SHELLEY MOORE

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NEXWLéLEXM (BOWEN ISLAND)

- The Islands Trust council acknowledges that the lands and waters that encompass the Islands Trust Area have been home to Indigenous peoples since time immemorial and honours the rich history, stewardship, and cultural heritage that embody this place we all call home.

- The Islands Trust council is committed to establishing and maintaining mutually respectful relationships between Indigenous and non-Indigenous peoples. Islands Trust states a commitment to Reconciliation with the understanding that this commitment is a long-term relationship-building and healing process.

- The Islands Trust council will strive to create opportunities for knowledge-sharing and understanding as people come together to preserve and protect the special nature of the islands within the Salish Sea.

Virtual Learning Protocols

Chat Box

- Anytime! All the time!
- Respond to specific questions
- Waterfall

Break Out Groups

- Popcorn conversations

Google Form

The Chat Box – Waterfall

- I will show you a prompt on the screen
- Type your response in the chat box BUT DO NOT press send
- I will do a 3-2-1 “Go” countdown
- Everyone will press send at the same time when I say “GO!”

Waterfall!

What stands out from the kick off session?

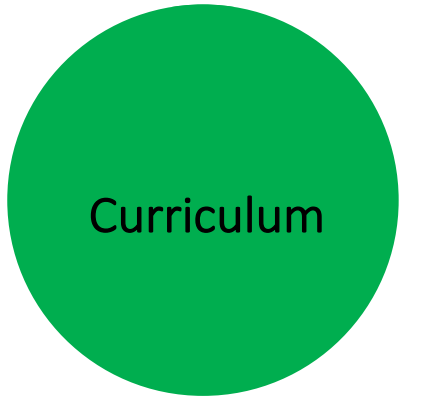
Now What?!

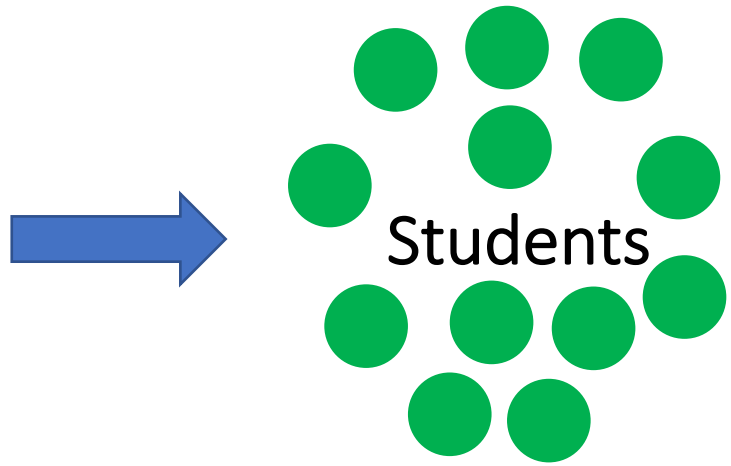
- Understand WHAT Inclusion is….

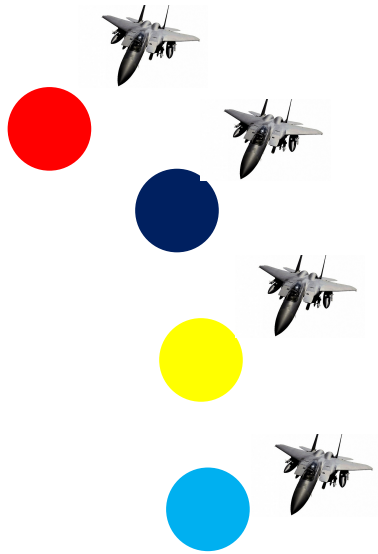
Understand WHY it is important…

How to we do it?

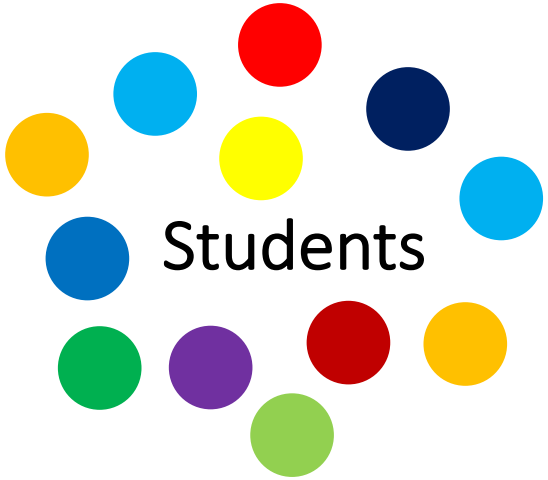
WHAT'S THE DIFFERENCE?

