

EP23\_FINAL (cut intro)

## **EP23\_FINAL (cut intro)**

**edhelp@queensu.ca**

**scribie**

Audio Transcription, Perfected

<https://scribie.com/files/733cbf7978fb4402bc373d4ac3e0c930fb8aa4e0>

[music]

**0:00:18.9 Chris Carlton:** Hi there. Thanks for joining us. And welcome to another episode of Popular Pedagogy where we try to bring big ideas in teaching and education to life. I'm your host, Chris Carlton, and this podcast is being brought to you by the Faculty of Education at Queen's University. Black History Month is a time to celebrate Canada's rich cultural history and the amazing contributions by Black Canadians and their communities in shaping our country into the diverse, prosperous, and compassionate country it is. In this podcast we will be speaking with an innovative and passionate educator who's getting her students and school excited and aware of this important celebration. We will discuss why she feels it is so important and how every teacher can find the resources and tools to highlight and dig deeper into Black History Month for their own students and classrooms.

[music]

**0:01:19.0 CC:** I'd like to introduce our guest to our podcast today, and that is Rosalie Griffith. Welcome Rosalie.

**0:01:25.0 Rosalie Griffith:** It is a pleasure to be with you.

**0:01:27.7 CC:** Now, just to give our listeners a quick overview of your career and work so far, you've been with the Toronto District School Board, the largest and most diverse school board in the country for the last 20 plus years since leaving your second home here at Queen's University. Right?

**0:01:44.7 RG:** Yes, that's correct.

**0:01:46.9 CC:** And you're currently the Principal at Newtonbrook Secondary School in North York with the Toronto District School Board, but you've also worked previously within suburban and urban settings, such as Jane and Finch in Toronto and the First Nation communities as well.

**0:02:00.8 RG:** Yes.

**0:02:02.3 CC:** That's awesome. Now, if that wasn't enough, Rosalie, you additionally had the privilege to serve as an executive member of the African Heritage Educators' Network, a consulting body for the Toronto District School Board and the Ontario Alliance of Black School Educators, a provincial organization supporting students of African heritage. So you know that on our next podcast, when we talk about the pursuit of work-life balance for educators, you are gonna be on it.

**0:02:32.0 RG:** I will be there to learn and listen.

[laughter]

**0:02:36.3 CC:** And I think that's not uncommon with educators, we are passionate about what we're doing, and that comes forward in the fact that we really sometimes struggle with that balance in life

because we do have that passion for our students, and that's a part of what we do.

**0:02:55.0 RG:** Yes, we talk about our school families and our work families as well as our own family sometimes.

**0:03:01.4 CC:** Yeah, it's so true. It's wonderful though, at the same point.

**0:03:06.9 RG:** It is.

**0:03:07.8 CC:** Now, Rosalie, when I mentioned to some of my colleagues and teacher candidates that you were going to be our guest on the podcast topic, I was overwhelmed with the number of questions that they asked me to include in our discussion today, and there's no way we can include them all. Because we are trying to manage the time of the podcast, you and I have summed up the questions into three overall questions, which are: What is Black history or African Heritage Month all about, and the importance of teaching it? What types of resources are available to teachers to help facilitate this important conversation? Which is one of the, probably, biggest questions I always get asked, and then this... And this one doesn't have to be new teachers, this is teachers that have been teaching for a long time, and it's like how can we as teachers overcome our hesitation to fully embrace this important topic due to discomfort around race discussions?

**0:04:02.3 CC:** And we've seen that over and over with so many different things. So I wanna jump right into it and discuss what this month is really all about and why it needs to be focused on. And I was going to a couple of different websites that are out there, and I saw that the 2022 theme for Black History Month is February and forever celebrating Black history today and every day. And I think that really resonated with me because, yes, it's great to think about February being Black History Month, but why aren't we celebrating the diversity and the culture of Canada on a much larger continuum, so all through the years celebrating what Canada is all about.

