

SHELLEY MOORE



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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.



Virtual Learning Protocols

Chat Box

- Anytime! All the time!
- Respond to specific questions
- Wild Tea

Break Out Groups

- Popcorn conversations

The Chat Box – Wild Tea

- I will show you a prompt on the screen
- Type your response in the chat box BUT DO NOT press send
- I will do a 3-2-1 “Go” countdown
- Everyone will press send at the same time when I say “GO!”

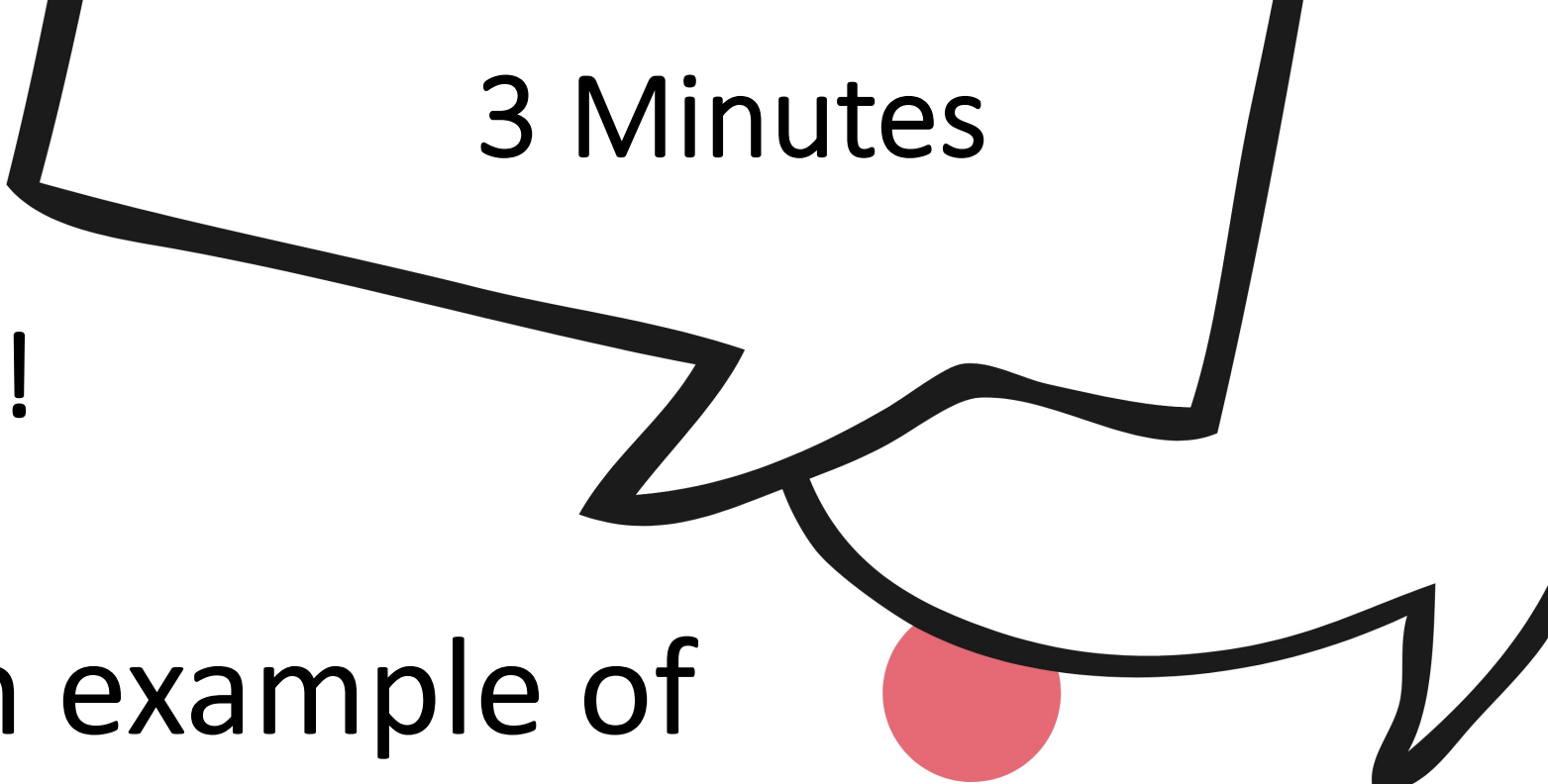
An abstract graphic in the top right corner featuring a thick black line that starts at the top, goes down, then zig-zags to the right, ending with a downward-pointing arrowhead. Below this line are several circles: one solid red circle, one hollow blue circle, and two solid blue circles of varying sizes.

Practice: Wild Tea!

What does inclusion
mean to you?

