



Sabrina Walters and Lori Trent from Upper Arlington City School

Sabrina Walters: [00:00:00] It's okay to say you don't know, what's not okay is not to try to solve, and work together, and to figure it out, and see what we can do, and embrace that joy of opportunity that's in front of us.

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 reimagine, rethink, and redesign our educational system. So, today on Learning Unboxed, we are going to talk about parents as co-educators.

Annalies Corbin: [00:01:00] And I am super excited as always, our listeners know, I get really jazzed about the conversations that we get to have out in the world and in the community. And today is a special treat because we get to talk with Sabrina Walters, who is a veteran teacher. She's been teaching in the Upper Arlington School District for almost 30 years, and over that time, has taught every grade from first grade to sixth grade. So, that's pretty awesome and remarkable, and we're super thrilled to have Sabrina joining us today.

Sabrina Walters: [00:01:31] Thank you. I'm so thrilled to be here, too.

Annalies Corbin: [00:01:34] Perfect. And joining Sabrina is Lori Trent. And yes, for those of you like, hey, I know that name, Lori has been a guest on the program a few weeks back. Lori was on as a first year school board member in Upper Arlington Schools. And Lori's actually joining Sabrina today in that role as the parent, because not only is Lori a school board member, but Lori also has children in the Upper Arlington School District, which is where Sabrina joins us from. And so, they're going to talk today about the experience that they've had together over the years with parents as co-educators. So, Lori, welcome again to the program.

Lori Trent: [00:02:13] Well, thank you. Thrilled to be here and love to talk with Sabrina, so this will be fun.

Annalies Corbin: [00:02:17] Perfect. Well, I'm super excited to talk with both of you because this idea of parents as co-educators, and that notion of collaboration, and group learning, and lifelong learners, and classroom communities, and classrooms beyond four walls, and really opportunity for authentic, and emergent, and engaging curriculum, and the engagement that actually can happen when you think about the students interacting with parents, interacting with communities, interacting with school, and really thinking about community beyond the walls of their school building or their classroom, is pretty darn exciting. So, I'm thrilled to be able to have that conversation.

Annalies Corbin: [00:03:00] And so, we're going to just sort of jump right in. And Sabrina, I'm going to really sort of toss to you from that educator role. We think about education and it's complex. And it's more complex in the midst of a global pandemic in many ways than has probably ever been in a really, really long time. And so, the education as the topic itself is complex, but it's especially complex when we talk about, during the pandemic, how can we engage parents as co-educators? What does that look like in this moment? And how does that compare to the way you've been able to interact and work with parents prior to this?

Sabrina Walters: [00:03:39] Well, as we think about the way we're teaching now, and virtually or online, and that engagement, I keep asking myself, well, what would I usually be doing? What have I always done? And trying to go back to my roots as a progressive educator, and getting to have lots of years with children, and families, and parents, and so I kind of keep going back to start like, what would this look like in the classroom? And at the same time, it can be similar. In the classroom, I sometimes felt isolated, even though I was surrounded by 26 children. It felt, sometimes, I was often the only adult, and in a way, it could feel isolating or lonely.

Sabrina Walters: [00:04:28] And I think part of my stretch was always trying to connect with other adults and bring my own learning as an adult, along with the teaching and learning that I was having with the students, the younger, the 10-year-olds or the eight-year-olds. So, when you ask like, how's it looking now? I think it still is coming from a space of, how can we do this together? And that theme, we're seeing a lot together, but separate or alone, but together. And so, just being open to how always can we be inviting others.

Annalies Corbin: [00:05:03] Right, which is really an important thing. And so, I want to sort of dig down on that a little bit more. And so, setting the pandemic aside, because we're all living it, we know it's here. It's the thing that we're swirling on, especially in education in every community. Not just in the US, but around the world. This has become a really big issue. But we set it aside just for a minute. I want to dig in on the idea of parents as co-educators and really draw on that 30 years' worth of experience.

Annalies Corbin: [00:05:34] And also, I assume that a lot of your work with parents in this space ties into that sort of mindfulness, that mindset that you just naturally, as your persona, and a piece of background sort of about Sabrina is she's really big in Urban Zen and integrated therapy programs, which is a really remarkable thing, but I would imagine that that carries over into the way you think about your work in your classroom, and certainly, sort of the way you help parents understand how they can be co-educators. So, let's dig in a little bit about this notion of parents as co-educators. Help people understand, what does that mean to you?

