

# Equity

- This node identifies the core concept, **equity**, and invites participants to:
- (a) define it to gain clarity for themselves
  - (b) uncover potential blind spots and misconceptions
  - (c) facilitate shared discussion about equity and taking action
  - (d) ideate how this concept might be communicated/shared with partners
  - (e) reflect on

## Key question

What is equity?

### STEP 1: 4 response choices

#### 1 - Image/Story

What is **equity** like? What image can you find to describe it?  
Can you contrast it with **equality**?  
Draw your idea or write a short anecdote or story.



"Head"

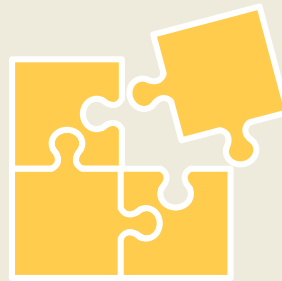
brain  
cognitive  
psychological  
rational  
memory  
intellectual

#### 2 -Taboo card

Create a *Taboo* card, with the word **equity** at the top.  
Like in the game *Taboo*, place some words underneath that cannot be used to define equity. Typically, these are the core words one would usually use to describe equity.

#### 3 - Metaphor

What is a metaphor for **equity**?  
Why do you think so?  
Write down your idea.



#### 4 -Object/artefact

What object/artefact symbolises **equity** for you?  
Why?  
Draw the item or photograph it.  
Add a short explanation.



### STEP 2: Reflect

To guide your reflection, please think about the following 2 questions:

Where does your definition come from? What experiences have made you conclude that equity is/should be like this?

How does this idea about equity influence your practice in schools?

Record your reflection in a way that feels comfortable/natural to you.

# Learner biography

This node focusses on the learner biography and invites participants to:

- (a) tell their own story about being a learner in schools
- (b) identify key moments of transformation/change
- (c) reflect on the use of language

## Key question

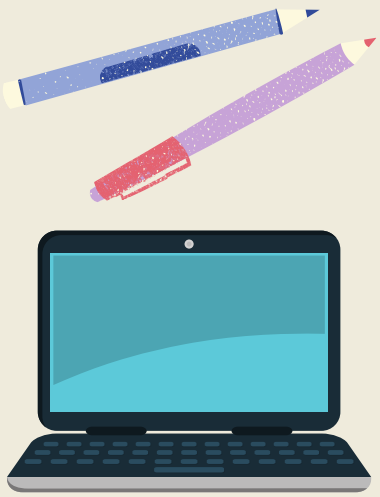
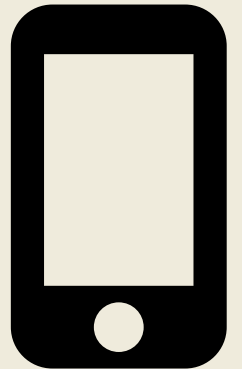
What is your story?



## STEP 1: Tell your story

### 1 - Record it!

Narrate your learner story, from starting school to finishing secondary school and higher education. Try to bring to life what it was like for you as learner. What experiences/moments were significant? Use any kind of recording device, e.g., your phone's voice messages function.



### 2 - Write it!

Write down your learner story, from starting school to finishing secondary school and higher education. Try to bring to life what it was like for you as learner. What experiences/moments were significant? Use any kind of recording device, e.g., your phone's voice messages function.

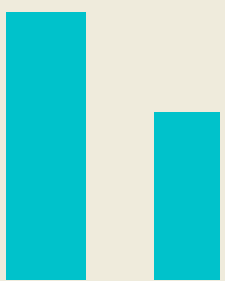


## STEP 2: Analyse

### Listen to/read your story. Please note:

- How many times you used static words, e.g., 'i was', 'I am'
- How many times you used active words, e.g., 'I struggled', 'I enjoyed', 'I succeeded...'

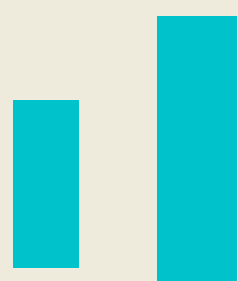
Which ones did you use mainly?



active passive



link



active passive



link





## STEP 2: Reflect

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**Please answer the following reflection questions in any way that feels most comfortable to you, e.g., through a voice recording, drawing, mind-map, or short piece of writing:**

- What have you learnt about yourself as a learner?
- What experiences might have influenced your personal view of yourself as an active or passive learner?
- How does your own experience influence your current practice with the children?
- Which aspects of your current practice would you like to continue, based on this reflection?
- Which aspects of your current practice would you like to change, based on this reflection?

