

SHELLEY MOORE



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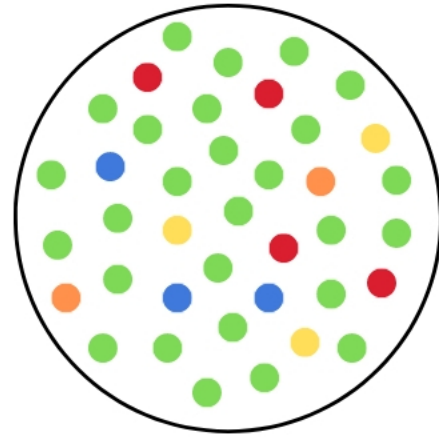


Hello!

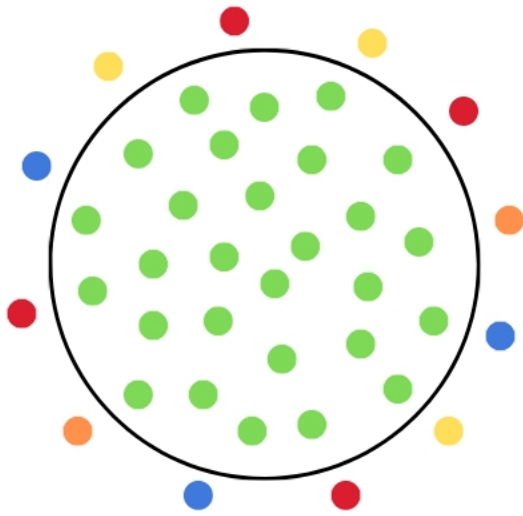
- Introductions

- Your name, role & school

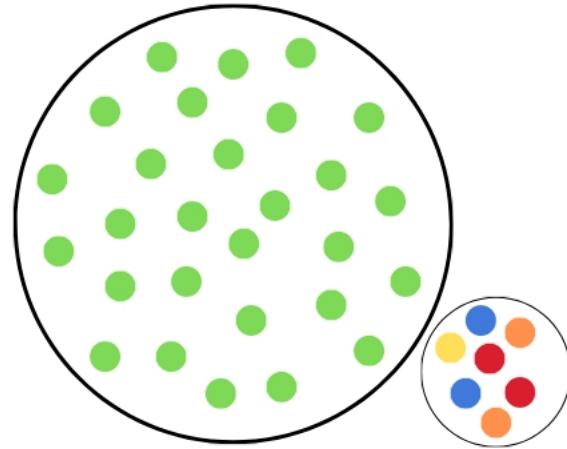
- What are some of your wonderings/ what are you hoping to get out of our sessions together?



