



A National Program
For School Leaders and Educators

Diversity Directions' Virtual Independent School Seminar

Monday, July 11 – Friday, July 15, 2022

Sponsored By:



The Seminar Will Be *Virtual* This Summer

Early Bird
Discount
Deadline
April 15

Our experience with Diversity Directions was outstanding. Transformative leadership begins from within, and the Seminar empowered our leadership team to lean into brave conversations and self-reflection. The Focus Groups established safe spaces for inquiry, and each facilitator left us with actionable steps to take back to our school.

We recommend the Diversity Directions Seminar wholeheartedly!

Thu-Nga Morris, Asst. Head of School, Short Hills Campus
The Pingry School, Short Hills, NJ

The Diversity Directions Seminar was a critical factor in unifying our Administrative Team around our DEI planning and efforts as a school. The connections we made there—both amongst ourselves and with the great Diversity Directions Family—were indispensable in giving our strategies substance and bringing added conscience to our interactions and influence.

Dan Scheibe, Head of School
Lawrence Academy, Groton, MA



A National Program For School Leaders and Educators



An outstanding and engaging seminar led by educators with deep experience in independent schools. It is a unique opportunity to listen to their guiding voices, learn from their lived leadership and collaborate with other participants from all over the country in daily focus groups to discuss DEI policy, programming and practice. I highly recommend it for independent schools' Board of Trustees committed to creating more inclusive school cultures and communities

**Monica Tucker, Chair, Board of Trustees
Bryn Mawr School, Baltimore, MD**

I can't thank you enough. The Seminar has been incredible and moving in ways I didn't expect. I felt seen and heard at Diversity Directions, even though it was virtual, and am wildly grateful for the week.

**Sarah Tahang-Bianco, DEI Coordinator
Fayerweather St. School, Cambridge MA**

The guidance, support, and mentorship provided by the Diversity Directions Seminar informed and empowered participants to continue their work to cultivate and sustain affirming and inclusive schools. At the Seminar, educators are prompted to dig deeply into their institutional practice through peer-reviewed research, personal narrative, and an exploration of individual school values. Through large and small group meetings, Diversity Directions cultivates the habits of mind necessary for educators to craft their practice with intention and purpose.

**Liz Stockdale, Head of Upper School
St. Mary's Hall, San Antonio, TX**

The Seminar Topics

- **Understanding Racial Identity Development in Both BIPOC and White Students**
Dr. Holly Hinderlie, Psychologist and Director of Counseling, Holton Arms School, MD
- **Leading in the Work of Equity, Inclusion & Anti-Racism: Three Administrators from Three Different Kinds of Independent Schools Share How**
Linda Carter Griffith, Assoc. Head, Phillips Academy, Andover, MA
Mark Stanek, Head of School, Shady Hill School, MA
Bobby Edwards, Director of Community Inclusion and External Relations at McLean School (MD)
- **Why Create an Inclusive School Culture?**
Dr. Olivia Moorehead-Slaughter, Psychologist, The Park School/B.U. Medical School and Christine Savini, Principal Consultant, Diversity Directions
- **Understanding Micro-Aggressions in the Age of Black@**
Dr. Keith Hinderlie, Psychologist, Hinderlie Consulting
- **Strategies for Hiring *and Retaining* a Diverse Administration, Faculty and Staff**
Christine Savini, Principal Consultant, Diversity Directions
- **Decolonizing the Curriculum and Creating Identity-Safe Classrooms**
Lynn Bowman, Founder of Leadership Coaching and Consulting, LLC
- **Identifying and Responding to Privilege and Entitlement in Independent Schools**
Dr. Randy Testa, Associate Director for Programs in Professional Education at Harvard Graduate School of Education
- **Supporting Asian/South Asian-American & Asian/South Asian International Students**
Vivian Wu Wong, Asian-American Student Advisor & History Teacher, Milton Academy, MA
- **Including Latinx Students & Families in our Schools**
Gloria Fernandez Tearte, Consultant to Independent Schools
- **Making Schools Safe for LGBTQ+ Students, Families and Faculty**
Robert Parlin, History Faculty, Newton South High School, MA, Co-Founder of GLSEN

ALSO

- **BIPOC, LGBTQ, and Gender Affinity Groups**

THE SEMINAR FOCUS

Diversity, Equity and Inclusion in Independent Schools

Most independent schools have made a commitment to diversity, equity and inclusion, presenting it in their mission statements, on their school website, and representation within their student body. Many have developed standing committees on equity and inclusion, taken steps to recruit a diverse faculty, and even established equity and inclusion leadership positions. Despite taking these steps, many schools often find themselves unable to sustain their original achievements or to make further progress toward their goals.

