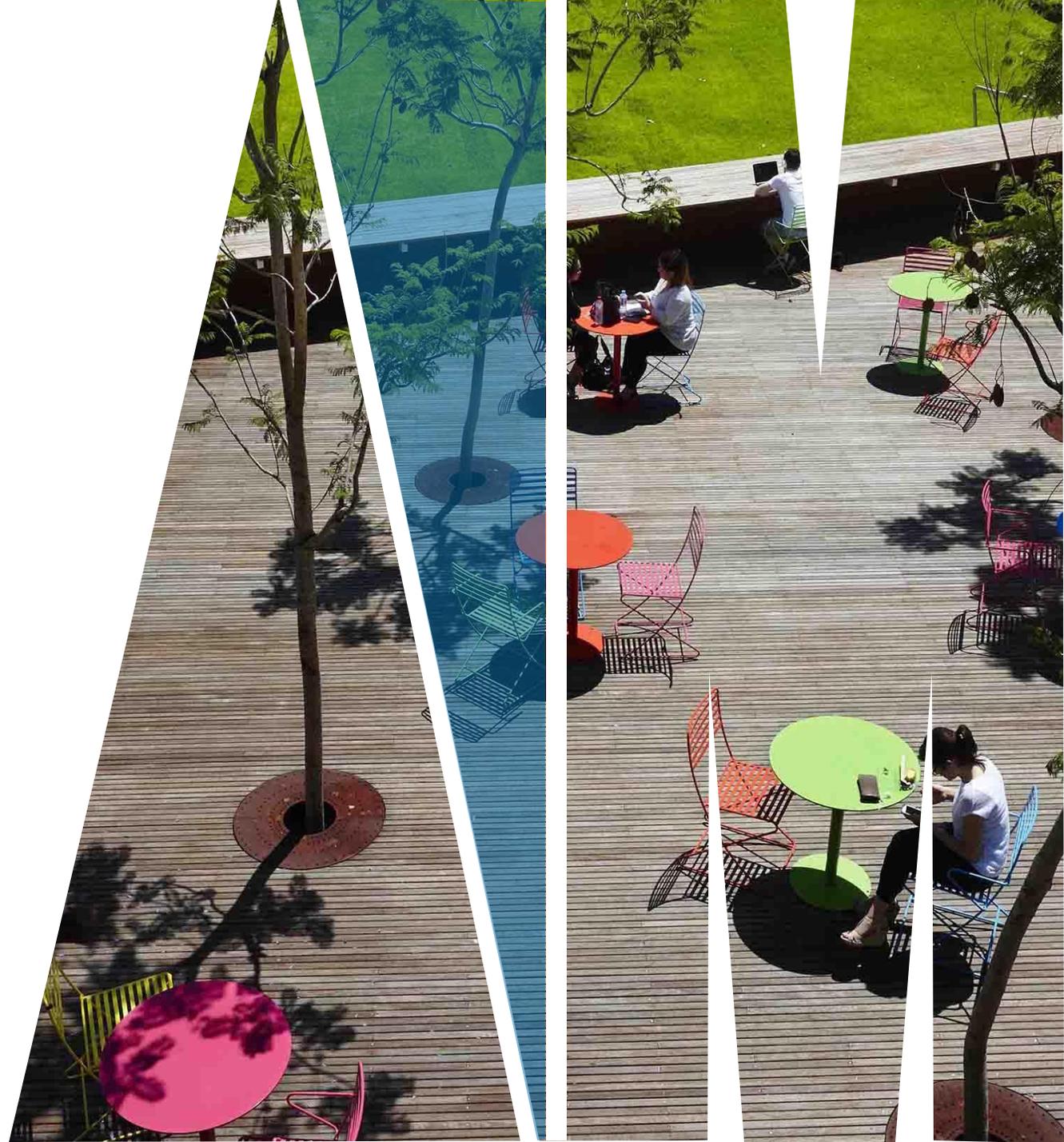


Inclusion in the Library

An ongoing collaborative journey

Dr Lenise Prater
Susannah Phillips





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INCLUSIVE
TEACHING
TOOLKIT



MONASH
University

“There are a lot of subtle ways that we can unintentionally ‘other’ people - making people feel like ‘others’ - by any kind of assumption that the students that are in our class have the same knowledge that we have, or came into being a student the same pathway we did.”

