

97. Julia Reade Writing Remix

[00:00:00] **Dan Dissinger:** Hi everyone. Welcome to another episode of Writing Remix. I'm Dan Dinger, and today I'm here with a really great guest, Julia Reade

[00:00:08] **Dan Dissinger:** julia, thank you so much for being here.

[00:00:10] **Julia Reade:** Oh, you bet. Thanks

[00:00:11] **Dan Dissinger:** for having me. Oh, I'm looking forward to it. When you emailed me, there was so much in that email that I was like, oh my God, 45 minutes. This isn't enough. But I'm hoping we get to a lot of what you, um, you email me about. But why don't you, uh, let the audience know a little bit about yourself and then we'll just dive right in.

[00:00:29] **Dan Dissinger:** Yeah, sounds

[00:00:29] **Julia Reade:** good. So I'm a public school teacher in Seattle at Nova High School. It's an alternative public school, a part of the Seattle Public School System in Seattle Central District. So very much kind of center of the city. And we serve a disproportionate number of LGBTQ youth and spec, specifically trans.

[00:00:55] **Julia Reade:** Um, and we are, uh, an alternative learning [00:01:00] environment. So we don't do grades. We don't, we're not in like the same system as far as attendance reporting and grade reporting. And we're able to ha we have more freedom with what we do and teach. So we've pretty robustly for years now, adopted, well now is called the aneth Ethnic Studies curriculum, but even before, Called ethnic studies uh, formally in K-12, uh, we had been implementing those pedagogies and practices into the classrooms.

[00:01:29] **Julia Reade:** So yeah, we have it. The school has a racial and gender equity lens in, into all of it. All it does. So, uh, At Nova, I'm a special education teacher in the, uh, what's the district's known as the district's access program? Uh, primarily, uh, it's, we serve, um, autistic youth. Um, and it's an inclusion program, so I'm out supporting. I also teach, um, uh, social emotional learning.

[00:01:56] **Julia Reade:** Uh, I'm endorsed in health and. Health and, [00:02:00] uh, PE and fitness. So I teach some PE classes, um, and then I co-teach some eco humanities classes with our science teacher. And then next year really

looking forward to teaching, a class with our Spanish teacher. Um, So we'll be able to serve third year native Spanish speakers in the classroom as well as, uh, special ed, and of course some, um, an ELA curriculum.

[00:02:23] **Julia Reade:** So, uh, I'm also a, a doctoral student, um, in, uh, Murray State, Kentucky, which is quite, quite a difference, um, between like my experiences in Seattle and then, uh, hearing people's experiences in Kentucky, uh, other, other K-12 educators. Secondary educators, uh, their experiences in Kentucky and in the southern states, Mississippi.

[00:02:47] **Julia Reade:** We have a teacher from Mississippi. Um, and so I'm working on getting my ma in literature. Something I knew I always wanted to go back and do like a, just for fun degree, , I know, which sounds super
[00:03:00] privileged, but, um, uh, And, and it is, I mean, I'm super, I'm very grateful to be able to have the opportunity and then also working towards my doctor of arts in English pedagogy, so Mm.

[00:03:11] **Julia Reade:** Wow. And getting a few, uh, um, grad certificates on the side. So

[00:03:17] **Dan Dissinger:** it's, that is so much, and I'm, I, I'm, I'm really blown away by how much that is going on just in your school alone and kind of the foundation of like, how it's serves its students and very specific, you know, and in specific student populations.

[00:03:39] **Dan Dissinger:** You know, it's interesting because, you know, at u usc, um, where I teach, , there's always this conversation of trying to go like, how do we, how do we serve the student population, like specific, marginalized communities in the population? And what's interesting is how much a university can learn from a high school or a school [00:04:00] that's not in quote unquote higher ed.

[00:04:02] **Dan Dissinger:** Right. And I put quotes around that because it's like this idea of like, Division between these spaces. Sorry, because you just presented at Northeastern m l a and you presented at another conference and you email me saying like, this idea, like there's so much that we can learn from each other. What do you, what was your experience at the, at Northeastern m l a or your last conference in being in a room with these higher ed, you know, academics or you know, these people that like.

[00:04:33] **Dan Dissinger:** I don't know in these spaces that we feel like there's a division between these two spaces.

[00:04:37] **Julia Reade:** Yeah. So it's something I've been thinking a a lot about, um, especially after returning af well, during, and then after returning from, um, from mla, from the MLA conference. Um, I don't, I don't, I don't understand the division, which, uh, I, I didn't know.

[00:04:55] **Julia Reade:** So divided until I went back to school. You know, [00:05:00] uh, I started last summer. I started back in taking classes. But again, not until I, I, I started, um, applying for conferences, um, and an attending one. I didn't, I didn't realize how divided it was, how disconnected, like once, once a student leaves high school or once high school's.

[00:05:22] **Julia Reade:** Then they move on to, to, uh, secondary, a secondary program or no, post-secondary program. Excuse me. And, it's different. Like it's, it's, there's no very little transition. And then that also then is reflected in, in what I see in, in, um, in educators, right? Mm-hmm. , so, so, There isn't this recognition of this transition, like they've, they've come from high school.