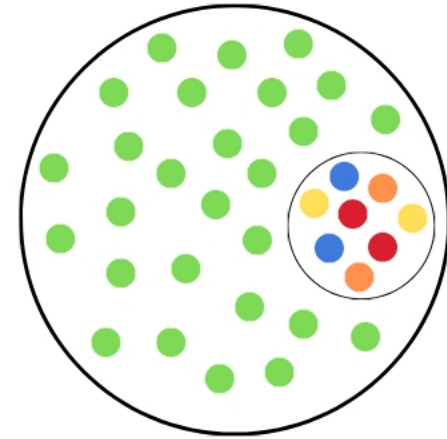
inclusion



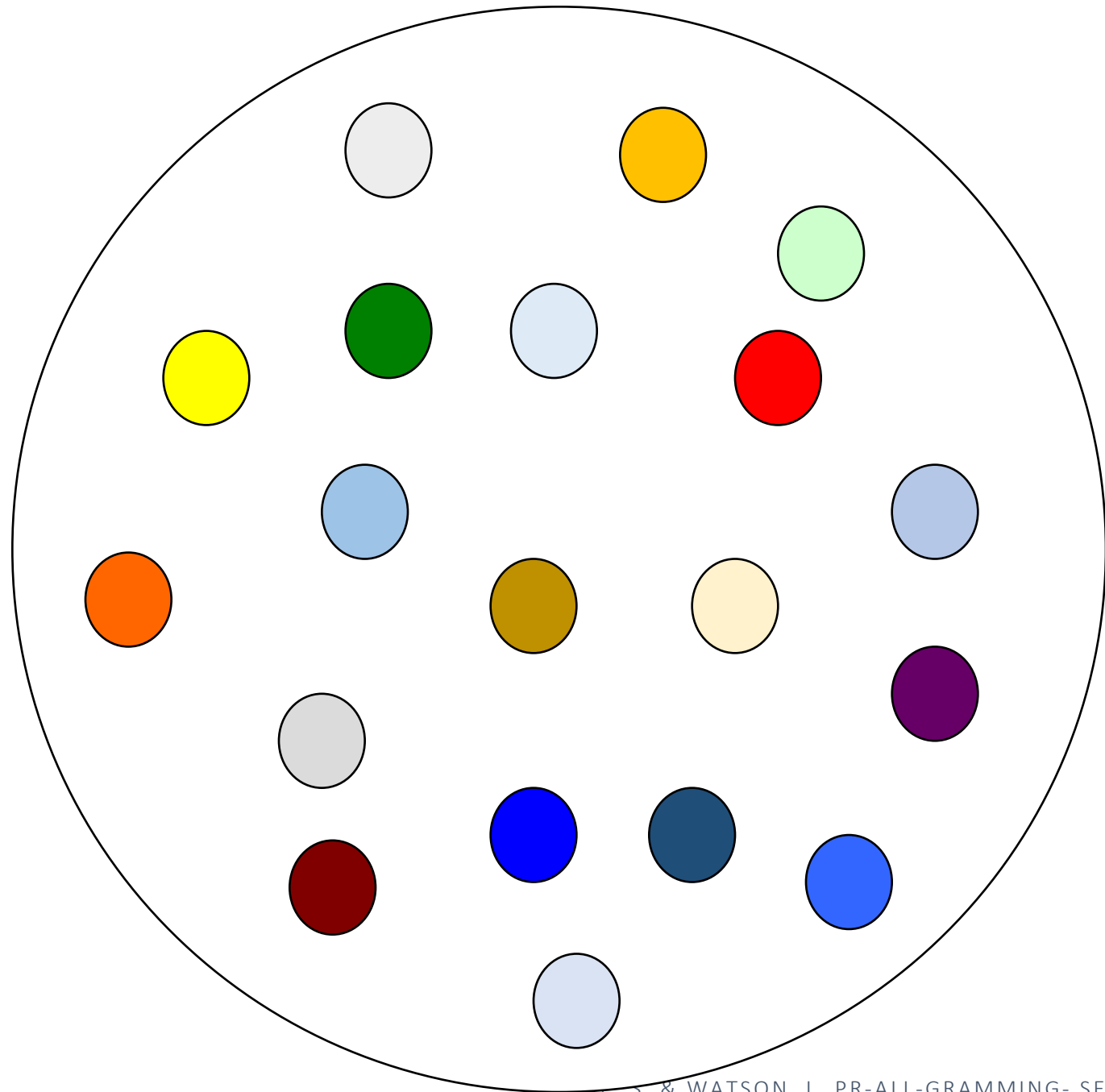
exclusion



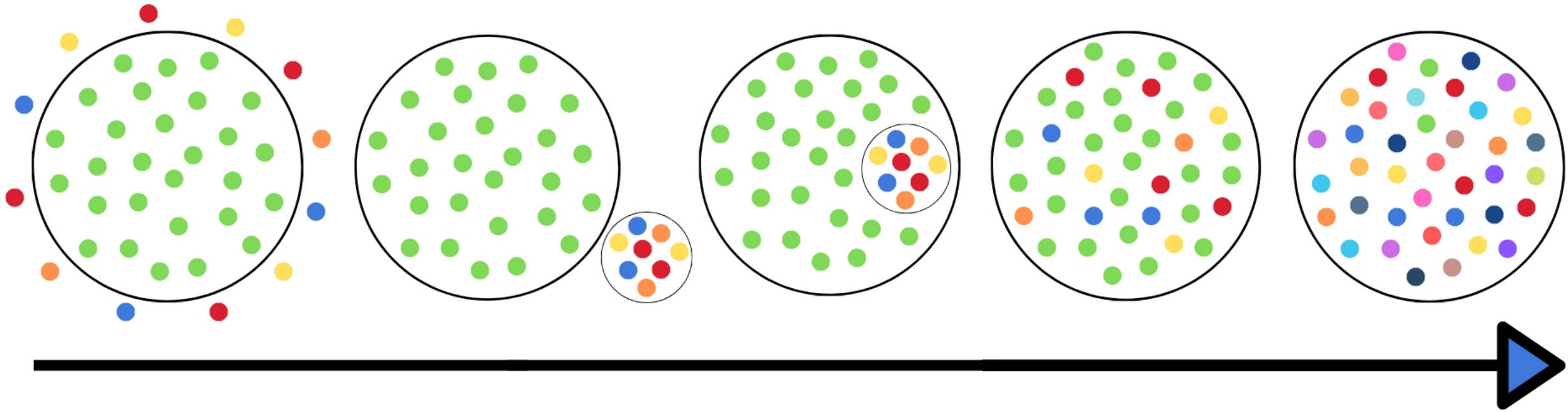
segregation



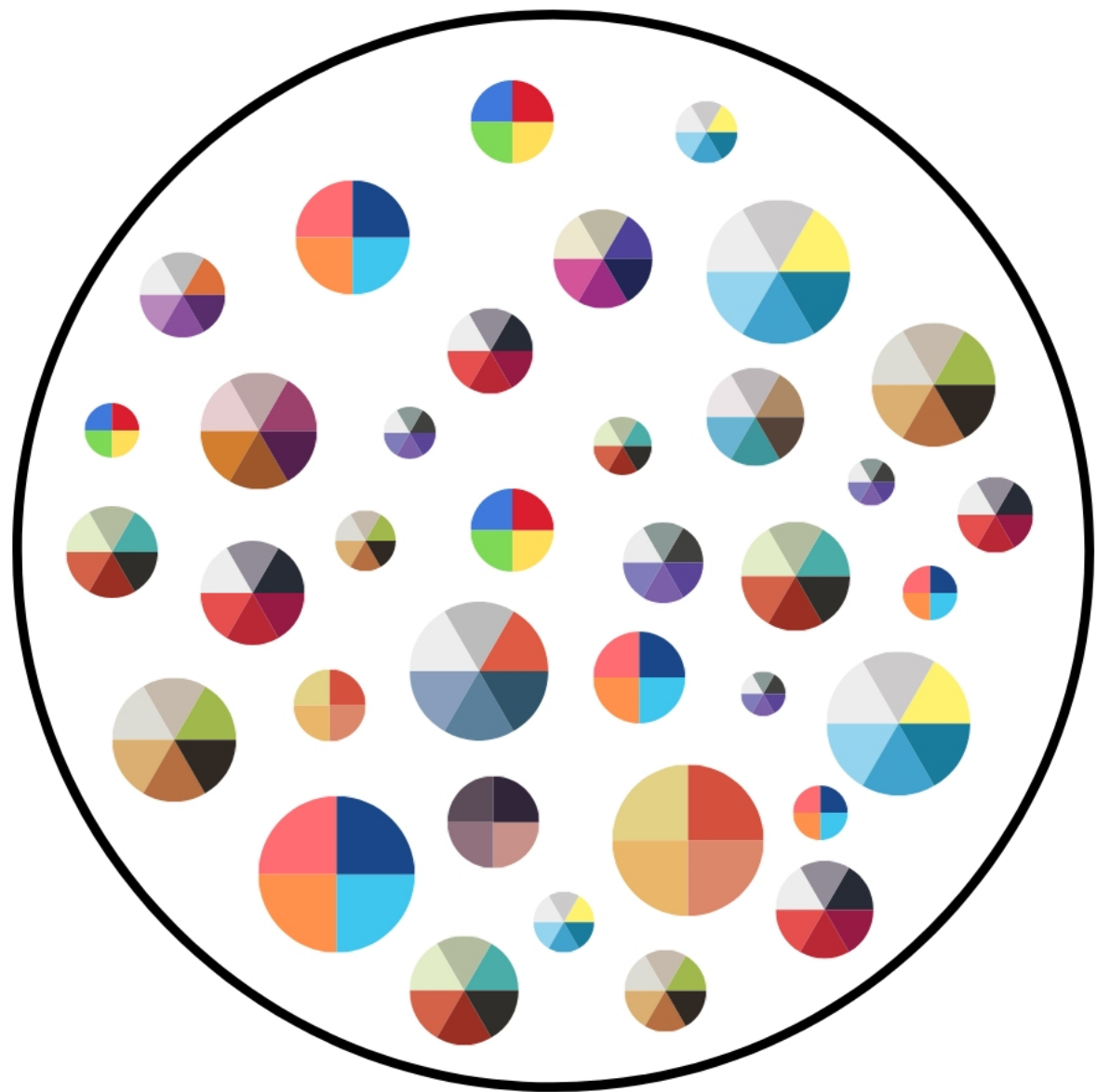
integration



WHAT IS INCLUSION?



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

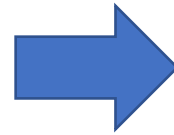
