

# SD 51 Teaching to Diversity

Cohort 4

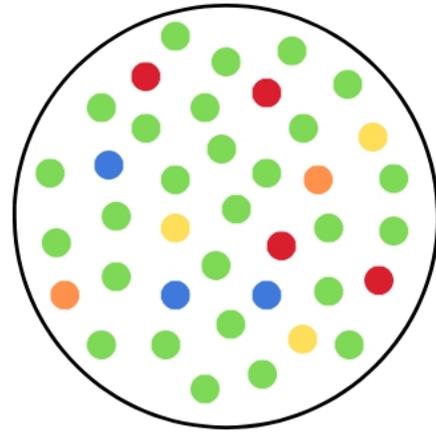
2019-2020

# Introductions

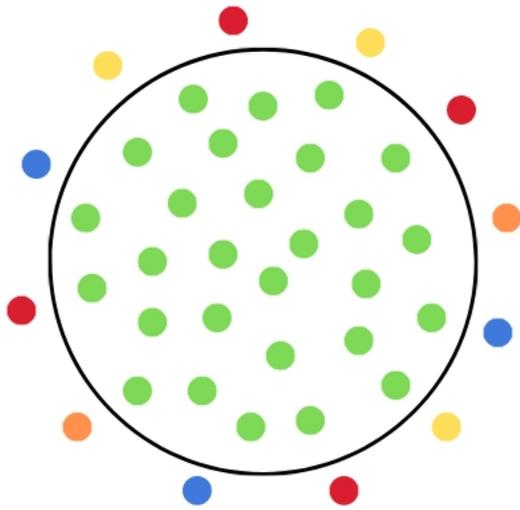
- Where is you/ your team from?
- Who is in your team?
- What are your roles?
- What are your big questions/ tensions that you hope to tackle this year?

# Zooming In...

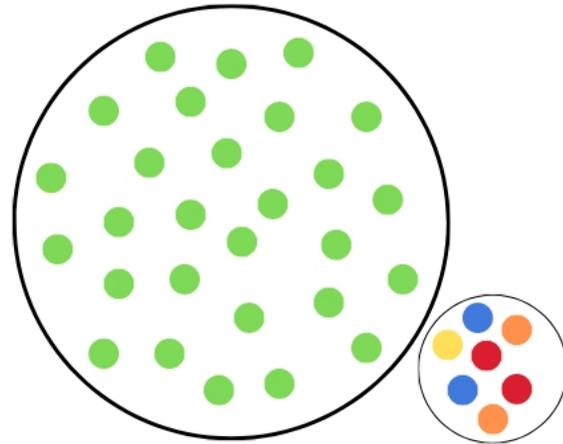
- What does it mean **to teach to diversity**? Why is it important?
- What **do I already do** that supports, mine or others' inclusive practice, in my role and context?
- What are **my questions** about inclusive support, planning and practice?



