

JCSH News and Resource Bundle for February 21 2020

Hello everyone

Here is the News and Resource bundle for this week.

Cheers

Susan

News Articles:

1) How districts make student voice a priority

A growing number of US school districts are developing initiatives where students are active analyzers and users of school-based data. “We need all students to see themselves as leaders,” said one of the student voice coordinators. “As communities, we have to stop picking that same student and saying, ‘You’re an awesome student—you go represent us!’ There are students who may not have the best grades but have a lot to say about school. Those are the students you want to engage because school is not working for them.” I feel like I’m seen and valued for more than my GPA or standardized test scores,” says one of the students.

http://www.ascd.org/publications/newsletters/education-update/feb20/vol62/num02/Districts-Wired-for-Student-Voice.aspx?utm_source=SmartBrief&utm_medium=email&utm_campaign=Education_Update

2) The voices of children in the global health debate.

This is one of a series of articles in a special [issue](#) of the *Lancet*, devoted to addressing child health in the midst of what they define as two challenges: commercial exploitation and climate change. The authors write: “The WHO–UNICEF–*Lancet* Commission invites us to think holistically about children and their rights to be heard and respected, and emphasises the role of community engagement in promoting the health and development of the world's children. Children's participation goes far beyond formal, high-level platforms. Having a voice—or lacking one—defines every relationship and interaction children experience at home and in school, work, leisure settings, and other spaces they inhabit. Children are empowered when they feel safe and welcome at home and school; when they have someone to talk to if something is wrong; and when family, friends, and teachers hear their concerns and appreciate their ideas.”

[https://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736\(20\)30364-0.pdf](https://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736(20)30364-0.pdf)

3) A Future for the world’s Children: A WHO-UNICEF-*Lancet* Commission

The special *Lancet* [issue](#) contains a number of articles, all available through open access. The work does not focus directly on the school setting, but it certainly includes the roles and responsibilities of education and leaders. “To thrive at school, children must be healthy and well nourished. A powerful economic argument for targeting the health and development of school-age children is that it promotes learning during their only opportunity for education.... These synergies suggest that health and education are two sides of the same coin” (p.8). The full report is entitled [A Future for the World’s Children – a WHO-UNICEF-*Lancet* Commission](#)

<https://www.thelancet.com/journals/lancet/article/PIIS0140-6736%2819%2932540-1/fulltext>

4) Opinion: What's missing in music education? Cultural and social relevance

From the executive director of [GRAMMY Music Education Coalition](#), this looks at how music education can move from being a subject in school, or an extracurricular, to becoming a way of integral engagement with all students, allowing for both appreciation of their cultural backgrounds and for teaching others and expanding horizons. "Successful, research-based [formulas](#) demonstrate that students who have access to quality music education in schools want to be there every day. Their academic, as well as their social and emotional, outcomes improve and their lives are more fulfilling. But to thread that needle, arts programs and their teachers... need to be ready to offer a combination of the basics with contemporary and culturally responsive approaches to music that draw in and engage *all* students."

https://hechingerreport.org/opinion-whats-missing-in-music-education-cultural-and-social-relevance/?utm_source=The+Hechinger+Report&utm_campaign=a4e8fc2aec-EMAIL_CAMPAIGN_weekly_2019_07_16_03_43&utm_medium=email&utm_term=0_d3ee4c3e04-a4e8fc2aec-322605249

Resource: Quick Facts About Suicide in Canada: Published 2020-01-29

From Public Health Agency of Canada, this updates data on suicide rates in Canada from a number of surveys, including Health Behaviour in School-aged Children (HBSC) and Canadian Student Tobacco, Alcohol and Drugs Survey (CSTADS). Globally, suicide is recognized as a significant public health issue ([World Health Organization](#)). In 2012, the [Federal Framework for Suicide Prevention Act](#) became legislation in Canada and led to the development of the 2016

Federal Framework for Suicide Prevention. The Framework is focused on raising awareness and reducing stigma, better connecting people to information and resources, and accelerating innovation and research to prevent suicide.

In light of the Framework, the Public Health Agency of Canada championed the dissemination of statistics on suicide and related risk factors through the development of the [Suicide Surveillance Indicator Framework \(SSIF\)](#). In June 2019, the SSIF was updated and released on the [Public Health Infobase](#) as an online interactive data tool.