

The Regional Municipality of Durham & Outside Pin Consulting Present

Belonging By Design

A Speaker Series Focusing on Intentional Practices for Inclusive and Responsive Early Learning and Community Care

This six-part virtual speaker series is created for early learning and community care educators committed to fostering environments where every child, family, and educator feels seen, valued, and supported.

Choose one session, a few sessions, or join all six!



June 24

7:00–8:30pm ET
(VIRTUAL)

Lauren MacLean

Engaging Social-Emotional Learning Through Outdoor Play



July 14

7:00–8:30pm ET
(VIRTUAL)

Hina Mahmood

Unpacking the Senses:
Promoting Sensory Health



July 22

7:00–8:30pm ET
(VIRTUAL)

Laurie McIntosh

Teachers These Days: Why is Your Community Lucky to Have You?



August 10

7:00–8:30pm ET
(VIRTUAL)

Dr. Carly Christensen

Reframing Behaviour in Early Learning: Anti-Ableist and Restorative Approaches



August 17

7:00–8:30pm ET
(VIRTUAL)

Katie Jameson

Side by Side: Navigating Inclusion through the Eyes of a Family



November 2

7:00–8:30pm ET
(IN PERSON)

Dr. Shelley Moore

Opening the Door to All Children: Removing Barriers with UDL

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Session 1

Engaging Social-Emotional Learning Through Outdoor Play

Facilitated by [Lauren MacLean](#)

This interactive session explores how outdoor play can support children's social-emotional development, wellbeing, and sense of belonging in early learning and community care settings. Through nature-based routines, sensory exploration, and mindfulness activities, educators will experience practical strategies for creating inclusive outdoor environments. Aligned with UDL 3.0 – Guideline 9: Promote expectations and beliefs that optimize motivation, the session highlights how supportive environments help children and youth build resilience, emotional regulation, and connection.

Wednesday, June 24, 2026
7:00–8:30pm ET (Virtual)



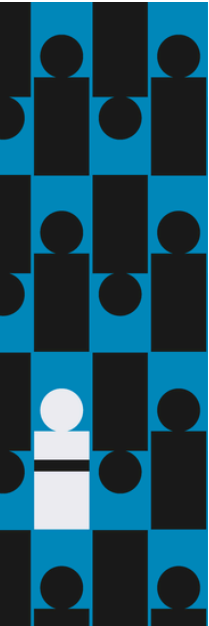
[Register here!](#)



Lauren MacLean is a neurodivergent elementary teacher, accomplished author, and outdoor learning consultant whose work celebrates the joy of connecting with nature. Lauren is passionate about integrating math and storytelling in nature, fostering curiosity and social-emotional competencies through outdoor experiences. She is dedicated to ensuring that everyone feels welcome, that they see themselves reflected in outdoor spaces, and that inclusive planning practices create opportunities for all learners to connect with the natural world.

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Session 2

Unpacking the Senses: Promoting Sensory Health in Early Learning Settings

Facilitated by [Hina Mahmood](#)

This session explores the sensory processing framework and the eight sensory systems, and how they may contribute to challenges children experience at home, school, and in the community. Aligned with UDL 3.0 – Representation: Support multiple ways to perceive information, participants will consider how sensory-aware environments and strategies can remove barriers and support children’s regulation, learning, and participation. Practical approaches to promoting everyday sensory health in early learning settings will also be shared.

Tuesday, July 14, 2026
7:00–8:30pm ET (Virtual)



[Register here!](#)



Hina Mahmood is the senior occupational therapist at the Down Syndrome Resource Foundation. She specializes in promoting health, wellbeing, and meaningful inclusion for individuals of all abilities.

Through innovation, collaboration and a focus on person-centered care and neurodiverse affirming practices, Hina strives to practice with respect, compassion and integrity.

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Session 3

Teachers These Days: Why is your community lucky to have you?

Facilitated by **Laurie McIntosh**

This session is all about the connection. It offers all of us a chance to acknowledge, affirm and connect in community together and hold a safe space for educators to land in just as we did in "Teachers These Days". We will take the time to revisit stories from the book, to talk about the many ways we can reconnect to ourselves, our community and our learners.

What people will remember most about you, your legacy, will have so much more to do with a felt sense than it ever will with words or numbers. This session reminds us that our job is to shine the incredible light that brought you into this profession in the first place. It will remind you that whatever you've got on any given day is (more than) enough!

You can expect to leave with strategies around connection to yourself, your community, your learners and the families you serve.

