

www.blogsomemoore.com

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@tweetsomemoore



@fivemooreminutes

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**



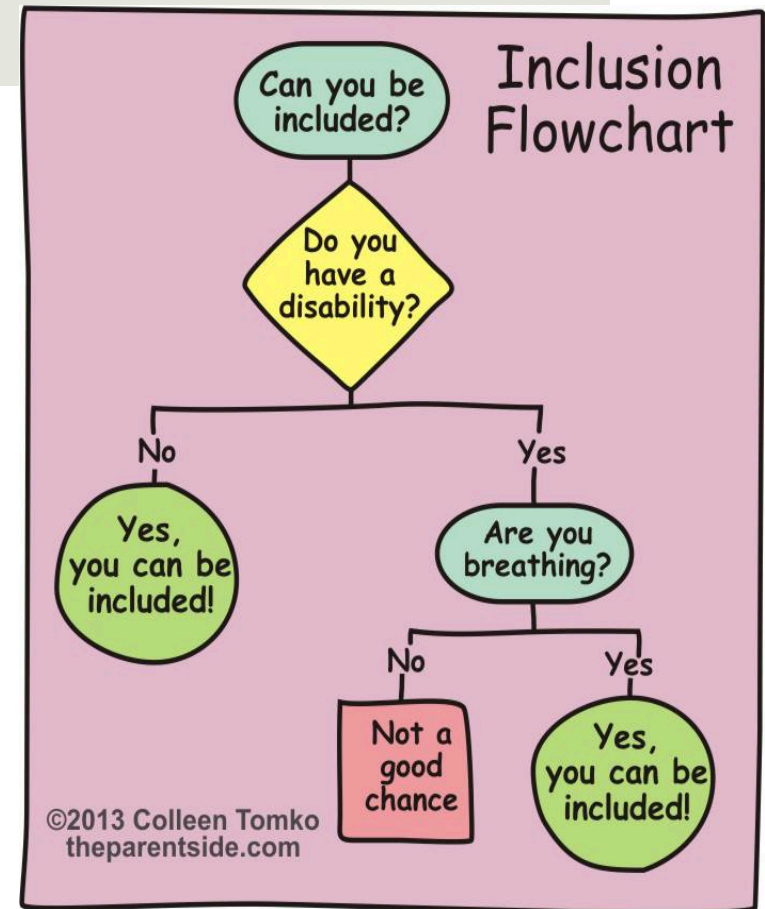
Philosophy

Practice

Who is inclusion for?
Who does it include?

In philosophy?

In practice?



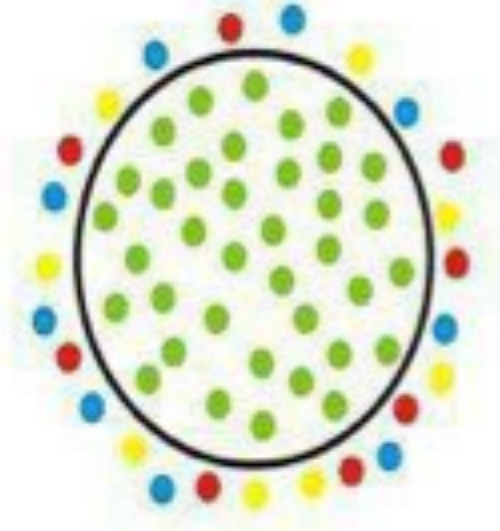
What is Inclusion?

INTEGRATION
SEGREGATION
EXCLUSION
INCLUSION

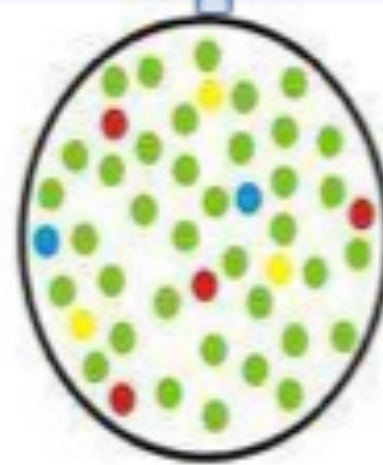
What is Inclusion?

