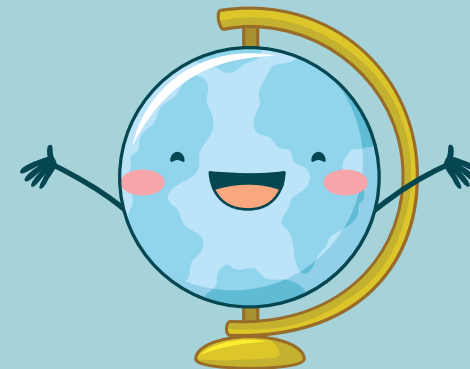
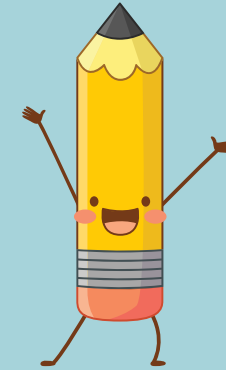


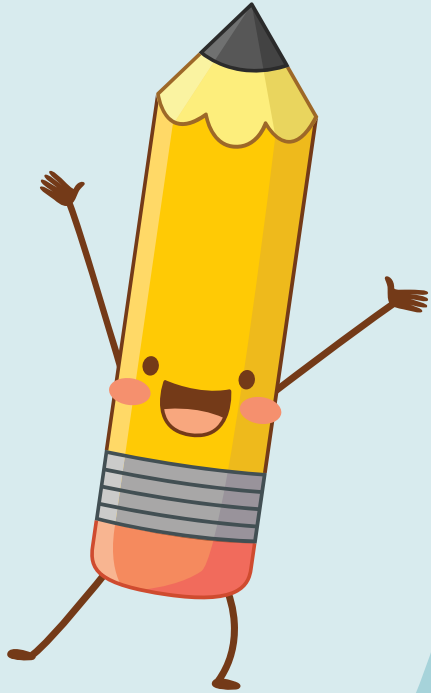
# My Inclusive Elementary School

Thu Trang Nguyen  
University of Northern British Columbia  
EDUC 393: Foundations of Education  
Melanie Baerg, M. Ed  
November 27, 2023



# My School's Philosophy

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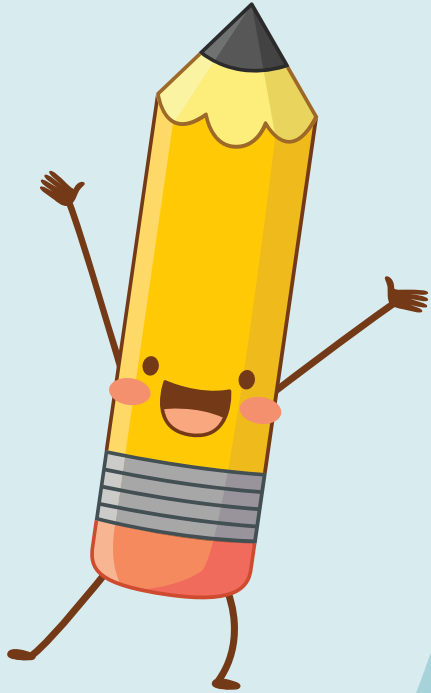


## **Inclusive education**

- “Inclusive education means designing schools, classrooms, programs and activities so that all students participate and learn together” (Inclusion BC, n.d.).
- All students are visible, heard, and represented.
- Teachers “teach about social diversity, social justice, and the value of developing understanding and respect for all person” (BC Ministry of Education, 2008).
- Teaching to diversity means that we accept students as who they are, acknowledge their strengths, and let them shine.

# My School's Philosophy

## *The First Peoples Principles of Learning*



- Using an Indigenous-informed pedagogy “honouring the knowledges that come from Indigenous cultures and creating more responsive systems to meet learners’ diverse needs” (Chrona, 2022, p. 116).
- Highlighting the values of Indigenous perspectives, knowledge, and cultures including the concepts of balance, harmony, beauty, kindness, honesty, interconnectedness, and interdependency of all things in the world.

