

# Inclusive education?

Who, What, Where, When & Why?!

Shelley Moore

# www.blogsomemoore.com

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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**



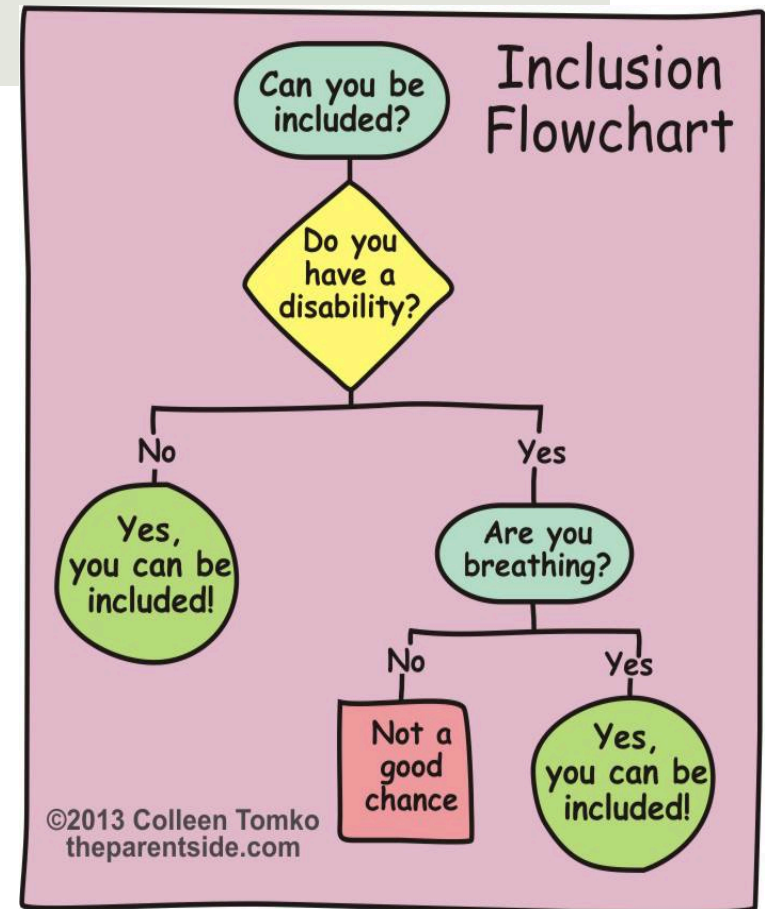
**Philosophy**

**Practice**

**Who** is inclusion for?  
**Who** does it include?

In philosophy?

In practice?



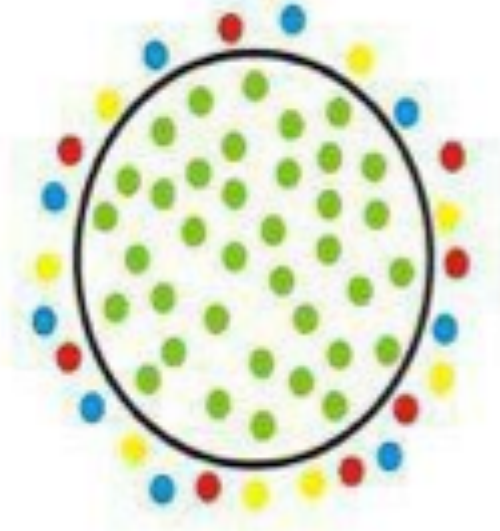
# **What** is Inclusion?

INTEGRATION  
SEGREGATION  
EXCLUSION  
INCLUSION

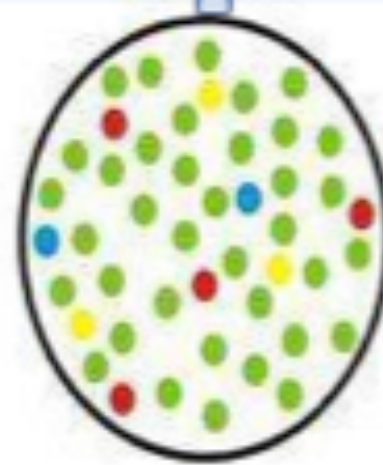
# What is Inclusion?

