

Shelley
MOORE PH.D.



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Inclusive Education



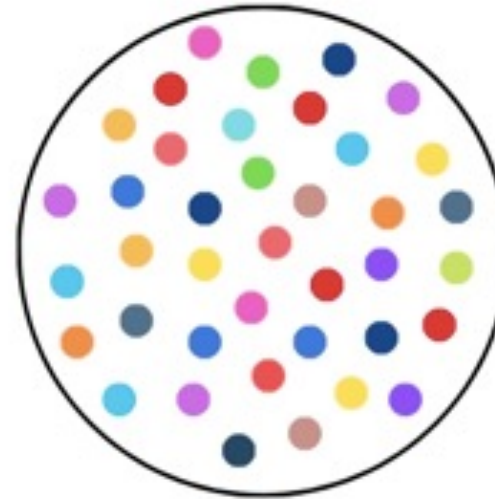
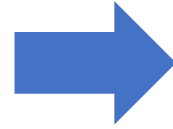
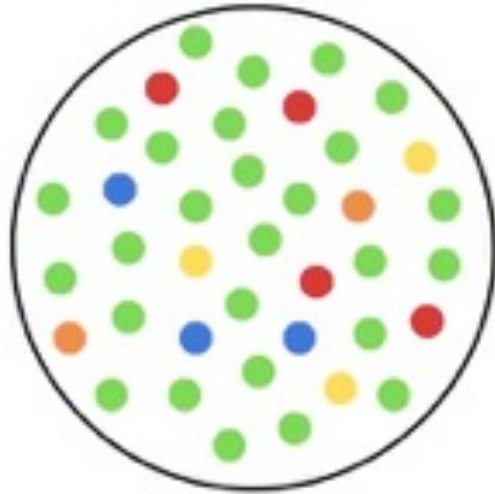
WHAT DOES

inclusion

MEAN?

 The picture
can't be
displayed.

WHAT IS *inclusion* ?



How do we *include*
people with
disabilities?

How do we teach
to *diversity*?

How do we “do”

Inclusion?



The picture
can't be
displayed.



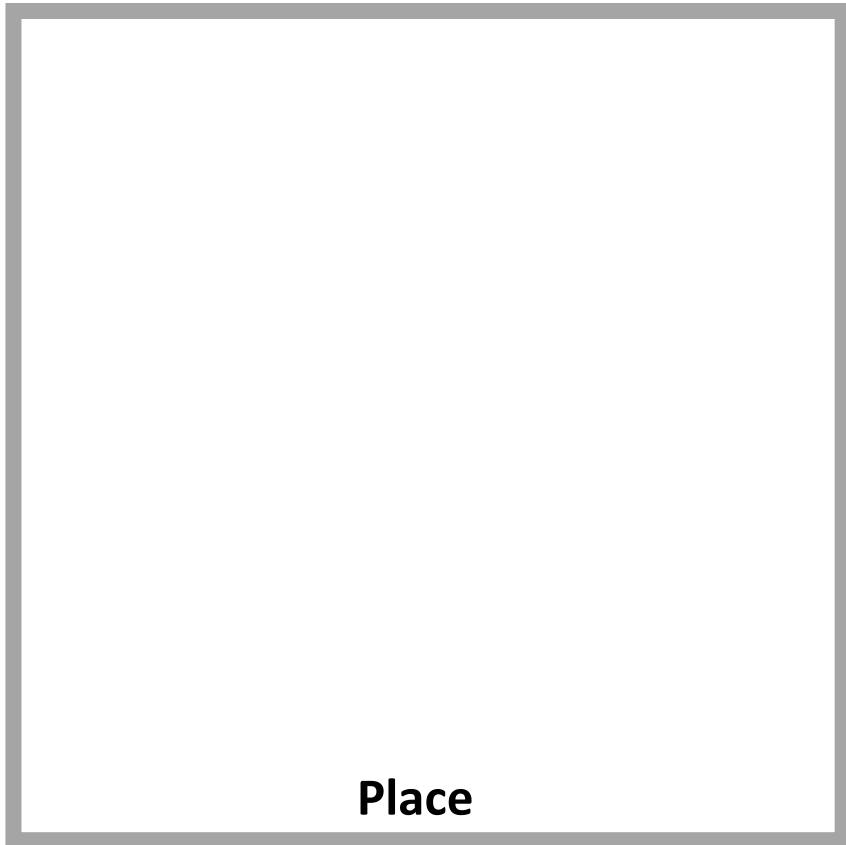
What is a barrier?

What is a need?

What is a barrier?

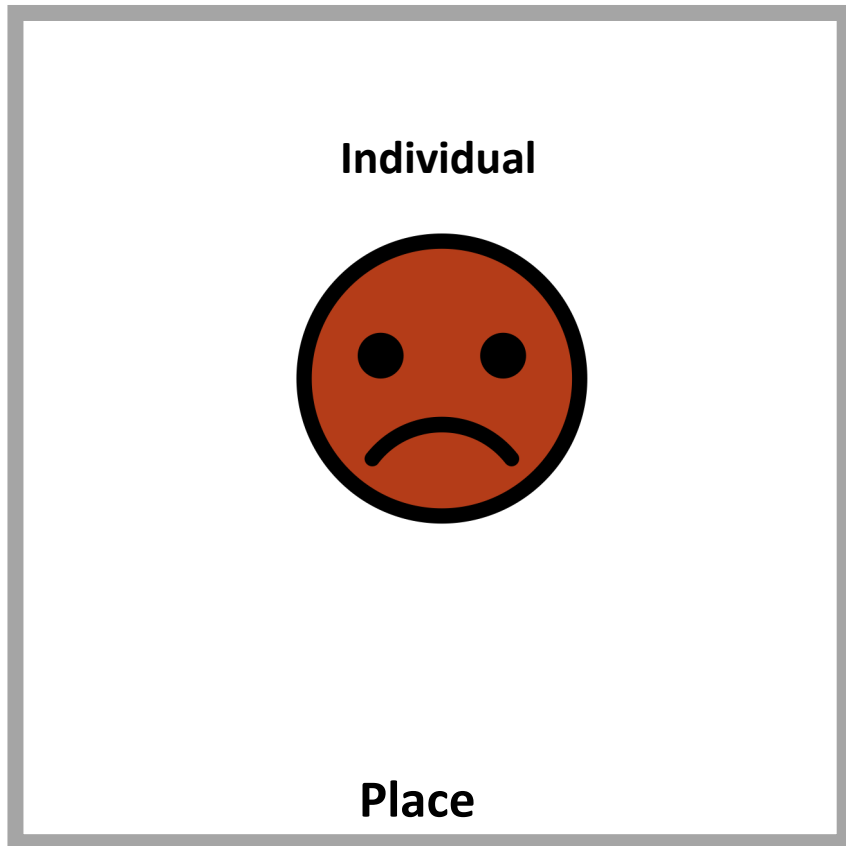


Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



Place

Shifting the Paradigm: MEDICAL MODEL OF DISABILITY

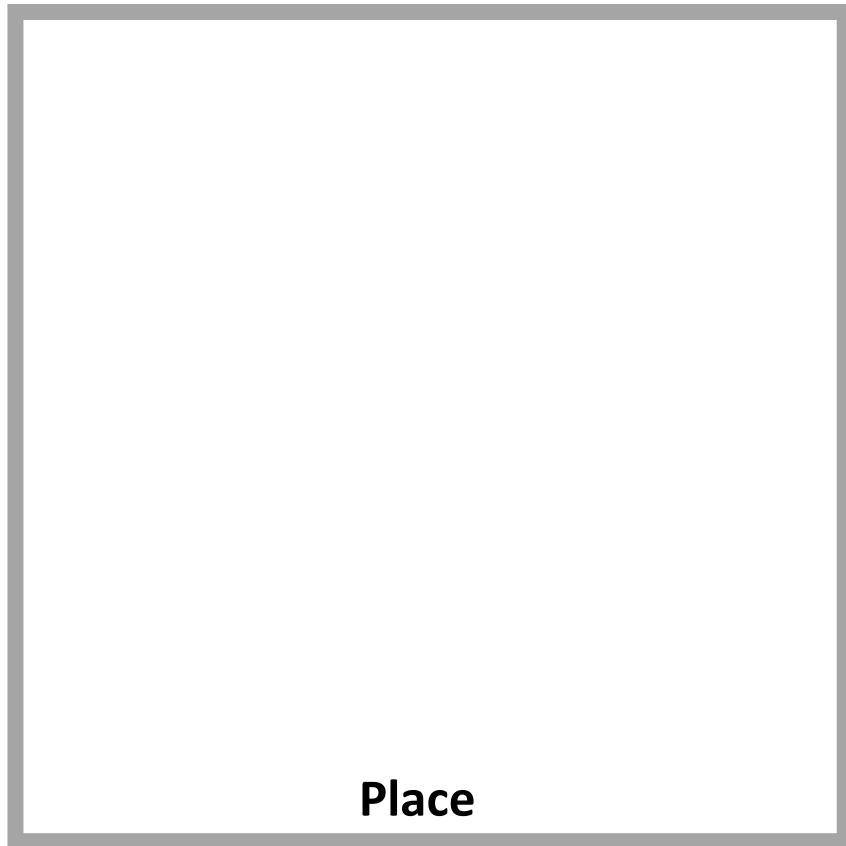


Historical Special Education

If individual isn't successful:

- Remove the individual
- Diagnose the problems in the individual
- Fix the individual
- Individual goes back when they are "ready"

Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



Individual

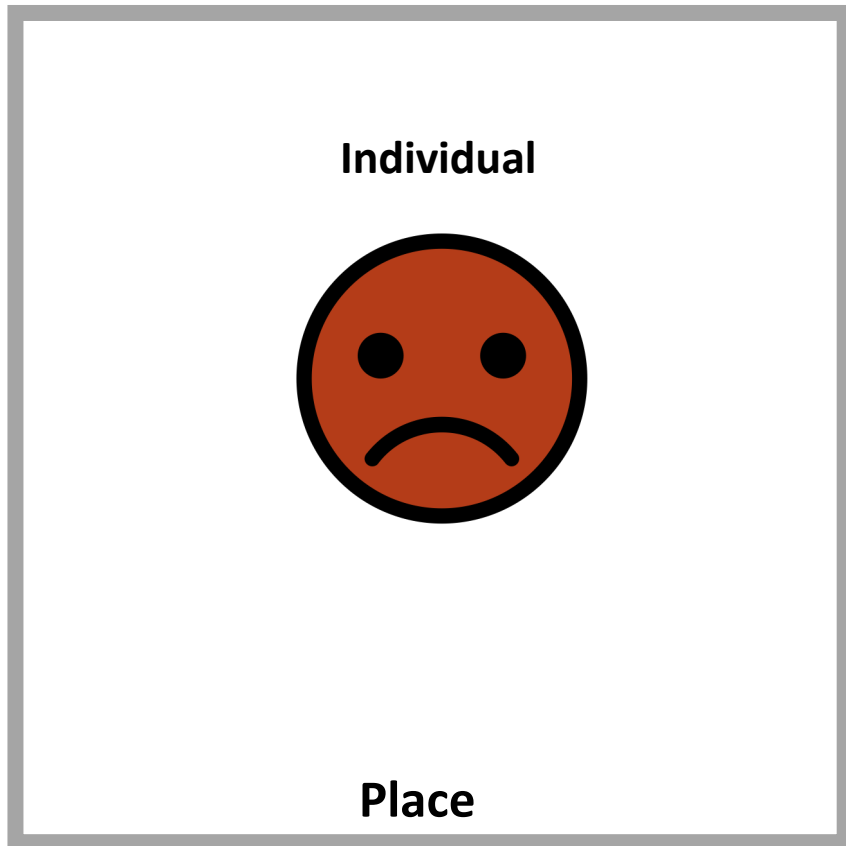


Historical Special Education

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Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



Historical Special Education

If individual isn't successful:

- Remove the individual
- Diagnose the problems in the individual
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- Individual goes back when they are "ready"

BUT WAIT...

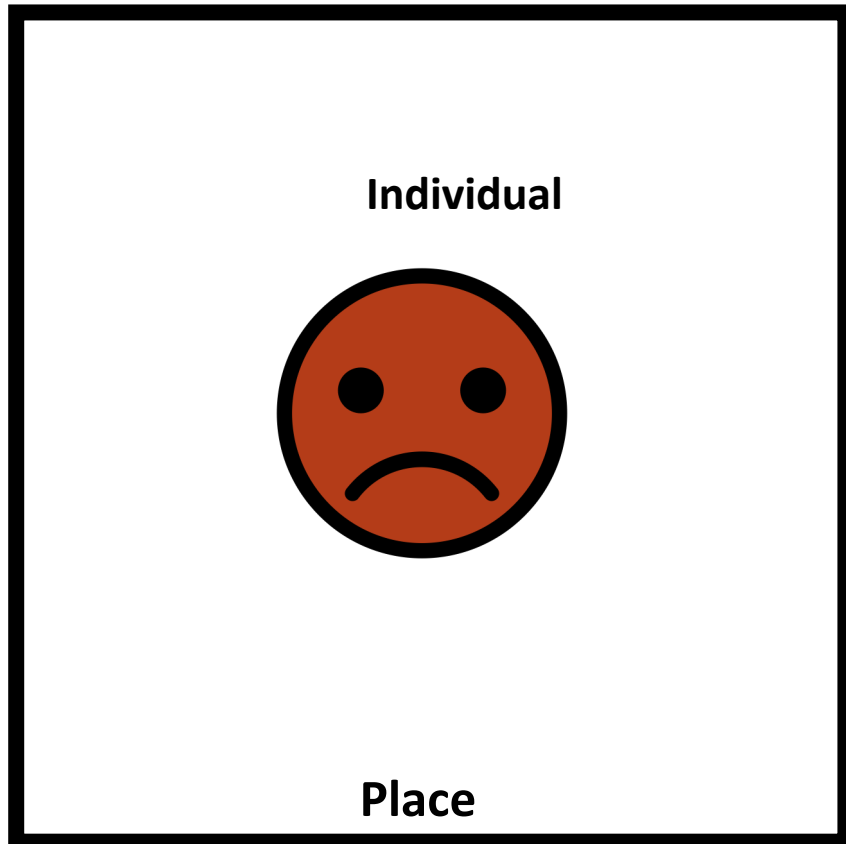
People with disabilities said:



"I am not broken."

"I do not need to be fixed!"

Shifting the Paradigm: SOCIAL MODEL OF DISABILITY

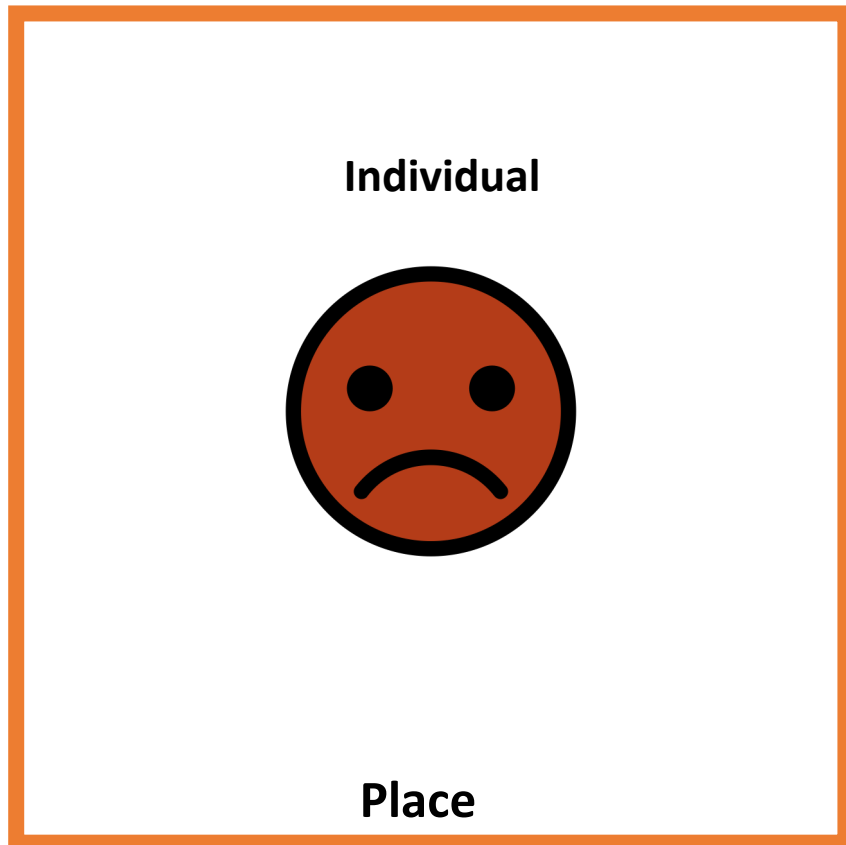




"When a flower doesn't bloom,
you **fix the environment** in
which it grows, not the
flower."

-Alexander den Heijer

Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



Social Model

If individual isn't successful:

- Diagnose the barriers in the place
- Target the place

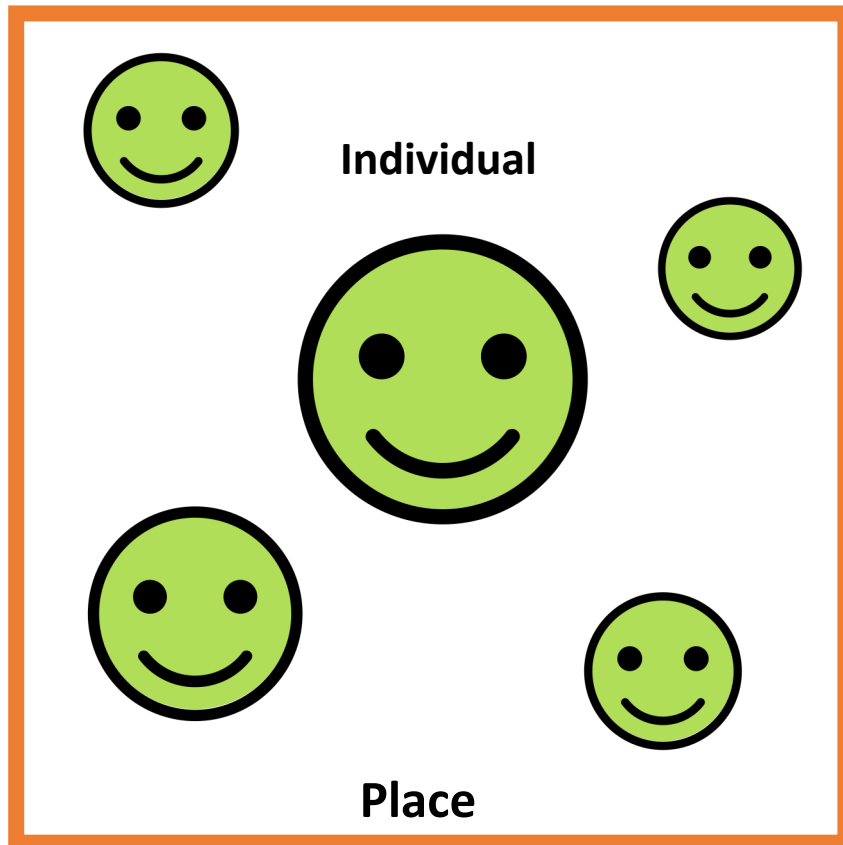


What is happening in the *environment*?

