

SHELLEY MOORE



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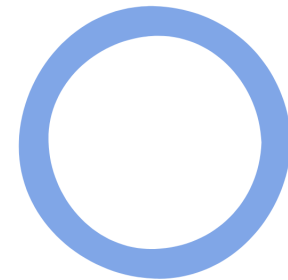
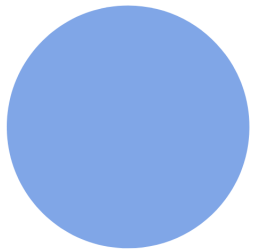
What are you burning
questions about inclusion?




WHAT DOES INCLUSION MEAN?



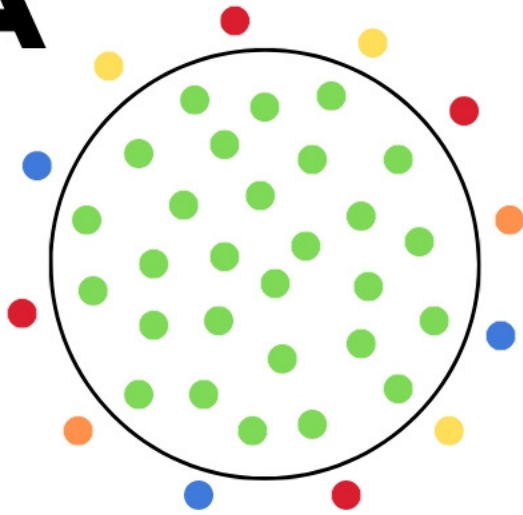
What does inclusion look like?



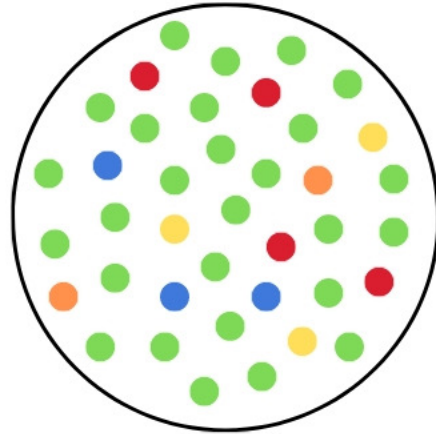


EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION

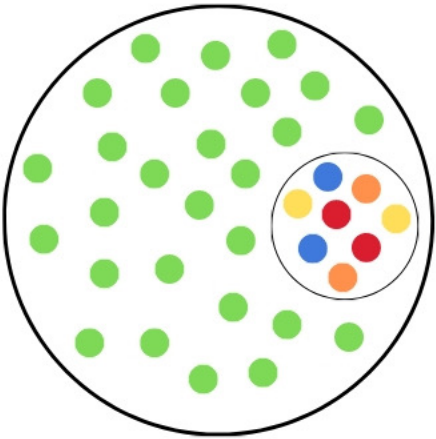
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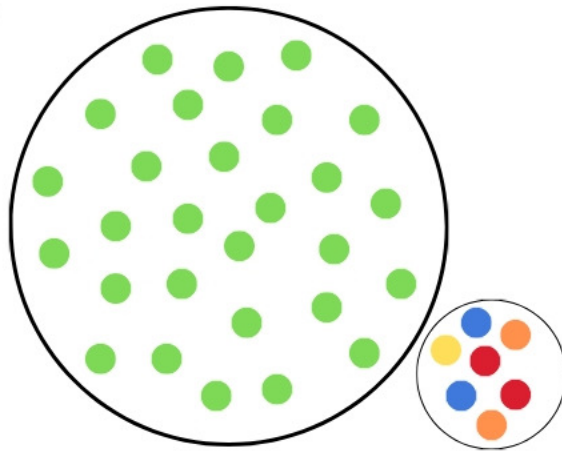
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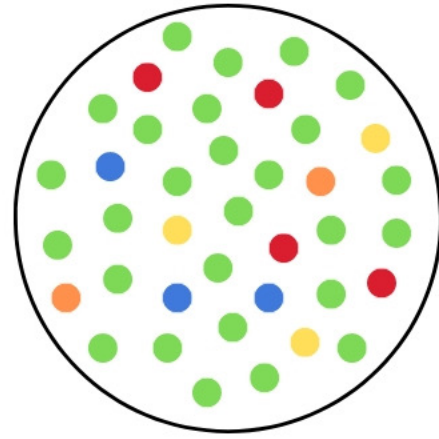


