# JCSH News and Resource Bundle January 31 2022

Hello everyone

Here is the News and Resource bundle for this week.

Cheers

Susan

News Articles:
1. 3097. Celebrating diversity isn’t enough: Schools need anti-racist curriculum

Efforts by Canadian provinces and territories to promote [inclusiveness](http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf) and [diversity](http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/adaptation-scolaire-services-comp/PolitiqueMatiereIntegrationScolEducInterculturelle_UneEcoleAvenir_f.pdf) in school settings has fallen short in educating the public in  [the advantages of diversity as a source of innovation, creativity and economic prosperity](https://books.google.ca/books?hl=en&lr=&id=ceGyDwAAQBAJ&oi=fnd&pg=PP17&dq=Multicultural+Education:+Issues+and+Perspectives&ots=TsMy0HluvE&sig=kdlotbhjffaGbGNLhZD2QclcmKk#v=onepage&q=Multicultural%20Education%3A%20Issues%20and%20Perspectives&f=false), says [Rola Koubeissy](https://theconversation.com/profiles/rola-koubeissy-1108844), postdoctoral fellow, Department of Education and Pedagogy, Université du Québec à Montréal. Referencing Québec’s commitment to [inter-culturalism](https://www.acfas.ca/publications/magazine/2013/02/l-interculturalisme-quebecois), the author chastises schools that “uncritically” accept this framework of not developing “clear and [fair systems that actively affirm the rights of immigrant, racialized](https://www.pulaval.com/produit/les-approches-interculturelles-en-education-entre-theorie-et-pratique), [Black](https://doi.org/10.7202/017751ar) and [Indigenous students](https://www.ledevoir.com/societe/education/506330/vers-la-reussite-educative-des-eleves-autochtones)…. While some teachers, schools or boards may undertake such efforts, if government policies and plans don’t also follow suit, [structural inequalities across school systems](https://books.google.ca/books/about/Critical_Multiculturalism.html?id=gSlzVeYMU2QC&redir_esc=y) will continue.”

[Celebrating diversity isn't enough: Schools need anti-racist curriculum (theconversation.com)](https://theconversation.com/celebrating-diversity-isnt-enough-schools-need-anti-racist-curriculum-140424)

2. 3045. (October 12 2021) How poverty and stress influence students’ behaviour

Growing up in poverty impacts social capital and mental well-being for children raised in impoverished environments. Further to the potential for mental and social harms, the author of this article says “I feel it's crucial that teachers understand how poverty can affect the brain.” An educational consultant who helps schools apply neuroscience findings, he notes that the stressors that life in poverty place on humans, from birth through childhood, result in changes to parts of the brain, such as the amygdala, that take time to develop. Educators can mitigate the harms in many ways: through “compassionate discipline,” social skills, and helping students develop “cognitive flexibility, the ability to look at an issue from multiple perspectives, which is an aspect of empathy.”

[How Poverty and Stress Influence Students' Behavior - ASCD](https://www.ascd.org/el/articles/how-poverty-and-stress-influence-students-behavior)

3. 3104. How to teach children about climate change, inspire hope and take action to change the future

Suggesting that education systems move beyond traditional curricular approaches to teaching about climate change, these researchers recommend instead a way “that is trauma-informed [and seeks to build resilience in children and youth](https://doi.org/10.1080/13504622.2020.1828288).” Simon Fraser University’s [Maya K. Gislason](https://theconversation.com/profiles/maya-k-gislason-1015601)  and [Angel M. Kennedy](https://theconversation.com/profiles/angel-m-kennedy-1300067) study [climate change related to youth and children and their mental health](https://doi.org/10.3390/ijerph18094573). Their work has shown that the effects of climate change [disproportionately impact](https://yaleclimateconnections.org/2020/07/what-is-climate-justice/) people who [experience social, structural and systemic inequities and marginalization](https://www.routledge.com/Routledge-Handbook-of-Climate-Justice/Jafry/p/book/9780367732592). They endorse an approach that reflects the work of psychologist  Lee Daniel Kravetz, to adopt curricular changes to climate change education from a perspective of “ ['grounded hope' — a way of seeing based in a realistic understanding of circumstances, while cultivating hope by building confidence in our ability to have a role in shaping outcomes](https://optionb.org/advice/steps-to-grounded-hope).”

[How to teach children about climate change, inspire hope and take action to change the future (theconversation.com)](https://theconversation.com/how-to-teach-children-about-climate-change-inspire-hope-and-take-action-to-change-the-future-174036?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20January%2028%202022&utm_content=Latest%20from%20The%20Conversation%20for%20January%2028%202022+CID_4aef61e2e9077994de758da8a2d97b98&utm_source=campaign_monitor_ca&utm_term=How%20to%20teach%20children%20about%20climate%20change%20inspire%20hope%20and%20take%20action%20to%20change%20the%20future)

4. Mentors help students with learning disabilities gain confidence, become self-advocates

A report from the U.S. National Center for Learning Disabilities states that one in five American children and adults have [learning and attention issues](https://www.ncld.org/). A school in New York City provides a peer-led after-school program that focuses, not on curriculum or pandemic-caused learning loss, but on self-advocacy, the support of allies, and understanding how to enhance individual strengths. “We want a world where young people know how to ask for what they need,” says the CEO and founder of the program, [Eye to Eye](https://eyetoeyenational.org/). “Sometimes we just have to support the kids to feel more empowered to ask for what they need, and sometimes we're helping the adults around them be able to say, ‘Oh, I get it now.’”

[Mentors help students with learning disabilities gain confidence, become self-advocates | K-12 Dive (k12dive.com)](https://www.k12dive.com/news/mentors-help-students-with-learning-disabilities-gain-confidence/608691/)

Resources:

Resource 1 (Resource) Promoting inclusive education for diverse societies

*A conceptual framework*

In many countries, schools and classrooms are becoming increasingly diverse along a variety of dimensions, including migration; ethnic groups, national minorities and Indigenous peoples; gender; gender identity and sexual orientation; special education needs; and giftedness. To navigate this diversity, adopting a multidimensional and intersectional lens could help education systems promote equity and inclusion in education and foster the well-being and learning of all students. Such an approach could also support education systems in preparing all individuals so that they can engage with others in increasingly complex and diverse societies. To build equitable and inclusive education systems, analysing policy issues regarding governance arrangements, resourcing schemes, capacity building, school-level interventions, and monitoring and evaluation is key. The *Strength through Diversity: Education for Inclusive Societies* project seeks to help governments and education systems address diversity to achieve more equitable and inclusive education systems. This paper presents the project’s theoretical and analytical framework.

<https://www.oecd-ilibrary.org/education/promoting-inclusive-education-for-diverse-societies_94ab68c6-en>