



The Hamilton-Wentworth District School Board acknowledges our presence on ancestral Anishinaabe and Haudenosaunee Confederacy land as determined by the Dish with One Spoon treaty.

The intent of this agreement is for all nations sharing this territory to do so responsibly, respectfully and sustainably in perpetuity.

We respect the longstanding relationships with the local Indigenous communities, the Mississaugas of the Credit First Nation and the Six Nations of the Grand River.

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



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www.fivemooreminutes.com

www.blogsomemoore.com





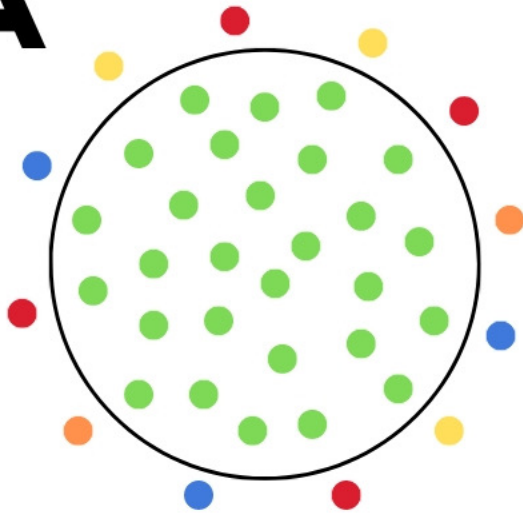
What are you hoping for
today?

What are your burning
questions about inclusion?

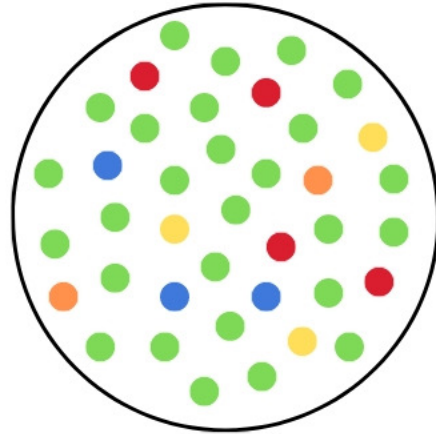


WHAT DOES INCLUSION MEAN?

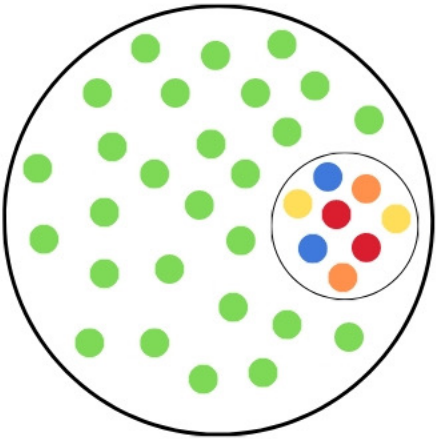
A



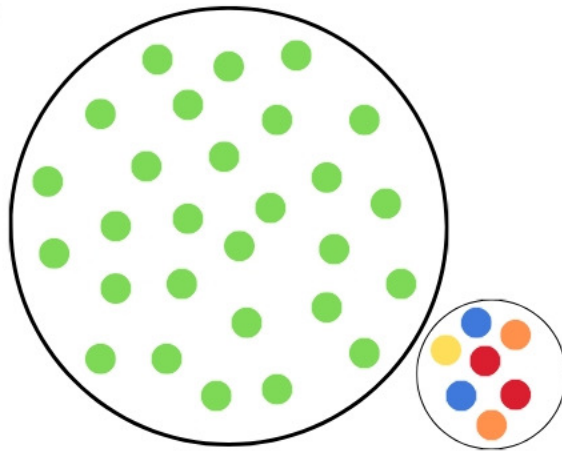
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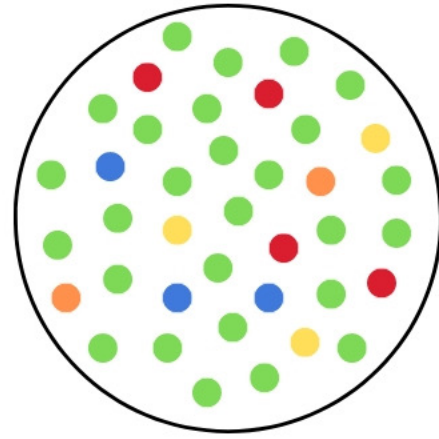


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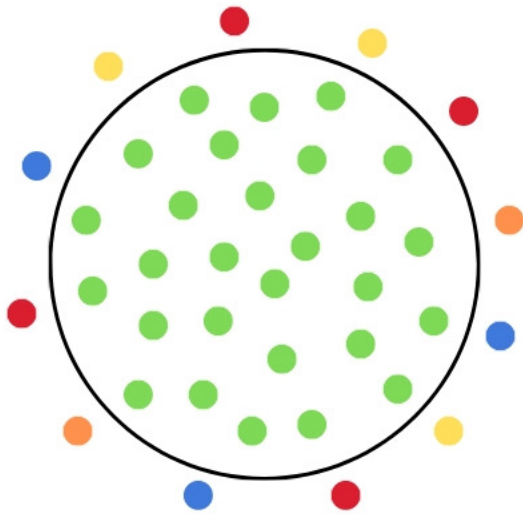


EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION

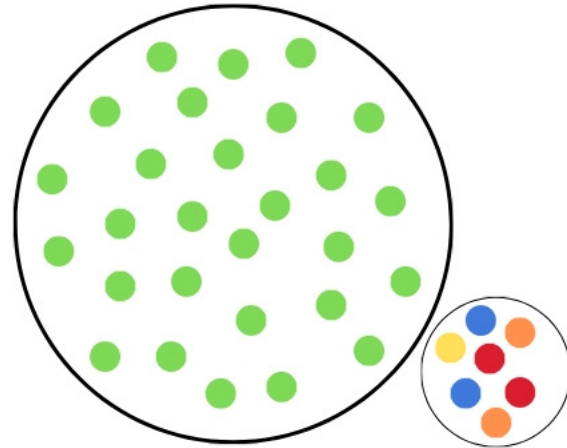
WHAT IS
INCLUSION?



