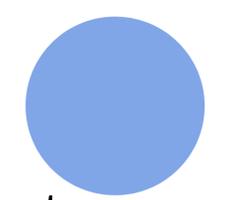
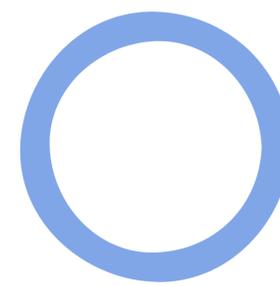
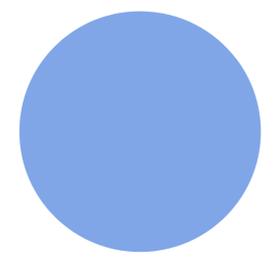


Transforming Inclusive Education: Designing for Diversity, Equity & Inclusion

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

Handouts

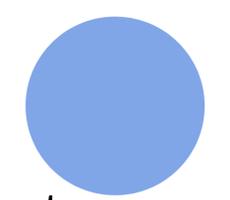
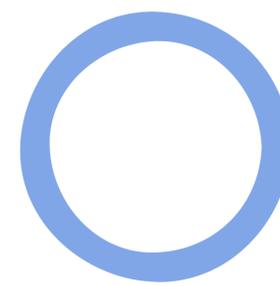
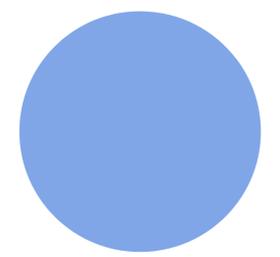
www.blogsomemoore.com



@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

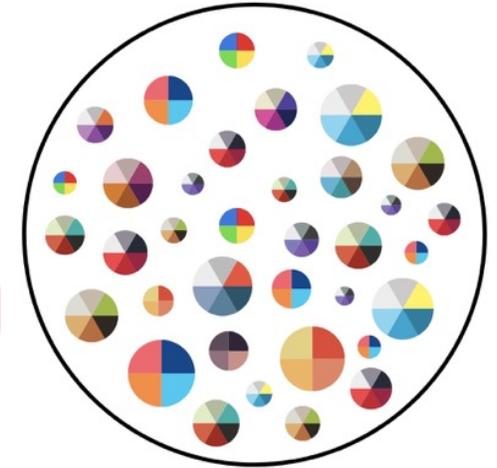
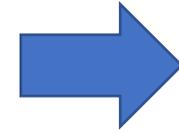
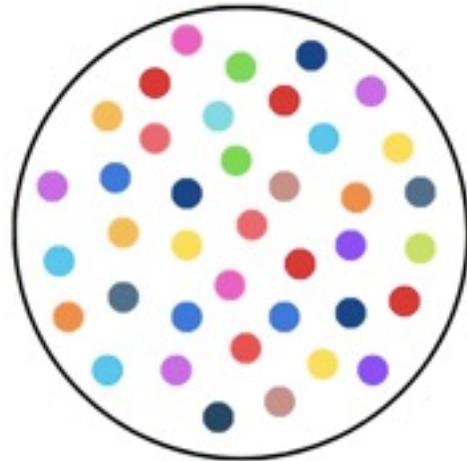
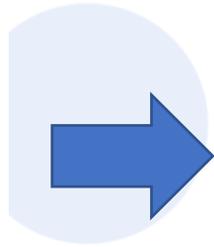
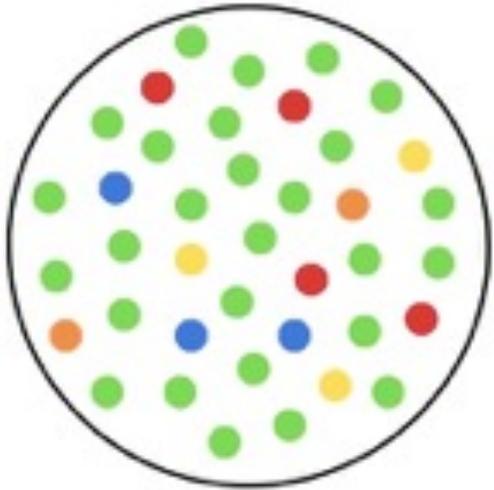
- **isn't** about “lowering standards or expectations”
- **is** about having expectations that everyone can learn *and* providing learning environments to help them achieve.
- recognizes that the diversity in strengths and challenges can contribute to the well-being of all





