

Transforming Inclusive Education: Designing for Diversity, Equity & Inclusion

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

Session 1

Situating Ourselves – A Focus on Relationships

- Where we are and where we are from
- Connections we have
- Why we are here

So who are Shelley Moore and Jo Chrona?

Now it's your turn! Share in CHAT:

- Your name
- Where you are/how long you have been there
- Where you come from



Series Info – 90 Minute Sessions January to June 2023

- Session 1 - Situating ourselves and overview of big ideas of the learning series
- Session 2 - Getting to know learners from a strength-based perspective
- Session 3 - Curricular design strategies that support planning for all students
Part 1 – Backwards Design
- Session 4 - Curricular design strategies that support planning for all students
Part 2 – Curricular Mapping
- Session 5 - Inclusive lesson design strategies to develop student evidence of learning
- Session 6 - Inclusive assessment for and of learning

Our Commitment

Belief

- professional learning can be fun *and* challenging
- you want what is best for all your learners
- you will also learn from each other, and we will learn from you

Plus,

- accessible and relevant knowledge and ideas
- tools to help you apply your learning



Expectations

- Understanding
 - We all can learn
 - We may need to take thoughtful risks
 - We may make mistakes
 - We learning from mis-steps and do better next time
 - We learn though experience and reflection
 - We learn individually and collaboratively
- Participate in all 6 sessions
- Engage in activities between sessions



Waterfall

**What are you hoping
to get out of this
series?**

Learning Goals (Series)

- Review & consider **evidence based inclusive education practices** & strategies that support educators to respond to and plan for diverse classrooms
- Understand the **relationship** between **inclusive education & the First Peoples Principles of Learning (FPPL)**
- Reflect on their unique and situated communities to be able to **plan for, and respond to, learner needs** in meaningful ways that:
 - maintain the integrity of learner diversity, and
 - support the well-being of learners and community
- Reflect on, determine, enact, & adjust actions taken to shift teaching practices to **support inclusion and equity**
- Make connections between having **high-expectations relationships** with learners & **providing necessary supports** to achieve
- Co-construct an **inclusive curricular plan** (using BC's curriculum) that respects and responds to **local contexts**

Guiding Principles - First Peoples Principles of Learning

- Indigenous pedagogies support inclusive environments for all learning environments
- FPPL – an example of Indigenous knowledges about effective teaching and learning



FPPL - Learning recognizes the role of Indigenous knowledges

Inclusive education reflects what has been understood in Indigenous pedagogical approaches since time immemorial

Not an either/or approach

Indigenous and non-Indigenous knowledges about effective and powerful teaching and learning woven through series



A Framework of Interconnectedness

Each session will have connections to previous sessions (learning is a reflexive activity)

FPPL connected to our own learning, learning of children and youth in schools, and communities we serve



FPPL - Learning requires exploration of one's identity

- Connects people to each other, to communities, and to the land
- Links between learning and identity
- Connected to our values
- Personal values impact who we are as educators & how we support learners



Identity Connected to Situating Ourselves

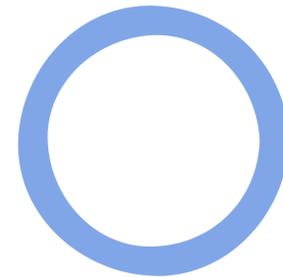
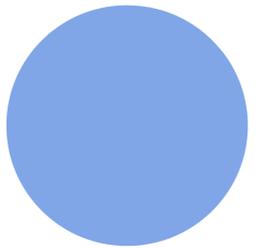
- Provides context for how we might develop relationships with each other
- Influences how we interact with each other
- Helps define how we approach our work and what we share/teach



Identity and Learning

- Learning needs to connect to who the learner is
- Exploration of identity is important for the teacher - influences
 - *what* and *how* we teach – what is considered relevant to learn
 - our expectations of learners & learning processes
- Factors include being able to recognize our strengths and our challenges, our innate abilities (gifts), and our capacities to learn
- Knowing our strengths and challenges
 - helps us grow
 - helps us contribute to others (family, community, and land)