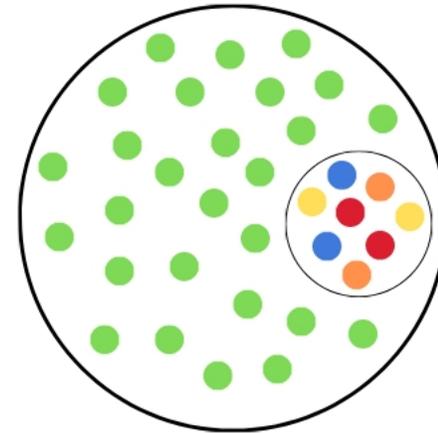
inclusion



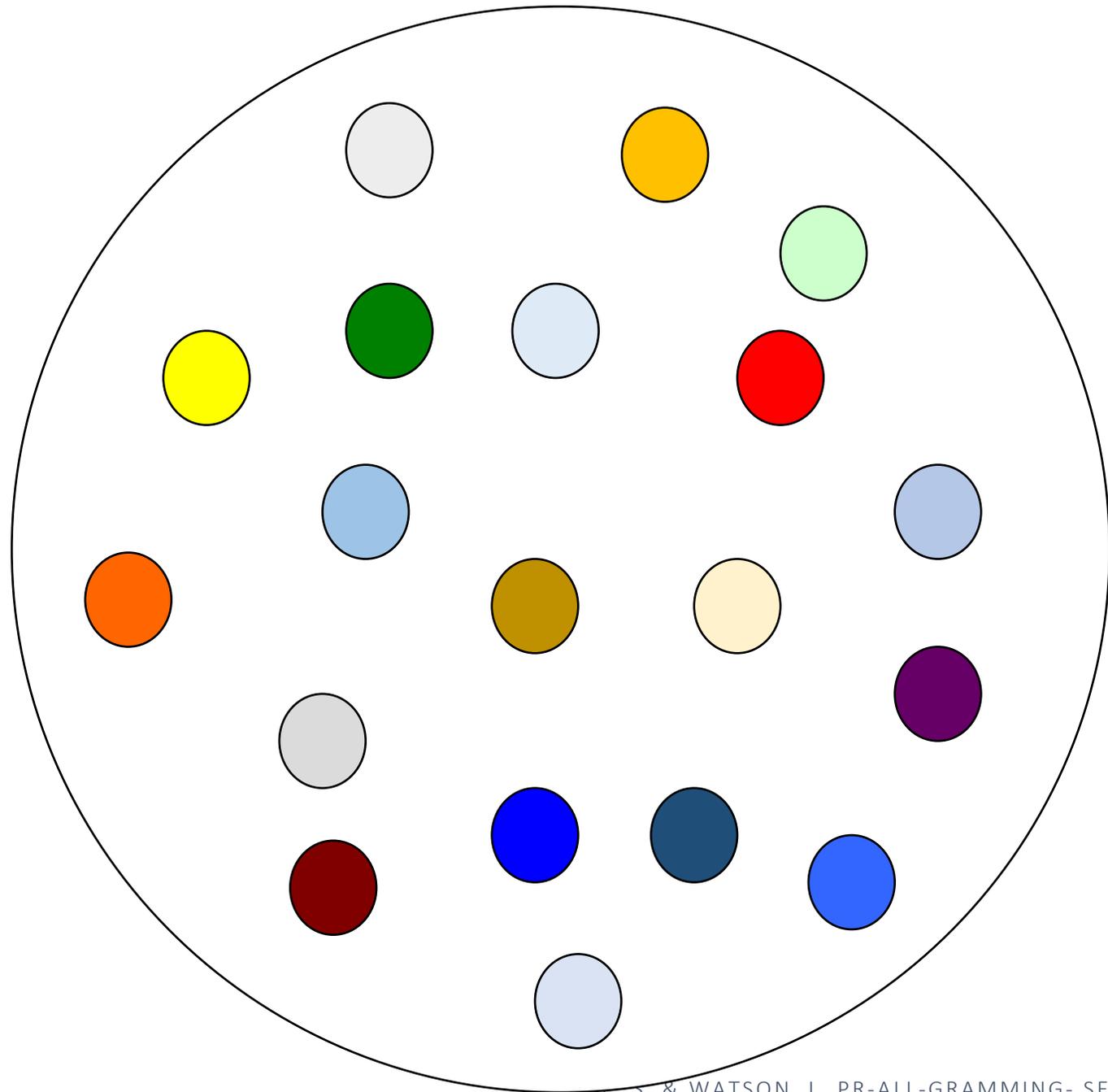
exclusion



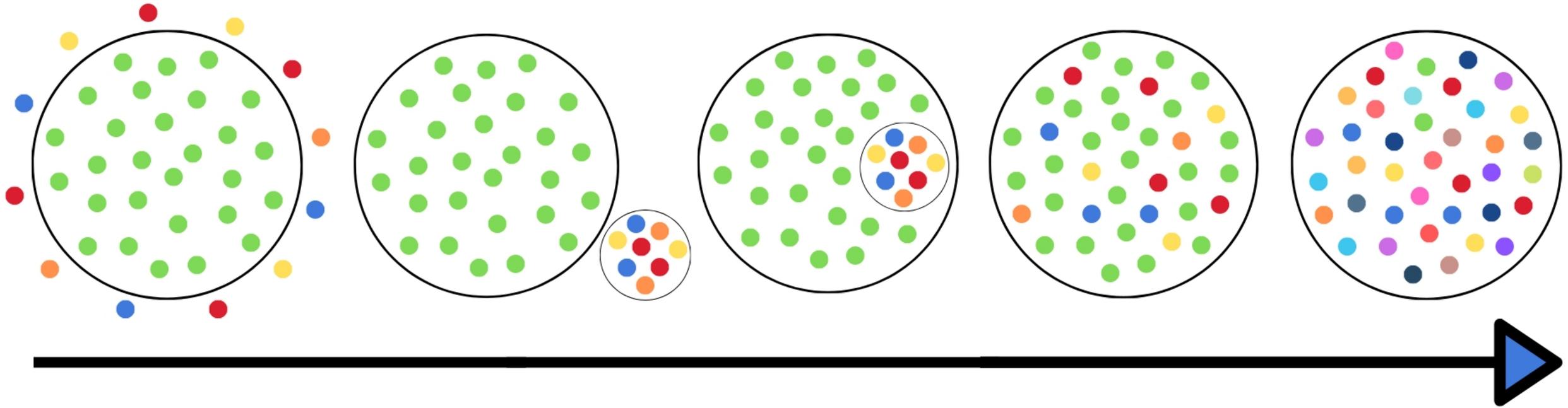
segregation



integration



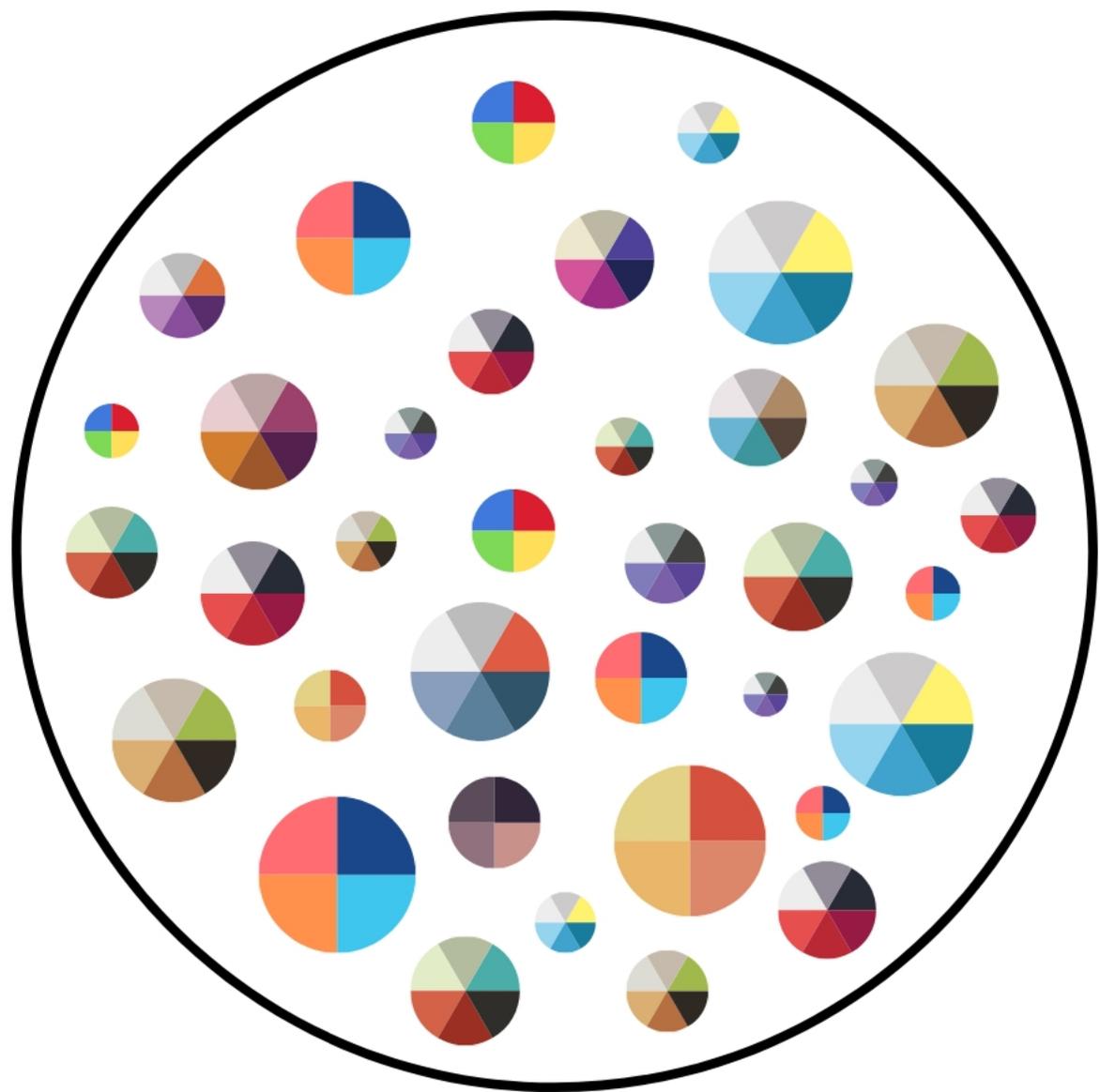
# WHAT IS INCLUSION?



Where are you on this continuum? What's the next step?



# WHO IS INCLUSION?

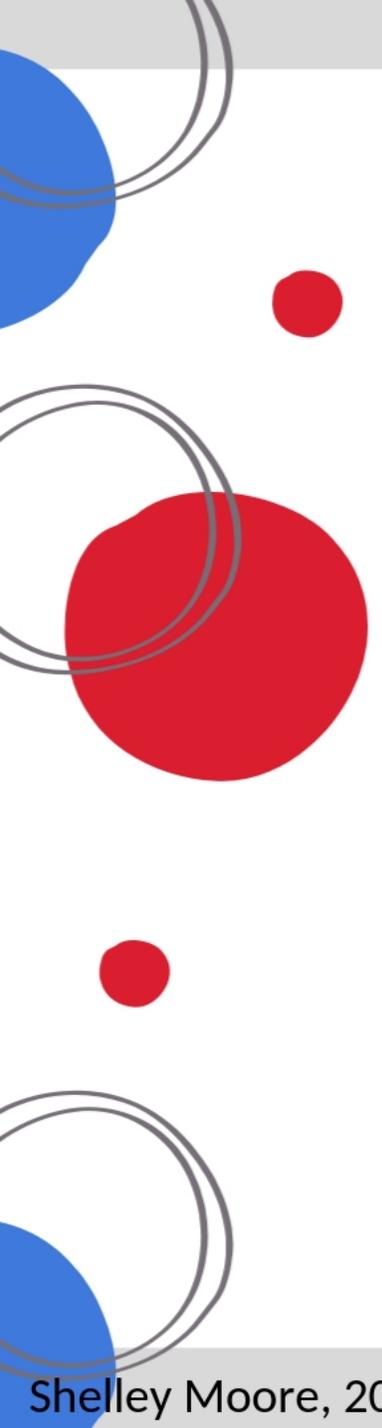


# WHO IS INCLUSION?

What are your  
colours?

Do we value ALL  
colours equally?





