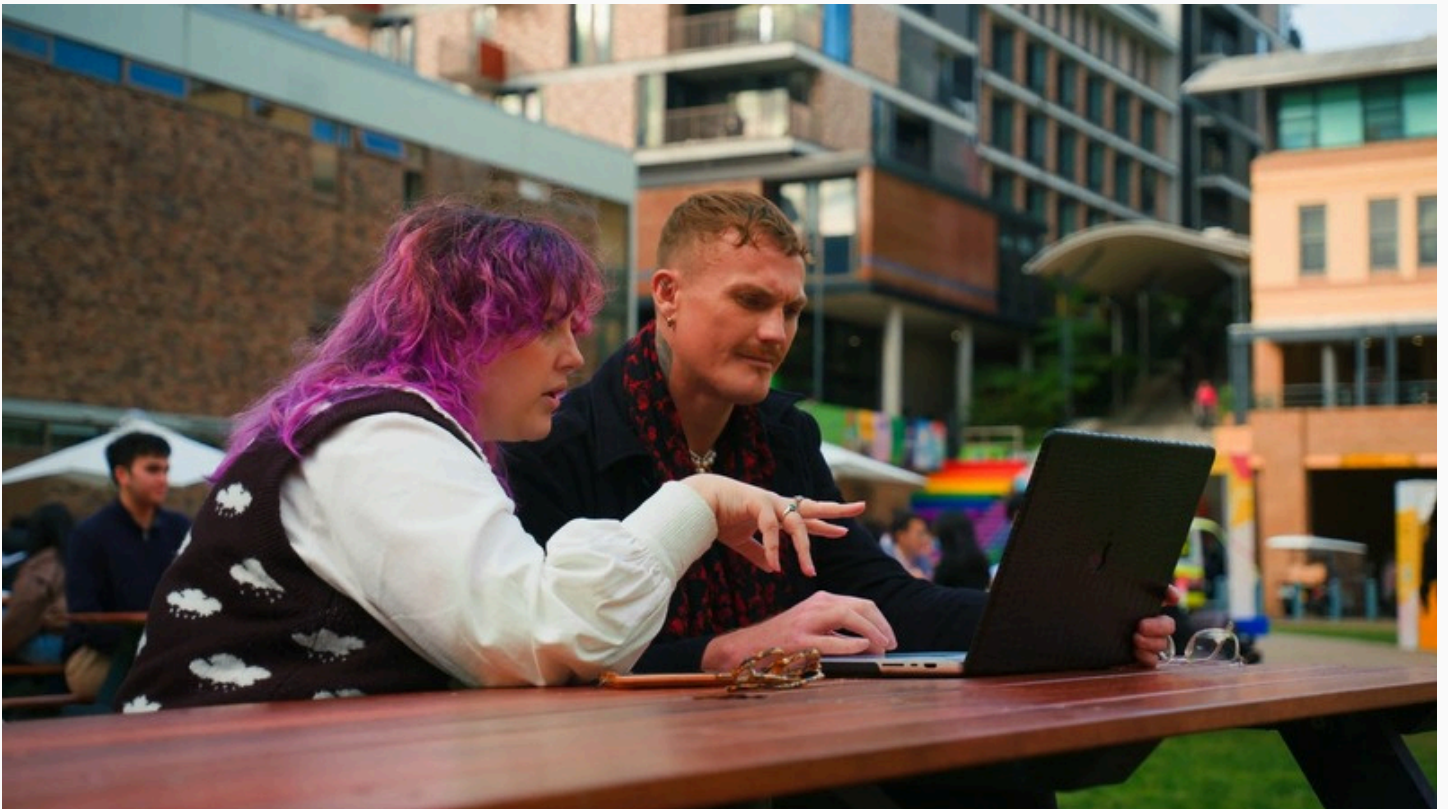

Diver— sified:



Inclusive Teaching ToolKit Implementation Roadmap

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UNSW
SYDNEY



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Disability Innovation
Institute

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Welcome to the Inclusive Teaching Toolkit Implementation Roadmap

Welcome to the Diversified Toolkit for Educators, a resource designed to help you create inclusive and supportive learning environments for neurodivergent students. This toolkit was developed with the unique insights of UNSW's neurodivergent students, staff, and academics, and it is grounded in the principles of Universal Design for Learning (UDL).