INCLUSION
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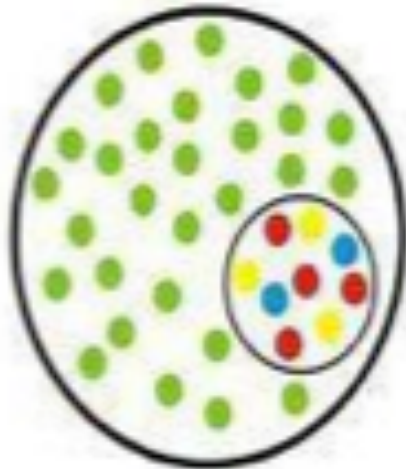
A



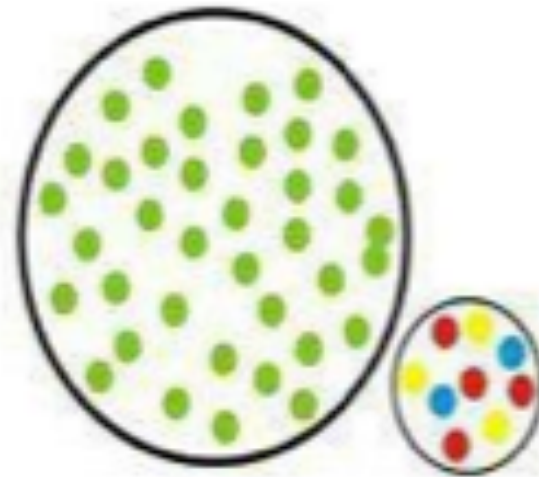
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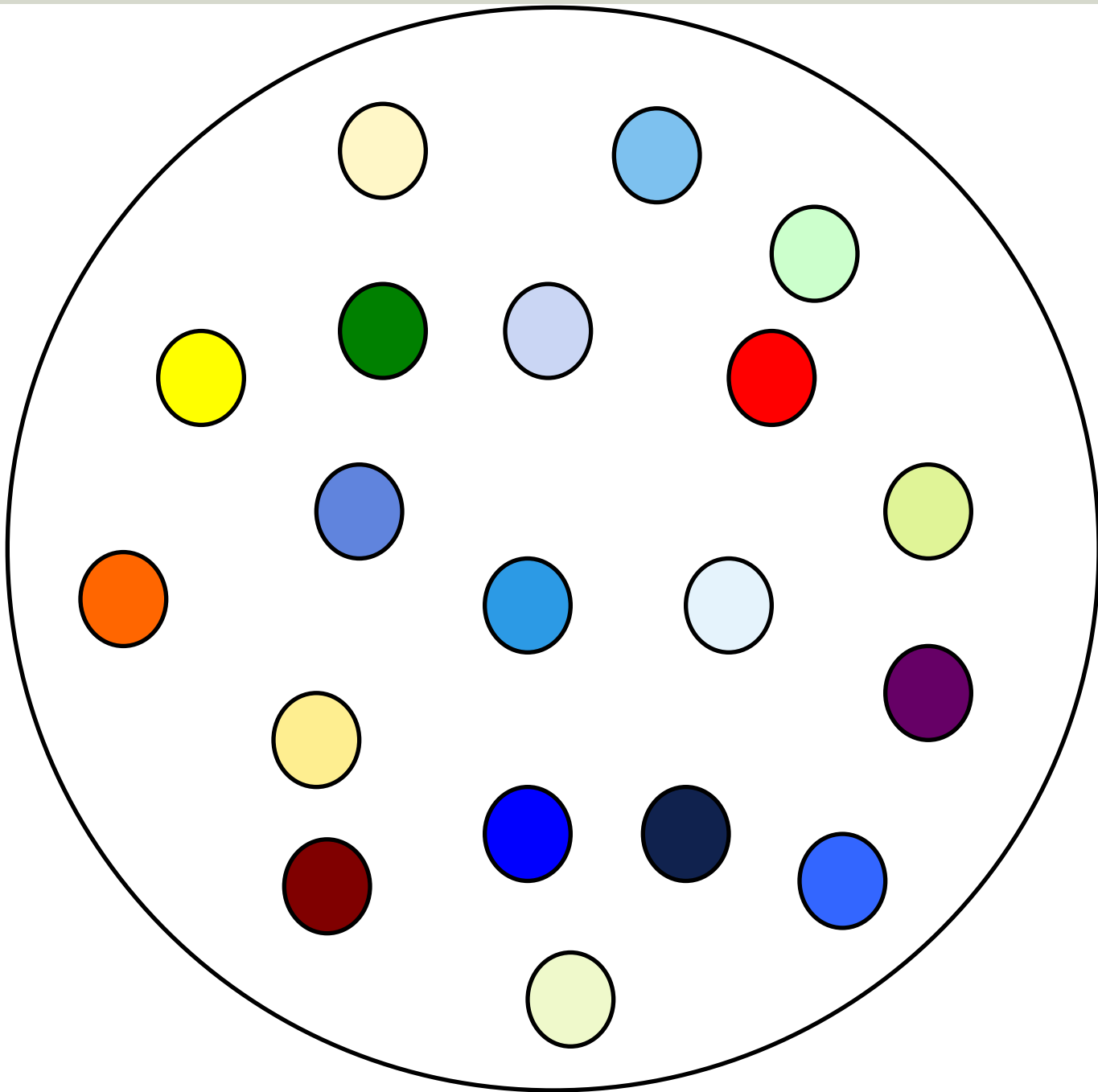


