SHELLEY MOORE

@tweetsomemoore

@fivemooreminutes

@fivemooreminutes

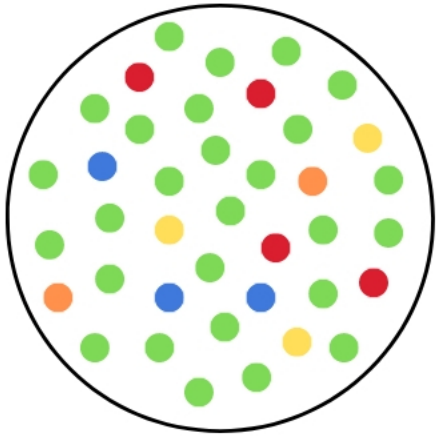
www.fivemooreminutes.com

www.blogsomemoore.com

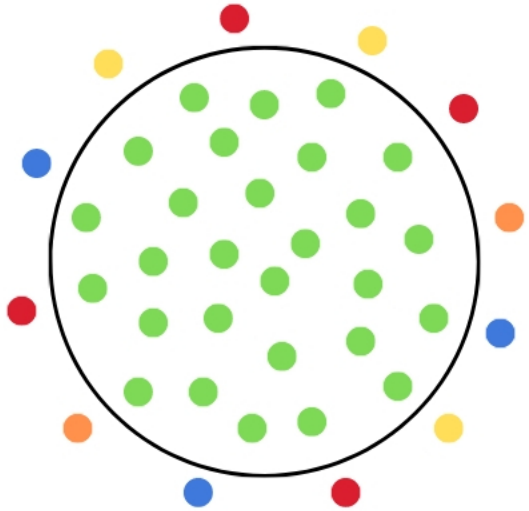
Hello!

- What do you remember from our last time together?
- What big questions do you have for today?

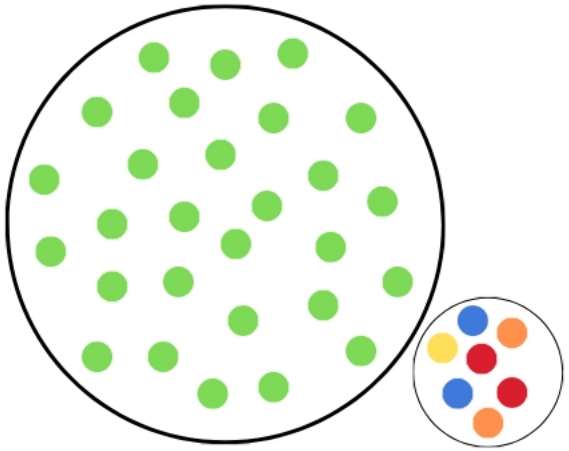
WHAT DOES INCLUSION MEAN?



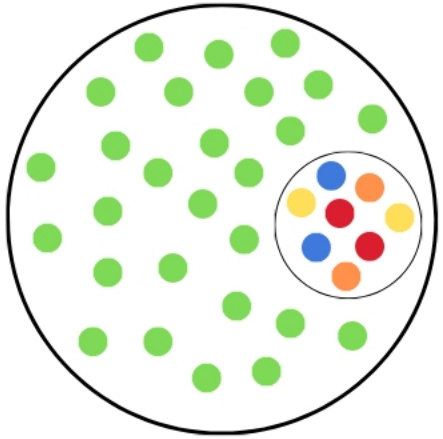
inclusion



exclusion

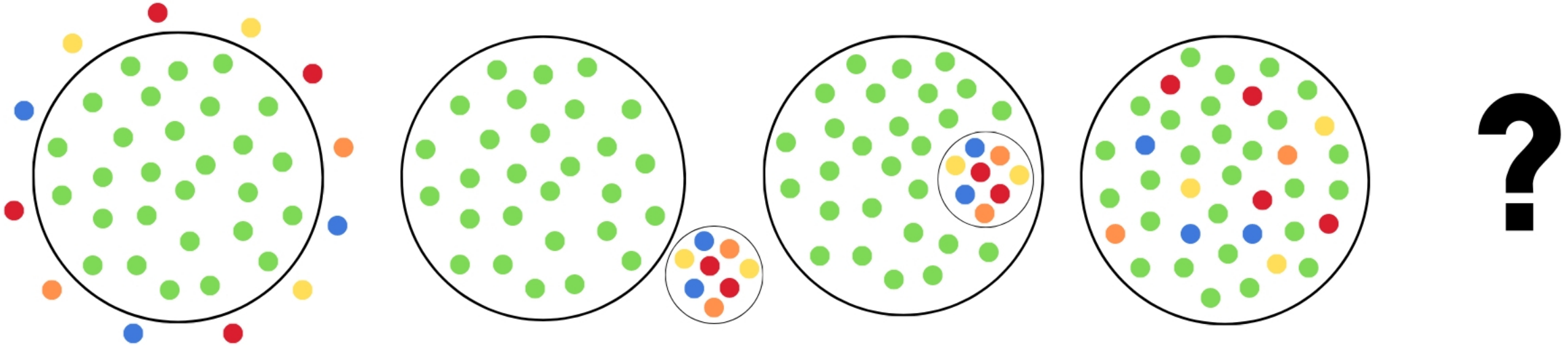


segregation

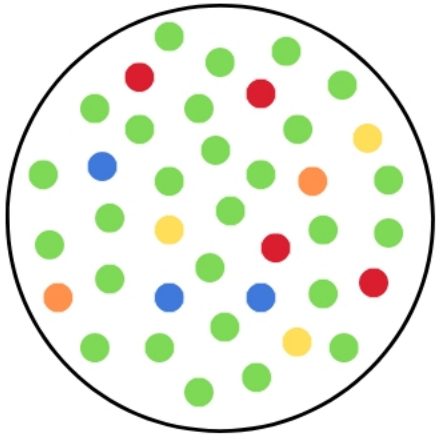


integration

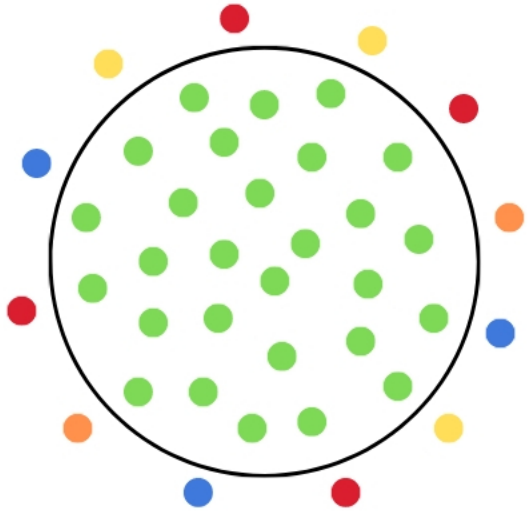
WHAT IS INCLUSION?



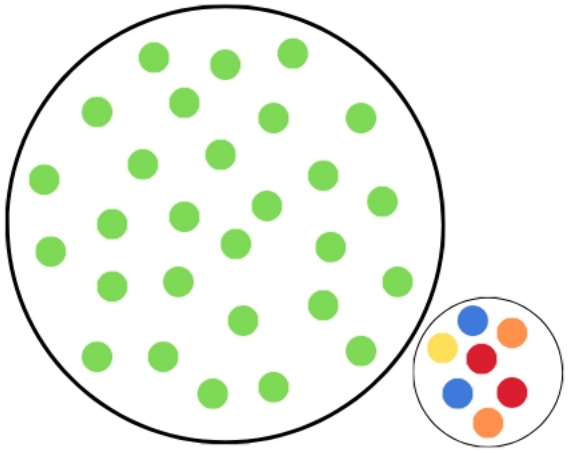
?



