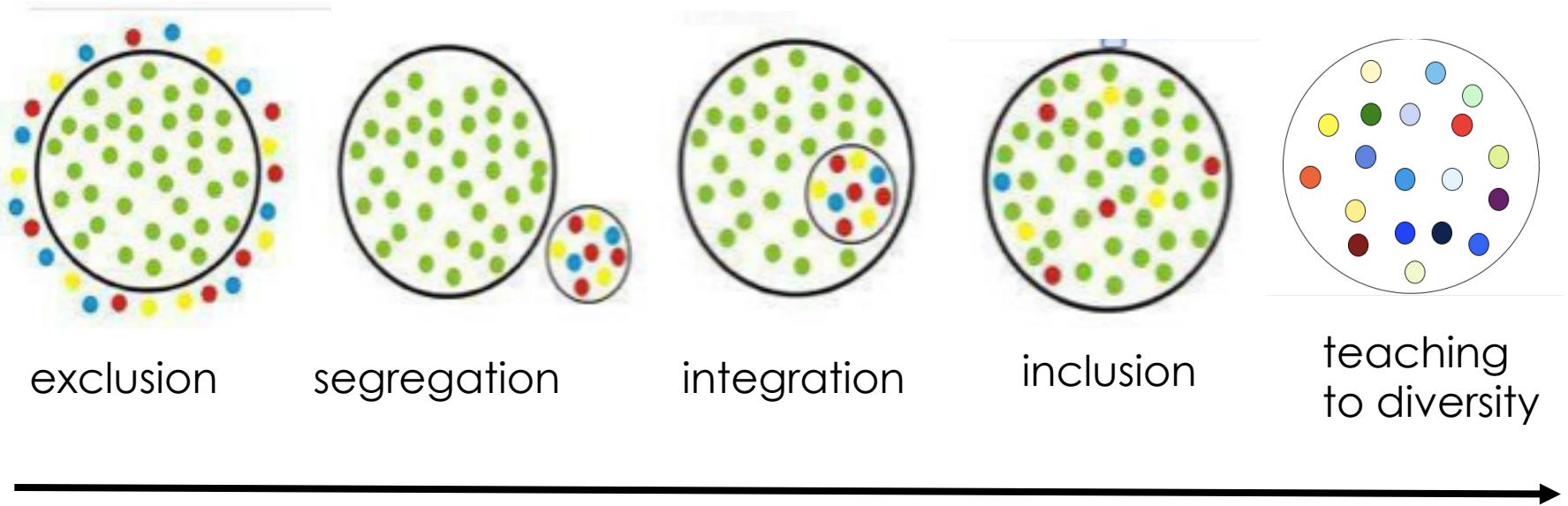
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The Rationale



The evolution of inclusion



How do we move?

What are your colour(s)?



