



**EMBRACING
TRANSFORMATION**

CESBA Conference 2023
December 6-7

**ACCUEILLIR LE
CHANGEMENT**

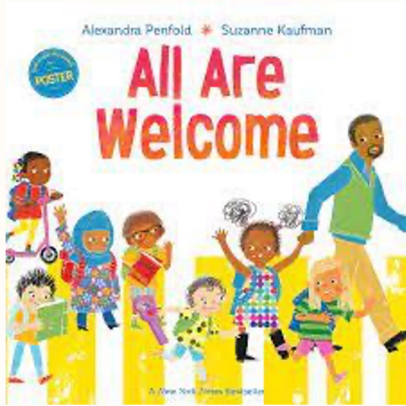
Conférence de CESBA 2023
6-7 décembre

Selecting Teaching Resources with an Equity Lens

with

Rabia Khokhar

Welcome!





How are you feeling today?

Introduction:



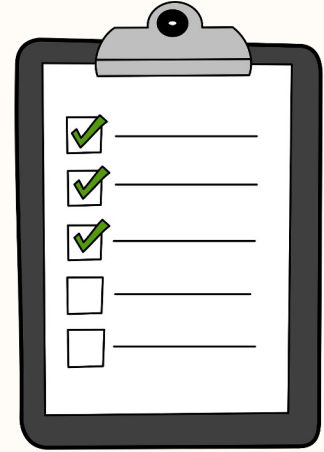
Workshop Structure:

Part 1: Theoretical Foundations

- What is equitable resource selection?
- Why should we engage in equitable resource selection?

Part 2: Practical Strategies and Tips

- How do we do equitable resource selection?



Workshop Goals:

- **Unpack** key terminology and concepts
- **Learn** about critical resource selection with a equity lens/framework
- **Consider** practical strategies to bring this work from theory to practice in different contexts
- **Reflect** on our roles and next steps

Interactive Session:



Agreements to frame our work:



Respect



Understanding and
Reflection



Open Mind

*Adapted from Dr. Fatima Jackson-Best and Learning Forward Ontario



Part 1: Theoretical Foundations

(What is Equitable Resource Selection?)

Mind's On: Individual Reflections



Think about/write a response to the following prompts...

1 thing that I feel
confident about
equitable resource
selection is...

1 area of growth I see
for myself in equitable
resource selection is...

Unpacking Key Terminology and Key Concepts:

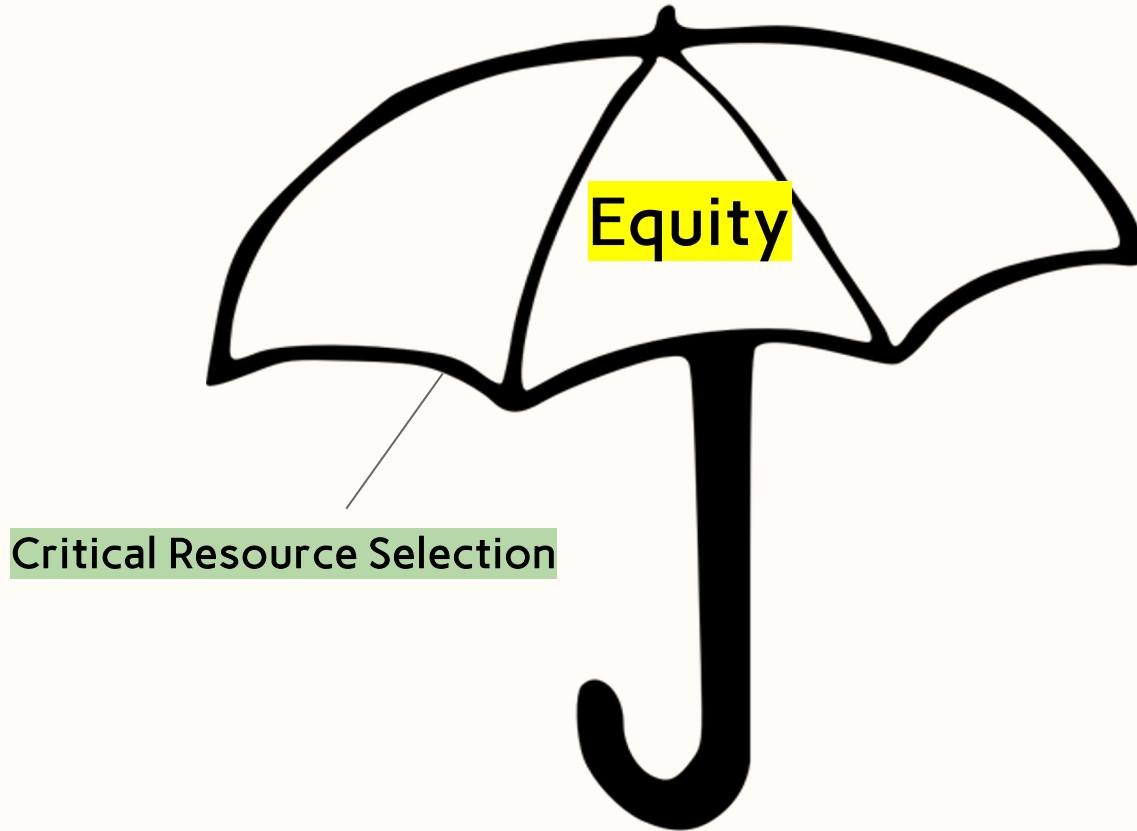
Equity

Multiculturalism

Booklists



Unpacking Key Terminology and Key Concepts



Understanding and Unpacking:

Equity and Multiculturalism

In your table groups, think of words, phrases, images and definitions of these terms and their potential relation to critical resource selection. Fill out the chart paper.



08:00

Equity	Multiculturalism

Debrief:

Small groups can share some key ideas, discussions, highlights and insights to the full group



CRRP	Multiculturalism

Understanding and Unpacking Equity

*Definitions from Government of Canada Guide on EDI Terminology

- The principle of considering people's unique experiences and differing situations, and ensuring they have access to the resources and opportunities that are necessary for them to attain just outcomes.
- Equity aims to eliminate disparities and disproportions that are rooted in historical and contemporary injustices and oppression.
- Think of the 'structure' and the 'system' (rules, policies, how things have always been done etc.)



