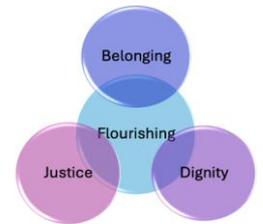


Self-assessment of teaching strategies that can support Belonging, Dignity, Justice and Flourishing in QMUL PGR Educator Classrooms

<i>Dimension</i>	<i>Teaching strategy</i>	Yes
Belonging	I design multiple, low-stakes ways for students to participate (e.g. polls, chat, brief writing, think–pair–share).	___ —
	I avoid using hands-up questioning as the primary or only route for participation.	___
	I explain clearly what will happen in the session and how students will be invited to contribute.	___
	I use predictable participation structures so students know what to expect.	___
	I explicitly state that confusion, uncertainty, and disagreement are expected parts of learning.	___
	I use inclusive language that signals students' presence and perspectives are valued.	___
Dignity	I respond to student contributions with respect, curiosity, and encouragement.	___
	I acknowledge and probe student responses before evaluating or correcting them.	___
	I avoid responding to answers in ways that shut down further thinking or participation.	___
	I do not require students to speak publicly without warning or preparation time.	___
	I position students as knowers, recognising their experiences, perspectives, and interpretations as valuable.	___
	I invite interpretation, reasoning, and opinion rather than only recall of correct answers.	___



Dimension Teaching strategy

Yes

Justice

I build in deliberate wait time after asking questions to allow all students to think. _____

I use pair or small-group discussion before whole-class feedback. _____

I make academic expectations explicit (e.g. what counts as a strong answer or contribution). _____

I surface hidden disciplinary expectations rather than assuming students already know them. _____

I offer choice within clear boundaries (e.g. format or mode of participation). _____

I acknowledge constraints and power dynamics rather than presenting teaching practices as neutral. _____