

**Project Summary**  
**THE NATIONAL SEED PROJECT ON INCLUSIVE CURRICULUM**  
*(Seeking Educational Equity & Diversity)*  
**Brenda Flyswithawks, Emmy Howe, and Emily Style, Co-Directors**  
**[www.wcwonline.org/seedtraining](http://www.wcwonline.org/seedtraining)**

The National SEED Project, a staff development equity project for educators, is in its twenty-seventh year of establishing teacher-led SEED seminars in public and private institutions throughout the United States and in English-speaking international schools. A week-long SEED New Leaders' Workshop prepares teachers to hold year-long seminars with their colleagues on making school curricula, teaching methods, and school climates more gender-fair, multicultural, and inclusive of students from all backgrounds. Some SEED seminars have been held in colleges and universities, and some SEED seminars are for parents, led by parents.

In ongoing monthly SEED seminars, held in schools, educators examine contemporary scholarship, as well as "the textbooks of their lives," in order to deepen community conversation about schooling and culture. Educators in SEED groups testify that as a result of their SEED affiliation, they listen to all voices, including their own, with widened attention. They handle with more confidence and competence the challenges and joys of the many kinds of diversity found in their own lives, and in the lives of students and families. SEED helps to create multi-culturally equitable, gender-balanced curricula and teaching methods that better serve all girls and boys (and women and men) from a place of integrity, coherence, and inter-connection.

National SEED Project Co-Directors are Dr. Brenda Flyswithawks, Instructor in Psychology at Santa Rosa Junior College in California; Emmy Howe, a founder of the *Welcoming Schools Initiative* and Open View Farm in Conway, MA; and Emily Style, an English teacher who has taught in urban and suburban New Jersey public and private schools and has done adjunct teaching for Cornell and NYU. Dr. Peggy McIntosh is Senior Associate for the W.K. Kellogg Foundation SEED Expansion, 2011-14. Howe and McIntosh are based at the Wellesley Centers for Women.

Experienced SEED leaders from various disciplines and diverse ethnic backgrounds form the core staff for the week-long workshops. The Project provides technical support throughout the year for SEED seminars, which have been led by SEED leaders in over thirty U.S. states, Buenos Aires, Hong Kong, Jakarta, Kuala Lumpur, Manila, Singapore, Taipei, Tokyo, Toronto, and Vancouver. Once begun, many SEED seminars continue meeting for years. Given the Project's emphasis on diversity in the curriculum, women and men of color are especially urged to become SEED seminar facilitators.

**Due to a multi-year grant from the W.K. Kellogg Foundation from 2012 to 2014, SEED will offer two identical New Leaders' Workshops each summer. The 2013 New SEED Leaders' Workshops will be held July 11-18 and July 25-August 1, 2013, at San Domenico School, San Anselmo, California. Each workshop will enroll approximately 35-40 new SEED leaders, alone or in teams of two, from educational institution. And because of the generous support of the W.K. Kellogg Foundation, SEED is able to offer a summer workshop and SEED seminar support without charge to 6 public schools this year which serve the most vulnerable children and families. This full grant will also cover airfare to the summer workshop and in-school SEED seminar costs. Go to [www.wcwonline.org/seedtraining](http://www.wcwonline.org/seedtraining) for more information. In addition, partial grants of up to \$3,900 are available to qualified schools to cover a portion of SEED costs. Contact Emmy Howe at 781-283-2512, [ehowe@wellesley.edu](mailto:ehowe@wellesley.edu), for more information about partial grants available for SEED.**

Key questions for all participants in SEED seminars are: What would curriculum and pedagogy look like if the diverse lives of women and girls were seen as co-central with the diverse lives of men and boys? And how can curriculum and teaching methods provide, in the metaphors of Emily Style, both *windows* into others' experiences, and *mirrors* of each student's own reality and validity?

**For the 2013-2014 academic year and the 2013 summer SEED workshops, applications are being accepted on a rolling basis through May 15, 2013; early applications are encouraged. After May 15, call about availability.** For further information, contact SEED Co-Director Emmy Howe, National SEED Project, Wellesley Centers for Women, Wellesley College, 106 Central St., Wellesley, MA 02481, by phone at 781-283-2512, by fax at 781-283-2504, or by email [ehowe@wellesley.edu](mailto:ehowe@wellesley.edu); or call Brenda Flyswithawks, Santa Rosa Junior College, Santa Rosa, CA, phone 707-527-4613; or email Emily Style at [SEEDSTYLE@aol.com](mailto:SEEDSTYLE@aol.com) or leave her a voice mail at 973-763-6378. **Applications and further information are available online at [www.wcwonline.org/seedtraining](http://www.wcwonline.org/seedtraining).**

