

John Nimmo and Veronica Reynoso

Rafael Otto: [00:00:06] Welcome to the Early Link Podcast. I'm your host, Rafael Otto. As usual, you can catch us on the airwaves on 99.1 FM and Portland on Sundays at 4:30 PM. Or subscribe and listen, wherever you find your podcasts. Today, I'm speaking with John Nimmo, associate professor of Early Childhood Education at Portland State University, and one of the producers of a new short film called *Reflecting on Anti-Bias Education in Action: The Early Years*. I'm also speaking with Veronica Reynoso, who is a teacher featured in the film. She currently teaches preschool in Seattle, Washington. Veronica and John, great to have you on the podcast today.

Thanks for joining me.

John Nimmo: [00:00:42] Very excited, Rafael, to be here to share our film.

Veronica Reynoso: [00:00:46] Yeah, excited to share more about anti-bias education. Thanks for having us.

Rafael Otto: [00:00:50] Absolutely. So the film is a... it's a short piece. It's a 50-minute film. It just released last week, April 1st. John, my sources tell me that the last anti-biased education film was produced in 1989. Is that right?

John Nimmo: [00:01:05] Yep. Either 1989 or 1988 but about then. Our colleague, Louise Derman-Sparks, who's pretty well known internationally for the anti-bias education approach, was the creator of that film. And, uh, you know, it was about 30 minutes. You can still find it on the web and it's sort of indicative of the time of video and sort of the colors getting washed out...

Rafael Otto: [00:01:27] A grainy old video on YouTube somewhere?

John Nimmo: [00:01:29] Uh, yeah, somewhere there, but it had an incredible impact at that time. Really what it was doing was introducing this idea, this approach of anti-bias, (what it was called curriculum then, now education) to the world. It was exactly the same time that they released the first book *Anti-Bias Curriculum*, which is one of the biggest sellers that NAEYC has.

I think we're talking about a million copies. They just recently released a... sort of the third version of that book. So it really had the job of introducing this idea to the world and as an alternative to the idea of multiculturalism, which had become a little bit washed out and meaningless as a term at that time.

Rafael Otto: [00:02:09] Talk about the impact from that film. How did it inspire you to make the one that you just released last week?

John Nimmo: [00:02:15] Well, my colleague and I, Debbie LeeKeenan, had been doing a lot of workshops working together over the years. And of course we were constantly asked, "What does this look like in practice?" Because people want to see, not just hear. And she had talked a little bit about wanting another film because we had both used this film, but it

was of course getting pretty old and dated. There are maybe one or two other films, again, pretty dated, maybe 20 years or more ago that existed. But otherwise there really wasn't anything other than the more generic professional development films, which were mostly talking heads - you know, experts talking over images of children - but no real action from the classroom.

So it really came out of a need for teachers to be able to get some sense of what does this really look like in the classroom? So that film had an impact on us of sort of introducing us to the ideas, but really a lot of the scenes in it were, um.. some of them were real and some of them were staged. Again, probably more talking heads than we would have liked because it was more of a training film, but we wanted something that was more provocative and would engage people in conversation rather than the typical, training/professional development film.

Rafael Otto: [00:03:33] Yeah, that's something that I appreciated about the film. It was... we're really seeing what it's like in the classroom, hearing the kids participate, hearing what it's like for teachers who are working with children. A very hands-on, practical tool it seems like to me.

Veronica, what was it like to be in the film and participate in the filming process?

Veronica Reynoso: [00:03:52] It was a incredible opportunity to really showcase something that I feel strongly about like, I think everybody should be teaching anti-bias, anti-racist education in their classrooms because these are ideas and theories that children are building from the very beginning, even before they enter my classroom.

So being a part of it was an honor. Especially because I saw the 1989 version in college and I remember sitting in my classroom and even then, which that was 2009, I remember sort of raising my eyebrow and being like, "Hmm. Some of these ideas feel a little outdated right now.." So it was really great to be a part of this project that I had seen in college and to show that this work is continuing, that it's ever evolving. And I hope that there continues to be more work around it. And that there's another one in a year, two years, three years because children and each generation that comes, like I tell the children in the classroom everyday, you are teachers too.

You're teaching me the same way that I am here to teach you. So yeah, it was really exciting to be a part of the project.

Rafael Otto: [00:05:04] in the film, you talked about.. there was a line, that you said, that anti-bias education is about what kind of human you want to be and about developing empathy toward others. Could you say more about that and what that means for you as an educator? How does it show up in your classroom?

Veronica Reynoso: [00:05:19] I think that preschool.. I feel like growing up and being in college and within the 10 years of being an educator, anytime I tell someone that I am a preschool teacher, I often get met with the words. "Oh, that's cute." And to me, working with children is more than cute. That's just the tiniest sliver of the job. Children are going to be adults someday. And I honestly do believe that we need to start having these

conversations with kiddos from the very beginning. I think about even who I am as a person now. And so much of that stems from my memories of childhood things that I went through, experiences that I had.

So it's very much a part of my philosophy as an educator to have these sorts of conversations with kiddos. Being a person who is first-generation Mexican being born and raised in the South, right, South side of Chicago, um, and moving to Seattle where my culture is definitely not as predominant; it was very strange how a lack of culture can, or my personal culture can create even more of an appreciation for it. Like I wanted more, I wanted.. I wanted to really embrace it. And I think that helped me cultivate my own identity and made me want to really help children cultivate their identity from the very beginning.

Rafael Otto: [00:06:42] Right. You've talked about your commitment to anti-bias education, to anti-racist education, and that's been a journey for you. If you look back to when you first got started, kind of introduced to this idea? What was really helpful aside from the 1990/89 film? What was really helpful for you to move further along that line and make sure that those ideas and concepts were part of your teaching, and what was that journey like for you?

Veronica Reynoso: [00:07:11] It's tricky. It's a hard moment to pinpoint because if I really think about it, it's always been there. It's just a part of who I am. I think that a big part of that journey is sort of letting go of the teacher role. I feel like you're told teachers are supposed to be more like directives, and I've come to learn to sort of let go of power, you know, and share power rather than holding onto it for myself and really help children create their own sense of power.

So I think it's just been really a part of me and it's been more learning how to be my authentic self, every moment that I'm in the classroom. Because if I am able to show that I'm confident in my identity and who I am that will carry on to the kids and that they will feel like they can be unapologetically themselves around me, around others.

And hopefully that carries on with them throughout their lives.

Rafael Otto: [00:08:08] John, I wanted to ask you about, first of all, the medium. I know this is the second film that you worked on and why do you think it's important to use film as a way to reach your audiences? That's one question I have, and I have a follow-up for you after that.

John Nimmo: [00:08:23] Yes. The most obvious thing is of course you get to see it rather than hear about it. And so you're taken into this world and hopefully captured by the curiosity and capacity of young children to really try to make sense of what they're seeing around them.

I think there's also a certain aesthetic with film. It's beautiful. And I think the movie, the film, is very emotional, so there's an emotionality about it. That's very different from reading something in a book. So, um, I think that's, you know, a couple of the things that I really find important. I also think that it enables us to focus in on characters and in this case, the

children, but also the teachers, because we really wanted to honor teachers as decision makers.

They're the ones in the classroom. They're thoughtful, they're observing, they're trying to figure out what's the best way to respond to the questions children have about diversity and bias.

Rafael Otto: [00:09:16] I think those interactions, the teacher-child interactions in the film, are really pretty powerful. And there are several examples in there, where you see teachers leaning into difficult topics or conversations with children. And those might feel uncomfortable for other adults who might be watching the film, whether they're topics around disability, race, or gender.

And I'm sure that you might've even heard from some teachers or parents who say that young children maybe they shouldn't be talking about these kinds of things or uncomfortable subjects in the classroom or at such a young age. What would you say to them? And how would you respond to questions like that?

John Nimmo: [00:09:53] Well, I'm convinced that adults have more difficulty thinking about and talking about differences, whether it's gender or gender expression or social class, race... Those are the adults who haven't had maybe the opportunity to explore the questions that they're curious about much earlier in their lives.

Whereas children are much more open to complexity. They're much more curious and they're trying to figure out who they are in the world, but I do understand people, parents/teachers, they want to keep children safe. We, we all want to keep children safe. And, obviously in this work, we pay attention to where children are developmentally. But, if you observe children, you'll see that they are taking in what's around them. Um, it's not as if they're in a vacuum; they're observing, they're asking questions and it's more a matter of paying attention to those questions and following up on them.

I think the other thing is that we have to get away from this idea that somehow teachers are neutral or somehow objective; we are engaged in inculturating children, just like, uh, parents are. And when you say you're neutral, that just means you're basically supporting whatever's the status quo. So, if we're saying that there's bias in the world, that there is racism, then by not responding to children's questions by not bringing up these issues, you're sort of allowing the status quo to go on. And of course, children are left to the media and try to make sense of things by themselves. And I think the other thing, you know, what I would say to folks and I have said to folks is, yep, this can feel risky but ultimately as a teacher, you're driven by the ethics of our profession to do no harm.

It gets as basic as that, or in my work, I talk a lot about the convention on the rights of children that there's this basic responsibility we have to teach to children to enable them to be fully included and to be really visible for them and their parents, their families, to feel visible in the classroom.

So you really have no choice, I think, but to, um, pay attention and to be really thoughtful about the way in which you engage with these topics.

Rafael Otto: [00:12:04] Veronica, do you have comments, thoughts on that as a teacher working with children every day?

Veronica Reynoso: [00:13:30] Absolutely, I think that John really got to that a little bit more articulately than I did, because that was a big, a big part of letting go of power rather than holding onto it as an educator. Being a preschool teacher, being an early childhood educator is deeply personal and this idea of being neutral.. no one is neutral. So I think, you know, that's a part of being authentically yourself in the classroom and helping children build that confidence in sharing their identity.

I remember, uh, we had a meeting once, lots of kids were sort of talking about gender roles in the drama area, kids were talking about how, "Oh, the mommy staying at home while the dad goes to work." And this was coming from a child whose mom went to work, and actually dad stayed at home. So that was interesting to see in their play. So we talked about it and I remember a parent sharing with me, "You know, children are like 'connect the dots'." So it's up to us as their teachers and their parents to give them as many dots as we can to support them, rather than them making very loose connections on the information that they're just cause they're going to connect us. They have, regardless of what we give them. So we want to give them as much support as we can.

John Nimmo: [00:13:28] Yeah, just building on what Veronica said, I think that part of this work is definitely building relationships with parents and families. We wish we could have kind of projected that more explicitly in the film. There's always limitations to what you can do in the film, but I think Debbie and I see this film as a discussion point.

So by screening this film, showing this film, looking at it as a staff, or even with families - we encourage people to use it with families - it can be a dialogue about what you see in this film and why, or why not you feel you'd be able to raise these issues or engage in that kind of curriculum. So, seeing the film and screening the film doesn't mean that's what you would do in your particular classroom or school because every context is different. And I know that all of the teachers, they come from three different classrooms in three different schools.

There's been a lot of work done in building relationships with the families. Being very explicit about the values and goals of the school, communicating regularly about what teachers are seeing and about what they're intending to do under the curriculum.

So sometimes when people look at.. might look at the film and say, "Well, I can't imagine doing that.. What about the parents?" Well, actually the parents have been part of that conversation. There's a scene in there where the children are talking about Black Lives Matter. That was children who brought that into the context and who were part of that discussion all along because that's what they were seeing in their community, in San Francisco.

So there has to be this sort of ongoing dialogue with, with families, of course.

Rafael Otto: [00:14:56] There's a part, there's a theme of child empowerment and family empowerment, and it's an important part of the work. And one of the things that stood out for me was this idea of creating space or creating a foundation for children to be advocates

for themselves within their family, within their school community, within their broader community.

Can you talk about that concept a little bit more? Veronica, do you want to start with that?

Veronica Reynoso: [00:15:28] Yeah, I mean, we as humans, I think it is wonderful to feel empowered, but you know, we often hear people talk about children being autonomous and yes, we do want children to be autonomous. And I think a huge part of autonomy is also then to build your autonomy for the greater community in which you live.

So I think, you know, you're really supporting these children to be confident so that then they can support others and the world around them. I often feel so proud and happy of the work that we do. When I hear kiddos who later I have their younger siblings, and their parents are telling me, "You know, so-and-so started their first day of kindergarten and they noticed that someone was being bullied around and they stepped in and stopped it right away."

I really think that that is coming from all these conversations that we're having with them in the classroom, the connections that we're building with their families, because we don't want this work to end in the classroom. We want this message and these conversations to continue at home. It can't just be happening in one place in a little vacuum. It's something that has to go with them and continue. So, yeah, we really want to empower children so that ultimately they can use those same tools to uplift and empower others.

Rafael Otto: [00:18:48] John, additional thoughts on that?

