

**ARLIS/NA + VRA 3<sup>rd</sup> Joint Conference 2016 | Seattle**  
**Poster Session**

**Consejos, respeto, educación, y familia: How Chicana/o picturebooks reflect pedagogies of the home through art and narrative** — *Lettycia Terrones*, Education Librarian, California State University, Fullerton Pollak Library

As attention to diversity issues surrounding children's literature continues to grow, the production and availability of culturally responsive picturebooks depicting Mexican-American home experiences has increased. Education theorists have articulated Mexican-American learning experiences by describing "pedagogies of the home" where culturally specific practices, including teaching and learning among mothers and daughters that occur at home, are sources of positive resilience among Mexican-American students in attainment of education goals. Similarly, research in anthropology of education describes how Mexican-American families employ "funds of knowledge" or culturally developed strategies for navigating and thriving within various institutional spaces, where the transmitters/instructors of this knowledge are located in the home site. "Pedagogies of the home" and "funds of knowledge" theoretical frameworks continue to inform education policy and curriculum approaches to foster positive educational experiences for Mexican-American students that champion familial assets transferable to academic achievement. Includes visual examples for how these two theoretical frameworks can be used to examine how Mexican-American picturebooks employ Chicana/o art aesthetics along with culturally specific Chicana/o narratives to reflect the strategies articulated in "pedagogies of the home" and "funds of knowledge" frameworks. Responding to a call from Chicana theorists to extend these frameworks to support the educational development of Chicana/os in K-12 education, and in specific elementary school children, this poster will articulate implications for using "pedagogies of the home" and "funds of knowledge" frameworks to inform collection development criteria and content selection for classrooms and libraries that aim to develop critical literacy spaces.