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WHAT DOES

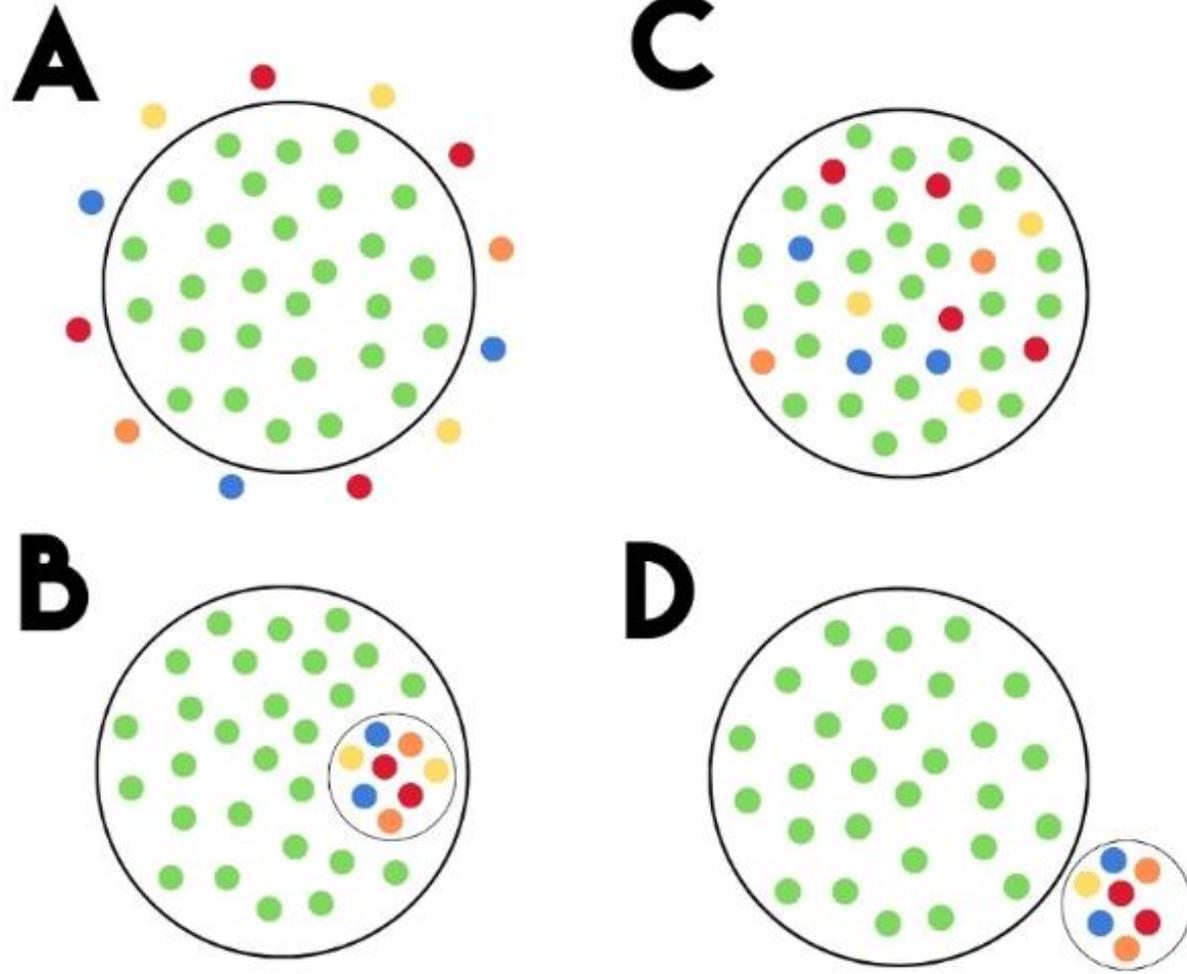
inclusion

MEAN to you?

# How do the practices talked about today, align with:

| Early Learning Framework Principles                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | First Peoples Principles of Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>♦ Children are strong, capable in their uniqueness, and full of potential.</li><li>♦ Families have the most important role in contributing to children's well-being and learning.</li><li>♦ Educators are researchers and collaborators.</li><li>♦ Early years spaces are inclusive.</li><li>♦ People build connection and reconnection to land, culture, community, and place.</li><li>♦ Environments are integral to well-being and learning.</li><li>♦ Play is integral to well-being and learning.</li><li>♦ Relationships are the context for well-being and learning.</li><li>♦ Learning is holistic</li></ul> <p>B.C. Ministry of Education, 2019</p> | <ul style="list-style-type: none"><li>♦ Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</li><li>♦ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).</li><li>♦ Learning involves recognizing the consequences of one's actions.</li><li>♦ Learning involves generational roles and responsibilities.</li><li>♦ Learning recognizes the role of Indigenous knowledge.</li><li>♦ Learning is embedded in memory, history, and story.</li><li>♦ Learning involves patience and time.</li><li>♦ Learning requires exploration of one's identity.</li><li>♦ Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.</li></ul> <p>First Nations Education Steering Committee, 2012</p> |

# WHAT IS *Inclusion*?



**exclusion**

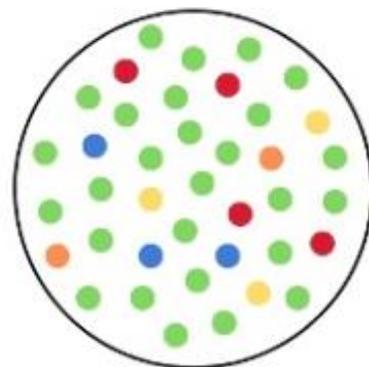
**integration**

*inclusion*

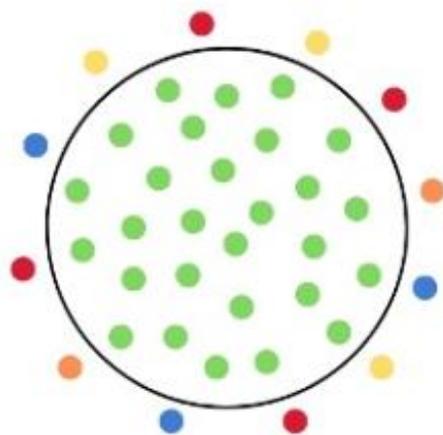
**congregation**

**segregation**

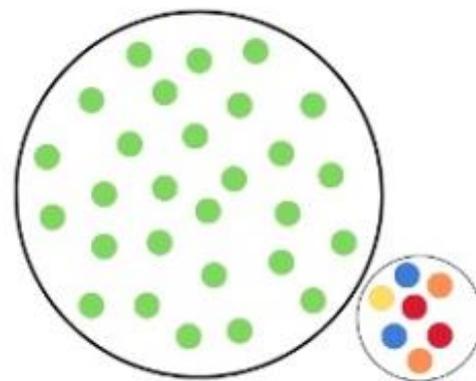
# WHAT IS *inclusion*?



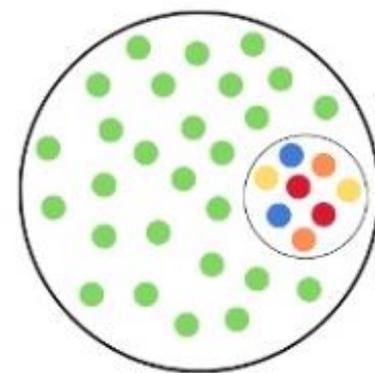
inclusion



exclusion

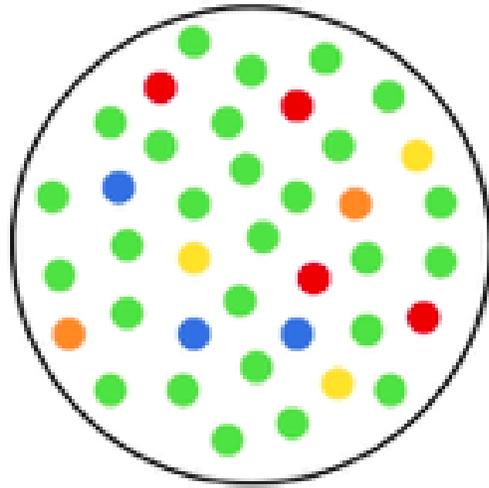


segregation

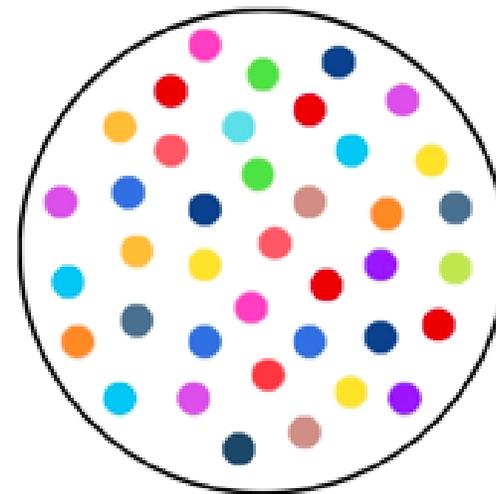
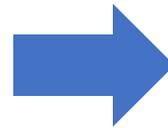


integration

# WHAT IS inclusion ?

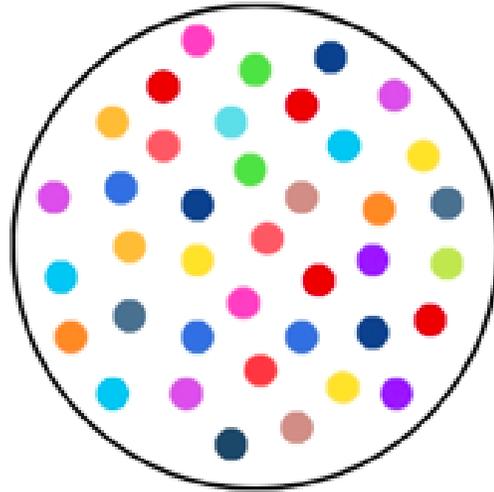


How do we  
include people  
with disabilities?



