

# SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



[www.fivemooreminutes.com](http://www.fivemooreminutes.com)

[www.blogsomemoore.com](http://www.blogsomemoore.com)

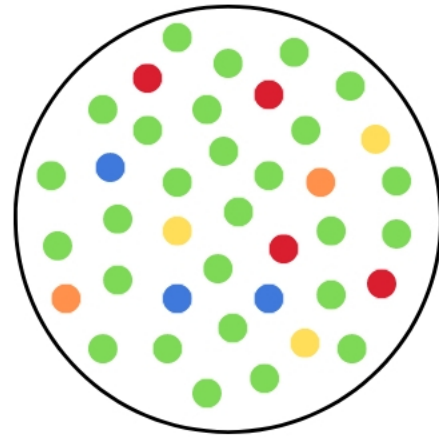


# Hello!

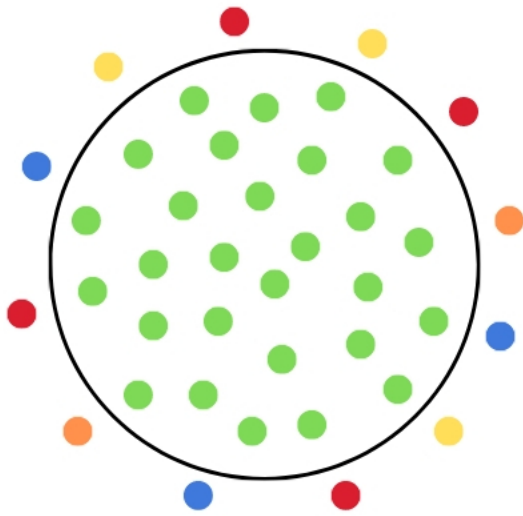
- What do you remember from our last time together?
- What is important to know if this is your first Shelley session?
- What are you hoping to get out of this series?



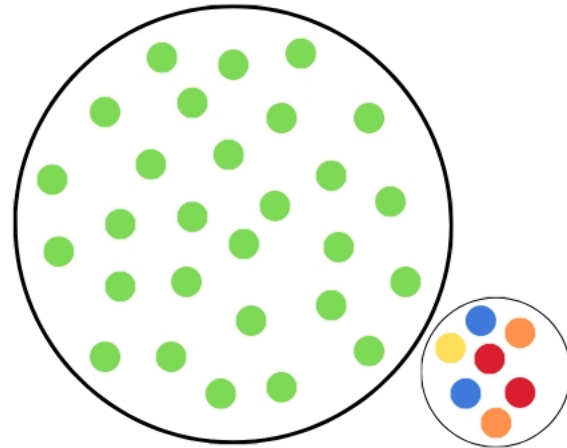
# WHAT DOES INCLUSION MEAN?



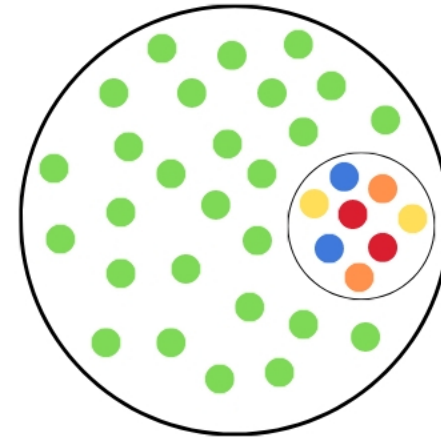
inclusion



exclusion



segregation



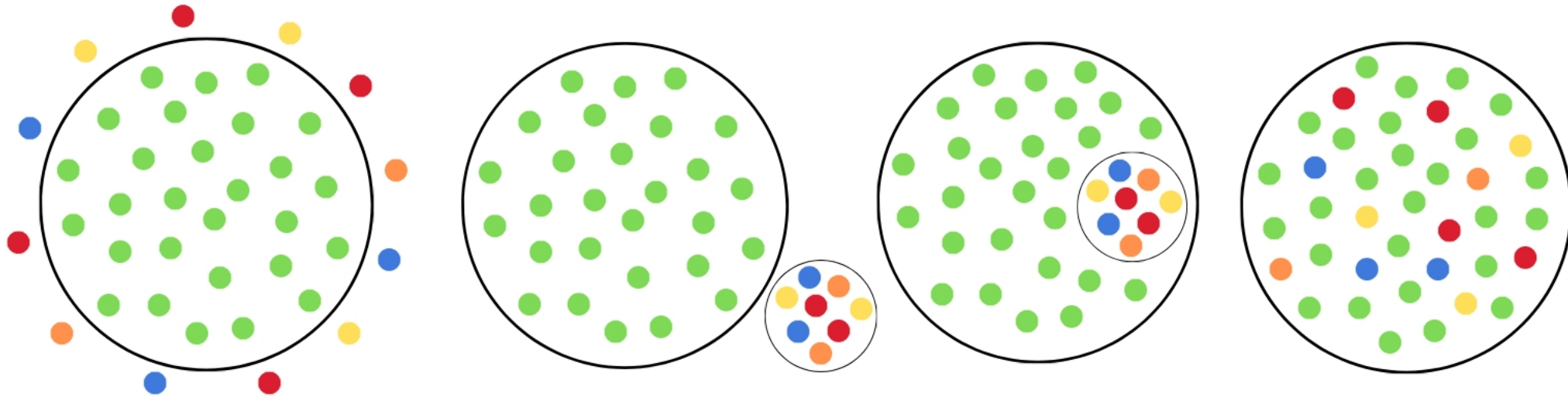
integration

**INSERT VIDEO HERE**

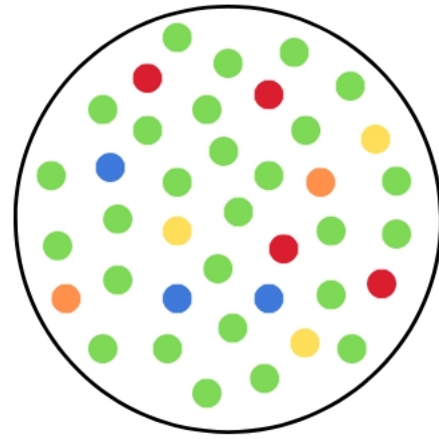
Video link: <https://youtu.be/PQgXBhPh5Zo>

[www.fivemooreminutes.com](http://www.fivemooreminutes.com)

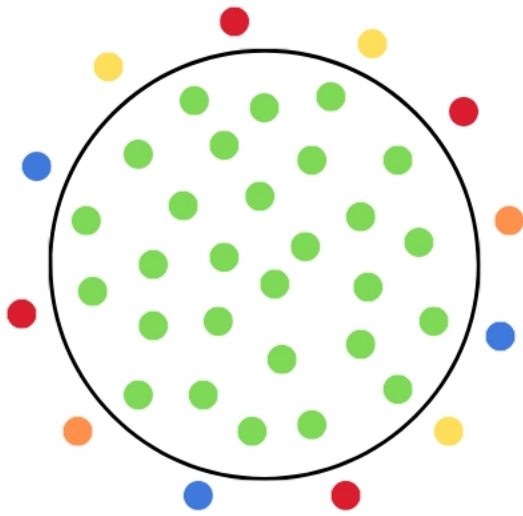
# WHAT IS INCLUSION?



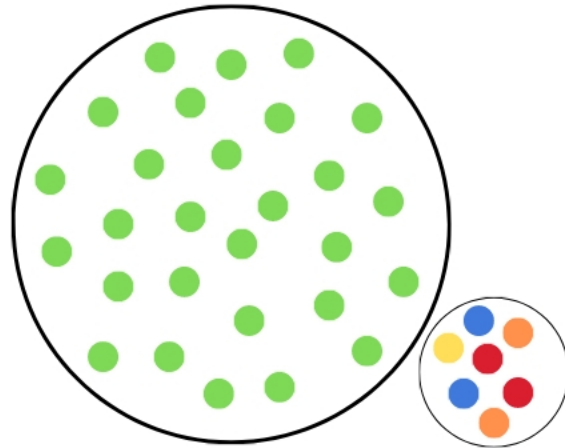
?