Sabrina Walters: [00:06:13] I think it's an invitation of collaboration and even not up to me to understand how parents can become co-educators. And how can a co-educator deal with that? So, teacher is the keeper of the knowledge, the one that's in charge, that has a plan, that is the top of the totem pole, so to say, maybe.

Annalies Corbin: [00:06:39] Yeah. No, I think that that's great. So, Lori, I want to toss it back to you to sort of dig into that a little bit. So, talk to me a little bit about, from your perspective as that parent—and for full transparency to our listeners, your children actually were in Sabrina's class in elementary school. So, this is not just a theoretical conversation. You are joining this conversation as a parent whose students were in Sabrina's class and you had the opportunity to be that parent as a co-educator. So, tell us a little bit, from your perspective, the parent perspective, about the benefits of parents being in the classroom.

Lori Trent: [00:07:23] Sure. So, just a brief background. Our boys are twins, but they're diametrically opposed learners. They're juniors in high school and they have the fortunate opportunity to have Mrs. Walters for three years. So, in a first grade, second grade split for two years, and then third grade as a separate third grade

classroom, which also lends itself to co-parenting because you have different levels of kids, different age groups, right? So, it is like less traditional in some respects.

Lori Trent: [00:07:55] So, the way I view it is, and anybody who knows anything about me, it's all about the relationship, right? So, the relationship to your students, the relationship to the classroom, the relationship to your teachers, and how do you build on one and other's strengths, not necessarily point out their weaknesses? Right? And so, Sabrina and I, for whatever reason, just found lots of likemindedness in our process, and then also, some other things that each of us were better at than the other. And so, I mean, it was a three-year process and we did many things along the way to really help.

Lori Trent: [00:08:34] But one of the things that comes back to me that I think about, and Sabrina, you kind of touched on this, is having a thinking partner, right? So, I have also taught elementary school, and when you have 26 little ones asking you all for something at the same time, it's very hard to manage. Not impossible, but it's hard to manage. And I don't think people truly understand or appreciate that until they're in that situation. So, from my perspective, I felt as though I could really help in that regard. And I'm kind of a helper.

Annalies Corbin: [00:09:06] Perfect. Perfect. And so, Sabrina, what are your thoughts about what Lori had to say?

Sabrina Walters: [00:09:10] I think when she talks about a thinking partner and wanting to help, it also, from the teacher's perspective, is allowing that help and being vulnerable enough to welcome that help, those ideas, and trusting and knowing that you're both coming from a place or you're all coming from a place of having the best interests of the children.

Annalies Corbin: [00:09:35] Yeah, absolutely. And I think just sort of to narrow in just a touch, that's very different than you as a teacher having parents come in for a show and tell, or career day, or to be some type of topic expert, you're really talking about parents as an integral part of the classroom experience. And the thing that was so beautifully put there as part of that was the notion of not being afraid to let those folks into your classroom. So, expand on that just a little bit, Sabrina, because it can be a scary thing, right? Parents can come in with their own agenda. And as a teacher, how do you make the decision? And what does that look like? Because you have to create an ecosystem of collaboration, and safety, and comfort for everybody involved. How do you do that?

Sabrina Walters: [00:10:29] And I don't know how much of it is me too, my pedagogy of being a progressive educator. I think about just how can I learn the group learning of sharing ideas and the scaffolding of our knowledge by understanding that some people are more capable in something, and elevating the community and our learning together by exchanging ideas and letting go of thinking, I need to know it all, and feeling that part of my job is modeling learning, and modeling the curiosity and the desire to going out for resources, and welcoming questions and feedback. I mean, Lori and I just had a great project that we can talk about, the Chihuly project, which I think might give better of a more thorough example.

Annalies Corbin: [00:11:28] Perfect. Perfect. Lori, so you wanted to follow up just for a moment?

Lori Trent: [00:11:32] Yeah, just a little quick follow up. And this isn't a criticism, but we tend to train our teachers the way they've always been trained. And so, a lot of the pedagogy and a lot of their thought processes are, I am the one in charge, and it's very hard to relinquish that control. So, it's hard to relinquish that control to another parent, but I would also throw in there that we have 26 little learners, and educators, and teachers that we need to tap into. So, it's not just parents as co-educators, but it's students as co-educators or children as co-educators.

