SHELLEY MOORE

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TALK TO YOUR NEIGHBOUR...

- what is inclusion?
- who is inclusion for?
- where/ when do you seen it happening?
- Why is it important?

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"HOW MANY OF YOU ARE REFINED AT A PRACTICE THAT YOU DON'T BELIEVE IN?

Barrie Bennett

THEORY & BELEIFS

PRACTICE

How do we bridge the gap between what we believe in (and know to be true)... and how we live?
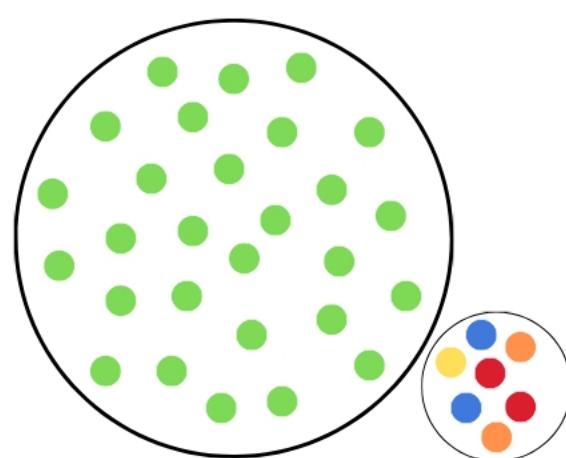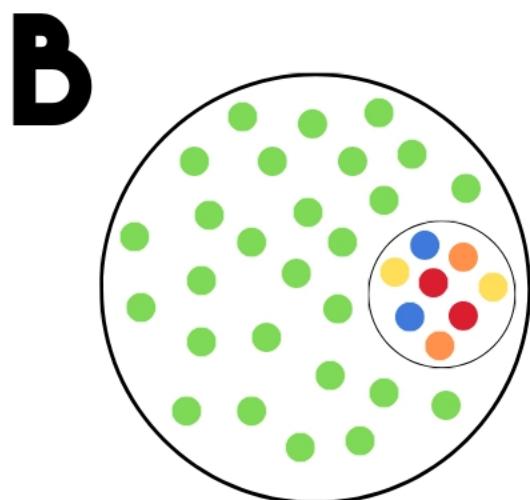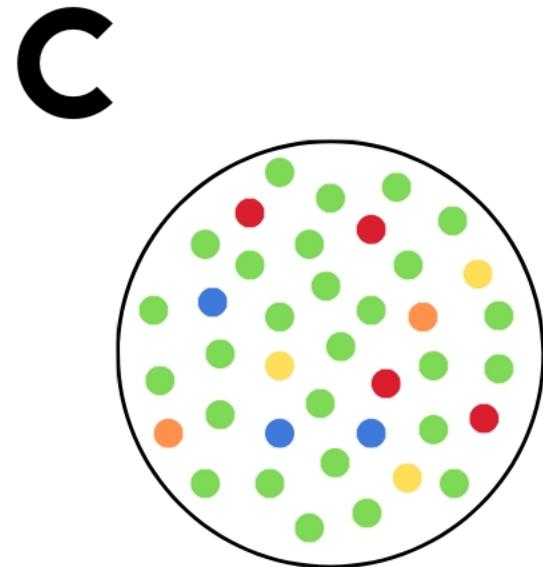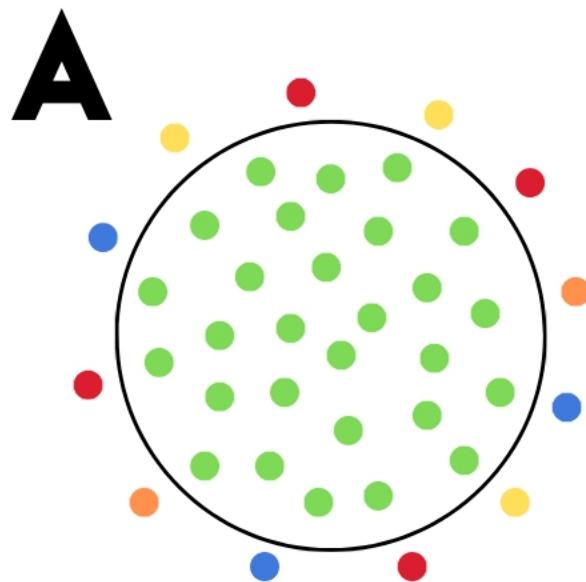
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WHAT DOES INCLUSION MEAN?

EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION

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A

B

C

D

EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION

WHAT IS
INCLUSION?
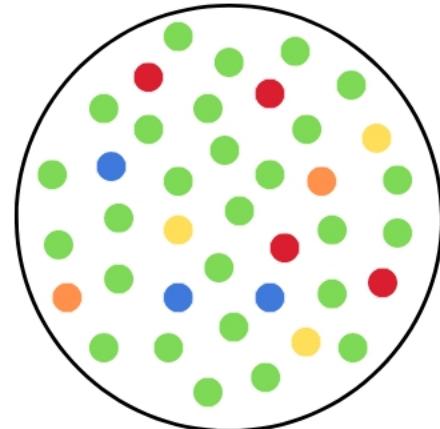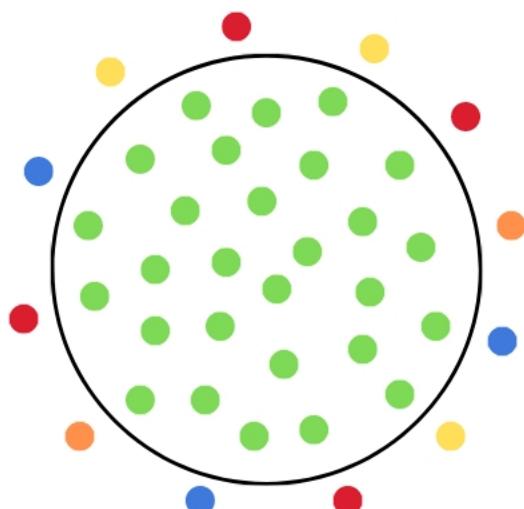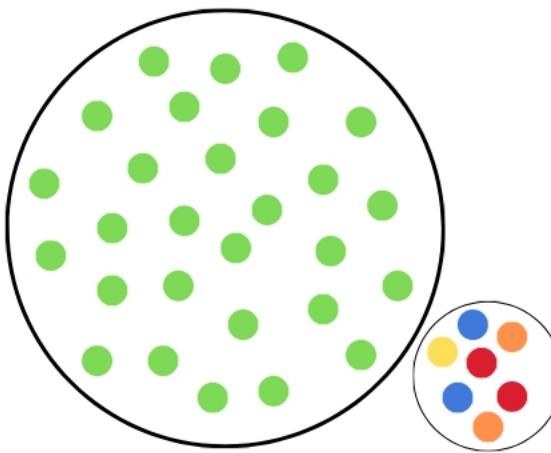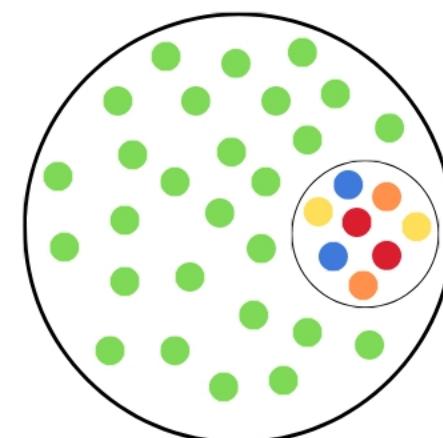
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inclusion

exclusion   segregation   integration

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INSERT VIDEO HERE

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

WHAT IS INCLUSION?