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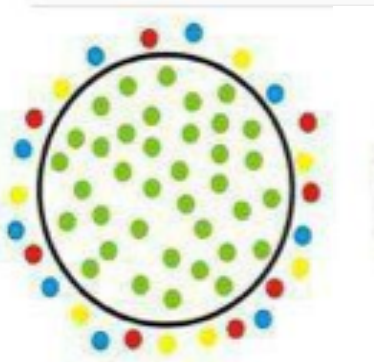


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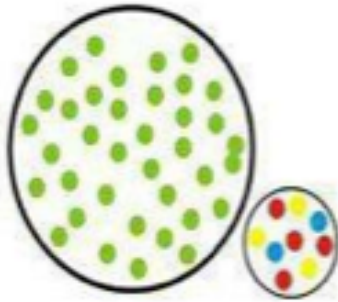




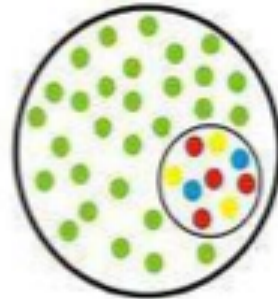
The evolution of inclusion



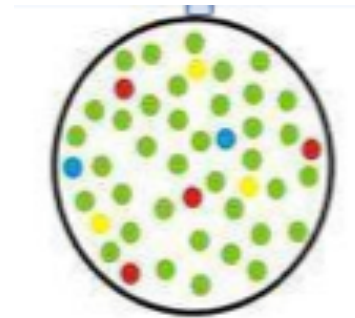
exclusion



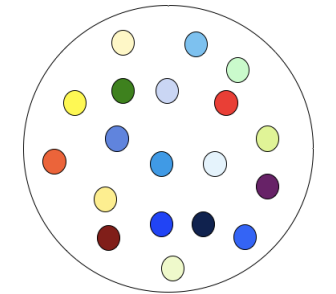
segregation



integration