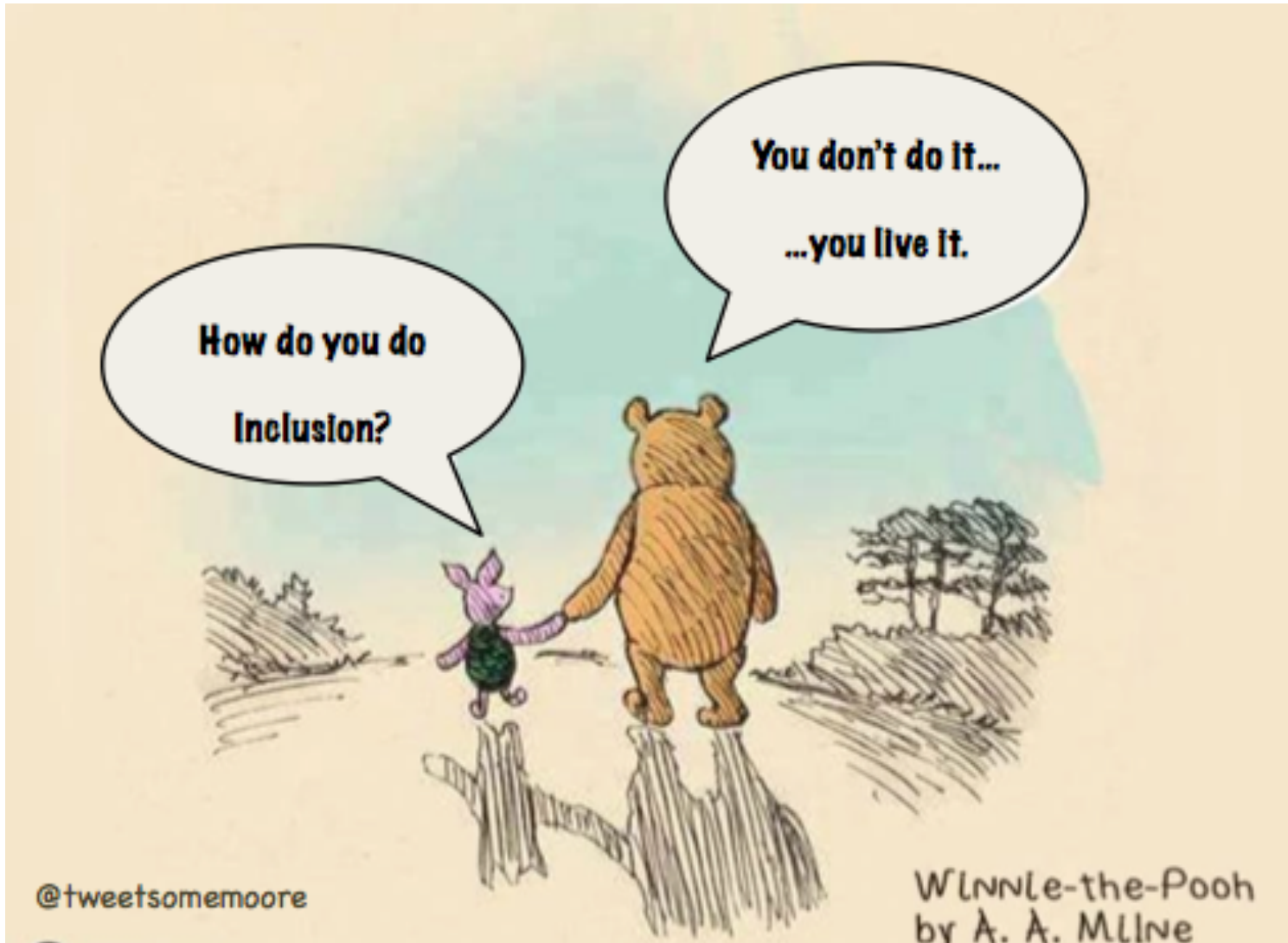
Do we value all colours equally?

Inclusion is...

- ❑ Not forcing separation by group
- ❑ Not forcing separation by individual
- ❑ More than physical integration
- ❑ Voluntary
- ❑ Teaching to diversity – Not just valuing green
- ❑ All of us

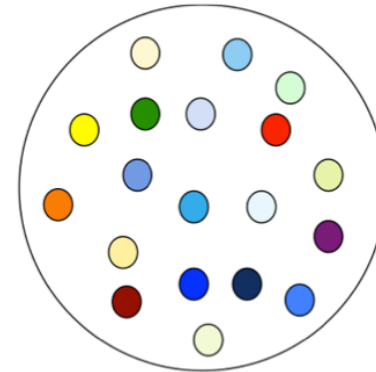
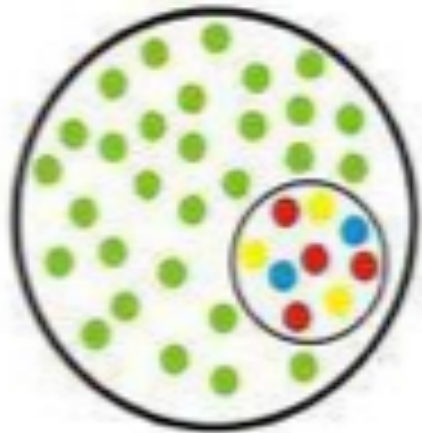


Inclusion is...



How do we move from...

Containers of integration



Communities of Inclusion

We MUST consider place!

Where can inclusion happen?



- Where are the places that ALL students go in a school or community?

