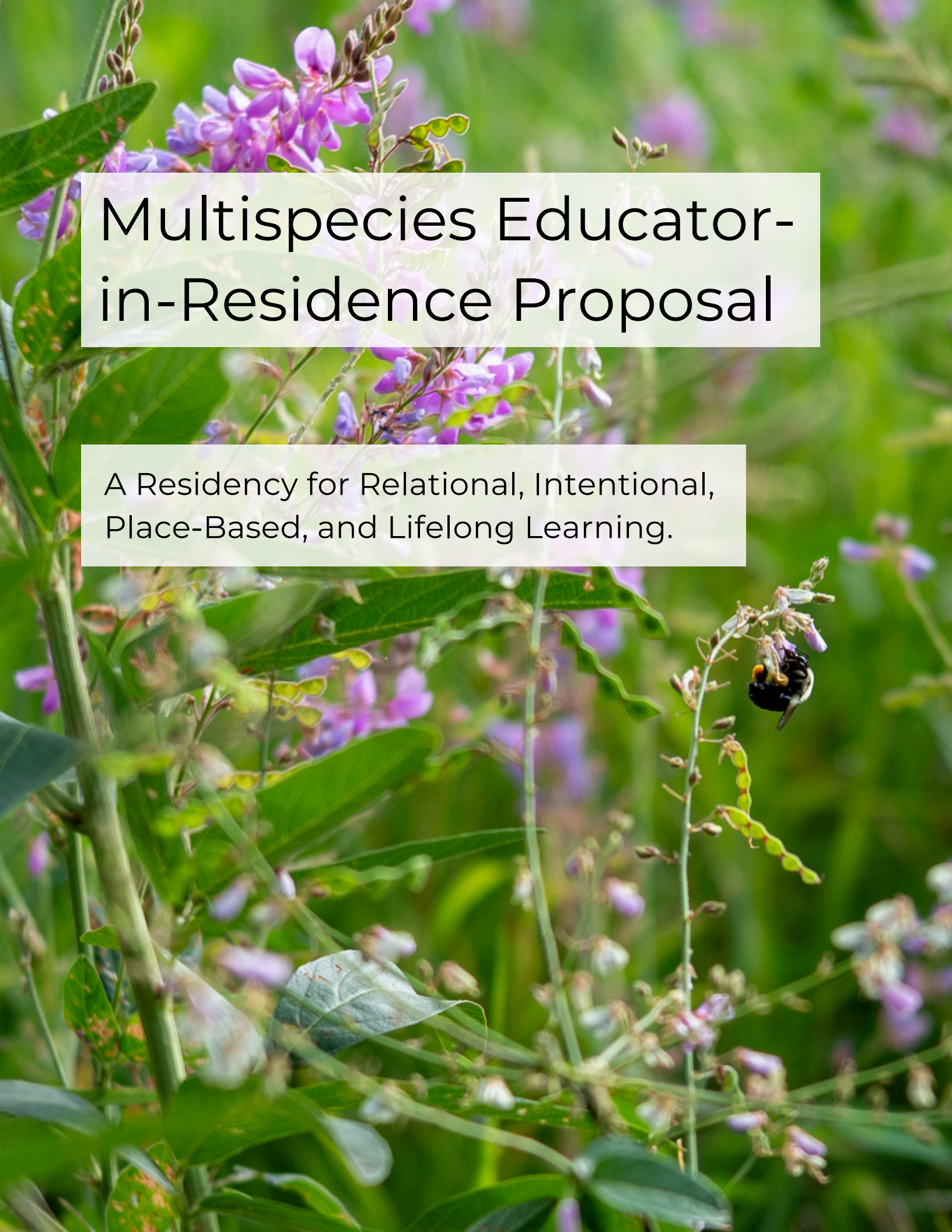


Multispecies Educator-in-Residence Proposal

A Residency for Relational, Intentional, Place-Based, and Lifelong Learning.

Executive Summary

The Multispecies Educator-in-Residence is a 12-month library-based initiative that positions public libraries as leaders in community-based multispecies learning.

Grounded in relational, intentional, place-based, and lifelong learning, the program explores new ways of learning with and about the *more-than-human* world. In response to growing environmental disconnection and broader ecological and societal challenges, the residency creates meaningful opportunities for people of all ages to build lasting relationships with local animals, plants, ecosystems, and landscapes.