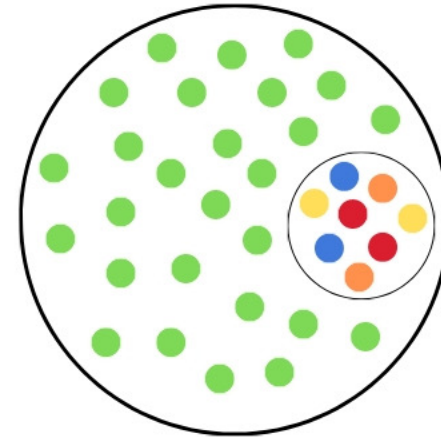
inclusion



exclusion



segregation

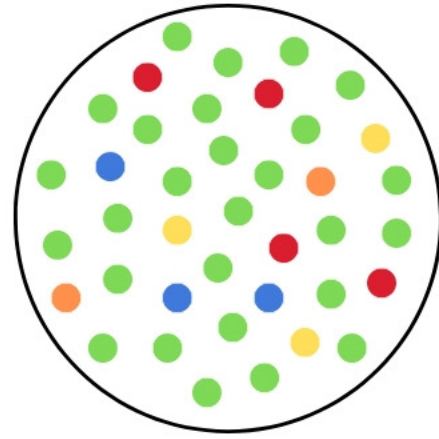


integration

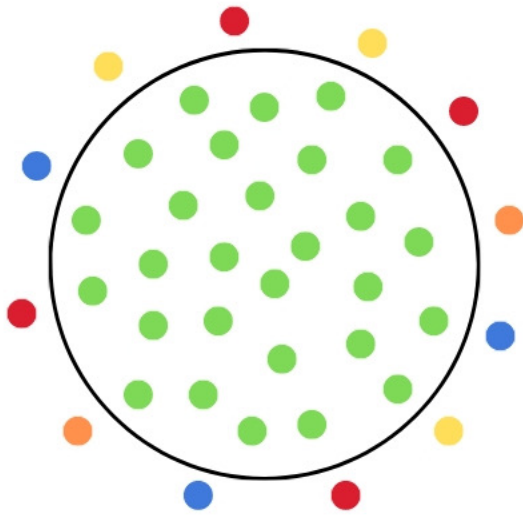


What connection are
you making?