A highly experienced team of independent school professionals, who have successfully created inclusive communities, established equity programs and applied inclusive and identity safe teaching practices in their individual schools, as well as having spent over 25 years assisting other independent schools nationwide, provide the leadership of the Independent School Diversity Seminar.

Combining the most current academic research with intellectual strength and emotional engagement, the Seminar team helps schools develop a common vision and strategic methods to examine and address the personal, interpersonal, and institutional factors that can advance or impede a school's inclusion initiative, and suggests approaches and methods for designing systems, enhancing climate, and ensuring lasting progress. The Seminar's size and schedule is designed to allow each participant to be heard and supported in both full seminar and small group sessions. Team leaders meet their small groups each day to discuss the large group experiences, exploring how the ideas and strategies being presented can be applied to their own schools.



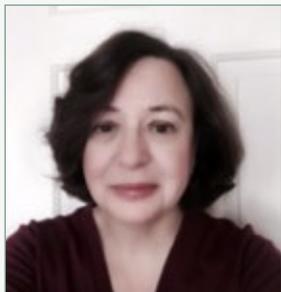
2019 In-Person Seminar Focus Group

THE SEMINAR SPONSOR

The Diversity Directions Group, which consults exclusively to independent schools, is a diverse team of educational leaders with deep professional experience in NAIS schools. Diversity Directions has consulted to over 150 NAIS schools in 19 states. The Diversity Directions team includes professionals who have served as long-term diversity and inclusion directors, independent school psychologists, administrators, and teacher/leaders. Christine Savini leads Diversity Directions and consults full time. Other team members consult on an adjunct basis. Diversity Directions' approach is to meet the client school where it is in its evolution as a diverse and inclusive community, and using an inquiry-based appreciative method, provide specific, practical steps to help the school reach its next level of development. Diversity Directions seeks to help each school access current research, resources, and techniques in multicultural practices, so that it may develop and meet its own strategic, mission-driven goals for diversity, equity and inclusion.

To receive a Diversity Directions Consulting Brochure, e-mail:
csavini@diversitydirections.com

Seminar Founder/Director



CHRISTINE SAVINI, Founder and Principal Consultant of Diversity Directions, has been a leader in independent school diversity efforts for over 25 years. Christine holds a M.A. in American Racial and Ethnic Studies, and for 17 years served as Director of Diversity Planning at Milton Academy (MA). While at Milton Christine sought and received a \$400,000 Wallace Foundation Grant to develop diversity and multicultural programming, and chaired a strategic planning process for the recruitment and retention

of faculty of color at the school. She also served on several NAIS Multicultural Assessment teams, and on the board of trustees of a RI independent school, where she chaired the strategic planning process.

Christine is the author of the article *Unconscious Bias and How It Affects The Hiring Process*, which appears in the NAIS book *The Inclusive School: A Selection of Writing on Diversity Issues in Independent Schools*. She is also a contributor to the *AISNE Guide to Hiring and Retaining Teachers of Color*, the *NAIS Middle School Handbook* and the *AISNE* publication *How White Educators and Educators of Color Can Make Diversity Work*.



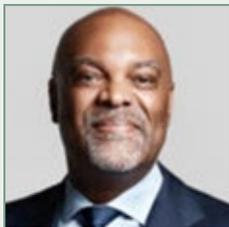
LINDA CARTER GRIFFITH is **Associate Head of School at Phillips Academy - Andover (MA)**. Linda had previously served as Andover's Assistant Head for Equity, Inclusion, and Wellness, and Dean of Community and Multicultural Development. Also, at Andover, Linda worked as a Cluster Dean, helped develop the Life Issues curriculum, and taught in the summer African Institute in Kenya and Tanzania. Her commitment to underserved students began working summers for MIT's Upward Bound Program, while teaching English at Boston Latin School. Linda also worked as the Associate Director of Project LASER (Learning Activities for Science & Engineering Readiness) at Emmanuel College. Linda holds an M.Ed. and also teaches in Andover's Theatre Department.