John Nimmo: [00:18:52] well, you know, I think we begin with this sort of goal of children having a really positive sense of self and then learning about others. But we also go on to thinking about what kind of tools children need to be able to identify when something is unfair, and then also how to act to.. to make change.

So I think it is true that there is this belief that children are moving into the community and they can contribute their ideas and a different way of seeing things. So it definitely is empowerment in the sense that you can see a different way of responding to other people, you can stick up for yourself and for your friends. Um, and you can identify bias when it's happening.

Now, of course, you know, we aren't putting all the responsibility on young children, adults have that primary responsibility. Uh, but they are, as they move into school are spending a lot of time where they are and engaging in these interactions.

And I've seen this happen even with my own children about how they're able to talk about, diversity between themselves and other people in a, in a kind of very easygoing and everyday kind of way, because they're used to doing that and they can be very clear about when something is not fair when something is happening that shouldn't be happening.

Rafael Otto: [00:18:10] You mentioned earlier this idea that kids are just naturally curious, they tend to be more comfortable with having some of these conversations and that it's the

adults who are often uncomfortable. So, when you say that we're not gonna put all the responsibility on children, but we're going to put some responsibility on adults, is part of that adults need to learn how to stay curious or go back to remaining curious like they did when they were younger? Or, because it seems like adults then have to be very conscious about this learning mindset that they need to resurface in themselves.

John Nimmo: [00:18:47] I think this is a fundamental disposition of teachers to be curious, you know, and we see that in all the teachers in the film and this goes for anything a teacher does that you have to be, you can't be a teacher alone, you have to be teaching and learning together. And I believe we can view children in the same way, they are both teachers and learners together.

Teachers have a basic responsibility to understand who they are in the world. What are their identities? And that's one of the goals of this film was teachers being able to say, who am I? Who do I take, uh, into the class with me? What are my social identities? My personal identities?

So they've done some work about learning about who they are, feeling comfortable with who they are and bringing that into the classroom in a kind of a powerful way that allows them to then engage with young children's curiosity. So, I think that's one of the great things about early childhood educators is that we recognize the importance of learning and being curious.

And we're not so stuck in our primary role being providing information and sort of a more obvious role of teacher.

Rafael Otto: [00:19:50] Right, right. Veronica, did you have comments on that?

Veronica Reynoso: [00:19:51] Yeah, I think that that is one part. And I think that another part, aside from the curiosity, is that I don't know where it happens or when, but I feel like there comes this mind shift at some point where tension becomes this thing to fear. For me personally, I see moments of tension as some of the.. and discomfort as some of the greatest opportunities to grow and to learn about one another.

I know a lot of people who are very conflict avoidant. And for me, those are like the relationships I have where I feel most confident and secure people that can come to me with conflict. So I think there's a little bit of that going on along with the need to stay curious is that let, let those moments of tension happen.

Sit in discomfort, sit in that tension and watch how you can grow and unfold. Whether it's in childhood or adulthood.

Rafael Otto: [00:20:46] You shared so much of yourself and your classroom in the film. That was really wonderful to see and I wanted to thank you for that. Is there anything you didn't get to say in the film about anti-bias education that you would want people to know?

Veronica Reynoso: [00:23:55] It's hard. It's not easy. There are moments of tension and there's no real right way to do it. There might be moments where I'm not sure what to do.

And the great thing about working with children, and I think that you should be able to do anywhere is say, "You know what? I'm not sure. Let me get back to you on that."

It should be just a part of life and things can get messy, but I think that it's really important to be able to learn together and have these conversations. Just just as everybody. Anti-bias education is all about being yourself and sharing yourself.

And that's why it was such a great opportunity to work with John and Debbie, because you know, there's just something magical about people who have worked in early childhood, where I tell people that I'm an introvert and anyone who has ever been a teacher or worked in early childhood is just like, "You?? No!" And I'm like, it's because I work with early childhood educators and we, like, play with one another and, you know, we're just like authentically ourselves around another.

So, that's the great part.

Rafael Otto: [00:21:56] John was there anything that got left on the cutting room floor that might've made it in if you had had a different cut?

John Nimmo: [00:22:03] Well, this film was meant to be 25 minutes long and the original cut was 65 minutes long. And we sort of came down. So we have a lot more film and we're going to actually have a sort of extended versions of some of the vignettes on our website for people to use as teaching tools.

