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Dear Colleagues,

Welcome to our first AIELOC Summer Institute 2021! We are excited to offer virtual sessions during June and July to international school educators and leaders around the world. Our esteemed facilitators work around the world and are excited to share their research and work with you and challenge you with new ways of thinking about teaching, learning, and leading. Come ready to learn and share more about yourself, your school, and your context and inspired to leave as part of a community of learners.

Best Regards,

Kevin Simpson
Founder of AIELOC
www.aieloc.org
**MEET OUR FACILITATORS**

**Angeline Aow** is an international educator who has taught in schools in Sydney, Singapore, Nanjing and Berlin where she currently resides. Having undertaken multiple roles within schools, as a teacher, curriculum coordinator, accreditation coordinator and most recently as a professional learning and development coordinator, Angeline has gained unique insights and understandings from multiple perspectives. Her work as a member of the International Baccalaureate Educator Network (IBEN) and CIS volunteer has provided opportunities for her to work across cultures, borders and languages where she brings together learning communities interested in developing shared understandings and practical steps towards sustainable school growth. Angeline is an advocate of coaching, concept-driven learning and teaching and contributes as an active citizen on social justice issues through her role as a country network leader of @WomenEdDE. She also serves as a school member representative on CIS’ Board Committee on Inclusion, Diversity, Equity & Anti-racism. Angeline believes that every educator and student has the power to impact others to create a just and equitable world.

**Dr. MaryAnn DeRosa** is a passionate progressive educator who has over 20 years of experience working in the classroom as a lead classroom teacher, special educator, and instructional and SEL coach. As a teacher leader and teacher trainer, she has led professional development on a variety of topics, including Universal Design for Learning (designing instruction to include all learners), Social Emotional Learning, Equity and Inclusion, Culturally Responsive Teaching and Cultivating Creativity. She earned her doctorate from Northeastern University in Boston, concentrating in course work on social justice and equity in education. Always from a change agent lens, her research is focused on fostering creativity and designing inclusive and engaging learning environments.

MaryAnn spent a majority of her career teaching in Washington DC public schools, where she taught as a K-5 classroom teacher and as a special education teacher in inclusion settings as well as in a dual-language immersion school. She has also taught in international schools in China, Guatemala, Costa Rica, and Italy. Most recently, MaryAnn served as a Curriculum Design Consultant for Relay Graduate School of Education where she contributed to the development and design of a foundation course “Creating a Culturally Responsive and Inclusive Classroom.” Currently, MaryAnn lives and teaches in Milan, Italy.

**Darnell Fine** is an experienced facilitator of adult learning focusing on curriculum & assessment, diversity, equity, inclusion, and culturally responsive teaching. He has led sessions for national and international conferences, numerous US public, independent and international schools, as well as the Pew Center and the US Department of Education. In addition to facilitation, he serves as a curriculum consultant, reviewing manuscripts and curricula for publishing companies, national arts organizations, and universities. After earning his Bachelor’s in Africana Studies and Education at Brown University, Darnell obtained his Teacher Support Specialist Endorsement through Georgia State University and his Master’s in Creative Writing in London. He is currently an instructional coach and chairs the faculty Diversity, Equity, and Inclusion (DEI) planning team at Singapore American School. He is also a doctoral candidate at the University of Southern California, studying educational leadership through a lens of equity and social justice. Darnell is a 2012 recipient of the Learning for Justice Award for Excellence in Culturally Responsive Teaching and a former advisory board member with Teaching Tolerance.
**MEET OUR FACILITATORS**

In addition to being a DEIJ 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 candidate at the University of Illinois-Urbana Champaign.

**Danau Tanu** holds a Ph.D. in anthropology and sociology from the University of Western Australia and was recently awarded a Japan Foundation Fellowship to conduct postdoctoral research (after the pandemic ends) as Visiting Research Fellow at the Graduate School of Asia-Pacific Studies, Waseda University. She is the author of the first and only book on structural racism in international schools: Growing Up in Transit: The Politics of Belonging at an International School. She has also contributed an appendix chapter to Third Culture Kids: Growing Up Among Worlds and a chapter to Writing Out of Limbo: International Childhoods, Global Nomads and Third Culture Kids. Danau is serving as Co-Chair of the Families in Global Transition (FIGT) Research Network, Editor at Inside Indonesia, and Co-Founder of TCKs of Asia. List of publications: www.danautanu.com
Growing Up in Transit on Your Campus
15 June 8:30-11:00am EST

Facilitator: Dr. Danau Tanu

Overview:
How can international schools create a learning environment where students of all backgrounds can thrive? This workshop will equip educators and leaders with tools to better understand student perspectives of international educational spaces and how their students’ linguistic, cultural and racial backgrounds affect the social dynamics on campus and their experience of learning both inside and outside the classrooms.

As a result of rapid changes in student demographics, many international schools are faced with visibly entrenched student cliques based on nationality (or language), which undermines the school’s mission to nurture ‘international-mindedness’ and parents’ desire for their children to become ‘international’. What is less visible is the way the dominant culture of the school’s educators, leadership and (hidden) curriculum actively promotes the formation of these student cliques and discourages intercultural interactions.

So, how can educators and leaders enhance student and parent engagement with the school’s international culture? Instead of offering a one-size-fits-all formula, the workshop will use evidence-based research to invite educators and leaders to go beyond their own paradigms and assumptions about ‘international-mindedness’ and to create solutions that are better suited to the specific student demographics and local contexts of their schools. The goal is to help educators and leaders identify and address issues of invisible, structural racism that pervades the international school ecosystem and thus ensure that their school stays globally relevant.

