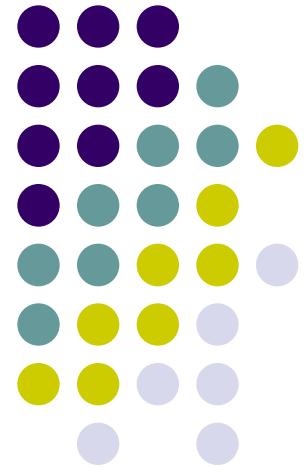
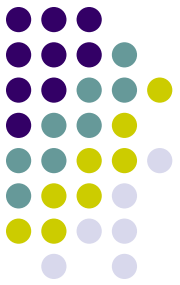


# Inclusive Education in the Intermediate classroom

Selecting Rich Texts to Engage all  
Learners

Caroline Thériault, OCDSB  
Deanna Toxopeus, OCDSB

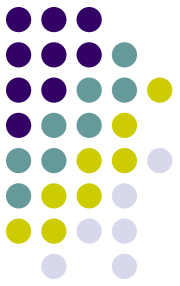




Setting the Context

# **MINISTRY INITIATIVES 2008- 2012**

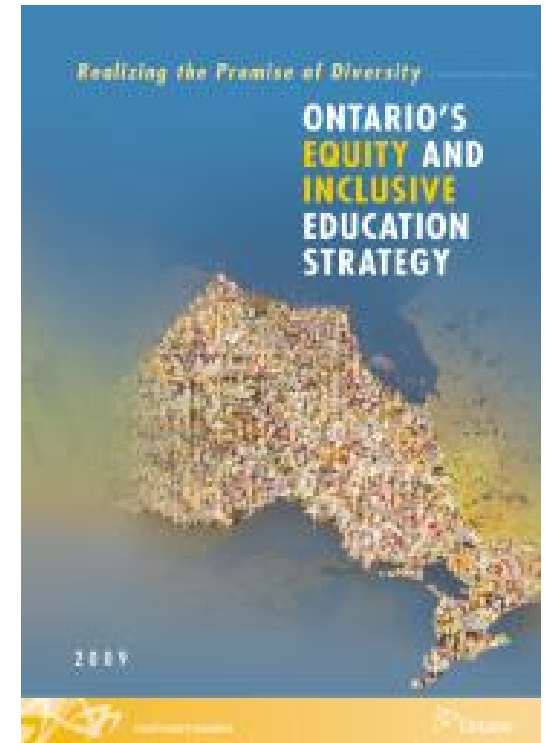
# Equity and Inclusive Education Strategy



## 4 year implementation plan

We envision an inclusive education system in Ontario in which:

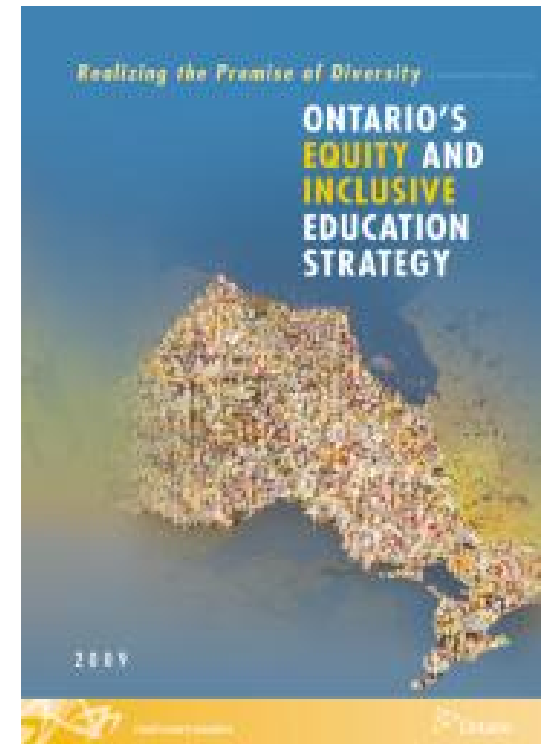
- all members of the school community are welcomed and respected;
- every student is supported and inspired to succeed in a culture of high expectations for learning.



# Equity and Inclusive Education Strategy



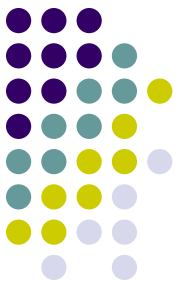
- To achieve this, school boards and schools will strive to ensure that all members of the school community feel safe, comfortable, and accepted.
- We want all staff and students to value diversity and to demonstrate respect for others and a commitment to establishing a just, caring society.





# OCDSB Initiatives 2011

- **OCDSB Equity and Inclusive Ed. Policy (P.098.CUR)**  
revised 12 April, 2011
- **OCDSB Strategic Plan 2011-2015**  
**(WELL – wellness, engagement, leadership and learning)**
  - Embed character, equity and inclusion into daily classroom practice and school climate



# Draft BIPSA 2012-13

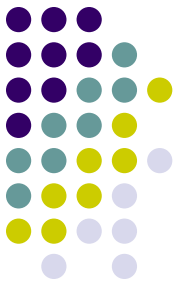
- **OCDSB Smart Goal Community, Culture and Caring (K-12)**
  - By June 2013, all schools in the Ottawa-Carleton District will demonstrate their commitment to create, maintain and support positive school environments, guided by the OCDSB “Community of Character”, in fostering cultural proficiency, equity and inclusive practices, as measured by the indicators of progress.

