

Restorative Pulse  
Season 3, Episode 4  
Education as an Ecosystem

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folks that sometimes they may not be aware but I think there's some learning disabilities that can times do this and they've asked for the transcript as well to go back and look at notes and stuff like that for trade and that's where it's also really

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That's where it's also a really good researcher. That's awesome. So, yeah, universal design. Okay. I'm here we go. All right, I'm gonna record, we are now.

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Awesome. Okay, good. Everyone is Julie Johnson from integrate network, and this is the restore to post podcast season three

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episode four, but we're now more into our normal like monthly segments. We really built our content there during the pandemic and now we're kind of we were in their time so today we have grounded, teachers, Sarah and just that are on today talking about

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regenerative, ed.

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So, I'll let Sarah and just go and talk so you're on mute. Just so you know,

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give you a heads up there.

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And you have to talk a little bit more about granted teachers and kind of like your, your mojo they're

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just you want to take it.

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Sure, so I'm just Boccie, and I co founded granted teaching with Sarah Patil my twin sister, and we started this about two years ago. And you know, my day job is I'm an English teacher This is my 17th year of teaching English I'm a national board certified

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educator. In addition to an English teacher. I'm also a yoga instructor, a health coach or breath work coach and a whole host of other things revolving around regenerative agriculture and community activism and that sort of thing.

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And so we've kind of pulled all of our interests together to create this thing called grounded teaching, and it was really, when we started to think about our role as educators and people in the educational realm and the, especially in the industrial

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educational system of public school teaching you know we are starting to look at what we're really the things that were holding us back from really achieving high results and high success with our students and with our colleagues and just feeling like

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what the the time and energy that we're putting into our day jobs are actually you know it's actually kind of paying off and worth it and it's not just feeding the system.

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So we started to drill down on what the purpose of education is. And that's where we kind of came up with the idea for Regenerative education based on our understanding of regenerative agriculture and you know I worked in organic farms for the summer

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during my teaching career and and Sarah has, has a permaculture farm going at her place and so we've really, and we've started this nonprofit for regional textile systems so we really understand this idea of of bio regionalism of regeneration and what

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that means for education so Sarah did you want to kind of expand on that a little bit.

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Yeah, sure. So, I think, I mean you, you hit all the big points there just, but one thing that might be interesting to think a little bit more about is just digging into the idea of the industrial educational system, and why why it's a paradigm that we're

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we're not really aware of. So, when we go to our day to day jobs and we work at things and you know when Julie before we started recording you were just saying something about how you know, we were talking about compliance and accountability and all of

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these things that feel really mechanical hierarchy hierarchical, how do you say that word hierarchical hierarchical hierarchical. Yeah.

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But all of these things that feel when we, when we think about them were like that doesn't really feel good. There's something about it that feels a little bit to black and white, a little bit to not human.

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And we always find ourselves saying like no but we're humans and and I'm a human teacher or I'm a human principle or I'm a human, Mother, you know I'm not a machine.

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We were constantly reminding ourselves of this if we like think about culture.

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So it's interesting like why would we have to remind ourselves of that, because we wouldn't we know, we know we're humans right like so why are we dance that's why I'm human.

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I'm a human after all right. And because I'm you know at least out how Jess and I have really come to look at it in a helpful way is because it, we exist in this culture that is primarily based around industry.

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And that goes back to this idea of separation separation from the land separation from other people competition. And that's led to things like colonialism, things like capitalism right and and things where we look at how we can extract resources and use

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for a profit, and unfortunately our major systems are really. They're really steeped in this way of thinking right healthcare system just you know just and I know that we're health coaches like we understand what healthcare is like we both had health

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if you had a health issue, you understand that you feel sort of often not all the time but like a machine kind of going through a conveyor belt to try to like fix you.

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Instead of a human. Same thing if you look at the farming system. Right. When we look at farming industry has also taken over that system which actually works with nature and living things but is treating it more like a factory.

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And of course you know we're here today talking about the educational system, which is not far at all from these other systems that has also been industrialized but it's like when you look at it, you're like, We're doing knowledge stuff we're doing learning

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stuff there's no like concrete and product we can can modify right so like now we're not really an industry but when you actually look at the way that we treat education at the way that we break it down.