**0:04:45.9 RG:** And you know what, that's such an important point that you made. And so the Toronto District School because we are so large, we have our own theme often, and part of the theme, and the planning committee for the Board talks about African heritage 365 or Black History 365, because that point of the fact that this can't just be a one-off is so important. We have students in our classroom every day and they're with us 365 school days, not really that number, but they're with us all year, and they need to feel included all year, and they need to be visible to us all year. So African Heritage Month or Black History Month, really is just a reminder to us as all educators to see and honor and recognize and bring in the stories in the histories of students that may be a minority in our school or in our class, they may not even be there.

**0:05:48.8 RG:** And I think sometimes educators say, Well, I don't have any Black students in my class so I don't have to worry about it, but if we're talking about Canada, Canada's story, Canada's history, and we want our students to have a full understanding of that history, then we need to include the stories of all of our students. Just as a parallel, how dare we talk about the expansion of Canada and not talk about those of Asian heritage and what they did, it would be so inappropriate to ignore that story and keep it focused in Eurocentric way which is how our curriculum is currently based. So I appreciate that comment, and I think that's a really great way to start the conversation.

**0:06:33.4 CC:** And I think Rosalie I was on the Toronto District School Board and I use the Toronto District School Board website all the time. I love that it's an open website that we can use, and I saw that in part of their celebrations, they go... They have a list, and I think it starts in October, and it goes to June of all of the different heritage months. So they celebrate several different heritages each month, and so when you talk about the idea of, I might not have a Black student, I might not have an Asian student, it's... We need to talk about the fabric of Canada, Canada was built through all of these multiple cultures that we are studying, and I think it's amazing that the Toronto District School Board has that plan, but my question is, Why doesn't every school board have that plan or why can't we just borrow it? I guess we can borrow it from you but it needs to be initiated beyond just the teachers going and searching for that.

**0:07:30.5 RG:** Agreed.

**0:07:36.1 CC:** I guess my next question would be then resources, because I take a look at... Yes, I'm very excited about teaching about Black History Month, I feel comfortable in the sense that I can because I've been teaching for a while, I can teach it on most subjects, but I wanna find those resources that will help me make sure that it's authentic and make sure that it's current as well, because we all know that our curriculum needs to be updated so that it is current, we're not teaching history that doesn't reflect what it truly is, so where do I find that, or Where do teachers find the resources, things like that?

**0:08:16.9 RG:** So you know what, the one nice thing is, it's much easier than it used to be, the search is not as deep as it once was, but the resources are really out there. I would challenge any educator who said, "Well, I can't do this because I don't have the resources." I would challenge that, because they are fairly readily available now, and it doesn't matter if we're talking about the elementary or the secondary panel, if we're talking about a particular discipline. So when I think about just broad general starting places, if you have nowhere to go, I would think about something like the Ontario Black Historical Society, they have so many resources there, and a lot of the organizations like that, they have things tailored for teachers, an organization like the Ontario Black Historical Society, which will have accurate up-to-date really interesting things that I am still learning about, they want to make sure that this is knowledge that becomes a part of our curriculum, and you know when...

**0:09:29.4 RG:** There's a quote that I love about curriculum, it's quite long, but it's by Nora Allingham, and I always share it with new teachers when I worked with them, and it said "Children learn from what surrounds them, not just what the teacher points them to, so it's the textbooks, the story about the pictures, the seating plan, the group work, the posters, the music, the announcement, the prayers, the readings, the languages spoken in the school, the food in the cafeteria, the visitors to the classrooms, the reception of parents in the office, the race or races of office staff, of the custodial staff, of the administration displays to work," and it goes on, but it finishes off saying, "I would not for a moment suggest that we can control all of this, but we better be aware of it." We can be sure that our students are.

