

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)

- | | |
|---|--|
| <input type="checkbox"/> Basically fair | <input type="checkbox"/> Need some improvement |
| <input type="checkbox"/> Need improvement | <input type="checkbox"/> Need much improvement |

Consider how you rated yourself on "Teacher Behaviour"

List specific goals for increasing equitable behaviour on your part

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