Break Out Groups – Popcorn

- In break out groups, everyone is a kernel
- You will have 3 minutes to pop - Everyone needs to pop!
- You pop by sharing a thought or a response, or asking a question to the group
- How can you support each other to make sure everyone pops in the time allowed?



3 Minutes

Practice: Popcorn!

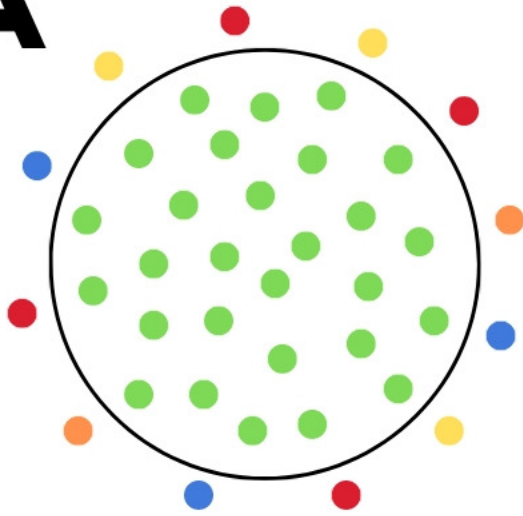
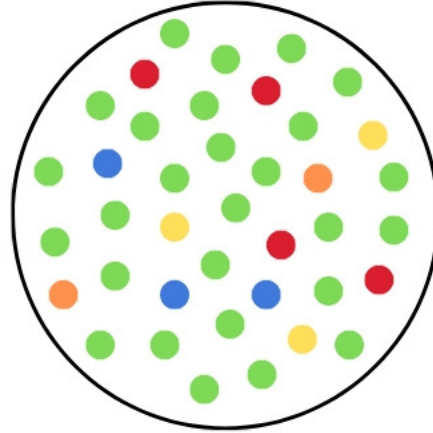
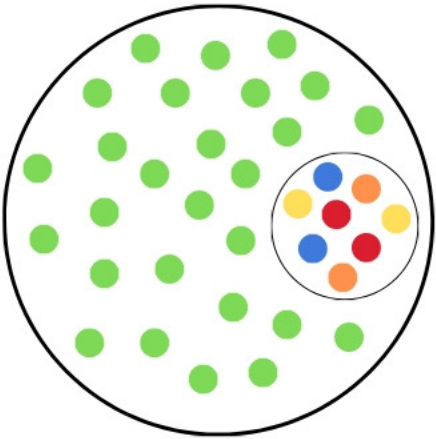
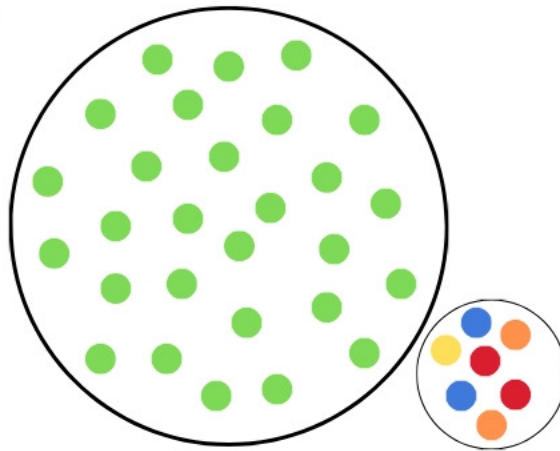
What is an example of
inclusion in your school/
community?



WHAT DOES **INCLUSION** MEAN?