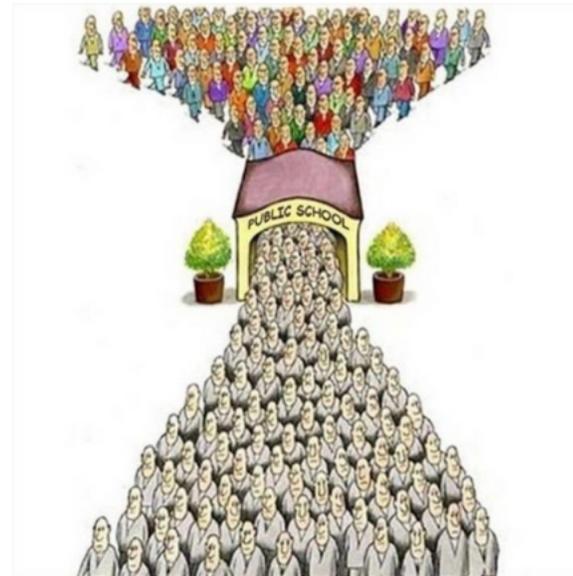
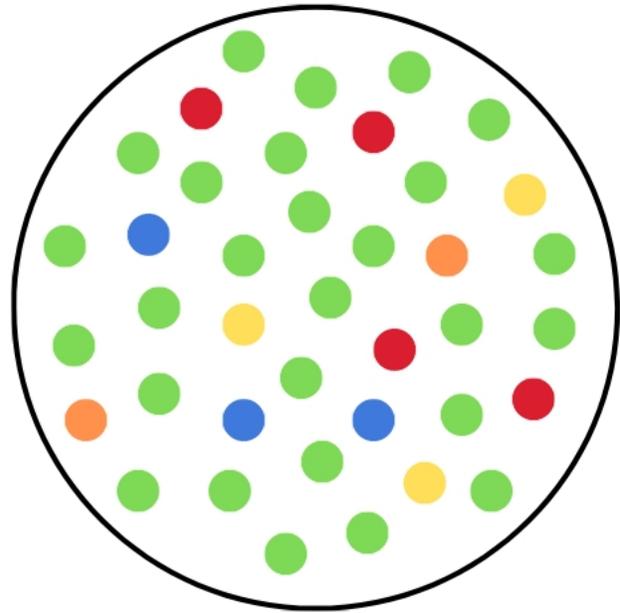
# WHO IS INCLUSION?

- inclusion is about *identity* and *diversity*
- inclusion is *valuing* all colours
- inclusion is looking for *who is missing*
- inclusion is seeing the *strengths*
- inclusion is *ALL* of us

# WHO IS INCLUSION?

- inclusion is about **identity and diversity**  
(AND RESPONDING TO)
- inclusion is **valuing** all colours
- **EQUITY**  
~~inclusion~~ is looking for **who is missing**
- inclusion is seeing the **strengths**
- inclusion is **ALL** of us

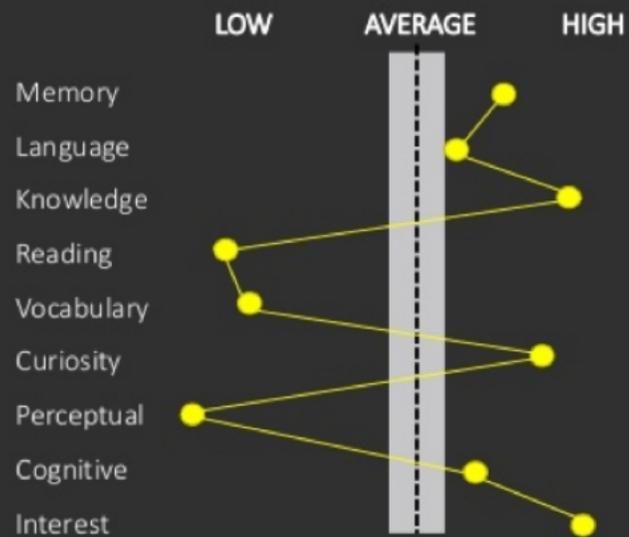
# WHERE DID **GREEN** COME FROM?



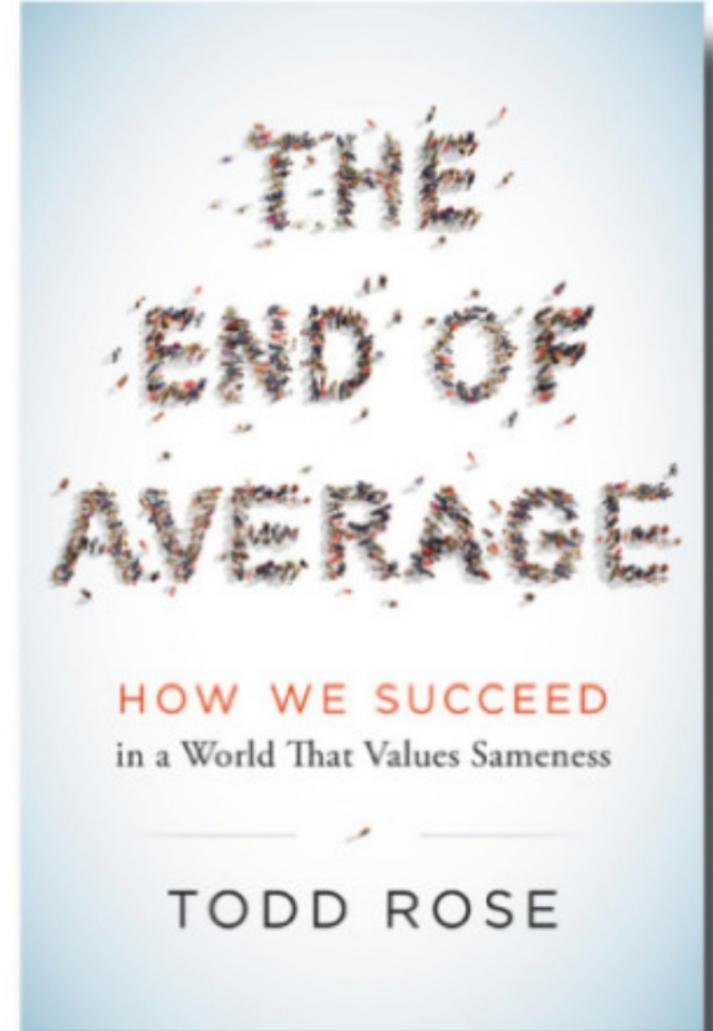
**GREEN = AVERAGE**

# 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 AIRPLANE DILEMMA...

**Effectiveness:** Building individualized  
planes for every pilot

**Efficiency:** Building one standardized  
plane for ALL pilots

# THE CURRICULUM DILEMMA...

**Effectiveness:** Building individualized education plans for every student

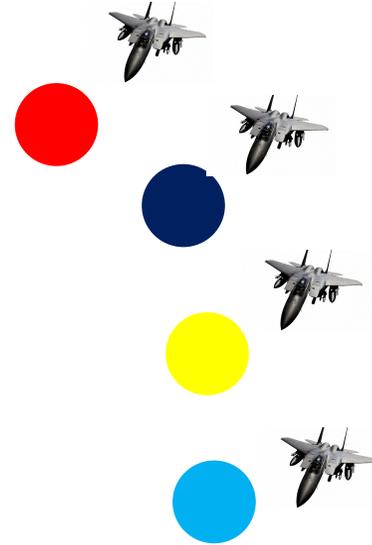
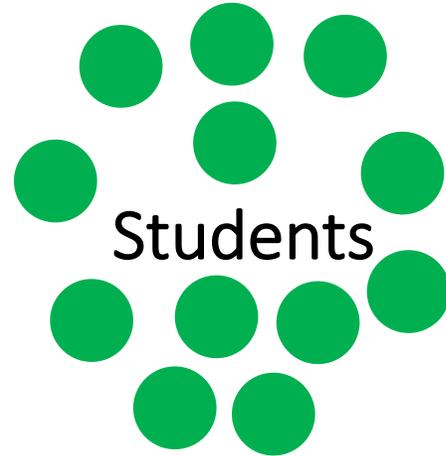
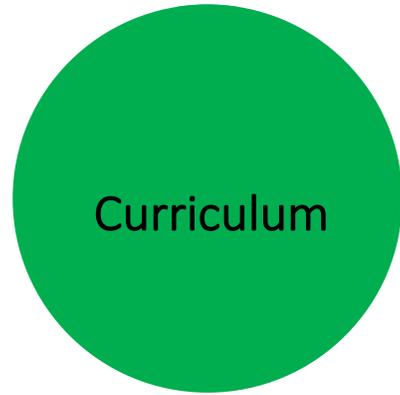
**Efficiency:** Building one standardized curriculum for ALL students

