

## EP 9: RAYA BIDSHAHRI

### FINAL TRANSCRIPT

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The time stamps begin at 00:00:00:00 when the guest appears (after our intro reel).

Russell (co-host)

00:00:00:15 - 00:00:14:12

Raya, great to have you on the podcast. We've heard a lot about the School of Humanity, and yet you would like just to share this incredible school, this incredible vision that you've put together, and just give the audience an overview of what the School of Humanity is and the mission behind it.

Raya (guest)

00:00:15:10 - 00:00:42:05

Absolutely. Thank you both for having me today. I'm really excited to have this conversation. So School of Humanity is an American online high school. We have a really innovative learning model and an interdisciplinary curriculum. What that means and how we do that is that our learners meet curriculum standards by solving real-world challenges. So instead of courses, we run challenges every term and we guide them through the process of engaging with this challenge, investigating, and acting on it.

Raya (guest)

00:00:42:20 - 00:01:07:12

We also have elements of inquiry-based learning where every learner actually develops their own personalized learning plan and learning curriculum. And at the very core of our curriculum, we have what we call the Human Literacies Framework. This is the set of knowledge skills dispositions that we deem most important to create an exciting future, both for the learners and for our species, as well as prepare them for the future of work and a life of flourishing.

Raya (guest)

00:01:07:20 - 00:01:26:12

We just launched this fall, so just a month ago with our inaugural class, we have 20 learners from ten countries across five continents joining our founding cohort or they call called cohort Jupiter Said School of Humanity. We name our cohorts after celestial objects and they're having a blast we're really excited to go on this journey with them.

Russell (co-host)

00:01:27:09 - 00:01:50:08

And how do you launch it? Right. What's the catch? Because I know with THINK Global School we start with kind of rites of passage. What what's your because your approach is so different, how do you get the students and the learners to kind of buy into such a different way of learning and especially the coming from a more traditional model, that transition we know from our experience and we've talked about before can be tough.

Raya (guest)

00:01:51:11 - 00:02:18:02

Absolutely. So we actually did a whole week of we just call it orientation with the learners but also with the families. And this involved not just logistics about how everything works, but going deep into the why, because the cohorts are so global and you have learners from such a

range of socioeconomic backgrounds, and cultural backgrounds. We did a lot of sessions around global competence and collaborating together and finding ways to agree, and disagree with kindness.

Raya (guest)

00:02:18:20 - 00:02:36:23

And we also spent a lot of time explaining the why. Like, why do we do things the way that we do? Why are we learning through challenges? Why don't we do traditional lectures and really explain to learners the latest research and latest science? We also started with the endpoints. We actually did a session with them on like what could Life after School of Humanity look like.

Raya (guest)

00:02:36:23 - 00:03:01:15

What are the kinds of life pathways you could lead to? And those are just some of the themes we covered in our first year. I will say that a key part of that transition is making sure we have the right learners and parents in the first place. And I know this is something we've spoken about a lot, and I think what we've seen is if you have parents who are families who are already opting into such an innovative model, they're coming to you because they want something different.

Raya (guest)

00:03:01:20 - 00:03:06:14

That transition is much smoother, I would say, than when you don't.

Christian (co-host)

00:03:07:24 - 00:03:34:05

You your decision to purposefully create an orientation experience that really allows your learners to find their space because they all bring their own Why? Right. There's probably a reason why your school makes sense for them, especially the first cohort. But to do that with families as well, and not just an operational set of, you know, kind of hear the rules, here's how we do.

Christian (co-host)

00:03:34:06 - 00:03:43:02

But tell me a little bit about what that process of orienting families was like and what did that bring up that both surprised you and affirmed?

Raya (guest)

00:03:44:03 - 00:04:17:04

Yeah, it's a really good question. I think it's a constant journey. First of all, I don't think we have like it's like, as you say, it's on a checkbox, check off you. It's a constant journey. I think one thing that we've realized that or maybe it just validated is because of the online nature, the support from the household, let's say, or the family is critical because, for various reasons like we're not there to intervene when it's needed, we're not there to physically immediately react to a situation where a learner might be distracted or having a really rough day.

Raya (guest)

00:04:17:04 - 00:04:36:05

And we realize very quickly having the parents in the loop with all of these sessions is critical. So, for example, when we did do a session with our learners on time management and organizational skills, we also shared that with the parents because we realized they can really help them, help guide them with that. So I think that was one thing that came up.

Raya (guest)

00:04:36:18 - 00:04:57:09

The other thing that's been constantly fascinating for me is what you just said. Like all the different whys, we have such a diverse group of families, you know, families who came to us from elite private schools in Dubai all the way from families who came to us from public schools in Africa. And it's really fascinating to see what they all have in common, no matter where in the world they come from.

Raya (guest)

00:04:57:09 - 00:05:17:20

This kind of dissatisfaction with this industrial era model that exists in so many places on Earth, and this desire to have something different and, you know, having them on board at the mission level and having them be also part of like evangelizing it to other parents is also been really amazing to see with our families. And it's a constant journey where it reclines.

Raya (guest)

00:05:17:21 - 00:05:29:23

We're just about to go into our first equivalent of parent-teacher meetings right? So I think more will be uncovered and then more will be learned from those processes that we really see as part of the founding team.

Russell (co-host)

00:05:31:05 - 00:05:50:08

How do you think we're going to get over this? But I was because I was thinking this through the day how are we going to get over this bad reputation online learning has yeah, through the pandemic because obviously if the pandemic I think if the pandemic hadn't happened, we still would have embraced online learning in many realms of education.

Russell (co-host)

00:05:50:14 - 00:06:13:24

We were kind of forced to do it over the pandemic, but in it being kind of it happening so fast and so quickly, obviously, a lot of schools weren't ready for it. Fair enough. But that did equate to some mishandling of online learning, hence a potentially unfair reputation that it has. Have you guys thought about that and any of the stigmas around it and how we solve that?

Raya (guest)

00:06:14:14 - 00:06:32:26

Yes, for sure. I mean, this was something I was constantly thinking about during the pandemic. And there are a couple of things we all have to understand about online education during a

pandemic, the first of them being we experienced it during a pandemic. So you would be in online learning about it and you couldn't socialize even afterward. And that's a huge difference, right?

Raya (guest)

00:06:32:26 - 00:06:54:21

It's different when you can do online learning and then hang out with your friends after or learn together with other online learners, or even just still play over the weekend and have no screen time over the weekend. And I think that's something people don't realize is even that experience online was within the midst of a pandemic. The second being, as every school did it differently.

