

**hidden in plain  
sight**



# Benefits

- Human Rights
- Inclusion
- Diversity
- Innovation
- Quality of Service

# BIAS

How do they affect you?  
When do they come from?  
by your biases?

# OVERVIEW

- **Part 1 – FIRST IMPRESSIONS**
- **Part 2 – WHAT IS BIAS?**
- **Part 3 – ADDRESSING BIAS IN  
OUR PRACTICE**

# **Part 1**

## **FIRST IMPRESSIONS**





















Handwritten graffiti tags in white and black, including 'SOPE' and 'PERUK'.

Large, stylized graffiti letters in white and black, possibly reading 'PERUK'.

Handwritten tag 'SOPE' in black on a red background.

Handwritten tag 'PERUK' in black on a white background.







***Because each one of us  
forgets different things, a  
photo may change its  
meaning according to who  
is looking at it.***

**--John Berger, Ways of Seeing**



# REFLECTION

**Do my first  
impressions...**

**...put people into a  
group or assign  
qualities?**

# REFLECTION



**Do my first  
impressions...**

**...make  
generalizations?**



# REFLECTION

**Do my first impressions...**

**...treat people from one group differently than others?**

# REFLECTION



**Do my first  
impressions...**

**...ignore  
inequality?**



# REFLECTION

**Do my first  
impressions...**

**...ignore  
differences?**

# REFLECTION



**Do my first  
impressions...**

**...reflect an  
accurate  
understanding of  
other cultures?**

# REFLECTION



**Do my first impressions...**

**...consider how other groups or other members of these groups might be represented?**



# **What about this collection of pictures?**

- Is one type of picture presented?**
- Is one perspective dominant?**
- Do these pictures challenge or promote stereotypes?**
- Whose points of view are missing?**
- Other thoughts?**

# **POINTS OF DISCUSSION**

- **Most of the images feature white people.**
- **Traditional images of people of colour are mostly presented.**
- **All the action shots feature men.**
- **Only people with disabilities who are white, males are presented.**
- **Other?**

***... just because something is  
outside of awareness  
doesn't mean it's outside of  
control.***

**— Malcolm Gladwell**

# **Part 2**

**WHAT IS BIAS?**

**BIAS**

**stereotype**

**prejudice**

**plaid ties** purple paper  
mental ability race sports  
mystery novels **BIAS** religion  
class gender  
**chocolate** sexual orientation ag  
weight physical ability  
culture income  
**chick flicks** **classical music**

**mental ability**

**BIAS**

**race**

**religion**

**class**

**gender**

**sexual orientation**

**age**

**physical ability**

social factors

cultural identity

BIAS



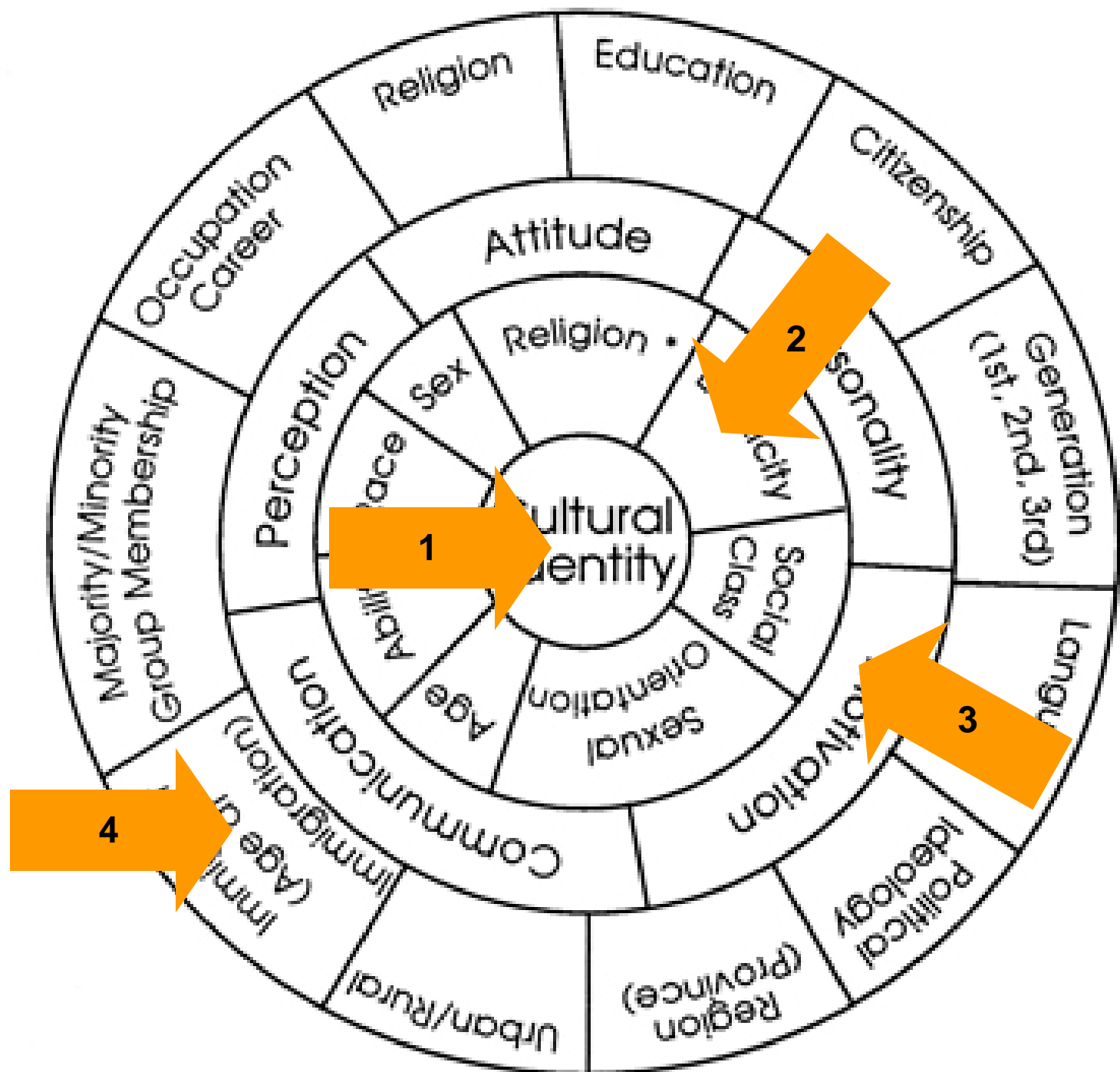
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**Ability**

