

Appendix SIII: Viewpoints and Ideologies Framework

Based on the work of: Boutte, G. S., Hopkins, R., & Waklatsi, T. (2008). Perspectives, voices, and worldviews in frequently read children's books. *Early Education and Development*, 19(6), 941-962.

Title:

Author:

Publication Date:

Main character			
Ethnicity:	Caucasian		
Notes/indicators:			
Gender:	Male	Female	neither/both
Notes/indicators:			
SES:	Low /working	Middle	Upper
Notes/indicators:			
Secondary character 1			
Ethnicity:	Caucasian		
Notes/indicators:			
Gender:	Male	Female	neither/both
Notes/indicators:			
SES:	Low /working	Middle	Upper
Notes/indicators:			
Secondary character 2			
Ethnicity:	Caucasian		
Notes/indicators:			
Gender:	Male	Female	neither/both
Notes/indicators:			
SES:	Low /working	Middle	Upper
Notes/indicators:			
Secondary character 3			
Ethnicity:	Caucasian		
Notes/indicators:			
Gender:	Male	Female	neither/both
Notes/indicators:			
SES:	Low /working	Middle	Upper
Notes/indicators:			

Unspoken underlying messages – passive ideologies and assumptions.

Guiding Notes:

Categorization of Main Character for Ethnicity, Gender and SES.

Ethnicity

Indicators:

Note references to race or ethnicity

Illustrations used as indicators of above.

Gender – male/female/ neither/both

Indicators:

Gender noted through storyline and/or illustrations. Use of pronouns such as “he” “she” used in case of animal stories or inanimate characters.

SES – upper, middle, low/working, uncertain/not indicated.

Indicators:

Indicators of SES – language use, context use such as furniture, dress, home and nature of activities performed by characters

Adults with white-collar/blue collar positions

Linear/sequential routines or other

Categorization of Secondary Characters for Ethnicity, Gender and SES.

Secondary characters selected and analysed **only** when more than one race included;

Chosen by ethnicity – if more than one of same ethnicity selected first to occur in either image or text – subjected to similar assessment as above.

Unspoken underlying messages – passive ideologies and assumptions.

Does the book affirm non-mainstream lifestyles and perspectives either covertly or overtly **OR**

Does the book facilitate the internalization of the ideologies and values of the dominant group (Freire 1970/1999)

Indicated either overtly or covertly by story and/or illustrations as below:

- Characters and actions; thoughts and feeling of the characters.
- Furniture, dress, home and nature of activities performed by characters

Assessing Informational Texts

Information texts are analysed for:

Racial representation: E.g.: Chinese, Australian, mixed etc

Gender: male, female, both, neither

SES: one or more e.g. middle, lower, middle and lower etc

Minority/Dominant – this category classifies the overall viewpoint of the book eg: promoting authentic, contemporary, stereotypical or exotic viewpoints of races, ethnicities represented

Classification of Majority/minority with room for comment e.g. Outdated.