

Relationships for Learning

Impactful Indigenous Education Focused Collaborative Inquiry

>> We are absolutely delighted to be with you. My name is Moses Velasco. And I am currently a student achievement officer on the Capacity Building team, which is housed out of Mullet. My home school district is Toronto District School Board. And I just began in this role.

>> Hi. I'm Jenni Donohoo. I'm seconded from Greater Essex.

>> Woo, woo.

>> Woo.

[LAUGHTER]

>> And I've been working with the ministry of education, supporting Collaborative Inquiry for the past few years. And I feel very fortunate for a couple of reasons: A, that I get to work with Moses and, B, that I get to really dig deeply into supporting Impactful Collaborative Inquiry in a number of districts across the province.

>> Thank you. Jenni and I, over the past few years, have been working with teams in our respective roles at the district level and then provincially in this process called Collaborative Inquiry. And I think for anyone that's entering into year four in this project, you can appreciate that Collaborative Inquiry is not a really clear process. It's this thing that we kind of have this understanding of. And we're ready to commit to it. But as we go on through the process, we realize our level of commitment is different. We have to increase the level of commitment every time we go through a cycle and then every time we go through a subsequent cycle. We got to up our commitment again because it's not neat and tidy. And that's why we want to spend some time today talking about how do you facilitate what we're calling an Impactful Collaborative Inquiry. Take a look at our screen here. We have two learning goals that we've set out for us this morning. The first is this. So we want to identify what an Impactful Collaborative Inquiry is and what it means when we fully engage in an Impactful Collaborative Inquiry. We're doing this so that we can strengthen the process. Here's our second learning goal for the morning. In the work that Jenni and I have been doing with collaborative teams engaged in Collaborative Inquiry, we have come to recognize the importance of a key facilitator. And that facilitation as a whole can be shared, responsibility in a team. But there is typically a person or a couple of people who really take the time to ensure the work the team is engaged in is focused and impactful. So now that we've laid out what our learning is for the morning, let's take a look and see how we'll know if we've achieved these goals. Jenni and I are hoping that if you can leave today having identified the criteria that makes an Impactful Indigenous Education-Focused Collaborative Inquiry, if you can do that, then we will have met success. Additionally, we are hoping that after today, you will be able to describe what a facilitator can do to help support a team in

identifying a needs-based focus or foci. To set the stage, we thought we would share with you contrasting perspectives on what Collaborative Inquiry is and what it is not. Just by show of hands, if you've engaged in Collaborative Inquiry as a professional learning process before your involvement with this, with Indigenous Education-Focused Collaborative Inquiry, could you just raise your hand? Great. Thank you very much. And so then I'm going to assume the difference, those of you who didn't raise your hands, this is the first time you've engaged with Collaborative Inquiry was with this specific focus. Jenni and I, as we've worked with teams, we've found it helpful to teams to clarify what Collaborative Inquiry is. So I want you to imagine a circle. Right? And a circle is there's not really a defined beginning. There's not really a defined end. You can enter into a circle, into any of the points in the circle, really anywhere in the circle. And this is going to be important for this distinction. At its root, Collaborative Inquiry is a high-quality, professional learning design. When we talk about professional learning, professional learning, the research is used to describe when teachers change their thinking and their behaviors to impact student learning. That's professional learning. That's what Collaborative Inquiry is. It gets that professional. It is not experimental research. This isn't about creating two groups of students. And one group of students gets this. The others don't. They're our control group. And then we see what the measurements are. It's not that. It's not that. It's an attempt to surface what we think and believe about our students and the role that we have in moving their learning and maybe changing that relationship. That's what we're talking about. Collaborative Inquiry, on the second point, it's cyclical. It's iterative. It's about improving student learning and improving our teaching practices. It's not a checklist. It's not this linear, "Do this. Do that. Do this. Do this. And then you're done." That's not what it's about. We're constantly revisiting why we're doing what we're doing. Is it meeting -- is it having the impact that we're hoping it'll have? The third point here, Collaborative Inquiry is steered in a direction determined by the participants. So the team that's engaged in this Collaborative Inquiry, they set the direction. It is not determined by people outside of that team. Next, Collaborative Inquiry's facilitated from within by members of the team. People are not parachuted in from outside of the team to facilitate that process. This process needs to be owned by those who are doing it. Collaborative Inquiry is the gathering of a variety of evidence. When you're engaged in that process. Maybe perhaps as you begin or start this process, you think, "Okay. Well, maybe these are the kinds of things we'll be looking for. Maybe we're going to really look at engaging students' opinions and surfacing their voice." But we're going to do this multiple times throughout our inquiry as opposed to having a pretest and having post-test data at the beginning and the end of a discrete amount of time, like a semester or at the beginning and end of a school year. It's not weighing. We don't weigh information like that in a Collaborative Inquiry. I think this last point's really important. Collaborative Inquiry is a mindset. It's a way of thinking. It's a belief that what we do matters and that we need to evaluate the effects of our actions on student learning and achievements. That's the disposition we have, right, is that we can make a difference. That's our starting point. It's this belief. We can make a difference. What it is not is a mindset or way of thinking that no matter what we do, we can not reach all students. We have no

