

Inclusive Education

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Land Acknowledgement

Thompson Rivers University is located in the Tk'emlúps te Secwépemc territory that is situated in the southern interior of British Columbia within the unceded traditional lands of the Secwépemc Nation



“Making Space” Summary

Purpose

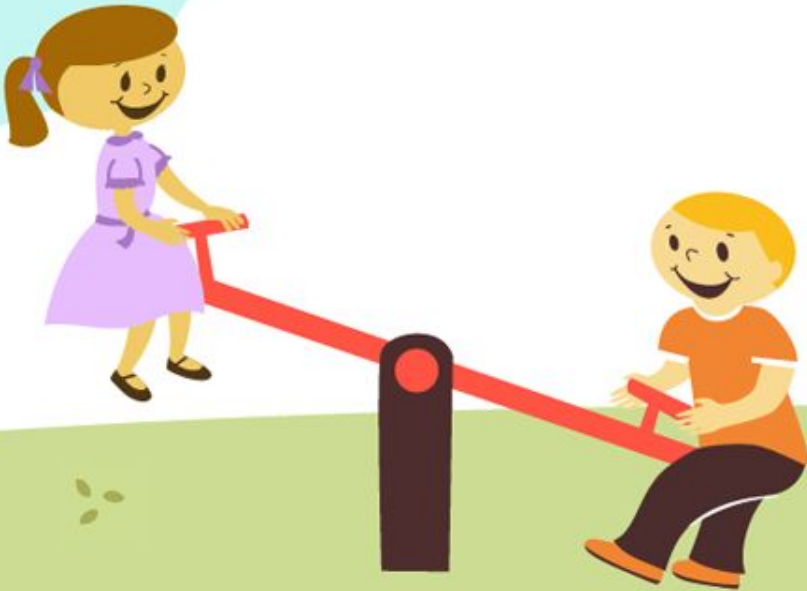
- Awareness and understanding of the diversity that exists in society
- Support for social justice

Considerations for Teaching

- What we can learn and determine about students
- When it is appropriate to incorporate student democracy
- What we know about the community

Social Location

- Students come with diverse pre-conceptions
- Teachers cannot represent all voices
- Teachers can be questioned by students about their social agenda



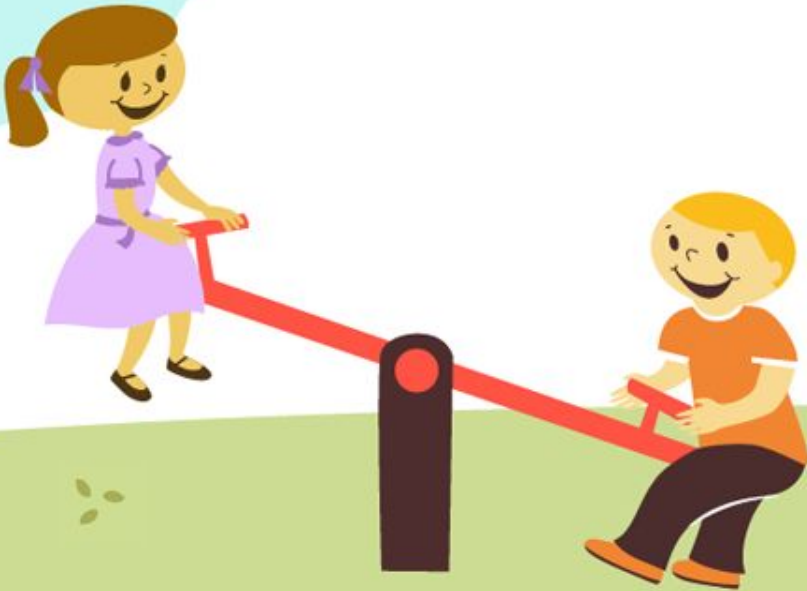
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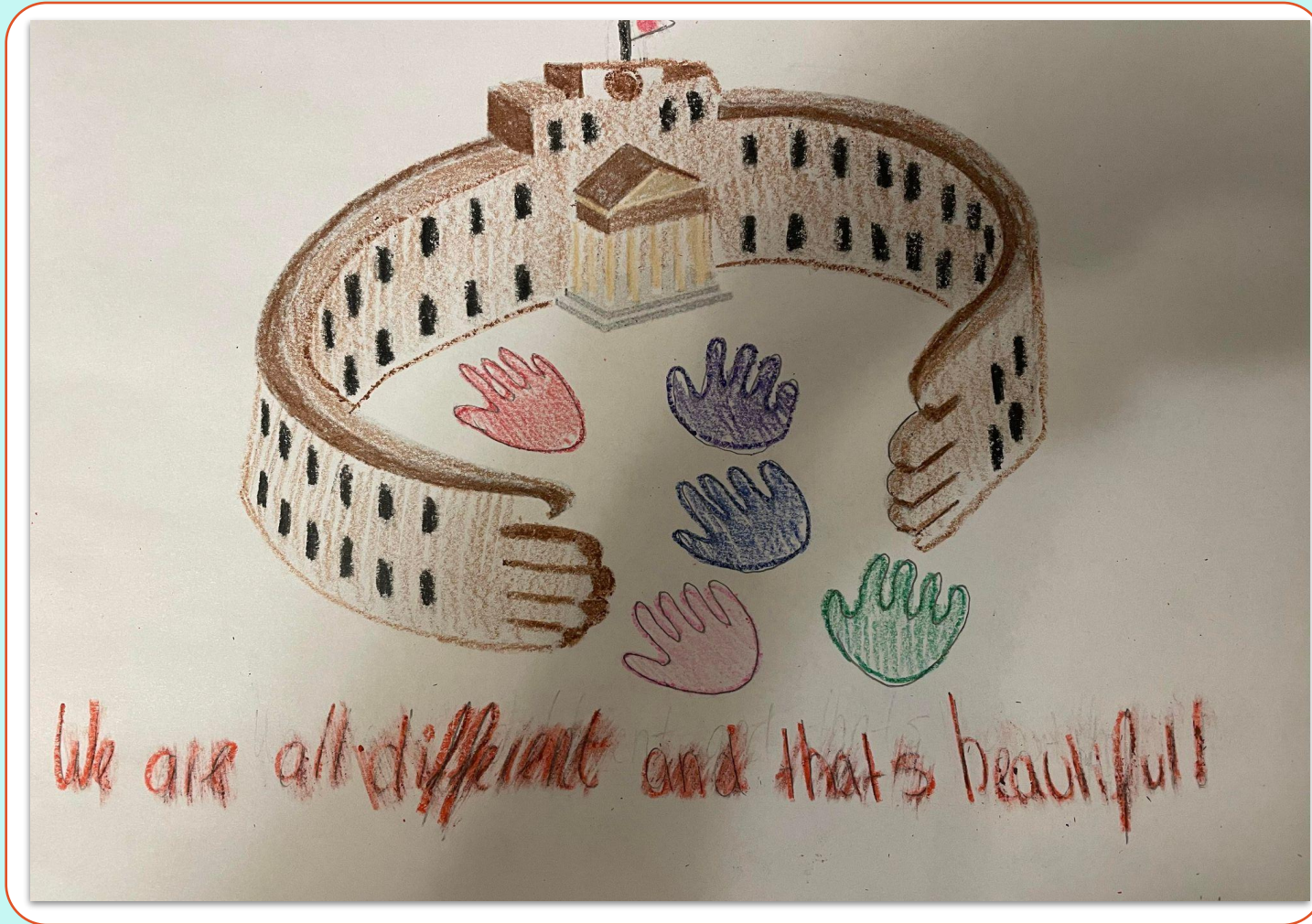
Managing Conflict