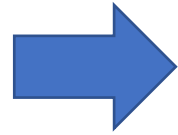
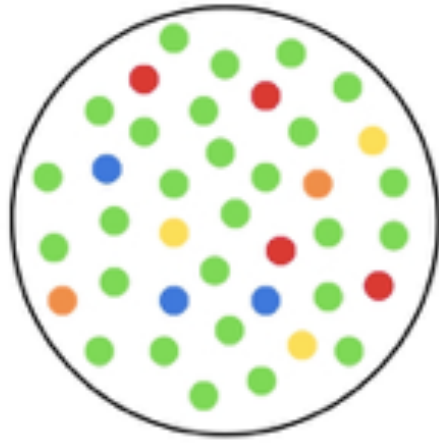


WHO IS INCLUSION?

What are your
colours?

Do we value ALL
colours equally?



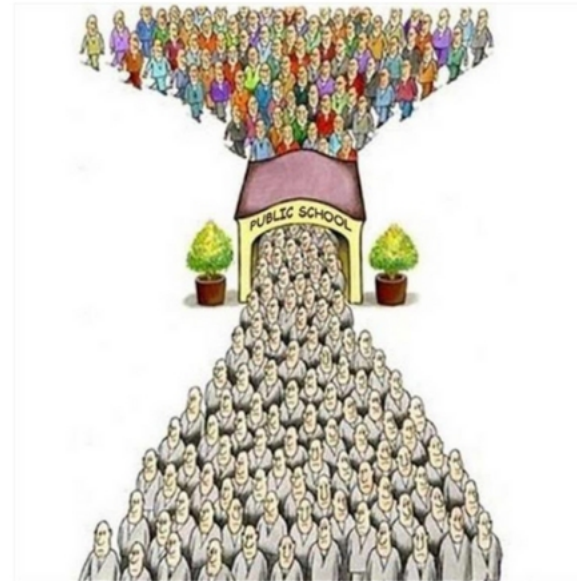
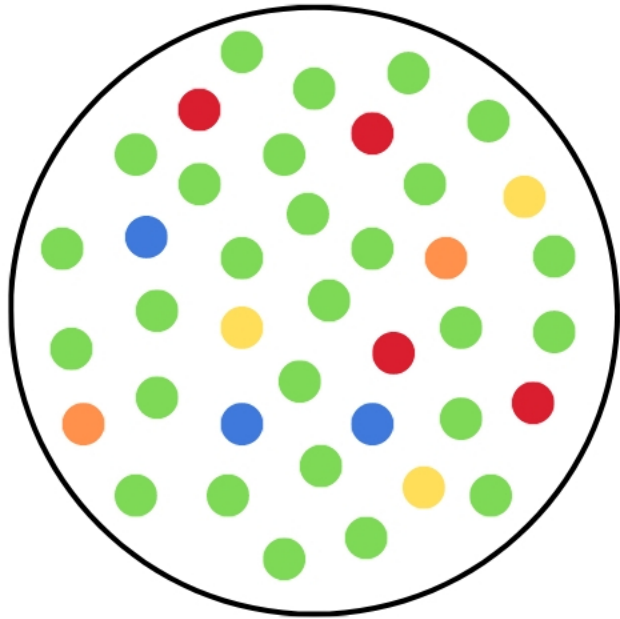


How do we
including people
who are different

How do we teach
to diversity?