inclusion



teaching
to diversity



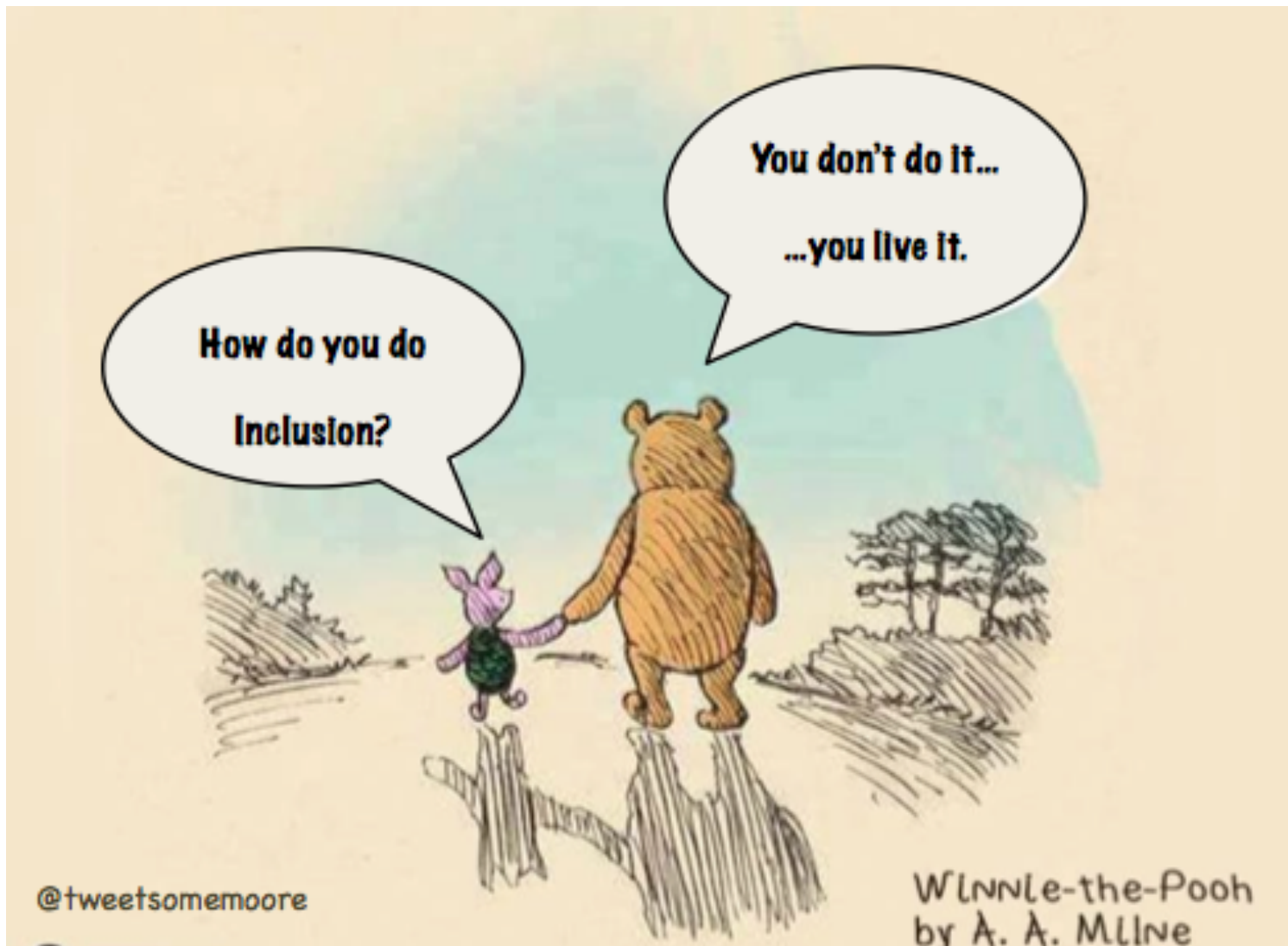
How do we move?

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

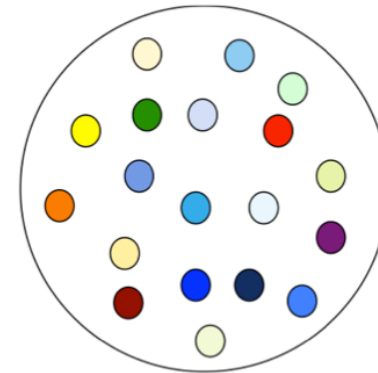
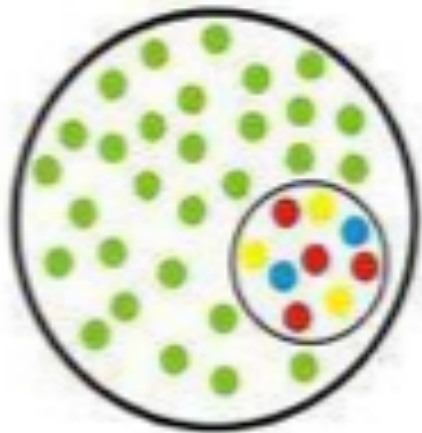


Inclusion is...



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 Academics**

- 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, community, home etc.

