

PEP Talks: Episode 1: Diversity, Equity, Inclusion and Belonging Transcript

[00:00:00] **Intro:** [00:00:00] Around the world, people are calling for the dismantling of centuries old systems of oppression and the creation of more just, equitable and inclusive communities. Many of us are seeking answers to how we can move forward. How can we as school communities not pay lip-service by only declaring anti-racist values, but actually enact, the work of justice and reconciliation through education, action and lasting change.

[00:00:36] **Olivia Haas:** [00:00:36] Hello, and thank you for tuning into PEP Talks: Podcast on Educational Possibilities produced by the National Coalition of Girl's Schools. I'm Olivia Haas, your host.

In this episode. I'm joined by educators at two NCGS member schools: Melissa Brown, who's a member of the NCGS board of trustees and the Director of Diversity, Wellbeing, and Global Education at Holden-Arms School located in Bethesda, Maryland, just outside of Washington, DC in the United States and Deanne King, head of St. Mary's School, Waverley in Johannesburg, South Africa.

In the face of the racial reckoning resonating around the world, Melissa, Deanne and I will discuss the imperative, need to build anti-racist school communities in which every member feels an equal sense of belonging and how educators will play and especially critical role in this work.

Before we dive into our conversation. I'm joined by NCGS executive director, Megan Murphy, to share highlights of upcoming, NCGS programming. Megan, what are a few of the things NCGS has planned for the new year?

[00:01:40] **Megan:** [00:01:40] Thank you, Olivia. Well, I think related to today's discussion with Melissa and Deanne NCGS will have numerous future opportunities for educators to engage in this really important anti-racism work that we're doing. For example, in the near term:

- On February 2nd and third of 2021, NCGS will offer its second Virtual Educating Girls' Symposium on *Building Inclusive, Anti-Racist School Communities*. This symposium will offer several peer-led breakout sessions related to the really good diversity equity and inclusion work that's happening at girls' schools. The call for proposals to present at this virtual symposium are open through November 22nd.
- Then Olivia in June 21st, 22nd and 23rd of 2021, NCGS will host its annual conference, which will also be held virtually. The theme will be Girls' Schools: *Building Communities of Belonging*, places where we embraced and value diversity. be it race, religion, political affiliation, as sources of strength and opportunity for all. The call for proposals to present at that conference open in early November.

[00:02:52] And then in terms of some other professional learning opportunities, NCGS will be offering another Beyond the Book Author Series and this one will be with Karen Gross beginning at the end of January. It's a four-part online discussion series and it's going to dive deeply into Karen's book, which is entitled *Trauma Doesn't stop at the School Door: Strategies and Solutions for Educators Pre-K through college* and Olivia, I think we've all been experiencing some level of trauma, grief and disruption to our lives over loss, social connection, the sexual abuse, reckoning inspired by the me too and Time's Up movements and the series of ongoing events that sparked the racial reckoning, which is happening around the world. And so, I think that Karen's expertise is really going to help us to deal directly with how to identify the signs of trauma in our students, also how trauma affects student learning as well as how teachers are impacted themselves. Registration for Beyond the Book is currently open and I really hope to see many of our colleagues at one or both of those.

[00:04:00] **Olivia:** [00:04:00] Thanks, Megan. I know the entire NCGS team is excited to provide these professional learning opportunities to faculty and administrators at our member schools. We encourage all of you to visit the Professional Development section of the NCGS website at ncgs.org to learn more and registration information.

[00:04:18] Before I am joined by today's guests, I wanted to provide a brief glossary of terms that you'll be hearing throughout the discussion. These are words our schools are using frequently, but what exactly do they mean within the context of building anti-racist school communities?

- **Diversity** is the range of differences among groups of people and individuals that is necessary to achieve excellence in all areas of school life and beyond.
- **Equity** is fair and just access to opportunities and resources, in recognition of the advantages and disadvantages that have historically existed and still exist.
- **Inclusion** is the intentional, active and continuous celebration of an engagement with diversity to ensure that every community member feels valued and experiences a deep sense of belonging.
- and **Social Justice** is the active process of identifying and dismantling systems of oppression and privilege in order to achieve equity.

[00:05:25] Special thanks to NCGS member Miss Hall's School for these definitions, which were the product of a year of writing, reflection and revision by the school's diversity, equity and inclusion steering committee along with Miss Hall's leadership team and board.