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inclusion

exclusion

segregation

integration

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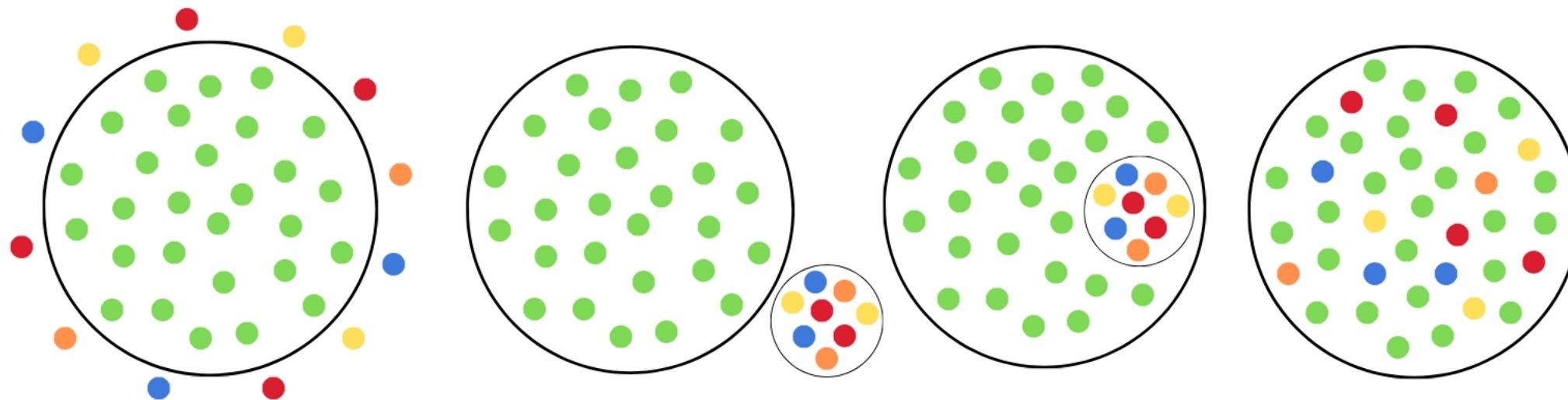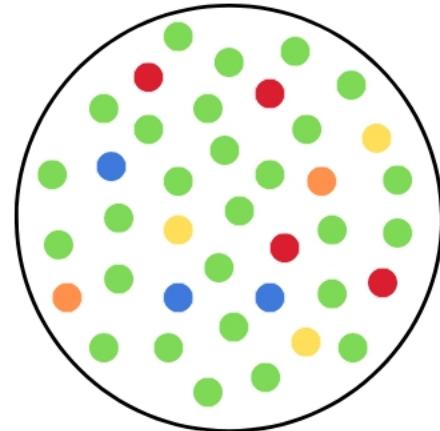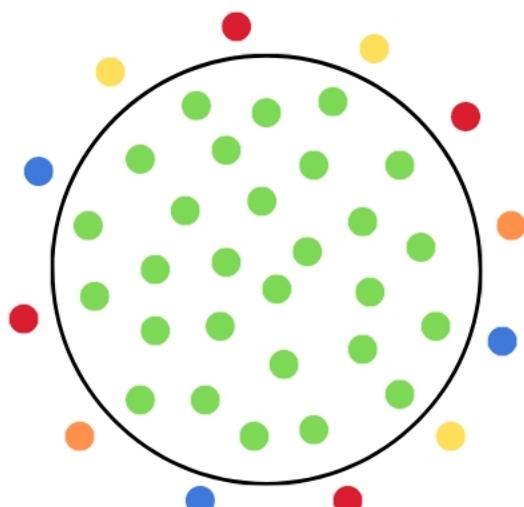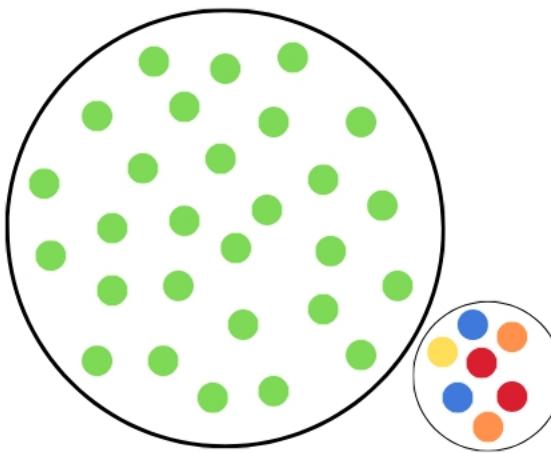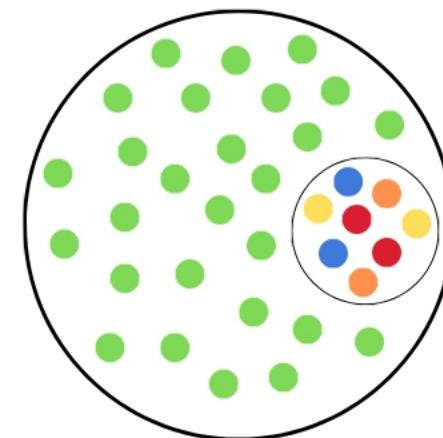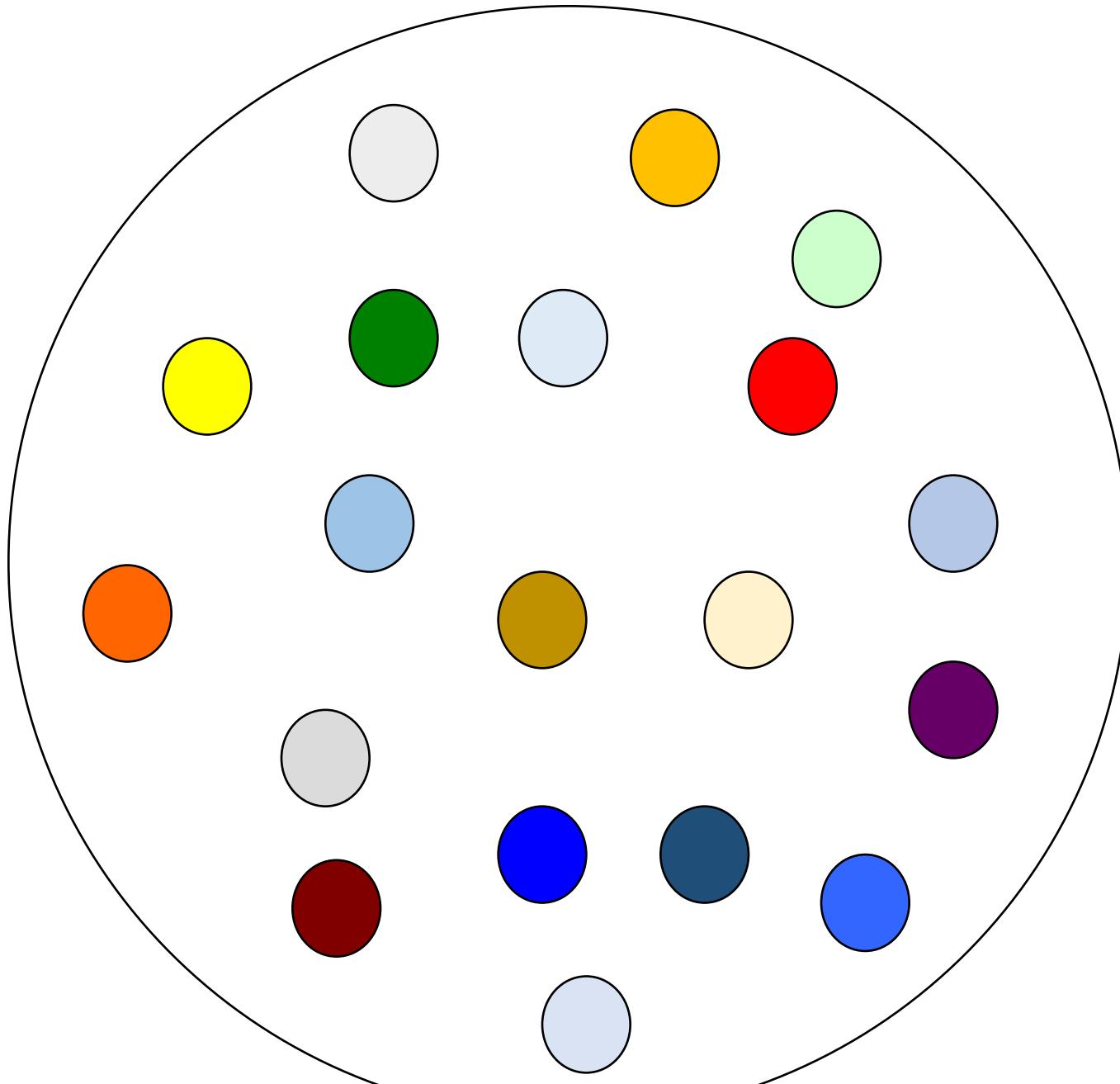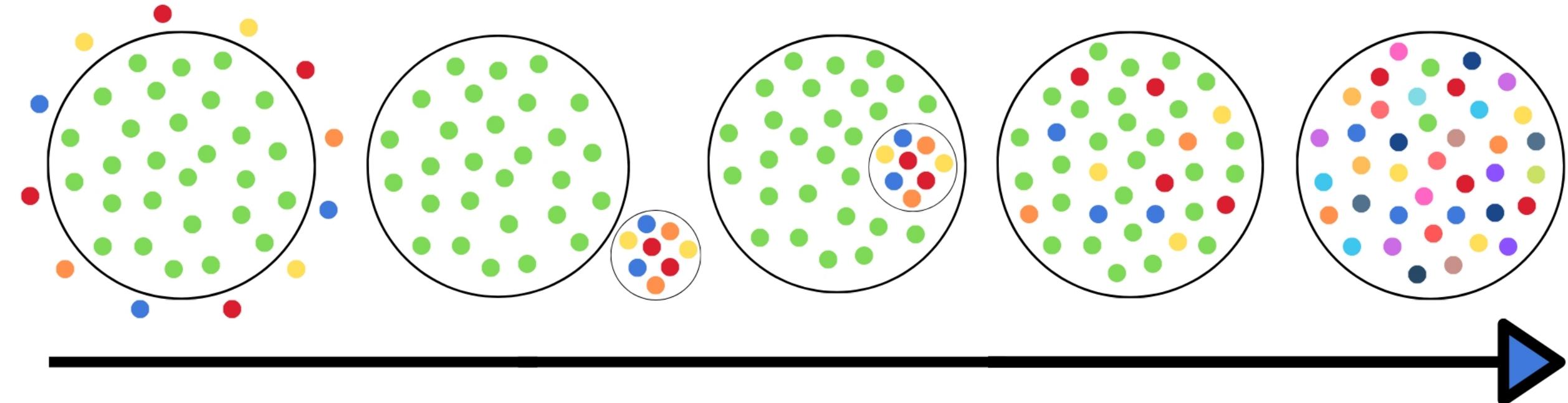
WHAT IS INCLUSION?

