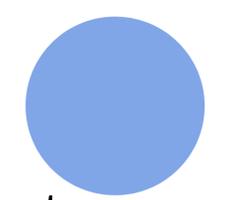
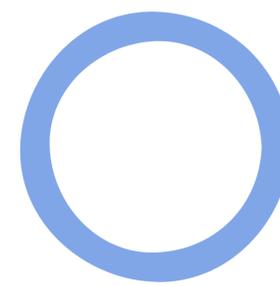
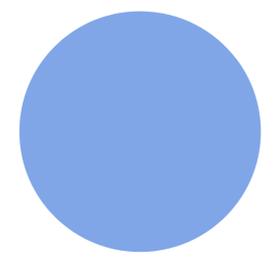


Transforming Inclusive Education: Designing for Diversity, Equity & Inclusion

**Collaborative Inquiry-Based Learning Series
with Jo Chrona & Shelley Moore
Session 2**

Handouts

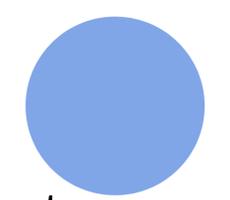
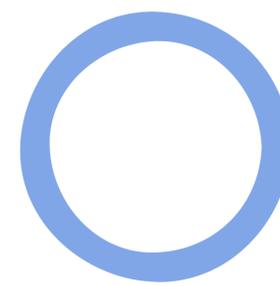
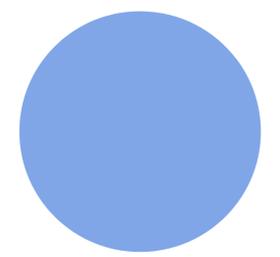
www.blogsomemoore.com



@tweetsomemoore

Waterfall

- What stands out from last week's session?



Popcorn

- What questions did you reflect on?
What did you notice about the thinking/ conversation that followed?

Session 2 - Getting to know learners from a strength-based perspective

- How can we communicate learner needs through a strengths-based perspective, connecting to identity and context, rather than with a deficit lens?
- How do you understand the connection between strong relationships and high expectations of learners?
- How do we use what we learn about learners to help with planning and advocacy from a positive and responsive perspective.

Reminder

If questions come up for you, you can hold them until there is a pause for verbal questions

OR

You can add them into the CHAT function and we will come back to them



FPPL - Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)

- Paying attention to the whole learner – (as opposed to a topic driven Euro-Western model) and relevancy
- Connecting learning activities to clear goals for learning
- Asking what steps and supports are necessary for learners to achieve
- Planning for learning steps/activities to reach the goal – takes learner into account

FPPL - Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place) continued

Supports high-expectations.

What are these?

- Embedded in relationship
- Belief in the learners ability to learn *with effective teaching and supportive learning environments*
- Clear and relevant learning progressions

FPPL - Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors

Well-being of all is a primary purpose of learning

Each aspect of well-being (self, family, community, land, spirits, and ancestors) is interconnected with the others,

- but we can also think about each separately

Well-being of self includes cognitive/mental, social/emotional, physical and spiritual aspects

Learners are a part of families and communities

- we can think about how what we are asking them to learn supports the well-being of all others

FPPL - Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors

continued

Well-being is supported by

- valuing and appreciating uniqueness of each learner
- using *strengths-based approach* to teaching and learning
- connecting to positive personal and cultural identity(ies), and to the land
- development of a healthy sense of self (personal awareness) & connection to others

Children come into the world with gifts to be nurtured as they grow; responsibility of the adults to acknowledge and support growth of those gifts to flourish

FPPL - Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors continued

Strengths-based

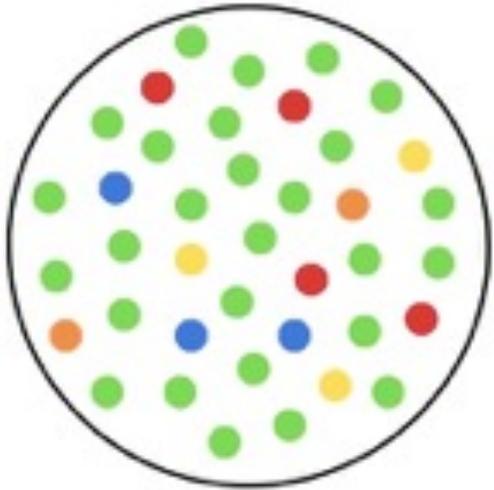
- **isn't** about “lowering standards or expectations”
- **is** about having expectations that everyone can learn *and* providing learning environments to help them achieve.
- recognizes that the diversity in strengths and challenges can contribute to the well-being of all



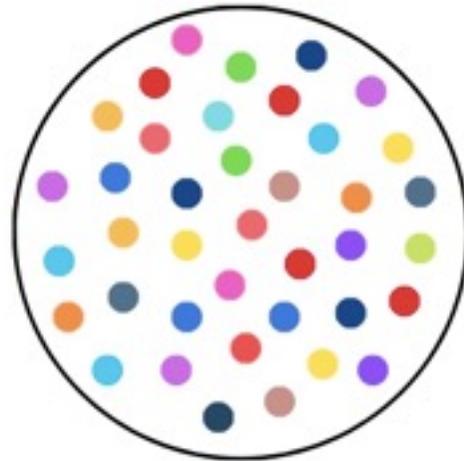
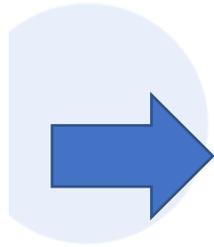


How do we capture and
respond to students
from a strength-based
perspective?

