

www.blogsomemoore.com

The screenshot shows the homepage of the website 'blogsomemoore'. The header features the site name 'blogsomemoore' and the tagline 'Teaching and Empowering Students with Special Needs'. A dark navigation bar contains links for 'About', 'App-Tastic', 'Handouts', and 'Resources'. Below this, a secondary menu highlights 'School Districts', 'Conferences', 'Post Secondary', 'Community', and 'Organizations'. The main content area is divided into three columns. The left column is titled 'Conferences' and lists 'BC Teachers of English Language Arts', 'National Council of Teachers of English', and 'Special Education Association of British Columbia'. The middle column lists 'Diverse Texts', 'Using Multiple and Diverse Texts', and 'Conference 2015: Planning with All Students in Mind'. The right column is titled 'about.me' and identifies 'Shelley Moore' as an 'Inclusion Consultant', with social media icons for Twitter, LinkedIn, and WordPress. Below these icons, it states 'You are following this blog' and 'You are following this blog, along with 895 other amazing people (manage)'. An 'Edit' link is visible at the bottom of the middle column.



@tweetsomemoore



@fivemooreminutes

What do you know about inclusive education?

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

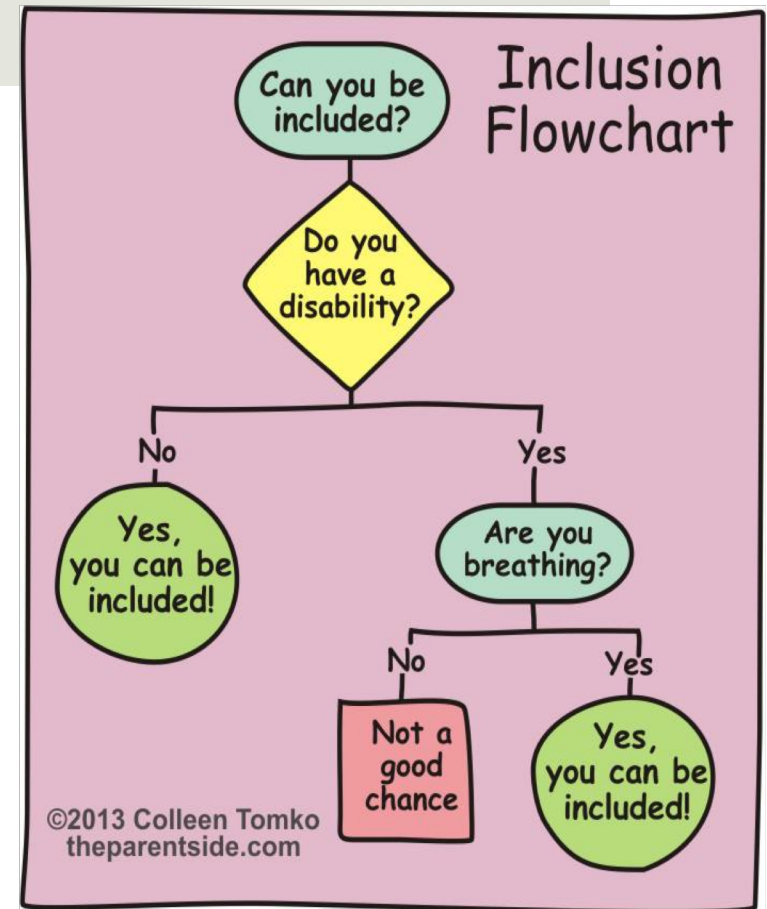
Bridging what we **believe** with what **how we live**



Who is inclusion for?
Who does it include?

In philosophy?

In practice?



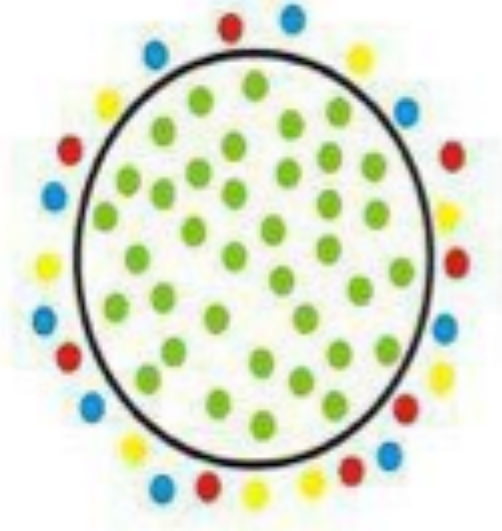
What is Inclusion?

INTEGRATION
SEGREGATION
EXCLUSION
INCLUSION

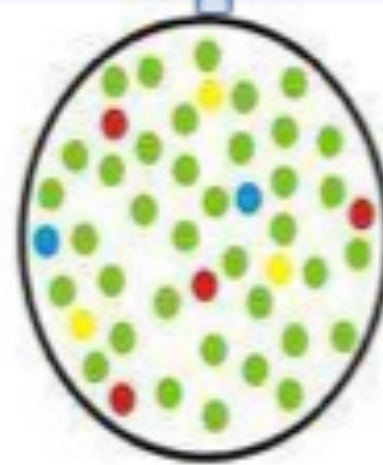
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INCLUSION
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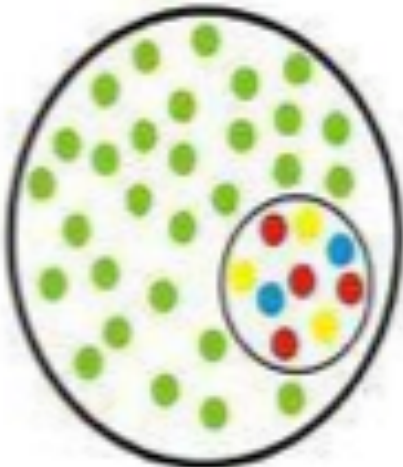
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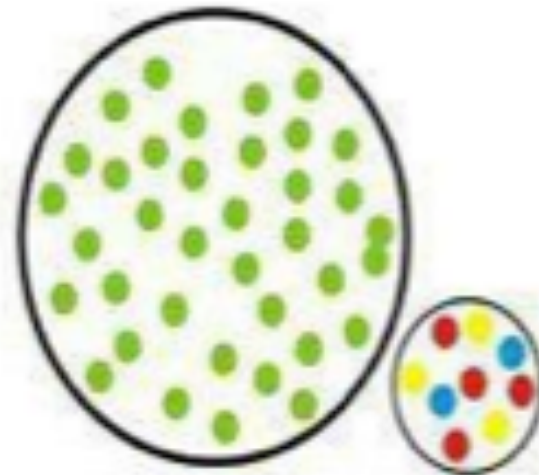
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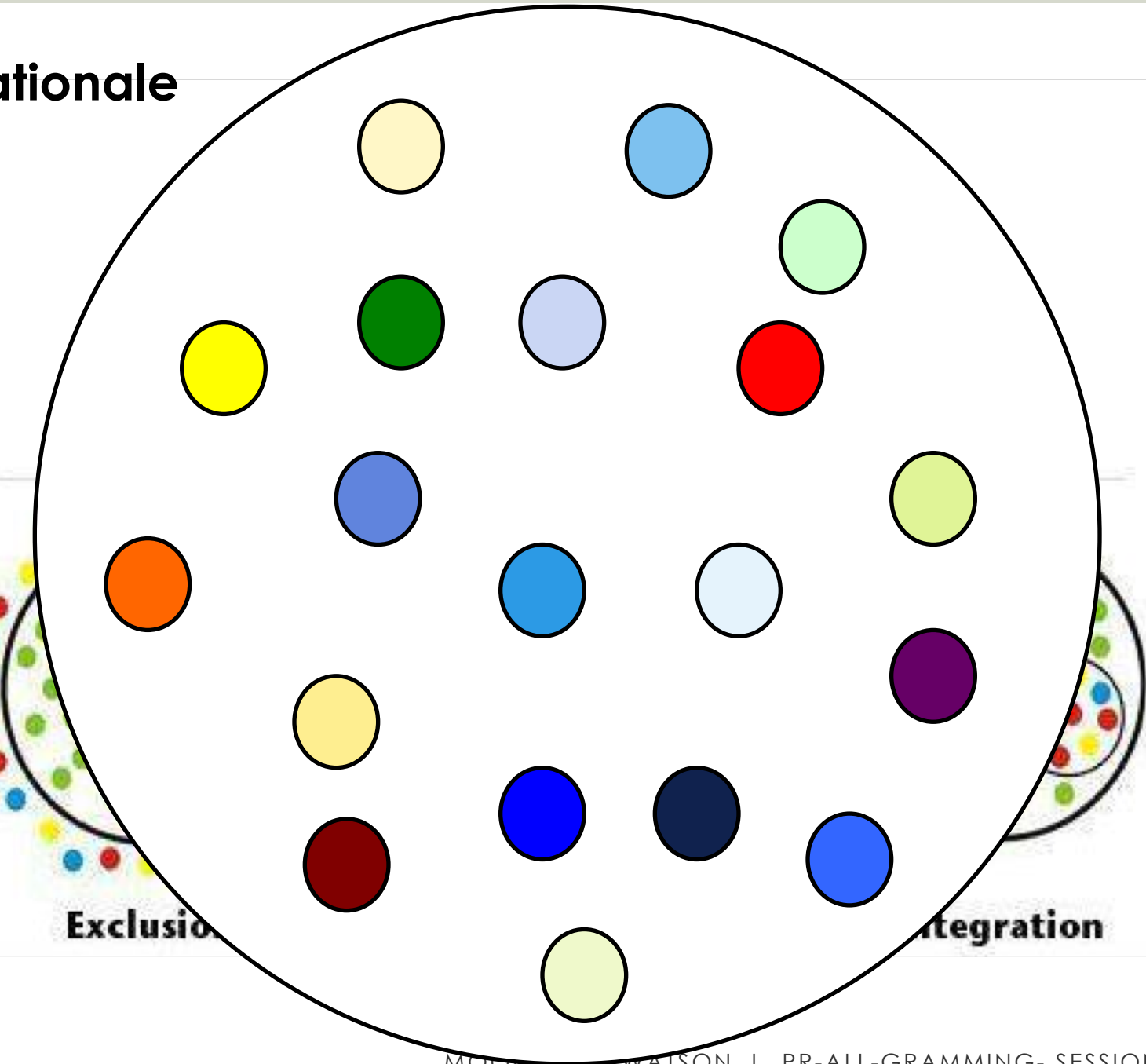
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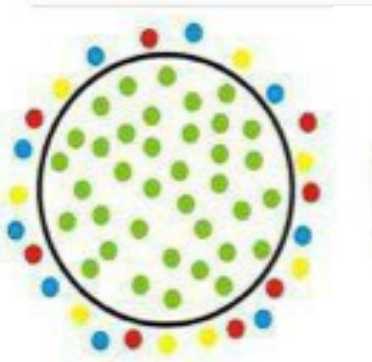
D



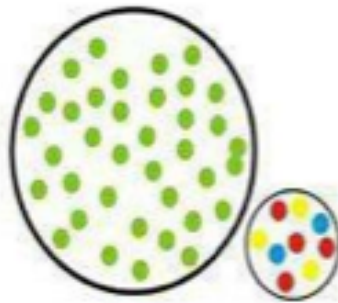
The Rationale



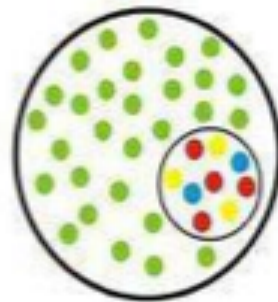
The evolution of inclusion



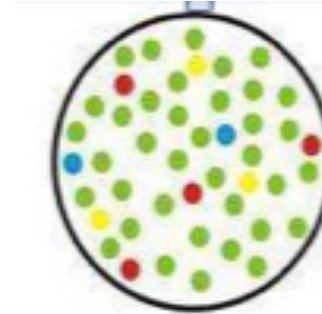
exclusion



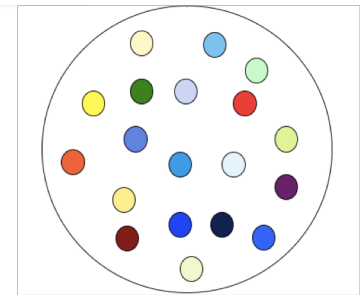
segregation



integration



inclusion



teaching
to diversity



How do we move?