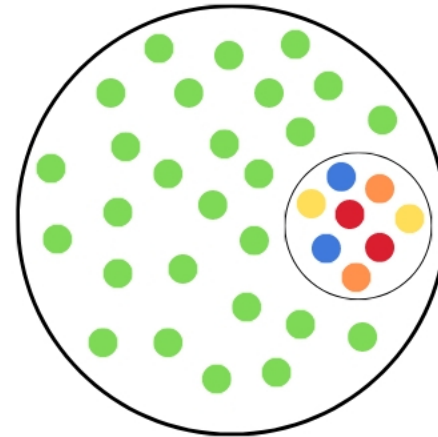
inclusion



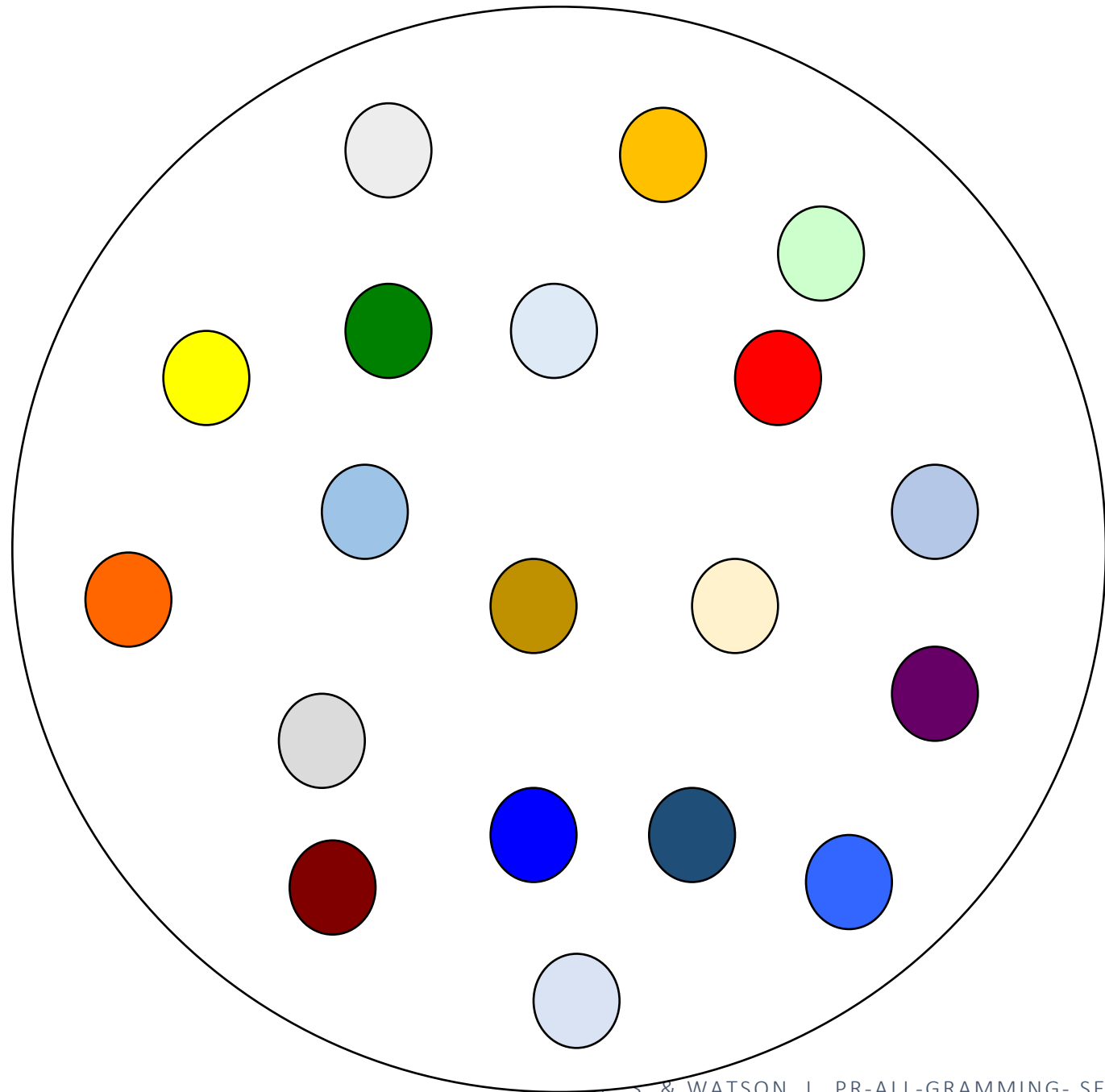
exclusion



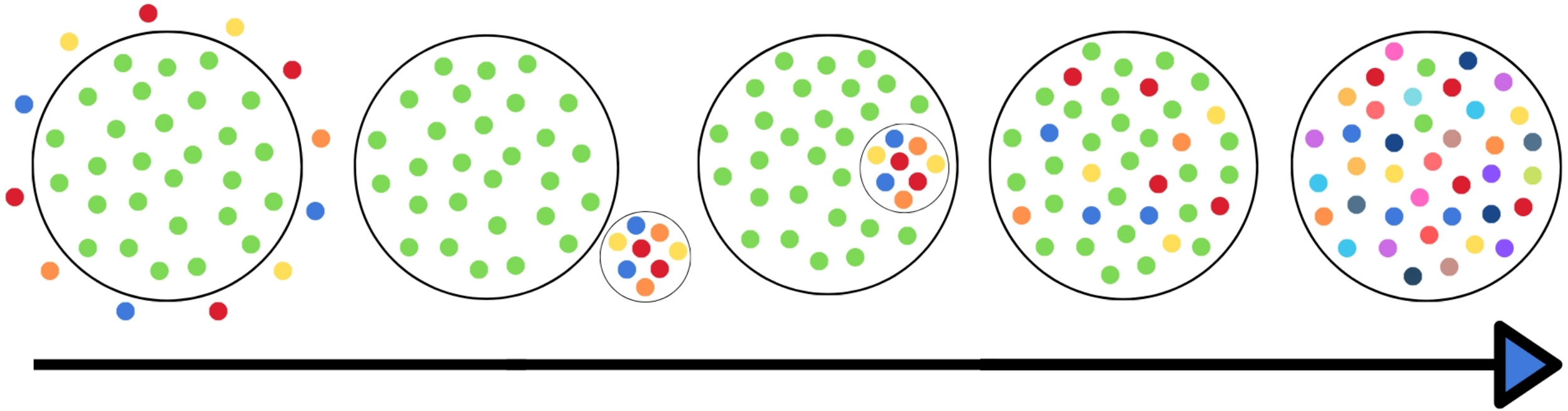
segregation



integration



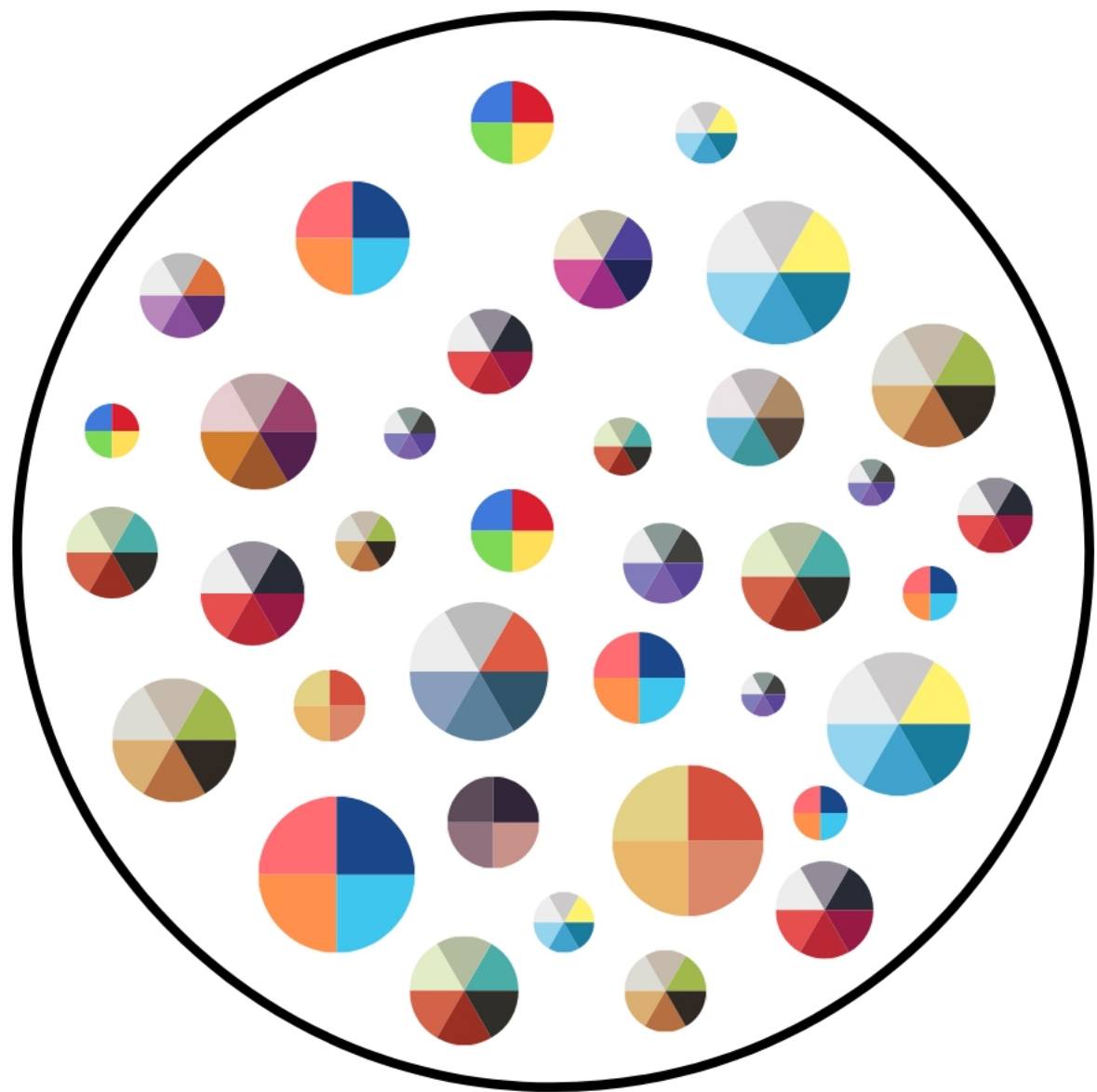
# WHAT IS INCLUSION?