How do we teach  
to diversity?

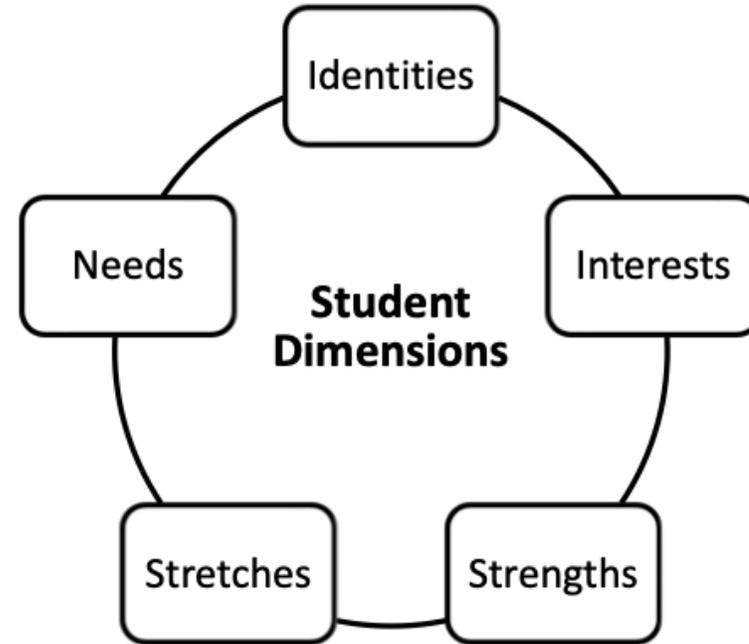
# WHAT IS inclusion ?



How do we teach  
to diversity?

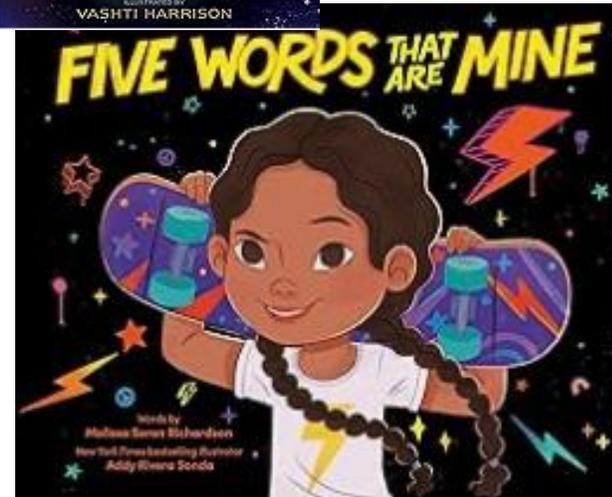
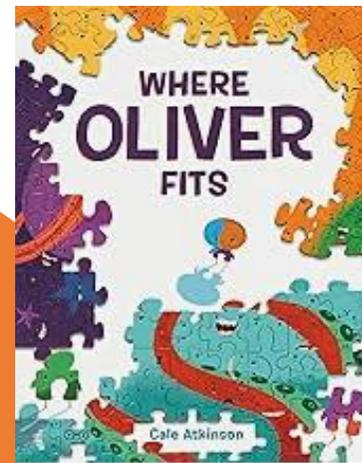
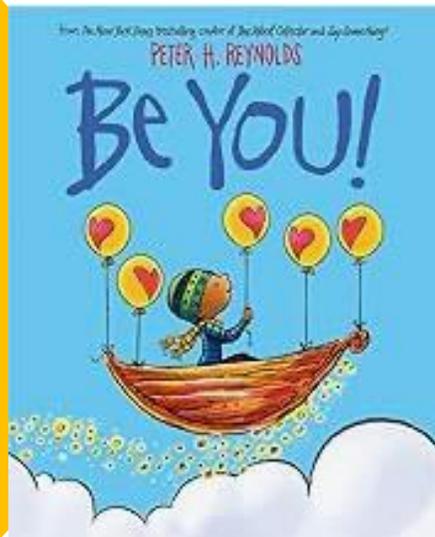
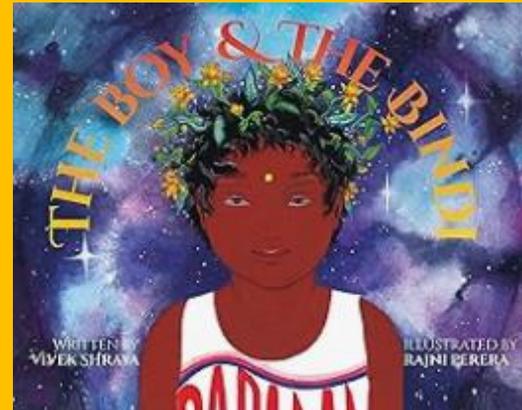
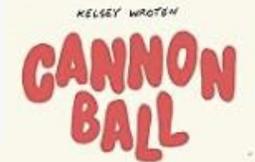
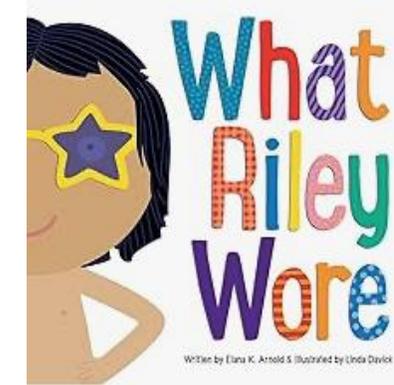
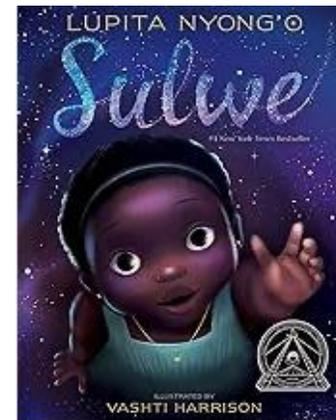
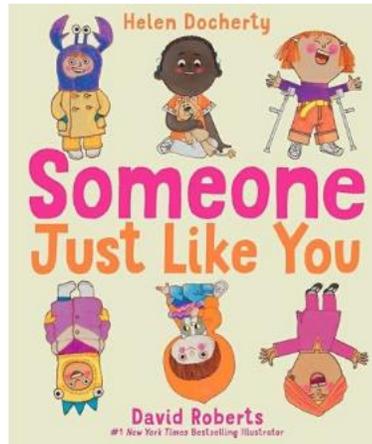
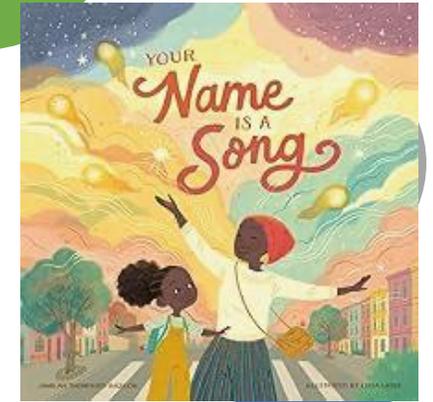
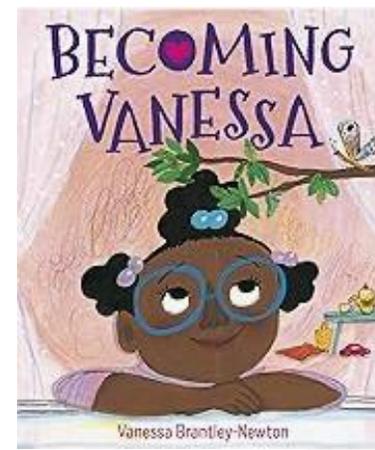
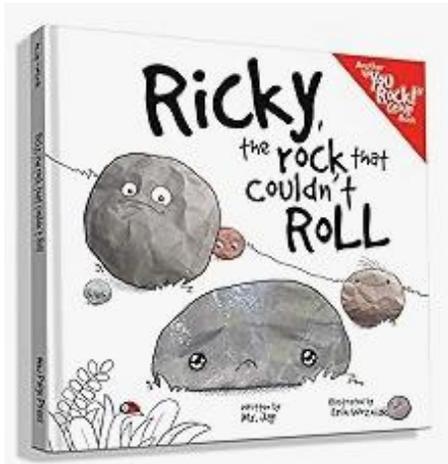
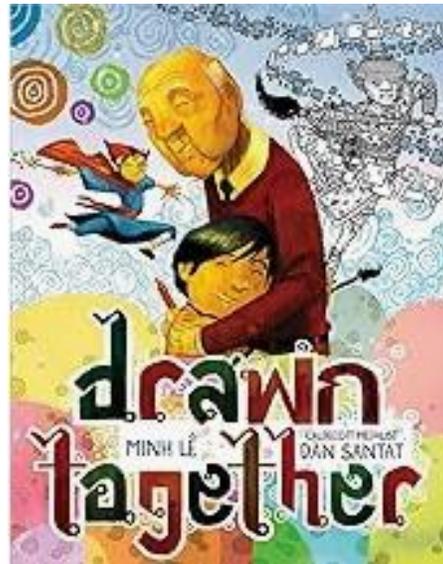
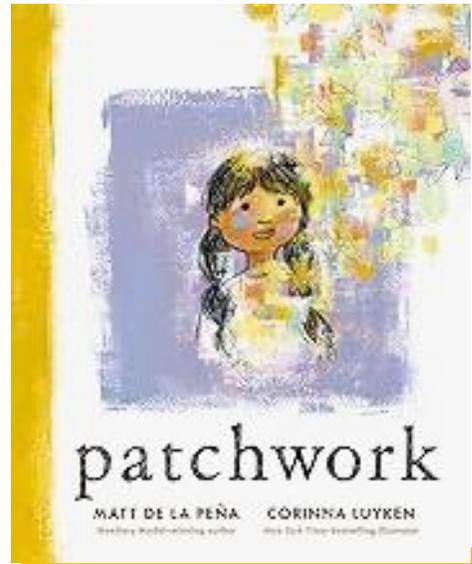
# Getting to know who the students are