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

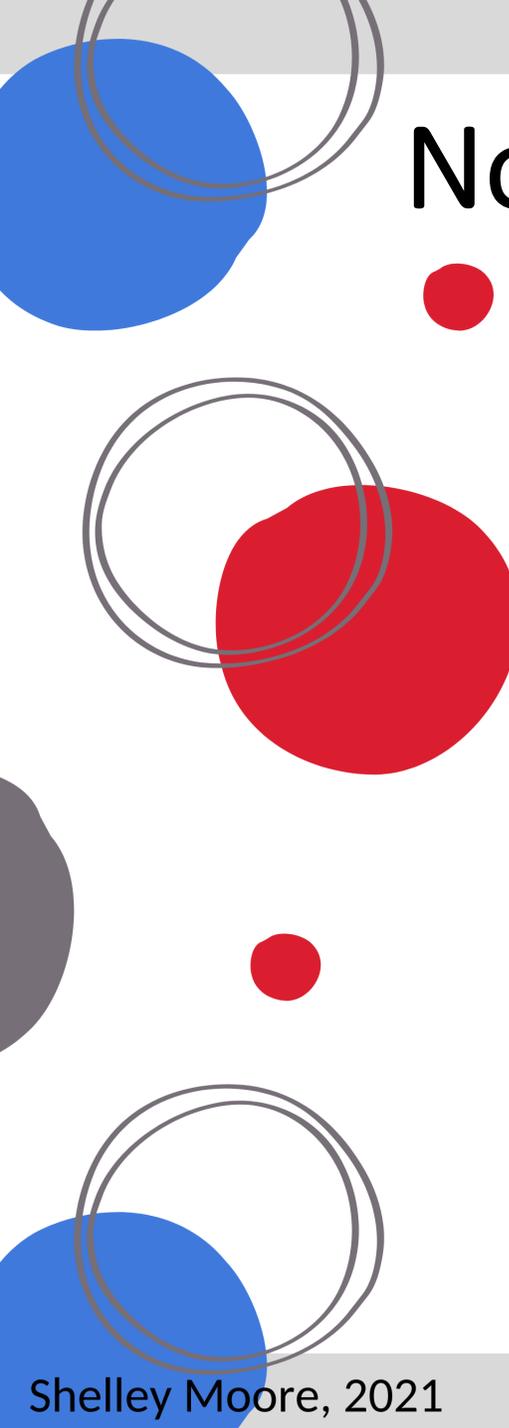
What is inclusion?



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....