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And the way that we really the way that we really think about you know what what what success is and the way that we define success, you're like oh yeah I kind of.

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We are in kind of like an educational industrial model here we're not in, in, in something else and when you don't have the opposite end of that paradigm to compare it to your kind of lost because you think well like this is just how education operates.

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But what we do at granted teaching is we try to show that like, no, we're actually, that industrial paradigm is just one part of it and if you look at the opposite end of that which is thinking about things as an ecosystem instead of an industry.

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Now we see a different way of operating. Now we see that when you, when you actually sort of live into what it means to be a living system and if you think of the purpose of education as or the, not even the purpose but the potential behind education

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to provide everybody with more life, so we can have a thriving society and buy more life I don't mean like more babies right i mean like being more awake and being more joyful, having more humor, that sort of thing right when we think about being alive,

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right, what is the potential for the educational system to help with that and to create a more thriving society, and we see oh when we look at when we look at an ecosystem, it, it creates more life so what about instead of modeling, our school system

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which was full of living human beings. After an industry like a factory What if we modeled it after how an ecosystem operates. And so that's where we sort of our.

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That's where we are pushing and that's where we're sort of training teachers and principals and even parents to think about doing learning in a way that promotes that.

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And then the regenerative ed is sort of what we call like the that's sort of what we call that ecosystem way of thinking and regeneration these days can take a lot of different ways.

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There's a lot of different ways that you can define it defined differently in our culture, but primarily the way that Justin I like to think about it is that it is a way of thinking that creates more life just very simply.

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And so when we think about regenerative Ed, we're thinking about how do we do add in the current system that we have that right now we don't really have the option we maybe had the small option last year to just wipe the slate, the slate clean and and

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do something different. We don't really have that option now so how can we retrofit what is happening to be more regenerative, and that's kind of what we're going for with with what we offer.

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Yeah, I think that's, I yeah and I took their course when this whole pivotal I know them as I took their.

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Your regenerative at course for your when we are all going through the pandemic virtual learning stuff last fall and I love how you integrate it into like all the different, like you take the same well just like because your instructional designers, but

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like, but I was like, I just like when people can like take their philosophy and they apply it to all these different things which is how educators work,

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how we design things.

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Yeah, I think it's interesting because what's informed our design isn't really necessarily our experience with education like Jess has so much deep experience with, you know, lesson planning 17 years of being in a classroom national board certified educator

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two degrees and that you know like, and same with me I've been a coach, I have coached like hundreds of teachers and leaders have trained like thousands of teachers and leaders in the system by the system.

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But there's, there is like, if we had just stayed there, I feel like we wouldn't have the range of experiences that would have created our understanding of how to sort of be in an ecosystem so I just said like it's, that, that, that experience working

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on a farm, it's an, it's the experience that we have with setting up a space to have more circular regenerative farm to fashion regionally in our Ohio area.

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And so, like, all of these experiences and the trainings and the speakers and the things that were that we are aware of and incorporating those into education and not just being a silo of like this is how we do education so this is how we do run a training

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know this is how we design instruction, and that's been really really helpful I think for us, and just a really valuable experience and a humbling experience as well.

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And Julie I see that in your work too because with you know you obviously teach yoga and like you're a universal design course has is completely influenced you know as how I see it by your understanding of belonging and being grounded, that you know

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comes through in your yoga practice so i think you know part of regeneration and I'm thinking of this from my classroom too is like looking at the people around us, as our assets.

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And you know what else can he bring to the table what other, what else do they have that I want to know about that, that we can all celebrate that will, you know, help us all become our more unique selves and support us and that and you know that's not

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just, I'm an English teacher my math teacher I'm a history teacher so you can come to me about math, English or history, you know it's like well what else does that history teacher Do you know how can and you know Sarah's starting a thing with coaching

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principles you know how can a school leader, help pull out some of the assets from there and support some of the assets from their teachers to create a more well rounded school system and same thing with me and my students, how can I look at them not

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just as this English student, but you know as you know this this whole person with with something to give with some energy to bring and to support other people even if that student and I don't see it, you know.