# A SOLUTION?! Effective & Efficient?

An **adjustable** plane designed for a  
**range** of **dimensions**

An **adjustable** curriculum designed for  
**a range** of **diversity**

# WHAT'S THE DIFFERENCE?



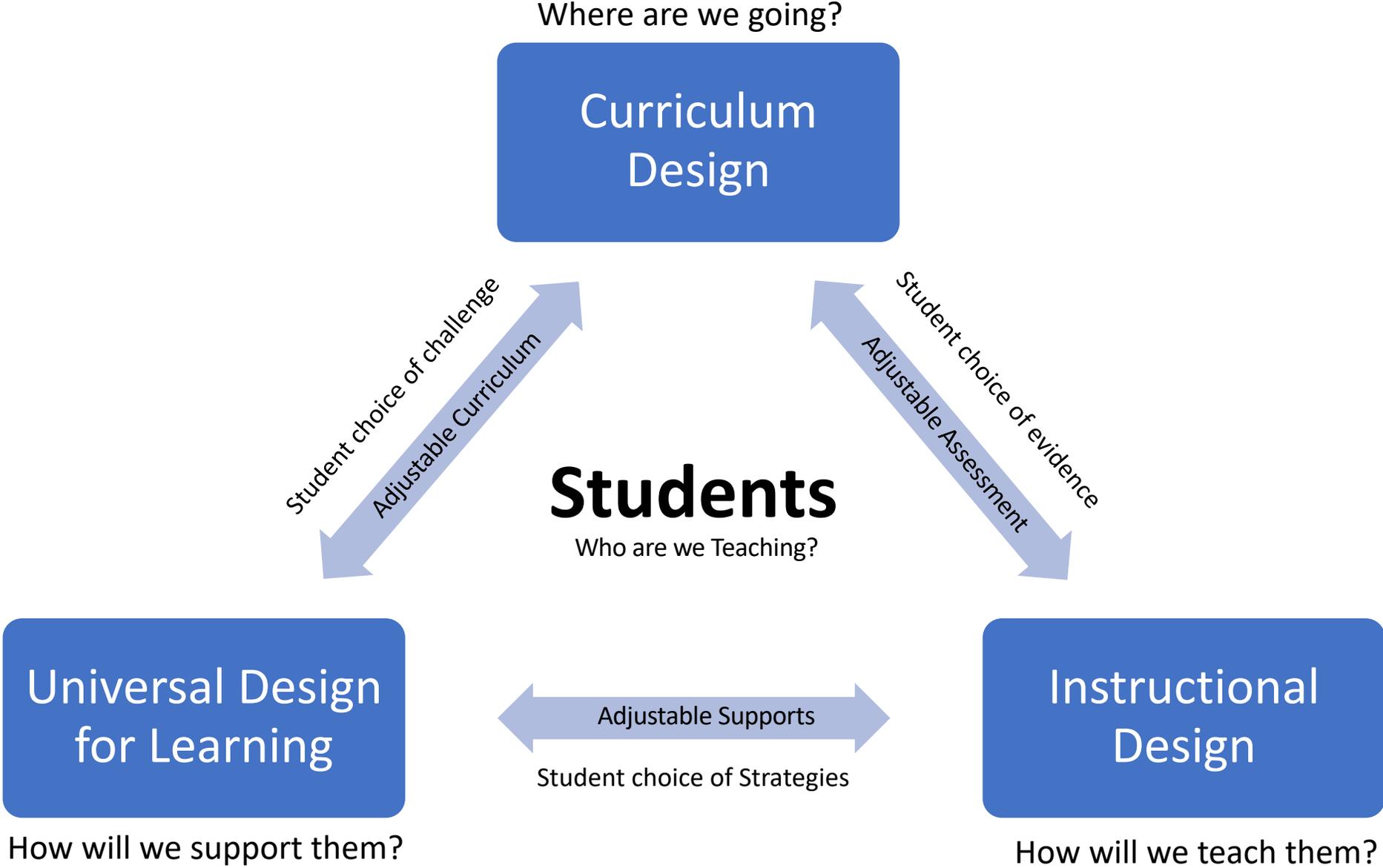
# DESIGN: THE MOST UNDERUTILIZED SUPPORT



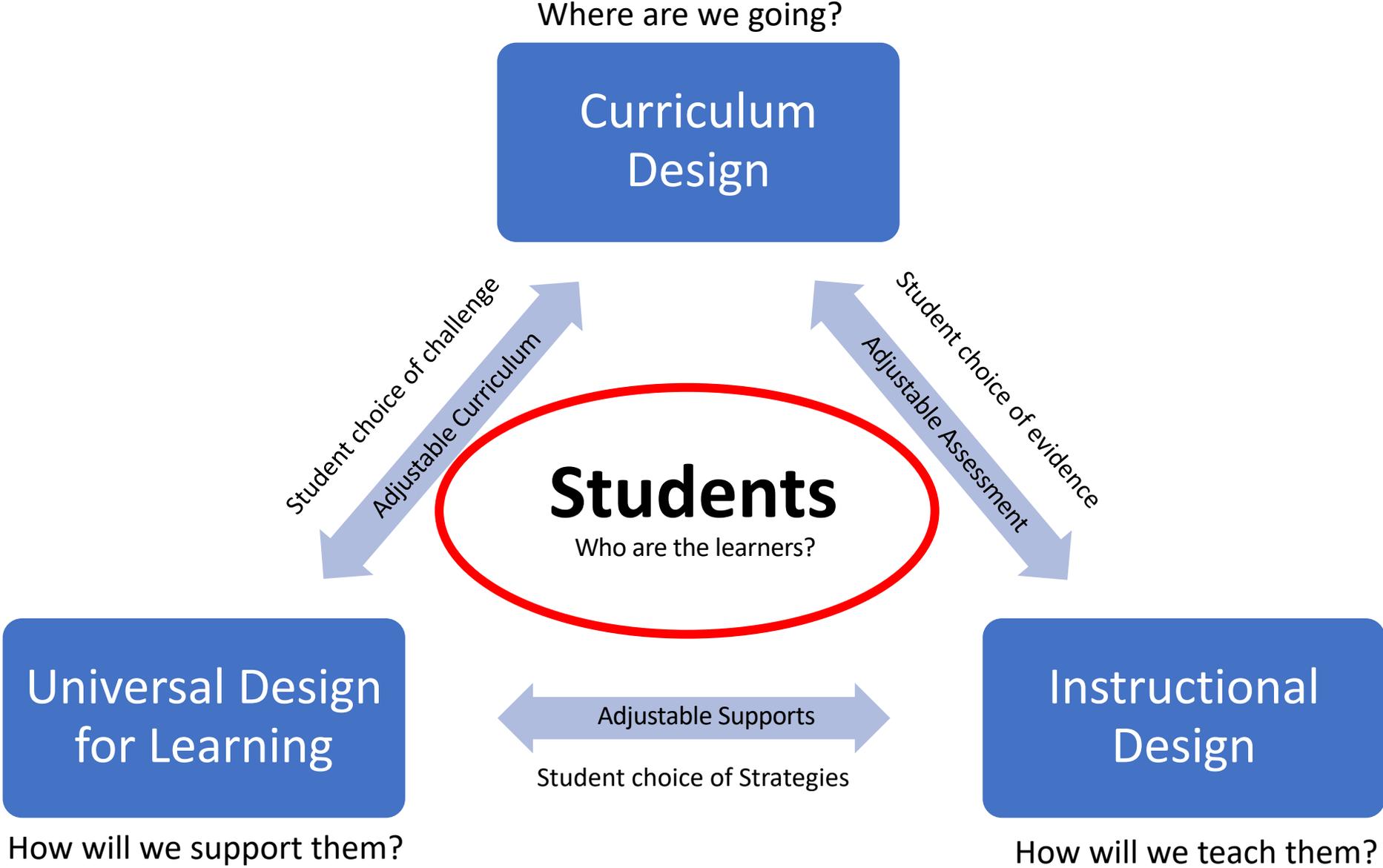
# HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- Who are the pilots? What is the range of dimensions?
- What kind of planes are the pilots flying?
- How is the plane responsive to the pilot's dimensions?
- How do the pilots make the adjustments they need to fly the plane?