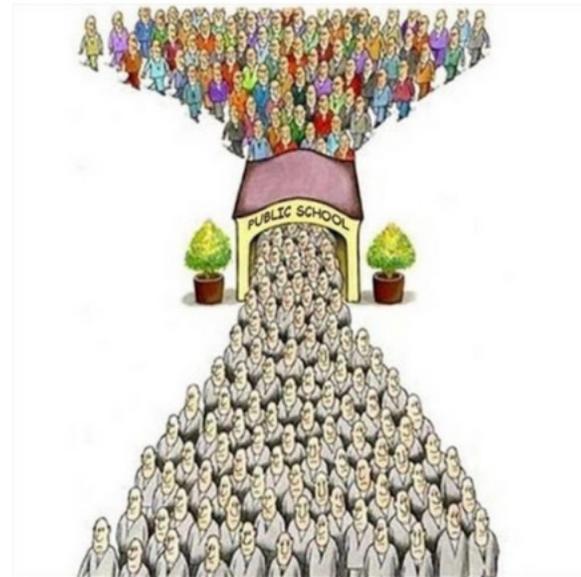
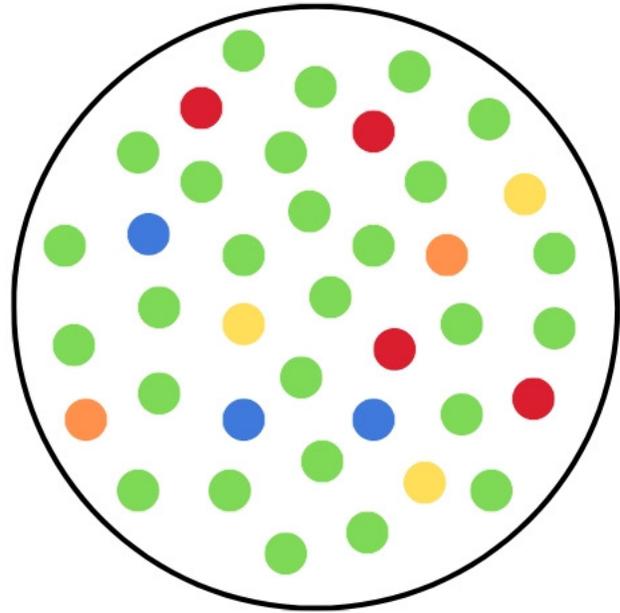


Understand **WHY** it is important...



How to we do it?

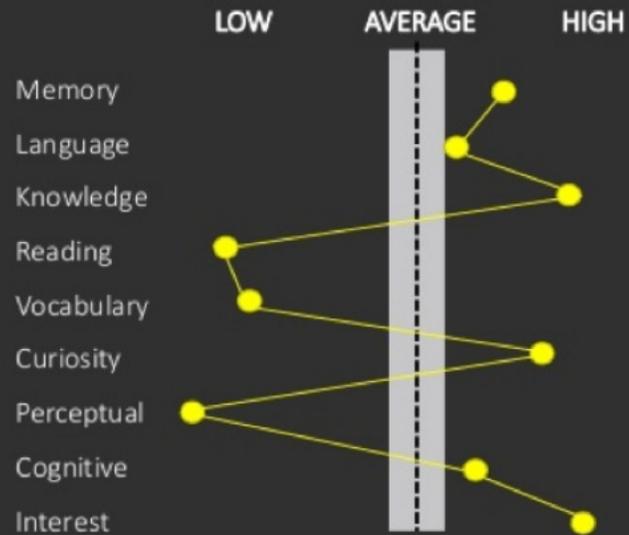
WHERE DID GREEN COME FROM?



