

A close-up portrait of a woman with dark skin, smiling warmly. She is wearing black-rimmed glasses and a vibrant red beaded necklace. Her hair is dark and curly. The background is a soft, out-of-focus grey. A semi-transparent white rectangular box is positioned on the left side of the image, containing the word 'Introduction' in a bold, black, sans-serif font.

Introduction

Terminology

Bias

*Simply put a **bias is the preference for one thing over another.***

*A bias becomes challenging when it becomes about **people.***


*Bias unchecked can lead to stereotypes, believing specific individuals or certain types of behavior **represent an entire group of people.***

Terminology from the book “Overcoming Bias “by Tiffany Jana and Matthew Freeman

What is our purpose to look at our own bias as a Teacher is it promotes for every child this outcome. This is the plan for the work in building an Anti Bias and Anti Racist classroom.

(Identity) Each child will demonstrate **self-awareness**, confidence, family pride, and positive social/group identities. (Diversity) Each child will express comfort and joy with human diversity, accurate language for human differences, and deep, caring human connections.

The Importance of Looking at Oneself as individuals and as Montessori Teacher

- 
- Self Awareness/Self Reflection
 - How do you treat others?
 - What bothers you?

[Project Implicit Test](#)

Steps

Self awareness/ self reflect, paying attention, making the effort to deal with your own bias. This helps you become aware of the way in which bias operates in your daily (classroom) life.

Start looking at how you treat others- reflect on how you respond and react to others. Is there a difference in how you respond based on similarities or differences to people within your surroundings. As Montessorians we are trained to "follow the child" paying attention to how the child is socially connecting in the classroom

What is something that really bothers you? Find a trusted friend and express these issues and gather feedback. Consider journaling out your thoughts that are great concerns. See how these issues that are bothering you play out in your daily and classroom life.

Types of Othering



Age



Sexual orientation



Religion



Gender identity



Skin color



Political affiliation

We bring our personal bias with us into the classroom, every day. What we've learned and didn't learn about racism enters through our doors upon our backs. We are gracious and kind. **As we greet our students with a firm handshake and smile every single morning, we make a silent promise to honor each student and see them for who they are ...not for who we think they should be.** We made a promise, as Montessorians, to “follow the child”. However, do we really follow the child and honor them when our biases get in the way?

