



127. EL Education in Action at Palouse Prairie Charter School with Jeneille Branen & Erin Corwine

Jeneille Branen: [00:00:00] What we really tried to focus on last year and we continue the focus is staff resilient, so that we're sustaining our current highly qualified educators, so that when we shift back into like a normal school year, that we still have that group of individuals at our school.

Annalies Corbin: [00:00:20] 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.

Annalies Corbin: [00:00:55] So, today on Learning Unboxed, we have a special treat, because we are going back to one of my old stomping grounds to have a conversation about wicked crazy innovation that's happening in what I believe to be one of the most beautiful places on Earth. And so, with that, we'll just jump right in, because we're going to have a conversation about the Palouse Prairie School. And joining us to have that conversation is Jeneille Branen and Erin Corwine, both of the Palouse Prairie School. So, ladies, welcome to the program.

Erin Corwine: [00:01:28] Thank you.

Jeneille Branen: [00:01:29] Thanks for having us.

Annalies Corbin: [00:01:30] Absolutely. So, just to set a little bit of context for our listeners, for folks, Jeneille is the Executive Director of the Palouse Prairie School. And just really, really high level, the Palouse Prairie School is an accredited EL education school, which is formally known as Expeditionary Learning, which we've talked about on this program before, for those who might be familiar with the Expeditionary Learning sort of ideology. And through that, the school believes that when students and teachers are engaged in work that is challenging, adventurous, and meaningful, learning and achievement can flourish. So, Jeneille, welcome to the program.

Jeneille Branen: [00:02:13] Thank you so much. Happy to be here.

Annalies Corbin: [00:02:16] Absolutely. And joining the program as well is Erin Corwine. And Erin, actually, I love the bio that came over for Erin, because it basically says, I've done just about everything that one could do at this school over the 10 years of that time that she has been there. She has been an intervention teacher,

a kindergarten teacher, a middle school math teacher, data and assessment coordinator, and most recently, a teaching and learning specialist. So, Erin, welcome to the program as well.

Erin Corwine: [00:02:48] Thanks.

Annalies Corbin: [00:02:49] Alright. So, ladies, let's get started with the really sort of high level sort of components, I guess, if you will. So, Jeneille, I would really like you to sort of share with our listeners who come from all over the world, set the context. So, what the heck is the Palouse Prairie School? And why was it necessary?

Jeneille Branen: [00:03:09] Well, we were founded in 2009 by a group of parents that really wanted this specific model of education in our area. I think that was a focus, because their own children weren't being very successful in the traditional setting. So, we had one member in particular that sought through the five years of trying to get this school in place. I was one of the founding teachers in 2009, so I did help start the school, but there is just this intention of providing this specific model of education, this expeditionary learning model, which is now known as an EL education school with, really, this focus of providing students this like real world experience and learning content.

Jeneille Branen: [00:04:01] So, our school is really grounded in project-based learning, developing character, and providing some outdoor learning experiences that also support their character development. So, that was the reason why it was originally founded, is just individuals needing that in this area. I would say that all the schools in the area are really good, considering that we're near two universities, nine miles of each other. So, I feel like the Palouse, in general, provides good education, but I think that in general, this specific model was desired by families. And since 2009, we started out with a K-4 program, and now, we're at a K-8 program with 190 students.

Annalies Corbin: [00:04:54] Wow. So, all of that took place after I left the Palouse. So, the Palouse Prairie School didn't exist at all when I was there. I got my PhD from the University of Idaho, so that's my connection for our listeners to the conversation that we're having, is it's a part of the world that is just absolutely amazing. So, Erin, let's talk about that just a little bit, because of the fact that this is an EL school, and for our listeners who've heard us talk about Expeditionary Learning before, place, to some extent, really, really matters. And it lends itself to the type of education that's possible in a place that can be fully immersive for students, and in particular, the Palouse really sort of personifies that. So, let's talk about that just a little bit and share with our listeners why this particular place as it relates to this school?

Erin Corwine: [00:05:49] That's a great question. So, I think Jeneille kind of touched on a little bit of that and that we were a university town. And so, I think there is a lot of ideas, and ideologies, and philosophies coming into our community that maybe wouldn't be typical for a rural Idaho environment. So, I think we have this like kind of beautiful synergy between a really invigorating natural landscape, the university, and all the culture there, and then just a really thriving community.

