

TAB Storytellers Podcast Transcript of the interview with Roni Rohr & Jessi Ruby, recorded on 6/27/2024.

This is an unedited transcript taken from the auto transcript feature of Zoom, we recognize there are errors and grammatical issues. If anyone with the time or inclination to edit this wants to do so please email us at storytellers@teachingforartisticbehavior.org.

00:00:38.370 --> 00:01:02.709

Abi Paytoe Gbayee (she/they): Welcome to tab storytellers. I'm Abby Pedo Bay. We're here to talk on this podcast or our tab cast about teaching for artistic behavior. It is a teaching pedagogy, methodology, underlying belief system and organization that focuses on the child as the artist, the classroom as the studio. We explore. What do artists do? And I'm here with my lovely co-host.

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00:01:04.019 --> 00:01:26.909

Jen Ferrari (she/her): Hey, everybody, everybody. It's Jen Ferrari. It's been a long day already. But I'd love to welcome you 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 the Tab Cast is published once a month and is a place to share our tab stories with one another.

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00:01:27.139 --> 00:01:42.399

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

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00:01:42.509 --> 00:02:00.289

Jen Ferrari (she/her): for more information. Navigate after this tabcast 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. All right, Abby, would you like to introduce our guests.

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00:02:00.940 --> 00:02:15.379

Abi Paytoe Gbayee (she/they): Yes, I am so excited for this tap cast. We are joined by 2 of my wonderful friends, and I'm going to just have you say hello really quickly, so people can hear your voice so that when they hear you respond they know it's you we're here with Ronnie roar.

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00:02:15.590 --> 00:02:16.530

roni @ redesigningarted: Hello!

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00:02:16.640 --> 00:02:17.760

roni @ redesigningarted: Hi! Everyone!

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00:02:17.990 --> 00:02:19.289

Abi Paytoe Gbayee (she/they): Jesse Ruby.

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00:02:19.290 --> 00:02:20.090

jessi: Hi! There!

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00:02:21.219 --> 00:02:29.890

Abi Paytoe Gbayee (she/they): And we're so excited to have you guys here. You guys have both been a part of the tab board in the past, and it's kind of like

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00:02:30.120 --> 00:02:42.450

Abi Paytoe Gbayee (she/they): birthing of becoming a full board and have moved on and through. And I just I have to disclaim right now that Jesse Ruby is single handedly the reason this podcast exists

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00:02:42.460 --> 00:02:49.380

Abi Paytoe Gbayee (she/they): when she voluntold Jennifer, Ferrari, and me that we were going to be doing a blog together that never really became a blog.

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00:02:49.460 --> 00:02:51.999

Abi Paytoe Gbayee (she/they): And so when Jen and I decided.

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00:02:52.000 --> 00:02:53.130

Jen Ferrari (she/her): We tried, though.

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00:02:53.130 --> 00:02:55.577

Abi Paytoe Gbayee (she/they): We tried really hard for a whole year that we loved.

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00:02:55.800 --> 00:02:56.893

Jen Ferrari (she/her): Real, hard.

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00:02:57.440 --> 00:03:01.259

jessi: You know, you guys made into some way awesome. So good work.

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00:03:01.462 --> 00:03:05.510

Abi Paytoe Gbayee (she/they): We just realized that we'd like to talk to each other. And we're like, well, we should just record this.

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00:03:06.351 --> 00:03:09.509

Abi Paytoe Gbayee (she/they): and so that's what happened. But so, Jesse

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00:03:10.420 --> 00:03:17.159

Abi Paytoe Gbayee (she/they): Jesse, you are really the impetus behind tab tab storytellers completely. So definitely want to get credit where credits do?

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00:03:17.330 --> 00:03:24.291

Abi Paytoe Gbayee (she/they): Why don't you guys can take these? I don't know if you want to rock paper scissors in in any way you want to do this, but

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00:03:24.560 --> 00:03:30.809

Abi Paytoe Gbayee (she/they): Just start talking about where you're at in your current work, and then we'll get into your tab stories.

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00:03:30.810 --> 00:03:31.710

jessi: Alright.

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00:03:32.680 --> 00:03:38.579

jessi: Okay, I guess I'll go first.st So I'm Jesse Ruby, and I am here in Northern Colorado.

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00:03:38.710 --> 00:03:44.550

jessi: I am entering. Oh, goodness, my! Almost 15 years of teaching. I have taught

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00:03:44.590 --> 00:03:52.119

jessi: all the way from preschool all the way up to 8th grade. I will not go to high school. They terrify me. Never should.

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00:03:52.506 --> 00:03:53.279

Abi Paytoe Gbayee (she/they): They never.

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00:03:53.280 --> 00:04:01.520

jessi: Also true. I currently work at 20 Academy of Pre engineering. We are magnet school for engineering.

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00:04:01.810 --> 00:04:13.359

jessi: So my role there is. I teach art and project lead the way, project, lead the way is our stem curriculum, and this next year I'm super excited because I will be just strictly middle school.

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00:04:13.450 --> 00:04:18.479

jessi: So I'm headed back to middle school and just middle school stem and art.

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00:04:19.910 --> 00:04:34.500

Abi Paytoe Gbayee (she/they): I have had the privilege of this last year getting to supervise some of my student teachers in Jesse's room. And so that's been exciting to be able to be like if you don't always get to be another other people's tab spaces. But that has been a delight.

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00:04:34.980 --> 00:04:39.910

jessi: Yeah. And I and my spaces, I'm sure we'll talk more about my space. That's really unique.

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00:04:40.280 --> 00:04:41.079

Abi Paytoe Gbayee (she/they): It is.

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00:04:42.450 --> 00:04:51.949

roni @ redesigningarted: Alright. So I'm Ronnie Roar, and I'm in Santa Fe, New Mexico. I teach at El Dorado Community School, which is Pre. K. Through 8.th

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00:04:52.050 --> 00:05:15.700

roni @ redesigningarted: And I've done that for 18 years. And while teaching I also have developed all different sort of workshops from social, emotional learning before it was ever called social emotional learning design, thinking tab everything you want to know about Tab. I've taught at the Tab Institute.

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00:05:16.000 --> 00:05:24.200

roni @ redesigningarted: done workshops, getting to know people getting to know educators getting to know kids from 5 to 102

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00:05:24.520 --> 00:05:30.629

roni @ redesigningarted: and the sky's the limit for me. I love all ages. I'm super curious.

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00:05:30.650 --> 00:05:31.235

roni @ redesigningarted: And

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00:05:32.010 --> 00:05:35.044

roni @ redesigningarted: So teaching for me is just

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00:05:35.760 --> 00:05:39.059

roni @ redesigningarted: getting to know you and figuring out what you want to know.

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00:05:39.170 --> 00:05:42.748

roni @ redesigningarted: But I've been teaching 18 years in

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00:05:43.550 --> 00:05:50.940

roni @ redesigningarted: Eldorado Community school learning, a school system, learning the language of teachers, and I love it.

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00:05:51.330 --> 00:05:52.490

roni @ redesigningarted: I do love it.

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00:05:53.970 --> 00:06:05.779

Abi Paytoe Gbayee (she/they): Something that I learned about Ronnie many years after we had started knowing each other was that you came to Tab in a different direction than

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00:06:05.830 --> 00:06:22.570

Abi Paytoe Gbayee (she/they): I had expected. And so I don't part of your tab story, but I've I've always just assumed like, because you always just assume people take the journey that you take. That I was like. Oh, everybody comes to tab as from the teacher side. But

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00:06:22.670 --> 00:06:30.310

Abi Paytoe Gbayee (she/they): that's not always true. Sometimes you come into teaching from a whole different route. And Brian, tell us how you came into teaching the tab.

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00:06:31.145 --> 00:06:47.860

roni @ redesigningarted: Yeah. I came in through. The side door, I think. I was. I am a designer and have been a designer. I've worked for many different people designing toys for children, text styles. Lots of different product.

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00:06:48.000 --> 00:07:11.970

roni @ redesigningarted: And I moved, worked for hallmark, worked for Disney, worked as a director of licensing, ideating lots and lots of different product for lots and lots of different people. And I moved to Santa Fe, New Mexico, and illustrated. A children's book was invited into the public schools, was sitting next to, you know, these beautiful little faces.

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00:07:12.080 --> 00:07:24.530

roni @ redesigningarted: and I opened up the book. There's a monkey page. And there's all these monkeys. And I started to talk to the kids about monkeys, and I went. Oh, my gosh! Like I felt like somebody just smacked me on the head because

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00:07:24.670 --> 00:07:34.719

roni @ redesigningarted: I fell in love. I literally fell in love with the students before me. I had a brief moment where I thought, I'm never going to make money again, because I'm going to go into education

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00:07:35.020 --> 00:07:35.794

roni @ redesigningarted: and

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00:07:36.660 --> 00:07:49.299

roni @ redesigningarted: I thought I would take 2 classes to be able to teach in the Santa Fe public schools. What happened was, I took 2 years. I took a 2 year program, and as a designer

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00:07:49.310 --> 00:07:56.179

roni @ redesigningarted: and a really curious person, I'm glad I did it because I learned the language of teachers.

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00:07:56.660 --> 00:07:58.479

roni @ redesigningarted: I learned how to advocate

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00:07:58.720 --> 00:08:03.609

roni @ redesigningarted: 2 teachers and half of the design process is empathy.

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00:08:04.260 --> 00:08:16.480

roni @ redesigningarted: You have to have empathy for who you're working with. And so I got into the classroom. I I'm like jumping ahead, but when I got into the classroom I never taught. I wasn't taught how to teach.

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00:08:16.660 --> 00:08:27.000

roni @ redesigningarted: I taught at the the college level. I had taught textile design at the Fashion Institute right out of the gate while I was working in the textile industry. That was different

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00:08:27.020 --> 00:08:32.580

roni @ redesigningarted: now I had these little beings all looking at me. K. Through 6 when I started.

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00:08:33.475 --> 00:08:33.970

roni @ redesigningarted: and

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00:08:34.620 --> 00:08:50.630

roni @ redesigningarted: I already thought of them as my clients, because I had been developing toys and things for them. And so I knew what they watched, what they ate what they wore the colors. I was also a color consultant, so I knew what was going to happen.

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00:08:51.510 --> 00:09:00.190

roni @ redesigningarted: and when I got into the classroom I started immediately to treat them like colleagues, not like my students. They were my colleagues

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00:09:00.290 --> 00:09:00.930

roni @ redesigningarted: and

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00:09:01.690 --> 00:09:11.880

roni @ redesigningarted: I discovered someone. This is the Internet was just starting. It's 2,006, you know, really young and I found George, Sir Kelly

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00:09:12.590 --> 00:09:15.119

roni @ redesigningarted: and this little yellow book.

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00:09:15.550 --> 00:09:19.110

roni @ redesigningarted: and it was magic, because when I picked up his book.

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00:09:19.460 --> 00:09:23.979

roni @ redesigningarted: he said, the children are my colleagues.

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00:09:24.150 --> 00:09:42.370

roni @ redesigningarted: he said it. The children are my colleagues, and I just completely went. Who is he? Who is he, where is he? What does he do? And being the curious person I am, I emailed him. I may have called, but I did email him, and he immediately answered me back, and I've been

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00:09:42.740 --> 00:09:45.669

roni @ redesigningarted: a play-based teacher forever.

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00:09:45.710 --> 00:09:47.360

roni @ redesigningarted: forever. That's

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00:09:47.390 --> 00:09:54.430

roni @ redesigningarted: how I grew up. So I came in, and and George really excited me. I don't know if you want me to keep going, or I can.

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00:09:54.430 --> 00:09:55.720

Abi Paytoe Gbayee (she/they): Oh, and go ahead. Yeah.

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00:09:55.720 --> 00:10:01.090

roni @ redesigningarted: You know, I get so excited because when I met George I felt like my world

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00:10:01.130 --> 00:10:04.630

roni @ redesigningarted: made sense like becoming a teacher.

