



Online Book Launch Transcript

Date: 5 November 2025

Welcome! This is the transcript for the launch held online, on the 27th October 2025.

- **What does it contain?** The full transcript, and the slides that accompany the presentation as it was delivered on the day.
- **How long is it?** It's about 5800 words long, so if you're an average reader it should take you about 20 minutes to read (shorter if you're skimming!)

Enjoy!

Table of Contents

Welcome	3
Acknowledgement of Country	3
Why are we here?	3
What's my mission?	4
Where did it all start?	6
So who does the book help?	8
What's certain in life?	8
Everyone's a Teacher	8
Who were your teachers?	9
What space are you creating?	10
Why is this important?	10
Who taught me?	11
How long has this book taken to come together?	11
How versatile is the book?	12
How can it be tailored?	13
Who can benefit?	14
What will you take away?	15
Who was the team who helped me bring it all together?	19
What legacy are you leaving?	20

Welcome

Okay. So thank you all for joining us today. We are here to launch Everyone's A Teacher, which is a new book that is now finally printed - hoorah! I've actually got printed copies in my hand, which is super exciting.

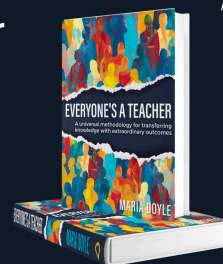
It should be hitting all of the online stores, all over the world, across all the different international stores including Booktopia etc. So if you've ordered a book from my website or from any of those places, it should be getting shipped this week, which is super exciting.



Everyone's A Teacher

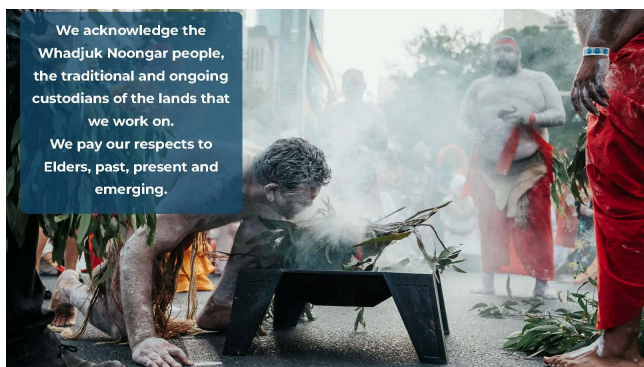
A universal methodology for transferring knowledge with extraordinary outcomes.

Launched 26th October 2025



Acknowledgement of Country

So just firstly, of course, the Acknowledgement of Country. I acknowledge the Wadjuk Noongar people, the traditional and ongoing custodians of the lands that I work on, and I pay my respects to elders past, present, and emerging.

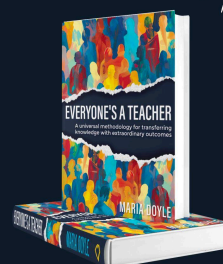


Why are we here?

We are here to launch this book. This little [00:01:00] presentation is only about 10, 15 (whoops more like 30!) minutes. It just takes you through the

Welcome!

Why are we here?
How will it work?



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why and the story behind the book, then there will be a quick trivia quiz. It's all online. And you score points for answering correctly, but also as quickly as possible. So the top three people who win that competition will be getting a free book posted to them.



What's my mission?

Now, in true Maria fashion, I could never do a death by PowerPoint and just lecture at you for 25 minutes; because that would be completely against my entire principle of best practice teaching and learning.

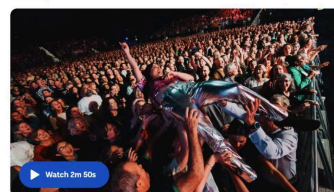
What's my mission?

How Astrid Jorgensen turned a suburban pub choir into a worldwide musical phenomenon

By Leisa Scott and Erin Semmlar

Australian Story Music

Mon 29 Sep



Astrid fronts one of Australia's biggest musical acts — where it's the audience that does most of the performing. (Australian Story)

So instead, I'm gonna give you a job because of course, that's what I do. Have you heard of 'Pub Choir'? If you could just respond in the chat because I'll be monitoring that. Great. Oh, Mariana. You went to 'Pub Choir' in Singapore last month. It's so much fun, isn't it? I've seen so many [00:02:00] recordings but I haven't quite gotten to one.