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

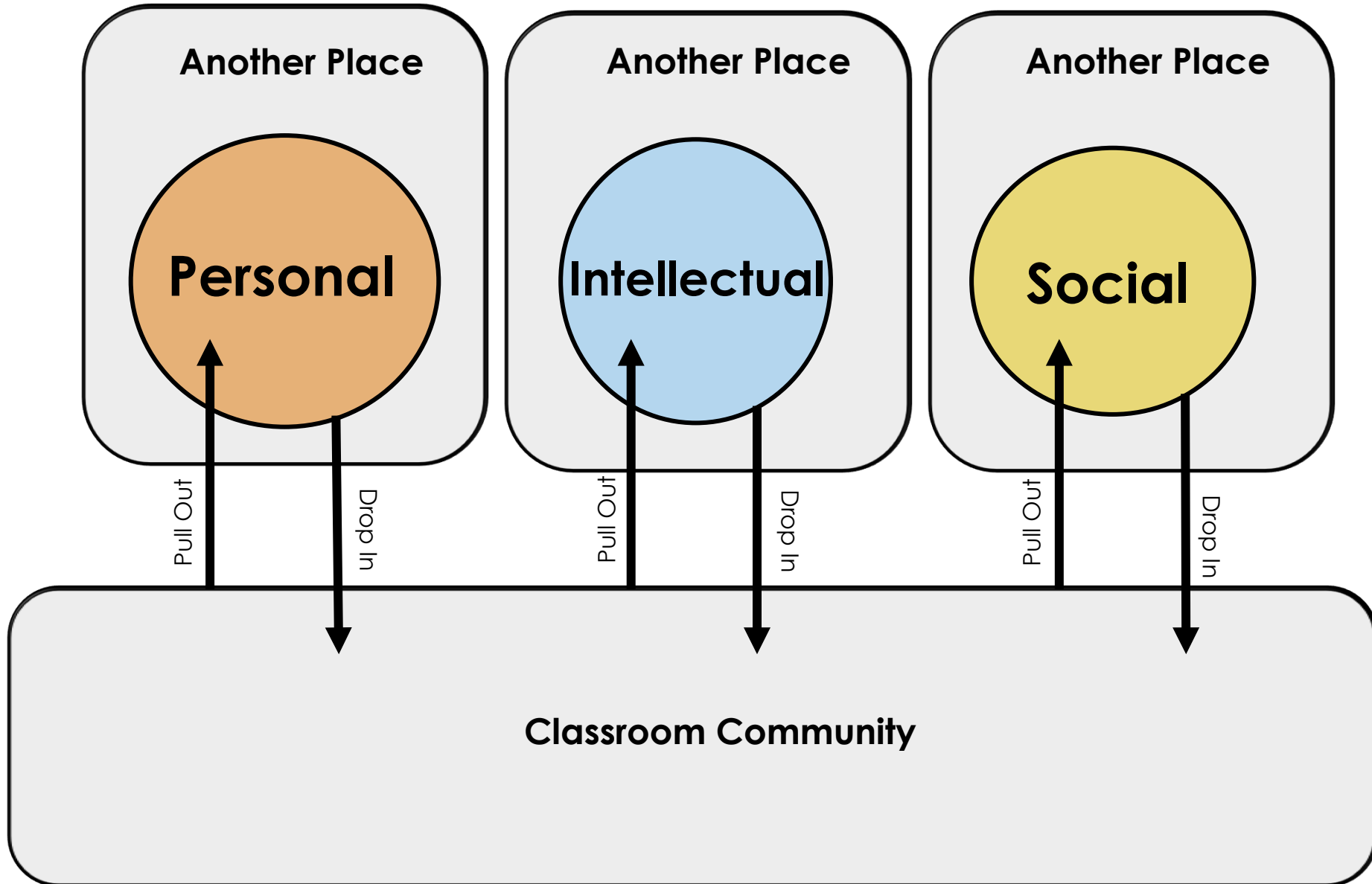


Step 2: Inclusion: Making places purposeful

- **