Erin Corwine: [00:06:20] I mean, you said it before when we were chatting, it's a place that people want to stay, because there is such a strong sense of community here and a sense that individuals have agency, and that we can be change makers and make our little part of the world a better place to be. And I think that feeling is just everywhere in our school. And so, I think it's kind of this gift from Moscow that then we get to give back to Moscow, because our students are so engaged in what's happening in our local community and supporting what's happening here, too.

Annalies Corbin: [00:07:00] Yeah, absolutely. And so, Jeneille, let's talk a little bit about that component around the fact that Moscow is really unique, and you mentioned it, because there are two universities within nine miles of each other. And even back when I was a student there, I mean, that was one of those components that you could feel in the community every day, right? You could sort of feel the push and pull, the wonderful pieces, as well as the perplexing pieces tied to the fact that most university communities, it's singular, or maybe in urban areas, where you've got multiples.

Annalies Corbin: [00:07:37] But the reality is in rural settings, the communities that have universities in them, the university takes up a lot of the identity of a community, and yet in Moscow, you are so close to Pullman, nine miles, that what that means is you've got this interesting dichotomy, and I'm curious as much as anything else about sort of, how does that play in as it relates to sort of some of the early structures of the schools and the families that got involved? Because presumably, even though your families, I assume, live in Idaho for a variety of reasons, actually physically lived there, but their families work in multiple ecosystems, live and work in multiple ecosystems. How does that play out as it relates to some of the decision making early on for the school?

Jeneille Branen: [00:08:27] Similar to what Erin was saying, we had a lot of professors really focused on starting this school, so that original board that started Palouse Prairie were from Washington State University and University of Idaho with a deep level of knowledge related to education and this vision for what the school could be. And several of those members stayed on that board over time to help support the school. They did all of the initial hires for the school and the director.

Jeneille Branen: [00:09:04] So, I felt like because we have that depth of knowledge from the universities that that actually helped develop the school, and the vision, and the research behind what this model could become. And being a charter school in the State of Idaho, I think that they also understood that we were providing a model of education that not just for students that live in Moscow, but also for students that live anywhere in the State of Idaho. So, we have a diverse population of students in some ways coming from other rural towns nearby.

Annalies Corbin: [00:09:44] So, students are commuting to the school?

Jeneille Branen: [00:09:47] Yeah.

Annalies Corbin: [00:09:48] Yeah. Okay. Just out of curiosity, what's the greatest distance of a student commute?

Jeneille Branen: [00:09:53] I would say probably 20 miles.

Annalies Corbin: [00:09:56] Okay. Alright. So, it's not insignificant for families that are making the choice for their children to attend the school?

Jeneille Branen: [00:10:03] Yeah.

Annalies Corbin: [00:10:04] Yeah, absolutely. So, Erin, share a little bit with our listeners since you've had so many different roles in the school, which I love, share just a little bit with our listeners sort of the expeditionary learning model, right? So, we've talked about it on the program that listeners don't always listen to every episode, which they did, so let's just sort of set the stage for what that is. What does that mean? And why, in particular, was that chosen?

Erin Corwine: [00:10:32] Mm-hmm. So, Expeditionary Learning, it's now EL, same idea, but a shift in name. I mean, it was originally born out of a partnership between Harvard School of Ed and Outward Bound. So, at its roots, I guess, the Outward Bound piece is just these like really powerful components of agency, self-directed learning, connecting with the natural world, the idea of like this primacy of self-discovery that unless you're putting challenging situations, you don't really know what you're capable of.

Erin Corwine: [00:11:07] And then, it's like, that's part of the foundation, and then I feel like that Harvard piece is like, what are the best practices in education based on the research? And how can we translate that research into something that's really actionable for teachers? So, I feel like that's sort of the roots of what Expeditionary Learning is. And now, the EL framework exists at over 200 schools in the US, and our school is one of 38 in that network that's credentialed, meaning that we are sort of implementing the model at a high level and could be seen sort of as a mentor for other schools.

Erin Corwine: [00:11:44] And kind of the current focus or framework for thinking about how to kind of keep the roots of expeditionary learning as we sort of move forward in the world is this looking at three dimensions of student achievement and naming that the mastery of knowledge and skills is a really important component to a student's education, but it's not the only important component, and that character development, both in terms of how students relate to each other and how they show up as learners every day, and also, sort of the creation of meaningful, high quality, authentic work are just as important as mastery of knowledge and skills.

