

Harmony Movement

Breaking the Bias Reflection Guide

How would you describe these two students? In the space below, write down all the words that come to mind when you think of an “ideal student” and a “difficult student”.

“Ideal Student”	“Difficult Student”

Reflect: Ideal vs Difficult Student

1. Think about a particular student that may have come to mind for an “ideal” student. What is their race, gender, disability status, socioeconomic status etc?

2. Think about a particular student that may have come to mind for a “difficult” student. What is their race, gender, disability status, socioeconomic status etc?

Reflect: Ideal vs Difficult Student

3. How might your perception of these two categories (ideal/difficult) impact how or when you choose to discipline certain students? What patterns do you notice (e.g., more praise for some, more correction for others)?

4. What traits that you associate with a "difficult student" might influenced by external factors (e.g., home life, cultural differences, or socioeconomic status) rather than just behaviour?

5. What specific actions could you take to better support students who display traits you associate with "difficult" rather than labeling them? Can any characteristics associated with the "difficult student" also be reframed as potential strengths in certain learning environments?

Final Reflection

How might your own personal biases impact when you do or do not intervene when you hear harmful language?

What is one step you can take to address your biases and create a more equitable classroom or school environment?

What impact do you want to make on your students? How do you want them to feel in their interactions with you?

Personal Practice: Becoming Aware of My Biases Log

In the section below, please describe an experience you have had interacting with a particular student in your classroom this past week.

- **Student's Name/Group:**
- **Situation/Activity:** (e.g., group work, asking questions, giving instructions)
- **My Response:** (e.g., praised, corrected, ignored, encouraged)

Based on your response to this situation, spend some time to reflect and answer the following questions. These questions are designed to guide you through understanding and identifying your biases, how they may influence your teaching practice, and recognize patterns in how you interact with certain students based on their identities.

1. What assumptions or expectations did I have about the student before or during this interaction? (e.g., based on their behavior, background, gender, race, language skills)
2. Was my expectation for their performance or behaviour different than it would be for other students?
3. Was the outcome of the interaction what I expected? Why or why not?
4. How might the student have perceived my response or expectations?

Personal Practice: Becoming Aware of My Biases Log

End-of-Week Reflection:

1. What patterns have I noticed in how I interact with certain students or groups based on race, gender, ability, behaviour, etc (e.g., more praise for some, more correction for others)?
2. Which students received more positive or negative feedback from me this week?
3. Who did I tend to call on more often, or give them more attention? Why do I think this is?

Personal Practice: Becoming Aware of My Biases Log

End-of-Week Reflection:

4. Which biases have I become aware of that I might hold (e.g., based on gender, race, academic ability)? How do these biases show up in my teaching practice?

5. What strategies will I use in the future to reduce these biases and create a more equitable classroom environment? Who can I reach out to for support?

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Personal Practice: Responding to Harmful Language Log

In the section below, please reflect on a recent instance in which you heard harmful or discriminatory language in your school.

- **What was said, in what context and by whom?** (include the students' identities such as race, gender, religion etc)
- **Who was the target of the language, whether indirectly or directly?** (include the students' identities such as race, gender, religion etc)
- **What was my immediate reaction?** (e.g., laugh it off, ignore, interrupt) **How did you feel responding in this way?**
- **Why did I respond the way I did? What may have influenced my response? Do I think I would have responded differently to other students?**
- **What was the outcome?**

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Personal Practice: Responding to Harmful Language Log

- What worked well about the way I responded?
- What, if anything, might I change about the way I responded or do differently next time?
- How comfortable did I feel addressing the situation? (scale of 1 (very uncomfortable) to 10 (very comfortable)) What influenced my level of comfort?
- What was the short term impact of the incident and the way I responded on individual students or our classroom climate?
- What, if any, follow up actions are needed?
 - With impacted student(s)
 - With student who used harmful language
 - With families
 - With other staff/admin