

FREQUENTLY ASKED QUESTIONS - GIVE NOTHING TO RACISM

What is the GNTR project all about? I've never heard of this before.

The Give Nothing to Racism campaign from the Human Rights Commission was recently produced to create a conversation around racism in New Zealand. It was the first nationwide anti-racism campaign and gained international acclaim. You might have been one of the millions of people who saw the viral video fronted by Taika Waititi. [You can see a summary of the campaign here.](#)

The Teaching Council is collaborating with the Human Rights Commission under the Give Nothing to Racism banner.

How will it help? What does the project intend to do?

Racism is a societal issue that is complex, multi-layered and embedded.

The Teaching Council is collaborating with the Human Rights Commission to **empower the profession to have safe and productive conversations about racism, that result in changes to behaviour and practice as set out in Our Code, Our Standards** under the *Give Nothing to Racism* banner.

The intention is to support teachers to have conversations that might help to identify how racism can show up across teaching systems, policies and practices. The project will increase the visibility of, and inherent importance of, cultural competency as a vital part of the teacher skill set in Aotearoa.

Why is this the Teaching Council's work?

The Teaching Council is the professional body for teachers. Embedded across both the *Code of Professional Responsibility and the Standards for the Teaching Profession*, are expectations of culturally responsive behaviours and practices.

Our Code, Our Standards, seen together, set out what it means to be a teacher in Aotearoa New Zealand and Our Values define, inspire and guide us as teachers. Give Nothing to Racism is a project that will both challenge and support teachers to meet these expected behaviours and practices.

It will help us all to have critical, reflective conversations about racism and how culturally responsive behaviours and practices are demonstrated within our own teaching practice. It will acknowledge that racism affects many groups of people - and has significant relevance and impact on Māori, as tangata whenua.

This project embodies the Council's commitment to Te Tiriti o Waitangi.

*"Te Tiriti o Waitangi is seen as a commitment under which Māori and all other New Zealanders may live in the spirit of honourable relationship, taking the best possible care of each other. This requires the injustices caused by colonisation to be addressed and all New Zealanders to engage in creating a positive future that honours Te Tiriti o Waitangi."*¹

1 Education Council, (2017). *Our Code, Our Standards: Code of Professional Responsibility and Standards for the Teaching Profession*, p.5



How will teachers and learners be affected by this?

We don't know yet. Central to the project is a design process which is seeing us co-construct the resource in collaboration with teachers and expert leaders. We're just completing a discovery phase now – which involved workshops, a literature scan, one-on-one interviews with teachers, and an online nationwide survey. All of the insights from these various sources, will be synthesised together to inform what a potential response could be. Then we'll have a sense of what we might address, and how we might address it.

What are the challenges?

Racism is a societal issue that is complex, multi-layered and embedded.

The Teaching Council recognises that we can contribute to tackling this large and complicated problem, but we will not be solving it. Racism, and its effects, is far bigger than this one small project. We're engaging with peak bodies and key stakeholders throughout the project though to make sure what we create is informed by best practice and by what teachers want and need. It will be strengths based, future focused and optimistic.

We're being frank and fearless by acknowledging racism shows up within education. Being this bold, might mean that the Teaching Council gets criticism. It is not an easy topic to talk about for many of us. We are sure, however, that despite the difficulties, these conversations need to be had.

How will you measure success?

The Council has identified three important components for success, these are:

1. Reach and relevance
2. Participation and engagement
3. Development and change

Once the project has reached the implementation phase, we will work with teachers and our partners to define how we will report on impact against each of these elements.