Annalies Corbin: [00:12:05] Absolutely. And I love that. And so, let's talk a little bit, to Sabrina's point, about this Chihuly Project. So, Sabrina, why don't you set the project up for us? Because I remember this. So, again, transparency for our listeners, my son and Lori's two boys met in kindergarten at Wickliffe Progressive Elementary, which we've also spoken about on this program, so you can go back and listen to that one if you're curious about what Sabrina keeps referencing as a progressive educator.

Annalies Corbin: [00:12:37] We've done an episode on that. We've got several more actually coming. It's a mindset and a mode of teaching that is very near and dear to those sort of work the PAST Foundation does. So, the kiddos, we've got to watch them grow up in an environment that is, by design, collaborative, open, and very community-based. So, I do remember actually when the Chihuly Project was happening in your classroom. So, share that with us, Sabrina.

Sabrina Walters: [00:13:06] At Wickliffe, like lots of schools, we have fundraisers and ways to help support, that the PTO does and they do an informal affair. We have an informal affair where classrooms create art projects, and then they're auctioned off for an evening to raise money. And each classroom has a parent or a group of parents that help lead that project. And so, our classroom was lucky enough to have the Trents that year, many years, like you, parents to work with, but this project, Lori came.

Sabrina Walters: [00:13:41] And with her experience as an art teacher, was really motivated to what could we do? What could we create? And we sat down at first watch one morning, and we're like, okay, hey, we've got this art project, like, what could we do? And I just seen something about cups, and cups being drawn on with Sharpie markers, and then it just took off. So, Lori, I don't know if you want to reminisce on that thing.

Annalies Corbin: [00:14:09] Yeah. So, the nuts and bolts. So, what is it that the students actually did? Yeah. And as the sort of parent facilitator in that classroom, that project, share with us a little bit then based on what the kids were doing, sort of how did you facilitate? How did you be value add in that project and in that classroom rather than kind of, quite frankly, a pain in the butt and in the way?

Sabrina Walters: [00:14:32] Right. Look, Lori, I mean, I'm going to just jump for a second, Lori, because I remember, we just didn't know. We had no clue what we were going to do. We just had this idea, like, oh, we sell cups. The children drew on them with Sharpies. This isn't a great environmental thing. But then, they kind of melted them. And then, I have to put that out there. But we'll circle back to that, and then they just strung them together somehow, we didn't know. And it looked like a Chihuly, who, Dale Chihuly is an artist that does glasswork.

Lori Trent: [00:15:11] Yeah, I was just going to start there, Sabrina, with my art background. And I had certain favorite artists, so I kind of threw out some, and asked the students what they knew about them. And we're fortunate enough to have several Dale Chihuly originals at the conservatory and other places around the city, actually. And so, we had this discussion about how could we replicate what he did because we knew we weren't going to be able to do it with glassblowing. It was a little bit too dangerous for first and second graders. So then, Sabrina found this resource on the internet, and we're like, oh, we could do that.

Lori Trent: [00:15:46] So, we wanted each student to have a piece of themselves in the artwork, right? And so, we had all these little cups that they had designed, and we melted them, we're like, what are we going to do with these? And it was very much an inquiry, discovery process with the students. And they're the ones that came up with, well, let's put them all together, like on a tree, right? So, we had this big round monstrosity of all these different beautiful colored cups, and then we had a real problem. It was top-heavy.

Lori Trent: [00:16:19] And so then, we got into the science of, how do we stabilize this? What should this look like? Who's really going to want to purchase it and put it in their home? Because at the informal affair, these are auctioned off, and then people take them home, and hopefully, they utilize them in some capacity and not just out of goodwill. And we kind of laughed because it was like the project that wouldn't end. It went on for like two months or something, which was really cool. And Sabrina is an expert in adjusting the content to meet whatever's going on in the classroom that day. So, totally impressive in that regard.

Annalies Corbin: [00:16:57] And so, Sabrina, the finished project. So, tell us a little bit about that. And then, we're going to circle back around on some of the pieces of the conversation that we were having earlier. So, at the end of the day, how big was this monstrosity, as Lori put it? So, I mean, what are we talking about here in terms of, you got a balance, it's not falling over, and you're going to auction it off. So, are we talking about two feet, five feet, 10? What happened?

