Before we start...

What aspects of diversity you wish to learn more about today?

What are some obstacles to diversifying your collection?

Please write response on GREEN index card.

“Where Are Books that Look Like Me?”

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“Multicultural children’s literature matters...children are more engaged when they find themselves somehow in the books or topics addressed in their classrooms...

When the representations that students see are limited, it has an implication for learning. Students get the message that reading and literature are for and about certain people, not everyone, and possibly not themselves.”

Ryan & Hermann-Wilmarth, 2018, p. 21

Today’s Goal & Agenda:

Goal:
To define and complicate what it means to have a diverse collection

Agenda:
- Introduce framework
- Book analysis
- Sharing out

What does inclusive mean?

Models of Diversity
Definitions and statistics

What happens when these icons are modified from gender-specific figures to gender-neutral ones?
Diversity in Children’s Literature

The All-White World of Children’s Books
Nancy Larrick, 1964

Population
USA 1.0% 18% 6% 13% - 60%
Plus 2% multiracial (USA) (Gonzalez, 2016)

Models of Diversity

Frameworks for analysis

Multicultural Model of Education

<table>
<thead>
<tr>
<th>Content integration</th>
<th>Diversity in the collection</th>
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<tbody>
<tr>
<td>Knowledge construction process</td>
<td>Integration of content into instruction</td>
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<tr>
<td>Prejudice reduction</td>
<td>Acknowledgement that educators can impact students’ attitudes through instruction</td>
</tr>
<tr>
<td>Equity pedagogy</td>
<td>Shifting instruction to facilitate all students learning, often includes an audit of own and institutional practices/beliefs (e.g., labels on bathrooms)</td>
</tr>
<tr>
<td>Empowering school culture</td>
<td>Modifying structures and practices at school and district level</td>
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Source: Banks, 2016
When lighting conditions are just right…a window can also be a mirror. Literature transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of the larger human experience.

Rudine Sims Bishop, 1990

Mirrors & Windows (Sims, 1990)

Mirrors reflect our world back to us.

Windows provide us a view to another world.

Sims’ Guiding Questions

(a) To whom are the books about [minoritized] group primarily addressed?

Example: Definition provided for cultural practice indicative of literature for majority group.

(b) How is the [minoritized group’s] experience to be interpreted?

Example: Dominant themes across stories about minoritized groups.

(c) What cultural perspectives inform books about [minoritized groups]?

Example: The author’s world view reveals deep cultural understanding of “cultural affinity, sensitivity, and sensibility” (Sims, 1982, p. 13)

Example: Insider vs. Outsider

Jonda McNair, 2003

Types of Multicultural Literature

Sims (1982) identifies 3 types:

a. Social conscience

Defines or describes experiences of minoritized group for majority group → TALKED ABOUT

b. Melting pot

Integrated settings and norms portrayed match those of dominant group → VISIBLE BUT SILENT

c. Culturally conscious

Written for dual audience (majority, minoritized) to explore all aspects of culture → TALKED TO

Summary of Models

- Multicultural model of education

  → How does our analysis fit within a broader discussion of multicultural education?

- Windows and mirrors

  → Who is in the story?

- Insider/outsider perspective

  → Who gets to tell the story (narrator, author)\

- Three types of story

  → How are differences represented?

Icebreaker!

If you’re a cat person, hold up the dark blue side of your card.

If you’re a dog person, hold up the light blue side of your card.
Book Analysis

Using provided worksheet, analyze pairs of books using these different models.

Share Out

Whole group discussion

Results of Analysis

- What were some questions you had?
- What were some observations about the books that you made?
- Any a-ha moments or moments of new perspectives?
- What do you foresee as the obstacles to diversifying your collection?

Action Plan

Part 1: Reflect
Which voices are missing in your collection?

Part 2: Act
What is one modification you will make to your collection and/or selection strategies?

Thank you!
Questions? Comments?
Please email us
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3. Strategies

Think of ways to seek more inclusive in books

- For example, are pronouns and gender identifiers always necessary?

References


