

www.blogsomemoore.com

The screenshot shows the homepage of the 'blogsomemoore' website. At the top left, the site name '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 this is a dark grey navigation bar with four menu items: 'About', 'App-Tastic', 'Handouts', and 'Resources'. The 'Handouts' menu is currently selected, and a sub-menu is visible with the following items: 'School Districts', 'Conferences', 'Post Secondary', 'Community', and 'Organizations'. The main content area is divided into two columns. The left column features a 'Conferences' section with three entries: 'BC Teachers of English Language Arts', 'National Council of Teachers of English', and 'Special Education Association of British Columbia'. The right column contains an 'about.me' profile for 'Shelley Moore', identifying her as an 'Inclusion Consultant'. Below her name are social media icons for Twitter, LinkedIn, and WordPress. At the bottom of the right column, there is a section titled 'You are following this blog' which states 'You are following this blog, along with 895 other amazing people (manage)'.



@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**



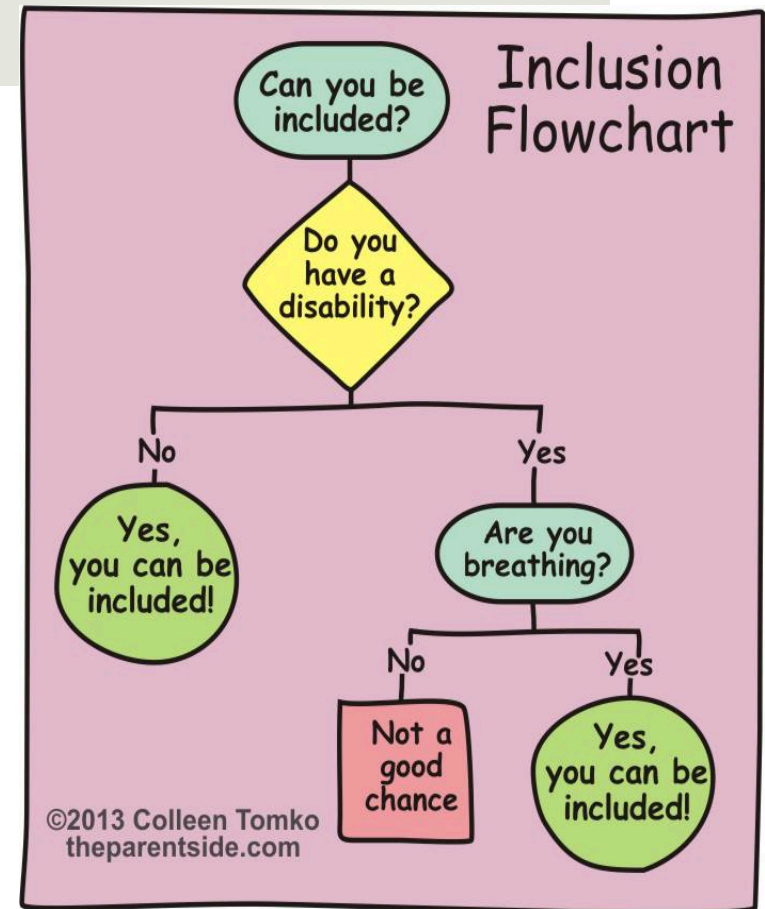
Philosophy

Practice

Who is inclusion for?
Who does it include?

In philosophy?

In practice?



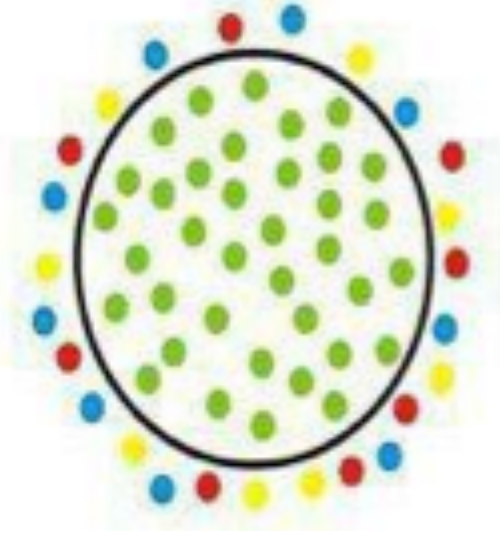
What is Inclusion?

INTEGRATION
SEGREGATION
EXCLUSION
INCLUSION

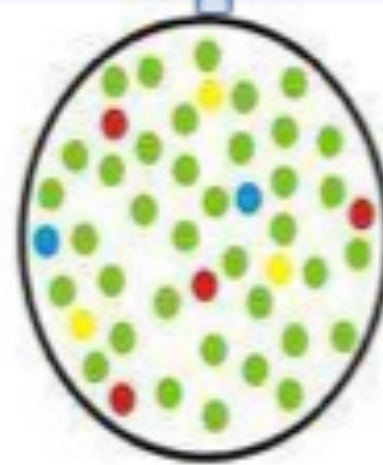
What is Inclusion?