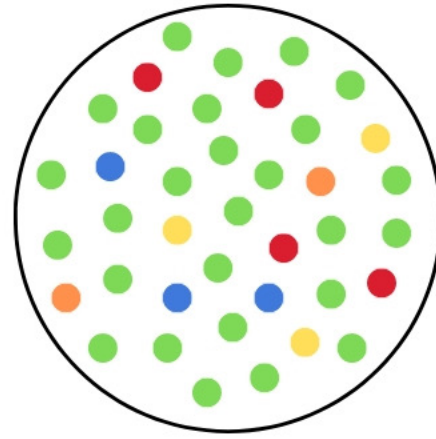


EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION

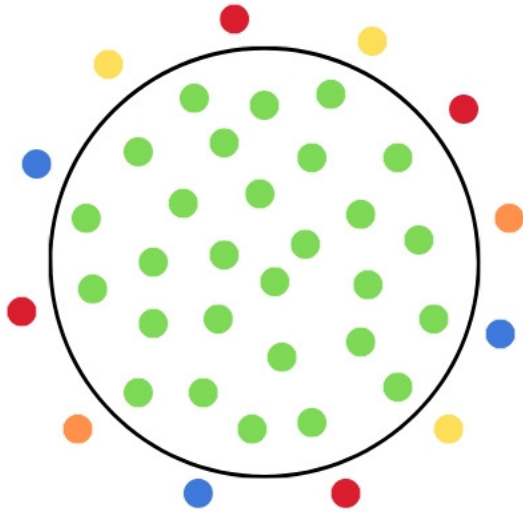
A**C****B****D**

EXCLUSION
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SEGREGATION

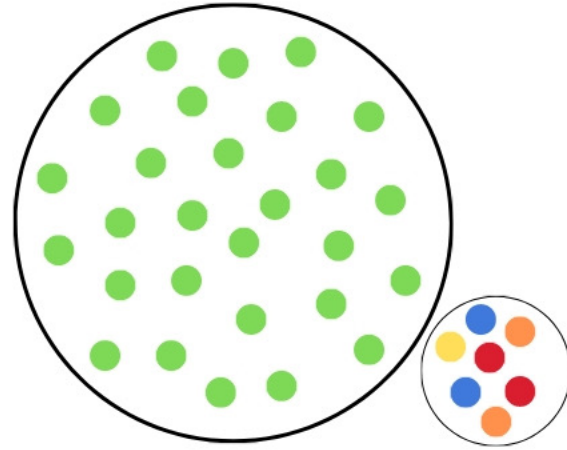
WHAT IS INCLUSION?



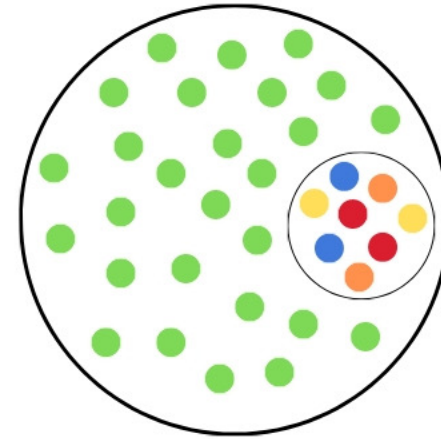
inclusion



exclusion



segregation



integration

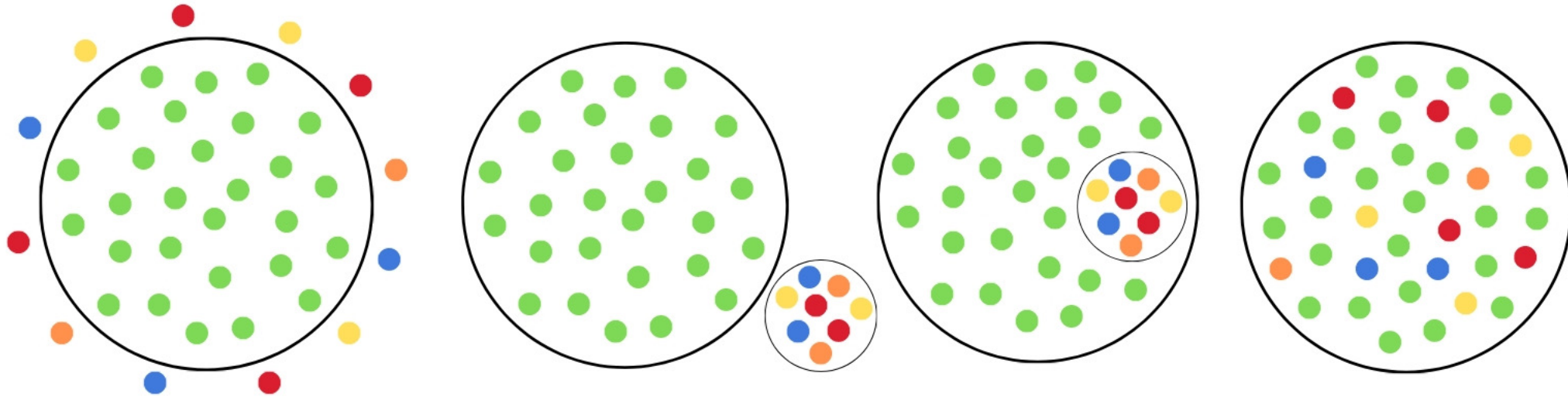


3 Minutes

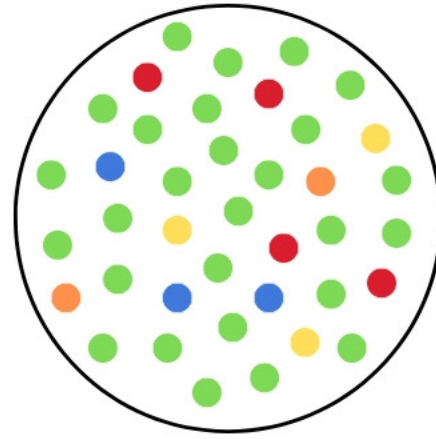
Popcorn!

