

Transcript from Coffee and Conversations: Dismantling Racism in Mathematics (3/10/21)

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<https://www.youtube.com/watch?v=u6Te9BZobbg&t=986s>

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What value does mathematics bring to your life going to give you a little bit. I know a lot of educators in the room going fast and wait time. As you answer I joined in questions and we'll get started in one moment.

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Feel free as you're joining us to continue to add value in the chat as you respond to that. Joining question.

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I know everyone is eager for this conversation tonight.

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But I want to first lay some norms. So, a couple of ground rules. As we begin our discussion tonight,

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the chat feature as you see it's open, feel free to share openly, and most importantly respectfully. This presentation will be recorded.

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We will have time at the end for question answer will provide the opportunity for you to post questions throughout.

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Feel free to continue the conversation on social media using the hashtag core advocates, and be sure to tag achieve the core.

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Lastly, cyber bullying is not permitted. Anyone engaging in any form of cyber bullying will be properly removed.

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Now, what you all been waiting for, and been eagerly anticipating.

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I would like to walk them to the conversation, Rachel woof, woof Hello from the education, Tris truck Education Trust with.

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Let's get right to a round of applause virtually let's throw out some hand claps welcome Rachel, how are you doing today.

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Thank you so much for thanks for everyone for your virtual and visual.

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Welcome, I am doing great today. How are you, I am super excited and before we begin, I want to acknowledge this is Women's History Month, and we definitely want to thank you for being here and everyone for your contributions and just celebrating this

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Women's History Month is excited to be here with you.

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Thank you so much and happy Women's History Month to YouTube.

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Now, jumping into this jump into this discussion, coffee and conversation conversations. I remember when this tool kit was first released.

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I thought this was the best thing since sliced bread, I was super excited, I was like, Where has this been my career and my life, and I was born in the toolkit to lots of friends, I've been in compensation.

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the toolkit. It has been one of the, in my opinion one of the most impactful pieces, and resources, put in the field, and you can download the toolkit at ecweru.org map.org echo.org you see it on the screen right to, let's just jump right into it.

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Why was a pathway to equitable mathematics instruction toolkit created.

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And thank you so much for life that one affirmation of the work. It's.

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I remember when we first spoke about it and I was just so humbled by the enthusiasm that you and your team had for the toolkit because really we initially were targeting like our our educator audience in California.

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And so we were.

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So we've been just completely overwhelmed by the interest that, you know, we've been hearing some folks, not just all over the country but all over the world, we've been getting inquiries and comments and so it just kind of defied our expectations in

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terms of the interest and the really the, not just an interest but, like, the desire for folks to have tools like this in their, in their hands.

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So to your question about like How did this get started like what was the point of it.

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So originally, we were to address last we are a research and advocacy organization in California we work and partner with educators, but we're not content developers we don't provide professional development, but we convene people and we like to bring

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together, folks that don't necessarily be in conversation together naturally. And we have been really trying to be thoughtful about our policy advocacy, that it be grounded in the needs of the field that we listen really intently and closely to educators

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to families to students.

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And we want to make sure that we can support the development of tools curriculum tools, whatever that aligns with the policy and that the policy helps to uplift the, the instructional practices that we're hearing from researchers and educators that are

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the ones that we need to really serve our students well, I should also note that we are an advocacy organization that's focused on racial equity, we explicitly aim to for educational justice for black lab next multilingual students and low income students

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in California. And so early in the pandemic. We were approached by a funder who asked if we'd be interested in bringing together some collaborators in California to develop some tools to help teachers make strategic instructional decisions because back

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then, we were kind of operating under the assumption that you know we lost and disrupted learning in the spring, but that we needed that we have the summer to kind of gear up for the fall, and there was concerned from many of the folks that we were in

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conversation with about, we didn't want this to be a moment of regression, or, you know, we've, we've fought so much in many spaces against remediation and and pulling students out of grade level content to try to like fill these gaps.

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We wanted to ensure that all of our students still had equitable access to high quality rigorous instruction.

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But we knew that teachers were going to need to make some strategic instructional decisions. So, when we brought together a group of folks with this mission over the summer, we wanted to make sure that what we developed was equity focused.

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And so, we had, local groups in mind, we're focusing on black Latinx, and multilingual learners. for this tool, and we were also encouraged by our founder to have a great band in mind for the focus of being able to provide examples.

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So we focused on middle school.

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And we brought together an amazing team of collaborators. These are people from 25 different educational organizations in California and outside of California classroom teachers, professional development providers university professors.

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Researchers people who are developing professional development for teachers.

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And I should say majority people of color, and we brought this group together and where we felt like we needed to start was not just with the pandemic and the moment that we're in now but really taking a bigger step and the first question was, where you

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were our students experiencing and math right now. And what are the biggest barriers to equity.