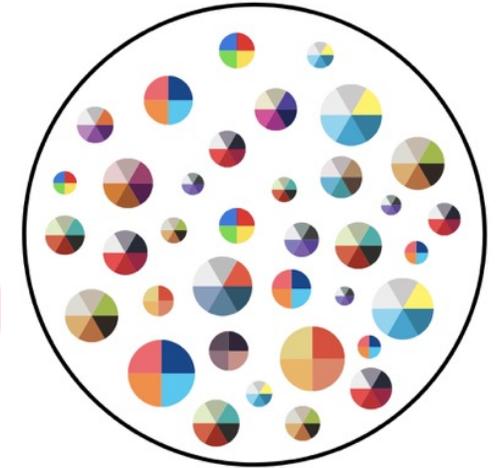
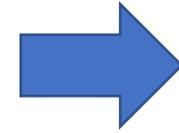
What is inclusion?



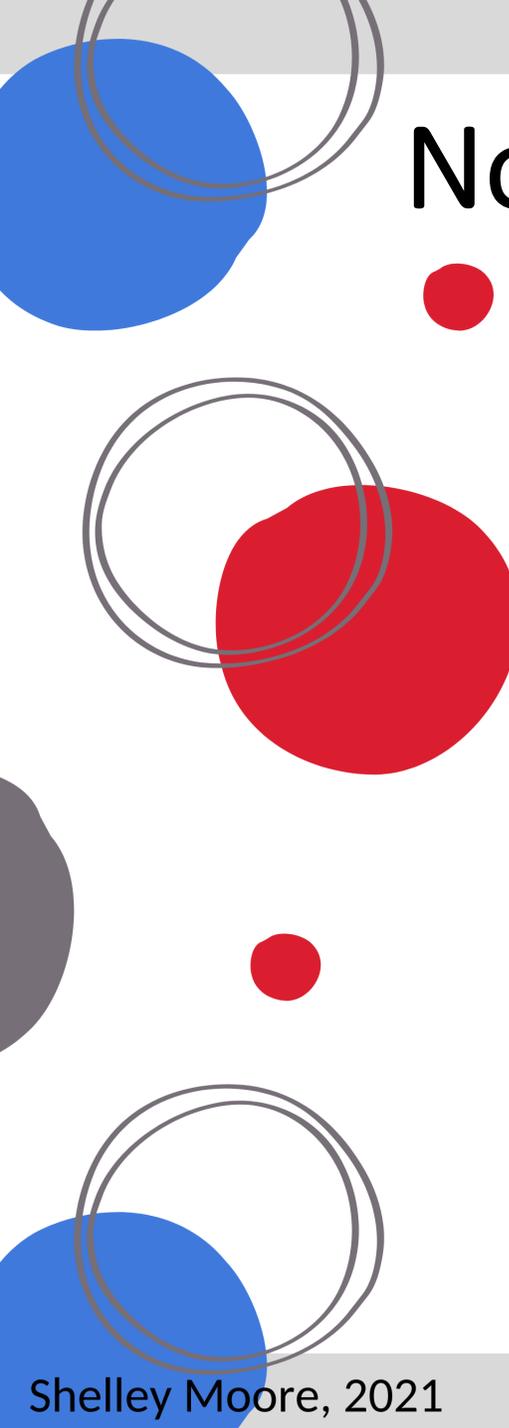
How do we include people who are not green?



How do we teach to diversity?
How do we teach to many colours?



How do we support students to identify their many colours?
How do we teach to identities?



Now What?!

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

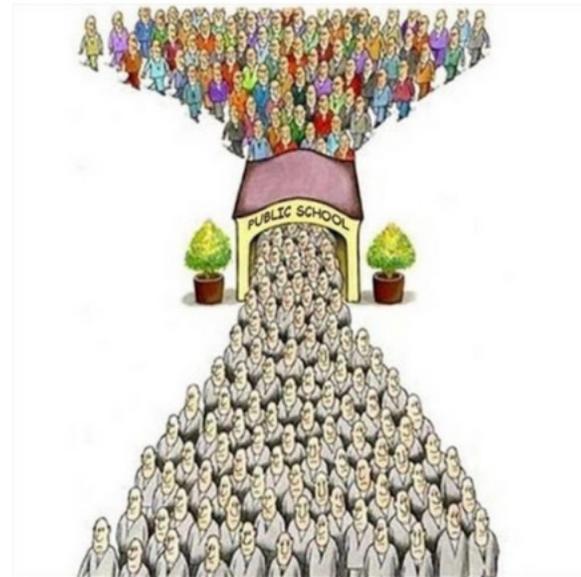
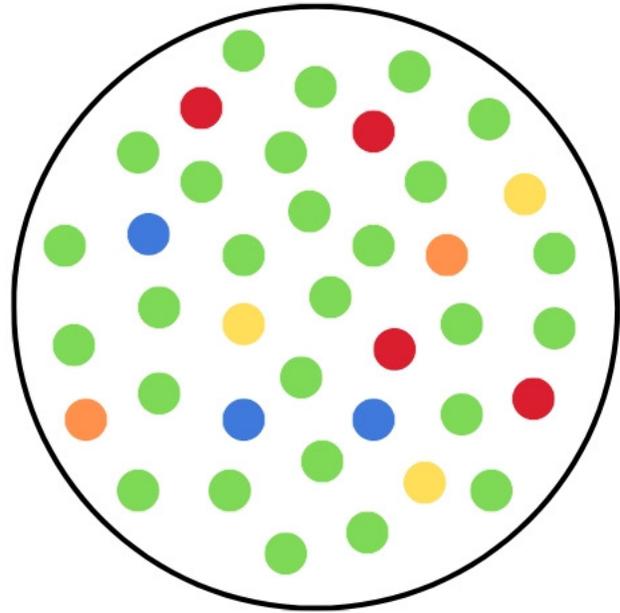