The Toolkit offers practical tools to help educators understand the experiences of neurodivergent students and implement teaching strategies that foster engagement, accessibility, and success. By engaging with this resource, you're taking an important step toward creating a classroom culture where all students can thrive.



Thankyou to our supporters

UNSW Disability Innovation Institute

UNSW Equity, Diversity & Inclusion

UNSW Art's Design & Architecture Faculty

UNSW Business School

Before we Begin

Engaging with all supporting materials is the best way to implement the Diversified Toolkit in your courses. However, we understand that everyone will access the toolkit in the way that suits their needs best. The following is a quick guide that organises the checklist items in a way that may be best for course instructors. These resources provide critical context and insights, helping you understand the principles and practices outlined in the toolkit.

Preparation Checklist (Click on video title to watch)

- ☐ [Watch the "Introduction to Neurodivergence" Video](#)
Action: Gain foundational knowledge about neurodivergence, including the social model of disability, inclusive language, identity, belonging, and the challenges neurodivergent people face.

- ☐ [Watch the "Inclusive Learning Environment & Culture" Video](#)
Action: Read the Inclusive Learning Environment & Culture Checklist and reflect on how the lived experience interviews enhance the checklist items.

- ☐ [Watch the "Effective Communication & Student Voice" Video](#)
Action: Review the Effective Communication & Student Voice Checklist and consider how the student stories add depth to these strategies.

- ☐ [Watch the "Digital Platforms & Assistive Technologies" Video](#)
Action: Read the Digital Platforms & Assistive Technologies Checklist and explore the student insights for context.

- ☐ [Watch the "Successful Collaboration" Video](#)
Action: Work through the Successful Collaboration Checklist with the lived experience interviews in mind.

- ☐ [Watch the "Student Autonomy & Providing Choice" Video](#)
Action: Review the Student Autonomy & Providing Choice Checklist and reflect on how the stories illustrate these practices.

How to use the Roadmap

This document is structured to guide you through each phase of course delivery, providing relevant checklist items under each section.

Implementation Phases

There are seven implementation phases, covering everything from course design to reflection and review. Use the Table of Contents to quickly locate specific phases, and refer to the icons throughout the document for a streamlined way to identify checklist items and their corresponding categories.

Course Design

- 01 Plan and design your course to reflect diversity and accessibility from the start.
-

Setting Up Learning Management Systems

- 02 Organise and optimise your LMS to enhance accessibility and ease of navigation.
-

Communication with Students

- 03 Use clear and inclusive communication methods to support diverse needs.
-

Course Delivery

- 04 Implement teaching strategies that adapt to different learning styles and preferences.
-

Group Collaboration

- 05 Foster an environment that supports teamwork, ensuring emotional and social safety for all students.
-

Assessment and Feedback

- 06 Develop assessment methods and feedback processes that are flexible and supportive.
-

Reflection and Reviewing Materials

- 07 Regularly review your course materials and teaching methods to ensure continuous improvement.

Each phase includes items from the checklists that align with each phase of your course design and delivery, simplifying the integration process and helping you build a learning environment that supports all students.

Using Icons for Quick Reference

Icons are included next to each checklist item to indicate which of the five Checklist Categories it belongs to. These icons correspond to specific videos, allowing you to dive deeper into the context and lived experiences behind the strategies.



