

## Brion-Meisels Clip 8 Transcript

GRETCHEN BRION-MEISELS: OK. Five, four, three, two, one. So I didn't listen in because I was in a conversation which was really great and helpful for me personally. I didn't push you to have to get to the part where you decided what to share out, but I just want to see if there are a few folks, maybe one from each group or one from each question who would be willing to share something that they thought about.

So it can be an insight that came up in your group that you think is worth sharing for others. And if there are notes, I didn't ask you to take notes, but I'm happy to type up notes if people have them to share across groups. So the group that was thinking about balancing bridges and boundaries in order to positively impact both adults and youth-- any insights that came up from your group that you would want to share? Considerations?

AUDIENCE: We talked a lot about vulnerability in this and we were talking about ways in which we as teachers have been vulnerable in our classrooms, and then we were talking about how that relates to bigger systems, thinking about what it takes to create a space where students can be vulnerable and where we can be vulnerable.

And then we were thinking about some of the systemic issues that might need to be addressed in order to make that easier across the board about how when teacher retention is low, it's really hard to develop trust with students because you don't have a professional learning community to support a teacher who is doing work like this. And so then it's harder to make that happen.

GRETCHEN BRION-MEISELS: Awesome. The group that was thinking about how we prioritize relationships with youth within-- oh, no. Sorry. We went this way, right? How we balance the benefits of relationships with the urgency of the work. That was my

group. Anyone want to share an insight? Heather drew a picture that's life-changing. I'm not going to lie.

AUDIENCE: So it's hard because you can't see it, but it's a two by two matrix. So imagine a two by two matrix. And on one axis is the relationships piece and on the other axis is the urgency. So you could imagine four situations-- low relationship, low commitment to relationships, low urgency, high commitment to relationships, low urgency, and so on. You can figure out what those combinations are.

And that each of those quadrants actually fills like some sort of purpose that you could imagine meaningful things happening in each of those quadrants depending on what you hope to get out of the given interaction or work and what you need in that moment. So one that we were talking about was like low urgency, high relationships. That would really focus on safety and care, whereas high urgency is something that's really urgent but you aren't totally focused on building relationships. That could be a space where you're really focused on efficiency.