[00:05:51] Melissa and Deanne, it's wonderful to have you on PEP Talks today! I'm really grateful to you for taking the time to share your insights and expertise. To get us started, let me briefly set the stage. Girls schools were founded to address a clear inequity: girls were not afforded the same educational opportunities as boys. For generations. Girls schools have led the way as epicenters for dismantling a wide range of systemic injustices from equal access to education, to voting rights, to closing the gender gap while creating inclusive communities where diverse voices and experiences are heard and valued, is a cornerstone of girls' schools. There's no denying we're at a turning point in our history, not just as girls' schools, but individually as nations and collectively as a world.

[00:06:29] Melissa and Deanne. Why do you think girls' schools are uniquely positioned to do this work? And conversely, what unique challenges do our schools face? Melissa let's start with you.

[00:06:40] **Melissa:** [00:06:40] Thank you Olivia for having us. I think that for all the reasons you just laid out girls' schools know how to work towards equity. We are resisters. This is what we do naturally here at Holton affinity groups and allied spaces are a staple of our equity work. And we often talk about Holton as an infinity space for the development of strong senses of identity as girls and women. We are really realizing, um, that we need to think more expansively about the educational experience that we give.

[00:07:17] **Olivia:** [00:07:17] Deanne, would you like to add your thoughts?

[00:07:19] **Deanne:** [00:07:19] Thank you. Yeah. Yes. To follow on from what Melissa has said, I suppose we've been positioned as girls' schools to really be pushing against the bias in society, discrimination in society. So, with that, that background, that experience, I think that we all will place to take forward, the real challenge, I suppose, or breaking down systemic racism, systemic district discrimination that exists in our schools. I think we have learned a lot, um, having a focus on women and that will empower us to move forward and to make sure that influences into every aspect of, of our society.

[00:08:11] **Olivia:** [00:08:11] So, Deanne, how does the intersection of race and gender affect how black and brown girls view themselves and others view them?

[00:07:19] **Deanne:** [00:07:19] Certainly in South Africa, I think because of the intersectionality of woman and race, black women are really heeding in, in terms of gender equity in, in our society. So, they really bring a heightened awareness, I think, to, uh, to our schools about, um, the history of women, the history of black woman, um, in South Africa. And I think that the double oppression that they have experienced and, um, sort of some of the complexities that black women have experienced in South Africa means that they, um, in many ways are leading and teaching all of us

about how they want to overcome, not only the oppression that they have suffered as, as black woman, but also, um, in terms of their gender.

[00:09:03] So I think in South Africa, in the South African context, particularly black women are leaders, um, in the whole anti-racist movement.

[00:09:10] **Melissa:** [00:09:10] Yeah, I think, Intersectionality of race and gender is really complicated. Um, but really thinking about the health and wellbeing of our young black women here because where they connect with their peers as women, their race is really salient here in a primarily white institution. They often have to lead the equity work or feel compelled to lead the equity work because it's so personally important to those of us as a black mother, teacher, administrator. I see the weariness of it, um weighing on our employees, our faculty, our staff, and our students. And I think that carrying that sort of double load as a woman and then as a black woman and needing to push our schools to be better, to really live into our mission is seeming to wear on our students. And I agree with Deanne that their peers see them as leaders in all of this. But I think that in some ways our students are telling that they need this to be everyone's work, that they really need their White and Asian and Latin X sisters to an indigenous sister to kind of join them in this work. And I'm hearing that more and more every day.

[00:10:38] **Olivia:** [00:10:38] You both talked a lot about leadership. And, um, a new study that actually just came out in August of this year by Dr. Charlotte Jacobs who's at the University of Pennsylvania's Graduate School of Education found that 48% of black girls self-identify as leaders, which is the highest of all racial and ethnic groups. Yet, obviously bias is a huge barrier, a key barrier to them being able to embrace this identity and engage in different forms of leadership. What's happening, do you think in your opinions, in our schools that keeps more black girls from moving into leadership roles and to how are your schools working to counteract this trend? Melissa, I'd love to hear from you first.

[00:11:22] **Melissa:** [00:11:22] Yeah. When I think about the leadership at our school, many of our black girls take on leadership roles, formally and informally. They do see

themselves as leaders. They do recognize their inner strength in their ability to resist and to push us to be better. Their classroom teachers, their administrators.