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00:10:05.070 --> 00:10:21.280

roni @ redesigningarted: I was like. I can't be a teacher. I'm not a teacher. I'm never a teacher. I'm a designer, that's who I am. That's what I thought I was. But I quickly found out that you either teach or you don't, and I am a teacher like I know it now. After 18 years, I think

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00:10:21.820 --> 00:10:31.110

roni @ redesigningarted: very much like a child I want to play. I want to have fun. Fun's my big motivating factor, and that's what children's motivating factors are.

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00:10:31.880 --> 00:10:44.480

roni @ redesigningarted: So that's how I came into education, and then, of course, I met Kathy Douglas in 2,007, but I might want to stop here and let Jessie talk about how she came to education.

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00:10:44.480 --> 00:10:53.409

jessi: So interesting to hear you like go through this, because when I saw your designs, all of your designs that you made through hallmark and things I'm like I grew up with all of these

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00:10:54.200 --> 00:10:59.089

jessi: right when you see Ronnie's designs. I'm like, Oh, yeah, this is all so familiar. And

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00:10:59.180 --> 00:11:00.840

jessi: really, that was

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00:11:00.930 --> 00:11:05.199

jessi: when I was a kid, that those were the things that inspired me as a kid and really like

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00:11:05.580 --> 00:11:15.160

jessi: brought me into art, and really made me excited about art was just seeing those different designs around me and things around me, and I really came into teaching art

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00:11:15.490 --> 00:11:19.170

jessi: when I was 4, and when I was 4 I sat the table and said, I'm gonna be an art teacher.

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00:11:19.810 --> 00:11:25.889

jessi: And my mom was like, Okay, that's fabulous. She kept everything.

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00:11:26.090 --> 00:11:36.580

jessi: Everything that I made was kept so when I graduated from Unc. In 2,007, I had my whole portfolio from the time I was about 3 to an adult.

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00:11:37.200 --> 00:11:43.150

jessi: So that was completely amazing to show that whole portfolio of just my childhood. I think

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00:11:43.270 --> 00:11:47.589

jessi: I just knew. That's that was just part of my being and part of my nature, and

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00:11:47.930 --> 00:11:52.300

jessi: that's what I wanted to do, and I was lucky enough where I had very

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00:11:52.620 --> 00:11:56.669

jessi: inspirational teachers around me. That gave me the space and

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00:11:56.990 --> 00:12:00.529

jessi: and their own art classrooms gave me the space and the time and

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00:12:00.640 --> 00:12:04.150

jessi: let me they were. I'm gonna say they were Tavish as well

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00:12:04.510 --> 00:12:13.220

jessi: right. They gave me the space they gave me the time, and they trusted me, and let me just make my art. And I just found that so inspirational. And I just wanted to give the same to other kids.

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00:12:14.980 --> 00:12:16.020

Abi Paytoe Gbayee (she/they): That's awesome.

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00:12:16.540 --> 00:12:16.839

Jen Ferrari (she/her): Yeah.

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00:12:19.410 --> 00:12:24.479

Abi Paytoe Gbayee (she/they): So you were saying, in 2,007 you met Kathy Ronnie. Is that how that was.

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00:12:24.860 --> 00:12:34.062

roni @ redesigningarted: I think I did. I might have met, or my very 1st year teaching in the public schools, but 2,007, for sure, because I went to.

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00:12:34.680 --> 00:12:54.220

roni @ redesigningarted: I can tell a lot of funny stories, guys. But I went to something that I never went to before the National Art Education Association, and I was the newly elected president of the New Mexico Art Education Association, something that is absolutely

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00:12:54.280 --> 00:13:09.839

roni @ redesigningarted: ridiculous because I was a brand new teacher. But what I did know is how to advocate for people and how to lift people up. And when I got into the public schools I saw that our teachers that teachers in general were so weighed down way back when.

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00:13:10.570 --> 00:13:25.280

roni @ redesigningarted: And so I decided, I'm gonna change this. I'm just gonna change this. And I didn't know how I was gonna change it, but I became the president of this association. So I went to and I forget which city it was. It wasn't Minneapolis.

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00:13:25.480 --> 00:13:28.652

roni @ redesigningarted: That was the second year, but I went to this

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00:13:29.080 --> 00:13:31.290

roni @ redesigningarted: big, humongous conference.

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00:13:31.390 --> 00:13:38.820

roni @ redesigningarted: and it was as if lightning hit me because I saw this woman Kathy Douglas was.

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00:13:39.150 --> 00:13:42.439

roni @ redesigningarted: It might have been Nan Hathaway who was going to speak.

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00:13:42.450 --> 00:13:47.660

roni @ redesigningarted: but I did hear Kathy speak, and I went up to Kathy, and I said, Hi, my name is Ronnie Roar.

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00:13:47.860 --> 00:13:52.249

roni @ redesigningarted: and I love what you're saying. This is how I teach.

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00:13:52.420 --> 00:13:54.609

roni @ redesigningarted: This is what I do.

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00:13:55.306 --> 00:14:04.470

roni @ redesigningarted: So when we talk about Tab. You know the child is the artist. The classroom is their art room, their universe.

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00:14:04.590 --> 00:14:11.380

roni @ redesigningarted: And we're constantly asking, What do artists do? That's what I taught, and I was

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00:14:11.490 --> 00:14:15.380

roni @ redesigningarted: gobsmacked like. Look at this phenomenal person

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00:14:15.410 --> 00:14:20.269

roni @ redesigningarted: and I immediately asked her if she would be a speaker

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00:14:20.530 --> 00:14:22.410

roni @ redesigningarted: at our association.

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00:14:22.980 --> 00:14:26.370

roni @ redesigningarted: Nobody had ever heard of tab in New Mexico.

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00:14:26.789 --> 00:14:33.430

roni @ redesigningarted: It was just getting really just kind of being talked about right in 2,006 or 7

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00:14:35.540 --> 00:14:37.040

roni @ redesigningarted: Kathy came out.

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00:14:37.070 --> 00:14:42.350

roni @ redesigningarted: and she spoke in the same line up as Judy Chicago. Which can you imagine that?

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00:14:42.550 --> 00:14:45.450

roni @ redesigningarted: And she was wonderful.

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00:14:45.570 --> 00:14:50.480

roni @ redesigningarted: She was wonderful. And then, when I met Diane Jake with

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00:14:50.720 --> 00:15:03.859

roni @ redesigningarted: my life became whole, is what I want to say, because Diane and her studio habits of mind gave what I do structure, and gave me a language that I could

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00:15:03.900 --> 00:15:09.070

roni @ redesigningarted: really and truly advocate for my program. And I

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00:15:09.110 --> 00:15:26.528

roni @ redesigningarted: didn't really have to advocate, because I was constantly I mean, I was advocating. I didn't know that's what it was called again. Remember, I'm coming in there, going. Oh, what am I doing. I'm playing. I'm having fun with the kids. I'm I'm they're absolutely learning a great deal. But

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00:15:27.170 --> 00:15:39.109

roni @ redesigningarted: I couldn't really express it to admin that came into the room, or to parents that came into the room. But when I had those studio habits of mine along with Tab.

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00:15:39.230 --> 00:15:44.530

roni @ redesigningarted: there was an explosion, and all of a sudden everybody understood what we were doing.

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00:15:45.370 --> 00:15:49.250

roni @ redesigningarted: because I had the language, and I understood what we were doing.

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00:15:50.710 --> 00:15:51.750

jessi: See? I

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00:15:51.900 --> 00:15:56.934

jessi: yeah. I found Tab a little bit later and way like a little bit different from that it was.

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00:15:57.280 --> 00:16:03.089

jessi: Let's see, is my 1st year teaching and I taught. I taught discipline, based my 1st year of teaching.

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00:16:03.180 --> 00:16:06.320

jessi: And I remember having this moment guys where

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00:16:06.800 --> 00:16:09.899

jessi: I was showing the kids how to draw Picasso guitars.

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00:16:10.060 --> 00:16:16.480

jessi: and like, you know how you set up your guidelines when you're drawing and just draw a little light. And my kids were just

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00:16:17.210 --> 00:16:22.839

jessi: so perplexed over this idea, they could not wrap their heads around it, and

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00:16:22.870 --> 00:16:28.019

jessi: we spent the whole class just trying to figure out how to do these guidelines. And then the class left, and

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00:16:28.040 --> 00:16:31.219

jessi: I remember sitting at my desk and going. There has to be a different way.

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00:16:31.880 --> 00:16:36.239

jessi: There has to be a different way to do this, because what I'm doing is not working. This is not

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00:16:36.600 --> 00:16:38.219

jessi: how art should feel.

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00:16:39.030 --> 00:16:44.860

jessi: And it was an authentic art making. So I searched the Internet and found Tab. I think that was

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00:16:44.870 --> 00:16:48.350

jessi: came back. That was probably 2,012, 2,013.

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00:16:49.170 --> 00:16:54.909

jessi: So I was one of those people that just found engaging learners book, read it over the weekend and said, Okay.

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00:16:55.010 --> 00:17:01.539

jessi: this is it. This is what I'm doing. And that Monday I came into my classroom and said, I have nothing to lose. Let's

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00:17:01.710 --> 00:17:03.080

jessi: jump in. And

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00:17:03.560 --> 00:17:05.040

jessi: I just kind of

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00:17:05.369 --> 00:17:10.790

jessi: knew that it was. It was gonna take a lot of courage like it took me a lot of courage. Say, okay, this is what I'm gonna do. And

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00:17:10.980 --> 00:17:13.180

jessi: we're just gonna see how it's gonna go. And

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00:17:13.819 --> 00:17:17.079

jessi: and the kids loved it. It was 2 months. It was

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00:17:17.349 --> 00:17:20.859

jessi: April. I started, so it was April and May. We did a bunch of tab, and

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00:17:21.390 --> 00:17:29.900

jessi: they gotta do all their student directed art making. And then in that fall of that year I went to the Colorado Art Education Association, and I met Kelly Beach

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00:17:31.070 --> 00:17:38.559

jessi: and Kelly I mean, we all know Kelly here, the 4 of us, and he is just so compassionate and patient.

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00:17:38.890 --> 00:17:45.160

jessi: and he answered all of my questions. He gave me that kind of structure that Diane gave you.

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00:17:45.300 --> 00:17:48.893

jessi: and it really took my classroom up to the next level. And I went.

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00:17:49.550 --> 00:17:56.820

jessi: This is how this works. Now I got this and it. I really appreciate Kelly just for taking that small amount of time that day.

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00:17:57.040 --> 00:18:00.760

jessi: because I mean it bloomed into many other things.

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00:18:02.250 --> 00:18:10.019

Abi Paytoe Gbayee (she/they): Yes. And so this is where I'm gonna ask questions slightly out of order. One? I wanna check Ronnie. Do you think it might have been New Orleans

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00:18:10.360 --> 00:18:11.030

Abi Paytoe Gbayee (she/they): before many.

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00:18:11.030 --> 00:18:11.730

roni @ redesigningarted: Yes.

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00:18:11.940 --> 00:18:14.079

roni @ redesigningarted: I think it was in New Orleans.

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00:18:14.160 --> 00:18:17.859

Abi Paytoe Gbayee (she/they): Part of my dissertation research was cataloging all of

160

00:18:17.870 --> 00:18:35.859

Abi Paytoe Gbayee (she/they): anybody who did any tab presentations in any of the catalogs from like 98 on. And so I have them all in order, and I was looking when it was Minneapolis, and I was like, Oh, wait this this lines up time wise! And Nan Halfway was there in New Orleans that year, presenting so.

161

00:18:35.860 --> 00:18:44.070

roni @ redesigningarted: I met Diane at the party the after like. There was a party and you know I met her, and it was just.