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



**WHO IS INCLUSION?**



# WHO IS INCLUSION?

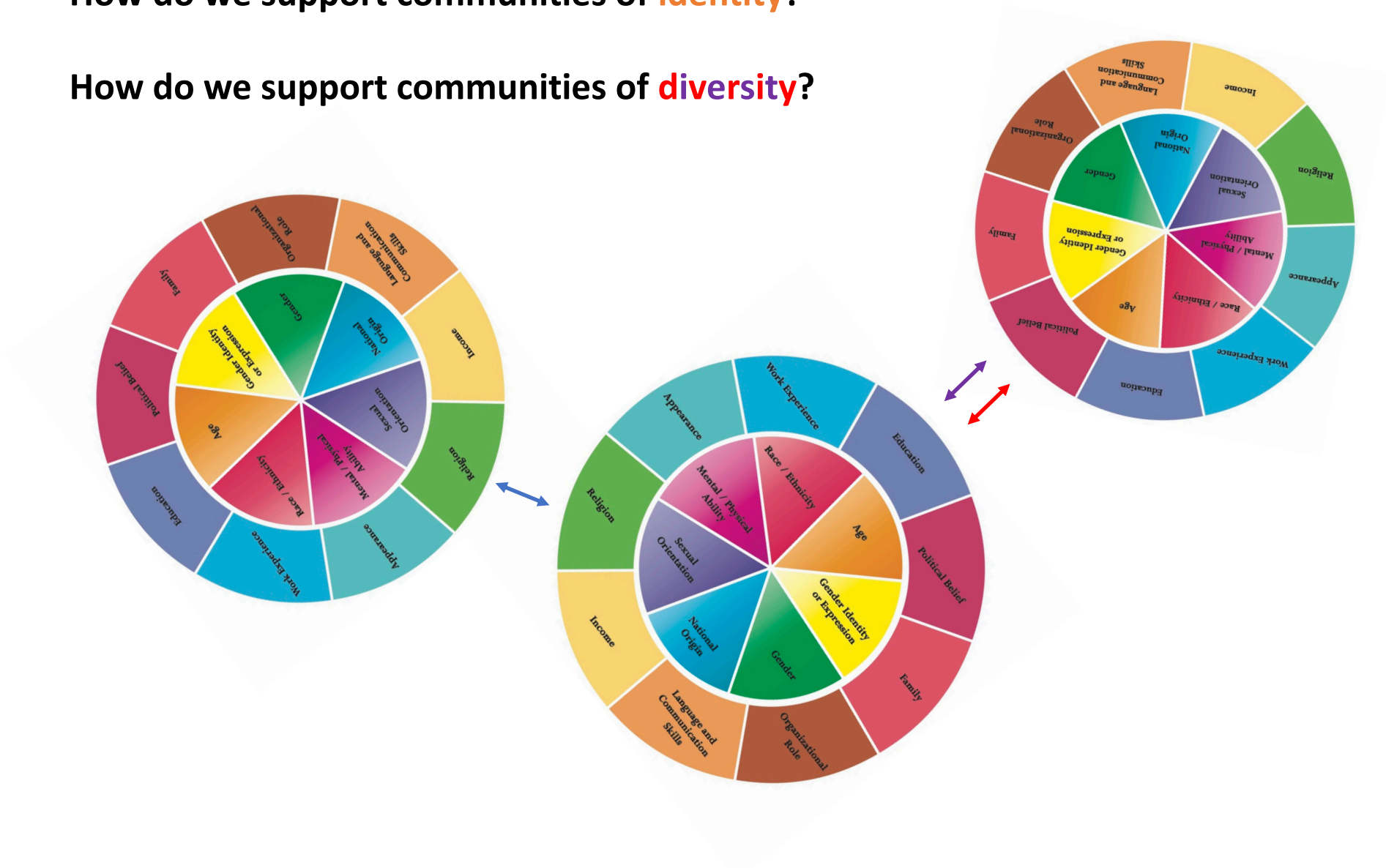
What are your  
colours?

Do we value ALL  
colours equally?

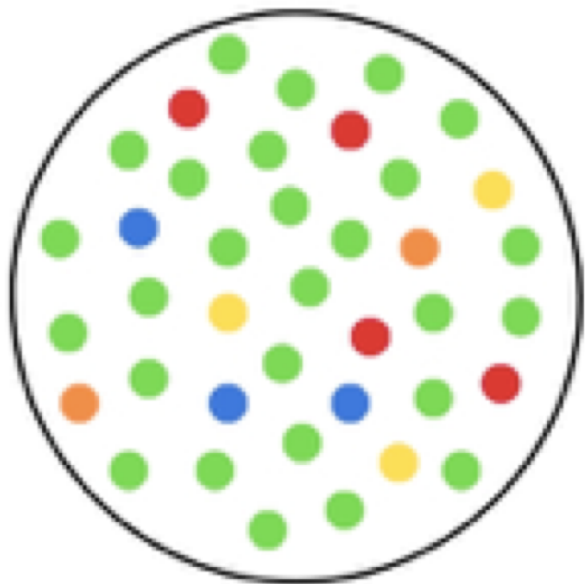


How do we support communities of **identity**?

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



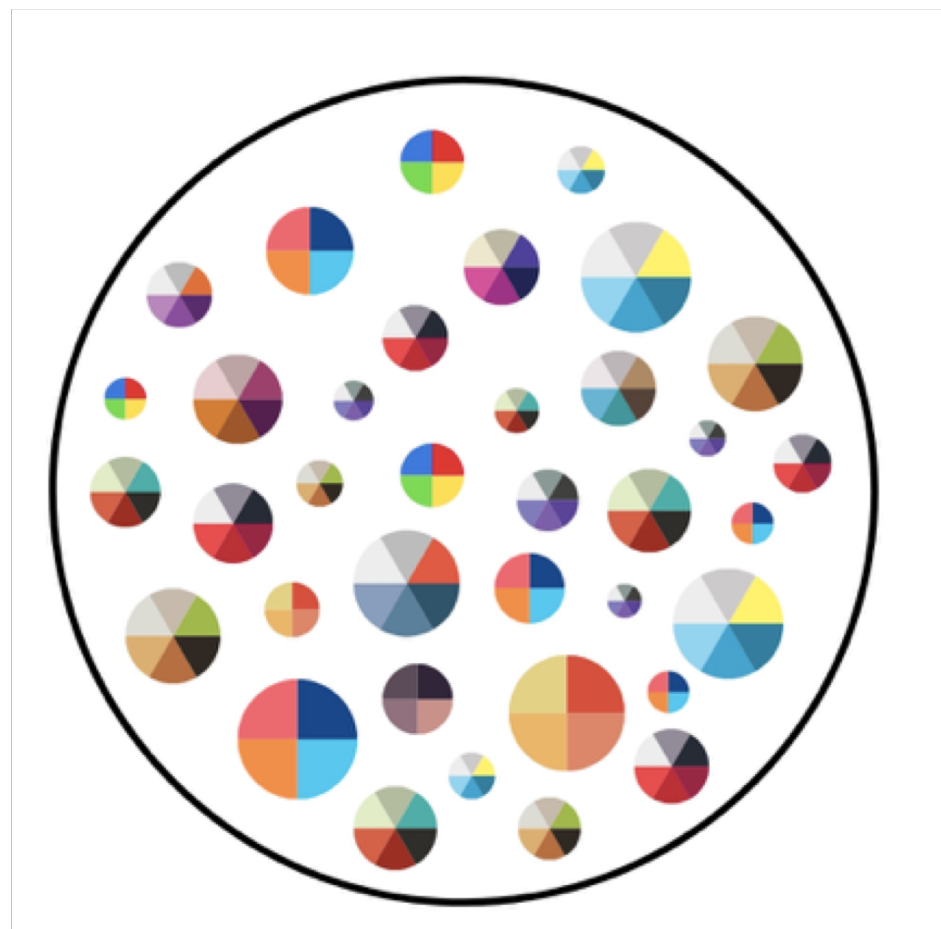
How do we move **away** from groups of deficit?



