

# SHELLEY MOORE



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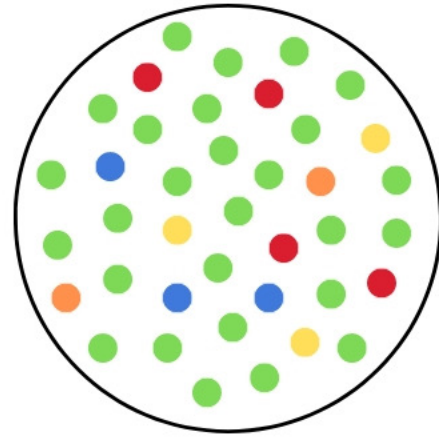
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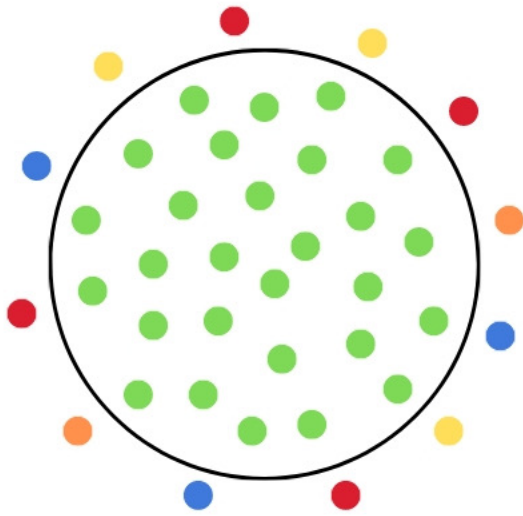




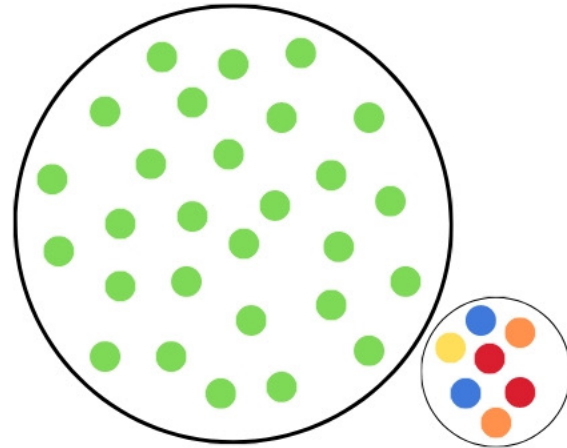
# WHAT DOES INCLUSION MEAN?



