Ruha Benjamin to Keynote Educating Girls Symposium

February 6 | The Nightingale-Bamford School | New York, USA

Ruha Benjamin is Professor of African American Studies at Princeton University, founding director of the Ida B. Wells Just Data Lab, and author of the award-winning book *Race After Technology: Abolitionist Tools for the New Jim Code*, among many other publications. Her work investigates the social dimensions of science, medicine, and technology with a focus on the relationship between innovation and inequity, health and justice, knowledge and power.

She is the recipient of numerous awards and honors, including the Marguerite Casey Foundation Freedom Scholar Award and the President’s Award for Distinguished Teaching at Princeton. Her most recent book, *Viral Justice: How We Grow the World We Want*, was born out of the twin plagues of COVID-19 and police violence, and offers a practical and principled approach to transforming our communities and helping us build a more just and joyful world.

Learn more and register

Educating Girls Symposium - Pre-Symposium Workshops

Attendees of the ICGS Educating Girls Symposium are invited to participate in one of three distinct workshop offerings, the details for which are below. Pre-Symposium Workshops may be added on to your Educating Girls Symposium registration, or you may choose to attend a workshop only. Options 1 and 2 will run from 1:30-4:30 p.m. ET on February 5, 2023, at The Chapin School immediately before the Symposium's networking reception. The special program for College and University Advising Professionals is a daylong event. All of these workshops present unique and powerful opportunities for learning and growth for ICGS member schools.

Option 1: Girls’ Schools in a Multi-Gender World: Leading and Learning Today—Girls’ schools today are exploring ways to pursue their mission of educating and empowering girls at a time when conversations and understandings about gender are rapidly evolving. Many girls’ school leaders recognize that this topic is an important one to contend with critically. They are trying to thread the needle very carefully, so that they may continue to uphold their girls’ school missions while also supporting all students in their charge, including gender-exploring and trans students. Join LGBT Diversity Consultant

Option 2: Building Reputation in Girls’ Schools: Creating Authentic and Shared Meaning Through Mission and Action—The reputation of a girls’ school constitutes its most valuable asset. Yet there is still a genuine lack of robust evidence and coordinated responsibility to build, manage, and evaluate this asset we call reputation. A precondition for reputation that is authentic and creates consistent pervasive meaning for its audiences is alignment between what a school says about itself (mission and desired identity) and what it actually does (education reality). This 3-hour workshop will be led by Dr Stephen Holmes, Principal
Julie Mencher and ICGS Director of Research Initiatives & Programs Natalie Demers as they address the findings of the ICGS-commissioned research study, “Girls’ Schools in a Multi-Gender World: Leading and Learning Today.”

Learn more and register

**College & University Advising in Girls’ Schools: A Special Event**

February 5 | 11 a.m.-6:30 p.m. ET | The Nightingale-Bamford School | New York, New York, USA

Join colleagues from other ICGS member schools to discuss trends, challenges, and opportunities in the college counseling process. The program will consist of a series of workshops and round table conversations designed to foster dialogue and the sharing of ideas. Key topics will include:

- College Research in the Age of Early Decision/Early Action
- STEM Admission for Girls
- Counseling Young Women in the Post-Dobbs Era

*Please note: This workshop is open to college counselors from ICGS member schools only. Space is limited.*

Learn more and register

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**RESEARCH CORNER**

Introducing the 2023-2024 GARC Fellows!
Congratulations to these inspirational educators who rose to the top of record setting and highly competitive application pool! Coming together from 35 schools in seven countries, the new cohort of fellows will embark on the action research journey exploring the topic Engaging the Power of Many Voices: Leveraging girls’ collaborative spirit toward courageous and joyful learning.

Global Action Research Webinar Series

Global Action Research Collaborative on Girls’ Education fellows who completed the program in 2022 will share their research findings in a series of upcoming webinars in early 2023.