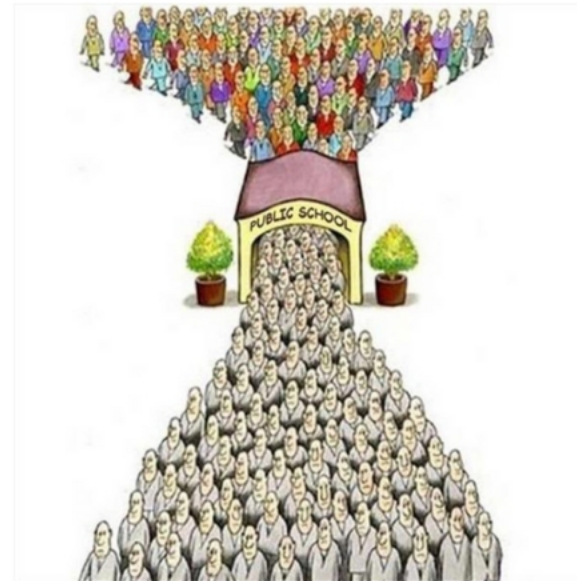
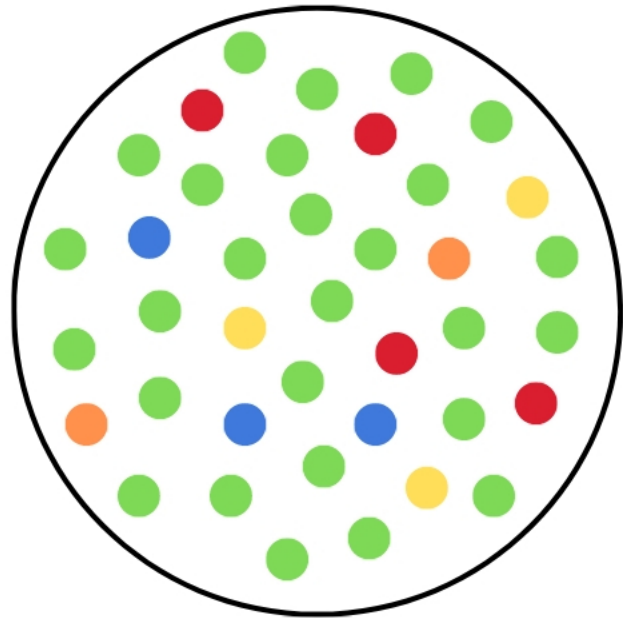
How do we  
including people  
who are different

VS.

How do we teach to diversity?



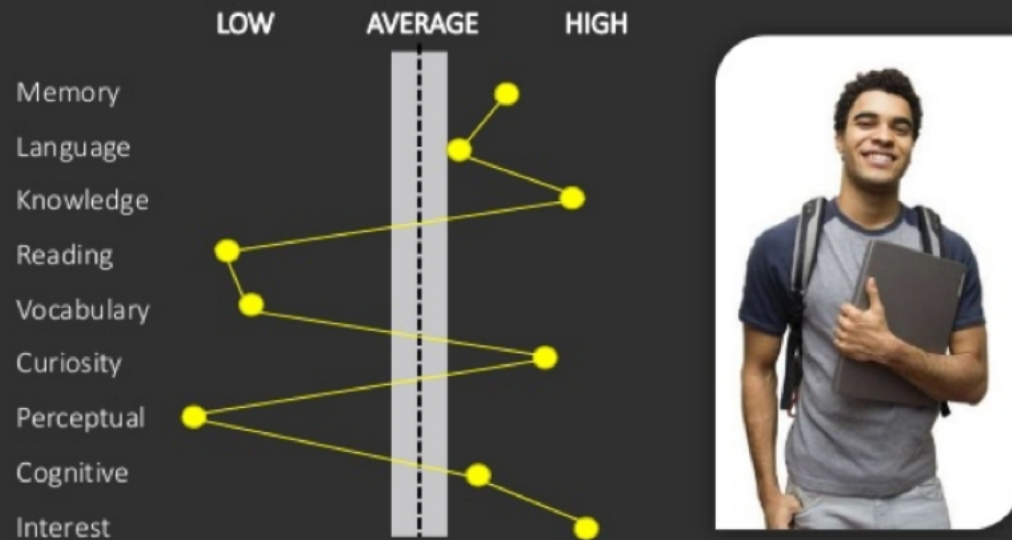
# WHERE DID GREEN COME FROM?