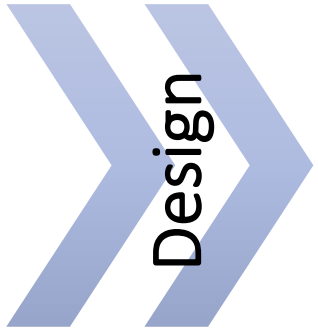


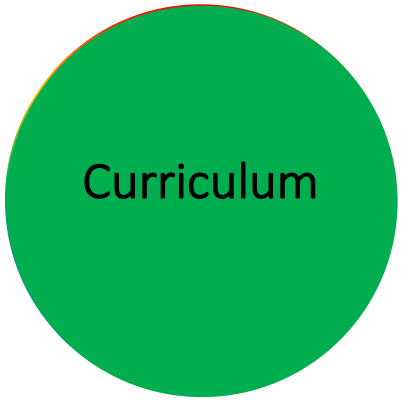




DESIGN: THE MOST UNDERUTILIZED SUPPORT

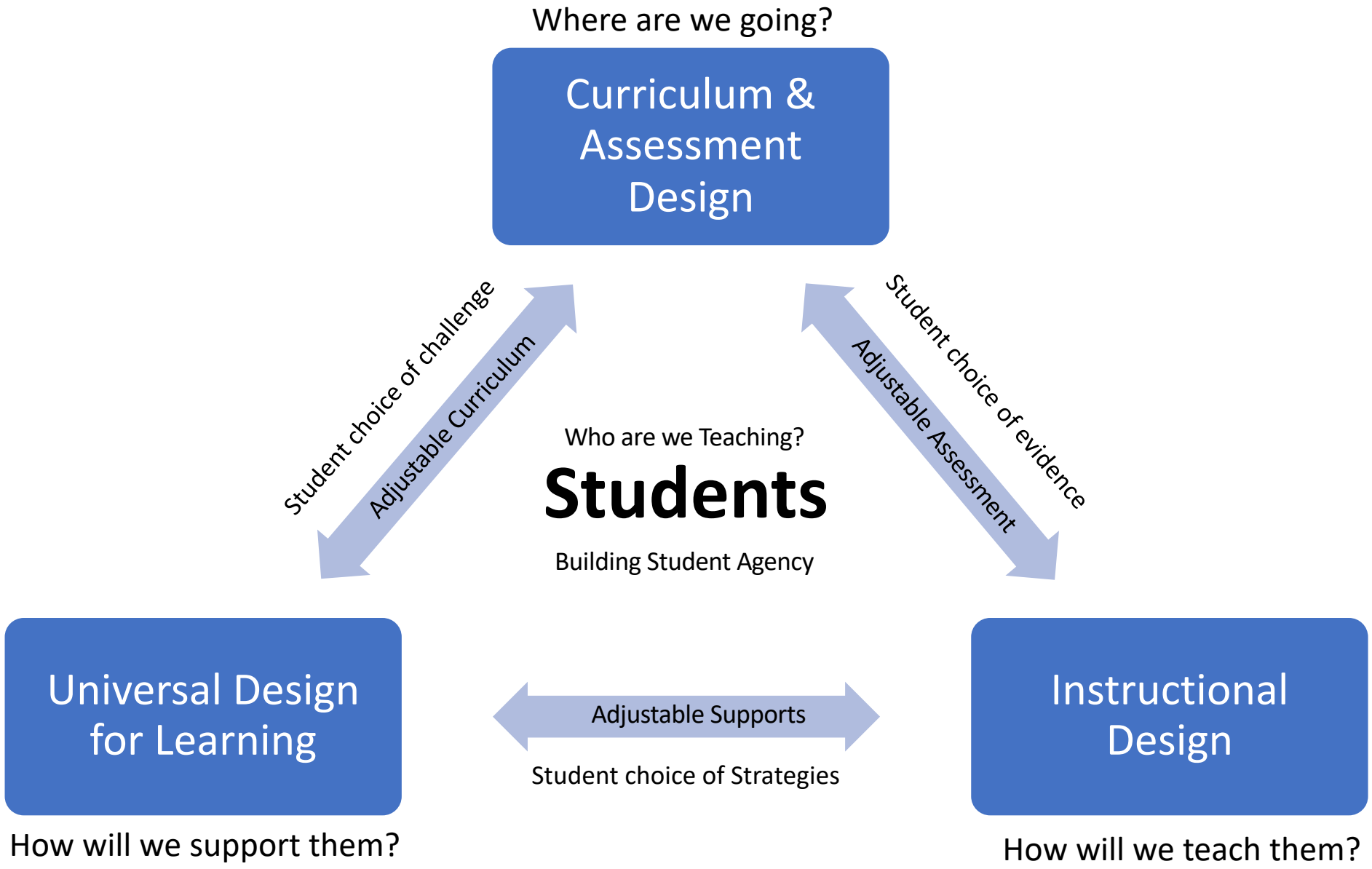






Shelley Moore, 2019

How can we change the system?
Designing with Equity in Mind



Shelley Moore, 2019

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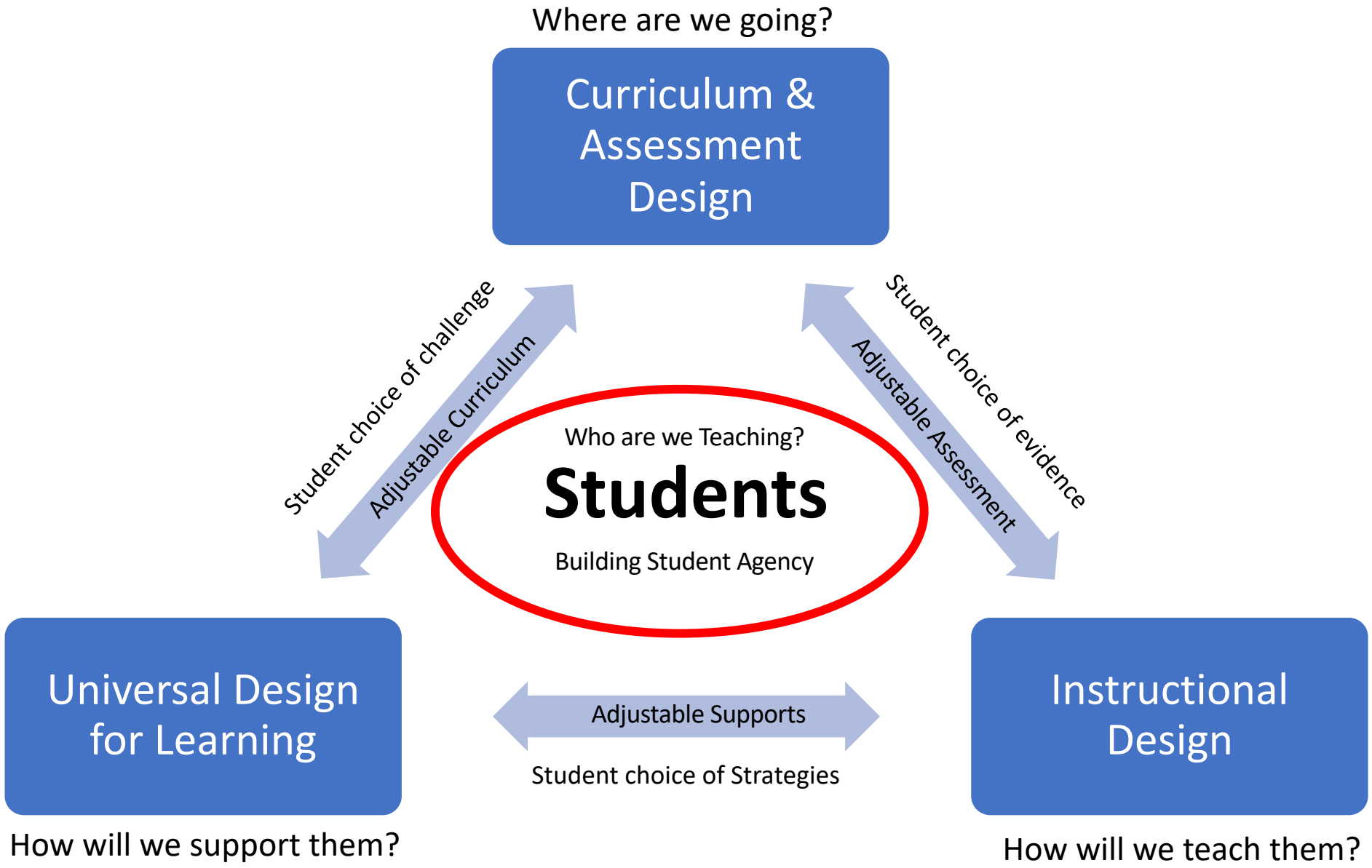

Class Review for :	Teacher:	Date:
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The BIG goal I have for this class:		
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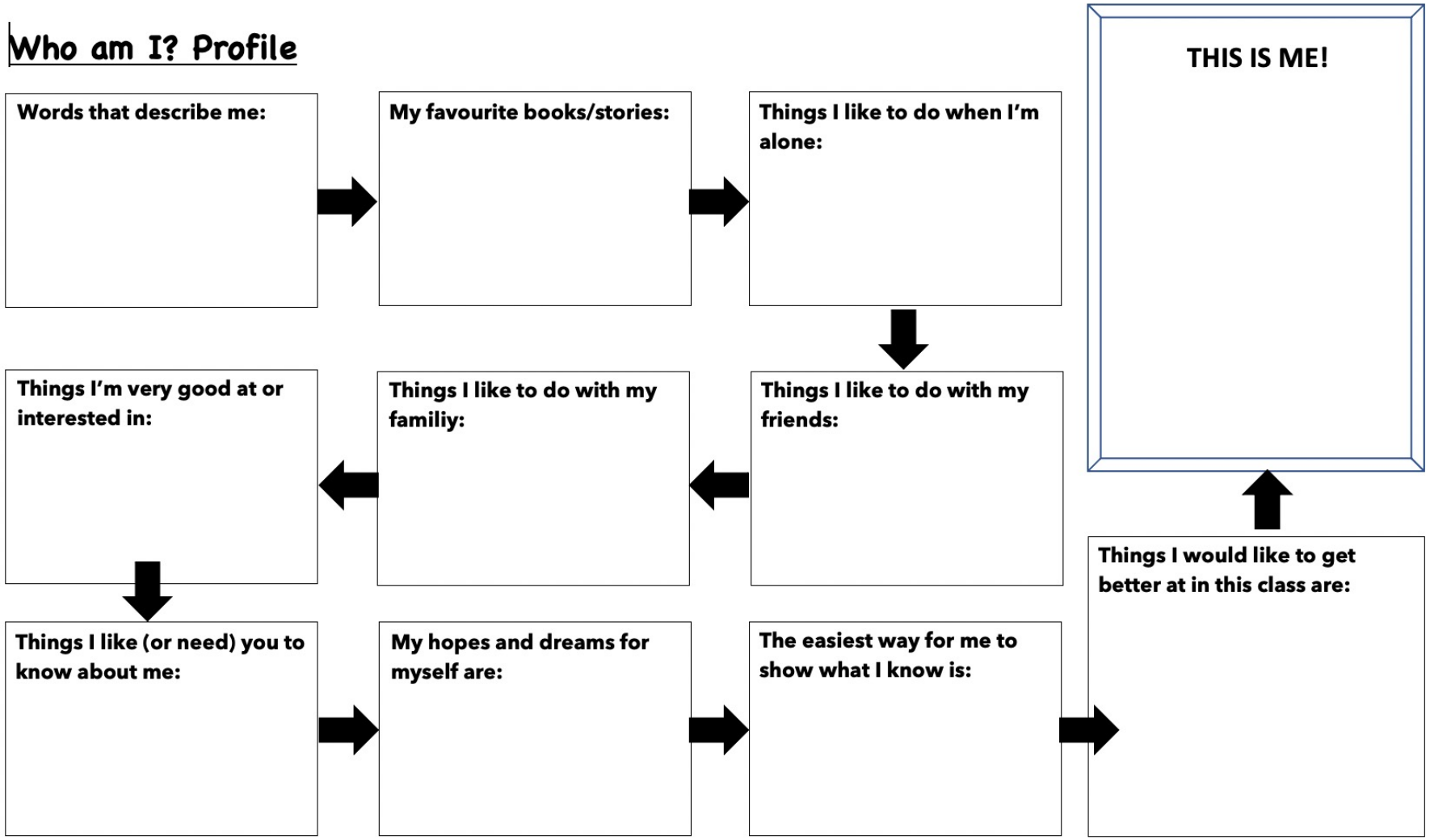
Who Am I?


Who am I? Profile
Words that describe me:
My favourite books/stories:
Things I like to do when I'm alone:
THIS IS ME!
Things I like to do with my friends:
Things I like to do with my familiy:
Things I'm very good at or interested in:
Things I would like to get better at in this class are:
Things I like (or need) you to know about me:
My hopes and dreams for myself are:
The easiest way for me to show what I know is:

Help us get to know _____!