What are your colour(s)?



Do we value all colours equally?

How do we support communities of **identity**?

How do we support communities of **diversity**?



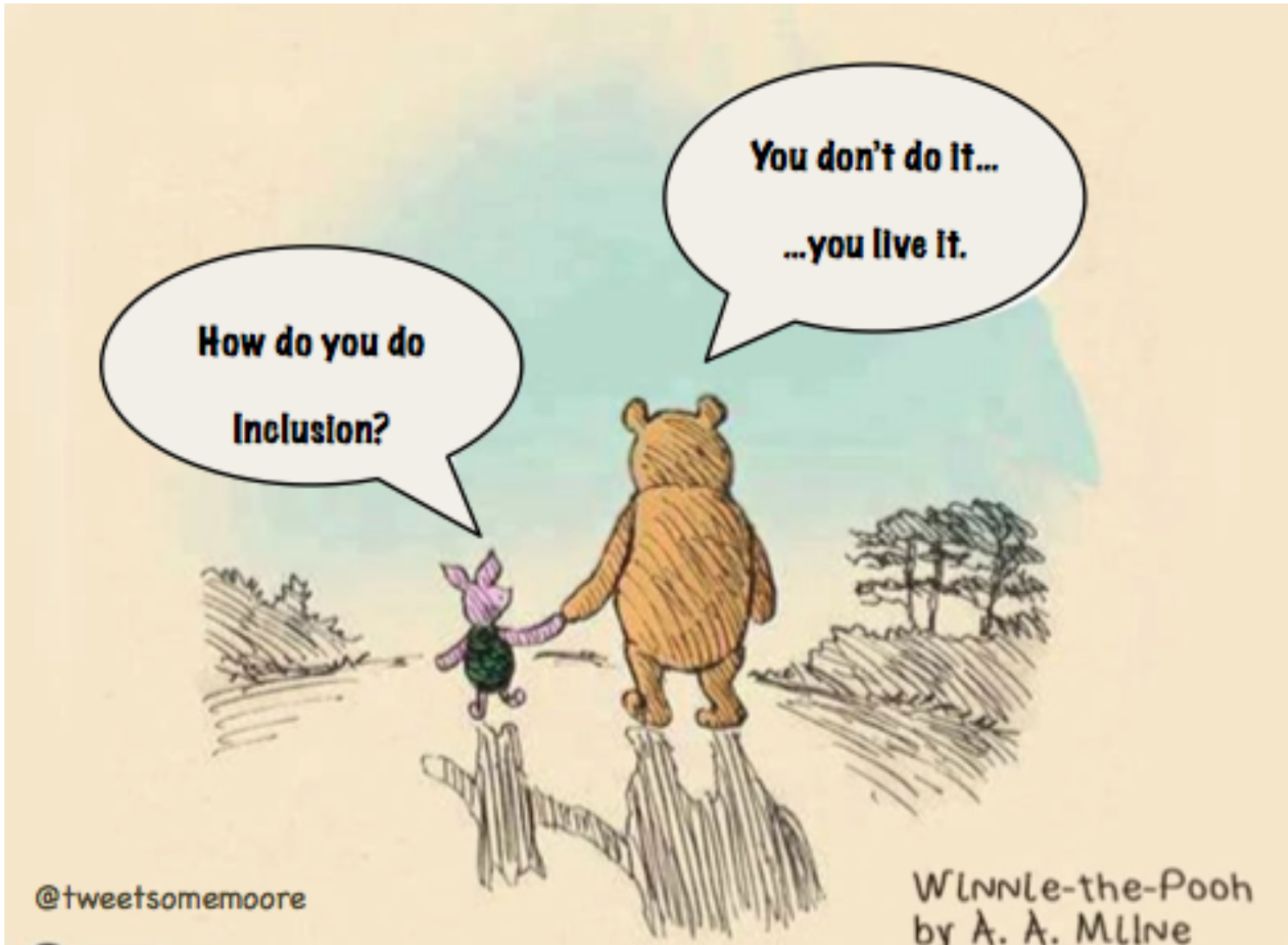
How do we move **away** from groups of deficit?

Inclusion is...

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



Inclusion is...



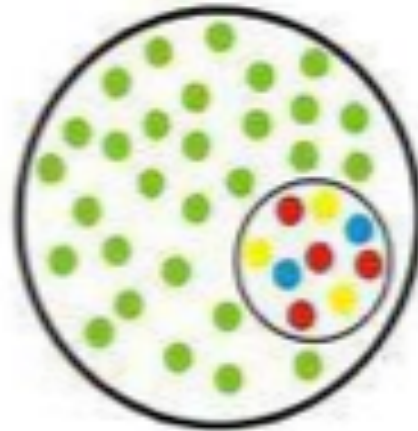
Where can inclusion happen?



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

Step 1

Containers of integration



We MUST consider place!

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/ in the community**

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

Menu

For Support Teachers

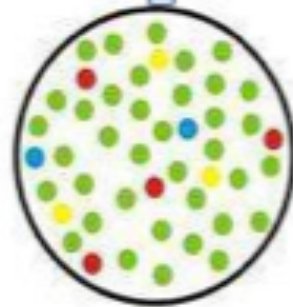


- **Co-teaching**
- **Working with small groups**
- **Co-planning**
- **Observation & Consultation**
- **Finding/creating materials & resources**
- **Setting up technology**
- **Supporting an EA**

Brownlie & King, 2011

Step 2

Communities of Inclusion



We MUST consider purpose!

