

Inclusive Teaching Checklist

(from: Centre of Excellence in Teaching and Learning at Manchester Metropolitan University <http://www.celt.mmu.ac.uk/inclusion/>)

This checklist consists of a range of questions that you can ask yourself when planning and delivering an inclusive teaching session. They provide a start point to enable you to start to consider mechanisms to make your classrooms and learning accessible to all students.

Preparation and Planning	Action needed?
<p>Do you know who is in your classroom?</p> <ul style="list-style-type: none"> - International students - gender / sexuality - culture / religion / belief - disabled (where do I find the PLP's?) - social / economic factors <p>If you are not sure – How do I find out? 'Anticipate all of the above in your planning and delivery'</p>	
<p>Can all students access key documentation and learning materials?</p> <ul style="list-style-type: none"> - Are they available electronically in advance? Can all students access the VLE? - Are handbooks, handouts and assessment specifications using best practice in relation to font / layout? - Are documents formatted to enable the use of 'text – Speech software'? - Do videos have subtitles? <p><i>Guidance on document layout can be found at: http://www.celt.mmu.ac.uk/disability_guidelines/docs/Alternative_format_policy.pdf</i></p> <ul style="list-style-type: none"> - Are you using clear and appropriate terminology and language? - Do you provide a list of definitions for key terminology? - Do images / case studies / examples reflect the diversity in your classroom? 	

<p>Session Planning</p> <ul style="list-style-type: none"> - Does the subject matter reflect a range of cultural diversity? - Is there any content that could be perceived as being discriminatory? - Is there any content that may be inaccessible to a group of students? - Do you have any students in the group that will require additional reasonable adjustments? (eg: exceptional circumstances due to disability or should you make the adjustment for all students and therefore be inclusive or should you make the adjustment for all students and therefore be inclusive?) - Am I using a diverse range of classroom activities that engage all students (large group/small group, visual, verbal (multi-sensory)? - Do any approaches potentially exclude a group of students? - Do I need to modify my standard approach/teaching style? - Have I made the handouts/summary and other learning materials available in advance? - Is my session well-structured with clear links being made between related topics? 	
<p>Small group work:</p> <ul style="list-style-type: none"> - How do I plan small group work that uses examples that reflect the diversity of the classroom? - How do I organise the small groups to ensure each group has members that reflect the diversity in the classroom? 	
<p>Delivery – Structure</p> <ul style="list-style-type: none"> - Do I provide a clear introduction – is the purpose of the session made clear to all students? - Does my pace allow all students to take appropriate notes? - Do I reiterate/emphasise key points? Do I summarise the key learning points at the end? - How do I evaluate whether all students have learnt? 	

<p>Delivery: Inclusive communication</p> <ul style="list-style-type: none"> - Are you using appropriate inclusive language? Eg: Elderly Person not geriatric http://www.mmu.ac.uk/equality-and-diversity/pdf/inclusive_communication_guide.pdf - Do I speak clearly and steadily (not overly slow / fast)? - Do I have a strong accent that may confuse international / domestic students? (If in doubt ask the students)? - Do I avoid the use of jargon, inferences, sarcasm and colloquialisms that may confuse some students? - Do I face the class when I am speaking? - Do I use a multi-sensory approach, particularly when using electronic presentations (mixture of written, verbal and visual materials)? - Do I ensure that in-session announcements are produced in written and electronic formats eg: changes in venue / time, study tasks, assessment arrangements etc ? - Do I provide both oral and written instructions for in-class tasks? - When I target individual students with questions do I ensure they have sufficient time to think and then respond to the question? - Do I expect students to read unseen materials under timed pressure within a class? Could I distribute this in advance of the session? (particularly important for students for whom English is a second language, have a visually impairment or Specific learning difficulty. 	
<p>Delivery- providing additional support</p> <ul style="list-style-type: none"> - Do any students need additional support? If yes, how can I provide this discreetly? - Have I asked the student what their preference is for additional support mechanisms? - Do I have ground rules for group discussions that remove the fear of ridicule for students who find verbal communication under pressure challenging? 	

<p>Laboratory, Fieldwork and Practical sessions</p> <ul style="list-style-type: none"> - Do I ensure that risk assessments are presented and explained verbally and in writing? - Do I provide students with written and verbal instructions for practical tasks? - Do I provide demonstrations and re-demonstrations when necessary? - Do I encourage students to take notes when observing demonstrations? - Do I provide ongoing feedback to all students during the task? 	
<p>Assessment</p> <ul style="list-style-type: none"> - Do I sign-post student to key material that may be relevant for the unit assessments? - Do I remind students of timescales and submission deadlines to assist them in time management? - Do I include formative assessment activities with in my sessions that give students the opportunity to get feedback to support them in completing the summative assessment? 	
<p>Personal Tutorials / 1:1 Teaching</p> <ul style="list-style-type: none"> - Do I use a quiet space to help concentration and enable confidential conversations? - Do I take into consideration that some students (International/disabled) may be anxious about a 1:1 meeting and have difficulty absorbing verbal information or be insecure about their own verbal communication? - Do I Invite questions to enable me to monitor a student's understanding and comprehension? - Do I encourage students to write down important information to take away? - Do I consider asking a student to bring a friend, peer or support worker with them? - If I meet my tutees as a group, do I offer the opportunity to meet as a 1:1? 	

Further guidance can be accessed on the CELT [Inclusive Curriculum webpage](#)