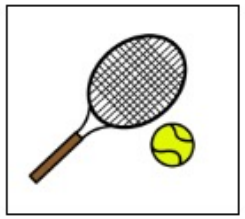
Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____ How do you know _____?	Who is _____? What words would you use to describe _____?	What is _____ interested in? What does _____ like to do on their own, with their family and friends?	What is _____ good at? What could _____ teach others?	What is hard for _____ but they can still do? What do you think is is something _____ wants to get better at?	What does _____ need a lot of support wit? What is something that _____ might not be able to do on their own yet?
Person 1: _____					
Person 1: _____					
Person 1: _____					
Person 1: _____					

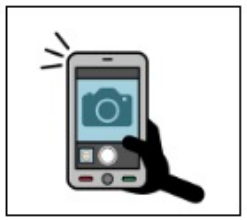
Help us get to know Juni!

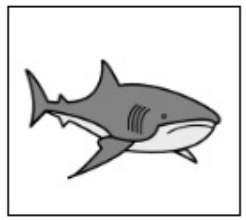
Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____ How do you know _____?	Who is **Juni**? What words would you use to describe **Juni**?	What is **Juni** interested in? What does **Juni** like to do on their own, with their family and friends?	What is **Juni** good at? What could **Juni** teach others?	What is hard for **Juni** but she can still do? What do you think is is something **Juni** wants to get better at?	What does **Juni** need a lot of support wit? What is something that **Juni** might not be able to do on his own yet?
Person 1: Rita Mom	Kind, Strong, Smart	Watching me sew, taking pictures with my phone	Patience, she notices everything, she's so observant	Waking up! Trying new foods	Calming down when she is upset or frustrated, sleeping, eating enough
Person 2: Frank Dad	An athlete, she's happy, but don't get her mad, we are Ukrainian!	Watch Great British Baking Show with her mom Watching salmon in the river, helping me bake	A great listener, being present	Independence, connecting	She worries I think, I wonder if her worrying gets her upset
Person 3: Kiran Friend	Nice, funny	BC Lions, playing with water, we go to the movies, we watched Star Wars	I dunno, we hangout and just talk and stuff	Maybe Juni wants to get better at football	I think Juni would love to talk more, but I think maybe she needs an iPad and that's ok to talk with too
Person 4: Matty Younger cousin	We play, funny	Whale Sharks, camping, swimming	She plays with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	Maybe talking more

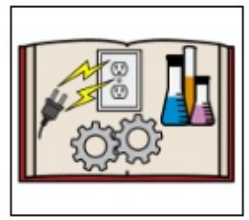
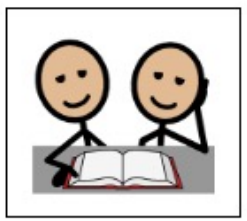
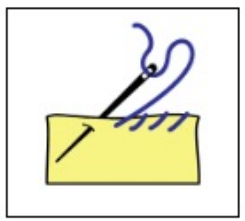
S. Moore, 2020 adapted from Brownlie & Schnellert, 2011

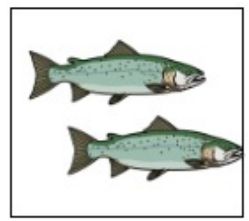
Building my Student profile: What are my INTERESTS?

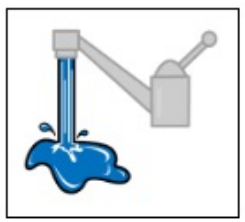
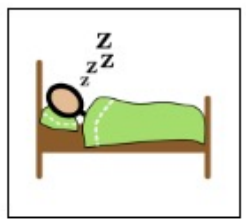
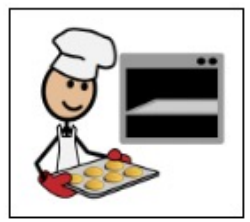






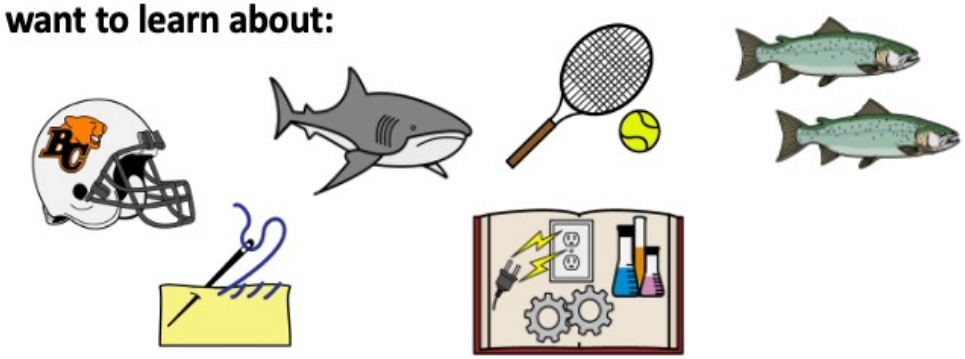


Building my Student profile: What are my INTERESTS?

INTERESTS can be things we want to learn more about.

I want to learn about:



INTERESTS can be things like to do on our own, with out family, or with our friends.

I like to:

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The BIG goal I have for this class:		
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Decision: Something I want to try	**Decision:** Learning Barriers (UDL)	**Decision**: Equity barriers (Reconciliation)
We can meet this goal(s) by targeting core competencies chosen as a community:		
Decision: Core competencies to target for this class (Decided by the class)		

Based on what you are learning about your class this year:

- What is the BIG goal you have for this class?
- What are ONE or TWO things you want to target for this group?

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The Class Review – Brownlie, F & King, J, 2011 adapted by S. Moore, 2019

Class Review for: Grade 2/3	Teacher: M. Sundaren, S. Johal (ST), 1 EA (FT)	Date: Nov. 2020
We can plan for our students by getting to know the:		
Interests & Identities	**Classroom Strengths**	**Classroom Stretches**
Interests: stories, games (ask students) **Identities (ask students):**	**Strengths:** Helpful, funny, have adapted well to new routines, kind, loving, caring, get along with each other, play, hands on, diverse, families, Dojo, discussions, circle	**Stretches:** reading levels, fine motor skills, writing (expanding ideas, complete sentences), self confidence, taking risks, asking questions, intrinsic motivation
Based on the interests, strengths and stretches of this class:		
The BIG question or inquiry I have for this class: I would like to support my students to get better at: self regulation, independence and ownership, connections, number talks		
We can respond to this class by making a plan to try something new:	**We can respond to this class by reducing barriers in the classroom:**	
Decision: Somethings I want to try	**Decision: Reducing Barriers to Learning**	**Decision: Reducing Barriers to Equity**
• Building student confidence • Student agency • Self regulated learning • Designing engaging activities and lessons • Purposeful teaching • Giving meaningful feedback, supporting student self assessment	**Engagement** • 9.1-helping students set learning goals that build confidence and help them take ownership of their learning • 8.1 – Clearly communicating learning goals **Representation** • 2.1 Pre-teaching important vocabulary, symbols, • numbers labels in many ways (written, oral, visual examples) • 2.2 Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.) **Expression** • 6.3 teaching students to organize their evidence and determine their best examples of learning	**Equity Commitment:** • Class and team building activities to promote peer support (while also navigating COVID restrictions) • Use cooperative learning structures while also navigating COVID restrictions) **Reconciliation Commitment:** • Learning takes patience and time
Decision: We can respond to this class by targeting core competencies chosen as a community:		
Teacher chosen: We can communicate by: **Class chosen: Students can choose objective in profile 1 and 2**		

Class Review for : Grade 6	Teacher: Mr. C, Lesley (PA Math)	Date: Oct. 2019
We can plan for our students by getting to know the:		
Interests & Identities of the Class	**Classroom Strengths**	**Classroom Stretches**
- Indigenous, Athletes, Farmers, JW, Autism, new Immigrants (refugees) - Sports, animals, art, music, reading, Family, religion	- Active, funny, sports, competition, reading, working together, structured activities	- Have a hard time losing - Have a hard in unstructured activities - Organization, confidence, taking risks, knowing its ok to make mistakes
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
The BIG goal I have for this class: To be confident, that's its ok to make mistakes, that we can learn from mistakes To have confidence to try new things		
We can meet this goal(s) by making a plan to try something new:	We can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	**Decision:** Learning Barriers (UDL)	**Decision**: Equity barriers (Reconciliation)
- Rewarding and celebrating mistakes/ learning opportunities - Breaking down concepts - Helping students to be aware of where students are not understandings	giving students choice and control over what they are learning about (e.g. content, examples used) Giving students opportunities to connect how they learned and how they can transfer those learning skills/ strategies/ supports to new settings using assessment checklists, learning maps, one-point rubrics and student work samples to provide feedback to students and model self-assessment	Uses students' real life experiences to connect school learning to students' lives Learning involves patience and time
We can meet this goal(s) by targeting core competencies chosen as a community:		
Decision: Targeted competencies to target for this class		

Class Review for: English 11	Teacher: Ms. N, Ms. V (Support), MM & TE (EAs)	Date: Nov. 2020
We can plan for our students by getting to know the:		
Interests & Identities of the class	**Classroom Strengths**	**Classroom Stretches**
Interests: Video games, sports, reading, dance, **(will ask students)** **Identities: (will ask students)** **Representation**: LBGTQ2S+, Disability, Cultural/Ethnic Backgrounds	**Strengths** – reading, focused, on task, working in pairs/ groups of three, following instructions **(will ask students)**	**Stretches** – staying focused, attending, note taking/ following along, connecting learning to the real world, written output **(will ask students)**
Based on the interests, strengths and stretches of this class:		
The BIG question or inquiry I have for this class: How to help them to get better at: **1.** Writing **2**. being able to express their ideas **3.** analyzing and synthesizing ideas **4.** connecting learning to their lives		
We can respond to this class by making a plan to try something new:	**We can respond to this class by reducing barriers in the classroom:**	
Decision: Something I want to try	**Decision: Reducing Barriers to Learning**	**Decision: Reducing Barriers to Equity**
Give/ teach access to assistive technology to increase output and independence • Organize scribing support for students • Incorporate multiple methods of expression	**Engagement (9.1) -** helping students set/ choose learning goals that build confidence and help them take ownership of their learning **Representation (1.1)** – sharing new information in different formats **Expression (6.3) -** teaching students to organize their evidence and choose their best examples of learning	**Equity Commitment:** • We can use cooperative learning structures (incorporate new techniques) • We can seek multiple perspectives **Reconciliation Commitment:** • Learning involving generational roles • Learning involves recognizing the consequences of one's actions • Learning is holistic, reflexive, reflective, experiential and relational
Decision: We can respond to this class by targeting core competencies chosen as a community:		
Teacher chosen: Personal Awareness & Responsibility, Thinking (Creative & Critical Thinking) **Class chosen: (will ask students)**		

The Class Review – Brownlie, F & King, J, 2011 Adapted by S. Moore, 2020

Class Review for: Industrial Design 11/12	Teacher: Mr. Harmon EA: Mr. Fraser	Date: October, 2019
I can plan for my students by getting to know the:		
Interests of the class	**Classroom Strengths**	**Classroom Stretches**
- collaborative, group work, hands on activities, technology, media, trucks, fishing, identify, rural life, maple ridge, skate boarding, music, social, building and bashing, battle bots, proud of their success, blowing stuff up	- Working together, proficient, good with their hands and using tools, background knowledge, eager to learn, connects to their life, relevant, chose this class, they want to be here, huge buy in, so nice, inclusive of each other, compliment each others' strengths, diverse skill set, taking risks if there are alone, independent, no right answer, everyone can be successful, competition	- organization, task management, connecting skills in industrial design to other contexts (e.g. math skills), cautious risk takers, aware of not being successful in front of others, their macho/bravado image
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
The BIG goal I have for this class: I want these kids to be able to manage tasks and time, so that they will be more focused on their learning on the task at hand, I want them to not be afraid to try new things, work new people, build community		
I can meet this goal(s) by making a plan:	I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	**Decision:** Learning Barriers (UDL)	**Decision**: Equity barriers (Reconciliation)
- Clear intentions for the class, why we are learning and what we are doing - Engage students by doing something loud and dangerous – blow stuff up - Involving the students in activities, but make sure they know the goal Build life sized medieval weapons of war - Trebuchet pumpkins		
We can meet this goal(s) by targeting core competencies chosen as a community:		
Decision: Core competencies to target for this class		

Making Decisions

Thinking about your BIG Goal(s):

- Are there some things that you have in mind that you want to try this year with this group?

- Is there something that you are learning about/ are interested in doing in your class this year to support your big goals?

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Popcorn Conversation

What are some of the goals you have for your students this year?

Stretches

Strengths

Identities

Interests

Goals

What are student dimensions that we can capture (so that we can design for them)?

Strategies

Needs

Barriers

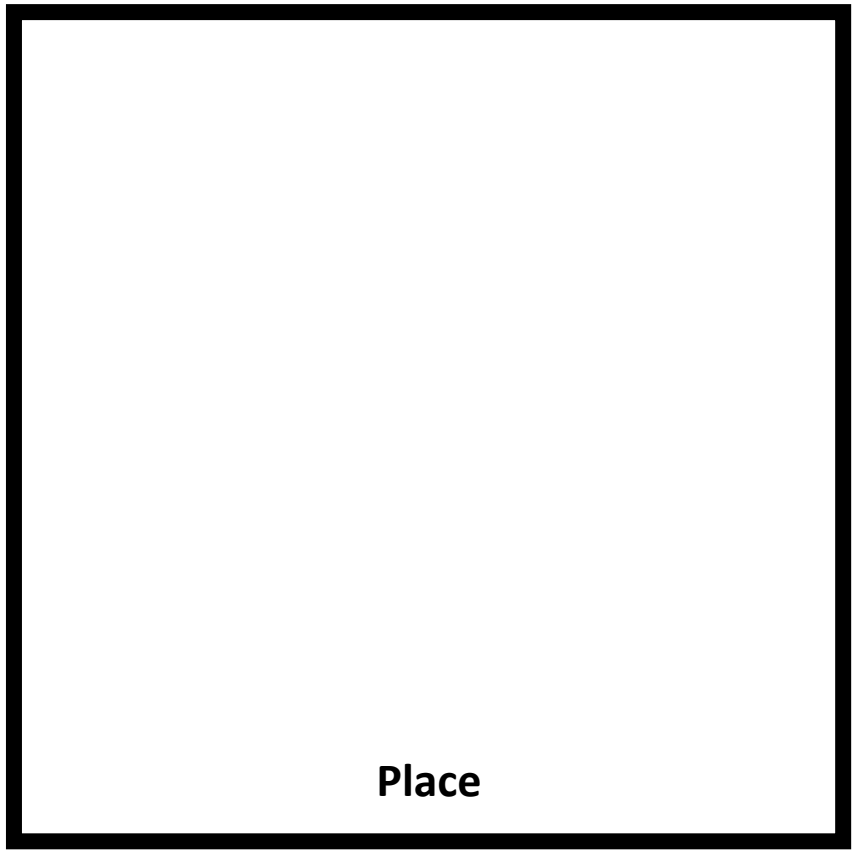
Supports

What are barriers??

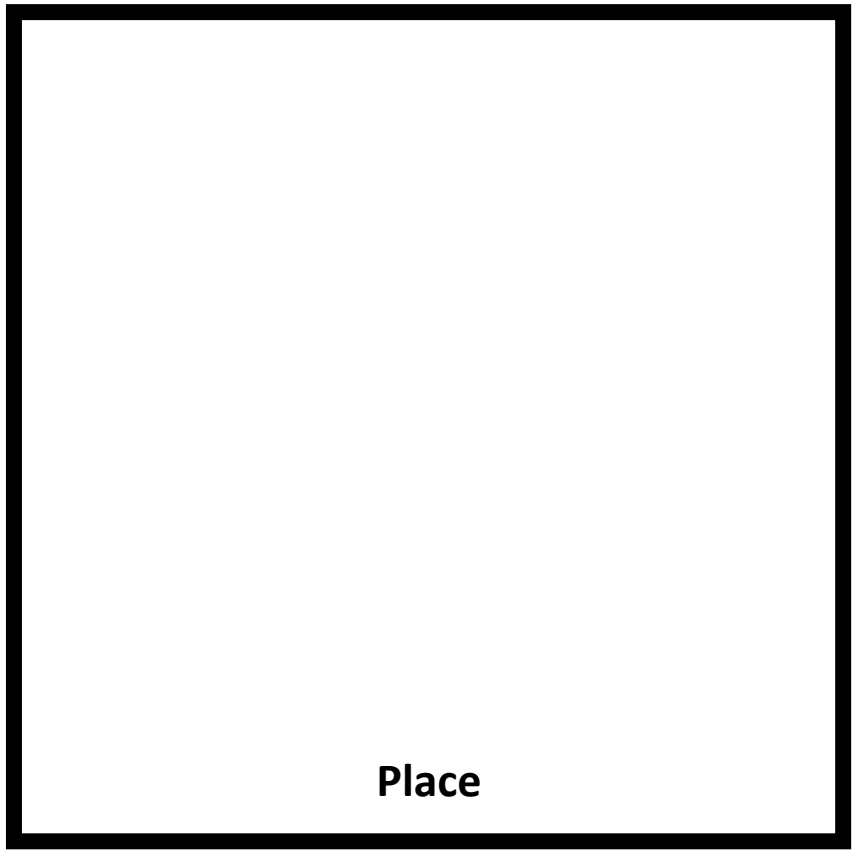
A shift in thinking…

There are some things we need to understand:

- Understand the thinking shift for how we view individuals with Disabilities
- Understand the role that a context plays in teaching and in barriers that limit individuals
- Understand that the less a context is limiting, the less support an individual needs


