

Creating inclusive classrooms

Learn about the learner early and often

Observations: Plan to make students' thinking visible regularly. What do you notice? Strengths? Needs?

Conversations: What does the learner say works for them? Doesn't work? What do families say helps? Doesn't help?

Key documents and assessments: What's helpful to know when planning?

Capture your learning in a **learner profile**. Return to it often to record new learnings and when planning instruction

Plan to differentiate in meaningful and practical ways

Group intentionally: Use what you know about your learners to create helpful groupings

Tweak learning tasks: Provide slightly different opportunities to capitalize on student strengths and mitigate the barriers to their learning

Adopt universal approaches that are necessary for some but will definitely benefit all

Use inclusive language: Learn what language students and communities find supportive or harmful. Honour their wishes and learn from experience.

Use inclusive resources: Involve students of all ages in critically examining classroom resources, curriculum documents, and even your assessment plans. Invite their thinking and their revisions to what you planned to use to support their learning.

Adopt an inclusive mindset

- Commit to inclusion
- Adopt an inquiry stance towards your own decisions and practices
- Cultivate asset-based thinking