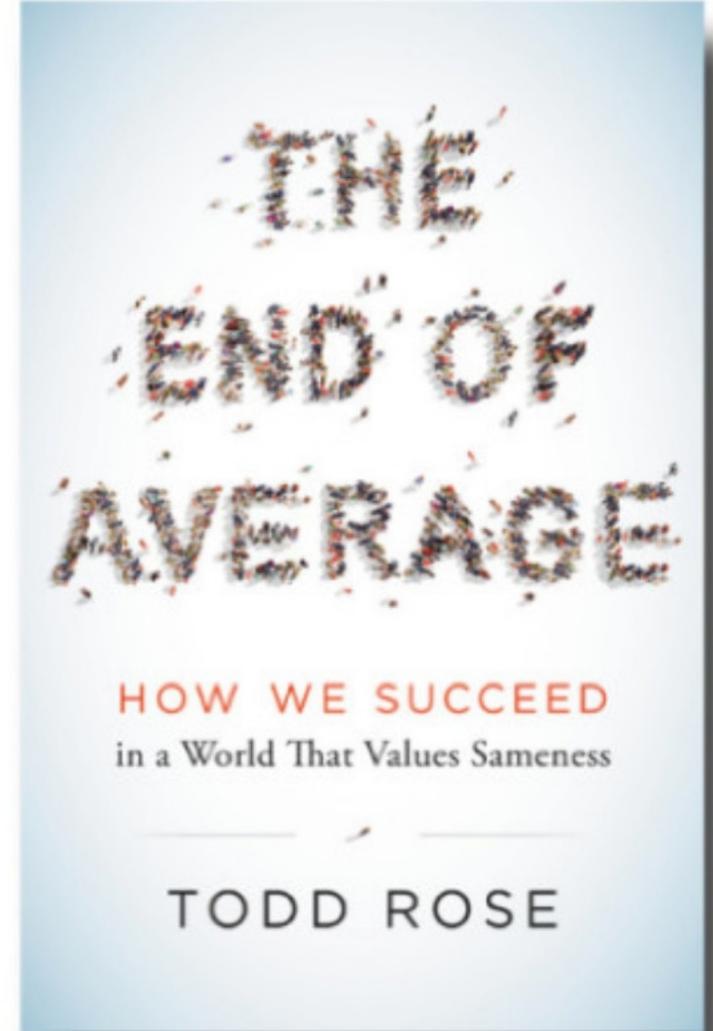
GREEN = AVERAGE

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

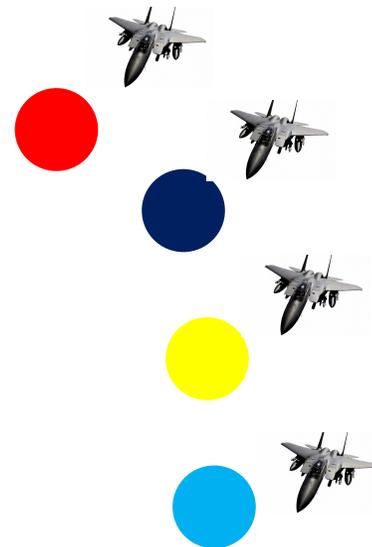
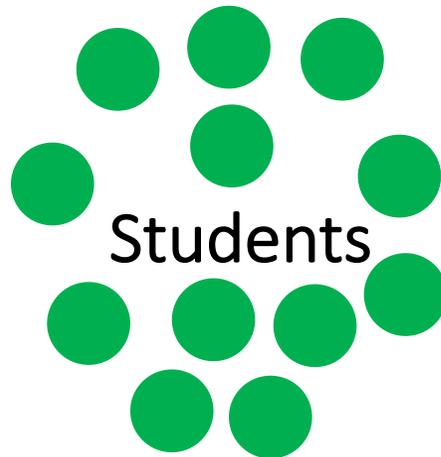
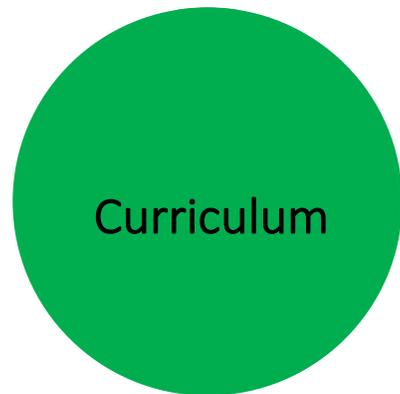
Efficiency: Building one standardized curriculum for ALL students

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?

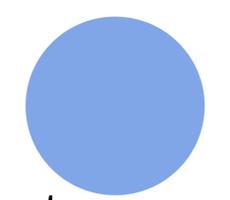
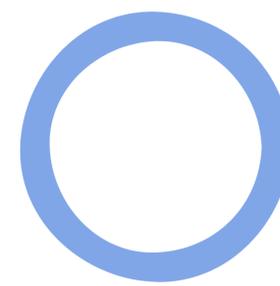
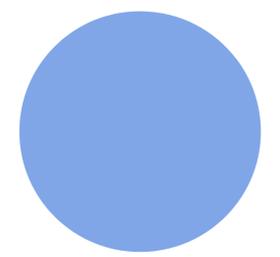


DESIGN: THE MOST UNDERUTILIZED SUPPORT



Waterfall

What are you connecting to?