Place

Shifting the Paradigm:
Medical Model of Disability



Shifting the Paradigm:
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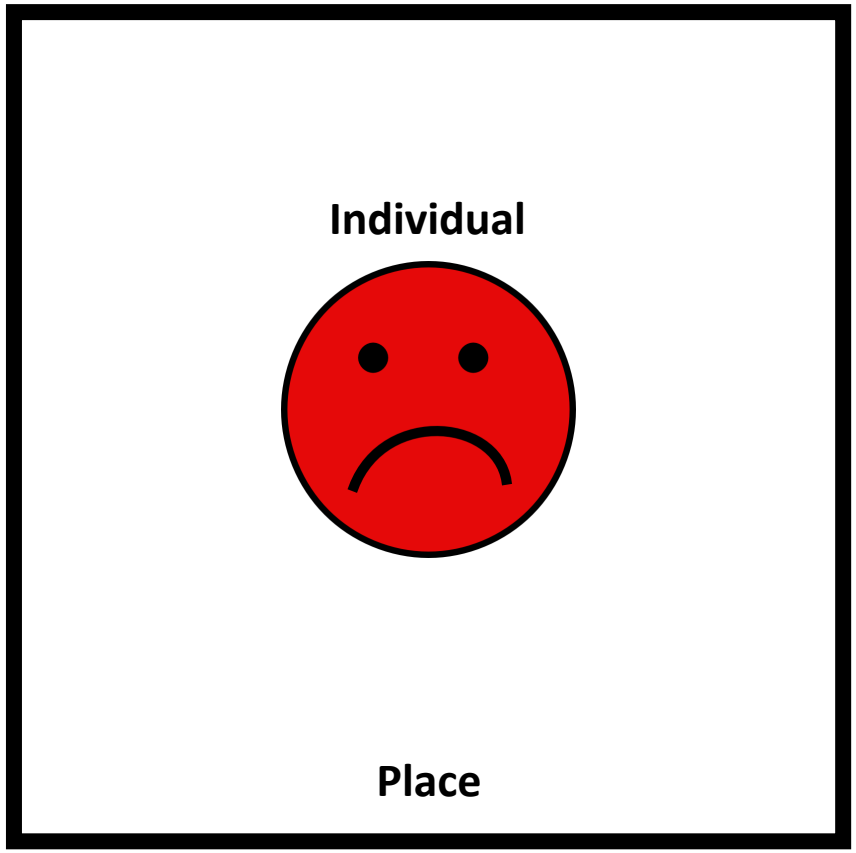


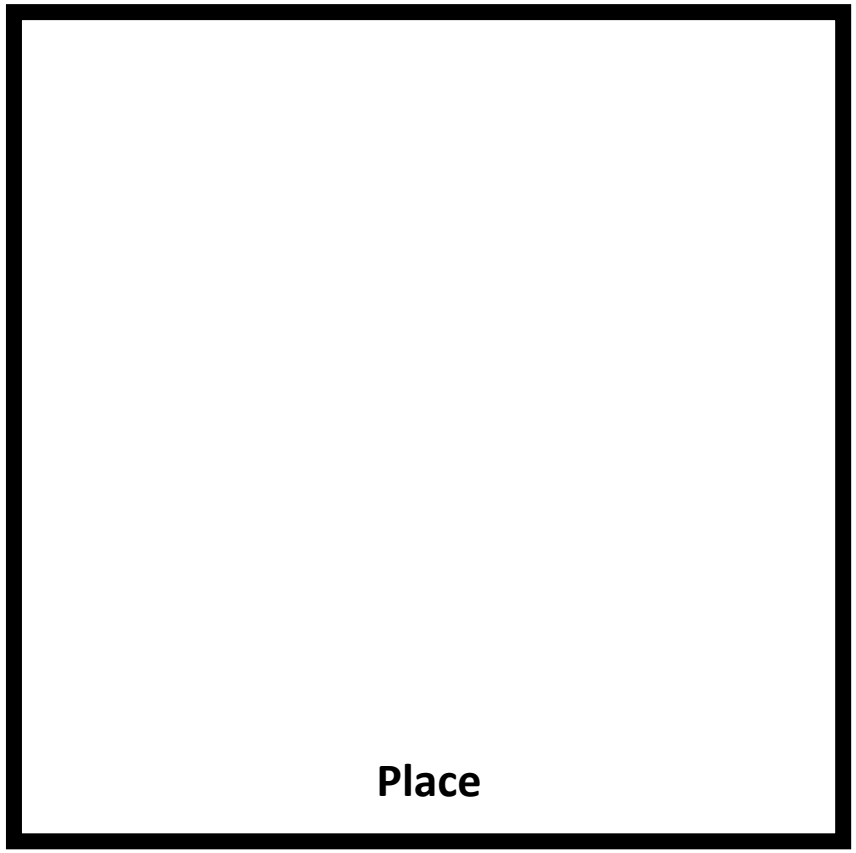
IEP

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"
- IEPs are separate from the place