Popcorn



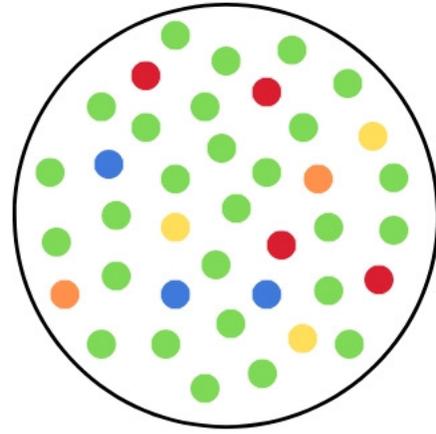
@tweetsomemoore

Popcorn Conversations

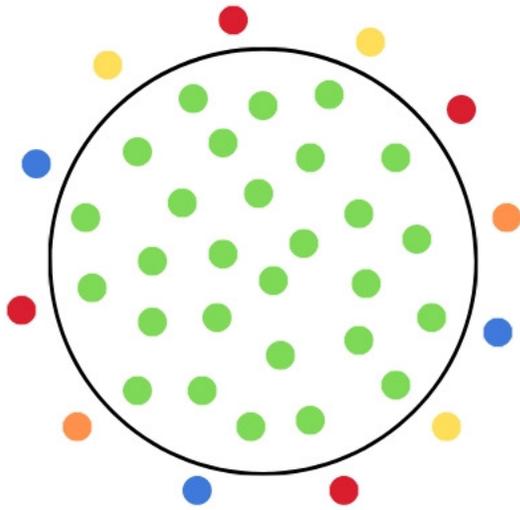
What is the role of
identity in inclusive
education?



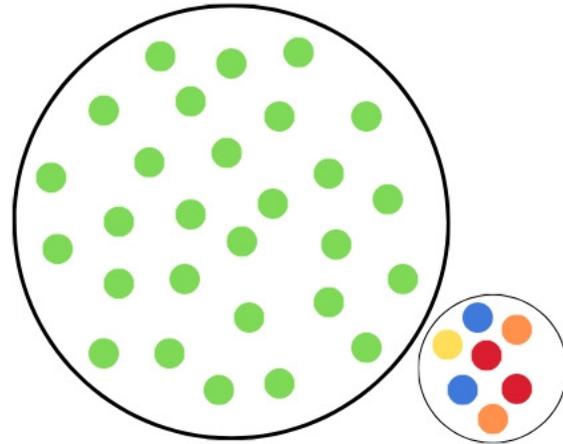
WHAT DOES INCLUSION MEAN?