INCLUSION  
SEGREGATION  
EXCLUSION  
INTEGRATION

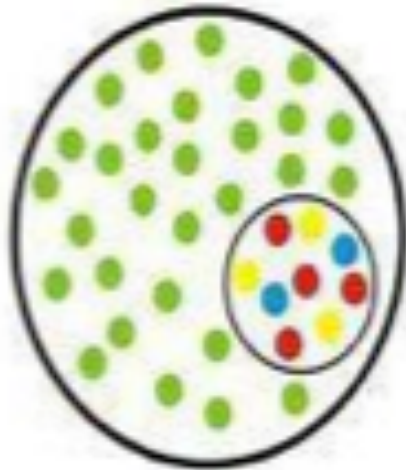
**A**



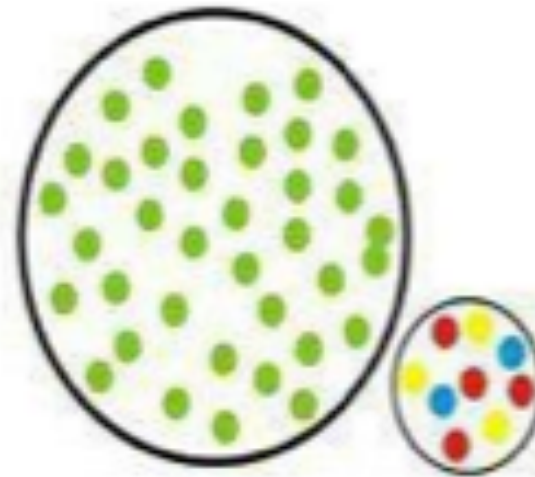
**C**



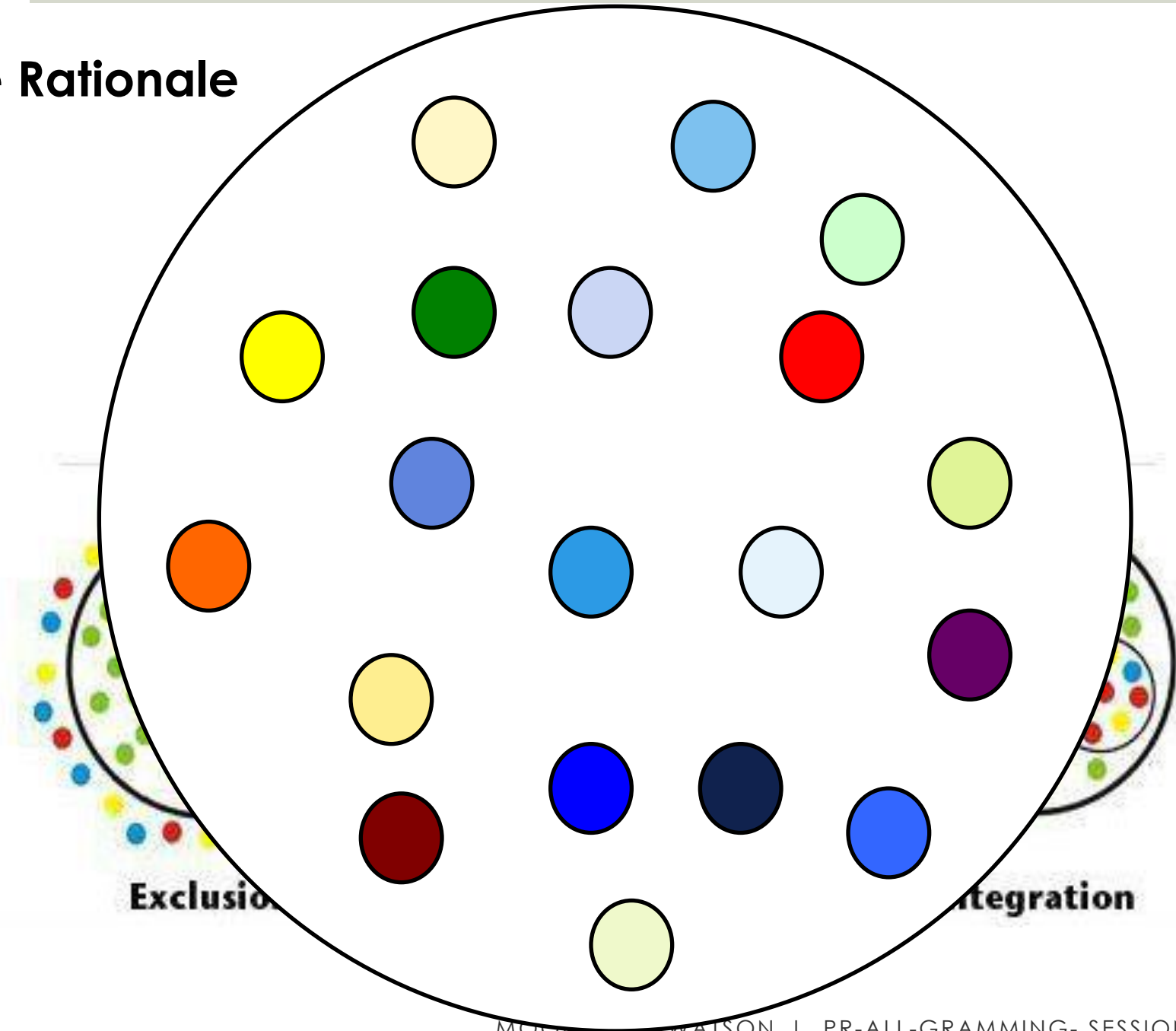
**B**



**D**



# The Rationale

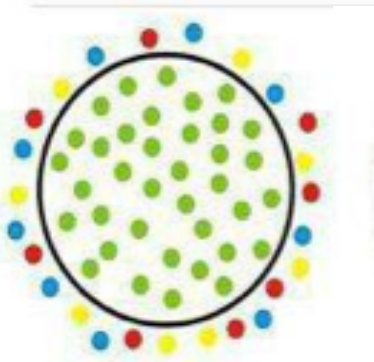


# Moving from Integration to Inclusion: Facilitating Community

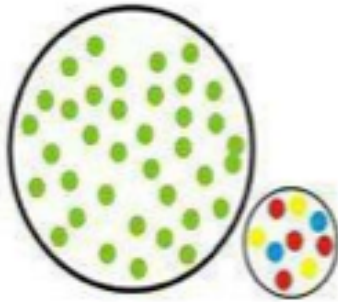


'WORLDS APART'

