

Recorded Sessions

Jasmine Cochran, Democrats Abroad Black Global Caucus Poet Laureate, is an Honors Literature and AP English Language & Composition Subject Expert Teacher in Guangzhou who recently designed and launched her international school's first diversity and inclusion initiative. She is also the founder of *History Confronted*, an online database and training resource committed to changing the narrative of BIPOC to one of dignity, power, and achievement. Jasmine, a Mississippi native who has lived in China for four years with her husband and two daughters, hopes that by equipping educators to create spaces of acceptance and celebration of brothers and sisters of all backgrounds, she will leave the world better than she found it.

Cultivating an Anti-Racist School Environment—Designing and Launching the Initiative

Study after study proves that when students are exposed to a variety of cultures and ethnicities, their self-awareness and empathy grow, they learn to appreciate their unique individuality while also feeling a sense of belonging to peer groups, and they are better prepared for college and the workplace. International schools have a tremendous resource in their teacher cohorts, but all too often miss the opportunity to shine a light on the treasures among them because of curricula that minimize contributions and achievements of BIPOC.

This session will give change-makers the nuts and bolts of encouraging anti-racism buy-in by school leadership, designing a school-wide diversity and inclusion initiative, and integrating teachings into classes in every department that include the contributions of people from all over the world.

Daniel Wickner (he/him/his) is a classroom teacher at Hong Kong International School and writer on identity in education. Being multiracial/multicultural/multilingual, he strongly identifies with the complex intersectionality of international school students and communities. His work, in the classroom and out, focuses on centering identity in educational practices to support students' ongoing identity development. For more information, resources, publications, and perspectives visit his website (www.identitycentered.com) or follow him on Twitter @DanielWickner.

Centering Student Identity in Our Classrooms

When we view our work as educators through an "Identity Lens", we see that so much of what we do is affirming of our students' diverse identities-- and much of it isn't. While even the simplest of actions can lead to identity affirmation and growth, identity denial and erasure can just as easily occur, often inadvertently or invisibly. In this session, Daniel Wickner explains how placing student identity at the center of our classroom practices and structures can make our learning spaces more affirming and conducive for students' healthy identity development.

In addition to being a DEI expert, **Cynthia Roberson** is an MYP and DP educator currently conducting diversity, equity and inclusion research in international schools for her doctoral dissertation. Throughout her fifteen year tenure in education she has engaged in antiracist and DEI advocacy in education systems in the United States and abroad, including presenting at national and local conferences on equity and inclusion, as well as best practices and strategies for decolonizing the English Language Arts curriculum. She holds Master's degrees from Temple University and Saint Leo University and is currently a Doctor of Education student at the University of Illinois-Urbana Champaign.

Trauma, Advocacy and Healing: Surviving and Thriving as a Racialized and Minoritized Person in Educational Spaces.

Dominique Blue has over ten years of experience serving students in roles such as Teaching Assistant, Paraprofessional, Lead Special Educator Teacher, Middle School Science Teacher, and Middle School Dean. The mother of a son with 1p36 Deletion Syndrome, Dominique takes great pleasure in helping create a world where individuals with disabilities and special learning needs develop positive identities and contribute gifts to our community that is meaningful to them. She serves on the Membership Committee of the CEC's Division of Special Education and Services (DISES) and the Advisory Council of the Association of International Educators and Leaders of Color (AIELOC). In her free time, she works towards dismantling systemic racism in international schools.

Culturally Sustaining Pedagogy through a Dis/Ability Lens



Dr. Felicia Jackson is an international education enthusiast with 25+ years of working in the education community. She develops relationships with organizations that allow collaboration on effective ways to build agency and increase the environment's capacity. Felicia began her education career in Michigan and has worked in Tennessee, Mississippi, and Abuja, Nigeria. During her 25 year span, she has authored curriculum units, focused on culturally relevant content, redesigned curriculum programs to create data-driven decisions, and restructured school environments to meet all learners' needs. Her research and passion for cultural competence drive her to create learning environments that preserve its ethos.

Felicia serves on executive boards in her local community and is the founder and program director for community social and outreach events. She is also an active participant in the global education community and advocates for enhancing the African continent's positive narrative. Felicia engages in communication and program development to increase diversity and inclusion in the international school environment and strives to be an influencer in the African Diaspora community.

Felicia earned a Doctorate of Education in Educational Leadership and an Education Specialist Degree in Curriculum Development from Union University, a Master of Arts Degree from The University of Detroit Mercy, and a Bachelor of Science Degree from Central State University.

Cultural Competence

An education environment must allow students and employees to have a sense of belonging. When students do not feel like they belong in their school environment, they become emotionally detached, experience lower academic gains, are less confident, and are more socially isolated. Educators who do not have a sense of belonging are less likely to create a belonging environment in their classroom environments and often develop resentment for the profession. Creating an educational environment that allows all stakeholders to have a sense of belonging involves respecting the environment's cultural diversity. During this session, participants will learn about the layers of culture and learn self-reflection steps needed to become a more culturally competent individual.