**FIRST PEOPLES PRINCIPLES OF LEARNING**

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

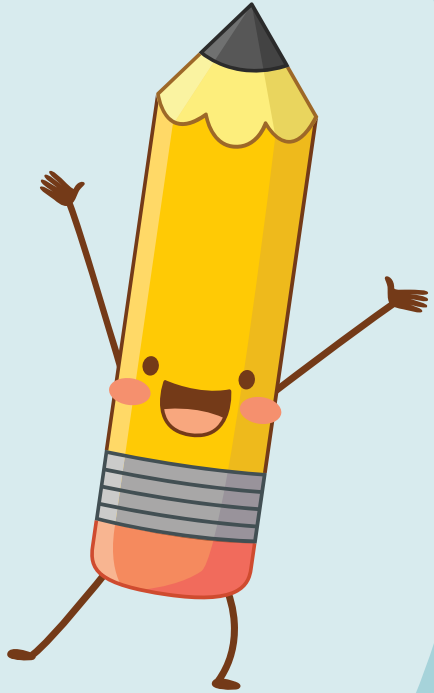
Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples classroom resources visit: [www.fnesc.ca](http://www.fnesc.ca)

fnesc

# My School's Philosophy

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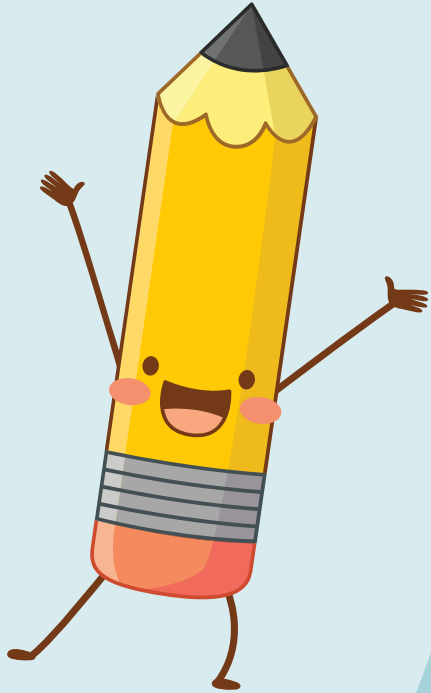
## **Culturally responsive education**

- Culturally responsive pedagogy is to build a high trust and stress-free educational environment, using culture knowledge as a scaffold to get connected deeply with students and “focus on improving the learning capacity of diverse students” (Hammond, 2017).

# My School's Philosophy

## SOGI-123

“At a SOGI-inclusive school, students' gender does not limit their interests and opportunities, and their sexual orientation and how they understand and express their gender are welcomed without discrimination.” (SOGI-123, n.d.)