Understand **WHY** it is important...



How to we do it?

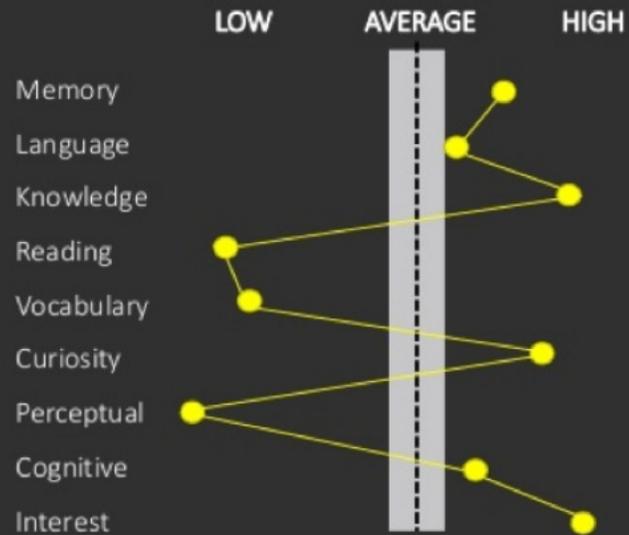
WHERE DID GREEN COME FROM?



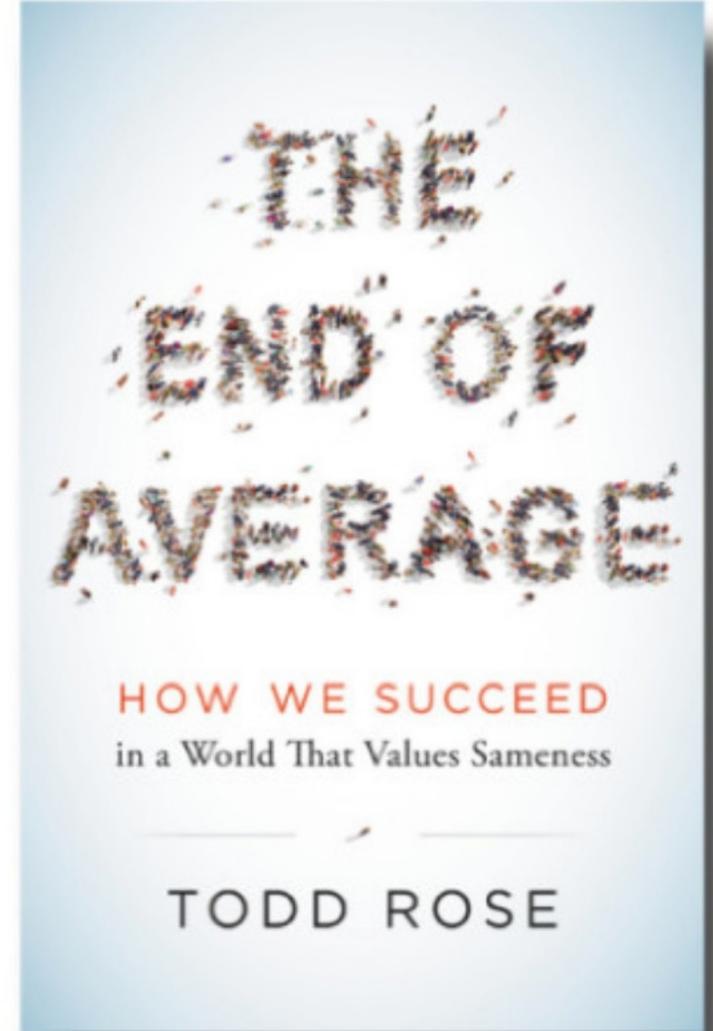
GREEN = AVERAGE

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

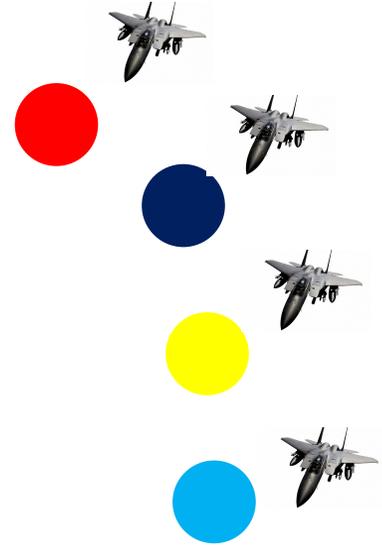
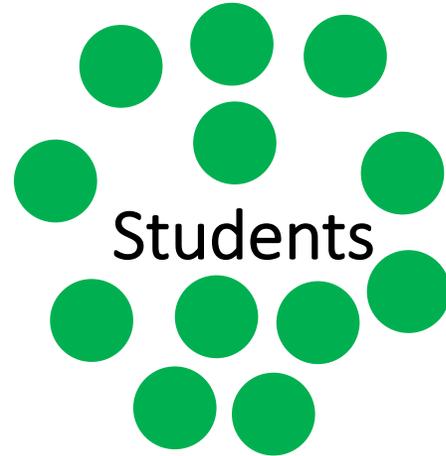
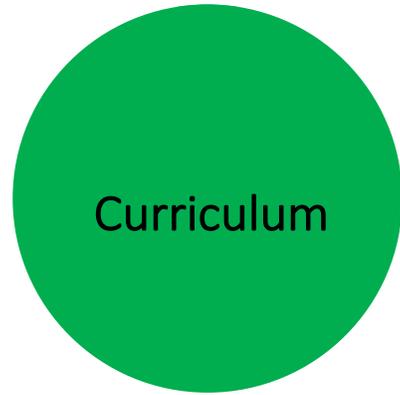
Efficiency: Building one standardized curriculum for ALL students