where are you on this continuum? what's the next step?

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WHO IS INCLUSION?

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WHO IS INCLUSION?

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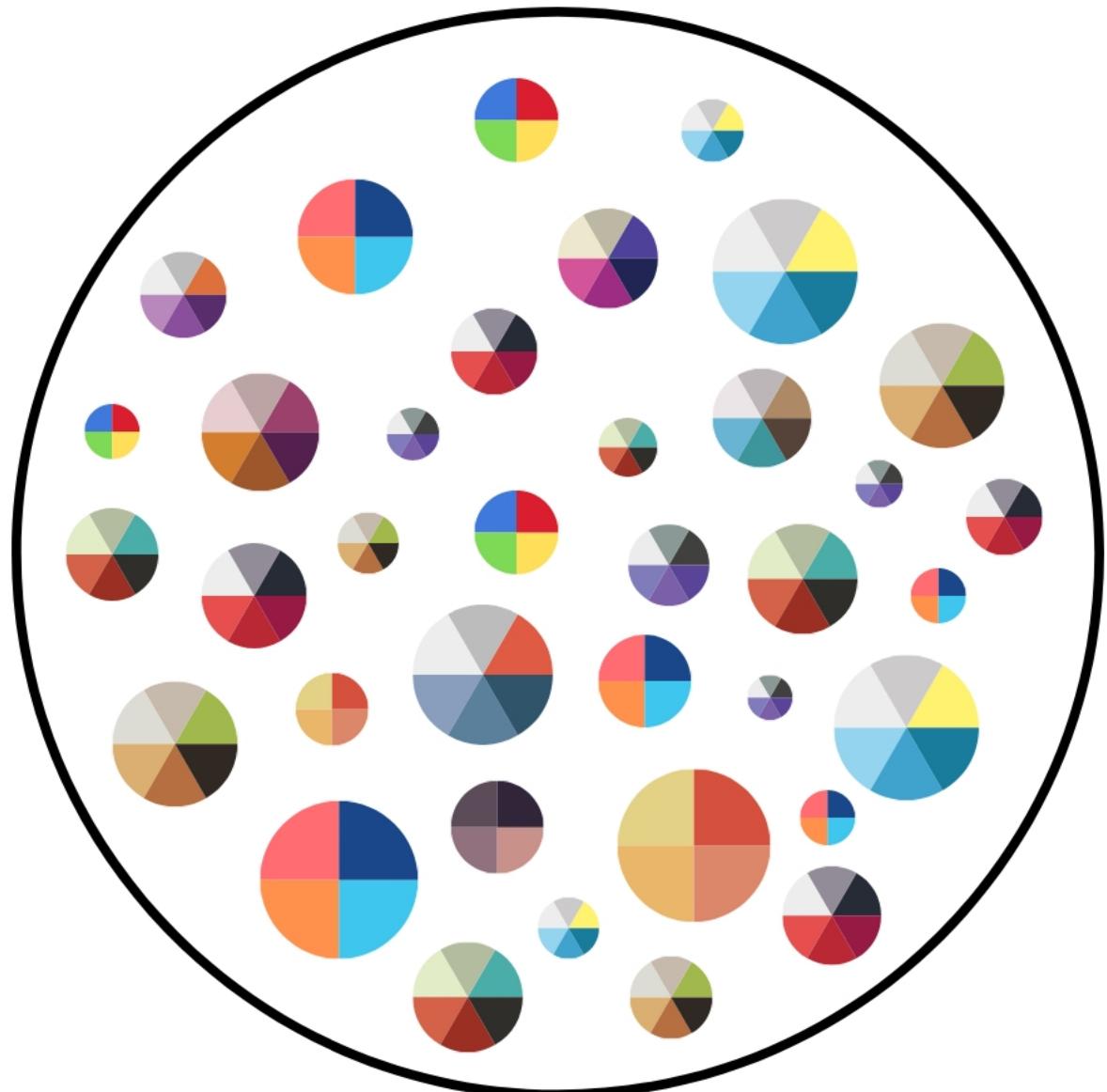
what are your colours?

Do we value ALL colours equally?

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How do we build communities of identity ?

How do we build communities of diversity ?

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How do we move away from groupings based on deficits?

How do we make sure that we are welcoming & valuing all colours?

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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 strengths?

I am a genius at...