# BIPSA: Actions to Build our Capacity



## Teachers will:

- embed character development, the principles of equity and inclusive education, and differentiated instruction in their classroom practices;
- assist in creating a district and school culture that values caring relationships between teachers and students, fosters a sense of belonging, nurtures democratic principles and encourages student voice in decision making; and
- use relevant curriculum policy documents and support materials to inform assessment and instructional practices



The Ontario Curriculum - Kindergarten to Grade 8

# **EQUITY EDUCATION SCOPE AND SEQUENCE OF EXPECTATIONS**



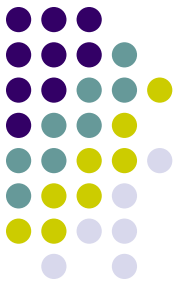
# Cross-Departmental Team



- Curriculum Services
  - Instructional coaches, K-8
  - Principals
- Inclusive, Safe and Caring Schools, OCDSB
  - Instructional coaches, K-12
  - Principal
  - Superintendent

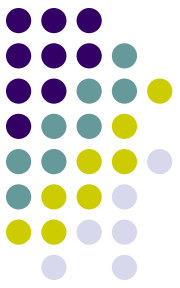


# What is Inclusive Education?



- It is about establishing a safe and caring environment in which all children will thrive and succeed.
- It is **NOT** about “political correctness”, holidays and celebrations, or more work.

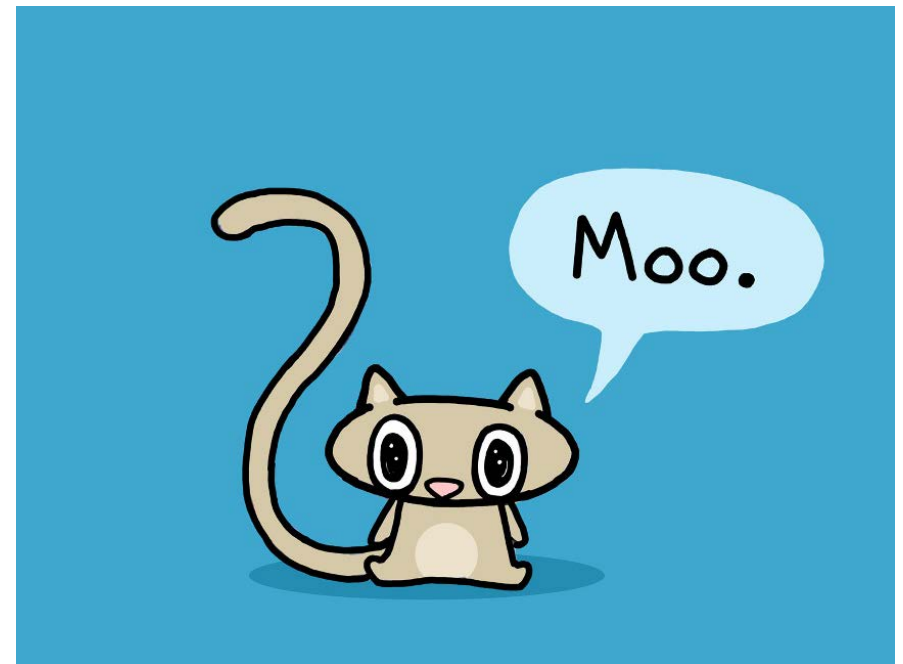




# Defining Project Parameters

Who are the children in our classrooms, the staff in our schools, the members of our community?

How will we recognize curriculum expectations that address these elements of identity?



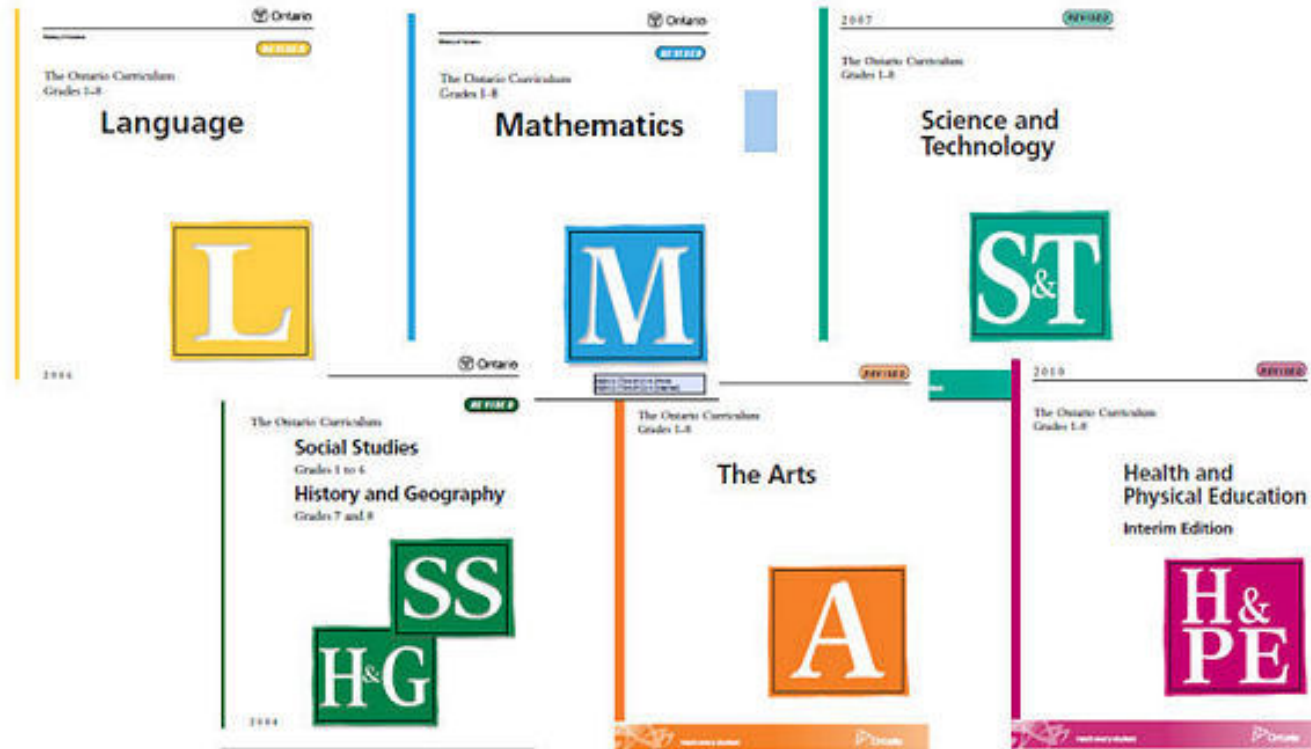
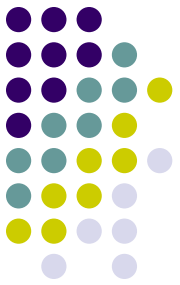
# Clustering Dimensions of Equity