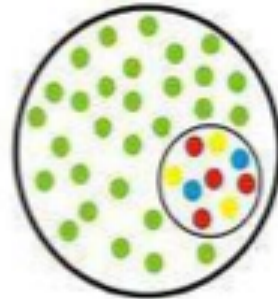
# The evolution of inclusion



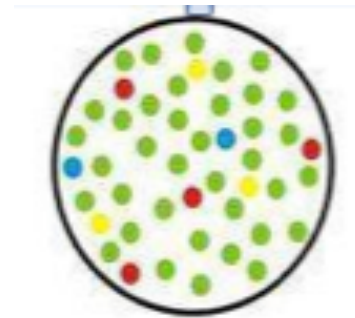
exclusion



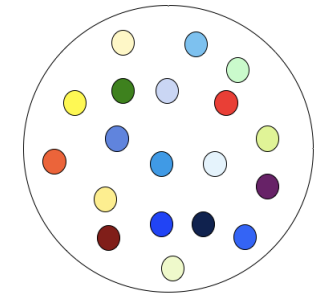
segregation



integration



inclusion

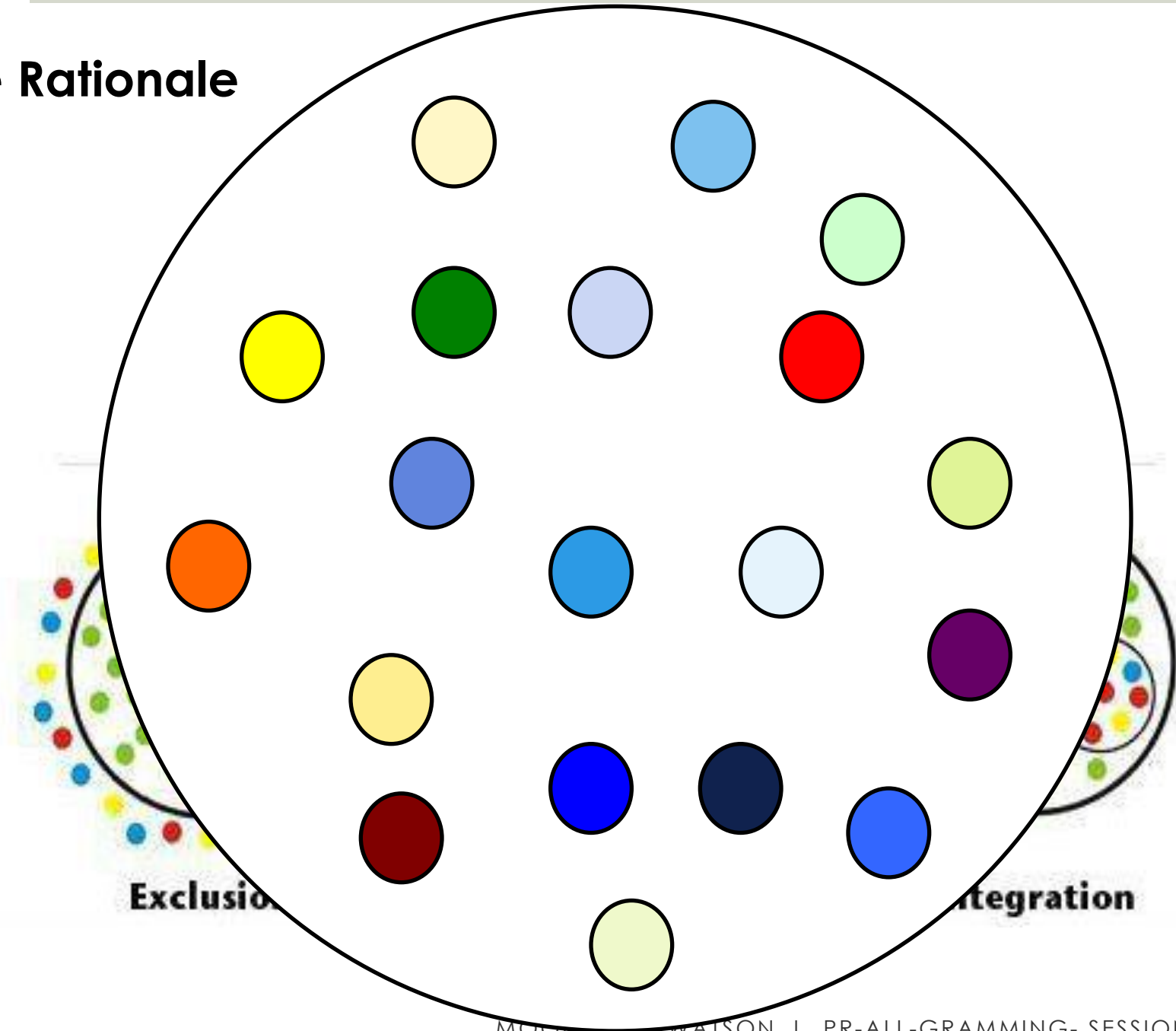


teaching  
to diversity

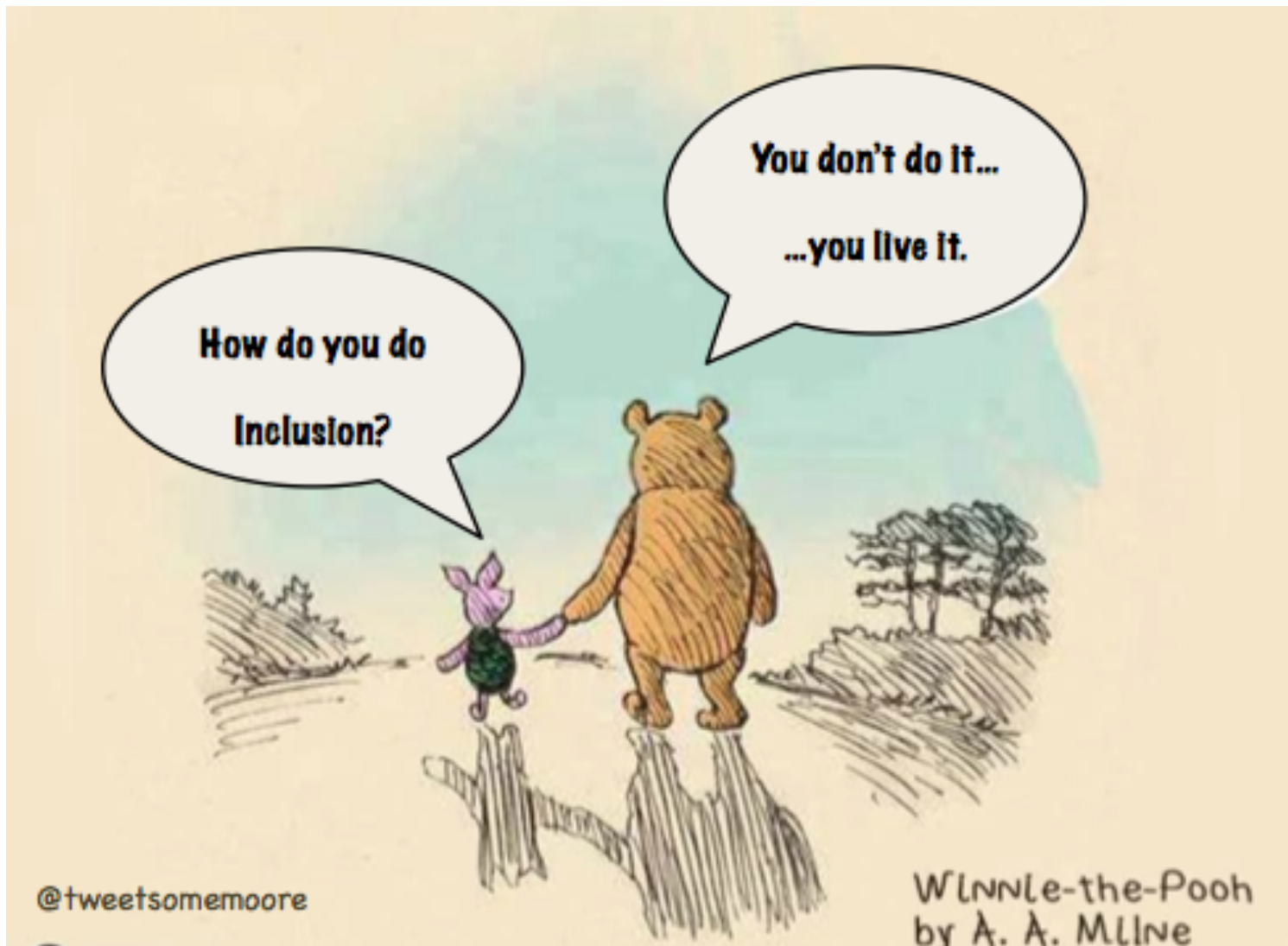


## How do we move?

# The Rationale

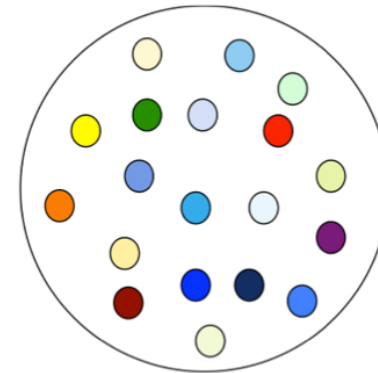
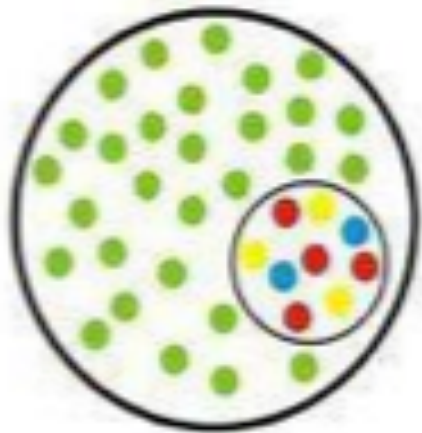