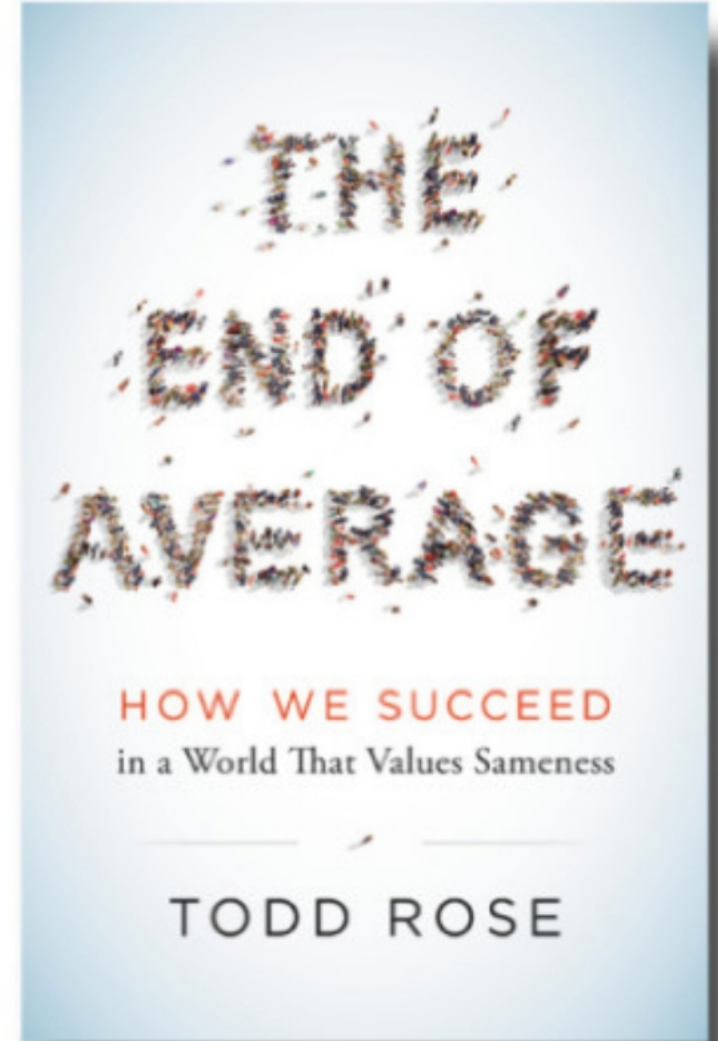
**GREEN = AVERAGE**

# The End of Average!

## The 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

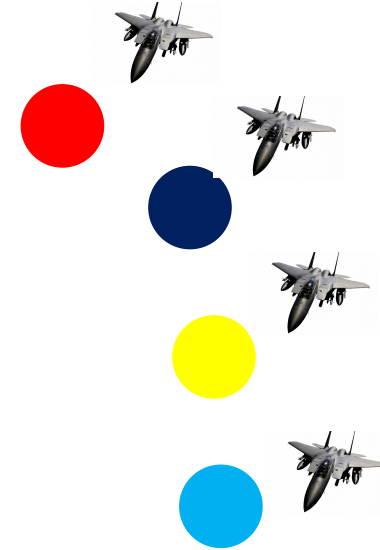
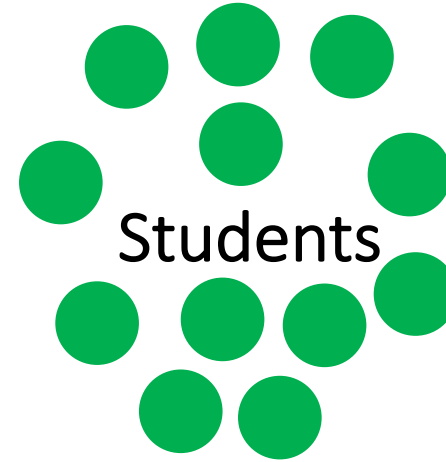
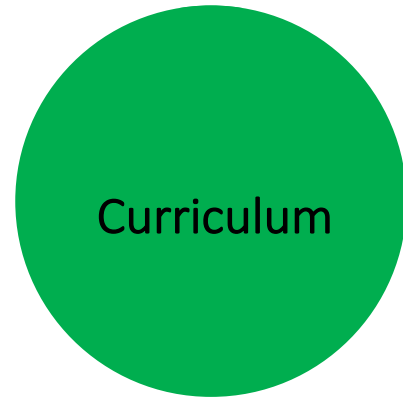
**Efficiency:** Building one standardized curriculum for ALL students

# 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?

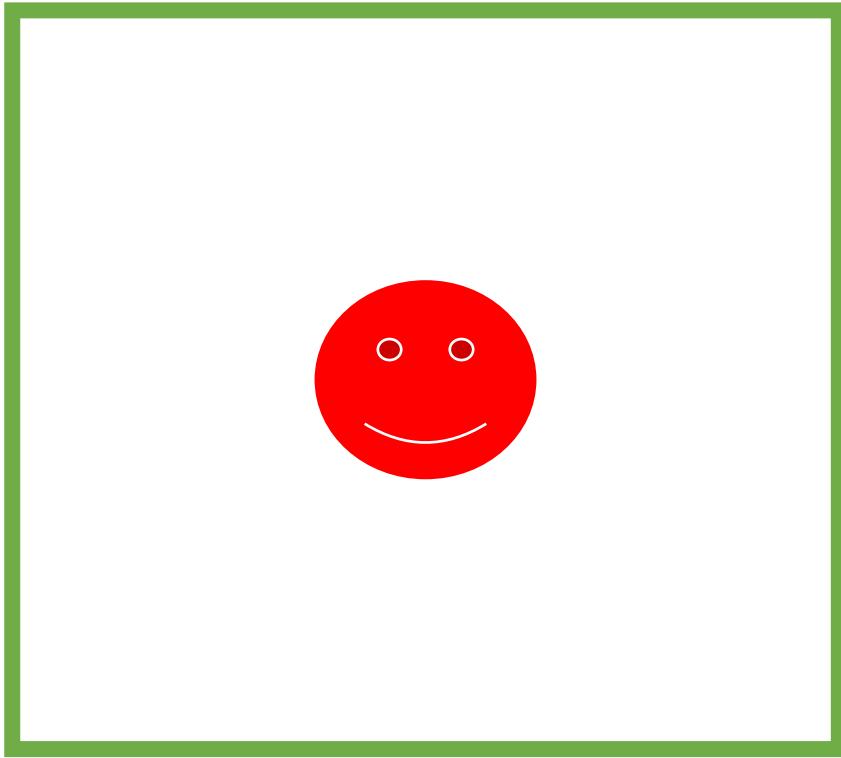
# HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- 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 can we design adjustable curriculum?

- **Get to know our Learners (Pilots) and their range of diversity (dimensions)**
  - “Knowing your learners is **foundational** to designing curriculum” Chidre, 2009
- **There are **TWO things** we need to commit to in better understanding adjustable curriculum, supports and assessment**
  - Understand the **paradigm shift** for how we view **individuals with disabilities**
  - Understand the **role that the context** plays in **disabling individuals**