Raya (guest)

00:06:54:27 - 00:07:14:28

Right. And in some cases, schools that did well enough that I've heard from parents say, oh, my child actually preferred it online, whereas in most cases I would agree with us that they actually understand and just couldn't handle it. They just took the same curriculum, the same models, and everything they were doing in person and moved it online and assumed it would work.

Raya (guest)

00:07:14:28 - 00:07:43:03

Whereas you actually have to completely reimagine everything from live sessions to socials, and community building to the curriculum itself within an online context. And designing something from scratch online is very different from moving something that was designed in-person to online. And ultimately, I think the way we overcome the stigma is multiple. One is to it's just the right communication and the right storytelling around what online is like at School of Humanity.

Raya (guest)

00:07:43:11 - 00:08:03:12

So for instance, we actually have no lectures. It's all live workshops and online workshops. Even our online sessions are hugely interactive. They're very engaging for the learners. We also don't keep them in front of the screens all day. We only do up to 3 hours of live sessions giving them the flexibility to break away from the screen and do other things in person.

Raya (guest)

00:08:03:25 - 00:08:31:04

And then there's a lot of meaningful community building, social nights, game nights, and open-ended mentorship sessions where they just talk with their mentors. So there's, you know, storytelling, all of that. And ultimately, I think what I usually tell families is just experience it, come see a session, or come just participate in the summer. So it's a lighter-touch way of experiencing the model and then seeing if that version online would work for you as a family.

Russell (co-host)

00:08:31:04 - 00:08:54:27

As people have learned. I mean, there was this sort of startup kind of this concept will open and that was, you know, not that long ago. And so there are people that discovered it, as you were saying, this thing will be. And then now you have the initial cohort and families that are more

experienced than others that can learn from those members of your community but also kind of imagine a future cohort.

**Russell (co-host)**

00:08:55:08 - 00:09:13:11

I'm curious, what do you notice that people are realizing that the School of Humanity is not? And what I mean by that is people come with curiosity and an interest in Tell Me More and they probably bring some assumptions like, I bet it's this. Yeah, what are you starting to realize that they're picking up on that? It's not.

**Raya (guest)**

00:09:14:12 - 00:09:35:23

I love that question because it's also us realizing what we're not right. Okay, that's great. Yeah. So one of the common misconceptions with progressive schools or universities, even like really innovative schools, universities that they're going to be easy. The idea people come in with this concept is that this is going to be a piece of cake compared to traditional, more like subject-based and industrial era models, to use that phrase.

**Raya (guest)**

00:09:36:00 - 00:09:53:18

But actually, they can be just as rigorous. And we don't we haven't been shying away from the fact that you know, it can be challenging and rigorous and demanding, while, of course, we put a lot of thought into not overcrowding the curriculum and respecting the schedule and making sure its learners have learned life balance and all that stuff, it can be challenging.

**Raya (guest)**

00:09:53:18 - 00:10:27:25

And, you know, we hear from parents who kind of come maybe from a homeschooling background and completely underestimated the structure and the workload. And we're like, you know like we think this is reasonable and it's going to remain this challenging. So, I think that's one thing. The other thing that maybe it's that's on us that we're trying to course correct on is we might sometimes come across as focused with maybe the way we've done our marketing and comms, whereas it's a very interdisciplinary curriculum we have, you know, it's, it's, it's, it's, it's, there's a beautiful melody of the humanities and the sciences and the hard skills and the soft skills.

**Raya (guest)**

00:10:28:04 - 00:10:56:06

So that's something we're also trying to kind of correct for at the moment. Otherwise, I think the last thing I'll add is that we're not really just focused on specific geographies. It's very global. Again, people at the American Online High School think, okay, it's just for American students or students that want to go study in the US, whereas we've taken a very global approach both in terms of the curriculum, benchmarking efforts, university admissions, and outreach, the students that we have.

Raya (guest)

00:10:56:06 - 00:10:59:05

So all of that is coming in with a very global approach.

Russell (co-host)

00:10:59:20 - 00:11:11:14

Well, just really quickly than what does American High School mean I really appreciate that it could set people up to assume something. But what about the American high school component for you?

Raya (guest)

00:11:12:04 - 00:11:31:09

It's licensed out of the United States. It's as simple as that, right? So we're licensed out of the U.S. People ask me why and like honestly, well, two reasons. One, it just has that international appeal, let's say. Right? Like, it's just something that universally you can communicate. But secondly, it's the freedom to innovate from a regulatory perspective.

Raya (guest)

00:11:31:22 - 00:11:51:20

Like we deliberately chose the state that had the least amount of regulation when it came to high school education. That was a very intentional choice. Now, mind you, we're going through international accreditation, which is a very rigorous process. It's going to take us a year and it would mean aspiring in meeting certain high-quality standards and continuing to meet those standards over many years.

Raya (guest)

00:11:51:26 - 00:12:11:00

So we're not shying away from quality assurance and rigor, but we really need that freedom around what we teach, and how we teach in order to fulfill our mission. And in many countries, that's just not possible. You have local regulations and laws that prohibit truly innovative models of learning. So that was really the reasoning behind licensing out of the US.

Russell (co-host)

00:12:11:10 - 00:12:12:19

I appreciate that. Thank you.

Christian (co-host)

00:12:13:05 - 00:12:27:01

And what did you guys get your stuff right? What was the bulk of your and once you've got them, how do you twist them into going from the traditional world to the school of humanity world? Is there a process there?

Raya (guest)

00:12:27:25 - 00:12:46:01

Yes, there's definitely a training process and it's a constant journey. So our team comes from all over the place. In terms of a core team, the most west is in Chile and the most east is in

Singapore. And then in between, we have Spain and UAE, and the Philippines. And so there are lots of countries represented in our core team.

Raya (guest)

00:12:46:01 - 00:13:09:20

Somehow we make all the calls work and then from a faculty perspective and the high school at the moment, we have a facilitator who's originally Pakistani and lives in the UAE and one who is originally German and lives in Spain. So again, very international. And similarly the extended faculty of mentors that we've worked with and contracted f facilitators are literally all over the place in terms of backgrounds.

Raya (guest)

00:13:09:29 - 00:13:30:00

And that kind of answers your question. We always like to mix two types of kind of educators. One is that persona of an educator that has come from a more traditional teaching background. They have the teaching experience and credentials but with an innovative twist maybe they've taught in alternative schools, or maybe they've always been innovating in the classroom.

