

COLLABORATIVE PROFESSIONAL
LEARNING ACTIVITIES

Establishing Inclusive Learning Environments



The Alberta Teachers' Association



Weaving learning strands for inclusive education

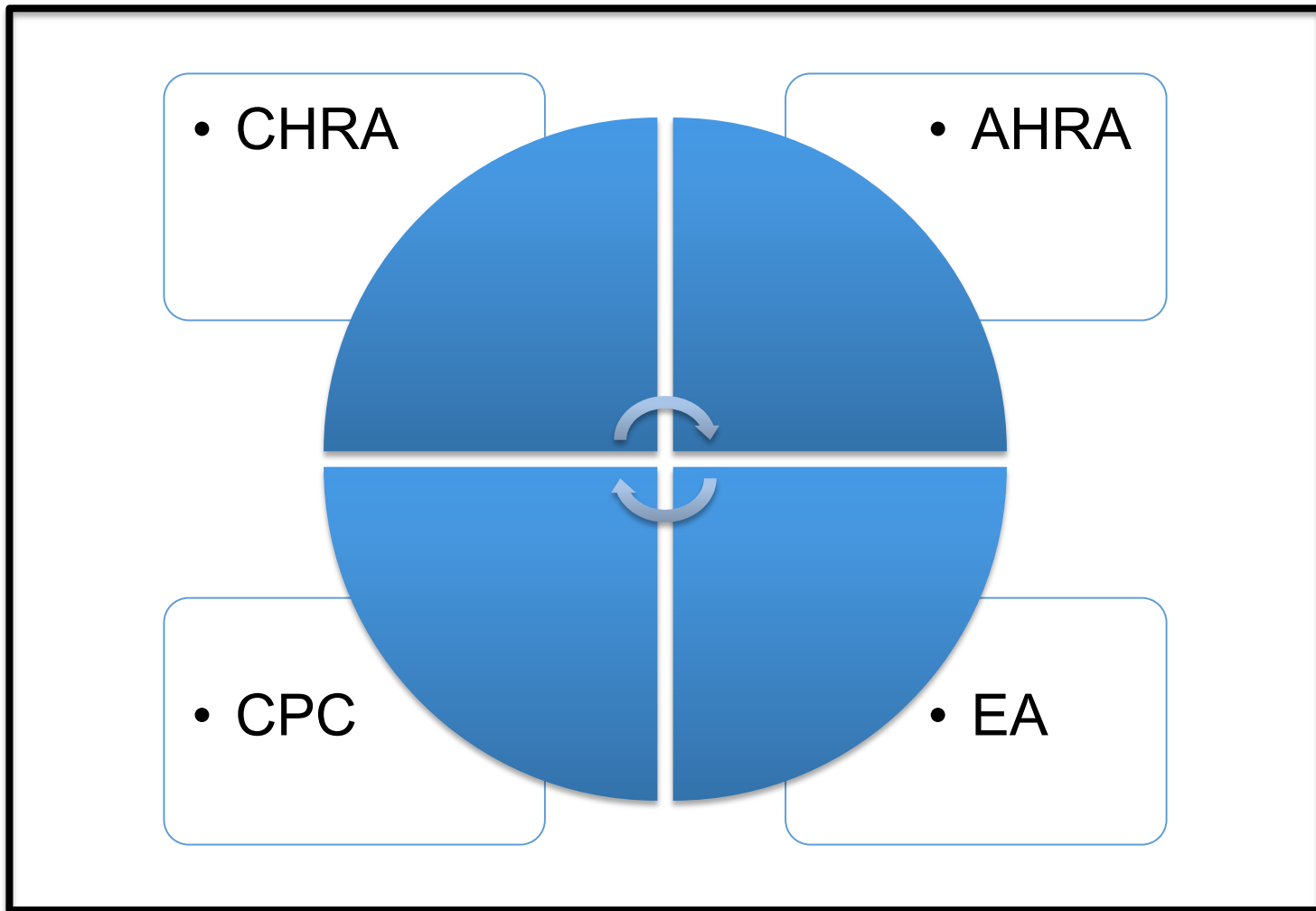
"A mind that is stretched by new experience can never go back to its old dimensions."

- Oliver Wendell Holmes

Indicators of Inclusive Schools

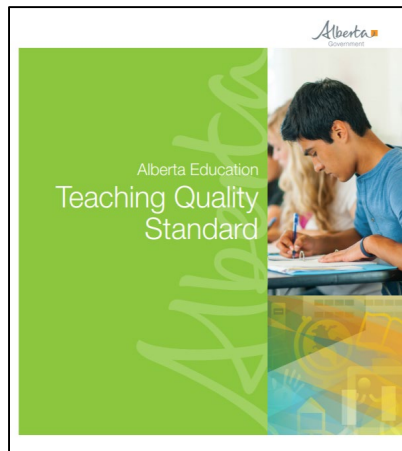
- Establishing inclusive values and principles
- Establishing an inclusive learning environment
- Promoting and supporting success
- Organizing for inclusive instruction and learning
- Engaging parents and community

Human Rights Placemat



Inclusive Learning Environments

A teacher ***promotes and sustains*** inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe

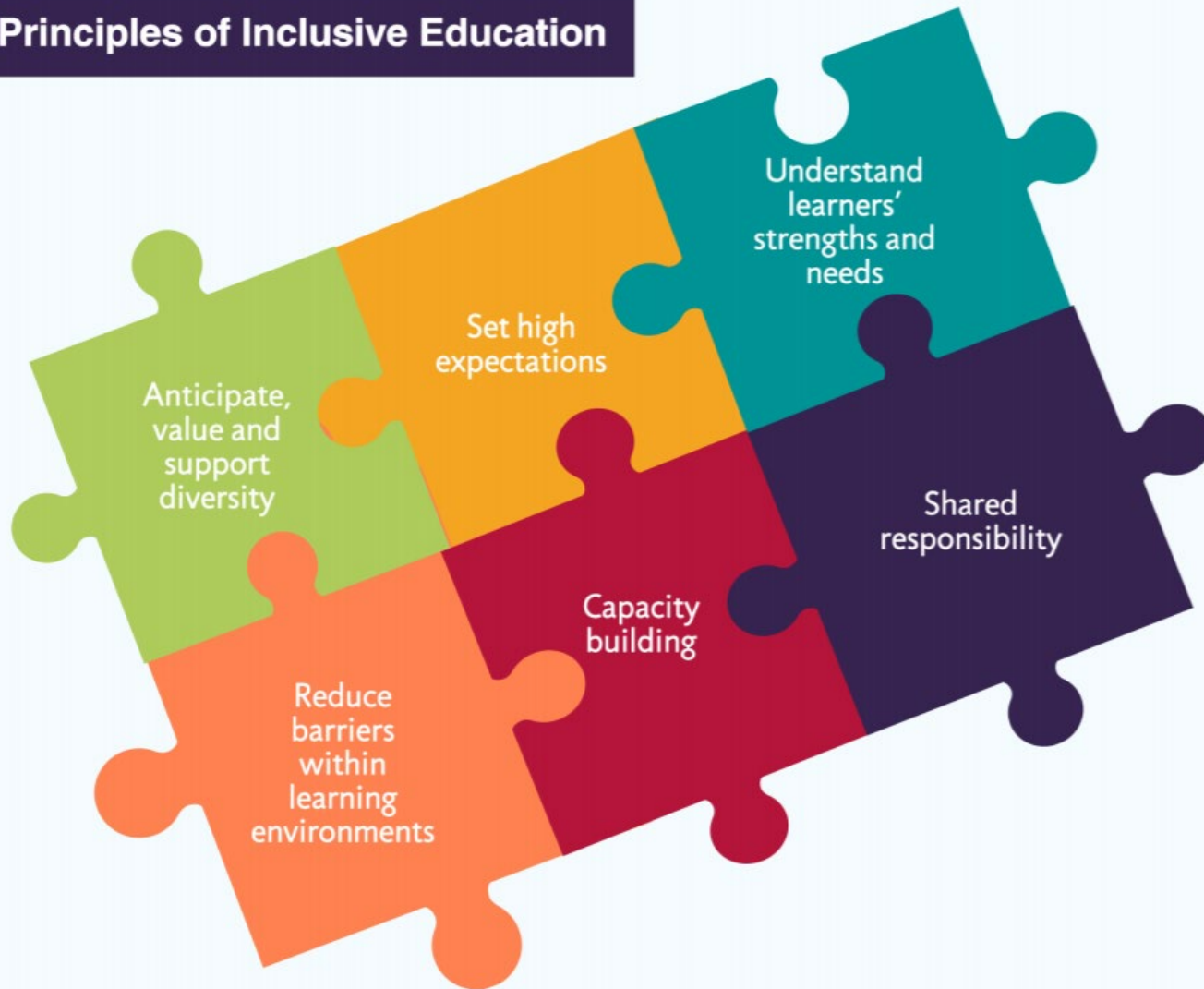


- (a) fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;
- (b) using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;
- (c) communicating a philosophy of education affirming that every student can learn and be successful;
- (d) being aware of and facilitating responses to the emotional and mental health needs of students;
- (e) recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;
- (f) employing classroom management strategies that promote positive, engaging learning environments;
- (g) incorporating students' personal and cultural strengths into teaching and learning; and
- (h) providing opportunities for student leadership.

TQS Sentence Stems

1. I find it interesting that...
2. Something that surprised me...
3. I appreciate that...
4. I agree that...
5. Something that concerns me...
6. I wonder about...