BOBBY EDWARDS is **Director of Community Inclusion and External Relations at McLean School (MD)**. He previously served as the Head of Lower School at McLean. Bobby was also Dean of Community and Multicultural Development and Senior Associate Dean of Admission at Phillips Academy, Andover (MA). He has also been Director of the DC KIPP to College Program. Bobby has presented on diversity issues at numerous conferences, and is a contributing author to *The AISNE Guide to Hiring and Retaining Teachers of Color*, and AISNE's *Thriving in Independent Schools: A Guide for Teachers of Color*.



HOLLY HINDERLIE is the **Upper School Psychologist at The Holton-Arms School (DC)**. Previously, Dr. Hinderlie was the Wellness Coordinator at Choate Rosemary Hall. And, for 12 years, she served as Director of Counseling at Maret School in Washington, DC., where she co-chaired the Committee on Equity and Inclusion. Also, at Maret, Dr. Hinderlie was the co-creator of the intensive professional development program, *Deepening the Discussion About Race*. Deepening has been shared as a model for independent schools at local and national conferences and through consultation with other institutions.



KEITH HINDERLIE, who holds a Ph.D. in Counseling Psychology, consults to independent schools. Keith served as **Director of Equity and Inclusion at Choate Rosemary Hall**, Director of Programs for the SEED Foundation (DC), Director of Student Services at Graland Country Day School (CO), and Assistant Dean for Community Relations and School Counselor at Milton Academy (MA). Keith has worked as a psychologist in higher education and family centers, and specializes in issues of African-American male students, children of trans-racial adoption and bi/multi-racial children.



OLIVIA MOOREHEAD-SLAUGHTER, Psychologist at The Park School (MA), OLIVIA MOOREHEAD-SLAUGHTER, Psychologist at The Park School (MA), holds a Ph.D. in clinical psychology. Olivia is also a Senior Faculty Member for the Center for Multicultural Training in Psychology at Boston University School of Medicine and Boston Medical Center. She has been a member of the Board of Directors of The Association of Independent Schools of New England (AISNE), is a past President of The Society for the Psychology of Women of the American Psychological Association (APA), and a former Chair of the Massachusetts Board of Professional Licensure of Psychologists. Olivia is a Fellow in APA and serves on the APA Council of Representatives. Within the field of psychology and beyond, Olivia has received recognition for her deep commitment to personal and professional mentorship.



GLORIA FERNANDEZ TEARTE, now consults to independent schools after serving as **Director of Diversity and Staff Development at Greenwich Academy (CT)**, where she also served as Director of Admission and Trustee during her tenure. She began her independent school career as the founding Executive Director of REACH, a program which places underserved Black and Latino students in independent schools in Fairfield County, CT and Westchester County, NY. Before working in independent schools, Gloria, who holds a M.S.W., directed human resource initiatives and executive recruiting for business and government, creating affirmative action policies and conducting sexual harassment awareness workshops. Gloria has authored several chapters in NAIS' *Diversity Work in Independent Schools: The Practice and The Practitioner*.



LYNN BOWMAN is the **Founder of Leadership Coaching and Consulting, LLC**. Former **Assistant Head at The Gordon School in Providence, RI**, Lynn also served as Gordon's Middle School Director, and directed the Teacher Residency Program at Gordon and Roger Williams University, a Master degree program with a focus on teaching for social justice. A middle school teacher for many years, Lynn developed Social Studies and Language Arts curriculum, created an 8th grade Civil Rights trip to the American South to enhance the social studies program, and revised the service learning component of the 8th grade curriculum.



ROBERT PARLIN, **History Teacher at Newton South High School (MA)**, co-founded GLSEN, Gay, Lesbian and Straight Education Network, with Kevin Jennings and Kathy Henderson. Working for the Mass. Department of Education's Safe Schools Program and GLSEN, Bob has conducted workshops for teachers, students and parents from over 400 Massachusetts schools. Bob was appointed to the Cambridge, MA GLBT Commission, has been a guest on NPR's Talk of the Nation and Fox's Current Issues, and published his personal story in the anthology *One Teacher in Ten*. Also, Bob has received citations from the City of Newton, the MA House of Representatives, and the MA State Senate for his advocacy work on behalf of LGBTQ people.



MARK STANEK, **Head of Shady Hill School (MA)** holds a M.Ed. in Private School Leadership. Mark also served as Head of School at Ethical Culture Fieldston School (NY), Middle School Principal at Milton Academy (MA) and Middle School Dean of Students at The Athenian School (CA.) He co-authored the 2nd edition of *The NAIS Middle School Handbook*. At Shady Hill, Mark led efforts to write a new diversity mission statement, expand student and parent affinity groups, refine the hiring process to enhance faculty diversity, and assess the impact of socio-economic class on the community. Mark serves on the board of The Heads' Network and is Board President of the Association of Independent Schools of New England (AISNE).