Erin Corwine: [00:12:24] And I think that piece of Expeditionary Learning or EL is what really drew me to the school and I think is what drew like that founding group of board members to this model, because it kind of leveled out this idea of character as an afterthought or like authentic work as an afterthought. And really, we need to teach kids reading, and writing, and mathematics. And it said, actually, that's important, but these other things are just as important, and here's a way to do that in the classroom instead of just saying we believe in it. So, I think the EL network really supports at school in providing the translation from the philosophy into what's happening day-to-day in classrooms.

Annalies Corbin: [00:13:10] Absolutely. And we work with, at PAST, a number of different EL schools over the years, and that's one of the pieces that I really, really like the most about it is the fact that it does, in fact, recognize that we can take all those components of the environment in which the school in, the people that can become involved in it, and we can really mesh those in such a way that we lend importance across all of the learning aspects.

Annalies Corbin: [00:13:38] I really have always appreciated that component of the work. So, Jeneille, talk to me a little bit about how you ensure teachers who come to the school? And granted, all schools have very rigorous hiring processes and you're vetting people, but once folks get there, especially to school settings that are not the norm, and I want to preface this just a little bit, we'll probably circle around this two or three times, that are not the norm of how teacher prep programs prepare teachers to come in and be part of a school environment.

Annalies Corbin: [00:14:11] That is often one of the things that I hear the most coming out of innovative school experiences is that we have to do a fair amount of work, even with really highly qualified candidates to ensure that they can hit the ground running and understand all those pillars that Erin was just talking about, and that they not just use them, but that they foundationally and fundamentally believe them as well. How do you do that? How do you ensure that that culture, if you will, amongst your educators?

Jeneille Branen: [00:14:45] We started with, first, kind of already named it. I do have a really rigorous hiring process that's been developed over time to make sure that we're finding the right candidate to integrate into

our school. And even if you are a highly experienced teacher, once you enter into an EL school, any EL school across the nation, it can be really, really challenging and overwhelming to understand this model and also understand how to implement it right away.

Jeneille Branen: [00:15:15] So, I mean, first and foremost, we try to build a really safe staff culture, like a really connected culture, where teachers feel comfortable to ask for help, they feel supported by their colleagues, and we're refining it every year to make it feel more supportive. That's part of the reason why Erin's position is in place, which is new to us this year, but we start with a lot of professional development, both offsite and onsite, so we'll all try to send new staff members to EL conferences. So, we invest probably close to five to 10,000 dollars of initial investment for professional development for our new staff.

Jeneille Branen: [00:15:59] And then, we gather weekly as a staff to connect, and continue to build a positive staff culture, and provide professional development that's modeled how the professional development is modeled for them, how we would expect to see it in the classroom as well. So, we're also, at the leadership level, providing research-based practices as models within the professional development. We have teacher mentoring, so we've assigned teachers to work with those new staff members to provide additional support. Am I missing anything, Erin?

Erin Corwine: [00:16:38] So, just reiterate the intention and the time that's put into helping new staff, and really, all staff continue to connect with each other as professionals, as learners, as people. And that means really intentional space for that. So, when Jeneille talks about our weekly meetings, our weekly professional development meetings, it's not just like we sit down, and then we're into content, right? Like we are taking time to have our own crew meeting as a staff crew to connect with each other, to build our own understanding of sort of where we can grow in our own character, and then reflect on how it's all going.

Erin Corwine: [00:17:25] And I think Jeneille's commitment to creating the space for that for teachers and for all of our staff is what really supports new staff feeling okay to say, I need help, or this isn't making sense to me, or like, what is this new acronym that I've never heard before? And I think over time, those relationships that we develop with each other really boost new staff and like help them feel like they belong here, so that they can then help their students feel that they belong in their classrooms, too.

Annalies Corbin: [00:17:56] Yes, super, super important, and I can't tell you how many times in the work that we've done with a variety of different schools that we've heard from teachers, in particular, that one of the things that they don't have is an ongoing support mechanism after onboarding has happened, right? So, it's a very common thing that happens, especially in innovative schools, because we get so wrapped up in the innovative part of the idea that we forget, long term, that we have to do some work to make sure that we are able to stay within that sort of mission and vision at the same time that we want it to be innovative and to evolve over time.

