



Allison McMannis

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Annalies Corbin: [00:00:19] Welcome to Learning Unboxed, a conversation about teaching, learning, and the future of work. This is Annalies Corbin, Chief Goddess of the PAST Foundation and your host. We hear frequently that the global education system is broken. In fact, we spend billions of dollars trying to fix something that's actually not broken at all, but rather irrelevant. It's obsolete. A hundred years ago, it functioned fine. So, let's talk about how we re-imagine, rethink, and redesign our educational system.

Annalies Corbin: [00:00:54] So, today, I'm very excited to have a guest here who is going to talk with us about restorative practices and responsive classrooms, utilizing a variety of social, emotional learning techniques. And this is a teacher that PAST has been very fortunate to know for a number of years, and to be very excited to sort of share her journey. And so, joining us today is Allison McMannis, who is a third-grade teacher at Herbert Mills STEAM Elementary School in Reynoldsburg, Ohio.

Annalies Corbin: [00:01:27] And if that school sounds vaguely familiar, it's because we've done a couple episodes actually with teachers from Herbert Mills because, quite frankly, they're pretty, pretty darn awesome rock stars, in the sense that they've grabbed onto every sort of immersive teaching strategy you can think of. And they figured out how to roam and to create a really, really amazing elementary school culture. So, Allison, welcome.

Allison McMannis: [00:01:55] Thank you. Thanks for having me.

Annalies Corbin: [00:01:57] So, for folks who may not remember or folks who are just joining the program, first, just tell us a little bit about Herbert Mills, sort of set the stage for us for the work that you've been doing around restorative practices. So, let's start with Herbert Mills STEAM because it's actually a pretty special place.

Allison McMannis: [00:02:15] It is special. We have gone through lots of changes over the past several years. We've transitioned from a traditional school to a STEM school, and now, a STEAM school. And our practices are rooted with a global focus and we try to tie what we do, the real-world problems, to the UN global goals for sustainability. And so, all of those things about being a responsible global citizen really lend themselves to all of the SEL initiatives that we're trying to incorporate to our daily lives there with the kiddos.

Allison McMannis: [00:02:49] And so, we really come in, we've settled into a culture that we all really love and believe in. And the staff has gone all in over the past two years to really shift our thinking and our practices to focus on the social, emotional growth with the students, too. And we have completely shifted from a punitive system to one based on logical consequences and restorative practices. And it's been really amazing.

Annalies Corbin: [00:03:20] It has been. And I've been in the school and in a few of the classrooms where you've been utilizing those techniques. And it's a completely different vibe when you walk into that classroom where the kids know it's different. And so, for folks that don't understand sort of what restorative practices means, let's start with that. Restorative practices focus on restoring damage that was done and focusing on logical consequences, good or bad, of whatever happens. So, what's the theory and philosophy that you guys grabbed onto the sort of bigger global piece of it?

Annalies Corbin: [00:03:47] And then, we'll dig into the weeds about how you adapted this, specifically for Herbert Mills because that's the other piece. Successes come from taking great ideas and strategies, but being able to personalize them to the environment, the community, the students, the participants, specifically. So, let's start with the big picture. What does restorative practice mean for folks who might not know?

Allison McMannis: [00:04:10] And so, I'm speaking from my own knowledge without an actual definition in front of me, but we've had lots, and lots, and lots of training over the past few years. And really, what it focuses on is it's up to the communication that we have within our classroom in the building, and it focuses on why things are happening, and how we can fix it within our own culture. Sometimes, it's within just a duo of students. Sometimes, it's a small circle. Sometimes, it's the whole class. Sometimes, it's the whole school.

Allison McMannis: [00:04:50] My co-teacher and I have had circles to restore damage that's done between two classes at once. So, it's just a shift to where we're focusing on the root of why things are happening, and if there are some negative effects of things that are happening, looking at how we can repair things and restore them to what they need to be. And it's through communication and understanding, knowledge, and training, education. And so, it's a process. We're still a work in process, but the whole staff has really just decided to make this a practice that is important to us and that we're going to go all in for. And it's really shifted how our building feels and works.

Annalies Corbin: [00:05:35] So, Allison, can you give folks an example? So, you said that between the two classrooms, you use this process to resolve something. So, can you give folks a tangible example? It's really, really abstract until you see it or feel it in action, which is kind of hard to share over a podcast. So, can you give us an example? Walk folks through something that was real, and how you made it work. Yeah.