# Inclusion is...



# 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?

**Where** can inclusion happen?

# 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?

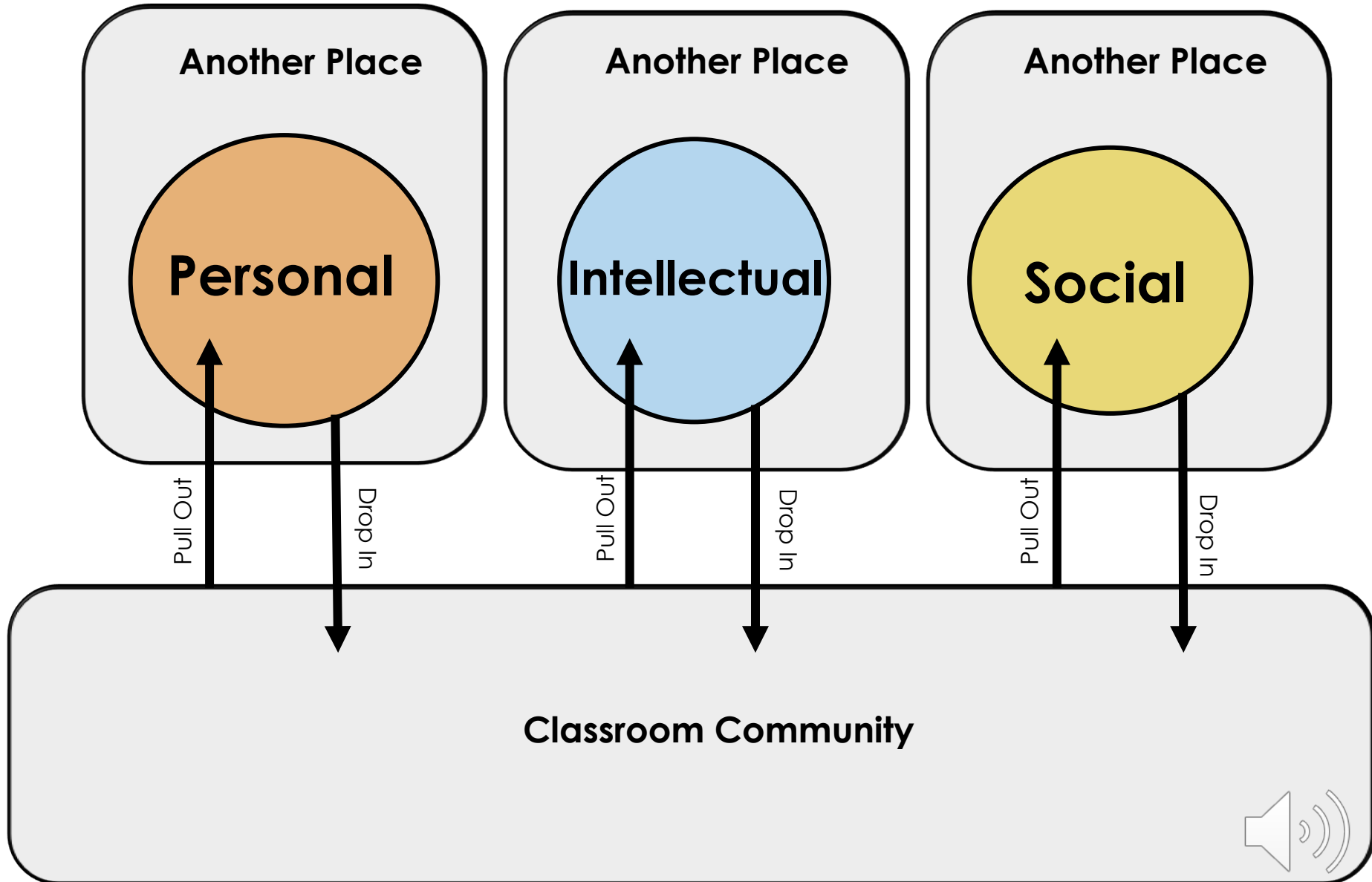


## Step 2: Inclusion: Making places purposeful

- **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

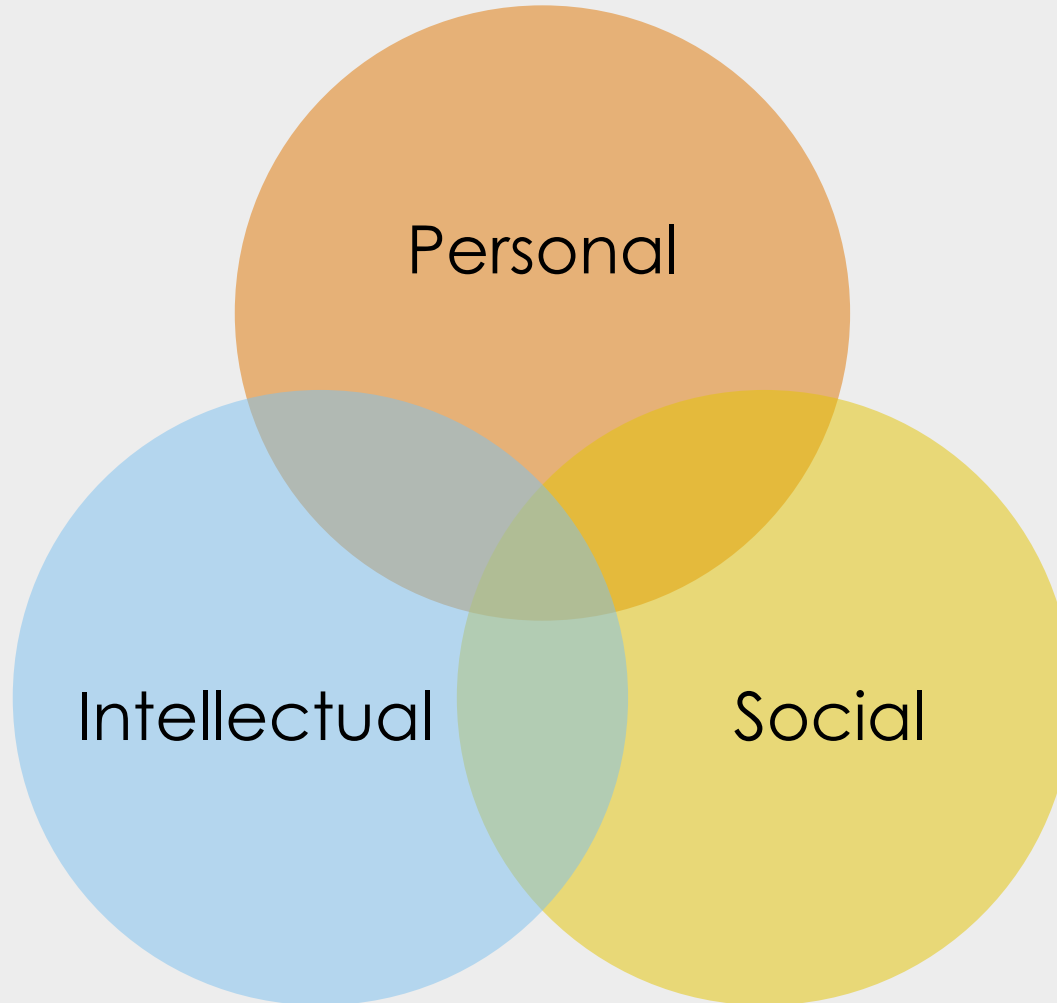


# Old Paradigm: Pull students out to address deficit areas and then drop them back into a classroom

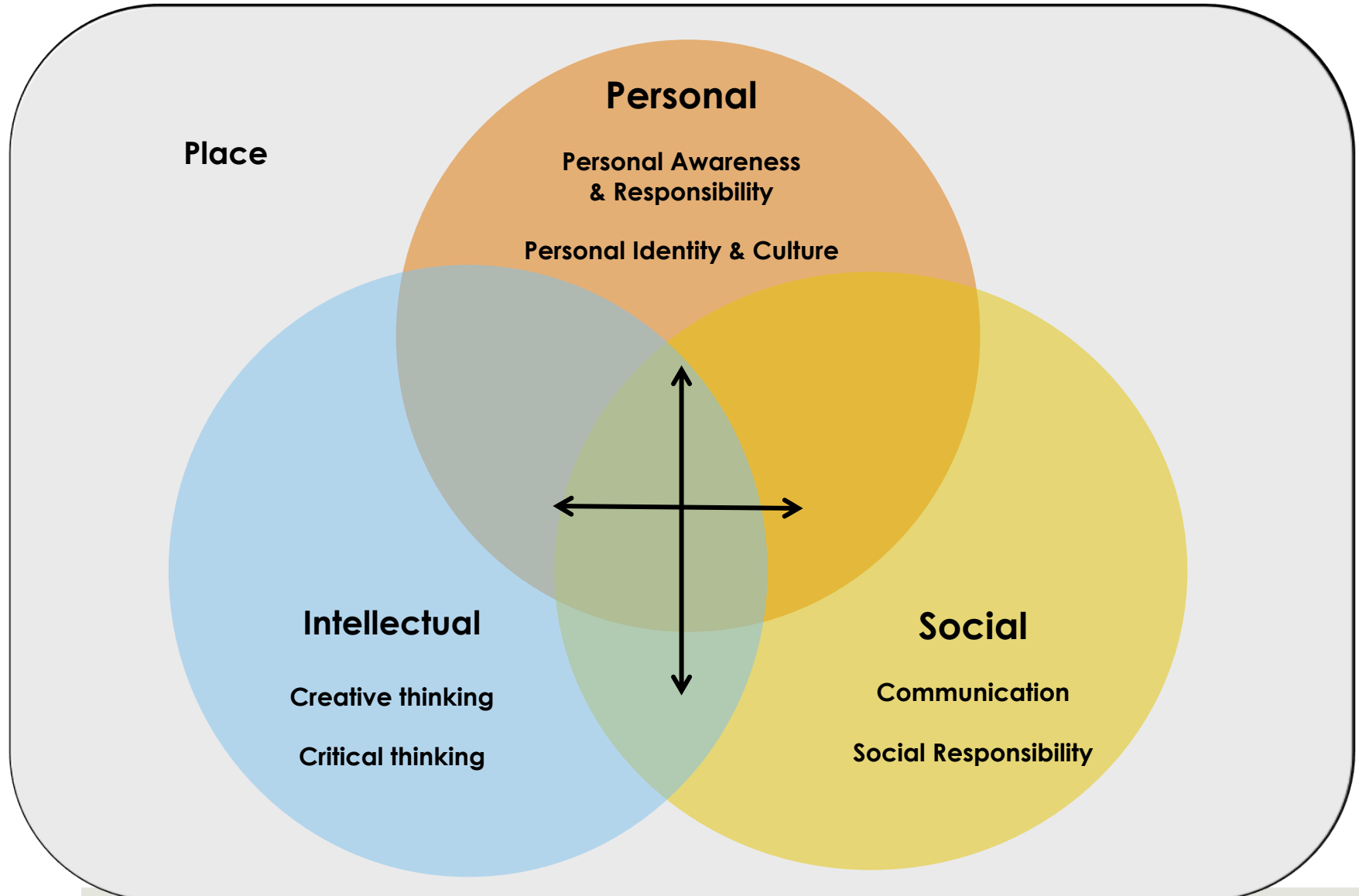