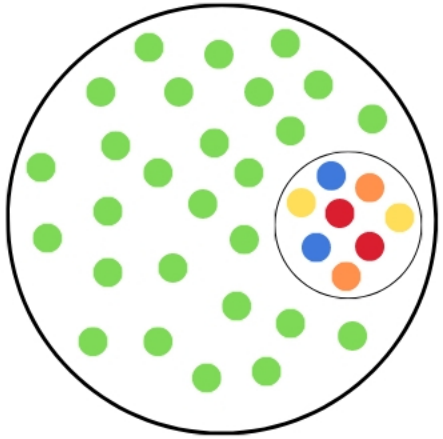
inclusion



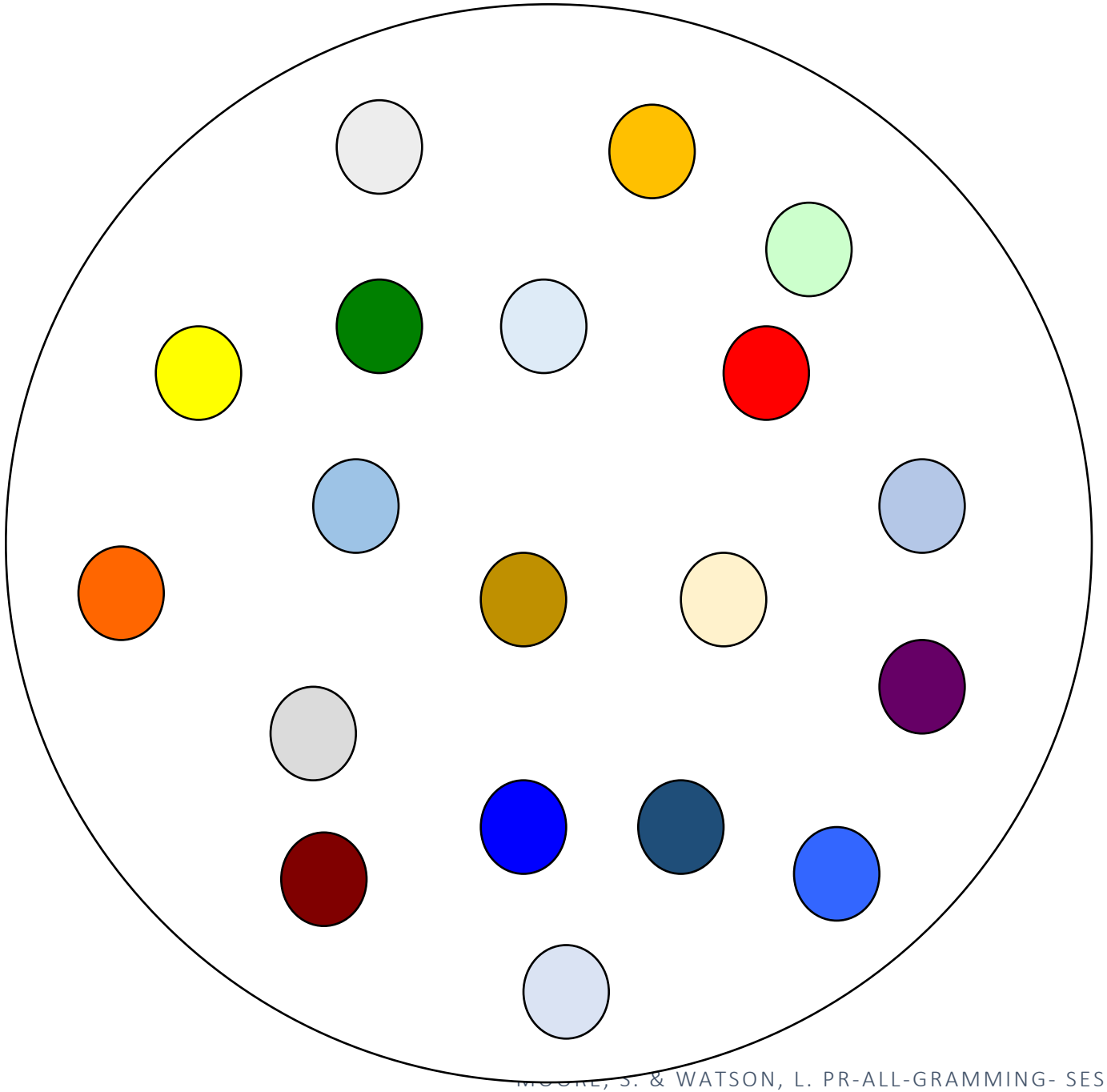
exclusion



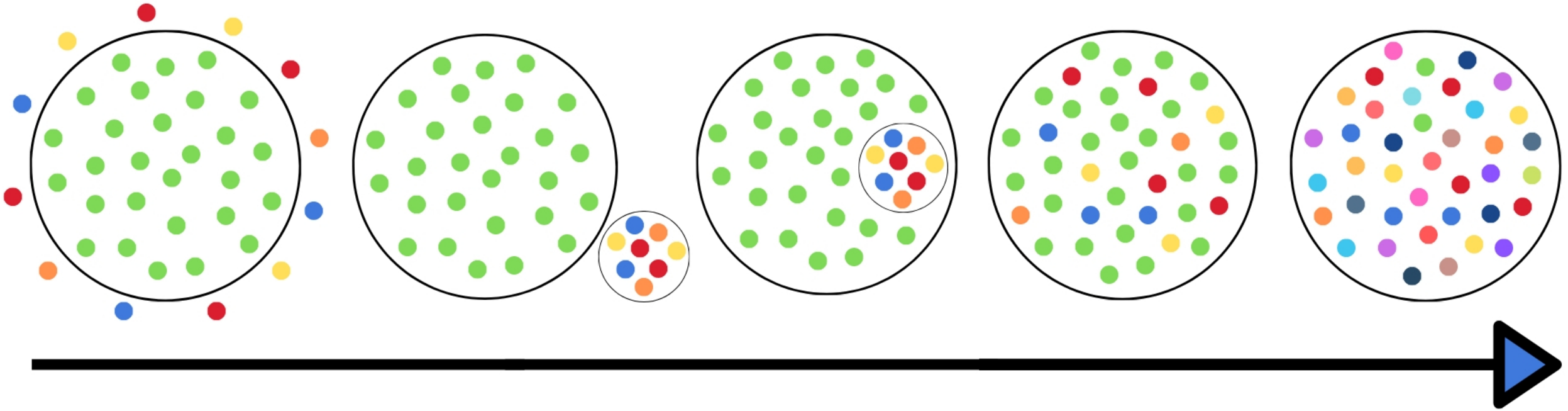
segregation



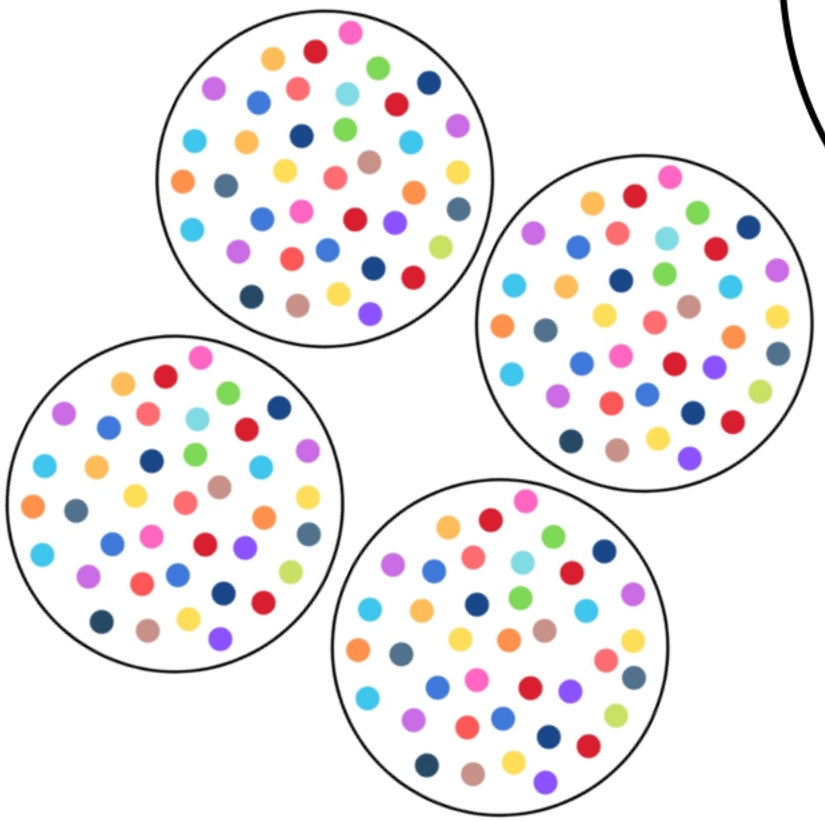
integration

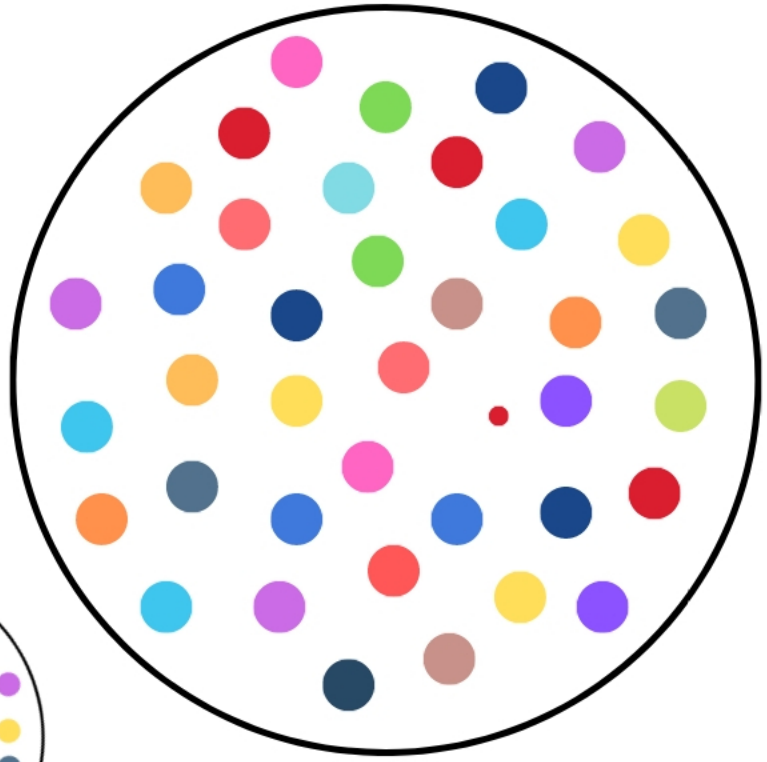