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?

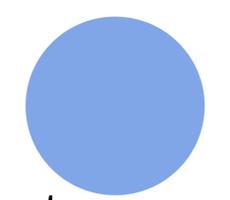
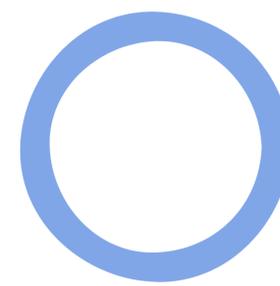
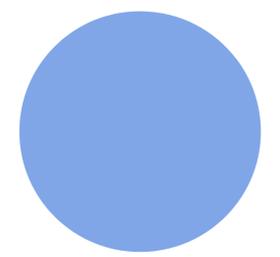


DESIGN: THE MOST UNDERUTILIZED SUPPORT



Waterfall

What are you connecting to?



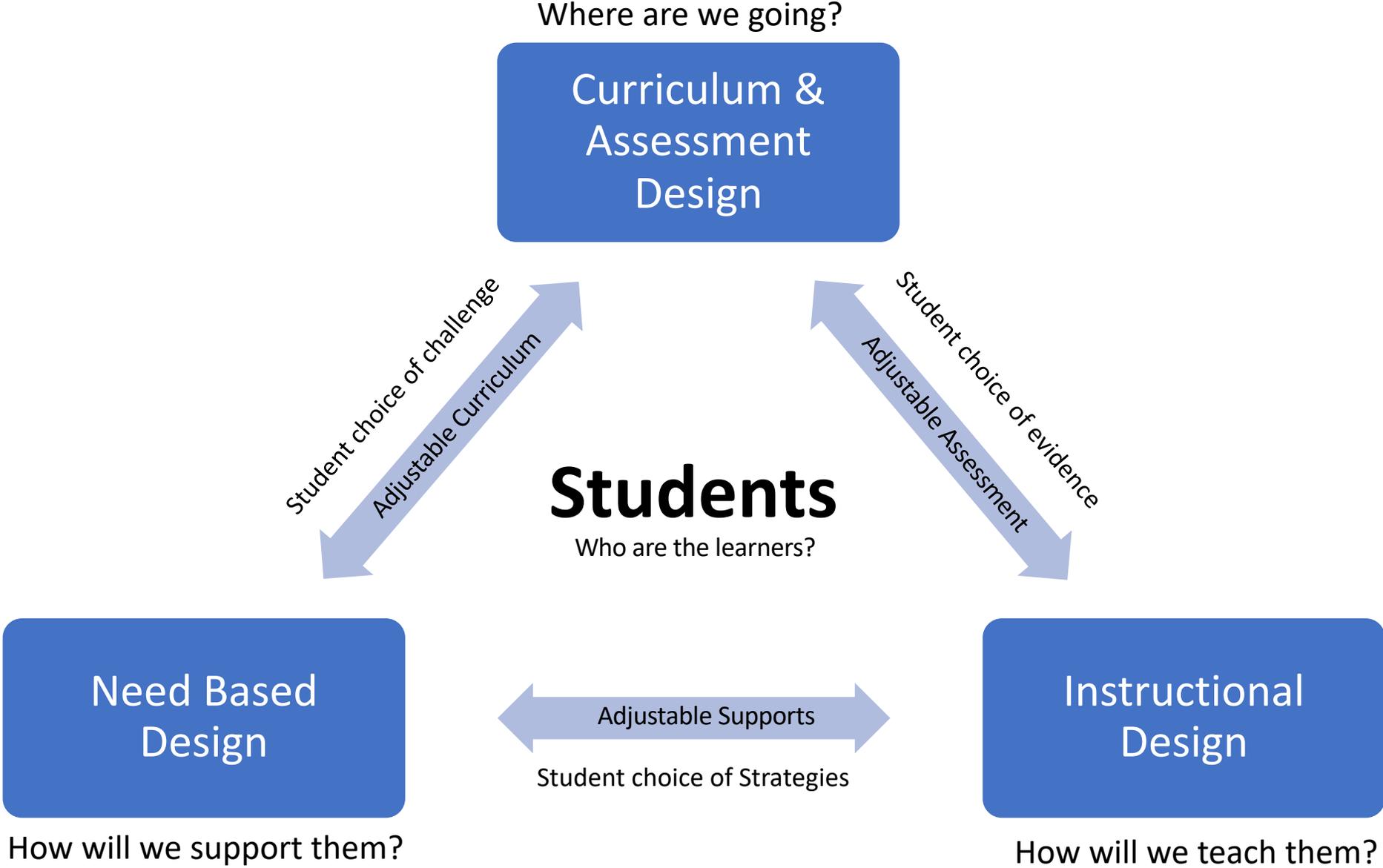
HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- 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?