Raya (guest)

00:13:30:05 - 00:14:00:01

And so we don't need to convert them. They're already using really forward-thinking pedagogies and reimagining how learning happens. The second category is always people who actually aren't educators by trade. They have amazing industry experience. They've practitioners in various fields. Maybe they're engineers or sustainability experts, whatever the industry might be. And we notice in them that they could make good, good educators and we put them through either our training or micro-credentials and get them up to speed on some of the more pedagogical groundings.

Raya (guest)

00:14:00:10 - 00:14:16:10

And we find that that mix makes for an amazing faculty. It's worked really well for us. You know, someone once said to me, What if teaching wasn't the first career you had but the last career you had and you came into it with experience and expertise? And that's something we're trying to apply more of with our faculty.

Christian (co-host)

00:14:17:22 - 00:14:40:27

Russ, I want to ask you this question, and then I'd love for you to respond to what he offers. So, Russ, you had a number of educators that joined TGS over the ten years you were there, and they probably came from an interesting array of backgrounds right? You just mentioned that some came from very traditional, but they were innovators or they came from a slightly different angle and they were just natural teachers.

Christian (co-host)

00:14:40:27 - 00:14:56:19

Right. I'm curious, what did you see over time? That was the next level of professional

development or collaborative spirit that they had to learn or figure out together. And then I'm curious about what you hear in that.

Russell (co-host)

00:14:58:13 - 00:15:27:13

I think once we moved to Changemaker, it was getting out of the siloed existence. And what I mean by that is team teaching is still, you know, pretty out there for many educators. The idea of sharing your classroom space and I don't put blame on educators for that. We're just not trained in that. Like when you're training, we are trained, you're at the front, you deliver your content, and the learners listen and learn.

Russell (co-host)

00:15:28:17 - 00:15:51:12

So I think the next stage as you move through the professional development kind of journey, whatever you want to call it, there's getting used to sharing your professional space with someone. That means you're going to have to compromise because I'm not sure how to go about today. So you don't get your own way all the time.

Russell (co-host)

00:15:51:12 - 00:16:12:11

I'm a historian, so you don't I don't get just to load it with history. I have to compromise. And then the other one is ne working like we were really big in next. Next stage of professional development and creating, creating a network because you're going to have to connect with mentors for the students. You've got to connect with that community experts for a service learning program.

Russell (co-host)

00:16:13:08 - 00:16:43:06

You know, we wanted our educators out there, you know, on, you know, at conferences of professional development, in professional development communities. So there was a reality we wanted to upskill the team in kind of getting out there and getting their names out there so we could spread the word of think global. So I would say that I would say getting used to sharing your professional space on the ground in the education world versus now and then creating networks.

Russell (co-host)

00:16:43:06 - 00:16:44:12

Right. What do you hear in that?

Raya (guest)

00:16:44:21 - 00:17:03:13

Yeah, that's fantastic. Now that's a great way to put it. And if I can add maybe our version of the very similar thing that we're seeing for us, the curriculum is also very interdisciplinary, right? So as a learning facilitator, as we call them, you have to be able to make those connections and help the learners make those connections.

Raya (guest)

00:17:03:13 - 00:17:25:15

It's not just about teaching your subject special specialization, but also allowing those interdisciplinary connections to happen. And so I think that's really interesting. And we also distinguish between learning facilitators and learning designers. We have designers who design some of the learning journeys and facilitators facilitate them. So it might also mean being comfortable with facilitating what someone else is designing.

Raya (guest)

00:17:26:20 - 00:17:45:15

And so that, I think, connects with what you were you were saying Ross, and couldn't agree more with the networking part. I think when you have a model like this, the educator's role is very different than in a traditional school. Right. The role is also to help learners build their personalized curriculum, build their portfolio, build their c connections and their network, find external opportunities.

Raya (guest)

00:17:45:22 - 00:17:50:16

And to be able to help them to do that, you have to do a lot of networking. So yeah, I couldn't agree more with that.

Christian (co-host)

00:17:51:24 - 00:18:13:15

Because I think we're missing the elephant in the room for me is still in the training ground. Yeah. Teachers and educators are completely disconnected from where most of us who are in the field now want it to go, even if schools aren't doing it. You know you speak to most people in the world of education and any varies a varies one so hundred.

Christian (co-host)

00:18:13:15 - 00:18:46:09

But most people want an evolution of some, so they want a change. However, the people coming into our profession because it's a very deliberate pathway, isn't it? It's through teaching college, it's through a particular, you know, in England, and other countries have their versions of that. And if that training nine months, 12 months, those placements that we get, if those don't evolve, then I still think we're going to have the I think we're making a lot of our own problems by not evolving in that space or looking at that space more.

Christian (co-host)

00:18:46:19 - 00:18:49:10

That's my theory on it for sure.

Raya (guest)

00:18:49:10 - 00:19:08:10

It's such a miss opportunity. I mean, every time I talk to these progressive universities, I'm like, oh, my gosh, just create a new degree. Imagine a bachelor as in interdisciplinary teaching or a

bachelor's in learning facilitation. That would be so exciting, and I think there's a huge opportunity there for anyone listening that is in a position of power.

Raya (guest)

00:19:08:10 - 00:19:15:07

I think there's an opportunity there to create a whole new realm of training and credentials for the teachers of tomorrow.

Christian (co-host)

00:19:15:27 - 00:19:44:02

Right. We just had a chance to talk with Scott Witthoft, who's been a member of the d.school at Stanford since early, early on in its inception. And he was sharing a little bit about their process as educators. And so Stanford University, while its illustrious on many levels, is also very traditional, like departments and experts and PhDs and tenure, it has all of those elements, but at the school, they cannot teach a single course unless it's co-taught.

Christian (co-host)

00:19:44:12 - 00:20:03:06

So they don't you can't even enter without having a partner. And on top of it. So when like you, when interdisciplinary is the heart and soul of it and you talked about that willingness to facilitate something you may not even have designed. And what that means emotionally cycles logically, and creatively, and also how to deal with mistakes and uncertainties.

Christian (co-host)

00:20:03:22 - 00:20:29:19

And I think when schools like School of Humanity or others really create those structures. Russ, they may come from a very traditional background, but overnight they have to step into a different dynamic. And so to me, I think what you're both talking about represents there's a yes and how do we create the conditions within our organizations and teams so that the starting point, we don't aspire to collaborate.

