

# VicTESOL, SLAV, Stella & LMERC

## Culturally diverse literature professional learning series



### Part 2: Choosing culturally diverse literature

#### Resource auditing and recommendation session

Thank you for joining us for this webinar. The webinar will begin at 4.00pm (Australian Eastern Standard Time).

During the webinar:

- Use the **chat function** to post questions, comments and technical issues.
- Please email [victesol@victesol.vic.edu.au](mailto:victesol@victesol.vic.edu.au) for general inquiries or for assistance during the webinar.

## Part 2 - Program

- LMERC resources, services and tools for evaluating resources / collections
- Stella Prize – The Read Up Reading Guide, developed in partnership with the Victorian Government, and the Stella Sparks Reading Guide
- Culturally diverse resource recommendations – break out groups
  - Primary – Raff Grasso
  - Lower secondary – Hope Do
  - Upper secondary – Erin Wamala
  - Adults / 18+ – Jenny Peck

# Languages and Multicultural Education Resource Centre



Culturally diverse resourcing  
and evaluation

# Languages and Multicultural Education Resource Centre

## A DET library for educators

### LMERC supports DET and Victorian government policies and initiatives

- **Curriculum – EAL, Languages**

- Areas of EAL curriculum include – supporting teachers to utilise and validate first language skills of EAL learners
- Languages – intercultural understanding, languages – course books, supplementary materials, bilingual resources to support first language maintenance and to assist EAL learners to learn English

- **Cross curriculum priority areas**

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

- **Intercultural capability**

- **Marrung** – resources to support Koorie students and their teachers

- **Framework for Improving Student Outcomes (FISO)**

- Providing resources to teachers to assist them to differentiate lessons

- **Vic Gov Multicultural – Victorian. And proud of it**

- Promoting social cohesion, supporting anti discrimination and anti bias education strategies and resources



## Cultural diversity - the local context

- Of Victoria's total population 28.4% were born overseas in over 200 countries. 49.1% of Victorians were either born overseas or have a parent who was born overseas
- 6,620 newly arrived EAL students enrolled in Victorian government schools in 2018 coming from 128 language backgrounds
  - More than half came from one of eight language backgrounds: Mandarin, Arabic, Chinese, Dari, Hindi, Urdu, Samoan and Vietnamese (DET, 2020).

Vic Gov – Discover our diversity

EAL reports – DET (statistics)

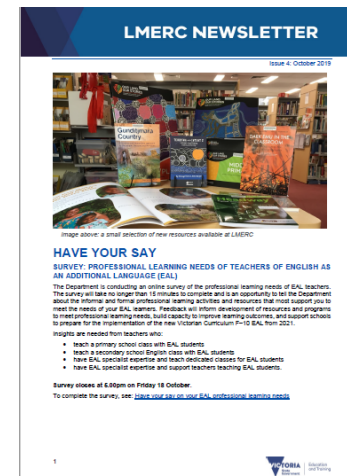
Telling the real story: diversity in young adult books – Ambelin Kwaymullina (2015)

- Research shows that there are high levels of unconscious bias amongst Australians.
  - The results of a study of 11,000 people over 10 years found that 75% of Australians hold an implicit bias against Aboriginal and res Strait Islander peoples. “” <https://www.anu.edu.au/news/all-news/three-in-four-people-hold-negative-view-of-indigenous-people>
- Reading = increased empathy (to an extent)
  - ‘Reading fiction can, under some conditions (known and unknown) influence and increase empathy. Reading fiction is not a sure-shot way to increase empathy but it can transform one’s attitude and emotions. Books can have long-term effects on us and reading them can be a valid way to manage, explore, and modify one’s thoughts.’ [Cognition today, The Effect of Reading Fiction on The Brain: Do Books Increase Empathy? \(2019\)](https://cognitiontoday.com/2019/08/the-effect-of-reading-fiction-on-the-brain-do-books-increase-empathy/) <https://cognitiontoday.com/2019/08/the-effect-of-reading-fiction-on-the-brain-do-books-increase-empathy/> - by [Aditya Shukla](#)
- Increased engagement through validating cultural and linguistic background of students, cultural safety



# Culturally diverse resources at LMERC

- LMERC collection holds 28,000 items and 1000s of culturally and linguistically diverse picture books and novels
  - Search LMERC catalogue using keywords: identity, cultures, countries, themes, languages
  - LMERC newsletter – info about new CD resources
- resources for all year levels and reading levels
- anti bias/ anti racism education and intercultural understanding



## LMERC resource lists

- [LMERC culturally diverse literature list](#)
- [First Nations / Aboriginal perspectives literature list](#)

## LMERC reading lists examples

- Human rights themed picture books
- Chinese on the goldfields picture books
- Refugee and migration stories - picture books and graphic novels

# Culturally diverse resourcing for anti-racism

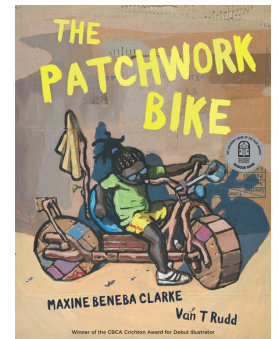
- Our identity and worldviews are shaped by the stories we are exposed to from infancy.
- Research shows that from a very early age, a child's sense of self is influenced by the way they see themselves represented.
- Children are aware of familiar and different races from an early age and furthermore can develop a bias towards their own race.
- This can be 'disrupted' by exposure to a range of faces of different racial appearances even through pictures
- A sense of superiority or inferiority can be shifted if all children are exposed to a wider range of texts that feature nonstereotyped, diverse, truthful and equally heroic [or not] protagonists

(Adam et al,2020) <https://theconversation.com/childrens-books-must-be-diverse-or-kids-will-grow-up-believing-white-is-superior-140736>



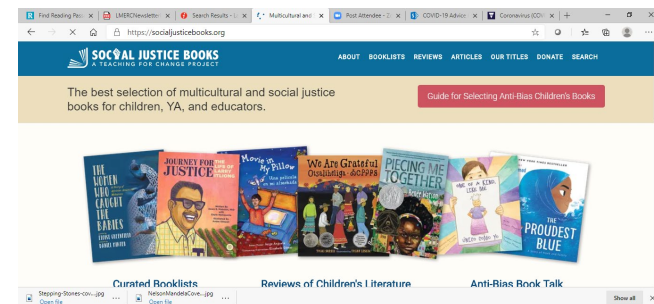
# What does culturally diverse literature look like ?

- Proportionately representative of our school, local or Australia wide communities?
- Stories about identity and or migration?
- Own voices?
- Non-European or non-Anglo?
- A balance of voices/cultures/ differences?
- Resources that redress the imbalances elsewhere?
- Literature with a social justice theme?



# Resources to support collection evaluation and development

- [Assessing and selecting culturally diverse literature for the classroom](#)  
Laurie Harper, Helen Adam (2016)
  - Categorising and evaluating texts with checklist questions
- [Guide for Selecting Anti-Bias Children's Books](#) and [Selecting and rating social justice books](#) – Social Justice Books
  - Rating using traffic light symbols (green, yellow, red) in their lists. Green good, yellow is good but with caveats (and suggested remedies) and Red – not recommended and why. The guide provides selection criteria including examples of harmful or undermining stereotypes, overused tropes.
- [Evaluating resources guide](#) Reconciliation Australia
- [LMERC supplier list](#) – A list of suppliers of culturally and linguistically diverse resources



# Resources to support collection evaluation and development

## *Assessing and selecting culturally diverse literature for the classroom*

### Representation

- ‘It is important that all children have access to authentic and accurate representations and role models related to their cultural backgrounds and everyday lives, in order to gain benefits associated with developing a positive sense of identity and belonging, (Gollnick & Chinn, 2006; Jones Diaz & Harvey, 2002; Morgan, 2009)’ .

### Cultural awareness

- ‘All children develop general capabilities such as critical and creative thinking, personal and social capabilities, and ethical and intercultural understandings.’

# *Assessing and selecting culturally diverse literature for the classroom*

‘Multicultural literature’ can be grouped in 3 categories\*

1. Culturally specific/conscious
2. Generically Aust/Anglo but socially conscious (assumed audience is white)
3. Culturally neutral /melting pot

\*adapted from *Multicultural literature for children: Making informed choices* by R. Bishop (1992)

## *Table 2: Checklist for Selecting and Evaluating Multicultural Picture Storybooks p4*

Suggested questions / selection criteria can be applied to –  
author, story, characters, setting, plot, theme, illustrations, development.

*Mirrors, windows and sliding doors* – R. Bishop (2015)



# ***Assessing and selecting culturally diverse literature for the classroom***

## **1. Author**

- \_\_\_ Are the author / illustrator qualified to write or illustrate material relating to the culture(s) portrayed? How?
- \_\_\_ Have the author/illustrator conducted related research? If not, have they lived among (either as a member of or as a visitor to) the groups of people represented in the book?

## **2. Story**

- Is the story interesting to children?
- Does the story contain authentic language?
- Are factual and historical details accurate?
- Overall, is this a high-quality story, independent of its multicultural aspects?

## **3. Characters**

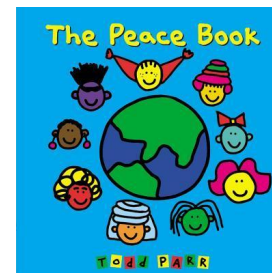
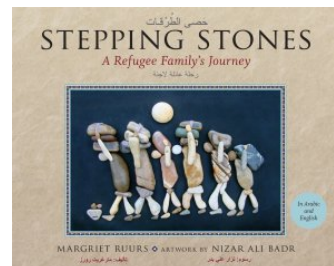
- Are characters believable?
- Are universal human emotions, attitudes, needs, and experiences reflected?
- Do characters represent people from a variety of cultural groups?
- Are life styles realistic?
- Are females as well as males depicted in leadership roles?

# Assessing and selecting culturally diverse literature for the classroom

## Table 2: Checklist for Selecting and Evaluating Multicultural Picture Storybooks p4

### Examples of elements of the checklist

- Story – Are factual details accurate - Look at comments about the books *Stepping stones* and the *The Peace book* on the Social Justice books site
- Plot – are rigid boundaries of class, culture, religion and ethnicity discussed – are these structural barriers glossed over?
- Theme – are values explored rather than preached – therefore open to being seen as ‘worthy’ rather than engaging – a turn off for many students.



# Evaluating culturally diverse literature

Using a three step or traffic light system

 **SOCIAL JUSTICE BOOKS**  
A TEACHING FOR CHANGE PROJECT

ABOUT | BOOKLISTS | REVIEWS | ARTICLES | OUR TITLES | DONATE | SEARCH

The best selection of multicultural and social justice books for children, YA, and educators.

[Guide for Selecting Anti-Bias Children's Books](#)

## Stepping Stones: A Refugee Family's Journey

**Reviewed by** [Deborah Menkart](#)  
**Review Source:** Teaching for Change  
**Book Author:** [Margriet Ruurs](#)

This bilingual children's picture book (English and Arabic) is worth reading for the illustrations alone. The three dimensional characters, made from beach stone by Syrian artist [Nizar Ali Badr](#), are so expressive and exquisite that they tell a story of their own. [Badr conveys the plight of refugees,](#)



### REVIEW KEY

Recommended

Recommended with caveat

Not recommended

### SORT REVIEWS

[Reviews by Rating](#)

  Education and Training



# Information about culturally diverse literature from other organisations

## External databases and lists

- [NCACL Culturally diverse database](#) National Centre for Australian Children's Literature
- [Stella – Read up](#)
- [Social Justice Books](#)
- [Narragunawalli – Subject guides and Evaluation guide](#)
- [VAEAI bulletins](#)
- [We need diverse books](#)
- [Hijabi librarians](#)
- [Complementing the classics – by Penguin books](#) – provides suggestions for contemporary/ CD titles that could be paired with or replace overused/outdated titles.





- Links to resources from this session will be available from the VicTESOL website
- Part 3 of the Culturally diverse literature series is on 7 October
- VicTESOL and LMERC Resourcing and networking session - October 15

# Upcoming professional learning

## Masterclass series – Powering Learning: Supporting Aboriginal and Torres Strait Islander Perspectives

When 13 Nov 2020  
9:30 AM - 12:30 PM  
Location Online Event  
Spaces left 59

### REGISTRATION

- Guest 
- LMERC Members – \$80.00
- Non-Members – \$120.00
- Presenter 




REGISTER



## Powering Learning: Supporting Aboriginal and Torres Strait Islander Perspectives

A joint event School Library Association of Victoria (SLAV)

Language and Multicultural Education Resource Centre (LMERC)


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### \*Now online\* Resourcing and Networking Session

October 13 from 5:00 pm - 6:00 pm

"This event was previously advertised as a face-to-face event. Due to COVID-19, it is now an online event."

Thursday 15 October, 5-6pm

Free online event

Join us for an hour of resource sharing and networking!

In this session, Jenny Peck will take you through how to access the amazing resources available through LMERC and answer your specific queries. This will be followed by breakout rooms in which you will have the opportunity to share ideas and resources with other teachers.

**About LMERC**

The Languages and Multicultural Education Resources Centre (LMERC) specialises in providing resources in all formats for English as an Additional Language (EAL) educators.

**Details**

Date: October 15  
Time: 5:00 pm - 6:00 pm



**Venue**

Online Webinar




**Organizer**

VicTESOL  
Event Category: Professional Learning  
Email: [victesol@victesolvedu.au](mailto:victesol@victesolvedu.au)

**RSVP**

0   Resourcing and Networking Session at LMERC

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### Culturally Diverse Literature Professional Learning Series: Part 3 – Making changes at my school or institution

October 7 from 4:00 pm - 5:00 pm

*Stories are powerful. They shape the way we think about the world, ourselves and each other. The stories we choose to present to students at school, as teachers and librarians, profoundly affect how students perceive the world and their place in it. We want to help you choose culturally diverse resources that reflect students' diverse lives, promote inclusion, challenge stereotypes, confront racism and ultimately strengthen our multicultural society.*

**Part 3 – Making changes at my school or institution**

Online discussion rooms – Wednesday 7 October, 4:00-5:00pm

**Details**

Date: October 7  
Time: 4:00 pm - 5:00 pm

**Venue**

Online Webinar

**Event Category:** VicTESOL Professional Learning

**Organizer**

LMERC, SLAV, Stella Prize and VicTESOL

# Thank you from VicTESOL, SLAV, Stella and LMERC



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