D

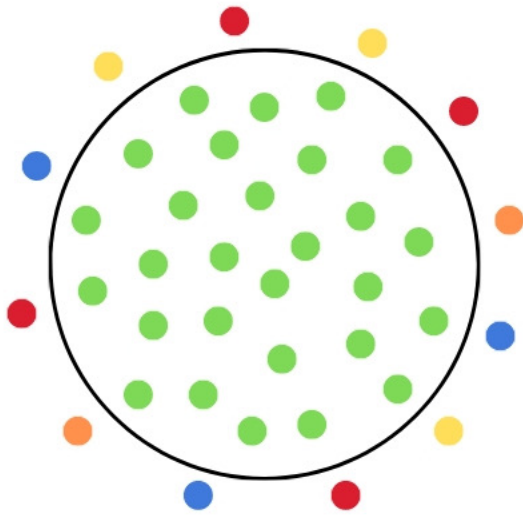


EXCLUSION
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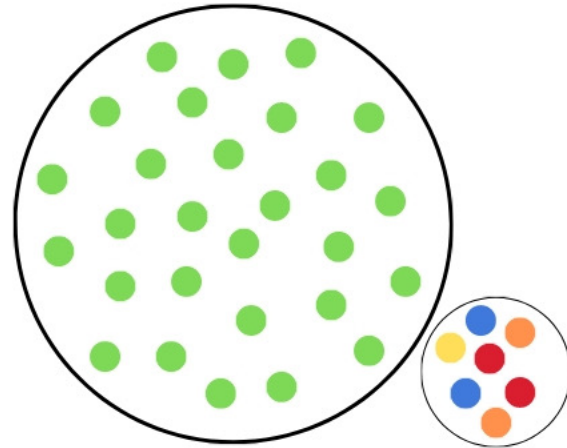
WHAT IS
INCLUSION?