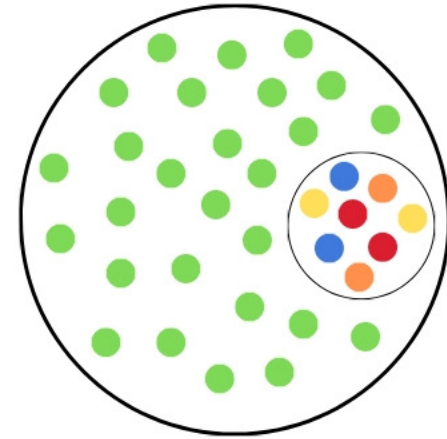
inclusion



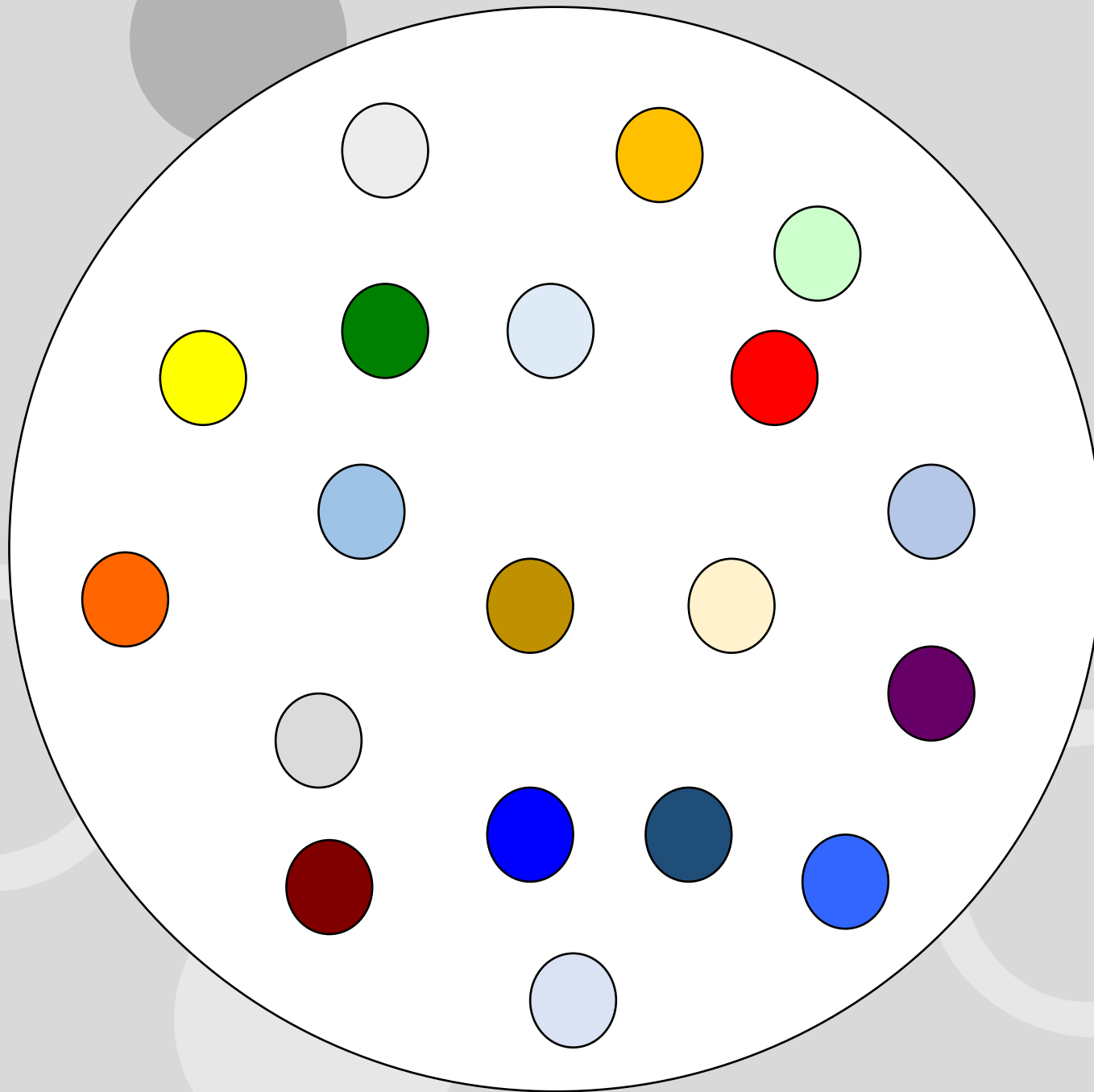
exclusion



