



- Nat: Welcome back to another episode of Reach, Teach, Talk. I am thrilled today, because I have as a guest here on this podcast episode, a 45 year teacher who has worked with kindergartners and first graders her entire career, here in Los Angeles, California.
- Nat: This is a teacher who I was hoping so badly to get on this show. Because she could talk about anything. Anything that relates to relational teaching. Anything that relates to the connection that we all have with each other, the human connection. Because she's worked with five and six year olds. Because she is articulate in her own way. Because the way her voice speaks is a voice that you would want to have as your kindergarten or first grade teacher, when you look back, when you think of yourself. Or you think of your kids. You think of your grandkids.
- Nat: You will see this. You will hear this for yourselves. Ms Judy Mansfield, a 45 year teacher, educator, here in Los Angeles. To talk with us today about the concept of trust. I've always thought to myself, "Gosh. If you can build trust with five year olds or six year olds, you can build trust with anybody". Trust takes a long time to build, but it takes only a nanosecond to break.
- Nat: We're going to be talking about the importance of trust, particularly in this day and age. With this generation rising up, where they're getting information from a myriad of sources. From all over. Through technology, through their exposure to media. Through their exposure to just the world that seems closer to these little kids than it seemed in previous generations, including my own.
- Nat: What every kid needs is an atmosphere, a classroom, that focuses on building trust through safety, through stability. Through the freedom to try things out. To explore. To fail. To bump their head. To skin their knees. To get lost and then be found. To have always this teacher who finds them, who welcomes them back from failure, from injury, from wounding. Being wounded. Either in ego or in the mind, or in their physical selves.
- Nat: To come back to what actually this, what Judy Mansfield said when she came into the studio. This nest. This nest. This classroom is a nest. This classroom is a place that is a haven, and a place where kids can grow in an environment that is infused by trust. So without much further ado, welcome, Judy Mansfield. 45 year educator of the little ones in elementary school. We're going to talk today about the power of trust, and trust building. So welcome.

- Judy: Well thank-you so much for inviting me, and trusting that I'll do a good job for you. I certainly hope that I will. When you asked me to do the podcast, it really did make me think of, perhaps aspects about myself that I'd just always taken for granted, or thought were there. But it made me think a lot deeper about, what have I done in my career? How have I changed the relationship and thinking about trust?
- Judy: When I was a beginning teacher, all I could really do was be one day or three hours ahead of the children. I couldn't have any energy to really think about much else. Plus I was really becoming my own person, and I didn't have a lot of time to, when I look back, think about how my actions might affect young children.
- Judy: The more that I matured, the easier it became. But I have some takeaways that I always try to remember. Every one of us, children included, have warts. With those warts, they will come off if you give it the right treatment. So children are a little bit like that. But one of the things that I always tried to remember is, every child has a talent. They may not be athletic. They may not be musical. It might be an emotional kind of talent. For many, you need to dig deeper.
- Judy: The harder you dig, and the more you find that special talent, the more a child will begin to know that you really, really like and know them. That's the bottom line. In order to be like that, you have to make yourself very vulnerable. You have to admit, "Boy, I really screwed up on that. I really made a bad choice for that child". You have to know yourself and be willing to say, "You know, I didn't do a good job today, handling that situation". But knowing that you can go back the next day, take that child aside, and apologize for the way you handled that, and get them more involved in it.
- Judy: The other thing that is really very important and I hold deeply, not only with children, but with adults. Everyone wants to be accepted and loved. Many children, even young, have a façade that covers up that it doesn't matter to them, or it does. Once you peel that away and find out who the real person and the real soul that is in that child, you've got them. But it may not happen in September. It may not happen in October.
- Judy: I will admit, some of them are harder to get to and to love than others. But stay with it, and you will find something to love and to cherish. Then that child will trust you.
- Nat: Every single child you've ever taught then, you have found something deep within, and sometimes deeper for some than for others.
- Judy: Yes.
- Nat: Some of them are tougher nuts to crack than others.
- Judy: They are. The other thing is that when I know them at ages five and six, you really know who they are deep down. Then I look at them, perhaps when they come back, and they've got all of these other clothing layers on them. But if you

talk to them on a one to one, they're the same. They still want to be loved, accepted, and know that you remember them for who they were.

Nat: You know, this talk about the spirit and the soul of a child is something, living in London, the Ofsted, which is kind of the equivalent of the Department of Education here in the US. I was struck by, I'm on the board of a school in London, which is a primary school. They really actually have a whole section of evaluation when they come in to evaluate these schools on their two day walkthroughs, which looks at the spiritual life of the child. "How well is this school developing the spiritual life of a child?"

Nat: It took me a little while to wrap my hands around that. The idea that this is not talking about formal organized religion. It's not even talking about spirituality. But it is talking about spirit. Can you speak to that a little bit? Where do you think we are today, in terms of schools in the US, and focusing on the spirit?

Judy: In many ways I think we're losing that. I don't know if that is just, for me, a generational thing. Thinking back, how it was when I first began, or my upbringing. But students today are very busy. Very competitive. Because all their parents and they want to get in a good school. To have a, "Successful life". Sometimes if that is your main focus, it is easy to lose who you really are, and what makes you happy.

Judy: Even young children, you don't know what their path is going to be or whatever. But you do know that if you give them the tools of love and trust, and for me that's a part of spirituality. If you give that to them and know, no matter what their path is, you trust them to make good choices. That takes a lot of work for a teacher. They are going to make horribly bad mistakes, just like I continue to do today. But with each of those mistakes that they make, they're going to learn to make a better choice. Or to at least think a nanosecond before they do the same thing again.

Judy: For me, teaching is all about raising and rearing good human beings for society. I look at the children that I've had, that had either emotional issues, academic issues, and were labeled according to some sort of label. In each of those labelings, whether it may medically be true or not, there's a way for them to use that for later success.

Judy: I'm thinking about students that I've had that were diagnosed of ADHD. They may be difficult in the classroom. But you fast forward that 20 years, and that energy and that enthusiasm and that focus, you look at those children. If nothing else has gotten in their way, they are doing well. They are not in the box thinkers.

Judy: I think along with that trust, you've got to just get over that every child is supposed to be the same. You just know every morning, somebody is going to jerk your chain. You just have to hold yourself back and say, "Okay. Let me think about how I'm going to deal with that". It may be absolutely private. It may be just a look. A look and a voice will get you every time.

Nat: A look and a voice. Sometimes the look even supersedes the voice, right?

Judy: Yes.

Nat: Sometimes words take a backseat to actual tone, or that look. I think all of us can think of a teacher who gave us that look at some point growing up. We remember it today. It still causes a shudder, right? Time. It takes time. It takes time to build trust. If you break it down, it takes time to take that breath, that a relational teacher like yourself would have to do when that student is yanking your chain, right? So what advice could you give to teachers on their thought, messages to themselves, when they have a student, rush of the classroom, who needs something from you?

Judy: I think one of the first things is, if you feel that heat or that hair on the back of your neck, or you want to say something, just put your hand over your mouth and be quiet. Don't say the first thing that comes out of your mouth.

Nat: Great advice.

Judy: Turn around so they don't see you. Take a breath. Know that there's some defense that that kid is doing. I don't know. Maybe they talk to their parents like that. Maybe they talk to their childcare person. That doesn't mean that it's going to be all right with you, and you let it slide. But now would not be the time to do that.

Judy: You just have to sometimes put your own ego way off the shelf and say, "Who am I serving now? Am I serving myself? Or am I serving this child?". Once you do that, and once they have cooled off, you have cooled off, then you can have a private talk. Saying, "You know, I think there's something. Let's chat. There's something we need to talk about".

Judy: They have to look you in the eye. If they don't look you in the eye, they will come up with all kinds of, frankly BS. If they look you in the eye, they have to be honest. If you have eye communication, you just know, something about a person's eyes. You can tell when you've got them. It might take several times for that child.

Judy: The same thing actually works with parents. It's just as difficult to get trust and have trust of a parent. Sometimes harder than it is from a child. I think parenting is one of the most difficult jobs in the whole world. No one really can tell a parent how to parent, other than give them advice. But I think parenting, especially now with parents, is very difficult.

Nat: What do you think is the factor that makes you say, "Especially now"? Is there one thing you were thinking about?

Judy: I think in the words in your introduction. Social media. They have access to so much material. Some accurate, some not accurate. If their lives are busy, they may not have time to really sit and chat with their child to find out. Then they have their own expectations and ego wrapped up in their children.

Judy: The interesting thing that I found is, I did a much better job parenting the older I got. If I had parents that were close to my age, how would they take any advice that I gave them? How would I really have enough experience to be respected in that way for them? But I noticed, the older I got, the more they respected my opinion. I also think, just because I took a serious look at who I was and how I was dealing with them.

Judy: But as long as a parent knows that you really know their child, and you're really working for that child, and you want to work with them, it's an easier road.

Nat: I'm thinking a lot about sight, and the eyes. You mentioned earlier about the eyes being the window to the soul. You mentioned the eye contact being something so much more than just paying attention. You can read somebody through their eyes. You also said that about the parents, the kids and the parents. I thought about how you can always see, it's amazing how from far away you can tell if somebody's looking at you or not. Even though you can't see their eyes necessarily, you really can.

Judy: I agree.

Nat: So we have this gift as human beings, right? We have this gift of sight. The idea of hindsight is something that came to mind just a moment ago. When you're talking about working with parents, and when you're around their age or when you're younger yourself, it takes a lot longer. It's not impossible. You've achieved it, to build that trust with parents who are very close to your age. You're young, they're young.

Nat: But it's hindsight that can help, and be so advantageous to teachers. I think about that. You actually helped me clarify this. Because I think people who go into teaching as a career change have a certain advantage. Because they're coming in as adults. They're coming in as, they've got hindsight. They've been young. They've been young adults. They've had a career. They've scraped years together of parenting. Now they want to go into the classroom, and they've got the gift of hindsight. Which some others might call wisdom.

Nat: So I didn't know if there's anything else you wanted to add to that?

Judy: I totally agree that that is, I think, a major major plus. Plus sometimes when you get older you, I hope, become a bit more mellow. But we know people that have not become more mellow, they've become the other way.

Nat: We shall leave politics out of the discussion here. Equal opportunity.

Judy: We hope that we become more compassionate, and more mellow. More understanding of, everybody has their own way. That doesn't mean that it's the wrong way. But I do think, the other thing that I don't quite know how to go in, how to exactly pinpoint it, is that no matter who the teacher is, or the administrator or whatever. If you allow your ego to get in the way of all of those things, I think you've lost the battle.

Judy: That's a hard thing to separate. "Okay, is this my ego? Or is this the right way?". It's a tough call. But I think if you're egotistic, I don't believe teaching is quite the right place for you.

Nat: That's genius, and absolutely true. Not only are you saying that, but you actually gave examples of that when we started this conversation. It was really interesting to me. Because everything you said about working with kids, and how to build a trust bridge with five and six year olds, involved vulnerability. You started with the word, "Apologies". I was thinking, "Oh my gosh, we have to get back to this at some point". This is a perfect time to do this.

Nat: Because all of that involves removing the ego from your relationship with your students, and they're five years old, Judy. But even with five year olds you're saying, to communicate that to err is human is really important. Can you speak a little more to that? How do you view five year olds then? Are they little adults?

Judy: I view them in knowing innately, by just your daily actions. Actions not only just to them. But they watch how you're treating others. They know if you have favorites. A child knows if you really like them, or if you're putting on a persona in front of others, showing that you care, and all the lovey-dovey stuff. It's deeper than that.

Judy: But a child knows if you've really got their back, and that you would have it their whole life. Children that I had 40 years ago, I still think of them, and will never, ever forget them. Then if I see them an adult, oh my gosh. I still see them sitting on the rug, sitting and playing and goofballing and recess. Because I think deep down, that's still who they are.

Judy: I really did have to learn to apologize. Well first of all, I had to realize that there was something that I had to apologize for. Then knowing, that you goofed up, they goof up. Let them know that you're exactly like they are. That you made a wrong decision, and you're sorry for it, and you're going to do better.

Nat: Do you have, are you thinking of a specific situation? Is there a story?

Judy: There is one that comes to my mind. There was a young boy that was very, he was very self conscious. Such a wonderful student, and has many qualities. But never liked to be in the forefront. I remember, he did something, I don't remember exactly what it was. But he did something that was exceptional. I called, I made attention to that in front of the whole room. I knew instantly by looking at his face that I had made a big faux pas.

Judy: He did not want others knowing how successful he was. Because perhaps one of his friends could not do it. I had to take him aside, and I deeply apologized for embarrassing him. But I looked at his face, and I knew instantly that that was not the right thing for him. Now, another child would have been glorious in that. But not for him. I remember apologizing for the embarrassment that I caused him.

Nat: You shone a spotlight on somebody, on one of your students publicly, that he deserved. The intention was correct and true. Yet as you were giving praise to

this student in front of his class, as you were doing it you realized, "Oh, wait". Because you saw his eyes.

Judy: Mm-hmm (affirmative), I saw his eyes.

Nat: His eyes had a look of, "Oh no, I'm being singled out".

Judy: Like betrayal. Betrayal, really.

Nat: Exactly. Do you remember what you said to him?

Judy: I remember calling it exactly what it was. Apologizing for how I embarrassed him in front of the class, and I should have known that that was not the right way to handle it. I praised him on the job that he did, and that he should feel good about it. "But I should have handled it just quietly between you and I. Or maybe written you a little note and stuck it in your homework folder".

Judy: He was forever grateful of that. He had tears in his eyes. That I knew him well enough, and this was age six. That I knew him well enough, that he felt betrayed because I opened my mouth.

Nat: The action ... We're not laughing obviously at the situation. But it's the action of opening your mouth about him. Betrayal is such a strong word. But it's totally appropriate, right? Because to a six year old who had built this trust bridge, and trust is about belief. "She believes in me". It's about knowing. As you were saying at the beginning of this conversation as well. It can take months and months to truly know a kid. But that is our primary job.

Nat: "So I thought Ms Mansfield knew me. Why would she bring up ... Even if it's positive, why would she highlight me?", and listen to her response. "I know how that must have made you feel. I'm sorry. If I had done it again, I would do it with a note, or I would do it privately". His tears, how would you describe those tears then?

Judy: Well, I think they were like tears of relief, that he didn't have to ... That he could hold, I hope, the same opinion and view of me that he had before. The relief, I think, of realizing that I really did know him. So that was my take on it. I never really asked him. But that was what I garnered from his tears. That they were tears of relief. That, "That's over".

Nat: I think that your empathy, the depth of your empathy for this six year old, is a great example of the removal of ego. The only adult in the room, or one of the two if you had an associate teacher in the room. You are the adult. They are, as you said, watching you all the time. We mentioned earlier about, yeah there's words. But there's tone. There's body language. There's eye contact or looks. A certain look. Right? Yes, exactly. "Ha ha". We've used those. Sometimes that's it's all it takes.

Nat: It's funny. You can reflect on a look at 2:00 in the morning and be like, "Oh man, I looked at that kid. Too stern. Too severe". Just a look, but it can be so powerful.

Nat: But most powerful of all is, and most wise of all I think, is your comment about how he felt a sense of betrayal. That his ... Also a sense of relief. Relief not just in the apology. But relief that his view of you, that takes a long time to build. Especially when it's a trusting view. Relief that it's unchanged. It may have rocked a little bit. It might have been a little 5.4 Richter scale. But it calmed down, and it actually maybe even became more solid afterwards.

Judy: While you were saying that, it made me also reflect on instances where I've had to really suck it up, and apologize to the whole class. For maybe misjudging them. Or only seeing, you know how teachers sometimes see the last thing that happens, and not the first instances that led up to that happening? I know there have been many instances that I have had to apologize to the whole class, for only seeing one instant, and judging the whole thing by it. Maybe giving them, "The talk". The class talk.

Nat: Explain the talk. What is the talk?

Judy: Oh my god.

Nat: I got a shiver in my spine when you said that.

Judy: Well it's kind of like when you goofed up at home, I would rather have had a paddling any time than the talk from my mother. "Oh, I thought you would do a better job. I'm so disappointed". Oh my god, that was the worst. That's kind of the same thing with children.

Judy: But being sincere of course. You are disappointed in them. That doesn't mean you don't love them, and that they're going to have another chance. But maybe I was grumpy. Maybe I had a bad night the night before, and didn't feel well, and was harsh or judgmental. But it's important I think that when you know you're doing that, and when you know that it's not the right way, to say, "Gee, I am so sorry. I took it out on you, and other things. Or I didn't see the whole instance".

Judy: But I don't think ... There have been many instances that I have not regretted having the class talk, and everybody on the rug. Us talking about, "Somebody's feelings got hurt. Nobody stepped up to help that child. None of you stepped up". Going through, what are the steps to step up? If you start that with six year olds especially, they will have a friend that will step up to help them, when everybody else is picking on them. Or maybe they don't fit in with whoever the in crowd is.

Judy: I do not regret having those honest, firm talks about treating other people, and how they should be respectful of others. I don't regret any of those talks.

Nat: Not one bit. Because you're working with kids at the foundational level here. Whatever you see, you're also the observer here. You're up there observing these 20 kids, or 16 to 20 kids in the classroom as a unit too. Every once in a while it's really important. Sometimes, I mean do you ... I'm curious. Do you also share with the class, when the class has done exceptionally well?



Judy: Yes, and pride them on ... If I saw an instance, perhaps at recess, or check out, or any time, and I saw somebody else helping somebody else, that maybe somebody was picking on. Or maybe they had had a bad experience at home. I really will, as a class, say, "You know, this is the kind of thing that we mean about being a good friend".

Judy: Your point is good, in the fact that it does make me want to talk about, it's easy to go to the negative sometimes, and not enough to make conscious effort to praise the class a couple of times for legitimate, not made up things. But legitimate times that they really have arisen to the occasion.

Nat: We need to look for those legitimate times.

Judy: Yes.

Nat: Because we can't just throw out artificial balloons at them, and be like, "That was, you were just wonderful for breathing. Look at how cute you look sitting there. You're wonderful". That's false praise. You said earlier, this is just repeating back to you, kids know. They know.

Judy: They do, yes.

Nat: Right?

Judy: Yes.

Nat: They know better than adults.

Judy: Well you remember at school when, you know those gold slips that we would get for positive behavior?

Nat: Oh yeah, we had those. Yeah.

Judy: I know I've had many children pick up a piece of litter, and say, "Don't I deserve a gold slip?". It's about all I can do just not to laugh. But they finally get the message, that's just part of their daily responsibility. About pride, and where they go to school, or their own home or whatever. But I mean, they give it a shot. It's worth a try.

Nat: It's worth a try. The conditional, "If, then".

Judy: Yes.

Nat: The prodigal son. "I stayed here, and I was good. My brother went away and partied, and he comes back and you welcome him back? Wait, what about me? Didn't I deserve your love?". This is wonderful. I'm going to actually take a moment, because in hearing you talk about the classroom. I did a little bit of polling with some people who absolutely love you, and had you, and parents whose kids have had you as their teacher.

Nat: One of these stands out. I'm just going to read one. This is a woman who had two daughters go through your classes.

Judy: Oh, I'll see if I can figure out who it is".

Nat: Yes, we will see. I bet you can. You don't have to say it on here. "Mrs Mansfield continues to be a favorite in our household, even though it was so many years ago. She was our first grade teacher. She created a safe space in her class, where they secretly chewed bubblegum in class on special occasions. They earned popcorn parties for being very good, and following what we call the Five C's. Character. They had the annual sleepover to show the kids how much they grew.

Nat: Mrs Mansfield instilled an independence in my daughters, and provided chances to be thinkers. She had them create lists of things that they excel in, so that they could go to each other for expertise".

Judy: I'd forgotten that I'd done that. Yes.

Nat: "One of my girls recalls that, rather than starting her morning in the early care", where kids can be early dropped off into your school, "Mrs Mansfield let my daughter rearrange desks, and choose new tables for her classmates. She loved the responsibility that Mrs Mansfield provided her.

Nat: My other daughter always remembers the different roles and jobs that she had in first grade. Both of my daughters remember feeling loved, and they knew that Judy Mansfield believed in them. That was a feeling that they still feel today".

Judy: That is wonderful. Not just, I mean that somebody really said that is quite a lovely thing. Sometimes you just take those things for granted. I really appreciate that.

Nat: Teaching feels sometimes like anonymous donations, right? It's like you're giving, and you know, we're mature, we know, right? It's not going to come back to us as, "Oh, I remember that day. That March day when I was six years old. You got down on your knees, and you just told me this thing that just changed my whole self concept. Since that moment I've grown". You'll never, you really don't hear that.

Nat: But you have to have faith, and you have to have that intuition that says, there are tens of thousands of kids who you have worked with. Maybe not, I mean that's a lot. Less than that, but still. If you think, calculate it. Math was never my forte. Hundreds to thousands of kids that you have had as your students, who would all have stories like that, and feelings of love. Because you communicated feelings of love to them.

Nat: I love this secrecy. Maybe you can speak to that a little bit. Because there's something so special about that. "This is our secret world here. We have our secret rules here".

