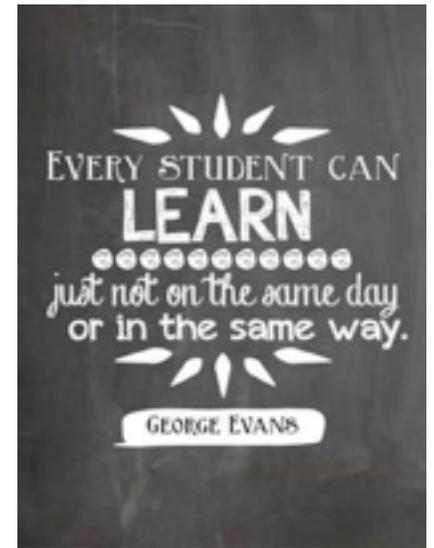


It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.



February and March 2015

I have combined the February and March newsletters Because of the shortness of the two months. I am very excited about the things going on with RCH and hope that I can share what schools, Student Support Workers, and myself are doing to bring, raise and teach to the diverse nature of our board.

Power Up! The Culturally Proficient Technologist

Using technology is one of the best means of adapting materials for diversity and gathering information about many cultures. In some cases, it may be the only way to do so.

How Technology Can Help

Consider how you and your school might employ these strategies to help everyone more effectively reach students from all backgrounds and cultures:

1) *Use data to probe questions around diversity and achievement.*

Using technology to collect, store, and analyze achievement data helps us identify groups that are less successful in our systems, the first step to developing strategies to meet their needs. It's crucial to use the right kind of data and analyze the information carefully. Data mining programs that contain student standardized test

scores can analyze performance by group (ethnicity, economic status, language proficiency), indicating which groups need additional help in meeting standards. Schools can also use their student discipline reports to determine whether some groups are being suspended or expelled at a high rate and could have serious discussions of why this might be happening. The data should be used not to accuse or blame, but to guide improvement.

2) *Build content that reflects students' cultures.* Students need to see both "people who look like me" and "people who don't look like me" in curricular materials. Technology helps make that happen. Digital resources can—and should—provide access to fiction and nonfiction materials with a broad range of diverse characters and cultures. The [International Children's Digital Library](#), for example, is a free resource that provides outstanding e-books from throughout the world. The [We Need Diverse Books](#) campaign pledges to "address the lack of diverse, non-majority narratives in children's literature" by encouraging

publishers and libraries to provide a wider variety of texts reflecting different races, genders, ethnicities, and sexual identities.

3) *Personalize learning.* Each classroom may include students with a wide range of individual abilities in core areas, particularly when a school population changes rapidly. A 9th grade history class may need reading materials at both the 3rd grade level and the college level. Providing such a spectrum of classroom materials in print is nearly impossible. Teachers can use technology to design individualized learning plans and access relevant resources that meet the needs of all students. Learning management systems like Moodle or Edmodo and others enable teachers to link a variety of resources—such as e-books, online articles, age-specific full-text databases, Wikipedia, and numerous open educational resources—to individual units. Sites like Discovery Ed and Atomic Learning are also board supported and funded resources available to all teachers.

Continued to the next page

Culturally Technologist cont.

4) *Secure equal access to learning resources.* Diversity often means serving more low-income students, whose homes often have a paucity of reading materials and learning opportunities. Schools should, if possible, provide free digital devices (like iPads and laptops) on which learning materials can be stored and accessed. It's also important not to prevent students who live in economically disadvantaged areas from bringing school-supplied technologies home for fear a device might be stolen or damaged. All of our schools include varying socioeconomic levels, so you need to address any inequities in the amount of classroom technology different schools have by finding external funds for technology. Talk at your school tech committee meetings about these issues and address them with your administrator.

5) *Address language needs.* Technology can help educators translate English—spoken or written—into other languages. Schools need to inform non-English speakers about available school technology and to teach both students and parents how to use tools like [Google Translate](#), which can convert English text into nearly 90 world languages.