- Library staff member



What do you think exclusion of university students involves or includes?

Some ideas:

Language	Stereotypes
Assumptions	Resource allocation
Systems	Cultural bias





“My definition of inclusive teaching would be make sure that every student in the classroom regardless of their individual needs ... circumstances ... aren't disadvantaged in any way, or the student is kind of left behind or singled out in any way and the teaching is done in such a way that everyone is included and that everyone actually benefits equally.”

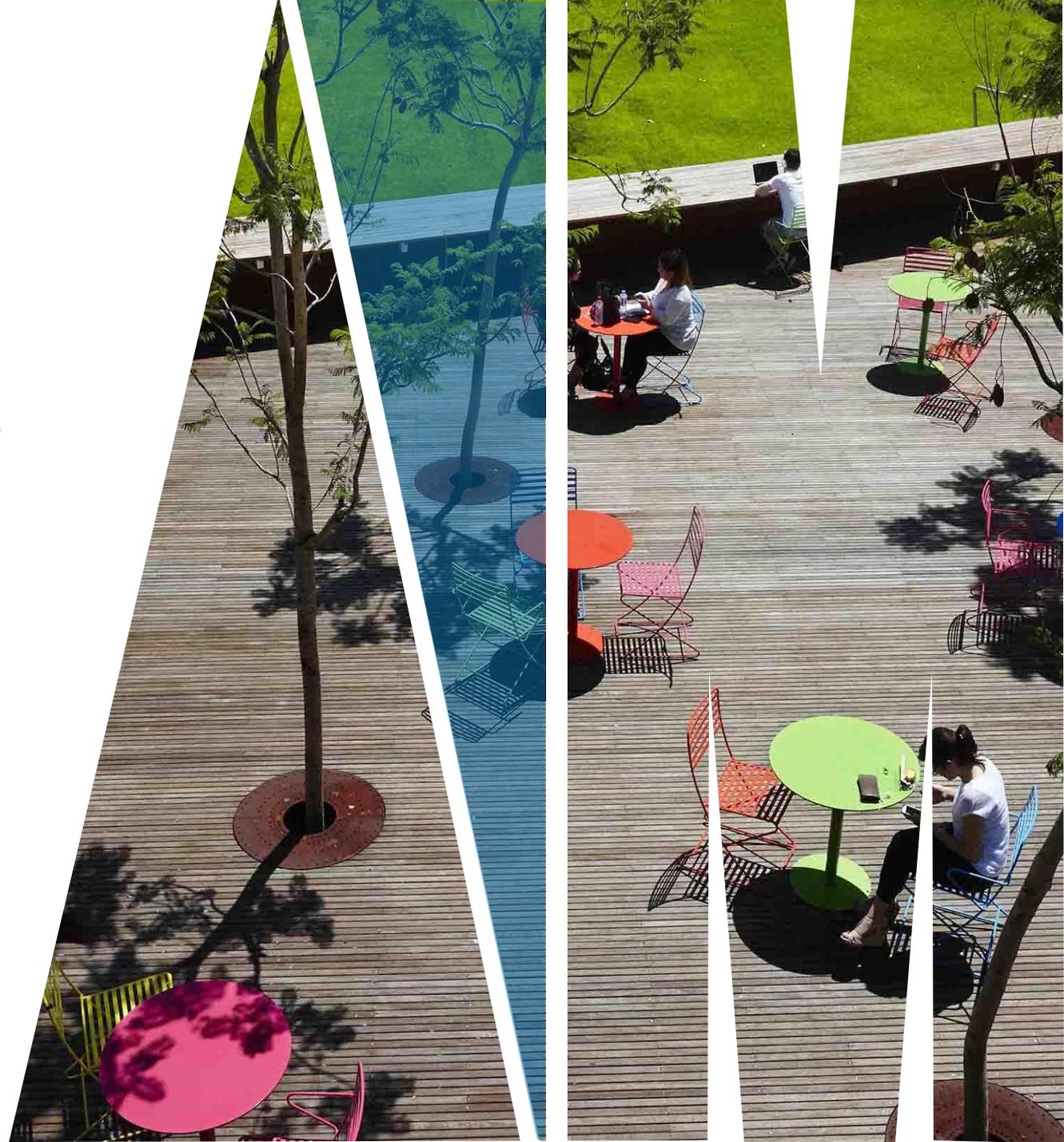
– Library staff member

COLLABORATIONS

- **Yulendj Indigenous Engagement Unit**
- **Members of the Diverse Genders and Sexualities Subcommittee (DGSS)**
- **Access Monash**
- **Monash Ally Network**
- **Disability Support Services**
- **Inclusive Teaching Toolkit Steering Committee (Library)**
- **E-learning team (Library)**
- **Communications team (Library)**

Collaboration highlights

- Working group
- Network
- Coffee!
- Respect
- Contacts





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Icebreaker

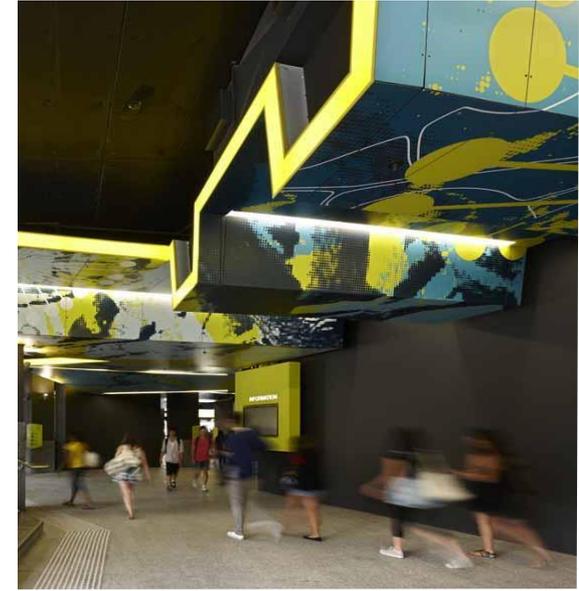
Using the icons/shapes allocated to you, arrange yourself into groups and introduce yourselves.



Affinity bias

Affinity bias is the unconscious tendency to get along with others who are like us. It is easy to socialize and spend time with others who are not different. It requires more effort to bridge differences when diversity is present.

-futurelearn.com



Exploring the toolkit

PRINCIPLES

- Choose a card on the table.
- Read the definition (on the other side)
- Discuss in groups: What do you think it might look like in practice?

Change groups