Step 1- Integration: Finding opportunities for inclusion to happen

- **Classrooms for Content**
 - Social studies, math, science etc.
- **Classrooms for Electives**
 - Phys Ed, Music, Home Ec., Art etc.
- **Activities/spaces inside the school**
 - Hallways, cafeteria, lunch room, assemblies etc.
- **Activities/ spaces outside the school**
 - Recess, field trips, extra curricular activities, sports teams etc.

- What do we have to do to make the places we go have meaning?

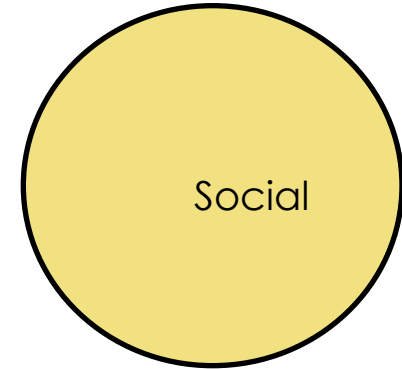
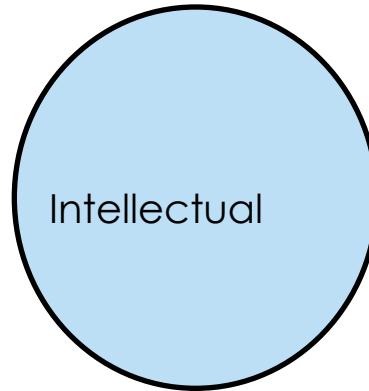
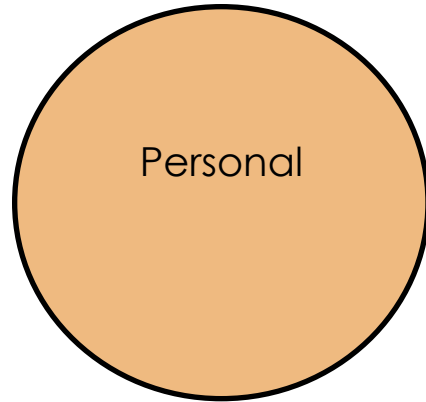


Step 2: Inclusion: Making places purposeful

- **Personal purpose**
 - Goals to help students be included in the physical community
- **Social purpose**
 - Goals to help students be included in the social-emotional community
- **Intellectual purpose**
 - Goals to help students be included in the learning community