Christian (co-host)

00:20:29:19 - 00:20:54:10

You must from day one. And then secondarily, how do we support the pathway so that that's not the rare educator who can do that or the rare educator who gets to be a part of that? But it becomes more holistically across, I don't know, a generation, a community. You talked earlier about design, about challenges. So not courses, but challenges.

Christian (co-host)

00:20:54:25 - 00:21:17:12

And Russ, I think a lot about the work at TGS and a lot of the schools that we admire, there is this rising movement towards let's take on really compelling challenges that cannot be answered simply and there's not a predictable outcome, and requires lots of people bringing perspectives to table. So from day one, you started with this idea that we offer design challenges.

Christian (co-host)

00:21:17:12 - 00:21:22:07

Tell us what that means practically. And then I want to do a follow-up question after I hear your answer.

Raya (guest)

00:21:23:05 - 00:21:41:25

Absolutely. So we adopted the challenge-based learning pedagogy, which we didn't invent. If you go on challenge-based learning dot org, there are lots of amazing resources there. But essentially the framework for it is you start with investigating a challenge. So engaging with the challenge, that's where you go into the big ideas, the key concepts. What's this challenge about?

Raya (guest)

00:21:41:25 - 00:22:06:05

What can we learn about it? Investigating it, figuring out sub-challenges and going deep, and using things like root cause analysis, the iceberg model to understand what causes it. And then the active phase is the open-ended phase of potentially tackling the challenge by solving it, creating some kind of a project that contributes to solving the challenge. And I really like how the word act not solve, because it reduces the pressure to solve the challenge.

Raya (guest)

00:22:06:05 - 00:22:25:06

It's just acting on it and contributing something. Now how does this work in a full-time school concept where you where you will actually want to make sure curriculum standards are being met? So the way we adopted the framework and I'll use an example here, one of the challenges we started with this fall is the future of Internet media and democracy.

Raya (guest)

00:22:25:21 - 00:22:47:14

And during the engage phase, we guide learners through learning about the challenge through the lens of different disciplines. So this week actually they were developing their statistics, skills, and data skills by looking at the UN, SD G, Peace and justice data and actually looking at how the Internet has impacted democracies and, you know, learning math through the lens of that data.

Raya (guest)

00:22:47:14 - 00:23:13:24

And next week I think they're looking at the civilizations and the history and future of information and social networks throughout history and then moving into the future of humanity. And then a few weeks ago, they were, you know, looking at it from a lens of a different area like Big Data and A.I. and so for the first few weeks, we guide them through a kind of looking at it from different disciplines in the investigate phases when it becomes open-ended at that stage.

Raya (guest)

00:23:13:24 - 00:23:30:00

Now learners have had five weeks of exposure. They kind of say, okay, there's all these themes

under this challenge I want to focus on here. And then they go into a kind of both a personal journey of curiosity, as well as investigating the sub-challenge, and then that about a byproduct of that. They work on a project and it can be anything.

Raya (guest)

00:23:30:00 - 00:23:52:13

It can be an entrepreneurial project, a creative project, a mathematical one, or a combination of lots of different things. And then it's a journey between the facilitator and the learner to make sure that the project, whatever they create, gets mapped to curriculum standards. And it gives them an opportunity to further evidence, different learning outcomes that can help them attain different credits.

Raya (guest)

00:23:53:02 - 00:24:18:00

I'll give you one example here. So one of the projects one of our learners worked on during our pilots in the summer school was a potential robot that could create oxygen on Mars. And while working on that, she actually learned a lot of chemistry and electrolysis. She led robotics, she honed her communication skills because she wrote this amazing report afterward, an extended essay, and these were all mapped into our portfolio against the transcript of skills.

Raya (guest)

00:24:18:09 - 00:24:24:26

And so that just hopefully gives you a bit of like an example of how this challenge-based learning actually plays out every time.

Russell (co-host)

00:24:24:26 - 00:24:51:00

Incredible. And I appreciate your reference to challenge-based Learning Board. So I think that'll be a really great reference for folks and obviously, lots of different methodologies, design thinking, the design cycle, engineering, I mean challenge base, project, place, etc.. But you know, I think that will be a really great resource for folks to tap into. This is a question I'm curious about at this moment, and that is you've got this initial cohort of students in the first chapter of their journey with the School of Humanity.

Russell (co-host)

00:24:51:15 - 00:25:15:29

And I love that earlier you said you actually have already engaged in conversation about what will your life be like after School for Humanity. So there's a journey between here and there and students when they first come on, probably you're learning designers and facilitators are taking a lot of responsibility for creating the kind of challenges and questions and even the process by which they investigate and produce and showcase their work.

Russell (co-host)

00:25:16:07 - 00:25:37:25

Over time, I imagine students will own more and more of that, or they will be proactive and you will sort of almost be agents and supporting their endeavors. So tell me a little bit about what you

imagine a student who maybe is in the initial cohort or what they might be doing a year out or two years out or three years out, given what they will learn within your community or what you hope at least?

Raya (guest)

00:25:38:22 - 00:26:02:24

Yeah, yeah, that's exactly our hope let's use grade levels as a signpost here. But our hope is that by the time they're in grade 11, they're, they've been through the cycle of challenge-based learning enough times that they can completely take charge. That's one hope like that. It becomes increasingly learner-led and less and less led by us as educators.

Raya (guest)

00:26:03:11 - 00:26:24:12

The other hope that we have is that by then and hopefully by their final year, they're producing projects that align with industry standards. So whatever that project may be, whether it's a creative project or a scientific project, it's actually on par with industry standards or university standards. But so that's kind of the standard we'd hope that they aspire to at that stage.

Raya (guest)

00:26:25:18 - 00:26:47:12

And I think that's, you know, ultimately my hypothesis also is that some structure might always be necessary for some learners, whereas others will always want more open-ended this. And I just think that's human nature. If you think about the kinds of jobs some of us are drawn to, some of us like the structure and the routine and having managers that give us deadlines and that's okay.

Raya (guest)

00:26:47:16 - 00:27:04:28

And some of us really like open-endedness and freedom and the structure and I think we're going to see that with learners as well. Some of them will appreciate continuing to have us holding them accountable as others can't wait to kind of just go on their own and will drive regardless. So we'll see. We'll see how that plays out.

Russell (co-host)

00:27:06:00 - 00:27:06:13

Thank you.

