



**INCLUSIVE PRACTICE ACKNOWLEDGEMENT AWARD
RECIPIENT 2010; 2007**
JANELLE ROSE

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'To understand the issues students face and to ensure that I am well informed of the situation, I work very closely with AccessAbility Services Support Advisers. Their expertise guides my teaching practice strategies and I have also been able to provide valuable feedback to assist AccessAbility Services with the student situation.'

AccessAbility Services is a support service for JCU students who identify with temporary or permanent disability, injury, illness or health condition. The Inclusive Practice Acknowledgement Award (IPAA) has been part of JCU's AccessAbility Services since 2000. Recipients of the IPAA are recognized for their efforts to be flexible, consultative, proactive and/or innovative. In 2010, students registered with AccessAbility Services nominated Dr Janelle Rose for providing additional support. In this personal account, the second time IPAA recipient reflects on her teaching practice that shows strong commitment to inclusive teaching practice. TLD's Best Practice Project brings you:

IN THE WORDS OF DR JANELLE ROSE

In the many classes that I deliver, I recognise that there is a diverse array of students that bring with them many different needs that I try to accommodate. Each year I am challenged to find new approaches to assist students in achieving their learning goals. Being flexible, willing to try new approaches in each situation and working closely with students has been important. Providing every student with this opportunity to achieve and grow personally from their university experience is a true reward.

To find appropriate inclusive teaching practice strategies, it is important to work with not only the student but other support staff that may be involved with the student. This more holistic approach allows for a more informed situation and the approaches taken are recorded for communication to future teaching staff the student may engage with. Student progress can be monitored independently and this enables my focus to remain of achieving the subject learning outcomes for all students. I have used this approach many times and it would appear to be successful.

In most situations my teaching strategy has been to adapt the learning environment and assessment to the type of student disability. For example, due to a physical disability the student undertook the subject from home at a time in the day when they were most comfortable to engage with the materials provided. A number of meetings were scheduled during the semester to ensure the self-paced approach to study was achieving the outcomes at milestone points. The student achieved an excellent learning experience and results were outstanding.