- ancestry, culture, ethnicity, language, race, and religion;
- gender, gender identity, sex, and sexual orientation;
- age, intellectual ability, physical ability, health, and size;
- class, poverty, and socio-economic status, marital status

**Plus: appropriate language and point of view**

# Start with the Curriculum



Where do we find inclusion and equity in the Ontario, K-8 curriculum?

# ...EVERYWHERE!



- The Full-Day Early Learning – Kindergarten Program
- The Arts, 2009
- French as a Second Language, 2001: Extended French, Grades 4-8; French Immersion
- Health and Physical Education, Interim Edition, 2010 (revised)
- Language, 2006 (revised)
- Mathematics, 2005 (revised)
- Native Languages, 2001
- Science and Technology, 2007
- Social Studies, Grades 1-6; History and Geography Grades, 7-8, 2004 (revised)

# The Arts



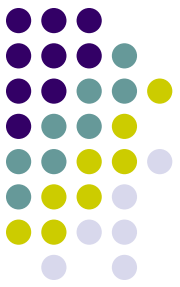
## Dance

- **A2.1** construct personal interpretations of the messages in their own and others' dance pieces, including messages about issues relevant to their community and/or the world (e.g., **urban sprawl, land claims, poverty, homophobia, homelessness**), and communicate their responses in a variety of ways

## Drama

- **B3.1** compare and contrast how social values are communicated in several different drama forms and/or styles of live theatre from different times and places (e.g., **how views of colonist- Aboriginal relationships differ in plays from earlier times versus contemporary plays**)

# The Arts



## Music

- **C1.1** sing and/or play, in tune, from musical notation, unison music and music in two or more parts from **diverse cultures**, styles, and historical periods (***e.g., perform selections from a method book, student compositions, instrumental scores, ensemble repertoire, African drum rhythms, choral repertoire, jazz charts, spirituals, steel band music***)

## Visual Arts

- **D2.2** explain how the elements and principles of design are used in their own and **others' art work** to communicate meaning or understanding (***e.g., Brian Jungen's use of positive and negative space and the colours in traditional First Nation art works to convey ideas about consumerism and culture in masks that he created out of brand-name running shoes***)



# French



## CORE French

### Oral Communication

- listen and respond to the **viewpoints of others** in a group discussion on a specific topic (e.g., by asking questions and offering opinions);

## French Immersion

### Oral Communication

- listen and respond to the **viewpoints of others** in a group discussion on a specific topic; contribute to small-group discussions (e.g., ask questions to clarify a point, summarize key points, comment on ideas of other group members)

# Health and Physical Education



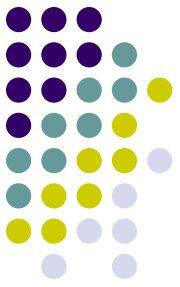
## Active Living

- A1.3 identify factors that can either motivate or make it difficult for people to be physically active every day (e.g., *availability of community resources; **gender barriers** or expectations; **personal abilities**; accessibility of facilities; personal organizational skills; family responsibilities or curfews*), and describe ways of overcoming obstacles to staying active.

## Healthy Living

- C3.2 explain how a person's actions (e.g., *negative actions such as name calling, **making homophobic or racist remarks, mocking appearance or ability, excluding, bullying, sexual harassment**; positive actions such as praising, supporting, including*) can affect the feelings, self-concept, emotional well-being, and reputation of themselves and others

# Language



## Oral Communication

- **2.4** use appropriate words and phrases from the full range of their vocabulary, **including inclusive and non-discriminatory language**, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience

## Reading

- **1.1** read a wide variety of increasingly complex or difficult texts from **diverse cultures**, including literary texts, graphic texts, and informational texts
- **1.9** identify the **point of view** presented in texts, including increasingly complex or difficult texts; give evidence of any **biases** they may contain; and suggest other possible **perspectives**

## Writing

- **2.5** identify their **point of view** and **other possible points of view**, evaluate other points of view, and find ways to acknowledge other points of view, if appropriate

# Math



## Data Management – Junior and Intermediate

- collect data by conducting a survey (e.g., “Choose your favourite meal from the following list: breakfast, lunch, dinner, other.”) or an experiment to do with **themselves**, their environment, **issues in their school or the community**, or content from another subject, and record observations or measurements

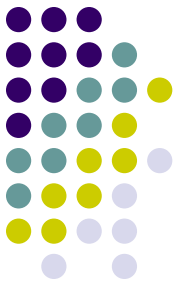
# Native Studies



## Oral Communication, reading and Writing

- OE - demonstrate an appreciation and understanding of aspects of the **Native culture** under study.

