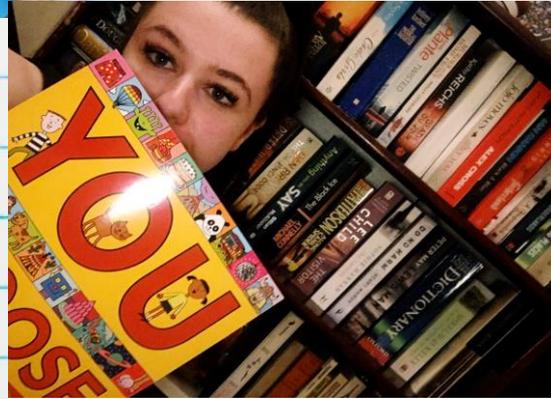


BOOK WORMS TAKE SHELFIES

JASMINE ADAMS, BONNY

LOCHRANE, ROZ BRITTEN

BOOK WORMS TAKE SHELFIES





We are currently third year students at the University of Greenwich, studying BA Primary Education.



We are exploring our knowledge of children's literature and the impact books have on our society today.

OU INSPIRATION AND RATIONALE



We chose to focus our presentation on- *Teachers' knowledge of children's literature and other texts.*

The Open University researchers believe in order to successfully foster Reading for Pleasure, teachers need a wide and up to date knowledge of children's literature and other texts (Cremin et al., 2014).

We chose to improve our knowledge of children's literature that is relevant to use in a classroom that reflects issues in society today.



The Open
University

Research Rich
Pedagogies

OUR INSPIRATION AND RATIONALE



After a discussion as a group, we each realised that throughout primary school we each faced **individual experiences that were not reflected within any books we read as a class or from personal choice.** (This includes bullying, divorce and representing different ethnicities)



We felt that if we had been exposed to a variety of relatable literature during school, we would have felt more supported.



This inspired us to research and develop our knowledge of books that reflect realities, with a focus on diversity.

AIMS

Based on The Open University's research, we aim to-

-  - Make one to one reader recommendations tailored to specific children
 -  - Identify multi-layered texts that inspire and enrich literary experience.
- (Cremin, 2018)

Our personalised aims:

-  - To research into how to create an inclusively diverse classroom using literature.
-  - To extend our knowledge of diverse authors, as well as texts.
-  - To research into the current representation of diversity within newly published texts.

AIMS - CONTINUED



Our personalised aims are also underpinned by the requirements of the National Curriculum (DfE, 2013):

“Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”



The National Curriculum has a heavy focus on inclusion and promoting every child and their diversity. **We believe that this reading should be inclusive too** – therefore a range of literature that represents all children should be easily accessed in every classroom.

OUTLINE



In addition, we engaged with the ITE Reading for Pleasure group on Facebook. We wanted to hear from others about their own thoughts and recommendations of books that promote diversity. One book recommended was 'Perfectly Norman' by Tom Percival – which we all absolutely loved discovering.



Bonny Lochrane ▸ ITE Reading for Pleasure Student group

December 4 at 12:58 PM · 🌐

Hey everyone! Does anyone have some quality literature for promoting diversity in the primary classroom? Any recommendations will be great! 😊



You and Mia Haynes

4 Comments



Like



Comment

View 1 more comment



Bethany Kallagher I love the Tom Percival books. Perfectly Norman is a great book for early years, showing how everyone is unique and that is something to celebrate, not hide away from. It's such a lovely story.

Like · Reply · 1h



Roger McDonald This is a wonderful site, scroll down and then download the pdf with over 150 diversity books.
<https://libguides.bishopg.ac.uk/childrensliterature>



Niamh Elam There are so many great classics out there. My particular favourite is 'all are welcome' by Alexandra Penfold. It follows children through their school day, demonstrating each child's individual differences and what makes them special. Lovely one for all ages x

Like · Reply · 1h

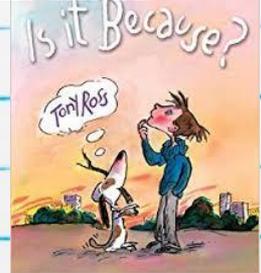
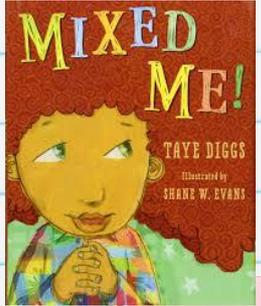
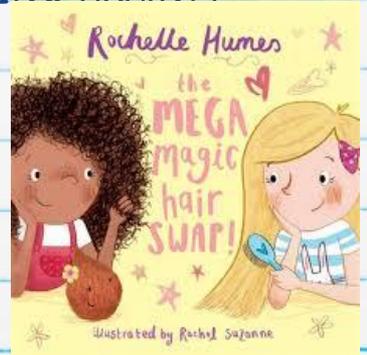
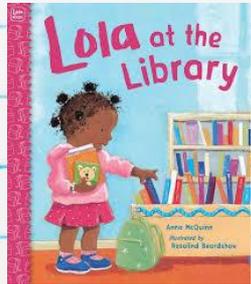


A FEW EXAMPLES OF OUR FAVOURITE TEXTS AND AUTHORS WE DISCOVERED ON OUR READING TOURNEY

OUTLINE



To specifically improve our personal pedagogy, we decided to consider our own knowledge of literature and individually conducted research to find texts that reflect our own personal experiences growing up.

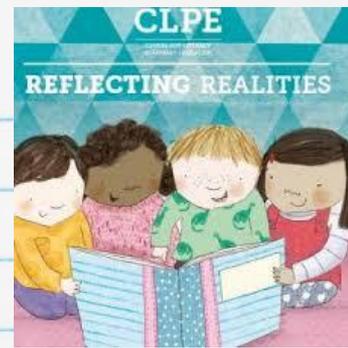


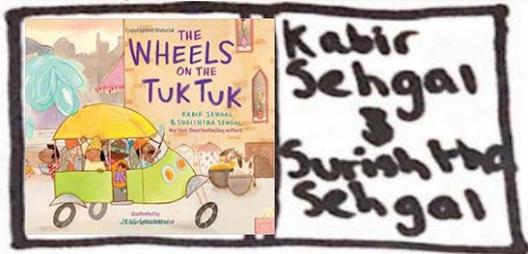
IMPACT

📖 We were shocked by the statistics offered by CLPE that show;

📖 **4% of children's books published in 2017 featured BAME characters** despite the fact that 32% of our children in English Primary Schools are of Ethnic backgrounds.

📖 The impact of this was mostly on our own pedagogical practice. **This motivated us to ensure within our own future teaching, our book corners and use of texts within the classroom represents fairly each child in the class.** However, not only every child in the class, but also displaying a diverse range of high quality texts.

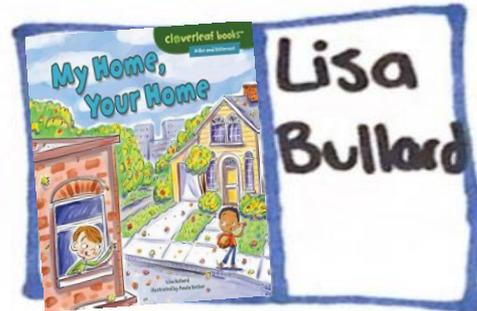




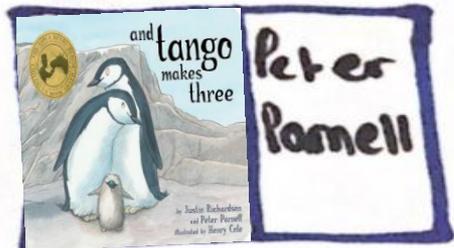
Kabir
Sehgal
&
Surishtha
Sehgal



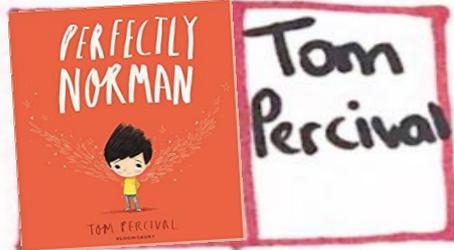
Mary
Hoffman



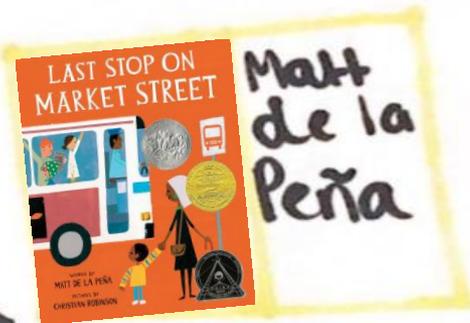
Lisa
Bullard



Peter
Pomell



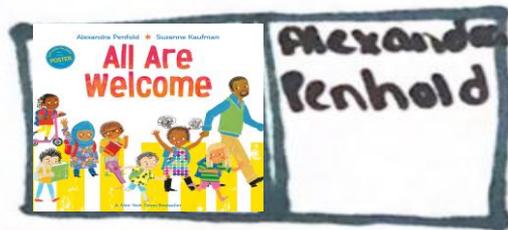
Tom
Percival



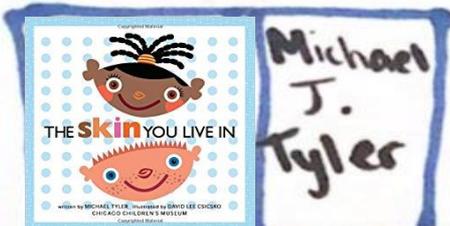
Matt
de la
Peña



Miriam
Schiffer



Alexander
Penhold



Michael
J.
Tyler

REFLECTION

-  We believe our attitudes have shifted from knowing a few classic children's books to having a wider range of novels, poems, poets and authors. This research has helped us to understand the support children's literature can provide towards their social and personal wellbeing.
-  We have developed our pedagogy by becoming critical towards the texts we introduce in the classroom. Reflecting on Cremin et al.'s research (2014) we want to encourage books that inspire our children to read and reflect their interests, personality and experiences.

REFERENCE LIST

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Department for Education (2013) *National curriculum in England: framework for key stages 1 to 4*. Available at: <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4#inclusion> [Accessed 09 Dec, 2019]