Wednesday, July 22, 2026
7:00–8:30pm ET (Virtual)



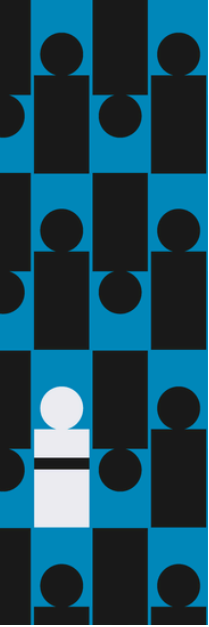
Register here!



Laurie McIntosh is a primary teacher who focuses on inclusion and universal literacy practices that are anchored in kindness, community, and joy. Laurie acknowledges and affirms the accomplishments of teachers and students through relationship and stories and uses her twenty+ years in education to build connections and forge new paths.

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Session 4

Reframing Behaviour in Early Learning: Anti-Ableist and Restorative Approaches

Facilitated by [Dr. Carly Christensen](#)

What if responding to children's behaviour was about cultivating empathy, connection, and belonging? This session invites early childhood educators to reframe behaviour through the lens of disability justice, anti-ableism, and Universal Design for Learning (UDL) 3.0. Drawing on UDL Guideline 9, we explore how restorative, relationship-based practices support young children's engagement, emotional safety, and meaningful participation.

Monday, Aug 10, 2026
7:00–8:30pm ET (Virtual)



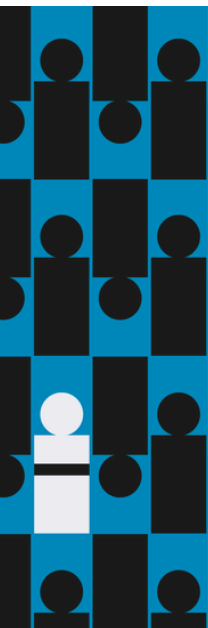
[Register here!](#)



Dr. Carly Christensen is a Disabled educator and scholar committed to inclusive education frameworks that recognize Disability as a valued identity. Carly is the co-lead of the Inclusive Education Research Stream at the Canadian Institute for Inclusion and Citizenship (CIIC), where she emphasizes that creating inclusive schools involves acknowledging disability history, dismantling its lingering effects, and ensuring schools become spaces of belonging and healing for Disabled learners.

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Session 5

Side by Side: Navigating Inclusion through the Eyes of a Family

Facilitated by [Katie Jameson](#)

This session shares the story of Kenzie and Wally—twins beginning their journeys into the education. While both children are part of the same educational community, Kenzie, who has Autism and Down Syndrome, experiences this in very different ways. Through a parent's lens, Katie reflects on how these experiences have shaped her family's understanding of inclusion and the powerful role that educator mindset plays in creating welcoming, supportive learning communities.

Thursday, August 17, 2026
7:00–8:30pm ET (Virtual)



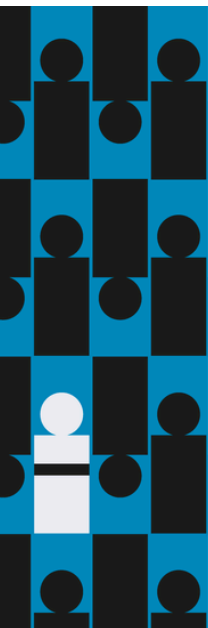
[Register here!](#)



Katie Jameson is a community advocate, outspoken storyteller and writer who weaves joy and grief into everyday moments. She is the mother of five children including Kenzie, her daughter, who has a dual diagnosis of Down Syndrome and Autism. For Katie and her family, advocacy is a love language. Katie is a founder and board member of Down Syndrome BC, is the co-creator of an adaptive soccer program in Vancouver, and has a loyal following on social media, who have fallen in love with a little girl and her family.

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Session 6

Opening the Door to All Children: Removing Barriers with UDL

Facilitated by [Dr. Shelley Moore](#)

This workshop introduces Universal Design for Learning (UDL) 3.0 in early learning settings. Participants will explore how designing flexible environments, materials, and interactions can support all young children's engagement, communication, and participation. Educators will leave with practical strategies to create inclusive, responsive learning experiences that honour children's diverse strengths, needs, and ways of learning.

Monday, November 2, 2026
7:00–8:30pm ET (In Person)



[Register here!](#)



Dr. Shelley Moore is a passionate inclusive education researcher, teacher, and storyteller. Her work focuses on supporting teachers to design inclusive classrooms for all learners, including students with intellectual disabilities in grade level academic classrooms through strength-based and responsive approaches.