If you haven't heard of Pub Choir, it's this woman called Astrid Jorgensen. She's an Australian. And in a minute, you'll listen to a little bit about what she does and why she does it. I was watching [Australian Story](#) the other night, which is an Australian TV show that focuses on Australians who are doing extraordinary things. And this woman came on and I was in tears by the end of it, and I couldn't quite figure out why, but I watched the promo again and again, and I thought, wow, like there are so many parallels about what she's doing for singing and what I wanna do for teaching.

So instead of me telling you what my mission is, I want you to figure it out by having a little listen to this little video that's coming on now. <Please [watch this video starting from the 0.46 mark](#) if you're able - the rest won't make sense otherwise!>

Okay oh, it always tears me up a little bit. So can you see the connection between what Astrid and I are doing - her for singing - me for teaching? If you can just put it into the chat and then I can read it out.

So yes, anyone can be a teacher. Good on you, Anna. That's it. It's demystifying the whole process. It's not that hard. Everyone's had a hard knock when they've done [00:03:00] a presentation that's fallen flat or people have stared at them or been confused, it happens to everybody. But it doesn't matter. Like she says, we're all teachers, we've all got this unique voice inside of us. We all teach and learn differently.



But that power that you can bring from multiple people enjoying that together, and that's what I want to help you bring to the classroom. It doesn't have to be this terribly boring, confusing, laborious place to be. It can be fun and communicative and there can be joy. It can be an inspirational place to be. So yeah, what Astrid is doing for singing, taking it to the masses and getting everyone to be really comfortable and confident that they know what they can do. That's what this book does. It gives you the strategies, the tips, the tricks, all the bits and pieces to turn you into a better version, hopefully, of the wonderful teacher that you already are.

So that's the parallel. And yeah, it was just wonderful for me to watch that and realise that wow - someone else is doing something similar to me. A teacher toolkit. Yeah, that's exactly right, Anna. I'll point this out later on as well. There's also [00:04:00] an engagement toolkit that comes with this. So this is the 12 step philosophy with all the tips and tricks and strategies on how to create an extraordinary learning experience. There's also a toolkit in this that is just purely games and activities. So just things that you can take into your classroom and switch it up, get people outta their chairs and get you away from lecture mode.

It's actually called The Facilitator's Guide to Breaking the Lecture Habit. So that's all part of this book and comes connected with the book. When you do get a copy of the book, there is a QR code inside. It's right throughout the book. It's quoted everywhere. And that's where you can get all of the extra resources and I'll show you all of that later on. Okay I urge you to have a look at that [Australian Story](#), if you haven't. It's a wonderful show. She's a very inspiring person.

So this is my mission to create a new standard and my invitation is to you. I should never read and ask people to read what's on the screen and talk over them. So have a read of the slide you can see here.



• Death. • By. • Powerpoint. • IS. • SO. • NOT. • COOL.	• Join. • Me. • In. • Saving. • The. • World. • From. • More. • Pointless. • Torture.	• Join. • Me. • In. • Creating. • A. • New. • Standard.
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Death by PowerPoint is not necessary. Thanks Anna. It really isn't. [00:05:00] There's just better ways. And the book and this whole sort of philosophy, is to help people break out of that lecturing habit. So join me in creating a new standard.



Where did it all start?

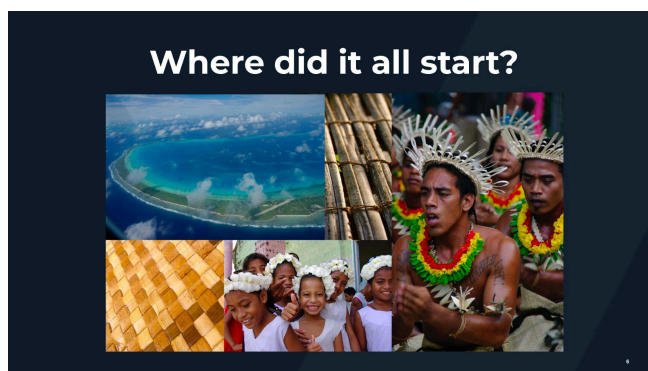
So where did it all start? I took a posting out in the middle of the Pacific that nearly killed me. Literally I ended up with multiple organ failure, came back and thought, life has to be a bit different.