[00:05:49] **Julia Reade:** This is what we, they do in high s, what they do in high school, and this is what we do in university. Mm-hmm. . And, and so what I, I learned when I was. [00:06:00] At nem A is that there's this, it's kind of a mixed bag now, which I, I'm really, really, really happy to see that it's not just sort of the stand and deliver in higher education.

[00:06:09] **Julia Reade:** Mm-hmm. Um, like solely stand and deliver. Um, well, not solely, cuz of course there's always gonna be, you know, people who aren't just like, stand and deliver, um mm-hmm. like the lecture style. And students just take notes and then they crank out, crank out an essay in their little blue book or whatever it, it be, maybe that's, maybe that's like super old school and now everyone's like on computers.

[00:06:29] **Julia Reade:** Oh, no, ,

[00:06:31] **Dan Dissinger:** I, it definitely still exists a hundred percent. Like it definitely does still exist

[00:06:36] **Julia Reade:** because it's definitely my experience, you know, as of course in college and then, So I got, I was thinking, I'm like, but why? Well, okay. One of the reasons why I get it, especially in those, you know, 100 level courses at the bigger institutions, when you have hundreds of students in a lecture hall mm-hmm.

[00:06:54] **Julia Reade:** um, that the days when they're all together le there's the lecture. You, it's more difficult to, [00:07:00] to say, do like more of a workshop style course, for example. But, um, I, yeah, I just, I. . And so I guess in that way then I, I don't understand why there aren't more conversations happening about, um, why there is this delineation between, okay, this is, this is secondary pedagogy and praxis and this is, you know, post-secondary, um, pedagogy and praxis.

[00:07:25] **Julia Reade:** Like why can't we talk about those things together? I mean, an 18 year old , you know Yeah. If they're going straight from high school to a university developmentally is, is not that. different, right? Mm-hmm. . Right? Um, and so, and similarly, the way that learners learn, which of course is extremely varied, that doesn't change either.

[00:07:50] **Julia Reade:** It's not like, you know, okay, well once they leave high school, we all learn the same. That's not , that's not the case either, right? No, not at all. Yeah. [00:08:00] So that, that was something that I've been thinking a lot about. Um, how can. more explicitly be having those conversations. Mm-hmm. that straddle. Um, and then a blur.

[00:08:12] **Julia Reade:** That

[00:08:12] **Dan Dissinger:** divide. So when you were there, like, did you ha, were you in conversation with some people? Because like, you know, n Northeast, you know, Neela is a big conference. They have their, you have your panels and then you have like, you know, those, you know, sometimes a networking space, but especially after you present.

[00:08:31] **Dan Dissinger:** sometimes people talk to you after. How was your, um, how was your work received, like after in your presentation?

[00:08:41] **Julia Reade:** So, at NeMLA I presented a project that I'm working on actually, it, it, uh, the manuscript, uh, not the manuscript, excuse me. The, um, the abstract was accepted by a forthcoming, um, Routledge publication.

[00:08:55] **Julia Reade:** So it will be, it will be an ab it will be published next, early next [00:09:00] year. I'm really excited about that. Congratulations. That's amazing. Thank you. Yeah, I'm pretty stoked. So, um, it, uh, it's entitled, uh, um, world Traveling in the Secondary Classroom and World Traveling of course for folks who are. I don't know.

[00:09:17] **Julia Reade:** You're familiar with the enough feminist scholarship? It just, that just, it's just sort of triggers some memories of Lugones and it is, it's, it's, it's Lugones' concept of world traveling. Mm-hmm. Um, and so, uh, I'd read an article that talked about actually, um, we talked about. World traveling, how world traveling could be used in needs to be used, applied as a strategy.

[00:09:44] **Julia Reade:** This getting to know, intentionally getting to know other people. Um, uh, in particular the article was talking about, um, Black women, um, in academia in order to avoid, uh, loving knowing ignorance to this, this tendency of [00:10:00] white feminist. To and scholars, um, to, uh, perpetuate the hierar, the hierarchy of knowledge that privileges, you know, white, often cisgendered, heterosexual male voices mm-hmm.

[00:10:11] **Julia Reade:** Um, and so, uh, posing a disruption, uh, in intentional disruption to to, to that. Um, and, uh, through the process of world traveling. So revisiting Lugones' idea, um, and I, you know, was thinking about, okay, well how do we, how we need to do that? That doesn't just, that doesn't just, uh, there isn't just a need in, again, in, just in academia, right?

[00:10:38] **Julia Reade:** Mm-hmm. like we could be doing, we need to be doing this as secondary educators. Educators as well. Um, and so, uh, thought about, I wrote about how it could be adopted. Mm-hmm. and created some tools and strateg. Um, for how it could be adopted into pedagogy and practice and into classrooms for both teachers and students, administrators, you know, just as a, as a [00:11:00] tool.

[00:11:00] **Julia Reade:** Uh, and was able to share that with, uh, the panel was, um, new approaches in feminist pedagogies. Hmm. Um, and so I was able to share, share it there during, during that panel it was pretty well attended for a, for an early morning, uh, I think it was Saturday or early morning panel. Oh. Wow. Yeah, so that was good.

