

SHELLEY MOORE



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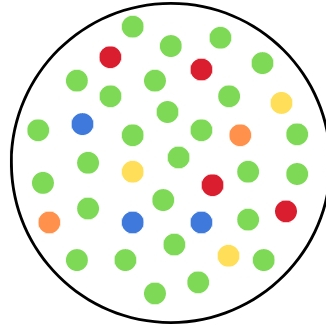
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Nexwlélexm (Bowen Island)

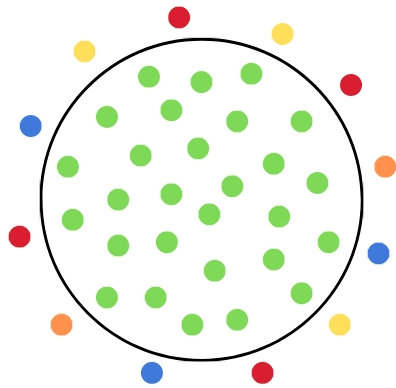
- The *Islands Trust* Council acknowledges that the lands and waters that encompass the Islands Trust Area have been home to Indigenous peoples since *time immemorial* and honours the *rich history, stewardship, and cultural heritage* that embody this place we all call home.
- The Islands Trust Council is committed to establishing and maintaining *mutually respectful relationships* between Indigenous and non-Indigenous peoples. Islands Trust states a commitment to *Reconciliation* with the understanding that this commitment is a *long-term relationship-building and healing process*.
- The Islands Trust Council will strive to create opportunities for *knowledge-sharing* and understanding as people come together to *preserve and protect* the special nature of the *islands within the Salish Sea*.



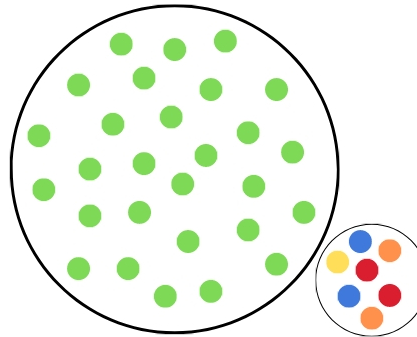
WHAT DOES INCLUSION MEAN?