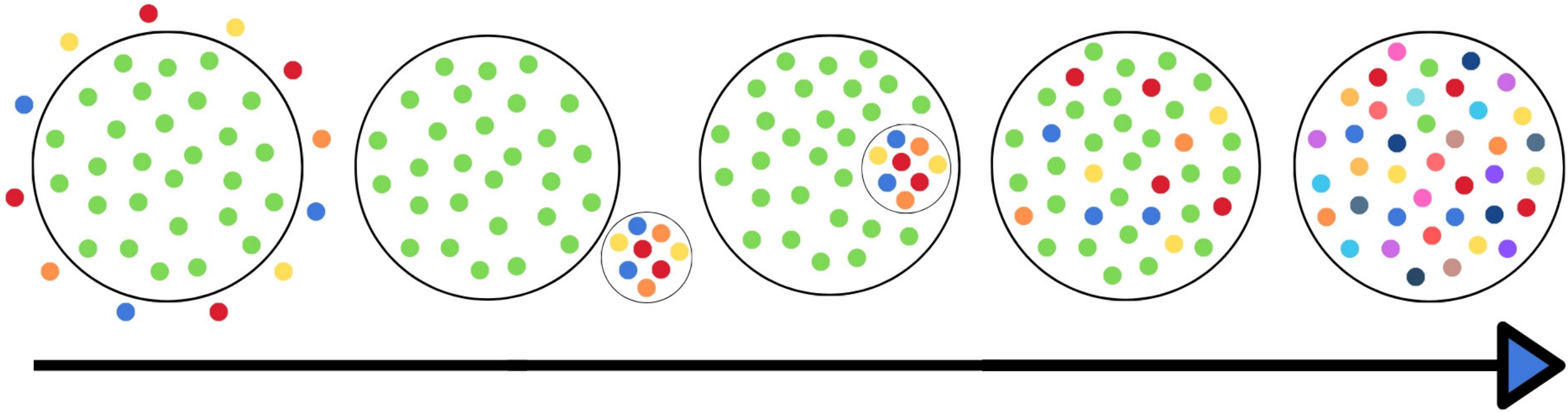
segregation



integration



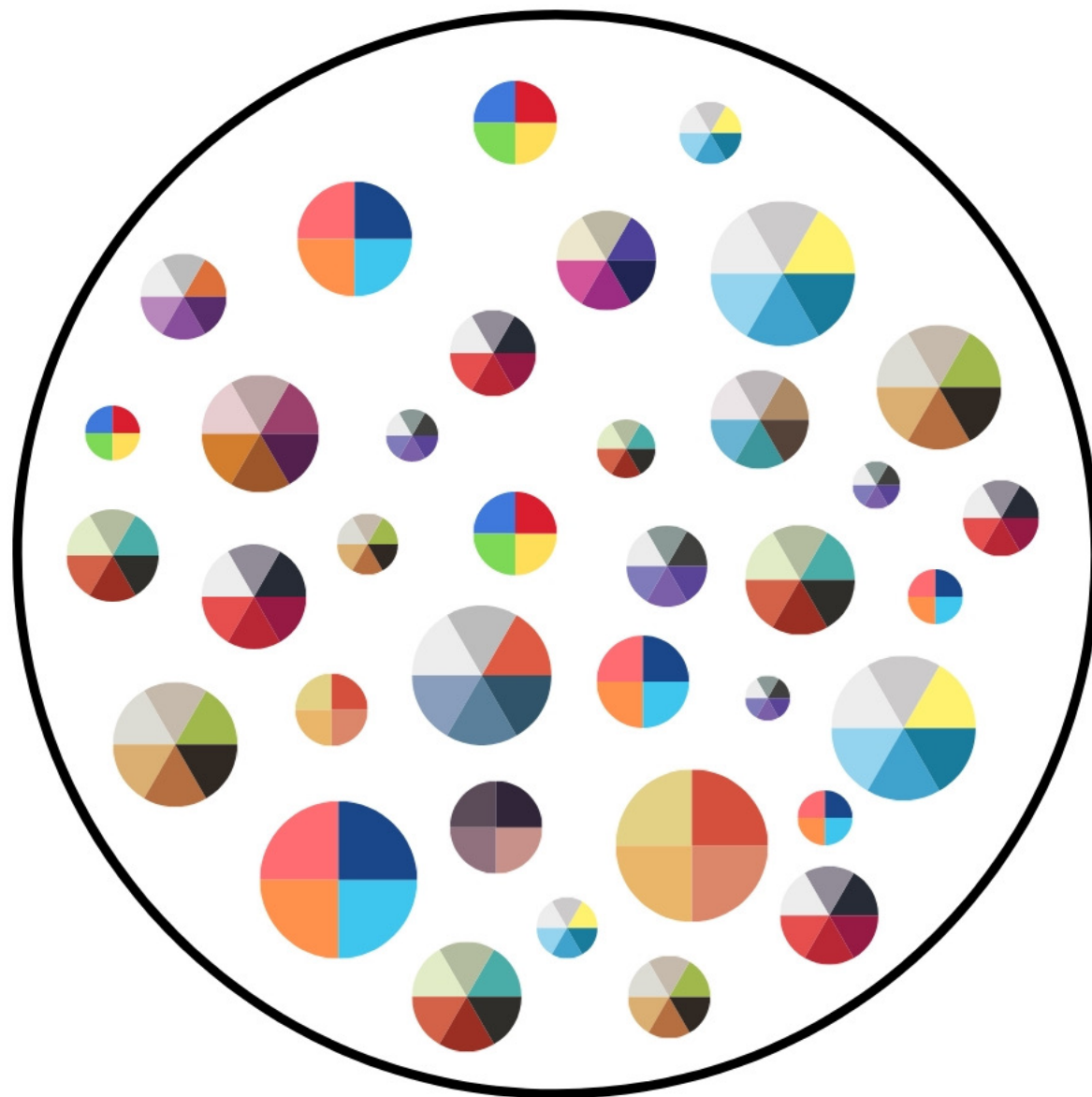
# WHAT IS INCLUSION?