[00:11:22] **Julia Reade:** Also, I have to say this, I was just, I like got chills. Okay. It got chills at the, at the keynote presenter, the presentation the night before, cuz it was Judith Butler, so me. Oh wow. It was definitely, yeah. And we, I had joined, um, Joined a group chat on the Wa Waba app. Whova app. I can't remember what it's called, but on the, it was the, the, the Queer Meetup

[00:11:46] **Julia Reade:** It was so fun. Oh, wow. And so we all went in super early, staked out our seats, so we were like second row. It was amazing. , um, , um, some peoples couldn't get in. Uh, that was kinda sad. I felt bad for [00:12:00] them. But, um, so in Butler's talk, Referenced Lugones' World

Traveling . I'm like, yeah. Oh wow. Thank you, Butler. So then when I went into my presentation, the panel, the next day, I was able to kind of start off with that, like unintentionally or without my, you know, juth Butler had sort of set it up.

[00:12:22] **Julia Reade:** So it was nice. That was a fun moment, but it was definitely well received. By the panelists and also the folks in the room and the questions that were being asked, uh, from panelists, from the folks in the room. Um, They, again pointed sort of towards this, this blurry line of between, uh, secondary and post-secondary mm-hmm.

[00:12:52] **Julia Reade:** um, education spaces. It didn't, it didn't like the questions that were posed I could answer and they held, uh, [00:13:00] um, they held truth within my learning spaces as well as within the learning spaces that folks from. Various colleges and, um, community colleges were describing as well. So yeah, it was good, um, uh, to have, to have that experience, so

[00:13:17] **Dan Dissinger:** that's great.

[00:13:18] **Dan Dissinger:** Yeah, I, um, I always think that as I teach, I teach like I guess would be considered like the first year composition, like writing, like I teach like first year writing, and then there's a second or third year writing class that we teach as well. And I always. This, and I've tutored a lot of high school students and coached them, uh, you know, through some of their high school assignments when writing and I, and, and teaching as an adjunct in the state system in New York.

[00:13:45] **Dan Dissinger:** I know about like a lot of the kind of like state pressure on like what proficiency looks like, and I always feel like. and I feel for like teachers in high school and everything like [00:14:00] that for how they might be having to teach students how to write certain things or do certain things cuz there's a lot of other pressures that in a private university and depending on also how big the university is.

[00:14:11] **Dan Dissinger:** you can get away with a lot more. So I feel like I, I, you know, there's, and I know a lot of teachers that I've talked to, um, you know, outside of podcasts and stuff like that, that teach in a high school, they, like, there's so many things that they want to do sometimes in the class, and they know that they have to pre prep them for these proficiencies.

[00:14:31] **Dan Dissinger:** Right? Like for, and I feel like in college there's like, we, we do things that also I feel. Peda pedagogically that like can, we can

learn much more from s you know, teachers in high school. Especially when it comes to, you know, even sometimes developing better assignments or developing better schedules or developing, you know, unders, you know, develop, understanding classroom.

[00:14:58] **Dan Dissinger:** You know, uh, [00:15:00] management and stuff like that. There are things that like a lot of professors don't do because we don't get trained, you know, as like that we don't get that teacher training . We just yeah. Write our dissertation and they go, hello, teaching . Right. So, so I'm, I'm, I'm, I'm curious like what you feel like.

[00:15:17] **Dan Dissinger:** A collaboration between the two spaces would look like because, uh, and I know that's a big question, but like, I'm always trying to think about like, what I could have been better, what I could do better at, and I like, and how can I, how would a collaboration between two spaces make me a better instructor and, you know, a better teacher possibly?

[00:15:38] **Julia Reade:** Well, I think it's, um, I think it's necessary and. Long overdue. Um, and I mean, I remember. Granted, I, I was a little older as a college student. Um, well, no, that's not true. So when upon a time I made it to UDub, uh, university of Washington, I was definitely a little on the, a little older, a few years older than [00:16:00] most other undergrads, cuz I took 10 years to get through Seattle Central Community College.

[00:16:05] **Julia Reade:** But, you know, um, , uh, but I even remember then professors, Talking about how students land in their classes, not able to write and like asking, and I mean obviously they can write mm-hmm. But you know what I mean? Mm-hmm. Like not able to write at this caliber that they're expecting, you know, sending them to the writing labs and whatnot and, and always, you know, what are these high school teachers teaching them?

[00:16:34] **Julia Reade:** Well, I've yet asked them, and I mean, I think, and. So interesting too is uws, um, uh, school of Ed, uh, which I went there as well. Mm-hmm. is one of the best in the country, and they could be talking to

[00:16:49] **Dan Dissinger:** each other. . That's right. Yeah. You know,

[00:16:52] **Julia Reade:** so why aren't, why were, why weren't my philosophy professors talking to Yeah.

[00:16:57] **Julia Reade:** You know, asking [00:17:00] high school teachers or prospective high school teachers, Hey, what are you doing? You know? Um

mm-hmm. . Anyway, so those seem. obvious collaborations that I'd like to think are happening more now. But again, I'm not positioned in, in that, in academia in that way. Um, but that could be one way in which they happen, right?

