

Self-Development Guide

To create a culturally inclusive classroom environment, it is helpful if teaching faculty reflect on their own attitudes, assumptions and instructional practices. To what extent do these attitudes, assumptions and practices promote an authentically 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.

12 Questions to Guide Self-Reflection: Creating an Equitable and 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 colleagues?
4. How could I learn more about the diversity of my students and colleagues?
5. What are my perceptions/assumptions of students and colleagues from cultural groups that differ from my own? Or with language or dialects different from mine? Or with disability accommodations?
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. Am I attentive to the reality of historical oppression that may amplify the experiences of some students/colleagues and silence others?
10. How can I adapt my teaching practices to be more responsive to the unique perspectives of diverse student groups?
11. What are my assumptions about what is or is not valuable to my students’ success that may cause me to see certain experiences and perspectives as more valid than others?
12. What other knowledge, skills and resources would help me to teach from a more culturally inclusive perspective?

Adapted from GIHE Good Practice Resource Booklet on Designing Culturally Inclusive Learning and Teaching Environments prepared by Professor Michelle Barker, Dr Elisha Frederiks and Brona Farrelly Visit www.griffith.edu.au/gihe/internationalisation