# Shifting the Paradigm: Medical Model of Disability

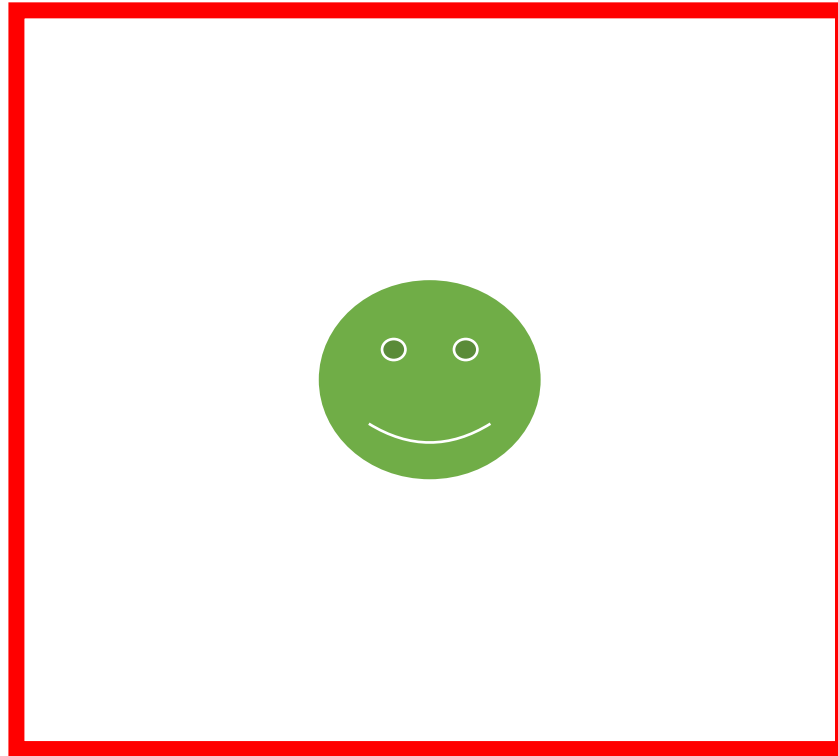


Identify the problems in the student

Fix the student

# Shifting the Paradigm: Social Model of Disability

Identify the problems  
in the environment

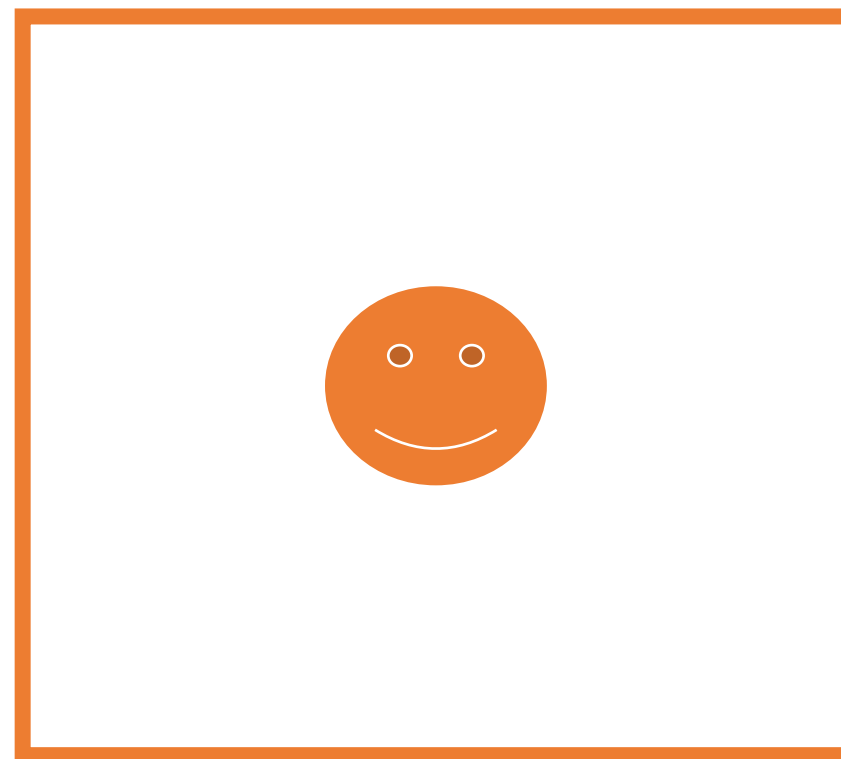


Fix the environment

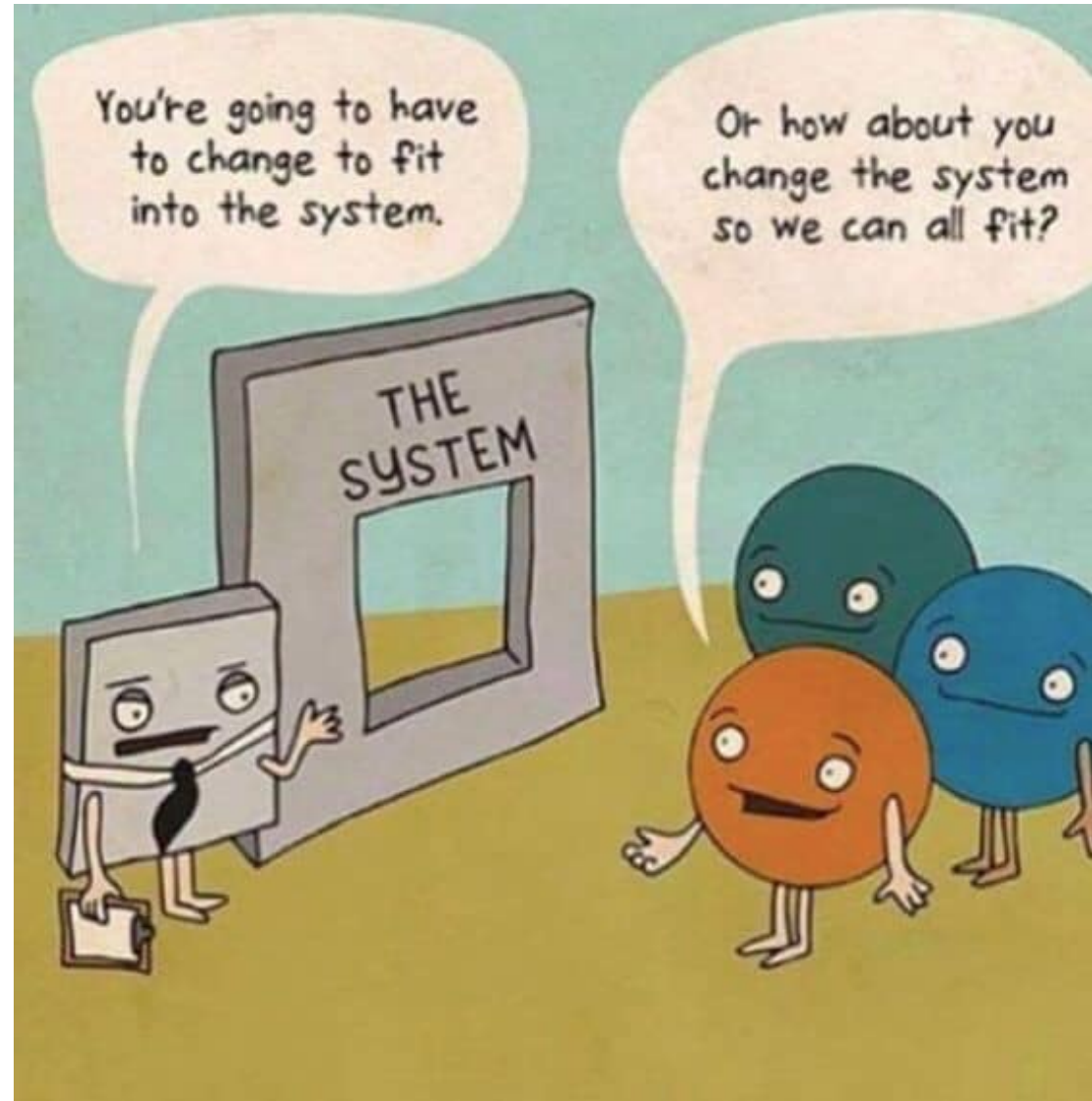
# Shifting the Paradigm: Person-Place Model of Disability

Identify the **needs** of the **student** AND  
Identify the **barriers** in the **environment**

**Anticipate supports and strategies** needed  
for students AND  
**Reduce barriers** in the environment



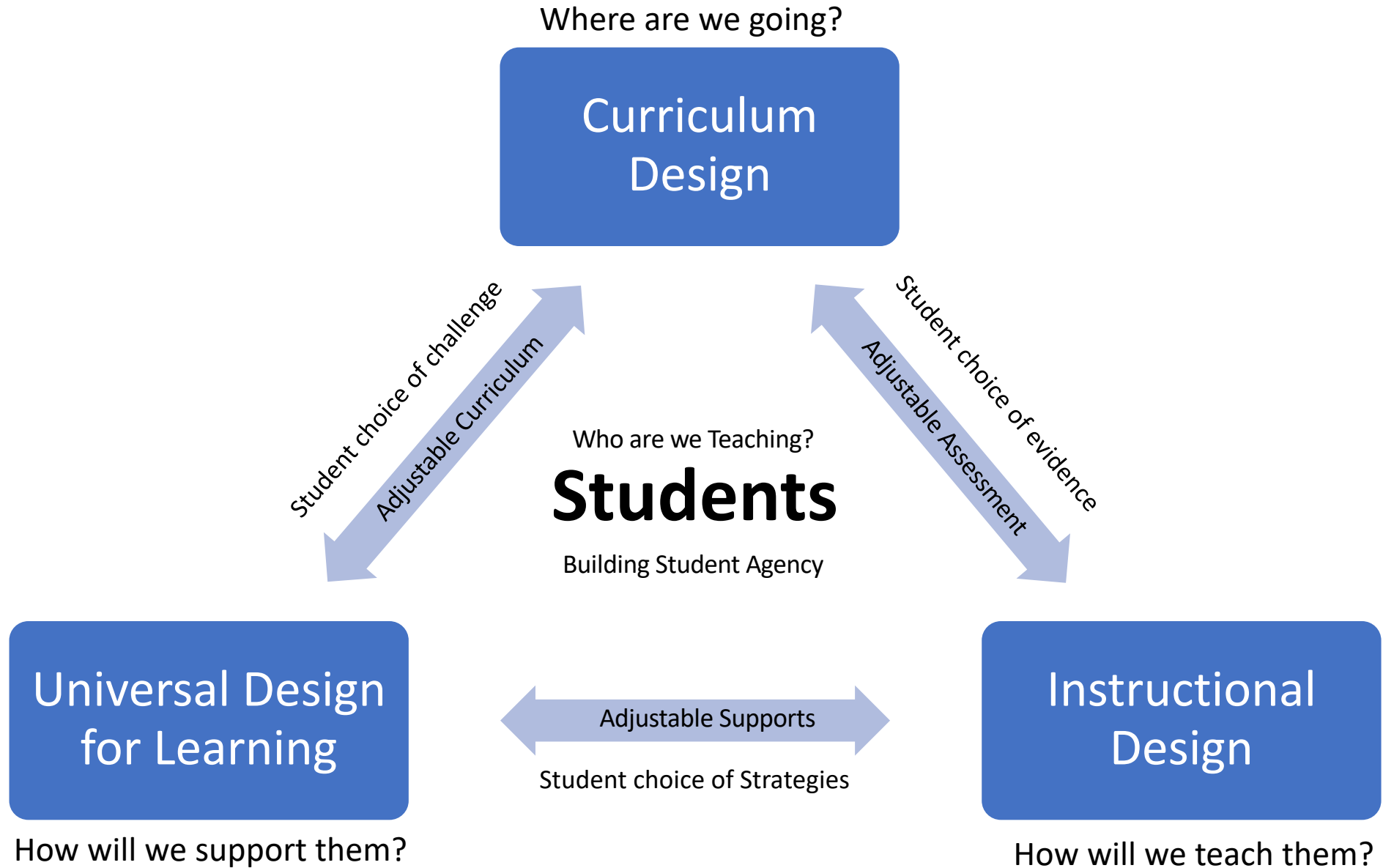
# The Role of the Environment/ System in Disabling Individuals