Public libraries are uniquely suited to lead this work because they are trusted, accessible centers for lifelong learning, community engagement, and place-based connection. By embedding a dedicated Multispecies Educator-in-Residence within the library, the program strengthens community partnerships, expands educational opportunities, and develops locally relevant resources that connect people more deeply with the living communities around them.



Over the course of one year, the residency will deliver 100 learning experiences for children, teens, adults, and educators. Programming includes a developmental Youth Learning Series, outdoor discovery experiences, drop-in activities, take-home learning kits, educator workshops, school visits, and community celebrations.

Together, these offerings cultivate ecological literacy, curiosity, empathy, and a stronger sense of belonging within shared *multispecies communities* while fostering intergenerational learning and collaboration. By supporting meaningful relationships between people and the living world around them, the residency strengthens community resilience and helps create more connected, environmentally engaged communities.

Multispecies Education

A relational approach to learning that recognizes humans, more-than-human animals, plants, and ecosystems as participants in shared processes of teaching and learning. By decentering the human perspective, it understands knowledge as emerging through intentional intra-actions that prepare diverse communities to live, adapt, and flourish together in an interconnected and changing world.



Today, communities face unprecedented environmental and societal challenges. Climate change, biodiversity loss, habitat transformation, and rapid urbanization are reshaping the conditions in which we live, altering both natural systems and human relationships with the living world. As environmental degradation reduces opportunities for everyday interaction with nature, people are becoming increasingly disconnected from the natural world. Futhermore, this growing estrangement from nature has been associated with declines in both physical and psychological well-being (Soga & Gaston, 2016). Together, these challenges underscore the importance of reconnecting people with nature.

This reconnection begins by recognizing that humans are not separate from nature, but are part of deeply interconnected multispecies communities. The places we inhabit are shared spaces shaped by relationships among diverse human and more-than-human beings. Adopting a multispecies perspective invites us to reconsider our relationships with the natural world and develop more inclusive, relational approaches to addressing complex social and ecological challenges. Embracing this perspective, however, requires transformation, as many social institutions, cultural norms, and everyday practices remain rooted in anthropocentric worldviews that position humans as separate from the more-than-human world.

Education is one such institution, with many conventional models continuing to reflect these assumptions, rather than recognizing humans as embedded within broader communities of life. While approaches such as conservation education and humane education have contributed to environmental awareness and empathy toward other animals, they can overlook everyday, place-based relationships with local living communities and are often limited to short-term programming (Ballouard et al., 2011; Polanco, 2026).

Reorienting education through a multispecies perspective centered on local relationships provides an opportunity to cultivate deeper connections with the more-than-human world, while developing greater awareness of ecological relationships and responsibilities within the communities we inhabit (Gruenewald, 2008).

Multispecies education offers a framework for this transformation by recognizing humans, other animals, plants, ecosystems, and other living beings as participants in shared processes of teaching and learning (Bania, 2025). Rooted in relational traditions, including Indigenous knowledge systems, and informed by contemporary approaches such as Common Worlds pedagogy, it explores how learning emerges through relationships with other beings, materials, and places (Pacini-Ketchabaw et al., 2016). Through personal, tangible, and place-based experiences, learners can engage with ecological relationships as part of their everyday lives rather than as abstract concepts. In this way, multispecies learning shifts education from learning about the more-than-human world toward learning with and within it.



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Community-Based Multispecies Learning

Building on multispecies education, community-based multispecies learning translates these ideas into practice by creating opportunities for people to develop meaningful relationships with the more-than-human communities around them. This approach is grounded in four core principles:

- **Relational**: Learning that emerges through dynamic relationships and intra-actions among humans and more-than-human beings. This perspective challenges the notion of learning as a one-way transfer of knowledge from an adult teacher to a student, recognizing instead that people of all ages, as well as more-than-human beings, can actively participate in teaching and learning.

- **Intentional**: Learning that is purposefully designed to cultivate curiosity, attentiveness, and relationships with human and more-than-human beings. Success is measured not by the reproduction of predetermined knowledge, but by the depth of engagement, reflection, and insights that emerge through experience.

- **Place-based**: Learning that is rooted in the ecological, cultural, and social histories of specific places. Rather than treating place as a passive backdrop, it recognizes landscapes as active participants that shape knowledge, identity, and relationships.

- **Lifelong**: Learning that brings individuals of all ages into community and creates the time and space for relationships, knowledge, and understanding to deepen over time.







Shared Foundations: Libraries and Multispecies Learning

While community-based multispecies learning can cultivate the knowledge, relationships, and practices needed for humans and other animals to coexist in shared communities (Meijer, 2023), realizing this potential requires accessible, place-based learning and educators equipped to facilitate meaningful experiences. **As institutions already rooted in community learning and access, public libraries are uniquely positioned to advance this work.**

Public libraries have long embraced innovative approaches to education, grounding learning in community connection and lifelong engagement. Their flexibility and responsiveness enable them to create learning experiences shaped by local needs, interests, and relationships. Once understood primarily as places for accessing books and information, libraries have evolved into dynamic community institutions that foster connection, wellbeing, environmental engagement, and diverse forms of learning. Research and practice increasingly highlight their expanding roles as community hubs and informal gathering spaces, as well as sites for health and social support, climate action and biodiversity engagement, Indigenous knowledge stewardship, and place-based learning and exploration (Ajani et al., 2024; Seifi, 2025).

Embracing multispecies education offers libraries an opportunity to build on this tradition while expanding their role as sites of community learning. In many ways, public libraries already embody core principles of multispecies education:

- They **foster relational learning** by creating spaces for exchange, shared experiences, and community connection.
- They **respond with intention** to local needs and interests, creating opportunities for meaningful encounters and emergent forms of knowledge.
- They are **place-based institutions** rooted in the ecological, cultural, and social histories of the communities they serve.
- They **support lifelong learning** by providing accessible spaces where people of all ages can gather, learn together, and build relationships over time.

This alignment suggests that libraries and multispecies education are not only compatible but mutually reinforcing. **Libraries provide a strong foundation for multispecies learning through their commitments to community, place, and lifelong engagement, while multispecies education expands the meaning of community by recognizing more-than-human beings as participants in the relationships and learning processes that shape shared places.**

Multispecies Educator-in-Residence

The Multispecies Educator-in-Residence program provides a pathway for libraries to bring community-based multispecies learning into practice. Designed as an embedded learning model, the residency brings an experienced multispecies educator into the library and community for an extended period of time.

Throughout the residency, the educator will design and facilitate programming aligned with the principles of community-based multispecies education while developing relationships, partnerships, and local knowledge that support long-term learning.

The following pages outline a 12-month residency that will deliver 100 educational experiences, including a Youth Learning Series, drop-in activities, community celebrations, outdoor discovery experiences, educator workshops, and take-home kits. These offerings will support children, teens, adults, educators, and families through both audience-specific and intergenerational learning opportunities.

Through intentional engagement with the more-than-human members of their local communities, participants will develop a deeper understanding of the connections, knowledge, and perspectives that shape the world around them.





Overview of Residency Deliverables

Throughout the 12-month residency, the Multispecies Educator-in-Residence will deliver a variety of educational experiences for children, teens, and adults. In addition to community programming, the residency will develop innovative educational resources, facilitate collaborative curriculum workshops, and share program highlights through library newsletter contributions. Together, these offerings create multiple pathways for community members to explore and build meaningful relationships with the more-than-human world.

Deliverables	Quantity
Youth Learning Series	36
Teen + Young Adult	12
Adult	4
Drop-In	6
Take Home Kits	16
Outdoor Discovery	6
Community Celebrations	10
Curriculum Workshops	3
School Visits	3
Newsletter Contributions	4
Total	**100**



**Proposed deliverables are based on a library having the capacity to host an average of two programs per week over the 12-month residency. Actual deliverables may be adjusted in collaboration with the library to align with scheduling and community needs.*

Programming Approach

This residency creates opportunities for children, teens, and adults to participate in **both age-specific and intergenerational learning experiences**. Learning across generations is central to building multispecies communities, which are shaped by diverse relationships among individuals of different ages, experiences, and species. By creating spaces for knowledge-sharing across generations and between species, the program fosters deeper relationships, collective care, and stronger communities.

Audience	Program Intentions
Elementary Age **(K-5th)**	Foster curiosity, empathy, and ecological literacy through creative, place-based learning that encourages children to see themselves as members of multispecies communities.
Teen + Young Adult **(6th-12th)**	Foster meaningful relationships between teens and their local multispecies community by creating opportunities for youth leadership, exploration, and co-creation. Programming begins by listening to local teens and building trust, allowing future programs to emerge from their interests, experiences, and relationships with place.
Adult **(+18 years)**	Support lifelong multispecies learning by creating opportunities for adults to explore ecological relationships, local environmental issues, and more-than-human ways of knowing. Programming will evolve alongside community interests and partnerships.
Inter-Generational **(All Ages)**	Create opportunities for people of all ages to learn with and from one another while strengthening relationships with their local multispecies communities. These programs celebrate shared experiences, encourage reciprocal learning across generations, and foster a sense of belonging.
Adult Educators **(+18 years)**	Support educators in developing place-based, multispecies approaches to teaching through interdisciplinary collaboration, shared learning, and resource development. These programs will create opportunities for educators, librarians, scientists, artists, and community practitioners to exchange knowledge, explore new pedagogical approaches, and collaboratively develop resources that support multispecies learning.

