

THE INFRASTRUCTURE OF INCLUSION

Learning Series

Planning for ALL – Part 2

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Guiding Conditions of **inclusion** describe that all children & youth...

are **PRESUMED**
competent and
as having
POTENTIAL

are **PLACED** in
and attending
inclusive
programs

are in **PROXIMITY**
to and
PARTICIPATING
with **PEERS**

have
PURPOSEFUL
roles and
responsibilities

are **PLANNED** for
from the start



What stands out from
last session?

What are you noticing
about your thinking and
practice?

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How do we

plan for all needs

Community Review for: Maple Room (Age 2.5-3.5)		Team: AS & AH		Date: Jan 2025
Community Dimensions				
Identities Cultural: Indigenous, Japanese, German, Indo-Canadian, Mexican Family: 2 mom family, single parent families, extended families, separated/divorced families, adopted Language: French, English, German, AAC Neurodiversity: Autism	Interests painting, playing, songs, books/ stories, being outside, music and dancing, each other, their families, different places in the world, the baby in M’s belly,	Strengths playing, moving, hands on exploring, curiosity, kind, inclusive, funny, imaginative, expressive, resourceful	Stretches Managing big feelings, building independence, sharing/taking turns, cleaning up/putting toys/items away	Needs Fine and gross motor, rest, eating, language development/ speaking, concept of time
Collaborative Team Questions & Goals				
What big questions do we have for this group: How do we use the adults in the space effectively to manage all the different needs? How can we support families who need support managing their child’s needs at home?				
Collaborative Team Decisions: What needs can we target for this community?				
Anxiety AM, IO, LC, AY	Communication AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ	Gross/Fine Motor Skills AA, DC, NC, AC, AM, CS, IO, DG, AY, CV, BQ	Transitioning AA, DC, NC, AC, AM, CS, IO, DG, LC, CV	
Collaborative Team Decisions: What can we do to reduce barriers for children and families?				
What works well for this group? - routine, play and movement, quiet and calm time, choice of where to play, access to food and snacks anytime, short and purposeful activities, time outdoors (end of day especially)		How can we continue to reduce barriers for children and families? Build a layered community support plan		

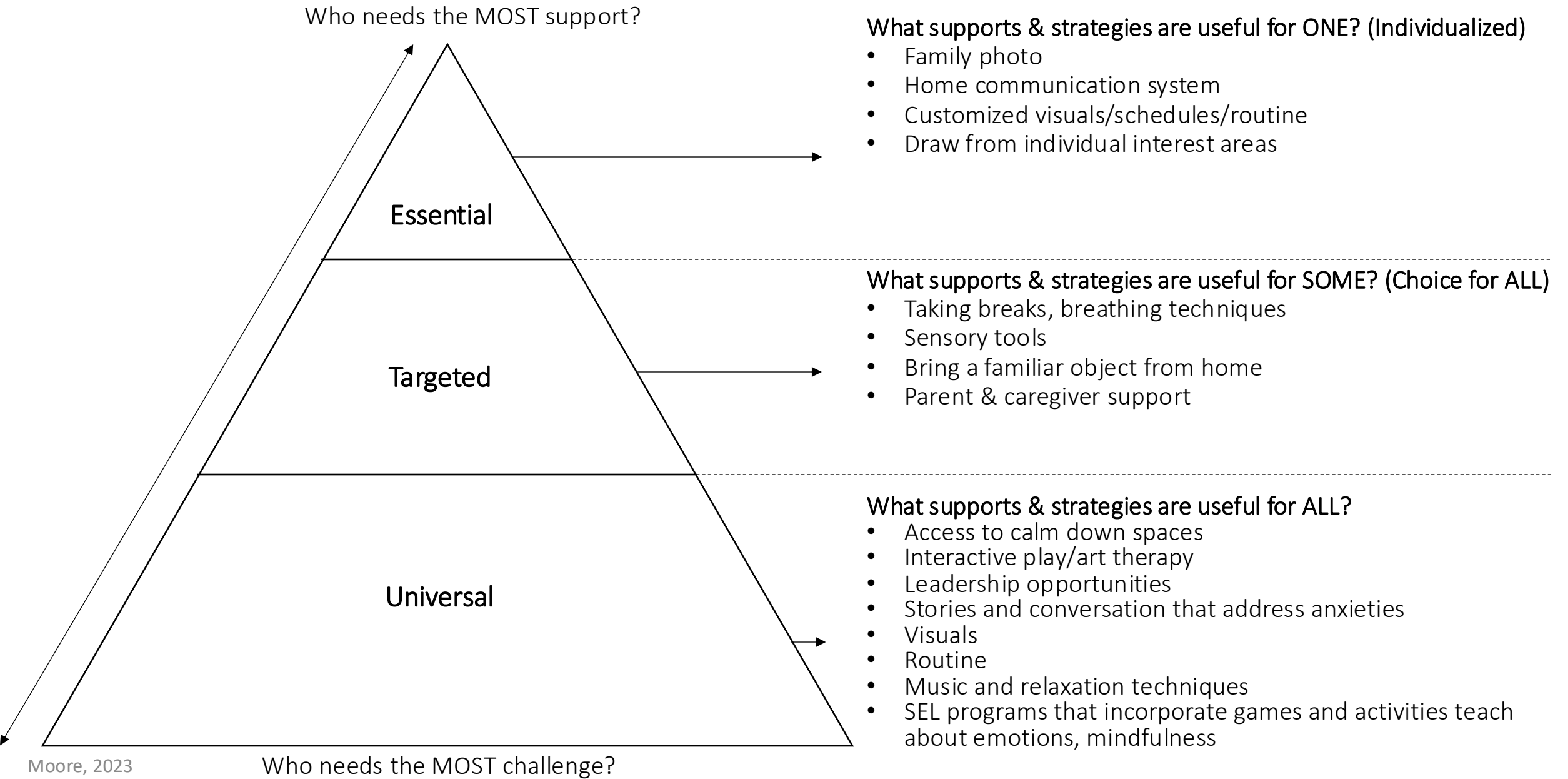
Community Support Planning: Collaborative Needs Based Reflection