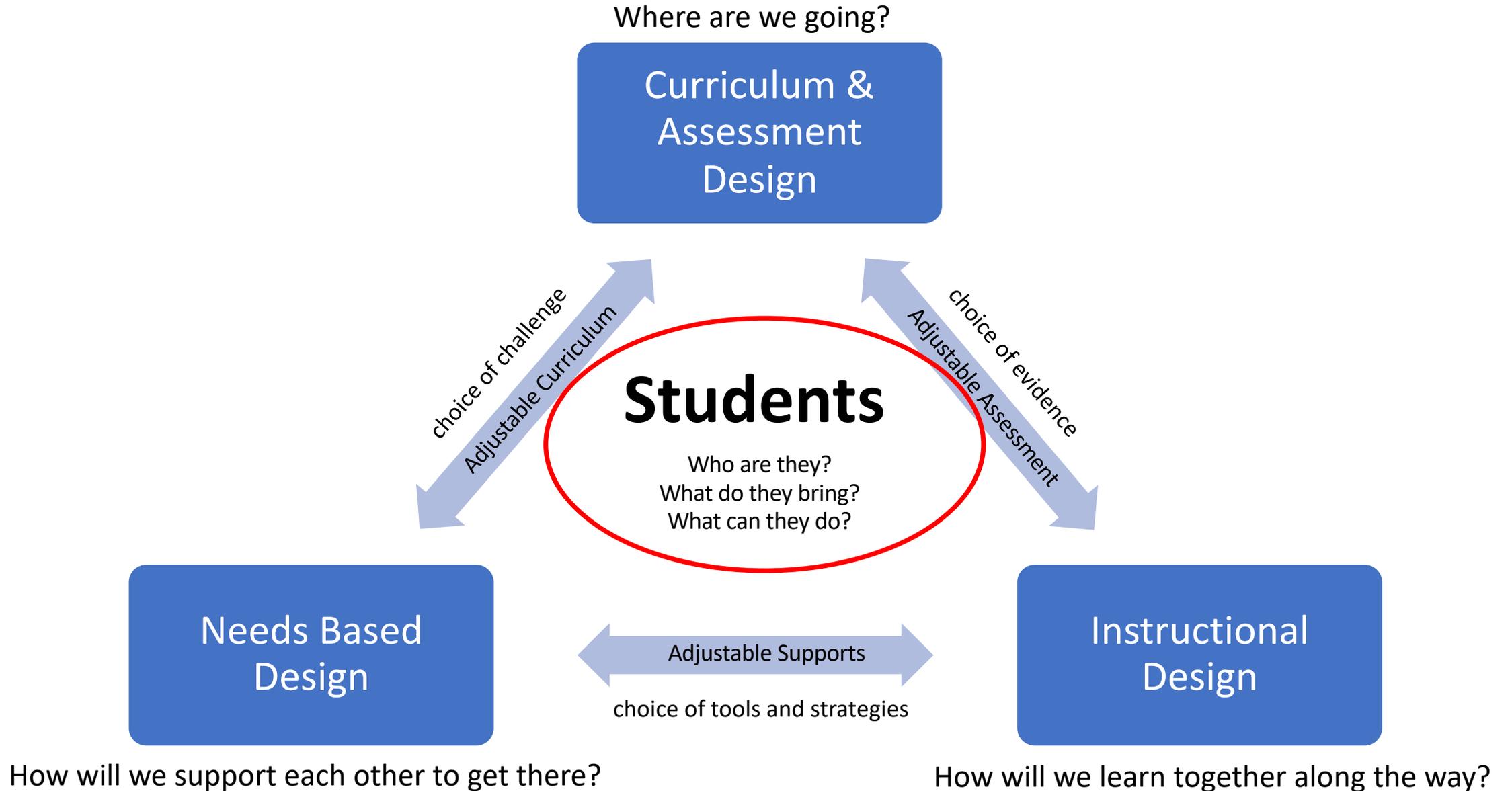
HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- 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



How can we change the system? Designing with Equity in Mind



Strengths

Identities

Interests

What are student **dimensions** that we can capture (so that we can design for them) in responsive and strength-based ways?