162

00:18:44.780 --> 00:18:51.269

roni @ redesigningarted: You know you're you're meeting your people. That's what I can say. It was just I was meeting my people and

163

00:18:51.350 --> 00:18:51.920

roni @ redesigningarted: and

164

00:18:53.180 --> 00:19:04.279

roni @ redesigningarted: It was life-changing, because when I got back to Santa Fe Abby. Mary Olson, who's a teacher here as well she was. She just retired.

165

00:19:04.950 --> 00:19:12.350

roni @ redesigningarted: said we should be studying this together, you know Mary is meticulous dives very deeply into things.

166

00:19:12.430 --> 00:19:19.380

roni @ redesigningarted: and we started a tab. We called ourselves the Tabbies. We were 6 teachers.

167

00:19:19.420 --> 00:19:37.929

roni @ redesigningarted: and every month we met in somebody's classroom, sharing best practices, moving around our furniture, saying, Oh, the kids love the blocks, move the blocks over here, or, you know, making tab menus. We were crazy. We just blew the top off of things.

168

00:19:37.950 --> 00:19:40.839

roni @ redesigningarted: and I will say we got massive pushback

169

00:19:41.150 --> 00:19:47.440

roni @ redesigningarted: from a lot of teachers in the Santa Fe public school who were worried that we weren't being

170

00:19:48.660 --> 00:19:55.879

roni @ redesigningarted: enough skill directed, or, you know, following the way education had always been. But

171

00:19:55.960 --> 00:20:12.940

roni @ redesigningarted: we were we. We basically stopped being the tabby group. When Mary. And then Stephanie and people started to retire, you know. And also we evolved there's a lot of things to talk about along those lines. But you know

172

00:20:13.290 --> 00:20:18.400

roni @ redesigningarted: the tab community was just wonderful. And

173

00:20:18.610 --> 00:20:25.989

roni @ redesigningarted: as you evolve, you start inviting more and more people. I mean. Then I met Clyde, Gora, Gaw, and Clark.

174

00:20:26.020 --> 00:20:48.199

roni @ redesigningarted: and I was inviting people to New Mexico, and Diane spoke here with Kathy again over the years, and I just kept advocating. I just kept pushing. Think about choices in the classroom, not saying you're doing it wrong. Just think about this. Think about choices

175

00:20:48.260 --> 00:20:52.460

roni @ redesigningarted: and and now it's a language. It's part

176

00:20:52.480 --> 00:20:55.490

roni @ redesigningarted: of the, you know. After 18 years it's

177

00:20:56.110 --> 00:21:01.559

roni @ redesigningarted: a lot of people visit my classroom, visit me, visit other teachers. It's a thing

178

00:21:01.570 --> 00:21:04.559

roni @ redesigningarted: it's it's not like. Oh, what is? What are you doing.

179

00:21:05.030 --> 00:21:08.840

Abi Paytoe Gbayee (she/they): And I would say that your Oh, go ahead, Jen.

180

00:21:09.560 --> 00:21:11.640

Jen Ferrari (she/her): Oh, no! I was just going to

181

00:21:12.050 --> 00:21:34.639

Jen Ferrari (she/her): ask you if Ronnie, if you maybe could even go into a little bit more depth on the the language that you're talking about, because I remember when I was in Denver at the Tab, Colorado, and

we were doing our live from Colorado, and we were talking about the importance of language and communication with

182

00:21:34.740 --> 00:21:40.599

Jen Ferrari (she/her): not just other teachers. But you know your community, your families, your administration.

183

00:21:40.990 --> 00:21:47.680

Jen Ferrari (she/her): and I know that for a lot of people that the the language that is used can be a really important advocacy tool.

184

00:21:47.710 --> 00:21:56.430

Jen Ferrari (she/her): So I was just curious. If you wanted to go into any more like specifics or more depth about that, because when we talked about it, it was really like

185

00:21:56.440 --> 00:21:58.510

Jen Ferrari (she/her): it provoked a lot of bot

186

00:21:58.560 --> 00:22:10.049

Jen Ferrari (she/her): for me to think of how I can, what I do. So I I didn't want to go off on a tangent, but I I was curious. Maybe if you wanted to, or Jesse as well, just speak more to that for.

187

00:22:10.050 --> 00:22:10.760

roni @ redesigningarted: Well, like.

188

00:22:10.980 --> 00:22:21.989

roni @ redesigningarted: I just want to say, Jesse and I, you know we're on a we're on a adventure right now. We've started redesigning art education. And it's a good

189

00:22:22.520 --> 00:22:31.879

roni @ redesigningarted: little spot to just say that we're doing this together because it is all about communicating well and communicating what you teach when you teach

190

00:22:32.020 --> 00:22:35.056

roni @ redesigningarted: what are your values that you're teaching?

191

00:22:36.607 --> 00:22:41.560

roni @ redesigningarted: Jesse, I'll let you go in just one sec. But I just want to talk about as far as myself.

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00:22:43.970 --> 00:23:04.960

roni @ redesigningarted: you're teaching children, and children have a way of making. They're makers. They may not be talkers. You may have a few that can talk and advocate and say how much fun they're having. But it's up to the teacher to get it out to the parents and get it out to your community. What are you doing? And when Shom hit me.

193

00:23:05.120 --> 00:23:09.409

roni @ redesigningarted: I thought, Well, I gotta talk about how we develop craft and how

194

00:23:09.460 --> 00:23:20.869

roni @ redesigningarted: the students are engaged in how they observe things, and stretch and explore all of that. When I started to use these words and words are very powerful things

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00:23:21.160 --> 00:23:28.569

roni @ redesigningarted: to express my own values and what I loved about children's art and children's making

196

00:23:29.185 --> 00:23:31.000

roni @ redesigningarted: it ignited parents.

197

00:23:31.260 --> 00:23:45.460

roni @ redesigningarted: It ignited the art educators. I was talking to it, ignited visiting artists that never thought about being a visiting artist, I would say, well, you know, I teach for artistic behavior, and this is my belief.

198

00:23:45.620 --> 00:23:47.430

roni @ redesigningarted: and I would go through the 3.

199

00:23:49.970 --> 00:23:52.740

roni @ redesigningarted: What do we talk? What do we call them? The 3?

200

00:23:54.190 --> 00:23:55.150

roni @ redesigningarted: The

201

00:23:55.920 --> 00:23:59.779

roni @ redesigningarted: give me a word. They're the 3, the power of 3.

202

00:23:59.780 --> 00:24:00.350

Jen Ferrari (she/her): Penance.

203

00:24:00.350 --> 00:24:00.820

jessi: So sir.

204

00:24:00.820 --> 00:24:03.860

roni @ redesigningarted: The 3 tenants. Let's call them the 3 tenants. I I don't.

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00:24:03.860 --> 00:24:06.030

Jen Ferrari (she/her): Or less of a better. But you know.

206

00:24:06.030 --> 00:24:32.559

roni @ redesigningarted: But when we, when I would start to talk about that, and then you show them and then talk about being a designer, I mean. That's an exciting thing. It's a heady thing. Most most children most people have a book in them have an idea in them. I'm a real believer in that they have these ideas. They just don't know how to get them out. And it's the same thing for parents. And if I can explain to a parent what I'm doing in the classroom.

207

00:24:32.710 --> 00:24:36.950

roni @ redesigningarted: Oh, it's magic, because then they're gonna start talking about it.

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00:24:37.690 --> 00:24:40.900

roni @ redesigningarted: And then the you know, the

209

00:24:41.350 --> 00:24:55.300

roni @ redesigningarted: stationary store down the block is going to hear about it, because my parents are from all over. We're a community, and then and then it ripples. But I'm really loud, you can tell. You know I don't keep things a secret. I take my students work, and I

210

00:24:55.810 --> 00:25:06.900

roni @ redesigningarted: I bring it out of the classroom. I'm not shy, and I want, and I don't want my students to be shy. I became a visual artist, because I want to be seen, and I think that

211

00:25:08.520 --> 00:25:12.189

roni @ redesigningarted: even my most introverted students.

212

00:25:12.230 --> 00:25:18.340

roni @ redesigningarted: when you take their work and you look at it, and you talk about it appropriately to them. They want it to be seen.

213

00:25:18.440 --> 00:25:20.110

roni @ redesigningarted: You're not making art to

214

00:25:20.570 --> 00:25:30.519

roni @ redesigningarted: make it and hide it. So I'm I'm hoping that answers your question, like the most important thing is, your child makes the art, and you get it out of your classroom

215

00:25:30.770 --> 00:25:33.950

roni @ redesigningarted: and into your community. That's how you advocate.

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00:25:34.300 --> 00:25:36.240

roni @ redesigningarted: And then magic happens.

217

00:25:37.440 --> 00:25:38.290

jessi: yeah, those.

218

00:25:38.290 --> 00:25:39.170

Abi Paytoe Gbayee (she/they): Absolutely.

219

00:25:39.170 --> 00:25:45.660

jessi: Voices can make a big difference. And they're really telling what they're experiencing in the art room and why they love it so much.

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00:25:45.970 --> 00:25:48.740

jessi: Right. I'm I'm thinking, back to a time when

221

00:25:48.760 --> 00:25:52.390

jessi: I just started Tab. It was like my beginning 1st years, and

222

00:25:52.440 --> 00:26:02.769

jessi: one of my kiddos. I think he was a 3rd grader. He took his cardboard box fort down to the principal's office and knocked on the door and said, Hey.

223

00:26:03.010 --> 00:26:04.870
jessi: come, check this out, and

224
00:26:05.120 --> 00:26:10.302
jessi: I think. Later that afternoon my principal came down and said, so. What are you doing in here?

225
00:26:11.750 --> 00:26:20.500
jessi: He said. Well, let me. Let's talk about it. I'll I would love to show you. Let's take the time to talk about it, and I showed him smoke and mirrors

226
00:26:20.750 --> 00:26:21.529
jessi: by Nan.

227
00:26:22.660 --> 00:26:23.480
jessi: And

228
00:26:23.620 --> 00:26:24.870
jessi: he goes. You know

229
00:26:25.240 --> 00:26:29.020
jessi: this is really good, because all of their art shouldn't look the same.

230
00:26:30.300 --> 00:26:31.840
jessi: And I went. Thank you.

231
00:26:34.160 --> 00:26:35.329
jessi: so I think

232
00:26:35.670 --> 00:26:40.800
jessi: you know, we're talking a lot about language, and I think understanding how to communicate

233
00:26:41.050 --> 00:26:46.129
jessi: with your admin in your community is super important. And I knew in that moment when I

234
00:26:46.350 --> 00:26:49.399
jessi: talk to him, that that was going to click with him that day.

235

00:26:49.782 --> 00:26:53.040

jessi: My other thing that I always like to say is become a big deal.

236

00:26:53.420 --> 00:26:53.990

roni @ redesigningarted: The.

237

00:26:53.990 --> 00:26:57.629

jessi: Out there and start knocking on some doors like.

238

00:26:57.930 --> 00:27:02.959

jessi: you know, Ronnie calls it the 3 like. It's powerful when that ripple effect starts happening.

239

00:27:03.010 --> 00:27:17.029

jessi: So I started, apply for some grants. Talk about what you're doing in your classroom when you're gonna win that grant. And then you're a big deal. Get. Go talk to the news. Tell them that you're doing something different in your classroom. And

240

00:27:17.230 --> 00:27:23.699

jessi: and then, all of a sudden, you've got language in a lot of different perspectives where a lot of

241

00:27:24.170 --> 00:27:27.489

jessi: the community can look at that in different ways. Right?

242

00:27:28.670 --> 00:27:29.040

Jen Ferrari (she/her): Yeah.

243

00:27:29.040 --> 00:27:30.370

jessi: Yeah, I think

244

00:27:30.640 --> 00:27:36.389

jessi: it's amazing, just that ripple effect. And it's amazing how excited the kids get. I love that.

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00:27:37.350 --> 00:27:47.470

roni @ redesigningarted: And you know, I'm thinking how throughout my career now I know I came in in a different way. But throughout my career as a teacher.

