

SHELLEY MOORE



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NEXWLÉLEXM (BOWEN ISLAND)

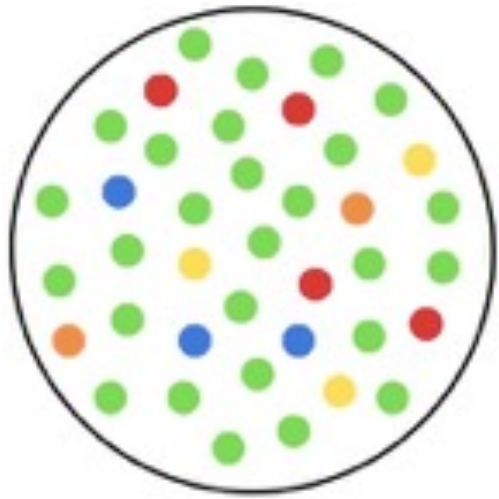
- The Islands Trust council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust council is committed to establishing and maintaining mutually **respectful relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust council will strive to **create opportunities for knowledge-sharing** and understanding as people come together to **preserve and protect** the special nature of the islands within the **Salish Sea**.



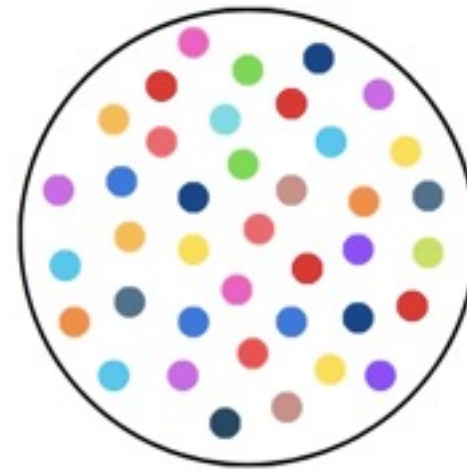
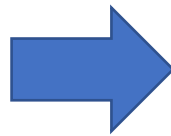


WHAT DOES INCLUSION MEAN?


What is inclusion?



How do we include
students with
disabilities?



How do we teach
to diversity?

- 
- What are you **ALREADY** doing to respond to the diversity of ALL the students in your context?

What are you **QUESTIONS** about how to to the diversity of ALL the students in your context?



Now What?!

- Understand WHAT Inclusion is....

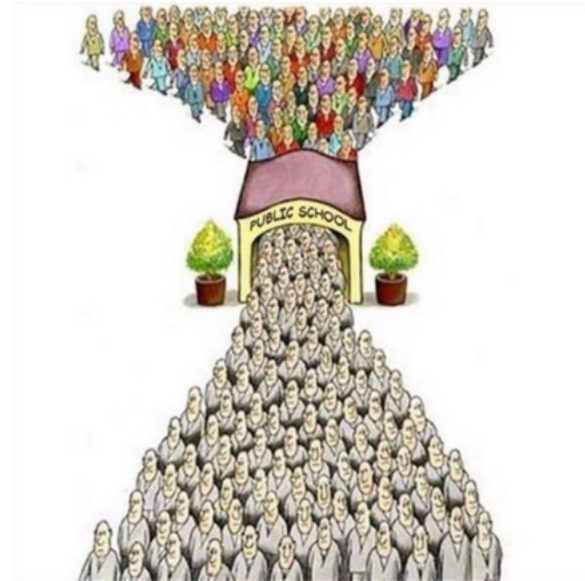
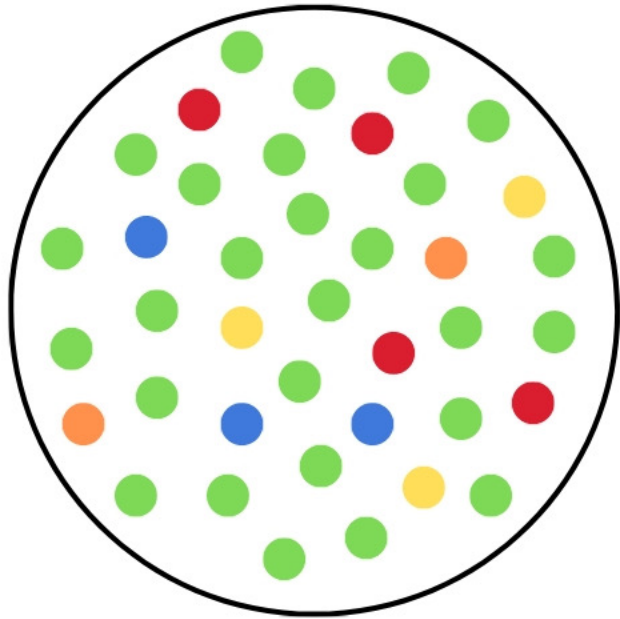


Understand WHY it is important...



How to we do it?