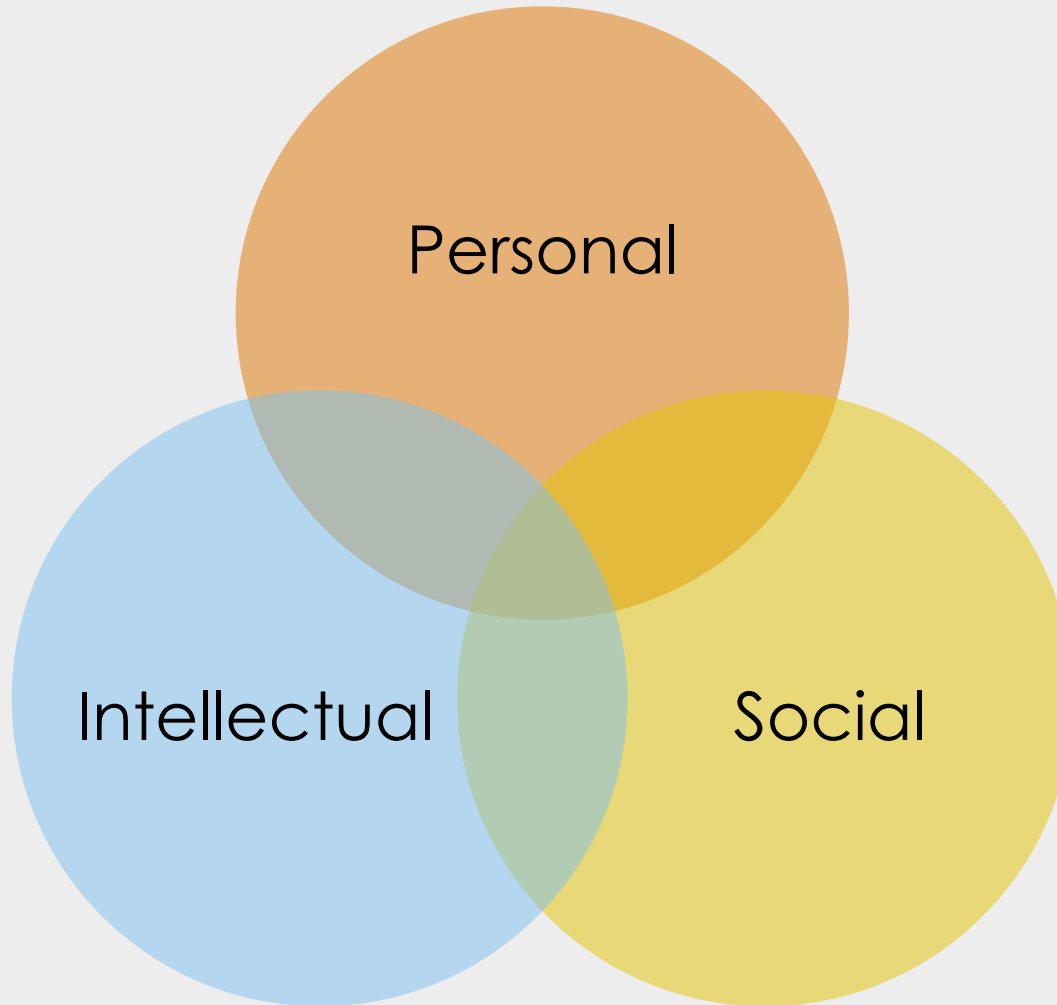


Old paradigm: “fix” the bubbles and apply skills to a place

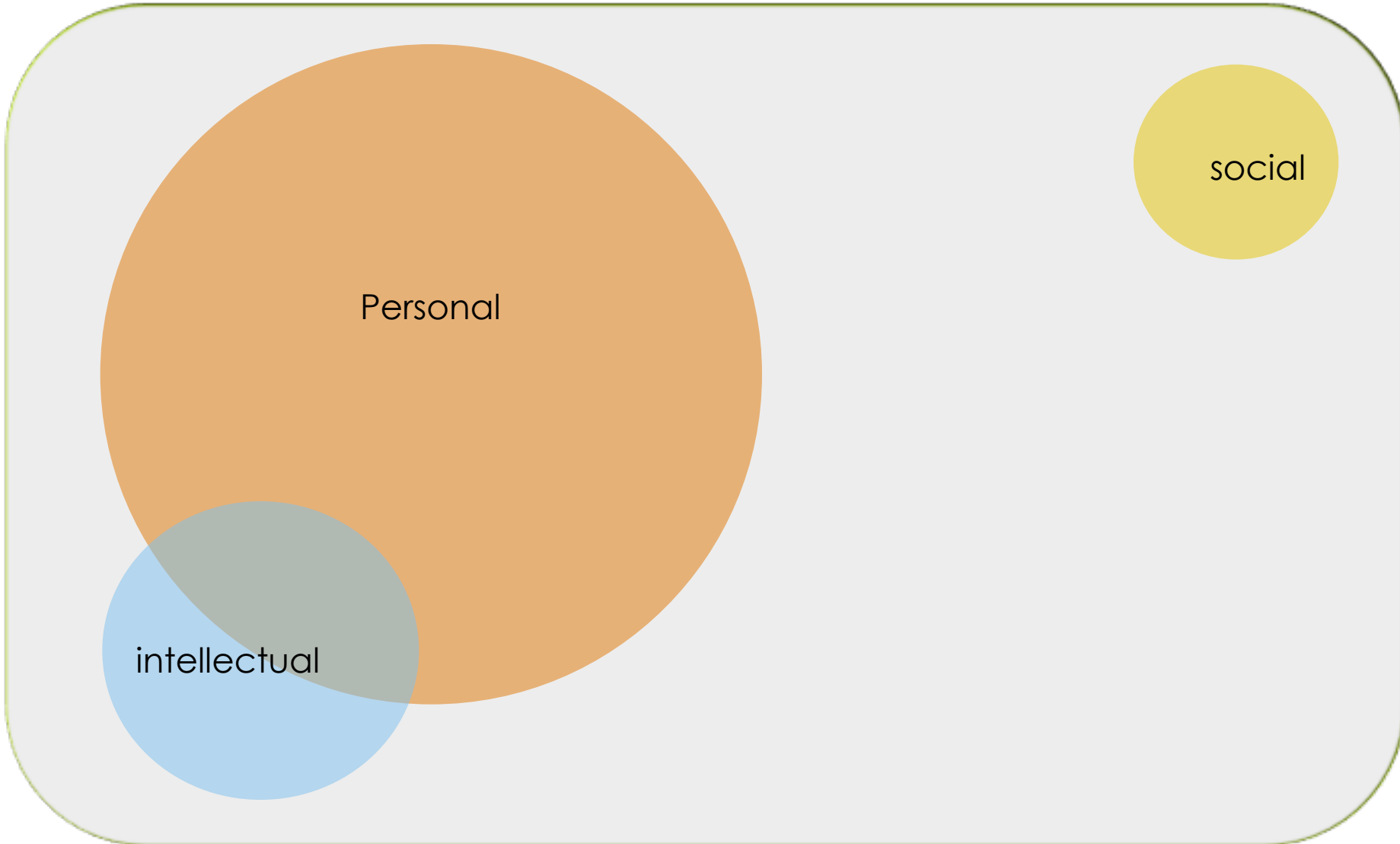


Purposes **IN** a Place

Place



New paradigm: Balance the bubbles in the place of application



Share with your neighbour...

- What are you thinking?
- What are your questions?