Sabrina Walters: [00:17:25] They're all five-and-a-half feet, like a big lamp. Maybe perhaps a big lamp, minus the light bulb. So, a big sphere on top. And everything started with, okay, now, what? How are we going to do this? Oh, my God, responding. And for example, we didn't know how to put the cups together. What were we going to do? And then, somehow, oh, wait, we could use—someone thought of the idea, one of the children thought the idea of chicken wire. So then, we got chicken wire. And then, it was like, okay, we molded it into a circle, and then now, it's sitting on the floor in a circle.

Sabrina Walters: [00:18:03] So then, we got a layout. Someone thought, okay, we could put it on a lamp without a ball. So, we did that. And then, that's when it wouldn't stand straight. The lamp just kept falling. So then, we had to figure out, what are we going to do? And we did cosmic experiments and investigations, for example, with making little models with clay and straws, and trying to figure out how we could keep it, creating a prototype, a kind of a design challenge of, what could we do with some little materials that we created that the children would work with?

Sabrina Walters: [00:18:38] And then, we would go to the actual sculpture and problem-solve that way. And it was so fabulous because Lori and Kelly never came in with, this is what we should do, or we solved this, or we went home last night and researched a bunch of things. I mean, it was always letting go to let us have the joy of discovery, and letting the children and all of us have the joy of discovering it together, and not someone taking over and creating the knowledge, and then just solving it.

Annalies Corbin: [00:19:10] Exactly. And that's always key, because that's one of the really hard things, sometimes, when you have other adults who are non-educators in the classroom. And I do want to dig into that just a touch because this is a fabulous project and amazing things happened with it. But out of fairness to sort of those who might think of themselves, the plebeians of the world, who might not be like Lori, who had a background in education, coming into the classroom, and how can a parent without that native knowledge or experience be as effective co-teaching, co-leading, co-learning along with what's happening in your classrooms, Sabrina? So, Lori, on some levels, is an example of a parent that comes with a lot of knowledge, how do you ensure, how do you try to help parents without that same background experience or confidence be as effective as a co-educator with you in a classroom? How do you work through that?

Sabrina Walters: [00:20:14] Well, I think it's a growth mindset that it's okay we don't know and it's okay to say you don't know. What's not OK is not to try to solve, and work together, and to figure it out, and see what we can do, and embrace that joy of opportunity that's in front of us because it is intimidating to walk into a school, and to feel like, oh, I should know this as a second grade, I should know all of this.

Sabrina Walters: [00:20:47] But to me, and I would say for Lori, too, and lots of us, learning isn't about the content. It isn't about the actual facts of something. I mean, we can Google and learn all that in 10 seconds on our phone, or computer, or laptop, or iPad, but really, the process of getting in together, and trying, and seeing what unfolds. So, I think having a growth mindset is being open to having a growth mindset.

Annalies Corbin: [00:21:20] Yeah. And I love that, that learning is not the facts. It's everything that sort of surrounds the getting to the facts. I say it all the time, so it's actually really fun for me, right? Because I love the idea that, why are we collectively trying to teach what's in here? Right? For our listeners. I'm holding up my phone to the Zoom, so we can see it, but the reality of it is, our world has changed so much, right? And to your point, Sabrina, this is packed full of information, right? And we don't need to teach what this knows, we need to teach everything this doesn't know, which, to your point, is a lot of process. So, I know you've got to follow-up on that.

Sabrina Walters: [00:22:12] Well, I think to circle back to where we are right now in 2020, I know a lot of my families, and trying to still engage with parents via Zoom, and having the conferences together as a family, and sitting down, and trying to be a partnership together, they're worried about, are they learning what they need to know for the next grade? And the children that are in school, are they learning the same thing about early American civilization online now with you that they would be if they were with Mr. Andrews in Room 205?

Sabrina Walters: [00:22:51] And my thought is, we're actually really engaged in real learning right now because we're trying to have to figure out and solve real-life problems. This is one giant project that is authentic, that is meaningful, that we're responding to. So, we're having this intentional learning that is even beyond what we would be having by logging into, or reading a book, or doing our regular classroom things, if that makes sense, because there's so many problems.

Annalies Corbin: [00:23:25] Absolutely. But I will say, I want to applaud the optimism, right? The fact that you said, you know what, we're in the midst of this pandemic and nothing is as usual, and yet this is the moment we're in right now, this is the problem, and we're solving it together, and we're learning together in this moment. We're learning different stuff, right? We're learning things we wouldn't even have had the opportunity because the circumstances are forcing us to learn a new set of skills, and new sets of experiences, and new tools, and new ways of thinking, and to your point, new ways of interacting, and yet we're still learning.