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And from that question, we, you know, have this whole list of barriers to equity, and some of them were instructional. Some of them were structural like placement policies and how teachers are assigned to things like this.

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And some of them were cultural they were beyond just what is written in a policy or what is an instructional practice, but really the the other day, we were naming racism, as, as a barrier itself, and that racism is everywhere it infuses all aspects of

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our life and sometimes in ways that it's almost difficult to maintain. And so, we determine the fat itself was a barrier, and we could come up with all the great instructional methods and curricular materials, but from that attempting to at least reflect

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and name the racism that exists in older systems. Then, We may end up right where we started, at the end, we may have some made some small strides but not the big enough strides that we really need to make and to ensure that our students have true meaningful

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access to experience the beauty of math and all of the things I was reading in the, in the chat but the folks in the room were saying what they love about math like that's the kind of love and experience that we want for all of our students and our mathematics

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classrooms. So I'll pause there because I know that there's probably some follow up questions and things that we're going to go digger to dig deeper into you all see now while we brought Rachel on for this copy and conversations.

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There's so much to dig into this tool kit.

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And I saw a post in the chat, where it talks about racism the uncomfortable truth, and we're going to dig into that a little bit later in our discussion, but that's something we have to grapple with.

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We have to make sense up, and most importantly, we have to address it.

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And when we think about addressing it. One of the ways we can address it through is through the lens of education through the lens which is my favorite subject.

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Disclaimer is mathematics. It can be addressed through the lens of mathematics.

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And as Rachel pointed out, I want to bring us back to the first point that Rachel made.

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It's about serving students.

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This tool kits, so meaningful focus is on the students in which we serve as we have our discussion tonight I want us to take a moment and just think about the students who are under your purview.

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Think about those bright and smiling faces, think about all the things that they bring into an environment.

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And how do we use math to unlock. What is inside them.

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You mentioned a couple pieces but I want to look at this point with this equity that's a big piece when we look at these various student groups and thinking about the student groups that were focused on.

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We know from the data that the student groups that have been focused on for the toolkit black students live next to us and multilingual students, they receive a different educational experience, and some are saying well Chris you're just saying it, we

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look at the data when you look at the data, you can easily predict which groups of students are going to do well and which group of students are not going to do well, which is something that equity is intended to address.

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I want to follow up with you, Rachel. What does echo math instruction look like in the classroom. This is an equal tool kit so what does this look like in the classroom.

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Great question.

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So,

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definitely. There's, there's lots of layers right when we talk about equity and math, and there's, there's lots of issues of access that have to do with, which students are in schools that are offering courses that are, you know, that are you know rigorous

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quality courses, which students have access to instructional materials that are high quality which students have access to credentialed and experienced teachers who received excellent professional development, and we know that there's disparate experiences

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just on those kind of structural pieces that have to do with the access.

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But for this toolkit, you know, our focus was teachers, and teachers oftentimes do not have power over you know how our state allocates resources to schools, or how our Heather districts, determine their budgets and how teachers are assigned to students,

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there's lots of things that are not within the immediate control of an individual teacher. However, there is a lot that a teacher does have control over and that has an opportunity to really influence.

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And that's the instruction and the in the relationship that they forge with students in their classes. And so, When, so this tool kit is really helping to support those parts of a teachers life and work that they can use they can really embrace.

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And so the toolkit like I said it's designed around these five barriers.

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The first one is focused on this dismantling racism in mathematics instruction i think we're going to go really deep into that one but I also just want to name that there's these other strategies that also, I think, are really good companions to that

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strike one, because they help to provide some more like examples of anti racist practices in a classroom setting. So, strike, two focuses on using student discourse and dialogue around process to build conceptual understanding and really recognizing the

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value of,

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like, the answers that are not the expected answers, but the exploration to, to look at those answers really helps to uncover a lot of thinking.

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The third stride is focused on it, creating a learning environment that is mindful of students social emotional and academic development and it has very specific like teacher moves that can be done in in service of creating those environments.

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The full stride is really focused on integrating language development within the context of a math classroom, and that type of scaffolding is one of the anti racist practices that is called out in stride one.

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And so strive for really helps to kind of dig deeper into that practice, and then strike five is the, The strike that is focused on coaches and administrators.

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So it's also a good companion because it provides a coaching structure to support a teacher or a team of teachers in their own personal and professional growth.

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And so it just offers like a really nice couple of different options for what a coaching relationship could look like with some good tools to help facilitate that.

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So, I don't know that that totally answered your question about what it looks like in the classroom but we could go more into the strike one if that is where we want to go.

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What you did was blew my mind.