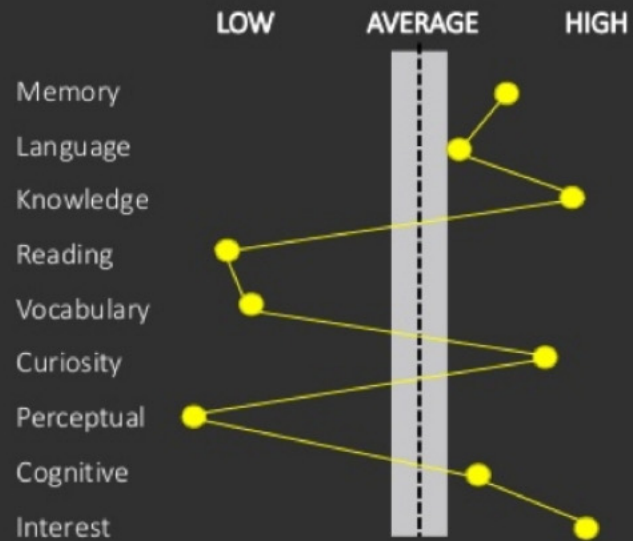
WHERE DID **GREEN** COME FROM?



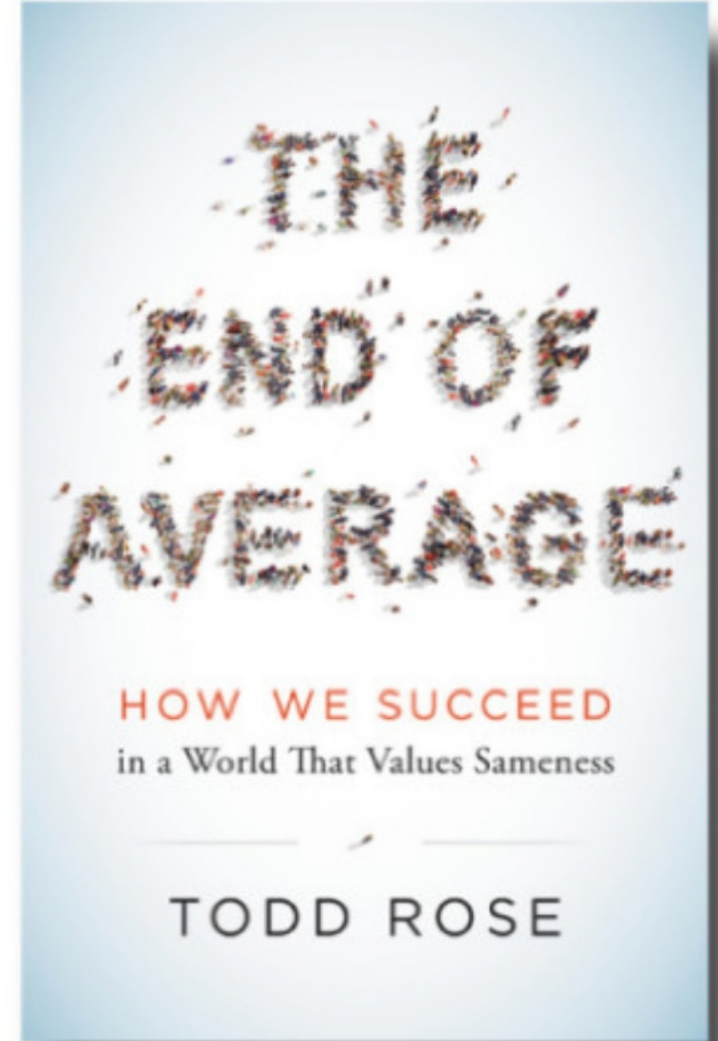
GREEN = AVERAGE

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

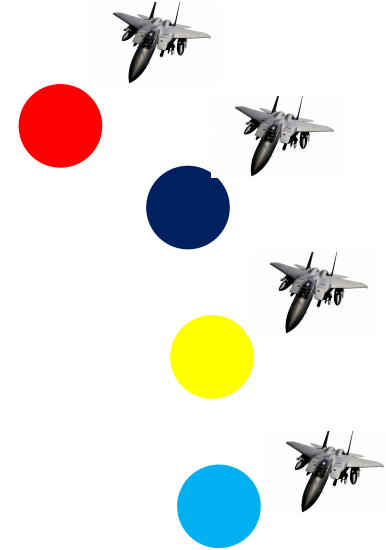
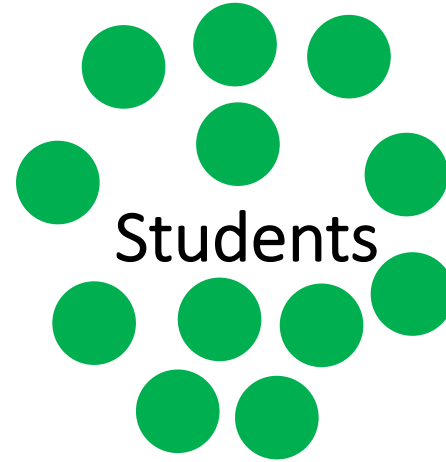
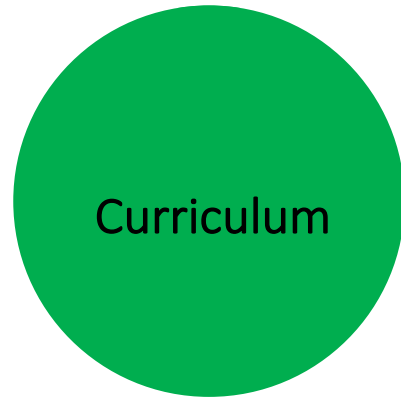
Efficiency: Building one standardized curriculum for ALL students

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



An abstract graphic featuring a thick black line that starts at the top left, moves right, then down, then right again, and finally down to the right. A red circle is positioned just below the line's final downward stroke. In the bottom right corner, there are several blue circles of varying sizes, including one that is a hollow outline. A red circle is also visible at the bottom left.

What are you connecting to?

HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

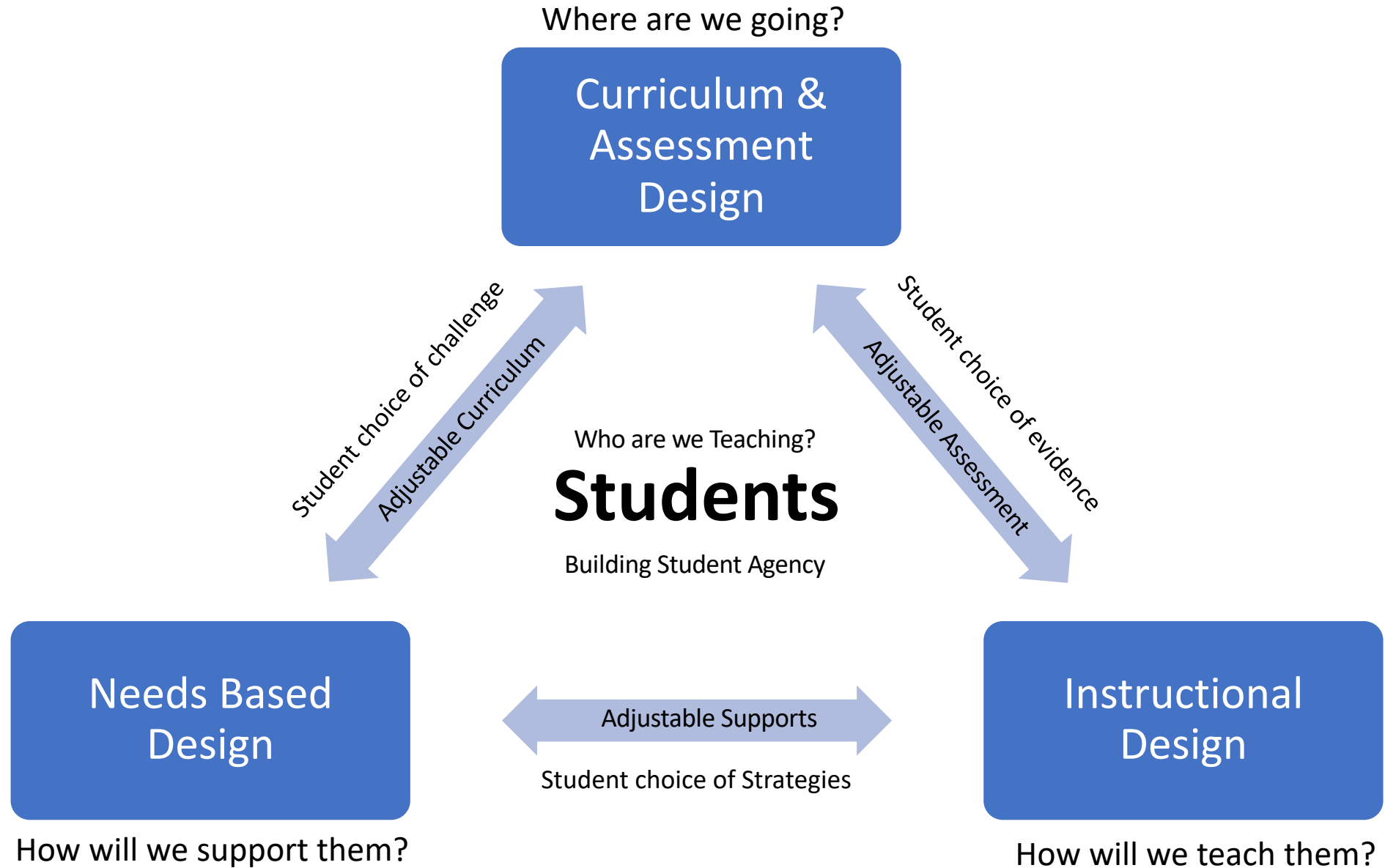
- who are the pilots? what is the range of dimensions?
- what kind of planes are the pilots flying?
- How is the plane responsive to the pilot's dimensions?
- How do the pilots make the adjustments they need to fly the plane?

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 can we change the system?

Designing with Equity in Mind





What **QUESTIONS** do you still have?

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