Annalies Corbin: [00:24:03] That right there, Sabrina, alone, that should be celebrated, and called out broadly and profusely, because it's scary, and people are frustrated, and we don't know what's going to happen in the world. And I think it's really easy to get mired down in all the things that aren't working, and to take a moment, and take a deep breath, and say, yes, but look what is working. Thank you for that because that is awesome. Lori, you wanted to add to that. Yeah.

Lori Trent: [00:24:33] I do. So, it's kind of circling back a little bit, but not terribly. So, I've talked to a lot of parents over the years, what do I do to help my child? How can I be of the best resource to them? And there is, well, one thing in particular that I would say, it's like, ask questions. So, when they come to you, and go, mom, what do I do about blah, blah, blah? What do you think? It is the hardest thing for parents to say and to not give them the answer. And quite frankly, it's a hard thing for a lot of teachers as well. But we have to give kids that space of self-discovery to learn, to formulate their own ideas.

Lori Trent: [00:25:12] Otherwise, we're just cutting it short because they just regurgitate information that we can look up on the internet anyway. So, what's the point of that? One of the protocols that I love that Wickliffe does and I know lots of other people across the US do, it's, I see, I think, I wonder. And so, that's the other piece of advice, particularly for elementary-age kids. So, what do you see? Right? So, what do you think about

what you see? And then, what do you wonder about that you don't know? Right? And it gets kind of applying the knowledge that they've gathered in a different way than just A, B, C, or D on a multiple choice list.

Annalies Corbin: [00:25:56] It gives them freedom, right? We do talk about this very thing at PAST, and then the Innovation Lab, and a variety of programs and things that we try here. And because oftentimes, the kids, middle and high school kids in particular, which are here throughout the academic year, we don't really get the younger kiddos typically until in the summertime, and they've moved beyond, I see, I think, and I wonder, but what we have found is that the kids who didn't have that as part of their everyday foundational experience of learning need you to step back a moment and teach them how to embrace the freedom of not knowing. And so, when we think about the opportunities that we have to be truly, truly life-altering and impactful for students, A, the recognizing that it's okay not to know, and then along the way, to try, and quite frankly, to fail, and fail miserably.

Annalies Corbin: [00:26:57] Actually, there's so much benefit in failure. But the flipside of that is to recognize that we believe in you as the individual that you have what's necessary and we will help you build the confidence to own the opportunity to learn through success, through failure, through trying, through iteration, and to get to the point where you lead with what you want to know and not what you believe you could test against. That's a really, really powerful thing. And so, thank you for that, Lori because you can tell the kids who grew up, if you will, in a school environment that led with that philosophy versus the kids who never had the benefit of the freedom of thinking like that.

Sabrina Walters: [00:27:49] And when they have it, it's like looking for an outside validation instead of an internal flame, what do you call it, where you get those little squeezers by a fire and get them going? So, like where you're creating oxygen and energy around the flames.

Lori Trent: [00:28:14] Fanning the flames.

Sabrina Walters: [00:28:16] Yeah, fanning the flames. Thank you. See, group learning is the same rather than just trying to go to, what do I need to get a grade here? What do I need? Is this good enough? Instead of the reflection internally, is this solving my questions, my curiosity, my wonders?

Annalies Corbin: [00:28:33] And I think the other piece of it, too, is helping kids understand how to formulate questions, because that's a scary thing, right? If you think about it in a lot of traditional educational settings and experiences, here are the things we're going to learn today, right? And to hear all the facts or here's how you solve for X, whatever it happens to be, and then we're going to test on it, and then we're going to move on to something else. And what we're talking about here is a very different approach to how you explore topics, and what you're going to do with them, and what are the drivers, and what's that flipside freedom on the other side of that? What do you think about that, Sabrina?

Sabrina Walters: [00:29:12] I think that when Lori says that, I see, I think, I wonder, and it does come from the teacher, where I just think back into my classroom space, let's pretend the principal walks in, and you want to be looking like you're engaged, and talking with the children, and teaching, so to say. And then, I learn to realize that standing back, and observing, seeing, that's where my learning comes to then be responsive to what they're doing, where they're at, the questions that I can help model. So, I think it's okay to pause, and step back, and look, and just try to see so that you can think or wonder, and then move on. So, I guess my ramble here is just this idea that stopping to take a break to just notice.

