

## ECE - UNTEACHING STEREOTYPES AND REPRESENTATIONS FRAMEWORK

**Our Code Ngā Tikanga Matatika 1.2 Engaging in professional, respectful and collaborative relationships with colleagues**

### **Background**

In their daily lives, through social media, in news bulletins, television programmes and movies children and young people are faced with images and representations that shape how they feel about themselves, their families and whānau and even others who they have not met.

For some what they see is comfortable. People like them are shown to be enjoying success and happiness. Their sense of belonging is affirmed. But we know this is not true for everyone. Some people are represented in a less than positive light or ignored, made invisible.

We also know that frequently stereotypical representations of self and others foster and maintain racism. And this in turn maximises or limits the child or young person's ability to gain the maximum benefit from learning opportunities.

### **'Unteach' representations and stereotypes**

You can make decisions about how to 'unteach' the lessons society teaches when you become more vigilant about the representations you use and the ways you comment and question to prompt your learners to actively respond to these.

## Designing learning

The *Standards for the Teaching Profession, Ngā Paerewa mō te Umanga Whakaakoranga* show that as you design learning, you will ‘select resources and learning and assessment activities.’

You make many careful decisions as you select:

- Texts to use:
  - Videos to watch
  - Books to read
  - Articles to discuss
  - Folktales, myths, legends, fairy tales to tell
  - Music to play
- Texts to create
  - Wall displays
  - Communications with families and whānau
- Contexts for learning
  - Topics to address
  - Expertise to develop and skills to learn
  - Celebrations to include
  - Types of assessments used
  - The activities experiences and events that make up the curriculum in the learning setting

### **But do you ask yourself:**

- Are tangata whēnua represented regardless of who I teach?
- Are all the children and young people I teach represented across the texts and contexts I use?
- Are they all represented in strong and positive ways?
- Are groups of children I don't teach represented across the texts and contexts I use?

### **Do I ask my learners questions that can challenge stereotypical representations?**

- What do we know about the children we see or read about here?
- Do these children like to do the same things as you, as all of us?
- What would you be doing if you were in the story? Picture? .....

### **What else can I do, what else can we do?**

Over the next 6- 8 weeks, complete a simple audit of the texts you use and create as well as the contexts that you use.

Think about the students you need to connect with, whose voices you need to hear in the learning dialogue.

You can begin a conversation with colleagues about what you notice, you may even decide to do the audit together?

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**What texts do I use?**

e.g.

- Videos to watch
- Books to read
- Articles to discuss
- Folktales to tell
- Music to play

**Who is represented strongly and positively?**

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Write your answer below:

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**What texts do I create?**

e.g.

- Wall displays
- Communications with families and whānau

**Who is represented strongly and positively?**

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Write your answer below:

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**What contexts do I choose?**

e.g.

- Topics to address
- Expertise to develop and skills to learn
- Celebrations to include
- Types of assessments used
- The activities experiences and events that make up the curriculum in the learning setting

**Who is represented strongly and positively?**

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Write your answer below:

**Once completed, analyse your findings....ask yourself...or work with colleague to do this**

What does this mean for who my learners are?

Is there anything I need to change in choosing texts and contexts as I design learning?

What would happen if I involved more diverse perspectives in the decision making; if I involved children, young people, their families and whānau in some of the decision making?

Could the impact of stereotypical representations reduce, if I model how to 'unteach' by using questions that uncover and challenge them?

- What does the author want us to believe or understand?
- How could we change this text, what would the troll be saying if she told this story?
- Would we need to change this to include more children like us?