appreciation for self-assessment. That is not what Collaborative Inquiry is. It is founded in the belief that you believe that you can make a difference, not you alone. But we, collectively, as a team, we can make a difference. Collaborative Inquiry, and those of you if you're going into your fourth year, you know this, it's risky. It's rewarding. And it's empowering. You know that it is not risk free. And you know that it is not unhelpful. Dr. Dion took us throughout some really important information that shows that, that reiterates that for us, that it is powerful. And then why we're here today, Collaborative Inquiry, sometimes it's a muddy process. It's not so clear. It's not a clearly laid out path. I think what makes Indigenous Education-Focused Collaborative Inquiry so powerful is that educators, those that are working full-time in our schools, are partnering and engaging in building relationships with community members to investigate how we can move and address student well-being and achievement. That is significant. It was about 4 years ago that I was invited to work in Toronto District with our aboriginal education center. And so I went in understanding Collaborative Inquiry. That's all I really understand. I didn't really, like many of you perhaps, I'm going to guess, may not have known very much about indigenous history or culture, not really have an understanding of colonization of schools. So all of that was new learning for me. And I felt those things that Susan was talking about, the shame of it. You feel you have to own that. And I tried to work through that, right? And it was the relationships and the connections I was building with our indigenous community members. I had the pleasure of getting to meet and speak with Dr. Duke Redbird. And yeah. He just kind of told me, "It's okay, Moses. We'll work through this together. It's okay." And so I bring that up because I think an elder's perspective, if you have the pleasure and honor of having an elder engage in your Collaborative Inquiry, it will help so much to contextualize the process that you're engaged in. As you can see from the quotes, there is a lot of parallels between what we're seeing Collaborative Inquiry is and perhaps indigenous ways of knowing and understanding. We talked about research. It's Collaborative Inquiry not being an experimental research design. Shawn Wilson, who in his book researches ceremony, indigenous research methods, he wrote this about research with, by, for indigenous groups. And this is what he says. "Research is all about unanswered questions. But it also reveals our unquestioned answers." And when I read that, I was like, "Oh, that feels exactly like Collaborative Inquiry, that we don't take things for granted, our assumptions." We're clear with what our assumptions are. And we're ready to interrogate those and see, "Are these still valuable? Do they still help us, these assumptions that we're starting from?" He also writes this. "Research by and for indigenous people's is a ceremony that brings relationships together." And that's powerful. We could replace research with Collaborative Inquiry. Collaborative Inquiry that engages all, educators, community members from our indigenous communities, it's a ceremony. It really brings relationships together. It facilitates that understanding of one another and how we can move forward together. On your tables, there is a large 11-by-17 paper. It looks like this. I'm going to ask you to just pull that out. For those of you who are familiar with the Collaborative Inquiry cycle, we generally speak about it in four stages. There's the plant, act, observe, reflect. You can replace any of those terms with a whole bunch of other synonyms. What you have here are some really important

parts of the cycle that I want to point out here. If we were to begin in the plan stage, there is a reflection part as part of our plan that's in the right-hand corner. And then we move into act. And there's a reflect there as well. And then we move into the observe. And then there's a reflect there as well. This is really, really key and can't be understated, that in each stage of Collaborative Inquiry, we take time to stop and reflect. That being said, I'm going to pose this question. In relation to your Indigenous Collaborative Inquiry work, how are you using your collective story to plan and reflect, act and reflect, observe and reflect? And then this is the second question. Does your collective story reflect responsibility, respect and reciprocity as we move toward reconciliation? I'm going to give you 5 minutes to discuss. Thanks.

