

TAB Storytellers Podcast Transcript of the interview with Julie Toole, recorded on 7/12/2024.

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00:03:25.090 --> 00:03:36.009

Abi Paytoe Gbayee: Welcome to tab storytellers! I'm Abi Paytoe Gbayee. I'm we're here on the tab cast. Talk about teaching for artistic behavior and art, education, pedagogy, movement, philosophy.

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00:03:36.080 --> 00:03:48.770

Abi Paytoe Gbayee: praxis. All of the things are related to the 3 tenants, which is the child is the artist. The classroom is the studio, and we exploring, exploring, what do artists do? And here, with my lovely co-host.

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00:03:49.930 --> 00:04:12.450

Jen Ferrari (she/her): Hey, everyone. It's Jen Ferrari. And I just wanna welcome you again to for joining us to tab storytellers. This podcast was established to promote dialogue among art teachers who seek best practices in contemporary art, education, and to advocate for tab, pedagogy and practice. This, podcast which we lovingly refer to as a tab cast is published once a month and is a place to share our tab stories with one another.

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00:04:12.450 --> 00:04:27.180

Jen Ferrari (she/her): These stories can come from tab educators, administrators, community members, researchers, and many, many more sources. From how we found tab to implementation in the classroom to advocacy for your program, to dispelling myths about tab practice. We cover it all

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00:04:27.200 --> 00:04:42.370

Jen Ferrari (she/her): for more information. You can navigate after this tab cast to teaching for artistic behavior.org, and there you'll find information, inspiration and incredibly helpful items, such as teacher created resources and access to an online community of tab educators called mighty networks.

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00:04:42.430 --> 00:05:07.730

Jen Ferrari (she/her): Alright. So for our tab cast today we have a very special guest, Julie Tool, who who is joining us. She is the grades K. Through 8 art teacher at Baker Demonstration School. She's also faculty at the Tab Institute, which happens every summer, and is an adjunct faculty at mass art, and is the co-founder of Tab stock and a regional organizer for Chicago. So Julie, welcome to the Tabcast.

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00:05:08.462 --> 00:05:13.400

Julie: Yeah. Great to great to be here. Thanks for including me in this conversation.

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00:05:14.870 --> 00:05:22.420

Jen Ferrari (she/her): Absolutely. Usually, when we start off with these, we we just want to find out a little bit more. Besides the what you do.

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00:05:22.740 --> 00:05:28.610

Jen Ferrari (she/her): A little bit more about you and your journey. If you'd like to share with us.

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00:05:29.630 --> 00:05:30.430

Julie: Sure.

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00:05:31.330 --> 00:05:36.690

Julie: I just finished my 34th year teaching which is

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00:05:36.740 --> 00:06:04.380

Julie: a great accomplishment, and I have many colleagues who we started together, who are now retiring, and and I'm still going, and I think you know a Testament to to being a tab teacher. I feel like I feel energized, and I love what I do. And I want to keep contributing to the field and and continue my relationship with students. And I want to continue growing to. And I think that's 1 thing that I love about Tab so much is that

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00:06:04.740 --> 00:06:25.460

Julie: I'm always constantly reflecting and growing, and I didn't always feel that way about my my practice. So I'm currently teaching at a private progressive school, a small school just in the north suburbs of Chicago, called Baker Demonstration School. I teach K. Through 8

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00:06:25.808 --> 00:06:34.429

Julie: and then from my middle schoolers I do electives. So my 6, th 7, th and 8th comes together and I create electives, and I'll talk a little bit more about those later.

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00:06:35.005 --> 00:07:02.239

Julie: I started in Chicago public school. So I did. 20 years in that very large urban system, walked the picket line twice with my fellow Union members, so was really involved in public education. And that's where I got my start in tab. So I was kind of came to art education through kind of a background. I was a special education teacher first, st

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00:07:02.420 --> 00:07:09.530

Julie: and was an artist, and went back to get my master's at Columbia and interdisciplinary art in.

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00:07:09.590 --> 00:07:33.833

Julie: I took a test, and that they said, You can be an art teacher, and I'm like great because I want to do that and so I didn't really go through any of the traditional pedagogy that is taught on the university level. So I didn't really know about Dbae honestly, but shortly after getting into it and trying to figure out what I was going to do, teaching

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00:07:34.540 --> 00:07:53.676

Julie: and our classroom. That's what I found. That's the resources that were out there. The people that I talked to the workshops that I went to was really all dbae. So that was, I thought you know the way to go. So that's kind of like most of us. That's kind of where where I started and where I began, and

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00:07:54.720 --> 00:08:03.890

Julie: few years in really started to feel like out of alignment. And I think that my values, what I feel is best for kids. What I feel

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00:08:03.980 --> 00:08:11.159

Julie: is best for artists, and supporting them to grow as artists was not what I was doing. So, even though I had, like.

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00:08:11.560 --> 00:08:39.720

Julie: you know, by my principals and parents view this really successful art program and lots of art in the building and murals and and all this stuff I just felt starting to feel empty about it, and feeling like I was being inauthentic. So I was really searching for a more studio like approach to teaching. Art was like, that's impossible. That sounds crazy. That sounds chaotic. You know. So I had kids.

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00:08:40.066 --> 00:08:54.859

Julie: That were bored with my projects. Right? I had. You cannot find a project that's gonna fit every kid and what their interest and their skills and their needs are, kids work at different paces. Right? So I have this problem with kids

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00:08:54.860 --> 00:09:11.649

Julie: rushing through because they didn't care about it, or just they work faster, or those kids that were really into it. And we're so meticulous, and I'm like sorry we're done now. We gotta move on right? So what is that telling them as an artist? Just the waste of materials? I was feeling, you know, just being reflective on

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00:09:11.870 --> 00:09:14.239

Julie: wasted materials and kids

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00:09:14.520 --> 00:09:24.140

Julie: passing back work that I think is amazing. And then the kids throwing it in the garbage. So I really listen to that feedback from them

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00:09:24.830 --> 00:09:25.900

Julie: and

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00:09:25.910 --> 00:09:38.434

Julie: also and then stumbled across this Yahoo group. I don't know if you guys remember the Yahoo group while you do, of course. So back in the day, that was a Pre Pre Facebook and all that, this was just

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00:09:39.500 --> 00:09:53.519

Julie: a Forum online, just mainly all writing about people that were kind of doing this. And I went to the Na conference. I think it was 2,012 in Minneapolis. Does that sound right? 2,012,

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00:09:53.730 --> 00:09:57.190

Julie: yeah. And I've heard.

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00:09:57.210 --> 00:09:58.260

Julie: What's that.

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00:09:58.400 --> 00:09:59.840

Abi Paytoe Gbayee: Said. I can check that in a minute. I've got.

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00:09:59.840 --> 00:10:08.750

Julie: Okay, that's alright. It's not that important. It's around there. But I went to hear Kathy Douglas speak. I met Clig. Diane J. Quith.

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00:10:09.414 --> 00:10:13.685

Julie: who also heard Dale was there? From Colorado?

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00:10:14.220 --> 00:10:22.890

Julie: And I just sat in the audience and literally my life changed like it's 1 of those things you can like. Look back at a moment in time where

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00:10:23.010 --> 00:10:43.183

Julie: like this made a a big shift in the trajectory of my life. And I was like. I found I found my people. They're doing this. I don't have to carve this path by myself, and I did all I could to to learn from from these mentors, and what I found, and what I love, and what I try to give back is that

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00:10:44.110 --> 00:11:08.750

Julie: great grace and humility and generosity in their experience and their learnings and their teaching. So I quickly glomped on to Kathy Douglas. I went up to her after her conference, and I was like Kathy Hi! And introduced myself, and just fangirling all over her. And she's like, Do you want to go have lunch? And I was just like.

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00:11:08.970 --> 00:11:23.360

Julie: Lord, right! That's Kathy Douglas for you. So we sat down and and have been great friends, and she's been my my mentor along with the other people that I mentioned as well. So that's when my life really changed. I came back, and I was like.

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00:11:23.380 --> 00:11:39.699

Julie: I'm doing this. I didn't quite know exactly what I was doing, but I said, I'm I'm doing it. And I changed the name of my room from an art room to an art studio. It had a ribbon cutting ceremony, and we dove in, and very quickly I could see that. How engaged my kids were.

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00:11:39.800 --> 00:11:51.430

Julie: how excited they were, how excited. I was the potential for growth. Just to see them light up. And it just was very, very affirming to me that like this is

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00:11:51.530 --> 00:11:57.929

Julie: this is the way for me. This is the way that I feel fits best with who I am and what I believe. So

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00:11:58.200 --> 00:11:58.885

Julie: so

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00:11:59.870 --> 00:12:08.750

Julie: That's I guess how I got into to tab, and I think since then just try to find many opportunities to give back whether it's presenting at conferences or

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00:12:09.395 --> 00:12:16.980

Julie: working on a, you know, contributing to books and articles and magazines. Doing organizing.