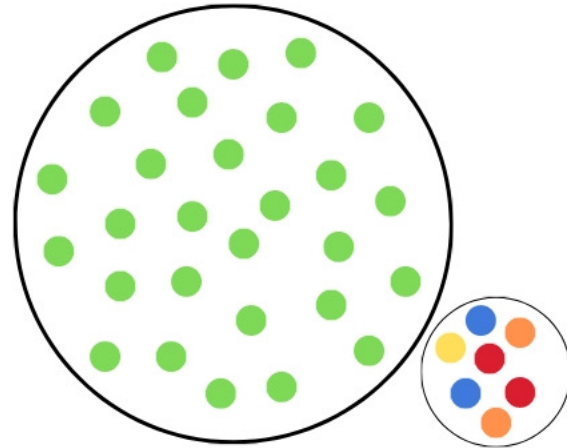




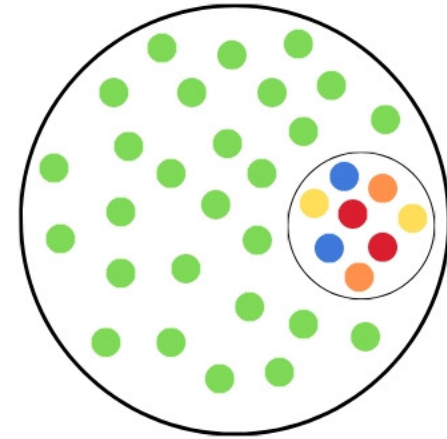
inclusion



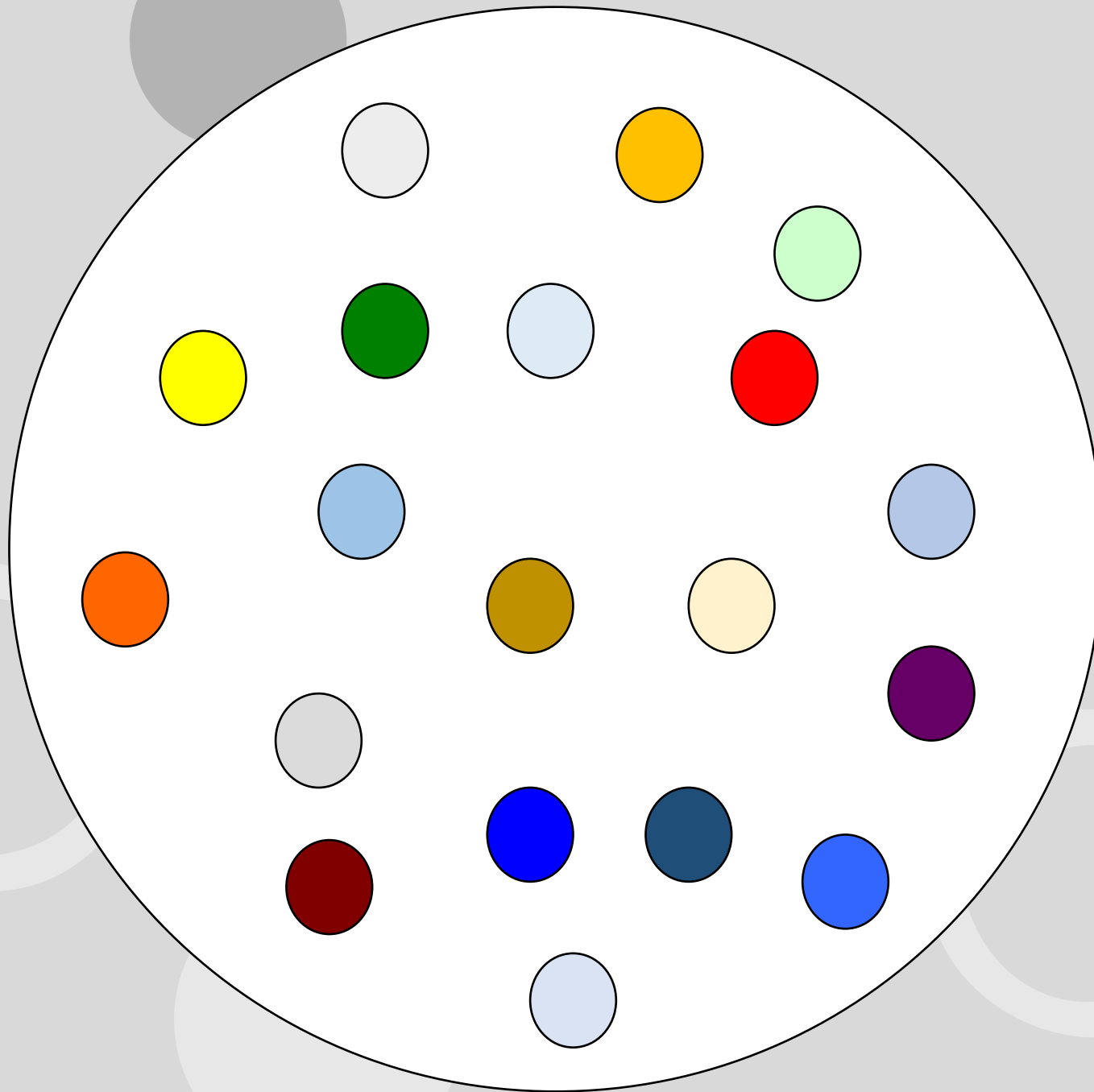
exclusion

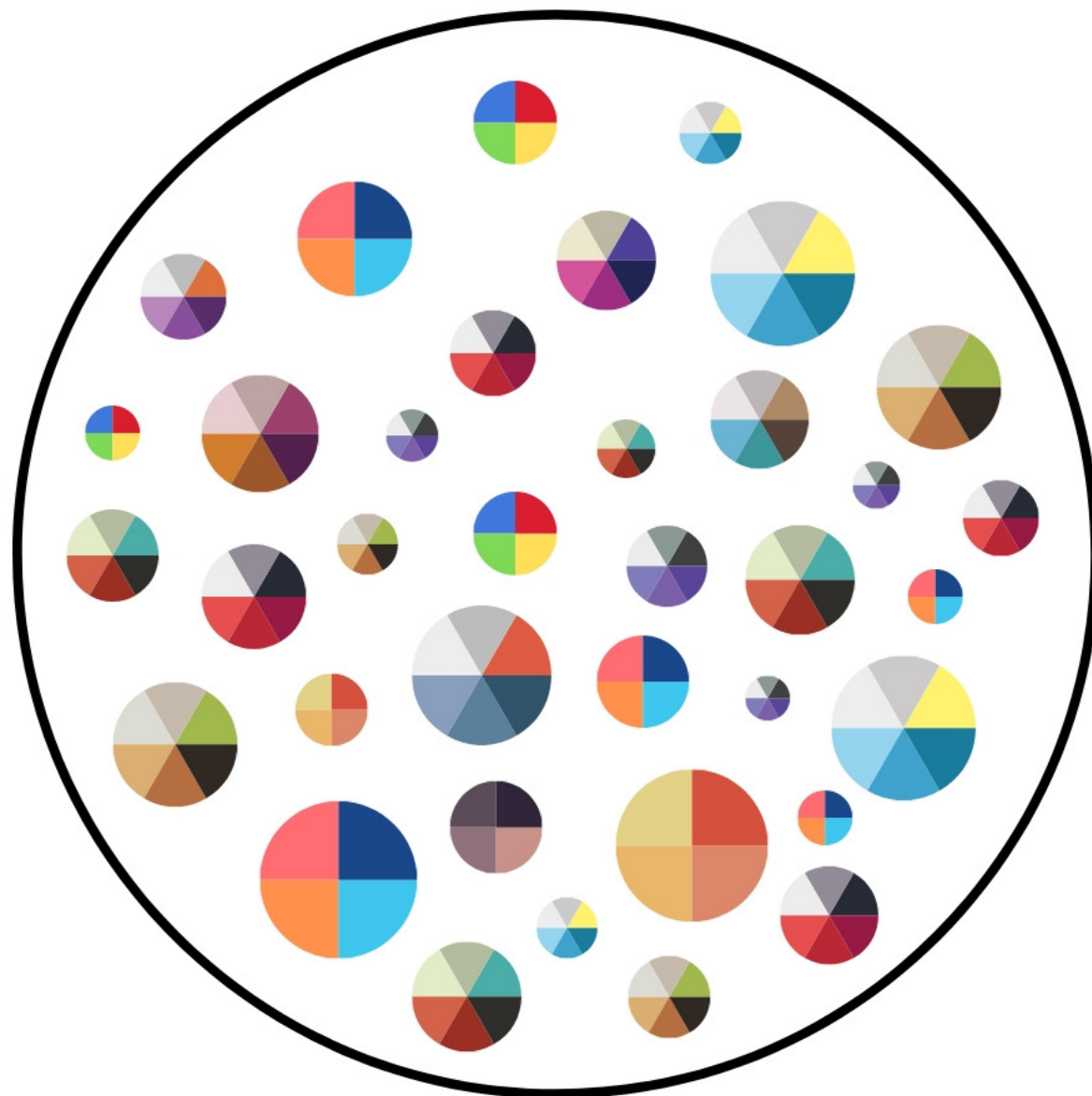


segregation



integration





WHO IS INCLUSION?

What are your
colours?

Do we value ALL
colours equally?



How do we build communities of identity?



How do we build communities of diversity?

How do we move away from groupings based on deficits?