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I want everybody to check this out. This is a book within the book when you think about their five different stress the first one gets the most attention, which we're going to go there I know a lot of folks will wait for those questions.

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But there are five different stripes so I definitely want I'm going to plug at room after or go and check out their five different stripes, no matter where you are in your mathematics career.

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The stride, there's a stride for you. I personally, I'm going early in the conversation. I like definitely strike one.

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Also like strive five from a leadership perspective and helping leaders and create these different structures, but you mentioned something earlier you said teachers do not control budgets.

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And that is key. But, I'm going to posit something tonight. I think teachers should control budgets, I think with education decisions are made. Teachers should be in the room and not just make a decision, but controlling the budget If you agree, type

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yes in the chat teacher should be a part of the budgeting process. Take this clip, send it to politicians send it everywhere. Teachers should be a part of the budgeting process because too often we place these different barriers on our teachers, and we

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expect them to win, win again, teachers doing amazing things.

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When again, teachers doing amazing things. Students and amazing things I saw in the chat parents should also be on the students, but we have to figure out, and we know ways to eliminate some of these barriers.

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And ultimately, ensure students have access that that onus is on us, as mathematics, educators, providing each and every student, a high quality math experience.

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And that math experience can truly for a lot of kids. I don't think you understand changed your life.

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It can be just an eye opening experience, I want everyone to think for us when the minute when you fell in love with mathematics, or when mathematics became something to you think about that moment, how it just changed your perception that change your

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world. And what we're trying to do through using this tool kit is provide students that same experience that same love that same beauty, as some of you said Chris, but a lot of people don't like math.

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I guarantee you, people love math they may not like it in the context because we've restricted it we've restricted math to be just a formula to be a give me a quick answer, and not unpacking the beauty and joy of what mathematics can be and what it can

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do, and unpacking and beauty and joy. It starts with that strike one, and strike one says dismantling racism and mathematics instruction.

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I want to pause there for me when I first read this title.

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I said, Oh, math is racist. Oh, that's it. But then I read it. It doesn't say, Math is racist. It says dismantling racism and mathematics instruction, two different things I want our audience to really pay attention to.

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I know my, my reading teachers in the audience they're thinking like look at the keywords look at the structure is not saying math is racist, but we're talking about this instruction.

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So, I want you to help help us understand, because the claim is always made math is racist, but I don't believe strike one same mathematics is racist.

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Give me some more background on strike one. Yeah, yeah, absolutely. I'm so happy you asked that question because you know we have heard some commentary that that that's what this is saying, and clearly they haven't read it, if that's the takeaway.

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The, the folks who wrote the stride and the entire toolkit, they love math, you know they're like the people in this room, they want to share the joy and beauty of mathematics, with their students because they know that math can be this wonderful tool

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to make meaning of the world and to describe the world around us, and also creates a lot of wonderful opportunities for ongoing learning and careers and so absolutely it's not math, no one is saying that math is racist.

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What we're saying is that math classrooms, like every other system in our society is impacted by our dominant culture, and in the United States for centuries, or dominant culture has become, it's a white supremacy culture and I know sometimes but

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Our dominant culture has become, it's a white supremacy culture and I know sometimes that term is like new for people, and the idea of white supremacy culture is I'm saying it's not against white people, it is recognizing an ideology that has centered,

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the experiences and contributions of white people are for people of color, and when we look at other systems and other organizations, there has been a for like 20 years there's a framework that people have been referring to, which is the characteristics

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of white supremacy culture it's Jones and cocoon. It is widely cited by lots of people as they examine organizations and name the characteristics that are associated white supremacy culture, and the problem isn't necessarily just the characteristics that

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It's that we're not stopping to reflect on why we are upholding these characteristics, because the people in the organization, maybe haven't decided that these are the characteristics that they want to uphold are the these are the characteristics that

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reflect the values of the people in the organization. And so the concept of having this framework is really one that is helping to us asking us to pause and to name, what, What is dictating our culture.

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And then, to collectively decide that is what is best for the people of the organization. So, what the folks who wrote strike one did was that they adapted this framework to a math classroom, they looking at a math classroom, as an organization, in and

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of itself. So it's pretty groundbreaking I think in that way because this was new, it was a new application of an existing framework. And so the the language and in the terminology is from this, this framework.

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And so, the one of the, one of the first few pages in the toolkit does say that's, that's where we recommend to start because that is where all of this terminology came from.

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And so, if you just went, you know, a couple of pages in and saw some roots and it didn't make sense. I encourage you to go back and read through it again and read that article by Jones and cocoon and read through the framework, and then see that this

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is the point of using that framework is too visible lies and that was a term that was new to me.