- Anticipatory Strategies
- Responsive Strategies

Strategies to Address Diversity

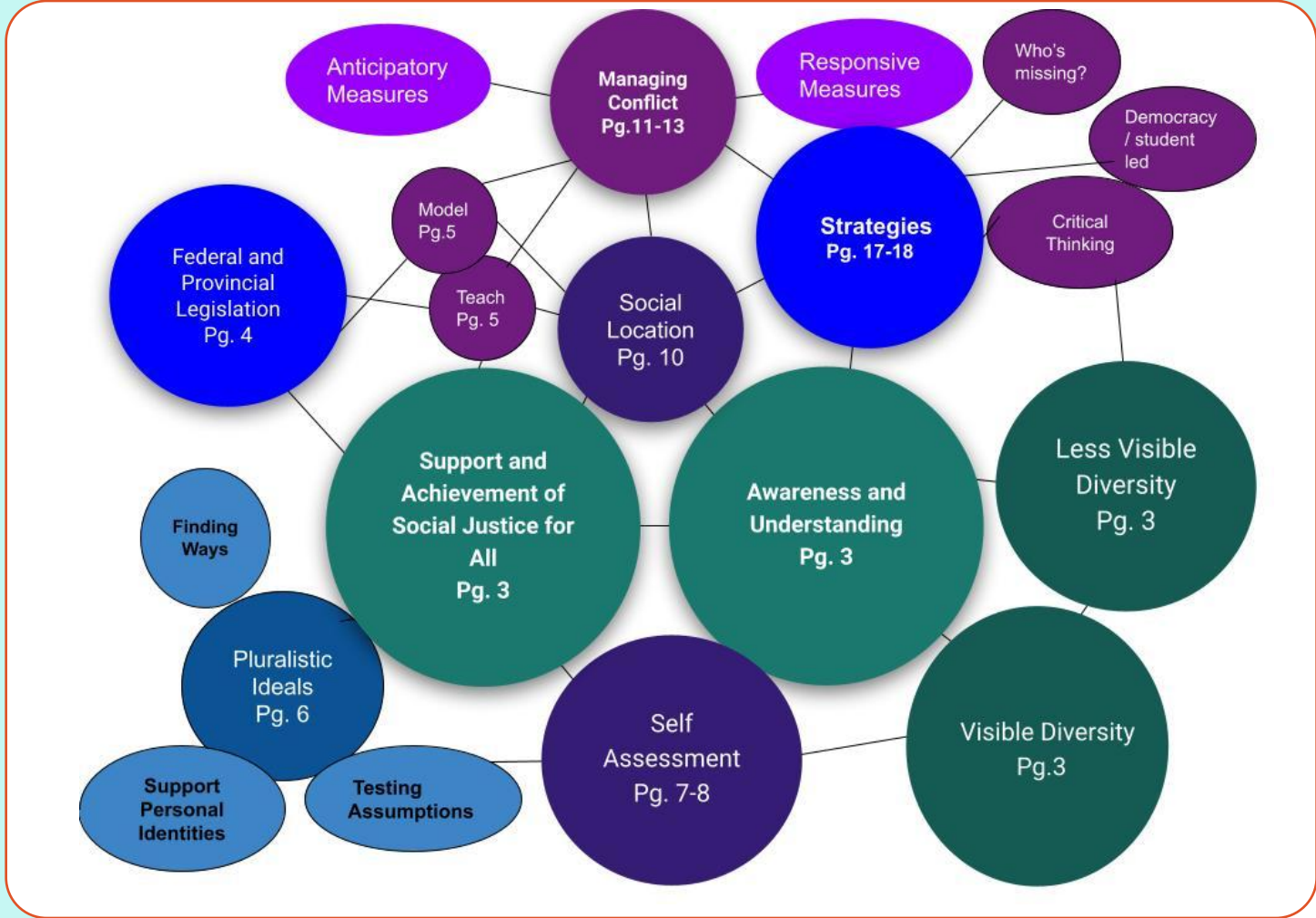
- Make visible the perspectives of all groups
- Challenge assumptions in texts
- Link discussions to diverse backgrounds
- Identify challenges that students are currently experiencing





Visual
Representation





Concept Web



Question #1

How do we assess teachers, administrations, and institutions' diversity and inclusion practices? What does it look like?

Assessment can take the form of community efforts and engagement. Finding a way to link the broader community and infuse their voices in education. This could look like; a rotating community liaison committee separate from the institutions, incentivized parent and guardian involvement. Funding and fair compensation for community liaisons and partners; Community events and partnerships. Student led committees. More democratic processes.