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

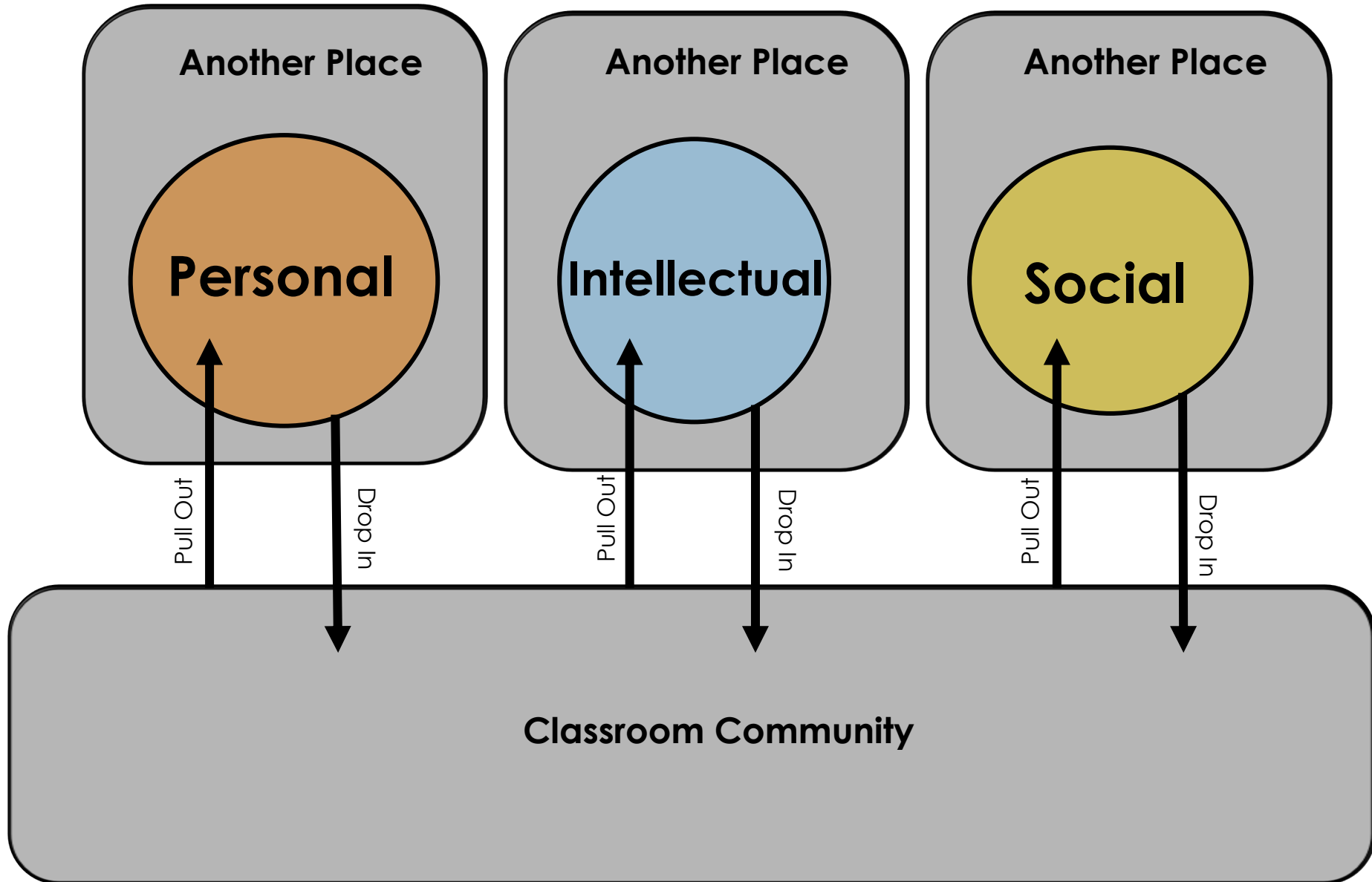


Step 2: Inclusion: Making places purposeful

- **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

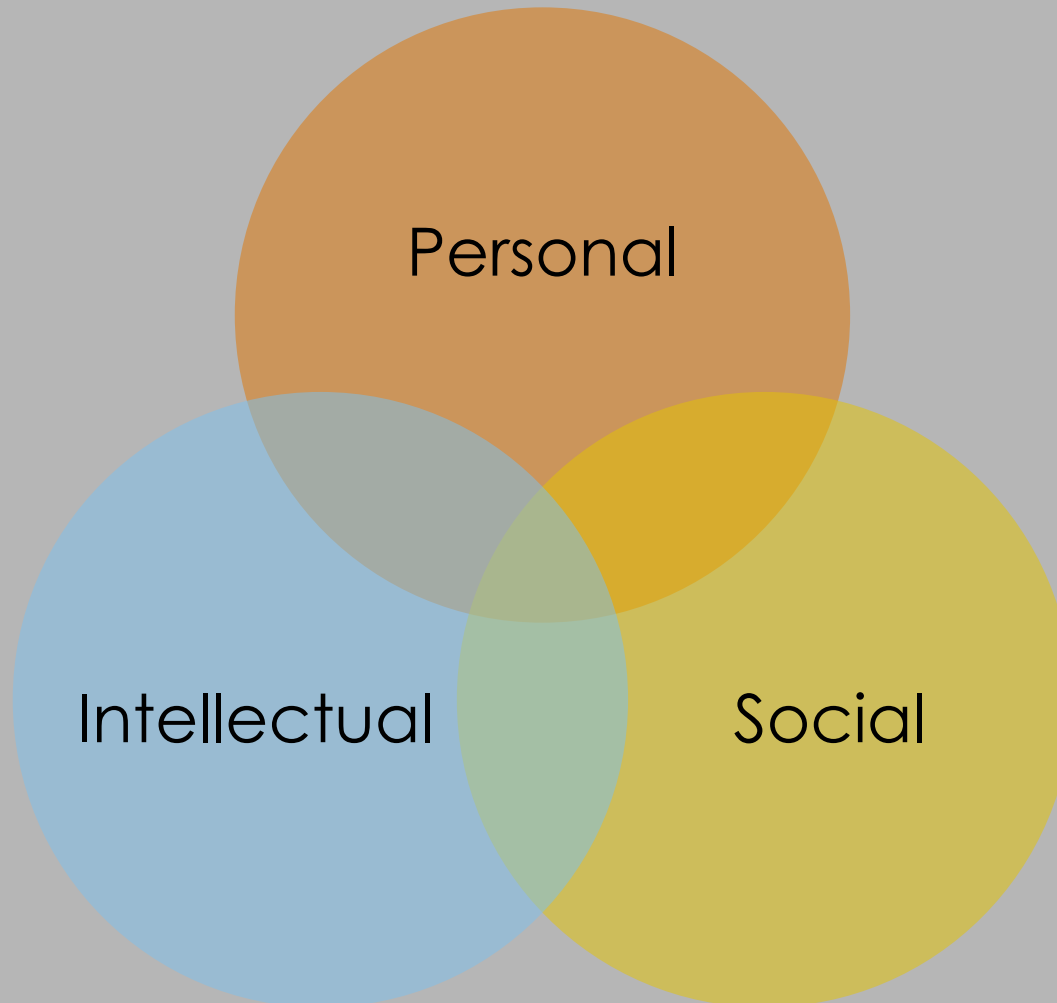


Old Paradigm: Pull students out to address deficit areas and then drop them back into a classroom

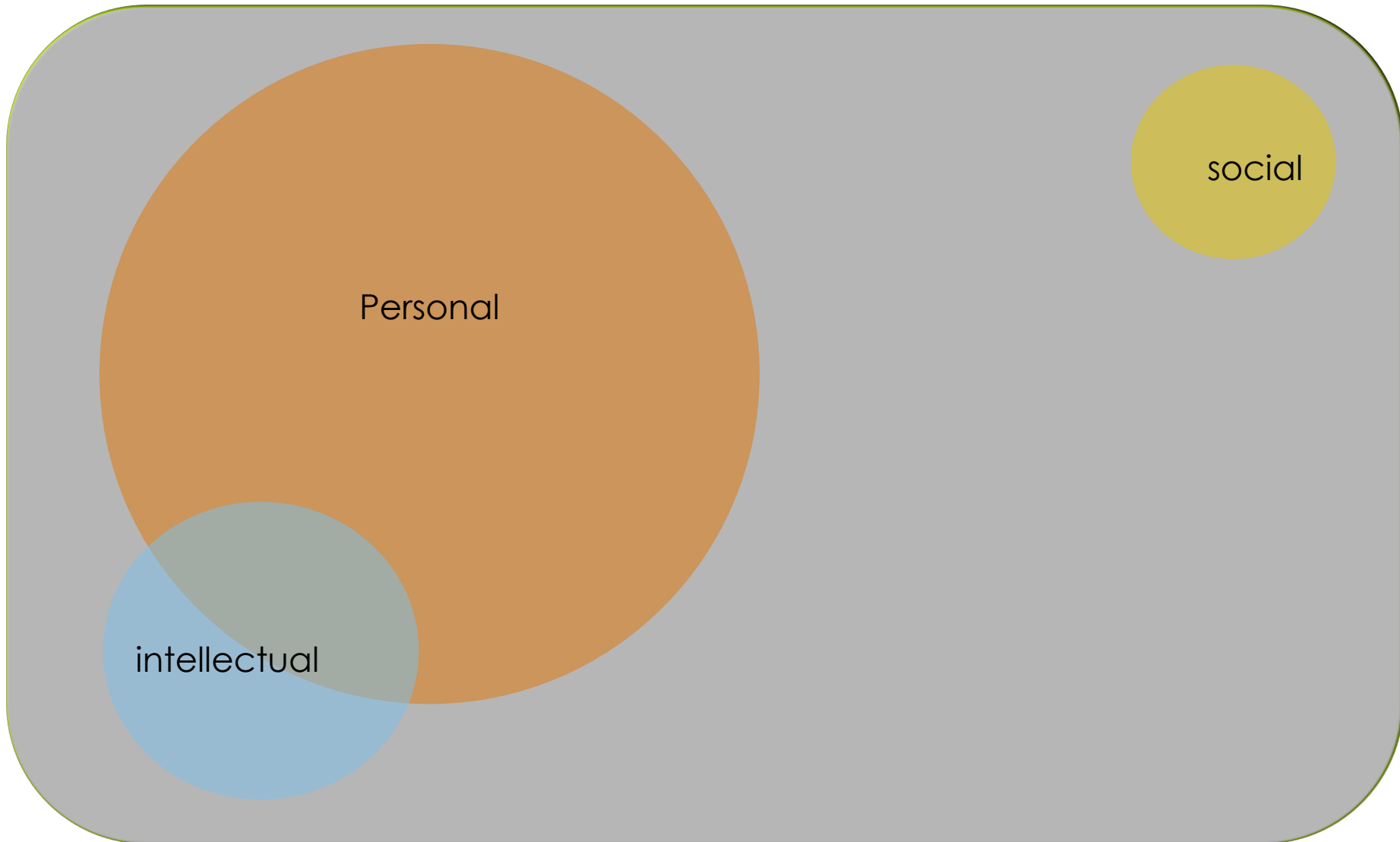


Purposes **IN** a Place

Place



New paradigm: Balance the bubbles in the place of application



INCLUSIVE 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

WHERE TO START?!

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

Why is inclusion important?

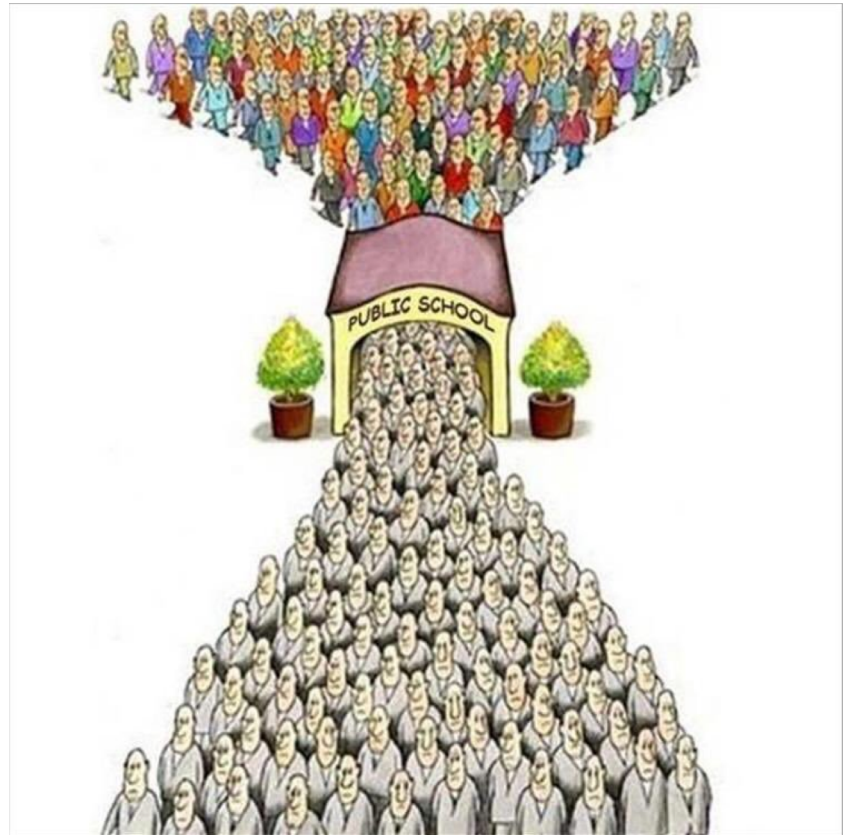
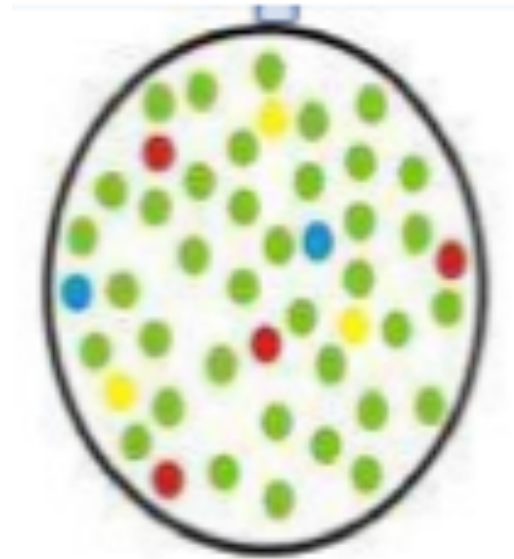


HOW do we change our aim?



Where did green come from?