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

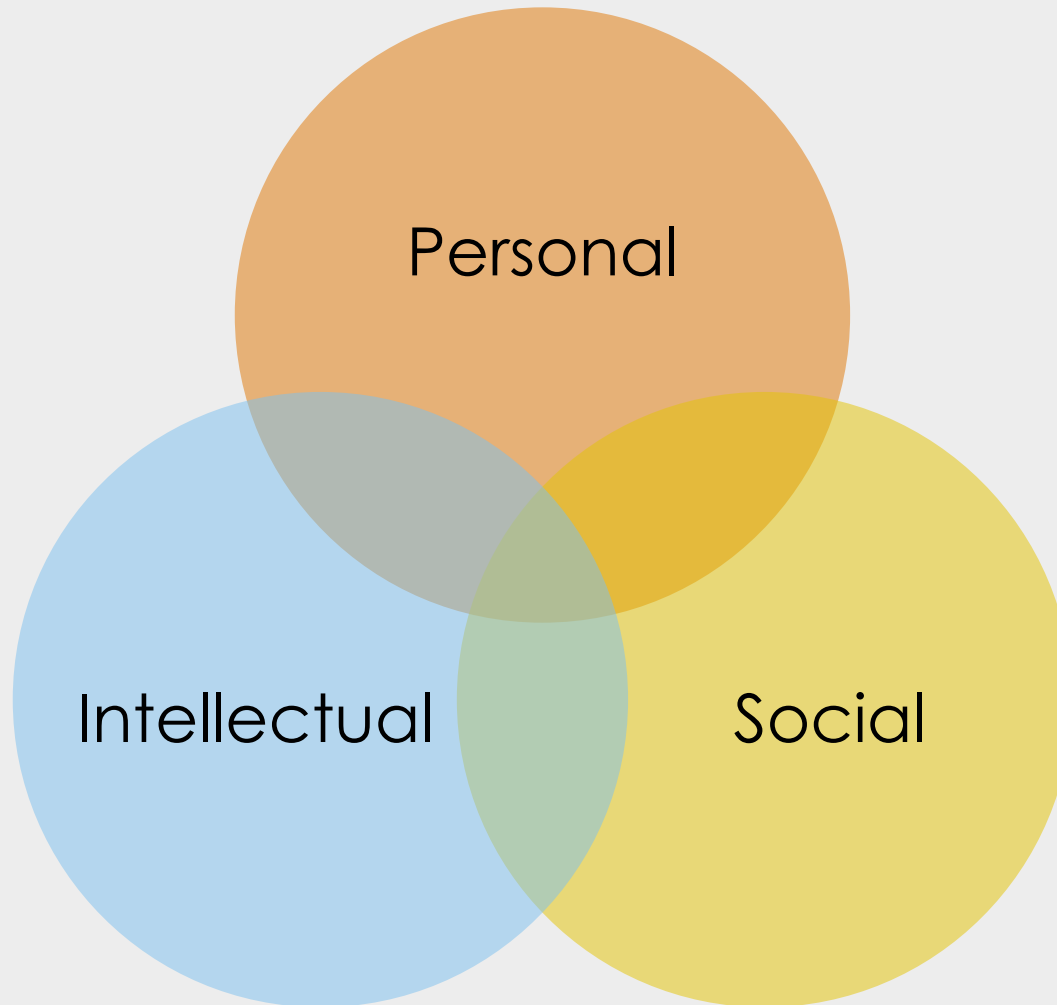


Old Paradigm: Pull students out to address deficit areas and then drop them back into a classroom