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



# WHO IS INCLUSION?



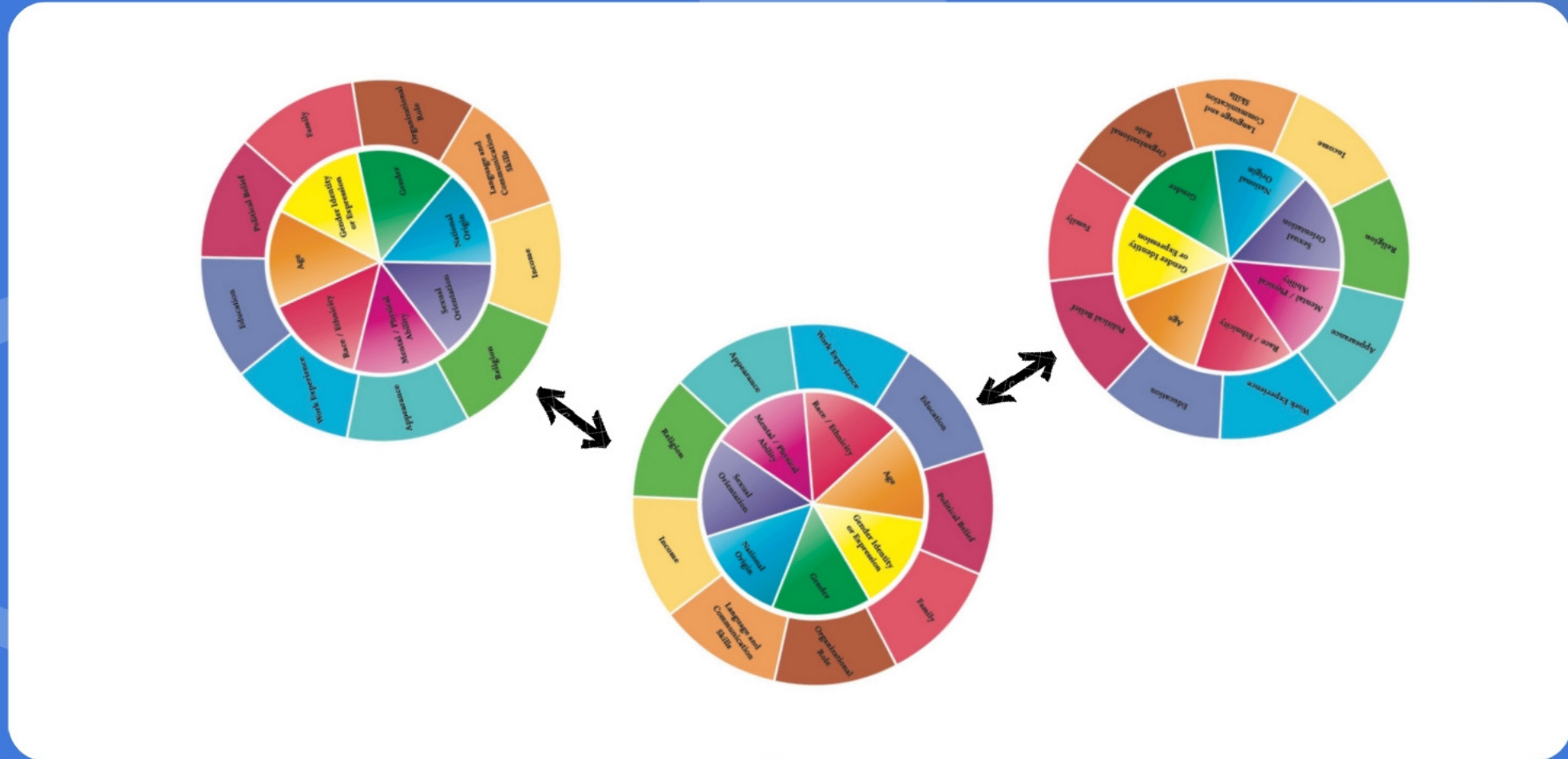
**WHO IS INCLUSION?**

What are your  
colours?

Do we value ALL  
colours equally?



# How do we build communities of identity?



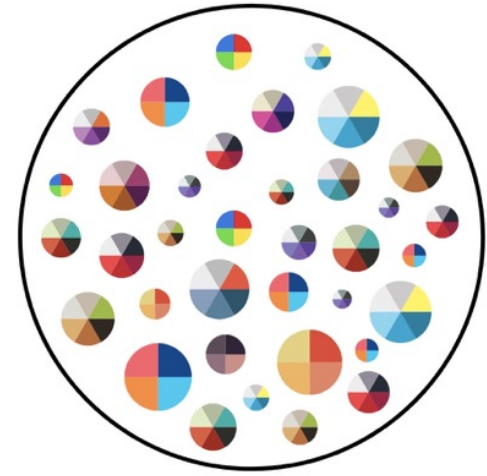
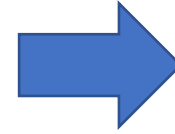
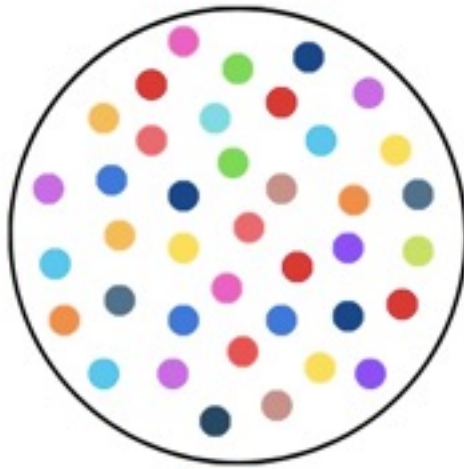
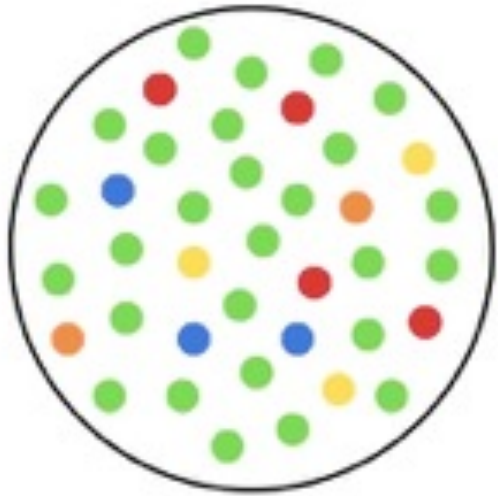
# How do we build communities of diversity?

How do we move away from groupings based on deficits?



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

# What is inclusion?



How do we include  
people who are  
different

How do we teach  
to diversity?

How do we  
teach to identity?