Retrieved from <https://www.sogieducation.org/>



# School Layout Highlights

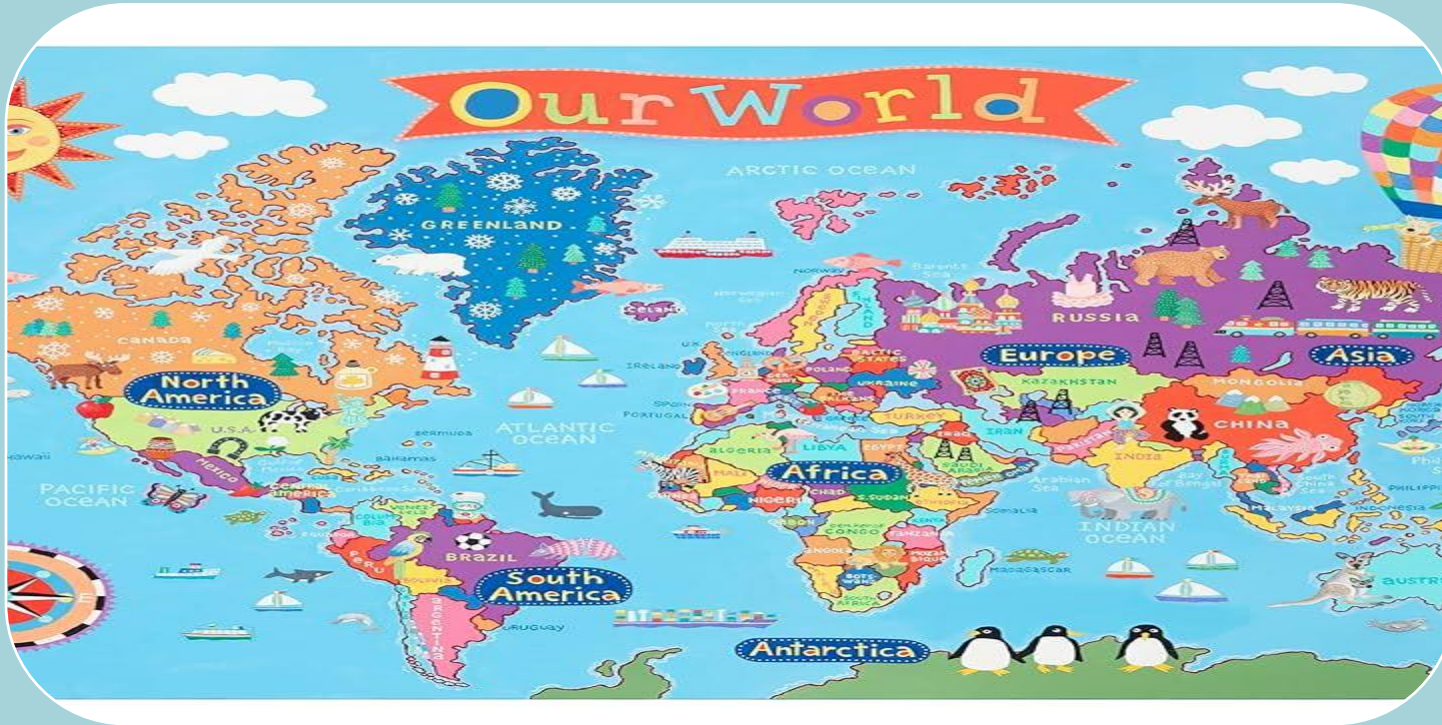


# School Layout Highlights

Neutral  
washrooms  
for all genders



# School Layout Highlights



A world map showing where the students come from



# School Layout Highlights



Indigenous paintings and languages



# School's activities



Morning Mingle (Welcome messages, songs, physical movements, and free choices of activities including drawing, dancing, chess, coloring, reading, etc.)



Breakfast and snacks program



Filed trips to Indigenous villages and communities



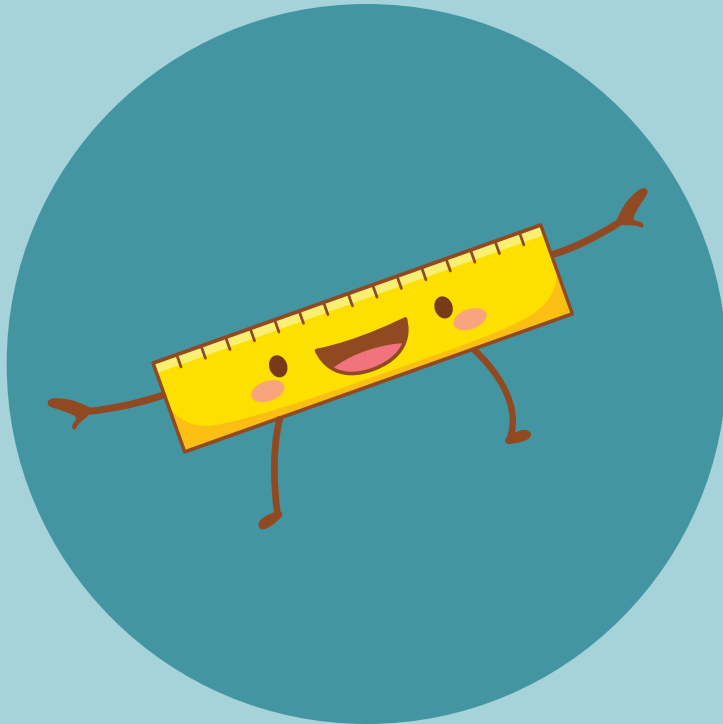
Psychologist's Room: to support students with mental health needs and in transition.