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00:12:17.660 --> 00:12:46.250

Julie: you know. Get together with my fellow tab teachers and then I I decided to do a study group with engaging learners. Through Chicago public schools. They had a grant. And so I said, we're gonna go through engaging learners. So this is probably about 2,013. And I met some people that I'm really close

to now. Still, so we went through the book, and they were interested in it as well, and it just kind of my support network just kind of grew from there. So

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00:12:46.500 --> 00:12:52.499

Julie: now I'm in a you know, I love public education. I'm in a private private school, and was basically

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00:12:52.610 --> 00:12:58.469

Julie: a hard choice. But it was. I was coming to the point where I wanted to continue to grow and and the

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00:12:58.510 --> 00:13:10.520

Julie: trappings of being in a large urban system. With huge class sizes and 0 budget. And you know, pressure for standardized testing again

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00:13:10.880 --> 00:13:15.450

Julie: started to feel out of a line for me. And that's how I kind of landed where I am now.

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00:13:15.690 --> 00:13:16.760

Julie: So that's

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00:13:16.980 --> 00:13:20.850

Julie: the not so short story of of my journey to Tab.

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00:13:24.680 --> 00:13:27.890

Jen Ferrari (she/her): I love that you were talking about those

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00:13:28.240 --> 00:13:36.432

Jen Ferrari (she/her): affirming experiences that you became a part of, and how they they seem to align with more of who you were, and I think that

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00:13:36.890 --> 00:14:02.519

Jen Ferrari (she/her): there are so many of those opportunities that we have, and then we make right. And then I know that one of the ones that you were a big part of that still is strong today, and a lot of people have heard of is tab stock and I have never had the the pleasure of going. I know Abby has, and many others that I know of have, and I was curious if you wanted to share a little bit about that, because that actually has become

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00:14:02.920 --> 00:14:09.910

Jen Ferrari (she/her): almost like a model for other regions who are putting together their own, so I don't. If you'd like to share a little bit about that.

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00:14:10.150 --> 00:14:40.109

Julie: Yeah, yeah, it's probably one of the greatest joys of my my summer. And again, some of my closest friends. So I just wanna make sure I name all the people who are the Co. Organizer. So Lisa Van Lucid from 3 Oaks, Michigan candy price also from Michigan, Clark, Fraelic, and Clyde. Gaw, you all know them from Indianapolis. So we're kind of the the core group that has been organizing this. And we just celebrated our 7th year at tap stock.

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00:14:40.567 --> 00:14:48.832

Julie: And I just wanna talk a little bit about the genesis of it. It started the thought of it. The idea of it started in

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00:14:49.390 --> 00:15:08.299

Julie: Clyde Gaw's kitchen. He had a little get together in Indianapolis, and a group of us were like, We're gonna we're gonna you know, road trip and go visit Clyde and and just kinda talk. So that group was there. There are a few other people that were there as well. Kitty Condi from Chicago also was there.

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00:15:08.610 --> 00:15:11.629

Abi Paytoe Gbayee: The one that Kathy zoomed into or skyped into.

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00:15:11.630 --> 00:15:13.350

Julie: Yes, yes, that was back in the discussion.

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00:15:13.350 --> 00:15:14.719

Abi Paytoe Gbayee: Pictures from that meeting.

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00:15:14.720 --> 00:15:15.300

Julie: Is there.

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00:15:15.590 --> 00:15:18.499

Abi Paytoe Gbayee: Yeah, I have some of them. And they came up in my research.

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00:15:18.500 --> 00:15:22.869

Julie: Awesome, and Brian and I'm forgetting his last name. But he's from the southeast.

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00:15:23.340 --> 00:15:31.969

Julie: So we we met. And and that's actually when Facebook was just starting. So we started decided to start Midwest Tab

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00:15:32.100 --> 00:15:52.220

Julie: Facebook Group, I guess, is what we recall called it, which has now grown into just the Tab Facebook group, because it became much bigger than just the Midwest. And because so many people came to that site for resources and support, we just changed it to that. So that's kind of the genesis of that. And there we decided to do a conference

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00:15:52.300 --> 00:16:10.320

Julie: and was not Tab stock, but it led to tab stock. So we did like a 1 day conference in Chicago, Chicago Teacher Center, and it was more like in Aea. There were many workshops. Most of us did little presentations and breakout groups. We had a hundred people that came. It kind of blew us away that the

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00:16:10.870 --> 00:16:18.490

Julie: you know, the thirst for learning more about this, and they came from all over the Midwest.

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00:16:18.740 --> 00:16:25.149

Julie: We did pechacas. I don't know if you remember the pecha Kucha craze there's those. Was it?

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00:16:25.350 --> 00:16:26.959

Julie: 30 slides? And

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00:16:27.920 --> 00:16:34.880

Julie: I don't know so many minutes. And you're just going through photos first.st so anyways, we did that, and it was

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00:16:35.020 --> 00:16:38.400

Julie: great turnout, but it was exhausting for the

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00:16:38.450 --> 00:16:50.389

Julie: people that were working there, the people that put it together. And we were like, we wanna do this, but we wanna do it like in the style of Tab, we wanna, make it more

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00:16:50.690 --> 00:17:12.909

Julie: authentic and to better take care of everybody, including the presenters, because we're like we got nothing out of it because we were so exhausted. We were just giving and giving and giving. We really

wanted to create where we could get back as well, so that so it went from that to the total opposite which we dreamed up was Tab stock so obviously taking from Woodstock that feel

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00:17:13.302 --> 00:17:23.947

Julie: Lisa Van Blue Sid lives in 3 Oaks, Michigan, and it's a very artistic community, and she had a friend who had a property called blueberry fill field, so shout out to Donna,

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00:17:24.690 --> 00:17:39.369

Julie: We rent this. We rented it, and we have a house and a huge property, and we people camp out, and we have tents and board potties, and we have a house where a few people can stay, and we can use the kitchen.

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00:17:39.410 --> 00:18:07.249

Julie: and it's all about community. It's about self care in a real way, not like the way that your principal tells you to take self care which really isn't self care and it's really about being an artist yourself. Cause we really feel like that is something I think, that I have found in so many people that embrace the tab. Pedagogy is themselves as artists, and whether they're struggling as an artist or they've.

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00:18:07.510 --> 00:18:24.927

Julie: you know, have been presenting and and in galleries for years. There is that drive. And I think it's important that we continue to create as tab teachers. So we can have that empathy for what that creative process is like, and we can share that journey and that authenticity with our kids. So

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00:18:25.620 --> 00:18:40.049

Julie: let's see. So yes, so 2,016 was our 1st year. It started just as 2 days, and is now grown into 3 days and each year we kind of structured a little bit differently and in

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00:18:40.330 --> 00:18:46.649

Julie: from feedback from the participants. It's really taken on much more

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00:18:46.660 --> 00:18:49.720

Julie: less structure and much more choice.

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00:18:49.760 --> 00:19:17.604

Julie: So we have a studio with art materials. People can make art whenever they want. We do small breakout groups as people want to talk about different things or not. You can go to the beach. You can do your own art. You can screen print. This year. Somebody brought out the blenders and we did paper making that was really incredible. We did Demos for each other. And now we've added in Yoga, and we've added in visiting artists,

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00:19:18.050 --> 00:19:41.170

Julie: of the community. So we have a little field trips to visit other working artists, and then we added, what's called tab dazzle, which is, you bring your own art, and you can decorate your tents, and you can set up a little booth, I guess, and we walk around and we look at each other's art, and we sell, you know you can buy art from your fellow tab people. So

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00:19:41.350 --> 00:19:51.935

Julie: like I said, the learning happens around the campfire, you know, breaking bread together. We cook together we eat together, we go to the lake. We go catch fireflies.

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00:19:52.840 --> 00:20:05.520

Julie: oh, just. It's really really incredible and enriching. And you know, the relationships we have there really fuel us throughout the the school year, and something we look forward to so

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00:20:05.620 --> 00:20:08.371

Julie: that is is beautiful. Tap, stock,

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00:20:08.890 --> 00:20:17.000

Julie: and encourage everyone or anyone doesn't matter. You don't have to be from the Midwest to to make the road trip to join us. It's usually in July.

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00:20:17.800 --> 00:20:21.260

Abi Paytoe Gbayee: No, it's amazing. Yeah, it yeah, it's

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00:20:21.320 --> 00:20:22.770

Abi Paytoe Gbayee: I mean. Also.

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00:20:22.880 --> 00:20:38.672

Abi Paytoe Gbayee: Julie didn't say either, but like, when I was there, she was setting up little art traps that you know, like deeply, you're like I was gonna go to something and have a conversation like, Oh, but that I'm gonna sit down and make that, you know there's art making spaces like on the screened porch, and

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00:20:38.950 --> 00:20:39.420

Julie: Yeah.

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00:20:39.420 --> 00:20:40.319

Abi Paytoe Gbayee: It's just

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00:20:40.760 --> 00:20:43.924

Abi Paytoe Gbayee: and everybody's really welcoming. And so it's definitely

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00:20:44.390 --> 00:21:02.310

Abi Paytoe Gbayee: and it's just neat to have. I mean, there's those times when everybody can come together. And then suddenly, there's something there that wasn't, and tap stock wouldn't be what it is without the people who show up and make it that. And so it's really a beautiful thing. And I know that

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00:21:02.700 --> 00:21:11.389

Abi Paytoe Gbayee: there are a lot of groups that really want kind of that same community. And I know that you know Colorado does their so much differently. But

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00:21:11.490 --> 00:21:15.039

Abi Paytoe Gbayee: when I went and came back we were like, Well, how can we bring

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00:21:15.690 --> 00:21:26.540

Abi Paytoe Gbayee: parts of that choice part of what we're doing. And so I mean, you guys impact as a group and being a really intentional about that has impacted other tab events. So.