246

00:27:48.010 --> 00:27:54.880

roni @ redesigningarted: Oh, my gosh! I'm watching a whole bunch of coyotes outside. I am so sorry they just ran by my window.

247

00:27:55.442 --> 00:27:57.957

roni @ redesigningarted: I'm in Mexico folks. But

248

00:27:59.780 --> 00:28:02.449

roni @ redesigningarted: Oh, the coyotes made me think

249

00:28:02.730 --> 00:28:03.690

roni @ redesigningarted: I was.

250

00:28:03.970 --> 00:28:06.029

roni @ redesigningarted: Tell me what we were just talking about.

251

00:28:06.330 --> 00:28:07.140

jessi: Advocacy.

252

00:28:07.140 --> 00:28:08.910

Jen Ferrari (she/her): Advocating. Yes.

253

00:28:09.910 --> 00:28:12.510

roni @ redesigningarted: Oh, it's gonna it'll it's gonna come back to me, I promise.

254

00:28:12.510 --> 00:28:14.010

jessi: So like the.

255

00:28:14.370 --> 00:28:15.949

roni @ redesigningarted: Say it again, Jesse.

256

00:28:16.417 --> 00:28:26.520

jessi: I was gonna say, like, really, think about what's important for your community and tune into that with your art toolbox? Right? Tune into that? What what can the arts bring to support this.

257

00:28:29.180 --> 00:28:29.685

roni @ redesigningarted: Yes.

258

00:28:30.190 --> 00:28:36.280

Jen Ferrari (she/her): I was gonna say, that in my own advocacy work I found it being proactive

259

00:28:36.460 --> 00:28:46.089

Jen Ferrari (she/her): rather than reactive has been the key for for me, and just like you were saying, Jesse, I make a big deal out of everything, and I go out there, and I

260

00:28:46.400 --> 00:28:52.920

Jen Ferrari (she/her): I I don't know if I would say I'm loud, but when there is a reason for me to be known.

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00:28:52.940 --> 00:28:54.860

Jen Ferrari (she/her): I make it known.

262

00:28:55.380 --> 00:29:07.570

Jen Ferrari (she/her): So I mean, I don't think that's necessary that we're saying that you know you have to go out and be like over the top, like screaming from the rooftops. But I do think that that proactive

263

00:29:07.750 --> 00:29:23.530

Jen Ferrari (she/her): part of it is really important, you know, cause I know. For example, again, from the Institute, not the Institute, the Colorado. I learned this about Ronnie, that you have signs that you have posted about things to look for, for when students are working.

264

00:29:23.910 --> 00:29:27.020

Jen Ferrari (she/her): and that signals to people

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00:29:27.300 --> 00:29:40.931

Jen Ferrari (she/her): like this is the learning that's happening. This is what you should look for, and that is a proactive thing that you are doing to show that in your classroom. So that's the type of proactive thing. And if you're not the type of person that's like, very like,

266

00:29:41.870 --> 00:29:43.749

Jen Ferrari (she/her): what's the word like a

267

00:29:44.320 --> 00:29:45.450

Jen Ferrari (she/her): out there?

268

00:29:47.010 --> 00:29:49.070

Jen Ferrari (she/her): Well, it's late. It's like.

269

00:29:49.070 --> 00:29:49.780

roni @ redesigningarted: You're not.

270

00:29:49.780 --> 00:29:59.349

Jen Ferrari (she/her): So super outgoing. You're not super outgoing. You don't want to be super loud, but you can be proactive in those non verbal ways, I guess, is what I'm saying

271

00:29:59.810 --> 00:30:02.110

Jen Ferrari (she/her): to make your yourself known.

272

00:30:02.110 --> 00:30:03.947

roni @ redesigningarted: What I was gonna say is that

273

00:30:04.350 --> 00:30:06.410

roni @ redesigningarted: before the coyotes got me?

274

00:30:06.766 --> 00:30:10.799

roni @ redesigningarted: You know, a lot of people look at teachers like like us.

275

00:30:10.830 --> 00:30:31.269

roni @ redesigningarted: and they'll say you're so lucky. Do you ever hear that? Oh, my gosh, Ronnie, you're so lucky! What I am is very fortunate, and I've been honored by my state and in many different ways as an art teacher. But that's because I listen to my students. I'm not lucky. What I am is, I work very hard to communicate. Well.

276

00:30:31.420 --> 00:30:40.360

roni @ redesigningarted: and what you're saying Jen, is like, if somebody comes into my room sometimes they get overwhelmed. I use the walls. I teach off my walls.

277

00:30:40.420 --> 00:30:44.419

roni @ redesigningarted: and an administrator, whether it is a superintendent who

278

00:30:44.580 --> 00:30:53.980

roni @ redesigningarted: visits, or someone else, you know, from Los Alamos talking about a maker space, and then says, Oh, you have the original makerspace.

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00:30:54.120 --> 00:30:56.189

roni @ redesigningarted: That's because I am.

280

00:30:56.700 --> 00:30:59.789

roni @ redesigningarted: I've learned how to be visual as a designer.

281

00:30:59.950 --> 00:31:13.200

roni @ redesigningarted: and I use the tools that I have, and I want to make be explicit. I'm not lucky I work hard, and so up on my board, like for all those teachers out there you've got to.

282

00:31:13.760 --> 00:31:21.419

roni @ redesigningarted: If you're not doing it, you're missing an opportunity. Put the standard up. You've we've got them. We've got national standards, put them up.

283

00:31:21.450 --> 00:31:22.780

roni @ redesigningarted: put up, shown.

284

00:31:22.830 --> 00:31:42.189

roni @ redesigningarted: put up. What are you learning today, you know. And I also tell my kids a trick. If anyone in a suit walks in, what are you going to tell them? And you know one kid goes? I'm going to tell them I'm making a boat and look the Mermaid off the side of the boat, and another is, I'm going to tell them I'm making clay, whatever.

285

00:31:42.440 --> 00:31:49.240

roni @ redesigningarted: And I'm like, yeah, yeah, you're going to tell them that. But guess what? Look up at the board, because that's the standard.

286

00:31:49.550 --> 00:32:04.470

roni @ redesigningarted: All that stuff which probably you're not that interested in. That's what you're learning, and you make it really real for your students. And you start advocating in ways that are really gonna blow your mind. And I learned

287

00:32:05.330 --> 00:32:17.180

roni @ redesigningarted: I learned how to be visual in this manner by doing my National boards because you have to prove everything when you do your National boards, and I did my national boards for everyone out there. You can do it.

288

00:32:17.200 --> 00:32:22.279

roni @ redesigningarted: People call me all the time. Can you be a tab teacher and do your national boards? Yes, you can.

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00:32:22.330 --> 00:32:26.570

roni @ redesigningarted: In fact, it's wonderful, but you have to learn the language.

290

00:32:26.970 --> 00:32:37.629

roni @ redesigningarted: You have to learn the language of Tab. You have to learn the language of the National Boards. You have to learn the language that your admin speaking, and as soon as you do that you can do just about anything.

291

00:32:38.399 --> 00:32:43.850

roni @ redesigningarted: I want to sprinkle fairy dust on people and and tell them, really.

292

00:32:43.930 --> 00:32:48.400

roni @ redesigningarted: it's it's not luck. It's a lot of work, and it's really worth it.

293

00:32:48.690 --> 00:32:50.400

roni @ redesigningarted: And I think we all know that.

294

00:32:52.060 --> 00:33:11.750

Abi Paytoe Gbayee (she/they): Well, and I guess that's I mean, we've kind of skipped around a little bit in our questions, but I would my guess might. My question is, my ask is like, Do you feel like that's part of what's been really impactful, that because you and Mary Olson and your group of art educators in Santa Fe came together that you guys were able to have

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00:33:11.770 --> 00:33:22.269

Abi Paytoe Gbayee (she/they): a stronger voice and presence, and and that, I guess safe space to be that group for each other. Because I wanna say that like you're one of the the few

296

00:33:23.670 --> 00:33:40.309

Abi Paytoe Gbayee (she/they): districts that I've seen or heard of that actually created its own Pd group around Tab. That was sustained for a long time. Do you guys? Still, I don't know if you guys are still meeting as frequently. But you mean you guys were going pretty strong, really, frequently for years? So.

297

00:33:40.310 --> 00:33:41.149

roni @ redesigningarted: Years.

298

00:33:42.840 --> 00:34:04.540

roni @ redesigningarted: You know, I've talked at many a conference and about like if you're in tab and you're a lone teacher. Well, you got to reach out. And I've heard from teachers from other States. And really, when the tab board was started, that was that concept as well. We've got to create a group of people from all over the place and throw them in a room. And

299

00:34:04.590 --> 00:34:23.230

roni @ redesigningarted: and you know, that's really how I got to know Jesse, because she was just a name on a Facebook page to me a really lovely name, by the way, and you know she was doing all these wild things. But the tab board. When you start your own group, it's empowering.

300

00:34:23.330 --> 00:34:37.310

roni @ redesigningarted: You have, you know whether it's another one person or whether it's 6. It starts to become a thing for you. You you have a study group, you have people. You can make a ton of mistakes. And oh, my gosh!

301

00:34:37.610 --> 00:34:54.490

roni @ redesigningarted: You know. Are they mistakes? Well, what I put the paint in the wrong? I didn't put the paint near the sink, you know. Oh, you put the paint near the sink. So it's easier to clean up. And they're not going over to the collage area, you know. You start sharing all these ideas, and you become

302

00:34:54.500 --> 00:35:11.700

roni @ redesigningarted: powerful in your idea, you are empowered. You're like I'm doing. I'm doing well. My students are really learning lots of things, and I'm learning, because if I'm not learning, if I get bored, forget it. I'm going to tune out

303

00:35:11.990 --> 00:35:12.950

roni @ redesigningarted: Anna.

304

00:35:13.390 --> 00:35:14.410

roni @ redesigningarted: Well, and I think.

305

00:35:14.410 --> 00:35:21.309

jessi: Great thing of finding your people and finding your group is that you inspire each other. You're inspiring each other, and you challenge each other sometimes, too.

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00:35:21.360 --> 00:35:22.530

jessi: and that's

307

00:35:23.110 --> 00:35:30.030

jessi: you know. That also helped me grow a lot as a teacher when I had the Colorado group, and Kelly brought me in like

308

00:35:30.230 --> 00:35:37.069

jessi: there, you know, the group was fabulous because they challenged me to try new things and really push myself. And that's

309

00:35:37.200 --> 00:35:41.430

jessi: what great teachers do is we support each other, inspire each other, and bring each other up.

310

00:35:42.860 --> 00:35:47.669

roni @ redesigningarted: That's what I loved about Colorado. So our tab, our tabby group

311

00:35:47.740 --> 00:35:56.060

roni @ redesigningarted: became even more of a thing because we reached out to Colorado. And you guys just embraced us. You know Tab, Colorado is where I met

312

00:35:56.240 --> 00:35:58.969

roni @ redesigningarted: Clyde because he was speaking there.

313

00:35:59.080 --> 00:36:24.009

roni @ redesigningarted: and that was love at 1st sight. You know that was love@firstst Listen, all of us were like, just oh, here's another one of our people. What are we doing? Here's another person that's so inspiring, telling us about, you know. Let's be emergent. I never heard that word before, not in education. Let me be emergent.

314

00:36:24.030 --> 00:36:28.970

roni @ redesigningarted: Let me be organic. I was talking about how the organicness of

315

00:36:29.516 --> 00:36:33.570

roni @ redesigningarted: tab and the improvisation, because I love improv

316

00:36:35.250 --> 00:36:39.959

roni @ redesigningarted: and the positive what Jesse just said, just lifting everybody up.

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00:36:40.090 --> 00:36:43.219

roni @ redesigningarted: thinking the best of everybody. Boom!

318

00:36:43.870 --> 00:36:48.459

jessi: That's you know Colorado does that, I mean. Abby knows very well, too, that we just.