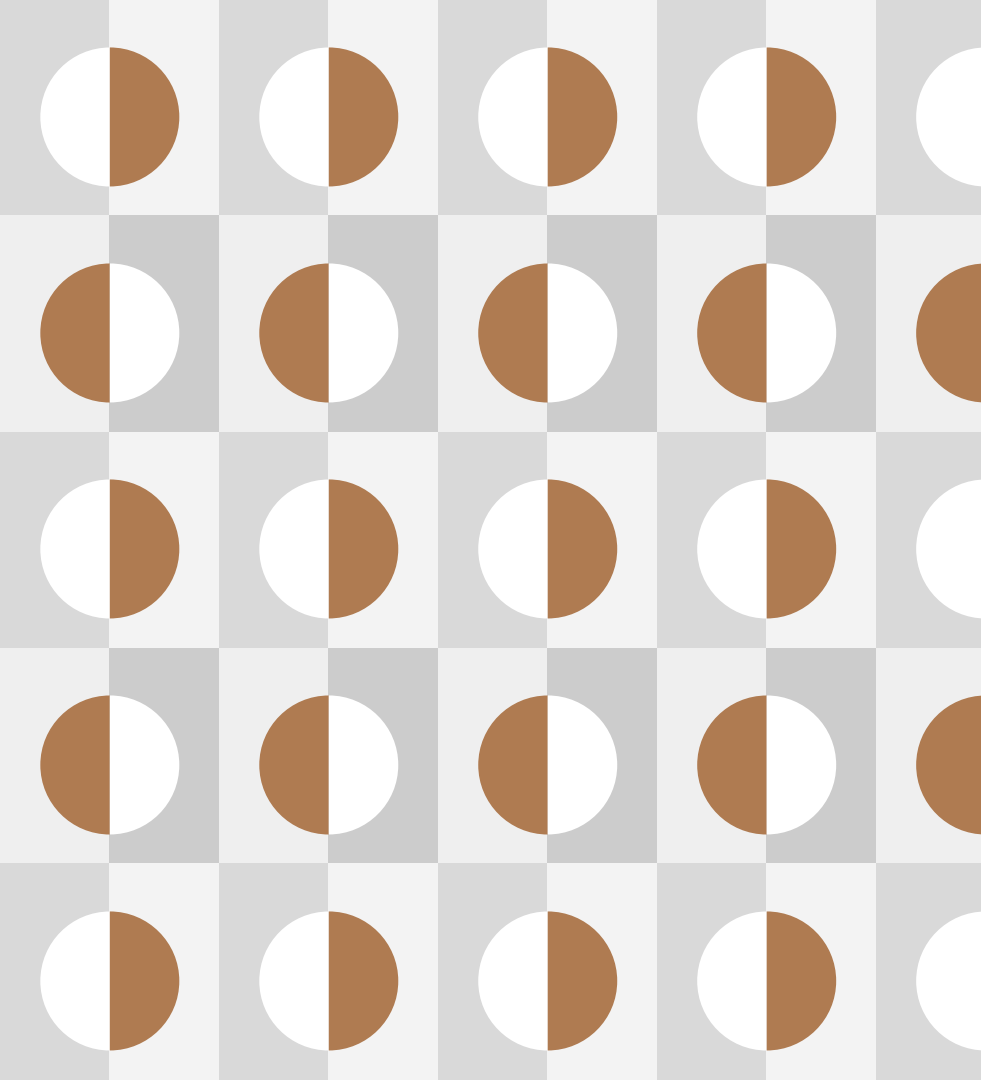
Tiffany Jewell, Director of Curriculum & Instruction
Montessori School of Northampton

“It’s not enough for the teacher to love the child. She must first love and understand the universe, she must prepare herself, and truly work at it”