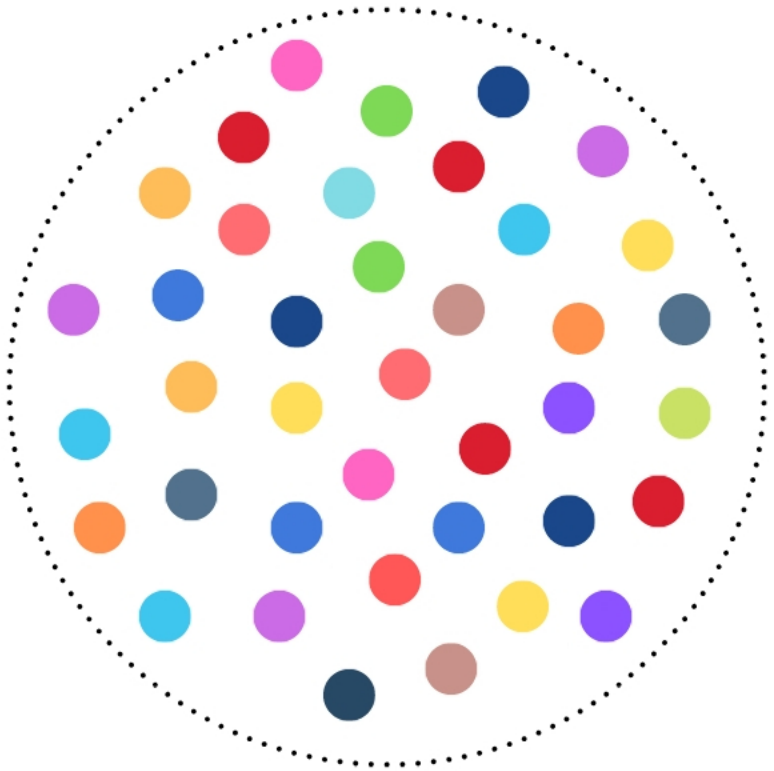
WHAT IS INCLUSION?



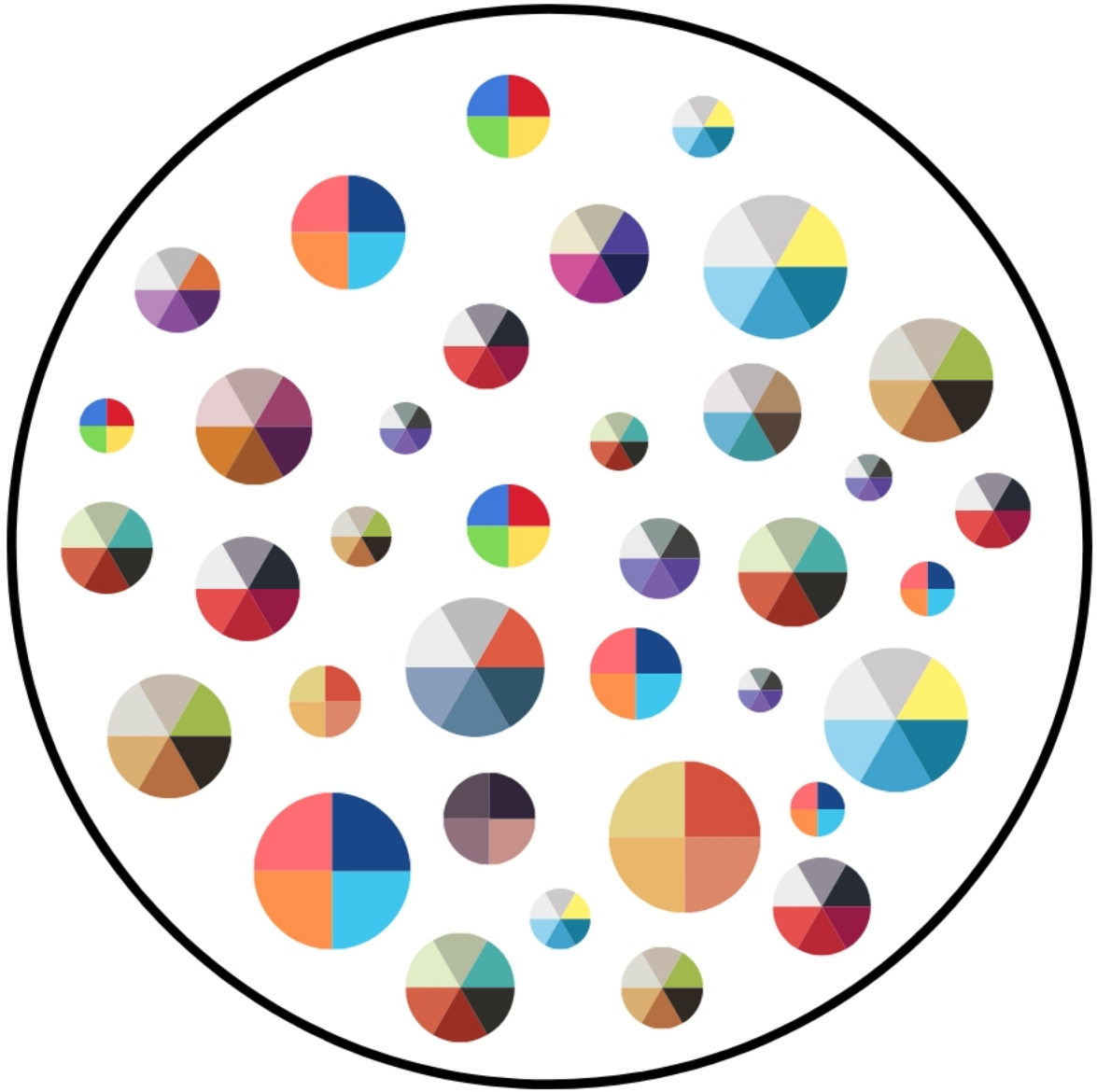
Where are you on this continuum? What's the next step?







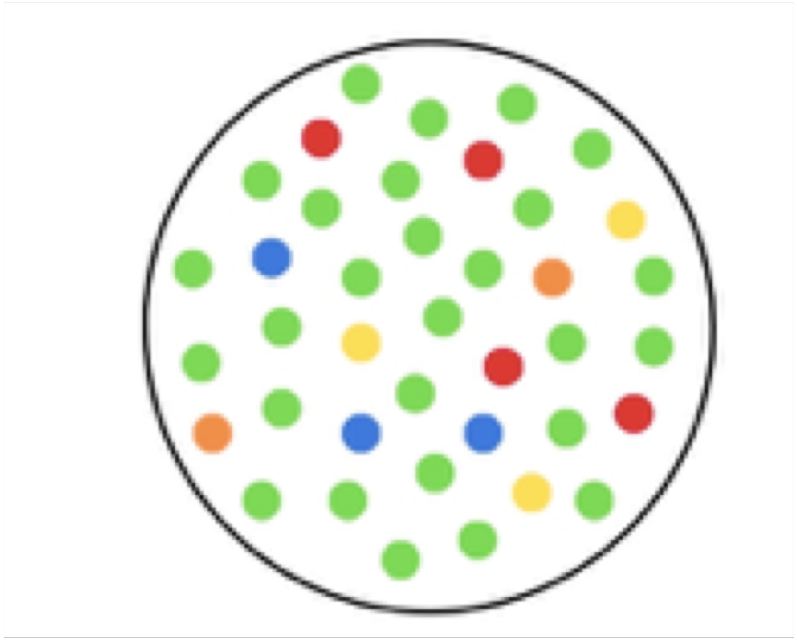
WHO IS INCLUSION?