INCLUSION
SEGREGATION
EXCLUSION
INTEGRATION

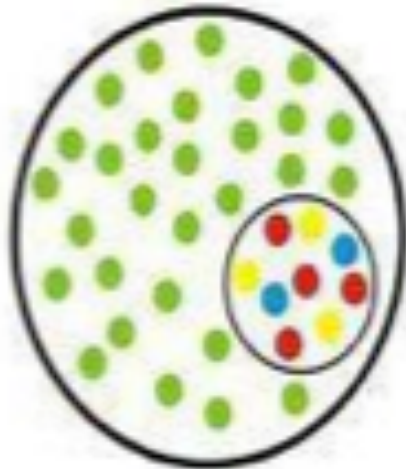
A



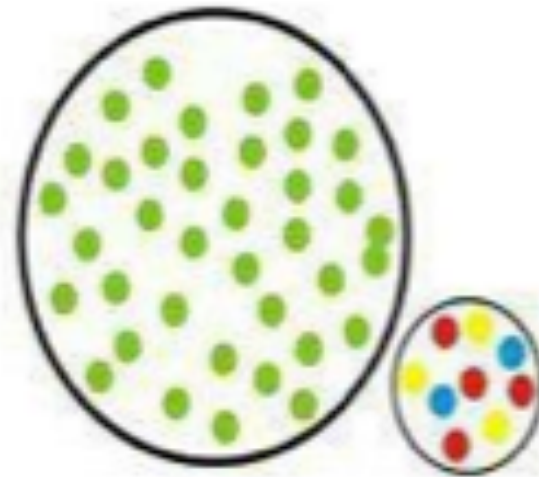
C



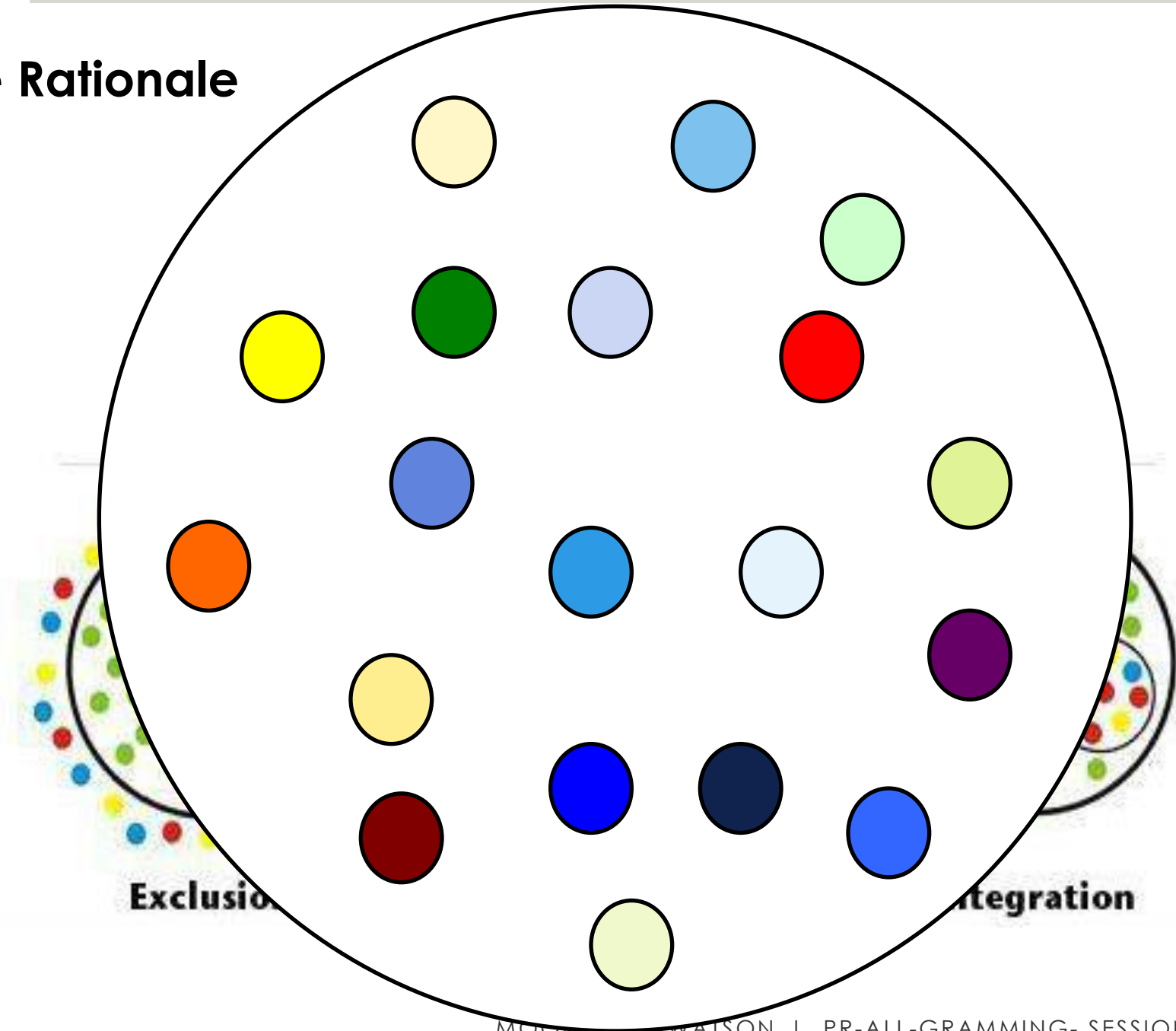
B



D



The Rationale

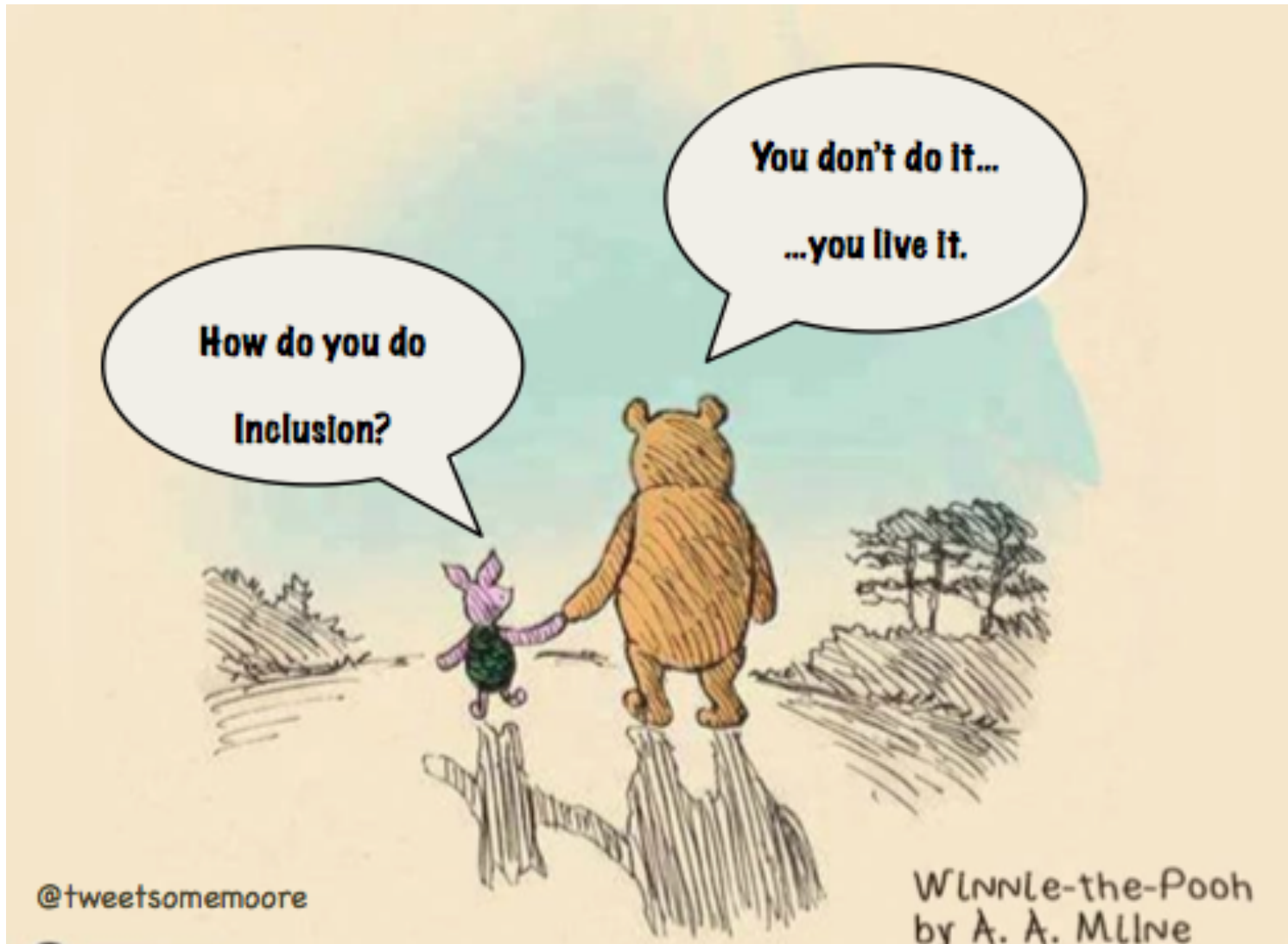


Inclusion is...

- Not forcing separation
- 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...



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 Academics**

- Social studies, math, science etc.

- **Classrooms for Electives**

- Phys Ed, Music, Home Ec., Art etc.