How do we
teach to
identity?

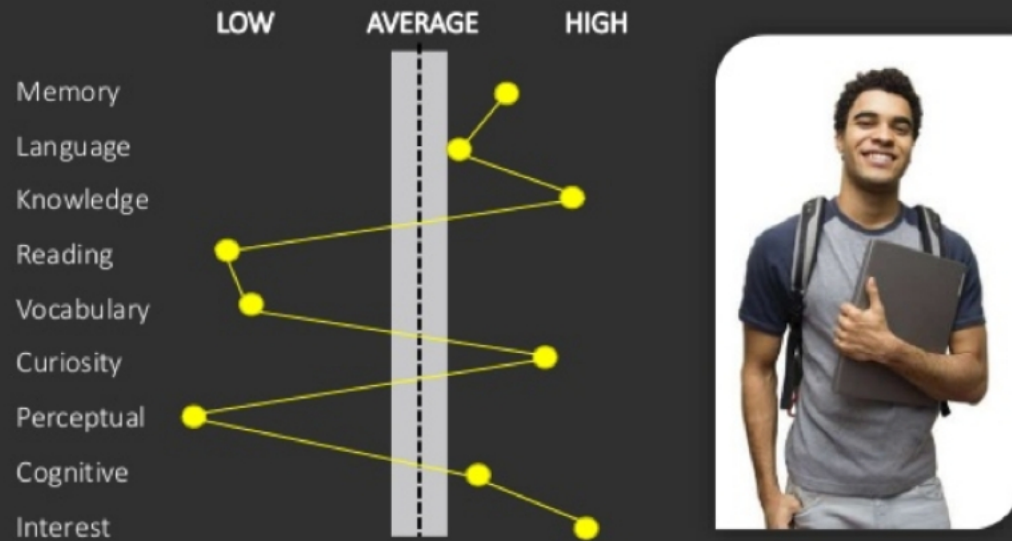
WHERE DID GREEN COME FROM?



