

Picture books matter in an inclusive society

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Children need to see themselves in books

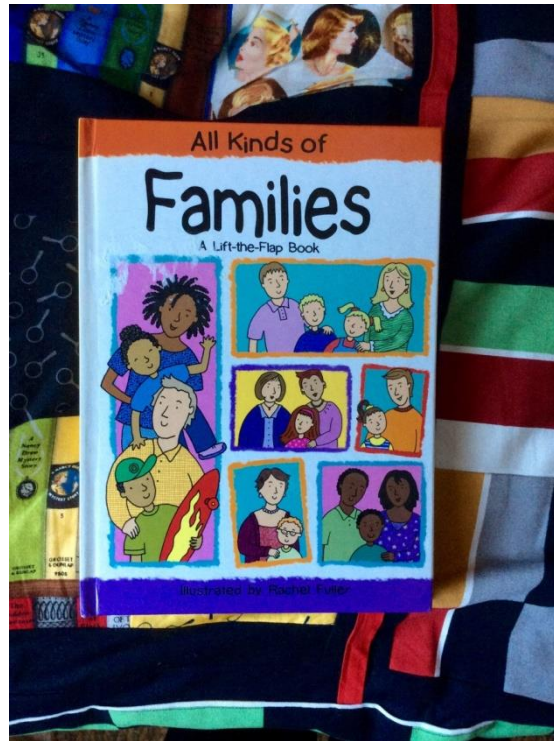


Statutory Framework for the Early Years Foundation Stage

Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care... The policy should cover... how children who are disabled or have special educational needs, will be included, **valued** and supported.....arrangements for reviewing, monitoring and evaluating the **effectiveness of inclusive practices that promote and value diversity and difference; how inappropriate attitudes and practices will be challenged; and how the provision will encourage children to value and respect others.**

Great Britain, DfE (2012: 26)

Families in all shapes and sizes



Ordinary People living ordinary lives



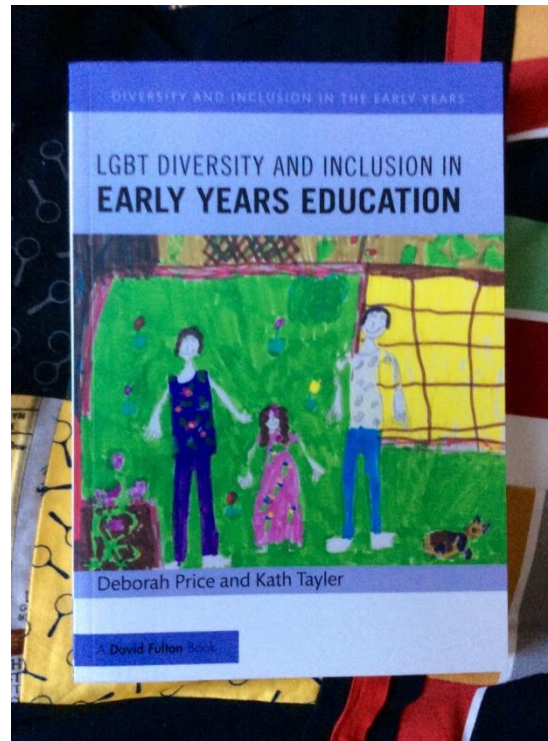
Black and Minority Ethnic communities



It is important that professional development affords practitioners the opportunity to reflect on how discrimination occurs. In this way an attempt can be made to move beyond a simplistic view of children as innocent and harmless, towards discussion to address issues of race, class, disability, ethnicity and gender.

Mohamed (2006:145)

Gay Parents and Family Members



Why are stories important?

Our stories help sustain and create our society. They help to fashion who we are, and help us to know and feel what is right and what is wrong.

Corbett ,1993:5

Why do we need to think about picture books in particular?

Young children are the most vulnerable to stereotypes and bias in books because books play a major role in shaping children's first images of the larger society.

Chambers ,1983:91-92

Special Needs and Disability

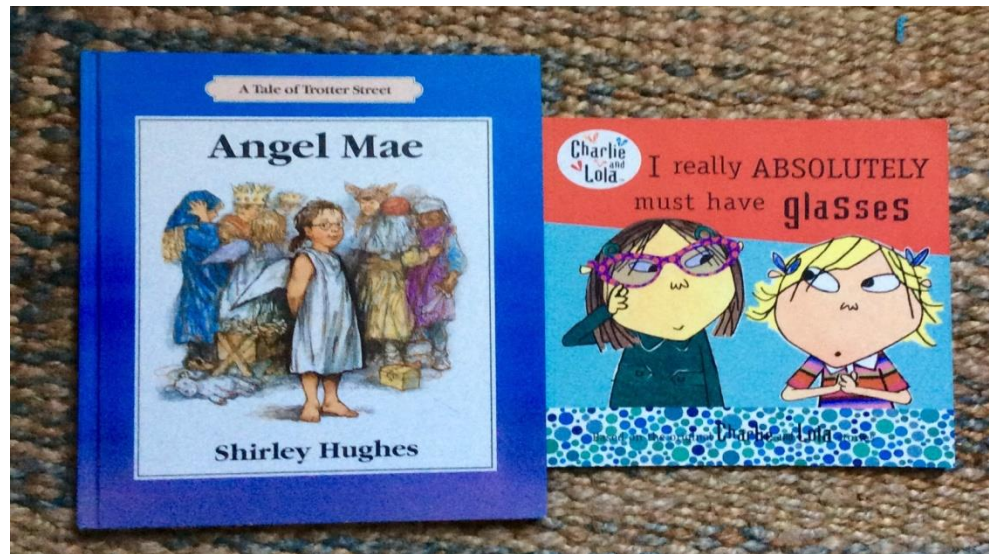


<http://www.letterpressproject.co.uk/inspiring-young-readers/2016-10-12/wheelchairs-in-picture-books-sometimes-you-see-them-and-sometimes-you-dont>

Children of prisoners



Children wearing glasses



<http://www.letterpressproject.co.uk/inspiring-young-readers/2016-05-22/through-the-looking-glasses-where-are-all-the-childrens-books-with-children-wearing-spectacles>

Children with elderly relatives with dementia



*It is the texts that surround us
that tell us how to read the
world.*

Evans, 1998:99

References:

- Chambers, B. 'Counteracting racism and sexism in children's books' in Sarachco, O. and Spodek, S. (Eds.) (1983)
- Corbett, P. (1993) *Tales , Myths and Legends*, Leamington Spa: Scholastic.
- Education and Skills, Dept. of, (2007a) *Statutory Framework for the Early Years Foundation Stage*. London; DfES.
- Evans, J. (1998) (Ed.) *What's in the Picture?* London: Paul Chapman.
- Mohamed, C. (2006) Developing anti-discriminatory education: the impact of specialist training on practitioners and pupils in *Education: 3-13*, 2, 143-151.