>> Just pull you back together for a minute, just to bring you back to one of the learning goals we shared at the beginning of this session. It was to really figure out what it means to engage in Impactful Collaborative Inquiry. And so we're continuing to scaffold on that idea. And we'd like you to find on your table now, there should be some white index cards. If everybody would locate one, one per person. And let's say there's not enough index cards, although I'm pretty sure we put plenty out. You could always just use a piece of paper. And for the first couple of minutes, I'm going to ask that this is an individual exercise. You'll have an opportunity after a minute of silence to talk to others. But I'm just going to ask that you first put just your own thoughts down. And so if you were to finish this sentence stem, "Our team's Indigenous Education-Focused Collaborative Inquiry would be impactful if or when," what would the rest of that sentence sound like to you? What would impactful be if you were at the end of the inquiry, perhaps embarking on another iteration of it? What would satisfy you as a team member as an outcome? Now, I'm going to ask the room to do this as a group. If you would take your index card and a pen or writing utensil or if you put it on a tablet, that's fine too, but you'll need your thought. And I'd like you to stand up and push your chair in. I'm going to ask you to spend the next 6 minutes or so finding two other people. So you'll have two conversations. They're one-on-one conversations. So you'll find someone else in the room that's not at your current table, perhaps somebody that you've met before in your travels or somebody that you're meeting for the first time. share with them what impactful means to you. Hear what they have to say. And then, if need be, you can add to your thoughts about what that looks like. After about 2 or 3 minutes, please take the time to find someone else. And I'll call you back as a group in about 5 to 6 minutes. So the hope is you'll touch base with at least two other people. And then when you are done and you've maybe perhaps added some thoughts, head back to your table. Finding people you haven't met before is a good idea. Based on that learning goal, I'm identifying what would be impactful. The success criteria for that was that you would be able to identify criteria that would make your Indigenous Education-Focused Collaborative Inquiry impactful. So now that you've had some of your own ideas written down and you've had a chance to talk to others, I really want to keep this tight on time. So I'm going to set a timer. And I'm going to ask you, with your team in the next 7 minutes, to come up with a list of criteria. So you'll have an opportunity to talk, share ideas, share what you heard from others. And then write down a list of what would that look like if you met with success. I'm

going to set the timer for 7 minutes and then pull you back after that. So you're starting to create a list of criteria around success for your Collaborative Inquiry. And perhaps you have a list of four or five items written down. And you can continue to think about this as the day goes on. And perhaps this is an idea you already have down, you've already included and thought about on your list. But for me this is one of the big ideas, is that Collaborative Inquiry is impactful, in addition to the ideas that you've generated. But an important one that we wanted to draw your attention to is that when teams are able to articulate if the changes in their adult actions made a difference for student outcomes. and so, to me, that's really where we go back to what Collaborative Inquiry is and is not. It's the adults really being reflective and open to that self-assessment and saying, "What do I need to do differently? And how am I going to know if that made a difference?" And so we just want to unpack this with you a little bit 'cause we started to think about this, that somebody asked us once, "How do I know when it's done?" And I'm not sure if it's ever done. And for people that have been into this for a while, you might have that same idea, is this really one inquiry leads to more questions, which leads to another inquiry. And you get deeper and deeper and deeper in your learning. But when the results from the Collaborative Inquiry, you might follow a couple paths. You might see in the end that there were some improvements in student outcomes or perhaps no improvement in student outcomes. And so let's say if there was an improvement, perhaps your team has no understanding of how or why those results were achieved. Or perhaps your team has a clear understanding. And let's say you're along that other path, where you've taken a step back and looked and said, "Hmm, there were no improvements." Maybe your team has no understanding of how or why those results or achieved. Or maybe your team has a clear understanding. Which path would you like to be on? Or which paths are ideal when you think of impact and the results from your inquiry, so just thinking about that for a minute. And let's say we're along path number one. We had an improvement. But we don't understand why. Maybe our next step is to say, "Was it luck? Or did the change in practice make a difference?" And so what were those changes? Those are important to document along with the student learning. "What are we doing differently that's making an impact?" Perhaps if we're along path number two, we've looked at our results. There's been an improvement. We have a clear understanding. Let's dig a little deeper and see, "Did the results improve for all students?" And we find that when teams get down into this path that they start to uncover that perhaps additional scaffolds might be needed for a few students. So you take a closer look now and get a little deeper into that differentiation. And so what do others need to know? Let's say you're along path number three. There's no improvements. And there's no understanding of how or why. What got in the way? And so perhaps you were diverted by activity traps that took your time and resources away from completing a cycle or assessing student work or student outcomes. And it's important at that point, as a team, to think about how can you strengthen the process in separating that person from practice. This is about examining our professional practice and not about our person. And let's say there was no improvement in student outcomes. And we have a clear understanding. Then, "What do others need to know? And what did we learn?" And that's really going back to that reflective piece, "What do we know now that we didn't know