6) *Make sure "all" means all when teaching 21st century skills.* Perhaps my biggest concern is that, through low expectations, educators will damn certain groups of students to ignorance about technology. Schools must ensure that all students and teachers get comfortable using devices and information systems to answer questions and solve problems. Standardized tests measure basic reading, writing, and math proficiencies—and these are important. But if educators stop there and don't recognize that *all* our graduates need 21st century skills, we'll fail to make our fastest-growing groups of learners, those from nonwhite cultures, career- and college-ready. In the same fashion, recognize and assess your skillset. If you are not able to navigate and feel comfortable with technology, you are not going to be able to address the needs of students. Continue to learn and teach yourself as well.

Continuing the Journey

Just as a hammer can be used to build a cathedral or break its windows, tech tools can be used for good or ill. As education uses more technology, we must examine the moral imperatives of its use and its effect on all our students.

Making It Happen

What Schools and Teacher Leaders Can Do:

- Make items on your school tech committee agenda that addresses cultural proficiency efforts.
- Use technology to provide access to culturally relevant materials for students.
- Work with administration and board supports to make sure there is technological equity within your building.
- Ensure that all students gain technological proficiency as well as basic skills.

Student Support Worker (SSW) Shelly Whynot doing clay beading at Greenfield Elementary School



SSRSB INVOLVEMENT IN FREE THE CHILDREN

I WOULD LIKE TO THANK all schools that are involved in the Social Justice focus and Free the Children, which has made for an incredible fall. With continued partnership between Free the Children and South Shore Regional School Board, we look forward to continuing to support schools through the We Act program for the remainder of the 2014/2015 academic year. Below just some of the amazing things going on in schools and involvement that is taking place throughout our board.

2014/2015 School Involvement

School Name	Program & Event	Program Only	We Scare Hunger	We Create Change	We Are Rafikis	PD Session	We Act Report 1
Bayview Community School	x		x	x			x
Bluenose Academy	x		x	x		x	x
Bridgewater Junior/Senior High School	x		x	x	x		x
Chester Area Middle School	x			x		x	x
Dr. John C Wickwire Academy	x		x	x			x
Hebbsville Academy	x		x	x	x	x	x
Liverpool Regional High School	x						x
Newcombville Elementary School		x					
New Germany Elementary School	x		x	x			x
New Germany Rural High School	x		x		x		x
New Ross Consolidated School	x						x
North Queens Community School	x		x	x			x
Park View Education Centre	x		x	x			x
South Queens Middle School	x		x	x		x	x
West Northfield Elementary School		x					

Furthering Our Impact In The South Shore:

School registrations for the 2015/2016 We Act program will begin shortly in the spring. In preparation for the next academic year, we encourage the SSRSB schools to further their impact by getting involved and participate in the program. For schools that are currently not involved but interested, they can contact RCH Coordinator, Lamar Eason or contact our Educational Programming Coordinator with Free the Children, Feven Gidey at feven@freethechildren.com and learn more about how to get involved.

UPCOMING DATES TO BE AWARE OF:

APRIL IS...

CHILD ABUSE PREVENTION MONTH (*NATIONAL*)

AUTISM AWARENESS MONTH (*INTERNATIONAL*)

NATIONAL VOLUNTEER WEEK (*2nd WEEK OF APRIL*)

APRIL 6: Tartan Day

APRIL 9: Vimy Ridge Anniversary

APRIL 16: Holocaust Remembrance Day

APRIL 22: Earth Day

APRIL 23: Canada Book Day

APRIL 29: International Dance Day!!!

MAY IS...

ASIAN HERITAGE MONTH (*NATIONAL*)

HEARING AWARENESS MONTH (*NATIONAL*)

AUTISM AWARENESS MONTH (*INTERNATIONAL*)

NATIONAL MENTAL HEALTH WEEK (*1st WEEK OF MAY*)

NATIONAL ABORIGINAL AWARENESS WEEK (*3rd WEEK OF MAY*)

MAY 17: NATIONAL DAY AGAINST HOMOPHOBIA

MAY 18: INTERNATIONAL MUSEUM DAY

MAY 19: VICTORIA DAY

MAY 28: KINDNESS DAY

A couple of COOL things from RCH

IN CASE YOU MISSED IT: Here is an awesome education piece that all teachers should take a look at.

<http://www.cbc.ca/doczone/episodes/transforming-gender>

TO THE LEFT: This is a new free language app for the iPad. It was developed by MK. Download it for free and fool around with it. #It'sgreat!!

BELOW: RCH has been working very hard to provide up to date information for the RCH webpage. Take a look. We are working on a teacher resource piece that you can find started at the bottom of the webpage when you visit it. More to come on that in the near future!



View on iTunes

This app is designed for both iPhone and iPad

Free
Category: Education
Released: Dec 09, 2014
Version: 1.0
Size: 10.2 MB
Language: English
Seller: Mi'kmaw Kina'matnewey
© kina.ca
Rated 4+

Compatibility: Requires iOS 7.0 or later. Compatible with iPhone, iPad, and iPod touch. This app is optimized for iPhone 5.

Customer Ratings

Current Version:
★★★★ 22 Ratings

More Apps by Mi'kmaw Kina'matnewey

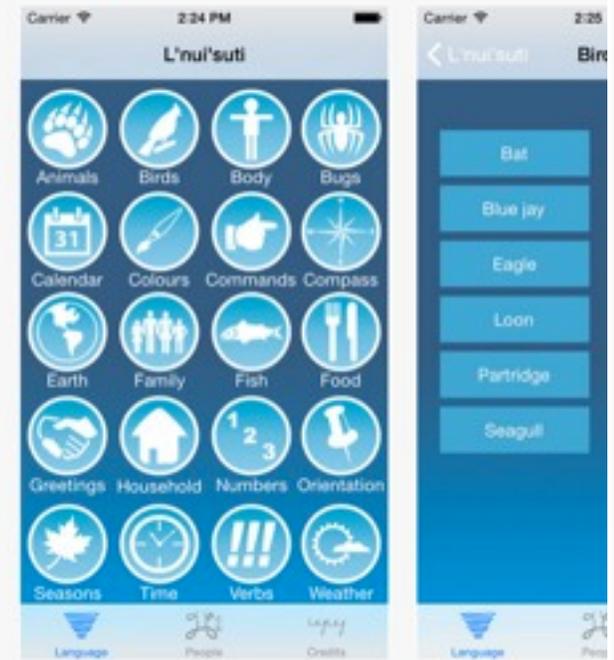


Description

L'nul'suti app is intended for non-speakers to learn the Mi'kmaw language. All content in this app is used in first person singular.

L'nul'suti Support

Screenshots



A screenshot of the RCH website homepage. The navigation bar includes Home, About Us, Contacts, Governing School Board, Family Information, Staff Resources, Fairs, and Tenders. The main content area features a sidebar with a 'Family Information' menu, a central section for 'Race Relations, Cross Cultural', and a right sidebar for 'Human Rights (RCH)'. A large blue banner at the bottom promotes a contest for Grade 7, 8, and 9 students with the theme 'Human Rights and Respect make an Inclusive Society'. The banner text reads: 'Nova Scotia Federation of Labour Anti-Racism/Human Rights Calendar Contest for Grade 7, 8 and 9 students. The theme for the contest is "Human Rights and Respect make an Inclusive Society". This will be a Poster to promote inclusiveness and human rights, especially of diversity groups (Persons of Colour, Aboriginal People, Persons with Disabilities, as well as those of different Religions, Age, Gender, Sexual Orientation, Culture and Social class). The winning entry will become the Nova Scotia Federation of Labour's Inclusiveness and Human Rights Poster, and will be the Cover'.