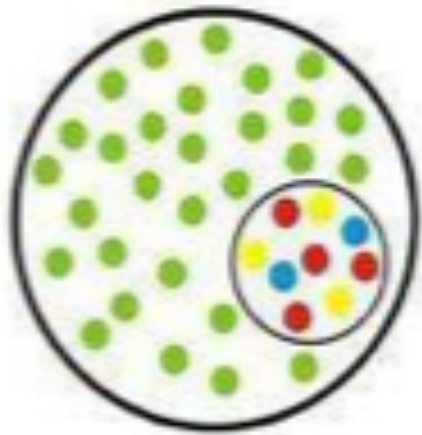
- **Activities/spaces inside the school**

- Hallways, cafeteria, lunch room, assemblies etc.

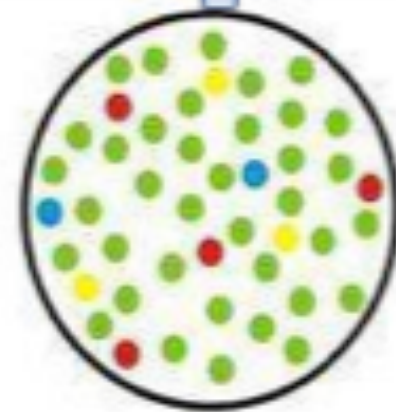
- **Activities/ spaces outside the school**

- Recess, field trips, extra curricular activities, sports teams, community, home etc.

How do we move from...



**Containers of
integration**



**Community of
Inclusion**

- 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



4 Squiggly Square!

- 5 minutes
- What is standing out so far? Spend some time on your reflection paper
- Individually or as a group

