

## Why It's Time to Humanize Teaching

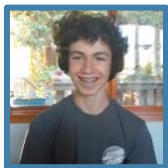
Interview Excerpts

### On Educators

In *Remix Podcast Episode 3*, Karen talks with **Atyani Howard**, Chief Program Office for the New Teacher Center (NTC), and **Carlo Ramirez-Truse**, the chair of the New Teacher Center student advisory committee. Throughout 2021, Karen has been engaging in conversations with the New Teacher Center staff and student advisors and in this conversation, Karen, Atyani, and Carlo explore key aspects of New Teacher Center's focus on disrupting educational inequity through its commitment to humanizing teaching and empowering educators, centering learners, and disrupting the system.



**Karen:** What does “educator” mean to you, Carlo?



**Carlo:** I think a role model that will help you and educate you, just not only on subjects that we learn at school, but I think subjects overall in life too, and that are key figures in your life that guide you. I think that's my main overview.

**Karen:** At school, has anyone ever asked you who the other educators are in your life?

**Carlo:** Never. Ever since I came to NTC, I've heard that a lot and I've really never heard it before coming here.

**Karen:** Well, I love your definition of what an educator is, and I think that's one of the conversations we want to have.

**Karen:** Atyani, in one of the times that we talked, you were reflecting on being a principal. And I was talking about the fact that young people spend a good amount of their time, and there's a good number of staff, who are not in classrooms and are not teachers.

So, when you think about whether it's on the soccer field, it's in the cafeteria, the counselor's office, the library, on the buses, you spend a lot of time in settings that are not those formal academic classes. And you have a lot of people in the building who are not those formal academic teachers.



So, we talk about learning happens everywhere, and we talk about the ecosystem, but how do we bring those people in and leverage them in this conversation?

And how do we speak to Carlo's definition of "educator", which is somebody who's got something relevant to teach me and is going to take the time to get to know me. Are we missing something by not paying attention to the rest of those people and the rest of that time in the building?



**Atyani:** We absolutely are in that conversation. I remember thinking, wow, philosophically, I believe that every part of the child's day is important and that's why experiential learning is important. And things like advisory are important. And all these structures that we create. Yet, it never occurred to me to look for those adults and include them in the conversation about what might be happening and how we might craft a plan that was holistic and grounded in a holistic understanding of who the child was and what some of the issues are that we need to support them. That's such a small, but massive shift. It's an existing structure, and it's not doing anything fancy. It's just saying that"

I have to know who knows this child outside of the academic setting, include them in this structure and really value and center and privilege their wisdom and their ideas to support the child holistically.

For us at New Teacher Center, part of what we're trying to push is teaching as human exchange among all of the human beings that come together to shape human experience in this way. How do we begin to privilege and value that as much as we do all of the technical components that are also a part of school?