

[Home](#) > [THESES-DISSERTATIONS-MAJOR-PAPERS](#) > [Major Papers](#) > 141

[< Previous](#)   [Next >](#)



## Toward a Culturally Inclusive Canon of Multimodal Picture Books: Developing Multiliteracies Practices and Assessments for Ontario's Classrooms

[Arwa Jammali](#)

### Keywords

multimodal picture books, culturally inclusive/responsive teaching, funds of knowledge, multiliteracies, transformative learning, anti-oppressive practices, early childhood education

### Abstract

Multimodal picture books are a critical component of children's literacy development, and in a multicultural province such as Ontario, it is vital that literacy development include cultural literacy. The demographics of the province's classrooms are increasingly diverse; however, minoritized cultures are underrepresented among teachers, and there are sparse training mandates related to cultural inclusion. Thus, Ontario's culturally diverse student body is encountering a number of barriers related to gender, ethnicity, perceived race, sexual identity, ability, class, and other social markers. To provide teachers with the tools needed to support their students, the current study utilizes a theoretical framework derived from anti-oppressive practices to identify where students encounter barriers. The work examines the strengths and limitations of the traditional canon of children's multimodal picture books and explores the ways in which more inclusive works can support a culturally inclusive learning environment. Based on this, a culturally responsive selection process is outlined. The study employs a multiliteracies framework to propose classroom activities and assessment models that promote and assess literacy development. Transformative teaching approaches are also recommended to help teachers broaden their understanding of culture. Additionally, recommendations are made regarding mandated cultural training for pre-service and in-service teachers, as well as curriculum reform.

### Primary Advisor

Dr. Christopher Greig

### Program Reader

Dr. Kara Smith

### Degree Name

Master of Education

### Department

Education

### Document Type

Major Research Paper

### Convocation Year

2020

[Download](#)

### INCLUDED IN

[Accessibility Commons](#), [Bilingual, Multilingual, and Multicultural Education Commons](#), [Curriculum and Instruction Commons](#), [Early Childhood Education Commons](#), [Elementary and Middle and Secondary Education Administration Commons](#), [Elementary Education Commons](#), [Gender Equity in Education Commons](#), [Indigenous Education Commons](#), [Language and Literacy Education Commons](#), [Urban Education Commons](#)

### SHARE



### Search

Enter search terms:

Search

in this series

[Advanced Search](#)

[Notify me via email or RSS](#)

### Browse

[Collections](#)

[Disciplines](#)

[Authors](#)

[Electronic Theses and Dissertations](#)

### Author Corner

[Author FAQ](#)

[Submit Major Paper](#)

### Links

[Graduate Studies Windsor](#)

View Multiliteracies Research Papers on Academia.edu for free. This best-practices piece addresses the language-culture divide contributing to curricular bifurcation in many collegiate language departments and presents a lesson plan to help language instructors bridge the gap. The lesson on public more. This best-practices piece addresses the language-culture divide contributing to curricular bifurcation in many collegiate language departments and presents a lesson plan to help language instructors bridge the gap. The lesson on public transportation is designed for first-semester L2 German students and focuses on a guided reading of a music video adver A pedagogy of multiliteracies includes a balanced classroom design of Situated Practice, Overt Instruction, Critical Framing and Transformed Practice. Students need to draw on their own experiences and semiotic literacy practices to represent and communicate meaning. The changes that transpire through the field of education affect learning processes, while the application of learning processes affects the use of multiliteracies (Selber, 2004). Transformed Practice subsequently underwent reformation and was renamed "Applying" as part of "Knowledge Processes" (Cope & Kalantzis, 2009, p. 184).[6] formerly known as Multiliteracy pedagogy. Multimodal picture books are a critical component of children's literacy development, and in a multicultural province such as Ontario, it is vital that literacy development include cultural literacy. The demographics of the province's classrooms are increasingly diverse; however, minoritized cultures are underrepresented among teachers, and there are sparse training mandates related to cultural inclusion. The study employs a multiliteracies framework to propose classroom activities and assessment models that promote and assess literacy development. multimodal picture books, culturally inclusive/responsive teaching, funds of knowledge, multiliteracies, transformative learning, anti-oppressive practices, early childhood education. Abstract. Toward A Culturally Inclusive Canon Of Multimodal Picture Books: Developing Multiliteracies Practices And Assessments For Ontario'S Classrooms, Arwa Jammali. Major Papers. Multimodal picture books are a critical component of children's literacy development, and in a multicultural province such as Ontario, it is vital that literacy development include cultural literacy. The demographics of the province's classrooms are increasingly diverse; however, minoritized cultures are underrepresented among teachers, and there are sparse training mandates related to cultural inclusion. Thus, Ontario's cul...