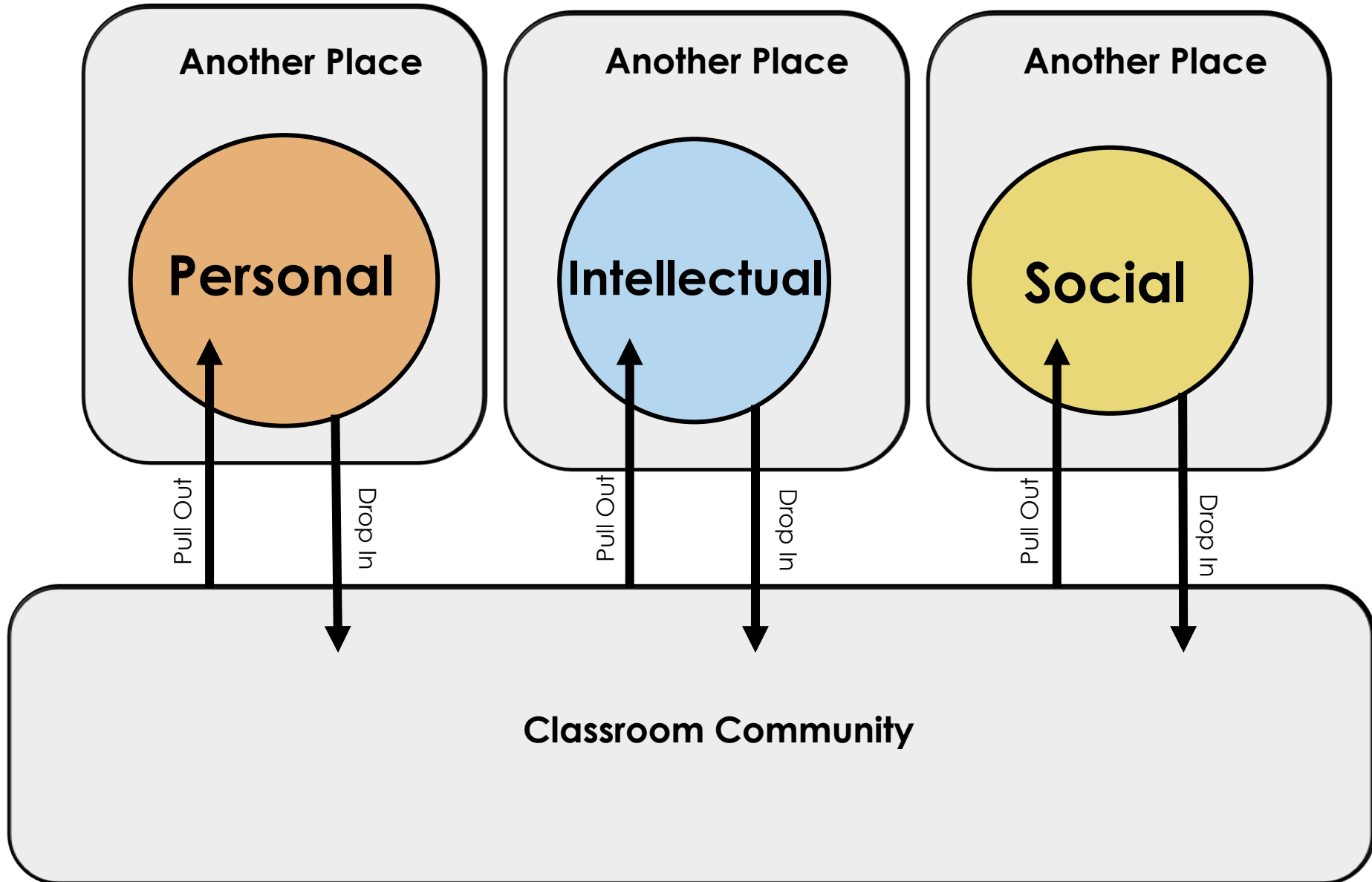
- Boyce Avenue

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

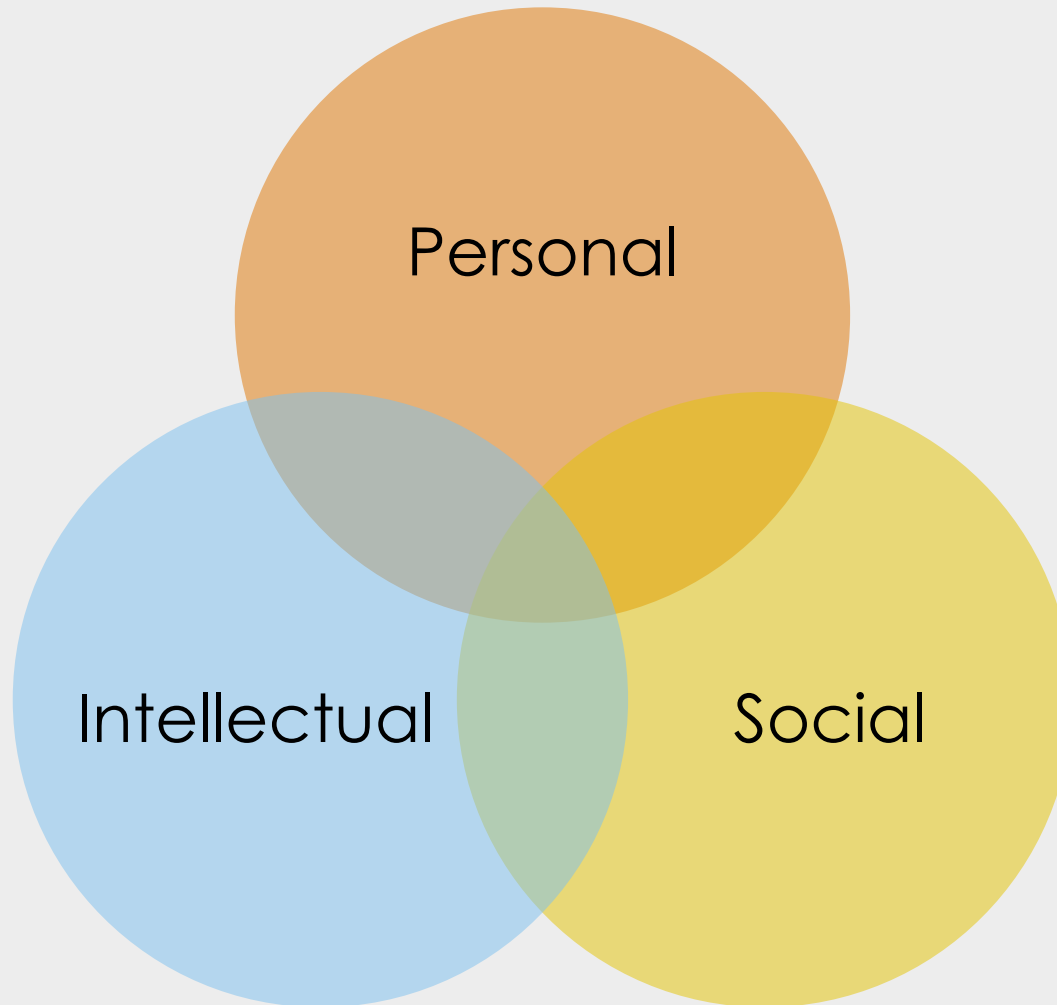


Old Paradigm: Pull students out to address deficit areas and then drop them back into a classroom