# Now What?!

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

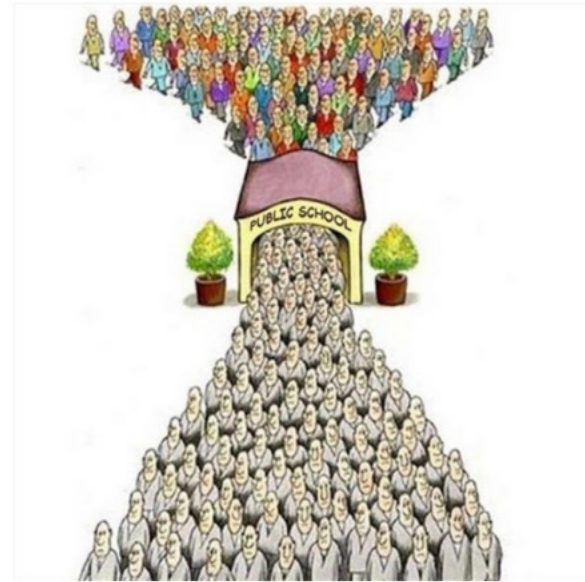
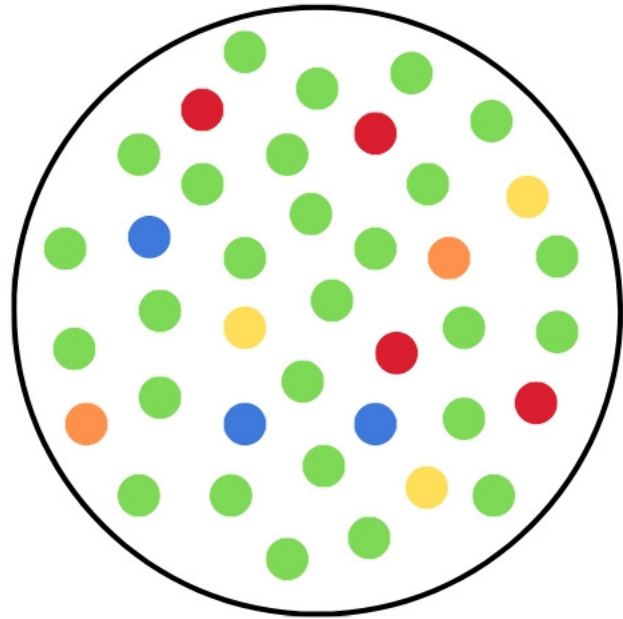


Understand **WHY** it is important...



How to we do it?

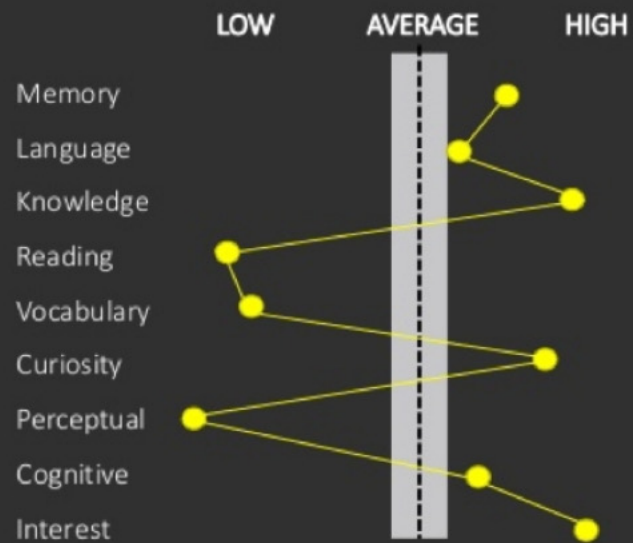
# WHERE DID GREEN COME FROM?