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**Skill**

**Capability**

**Capacity**

**Talent**

**Gift**

**Aptitude**

**Fitness**

**Competence**

**Power**

# **REFLECTION**

**Think about your earliest memory of realizing that some people were different from you and/or your family members.**

**What stereotypes and negative messages did you learn about people whose identities were different in some way from yours?**

# **REFLECTION**

**Think about a time when your assumptions about a group were changed by meeting someone from that group.**

**Did you use the experience as an opportunity to rethink your original assumptions?**

**EXPLICIT**

**IMPLICIT**

**BIAS**

**conscious**

**unconscious**

**deliberate**

**subtle**

**active**

# IDENTIFYING BIAS

- **People are grouped according to social, cultural, personal, psychological factors.**
- **Some groups are considered more important or given influence over others.**
- **Differences among people in groups are ignored.**
- **People from different groups are treated differently.**

# What does a teacher look like?



# Effects of Bias

- **Reduces productivity**
- **Reduces team effectiveness**
- **Limits staff retention and recruitment**
- **Decreases quality of service being provided**
- **Impacts on individual sense of self-worth**



# **REFLECTION**

**When I think about the students at my school, who are the students I am imagining?**

**Who am I leaving out?**

# **Part 3**

## **ADDRESSING BIAS IN OUR PRACTICE**

# **SCENARIO A**

**A student requiring a wheelchair, would like to attend an outdoor education program with his class. The program takes place in a location where there is no wheelchair access. There is an opportunity to choose a different location but there is a cost associated with the alternate location.**

**What is your response?**

**What are your assumptions?**

# **POINTS OF DISCUSSION**

- **The needs of the student requiring a wheel chair are being ignored.**
- **Will students from lower income families be excluded if a fee is charged?**
- **Is this activity worthwhile? What is an alternative activity that could achieve the same learning goals?**
- **Other thoughts?**

# **SCENARIO B**

**Two staff members work together in the main office at an elementary school. One of them is a devout Muslim who requires time for prayer during the school day. By following a flexible work plan made with the Principal, she is meeting her required hours of work. The other staff person, however, is resentful of what she**

**What is your response?**

**What are your assumptions?**

# **POINTS OF DISCUSSION**

- **Religious accommodation in the workplace removes barriers to participation.**
- **Equity is not simply treating everyone the same but addressing differences in ways that promote equality.**
- **Workplace leaders provide direction and support to all members of a team.**
- **Other thoughts?**

# **SCENARIO C**

**A group of teachers at a school feel that the materials that they currently use are the most suitable for their students because the majority of the students are from a European background. They do not feel that they should be required to teach books that are not reflective of their students.**

**What is your response?**

**What are your assumptions?**

# **POINTS OF DISCUSSION**

- **Perpetuating exclusion of diverse points of view and people.**
- **Encouraging people to talk about diversity leads to a better understanding of people from various backgrounds.**
- **Current texts can provide a starting point for discussion about exclusion.**
- **Other thoughts?**



# **SCENARIO D**

**A teacher shows a video about families to a Grade 3 class that includes reference to a same-sex family among a variety of family structures. A parent calls to complain that it is a parents responsibility to teach children about 'that stuff.'**

**What is your response?**

**What are your assumptions?**

# **POINTS OF DISCUSSION**

- **Showing the video presents a more inclusive view of what is a family.**
- **Being more inclusive suggests equal importance among types of families.**
- **It does not hide the experience of children from same-sex families.**
- **By including a variety of family structures, the video reflects a range of family situations.**
- **Other thoughts?**

# **SCENARIO E**

**An EA/CYW hears another staff member refer to a class for students with intellectual disabilities as “those disabled kids.” She is uncomfortable with this language but is insecure about raising the issue. She has felt marginalized within the school when she has raised similar issues**

**What is your response?**

**What are your assumptions?**

# **POINTS OF DISCUSSION**

- **The staff member is not using inclusive language.**
- **A large number of unique and diverse individuals are being grouped together.**
- **The EA/CYW may not feel comfortable in her role.**
- **Other?**



**WAYS TO ADDRESS**

# BIAS

- **What is a bias?**
- **What are your biases?**
- **Where do they come from?**
- **Do they lead you to make assumptions?**
- **How do they affect your actions and decisions?**
- **How are others affected by your biases?**

# For more informatio n, contact:

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# **Barrie Regional Equity and Inclusive Education Network**

## **Lead Boards:**

- Kawartha Pine Ridge District School Board**
- Simcoe County District School Board**

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