Value and recognise individual and cultural diversity through the provision of an inclusive context of support and respect for all students.

Strategies for Implementing the "Principles to Promote Excellence in Learning and Teaching Practices at Griffith University"

**FOSTER RESPECT AND PROVIDE SUPPORT**

*Model* respectful and culturally competent interactions with students, acknowledge the value of student input, learn students’ names and find out about their interests.

*Design* early formative tasks to identify “at risk” students and adapt the pace of teaching to accommodate different learning styles, while maintaining academic rigour and standards.

*Provide* students with information about institutional support to help them manage learning and personal issues.

*Establish* ground rules for group discussions, and apply quick action in the case of any discriminatory student comments or behaviours.

**VALUE DIVERSITY**

*Demonstrate and foster* among the class a respect for student diversity in all its forms and emphasise the benefits of learning from different individual and cultural perspectives.

*Create* group–based opportunities to learn more about students’ backgrounds.

*Build* a safe, non-threatening environment in which students are encouraged to express their own views and opinions while respecting those of peers and staff in a respectful intellectual context.

*Provide* opportunities for students to develop oral presentation skills and the use of multimedia technologies in a supportive environment.

*Participate* in professional development activities designed to enhance intercultural awareness and strategies for working with students from non–English speaking backgrounds.

**FOSTER A SENSE OF COMMUNITY**

*Introduce* peer mentoring schemes, transition support programs and disciplinary or cross-disciplinary connections to help students develop a sense of belonging and to ensure that they have maximum exposure to a range of social and learning experiences.

*Invite* students to participate in public lectures, performances, other extracurricular activities and in the formation of social and intellectual communities both on and off campus.

*Ensure* that students studying in mixed or online modes have access to and engagement with the university, its services and learning experiences and encourage the interaction of students through learning activities utilising a variety of virtual and on-campus spaces.

[www.griffith.edu.au/gihe/learning-teaching-principles/]