Annalies Corbin: [00:18:37] And so, I'm thrilled for you to be able to share the intentionality of the way that you're doing that. I certainly appreciate both the time, effort, and thought from a resource standpoint in terms of that onboarding process, because it's critically important. So, Jeneille, share with us just a little bit. So, you've got 190 students in this school in sort of that K-8 space.

Annalies Corbin: [00:19:02] So, the first question I have is, so how many teachers is that? Whereas, a lot of conversation around student-teacher ratios, and so really curious about that component. And then, the other piece that I'm also curious about, because I know our listeners are like, okay, so what's next? Is there an aspiration for high school or what happens to the kids who, as they finish eighth grade, where do they go within the ecosystem that is the Palouse?

Jeneille Branen: [00:19:35] Yeah. So, I have about 22 staff members that I oversee at the school, and we have, I think, 12 teachers in certified positions. So, we have one teacher per grade. And I would say that, no, there's no aspirations for a high school. We get asked that a lot, because there's a small population that would really love to see this model at the high school level.

Jeneille Branen: [00:20:07] However, what we've noticed as educators, though, because we have one class per grade that by the time that they're in eighth grade, we actually think it's really good for them to move on into that kind of like, as you name it, a larger ecosystem. And we try to intentionally support that transition for those students, because they become so tightly knit and are very much like a family by the time that they leave. And we do think it's really a good experience for them to kind of expand their wings a little bit.

Annalies Corbin: [00:20:42] Kind of like sending your own kids off to college, it's time for you to go on and try something else now. Nothing wrong with that.

Jeneille Branen: [00:20:48] Yeah. What's so special, though, is when they do enter high school, because they're so highly connected, they support each other so incredibly well at the high school level and beyond. And I just find that like so fascinating that they've built such strong relationships here that even during their like challenging times, they may not be in the same like friend group later when they're in the high school, but they can lean on each other at any point in time for support. And they do that quite often.

Annalies Corbin: [00:21:17] That's fabulous, because that is not something that I hear people talk about all the time. So, I'm just thrilled to hear that you've been so successful in teaching these children how to navigate relationships and how community matters, that it translates into what can be a really, really tough time in a kid's life. So many things are changing, their bodies, their experiences as they're growing up.

Annalies Corbin: [00:21:44] And it's everything from learning to drive, and dating, and so on. And the list is pretty long, right? And so, it's a difficult time to navigate under the best of circumstances and certainly having your peeps, if you will. To be able to be there and stand by your side is incredibly, incredibly meaningful. So, I just can't say enough to applaud you for working so hard to ensure that that's happening.

Annalies Corbin: [00:22:08] That's fabulous. I mean, Erin, one of the things that I was really intrigued by, and I will admit, super excited about when I was perusing the school's website ahead of having this conversation was something that you refer to as your adventure programs. And so, I want to talk about this, because actually, the episode that we had that aired this week was all about thinking about using the environment and outdoor education as a foundational premise for work, right?

Annalies Corbin: [00:22:36] So, it's a conversation that, certainly, at PAST, because our origin story, our premise, we started with applied field programs that we built deliberately for students, adventures to get them out into the world. So, this, personally, just really appeals to me, but I'm super curious about sort of the structure that you put around it and why the things you chose to be the adventures.

Erin Corwine: [00:22:59] Yeah. First, I have to say, I totally agree with you on that. Part of my background is in environmental education, and I just feel like there's so much power in getting kids outside, and putting them in a new environment, and getting to see different kids show up in different ways. But our adventure program is something that we are super proud of. And I think like a lot of things in a small, sort of scrappy charter school sort of evolved authentically, and then later on, we sort of put more sort of system and structure in place.

Erin Corwine: [00:23:31] But the idea is that our students K-8 have scaffolded outdoor education experiences throughout their time here. So, for kindergarteners, that might look like, oh, a winter half-day hike in our local arboretum with a conversation about, what does it mean to be resilient when you're outside and you're feeling a little bit chilly? And so then, by third or fourth grade, they've got snowshoes and we're going for day long hikes.

