

Ten Ideas for Students: Navigating an Inclusive Learning Environment

1. Take note of your teacher's / supervisor's preferred form of address (e.g. Doctor, Professor, first name, etc.), or ask if you are uncertain which is appropriate.
2. Communicate clearly with your teacher to arrange late arrival or early departure under necessitating circumstances.
3. In written communication, such as email, begin with a salutation or greeting (e.g. *Dear Professor _____*), use appropriate capitalisation and punctuation, and be sure to tell the teacher your name and what class or tutorial you are in.
4. When arranging meetings with your teacher or supervisor, it is good practice to send an email inquiring what dates and times your teacher / supervisor is available, and letting them know if there are particular days that conflict unavoidably with your schedule (e.g. 'What date would be most convenient for a scheduled meeting? I am available anytime except Thursday afternoons and Fridays').
5. If you ask your teacher / supervisor to write a reference or complete a form, it is good practice to give them the details and / or paperwork as early as possible. It is also appropriate to acknowledge this favour by sending your teacher / supervisor an email of thanks.
6. If you feel quite strongly that you want to give your teacher or supervisor a 'thank-you' card or small token of appreciation, be sure to wait until after your marks are formally released by the University. (Please be aware that large gifts are not appropriate, and understand that you are not obliged to give your teacher / supervisor a card or gift. Your expression of gratitude and your scholastic efforts are thanks enough.)
7. If you are unclear about expectations relating to learning assessments, activities, or outcomes, or you do not understand something that is discussed in a lecture, tutorial, or research supervision setting, seek clarification from your teacher / supervisor.
8. Approach every interaction with the assumption that the person you are dealing with is well intentioned and respond positively, even if the situation may seem uncommon to you.
9. Make an effort to be open and inclusive when forming groups for class activities and arranging group meetings and tasks.
10. Be conscious of the perspectives of all students within the learning community and frame questions and comments in a way that is respectful and inclusive of all students.