

Inclusive education?

Who, What, Where, When & Why?!

Shelley Moore

www.blogsomemoore.com

The screenshot shows the homepage of the website 'blogsomemoore'. At the top left, the logo 'blogsomemoore' is displayed in a large, white, sans-serif font, with the tagline 'Teaching and Empowering Students with Special Needs' underneath in a smaller font. Below the logo is a dark grey navigation bar with four menu items: 'About', 'App-Tastic', 'Handouts', and 'Resources'. The 'Handouts' menu is currently selected, highlighted in orange, and has a dropdown menu open. This dropdown menu contains four items: 'School Districts', 'Conferences', 'Post Secondary', and 'Organizations'. The 'Conferences' item is also highlighted in orange. To the right of the navigation bar, there is a main content area. On the left side of this area, there is a 'Conferences' section with three items listed: 'BC Teachers of English Language Arts', 'National Council of Teachers of English', and 'Special Education Association of British Columbia'. The 'Special Education Association of British Columbia' item has a sub-link 'Mind'. To the right of this list, there is a search bar and a list of search results. One result is visible: 'Using Multiple and Diverse Texts' with a sub-link 'Using Multiple and Diverse Texts'. Below the search results, there is an 'Edit' button. On the right side of the main content area, there is a sidebar. At the top of the sidebar is the text 'about.me'. Below that is the name 'Shelley Moore' in orange. Underneath the name is the title 'Inclusion Consultant'. Below the title are three social media icons: Twitter, LinkedIn, and WordPress. At the bottom of the sidebar, there is a section titled 'You are following this blog' with a sub-link 'manage'. Below this section, there is text that says 'You are following this blog, along with 895 other amazing people (manage)'.



@tweetsomemoore



@proudtobeanoutsidepin

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**



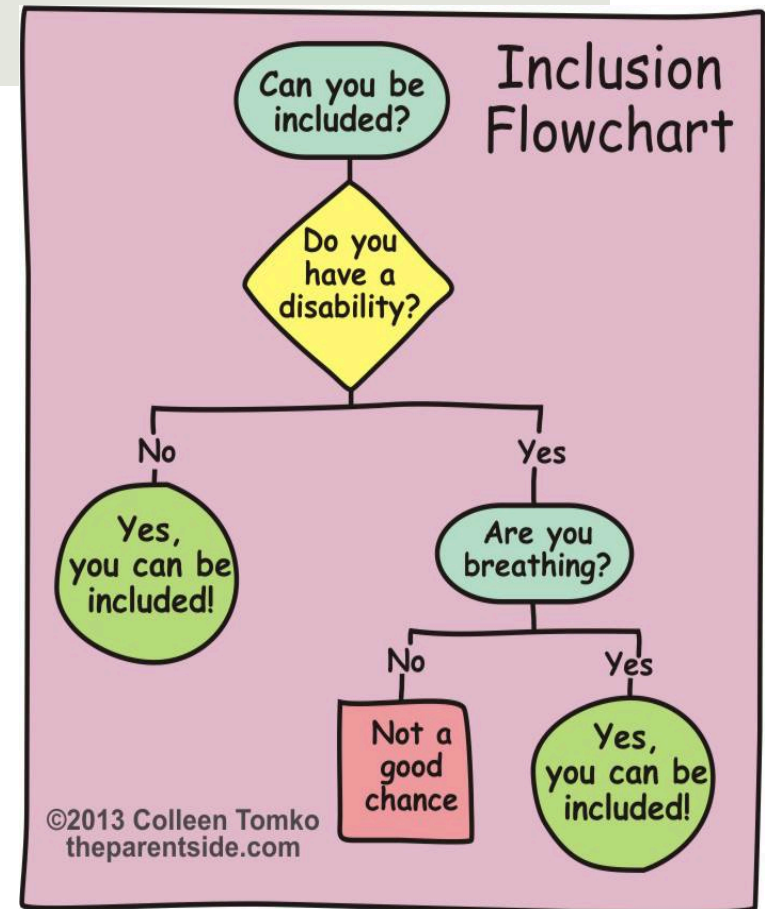
Philosophy

Practice

Who is inclusion for?
Who does it include?

In philosophy?

In practice?



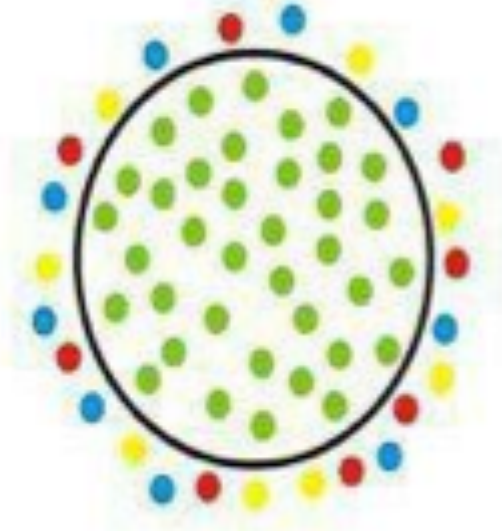
What is Inclusion?