[00:11:41] I think that in schools like ours, we value tradition and sometimes tradition is code for We like things the way they are, we like leadership the way it has always been. And there are people and rules and policies and practices that hold those things in place. And I think that sometimes what rules like ours need to do is we need to take a hard critical look at the way we do school and we need to lean away from tradition, even though that is what that's kind of the glue that holds our communities together, we need to be brave. And we need to question, I think we need to ensure that we're being very deliberate and intentional about how we set up elections and how we set up leadership roles. We need to make sure that there isn't a sort of idealized personality or way of being that gets leadership. There really is just holding students and their complexity and diversity is beautiful and we need that and want it and depend on it for excellence.

[00:13:01] **Olivia:** [00:13:01] Deanne your thoughts?

[00:13:03] **Deanne:** [00:13:03] Yes, I think in the past decade, students, black students have. Really identified leadership and student leadership positions as a way to beginning to tackle some of the traditions that they felt were sort of holding them back. And they really worked at dismantling some of the institutional culture that wasn't, um, that wasn't a fit for them.

[00:13:31] So I think that they, they really identified leadership positions as being a way to, to challenge the, the traditions, the ethos of, of St Mary's and, and bring the own flavor. So in fact, some, you know, the student leadership in some areas, isn't the majority black girls. And I think they feel very empowered and they've used those positions to, to bring about change and, and institutional shift and changing our traditions.

[00:14:04] So our academic year is drawing to a close in the next month or so. So, we've just elected students' leaders for 2021. And out of the top seven positions, five of them are full to black girls.

[00:14:20] **Olivia:** [00:14:20] Great. Thank you. So, one of the things Melissa, that you'd noted was the need to sort of change the way we, we think about school.

[00:14:28] So let's talk about curriculum. As we think about our curriculum in our schools, we need to ask who's determining the main narrative. How do you both think that we can bring stories of girls and women of color to the forefront in ways that are normalized, not tokenized within curricula?

[00:14:45] **Melissa:** [00:14:45] So I think this is so important, and this is part of the work that we're trying to do at Holton and it spans about five years back. Um, when we did our reaccreditation. And really centered, um, diversity equity inclusion, but has even become more important as we are tightening our focus on anti-racism. We need to tell a more complete, a more expansive story of life. Whether it be through our history, through our literature courses, through our world language courses. Traditionally in the United States, there's a narrative that centered whiteness and maleness. Right. And then in schools like ours, we've really tried to center, you know, women, but they've often been white women. And that even then it's been sort of on the margins, right. You're telling the story. And let me tell you what women were doing during this time. And that white experience has often been synonymous with the American experience.

[00:15:44] What we're really, really trying to do is expand that, like I said, tell a more complete story. And not just tell flashpoints around what we have known perhaps in this very traditional way of learning about the African-American or black experience in the United States and in the world, but really make sure that we are including moments of joy, moments of just living, moments of sorrow, moments of mediocrity.

[00:16:15] But centering black and Brown experiences and female experiences and trans experiences and gay experiences and experiences that are not Christian centered all the time. So those are the things that we need to do. And we need to tell lots of stories because oftentimes it's, it's the single story that leaves our students with one idea of who or what any group of people is. And so, we're really working hard on that. Um, we've developed some goals and competencies to really drive our curricular

expansion review and a renewal process. And, um, we're working at it from every single academic arts and athletic areas of the school.

[00:17:03] **Olivia:** [00:17:03] So, Deanne, how are you all thinking about curricula in South Africa?

[00:17:07] **Deanne:** [00:17:07] I think Melissa has covered quite a lot of the ways in which we are trying to set a woman in our curriculum. But I think the focus is really around what we do decolonizing a curriculum, or Africanizing a curriculum paying a lot of tension to an earthing African woman, rioters who, who have been lost.

[00:17:33] And haven't come to the fore in terms of our curriculum. So, placing a lot of emphasis as Melissa on stories, on individual stories, on, um, heritage, the diverse heritage that we haven't not fostering and celebrating that through, I suppose, literacy, through literature, through our language policy. I'm really trying to make a meaningful impact at looking at women in, in different case studies in scenarios, et cetera.

[00:18:08] I mean, it's, it's been a wonderful journey to, to focus on African woman writers, because there is so much that we have come across that has been lost to us for decades and generations.