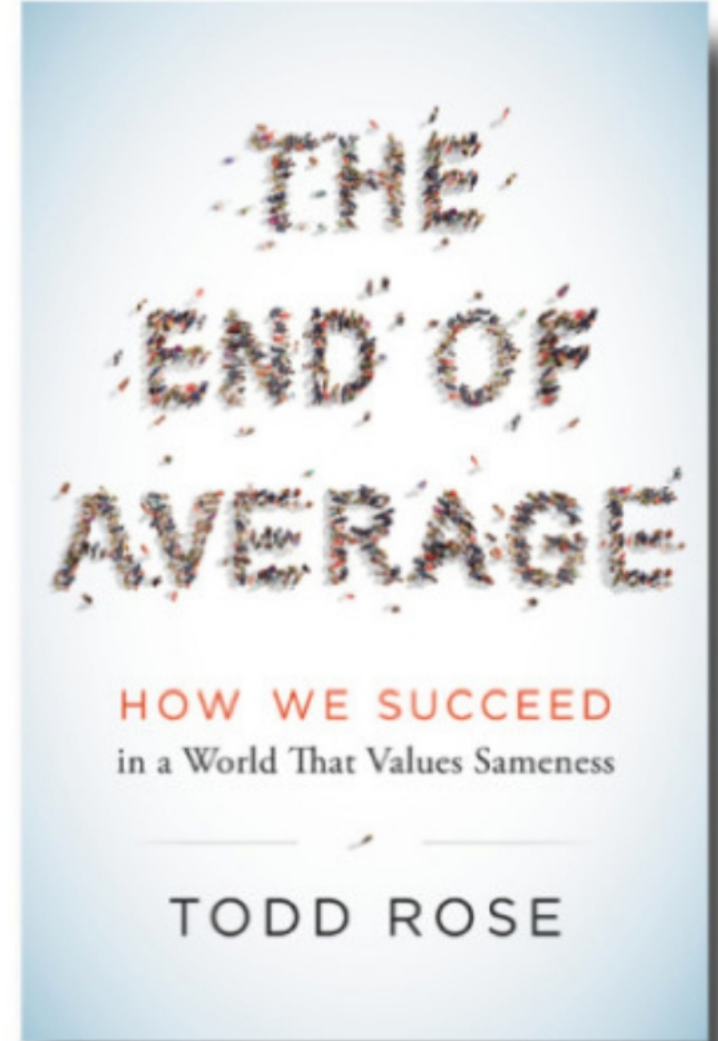
GREEN = AVERAGE

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

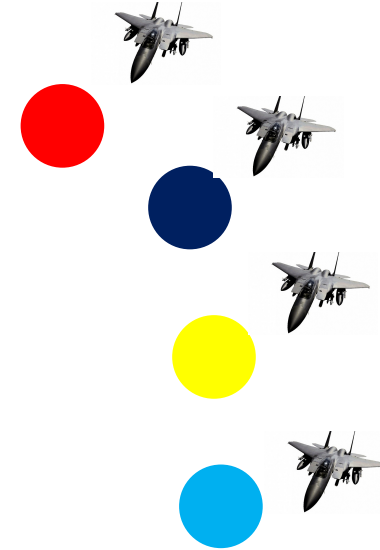
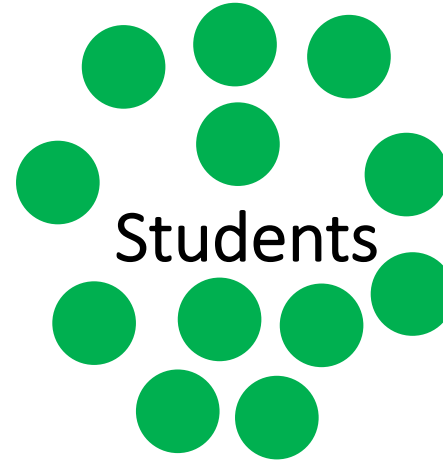
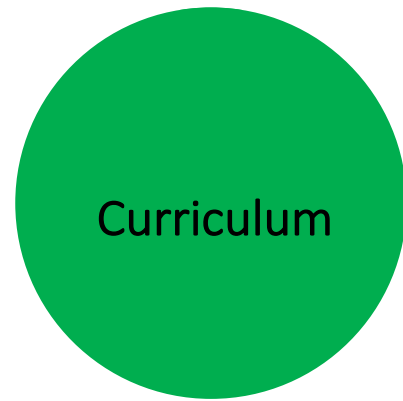
Efficiency: Building one standardized curriculum for ALL students

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



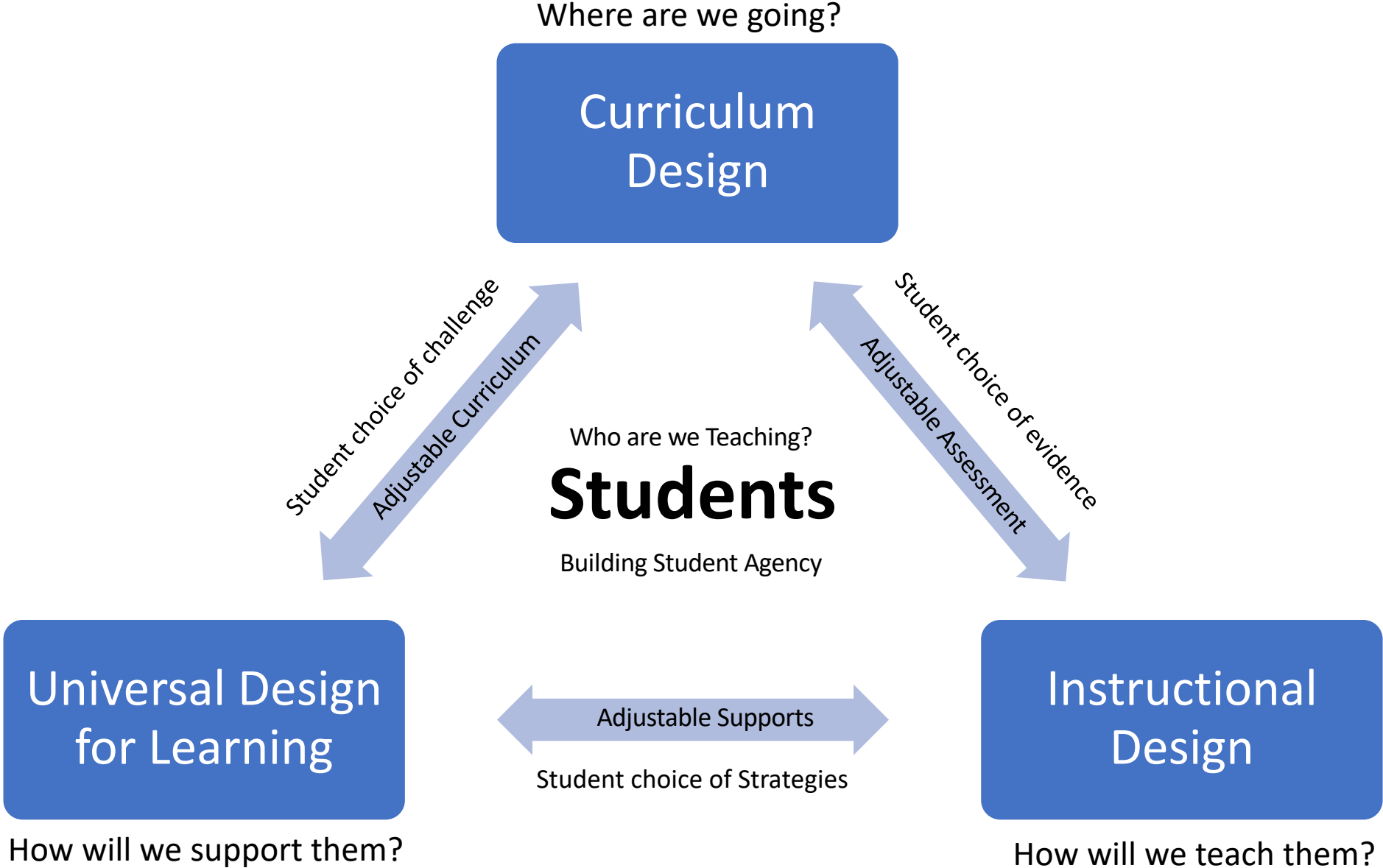
HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- 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?