Stretches

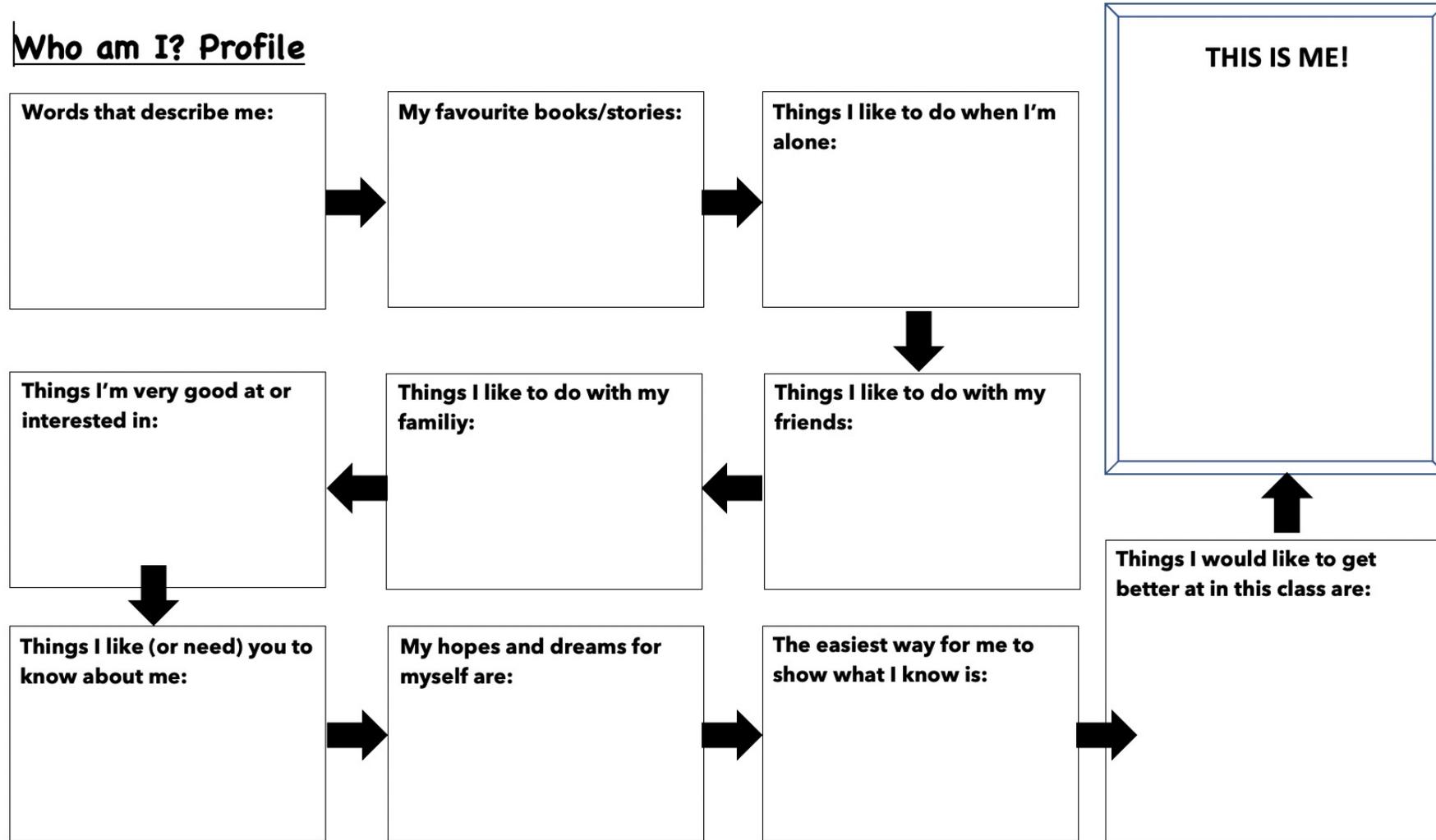
Needs

**Tools &
Strategies**

Class Review:	School Team:	Date:	
We can plan for our students by getting to know the:			
Class Identities	Class Interests	Classroom Strengths	Classroom Stretches
Based on the interests, strengths and stretches of this class, some goal(s) that we have are:			
Some BIG goals we have for this class:			
We can meet these goals by reflecting on what is working, and making some decisions to try something new			
What works well for this class?		What do we still want to try? What barriers to we want to commit to reducing?	
We can meet this goal(s) by targeting core competencies?			
What core competencies can we target as a community? A strength area? A stretch area?			

Class Review:	School Team:	Date:	
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Who am I?



Class Review:		School Team:		Date:	
We can plan for our students by getting to know the:					
Class Identities		Class Interests		Classroom Strengths	
Classroom Stretches					
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What works well for this class?			What do we still want to try? What barriers to we want to commit to reducing?		
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What core competency can we target as a community? A strength area? A stretch area?					

Class Review:		School Team:		Date:	
We can plan for our students by getting to know the:					
Class Identities		Class Interests		Classroom Strengths	
Classroom Stretches					
Based on the interests, strengths and stretches of this class, some goal(s) that we have are:					
Some BIG goals we have for this class:					
We can meet these goals by reflecting on what is working, and making some decisions to try something new					
What works well for this class?			What do we still want to try? What barriers do we want to commit to reducing?		
			Reducing barriers by: Creating an inclusive and responsive grade based curricular plan using FPPL, Backwards Design, UDL & standards-based planning and assessment		
We can meet this goal(s) by targeting core competencies?					
What core competency can we target as a community? A strength area? A stretch area?					

