



## Supporting Racial Equality in the Early Years. A Reading List.

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*Racism surrounds us, permeates our ideas and conversations, focuses our relationships with one another, shapes our practices, and drives much in our personal, social and political lives. There are few social forces so strong. Children are neither immune to it nor unaware of its power. A social reality this mighty is bound to become an integral part of their lives, and thus it endures from generation to generation, perhaps changing somewhat in form but still strong in its impact... Racism intersects with their lives in a flood of elaborate, blatant and subtle ways – from the definition of identity and self, to the performance of hurtful practices, to various articulations of dominant group power.*

Van Ausdale and Feagin, 2001, p. 198 in 'Racialisation in Early Years Education: Black Children's Stories from the Classroom' (TACTYC) by Gina Houston

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# Supporting You to Raise Antiracist Children

Written by Laura Henry-Allain and Emma Worollo

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FROM NON-RACIST TO ANTI-RACIST  
EXCHANGE 2019/AUGUST 2020

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## A Collaborative Inquiry into Becoming Anti-Racist

Part 2

by Theresa Lensear and Jumaa Jordan

5 things that will make your role play areas in the nursery more inclusive for Black children...



@theblacknurserymanager



**Listening as a way of Life**

**YOUNG CHILDREN'S VOICES NETWORK (YCVN)**

Young Children's Voices Network is a national project promoting listening within the early years. The network supports local authorities in developing good practice in listening to young children, so that young children's views may inform policy and improve early childhood services. Local authorities across the country have established local networks that focus on developing a listening culture. These networks support practitioners by offering opportunities to share effective practice, providing training and undertaking projects.

**LISTENING**

In this draft, listening is defined as:

**Are equalities an issue? Finding out what young children think**

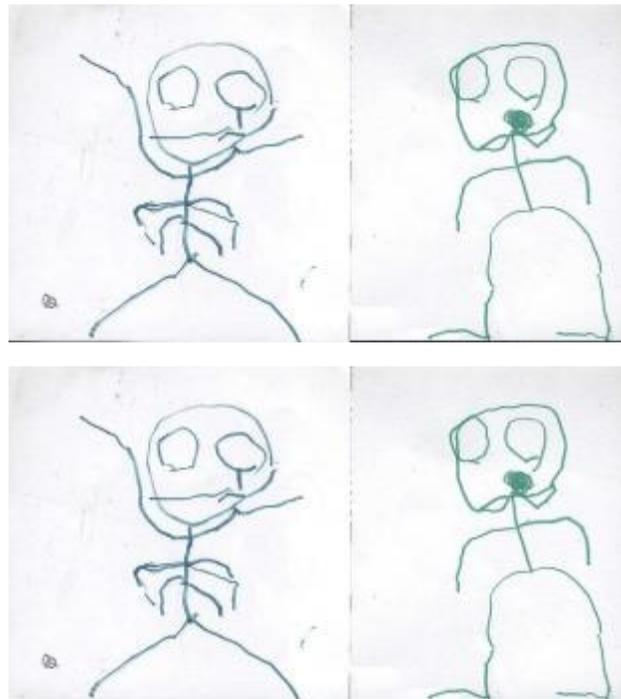
Nicky Road

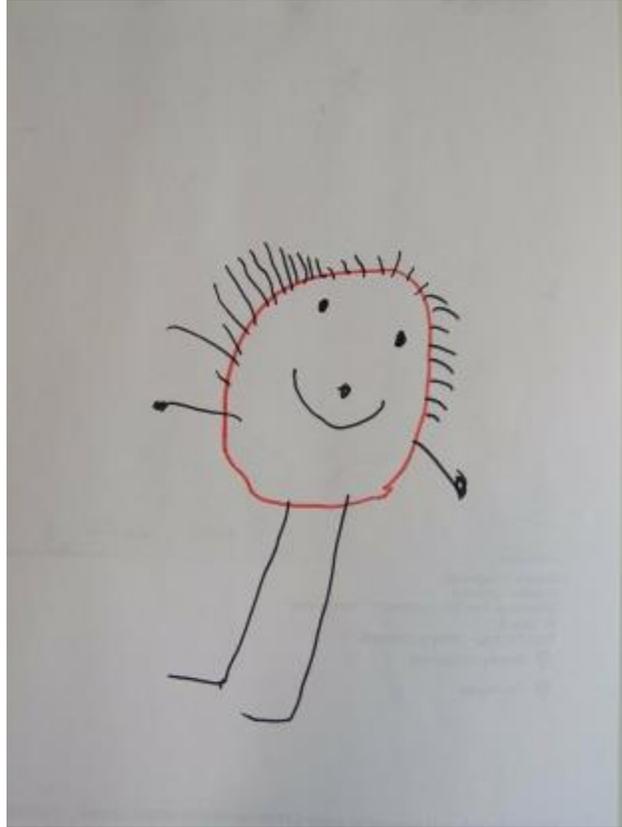
Henry-Allain, L. and Worollo, E. (2020) *Supporting You to Raise Anti-Racist Children* Mattel: Playroom#keepplaying [https://www.mattel.com/sites/mattel\\_mattelcom/files/2020-07/Supporting\\_you\\_to\\_raise\\_antiracist\\_children3.pdf](https://www.mattel.com/sites/mattel_mattelcom/files/2020-07/Supporting_you_to_raise_antiracist_children3.pdf)