Recommended reading:

The workshop will build on and go beyond the findings of Dr. Danau Tanu’s ethnographic research, which is based on a yearlong immersive participant observation at an international high school and over 130 in-depth, qualitative interviews with students, alumni, parents and international educators.
**WE CAN’T LEARN WHAT WE ALREADY KNOW: FACILITATING RACIAL LITERACY DEVELOPMENT FOR EDUCATORS OF COLOR (FOR BIPOC EDUCATORS AND LEADERS ONLY)**

24 June 8:00-10:00am EST

**Facilitator:** Darnell Fine

**Overview:**
The title of this session is a response to Gary R. Howard’s *We Can’t Teach What We Don’t Know: White Teachers, Multiracial Schools*, a seminal book in the field of multicultural education. Too often, anti-racism workshops focus on developing white educators into more culturally competent professionals while failing to provide developmentally appropriate instruction for educators of color. While facilitating the racial literacy development of white educators is important and necessary to confront white supremacy, asking educators of color to bear witness to white educators’ racial awakening can take away from tending to their own healing. As such, this course will focus on the role educators of color might play in confronting our own internalized racism.

**Objectives:**
- Radically imagine our lives free of internalized racism
- Explore strategies for interrupting internalized racism
- Engage in a process of radical self-love
- (De)commit from internalized racism

**Laboring under the White Gaze: How BIPOC Educators (Can) Survive and Thrive in International Schools**

31 July 10:00-12:00pm EST

**Facilitator:** Cynthia Roberson

**Overview:**
This course will highlight the current experiences BIPOC educators are having in the international school community with exclusion, discrimination and marginalization. After analyzing the impact of these experiences, the course will move into strategies and solutions for transforming spaces that are inclusive, safe and empowering for all stakeholders.

**Objectives:**
- Learners will evaluate the current phenomena that contributes to creating cultures of exclusion and discrimination in the international school community.
- Learners will analyze current exclusionary practices that create harm, yet have been normalized due to the perpetuation of racist ideologies.
- Learners will engage new knowledge of inclusive practices and learn strategies that can implemented in a range of international contexts.
- Learners will create an inclusive plan of action that represents multicultural knowledge construction and deconstructs racial, ethnic or cultural hierarchies.
RE-IMAGINING TEACHING AND LEARNING THROUGH A BIPOC LENS
22 July 2:00-4:00pm CEST

Facilitator: MaryAnn DeRosa, Ed.D

Overview:
Two decades ago Gloria Ladson Billings introduced the term “culturally relevant pedagogy” drawing on practices observed by master teachers. Of the eight teachers, seven identified themselves within an African American cultural reference (Ladson-Billings 2009). Is it possible that their masterful teaching was a consequence of their self-identified cultural reference? What if we distilled our teaching practice through a cultural framework? Would we see our current practice grounded in whiteness? Could we then challenge ourselves and reimagine teaching through a BIPOC cultural lens?

In this session we will identify, understand, and compare Individualist vs Collectivist cultural archetypes. We will examine how Individualism (Whiteness) dominates current teaching and learning practices and imagine “what if instead” learning experiences expressed Collectivist (BIPOC) culture characteristics. With our understanding of cultural archetypes, we will explore instructional strategies rooted in collectivist cultures that can be used to create inclusive joyful learning experiences while speaking to the diversity of our classroom community.

Objectives:
- Define, understand, compare individualist vs collectivist cultural archetypes
- Identify dominant Individualist (White supremacy) cultural traits within our practice and curriculum
- Imagine a collectivist culture (POC culture) as the dominant influence in learning experiences
- Practice collectivist culture teaching strategies (i.e. storytelling/counter narrative storytelling; cooperative/collaborative learning; learning through the arts and performance)

BEYOND STEREOTYPES: COLLABORATION WITH MULTILINGUAL AND INTERCULTURAL LEARNERS
13 July 2:00-4:00pm CEST

Facilitator: Angeline Aow

Overview:
Being an educator in an international school is a challenging task. The backgrounds of our students and parents are varied and the same can be said about our colleagues. The educators we work with come from countries around the world, they speak multiple languages and they offer unique perspectives and experiences about the art and science of teaching and learning. How best can we leverage our multilingual and intercultural backgrounds to promote student learning? What do we need to take into consideration?

Objectives:
- A deeper understanding of how biases are formed and how they impact decision-making processes strategies to promote intercultural growth in your classroom and/or school
- Language plays a vital role in the construction of meaning and provides an intellectual framework to support conceptual understanding and application into improved teaching and learning practices.
- Awareness of how individual language/socio/cultural backgrounds impacts the choices we make when collaborating with others
- A professional learning community that reflects the values, beliefs and understandings of language learning is essential if educators are to have access to the content of change initiatives that impact student learning.
MEMBERSHIP INVITATION

The Association of International Educators and Leaders of Color (AIELOC) is devoted to amplifying the work of international educators and leaders of color with a focus on advocacy, learning, and research.

MEMBERSHIP BENEFITS

– Networking and community
– Virtual Membership Card and Certificate
– Access to research and programs
– Advocacy and Support
– AIELOC e-newsletter
– Global Opportunities beyond the classroom
– Contribute to our collection of stories
– Discounts on services from our partnering organizations
– Member-only growth opportunities: consulting, entrepreneurship
– Member-only Professional Learning: Coaching, Webinars, and Conferences

ASSOCIATION OF INTERNATIONAL EDUCATORS AND LEADERS OF COLOR

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ABOUT AIELOC

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