[00:17:22] **Julia Reade:** So they're happening within academia. Um, but, uh, between prospective teachers, teacher educators, and then of course the professors who are not involved in teacher education. But, um, the, the other thinking about. More in terms of than now. I still, well, I'm pretty lucky, I guess. As much as I, as much as I like to, or as much as I complain about say, you know, the bureaucracy of Seattle schools and [00:18:00] Washington State Super, the public and superintendent of public instruction and OS O S P I and whatnot, we have, are starting to slowly move away from.

[00:18:12] **Julia Reade:** Tests being required to graduate tests. You know, those, those standardized assessments being the only measure of, of learning and of success. Um, there are multiple pathways now for students to graduate. Um, one's a career tech ed pathway. Um, of course s a t has continues to count, but folks are moving away from the s a T too.

[00:18:31] **Julia Reade:** I've noticed that, which I'm so grateful for. And the gre and come on with Neil. I wish that

[00:18:39] **Dan Dissinger:** when

[00:18:41] **Julia Reade:** Exactly. So, um, I think then in that way, you know, knowing now that, uh, I, I, I would like to know as, and I'm getting, I'm getting an idea, of course now, back in school, uh, back in, uh, um, university, [00:19:00] what it is that is being expected of students who are going into, um, going to university, to college.

[00:19:10] **Julia Reade:** I mean, not, not all, not all due. And that's, that's, mm-hmm. , totally legit. Um, so I think those conversations need to happen. I think it would be super useful for, um, both high school teachers, although we would never have the time. Or given the money . Um, most, most schools probably wouldn't. Districts it would be difficult to do learning walks, um, that aren't just within buildings or, uh, within the same building or within other high schools that are close by.

[00:19:41] **Julia Reade:** But being able to go onto a college campus and say, go to one of your classes that is teaching, you know, um, a a 100. Writing course and then vice versa, you know, inviting, you know, you into my classroom, for

example, so that you can get a feel for what's going on there. Mm-hmm. , because [00:20:00] my students are, your students are going to be your students.

[00:20:02] **Julia Reade:** Right? Yeah. So, yeah. Yeah.

[00:20:04] **Dan Dissinger:** I think that's such a, like that, that thinking of about that idea of like, your students are my students and vice versa. That because like, we forget that I think like we we, that we believe that these students kind of, I don't know. I don't know, just kind of appear into our classrooms and it's like they didn't have any other teachers besides us.

[00:20:25] **Dan Dissinger:** Like they had a bunch of teachers before us , and they, they just came from a place that like they were teaching them and the, those teachers were doing a job. And I think a lot of the times, academia, you know, especially large universities, like really create a, like a. Egotistical sense of self that like how they do things is better.

[00:20:50] **Dan Dissinger:** The way other pe you know, the way the student was being taught, possibly before being there, because I know a lot of the times, even at U usc, like [00:21:00] students that even transfer students, a lot of the GE credits don't transfer. They like, no US E GEs are. , the GEs that are be the best GEs. So like you took a 100 level course writing course, you didn't take our course.

[00:21:12] **Dan Dissinger:** So all of a sudden like there is like that kind of like feeling that whatever you did before that wasn't good enough. And I feel like that type of thing gets in the way of any sort of. Exchange of ideas, any sort of like, um, collaboration between two spaces that need, like the colleges need high schools and middle schools and elementary schools to cert to be, you know, to be the best that they can be and vice versa in order for the students to be the best student that they can be personally.

[00:21:43] **Dan Dissinger:** So it's really interesting that, that, that type of. Headbutting that the two kind of have, because I've, I've some of the best teachers I know and my colleagues have been, have had se um, K through 12 experience and then moved into the university space. I'm like, wow, you [00:22:00] are just like set up and ready. Like you, you just hit the ground running and they know a lot of more things than I knew, um, and that I know now.

[00:22:08] **Dan Dissinger:** So there is an interesting kind of like disconnect that I. Really kind of needs to be de developed. Um, a lot more. Um, I'm kind of

curious about like, your, um, experiences right now as a doctoral student, because you were talking about like the. You're hearing about the differences because you're in Seattle , you're taking these courses in Kentucky.

[00:22:31] **Dan Dissinger:** Like in a Kentucky University. You have students that, you have colleagues that are also in Mississippi, and as we know things that are going across the country and Yep. , what's being said that told that people aren't allowed to teach anymore, whether it's about race, sexuality, lgbtq, uh, plus issues that like teachers are literally getting fired, librarians are getting sued.

[00:22:53] **Dan Dissinger:** What is the tenor, what is the, the feeling in the classroom or what are you learning from them and what is [00:23:00] that li, how's that experience being in Seattle where it's like I was, it's, you know, much more open than these other places.

[00:23:09] **Julia Reade:** Yeah. And Seattle. Seattle definitely is an, I don't wanna, I first, I don't wanna paint Seattle as this, you know, like liberal heaven because it's Right, right.

[00:23:19] **Julia Reade:** It's definitely. Not . Um, uh, we, we have, oh my God, I mean gen, the gentrification and erasure of, of, um, like indigenous populations in our Black communities is it's. It's, I mean, I'm looking out my window right now, what I call the gentrification boxes, which are the townhomes that are, you know, gajillion dollars that have, like, it was a daycare owned by an older black woman before it was this.

