

**People Who Make the Extraordinary Happen - and how you can too! Inbetweenity,  
Complexity and Reimagining the Future**

**Host: Peter Gamwell**

- 20:01:35 From Zuzana Vasko : Maple Ridge, BC
- 20:01:37 From guanghu cui : Greetings from Ontario
- 20:02:44 From Angela Solar : Hello from Kingston, Ontario
- 20:04:14 From Judith Doan : Hi, from Toronto.
- 20:04:20 From John J. Guiney Yallop : Hi from St. John's NL
- 20:04:33 From Mary Stewart : hi from Florida usa
- 20:05:58 From Victor Elderton : North Vancouver, the unceded and unsundered territories of Squamish and Tsleil-waututh peoples
- 20:07:14 From Charles Pan : Hi, from Fredericton, NB
- 20:15:25 From Fred Harwood BC : There is a parallel idea being utilized in an area of the UK for dealing with senior issues. They are calling it societal prescription where police, medical people, senior centres etc all looking to the whole person. A doctor could notice that loneliness is affecting health so prescribes them to a senior centre or organization that is working too solve these problems. Radical thinking.
- 20:16:02 From Jennifer Anderson Norman : Communication for care and connection.
- 20:17:39 From Fred Harwood BC : “We are” going to find a solution. Collaborative thinking required: a village to raise a child.
- 20:18:03 From Mary Stewart : Recalls Sistema NB, the classical music program that provides impoverished kids with expertise, structure, discipline, community as they learn to play music. I think it provides classes for something like 15 hours a week.
- 20:20:48 From John J. Guiney Yallop : As and educator, I have never been able to figure out why schools are so obsessed with hats.
- 20:21:16 From Natasha Baines : Amazing the difference a hat can make!
- 20:21:32 From Gillian Judson : Inspired!
- 20:21:44 From Dean Verger (Ottawa) : We are in a society that looks for “efficient, low cost” solutions. But this is not how humans work. We need positive human contact, and that means cost (resources, people, money).
- 20:23:48 From Victor Elderton : Great that someone stepped when the student was at High school ... imagine of that could have even happened earlier in this young person’s life ... I am sure others noticed but Marked stepped up and stepped in
- 20:24:50 From Jane Booth : “We tend to fall in love with solutions before we really understand the problem” - Thomas Wedells-Wedellsborg - I love this quote
- 20:24:58 From Gillian Judson : Failure of imagination—agree. Also consider failure of imagination of a certain kind? (Considering all we can/do imagination is contextual/cultural)
- 20:25:27 From Mary Stewart : the book Upstream by Dan Heath provides great examples of solving small problems before they become disasters.

20:26:31 From Kathy Browning : In a high school that I worked in it helped to identify students from other schools or boards that were there dealing drugs and it worked! However in other schools this was not an issue and when I saw a student without his hat at the end of the year I didn't recognize him!

20:28:02 From Natasha Baines : You can include hoodies too. That is a big thing now.

20:28:45 From Fred Harwood BC : Hoodies, earbuds (wireless) hidden in hair...

20:29:21 From Lynn Fels : Power and resistance in interplay. There are two hats - one is invisible....

20:29:22 From Fred Harwood BC : Oops, maybe we need to figure out how to pipe our lessons/questions/prompts to their buds directly?

20:30:03 From Gillian Judson : I have never like the rule and never enforced it in my classes when I taught high school. How can I say on one side "I value you as an individual" and on the other "that form of fashion/identity" is not allowed. ?

20:30:09 From Gillian Judson : \*liked

20:31:10 From Annabella Cant (she/her) : Relates to girls having to wear plastic white hairbands in my schooling history. (Transylvania in the 80s)

20:32:21 From Louis Gagnon Ottawa : here here

20:32:29 From Savannah Windham : All of these amazing stories and reflections are making me wonder what role empathy plays in encouraging imagination, both in classrooms and in the "real world" of adults trying to solve real-world problems.

20:32:45 From Fred Harwood BC : Hmmm, or HEAR, HEAR!

20:32:53 From Natasha Baines : Hoodies, hats, ear buds, such an opportunity to connect with the student but is often wasted because someone can't take the minute to be creative in their response. And it only takes a minute.

20:33:48 From Gail McHardy, EO@Parents Victoria : Quality Relationships are key. The "We" commitment is crucial. Thank you Mark for persistence to fill that gap. As a state parent organisation (Victoria, Australia) we are seeking to lead by doing to impact change in school communities - working together with school leaders, teachers, students and parents.  
[https://www.parentsvictoria.asn.au/issues\\_category/relationship-based-education/](https://www.parentsvictoria.asn.au/issues_category/relationship-based-education/).

20:34:07 From Jennifer Anderson Norman : We need to greet one another with empathy and understanding whenever possible. It is not always comfortable to check in with ourselves before we encounter others, but it is necessary step in adopting a disposition of humility.

20:35:23 From John J. Guiney Yallop : Thank-you for your response, Mark. I will be contacting Peel Police tomorrow. :)

20:36:36 From Lynn Fels : Julie Salverson has an article about "sitting in the trouble" rather than trying resolve challenges right away  
<https://ctr.utpjournals.press/doi/abs/10.3138/ctr.181.006>

20:37:38 From Jane Booth : I'm using this video to spark some discussion in a team next week - it's not quite up-to-date (2018) but does highlight the exponential pace of change across the world - <https://youtu.be/TwtS6Jy3lI8>

20:38:14 From Jane Booth : @Lynn - sounds like a great article - thanks for sharing

20:39:28 From Jane Booth : Creativity is often inherently connected with 'art' rather than a way of thinking/being

20:40:20 From Jane Booth : in the UK at least

20:40:50 From Fred Harwood BC : Jane triggers why I tell the 'stories' of marginalized students' successes and how they blew our minds to think in new ways as inspiration to realize that they might also be creative & connective in new ways to affect others.

20:41:56 From Lesley Ann Andrews : "Creative arts" classes here only include music, art, family studies and tech ed. It's very limiting. Creativity is (or should be) in everything!

20:42:11 From Lynn Fels : Paulo Freire, "horizontal"; it's interesting how this narrative of hierarchy continues - the system reproduces itself - children have imagination, how do "we" re-awaken the imaginations of those who persist supporting a system that burdens teachers expectation - thus Mark's point is spot on!

20:42:16 From Fred Harwood BC : Sorry, I'm mostly a mathematics educator so these discoveries are not always 'art', but the art discoveries and utilizations in math are so powerful as well.

20:42:59 From Mary Stewart : Great point by Mark. Big problems tend to require action by many, unified.

20:43:30 From Lesley Ann Andrews : We are moving more in the direction of inquiry based learning for our grade 7s and 8s in our newest curriculum for all subjects which is a very positive step.

20:43:36 From Jane Booth : ...and I am curious about how to re-awaken curiosity and creativity in us 'grown-ups' once we get engrained into our workplaces and associated cultures...this is one of the challenges I come across in the course of my work

20:45:38 From Margaret Cahill : If we are experiencing collective trauma and loneliness, how can we foster imagination and healing by bringing generations together? I am trying to develop project called Telling Our Stories, a project supporting wellbeing for students and seniors. This book was just recommended to me- My Grandmother's Hands by Resmaa Menakem

20:46:02 From Mary Stewart : Perhaps anyone can be exposed to aspects of creativity through 1-4 hour workshops? Once exposed, people sometimes begin to think that creativity isn't just for artists.

20:46:07 From Gail McHardy, EO@Parents Victoria : Spot on Mark re Asking Questions - empowering agency to students and adults on how to do this is great. Often parents and students will ask us how can they be confident of "active listening" of others?

20:46:10 From Fred Harwood BC : Jane, this is what I do as a math mentor teacher. I create inquiries that inspire these attitudes in the teachers first so that they will be transformed in their thinking to teach in new ways. Unfortunately, often I need to do it with their classes and let the adults 'lurk' until they get inspired.

20:47:03 From Anne Teutsch (she/her) : reawakening curiosity and creativity in "us grown-ups" - everyone should pick something outside their comfort zone, something they are scared to do, and then go and learn it. If you can't sing, take singing lessons; if you can't draw, take drawing lessons, if you never go out in the forest and get lost, go out and get lost.

20:47:05 From Carolee Mason : Long time drama educator here....with a focus on collective creation and devised drama....the key to a creative community of engaged learner /artists, in an "open" level class was to build a community of respect, acceptance, where every voice and every contribution is heard and validated....and where resilience was built through relationships and a tolerance for the messiness of the process.....I believe that these same

values and ways of being and creating “together” translate to many other settings....and it seems like Mark’s Brockville program may have incorporated some of these same elements

20:47:05 From Jane Booth : @Fred - I love the idea of seeing creativity in solving all types of problems, including maths. If we can see problems in different ways and from different perspectives, perhaps we can find even more amazing discoveries...

20:48:43 From Fred Harwood BC : Anne, “I found myself losing myself in a hanging basket.” ← this line inspired an entire poem on struggle and finding peace and thriving.

20:48:52 From Mary Stewart : Has anyone asked “which of you would like to be more creative?”

20:49:08 From Jane Booth : @Anne - yes - love the idea of going out and getting lost. I often see fear as a response when inviting people to do things out of their comfort zone. Yet when people have someone walking alongside them to try and remove some of the fear, or at least open it up for discussion, can be really helpful in beginning the process of creating

20:50:50 From Lynn Fels : Mark speaks to the gap, being able to see and identify the gap - “mind the gap”, we are warned...Hannah Arendt speaks of the Present as the Gap between Past and Future...to reimagine what is valued, what is happening, and who is speaking/present (or not) in the conversation/action....