Allison McMannis: [00:06:03] So, obviously, I'm in an elementary school, and so our elementary examples might be a little different than some older grades. I know that restorative practices like in a high school can focus sometimes on reintegrating a student after suspension and restoring damage that was done within the school there. Within our elementary school, since we started this, we have virtually no suspensions. We handle everything in-house through this. And every classroom handles their own restorative practices in a different way.

Allison McMannis: [00:06:34] And it's based on what the need is in the classroom. So, I can give you an example, one that we did just this year, my co-teacher and I with—actually, we did one with all four third-grade classes this year. That's an even better example. We were finding that there, we had a couple of whole third-grade circles. And we found an open space in the school. We circled up the whole third grade. And one of the problems we were having was the kids were roasting each other. And they're trying-

Annalies Corbin: [00:07:01] They were doing what?

Allison McMannis: [00:07:02] Roasting, like they call it roasting, like joking with each other. And sometimes, it would escalate into making fun of hurt feelings, then it could lead to fights. And it was becoming an issue that was happening on recess, and you're noticing it in the cafeteria. It was a whole third grade problem. We're departmentalized, and we switch with each other's, and we all have interactions with all of the third graders. And so, it was just a little pop-up of an issue that was becoming constant that we wanted to address.

Allison McMannis: [00:07:35] And so, we pulled them all together and we talked about what we noticed. And we had a restorative circle with the whole grade where everybody talked about the issues that they had, and why it was leading to hurt feelings, what the problem was. We came up with solutions. And before we left that day, they were like hugging, and fist-bumping, and agreeing to fix the problem, and it worked. We had another circle earlier in the year where we were noticing that things were becoming too physical at recess.

Allison McMannis: [00:08:05] And one of the results of that one was agreeing to just not touch at all for any reasons, even if it's a sport that the physicality was leading to problems. So, that's just an example, but we have much smaller scale circles that if there's an issue that pops up within the classroom, sometimes, we'll just stop what we're doing, we'll circle up in the room, and we'll solve the problem. Everybody talks one at a time. You can give your feelings, you can choose not to. And you just decide how to fix it as a group.

Annalies Corbin: [00:08:39] So, one of the things that I love about this process is that it's very equitable, right? When done right, it levels the playing field, whatever that sort of leveling needs to be. And it gives all the participants not only an equal opportunity and an equal voice, but equal weight in finding a solution.

Allison McMannis: [00:09:03] Yes.

Annalies Corbin: [00:09:03] And then, I would assume that, that then translates or transitions into all the things the kiddos are doing in the classroom. Is that an accurate portrayal, that you see the experience carry over into the everyday, the mundane?

Allison McMannis: [00:09:19] Yes. It's been amazing because now, we've been doing it for a few years. And so, the terminology of circles and the restorative, they know what restorative means. They know what a community-building circle is. We have embedded a lot of the responsive classroom treats into our school as well. And that's sort of how it started, of learning how we talk to the students, how they should talk to each other, and that shift. And that kind of lent itself to the restorative part easing in a little better.

Allison McMannis: [00:09:49] And now, the kids are so familiar with it because we use that language and those things to help them throughout the whole school, that it's part of the culture of the building. We have chill chairs throughout the school where they can take a minute to chill and calm themselves down. The teachers are using common language. And the kids know that like logical consequences are a factor now in our building. Most times, when they have done something, I made a poor choice or done something wrong, they'll know ahead of time what they need to do to fix that problem because we don't just have them on recess for no reason.

Allison McMannis: [00:10:27] We don't suspend. There's not any school suspension. There's not just a blanket punishment anymore. It's like think about what you did that was wrong, and how you can fix it, and make it better. And so, they're more self-aware and they're more aware of how they impact everybody else there. And we have students now who, pretty consistently around the building, I see it happening, they sometimes ask for the circles themselves.

Annalies Corbin: [00:10:55] Oh, interesting.

Allison McMannis: [00:10:56] Yes, they're initiating it.

Annalies Corbin: [00:10:56] That's fascinating. That's a real win.

Allison McMannis: [00:10:59] It is a super big win. When that first started happening, that was the best thing that we were noticing. It was so great. So, it happens where they're requesting it. And sometimes, they'll want our help to do it. They'll ask us if they can have one. And then, there are other times we'll be at recess, and we'll see one happening from a distance, where they don't even need us, and they're taking care of it.

Annalies Corbin: [00:11:19] That's amazing.

Allison McMannis: [00:11:20] It is amazing.