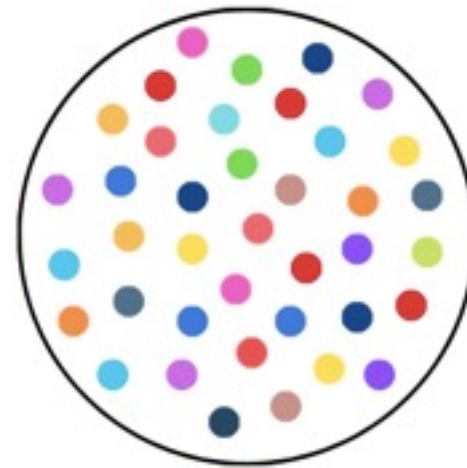
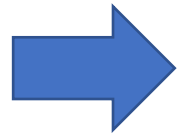
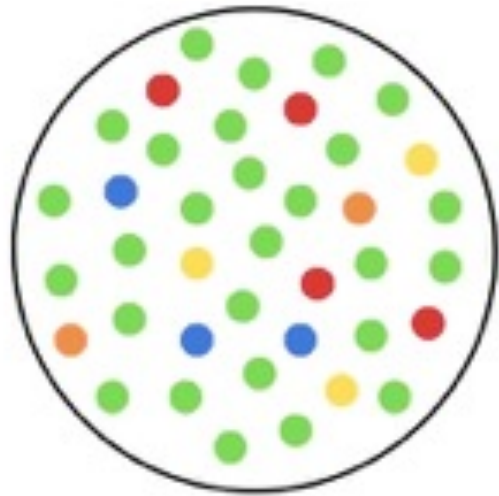


How do we make sure that we are welcoming & valuing all colours?



What is useful so far?

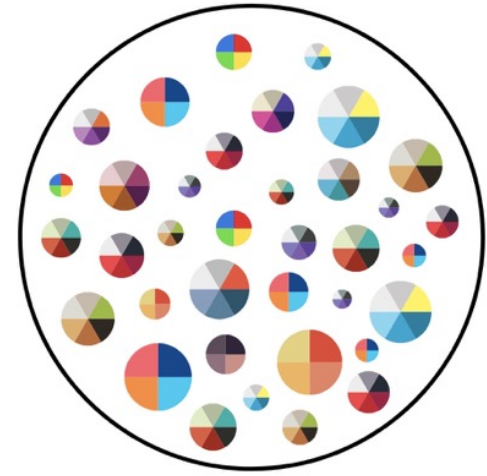
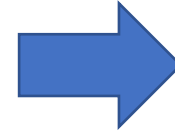
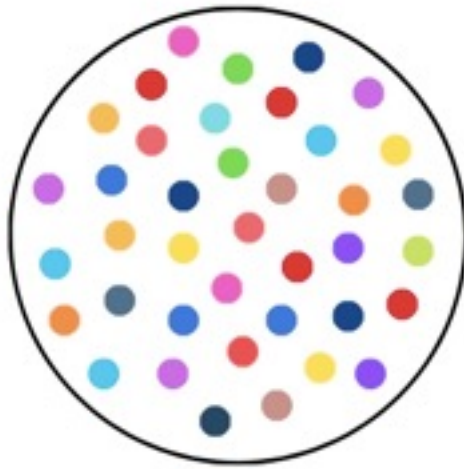
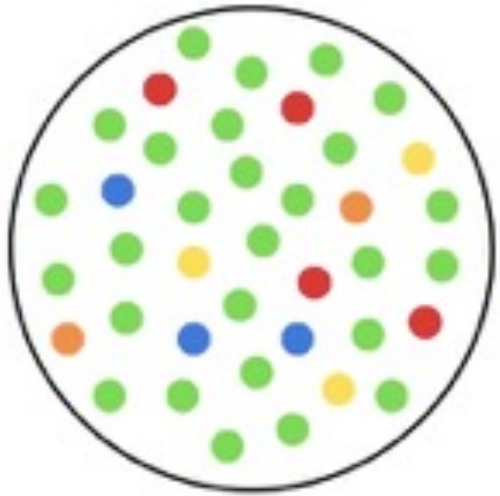
What is inclusion?



