



Inclusive Pedagogy Framework

Core Competencies – Inclusive Communication

Skills	Strategies	Specific Practices
Intrapersonal Awareness ^{2,4-9,5,16,18)}	Actively commit oneself to the process of self actualization ^{2,16}	Invite students to provide feedback on the instructor's facilitation of discussions and academic assessment ^{2,16,SI}
	Increase personal awareness of one's own worldview ^{2,10,16}	Articulate where and how worldview has developed ^{2,16}
	Develop awareness of how their beliefs, cultures, and privileges influence curriculum and pedagogies ^{(2,11,16,17,20}	Share own background and experiences with students ^{2,16}
	Expand knowledge of the OTHER through readings about diverse cultures and identity groups, and immersing oneself in diversity ^{2,9,15}	Critically examine own ideas, assumptions, and values, and how those beliefs have an impact on one's pedagogies ^{2,7,11,16}
Interpersonal skills ^{2,6}	Create opportunities for interpersonal dialogue where multiple perspectives are honored ^{2,7,13,15,18,19,20}	Invite students to share cultural experiences with faculty and peers ^{2,SI}
		Assist students in identifying differences and similarities in opinions ²
		Facilitate dialogue between students using a co-constructed framework of classroom norms ^{2,20}
		Foster opportunities for group work ^{2,20}
	Validate students' experiences by engaging in empathetic listening and asking questions openly and constructively ^{2,4-3r,6}	
	Engage students in creating classroom norms reflective of diversity, and revisit norms often ^{2,16,20}	Be aware of nonverbal communication ^{2,16}
	Promote an academic perspective during critical discussions ²	
	Develop and practice conflict resolution skills ^{2,16,SI}	Recognize both overt and covert forms of conflict ^{2,16,SI}
Fostering an Inclusive Learning Environment ^{2,7,16,18}	Build opportunities for authentic interactions among students ^{2,4-3o,4-3p,16,20}	Create introductory exercises that are personable, friendly, and encourage humour ¹
		Consistently challenge racist and prejudicial remarks ^{2,4-3q,16,20,SI}
Creating a welcoming, respectful environment ^{1,4-3,7,18}	Demonstrate caring through attitude, expectations, and behavior ^{2,SI}	Send welcome email to student prior to start of class ¹
		Include a syllabus statement that fosters an inclusive learning environment ¹
		Demonstrate pride in student achievement ^{2,16}
		Pronounce students' names correctly ^{1,16,20}
		Learn about students' backgrounds, social identities, and learning styles ^{2,16}
		Identify and build on students' interests ²
		Meet with students outside of scheduled class time ^{1,2,20}
		Provide constructive feedback ^{2,16}
		Avoid actions that promote tokenism ^{2,16,20}
		Engage in supportive outreach efforts ^{2,5}
		Demonstrate respect through inclusion of multiple identity groups ²



Inclusive Pedagogy Framework

Core Competencies – Inclusive Pedagogy Practices

Skills	Strategies	Specific Practices
Communicating Clear Course Expectations ^{1,2,7,16}	Addressing Essential Course Components ^{1,6}	Provide class sessions and assignments that meet intended learning outcomes ^{1,4-6b} Discuss with students the component of the course that build toward subsequent courses ^{16,SI} Post comprehensive user-friendly syllabus online prior to the beginning of the course ^{1,20} Post online video of instructor explaining teaching style and philosophy ¹ Start each day with an overview of the day's objectives ¹ Request feedback from students on the course/instruction throughout the semester rather than only at the end of the semester ^{1,7,16,18,SI}
	Communicating Clear [Assessments] and Providing Constructive Feedback ^{1,4-6d,6,8,15,16}	Provide clear written and audio explanations of course assignments online ^{1,SI} Post grading rubrics of all assignments online at the beginning of class ^{1,16} Ask students to match course objectives with course content, lectures and assignments ¹ Provide students with completed grading rubrics including written comments on a timely manner ^{1,16} Discuss in general overall strengths and weaknesses of completed assignments ^{1,16}
Offering multiple ways for students to demonstrate their knowledge ^{1,2,4-6e,6,7,8,16,18}	Incorporate noncompetitive, collaborative assignments and group work ^{2,14,15,16,20,SI}	Facilitate large and small group discussions ^{2,4-8i,SI} Use formative assessments such as journal writing and portfolios ² Engage students in debate, student-led discussion, read-alouds, and experiential learning activities (2, 16, 20)
	Foster student choice in assignments ^{2,16}	Offer students the option of papers, presentations, PowerPoint, online presentations, team assignments, poster sessions, role playing, websites ^{1,4-6g,16}
Using teaching methods that consider diverse learning, abilities, previous experiences and background knowledge ^{1,4-2a,6,7,8,15,16,18}	Effective use of learning technologies and tools ^{1,3,4-8n,4-8o,7,15,16,17}	Post all reading materials (except textbooks) and website links online ¹ Post some student assignments on course site so that other students may review ^{1,16} Provide all handouts and evaluations in 12-14 pt. san serif font ^{1,16} Provide all PowerPoint slides and handouts in UID format with no more than two sides per page for handouts ^{1,16} Consider cost of textbooks ^{1,SI} Be available to students visa email, phone, online source site etc. and in person for assistance ¹ Establish learning communities in the course to provide students with classmate resources ¹ Ensure that all field trips, labs and educational opportunities outside of the classroom are accessible to all students ^{1,16}
	Providing natural support (including technology) for learning to enhance opportunities for all learners ^{7,8,16,18}	Provide students with information regarding how to access support structures such as tutoring, writing center, and other out of class assistant ^{1,4-2f}
	Utilize a constructivist approach to teaching ^{1,17,18}	Recognize students' personal experiences as worthy knowledge ^{2,4-2n,15,16} Elicit and build on students' funds of knowledge ^{2,4-2c,4-4d,16,SI} Collaborate with students as co-constructors of knowledge ^{2,16} Include assignments such as life history interviews, personal stories of survival, and autobiographical writing that will diversify and personalize learning ^{2,4-2d,16}
	Utilize multi-modal teaching techniques ^{1,4-4a,4-8e}	Use lecture, large groups discussion, small group discussion, pair and share, role playing, case students, games, exercises, guest speakers, panels, movies and videos, podcasts, and vodcasts ^{16,SI} Use open captioned videos, DVDs, and video streams ^{1,16}



Inclusive Pedagogy Framework

Core Competencies – Designing Inclusive Curriculum

Skills

Curricular transformation ^{2,7,16,18}

Strategies

Incorporate multiculturalism throughout course content ^{2,4-4m,12,16,20,SI}

Reflect critically on whom the curriculum includes or excludes ^{2,4-4q,12,15,16,20}

Specific Practices

Integrate multiple identity groups into the curriculum through inclusion of cultural histories, local histories, and contributions ^{2,12,16,20}

Include local histories ²

Use culturally accurate curriculum, books, and teaching tools ^{2,12,16}

Review curriculum for hidden forms of oppression and make appropriate changes ^{2,12,16}

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SI	INCLUDES Summit 1 Collective Input