Teaching in New Times

Race and ethnicity
Activity 1: Explain why each of these is a myth using examples from Tait’s textbook and your own experience

**Myth #1:** Humanity is naturally divided into races

**Myth #2:** We no longer discriminate on the basis of race or ethnicity

**Myth #3:** Educational outcomes are unaffected by race or ethnicity

**Myth #4:** There is an ‘Indigenous problem’ in education
Activity 2: Explain the different types of discrimination with examples

• Explain the difference between individual and institutional racism and discrimination.

• What is the difference between overt and covert racism?
Activity 3: Contemporary examples of institutional racism

- Identify some examples of institutional racism in the education system.
- Provide some explanations of these, drawing on the concepts and ideas raised in this chapter.
- Develop some strategies that would bring about positive change.
- What would be some indicators that positive change has occurred?
Activity 4: The work of Chris Sarra and the Stronger Smarter program

• The Stronger Smarter website includes videos and other resources that explain the strategies and practices of the Stronger Smarter approach. Have a quick look at a few of these.

• How do these challenge Indigenous students and communities to participate in the education system?

• How do these challenge some of the negative views that are portrayed about Indigenous people?

• How does the Stronger Smarter program offer positive strategies for change?
Activity 5: Explain these key terms from the textbook with examples from your own experience

• Othering
• Ethnocentrism
• Prejudice
• Stereotyping

• Scapegoating
• Discrimination
• Race
• Ethnicity
Activity 6: Whiteness

• Define what is meant by whiteness. See this site for a quick reminder. (Watch this video after class for example.)

• What does ‘whiteness’ mean in Australia? Come up with examples

• What examples of ‘white race privilege’ can you identify in the ways in which schools are organised and managed, the curriculum and pedagogical practices?
Activity 7: Australian Professional Standards for teachers

1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

- Discuss the advantages of having such standards for defining professional knowledge.
- Do you see any problems with the standards as they are presently written (e.g. ought they to encourage advocacy, activism)?
- Explain how you might go about addressing these in your curriculum & teaching
Activity 8: Casual racism

Have a quick look at this site on ‘casual racism’ What are the problems with the following statements? See also this site

• You start a sentence with “I’m not racist but…”
• “You speak really well for an Asian.”
• “Yes, but where are you really from?”
• When someone’s offended, you say they “can’t take a joke.”
• You say you don’t see colour, just the human race.