

Multicultural Checklist

Lower School checklist for a multicultural, inclusive and anti-biased classroom

1. Do I stop to address incidents of bias when they happen, or soon after? Do I encourage my students to independently address situations in which bias occurs? Do I notify the Head of the Lower School about the incident and work with her and the families involved to achieve a positive educational result?
2. Does my class have a community norm against negative and exclusive language and behavior? Do I encourage my class to practice positive and inclusive language and behavior? Do I invite social groups to be more inclusive when appropriate?
3. Do I avoid stereotyping on the basis of gender, race, ability, age, class, ethnicity, religion, sexual orientation, and other social identifiers? Do I encourage my students to avoid stereotyping as well?
4. Do I intentionally bring up bias, stereotyping, diversity, and other difficult issues regardless of the makeup of my class, while not focusing on any child as representative of a social identifier?
5. Do I teach conflict resolution, utilizing role-play and other effective techniques?
6. Do I validate all of my students in appropriate aspects of the curriculum; in books, materials, games, pictures, music, and holidays so they know each other's interests and heritages?
7. Do I discuss commonalities of the human condition as well as the diversity of our heritages?
8. Is diversity woven into my curriculum and not just addressed through the celebration of holidays?
9. Do I utilize the various resources provided by the school, community, and city? Do I take advantage of older students, colleagues, guest speakers, field trip destinations, workshops, and professional journals to learn more about developing a multicultural classroom?
10. Do I create a safe environment for sharing unpopular ideas and feelings?