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But it's to name, what it is that we have come to accept as the norm in classrooms and remember it's not what you've come to accept in your classroom maybe you've already named to dismantle that, and instead you're using anti racist practices already,

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but we know that so many classrooms. And so much of math instruction is still really dominated by this kind of narrow approach to mathematics. That has been the norm for a really long time.

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And what we do know that it wasn't working for a lot of students. And so, we're not okay with the status quo and just saying well that's math.

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No, we really feel that this is an opportunity this like this disruption and time that we're all experiencing. It's actually the perfect opportunity to pause and look at what what we're doing, what and why we're doing it and question it.

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And so tonight I do that, but then to also think about what we could be doing differently. That opens up, education, to be more inclusive of more students.

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Right, so I got to take a sip of tea, coffee on that one.

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First, I want to read it reiterate one point to everyone.

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You have to read the strides cover to cover.

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That's the first thing you can't read just the title page or just a lot of us remember in college, the cliff notes cliff notes are still probably popular.

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You can't just read that version you need to take a moment to read through the entire strategy.

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But second, this white supremacy culture I want, I really want to unpack that for a moment of.

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What are we talking about when we say D centering and using these terms that most people have never heard of you haven't been taught these things. I want everyone for a moment to imagine a circle.

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All right.

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Imagine a circle. And that everyone's identity is on the outer edge of that circle.

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When everyone is placed on the outer edge of that circle.

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Everyone now has equal access to the milk, your math folks, you know, know about that.

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So when you have that equal access to the middle. That's what is meant when you hear the word D century is not saying, eliminate anything is not saying in some circles, eliminate white people, that is not being said, what it is saying is D center, white

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supremacy culture from the middle and the heart, and put everything on the outer edge. That way every student gets equal access and then looking at it through this.

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I love how you paint a picture of a mathematics classroom as an organization.

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If a classroom is going to be an organization.

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Everyone should have equal access within their organization. everyone should have equal opportunities within the organization.

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And when you think about here the center in our white supremacy culture what is trying to do is every student should see themselves a part of the conversation, a part of the mathematics.

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Think about this for a moment, take a mental walk through your educational environment as a student, they come into your building, do they see themselves and pick any student, how do they see themselves represented throughout the school day through the

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textbook materials the picture on the wall to the music do the activities.

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And then look at it through the lens of what students see themselves throughout the entire day. And then what students never see themselves represented throughout the entire day.

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When we look at this piece of dismantling racism and mathematics instruction and imagine really have education.

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That's what we want to do is create this environment, where every student can come into this environment say I belong here. I see myself. I feel valued, the teacher sees me the mathematics tasks that we're using.

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I am seeing within the task, and it goes back to how the tool kit was created, I'm going to challenge our audience. The toolkit was created by a diverse group of voices.

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How diversity your decision makers in your environments. When you change who are the decision makers and you have this diverse group of voices. It changed the outcome that we get.

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And that's something within the white supremacy culture a both get like a on edge is not eliminating is adding more to it. That way when we get this diversity of throughout thought this diversity of voices.

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We can recreate something new, something actually better and when I say better. So every student can feel as though they're a part of something, as opposed to students now, literally, finding ways to see.

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Am I in this.

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And you mentioned something, Rachel and this real estate was trial one just a little bit more with this dismantling racism.

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And this is essentially Rachel we have like a beautiful discussion.

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And it's like a master class that you, you don't get in a regular setting, how often do folks get to talk about these things in an educational environment, as, as adults and professionals, and then definitely we rarely have these within our school environment.

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So Rachel I want to I want to go a little bit deeper with you on this whole concept of race and racism, with mathematics, what does that have to do with mathematics race and racism.

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Yeah. So, as we were talking about before, that racism is in we've, we've borrowed some terminology from race forward and we have an FAQ document also one of the note for folks on the website that gets into some of these questions too and provide some

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of the, the resources and citations that we've used when we were putting together this document.

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And the idea of it how we see racism intersecting with mathematics is the, the centering of access for some and not not interrogating.

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Why, and so are, you know, we have outcomes that are predictable along lines of race in mathematics in many outcomes.

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And not just like outcome metrics, but also access metrics like students that are even taking advanced math courses.

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So with our outcomes being racialized, we cannot solve the problem, without having a race conscious solution. Like, I think for a long time you folks wanted to kind of serve the issue of racism and in in math and in many other areas.

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And let's just focus on good instruction, let's just focus on good materials.

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But we cannot be raised blind, because we're in a very racialized society, and very racialized culture and we're all bringing our own biases, to our relationships to our interactions with our students and our families.

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And, and like I said, we, we are all kids living in a culture that has been dominated by white culture, and the.