Teachers: training and collaboration

# Classroom Layout Highlights

- Flags of countries
- Rainbow displays
- Symbols of Indigenous cultures
- Words of Indigenous languages (for instance, Sm'álg yax)

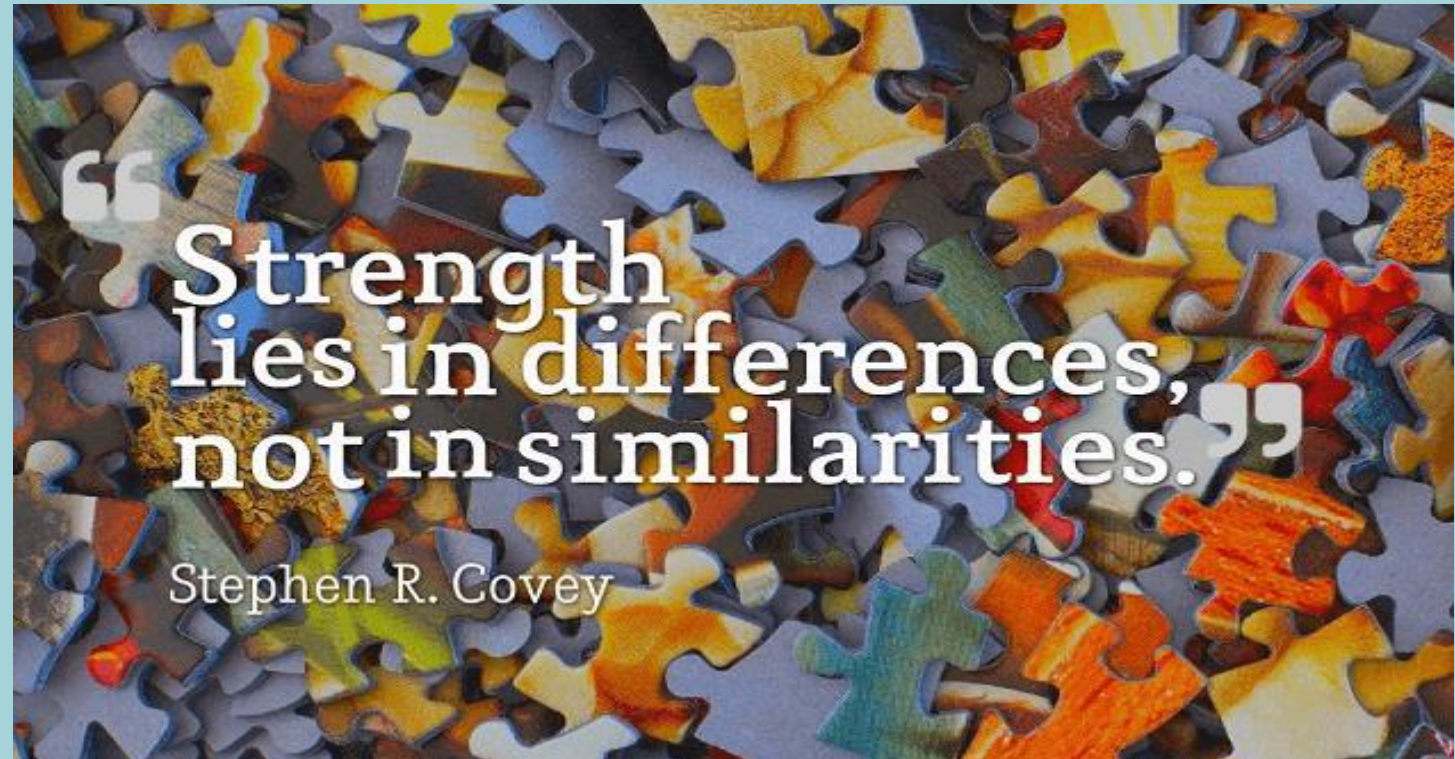
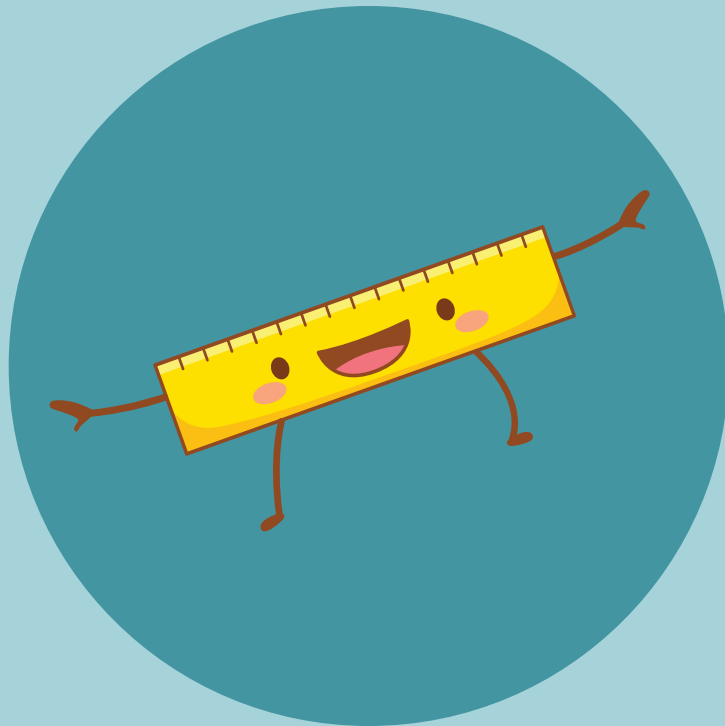