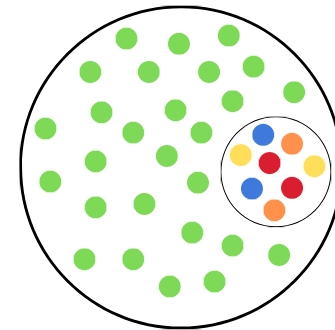
inclusion



exclusion

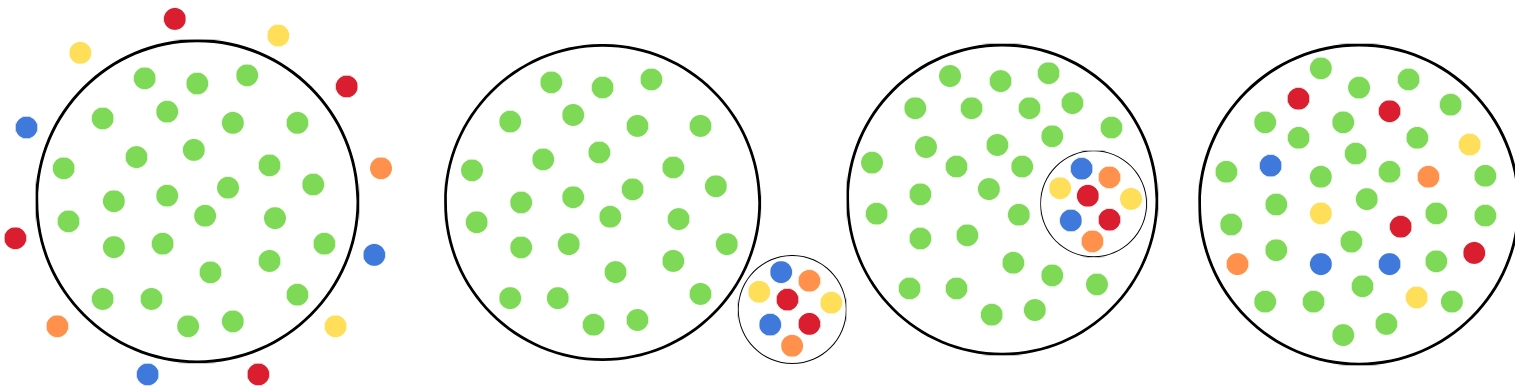