<https://www.midiowahealth.org/issues-ideas/equity-graphic>

Resource Selection with an Equity Lens

Multiculturalism	→	Equity
Often a a surface level one time 'add on' approach		Moves beyond an 'add on' approach to a holistic, comprehensive and sustainable one
One size fits all approach		Relevant, responsive and contextual for specific student and community
Focuses on tokenistic diversity (food, holidays and clothing)		Moves beyond tokenistic 'diversity' approach to centering intersectional identities and various lived experiences in all aspects of the resources/collection all times of the year
Focuses on a 'we are all the same' approach		Focuses on similarities and differences and how they impact people's experiences
Centers a neutral and celebratory approach		Focuses on building Critical Thinking and Critical Consciousness and disrupts colour blind ideas

Equity's Connection to Critical Resource Selection

"Stories are wondrous things. And they are dangerous"

-Thomas King, *The Truth About Stories A Native Narrative*

"Stories matter. Many stories matter. Stories have been used to dispossess and malign, but stories can be used to empower and to humanize. Stories, can break the dignity of a people, but stories can also repair that broken dignity"

-CHIMAMANDA NGOZI ADICHIE

Equity's Connection to Critical Resource Selection

- Who is selecting the resources/stories?
- How are they selecting them?
- Why are they selecting them?
- Who is centered in the resources? Who is missing?
- What is the impact of this on students/communities?
- Can we do things better? How?



"Who else has something to say?"
-Dr. Stephanie P. Jones

Equity: The importance of Relevant and Responsive Resources for **your** community
"Beyond the booklist"

I do not give out *diverse* book lists. Here is my reason why: **there are no diverse texts.** It is in the transaction (Rosenblatt, 1986) between the reader and the text that a text's diversity is realized. **The way we have framed the word diversity creates a binary—diverse or non-diverse.** Using the word diverse to describe texts also creates a **default position**, because one must ask **diverse for whom or diverse from what?** The word diverse as it is currently used **centers heteronormative whiteness as the default.** We also lose sight of the big picture. Any *diverse* book list would have to have a variety of races, abilities, gender, etc. represented. So, if you find yourself holding a book list and notice that the creators have simply compiled a list of non-white authors, know that you are not holding a diverse book list"

-Chad Everett

<http://www.imaginelit.com/news/2017/11/21/there-is-no-diverse-book>



Part 2: Theoretical Foundations Continued

(Why should we engage in equitable resource selection?)

Why is Equitable Book Selection Important?

Connection between sociopolitical context and school



- School is connected to the sociopolitical context and students bring their identities and experiences into the school and classroom
- School is an important 'space' in the community and it is a foundational socialization institution that impact the lives of students in long lasting ways
- Therefore, it is foundational that we consider the dominant messages that schools reinforce and who they have served/continue to disservice
- Therefore, CRRP is a comprehensive and systematic approach that is sustainable and can create a positive impact

Why is Equitable Book Selection Important?

Messages in the environment

There are three teachers of the child "adults, other children and their physical environments."
The environment is the "third teacher"

-Loris Malaguzzi, Founder of Reggio Emilia Approach

"What children do not see in the classroom teaches children as much as what they do see"

-Sparks, Edwards and Goins
(2020)

Why is Equitable Book Selection Important?

Context of Children's Literature / Learning Resources

DIVERSITY IN CHILDREN'S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: ccbc.education.wisc.edu/books/pctstats.asp

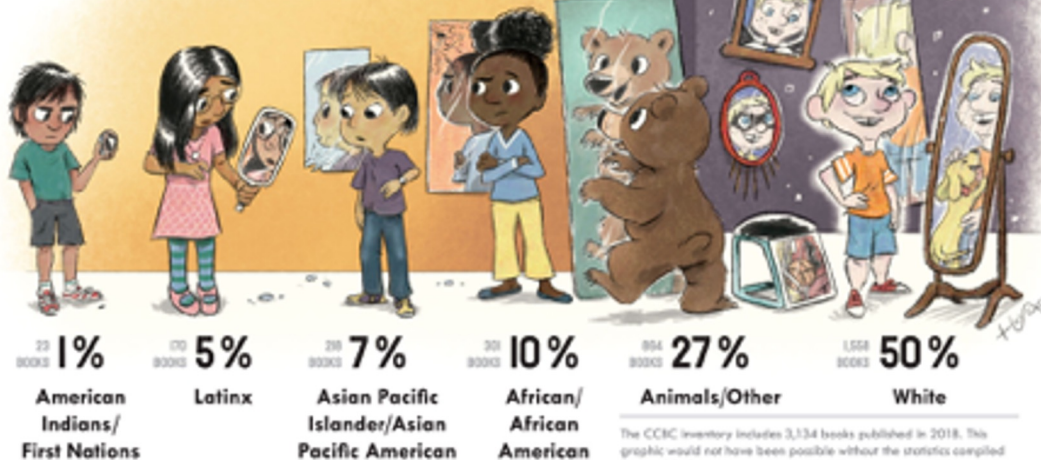


Illustration by David Hoyck, in consultation with Sarah Park Dahlen
Released under a Creative Commons BY-SA license: <https://creativecommons.org/licenses/by-sa/4.0/>



- What do you notice?
- What do you wonder?
- How does it make you feel?

The CCBC inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Henning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.

Why is Equitable Book Selection Important?
Lived Experiences

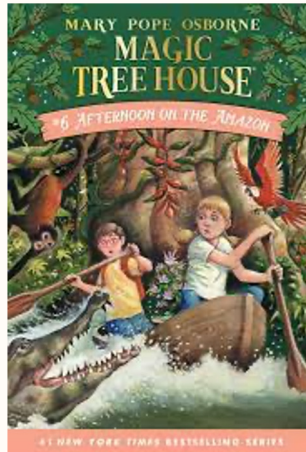
Unlearning My Name
Mohamed Hassan



Why is Equitable Book Selection Important?

Lived Experiences

“Sitting on the sidelines of curriculum, looking in and never feeling represented. If I was represented it was always through a misrepresentation”



Why is Equitable Book Selection Important?

Lived Experiences

Discuss the questions with your group:

- What did you think about this video? How did it make you feel?
- In your learning experiences, did you feel represented?
- How does this video inform the importance of centering an equity lens in resource selection?

Why is Equitable Book Selection Important?

Power of Resources

Resources say:

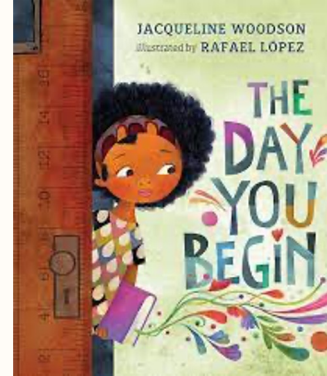
"I see you"

"You belong here"

"I want to get to know who you are"

"There will be times when you walk into a room and no one there is quite like you until the day you begin to share your stories."

-Jacqueline Woodson



Why is Equitable Book Selection Important?

