

INCLUSIVE TEACHING CHECKLIST

CREATING A SAFE CLASSROOM ENVIRONMENT:



NAMES/PRONOUNS

- Use gender-inclusive language: "students" or "dancers"
- Ask students their preferred names and pronouns at the start of each semester
- Model this; tell students how to refer to you and what pronouns you use
- If you slip and use the wrong name or pronoun for a student, simply correct yourself, apologize, and move forward with class
- When speaking with parents, be aware that students may not be able to use their names/pronouns at home



CONSENT

- Ask for consent before physically correcting a student with touch (see consent worksheet for more information on what consent means)
- Be prepared to hear and accept "No" as an answer
- Honor students' physical boundaries



DRESS/GROOMING CODES

- Re-evaluate whether your dress codes are inclusive based on gender, race, or religion
- Edit dress codes in handbooks and syllabi to include gender-inclusive language



RE-EVALUATE "ETIQUETTE" AND "TRADITION"

- Instead of "Men go last," try offering "last group will go at a slower tempo"
- Thank one another with a neutral gesture at the end of class that does not perpetuate power dynamics or gender binaries (i.e. asking dancers to utilize whichever version or gesture moves them that day)



PERSONAL RESPONSIBILITY

- Be willing to change, adapt, and learn
- Ask yourself what your investment in the power structure is. Check and re-check your privilege and power. Ask questions. Learn and listen.
- Take stock **regularly** of any assumptions you may make about students' behavior, work ethic, and attitude. Pursue information about identities that are unfamiliar to you.

Learning is a never-ending process. This checklist is just the bare minimum, an introduction.

For questions, concerns, or suggested addendums, email

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