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It's just a call to be aware of how racism has permeated our, our systems, our biases and how those interact and we cannot change them unless we acknowledge them and I wanted to just point out you.

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I say I'm the Twitter.

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Kind of club for this event that you included the the quote from Dr Abram candy, which is also in strike one.

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The only way to undo racism is to consistently identify and describe it, and then dismantle it, and when to see it written out so clearly like that makes perfect sense.

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And we think about this is the this racism this whole construct of it. And this whole construct of race that was created, is something we need to be willing to challenge and we need to be willing to address.

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We live in a race based society.

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We can look at the color of someone's skin or what we assumed to be the color of their skin.

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And we can make predictions of essentially how that person's life is going to turn out that should not be the case.

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The same thing in our mathematics classrooms. If you give me a list of all the students in your school, give me their racial identity, or ethnicity identity.

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You give me a social economic status, without knowing the anything else about the students.

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I can tell you how your students are going to perform.

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We should not be able to do that.

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We, it should be a smorgasbord of students across the board and how they're performing and doing amazing things but we have to acknowledge first we have to acknowledge, we have an unjust system, we have a system that was not created for every student,

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and then some are going to push back on us right to say whoa whoa whoa this is an equitable educational system. Just think back in your minds.

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When was this version of the educational system created, who was able to go to school it was mainly created, initially, and this version I say this version because this is populations that the educational system that was awesome before, but this version

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we think about the Boston Latin School was created for white males.

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And then it was created, essentially, for these factory jobs, that's what our system is based upon, and we never thought to.

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Today, we're doing a lot of the same practices for when it was initially created but now our student population has shifted. We have some, the one of the most diverse student body populations in the history of the United States in our classrooms, but

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we had the same system. We're trying to take them through. And as you stated isn't no longer, we can't just be good. We can't just teach good math or I'm going to do the same thing.

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It has not worked folks. It is not, I wish out everyone wishes it worked, but I wish a lot of things right so I don't know about you, when you blow out candles on the cake every year you wish something that doesn't mean it's going to happen.

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So it's going to take some intentionality and some actions among us to dismantle this name, and some hear the birds manner Rachel I'm gonna give this with it.

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Here dismantle whoa whoa time out Paul's you gotta tear it down.

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You could do one or two things.

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You could just smell it.

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You can disrupt it, but I think we need to agree it's not working, you have to do something about, and is not saying this mountain destroy it and do nothing.

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Let's reimagine it.

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This is the perfect time when we're dealing with in our lifetime something none of us have ever dealt with and I know all of us wish we never deal with this.

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Again, we have opportunities to be bold and make changes going for think about why the toolkit was created with which Rachel said at the beginning, it was out of a need for change.

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Perfect time and doing a pandemic to really rethink what is education. And I'm challenging our audience, as we're rethinking engaging within the toolkit during this dismantling this reimaging and thinking about these students who academically need different

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things happening in the classroom.

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We use this moment to change it, or we're going to use this moment when we go back in August, and literally keep doing the same old, same old. At what point do we, Rachel just say, the two, we have to.

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That's why we're talking about today you have a tool. We can't say we don't have a tool, but we can look in the mirror at the end this everyone is assigned say what am I doing, what am I doing, as we think about what am I doing, and we think about the

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student populations because a lot of folks believe Rachel.

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You know, we're focused on black students you're focused on lab x students you're focused on students who are multilingual.

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So that must mean in this tool kit is going to teach us how to dumb it down. I really want to jump into that question we're going to get to q amp a so make sure you're posing your questions q amp a but a lot of times I hear the assumptions made, if we

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create this echo environment. We were not teaching math anymore. Or we gotta teach it for those kids, all we have to lower our standards. So, jump, jump into jump into that a little bit Rachel's we get prime the pump for this q amp a but all we are is

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this, are we talking about lowering standards or changing it totally for. I'm putting quotation those keys, I don't think we are but I want to know. Yeah, yeah.

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No, thanks for raising that question. Not at all, is the short answer. And, you know, I was slurred to hear that anyone could come away from this tool kit with that impression.

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It On the contrary, like we had three kind of foundational principles and three foundational documents that we use, and like, number one, was that access to high quality grade level instruction and high quality materials is should be universal, that that

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it this is starting with everybody having access to the grade level standards that you know in California we have our standards every state has their standards.

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The service our best non negotiable. What this toolkit is designed to do is to, to ensure that that access is meaningful but it. It's a tool to help teachers, ensure that there's access to those standards, because we know that we could say yes everyone

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should have access as standards all kids, you know, but that's not currently happening. Our students are not having access to the level of instruction the quality of instruction, the content of instruction that they deserve that they have the right to.

