Hidden worlds: Young children learning literacy in multicultural contexts
Hidden Worlds offers a new way of thinking about literacy, arguing that it is not children's experiences that count, but rather what they make of them - with support from adults and peers.

The book tells the stories of six young children from different cultural backgrounds who all attend the same nursery and are busyly engaged in the process of becoming literate. Jamie’s family have lived in the same area for generations, Asif’s recently arrived from Bangladesh, Michelle’s grandparents came to the UK from Jamaica. Each child’s experiences of literacy are unique.

All the children drew on familiar home practices to make a link with the new world of literacy learning offered by the nursery. While some successfully found a pathway through, others struggled. Clare Kelly examines the factors that contributed to this process. She challenges stereotypes by penetrating the private worlds of literacy learning in families, demonstrates children's agency and creativity in drawing on previous knowledge to make sense of new experiences of literacy, and suggests ways that practitioners can support them. The book offers an accessible framework for identifying the complexity of literacy learning and the invisible influences, and challenges over-simplified views of literacy.

The book illustrates the benefits of taking a more individualised approach in policy and practice and is essential reading for early years practitioners, teachers with responsibility for literacy or diversity and inclusion, students, teacher educators and policy makers in the area of early years and literacy learning.
Multicultural Literacy in Canada. Presentation at American Educational Research Association annual conference. Google Scholar. James C. Seeing Ourselves: Exploring Race, Ethnicity and Culture. Nieto S. Affirming Diversity: The Sociopolitical Context of Multicultural Education. Boston: Pearson; 2000. Google Scholar. Nieto S. Language, Culture, and Teaching: Critical Perspectives for a New Century. New York: American Education Research Association; 2008, March. Google Scholar. Walcott R. Black Like Who? View Multicultural Literature Research Papers on Academia.edu for free. This paper reports on an action research inquiry that identified ways that a graduate course in multicultural children’s literature contributed to teachers’ meaning-making of such texts, their professional practices, and themselves as more. This paper reports on an action research inquiry that identified ways that a graduate course in multicultural children’s literature contributed to teachers’ meaning-making of such texts, their professional practices, and themselves as educators. Conceptually grounded in culturally responsive teaching and the construct of teacher identity, analysis of course There are more than 200 countries in the world and even more nations. The world is open now and at your work, during your business trips and studies or just through the Internet you can be involved in multicultural communication. Someone thinks that for efficient conversation good communicational skills and language proficiency (usually, in English) are enough. However, it's not is easy. Knowi.

Learning and development for young children is both rapid and cumulative, continuously laying a foundation for later learning. These and related insights emerging from research have strong implications for settings where young children are cared for and educated. This booklet provides an overview of this research and its implications for what educators and other adults who work with children need to know and be able to do in order to best support children’s healthy development.