Principles of Inclusive Education



<http://www.hpec.ab.ca/uploads/files/Inclusion%20Infograph.pdf>

Five Dimensions – Indicators of Inclusive Schools

- Establishing inclusive values and principles
- Establishing inclusive learning environments
- Providing supports for success
- Organizing learning and instruction
- Engaging with parents and community



https://education.alberta.ca/media/482253/indicators_of_inclusive_schools.pdf

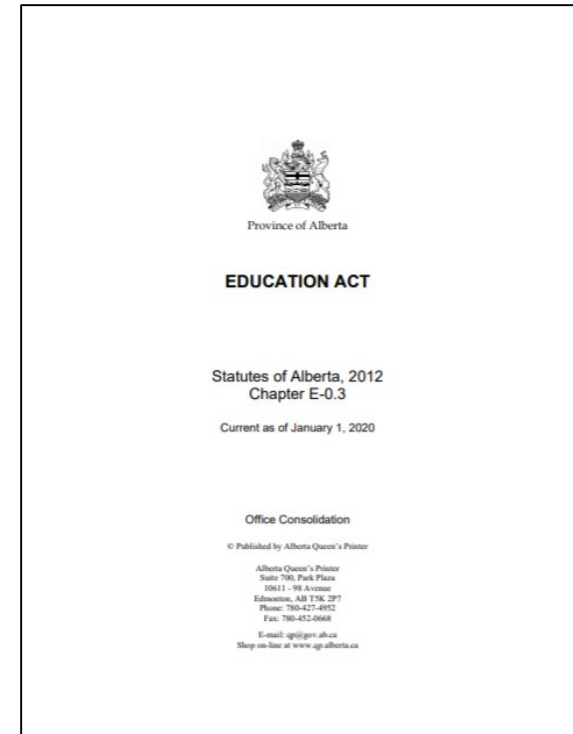


Inclusive Learning Environment



Common Understanding?

Alberta Education defines inclusion as a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners.



https://www.alberta.ca/inclusive-education.aspx?utm_source=redirector

“inclusive learning environment” means a classroom, school, on-line learning environment or other educational setting structured to anticipate, value and respond to the diverse strengths and needs of all students”

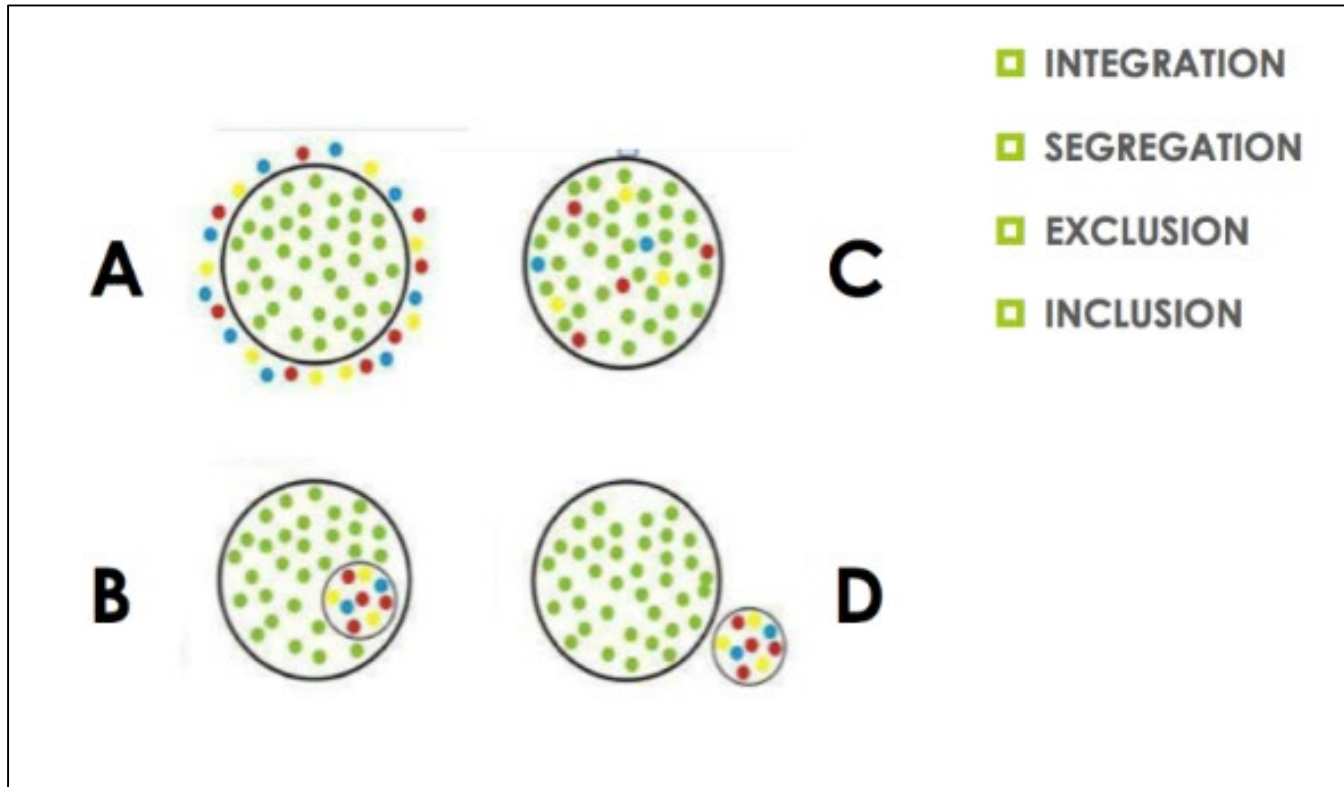


The Evolution of Inclusion



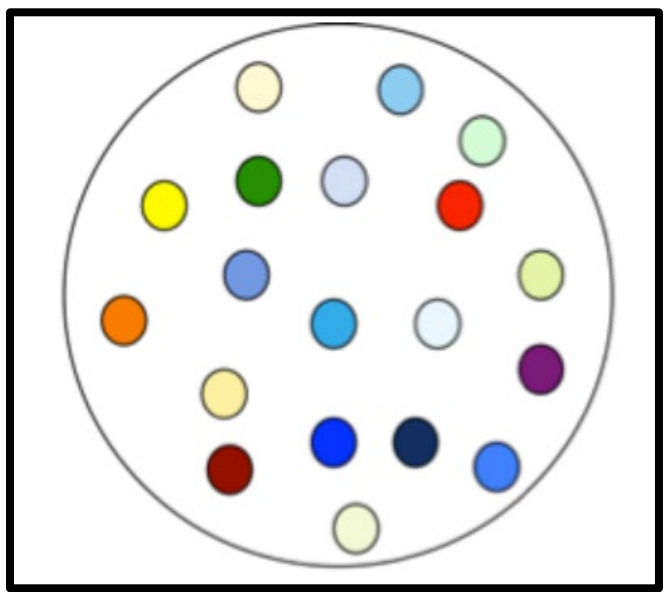
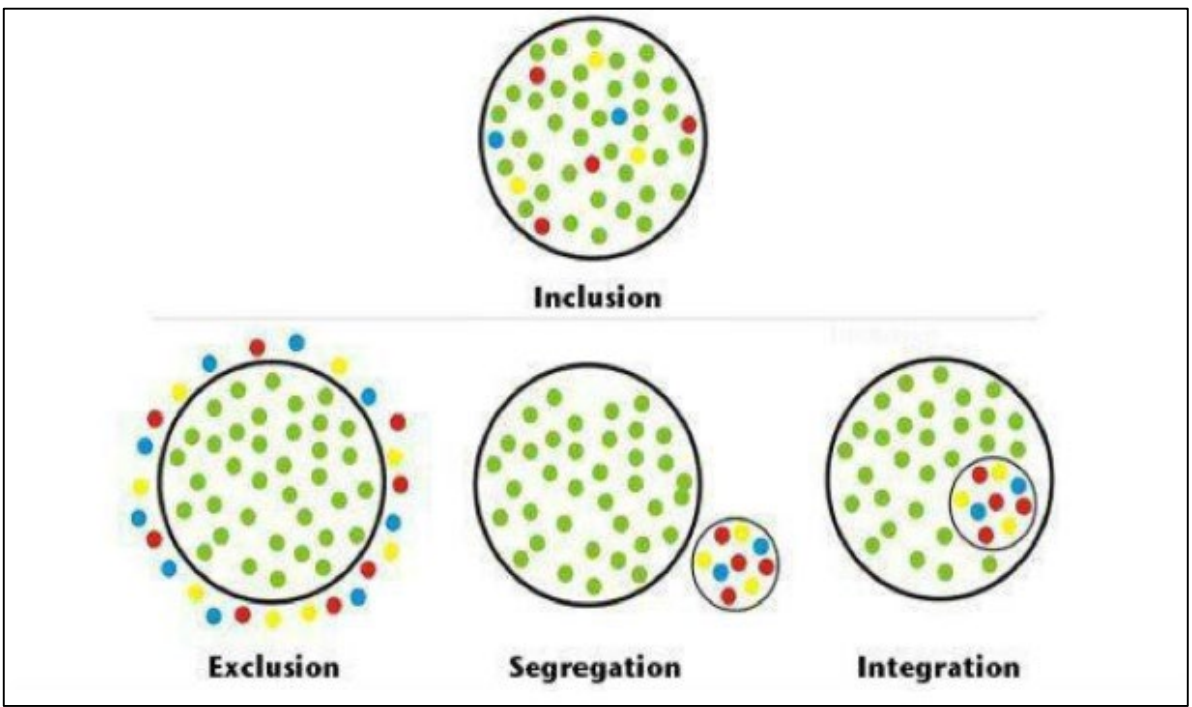
<https://www.youtube.com/watch?v=PQgXBhPh5Zo>

What is Inclusion?



