



Ontario Institute for Education Leadership

*Ontario Leaders Collaborating
for Student Achievement, Equity and Well-being*

STRENGTHENING EQUITY AWARENESS

Understanding Implicit Bias

ABOUT THIS LEARNING OPPORTUNITY:

This learning opportunity is designed to strengthen leaders' effectiveness in having necessary conversations about all matters related to Equity, Diversity, and Inclusion (EDI).

This is a generic resource that will be enriched by what you bring to the learning. Draw on and apply your personal identity, your lived experiences and diverse background to help ensure that the learning is culturally relevant and responsive and strengthens your equity awareness.

Although you can work through the presentation and its activities on your own, learning will be enhanced with the support of a facilitator in a group setting or with a mentor/coach. It can also be adapted for a range of professional learning contexts for diverse audiences including aspiring leaders, practicing leaders, school staff and parent groups.

WHAT IS BIAS? WHAT DOES IT LOOK LIKE, SOUND LIKE, FEEL LIKE?

Jot down your initial thoughts regarding the questions above.

Where do you see evidence of bias in your everyday life? (Consider the input from others in your discussion)

Why is it important for leaders to speak up about bias in their schools and systems?

To what extent is bias talked about in your context?

What are some reasons why talking about bias may not be the norm?

BECOME AWARE OF PERSONAL BIAS

Complete one or more [Implicit Association Tests](#) to determine your implicit biases.

Reflect on your learnings on implicit bias.

How can your knowledge of your implicit biases help you when you are in an equity conversation?

REFINE YOUR UNDERSTANDING OF IMPLICIT BIAS

View one or more of the suggested videos and reflect on the questions:

- [Implicit Bias: Peanut Butter, Jelly and Racism \(2m 26s\)](#) What is implicit bias? What is the difference between someone who has implicit biases and someone whose actions or behaviours are racist?
- [Implicit Bias: High Heels, Violins and a Warning \(1m22s\)](#) How can you reduce bias in your context?
- [Implicit Bias: Snacks and Punishment \(2m5s\)](#) What does bias have to do with eating and rest?
- [Implicit Bias: Why We're Awkward \(2m41s\)](#) Reflect on a time when “racial anxiety” has shown up in your life and how you handled the discomfort?
- [Implicit Bias: Check Our Bias to Wreck Our Bias \(3m\)](#) How can a self-audit help us determine our biases?

What is one action you will take to reduce or mitigate the impact of bias within your context?