Shifting the Paradigm:
Medical Model of Disability



Individual

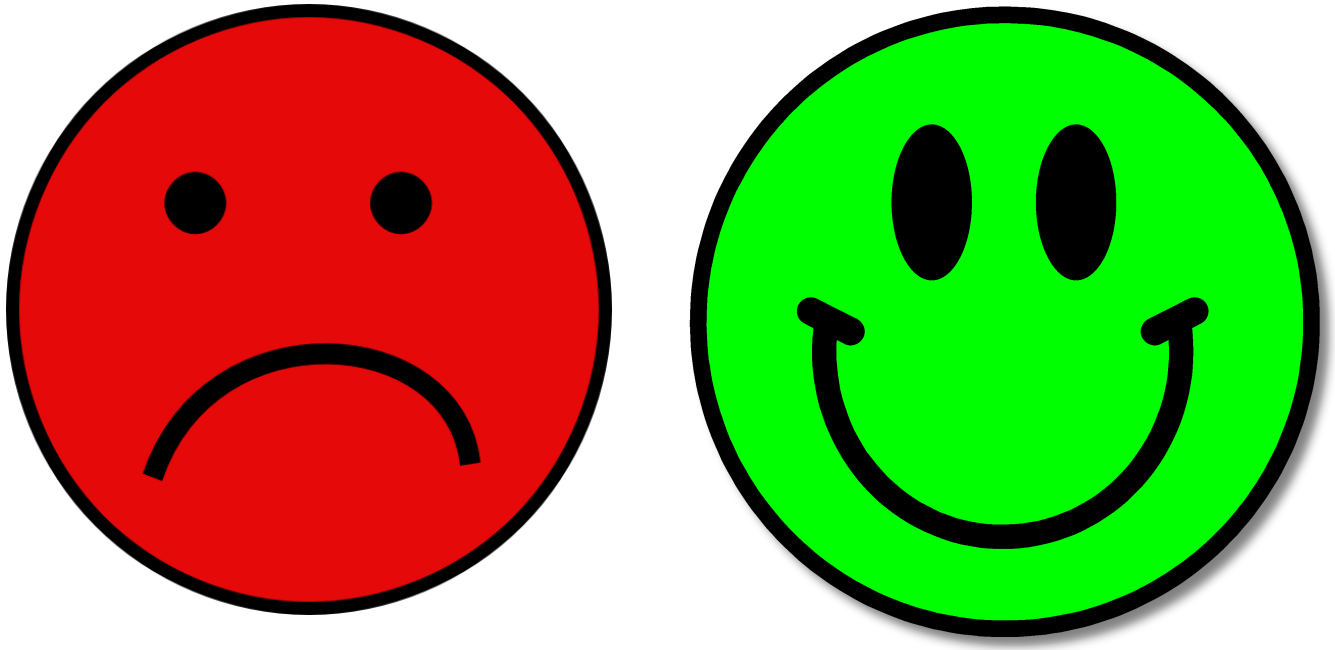
IEP

Special Education

If individual isn't successful

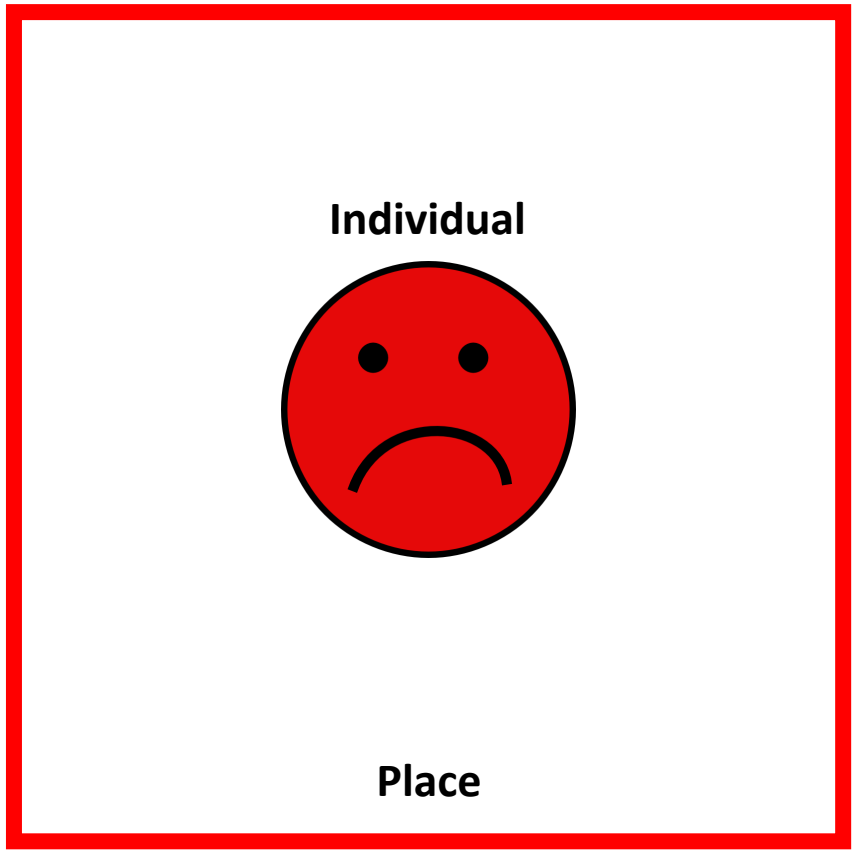
- Remove the individual
- Diagnose the problems in the individual
- Fix the individual
- Individual goes back when they are "ready"
- IEPs are separate from the place

Wait a second….
People with disabilities said:



“I am not broken.”
“I do not need to be fixed!”

Shifting the Paradigm:
Social Model of Disability

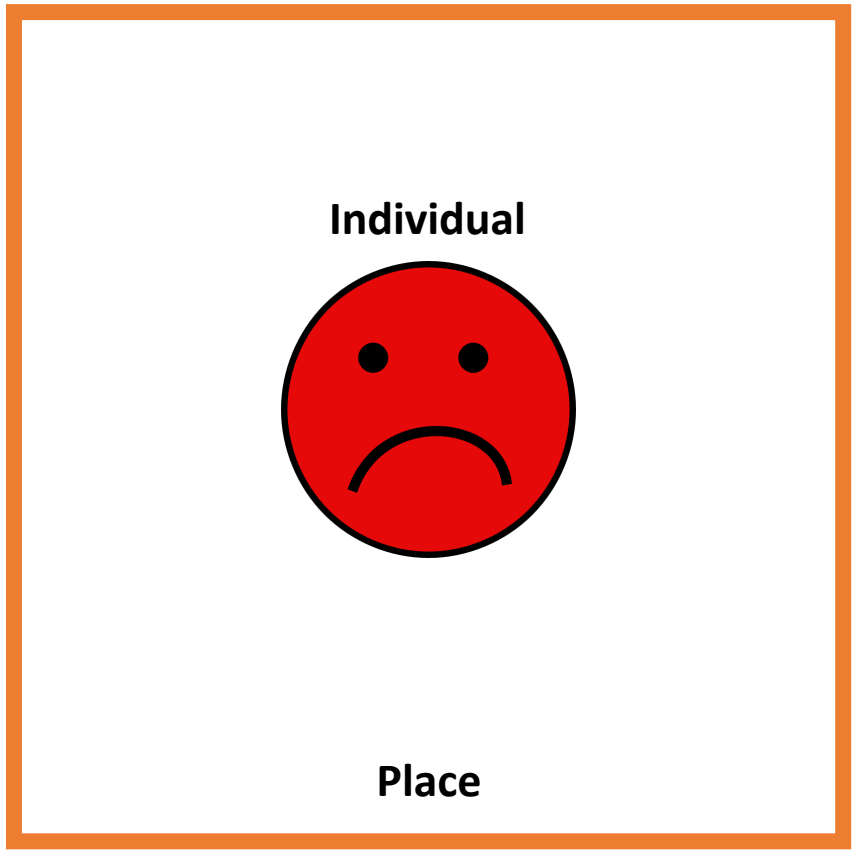


Social Model

If individual isn't successful

- Diagnose the problems in the place
- Fix the place
- Support everyone in the place