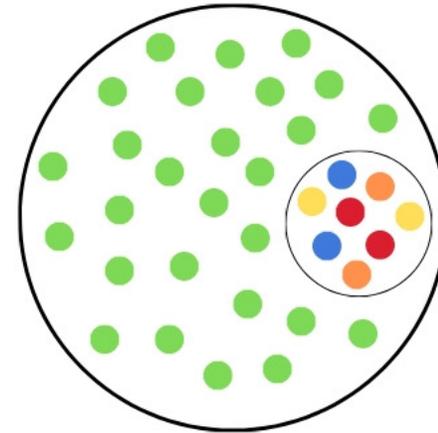
inclusion



exclusion



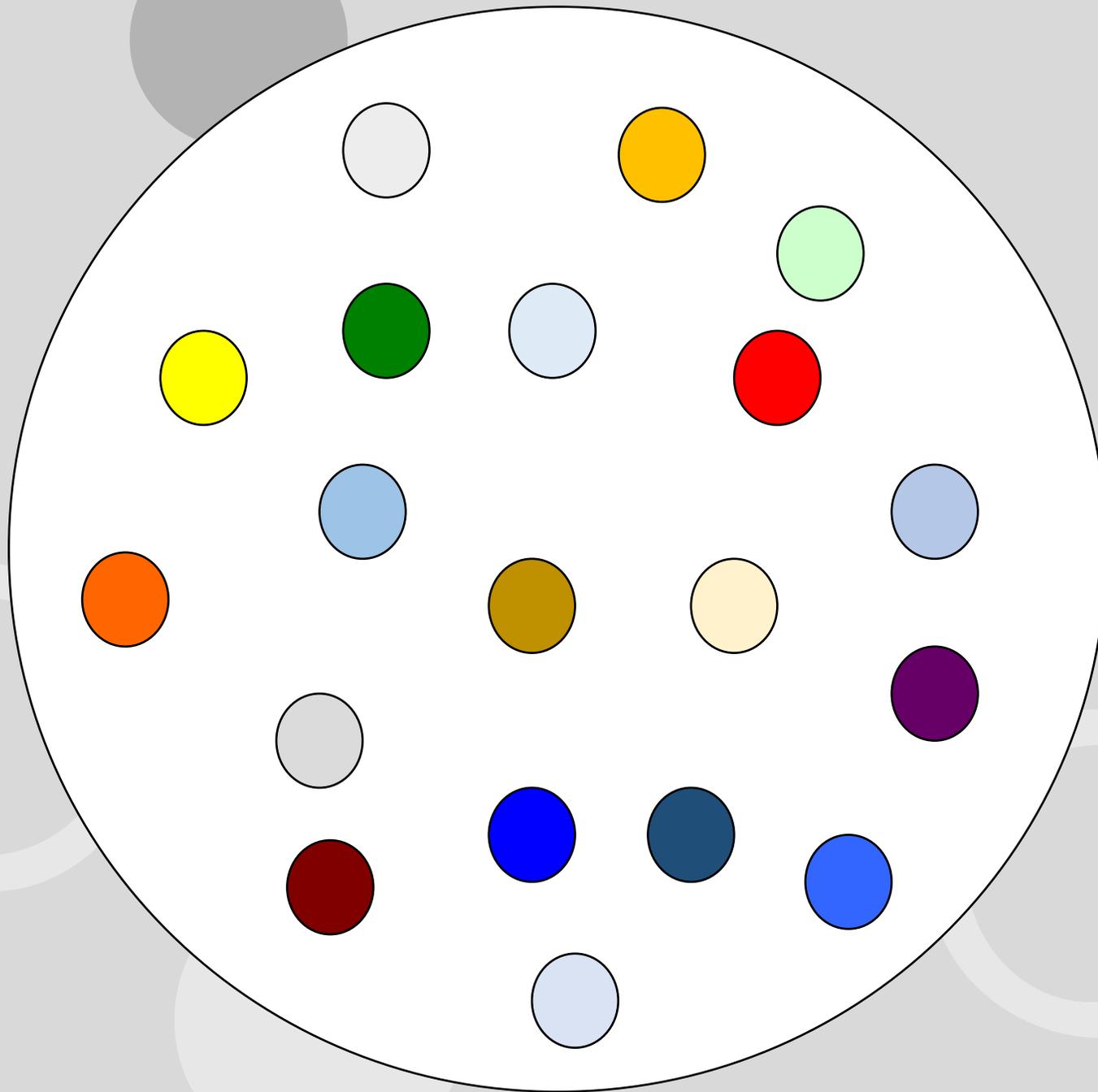
segregation



integration

Popcorn

How does this reflect your context?

