

Self-Development Checklist for Inclusive Teaching

To create a culturally inclusive classroom environment, it is helpful if teaching staff reflect on their own attitudes, assumptions and instructional practices. To what extent do these attitudes, assumptions and practices promote an inclusive learning environment? The following questions can be used as a framework for monitoring your own assumptions, biases, and understandings of cultural diversity in a reflective and potentially productive way. It can also form the basis of a peer-review tool, if required.

10 Questions to Guide Self-Reflection: Creating a Culturally Inclusive Classroom

1. What is my definition of “diversity”?
2. What national, cultural, linguistic or religious group(s) do I belong to? How do my teaching practices reflect this?
3. What do I know about the cultural, linguistic, religious and educational backgrounds of my students and other staff?
4. How could I learn more about the diversity of my students and staff colleagues?
5. What are my perceptions/assumptions of students and staff colleagues from diverse cultural groups? Or with language or dialects different from mine? Or with special needs or requirements?
6. What are the sources of these perceptions (e.g., friends/relatives, media, stereotypes, past experiences)?
7. How do I respond to my students (emotionally, cognitively, and behaviorally), based on these perceptions?
8. What experiences do I have as a result of living, studying or working in culturally and linguistically diverse cultures? How can I capitalize on this experience?
9. How can I adapt my teaching practices to be more responsive to the unique needs of diverse student groups?
10. What other knowledge, skills and resources would help me to teach from a more culturally inclusive perspective?