

PEP Talks Episode 8: Many Voices, Shared Vision

Transcript

[00:00:00] **Olivia Haas:** [00:00:00] Global programming is a significant focus of girls' schools. Our schools understand and are deeply committed to the critical role they play in empowering girls with the tools and an informed perspective to become influential contributors to, and leaders of, our complex and ever-changing world. Indeed, research shows that graduates of girls' schools display higher levels of cultural competency.

[00:00:28] When compared to co-educators peers, graduates of girls' schools are more likely to have the goal of helping to promote racial, understanding value, elevating their knowledge about other countries and cultures. Counter desire to understand others with different beliefs as a strength. And they also view their ability to work cooperatively with diverse people.

[00:00:50] As a strength girls' schools are doing so much more, however than just educating girls and young women. To have an informed perspective and appreciation for the world's diversity in a time when we are faced with challenges like systemic racism, climate change, and an unrelenting pandemic, girls also need to know how to think critically and solve problems in unique, innovative ways.

[00:01:15] They need to be able to determine how to implement solutions, to create positive change. And most importantly, They need to be able to think through the ethical implications of their decisions. Today's girls have had the unique opportunity to witness global change-making happening in real time on unparalleled scale movements like Me Too.

[00:01:37] Everyone's Invited, Black Lives matter March for Our Lives and climate strikes what's most inspiring is so much of the change and progress has been directed by female activists. In fact, every one of the social movements that I just mentioned were started by women. And several of them when the founders were still teenagers [00:02:00] at no other time, has there been among girls and young women, such a deep sense of shared identity, potential empower?

[00:02:08] There's no doubt: The time for girls and for girls schools around the world is now. Hello, and thanks for tuning into pep talks, podcasts on educational possibilities produced by the national coalition of girls schools. I'm your host, Olivia Haas, the season of pep talks, we've covered

Diversity, equity, inclusion, and creating communities of belonging,

Restorative justice practices,

The value of athletics for girls

Educating ethical, globally minded change makers.

How girls schools are leading the way in stem education,

The need for girls to see themselves represented in history

how to develop leadership skills.

And self-esteem in girls. All of these are topics that are essential to educating girls today. And today's episode of pep [00:03:00] talks. We're turning the lens away from our schools to focus on NCGS and how the organization reflects back on at schools what's happening across the world.

[00:03:10] And that is a rapidly rising global awareness about the collective power of women's voices and leadership. The format of today's episode will also be a little different. Because I've invited in CGS executive director, Megan Murphy, along with several members of the NCGS board of trustees to join me for a round table discussion lending, their perspectives will be Paul Burke, Head of the Nightingale-Bamford school and President of the NCGS Board of Trustees, Danielle Heard, Head of Nashoba Brook School and Vice-President of the NCGS board Yanni Hill-Gill, Head of Atlanta girls' school. Elizabeth Liz McGregor, Head of WestBridge school and Liz Schmidt, Chief Enrollment and Student Affairs Officer at Miss Porter's School in Farmington, Connecticut.

So to help set up our [00:04:00] panel discussion, I'm first going to share the NCGS vision, purpose and principles, because there'll be referenced throughout the conversation.

1. Our Vision is: we are united in elevating women's leadership worldwide by educating and empowering our students to be ethical, globally minded changemakers.
2. Our Purpose is: NCGS is the leading advocate for girls' schools, connecting and collaborating globally with individuals, schools, and organizations dedicated to educating and empowering girls.
3. Our Principles are:
 1. Community and Collaboration: We engage the power of many voices to strengthen our schools, communities, and world.
 2. Equity and Inclusion: We uplift learning communities committed to diversity, equity, justice, and belonging.
 3. Leadership and Integrity: We inspire the next generation of informed global citizens to lead with courage, competence, and empathy.
 4. Opportunity & Innovation: We challenge limits to imagine and explore new possibilities.

AND

1. Self-efficacy & Agency: We prepare girls for lives of commitment, confidence, contribution, and fulfillment.

Welcome everyone to pep talks.

[00:05:18] Paul let's start with the NCGS vision, which was officially adopted by the board earlier this year, following a year long strategic visioning process. Why did the board feel this

was an important statement to develop and how is it intended to guide NCGS moving forward?

[00:05:35] **Paul Burke:** [00:05:35] Thanks. Olivia it's first it's. It's terrific to be here. Thanks so much for, including me in this important conversation. Um, No, I, I always believed that at the school level schools are led by ideas first and people second, and NCGS, uh, reflects the very best of its member schools. And during a time of great [00:06:00] change, it becomes that much more important for us to have a chance to name what's most important to us.