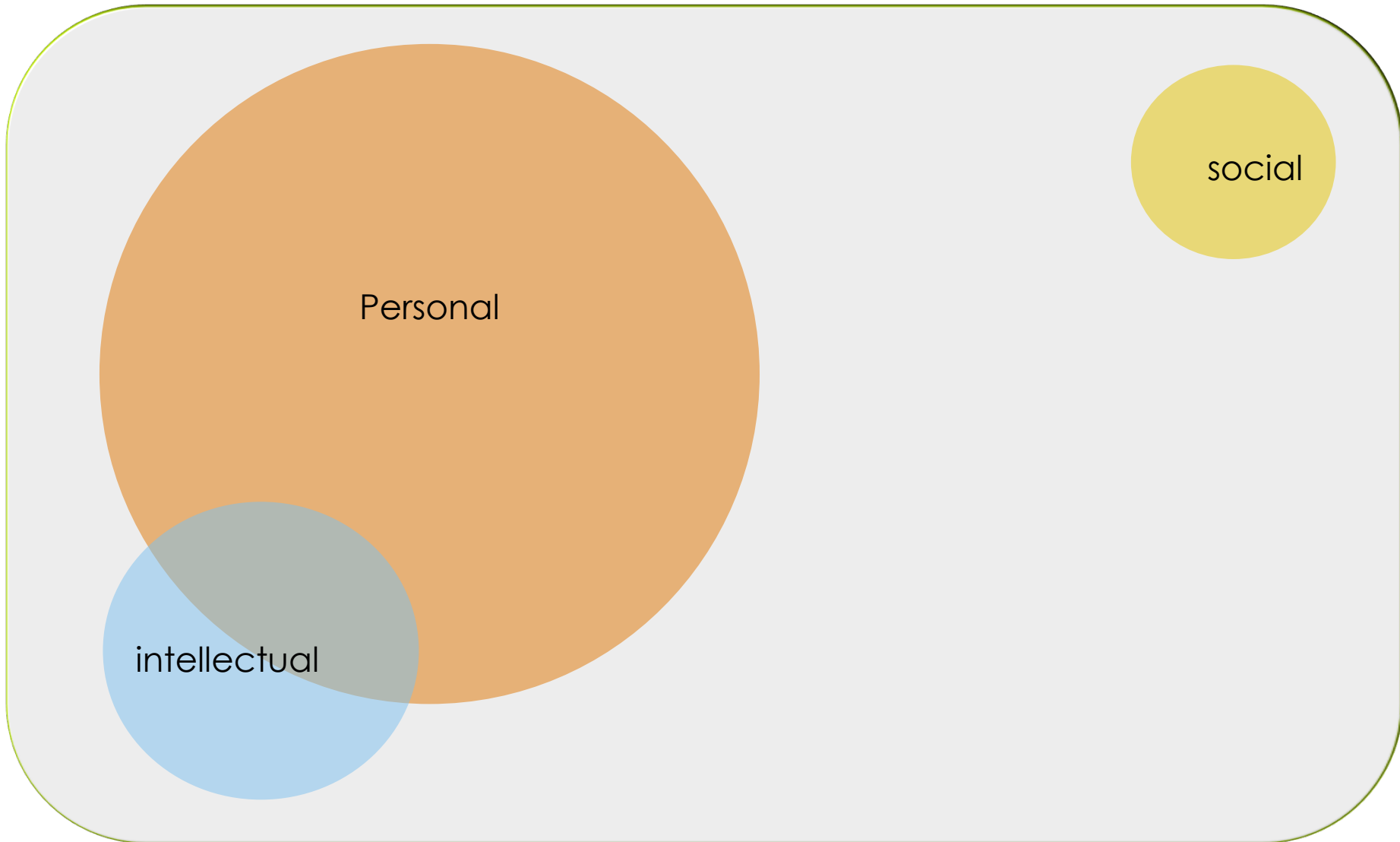


Purposes **IN** a Place

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			

What is inclusion?

Inclusion is not place and time.

Inclusion is increasing places with purpose over time.

@tweetsomemoore

Why is inclusion important?

Keep in mind...

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

■ Bruce Beirsto

What is useful so far?

Break!

Inclusive education?

- ▣ What is helping to evolve or reaffirm your understanding of Inclusive Education?
- ▣ What questions are coming up for you?
- ▣ What are you hoping to get out of the rest of today?

Keep in mind...

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

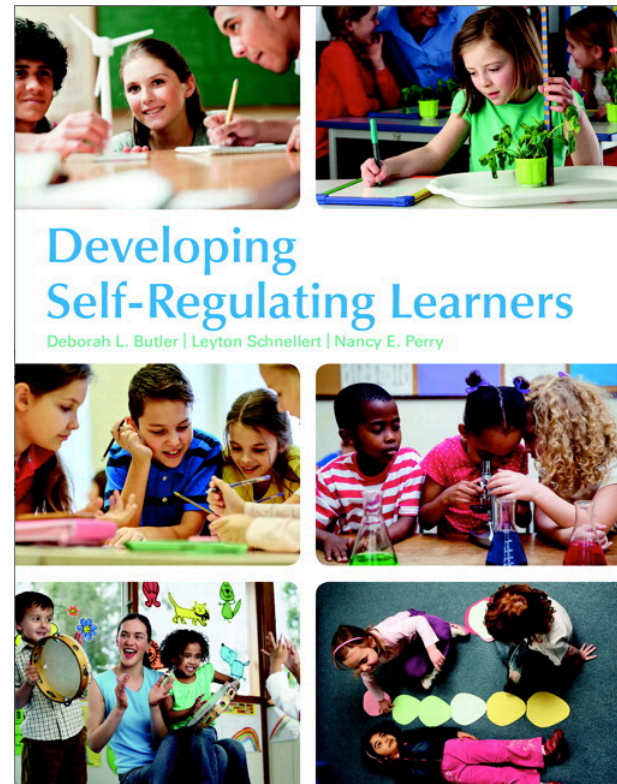
■ Bruce Beirsto

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.