INTEGRATION
SEGREGATION
EXCLUSION
INCLUSION

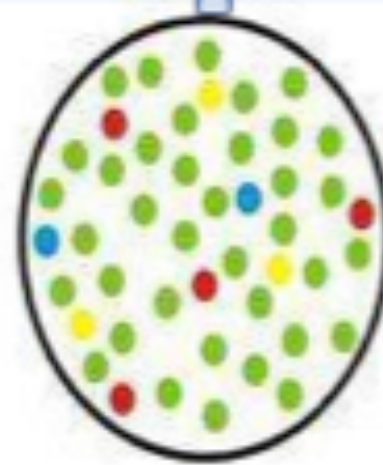
What is Inclusion?

INCLUSION
SEGREGATION
EXCLUSION
INTEGRATION

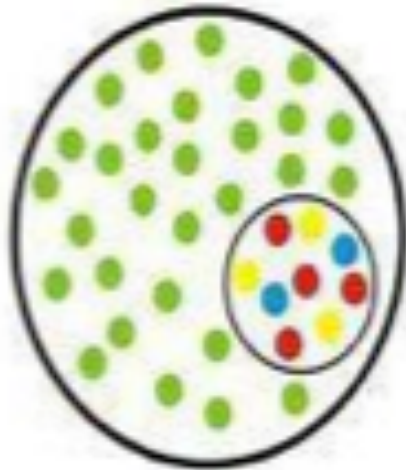
A



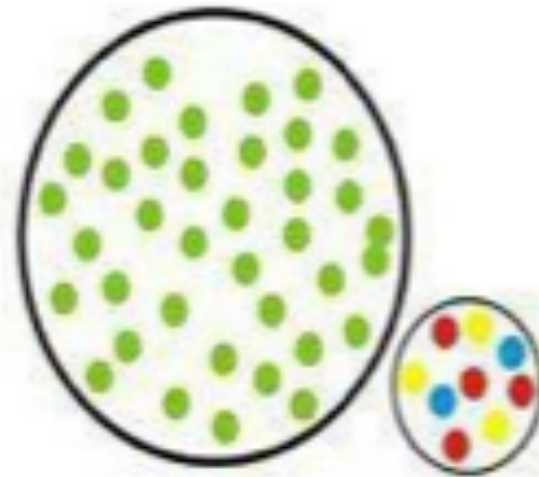
C



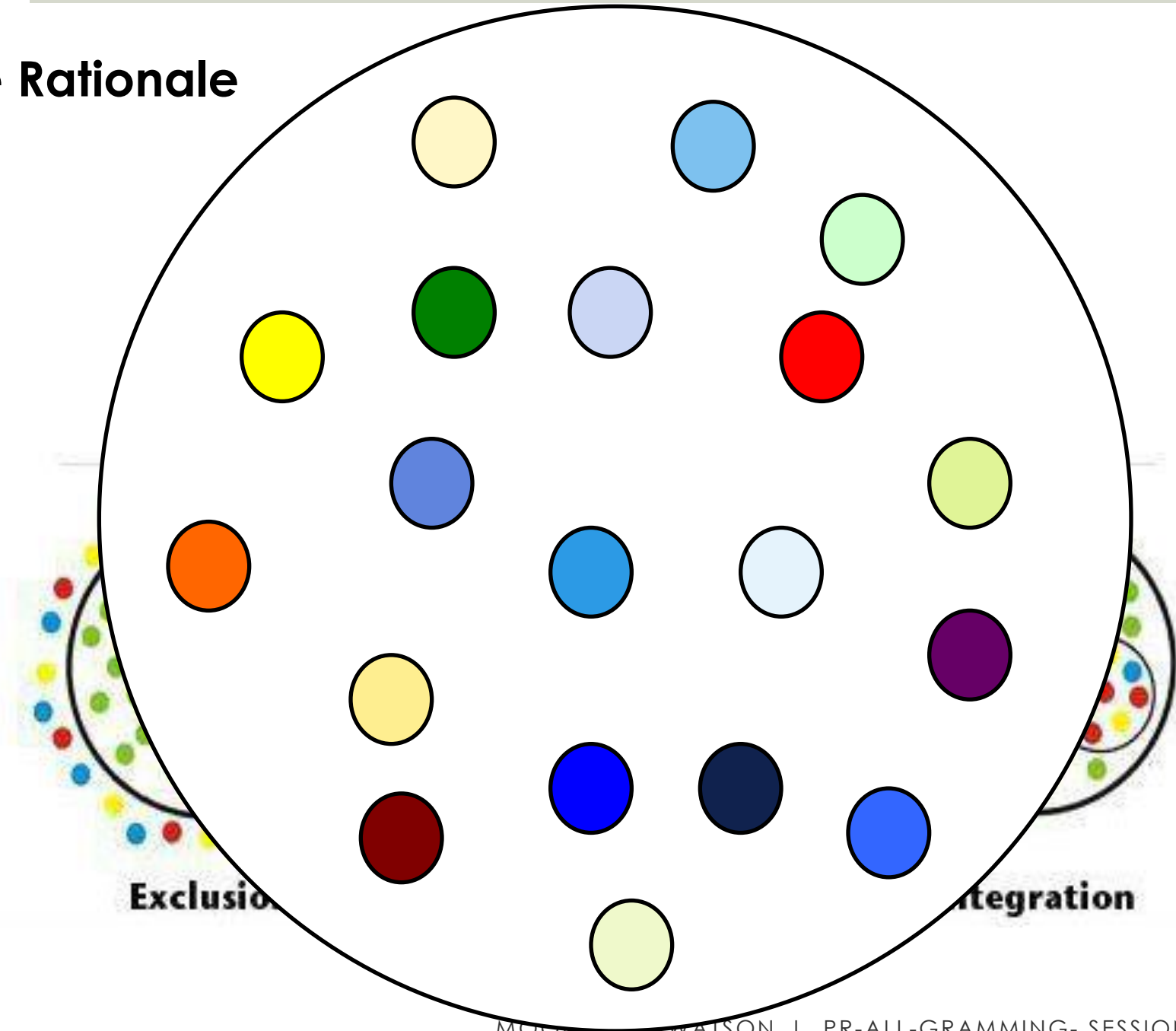
B



D



The Rationale

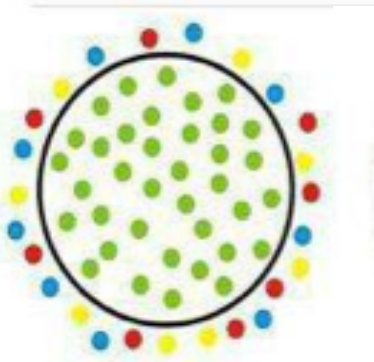