***Key Ideas Behind the SEED Project  
(Seeking Educational Equity & Diversity)***

- Unless we as teachers re-open our own backgrounds to look anew at how we were schooled to deal with diversity and connection, we will be unable to create school climates and curriculum which more adequately equip today's students to do so.
- Intellectual and personal faculty development, supported over time, is needed if today's schools are to enable students and teachers to develop a balance of self-esteem and respect for the cultural realities of others, in the U.S. and in other parts of the world. SEED seminars often involve other school staff along with teachers; SEED seminars have also been held in colleges and universities, and with parents and students.
- Teachers and other school personnel are the authorities on their own experience. If teachers have been put at the center of their own process of growth and development, they can more successfully put students' growth and development at the center of their educational aims. What the SEED Co-Directors name "faculty-centered faculty development" parallels student-centered learning and achievement.
- Both teachers and students need an awareness that respect for one's own authority is intimately related to one's ability to respect and listen to others, since they, too, are authorities on their life experiences. The SEED Project works within schools to deepen the practice of a democratic balance between self and other in classrooms, schools, and society.
- Without *systemic* understanding of gender, race, class, and other interlocking societal systems that impact education, 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 material, and pedagogical strategies that are more gender-balanced, multi-culturally equitable, and globally attuned.
- All education can benefit from asking key questions: What would curriculum and pedagogy look like if the lives of women and girls were seen as co-central with the lives of men and boys? And how can curriculum and teaching methods provide, in the metaphors of Emily Style, both "windows" into others' experiences, and "mirrors" of each student's own realities and validity?

**The SEED Project, based at the Wellesley Centers for Women, Wellesley College and now in its twenty-sixth year, is co-directed by Emmy Howe, Brenda Flywithhawks, and Emily Style. Peggy McIntosh is Senior Associate for the SEED Expansion, 2011-14, funded by the W. K. Kellogg Foundation.**

## SEED Basics

### *How do school sites offer a SEED seminar?*

An interested teacher hears about SEED, most often by word of mouth, and asks for administrative support to attend a week-long SEED summer New Leaders' Workshop prior to conducting a year-long, monthly SEED seminar in a school or college. At the summer workshop, new SEED leaders:

- meet with approx 35-40 other new SEED leaders from various locations, public and private
- receive books and thematic material as a core resource library for their local seminars
- have the opportunity to view 10-30 videos
- work daily in small groups with a multi-ethnic staff of 15 experienced SEED seminar leaders
- experience and observe the emotional and intellectual dynamics of facilitating effective seminars with colleagues on multicultural teaching methods, curriculum, and school climates

### *What does a SEED leader do?*

During the school year following the summer workshop, a SEED facilitator:

- leads a monthly seminar for 10-20 colleagues
- contributes to and receives 3 newsletters which link new SEED leaders from a summer training
- may correspond and consult with other new and experienced SEED leaders
- may borrow videos from the SEED Media Library
- may participate in local SEED gatherings
- participates in SEED Project evaluation

### *What are the shaping dimensions of a local, school-based SEED seminar?*

-- Members are usually ten to twenty teachers or other staff members of public or private schools or colleges in a given region. Sometimes parents, community members and/or students are also involved.

-- Meetings are monthly, during an academic year, usually for three-hour sessions; meetings include food.

-- Seminars are sometimes co-led. At least one of the leaders needs to have attended a week-long summer SEED New Leaders' Workshop and to be a colleague of those in the seminar.

-- Resources are articles, videos, fiction and non-fiction books, poetry, and interactive exercises which increase teachers' and students' abilities to see systemically, in order to recognize and respect plural dimensions of culture and climate that are not customarily studied in school or college curriculum.

-- Teachers are encouraged to "make textbooks of their lives" and to have their students do so also, as part of the process of balancing the curriculum, by balancing "the scholarship on the shelves" with "the scholarship in the selves" (Emily Style).

## *What is the cost?*

For 2013-2014:

(1) \$3,900 per SEED leader participation fee, payable by the school or district to the National SEED Project based at the Wellesley Centers for Women, Wellesley College, where the Project is also supported by grants and gifts. The \$3,900 fee covers tuition, room, meals, and materials at the SEED New Leaders' Workshop, together with year-long newsletter support and access to the SEED Media Library. The fee does not cover travel expenses to California for the New Leaders' Workshop.

(2) \$1000 from the school administration or Board of Education, to be spent locally by the SEED leader(s) on books and materials for the seminar members to keep, and on food for the seminar, and

### **Grants to cover SEED costs:**

Owing to a grant from the W.K. Kellogg Foundation, public schools which serve the most vulnerable children and families are eligible to apply for Full Grant that covers all SEED-connected fees and expenditures. Six public schools in rural or urban areas will be funded during each of the next three years, 2012-2014. The grant will support one or two people to be trained as SEED Seminar Leaders from each school chosen to receive this grant. This grant will also cover airfare to the summer workshop and in-school costs for the SEED seminar.

In addition, partial grants of up to \$3,900 are available to qualified schools to cover a portion of SEED costs. Contact Emmy Howe at 781-283-2512, [ehowe@wellesley.edu](mailto:ehowe@wellesley.edu), for more information about partial grants available for SEED.

**Applications are being accepted on a rolling basis through May 15, 2013. Early applications are encouraged. After May 15, call about availability.** Application forms can be obtained by sending your email or street address to Diane Dana at the Wellesley SEED office, ([ddana@wellesley.edu](mailto:ddana@wellesley.edu)), or by going to [www.wcwonline.org/seedtraining](http://www.wcwonline.org/seedtraining).

Mailing address:

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Wellesley College, 106 Central Street  
Wellesley, MA 02481.

*The National SEED Project serves educators in all subject areas  
with a conversational network which attends as much  
to internal resources of adult development, over time,  
as it does to contemporary racial, ethnic and women's studies scholarship.*

*Educators, remembering their own schooling experiences,  
consider the ways in which school curriculum powerfully shapes  
human identities and societal realities.*