I am a genius at...sleeping
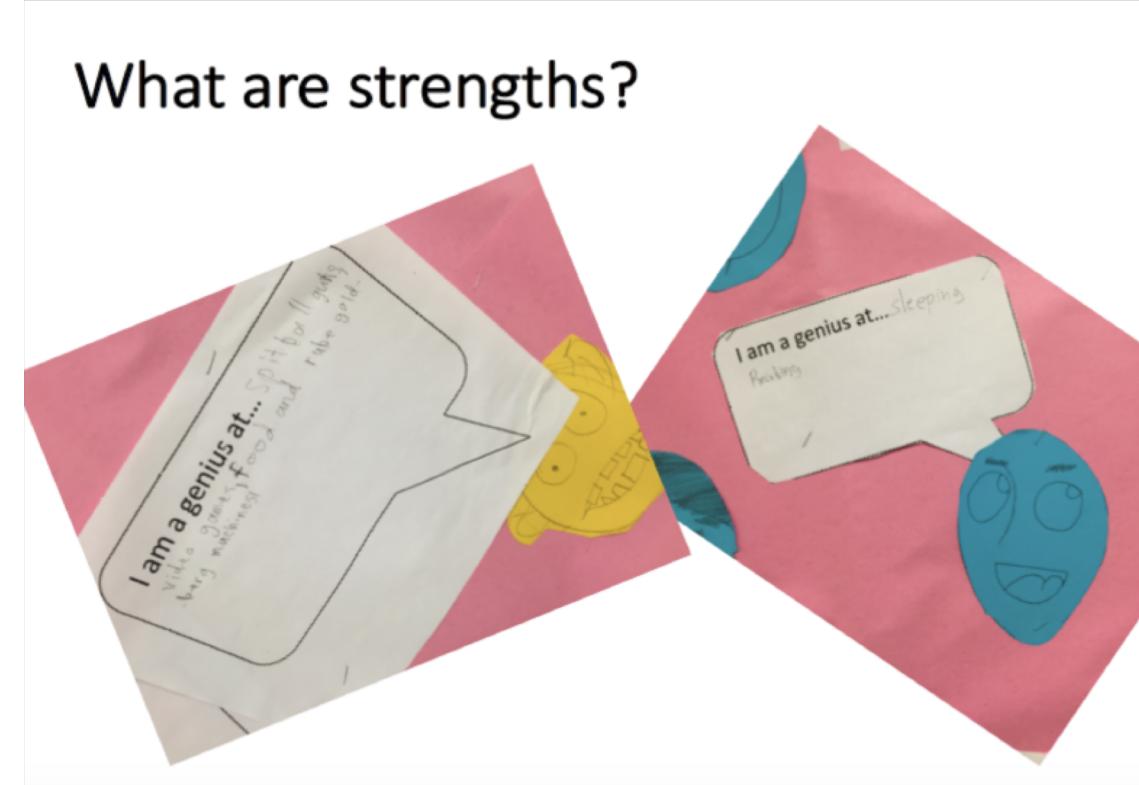
What are our identities?

- 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 is useful so far?

- What is a **strength** for your school community?

- What is something that you need to nurture in your school community?

- What is something that you need to **let go of** in your school community?

TALK TO YOUR NEIGHBOUR...

- what is inclusion?

- who is inclusion for?

- where/ when do you seen it happening?

- why is it important?

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WHERE CAN **INCLUSION** HAPPEN?

HOW DO WE MAKE SURE IT IS **INCLUSION** AND NOT INTEGRATION?

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WHERE CAN INCLUSION HAPPEN?

where are the possible places that any

student could go in a school community?

HOW DO WE MAKE SURE IT IS INCLUSION AND NOT INTEGRATION?

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1. SUPPORT FOR INCLUSIVE PLACES

MENU
OF
SUPPORT
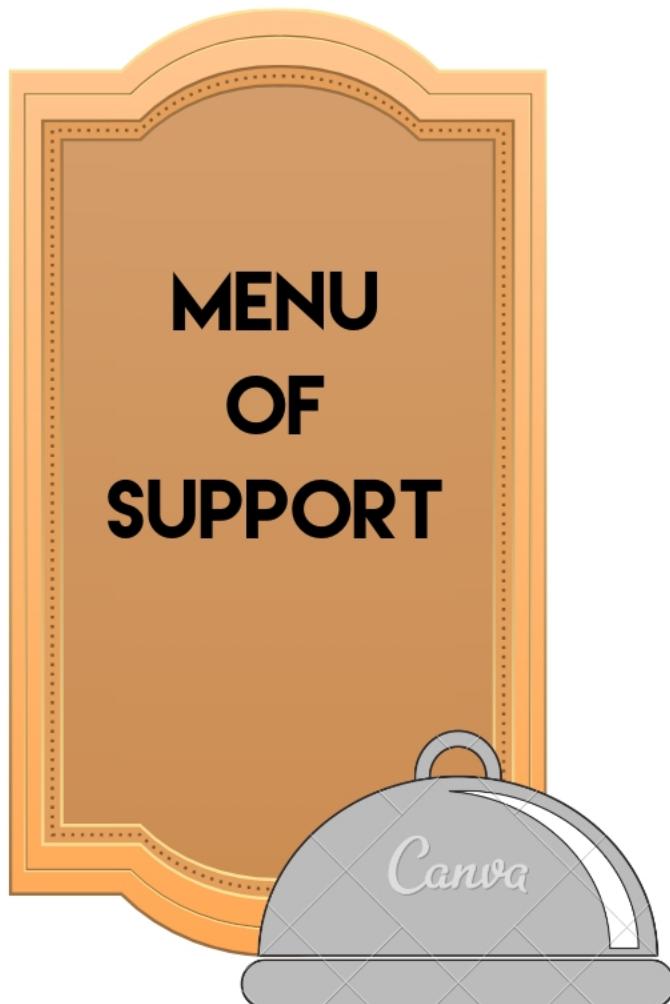
- co teaching
- co planning
- co assessing/debreifing
- observing/ consulting
- working with small groups
- setting up technology
- finding/creating materials
- supporting EAs/Paras

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adapted from Brownlie & King, 2011

Supports that teachers think are most valuable for inclusive education (AuCoin & Porter, Education Canada)

Collaboration with educational support teachers
Collaboration with other classroom teachers
Collaboration with educational assistants
Planning time
Collaboration with parents
Classroom resources
Skill set of differentiation/ UDL
Skill set for supporting diversity
Skill set for positive behaviour supports
Technology

2. PURPOSE FOR INCLUSIVE PLACES

what makes the places we go in our life purposeful?

