

# Embracing diversity in the classroom

Embracing the diversity of Autistic people can contribute towards an Autistic person's satisfaction with their quality of life and their inclusion in society.

We can embrace diversity in the classroom by self-reflecting on our own personal experiences and perspectives, finding ways to diversify curriculum content and embracing inclusive practices in partnership with Aboriginal and Torres Strait Islander Peoples, multicultural, Autistic and LGBTQIA+ backgrounds.

*International Day of People with Disability which is celebrated on 3 December each year, calls attention to the strengths and accomplishments of people with disability, while also highlighting the importance for society to celebrate diversity and embrace inclusion for all disabilities.*



## RECOGNITION OF DIVERSITY



### What do I know about:

- the community my students belong to (including Autistic community)?
- the cultural needs of the students in my classroom?
- identities that are important to individual students in my class?

## RESPECT FOR DIFFERENCES



### Do I respect diversity by:

- avoiding putting my own values on Autistic people or people from different cultural backgrounds?
- using inclusive language in my interactions and lesson content?
- partnering with the communities in designing learning programs, e.g. consulting with the local Aboriginal community, co-designing with Autistic people?
- making learning relevant and meaningful for all students in my classroom, including minoritised or under-represented populations?

## VALUING DIVERSITY



### Do my class programs:

- encourage and present alternative perspectives?
- cater for Aboriginal and Torres Strait Islander people's cultural needs, e.g. using storytelling with visual cues, hands-on activities, talking about Aboriginal achievements, using resources like an Aboriginal map with a student's nation identified?
- include different languages and cultural signage and artwork in curriculum content?
- support and build opportunities for the person's understanding of their positive qualities and strengths?
- include participation in celebration and recognition days?

## DIVERSITY IN THE CLASSROOM



### Do I:

- embed cultural perspectives into my lessons?
- use texts, media, images and visual supports that are representative of the students in my classroom, e.g. families with same sex parents or families from the cultures of the students in the classroom?
- use strategies that can facilitate the healthy development of students' sexual orientation and gender identity?