

Expeditionary Learning for Inclusive Education

Thursday, September 7 2017

University of Manitoba

Monday, September 10

- Welcome, introductions and course goals
- An expedition at the University
- Course Overview

What does inclusion look like? Are we there yet?

**Are our teaching practices actually ones that help
all students to learn?**

**Personalized, authentic, student-led, meaningful,
balanced, and inclusive learning?**

This Expeditionary Learning for Inclusive Education course offers an introduction to Expeditionary Learning as a practical, inclusive, interdisciplinary, hands-on approach to teaching and learning. Expeditionary learning is grounded in real world problem solving. The roots of expeditionary learning, in experiential learning, inquiry-based learning, community-based learning, the Reggio Emilia approach, place-based learning, universal design, response to intervention, and constructivist pedagogy will be explored. Both inclusive and exclusionary practices in interdisciplinary teaching and learning will be analyzed as the expeditionary model is developed.



A U of M Expedition



An Interdisciplinary Point of View

Assignment #1 Due October 8

Assignment # 1 (20%):

- Select 5 locations beyond your classroom. (3 marks)
- Analyse each setting in terms of the potential mathematical, scientific, and humanities questions that exist there. (7 marks)
- Connect each setting to specific curricular outcomes and the development of learning behaviours. (10 marks)

Task Analysis

Assignment #2 Due November 19

Assignment #2 (30%):

- Select 3 curricular outcomes, define and provide examples of successful student achievement of each outcome. (5 marks)
- Create a task analysis in which you identify all the steps a learner may take to reach that outcome. (15 marks)
- For each step discuss the challenges students may experience and suggest a mini lesson that supports learning (Tier 2 and Tier 3 Interventions). (10 marks)

An Expedition

Assignment # 3 In Class Presentations November 26 and December 3

Assignment # 3 (50%):

- Describe each stage of the process (Explore, Research, Develop, Create, Share, Connect, Evaluate). (10 marks)
- Include appropriate mini lessons (Tier 2 and Tier 3 interventions), workshops and fieldwork locations to support the learning of key concepts and skills. (20 marks)
- Include evidence of multiple means of presentation, multiple means of action and expression and multiple means of engagement. (10 marks)
- Adopt and describe an authentic assessment approach. Discuss how this expedition supports the development of social and academic inclusion of all learners. (10 marks)
- In Class Presentations

Inclusion

“The purpose of education is to engage students with their passions and a growing sense of purpose, teach them critical thinking skills needed for career and citizenship, and inspire them to do their very best to make their world better.”

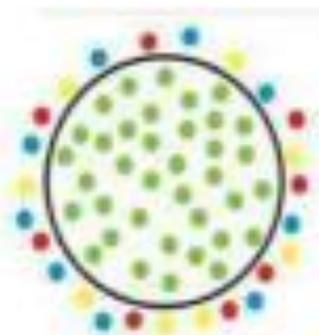
Most Likely to Succeed, Tony Wagner and Ted Dintersmith, p.44

Inclusion

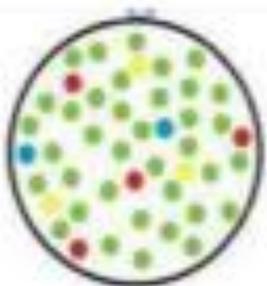
“Inclusive education is about providing opportunities with supports for all students to have access to, and contribute to, an education rich in content and experience with their peers.”

One Without the Other: Stories of unity through diversity and inclusion, Shelley Moore, p.17

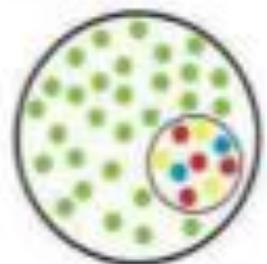
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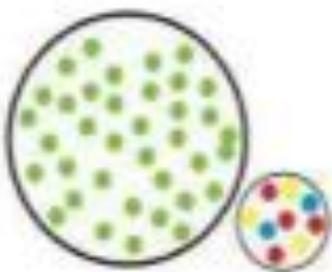
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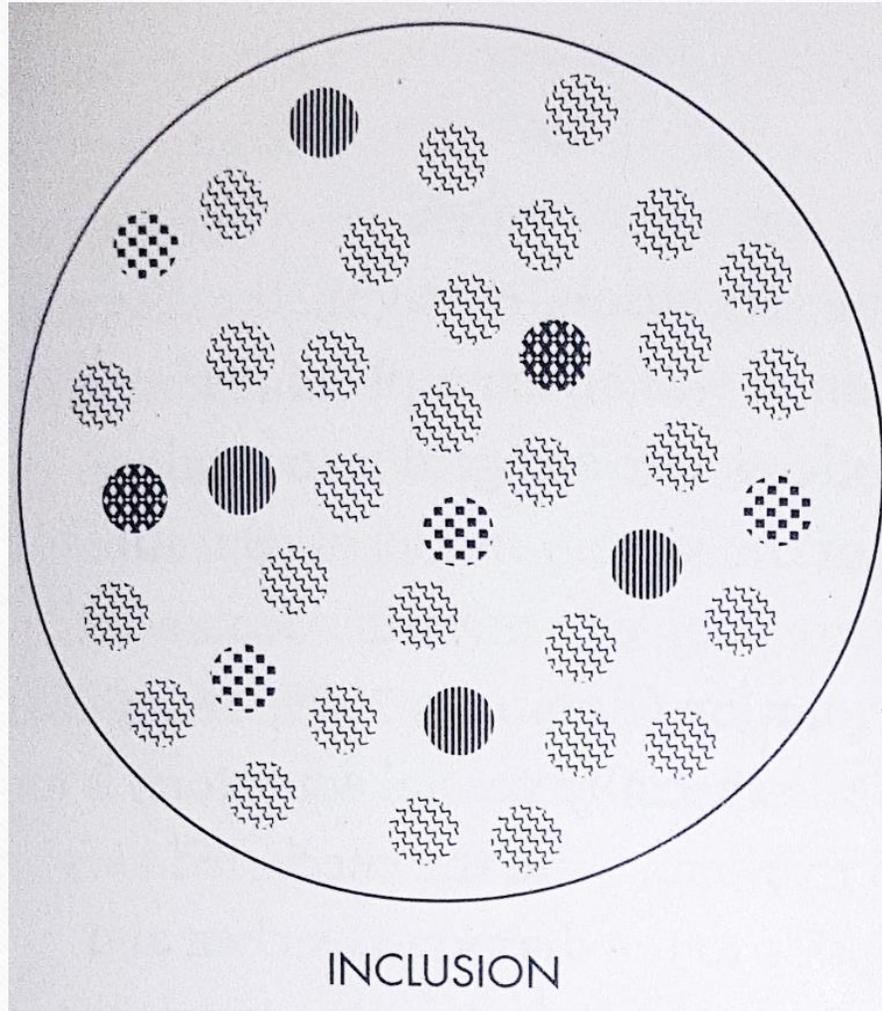
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- INTEGRATION
- SEGREGATION
- EXCLUSION
- INCLUSION



INCLUSION

Towards Inclusion

Manitoba Education

Manitoba Education is committed to fostering inclusion for all people.

Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.

Standards for Student Services

Manitoba Education

- All students can learn, in different ways and at different rates.
- All students have individual abilities and needs.
- All students want to feel they belong and are valued.
- All students have the right to benefit from their education.

To wonder about for next week...

- Who's included in your school, community, city? Who's excluded?
- What do you notice and what do you wonder about your school community?
- What content pieces are you looking to open up to inclusion?
- Which learning strategies or learning behaviours are you looking to build?