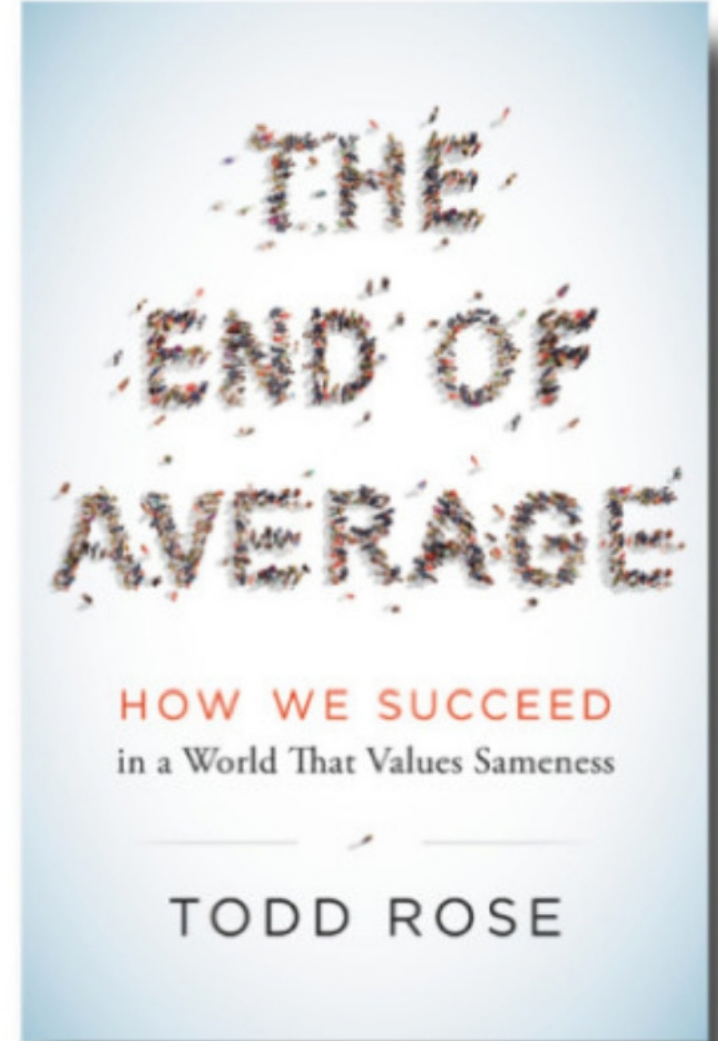
**GREEN = AVERAGE**

# 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

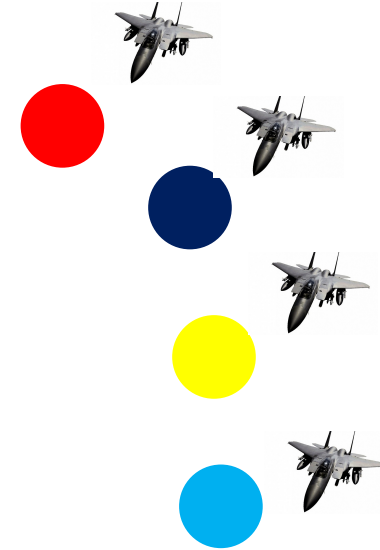
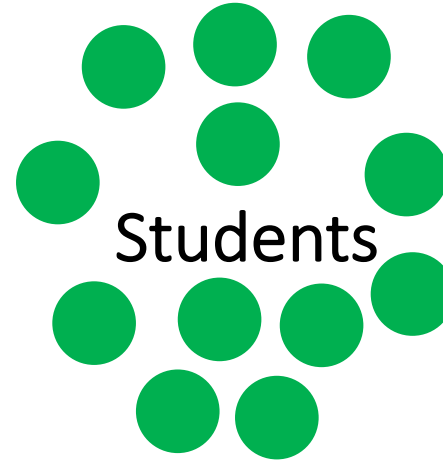
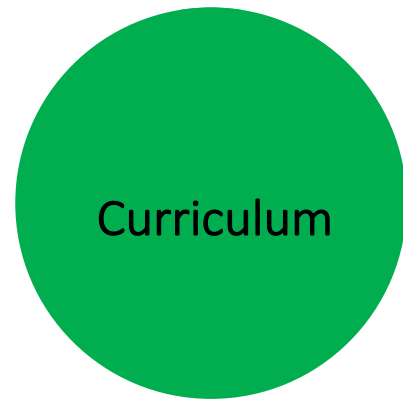
**Efficiency:** Building one standardized curriculum for ALL students

# 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?

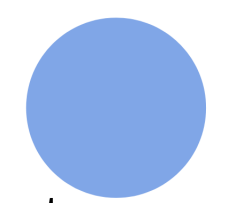
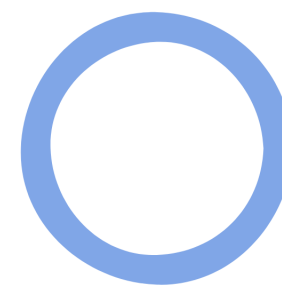


# DESIGN: THE MOST UNDERUTILIZED SUPPORT



Waterfall

What are you connecting to?