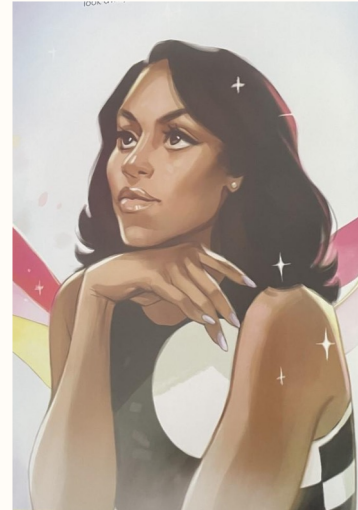
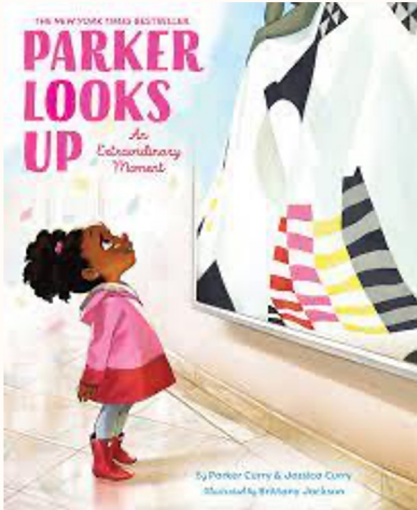
Power of Resources



Why is Equitable Book Selection Important?

Power of Resources

"In that moment Parker saw more than just a portrait-
She saw a road before her with endless possibilities"

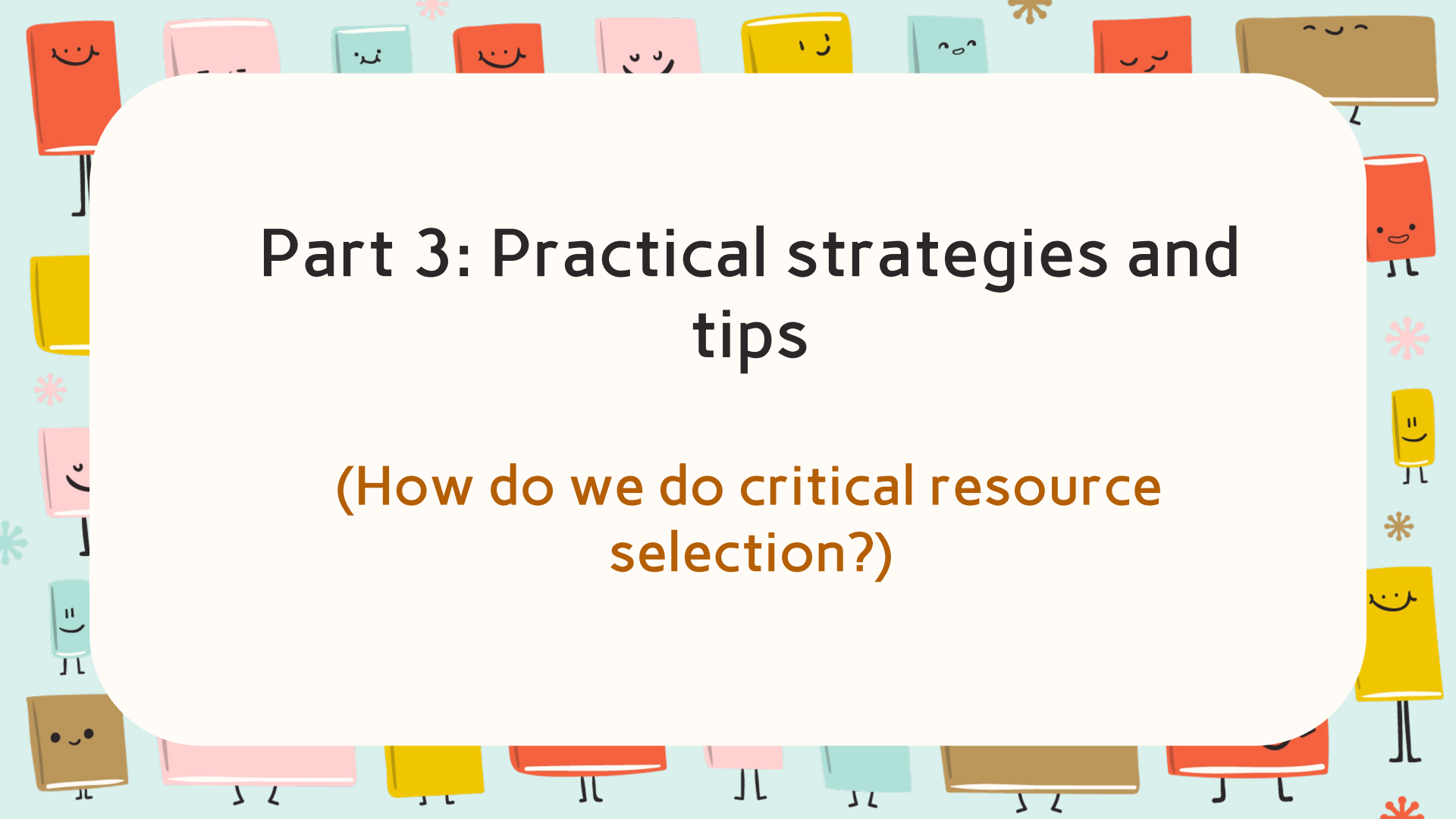


Why is Equitable Book Selection Important?

Power of Resources

"Dear students... your story is the soul in each lesson" (Vuong, 2022)





Part 3: Practical strategies and tips

(How do we do critical resource selection?)

How do we do critical book selection with an Equity lens?

- What resources do you use in your teaching practice?
- How do you choose the resources you use? What are 2-3 key 'look fors' you consider when choosing them?



How do we do critical book selection with an Equity lens?

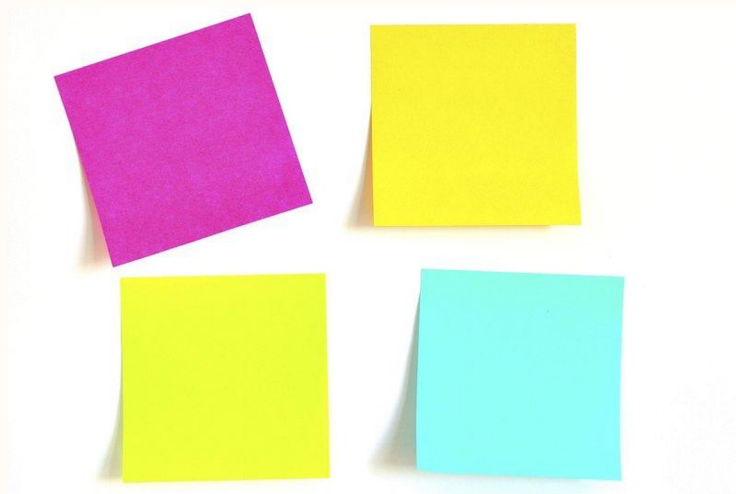
Curating 'wonderous stories/learning resources'

"Stories are wondrous things. And they are dangerous"

-Thomas King, *The Truth About Stories A Native Narrative*

How do we do critical book selection with an Equity lens?

