Ten Questions to Guide Self-Reflection: Creating a Culturally Inclusive Classroom

1. What is my definition of “diversity”?  

2. What national, cultural, linguistic or religious group(s) do I belong to? How do my teaching practices reflect this?  

3. What do I know about the cultural, linguistic, religious and educational backgrounds of my students and colleagues?  

4. How could I learn more about the diversity of my students and colleagues?  

5. What are my perceptions/assumptions of students and colleagues from diverse cultural groups? Or with language or dialects different from mine? Or with special needs or requirements?  

6. What are the sources of these perceptions (e.g., friends/relatives, media, stereotypes, past experiences)?  

7. How do I respond to my students (emotionally, cognitively, and behaviorally), based on these perceptions?  

8. What experiences do I have as a result of living, studying or working in culturally and linguistically diverse cultures? How can I capitalize on this experience?  

9. How can I adapt my teaching practices to be more responsive to the unique needs of diverse student groups?  

10. What other knowledge, skills and resources would help me to teach from a more culturally inclusive perspective?