# How do we change the system? Design with Equity in Mind



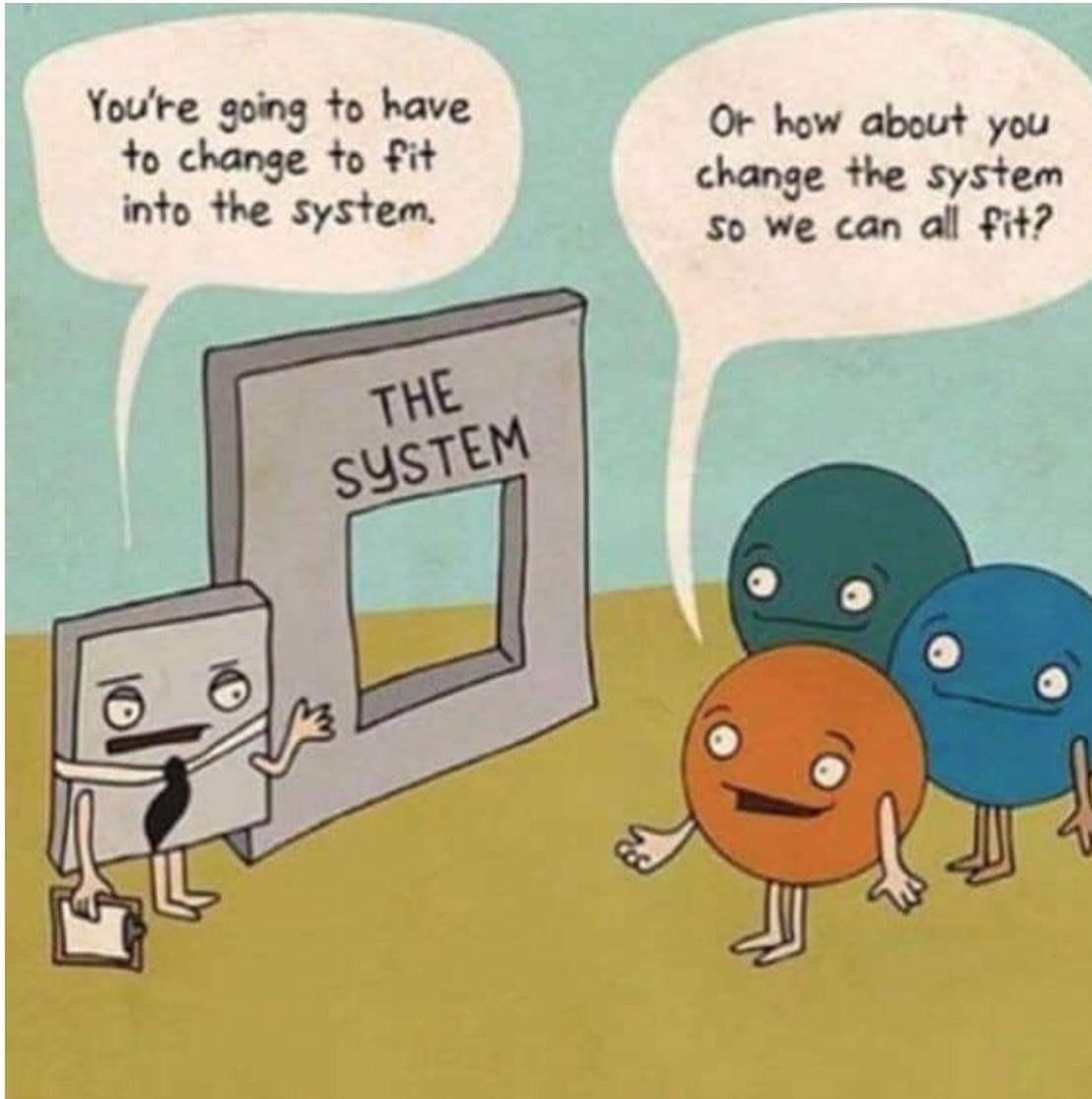
# How do we change the system? Design with Equity in Mind



# How can we design adjustable curriculum?

- **Getting to know our Learners (Pilots) and their range of diversity (dimensions)**
  - “Knowing your learners is **foundational** to designing curriculum” Chidre, 2009
  - Looking for what they **bring**, not what they are missing
  - Finding student voice to identify their **identities, interests & strengths**
  - Identifying what **stretches, needs** and systemic **barriers** there are to learning
  - Reflecting on how we can **shift the environment** to reduce barriers and support success

# Shifting the Environment



- This isn't about trying to make the students fit the classroom, it is about making the **classroom fit the students**
- We cannot change student dimensions, we can **change the environment**

# Shifting our Perspectives

- List 10 things that you are not great at.
  
  
  
  
  
  
  
  
  
  
- List 10 things that you are really great at.

MR. W Commercial

Every strength has a corresponding challenge and every challenge has a corresponding strength.

The inattentive child may be a deep thinker.

The uncooperative may be a natural leader.

The emotionally charged may be gifted with exceptional empathy.

The rule defying child may be an out of the box innovator.

When faced with challenging behaviour, look for the corresponding strength and focus on nurturing that gift and coping skills for the challenging area.

That is the essence of working with, instead of against, children.

L. R. Knost

# What are some ways that we can get to know our student's **dimensions**?

- **Identities** – Who are they as people? Who is their community?
- **Interests** – What do they like? Passionate about?
- **Strengths** – What can they do without support? What are they good at? What can they teach others?
- **Stretches** – What are some skills that they need to work on? (Things that they have control over)
- **Needs** – What are some areas that they have to negotiate in school/ in life? What effects their learning? (Things they may not have control over)
- **Barriers** – What in the environment/ context gets in the way?
- **Supports** – what are tools that help them learn?
- **Strategies** – what are actions that help them learn?
- **Goals** – what do they want to work on as an individual/ community in class/ life?

# What are our identities?

- Student/ Family determined
- What communities do I belong to?
- What colours are bright for me?
- What colours are important to me?
- What colours are areas of strength or passion?
- What colours are bright at school?
- What colours are bright outside of school?
- Example: I am Danish, I am a teacher, I am Canadian, I am a wife



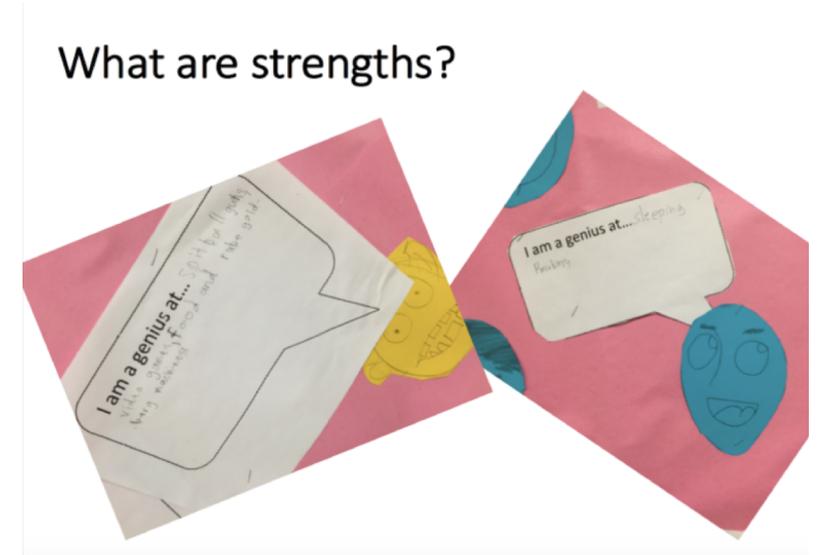
# What are my **interests**?