[00:18:23] **Olivia:** [00:18:23] Deanne, I would love to hear from you that in the years, following apartheid, how have you seen the conversation about anti-racism move forward in your school community and what lessons have been learned and where to challenges still persist?

[00:18:37] **Deanne:** [00:18:37] I think in the post-apartheid ideas. So, following, um, our democracy of, of 1994, the focus was on, on transformation and perhaps some of the more tangible aspects of, of transformation and in many ways that I think that is still ongoing. Uh, their work is ongoing, but recently we've, we've really had to do a lot of work and looking at systemic racism and how in many institutions' discrimination was perpetuated because of the socio-economic makeup of, of our society. Um, because of tradition because of particular ethos, et cetera. And so more recently, we we've had to really do a whole review and analysis of policy or procedure

of sort of the unspoken, I suppose, aspects and, and traditions in, in our, in our institutions and how, how those were almost upholding, I suppose, aspects of our past, instead of embracing a new anti-racist society.

[00:19:51] South Africans are very aware that perhaps we have lost a lot of ground in having celebrated democracy and look to a future without really embracing the hard work that each and every individual has to do to transform the society completely.

[00:20:10] **Olivia:** [00:20:10] So, Deanne, the dismantling of, of systemic racism is, is a conversation that's just getting started here in the United States.

[00:20:18] How are you seeing Deanne? The current global racial reckoning and the cry for the dismantling of systemic racism play out in South Africa. How is it similar or different from what you are hearing about happening in the United States?

[00:20:35] **Deanne:** [00:20:35] It is similar, but I think we feel that is the real urgency to do this work. I think we recognize, and certainly it's in Harry's. We talk about that. This is really about the future of our school. Then the existence of the school, the sustainability of St. Mary's. It's not the work that we can delay or that we can choose a comfortable pace. We really need to place ourselves in an uncomfortable position and feel the urgency of the work.

[00:21:10] I think in some ways that may be different to what is playing out in the United States, but really that comes from our dark past. And that we have run out of time in terms of making some of these shifts and changes.

[00:21:29] **Melissa:** [00:21:29] I believe is that we are in a moment in the United States, similar to what you're saying, Deanne, where time is up and students in our classrooms right now that are resisting and fighting and pushing are not willing to be patient anymore, nor should they be.

[00:21:48] They are impassioned, they are resolute, they are strong and they are ready to take their place. Nationally, I think we're grappling with that, I think power does not give itself up and I think that we are at a place where those in power are holding on tight and those resistors are resisting with all of their might.

[00:22:15] I think our job as educators is to continue to push our students to push democracy.

[00:22:15] **Olivia:** [00:22:15] How do you start having conversations about anti-racism and social justice with our youngest learners? How do you prepare your faculty to facilitate these discussions?

[00:22:35] **Melissa:** [00:22:35] So, this is really interesting. So here at home, we are three through 12. We know that as early as three months, children are seeing racial difference. So, to delude ourselves to think that our students aren't thinking about these things, aren't having questions about these things, aren't noticing or is that they're being told messages that they're being given is not to our benefit.

[00:23:02] We use some really wonderful resources. There's a wonderful resource called biased education for young children and ourselves and it is for Pre-K students. And it starts by thinking about concepts like fair versus equal, Oops and ouch moments. It talks about building criticality is idea of, um, if you're reading a book to young children and you have a mommy sweeping the floor and a daddy going to work, you ask, huh?

[00:23:36] Do all mommies sweep the floor, do all, daddy's go to work and you can do that kind of questioning with young children about all kinds of ideas around power and privilege. And so, we work with that resource teaching tolerance here in the United States is an excellent, excellent resource, um, facing history in ourselves.

[00:24:04] We're thinking about affinity spaces for our very young students. We have developed a three through 12 spiraling curriculum that really centers our three big priorities, diversity, wellbeing, and global education, and really, um, has students developing concepts and ideas and practicing with these, with these concepts and the ideas in classes so that they can use them as launching points in their academic, arts and athletic classes. So those are the things that we do.

[00:24:22] **Deanne:** So, I think racial literacy training for faculty is, is really, really important. And, um, from as young as possible to get children to talk and to express difference in, with where they come from and their homes and their lives and the

family traditions and structures. So that there's a celebration of diversity in the room from very young. And I think the younger, the better, but obviously to make sure that the teachers who are leading that are very comfortable to lead those conversations, to build bridges between or amongst the children.