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00:21:26.950 --> 00:21:27.800

Julie: Full of.

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00:21:27.800 --> 00:21:29.269

Abi Paytoe Gbayee: All sorts of gratitude for that.

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00:21:29.530 --> 00:21:54.770

Julie: Yeah. And it's, you know, again goes back to Kathy Douglas and Diane and that crew. They used to have little potlucks at each other's house. Right? That's how it really Tab has spread is teacher to teacher. And so we wanted to bring, you know. Keep that at the heart of of how we do professional development. And another thing that I wanted to to mention is just.

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00:21:54.810 --> 00:22:14.580

Julie: and we'll talk a little bit more about anti-racist teaching. But you know any. I've made a commitment myself. Anything that I'm a part of, whether it's the Institute or something. I'm writing, or tab. Stop really thinking about that through the lens of Deij and B, so ways that we're continuing to do that work, you know, in that community. So everything from like

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00:22:15.071 --> 00:22:32.659

Julie: talking about the land we're on, and ways to give back to that, and how we can go beyond just performative land acknowledgements to you know, when we do when we lead our circles, really using the principles of restorative justice, and that and a talking stick and

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00:22:32.850 --> 00:22:51.980

Julie: and group norms and things like that. So really trying to keep those center, too. So everybody does feel you know, like you said like they belong there, and they feel cause a lot of people come. They don't know anyone. They've never camped before. They're really out of their comfort zone. They don't know what to expect, and you know they leave with.

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00:22:52.230 --> 00:22:54.420

Julie: Well, we had 30 people this year, so

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00:22:54.560 --> 00:22:56.590

Julie: 30 people there in their corner.

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00:22:57.950 --> 00:23:00.829

Abi Paytoe Gbayee: Yeah, it's it's amazing. And I I

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00:23:01.260 --> 00:23:03.299

Abi Paytoe Gbayee: and I think that maybe

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00:23:05.500 --> 00:23:19.577

Abi Paytoe Gbayee: your like, Julie, has created this amazing little book related to land acknowledgement. That she reads at the beginning of Tab stock, and it was the 1st time that I had it experienced

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00:23:20.000 --> 00:23:24.640

Abi Paytoe Gbayee: more than a land acknowledgement, but a give back and a way to engage

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00:23:24.910 --> 00:23:30.300

Abi Paytoe Gbayee: socially in a practice that felt more meaningful that.

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00:23:30.300 --> 00:23:31.150

Jen Ferrari (she/her): He's lost.

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00:23:31.150 --> 00:23:36.218

Abi Paytoe Gbayee: It was that you know what does what feels good. And and since then

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00:23:36.590 --> 00:23:39.239

Abi Paytoe Gbayee: as I've interacted more with

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00:23:40.470 --> 00:23:48.670

Abi Paytoe Gbayee: some of the artists in. You know, the areas that I'm working in and things like that. I've had some really good conversations about what what is meaningful.

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00:23:50.200 --> 00:24:01.719

Abi Paytoe Gbayee: as on the receiving end of being a people group who's on that land? Who's still there? Kind of thing. And and it was just, I'm so grateful for you modeling better practice.

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00:24:01.720 --> 00:24:02.310

Julie: Hmm.

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00:24:02.310 --> 00:24:09.399

Abi Paytoe Gbayee: Really making that accessible? And so I really, I can't explain to you guys enough how powerful

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00:24:09.570 --> 00:24:11.220

Abi Paytoe Gbayee: Julie is.

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00:24:11.300 --> 00:24:13.330

Abi Paytoe Gbayee: And her, really.

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00:24:14.340 --> 00:24:29.930

Abi Paytoe Gbayee: you're really unassuming, quiet kind of way. But you make powerful impact because you're so thoughtful about the choices that you make and how you move forward in the world and it, it makes a difference. And so, yeah.

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00:24:30.100 --> 00:24:39.825

Julie: Well, I appreciate that feedback. And I've had yeah, so many other mentors that you know I'm hoping to follow in their footsteps. So it's just finding those people in your lives right?

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00:24:40.760 --> 00:25:03.839

Julie: Something of the other thing I do wanna say about tough stuck? Is we make it really affordable? Like the whole 3 days is like \$125 and it's potluck. And we bring everyone brings our supplies to share because we wanna make that really accessible to people and like the organizers we pay to come like we.

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00:25:03.950 --> 00:25:15.519

Julie: We don't make money off of it, and we don't come for free. So really just that really that sense of of community and making it accessible for our teachers. Cause we know it's tough

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00:25:16.860 --> 00:25:18.770

Julie: being teachers on our salaries.

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00:25:20.440 --> 00:25:27.330

Jen Ferrari (she/her): Yeah, I was just thinking as you were sharing earlier, the it's a shame that the learning that happens in these community groups

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00:25:27.600 --> 00:25:35.419

Jen Ferrari (she/her): like that we don't celebrate more in our culture that more informal sharing of knowledge as opposed to the more academic, formal

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00:25:35.869 --> 00:25:45.769

Jen Ferrari (she/her): cause. I know that's a really big concern of a lot of teachers when they're looking for professional development. But I still feel that these opportunities, because they are so powerful, are

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00:25:46.350 --> 00:25:56.830

Jen Ferrari (she/her): even more important than those that are like for credit, or whatever. So I I that I was something that I thought of when you were saying that because

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00:25:57.170 --> 00:26:16.010

Jen Ferrari (she/her): I think when you're talking about like moving the the needle on different things, I know that like we're gonna talk more about that when you go into what you do with your classroom, and I know Abby definitely wants to touch on the the mirrors and windows that you talk about and you work within your classroom. But I mean there are. So there are other

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00:26:16.010 --> 00:26:29.170

Jen Ferrari (she/her): needles that are also, I feel like we can slowly start to work towards pushing in the other direction. So I guess that might be a good transition point. If you if you wanna share a little bit about maybe starting with what

200

00:26:29.190 --> 00:26:32.889

Jen Ferrari (she/her): anti-racist teaching looks like in your classroom, and then maybe, like

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00:26:33.234 --> 00:26:38.249

Jen Ferrari (she/her): strategy, not strategies, but like ways that you kind of approach that with your kids.

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00:26:40.310 --> 00:26:50.914

Julie: Yeah, that that's a huge huge question. So I will try to do it justice. I guess the 1st thing I wanna just say, is that

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00:26:53.530 --> 00:26:54.750

Julie: you know I

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00:26:55.030 --> 00:26:57.689

Julie: I've made the commitment to

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00:26:58.210 --> 00:27:07.919

Julie: look through this lens in every part of my life, so I don't think of it as just as anti-racist or anti-bias teaching. I think about it as a human.

206

00:27:08.120 --> 00:27:12.430

Julie: especially a white person with lots of privilege in this

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00:27:12.540 --> 00:27:14.350

Julie: world that we live in.

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00:27:14.380 --> 00:27:24.555

Julie: How can I show up, and all the different places that I have can use my privilege, or I can can use my voice, or I can step back and let other people use their voice

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00:27:24.900 --> 00:27:30.115

Julie: to to bring some more justice into the world. So

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00:27:31.110 --> 00:27:32.220

Julie: so I think

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00:27:32.410 --> 00:27:34.320

Julie: number one is just

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00:27:34.420 --> 00:27:41.043

Julie: all I can do is show up and do my work right, and it's never, ever, ever ending

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00:27:41.800 --> 00:27:52.119

Julie: and sometimes it's a lot, and it can feel overwhelming. And sometimes I have to step back and and take care of myself, because sometimes the best thing you can do in this work is to rest

214

00:27:52.590 --> 00:27:56.639

Julie: so that you can go back and do more of this work. And and I think

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00:27:57.401 --> 00:28:00.110

Julie: so the 1st thing that I

216

00:28:00.150 --> 00:28:04.115

Julie: talk about, or I want to encourage people just to understand your privilege.

217

00:28:04.640 --> 00:28:08.265

Julie: understand the systems in our society.

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00:28:08.980 --> 00:28:25.010

Julie: that are based upon white supremacy principles that have favored people with white skin, and who are able, bodied, and who are heterosexual, and who are male and all the things but understanding my part in that. So again.

219

00:28:25.120 --> 00:28:26.653

Julie: getting beyond

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00:28:28.150 --> 00:28:52.413

Julie: feeling guilty or feeling shameful, because that's a detour to not do the work right. So if I'm sitting with oh, you know I feel so guilty about my privilege, or being white, or a white woman in education. That's an excuse not to to really dive in and do do the hard work. So understanding my own identity was was key to it. And understanding my vices

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00:28:52.770 --> 00:28:57.400

Julie: and like, I said, the different privileges that I I have in this world.

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00:28:58.170 --> 00:29:00.670

Julie: So thinking about, you know.

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00:29:01.250 --> 00:29:18.029

Julie: not if you know racism is showing up at your school, but how it's showing up in your school is a question I always ask myself. So again, not trying to point fingers, but to look to solutions, and then we can't. We can't name something. We can't work towards

224

00:29:18.030 --> 00:29:33.390

Julie: dismantling it. So being able to to see that. So I think what I'm my journey is to really equip myself with these lenses to look at the world through Deij and B, right? So when I'm looking at

225

00:29:33.540 --> 00:29:39.914

Julie: something, whether it's teaching or whether it's a friend group, or whether it's

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00:29:40.570 --> 00:29:43.559

Julie: something I'm writing, or something that I'm doing.