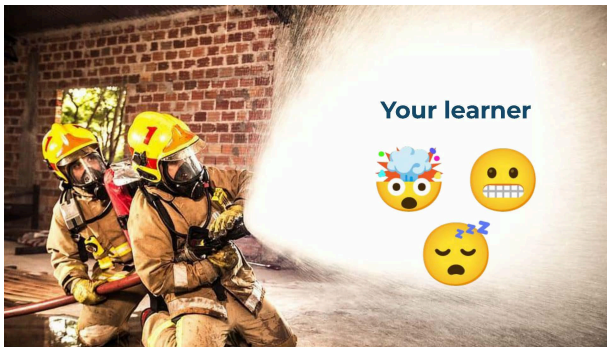
Things need to change. And we've got Therese in the audience who's currently in Kiribati. I absolutely love that country. It has affected me profoundly apart from the fact that it nearly killed me. No, the people there are wonderful. So when I came back from this posting, I was quite ill.

And I decided that I never wanted to work myself into the ground for a corporation again. So I decided to go out on my own. And part of that was creating a business model. My concept was to create a group of consultants that do similar things to what I do and market ourselves online through some sort of database.

The business model was so good that Cambridge University came out with an identical model a year after I started so that entire year of business [00:06:00] development was shelved and I needed to do something else while I was learning about business. So I enrolled in a lot of business training.

I met a wonderful group of subject matter experts who were like, all of this training is terrible. Aren't you a teacher? Can't you make it better for us? And I was like - yeh! Maybe that's what I can do! and so that's what I started doing. So from that point onwards, I started working with subject matter experts, much like the people that were teaching me about business.





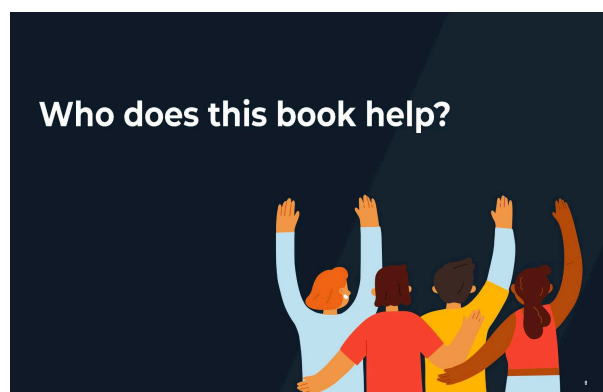
What I found with their presentations, they're super cluey people with lots of information, super passionate about what they do. However, the learning experience felt like this (what you can see on the slide). Which

I'm sure you've all been in a situation where it's whoa. Just so much information coming at you from all different directions and, oh how am I supposed to remember this?

How does this apply? You know those lectures that you'll sit in or you have to listen to an hour of a tutorial, but there's no visuals, there's no application. It's just Wawawawawa. So you tell me, how does the learner feel when this is the learning experience?

Any ideas, type 'em in the [00:07:00] chat, because otherwise I'm just lecturing at you, aren't I? How does it feel when you're just being fire-hosed with information? Yeah, blasted. Massively overwhelmed? Yes. Does anyone feel a bit like these emojis perhaps? Like asking - What are we doing here? Why are we here?

Or falling asleep or bored or frustrated or confused, there's a lot of different things. So yeah, you switch off completely. Thanks, Ilana. You do, because it's just too much. There's no interacting, there's no making you think, so that is essentially what I was helping people do. Change. So going from death by PowerPoint and fire hosing, to more interactive, collaborative, communicative, well-structured learning experiences.



So who does the book help?

Anyone with a body of knowledge really. And when we are thinking about what teaching is, because people are like, oh, I'm not a teacher. Do you identify as a teacher? So who identifies as a teacher? Just like hands up or thumbs up in the chat... Therese, yes you're definitely a teacher. Yeah, we've got a few other thumbs up. Sorelle, I know you're a teacher in an actual [00:08:00] school as well. Well let's think about it.



What's certain in life?

What is certain in life? You tell me.

Come on. Someone knows what it is. You can unmute if you like. "Nothing." YEP! Thanks. "Change." Yeah, absolutely. Anything else? I'm pretty sure birth and death is certain. "Death and taxes." Yeah. There you go, Gail. Yeah. Taxes. And I'd like to change that thinking to it, including teaching.



"We never stop learning" - exactly, Therese teaching is certain in life. It's part of what life is all about.

