

JCSH News and Resource Bundle for January 10 2020

Hello everyone

Happy New Year! Here is the News and Resource bundle for this week.

Cheers

Susan

News Articles:

1) Un-making the grade: The shift to multi-age classes

Multi-age classrooms have been part of some New Brunswick schools for up to 20 years; recently, the government has produced a [green paper](#) on education that, among other initiatives, commits to flexible learning environments and the elimination of grades. For teachers in a school near Fredericton, this is a strong model that works well if the school has the “mentality and culture” to use it to transform learning. “What I like most is that it really celebrates differences,” says Karen Howland. “It’s a natural environment where that can take place. Everybody’s learning at their own pace. It’s all accepted, respected.”

<https://www.cbc.ca/news/canada/new-brunswick/new-brunswick-education-grades-classes-green-paper-1.5322715>

2) How to develop an LGBTQ-inclusive curriculum

LGBTQ-inclusive curriculum should be incorporated into subjects, not provided as stand-alone content, say education experts. California teaching consultant [Dr. Rob Darrow](#) says a culture change has come to the education process: "No history is just a stand-alone subject. LGBTQ history stands next to civil rights, women's rights, Latino rights and all the different social movements." He also notes that those who seem most concerned about incorporating LGBTQ-inclusive curriculum are the adults: "Kids are growing up in a genderless world. They don't care what gender people are. It's only the adults that care."

<https://districtadministration.com/develop-lgbt-inclusive-curriculum/>

3) Some high school science classes outdated on climate change, UBC study finds

A review of how the country's provinces and territories present climate change in school curriculum shows large gaps and inconsistencies. A new study by researchers from the University of British Columbia and Lund University in Sweden shows that curricula cover the reality of climate change and human causal factors but not the strength of the scientific consensus behind climate change, its impacts or solutions. "Part of the role of science education in Canada as laid out in various provincial documents is to prepare students to be environmental citizens," said UBC doctoral student Seth Wynes, the study's lead author. "For this generation, where climate change is going to have such a large impact on their future and is already having an impact on their present, it's really important they understand the fundamental aspects of this problem so they're able to contribute to decisions that are made by society or through actions in their own life."

<https://www.cbc.ca/news/canada/prince-edward-island/pei-high-school-climate-change-curricula-1.5219921>

4) Does the whole-school approach support learning?

Education experts and school supporters demonstrate the combined impact of [research](#) and experience to show that commitment to social-emotional learning and a whole-school approach has outcomes that benefit the student's academic and mental well-being, student and teacher attendance, and school culture. "There is a reason that collectivist cultures focus on relationships, [writes](#) Dr. Zaretta Hammond. "The brain is wired to scan continuously for social and physical threats except when we are in positive relationships." Only when the brain's amygdala stays calm can the prefrontal cortex focus on higher-order thinking and learning.

<https://hechingerreport.org/opinion-when-it-comes-to-raising-school-achievement-is-love-in-the-mix/>

Resource: The *Global Health Promotion* supplement issue on Indigenous Health Promotion "Whenua Ora: Healthy Lands, Healthy Peoples" is available in open access. The main objective of the supplement issue is to enhance the development and exchange of research and of evidence-based approaches and practices involving Indigenous peoples from a variety of countries. This supplement was supported by the Public Health Agency of Canada.

https://journals.sagepub.com/toc/pedb/26/3_suppl