# Science



## Understanding Life Systems Interactions In The Environment

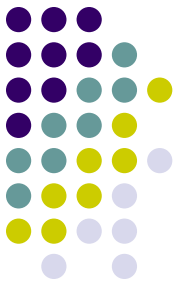
**Grade 7 - 3.9** describe **Aboriginal perspectives** on sustainability and describe ways in which they can be used in habitat and wildlife management

**Grade 8 - 1.2** assess the potential that our understanding of cells and cell processes has for both beneficial and harmful effects on human health and the environment, taking different perspectives into account **(e.g., the perspectives of farmers, pesticide manufacturers, people with life threatening illnesses)**

## Understanding Earth And Space Systems Water Systems

**Grade 8 - 1.1** evaluate **personal water consumption**, compare it with personal water consumption **in other countries**, and propose a plan of action to reduce personal water consumption to help address water sustainability issues

# Social Studies - Geography



## Migration

- formulate questions to guide and analyse research on migration and mobility (e.g., What barriers exist today for **new immigrants**? In which time period would it be harder for people to immigrate to Canada – now or a hundred years ago? Where would be the best place to migrate to in Canada?);
- – investigate the migrational roots of the members of the class and relate them to **Canada's cultural development**

# Social Studies - History



## The Development of Western Canada

### Overall

- outline the main factors contributing to the settlement and development of the Prairie provinces, British Columbia, and Yukon, and describe the effects of development on various **groups of people in the region from a variety of perspectives**;

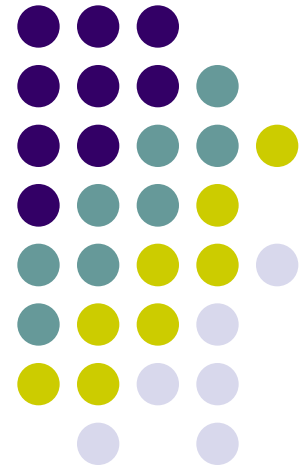
### Specific

- describe the role of the Canadian Pacific Railway in furthering Canada's expansion, and identify the key individuals (e.g., Donald Smith, William Van Horne) and **groups** (e.g., **Chinese workers**) whose efforts led to the railway's completion;
- describe the causes and results of the Red River Rebellion of 1869-70 and the North-West Rebellion of 1885 and explain the **role of key individuals and groups** (e.g., Louis Riel, Gabriel Dumont, the North-West Mounted Police, Thomas Scott, Big Bear, Poundmaker, General Wolseley, Catherine Schubert);
- –describe and analyse **conflicting points of view** about a historical event (e.g., the Pacific Scandal, the hanging of Louis Riel, the imprisonment of Big Bear)



# Getting Started

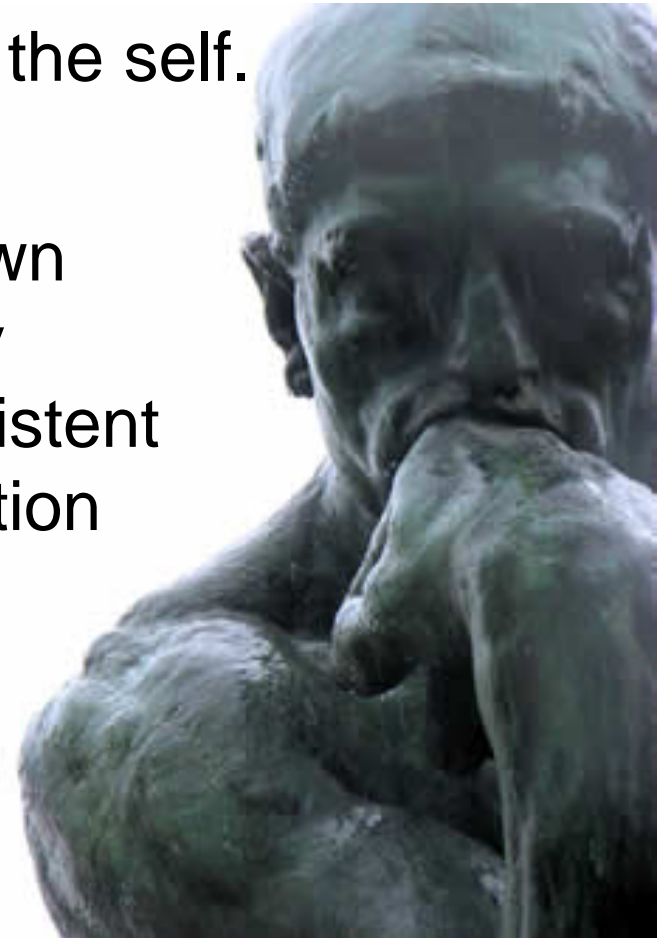
What does this look like in the classroom?