[00:06:08] Um, to be clear to all of our member schools, what and who we stand for. And when you look at the actual language of what you just read through certain words, really jump out to me. And, and, and if anybody thinks specifically about the most pressing work before us of equity and inclusion, when you see that NCGS will uplift learning communities, committed to diversity, equity, justice, and belonging, it says to me as a member of school, that we have friends that there are others out there and work for a leader of a school that can at times be really hard and can face a lot of pushback and can be lonely. You know, that an NCGS, there will be others around us who will, will uplift us and that work, which we all need to do, uh, in order to promote a more inclusive tomorrow for, for all [00:07:00] of our schools.

[00:07:01] **Olivia Haas:** [00:07:01] Danielle, do you have any thoughts that you would like to add?

[00:07:04] **Danielle Heard:** [00:07:04] For me as I think about. Vision. The part that always comes to mind is that. Envision is one of those things that should endure. It's one of those things that should serve as our kind of north star. Um, and that in a time in our world, when so much is changing and so much is changing so quickly. It's nice to know that there is something that provides that clarity of where we're headed. Uh, and I think that's something that NCGS has done so incredibly well in the time that I've been connected with it is to do so to have a sense of that desired outcome, that vision, that point on the horizon that we're working toward and to be able to do that, uh, in a way that is purposeful and intentional and focused.

[00:07:43] **Olivia Haas:** [00:07:43] Liz, when looking at the NCGS vision, purpose and principles, a common thread, tying them together is their global focus. We talk about girls as globally minded change makers. About NCGS connecting and collaborating globally about educating the next [00:08:00] generation of informed global citizens and et cetera. So why is global collaboration among girls schools so important?

[00:08:08] **Liz McGregor:** [00:08:08] So I think first of all, and very, obviously it provides us with a network and connections across generations. Across the nation and across continents, which is so needed. But for me, one of the most important things, and I think that this is shared by many of my colleagues is that when I think of the world's most pressing problems of which we've experienced many this past year, such as pandemics and climate change and cybersecurity threats.

[00:08:35] And despite the fact that there is a rise in nationalism and in many places across the world, I think the future of our humanity and our planet, as in people and shared values

really rests in greater engagement and dialogue and collaboration. And with relationship building and with trust at the center.

[00:08:54] And I truly believe that girls schools do all of that better than any anyone else.
[00:09:00] And I know it's easy to say and quite hard to do, but, um, the global collaboration of our middle schools will allow for the foundational work for our future leaders. Um, we'll be able to understand each other's cultures and perspectives think critically and creatively and to practice and model the characteristics and strengths that we most need in the world today and tomorrow.

[00:09:24] **Olivia Haas:** [00:09:24] Yanni. What are your thoughts regarding the importance of global collaboration among girls schools?

[00:09:28] **Yanni Hill-Gill:** [00:09:28] Thanks, Olivia, and I couldn't agree with you more Liz on your point about the future of humanity and how much we have to rely on global collaboration to address those issues. Um, and if I'm correct, Olivia, you can correct me if I'm wrong, but I believe in the first, first comfortable years of NCGS is, um, history. We included public schools and international schools as a part of our focus. So, um, even from the inception, inclusion and global representation have really been [00:10:00] differentiators, um, as a value. So for me, including it now is really synonymous to a recommitment to our original purpose.

[00:10:10] I think a lot of times at schools or as organizations, we take global citizenship and globalization for granted, but it's really important to articulate specifically when I'm articulating a new vision that we take we stake our claim. So we cannot focus on diversity, equity, inclusion, and social justice, really, without exploring the interconnections that exist between our schools and our, um, communities.

[00:10:39] **Olivia Haas:** [00:10:39] You're absolutely right Yanni that public schools and international schools were a part of NCGS membership from the very beginning. So I love that. Um, stating that it's a recommitment, Liz expanding on the importance of global collaboration, what does it mean for NCGS to be a global resource for girls' education?

[00:11:08] [00:11:00] **Liz Schmitt:** [00:11:08] Thanks, Olivia, I think that's a really important question. Um, and in many ways it's a very simple idea, but a really massive undertaking for, uh, for NCGS, you know, I think. At its core, being, being a resource, being a global resource means being of service, right. Being of service to our schools across the globe and in, so doing, being of service to all of the girls that we're seeking to educate.