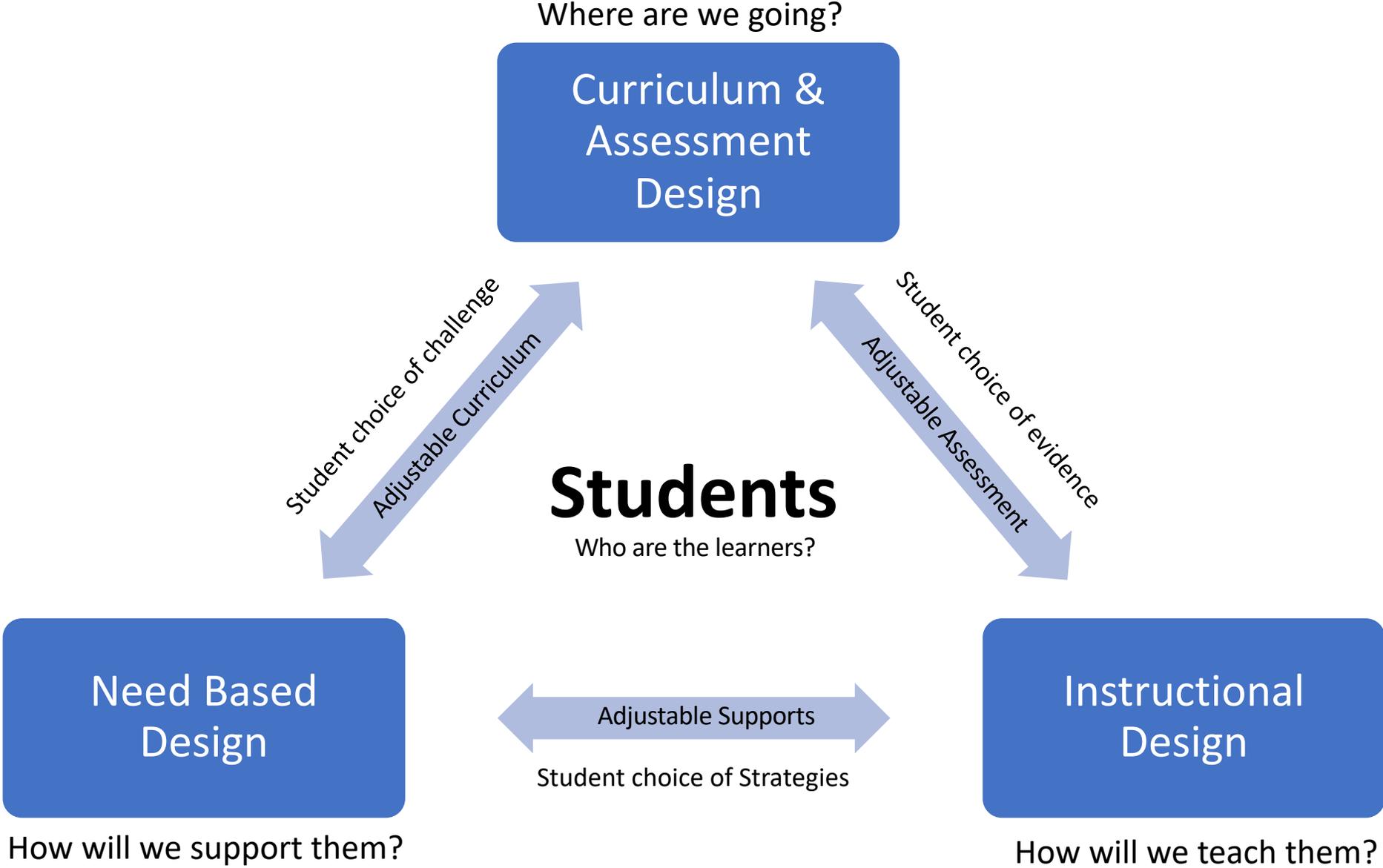
HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- 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?