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And so this is a tool that's designed to support teachers to to do the have the scaffolding, to think about their, their lesson planning to think about their own

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assumptions about what's the right way to to interact with students and to really challenge those. So it's a tool to help teachers to help as students have access to those high standards,

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help teachers help hll all students. Yeah we.

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One of the pieces that you mentioned earlier, I want to go back to you talked about culture. And as you read this drives.

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And there's until everyone read through this dress, it talks about bringing students culture into the mathematics environment, imagine something for a minute you all.

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I know we have a lot of dog lovers on your way to raise your hand smile and maybe like dogs. A lot of folks.

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So think about a couple folks like I can't stand dogs, nothing against those folks. But if every day. I taught mathematics, only talking about dogs, every single day, every book was a dog pitch is great for simple so like this is IC Laura's raising 11

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11 dog. I love, I love it. We're talking about dogs, every single day but for kids that do not like dogs that can associate with dogs, your everyday, they're like, I don't see myself in this, like, I know someone gets it.

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So I have to do one or two things.

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I got to assimilate and become a dog lover.

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Or I can just step away and like math is not for me.

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So, now, bring that into the terms of culture, as we bring that into the classroom, think about which students cultures, get brought into the classroom which times when we're engaging with our students, and you allow you see students do something totally

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different, like yeah back home this how we did it.

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It changes and experience when I let everyone engage and through a cultural lens. That is huge because understanding that fast I love to study history of math.

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And when you study the history of math you realize, every single culture in the world, played a part in building mathematics education, played a part in building, what we call mathematics.

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And if every culture contributed to it is our job now to continue that and unlock it and cultivated with our students, as opposed to send it off and said no, Rachel.

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This is the line that we draw with Matt, this is Matt This is that narrow little box, and we put math in the box, I think we miss out on the beauty of what mathematics is before we get to question and answer we're going to drop in some questions Vicki's

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going to come in from student achievement partners and ask us some questions I want to ask you this question.

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I was going to save it for the very end, but I want to, I want to pose it now because I really want folks to hear this.

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This tool kit, we scrape, like, only thing we scratched the surface, I think we literally read the cover page in our discussion. And we're going to do a couple questions.

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I just want to know, because I'm excited I can't even wait to the end, what is next for this tool kit, what, what should we be looking forward to. I gave you some ideas right before we jumped on air about what I would like I have my wish list so let me

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know if I need to email you my wish list, but what is next for the toolkit.

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Yeah, because I have my wish list too but.

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Yeah, because I have my wish list too but, um, so when, you know, our grant project and our funding you know it was really to develop the the resource and, and then we we kind of sand are dissemination strategy in a way that like we wanted to like science,

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as many seeds as we could, you know, on fertile ground and like bring the toolkit to folks as many as we could, in our short, you know period of time that we had.

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And most importantly, to team up with communities of practice networks organizations that already convene teachers and do professional development and support districts.

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And so in California we have like a statewide math community of practice, and they have really embraced the toolkit and they're focusing on it, all year like digging deep into each of the strides and that's great because these are the folks that are are

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are supporting districts and doing professional development for teachers in the field. And it's also a super like equitable model that it's there's representation, all throughout our state in on this on this community of practice so that's like a key

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that we are hoping that this will continue to grow and and and that people will take it and adapted and and use it in a way that is meaningful to them to push their conversations forward. We also know that many of our partners so we have about like 30,

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plus dissemination partners in California that are taking pieces of the toolkit and integrating it with they some of them run communities of practice with district leaders.

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Some of them do professional development you know targeting English language development teachers and so you know everyone kind of has their, their niche and their, their communities that they're adapting the toolkit for.

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So beyond this kind of initial dissemination that we're putting out in the world. We would love to grow the toolkit so right now it has examples for Premier League Middle School.

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So I mentioned grade six to eight.

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And, and I think just want to plug, someone I think I saw on the chat, a question about like alignment with standards and so well strike one is really about like this.

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Examining the white supremacy culture and mathematics. The other strides really go in to more depth that they'll take one of those practices like discourse in the classroom, and then they show they show a whole like approach to planning lessons,

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and there's some examples that align the math content standards the Standards for Mathematical Practice, oftentimes there's also in some of the other strides there's alignment with California English language development standards, and social, emotional

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development as well. So, so yes on the line with standards but I'm getting off track here. So, what we would really like to do is to build up this toolkit, so that it includes examples from like pre K, all the way through college.

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And we've we've shared the token the college professors to and they're really excited and.

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and how they, you know, talk and get excited about it like this world of math is being very open, kind of CO constructed subject, but then when we teach it, we kind of like narrow it again.

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And so I think it'll, it could be a very interesting tool to think about how we can bring some of the hell mathematicians themselves. Think about math and bring that into a more math classroom.