Target Classroom: Maple Room	Classroom Teacher(s): SA, AH	Support Teachers/Staff: TC, LK	Date: Jan 2025
<ol style="list-style-type: none"> 1. Look at the following areas of need as a team 2. Record needs for students who have IEPs (individual education plan) and/or LSPs (learning support plan) 3. You can refer to individual assessments and recommendations as well as specialists to determine needs if useful 4. Record needs for students in class who do not have IEP or LSP 5. Look for clusters of need and reflect on community impact 6. Determine priority classroom needs to develop Classroom Support Plan 			



Areas of Need	Students who have this need (Start with target students)	This need impacts the community and/or there is a cluster of students who have this need	This need is being monitored/or is being managed	This is an individual need area and/or community does not need support in this area
Attendance/ Lateness	DC, NC, CS, KP, DG, BQ		x	
Attention	DC, NC, KP, IO, DG, JL, CV, KM		x	
Anxiety/Sadness	AM, IO, LC, AY	x		
Bullying	JL, KM, CV		x	
Communication (receptive)	AA, DC, AC, AM, CS, IO, DG, AY, BQ	x		
Communication (expressive)	AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ	x		
Eating/Food/Allergies	AM, CS			x
Engagement/Motivation	NC, KP, IO, DG, JL, LC, AY, CV, BQ		x	
Executive Functioning	AA, DC, NC, AC, AM, CS, KP, IO, DG, AY, CV, BQ	x		
Family/Community/Identity	DC, NC, CS, KP, LC		x	
Frustration/ Anger	AA, CS		x	
Greif/ Trauma	NC, AM, CS, KP, LC, KM, BQ		x	

Gross/Fine Motor Skills	AA, DC, NC, AC, AM, CS, IO, DG, AY, CV, BQ	x		
Intellectual Ability (access)	DC, AM, CS, CV, BQ		x	
Intellectual Ability (extend)	DC, AC, AM, CS, DG, CV, BQ		x	
Language	AA, DC, NC, AC, AM, CS, IO, CV, BQ	x		
Literacy (pre concepts)	AA, DC, NC, AC, AM, CS, KP, IO, DG, BQ	x		
Literacy (oral language/speaking)	AA, DC, NC, AC, AM, CS, IO, LC, CV, BQ	x		
Medical	AM, CS			x
Numeracy	AA, DC, NC, AC, AM, CS, IO, AY, BQ		x	
Personal Care	CS, IO, AY		x	
Personal Safety	CS, KM		x	
Physical/Mobility				x
Self-Advocacy	AC, AM, CS, CS, IO, KM, LC, AY		x	
Self-Regulation (emotional)	AA, DC, NC, CS, LC		x	
Self-Regulation (behavioural)	AA, DC, NC, CS		x	
Self Esteem	NC, AC, AM, IO, LC, KM, AY		x	
Self-Harm/ Self Injurious Behaviour	CS		x	
Sensory	AA, DC, CS, DG, BQ		x	
Social Skills	AA, DC, NC, AM, CS, IO, LC, AY		x	
Transitioning	AA, DC, NC, AC, AM, CS, IO, DG, LC, CV	x		
Other:				
Other:				