RANDY TESTA is **Associate Director for Programs in Professional Education at Harvard Graduate School of Education**. Previously, Randy was Vice President of Education and Professional Development at Walden Media. He holds a doctorate in Teaching, Curriculum and Learning Environments, and for many years, was Director of the Elementary Teacher Education Program at Dartmouth College. Randy has also taught in independent schools, including Graland Country Day School (CO) and The Ross School (NY). Randy co-authored the anthology *Growing Up Poor* with Robert Coles.



VIVIAN WU WONG teaches **History at Milton Academy (MA)**, where she holds the Lawrence Lombard Chair for Excellence in Teaching the Social Sciences, and is also the Asian Student Advisor. Also, Vivian, who holds an M.Ed in history, directs the Primary Source summer educators' seminar, *Asians in America*. She is the author of the secondary study guide *Early Chinese Immigration* and the *Process of Exclusion* and the article *Somewhere between Black and White: The Chinese in Mississippi*, both published by the Organization of American Historians. Her article "Getting It Right: Schools and the Asian American Experience" appeared in the Winter 2011 issue of *Independent School Magazine* and in the textbook *Transforming Practices in Urban Education*.

Registration Information & Confirmation

Attending the Seminar with at least one other person from your school will help you and your school better apply the concepts from the Seminar. In past years, schools that have registered administrative teams have reported a great deal of success in developing a common understanding and common language for implementing their diversity, equity and inclusion initiatives

Registration confirmation and additional information contained in The Seminar Handbook will be sent, [via e-mail](#), to all registered participants. **Please be sure your e-mail address is accurate and clearly legible on the registration form, so you will be able receive information about attending the Seminar.**

Unlike conferences in which participants choose sessions they wish to attend, the Seminar is designed as a unitary course. Like a course, daily presentations depend on the previous days' learning. Therefore, each participant needs to be present at every session to receive the full benefit of the Seminar. **The Seminar begins at 9:00 a.m. on July 11 and ends at 1:00 p.m. on July 15.** Participants are asked to arrive on time and to stay until the Seminar's completion. **If you cannot remain for the entire Seminar and attend all sessions this summer, we ask you to postpone participation to another year.**

Since enrollment is limited, we recommend Early Bird registration. Although we cannot predict when the Seminar will fill each year, most registrations usually arrive by the early-bird registration deadline of April 15.

We regret we cannot reserve spaces by telephone or e-mail requests or by registration forms submitted without payment. In the interest of fairness, the only way to ensure your registration to the Seminar is to mail the registration form and a school or personal check to the address listed at the bottom of this page.

(We are not able to accept credit card registrations.) A registration will not be considered complete until we receive both a registration form and payment for each participant.



Seminar Fees

Early Bird Fees for Seminar Registrations Received by April 15 : \$1250.

For Registrations Seminar Received After April 15 : \$1400.

For further information please e-mail: csavini@diversitydirections.com

Please mail registration, with a school or personal check payable to Diversity Directions (We are not able to accept credit card registrations.)

to:

**Diversity Directions
40 Hills View Road
Milton, MA 02186**



2019 In-Person Seminar

Seminar Registration



1. To receive complete information, this form needs to be filled out by the individual attending the Seminar, not by other school personnel.
2. Please write legibly and be sure to fill out all information requested.
3. Please make copies of this form, if registering additional participants.

School Name _____

School Address _____

Your Name _____

Your Position in Your School _____

ADMINISTRATORS: Please list grade level. **TEACHERS:** Please list discipline and grades.

E-Mail _____ Cell Phone _____

Years at your current school _____ Years working in education _____

Ethnic Identity _____ Gender Identity _____

(We request this information to create balance in break-out groups.)

Do you have any diversity and inclusion responsibilities at your school? _____

If yes, what? _____

Have you taken part in any other diversity and inclusion education program? _____

If yes, where? _____

Do you have Special Needs requirements?

If so, please describe:

TOTAL FEES ENCLOSED: \$ _____ for _____ participants.

I agree to be fully committed to the Seminar, and will attend all sessions for the duration of program (beginning on July 11 and ending on July 15)

_____ (signature)

Diversity Directions' Virtual Seminar

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A Seminar Focus Group


DIVERSITY
DIRECTIONS