# Self-reflection



- Cultural proficiency begins with the self.
- Each of us must confront our own biases and take steps to modify personal beliefs that are inconsistent with equity and inclusive education principles.





# Intentionality

“Background is not destiny...strategies that will make a difference can be implemented... many do not take more money or more staff. **Rather, they take a commitment to change and a willingness to take risks and do new things.**”

~A. Glaze et al., 2011

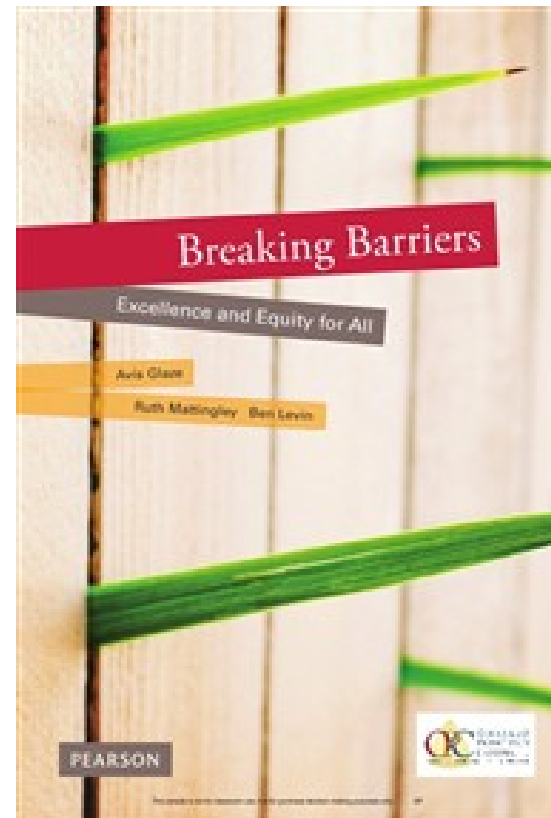


# Inclusive Education Strategies



Here are a selection of high-impact strategies for being more inclusive in your educational practice.

Adapted from *Breaking Barriers: Excellence and Equity for All* (2011) by Avi Glaze, Ruth Mattingley and Ben Levin

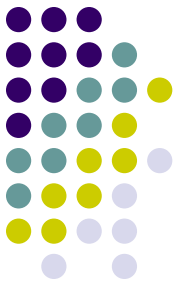


# High Impact Strategies

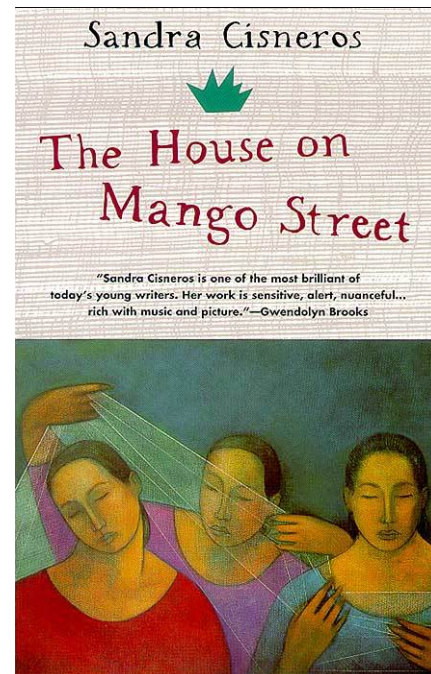
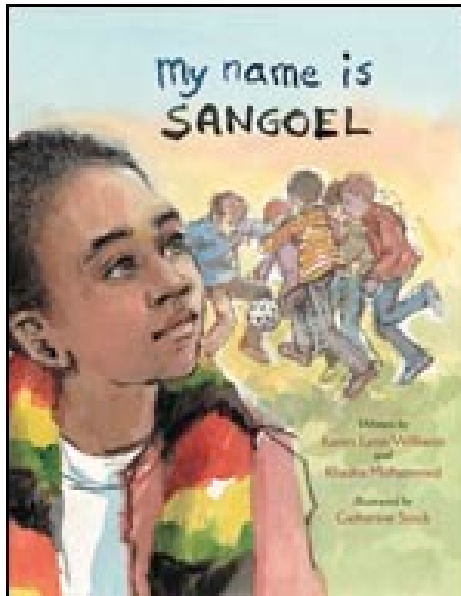


1. Have high expectations of all students. Let your students know that you believe they can succeed. Reject negative stereotypes of students' potential and ability.
2. Build relationships—get to know your students personally: their likes, dislikes, interests, and backgrounds.

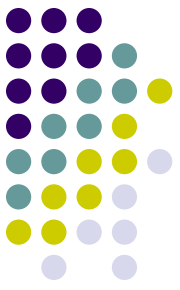
# Example: The Importance of Names



- Practice and use the correct pronunciation of the student's name
  - *Many Roots, Many Voices* – Supporting ELLs in Every Classroom – Ontario 2005



“In English my name means hope. In Spanish it means too many letters. It means sadness, it means waiting.... At school they say my name funny as if the syllables were made out of tin and hurt the roof of your mouth. But in Spanish my name is made out of a softer something, like silver...”



# High Impact Strategies

3. Maximize student **engagement** by:
- using problem-and project-based learning;
  - providing choice;
  - having students work with peers;
  - and presenting topics of some controversy to stimulate discussion and debate.