Annalies Corbin: [00:11:20] That is just like the whole world should celebrate with you because that is epic.

Allison McMannis: [00:11:25] Yes. So, we're very proud of that.

Annalies Corbin: [00:11:27] Yeah.

Allison McMannis: [00:11:27] Yeah. We've had circles with various stakeholders. There have been circles with parents, students, teachers, bus drivers. It's a normal part of their lives now. And as a school, we have tried to educate families about what we're doing. And so, we have heard through some of the parents that there is a carryover happening at home, too, they know what it is and use it. But when we see it within the limits of our school, it's pretty amazing. Yeah.

Annalies Corbin: [00:11:56] That is. I mean, congratulations because that is a game changer, and that is true culture shift inside of a school. And that is the epitome of a transformative process, right? Because until we have culture shift, it won't stick, it's just a transitional thing, right? But when the culture itself shifts, then it becomes embedded as part of the everyday, it has a lasting legacy sort of component, both good and bad, right? It can happen with good things, it can happen with bad things. And so, what a huge win to see something as positive. That's just awesome.

Allison McMannis: [00:12:35] We're so proud.

Annalies Corbin: [00:12:35] You should be proud. I want to talk a little bit about the idea of the responsive classroom because I understand what that is, but we may have listeners who don't really understand the nuts and bolts. And to your point, the restorative came out of the responsive classroom trainings that you guys have done. And you guys now lead that in your building and other places within your district. So, share with folks about what exactly is responsive classroom. And what might a training for that would look like if others wanted to, say, engage in that?

Allison McMannis: [00:13:10] So, responsive classroom, I didn't know what it was or what it was about until a group of staff members from our building went to a training. I believe it might have been a three- or four-day training during the summer. And we did to train our situation. And we had a representative from each grade level that came back, and then taught our teams of what the traits are. And we started implementing things slowly.

Allison McMannis: [00:13:36] So, the great thing is within our building, our administrators gave us the freedom to really invest in this, how it works for our classrooms, and start slow, and not feel like we're taking away from academic contents to be able to initiate these things in our classrooms. And so, once we got that training, and I would say different teams and different teachers kind of decided how they wanted to start after that.

Allison McMannis: [00:14:08] And so, the responsive classroom traits focus on a shift in how you respond to each other and the needs of the classroom. So, there's a shift in the teacher language. There are specific examples of how to get better results out of the kids and yourselves, how you word things and just being more intentional. There's a focus on logical consequences. There's a focus on the community building. So, we had lots of training on how to start with morning meetings.

Allison McMannis: [00:14:40] And in our school, for the most part, I think that's how most of us started, was trying to incorporate morning meetings every day and building that community through there. In the morning, if you walk around our building, it's awesome to see all of the meetings happening throughout the day with the students. It incorporates SEL components, academic components. You can make them more academic, instructional if you want to.

Allison McMannis: [00:15:08] And so, it focuses on that. And it really focuses on the students becoming more aware of their actions and how to regulate themselves. So, one of the things that our school really decided to pick up on right away and that we found big changes with was they talk about finding a space in your classroom and it's best if the students name it, and name that space, and choose what's in it. Most spaces in our school, it's a chill chair, a chill zone.

Allison McMannis: [00:15:43] And there's a space, it's not like a timeout, it has a more positive spin to it, but students can choose to go sit there if they're feeling either amped up in a good way or a bad way, and calm themselves down. We have sensory tools over there to help them. And we've utilized these chill chairs throughout our whole building. So, that's one of the things from the responsive classroom that really has had a lasting effect on us, and in the teacher language, and the circles.

Allison McMannis: [00:16:14] And so, there were just some really good things that we started with that, where we were choosing to speak in better ways. And that was very hard for us as adults who were just used to how we work things, and realizing that that may not be the best way to get results. And for me personally, that's still a work in progress for me as my teacher language. It was so ingrained that I have to still rethink how I speak.

Allison McMannis: [00:16:40] And so, we have just focused on this and we help each other out with ideas within our building. And we have been fortunate enough to be able to share our knowledge with other places. But really starting with that, it had such a positive impact on the students and us. And it was calmer almost immediately within our building. It was calmer. I think the students realized we were well-intentioned and wanted the best for them. And that community building with a circle every day, it just made a difference.

Allison McMannis: [00:17:17] And being departmentalized, we have circles with each block of students. It's not just a morning thing. You can kind of choose when you want to do it. And so, because that kind of set the tone, the restorative practices of when you have a circle to repair some sort of damage when something negative has happened, you're all more open to each other to listen to what's happening and have more skills to handle it. We focus on the zones of regulation. We've had all of these things that just lend themselves to it, becoming a positive, successful thing within the building.

Annalies Corbin: [00:17:56] And it is, like I said, when you walk into the building, I was there in the late fall, I guess it was, because it's pretty cold, and the vibe in the building is very different. And the vibe in the building in the years that I've been involved with Herbert Mills has always been great. It's always been a wonderful school, but there has been a shift, and it's very noticeable. If you've not been there before, maybe you wouldn't have noticed.

Annalies Corbin: [00:18:23] It's hard to say. But for folks who have been in and out, and also, who go in a lot of school buildings, which we do at PAST, it's noticeable. And I think one of the other things that although you may or may not realize it, but I suspect that there is some underlying component to it, are the fact that all of the teachers and the staff, you are learning as you put it, you are changing your own language, right?

Allison McMannis: [00:18:51] Yes.

Annalies Corbin: [00:18:51] And as you were doing that, you were learning in real time with your kids, right? And so, they are watching adults learn with them. And there's power in that because it shifts the dynamic of the classroom that now, you are a learner, not just a teacher. And that's important for kids to see in adults because they learn how to learn from you, not just the nuts and bolts, but also the way you apply it. So, that's pretty powerful as well.

Allison McMannis: [00:19:17] Thank you. It indeed is a whole staff thing. And I like that you said, it was a great place before. It really was. And I've been at Herbert Mills, I'm a die-hard Herbert Mills person, like I've been there from the beginning of my career and I love it. And I've stayed there on purpose for a reason. And so, it's always been a great place. And I think that we're changing with the times for the better. And it really has made a difference.

Allison McMannis: [00:19:45] And we got a grant for a year-long PD when they started, all SEL-based PD, that it was not just responsive or restorative. We had PD on privilege, bias, redlining, all of these things that impact how the world works, and all of that in combination with the actual classroom training we were getting, it was a game changer. You think about things differently. You think of how you speak to people differently. And the opportunities that we have, it's just different. And you can feel a difference in the building, for sure.

Annalies Corbin: [00:20:23] Yeah. And it's really awesome. And it's one of those things that it doesn't take about a few steps in, and you appreciate how much time, and effort, and thought went into ensuring that environment, gives you that warm, fuzzy feeling when you go in there, right? It's an elementary school. You should go in there and just be completely jazzed. And that's what happens to me when I go, when I'm in an amazing school environment, when I walk away, that's when I notice it the most.

Annalies Corbin: [00:20:53] Because I walk away and I'm absolutely uplifted, and I'm inspired, and I'm jazzed, and I can't wait to see what happens next in that building. And so, those are wonderful pieces. Talk to us a little bit about the parent component in all of this or the community component. There's something at Herbert Mills that you guys utilize called Parent University. What exactly is that? And how does it all tie these pieces through?

Allison McMannis: [00:21:20] So, that's actually a district-wide initiative, the Parent University. And we have several members from our school that are part of that district team. And it got postponed because of the closure, but there was going to be, and there probably will be eventually there, an SEL session. So, within the district, we started with these restorative practices die-hard and we're completely committed to it. And it has become a district initiative and a state focus now, grade-band standards for SEL.

Allison McMannis: [00:21:56] So, the district has Parent Universities that they've started this year, where it's open to the community of parents within Reynoldsburg to attend and just learn about things that are happening within our district. So, there's an SEL one focused on that. Personally, within our building, we're constantly educating the parents and communicating about what's happening and the changes we've made. We focus at PTOB meetings on some sort of informative component.

Allison McMannis: [00:22:24] And this has been part of it, of educating the parents about what we're doing, and why, and the good things that we've noticed from it. And we start off the school year, meet the teacher, it's a component of that night. Here's what we do, here's the type of circles. When you hear circles, this is what it means. When you hear about a chill chair, this is what it is, and what it means, and it's not a bad thing. So, just the education to-

Annalies Corbin: [00:22:49] And feel free to put one at home if your kid asks for that, right?

Allison McMannis: [00:22:54] Right.

Annalies Corbin: [00:22:54] Yeah.

Allison McMannis: [00:22:55] Yeah. And so, it's just all about speaking of it not just to our students, but letting the families know about what we're doing at school, so it's not alarming, and there's an understanding with it, and educating about that. So, we start off the school year with that so that they just know that that's part of us now.