Christian (co-host)

00:27:07:00 - 00:27:28:26

There's also thinking as well, this is such a resistance to change. And I would circle back to something we said maybe 10 minutes ago. There's such resistance to change, understandably, because people have put a lot of work into curriculum design. It's what they know. And there's a routine set and a routinely involved breaking that is hard.

Christian (co-host)

00:27:28:26 - 00:27:51:19

That's human, just human nature. And I'm just wondering, do we need to then change the conversation more because we focus so much on the change point, which is the hardest point of the process? And I'm almost thinking as we're talking more, maybe a lot more of the narrative should be, this is what it could be. Three is it and this is what it could be for years.

Christian (co-host)

00:27:51:19 - 00:28:09:13

And, you know, these are, you know, you know, these are what the learners are going to be like. This is what your staff are going to feel and think for me, is it because that change is so high we're often focused on not really the maybe it's no wonder people are so resistant to the change. Maybe we have to sell the products more down the road.

Raya (guest)

00:28:09:13 - 00:28:32:05

Yeah, yeah. And I think what you just said, it's also about going deeper into the stories we tell ourselves about education and about how we learn. Right? It's going into the mental models and our belief systems about it and something similar. I always try to tell regulators as I understand it's going to feel insane to change the laws around education.

Raya (guest)

00:28:32:05 - 00:28:51:01

I get that and maybe don't do that. But what I love is that the Netherlands has done have they actually created a whole set of separate laws for what they call special schools. So instead of using the same inspection framework on those schools, they created another category. And sometimes that's easier in saying, we're not going to try to change the status quo.

Raya (guest)

00:28:51:01 - 00:29:02:28

It's fine. It serves some people. People want it. Fair enough. But what if we created another category of schools? Educators of learners that prefer this new category? And I find that sometimes that's easier to digest.

Christian (co-host)

00:29:04:02 - 00:29:06:14

Do they regulate internationally or just domestically?

Raya (guest)

00:29:07:18 - 00:29:09:03

What do you mean by that? Netherlands.

Christian (co-host)

00:29:09:05 - 00:29:10:09

Netherlands? Yeah, they.

Raya (guest)

00:29:11:03 - 00:29:14:12

I'm pretty sure they just regulate domestically and pretty much vaguely.

Christian (co-host)

00:29:14:12 - 00:29:14:24

Yeah.

Raya (guest)

00:29:14:24 - 00:29:36:01

Yeah. And they have a really interesting model too around how they fund schools. There's a voting mechanism. So let's say if I want to start a school somewhere in the Netherlands, I can register it. And then if enough parents in the community vote for the school to get funded and expressed interest, it might. It's more likely to receive this kind of charter school funding model, which is really interesting as well.

Christian (co-host)

00:29:36:22 - 00:29:41:23

That there you go. That's because there's a model to go from.

Raya (guest)

00:29:42:24 - 00:29:43:02

Yeah.

Christian (co-host)

00:29:43:22 - 00:30:12:12

I really appreciate in almost everything you've shared, there's been this intentional investment in the emotion and the psychology of what a learner goes through, not just what we want them to be capable of doing right, not just the outputs, but what they're feeling and experiencing in real-time. And to the degree that actually making sure the family isn't just conscious of it and I agree with you, but actually their process, their transformation is honored.

Christian (co-host)

00:30:13:08 - 00:30:34:17

You've named your school the School of Humanity, like every once in a while, an organization comes out of the womb and just calls the moonshot. From day one, we're going to represent something. And so you've obviously had a vision for not only what can happen in a place called school or how kids can solve interesting challenges, as you said, act, you know, given an interesting challenge.

Christian (co-host)

00:30:35:02 - 00:31:00:19

But the name School for Humanity is suggesting that the potential outcome is bigger than a young person having great opportunities where it's bigger than what a community of learning facilitators can do in partnership with young people. What is the bigger vision or the bigger play that schools, and femininity you have committed yourself to?

Raya (guest)

00:31:02:04 - 00:31:20:28

Ultimately, as a team? I think we see education and the work that we do as a tool to create an exciting future for our species. And education happens to be one tool that we've committed ourselves to, and there are lots of other ways to do that. And so I think really everything you've shared is, is on point. And I love the way you just articulated that.

Raya (guest)

00:31:22:01 - 00:31:43:14

And it comes from a place of recognizing that no matter what local or global challenge you pinpoint if you work backward, you can find a solution. In our education system, if you want to tackle something like climate change, you can work backward to start teaching about sustainability and green energy and the impact of and the importance of biodiversity.

Raya (guest)

00:31:43:14 - 00:32:06:00

And we all know that if you want to tackle something like hyperpolarization and in politics, you can trace it backward to teaching about critical thinking, logical fallacy, social media, algorithms, and hopefully have more aware citizens. So whatever challenge you name, I think there is a way to trace it back to the education system and I think that's ultimately what motivated us as it from a mission perspective.

Raya (guest)

00:32:06:17 - 00:32:27:29

I think there's a secondary mission almost as well is we saw that a lot of these progressive models of learning were starting to become proven and really more and more abundant in places like the United States or places like the Netherlands. But we saw that there were families around the world, especially in emerging economies, that was so far from having access to anything like this.

Raya (guest)

00:32:27:29 - 00:32:52:10

And that was one of the main reasons we went online. First is this idea of being the high school for the world, like taking these models that we've seen gain traction in the West and open them up to the rest of the world and create this global experience. And I think that's ultimately a part of the mission as well as that global access for creating this model of learning for everyone, not just for some.

Rus (co-host)

00:32:52:10 - 00:33:14:21

That's great. And is there anything you would have done differently to the people who are setting up, you know, schools and curriculum across the world who are going to be nervous, who are going to be, you know, and the more of us that do this, it becomes more acceptable? And therefore, yes, we hope more will do. But is there anything you would have done differently or any any big things that you were like, oh, god, I wish I wouldn't have done that?

Raya (guest)

00:33:16:02 - 00:33:39:13

Oh, it's such a good question. And, you know, I think it's too early for us to answer that. I think I think I need I need more time to make more mistakes. I think. So what I will say I'm glad we did I'm really glad we did this is that the pilots that we did for a year before we launched, so we did a summer school and then we did afterschool programs and we all had the same model.

Raya (guest)

00:33:39:20 - 00:34:05:01

It is obviously a different level of mastery and intense time commitment for the learners, that same team, same operation, standard operating procedures, and same policies. And really what that meant is by the time we got to the high school, it was so smooth like it was really smooth. We were all waiting for something to go wrong because we've heard stories from people that have launched schools that, you know, the first few months can be chaotic, but it really hasn't been like that.