Moving from Integration to Inclusion: Facilitating Community

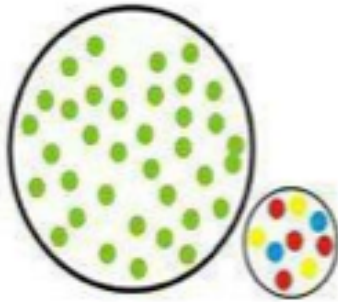


'WORLDS APART'

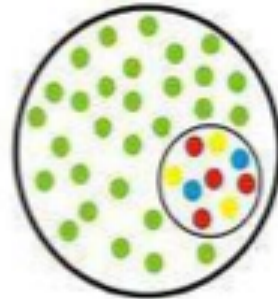
The evolution of inclusion



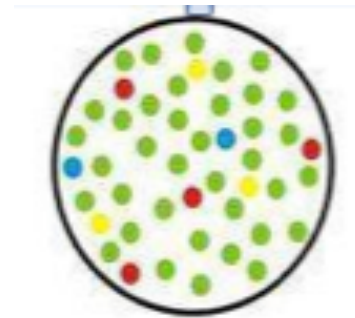
exclusion



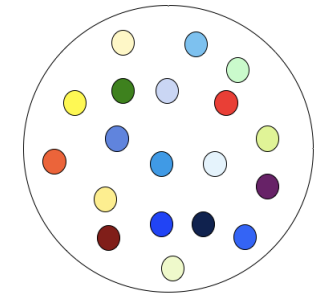
segregation



integration



inclusion



teaching
to diversity



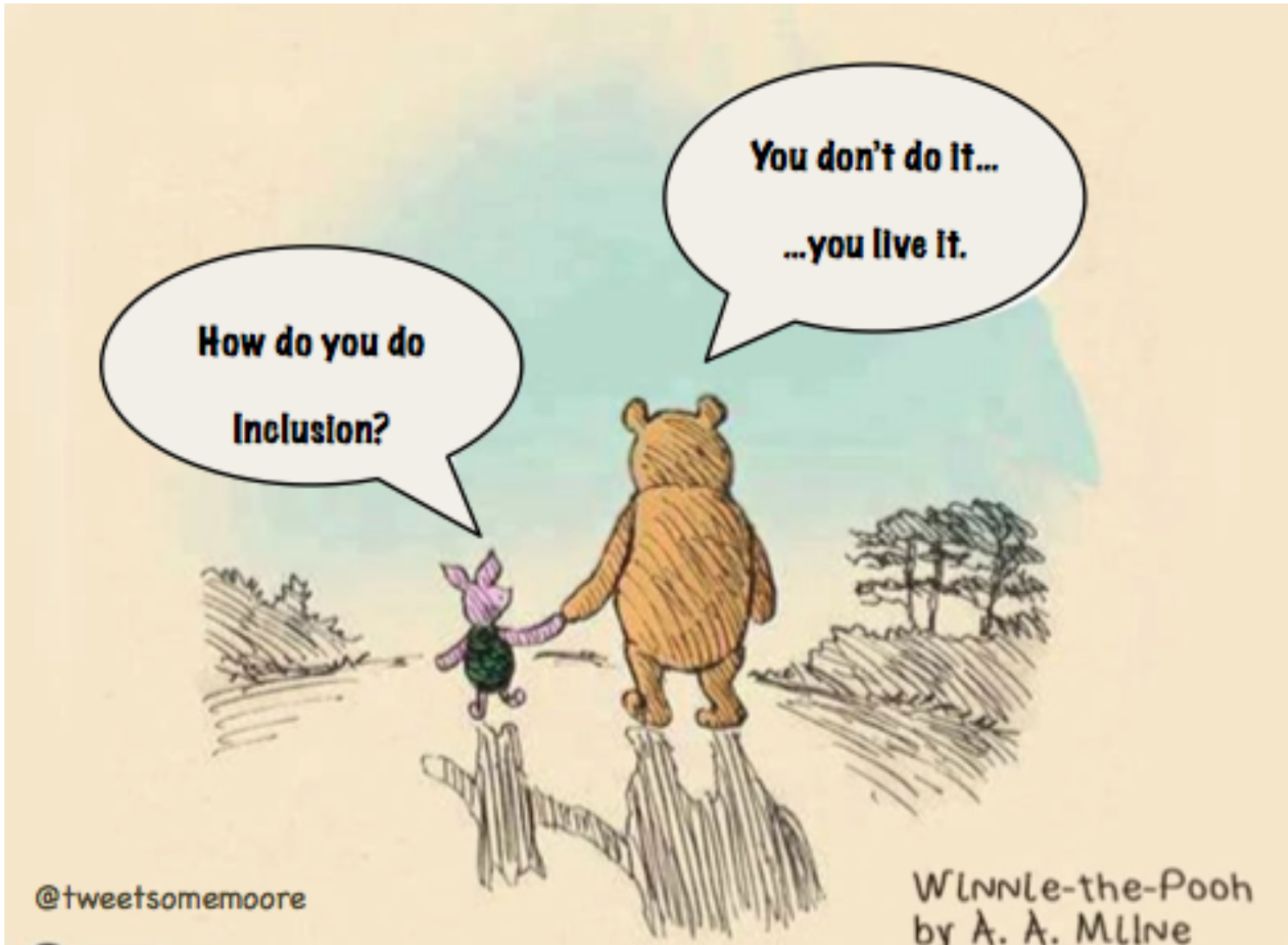
How do we move?