What is an idea you have
heard today that you want
to share with someone
who isn't in this session?

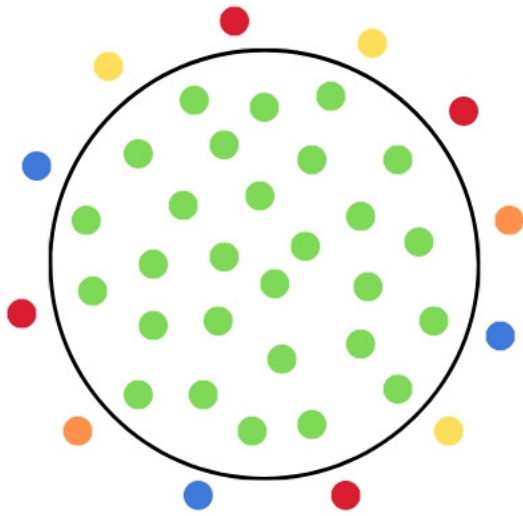
WHAT IS INCLUSION?



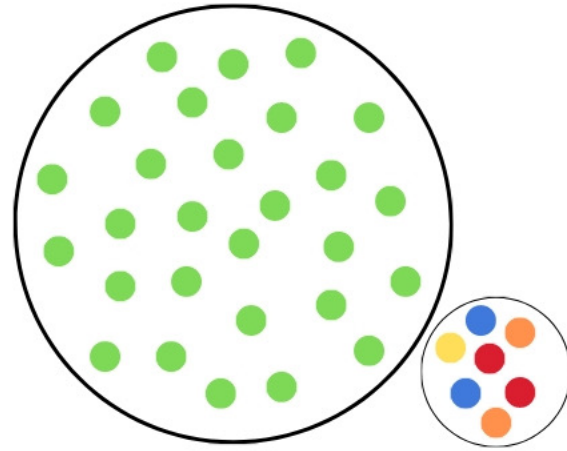
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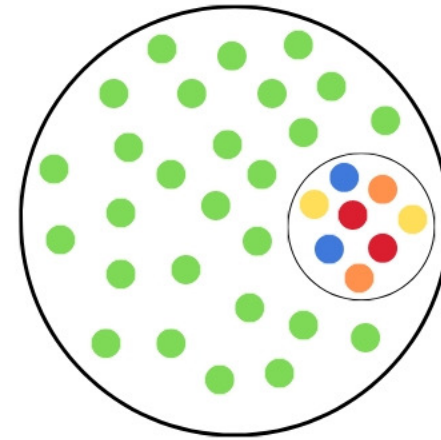
inclusion