High

transformed

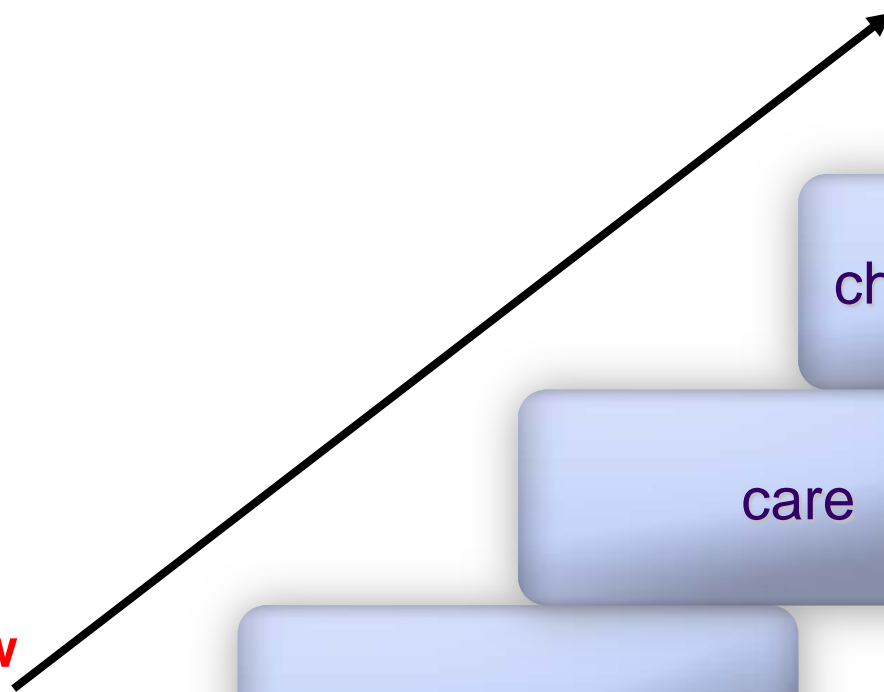
challenged to think

care

interested

on task

Low



# Student Engagement Taxonomy

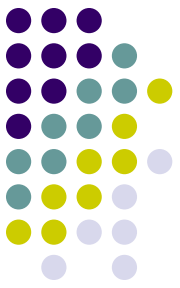
~Garfield Gini-Newman, TC<sup>2</sup>



# High Impact Strategies



4. Help students feel safe and respected at school. When ever possible, adapt the curriculum to focus lessons on topics of deeper meaning to students.
5. Provide opportunities for students to share their ideas **orally** to refine their thinking.



# Value of Talk

It is not an exaggeration to suggest that classroom talk determines whether or not children learn, and their ultimate feelings of self-worth as students.

Talk is how education happens! (Gibbons, 2002)





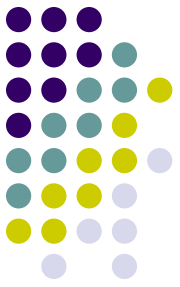
# Value of Talk for ELLs

- Oral language skills are a critical component of literacy in any language.
- give students frequent opportunities to converse to stimulate the development of listening and speaking skills

~ excerpt from *Many Roots, Many Voices*,  
Ministry of Education 2005



# High Impact Strategies



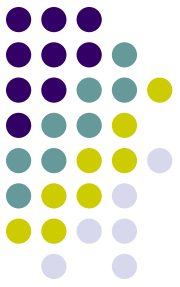
6. Integrate the arts to provide opportunities for deep thinking and purposeful self-expression.



*Self-Portrait, Abdulaziz – grade 8*

In this task, students created a recognizable likeness of themselves through a collage self-portrait.

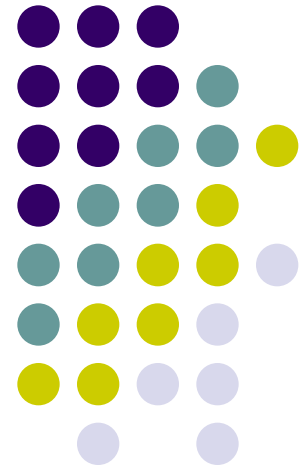
# High Impact Strategies

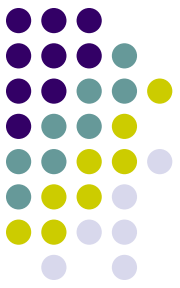


7. Practice culturally responsive teaching by highlighting contributions made by various ethnic, racial, gender, ability groups in classroom studies.
8. Select learning materials and resources that reflect the diversity of humanity.

# Inclusive Education

## Selecting Learning Materials and Resources





- One of the most powerful ways ... to close the achievement gap in education is through the development and implementation of an inclusive education system that works for all people regardless of their individual background.

~UNESCO, 2008; Ontario 2009; van der Berg, 2009; Glaze et al., 2011

- *“The less socioeconomic factors explain differences in student achievement in your school, the more equitable your school actually is.”*

~Dr. Ken Leithwood 2012

# Roberta Bondar PS, OCDSB



## Overview

- Students represent a global community.
- They bring with them a wide variety of cultures, languages and traditions.