Erin Corwine: [00:23:59] And by the time they get to middle school, they're trying on downhill skiing, and they've built up the skill set on how to be outside and enjoy themselves in the winter months. So, that's sort of one thread of our adventure program, is scaffolding, building outdoor skills. And then, I'd say that there are two other sort of significant threads. One is that as much as possible, we try to integrate field work into our classroom learning, especially in our expeditions, which you could think of as sort of like the deep dive project-based learning.

Erin Corwine: [00:23:59] And often, that fieldwork has an outdoor component, so that's sort of the connection to place. Part of our adventure program, for example, our middle school students work with UI experts to learn about soils throughout the Palouse and visit native Palouse Prairie, so they have a chance to sort of connect place in their environment with their classroom learning.

Erin Corwine: [00:24:58] And we feel like that is also a piece of what it means to be adventurous, right? Finding connections to your learning in places where you might not expect it, or where we don't really traditionally talk about it. And then, lastly, we really just sort of recognize, I guess, and this is going back to the roots of Outward Bound, the really powerful experience that a child can have when they're with their crewmates, with their classmates in a different environment. So, those outdoor experiences, by the time our students are in upper elementary, are overnight experiences, so they're camping or staying in cabins.

Erin Corwine: [00:25:37] And by the time they're eighth graders, they're backpacking. So, they've got this really rich way to sort of see each other and see themselves outside of the classroom. And I think that by the time our students are eighth graders and they're backpacking together, they, I think, really appreciate and really don't take for granted the gift of being together with their friends in the natural world. And they also have the skills to be successful in that. They know how to endure physical challenges, mental challenges. They know how to support each other in those environments.

Annalies Corbin: [00:26:18] And that's fabulous, because there's nothing quite like getting kids outside. And I love the fact that you're able to integrate some of the components that are coming out of the University of Idaho, and I assume, even sometimes, the University of Washington as well, and tapping into those subject matter experts that are going to be sort of beyond the norm, if you will, that students in a traditional classroom setting might have the opportunity to spend some time with.

Annalies Corbin: [00:26:44] So, something beyond just show and tell. I love the fact that you're talking about having these students actually work on a project to meet these professionals and sort of become immersed in whatever that body of work happens to be. That's absolutely fabulous and kids will remember that. My older two kids grew up in Bozeman, Montana, and they remember all the outside stuff they did, all the research they did tied to the university, and the different components to that, and it is incredibly meaningful. So, I would be remiss if I didn't ask two final questions of both of you, ladies.

Annalies Corbin: [00:27:23] So, the first one is, and either one of you, feel free to jump in and answer, even though we are hoping that we are on at least a downward sort of trajectory, if you will, from the intensity of being immersed in a global pandemic, people around the world are really, really curious about how these innovative school programs that we're talking about sort of navigated something that was so incredibly hard on

everybody. So, what adjustment did the school make to be able to continue what you're doing in the midst of the pandemic? I know, everyone's like, ah.

Jeneille Branen: [00:28:03] I mean, the school was really unique in the region, because we intentionally decided to go almost fully remote last year when we saw spikes in our local area, because what we wanted to do is get really good in one way of delivering the education. And we felt like trying to do both of like remote and in-person, that teachers would be stretched in a way that didn't provide a high-quality education. So, our school intentionally chose to be remote with some ways of connecting with students outside. So, I feel like what we spend our energy on is how do we deliver really engaging lessons remotely?

Jeneille Branen: [00:28:52] And then, we also built in our schedule that on Wednesdays, that we provided every Wednesday, students these outdoor learning experiences that were safe and connected to the learning. Our middle school teachers provided learning in a greenhouse with heaters. So, we really tried to stay true to our model with kind of those outdoor experiences, a rigorous, joyful learning. We did lots of porch visits with students, so we put some intention behind how we could stay true to our model in the pandemic.

Annalies Corbin: [00:29:36] Yeah, I really love that. In particular, I appreciate the recognition of how hard hybrid would be on your staff, right? And whether it's your teaching faculty or your support staff, the reality, and I've heard this over and over again from all the different places I've spoken with or the schools at PAST that we work with, the hybrid approach was exhausting, and I love the fact that you recognize, and were able to acknowledge that right up front, and to make your your pivots appropriately. So, bravo for being able to figure that out.