319

00:36:48.460 --> 00:36:49.210

Jen Ferrari (she/her): So well.

320

00:36:49.210 --> 00:36:59.199

jessi: It's organic, and they just highlight, you know. And within the group we just highlight each other's strengths. We know each other's strengths like, I'm thinking of Cat Potter, who just

321

00:36:59.770 --> 00:37:06.940

jessi: you'll like. I think we're organized, and then Cat will take something and make it very visual and beautiful and more organized.

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00:37:07.240 --> 00:37:09.800

jessi: But that's cat's strength, and we know that.

323

00:37:10.600 --> 00:37:14.239

Abi Paytoe Gbayee (she/they): Speaking of Cat Potter, we should probably should have her on at some point, but I believe.

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00:37:14.240 --> 00:37:16.179

Jen Ferrari (she/her): Literally just had the same thought.

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00:37:16.390 --> 00:37:32.030

Abi Paytoe Gbayee (she/they): I think we've talked her in the keynote for next year's Tab, Colorado. So for people who are wanting to get ahead, I'm gonna have to have this. We're gonna have to have this episode released before January before people who want to get ahead on their calendar. Martin Luther King day weekend in Denver, Colorado.

326

00:37:32.050 --> 00:37:53.490

Abi Paytoe Gbayee (she/they): We will be having the Tab Colorado Conference Saturday, Sunday of Martin Luther, King Day, weekend, and so, and that's every year. You can plan on that. But I think that cat Potter is going to wow us with all of her organizational ways, because I think that some people like myself, who is a very type. B person has a hard time realizing that type. A people can do. Tab 2

327

00:37:54.360 --> 00:37:56.340

Abi Paytoe Gbayee (she/they): yeah.

328

00:37:57.576 --> 00:37:58.203

Abi Paytoe Gbayee (she/they): So

329

00:37:58.930 --> 00:38:04.450

Abi Paytoe Gbayee (she/they): you guys are both. You both done so much. And

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00:38:04.560 --> 00:38:06.000

Abi Paytoe Gbayee (she/they): you are

331

00:38:06.770 --> 00:38:13.880

Abi Paytoe Gbayee (she/they): in a space and place in both, coming from where you're from in terms of career, and also interests

332

00:38:13.970 --> 00:38:15.450

Abi Paytoe Gbayee (she/they): where you have

333

00:38:16.195 --> 00:38:22.045

Abi Paytoe Gbayee (she/they): leaned into design and stem and steam and steamy things.

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00:38:23.090 --> 00:38:27.470

Abi Paytoe Gbayee (she/they): What are for tab folks who are wanting to

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00:38:28.120 --> 00:38:30.179

Abi Paytoe Gbayee (she/they): find their way into that

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00:38:31.275 --> 00:38:36.320

Abi Paytoe Gbayee (she/they): and maybe this will lead into some of you guys, is redesigning our dead work. Where

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00:38:36.410 --> 00:38:37.739

Abi Paytoe Gbayee (she/they): where do people

338

00:38:38.040 --> 00:38:50.420

Abi Paytoe Gbayee (she/they): start in that space? Because I we also have. And I've heard of districts and stuff starting to like, really think about funding and if you can't make art steam, then maybe art goes

339

00:38:50.736 --> 00:39:01.360

Abi Paytoe Gbayee (she/they): and so just for those people who are trying to get ahead of the curve. And I know, Jesse, this is one of your specialties of that whole like, I see this train coming. I'm gonna get on the tracks before it hits me. Kind of thing.

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00:39:01.750 --> 00:39:03.599

Abi Paytoe Gbayee (she/they): What are you guys advice.

341

00:39:04.760 --> 00:39:07.769

jessi: Oh, okay, I'll jump in. Okay, Ronnie.

342

00:39:08.230 --> 00:39:20.730

jessi: really like, I'm thinking of the stem world right on the steam world. And I, I need to find the Graphic, and I'll show it to you guys. But there's this graphic floating around right now. And you're just gonna go what? And it's

343

00:39:20.740 --> 00:39:29.659

jessi: they have it called 2 different things. It's called false stem. And then true stem. I've seen it called that. And then it's the other thing it's been called, is false

344

00:39:29.850 --> 00:39:31.570

jessi: or imposter.

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00:39:32.060 --> 00:39:34.740

jessi: and then true or authentic stem.

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00:39:34.870 --> 00:39:40.830

jessi: And when you look at this little chart underneath, false, it has everything is product driven.

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00:39:41.890 --> 00:39:51.680

jessi: and everything is step by step, teacher directed right? And then, when you look on the authentic side on this chart, it has, it's process driven

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00:39:51.970 --> 00:39:56.090

jessi: right. And all these. It's student directed. It's collaboration. And

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00:39:56.420 --> 00:40:09.530

jessi: and I just look at that and go. Oh, my gosh, this is the art world! This is what you know, tab teachers are so familiar with this. All of our teachers are familiar with this. This is not something that has been new to us, right. And

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00:40:09.650 --> 00:40:11.670

jessi: I really think if your

351

00:40:11.920 --> 00:40:17.800

jessi: school and your school community is starting to push in the stand the steam you've been doing it.

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00:40:17.920 --> 00:40:32.349

jessi: You have been doing some of that. I mean, I had that moment in my tab classroom years ago when I started showing kids digital art and coding. And I realized some of my kids were just more into tune with that. That was their entry point to being creative.

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00:40:32.370 --> 00:40:37.009

jessi: And that's was their strength into being creative and making works of art.

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00:40:37.210 --> 00:40:39.540

jessi: So I realized that

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00:40:40.260 --> 00:40:45.609

jessi: stem is just another pathway into art. And they're also related.

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00:40:47.380 --> 00:40:54.340

jessi: really, I think, just look into your toolbox and really show off what you have been doing, and how those relate

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00:40:54.560 --> 00:40:56.830

jessi: and show that you can do them together.

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00:40:57.210 --> 00:40:58.359

jessi: And really.

359

00:40:58.658 --> 00:41:02.980

jessi: the other thing is the design process, too, and thinking of that design process like

360

00:41:03.780 --> 00:41:06.640

jessi: dude, is there room for the kids to

361

00:41:07.090 --> 00:41:12.369

jessi: have their own iteration right and go back and forth in their process, and

362

00:41:13.711 --> 00:41:21.339

jessi: refine things, redesign and remake things just like we do with art. You know, it happens in stem and engineering.

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00:41:23.780 --> 00:41:36.720

roni @ redesigningarted: And I was thinking about how how do you stay ahead of this? Well, in my art room? I've been trained in many different things. I've been trained in Lincoln Center of Art for art's sake.

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00:41:36.820 --> 00:41:43.349

roni @ redesigningarted: You know the Kennedy Center Arts Integration. So when you're talking about Arts integration

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00:41:44.130 --> 00:42:04.639

roni @ redesigningarted: just because I'm a tab teacher doesn't mean I took Arts integration and threw it out the window. It stayed in my toolbox, and I knew what I was teaching when I was teaching it. And that's part of Redesign's foundation. We want teachers to know what you're teaching when you're teaching it. We have a continuum redesign has a continuum.

366

00:42:04.680 --> 00:42:11.759

roni @ redesigningarted: and you need it as a teacher. If you're just teaching in one manner, I don't think you're meeting the needs of all your students.

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00:42:11.920 --> 00:42:20.069

roni @ redesigningarted: And when you're teaching like myself, everything's connected. When I'm teaching off the walls for advocacy.

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00:42:20.643 --> 00:42:35.480

roni @ redesigningarted: I'm teaching. I have the scientific process a poster of it. I have the writing process, a poster of it. I've delivered a workshop showing how it all connects. It's it's

369

00:42:35.670 --> 00:43:02.319

roni @ redesigningarted: pretty much all the same. The scientific process is just astounding. And maybe I'm I'm like this because my father was a chemist. But you know you, you are starting out with a purpose. Right? You're going through your researching. You're gonna make mistakes. You're gonna come up with a hypothesis. You're gonna keep going. You're experimenting. Make more mistakes. Analyze this right, jess do I got this or.

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00:43:02.320 --> 00:43:02.800

jessi: Yeah.

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00:43:02.800 --> 00:43:06.510

roni @ redesigningarted: And then you're coming up with a conclusion. And if you're doing

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00:43:06.610 --> 00:43:10.199

roni @ redesigningarted: the design process well, that

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00:43:10.590 --> 00:43:13.889

roni @ redesigningarted: there you go. It's the exact it's really

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00:43:14.190 --> 00:43:24.919

roni @ redesigningarted: the scientific process, because you're empathizing, defining a problem, ideating on it, making mistakes, prototyping it and prototyping it. Maybe again, because

375

00:43:25.180 --> 00:43:30.500

roni @ redesigningarted: it falls apart. I, as a designer for 20 over 30 years. Now

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00:43:30.720 --> 00:43:32.560

roni @ redesigningarted: you make a lot of mistakes.

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00:43:32.830 --> 00:43:38.090

roni @ redesigningarted: Science makes a lot. You make a lot of mistakes. You try to attach things, and it falls apart.

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00:43:38.240 --> 00:43:39.139

roni @ redesigningarted: you know.

379

00:43:41.610 --> 00:43:45.340

jessi: Great great tab teachers teach their kids how to go through their design process.

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00:43:45.340 --> 00:43:50.770

roni @ redesigningarted: Right, go through the design process and go through the stem process because

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00:43:50.890 --> 00:43:53.879

roni @ redesigningarted: it's tab. It's how artists

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00:43:53.910 --> 00:43:55.960

roni @ redesigningarted: some artists think.

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00:43:56.210 --> 00:44:18.349

roni @ redesigningarted: Not all artists right. There's lots and lots of different ways to think so. When we're talking about steam and stem, you may already be doing it in your classroom when we're talking about arts integration, you may really be an incredible arts, integrated teacher, using all this math language or visual literacy

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00:44:19.080 --> 00:44:23.110

roni @ redesigningarted: use it. Don't leave it behind because you become a tab teacher.

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00:44:23.940 --> 00:44:26.780

roni @ redesigningarted: Find out what your students are interested in.

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00:44:26.990 --> 00:44:35.019

roni @ redesigningarted: and just lean into that interest and use steam stem design thinking, use what's out there.

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00:44:35.020 --> 00:44:35.800

jessi: Well, I.

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00:44:36.010 --> 00:44:37.449

roni @ redesigningarted: Why would you leave it alone.

389

00:44:37.600 --> 00:44:43.090

jessi: Right, we can change is always there. We can. We always know change is gonna be there, especially in our field changes.

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00:44:43.380 --> 00:44:46.220

jessi: Education is always changing. So how?

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00:44:46.660 --> 00:44:53.590

jessi: How is our educators? Do we keep up with that? So this is just a great conversation to have, because it's always changing.

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00:44:54.960 --> 00:44:55.770

jessi: And I know.

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00:44:55.770 --> 00:45:01.949

Jen Ferrari (she/her): There's a lot of opportunity for sorry. I was just gonna say, it sounds like we're dancing around the opportunity for collaboration

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00:45:02.070 --> 00:45:06.070

Jen Ferrari (she/her): with others in our schools as well. Just wanted to throw that in there, too.

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00:45:06.660 --> 00:45:08.049

roni @ redesigningarted: Well, I love that.

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00:45:08.340 --> 00:45:12.590

jessi: When I see stem teachers going. Oh, my, gosh! Look at this cardboard challenge, and I'm going.

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00:45:12.850 --> 00:45:16.880

jessi: I've been doing this for years. Why are we not talking to each other like

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00:45:17.230 --> 00:45:25.039

jessi: we can learn so much more, and do that inspiring, challenging, and go through that transformation each with each other and pushing each other.

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00:45:26.490 --> 00:45:28.709

roni @ redesigningarted: I think so many tab teachers.

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00:45:29.380 --> 00:45:36.789

roni @ redesigningarted: And when you read the tab books you think you you get into a system, and I know we did in my tab group. It's like, Oh.