[00:11:34] And, and it's about then creating. Opportunities for partnership and for enhanced learning as our girls navigate us, as Liz McGregor said earlier, um, the world's pressing problems and ultimately become the students who will go on to, to shape the world that they want to live in. And ultimately actually, I guess the, the world that they, um, they should be leading in.

[00:11:55] And then I think, you know, the other component of, of, of being a resource that. Is [00:12:00] is, um, so complex in the world in which we're living right now is being a primary source of information, right. A lot of information misinformation, and, and it's about, um, trying to sort through all of that and provide our schools and our girls with the tools they need,

um, in order to, to best address the problems, the policies and the world that they're engaging in.

[00:12:23] **Megan Murphy:** [00:12:23] It's hard to follow Lish Smit any time. Um, but let me see, let me see what I can do here. Um, I think for me making a global resource as an organization, it means that a couple of things, I think it means serving as the go-to respected and recognized voice, um, worldwide on girls' learning. Um, I think it means also exemplifying leadership, um, with educators through an alliance, through an international alliance that are all working together on behalf of girls schools.

[00:12:56] I think a global resource involves convening [00:13:00] forums, um, for a global exchange of ideas and expertise on girls' learning. Um, I think it involves curating. And creating content and resources, uh, for educators, for advocates and for researchers. And I think something that NCGS, um, has always done so well, and that is implementing research programs that are going to enhance our understanding of the magic that happens in girls' schools and also enhance the teaching and learning at all types of girls schools in our network.

[00:13:37] **Olivia Haas:** [00:13:37] So Paul, something that I've heard you talk about before regarding NCGS is the important distinction between the organization being a coalition and not an association. You please share your thoughts on what you mean by this.

[00:13:51] **Paul Burke:** [00:13:51] Thanks, Olivia. You know, I, I think, um, one of the things that's absolutely true about me is that I am, um, I [00:14:00] know when to seize upon ideas of others and this, this idea, which I have spoken to sometimes really comes from, from, from Megan's vision, um, and something that she, that she's talked a lot about.

[00:14:12] Um, and, and, and I, I am drawn to it, um, because I, I, I see an association as something that you can come that comes and goes. Right. I no longer associate with that person or that organization, whereas a coalition speaks to a permanence to something that maybe as Yanni was saying before, that extends beyond any certain moment and in order for something to be true, um, it does need to extend beyond any given moment.

[00:14:41] And so at NCGS I think it's, it's true that we do more than associate. We coalesce around a cause that's greater than any one person that's greater than any one school that's greater than anyone sort of country of schools. And to go back to our Megan just [00:15:00] left us it's it's um, and that I think is so fundamentally important in getting at what Liz McGregor talked about before.

[00:15:07] The sense of connection, the sense of purpose, a sense of getting out of your own world and actually seeing if you can go out and make a difference.

[00:15:15] **Olivia Haas:** [00:15:15] Megan, would you like to add anything to Paul's reflections?

[00:15:18] **Megan Murphy:** [00:15:18] I really, I love what Paul just said. Olivia, about coalescing around shared values and shared principles, um, as a network of girls schools.

[00:15:27] And I do think for me to Paul, the term association is something that you can disassociate with it also, I think is. More transactional. You know, you take a course, you get

a certificate. Um, but for me, I think a coalition is a place of convening. It's where you give and you get, you share your thoughts and your ideas and your experiences as an educator or research or an advocate.

[00:15:53] And in return, you are with a group of people who have a growth mindset and [00:16:00] you're open to receiving their experiences. To help your own educational practice on path of the girls that you teach. And I hope that this is really evident in everything we do at the coalition and how we run our programs. For example, we're really intentional that while our conferences do have keynote, experts, um, who are sharing information?

[00:16:24] Uh, much of our, our program is around a call for referral process. Where we have practitioners. We have colleagues who are sharing their classroom experiences with on another. I think that the headways program is another great example where we come together in, in the zoom room for peer facilitated conversations. Um, it's a place that you are a contributing member to a conversation. And in turn you develop a really trusted circle of colleagues. I [00:17:00] also just as the last example of a place where you give in, you get, I think, um, our new global action research collaborative is a major international initiative and it was designed specifically to be teacher research fellows, um, who conduct action research as practitioners in their very own classroom. And then they share what they've learned through that action research, uh, project, um, with our entire global community. So for me, there's, there is a really, um, there's a big difference. I think, between being a coalition.