- Student/ Family/ Teacher/ Support Staff generated
- What are some things that I like? or I am interested in?
- What are some things that I am passionate about?
- What do I want to learn more about?
- What do I spend a lot of time thinking about?
- What do I wish I could do more of?
  
- Example: I love food, art, travelling, reading, Tofino, whales, inclusive education, Netflix, curriculum, gardening



# What are my **strengths**??

- Student/ Family/ Teacher/ Support Staff generated
- What are some things that I am really good at?
- What are things I can do on my own?
- What are some things that I can help others with or teach to others?
  
- Example: telling stories, finding metaphors, communicating visually, speaking, taking naps/ relaxing



# What are my **stretches**??

- Student/ Family/ Teacher/ Support Staff generated
- What do I need to get better at?
- Things that I can control
- Things that are hard, but am getting better at?
- Things I need support with?
- Example: getting frustrated, self regulated my emotions, waking up early



# What are my **needs**??

- Student/ Family/ Teacher/ Support Staff generated
- What are some things in my life that make it hard for me to learn?
- These might not be things that I can control
- Examples – [www.teachspeced.ca](http://www.teachspeced.ca)
- Writing support, memory support, time management, productivity, getting going on a task I don't want to do, travel bookings, email support, nutrition, anxiety/depression

Student Needs		
• Aggression Management	• Fine Motor Skills	• Organizational Skills
• Anger/Frustration Management	• Gambling Disorder	• Personal Care
• Anxiety Management	• Grief Management	• Personal Safety
• Articulation Skills	• Gross Motor Skills	• Phonological Processing
• Attendance Strategies	• Hearing	• Processing Speed
• Attention Skills	• Intellectual Ability – High	• Self-Advocacy Skills
• Blind/Vision Impaired	• Intellectual Ability – Low	• Self-Esteem
• Bullying Management Skills	• Listening Comprehension Skills	• Self-Harm/Suicide Management
• Central Auditory Processing	• Low Vision	• Self-Regulatory Skills
• Deafness	• Memory Skills	• Sensory Integration Skills
• Depression/Sadness Management	• Metacognitive Skills	• Sequencing Skills
• Disengagement/Motivation Strategies	• Mental Health Strategies	• Social Skills
• Eating Disorder Strategies	• Mobility Skills	• Substance Abuse and Addictions (Drugs and Alcohol) Strategies
• Emotional Regulation	• Non-Verbal Reasoning	• Task Initiation
• English Language Skills		• Time Management Skills
• Executive Function		• Transition Skills
		• Verbal Ability
		• Visual-Motor Skills
		• Visual-Spatial Processing

# What are my **barriers**??

- Student/ Family/ Teacher/ Support Staff generated
- What are some things that happen in classrooms or schools that make it hard for me to learn?
- What are some things in the world that make it hard for me to be successful?
- What would I like you to know about me?
- Example: injustice, time zones, privilege, politics, sugar



# What are my supports??

- Student/ Family/ Teacher/ Support Staff generated
- What are some tools that I can use to help me learn?
- These tools help me to pay attention and keeps me interested?
- Example: my calendar, rocket miles, my computer/phone, alarm clocks, my home, healthy food, The Air Canada lounge, snacks, visuals, melatonin, anxiety medication



# What are my strategies??

- Student/ Family/ Teacher/ Support Staff generated
  - What are some actions that I can do to help me learn?
  - What are some actions of others that help me learn?
  - These actions help me to pay attention and keeps me interested?
- 
- Example: staying active, someone helping me answer my emails, making my travel bookings, taking naps, eating healthy, patience, windows of arrival time, when people are calm and don't yell, collaborating, using visuals, talking, chunks of time, taking breaks, not traveling for more the 4 days at a time, going to bed early



# What are my goals??

- Student/ Family generated
- What do I want to get better at this year at school? At home? In life?
- What do I want to learn more about this year?
- Where do I see myself in 25 year?
- What goals do I have for my future?
- What competencies (or sub competencies) do I want to target?
  
- Examples: finish my PhD, finish my book, have a family, take my mom to Denmark, read more non educational books



# What are some ways that we can get to know our student's **dimensions**?

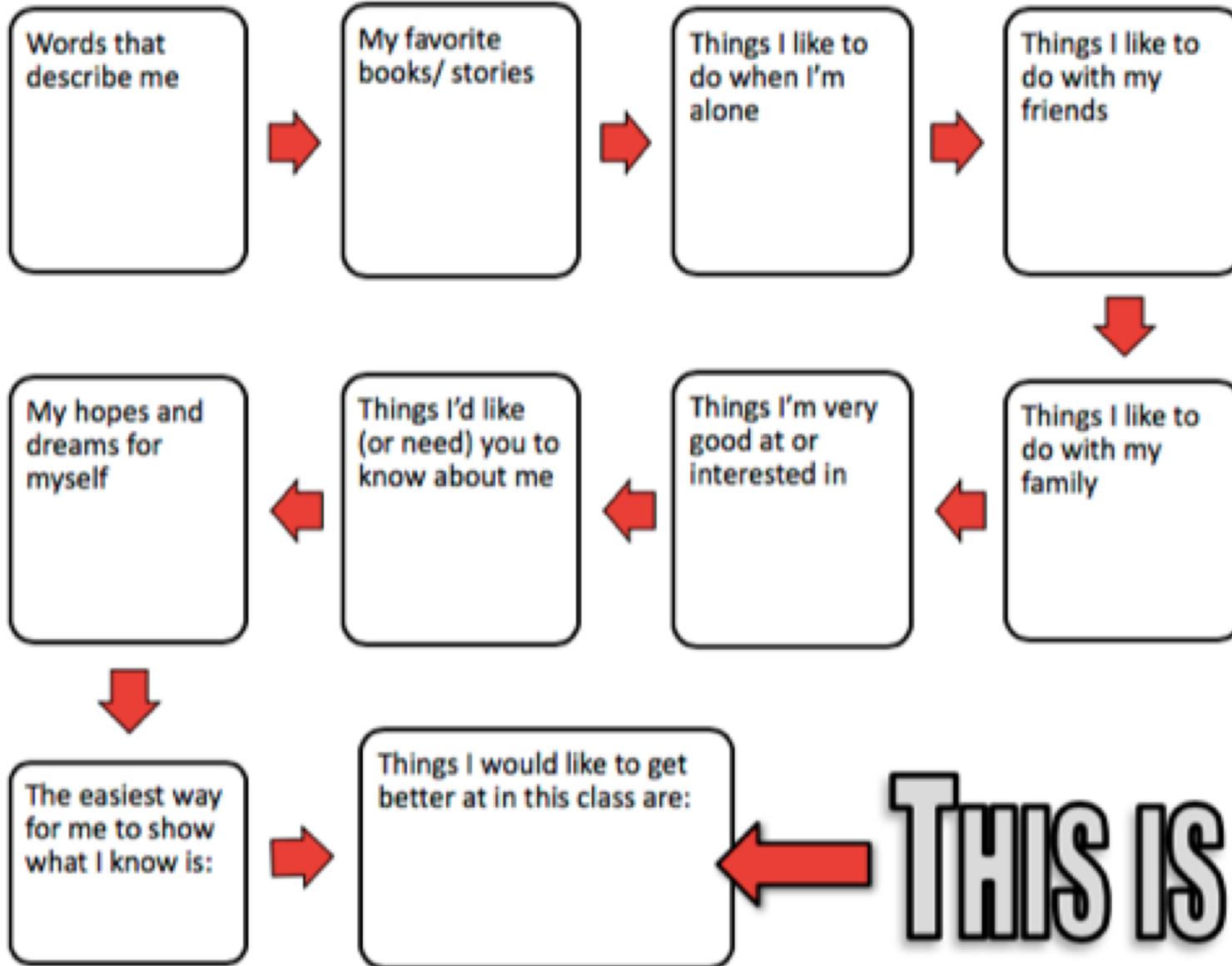
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# Strategies for Getting to Know our Learners