[00:23:50] **Julia Reade:** So, wow. You know, so it's, it's, it's, it's, it's got its issues for sure. But, um, what it's been? Yeah, it's been [00:24:00] interesting, uh, to say the least. So when I started last summer, uh, I took my first classes at, with Murray State, um, sort of the, the, the c R t uh, debate. It's not a debate, I mean, cause they're just, they're just the people who are touting this anti C R T rhetoric are just wrong about.

[00:24:26] **Julia Reade:** And by wrong, I mean they're not even talking about c r t, you know, 99% of the time. Like they don't know what they're talking about. Anyway, um, that's a separate tangent. But, um, so, uh, I watched on hold, I watched a lot of anxiety, um, from professors, my feminist, I took a feminist philosophy course. Um, my first.

[00:24:48] **Julia Reade:** One of my first classes, which of course I, I loved, um, cuz it was the marriage of philosophy and literature, which is, is great. And

feminism. Um, and I just remember the teacher, the professor had, [00:25:00] she was present in, in a, uh, A talk. Murray State actually held a virtual talk on this, on c r t and what was happening in the media so that students and faculty could come and listen to, you know, it was a, a professor of history and another, I could, I think, a sociology professor there, talk about what was going on and talk about C R T and actually what it.

[00:25:23] **Julia Reade:** And, um, I just, so she was commenting and I could hear her anxiety, you know, as there were bills that were potentially going to be passed at that time, that wouldn't possibly limit what she was able to teach. Like we wouldn't even been able to read some of the things that we read in her class. We, we read bits and pieces from *Hood Feminism*.

[00:25:44] **Julia Reade:** You know, I mean, it just, wouldn't it? Yeah. So, so I saw that I all, I've also, uh, teachers, the teachers who are my colleagues in the program, um, are all, it's, it's great because they're always kind of picking my brain and picking each other's [00:26:00] brains and for those ways they can tuck. Tuck stuff in, um, whether they have to call it something different or, you know, whatever it may be.

[00:26:07] **Julia Reade:** But they're, they're so resilient and, and attentive and just determined. Um, and then, so in that way, um, it's been redeeming in many ways as I see all this stuff on the news, um, about what's going on. But teachers both sec most secondary, both, um, secondary K-12, Post-secondary teachers, you know, and so many students are not having it.

[00:26:37] **Julia Reade:** Mm-hmm. , you know, . Uh, so, um, they are continuing to teach what they wanna teach or try to, you know, um, or create spaces for students to be able to access that knowledge, um, and those truths. Uh, and so it has been, I've felt actually very, very fortunate because, , [00:27:00] uh, Seattle is definitely, um, also not, another good thing about it is it's a bit of a bubble.

[00:27:06] **Julia Reade:** I feel like this sort of area is generally, and so, um, I, we need to get out of our bubble and in granted, while I haven't set foot in Kentucky yet, partly cuz of covid, partly cuz there hasn't been, you know, need. But, um, it. Pulled me out of the bubble in super meaningful ways. Um, and so it's been, it's been valuable, but I also, man, I mean, I can feel and sense and hear the stress and the worry, um, from my colleagues, from professors and hear it not only about them, their themselves, but they teach their job security, for example.

[00:27:48] **Julia Reade:** They're students. I mean, ultimately that's what it boils down to. They the harm, the work that it's doing to, to students. Mm-hmm.

[00:27:56] **Dan Dissinger:** What do you feel like, because, uh, [00:28:00] since I like started teaching, I always think, I'm always explaining to people what I kind of do. And I think people have an, like a very, like one dimensional understanding of what it means to teach in college or be a high school teacher and stuff.

[00:28:13] **Dan Dissinger:** Like what do you feel like people. Need to know about what it is. Teachers do because like we're in touch with the students. We do. And especially the high school that you teach at. I mean, it's, it sounds so robust and energetic. Like other than teaching, which people go teaching, you're a teacher, you teach students to do X, y, and z.

[00:28:37] **Dan Dissinger:** What are the things that you feel like people don't, unders don't really know about what your role is with students in, in the classroom, and you know that they should, they need to. .

[00:28:50] **Julia Reade:** So I think o one of the things, and I, I see this off said a lot, and there's a lot of truth to it, is that teachers are also, teachers also [00:29:00] walk on the shoes of social workers.

[00:29:01] **Julia Reade:** And granted, I mean, I've worked in nonprofit, the nonprofit world in um, um, a youth, a youth home. Um, and so like I definitely know that. , there are things, aspects to social workers, jobs that are markedly different from teachers. Mm-hmm. , but in many ways there is overlap. Mm-hmm. , um, especially as a special educator.

[00:29:25] **Julia Reade:** Um, . So I mean, we, you know, uh, assess needs, right? Plans we're charged with implementing them and, um, monitoring the implementation of them. Um, and there's so much of our job, especially at the middle school level. I only dabbled in middle school, but, um, hats often middle school teachers for sure. But yeah.

[00:29:48] **Julia Reade:** You know, is, and you brought this up earlier too, the, the classroom management piece and, and, and not classroom management in this, you know, um, like, uh, white supremacist [00:30:00] sort of way where it's like, okay, sit down, be quiet, listen. But, um, management in terms of, or I guess I should say like responsiveness, right?