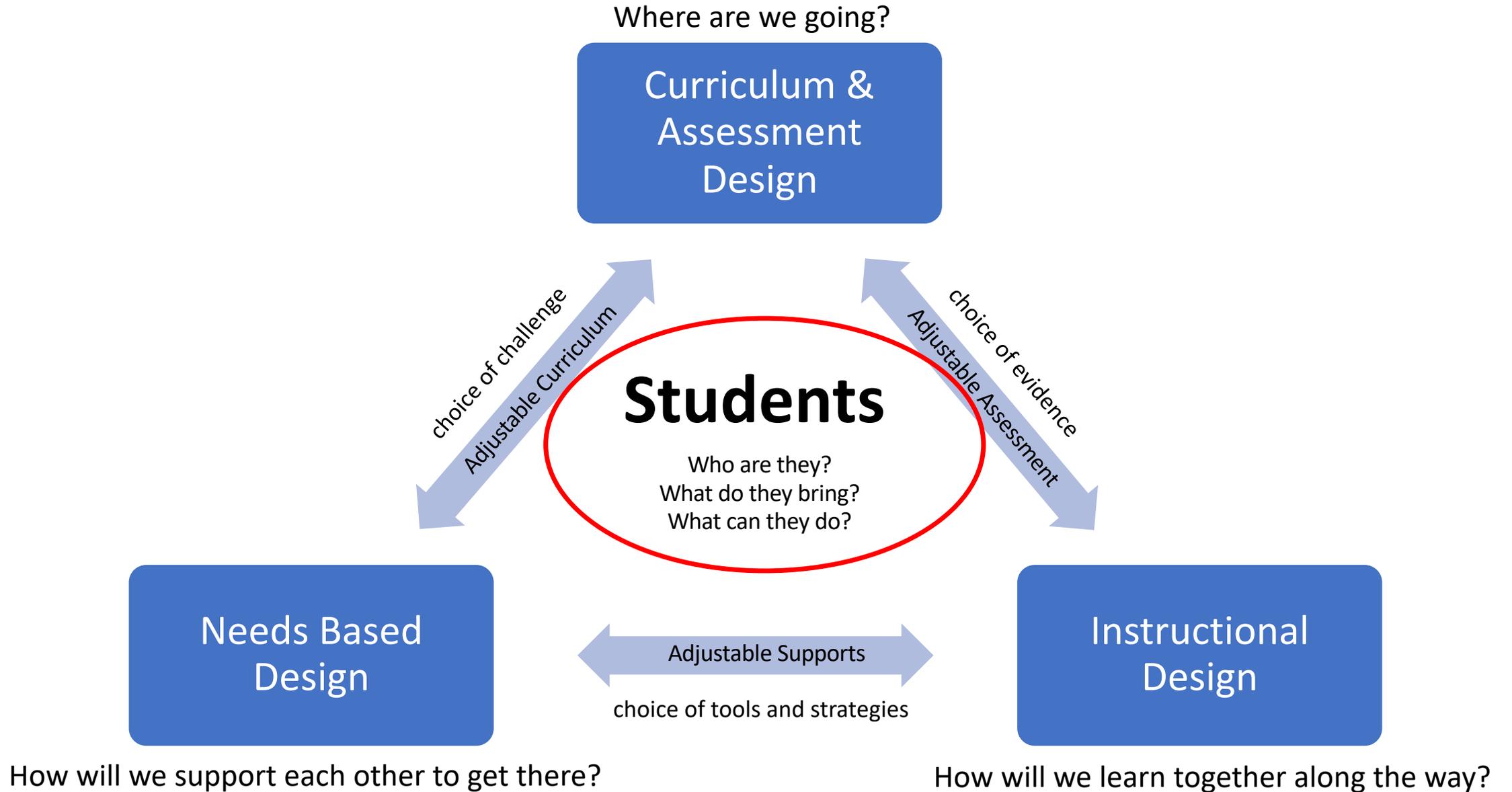
HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- 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