How do we include
people who are
different

How do we teach
to and respond to diversity?

What is inclusion?



How do we include
people who are
different

How do we teach
to diversity?

How do we
teach to identity?



What is a question that is
coming up for you?



Now What?!

- Understand **WHAT** Inclusion is....



Understand **WHY** it is important...



How to we do it?



Now What?!

- Understand **WHAT** Inclusion is....



Understand **WHY** it is important...



How to we do it?

What Does Research Say?

1. Guiding conditions of inclusion describe that all children & youth...

are **PLACED** in
and attending
inclusive
programs

are **PRESUMED**
competent and as
having
POTENTIAL

are in **PROXIMITY**
to and
PARTICIPATING in
learning with
PEERS

have
PURPOSEFUL
roles and
responsibilities

are **PLANNED** for

SESSION 1

SESSION 2

SESSION 3

SESSION 4

SESSION 5

What does the Research Say?

1. Guiding conditions of inclusion describe that all students...

are presumed
competent

are enrolled in
and attending
curricular classes

are in proximity to
and participating
in learning with
peers

have purposeful
roles and
responsibilities

are planned for



Student Infrastructure

What does the Research Say?

1. Guiding conditions of inclusion describe that all students...

are presumed competent

are enrolled in and attending curricular classes

are in proximity to and participating in learning with peers

have purposeful roles and responsibilities

are planned for

2. Teacher professional development that...

supports collaboration and the changing roles of educators & support staff

is situated, ongoing and inquiry based

Teacher & Staffing Infrastructure

Student Infrastructure

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2. Teacher professional development that...

supports collaboration and the changing roles of educators & support staff

is situated, ongoing and inquiry based

3. Systems frameworks that ...

support Universal Design for Learning

move away from a medical & deficit-based model of special education (IEPS)

School & District Infrastructure

Teacher & Staffing Infrastructure

Student Infrastructure

What Does Research Say?

1. Guiding conditions of inclusion describe that all children & youth...

are **PLACED** in
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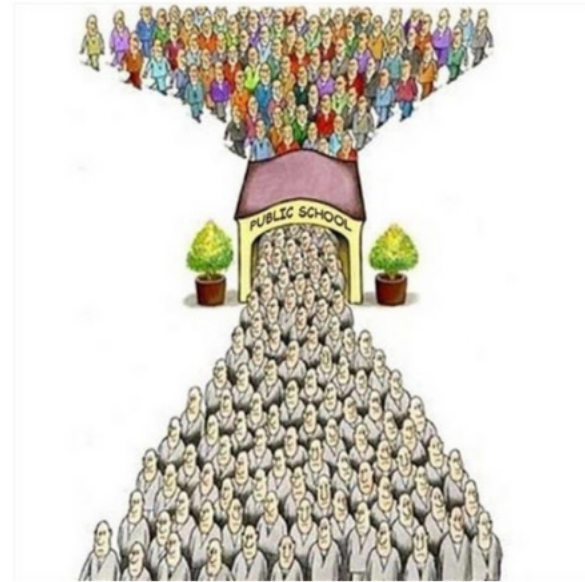
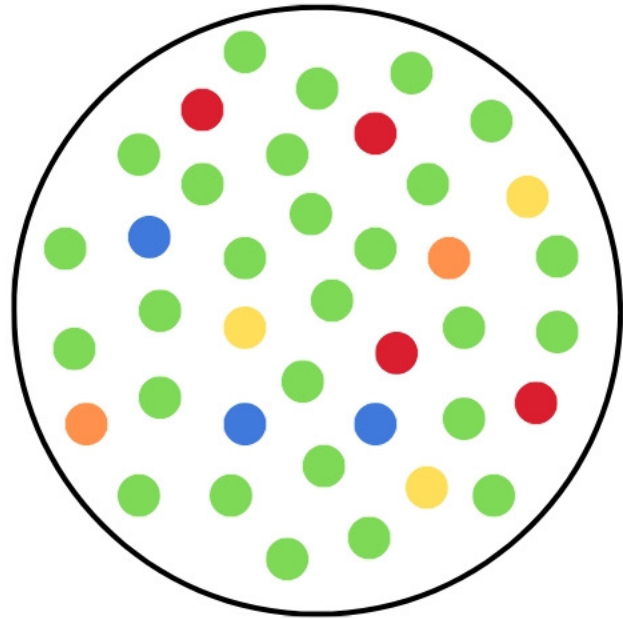
SESSION 3

SESSION 4

SESSION 5

What is useful so far?

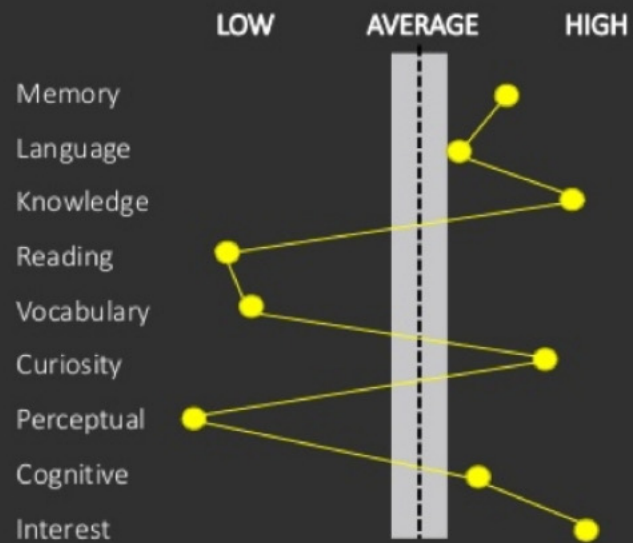
WHERE DID GREEN COME FROM?