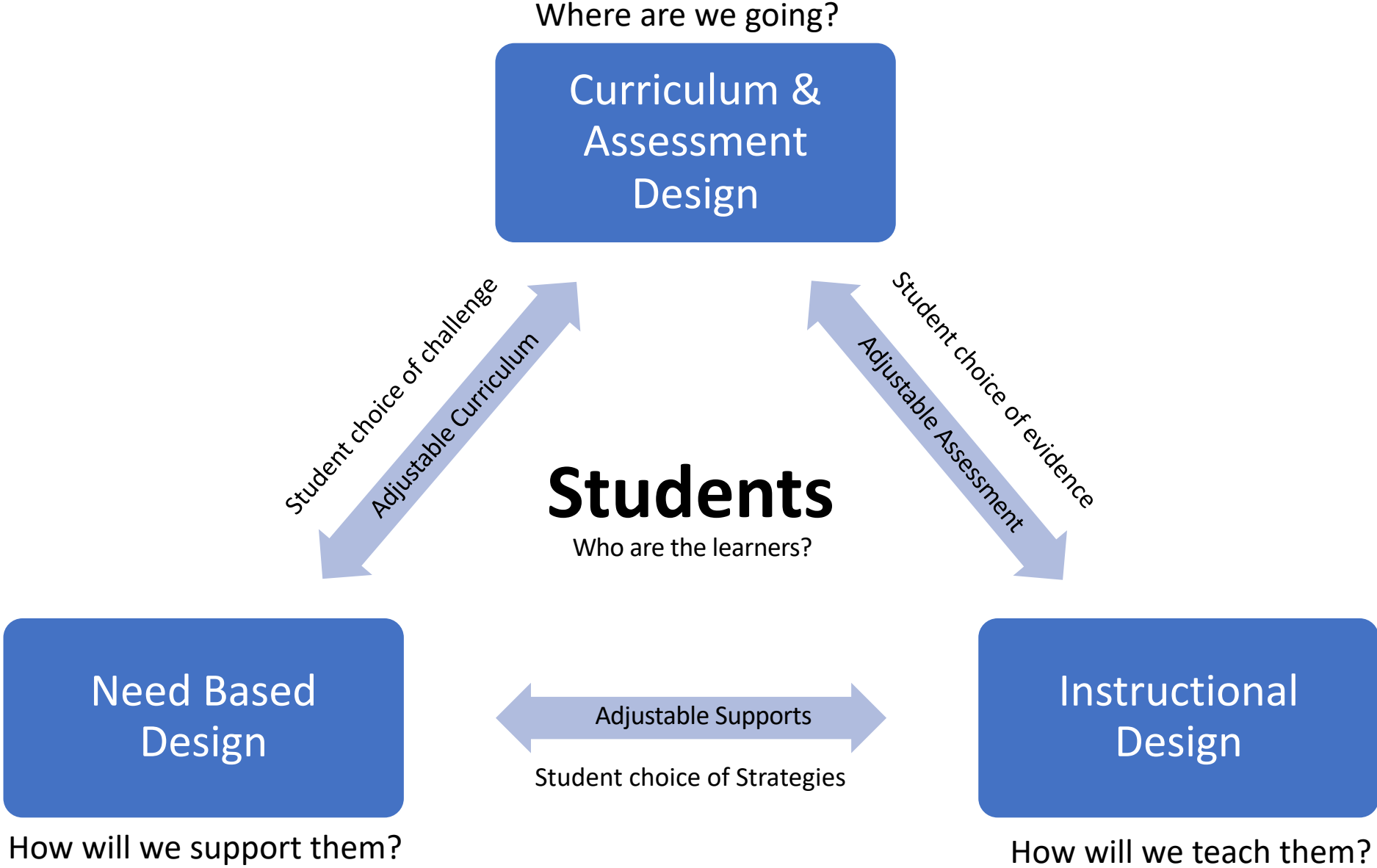
# HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- 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





What is your take  
away from today?

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