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| Cristina Hernández-Persia | [THE VITALITY OF STUDENT VOICE, STUDENT CHOICE, AND STUDENT IDEAS AS CULTURALLY RESPONSIVE TEACHING: DISCUSSING STRENGTHS, WEAKNESSES, GENDER ROLES, AND ROLE MODELS](https://youtu.be/4ZvqbyPEgBc)  Cristina Hernández-Persia  ESL ELD 2 Teacher and 12th Grade ELA Teacher | The English High School, Boston Public Schools  Video URL: <https://youtu.be/4ZvqbyPEgBc> |

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| Learn more about this video and Cristina’s culturally responsive teaching (CRT) journey: | |
| **What are you proud of and excited to share from this video? Why do you think this is a strong example of culturally responsive teaching?** | *In the video I share three different examples of culturally responsive and ant-racist practices. In the English Language Arts class, students are asked to engage in the content by activating their own schema concerning gender roles, strengths and weaknesses in a person, and what double standards we as a society hold. Students used their own experiences to interact with the content as we started to push ideas of the portrayal of men and women in Shakespeare's Macbeth. Student voice is considered at the forefront through various mediums, including verbal, written, using different technology tools like the Jamboard, and class discussions.*  *I also include a brief example of a conversation with students in ESL 2. As students start to question the role models around us and the impact we make on other people, they write their opinions in English about the question posed: Are adults or children better examples to follow? Why?*  *Students in my classroom are encouraged to share their ideas, know that their voice and opinion matters, are pushed to make connections with the text, and can consider routines and consistency to aid in their learning.* |
| **Describe your journey to becoming a more culturally responsive, anti-racist educator. What has helped you grow your CRT practice?** | *This journey to grow my CRT practice has evolved as I am learning more about myself as a teacher while equipping myself with new tools and facing new challenges. Much of the journey brings me back to remembering who my audience is: the students. Remembering why I do what I do helps keep me grounded in thinking about what I am doing and how I am allowing students to be a part of the learning process. Culturally responsive and anti-racist means that there is open communication with the students; their voices have to be heard and involved. If they aren’t, a path of classroom oppression could be started that can lead to missed opportunities and racist practices where curriculum and content could uphold systems and ideals that may not be the best for our students.* |
| **What advice would you give to another educator who wants to develop their CRT skills?** | *One piece of advice I would give is to listen: listen to the students and involve their input in the direction of the class. Merge content and classroom culture together so that the journey to becoming more culturally responsive is a part of the overall journey of educating minds. Also, reflect: step back and reflect on the teaching and learning taking place in the classroom. Think and ponder: where are you being pushed by the material or by the students to reconsider something about your teaching? Another component that I think is crucial to develop CRT skills is to act under compassion. Compassion will allow you as an educator to be understanding but still hold high standards; to appreciate the depth of knowledge that the brilliant minds around us have to share; and to be compassionate enough with yourself to recognize when you have to make intentional changes for the good of yourself and the minds around you.* |