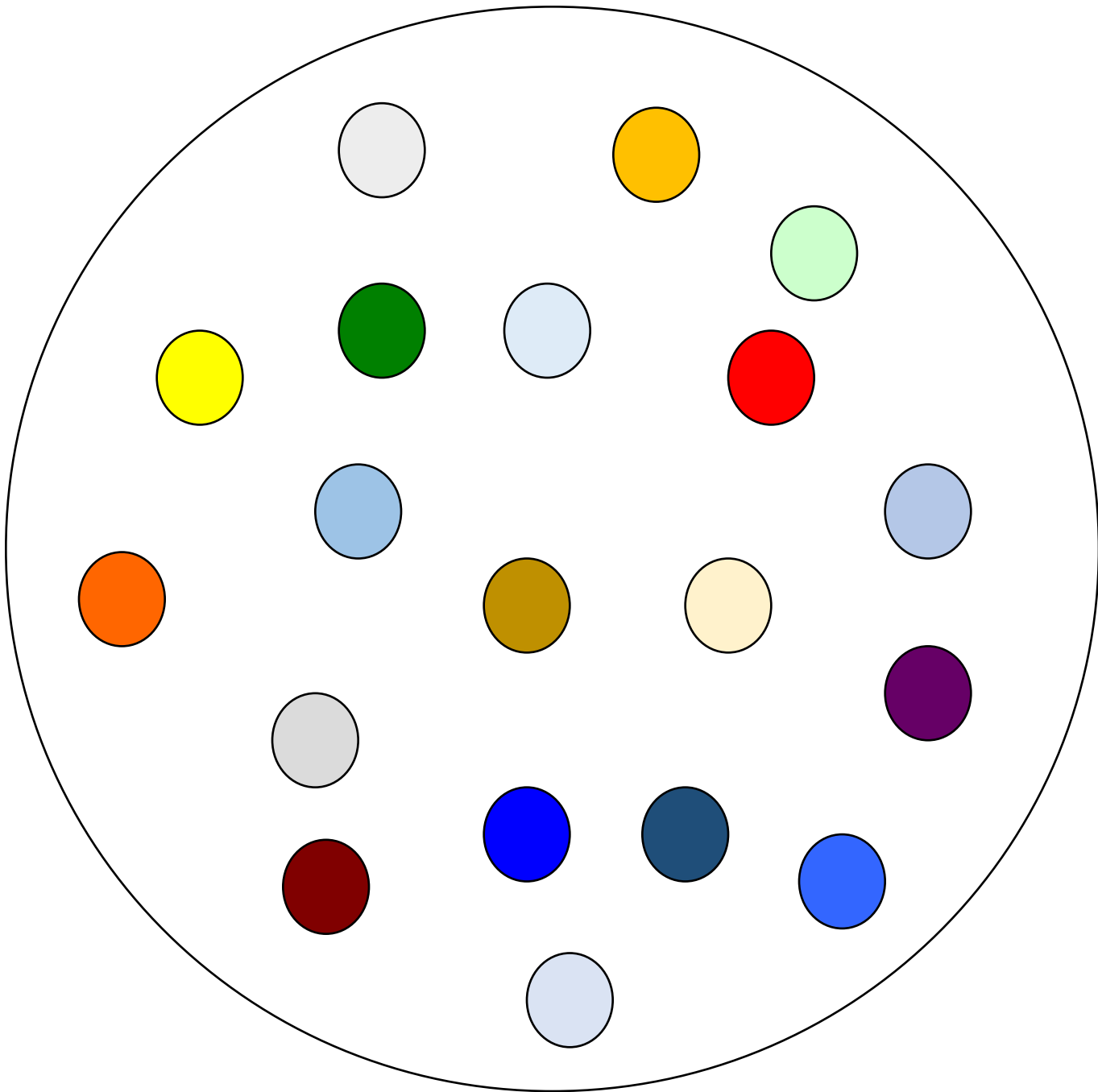
segregation



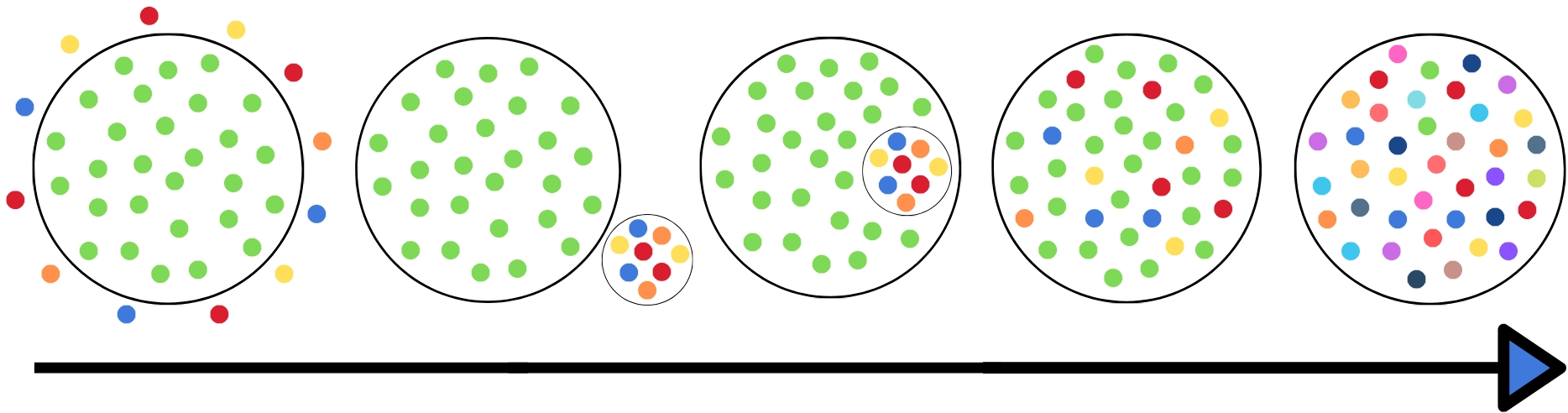
integration

WHAT IS INCLUSION?