<https://blogsomemoore.com/>

Inclusion and Individual Students



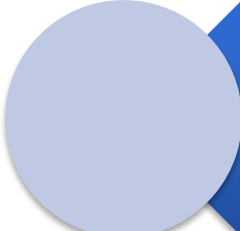
<https://blogsomemoore.com/>



Positive



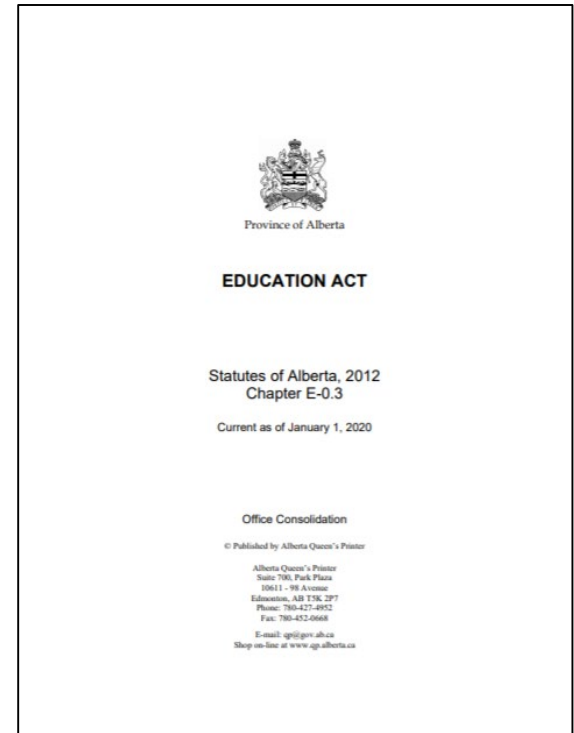
Interesting



Challenging

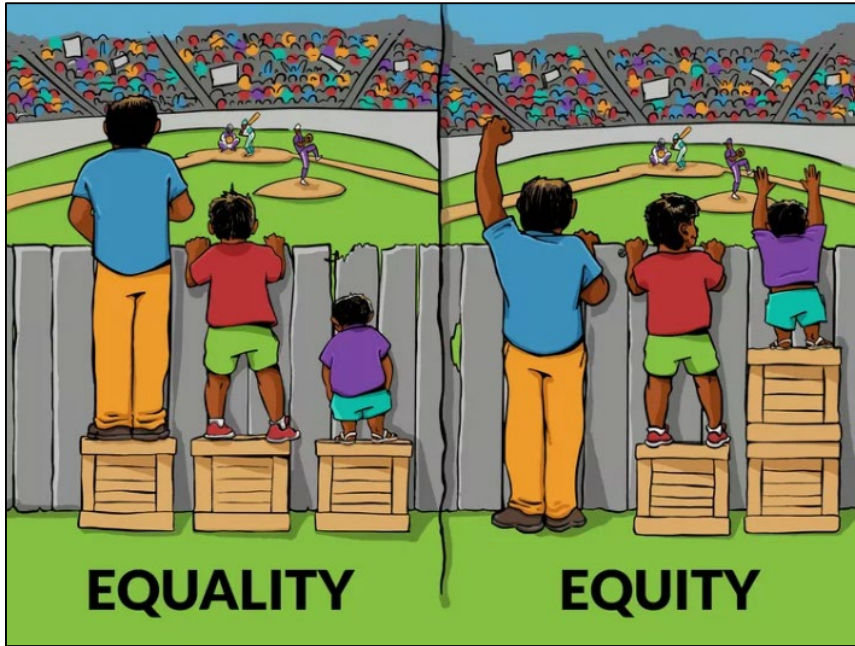
Alberta Definition of Inclusion

Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners.