**0:10:19.1 RG:** And you know, as teachers, we learn about that third teacher and that space in the classroom, so to do a disservice to a segment of the Canadian population to wilfully leave out a

story that contributes to the fabric in the narrative of Canada is not something an educator, an Ontario educator can do. Ontario Historical Society was thinking, I'm very proudly from the TDSB, and I'm proud of the fact that not only do we have an open website, but we just had a launch last year of the center of excellence for Black student achievement, and the whole mandate of that center is to support educators in doing this work, that is the entire mandate. Educators, Ontario, ensuring that Black students are supported, and seen and heard, and so that's another wonderful resource. There's a bookstore in Toronto, I was thinking, 'cause I'm a secondary teacher, but I don't wanna forget my dear elementary colleagues.

**0:11:35.9 RG:** And there's a bookstore in Toronto called A Different Booklist, and when I was the Head of English at a very large secondary school, I did all of my purchasing there, and the reason why I bring that one up is because you can call or email or check the website and say, "I'm teaching Grade Three, and I would love to have a few storybooks that I could use during African Heritage Month or Black History Month, and throughout the year," and they'll curate it for you depending on what you need, if it's a theme, if it's a grade. I did that quite often at the secondary level and did quite a large purchasing. My nephew just started kindergarten a couple of years ago, and I think teachers... I say this with love, I think we are all book nerds, and so I made sure that I went to A Different Booklist and I got a couple of the most recent award-winning kindergarten stories.

**0:12:35.0 RG:** And that was my gift to his kindergarten teacher, because we wanna make sure, that we're building collections and building our libraries so that any child that walks in our classroom regardless of their age, their panel, their grade, they can find something that makes them feel that their teacher wants them, sees them, their values, and honors who they are. And we have lots of... Ontario is rich with excellence, and we have a lot of great academics doing amazing work in terms of education and Black students, we have... I know we have Dr. Alana Butler at Queens, George Dei and Ann Lopez and Njoki Wane at UFT. Carl James at York has done quite a bit of work as well. But the professional learning is out there, and I see it, it's there on Twitter, it's there of online, it's there some school board opportunity. So as I said, I would challenge any educator who said they can't access it, it's not about whether it's there, it's about whether or not you have the will to engage in it.

**0:13:49.5 CC:** And I absolutely love what you're saying there Rosalie, and I'm gonna pick on a couple of things there, one from the statement that you made the students learn from what surrounds them, and I absolutely love that because it is everything. The teacher plays a part, but it's everything else around them, and then when you mentioned you want all of your students to be represented somehow in the classroom, and so that is on the onus of the teacher, that's our profession. That's what we're supposed to do. So as you said, we've got all of these amazing resources and with technology today, with professional learning being online and you can do those other things, I like the fact that you say, I challenge you not to be able to find the resources to do this. So we need to have that passion for making sure... And for me, it always comes back to the students to make sure students are represented and feel safe, and realize that you're looking out for the entire community, and the entire community is Canada as well. So, I'm so happy that you mentioned all of those resources and us to get the impetus to go out and find them.

**0:15:05.0 RG:** And if I think about that original question of what is Black history or what is African Heritage Month? What is the importance of it? The mandate of that hasn't changed over, I

guess it would be almost 100 years. If you do the quick Google search, this really goes back to 1926 and Negro History Week, because in the States, they realized that story wasn't being told, and then it was renamed Black History Week, and then in Canada, we adopted it and it became the month and then it became formalized and something that we understood to be valuable, and the first Black female member, probably Jean Augustine got unanimous approval to make February Black History Month in Canada, and then it just went to the Senate in 2008. Now, think about unanimous approval when we're talking about politics, that in itself is an accomplishment, so there is something there, and if you think back to how it started in 1926, we're in 2022, and yet the sad part is we're actually having a similar conversation.

**0:16:23.2 RG:** The reason why it's important that we have African Heritage Month or Black History Month now here in Canada, in Ontario, whether we're in Chatham or Windsor or Ajax or Toronto, is because Black students, and also we can say the same about our Indigenous students, they have been underserved historically, repeatedly underserved, and I certainly hope that every educator coming into the system and also those that are experienced that we see that we can see the effects of that, not just on our children and our students, but we see the effects of that on our schools, we see the effects of that in our society, and I think over the last few years, we've had quite a wake-up call about how serious this is and what this has meant, particularly for those two communities. So we're looking at African Heritage Month, this all started because there was exclusion, it wasn't referenced, it wasn't noted, it wasn't celebrated, there was no awareness, and that's the thing that we're combating and we're still combating it almost 100 years later, and that's why it's important.

