

Appendix C

<p>CEIEC 'alerts'</p>	<p>Justice</p>	<p>Working with children, colleagues and parents: Issues, dilemmas and starting points From <i>Enhancing Relationships in School Communities Project</i>, Centre for Equity and Innovation in Early Childhood Education, <i>The University of Melbourne, La Trobe University</i></p>
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Watch for...	The unjust logic	What you might hear or see
<p>Essentialising Seeing something as a deep, fixed, enduring (essential) part of who a person is because of their ethnicity of culture.</p>	<p>If he/she/they are 'X' then they <u>must do this</u>, think that way, and talk this way – it is <u>essential</u> to who they are. What's unjust?</p> <ul style="list-style-type: none"> – not seeing all people as individuals with complex ways of being – making assumptions that are often wrong and stereotyping – not seeing how all cultures shift and change 	<p>'A tiger must have stripes', 'Koalas only eat gum leaves...' <i>She's a Borg she'll love curried chips, live in a large families, sing loudly - it's the Borg way.</i></p>
<p>Homogenising Eradicating ethnic and cultural differences by assuming they don't exist.</p>	<p>They all think the same way, eat the same things, dress in 'that' way, speak that way. What's unjust?</p> <ul style="list-style-type: none"> – not seeing all people as individuals with complex ways of being – ignoring differences, debates, challenges, tensions and subtleties within an ethnic or cultural groups – not seeing diversity and complexity in all cultures, only one's own 	<p>'All tigers hunt', 'All cats have fur balls...' <i>All Borgs travel in groups - they don't know any better, its their culture. They all do that. They can't help it. They all learn that.</i></p>
<p>Othering Seeing yourself and/or your group as better, more normal than others.</p>	<p>If they changed, then we would all be able to get on better... How they talk, eat, dress, think is the problem. What's unjust?</p> <ul style="list-style-type: none"> – not seeing differences as just that - differences – believing what 'we' do, say, eat, think, believe is normal, what 'others' do, say, eat, think, believe is strange, exotic – not seeing that how we do, say, eat, think, believe might hurt, offend or harm others. 	<p>'If tigers didn't hunt on our land we wouldn't shoot them'. <i>If Borgs stopped traveling in groups then we wouldn't feel frightened of them. If they just walked in pairs like we do, there wouldn't be a problem.</i></p>

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<p>Privileging Giving and gaining advantages to a specific group.</p>	<p><u>It has always been that way, why should 'we' change.</u> What's unjust? – believing a particular group should have special privileges or advantages because of who they are – not seeing that some ways of doing things disadvantage specific groups of people</p>	<p>'We've lived on this land for two generations, we are not changing what we do just because the tigers are here.' <i>Let's re-organise the classroom to ensure its easier to work in pairs.</i></p>
<p>Silencing Making it difficult for a group or person to be seen and/or heard. Making it difficult to talk, see and hear race and racism.</p>	<p><u>I know I am right, I know this is normal, I know that is weird.</u> What's unjust? – being certain that 'my' way is the only way – only inviting, hearing and seeing images, ideas, etc from the majority and/or powerful cultural and ethnic group</p> <p><u>I don't see any racism here. Why talk about it?</u> What's unjust? – shutting down opportunities for children and families to talk about their experiences, feelings and concerns – avoiding and ignoring the ways racism hurts all children in different ways.</p>	<p>'We just need more powerful guns, then the tigers wouldn't be a problem.' <i>Working in pairs is the perfect way to learn and build friendships.</i></p> <p>'I know that in my area the tigers get treated well. There is no need to talk about it.' <i>There's no problem with the Borgs here. Everyone is happy being in pairs.</i></p>