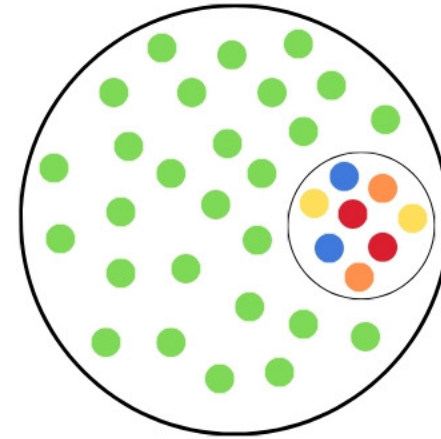
inclusion



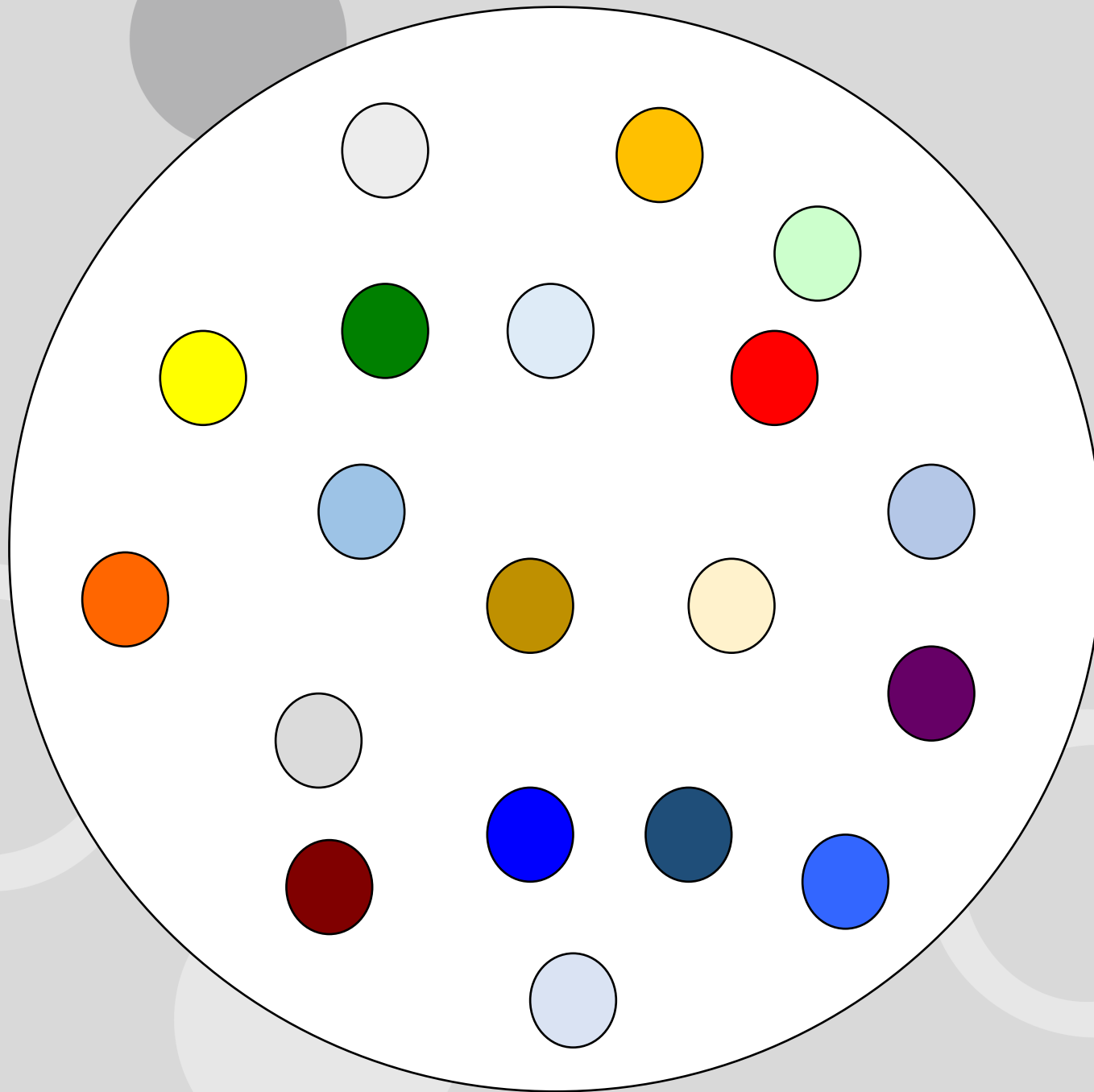
exclusion