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00:29:43.984 --> 00:29:47.399

Julie: How can I look at it through that lens to kind of

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00:29:49.120 --> 00:29:53.910

Julie: Notice things that then I can see that. What can I do then?

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00:29:54.371 --> 00:29:56.838

Julie: To make to move the needle?

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00:29:57.460 --> 00:29:58.440

Julie: So

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00:29:58.680 --> 00:30:00.303

Julie: I think about this.

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00:30:00.880 --> 00:30:26.970

Julie: It's called your sphere of influence. Right? So you know, you're kind of in the middle and what are the different parts of your life that are that if you've created around you, whether it's your family, your friends, groups, your school, your job, your sports, your your church, or your temple, or all the different

areas of your life that you might have influence on. And then how can you show up in those spaces to do this work?

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00:30:27.360 --> 00:30:34.330

Julie: And you can't do it all number One, and I think it can be especially the state of the world that we're at right now.

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00:30:34.748 --> 00:30:45.070

Julie: It can be very easy to get so bogged down by this. So I think for me, the key was finding other people who are on a similar path, no matter where they are on their journey

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00:30:45.130 --> 00:30:50.080

Julie: to support each other and to hold each other lovingly accountable for this work.

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00:30:50.555 --> 00:30:59.399

Julie: So that's been key just like it was key and tab, finding my people, finding my people that want to do this work, and who are committed to this work. So

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00:30:59.853 --> 00:31:03.926

Julie: the the thing that was probably most transformational for me. I went to

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00:31:04.270 --> 00:31:06.980

Julie: a conference called People of Color Conference.

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00:31:08.574 --> 00:31:13.245

Julie: and it's for independent school teachers and educators and employees.

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00:31:14.230 --> 00:31:15.260

Julie: and

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00:31:15.550 --> 00:31:41.979

Julie: you know, as a white person you go as a guest. And you are really much in the background. Right? You are not out front there, you are not. You are doing your own work in white affinity spaces and trying not to take up a lot of space at this conference, which really is for people of color to come together and support each other in a in a cause. They don't get that experience once. So for me, going to an experience like that.

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00:31:42.760 --> 00:31:47.950

Julie: probably for one of the 1st times in my life, feeling like I was one of a few.

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00:31:48.370 --> 00:31:51.959

Julie: When I go around the world I see myself mirrored everywhere.

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00:31:52.170 --> 00:32:01.021

Julie: especially in education. Right? There are white women coming out of the woodwork right? And so for me, also growing up in Indiana.

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00:32:02.040 --> 00:32:11.200

Julie: you know, this was a space where I went into where I really stepped back and thought about myself, and how I was showing up. And

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00:32:11.750 --> 00:32:20.013

Julie: so that was a really transformational experience to be a part of that, and participating, but in a very different way than I had in the past.

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00:32:20.450 --> 00:32:28.090

Julie: And then I went through an organization called seed. An acronym is seeking educational

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00:32:28.200 --> 00:32:41.246

Julie: seeking, equitable wait, seeking educational equity and diversity. So many acronyms. And they're based on the work of Peggy McIntosh. And so

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00:32:41.870 --> 00:32:51.980

Julie: that is a year long commitment you make to a group. You have a cohort led by facilitators, and you meet once a month for 3 h.

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00:32:52.180 --> 00:33:00.150

Julie: And you look at stories and systems. You look at your own personal story, and you look at the stories of the people that are in your group.

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00:33:00.557 --> 00:33:06.632

Julie: They lead you through lots of exercises and writing and journaling and small group work. And

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00:33:07.410 --> 00:33:22.719

Julie: really, really was life changing for me to be a part of that cohort? Work, and then in it part of it is you making your commitment of of to this work, and how you're going to show up. So I did that a couple of times I went through 2 cohorts, and then

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00:33:23.150 --> 00:33:30.559

Julie: I decided to do the training to become a facilitator. So my my school sent me to that work

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00:33:31.290 --> 00:33:36.950

Julie: and to become a facilitator, so that I could help lead that work at my school, and my mission

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00:33:37.230 --> 00:33:42.000

Julie: at Baker was to bring this work to my school, and

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00:33:42.440 --> 00:33:47.730

Julie: we made a commitment. Within 3 years our entire faculty will have gone through this work.

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00:33:48.200 --> 00:34:05.849

Julie: Which we we, I think we got about 96% of of faculty. When I say, faculty. That's everybody. You know, administrators, teachers, associate teachers, anyone who was working in marketing or in the office, or anything like that. So

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00:34:06.580 --> 00:34:22.449

Julie: so that is one thing. One way that I've been giving back to my school community is by giving this work. And it's really wonderful to build relationships. And you kind of have these share experiences now. So when you're taking on these harder things, you're at a level

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00:34:22.520 --> 00:34:30.569

Julie: of trust with these people, where you can have some hard conversations without getting defensive and and getting caught up in white fragility.

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00:34:32.020 --> 00:34:34.760

Julie: Let's see, I could talk more and more.

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00:34:36.909 --> 00:34:40.859

Julie: let me talk about one other thing just in my in my school. So

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00:34:41.389 --> 00:34:44.917

Julie: we did. We're working through the seed, and we started.

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00:34:45.310 --> 00:34:46.699

Julie: a couple of us

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00:34:47.051 --> 00:35:10.220

Julie: a couple of teachers started a group called at the time it was called Diversity Dialogue. It is now changed to equate. So equity action team. So this is just teachers and staff at my school, and we meet monthly to kind of support each other in this work. So that is my support system that I have now at school. So we take on large school events. We take on

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00:35:10.220 --> 00:35:31.786

Julie: small small things that are happening interpersonally between us. We are there to support each other and challenges in our own personal lives. And then looking again, how we are bringing this work into our making this the foundation of our school community. Not just add ons add on to everything else that we do. So that's

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00:35:32.400 --> 00:35:33.460

Julie: been

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00:35:33.990 --> 00:35:34.890

Julie: hard.

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00:35:36.322 --> 00:35:41.617

Julie: As this work is, and not always successful. And we've made a lot of mistakes.

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00:35:42.180 --> 00:35:45.504

Julie: but those are the main main areas.

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00:35:46.603 --> 00:36:11.599

Julie: that I've been committing to. And I think the other area that I'm really passionate about is Lgbtq. Support. And so when when I came back from people of color Conference myself and my colleague, Becky Crawford who went we started. We didn't have a Gsa. At our school, so we started a gender sexuality Alliance Club, and now we've gone. Guess we've had it about 8 years now, and is the

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00:36:12.070 --> 00:36:16.558

Julie: is the largest club at our school. So

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00:36:17.300 --> 00:36:36.229

Julie: we have a huge number of students that want to participate, and it really has changed the culture at our school to become a very affirming place through their actions, through their advocacy, through the mural work and things like that. We really have built a strong community. So that's something else. I'm

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00:36:36.230 --> 00:36:47.749

Julie: I'm really proud of that that we do at my school. So these are just some of the ways within my sphere, and I think my thing is just everyone. Think about what is your sphere and what are the little ways that you can

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00:36:47.760 --> 00:36:49.876

Julie: engage in this work and

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00:36:50.540 --> 00:36:51.560

Julie: and help.

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00:36:54.150 --> 00:36:57.110

Abi Paytoe Gbayee: I think that something that I

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00:36:57.320 --> 00:37:01.510

Abi Paytoe Gbayee: work now that I'm working with students who are gonna be our teachers.

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00:37:01.510 --> 00:37:02.240

Julie: Bush.

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00:37:02.240 --> 00:37:02.960

Abi Paytoe Gbayee: Is

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00:37:03.230 --> 00:37:06.030

Abi Paytoe Gbayee: really helping them with the idea

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00:37:06.250 --> 00:37:07.020

Abi Paytoe Gbayee: that

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00:37:07.760 --> 00:37:15.729

Abi Paytoe Gbayee: right now in the job market, in our education it's not a poverty mindset of like I have to take the 1st job I get offered

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00:37:16.426 --> 00:37:17.600

Abi Paytoe Gbayee: and I.

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00:37:17.910 --> 00:37:19.270

Abi Paytoe Gbayee: And I think that

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00:37:19.340 --> 00:37:23.259

Abi Paytoe Gbayee: having watched over the years, you really

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00:37:23.550 --> 00:37:31.729

Abi Paytoe Gbayee: celebrating all the ways that you get to show up for your students as the art teacher has has helped me realize

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00:37:31.760 --> 00:37:33.420

Abi Paytoe Gbayee: what is important

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00:37:33.540 --> 00:37:41.180

Abi Paytoe Gbayee: enough that I would want to make change in my own practice, including professionally. And so for folks who, you know, like.

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00:37:42.290 --> 00:37:45.379

Abi Paytoe Gbayee: you know, I went into education. This is 20 years for me. Now.