What are the potential *barriers*?

not enough light
not enough water
not enough space

Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



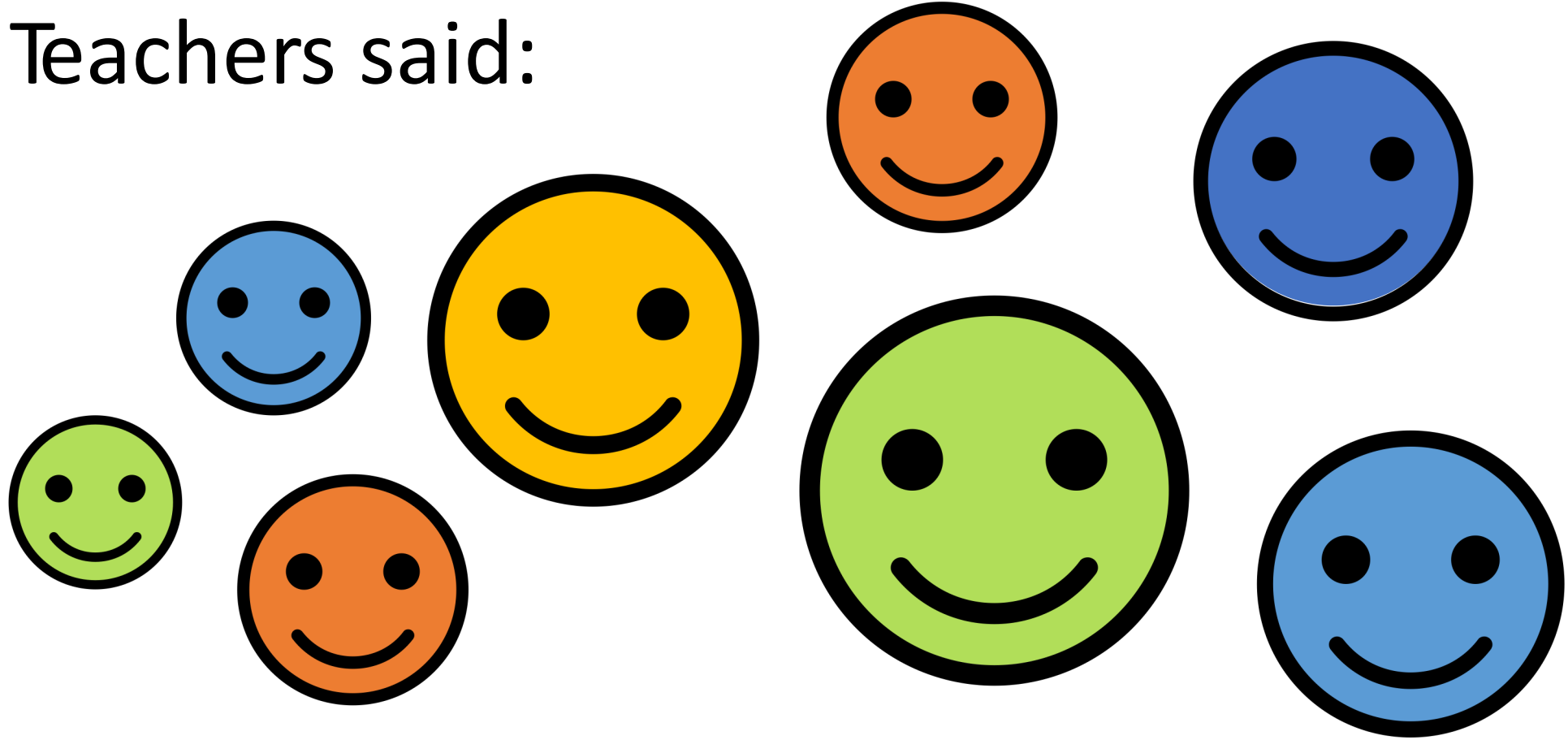
Social Model

If individual isn't successful:

- Diagnose the barriers in the place
- Target the place
- Support EVERYONE in the place

BUT WAIT...

Teachers said:

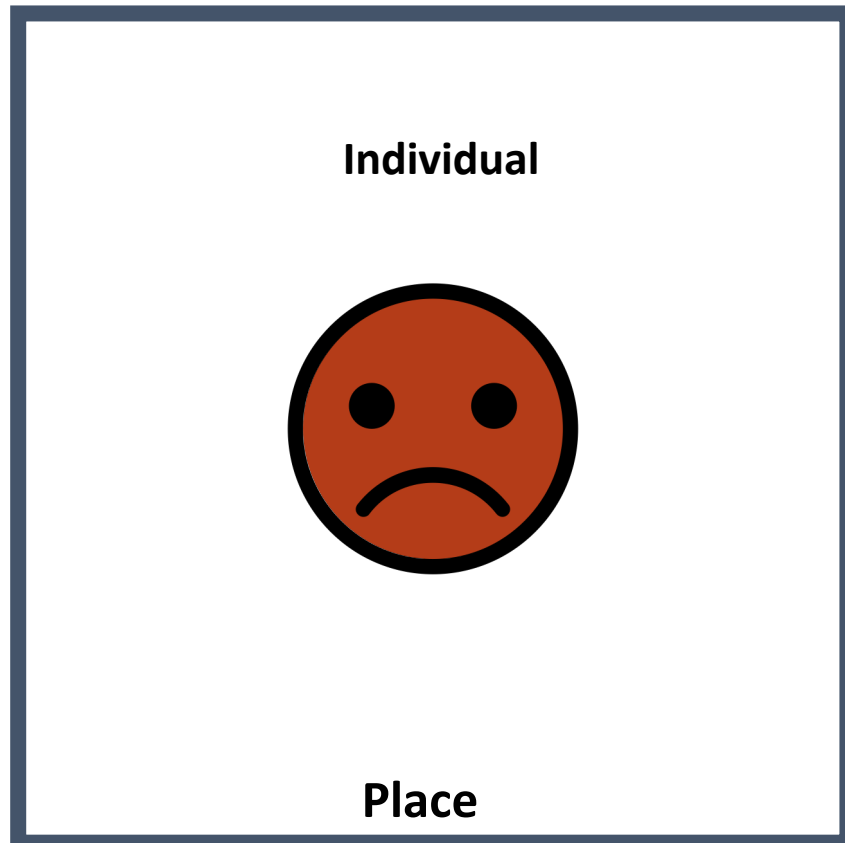


"What about all the different individual needs in a shared place?"

WE HAVE
diverse
GARDENS!



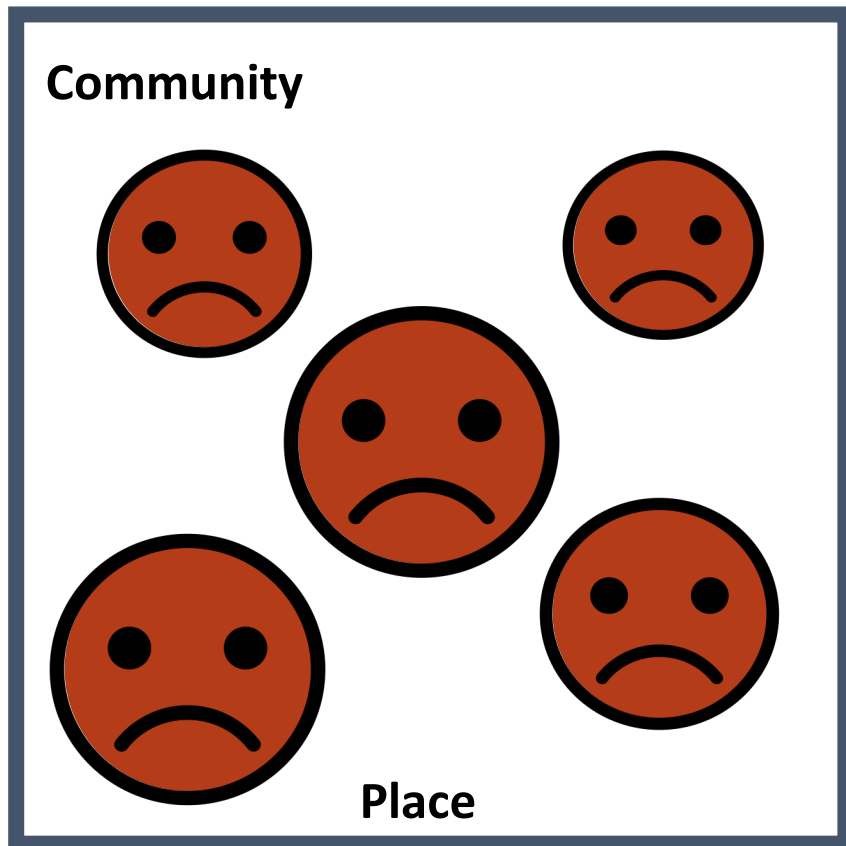
Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



Inclusive Education

If one student is struggling...

Shifting the Paradigm: PERSON-PLACE MODEL OF NEED

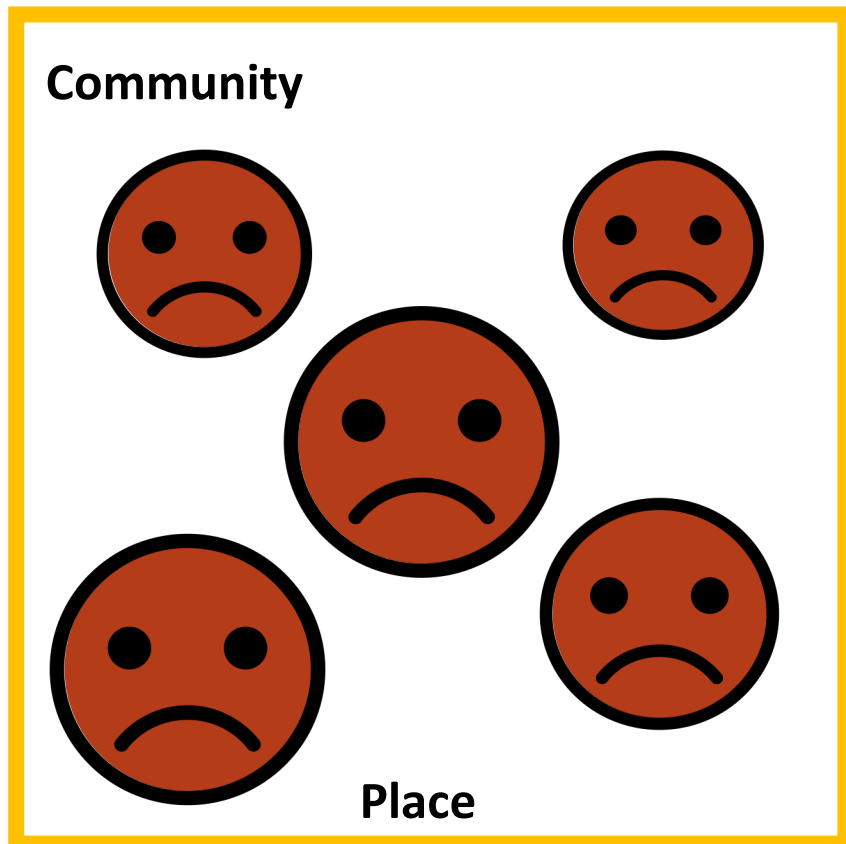


Inclusive Education

If one student is struggling...

...more than one student is
struggling

Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



Inclusive Education

FIRST: Identify barriers in place by determining needs of everyone in the community

FIRST! Reduce or eliminate barriers in place by reducing or eliminating barriers for everyone in the community



All plants need
light



All plants need
moisture



All plants need
space

Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



Inclusive Education

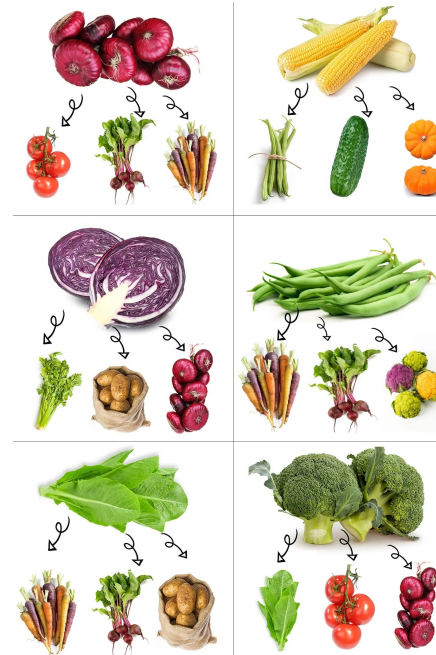
FIRST: Identify barriers in the place
THEN: Reduce or eliminate barriers
in place by determining needs of
everyone in the community

NEXT! Determine the needs of individuals and anticipate the supports & strategies that they will require in universal ways

PERIODIC TABLE OF PLANT NUTRIENTS

7 N Nitrogen	15 P Phosphorus	19 K Potassium	12 Mg Magnesium	16 S Sulfur	20 Ca Calcium
Primary Macronutrients			Secondary Macronutrients		
5 B Boron	17 Cl Chlorine				
25 Mn Manganese	26 Fe Iron	28 Ni Nickel	29 Cu Copper	30 Zn Zinc	42 Mo Molybdenum
Micronutrients					

Source: Greenandvibrant.com



Some plants need added nutrients

Some plants need companions

THEN! Determine the needs of individuals and anticipate the supports & strategies that they will require in individualized ways



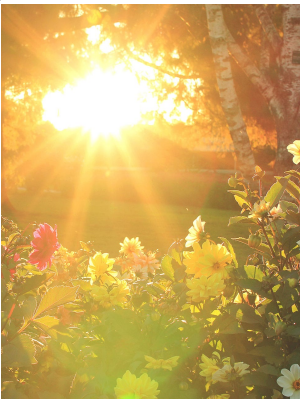
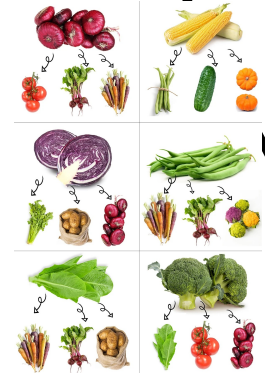
A few plants may need very specific temperatures and humidity levels

MULTIPLE LAYERS OF SUPPORT



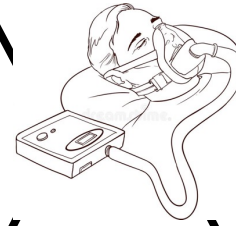
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Micronutrients					



Multiple Layers of Support

What one needs

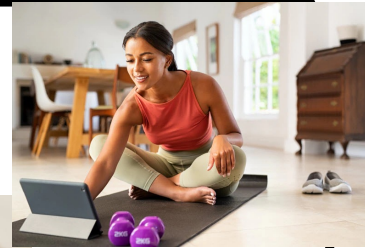
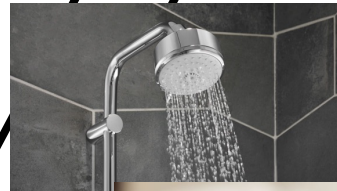


Essential & Individualized

Supports & Strategies are **useful for ONE** taught to **ALL**



What some need



Essential & Targeted

Supports & Strategies are **useful for SOME** taught to **ALL** choice for **ALL**



What most/
everyone
needs



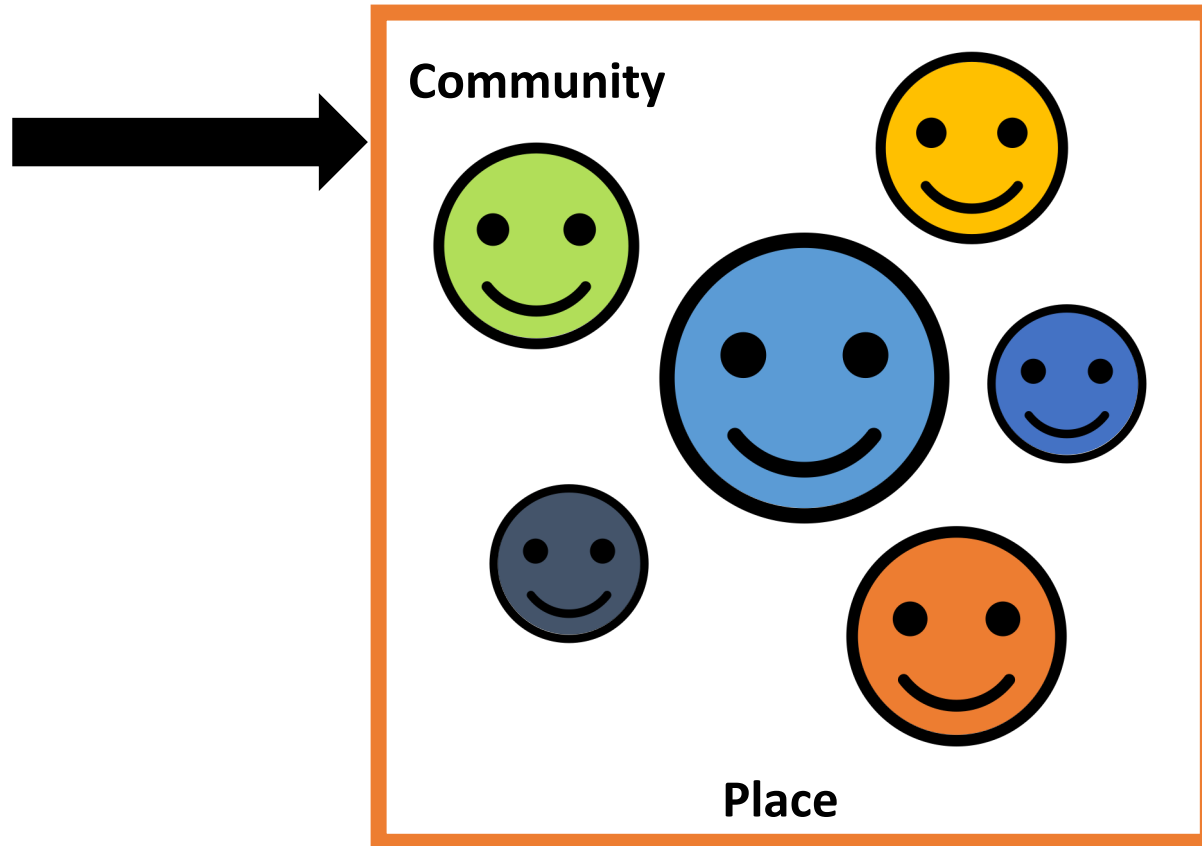
Supports & Strategies are **useful for ALL** taught to **ALL**

HOW do we *anticipate*

and reduce *barriers*

for *all* students?

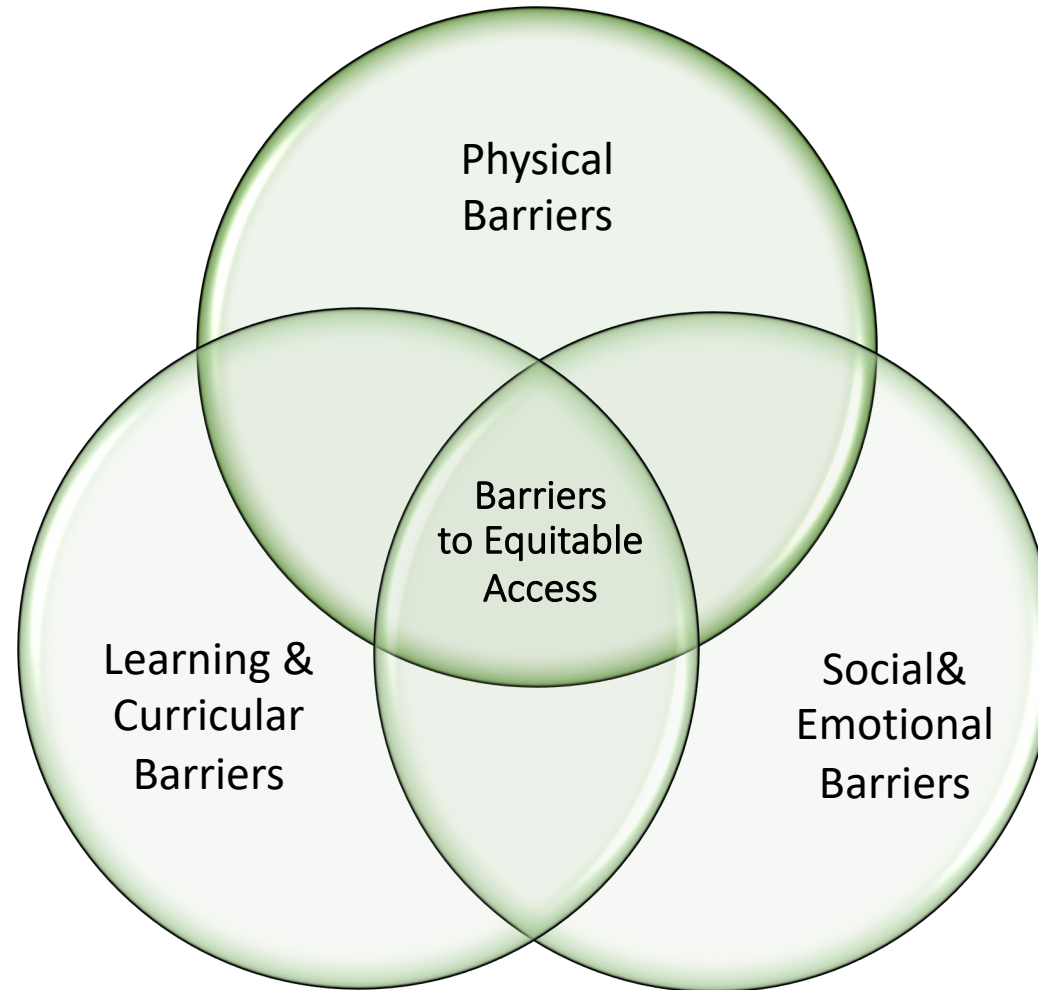
Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



What are barriers?



Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers



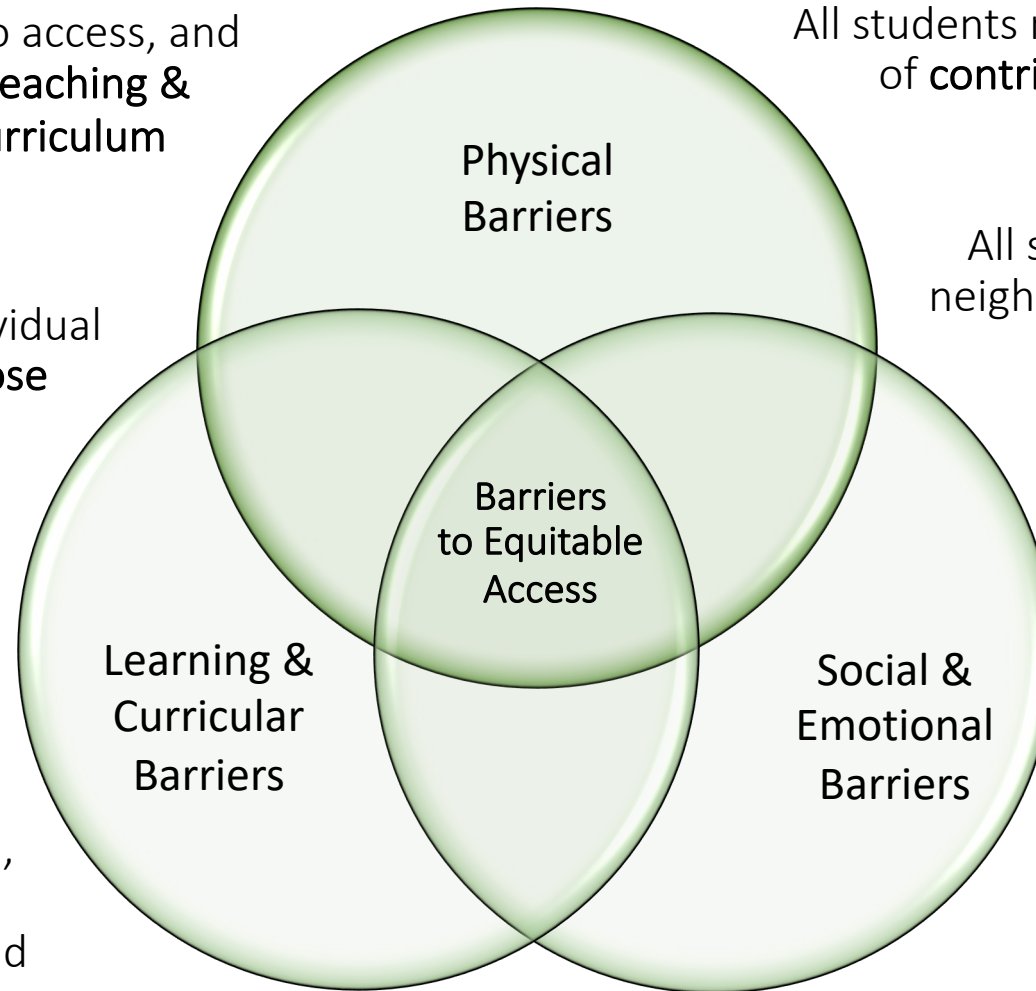
Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers

All students need opportunities to access, and be challenged by, **high quality teaching & learning** within **grade level curriculum**

All students need a sense of individual and community **place & purpose**

All students need access to **tools and actions** that will respond to their **individual dimensions**

All students need **representation, connection & relationships** with diverse & identity-based peers and adults



All students need to **feel valued** and a sense of **contribution** to their community

All students need **physical access** to neighbourhood classrooms and schools

All students need their **basic physical needs** met

All students need a **sense of belonging and safety** in a classroom and school community

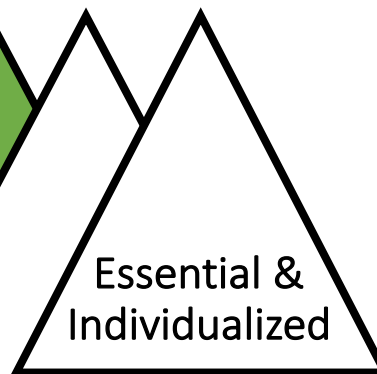
All students need **agency** through **high expectations** and the presumption of competence

Multiple Layers of Support/ Response to Instruction

What one needs
Needs of **individual**
students



Supports & Strategies are
useful for ONE
taught to ALL

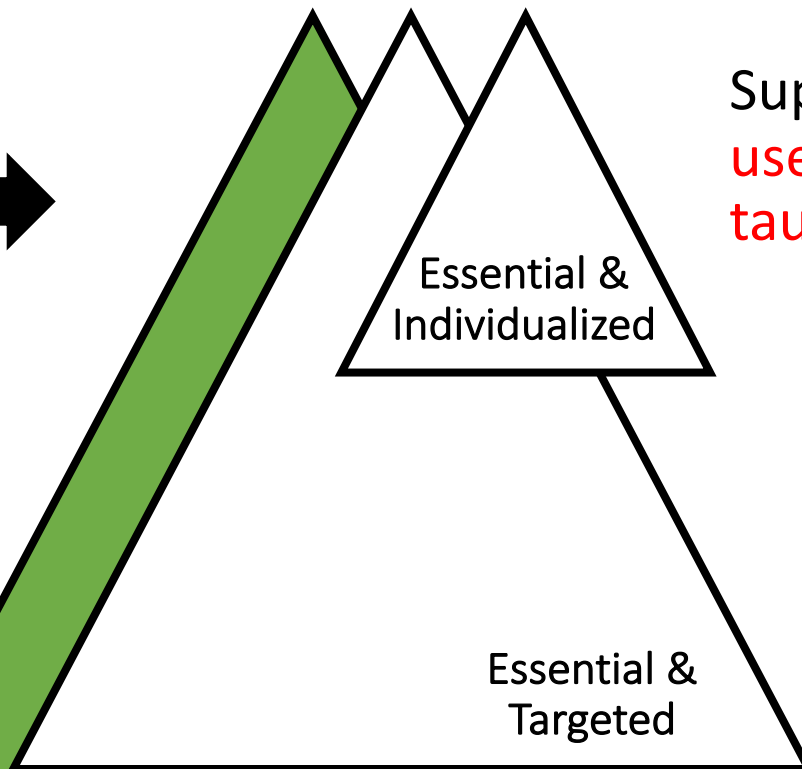


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What some need
Needs of **individual**
students



Supports & Strategies are
useful for SOME
taught to ALL
choice for ALL

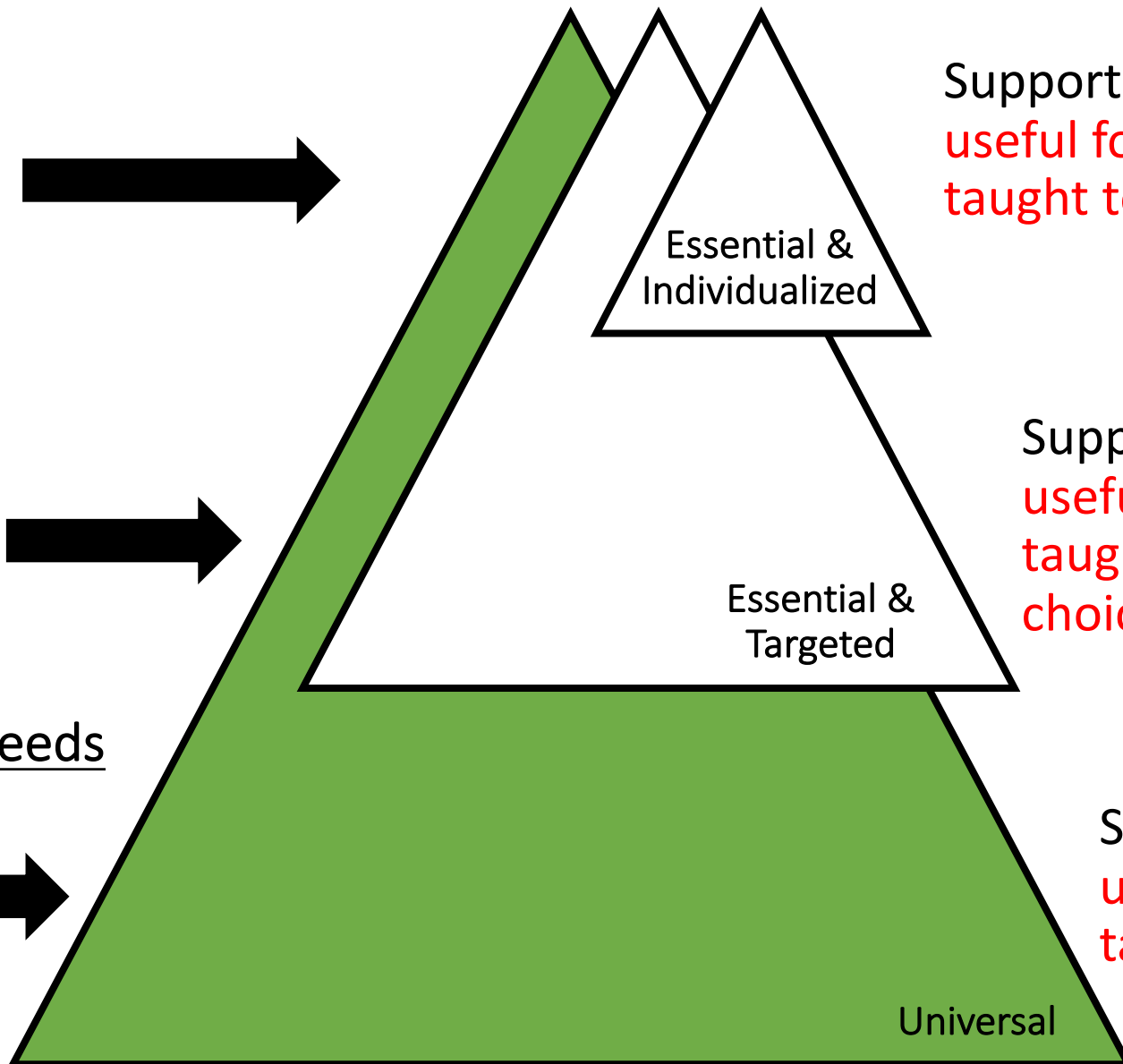


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What most/ everyone needs
Reducing/ Eliminating
Barriers for the
place/community



Supports & Strategies are
useful for ALL
taught to ALL



Universal Approaches Useful to ALL, Taught to ALL

Student Self Determination
& Agency

Standards Based
Assessment

Mind Up/ Zones of
Regulation Etc.

Needs Based
Design

Culturally Responsive
Practices

First Peoples' Principles of
Learning

Inquiry

Trauma Sensitive
Instruction

Physical
Barriers

SOGI

Competencies/ 21st Century
Learning

Positive Behaviour
Supports

RTI/RTI/MTLS/MTSS

Universal Design
for Learning

Barriers
to Equitable
Access

Strength Based
Perspectives

Accessible
Playgrounds

ICBIEP

Learning &
Curricular
Barriers

Social &
Emotional
Barriers


Learning Continuums

Land-Based Learning

Restorative
Practices

School Lunch
Programs

Differentiated Instruction &
Curriculum

The slide features several large, overlapping circles in various shades of orange, teal, blue, and dark blue. The text is centered on the left side of the slide.

What initiatives are
in place to reduce
barriers to equity in
your context?

How do we provide *supports*

for individual *student*

needs?

Class Reviews

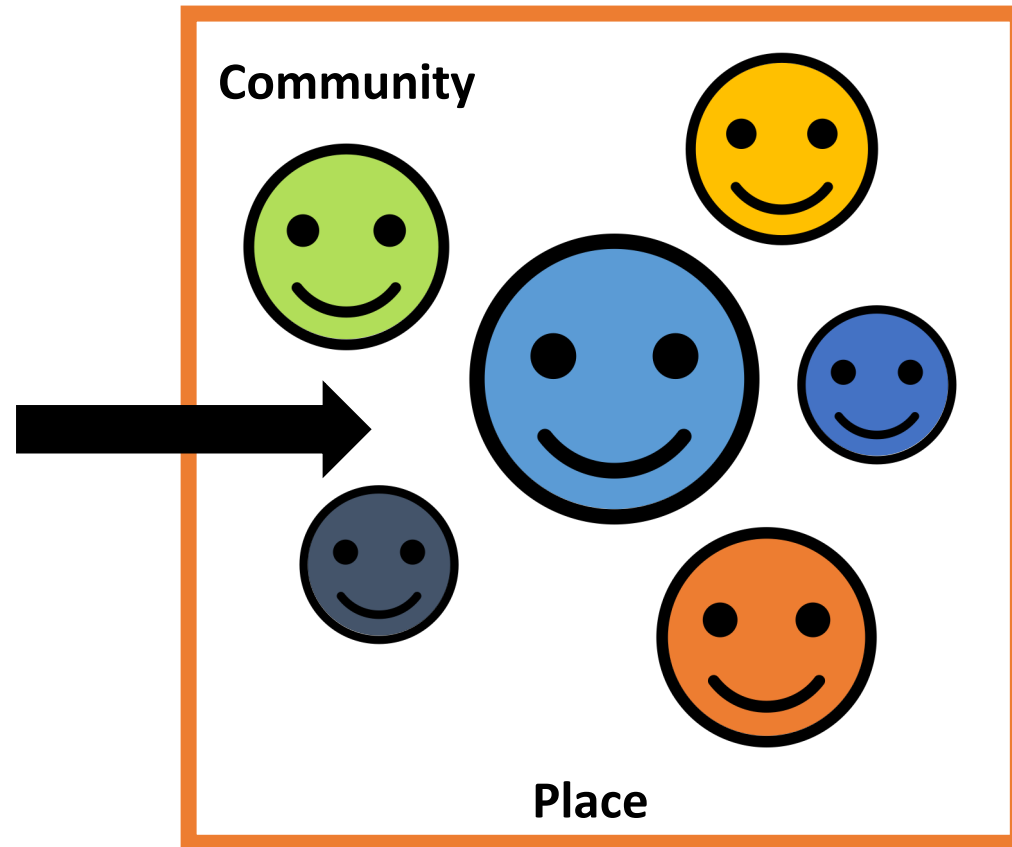
Class Review:		School Team:		Date:	
We can plan for our students by getting to know the:					
Class Identities	Class Interests	Classroom Strengths	Classroom Stretches		
Based on the interests, strengths and stretches of this class, some goal(s) that we have are:					
Some BIG goals we have for this class:					
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?		
We can meet these goals by responded to the needs of this class					
Need:	Need:	Need:	Need:	Need:	

The Class Review – Brownlie, F & King, J, 2011

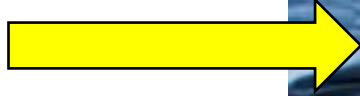
adapted by S. Moore, 2022

Class Review:		School Team:		Date:	
We can plan for our students by getting to know the:					
Class Identities	Class Interests	Classroom Strengths	Classroom Stretches		
←		Student Dimensions		→	
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:		Collaborative Team Goals		→	
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?		
←		Collaborative Team Decisions		→	
We can meet these goals by responded to the needs of this class					
Need:	Need:	Need:	Need:	Need:	
←		Prioritized Needs to Target		→	

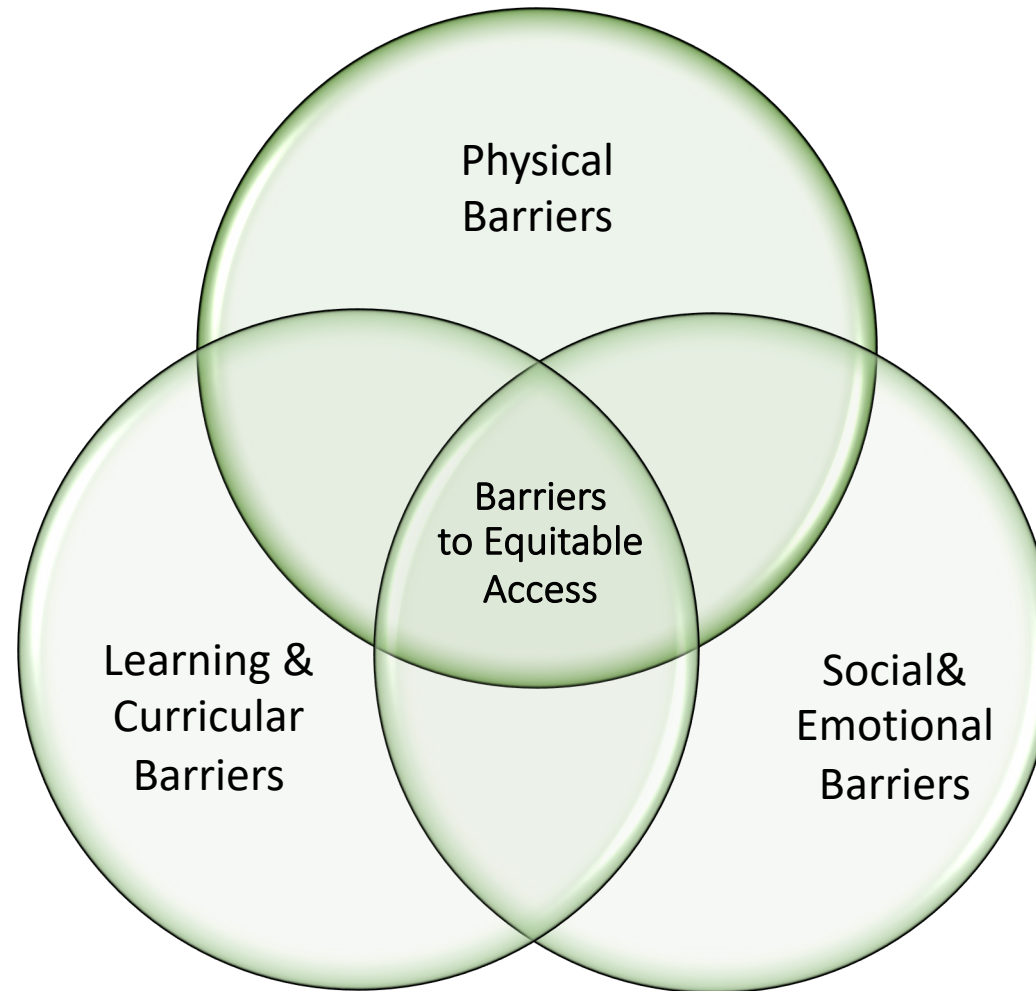
Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



What are needs?

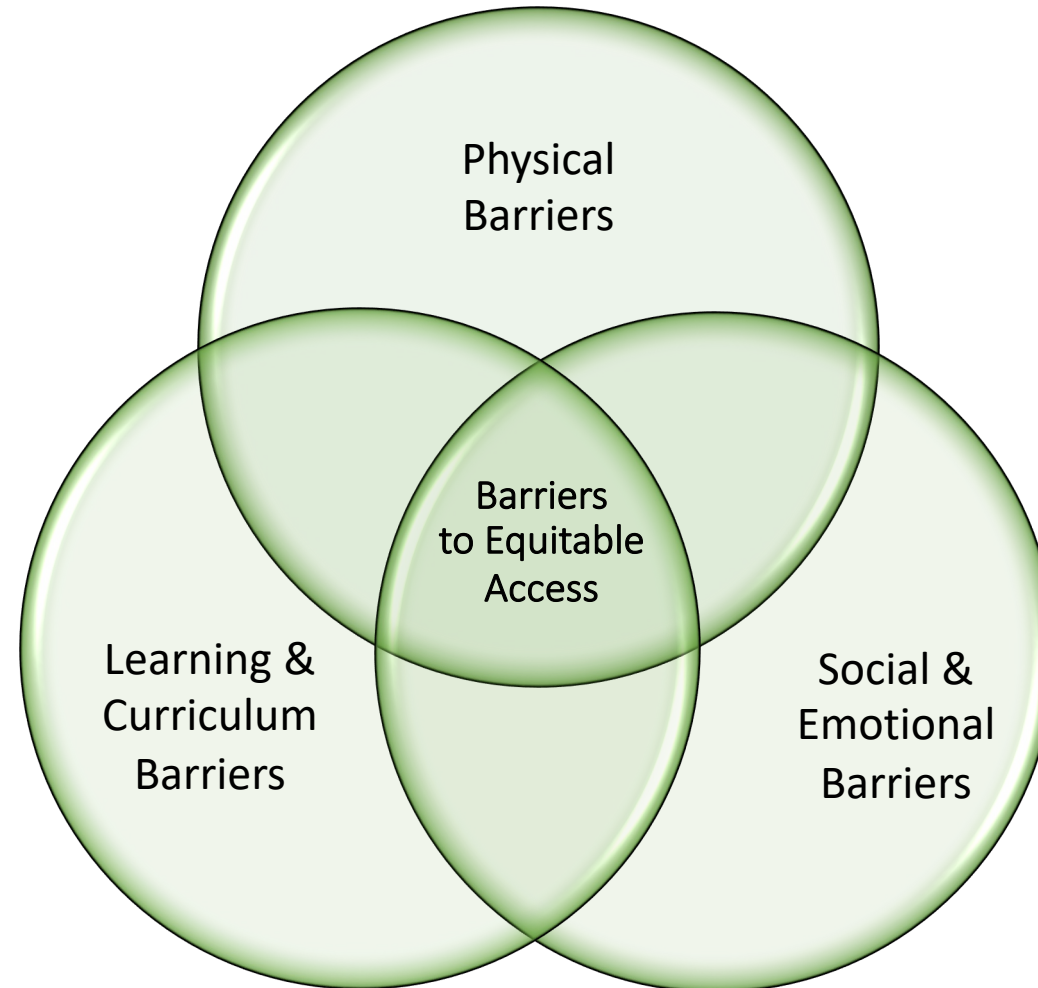


Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers



Increasing Inclusive & Equitable Access by Designing for Individual needs

- Addiction
- Attendance
- Attention
- Anxiety and/or depression
- Bullying
- Communication (receptive)
- Communication (expressive)
- Eating/Food
- Engagement/Motivation
- Executive functioning
- Family/community and/or identity
- Frustration/ Anger
- Grief/ Trauma
- Gross and/or Fine motor
- Intellectual ability (access)
- Intellectual ability (challenge)



- Language
- Literacy (decoding)
- Literacy (understanding)
- Literacy (written output)
- Literacy (Speaking/ oral language)
- Medical
- Memory
- Numeracy
- Personal Care
- Physical/Mobility
- Self Advocacy
- Self Regulation (emotional)
- Self Regulation (behavioural)
- Self Regulation(learning)
- Self Esteem
- Self Harm
- Sensory
- Social Skills
- Transitioning
- Vision and/or hearing

Strategy : Needs Based Reflection

Classroom Needs Based Reflection

Target Classroom:

Classroom Teacher(s):

Date:

Areas of Need	This is an IEP/individual need IEPs:	Our classroom community needs support for this immediately	Our classroom community may need support for this soon	Our classroom community does not need support for this right now
Addiction				
Attendance/ Lateness				
Attention				
Anxiety/Depression				
Bullying				
Communication (receptive)				
Communication (expressive)				
Eating/ Food				
Engagement/Motivation				
Executive Functioning				
Family/Community/Identity				
Frustration/ Anger				
Grief/ Trauma				
Gross/Fine Motor Skills				
Intellectual Ability (access)				
Intellectual Ability (challenge)				
Language				
Literacy (decoding)				
Literacy (understanding)				
Literacy (written output)				
Literacy (speaking/oral language)				

Collaborative Needs Based Reflection

Dr. Shelley Moore, 2023

Medical				
Memory				
Mental Health				
Numeracy				
Personal Care				
Personal Safety				
Physical/ Mobility				
Self- Advocacy				
Self-Regulation (emotional)				
Self-Regulation (behavioural)				
Self-Regulation (learning)				
Self Esteem				
Self-Harm				
Sensory				
Social Skills				
Transitioning				
Vision and/or Hearing				
Other:				
Other:				

What are some priority individual/IEP needs for this class?	Who can we reach out to for some guidance?	What are some priority group needs for this class?	Who can we reach out to for some guidance?
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	

Collaborative Needs Based Reflection

Dr. Shelley Moore, 2023

Classroom Needs Based Reflection

Target Classroom: Grade 3

Classroom Teacher(s): CJ, KP

Date: Jan. 2023

IEP (2)				
Areas of Need	This is an IEP/individual need	Our classroom community needs support for this immediately	Our classroom community may need support for this soon	Our classroom community does not need support for this right now
Addiction				
Attendance/ Lateness	LS, NS, TSL, MA			X
Attention	JW, JS, MA, RL, MR, TSL	X		
Anxiety/Depression	LS, TAP, JC, HJ, LP, MR	x		
Bullying	Girl drama		X	
Communication (receptive)	JW, TSL, AM			
Communication (expressive)	LS, MA, JS, RL, MR, JW, TSL, AM		X	
Eating/ Food				
Engagement/Motivation	LS, MA, TSL,			X
Executive Functioning	LS, TSL, MR, MA, RL, KC			X
Family/Community/Identity				
Frustration/ Anger	JS, MR, AB, AM,		x	
Grief/ Trauma	LP, LS, KC,			X
Gross/Fine Motor Skills	LS, MR, RA, JC, KC, JS, JW, MA, TAP, AM			X
Intellectual Ability (access)	LS, AM, MR, JS, JW, AB,		X	
Intellectual Ability (challenge)				
Language	LS, RA,			X
Literacy (decoding)	LS, MR, AB	X		
Literacy (understanding)	LS, MR, MA, TSL, AB,			X
Literacy (written output)				
Literacy (speaking/oral language)	LS, HJ, TAP, MR, JW, JS, TSL	X		

Medical				
Memory	LS, JS, MR, MA, HJ, HP, JW	X		
Mental Health	LP, LS, TSL,		X	
Numeracy	LS, MR, MA, TSL, AB,			X
Personal Care	LS, JS, JW			X
Personal Safety				X
Physical/ Mobility				X
Self- Advocacy	LS, MR, JS, TAP, RA, TSL, JC,	X		
Self-Regulation (emotional)	TAP, MR, JS, AB		X	
Self-Regulation (behavioural)	LS, TAP, CL, RL, BM	X		
Self-Regulation (learning)	MR, JS, JW		X	
Self Esteem	CL, TSL, RA, JC, HC, MR, AB,	X		
Self-Harm				
Sensory	AM, RL, BM, HP, JW		X	
Social Skills	LS, MR, JS, TAP, AB, AM, RL, RF	X		
Transitioning				
Vision and/or Hearing				
Other:				
Other:				

What are some priority individual/IEP needs for this class?	Who can we reach out to for some guidance?	What are some priority group needs for this class?	Who can we reach out to for some guidance?
1. Intellectual Ability (access) 2. Communication (Expressive) 3. Engagement/ Motivation 4. Executive Functioning 5. Gross/Fine Motor Skills	Support Teacher SLP Support Teacher Support Teacher OT/PT	1. Social Skills 2. Anxiety 3. Self-Regulation (behavioural) 4. Literacy 5. Self-Advocacy	Support Teacher Counsellor SLP/ Support Teacher Literacy Support Support Teacher

Multiple Layers of Support/ Response to Instruction

What one needs
Needs of **individual**
students



Supports & Strategies are
useful for ONE
taught to ALL

Essential &
Individualized

+

What some need
Needs of **individual**
students



Supports & Strategies are
useful for SOME
taught to ALL
choice for ALL

Essential &
Targeted

+

What everyone needs
Reducing/ Eliminating
Barriers for the
place/community



Supports & Strategies are
useful for ALL
taught to ALL

Universal

Need:

Students in Mind:

Who needs the MOST support?

What supports & strategies are useful for ONE? (Individualized)

-
-
-

Essential

What supports & strategies are useful for SOME? (Choice for ALL)

-
-
-
-

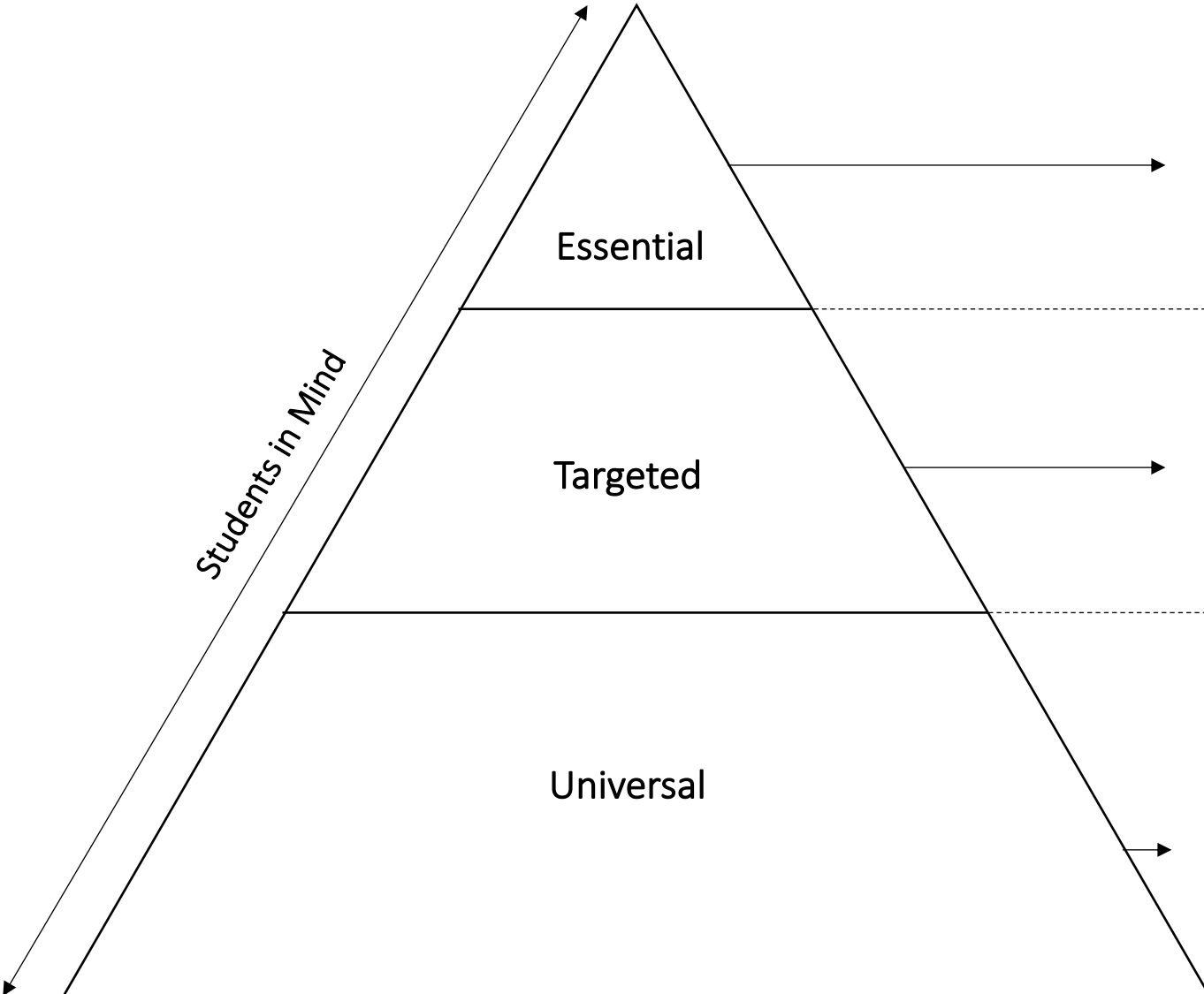
Targeted

What supports & strategies are useful for MOST/ALL?

-
-
-
-
-

Universal

Who needs the MOST challenge?



Who needs the MOST support?

What supports & strategies are useful for ONE? (Individualized)

-
-
-

Essential

What supports & strategies are useful for SOME? (Choice for ALL)

-
-
-
-

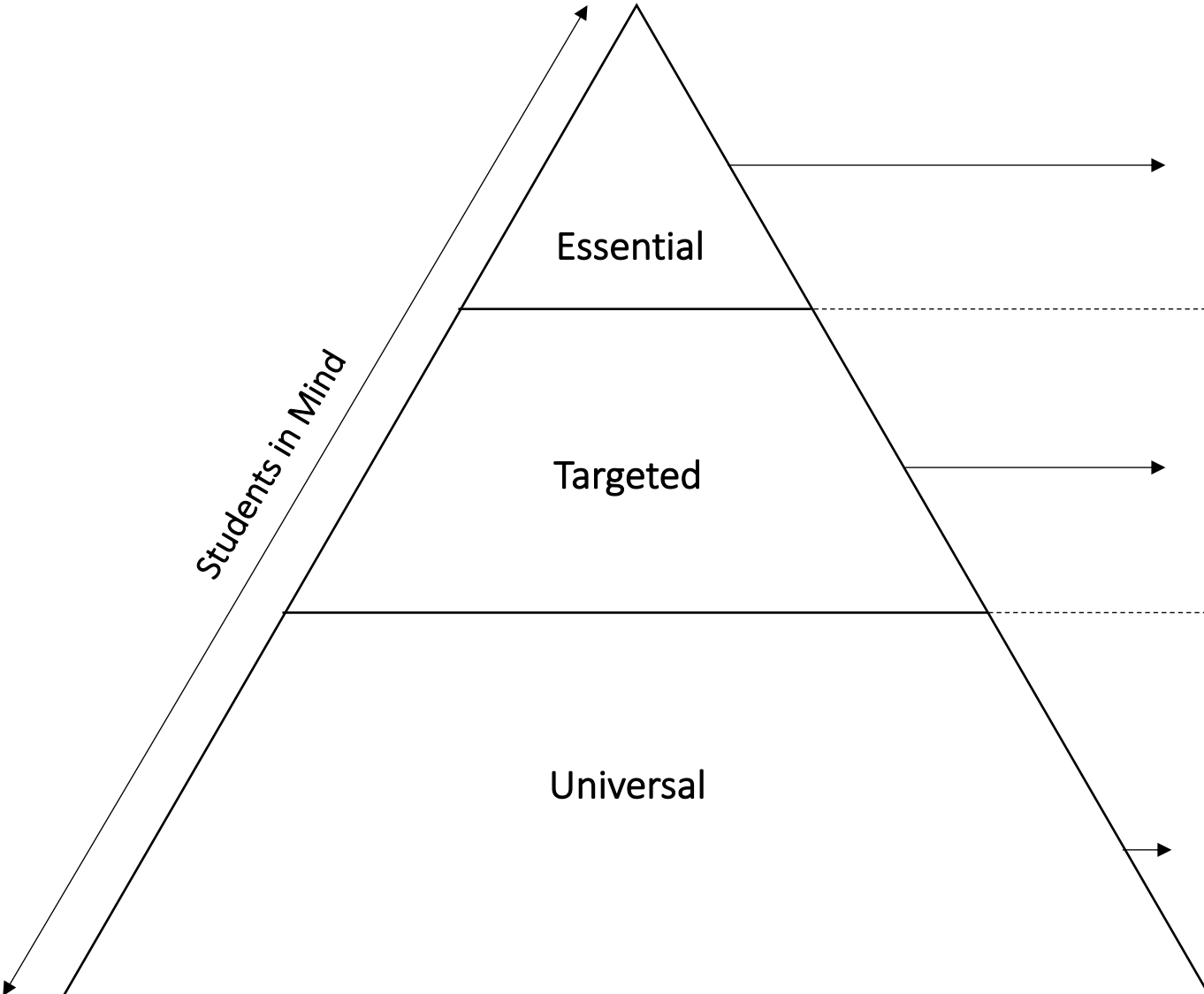
Targeted

What supports & strategies are useful for MOST/ALL?

-
-
-
-
-

Universal

Who needs the MOST challenge?



Who needs the MOST support?

What supports & strategies are useful for ONE? (Individualized)

- Family photo
- RM - One on one morning check in with a trusted adult in the school (5-10 min with librarian when he arrives to school)

Essential

What supports & strategies are useful for SOME? (Choice for ALL)

- Taking breaks
- Parent check ins
- Home communication book
- Bring a familiar object from home

Targeted

What supports & strategies are useful for ALL?

- Choice
- Target and teach self advocacy skills/ anxiety management skills/ Calming strategies
- Open ended tasks (not one answer or one way to complete a task)
- Leadership opportunities in class/ school
- Welcome students when they arrive, even if they are late

Universal

Who needs the MOST challenge?

Need: Grade 7-9 Socials

Need: Multilingual

Learners Students in Mind: HP, LG, AF, LD, LD, SS, WR

Who needs the MOST support?

What supports & strategies are useful for ONE? (Individualized)

-
-
-

Essential

What supports & strategies are useful for SOME? (Choice for ALL)

-
-
-
-

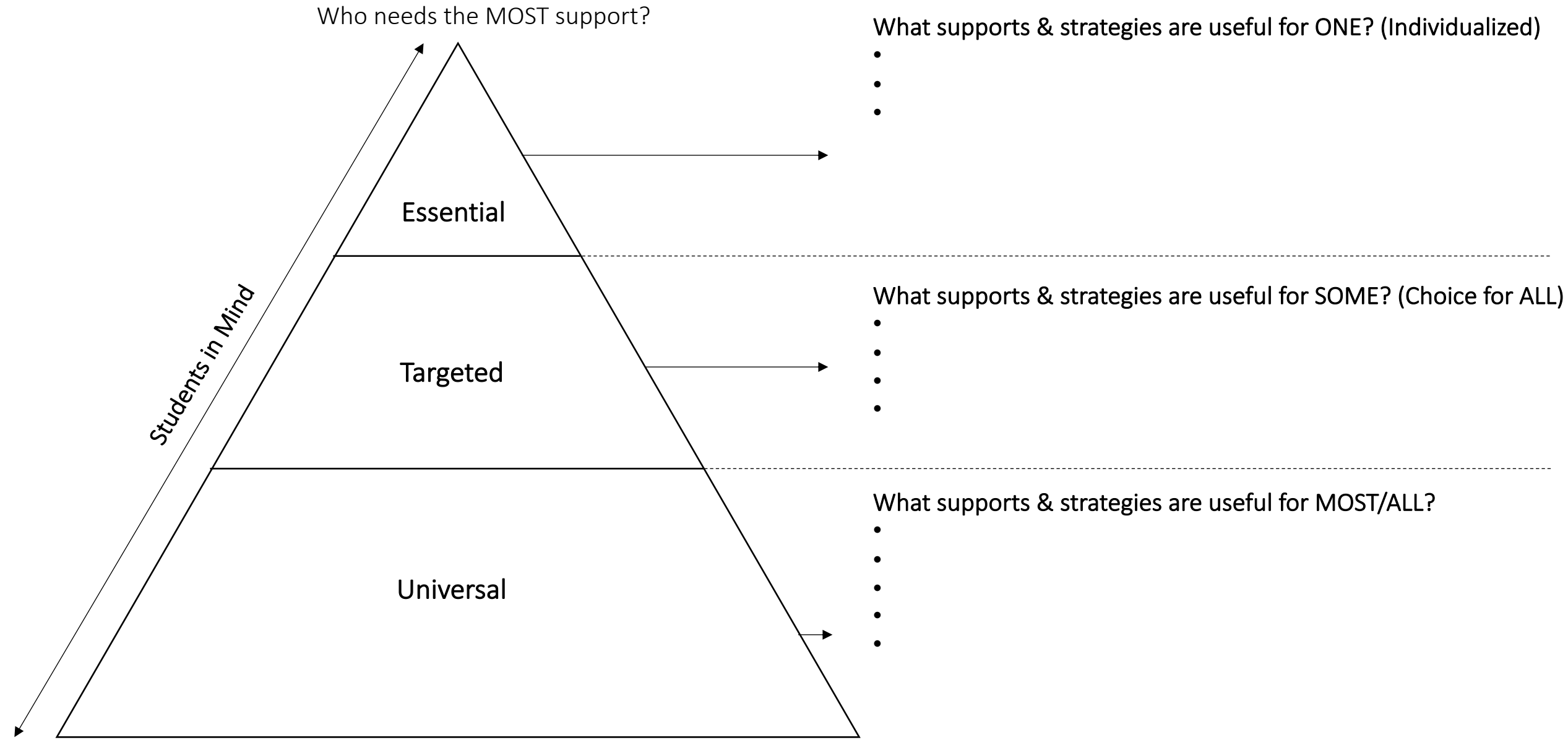
Targeted

What supports & strategies are useful for MOST/ALL?

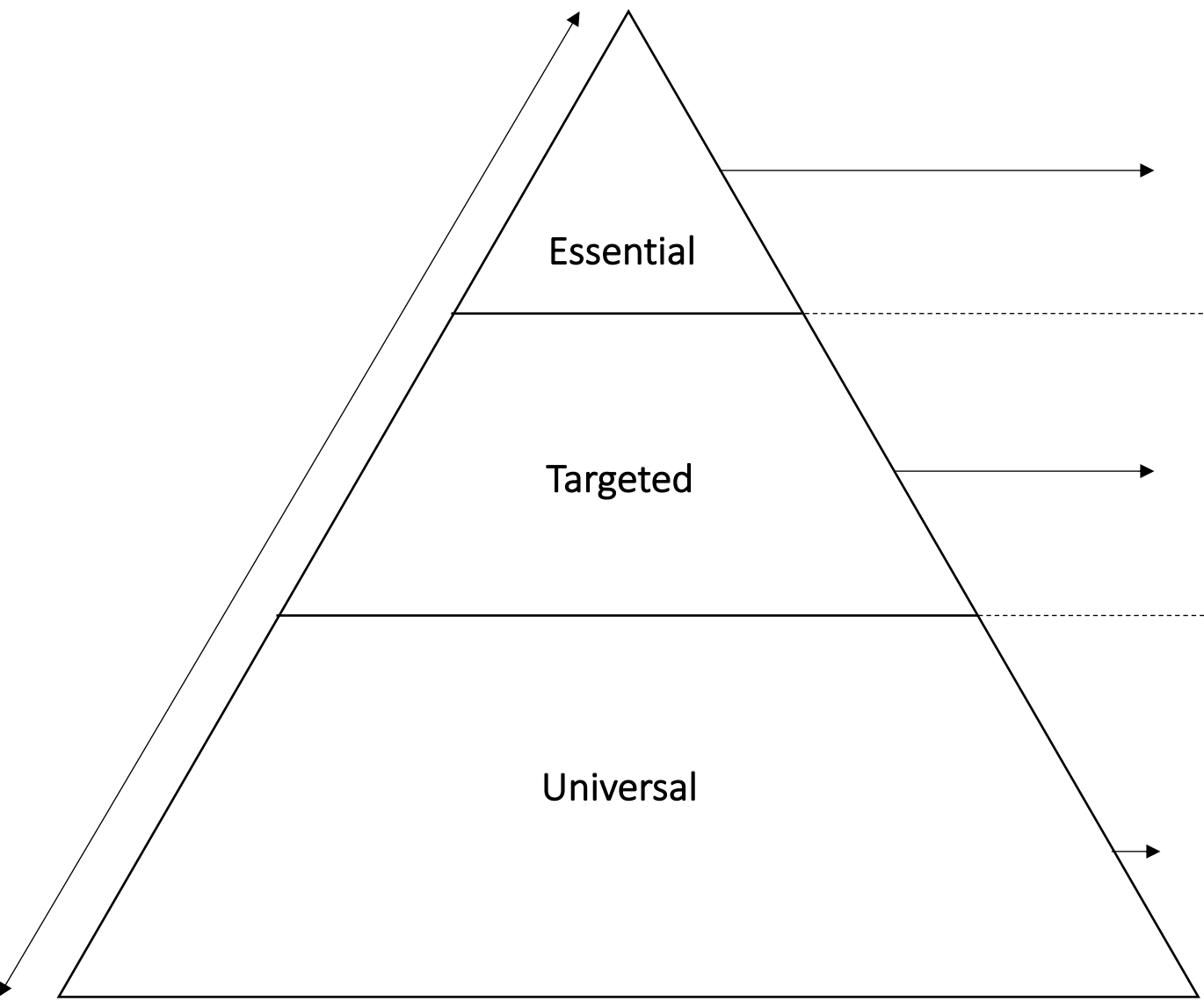
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Universal

Who needs the MOST challenge?



Who needs the MOST support?



What supports & strategies are useful for ONE? (Individualized)

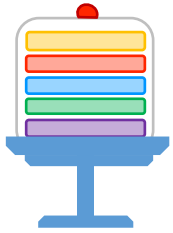
- Individual student co-developed language goals
- Individual conferencing/direct instruction during work time (not lesson time)

What supports & strategies are useful for SOME? (Choice for ALL)

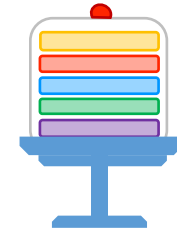
- iPad for visual translation/communication support
- Sentence frames
- Visuals/ objects
- Strategic Pairings
- QSSSA strategy (question, signal, stem, share, assess)
- Allow previewing of information in home language

What supports & strategies are useful for ALL?

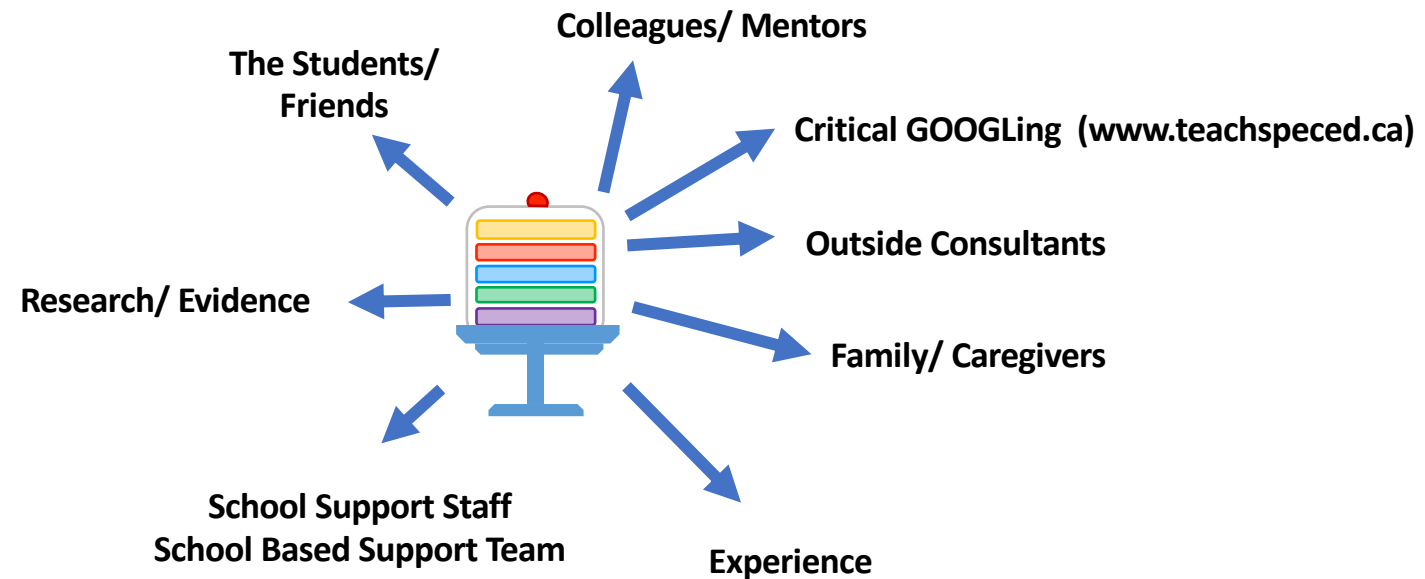
- Relationships with student, families and caregivers
- Multi-lingual word/picture wall
- Books with diverse characters
- Everyone learns words in a new language words
- Learn language across all curricular areas
- Speak clear, slow and allow for wait time
- Multiple ways to show learning (visual, oral, written)
- Celebrate language diversity in class/school



Layered Support Cake of Love: Classroom Support Plan



How do we figure out supports or strategies students need?



Designing a Needs Based Classroom Support Plan

Step 1: Assessing for **needs** NOT disabilities

www.teachspered.ca



- Our needs don't make us "weaker" they are just things we need support with
- Things in our lives that make it hard for us to learn?
- These might not be things that I can control

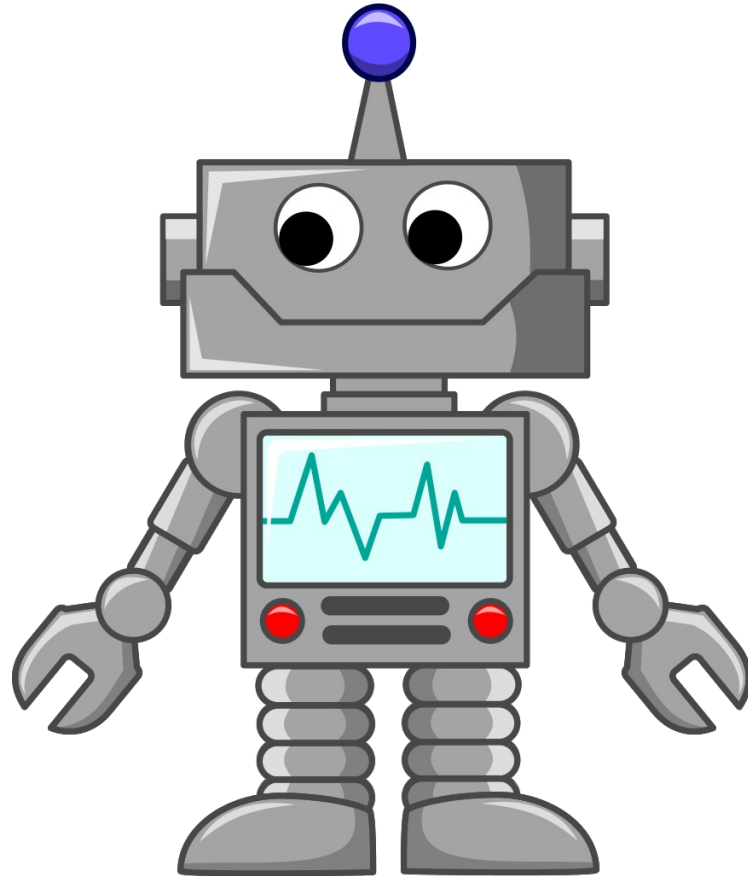
AI – CHAT GPT



AI – CHAT GPT



My AI assistant “Dale”



Strategy: Needs Based Classroom Support Plan (multiple)

Classroom Support Plan Teacher(s): _____ Supportive Staff: _____ Date: _____				
← Range of Supports & Strategies →				
Students...		Strategies & Supports		
who needs the most support		Universal Support <small>(Good for ALL)</small>	Targeted Support <small>(CHOICE for ALL)</small>	Individualized Support <small>(Good for ONE)</small>
Need				
Need				
Need				
Need				
Need				
who needs the most challenge				

Range of Student Need

Strategy: Needs Based Classroom Support Plan

Classroom Support Plan

Teacher(s): _____

Supportive Staff: _____

Date: _____

Range of Supports & Strategies



Students...		Strategies & Supports		
who needs the most support		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Individualized Support (Good for ONE)
Need				
Need				
Need				
Need				
Need				
who needs the most challenge				

Range of Student Need



Classroom Support Plan

Teacher(s): Mr. B

Supportive Staff: Ms. C (EA), Mr. J (ST), Ms. H (counselor), Ms. G (Vision Support Teacher), Ms. K (ELL)

Class: Grade 4



Students...		Strategies & Supports		
Who needs the most support J.W.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Cognitive	J.W.	Start lesson with accessible task, teach all students, how to learn with J.W., community building activities, manipulatives and concrete learning objects, agenda for the day	Access Point to curriculum (Math IEP goal), breaks, visual agenda on board that matches AAC device, strategic partnering, calculator	AAC Device, social role on class, works well with Y.T., glasses
Need Vision	R.P	Large print & high contrast outline of handouts, do not change furniture floor plan	Sitting close proximity to front of class	Magnifier, Vision support from Ms. G
Need Trauma	H.L., U.B	Make personal connection daily, snacks, drinks allowed, chunk task into an essential portion, take 2 min breaks	Quiet zone in class, breaks, allow time to leave if needed, follow up later if they leave	Check in before class with Ms. H, might be late
Need language	Y.I., O.R., B, F, N.M	Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, subject word wall, everyone learns local Indigenous language	Individual word/picture banks	Translator, preview content in dominant language
Need Anxiety	R.M.	Choice of challenge, choice of support options, target advocacy skills and risk-taking opportunities, open ended tasks (not one answer), learn about anxiety and teach anxiety management strategies	Taking breaks, choice of where to work, homework optional, parent check ins,	Check ins with Ms. H once a week
Who needs the most challenge I.K., R.M.				