Lenear, T. and Jordan, I. (2020) ***A Collaborative Inquiry into Becoming Anti-racist: Part Two*** July/ August 2020 Exchange series From Non-racist to Anti-racist; Exchange Press <https://childcareexchange.com/article/a-collaborative-inquiry-toward-being-anti-racist-part-1/5025280/>

Pemberton, L. (2020) ***Five Step Anti-racism Workout Plan*** @theblacknurserymanager <https://www.instagram.com/theblacknurserymanager/?hl=en>

Road, N. (2011) ***Listening as a Way of Life. Are Equalities an Issue? Finding Out What Children Think.*** Young Children's Voices Network: National Children's Bureau [https://www.ncb.org.uk/sites/default/files/uploads/documents/Early years docs/are equalities an issue.pdf](https://www.ncb.org.uk/sites/default/files/uploads/documents/Early%20years%20docs/are%20equalities%20an%20issue.pdf)





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*In Culture the positive affirmations of whiteness are so widespread that the average white person does not even notice them. Instead these affirmations are placidly consumed. To be white is to be human; to be white is universal. I only know this because I am not. (Eddo-Lodge, R., 2017, p.10)*

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RESEARCH INFORMED PROFESSIONAL DEVELOPMENT FOR THE EARLY YEARS

GINA HOUSTON

# Racialisation in Early Years Education

Black Children's Stories from the Classroom



**TACTYC**  
Association for Professional Development  
in Early Years

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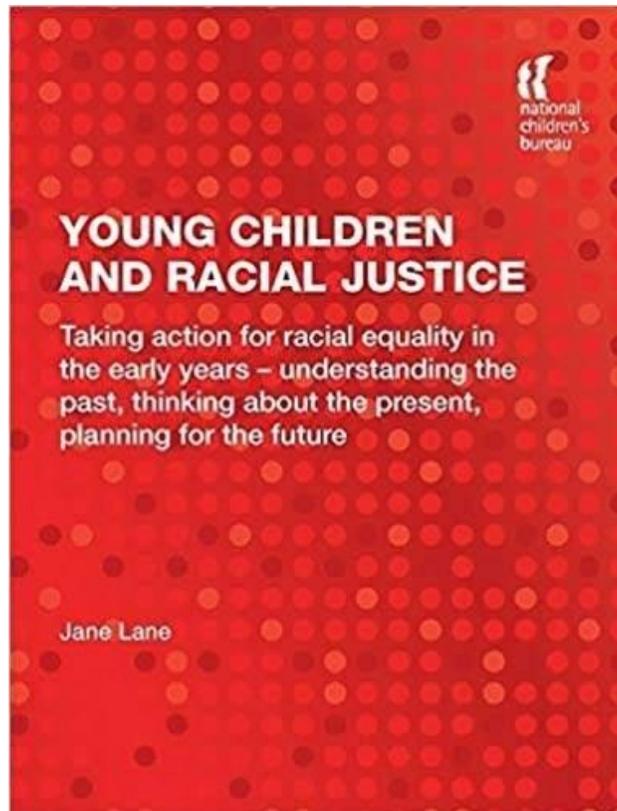
THE *SUNDAY TIMES* BESTSELLER