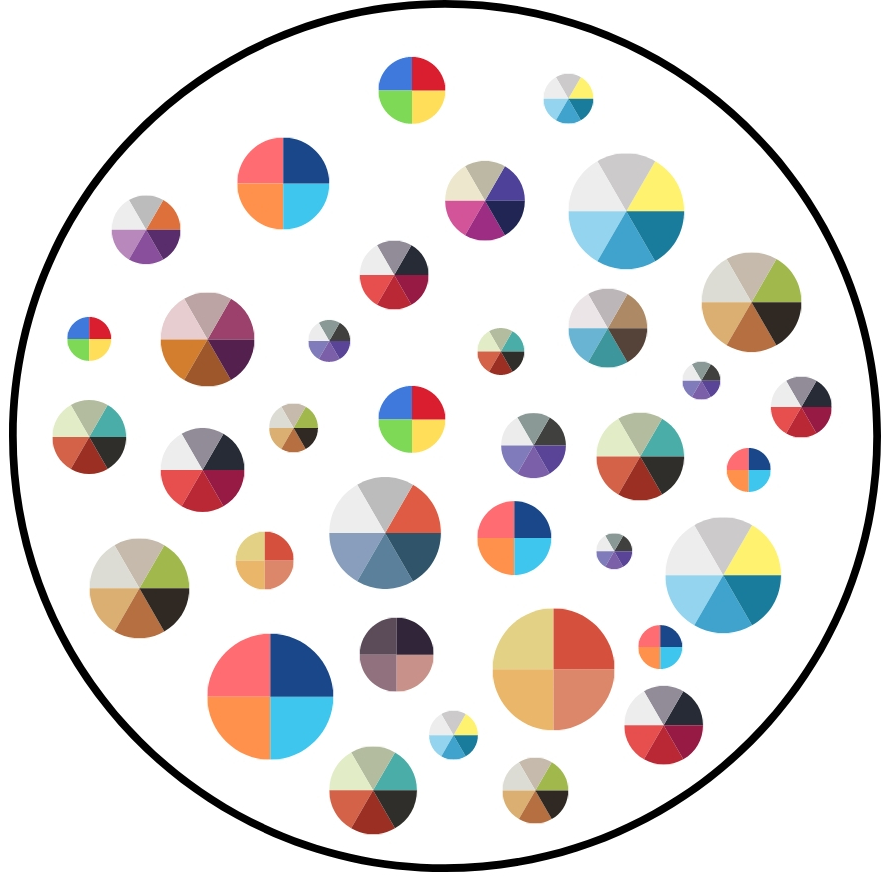




WHAT IS INCLUSION?



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



WHO IS INCLUSION?

Shelley Moore, 2019

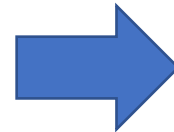
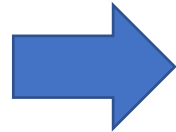
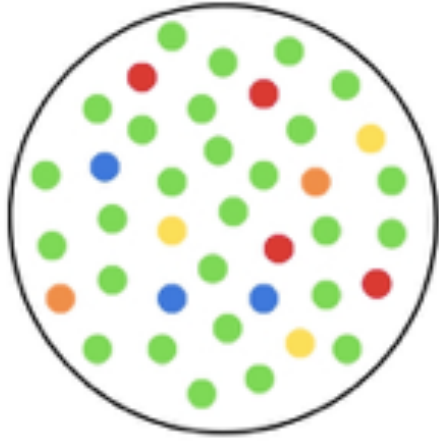
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What are your
colours?

Do we value ALL
colours equally?



What is Inclusion?



How do we include people who are different

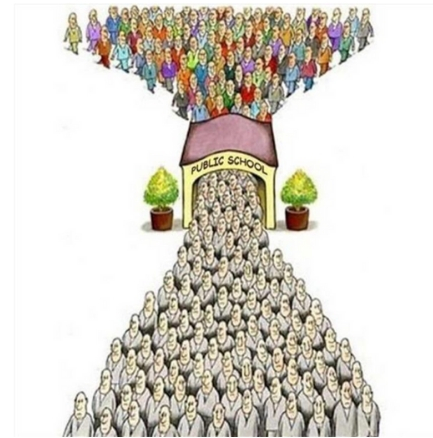
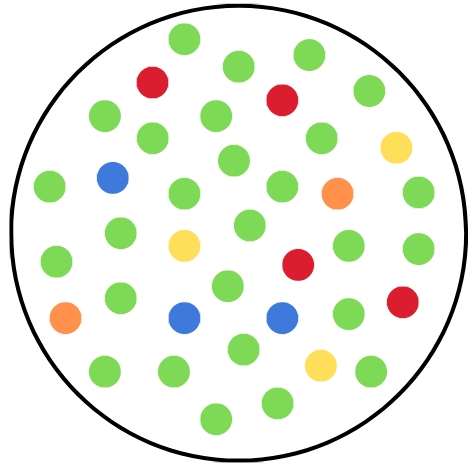
How do we teach to diversity?

How do we teach to identity?

Thinking Back, Looking Ahead?