Class Review for: Gr 8 Humanities		School: Veteran School		Date: Sept 2022	
We can plan for our students by getting to know the:					
Class Interests		Classroom Strengths		Classroom Stretches	
- Agriculture, hunting, dirt biking, dancers, phones, hockey, games		- Athletic, hands on, visual, connected cohort, have grown up together, kind, good hearts, technology, competitive		- Reading, focus, attention, time on task, social emotional, decision making, leadership, taking risks while learning, detecting bias, recognizing different/alternate perspectives	
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:					
Some BIG goals we have for this class:					
<ul style="list-style-type: none"> - J: reading, love of knowledge and curiosity - S: being a good citizen, making good decisions when no one is watching, develop leaders - P: Confidence in their leadership, love of learning, enjoy reading, overall positive attitude towards school - K: Confidence, leadership, stand up and support each other, take risks 					
We can meet these goals by making a plan to try something new:			We can meet these goals by reducing barriers in the classroom:		
Decisions: Something we are trying/ want to try			Decision: Commitments to UDL targets		Decision: Commitments to Community
What have we tried that is working? - games for teaching and learning, using visuals and manipulatives, pull out reading program (SMARTER reading intervention) What do we still want to try? - Hands on approach, how to make humanities more hands on and visual How do we want to work together? Build a needs-based classroom support plan and create a series of lessons that teach new strategies			8.2: scaffolding learning by starting with accessibility and adding on challenge in goals and tasks 3.2 Connecting new learning to big ideas, other learning, other contexts (familiar and unfamiliar) 5.2 offering supports and strategies for students to create written output (word prediction, text-to-speech, mapping tools, sentence starters etc.)		<ul style="list-style-type: none"> - We can include multiple perspectives - We can include diverse text
We can meet these goals by targeting competencies as a community:					
Decision: Targeted competencies to target for this class: We can be cultural and global citizens by considering diverse perspectives					
We can meet these goals by responded to the needs of this class					
Need: Social Skills RW, JH, LL, LG, AF, LD		Need: Focus/Attention JH, RW, LL, HP, LG, AF, LD		Need: Organization JH, everyone	
				Need: Transition RW, JH, everyone	



How does the **airplane metaphor** and **class review process** intersect with the FPPL that we are focusing on today?

FPPL - Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)

FPPL - Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors

Your Work

- Choose a class that you are working with, or choose a teacher to work with
- Create a class review for this class
- Capture student perspectives/family/community perspectives as part of the process
- Bring your Class Review to the next session (there will be time built in for you to share and reflect on what you tried)

Next Session

Curricular Design Strategies Part 1 – Backwards Design

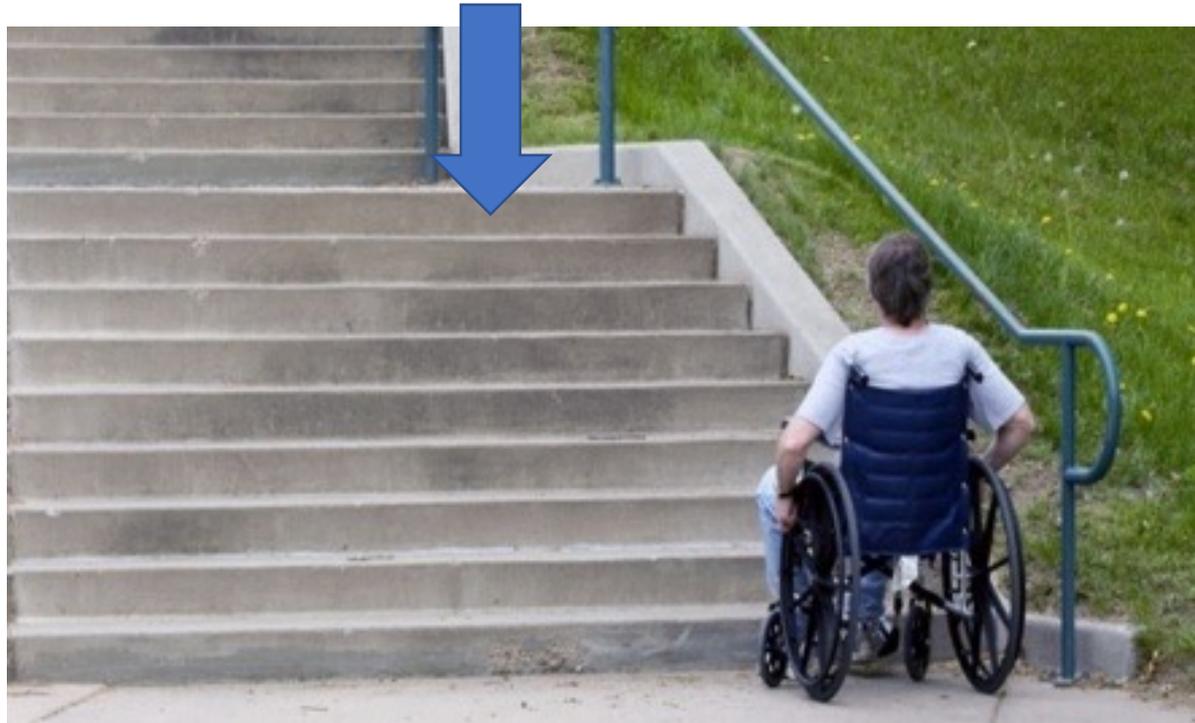
- February 15th Grades K-4 Cohort**
- February 16th Grades K-4 Cohort**

What are **barriers**??