[00:17:37] And an association I'm, I'm really proud of the way in which, uh, NCGS strives to be a place that, uh, you contribute and that you also, um, learn from.

[00:17:50] **Olivia Haas:** [00:17:50] Beautifully said, Megan, thank you so much. So Danielle, another part of the board's strategic visioning process was reviewing the language within the [00:18:00] NCGS principles. As you read these powerful statements that both guide the coalition's work. And also reflect the missions of girls' schools. What is especially meaningful to you?

[00:18:12] **Danielle Heard:** [00:18:12] Thanks, Olivia, you know, I think what particularly struck me in the language around the principles is the, both what they set out to do. And, uh, you know, how they challenge us, uh, in the, in the work that's ahead. And I think as principals, they serve a purpose of being both the foundation on which we build, what are those shared pieces that we agree to and that we all share in common. And then they also make a statement about how we want to achieve the desired outcomes that we set out to achieve through the, um, the vision.

[00:18:43] And when I look at it, A words that are there that really jump out for me as the fact that they are action oriented, much as Megan was just talking about action research. We are action oriented to engage, to empower, to uplift, to inspire challenge and prepare for [00:19:00] the world. And our future, I think are incredibly powerful words.

[00:19:04] I think they, uh, highlight what we aspire to be as individuals within schools and organizations serving girls. I think they highlight what we hope that our, uh, you know,

graduates and, and the girls we serve will, uh, head off to do. And I think they also embody what we want to achieve as individual institutions and as part of this incredible coalition.

[00:19:29] Um, and so I just, I, I think there's real power in that. And, um, and I appreciate the fact that they are both active and collaborative that there is a, a sense of purpose and a sense of the strength that we gain in doing this work.

[00:19:42] **Olivia Haas:** [00:19:42] So Liz McGregor, when you reflect on the principles of NCGS, uh, what resonates specifically with you?

[00:19:50] **Liz McGregor:** [00:19:50] So I, I agree wholeheartedly with what Danielle has just said. And as a, as a group, we worked hard and intentionally on these statements and all [00:20:00] resonate deeply and go to the heart of what we need to focus on as an institution and each of the principles is really interrelated. So for me, as I, as I listened to Danielle, I thought, well, maybe I go down to the micro level a little bit more and think about what to me resonates most at this particular moment, because I think that, um, we all engage with NCGS in different ways and we take away things professionally and personally.

[00:20:24] So for me, the statement about, um, community and collaboration. Resonates very, very strongly because I think of, um, myself and my own family who live or come from different parts of the world, the UK, Africa, Asia, Australia. And I think about our network of girls schools, our coalition now, and I think of the backgrounds and ethnicities of my students and my colleagues.

[00:20:48] And I think that there's all as citizens of the world and the power that comes with that with the diversity and the strength of many voices and perspectives. And I think particularly at this moment in time, [00:21:00] we continually need to seek to understand others and expand rather than close our minds and our understanding.

[00:21:07] So I'm really heartened by these statements that we've generated cause I think they stand as in good stead now. And for the future.

[00:21:15] **Olivia Haas:** [00:21:15] So Yani, Liz just made a wonderful point about how we're citizens of the world and the board was actually really keen to include the phrase informed global citizens to the coalition's leadership and integrity principle.

[00:21:29] It reads, we inspire the next generation of informed global citizens to lead with courage, competence, and empathy. What is the significance of this statement and how do you define global citizenship?

[00:21:42] **Yanni Hill-Gill:** [00:21:42] I love that question. Um, and for me, how I define global citizenship is really, um, citizens or students or people in general, seeing the world as a whole, and that we are interconnected.

[00:21:55] And there's an importance of having an understanding of how your local, [00:22:00] um, communities, whether it be our schools, our work, our religious organizations. Are really connected to a larger global society. Um, and to your point, Liz, you talked about

some of those societal issues like injustice and politics and economics and you know, environmental issues.

[00:22:20] And if we don't have an understanding of the interconnection between our local communities and the world, it'll be even harder to really, um, have our girls, uh, solve those issues. So when NCGS upholds the essential reality. Of girls schools and really creating schools where girls will be global change makers.

[00:22:40] Um, we have to have an understanding for our girls and instill this, that they're informed. Of the insert intersectionality between what happens locally and how it's connected globally. So when I think of global citizens, I think of sort of three areas, if you will, the first being comprehension, really having an [00:23:00] understanding of how the world works, um, as a whole. The second is, um, contextuality, understanding how your local community is plays into context with the larger world at hand.