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Yeah, now I think that's a really climate Well, I think that's the thing I think we have to deconstruct those kind of those limiting roles that we might put people in, you know, and only seeing people by their roles and I think, to some degree, I think

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that's slightly dehumanizing. It is. It is.

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It is. You know, and I think that that's kind of that concept of, you know, whether you're talking about, you know, farming or you're talking about multiple differentiated instruction or whatever, that's what I specialize in.

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I think that, you know, you kind of have to look at.

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You got to look like the assets as you say like, what are the assets to what the, what Canada, what can the person do whether whatever that is, across the board, whether it's an education or in yoga or in whatever therapy, you know it's looking at that

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asset based perspective. Right.

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You know, I think, this brings up something that I've experienced in the school system is, you know, concerns, you know that just this is bricks coming up like the assets like how many meetings have I been in especially as a someone that works in special

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ed.

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As an, and then and then around technology, you know they're trying to minimize those barriers. How many times do I hear educators speak on the concert quote unquote concerns for 45 minutes.

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Right. And then we spend 10 minutes on assets. 10 minutes on assets. Okay. And the assets are going to get you buy in. Right. And so I think that that's what I like about your stuff is you're kind of looking those assets first and yes of course there's

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areas of need, always, you know, there's always areas of growth but when we go to, don't start with the assets and the resourcing and who we are and our gifts and strengths first, you lose people, you know, because that's because people come in already

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with their self critic, you know, teachers and students right. So, anyway, that's just my.

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Oh yeah, yeah no and and i think that what I'm, you know what you're pointing out is a different, it's a whole different mindset that you need when you start to even just approach, a person, right.

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So, if I am in like this industrial sort of mindset, I'm going to look at a situation and a person as if I'm in a leadership position, a teacher, a counselor, a leader, a yoga instructor a health care provider anything like that, if I'm doing my service,

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and somebody comes to me. Right. I can either look at myself in those sorts of sort of roles as the problem, sir, and then see how the industry has sort of trained us and programmed us in our culture is training program is it to look at these things as

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like I'm a fixer I'm going to fix it.

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As opposed to like, I am here to see your gifts and talents and help pull that out and then sort of like whatever barriers come up to help you get past those barriers right and so like that is a totally different way of looking at it and yeah I don't,

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I totally agree with you like it's not like we only look at assets we don't look at like problems like there's no like it's not like a either or right like there are some things that they're, they're definitely fires that you have to put things happen,



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you have to go to address them.

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But I think it's that in that initial orientation.

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That makes such a difference can make such a difference. Yeah, absolutely. And people will i mean i think that's true for like professional development, you know, or like number personal development, when when we get our not that wherever we get our.

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Your boss comes in and gives you an overview I can't find the name of that right now.

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valuation yeah professional observations. Yeah, I think that's the other thing too, right, is you start with the strengths and, you know, it says the same thing with with parents and kids right.

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Yeah, Yeah, no, it's absolutely so I mean so on that note so that goes into like reciprocity. So, is there, so how so that kind of like in terms of how do you all define reciprocity because that's like a big concept, especially from like the model that

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you all work from.

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Yeah, well how I kind of see it is this, especially when we're I'll take one example, which is teacher burnout and that's something that we all experience and, you know, and really what that is is that the lack of energy that's a that is we have poured

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so much of ourselves out that we haven't and we haven't gotten enough back in and that you know we are, we're, we're depleted completely. And what we want to do is we want to see all of the things in our life but in as a teacher in a school system.

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I want to see that what I'm putting my energy in is going to have the, the, the largest reciprocal like payout back. And so that, what I'm doing is efficient, and it comes with ease.

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And also, you know, it's, I'm there for teaching students supporting students create I have this job to do. And so I want to be as effective as possible, which means my students are going to be as affected as possible in a positive way.

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And they're going to feed me back so you know I have this this bank of energy and when we come into relationship and we realized that, you know, we're not so separate from things were not so separate from our students I'm not in this you know this position

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that is just going to lecture to my students and of course, most of us are beyond that but you know this position is you know when I give, I should also be allowing.

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I should be able to receive back and I should be facilitating my classroom, and my relationships with my colleagues, and my community, in a way that allows relationships among things to grow, so it's not always just on me, either you know I'm setting

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up the system so that students can feed each other so they're not sucking me dry right so that that the community can be involved in that everyone can just be, you know, supporting and feeding each other.