segregation



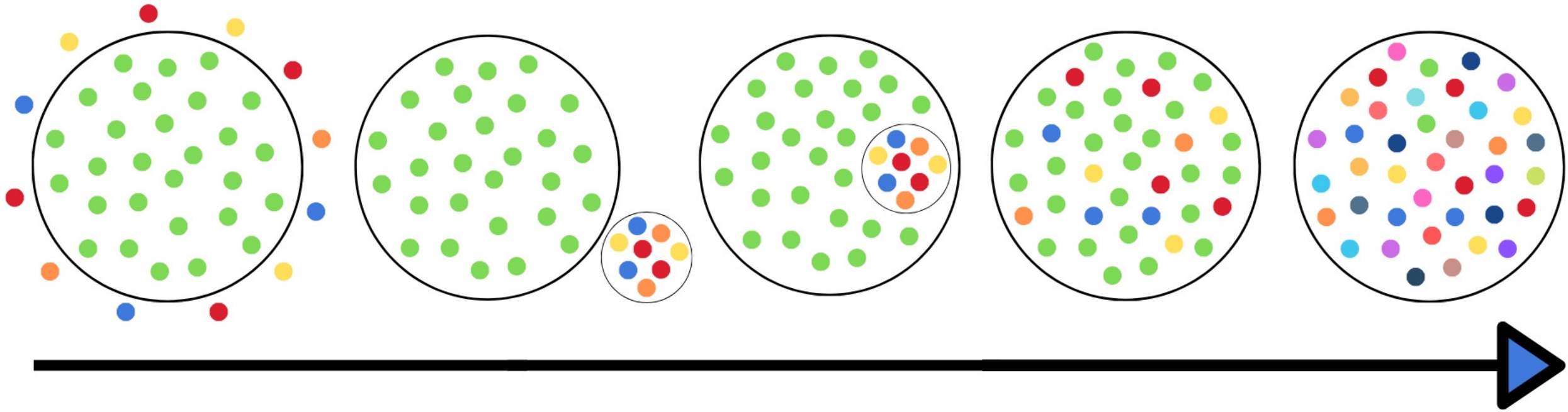
integration





What is useful so far?

WHAT IS INCLUSION?