Inclusion is...

- ❑ Not forcing separation
- ❑ Finding the balance between communities of identity and diversity
- ❑ More than physical integration
- ❑ Facilitating Voluntary communities
- ❑ Teaching to diversity – Not just valuing green
- ❑ Finding places where we can move along the inclusion continuum
- ❑ All of us

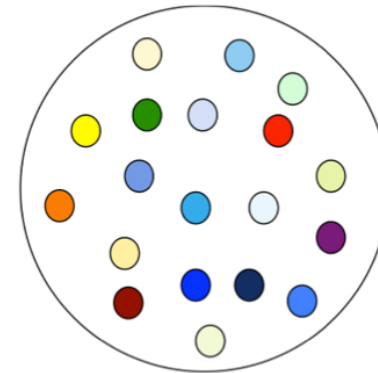
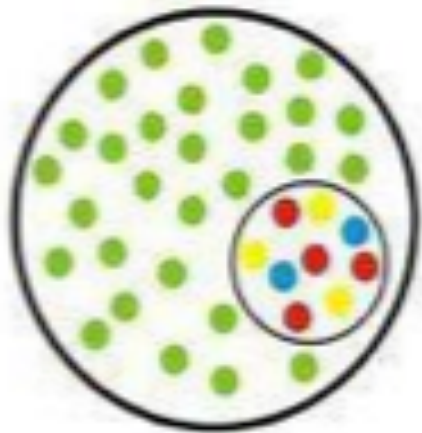


Inclusion is...



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?



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?

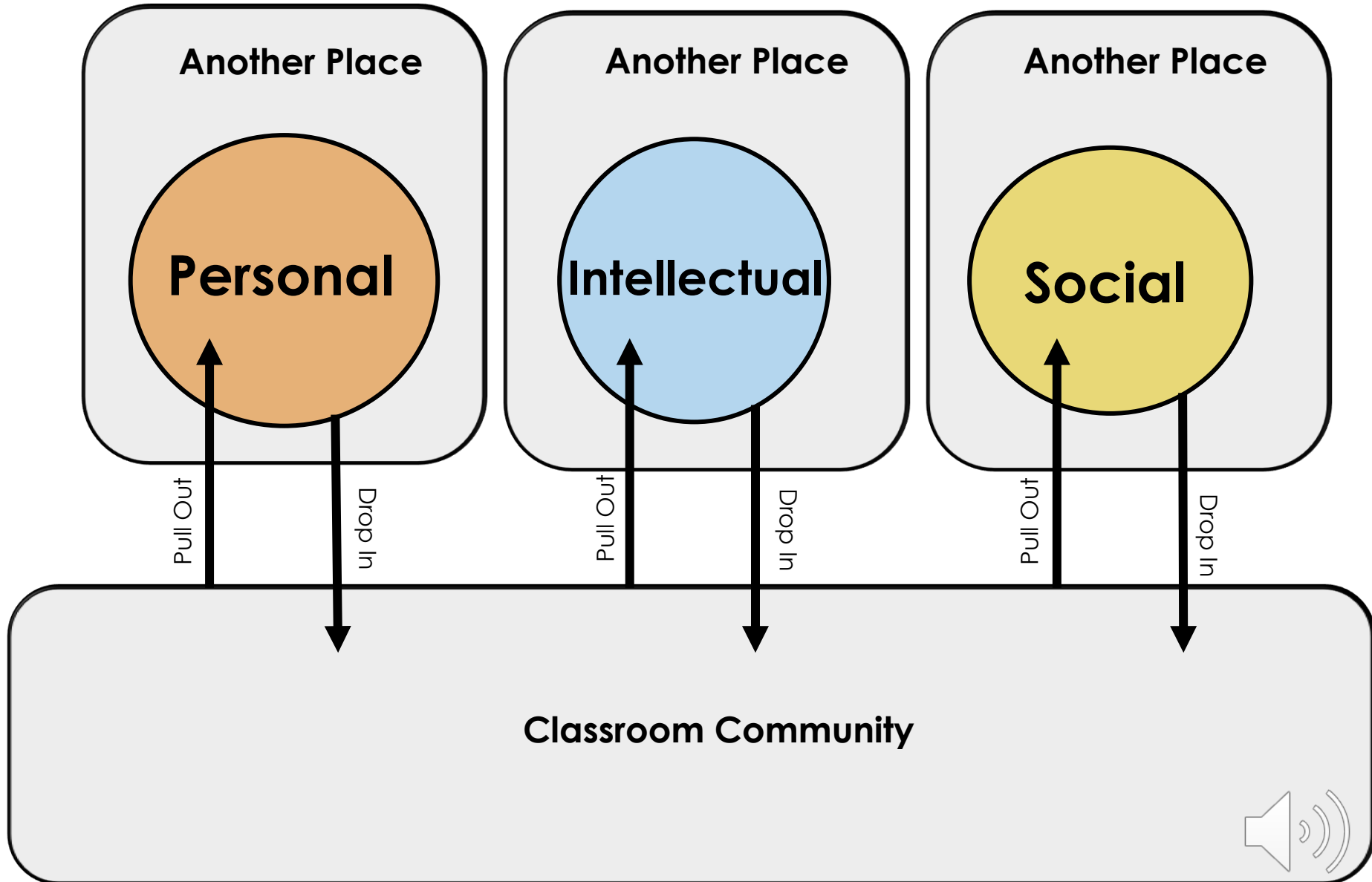


Step 2: Inclusion: Making places purposeful

- **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

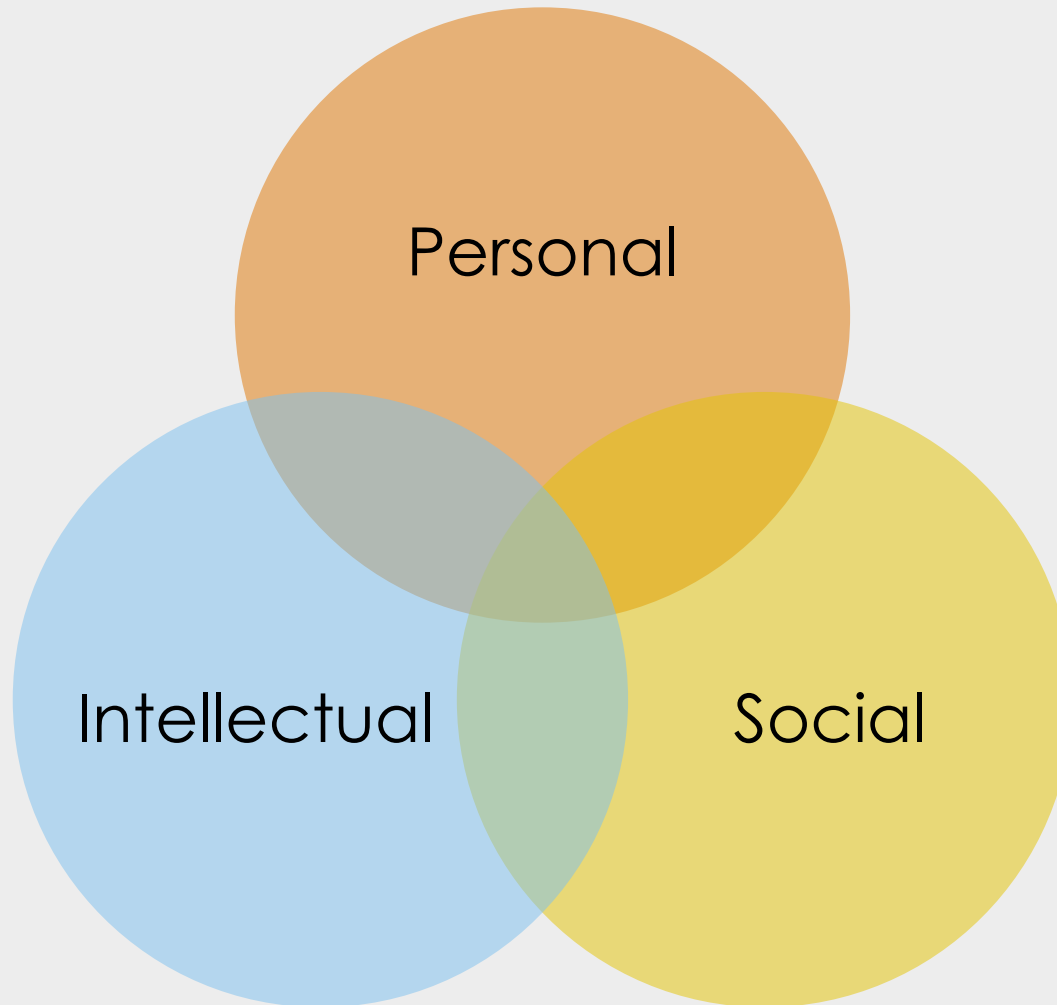


Old Paradigm: Pull students out to address deficit areas and then drop them back into a classroom