[00:25:04] **Olivia:** [00:25:49] So let's talk a little bit about our older students. How are you engaging older students and your alumni in your school's anti-racism initiatives and also your parents and your board of trustees and educators?

[00:25:18] **Deanne:** [00:26:06] Olivia, it's certainly a community project from the board of the school where diversity, equity inclusion is a standing agenda item. We also have real proactive parent body where we have parent forums who help us co-create within the school, whether that's related to a curriculum, curriculum change, questioning of, of traditions or regulations that, that they feel do not further the project of, of anti-racism and then engaging alumni to, um, aren't really involved in what structures they feel, um, would benefit the girls at school, given their experience, given the experience of having attended school and then down to, to the students who have committees, WST committees or committees that run certain initiatives in the school. So, I think you almost do need to approach this work on different levels and with different stakeholders, all working towards the same outcome, because you, you need a community to buy into to what we hope to achieve as a school.

[00:26:38] **Olivia:** [00:27:26] Something that I want to circle back to, you said, Melissa, Uh, the start of our conversation, that anti-racist work is the work of all. And not just the work of one, which is something that's been resonating throughout this entire conversation, um, that both, both you and Deanne have been sharing. How do we ensure that our school communities are United and anti-racism work so that the undue weight isn't placed on the shoulders of just a few such as your faculty of color and your senior [00:28:00] administrators?

[00:27:14] **Melissa:** [00:28:01] So I think that is the question. I think that we really need to understand that inequities for any one group in a society are inequities for all. If you look at the United States and the way, just the ways our students are, how our students are doing in comparison to other countries, you will see that we are falling

behind. I think that has a lot to do with inequities. I think that we have to make sure that everyone in our community understands that when we are upholding oppressive systems, we are stunting our own growth. And I'm not sure that that is always clear, but we need our students and our parents understand that we need our students to be like Deanne said, racially literate to send our white students out into the world, but without the skill of being able to talk about race in an informed way, be left out of a conversation because you don't ever run into it or you live in segregation or you haven't heard of these things as a disservice. If we are truly developing leadership, cultivating leadership in our schools, our leaders need to live diverse lives. They need to have racial literacy. They need to understand systems and systemic oppression in deep, deep ways. They need to be active and feel compelled to dismantle those and these, and, and that's what we're working on. I mean, we are really looking at whiteness at Holton this year. Um, and we are looking at what it's not just better whiteness, which sometimes feels ironic when we're talking about anti-racist work but to name it as the invisible force in the room, if you don't name it, you can't see it. And you can't begin to start dismantling the myth of white supremacy.

[00:29:20] **Olivia:** [So Deanne, how are you thinking about this in South Africa?

[00:29:25] **Deanne:** Melissa's response I think is, is really comprehensive and, and covers a lot of the approach that we have and, and the needs that we have.

I think that for me, what's very important is, is a community and I think that there's a choice to be part of the community and part of, uh, attending St. Mary's wanting your child to be educated as smears is about really committing. To, to the, the anti-racist [00:31:00] work that we do at St. Mary's wanting to be a part of that solution, wanting to be a part of a diverse community that will advantage and, uh, really, I suppose, empower the women that leave us to go on to be successful in a world that is increasingly more and more diverse, it has to be. So, I think that it really is, it's about getting stakeholders to see the value in attending a school that does this, or has a focus on anti-racism and, um, and works for equity and social justice in our society.

[00:30:44] **Olivia:** Melissa, Holton-Arms just recently released a "Diversity, Equity, Inclusion, and Belonging Roadmap to Anti-Racist Education. What was this process

like? who was involved in its creation and what were the questions that you were looking to answer?

[00:31:00] **Melissa:** So, as I mentioned before, for the last five years, as an answer to a reaccreditation, we took that, um, process for the association of independent Maryland schools very, very seriously. And we were thinking about the fact that we had a very robust global education program but really, we're not centering as we should have this idea of understanding the person across the world but ignoring the person that's sitting right next to you. And so, we really did a self-study and then had our peer schools come in and, and kind of do a review and we decided to center on Diversity, Equity and Inclusion, Wellbeing, and Global Education as these, um, this, sort of mix of what students really need to understand their world and to function, but actually to thrive in the world. And so, from that moment, when I, um, took on the position of Director of diversity, I began listening to our students and they are telling us.