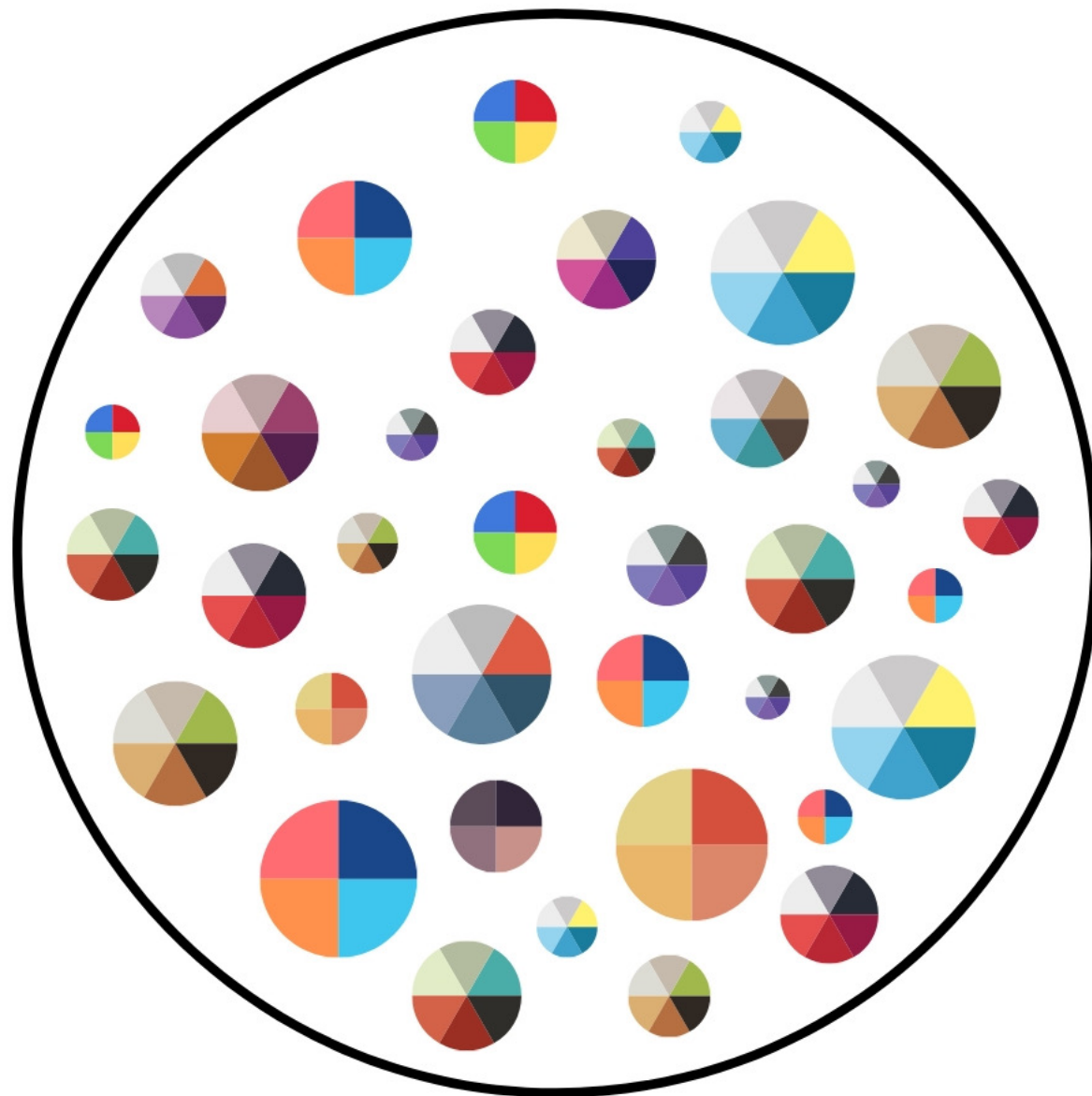
Where are you on this continuum? What's the next step?



