

15 November Sessions

Amanda Bates

The Black Expat and The Global Chatter

The Black Expat is a digital platform focused on black identity and international living.

The Global Chatter is a conversational podcast that provides discussion on international mobility, identity, race, career and more. Each episode takes a deeper dive on issues related around the expatriate experience, especially as it relates to Black and Brown people. Come for the commentary. Stay for the laughs.

Shwetangna Chakrabarty

Amplify Melanated Voices: Teachers the agents of Change in International Schools

In this session, Shwetangna will open up a conversation to reassess the IQ (Internationalism quotient) in international schools. The aim is to amplify melanated voices in order to create an action statement to counter racism in international education. The main agenda is to recruit teachers as agents of change in international schools through inquiry, action and reflection. Educators will get an opportunity to ask and discuss uncomfortable questions in order to collate action points to address the existing racist culture in international schools. This session will focus on initiating a resolution created by teachers to counter racism in the workplace. This resolution will act as an action statement for schools who are willing to answer uncomfortable questions in order to tackle systemic racism. Participants will introspect their role in creating an anti-racist culture in education; teachers will feel empowered to act as agents of change.

Dr. Vernita Mayfield

WHEN THE TOPIC TURNS TO RACE: Successfully navigate or facilitate critical discussions with peers and with students

How do you initiate a conversation on race and racism that is inclusive, safe, and respectful? How do you help students listen and empathize with experiences of oppression? How do you create a socially, emotionally, and culturally inclusive space where all students can express their authentic selves? This session will provide guidance on how to have effective conversations that center on race, racism, and equity. PARTICIPANTS WILL: • Learn research-based



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recommendations for facilitating a conversation on race. • Practice a protocol for leading a conversation on race.

Yvette Cuenco

Allyship as an Asian American/Filipino American/ Non-Black POC - Standing Side by Side in the Black Lives Matter Movement

This workshop will be a courageous conversation about Non-Black POC allyship and the Black Lives Matter Movement. Yvette will present her own experience as a Filipino/Asian American ally as well as historical push-pull factors (successes/challenges) in the relationship between Black and Asian Americans/Non-Black People of Color. She will also provide useful resources that can help fellow non-Black POC allies dig deeper into their understanding of anti-racism/anti-bias as well as resources regarding the Asian American/Filipino American historical context in relationship to the Civil Rights and Black Lives Matter movement.

Mehar Suri, Mehar Arora, Chaeyun Byun, Harshita Sharma

Student Panel from the International School of Amsterdam

Angeline Aow

Safeguarding: Social Justice for All

To create fair and just educational institutions the rights of each individual must be recognized and protected. Safeguarding for all is essential for socially just communities. Institutions that value diversity, equity and social justice **for all** need to actively cultivate safe and secure learning communities where all can thrive.

Dr. MaryAnn DeRosa and Pam Nasorri West

What if the tables were turned? Imagining curriculum and instruction through a POC lens

Too often, a “Brain Break” or “Go Noodle” movement becomes the instructional response when students seem fatigued or disengaged. The hope is that the class will come back to life if



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we interrupt learning with a little movement, even if it is disconnected from the lesson. *What if*, instead, movement, song, and dance was embedded in the instruction? *What if*, our response to disengagement was not the child's lack of interest but the lack of responsiveness to student culture and voice in the instruction?

In this session we will identify, understand, and compare Individualist vs Collectivist cultural archetypes. We will examine how Individualism dominates current curriculum and instruction in class and imagine "*what ifs*" of a curriculum and instruction that features collectivist culture characteristics. With our understanding of cultural archetypes, we will explore instructional strategies rooted in collectivist cultures that can be used to create joyful learning experiences and speak to the diversity of our classroom community.

Kyra Kellawan

Movement Building Through Podcasting: A "How To" Guide For Beginners

During Lockdown, starting a new education innovation podcast brought together various threads of learning, advocacy and social justice for me, and this has now expanded to webinars, writing articles and even fielding job adverts to the community I found in my listenership and among my guests. For anyone else who would like to start or grow their own movement through the medium of a podcast or webinar series, this session will explain how to get started from scratch, where to look for advice and inspiration on those low days, and how to find your tribe using all the technology we have at our fingertips to make the most of a global network of "dreamers who do".

Sulaiman Jenkins

Analyzing the Impact of Othering in ELT

This session will investigate the origin of Othering in the practice of teaching English and establish the different areas of teaching and learning in which Othering is encountered. The session will then examine the many different negative consequences that result in Othering for teachers and learners from monetary, affective, professional, and pedagogical angles. The session will be an explicit call to professional equity in the field of ELT.

Alysa Perreras

Antiracism Work for Students of Privilege: Why it Matters and Strategies for the Classroom

Too often in the practice of antiracism, the work derails into a deficient mindset that focuses on “helping” students who identify as Black, Indigenous or People of Color (BIPOC) alone. However, the barriers the BIPOC students face are not their identities; the violent barriers are the systems of whiteness, white supremacy and antiblackness. Resultantly, the work of antiracism also needs to happen with students who benefit from those systems. In this session, participants will examine why this work **MUST** also happen in privileged spaces, including wealthy international schools. We will explore how allowing our students to remain ignorant and unaware of the systems they benefit from and the ways they are complicit in oppression is both dangerous and problematic. Furthermore, participants will leave with specific strategies and resources for including antiracism work in privileged spaces.

Ayodele Harrison

BIPOC Leading School Improvement

Convening a meeting with a diversity/inclusion task force, sending out a survey, releasing a statement that references Black Lives Matter, hiring more educators of color, and/or sending faculty of color to equity-focused trainings will not lead to representation, social justice and equity studies in international education. Engaging in a comprehensive and systematic approach to school improvement will. What is school improvement? It is a process where schools, leaders, students, families, and community members work collaboratively to figure out what to do to better serve all students. In this session, participants will discuss:

- The school improvement process
- A systems approach to centering equity in school improvement
- Opportunities for leading school improvement efforts from the classroom, diversity/inclusion committee, HR department, admission office, as well as the principal/head of school office