■ The “green” kids





The Evolution of Curriculum

21st Century Schools, 2010

19th Century

- Being right
- Copying/ duplicating
- Listening to the teacher
- Accepting what you are told
- Working alone
- Sitting still
- Remembering facts
- Showing respect
- Following instructions
- Being evaluated
- Streaming by skills level

Skills

20th Century

- Standardization
- Time - slotted
- One size fits all
- Competition
- Text-based
- Summative tests
- Learning for school
- Streaming by ability
- Teacher as expert
- Proficiency benchmarks
- Single perspective
- Knowledge transmission

Knowledge

21st Century

- Being adventurous
- Being creative
- Working with others
- Imagining multiple solutions
- Questioning things
- Showing initiative
- Persevering
- Taking responsibility
- Learning for life
- Self evaluation

Competency

The evolution of curriculum

@refthinking

(SOURCE: FUTURE OF JOBS REPORT, WORLD ECONOMIC FORUM)

TOP 10 SKILLS IMPORTANT IN THE WORKFORCE

2015

1. Complex Problem Solving 
2. Coordinating with Others 
3. People Management 
4. Critical Thinking 
5. Negotiation 
6. Quality Control 
7. Service Orientation 
8. Judgement and Decision Making 
9. Active Listening 
10. Creativity 

2020

1. Complex Problem Solving 
2. Critical Thinking 
3. Creativity 
4. People Management 
5. Coordinating with Others 
6. Emotional Intelligence 
7. Judgement and Decision Making 
8. Service Orientation 
9. Negotiation 
10. Cognitive Flexibility 

COMPETENCIES OVERVIEW



Students are the artists, scientists, thinkers, innovators and leaders of the future. They will be tasked with solving the problems of today, while imagining and creating a new tomorrow. Competencies are critical for equipping students with the knowledge, skills and attitudes that they will need to successfully navigate their personal journeys in learning, living and working.

Students use and develop competencies when they encounter unfamiliar or challenging situations. Competencies help students draw and build upon what they know, how they think and what they can do. In school, students develop and apply competencies through subject-area content and learning experiences. Alberta's curriculum promotes development of the following competencies, which are a streamlined expression of the competencies identified in the *Ministerial Order on Student Learning* (#001/2013):

CRITICAL THINKING

COMMUNICATION

PROBLEM SOLVING

COLLABORATION

MANAGING INFORMATION

CULTURAL AND GLOBAL CITIZENSHIP

CREATIVITY AND INNOVATION

PERSONAL GROWTH AND WELL-BEING

Alberta students develop competencies to achieve their full potential as lifelong learners and active citizens, today and in the future.

10

Essential Characteristics
OF A
21ST CENTURY EDUCATOR

BY

George Couros



**RELATIONSHIP
BUILDER**



LEARNER



INCLUSIVE



REFLECTIVE



NETWORKED



INNOVATOR



LEADER



STORYTELLER



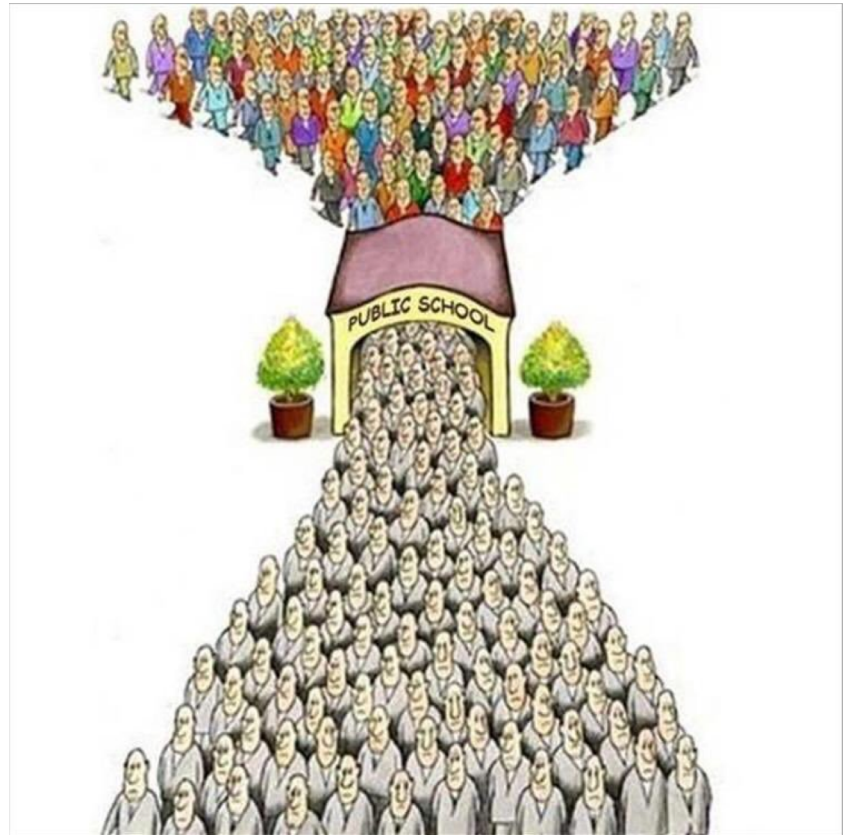
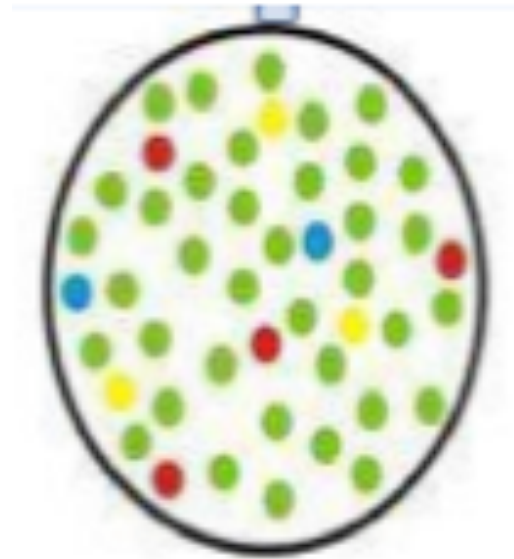
DESIGNER



ARTIST

Green = Average

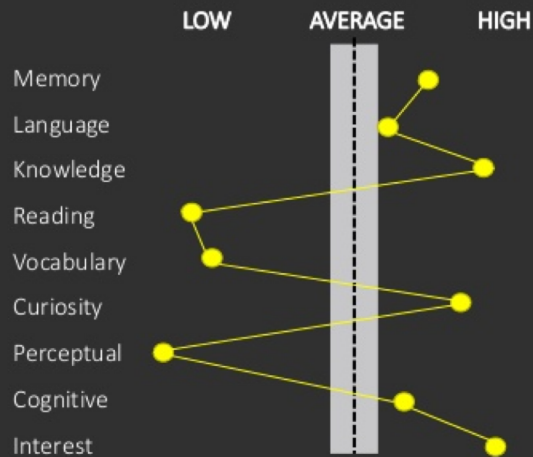
■ The “green” kids





The End of Average!

The average student is a myth



The Myth of Average: Todd Rose at TEDxSonomaCounty: <https://www.youtube.com/watch?v=4eBmyttcfU4>

THE END OF AVERAGE

HOW WE SUCCEED
in a World That Values Sameness

TODD ROSE



THE
END OF
AVERAGE

HOW WE SUCCEED
in a World That Values Sameness

TODD ROSE

The Airplane Dilemma...

Designing INDIVIDUAL **planes** for
every **pilot** is not efficient!

AND

Designing ONE **plane** for EVERY
pilot is not effective!

The image shows the cover of the book 'The End of Average' by Todd Rose. The title is written in a large, bold, sans-serif font with a distressed, textured appearance. Below the title, the subtitle 'HOW WE SUCCEED in a World That Values Sameness' is written in a smaller, clean font. At the bottom, the author's name 'TODD ROSE' is displayed.

HOW WE SUCCEED
in a World That Values Sameness

TODD ROSE

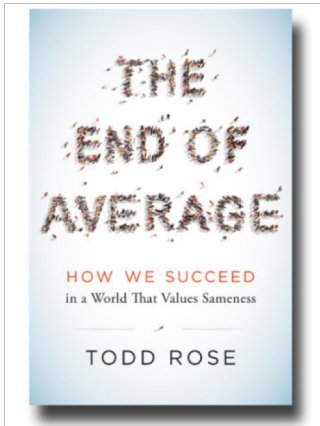
The Curricular Dilemma...

Designing INDIVIDUAL **curricula** for every **learner** is not efficient!

AND

Designing ONE **curriculum** for EVERY **student** is not effective!

A solution....



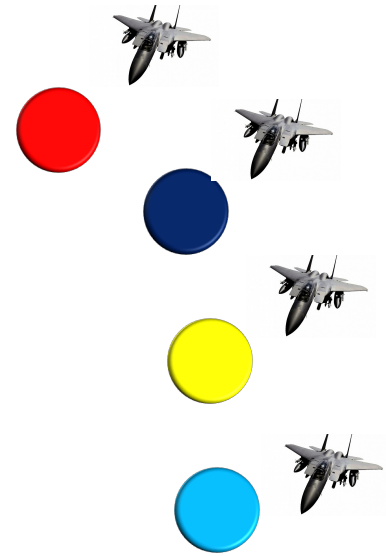
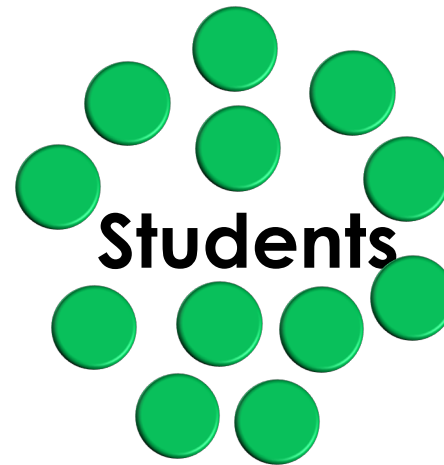
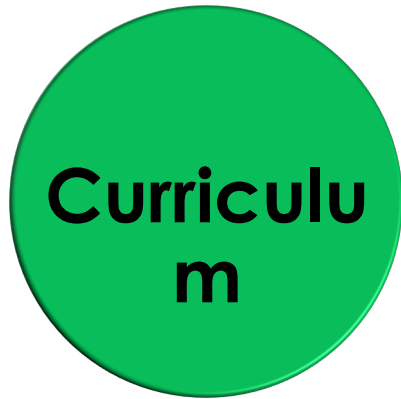
An ADJUSTABLE **plane**, designed for
a range of dimensions

OR

An ADJUSTABLE **curriculum**,
designed for a range of diversity

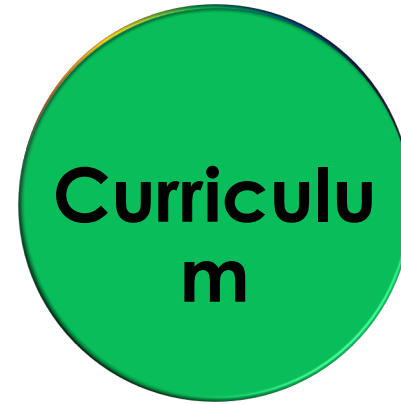
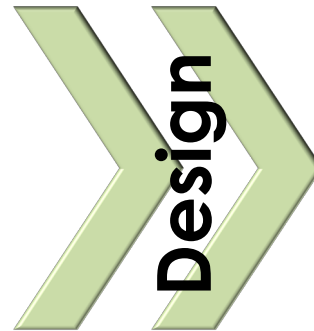
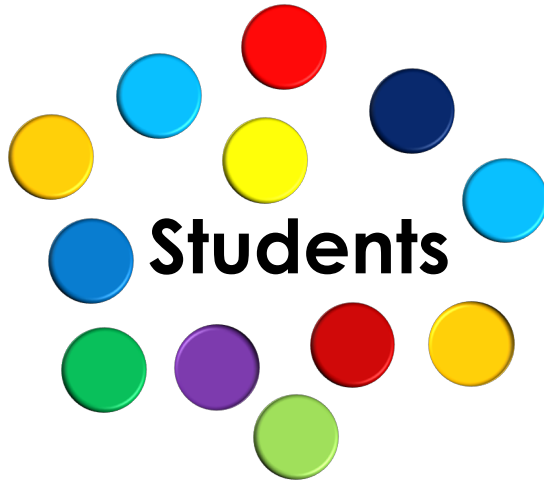


Design is the MOST underutilized support!