WHO IS INCLUSION?

What are your colours?

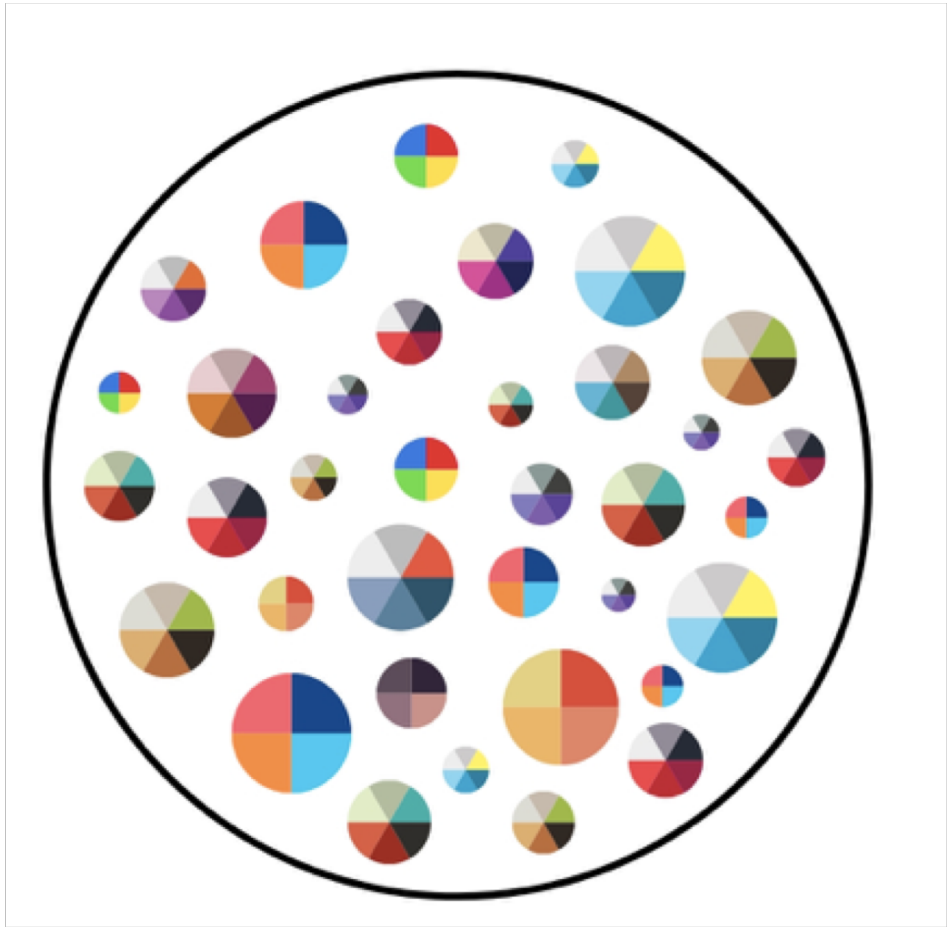
Do we value ALL colours equally?



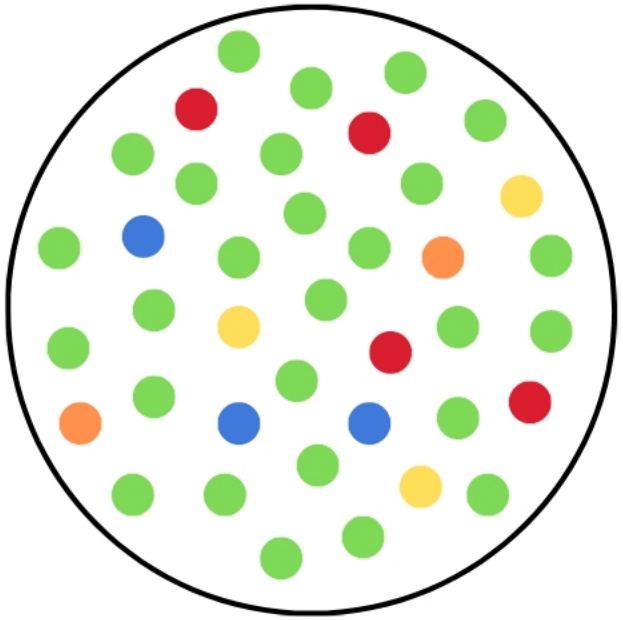
How do we including people who are different

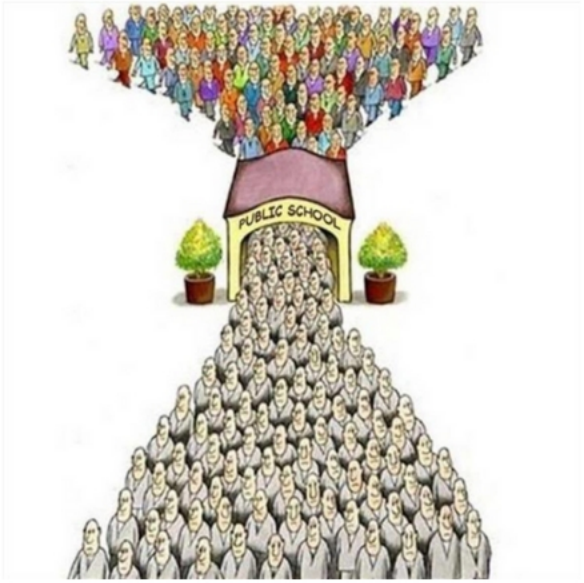
VS.

How do we teach to diversity?



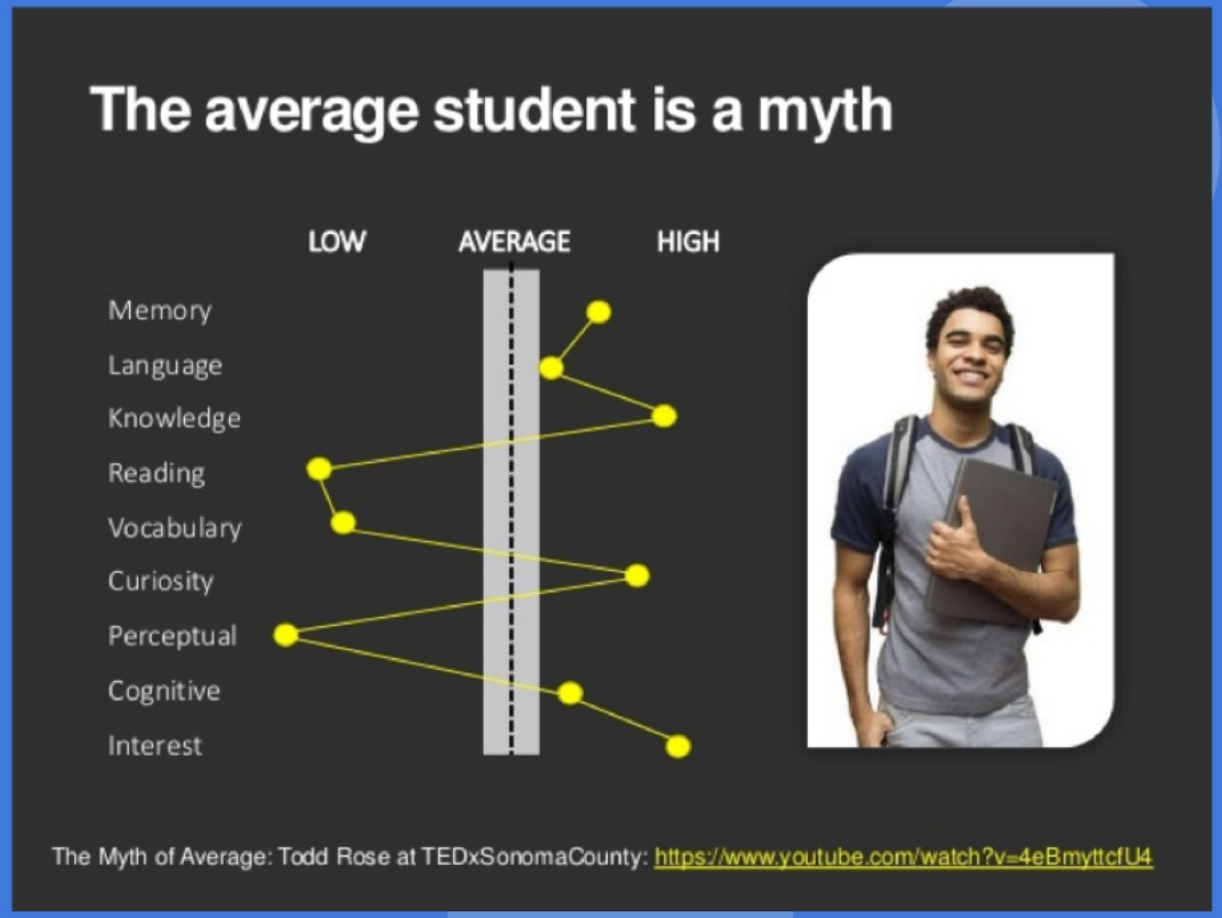
WHERE DID GREEN COME FROM?