One of the things that we hoped was in the film was that people would see themselves in the teacher, they would find someone they could identify with and find this work accessible rather than magical. That the teachers aren't necessarily needing amazing resources to be able to do the work they're doing. They do have the support of their administration.

I think the other thing is that -and I think this does come through the film - is that it is serious. You know, we are talking about racism in the world, we're talking about classism, we're talking about sexism. So these are teachers who understand the way systemic oppression works.

And while they may not be talking about it in those ways with the young children, they would be engaging with conversations with parents and with colleagues about these. So these are teachers who have done the work in terms of understanding what's happening and then thinking about what they can do in the classroom.

I suppose the one thing, and I alluded to it earlier that I wish was stronger, was the connection to families and where actually, if someone has some money out there, they want to donate we're already thinking about a second film that would focus on families and allow us to look at that interaction with teachers.

And also to think more about very young children, infants and toddlers, because obviously this doesn't all begin at four years of age or five years of age, infants and toddlers are already beginning to learn about who they are and to notice differences. So, those are kind of two pieces that I wish were stronger.

But I think there's a lot of complexity in there. There's a lot of layers in the film.

Rafael Otto: [00:23:58] This is a question for both of you. We're seeing new programs being developed, community partners moving into early childhood, being more intentional about early childhood and what they're offering kids and families. And a lot of times communities are asking hard questions around their instructional approaches, their curriculum, how they want their classrooms to be designed.

What advice would you give to people who are jumping into early childhood around anti-bias education and want to use this kind of framework in their classrooms? What do they need to consider? What do they need to know? And why?

Veronica Reynoso: [00:24:38] I kind of said it a little bit earlier where there is not one way to do it. That's really important to know. The anti-bias goals should be used sort of a loose framework, but you have to take into consideration who is in your school, who's not in your school, you know, different ways of learning. Yeah, that all has to be taken into consideration and really crafting it for your community. And even when you do it one year, it's going to be completely different another year. So it's really important to maintain that flexibility and really push for continuing the work in the classroom.

But yeah, to let it, to let it flow naturally. But to really provide the support so that teachers can continue delving into the research so that children can see themselves in books and see that they're represented. But I think the bottom line is that there really is no one right way of doing it.

Rafael Otto: [00:25:26] John, comments on that?

John Nimmo: [00:25:27] Yeah, I think that at the most basic level teachers have to be good listeners and observers and that if you're creating a program you've got to provide time for teachers to listen to children and talk with each other about what they are hearing the children say. Because I think in a while we didn't try to project one kind of teacher, or one kind of approach.

In thinking about anti-bias education, the most effective curriculum is going to be built from knowing the children and knowing the community. So not just the children in your classroom, but also the neighborhoods they're from, the cultures they represent, the languages they speak. I think you see a lot of examples of where that becomes the source of the curriculum or the way in which the teachers are building the curriculum.

So there's a lot of programs out there that maybe have packaged curriculums that they're expected to be part of to be using. And those could be useful tools, but they can also be problematic because they are standardized, even if it's a great curriculum. The person who wrote that book didn't doesn't know your community and your children.

So you have to have some way in which the teachers are given the power and the time to be able to also do some development of the curriculum themselves. I know here in Oregon, Preschool For All is beginning and I think there's a lot of discussion. I actually showed the *Voices of Children* film way back four years ago at one of the kickoffs saying, well, what is

quality education? Let's not go to a curriculum manufacturer as the beginning place, let's think about who children are and what kind of human do we want them to be or do they want to be as sort of the basic? So I think there's a lot of different ways you could approach it, but being able to listen to children, giving them the opportunity to speak, having good materials that reflect who they are and who their families are and having time to have conversations with families. These are really important elements of any early childhood program, particularly one that's going to take an anti-bias approach.

Rafael Otto: [00:27:29] Is there an example that you could talk about where you saw a classroom or a school community adopt an anti-bias education framework or lens or way of operating and how that changed the classroom? How it changed teaching and learning?

John Nimmo: [00:32:21] You know, I think typically teachers have some underlying qualities of being excellent teachers that they bring to the work. I've certainly seen teachers have this "aha" about what children are noticing about diversity. And it's really interesting because .I've, I've spoken with teachers and I've worked with teachers when I was a director of a school in New Hampshire, who would say, well, I'm not seeing those questions or I'm not seeing children interacting in this way. And I would say, well let's pay attention. Let's really pay attention to what's happening in this classroom.