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00:37:45.680 --> 00:38:03.720

Abi Paytoe Gbayee: you know it was you got a job and you died in that job, and there were no art teacher jobs. You were never going to get hired again, and for people who have been in the field that long and feel stuck. I just want to let you know that there is a shortage of art teachers across the country, and that

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00:38:04.030 --> 00:38:19.780

Abi Paytoe Gbayee: it not that I want everybody if everybody to move programs. But if if there's a better fit where you can live your values more, or teach in a way that feels safer. I just want people to know that those are options to explore. And you don't

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00:38:21.220 --> 00:38:24.460

Abi Paytoe Gbayee: like I just. I really appreciate that. You know you've done

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00:38:25.020 --> 00:38:41.810

Abi Paytoe Gbayee: put a lot of time in, and you still made choices where things could be better aligned for you and your practice, and and personally and professionally. And so I really hope that people hear that that's something that there are spaces and places. And there are

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00:38:42.010 --> 00:38:46.889

Abi Paytoe Gbayee: admin there's administrators and communities who want to value everyone.

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00:38:47.397 --> 00:38:57.680

Abi Paytoe Gbayee: I have some students who are that are falling, a variety of intersectionalities where they have multiple identities that might be marginalized

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00:38:57.730 --> 00:39:11.629

Abi Paytoe Gbayee: and to the point where it's 1 of those things where I worry sometimes, even where I'm gonna place them as a student teacher. So I cause I want them to feel safe and successful, but also knowing that they can advocate for a district that's going to love them for school. It's gonna love them.

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00:39:11.630 --> 00:39:13.410

Julie: Yeah, that's great.

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00:39:14.530 --> 00:39:21.500

Abi Paytoe Gbayee: But I thank you again for for the modeling that you do when you live your life. The way that is is really authentic. I.

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00:39:21.500 --> 00:39:24.569

Julie: Yeah. And I think I think that's, you know, comes with.

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00:39:24.980 --> 00:39:40.789

Julie: yes, I'm glad they're hearing it at the beginning of their career cause. Sometimes, you know, you have to really struggle with that coming to that place of of it's scary to to leave something you're comfortable with, and to go to the unknown. And I think that when you

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00:39:40.790 --> 00:39:57.187

Julie: come to the point like you said, you have to find a place that's in alignment with what you believe that's gonna support, who you are and what you bring? And then what support do you need as well? And when you find that community right? And it's never gonna be perfect. And that's the other thing, too.

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00:39:57.640 --> 00:39:58.490

Julie: but

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00:39:58.710 --> 00:40:09.050

Julie: yeah, where is the place that you can continue to grow and flourish and and that's what I've always look looking for is because I I want to continue like I said.

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00:40:09.450 --> 00:40:14.409

Julie: No matter how many years I've been teaching, I can do better, and I want to do better. And

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00:40:14.750 --> 00:40:24.039

Julie: and I'm also proud of the work that I've done. So. I'm not downplaying, you know what I have done, but I'm excited about what the future can hold too.

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00:40:25.270 --> 00:40:37.830

Abi Paytoe Gbayee: And I I mean, I think that that leads and kind of where we're headed next. But you know, if you if you wanna stay where you are, which most people do cause like we love our students. And we're there. We're our teachers for reasons.

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00:40:37.830 --> 00:40:38.760

Julie: Yeah, so.

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00:40:38.760 --> 00:40:43.727

Abi Paytoe Gbayee: We picked this profession and are still in it for reasons and those usually include kids.

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00:40:44.590 --> 00:40:45.160

Abi Paytoe Gbayee: Oh, but.

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00:40:45.160 --> 00:40:46.600

Julie: I hope, and.

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00:40:46.600 --> 00:40:49.119

Abi Paytoe Gbayee: Right poor, or please don't be in our teacher. That's not.

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00:40:49.120 --> 00:40:50.090

Julie: Exactly.

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00:40:50.090 --> 00:40:52.869

Abi Paytoe Gbayee: You don't actually enjoy children. Maybe not the right job.

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00:40:52.870 --> 00:40:53.640

Julie: Exactly.

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00:40:53.860 --> 00:40:54.520

Abi Paytoe Gbayee: But

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00:40:54.930 --> 00:40:57.889

Abi Paytoe Gbayee: for people who want to start moving the needle.

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00:40:57.960 --> 00:41:04.770

Abi Paytoe Gbayee: but aren't quite sure where to go or what resources to start with and

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00:41:05.350 --> 00:41:07.349

Abi Paytoe Gbayee: and maybe tangentially.

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00:41:07.480 --> 00:41:10.009

Abi Paytoe Gbayee: or maybe not even tangent like huge like.

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00:41:10.270 --> 00:41:13.320

Abi Paytoe Gbayee: how can you move the needle in places that might not be safe

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00:41:14.060 --> 00:41:22.110

Abi Paytoe Gbayee: to visibly move a needle in a way where people still want to have and be there for students, because we want our students to feel safe.

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00:41:24.780 --> 00:41:50.340

Julie: I mean for me, you gotta find at least one other person. It's really hard to do it by yourself, but sometimes all you need is one or 2 other people that are kind of like minded and just get together. I think what we started with our little. So equate team was looking at Halloween and looking at cultural appropriation and costumes like that was, it's a little thing.

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00:41:50.350 --> 00:42:01.359

Julie: but there was something that we thought was tangible, and that that we could do, and that needed to be done in our community. So I think it's 1st making relationships with people

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00:42:01.480 --> 00:42:03.520

Julie: first.st

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00:42:03.630 --> 00:42:06.429

Julie: that has to kind of come first.st

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00:42:07.540 --> 00:42:20.049

Julie: instead of just coming on, you know, like gangbusters right away, is really listening to people and listening to understand people's stories, not listening to push your agenda or not listening

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00:42:20.240 --> 00:42:21.480

Julie: to

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00:42:21.520 --> 00:42:23.930

Julie: respond what you're gonna say next.

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00:42:23.960 --> 00:42:27.909

Julie: And I think seed has helped me a lot with that piece

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00:42:28.040 --> 00:42:36.700

Julie: because we do a lot of personal testimony. And when you listen to people's stories and you get to know who they are and what they care about. They're going to be much

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00:42:36.730 --> 00:42:38.150

Julie: more willing

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00:42:39.460 --> 00:42:56.670

Julie: to to do some of this work, that is, does seem scary. People are worried, you know. There's Hor, you know, depending on what state you teach into, and I'm in Chicago. I'm in a very liberal state. I'm in a progressive school. I realize the privilege that I have to have a Gsa. Some of my friends.

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00:42:57.250 --> 00:43:00.930

Julie: you know, their Lgbtq kids are not safe

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00:43:01.260 --> 00:43:21.859

Julie: at all right. So the things I realize that we are able to do in my school and my setting. So you know, don't compare yourself to what other people are doing, but there is something that everybody can do,

and it has to start with, I think, finding a few like minded people taking an inventory of what's 1 little thing you guys can do together.

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00:43:21.920 --> 00:43:23.140

Julie: and then

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00:43:24.810 --> 00:43:32.839

Julie: you know, getting to work and show up and do your own work as well. You know it's not just the stuff you're doing at school. It's got to be the stuff

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00:43:32.860 --> 00:43:51.660

Julie: that you're reading and who you're listening to and and workshops you're part of, or other outside groups, or finding a C. Cohort to be a part of all that layers together, to give you the strength to have some of these conversations, because, as a white person. We part of our

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00:43:51.870 --> 00:43:58.410

Julie: part of my culture is that we don't talk about these hard things right? It makes us uncomfortable. We want to avoid them.

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00:43:58.540 --> 00:44:04.779

Julie: And those are all because we can avoid them, because a lot of this is not impacting my life directly.

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00:44:05.655 --> 00:44:07.530

Julie: So I think.

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00:44:07.540 --> 00:44:19.650

Julie: yeah, doing your own work, finding a couple of people that are that are near you, and knowing knowing what the the laws are too like, there's a lot of laws to support Lgbtq kids that are national.

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00:44:20.082 --> 00:44:29.709

Julie: Finding out what those are. So you can support. Your students and knowing what their rights are like to start a Gsa. And things like that. So.

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00:44:31.240 --> 00:44:34.920

Abi Paytoe Gbayee: One of the I conversations that I've had recently

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00:44:35.282 --> 00:44:49.040

Abi Paytoe Gbayee: with Anna Pilhofer and Alicia Mernik, who have both been part of the Ed and I work at the national level and are still engaged with that was the phrase of moving at the speed of relationship.

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00:44:50.004 --> 00:44:50.397

Julie: And.

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00:44:50.790 --> 00:44:53.900

Abi Paytoe Gbayee: I have thought about that every day since.

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00:44:53.900 --> 00:44:54.490

Julie: Yeah. Nick.

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00:44:54.490 --> 00:44:55.700

Abi Paytoe Gbayee: Station, around.

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00:44:55.700 --> 00:44:56.813

Julie: That down.

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00:44:57.530 --> 00:44:59.970

Abi Paytoe Gbayee: How powerful

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00:45:00.030 --> 00:45:02.730

Abi Paytoe Gbayee: that is when

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00:45:03.340 --> 00:45:06.690

Abi Paytoe Gbayee: in in every I mean in every area, because

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00:45:07.110 --> 00:45:10.240

Abi Paytoe Gbayee: as soon as you step back and

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00:45:10.260 --> 00:45:12.190

Abi Paytoe Gbayee: group people together in a bigger group.