That our mission was missing. And so, this process of listening to students has particularly our allied groups in the upper school, our black student union, our Asian Alliance, our, um, spectrum club, LGBTQIA plus, um, and they were telling us what they needed. And then finally, um, last year we asked, um, BSU to come and visit with each division and to talk to us about what they needed from us as educators.

And they did, and very, very clearly told us what they needed. And I think as an administrative team, we humbly listened to that and we said, We, we need to think about the big picture ideas. We need to think about it. Look at ourselves in the mirror, um, as, as painful as that is because as, as administrators at Holton, I think we really, and I think all of our teachers as well, we really believe in, um, working with young people, um, and.

And nurturing them and being there for them and seeing that we were missing the mark in so many ways, really was a catalyst for putting the brakes on and putting our heads together and thinking about what was it that we needed to do and this was a full court press. So, we, we were, um, working within admissions.

We were working with college counseling, um, we were working with our Three through 12, um, academic curriculum, sports, transportation, um, the board, uh, the administrative team. And we really focused on each one of those big ideas that were expressed to us and kind of those groups got together to think about what action can we take? So now we've heard very clearly what our students need from us. Um, this is no longer a choice, but rather an obligation. Um, because if we are who we say we are, then we need to ensure that we are that for every single student and every single family, it's really about belonging.

And we noticed that there was a big lack of belonging for our black students. They were here, but a lot of them would say they kind of made it through Holton. That is not what we want their experience to be. We want, as Mrs. Holton always said, we want our students to feel it deep sense of belonging, a deep sense of the idea that this is their school. And that they see themselves reflected not only in the curriculum, but the way that we do school. And so that's sort of the Zeit guys behind that roadmap.

And the roadmap is only for 2021 because we understand this to be an ongoing perpetual, kind of project and we need to make sure that we continue to listen and get feedback from our community. All of those constituencies that we named before that we continue to keep the lines of communication open, um, so that we know, and that we're not caught off guard and we're not, short-sighted in our vision for what education can be here at Holton.

[00:36:00] **Olivia:** Deanne, I would love for you to share what some initiatives St. Mary's has most recently been working on in the area of anti-racist work.

[00:36:08] **Deanne:** I have made experience and individual experience as um, the lead into, into our most recent approach. And that has meant that we've done a review and a deep analysis of individual experience at St. Mary's. Um, and that means having a look at our policies, having a look at our procedures, having a look at how the girls are reflected with, within the school from language, to music to curriculum.

And I think much as Melissa has said, it really, you, you have to look at all the different aspects of, of the school and how they all work together in defining that experience.

And also opening up to, to providing very edge, uh, experiences for, for the girls. So, for us, we've placed a lot of emphasis on indigenous languages and including indigenous languages into the curriculum.

In fact, it's become a bit of an aspect of our professional development that the faculty have to do in an African language. And we use a lot more African music, African culture either when it comes to our chapel services, assemblies, the way we, um, the way our school looks and that, that we may need from the gardens, having more focus on indigenous gardens to what we hang on our walls.

Um, to who we serve at key events etc. So, um, we really trying to shift not only how we look and how we sound as a school, but how we experience to, through all the different children. And, uh, if you come to us, obviously from different cultures and different heritage and different religions, et cetera. So, we put a lot of effort into celebrating heritage and the array of heritage in the school.

So really, really trying to paint, I suppose, a whole new, um, picture of, of what the school looks like and sounds like, and how it's experienced.

[00:38:34] **Olivia:** Melissa and Deanne, thank you so much for speaking with me today. The work of building inclusive anti-racist communities, it's never done. It's work that must be ongoing. And the individual choices we make and the institutional policies we enact. We must listen and learn, grow and adapt. As we support our girls by building the school communities they deserve. Again, thank you for sharing your insights into some of the ways our schools can continue this work. I have no doubt our educators will benefit greatly from what you've shared today.

[00:39:11] Stay current on the latest NCGS offerings, resources and research by subscribing to the Coalition Connection newsletter found in the News section at ncgs.org and be sure to follow us on Twitter at [GIRLS_SCHOOLS](https://twitter.com/GIRLS_SCHOOLS). Thank you for listening.

[00:39:29] PEP Talks is produced by the National Coalition Girls' Schools. [00:40:30] The leading advocate of the Girls' Schools connecting and collaborating globally with individuals, schools and organizations dedicated to educating and empowering girls.