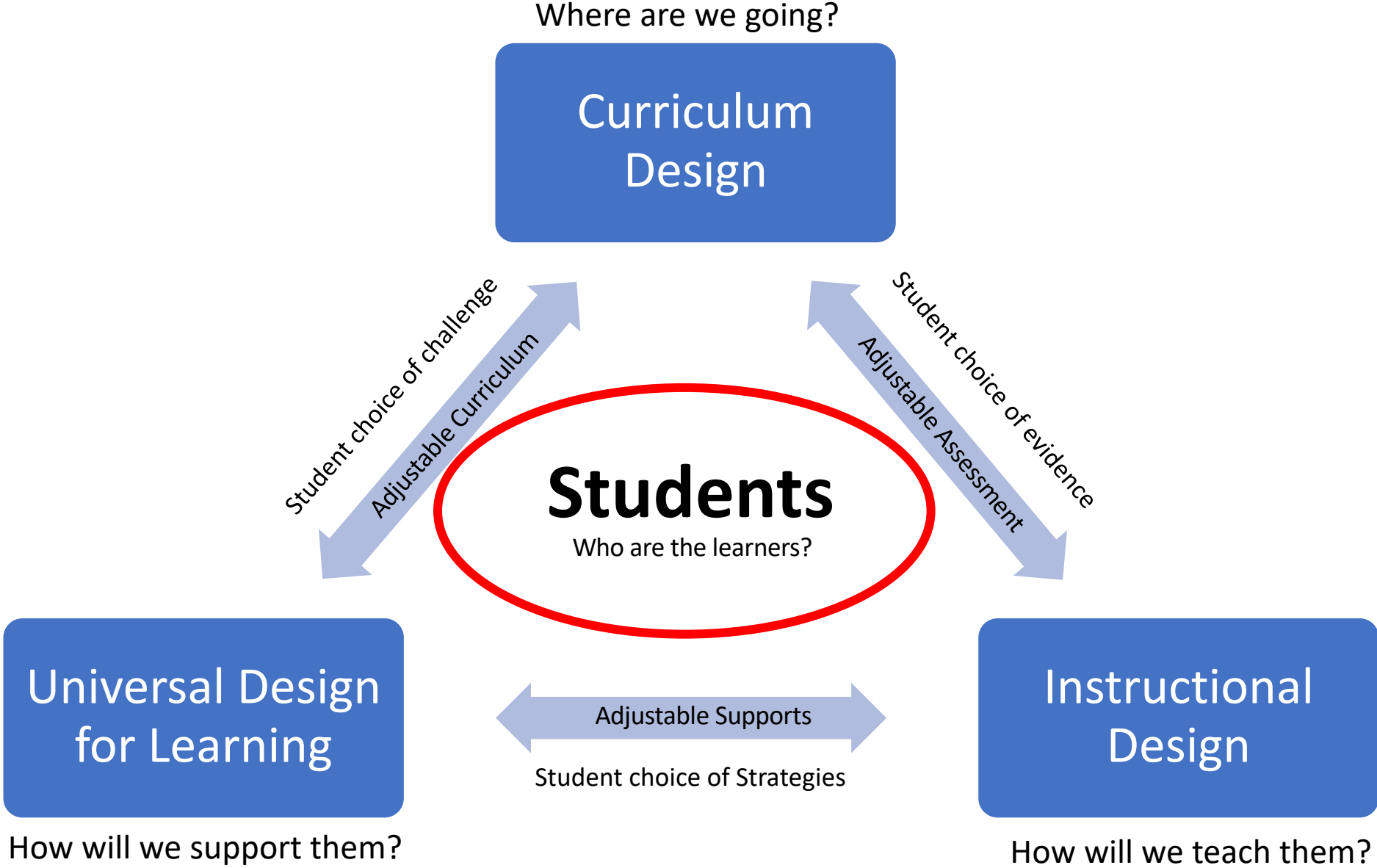
# HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

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# How can we change the system? Designing with Equity in Mind



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



Class Review for :	Teacher:	Date:
I can plan for my students by getting to know the:		
<b>Interests of the class</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
<b>The BIG goal I have for this class:</b>		
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<b>Decision:</b> Something I want to try	<b>Decision:</b> Learning Barriers (UDL)	<b>Decision:</b> Equity barriers (Reconciliation)
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**Strengths**

**Identities**

**Interests**

**Goals**

What are student **dimensions** that we can capture  
(so that we can design for them)?

**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

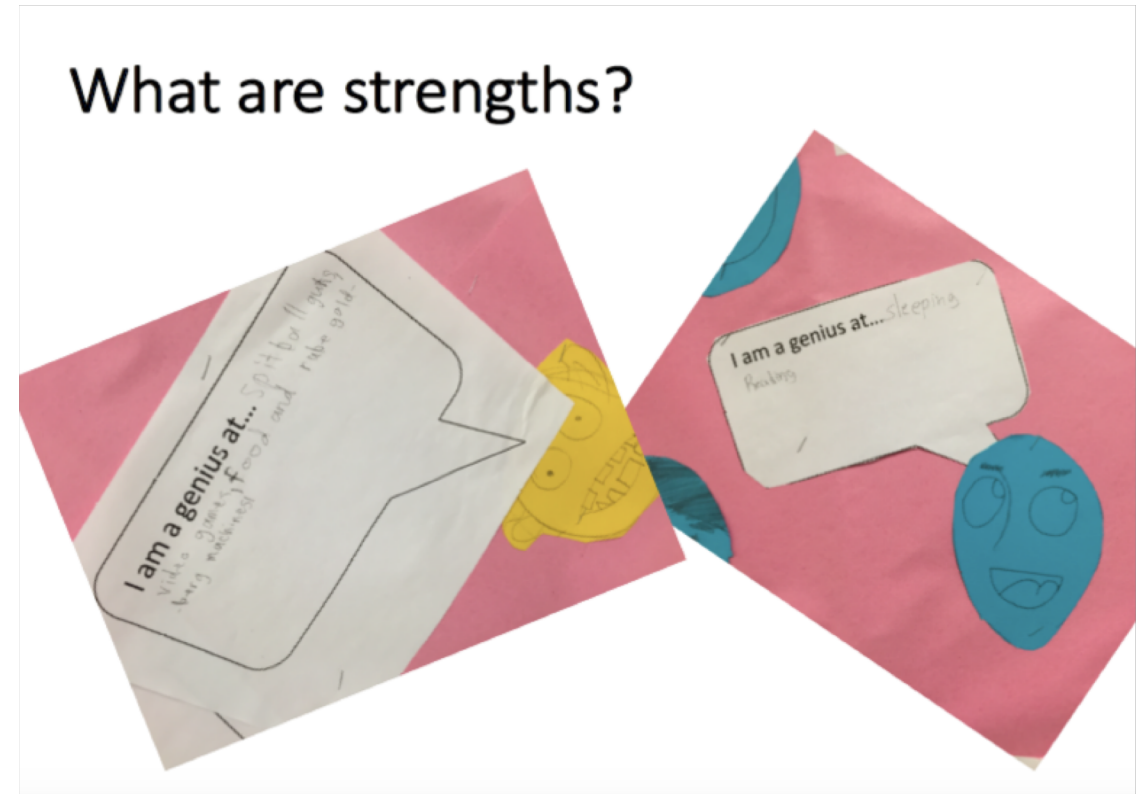


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Class Review for: Industrial Design 9-12		Teacher: Mr. Harmon EA: Mr. Fraser		Date: October, 2019	
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# What are my strengths??

- 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



# Shifting Our Perspectives

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

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# 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



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# The Boss!

If you think about THIS specific class this year:

- what is the BIG goal you have for them as a group
- what is the ONE or TWO things you want them be able to know/do at the end of this year

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# The Boss!

Thinking about your BIG Goal(s):

- Are there some things that you have in mind that you want to try this year with this group?
- Is there something that you are learning about/heard about that you are interested in doing in your class this year?

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<ul style="list-style-type: none"> <li>- Clear intentions for the class, why we are learning and what we are doing</li> <li>- Engage students by doing something loud and dangerous – blow stuff up</li> <li>- Involving the students in activities, but make sure they know the goal</li> <li>- Build life sized medieval weapons of war</li> <li>- Trebuchet pumpkins</li> </ul>		
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Strengths

Identities

Interests

Goals

What are student **dimensions** that we can capture  
(so that we can design for them)?