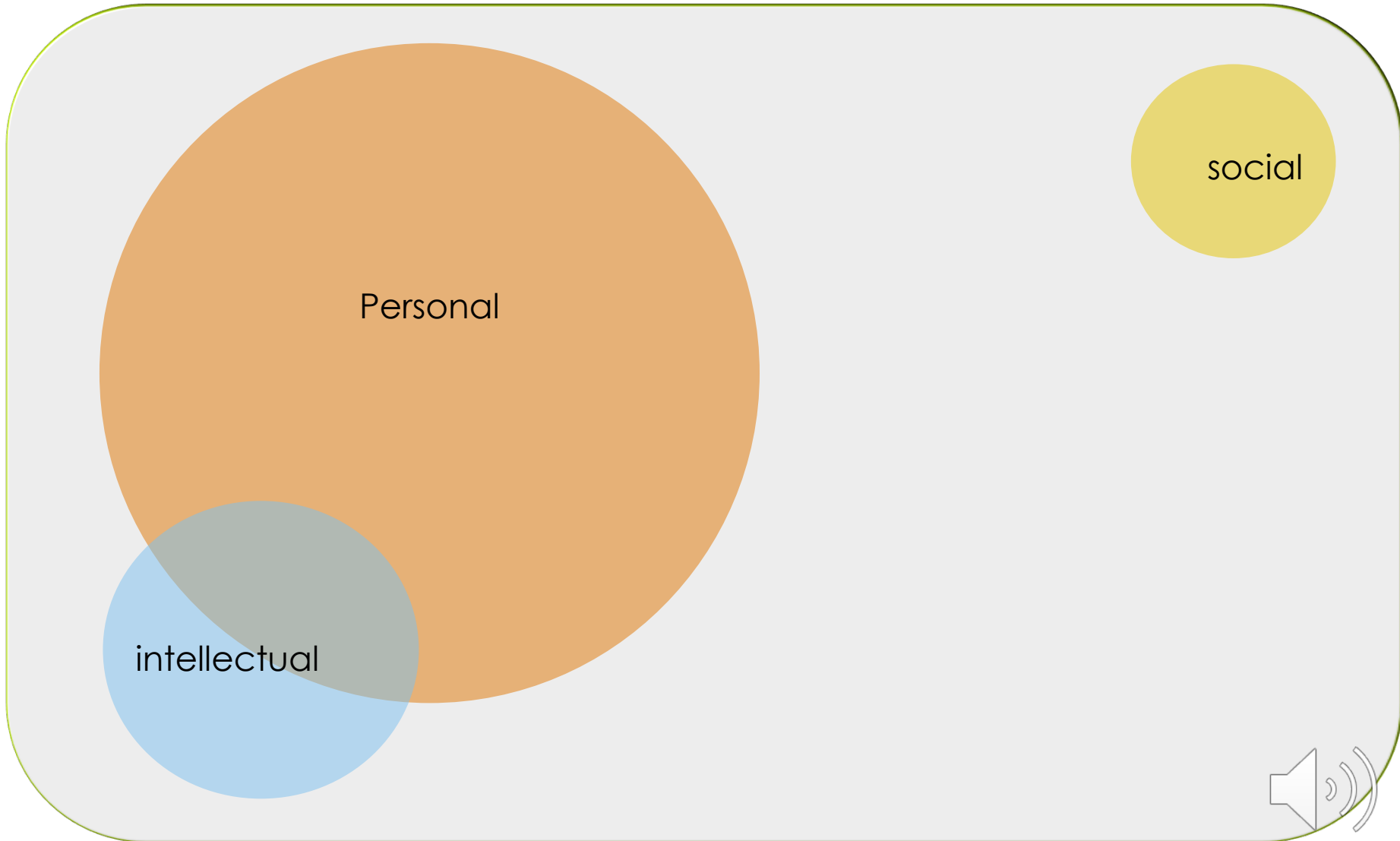


Purposes **IN** a Place

Place



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			

Share with your neighbour...

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

WHERE TO START?!

		PURPOSES		
		Personal	Social	Intellectual
PLACES	In elective classrooms			
	In content classrooms			
	In the school			
	Extra curricular activities			

Share with your neighbour....

- What is your something?
- Where could you start?
- Who could support you?

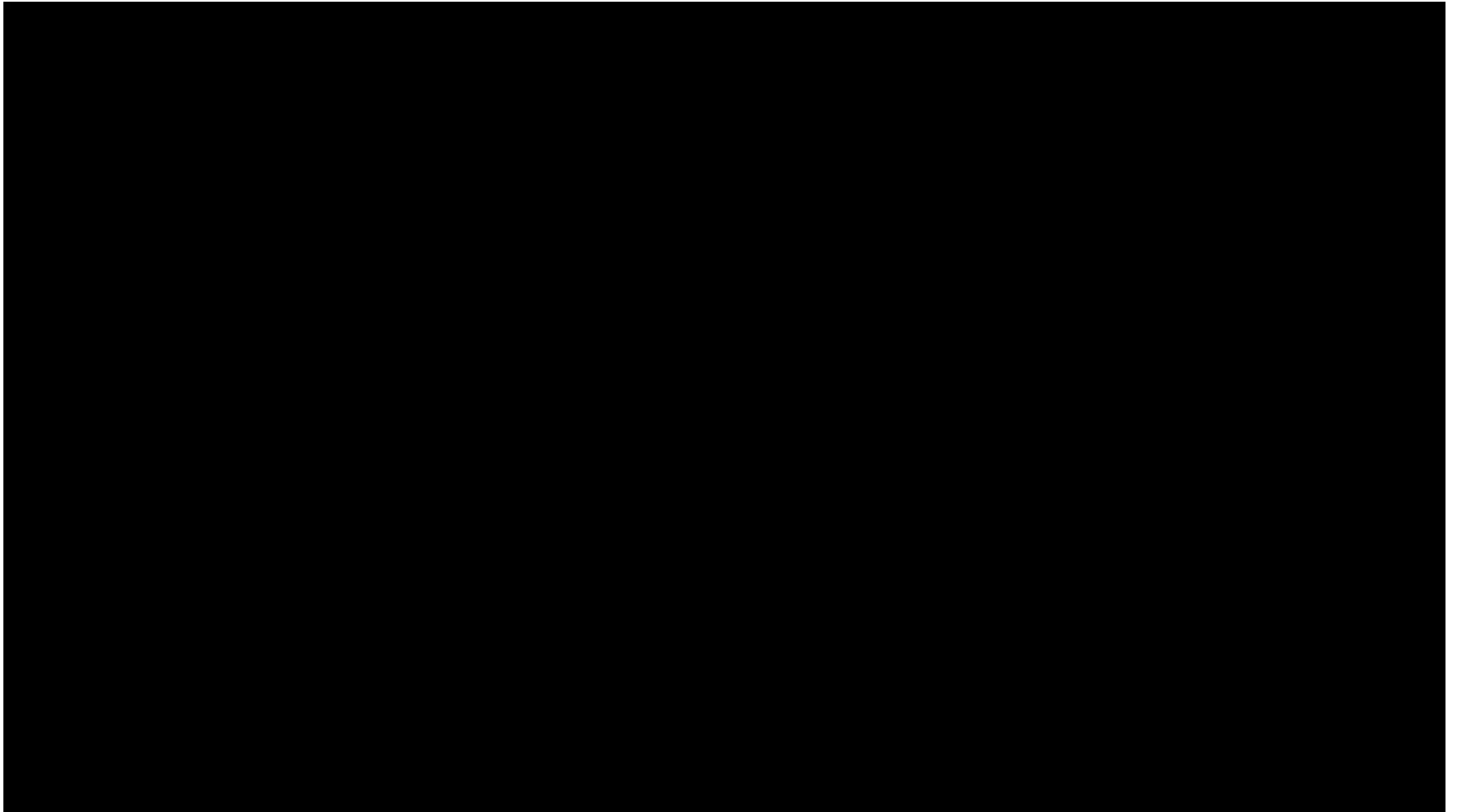
Why is inclusion important?



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.”

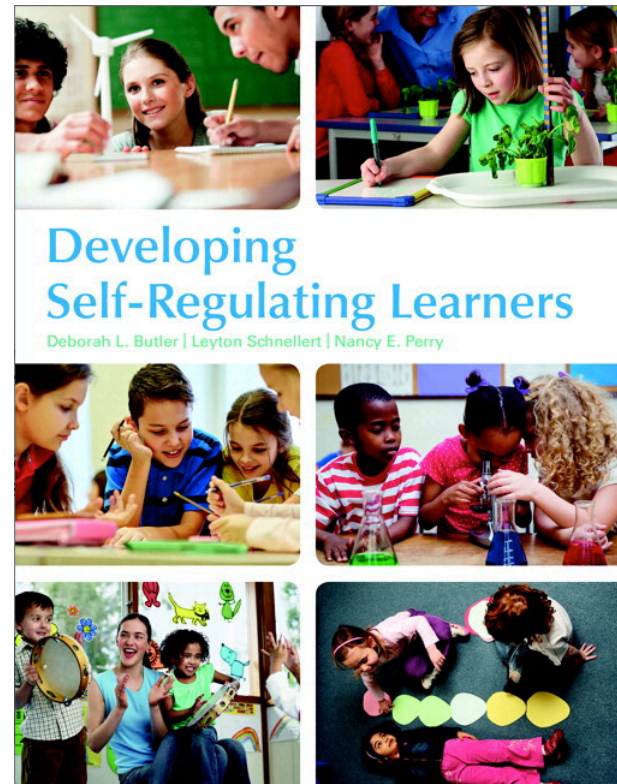
■ Bruce Beirsto

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.

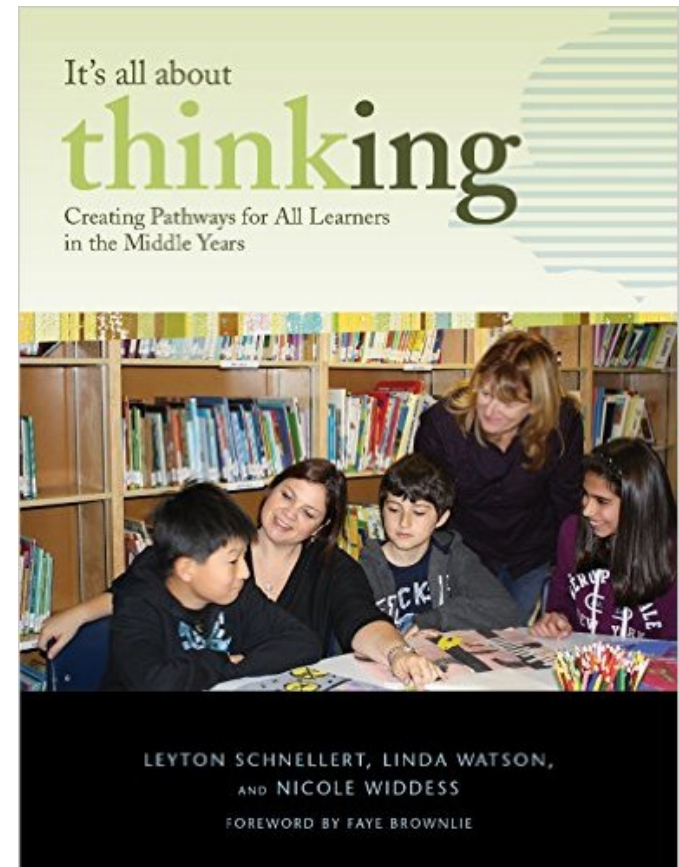


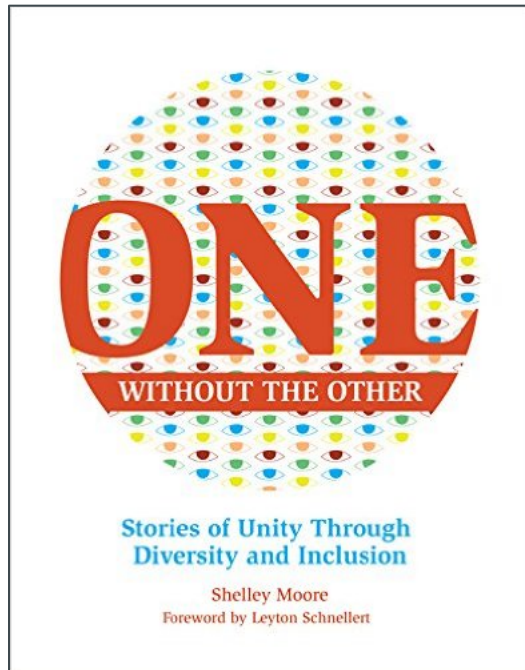
Schnellert, L., Watson, L., & N. Widdess (2015). *It's all about thinking: Building pathways for all learners in the middle years*. Portage and Main. Chapter One.

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.

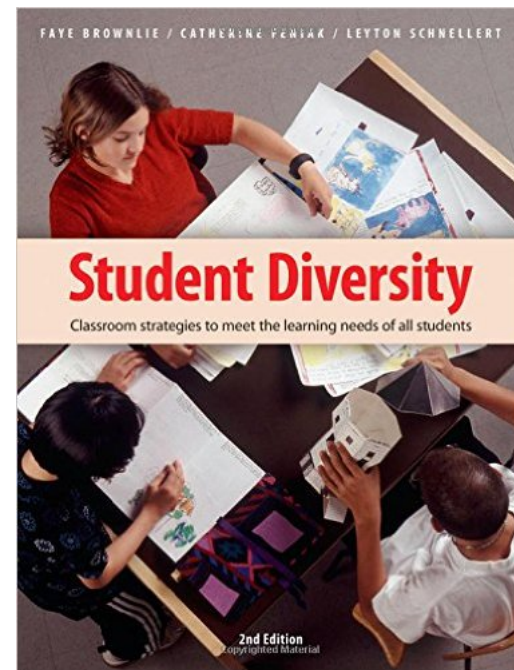
Schnellert, L., Dato, M., Ediger, K., & Panas, J. (2009). *Pulling together: Integrating inquiry, assessment, & instruction in today's English classroom*. Pembroke. Chapter One.





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.



New Edition this Fall!!!

www.blogsomemoore.com

blogsomemoore

Teaching and Empowering Students with Special Needs

About

App-Tastic

Handouts

Resources

Conferences

BC Teachers of English Language Arts

National Council of Teachers of English

Special Education Association of British Columbia
Mind

School Districts

Conferences

Post Secondary

Community

Organizations

Diverse Texts

Using Multiple and Diverse Texts

Conference 2015: Planning with All Students in

Edit

[about.me](#)

[Shelley Moore](#)

Inclusion Consultant



You are following this blog

You are following this blog, along with 895 other amazing people ([manage](#)).

@tweetsomemoore