What are supports?

- What **tools** can we anticipate *some* students will use based on their:
 - Needs
 - Interests
 - Strengths
 - Stretches
- How can we teach *all* students to use **tools** in meaningful ways
- How can we support which **tools** students choose to use to support their learning?

What are strategies?

- What **actions** can we anticipate *some* students will use based on their:
 - Needs
 - Interests
 - Strengths
 - Stretches
- How can we teach *all* students to take **action** in meaningful ways
- How can we support which **action** students choose to take to support their learning?

Supports vs. Resources



People



Time



Funding

Classroom Support Plan

Teacher(s): Mr. B

Supportive Staff: Ms. C (EA), Mr. J (ST), Ms. H (counselor), Ms. G (Vision Support Teacher), Ms. K (ELL)

Class: Grade 4

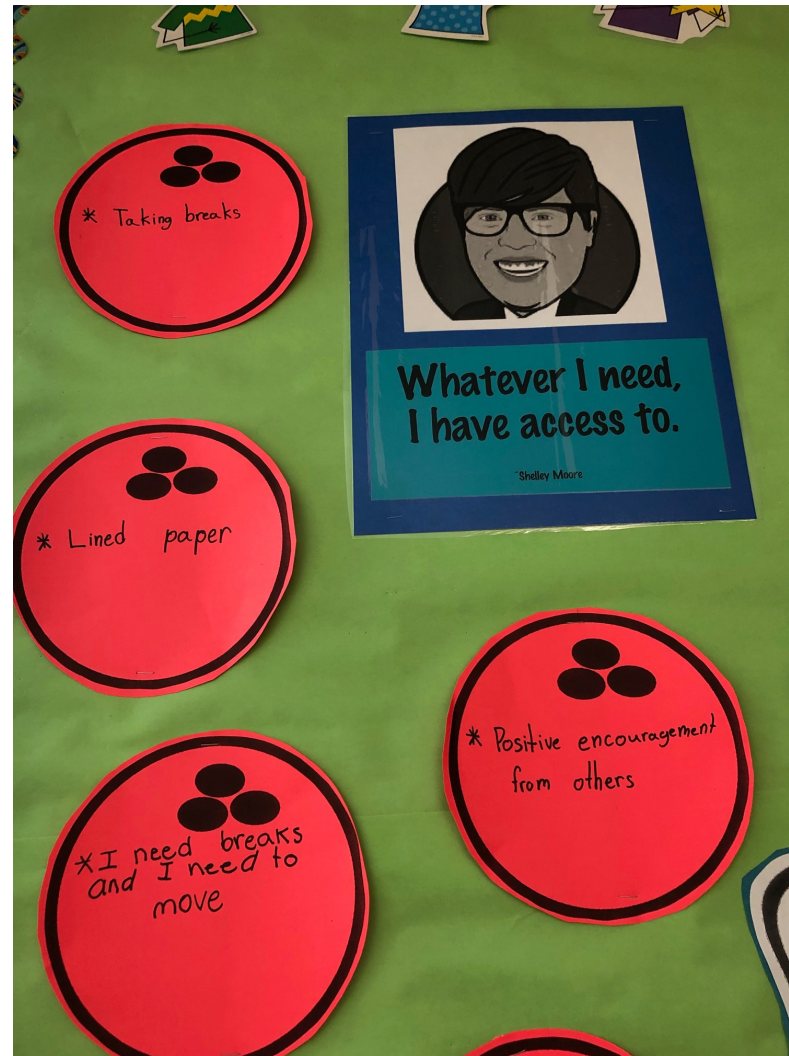
← Range of Supports & Strategies →

Recipe for the cake

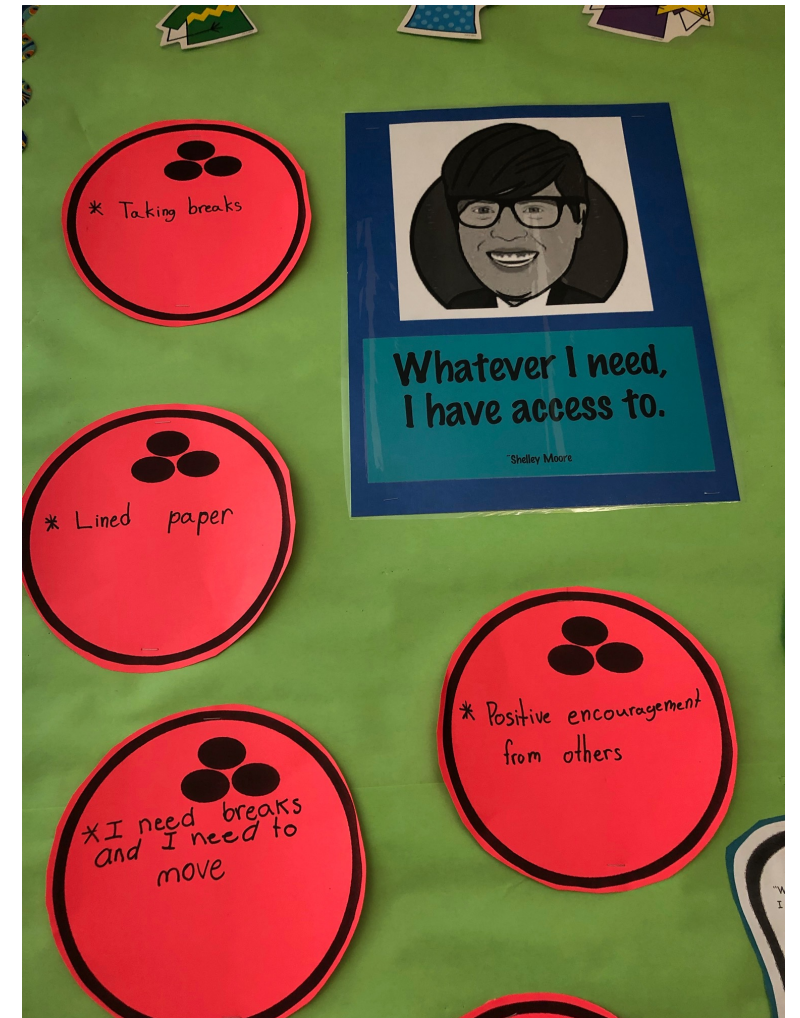
↑ Range of Student Need
Layers of the cake ↓

Students...		Strategies & Supports		
Who needs the most support J.W.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
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Who needs the most challenge I.K., R.M.				

Strategy: Student Strategy Instruction



Strategy: taking a 2 min break



Strategy: taking a 2 min break

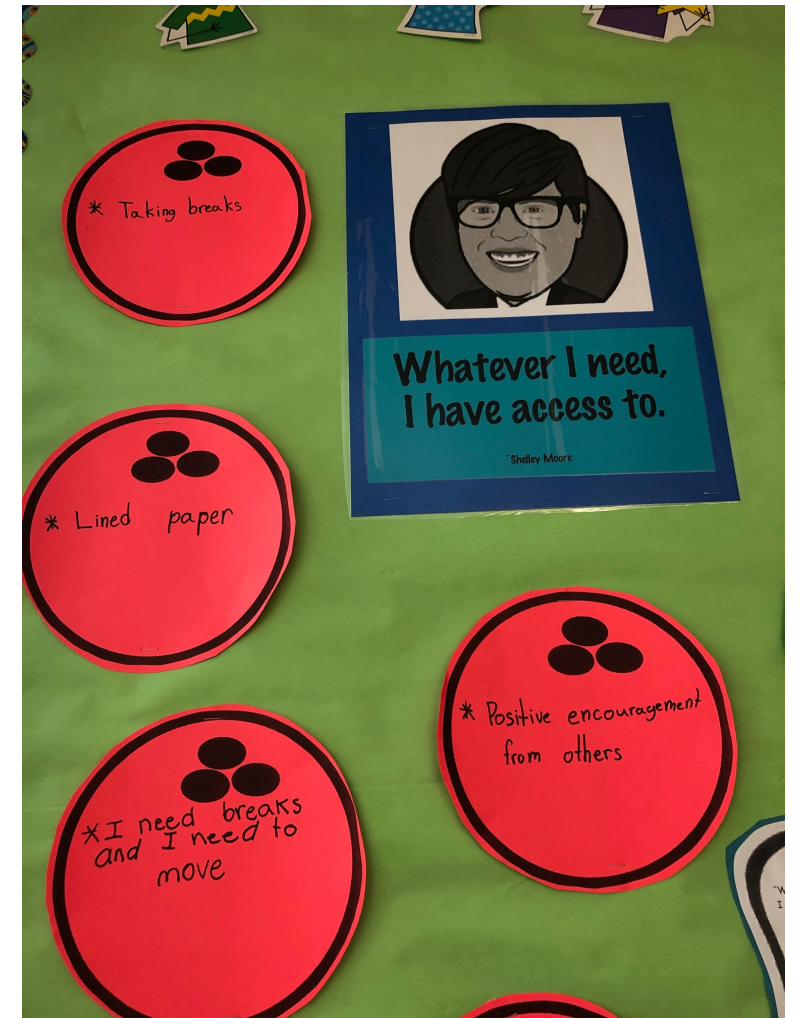
Instruct

- What is a 2 min break?
- Why is a 2 min break useful?
- How do I use a 2 min break as a **tool** or an **action**?
 - What does a 2 min break *look* like when I use it?
 - What does a 2 min break *sound* like when I use it?
 - What does a 2 min break *feel* like when I use it?

Practice (1 – 2 weeks)

Reflect

- How will I know when I *need* a 2 min break?
- How will I know when I *don't need* a 2 min break?



Strategy: chunking text

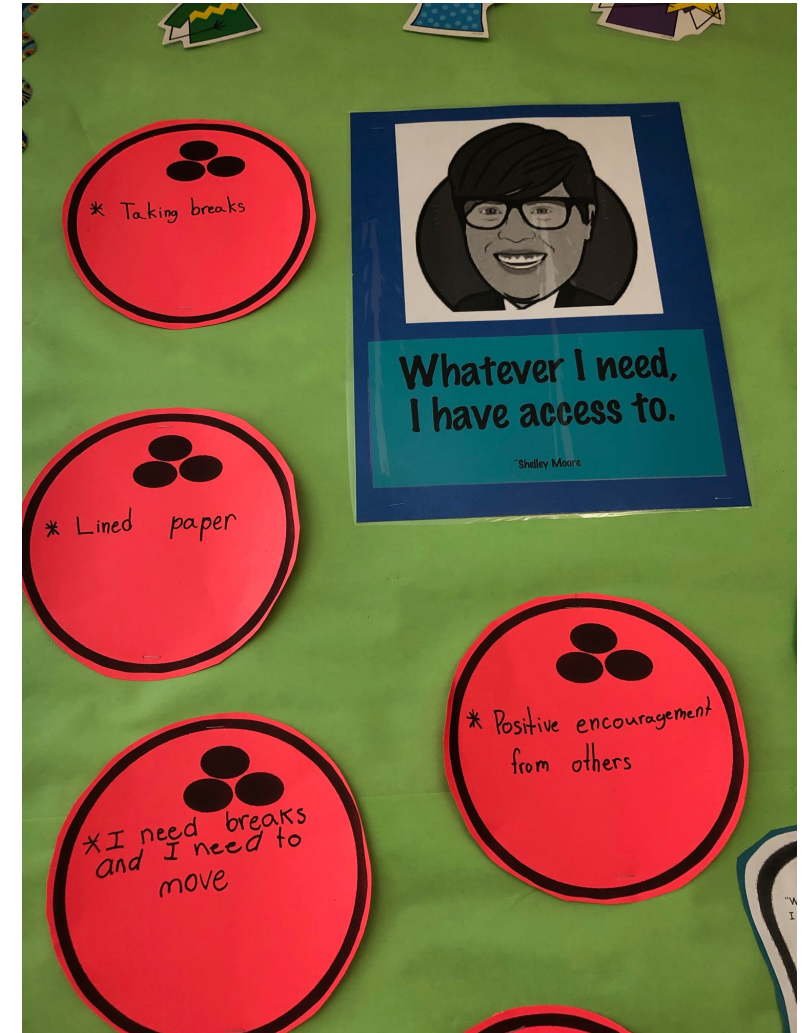
Instruct

- What is **chunking text**?
- Why is **chunking text** useful?
- How do I **chunk text** as a **tool** or an **action**?
 - What does **chunking text** *look* like when I use it?
 - What does **chunking text** *sound* like when I use it?
 - What does **chunking text** *feel* like when I use it?

Practice (1 – 2 weeks)

Reflect

- How will I know when I *need* to **chunk text** ?
- How will I know when I *don't need* **chunk text** ?



Teaching & Reflecting on Strategies:

working in a small group

quiet space

loud space

visuals

schedule/ agenda

standing desks

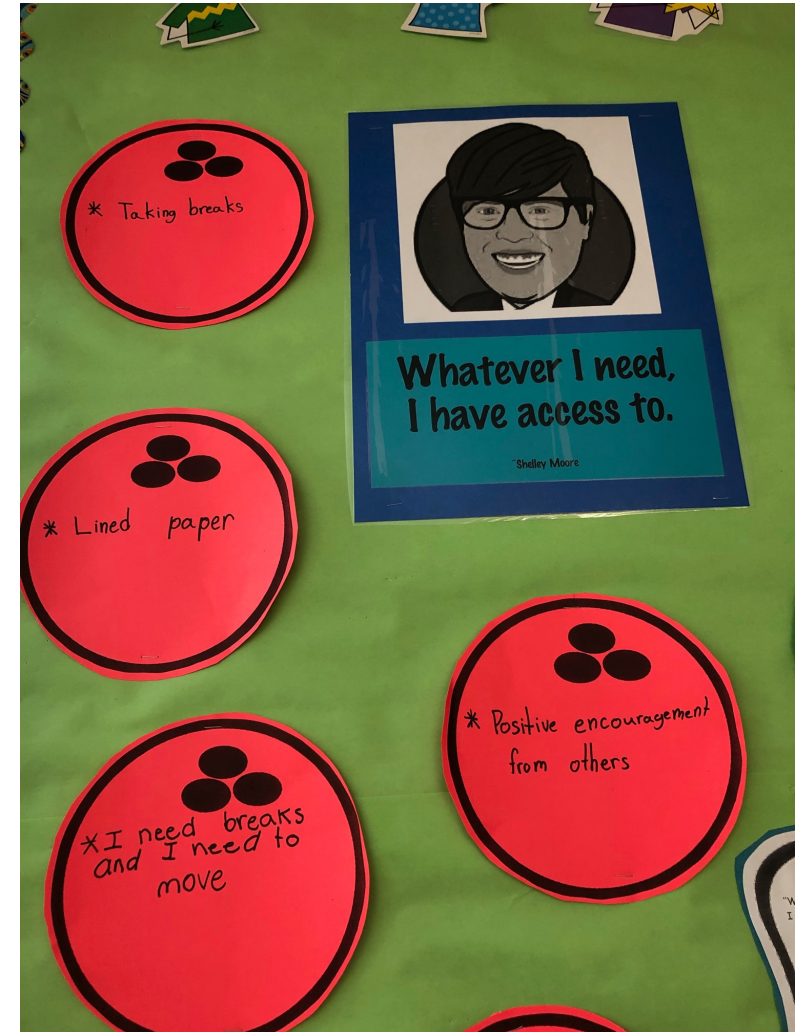
access points

sensory tools

Snacks/ water

gum

hats





Reducing barriers through curriculum design

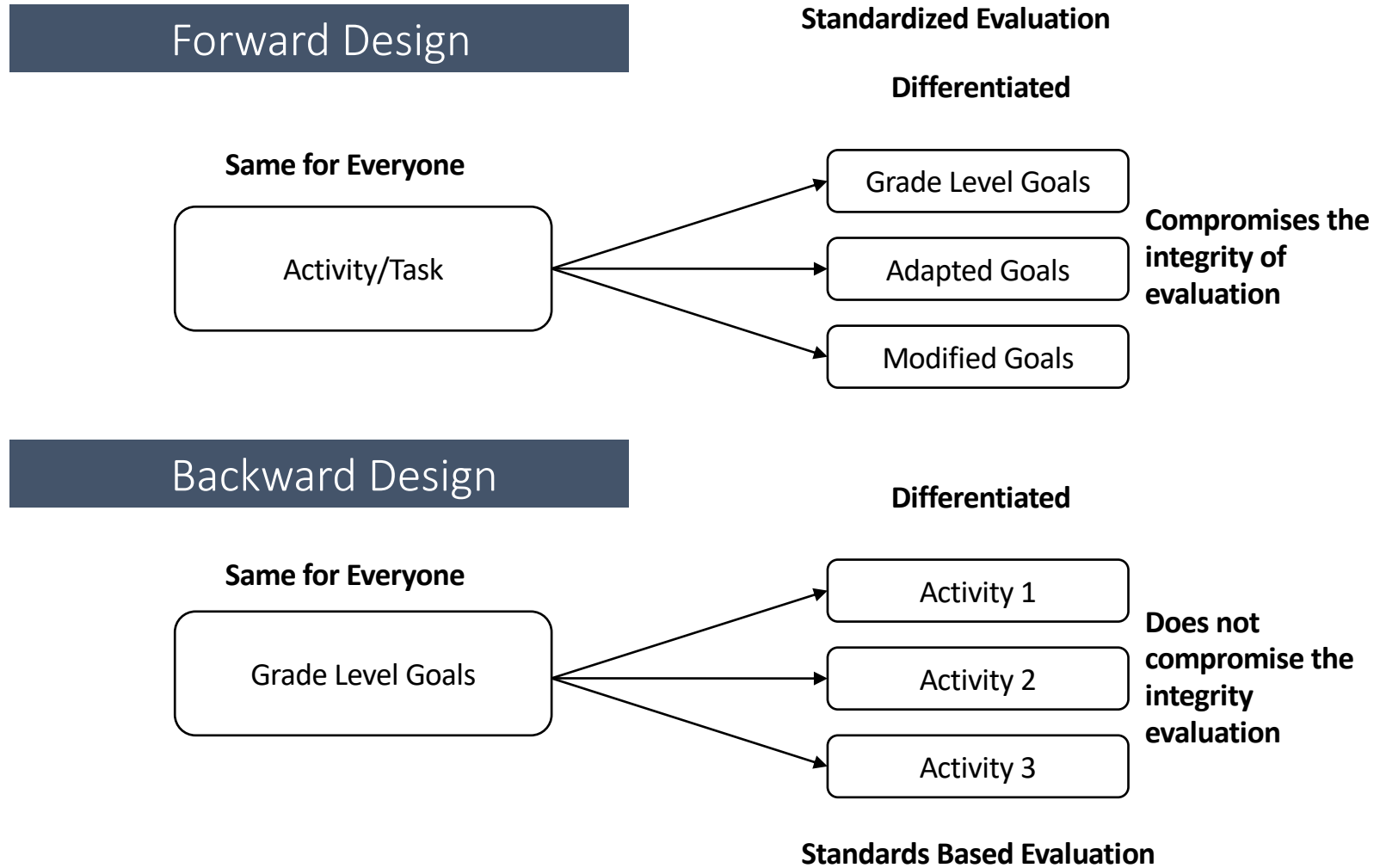


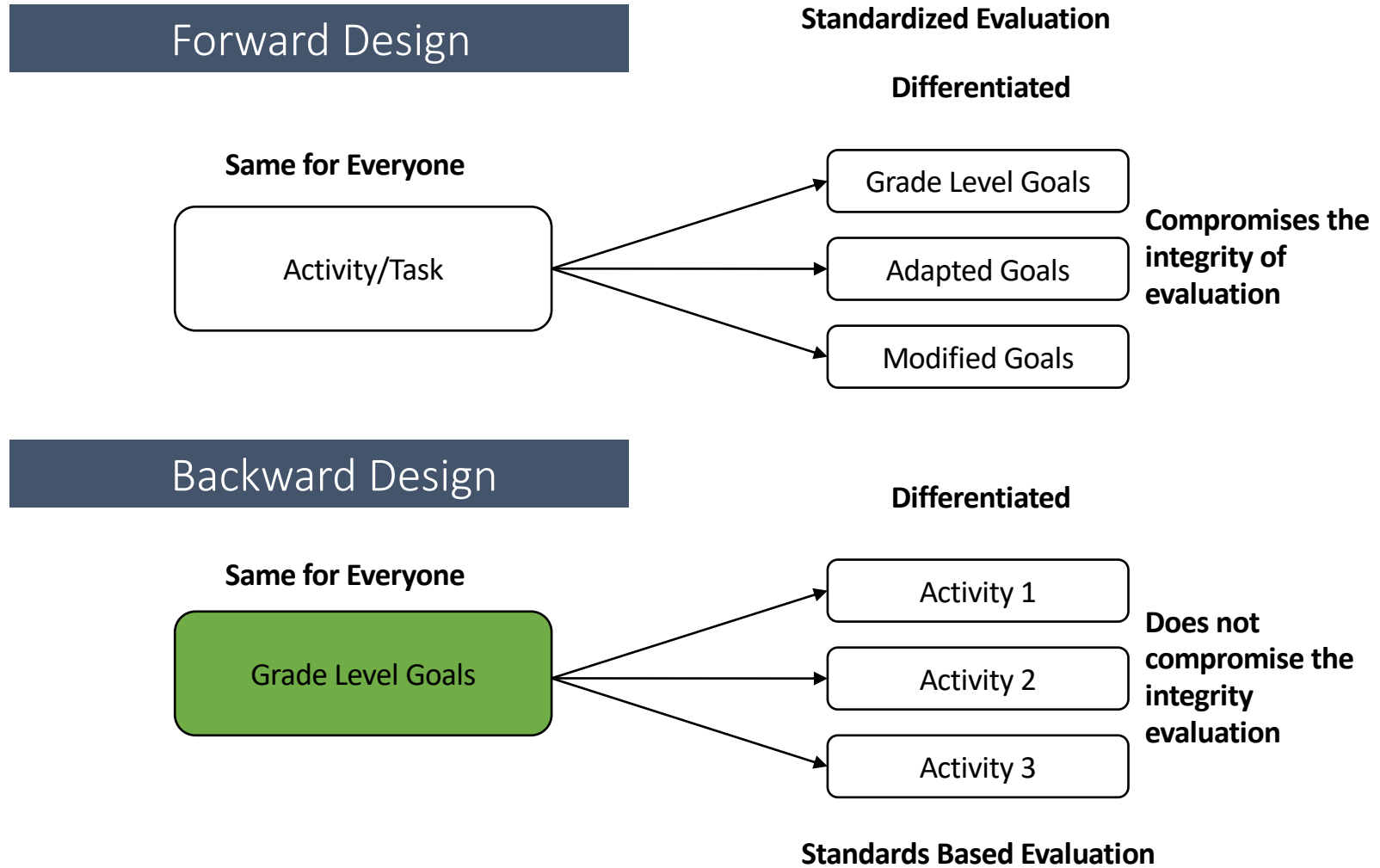
Backwards Design & Planning



Backwards Design Big Ideas:

- Every curriculum has **curricular goals**
- We need to **choose goals** to teach for every **unit**
- We organize goals around a **big idea/question**
- We need to **translate** those goals into **student friendly language**
- **Students** need to **know the goals**
- Learning activities are **EVIDENCE of learning**
- We **evaluate goals** NOT activities
- Student choose their **best examples** of evidence (triangulation)





Backwards Design: What are the GOALS?

- **Knowledge**
 - What do we need to know?
- **Skills**
 - What do we need to do?

Is curriculum linear?



Backwards Design: What are the GOALS?

- **Backwards Design**
 - **Understandings**
 - What do we need to understand?
 - **Knowledge**
 - What do we need to know?
 - **Skills**
 - What do we need to do?
 - **Competencies**
 - Who do we need to become?

Backwards Design: What are the GOALS?

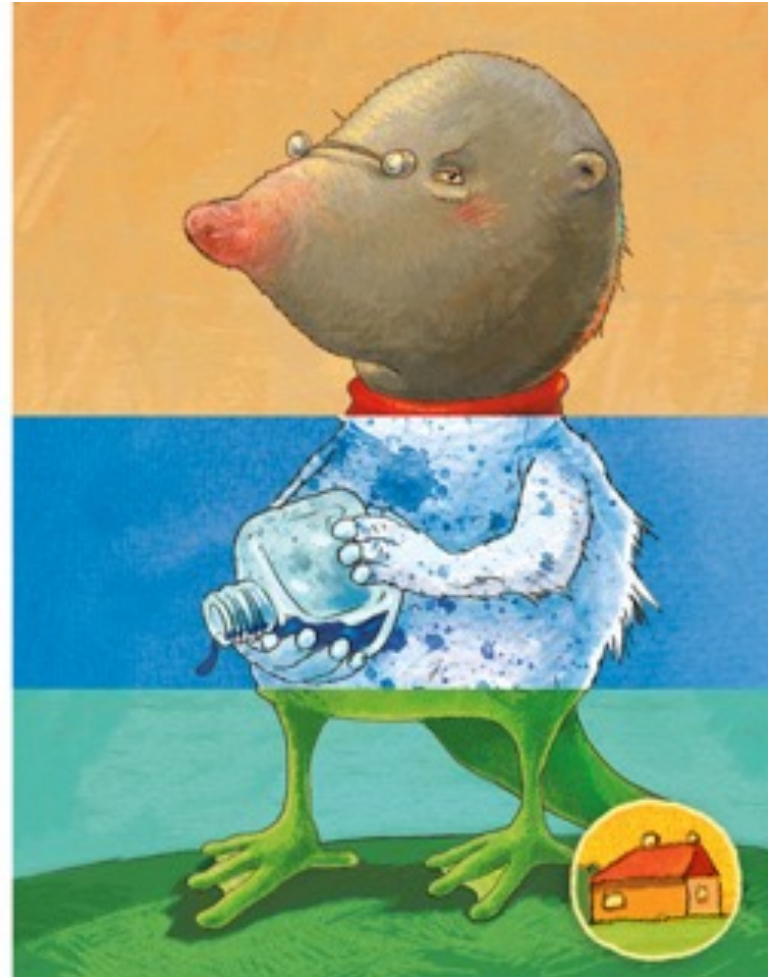
- **Backwards Design**
 - **General Learning Outcome**
 - What do we need to understand?
 - **Disciplinary Contexts (Specific Learning Outcomes)**
 - What do we need to know in the context?
 - **Global Competencies in Discipline**
 - What do we need to do in the context?
 - **Global Competencies**
 - Who do we need to be?

Flip Book

Miserable

Two-toed

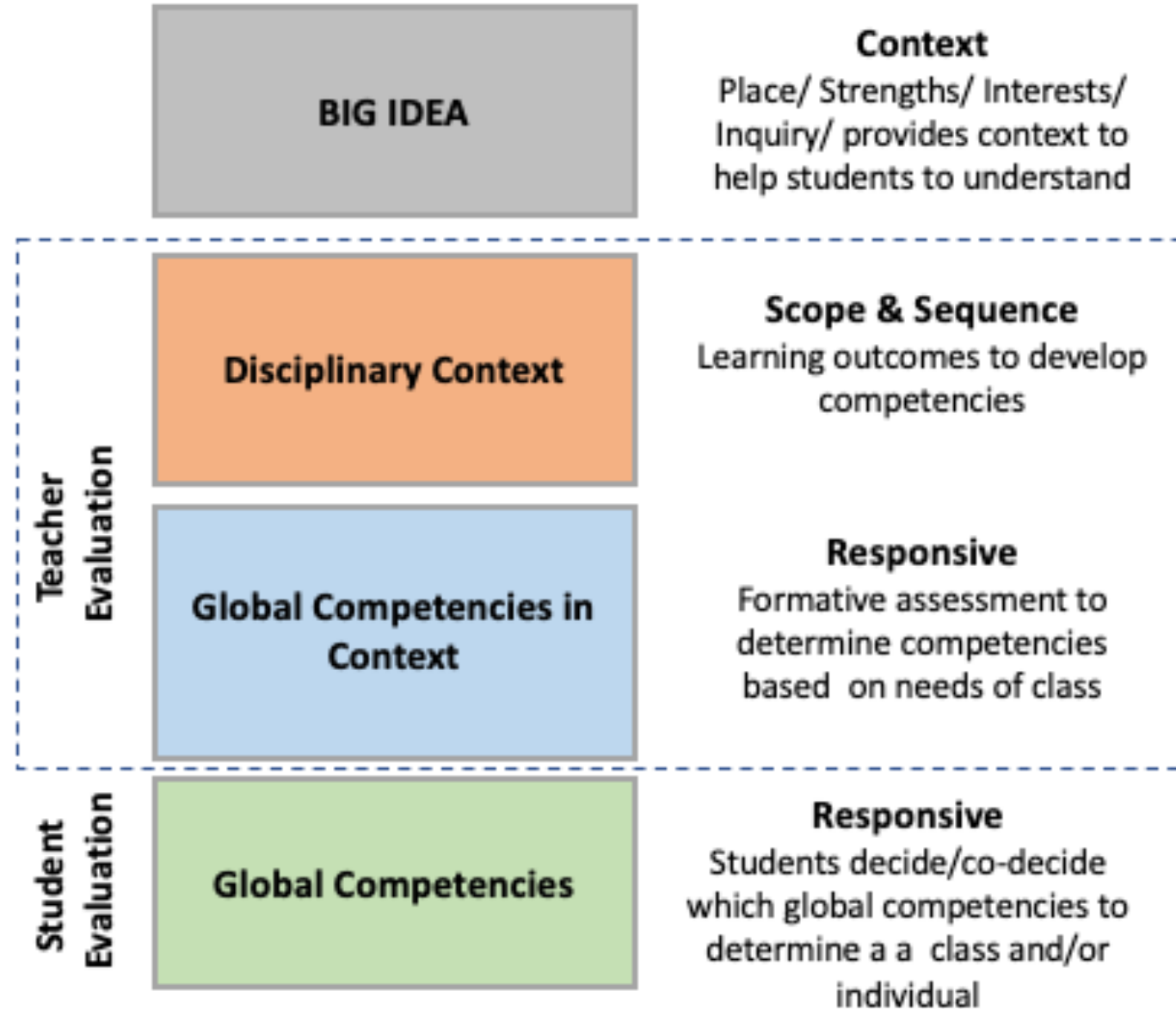
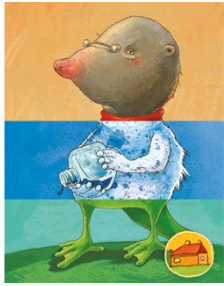
Lizard



Miserable

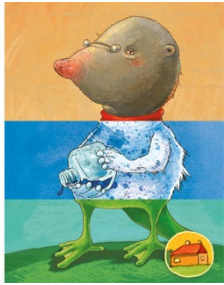
Two-toed

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Stay or Go

One useful idea so
far today



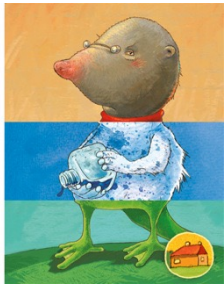
Example
Course: Grade 2 Math
Strand: Patterns and Relations

	General Learning Outcome	Context Place/ Strengths/ Interests/ Inquiry/ provides context to help students to understand	GLO: We Understand that Patterns can help us to describe the world and solve problems
Teacher Evaluation	Disciplinary Context - Specific Learning Outcomes	Scope & Sequence Learning outcomes to develop competencies	Disciplinary Context Specific Learning Outcomes 2.PR.1, 2.PR.2,
	Disciplinary Context - Subject Processes	Responsive Formative assessment to determine processes and competencies based on needs of class	Disciplinary Context Communication, Connecting, Problem Solving, Reasoning, Visualizing
	Global Competencies in Context		Disciplinary Context Critical thinking, creativity, collaboration, communication, connection to self, citizenship
Student Evaluation	Global Competencies	Responsive Students decide/co-decide which global competencies to determine a a class and/or individual	Global Competencies Critical thinking, creativity, collaboration, communication, connection to self, citizenship