Design is the MOST underutilized support!



How can we design an adjustable **plane**?

▣ Who are our **pilots**?

- ▣ Getting to know who the pilots are and their range of dimensions

▣ What is the **plane** they are flying?

- ▣ Designing planes with purpose in mind (e.g. fighter plane, cargo plane, passenger plane, etc.)

▣ How is the plane **responsive** to the pilots dimensions?

- ▣ Designing planes with both access and extension as well as considering specific supports needed for this group of pilots

▣ How are we **teaching pilots** to make the **adjustments** they need to fly the plane?

- ▣ Pilots knowing what they need to fit into and fly the plane

How can we design an adjustable **curriculum**?

□ Who are our **Learners**?

- Getting to know who are learners are and their their range of diversity

□ What is the **curriculum** we are using?

- Designing curriculum with goals in mind (e.g. math, reading, behaviour, home Ec, etc.)

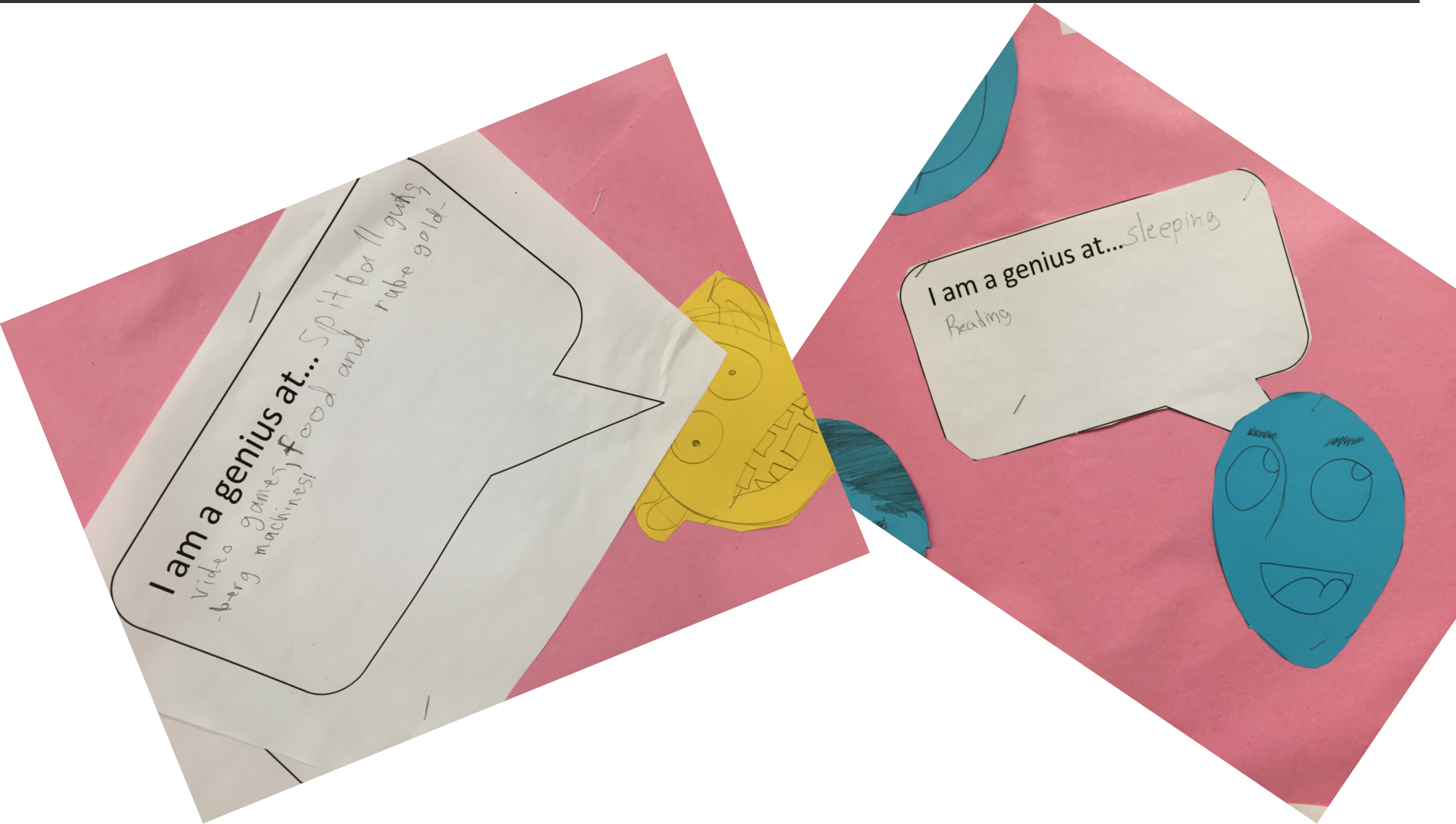
□ How is the curriculum **responsive** to the learners?

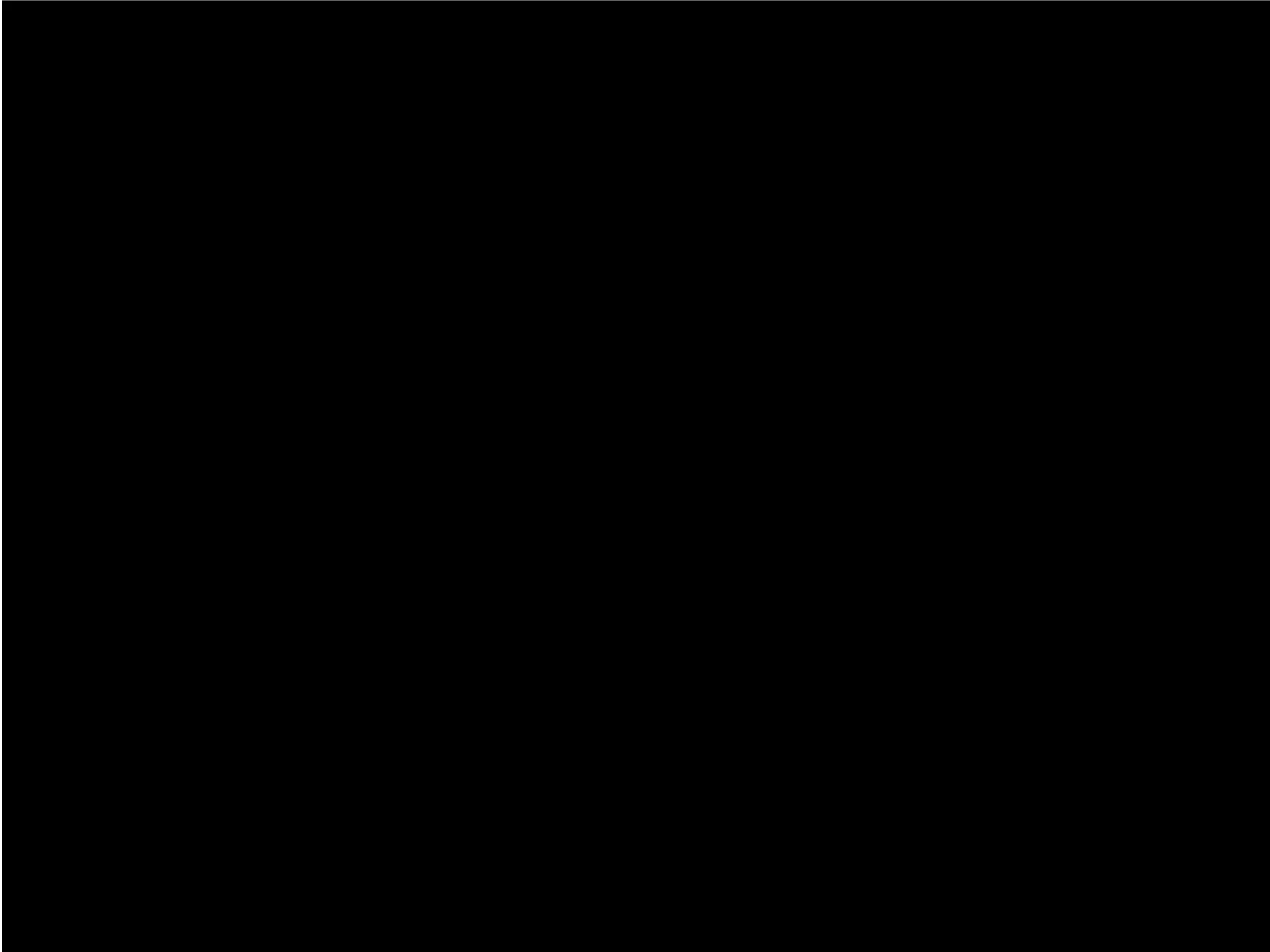
- Designing curriculum with both access and challenge as well as considering specific supports needed for this group of learners

□ How are we **teaching students** to make the **adjustments** they need to use the curriculum?

