# Video script: Deakin’s Inclusive Education Project

*Video cam:* Hi, I’m Mary Dracup, I lead the Deakin Inclusive Education Project with Dr Janet Watson.

The project’s aim is to make inclusive education routine practice at Deakin.

This means that teaching and learning methods give all students equivalent opportunities for academic success, regardless of their background.

*Principles graphic:* We’ve developed these inclusive education principles, based on recent international research and our own evaluations of Deakin Inclusive Curriculum projects over recent years.

The first principle is to recognise and embrace student diversity: to be able to make sure diverse students’ needs and preferences are met, it’s important to know the types of diversity in one’s classes – and then to use and embrace this diversity as a resource for enriching the learning experience of all students.

The second is to provide accessible and usable learning resources and environments, so that no student is disadvantaged.

The third, design flexible learning experiences, means to provide students with choices of ways to learn.

The fourth, represent diversity in the curriculum, involves making sure that learning resources reflect the diversity of the wider community, so diverse students see people like them as legitimate contributors to knowledge in their discipline.

The fifth is to scaffold underpinning knowledge and skills: we need to recognise that not all students come to Deakin fully prepared to study their discipline at university level, and to help them develop the basic abilities they need to build on in their units.

The sixth, build a community of learners, involves welcoming all students into a supportive, respectful and vibrant learning group.

The seventh is to make sure that assessments are equitable, and provide students a variety of ways to demonstrate their performance of the necessary standards.

The eighth, to feedback effectively, means making sure that feedback is high quality and always words towards helping students improve future performances.

And the ninth, to reflect on and evaluate practice, is a reminder to pause and think about whether one’s learning experiences are in fact giving all students equivalent opportunities for success.

*ICCB website*: To support Deakin teachers to teach inclusively, the ICCB website is a treasure trove of tips, guidelines, examples and further reading, all in a digitally accessible format: if you have any queries about how to ensure educational experiences are inclusive, I strongly encourage you to check out the Inclusive Teaching Toolkit. Make a note of the URL!