

SECONDARY - 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, speeches to listen to
 - Websites
 - Articles to discuss
 - Perspectives to evaluate
 - Music to play
- Texts to create
 - Wall displays
 - On-line learning presentations
 - Communications with families and whāna
- Contexts for learning
 - Topics to address, current events, inquiry contexts
 - Expertise to develop and skills to learn
 - Ways to demonstrate learning
 - Oral language sessions
 - Community connections, outdoor learning experiences

But do you ask yourself:

- Are tangata whēnua represented regardless of who I teach?
- Are all the young people I teach represented across the texts and contexts I use?
- Are young people I don't teach represented across the texts and contexts I use?
- Are they all represented in strong and positive ways?
- How do you decide about topics for study e.g. is Matariki is a very important topic for your learners? For Māori? What other important topics could there be? How would you decide?

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

- What do we know about the children we see or read about here?
- What would you be doing if you were in the story? Picture?
- Whose point of view is visible here?
- What does the author want us to think about/ feel

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?**Who is represented strongly and positively?**

e.g.

Write your answer below:

- Videos to watch, speeches to listen to
- Websites
- Articles to discuss
- Perspectives to evaluate
- Music to play

What texts do I create?**Who is represented strongly and positively?**

e.g.

Write your answer below:

- Wall displays
- On-line learning presentations
- Communications with families and whānau

What contexts do I choose?**Who is represented strongly and positively?**

e.g.

Write your answer below:

- Topics to address, current events, inquiry contexts
- Expertise to develop and skills to learn
- Ways to demonstrate learning
- Community connections, outdoor learning experiences

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 this 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 we can use 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?
- Whose voice or view point is invisible?
- How could we change this to include strong representations of more of us? E.g. was it only European explorers who had effective navigational techniques, how can we learn about the local economy in pre-European times?