Program Implementation: *Independent, Guided, and Facilitated*

Residency programs are organized into the following categories:

- **Independent** opportunities allow participants to engage with resources and activities on their own schedule and at their own pace.
- **Guided** opportunities provide flexible, drop-in experiences with materials and staff support available, allowing participants to choose how they participate.
- **Facilitated** programs are structured, scheduled experiences led by an educator.

Independent Programs	
Take Home Kits (K-12)	Accessible, self-directed opportunities for participants to explore multispecies relationships through creative, scientific, and reflective activities. Available for pickup at community sites, kits will include all materials and instructions to complete an activity independently or with community members. These kits encourage curiosity, observation, and deeper connections within communities.

Guided Programs	
Drop-Ins (K-12)	The classes are scheduled for 2–3 hours, with no registration required; participants can drop in at any point during program hours. This flexible format is designed to create welcoming, low-barrier learning experiences that allow participants to explore multispecies education at their own pace.
Outdoor Discovery (All Ages)	These programs extend multispecies learning beyond traditional educational spaces by providing place-based opportunities for participants to explore relationships with individuals of local species, ecosystems, and landscapes. Through creative and reflective activities, participants are encouraged to observe, engage with, and develop a deeper understanding of their more-than-human communities.

Facilitated Programs	
Youth (K-5)	Youth programming will offer children and young people a range of opportunities to learn, create, explore, and build relationships with one another, their communities, and the world around them. Programs may include developmental learning series, informal story times, outdoor experiences, collaborative music and art programs, intergenerational activities, and opportunities for young people to share their own knowledge and take on leadership roles. Through both structured and open-ended experiences, youth programming will encourage curiosity, creativity, connection, and active participation, while creating space for children to learn from diverse people, places, perspectives, and more-than-human communities.
Adult (+18 years)	These programs invite participants to explore meaningful relationships with more-than-human beings through learning, observation, and shared experiences. These opportunities are especially important because relationships with other species—beyond companion animals—often diminish in adulthood, limiting opportunities for connection, care, and belonging.
Educator Workshops	These workshops are designed to foster cross-disciplinary collaboration by creating opportunities for librarians, teachers, artists, scientists, and community practitioners to share knowledge, exchange ideas, and develop curricula and resources that advance multispecies learning. Facilitated by the Educator-in-Residence, each workshop will bring together participants from diverse disciplines, lived experiences, and areas of expertise to ensure that the resulting lesson plans and materials are meaningful, relevant, and accessible. The workshops will prioritize relationships with individuals who hold firsthand knowledge of local species and ecosystems, including naturalists, land stewards, Indigenous knowledge holders, wildlife rehabilitators, gardeners, farmers, sanctuary staff, and community members with long-term experience observing local animals and habitats. By centering the knowledge and experiences of those who are deeply connected to their communities and environments, the residency will develop programming that reflects local ecological relationships, honors diverse forms of expertise, and strengthens connections between humans and the more-than-human world.



Community Events

These events may include celebrations, art shows, youth showcases, games, music, food, and opportunities for conversation and reflection. These events are intended to bring community members together, celebrate multispecies communities, and create opportunities for intergenerational knowledge sharing.

Intergenerational connection is especially important because it can help break down barriers between generations and create opportunities for people to reconnect. These gatherings provide another way for young people to learn from the knowledge, stories, experiences, and wisdom of their elders. In turn, elders are invited to reconnect with the curiosity, wonder, and perspective of childhood by seeing the world through children's eyes.

Together, these experiences foster meaningful relationships across generations while celebrating the connections built throughout the program.

A few examples:

- **Opening Celebration**: A kickoff event to welcome the community, build excitement, and introduce participants to a year of multispecies learning experiences.
- **Closing Celebration**: A closing event to celebrate the year's learning, pause and reflect on the experiences shared, and provide opportunities for children, teens, adults, and community members to share their learning, stories, artwork, and other creations.
- **Local Animal Celebrations**: Community celebrations that recognize local animals as members of our shared communities. Through photographs, videos, observations, artwork, and stories, participants can explore what we can learn from animals' behaviors, relationships, and ways of contributing to ecosystems. Activities may include creating nature-based art or other expressions of gratitude that honor local species and invite reflection on how humans can respectfully participate in multispecies communities.