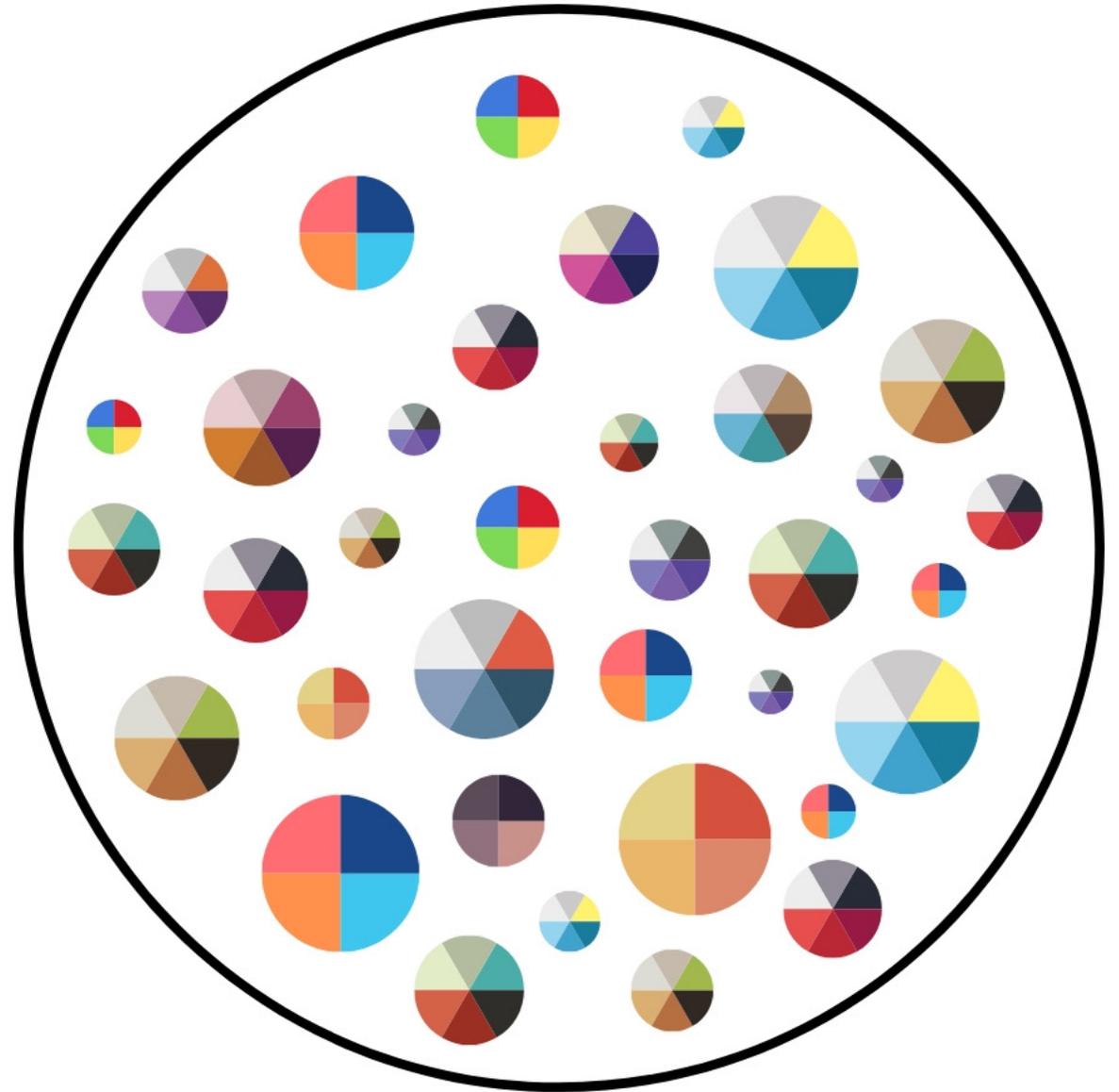


Waterfall

**What is a question that is
coming up for you?**



WHO IS INCLUSION?



What are your
colours?

Do we value ALL
colours equally?



How do we build communities of identity?

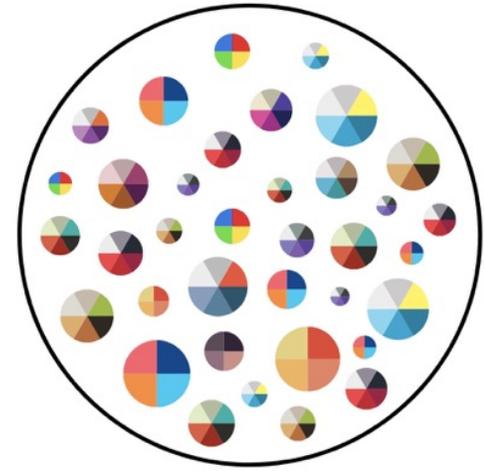
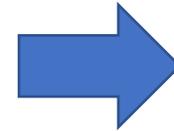
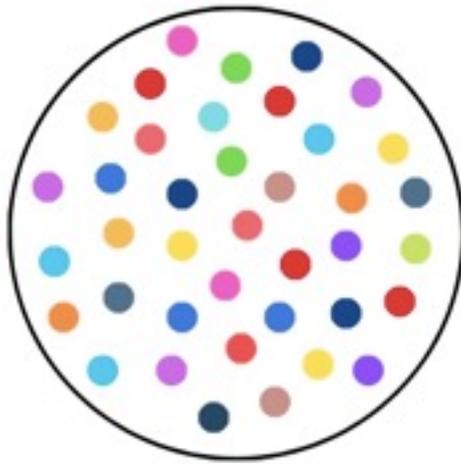
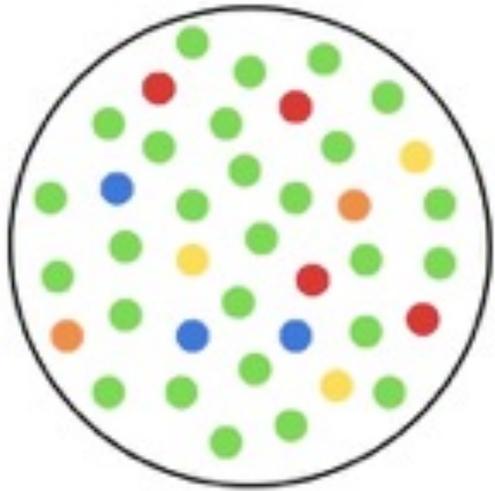


How do we build communities of diversity?

Popcorn

What are you connecting to?

What is inclusion?



How do we include
people who are
different

How do we teach
to diversity?

How do we
teach to identity?

Waterfall

**What is one idea so far that
has had an immediate impact
on you?**

Your Work for the Coming Week: Choose 3 and Discuss with Someone

1. How does *your* identity affect what you believe about teaching and learning?
2. How does belonging influence your identity?
3. What are your strengths or gifts in life and how might you use these strengths to help you in areas you have challenges in?
4. How does where you live and work right now affect how you understand yourself?
5. What does inclusion mean to you?
6. How are inclusion and belonging connected?
7. How do you understand the links between the FPPL and inclusion?
8. How might belonging and success influence a student's sense of identity?
9. How does averaging or aiming for homogeneity limit inclusion, belonging and identity?



YAY!

Next Session

- February 1 Grades K-4 Cohort
- February 2 Grades 5-12 Cohort

Come to the session with a specific class in mind.