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00:45:12.786 --> 00:45:19.860

Abi Paytoe Gbayee: You you lose the person and you start to enter. You start to react to the issue.

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00:45:19.870 --> 00:45:25.259

Abi Paytoe Gbayee: And that's not that's not productive in most cases. And so

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00:45:26.250 --> 00:45:33.099

Abi Paytoe Gbayee: I I think that's part of why I've always loved being an art teacher is because it's given me the space and time to get to have

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00:45:33.340 --> 00:45:37.820

Abi Paytoe Gbayee: relationships and get to know students in ways that other teachers in the building never do.

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00:45:37.990 --> 00:45:38.540

Abi Paytoe Gbayee: And.

360

00:45:38.540 --> 00:45:57.239

Julie: Absolutely, especially when, if we're teaching a multitude of ages, you know, Jen, you teach multi ages as well, and it's like some of my kids. I have for 8 or 9 years in a row. It's phenomenal, right like how I know them and how they, the trust that can build up through the years, especially

361

00:45:57.310 --> 00:46:06.190

Julie: in a tab classroom which is already gonna be leading to, you know, knowing the kids more, and who they really are, and and all those things. So I think it's a beautiful

362

00:46:06.230 --> 00:46:30.289

Julie: match between Tab and Dei work. And I think that you know as as faculty at the Tab Institute. That's something that you know. When Kathy and Diane, you know, came to me. And we're like, you know, we're gonna be retiring soon, and we want this work to continue. I say I will only continue if we can continue to make Deij be the foundation of this work.

363

00:46:31.029 --> 00:46:42.530

Julie: And then everything else is on top of that. And that's something. They were very much aligned with. And so that is something I make a commitment to do at the Institute as well

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00:46:43.330 --> 00:46:48.260

Julie: as well as other people who are very involved in that work from the Institute as well. Yeah.

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00:46:49.055 --> 00:46:53.600

Abi Paytoe Gbayee: Just because I know that everybody has slightly different

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00:46:55.090 --> 00:47:02.651

Abi Paytoe Gbayee: lengths of acronyms. Just if for anybody who might not be completely familiar with all of those. Would you mind just

367

00:47:02.980 --> 00:47:04.153

Julie: Oh, yeah.

368

00:47:04.750 --> 00:47:13.130

Julie: dia diversity, equity, inclusivity, Dei justice. And belonging the plus Bd is something.

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00:47:13.580 --> 00:47:14.750

Julie: And it

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00:47:14.970 --> 00:47:17.389

Julie: yeah, it changes a lot and it gets.

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00:47:17.930 --> 00:47:19.857

Julie: Language changes right?

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00:47:20.940 --> 00:47:33.640

Julie: you know, teaching, teaching, tolerance change their name because they're like the work we're doing is beyond tolerance. Tolerance isn't going to help people survive? Right? So how can we change? Learn? So now they're learning for justice. So I think that

373

00:47:33.710 --> 00:47:40.595

Julie: you know, realizing that language changes, and to make sure you're staying up on that and and

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00:47:41.260 --> 00:47:42.729

Julie: because words do matter.

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00:47:43.010 --> 00:47:45.769

Julie: you know, that's not the only thing that matters, but words do matter.

376

00:47:46.270 --> 00:47:56.799

Jen Ferrari (she/her): Yeah. And also the the needs change, you know, like what comes about and what you're more aware of also changes. So I think that's really important to note that, like

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00:47:57.010 --> 00:48:02.059

Jen Ferrari (she/her): the only thing constant in anything we do is change and

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00:48:03.140 --> 00:48:06.529

Jen Ferrari (she/her): I'm glad that you were sharing the parts of your journey.

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00:48:06.902 --> 00:48:28.080

Jen Ferrari (she/her): In becoming more of an anti-racist educator in person. Because I think for a lot of us, we are exposed to these professional developments that are like these one day. Bite size, little thing, and then, after that's it like, that's the only exposure you get. And then you just kind of are like, what do I do with this? And I think you've done a lot of that

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00:48:28.603 --> 00:48:30.970

Jen Ferrari (she/her): and like you've taken the

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00:48:31.670 --> 00:48:37.370

Jen Ferrari (she/her): you've taken it upon yourself to do that extra the work after that, where you find like you are.

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00:48:37.690 --> 00:48:41.569

Jen Ferrari (she/her): you're. It's kind of like that spark, and then you have to. You continue

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00:48:42.154 --> 00:48:52.319

Jen Ferrari (she/her): and I think that's important to note, because there are those opportunities. It's just kind of going to look and to find them. They can then continue your journey, so I'm glad you mentioned some of them.

384

00:48:52.320 --> 00:48:55.335

Julie: Yeah. And then what? Right? So it's, it's.

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00:48:55.670 --> 00:48:56.280

Jen Ferrari (she/her): Exactly.

386

00:48:56.910 --> 00:49:00.780

Julie: How is that going to look in in practice? Because, you know.

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00:49:00.860 --> 00:49:10.570

Julie: white culture loves to have the book clubs and the buttons and the T-shirts and the signs in their windows. And then what? Right? So? Not that those things

388

00:49:11.010 --> 00:49:16.530

Julie: there's not a purpose, but that is cannot be, you know

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00:49:16.540 --> 00:49:22.652

Julie: the main thing that people get out of of doing this work. And one other thing I forgot to talk about is

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00:49:23.330 --> 00:49:37.704

Julie: I wanted to add another way to do, add, do this work at your school is I like, I said. I do electors for my middle schoolers, and one of my electives is called the artist's activist. So this is a specific course that I created.

391

00:49:38.090 --> 00:49:44.668

Julie: so it's a i don't know, like of a 13 week course, and really looking at

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00:49:45.210 --> 00:50:08.839

Julie: it's a tab. It's a tab style class. It's still complete choice for the students, but really looking a lot of contemporary artists and and their work, and activism, and then really doing some identity work and then looking at what is something that they care about? That they see needs to change. And then how can they express their thoughts and ideas through through creative arts? So

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00:50:08.910 --> 00:50:18.589

Julie: that is another way to to bring this work into. It's the kids work. It's the kids ideas. And really, you know.

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00:50:19.110 --> 00:50:37.554

Julie: have to be comfortable as a teacher being talking about everything because they're gonna bring it up, you know. The issues. And you know, and then sharing that with the community and what that is like, and how empowering that can be for the students to see see their thoughts and their ideas.

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00:50:38.210 --> 00:50:43.979

Julie: in this public space, and to have people have conversations about it. So to me. That's

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00:50:44.320 --> 00:50:51.593

Julie: what I'm trying to do is empower this next generation to be able to use their voice. Notice these things in the world.

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00:50:52.240 --> 00:50:58.469

Julie: so that they can continue doing this work because it's just we're chipping away at it. And it's

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00:50:58.740 --> 00:51:07.530

Julie: the mountain feels like it's growing as I chip away. The mountain is growing 10 times faster on top of me, and

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00:51:08.060 --> 00:51:11.440

Julie: there's no other way but to keep chipping away at it so.

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00:51:15.620 --> 00:51:18.165

Abi Paytoe Gbayee: Part of some of the things

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00:51:19.150 --> 00:51:19.990

Abi Paytoe Gbayee: that

402

00:51:20.300 --> 00:51:23.808

Abi Paytoe Gbayee: I have loved and learned from you.

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00:51:24.430 --> 00:51:25.680

Abi Paytoe Gbayee: it. So

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00:51:25.930 --> 00:51:31.740

Abi Paytoe Gbayee: Julie came, and was part of the Colorado Art Education Association. Con. No.

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00:51:31.760 --> 00:51:38.610

Abi Paytoe Gbayee: wasn't. The Colorado artist was not. Caa was Tab Colorado. They're both great, very different things happened there.

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00:51:38.610 --> 00:51:38.940

Julie: Yes.

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00:51:39.256 --> 00:51:41.473

Abi Paytoe Gbayee: But you came out for Tab, Colorado.

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00:51:41.790 --> 00:51:42.500

Julie: Month.

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00:51:42.500 --> 00:51:43.559

Abi Paytoe Gbayee: Pre pandemic.

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00:51:43.970 --> 00:51:44.740

Julie: Yes.

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00:51:45.730 --> 00:51:47.630

Abi Paytoe Gbayee: Maybe just the year before the pandemic.

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00:51:47.630 --> 00:51:48.635

Julie: I believe, so

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00:51:49.725 --> 00:51:50.480

Abi Paytoe Gbayee: And

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00:51:51.230 --> 00:51:57.379

Abi Paytoe Gbayee: in the keynote that you gave you mentioned mirrors and windows, and that

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00:51:57.440 --> 00:52:01.780

Abi Paytoe Gbayee: became transformative to my personal practice in working with students.

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00:52:02.710 --> 00:52:05.390

Abi Paytoe Gbayee: Because there and I

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00:52:05.530 --> 00:52:17.159

Abi Paytoe Gbayee: and I've had other. I had an administrator reach out to me at 1 point and be like, can you please help me frame this better, because I'm having problems with parents upset. And you know all sorts of things that you know, like

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00:52:18.040 --> 00:52:20.800

Abi Paytoe Gbayee: there's when you start doing

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00:52:21.430 --> 00:52:37.219

Abi Paytoe Gbayee: work for yourself around. What is anti-bias? What is anti-racist? What it you know? What is it gonna look like for you? There's there's a stage or phase that kind of feels like that. I found myself moving through, and I've seen and reflected in other people where you're like. Oh.