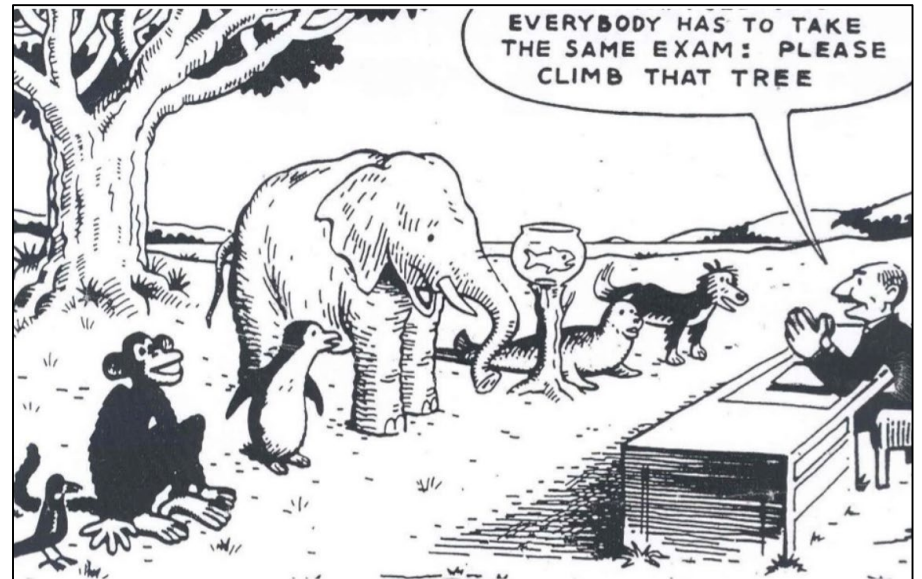


https://www.alberta.ca/inclusive-education.aspx?utm_source=redirector

Equity vs. Equality

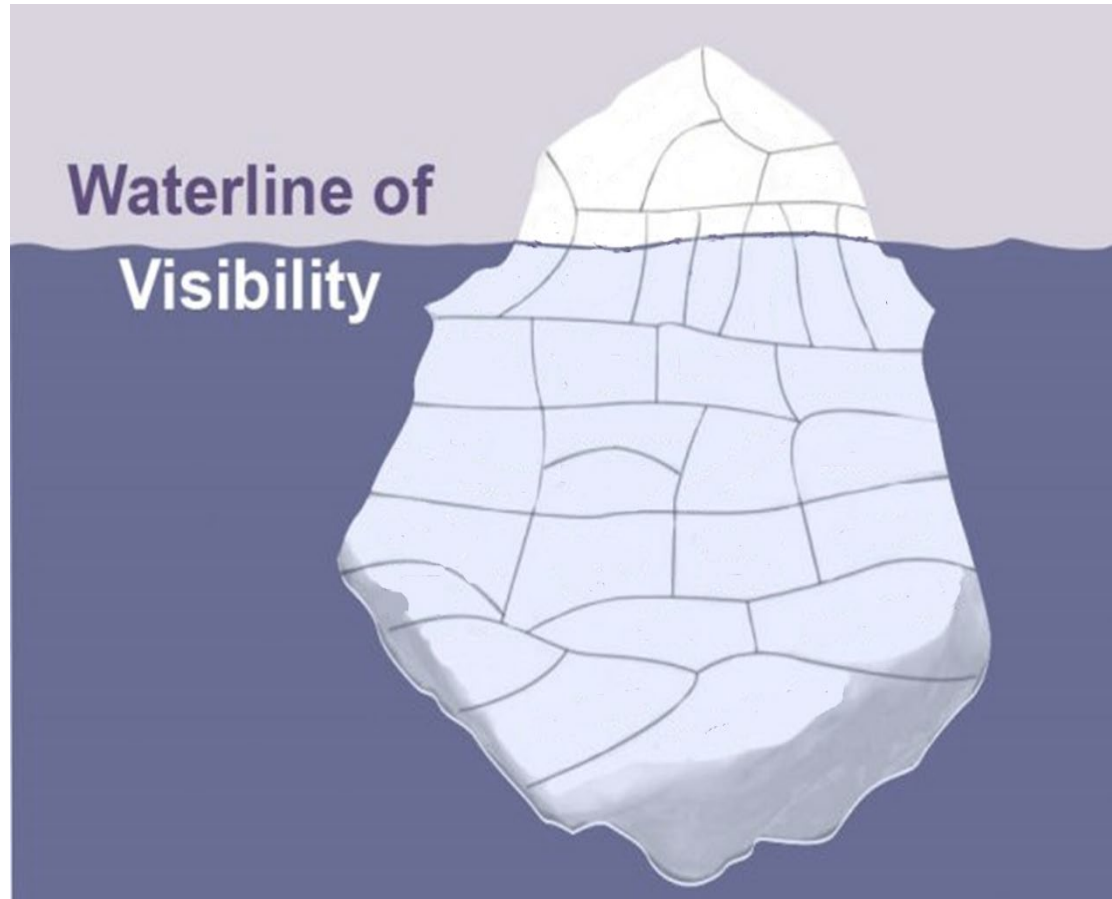


<http://interactioninstitute.org/illustrating-equality-vs-equity/>



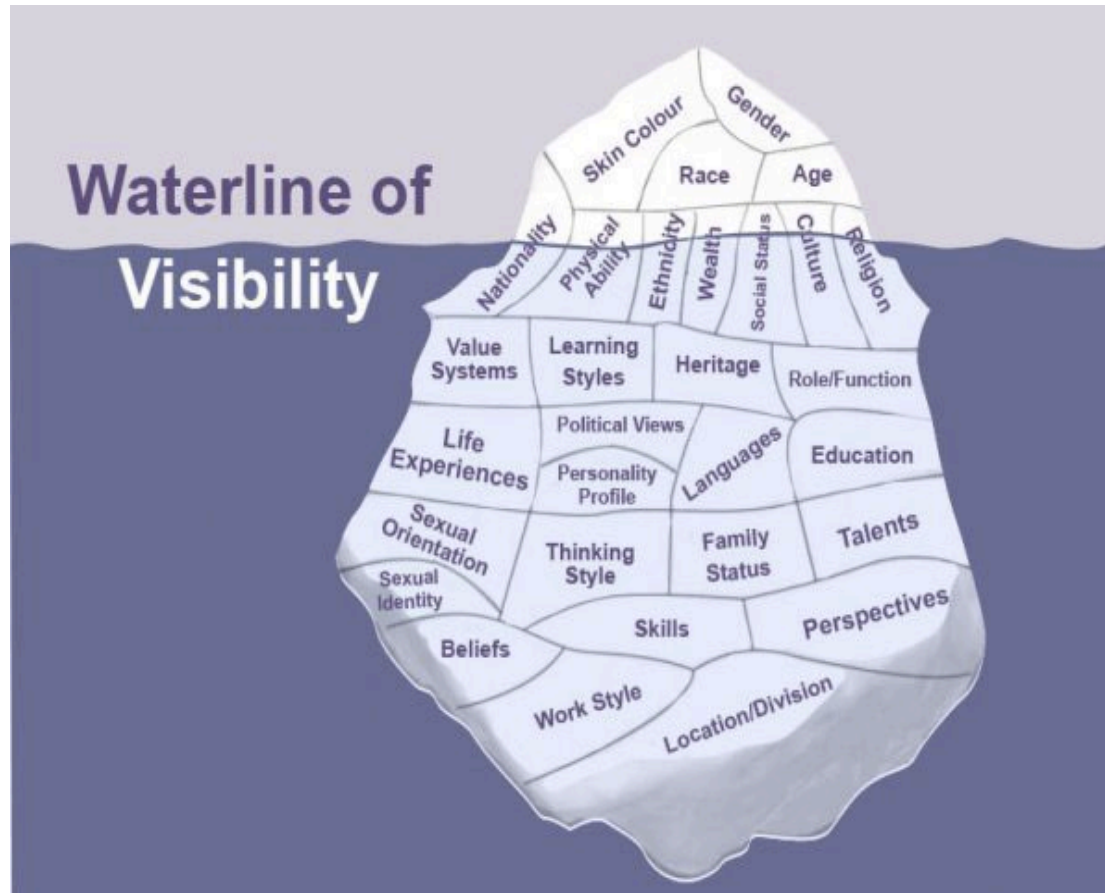
<http://nccr-planets.ch/wp-content/uploads/2015/06/Bildschirmfoto-2015-06-03-um-16.27.33.jpg>

Diversity and Identity Iceberg



Adapted from Canadian Centre for Diversity and Inclusion

Diversity and Identity Iceberg Elements



Adapted from Canadian Centre for Diversity and Inclusion

Welcoming, Caring, Respectful and Safe Learning Environments

Alberta's Education Act, Sec 33(1)(d) requires that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respect diversity and fosters a sense of belonging.



Education Act, Sec 33 (2) states:

Each board shall establish, implement and maintain a policy respecting the board's obligation to provide a welcoming, safe, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour.



Bullying is:

A repeated and hostile or demeaning behaviour intended to cause harm, fear or distress, including psychological harm to harm a person's reputation. It often involves an imbalance of social or physical power.

Bullying

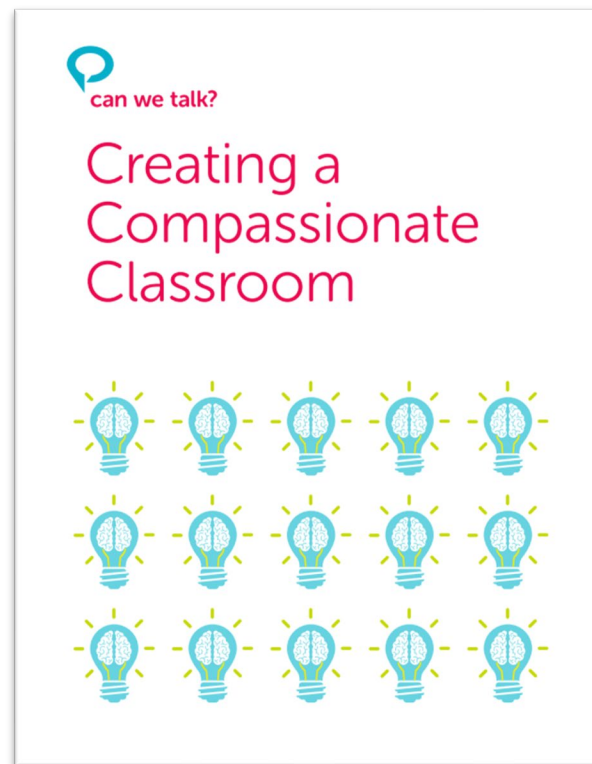


Three-Pronged Approach to Addressing Mental Health

- Reduce stigma
- Identify and intervene
- Curriculum for mental health

Creating a Compassionate Classroom, Jigsaw

- ① Pages 2 – 7
- ② Pages 8 – 13
- ③ Pages 14 – 20
- ④ Pages 21 – 28
- ⑤ Pages 29 – 37



The Last Word

In closing, I'd like to say this about mental health...



Trauma-Informed Practice

- What?
- So What?
- Now What?

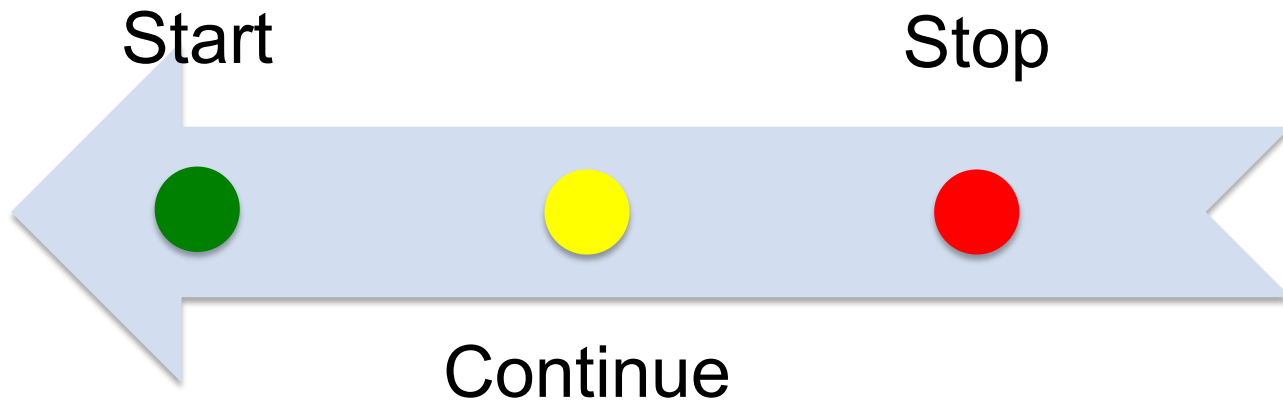


Working Together to Support Mental Health in Alberta Schools

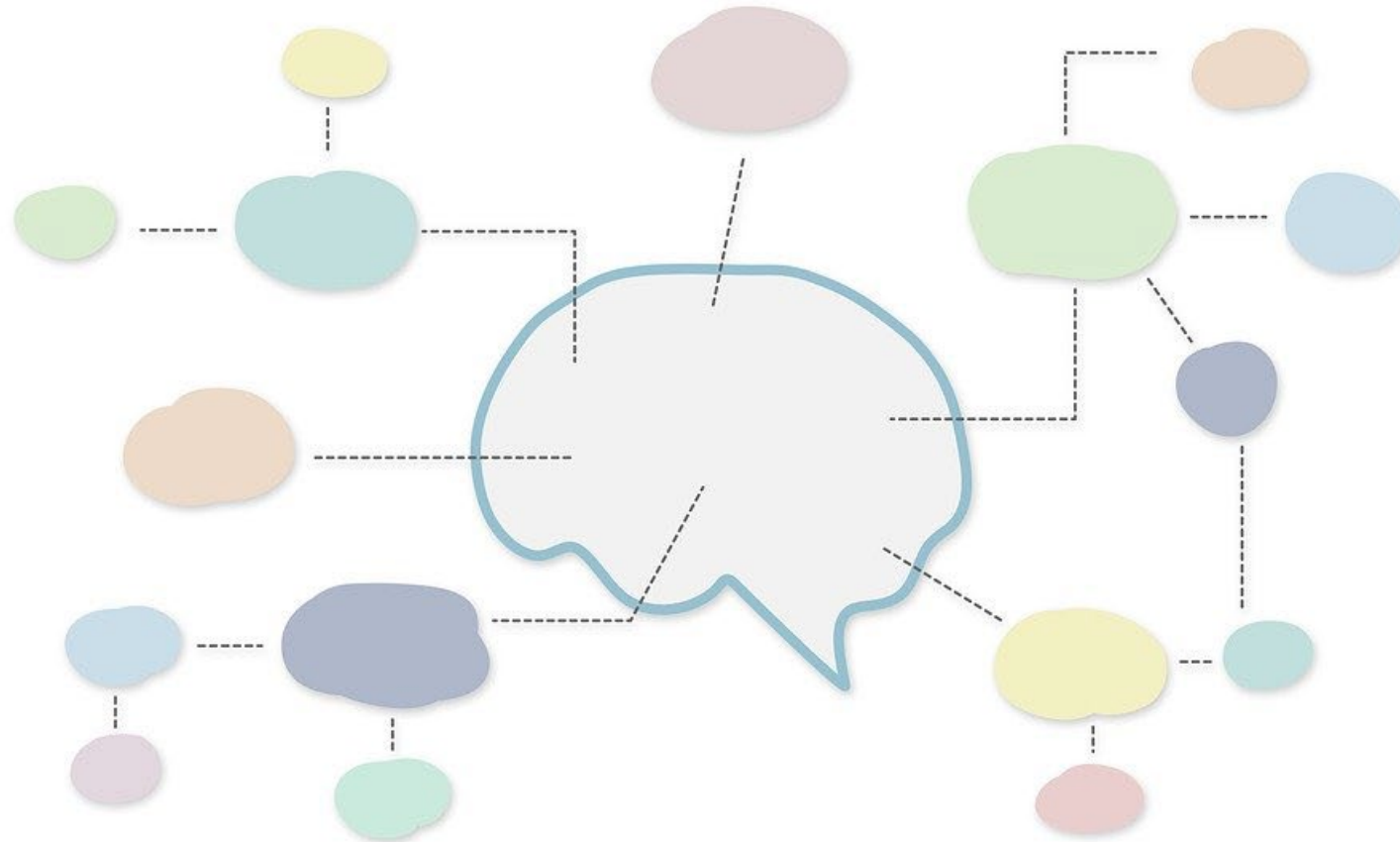
- ① Page 9
- ② Page 10
- ③ Page 11 + Reducing Stigma
- ④ Page 12 – 13 Positive Respectful Language