What **dimensions** can we capture so that we **reduce and eliminate barriers** **AND** **design better** for student variability?

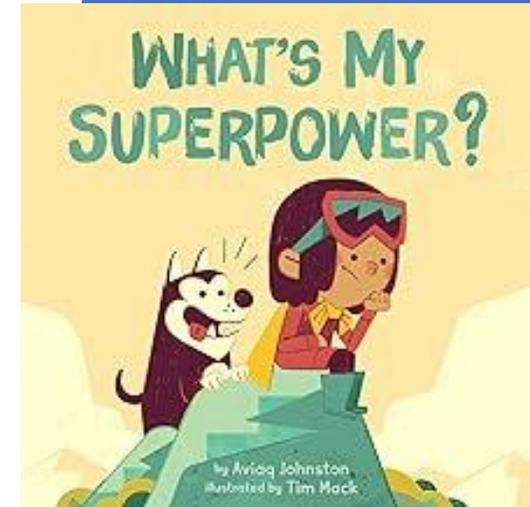
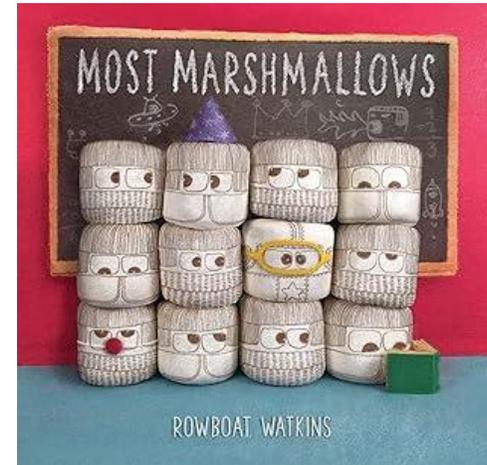
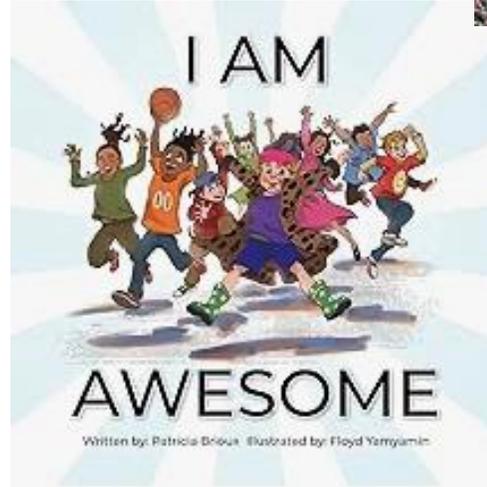
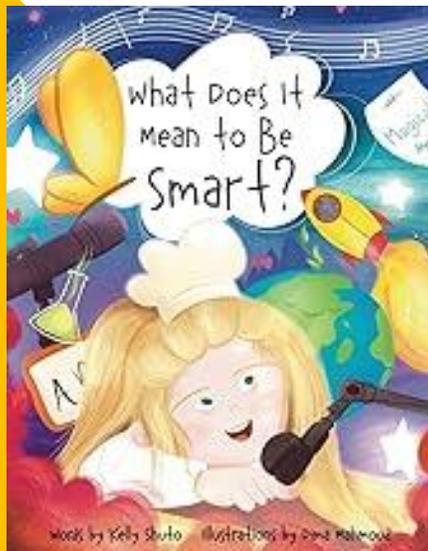
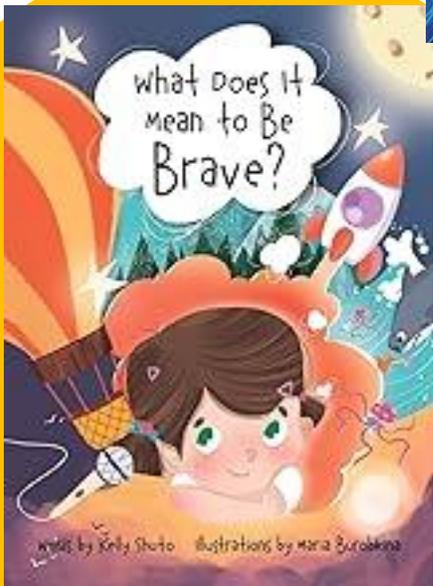
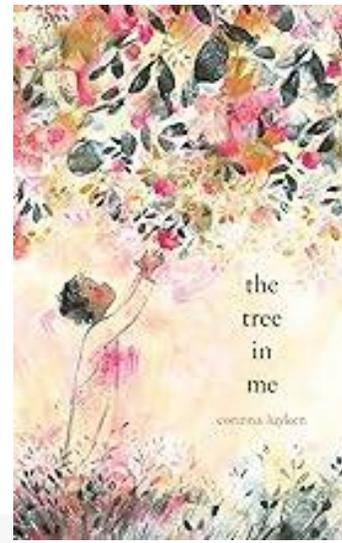
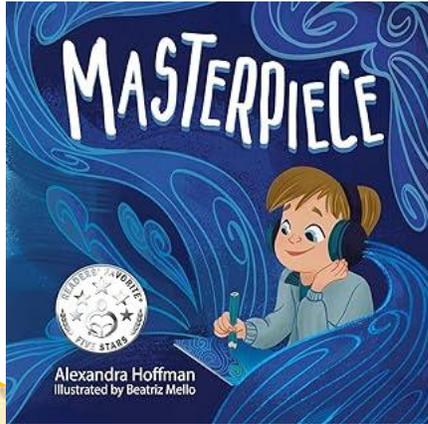
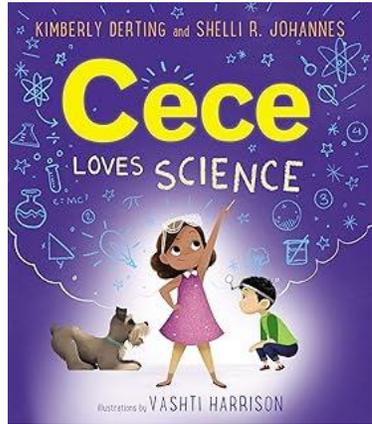