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00:52:37.510 --> 00:52:39.110

Abi Paytoe Gbayee: if I if I'm not.

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00:52:39.680 --> 00:52:43.689

Abi Paytoe Gbayee: if I don't have an expertise in that area. Can I address it.

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00:52:45.010 --> 00:52:47.679

Abi Paytoe Gbayee: And so when when you shared

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00:52:47.840 --> 00:52:54.580

Abi Paytoe Gbayee: that work, that how you've interpreted the work of mirrors and windows cause I think it came from a

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00:52:54.770 --> 00:52:57.870

Abi Paytoe Gbayee: reading a standpoint. At 1 point it was like

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00:52:57.890 --> 00:52:59.949

Abi Paytoe Gbayee: mirrors, windows, and sliding doors.

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00:53:00.092 --> 00:53:00.519

Julie: Who was the.

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00:53:00.520 --> 00:53:04.829

Abi Paytoe Gbayee: Article, but it was related to like children's literature. But the way that you've used it, and it

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00:53:04.870 --> 00:53:23.439

Abi Paytoe Gbayee: help me realize that I can help my students see that if they find artists that look like them, or they can relate to in a way that's very personal. Those can act like a mirror where they can help understand themselves better. But it's very much still about them.

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00:53:23.620 --> 00:53:24.100

Julie: -

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00:53:24.100 --> 00:53:26.960

Abi Paytoe Gbayee: That's that lens. And you know that.

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00:53:27.090 --> 00:53:30.159

Abi Paytoe Gbayee: And that part of the window is really like

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00:53:30.370 --> 00:53:37.499

Abi Paytoe Gbayee: leveraging for the way that I used it end up using my classroom is leveraging artists who are different from the students in

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00:53:37.760 --> 00:53:49.729

Abi Paytoe Gbayee: several different ways, and that could be interests or raise. I mean, like all the different ways that students could be like. That person is not like me, and using that artist experience to then

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00:53:50.120 --> 00:53:54.849

Abi Paytoe Gbayee: open a window into understanding somebody else's experience. And so

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00:53:55.330 --> 00:53:56.850

Abi Paytoe Gbayee: it wasn't that.

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00:53:56.940 --> 00:53:59.929

Abi Paytoe Gbayee: and it. What it did was it gave me the freedom to

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00:54:00.310 --> 00:54:02.610

Abi Paytoe Gbayee: help students explore

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00:54:03.130 --> 00:54:04.899

Abi Paytoe Gbayee: in ways that were meaningful

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00:54:05.649 --> 00:54:07.810

Abi Paytoe Gbayee: but not appropriative.

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00:54:08.210 --> 00:54:09.496

Abi Paytoe Gbayee: And so

441

00:54:10.450 --> 00:54:26.420

Abi Paytoe Gbayee: I really have deeply appreciated, like you investigating that work and then bringing that work forward because it's been transport transformational. My practice with students, especially in in my very favorite tenant tab, which is, what do artists do?

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00:54:26.520 --> 00:54:31.119

Abi Paytoe Gbayee: Because I feel like that. There's so much to unpack there for eternity cause, we still.

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00:54:31.120 --> 00:54:31.679

Julie: Yeah, keep me.

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00:54:31.680 --> 00:54:33.350

Abi Paytoe Gbayee: Part. So

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00:54:33.430 --> 00:54:35.710

Abi Paytoe Gbayee: I mean, how how did you

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00:54:35.750 --> 00:54:39.179

Abi Paytoe Gbayee: come across that as a cosmon and then develop it out.

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00:54:41.420 --> 00:54:45.260

Julie: It was through seed. I think I was 1st introduced to

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00:54:45.830 --> 00:54:55.100

Julie: the concept of windows and mirrors and the work of Rudine Sims Bishop. Who was? Yeah. She was a children's literature.

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00:54:55.410 --> 00:54:58.839

Julie: that was her thing, children's literature. And she was a an

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00:54:58.970 --> 00:55:10.439

Julie: professor, and really was looking at, you know, if you look at representation in children's literature and what has historically been there right and then.

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00:55:11.120 --> 00:55:16.580

Julie: And there's been a lot of gains that have been made, I think. With

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00:55:17.020 --> 00:55:36.570

Julie: much more diversity in in children's books and storylines and family structures and neurodiversity and all the things. So yeah, so I I came across that and was really thinking about one of the things I do with my students. It's just called artist inspiration. It's really just.

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00:55:36.610 --> 00:55:46.405

Julie: It's not like make art in the style of this person. It's like, Hey, here's this really cool artist. Let's take a look at what they have to say, right or what they're doing. And and let's hear them speak.

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00:55:46.650 --> 00:56:11.150

Julie: and sharing a little bit of the artwork with with the kids, and then we view it through the lens of windows and mirrors. I'll say, who is this a window for? Right? So talking, teaching the kid what the word window means? Right? A look into somebody else's experience that can broaden you, build more empathy, inspire you? Or how is this Amir? How do you connect to this artist, whether it's

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00:56:12.190 --> 00:56:28.330

Julie: how they look or the style of art they make, or maybe they have a learning disability. And you do, too, like all the different things that could become a mirror and can be affirming for that and inspiring for that student.

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00:56:28.580 --> 00:56:57.750

Julie: I think, is a wonderful way to do that. And the kids will say, now this is a mirror for me, because, blah blah blah! This is a window for me. So I think just teaching them that simple language, and I literally have a little area of my room. It's there's a mirror, and there's a window that I made, and when we look at artists we put their picture up there and a piece of their artwork. And so it kind of builds over the year, and I think you know, getting them again, giving them this lens now to be looking at

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00:56:57.750 --> 00:57:04.529

Julie: things that they connect with, because when we go into a museum or we're looking at public art, or we're looking at

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00:57:04.550 --> 00:57:26.779

Julie: an art show. There are things that we are drawn to, or we're connected to or hear about an artist. And I think that's a great place to support our artists, to continue to grow so it can be applied in so many different ways, and I think that is a very easy, approachable ways, especially if you may be teaching a school that is more conservative to do something.

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00:57:26.870 --> 00:57:28.990

Julie: Bring the work in that way.

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00:57:33.130 --> 00:57:34.075

Abi Paytoe Gbayee: And I mean.

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00:57:34.940 --> 00:58:00.219

Abi Paytoe Gbayee: you're you're just rolling into these. I if you guys have not seen the things that Julie has shared around what's in her classroom and the things that she's done. That you are missing out. One of the really other impactful practices that you hold is your compliment, sandwich? The way that you

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00:58:00.520 --> 00:58:02.839

Abi Paytoe Gbayee: create things, and is

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00:58:02.930 --> 00:58:07.250

Abi Paytoe Gbayee: literally, if I you know, I may be wrong in my memory. This is how it works.

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00:58:08.200 --> 00:58:10.049

Abi Paytoe Gbayee: There's parts of a sandwich.

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00:58:10.710 --> 00:58:33.430

Abi Paytoe Gbayee: And the bun is compliments. And so you start with compliments and you end with compliments. But students can go and then check and take the ingredients that they want. So if they want feedback, or if they want, you know, like a critical, I mean, like all these different ways of looking or discussing artwork. Students can choose what to put on their sandwich, but they don't get to choose. There's compliments.

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00:58:33.460 --> 00:58:34.160

Abi Paytoe Gbayee: And

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00:58:35.180 --> 00:58:53.200

Abi Paytoe Gbayee: I think that that's such a healthy way to help kids choose what their needs are related to their artwork. What what does feedback look like? What can they? There's some kids who cannot tolerate critical feedback, and they don't want it, and you know, and if you give it to them it shuts them down. And there's some kids who

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00:58:53.310 --> 00:58:58.920

Abi Paytoe Gbayee: are like. No, no, I need to know this. I need to know this technical part. What am I missing? And you know, and I think that that

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00:58:59.220 --> 00:59:02.499

Abi Paytoe Gbayee: it again. It's it's very tap way to approach

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00:59:03.390 --> 00:59:07.529

Abi Paytoe Gbayee: self-reflection, peer, reflection, critique, kind of models.

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00:59:08.610 --> 00:59:13.279

Abi Paytoe Gbayee: And yeah, and that's it's amazing. Many amazing things in your space.

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00:59:13.577 --> 00:59:19.519

Julie: I think that you know I originally saw a worksheet, you know, and it was the compliment. Sandwich it was.

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00:59:19.780 --> 00:59:28.030

Julie: it was, you know, on a piece of paper, and it was top on bottom. I'm compliments. The middle was suggestion, and it was just one layer, and I thought.

474

00:59:28.080 --> 00:59:50.289

Julie: Hmm, how could we tabify this? Right? So thinking about? You know, there are more. There are more feedback to give than just a suggestion about somebody's artwork. So what could be the other ingredients in the sandwich? And then how can we with everything? How can we have student voice and choice into anything that they do so. That's kind of how that

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00:59:50.290 --> 01:00:14.729

Julie: that grew from that original compliment sandwich that I have and I've done, you know, as young as 1st grade. I can do this with. And they're on magnets. So I say, what are you hungry for today? Right? And they'll build their sandwich, and they love that. I mean, they love being able to do that and move the magnets, but it's and then they lead their critiques, and I love that that. It's not me. I'm sitting back. I'm just a person. I raise my hand.

