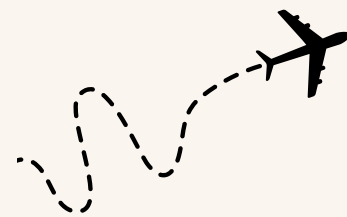


Jeremias Dremoniz



Jeremias Dremoniz's journey as an educator spans North and South America, Africa, and Asia. He has taught students of all ages, navigated linguistic and cultural barriers, and witnessed how education can be a lifeline and a lever for social change. As an upcoming graduate from the Summer Principals Academy, Jeremias is channeling years of international teaching experience into a mission to transform education in the US—making it more equitable, empathetic, and globally informed.

Teaching and Traveling

Originally from Argentina, Jeremias has always loved to travel.

Reflecting on his early experience moving to the US, he explained, "I really love the challenge of learning a new culture, learning a new language, adapting my stomach to new foods, connecting to people...Once you travel, you just can never stop."

Jeremias first developed an interest in international education while teaching in the Bronx. There, he saw signs of segregation that were deeply entrenched in the education system—under-resourced buildings, food and library deserts, and an inability for underprivileged students to lead healthy lives. Feeling disheartened, he experienced a desire to do more.

"I needed to get out of here just to see if I could help somewhere else because I didn't feel like my work as an ENL teacher was enough."

The English Language Fellowship program, sponsored by the U.S. Department of State and Georgetown University, offered an opportunity to travel to low-resource countries and support English instruction and teacher training. For Jeremias, it was a perfect way to combine service, cultural immersion, and educational development.

Education across Continents

His first fellowship took him to Guinea-Bissau, a country where more than two-thirds of the population lives in poverty and life expectancy hovers just above age 64. He was assigned to teach English methodology at a local university, but his impact quickly expanded. Noticing a group of widowed agricultural workers behind the campus fields, he began inviting them to informal classes. What started as a small club eventually became a formal organization advocating for women's education and empowerment, with members speaking around West Africa and even in New York.

In addition, Jeremias wrote grants to improve the school's infrastructure, securing computers, Wi-Fi, and air conditioning for a learning center. His work has continued beyond his fellowship, as he currently works to create an AI-powered tool to provide women's health education in local languages.

After Guinea-Bissau, he moved to Senegal, where he was assigned to the region's largest veterinary school. There, he developed English for Specific Purposes curricula to help students access international veterinary and medical literature. His work focused on expanding research competencies and aligning English instruction with the practical needs of future professionals.

In Uzbekistan, Jeremias took on yet another challenge: teaching future educators while navigating a different culture. Reflecting on the birth of his daughter, he remarked how "people didn't smile or laugh as much as we were used to." But over time, he built relationships with locals, and he realized, "people were very happy. It's just expressed differently there." It was a lesson in humility, human connection, and navigating culture shock.

These immersive experiences taught him to value cultural nuances, question his assumptions, and adapt—not just as a teacher, but as a human being.

"If my students invited me to their homes, to meet their families, I needed to go and understand where they were coming from. That makes me a much more empathetic teacher, facilitator, and leader."

A Return with Purpose

Jeremias vowed, "the only way I'd return to the United States was if I found a way that I could really change students and provide learning that is more equal and equitable." Hearing about Teachers College from his colleagues, he first pursued a remote degree in Computing in Education.

Quickly, he learned about SPA and was drawn to its blend of theory and practice, leadership development, and emphasis on equity. He moved his family from Argentina to New York to enroll.

Jeremias is completing his second year at SPA. He serves as an English New Language teacher at Ossining High School, where he brings empathy and insight to his students, many of whom are navigating the same cultural dislocation he has faced. Drawing from lessons learned abroad and at SPA, he incorporates movement, nature-based learning, and social-emotional awareness into his classroom.

Looking Ahead

Reflecting on his time abroad, Jeremias gained new clarity about immigrant-origin students in the U.S.

"They're not just learning a language. They're coming to school with all this wonderful information, and all of a sudden it's clashing with an entirely new system. It's really difficult because schools have focused so much on developing English, and it's really a full body and mind assimilation of a new place."

His own experiences with culture shock inform his teaching every day, reminding him to see his students not just as

language learners, but as whole people navigating complex transitions.

As a soon-to-be graduate from SPA, Jeremias hopes to seek further education in international education policy and management. He dreams of opening schools that "serve as models that include nature and exchange programs for students that don't have access to that," while working on local and international policy to expand those opportunities more broadly.

When asked about his advice to SPA students, Jeremias stated,

"It's okay to want a little more prestige in your life and to want to push for things that are greater."

One lesson stands out: growth begins within.

"The way that we talk to ourselves is the way that we talk to other people. It's impossible to treat others well if we don't treat ourselves well."

Jeremias urges fellow educators to "be a little nicer to yourself," and students will mirror that same kindness in their own lives.