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00:45:36.810 --> 00:45:41.899

roni @ redesigningarted: I wanna I wanna have full out choice all the time. Well, that's not really the way

402

00:45:42.300 --> 00:46:00.109

roni @ redesigningarted: a classroom runs right. It's it. We know. That is, when we set up our tab room, we have to set our norms. We have to set up practices. We have to create community. We have to learn where to find things, how to set up our space. These are all critical skills

403

00:46:00.340 --> 00:46:02.830

roni @ redesigningarted: along with teaching

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00:46:04.230 --> 00:46:07.939

roni @ redesigningarted: connections. And and like you, said Jen, collaboration.

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00:46:08.000 --> 00:46:09.680

roni @ redesigningarted: the, it's

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00:46:09.740 --> 00:46:13.460

roni @ redesigningarted: actually it's a perfect place for our mission statement.

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00:46:13.610 --> 00:46:15.290

roni @ redesigningarted: It's a perfect place.

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00:46:15.290 --> 00:46:16.980

jessi: It is, it really is.

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00:46:17.550 --> 00:46:22.569

roni @ redesigningarted: So. Do you mind if I tell you what our what redesignings mission statement is.

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00:46:23.030 --> 00:46:49.279

Abi Paytoe Gbayee (she/they): Please share it, because I would definitely want to make sure that people are clear like that. There are multiple ways of engaging in art education, and there are a lot of George de Kelly's work as play-based, and while we think of him a lot of times as associated with Tab, he's still doing something a little bit different. And we're still moving in the direction of really solid best practices. But it's okay. It's okay for people to have different spaces and places

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00:46:49.410 --> 00:46:52.979

Abi Paytoe Gbayee (she/they): and ways of navigating these things, and so I would love to hear. Please share it with us.

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00:46:52.980 --> 00:46:55.229

jessi: Alright. Here's our mission statement.

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00:46:55.310 --> 00:46:59.460

jessi: We envision, not reinventing the wheel, but redesigning it.

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00:47:00.240 --> 00:47:11.840

jessi: We exist to provide new perspectives by advocating and supporting educators, we blend relevant teaching practices to ensure a future of creative thinkers, makers, artists, and designers.

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00:47:16.150 --> 00:47:18.080

roni @ redesigningarted: And when we talk about this.

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00:47:18.550 --> 00:47:34.650

roni @ redesigningarted: you know people in Tab have always asked me, well, could I have your curriculum? Could I have all your lesson plans. Could you pour your brain out, you know, and say how you do things? Well, it's different every single year. It's different every single year, and

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00:47:35.070 --> 00:47:42.720

roni @ redesigningarted: I always start out finding out what my students are interested in. That's the beginning of my year, and

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00:47:42.870 --> 00:47:57.119

roni @ redesigningarted: this is a passion driven curriculum. What Jesse and I are talking about is passion driven and supporting teachers where they're at. So they don't feel like they're doing anything wrong.

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00:47:57.400 --> 00:48:02.149

roni @ redesigningarted: You know. I wanna I really, I want teachers to hop

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00:48:02.170 --> 00:48:14.759

roni @ redesigningarted: happy teachers make the world go round, and that's, you know, thick necktan. And he just had it right. And if we can get our teachers, our art educators, to understand that

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00:48:14.800 --> 00:48:28.199

roni @ redesigningarted: you know all that money on their education. You were doing it right. Don't pat yourself on the back. You tried to reach a child in the right way. Pat yourself on the back. We all came into this education to make

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00:48:28.410 --> 00:48:33.539

roni @ redesigningarted: children feel better about themselves right to create these beautiful things.

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00:48:33.550 --> 00:48:34.150

roni @ redesigningarted: And

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00:48:35.190 --> 00:48:41.050

roni @ redesigningarted: When Jesse and I were talking over the years we were on the tab board, it just became

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00:48:42.210 --> 00:48:47.320

roni @ redesigningarted: it became our passion to talk about. How do we connect more people?

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00:48:47.420 --> 00:48:49.589

roni @ redesigningarted: How do we bring more choices in?

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00:48:49.720 --> 00:48:58.529

roni @ redesigningarted: Well, you don't forget everything you've ever learned? You use it all with this overarching dream of the child? Is the artist.

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00:48:59.640 --> 00:49:01.539

Abi Paytoe Gbayee (she/they): I think that that's something that

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00:49:03.930 --> 00:49:05.110

Abi Paytoe Gbayee (she/they): over.

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00:49:05.370 --> 00:49:18.240

Abi Paytoe Gbayee (she/they): I have some theories on this, but I think part of it is that for so long. When people came into tab, you had to do all the research yourself, and you went to the Tab Yahoo group and there wasn't the books, and it was very much like

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00:49:18.350 --> 00:49:20.450

Abi Paytoe Gbayee (she/they): for being so much about

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00:49:20.570 --> 00:49:22.730

Abi Paytoe Gbayee (she/they): the agency of students.

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00:49:23.410 --> 00:49:28.999

Abi Paytoe Gbayee (she/they): We really, as a as a kind of as a whole movement, really thought critically about

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00:49:29.690 --> 00:49:39.359

Abi Paytoe Gbayee (she/they): what teachers were doing, and it was less teacher agency. And I think that over time we've extended ourselves more grace. And I think that

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00:49:39.540 --> 00:49:44.289

Abi Paytoe Gbayee (she/they): I think there's still sometimes a perception that tab is a

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00:49:44.470 --> 00:49:48.520

Abi Paytoe Gbayee (she/they): teacher looks the same. Students get to do their own thing kind of

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00:49:48.640 --> 00:49:54.697

Abi Paytoe Gbayee (she/they): movement, or you need to conform. And I know that Jen and I talk about this a lot, that

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00:49:55.200 --> 00:49:57.460

Abi Paytoe Gbayee (she/they): really, that you.

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00:49:57.470 --> 00:50:09.809

Abi Paytoe Gbayee (she/they): the teaching part, is still artistry, and you're still the artist of teaching as well, and the skills that you bring are unique. And we're not going to all tab the same way. And

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00:50:09.920 --> 00:50:13.389

Abi Paytoe Gbayee (she/they): and it's a beautiful thing for us to do that, and

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00:50:14.560 --> 00:50:19.019

Abi Paytoe Gbayee (she/they): I wish it wasn't something that we had to say as frequently as we do, that

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00:50:19.400 --> 00:50:34.140

Abi Paytoe Gbayee (she/they): you have the agency in your own classroom to be in the place where you're meeting your students. In the context. You are the time you have them in the way you need to. But we do. And so that's 1 of those things where I think you guys are right on track. With that.

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00:50:35.173 --> 00:50:36.040

jessi: Thank you.

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00:50:36.040 --> 00:50:36.300

Jen Ferrari (she/her): Yeah.

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00:50:36.560 --> 00:51:02.840

roni @ redesigningarted: Differentiation isn't just. You know, we talk about language. But as you learn language, and you really start thinking about differentiation or diversity neurodivergent students, you know, deeply because I think we're all on this continuum or of, you know, neurodivergent people. We all have our things, and the students all have their things. So I think for

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00:51:03.000 --> 00:51:11.349

roni @ redesigningarted: Jess, I just think it just came together for us that we want to empower teachers, because as soon as we empower them

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00:51:11.570 --> 00:51:34.119

roni @ redesigningarted: and show them the way, because a lot of teachers don't know all these different pedagogies, play-based steam arts, integration. It's terribly overwhelming. You take incredible amounts of Pd. And what do you do with it? Well, you stick it in a folder, and you say I'm going to do, I'll do it later. But if you've been trained, especially if you've gone through

448

00:51:34.120 --> 00:51:44.780

roni @ redesigningarted: Arts education, if you've been trained in one way, well, you're going to lean on what you know you're going to lean on that, and there is nothing wrong with leaning on that. But we want teachers

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00:51:45.070 --> 00:51:46.770

roni @ redesigningarted: to find their joy.

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00:51:47.360 --> 00:51:48.170

roni @ redesigningarted: But Spot.

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00:51:48.340 --> 00:51:49.500

roni @ redesigningarted: don't you think, Jess.

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00:51:49.500 --> 00:51:57.599

jessi: I think so. And I think it's really I mean, it doesn't matter. You're just starting out. Teaching doesn't matter midway through teaching like we really want to

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00:51:57.730 --> 00:51:59.420

jessi: have teachers know that

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00:52:00.380 --> 00:52:12.149

jessi: there like, find your joy, make sure to give yourself grace, and give. Be compassionate with yourself, because I wish that that was the message that I had when I 1st started teaching, too. So really

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00:52:12.450 --> 00:52:14.960

jessi: giving out those messages to teachers out there.

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00:52:16.620 --> 00:52:38.690

roni @ redesigningarted: And perhaps I just want to throw in there. Perhaps as a designer. You know, I was trained as a textile designer, which means that I can appropriate and copy just about anything throughout time, and what I mean by that I don't. I've learned better when you learn better you do better right. But when I started out I worked for Ralph Lauren.

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00:52:38.770 --> 00:52:49.609

roni @ redesigningarted: you know, and there's a lot of native influence patterns. There's a lot of you learn how to paint in a million different ways, right?

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00:52:49.910 --> 00:53:00.809

roni @ redesigningarted: But there's also a beauty to learning about other people's ways of doing things. You learn that there's a billion ways to create.

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00:53:00.850 --> 00:53:23.940

roni @ redesigningarted: There's a lot of ways to create. And if you're a good designer, you're not going to keep copying other people right? You have your own ideas, and so you start to find your groove, you start to find what works. And I love that Jesse said she saw a lot of my designs, because I used to go into Target and Dillard's and see all my gift wrap and greeting cards, and I'd used to wait

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00:53:23.940 --> 00:53:31.579

roni @ redesigningarted: for little kids to pick up my things. And that was my, you know, design thinking, that's my test.

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00:53:31.620 --> 00:53:35.640

roni @ redesigningarted: If they picked up something of mine, what does it look like?

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00:53:35.990 --> 00:53:57.419

roni @ redesigningarted: Does it look more like my work, or does it look like somebody that influenced me? And more and more, it was my work right? And that's what I want to bring to teachers. More and more you're going to learn about these pedagogies. You're going to be able to use the language to advocate for yourself and what you're doing for your students

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00:53:57.530 --> 00:54:02.220

roni @ redesigningarted: and overarching you're always answering, what do artists do?

464

00:54:02.500 --> 00:54:08.219

roni @ redesigningarted: This child is the artist right? And my space is your space.

465

00:54:08.520 --> 00:54:14.569

roni @ redesigningarted: I can't tell my middle schoolers that the room is theirs at the beginning of the year.

466

00:54:14.760 --> 00:54:19.140

roni @ redesigningarted: You do that, and you might have some clogged up sinks pretty quick.

467

00:54:19.400 --> 00:54:22.869

roni @ redesigningarted: but pretty quickly. They understand that the room is theirs.

468

00:54:23.310 --> 00:54:23.860

jessi: Hmm.

469

00:54:24.780 --> 00:54:29.619

jessi: Well, and for me it's always like, Yeah, what do artists do? But then it's like, Oh, what do engineers do?

470

00:54:29.810 --> 00:54:35.540

jessi: Sometime in the middle of my day. What what does the scientist do? Because next year I'm teaching flight space guys that's like

471

00:54:35.590 --> 00:54:39.180

jessi: crazy, but so exciting to try something new and

472

00:54:39.240 --> 00:54:42.990

jessi: really take my tools and apply it like I know

473

00:54:43.400 --> 00:54:52.780

jessi: I know how to use our laser engraver and teach them the digital art to cut out the shapes that they want for their turbines on their, you know, for their windmills, and

474

00:54:52.900 --> 00:54:53.760

jessi: me

475

00:54:54.590 --> 00:55:03.849

jessi: airplane wings on the 3D printer. Just. I'm just going from my toolbox. What do I know? And how am I going to get my kids to be successful and just meeting all of their needs

476

00:55:04.210 --> 00:55:07.040

jessi: within that one classroom of 30 kids.