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So, expanding the took it, k 12 and then we would also have to do the same for science that this is all pending some funding proposals that we're working on.

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I love my science folks, a lot of the containers, I invited. We just want to know what is happening, Matt, we're going to drive this couple things couple things you, a lot of folks in the chat, because it says six eight.

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A lot of folks get turned off with the great band.

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I've looked at this toolkit top to bottom, it can be used across bands, and over everyone's waiting on the high school everyone's waiting on elementary version.

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This still works. Some get with the elementary like it's talking about racism is my motto, if kids are old enough to experience racism. We're old enough to engage them in things that can help create a more equitable society so do not limited because it

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it's since racism or six eight, the structures within this are amazing and also in the tech, you have to stick around to the end. This organization right here has something brand new that we're going to announce tonight.

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At the end, about what student achievement partners is doing next with the toolkit. It is going to be amazing. As all I can say so stick around to the end, you'll add a couple more minutes.

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Announcing something amazing as relates to the two kids. Next up, we do have some questions Rachel, that folks have been send us we're going to get through as many questions as possible.

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And Vicki is jumping in with this.

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And Vicki we're just going to go down the line through them.

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Yeah, so why experience to me, engage people in who aren't yet not acknowledging that these issues are legit my challenges.

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Oh you started with a hard one. I love it.

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I want to talk about it to go look i you know I think I would encourage those folks to, well, if the data are not convincing enough to point to a problem that we have outcomes that are completely a long race lines primarily other lines do but like the

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biggest predictors race. If that's not convincing that it's a problem, but I would encourage them to.

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If they have the trust and the relationships to have some open conversations with students. Students of Color with families of color.

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And if, if they don't have those relationships, then talk to organizations that do have those relationships and hear firsthand how are our students of color.

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Experiencing mathematics do they feel that they belong. Do they feel her. Do they feel that they're being included do they feel that they have agency over their learning.

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And by the way, I think a lot of white students also do not feel like they have a strong math identity or agency and so you know we are focusing on the students, because we know that there has been disparate opportunities and outcomes, but really these

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practices of opening math to be a more inclusive humane subject, it will benefit, lots of students.

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You make a point about our white students. A lot of folks once they see or says black is says Lenexa says once I once I don't have any goals, almost every student deserves as Dr.

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So don't look at this as I don't have blank group, how we making sure students can engage. Regardless, and experience different cultures experience different opportunities because, as you step outside, depending upon where you're at and and when I say

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just outside your door outside into the world. The world is diverse students need to prepare for the world. And we're not preparing them when we were growing up, it was like prepare for, hey, this society they live in the world is flat.

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Now, we have to have that mindset and then piggybacking on Rachel, you start with the data, like Jay Z said it best men lie women lie numbers don't like if you can increase the knowledge, the data, how we're going to have a conversation but then just

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figuring out what people like and just continually, I call it like, like if you're fishing you keep putting out different bait, just to see what they catch on because eventually, I don't.

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Everyone gets impacted by racism at some point. Everyone gets impacted by white supremacy culture. So, what we're trying to do is give you the tools before that happens the same thing would have conversation with folks.

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I always say, I say it anyway. And folks like you said anyway they're not. They don't care, I say it in a way because you can't hear what you've heard, so say it anyway and keep saying it because again going back to this about the students about these

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students.

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Vicky What else do we have one and number two.

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Yes, the questions get the up votes.

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Okay. What steps can teachers take if they believe that the curriculum and books being used in schools are not the centering white supremacy.

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If you know me Let me take a pause on that one.

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I want to say something.

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I get a math educator well a lot of hats and actually like this question.

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You need to start questioning what materials you're using.

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If we, as math educators as teachers don't start putting pressure on adoption committees don't start putting pressure on publishers, why would they feel the need to change for us.

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If I when I spoke at NC tm, a while back I did ignite that was the first thing I call out publishers. I said why we publish your selling things by homogeneous authorship teams, the pictures don't reflect the students, none of the publishing corporations

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are finished while we continue to support these things.

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Publishers, you have to force them to change, and it starts with you all as teachers because if you think about his, his, his business within the business, you got to demand some things, and they don't have what you need, why you continuing to support

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it. They're going to keep giving it to you but if you start saying, Look, I don't see my students represented these problems. I don't want this, if you start saying why aren't your authorship teens more diverse larger boards want your organization's more

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diverse reflect those students, they're going to have to change.

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But if you keep saying all this is what we have, we just have to use it, your curriculum is not going to change.

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So, I'm challenging the community and I work in the publishing world, and I challenge the publisher. Every day I get into good trouble every day because I understand the power of a curriculum.

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I understand that how they can be changed to provide these opportunities. I have I have young kids.