On a sticky note, write 1-2 aspects/characteristics of 'wondrous stories/resources'. Stick your response on a chart paper.



How do we do critical book selection with an Equity lens?

“Students read works of literature that reflect the breadth and diversity of the human experience”

-John Gaughan

How do we do critical book selection with an Equity lens?



@thebookwangler



How do we do critical book selection with an Equity lens?

Strategy 1: Ongoing Critical Self Reflection, Awareness and Learning



"We are all cultural beings enacting and negotiating beliefs, values and customs of our families and communities. Understanding our own roots and thinking about what we believe and how we came to believe it is an important first step..."

-Ashton et al., 2010 pg.3

How do we do critical book selection with an Equity lens?
Strategy 1: Ongoing Critical Self Reflection, Awareness and Learning



*Who we
are is
how we
lead.*

 Brené Brown

Curating Books in a school library example
(Geographic Location)

www.rabiakhokhar.com

How do we do critical book selection with an Equity lens?

Strategy 2: Recognize your positional power and use it intentionally

Pedagogy of Choice

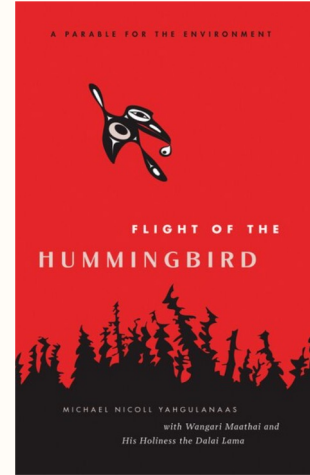
Regardless of institutional constraints, educators (can make) individual and collective choices” (p.262) to create change

-Dr. Jim Cummins

“In classroom spaces, one way that teachers and students can fight against inequity is through **how and what we teach...text selection is a political process**”

-Dr. Stephanie P. Jones

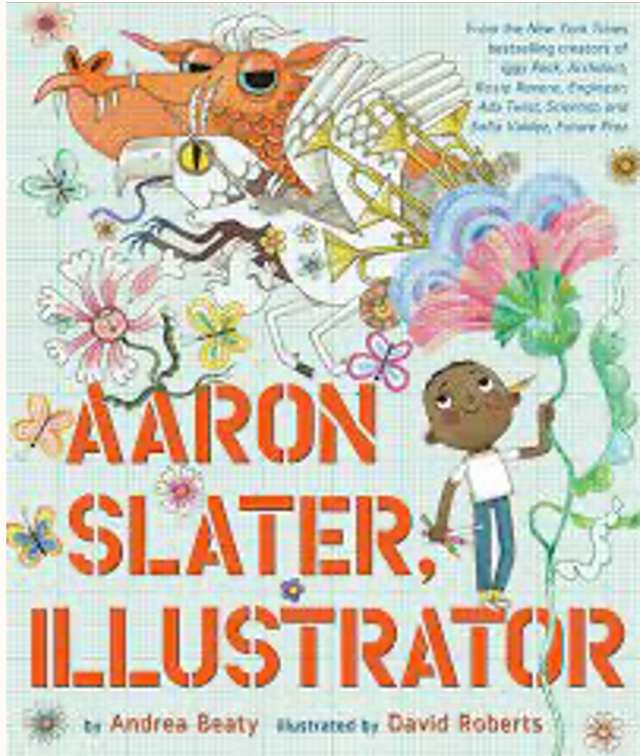
@spatricejones



Little Hummingbird looked at the other animals. She said, **“I am doing what I can”**

-Michael Nicoll Yahgulanaas

How do we do critical book selection with an Equity lens?
Strategy 2: Recognize your positional power and use it intentionally



How do we do critical book selection with an Equity lens?
Strategy 2: Recognize your positional power and use it intentionally



How do we do critical book selection with an Equity lens?
Strategy 2: Recognize your positional power and use it intentionally



How does this teacher
see and center the gifts
of this student?

How do we do critical book selection with an Equity lens?

Strategy 3: Center your community through a Mirrors and Windows Approach

- **Mirror:** Affirm
- **Window:** Expand

-Concept: Dr. Rudine Sims Bishop



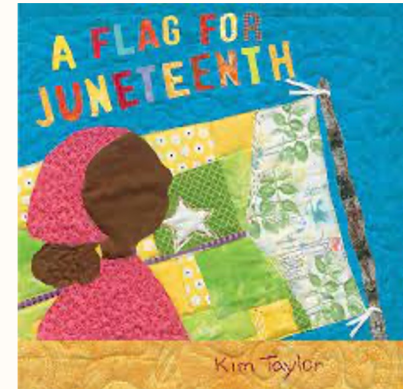
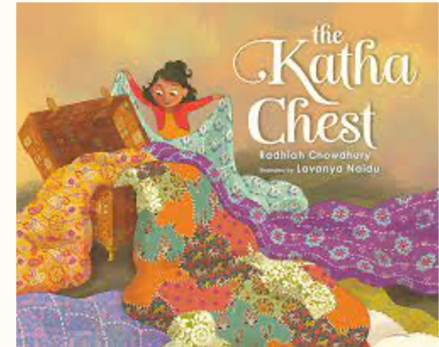
*Image: Grant Snider

How do we do critical book selection with an Equity lens?

Strategy 3: Center your community through a Mirrors and Windows Approach

“Think about how the understanding of women’s quilts as art has evolved in the last twenty years. Imagine the neglect of a curriculum which teaches a...student to look always through the window at the art done by others while ignoring the art of the quilts made by (their) own grandmother which is reflected in the mirror of her very bedroom...such an education will be unbalanced, incomplete and inaccurate”

-Emily Style (1996)



How do we do critical book selection with an Equity lens?

Strategy 3: Center your community through a Mirrors and Windows Approach

Consider, Reflect and Think:

- What do **mirrors** look like for my community?
- What do **windows** look like for my community?

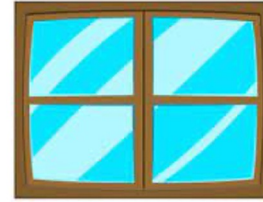


Mirror



- Do you see an aspect of yourself represented?
- How? Where? What do you see?
- How does it make you feel?

Window



- Do you see something/someone that is different from you?
- How? Where? What do you see?
- How does it make you feel?
- Do you notice new experiences or places?



We Move Together

Kelly Fritsch Anne McGuire Eduardo Trejos

And discover new ways of
**understanding
each other.**



We move together.



How do we do critical book selection with an Equity lens?

Strategy 4: Content Analysis

“A...method for analyzing texts and describing and interpreting the written artifacts of society”. It is a way to “critically engage with texts” while “understanding what a text is about, (by) considering content from a particular theoretical perspective” (Beach et al., 2005, p.1-2).



How do we do critical book selection with an Equity lens?

