

Learning from Australasian Examples: Supporting Inclusive Teaching in the Waikato Context

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Background:

Inclusive teaching frameworks and practices are vital towards the studying journeys of all staff and students in various Tertiary institutions. However, incorporating these into the lecture theatre and lesson plan can be overwhelming, confusing and inaccessible for many teaching staff. Te Puna Ako Centre for Tertiary Teaching and Learning (CeTTL) at The University of Waikato exists to advise and support inclusive teaching development that staff can use in their teaching practice. To further support this, we asked the following question:

What inclusive teaching resources do Tertiary institutions across Australasia provide?

We have a commitment towards the inclusivity of all students, where they can flourish in their studies and express their identity. Therefore, this project has allowed us to reestablish the foundational framework and improve CeTTL's future teaching practices.

Methods:

- Conducted a content analysis of selected Tertiary websites across Australasia (see background map).
- Reviewed inclusivity hubs (if applicable), strategic plans, and teaching frameworks.
- Collate key information drawn from key inclusivity areas on Tertiary websites.
- Document observations via the use of a spreadsheet.
- Tally points where inclusivity was mentioned/acknowledged.
- Visually compare inclusivity averages (Figure 2).



Figure 1: Word cloud created with key words/terms from the University of Waikato's Accessibility Services video¹. The video highlights how students from diverse backgrounds have been supported with their studies.

"We see difference as an asset, and an environment of inclusion as the cultural glue of the University."

Deakin University, Australia.

Acknowledgements: Bradley would like to thank Tracey Morgan, Dr. Alison Jolley and the CeTTL staff for their continuous guidance and support on this project.

¹<https://www.youtube.com/watch?v=YI1cE2hVx-s>

Inclusion Averages of Australian and Aotearoa Universities

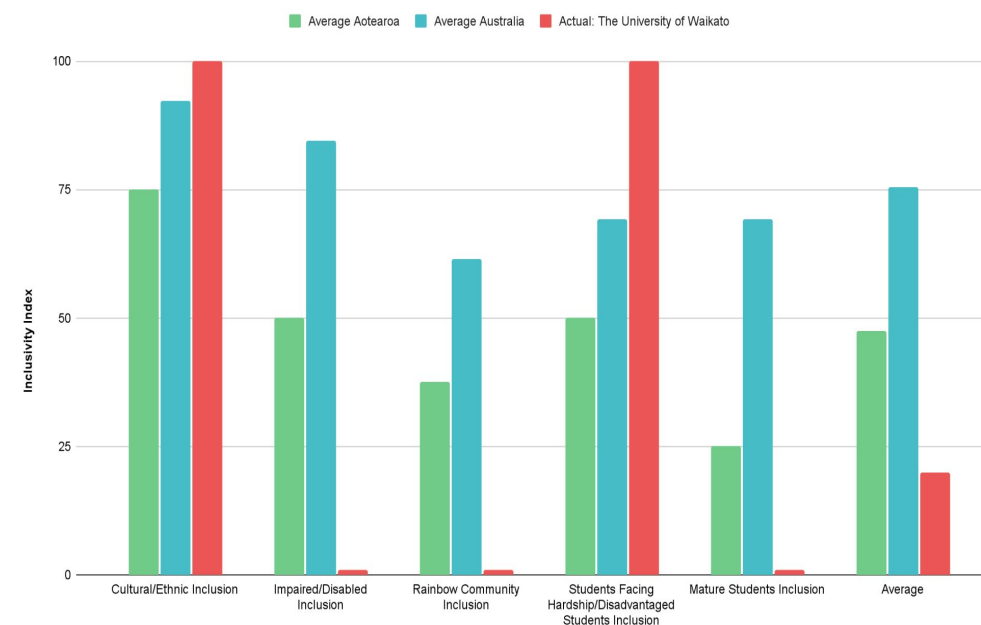


Figure 2: Australia, Aotearoa and Waikato averages across specific areas of inclusivity (based on their presence/absence on each website).

Key Findings:

- Many Tertiary institutions lack resources surrounding inclusivity.
- Many Tertiary institutions lack success stories of students that have benefited from inclusivity planning and frameworks.
- On average, Australian universities have more examples and resourcing surrounding inclusivity.
- Inclusivity and diversity are often lacking from strategic plans.

Recommendations:

Tertiary institutions (including the University of Waikato) need to:

- Improve and extend range of resources surrounding inclusive teaching.
- Quantify the proportion of the student body that benefit from inclusive teaching.
- Highlight a broader range of examples of where inclusivity has flourished and enriched studying journeys.
- Improve strategic plans by highlighting the acknowledgment of many inclusive areas. In doing this, an increase in student body may occur.
- Develop easier modes of access to inclusive and diverse areas on websites.