For institutions themselves, perhaps more funding and training for teachers and administration around diversity and inclusion. Or a reworking or incorporating credentials surrounding diversity and inclusion in the Teacher Certification process.



Question #2

How do we address that the creation and sustainability of inclusive spaces in schools is often at odds with Euro-Western settler-colonialist structures?

Aside from radically dismantling institutions and starting from the ground up. First, we can acknowledge that these systems are in place. Then fund, create, and make space for critical reflective discourse in questions related to power. Who is missing? Whose interests are being served? Why? Acknowledge that change can also occur from the top down. Implement bridges for discourse around diverse and decolonized ideas to restructure the definitions of the classroom.



Words that Stuck Out



Important Quotes

2. Solving Problems in Peaceful Ways

- managing conflict appropriately, including presenting views and arguments respectfully, and considering others' views
- using effective problem-solving steps and strategies

3. Valuing Diversity and Defending Human Rights

- treating others fairly and respectfully; showing a sense of ethics
- recognizing and defending human rights

Fine Arts: Dance, Drama, Music, Visual Arts

From Kindergarten to Grade 3, the four fine arts subject areas (dance, drama, music, and visual arts) provide multiple opportunities for students to learn about and value a wide variety of cultures. Specifically, the fine arts curricula include expectations for students to learn about

- dance, drama, music, and visual arts from a variety of historical and cultural contexts

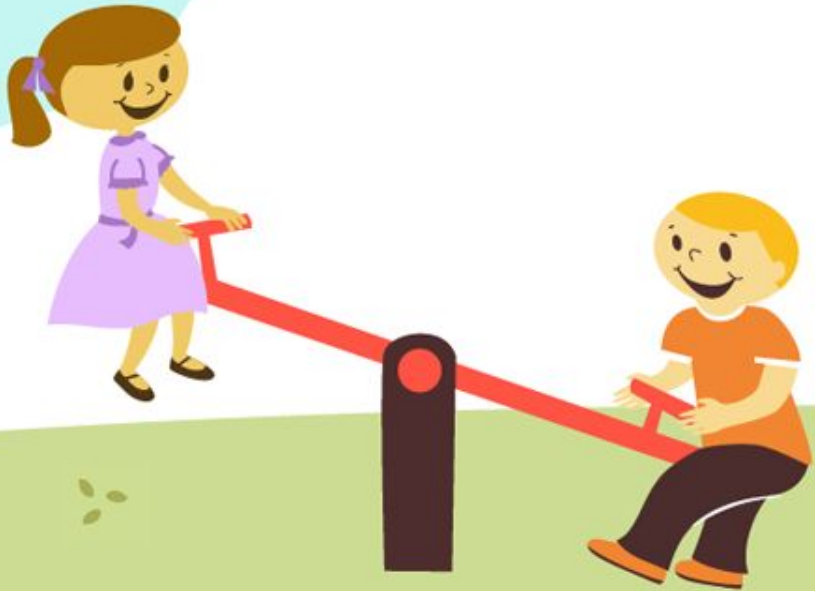
Making Space: Teaching for Diversity and Social Justice throughout the K-12 Curriculum

- purposes of the arts in various cultures
- roles portrayed in a variety of dances and dramas
- influence of cultural and social contexts on art and artists.

Dance, drama, music, and visual arts at the primary level build on children's innate abilities to use play and exploration to understand the world around them. Fine arts education encourages students to co-operate, develop friendships, and appreciate their own and others' abilities and identities—all core skills for building a more just society.



Activity Time



I am odd, I am new
I wonder if you are too
I hear voices in the air
I see you don't, and that's not fair
I want to not feel blue
I am odd, I am new
I pretend that you are too
I feel like a boy in outer space
I touch the stars and feel out of place
I worry what others might think
I cry when people laugh, it makes me shrink
I am odd, I am new
I understand now that so are you
I say I, "feel like a castaway"
I dream of a day that that's okay
I try to fit in
I hope that someday I do
I am odd, I am new.

Poem Activity

"I am odd, I am new"





Visualization Activity

Squish by Hadyn Gardner





Discussion Time

Sensory Overload