Annalies Corbin: [00:30:11] I'm sure it wasn't easy within the ecosystem or what the other schools were doing in many ways, there's a lot of pressure to conform. But nonetheless, an important choice. So, my final question is, what next? Right? So, what do you envision? And it doesn't have to be any secret sauce or sort of pieces, but as you sort of think about the work that you're doing, you're engaging in this academic year, which are you remote? I guess you should ask that question, are you remote this year as well or are you back in person school this year?

Jeneille Branen: [00:30:46] Yeah, we're fully in person, currently.

Annalies Corbin: [00:30:48] In-person. Okay. Yay. Hopefully, everything holds and everybody is able to continue to do that. So, with that in mind, and so what does this year bring? I mean, if you're a student and a family, what is something that's coming or coming in the future that you're working on that it could be a small thing? But people, that's always one of the questions that I get after people listen, and for reasons I'll never understand, they email me instead of reaching out to you, even though we provide all of your reach out information, is really about, okay, this is really, really cool, so what's the next really great cool thing that's going to be coming out of the Palouse Prairie School?

Jeneille Branen: [00:31:30] That's a great question, and I guess it's a tricky one to answer, because we're still in a pandemic, so our big focus right now, in particular, I talked about like what we provided students, but what we really tried to focus on last year and we continue the focus is staff resilience, so that we're sustaining our current highly qualified educators, so that when we shift back into like a normal school year, that we still have that group of individuals at our school.

Jeneille Branen: [00:32:06] So, I think a couple of things that we're thinking about is some long-term goals, really, is how we are really supporting all students, including our highest needs students that are one—I mean, we have a lot of kids that have suffered from this pandemic and continue to suffer, so we're putting a lot of

support and energy in thinking about the social, emotional learning, and I know all schools in the nation are. And again, our staff resilience and really focusing on some of our subpopulations that really need that additional support. So, we're putting a lot of like time, and energy, and effort into that. I don't know if that's fancy or sexy in any way, but it definitely is where we're putting a lot of our energy.

Annalies Corbin: [00:32:55] Yeah. I think at the end of the day, it's all about what you need, right? And so, that's going to be fansexy, if you will, because it's the thing that you need moving forward, to your point, to be sustainable and to be successful, to continue with the great work and the mission that your school has. Erin, did you want to add anything?

Erin Corwine: [00:33:16] Yeah. I wanted to say, I think that really speaks to Jeneille's wisdom as our school leader, being able to say, actually, this is not the year for the new fancy thing. And I mean, we always have ideas of like, oh, we can refine this program or we want to scaffold the overnight experiences for adventure even more, we want to integrate more with what's happening in the community, but I think that the move to say like, but not right yet, because the reality is like this is a new iteration of what we are facing as educators during a pandemic.

Erin Corwine: [00:33:50] It's not that it's gone or really even dwindling, it's that we're seeing, now, like, oh, what was the experience of our students last year? And how are they showing up? And what are their needs? So, I think for Jeneille to be able to say like, we can take a pause on some of these like really fun, invigorating innovations that we want to do in order to just make space for our students and for our staff crew to kind of just check in on where we're all at and what we need in the moment, both academically, and emotionally, and socially, I think, just speaks volumes to who she is as a leader. And like she said, the sustainability of our school long term.

Annalies Corbin: [00:34:31] Yeah, absolutely. And I do appreciate you adding that piece in, and the reality of it is that we will be feeling from the perspective of education, the aftereffects of the last 18 months that we've all gone through for many, many years to come, right? And so, it is not something that is going to be a blip on our radar, and then everything just moves on.

Annalies Corbin: [00:34:56] It's going to move on, but they're going to be a lot of aspects of it that are going to change not just the way we do education, but to the point that both of you have made repeatedly throughout this conversation the way we think about what's important in education. So, I truly, truly appreciate that. So, ladies, I want to thank you both for making time to share the story of the Palouse Prairie School with us today and to make the time for the conversation. So, thank you so much.

Jeneille Branen: [00:35:25] It was our pleasure?

Erin Corwine: [00:35:27] Yeah, thanks for having us. It's fun to talk about something that we care about so deeply.

Annalies Corbin: [00:35:30] Oh, absolutely. There's nothing better than sharing the joys in others' passions in the work that they do. So, I appreciate that very much. Thank you. Thank you for joining us for Learning Unboxed, a 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.