**Workshop Objectives**

In this workshop, we will:

* discuss our experiences, expectations and assumptions around classroom guidelines and how they serve our teaching and learning needs;
* reflect on our teaching intentions and explore different approaches to enhance and promote inclusive and respectful student learning;
* identify some of the opportunities, challenges and limitations of using guidelines for improved classroom climate;
* discuss positionality of both instructor and students and how this impacts classroom guidelines and their effectiveness; and
* consider creative approaches to developing classroom guidelines that acknowledge different positionalities, identities, and embodied experiences in order to support classroom climate and diverse teaching and learning needs.

**Building Guidelines in Context**

|  |  |
| --- | --- |
| My classroom/teaching context  (e.g., number of students, duration of course, diversity of student identities and positionalities, course topic or purpose of learning community) | Notes |
| My teaching intentions and how classroom guidelines fit in | Notes |
| My assumptions (e.g., about the impact of classroom guidelines, learners’ perception of comfort, my influence on the learning space, etc.) | Notes |
| Other insights, resources and ideas… | Notes |