Ndeeya wila waan?	▶	How are you?
Nt'oyaxsn.	▶	Thank you. (said to one person)
Aam.	▶	Good.
Si'pn nuut nuun.	▶	I love you.
Aam di wila waalu.	▶	I am good.
Aam dsh nuun.	▶	Good, and you?
Luk'wil aam wil waalu.	▶	I am very good.
Ama <u>g</u> untaak.	▶	Good morning.
Ama sah gya'wn.	▶	Good day today.
Ama huup'l.	▶	Good evening.
Ndm al dyuk niidzn.	▶	Until we meet again. (said to one person)
Gilks amaniisgn.	▶	Take care of yourself. (said to one person)

Retrieved from <https://www.alaskanativelanguages.org/tsimshian>

# Classroom Layout Highlights

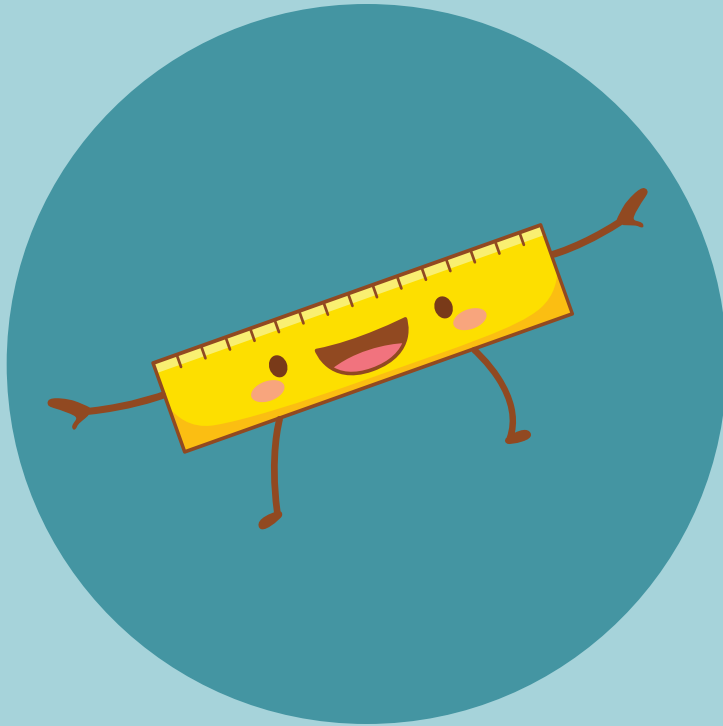
- Positive quotes



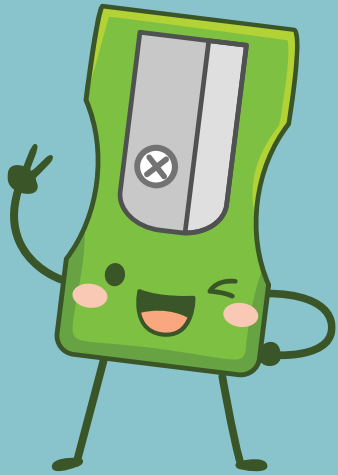


# Classroom Layout Highlights

- A quiet space with cancelling noise headphones, books, stress balls, and stuffed toys: to relax and regulate emotions.