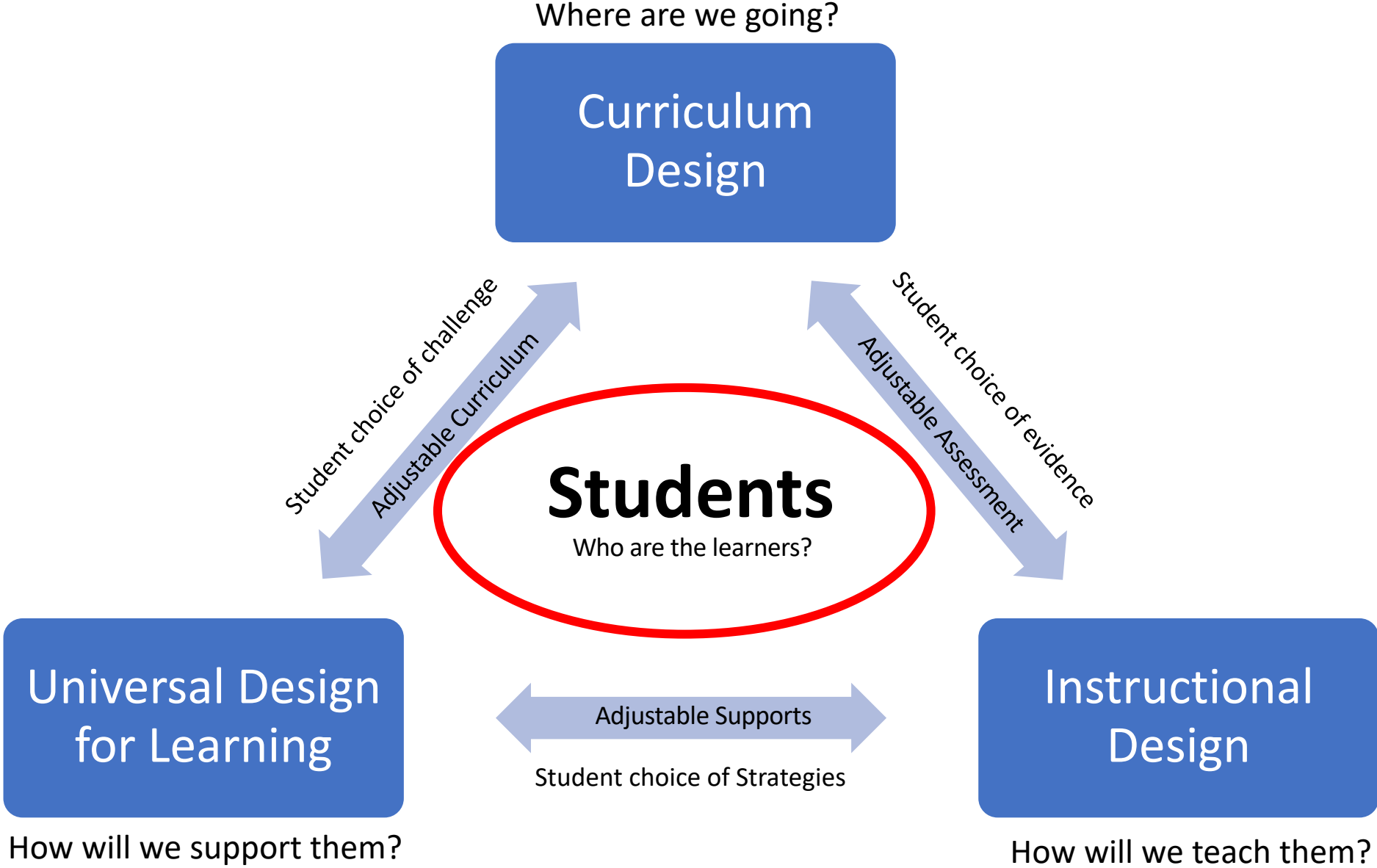
HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- 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 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:		
Interests & identities of the class	Classroom Strengths	Classroom Stretches
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 can meet this goal(s) by making a plan:	I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)
We can meet this goal(s) by targeting core competencies chosen as a community:		
Decision: Core competencies to target for this class (Decided by the class)		

Strengths

Stretches

Identities

Interests

Goals

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

Strategies

Needs

Barriers

Supports

What are your
colours?

Do we value ALL
colours equally?



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?



What are our **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?