Everyone's a Teacher

It doesn't matter whether you are a parent trying to help their kids learn something new like tying shoelaces or a friend with a new recipe. Perhaps it's a colleague in a boardroom situation where there's an annual report to be delivered. Perhaps it's a child actually teaching their grandparents how to use their phone. Everyone's a teacher.



Teaching is transferring knowledge and skills and in the formal [00:09:00] sense, of course, it's facilitators and teachers and guides and mentors and coaches and all of those kinds of formal labels.

But it really does apply to everyone. All the time, and that's you, including you. So like Astrid wants everyone to feel confident and comfortable with singing, this is what my mission is: you as a teacher, feeling confident and comfortable to get that information across and know that it worked and that the person's got it and is out there using it. That's what my mission is.



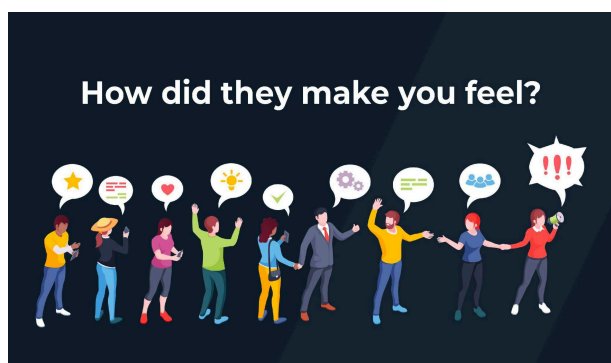
Who were your teachers?

So if you think about who your teachers were, there are teachers that will have stuck in your mind for a reason. Normally it's 'cause they were really good or really not so good. And at those two polar extremes, those teachers will make you feel a certain way.



So just have a bit of a think. How did the good teachers make you feel? How do the bad teachers make you feel? So if you want to type in the chat for me, how they made you feel.

What did your good teachers do? How did you come out at the end of those classrooms? And it doesn't necessarily have to be [00:10:00] about school.



It could be family members. Okay. So “accepted”, “curious”, “challenged”. Yeah. This is a good learning experience when you're stretching your brain. “Empowered”, There's, “they saw me”. Yeah, they really got you. They really connected with you as a person and not just a bum on a seat. “Inspired” and “motivated”. Yes! Yeah. So when you flip all of those, the bad teachers made you feel bored, confused, asleep, whatever. But also things like de-motivated - like I don't even wanna come to your class. If I've had a

terrible experience, why would I wanna repeat that? How else did they make you feel? "Afraid", "unvalued", "stupid". Yeah. Thank you. All of those things.



What space are you creating?

And this is why this mission of mine feels so important. Every teacher creates a space. You've got the ability to create spaces that are all of those things. Do you want your students to feel (in your words you just gave me), afraid, unvalued, stupid or demotivated?

Or do you want them to feel empowered and accepted and curious? So doing that is not rocket science, and that's [00:11:00] what this book is about. It's about helping you arrive at that place. Every person, if you think about it, has the ability to create a safe learning environment, a safe, motivating, inspiring, learning environment.

... every teacher creates that space

- parents
- friends
- leaders
- colleagues
- facilitators



It doesn't matter whether your parents, friends, leaders, colleagues, facilitators, call it what you will, you've all got that ability.

Why is this important?

My recommendation is not to put too much text on slides, but follow this with me, because one thing leads to another.

To learn is our birthright. It's a bold statement, but it's true. To teach is to be human. You can't escape it. It's part of our biology. It's hardwired into our evolution. So to teach is to lead, to parent, to coach, to demonstrate, to work, you name it. Teaching is in who we are as human beings. Therefore, we have a responsibility and a choice. And that invites the question, what legacy do you want to leave behind? [00:12:00] It's a bold question, isn't it? We've all got the ability to do that - leave behind the legacy we choose to leave behind.

Why is this important?

To learn is our birthright.
To teach is to be human.

To teach, is to lead, parent, coach,
demonstrate, work, you name it.

We have a responsibility, and a choice.

What legacy are we leaving?

Who taught me?

Now, the person who taught me about safe, curious, accepting learning environments is this woman, and this is my gran. This is my dad's mom.

This woman created a safe place in the middle of Capel, the town where we grew up. Her home was a safe haven, and my memories from childhood were watching people go into her house in one way and come out in a completely different way. They'd come with their battles, or their problems, or their stresses, and they'd come out looking at them differently, thinking about them differently.



