

Inclusion Statement
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EDTL 3200 - 02
Winter 2025

When I think about inclusion, one of my first thoughts is how to incorporate it in a classroom. But, not just in a transactional, colonial way. As someone with Secwepemc ancestry, it's important to Indiginize my practice, and I believe incorporating a holistic pedagogy inherently promotes inclusion. For example, hallmark Secwepemc values include respecting and helping one another while having reverence for all of life and doing what is right. I plan to weave these inclusively fueled Secwepemc values throughout classes, lessons, units, in a community-emphasized classroom that celebrates diversity.

Holistic learning in a classroom takes into account the uniqueness of each student while bolstering the whole person — the spirit, body, and mind. Structuring activities and lessons to teach far past memorization and objectiveness is an absolute must and a hallmark of my philosophy. And to accomplish this, refining my ability to implement universal design for learning and differentiated instruction is paramount, and a commitment I'll make to myself and my students.

With the mainstay of colonial practices, holistic learning and inclusive teaching have historically taken a back seat. Luckily, the B.C. curriculum is highly engaged in catering to all learners, no matter what style suits them. However, it's up to the teacher to alter their practice to ensure this happens.

For example, I'll have a robust triangulation of assessment. People show their learning, knowledge, and understanding in different ways. I'll have students share their thoughts through all means, like conversations, written work, art, and play. A student may not be able to articulate what a plant looks like, but they can show me while on a class field trip at Kenna Cartwright National Park.

I understand that for me to truly live these words, I need the experience of implementing them in the classroom. I'm prepared to utilize trial and error and ride the waves that championing diversity and inclusion brings. And I'm excited to do so!