

Inclusion Statement

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Inclusion Statement:

What does inclusion mean to me? Inclusion is where the teacher creates a warm, welcoming and safe space for their students to be themselves, and by doing so, it helps foster creative minds and students who want to learn. This is precisely what's been missing in higher education, including middle, high school, and university/college. I've had 70 percent bad/unmotivated professors for the past seven years of university. The remaining 30 percent were motivated, making their content enjoyable and worth learning. My reasoning for mentioning this is another part of why I enrolled in the education program. I've experienced many professors who lacked enthusiasm about their content, which is reflected in my work. However, professors who were invested in what they were teaching and made the classes enjoyable helped me produce some of the best work. That is what I want to foster in my students. I may not be too keen on children; I'm not all over how they dress. I view them as younger adults. Meaning I don't talk down to them and say cutesy stuff. However, I smile, try to have fun with my lessons, and try to meet them at their level. With all this in mind, I want all students to know that they are valued, treated/viewed equally, and given opportunities to learn in ways that they learn best.

One of the first things I want to do is incorporate various Indigenous pedagogies. For younger grades, I would focus on the "Seven Grandfather Teachings"; for older grades, I would want to use the "Circle of Courage" and "First Nations Tree of Life." I want to introduce and implement these techniques because they focus on building relationships and interconnectedness within a classroom. For the Tree of Life, I would make a classroom tree where every student's thoughts are included in every aspect of the tree; this can help both Indigenous and Non-

Indigenous students get to know each other's values, feelings, and opinions. Creating a tree of life made up of student ideas can spark discussions between students.

Another thing I want to implement is brain breaks and physical learning opportunities in my lessons since we learned from Tatiana that students learn best when they are given chances to release some energy so they can focus. However, I offer students varying assignment types for students who may not need the physical element. For example, I would hand out "Fill-in-the-Blank Worksheets," where students write down certain words that I discuss in my lessons in the blank spaces, which can be a form of assessment and unit planning. For assessment, I can check what students write down and see where they are and if they understood the lesson. For unit planning, this could help students learn new vocabulary, which can then prompt discussions with me or other students.

Along with everything I have mentioned, there are many more ways I would want to create a more inclusive classroom environment, but these are some of the ways that stood out to me as starting points.