- Dr. Montessori



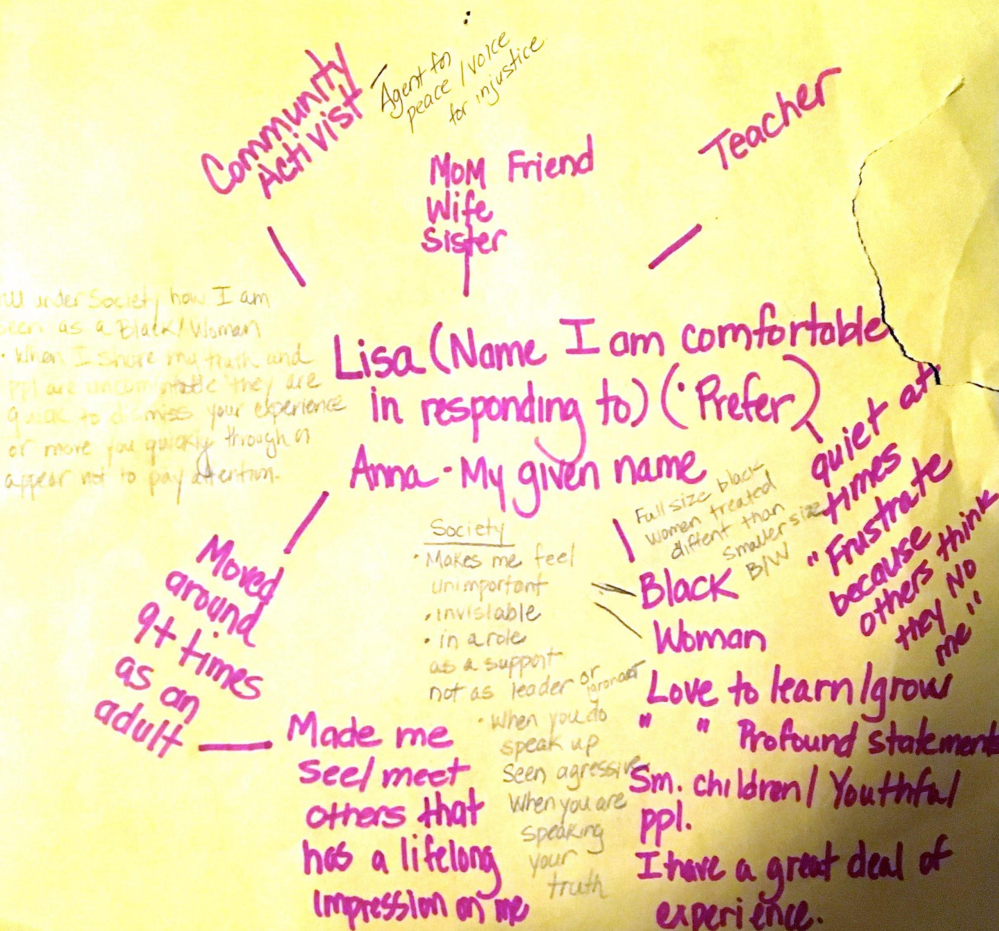
Check Yourself at the Door



Who I Am

1. Write your name
2. Write some important aspects of your identity

The reason I writing this in pencil because it can be erase. so it doesn't define me.
 Because as they don't effect my voice I will erase it for me.




Lisa's Who Am I Example.

If there was one message I would like to get to White Educators about Black kids it would be..... (kindly shared by Lilada Gee)

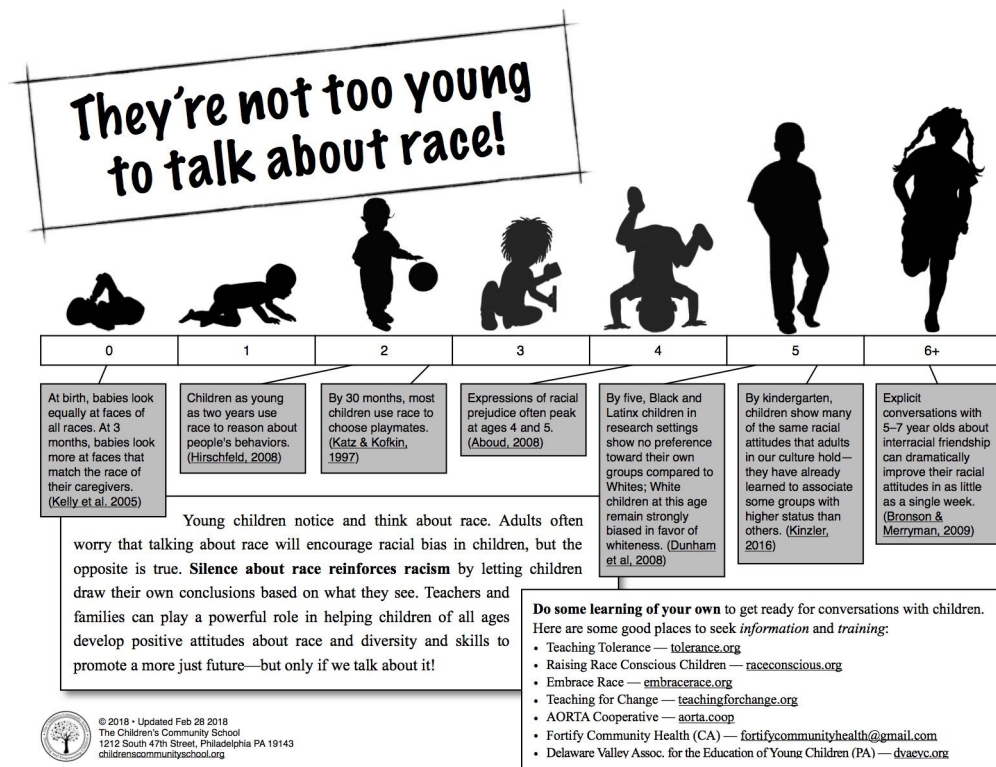
Here was a few of the responds:

- *Recognize your biases*
- **Empower!** *Not rescue Take the cape off!*
- *Understand cultural differences and sensitivities*
- **Throw out any stereotypes or biases** *you may have about black and brown children. Invest, equally of your time, creativity and knowledge into **every child you** have the great privilege and responsibility of teaching.*

We know this is important work, but before we can do this work within the classrooms, we need to do some work within ourselves.