Strategy 4: Content Analysis

Imagine we're in a meeting and somebody is going to take a group photo. And at the end, we're each going to get a copy of that photo. What's the first thing you're going to do when you get your copy of the photo? You're going to look for yourself, of course. Our learning environments are like that, too. Students enter these environments and they look for themselves. And some students can find themselves easily—they can see themselves in the reading material, they can see themselves in the person standing at the front of the classroom, they can see themselves in the history they're learning. But there will be some students who rarely, if ever, see themselves.

...

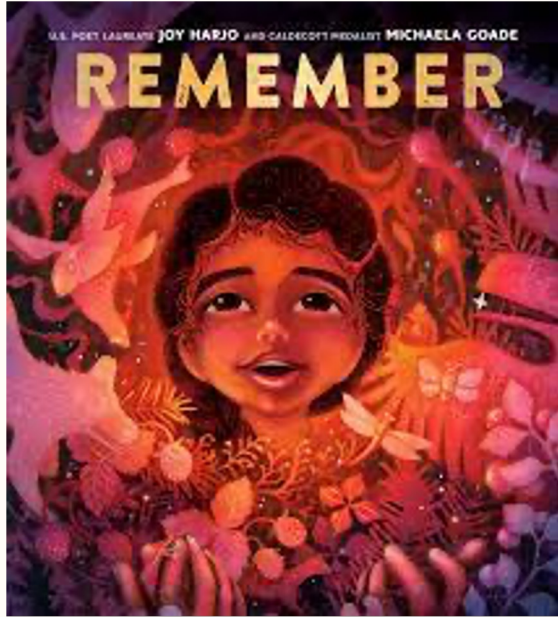
Once you find yourself in the photo, the next thing you're going to do is consider how you look, right? Are your eyes open? Is your tie straight? In the same way, every student wants to see themselves not just in the picture, but in the picture looking good.

...

"Every student wants to see themselves not just in the picture, but in the picture looking good"

How do we do critical book selection with an Equity lens?

Strategy 4: Content Analysis



**"Remember you are all people
and all people are you"**

**"How are you seeing each
other's humanity"**

- Classroom at Sunnylea Junior Public School, TDSB

How do we do critical book selection with an Equity lens?

Strategy 4: Content Analysis helps us do things intentionally

**"When you're not intentional,
you can accidentally,
unintentionally tell the single
story"**

-Bratt, 2022



How do we do critical book selection with a CRRP framework?

Strategy 4: Content Analysis Toolkits

The screenshot shows the homepage of Canadian School Libraries. At the top is a navigation bar with links for HOME, ABOUT, NATIONAL PROJECTS, NEWS, EVENTS, PROFESSIONAL RESOURCES, AWARDS, DONATE, and SUBSCRIBE. Below the navigation bar is a search bar and a grid of featured resources including Equity-Informed Selection, Diversity Audit, and Professional Qualities. A prominent green box highlights the 'Equity-Informed Selection' resource, which is part of the 'CSL Collection Diversity Toolkit'. Below this, there are social media icons for Twitter and Facebook, and a 'Shop with CSL!' button.

www.canadianschoollibraries.ca

a

The screenshot shows a document titled 'Assessing Resources with an Anti-Racist Lens: A Critical Checklist' created by Rabia Khokhar. It is divided into three sections, each with a checklist of questions:

- SITUATE YOURSELF**
 - What are my intersectional visible and invisible identities? How do they inform this work?
 - Based on my identities what do I tend to focus on? Center?
 - Based on my identities what do I tend to miss? Gloss over? Omit?
- CHECK THE AUTHOR AND ILLUSTRATOR**
 - Who is the author and illustrator? Are they an insider or outsider to the group they are writing/illustrating? Who is speaking/drawing for and about, who? Why?
 - In the context of this book, what impact does this have on the story? Are there any omissions or distortions in the story?
 - If they are not from the group they are writing/illustrating are they acting as allies by ensuring authentic and dynamic representation?
- CHECK THE STORY**
 - Is the story interesting, dynamic, and age appropriate?
 - Does the story show a range of experiences and genres?
 - Does the story reinforce racial stereotypes or disrupt them?
 - Is the story a single story based on a deficit narrative about the group?
 - Is the story an 'everyday story' that shows universal experiences like friendship, family, teamwork?

www.rabiakhokhar.com Copyright© Rabia Khokhar

www.rabiakhokhar.com

Guide for Selecting Anti-Bias Children's Books

By Louise Derman-Sparks

Based on "Ten Quick Ways to Analyze Children's Books for Racism and Sexism," Updated in 2013.*



www.socialjusticebooks.org

www.rabiakhokhar.com

m

Strategy 4: Content Analysis "Look Fors"

SITUATE YOURSELF

- What are my intersectional visible and invisible identities? How do they inform this work?
- Based on my identities what do I tend to focus on? Center?
- Based on my identities what do I tend to miss? Gloss over? Omit?

Strategy 4: Content Analysis "Look Fors"

CHECK THE AUTHOR AND ILLUSTRATOR

- Who is the author and illustrator? Are they an insider or outsider to the group they are writing/illustrating? Who is speaking/drawing for and about who? Why?
- In the context of this book, what impact does this have on the story? Are there any omissions or distortions in the story?
- If they are not from the group they are writing/illustrating are they acting as allies by ensuring authentic and dynamic representation?

"If someone else tells your story it comes
out crooked"

-Indigenous Elder

Strategy 4: Content Analysis "Look Fors"

CHECK THE STORY

- Is the story interesting, dynamic and age appropriate?
- Does the story show a range of experiences and genres?
- Does the story reinforce racial stereotypes or disrupt them?
- Is the story a single story based on a deficit narrative about the group?
- Is the story an 'everyday story' that shows universal experiences like friendship, family, teamwork?

What message does this story send?

When was this published?

Strategy 4: Content Analysis "Look Fors"

CHECK THE SETTINGS

- What settings are the characters represented in? Are they represented in all types of dynamic settings?
- Are some groups only shown in particular stereotypical settings?
- How does the setting support the story?
- Does the setting expand the stories that we know or the ideas we have about particular groups?

Strategy 4: Content Analysis "Look Fors"

CHECK THE ILLUSTRATIONS

- Are the character's identities represented as intersectional, dynamic and complete?
- Is the story free from tokenistic, surface level and stereotypical representation?
- Who is doing what in the story? Who is always helping who in the story?
- How do the illustrations expand our ideas about who is represented?

Strategy 4: Content Analysis "Look Fors"

OVERALL

- Will my students enjoy this story? Is it age appropriate?
- Does the story disrupt and expand single stories?

Does this book fit in with the entire collection? How?

Picture books for all ages and learning experiences!