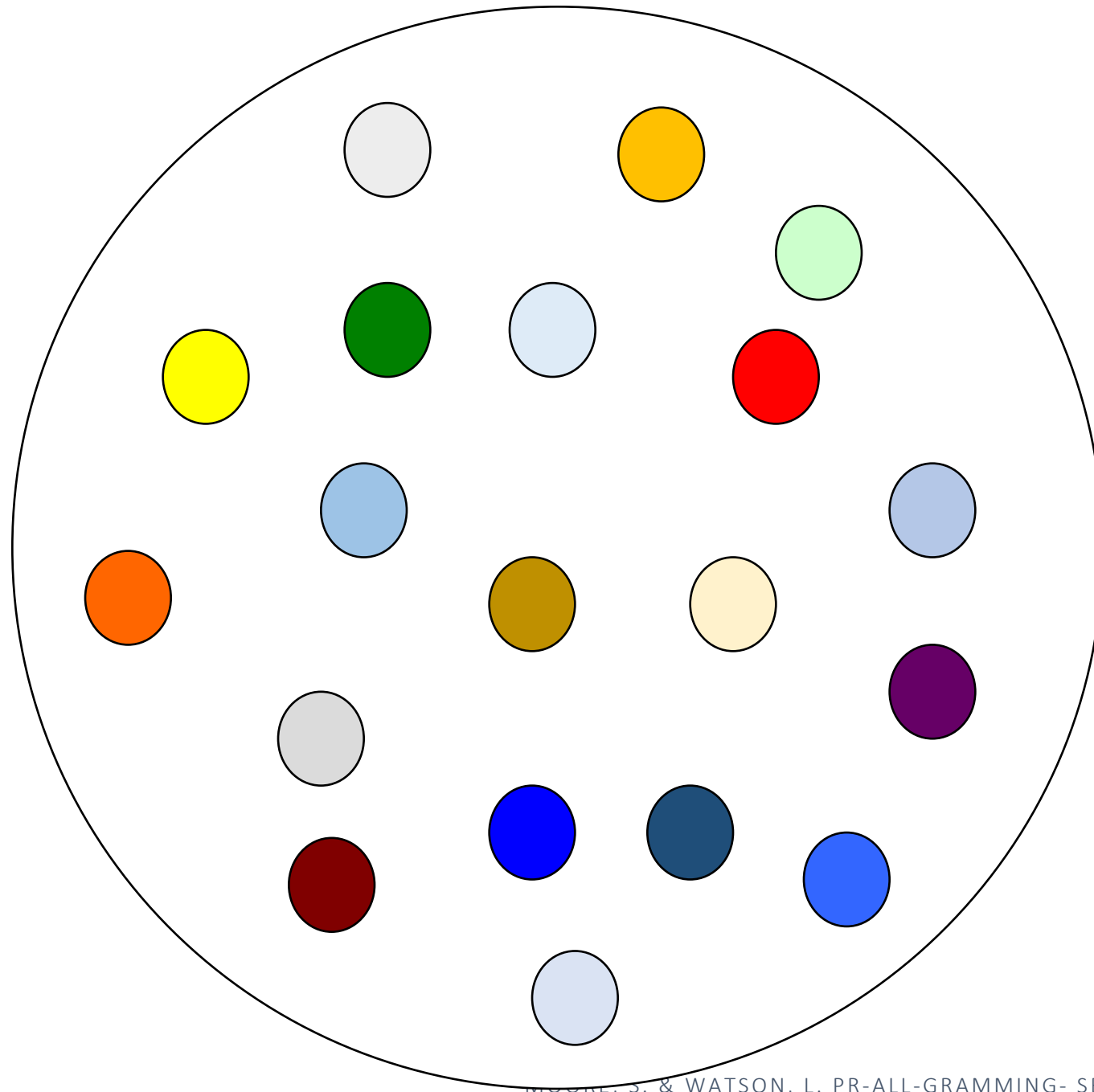
exclusion



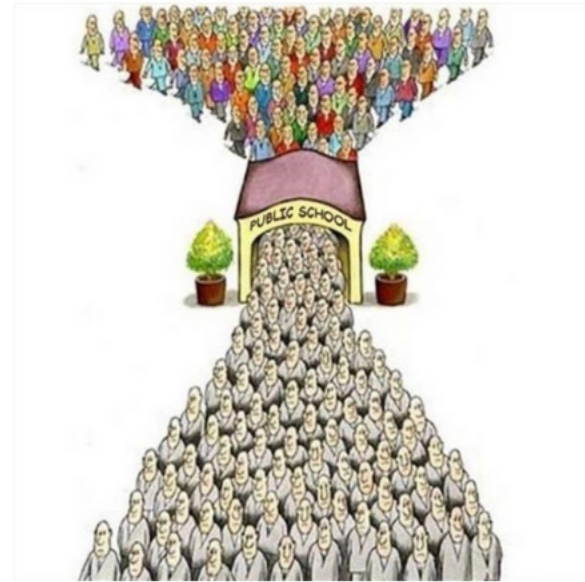
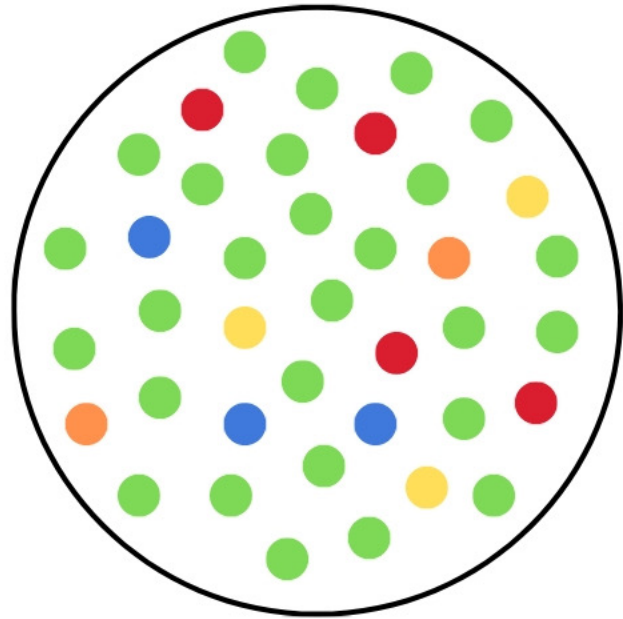
segregation