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And so the the energy burden isn't just on one person and we all can kind of really flourish in this reciprocity, and understanding values and and being a steward of those values is also reciprocal because I know how I want to be treated and how I want

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to feel, and you know that's the same care and attention that I should be putting into my students and my lesson planning and all of that, but you know if I'm only if I'm only going one way and I'm not allowing, you know, the students village other out,

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out, or the even even going outside with classes and allowing like literally allowing nature to help give them energy back you know that there's there's so many different pathways to this that we see in the classroom.

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And so that's kind of how I think of it when I think of reciprocity in the classroom.

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Yeah, no, I think I really like.

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I will reciprocity is one of my favorite concepts to like explore so I love your definition of it and a couple of things that were coming to mind as you were talking, was the homeschooling culture and.

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Because, like, you know, I now have two children that are home doing though will be home doing that next year. And, you know, it's funny because in all of like the homeschooling community is that I'm in you pretty much just restated everything that is

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said, which is you share you like especially with as the kids get older, you like, you create self directed learners. Right. And that's the whole concept is how can you create self directed learners that are that are not dependent on a teacher to just

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read whatever read.

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Great gorgeous eight facts to them, right, whether it's the mom a curriculum, whatever you're not just asking kids to just take and take things in, and that's the whole concept of, especially the.

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The unschooling whatever thing in homeschooling, you know is how can you create learners that aren't dependent on a parent but, like, independently naturally want to learn, and you're kind of saying that and you know you kind of create that culture of

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reciprocity right finding the resources.

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Yeah, yeah, absolutely.

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And Sarah was actually just Sarah said you were just sharing this with me on the phone this morning about, you know, teacher in that role kind of Julie as you're talking about that role of like giving information like that, that job is pretty much over

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with, like, we don't need teachers to do that at all anymore The, the, the pace and acceleration of content just sheer like facts and understanding has quickened so much that you know Sarah's kid is there you can maybe tell a story of on but like, Oh,

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go ahead you tell it.

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I was just saying this is just on the phone this morning was it. He's been fascinated by venus flytrap lately he's, he's bored he's almost five, and he like heard about him somewhere was like, Mom, can I like watch a video on Venus flytrap so just to

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go to YouTube pull it up like quick little three minute video on Venus flytrap, right. He's been asking to watch about now all these carnivorous plants like picture plans.

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Now we know about sun news. Thank you just captivated by the idea of carnivorous plants and how they work. And so we're just kind of keep going down this rabbit hole and I was thinking like, when I was four.

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Right. This is back in the late 80s mid 80s late 80s, when I was four. I wouldn't have been able to like I might have thought venus flytrap but I probably wouldn't have because it wouldn't have been like around in my preschool experience in my curriculum

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at preschool and I maybe, maybe my mom would have read me a book that had it in there but maybe not probably not as I wouldn't have heard about them one but then to like I couldn't have like continue to just pursue my learning on demand by like these

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bikes, as little videos that are like really interesting. And like I think some people would argue like but what you know is that important for your kids education to know about Venus fly traps and like maybe not the concept of Venus flytrap so knowing

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about a whole host of a very diverse my things opens the door for you to better understand a lot of things later, but also he's just learning like I can learn about things that I want to learn about, and like learning.

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I like learning, and like, what does that do for you as a learner. and like that's what I think the power of homeschool, and the power of technology, two things you know very well Julie, I think like that is, um, you know that that is just such an opportunity

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now that is going to I mean we're going to look back at, like, it's outdated school systems and the way we do school so quickly that I think that it's it.

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I mean it's just so disruptive and we have got to if we want to still create equity in schools for people who can't homeschool their kids, right, you can't you know like we have got to make a change to pivot towards a totally different way of doing it.

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Because otherwise very inequitable society where people can homeschool their kids and give them those opportunities do and then, you know, etc. And, yes, yes.

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I'm right there yeah I was yes I've been thinking about that a lot you know the last couple of days in my world, you know, and I think, you know, the concept of, you know, I think we were talking about this one.

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I think last time I was on zoom with you all.