"Ms.Khokhar, I'm not a kid, why are you always reading us picture books? This is too easy for me"

"Picture books can help middle school and high school readers build background knowledge and visual literacy, and they are also deeply engaging. The range of topics presented in picture books, in the hands of skilled storytellers and artists provides many opportunities to explore different paths for learning and getting excited about reading and information"



-Deborah Taylor and Kathie Weinberg

Let's Practice together through Case Studies

Take a look at these different case studies with a critical equity lens. Consider the following questions below. Use the sheet to record your ideas.

Consider:

- What do you notice?
- How does it make you feel?
- What questions do you have?

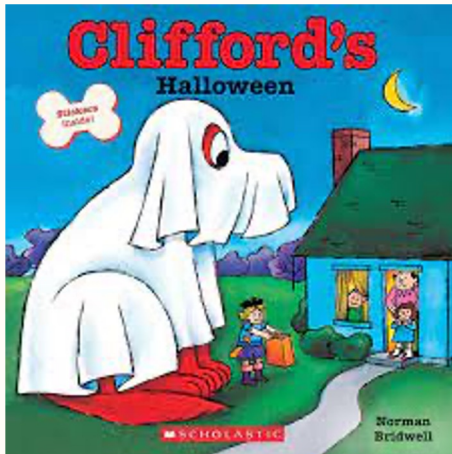
Case Study 1



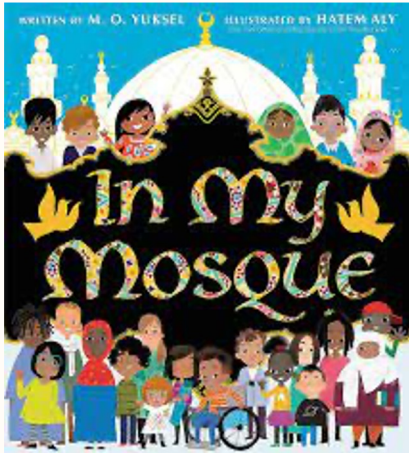
Case Study 1



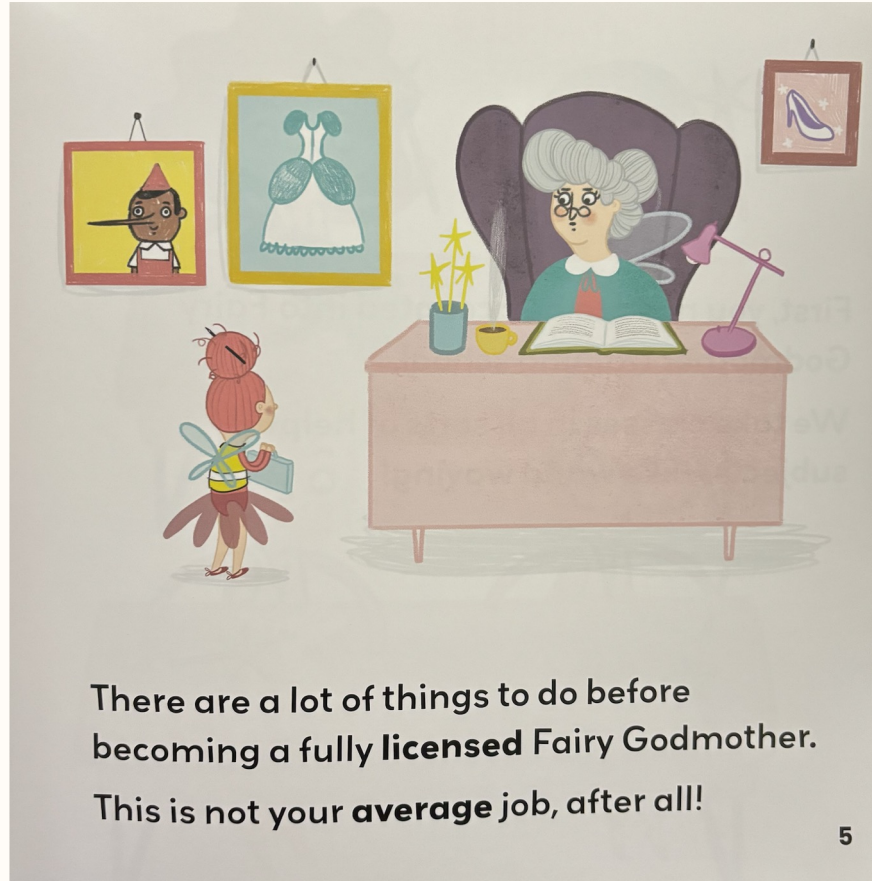
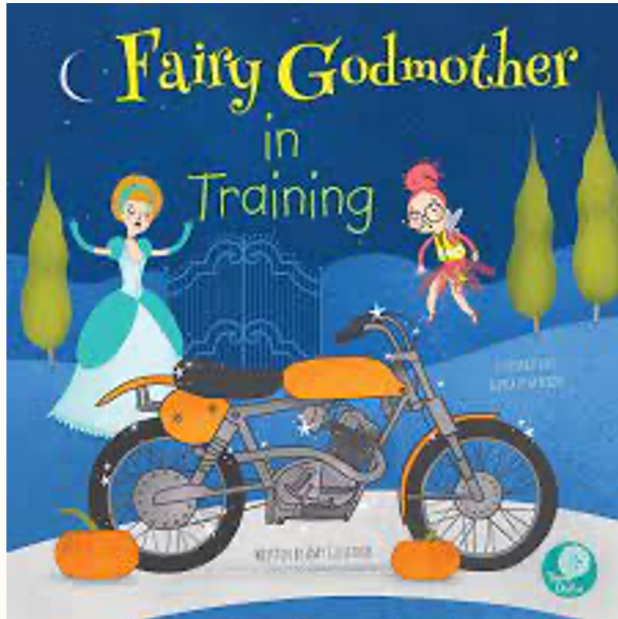
Case Study 2