**0:17:35.9 RG:** When I look at textbooks like, I grew up, I am a child of Ontario. I was born in Toronto and because of my father's work, I did K-12 in a small Southern Ontario town, Brantford, Ontario. And so I have a very typical story to many Black students, and particularly when I think about our teaching population, our teaching population is predominantly White, and many would be from small towns and K-8, I was the only child that wasn't White at my school and at my high school, it was 1800 and there were 10 of us that were Black. So when I think back to, What did I learn? I had a wonderful schooling experience, I loved school, I was thankfully one of those that were successful in school, I had some amazing teachers, and I think my school experience started off well because I had teachers initially who saw me, my mother tells a story that I wasn't even aware of, but when I was in primary grades, a teacher called my mother and said...

**0:18:49.0 RG:** Basically said, "Your daughter is the only Black child in my class and school, please reach out to me if there's ever any concern," and just the fact that she would make that connection with my mother meant she saw me, I wasn't invisible. So think about how that would have shaped how she engaged and how she set the stage in the environment for me. And so that's why this month is important because without this, the days and the weeks and the months go by, and we have students in our schools who are not seen. We have textbooks that ignore the experiences. I grew up, I learned... I read almost every Shakespeare play, Charles Dickens was my favorite author up until grade 12, I was in the school band, I played Beethoven, played Tchaikovsky.

**0:19:41.1 RG:** I can count in Roman numerals, I can do Greek mythology with the best of them. Those are things that were very overtly explicitly and implicitly taught to me as a student. I had never heard of Viola Desmond growing up as a child, I had never heard of Mary Ann Shadd, who

was the first woman to publish a newspaper in Canada, never heard of Lincoln Alexander, first Black member of parliament. We have a part of our highway now is in that Hamilton area that's named after him. I just saw the recognition for Willie O'Ree broke the color barrier for NHL. He had his first game in 1958, and that blows my mind because I think about the civil rights movement in the '60s in the US, and this is someone who stepped into hockey, which is not known for his diversity.

**0:20:34.7 CC:** Not really.

**0:20:35.8 RG:** In 1958, Rosemary Brown... I didn't learn about any of those, there was never... I never had a teacher... Sorry, I had one Black teacher in my experience, never saw an administrator that looked like me, and you think, "Okay, well, that's a generation ago, that was when I was in elementary school." This is the third school that I am at, a school administrator at, and I've been the first Black administrator in every one. So the experience of our students right now is the experience of students my generation, if I call it that. So if I had no exposure, how are we as educators right now ensuring that students right now are not having that same experience? I think we've come to learn a little bit about Africville in Nova Scotia and the story there many of us, but how many of us know about Priceville in Ontario?

**0:21:32.6 RG:** A community that was founded by Black loyalists and they cleared the land, set up a community and then it was taken from them and Irish and Scottish settlers went in and so if you check, it looks like... And the documentation shows that it was Irish, but they actually came on to land that was already cleared by those of Black heritage. So what does it mean to be Canadian? If these stories are invisible, if these parts of our nation, our province, the leaders, the politicians, the business owners, if all of this is invisible, and if we don't share these stories, then how will things be different for our kids? The only ones I knew were Martin Luther King, Malcolm X and Rosa Parks. We are Ontario educators, we have a better education system, I can freely say, than our friends south of the border, and I'm proud of it. So what are we doing to ensure that our students know our stories.

**0:22:43.9 CC:** 100%. I'm writing notes so furiously right now, but the one thing that you said again, that visibility for all marginalized students and cultures is such an important thing and something that we should as teachers hold dear to our hearts. We're gonna take a quick break right now. We'll be back with Rosalie with more exciting information about Black History Month, so we'll be right back. Thanks so much.

