



On-Line May 2 – 7, 2022

***22nd Institute on Teaching and Learning Informed by Cultural Knowledge:***

***“Engendering Academic and Cultural Excellence”***

Educators and families engage with renowned scholars, teacher educators and teacher leaders who present curriculum and practices that are foundational to and prerequisites for building *new* institutions and culturally informed education systems and programs. This RTC Institute supports educators and families in knowledge acquisition needed for knowing and teaching children of African heritage. How teachers as professionals, leaders, and learners conceptualize and practice the competencies that can support instructional effectiveness and community building are presented in collaborative presentations.

Opening Session  
**Monday, May 2**  
4:30 p.m. – 6:30 p.m.

***The Schools Our Students Need & Deserve***



**Dr. Walter Farrell**

Education Research and Litigation Consultant, National Ed. Policy Center, Chapel Hill, NC

with

**Dr. Adam Urbanski**

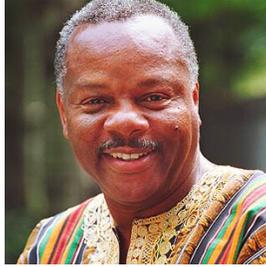
President, Rochester Teachers Association

How do we act as agents of better ways of planning and delivering the kind of education that powers understanding, agency, and professionalism in urban community-minded classrooms and schools? **Dr. Walter Farrell** is joined by **Dr. Adam Urbanski** in a presentation that accesses research, experience and current dynamics in urban schools to discuss the state of students, their schools, their teachers, and public education.



**Tuesday, May 3**  
4:30 p.m. – 6:30 p.m.

***African Intellectual Heritage***



**Dr. Molefi K. Asante**  
Chair, Dept. of Africology, Temple University

Dr. Molefi Asante provides educators and families with descriptions about typically omitted content and concepts of the peoples and scholars who have formed and illustrated the basis of African and Diasporan culture and worldview. Authors of African intellectual *deep thought* and philosophy throughout recorded history are provided for educator study and inclusion into curriculum and programs seeking to support education for self-knowledge, agency, and critical thinking. Explanations about a worldview that challenges current limitations by affirming life and unity of purpose is at the center of this presentation.

**Wednesday, May 4**  
4:30 p.m. – 6:30 p.m.

***Memory, Myth and Diaspora Literacy Consciousness for Human Freedom***



**Dr. Joyce E. King**  
Benjamin E. Mays Chair of Urban Education, Georgia State University

In this session Dr. Joyce King will share instructional content and teaching strategies to illustrate the power of Diaspora Literacy and Consciousness—a way of thinking, remembering and being human—to resist and overcome oppressive myth-making in the curriculum, popular media and even scholarly sources that deny our humanity. We remember our ancestors to deepen our sense of identity, to seek to know, to clarify, to understand the ways our fathers and mothers carried on the struggle for integrity and human freedom in their time.



**Thursday, May 5**

4:30 p.m. – 6:30 p.m.

***The History of African American Language***



**Dr. Noma Lemoine**

Consultant, LeMoine & Associates and Educational Consortium

Cultural and linguistic diversity are vital to transforming instruction for African American students and in removing barriers to accessing rigorous core academic curricula. An understanding of culturally and linguistically responsive pedagogy that builds on the language, learning styles, and cultural competencies that African American students bring to school is prerequisite to ensuring equity and access to core curricula and in transforming the lives of African American students in ways that ensure they are enabled to reach their fullest potential. (Session 2 – Linguistically Responsive Instruction will be held on May 19, 2022)

**Saturday, May 7**

9:30 a.m. – 12:30 p.m.

***Why Afrocentric Parenting Skills Lead to Academic Success for Black Children***



**Dr. Cirecie West-Olatunji**

Director, Center for Traumatic Stress Research, Xavier University

This session will offer 5 evidence-based strategies shown to effectively support Black children in their socio-emotional development and academic achievement. Dr. West-Olatunji will highlight culture-centered approaches for use with young children and adolescents as well as gender-based interventions.

Teachers should register on TrueNorth Logic. Parent and community members can register by sending an email to [ymontalvo@rochesterteachers.com](mailto:ymontalvo@rochesterteachers.com).