Case Study 3



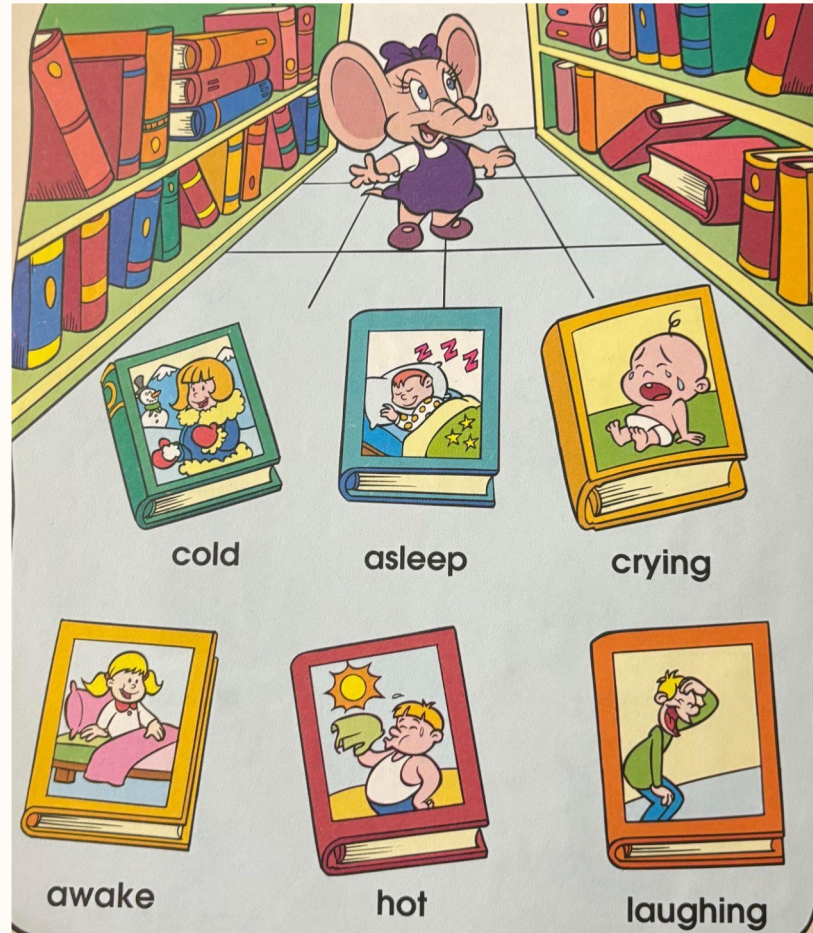
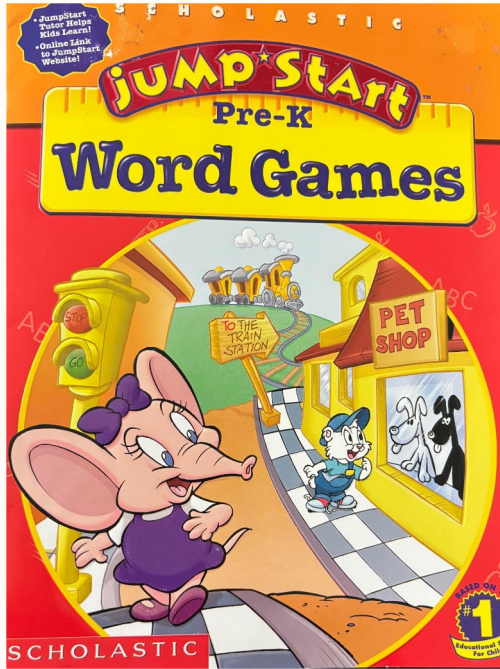
Case Study 4



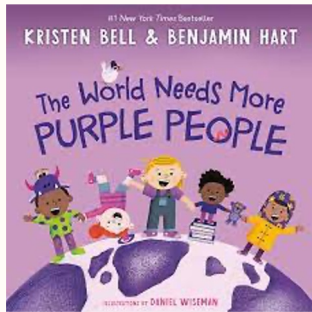
There are a lot of things to do before becoming a fully **licensed** Fairy Godmother. This is not your **average** job, after all!

5

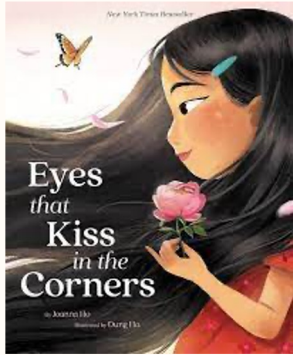
Case Study 5



Case Study 6



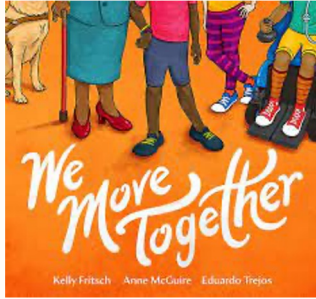
Case Study 7



They are strong
and kind
and beautiful

They are the
and they are beautiful

Case Study 8



Debrief Case Studies

Share some ideas, comments, insights, feelings and discussions from your group.

Consider:

- What do you notice?
- How does it make you feel?
- What questions do you have?



Reflect and Consider



How can we make critical content analysis work sustainable with our busy workloads?

Individual Reflections to Partner Talk



Go back to your initial responses to these prompts.

Reflect and consider if there have been any changes to your responses.

Share your insights with an elbow partner.

1 thing that I feel confident about critical resource selection is...

1 area of growth I see for myself in critical resource selection is...

Thank You!



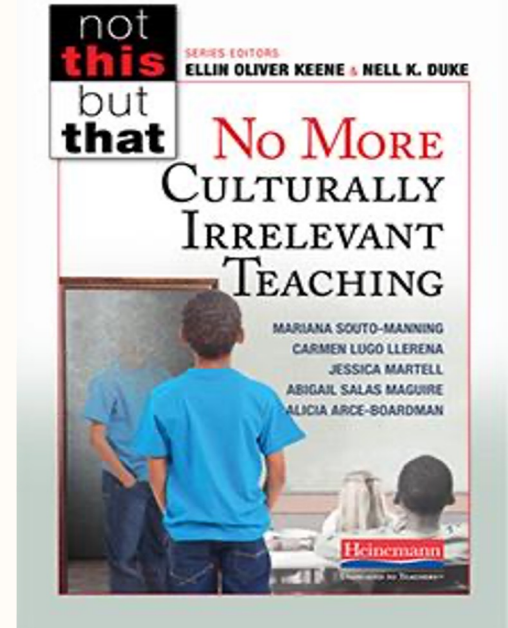
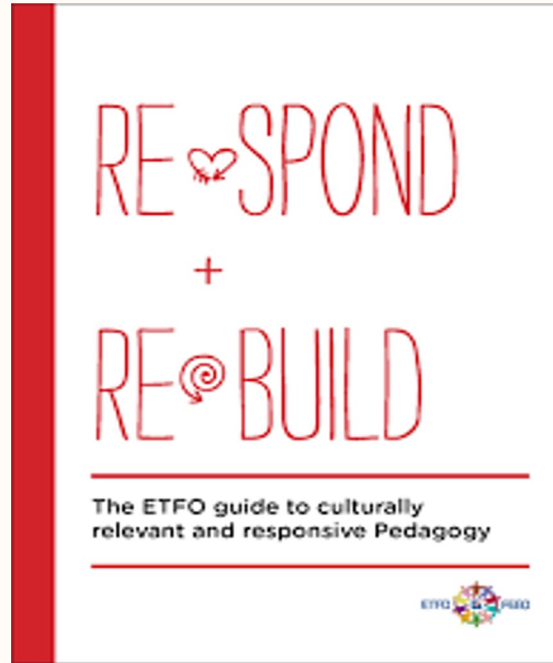
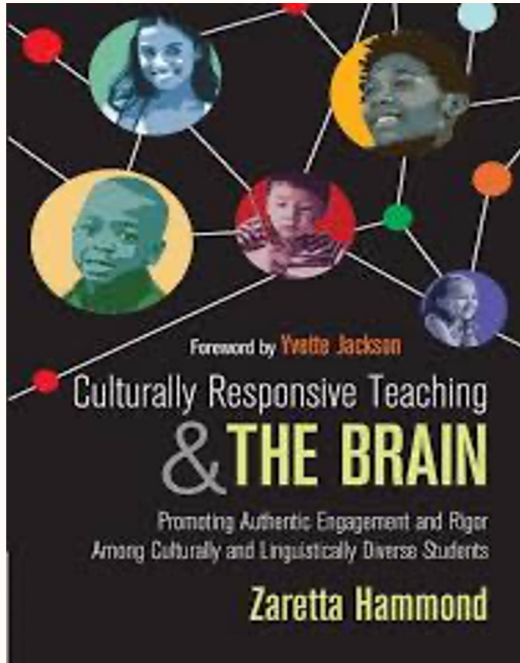
carluccio7 · Follow



