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VICKI DAVIS:

Hello, all of you remarkable 10-minute Teacher listeners. Today our guest, Dave Burgess, of this podcast a choice of any of the 23 books from Dave Burgess Consulting. Check the show notes for a complete list. This will run between today February 20<sup>th</sup> and Wednesday, February 22<sup>nd</sup> at midnight and we'll draw on Friday February 24<sup>th</sup>. So head over to iTunes, leave a review and include your Twitter or Instagram handle. Thank you so much.

DAVE BURGESS:

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VICKI:

*The Ten-minute Teacher podcast with Vicki Davis. Every week day you'll learn powerful practical ways to be a more remarkable teacher today.*

VICKI: So we have one of my favorite authors, Dave Burgess of *Teach like a Pirate* <http://amzn.to/2lYVjdl> fame with us today for Motivational Monday. So Dave, what motivated you to try something different in your classroom to engage your students?

DAVE: You know, I wanted to be a reprieve from the monotony of the judicial educational system, not a contributing factor and I think those kids in our school systems that are bored and feel school isn't relevant for them – I felt that way sometimes as a student myself and I vowed when I went into teaching that I was never going to have a class where kids felt that way. So that was one of the things that motivated me to try some new and innovative ideas.

VICKI: Okay, Dave. So what is the craziest thing you ever did to engage your student in a lesson?

DAVE: That's a tough question, Vicki. I've done some pretty crazy stuff.

VICKI: Yeah, you have.

DAVE: So I think some of the craziest things I've done are I have completely transformed my entire room into various scenes, into lunar landings, into '60s parties, into speakeasies. I've taken kids out on full period Safari walks where we discover –

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I have hidden stuff all around the entire school, around the outskirts of the school and we go on a history walk of discovery. I've buried skeletons out there, I've created Native American territories and so it's always trying to take that extra little step that will do something that throws them off their guard.

VICKI: Okay. So it's intimidating and I will that you have pushed me out of my comfort zone. I've dressed like a zombie, I've done all kinds of different stuff but it is kind of uncomfortable when you say, "Okay, I'm going to have a hook and I'm going to engage my students and I'm going to have a theme." How do you help teachers feel a little bit more comfortable with the idea of being part of the experience of learning?

DAVE: One of the thing I tell teachers is that **all progress is found outside of your comfort zone**. So if you're never uncomfortable as an educator then you're not growing, you're not getting as good as you possibly can. It's okay to feel uncomfortable and it's okay when it doesn't go right and when you falls in your face and that's part of life. And that's why we get that wonderful chance to model for students, that idea that it's okay to fail. And you know what? I'm going to come back tomorrow and I'm going to try something

And so when we always think that our lessons have to go perfect, I think we do a disservice not only to ourselves because we don't push the edge, but we do a disservice to our students too because it's incredible for them to get to see us in that role model position fail and see how we react to that. **Everything that happens in the classroom is feedback**. It's not failure, don't personalize it, don't beat yourself up about it, don't beat kids up about it. Everything that happens in the classroom is feedback. They're providing us the real-time gift of feedback in order to help us improve and hone our craft.

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VICKI: I'll admit this, I've done some crazy stuff but if I know I'm being observed I'll just back off a little bit. And a lot of us have pop-ins and walk-ins, you know. If I ever had a pop-in when I was doing something wild and crazy, I might feel a little uncomfortable.

DAVE: So I have a strange answer for this one that sometimes makes teachers uncomfortable. And I think that the answer is that you should be observed more often and that if you only have an administrator in your room and that rare instance when they just pop-in and they're doing your evaluation, then you're at risk of having something taken out of context in just a small little snippet. So I think the answer is to invite them in more often, get them into your room when you're doing amazing lessons, when you know you have stuff that's going to be a homerun. Get them in there so they see you teaching under all kinds of different circumstances and be successful and have educational conversations with the administrators as well and talk about pedagogy that's behind some of these ideas.

And when you open you that dialog, when they get to see you more often – then when they do happen to come in and see something that's a little outside of the norm for them and they might be uncomfortable with. They get to see it in a context of a much larger picture.

VICKI: Well, you're speaking from experience, aren't you, Dave?

DAVE: Absolutely. I've had some administrators come in at some very odd times.

VICKI: Give us an example.

DAVE: So I have a famous example that I use in the workshop where I pull a burnt bra out of a bag. And I've had an administrator walk in with me holding a burnt bra, dangling a Victoria Secret's bra inside of my class. Now, in context it made perfect sense as we were talking about the feminist movement of the 1960s and all that and it was hook to draw them in. So I was talking about these large issues of women reacting against their conservative values of the '50s, right?

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But out of context, it was certainly a pretty awkward experience and so that's why it's important to have administrators in your room more often to be able to justify and know some of the pedagogy behind the stuff that you're doing and the stuff you're trying with kids.

VICKI: Yeah, it can be so challenging. Okay, Dave, I have to ask you this question because it's obvious when you read your work and when you talk to you, how much you love students. And I admit, I've toyed with the idea of moving out of the classroom a few times. I just can't do it, it kills me to think about leaving those kids. Have you ever regretted leaving a classroom?

DAVE: I miss the day-to-day interactions with the kids. I miss the kind of relationships that you can build with students when you get to see them every day over the course of a whole school year. That's something that I miss now. But at the same time I thought as a chance to amplify my impact. I want him to take my message to a broader audience and I felt to really do service to my message, I need to get out and do it fulltime. And so I do most of that rapport building with the kids but I also feel – I like the idea. I know that a lot of people fear leaving the classroom or don't want to do it because they love teaching so much but the same time we want good teachers to sometimes move in to administrative roles and we don't want administration to be a place where it's just people that were tired of teaching and were looking to do something different.

When I see a great teacher and they move into administration I don't mourn that, I celebrate that because what a wonderful thing and they have great teachers be in these leadership roles on a campus.

VICKI: So now that you've been out of the classroom a little while, when you look back on being in the classroom, is there anything you would have done differently or maybe not worried about so much?

DAVE: Absolutely. So I think now that I've been out and in many more systems traveling around, I think there's all kinds of areas of innovation which I had not tapped into yet. One of the biggest ones would be technology.

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And so just honestly, I was not a great tech integration teacher. And now that I've been exposed to so much through Twitter and through my professional learning network and through these amazing people that I'm running into. And I have amazing tech integration teachers that I worked with at West Hills too and I didn't take an advantage all the time. So if I went back, I would have incorporated a lot more technology.

VICKI: Okay, so Dave, give teachers your 30-second pep talk for Motivation Monday about really trying to engage their kids?

DAVE: It does not matter what you say if nobody is listening. It always comes back to engagement, into hooking those students in to what you're doing. And so it doesn't matter how much you teach, it's how much is actually received, how much did they take part in and how much they are engaged with. And so, we are in literally the life changing business. This is about a mightier purpose than what outside forces] want to drag our attentions to or towards. And so this is a very minute purpose, engaging those kids and creating why the outrageous lessons that draw them almost magically or magnetically into what you're doing in the classroom.

It's going to be completely worth it, it's going to be fulfilling bot for use and of them as well. And you're making a huge difference in the world so keep fighting the good fight.

VICKI: I love it. Hey Dave, would you tell us about our give-away for today?

DAVE: Absolutely. I am going to give away for three people, the book of your choice out of all of our Dave Burgess Consulting incorporated. We have 22 books out, the link I'll be provided for you <http://daveburgess.com/pirate-books/>. And if you want to leave a review for Vicki's new podcast, three of you would be chosen to be on a selected boat and we'll ship it out to you and it's yours for free.

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