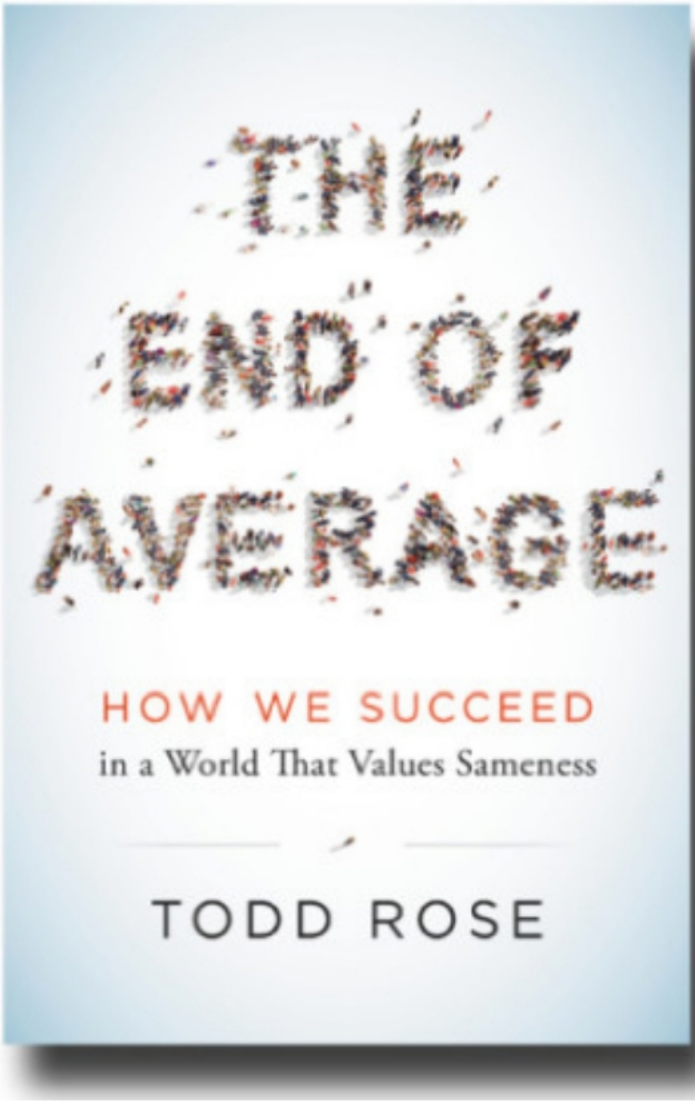




GREEN = AVERAGE

The End of Average!





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

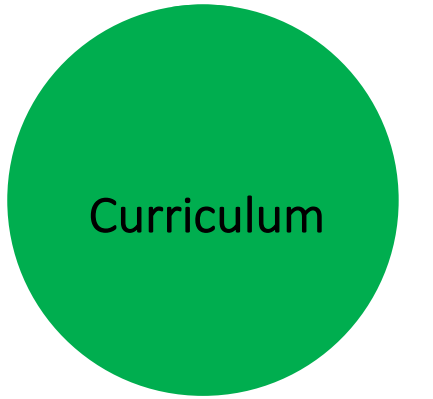
Efficiency: Building one standardized curriculum for ALL students

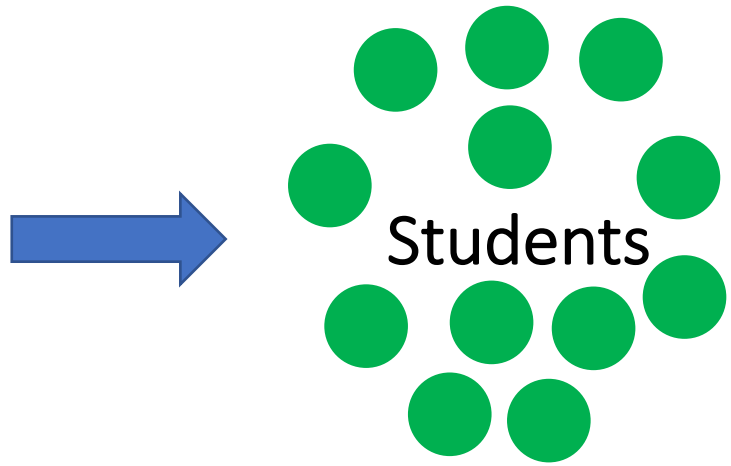
A SOLUTION?! Effective & Efficient?

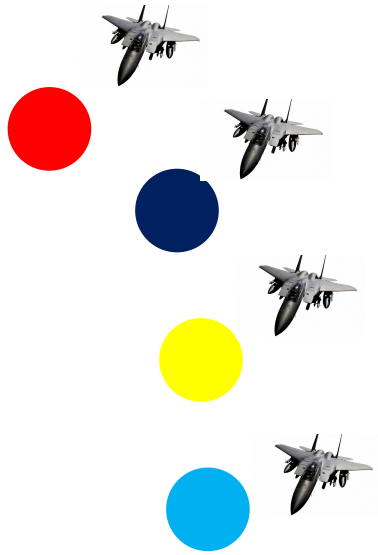
An adjustable plane designed for a range of dimensions

An adjustable curriculum designed for a range of diversity

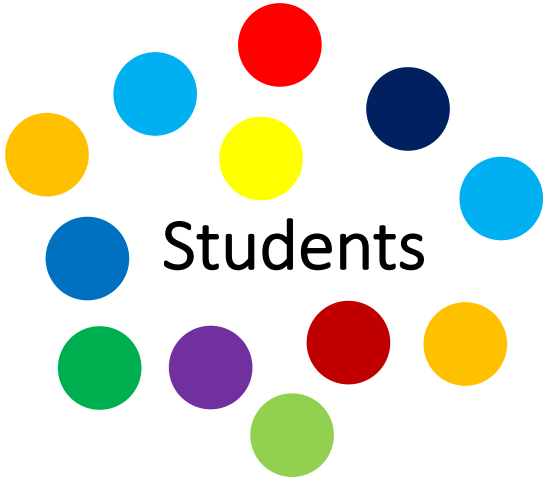
WHAT'S THE DIFFERENCE?