Miserable

Two-toed

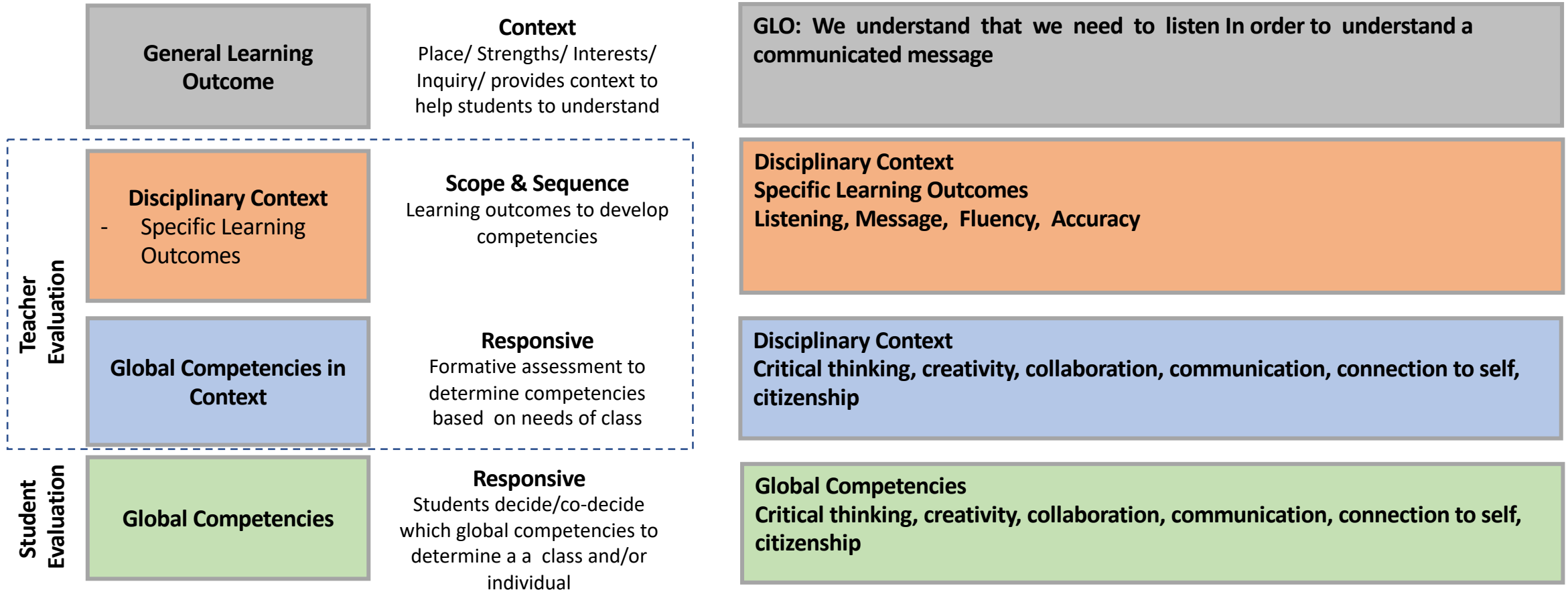
Lizard



Example

Course: Grade 5/6 French Culture

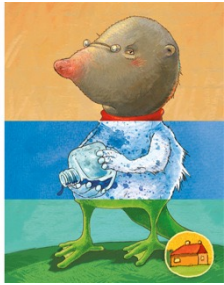
Oral Communication



Miserable

Two-toed

Lizard

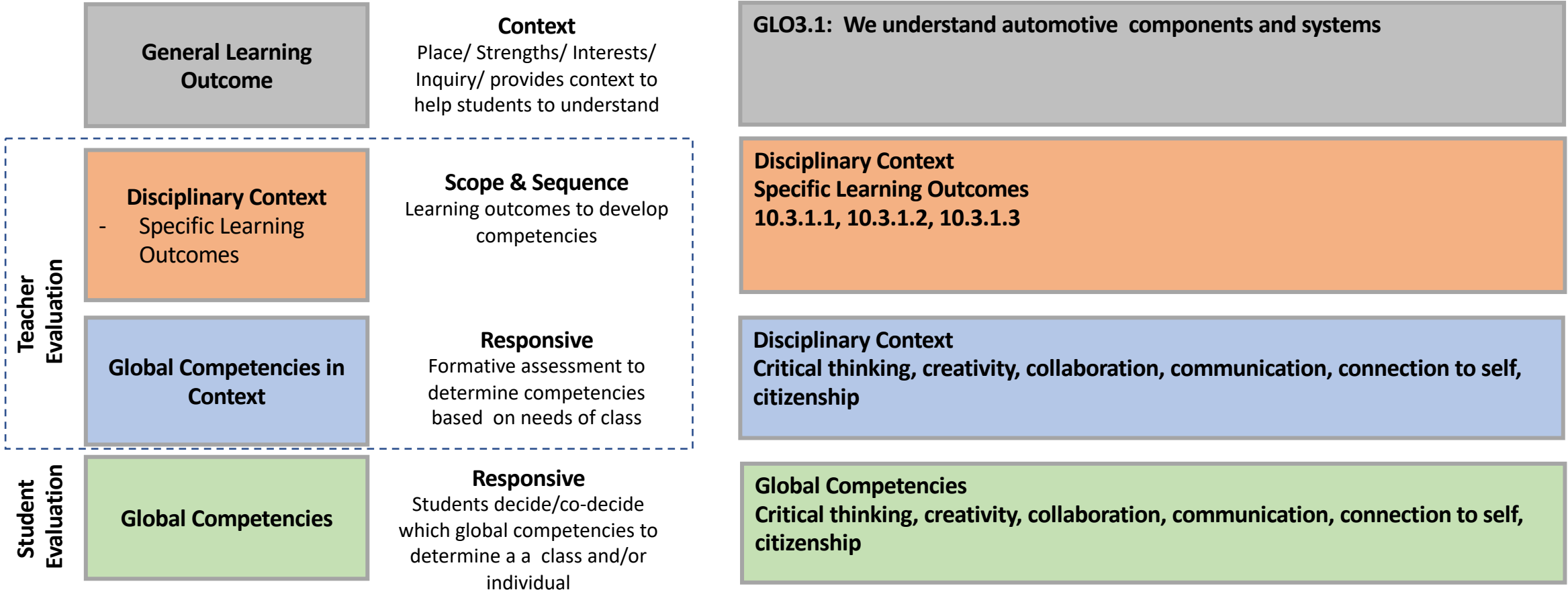


Example

Course: Automotive 10

Unit: A3: Tools, equipment, material and documentation

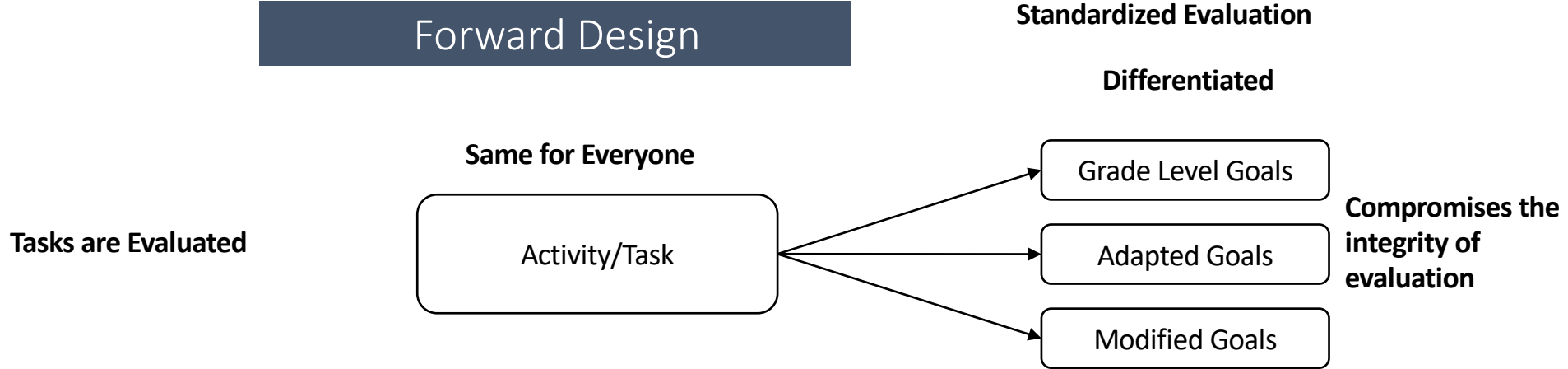
Goal: 3 - Describe, inspect, diagnose, service, and repair automotive components and systems



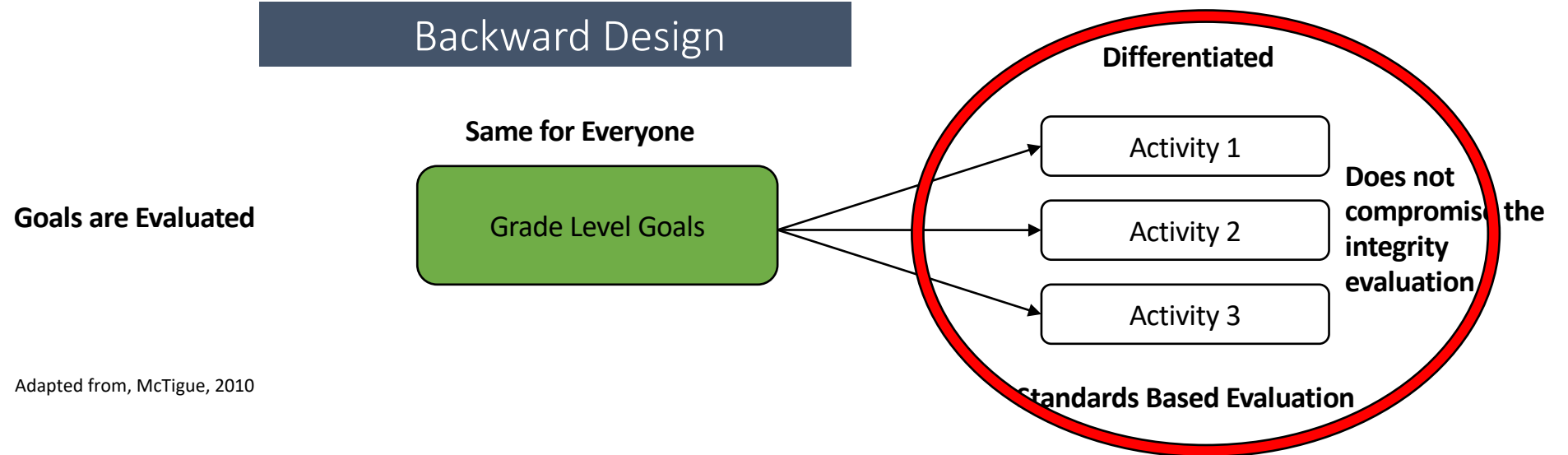
Backward Design Element	Manitoba Specific	Math	French Culture	Automotive
Topic	Depends on subject	Strand	Reading, writing, oral communication in French Culture	Unit Goal
Overview	General Learning Outcome			
Content	Disciplinary Context	Specific Learning Outcomes	Specific Learning Outcomes	
Process		Subject specific processes	Subject Processes	-
		Global Competencies in Discipline		
Competencies		Global Competencies		

Backward Design Element	Manitoba Specific Language	Math	French Culture	Automotive
Topic	Depends on subject	Strand	Reading, writing, oral communication in French Culture	Unit Goal
Big Idea	General Learning Outcome			
Content	Disciplinary Context	Specific Learning Outcomes	Specific Learning Outcomes	
Process		Subject specific processes	Subject Processes	-
		Global Competencies in Discipline		
Competencies		Global Competencies		

Forward Design

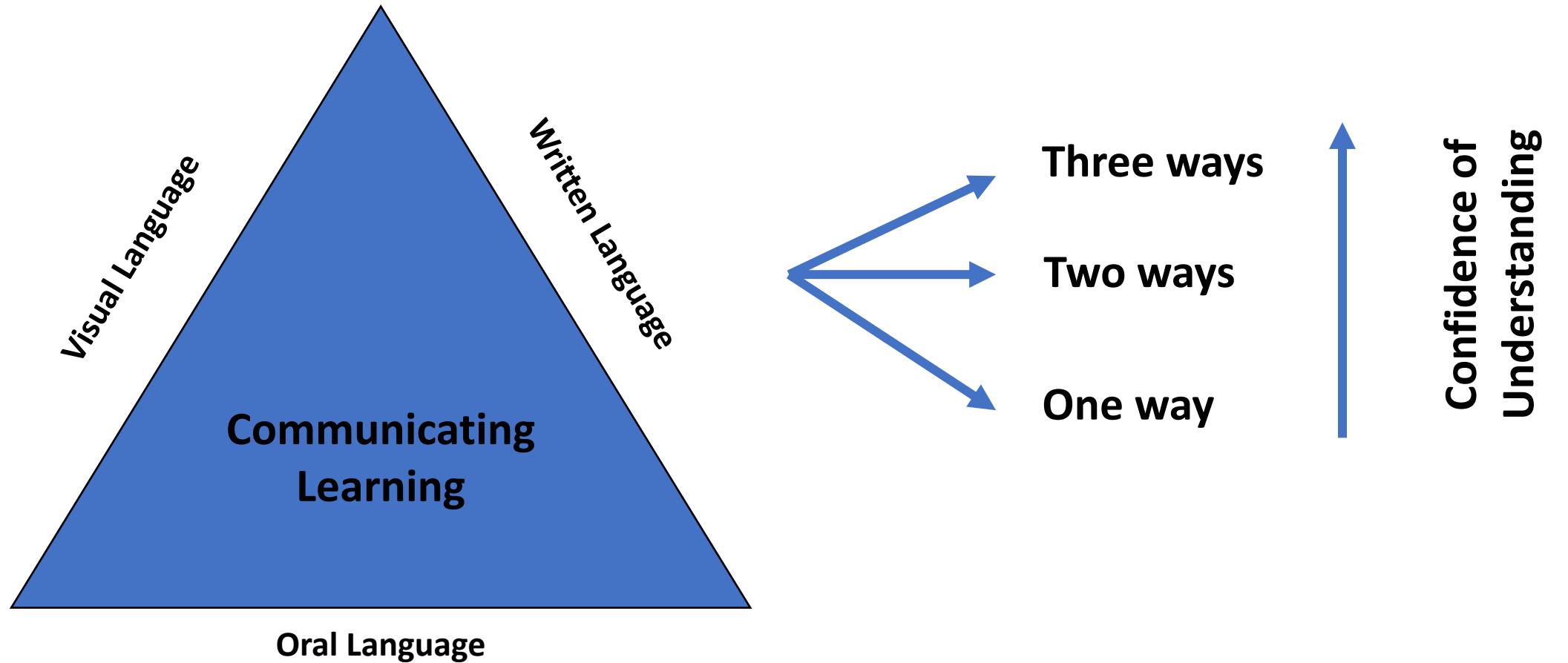


Backward Design

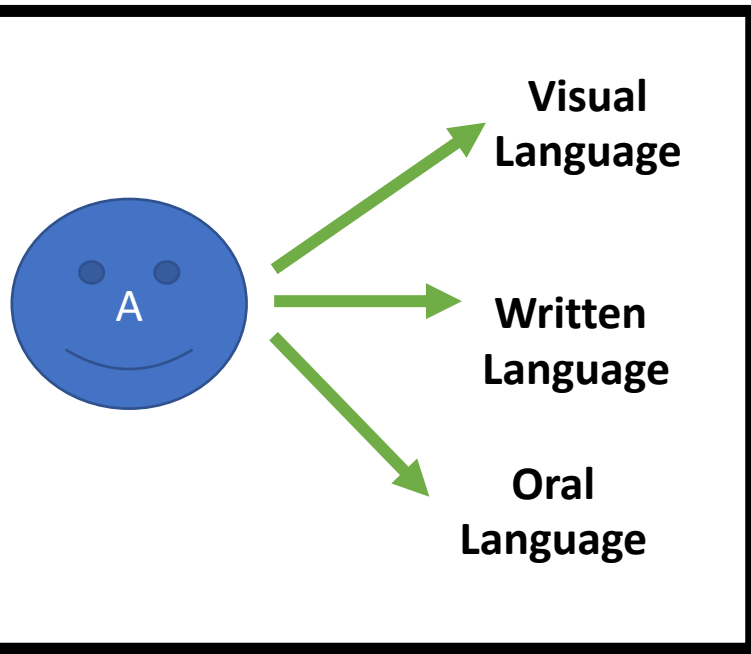


Adapted from, McTigue, 2010

How do students show what they know?



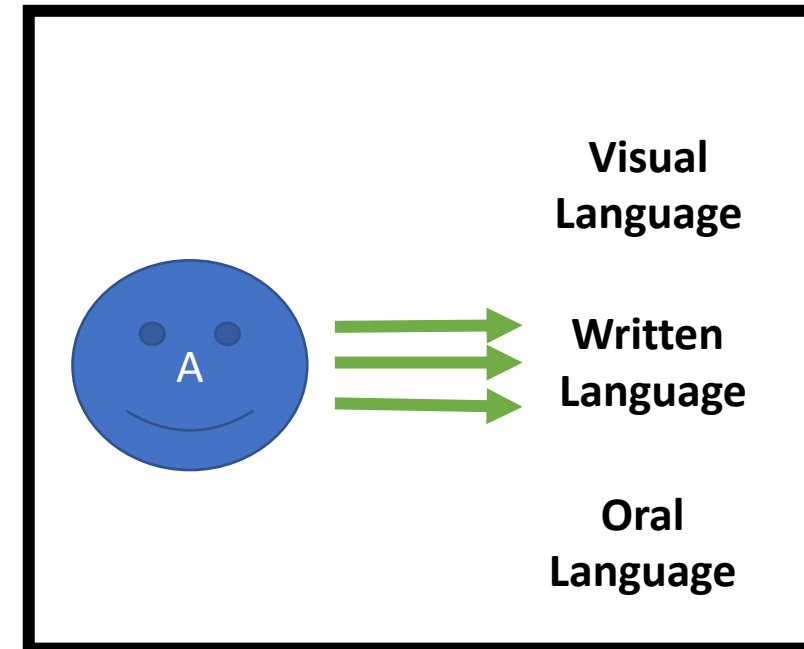
All Languages (in literacy) are Treated Equal!



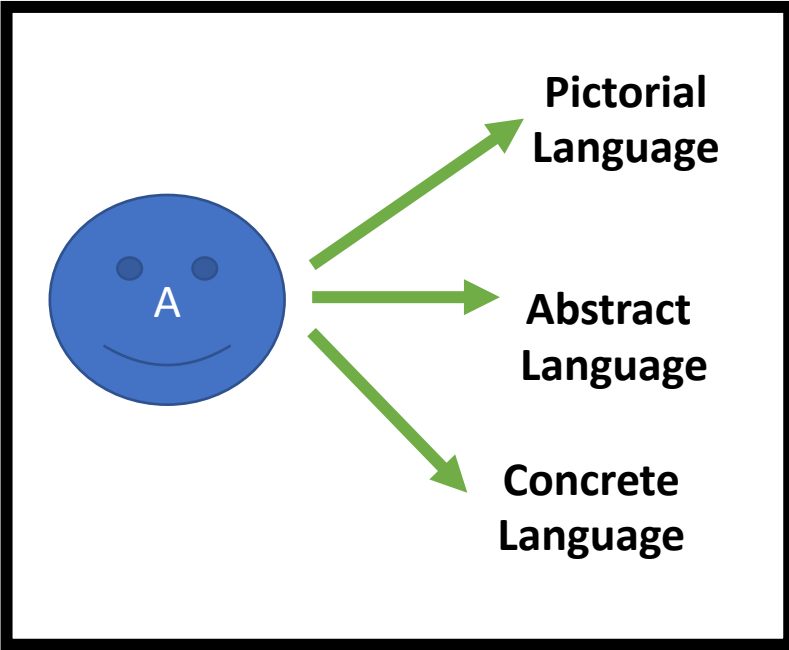
The **MORE WAYS** students can demonstrate learning, the more confident we are of meeting a goal

Instead of

The **NUMBER OF TIMES**, a student can show their learning in one way, the more confident we are of meeting a goal



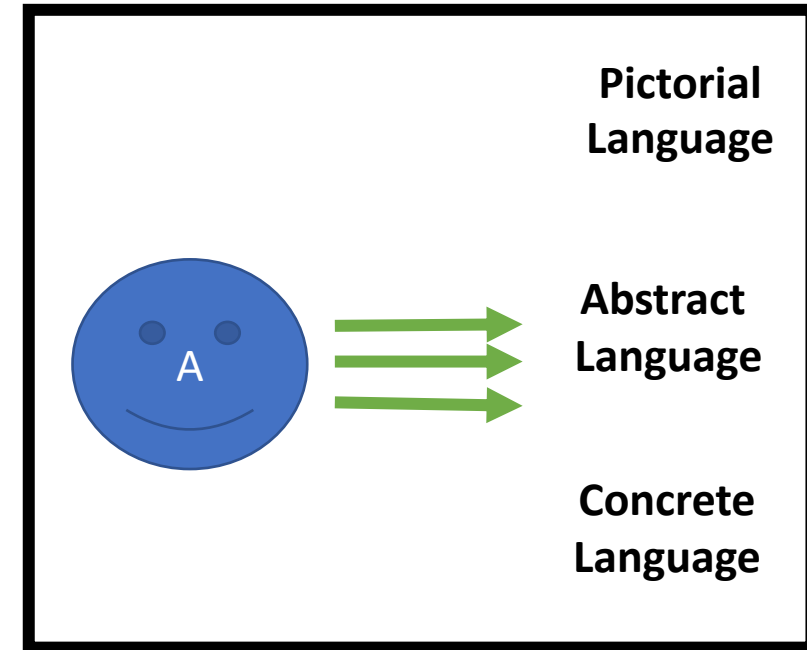
All Languages (in numeracy) are Treated Equal!



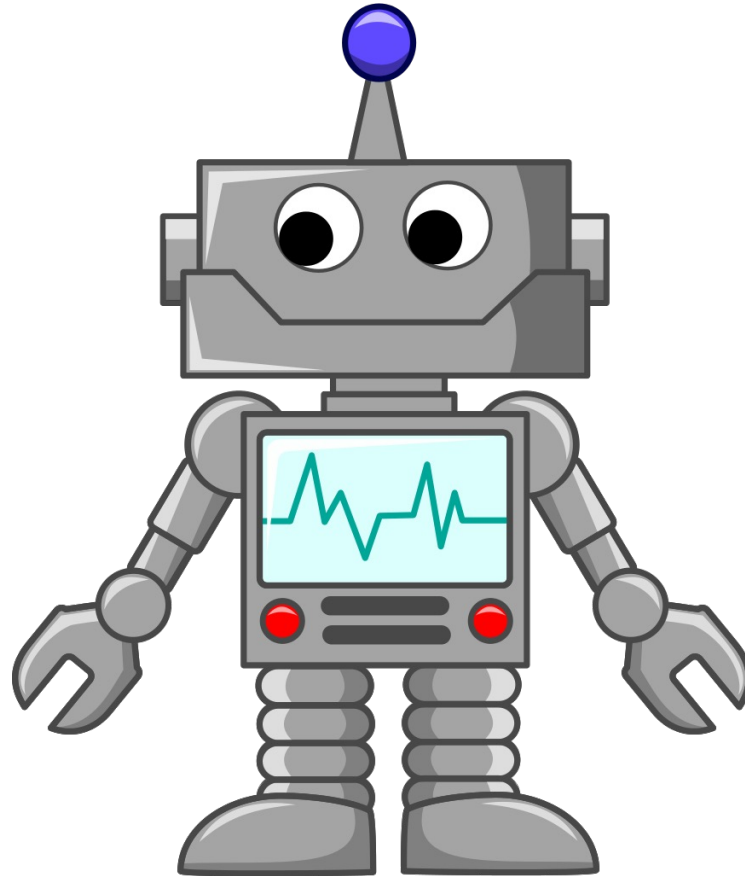
The **MORE WAYS** students can demonstrate learning, the more confident we are of meeting a goal

Instead of

The **NUMBER OF TIMES**, a student can show their learning in one way, the more confident we are of meeting a goal



My personal assistant “Dale”



Thinking Back, Looking Forward

- 1 thing you are already doing
- 1 thing you learned
- 1 thing you want to try
- 1 thing you want to share
- 1 thing you want to learn more about

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