**Reni Eddo-Lodge**

**WHY I'M  
NO LONGER  
TALKING  
TO WHITE  
PEOPLE  
ABOUT  
RACE**

Includes a  
new chapter,  
AFTERMATH

BLOOMSBURY



Houston, G. (2019) ***Racialisation in Early Years Education. Black Children's Stories from the Classroom.*** Routledge: London and New York

Eddo-Lodge, R. (2017) ***Why I am no Longer Talking to White People about Race*** Bloomsbury Publishing: London, Oxford, New York, New Delhi and Sydney

Lane, J (2008) ***Young Children and Racial Justice: Taking Action for Racial Equality in the Early Years. Understanding the Past, Thinking about the Present, Planning for the Future*** National Children's Bureau.: London

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*Covid-19 has had a disproportionate impact on BAME people, and the pandemic has exacerbated and further exposed entrenched racial inequalities that have existed for generations. There is also concerningly the unequal impact on children and young people, older people, disabled people, women and people living in socio-economic disadvantage. (Owen-Jones, 2020: WcVA)*

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## Every Child Matters: Developing anti-discriminatory practice in early childhood services

Researched and Compiled by Maria Willoughby



Race Council Cymru <https://racecouncilcymru.org.uk/>

Willoughby, M. (2004) *Every Child Matters: Developing anti-discriminatory Practice in Early Childhood Services* Barnardo's National Children's Resource Centre: Dublin <http://www.donegalchildcare.com/wp-content/uploads/2015/08/Every-Child-Matters1.pdf>

Owen-Jones, M. (2020) The Future We Choose Published 09/07/2020 WcVA CgGC <https://wcva.cymru/views/the-future-we-choose/>





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*...the children have always wanted to listen to stories about themselves within the context of us...They're like anthropologists studying cosmogonic narratives, but with a touch more narcissism. (Luiselli, V. 2019, p.8)*

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WINNER OF THE RATHBONES FOLIO PRIZE 2020  
LONGLISTED FOR THE BOOKER PRIZE 2019  
LONGLISTED FOR THE WOMEN'S PRIZE FOR FICTION 2019



# Lost

Valeria Luiselli



# Children

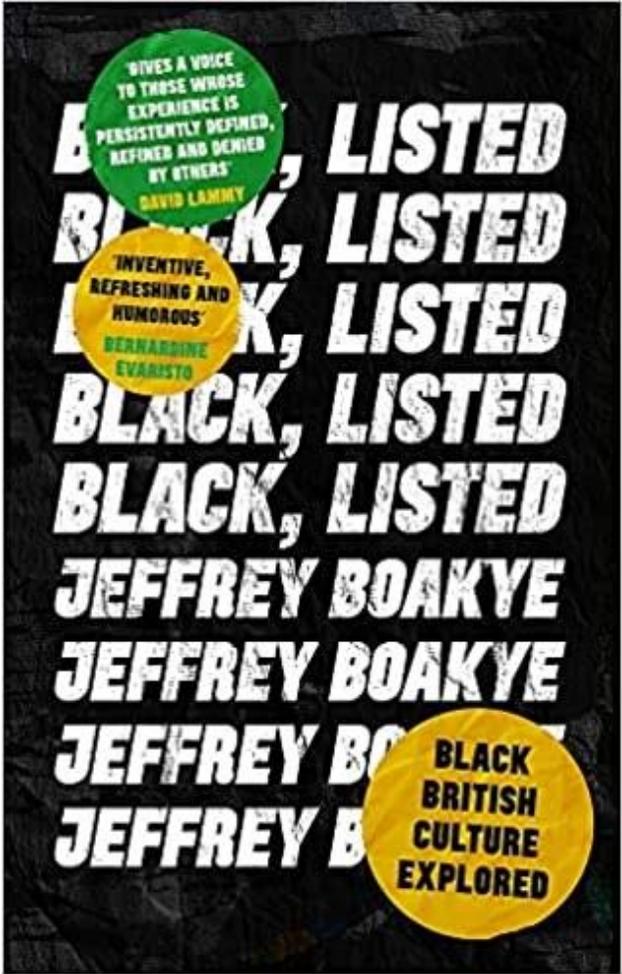
*"Fascinating, haunting, poetic"*  
*SUNDAY TIMES*



