

Figure 1. Self-Study Guide for Reflecting on Anti-Bias Curriculum Planning and Implementation

A. Raising self-awareness – taking a look within:	Not yet: This is new territory for me / Not applicable to my age group now	Sometimes: I have a beginning awareness of this area	Usually: But it still requires conscious effort for me	Consistently: I do this with ease now	The next steps for me: My goal is...
1. Am I aware of my own cultural identity and history? How comfortable am I about who I am?					
2. Am I aware of biases I may hold?					
3. Do I view diversity and exceptionalities as strengths and that <i>ALL</i> children can succeed?					
4. Am I able to give accurate, honest answers to children's questions about differences and am I comfortable admitting when I do not know the answer to a question?					
5. Am I able to intervene with ease when I hear comments that exclude someone, show bias, or are discriminatory? Do I model ways for responding to bias?					
6. Do I have access to a colleague who can act as a trusted ally in my diversity and anti-bias work?					
Other:					

B. The physical environment	Not yet: This is new territory for me / Not applicable to my age group now	Sometimes: I have a beginning awareness of this area	Usually: But it still requires conscious effort for me	Consistently: I do this with ease now	The next steps for me: My goal is...
1. Are the materials and equipment in my classroom easily accessible to ALL?					
2. Do ALL children have an equal opportunity to participate in activities?					
3. a. Does my classroom display pictures of the children, their families, and include materials that relate to children's background and experience (i.e., pictures of their houses or familiar places)?					
4. Does my classroom provide equal representation of images and materials that reflect: a. different cultures and ethnicities?					
b. different family styles and compositions?					
c. different age groups across different lifestyles?					
b. different genders in non-stereotypical roles?					
5. Are there dolls and clothing that represent male/female and different ethnicities/skin color?					
6. Is there a large variety of art media that students can use to accurately represent their physical characteristics?					
Other:					

C. The pedagogical environment	Not yet: This is new territory for me / Not applicable to my age group now	Sometimes: I have a beginning awareness of this area	Usually: But it still requires conscious effort for me	Consistently: I do this with ease now	The next steps for me: My goal is...
1. Are my verbal and non-verbal messages free of stereotypes and hidden biases? a. Do I effectively provide opportunities for students to value and explore diversity in themselves and others?					
b. Are the colors black and brown equally valued as other colors in my classroom?					
c. Do I actively encourage critical thinking about differences, stereotypes, and biases?					
d. Do I teach about minority <u>and</u> non-minority groups who have devoted their lives to ending injustice?					
2. Do I equally respect and acknowledge ALL children on their efforts and accomplishments?					
3. Do I hold and convey high expectations for learning of ALL children?					
4. Do I <i>see</i> and <i>treat</i> EACH child both as an individual and as a member of different social and cultural groups?					
5. In my communications and curriculum, do I recognize that children may be cared for by various family members and/or have differing family compositions?					

C. The pedagogical environment - continued	Not yet: This is new territory for me / Not applicable to my age group now	Sometimes: I have a beginning awareness of this area	Usually: But it still requires conscious effort for me	Consistently: I do this with ease now	The next steps for me: My goal is...
6. Do I recognize and respect children's individual and culturally-based learning styles: a. Do I effectively differentiate instruction to reach diverse learning styles?					
b. Do I integrate multiple methods of communication to support children's learning (visual, auditory, ...)?					
c. Do I use a variety of methods to evaluate children's learning?					
7. Do I promote cooperation between and among children from diverse groups through the curriculum and classroom routines?					
8. Do I help children critically think about and problem solve fairness issues in daily classroom activities and routines?					
Other:					

D. Relationships with families and community:	Not yet: This is new territory for me / Not applicable to my age group now	Sometimes: I have a beginning awareness of this area	Usually: But it still requires conscious effort for me	Consistently: I do this with ease now	The next steps for me: My goal is...
1. Do I initiate conversations in a culturally responsive way with all families?					
2. Do I provide the option for providing translations of newsletters and at meetings for families who do not speak English?					
3. When food is provided at classroom functions, is it food that is reflective of the community / families?					
4. Do I support different transitions and care-giving routines while being aware of school/center policies? Do I respond to families' requests respectfully and fairly, and genuinely work to negotiate an agreement when there is a conflict about childcare beliefs and goals?					
5. Do I truly welcome family participation in my classroom? If they are unable to come in, do I encourage it in other ways?					
6. Do I include families in creating the learning environment for children?					
7. Do I know enough about the local community to extend children's learning beyond the classroom walls?					
8. Am I able to effectively use resources and other adults in the community to enhance children's learning about diversity and bias?					
Other:					