# Purposes **IN** a Place

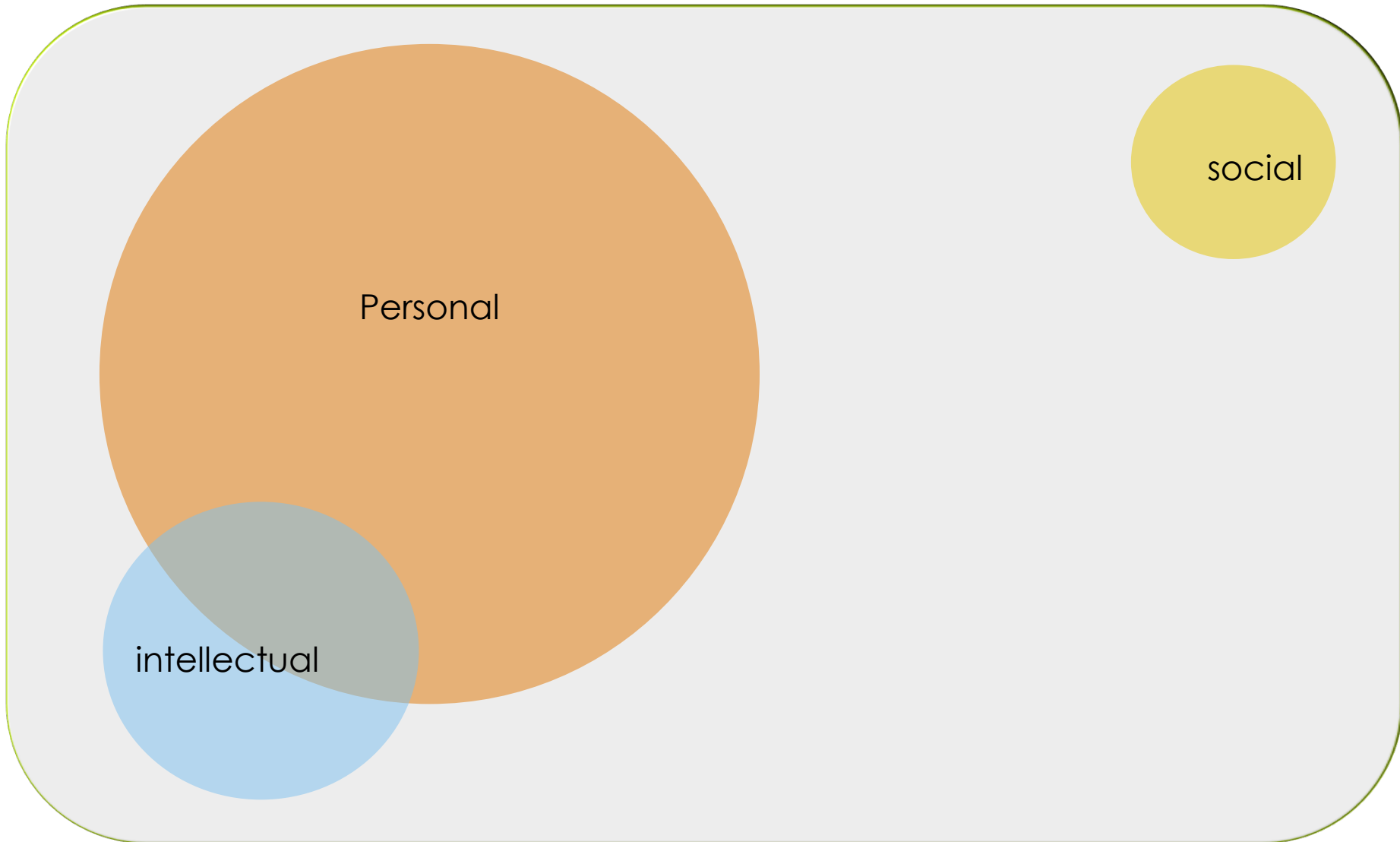
**Place**



# BCs Renewed Curriculum!



# New paradigm: Balance the bubbles in the place of application



# INCLUSIVE COMMUNITY PLANNING MATRIX

		PURPOSES		
		Personal	Social	Intellectual
PLACES	In elective classrooms			
	In content classrooms			
	In the school			
	Outside of the school			

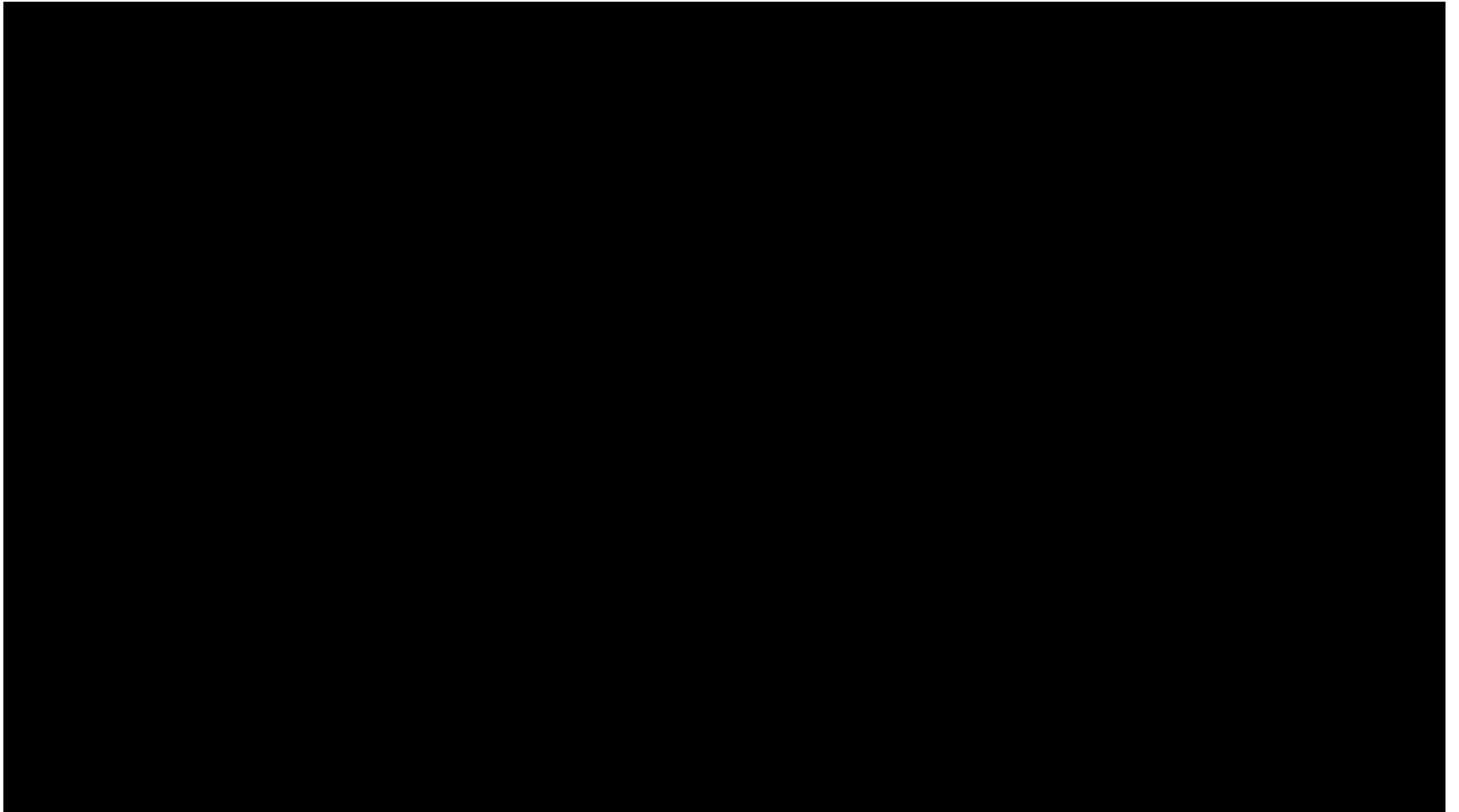
# WHERE CAN INCLUSION HAPPEN??

		PURPOSES		
		Personal	Social	Intellectual
		Awareness, Responsibility & Behaviour goals	Communication & Interaction	Thinking & Curriculum
PLACES	In elective classrooms			
	In content classrooms	Regulating behaviour	Turn taking Imitating	Literacy – concepts of print
	In the school			
	Extra curricular activities			

# Think think think

- ▣ What is your take away so far?
- ▣ What do you want to try?
- ▣ What questions do you have?

Start with one...



Keep in mind...

“It is not about finding the answer...It is about finding out what is useful.”

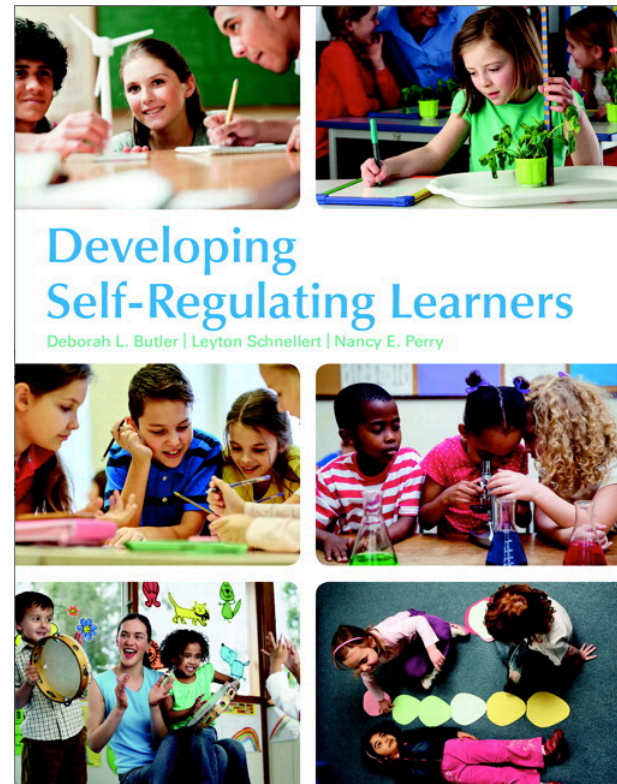
■ Bruce Beirsto

# One thing..

- ▣ What is one USEFUL thing from today?
- ▣ What do you want to try?
- ▣ What is your next steps?
- ▣ Who can support you?

# Recommended Resources

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

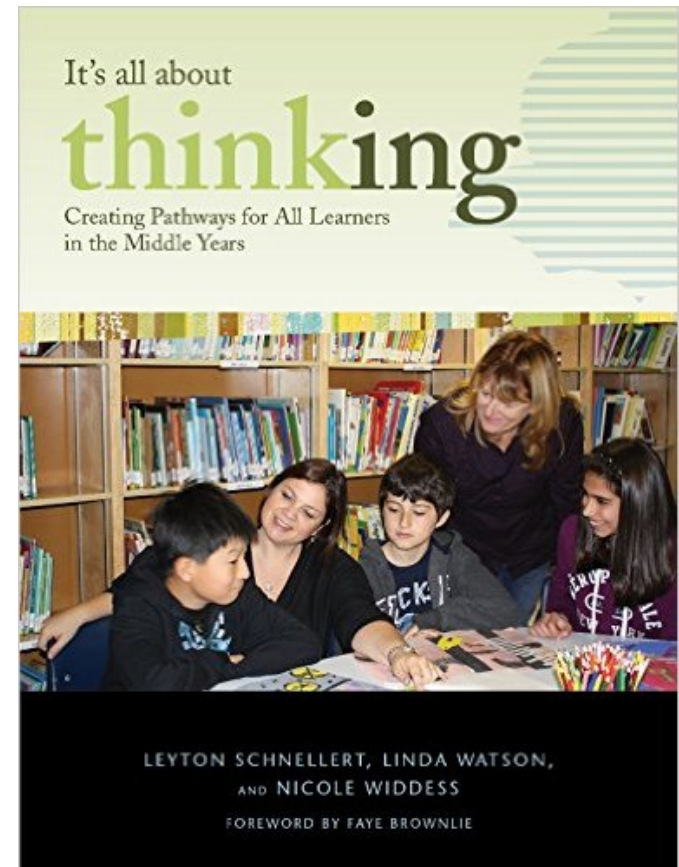


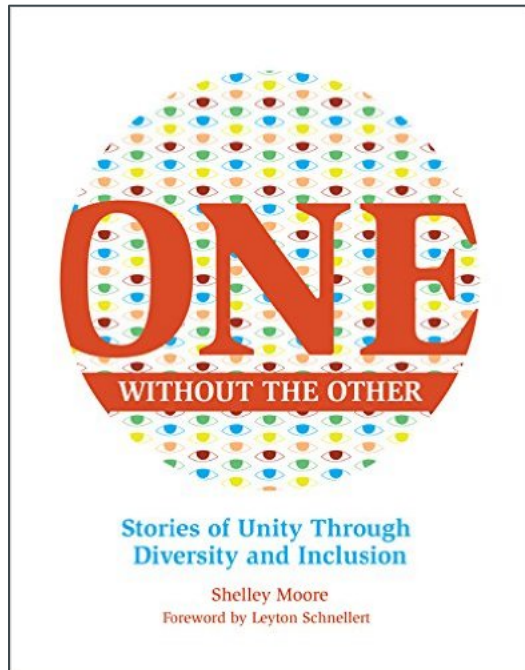
Schnellert, L., Watson, L., & N. Widdess (2015). *It's all about thinking: Building pathways for all learners in the middle years*. Portage and Main. Chapter One.

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.

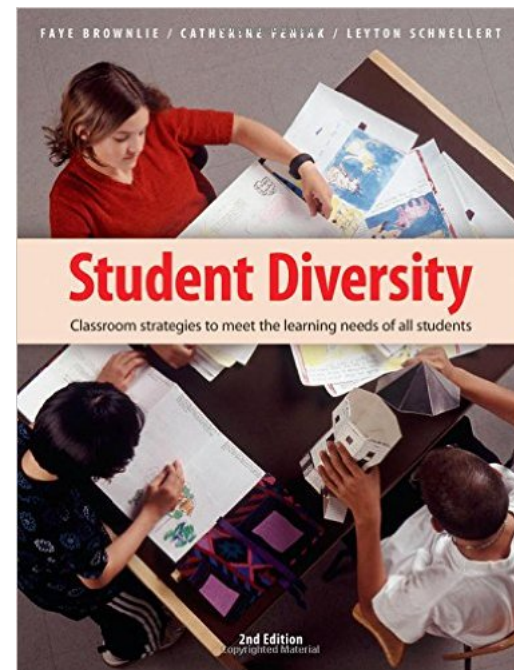
Schnellert, L., Dato, M., Ediger, K., & Panas, J. (2009). *Pulling together: Integrating inquiry, assessment, & instruction in today's English classroom*. Pembroke. Chapter One.





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

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



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