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Was the leveraging of the system's learning to leverage, you know, because I think that's where we're at now is this leveraging, and that's where like Universal Design for Learning comes in regenerative Ed.

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All of those are big words to say differentiated instruction.

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Individual said learning. You know all those things, um, you know, to just create like belonging and, like, don't you know, whatever. And I think, Anyway, all that to say is I think that there's, like, where people when people are like we start talking

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about shifting education. I'm always like I think we're leveraging right now I think we need to look at leverage systems because you know you're going to be in this, because you can't shut it you're not going to run it down because you won't like you're

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not. And we're not we're not going to do that. And so, learn how to work with where people are at right now, and know how to leverage with and give them choices in their instruction you know it's funny because we are you know it's funny because I talked

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about, you know, universal design for learning a lot on this, and I trained on it. And I also like, and I still need to give the people that I'm training on those exact same choices.

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As I'm trading.

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You know, so, yeah, yeah it's better.

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Yeah.

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Yeah, I was like designing a course like just are designing this course we always get tripped up because we're like, you know, we're like, oh, but this has to the way that we're delivering the content has to be the way like it's like just, it has to totally

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layer up to be an integrity, and it gets to be like it just has to be this meta cognitive exercise and like shifting the way that we think about things, it is you have to teach in the way that you are asking for the shift because you're modeling it.

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Exactly.

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So let's talk a bit more about this place based systems design and sheds this looks great and this sounds awesome What's it. What talk more about this.

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So, overheads gonna say, you should start by talking about, I know, I knew that you're gonna take this one because you're like deep experience here, and like some really cool results but like I start by talking about fiber shed.

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Okay now, this sounds great. Okay, so yeah this all kind of came from this organization that Sarah and I started, which is called fiber shed, where the Rust Belt fiber shed, which is the idea that it's a bio regional system that supports industry within

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that system so if you think of like farm to table, and like a farmer's markets you know that that food is grown and you know 50 miles away it's on the plate in front of you.

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We started a nonprofit that is analogous to that that deals with farm to fashion so really asking the question of, you know, where our clothing comes from and the origin stories of our fibers and with that is regeneration so we're regenerate looking at

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not just getting it local, but like getting it ethically and sourcing things that in a way that will help sequester carbon and plop it down into the soil and so really working with our bio region and the, the ecology of place to you know make a change

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for the better and to really focus on assets in in that region to strengthen that that system so we took that I'm like, I'm scratching my head, you know, thinking about these research projects that I'm going to do with my 11th grade 11th graders and I'm

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like, Oh my god, like it's right in front of us yeah that's it. And so that's where Ed shed kind of came in as this regional approach to place based learning.

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And so for this whole year. You know my students were researching the assets that are literally within our region and not that you know global issues are not important we talked about those too but English is unique in the fact that, you know, we can

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really be kind of like the foundational subject for research and communication and dialogue and all this So through this edge head project we also partnered with different, different subjects so students had to choose a cross curricular project.

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So we looked at using English as this vehicle for strengthening a math skill to support a local business, strengthening a science skills and they were doing research and talking about this and it was a year long project and through this project, you know

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students were able to really share with each other. What they found valuable in our region. So you know so many kids we were in the Great Lakes region over here so so many kids were talking about Lake Erie and our watersheds and what's happening there.

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We were talking about you know the the.

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Oh, what do you, the red lining and all of the politics that go with East Cleveland specifically is a highly highly segregated part of town, and so so many kids were bringing their AP Gov lessons and their history lessons and generating projects based

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on you know and creating podcasts based on what they learned about this region and so the edge should focus and then to the end of with all these group projects, actually the stakeholders being the community.

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So throughout this whole process, they weren't getting grades for it. And it was really, really challenging for them to not get a grade for all of these checkpoints that they were doing and they had to do like weekly status reports Who did you talk to

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and they had to like they had to, you know, they had to tell me like meet with me and tell me how their stakeholder meeting went and show me the emails that they've been writing and make promises to these community members about their deliverable, and

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then the end deliver what they said and that was that whole thing was there on the hook for it and they weren't getting grades because the stakeholder was not the grade, this arbitrary, you know I get an A, the stakeholders, like, oh shit like I have

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to present to you know this small business owner in in chagrin, about how my math skills are going to help them with their business, I have to do that that's what I promised.