A young girl with dark, curly hair is shown from the chest up. She has her right index finger pressed against her lips in a 'shh' gesture. Her hair is adorned with small purple flower clips. She is wearing a light blue top and a thin chain necklace. The background is a plain, light-colored wall. The entire image has a semi-transparent dark overlay, and the title text is centered in white.

Talking About Race vs. Keeping Silent



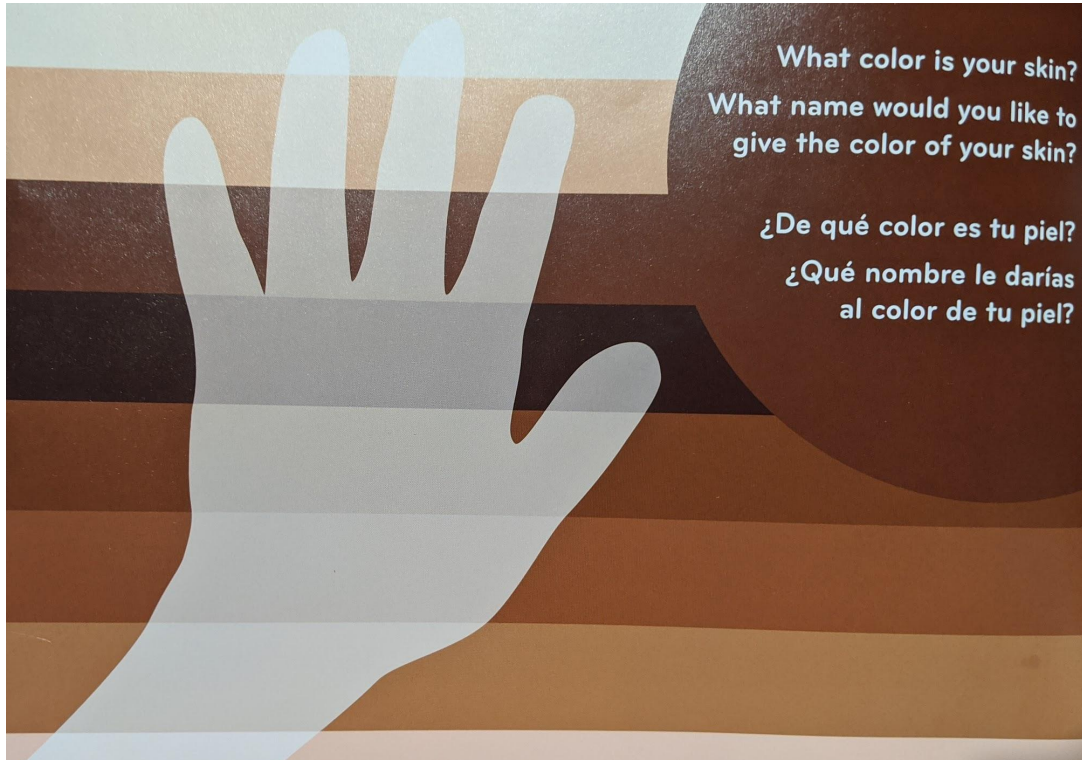
The Development of Talking to Children about Race

Organic Conversations

1. Start early, make it normal, “name it”
2. Be an example
3. Share your experience
4. Educate yourself
5. Challenge stereotypes
6. Be honest
7. Plan for a marathon, not a sprint

*“What are
you
wondering?”*

Lesson Plan: Skin Tone Matching



***All the Colors We Are /
Todos los colores de
nuestra piel***

Katie Kissinger



Deluxe Skin Tone Kit



Children's Books



Thank You



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