Judy: Well, more toward the end of the year after you really had bonded, I just always thought it was special to have something that was just ours. Whether it was a popcorn party, or ... I just loved that bubblegum party, because there was no chewing of gum as school. It was, for many of them, the first time that they had ever chewed bubblegum. We had to give lessons then on, "How do you blow a bubble?".

Judy: There were some in the class who really were quite dynamic about where to put your tongue, and when to blow the right pressure. I thought, "You know, this is, I just blow bubbles". You know, bubblegum, whenever I wanted to. I never thought about how to do it. But there were some students who were helping others. Even if they got their tongue in the tip of that gum, we call that a bubble. So just silly things like that sometimes.

Judy: There would be the desk fairy that came if they had a clean desk. Maybe a little, I don't know, a little treat of some sort. Or a little paper cutout of their favorite animal or something if their desk was clean, from the desk fairy. Just something that was special, that only our class did. To make us like a family unit. Like a tradition, like families always have traditions.

Judy: The other thing that I was just thinking about. In all of the total 50 years that I taught, I can not think of one child that I ever did not like.

Nat: Truly?

Judy: Not one child. There were, like we said, there were ones that I had to work harder to break down the façade of who they were. But I can't think of a single child. Some I've felt sorry for. Some I wanted to take home. But there was not one that I ever thought, "I don't like you".

Nat: In 50 years of teaching?

Judy: Mm-hmm (affirmative).

Nat: That speaks volumes about belief that every single one of us has something likable, something lovable. That the love of a teacher, the unconditional love of a teacher, is the most important thing.

Judy: I believe that, I do. They'll succeed if you give them that. They'll succeed in whatever their role is. Life has to have different, people have to have different roles. They all can't be a CEO. Somebody in there has to be caring for others. Has to be able to be good with their hands. Heavens, if somebody told me I had to be a plumber and learn plumbing, or an electrician, I would be the worst in the world. I have no talent for that.

Nat: We're going to have to wrap this up. But I was just thinking about talents outside of the classroom. It made me think about something else I know about you. Which is, you really take advantage of your off teaching time. Can you speak a little bit about that, and what is so important to you about honoring your love of travel, and your love of exploration?

Judy: I do love to travel. Most of my travel right now, since I'm physically still able to hike a lot and walk, is based around adventure travel. Where I have to really exert myself, and go to the beyond. But it's also about, what animal lives there? I really only travel to areas now that have animals that I'm not sure are going to be around in 20 or 30 years.

Judy: The place is wonderful, and I love the places. But for me it's about, "What is the animal that lives there?". Because when you look, animals and children are very much alike. If you treat them with ... Other than wild animals. But if you treat them with respect, and there's still something in an animal's eye when you get close, that is very much like a child's, in trust and love.

Judy: I know that sounds so bizarre, and so many people will think, "Oh man, she has really lost it". But I really have a love of animals, and conservation. Every living thing has a place in our world. I just got back from China, and going in the mountains. The Shan Mountains. I went up 13,000 feet, and man, I thought my heart was going to leap out of my chest before I got there. But I thought, "Judy, you've come all this way. You are not giving up".

Judy: So that's, I really just love traveling, and meeting all kinds of people and cultures. Knowing, just because I'm a US citizen, does not make me a better person than somebody from another country.

Nat: Just because I come from this kind of a family, doesn't make me a better kid than somebody who comes from a different type of family.

Judy: Yes.

Nat: Right? That is applicable.

Judy: So true. Material things do not make true happiness.

Nat: The eyes have it. The eyes are the windows to the soul. The eyes are the greatest communicators of connection and of trust. The averted gaze is something that, whether it's the averted gaze to the iPhone, or whether it's just looking away. It's something that Ms Mansfield has paid attention to, and brought them back into the eyesight, the connection.

Nat: The removing of the I, I letter I, right?

Judy: Yes.

Nat: Of the ego. Allowing the vulnerability. Allowing time to reflect as a teacher. Time to apologize when necessary. Time to show the students that you see them. "I see you. I trust you". That's, at the end of the day, that is what creates the classroom experience of love that is felt by your students, years and years afterwards.

Nat: I just want to thank you so much for being on this episode, Judy Mansfield.

Judy: Oh, thank-you, Nat. You gave me lots of things to think about, and experiences that I had forgotten. So thank-you so much. I really enjoyed it.

Nat: Your wisdom and your love is just amazing. Thank-you so so much, Judy.

Judy: Thank-you.