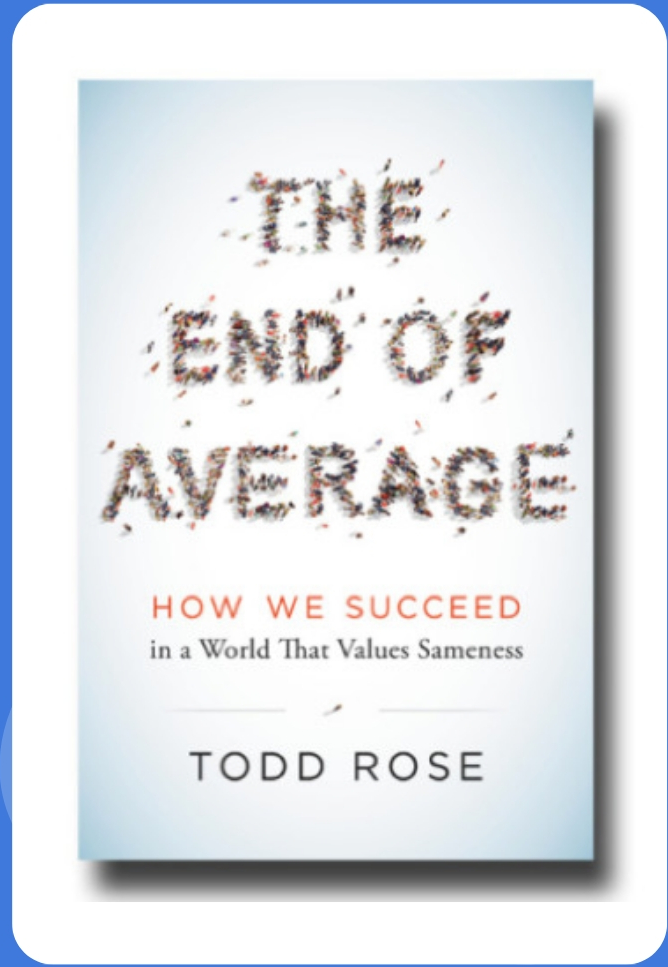
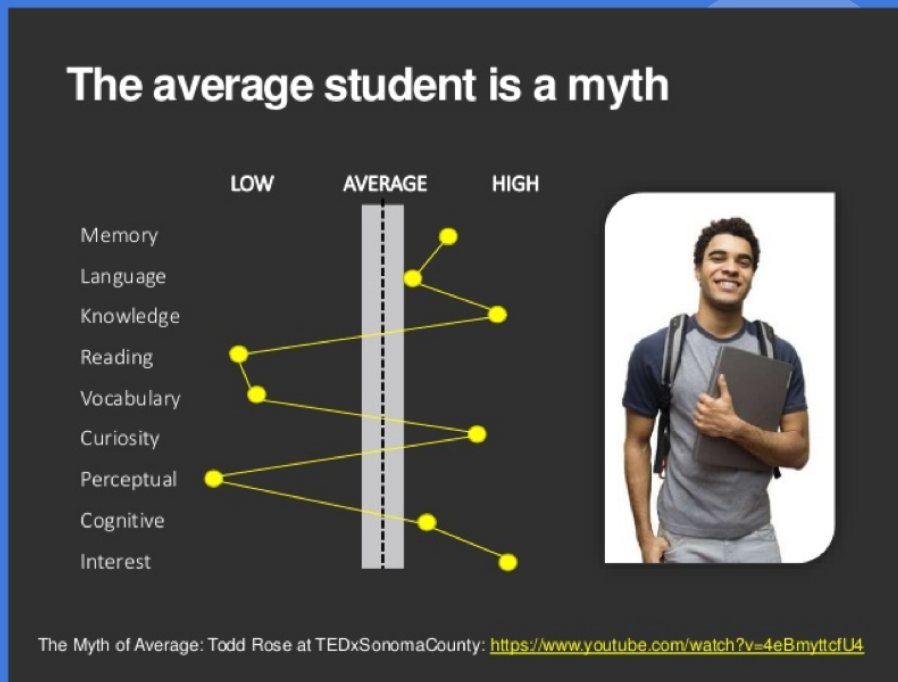
- What is useful so far?
- What is a connection that you have?
- What is a question that you have?