What can we learn about this? How are we gonna change that? That's my memories. And for her, this is the woman who taught me. When you've got a problem, it's not necessarily something to be punished for or. To feel negative about. It's okay, let's think - what are we gonna do differently? How are we gonna change that? What have we learnt?

So this, her legacy still lives strong throughout our family, and I hope that this legacy comes strong through this book [00:13:00] and in your classrooms. So yeah, that's where I learned it, and it's a very touching part of the entire philosophy and she's in the acknowledgements for that reason.

Auntie Pam, who's also here today, is also in the acknowledgements because she spurred me to write this book. So it really is, it's been a family job for sure. Okay, so I've got a few questions here again for you, because I'm not gonna 'lecture' at you.

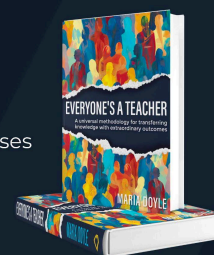
How long has this book taken to come together?

What do you think the numbers and letters on screen mean at the moment? And if you're just listening to an audio back of this, the

How long has this book taken to come together?

- 30
- 12
- C___ P___ for SMEs
- O___ C___ for small businesses
- W___ L___ for corporate L&D
- W___ for lecturers

Can one size fit all?



numbers are 30 and 12 and the blank spots are CP for SMEs, OC for small businesses.

WL for corporates and W for lecturers. So just have a quick think about what those letters and numbers mean and have a guess. Put it in the chat. I'm just gonna go silent for 10, 15 seconds 'cause I want to give you time to think and I'm also about to lose my voice. Ha ha.



How versatile is the book?

OK so how long has this book taken to come together? Oh, Peter, 30 years of experience. Yes. Well done! It's been 30 years of teaching [00:14:00] and learning internationally. So it started when I was 16 and I got a scholarship to an Italian high school for three months. So for Christmas, I went for three months and lived with an Italian family and went to high school. That started my love of travel and adventure, and ever since then I've been traveling and teaching internationally so I've had 18 overseas postings. I've traveled through 47 countries. And I think that trip started it all.

So this philosophy is what I've learned from 30 years being on the road as a teacher and a learner in all of these different contexts and countries, primary, secondary, vocational environments - education and training across the board. There's more about my bio on my website if you want more details, but it's suffice to say that I've been learning about teaching and learning for a really long time in all the different seats. And that's what all of these different acronyms refer to - the offerings I've created along the way. So the 12 stands for 12 years, because that's how long I've been evolving the content in this book. It started off as a coaching program (C___ P___) for SMEs. So, remember when my colleagues were saying to [00:15:00] me, oh, this business training is terrible. Can't you help us? I created a coaching program for those individuals and Gail, I think that was when we started working together like 12 years ago. So this was a one-on-one coaching program. I built the lessons as my clients needed them, and then just kept building on them. And then I realized that I was saying the same thing again and again.

And people wanted a lower cost version rather than having to do everything with me face-to-face. So that's when I created the online course (O___ C___) for small businesses so that it could get out to more people at a lower cost and still do the practical with me, but do the learning online. And then I worked for a large government organisation and they were like, have you got some training for instructional designers? Because the people who create our online courses in this department come from IT, and they come

from HR, but they're not really teachers and they don't really know how to create good learning. They're just cutting and pasting text from a manual into an online course and asking people to read it, and I was like YES! I have a course for that.

So that's when my online [00:16:00] course became white labeled (W___ L___) and put into various organisations as the training for their own learning and development teams. It's also been a workshop for lecturers and in this case it's been a workshop (W___) for quite a few different cohorts. I'll talk about them on the next slide, but the point here is that this book was not something that I came up with in the last 12 months. It's actually been written and rewritten for the last 12 years, and finally it's a book - yay for me. The question here as well is, can one size fit all?

Essentially no, you can have one set of intellectual property and you can create a lot of different products from it. And that's exactly what all of those products are, all the different versions that you can create. From the same set of information.

How can it be tailored?

So how can it be tailored? This book - it's a philosophy that can be tailored to any cohort really.