[music]

**0:23:07.2 Speaker 3:** Are you looking for a program that can help you grow as an education professional while you work? Queens has designed SAGE program as a customizable graduate experience. Earn three different credentials, a certificate, diploma and master's within one program. Visit [educ.queensu.ca/sage](http://educ.queensu.ca/sage) to find out more about how SAGE can work for you.

**0:23:35.5 CC:** So Rosalie, the next question to me is the biggest one, and that was asked in so many different ways and by so many different people, and I know the importance of Black History Month, and I know where now to look for the valuable resources to support the students so there's

no excuses for me anymore.

**0:23:53.3 RG:** No excuses.

**0:23:54.6 CC:** But how do I overcome my hesitation to fully embrace this important topic due to the discomfort level around race discussions? I've been teaching for 17 years, and I pride myself on being able to confidently teach the curriculum and current topics with very little hesitation, but I still get apprehensive and nervous when speaking about race issues and topics because I'm really concerned about saying something wrong or inappropriate due to my limited scope of understanding and experience. This has been asked by experienced teachers and all of our brand new teacher candidates, what can kid teachers do to help overcome this common feeling of apprehension? And that apprehension leads often to inaction, and we just grab the book from the library and we just watch a video, and we need to stop doing that. So give us those golden tickets Rosalie that we need here.

**0:24:51.4 RG:** I don't know if I have golden tickets, but you know what, I wanna say, first of all, that I so appreciate that question. I think it's such an honest authentic question, and I wanna say thank you to everyone whose thought it or who proposed it to you, because I think a lot of people feel that way, and I have no problem saying I think that's very Canadian. Canadians like to pride themselves on being polite and being kind and not being confrontational, and I appreciate those attributes. However, as educators, we have a responsibility to ensure that we are changing culture and society and making safe, welcoming inclusive spaces for schools. We don't have it now, so we do have to push past our comfort zone because it's less about us as teachers, it's less about us and our needs, and more about the needs of our students. And our students, whether they be Black or not, need to know the story and the contributions of Blacks to this country and to our society. So I do appreciate the question.

**0:26:10.1 RG:** And I think for us, teachers are lifelong learners, that is who we are. If you have stopped learning, then it's time to go. And I used to say to new teachers, lifelong learning is not simply something you put on a resume, it is an actual thing, and a way to be. And we talked earlier about accessing professional learning independently or taking advantage of what our school boards are offering or other school boards are offering, but I do come back to the fact that doing nothing is not safe and not serving all of our children. So the question is, do we care enough to take care of all of our children? One of the things that I find is really helpful, and I would recommend this, and I have recommend this in terms of this question in the past, is to have a critical friend. Everybody needs a critical friend, that one that you can call and say, "Okay, I'm thinking of doing this, or, I wanna do that. And what do you think?" Someone that you know will be honest with you, who can give you some good feedback.

**0:27:15.1 RG:** I am a critical friend to lots of people, and I need critical friends and to any of your listeners, they're welcome to reach out to me to be a critical friend, as long as I don't get 200 messages at the same time, I can... I'm more than happy to support and help. So having a critical friend is really important, that might be someone in your school, it might not be someone in your school, but someone that you can have those probing questions and get a second pair of eyes on. One caution I would give, that's one do. One thing not to do that I've seen teachers do is, please do not put that burden on the one Black child in your class. I have seen very well-meaning sweet



teachers do that. I was at a school one time and they were using a text that was very problematic because it was very offensive to Black students, and it was something that wasn't being used very much, *To Kill a Mockingbird*.