- Personal Purpose

    - being included in the Physical community

- Social Purpose

    - being included in the social/emotional community

- Intellectual Purpose

    - being included in the learning community

PURPOSE: THE HISTORICAL PARADIGM
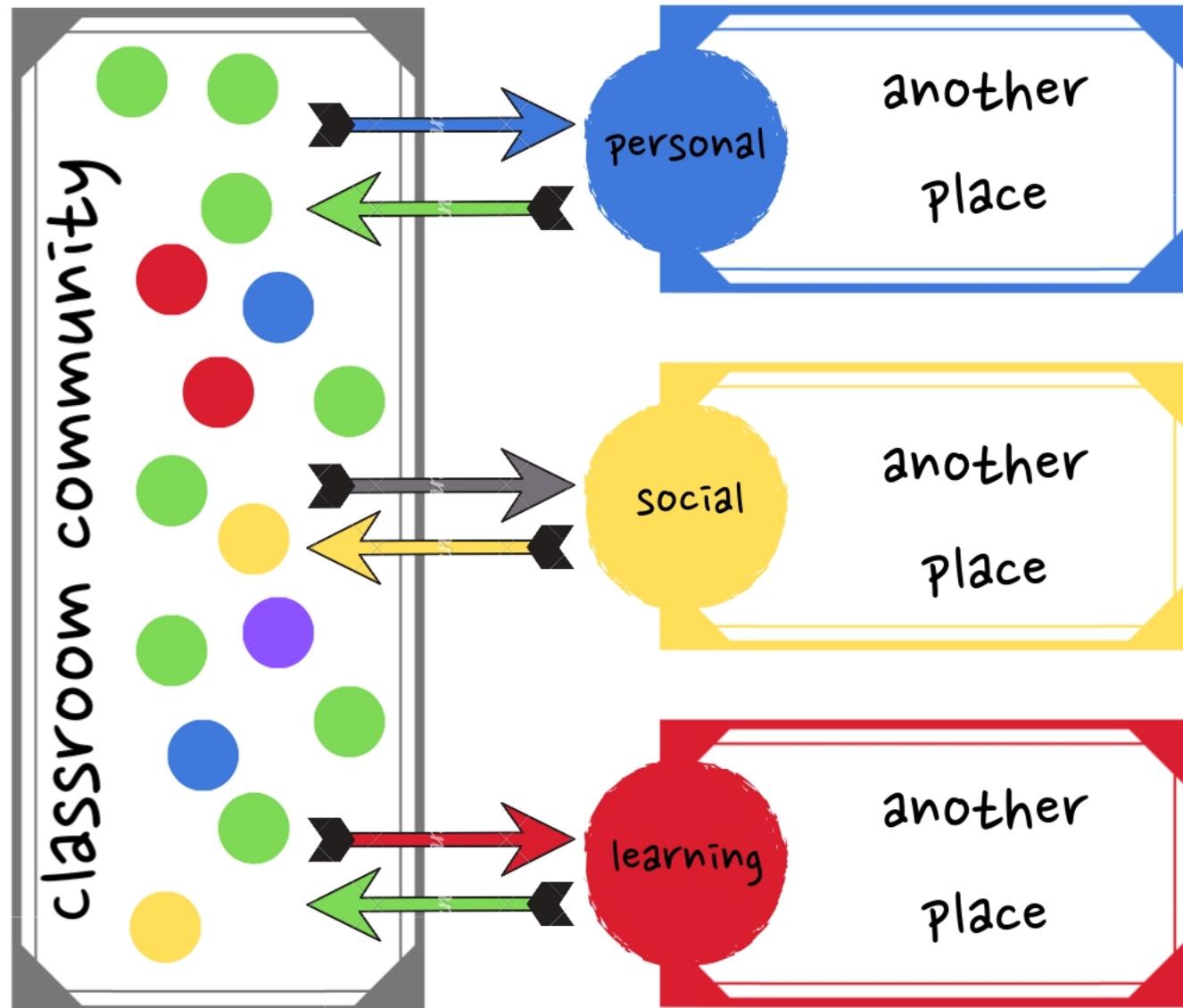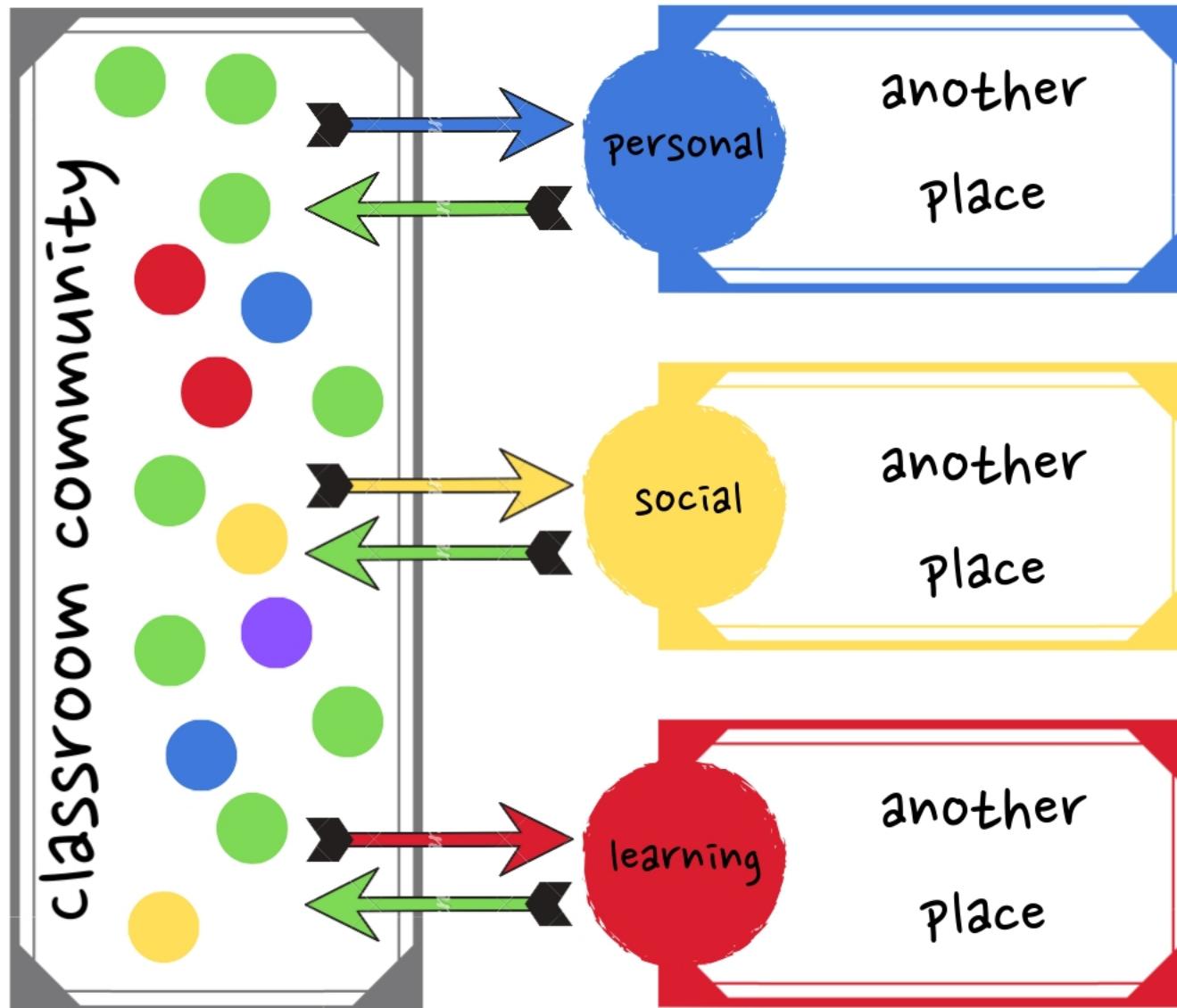
classroom community