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

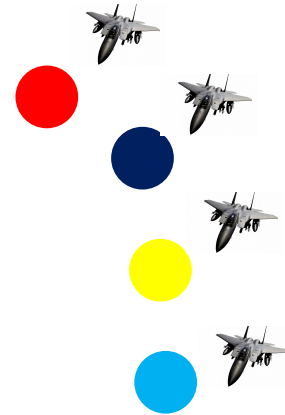
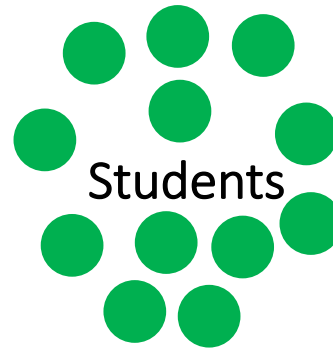
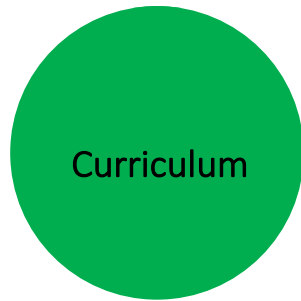
Efficiency: Building one standardized curriculum for ALL students

A SOLUTION?! Effective & Efficient?

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

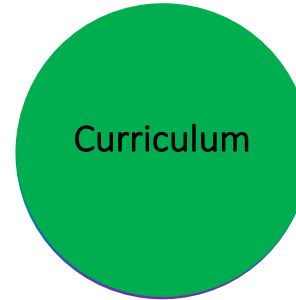
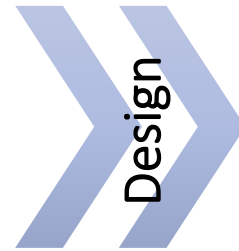
An **adjustable** curriculum designed for
a **range** of **diversity**

WHAT'S THE DIFFERENCE?



DESIGN: THE MOST UNDERUTILIZED SUPPORT

Students



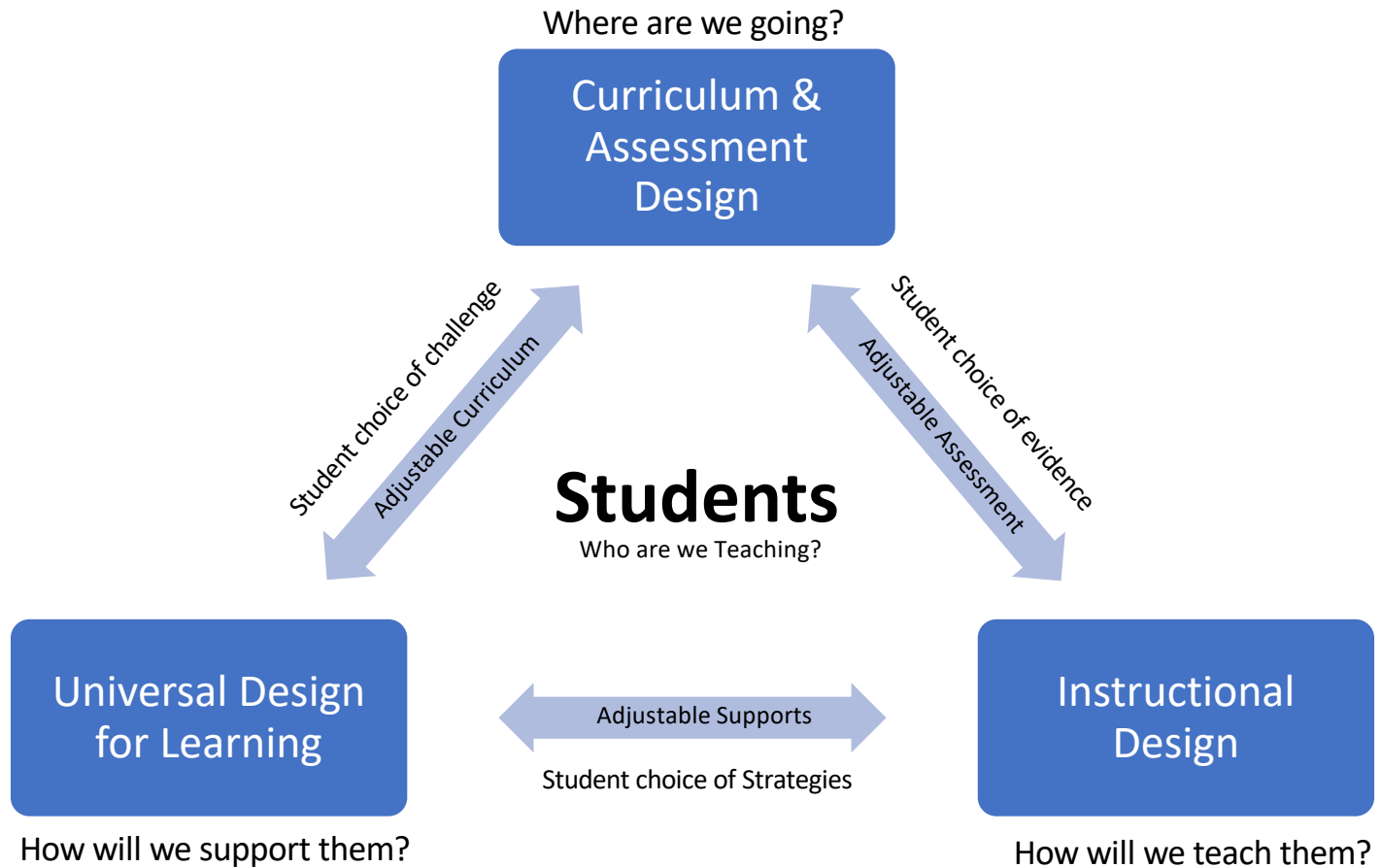
HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- 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?