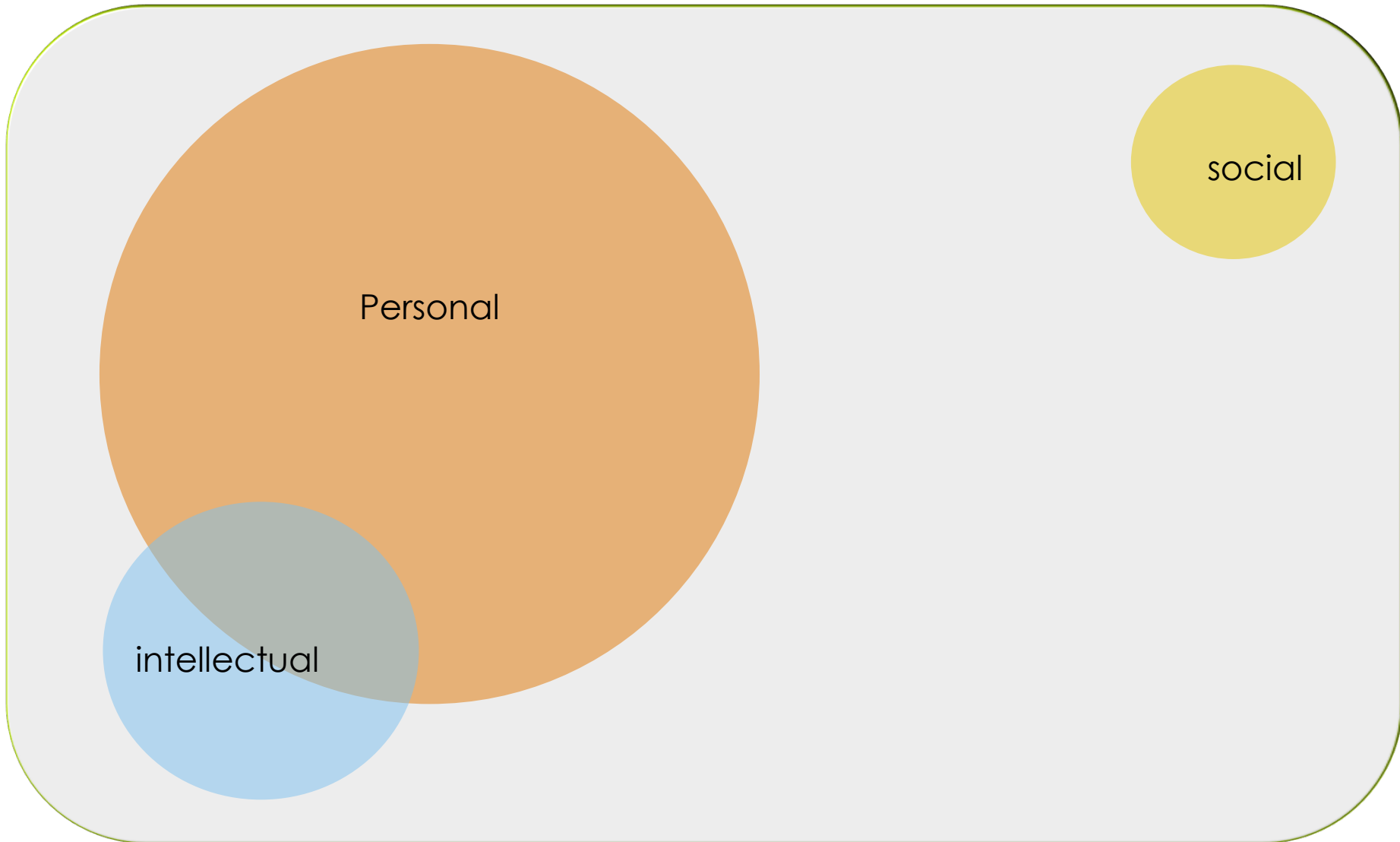


Purposes **IN** a Place

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			

What is inclusion?

Inclusion is not place and time.

Inclusion is increasing places with purpose over time.

@tweetsomemoore

Why is inclusion important?