WHO IS INCLUSION?



WHO IS INCLUSION?

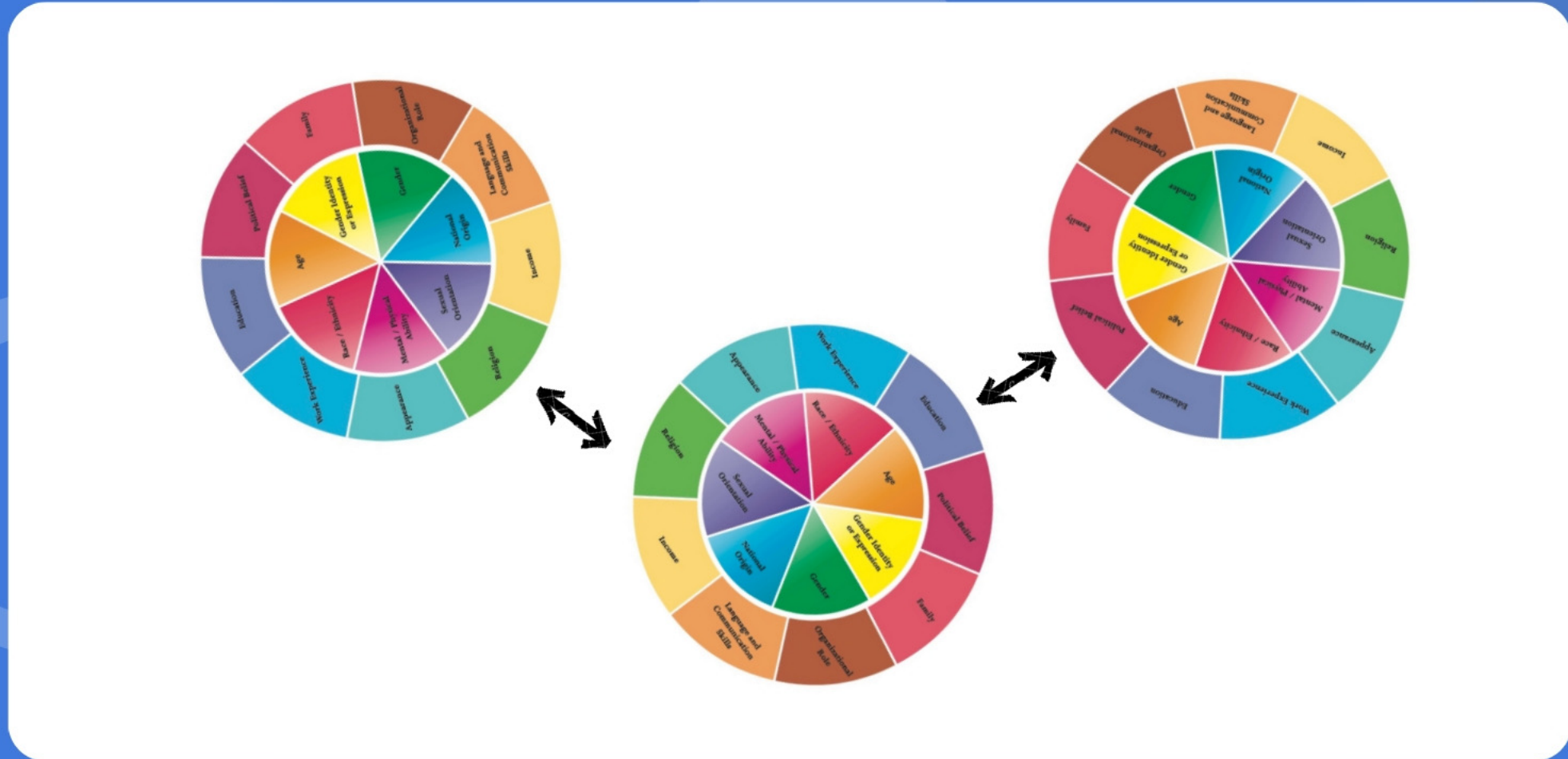


What are your
colours?

Do we value ALL
colours equally?



How do we build communities of identity?



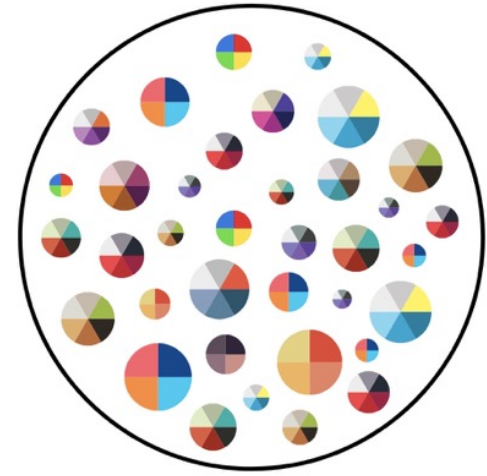
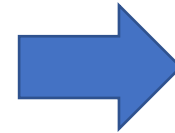
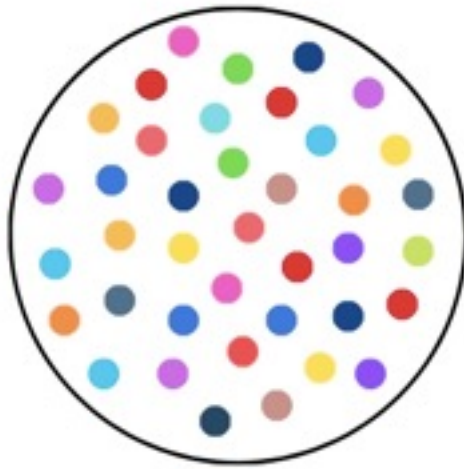
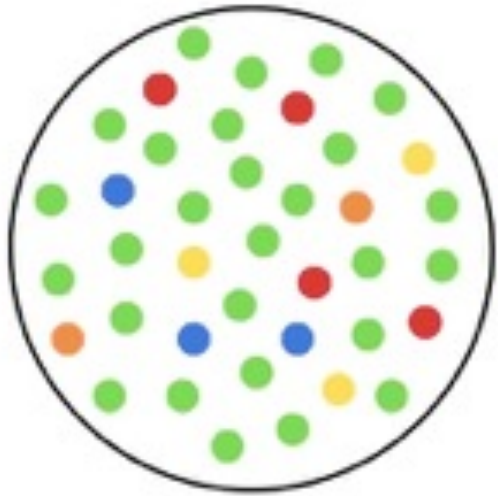
How do we build communities of diversity?

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?

How do we move from integration to inclusion?

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

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