Join others who've chosen the same **principle**

RESEARCH

- Look up your principle on the Inclusive Teaching Toolkit website: <https://www.monash.edu/library/inclusive-teaching>
- Read through some of the guidelines and examples.

DISCUSSION

- Which guidelines did you find most interesting, relevant or questionable?
- Do you have any ideas about how you might apply these guidelines to your practice?



Back in your home group

- What have you learned about your principle and how you might apply the guidelines to your practice?
- **BONUS QUESTION:** Are there some principles you consider more important than others? Why?



What next?

- Write down three things you've learned today that you can apply to your practice

*Feel free to look through the Toolkit for ideas...



Inclusive Practice Action Plan

GOAL			
<ul style="list-style-type: none">● Make my teaching/practice/thinking more inclusive by...● Expand my understanding of exclusion, inclusion, diversity by...			
ACTION	CONSTRAINTS	DUE DATE	NOTES
1. Attend Ally training/ become part of the Ally network.			
2. Review the accessibility of my slides/handouts.			
3. Subscribe to NCSEHE newsletter			
4. Focus on the language I use: 'guys', 'insane', 'mad', people first language.			
ADDITIONAL COMMENTS			



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Resources

Check out the list of *Additional Resources* on the Toolkit website.

Some of our favourites

UDL on campus. Universal Design for Learning in tertiary context. <http://udloncampus.cast.org/>

NCSEHE website. National Centre for student equity in higher education. www.ncsehe.edu.au

Trans101. <https://trans101.org.au/>

Reconciliation Australia. <https://www.reconciliation.org.au/>