477

00:55:08.450 --> 00:55:18.310

Jen Ferrari (she/her): Also interesting that you brought that up because I was having a conversation the other day. About the what do artists do? Question? And I was thinking to myself.

478

00:55:18.690 --> 00:55:28.050

Jen Ferrari (she/her): you could phrase that for almost anything that kids learn in school, what do authors do? What do mathematicians do? What do scientists do. I mean

479

00:55:28.180 --> 00:55:30.030

Jen Ferrari (she/her): that question alone

480

00:55:30.040 --> 00:55:33.700

Jen Ferrari (she/her): can structure and scaffold. So much for what you explore.

481

00:55:33.730 --> 00:55:37.670

Jen Ferrari (she/her): and it doesn't matter if it's art specific or another subject, but

482

00:55:38.240 --> 00:55:39.559

Jen Ferrari (she/her): it does. It fits.

483

00:55:39.850 --> 00:55:46.429

jessi: And and it really, if you ask it at the beginning of the year, it really frames the learning, for you know your.

484

00:55:46.430 --> 00:55:47.080

Jen Ferrari (she/her): Yeah.

485

00:55:47.080 --> 00:55:54.860

jessi: Whole quarter or semester with your kids. What do engineers do? What do artists do? And and they know they'll answer it. It's amazing.

486

00:55:55.150 --> 00:56:03.219

roni @ redesigningarted: So I have a poster on my board on my door, my front door of my art room, and it really comes from my father because

487

00:56:04.500 --> 00:56:16.650

roni @ redesigningarted: he was a chemist and a philosopher, and I would talk about what I was doing through the years, and he was like, well, what do artists do? He goes, don't you think? Like an artist? Don't you think? Like a chemist? Don't you think? Like a mathematician?

488

00:56:17.060 --> 00:56:34.959

roni @ redesigningarted: So I went, Dad, that's the poster, and I made this poster where, when it think like a mathematician, think like an art, you know, the bottom was, think like an artist, think creatively, but everything was, think like a writer think, and all the teachers

489

00:56:35.030 --> 00:56:41.670

roni @ redesigningarted: would come by my room and go. They'd see this huge poster, which was door size and go. Oh, my gosh!

490

00:56:41.780 --> 00:56:44.009

roni @ redesigningarted: That's what kids are doing in the art room.

491

00:56:44.560 --> 00:56:46.200

roni @ redesigningarted: It's my subject.

492

00:56:46.510 --> 00:56:47.870

roni @ redesigningarted: That's what they're doing.

493

00:56:48.590 --> 00:56:49.839

roni @ redesigningarted: I love that.

494

00:56:50.918 --> 00:56:54.129

roni @ redesigningarted: It's all about community. Jen, it's all

495

00:56:54.590 --> 00:56:55.730

roni @ redesigningarted: I would definitely.

496

00:56:55.730 --> 00:56:56.270

jessi: I.

497

00:56:56.270 --> 00:56:57.463

roni @ redesigningarted: Thanks, Dad.

498

00:56:58.060 --> 00:57:02.540

jessi: Well, when you think about, too, that you're meeting, you know you're meeting each kid.

499

00:57:02.860 --> 00:57:11.440

jessi: Some kids might not understand. What do artists do? But when you phrase it, what do mathematicians do like? I know my middle child would be like, oh, I know what mathematicians do.

500

00:57:11.760 --> 00:57:15.529

jessi: Right? So some kids, you know they love that we're meeting all day.

501

00:57:15.530 --> 00:57:15.960

roni @ redesigningarted: You know where.

502

00:57:16.275 --> 00:57:16.590

Jen Ferrari (she/her): Him.

503

00:57:16.990 --> 00:57:23.223

roni @ redesigningarted: Could I? I wanna put it out there for new teachers to jess because you're so

504

00:57:23.970 --> 00:57:24.910
roni @ redesigningarted: you know.

505
00:57:25.130 --> 00:57:32.450
roni @ redesigningarted: we've been doing this a long time. Right? So we are. We tend to be fearless because we know

506
00:57:32.530 --> 00:57:52.280
roni @ redesigningarted: that our mistakes are gonna work out, you know, if they're gonna work out. And I listen to Jesse, and I go. Oh, my gosh! I don't know if I'm ever gonna learn a laser printer home like I get very intimidated like this is big stuff like, oh, my God! Is that what I wanna do? What? What if I never do that? Am I still a good teacher? Right.

507
00:57:52.809 --> 00:58:04.540
roni @ redesigningarted: That's that whole empowerment piece. But it's being open to the idea of steam. It's being open to the idea of design or play or

508
00:58:07.050 --> 00:58:08.530
roni @ redesigningarted: And you know.

509
00:58:08.990 --> 00:58:16.310
roni @ redesigningarted: Georgia, O'keeffe said, I've been frightened every day of my life, right paraphrase, but I've gone ahead and done it anyway.

510
00:58:16.440 --> 00:58:20.540
roni @ redesigningarted: and that is what tab is, and design is, and play

511
00:58:21.321 --> 00:58:26.070
roni @ redesigningarted: and what Jesse's talking about. It inspires me because I go.

512
00:58:26.260 --> 00:58:30.429
roni @ redesigningarted: I think I might want to learn about that, or I'm curious.

513
00:58:31.710 --> 00:58:39.729
jessi: Well, and that's 1 of our values. Creativity takes courage like you're taking that time to listen and learn and figure it out. It takes a lot of courage.

514
00:58:43.250 --> 00:58:49.799

Abi Paytoe Gbayee (she/they): Are there things that anything else you think that advice or things you think tab teachers

515

00:58:49.920 --> 00:58:56.840

Abi Paytoe Gbayee (she/they): would want to know? Or having been in that space of being the teacher, that with the expertise that you have now that you're coming

516

00:58:56.860 --> 00:59:01.880

Abi Paytoe Gbayee (she/they): to the field with and sharing with the field, that you feel people would want to know that they don't know to ask.

517

00:59:05.950 --> 00:59:10.070

jessi: you know. I think when I 1st started I thought I had to do it all.

518

00:59:10.440 --> 00:59:19.279

jessi: I thought I had to immediately have all the centers in my room immediately. Have everything just ready to go, and

519

00:59:20.460 --> 00:59:22.029

jessi: that's impossible.

520

00:59:22.580 --> 00:59:33.040

jessi: And nobody told me that's impossible, that I was just gonna wear myself out and have no energy, I think. Be kind yourself. Give yourself that, Grace, and know, and

521

00:59:33.090 --> 00:59:34.620

jessi: you don't have to do it all.

522

00:59:36.440 --> 00:59:37.020

Jen Ferrari (she/her): Him.

523

00:59:37.390 --> 00:59:42.140

roni @ redesigningarted: I was thinking when I 1st started out. It kind of goes back to it

524

00:59:42.300 --> 00:59:46.610

roni @ redesigningarted: to what Jesse had said. You know, when you. You said. I think we're doing this wrong.

525

00:59:47.094 --> 00:59:50.939

roni @ redesigningarted: I was. I was teaching, and again I wasn't taught

526

00:59:51.592 --> 00:59:54.120

roni @ redesigningarted: art education per se.

527

00:59:54.180 --> 01:00:01.940

roni @ redesigningarted: and I realized very quickly that what I was seeing up on the walls looked the same. And that's not how artists think

528

01:00:02.170 --> 01:00:15.960

roni @ redesigningarted: that's not at all. I was used to being in a room with many designers who would come up with their own individual pieces. So I walked into my principal's room, and I thought, Oh, my gosh, I'm going to get in trouble. But I said, I think we're doing this wrong.

529

01:00:16.150 --> 01:00:23.820

roni @ redesigningarted: And he looked at me like education. We're doing wrong. And I said, Well, art, education, we're doing wrong.

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01:00:23.910 --> 01:00:27.919

roni @ redesigningarted: And he said, What do you mean? And I basically explained that

531

01:00:28.770 --> 01:00:41.659

roni @ redesigningarted: you shouldn't see 30 snowmen up on the wall. Now, if you do that, now, that's okay. Dip your toes in and let kids make the snowman pink, or with a striped scarf or whatever they want. But

532

01:00:42.120 --> 01:00:50.799

roni @ redesigningarted: but it was so funny because my principal looked at me, and he had known my work before. But he said, Ronnie, do whatever you want.

533

01:00:51.010 --> 01:00:52.740

roni @ redesigningarted: and I went, whatever I want.

534

01:00:53.110 --> 01:00:57.390

roni @ redesigningarted: And that's a day you're, gonna I think, really big. So.

535

01:00:57.770 --> 01:01:04.380

roni @ redesigningarted: Yeah, that was that was dangerous, right? But I went back into the classroom, asked the kids what they wanted.

536

01:01:04.700 --> 01:01:18.789

roni @ redesigningarted: and I didn't know that was something you do. It's just that's part of my design process. Hey, kids, what colors do you like? Hey, kids? What do you like to play and we're gonna do that right. So

537

01:01:19.300 --> 01:01:21.679

roni @ redesigningarted: finding these things out.

538

01:01:21.920 --> 01:01:27.470

roni @ redesigningarted: I guess what I want new teachers to know is, get to know your students more.

539

01:01:27.480 --> 01:01:29.599

roni @ redesigningarted: and allow yourself

540

01:01:30.208 --> 01:01:44.969

roni @ redesigningarted: to follow. Lean into what you do. Well, because I keep finding teachers over many, many years. Say, well, well, I'm a painter. I'm not a sculptor. Well, paint with your kids. Show them what artists do.

541

01:01:45.100 --> 01:01:46.500

roni @ redesigningarted: You're an artist.

542

01:01:46.700 --> 01:01:53.320

roni @ redesigningarted: you know. What do teachers do? Right? Show them that and verbalize it. So they know that

543

01:01:53.800 --> 01:01:54.380

roni @ redesigningarted: and

544

01:01:55.270 --> 01:02:05.479

roni @ redesigningarted: And then the last thing that I just want teachers to know is to have fun like fun is my motivating factor, and I always lean back on that if I'm not having fun.

545

01:02:05.850 --> 01:02:13.829

roni @ redesigningarted: guess what? No one in the classroom's really having fun, not really, because if I'm not having fun, that's part of my classroom management.

546

01:02:13.900 --> 01:02:29.909

roni @ redesigningarted: You gotta have. The teacher has to have fun, and if the teacher's having fun, you're having fun. And what I mean true by that is, there are ways of behavior. There's civil ways to talk to one another. That's how I have fun. I have to feel safe in my space to create

547

01:02:29.950 --> 01:02:30.635

roni @ redesigningarted: and

548

01:02:31.660 --> 01:02:37.210

roni @ redesigningarted: and allow yourself. Give yourself that gift. You are allowed to have fun doing what you.

549

01:02:37.240 --> 01:02:38.070

jessi: Gail.

550

01:02:39.280 --> 01:02:41.650

roni @ redesigningarted: That's what I want teachers to know.

551

01:02:42.610 --> 01:02:43.240

Abi Paytoe Gbayee (she/they): You know.

552

01:02:44.120 --> 01:02:53.039

roni @ redesigningarted: You know, kindness, creativity. What's the other? Innovation and transformation is what redesigning is all about

553

01:02:53.140 --> 01:03:04.209

roni @ redesigningarted: is what Jesse and I are working on. And those 4 values, I mean, Jesse and I sat down and talked about our values really, deeply talked about our values, because

554

01:03:04.480 --> 01:03:07.200

roni @ redesigningarted: there's so many to choose from. Right, Jess.

555

01:03:07.200 --> 01:03:08.540

jessi: Oh, yeah, I think. And

556

01:03:08.590 --> 01:03:10.570

jessi: we did that a lot during Covid.

557

01:03:11.040 --> 01:03:11.550

roni @ redesigningarted: Yeah.