Shifting the Paradigm:
Social Model of Disability

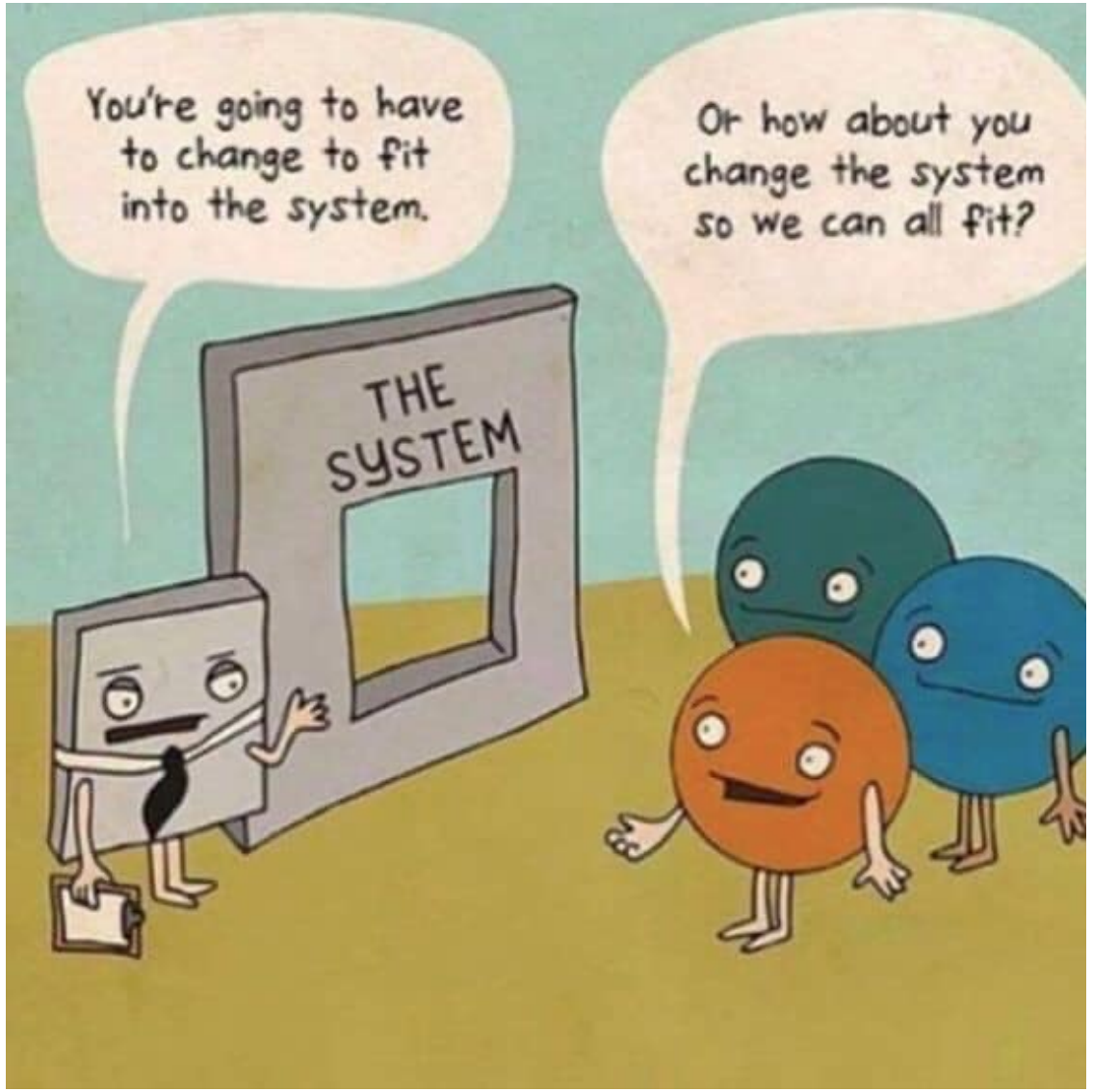


Social Model

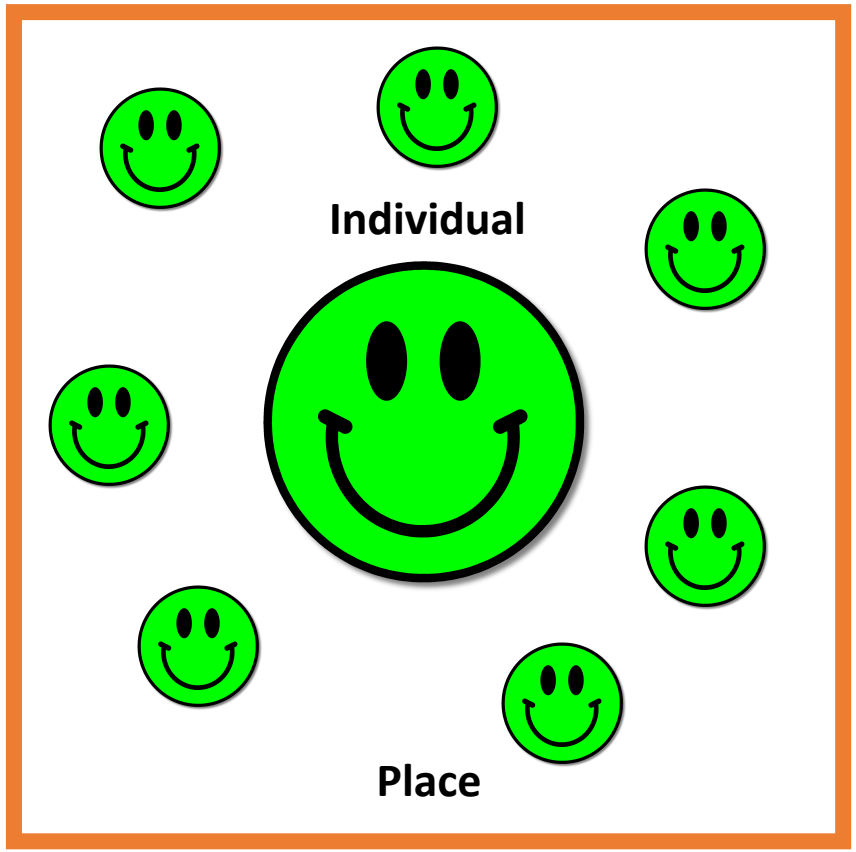
If individual isn't successful

- Diagnose the problems in the place
- Fix the place
- Support everyone in the place

The Role of the Environment/ System in Disabling Individuals



Shifting the Paradigm:
Social Model of Disability



Social Model

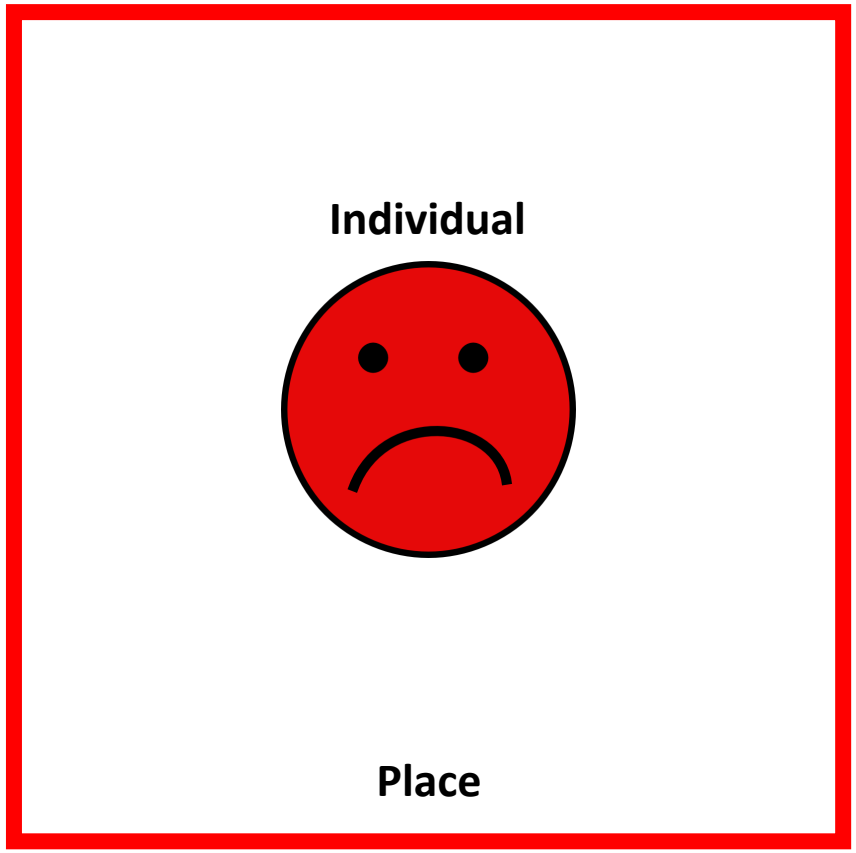
If individual isn't successful

- Diagnose the problems in the place
- Fix the place
- Support everyone in the place

Wait a second….
Teachers said:

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

Shifting the Paradigm:
Person-Place Model of Need

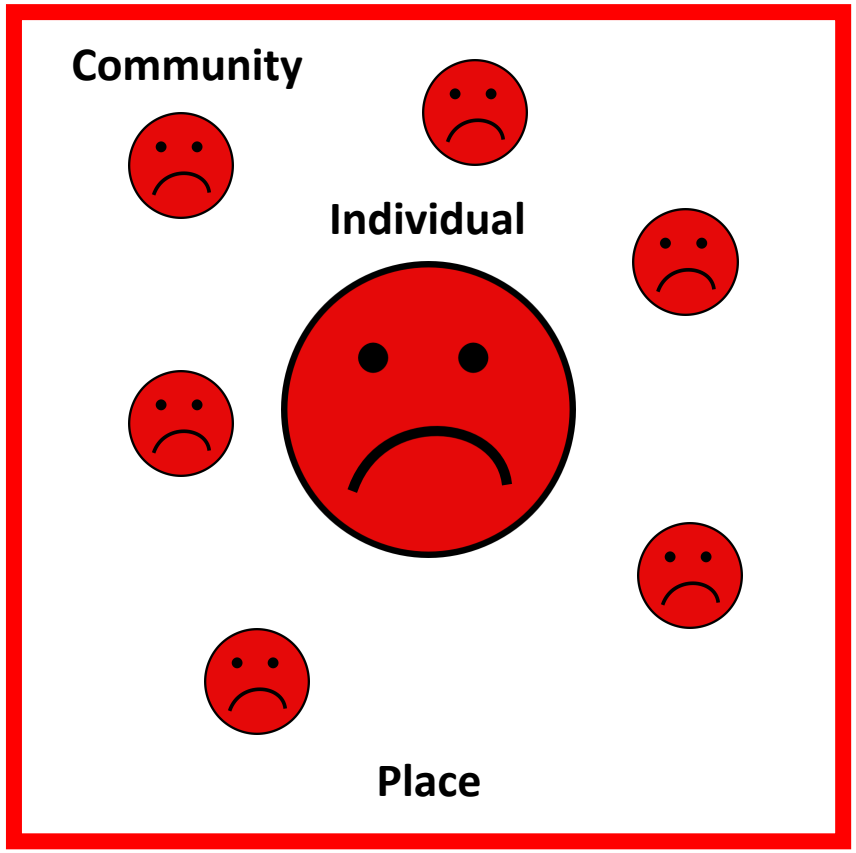


Inclusive Education

If an individual isn't successful

- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

Shifting the Paradigm: **Person-Place Model** of Need



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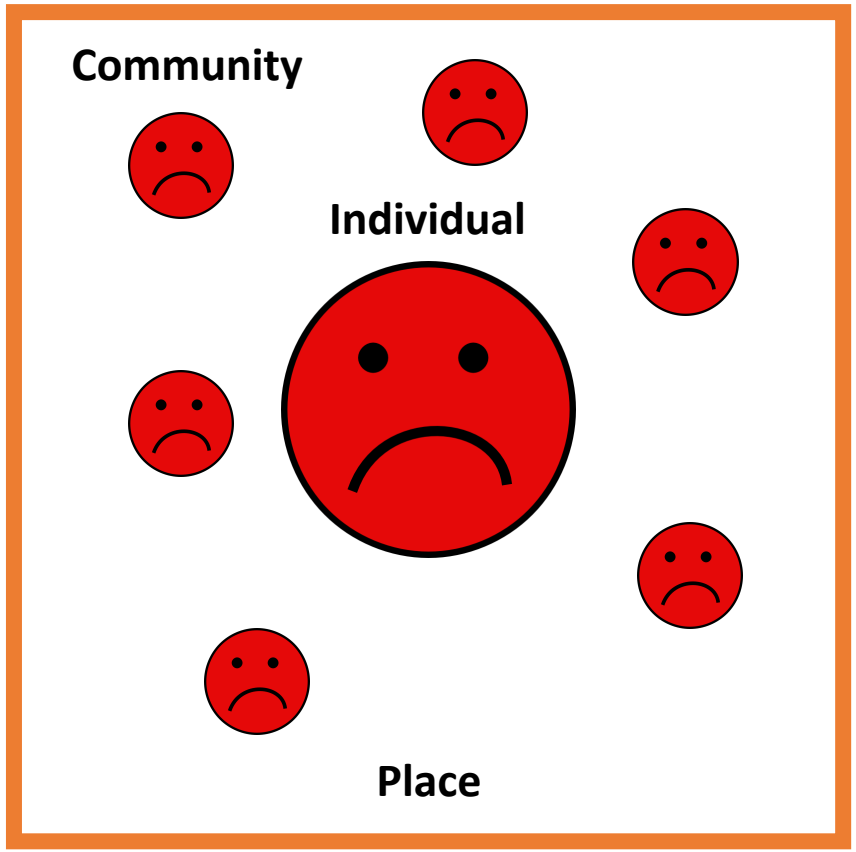
Shifting the Paradigm:
Person-Place Model of Need