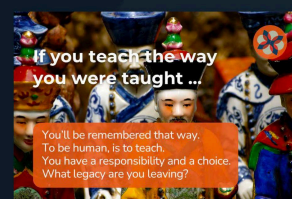
There's 4 stages, and there's 3 chapters in each. But each of them can be individual workshops or individual coaching programs or they can run together or intertwined with another theme. So I've done this as a three hour workshop for TAFE lecturers with an intercultural [00:17:00] twist. So looking at how teachers can be better teachers, but how if you've got a Chinese student and an Iraqi student and an American student all in the same classroom, they're expecting different things.

So my philosophy for teaching, is it the same in all of those countries? And how do you get an understanding with your learners and create that safe environment for everyone when you've got different expectations? It was also a workshop for a major corporate organisation in Australia. We created a five day package for them because they had some really important training at the executive level that was just not hitting the mark. So I worked with their facilitators to upskill them and also upskill the presentation, so it



How can it be tailored?

- TAFE Lecturers
- Wesfarmers
- Keynote
- Community Engagement
- PTA
- Cash Converters
- Inductions



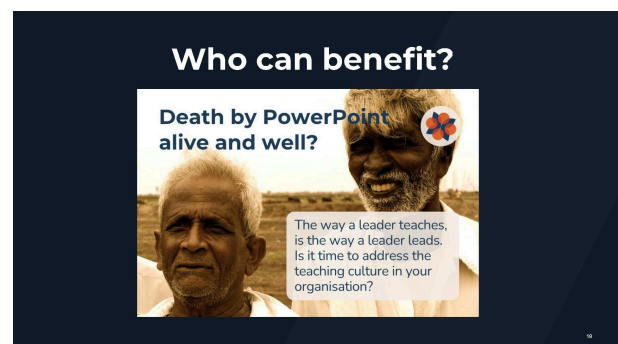
was way more punchy. Instead of it being a 60 minute lecture it was a 60 minute interactive communicative session where the learners were actually teaching each other rather than one person standing up and lecturing. So it's been a keynote at a big conference. I think it was [00:18:00] 300 people out at the casino in Perth for DFES, the Department of Fire and Emergency Services in Western Australia.



We turned it into a three hour workshop for Community Engagement Officers. So if you wanna engage the community, how can you use teaching skills to be better at doing that? So as you can see, it's super versatile. It can be used for accountants or for teachers or for anyone in between really. There's lots of other different companies and whatever I've worked on, but again, they're all on my website.

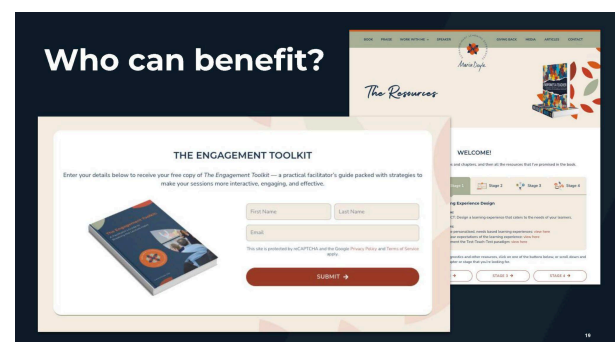
Who can benefit?

If you want a little few more examples, it's all in there. And what we're doing a lot of at the moment is inductions. So thinking about the way that you teach is often the way that you lead. And in an organisation, if you come in for an induction, that's the first chance you've got to connect with your new employees.



And if the inductions are very much lecture lecture lecture, what does that say about the leadership in your organisation and how your organisation functions? As a teaching model. So that's how, who it can benefit, how it can benefit.

If you buy a book, (no [00:19:00] obligation of course), there is a resources page, because there's far too many things to put in the book, so I've put them on the website. There's links out to other training and things that I recommend to have a look at. Lots more visuals and things as well. And there's also an engagement toolkit. So this is what I was talking about before, right at the start.



It's called the Facilitator's Guide to Breaking the Lecture Habit.

And this is purely the games and activities, all the fun stuff. So the way that you can get people outta their chairs and interacting more in a classroom. So this is a free download. It's on the website. You don't have to buy the book to get it. If you go to the resources page, you'll find it. I'll send out links afterwards if you've signed up to this webinar so you can get access to all of that.



That book is the basis of all the volunteer teacher training that I do. And if you didn't know already, all of the profits from this book go to those trips. So I pay the airfares and the accommodation and whatever, and then any money that we raise from the book goes towards hiring the community hall, and we pack it full of teachers who otherwise wouldn't have access to teacher [00:20:00] training. And we put on activities and games using this resource, and then we leave it with them so they've got that resource and they can teach other teachers in their school as well.