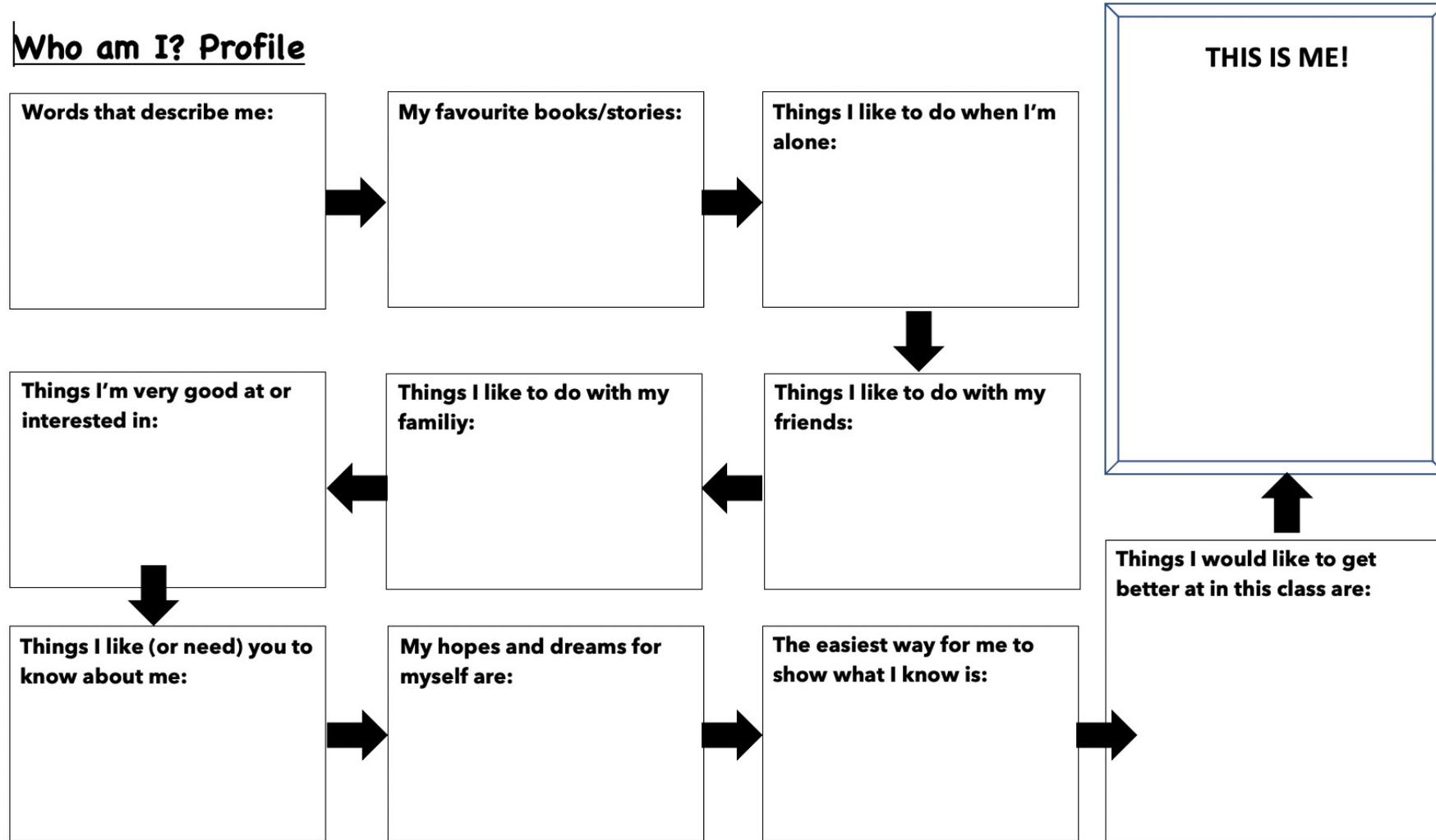


How can we change the system? Designing with Equity in Mind



| | | | |
|--|------------------------|--|----------------------------|
| 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? | | | |