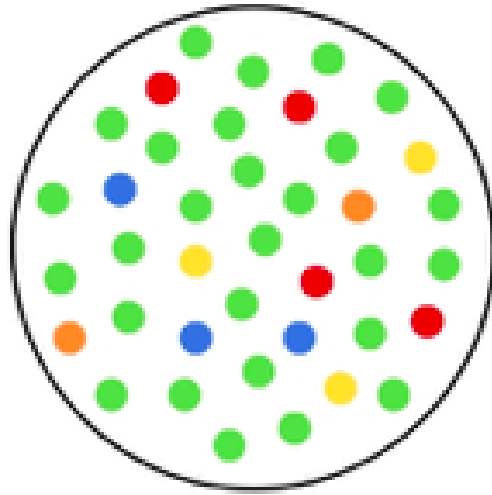


How do we

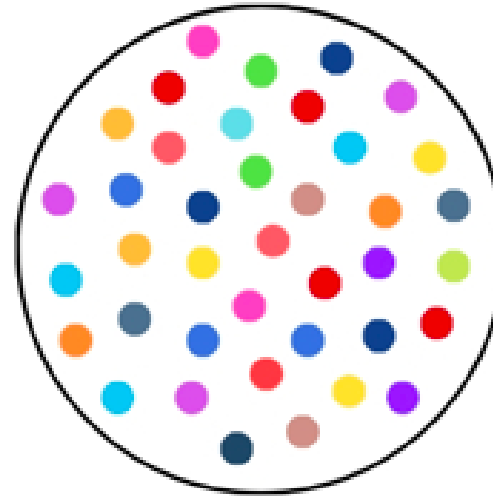
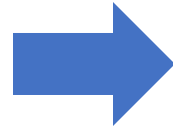
plan for all needs

Part 2

WHAT IS inclusion ?

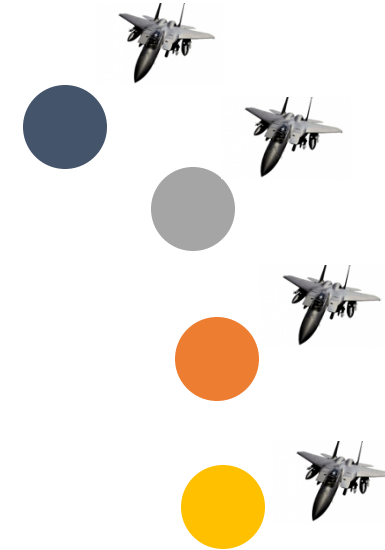
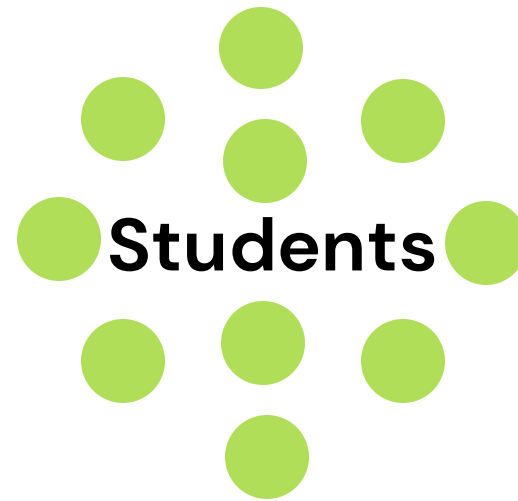
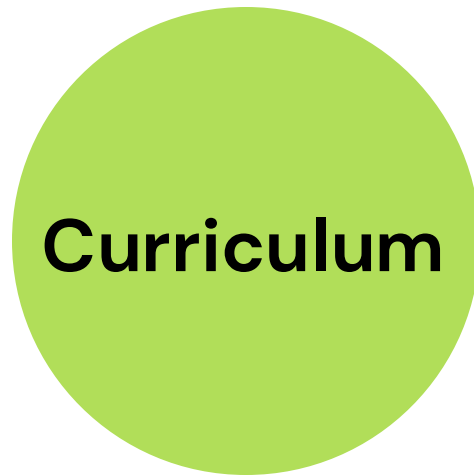


How do we
include children
with disabilities?