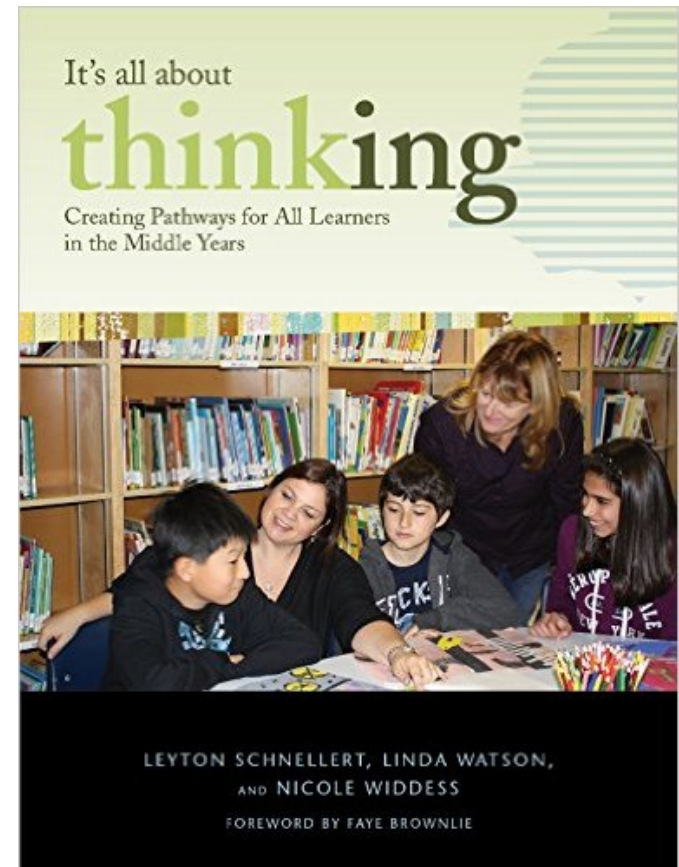


Schnellert, L., Watson, L., & N. Widdess (2015). *It's all about thinking: Building pathways for all learners in the middle years*. Portage and Main. Chapter One.

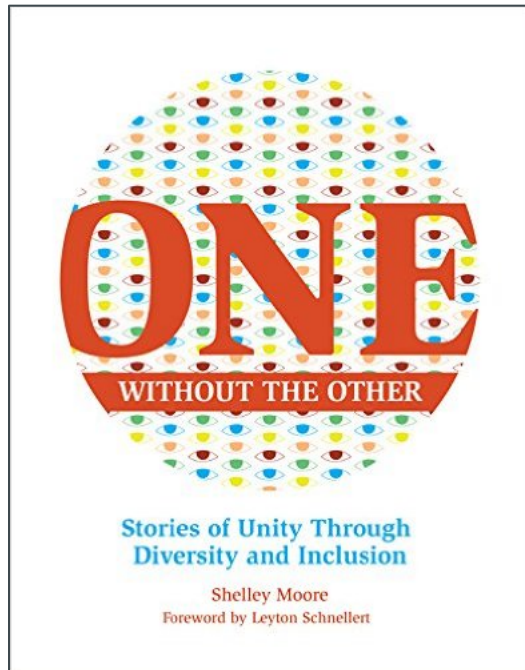
Brownlie, F., Fullerton, C., & Schnellert, L. (2011). *It's all about thinking: Collaborating to support all learners in mathematics and science*. Portage and Main. Chapter One.

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.

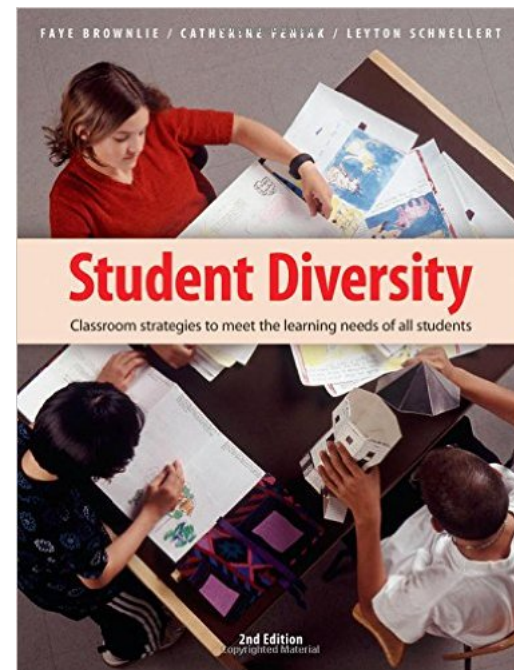
Schnellert, L., Datto, M., Ediger, K., & Panas, J. (2009). *Pulling together: Integrating inquiry, assessment, & instruction in today's English classroom*. Pembroke. Chapter One.



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.



New Edition this Fall!!!

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Start with one...