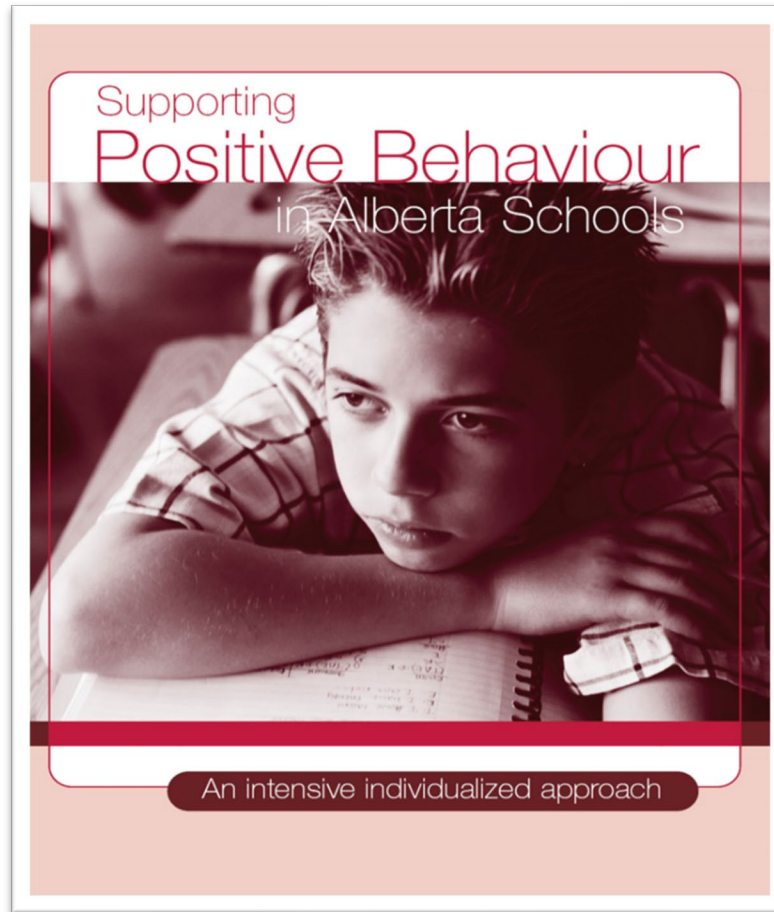


Best Practices to Respect LGBTQ Human Rights



Group Mind Map





https://education.alberta.ca/media/464616/supporting_positive_behaviour_individual.pdf

Classroom Management

Ineffective	Effective

Response to Intervention (RTI)

- Positive
- Interesting
- Challenging



“Universal Design for Learning.” Centre for Teaching and Learning, Red Deer College

The screenshot shows the website for the Centre for Teaching and Learning at Red Deer College. The header includes the RDC logo and the text "Centre for Teaching and Learning". A navigation bar contains links for "About", "Events", "Teaching Development", "Flexible Delivery", "Curriculum Design & Pedagogy", "Educational Tech", "Learning Spaces", and "RDC".

The main content area is titled "Curriculum Design Menu" and lists several options: Curriculum Design and Pedagogy, Outcomes-Based Education, Learning Outcomes, Assessment, Course Outline Guidebook, Course Delivery Terms, Indigenization of Teaching and Learning, and Copyright and Consent.

Below this is the "Pedagogy Menu" with options: Learner-Centred Practice, Universal Design for Learning, Supporting International Students, High Impact Educational Practices, Experiential Learning, and Teaching Philosophy.

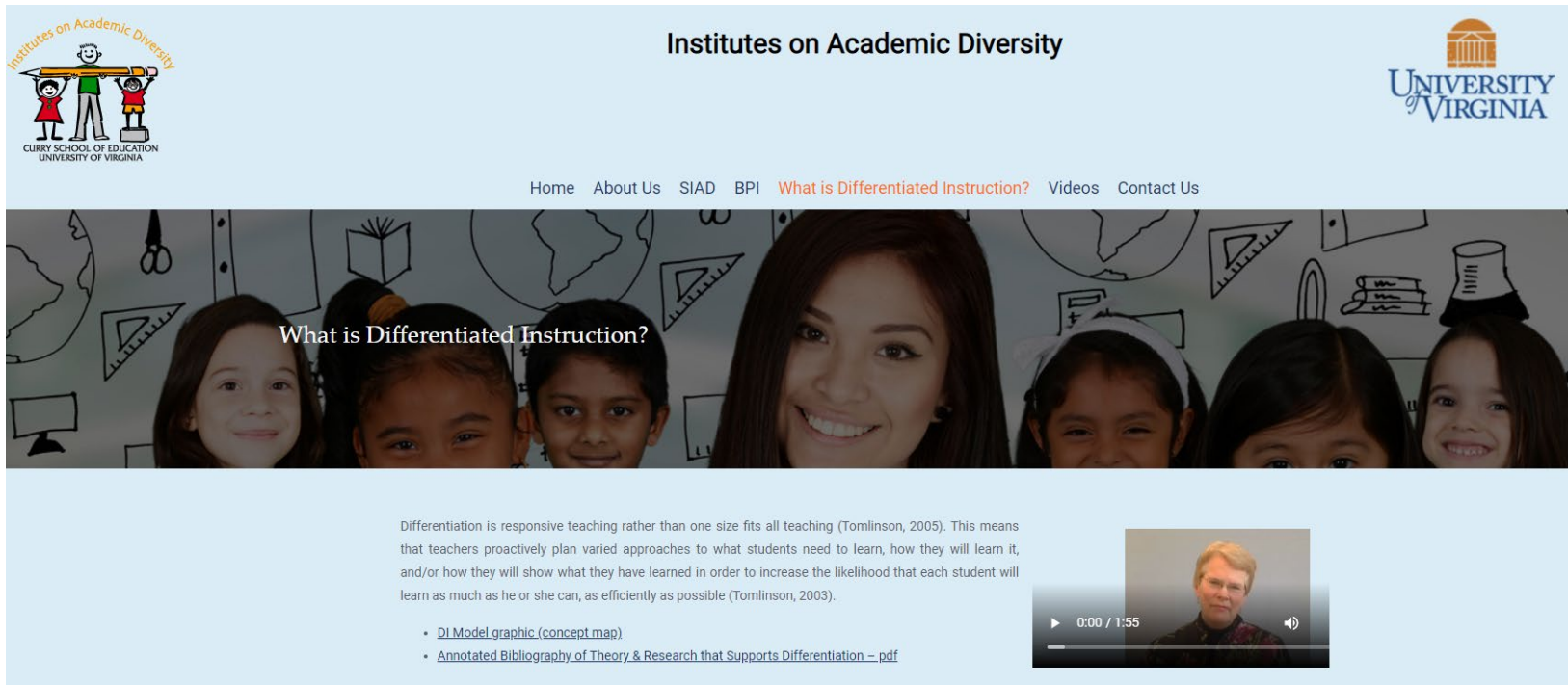
The "Universal Design for Learning" page is displayed, featuring a breadcrumb trail: Home / Curriculum Design and Pedagogy / Universal Design for Learning. The page title is "Universal Design for Learning". A decorative horizontal bar with a rainbow gradient is present.

The section "What is Universal Design for Learning (UDL)?" includes a Venn diagram with three overlapping circles labeled "Representation", "Expression", and "Engagement", with "UDL Principles" at the top. The text explains that UDL is a set of principles for curriculum development and delivery that give all individuals equal opportunities to learn. It provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone; not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs. (CAST, 2014.)

A small caption below the diagram reads: "Venn Diagram" by University of Denver is licensed under CC BY 4.0/ Design modified from original.

<http://ctlrdc.ca/curriculum-design-pedagogy/universal-design-for-learning/>

DifferentiationCentral University of Virginia



The screenshot shows the website header for the Institutes on Academic Diversity at the University of Virginia. The header includes the logo for the Curry School of Education, the University of Virginia logo, and a navigation menu with links for Home, About Us, SIAD, BPI, What is Differentiated Instruction?, Videos, and Contact Us. The main content area features a large image of diverse children and a teacher, with the text "What is Differentiated Instruction?". Below this, there is a paragraph explaining differentiation as responsive teaching, followed by two bullet points: "DI Model graphic (concept map)" and "Annotated Bibliography of Theory & Research that Supports Differentiation – pdf". A video player is also visible, showing a person speaking.

Institutes on Academic Diversity

CURRY SCHOOL OF EDUCATION
UNIVERSITY OF VIRGINIA

UNIVERSITY
of VIRGINIA

Home About Us SIAD BPI **What is Differentiated Instruction?** Videos Contact Us

What is Differentiated Instruction?

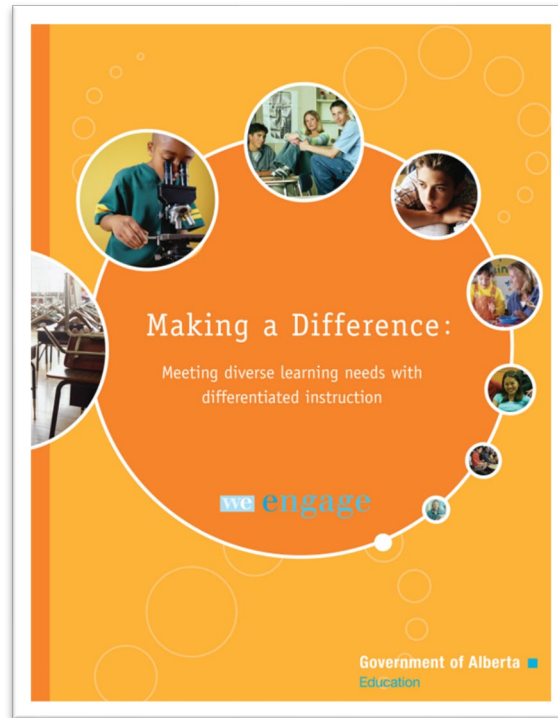
Differentiation is responsive teaching rather than one size fits all teaching (Tomlinson, 2005). This means that teachers proactively plan varied approaches to what students need to learn, how they will learn it, and/or how they will show what they have learned in order to increase the likelihood that each student will learn as much as he or she can, as efficiently as possible (Tomlinson, 2003).

