



LANGUAGE FOR ALL: CREATING LGBTQIA+ INCLUSIVE ELE CLASSROOMS

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How Inclusive is your organisation and classroom?

A Teacher Self-Assessment Questionnaire

This questionnaire is a reflective self-assessment tool designed to *help language teachers explore how inclusive their school and classroom environment is* - both in general and specifically for LGBTQIA+ learners. It supports you in identifying strengths in current practice, as well as areas where small, realistic adjustments could make a meaningful difference to students' safety, wellbeing, participation, and sense of belonging.

The questionnaire is divided into two sections:

- *Part 1 focuses on organisational culture*, particularly how inclusion and non-discrimination - including LGBTQIA+ inclusion - are embedded at organisational level.
- *Part 2 focuses on inclusive teaching practice*, with an emphasis on language teaching, classroom climate, inclusive language and materials, and teacher responses to bias, discrimination, or resistance related to LGBTQIA+ topics.

You can use this questionnaire in different ways:

- *Individually*, as part of your own professional reflection.
- *With colleagues*, to support discussion and shared learning in staff meetings or training sessions
- *Across the organisation*, to identify priorities for improving inclusion and student wellbeing

By completing this questionnaire, you are taking a practical step towards creating learning environments where all students—regardless of sexual orientation or gender identity—feel **respected, represented, and supported**.



Transgender
Equality
Network
Ireland



test
Transilvanian Educational Services & Tourism



Part 1 - Organisational Culture

1. Our organisation has a clear commitment to inclusion and non-discrimination (e.g. values, policies, communication).

Yes / Mostly In Progress / Sometimes No / Not Yet

2. Leadership models inclusive behaviour and addresses discriminatory behaviour when it occurs.

Yes / Mostly In Progress / Sometimes No / Not Yet

3. Staff and learners can raise concerns or share feedback safely, without fear of negative consequences.

Yes / Mostly In Progress / Sometimes No / Not Yet

4. Our organisation provides regular training and guidance on inclusion, diversity, safeguarding and LGBTQIA+ inclusion.

Yes / Mostly In Progress / Sometimes No / Not Yet

5. Staff are expected to use respectful and inclusive language, and this is supported by the organisation.

Yes / Mostly In Progress / Sometimes No / Not Yet

6. There are clear policies and procedures for responding to bullying, harassment, homophobia and transphobia.

Yes / Mostly In Progress / Sometimes No / Not Yet

7. Communication and information are accessible and understandable for people with different needs (e.g. language, disability, etc.).

Yes / Mostly In Progress / Sometimes No / Not Yet

8. The physical environment is accessible and safe for everyone (e.g. mobility needs, privacy, safe spaces).

Yes / Mostly In Progress / Sometimes No / Not Yet

9. The organisation actively works to ensure representation and belonging for diverse groups (staff and learners).

Yes / Mostly In Progress / Sometimes No / Not Yet

10. The organisation reviews its practice (formal or informal) to identify gaps in inclusion and improve over time.

Yes / Mostly In Progress / Sometimes No / Not Yet

Response Key

For each statement on the previous page, tick one:

- Yes / mostly = 2 points
- In progress / sometimes = 1 point
- No / not yet = 0 points

Add up the points for the *Organisational Culture* section.

Obtained points: _____

Interpretation

0–6 points → Needs Attention

- Inclusion is not yet structured or consistently supported.
- Priority: basic policies, clear response procedures, leadership support.

7–13 points → Developing

- Some inclusive practices exist, but they may be inconsistent.
- Priority: training, clear communication, accessible feedback channels.

14–20 points → Strong Foundation

- Inclusion is clearly valued and usually visible in practice
- Priority: consistency, staff confidence, reviewing gaps and improving.

Part 2 - Inclusive teaching approaches (including LGBTQIA+ inclusion)

A. Foundational knowledge and awareness (necessary but not sufficient)

1. I understand and correctly use terms such as cisgender, transgender and non-binary in educational contexts.

Yes / Mostly In Progress / Sometimes No / Not Yet

2. I can recognise homophobia, transphobia and micro-aggressions and understand why they are harmful in learning environments.

Yes / Mostly In Progress / Sometimes No / Not Yet

3. I can explain key concepts (gender identity, sexual orientation, pronouns) accurately and age-appropriately.

Yes / Mostly In Progress / Sometimes No / Not Yet

4. I understand my professional responsibilities and how they apply to protecting LGBTQIA+ learners in practice.

Yes / Mostly In Progress / Sometimes No / Not Yet

5. I am confident in answering learner questions related to LGBTQIA+ inclusion in an age-appropriate and respectful way.

Yes / Mostly In Progress / Sometimes No / Not Yet

B. Classroom practice (LGBTQIA+ inclusive materials & environment)

6. I adjust my language teaching based on student feedback and / or observe inclusive elements.

Yes / Mostly In Progress / Sometimes No / Not Yet

7. When needed, I use translation, scaffolding, or cultural mediation to support understanding.

Yes / Mostly In Progress / Sometimes No / Not Yet

8. I choose materials that include diverse identities and avoid reinforcing stereotypes.

Yes / Mostly In Progress / Sometimes No / Not Yet

9. I include inclusive language examples when relevant (e.g. family terms, jobs, pronouns, names).

Yes / Mostly In Progress / Sometimes No / Not Yet

10. I avoid tokenism (e.g. using inclusion of a singular LGBTQIA+ individual as a 'box tick') and do not put learners in the position of speaking for a group.

Yes / Mostly

In Progress / Sometimes

No / Not Yet

11. I establish and enforce classroom norms that prevent bullying, harassment, and discriminatory language.

Yes / Mostly

In Progress / Sometimes

No / Not Yet

12. I respond to inappropriate comments or pushback related to LGBTQIA+ topics in a calm, educational and age-appropriate way.

Yes / Mostly

In Progress / Sometimes

No / Not Yet

13. I actively work to create a safe environment where learners can express themselves without fear.

Yes / Mostly

In Progress / Sometimes

No / Not Yet

14. I respect learner boundaries and do not draw unnecessary attention to LGBTQIA+ students.

Yes / Mostly

In Progress / Sometimes

No / Not Yet

15. I encourage intercultural awareness and respect for different experiences and identities.

Yes / Mostly

In Progress / Sometimes

No / Not Yet

Response key

For each statement, tick one:

- Yes / mostly = 2 points
- In progress / sometimes = 1 point
- No / not yet = 0 points

Add up the points for the *Inclusive Teaching* section.

Obtained Points: _____

Interpretation

0–12 points → Starting Point

- Inclusive practices are limited or not yet intentional.
- Priority: classroom norms, inclusive language, confidence with key concepts

13–20 points → Emerging Inclusive Practice

- Many good elements are present, with room to strengthen consistency.
- Priority: inclusive materials, responding to bias/pushback, safe environment routines.

21–30 points → Inclusive and Supportive Classroom

- Inclusion is embedded into classroom practice.
- Priority: deeper representation, refining materials, supporting colleagues.

⚠ *Important note: A high score in this section requires evidence of inclusive classroom practice. A high score based mainly on Section A indicates awareness, but does not yet represent inclusive teaching practice!*

Reflection

One change I can make this month to improve inclusion is:

One support/training I would like is:

One policy or organisational change needed is: