## JCSH News Bundle: April 12 2022

### 1) These students are driving conversations about truth and reconciliation in their classrooms

While Canadians work to advance, and learn about, reconciliation, many students believe it is with the young that real change will happen. Students, such as Waylon Fenton, believe young people are more open to learning and to changing their behaviours. His grandmother, Margaret Olemaun Pokiak-Fenton, and his mother, Christy Jordan-Fenton, wrote a number of books about his grandmother’s experiences while attending residential school in the High Arctic: among them [Fatty Legs](https://jcsh-cces.us19.list-manage.com/track/click?u=00fcf87430666c419a74aeceb&id=d5ad8c1898&e=070d8c950f), [When I Was Eight](https://jcsh-cces.us19.list-manage.com/track/click?u=00fcf87430666c419a74aeceb&id=1f6ad2942c&e=070d8c950f), and [A Stranger at Home](https://jcsh-cces.us19.list-manage.com/track/click?u=00fcf87430666c419a74aeceb&id=d46b8d0b99&e=070d8c950f). What resonates for children, says Jordan-Fenton in the video attached to this story, is that “when she [Margaret] went home, she could no longer speak Inuvialuktun, which meant she could no longer speak to her mother, because her mother didn’t speak English.” Grade 11 student Isaiah Shafqat is also Indigenous student trustee for the Toronto District School Board. "Youth are a lot more open-minded and willing to learn — and I find they're eager to learn," said the two-spirit Mi'kmaw teen, who attends Kapapamahchakwew-Wandering Spirit School in Toronto.

[Link to full article from CBC](https://jcsh-cces.us19.list-manage.com/track/click?u=00fcf87430666c419a74aeceb&id=2dd4f1a4d6&e=070d8c950f)

**2) Keeping languages thriving for generations to come**

Recognition of the essential links of language to culture and pride of peoples has led to increasing numbers of measures to improve opportunities for learning Indigenous languages: Canada marked [National Indigenous Languages Day](https://jcsh-cces.us19.list-manage.com/track/click?u=00fcf87430666c419a74aeceb&id=8c634d933f&e=070d8c950f) on March 31, and the United Nations recently launched a [Decade of Indigenous Languages 2022-32](https://jcsh-cces.us19.list-manage.com/track/click?u=00fcf87430666c419a74aeceb&id=e30732be1f&e=070d8c950f). These and other initiatives create space for non-Indigenous and Indigenous Peoples to recognize the importance of language revitalization while, at the same time, detail the complex nature of language revitalization and the collective, respectful relationships required. In this article, [Pamela McCoy Jones](https://jcsh-cces.us19.list-manage.com/track/click?u=00fcf87430666c419a74aeceb&id=bac7812dab&e=070d8c950f), Executive Director of Supporting Indigenous Language Revitalization at the University of Alberta, outlines the importance of language and culture, featuring the words of American [linguist Joshua Fishman](https://jcsh-cces.us19.list-manage.com/track/click?u=00fcf87430666c419a74aeceb&id=effb118a0a&e=070d8c950f):
*“If you take language away from a culture, you take away its greetings, its curses, its praises, its laws, its literature, its songs, its riddles, its proverbs, its cures, its wisdom, its prayers … you are losing all those things that essentially are the way of life, the way of thought, the way of valuing, and the human reality that you are talking about.”*

[Link to article from The Conversation](https://jcsh-cces.us19.list-manage.com/track/click?u=00fcf87430666c419a74aeceb&id=8d34cece14&e=070d8c950f)

**3) Millions of Ukrainian children are still in school – despite the war**

Canadian children have experienced and continue to live through many traumatic events, from the COVID-19 pandemic, to the [shooting at the Quebec City mosque](https://jcsh-cces.us19.list-manage.com/track/click?u=00fcf87430666c419a74aeceb&id=47fe545377&e=070d8c950f), to war in Ukraine. Some affect them directly, and others are part of global events which shape newscasts and social media posts. For young people in the Ukraine right now, it seems incomprehensible but many are signing into virtual school, a possibility because of the changes made during the pandemic. Some are signing in from other countries, where they have fled to with their families; others are still in the country. “Since Feb. 24, more than half the country's children have been pushed from their homes. At least two million are refugees outside the country, a number that grows daily. It's one of the biggest, and fastest, disruptions of children's lives since World War II,” notes this article. "In the first week, we're all going and helping with the medical things, with finding shelter," says Kasia Nabdralik, the CEO of Teach For Poland, a network partner of Teach for All. "We felt like, 'OK, we know that in a week or two, people will start thinking about education.' And we realized that this can be our purpose, to make sure that schools are safe spaces for these kids, because safety and this type of stability is the most important for them."

[Full article from NPR](https://jcsh-cces.us19.list-manage.com/track/click?u=00fcf87430666c419a74aeceb&id=9218da6187&e=070d8c950f)

***4) Getting beyond ‘stuck’ on equity in schools***

Education and school leaders want to create and sustain equitable environments for students and staff and, yet, the gap between scholarship and practice in the area of culturally inclusive education is wide. In this article, the author says that changing an “I know it when I see it" approach to equitable education can begin with something tangible. “As caring adults come to a common understanding and vision for equity, they will quickly be confronted by the complexities surrounding actions needed to realize that vision. But even as the complexity begins to sink in, it's better to take one concrete step that's likely to bring actual change than spend months discussing the *ideal* step.”
**Link:**

[Click for full story from ASCD](https://jcsh-cces.us19.list-manage.com/track/click?u=00fcf87430666c419a74aeceb&id=d8b6be64f3&e=070d8c950f)

***Resource 1: International school-related sedentary behaviour recommendations for children and youth***

This set of recommendations was developed by an international panel of researchers and representatives from stakeholder organizations and networks, including JCSH. From the Conclusions: “The International Recommendations for School-Related Sedentary Behaviours for Children and Youth presented in this paper provide guidance to parents, educators, policymakers, researchers and healthcare providers. They were developed by a panel of international experts and informed by the best available evidence and stakeholder consultation. These recommendations will be useful in supporting the physical and mental health, well-being and academic success of school-age children and youth.”
This document is available through Open Access
**Link:**

[Click to access the full report](https://jcsh-cces.us19.list-manage.com/track/click?u=00fcf87430666c419a74aeceb&id=0ced0bf353&e=070d8c950f)

***Resource 2: UNICEF: Data Must Speak research***

“Despite the global learning crisis, even in the most difficult contexts, there are some “positive deviant” schools that outperform others in terms of learning, gender equality, and retention. Since 2019, in line with UNICEF's Foundational Literacy and Numeracy Programme, Data Must Speak (DMS) identifies these positive deviant schools, explores which behaviours and practices make them outperform others, and investigates how these could be implemented in lower performing schools in similar contexts. DMS uses a sequential, participatory, mixed-methods approach to improve uptake, replicability, and sustainability. The research is being undertaken in 14 countries across three continents.”
The video is global south in focus but the results are transferable and worth a watch.
**Link:**

[Access the full resource](https://jcsh-cces.us19.list-manage.com/track/click?u=00fcf87430666c419a74aeceb&id=0921b18301&e=070d8c950f)