- [DI Model graphic \(concept map\)](#)
- [Annotated Bibliography of Theory & Research that Supports Differentiation – pdf](#)

0:00 / 1:55

<http://differentiationcentral.com/what-is-differentiated-instruction/>

Making a Difference Alberta Education (2010)



https://education.alberta.ca/media/384968/makingadifference_2010.pdf

Inclusive Education Library



<http://www.learnalberta.ca/content/ieptlibrary/>

Learning Technologies: Information for Teachers

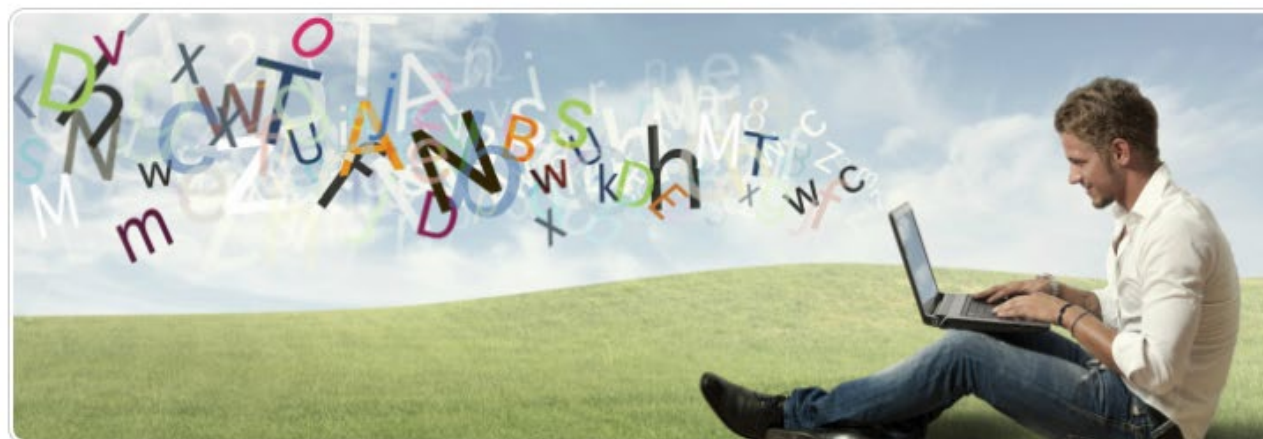
[Français](#)

[Home](#)
[Text-to-speech](#)

[Word Prediction](#)

[Speech Recognition](#)

[Visual Thinking Tools](#)

[Videos & Learning Guides](#)
[Contact](#)


Inspiring Education supports a vision of success for every student in an inclusive education system. Achieving this vision requires focusing on the learner, and leveraging technology to support the creation and sharing of knowledge. In today's classrooms, a wide range of technologies are also creating new options for differentiated instruction and for the inclusion of students with disabilities.

Medical/Disability Information for Classroom Teachers

Understanding Medical and Disability Information



Understanding medical and disability implications is essential for getting to know students, planning effective instruction and providing the right level of classroom support. The critical information is not necessarily what the medical conditions or disabilities are, but rather how they impact a student's learning, social/emotional behaviour and the classroom environment.

<https://www.learnalberta.ca/content/inmdict/html/index.html>

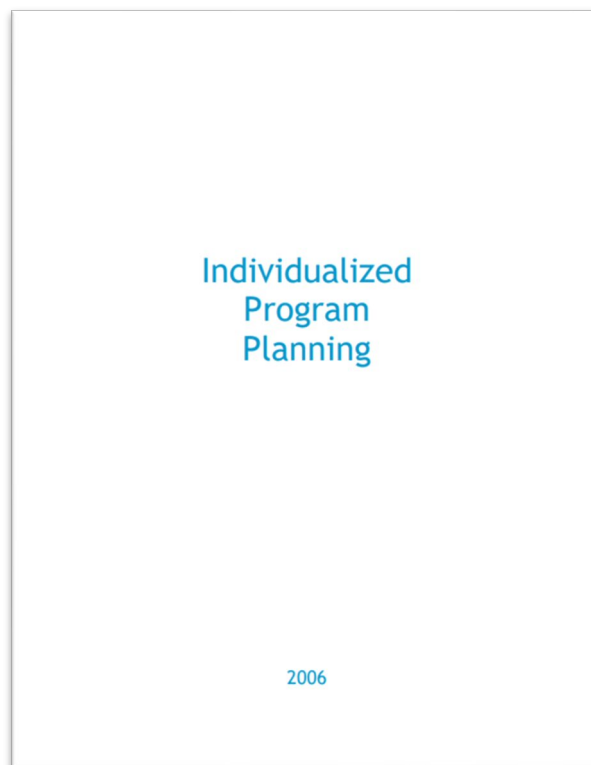


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Individualized Program Planning Alberta Education (2006)



<https://education.alberta.ca/media/384992/individualized-program-planning-2006.pdf>

Individualized Program Planning Jigsaw

- Everyone reads Chapter 1
- Read your assigned chapter
- Prepare an overview of this chapter
- Present the overview of your assigned chapter



Gifted and Talented

Giftedness is exceptional potential and/or performance across a wide range of abilities in one or more areas:

- General intellect
- Specific academia
- Creative thinking
- Social
- Music
- Art
- Kinesthesia

Each school authority establishes its own assessment process for identifying giftedness and ensuring appropriate programming.

Special Education Coding Criteria, 2019/20



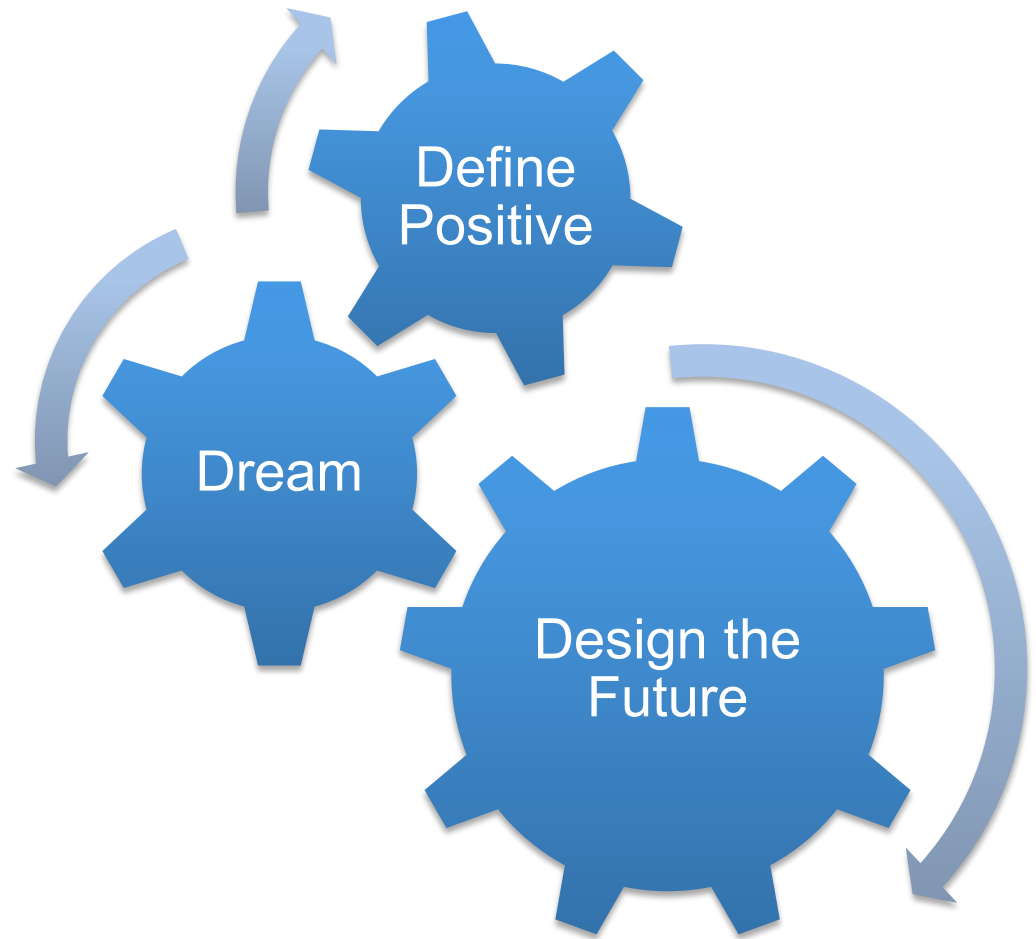
Alberta Education student statistics for 2017/18 report 6,752 students K-12, or 0.9% of the Alberta student population were coded as gifted and talented.