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01:00:14.780 --> 01:00:39.959

Julie: They may call on me, or they may not call on me if they want. They prefer their peers, usually and then that's really empowering to them. And it's really like we are a working artist community. I'm 1 person in this community, and we're all here to look at your art and to admire. You know what you have created. So again, it's just another one of these little things to

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01:00:40.050 --> 01:00:46.980

Julie: build up that community and make sure that choice and voice are key to your classroom practice.

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01:00:55.560 --> 01:01:01.679

Abi Paytoe Gbayee: And Jen always looks like she's thinking so hard. So I just wanna make sure I know over the top of her cause. I know. She has questions. She writes questions down.

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01:01:01.840 --> 01:01:02.279

Julie: Okay.

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01:01:03.060 --> 01:01:25.140

Jen Ferrari (she/her): I do. But but now I'm just. I'm reflecting on all the things that we've talked about, and I'm wondering if there's anything but Julie, you've been so eloquent in like talking about all of the things that we wanted to. You know, tap into today. Is there anything that you wanted to share, that you think might be relevant or that tab educators might

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01:01:25.469 --> 01:01:28.540

Jen Ferrari (she/her): want to know as we start to kind of wrap up.

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01:01:36.070 --> 01:01:37.130

Julie: I would

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01:01:37.540 --> 01:01:44.009

Julie: a couple of things just to reiterate things that we've already talked about is make sure you're

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01:01:44.240 --> 01:01:56.970

Julie: doing your own art when you can. And there's gonna be times when you're gonna ebb and flow with it, and don't beat yourself up about that you know, going back to tap stock like lit a fire underneath me, and I've done like

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01:01:57.150 --> 01:02:07.719

Julie: 8 paintings in the last couple of weeks. And that I just think about how rich this is for me personally.

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01:02:08.210 --> 01:02:13.680

Julie: and that really connects me to this work with my students when I think about

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01:02:15.150 --> 01:02:20.310

Julie: what it's like for them, and how they might feel overwhelmed to start, or how they're like.

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01:02:20.580 --> 01:02:38.159

Julie: you know, never wanna leave, or whatever it might be, the things that I'm experiencing, and I think it's easy to get so busy caught up in all the teacher stuff that we have to do to lose sight of being your own artist and so.

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01:02:38.440 --> 01:02:41.038

Julie: you know, trying to carve out time

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01:02:41.440 --> 01:02:49.709

Julie: And I'm hoping, you know, as my school years obviously gonna take off and and get busy. You know. How am I making that commitment? To myself.

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01:02:49.880 --> 01:03:00.391

Julie: and, you know, bring your artwork in to share with your students. I've made slide shows of the process of my art to show my students cause I want them to see

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01:03:01.050 --> 01:03:05.516

Julie: my process as well, and talk through it and show my mistakes right?

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01:03:05.930 --> 01:03:12.849

Julie: I recently was visiting my parents and my mom. God bless her! Had saved I I

494

01:03:13.080 --> 01:03:22.860

Julie: been drawing and making art since forever, and she has kept so many of like the cards and drawings and comics that I've created, that I,

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01:03:23.150 --> 01:03:25.510

Julie: when I look at that work of art.

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01:03:25.730 --> 01:03:29.010

Julie: I am immediately connected to that memory.

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01:03:29.980 --> 01:03:36.809

Julie: like when I drew that where I was, even I had forgotten. I made it. But as I saw, and I think about

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01:03:36.940 --> 01:03:49.752

Julie: these experiences we are creating for our students in a tab studio, because this none of this art was stuff I made in school. There were a few things, and they're the things that I was traumatized by.

499

01:03:50.090 --> 01:03:50.630

Jen Ferrari (she/her): Hmm.

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01:03:50.630 --> 01:03:55.359

Julie: I. It truly like cause they're they were teacher directed projects like the red

501

01:03:55.480 --> 01:04:02.199

Julie: circle that we had to cut out and had to become a clown, right? I remember the teacher telling me that, and I was 6.

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01:04:02.500 --> 01:04:03.570

Julie: So

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01:04:03.990 --> 01:04:08.070

Julie: don't forget that the power that we have

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01:04:08.220 --> 01:04:11.809

Julie: and giving students choice, and that they are creating this

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01:04:11.970 --> 01:04:23.400

Julie: emotional memory while making this artwork. And we don't know the impact that's going to have on them right and how good it is for their their mental health to be doing this work.

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01:04:23.726 --> 01:04:37.350

Julie: So I think, keeping connected to your own work, and remembering who you were when you were younger, and I'm gonna take some of my drawings in from that age to show them like, look how I drew when I was your age.

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01:04:37.360 --> 01:04:51.249

Julie: cause they're always like, Oh, you're so good, I'm like, because I practice, and I love it, and I do it a lot. And but when I was your age. This is how I was drawing, and I was just thinking about that. That would be really, I think, empowering for my students to to see. So

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01:04:52.730 --> 01:04:54.770

Julie: that. And just yeah,

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01:04:55.640 --> 01:05:03.056

Julie: find your people. And and you're gonna need them to get through this life and through this work. And it's

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01:05:03.420 --> 01:05:09.048

Julie: Tomorrow I'm getting together with my Chicago Tab people. We're meeting at a coffee shop. So

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01:05:09.570 --> 01:05:22.840

Julie: you know, and a lot of times we're not even talking anything about teaching. And that's great, too, doesn't always have to be about that. It's about like you said the the relationships. That we have to support each other. So

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01:05:23.880 --> 01:05:26.450

Julie: yeah, that's what's on my mind these days.

513

01:05:28.660 --> 01:05:32.210

Jen Ferrari (she/her): Amazing. Alright! Well, thank you so much for joining us. This is the.

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01:05:32.210 --> 01:05:33.200

Julie: Yeah. Fantastic.

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01:05:33.200 --> 01:05:58.739

Jen Ferrari (she/her): Conversation. I'm so glad we could have it. Usually at the end. I always mentioned that for those people who are listening, and they want to find a little bit more of that connection, that community of other people, even in their area. Because there's a way to do that on this resource. I'm about to share if you'd like to, you can visit the [teaching for artistic behavior.org](http://teachingforartisticbehavior.org) website. And up at the top right hand corner there is a small button that says, join our community.

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01:05:58.750 --> 01:06:16.110

Jen Ferrari (she/her): That button will take you to mighty networks where it's free, and it's a virtual community. But there are tab educators that have joined that, and people are freely sharing resources and experiences, and all these other things on that platform at all times.

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01:06:16.397 --> 01:06:20.260

Jen Ferrari (she/her): And one of the features of it is that you can search for people in your area

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01:06:20.759 --> 01:06:42.450

Jen Ferrari (she/her): and there are also regional affiliates of tab throughout the country and the world as well. So if you are looking to meet up with people, if you reach out to those regional affiliates which

are also on the Tab website. You can also connect with them regionally as well. So there are some resources that are already existing out there for you to find your people. As Julie Tool has said.

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01:06:42.470 --> 01:06:44.170

Julie: Right. They are out there.

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01:06:45.145 --> 01:06:45.690

Jen Ferrari (she/her): Yes.

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01:06:46.000 --> 01:06:50.059

Jen Ferrari (she/her): so thank you so much for joining us. It was really a pleasure.

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01:06:51.960 --> 01:06:54.199

Jen Ferrari (she/her): Abby, I don't know if you have any parties.

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01:06:54.200 --> 01:06:58.819

Abi Paytoe Gbayee: I'm just saying like, Thank you so much, Julie, for I mean. So I've always

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01:06:58.910 --> 01:07:25.919

Abi Paytoe Gbayee: in my research around Tab. You know, there's the founders of Kathy, Diane, you know Pauline and John, but I in my head there's the next level leaders. So the people that took up the mantle next, and Clyde and Clark, and you and Lisa and Candy Nan, I really just I put you guys in like, you guys are this next group of people who have taken Tab so far and have grown

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01:07:26.010 --> 01:07:28.890

Abi Paytoe Gbayee: it from when it was on a Yahoo group.

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01:07:29.020 --> 01:07:29.550

Julie: Yeah.

527

01:07:29.802 --> 01:07:37.799

Abi Paytoe Gbayee: You had to read all the threads because there was no books, and you know and there was. It was hard if you found it, it was cause you were looking and so

528

01:07:38.220 --> 01:07:50.519

Abi Paytoe Gbayee: yeah, I just wanted to say, I appreciate your your years of continuing to to be the example, and then to share what you've done in your classroom so openly and willingly, so.

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01:07:50.520 --> 01:08:16.310

Julie: Thank you. It's wonderful to talk to both of you, and thank you all for the work that you do for Tab and, Abby. I'm so excited you're working with pre-service educators. That's 1 of the big things we've been hoping to get Tab more into like getting kids, you know, young teachers excited, and that this is this is an option for you, you know, so so excited about that.

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01:08:17.010 --> 01:08:19.220

Jen Ferrari (she/her): Yes, absolutely.

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01:08:19.229 --> 01:08:20.770

Jen Ferrari (she/her): Thank you so much.

532

01:08:20.779 --> 01:08:23.169

Julie: Yeah, you're welcome. Take care, everybody!