Maybe record the questions and you'll see teachers be amazed because they're hearing toddlers asking questions that are relevant to difference. They're noticing children paying attention to each other or noticing skin color, noticing a difference in language, trying to make connections to a parent who comes in, who looks similar or different to, uh, one of their friends.

And it's almost like a kind of light bulb goes off and people are going like, wow, I'm seeing all this data. It's almost like my lens wasn't allowing me to pay attention. It was almost like I was keeping naive in a way and not seeing what children were noticing. So when people see that I think it shifts the way in which they use children's books, the kinds of books they would select. It changes the way in which they think about dramatic play, which, for instance, the dramatic play area can be so stereotypically reinforcing gender roles, but it can be used in a very different way. You see differences in how teachers get much more flexible about the kinds of materials they use, and even the kinds of questions they'll ask children or the way they might participate in that play. They become aware of things.

One of the things I hear teachers going, "You know, I noticed that I just regularly point out to children whenever they're wearing new clothing or a new pair of shoes, which of course has a social class implication." And they sort of start going, like, "How could I shift? I want to notice that child, but what could I be saying that's a little bit different?"

Or maybe I'm always selecting how we go off to playtime based on whether they're a boy or a girl. These can be kind of little things that people sort of become aware of. But I think that it does affect the overall quality of the teaching because of this responsiveness to children and paying attention to who they are in terms of their family, their culture, their language.

So you see that flow over. And again, I think as we talked about earlier, you see teachers getting much more curious instead of, "I'm here to teach ABC," I'm here to really learn about children and see what they can show me about the way the world works and how you can empathize and how you can interact in ways that are fair and responsive to your friends.

Rafael Otto: [00:30:52] Veronica, did you have any comments on that?

Veronica Reynoso: [00:30:53] You know I think that earlier on in my teaching career, like I would've maybe shied away from the question, "Hey, Veronica, you know, what does that sign say in the illustration?" You know, I think of like a moment where I'm reading a book about Martin Luther King with a child and maybe first year teacher Veronica would have stuck to like, "Oh, let's just continue reading the story," rather than reading the sign that says, um, no, no Black people, no Mexicans.

Like I remember, you know, reading that for the first time and the kids are like, "What does that mean?" And maybe once again, first year Veronica would have been like, "Hmm, let's continue reading." Whereas now I'm like, "Okay, let's talk about it." So I think, you know, definitely more curiosity, wanting to give children more information, be ready to dive deeper.

That's been such a huge impact for me and I hope for other educators to come.

Rafael Otto: [00:31:43] If people want to watch the film, where can they find it?

John Nimmo: [00:31:44] Well, you can go to <https://www.antibiasleadersece.com> And if you go in there, it's there for live streaming. We really wanted to, we were very fortunate to get some funding from the Tyler Rigg Foundation who had seen Louise Derman-Sparks, our colleague, on the PBS news hour.

We're talking in 2017. This is how long things take. So they supported us and we wanted to make it available for free. So we have it captioned, in Spanish and English. And soon in Chinese. So, we think we'll be able to reach a lot of folks. And there is also a guidebook for facilitators and for viewers.

So we imagine that college teachers, directors of programs will use this with folks. And so we've got it broken down by every vignette in the film, questions and resources about what you could do also to help you, uh, to view the film and sort of provoke you to think a little bit more.

The response has been amazing. We're hearing from all over the country and requests to introduce the film. And we usually do that with one or two of the teachers featured in the film, but we've heard from places like Israel, China, Australia. So really interesting to see the way that that's flying around.

We're going to eventually have, you know, DVDs for folks who maybe have problems with streaming. We're going to be doing that through Exchange Press, but for the moment it's there and it's available and we're trying to get the word out as best we can.

Rafael Otto: [00:33:25] All right. We'll share that link with our audience as well. Veronica, John, it's been so good to have you on the podcast today. Really great talking with you both. Thank you.

John Nimmo: [00:33:33] it's been a real pleasure. Thanks. Thank you so much.

Rafael's Daughter: This show is brought to you by Children's Institute,

Rafael Otto: Where we're transforming early learning and healthy development for young children and their families in Oregon. Tune in on 99.1 FM on Sundays at 4:30 PM. Or stream these segments wherever you find your podcasts. You can also find episodes on the Children's Institute website @ childinst.org.

Pay us a visit, sign up for our newsletter, or connect with us on social media.

Rafael's Daughter: Thanks for listening!