# Identity

@mrsmacskinders



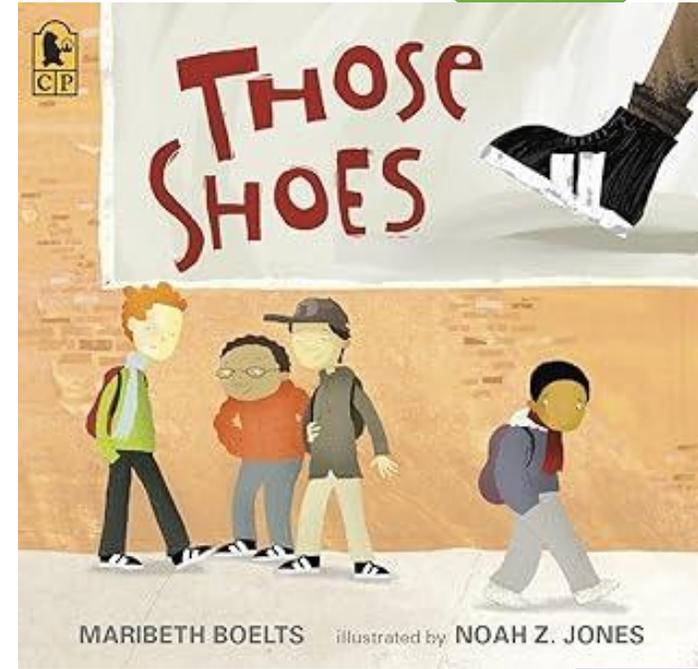
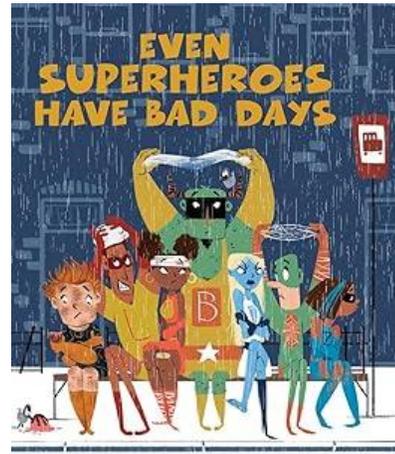
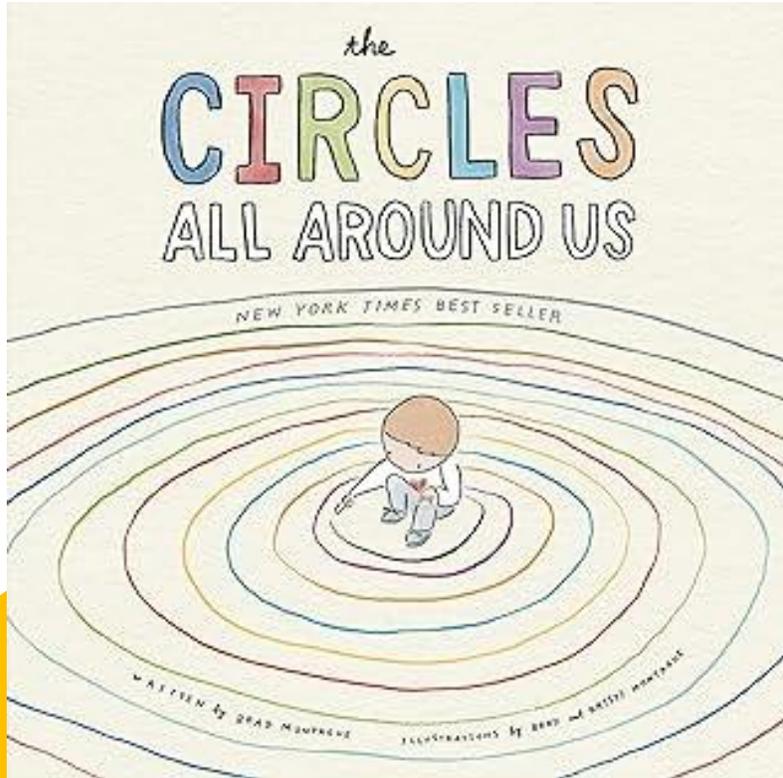
# Strengths



# Interests

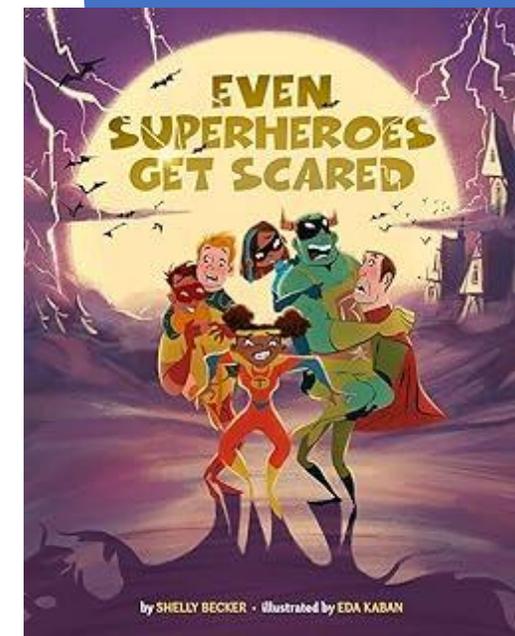
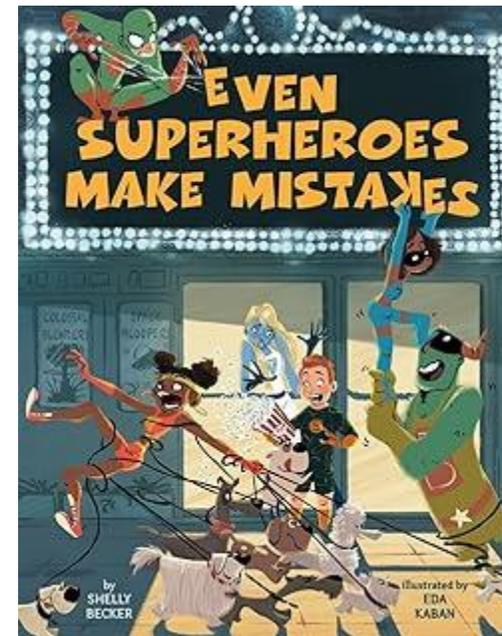
@mrsmackskinders