**0:28:19.6 RG:** It's a text that we have moved away from because it has language and content that can be harmful, and so I went into a school as a new administrator and I saw that they were using the book, and I am not that person that thou shall not. We ask questions. So I said, "I noticed you're using that book, why are you using that book? Given that there's been a lot of conversation and some communities find it very hurtful," and I remember that very sweet, wonderful teacher saying to me, "Don't worry, I asked the one Black girl in my class if it was okay." And in that moment, I cannot tell you the layers and multiple horrors I felt because it was a problem in so many different ways that that burden was put on to students. And I've heard many students stories over the years of being in a business class and they're talking about white collar crime, and a teacher asking the Black student, what do you think about the fact it's called the white collar crime.

**0:29:27.5 RG:** It's not that you don't want their voice, but you wanna create a space where they volunteer their voice, but to put it on them or to center them out can sometimes do more damage than good. So critical friend, yes. Don't center students out. I think a lot of this too is about... It's about our lens. All of the research has always consistently shown that the greatest impact on a student in their life is the teacher. It's not the principal, it's not the vice principal, it's not the support staff, it is the teacher, so we have to build our comfort level by building our professional learning, it really is connected to what we talked about earlier. If you don't know, it's hard to go into a situation and speak to something, you're going to feel more nervous, you're going to feel more uncomfortable. It is the onus on us as educators to educate ourselves so that we can engage in conversation. We don't have to have all the answers, we never will, but we have to take the responsibility for learning about issues relevant to our students, so that we can start the conversation.

**0:30:49.6 RG:** Let our kids share their stories and share their experiences. One of the things that teachers, that we do have a mandate to do, and I say this as a former English teacher as well is critical thinking, we have an express mandate in the curriculum even to teach our students to be critical thinkers and critical readers and critical viewers. Building critical consciousness is actually doing some of this work. So I'll give you an example. I had the pleasure to pilot... We did an afro-centric curriculum for grade nine English at one of my schools, and I had the pleasure to be the teacher piloting that, and a big part of that work was developing the critical lens of my students, so at the time... And this is a few years back, there was a big riot in the States, Ferguson, and there were... Buildings were burned and cars overturned and there were stand-offs, and I brought that content in and we looked at it and we looked at it, what's causing this?

**0:32:02.4 RG:** I brought in Langston Hughes poem, *A Raisin In The Sun*, and it talks about, does it explode? We connected it to other articles and reading that we were doing because our kids are living these lives and they want to have a place to have conversation, and we don't have to have all of the answers. We have to have the space, we have to teach them to look at, well, what is causing this? What are the issues, what are the... What do we know about the history? What do we know about what's happening now? What are the disparities? What are the inequities? Who is speaking in the media? Who's not speaking? How are people being portrayed? That in itself is the work and

that... Think about a Black student having the ability to engage in these things that they're watching, that they're experiencing. Because as an adult, when I watch these things, I experience them, I feel them.

**0:33:05.1 RG:** And to have a teacher say, "You know what, let's look at this. What's the cause of this? And that could be brought into a math classroom and looking at data that could be brought into an English classroom and connecting with media is one of the strands of that curriculum. There's lots of entry points if we have the will to do it. And what about the students who aren't Black? What about them when we're building critical consciousness, when they're watching these things? This is how we break down stereotypes and tropes and things that are causing harm, so African Heritage Month, or Black History month, really is an entry point. It is a reminder to us in schools to think about our Black students because we haven't been thinking about them.

**0:33:54.2 CC:** There's so much information in there. And thank you so much for that Rosalie. I go back and I talk to my own TCs about critical thinking and critical consciousness and that cross-curricular applications, so that we can show them how relevant all of our subjects are by bringing in topical topics and themes like that. Not themes, sorry but the idea of concentrating on our culture. I really love the part about the lifelong learning, that is part of our profession. We need to live by that rule, and the responsibility for change, the responsibility for inclusion, and I've said before in my class, we need to be as teachers, we need to be that change that is needed. So it is up to us to make that difference, it is up to us to make sure every child is represented in our classroom, and not just the...

