Inclusive Teaching Checklist

The following checklist provides the opportunity for identifying barriers and biases in course related materials/activities. Some items may be inappropriate for some courses/units, for example units in the areas of history, literature etc. These items are indicated by *.

Experiences, contributions and individual needs related to disability, race, socio-economic status, gender, language, ethnicity, geographical isolation, sexuality, work commitments and family responsibilities are valued in the course/unit content.	❑
Sexist, racist and socio-economic/class humour is avoided in the content.	❑
Inclusive language is used to ensure stereotyping is not present.	❑
Barriers that prevent students from diverse backgrounds from learning have been identified.	❑
Opportunities are provided for the experiences, voices, work and learning of students to be shared.	❑
Power differentials between genders, races, classes and people with disabilities are recognised and minimised.	❑
Students work with others and mixed groups for diversity.	❑
Teaching methods and learning activities are varied to promote and support different learning styles/preferences.	❑
Expression of diverse perspectives and interpretations is encouraged.	❑
Themes of diversity, openness and cultural relativity have been integrated into course material and activities. *	❑
Instructional strategies do not place students from diverse backgrounds at a disadvantage.	❑
Texts/articles/readings provide differing cultural/gender/race perspectives. *	❑
Alternate and diverse options for assessing student learning have been included.	❑
Consideration has been given to any "hidden curriculum", including your own personal views, assumptions and expectations, and the physical and social environment where learning will take place.	❑
Opportunities for students to discuss personal learning/assessment issues are provided, ie assessment/examination arrangements (language background/disability issues), course material in alternative formats, work commitments and family responsibilities.	❑

Finally

Is a bias evident in the course material/activity? Can it be shifted to be more inclusive?