integration



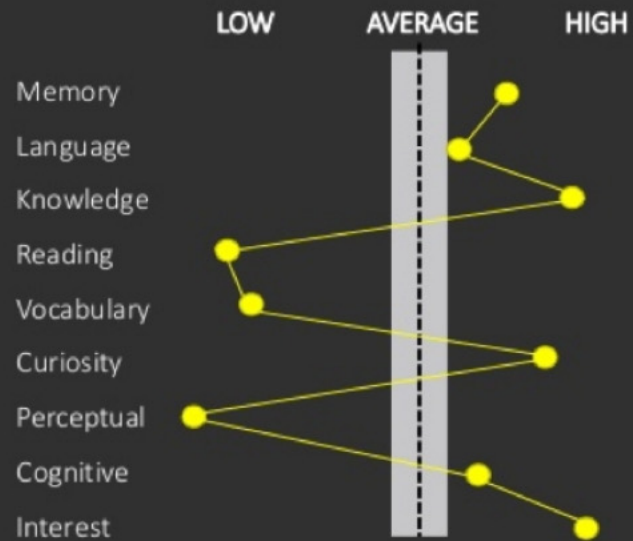
WHERE DID **GREEN** COME FROM?



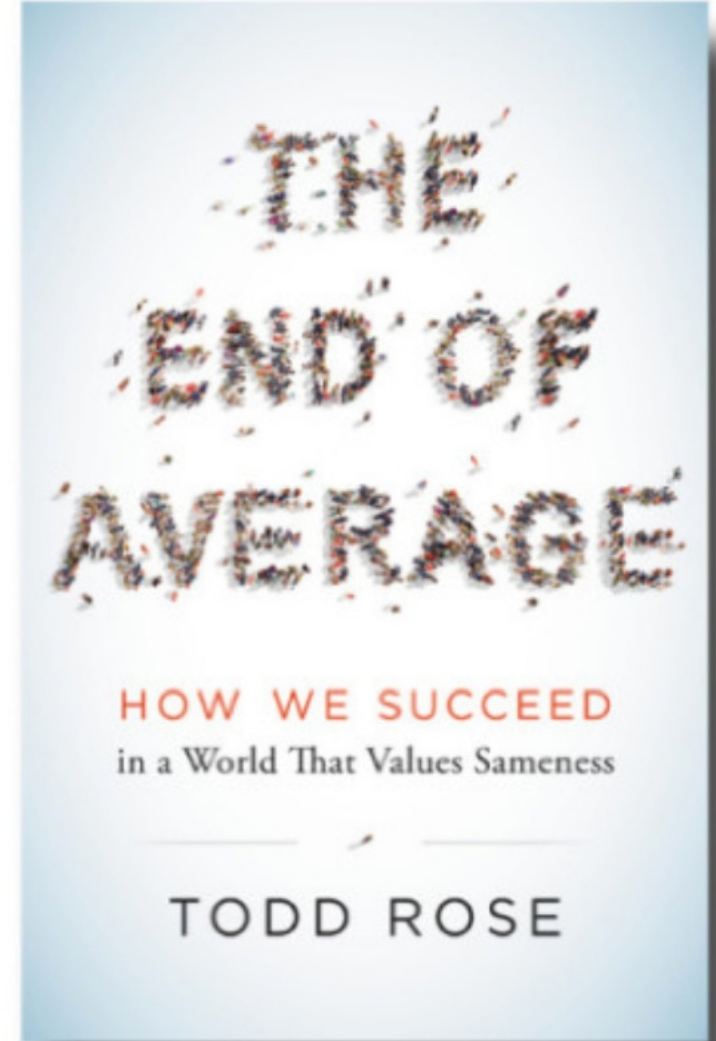
GREEN = AVERAGE

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

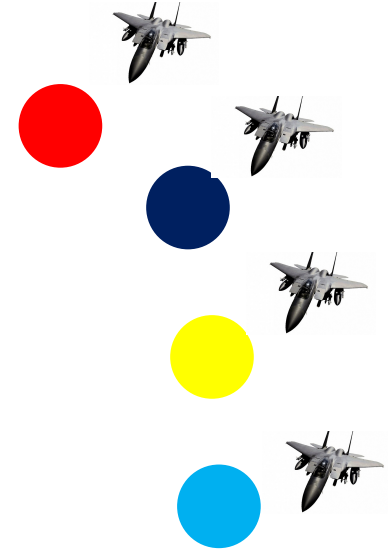
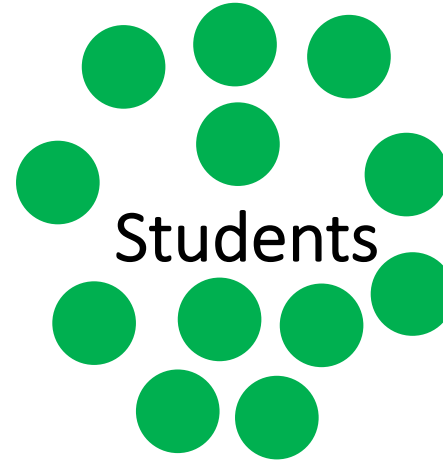
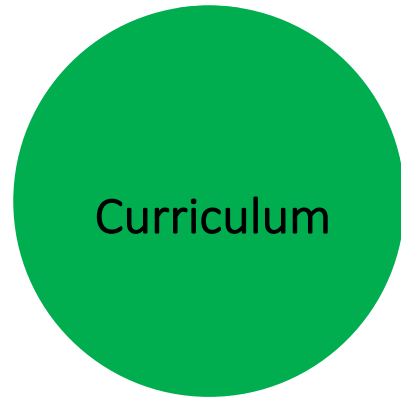
Efficiency: Building one standardized curriculum for ALL students