**0:34:47.1 CC:** As you said, not just the ones in our classroom, but look at our heritage, you look at the fabric of Canada, and making sure everybody could come and visit our class and feel represented in our classroom. So much information in there. Thank you so much, Rosalie. I am gonna ask you one last question, and this is going to be a one-sentence... You're the language teacher. So a one-sentence answer. Okay? And it's one I always ask, it's, what advice would you give to teachers wanting to start incorporating Black History Month information into their classroom? Just one biggest tip, I have five in front of me that I could actually quote right now from you, but if you just had to pick one, what is it that... What do we need to start with?

**0:35:32.7 RG:** Okay, so I am an English teacher and that means I'm gonna use semi-colons in my one sentence. [laughter] I would say to remember, if we are not teaching Ontario Black history culture stories, then how will they learn it? That's not really gonna give me semi-colon so I'm gonna cheat a little bit. I think I wanna just reinforce what you said about remembering the power we have as teachers, we have the power to change society, and if I can leave one last point, if that... This might be the one that you were looking for, hopefully. I think what do we see when we look at Black students, because if we see future leaders of the country, or future doctors, or future lawyers or future teachers, then we're gonna engage in them very differently than how students are seen, and if I can share a quote to finish off from a student.

**0:36:34.0 CC:** Please do.

**0:36:36.1 RG:** This was a quote that The TDSB director shared at a meeting and I made note of it because it hurt my heart. A Black girl said to our director, "I refuse to be what my teacher sees

when she looks at me." So what do we see when we look at students and is this student ever going to be speaking about us based on how we run our classroom and how inclusive of all stories it is?

**0:37:04.7 CC:** Wow, what an amazing way to end our podcast, Rosalie. Thank you so much for taking the time. You can just feel your passion for promoting and celebrating diversity, and this conversation needs to continue in every single classroom, in every single staff room. And honestly, I teach teacher candidates and we've got 200 and somewhat teacher candidates, and I'm actually very excited about them going out into the profession, not because I discount mature students like our mature teachers like myself, but because they have that passion and that burning desire to make a difference and to be the change.

**0:37:45.5 RG:** I'm welcoming them, and I'm excited about them too, we need them, and I'm so happy to have them join us.

**0:37:51.5 CC:** Well, thank you so much, Rosalie. I really appreciate it, and we look forward to speaking to you again on our podcast. Thank you so much.

**0:37:58.8 RG:** Absolutely, thank you so much for having me.

[music]

**0:38:02.0 CC:** That does it for another episode of Popular Podagogy. Again, thank you to our amazing guest Rosalie Griffith, and to all the teachers that sent in questions for our podcast this month. Josh, where can our listeners have subscribe to make sure they don't miss any of our Popular Podagogy podcasts?

**0:38:20.0 Josh:** Yeah, Chris, if you like what you hear, please be sure to subscribe to us on Apple Podcasts, Google Podcasts, Spotify, the CFRC website, the faculty of education website, and pretty much any place you get your podcasts.

**0:38:32.8 CC:** So there's no excuse that people can't be listening to this, right?

**0:38:36.4 Josh:** Correct.

**0:38:37.3 CC:** And are we still giving away university swag to our listeners?

**0:38:40.8 Josh:** You bet we are. Yeah, so again, with the first 10 listeners that email me to suggest a topic for one of our future Popular Podagogy podcast will receive some university swag, they can email us at [popular.podagogy@queensu.ca](mailto:popular.podagogy@queensu.ca) with a suggested topic.

**0:38:58.5 CC:** Awesome, I love getting email from our listeners, and we do take a look at the suggestions for the topic, so we want those emails to come in, please do that. And some free stuff from Queens. You gotta love that. Well, that is it for myself, Chris Carlton, our producer Josh Vine, and Aaron and Becca who round off the rest of this amazing podcast team, stay healthy, stay safe and stay connected. And we'll see you next time for another episode of Popular Podagogy.

**Thank you for choosing Scribie.com**

Cross-check this transcript against the audio quickly and efficiently using our online Integrated Editor. Please visit the following link and click the Check & Download button to start.

<https://scribie.com/files/733cbf7978fb4402bc373d4ac3e0c930fb8aa4e0>