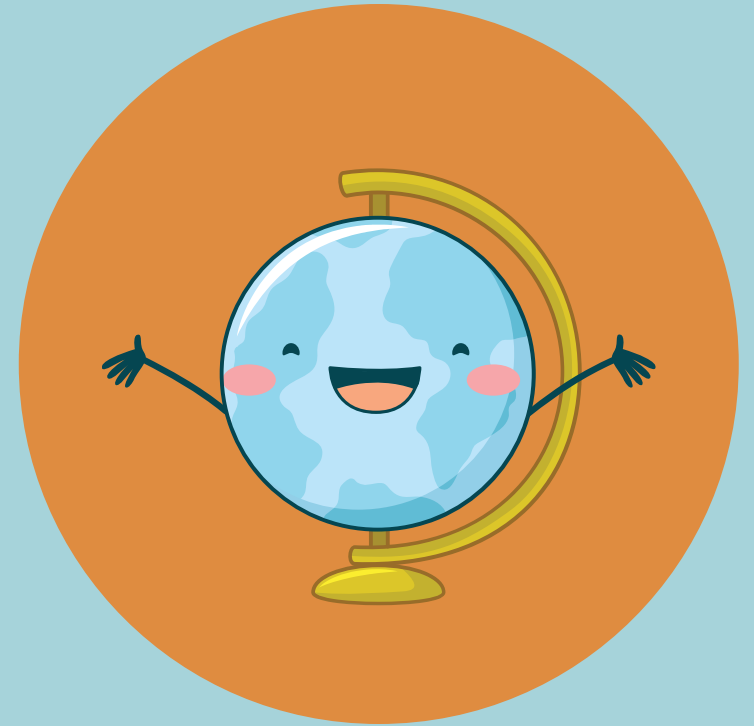
# Classroom: Building A Community



- Classroom rules: to be set up with the help and agreement from all students.
- Seat changes: to allow students to seat next to different friends to get along with each other.
- Buddy reading: to support students with challenges in reading.
- Buddy time: to let the students in higher grades hang out with the small kids.
- Class projects: worms farm to learn about responsibilities in community.
- Outdoor activities: walking trips to honor and respect our relationships with the lands, places, and peoples around us.

# Classroom: Celebrating the diversity of cultures

- Show and Tell: teacher and students can celebrate their holidays like Chinese New Year or Diwali (the Hindu festival of lights).
- Acknowledging students' needs to perform their religious routines like praying.



# Classroom: Celebrating the diversity of cultures

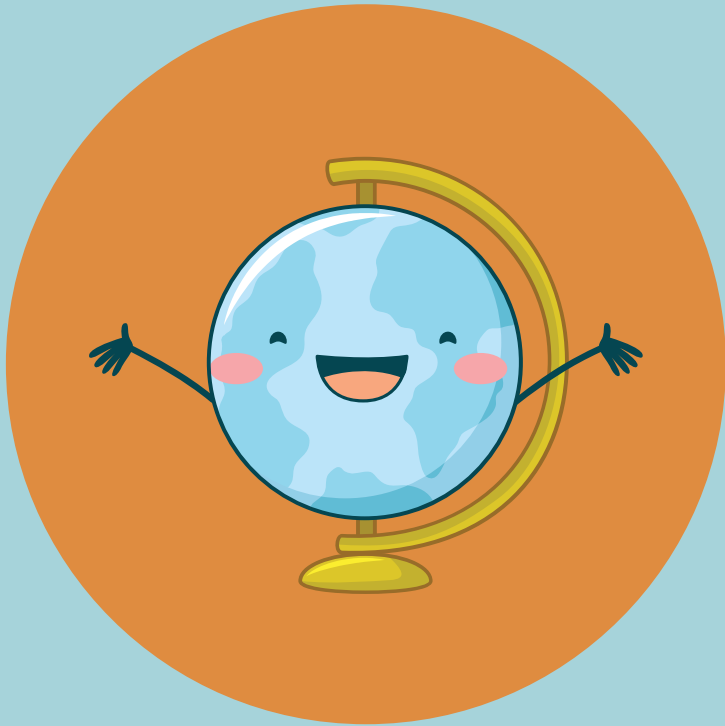
- Inviting Elders and knowledge-keepers into my classroom to share their cultural richness with my students.
- Field trips to Indigenous communities.

This could allow students to access authentic Indigenous voices and resources, preventing an inaccurate or pan-Indigenous approach to Indigenous knowledge and cultures.