# Needs

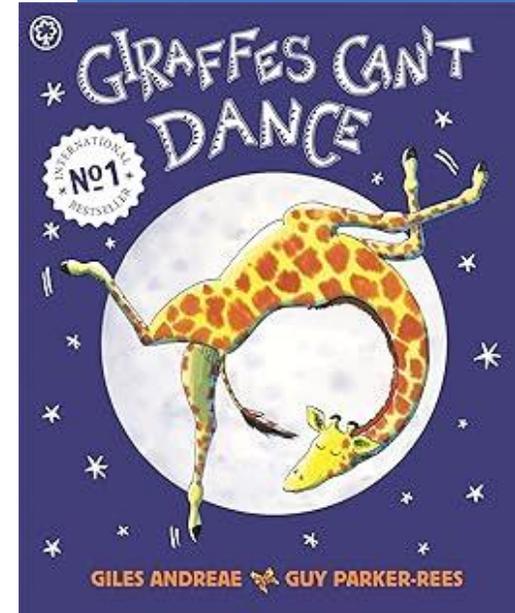
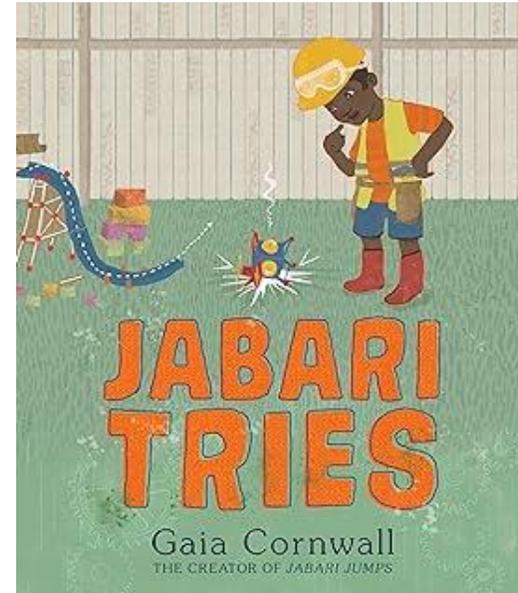
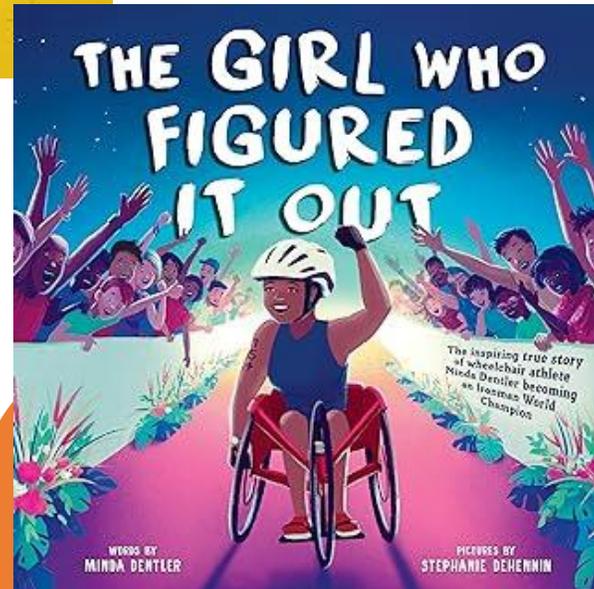
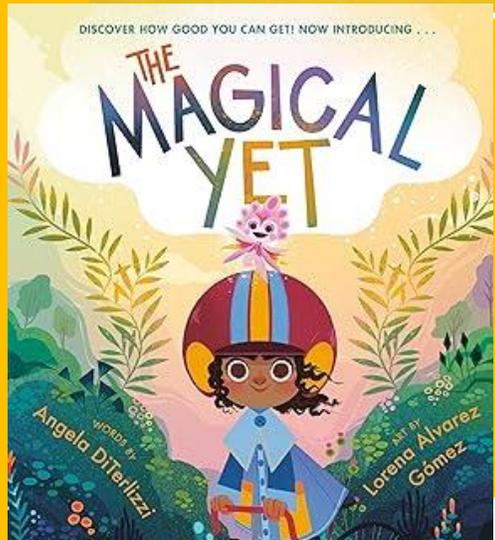
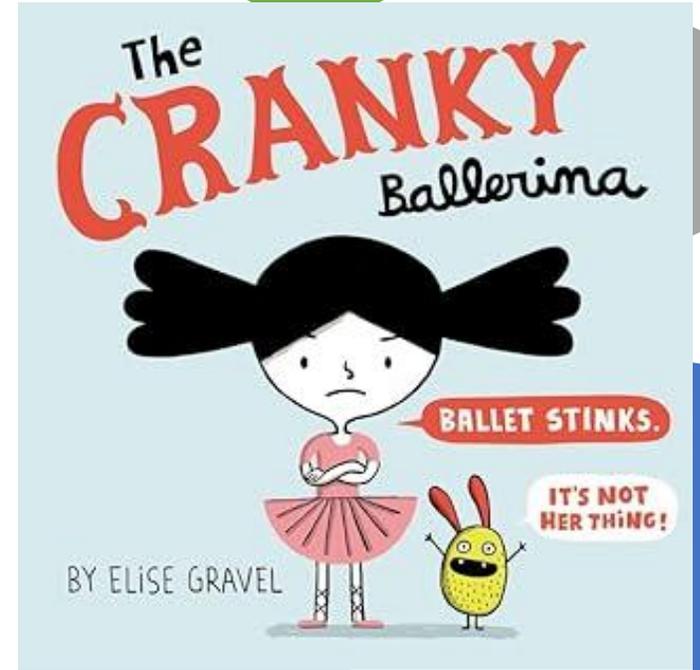
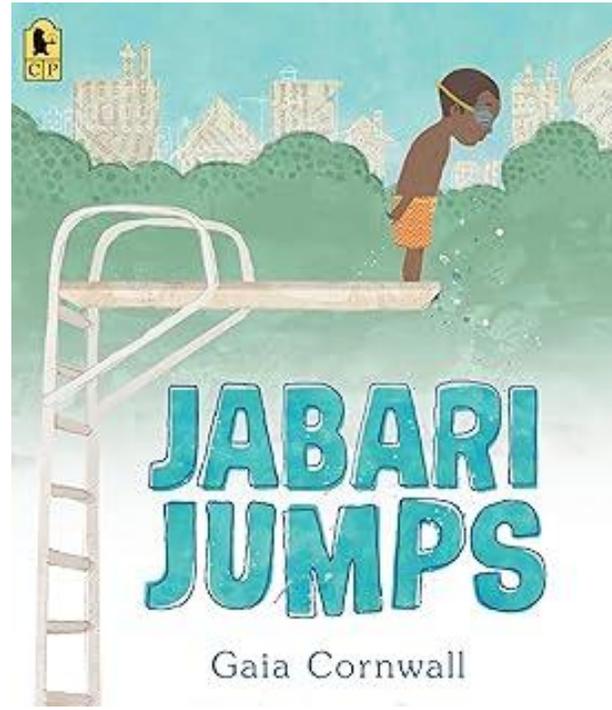
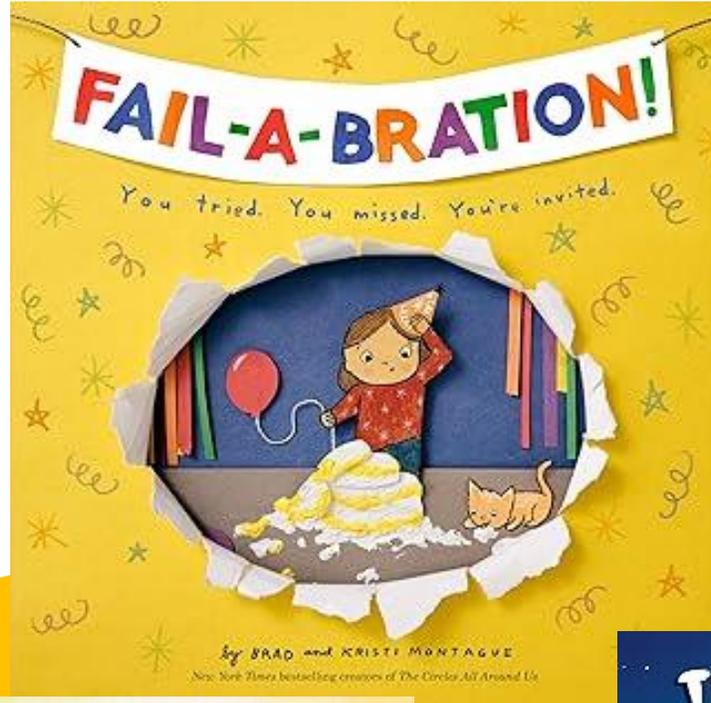


**EVERYBODY!**

ELISE GRAVEL



# Stretches



Home



Twin Sister



Love



Friends

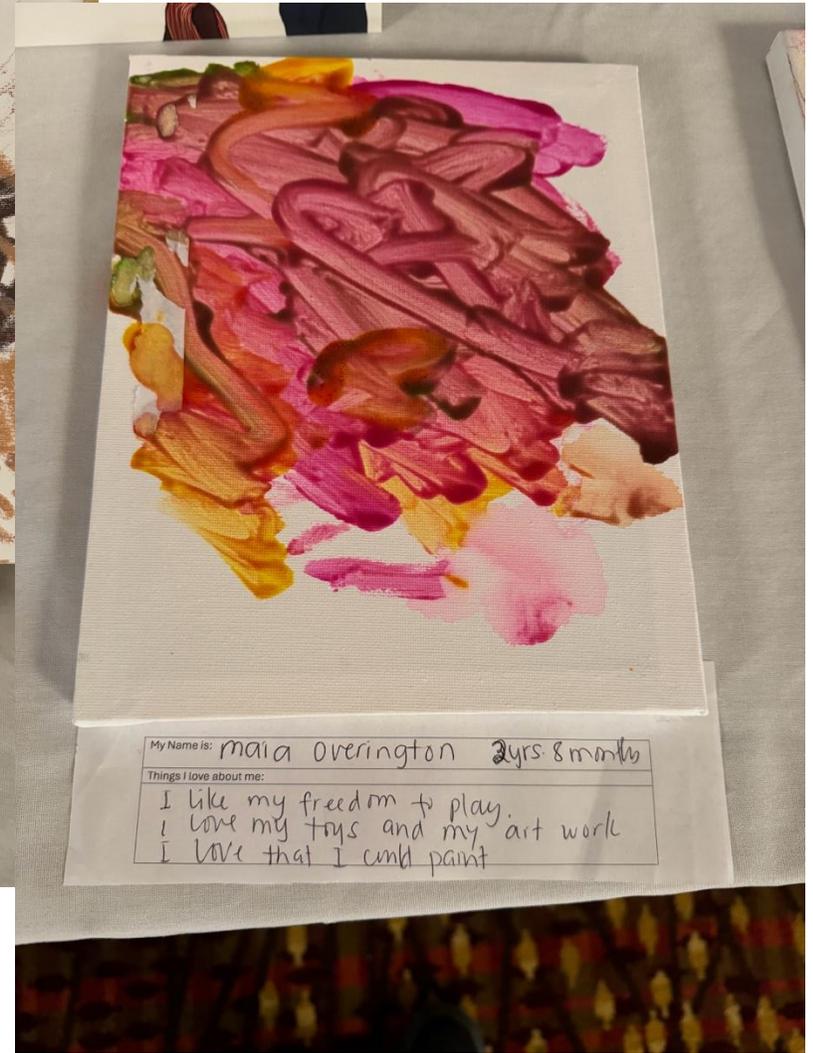
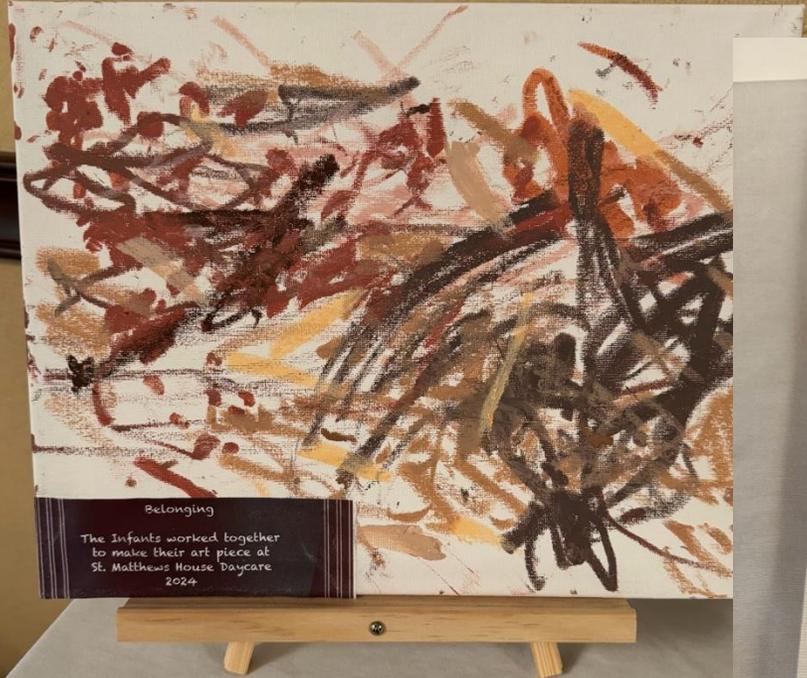