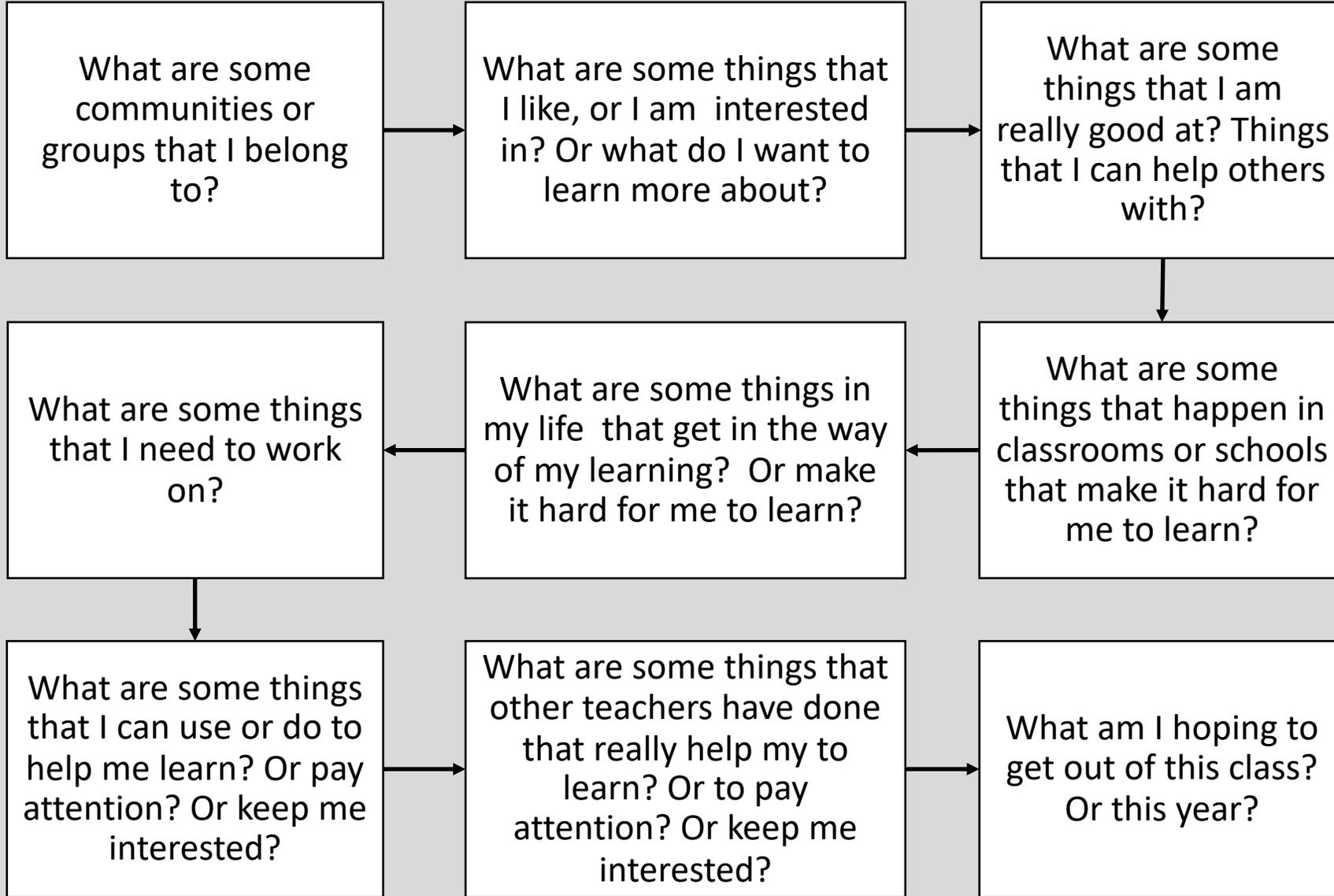
- Who am I? Profile
- Interest Inventories
- Student Dimension Inventory
- Class Review

## Who Am I? Profile

Name: \_\_\_\_\_



# Who am I? \_\_\_\_\_



**THIS IS ME!**

# Strategies for Getting to Know our Learners

- Who am I? Profile
- Student Dimension Inventory
- Class Review
- Classroom Support Plan



Subject:		Grade:		Year:		
Student	Interests	Strengths	Stretches	Supports Needed		
				Behavioural	Social/ Emotional	Curricular
1. Tamina YYY YYY Gifted	Piano, rugby	Visual, logical, mathematical, learning style, critical thinking, inferencing, language skills, mathematical skills	Leadership skills, opportunities to integrate learning from various disciplines, using critical thinking skills across the curriculum			
2. Rosa Mendes T TT Emotional/behavioural	Reading, music	Reading, auditory memory skills, visual learner, auditory learner	Self advocacy skills, attention skills, self regulatory skills	✓	✓	
3. Triple H H HH Autism	P.E. (individual games; badminton), drawing	Visual learner, gross motor skills, attention skills, attention to topics and activities of interest	Self regulatory skills, augmentative communication skills, daily living skills, functional literacy and numeracy skills, personal care		✓	✓
4. Sheamus L LL Developmental disability	Computers, presentations	Oral language, gross motor skills, kinaesthetic/tactile, social skills with adults, basic computational skills	Reading skills, processing speed, abstract reasoning, organizational skills, personal care/self help skills, visual and memory skills	✓	✓	✓
5. Primo Z ZZ Learning Disability	Computers, P.E. (track)	Mathematical skills, computer keyboarding skills, gross motor skills, oral communication	Self advocacy skills, organizational skills, attention skills, social skills, writing skills		✓	✓
6. Alexa Bliss I II Intellectual Disability	P.E.(soccer), Likes to be the group leader	Kinaesthetic/tactile learner, self advocacy skills, visual learner, gross motor skills	Problem solving skills, reading and writing skills, mathematical skills, research skills, oral language skills			✓

6. Alexa Bliss I II Intellectual Disability	P.E.(soccer), Likes to be the group leader	Kinaesthetic/tactile learner, self advocacy skills, visual learner, gross motor skills	Problem solving skills, reading and writing skills, mathematical skills, research skills, oral language skills			✓
7. AJ Styles ADHD	Art, P.E. (dodgeball)	Fine motor skills	Attention skills, behavioural skills	✓		
8. Brock Lesnar	Reading, running	At grade level, gross motor skills				
9. Bubba Ray Dudley	Polo, pottery	Visual/kinaesthetic learner	Expressing ideas		✓	
10. Fandango	Puzzles, singing	Fine motor skills, performing	Expressing ideas			✓
11. Stardust	Cosplaying, taxidermy	Interacting with others, performing, fine motor skills	Math - numeracy			✓
12. Nature Boy Ric Flair	Acting, wrestling	Performing, presentations, gross motor skills	Accessing prior knowledge			
13. Heath Slater	Ice skating, quilting	Fine motor skills, gross motor skills, performing	Reading			
14. John Cena	Sky diving, hunting	Gross motor skills, courage				
15. The Rock	Origami, geocaching	Fine motor skills, map skills	Self Regulation	✓		
16. R-Truth	Photography, martial arts	Gross motor skills, creative, self regulation	Writing, reading			
17. Titus O'Neill	Card collecting, baseball	Gross motor skills, organization	Communication Penicillin Allergy			
18. The Undertaker	Pokemon Go, sculpting	Patience, perseverance	Staying on task			
19. Alicia Fox	Reading, astronomy	Attentive, reading skills	Difficulty communicating thoughts/feelings		✓	
20. Becky Lynch	Gongoozling	Patience, individual tasks	Isolated/whispers/no friends		✓	
21. Nikki Bella	Laser tag, disc golf	Gross motor skills,	Communication skills,		✓	



