

INCLUSIVE CURRICULA CHECKLIST

Aim: this checklist has been designed to ensure staff can apply the principles and practices of inclusive curricula in the development and review of subjects or courses.

What is *inclusive curriculum* and why is it important?

La Trobe University (LTU) is committed to principles of inclusion and diversity. The student population is characterised by diversity in relation to differences of language, cultural background, gender, sexuality, age, attendance pattern, family responsibility, religion, and physical ability and disability.

Inclusion at LTU relates to increasing the participation and enhancing the quality of learning of all students including those vulnerable to exclusionary pressures.

Curriculum includes the teaching and learning environment, the course content, the processes of teaching and learning, and the assessment practices. Good teaching includes the design of a curriculum that addresses all these features, while embracing notions of inclusion of all students.

Curriculum Design

- Have you considered the diverse needs of your students in the design of the subject curriculum?
- Does your curriculum value and build on students' prior learning, experiences and goals?
- Is 'assumed knowledge' made explicit in the stated prerequisites for the subject?
- Have you ensured that the texts, readings and on-line materials reflect a diversity of viewpoints and representations?
- Have you considered the accessibility of subject materials for a diverse group of students?

Curriculum Content

- Do the examples/case studies in your subject reflect the diversity of knowledge, experience and cultural values of your students?
- Does your subject material include examples in which people vulnerable to exclusionary pressures are made visible and represented positively?
- Are your examples, resources and applications equally accessible to all students?
- Does your subject examine the implications of diversity as part of the theory or practice being studied?

Teaching Activities

- Do you provide students with a range of learning opportunities and a variety of learning activities?
- Do your activities consider different English language levels and support the development of students' language skills?
- Have you included activities that promote interaction, collaboration and shared reflection among students?
- Are the audiovisual, on-line, or flexible delivery materials you use equally accessible to all students, including students with special requirements?

Assessment

- Are you explicit about the standards you expect and the criteria you will use to assess and grade the work?
- Are your assessment tasks free of culturally or gender biased examples?
- Are your assessment tasks responsive to different language levels and learning styles?
- Is your assessment designed to take account of diverse values, goals, experiences and perspectives of students?
- Are your assessment tasks flexible and equitable enough to assess the learning outcomes of diverse students?

Resources to assist you**Creating Accessible Teaching and Support for students with disabilities**

<http://www.scips.worc.ac.uk/>

(excellent site, but may take a little while to open)

<http://www.adcet.edu.au/Cats/>

http://www.ssmh.ac.uk/effective_practice/curriculum_design_and_delivery

<http://www.psychology.heacademy.ac.uk/networks/sig/icp.asp>

Considering the needs of multicultural groups

www.edu.salford.ac.uk/docs/ed-discussion-sept06.doc

<http://www.informaworld.com/smpp/content~content=a713677466&db=all>

http://www.ibe.unesco.org/fileadmin/user_upload/COPs/News_documents/2010/1004Beijing/Inclusive_Education_-_China-EuropeConference.pdf