Register for one or all of the following webinars:

January 24, 3 p.m. ET / 8 p.m. GMT

- Alexis Dowglass | Be a Bold Problem Solver: In what ways does the use of a Digital Argument Graphing Platform (Endoxa Learning) build Year 10 girls’ Boldness in Problem Solving in Philosophy and Ethics?
- Claire Coolin | What Effect does the Teaching of Polya's Problem Solving Steps have on the Ability of Year 5 Girls when Solving Non-Routine Problems in Mathematics?
- Emma Russo | How do Structured Viva-style Interviews Develop Post-16 Students’ Confidence in Solving Open-ended, Multi-step Problems in Physics?
- Erin Prada | Problem-Solving Through Sociolinguistic Competence: Utilizing Authentic Opportunities for Engagement to Strengthen the Intercultural Skills of Grade 12 Girls

January 31, 3 p.m. ET / 8 p.m. GMT

- Erika Lorenzana Del Villar | “Girls Unite!”: Developing social action competency through collaborative problem-solving on issues of racial justice among 11th and 12th grade girls in an integrated Religious Studies and Social Studies course
- Helen Carrington | Battling Perfectionism: Examining the Impact of a “Pencil Principle” Scaffold on Year 9 Girls’ Confidence to Engage with Unfamiliar Problems in the Physics Curriculum
- Suzy Pett | “The classics can console, but not enough” (Derek Walcott, ‘Sea Grapes’). The impact of self-reflexive exploration of postcolonial fiction to help year 13 girls build confidence in engaging with complex social problems of race.
- Catherine Atwell | Politically Sensitive Conversations in the Classroom: How Research and Collaborative Problem-Solving Empower Girls in Grades 10-12 to Engage Confidently in Discussion in an Elective Course on American Public Policy

February 7, 3 p.m. ET / 8 p.m. GMT

- Sheetal Kowalczyk | We Can Work It Out: How Teaching Primary School Girls to Collaborate Can Impact their Scientific Enquiry Skills
- Adam Giblin | ‘But what can I do about it?’ How using Design Thinking in the classroom can increase advocacy in Year 11 girls
- Rhiannon Ward | Using the Inquiry Model of Thinking to build confidence and problem-solving skills in Middle School girls
- Sheridan Cox | Essay Composition as Problem Solving: Using Thinking Routines to Improve Confidence and Skills in Year 10 Girls

February 21, 3 p.m. ET / 8 p.m. GMT

- Alia Pan | Start, Finish, Revise: Engaging Grade 10 English Students Through Social Emotional Learning
Katie Jackson | Making Maths Visible: How Does the Use of Vertical Whiteboards Engage and Encourage Year 10 girls to Take Risks When Solving Problems in Mathematics?

Liz Joyce | “Not Too Formal”: Strategies to Support Grade 6 English Students to Strengthen Collaboration and Relationship Skills

March 7, 3 p.m. ET / 8 p.m. GMT

Esmay van Zyl | The Influence of Implementing a Problem-solving Approach in Afrikaans as an Additional Language to Strengthen Comprehension Skills in Grade 9 Girls

Jo Orgill | Examining the Impact of a Project-Based Learning Approach to Teaching French – how does it encourage Confidence and Self-efficacy in Girls’ Independent Problem-Solving?

Lucie Neal | Problem Solved: Developing Confidence in Year 5 Girls Through Collaborative Problem-Solving

Nora Moffat | How Does the Development of Perspective-Taking Skills Influence Real-World Problem-Solving Capacity in Grade 10 Girls in a Design Thinking Course?

Rate, Review & Share On Educating Girls Podcast

On Educating Girls: Creating a World of Possibilities, a monthly podcast produced by the Coalition and hosted by Trudy Hall, is a robust global conversation among experts who are passionate about the education and healthy development of girls. What is good for girls is at the center of each episode, as listeners are offered resources, language, tips, and programs for educating and empowering young women by those who educate, work with, and understand girls. Bring this content to others' attention by offering your rating, review, and endorsement. On Educating Girls is available on all major streaming services. Thanks for listening—it's important to the girls in your life that you do.
Over 75 new members joined ICGS in 2022 representing Australia, Canada, Costa Rica, India, Ireland, Kenya, South Africa, the United Kingdom, and the United States.

Items of Interest

**Single-sex girl schools lead league tables and give better mental health support**
The National

**Girls Who Code is Helping Girls Create Their Own Video Game Characters**
Ad Age
The Power of Education, Female Education, and the Impact on Society
SUCH TV

How the realities of low-income girlhood are overlooked in schools and culture
KQED

The World’s 100 Most Powerful Women
Forbes

Connect With Member Schools
Are you interested in exploring opportunities to establish partnerships or school exchange initiatives with other girls’ schools in the ICGS network?

Please take a moment today to submit your information by completing the form linked below.

partnerships & exchanges

Discover Career Opportunities at Girls’ Schools

www.girlsschools.org