Inclusive Learning Environment & Culture



Effective Communication & Student Voice



Digital Platforms & Assistive Technologies

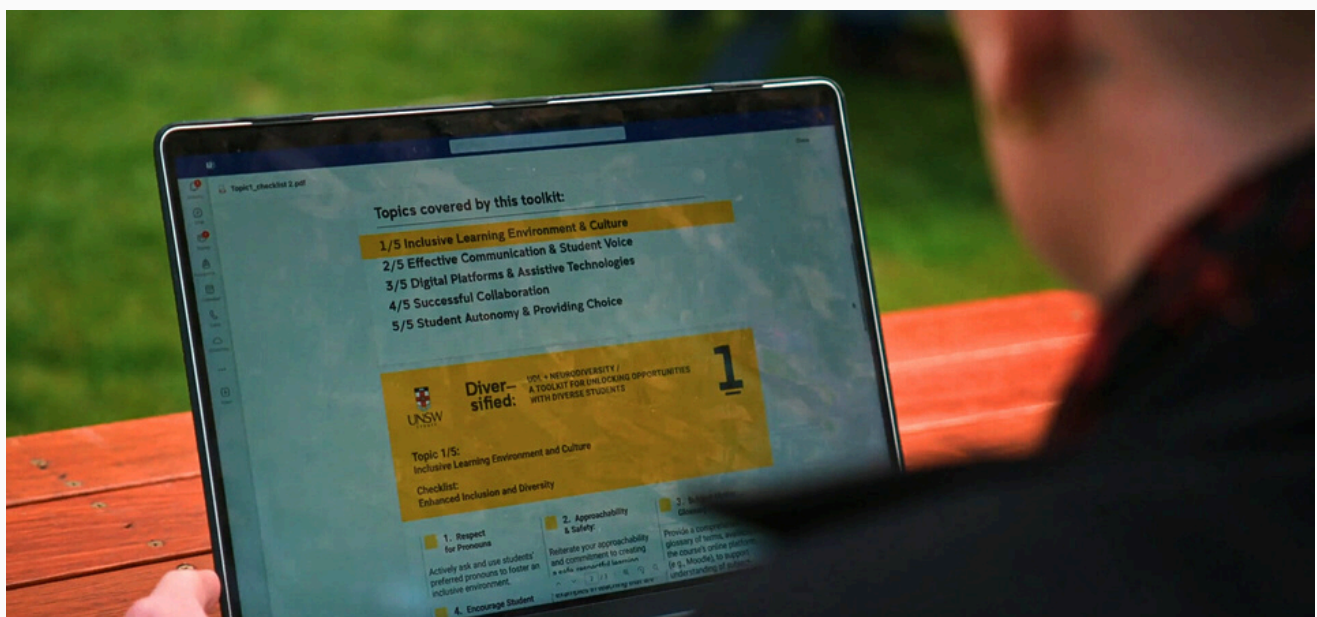


Successful Collaboration



Student Autonomy & Providing Choice

The icons help you quickly locate relevant strategies and connect them with corresponding videos for further insight. Use these tools to stay organised and focused as you implement inclusive practices.



Course Design

Selecting and Creating Course Materials

Effective course design is the foundation of an inclusive and supportive learning environment. This section provides strategies for selecting materials, designing slides, and creating comprehensive course descriptions that reflect diversity and accessibility.

☐ **Learning communications**

Clearly communicate learning goals for each lecture and tutorial.

☐ **Culturally Diverse Resources**

Ensure course resources reflect a variety of cultures and perspectives to promote broader understanding and inclusivity.

☐ **Multiple Material Formats**

Offer course materials in diverse formats (visual, auditory, text-based, hands-on) to cater to different learning preferences.

☐ **Choice in Engagement & Demonstration**

Clearly communicate learning goals for each lecture and tutorial.

☐ **Headings:**

Use headings to help students navigate documents.

☐ **Image Descriptions & Alt Text**

Provide image descriptions and alt text.

☐ **Descriptive Hyperlinks**

Provide hyperlinks with descriptive text.

☐ **Accessible Fonts**

Use accessible fonts that are sans-serif, 12 point or larger and are not in all capitals.

Course Design

Selecting and Creating Course Materials



Colour Contrast

Ensure sufficient colour contrasts between text and background colours.
Avoid colour as the sole indicator of information and category differences.



Avoid Justified Text

Avoid using justified text that gives your text straight edges on both sides of the paragraph.



Reading Order

Check all items and objects are in a logical reading order.



Table Header

Accessible tables need table headers.



Accessibility Checks

Regularly run accessibility checks on your documents.

Learning Management Systems

Setting up Learning Management Systems (Moodle)

A well-organised learning management system (LMS) is crucial for accessibility and student success. While there is considerable overlap between course design and course website development, we have provided it as a separate heading to ensure ease of access and focus.

☐ **Create an Inclusion Statement**

For the course, that sets up the expectation of inclusive behaviours and fosters belonging.

☐ **Approachability & Safety**

- Reiterate your approachability and commitment to creating a safe, respectful learning environment.
- Use language and examples in teaching that are inclusive of all genders, races, cultures, and backgrounds.

☐ **Subject Matter Glossary**

Provide a comprehensive glossary of terms available on the course's online platform (e.g., Moodle) to support understanding of subject-specific language.

☐ **Provide Varied Materials & Formats**

Provide students with a variety of materials in different formats that meet the weekly learning outcomes.