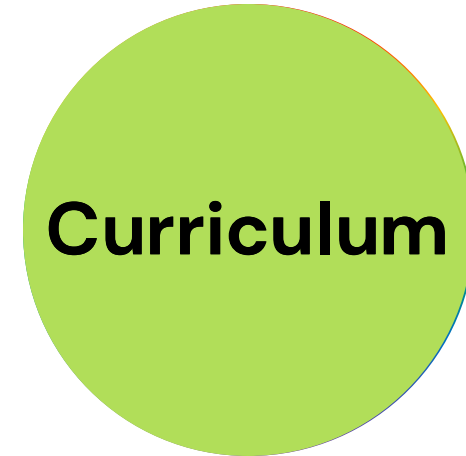
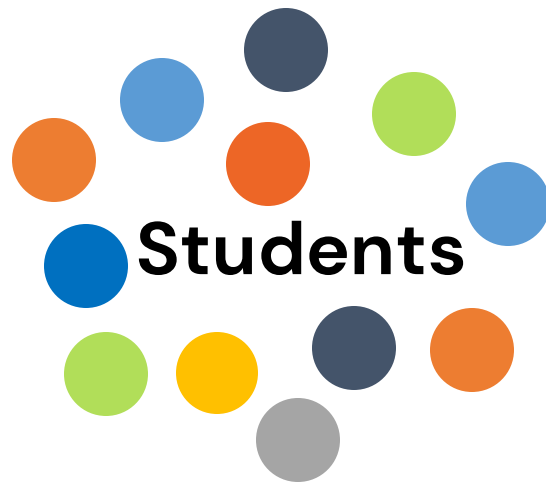


How do we design
for diversity?

WHAT & HOW WE WERE TAUGHT...



WHAT IF WE ANTICIPATED variability



INSTEAD OF homogeneity?

HOW DO WE DESIGN AN ADJUSTABLE PLANE?

- Who are the **pilots**? What are their **dimensions**?
- What kind of **planes** are they 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 PLANE?

- Who are the **adults**? What is the range of **variability**?
- What are the **goals and frameworks** that support early learning?
- How are the goals & frameworks **responsive** to the range of adults?
- How do we help adults **to make the adjustments** they need to implement the goals and frameworks?



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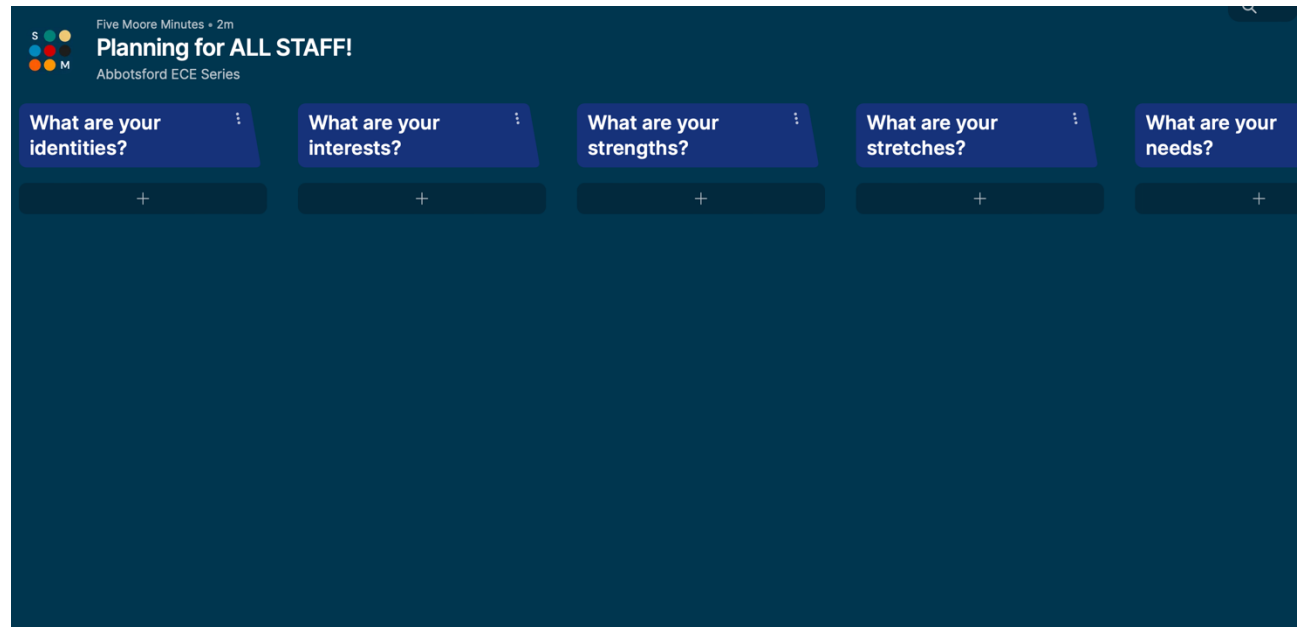
Community Staff Review for:		Team:		Date:
Community Dimensions				
Identities Cultural: Family: Language: Neurodiversity:	Interests	Strengths	Stretches	Needs
Collaborative Team Questions & Goals				
What big questions do we have for this group:				
Collaborative Team Decisions: What needs can we target for this community?				
Collaborative Team Decisions: What can we do to reduce barriers for children and families?				
What works well for this group?		How can we continue to reduce barriers for children and families?		