What are **barriers**??

PHYSICAL



How can we **REDUCE** barriers??

Help us get to know: _____

Date: _____

Person connected to _____	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____? What groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their friends? Family? Community?	What is _____ good at? What can they teach others?	What is hard for _____? What do you think _____ wants to get better at?	What does _____ need support with? What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					

Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
Person 1: Rita Grandmother	Kind, strong, smart	watching me sew, taking pictures, listening to music	Patience, she notices everything	Waking up! Trying new things	She needs time and patience. If she is upset or frustrated, she needs space
Person 2: Frank Dad	Athletic, joyful, Ukrainian, church	Watching the baking shows , fishing with me	A great listener, being present	Independence, changes in routine	I think she worries a lot; I need others to know that she needs reassurance sometimes
Person 3: Kiran Family Friend	funny	Football! She loves the BC lions, movies, going for walks	making you feel so important, spreads joy, makes everyone laugh	Friendships, spending more time with her peers	Sharing her thinking, communicating. She has come such a long way!
Person 4:Matty Cousin	Fun, we play a lot together	Whale sharks, camping, swimming	Playing with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	using her iPad to help her talk

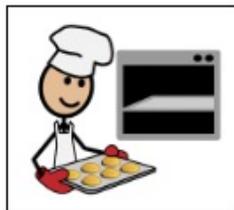
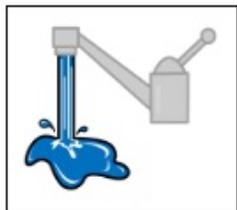
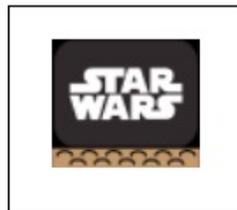
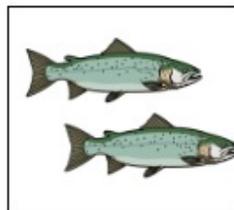
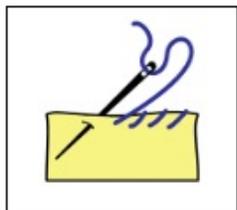
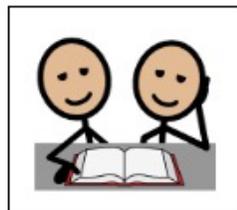
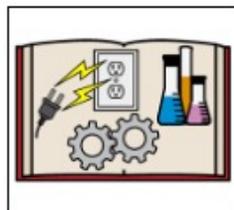
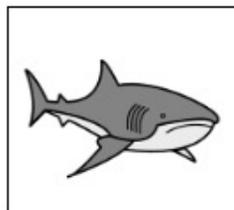
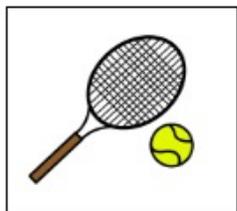
Help us get to know Juni?

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	Identities	Interests	Strengths	Stretches	Needs
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Person 1: Mr. Lopez Classroom Teacher	Strong, smart, a learner	Getting read to, books, you tube, science	Connecting with her peers	Communicating, independence, asking to help when she needs it	She needs support with her reading (decoding) and her communication with the device
Person 2: Benny Educational Assistant	Funny, curious	Fashion, her friends, books, magazines, her iPad	She knows what she likes and doesn't like and lets us know	Making friends, communicating or using strategies before she gets too frustrated	She needs a chance to rest throughout the day and breaks
Person 3: Ms. Turner SLP	joyful	Sights and sounds around her, being social	Using her iPad to communicate	Building friendships, communicating what she needs	She needs her device available to her, she needs to be around her peers
Person 4: Jesse Classmate	Funny, sometimes she's loud	Playing games, hanging out with her friends	Being happy, making people laugh	I think talking is hard for her	she needs to be around us, her friends



Building my Student profile: What are my INTERESTS?

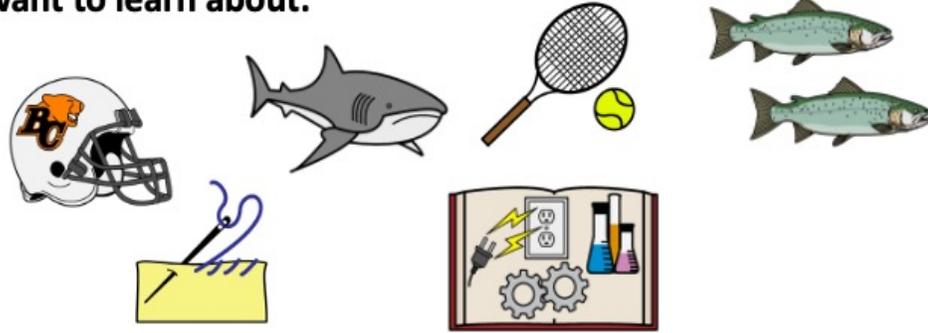




Building my Student profile: What are my INTERESTS?

INTERESTS can be things we want to learn more about.

I want to learn about:



INTERESTS can be things like to do on our own, with out family, or with our friends.

I like to:

