# JCSH News and Resource Bundle February 10 2023

Hello everyone

Here is the News and Resource bundle for this week.

Cheers

Susan

News Articles:
1. 3284. These N.S. kids wrote about their Black community. Now it’s a book

The Nelson Whynder Elementary School teacher wanted to have her Grade 5/6 students focus on the history and culture of [African Nova Scotians,](http://www.cbc.ca/kidsnews/post/damini-pens-poetic-tribute-to-african-nova-scotians/) so she encouraged them to share their stories of their community, North Preston. “It’s really interesting to read about someone who is a leader,” said student Kamora Cain, who drew a picture of [Quentrel Provo](https://www.cbc.ca/kidsnews/post/watch-why-the-twostepsforward-meme-has-people-talking-about-white-privilege/), an anti-violence activist, for the class’s book, [The ABC’s of North Preston](https://dbdli.ca/resource-materials/the-abcs-of-north-preston/). “Our ancestors have been here for 400 years,” said the school’s principal, Anne Johnson-McDonald. “Originally, our people were brought here and expected not to survive…. “But we survived. Not only survived, we prospered.” This story has a [link](https://youtu.be/mGTj2R59sUk) to the poem, ‘Together We Stand,’ written for 2021 African Heritage Month by teen Damini Awoyiga. It is worth the listen.

<https://www.cbc.ca/kidsnews/post/these-nova-scotia-kids-wrote-about-their-black-community.-now-its-a-book>

2. 3283. Students Got $10K to Upgrade Their Rhode Island high school. It Drove a Citywide ‘Wave of Democracy’

A high school elective in Rhode Island sounded too good to be true: the students were to design a project, develop it, budget it, and receive the $10,000 to actually implement it. The students thought the money was not real: “I feel like I got to make an impact,” said one. “We felt like we were valued.” This elective class served as proof-of-concept in the community for a process called participatory budgeting, which gives stakeholders a direct say in how public funds are spent. Since then (2019), the course has been taught each year: “With the course, every year, there’s a new group of students who are coming in and gaining these skills and gaining this perspective and leaving with this feeling of empowerment,” observes Brown University researcher Jonathan Collins. “In Central Falls in, maybe it’s 10 years, maybe it’s 20 years, if they keep doing this, you’re going to look up and you’re going to realize like, ‘Oh, wait, they’ve been able to solve some really, really major problems because they have this whole civic infrastructure.’ ”

<https://www.the74million.org/article/students-got-10k-to-upgrade-their-hs-it-drove-a-citywide-wave-of-democracy/?utm_source=The%2074%20Million%20Newsletter&utm_campaign=e0f2e9c790-EMAIL_CAMPAIGN_2022_07_27_07_47_COPY_01&utm_medium=email&utm_term=0_077b986842-e0f2e9c790-177218748>

3. 3285. OPINION: Can we please stop talking about so-called learning loss?

This article probes into the framing of the COVID-19 pandemic on student achievement as ‘learning loss’ and a “[generational emergency](https://www.washingtonpost.com/opinions/2022/10/26/naep-test-scores-pandemic-learning-loss/).” The author answers her own question: what learning did students actually lose? “It is inconceivable to me that students simply stopped learning during the pandemic’s lengthy societal upset…. Headlines that focus on perceived ‘losses’ serve as [yet another blow](https://www.edweek.org/teaching-learning/opinion-educators-youre-the-real-experts-heres-how-to-defend-your-profession/2022/11) to the morale of hardworking teachers and the families they serve.” Rather than focusing on standardized test results, Jo Boaler, Stanford University professor and co-founder of [youcubed.org](http://youcubed.org/), suggests consideration of the broader learning gains: “Young people learned to manage complex family situations, they learned to navigate online learning and they developed new levels of maturity as they sought their own understanding of a once-in-a-century global emergency.”

<https://hechingerreport.org/opinion-can-we-please-stop-talking-about-so-called-learning-loss/?utm_source=The+Hechinger+Report&utm_campaign=50e710d14a-EMAIL_CAMPAIGN_2023_01_31_04_21&utm_medium=email&utm_term=0_-50e710d14a-%5BLIST_EMAIL_ID%5D>

4. 3268. Ukraine schools remain a key battlefront in fight for nation’s future

Despite the ongoing war, in September 2022, [51% of Ukrainian schools opened for in-person education](https://apnews.com/article/russia-ukraine-education-efe7f1cc5610f6605c5256c8c5323e47), with an option for remote instruction if parents wanted it for their children. Author [Katja Kolcio](https://theconversation.com/profiles/katja-kolcio-415803) notes that this follows generations of targeting education institutions in the country by Russia. “Now, when Russia occupies a city or town, one of the first things it does is [forcibly replace the curriculum](https://www.bbc.com/news/world-62577314) with one that is in line with the Kremlin agenda that erases Ukrainian history.” In fighting against this form of occupation, parents and teachers remain committed to the students: “It is a fight for existence, cultural memory, freedom and democracy. In this battle, schools are an indispensable and essential force.”

<https://theconversation.com/ukraine-schools-remain-a-key-battlefront-in-fight-for-nations-future-196991?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20Canada%20for%20January%209%202023&utm_content=Latest%20from%20The%20Conversation%20Canada%20for%20January%209%202023+CID_9d961376ffaad460bbb577ef792c783f&utm_source=campaign_monitor_ca&utm_term=Ukraine%20schools%20remain%20a%20key%20battlefront%20in%20fight%20for%20nations%20future>

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**Resources:**

**Resource 1.**(Resource) 3286. (Resource) Equity and Inclusion in Education: Finding Strength through Diversity

Abstract: “This chapter introduces a conceptualisation of the main themes in the area of diversity, equity and inclusion, and reflects on the external contexts that affect them. It also presents a holistic framework on how governments and schools can address diversity, equity and inclusion. It further looks at its various components, such as governance, resourcing, capacity building, school-level interventions, and monitoring and evaluation. This framework guides the subsequent chapters of this report. In addition, the chapter discusses how more equitable and inclusive education settings can have broader implications not only for students but also for societies as a whole.”

<https://www.oecd-ilibrary.org/sites/e9072e21-en/1/3/1/index.html?itemId=/content/publication/e9072e21-en&_csp_=86180deac3b410d58a266856829d3cdb&itemIGO=oecd&itemContentType=book>

Resource 2. Connecting the Dots – Youth Mental Health Film

[Connecting the Dots](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fconnectingthedotsfilm.com%2F&data=05%7C01%7Csjhornby%40gov.pe.ca%7Cfb94535c1a7d43a4922608db04617d82%7Cc86b09eb7ad74aa29d8298a45bd8ec19%7C0%7C0%7C638108591260470980%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=1Oha73%2FAkhRcOVp%2BgCl4GzgC9b9Gxfyof7CoM3cc%2BbQ%3D&reserved=0) is a youth mental health documentary film, focusing on youth mental health issues, including youth suicide, stigma, and innovative approaches to addressing mental health issues. It showcases youth voices and stories of lived experience, including interviews with young people in Canada, the U.S., South America and Africa. The film’s development involved extensive consultation with mental health organizations and experts in Canada and abroad, including Kids Help Phone, Jack.org, Head Strong and CAMH/Youth Wellness Hubs Ontario, among others. The film website also includes a number of facilitation guides for post-viewing discussion, including for [teachers, school counselors and school administrators](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fconnectingthedotsfilm.com%2Fwp-content%2Fuploads%2F2021%2F05%2FConnecting-the-Dots-Post-Viewing-Discussion-Guide-Teachers.pdf&data=05%7C01%7Csjhornby%40gov.pe.ca%7Cfb94535c1a7d43a4922608db04617d82%7Cc86b09eb7ad74aa29d8298a45bd8ec19%7C0%7C0%7C638108591260470980%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=krHCj7SYd0Q733apaQ1VELvx8eOqXeEzScnQBIa3Kcs%3D&reserved=0). The film’s intended audience includes youth, teachers and school counselors and administrators, parents and caregivers, mental health professionals and researchers, and community members.

The film’s producer, Noemi Weiss, has collaborated with Canada’s embassies in Argentina, Mexico and Colombia, and a wide variety of organizations in Canada and abroad (e.g., schools, municipalities, non-profit organizations) to organize virtual screenings and panel discussions about the film. She is hoping to raise further awareness of the documentary film in Canada, and organize additional film screenings with relevant partners and organizations (including schools and school health stakeholders).

<https://connectingthedotsfilm.com/about-the-film>