



Network for the Development of Children of African Descent Family Education Center

**Professional Development Training for
Teachers & Early Childhood Educators**

**EDUCATING CHILDREN OF AFRICAN DESCENT
Concepts, Resources, and Curricular Ideas**

OVERVIEW



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Objective

To provide training on culturally-responsive child development and education for teachers and early childhood educators. It is critical that educators receive appropriate training, support, and resources to help them fulfill their commitment to providing safe, high quality services to children and their families. Educators are better prepared to nurture and educate children when they recognize and value the important role that culture plays in the education and socialization of children. Furthermore, they must be equipped with knowledge, tools, and strategies for working with ethnically diverse groups of children as well as ways to incorporate multicultural education into their curricula.

How NdCAD Can Help

Network for the Development of Children of African Descent (NdCAD) is a 501(c)(3), non-profit organization that was established in 1997. We are a culturally-based, child development and education information and resource agency that works to positively impact the cultural, social, and academic development of children with a particular focus on youth/family literacy and adult education/training.

NdCAD can help schools and early learning programs by providing a training program on culturally-responsive child development and education. The goal is to help educators expand their thinking about how they work with diverse children and families and how to integrate culturally-responsive approaches, practices and curricula into the learning environment.

The content of the training is divided into four-parts, which are sequential in nature and can be purchased one at a time or in sets of two (Parts I & II and Parts III & IV at a later time). A description of each topic and associated learning objectives are provided in the Description of Services section of this proposal.)

- Part I-Orientation to the Concept of Cultural Communities and the Process of Shaping Cultural Identity
- Part II-Practices in Nurturing Cultural Identity and Supportive Learning Environments that Protect Identity
- Part III-Introduction to African-Centered Educational Concepts
- Part IV-Educational Concepts: Context, Cultural Perspective, and Critical Thinking



Participants explore these topics through group discussions, short readings, and audio-visual presentations as well as reflect and respond exercises. Participants begin the process of applying what they learn through a series of hands-on activities utilizing culturally-based learning materials, curriculum development exercises, and tools for examining/critiquing text books and other educational resources for cultural perspective and relevancy.

Description of Services

Training Topics and Learning Objectives

Part I - Orientation to the Concept of Cultural Communities and the Process of Shaping Cultural Identity (3 Hours)

Part I provides an orientation to the concept of cultural communities and the roles they play in a child's development and education. Participants also examine the process of identity development in people of African descent and its relationship to the education and socialization of children.

Learning Objectives-

- To understand the cultural context within which learning takes place
- To understand primary and secondary educational roles & functions (community, family, and institutions)
- To understand the complexity of communal structures and values systems that influence education
- To understand the concepts of identity formation and identity protection
- To understand the concepts of Race, Racism and Ethnicity

Part II - Practices in Nurturing Cultural Identity and Supportive Learning Environments that Protect Identity (3 Hours)

Part II examines educational practices and resources that promote school readiness and academic success by nurturing identity. The session helps participants develop practical educational plans, activities, and evaluations – including basic lessons, space/environment development, and resources planning.

Learning Objectives-

- To identify day to day educational activities that nurture identity and a child's humanity as well as those that are harmful
- To increase knowledge-base about culturally-specific educational resource materials
- To understand the impact of learning environments/space on a child's educational process
- To practice developing and using sample lesson plans that are outcome-based and help link learning objectives, themes, resources, and outcome measurements

Part III - Introduction to African-Centered Educational Concepts (6 Hours)

Part III introduces participants to critical and foundational African-centered educational concepts and processes. Participants will examine core and consistent practices that African-centered educational programs use. Furthermore, participants will look at African-centered curriculum and materials such as SETCLAE and others.

Learning Objectives-

- To understand the basic differences between an African-centered perspective and African history as related to inclusive education
- To identify African-centered educational content and processes

- To understand why this content and these processes are vital for African children and their impact on academic success
- To learn how to implement several African-centered concepts and processes in a class period, a day, or a school year
- To be exposed to several published African-centered curricular programs

Part IV - Educational Concepts: Context, Cultural Perspective, and Critical Thinking (6 Hours)

Part IV of the training delves deeper into the concepts of an African-centered perspective and how to integrate this perspective into curriculum and use African history as reinforcement. The workshop helps participants develop critical thinking with regards to inclusive education and culture in order for them to model it for children.

Learning Objectives-

- To gain a basic understanding of African concepts of time, values, and communal structures/systems from a historical perspective and how they relate to children's educational process today
- To use critical thinking skills to critique popular curriculum content used with children in schools today
- To practice using selected tools aimed at assessing curriculum materials, texts, and educational resources for cultural relevancy

NdCAD Trainer:

Anura Si-Asar, M.Ed.

Anura Si-Asar is an experienced and gifted adult educator who has taught in urban public school settings. He holds a M.Ed. Degree in Educational Psychology, Special Education as well as a B.A. in African American Studies with an emphasis in Elementary Education. Anura has been the recipient of numerous honors and awards including McKnight Fellow-Salzburg Seminar, Austria, Europe and Fulbright-Hayes Educational Scholar, Namibia, Africa. Drawing upon his vast experiences and knowledge of African-centered educational approaches, Anura delivers the content of NdCAD's training in ways that are practical, usable, and that also challenge educators to expand their thinking about how best to serve all students.

Contact Information

For more information on NdCAD's professional development training programs, including contract pricing, please contact:

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