- Students knowing what they need to fit into and use the curriculum

Self Report





Class/Community Profile

(Brownlie & King, 2000)

Class Review Recording Form

Group Strengths

Group Stretches

Interests:

Goals

Decisions

Individual Concerns

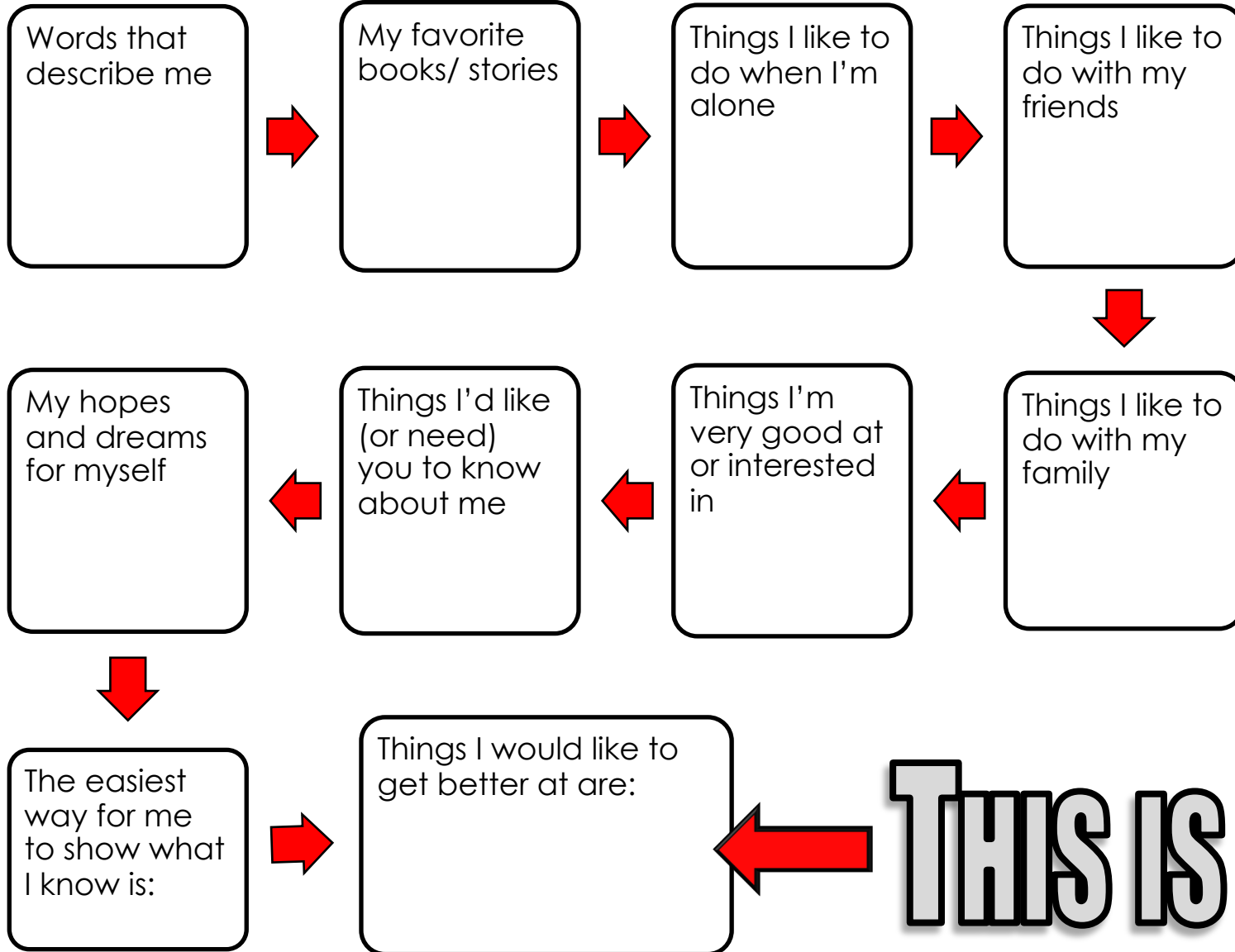
Medical	Language	Learning	Socio-Emotional	Other
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How do we get individuals a part of the process?

self reports

Who Am I? Profile

Name:



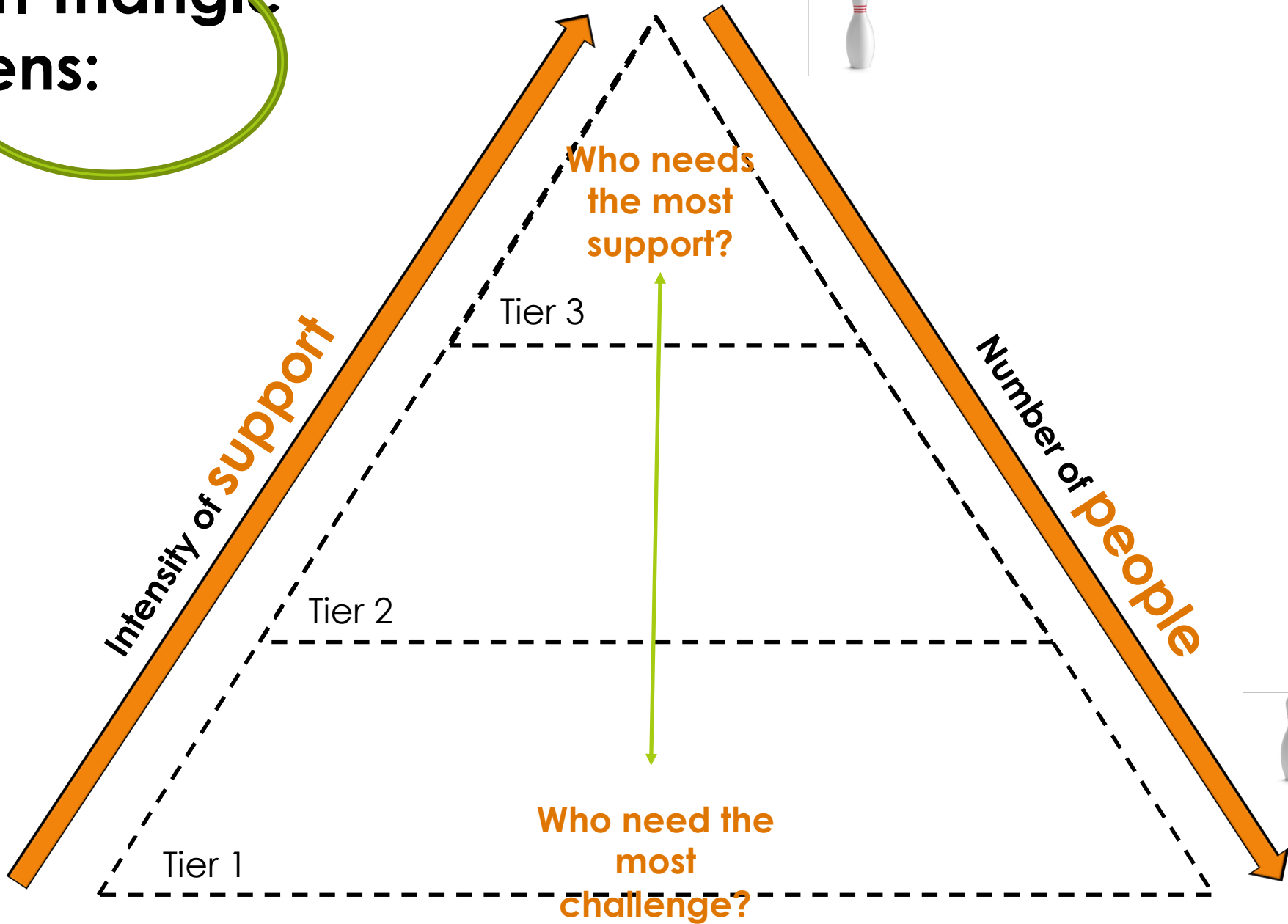
Who are our pilots?
What do they bring?

**WHO
are we?**

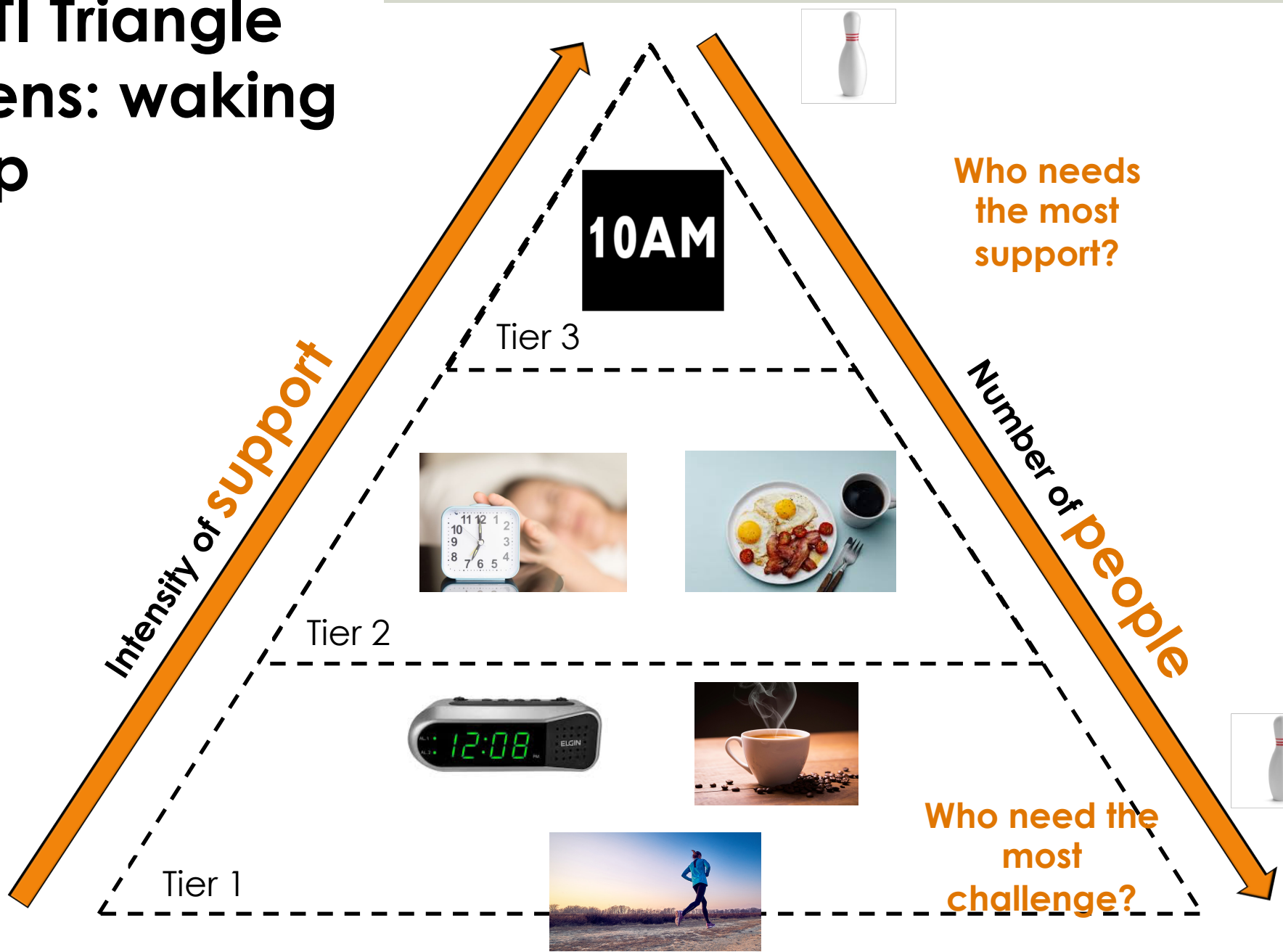
instruction

Response to Intervention

RTI Triangle Lens:



RTI Triangle Lens: waking up

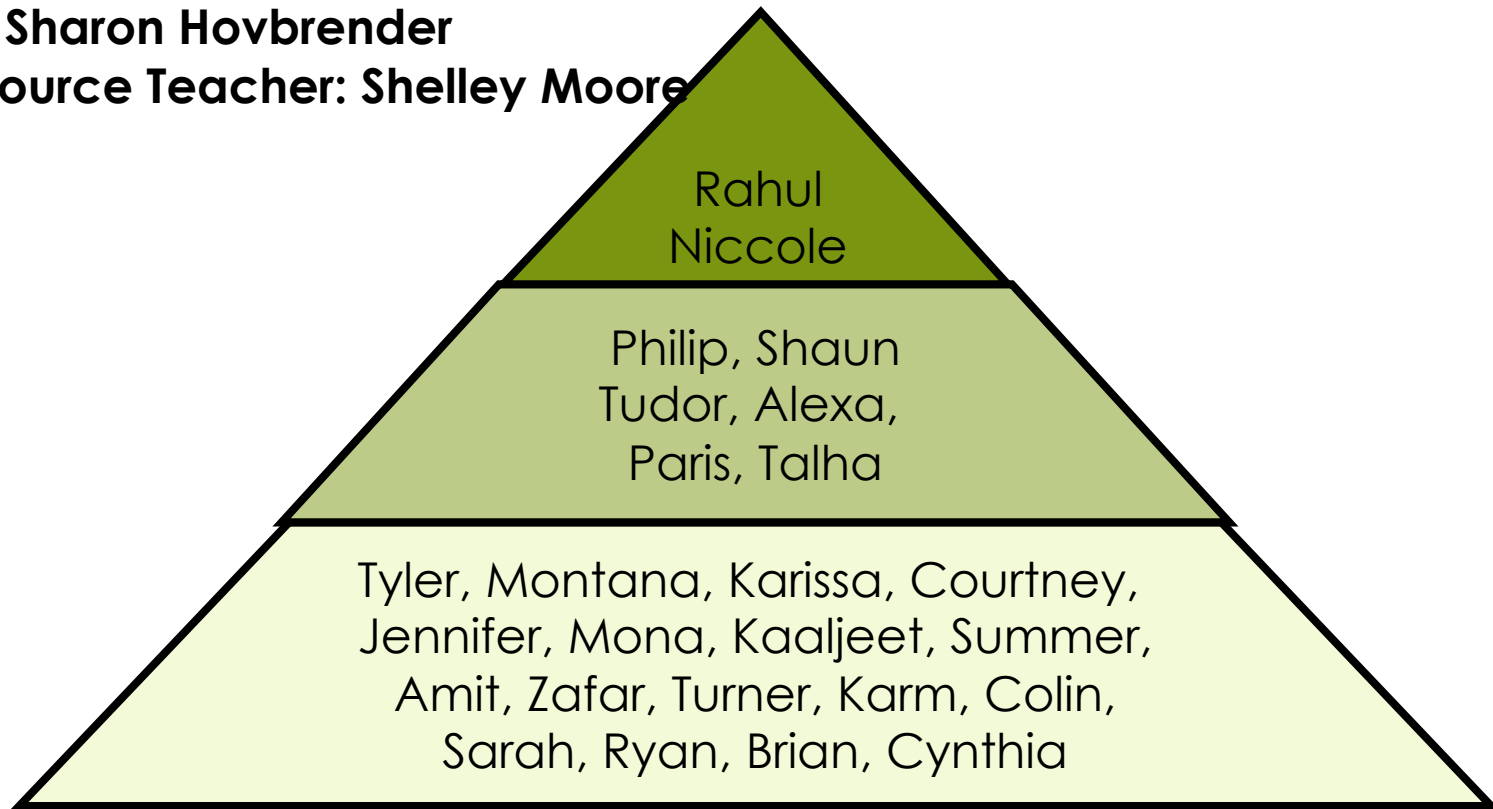


Lens: Grade 9 – Social Studies

Teacher: Bryce Miller

EA: Sharon Hovbrender

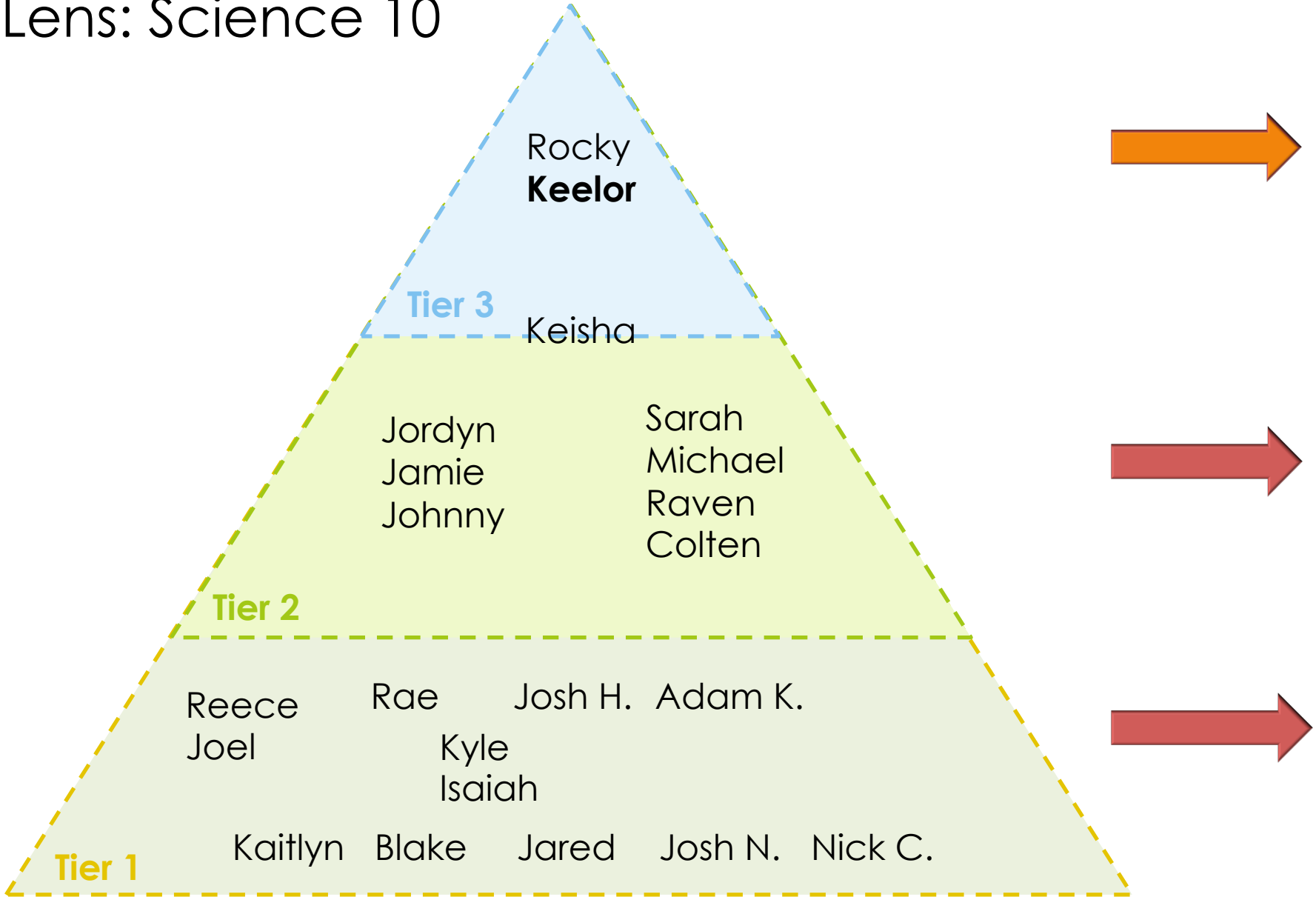
Resource Teacher: Shelley Moore



Regular Outcomes

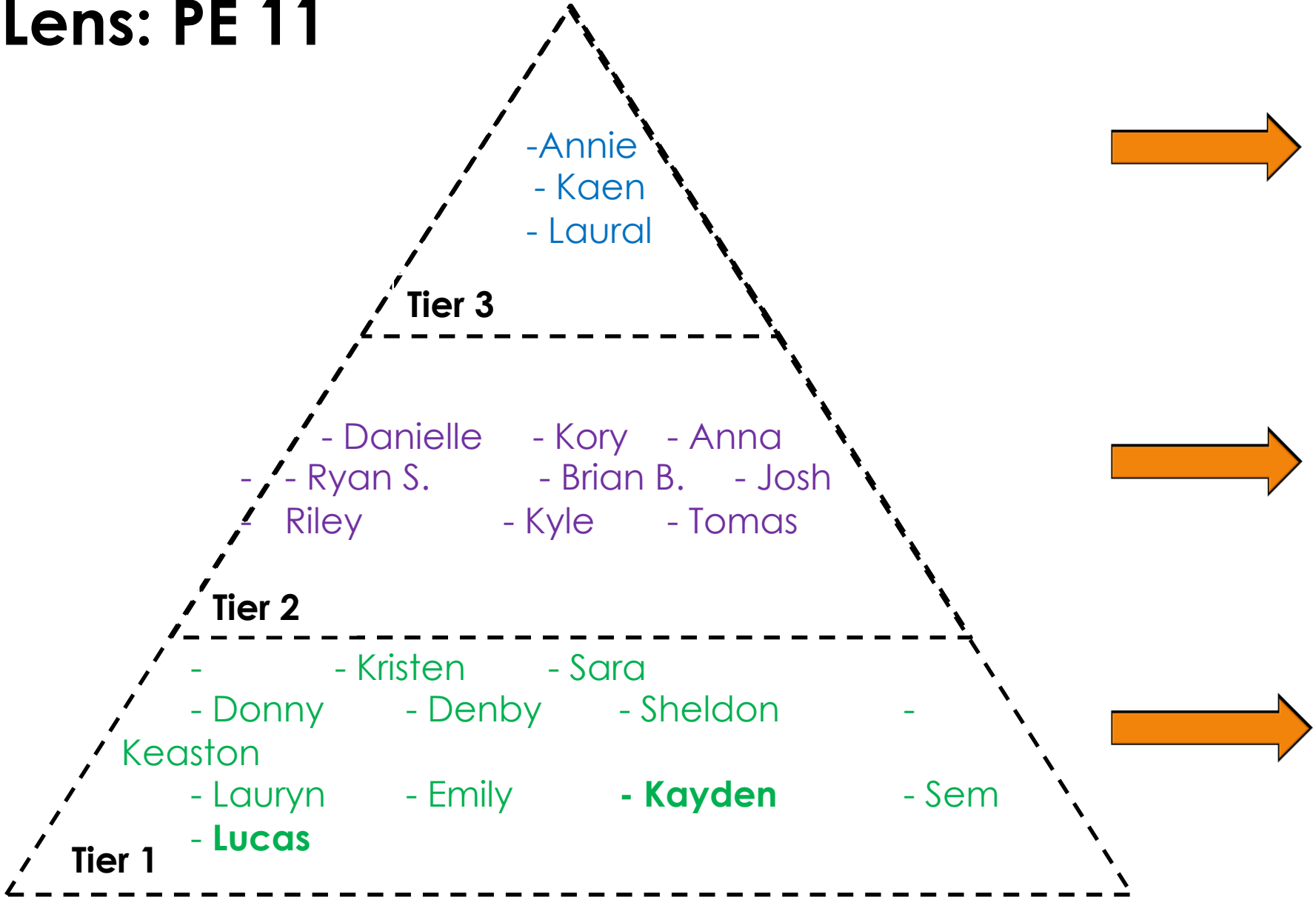
RTI Triangle

Lens: Science 10

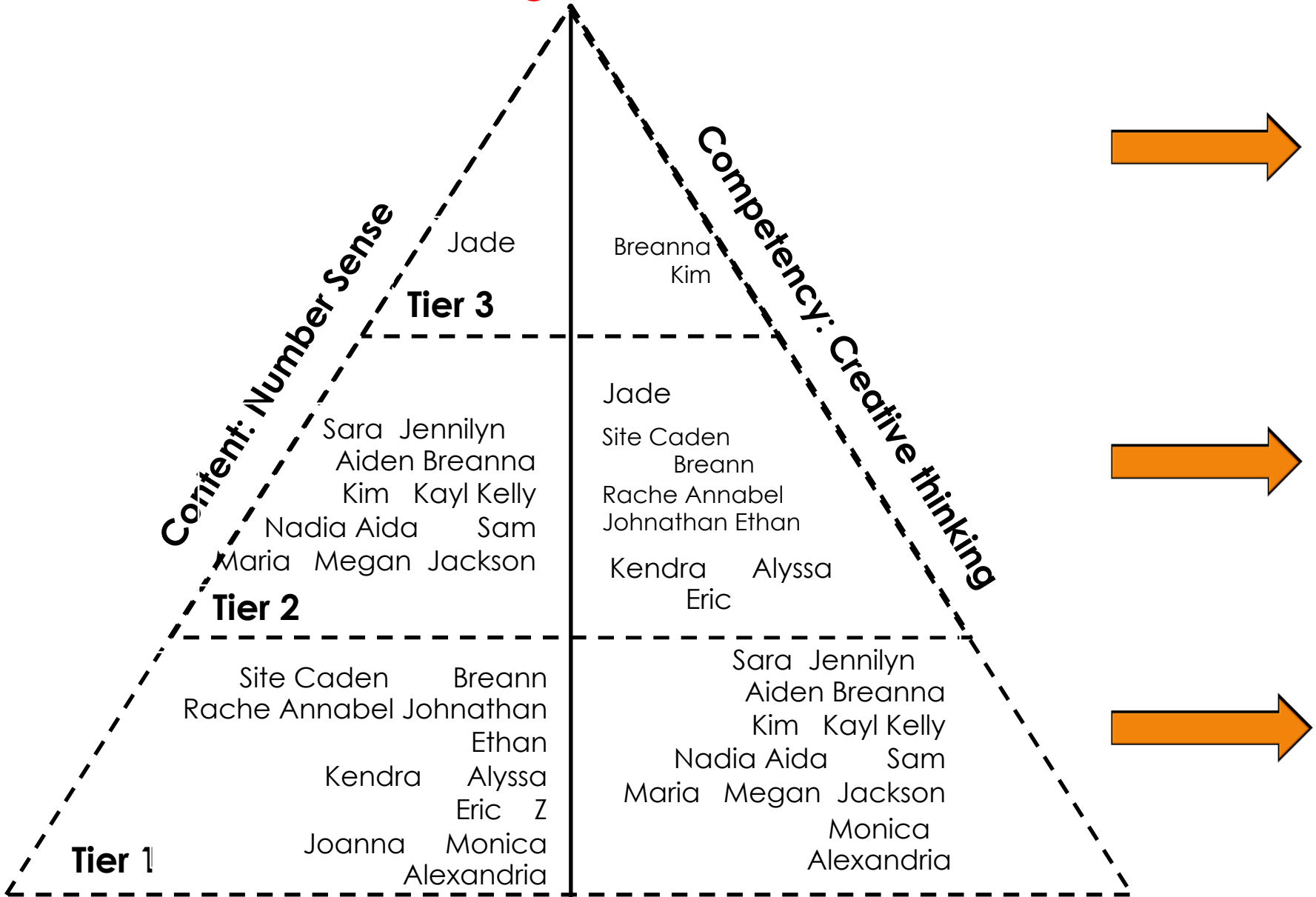


RTI Triangle

Lens: PE 11



RTI Triangle: Grade 8
Lens: Math/Creative thinking



How can we design an adjustable **curriculum**?

□ Who are our **Learners**?

- Getting to know who are learners are and their their range of diversity

□ What is the **curriculum** we are using?

- Designing curriculum with goals in mind (e.g. math, reading, behaviour, home Ec, etc.)

□ How is the curriculum **responsive** to the learners?

- Designing curriculum with both access and challenge as well as considering specific supports needed for this group of learners

□ How are we **teaching students** to make the **adjustments** they need to use the curriculum?