Your job:

<https://padlet.com/fivemooreminutes/planning-for-all-staff-k7e2e8bd00lev0p1>

Padlet

- What are your identities?
- What are your interests?
- What are your strengths?
- What are your stretches?
- What are your needs?



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Early Learning Framework Principles

- ♦ Children are strong, capable in their uniqueness, and full of potential.
- ♦ Families have the most important role in contributing to children's well-being and learning.
- ♦ Educators are researchers and collaborators.
- ♦ Early years spaces are inclusive.
- ♦ People build connection and reconnection to land, culture, community, and place.
- ♦ Environments are integral to well-being and learning.
- ♦ Play is integral to well-being and learning.
- ♦ Relationships are the context for well-being and learning.
- ♦ Learning is holistic

B.C. Ministry of Education, 2019

First Peoples Principles of Learning

- ♦ Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- ♦ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- ♦ Learning involves recognizing the consequences of one's actions.
- ♦ Learning involves generational roles and responsibilities.
- ♦ Learning recognizes the role of Indigenous knowledge.
- ♦ Learning is embedded in memory, history, and story.
- ♦ Learning involves patience and time.
- ♦ Learning requires exploration of one's identity.
- ♦ Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

First Nations Education Steering Committee, 2012

Reducing Barriers



Supporting Needs

What are the goals? - Coffee Shop!

- **We understand** that children are strong, capable, unique and full of potential
- **We know** that families have the most important role in contributing to a child's wellbeing
- **We can** create inclusive early years spaces
- **We know** that learning requires patience and time
- **We are** all researchers and collaborators

Your job

Look at the Early Learning Framework and First Peoples' Principles of Learning

- Choose a statement and create a goal using one of the stems:
 - We understand
 - We can
 - We know
 - We are
- Share a goal in the chat box when you return to the larger group

HOW DO WE DESIGN AN ADJUSTABLE PLANE?

- Who are the **adults**? What is the range of **variability**?
- What are the **goals and frameworks** that support early learning?



- How are the goals & frameworks **responsive** to the range of adults?
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What are the barriers? – The Stairs

- **We understand** that children are strong, capable, unique and full of potential
 - **What gets in the way of our understanding?** Deficit based policies and procedures/ presuming incompetence or impairment
- **We know** that families have the most important role in contributing to a child's wellbeing
 - **What gets in the way of our knowledge?** Language barriers, not having procedures in place to gather family voice
- **We can** create inclusive early years spaces
 - **What gets in the way of our practices?** Funding models, lack of staff, training, don't know how, deficit-oriented practices/IEPs, adaptations and modifications, mindset & philosophy towards Disability
- **We know** that learning requires patience and time
 - **What gets in the way of our knowledge?** Competition, standardization, capitalism, comparisons
- **We are** all researchers and collaborators
 - **What gets in the way of our roles?** Top-down & onetime training opportunities, accountability and compliance indicators, rigid schedules and requirements, standardization

Your job

Look at the goals you created

- List some barriers that get in the way of:
 - Your understandings
 - Your practices
 - Your knowledge
 - Your roles & responsibilities
- Share a barrier in the chat box when you return to the larger group

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How do we reduce barriers/ - The ramps!

