



*Join Alysa Perreras for Personalized Diversity,
Equity, Inclusion and Justice Training in:*

Beyond Performance: The Work of Equity and Justice in International Schools

Meeting Dates:

- Session 1: October 8, 2020**
- Session 2: October 15, 2020**
- Session 3: October 22, 2020**
- Session 4: October 29, 2020**
- Session 5: November 12, 2020**

Meeting Times:

4:30-6:00pm EST

Audience:

School Leaders & Teacher Leaders

**Limited to 30 participants*

SERIES OVERVIEW

A 5-week diversity, equity, inclusion and justice (DEIJ) workshop series designed to examine where your institution is in the work of DEIJ. The workshop series focuses on interrogating and dismantling the performance of allyship that derails justice and placing systemic change and healing as the center of DEIJ. Specifically, participants will be provided with understanding, frameworks and tools to first examine their own individual understanding and roles in systemic oppressions. Then, the series creates spaces to examine how institutional practices uphold systemic oppression, how to confront those practices, and how to make shifts in their organization towards shaping a world that honors and values the liberation and humanity of all.

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ALYSA PERRERAS, Workshop Facilitator



Alysa Perreras is a multilingual educator and facilitator focused on constant learning and consistent engagement in the work of abolitionist teaching and dismantling systems of injustice in hopes of radical liberation for all. As a woman of Color and a child of Colombian and Filipino immigrants to the United States, she learned, on a both a personal and institutional level, how systems of oppression operate. As a cisgender, US passport holding, native English speaker, amongst others identity markers, she also experienced ways in which privilege grants opportunity and access. This intersectional lens is brought into all the work she does as an educator and equity consultant. Dismantling the systems of oppression around her, even the ones that grant her unearned privilege, is both a deeply personal passion and professional pursuit. Over a decade in education, her work includes six years of classroom teaching, curriculum and course design, adult learning and coaching, strategic planning and consulting, all through an antibias, antiracist and justice centered lens. She has presented on the work of justice and equity education at various conferences both in the USA and in Latin America. She has a master's degree from SUNY Buffalo and is currently pursuing her PhD in Education for Social Justice through the University of San Diego. Alysa currently works as the Diversity, Equity, Inclusion and Justice coach at The Columbus School in Medellin, Colombia.

OVERVIEW OF SESSIONS

Session 1: Comfort with Discomfort

As a community of learners we will establish common understanding and norms in order to deepen our work together in community. In this session, participants will begin by building a common understanding with terms necessary in the work of justice. Participants will also be provided space to engage with one another to unpack the discomfort with certain terms in order to build their own comfort and deepen their understanding: Terms such as privilege, white supremacy, anti blackness, colonialism, heteronormativity and patriarchy will be explored. Participants will also engage in thinking around what growth mindset means in anti bias /anti racist work

Session 2: Systems Thinking and Dominant Narratives

As a community of learners we will deepen our understanding of how systems of oppression function and how this should shape our approach in international schools. In this session, participants will begin to understand injustice and oppression as integrated systems, not just individual acts, through the 4 I's of Oppression Framework. Furthermore, participants will engage in exploration of how individual implicit bias and mental models are intertwined within policies and culture through the Iceberg Model. Participants will apply the frameworks to their own international communities.

Session 3: Staying in the Work

As a community of learners, participants will develop tools specific to addressing those who try to derail the work of justice. In this session, participants will explore some of the common defensive behaviors that stand in the way of authentic justice work. Participant will not only be provided a framework to recognize and combat said defensive behaviors but will also be provided a space to apply their learning by examining scenarios that may come up in engaging in this work in international school communities.

Session 4: Educational Justice: What it is and What it Looks Like

As a community of learners, participants will examine where our education systems work as a tool of oppression. In this session, participants will build the knowledge necessary to recognize where systems of oppression, such as white supremacy and anti blackness, live within educational structures. Participants will also explore tools on how to actively begin to dismantle them, both in the classroom and as school leaders, as well as the desired outcomes and benefits of doing this work, especially in privileged spaces.

Session 5: Transactional allyship vs Transformative Justice

As a community of learners, participants will apply a framework designed to move the actions of organizations from transactional allyship to transformative justice. In this session, participants will be provided a specific framework to shift the conversation of justice from intention to impact. Through this framework, participants will explore where their current institution is and how they might begin to shift the work from performance to transformative change.