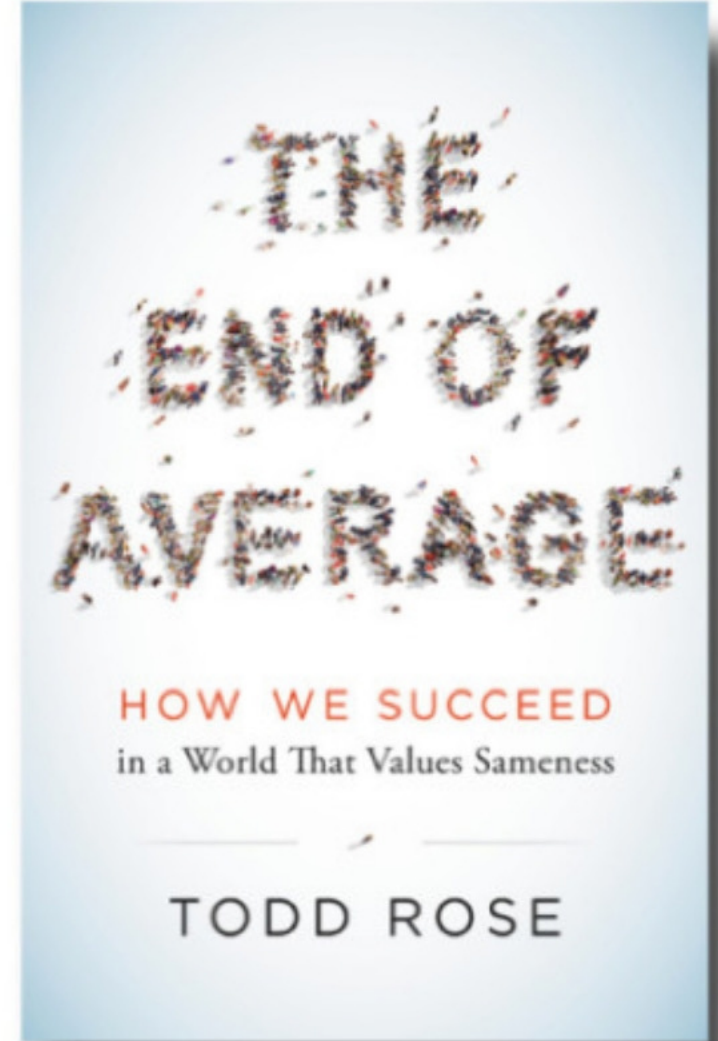
GREEN = AVERAGE

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

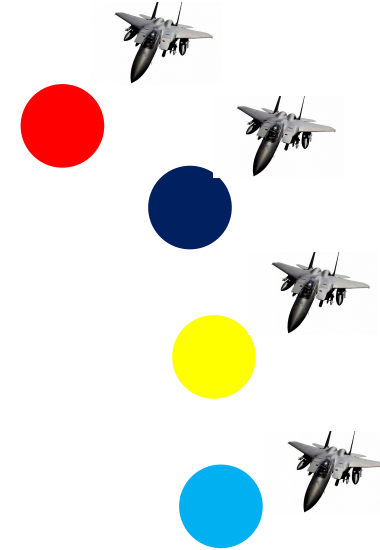
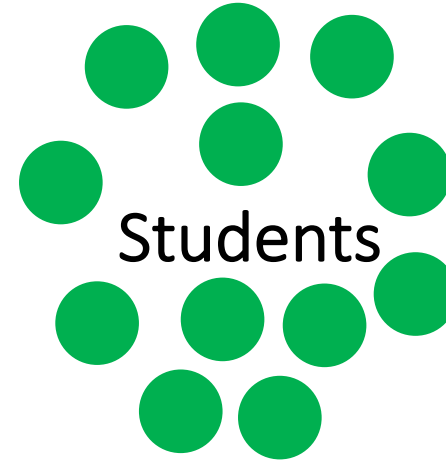
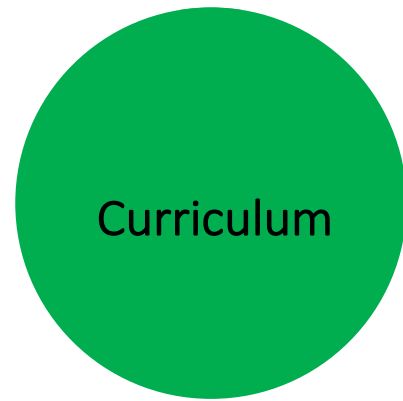
Efficiency: Building one standardized curriculum for ALL students

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





What are you connecting to?

