

Here are some examples of how white privilege may play out for teachers in the school system:

- My skin colour is the same as that of people in a position of authority within the school administration.
- I can easily identify role models within the field of education from my ethno-cultural group.
- I feel included in my workplace and community interactions. I don't feel isolated, out-of-place, outnumbered, ignored, overlooked or kept at a distance. Nor do I feel like an object of fear.
- When I participate in staff meetings or trainings, I am not asked to speak on behalf of my ethno-cultural group.
- I convey a sense of authority. My students take me seriously and they listen when I speak.
- My cultural holidays are recognized by the government and I am not obliged to work.
- I am seen as a person who is an expert in my field and I am rarely underestimated.
- I have the same skin colour as most of my colleagues.
- When I was younger, my teachers and guidance counsellors all encouraged me to go to university and I intend to do the same with my students.
- I can work as easily in a rural as an urban setting.
- I never really notice the composition of ethno-cultural, racialized or aboriginal groups in my school.
- I teach a curriculum that focuses on my ethno-cultural group in school books or teaching programs and guides.
- I rarely witness discrimination against people like me because of their skin colour, their place of birth, their citizenship, their beliefs or their faith group.
- I can speak about my culture and my religious beliefs without worrying about others' reactions.
- I rarely think much about my identity, or about the ethnic, religious or cultural group to which I belong.