Class Review for :		Teacher:	Date:
I can plan for my students by getting to know the:			
Interests & Identities of the class	Classroom Strengths	Classroom Stretches	
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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We can meet this goal(s) by targeting core competencies chosen as a community:			
Decision: Core competencies to target for this class (Decided by the class)			

Class Review for : Grade 6 math		Teacher: Mr. C, Lesley (PA Math)	Date: Oct. 2019
We can plan for our students by getting to know the:			
Interests & Identities of the class		Classroom Strengths	Classroom Stretches
<ul style="list-style-type: none"> - Indigenous, Athletes, Farmers, JW, Autism, new Immigrants (refugees) - Sports, animals, art, music, reading, Family, religion 		<ul style="list-style-type: none"> - Active, funny, sports, competition, reading, working together, structured activities 	<ul style="list-style-type: none"> - Have a hard time losing - Have a hard in unstructured activities - Organization, confidence, taking risks, knowing its ok to make mistakes
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: To be confident, that's its ok to make mistakes, that we can learn from mistakes To have confidence to try new things			
We can meet this goal(s) by making a plan to try something new:		We can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try		Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)
<ul style="list-style-type: none"> - Rewarding and celebrating mistakes/ learning opportunities - Breaking down concepts - Helping students to be aware of where students are not understandings 		giving students choice and control over what they are learning about (e.g. content, examples used) Giving students opportunities to connect how they learned and how they can transfer those learning skills/ strategies/ supports to new settings using assessment checklists, learning maps, one-point rubrics and student work samples to provide feedback to students and model self-assessment	Uses students' real life experiences to connect school learning to students' lives Learning involves patience and time
We can meet this goal(s) by targeting core competencies chosen as a community:			
Decision: Targeted competencies to target for this class			

Strengths

Stretches

Identities

Interests

Goals

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

Strategies

Needs

Barriers

Supports

Help us get to know _____!

Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____ How do you know _____?	Who is _____? What words would you use to describe _____?	What is _____ interested in? What does _____ like to do on their own, with their family and friends?	What is _____ good at? What could _____ teach others?	What is hard for _____ but they can still do? What do you think is something _____ wants to get better at?	What does _____ need a lot of support wit? What is something that _____ might not be able to do on their own yet?
Person 1: _____					
Person 1: _____					
Person 1: _____					
Person 1: _____					

Help us get to know Juni!

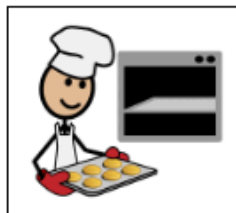
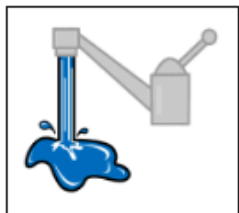
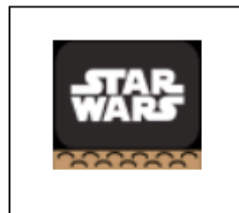
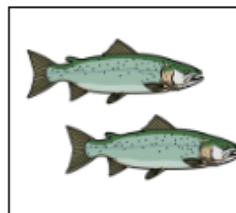
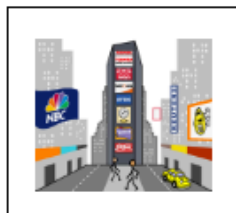
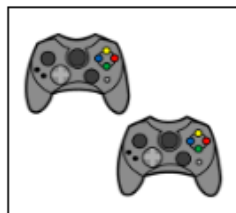
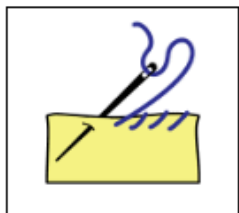
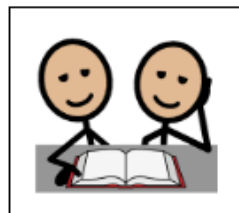
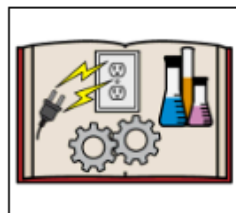
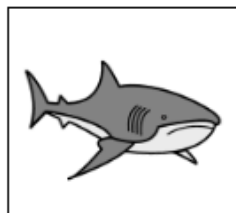
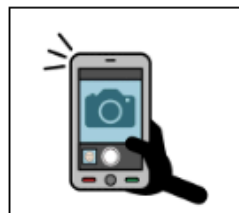
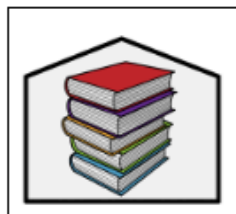
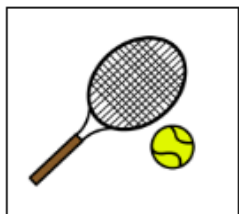
Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____ How do you know _____?	Who is Juni ? What words would you use to describe Juni ?	What is Juni interested in? What does Juni like to do on their own, with their family and friends?	What is Juni good at? What could Juni teach others?	What is hard for Juni but she can still do? What do you think is something Juni wants to get better at?	What does Juni need a lot of support wit? What is something that Juni might not be able to do on his own yet?
Person 1: Rita Mom	Kind, Strong, Smart	Watching me sew, taking pictures with my phone	Patience, she notices everything, she's so observant	Waking up! Trying new foods	Calming down when she is upset or frustrated, sleeping, eating enough
Person 2: Frank Dad	An athlete, she's happy, but don't get her mad, we are Ukrainian!	Watch Great British Baking Show with her mom Watching salmon in the river, helping me bake	A great listener, being present	Independence, connecting	She worries I think, I wonder if her worrying gets her upset
Person 3: Kiran Friend	Nice, funny	BC Lions, playing with water, we go to the movies, we watched Star Wars	I dunno, we hangout and just talk and stuff	Maybe Juni wants to get better at football	I think Juni would love to talk more, but I think maybe she needs an iPad and that's ok to talk with too
Person 4: Matty Younger cousin	We play, funny	Whale Sharks, camping, swimming	She plays with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	Maybe talking more

Help us get to know Juni!

Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____ How do you know _____?	Who is Juni ? What words would you use to describe Juni ?	What is Juni interested in? What does Juni like to do on her own, with her family and friends?	What is Juni good at? What could Juni teach others?	What is hard for Juni , but she can still do? What do you think is something Juni wants to get better at?	What does Juni need a lot of support with? What is something that Juni might not be able to do on her own yet?
Person 1: Mr. Lopez Teacher	Strong willed, smart, keen, a learner	Reading with her classmates, science topics	Being with her peers, she notices everything, asking for help	Communicating with her peers	Reading (decoding)
Person 1: Benny EA	Funny, a learner!	Taking naps/ resting, fashion – always well dressed	She knows what she likes, communicating when she's frustrated	Making friends	Fatigue
Person 3: Ms. Turner SLP	So joyful!	Sights and sounds around her	Making choices, using picture symbols	Using the iPad for augmentative communication	Support for her communication e.g. wants and needs, asking questions
Person 1: Jennifer Classmate	Happy, friendly	Dancing, playing tennis, camping	She's good at playing, and singing, she has great style- love her hair	talking	I'm not sure
Person 1: Bilal Classmate	Funny, sometimes she's mad and makes a lot of noise	Reading, laughing, video games	She's a good friend, She is special to me	Video games	Talking



Building my Student profile: What are my INTERESTS?

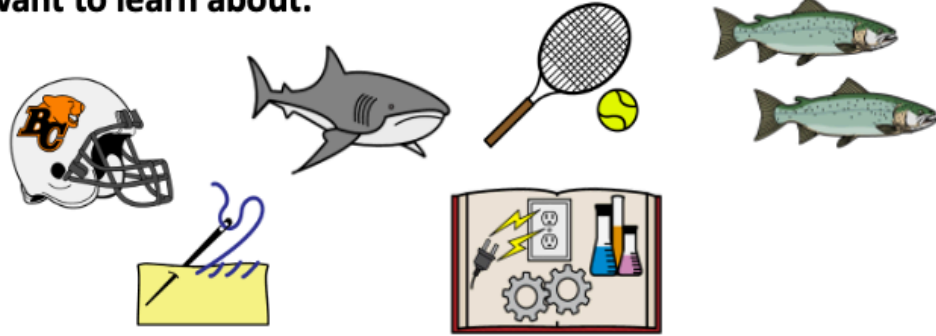




Building my Student profile: What are my INTERESTS?

INTERESTS can be things we want to learn more about.

I want to learn about:



INTERESTS can be things like to do on our own, with out family, or with our friends.

I like to:



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.

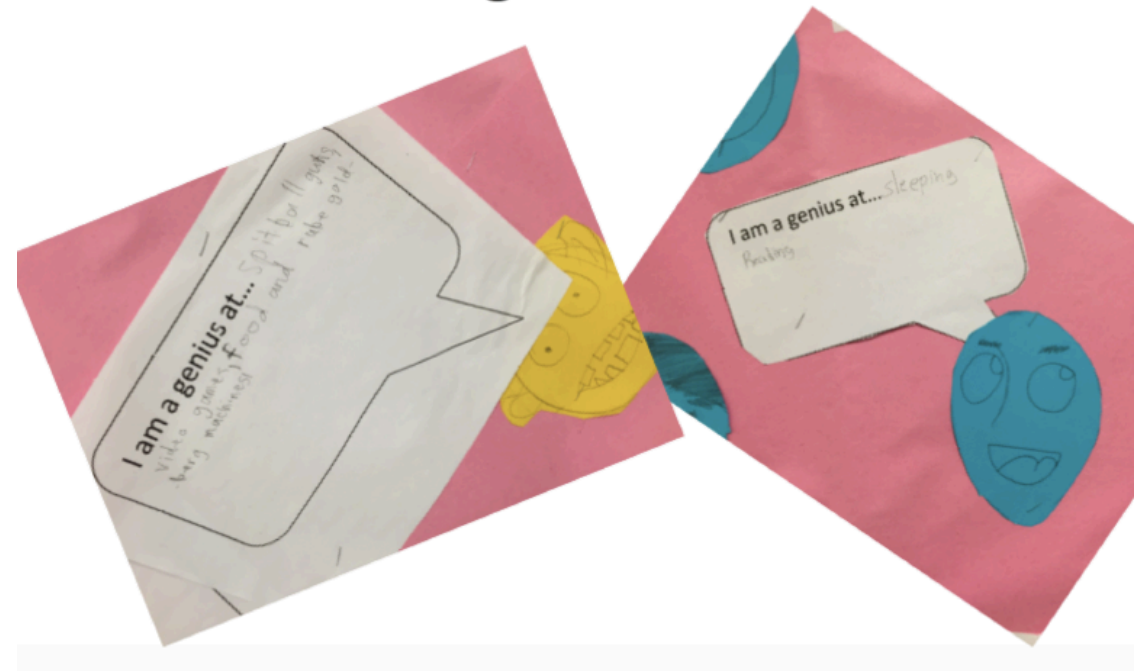
That is the essence of **working with**, instead of against, **children**.

L. R. Knost

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?

What are strengths?



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Team time: Make a plan!

- How does today's session connect with your wonderings?
- What is something that is useful from today that you could try?
- What supports will you need to make this happen?

Next time we are together

- BRING BACK everything we did today
- Try to build a class review
- Bring an artifact representing something you tried, that you can share
- Designing an adjustable curricular unit plan