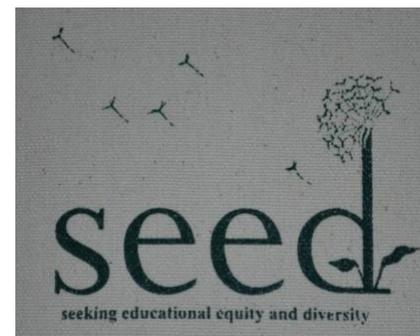


Without *systemic* understanding of gender, race, class, and other interlocking societal systems, individual educators who try to transform the curriculum will lack coherence and creative flexibility in dealing with current events and scholarship, old and new. Group conversation, intentionally structured, can support teachers and administrators in creating accurate, nourishing curriculum materials, and pedagogical strategies that are more gender balanced, multiculturally equitable and globally attended. (Key Ideas behind the S.E.E.D. Project, S.E.E.D. Reading Sampler, p. 192)

Diversity literacy is the ability to observe multiplicity, analyze power relations, and individually use both to understand and/or intervene in group dynamics for the greater effectiveness of all concerned. (*In Our Own Hands: Diversity Literacy*, by Emily J. Style in consultation with Linda C. Powell, S.E.E.D. Reading Sampler, p. 192)

#### Past and current participants (2011-19):

Abbey Moore	Ennis Smith	Maria Mlynar
Abigail Kibler	Eva Abbamonte	Marian White
Alan Bates	Frank Cabrera	Matt Wallenfang
Alex Bates	Glenda Guerrero	Megan Reesbeck
Alison Batka	Ian Pervil	Michael Bomwell
Allison Roteman	Isaac Brooks	Michael Dalo
Amir Khosrowpour	Jasmin Ortiz	Nathan Hetherington
Andrew Fippingger	Jean Eifert	Nick Perry
Anna Hetherington	Jeannette Sanchez	Nick DePreter
Ashley Michel	Jena Costin	Nina Rich
Avram Schlesinger	Jessica Emory	Pat VanderWerff
Ben Kafoglis	John Eckels	Pilar Valencia
Beth Pili	Jonathan Kotchian	Rachael Cooper
Brad Engelstein	Kaitlin Howrigan	Rachel Mohammed
Caitlin Hickerson	Kalil Oldham	Rebecca Bahr
Camilla Nevison	Kenneth Donnelly	Rebecca Golden
Caroline Dolan	Kristin Schmid	Renyelle Jimenez
Chris Garrison	Laura Weinstein	Ricardo Alvarez-Pimentel
Christine Leo	Lauren Greenberg	Rick Soma
Claudia Gomez	Linda Hubschman	Ruth Seligman
Daisy Vásquez	Lisa Pflug	Ruth Smith
Danah Screen	Lisa Rosenblum	Sandy Rubenstein
Deborra Everett-Jones	Liz Westphal	Stephanie Feigin
Della Brooks	Louise Parmis	Susan Delanty
Diana Gonzalez	Lynn McKenzie	Susan Groppi
Donnett Bryan	Marcelle St. Bernard	Timothy Ho
Elisa Milkes	Margo Kennington	Valerie Mate-Hunt
Elynor O'Malley	Markell Parker	



Horace Mann School S.E.E.D.  
2019-2020

#### Trained SEED Facilitators:

Gina D'Amico  
Sharina Gordon  
John Gentile  
Denise DiRenzo  
Samiyrah Kellman  
Kalil Oldham  
Deborah Stanford  
Patricia Zuroski

**Seminar Dates: (4:30-7:30pm), Thursdays**  
monthly

The S.E.E.D. Project on Inclusive Curriculum, based at the Wellesley Centers for Women and co-directed by Gail Cruise-Roberson, Jondou Chase Chen and Emmy Howe, began training leaders in 1987 to facilitate transformational change in schools.

#### What is S.E.E.D.?

- Faculty/Staff-centered professional development
- An opportunity to learn and practice inclusive educational tools
- Seminars that use personal experience and stories as the text
- Seminars that examine systems and systemic change
- An effort to bring about cultural change through a deeper understanding of *intent versus impact*

**Who may participate in S.E.E.D?**

The Horace Mann School S.E.E.D. seminars are open to current faculty and administrative and support staff from all divisions of the school.

### ***When will S.E.E.D. seminars take place?***

S.E.E.D. seminars will meet 8 times during the school year starting in September. The seminars will be held on Thursdays, 4:30-7:30pm. S.E.E.D. seminars will be held on the Riverdale Campus. If enrollment allows, seminars may also be offered in Manhattan on the Nursery Division campus. Every seminar will include a delicious meal!

### ***Why is S.E.E.D. for me?***

S.E.E.D. seminars use a wide range of media resources (video, music, visual arts, etc.), literature, personal stories, and group activities to enrich and guide discussion on “-isms” and other topics of diversity. These include, but are not limited to, discussions of class, gender, race, ethnicity, age, sexual orientation, socioeconomics, religion, and family structure.

### ***What is the format of a typical S.E.E.D. seminar?***

S.E.E.D. seminars are a balance between the “scholarship of the shelves” and the “scholarship of the self.” Bringing together knowledge, resources, research and personal experience to each topic informs and enlightens the discussion.

*All S.E.E.D. seminars are built on a template that includes the following elements: **experiential activities, personal testimony, inclusive pedagogy, systemic thinking, and curriculum as windows and mirrors.***

### ***What have participants said about the S.E.E.D. experience?***

*“The entire process was impactful. Preparing for and leaving each session was a mindful experience. I enjoyed talking with other adults, lifting heavier ideas extending beyond ourselves, being honest and reflective.”*

*“I was in the program a year ago. It helped me to become more aware of people as individuals and to listen rather than jump into a situation. I think the program is very important for giving people space to talk about our similarities & differences.”*

*“I think that race/ nationality remains an uncomfortable area for me. As a white person, I often feel a bit lost in these conversations not wanting to know too little or assume too much about the experiences of my non-white colleagues. I appreciate, however, the goal setting in SEED that allowed for sitting with discomfort.”*

*“SEED has helped me in a very significant way as both a listener and a speaker. I have grown a real appreciation for what others have to say and also how they say it...I find myself doing a lot more thinking about what I say and my choice of words. I feel a lot more comfortable being myself and being honest.”*

*“SEED has introduced me to people that I now greet regularly on campus, especially in the dining hall. It has made me more aware of people in our community. I like the fact that I got to know more people from outside my division. For my students, I have a greater awareness of how their lives outside of HM may be a real contrast to their lives at school.”*

*“I think the last 2 years have made me think about providing a genuine place for equity within lessons or experiences at Dorr. It is not enough to say we are all equal -- we have to live it whether the kids are there or not. This year has been great for that.”*

We recognize the investment of time that participants will make. Annual fellowships of \$1000 each are given to S.E.E.D. participants who complete the series (maximum 2 absences). Information and S.E.E.D applications are available on the HM web site under Professional Development, grants. Applications from current employees are due in April 2019; the deadline for new employees to apply is October 1, 2019.