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| Roshonda Ndebumadu | [XENOPHOBIA AND BECOMING AN ALLY](https://youtu.be/KKyIMsGfd9k)  Roshonda Ndebumadu  3rd Grade Math Teacher | Alma del Mar Charter School, New Bedford  Video URL: <https://youtu.be/KKyIMsGfd9k> |

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| Learn more about this video and Roshonda’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?** | *I am proud of being able to teach my scholars about things that I wasn't able to identify until I got older. In CREW, we are able to teach scholars about identity, current events, social emotional skills, etc. This particular week, we learned about Asia and Asian Americans. After getting some general knowledge about Asia and Asian Americans, we worked our way up to the Anti-Asian Hate Movement. Things that were included in crew lessons this particular week:*  *•learning more about the continent Asia*  *•signing pledges to be allies*  *•submitting artwork to show our support.*  *In this video, scholars build on their prior knowledge of immigrants either from their own personal lives or from being taught in 2nd grade & learn about xenophobia. I decided to tackle it from this angle so that they can understand both sides of this current issue. I wanted them to understand that xenophobia is bad and to also understand what may cause some to develop their fears and thoughts. They used this discourse to talk about how anyone can be an ally. I also incorporate a lot of scholar voices in all lessons.* |
| **Describe your journey to becoming a more culturally responsive, anti-racist educator. What has helped you grow your CRT practice?** | *I first entered the education field in college while serving with AmeriCorps through their Bonner Leader program. I served at an elementary school in Spartanburg, SC as well as a free health clinic. During this time, I got my first experience in building relationships with the community and I got to see how education and health were intertwined. Fast forward to 2021, I’ve gotten experience as a lead teacher and an associate teacher, I have a Masters in effective teaching as well public health with a focus in equity. Whenever I could squeeze mini lessons in I would. My scholars and I would talk about food deserts, black history, immigration, etc. Sometimes these issues would affect them personally, sometimes it wouldn’t. Either way they would be aware of these disparities and be empowered to make a change.* |
| **What advice would you give to another educator who wants to develop their CRT skills?** | *Culturally relevant teaching isn’t something that just comes naturally. You have to put in effort and do your research. For example, while I may be well versed in Southern African American culture it might not be the same for Northern African American Culture. My everyday vernacular back home in South Carolina might not necessarily be the same as the vernacular up here in Massachusetts. Therefore, it’s my responsibility to prepare and perceive what my students will need context on or not. CRT can help you build relationships and it can also help you reinforce relationships. If you have never done CRT in your class I would strongly encourage you to make a plan and go in with a strategy. Is it best to ease my scholars into it or is it best to just pop up and see how they react? Lastly, step out of your comfort zone. This is a learning experience on both fronts and everyone should be learning old and new things.* |
| **What are some of the most valuable resources you’ve come across to support your CRT learning journey?** | *One of my favorite resources that I have recently come across is Dr. Gholdy Muhammad’s Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy. You all should check it out =) I haven’t been able to incorporate this into my lesson plans yet but I plan to in the near future.* |