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And I looked through their curriculum materials.

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I'm like Dang, they don't see themselves, all day, all year.

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And the unfortunate part, simply says not even trying.

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So I'm going to onus back on publishers that are listening.

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You need to do better, and you can do better.

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And they don't do better folks. The honest now is all you all, you can't keep letting it go Let it go You can't keep saying when the standards a lie. It's not that hasn't been broken, we have to students have to see themselves in these curriculums, they

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have to feel a part of.

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And that in these authentic ways like authentically embedded within it. And that's why they come back to the circle from earlier.

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Every students have access to the moon.

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And it's not hard to do. If you have, as this tool was created in a short span. It was created by a diverse opposite team publishers ding ding ding this what you gotta do right to your thoughts.

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Yeah, you know, I, I think in the, in the short term, I think they're joining up with other anti racist methods educators and finding like other materials alternative materials and using those, you know, I think this is an area that we actually say that

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there's a huge need, I mean there's the quality is not there in the longer term.

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You know, I think, figuring out like those those issues about demand I creating that demand.

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One example in California right now we're revising our math framework. And we know that after this framework is adopted and we have, there's gonna be a chapter that's instructional materials, guidance for publishers about instructional materials.

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And then after that then there's going to be this whole curriculum adoption process in California.

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So, that instructional materials chapter in the framework is so important, because that is what will guide, a lot of that development and. And so we have been pulling together all kinds of different organizations and advocacy organizations and parent

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organizations and English language development experts to provide input on the, the whole framework that we're really focused on an instructional materials chapter, and actually tomorrow we have a meeting with a publisher who has been kind of following

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our advocacy.

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But I think finding those opportunities, even though they're like, really long term. Those are like Hi, what I hope will be like a high leverage high return type of investment in our time.

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Last question.

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This is a quick one I needed the 32nd one because everyone's waiting on this announcement, that's going to be life changing.

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What are some of the reasons you chose to use the term strategy, I honestly thought, thinking about track, I was like, she was Britain toward doing better.

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I totally don't think that's the answer but I just thought that'd be cool we strive to do better. But why did we choose that. Why was it serves drives us as we wrap up today.

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Yeah, that's a good question, you know we we had like our internal project team and we had that we had this meeting and we're like okay so what should we call them we're working with our designers, the folks that really helped make it look very beautiful,

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and they helped us with some of the language choices as well. And at first we were like, is it steps are like no because it's not like a. This isn't like a recipe, you know this is it, we kind of got on this, this concept of the multiple on ramps that

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knowing that teachers, educators like we're all on a journey, and we're all in different places, and there can be different on ramps. So it wasn't it's not a linear progression.

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But that each of the tools, kind of moves you further along in your journey and so it is kind of like the stride that you're on.

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So not too far off Chris Yeah,

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everybody will have that visualization and taking stock. Now, give it up for Rachel in the chat, I want to thank you for hanging out with this a cup of coffee and conversation in the leisure, talking with you about the tool kit.

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I hope everyone goes through math, or I want you all to overload the server so it's like so many people going, we have to just keep getting larger surface space but we promised an announcement Vicky.

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What about this announcement. This is exciting Vicki, I'm going to the website now why you tell us about this, I'm going to the website go pick.

00:56:45.000 --> 00:56:57.000

Well thank you, Rachel so much for joining us and fish for moderating and really enjoy the conversation. And for everyone who participated. If you'd like to continue engaging with us.

00:56:57.000 --> 00:57:08.000

Join us for part two of a conversation, copying conversations on April 14, where we'll dive into the classroom applications for for the toolkit.

00:57:08.000 --> 00:57:20.000

And we'll also be hosting a five part seminar series for those of you who can commit some more time to dive deeper into each of the strides.

00:57:20.000 --> 00:57:27.000

And also, the summer will be offering asynchronous course on the court.

00:57:27.000 --> 00:57:45.000

You've been assigned a fast for this five part series, go to coreadvocates.com. It is going to max out quickly. You all are here tonight, I will go to the website right now, like right now, and sign up for it.

00:57:45.000 --> 00:57:55.000

That's amazing. I'm so excited to hear about this ongoing opportunities and I really appreciate being invited to come have this conversation with you all today and thank you all for hanging out on a.

00:57:55.000 --> 00:57:57.000

What is it a Wednesday night.

00:57:57.000 --> 00:58:04.000

And so it was a pleasure.

00:58:04.000 --> 00:58:09.000

Thank you everyone.

00:58:09.000 --> 00:58:39.000

You all keep doing amazing work that you're doing thank you for hanging out coffee and conversations, I was your host up to Christmas a child, we see you next time for the next coffee and conversations.