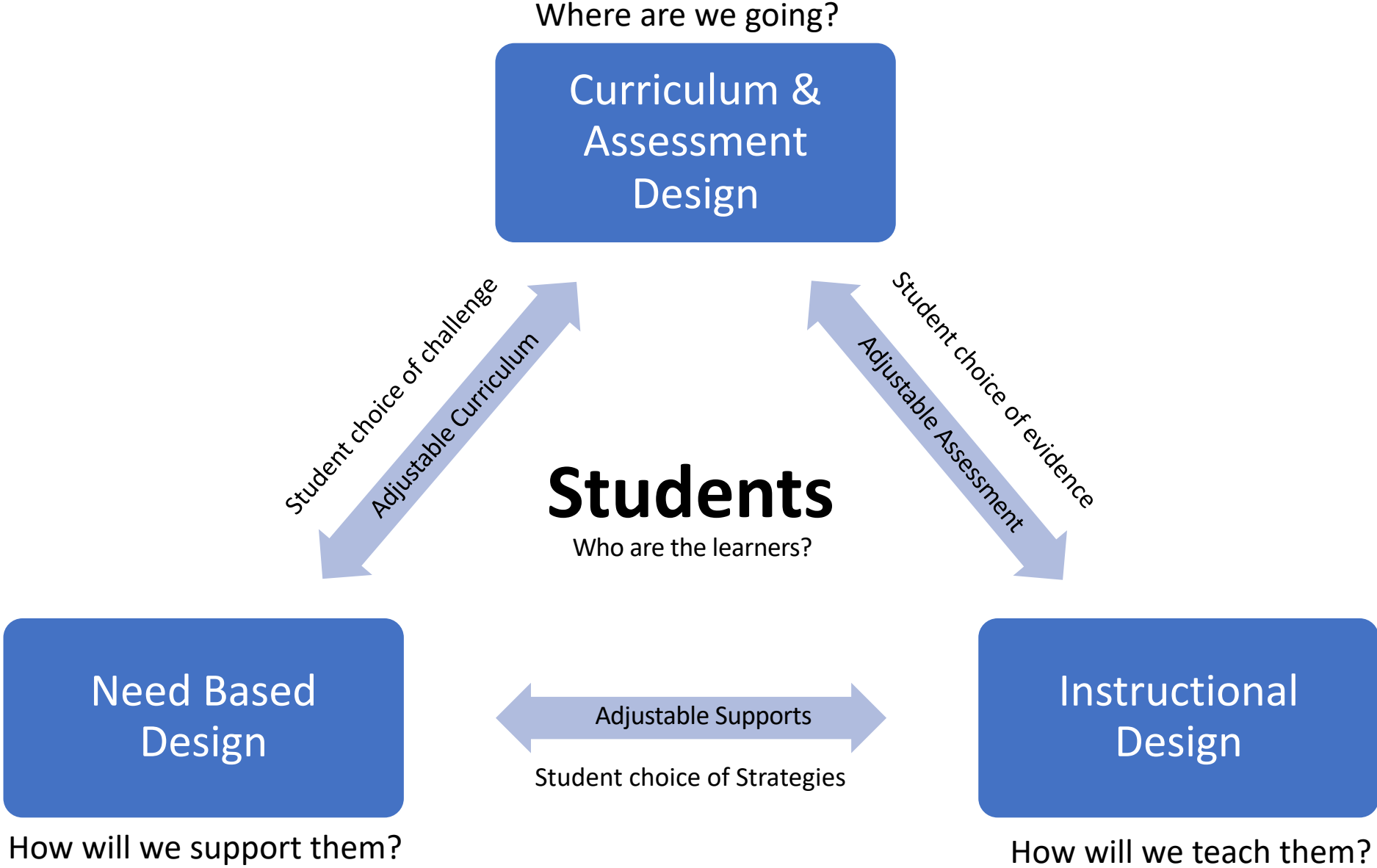
HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- 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 do we change the system? Design with Equity in Mind



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?
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Who are the PILOTS?

Who are the students? What are their dimensions?

Class Review for : Ms. S Grade 6/7 class		Teacher: Ms S, Ms.L	Date: October 2018
We can plan for our students by getting to know the:			
Interests & Identities of the class	Classroom Strengths	Classroom Stretches	
Pokemon, skateboarding, art/drawing, read a louds, each other Korean, Japanese, Taiwanese, Indigenous, Autistic	Supportive of each other, patient, kind, don't give up, insightful, creative	English language, written output, taking the lead, initiative	
Based on the interests, strengths and stretches of this class:			
The BIG question or inquiry I have for this class: How can we respond to the diversity of our class? What frameworks and strategies can help us to design an adjustable airplane?			
We can try to answer this questions 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: Barriers to Learning (UDL)	Decision: Barriers to Equity (Reconciliation)	
Designing a classroom support plan Designing a unit that plans for the range Using Kenny's interest to include him	We can choose multiple text levels for text, multiple interests areas We can make learning intentions clear (and the range of complexity for kids to choose from)	We can include multiple perspectives with the texts we choose We can reflect on our identities as we learn	
We can meet this goal(s) by targeting core competencies chosen as a community:			
Decision: Targeted competencies to target for this class			
We can be personally aware and responsible			

HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- who are the **students**? what is the range of **diversity**?
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- How do the students make the **adjustments** they need to use the curriculum?

What kind of plane are we flying? What are the grade-level standards?

Class: Gr. 6/7

Planning Team: Shackles, Locke & Moore

Essential Question: What does it mean to be personally aware and responsible and how can this help me in my life inside and outside of school?