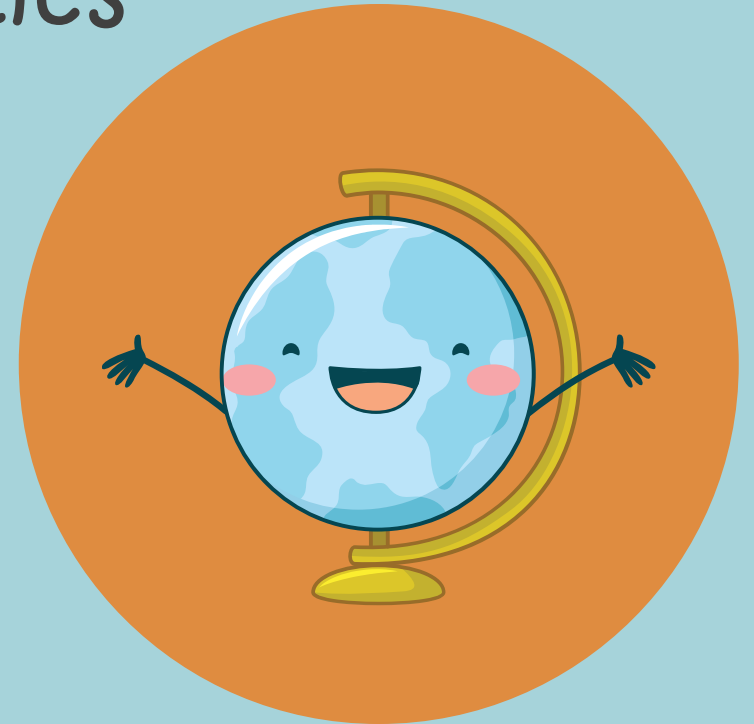
# Classroom: Supporting the diversity of needs



- Technology support for English learners (tablets with translation apps).
- Reading groups based on students' reading levels.
- Writing groups from multiple grades.
- Choices of free time activities: reading, writing, drawing, coloring, etc.
- Assessments: choices of work including oral, written, or visual forms.

# Classroom: Accepting all sexual orientations and gender identities

- Allow students to choose their preferred pronouns.
- Encourage students to share about their transition journey through art, videos, and presentations.
- Support students in transition in the area of Social Transition (wardrobe, hairstyle, or legal ID<sup>1</sup>).



<sup>1</sup> See The BC K-12 SOGI Collaborative (2020) for more details on supporting students in transition.

# Teacher's Activities

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- **Land acknowledgment.**
- **Wheel of Privilege and Power:** to know my students' social and cultural contexts.
- **Universal Design for Learning:** to tailor my instructions for groups of students that have different levels of understanding and expectations.
- Creating activities like games or contests to help students recognize and celebrate their strengths, boosting their confidence to succeed in their life.
- Using Weekly Check-in app to be informed about students' problems and concerns.

# The important role of Special Education Assistants

- Provide one-on-one help to students with special needs.
- Bring relief to both students and teachers.



Retrieved from <https://assiniboine.net/programs/education-assistant>



# The necessary involvement of parents



- Joining student-led conferences.
- Engagement in volunteer activities at school and field trips.
- Productive discussions about SOGI and special needs.



Retrieved from <https://indyschild.com/on-chaperoning-my-first-field-trip/>

# Final Statement

- Inclusive education creates equitable opportunities for all students with different backgrounds, needs, and gender identities to succeed at school and in life.
- I am excited to become a teacher of diversity and inclusion, working in an inclusive educational setting as my visioning project.



# Thank you for listening!



Anishinabe/Ojibwe: *Miigwech* Creek: *Mvto* Shimalgyak (Tsimshian): *Doyckshin*

Yaqui: *Chiokoe utessia* Hopi: *Kwakwha* Alutiiq: *Quayanna* Choctaw: *Yakoke*

Dakota: *Pidamayaye* Tlingit: *Gunalcheesh* Haida: *Haw.aa* Klamath: *Sepk'eeec'a*

Pueblo of Acoma: *Dawaee* Cherokee: *Wado* Cheyenne: *Nea ese*

Coeur d'Alene (Salish): *Limlemsh* Tewa: *Gunda* Lakota: *Pilamyaye*

Hawaiian: *Mahalo* Blackfeet: *Nitsiiniyi'taki* Sgi: Cherokee Narragansett: *Kutapatush*

**Thank you**

Retrieved from <https://www.nativeartsandcultures.org/tribal-partners>



Retrieved from <https://www.art-is-fun.com/colored-pencils>





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