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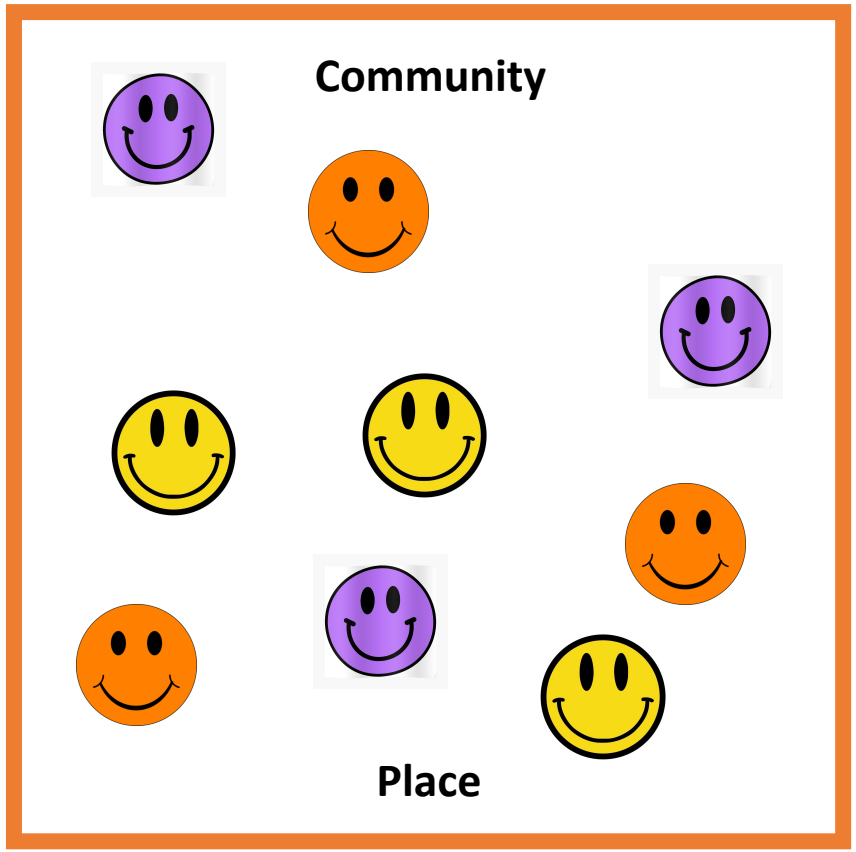
Shifting the Paradigm: **Person-Place Model** of Need



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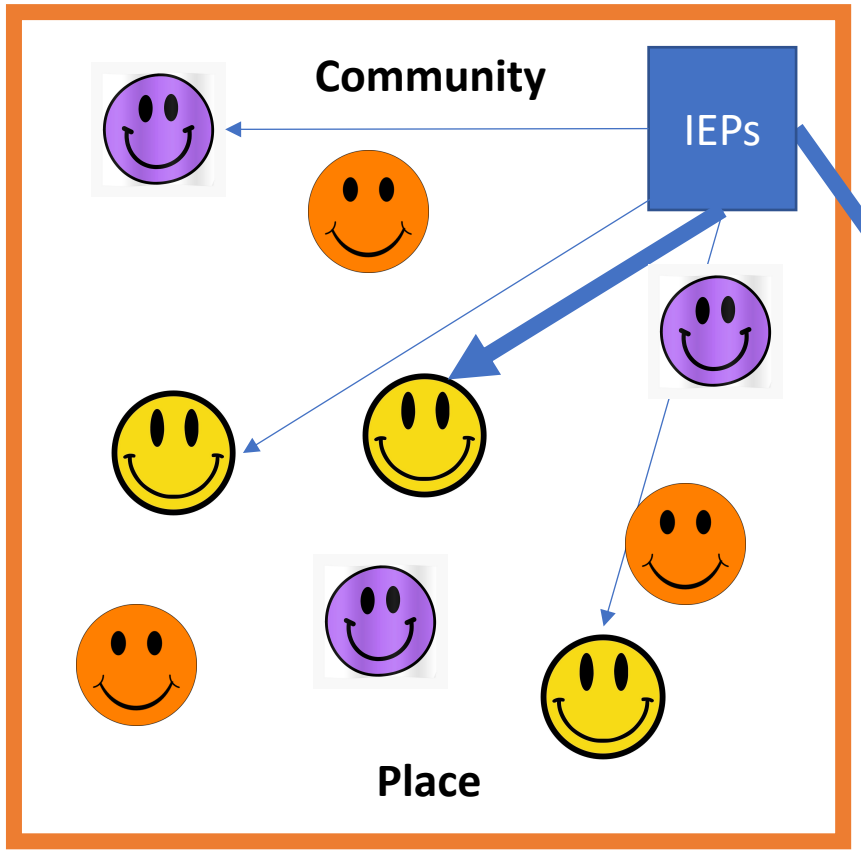
Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

If an individual isn't successful

- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

IEP

- Communicates barriers of individual
- Communicates needs of individual
- Communicates supports & strategies of individual
- Universally applied to everyone in the community
- Blueprint for the place!

Shelley Moore, 2021

Team time: Make a plan!

- How does today's session connect with your wonderings
- What is something that is useful from today that you could try?
- What supports will you need to make this happen?

For Next Session

1. Try something new
   - Class review
   - Staff review
   - Who am I? Profile
   - Share your learning with another person
   - Reflect on some big goals for your class
   - Find a planning partner
2. Bring some evidence of what you tried!
   - Student sample
   - Planning template
   - Photo of a meeting
3. You will have a chance to share at the beginning of next session
   - What did we try?
   - What did we notice?
   - What is our next step?

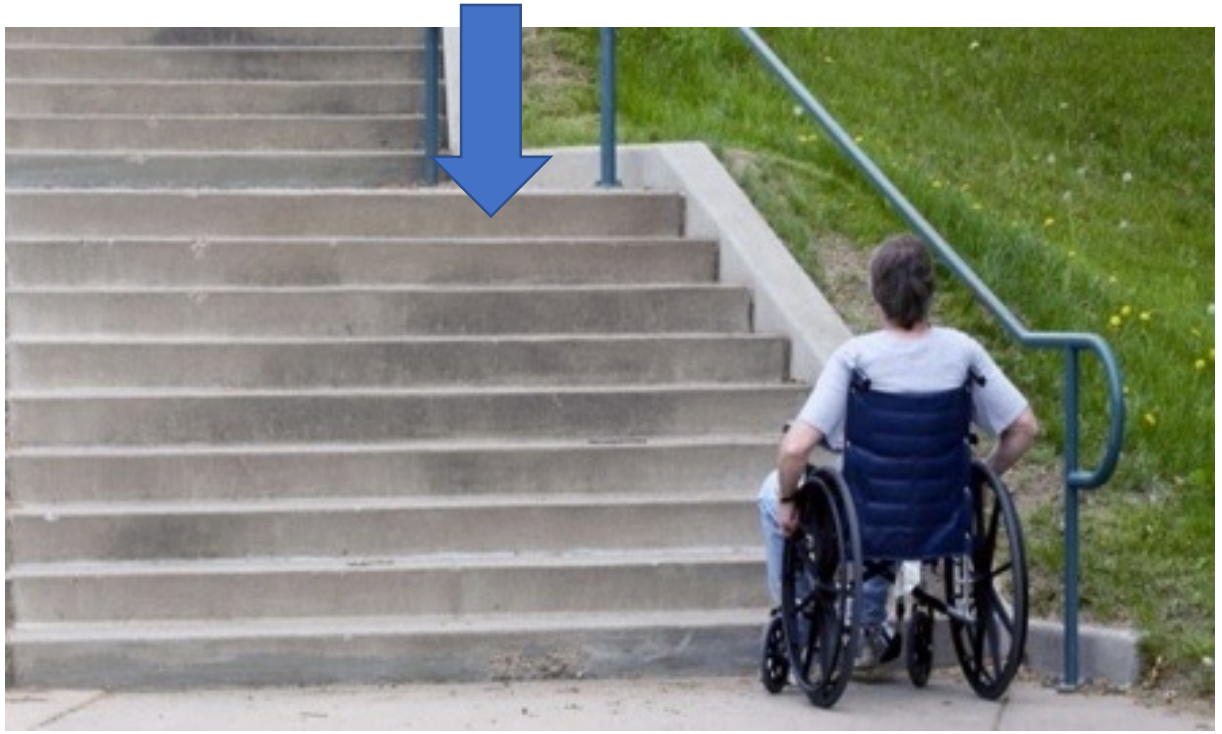
Google Form

https://forms.gle/6nQbHLnmY8jqeTqc7

What are barriers??

PHYSICAL

To LEARNING



To EQUITY

How can we REDUCE barriers??

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