Raya (guest)

00:34:05:01 - 00:34:21:21

And I think because technically it just hasn't been our first few months and that's what I keep recommending to people that are on the fence is like maybe starting a school can be terrifying, but try a six-week version of it, you know, or try a supplementary version of it and get comfortable, get the team comfortable and then see.

Raya (guest)

00:34:21:27 - 00:34:27:12

And then it just becomes much easier. And within reach. So that's one thing I'm really happy that we did and it's really paid off.

Christian (co-host)

00:34:28:21 - 00:34:47:15

Yeah, our big mistakes were always around boarding. The boarding right is tough, but that gives me a lot of hope because actually with the curriculum and the move into this and this, this, you know, this different way of doing things, it was largely smoother than you expected for people who are looking at amazing.

Raya (guest)

00:34:48:00 - 00:34:48:27

Makes sense. Yeah.

Christian (co-host)

00:34:48:27 - 00:34:53:05

Yeah. And the boarding obviously things come up with teenagers it's...

Raya (guest)

00:34:53:23 - 00:34:54:11

I can imagine.

Christian (co-host)

00:34:54:11 - 00:34:56:11

Always complicates it so.

Raya (guest)

00:34:56:24 - 00:35:19:06

Oh gosh I can't organize my own visas and travel is so stressful I have no idea how you guys handle 60 people. Everything. Yeah, it's good austerity. Yeah. Yeah. Another one just occurred to me actually was around tech. So we spent the first year trying to make existing platforms work for us and we finally said, okay, we just have to build our own.

Raya (guest)

00:35:19:17 - 00:35:36:29

It's just been such a challenge for us to make existing learning management systems work, and there are a few that are more experienced firms. And ultimately what we decided to do is partner with an existing platform, but it's really just using their core structure and building on top of it. I think that was one. I think we just, we should have just started that in the beginning.

Raya (guest)

00:35:36:29 - 00:35:46:28

We were very resistant to going into development and becoming a tech company. But I think what we're seeing now with the program, is that's one area that we really need to build. That is our technology infrastructure.

Russell (co-host)

00:35:47:07 - 00:36:09:21

Yeah, right. And just really curious, do you see, okay, you're not a tech company, but yeah, an asset. You're building an asset that if it works for you all and Rusty, your point, as more people step into this work, do you see that platform or that ecosystem of tools being something that you may help others utilize? Or do you see it as being just really nuanced and specific to your team?

Raya (guest)

00:36:10:13 - 00:36:37:26

It's possible. It's possible for sure. To be honest. Our priority right now is to solve our own problems and build something that is perfect for our model. Because even though a lot of more progressive platforms that are made for project-based learning are not made for challenge-based learning. And so they might not fit our frameworks and what we need straight like 1 to 1, maybe one day if models like ours become mainstream, but even if it doesn't, it's such a core.

Raya (guest)

00:36:38:06 - 00:37:00:26

It's our digital nervous system as an online school, that enables us to scale while maintaining accountability and the right analytic fix and of course, find, last but not least, the right interface for our learners. I think that another pain point we had was a lot of platforms that we saw, which is clunky, you know, they weren't made to be sleek and modern and that was really important to us.

Raya (guest)

00:37:01:02 - 00:37:09:08

We want that UI to be very engaging for learners. And so, yeah, maybe one day that will be useful to others. We're definitely not close enough to it.

Russell (co-host)

00:37:09:24 - 00:37:27:01

I got you. You said something earlier in your response to Russ that I wrote down and underline several times immediately. And I love it. So I want I just want to compliment you because it feels right. But also down to me, there's a lot of space to explore here. So, Russ, you asked a question about what would you have done differently.

Russell (co-host)

00:37:27:01 - 00:37:52:25

And right. You said, well, I'm not sure we need more time to make more mistakes. And the reason I love that one, I just love the genuineness of it. Like you're still new and there's space to figure this out. But as a community of learners, I love it if a founder can say that every learner and every designer, and every collaborator is also afforded the opportunity, we're going to give you more time to make more mistakes.

Russell (co-host)

00:37:53:04 - 00:38:17:03

And I think what when I hear that there's this kind of there's a spirit of adventure and being entrepreneurial and it kind of to innovate and to hack. There's all that. But what I also am reminded is school and much of West, at least West ern apprenticeship models is there is a right way and the faster we get you to the right way, you will be relevant in a value.

Russell (co-host)

00:38:17:03 - 00:38:39:12

You can participate as a citizen, as an employee, as a member of the community, as a join the elders, so to speak, at the fire. But when you say we're going to create the conditions so that you have time to make more mistakes, and that is central to we are so one, I'm just going to take that and think about what that means to me as a father and a member of this team.

Russell (co-host)

00:38:39:12 - 00:38:54:29

Russ But also I'm curious, what does that really mean to you? Because it was great on the fly comment, but I suspect it holds more truth. So what does needing more time to make more mistakes mean when you build a learning community? But yeah, the conditions for others to learn.

Raya (guest)

00:38:54:29 - 00:39:15:14

You know, it reminds me of a conversation I was having with someone about a year ago, and this was a period where at school humanity just launched. But I've been working on it as a founder

for years. There has been a vision for a very long time and there was a point last year when I was this is a research station, wasn't I like to be fully transparent and honest?

Raya (guest)

00:39:15:14 - 00:39:31:05

I was starting to feel almost like we could fail or I could fail at this. Like, you know, I've been at this for years. It still hasn't launched. I don't know how much longer. Maybe I should just give, you know, that we all have those moments. And he said to me, it's like, why did you even expect to have done it by now?

Raya (guest)

00:39:31:05 - 00:39:59:13

You know, if you think about most revolutions generally technologies like solar power or nuclear fission, like people have been investing in it for decades and investing billions of dollars to try to figure it out. And we still haven't figured it out and we still haven't made it mainstream. And the mindset in those industries is that it's going to take generations and billions of dollars of investments and lots of time to create something revolutionary that could reimagine energy y, reimagine the entire industry.

Raya (guest)

00:39:59:28 - 00:40:21:09

It's another example. You could use a space x, right? And there's this hilarious compilation of all the rockets that failed before they finally could rely on the rocket and do it again and again and send humans to say to space. And now, now they're obviously a reimaged entire space industry. But that's again, another analogy from another industry. And I think that was ever since I heard that.