[00:30:10] **Julia Reade:** So a responsiveness to the diff to where our students. The different places students are at in the classroom, um, and uh, that you. , I feel, especially when you're in a, in a, uh, educational setting where students are, are required by law to go right. Whereas opposed, like, you know, in, in, in college students for the most part, I'm sure there are some who are for feel forced to go, but oh yeah, thank you, , they choose to be there.

[00:30:45] **Julia Reade:** Mm-hmm. , you know, and so there's that aspect of our, my job. Secondary educators, uh, K-12 educators as well. Uh, well, K through transition. I wanna extend that, right? Mm-hmm. , because we have many, especially in special [00:31:00] ed, till they're 21, so, wow. Um, you know, all the way, all the way until then they transition out of Seattle public, of a public school system.

[00:31:08] **Julia Reade:** So, um, there is, there is that, uh, aspect too. You know, it's mandated, right? Yeah. They have to be there. And so finding ways to, to, um, be responsive, right? To, to the, uh, to the needs of students, including those who feel like they don't wanna be there. Cause it's my opinion that they do , they just haven't figured out what being there looks like and means, like, to them.

[00:31:37] **Julia Reade:** And maybe we haven't figured that out yet for them either. So,

[00:31:41] **Dan Dissinger:** I like that. That's something that I feel the way you all, you know, navigate that type of, navigate that I feel like especially. When it comes to first year writing, that is something that we could learn a lot about because the first year writing is a [00:32:00] mandated course.

[00:32:00] **Dan Dissinger:** Like no student really wants to take first year writing , and then when they find out they have to take another writing class after that, like a year later, they're like, we have to do this again. And I'm like, yeah. And now like you have that feeling already and it's just like, Hey, everybody let's this class.

[00:32:17] **Dan Dissinger:** Being forced to take, like, let's get you all excited about trying to figure out like what you can get out of it. I think cause sometimes a lot of the times, like it's, that's a, that's such a hard thing to kind of create for a student like meaningfulness and the idea of being mandated to do something

[00:32:33] **Dan Dissinger:** And I feel like that's something that I feel would be great to learn about from a whole, like from people who have to. Almost like all day and everything, and that it's like, it's the whole time, right? Because I feel like a lot of times we missed the mark on that. Trying to really get them to, to really feel that the course is meaningful, that they get something out of it.

[00:32:53] **Dan Dissinger:** That it is not just mandated, but there's, they can actually do something that they care about and that is rough. That's, [00:33:00] and it's such a, . It's such an abstract thing that everyone, that teachers do and that you all do that I feel like people don't really, yeah, they really don't understand. Like it's not just they're here.

[00:33:11] **Dan Dissinger:** We have to make them want to be here, and that is meaningful and they have to find themselves in what they're doing. That's, I don't know how. That's amazing. Yeah. Um, I would love to hear more about this. The school though that you teach at, like how, I mean, what is. Actually, like I probably, my question is like, what is the student, um, uh, response to it?

[00:33:38] **Dan Dissinger:** Like, I'm really curious because it seems like such an, an, an energetically positive space for students to be who they are without, without feeling like they don't belong. I'm really, I'm really curious like how, like how the school. Yeah. So,

[00:33:57] **Julia Reade:** um, I have been [00:34:00] at Nova for, I, I think seven or eight years, the, the last couple years with.

[00:34:09] **Julia Reade:** Pandemic and whatnot. Uh, it felt like kind of a, a blur in a wash, but, um, they weren't, I mean, you know, but, uh, um, it's, we're, it's always, we're a work in progress and I, I think we always will be. I mean, the school's been around for, for 30 years. I remember, I remember touring at when I was 16, after I had.

[00:34:30] **Julia Reade:** And I had dropped out. Uh, I had been not in school for a good year and my dad dragged me there and I was so, so, so, like, not going to any school at that point that I couldn't, I walked in and was, I knew I wasn't gonna be going there before I even walked in the door, right? Mm-hmm. So, but I remember too, and now I'm there.

[00:34:49] **Julia Reade:** So, um, it's, uh, it. I would say that we strive to create a [00:35:00] space where all students, uh, feel, um, feel like it's a space for them, but we're not always successful. Right. Um, that's, that's just the reality of.

, gosh, of every space really. I mean, you know, you can try, but there's, it's just not gonna work for everybody.

[00:35:20] **Julia Reade:** And, and that's something I've had to accept. I think when I first got there, I championed it like, it's good for everyone. You have to come to Nobi. It's so great. Cause it was so transformative for me, um, to be able to move. I, the previous school I worked at, which I also loved, was a traditional high school and.

[00:35:36] **Julia Reade:** So when I moved I was just like, oh my God, this is the best place ever. Everybody needs to come. And it's great for everyone, and it isn't great for everyone. Mm-hmm. . Um, and, and that's okay. Um, so, uh, the school does, uh, posit itself as being democratically run. And I would say that we ha continue to [00:36:00] move as close to that as possible.

[00:36:02] **Julia Reade:** Like student run, you know, um, uh, in a way where we are, we're always struggling to, um, kind of find that perfect balance between. Having enough structure and expecta, you know, rigorous expectations and accountability and teaching and we're we, we, we say we're a consent based school, so teaching good consent without also falling into the, you know, to, to the kind of flip side of trap of.

[00:36:35] **Julia Reade:** Enabling or like not helping, not giving enough structure for adolescents to learn within safe, a safe place to make healthy decisions for themselves. Um, uh, so. . We are constantly, we're constantly, you know, trying to find that balance. And example is, is, um, uh, [00:37:00] we want students to want to be in the learning spaces.

[00:37:03] **Julia Reade:** Um, but we also want them to be able to say, Hey, something for something in this learning space is not working for me. Um, or I'd like, can we try this in this learning space? And where that gets tricky sometimes is students, you know, Kind of finding the balance and the culture of where there isn't an opt out.

[00:37:25] **Julia Reade:** Right. Just finding multiple ways of opting in. That's always, that's what I tell my, my students that on my caseload, because negotiating for them is not necessary. necessarily their jam, like a lot of 'em are really rigid. When they don't wanna do something, it's like, Nope, not doing it. Mm-hmm. and. , you know, my response is always, there's no opt out.

[00:37:45] **Julia Reade:** We just need to find a different way of opting it. Um, and I think in our school, that's something that we are, we are working towards

without su, without imposing like a, a [00:38:00] white settler, settler, colonial, colonial mindset of like what education looks like into that as well. Um, so

[00:38:08] **Dan Dissinger:** Oh wow. So what is, so if a student is in a class and they just aren't, I guess, clicking with it, or it's just not like you, they tr like you try to find a way for them to kind of a new way for them to enter the material, like enter into the material, find that meaningfulness.

[00:38:26] **Dan Dissinger:** Is that kind of like in that negotiation?

[00:38:29] **Julia Reade:** Yeah, definitely. Absolutely. So because we're a competency based school and that is, that is 100%, I think our, our, our one area of both, um, weakness and growth and potential for like great strength Hmm. Um, is we, we are now the pandemic really through wrench in it, but we are working on, um, uh, developing our school-wide competencies.

[00:38:55] **Julia Reade:** And, uh, so instead of what we're trying to move away [00:39:00] towards as a school is setting up, setting up, up a classroom around, okay, everybody now is writing an essay. Okay, now everybody is doing, you know, this thing as a instead moving towards, uh, like more of an inquiry model. That also then, um, encourages students to choose a pathway based on whatever, what the competency that they're.

[00:39:22] **Julia Reade:** They're demonstrating. So, um, so in there, that, in that way then comes the, the different ways of opting in. So it's like, okay, cool, cool for this, this, at this point you don't wanna write an essay. Totally fine. So let's, let's think about how else you can demonstrate, um, that you are ex you are practicing joy in, in your learning, um, through some, a different mode.

[00:39:43] **Julia Reade:** Um, and so, uh, yeah, that would be, that would definitely be an ex. An example of what that might look like very broadly, in the classroom. So

[00:39:53] **Dan Dissinger:** yeah, that's really interesting because the, that is something that I know right now in. In [00:40:00] the compre space, like composition and rhetoric, like is, oh, we're always talking about, um, what is multimodal, what do, what would a multimodal essay look like?

[00:40:09] **Dan Dissinger:** Like how, and is that, is there an ability, is there a way to assess a multimodal essay? Uh, I know in my class, like we do a lot of multimodal work because, My classes are on medium and like students write for a public audience. They've done podcasting. They, they've done a lot of their,

like this semester actually, all my student work is way more multimodal than I've ever seen.

[00:40:31] **Dan Dissinger:** Students are doing like short films and all sorts of stuff, and I'm like, this is a writing class. And I'm like, and I guess like, I posed them the question like, what role will writing play in your project as it's multimodal? Like how is that gonna, you know, what role does it play for you? So it's, it's really great to hear that.

[00:40:48] **Dan Dissinger:** For in, in your school in at Nova, like there is this like multimodal negotiation because like sometimes, and I guess like, it's great to [00:41:00] hear because like the world that they are, that they exist in is multimodal. It is

[00:41:05] **Julia Reade:** multimodal. Yeah. Absolutely. Yeah. I mean it's, you brought that up. It reminded me. Um, of what we have been doing in, in one of my classes, it's called What Would the Mushrooms Say, and it's the eco humanities class.

[00:41:20] **Julia Reade:** I'm teaching with my colleague who's, who's a, we all wear many hats, so you have a lot of endorsements. So he's endorsed in math, science, history, and probably other things I can't remember, but so , so we're teaching this class together. , uh, it's a lot about listening, um, and, and learning from, uh, voices that have spoken and speak to our client about our climate.

[00:41:48] **Julia Reade:** Mm-hmm. , um, in, uh, a way that moves away from sort of the dominant narrative of, um, of, uh, Moving off Planet . Yeah, yeah, yeah. . Um, [00:42:00] so, oh my God. So you moving away from what? Don't, uh, moving away from what? Don't look up. Sat, you know, sat satirizes, of course. Listening to Indigenous voices. Listening to, listening to Mycelium.

[00:42:13] **Julia Reade:** Um, uh, and so, you know, we did a whole speculative fiction unit, um, and read a lot of speculative fiction and watched some speculative fiction and looked at speculative fiction and. So initially, of course, I'm like, okay, everyone's gonna write, you know, in my brain when I went in, now we're all gonna write speculative fiction.