Source:

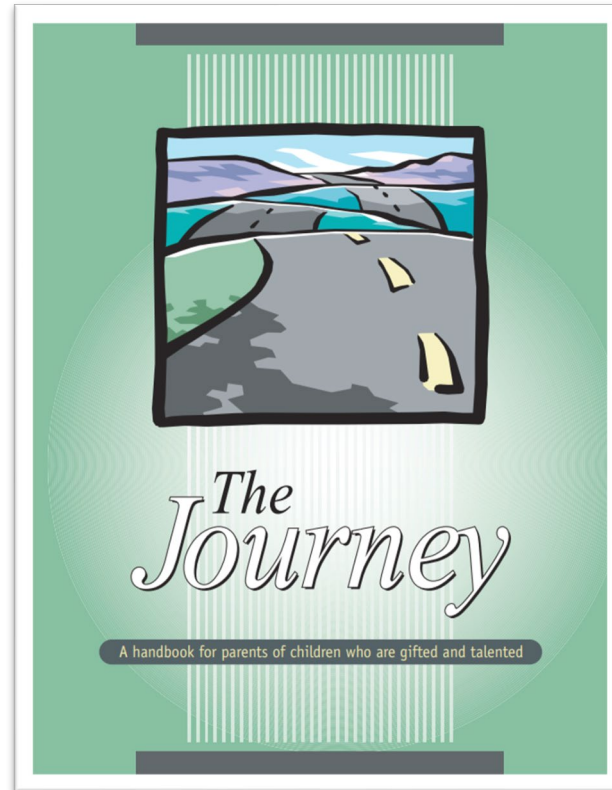
<https://www.alberta.ca/student-population-statistics.aspx>



Appreciative Inquiry Conversation



The Journey Alberta Education (2004)



<https://education.alberta.ca/media/464613/the-journey-a-handbook-for-parents-2004.pdf>

Diverse Learning Needs

- Autism Spectrum Disorder
- Blind or Visually Impaired
- Deaf or Hard of Hearing
- Attention Deficit / Hyperactivity
- Fetal Alcohol Spectrum Disorder
- Learning Disabilities
- Gifted
- Positive Behaviour Supports

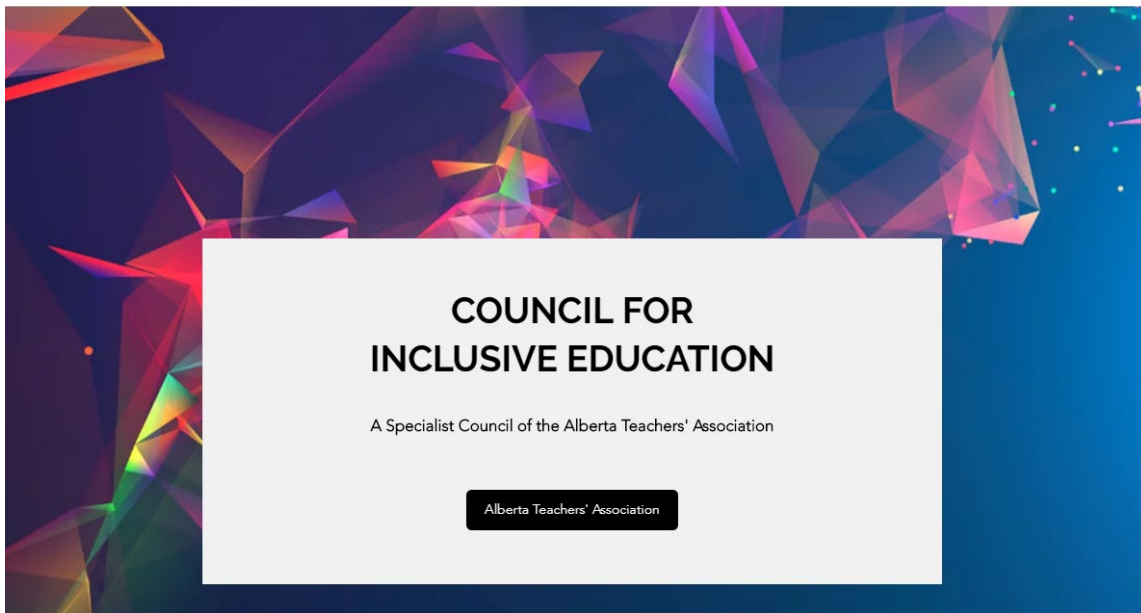
Pair and Share

- Definition of the learning need
- Three instructional strategies
- Something that surprised you or that you would like learn more about

Council for Inclusive Education



Home Meet the Executive Become a Member Regional PD Conference Publications Teaching Resources CIE Educator Awards



<https://www.cieducation.ca/>

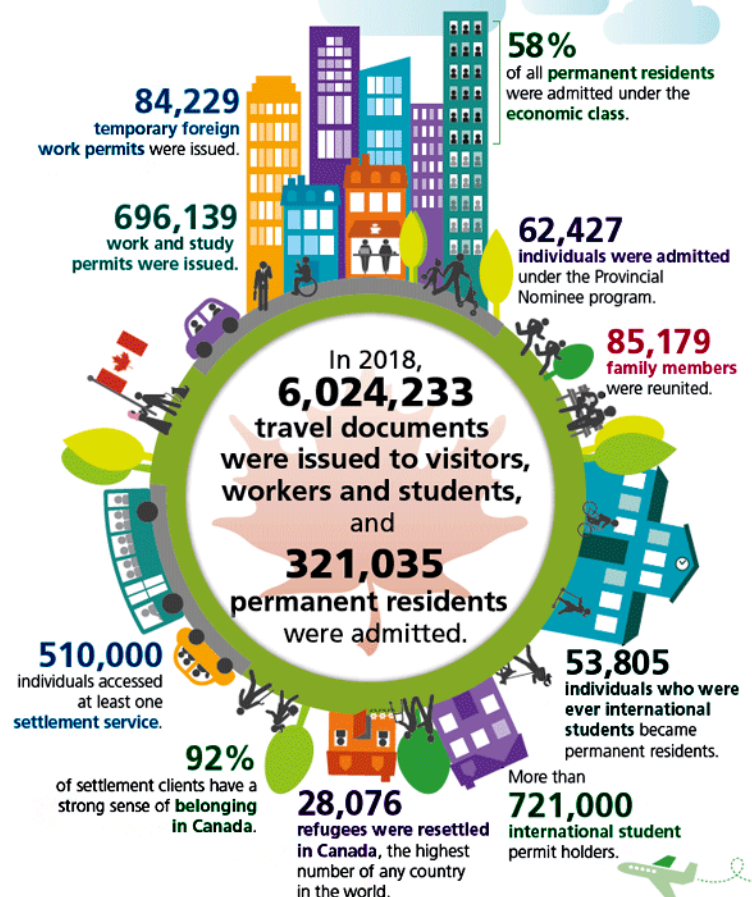


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HIGHLIGHTS OF 2018



<https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/annual-report-parliament-immigration-2019.html>

Education Act (2020)

Section 32: Parent responsibilities

A parent has the prior right to choose the kind of education that shall be provided to the parent's child, and as a partner in education, has the responsibility to

(a) act as the primary guide and decision-maker with respect to the child's education

(e) co-operate and collaborate with school staff to support the delivery of supports and services to the child



An orange circle is positioned to the left of a yellow horizontal bar with a gradient from light to dark yellow. The word "Know" is written in white, sans-serif font in the center of the bar.

Know

A light green circle is positioned to the left of a green horizontal bar with a gradient from light to dark green. The words "Want to Know" are written in white, sans-serif font in the center of the bar.

Want to Know

A light blue circle is positioned to the left of a blue horizontal bar with a gradient from light to dark blue. The word "Learned" is written in white, sans-serif font in the center of the bar.

Learned

Key concepts about diversity

- We all have diverse talents, skills and experiences.
- Canada is a diverse country. This diversity brings **numerous challenges** and **assets** to our society.
- Diversity is a **fact**. Inclusion is a **choice/action**.
- We all have complex identities, consisting of **visible** and **invisible components**.

Diversity, Equity and Human Rights

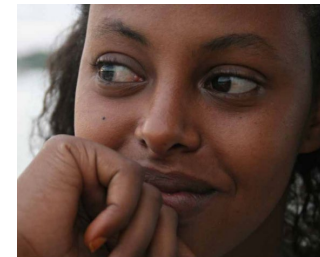
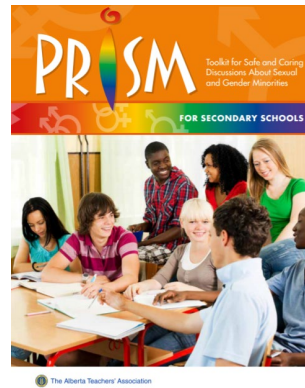
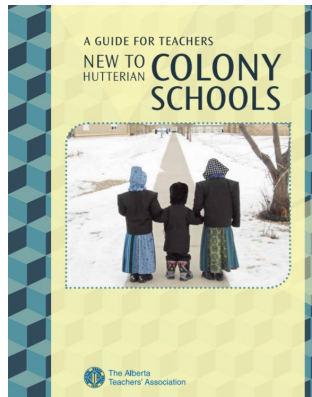
Respectful Schools Online Toolkit

HUMAN RIGHTS EDUCATION FOR ALBERTA SCHOOLS, FAMILIES AND COMMUNITIES

Parents & Community

Teachers & Principals

Education Leaders



Teaching Somali Immigrant Children:
Resources for Student Success

Muhi Ali, Kelsey Franklin, Kerry Harvey, Galad Hussein,
Sarah Jane Lee, Jill Mason, and Brent Yitch, Authors
Pamela Young and Earl Choddo, Editors



<https://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity-Equity-and-Human-Rights/Pages/Index.aspx>