- What connections do you have?

Why is inclusion important?

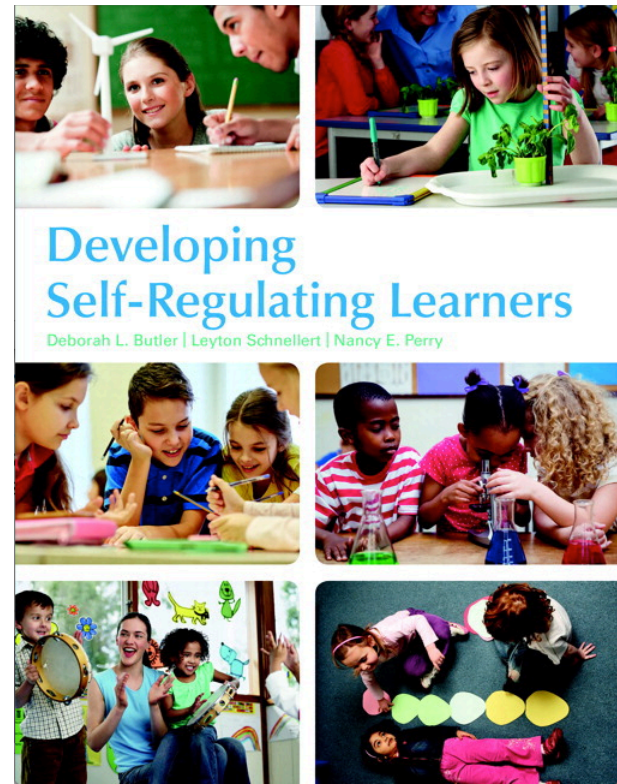


Inclusive education?

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Recommended Resources

Butler, D. L., Schnellert, L., & Perry, N. E. (2016). *Developing self-regulating learners*. Don Mills, ON: Pearson.