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So, you know, there were so many shares that happened throughout this year. And I think these kids were so eager for something that was like a new, but like stable year long project that was just, you know, very much, it was expressed it came from their

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own interests. It came from their own ideas, and we were able to really, in actuality support our local community like legit have an impact, not just a research report impact.

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But actually, a tangible market, you know, progress for our local community so it was just really cool to see and by the end of the year all the kids were like, oh my gosh we could have just done a research paper, but we actually helped support community

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members and so that was just a really really cool, cool project and so yeah we're focusing part of, you know, regenerative education on looking at our local regions and how we can identify those assets to work with and assets could be our colleagues to

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the history teacher, you know, that was an asset for me to work with to create this project so I say, just as being modest because like she showed me some of the emails that her students wrote her and they're just like it like makes you cry, it's like

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all you want to read as a teacher.

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And, oh sorry, go ahead just know it was just wondering, I get the kids had wonderful feedback and it was it was a really cool experience but yeah so we'd like to show other people how they can do that.

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And, you know, and maybe you're not an English teacher but but, you know, regional, looking at our local assets is of course the way forward in a very global world.

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Yes, but we do have to, you know, kind of think and act locally as well.

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With our sphere of influence and what we can control because we can control a shitload and the kids are like I never knew that we could actually do it because it's the power of the school year the name behind you.

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This is an orange city school.

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This is a City School District. You know kid going out there and I you know I'm a student at this school and, you know, would you be interested in in doing an interview with me and then of course like community members are like, I'm sure your state, your

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kid you're a student This is cool project Sure, you know, and there's more buy in there sir, there is the power of the system that, like you were saying Julie we can leverage to do some really good things.

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And I think the distinction between like like what just how just structured her add projects, versus like just like I have a has some great books on place based education that are really like helpful and important, but there's a slight distinction there

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which is like if you're thinking about it. So from that, like industrial mindset of like okay place based education, where's the problem where can I come in and fix it, you know i mean that's kind of how we saw how we like figure out like problems.

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justice, just did have some like just did, Coach her students to like help people overcome their barriers right which is in problems, but like the orientation wasn't that the orientation was like, What is that are what is in our area like who are stakeholders,

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like where can we plug in, where can we build community, what are our assets, what do we want to emphasize what do we want to lift up and that's kind of like, and then she ran that program, and that project through like a framework that we use with regenerative

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add just to like help it truly feel like it is creating more life.

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And like, like I said that's like what we, that's what that's what we're about creating more life. Yeah, no, I think that's beautiful and I especially like the, I'm just thinking of like all the skills there and like was like just counting up because

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like you know because I like work in like the world of like teaching you know, kids like skills by side like you got networking skills there you've got problem solving skills there, you know it's like yet counter like racking them up, because that's the

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way I think now because like now I'm like in this homeschool mode where I'm like everything's a learning experience what can I get credit for, you know, and so that's like where my mind is is a teacher in general but now even more so like since I homeschool

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my kids. And so, but like I was like man, you just like, yeah, you totally just like brought in, like, yeah, networking skills, you know, trying to find people that can help you solve the problem.

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Yeah, and some of the kids were writing grants you know they learned how to write grants, and it was it's, it was a very definitely skill based and, and English is, you know I do kind of benefit from that because English is very skill based, you know

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that's that's kind of the nature of the class. Unlike maybe what the history standards are or that sort of thing. Totally.

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Totally. So talk a little bit more.

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Before we get off about setting up a living system, and like, even while you're in the system because I think we were talking about this earlier I think in the podcast, and even beforehand or like, you know, I think sometimes when we start talking about

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you know education reform or whatever it is, you know, people, you know, there's a lot of conversations about that and they think think we were talking about this on the podcast I think we were on the record for this one but like, I'm just going to restate

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it just to get us back there. The concept of being in the system and leveraging the system and kind of what does that look like from like a living system standpoint.

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Yeah, I mean I think it, it really, like, we, there is where I've like thought about how would you burn a system down, and to start fresh.