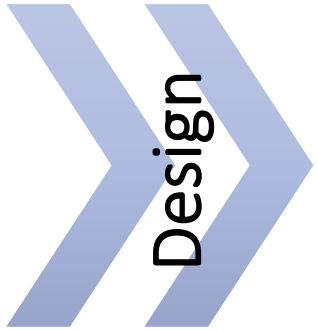


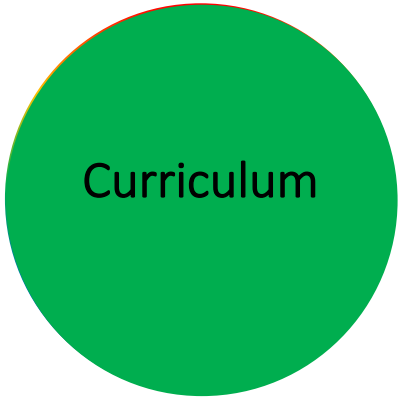




DESIGN: THE MOST UNDERUTILIZED SUPPORT







HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

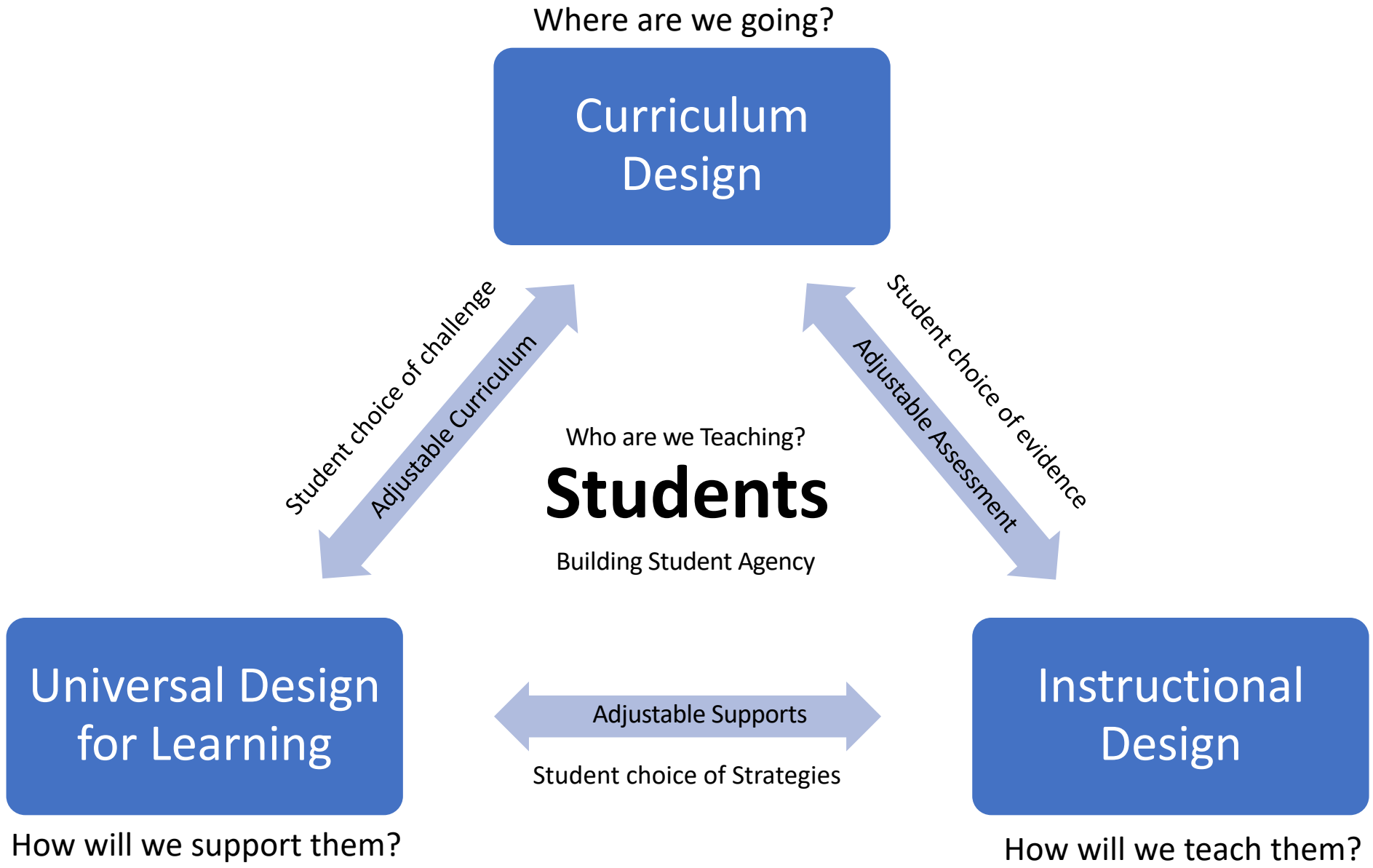
- Who are the pilots? What is the range of dimensions?
- What kind of planes are the pilots flying?
- How is the plane responsive to the pilot's dimensions?
- How do the pilots make the adjustments they need to fly the plane?

HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- Who are the students? What is the range of diversity?
- What kind of curricula are the students learning?
- How is the curriculum responsive to the students dimensions?
- How do the students make the adjustments they need to use the curriculum?

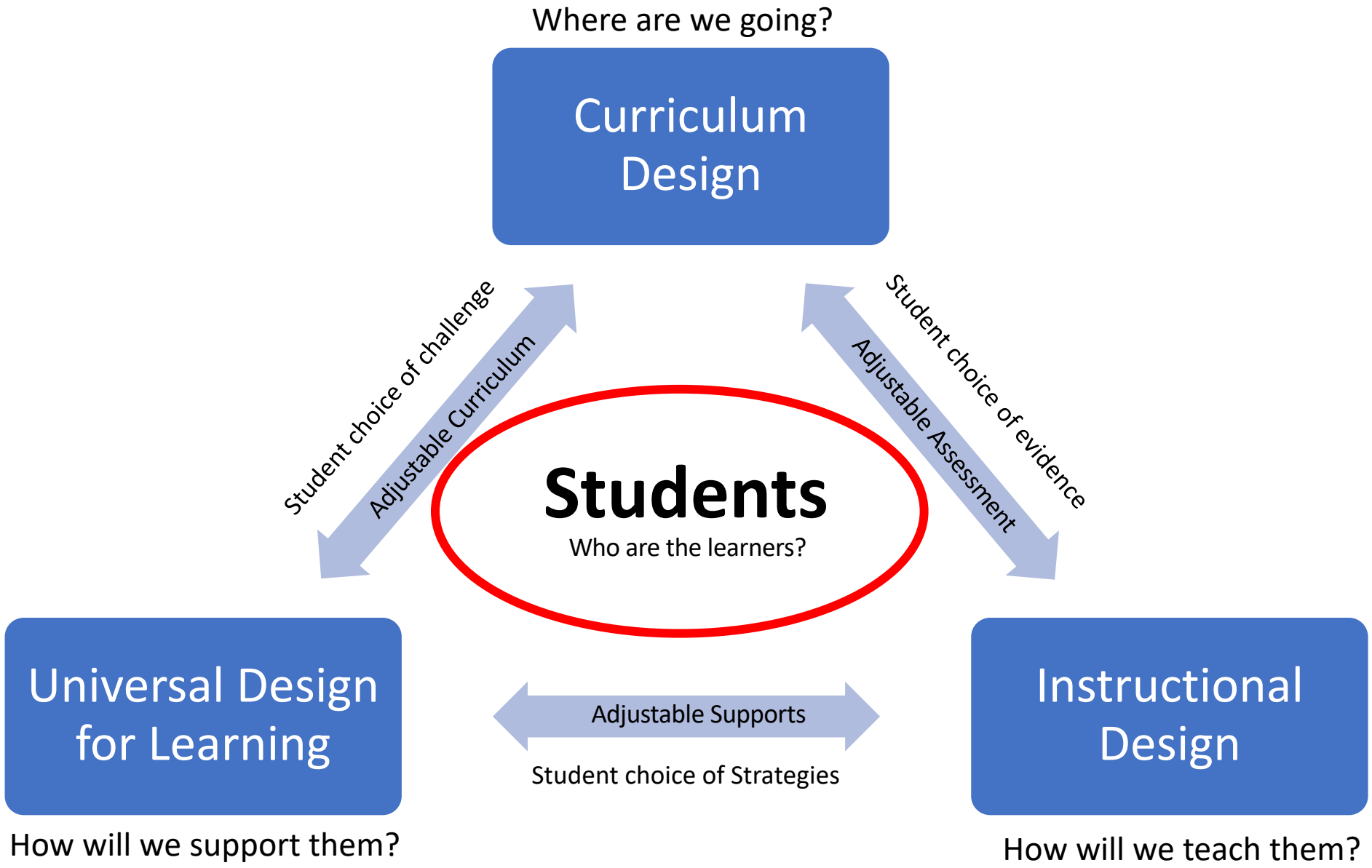
How do we change the system?
Design with Equity in Mind

Shelley Moore, 2019



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

Shelley Moore, 2019



Strengths

Identities

Interests

Goals

What are student dimensions that we can capture?

Strategies

Needs

Barriers

Supports

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?