- Students knowing what they need to fit into and use the curriculum

Keep in mind...

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

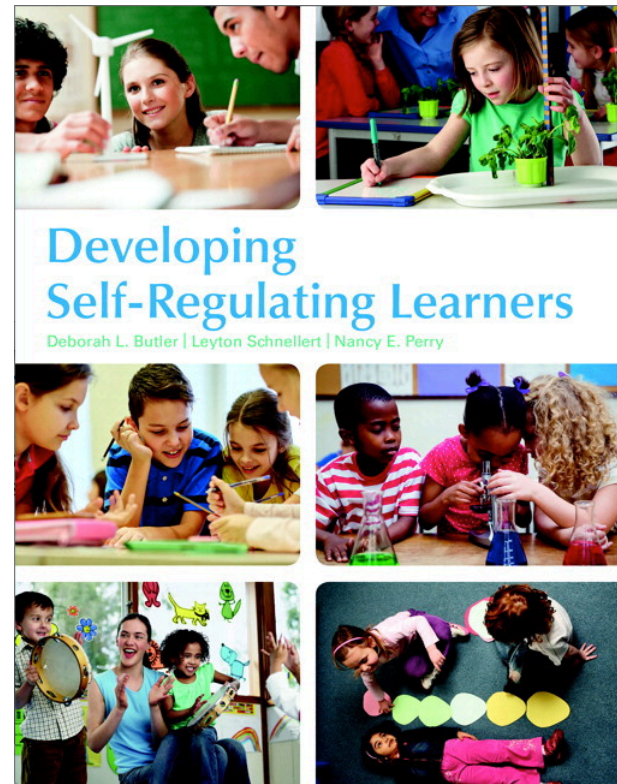
▣ Bruce Beirsto

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.

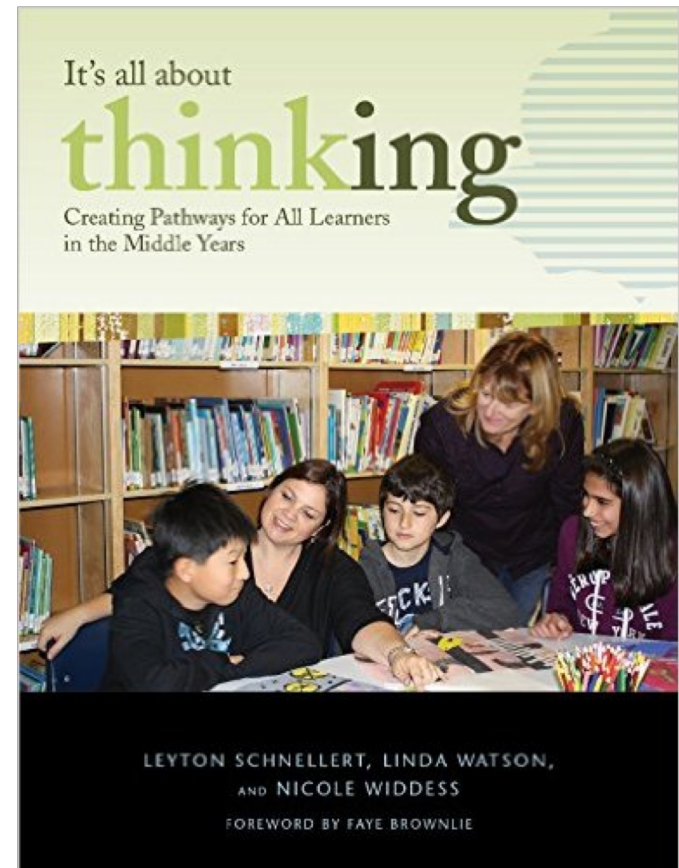


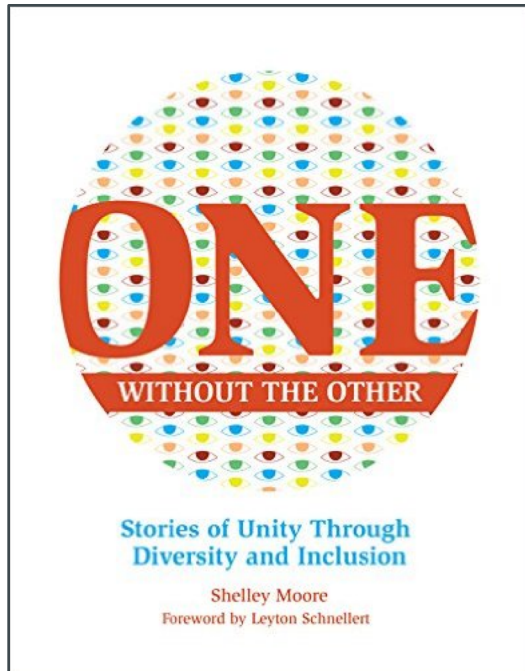
Schnellert, L., Watson, L., & N. Widdess (2015). *It's all about thinking: Building pathways for all learners in the middle years*. Portage and Main. Chapter One.

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.

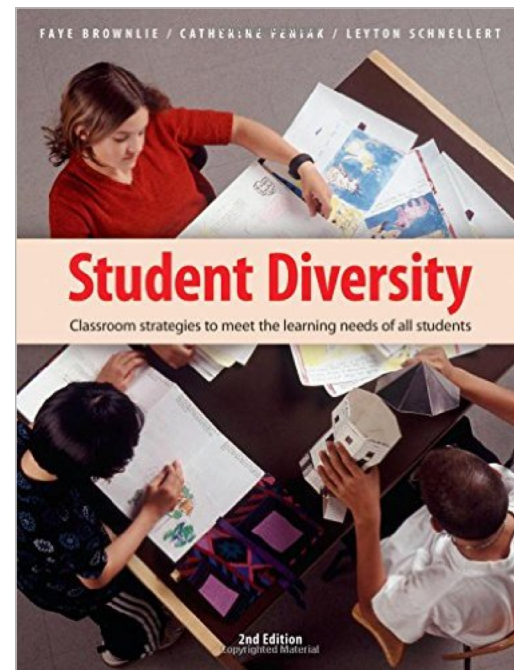
Schnellert, L., Dato, M., Ediger, K., & Panas, J. (2009). *Pulling together: Integrating inquiry, assessment, & instruction in today's English classroom*. Pembroke. Chapter One.





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

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@fivemooreminutes

Start with one...