# Strategies for Getting to Know our Learners

- Who am I? Profile
- Student Dimension Inventory
- Class Review
- Classroom Support Plan

Class Review for \_\_\_\_\_

(adapted from Brownlie & King, 2000)

Teacher(s): \_\_\_\_\_  
Review Date #1 \_\_\_\_\_ Review Date #2 \_\_\_\_\_

Class Review

Classroom Strengths

Classroom Stretches

Class Interests:

Universal Design Targets

Reconciliation & Equity Targets

Core Competency Targets

Individual Considerations

Need: _____				
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# UDL Targets

- Making a commitment to reduce learning barriers in a classroom community over time
- Based in brain research and how we learn
- Designed to be used for ALL learners
- Strategies are organized into 3 areas
  - How students are engaged in learning
  - How new learning/information is shared with/to them
  - How student share their learning
- Targets chosen based on the needs of a learning community
- Example of Teacher Team made UDL target goals:
  - (engagement) I can optimize individual choice and autonomy
  - (representation) I can offer alternatives to auditory information
  - Action & Expression) I can vary the methods that student can respond

**WHAT ARE THE STAIRS/ RAMPS FOR LEARNING?**

Universal Design for Learning Guidelines



Provide Multiple Means of Engagement

Provide Multiple Means of Representation

Provide Multiple Means of Action & Expression

Shelley Moore, 2019 @tweetsomemoore

[www.CAST.org](http://www.CAST.org)

# Equity Targets

- Making a commitment to reduce inequities in the systemic structure of education
- Challenging ourselves to move away from the “we’ve always done it this way” mentality
- Looks at barriers linked to populations that have been marginalized and/or oppressed:
  - People of colour
  - Immigrants
  - Students with disabilities
  - LGBTQ2S+
- Examples of teacher made equity target goals:
  - I can commit to ensuring that the population in a classroom mimics the population in the community

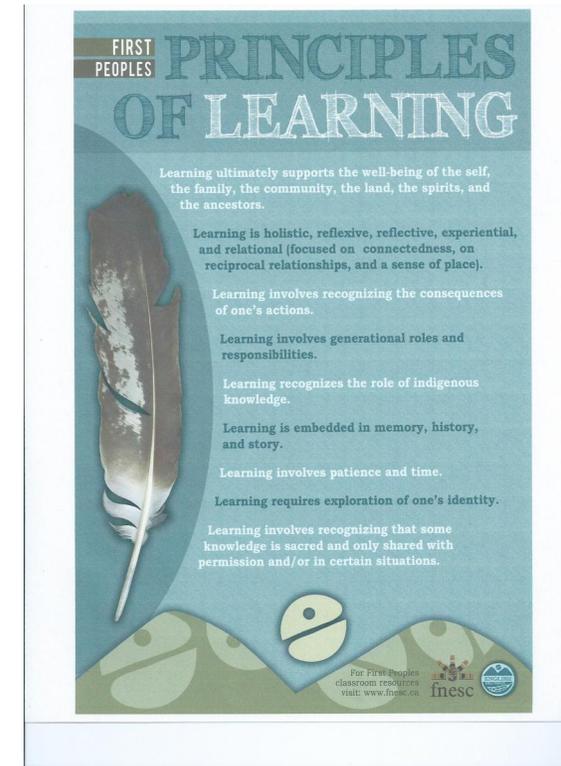
## Equitable Classroom Practice

1. Welcomes students by name as they enter the classroom  
*Asks students for correct pronunciation of their names; correctly pronounces students' names*
2. Uses eye contact with all students  
*Makes culturally appropriate eye contact with all students*
3. Uses proximity with all students equitably  
*Circulates around student work areas to be close to all students*
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important  
*Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest*
5. Arranges the classroom to accommodate discussion  
*Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion*
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students  
*Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background*
7. Uses a variety of visual aids and props to support student learning  
*Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content*

- <http://laspdg.org/files/Equitable%20Classroom%20Practices%20Observation%20Checklist.pdf>
- <https://ssrce.ca/wp-content/uploads/2016/01/Culturally-Responsive-Teaching-Checklist-1-page-highlighted.pdf>
- <https://www.wgu.edu/heyteach/article/5-things-you-can-do-support-your-lgbtq-students1809.html>

# Reconciliation Targets

- Targeting systemic inequities specific to indigenous populations in Canada
- Making a commitment as a teacher and community to shift inequitable structures over time
- Focuses on learning history (truth)
- Also focuses on changing pedagogical approaches – HOW we do things differently to reduce barriers
- First Peoples Principles of Learning
- Example of teacher made reconciliation target goal:
  - I can commit to including an indigenous perspective in every unit



- <http://www.fnescc.ca/irsr/>
- <https://www.edcan.ca/articles/truth-reconciliation-classroom/>
- <https://www.reconciliationeducation.ca>

# Core Competency Targets

- Students are reflecting on and self assessing all the competencies
- We need to target and teach them as they connect to our varied and changing contexts
- Competencies are responsive, and so we can choose which ones to target based on:
  - What is a strength area?
  - What is a stretch area?
- Students can be a part of determining which core competencies to target as a community and as individuals
  - We can statements
- Example of class made core competencies target goals:
  - (competency) We can become creative thinkers by...
  - (sub competency) We can become collaborators by...
  - (facet) We can become collaborators by participating with others in familiar places



Class Review for \_\_\_\_\_

(adapted from Brownlie & King, 2000)

Teacher(s): \_\_\_\_\_  
Review Date #1 \_\_\_\_\_ Review Date #2 \_\_\_\_\_

Class Review

Classroom Strengths

Classroom Stretches

Class Interests:

Universal Design Targets

Reconciliation & Equity Targets

Core Competency Targets

Individual Considerations

Need: \_\_\_\_\_

Need: \_\_\_\_\_

Need: \_\_\_\_\_

Need: \_\_\_\_\_

Need: \_\_\_\_\_

# Class Profile

## Matt Grey – Grade 6 Math

(Brownlie & King, 2000)

### Class Review Recording Form

#### Classroom Strengths

- social, funny, aware of their needs, move
- They want to do well
- 

#### Classroom Stretches

- Building more strategies to SRL
- Balancing social and productivity/ learning
- Managing the use of supports and space
- Being responsible and self aware to support self and others
- Attention

Interests: friends, each other, grades are a motivator, movies, comics

#### Class wide supports/structures

- Flexible seating, choice of representing learning, hands on learning, assessment connected to curricular competencies, multiple intelligence structures/ supports, time to work together, growth mindset,

#### Class wide competencies

- Communication (strength)
- Personal awareness & responsibility
- Creative thinking

### Individual Considerations

Medical	Language A.P. – ELL F.A - ELL	Learning CH - LD	Socio-Emotional CH (withdrawn)	Self Regulation KL (movement) IH, TK, BM (handing in things)
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# Strategies for Getting to Know our Learners

- Who am I? Profile
- Student Dimension Inventory
- Class Review

# Work Time

The Goal: We can get to know our learners by...

Start Here

## The Tasks:

ACCESS (Need): Finding a group to work with (school based/ table group) talk about the learners in your class this year, what do you know about them?

ALL (Must): based on what you know so far choose a strategy to work on together with your team

SOME (Can): making a plan to collect the information that you still need to gather

FEW (Could): reflecting on a few things that you were reminded about today or something that you learned today?

CHALLENGE: (Try): looking for some supports & strategies that can support the needs in your class this year

Go as far as you can go

End Here

## Group Share out

- Something your group created today
- Something that your group wants to try after today
- Something that you will bring back to our next session together