Annalies Corbin: [00:30:08] Yeah, absolutely. But the flipside of that, and I think this gets the sort of the close of our conversation, is that that pause that you as a teacher make, what's powerful there is that it's a pause

that, presumably, if you've got parents as co-educators in your classroom with you, sort of bring this full circle, they get the opportunity to watch you, the trained educator, be comfortable stepping back, and letting the students learn, and explore, and ask, right?

Annalies Corbin: [00:30:41] And so, I think that's the true value back into what can happen on the flipside, because even these parents, Lori, as you come into a classroom and have an experience, at the end of the day, you go home, there's learning that continues, there's homework, there's projects that are happening. And those would be that you took something, something very powerful from your experience in Sabrina's classroom back into the way you helped facilitate learning at home. Yes?

Lori Trent: [00:31:14] Absolutely. So, I have a couple of comments to that. One is I love when you walk into a classroom and you cannot find the teacher.

Annalies Corbin: [00:31:21] That's the best, isn't it? It is the best.

Lori Trent: [00:31:24] Because the kids are all doing their thing, and Sabrina's kind of the tiny one.

Annalies Corbin: [00:31:28] The teacher is on the floor, right? Crawling around, doing something.

Lori Trent: [00:31:32] Exactly. So, a lot of times, you can't find Sabrina anyway, but just that whole concept, right? And so, a challenge that I would throw out to teachers, but also, to parents is allow your kids to see you fail. We need to model that behavior for them so they're not so terrified of it, right? And so, I would say, not that you really failed, Sabrina, but I would see you say, oops, well, that didn't work so well, so what do we do now? And pulling in the students to help solve that.

Lori Trent: [00:32:05] I think you can do that at home as a parent as well. I have, on more than one occasion, said, guys, I just want to talk to you, I really was not appropriate yesterday, I'm sorry, or whatever the case might be. But just to say, it's okay, and you go back and try again, because we're all living, breathing creatures that are on a journey that takes a long time to get to where we're going to. So, it's all okay, but that whole modeling of behavior, I think, is absolutely critical.

Annalies Corbin: [00:32:33] Yeah, absolutely. So, Sabrina, I always like to close the program with the recognition that I'm a teacher out there someplace in the world, and I just listened to this, and I'm inspired, and I want to be like Sabrina. What's the piece of advice? But I'm in a place where either my parents are engaged or my school discourages a lot of parental interactions beyond just show and tell, but I really want to run down this road because I'm inspired by what I just heard through this interview today. So, what would be a piece of advice that you would have for folks who want to go down a journey where they change their classroom up and they change the relationship that they have with their parents, with their students, with that environment? It's a big, lofty question, but folks are looking for the nuggets of, I just want to get started.

Sabrina Walters: [00:33:27] Right. What could I do tomorrow? What could I do tomorrow or this afternoon? I think, trust yourself, know that you are a learner, that the families and students, you're all coming from the same space of wanting to grow, and support, and help the children, and learn with them. I think talking to the children and inviting them to make connections with their parents, and inviting even through the children, see what your family says about this or that the grownups that love and care about you, and creating opportunities where they can be invited to share, not an expert, just what do they think about something, or share their story, or a book.

Sabrina Walters: [00:34:16] I think knowing that it's okay, you don't have to know everything, you're not being judged on that, and you're creating an invitation if you can frame it to yourself that this is an invitation that you're extending. Maybe you're kind of the hostess in a way, you're the one setting up the Zoom calendar, the invite, and trusting and knowing that there's a lot of chance, and taking the chance for the opportunities that will come.

Annalies Corbin: [00:34:47] Yeah, absolutely. And so, be inclusive and inviting. And to close, by saying, and you're not alone, reach out, find a buddy in the community who has a similar mindset and do the experiment together if necessary. Absolutely. So, thank you, ladies, both of you, very much for taking time out of your day to talk with us about parents as co-educators. And we're really, really excited about the journey ahead. And so, good luck with you, Sabrina, with the ongoing academic year. And again, thank you both so much for joining us today.

Sabrina Walters: [00:35:26] Thank you. The highlight of the week, month, year, perhaps. Thank you.

Lori Trent: [00:35:31] Our pleasure.

Annalies Corbin: [00:35:37] Thank you for joining us for Learning Unboxed, conversation about teaching, learning, and the future of work. I want to thank my guests and encourage you all to be part of the conversation. Meet me on social media @AnnaliesCorbin and join me next time as we stand up, step back, and lean in to reimagine education.