

## **Inclusion Statement**

Inclusion as a holistic culture in learning and teaching is at the core of my educational philosophy and practice.

Belonging is the foundation of my practice. All children need authentic acceptance to thrive and feel connected to their community. All children need to feel loved in a genuine way. To make my classroom a place of belonging, all learning and teaching includes practices of UDL to meet the learning needs of all learners. We know that all learners are diverse as there is no such thing as the average learner – their needs and strengths are jagged profiles. My belonging classroom will be sensory-adaptive and welcoming, providing a wide variety of accommodations for learners who need both stimulation and reduction in stimulation.

Additionally, social and emotional learning is prioritized and central to everything that we do, both to develop our skills as members of the community and to learn to regulate and care for ourselves.

A growth mindset approach is central to our learning in every domain. Progress is success – I measure students against themselves, not other students and classmates. Students are encouraged to take on leadership roles and develop their vision of contributing to their classroom and school. I also practice the tenets and values of restorative justice because we learn through our mistakes, and we learn to make amends and restore our relationships with those we have hurt or wronged.

Equity is both my practice and my goal. In my classroom, that means learners are scaffolded to work within the zone of proximal development. I also believe in having fair expectations that meet students where they are at (not where we think they should be). We also need to meet learners' families where the families are.

Further to achieving equity in the classroom, I believe in flexibility, both in modelling and teaching. This translates to flexible deadlines, aligning assessment with learning outcomes, and providing students with choices in both content and expression.

I also strongly believe in having student-centered, democratic classrooms, where students are encouraged to make decisions wherever possible, appropriate, and with appropriate support.

Finally, my own teaching and learning pedagogy is centred in Indigenization and decolonization as a necessary lens. My pedagogical framework is rooted in The Circle of Courage and its values of belonging, independence, mastery, and generosity. I strongly value and implement the First Peoples Principles of Learning in my lesson development and activities, encouraging learners to find their own ways of learning and knowing and developing a strong sense of self.

Included in Indigenization and decolonization, and in furtherance of my other teaching values of equity, flexibility, growth, and belonging, I believe in the representation of all learners in the classroom, through their cultures, language, and examples of their work.