Multispecies Learning Series

This developmental, sequential learning series invites children to understand themselves as members of vibrant multispecies communities. Across five interconnected levels, participants move from exploring diverse perspectives and relationships to recognizing the creativity and agency of other living beings, building connections with local ecosystems, and taking meaningful action in their communities. Through hands-on activities, storytelling, and place-based learning, children cultivate curiosity, empathy, and care for one another, the more-than-human world, and the places they call home.



Level	Intention	Example
Level 1: Embodied Perspectives	• Experience the world through a new perspective. • Recognize that other species experience the world in different ways. • Foster humility, curiosity, empathy and respect for diverse forms of perception, ability, and life.	**Becoming Bats:** Children explore the world through a bat's senses by learning how smell and sound shape their experiences. Using scented cotton balls to match mother and baby bats, participants discover how bats recognize one another and perceive relationships through senses different from their own.
Level 2: Re-membering	• Challenge human/nature and human/animal dualism. • Replace separation with relational thinking. • Recognize humans as animals embedded within ecological and multispecies relationships.	**Bee Artisits:** Children create flower-petal vases using tissue paper and design mud or modeled nests inspired by solitary bees. Through exploring the creative structures made by bees, participants are invited to see bees as skilled makers and reconsider what it means to be an artist, expanding ideas of creativity beyond humans.

Level	Intention	Example
Level 3: Local Multispecies Community	• Expand children's idea of who belongs in their community. • Foster kinship and community across species. • Connect children with local species and ecosystems.	**Beaver Neighbors:** Children discover how beavers shape ecosystems by building dams that create wetlands, filter water, and reduce wildfire risk. After constructing their own dams, they learn about local beavers and write thank-you postcards, recognizing beavers as valued members of their community rather than distant wildlife.
Level 4: More-than-Human Agency	• See animals and ecosystems as active participants with their own goals and capacities. • Replace human exceptionalism with respect for more-than-human agency. • Recognize that humans can learn much from other animals.	**Bird Architects:** Children explore the remarkable diversity of birds and investigate how different species thoughtfully design and construct nests using unique materials and techniques. By gathering materials and building nests as birds might, they gain appreciation for birds as creative problem-solvers with their own preferences, abilities, and ways of interacting with the world.
Level 5: Community Action & Stewardship	• Connect children with real-world multispecies care and conservation. • Create partnerships with local organizations.	Coming soon! A new learning experience is in the works.



Residency Structure and Investment

This residency creates the capacity for sustained community-based learning and engagement through a 12-month, part-time position. The budget below outlines the investment required to support the resident educator's role and the resources needed to bring these programs to life.

Residency Overview	
Position Type	Part-Time
Days per Week	3
Length of Residency	12 months



Residency Costs	
Resident Salary	$30,000
Program Materials	$3,500
Event Supplies	$2,500
Outdoor Discovery	$3,500
Library of Things	$500
Guest Speakers	$700
Take Home Kits	$800
Educator Workshop	$3,500
Total Cost	**$45,000**

The **salary budget** will support a dedicated Educator-in-Residence with experience in libraries, community programming, and multispecies education. This individual will design educational programs, facilitate events, create meaningful learning experiences, and establish partnerships with local educators and organizations.

The **program materials budget** will provide the supplies needed to support youth, teen, adult, and drop-in educational programs throughout the residency. These materials will enable hands-on, creative, and accessible learning experiences across a variety of topics.

The **event supplies budget** will support larger community events, including residency launch and closing celebrations, intergenerational programs, and other gatherings. Funding will cover materials needed for activities, music, food, and other event essentials.

The **outdoor discovery budget** will purchase durable field equipment that can be used for years in ongoing library programs. Equipment will include children's and adult binoculars, magnifying glasses, a program tent, picnic blankets, outdoor art supplies, and more.

The **Library of Things budget** will add two circulating exploration kits that patrons can check out from the library. One kit will be designed for adults and one for children, each including binoculars and a field journal for recording observations and discoveries.

The **guest speaker budget** will allow the library to host experts such as conservationists, wildlife rehabilitators, animal welfare professionals, and authors. These presentations will enrich programming while exposing participants to new skills, ideas, and career pathways.