558

01:03:11.550 --> 01:03:15.789

jessi: Remember during Covid we really sat down and like just talk to each other, and

559

01:03:16.090 --> 01:03:19.959

jessi: the thing that just kept coming up was kindness. Kindness is at the top.

560

01:03:20.000 --> 01:03:21.330

jessi: And really.

561

01:03:21.530 --> 01:03:28.349

jessi: yeah, you know, I think my other advice would be really model and show your kids what kindness is model to them talk to them about it.

562

01:03:28.380 --> 01:03:30.670

jessi: Give them a space to talk. Take your.

563

01:03:31.460 --> 01:03:34.770

jessi: When I when I stopped talking, I realized

564

01:03:35.050 --> 01:03:37.200

jessi: how much I learned about my kids.

565

01:03:39.220 --> 01:03:39.790

Jen Ferrari (she/her): Hmm.

566

01:03:40.795 --> 01:03:41.120

Abi Paytoe Gbayee (she/they): Yeah.

567

01:03:43.250 --> 01:03:45.800

Abi Paytoe Gbayee (she/they): it's amazing how much they know and bring it to the classroom.

568

01:03:46.630 --> 01:03:50.663

roni @ redesigningarted: Well, they're innovators. That's 1 of our values, you know, and that's

569

01:03:51.620 --> 01:04:00.779

roni @ redesigningarted: It's amazing how much they bring to the classroom. If you la! Allow them a voice. If you don't, they're just regurgitating us.

570

01:04:01.150 --> 01:04:17.659

roni @ redesigningarted: and I make sure that I make plenty of mistakes. If I if I even draw in the classroom. It's gonna be nothing like what I'm gonna do professionally right, although when I do talk about what artists do, I let my kids know I share of myself.

571

01:04:17.870 --> 01:04:25.109

roni @ redesigningarted: I've designed a lot of things. It gets them excited. Guess what? I designed a children's book. You can design a children's book.

572

01:04:25.510 --> 01:04:28.620

roni @ redesigningarted: I can build a tower, you can build a tower.

573

01:04:28.720 --> 01:04:38.470

roni @ redesigningarted: and they're gonna riff and innovate and improv off of what we do and make it so much better than we ever thought it could possibly be.

574

01:04:39.500 --> 01:04:40.700

roni @ redesigningarted: if we allow it.

575

01:04:41.410 --> 01:04:43.469

jessi: Yeah, prioritize their ideas

576

01:04:43.550 --> 01:04:45.620

jessi: and show them their ideas are important.

577

01:04:45.740 --> 01:04:47.150

jessi: That means a lot to them.

578

01:04:49.350 --> 01:04:50.180

jessi: Hmm.

579

01:04:50.180 --> 01:04:50.820

Abi Paytoe Gbayee (she/they): So true.

580

01:04:50.820 --> 01:04:51.610

Jen Ferrari (she/her): Yeah.

581

01:04:51.610 --> 01:04:52.230

jessi: Yeah.

582

01:04:52.560 --> 01:04:53.470

jessi: Hmm.

583

01:04:53.470 --> 01:04:57.910

Abi Paytoe Gbayee (she/they): Well, thank you guys so much for being on together, and I have.

584

01:04:58.190 --> 01:05:12.240

Abi Paytoe Gbayee (she/they): I cannot express to people who don't already know Ronnie and Jesse. What phenomenal, amazing humans they both are, and how deeply they are reflective of their practice and the things that they do and are really have been

585

01:05:12.340 --> 01:05:17.089

Abi Paytoe Gbayee (she/they): monumental leaders in the field of Tab in ways that

586

01:05:17.240 --> 01:05:27.033

Abi Paytoe Gbayee (she/they): aren't always as big as we might see with everyone. You know that we have a lot of big figures and tab but Ronnie and Jesse have been doing the work, and

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01:05:27.350 --> 01:05:32.839

Abi Paytoe Gbayee (she/they): really, in really meaningful ways for a really long time. And if you ever

588

01:05:33.020 --> 01:05:39.630

Abi Paytoe Gbayee (she/they): need more support and help, they really are amazing at providing resources and

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01:05:40.250 --> 01:05:43.946

Abi Paytoe Gbayee (she/they): just compassion for your practice. And so

590

01:05:44.870 --> 01:05:45.450

Jen Ferrari (she/her): Andness.

591

01:05:45.730 --> 01:05:49.429

Abi Paytoe Gbayee (she/they): Yes, it really is. So thank you guys so much for being on.

592

01:05:50.180 --> 01:05:56.759

jessi: Well, thank you for having us and check out our website. Redesigning arted.com and follow us on social media.

593

01:05:57.440 --> 01:06:00.509

roni @ redesigningarted: I'm hoping maybe we can send you a few things.

594

01:06:00.847 --> 01:06:04.659

roni @ redesigningarted: That maybe if people go. I don't know how you show.

595

01:06:04.660 --> 01:06:08.519

Abi Paytoe Gbayee (she/they): We will, we can definitely, if you send it to the email, we'll link it in the show notes.

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01:06:08.520 --> 01:06:15.299

roni @ redesigningarted: Okay, excellent! It has been such a pleasure. Seeing your faces, I miss you both.

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01:06:15.510 --> 01:06:19.519

roni @ redesigningarted: It's been so wonderful. Sharing this space with you.

598

01:06:19.630 --> 01:06:20.679

roni @ redesigningarted: Thank you.

599

01:06:22.580 --> 01:06:38.919

Jen Ferrari (she/her): Thank you so much for joining us. It was really a pleasure to speak with you both. I usually at the end of our tap cast. I just kind of throw a few little things in there, so I wanted to make sure that I mentioned Jesse had brought up an article called smoke and mirrors. And it got me thinking about

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01:06:39.350 --> 01:07:00.110

Jen Ferrari (she/her): how we actually have quite a few resources on the tab website on teaching artistic behavior.org as well. I don't know if I've mentioned this before, but at the very top, when you go to that page there is a little tab that says resources, and if you click on it you can find a lot of other articles. That are of short interest

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01:07:00.110 --> 01:07:13.939

Jen Ferrari (she/her): for our listeners. And then usually the thing that I also bring up is that if you're looking for more of this community where you can reach out to others and talk to them. You can at that same bar at top, over to the right. There's a little blue

602

01:07:13.940 --> 01:07:30.580

Jen Ferrari (she/her): button that says, Join our community, and if you click that it'll bring you to mighty networks. And there it's a free online community. And we talk about it at the end of every cast where you can find more resources. You can find those interactions and communication with other educators.

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01:07:31.260 --> 01:07:49.619

Jen Ferrari (she/her): and it's just a great resource, I think, for people especially starting out. But also, if you're established as well. So there's a lot of different things that you can explore and we will make sure that we put those resources that you shared with us in your website in our show notes so that people can access that as well cause you can never have

604

01:07:50.025 --> 01:07:55.950

Jen Ferrari (she/her): too many, too many places to go for bettering yourself in your practice. So

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01:07:55.960 --> 01:07:57.690

Jen Ferrari (she/her): thank you again so much.

606

01:07:58.190 --> 01:08:05.039

roni @ redesigningarted: I wanna just throw it out there, too. You know, Jesse works so hard on the website, getting the you know.

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01:08:05.040 --> 01:08:05.550

Abi Paytoe Gbayee (she/they): Really did.

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01:08:05.550 --> 01:08:12.600

roni @ redesigningarted: Back when it major kudos to Jesse. We had so many meetings over that website. Jesse.

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01:08:12.600 --> 01:08:18.760

jessi: Hi, you guys! And oh, my God! Back to drink! That was during, you know, shutdown. And it was.

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01:08:19.189 --> 01:08:20.559

Abi Paytoe Gbayee (she/they): Baby. You have baby time.

611

01:08:20.560 --> 01:08:23.023

jessi: Not just all me, but a lot of the everybody.

612

01:08:23.270 --> 01:08:28.660

roni @ redesigningarted: Oh, is everyone but Jesse put you put in some major hours, and the website is beautiful.

613

01:08:28.660 --> 01:08:29.130

jessi: It is the.

614

01:08:30.740 --> 01:08:32.010

roni @ redesigningarted: We we got to.

615

01:08:32.010 --> 01:08:33.220

Jen Ferrari (she/her): Very functional. Yeah.

616

01:08:33.229 --> 01:08:43.919

Abi Paytoe Gbayee (she/they): So much more functional than we've had before. So we definitely again for people who unsung heroes behind the scenes, you guys never

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01:08:43.959 --> 01:08:47.729

Abi Paytoe Gbayee (she/they): grab the spotlight and demand it, but so deserving of it.

618

01:08:48.409 --> 01:08:49.239

Abi Paytoe Gbayee (she/they): so.

619

01:08:49.240 --> 01:08:49.810

Jen Ferrari (she/her): Yep.

620

01:08:50.000 --> 01:08:56.480

jessi: And is there a way for them to find us on the website, too, Jen? Or how does that work? Or through mighty networks?

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01:08:58.047 --> 01:09:03.269

Jen Ferrari (she/her): On. Well, on mighty networks. You can. You can search. I'm sure you guys are both on mighty networks. I think right?

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01:09:03.279 --> 01:09:20.880

Jen Ferrari (she/her): Yeah, yeah, so they could reach out to you that way. The other thing that's really cool about mighty networks that I don't think you can do on really any other platform is that you can also search for people in your area so like, if people are in Colorado or New Mexico, or in that vicinity.

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01:09:20.979 --> 01:09:37.390

Jen Ferrari (she/her): They can reach out to you and others that are there. And you can continue forming your communities in that way. So that's the really neat thing that I love about it, because I've I've met so many people just going into. I forget what part of it it is, but you can go in there, and you can see people within a radius.

624

01:09:37.410 --> 01:09:47.490

Jen Ferrari (she/her): And so that helps to build community too. So if you, Ronnie, you find Jesse that's awesome, and then find some other people, and then bring them over, and you can all learn together, you know. So there you go.

625

01:09:48.109 --> 01:10:01.052

roni @ redesigningarted: That's awesome. That's awesome. And just another note. Jesse and I are still doing coffee and teas, and that's all free for people. So we publicize that on Facebook and on

626

01:10:01.630 --> 01:10:02.350

jessi: Instagram. Yeah.

627

01:10:02.350 --> 01:10:08.249

roni @ redesigningarted: Instagram, so we'll send that. We'll send that all to you, so people can find us.

628

01:10:08.630 --> 01:10:11.780

Abi Paytoe Gbayee (she/they): Yeah. So those coffees and teas were life saving during Covid.

629

01:10:12.090 --> 01:10:14.699

roni @ redesigningarted: Oh, thank you. They were fun.

630

01:10:15.160 --> 01:10:15.630

Abi Paytoe Gbayee (she/they): Yeah.

631

01:10:16.100 --> 01:10:17.299

roni @ redesigningarted: They were fun!

632

01:10:17.950 --> 01:10:18.649

jessi: That's good.

633

01:10:18.650 --> 01:10:26.600

Abi Paytoe Gbayee (she/they): Thank you so much. Again, we will definitely put all this stuff in the show notes because people should definitely know how to connect with you guys because it's you're definitely worth people worth knowing. So.

634

01:10:26.600 --> 01:10:29.876

jessi: You, too. I'm just so glad I put this duo together.

635

01:10:31.040 --> 01:10:33.517

Abi Paytoe Gbayee (she/they): Right. We're so grateful for you.

636

01:10:33.930 --> 01:10:38.249

jessi: Oh, we're good together. I think those 2 are good together. Yes.

637

01:10:38.750 --> 01:10:42.949

roni @ redesigningarted: Beautiful, it's so good. Thank you for having us.

638

01:10:44.140 --> 01:10:45.790

Abi Paytoe Gbayee (she/they): Have a great day, night.

639

01:10:46.390 --> 01:10:47.210

roni @ redesigningarted: Aye.

640

01:10:47.210 --> 01:10:47.655

Abi Paytoe Gbayee (she/they): Bye.