☐ **Choice in Engagement & Demonstration**

Provide students with options in how they access course materials, engage with content, and demonstrate their learning (e.g., projects, presentations, written assignments).

☐ **Accessibility Checks**

Regularly run accessibility checks on your documents.

☐ **Headings**

Use headings to help students navigate documents.

Learning Management Systems

Selecting and Creating Course Materials



Support Networks & Resources

- Ensure students are aware of available support networks. These can be found in the UNSW Student Support Services.
- Refer to the Support For Students Policy for detailed information.



Student Voice & Cultural Sensitivity

- Encourage student voice by incorporating culturally sensitive practices.
- Provide examples and support for students from diverse backgrounds to express their opinions and collaborate effectively.
- Refer to the Cultural Sensitivity Guide for more details.



Encourage Student Voice & Questions

- Clearly communicate that questions and feedback are always welcome.
- Offer multiple channels for asking questions and feedback, such as Slido, chat functions in online classes, or in-person after lectures.



Regular Feedback Opportunities

Create regular opportunities for students to provide feedback on the inclusivity and accessibility of the course.



Facilitate Peer Learning & Respect

Encourage collaborative learning experiences where respect and appreciation for diverse viewpoints are emphasised.



Promote the Students as Partners Program

- Highlight the availability of student ambassadors that can act as intermediaries between students and academics. This reduces the power dynamic and ensures student concerns and suggestions are heard and addressed in real-time, leading to immediate improvements within the current term.

Communication With Students

Facilitating inclusive communication

Clear, direct and inclusive communication is essential for understanding and addressing student needs. This section highlights methods for effective communication with your students, be it online or in person, spoken or written, to ensure that all students feel heard and supported.

☐ **Pronouns**

Actively ask and use students' pronouns to foster an inclusive environment.

☐ **Approachability & Safety**

- Reiterate your approachability and commitment to creating a safe, respectful learning environment.
- Use language and examples in teaching that are inclusive of all genders, races, cultures, and backgrounds.

☐ **Encourage Student Voice & Questions**

- Clearly communicate that questions and feedback are always welcome.
- Offer multiple channels for asking questions and feedback, such as Slido, chat functions in online classes, or in-person after lectures.

☐ **Student Voice & Cultural Sensitivity**

- Encourage student voice by incorporating culturally sensitive practices. Provide examples and support for students from diverse backgrounds to express their opinions and collaborate effectively.
- Refer to the Cultural Sensitivity Guide for more details.

☐ **Choice in Engagement & Demonstration**

Provide students with options in how they access course materials, engage with content, and demonstrate their learning (e.g., projects, presentations, written assignments).

Communication With Students

Facilitating inclusive communication



Student Voice & Cultural Sensitivity

- Encourage student voice by incorporating culturally sensitive practices.
- Provide examples and support for students from diverse backgrounds to express their opinions and collaborate effectively.
- Refer to the Cultural Sensitivity Guide for more details.



Support Networks & Resources

Provide information about support networks and resources available for diverse groups within the university.



Confidential Accessibility Communication

Encourage students to confidentially share their accessibility needs via email or a private communication channel.

Delivering Lectures, Seminars, Tutorials & Labs

Creating inclusive learning environments

The way content is delivered can often decide whether a student can engage and participate in the learning experience. These checkpoints relate to the delivery of the course in whatever format(s) this takes. See the Course Design section for checkpoints for developing lecture slides and other materials that are used during course delivery.



Learning communications

Clearly communicate learning goals for each lecture and tutorial.



Physical Environment Control

- Ensure the classroom environment caters to all diverse sensory needs; Adjust lighting, temperature, and noise levels as needed.
- Identify and communicate quiet, safe spaces on campus.
- Refer to the Environmental Control Guide for more details.



Approachability & Safety

- Reiterate your approachability and commitment to creating a safe, respectful learning environment.
- Use language and examples in teaching that are inclusive of all genders, races, cultures, and backgrounds.



Pronouns

Actively ask and use students' pronouns to foster an inclusive environment.



Create an Inclusion Statement

For the course, that sets up the expectation of inclusive behaviours and fosters belonging.



Captions

Use captions for videos and online live teaching.



Multiple Material Formats

Offer course materials in diverse formats (visual, auditory, text-based, hands-on) to cater to different learning preferences.