What will you take away?

So what will you take away?

What I hope you take away is something that I call a 'Kaono moment', and I'd like to read for you, a story from the book that explains it all. A story. About a lecturer I taught in Kiribati. This story is about him, a transformational experience he had, and what I hope you or anyone else who reads the book gets out of it. Here we go. (In the launch, I read this part of the book out loud.)



Why make the learner central to the learning process?

***Tell me and I forget.
Teach me and I remember.
Involve me, and I learn.***

Modern variation of ancient Chinese adage

Picture this: I'm in the middle of the Pacific Ocean, on a small coral atoll called Tarawa, the most populated atoll of the island nation of Kiribati. With a population of

just over 120,000 in 2010, Kiribati hadn't had significant teacher training since the British occupation ended in the late 1970s. The Australian aid and development project I was involved in was there to change that by helping to upgrade the skills of the lecturers at the local teacher training college.



One of my tasks was to observe classroom practice, give feedback and recommend ideas for improvement in terms of technique and methodology. Most of the techniques being used were those taught in the '70s – 'chalk and talk' style lecturing, requiring learners to regurgitate theory to pass exams. As can be expected from that style of learning, the teacher trainees mostly appeared uninterested and sleepy (if they hadn't already collapsed from the exhaustion of copying copious amounts of notes from the blackboard in the stifling tropical humidity).

'Tell me and I forget.'

During the lecturer training sessions, we did a lot of explaining. We observed teaching practice and gave lots of feedback about how to include student-centred learning activities and create opportunities for discussion. The feedback, however, mostly either fell on deaf ears or was incorporated once or twice before old habits returned.

'Teach me and I remember.'

Deciding that demonstration might be key, I initiated some supplementary classes in which these student-centred games and activities were first demonstrated before being discussed, deconstructed and reconstructed for different learning levels and subject areas. When the teachers could see how new simple ideas could be applied to their own classrooms, pennies started to drop and lesson plans started to improve. As is always the case, some learners take longer than others, but I had one in particular who didn't seem to want to grasp the concept of communicative activities and was definitely not including them in his lesson plans. I discussed this with him many times; however, he was determined that his methods were more efficient, and that his students would not respond well to the activities that I was suggesting.

'Involve me, and I learn.'

So I called his bluff. I asked him to create one lesson plan with me based on the communicative approach, using the lesson structure, games and activities we'd been

demonstrating and suggesting. After delivering one lesson like that, if he still didn't believe it was the better way, he could go back to doing whatever he liked.

He agreed, reluctantly. To be honest I think he only agreed because he wanted to prove to me I couldn't possibly know what his students really wanted, and these types of techniques really wouldn't work in his classroom. Fair call. I mean, I was an energetic young white woman in the middle of the Pacific telling a tired male senior lecturer how to do the job he'd been doing for more than 20 years.

His next lesson was HILARIOUS.

His lessons were usually very dry, quite monotone and lecture style. In keeping with the 'Maria style' communicative approach he'd been shown, he put on an energetic high-pitched voice – which was very clearly over-enthusiastic and very clearly mocking me. (Mocking is part of the cultural fabric in Kiribati and was warmly welcomed.)

I don't think I've ever had so much fun observing someone teach. The students were a bit confused at first but then threw themselves into it. He played games with them, set up competitive activities and it was game on! The students were jostling each other to win, shaking with laughter, yelling out answers and thoroughly enjoying themselves. What a sight to behold!

After the lesson, he came back to the staffroom with his shoulders sagging, shaking his head in disbelief. I smiled and said slowly, 'So, how do you think that went?'

Usually a bit unenthusiastic and resistant, he looked at me with a gleam in his eye and said, 'Maria, you are right. That was fun. I've just realised how boring my teaching has been for the last 20 years. I must change this now. It's good. I like it.'

This wasn't a 'flash in the pan' either.

He actually went on to be one of the best lecturers in the college and was deputy [00:25:00] principal by the time, the last I heard, I think he's now retired.

But what a wonderful transformation for someone who's been doing what he's been doing for that many years and then towards the end of his career is able to have a light



bulb moment like that - “yeah, indeed we **can** have more fun than what we've been having.” So that's what I'd like anyone who reads this book to take away, I'd love them to have a seminal moment and go, wow, there's something I can do differently to make this more fun for me, for them, for everyone involved.