Strategies

Needs

Barriers

Supports

# What are my **barriers**??

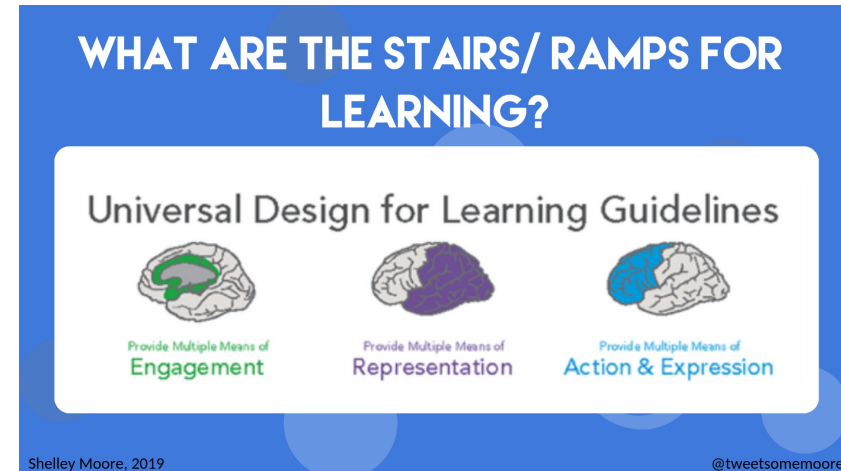
- Student/ Family/ Teacher/ Support Staff generated
- What are some things that happen in classrooms or schools that make it hard for me to learn?
- What are some things in the world that make it hard for me to be successful?
- What would I like you to know about me?
- Example: flight delays, time zones,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



# Reducing Barriers: 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 text and different reading levels
  - Action & Expression)I can vary the methods that student can respond

Shelley Moore, 2019



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

# Reducing Barriers: 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/ are being marginalized and/or oppressed:
  - Students of colour
  - Indigenous Students
  - Immigrants/Refugees
  - English Language Learners
  - Students with disabilities
  - LGBTQ2S+
  - Students negotiating mental health/trauma/poverty
- Examples of teacher made equity target goals:
  - I can commit to ensuring that the population in a classroom mimics the population in the community

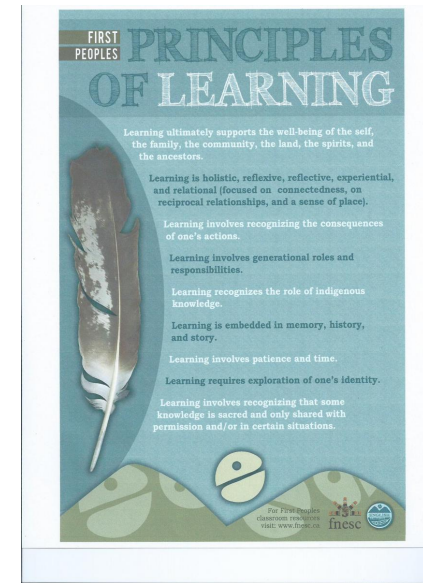
Shelley Moore, 2019

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

- <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>

# Reducing Barriers: 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.fnesc.ca/irsr/>
- <https://www.edcan.ca/articles/truth-reconciliation-classroom/>
- <https://www.reconciliationeducation.ca>

Class Review for :		Teacher:	Date:
I can plan for my students by getting to know the:			
<b>Interests &amp; Identities of the class</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>	
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:			
<b>The BIG goal I have for this class:</b>			
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
<b>Decision:</b> Something I want to try	<b>Decision:</b> Learning Barriers (UDL)	<b>Decision:</b> Equity barriers (Reconciliation)	
We can meet this goal(s) by targeting core competencies chosen as a community:			
<b>Decision:</b> Core competencies to target for this class (Decided by the class)			

I can plan for my students by getting to know the:

Interests of the class	Classroom Strengths	Classroom Stretches
- collaborative, group work, hands on activities, technology, media, trucks, fishing, identify, rural life, maple ridge, skate boarding, music, social, building and bashing, battle bots, proud of their success, blowing stuff up	- Working together, proficient, good with their hands and using tools, background knowledge, eager to learn, connects to their life, relevant, chose this class, they want to be here, huge buy in, so nice, inclusive of each other, compliment each others strengths, diverse skill set, taking risks if there are alone, independent, no right answer, everyone can be successful, competition	- organization, task management, connecting skills in industrial design to other contexts (e.g. math skills), cautious risk takers, aware of not being successful in front of others, their macho/bravado image

Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:

**The BIG goal I have for this class:** I want these kids to be able to manage tasks and time, so that they will be more focused on their learning on the task at hand, I want them to not be afraid to try new things, work new people, build community

I can meet this goal(s) by making a plan:

Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)
- Clear intentions for the class, why we are learning and what we are doing - Engage students by doing something loud and dangerous – blow stuff up - Involving the students in activities, but make sure they know the goal - Build life sized medieval weapons of war - Trebuchet pumpkins	<b>We can provide options for students to know and set goals and make decisions about what supports they need to meet the goals by:</b> guiding students through reflection, self-assessment and goal setting around curricular goal complexities and competency goal setting	We can use see our real life experiences to connect school learning to students’ lives  We can value each others’ gifts and contributions

We can meet this goal(s) by targeting core competencies chosen as a community:

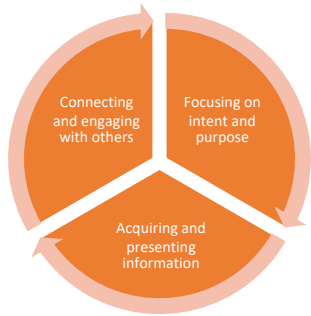
**Decision:** Core competencies to

# What are my goals??

- Student/ Family generated
- How can I make a plan to target my stretches?
- 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



Communication



Collaboration



Critical and Reflective Thinking



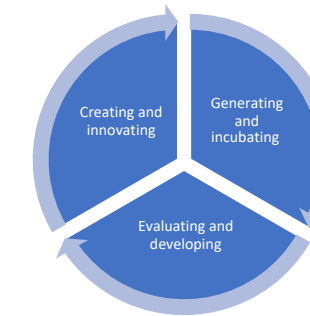
Social Awareness/ Responsibility



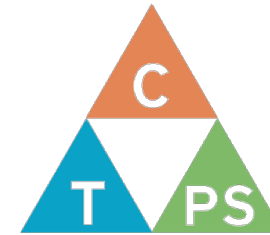
Positive Personal and Cultural Identity



Personal Awareness and Responsibility



Creative Thinking



Class Review for :	Teacher:	Date:
I can plan for my students by getting to know the:		
<b>Interests &amp; Identities of the class</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
<b>The BIG goal I have for this class:</b>		
I can meet this goal(s) by making a plan:	I can meet this goal(s) by reducing barriers in the classroom:	
<b>Decision:</b> Something I want to try	<b>Decision:</b> Learning Barriers (UDL)	<b>Decision:</b> Equity barriers (Reconciliation)
We can meet this goal(s) by targeting core competencies chosen as a community:		
<b>Decision:</b> Core competencies to target for this class (Class Involvement)		

I can plan for my students by getting to know the:

Interests of the class	Classroom Strengths	Classroom Stretches
- collaborative, group work, hands on activities, technology, media, trucks, fishing, identify, rural life, maple ridge, skate boarding, music, social, building and bashing, battle bots, proud of their success, blowing stuff up	- Working together, proficient, good with their hands and using tools, background knowledge, eager to learn, connects to their life, relevant, chose this class, they want to be here, huge buy in, so nice, inclusive of each other, compliment each others strengths, diverse skill set, taking risks if there are alone, independent, no right answer, everyone can be successful, competition	- organization, task management, connecting skills in industrial design to other contexts (e.g. math skills), cautious risk takers, aware of not being successful in front of others, their macho/bravado image

Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:

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I can meet this goal(s) by making a plan:

Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)
<ul style="list-style-type: none"> <li>- Clear intentions for the class, why we are learning and what we are doing</li> <li>- Engage students by doing something loud and dangerous – blow stuff up</li> <li>- Involving the students in activities, but make sure they know the goal</li> <li>- Build life sized medieval weapons of war</li> <li>- Trebuchet pumpkins</li> </ul>	<p><b>We can provide options for students to know and set goals and make decisions about what supports they need to meet the goals by:</b> guiding students through reflection, self-assessment and goal setting around curricular goal complexities and competency goal setting</p>	<p>We can use see our real life experiences to connect school learning to students’ lives</p> <p>We can value each others’ gifts and contributions</p>

We can meet this goal(s) by targeting core competencies chosen as a community:

Decision: Core competencies to target as a class  
 Ryan thinks (Collaboration, Social Responsibility, Critical Thinking)  
 Class voted on – Creative Thinking, Collaboration, Personal Awareness & Responsibility)

Strengths

Identities

Interests

Goals

How do we capture and develop student voice in knowing their **dimensions?** (as an individual and as a class)  
(so that we can design for them)?

Strategies

Needs

Barriers

Supports

# For next session:

- Bring back the class review that you worked on today
- Try SOMETHING
  - Class core competencies
  - Student profiles
  - Class inventory
  - Passion day
- BRING back something you tried!
  - Share

# Next time we are together

- Designing a Classroom Support Plan
- Designing a Curricular Unit Plan