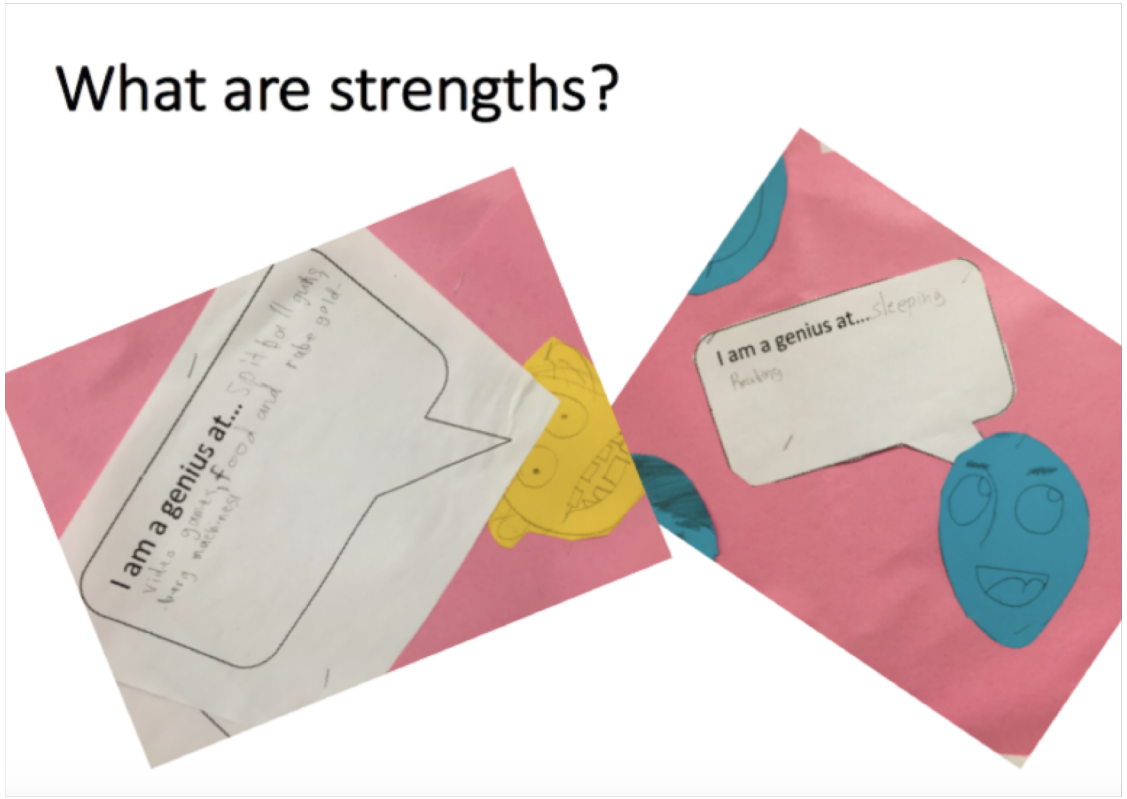
- Student/ Family/ Teacher/ Support Staff generated
- What are some things that I like? or I am interested in?
- What are some things that I am passionate about?
- What do I want to learn more about?
- What do I spend a lot of time thinking about?
- What do I wish I could do more of?

- 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

- Executive functioning, memory, anxiety, fatigue

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?

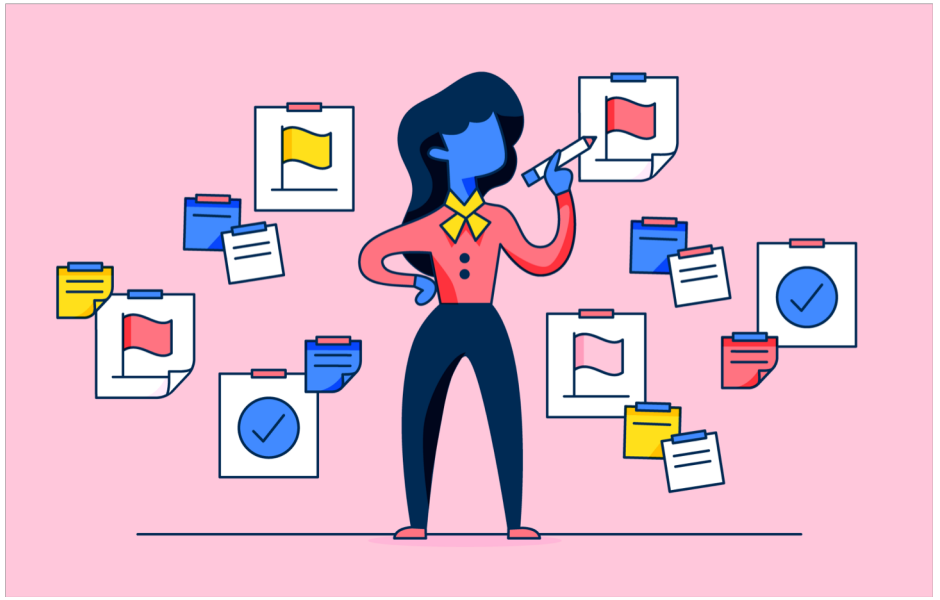
- Student/ Family/ Teacher/ Support Staff generated
- What are some actions that I can do to help me learn?
- What are some actions of others that help me learn?
- These actions help me to pay attention and keeps me interested?

- 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?

- 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 I 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?

Strategies for Getting to Know our Learners

- Who am I? Profile
- Individual Profile
- Student Dimension Inventory

Who Am I? Profile

Name:

Words that describe me

My favorite books/ stories

Things I like to do when I'm alone

Things I like to do with my friends

Things I like to do with my family

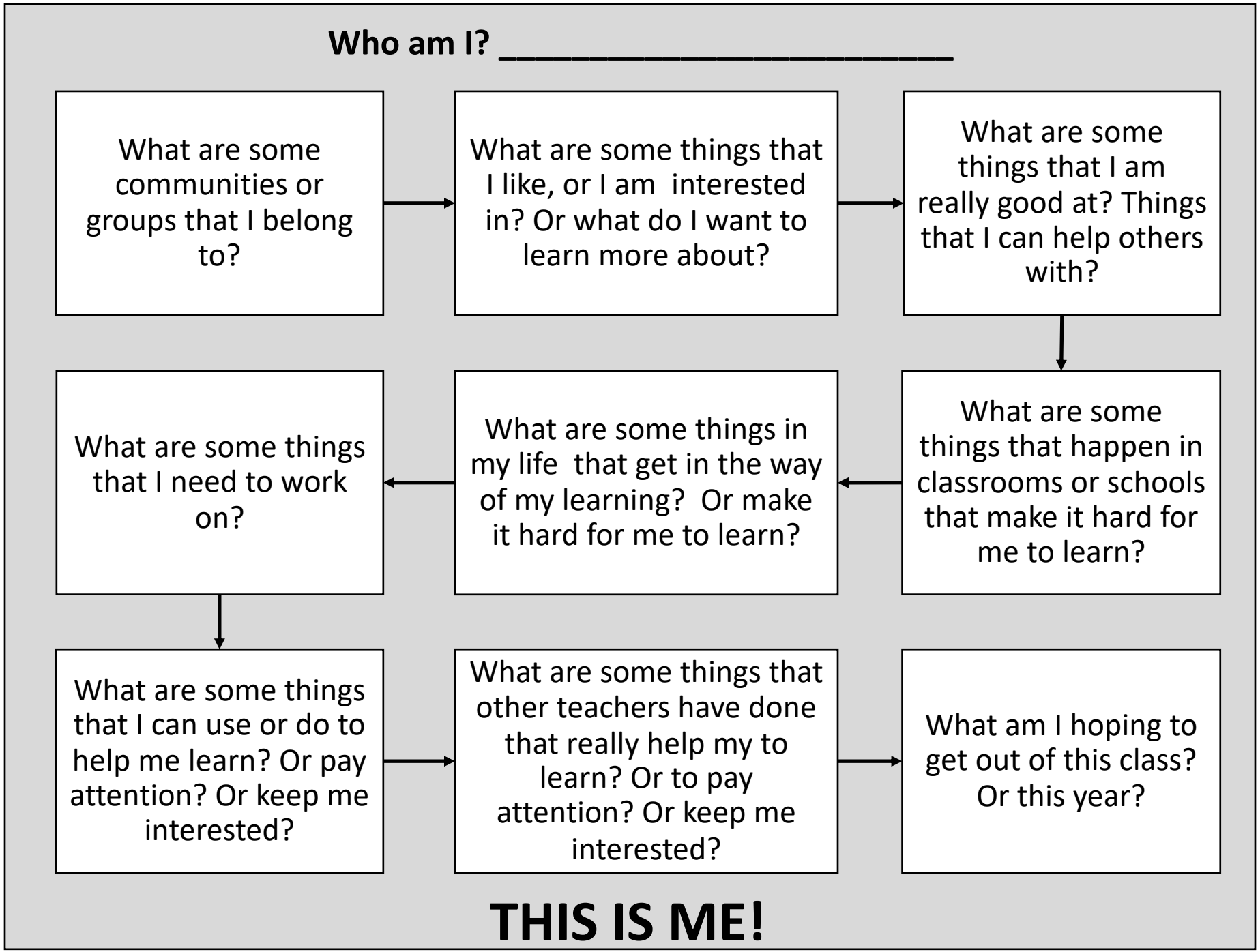
Things I'm very good at or interested in

Things I'd like (or need) you to know about me

My hopes and dreams for myself

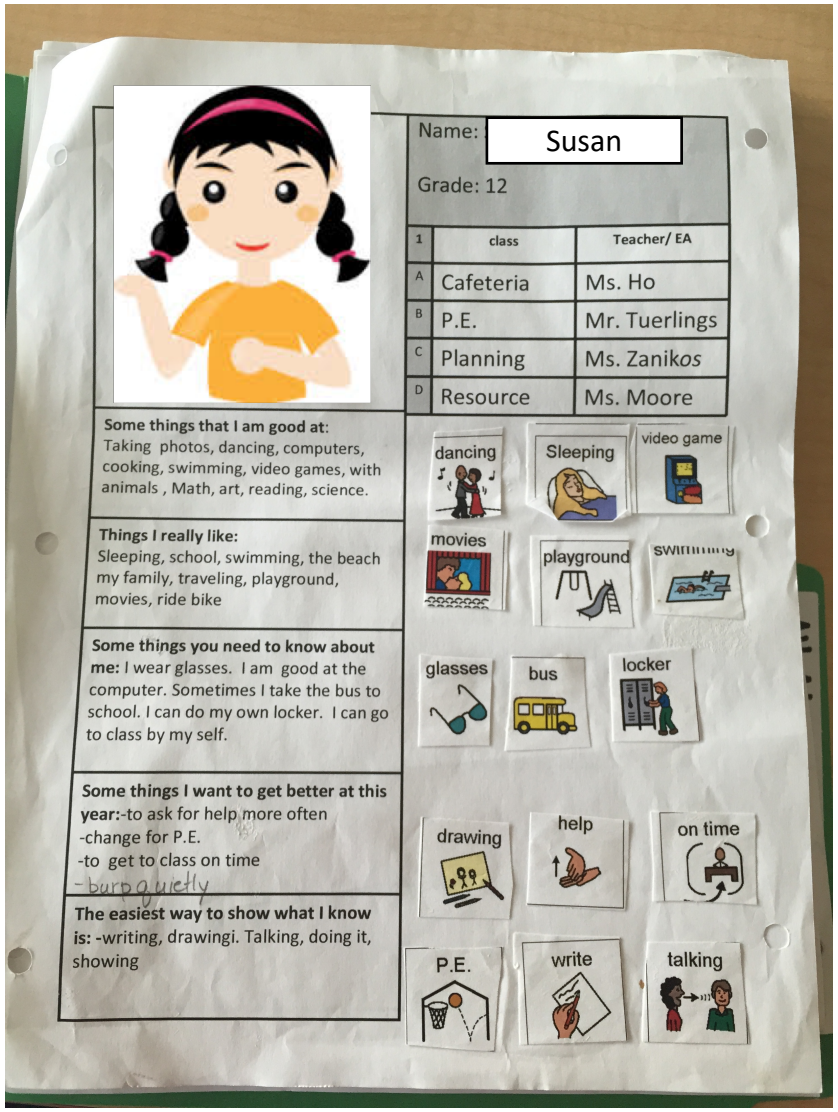
The easiest way for me to show what I know is:

Things I would like to get better at in this class are:



Who Am I? Profile, Adapted from Schnellert & Brownlie, 2011

S. Moore, 2018



Name: Susan

Grade: 12

	class	Teacher/ EA
A	Cafeteria	Ms. Ho
B	P.E.	Mr. Tuerlings
C	Planning	Ms. Zanikos
D	Resource	Ms. Moore

Some things that I am good at:
Taking photos, dancing, computers, cooking, swimming, video games, with animals , Math, art, reading, science.

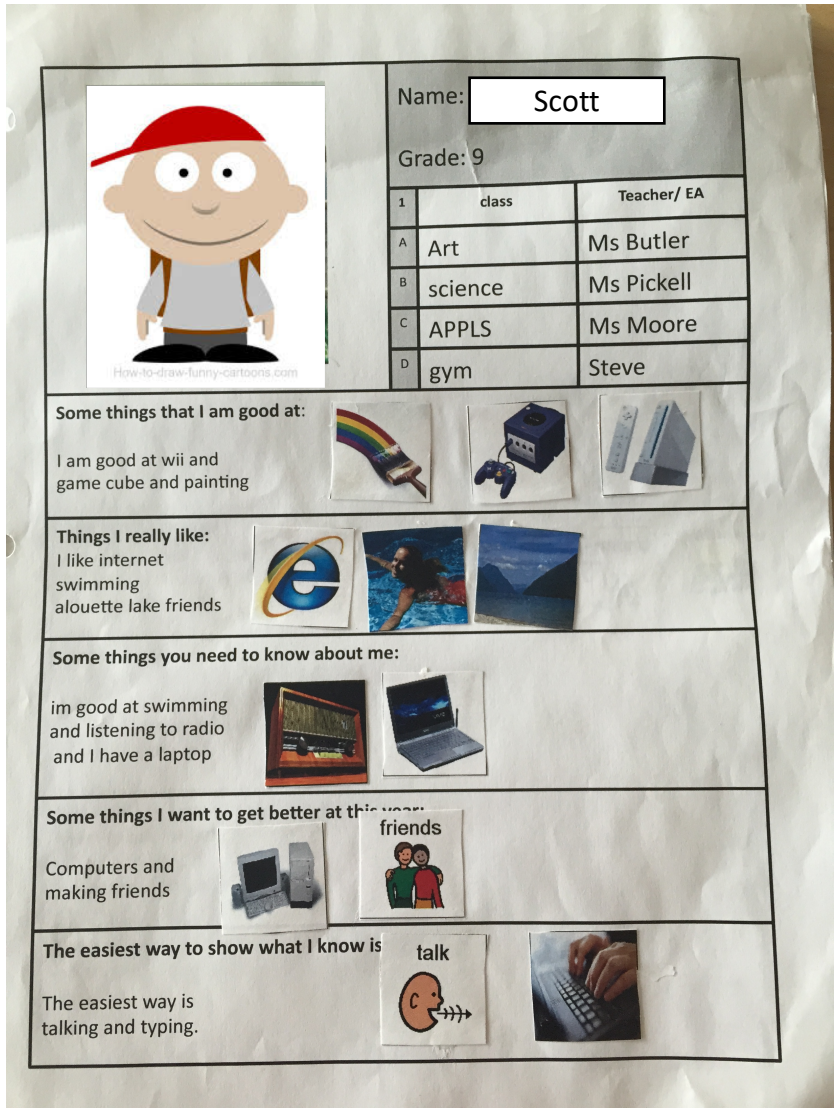
Things I really like:
Sleeping, school, swimming, the beach my family, traveling, playground, movies, ride bike

Some things you need to know about me: I wear glasses. I am good at the computer. Sometimes I take the bus to school. I can do my own locker. I can go to class by my self.

Some things I want to get better at this year:-to ask for help more often
-change for P.E.
-to get to class on time
- burp quietly

The easiest way to show what I know is: -writing, drawingi. Talking, doing it, showing

dancing | Sleeping | video game | movies | playground | swimming | glasses | bus | locker | drawing | help | on time | P.E. | write | talking



Name: Scott

Grade: 9

	class	Teacher/ EA
A	Art	Ms Butler
B	science	Ms Pickell
C	APPLS	Ms Moore
D	gym	Steve

Some things that I am good at:

I am good at wii and game cube and painting

Things I really like:
I like internet
swimming
alouette lake friends

Some things you need to know about me:

im good at swimming and listening to radio and I have a laptop

Some things I want to get better at this year:

Computers and making friends

friends

The easiest way to show what I know is

The easiest way is talking and typing.

talk

Student Dimension Inventory (Confidential) Class:

Name	Interests and strengths	Supports/ Strategies needed to be successful	Important things to know/ Remember	Targeted Core Competencies * strength area • stretch area						
				Personal & Social			Communication		Thinking	
				Personal Awareness & Responsibility	Positive Personal & Cultural Identity	Social Awareness & responsibility	Communicating	Collaborating	Creative Thinking	Critical & Reflective Thinking

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			✔

What is useful so far today?