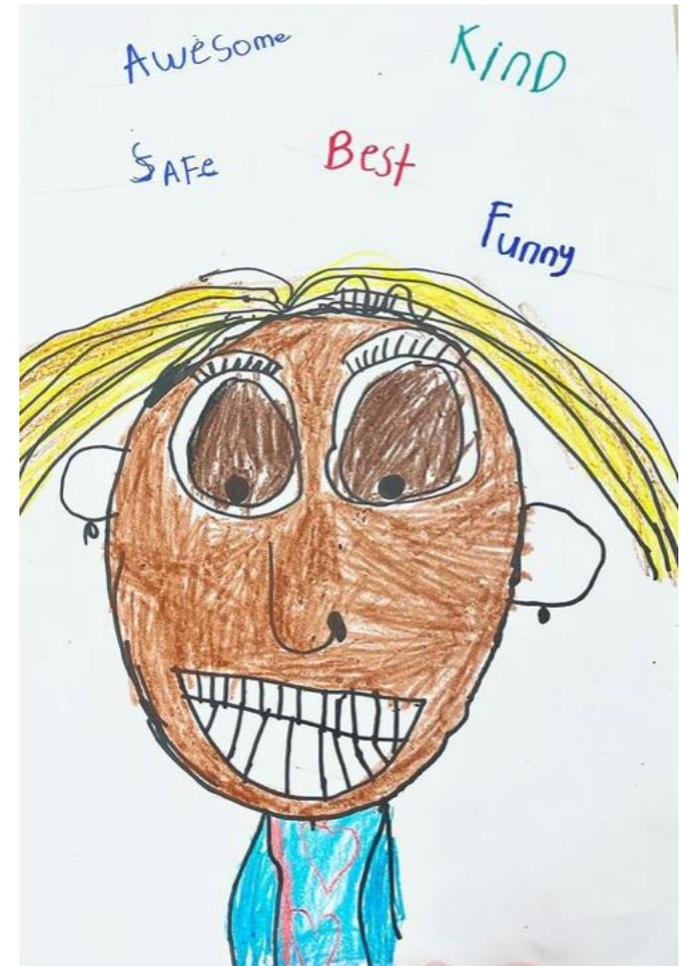
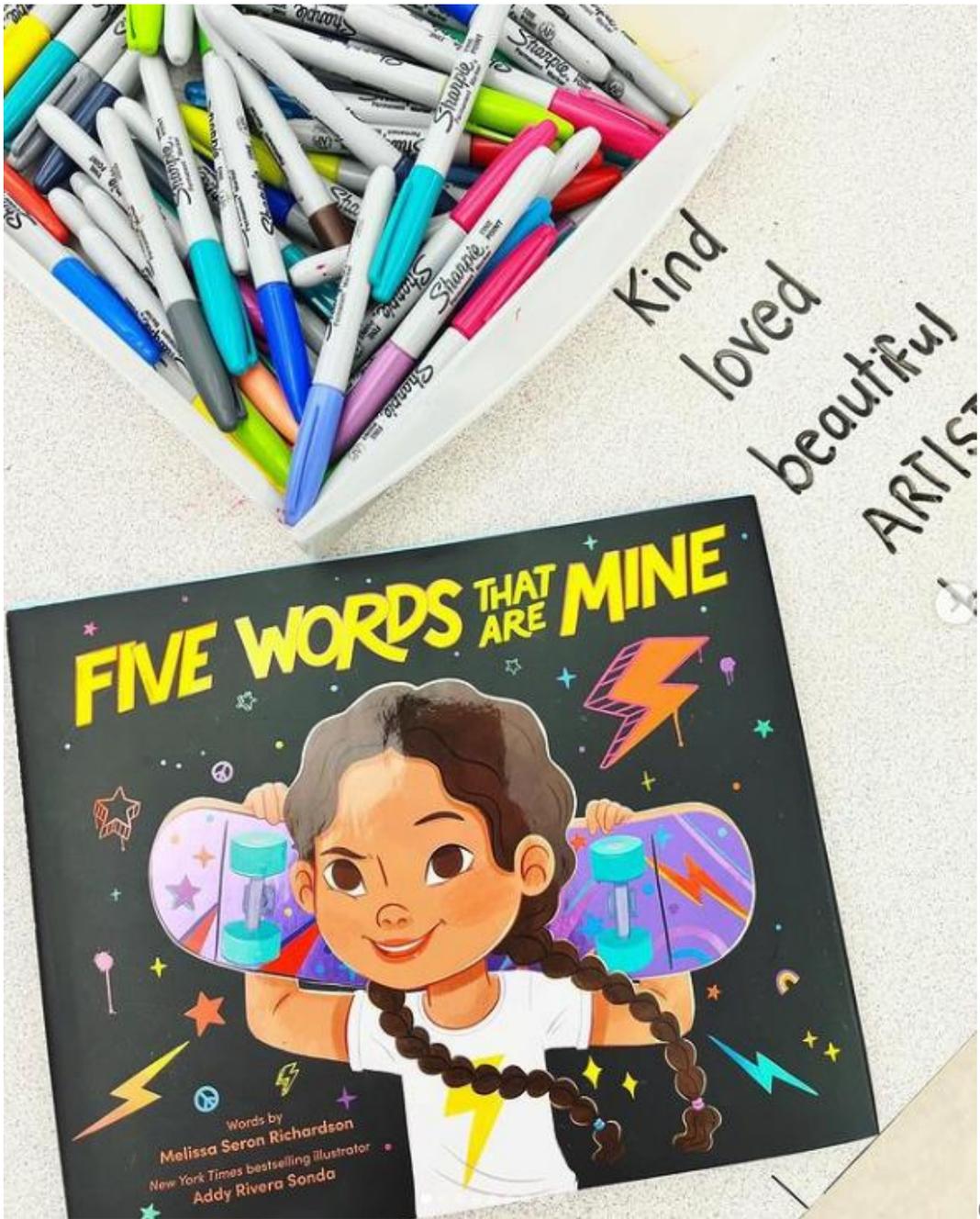
Family



Together-ness

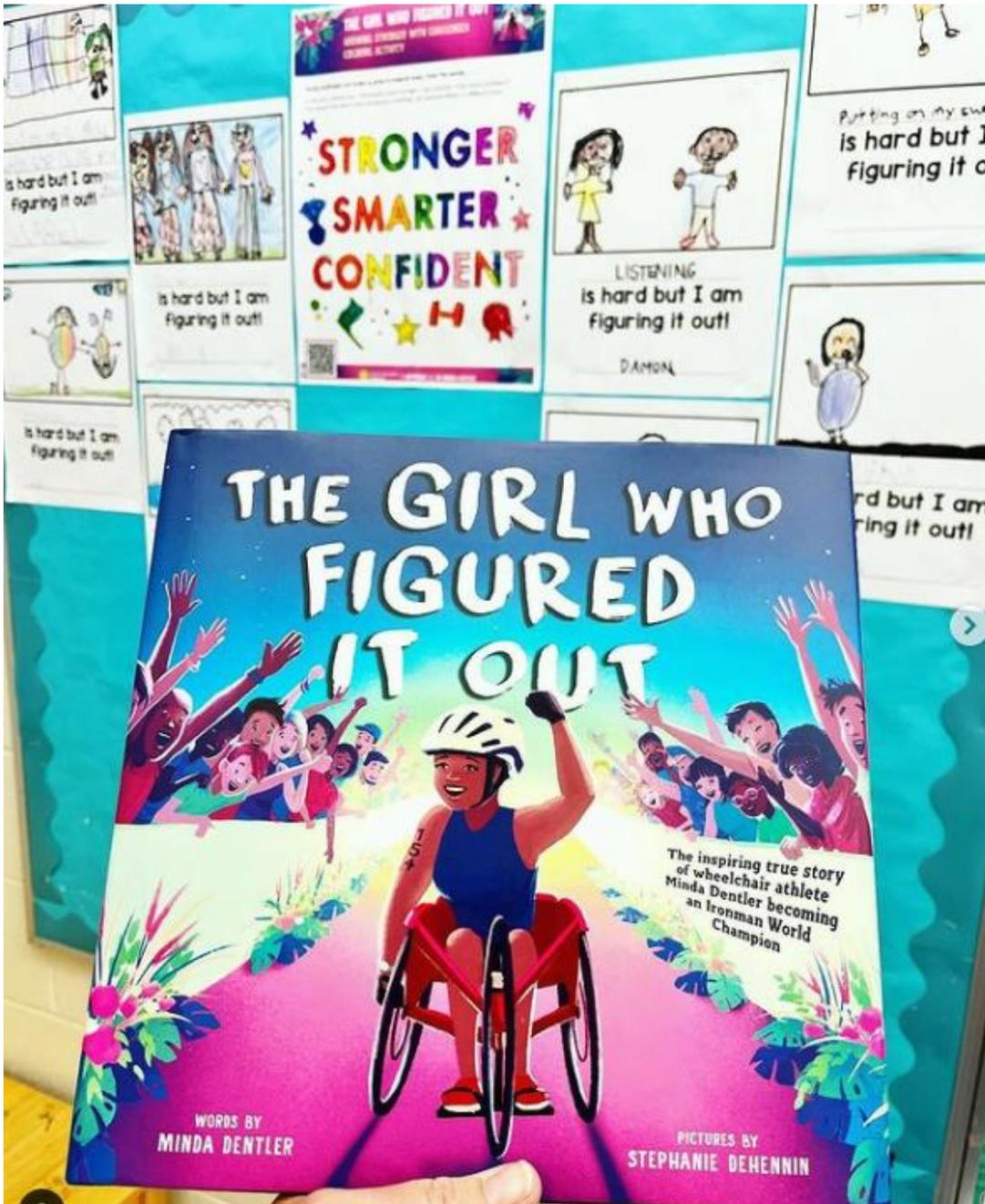






Chrona and Moore, 2025

@mrsmacskinders



Putting on my sweater  
is hard but I am  
figuring it out!



singing  
is hard but I am  
figuring it out!

