TEACHER'S SELF-EVALUATION OF NON-BIASED BEHAVIOUR*

DIRECTIONS

- 1. Rate yourself for each item.
- 2. Review your ratings, then evaluate your overall performance by marking the continuum.
- 3. After checking for areas of weakness as indicated by your ratings, state specific goals for becoming more fair; set specific time limit for yourself for improvement of these goals.

SUGGESTIONS FOR USE

- These checklists focus on how a staff member's actions and expectations can create a "hidden curriculum" of bias in the school.
- Be aware of how "bias" can be expressed by deleting or omitting any reference or discussion of homosexuality.
- This list is not meant to rate people but to help identify what may be unconscious biased behaviours in dealing with staff and students.
- It is important that these checklists be used as an exercise to create personal growth and awareness and not used in a judgmental way.
- The process of reading and discussing the checklists is considerably more important than any finding they produce.

TEACHER'S BEHAVIOUR

CHECK BELOW:

| | | Always | Sometimes | Never |
|----|--|--------|-----------|-------|
| 1. | ATTITUDE: I take the idea of equity for homosexuals seriously; eg I do not put down gays or lesbians, or joke about their abilities, roles, backgrounds or traits. | | | |
| 2. | LANGUAGE: I use non-biased language; in other words, I do not refer to homosexuals as "faggots" "dykes" "queers" "homos" etc. | | | |
| 3. | GENERALISATIONS: I would avoid generalisations that refer to stereotyping; eg "gay men are not masculine" or "lesbians don't like men". | | | |
| 4. | TYPES OF EXAMPLES: I use examples in my job showing gay men and lesbians of diverse backgrounds with a wide range of diversity and interest. | | | |
| 5. | FACTS: I display and use factual knowledge about homosexuals or gay and lesbian issues. | | | |

| | | Always | Sometimes | Never | | | |
|---|---|-----------|---------------|-------|--|--|--|
| 6. | SUPPLEMENTARY MATERIALS: I supplement the inadequate treatment of gays and lesbians; I do not skirt the issue if it is brought up. | | | | | | |
| 7. | EQUITABLE ATTENTION: I give equitable attention to gays and lesbians by adding information or by discussing the inaccurate portrayal of people's roles. | | | | | | |
| 8. | DISCIPLINE: I address all pejorative name calling towards gays and lesbians immediately and forcefully in my classroom. | | | | | | |
| 9. | VALUES: I let students know by my behaviour that the subject of "homosexuality" is a subject that can be discussed safely around me. | | | | | | |
| 10. | PEER ATTITUDES: I bring to their attention homophobic comments or jokes made by other teachers. | | | | | | |
| I would rate my behaviour as follows: (mark the continuum) | | | | | | | |
| | Basically fair | Need some | e improvement | | | | |
| | Need improvement | Need mucl | n improvement | | | | |
| Consider how you rated yourself on "Teacher Behaviour" | | | | | | | |
| List specific goals for increasing equitable behaviour on your part | | | | | | | |
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