before?" And so in thinking about that and that impact piece, I want to now just kind of segue into the idea of keeping facilitation at the forefront to ensure for impact. And I'm going to turn it back over to Moses.

>> Those four paths that Jenni took us through are critical for understanding this slide. So I'm just going to go back here. What Jenni and I have really come to appreciate is that an effective or skilled facilitator, rather, helps a team figure out what path they're on. This is also what they do. They help teams stay in the do mode rather than the talk mode. They're constantly asking, "So what does this mean? What are we going to do about this?" What they do is they ensure that the conversations don't just stay at a superficial level, that they go deeper with the learning. They ask the difficult questions for the teams to consider. They like to dig deep. There's a protocol that we've used in professional learning. Some of you may be familiar with it. It's called the five whys. So someone makes a statement. You ask why. They answer that question. You ask another why. They answer that question. You ask another why. And it's interesting to see how deep you can go with that. I mean, it does harken the time of when you had a 2-year-old and they kept saying why. You'd give an answer. And they'd, "Why?" And "Why? Why?" I mean, we stop at five. But there is something to be said about having to go down five layers of why to really get at our underlying assumptions. Additionally, a skilled facilitator helps the team avoid pitfalls or helps the team address the pitfalls of collaboration. Collaboration is something that we can take for granted. We think that, "Oh, we can throw a bunch of adults together, educators, community members. And because they're adults, they'll know how to get along. They'll know how to create shared work, joint work." Judith Warren Little talks about joint work. And we can assume that that happens, that they can do that. But we've learned an effective or skilled facilitator helps a team really bring about collaboration by addressing and avoiding pitfalls. Katz and Dack, in 2013, they wrote a book called "Intentional Interruption." And in that book, they talk about, from a social-psychological perspective, we, as humans, we're resistant to learning. And there are things that we kind of throw up in our psyche that prevent us from really learning. And so a skilled facilitator intentionally interrupts those things, those barriers, that we kind of throw up. They identify them as cognitive biases. And then finally, a skilled facilitator helps ensure the teams stay the course and that they avoid activity traps that might interfere. Jenni spoke about that. Sometimes we can get in that plan, act, plan, act. And we're not moving, right, which is why your template's really key here 'cause you've got the plan, reflect. And you've always got that reflect in there. That is really going to be key for skilled facilitators. In three broad ways, Jenni and I like to talk about what a skilled facilitator does. He or she does these three things. They help the team determine and maintain the needs-based focus. They secondly provoke thinking to assess impact. And then finally, they shape the development of a professional learning culture. Today, our focus is really on that first one. How does a skilled facilitator help a team determine and maintain that needs-based foci. So we're going to go back to your place mats. And if you can pull that out, I want you to just highlight where we are. This next slide comes from this part of the place mat. If you look in the top left-hand corner, under observe and reflect, that second column, the

last question is this. What knowledge, data and experience can each of us share to inform arriving at a student-learning needs? So what this does is it recognizes that we all have some understanding of what our student needs are, an intuitive understanding, if you will. And then we need to challenge it with these questions. How well do you know who your students are? And how are they experiencing school? Do you know the patterns of success? Who and where are students being underserved? What questions are you not asking or are asking? And how do we ensure that we've included all of our students in our data? So these are key questions when we're really trying to get a handle on the students that we are working with, who they are. That's part of that data, knowledge and experience that we're pulling on to answer these questions. We're going to come back to these questions later in our session as they will shape a conversation. We have some advice from Katz, Earl and Ben Jaafar in 2009. And this is what they write about determining a needs-based focus. "When it comes to establishing a focus, the goal is to identify the most urgent student-learning needs by tapping into the tacit knowledge as a source of possible hypothesis." The term tacit knowledge, it refers to what I was speaking about, that intuitive feeling, that sense. It's like those of us who whether you're working full-time in schools or not, and if you are, you have this kind of understanding of what our students face, right? And it's that understanding that that's what we really mean by tacit knowledge. So we have that understanding of how and perspective on how things are for our students, our tacit knowledge. And then we begin from there to develop a possible hypothesis.

>> As community members, as professionals, what does your instinct tell you about the students that you are serving and their learning needs? And so we're going to ask you to think about the students that you're wishing to help as part of your inquiry. And what do you know about them? And list some of those needs that are surfacing. Now, for this, this has kind of two or three parts to this activity. So the first instruction is that you work individual again, on your own, find some sticky notes. And on one sticky note, place one learning need and then another learning need on another sticky note so that you're generating a stack of learning needs that we will then do something with in the step two of this process. So individually, think about the kids. Think about your professional knowledge. Think about what you know that they need. And this is a learning need we're trying to define. So part of this activity is coming to common understanding of terms. So when we define student learning, what do we mean by that? And so list as many things that you can think of, one per sticky. What I'd like you to do is, within your table team, you might need to clear a little space on your tables. The second part of this activity is called the list sort in the label. We've already done the list part. So you've created a list. And what I'd like you to do is talk to each other, share your ideas and sort those ideas into what makes sense as far as different categories. So you might say that these ideas go together and start compiling the stickies into one pile. Or you might identify that, "Oh, these are similar." So you'll do the sort. And then once your sorting's done, the third step is to label the category. So what would you call that if you had to give it a name? So you're going to have some more time to talk. And of course, what we're trying to do today is just set up some of the conditions that will

engage you in next steps when you go back to do this work on your own. So we're not going to get too deep into it. But one of the reason we wanted to bring this up is to help determine what really constitutes a student-learning need. And so we've been doing this work, as I mentioned, in different places across the province and sometimes in the United States. And often in the early stages of doing this work, we would ask the audience to write down exactly what we asked you to. Please sit down and brainstorm as many student-learning needs as you can think of. And then sometimes we'd walk away with that data. And we'd have hundreds in stacks of cards that would tell us about how people are defining student learning. And we found it really interesting because what we found as we started to code that data is that people define student learning very differently. So I just want to run you through some of our thinking behind that. Sometimes the responses might be coded as instructional or responsive. And that might look like students need wait time. They might need effective questions to prompt their thinking. They might need opportunities for their voices to be heard. And we believe that's important. But that's not a student-learning need. That's more of an instruction and response based on a student-learning need. So maybe you have some of those on your sticky notes. Another one that popped up quite frequently is things that would fall under what we coded as behavioral. And so students need to honor due dates or those work habits. Students need to know when to get off their devices. And we could name a bunch. And those are more behavioral than what we would define as a learning need. Then we'd start to see some that were really rooted in well-being that might be called moods, feelings, attitudes. And if I were a researcher, I might call that the effective domain. And we know how important that is for students' learning. We know that they need to feel safe and accepted. We know that students need to have self-confidence and have that intrinsic motivation. And so we saw a lot of that popping up. And that's so important. We started to see things that would be related to the process of acquiring knowledge and understanding. We might call those cognitive-learning needs. It might be things like making connections, evaluating, synthesizing, inferring, problem-solving skills and identifying main points, et cetera, anything that's related to really getting a deeper understanding of content and curriculum. And we kind of had to play with these categories for quite some time. And then we started to see some pop up that were more of awareness of self-as-learner in the last couple of years. And that might be that we recognize that students need to be able to know when their understanding breaks down. We need to know or help students determine what strategies to rely on when they get stuck. They need to know what to do when they don't know what to do. And maybe it would sound something like they need to know what the target is and where they are in relation to that. So technically this would be metacognitive student-learning needs. And so what we would argue is that the work of a Collaborative Inquiry, or if we define student learning because all the research shows ... And if you have read some of Katz's work, he really lands on that it needs to be a needs-based focus and that the needs are student-learning needs.