"Books by their very nature, are a form of activism because they help change and expand minds and give a blueprint for change" (Lori Weber)

"We will raise this wounded world into a wondrous one" (Amanda Gorman)

Resources:



Further Learning Opportunities:

Library Juice Academy Asynchronous Course www.libraryjuiceacademy.com



[Home](#) / [Shop](#) / [Course](#) / Children's Literature through an Equity Lens and Framework

Children's Literature through an Equity Lens and Framework

\$300.00

Dates: January 1 - February 11

Credits: 2.25 CEUs or 22.5 PDHs

In this six week long course, students will have the opportunity to consider what an equity lens and framework means in relation to children's literature. Throughout the course, students will have the opportunity to explore some of the following themes and concepts: the power of stories, intersectionality, issues of representation, current issues in the children's literature industry, how our identities, positionalities and context impact our work and how books can become springboards for inquiries and activities. Through this exploration, students will also learn how to select and curate a book collection through an equity lens. The interactive course readings, discussion boards posts, videos, quote analysis, book talks, and assignments will help students build a virtual learning community. As well as, reaffirm their belief in the power and role children's literature can play in creating a more equitable and inclusive community and world.

Session

2024-01 (Jan)

[Clear](#)

Research Study Participants (Using Picture books for Anti-racism through Professional Development) www.rabiakhokhar.com



UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

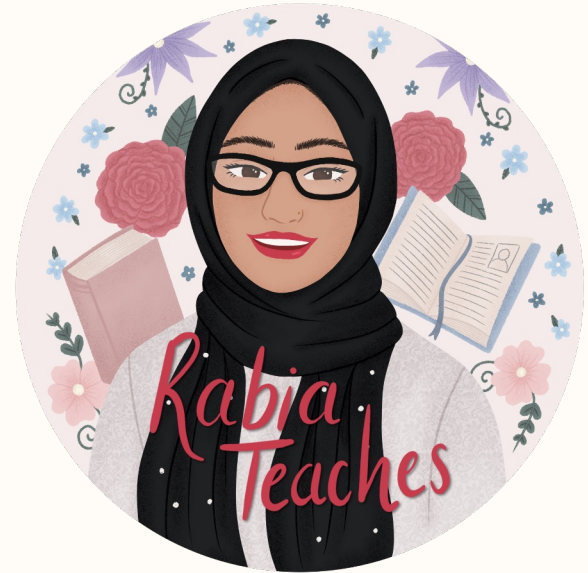
Contact Information:

Rabia Khokhar (she/her)

- Email: rabia91k@gmail.com
- Social Media:
[Twitter:](#) Rabia_Khokhar 1

[Website:](http://www.rabiakhokhar.com) www.rabiakhokhar.com

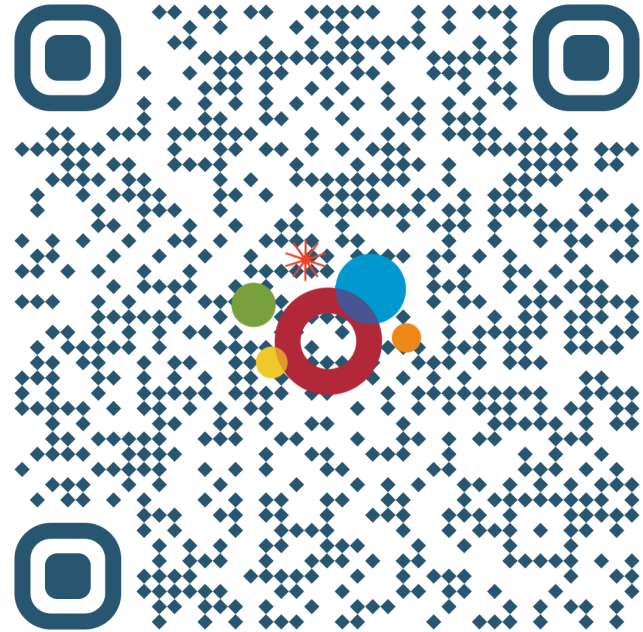
[Instagram:](#) [rabia_reads](#)



Evaluation Surveys | Sondages d'évaluation

Provide your feedback with the
QR codes or visit
cesba.com/2023surveys

Donnez vos commentaires avec
les codes QR ou visitez
cesba.com/2023surveys



Coming up next | À suivre

9:30 a.m. – 9:50 a.m.	Break Pause
9:50 a.m. – 11:00 a.m.	Workshops Block A Atelier bloc A
11:00 a.m. – 11:20 a.m.	Coffee break Pause-café
11:20 a.m. – 12:30 p.m.	Workshops Block B Atelier bloc B
12:30 p.m. – 1:30 p.m.	Lunch break Pause déjeuner
1:30 p.m. – 2:40 p.m.	Workshops Block C Atelier bloc C
2:40 p.m. – 3:00 p.m.	Coffee break Pause-café
2:40 p.m. – 3:00 p.m.	Final plenary Plénière finale
3:00 p.m.	Adjourn Ajourner

Workshops Block C | Atelier bloc C

C1 - Uprooted: Grounding Instruction in Indigenous Worldviews	Baker
C2 - Beyond Drugs: Understanding Problematic Substance Use Through a Trauma Informed Lens	Seymour
C3 - Let's Create! Integration of Executive Functioning Skills Using Arts & Technology: A Hands-on Workshop	Stevenson
C4 - Marketing and Monitoring: A Novel Approach to A&CE Visibility and Performance Measurement	Mountbatten A
C5 - Transforming a Struggling Adult High School in a Post-COVID Environment	Windsor
C6 - The Balanced Life: How to Move from Striving to Thriving	Mountbatten B
C7 - A Welcome Kit for Online Learners	Gerrard





**EMBRACING
TRANSFORMATION**

CESBA Conference 2023

December 6-7

**ACCUEILLIR LE
CHANGEMENT**

Conférence de CESBA 2023

6-7 décembre