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And there's just there's a I don't see a way that that would happen with education, there's just way too many things on the line. And there's also these things that that are really systematic that are systemic that that prevent a lot of change from happening

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like teacher contracts way that we hire and licensed teachers, so like if everybody wanted to just do like advising groups and edge projects at the secondary level and like, we still have history teachers that are like have to be licensed as history teachers

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math teachers that have to be licensed, and we have these pay grades, I mean the whole structure is really, it would really need to tumble down to create some like real systemic structural change but I think that there are a lot of things that we can

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do to start to like you said leverage to start to kind of shift to a posture that is more of a living system because even in a system that is the way that we like to describe like really mechanical, right.

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And we, we are the humans in there and we can make decisions. So for example, just, you know, let's take every level, right, if you're a teacher in a classroom, and we're just talking about education here if you're a teacher in the classroom.

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The way that you give homework, give grades or even down to just an interaction with the student, it can be really reactive.

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Because you are really focused on time and urgency and in industrial model. Time is money and time is efficiency, and there's a lot of stress behind that, but if you start to open up and say like, Okay, time is here and now and present moment.

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Like, I am here, and I am okay. I'm okay.

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And now let me just think about how I'm gonna react to that kid that just blew up in my class right like. Now, I'm going to, and also like not shame about what you could have done better I mean most of my teachers to beat themselves up that I could have

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done this because there's so much shame, all the way up the chain and, I mean, this goes for anybody. You don't have to be working in education to felt like you should have done something right definitely, but if we were to just understand that like the

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way that time works, which is something that we teach about like that most wellness practitioners and sometimes about and is, is that okay, I, I have this mindset around time and that impacts how I treat my lesson plan which is like go go come on fun

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urgent urgent, you know, and instead of that, like huge stress load like that, even stress me out as I just talked like that. And we, we can sort of shift our posture interchange and that's a little shift but man does that make a huge impact right and

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that you don't have to change a whole systemic structure do that would be great if we had the total container to be totally in that mode right.

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But, but that goes all the way up, you know, same things like the practice of observation, right, like when we are able to just observe how things are working without feeling like we need to jump in right now like jumping fix it right but just like hang

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on let me not make a short term solution here, like let me just like Hang on a second.

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Let me think about long term when we, when we know how to do that we're much more empowered to do that when we understand that like we don't have to jump in right away, which is a cultural thing right like as a teacher and someone in education like you

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feel like you have to jump in right away because like, I've got to teach this now because if I don't teach this today, kids are not going to get it tomorrow.

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And then parents are going to, there's this whole like fear and there's this whole thing about urgency that we talked about in education. And I agree that it's important work and I know just agrees that it's important work that we do of course.

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But urgent, maybe is not the right word to express our day to day interactions in our work, because it creates this feeling of like constant urgency. And we know that constant or agency is not sustainable.

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It really, it really is a problem I mean I even have to deal with it with like with emails, you know I got in this, you know, and I'm like, does it. I could that can wait three hours.

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I could that can wait three hours. Right. Okay, you know, I mean like, especially my work email, you know like, you know, I'm like, that can wait there is like a huge just like constant response, you know, constant, whatever, in, in that culture, and

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I was like I do get 48 hours max to like respond to this, okay, like by all principles and policies and more than we actually articulate that. And the more that we can point to the fact that like hey that's the Indus industrial culture, like, that's the

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industrial capitalism like colonial type culture that is infiltrating our day to day operations, but it doesn't have to be that way we can look this way, the better off in the more confident and empowered we're going to be in saying like, I don't, I don't

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need to reply right now. Actually I'm doing culture of favor and saying like hey I'll get your email tomorrow.

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I'm doing, I'm doing everybody.

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I'm resetting the culture I'm being an example for how to not have to like, and it takes like some radical like like being like, All right, I'm just, I'm not gonna, I'm not going to do that.

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I'm not gonna make it. And I think it's kind of interesting too because as soon as you allow that culture to kind of crack open a little especially you know leaders in school districts, but, you know, teachers, we know that we are some of the most creative

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bunch of people and resourceful, just like parents, right, you have to be resourceful, you have to be creative. You have to be. And so if we're just empowered a little bit more.

