

INCLUSIVE INSTRUCTOR



Empathy

You care about your students, try and put yourself in their shoes while being aware that you may never know the entirety of their experience.

Example: Tell your students you want to help them achieve their goals and ask for their input in how to best do that.



Curiosity

An inclusive instructor builds relationships. They have an interest in the learners they work with, and want to know more than just their educational goals.

Example: Signing up for a webinar, asking a colleague for advice.



Humility

An inclusive instructor recognizes that they can't necessarily know the circumstances of their students and works to stop themselves from automatically becoming defensive and justifying the hardships their learners are presented with.

Example: Create a privilege checklist to become more aware of the things you may not think about regularly.



Authenticity

An inclusive instructor is genuine and they share about themselves. They don't default to "teacher face" every time they're speaking with the student. They build a genuine rapport with their students.

Example: Tell your students about yourself, your own learning struggles and how you've overcome them.



Allyship

The EAL classroom is a place of many dynamics, being aware of the power dynamics your students have been conditioned to expect from a teacher can help to break down barriers and build a collaborative relationship.

Example: Give your students the marker or control of the computer sometimes. Let them stand at the front of the classroom. Challenge assumptions those in your class have about what is "normal", use diverse examples such as same sex partners.

INCLUSIVE POLICIES



Flexible

While rules and expectations are clear, allowing for the unexpected creates a safer space for learners.

Example: provide handouts for a student who has to leave early for work regularly.



Intentional

It's important to revisit and view goals and policies and make intentional choices as we acquire new learning and new lenses through which to view them.

Example: Look at classroom expectations again a few weeks into the course to check in with students if they feel they meet their needs or if they need work.



Representative

policies which don't take into account the diversity of a classroom can prevent learners from feeling excluded either implicitly or explicitly.

Example: Mark the beginning of Ramadan, Hanukkah, Kwanza or other holidays your students may celebrate.



Welcoming

inclusive policies which encourage signage and visible signs of welcoming invite learners to join a classroom community create a good first impression.

Example: Signs which say hello in multiple languages.

INCLUSIVE SPACE



Accessible

an inclusive space is open to everyone with obvious adjustments made for those who have differing mobility.

Example: put up signage for accessible bathrooms, use larger print for handouts.



Thoughtful design

an inclusive space is intentionally designed. Sometimes we cannot change big things in the places that we teach, but when an effort is made to adapt the things we CAN to modify them better suit learners.

Example: Incorporate UDL principles into your lessons.



Clear boundaries

an inclusive space also has boundaries, instructors and learners know what is and is not expected. There is a teacher presence, but it does not become overwhelming.

Example: Create a set of classroom expectations.



Shared power

inclusive space gives learners agency within their classroom. Where's taking an active role in the creation of the rules and expectations of their classroom allows them to feel a sense of ownership, and develops a unique classroom community.

Example: Create a set of classroom expectations, with your students.