

Literacy for Social Justice, Equity, Diversity, and Inclusion: Curriculum & Book Audit

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Renewal, and Liberation

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Objective

- Development
- Importance
- Foundational principles
- How to use
- General findings
- Implications

Development

Reading for Justice, Equity,
Diversity, and Inclusion (JEDI):
Storybook Audit Tool (Curenton &
Franco-Jenkins, 2023a)



Learning for Justice, Equity,
Diversity, and Inclusion (JEDI):
Curriculum Audit (Curenton &
Franco-Jenkins, 2023b).



Why is it important?

Children should be able to see themselves represented in what they are learning because it will help them better engage in the learning process.

Children need to be able to hear the voices of their families and communities depicted in their learning materials

Race/
Ethnicity

Different
Abilities

Linguistic
Diversities

Gender
Identities

Family
Structures

Foundational Principles

- ❖ Grounded in an anti-oppressive focus on teaching
- ❖ Expands to include culturally responsive and relevant values
- ❖ Highlights the strengths and assets of people of color and other diverse people
- ❖ Speaks against bias in all its forms, including disability and Sexual Orientation, Gender Identity and Expression (SOGIE)
- ❖ Promotes critical thinking about intersecting and interrelated identities for those with multiple historically minoritized identities
- ❖ Promotes social justice

How to use the:

Storybook Audit Tool

Items: 34

Score: 0 = No

1 = Yes

Sections:

- Diverse Representation
- Positive Self-Identity & Emotion Understanding
- Social Justice
- Language Diversity
- STEAM Representation
- Critical Conversations

Positive Self Identity & Emotion Understanding



POSITIVE SELF-IDENTITY & EMOTION UNDERSTANDING

These next items consider whether the book positively promotes children's understanding of identity and emotions related to race, ethnicity, or culture. Answer based upon whether the book can help readers to . . .

Feel proud about their racial, ethnic, or cultural group	0 =No, 1 = Yes	Yes, means characters are presented in the book in a way that shows their sense of agency, strength, determination, or uniqueness in a positive way
Understand the feelings and life experiences of people from other racial, ethnic, or cultural groups	0 =No, 1 = Yes	Yes, means the book explains the thoughts, feelings, opinions, ideas, etc. of the story character or that it provides a description of what the character is experiencing
Understand the commonalities among people from different racial, ethnic, or cultural groups	0 =No, 1 = Yes	Yes, means the book draws similarities between the story character and members from other racial, cultural, ethnic groups. Examples of commonalities can be in terms of food, experiences, likes/dislikes.
Understand a range of emotions represented among the characters	0 =No, 1 = Yes	Yes, means the book depicts characters that show and/or talk about primary emotions (happy, sad, scared, mad) or complex emotions (disappointment, worry, surprise)
Understand the situations and relationships that give rise to positive or negative emotions	0 =No, 1 = Yes	Yes, means the book describes situations or relationships among characters that result in either positive emotions (joy, comfort, love) or negative emotions (conflicts, arguments, violence)
Present the emotions of characters in ways that are not stereotypical for their role or social status	0 =No, 1 = Yes	Yes, means characters are not presented to have emotions that are stereotypical for their gender or race (e.g., black girls being angry)
Understand relationships and connections among people from different racial, ethnic, or cultural groups	0 =No, 1 = Yes	Yes, means the book shows diverse people as having an emotional connection to each other. Examples of relationships can be friendships, allyship, being neighbors, being helpful to one another.

How to use the:

Curriculum Audit Tool

Items: 13

Score: Quantitative and Qualitative Component

0 = No Evidence

1 = Yes/Evidence is present and stated
example of evidence

Includes items regarding:

- Diverse Representation
- Positive Self-Identity & Emotion Understanding
- Social Justice
- Language Diversity
- Critical Conversations

Curriculum Resources and Materials

Criteria	Value	Evidence
Answer these questions based upon whether curriculum...		
Provides opportunities to support dual language learners' (DLLs) ways of communicating with peers, teachers, and with instructional activities	0 = No 1 = Yes Yes, means there are opportunities to support DLLs such as specific guidance about how DLLs learn or communication and strategies to support their growth and learning. DLLs can be speakers of African American English, American Sign Language, Spanish, and/or other any language systems.	
Has content and activities that include cultural events and traditions that occur in the children's communities and the larger world	0 = No 1 = Yes Yes, means the curriculum provides examples of these events and traditions and suggestions and strategies for how to incorporate them in the classroom	
Include both child and teacher-initiated activities that are focused on social justice	0 = No 1 = Yes Yes, means the activities focus on social justice, equality, and fairness, social empathy and are anti-racists or anti-bias in nature	
Provide non-stereotypical imagery, language, or stories	0 = No 1 = Yes Yes, means the content of the curriculum does not align with social stereotypes	
Any follow-up home activities intended to support the lesson includes supplies that are accessible to families either free or at very low costs	0 = No 1 = Yes Yes, means the materials are common materials that nearly all families would have access to or could purchase for a small fee. For example, not all families have a computer at home or other school supplies readily available (e.g., notecards, sticky notes, etc.	
Activities and instructions consider multiple learning modalities or sensory materials to scaffold children with disabilities or differing ability levels	0 = No 1 = Yes Yes, means there is guidance about differentiated instruction for each activity and there are hands-on/experiential learning materials	

General Findings: Books

Lack diverse representation (e.g., children with disabilities)

Lack of family structures represented as well as gender diversity

Not "intentional" about presenting information from a critical perspective or promoting socialization

Not discussed intentionally using an anti-bias approach

General Findings: Curriculum

- Lack an anti-bias framework
- Specific strategies to facilitate an anti-bias approach are not explicitly mentioned
- Intentionality to provide guidance
- Lack of clarity on the approaches utilized with diverse children
- Need to support strategies with evidence-based practices
- Need for materials (books and communication materials) in the children's home language
- Limited opportunities to hear the voices and deeply engaged Black and Latine families

Needs & Implications

Research:

- More research on existing curricula that incorporate content on anti-racism, multiculturalism, cultural humility, diversity in sexual orientation and gender identity, ability, and other social justice-related issues are needed

Practice:

- Schools can be more equipped to foster educational experiences for children and families that accurately reflect and empower their many identities.
- Teachers may utilize this framework to assist them in promoting inclusive conversations with children as well as auditing their own classroom libraries with an anti-bias lens.
- Parents and caregivers can assess their books at home to affirm their child's own identities as well as their classmates.

Funders:

- Make it available on a public website that can be used by teachers, parents, and school leaders as well as inform future publishers and curriculum developers.
- Work with education staff within the schools and programs to train them on how to rate the books and help them input the books and curricula into a website.

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More information:

Download:

[Literacy for Social Justice, Equity, Diversity, and Inclusion: Curriculum Audit & Book Review Audit](#)

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