[00:23:12] And then the third is collaboration, which we've been talking about, which is how we can work with each other partner with each other to solve the issues that we're all facing.

[00:23:22] **Olivia Haas:** [00:23:22] So Liz Schmitt why do you think talking about informed global citizens is significant.

[00:23:27] **Liz Schmitt:** [00:23:27] Thanks Olivia, I, you know, I, I so agree with everything that, that Yani just said. And I think, you know, as I think about this, you, once upon a time, you know, being a global citizen was about seeing the world, right. Just, just getting out and, and, and putting your feet on a different continent. But now it's really about understanding the world and that in and of itself. It has become a truly active process, right?

[00:23:51] So, and you know, actively engaging in the world requires so much more agency than simply seeing the world. You know, I think it, it [00:24:00] requires an understanding and appreciation of various perspectives and voices and Yanni spoke so beautifully to that. You know, it requires an ability to call through all of the sources of information that are coming at our students day in and day out. And then, you know, it, it requires empathy to engage in dialogue and discourse. And there's, there's just so much opportunity in that as, as Yanni said, you know, the, the opportunity, certainly as for our students to see how they are part of the whole, and it really gets. Them to see how they get to be part of the solution.

[00:24:33] And that's where I think, you know, girls schools have a distinctive advantage. We get to position our, our girls as, as the solvers of, of the world's problems. Um, and, and the leaders of the next gen.

[00:24:47] **Olivia Haas:** [00:24:47] So Paul Liz actually just set me up as a perfect segue for my last question. Um, because you know, she's talking about how our girls are going to be the solvers of our world's problems. [00:25:00] So in so many ways, the NCGS vision and principles really are a reflection of the work that's happening in girls' schools. But what do they mean in practical terms? It's one thing to have these high-level values, but it's another to actually put them into action. So how does NCGS actually implement these values so that you can see them come to fruition?

[00:25:21] **Paul Burke:** [00:25:21] Thanks, Olivia. I agree. Liz left us at such an inspirational place. And, and this one I think is this question is really about how it's lived. And to me, like in schools, the values of the school are lived and the classrooms and all the spaces in which you build community, the hallways, the, um, All the spaces that make up your school and for NCGS the way in which our values live is through our professional development, our research, [00:26:00] our advocacy and networking, the, you know, what Megan refers to as our four, four pillars.

[00:26:07] And so I believe that this is where you will see, um, our values living in this, in this bowl, in this bold statement that we're embracing right now.

[00:26:17] **Olivia Haas:** [00:26:17] Megan, what are some additional ways that NCGS is putting its vision and principles into action?

[00:26:23] **Megan Murphy:** [00:26:23] Well, I think that these 10 words in these five powerful statements, um, serve as both guidance and inspiration. In fact, I keep them posted here, old school on my wall, um, so that I make sure every decision that we make as a team or as individuals, um, Reflects these values. Um, they serve as a litmus test, um, through which we make decisions. And I think that they ground us in why we're here, why we do what we do, um, as a group of volunteers and educators and staff members.

[00:27:00] [00:26:59] Um, I'd like to think that these values are truly the DNA. Of girls' schools, uh, regardless if it's a school in Johannesburg or in New York city or in Toronto or in Japan. I think that, uh, when I look at websites, when I talk to educators, when I visit schools, um, these are the characteristics, um, leadership and integrity, community collaboration agency and self-efficacy, that's what I see. Um, in girls' schools, universally, um, very specifically, Olivia I think our team, um, looks often to these words in these statements for inspirations.

[00:27:40] And I think you can see these most clearly in the themes of our programs. Um, for example, the most recent theme of our educating girls symposium was building inclusive anti-racist school communities. Um, that principle of inclusion is, is, is right there. Um, in, in that work, [00:28:00] um, in terms of diversity, Building Schools of Belonging, that's the theme of our annual conference on June 21st, 22nd and 23rd. Um, the agency that you hear in. Last Year's conference theme, which was stand up, speak up girls, using their voices to Engage, Empower, and Enact.

[00:28:21] And I can go on and on. Um, one of my favorite themes, uh, where you can clearly hear innovation was from a conference a few years ago. Dream Dare Do, girls has makers, inventors, engineers, and entrepreneurs. Um, and so what we really strive to do as a coalition is, um, Live these words, um, in action and in all of our programs.