Delivering Lectures, Seminars, Tutorials & Labs

Creating inclusive learning environments



Encourage Student Voice & Questions

Clearly communicate that questions and feedback are always welcome. Offer multiple channels for asking questions and feedback, such as Slido, chat functions in online classes, or in-person after lectures.



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Support Networks & Resources

Provide information about support networks and resources available for diverse groups within the university.



Facilitate Peer Learning & Respect

Encourage collaborative learning experiences where respect and appreciation for diverse viewpoints are emphasised.

Example Inclusion Statement

“Everybody is welcome in this course. We want you to feel it is OK to be authentically yourself. Please let us know if there is anything we can do that helps to include you in the course. Everyone is welcome to use their own strategies to help them feel relaxed. If you have any suggestions or comments, please share them with us.”

Group Collaboration & Assessment

Creating social and emotional safety

Although collaboration begins in course design and continues through assessment to ensure social and emotional safety for all students, we encourage you to refer to these points when facilitating group discussions (whether on a discussion board or in person), breakout rooms, group projects, and other group assessments.



Collaboration Methods & Platforms

- Provide multiple platforms for student interaction and collaboration, including Zoom, Padlet, and Teams.
- Ensure seamless integration of these tools to maintain a consistent flow for students.
- Refer to the Collaboration Tools Guide for detailed instructions.



Facilitate Peer Learning & Respect

Encourage collaborative learning experiences where respect and appreciation for diverse viewpoints are emphasised.



Group Dynamics

- Ensure clear guidelines for group work that emphasises respect, inclusion and the value of diverse perspectives.
- Implement peer support systems, such as study groups or buddy systems, to foster collaboration outside of the classroom.



Ways to Collaborate

- Offer multiple ways for students to collaborate.
- Encourage students to share their preferred methods of communication and collaboration.
- Allow students to choose who they collaborate with, or survey them about their collaboration preferences and match them according to their responses.

Group Collaboration & Assessment

Creating social and emotional safety



Using Strength-Based Strategies

- Have students discuss their strengths and interests and assign roles and accommodations based on their capabilities. Faculty can assist with enabling accommodations such as recorded meetings and transcripts.



Inclusive Practices in Collaboration

- Establish measures to manage and moderate anonymous comments to prevent inappropriate content.
- Encourage diverse communication methods, including anonymous feedback if suitable.

Assessment & Feedback

Fostering growth through meaningful feedback

Assessments are key to the learning process, offering students a chance to demonstrate their knowledge and skills. This section provides strategies for designing accessible, flexible assessments and delivering constructive feedback that fosters student growth and engagement.



Pronouns

Actively ask and use students' pronouns to foster an inclusive environment.



Encourage Student Voice & Questions

- Clearly communicate that questions and feedback are always welcome.
- Offer multiple channels for asking questions and feedback, such as Slido, chat functions in online classes, or in-person after lectures.



Encourage Student Voice & Questions

Provide students with options in how they access course materials, engage with content, and demonstrate their learning

- Examples
- Projects
- Presentations
- Written assignments



Allow for Choice of Topic

Allow students to choose the topic for their project or paper or provide a list of approved topics to choose from.

- Try to limit the list to a few choices to avoid overwhelming your students.

Assessment & Feedback

Fostering growth through meaningful feedback



Allow students to choose the format of their assessments

This can be fairly marked by employing rubrics matching the learning outcomes you assess.

Examples:

- Recorded presentation
- Recorded podcast
- Written document
- Art or poetry (when appropriate)



Design assessments with boundaries and criteria to limit overwhelm and direct focus

- Explicitly state which learning objectives are being assessed.
- Provide students with a detailed rubric ahead of time, which will help them determine whether they are addressing all of the assessment criteria.
- Provide exemplars for each format of assessment offered.



Special Consideration for Assessments/Exams

Opt-in for the flexible deadline (short extension policy), as there are a diverse range of students who have personal, family, cultural, and mental health circumstances that arise, all needing a more empathetic viewpoint and support.

Moving Forward Together

Thank you for taking the time to engage with the Inclusive Teaching Toolkit. By implementing inclusive practices, you are contributing to a more equitable and supportive learning environment for all students.

Small changes can make an impact

Start where you can

Collaborate with your students

Reach out for support when needed



Together, we can create classrooms where everyone, both students and educators alike, can thrive.