Chrona and Moore, 2025



Being away from MY family  
is hard but I am  
figuring it out!

@mrsmacskinders

# Who are you? What are your dimensions?

| Who am I?<br>(Identities)                                                                                                                                                                                                                                                                                                                                                                                    | What do I love?<br>(Interests)                                                                                                                                                                                                                                                                                                                                                                                                                                          | What am I good at?<br>(Strengths)                                                                                                                                                                                                                                                                                                                                                                                                      | How do I want to<br>grow? (Stretches)                                                                                                                                                                                                                                                                                                                                                                                                  | What makes it hard<br>for me to grow?<br>(Needs)                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>How do you identify?</p> <p>What are some words that describe you?</p> <p>Complete the statement: I am _____</p> <p>What communities are you and your family a part of?</p> <p>What are your pronouns?</p> <p>What place do you call home?</p> <p>What languages do you speak?</p> <p>What cultures, races or nations do you identify with?</p> <p>Are there any disabilities that you identify with?</p> | <p>What brings you joy?</p> <p>What are some of your favourite things/ activities?</p> <p>What are some things that you do with your family and friends?</p> <p>What do you wish you could spend more time doing?</p> <p>What do you want to learn more about?</p> <p>What do you want to learn how to do?</p> <p>What would you do if you had a full day off?</p> <p>What do you like to learn/ read about?</p> <p>What kinds of shows/ movies/ books do you like?</p> | <p>What feels easy to you?</p> <p>What do you know a lot about?</p> <p>What perspective do you bring to conversations?</p> <p>What are you really good at?</p> <p><b>How can I help others? (Strengths)</b></p> <p>What could you teach to someone else?</p> <p>Why is your family/ class/group so lucky to have you?</p> <p>How do you help out at home? In other activities?</p> <p>What do you do that brings other people joy?</p> | <p>What is a goal that you have for yourself?</p> <p>What do you want to get better at?</p> <p>What is something you want to learn more about?</p> <p>What do you wish you could do more of?</p> <p>What is an area that you need some practice in?</p> <p>What could you work on now, that will help you in the future?</p> <p>What do you need support for at school?</p> <p>What do you wish you could do more of without help?</p> | <p>What makes it hard for you to learn?</p> <p>What helps you learn best?</p> <p>What makes it hard for you to pay attention/ focus?</p> <p>Do you prefer to work alone or in a group?</p> <p>What makes it hard to get to school/ go to class?</p> <p>What do you wish was different about school?</p> <p>What materials/tools do you need in a classroom?</p> <p>What is important for your teacher to know about you?</p> |

## Getting to Know Children & Family Dimensions – Family Interviews

| Child:                                                                                                                                                  | Child:                                                                                                                                                  | Child:                                                                                                                                                  | Child:                                                                                                                                                  | Child:                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| What are the <b>identities</b> of your child and your family?                                                                                           | What are the <b>identities</b> of your child and your family?                                                                                           | What are the <b>identities</b> of your child and your family?                                                                                           | What are the <b>identities</b> of your child and your family?                                                                                           | What are the <b>identities</b> of your child and your family?                                                                                           |
| What are the <b>interests</b> of your child and your family?                                                                                            | What are the <b>interests</b> of your child and your family?                                                                                            | What are the <b>interests</b> of your child and your family?                                                                                            | What are the <b>interests</b> of your child and your family?                                                                                            | What are the <b>interests</b> of your child and your family?                                                                                            |
| What are the <b>strengths</b> of your child?                                                                                                            |
| What is hard for your child in this community? What do they <b>need support</b> with?                                                                   | What is hard for your child in this community? What do they <b>need support</b> with?                                                                   | What is hard for your child in this community? What do they <b>need support</b> with?                                                                   | What is hard for your child in this community? What do they <b>need support</b> with?                                                                   | What is hard for your child in this community? What do they <b>need support</b> with?                                                                   |
| What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family? | What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family? | What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family? | What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family? | What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family? |

Help us get to know: \_\_\_\_\_

Date: \_\_\_\_\_

| Person connected to<br>_____           | Identities                                                                                           | Interests                                                                                                    | Strengths                                                 | Stretches                                                                      | Needs                                                                                       |
|----------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Who are you and how do you know _____? | What words would you use to describe _____?<br>What groups is _____ connected to in their community? | What is _____ interested in?<br>What do they like to do on their own? With their friends? Family? Community? | What is _____ good at?<br><br>What can they teach others? | What is hard for _____?<br><br>What do you think _____ wants to get better at? | What does _____ need support with?<br><br>What is important for people to know about _____? |
| Person 1:                              |                                                                                                      |                                                                                                              |                                                           |                                                                                |                                                                                             |
| Person 2:                              |                                                                                                      |                                                                                                              |                                                           |                                                                                |                                                                                             |
| Person 3:                              |                                                                                                      |                                                                                                              |                                                           |                                                                                |                                                                                             |
| Person 4:                              |                                                                                                      |                                                                                                              |                                                           |                                                                                |                                                                                             |

## Help us get to know Juni?

Date: Dec 2022

|                                       | Identities                                                                                                    | Interests                                                                                                              | Strengths                                                       | Stretches                                                                                  | Needs                                                                                            |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Who are you and how do you know Juni? | <p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p> | <p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p> | <p>What is Juni good at?</p> <p>What can they teach others?</p> | <p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>        | <p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p> |
| <b>Person 1: Rita Grandmother</b>     | Kind, strong, smart                                                                                           | watching me sew, taking pictures, listening to music                                                                   | Patience, she notices everything                                | Waking up! Trying new things                                                               | She needs time and patience. If she is upset or frustrated, she needs space                      |
| <b>Person 2: Frank Dad</b>            | Athletic, joyful, Ukrainian, church                                                                           | Watching the baking shows , fishing with me                                                                            | A great listener, being present                                 | Independence, changes in routine                                                           | I think she worries a lot; I need others to know that she needs reassurance sometimes            |
| <b>Person 3: Kiran Family Friend</b>  | funny                                                                                                         | Football! She loves the BC lions, movies, going for walks                                                              | making you feel so important, spreads joy, makes everyone laugh | Friendships, spending more time with her peers                                             | Sharing her thinking, communicating. She has come such a long way!                               |
| <b>Person 4:Matty Cousin</b>          | Fun, we play a lot together                                                                                   | Whale sharks, camping, swimming                                                                                        | Playing with me                                                 | Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me | using her iPad to help her talk                                                                  |