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

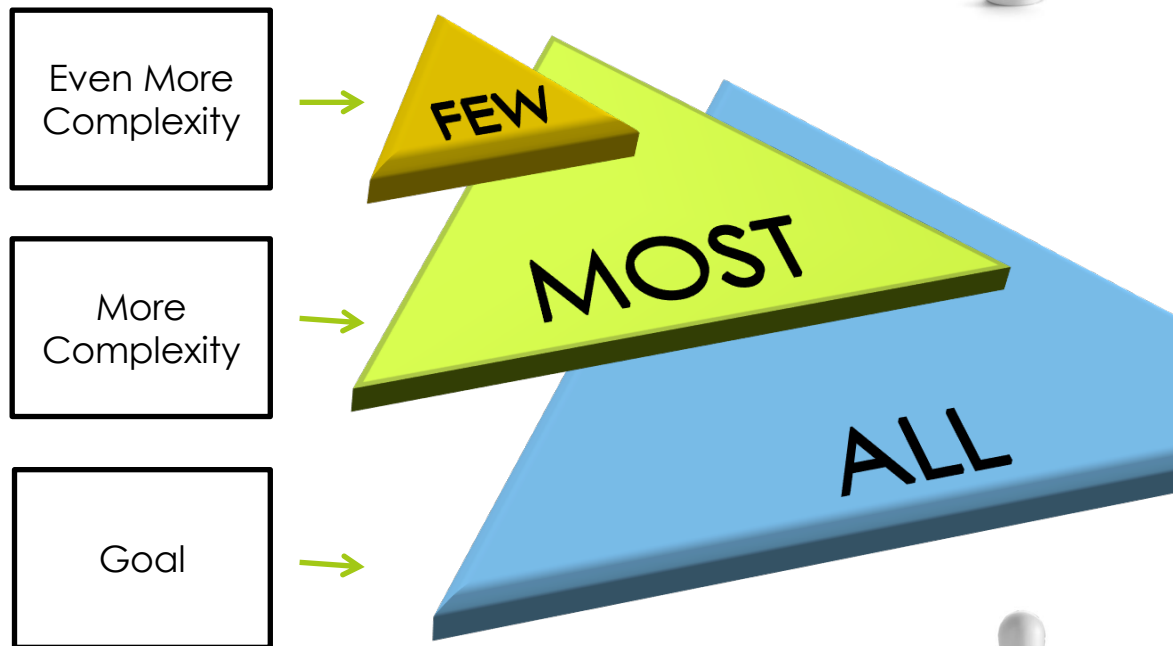


Philosophy

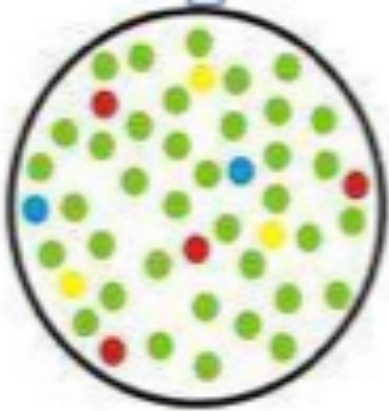
Practice



Planning Pyramid

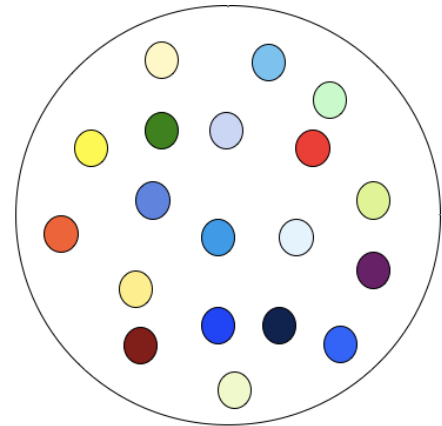


How do we move from...



**Community of
Inclusion**

**“Including
Difference”**



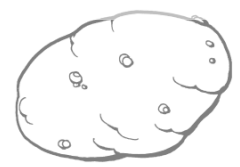
**Community
of Diversity**

**“Teaching TO
Difference”**

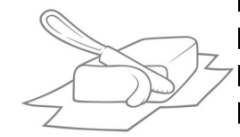
Goal:

Goal for ALL (Essential)

Access



Goal for MOST (add complexity)



Goal for FEW (add complexity)



Challenge

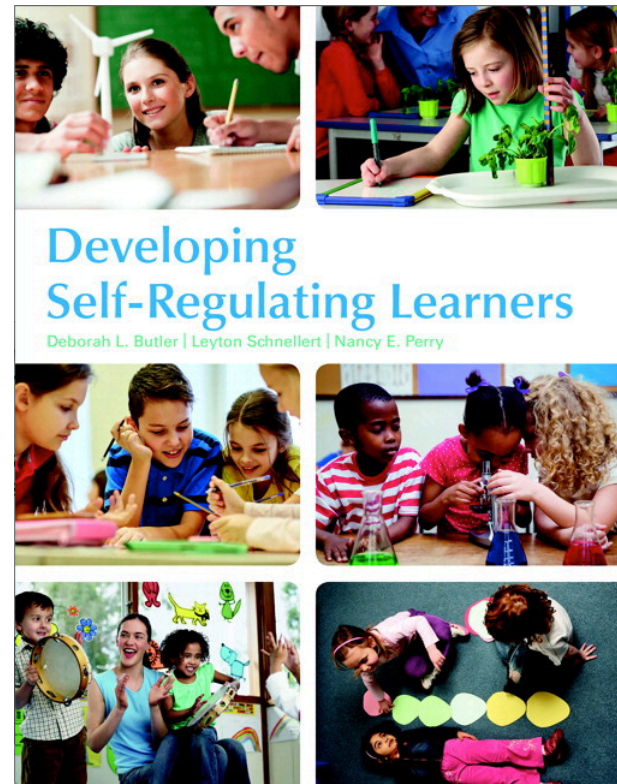


4 Squiggly Square!

- 5 minutes
- What is standing out so far? Spend some time on your reflection paper
- Individually or as a group