Raya (guest)

00:40:21:09 - 00:40:36:25

For me, I think it's it really puts things into perspective and I think it's something we all need to take away in the space is it's just an intergenerational approach. And this idea that what we're doing is just going to take time. And so, yeah, I think that's what I really think about.

Russell (co-host)

00:40:37:07 - 00:41:05:12

I'm going to also just say as a parent, I have a 10th grader and I have an eighth grader, and I'm thinking about what you've said in the context of just who they are at these moments. And I think that most of their experience in middle school and high school is that if let's just say they got three A's and a B minus the instinct as parents and as educators who care for them is what could you have done with that B-minus to improve?

Russell (co-host)

00:41:06:14 - 00:41:28:09

And when I think about your comment about more time to make more mistakes, it would change that response and instinct to respond to what would you need to explore or to make more

mistakes. And that B-minus or how could you make more mistakes in those A's so that you and I so I want you to know, like that comment.

Russell (co-host)

00:41:28:16 - 00:41:50:23

While I can imagine the idea of rocketry and the idea of space commerce and all these things, it's absolutely true. But I also think at the scale of one child and in one family, how much beautiful permission lies in that statement we want to provide you time to make mistakes, and there's honor in that there isn't something to clean up and perfect.

Russell (co-host)

00:41:51:07 - 00:41:59:00

So I really do appreciate you on the turn of a cough just saying it. But also I really want to linger in that along here.

Raya (guest)

00:42:00:02 - 00:42:02:27

Thank you. And that's really well said. I'm glad that's the takeaway.

Russell (co-host)

00:42:03:09 - 00:42:04:15

Yeah, absolutely.

Christian (co-host)

00:42:05:10 - 00:42:27:17

Because it does get layered, doesn't it? I mean, if you think of your early start, right, you know, it's like, will this idea work? And then once the idea is up and rotates, then will I work as a leader? And then it's one that it's well, my teamwork when you recruit the team and then gets and then you get the students saying, well, the students like what I'm offering them, and then it's the parents or the community.

Christian (co-host)

00:42:27:17 - 00:42:51:23

And I think with all that, there are so many layers and there are so many ways. I think when you go down that rabbit hole and I've been there myself, it's there are a million ways you can fail. And when you start something new, you know, as an entrepreneur and in education, I think that risk is high because you, you know, and this was thrown at TJ about, you know, if he doesn't work, you know, there are repercussions for those students who've signed up.

Christian (co-host)

00:42:51:23 - 00:43:15:24

And so it's a big gamble we're taking, but ultimately it's needed because we know that we can't just linger in a system that is, you know, well, a century old. And it's done very has done very little to move forward over the last you know. Yeah, yeah, definitely since the end of World War two, you know, we've just not seen that evolution happens.

Christian (co-host)

00:43:15:24 - 00:43:48:24

So we've got to take the risk. And yeah, maybe see small schools like School of Humanity's that needed to pop up first for others to take inspiration to then say, okay, it's, it's, it does work. And we now can do this on a much grander scale. So it's a kind of home in on you as a leader, it has been an essential skill to get you through founding a school, something that you a skill trait that you've got, that you just when you reflect back, it's like, yeah, it's essential I have that to get through to this.

Raya (guest)

00:43:49:13 - 00:44:12:09

So it's again a great question and I find that different skills are differently important at different stages of my leadership journey, right? Like as we're now transitioning into a much bigger team, I find that I completely need to change my style and priorities and it takes a very different skill set to lead 20 versus five and you know the drill, right?

Raya (guest)

00:44:12:09 - 00:44:35:12

So I think one thing that I realized very early on is the importance of being able to teach others. And luckily it's a skill I had and luckily being an education, that's a strength for us because we actually a lot of our leaders know hopefully had teaching experience and facilitation experience. And I think that's also become part of our culture at School of Humanity.

Raya (guest)

00:44:35:12 - 00:44:53:17

We do this each, one, teaching sessions where different team members take turns, teaching the rest of the team something that they've made; can be anything. And I think that that culture and me trying to do more of that as a leader and that's combined with delegating, delegating, but also teaching them how I would have approached it and so forth.

Raya (guest)

00:44:53:17 - 00:45:27:09

So I think that's been one skill. The other I would say is really around being able to give feedback while being able to give and receive feedback. I mean, it sounds, but I'm learning time and time again how nuanced it is. You have to cater it to the person understanding how to truly dissect something to where the issue might lie, and also being able to ask feedback as a leader in a way where, you know, if there's a power imbalance that your team member might not want to share feedback honestly.

Raya (guest)

00:45:27:09 - 00:45:51:11

So how do you create an environment where they can criticize you and actually share honest feedback on how you can improve? So that's something I definitely haven't mastered, but I'm constantly trying to figure it out. The last thing I'll share on that now that we're going into a bigger team is really just trying to operationally, I mean, as, as my one of our board member systems is like you need to make yourself irrelevant.

Raya (guest)

00:45:51:22 - 00:46:10:10

Essentially, you need to get to a stage where you can take a step back and a team is taking charge and for me, that's so difficult because I like being on the ground and I'm in the weeds with my team and I'm still figuring that out. But that is a skill that I've found that I need to adjust to.

Russell (co-host)

00:46:10:10 - 00:46:41:23

I really appreciate the focus on the leadership journey within this because we've talked about that. We're really interested in innovative, powerful models for what learning and teaching can be, but we're just as equally inspired by the mindset of the folks who take that journey. And I think that what you just shared is a really lovely reminder that whether it's the future of education or anything, what it means to be there at the very beginning, what it means to grow, what it means to learn, what skills your team needs from your next management versus startup versus like vision.

Russell (co-host)

00:46:41:23 - 00:47:04:06

All these things, I would imagine in your case with School for Humanity that there's another layer that's unique, and that is the fact that venture is probably curious and there are folks willing to invest in you early. And so if all we did was start an interesting thing and serve our community members well, that comes with all kinds of challenges, right?

Russell (co-host)

00:47:04:06 - 00:47:28:23

All kinds of growth. And who are we and what do we stand for? And just maturing, right? But when scale in venture shows up really early on, even if they're just being advisory, that means there's an expectation of what you're building now. You know, whether it's the OS and the technology or it's the process and operations or it's the vision it's going to scale.

