

Diversity in Children's Books

Brief CPD notes for staff training

Why representation matters

Children form their sense of belonging partly from the books they read. When children rarely see themselves on the page - in characters, in settings, in author photos - the implicit message is that they don't belong in the story.

Conversely, when children read books written by children who look or live like them, the message changes: "this is for me, and I could do it too." This is the principle behind Jayce's work and the Our Stories, Our World anthology.

Practical steps for your library and classroom

- Audit your book corner. Aim for at least 30% of books to feature non-white protagonists, and at least 20% by authors from underrepresented communities.
- Avoid tokenism: a single "diversity book" is not representation.
- Include young authors. Jayce's books, the Our Stories, Our World anthology, and BFCTC entries are all child-authored.
- Use language carefully. Avoid framing diverse stories as "different" or "other" - they are part of the canon.

Suggested reading and references

- CLPE - "Reflecting Realities" annual survey.
- BookTrust diversity resources.
- Inclusive Books for Children booklists.

CPD discussion prompts (15 min)

- What proportion of our current library reflects the children in this school?
- Where could young authors fit into our literacy planning this year?
- What is one change we can implement before the end of this half-term?