Recommended Resources

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

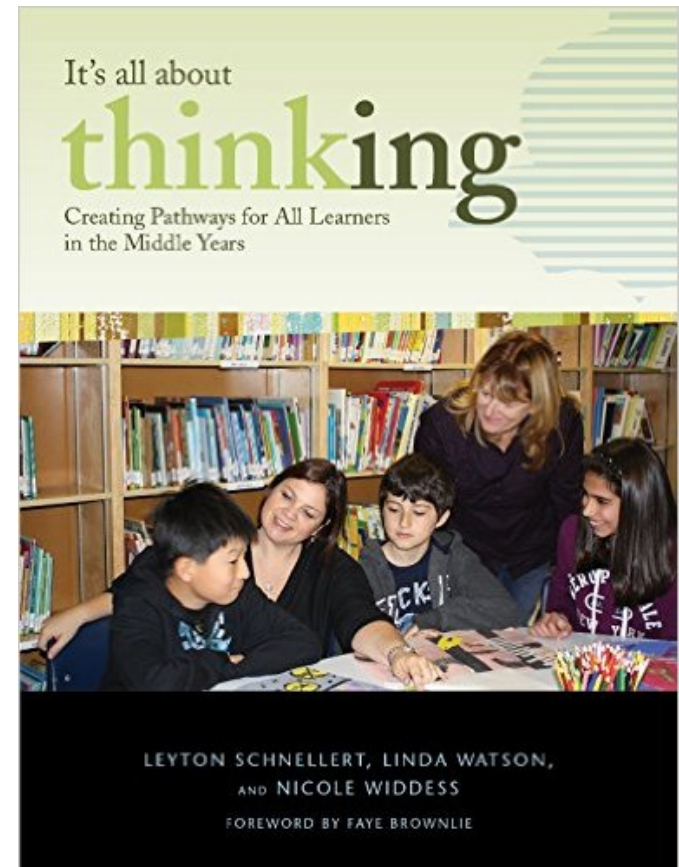


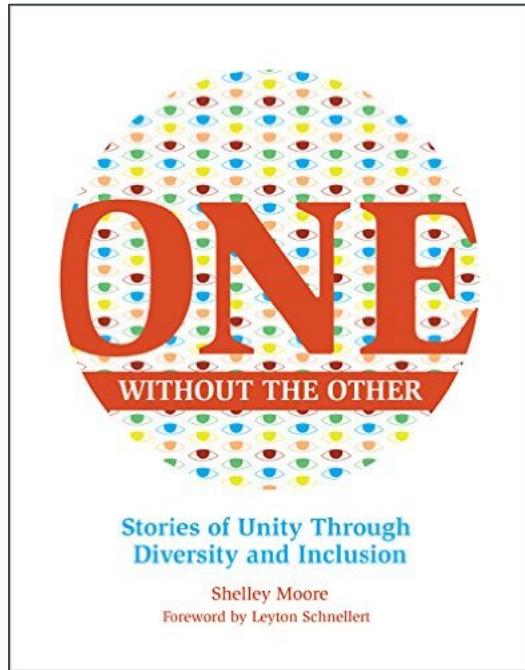
Schnellert, L., Watson, L., & N. Widdess (2015). *It's all about thinking: Building pathways for all learners in the middle years*. Portage and Main. Chapter One.

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.

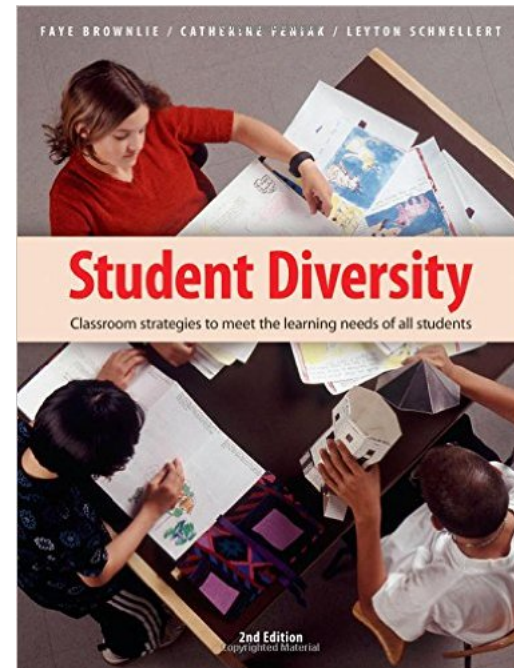
Schnellert, L., Dato, M., Ediger, K., & Panas, J. (2009). *Pulling together: Integrating inquiry, assessment, & instruction in today's English classroom*. Pembroke. Chapter One.





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

The screenshot shows the homepage of the website. 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, and a sub-menu is open, listing "School Districts", "Conferences", "Post Secondary", "Community", and "Organizations". To the left of the sub-menu, there is a "Conferences" section with three items: "BC Teachers of English Language Arts", "National Council of Teachers of English", and "Special Education Association of British Columbia". To the right of the sub-menu, there is a "Resources" section with two items: "Using Multiple and Diverse Texts" and "Conference 2015: Planning with All Students in Mind". Below the "Resources" section, there is an "Edit" link. On the right side of the page, there is a sidebar with the text "about.me", the name "Shelley Moore", the title "Inclusion Consultant", and social media icons for Twitter, LinkedIn, and WordPress. Below the icons, there is a section titled "You are following this blog" with the text "You are following this blog, along with 895 other amazing people (manage)." and a link to manage the list.



@tweetsomemoore



@fivemooreminutes