Annalies Corbin: [00:23:14] So, because of this work, whether it be through the district-wide Parent University or more specifically, the Herbert Mills parents, over the course of the year, especially, I'm thinking about new families who are not so familiar with Herbert Mills, they have a new kid, they've moved into or their child is just not old enough to be attending the school, all those host of different things, these internal mechanisms that you've put in place and the work that you've done to ensure that the families are running side-by-side with you, not behind you, not in front of you, but that they are your partner in that work, not only have been beneficial, but do you think that that has made significant inroads as it relates to what your kids know and when? In other words, that retention, and that deep thinking of knowledge, not just the sort of, yeah, we studied that, but that they're able to bring it back later as you do more and more of your PBL work, and you sort of stack and scaffold these things.

Allison McMannis: [00:24:18] Yeah, I mean, it has lent itself to working with each other. We've seen positive results. We do so much PBL within our school. Our students, they're just used to working with each other. They have to work within a group. They solve most of their problems themselves based on the grade level. They know how to better communicate. And I really think that for the most part, from what I hear and know, we've been doing this for a few years now, and the parents, they have an understanding of it.

Allison McMannis: [00:24:48] And I think what has truly helped with that is the students are the best advocates for it. They go home and they talk about, I had a circle, we've heard from parents that they hear about the circles when they get home and how great it is, and the kid feels relieved that something is resolved or that's working. So, the kids talking about it positively and the positive effects of it, I think, is helping. And I think that there's a better understanding of it.

Allison McMannis: [00:25:14] And I really do think it's all intertwined. And we focus so much on being a good global citizen, like a responsible person, and having a positive impact on the world, and the focus on the global goals, and those being tied to what we do, and tossing away extra things that you haven't used or you think

you don't need. We talk about, are you being a responsible consumer? All of those types of things. And I think that there's carryover of that.

Allison McMannis: [00:25:42] And the students, they really see the connection. They're using words that are amazing now because we have just incorporated it into life there. I see a lot of carryover in all grade levels, ages. And you'd mentioned some new families, too, I think there is a lot of communication. It has to happen if someone's coming and who hasn't seen this process happen within our building. And I think sometimes, there's questions just from those of us who grew up without this style of teaching, and learning, and this mindset.

Allison McMannis: [00:26:18] And there are so many people thinking of like the old school ways of punishment or handling problems, and questions, sometimes, why that's not happening. And then, I just think over time, when you can see the results of it and they hear the positive feedback from their own children, it makes a huge difference. And we can communicate what we see as positive effects within the classroom, too. It doesn't take long to buy into this new great way of thinking about things.

Annalies Corbin: [00:26:46] Right. And I think that the other thing that's really interesting with this, and I guess this was really sort of the heart of my question, sometimes, depends on your location and a whole host of factors, we all know that. But oftentimes, what I hear from schools, especially elementary schools, is that they struggle so mightily with parent engagement, and how to really, truly get parents to socially, emotionally, physically, and in the moment, invest not only in their individual kid, but in the school and the school culture itself. And it sounds like that through this mechanism, you have a completely different level of parent engagement in your classroom than the previous. Is that the case or is it just sort of seem that way, from the outside looking in?

Allison McMannis: [00:27:39] No, I think it's different. And I think it's better, for sure. And I think parent engagement, just in general, and there's all sorts of factors that go into that, and that it's a continual work in progress to get more people engaged, and active, and aware of what we're doing and why. But personally, just for myself, through the transition of this whole thing, I think the more we communicate about it and the more the students have talked about it, the parents are using the terminology now and are accepting of it. And I do think that they're more engaged, at least with learning about it and being involved with it than I think what used to happen.

Allison McMannis: [00:28:24] And that's just me, but we've had parents, I, personally, in my classroom, and I am sure it has happened in other places, have asked to initiate circles and have talked about the positive impact that their child has felt at home and the communication at home that's happening because of how something has been handled at school. So, I think that they're engaged with it, and accepting of it, and willing to learn about it. But parent engagement, We can all do a better job with it, of trying to get more involved. It's a continual work in progress. It's-

Annalies Corbin: [00:29:01] It is, for all schools.

Allison McMannis: [00:29:04] Yes.

Annalies Corbin: [00:29:04] It's not unique to Herbert Mills, and I wasn't suggesting that.

Allison McMannis: [00:29:07] No, no, I know.