And when we think of how we define student learning, we would land in one of these kind of categories. And so another thing that your team might do as a next step,

and we can make these slides available. So you'll get access to these slides. I see people trying to take some photos. The next step your team might do because in determining again that the focus of this is how do we determine the needs-based focus, you've got your ideas. You're going to gather more information. And once you do that, you might say to yourself, "This is a protocol that we've used with teams and had success and gotten feedback when we're not even there to facilitate it from teams that have used it." Imagine your team's in the center of this circle. And on the outside are all of the things that you just wrote on those stickies, everything you're concerned about. And if you start thinking about the work of your team and what is within your sphere of control, you start taking those ideas and saying, "Okay. Well, I have control over this. And you start placing those needs within that inner circle that your team has a potentially to influence. And that helps narrow down that needs-based focus. So then when we think about where we started, in identifying the needs-based focus, the first step is we drew on your professionalism, your current knowledge, your experiences, what you know about the students. The next step that Katz says is important is look at evidence to help inform my hypothesis. What do I have or what could I get? And that's where we're going to suggest you go next. You dig deeper. What is your team's need-based focus? How do you know? And what are your next steps around collecting additional evidence based on observations, conversations, student work product to say that the hunch or hypothesis you've come up with is the area you need to pursue. And so Moses shared these questions a few minutes ago. We're just posing them again, when we think about the students and just kind of unpack the last 4 or 5 minutes for you. And then we can go back to that and give them talk time if we have time.

>> Sure. That's a good idea.

>> Okay.

>> So I'm going to go back to one of our outcomes, was that you would be able to understand the role a facilitator takes in helping determine and then maintain a needs-based focus. So we did this by tapping into your professional instinct, what you knew and understand about your students and their needs, using that instinct, if you will, to define a learning need and build a common understanding of a needs-based focus. We then shared with you the protocol of the sphere of control and realm of concern. And then we've reiterated the important of, now, once you're at that stage, then looking up what additional pieces of information are we looking at, do we need to be collecting. What's critical here is the student voice. And that's what we're hearing from the reports, right, that the student voice is critical in collecting the information and confirming your hunches and your hypothesis. So going back to our place mats, we were looking at that part of the place mat first. Sorry. Let me go back. We were looking at this part. Now we're looking at this particular question. This question informs what we were just talking about. What knowledge, data and experience can each of us share to inform arriving at student-learning needs. And then once your team has identified and understands the current student-learning needs, you are ready to plan. So that's where we've taken you in this cycle. We have

shared with you this process that we have found success with, with teams in determining what the student-need focus is going to be. So I'm going to review. Sorry. Got a little trigger-happy there. The learning goals for today, what it means to engage in an Impactful Collaborative Inquiry so we can strengthen the process and, secondly, and understanding of the way that a facilitator can support a team to ensure that the work and learning is focused and impactful. So here's where you kind of do your own personal check. Can I say that we can identify as a team or at least begin to identify what makes our Indigenous Education-Focused Collaborative Inquiry impactful? Can we do that? If we can't do that necessarily quite yet, do we have a process we can take back that will help us do that? Secondly, do you think you can describe what a facilitator can do to help support a team in identifying a needs-based focus? And perhaps we've given you some real practical application of how to do that. Again, the facilitator supports the team in these three broad ways, they determine and maintain a needs-based focus. They provoke thinking to assess impact. And they shape the development of a professional learning culture. Because our focus was just that first one and really it was really just the determining part, we didn't get into maintaining. And we didn't get to provoking thinking to assess impact. Jenni and I have suggested that we would be willing to host a webinar, maybe a couple of times, the same webinar, for us to delve deeply into what we mean by that, what it means to maintain a needs-based focus and also to provoke thinking to assess impact. For this webinar, the date will be announced once we figure out what our calendars are going to look like.

>> January?

>> We're thinking January at this point. This is what we're hoping or proposing would be the learning for that webinar, that those pitfalls we made mention of would be talked about. We would talk about how to avoid them or maybe address them. And then we'll look at making sure that the work and learning is focused and impactful. The criteria for those webinar would be this, that at the end of the webinar, we're hoping that you'll be able to name and describe at least three pitfalls and ways that you can address those or avoid those pitfalls. And then secondly, that you will be able to describe how a facilitator helps a team in maintaining needs-based focus and then provoking thinking to assess impact. There's our contact information. Jenni and I are available via e-mail. And should you have any questions, we're happy to field those as they come up.