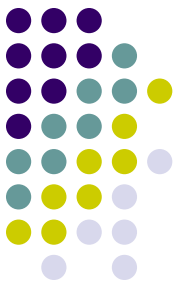


# Instruction in the Intermediate Division at Roberta Bondar PS



- Directed and purposeful language instruction for ELLs
- Believing in and challenging ELLs
- Getting to know ELLs
- Choosing resources that reflect ELLs diverse experiences
- Team effort

# Intermediate Cross-curricular Literacy Project



*LA- point of view,*

*Narrative writing*

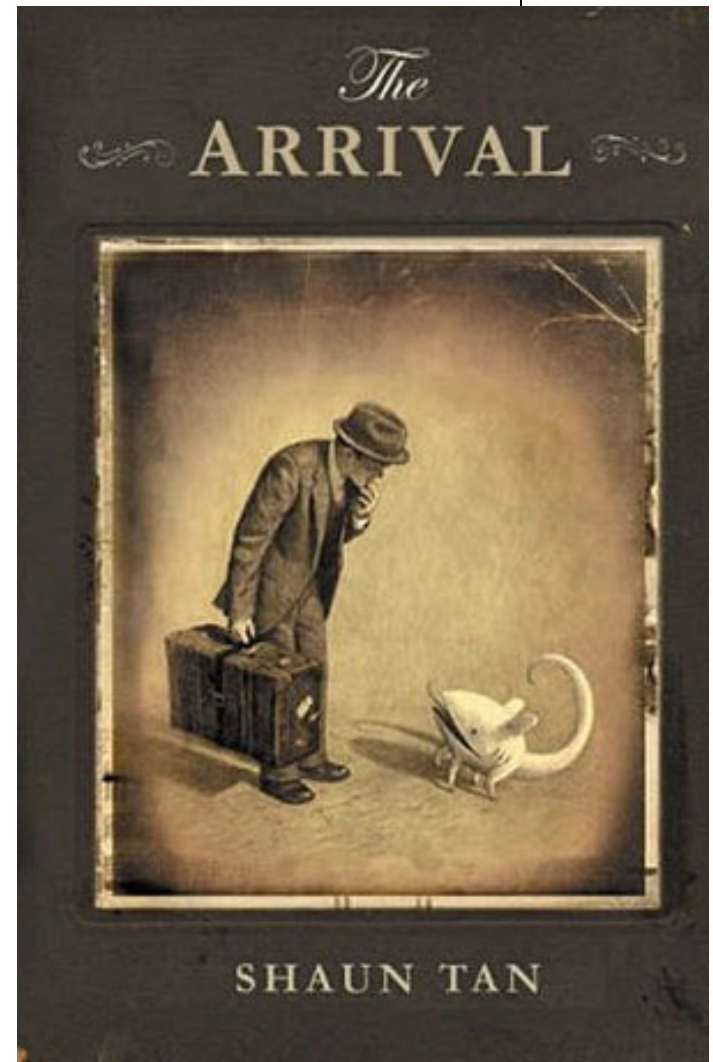
*Geo – migration*

*History*

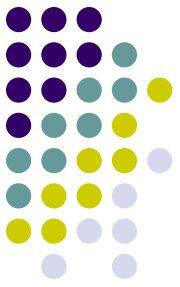
*gr. 7 New France*

*gr. 8 Opening of West*

*The Arrival* by Shaun Tan



# Speech Bubbles

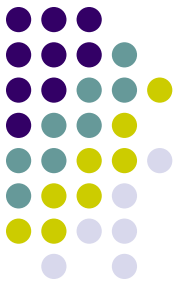


And she  
found the  
dog!



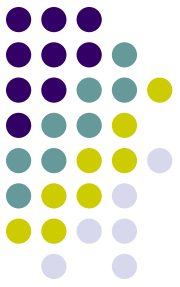
# Using Wordless Picture Books to Support Literacy

adapted from Sharon Taberski



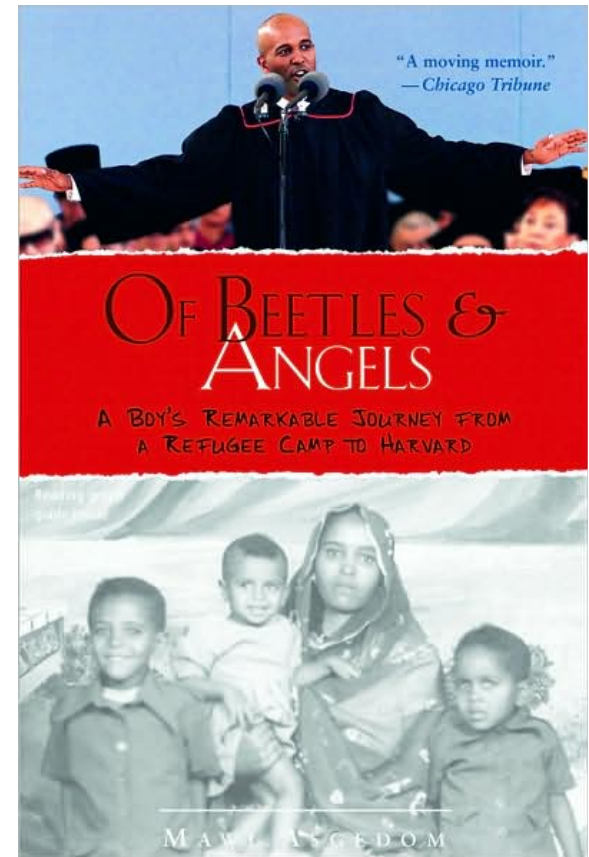
- Allow readers to tell their own story based on a series of inviting illustrations
- Prompt readers to enact many important reading skills
- Promote the use of a variety of reading strategies
- Promote the enjoyment of reading
- Allow readers to use oral language and vocabulary to communicate their thinking
- Are always at the just-right level

# Read-aloud/ Novel Study



## *Of Beetles and Angels* by Mawi Asgedom

- *3 ring circus* guided reading  
The teacher assigns 1/3 of the class to read with a partner, 1/3 to read by themselves, and the other 1/3 of the class to read with the teacher.