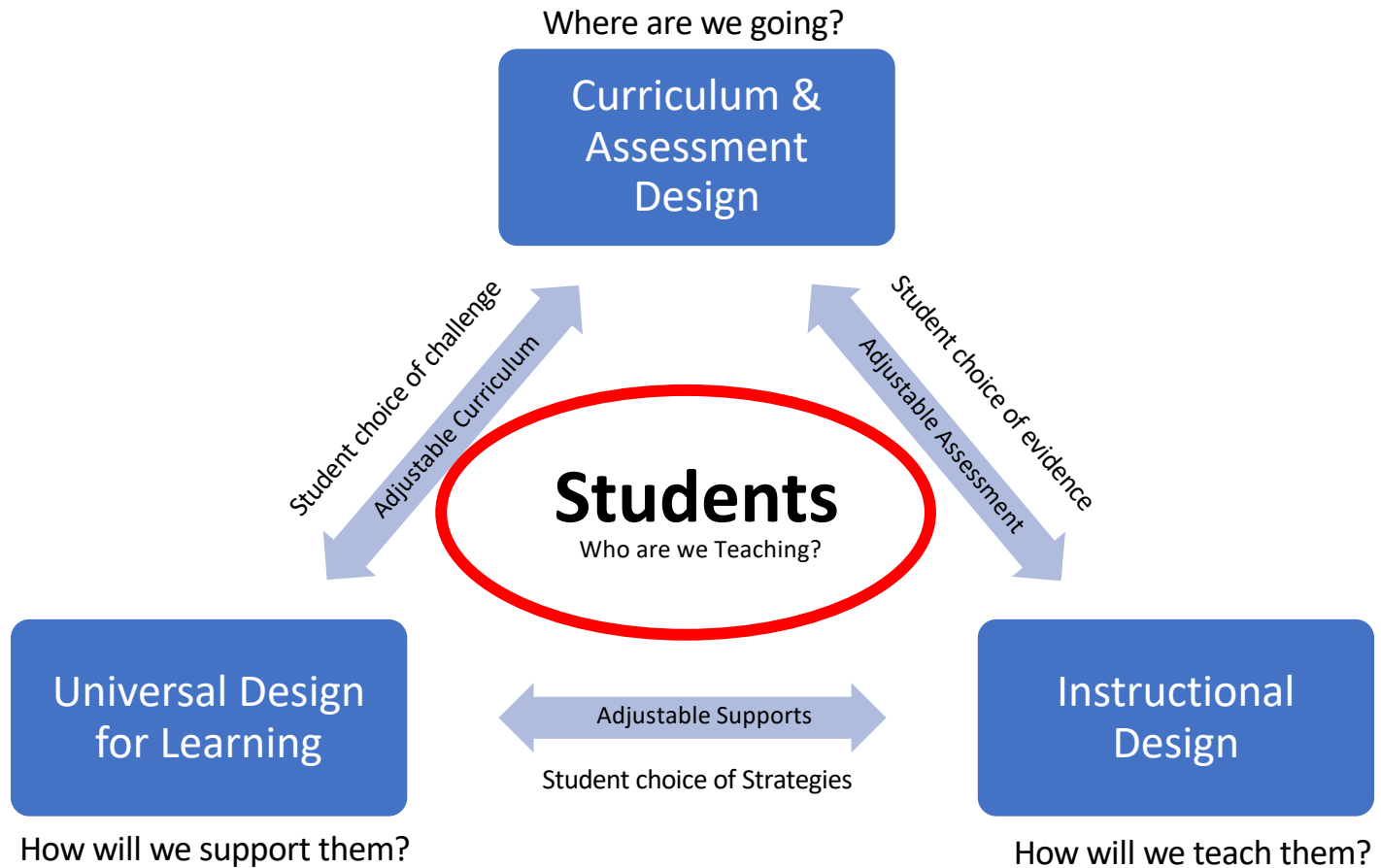
HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- 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?