[00:28:46] **Olivia Haas:** [00:28:46] Thank you all so much for taking the time to share your thoughts and insight today. Um, I really appreciate you being with me after saying thanks and goodbye to most of my guests. I asked Megan to stay on, to share how the [00:29:00] topic and themes that we just covered in our conversation will be reflected throughout much of the NCGS programming in the coming months and year, Megan.

[00:29:09] **Megan Murphy:** [00:29:09] Yes. Thank you. Olivia NCGS programming will have a global focus throughout 2021 and 2022. And that's going to culminate in the global forum three. And before then on October 25th and 26th NCGS will offer a virtual educating girls symposium. On the topic of girls as ethical, globally minded change makers.

[00:29:32] And we are so pleased to offer this, uh, virtual symposium in partnership with our member school Branksome Hall with campuses in Toronto, Canada, and also Jeju Island, South Korea. There will be keynote speakers in a wide variety of peer led breakout sessions during this two day virtual event, Olivia and the call for proposals is open now.

[00:29:55] So I do want to invite our listeners to go ahead and submit a proposal to [00:30:00] present on advancing the critical work of educating girls to be ethical globally-minded change makers and the deadline for submissions for that is August 9th. And while we're talking about dates, I also want to encourage our listeners to save the dates for that triennial event, global forum on girls education, which will be held during, um, the 20, 22 year, um, on June 20th, 21st and 22nd of 2022 in keeping I think with the spirit of innovation that we see as such a part of the DNA of girls schools this global form three is going to be a unique and I think a newly envisioned hybrid program. So it's going to include live in person events, combined with both virtual and on demand experiences. So delegates can engage in the global forum, either in person in Boston or virtually from Bogota, Bangkok, Barcelona, Brisbane, and even in [00:31:00] Baltimore, if you can't make it to Boston.

[00:31:02] This is going to allow, I think educators and advocates, regardless of their location in the world, a chance to participate in collaborate in this conference in record numbers. And I think that this is really going to grow and strengthen our capacity for significant and lasting impact.

[00:32:05] **Olivia Haas:** [00:32:05] So, Megan, I know in terms of that robust programming, we're planning for the global forum, it's going to be centered around several girls as statements. Will you please share what those are and how they'll inform the conference?

[00:32:18] **Megan Murphy:** [00:32:18] Sure. Olivia, yes, we've developed these nine statements that will serve as themes or tracks for the breakout and networking sessions throughout the conference.

[00:32:29] And they are girls as global citizens, girls as entrepreneurs and innovators, girls as social activists, girls as political leaders, as environmental champions. As scientists, girls as inclusive allies, girls as happy, healthy individuals, and last but not least a dedicated section of the conference to girl schools where the theme is girls schools as educational leaders.

[00:33:00] [00:32:59] I think that these statements are really going to focus our programming on the lives of girls. Girls are at the center of everything we do at girls schools. And I think that these statements reflect the many themes that are at the core of our work, uh, to educate and empower girls at our schools. The programming throughout the global forum will focus on essential questions, relevant to each of these areas.

[00:33:25] Um, I think for instance, Olivia, when we're talking about girls as environmental champions, we'll need to look at, um, how girls' schools are raising awareness with students,

about what types of volunteerism and community development opportunities they're providing. What role do our schools have in encouraging girls to become better environmental stewards and how can our schools themselves be stewards of the environment?

[00:33:54] Um, in your introduction, Olivia, you mentioned several of the social activism [00:34:00] movement started by young women around the world. So when we think about girls as social activists, how can and educators empower girls to assert right, and use their voice both now and into the future so that their perspectives and experiences are truly heard.

[00:34:17] What opportunities are girls' schools, providing girls to be active in volunteerism and. Uh, how are girls interested in impacting change, um, in their world? And I think one last example, when talking about girls schools as educational leaders, one of the many questions that the global forum, uh, that we'll have is going to explore what opportunities are available for girls schools around the world to collaborate and innovate with one another.

[00:34:46] **Olivia Haas:** [00:34:46] Sounds amazing. Thank you so much, Megan. I know that the virtual educating girls symposium in October and the global forum on girls education next June are going to be two really fantastic professional learning opportunities. [00:35:00] With broad global reach and appeal. Really appreciate it.

00:35:04] Thanks for listening! Like what you heard? Be sure to subscribe to PEP Talks: Podcast on Educational Possibilities and leave a rating and a review.

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