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If we're given a framework, you know that works that kind of shows us as a blueprint. You know how regeneration can happen in a classroom that gives us a little bit more permission to to really, you know, use our resourcefulness and our creativity to

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leverage that system that we we keep saying is oppressing us because it is, but also we like, we like scarcity. We like drama, and we like saying that we're so held down, you know, so do something about it, you know, and and and use your gifts, your creativity

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and your resources and your personality because you're a teacher, you know, I use those gifts and to really, really kind of crack open the normal little bit and see what can happen.

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Yeah, totally. I think it's great. Now absolutely like that. It's always those one thing I always loved about your course and took in the fall was the empowerment aspect of it, for sure.

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So, um, what's coming down the pike for you all as we close up what's.

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Um, well, we have a few things going for each level, and by level, I don't mean like a hierarchy level I should say right for each group of people that we see as important so leaders school leaders, parents, and teachers, educators.

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And so I'll just talk about the parents and the principles are school leaders portion and Justin talk about the teacher portion. So, for principals, we have coming up, a free training, about how to take yourself from this industrial mindset to a regenerative

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mindset in your leadership, and it's called industry to ecosystem. And it's a free training and it'll be live at the end of June.

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And we're super excited about that because it's a lot of what we've been talking about here.

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This really specific for leadership.

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And so that's one thing that we've got going on for them.

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For parents, and particularly homeschool parents right now, we're thinking about what is important and Julie I know that you said like self directed learning is really important for for, it's like it's like what you're trying to do.

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And, and also there are times where self directed learning or any initiative maybe you're not focusing on self directed learning if you're listening and you're homeschool parent, but any initiative to have a sort of theme or a sort of like a through line

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right like like something that like, okay, we're doing self directed learning but like, what is the through line and Justin I thought long and hard. And in talking with some parents that are doing homeschooling, we learned that like one through line and

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one thing that we really really believe in you know there's creativity. There's communication there's a whole bunch of host of things that you've talked about but one thing that we think is really important is this concept of stewardship.

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And this idea that like you don't just, you don't just have things, right, everything, if you think about yourself as a steward a sort of your relationships your time, your talents.

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Your, your physical objects, the earth that you live in all of that, if you start to think and see yourself as a steward of those things, it's instant gratitude, because you're automatically being like, oh, something was given to me as its reciprocity,

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oh I need to steward it so that other things, and it's just all of these things that creativity it's you know there's all of these things combined, that makes stewardship so important and we also think you know because of the way that our world is going

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on just in terms of like resource wise, that it's really important to think about stewardship and stewarding the earth. So we're going to have a course available for to have home it's going to be really excessively price to have homeschool parents think

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about how they could use stewardship as a as a through line. Next year, and then I'll have just tell you about what she's doing right now which is a really cool, I like just email course it's super simple for teachers.

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And then what she's thinking about for the fall.

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Oh yeah, well the right now the email thing it's just, it was just like, let it go 10 day transition through emails from kind of going through this craziness of the year and transitioning into like how do we process all of that because I just know personally.

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You know I needed some space, dedicated to it in the morning to like shift from.

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Well, I didn't have a problem being like, Hell yeah. Summer's here.

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But, to, to, not just bury what happened under the rug but to like process that to really create space in my heart in my mind for summer so we're on day five I think right now and going through that that process but later on in the year, you know, speaking



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of kind of regenerative education. We have an offering for teachers to, you know, think about how to start off the first two weeks of their school year strong, because you know if you can start off the first two weeks coming from a regenerative framework

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that focuses on reciprocity and stewardship and all of the things that we really talked about today. The rest of your year is going to be so much easier, because there's going to be that understanding of reciprocity it's going to be based on how you are

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you know your your classes going to be founded on that students are going to understand that, and you know the rest of your year is going to just, you know, maybe hopefully you'll have a little more energy and feel a little less burned out and have be

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more, a more effective teacher, so that's going to be coming out in the middle of July and I'm really excited about that.

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Awesome. Awesome. Well thank you all so much for coming on and talking more about but it's always lovely to hear you all talk about what's happening and how you're kind of meeting the needs of the different kinds of learning happening in the world so

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thank you all so much. And you got people can find you on on the website at ground and teachers, calm right.