The **take-home kit budget** will support the creation of engaging activities that participants can complete independently or with family and friends. Kits may include science experiments, creative projects, nature scavenger hunts, or community exploration activities.

The **educator workshop budget** will support a three-day collaborative workshop that brings together educators and practitioners to develop innovative multispecies curriculum. Funding will compensate participants for their expertise and provide the materials to facilitate the workshop.

Measuring Success and Impact

Success in multispecies education is reflected not only through participation, but through the relationships, perspectives, and connections that emerge over time. **The residency seeks to cultivate deeper relationships between humans and more-than-human beings, encourage new ways of knowing and relating, support ongoing engagement with the living world, and foster a lasting sense of interconnectedness, care, and responsibility within multispecies communities.**

To capture these outcomes, the residency will use a mixed-method evaluation framework that integrates quantitative and qualitative measures to assess immediate and long-term impact.



Short-Term Measures

- Number of programs and participants
- Development of educational resources
- Number of schools and educators engaged
- Reflections from educators, staff, and participants
- Pre- and post-series conversations with youth participants to measure shifts in knowledge, attitudes, and perceptions of multispecies relationships

Long-Term Impact

- Increased recognition of and support for public libraries as vital community institutions that foster lifelong learning, environmental education, and community resilience
- Use and adaptation of residency-developed curricula and educational resources by educators, libraries, and community organization
- Increased recognition of humans and other living beings as interconnected members of shared communities, leading to greater care, stewardship, and responsibility for local ecosystems
- Establishment of the Multispecies Educator-in-Residence as permanent library position
- Replication of the residency model by other institutions
- Development of a regional network of Multispecies Educators



About Natalie Lee

Natalie Lee is a multispecies educator based in New York's Hudson Valley whose work focuses on creating accessible, community-based learning experiences that foster curiosity, connection, and care within shared multispecies communities. Grounded in relational, place-based, and lifelong learning approaches, her programs invite participants to explore relationships among humans, other animals, and the environments they share.

Natalie has independently developed and facilitated more than 45 educational programs for public libraries across New York and New Jersey, creating engaging experiences for children, families, and community members centered on empathy, curiosity, and connection. Her previous roles as both a circulation library assistant and children's library assistant provided firsthand experience with library operations, community engagement, and the importance of accessible, welcoming public programming. She also recently completed a humane education internship at Woodstock Farm Sanctuary, where she led educational tours and developed activities exploring relationships with farmed animals and the broader more-than-human world.

Prior to her work in multispecies education, she built a career in sales, account management, and partnerships, as well as serving as a location manager for a children's enrichment center. These experiences strengthened her ability to build relationships, collaborate with diverse stakeholders, and design programs that respond to community needs.

Natalie is completing her M.A. in Animal Studies at New York University, where she has further developed her research and practice in multispecies education, public engagement, and interspecies relationships. Through a combination of academic study, library experience, and community-based practice, she brings the knowledge, skills, and collaborative approach needed to support libraries in developing meaningful multispecies learning opportunities.

Let's Build This Together

By partnering, sponsoring, or connecting the residency with your library, organization, or community, you can help create new ways for people of all ages to learn, connect, and build relationships with the living world around them.

Interested in bringing this residency to your community? Let's connect.

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Glossary

This glossary defines terms used throughout this proposal that may be unfamiliar or have specific meanings within multispecies education. These terms reflect the perspective and language that guide the residency and help articulate a different way of understanding relationships between humans, other living beings, and the places we share. Including these definitions provides a common foundation for understanding the ideas and approaches described throughout the proposal.

More-Than-Human
Throughout this document, we use the terms 'more-than-human' and 'humans and other animals' when referring to animals. We prefer this language because it moves beyond human-centered thinking, challenges the idea that people stand apart from nature, and recognizes that humans are animals and part of the broader community of life.

Multispecies Communities
We use the term multispecies communities as defined by the All Animals Initiative: "A group of interconnected individuals from different species, united by geographic space and the possibility of sharing common interests, engaging in joint activities, forming social ties, and making concessions when conflicts arise." The term recognizes that communities can include humans and other species whose lives, relationships, and activities are interconnected.

Intra-action
Intra-action is a concept that describes how beings and phenomena emerge through their relationships with one another, rather than existing as entirely separate and independent entities before those relationships occur. In a multispecies context, intra-action invites us to consider how humans, other animals, plants, places, and environments continually shape and influence one another. It shifts our focus from simply asking how separate beings interact to considering how relationships themselves create new possibilities, identities, and ways of knowing.

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