IMHOTEP'S LEGACY ACADEMY

Educating African Nova Scotian students in STEM

(Science, Technology, Engineering and Mathematics)

PROGRAMS

After School Program
Virtual School Program
Onsite tutoring (Dalhousie Univ)
First Lego League Robotics
Summer Research Fellowships
University Entrance
Scholarship Program

VIRTUAL SCHOOL

Free Tutoring Service in Sciences and Mathematics
for African Nova Scotian Students

QUESTION:

What do Halifax students Habiba Cooper (graduate of Halifax West High School, Hfx), Unity Cooper and Massan Kamara (graduates of J.L. Ilsley High School, Hfx) have in common?

ANSWER:

The three students received tutoring from Imhotep's Legacy Academy's Virtual School Program during their 2013-14 High school year that helped them master academic Math and Sciences courses and win four-year scholarships to the University of London and Dalhousie University respectively.

Now it is your chance

Imhotep's Legacy Academy (ILA) has a team of dedicated, university-trained Mentors tutoring Grade 10-12 Biology, Chemistry, Physics and Mathematics to African Nova Scotian High School students up to seven days a week.

AVAILABLE ON LINE (provincially)

&

IN PERSON (at Killam Memorial Library, Dalhousie University, Halifax)

Start now... Salvage your high school Math and Science marks

REGISTRATION INFORMATION:

phone: 902.494.2400 | 1.866.966.9452 (toll free) | web: imhotep.dal.ca



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African Canadian Services

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Rm G40N/M Killam Memorial Library, 6225 University Avenue, Dalhousie University, PO Box 15000, Halifax, NS B3H 4R2

Phone: 902.494.2400 Toll free: 1.866.966.9452 Email: imhotep@dal.ca Website: imhotep.dal.ca



RCH:

ACTIVE WITH PROGRAMMING & HIGHLIGHTING THE PROGRESS

Student Support Worker (SSW) Corbin Hartt doing Mi'kmaq Drum making at Park View Education Centre

MASK MAKING AT AND THE CONCEPT BEHIND "HOW & WHY MASKS HAVE BEEN USED"



AFRICAN DRUMMING AT NQ, BES, BJSHS, PENTZ, AND MORE.

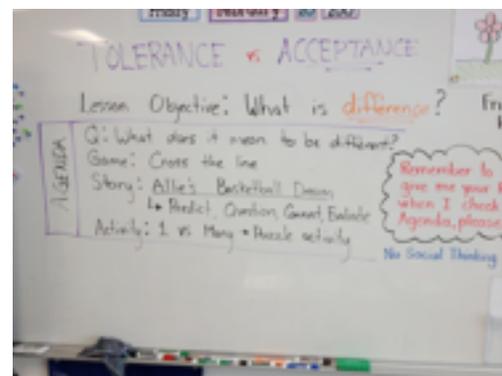
BJSHS welcomes Dr. Henry Bishop to our school today! @varsdiversity @SouthShoreR5B



African drumming at BES. Students learning about how people are connected @SouthShoreR5B



Presentation on Tolerance vs Acceptance



@SouthShoreRSB Student Support Worker Shelly Whynot talking about privilege with ECM 11 @ssrsblrhs @ssrsbdiversity



Student Support Worker (SSW) Shelly Whynot providing programming around privilege, entitlement and empowerment



LRHS Student Council @LRHSwarriors · Feb 11

Selma!



Pre- and post- conversations were had with LRHS around the events at Selma, AL and the impacts of the how the civil rights movement relates to the civil rights movement in Nova Scotia.

At Bluenose talking about diversity and social justice @ssrsbba @SouthShoreRSB



Hebbville Academy celebrates many "Acts of Kindness"



Training session for cohort schools around culture of buildings, building capacity teams within schools, and planning for this year and next for implementation in schools.



BCS learns about the quilting codes of African Heritage

The Idea: Some historians have put forward the idea that slaves may have used their homemade quilts as a way of communicating information about how to escape to the Underground Railroad. They may have done this by sewing "codes" into their blankets. The book, "Sweet Clara and the Freedom Quilt", is a story based on that idea.