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?

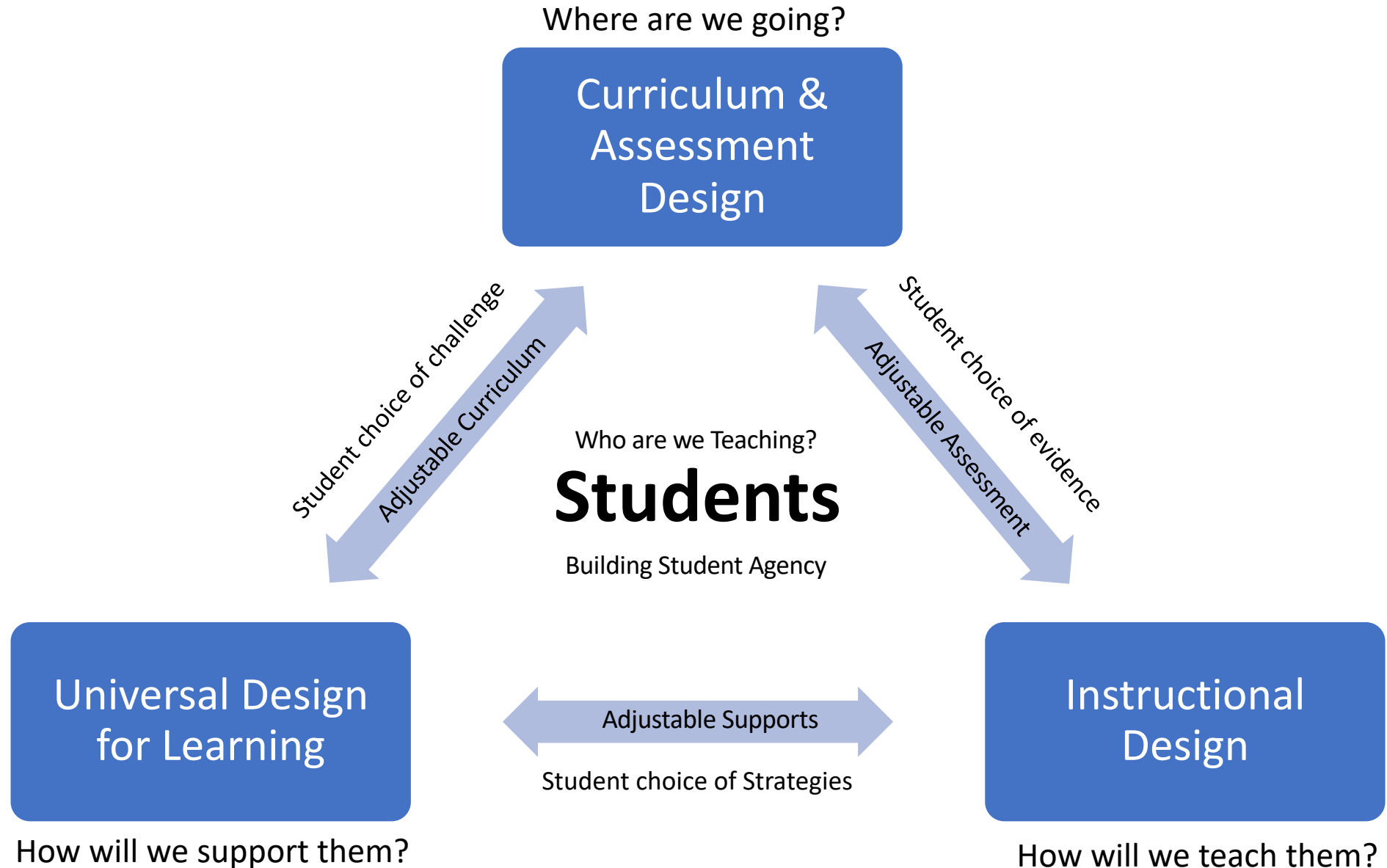
- who are the pilots? what is the range of dimensions?
- what kind of planes are the pilots flying?
- How is the plane responsive to the pilot's dimensions?
- How do the pilots make the adjustments they need to fly the plane?