Russell (co-host)

00:47:29:03 - 00:48:00:06

And I'm curious, as a founder, to create something that really honors a single learner's curiosity and really brings together people that are willing as entire families to step in intimate, right? It's about your life. But then if we're starting with one cohort, there's the reason we couldn't have 10,000, 100,000. So tell me what you think about as a leader in terms of the idea of scale and growth and, you know, the kind of exponential nature of this that maybe.

Russell (co-host)

00:48:00:06 - 00:48:02:22

Yeah, I don't have to think about day one.

Raya (guest)

00:48:03:21 - 00:48:29:02

Yeah, it's a very nuanced conversation when it comes to scaling because on one hand, everything we do from day one, we were like, how do we design this for scale? Right? If we're doing a

certain thing, does it work when we have a thousand learners? Will that work when we have 10,000 learners? We probably started drafting SOPs very early on, just thinking about, okay, ten employees were thrown out, someone else is reading them, will they be able to follow the steps and make sure a cohort is successful?

Raya (guest)

00:48:29:25 - 00:48:51:19

And of course, I talked about the tech piece, the digital nervous system making sure that scalable because right now it isn't. So on one hand we're intentionally saying, okay, we want to reach as many learners as possible in the next decade and how can we design for that? On the other, I think it's really important to move slowly first with something like this and really get it right.

Raya (guest)

00:48:52:12 - 00:49:11:21

As Russ points out, we have children's futures, you know, and to use the analogy of the space X rockets or kids in the rocket, you can't afford for it to fail. You have to have it to work, right? So we are setting a cap to how many learners we're willing to take in within our first 3 to 4 years until we have our first graduates.

Raya (guest)

00:49:12:00 - 00:49:31:08

And if you're doing that, you really have to have the right investor back in you that can be patient because you're not going to give them those 20 x 1030 x returns just yet. You're really just saying, I want to get this right. And of course, in a sustainable, financially sustainable way in the meantime as well. The other thing about scale is a more personal thing.

Raya (guest)

00:49:31:08 - 00:49:53:19

I think I personally as a leader try to be stoic about it in the sense that honestly if we only ever had 100 learners for the lifetime of School of Humanity, I'm at peace with that. And if they graduate and they're successful, that's fine. You know, that's 100 lives that we've touched. Of course, what would stress me out is making sure we're still financially sustainable.

Raya (guest)

00:49:53:19 - 00:50:11:12

And it can continue. But in terms of numbers, I'm I keep trying hard not to emotionally attached myself to world domination because I think that can distract from the mission. So yeah that's those are my thoughts on scale.

Christian (co-host)

00:50:13:20 - 00:50:24:25

And it's been coming to the end of the podcast, right? What's next for you, whether it be School of Humanity, is there another venture on the horizon, or is it all 100% on School of Humanity right now?

Raya (guest)

00:50:25:23 - 00:50:53:09

Yeah, definitely not another venture any time. Yeah, I guess I would love humanity. Yeah. No, I think within the School of Humanity, we're just really excited to continue to study with cohort Jupiter and learn from them and improve things with them, and hopefully will continue. There's definitely room for growth within the size of the cohort at the moment. Despite the cap that we're setting, we're also starting to invest in learning hubs, and start to experiment with this hybrid approach.

Raya (guest)

00:50:53:09 - 00:51:10:23

So we're going to be starting a learning hub here in Dubai and learning how possibly in the UK as well too, to, to experiment and what could it look like if you're enrolled in online school but have this kind of learning space just as you have co-working spaces with onsite support and resources that's kind of in the horizon.

Raya (guest)

00:51:10:23 - 00:51:31:23

And we've also started increasingly doing partnerships with existing schools, with governments and reimagining existing systems of learning, whether it be the public system or kind of exploring licensing models early on. And so those are just some other things that we're working on within the horizon.

Christian (co-host)

00:51:31:23 - 00:51:36:19

Incredible. Any final question, Russell, to wrap up?

Russell (co-host)

00:51:37:02 - 00:51:53:20

Yeah, I would be curious. Have you started to write a book? Not necessarily like a memoir, but just like you started to just think out loud and it would be in a book form. I'm curious what that rough draft title would be today like. What would be that for you said School of Humanity like you.

Russell (co-host)

00:51:54:06 - 00:52:03:06

Yeah, right. And so I imagine if you wrote a book or there was a film that you helped, I would imagine would have a really compelling title. Do you have a rough draft of one?

Raya (guest)

00:52:03:11 - 00:52:24:05

Oh, that's a great question. It's definitely something I want to do at some point, but then you just sign an NDA before I tell you. I'm kidding. And I would imagine, look, I've always said my mission is to reinvent education. So something along those lines, although it's becoming commonly used, I'm starting to see at places and I'm like, Dammit, I should have copyright at that.

Raya (guest)

00:52:24:05 - 00:52:39:13

But I don't know, something like re-inventing education, I don't know yet. I would explore it further, but it's definitely something I would want to do at some point. I think once the school has gotten more traction, I would love to get my thoughts out. But if you have any ideas for book titles, please let me know.

Russell (co-host)

00:52:40:02 - 00:52:57:15

Excellent. Excellent. Well, we are incredibly grateful to get to spend time with you. And it's not just what you said, it's also the energy like you can hear in your voice and you just how your face lightens up when you talk about your kids, but you talk about the potential and it's refreshing and it's inspiring and it's right.

Russell (co-host)

00:52:58:15 - 00:53:07:13

Anyway, where can our viewers and audience members learn about you, and maybe what platform would you recommend they look at first?

Raya (guest)

00:53:08:08 - 00:53:36:15

Oh, sure. You can follow me on LinkedIn or find me there. I'm also on Twitter and Instagram. You should be able to find me by searching School of Humanities. Handle is @sosforhumanity. And so you can find us on social media, follow us on our website, you can subscribe to our newsletter, and receive monthly updates of our newsletter progress where we just share how everything's going as, as we work on the school.

Raya (guest)

00:53:36:25 - 00:53:51:06

And so, yeah, that's, that's what I would say. And also just don't hesitate to reach out, especially if you're an existing school or a teacher, or an aspiring school founder looking to start something like this. Always happy to do knowledge sharing and support the process.

Russell (co-host)

00:53:51:24 - 00:54:01:21

Amazing. Thank you.

Raya (guest)

00:54:01:21 - 00:54:10:07

Appreciate it. Thank you. I really enjoyed this conversation and I am absolutely a huge fan of the work that THINK Global School is doing. So honored to be a part of this conversation.