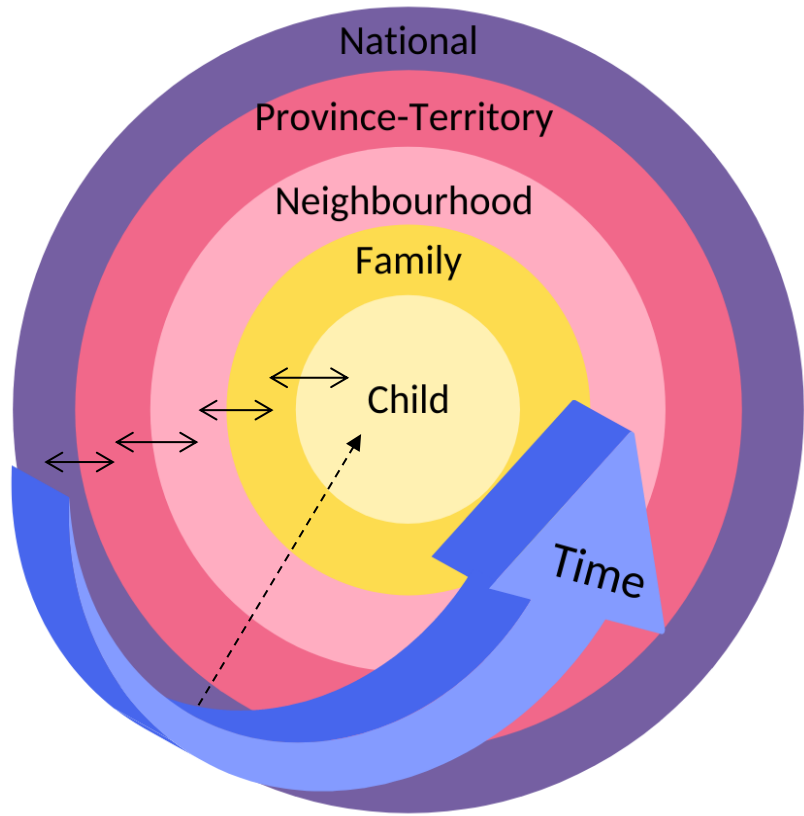




No child is an island

- Children's development occurs in the context of many layered social and structural determinants (Bronfenbrenner)
- Children's experiences and opportunities are shaped by social systems - including neighbourhoods, family conditions, institutional quality, and public policy





The world is NOT colour- blind

- Human evolution reinforced preferring those who were like us
- Bias can be harmful when acted upon
- Bias can shape how children are perceived and supported as early as in child care settings and evaluated in kindergarten
- Educators' interpretations of children's behaviour and skills are influenced by children's and their own identity and experiences in assessment

Bias is inherent in system design and history

- Bias is shaped not only by individuals, but by tools, structures, and policy choices:
 - Assessment tools' limitations
 - "No data, no problem, no action" dilemma
 - School neighbourhoods
 - Advisories and trustees



Capacity to mitigate bias is uneven

- Educators rely on informal strategies (reflection, collegial consultation), but:
 - Individual awareness does not eliminate structural influence
 - Lack of structured supports:
 - Performance review
 - Anti-bias/anti-racism training
 - Professional development in land-based and Afrocentric ways of being
- Workplace inequities affect educators themselves (e.g., wage disparities linked to racialization)



One teacher can make a huge difference

- Educators actively question their assumptions and demonstrate strong reflexivity
- Many express interest in receiving more professional training
- Cultural representation matters
- Cultural and social competency should be integrated into training for all educators to gain necessary skills