- **We understand** that children are strong, capable, unique and full of potential

- **What gets in the way of our understanding?** Deficit based policies and procedures/ presuming incompetence or impairment



- Listen to and learn from Families with lived experiences, advocate for strength-based policies (e.g., needs based funding and planning)

- **We know** that families have the most important role in contributing to a child's wellbeing

- **What gets in the way of our knowledge?** Language barriers, not having procedures in place to gather family voice



- Learn how to translate resources using AI/ offer community translation services, gather family voice as part of transition and goal setting procedures

- **We can** create inclusive early years spaces

- **What gets in the way of our practices?** Funding models, lack of staff, training, don't know how, deficit-oriented practices/IEPs, adaptations and modifications, mindset & philosophy towards Disability



- Seek our inclusive professional development that plans for all, implements supports and strategies in universal ways, open the door – do not turn children and families away, contingency funds to bridge funding gaps

- **We know** that learning requires patience and time

- **What gets in the way of our knowledge?** Competition, standardization, capitalism, comparisons



- Familiarize and learn about early learning frameworks and FPPL, reflection and self awareness of own practices and mindsets

- **We are** all researchers and collaborators

- **What gets in the way of our roles?** Top-down & onetime training opportunities, accountability and compliance indicators, rigid schedules and requirements, standardization



- Advocate for inquiry oriented, ongoing and situated professional development, build collaboration into daily/weekly/monthly practice, engage in inquiry cycles with children AND adults over time, survey staff to find out what they are interested in learning more about

Your job

Look at the barriers you brainstormed:

- What could be some ramps that you can
 - Advocate for
 - Implement
 - Reflect on
- Share a ramp in the chat box when you return to the larger group

Early Learning Framework

Goals	Possible Barriers	Possible Ramps

First Peoples’ Principles of Learning

Goals	Possible Barriers	Possible Ramps

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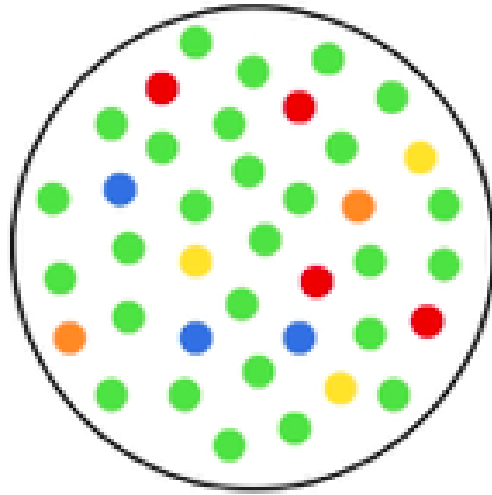
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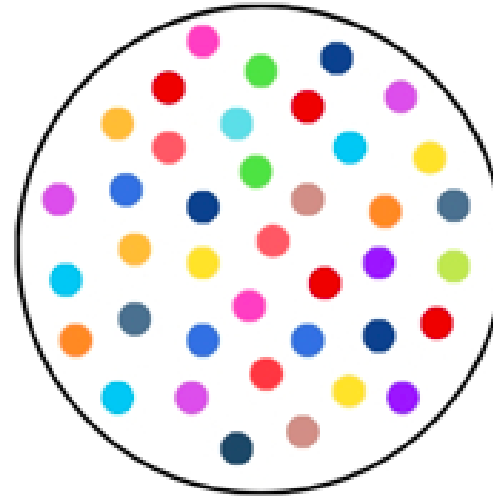
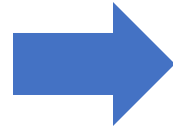
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How do we design
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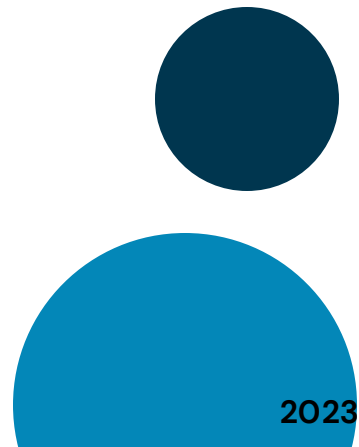


What is one useful idea?

What is one thing you want to think about?

What is one thing you want to learn more about?

What is one thing you want to share with
someone who is not here today?



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