What are the blueprints for inclusion? Design with Equity in Mind



What are the blueprints for inclusion? Design with Equity in Mind



Strengths

Stretches

Identities

Interests

Goals

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

Strategies

Needs

Barriers

Supports

Class Review for :	Teacher:	Date:
We can plan for our 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:		
The BIG question or inquiry I have for this class:		
We can try to answer this question by making a plan to try something new:	We can answer these question by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Barriers to Learning (UDL)	Decision: Barriers to Equity (Reconciliation)
We can meet this goal(s) by targeting core competencies chosen as a community:		
Decision: Targeted competencies to target for this class		

Who am I? _____

What are some communities or groups that I belong to?

What are some things that I like, or I am interested in? Or what do I want to learn more about?

What are some things that I am really good at? Things that I can help others with?

What are some things that I need to work on?

What are some things in my life that get in the way of my learning? Or make it hard for me to learn?

What are some things that happen in classrooms or schools that make it hard for me to learn?

What are some things that I can use or do to help me learn? Or pay attention? Or keep me interested?

What are some things that other teachers have done that really help my to learn? Or to pay attention? Or keep me interested?

What am I hoping to get out of this class? Or this year?

THIS IS ME!

Class Review for: Industrial Design 9-12	Teacher: Mr. Harmon EA: Mr. Fraser	Date: October, 2019
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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:

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)
- 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	We can provide options for students to know and set goals and make decisions about what supports they need to meet the goals by: 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

Guiding Discussion Questions

- Reflect on the population and different identities in your school, department and class. Who is there? Who is not?
- Reflect on who is not represented in your department or classes. Where are they? Why are they not there? What systemic barriers are getting in the way from them accessing your class? Your department?
- What actions can your department make to create more access for students not represented?
- What actions can you as an individual make to create more access for students not represented?
- What resources are needed to help create access and make your class and department more equitable?
- How has COVID effected equity in your school? Class? Department?
- What can we learn from COVID? What can we hold onto after COVID has passed?

Your Inquiry Question...

- How can we as a school...
- How can we as a department...
- How can I as an individual...

What resources will you need to move forward?

What are some things you can try?

What is your first step?

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?

Carly

Stay Connected!



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Shelley Moore, 2019

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