**Alone**

Zainab  
Johnny  
Annabelle  
Faisal  
Asif

**With a partner**

Jacob Abdullah  
Michael Tyler  
(Ziyad)  
Neyla Mahrona  
(Arwa)  
Halima Ruyan  
Vincent Khalid

**With Mrs. T.**

Gamal (Ghada)  
Belal  
Marcopolo  
Shawanna  
Matt  
Abdulaziz

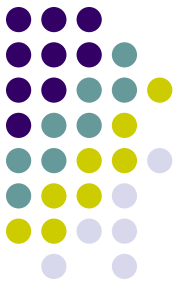
Section 1  
Chapters 1 – 8

Focus: Monitoring  
Understanding

November 6  
November 12  
November 13

**3-Ring Circus Groupings**

# Independent Reading



# Questioning Skills Through Press Conference Simulation



## Task:

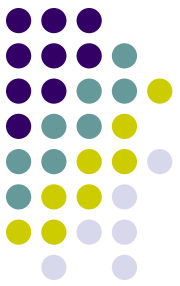
One of the main characters in your book is attending a press conference about the events that happened in the book.

Prepare 5 questions for the reporters to ask the character.

Provide answers for each of the questions, with each answer being a minimum of one paragraph long.



# Abdullah – gr. 8, ESL Stage 2



Why you did n't use your power to help  
your dad?

I could n't help him because I didn't know that  
I have power. My mam tried to help him  
but I told her move the car will  
fell then she left him.

Why didn't you use your power to help your dad  
when his car was stuck on the fallen tree?

I couldn't help him because I didn't know that I had  
power. My mom tried to help him but I told her leave  
the car because it will fall and you will get hurt too  
then she left him.

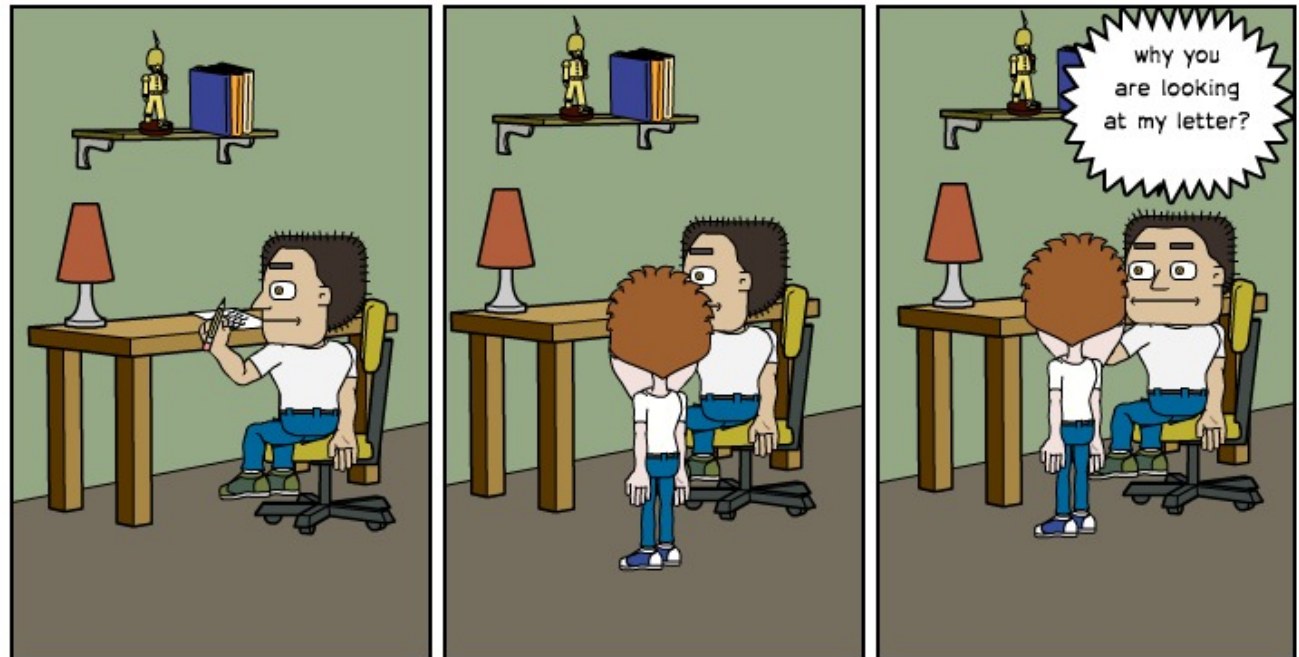
# Technology



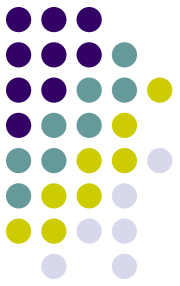
## Podcasts

- Monologues

- Bitstrips



# Where to Access Resources



- School librarian
- Public Library
- Family Reception Centre
- Multi-cultural Liaison Officer
- **A Different Booklist – on-line**



Family Reception Centre  
For Newcomers



**icontribute**  
Immigration • Integration • Inspiration

[Click for  
more information ...](#)

# Enjoy the rest of your day!



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[Caroline.theriault@ocdsb.ca](mailto:Caroline.theriault@ocdsb.ca)