## Help us get to know Juni?

Date: Dec 2022

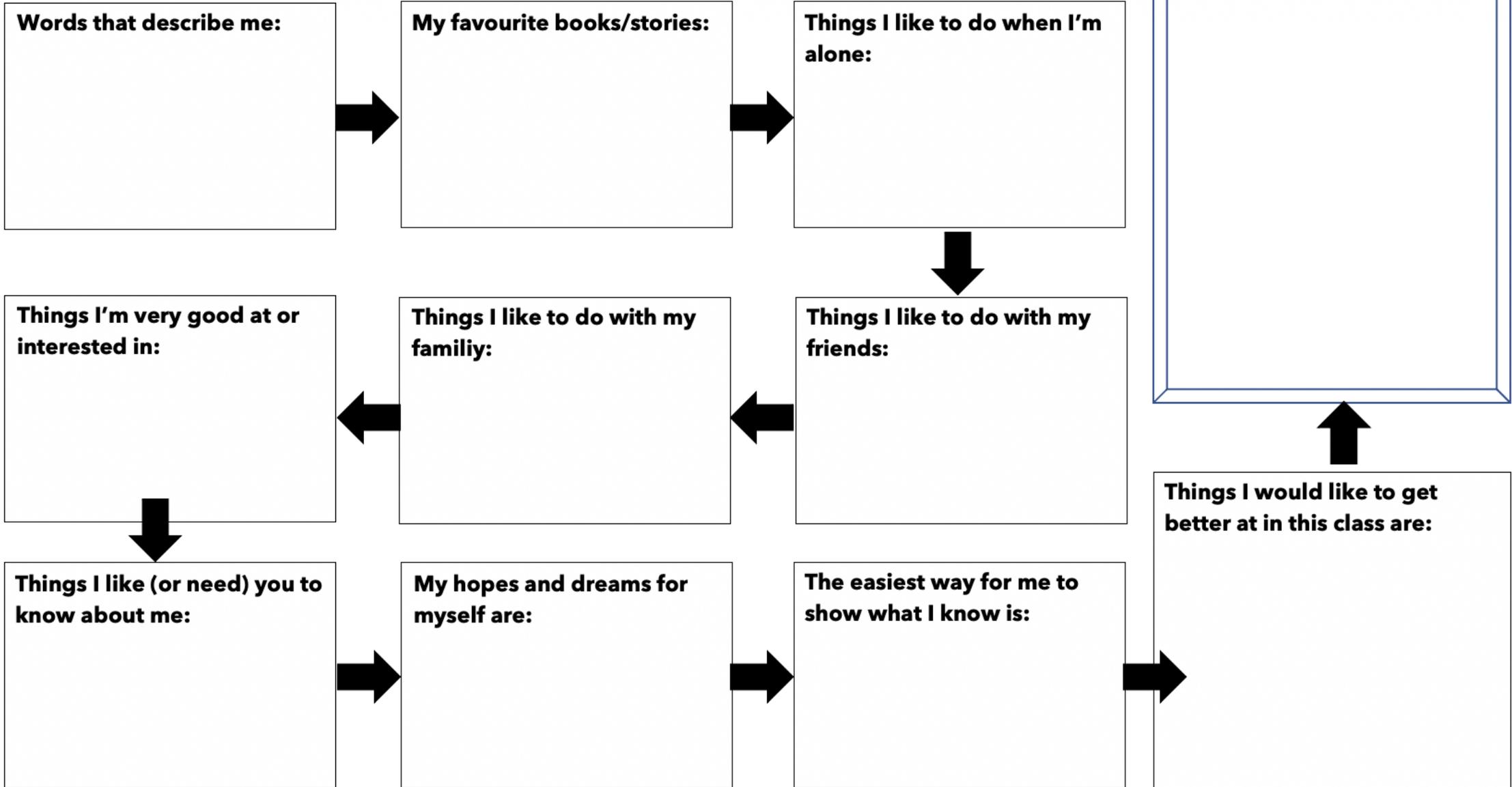
|                                              | Identities                                                                                                    | Interests                                                                                                              | Strengths                                                       | Stretches                                                                           | Needs                                                                                            |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <b>Who are you and how do you know Juni?</b> | <p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p> | <p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p> | <p>What is Juni good at?</p> <p>What can they teach others?</p> | <p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p> | <p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p> |
| <b>Person 1: Mr. Lopez Classroom Teacher</b> | Strong, smart, a learner                                                                                      | Getting read to, books, you tube, science                                                                              | Connecting with her peers                                       | Communicating, independence, asking to help when she needs it                       | She needs support with her reading (decoding) and her communication with the device              |
| <b>Person 2: Benny Educational Assistant</b> | Funny, curious                                                                                                | Fashion, her friends, books, magazines, her iPad                                                                       | She knows what she likes and doesn't like and lets us know      | Making friends, communicating or using strategies before she gets too frustrated    | She needs a chance to rest throughout the day and breaks                                         |
| <b>Person 3: Ms. Turner SLP</b>              | joyful                                                                                                        | Sights and sounds around her, being social                                                                             | Using her iPad to communicate                                   | Building friendships, communicating what she needs                                  | She needs her device available to her, she needs to be around her peers                          |
| <b>Person 4: Jesse Classmate</b>             | Funny, sometimes she's loud                                                                                   | Playing games, hanging out with her friends                                                                            | Being happy, making people laugh                                | I think talking is hard for her                                                     | she needs to be around us, her friends                                                           |

## Help us get to know Juni?

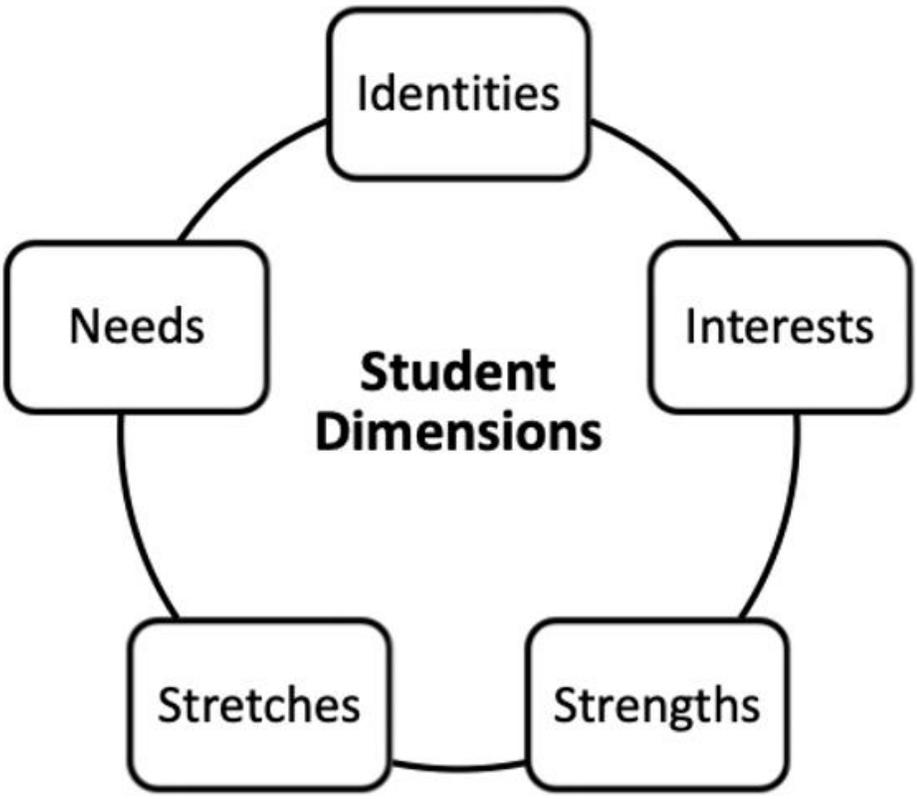
Date: Dec 2022

|                                              | Identities                                                                                                    | Interests                                                                                                              | Strengths                                                       | Stretches                                                                           | Needs                                                                                            |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <b>Who are you and how do you know Juni?</b> | <p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p> | <p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p> | <p>What is Juni good at?</p> <p>What can they teach others?</p> | <p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p> | <p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p> |
| <b>Person 1: Mr. Lopez Classroom Teacher</b> | Strong, smart, a learner                                                                                      | Getting read to, books, you tube, science                                                                              | Connecting with her peers                                       | Communicating, independence, asking to help when she needs it                       | She needs support with her reading (decoding) and her communication with the device              |
| <b>Person 2: Benny Educational Assistant</b> | Funny, curious                                                                                                | Fashion, her friends, books, magazines, her iPad                                                                       | She knows what she likes and doesn't like and lets us know      | Making friends, communicating or using strategies before she gets too frustrated    | She needs a chance to rest throughout the day and breaks                                         |
| <b>Person 3: Ms. Turner SLP</b>              | joyful                                                                                                        | Sights and sounds around her, being social                                                                             | Using her iPad to communicate                                   | Building friendships, communicating what she needs                                  | She needs her device available to her, she needs to be around her peers                          |
| <b>Person 4: Jesse Classmate</b>             | Funny, sometimes she's loud                                                                                   | Playing games, hanging out with her friends                                                                            | Being happy, making people laugh                                | I think talking is hard for her                                                     | she needs to be around us, her friends                                                           |

# Who am I? Profile



# How could the activity posters help us to further gather child and family dimensions?



# How do the practices talked about today, align with:

| Early Learning Framework Principles                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | First Peoples Principles of Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>♦ Children are strong, capable in their uniqueness, and full of potential.</li><li>♦ Families have the most important role in contributing to children's well-being and learning.</li><li>♦ Educators are researchers and collaborators.</li><li>♦ Early years spaces are inclusive.</li><li>♦ People build connection and reconnection to land, culture, community, and place.</li><li>♦ Environments are integral to well-being and learning.</li><li>♦ Play is integral to well-being and learning.</li><li>♦ Relationships are the context for well-being and learning.</li><li>♦ Learning is holistic</li></ul> <p>B.C. Ministry of Education, 2019</p> | <ul style="list-style-type: none"><li>♦ Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</li><li>♦ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).</li><li>♦ Learning involves recognizing the consequences of one's actions.</li><li>♦ Learning involves generational roles and responsibilities.</li><li>♦ Learning recognizes the role of Indigenous knowledge.</li><li>♦ Learning is embedded in memory, history, and story.</li><li>♦ Learning involves patience and time.</li><li>♦ Learning requires exploration of one's identity.</li><li>♦ Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.</li></ul> <p>First Nations Education Steering Committee, 2012</p> |

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