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 | | | | | |
| 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: Grade 2/3 | | Teacher: M. Sundaren, S. Johal (ST), 1 EA (FT) | | Date: Nov. 2020 | |
| We can plan for our students by getting to know the: | | | | | |
| Interests & Identities | | Classroom Strengths | | Classroom Stretches | |
| Interests: stories, games, sports, family, friends, each other | | Strengths: Helpful, funny, have adapted well to new routines, kind, loving, caring, get along with each other, play, hands on, diverse, families, Dojo, discussions, circle | | Stretches: reading levels, fine motor skills, writing (expanding ideas, complete sentences), self confidence, taking risks, asking questions, intrinsic motivation | |
| Based on the interests, strengths and stretches of this class: | | | | | |
| The BIG question or inquiry I have for this class: I would like to support my students to get better at: self regulation, independence and ownership, connections, number talks | | | | | |
| We can respond to this class by making a plan to try something new: | | We can respond to this class by reducing barriers in the classroom: | | | |
| Decision: Somethings I want to try | | Decision: Reducing Barriers to Learning – Target UDL | | Decision: Reducing Barriers through Community | |
| <ul style="list-style-type: none"> • Building student confidence • Student agency • Self regulated learning • Designing engaging activities and lessons • Purposeful teaching • Giving meaningful feedback, supporting student self assessment | | <p>Engagement</p> <ul style="list-style-type: none"> • 9.1-helping students set learning goals that build confidence and help them take ownership of their learning • 8.1 – Clearly communicating learning goals <p>Representation</p> <ul style="list-style-type: none"> • 2.1 Pre-teaching important vocabulary, symbols, • numbers labels in many ways (written, oral, visual examples) • 2.2 Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.) <p>Expression</p> <ul style="list-style-type: none"> • 6.3 teaching students to organize their evidence and determine their best examples of learning | | <ul style="list-style-type: none"> • Class and team building activities to promote peer support • Teach cooperative learning structures | |
| Decision: We can respond to this class by targeting core competencies chosen as a community: | | | | | |
| Teacher chosen: We can communicate by: | | | | | |
| Class chosen: Students can choose objective in profile 1 and 2 | | | | | |

| | | | |
|---|---|---|--|
| Class Review for : Grade 6 | | Teacher: Mr. C, Lesley (PA Math) | Date: Oct. 2021 |
| We can plan for our students by getting to know the: | | | |
| Interests & Identities of the Class | Classroom Strengths | | Classroom Stretches |
| <ul style="list-style-type: none"> - Indigenous, Athletes, Farmers, JW, Autism, new Immigrants (refugees) - Sports, animals, art, music, reading, Family, religion | <ul style="list-style-type: none"> - Active, funny, sports, competition, reading, working together, structured activities | | <ul style="list-style-type: none"> - Have a hard time losing - Have a hard in unstructured activities - Organization, confidence, taking risks, knowing its ok to make mistakes |
| Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is: | | | |
| The BIG goal I have for this class: To be confident, that's its ok to make mistakes, that we can learn from mistakes To have confidence to try new things | | | |
| We can meet this goal(s) 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: Learning Barriers (UDL) | | Decision: : Reducing Barriers through Community |
| <ul style="list-style-type: none"> - Rewarding and celebrating mistakes/ learning opportunities - Breaking down concepts - Helping students to be aware of where students are not understandings | giving students choice and control over what they are learning about (e.g. content, examples used) Giving students opportunities to connect how they learned and how they can transfer those learning skills/ strategies/ supports to new settings using assessment checklists, learning maps, one-point rubrics and student work samples to provide feedback to students and model self-assessment | | Use students' real-life experiences to connect school learning to students' lives |
| We can meet this goal(s) by targeting core competencies chosen as a community: | | | |
| Decision: Targeted competencies to target for this class: Creative thinking | | | |



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 4-8 Cohort**