Key vocabulary: goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative

Goals

Competency Goal I can be personally aware and responsible by being **self determined**

Competency Goal I can be personally aware and responsible by being **self regulated**

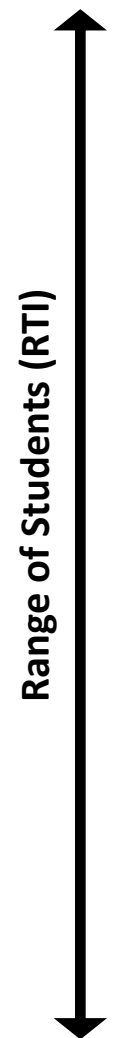
Summative Tasks (Self Evaluation)

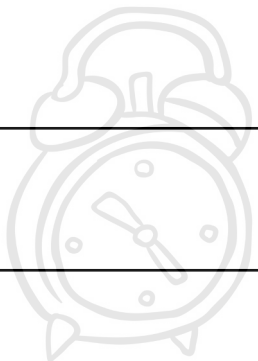


New format
(3D model) Create a 3D model that represents your understanding of being personally aware & responsible

Choice Format
(letter, comic book, conversation) Describe how being personally aware & responsible connects to and can help you in your own life

HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- who are the *students*? what is the range of *diversity*?
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Students...	Strategies & Supports		
who needs the most support	Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need			
Need			
Need			
Need			
Need			
who needs the most challenge			

Who are the PILOTS?

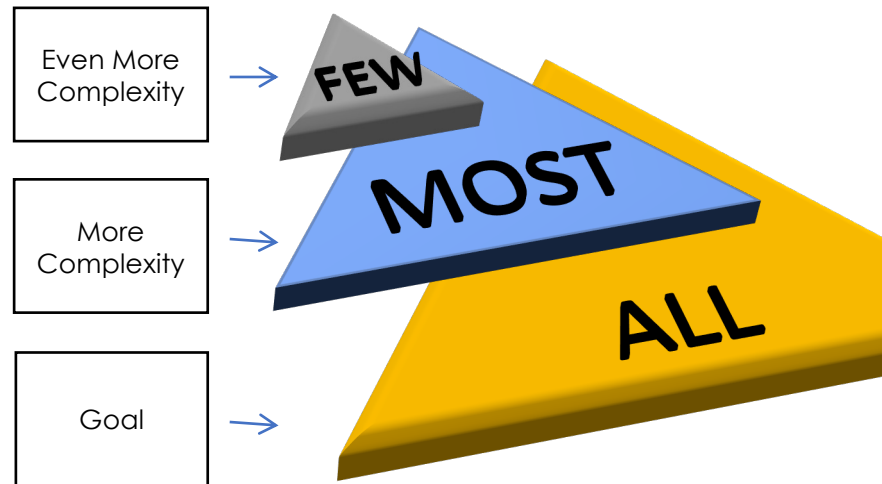
Who are the students? What are their dimensions?

Classroom Support Plan		
Teacher(s): Ms. S	Support Staff: Ms. L	Lens: Personal Awareness & Responsibility/ Literacy

Range of Students (RTI)

Students...		Strategies & Supports		
who needs the most support		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Kenny				
Need behaviour	Kenny, Kendra , Max, Jackson	<ul style="list-style-type: none"> - Structured and predictable lessons - start lessons with an accessible activity - connect to interests, connect to life 	Choice to work alone, 2 min	K - ??????
Need literacy	Cathy X., Eric,, Breanna, Alexandria	<ul style="list-style-type: none"> - Literature circles - Attend to vocabulary, Group work - connect to life 	Text at different reading levels, - Choice of complexity Oral, written, visual language options	
Need ELL/EAL	Cathy Z, Eric, Joanna, Max, Annabel, Kelly	<ul style="list-style-type: none"> - Attend to vocabulary - Group work - Text from multiple perspectives 	Oral, written, visual language options	translator
who needs the most challenge				
Johnathan Ethan				

Adjustable Curriculum: Planning Pyramid



How do we make the airplane adjustable? How do we allow for access and challenge?

Class: Gr. 6/7

Planning Team: Shackles, Locke & Moore

Essential Question: What does it mean to be personally aware and responsible and how can this help me in my life inside and outside of school?

Key vocabulary: goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative

Goal Continuums

I can be personally aware and responsible by:

Start Here



Goal	Access Goal	Goal for ALL	Goal for MOST	Goal for FEW
being self determined	<ul style="list-style-type: none"> I can set a goal 	<ul style="list-style-type: none"> I can celebrate my efforts and accomplishments 	<ul style="list-style-type: none"> I can advocate for my myself and my ideas 	<ul style="list-style-type: none"> I can take initiative and make change in myself and the world
being self regulated	<ul style="list-style-type: none"> I can accomplish a goal 	<ul style="list-style-type: none"> I can persevere through challenging tasks 	<ul style="list-style-type: none"> I can implement a plan that I have made to meet a goal 	<ul style="list-style-type: none"> I can adjust a plan that I have made to meet a goal

HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- Who are the *students*? What is the range of *diversity*?
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How do we support pilots (students) to make the adjustment they need?




How do we support pilots (students) to make the adjustment they need?

Classroom Support Plan		
Teacher(s): Ms. S	Support Staff: Ms. L	Lens: Personal Awareness & Responsibility/ Literacy

Range of Students (RTI)

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who needs the most support <small>Kenny</small>		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need behaviour	Kenny, Kendra , Max, Jackson	Structured and predictable lessons, start lessons with an accessible activity, connect to interests, connect to life, Connect to interest, 11 min. lessons (timer)	Choice to work alone, 2 min, Body zone/ tools	Choice to stay in the classroom or work outside the classroom (hallway, office, library)
Need literacy	Cathy X., Eric,, Breanna, Alexandria	- Literature circles - Attend to vocabulary, Group work - connect to life	Text at different reading levels, - Choice of complexity Oral, written, visual language options	
Need ELL/EAL	Cathy Z, Eric, Joanna, Max, Annabel, Kelly	Attend to vocabulary Group work Text from multiple perspectives	Oral, written, visual language options	translator
who needs the most challenge Johnathan Ethan				



What is one take
away from today?

SHELLEY MOORE



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