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?

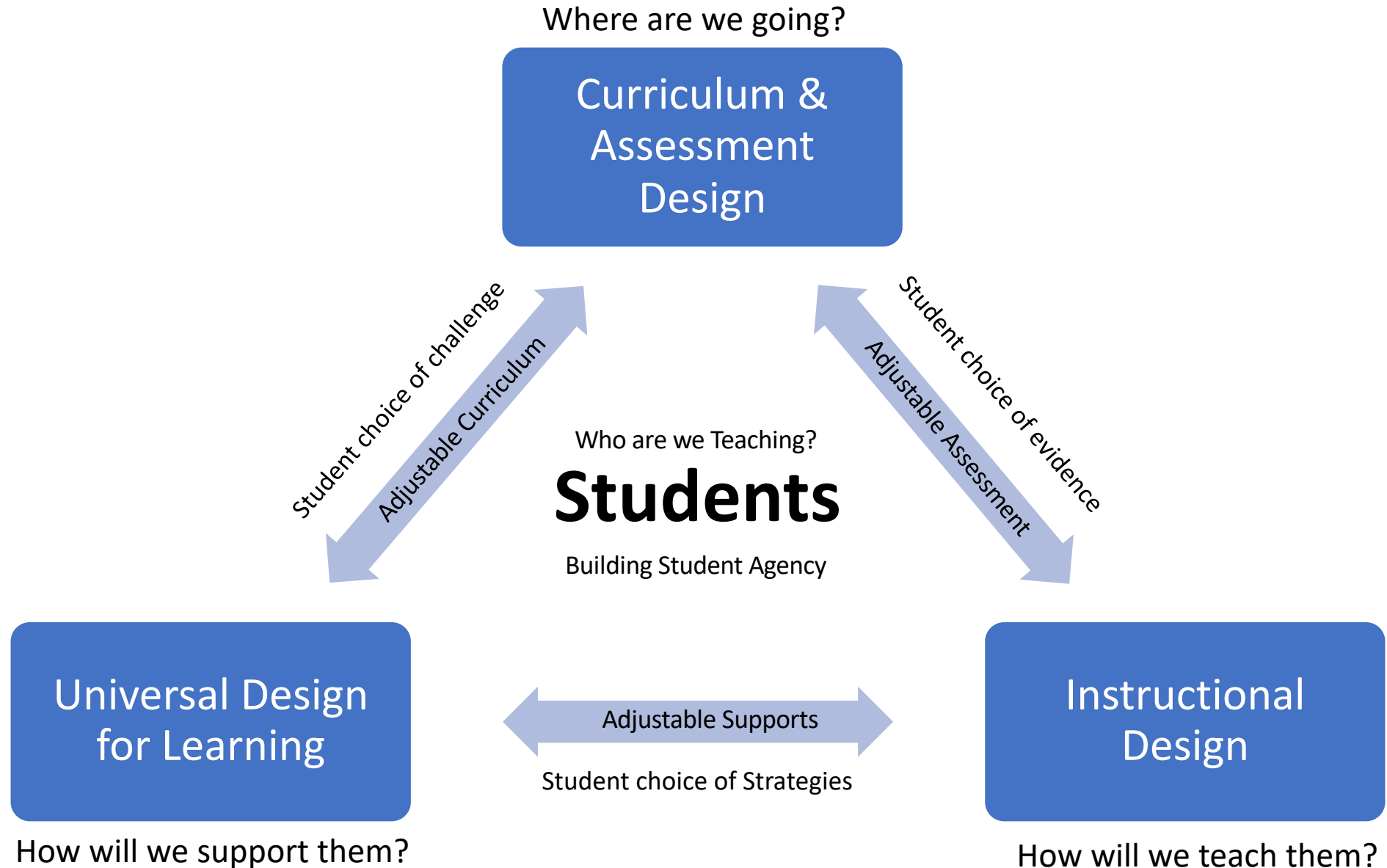
How can we change the system?

Designing with Equity in Mind



How can we change the system?

Designing with Equity in Mind





A shift in thinking...

- **There are some things we need to understand:**
 - Understand the thinking shift for how we view individuals with Disabilities
 - Understand the role that a context plays in teaching and in barriers that limit individuals
 - Understand that the less a context is limiting, the less support an individual needs

Wile Tea

- What is one thing that is useful from today?
- What is one thing you want to talk to someone else about?
- What is one thing you want o learn more about?

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