# Archive

*"Beautiful, pleasurable, engrossing"*  
*JAMES WOOD, NEW YORKER*

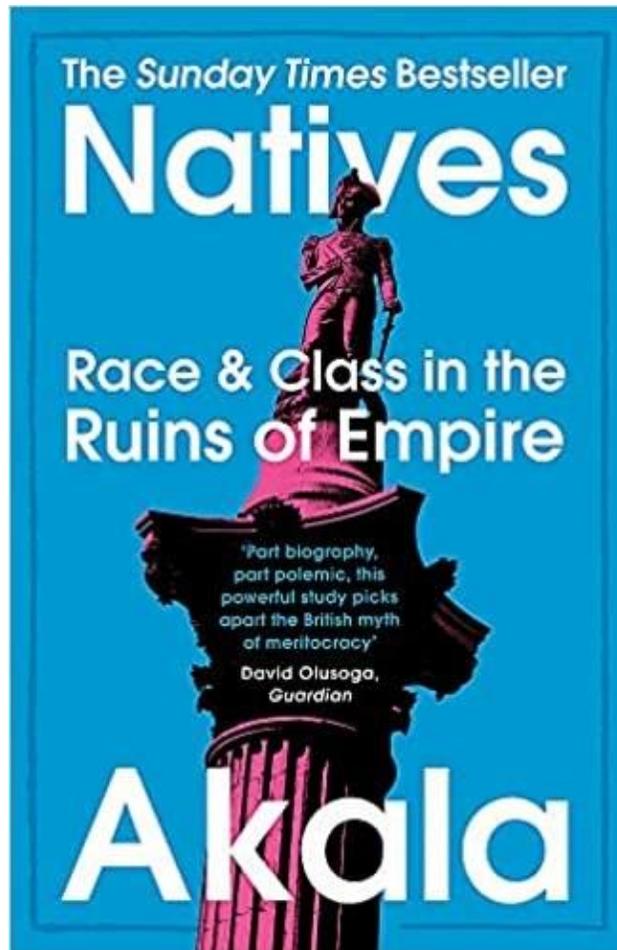




GIVES A VOICE  
TO THOSE WHOSE  
EXPERIENCE IS  
PERSISTENTLY DEFINED,  
REFINED AND DENIED  
BY OTHERS  
DAVID LAMMY

INVENTIVE,  
REFRESHING AND  
HUMOROUS  
BERNARDINE  
EVARISTO

BLACK  
BRITISH  
CULTURE  
EXPLORED



Luiselli, V. (2019) *Lost Children Archive* Fourth Estate Paperback: London

Boakye, J. (2019) *Black, Listed. Black British Culture Explored* Dialogue Books: London

Akala (2018) *Natives: Race and Class in the Ruins of the Empire* Two Roads: London



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*Anna Hibiscus looks around. She sees Chocolate and Benz and Wonderful and Clarity and Joy and Common Sense and her Mother and her Aunties and her Father and Uncle Tunde, and even Grandmother and Grandfather all running down the hot yellow sand... (Atinuke, 2014)*

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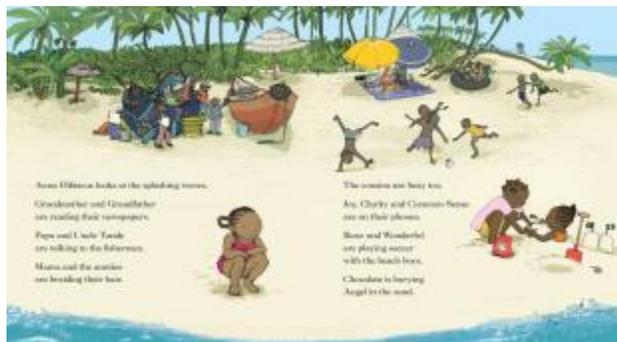
#### BookTrust Represents

BookTrust Represents is a project created to promote and improve the representation of people of colour in children's books so that all children read a range of books that reflect them and their wider communities.



“I'm hoping that by giving this platform to writers and artists of colour, we can show children that those seemingly unreachable dreams are truly possible.”

Serena K Patel, author



**BookTrust Represents** <https://www.booktrust.org.uk/what-we-do/programmes-and-campaigns/booktrust-represents/>

The story behind **Umar** David Cahn Books <https://davidcahnbooks.bigcartel.com/about>

Atinuke (2014) **Splash, Anna Hibiscus!** Walker Books, London



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Rydym yn croeso iau derbyn gohebiaeth yn Gymraeg. Byddem yn ateb gohebiaeth a dderbyniwir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.