Personal — another Place

Social — another Place

learning — another Place

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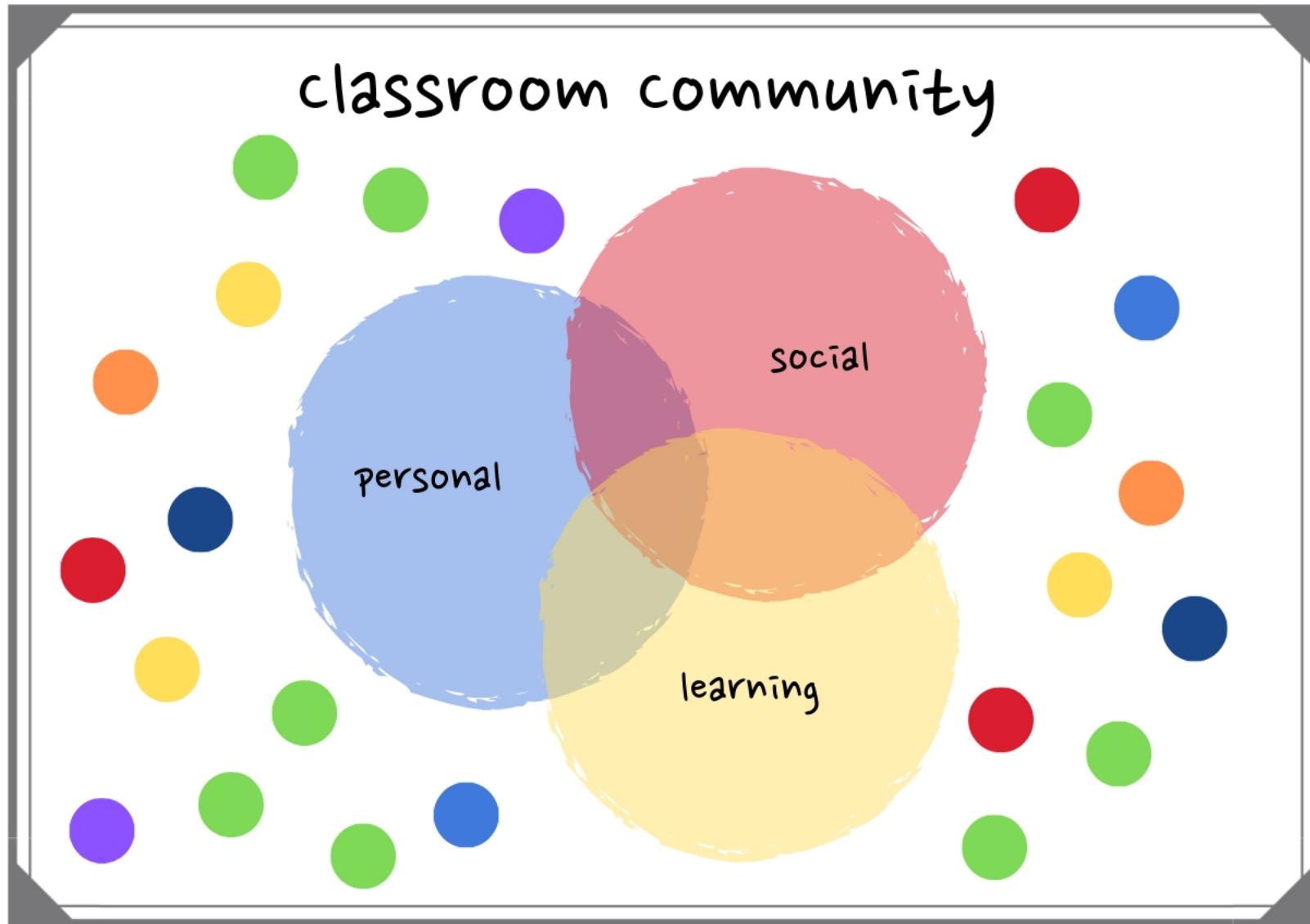
What is Inclusion?

PLACE + PURPOSE

Where?   Why?

WHERE CAN INCLUSION HAPPEN??

		PURPOSES		
		Personal	**Social**	**Intellectual**
PLACES	In elective classrooms			
	In content classrooms	Regulating behaviour	Turn taking Imitating	Literacy – concepts of print
	In the school			
	Extra curricular activities			

WHERE TO START?!

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

STRATEGY: THE PURPOSE PLANNER

Inclusive Purpose Planner for: _____

Targeted Class: _____   Place(s)/Context(s): _____

Classroom Activities	What is the class goal for this activity?	What could this look like for _____		
		Intellectual Purpose	Social Purpose	Personal Purpose

video strategy on www.fivemooreminutes.com

Inclusive Purpose Planner for: _____

Targeted Class: _____   **Place(s)/Context(s):** _____

Classroom Activities	What is the class goal for this activity?	What could this look like for _____		
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Inclusive Education: It's not more work, it's different work!

www.fivemooreminutes.com   Episode 2 Strategy   Shelley Moore, 2018

Inclusive Purpose Planner for: Gabriel

Targeted Class: Grade 2 Ms. B.

Place(s)/Context(s): Classroom (morning)

Classroom Activities	What is the class goal for this activity?	What could this look like for Gabriel:		
		Intellectual Purpose	Social Purpose	Personal Purpose
Calendar	- Practicing days of the week/ months - Upcoming events - Prime numbers	- Graph the weather - in charge of "today is…" - In charge of birthdays - In charge of lost teeth	- Reports the weather to class - Asks class if anyone lost a tooth - Asks if its anyone's birthday	- Stand up, walk to window, check weather, record & graph, share information with class, ask a question, sit on chair at carpet
Class Meeting	- Feelings check in - Daily movement - Attendance	-Feelings check in (happy/sad/tired) - Daily movement (Go Noodle) - Learn name of peers	- Teach peers to invite him to join a small group - "Good morning _____"	- Reference peers for movement, look at screen (Go Noodle), stay in body zone, join a group - Take attendance
Math	- Mini lesson - Small group activities - Exit slip	- Counting 1-10 - Using a calculator - Simple addition	- Join small group math activities - His job is to count & calculate (check)	- sitting, listening at desk for mini lesson, quiet body, quiet activities about topic

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Inclusive Education: it's not more work, it's different work!

Inclusive Purpose Planner for: Puneet

Targeted Class: Social Studies 9

Place(s)/Context(s): Rm. 202

Classroom Activities	What is the class goal for this activity?	What could this look like for Puneet		
		Intellectual Purpose	Social Purpose	Personal Purpose
Start up Activity	- Self start vocabulary activity	- Self start – word work activity	- Ask for help if needed	- Initiation - Arrive to class, grab WW activity, go to desk, start activity
Engaged Reading	- Independent reading 20 min	- Choosing text	- Choose of partner or independent reading	Choose book from bin, choose partner, choose location
Current Events	- 2 students/ day report on an article in the news	- Choose a News2You article - Find video and share with class	- Share video and news2you article with class 1/month	- Stand at front of class, press play button, hand out article to peers
Lesson	- 20 min lesson + small group or independent activity	- Learn about a new topic - Reading books/ activities about topic (at her level)	- Join small group, read topic text to group - Have a job in group (sharing, holding, gathering, pointing)	- Quietly listening or quiet activity about topic at desk - Join small group
Sharing Circle	- Students share a learning from the day	- Being part of community, sharing with peers	- Share/ hold up something she is proud of for that day	- Move chair into circle, look at who is talking, quiet listening, saying "thank you"

WWW.FIVEMOOREMINUTES.COM
Inclusive Education: It's not more work, it's different work!

Remember!

- This is NOT about "should!"

- This IS about "could!"

- These purposes are NOT described as deficits

- These purposes ARE described as positive & strength based

- What do we WANT to do vs. what do we NOT want them to do?

WHERE & WHEN CAN INCLUSION HAPPEN?

Inclusion IS NOT place and time

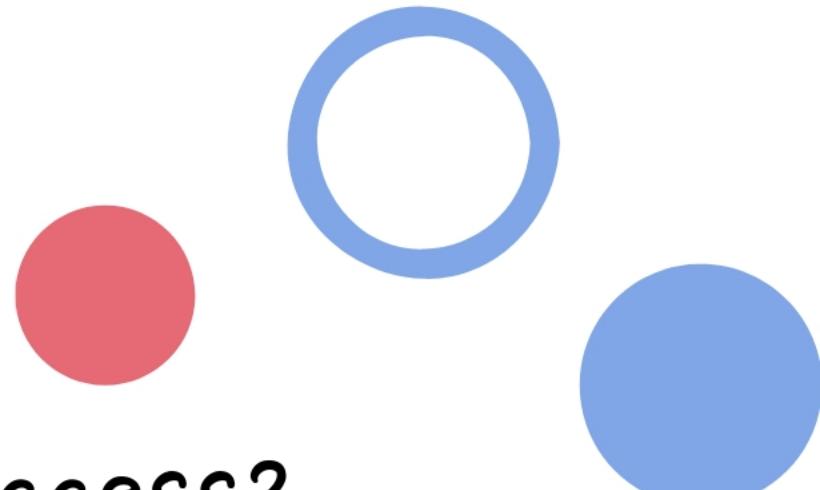Inclusion IS increasing places with purpose over time

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WHY IS INCLUSION IMPORTANT?

INSERT VIDEO HERE

Video link: https://youtu.be/RYtUlU8MjlY

MAKING A PLAN...

- what is one useful thing so far?

- what is something you want to try?

- what is your first step?

- what supports do you need?

- How will you celebrate your success?

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