[00:42:32] **Julia Reade:** But immediately as students start brainstorming what they want to speculate about, what they, you know? Yeah. Um, some proposed one in particular, I'll share this example, wants to, he writes music, um, and he's also dyslexic, so writing is really difficult for him, but he. write music and plays music super talented.

[00:42:52] **Julia Reade:** Um, and wanted to is did create a series of diddies. He called them. Hmm. Uh, for, [00:43:00] um, to mushroom pictures of mushrooms, Oh wow. That, um, um, he had taken and his, his, uh, partner had taken. And, um, I was like, okay. That's amazing. But what's the written component going to be? Because I wanted everyone to practice, you know, doing some, some writing.

[00:43:17] **Julia Reade:** And so what I had, what he'll do, and I've had others who have decided to do an art, a visual art project, right? Because there are some who did zines, um, is, is to create an artist statement. And so we looked at some examples of artists' statements. Yeah. From, um, from different, different museums. Uh, so that was the way then, like you were saying, okay, well what's the written component?

[00:43:42] **Julia Reade:** So similarly, what's the written component? And then I also snuck in. Snuck in other ways through journal rights. Um, and we, I did two, I had them write two analytical, separate, uh, two opportunities to write, um, an analytical paragraph, uh, on the text that we had been reading.

[00:44:00] Um, so they, we, we, we snuck it in, um, , you know, in a way that cause great, cause this, the student goes into these writing.

[00:44:10] **Julia Reade:** projects or to this idea of writing a subs, um, a substantial piece with a lot of anxiety. Mm-hmm. because historically has really had a hard time writing. Mm-hmm. , you know, Longer pieces. Yeah. And so breaking it up and sort of sneaking it in and then you arrive at the end and, um, in a way where it hasn't felt like it's building towards this thing you don't wanna do or that causes you a lot of anxiety.

[00:44:31] **Julia Reade:** Was, was, uh, it's sort of how, sort of how it played out. It's the first time we've taught this class. Um, and so it's. It's as, as in line with mycelium. It's, it's, you know, it's organic, right? So it's, yeah, a lot of it's just kinda coming, coming to be as we go. So.

[00:44:47] **Dan Dissinger:** Wow. That sounds so awesome. I , I have so many, like, I feel as we're coming towards the end of the, of the, of our conversation, like, it's just like so much richness like that I feel.[00:45:00]

[00:45:00] **Dan Dissinger:** People are, you know, as they're listening to this, like are taking from it because even just in that moment where you and I had that, Our, our curriculum is crossing like, yes. And I feel like because we see that crossing, like there's no reason why more kind of cross pollination and more, you know, discussions and more spaces where, you know, everyone gets

together and go, we're, we're teaching like your students are my students, my students, your students.

[00:45:26] **Dan Dissinger:** Like that, that collaborative spirit can create so much richness in a stu because really it's, it comes down to the students in the end, right? Mm-hmm. If we're really student center, Our work together will create an even more positive and meaningful experience for the students. And really that's the hope that it's supposed to be that, and that's what we're doing this for.

[00:45:48] **Dan Dissinger:** Um, but the, I mean, before we end, is there anything that you feel, um, that you would like to say or ask or anything that you feel like needs to be kind of put out there before we, you know, wrap up?

[00:45:59] **Julia Reade:** [00:46:00] Well, I think the only something you just said, , um, just stressing that importance more that is continuing that, that con, that connection between, you know, from high, from secondary or from k12.

[00:46:18] **Julia Reade:** K Well, K through K through 21, that age 21. Um, you know, through ac, through university, through academia and on, I think is also very important. , the way that secondary K-12 teachers are, are viewed, especially in. Corporate America is as though it's not like a real profession . And so it seems like it's possible.

[00:46:47] **Julia Reade:** Well, what happened to those corporate, those folks in corporate working for corporations? Did they, are they went to a K-12? I'm pretty sure. Absolutely. Yeah. . But it's like, did you forget? And so I wonder if that, [00:47:00] if that ac if academic, that academic space is a place of forgetting right? Where, where there.

[00:47:07] **Julia Reade:** the opportunity to, to forget, to make that, to form that disconnect. So once they hit, you know, Corp Amazon or wherever it may be, they're like teachers who needs them, you know, ,

[00:47:20] **Dan Dissinger:** so, wow. Yeah. Yeah. Absolutely. Wow. Thank you so much, Julia. This has been, It's such a great conversation. I, I have so much that I can't wait to go back through when I, when I go back and listen to the episode to like write down and, um, um, I know the audience is getting a lot out of this.

[00:47:37] **Dan Dissinger:** This has been such a joy. I, um, I am. Yeah, I, I have nothing else. Oh, thanks for having me, . Yeah, no, thank you. And everyone

out there, please like, leave your comments down below. Let us know on Twitter at writing Remix Pod, like what you think of this episode and your thoughts about like that cross pollination between these two spaces.

[00:47:58] **Dan Dissinger:** Like what can we gain [00:48:00] from collaboration when it comes to higher ed and K through 12 and, and you know, and how we can work together to. The best version of what we're supposed to be doing, and that is student-centered work. But Julia, thank you so much. Thank you everyone out there. Thank you for listening and we'll uh, see you on the next episode.