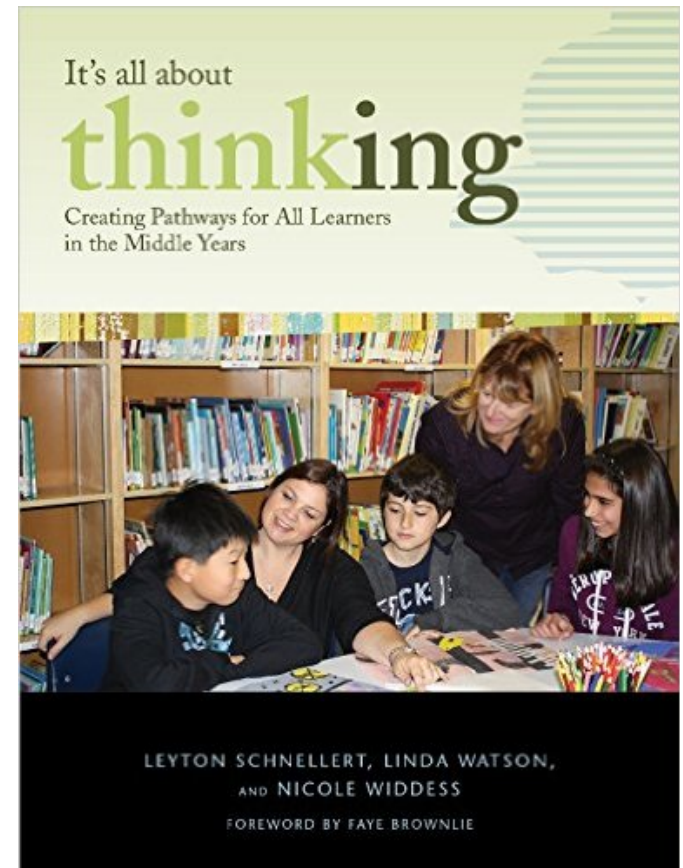


Schnellert, L., Watson, L., & N. Widdess (2015). *It's all about thinking: Building pathways for all learners in the middle years*. Portage and Main. Chapter One.

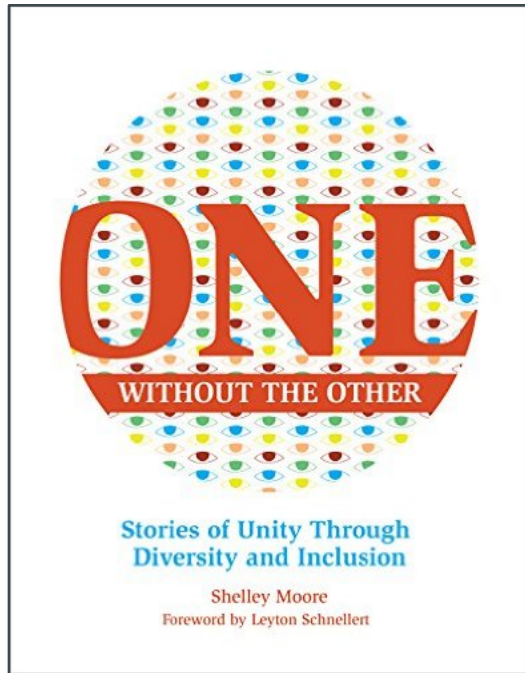
Brownlie, F., Fullerton, C., & Schnellert, L. (2011). *It's all about thinking: Collaborating to support all learners in mathematics and science*. Portage and Main. Chapter One.

Brownlie, F., & Schnellert, L. (2009). *It's all about thinking: Collaborating to support all learners in social studies, English, & humanities*. Portage and Main. Chapter One.

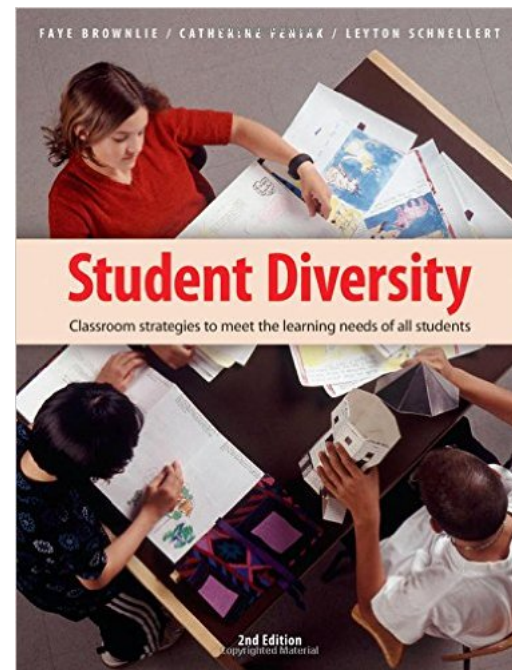
Schnellert, L., Dato, M., Ediger, K., & Panas, J. (2009). *Pulling together: Integrating inquiry, assessment, & instruction in today's English classroom*. Pembroke. Chapter One.



Brownlie, F., Feniak, C., & L. Schnellert (2006). *Student diversity*.
Pembroke.



Moore, S. (2016). *One without the other: Stories of unity through diversity and inclusion*. Portage & Main.



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