20:52:26 From Dean Verger (Ottawa) : Or, do not ask about creativity. Instead, lead them to problems that they could solve, tasks they could accomplish in ways that are achievable by the individual. How to set up a social enterprise? How to play a game with limited equipment. So much of creativity is social.

20:52:44 From Kathy Browning : Liminality is an interesting state.

20:53:08 From Jane Booth : @Kathy - I am fascinated by the idea of liminality

20:53:25 From Goran Matic : "Showing the people at the table the possibilities they have" - Mark

20:54:13 From Gail McHardy, EO@Parents Victoria : Enabling our educational settings how to engage the children/students and their families in order to share the stories to "know" their students, parents and teachers remains to be a priority - but often fear intervenes or the hurdles that are put in the way. Recall what Mark said about going to the students house "to the door"!

20:54:39 From Jennifer Anderson Norman : Being a change agent is a disposition. By adopting this disposition, you reframe the conversation with everyone you come into contact with.

20:55:26 From Goran Matic : "Transform the mindset from deficit to strengths-based thinking" - Peter Gamwell

20:55:37 From Fred Harwood BC : Dean’s point reminds me of how I studied Euclidean Geometry, solving static problems that were a moment in time. With modern dynamic geometry systems (which can solve some of the static problems beautifully) but raise entire new questions that have not been thought of before. New tools create new books if we think differently and accept paradigm shifts. Is my focus on teaching or is it on learning? Choosing the latter completely changes my ‘teaching’.

20:56:02 From Mary Stewart : love that idea of being proactive, pursuing strengths, rather than focusing on deficits.

20:56:50 From Natasha Baines : I think sometimes the creativity has to come in how we deal with our own insecurities. Those can often stop us before we even start! So many people are afraid when you approach them with some ideas, that you want to take their job or glory

20:56:50 From Lynn Fels : What if we ask, what is the magic in each teacher?

20:57:27 From Dean Verger (Ottawa) : Yes to Fred's comments. If I teach to a bucket with a closed lid, the teachings reach the floor. We want to create an environment, and deliver in a manner that the bucket opens its lid. I too have encountered

20:57:33 From Kathy Browning : Nice Lynn...and what is the magic in teaching and students' learning?

20:57:47 From Zuzana Vasko : Seeing the humanity in someone before anything else is a direct invitation to their creativity

20:57:48 From Annabella Cant (she/her) : "just being kind to them" -- beautiful and so true!

20:57:49 From Dean Verger (Ottawa) : ... encountered 'hat' situations.

20:57:54 From Mary Stewart : And seeing teaching as learning as continual process— teachers constantly learning, students constantly learning.

20:58:01 From msaulig : Mark you are inspiring! Thank you for sharing your remarkable story. You took a situation that was clearly not working for the youth in your community, saw what could happen, then persisted until results were achieved. Thank you again. I shall use your example in moving forward in my world. (High School Teacher)

20:58:25 From Fred Harwood BC : And students teaching adults! Re: Mary's point

20:58:25 From Lesley Ann Andrews : Thank you Mark for all you do.

20:58:26 From Zuzana Vasko : Thank you!

20:58:28 From Jane Booth : 0Thank you everyone :

20:58:32 From Jennifer Anderson Norman : Thank you! Be kind be joyful!

20:58:34 From Natasha Baines : Amazing! Thank you

20:58:35 From Judith Doan : Thank you to Mark Heffernan for starting his program and for sharing his insights. And thanks to Peter & Stan for bring Mark to this CNIC session. Continue being kind.

20:58:52 From Lynn Fels : Inspiring and enlivening!! Thank you all!

20:59:03 From Gillian Judson : Thank you everyone!

20:59:04 From Carolee Mason : thanks to everyone!

20:59:05 From Louis Gagnon Ottawa : Great to see you all 😊

20:59:06 From Goran Matic : So inspiring - thank you both!

20:59:06 From Kathy Browning : Thank you Mark for the work that you are doing.

20:59:10 From Deb Lyon : Thank you for an enjoyable evening and thank you Mark - you have made a difference in their lives!

20:59:12 From Gail McHardy, EO@Parents Victoria : Thank you CNIC & everyone for sharing your ideas and knowledge - it's always so inspiring!

20:59:23 From msaulig : Thank you Stan and Peter! ALWAYS a delight!!

20:59:27 From Lynn Fels : Thank you Mark! Your words are inspiring!

20:59:41 From Victor Elderton : Thanks folks ... great jamming with everyone

20:59:50 From Annabella Cant (she/her) : Thank you so much!

20:59:51 From Louise Campbell : Thank you to everyone!

20:59:52

From Fred Harwood BC : Wonderful chat too. Save it everyone

20:59:54

From Blaine Hatt : Thanks for a valuable and insightful JAM!