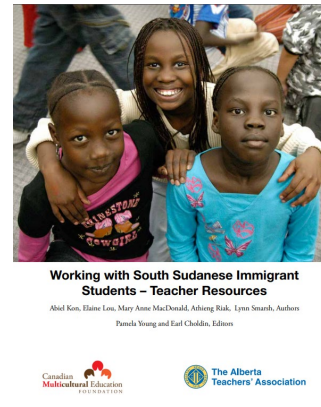
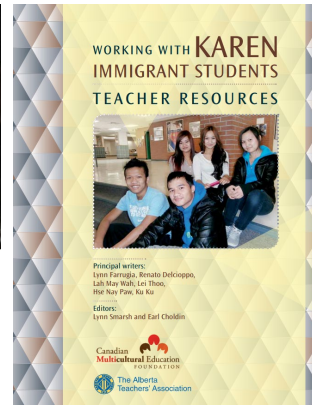
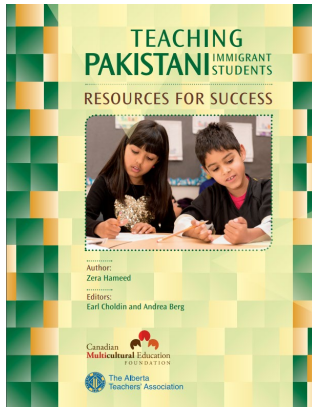
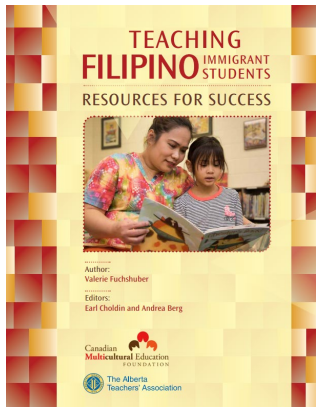
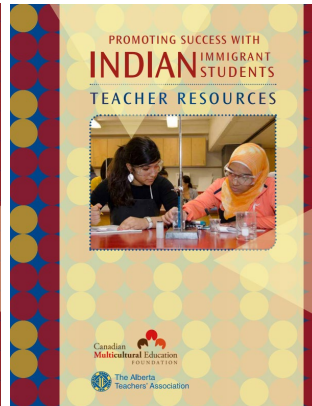
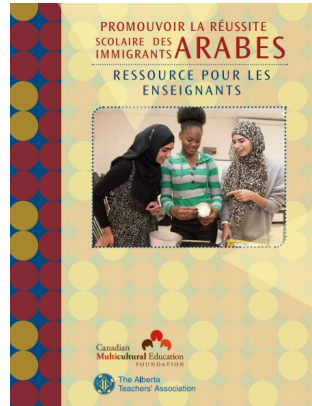
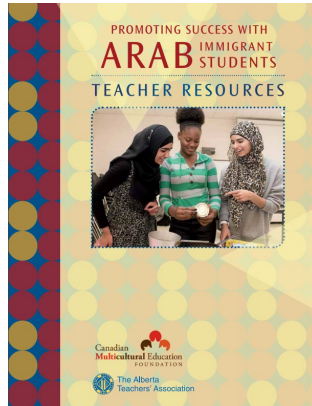
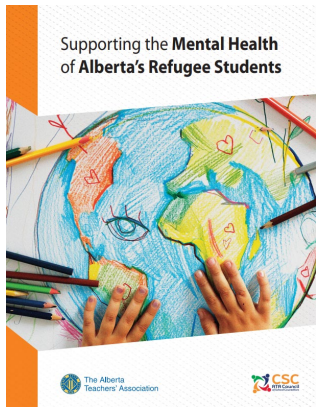
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Diversity, Equity and Human Rights



<https://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity-Equity-and-Human-Rights/Resources/Pages/Resources.aspx>



Establishing Inclusive Learning Environments

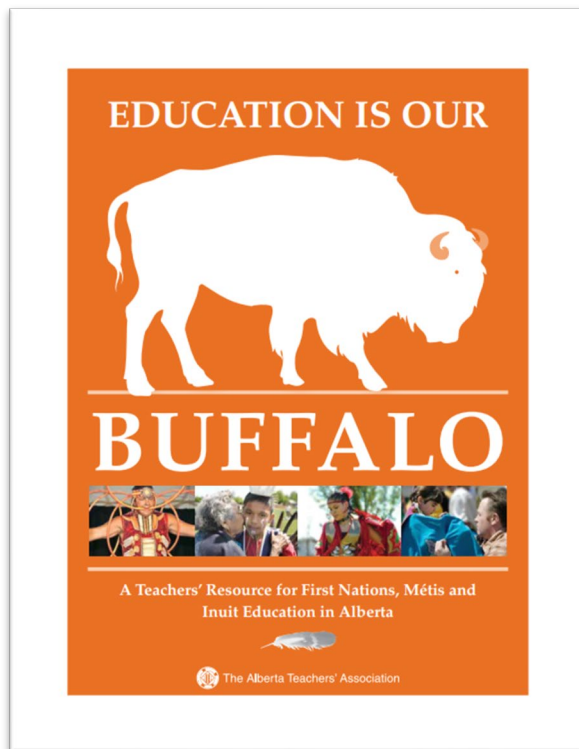
Intercultural Education

Incorporating student's personal and cultural strengths into teaching and learning

What	So What	Now What



Indigenous Education and Walking Together, ATA



<https://www.teachers.ab.ca/For%20Members/Professional%20Development/IndigenousEducationandWalkingTogether/Pages/WalkingTogether.aspx>

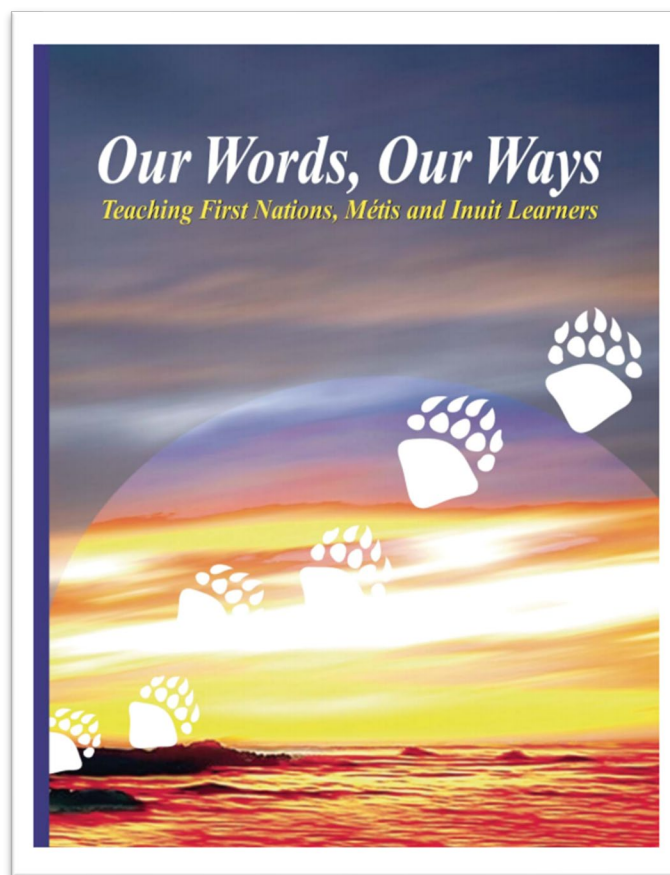
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Our Words, Our Ways. Alberta Education (2005)



<https://education.alberta.ca/media/3615876/our-words-our-ways.pdf>



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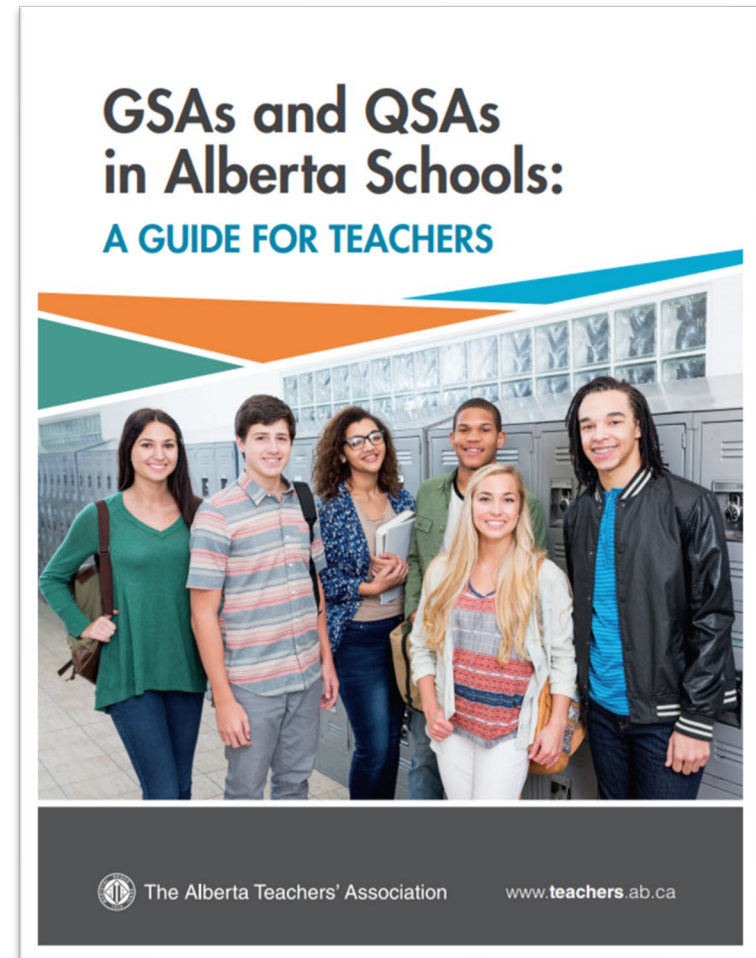
The Alberta Teachers' Association

Student Mentoring

Know	Want to Know	Learned

Jigsaw Assignments

- ① Pages 12 – 15
- ② Pages 17 – 20
- ③ Pages 30 – 35
- ④ Pages 42 – 45



Service Learning

Service learning refers to learning that actively involves students in a wide range of experiences, which often benefit others and the community, while also advancing the goals of a given curriculum.



“Never doubt that a small group of thoughtful
committed people can change the world.
Indeed it is the only thing that ever has.”

–Margaret Mead