So hopefully you'll take away this new philosophy that death by PowerPoint is no more necessary and doesn't have to be the scapegoat. There are four stages in this book, and I'm not gonna talk about them because there's more about it on the website and in the book of course, as well. But in a nutshell, it's about creating a product that really fits the needs of your learner, the learning styles, the type of materials that they need, all of those things that help you really connect in, like Therese was saying before. When you're connected in as the teacher, the learner knows that you care and helps create a really positive environment.

The second stage is the curriculum. So this is where you really [00:26:00] structure a learning experience so that you can create a suite of products from it, but also so that you know there's no gaps or repetition.

Stage 3 is all about the resources - manipulating your learning resources so that they help you be more communicative rather than just making you “Death by PowerPoint” and lecturing them.

And then the 4th stage is all about review. So that's about continuously improving. And as any good teacher knows there's always an opportunity to get better every time you deliver something.

So that's what you'll take away.



Who was the team who helped me bring it all together?



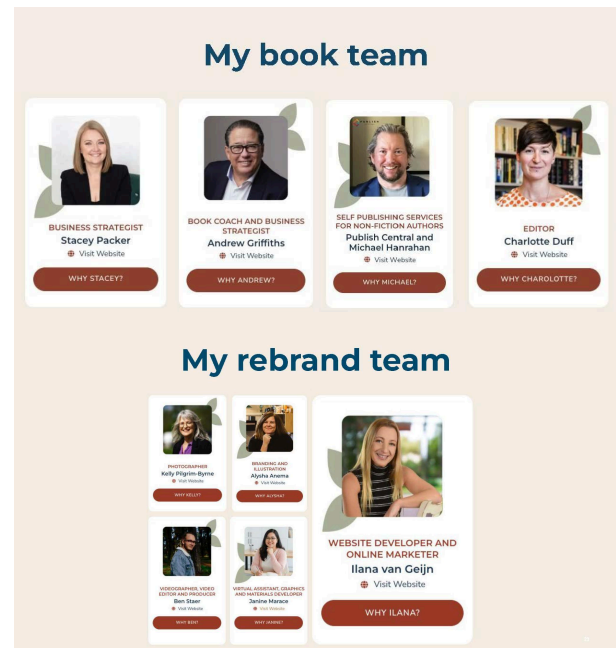
My book team, just to quickly introduce them all, Stacey Packer is a business strategist I worked with a couple of years ago. She was like, you need to write the book. I was like, yeah, how do I do that? She put me onto Andrew Griffiths who does this for a living and has helped the whole way and has just been a wonderful support.

He's put me onto the publishers who have done all of the production of this book, and Charlotte was one of his team who was the editor and she was an absolute joy to work [00:27:00] with.

Also part of the process was the rebrand. 'cause this has all happened at the same time.

I've got a wonderful photographer here in Perth, Kelly. Alysha came up with a beautiful new brand and then Ilana and Janine made it come to life. So all of the documents, the website, everything that you see that is in this new brand is the genius of Ilana. And Janine as well.

Ben was the videographer who's done a fabulous job. So yeah, big shout out to all of these people. I know Ilana was here, I'm not sure whether she still is, but enormous gratitude and a big shout out to her. She's an absolutely wonderful person to work with. And she's not just a web developer. She really is like an online business manager. She does everything - keeps everything looking good and functioning for me, but she's also a very dear friend. So thank you Ilana. I am surrounded by fabulous humans and I'm just, I'm incredibly grateful to get to the end of a process like this and to be able to celebrate that team. They are fabulous.



What legacy are you leaving?

I'm just gonna leave you with this quote, and if you are listening to the audio version, I'll read it for you. People will forget what you said. [00:28:00] People will forget what you did, but people will never forget how you made them feel.

That's a quote by Maya Angelou. And that's the idea that I'd like you to walk away with. It's that legacy piece. What impact could you have if you were the best teacher you could be? And what legacy would that mean that you were leaving behind?

So I hope you can leave behind a legacy like my gran left. And yeah, I look forward to helping you on that journey if the book is something that you feel like reading. So that's that. And now we get to have some fun (in the live version, we played a trivia quiz and the winners will be receiving their free copy of the book soon!).

Thank you for being here. Thank you for the support. And yeah, go out and be a wonderful teacher.



What impact could we have if we were the best teachers we could be?

What legacy are you leaving?