

***IncludeAll*: Inclusive Practice: Self-Reflection Checklist for individual lecturers**

The purpose of this checklist is as an aide memoire to help self-reflection rather than as a prescriptive set of regulations for all to conform. It is anticipated that many of the statements listed here will mirror practice which is already in place in various curriculum areas of the University, and so this checklist is merely to prompt reflection, encouraging you to consider how you can make your existing good practice even better.

Either across all your teaching or just focussing on your teaching within one particular award or module, for each statement in the checklist below, place a tick in the appropriate column.

	Always	Usually	Sometimes	Rarely	Never
Planning					
The cultural background of different students is taken into consideration when a teaching session is planned					
Consideration is given to the range of student needs within the group					
Teaching sessions are planned to accommodate different learning styles and preferences					
Barriers that prevent students from diverse backgrounds are recognised and therefore avoided					
You consciously examine your own assumptions so as to avoid any bias					
Differentiated activities are included so as to maximise the potential of all students					
Hand-outs and other learning materials are made available on Blackboard sufficiently in advance to support learning					

Learning resources					
A range of Inclusive imagery and language are used so as to include students from different cultural backgrounds					
Cultural diversity is celebrated through being integrated into materials					
Recommended texts and/or articles illustrate and heighten awareness of different cultural perspectives					
Hand-outs are clear and informative so as to aid learning					
Power-point slides have a balance of text and imagery					
Lectures are recorded and made available to students in order to consolidate learning					
Teaching methods					
Teaching strategies maximise the chance for all students to succeed					
Opportunities are provided for the experiences and voices of all students to inform the discussion					
A multi-sensory (e.g. visual, verbal and auditory) approach to teaching is used					
Teaching methods and learning activities are varied to promote and support different learning styles/preferences					
Strategies to ensure the positive engagement of all students are used					
Group-work					
The rationale behind group work is explained					
Students are divided into groups to aid integration					
Instructions for the tasks are given using simple language					

Dignity and respect for all group members is promoted as part of ground-rules setting					
Group-work is monitored so as to ensure all students are engaging with it					
Power differentials between genders, races classes and students with disabilities are recognised and minimised					
Communication					
New vocabulary is clarified and displayed; variation in definitions across linguistic barriers discussed					
Unnecessary jargon is avoided					
The language used is inclusive and non-discriminatory					
Diverse perspectives and interpretations are encouraged					
Students of all abilities and cultural backgrounds are helped and encouraged to contribute.					
Students confident to raise issues and ask if they do not understand.					
Open to students suggesting improvements					
Inappropriate language and behaviour challenged					
Assessment					
A choice of assessments and/or a choice within assessments is given where appropriate					
If the module allows, students co-create with you the assessment criteria to be used					
The assessment is explained in simple terms					
The students' understanding of the assessment is checked					

Guidance is given about the structure and content of assessments and, where appropriate, example/model answers are provided to aid clarity					
The marking criteria is made explicit to students					
Plagiarism is (re)explained and hints and tips about how to avoid it are reiterated					

Reflection and action

Analysing my responses to the above checklist, I now intend to work on the following:

Action	By when?

This document is part of an inclusive practice 'toolkit' - *IncludeAll*. The whole Toolkit, as one complete document or as separate documents, can be found on the University website at www.staffs.ac.uk/inclusivepractice .

It is split into four sections: Core Concepts; Inclusive by Design; Enhancing Practice; Checklists for Self-reflection.

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