Annalies Corbin: [00:29:07] And just for anybody listening, this is a global issue, right? I mean, there are so many things that families, no matter what that family makeup looks like, are juggling, right? Life happens. There's the real world, and then there's this other thing, right? There's this thing that we do with our kids, and it's a lot of work. And it's one of those things that will always be an ongoing process and a work in process, right?

Annalies Corbin: [00:29:31] Because it has to be an effort that changes along with the times where we are in the world, which gives me the perfect segue because this episode will come out while we are all still in this unique space in the US with COVID-19. Our governor just announced that we will not be returning to school physically this academic year, which, although not a surprise to everybody in the world of education, was nonetheless disappointing on some levels, right?

Allison McMannis: [00:30:08] Yes.

Annalies Corbin: [00:30:08] Because where everybody is collectively sort of missing that human touch, and yet, how have you or I assume two things, let me back up, and this would be sort of the last piece of our conversation, but I think that folks are going to be really curious about this, right? Because there's a lot of conversation about, how are schools are doing with the shift to virtual? And it's a mixed bag. And that's not what our conversation today is about.

Annalies Corbin: [00:30:32] But I'm really, really curious. I'm going to assume that because of all the amazing work that you've been doing all year long prior to this, and your kids, by the time they get to third grade, and this is a school-wide thing, that whether it be the restorative component or the responsive classroom that they are enmeshed in, that a lot of those qualities carry over into experience you're able to have with your kids in a virtual setting.

Annalies Corbin: [00:30:58] And on some levels, and I don't want to trivialize it, I would assume it's been easier in the sense that you understand your kids very, very well and they understand you. And so, there's that sort of symbiotic sort of notion, we're sort of in this together. But do you think that because your school functions this way that it sort of had an interplay in the sort of virtual efforts that you guys have been making or is it hard to tell?

Allison McMannis: [00:31:27] I think so. I think I feel it. We have been having virtual circles through Google Meet. And that was pretty amazing to have that in real time, and talking about how we feel about this, and what's going on, and suggestions, and how can we help you handle this better or what do you need from us? I think it's lent itself to us. The kids know that we're out for their best interests and we'll do all that we can. And I feel like we know our kids really well.

Allison McMannis: [00:31:55] And like you said, they know us. And there's such an emphasis on talking through your feelings. And just the communication has been amped up since we've started all of this. But having to communicate completely away from each other through this whole time has like forced us to really be so intentional about what you're typing each time, and communicate what you really mean and feel, and the messages that we see from each other.

Allison McMannis: [00:32:24] We use Seesaw, the online portfolio platform, and that has been a life saver to get videos on there, and messages, and trying to be positive about things through their knowing that they might need that extra positivity at home, that has been amazing. And the Google Meets have been amazing and we've tried to continue some normalcy through that by having the circles. And I think because that already was

established in our classroom of how that works, and that it's open, you can say what you want in there, and still, it's one person talks at a time, and they're chatting while the Google Meet circle is happening.

Allison McMannis: [00:33:01] They're using the chat feature and they're commenting. I'm sorry, that's so great, or I miss you to each other in the chat, it's like priceless. And so, it's like so great and so sad at the same time. Like you said, we all knew it was coming, and it's the best, safest decision to not go back, but it's so sad at the same time to think of not having that closure with the group. And so, I feel like the communication is amped up. All we do is communicate all day with the kids, with each other. So, it's been pretty amazing.

Annalies Corbin: [00:33:32] And I've heard that from other groups, schools, other nonprofits, other organizations, other entities, talking about the fact that on some levels, we are all better communicators as a result of this, and that is not a bad outcome.

Allison McMannis: [00:33:50] Right. Agreed.

Annalies Corbin: [00:33:53] Right. It will only make us better when we get back to whatever the new normal is going to be. And the other piece of it, I think it's always an important reminder, kids are incredibly resilient, and they surprise us every day. So, I want to thank you very much, Allison, for giving us time, for sharing your journey with us. I will make sure that we post some resources for folks who want to learn more about this and certainly encourage them to reach out to somebody who's been doing it, and doing it very successfully. So, again, wow, thank you so much for sharing the wins.

Allison McMannis: [00:34:30] Yes. Thank you. I love sharing about it. Yes. Thank you.

Annalies Corbin: [00:34:34] You're welcome. Thank you for joining us for Learning Unboxed, a conversation about teaching, learning, and the future of work. I want to thank my guest and encourage you all to be part of the conversation. Meet me on social media at Annalies Corbin, and join me next time as we stand up, step back, and lean in to re-imagine education.