



Pathways

A weekly collection of information, thoughts, reflections, and accolades for the Reading Public Schools Community

September 20, 2019

Volume 7, Number 1

Upcoming Dates

- September 23 – RMHS Guidance – Senior Parent Financial Aid Night in the Endslo PAC
- September 25 – Grade 6-12 Early Release; (6:30 p.m.) RMHS Back to School Night; (7:00 p.m.) RCASA Annual Meeting & Film at the Jordan's IMAX Theater
- September 26 – (7:00 p.m.) School Committee Meeting in the RMHS Library
- September 29 – Rosh Hashanah begins at sundown
- September 30 – 1st day of Rosh Hashanah
- October 1 – Rosh Hashanah ends at sundown
- October 4 – (7:00 p.m.) RMHS Football vs. Woburn; Band Night at game
- October 5 – (8:00 a.m.) SAT Testing – RMHS is a test site
- October 8 – Yom Kippur begins at Sundown
- October 9 – Yom Kippur
- October 11 – (7:00 p.m.) RMHS Football vs. Arlington
- October 14 – Columbus Day – No School/Offices Closed

Thank You

Last June, I had to take a Family Medical Leave for personal and family reasons. The leave was unexpected, but necessary and was one of the most difficult decisions that I have ever had to make as an educator. However, because of the uncertainty that lie ahead, I knew that I had to do what was best for myself and my family.

First, and foremost, I want to thank you for all of the supportive cards, emails, texts, and phone calls that I have received during my leave over the last 2 and ½ months. I also want to thank everyone for the warm welcomes that I have received since my return back to the district. All of these words of encouragement have really kept my spirits up and made me realize how fortunate I am to be a part of this school district.

I also want to personally thank everyone who pitched in during my absence to keep our school district moving forward and to have a very smooth opening. I especially want to thank Chris Kelley, Gail Dowd, Jennifer Stys, Jennifer Bove, Joe Huggins, Julian Carr, our building principals and Directors, our central office administrative assistants and staff, and building secretaries for all of their hard work and dedication. I am grateful for everything that you have done. I also want to thank the Town and School Facilities staff, technology staff, and leadership for all of their hard work in getting the buildings ready for the start of the school year.

As I transition back, I am in the process of visiting all of the schools, attending events, and getting up to speed on all of the great things that are going on in our schools. In the next few weeks, I will begin to institute office hours again to give people the opportunity to meet with me and discuss any items that they would like to bring up.

When I was on leave, I came across a poem by John Greenleaf Whittier titled, "Don't Quit". It was these words below along with the support that I received that help keep me going on difficult days.

Don't Quit

**"When things go wrong, as they sometimes will;
When the road you're trudging seems all uphill;
When the funds are low and the debts are high;
And you want to smile but you have to sigh.
When all is pressing you down a bit-
Rest if you must, but don't you quit
Success is failure turned inside out;
The silver tint on the clouds of doubt;
And you can never tell how close you are;
It may be near when it seems far.
So stick to the fight when you're hardest hit-
It's when things go wrong that you must not quit.**

I look forward to seeing all of you over the next few weeks as I transition back into the district.

Thank you for everything that each of you do for the children of the Reading Public Schools.

John Doherty
Superintendent of Schools

Providing Accommodations for Students on Religious Holidays

Over the next week, there will be teachers, students, and their families who will be celebrating and observing two major religious Jewish holidays where they will be missing school. During this time, families will be attending temple services and gathering with families during the evening hours. The full School Committee Policy, IMDA and the implementation regulations, IMDA-R are found [here](#). For planning purposes, the following upcoming holidays are recognized by the Reading Public Schools as major religious holidays:

Rosh Hashanah: Begins at sundown on **Sunday, September 29th** and ends at sundown on **Tuesday, October 1st**.

Yom Kippur: Begins at sundown on **Tuesday, October 8th** and ends at sundown on **Wednesday, October 9th**.

State and federal laws require schools to make reasonable accommodation to the religious needs of students in observance of holy days. With respect to students, Massachusetts General Laws Chapter 151C, section 2B reads in relevant part as follows:

“Any student in an educational or vocational training institution...who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which he may have missed because of such absence on any particular day....No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.”

As a result, the following accommodations will be in place for **ALL** students on the following dates:

No assignments will be due for any student the day of or the day after the Rosh Hashanah and Yom Kippur holidays. **Therefore, there will be no assignments due in any classroom in the Reading Public Schools on September 30, October 1, October 2, 9 and 10.**

No tests or quizzes will be scheduled on the days of Rosh Hashanah or Yom Kippur. **Therefore, there will be no tests or quizzes scheduled on September 30, October 1, and October 9.**

No one-time events such as field trips, music performances, theatre plays and productions, auditions, and back to school functions will be scheduled on the days or eves of Rosh Hashanah or Yom Kippur. Therefore, there will be no one-time events scheduled on **September 29th (evening), September 30, October 1st, October 8th, and October 9th.**

Kudos and Accolades

- Congratulations to the faculty and staff of the Reading Public Schools for a great start to the school year.
- Congratulations to girls soccer, boys and girls cross country, golf, swim and field hockey for wins this week.

Absences on Religious Holidays

Parents and students (if age appropriate) are encouraged to notify the school in advance when their child will not be attending school because of religious or ethnic observance.

Discrimination against any student, because of such individual's religious/ethnic belief or practice, or any absence based on said belief or practice is prohibited.

1. Any pupil absent from school because of a religious holiday may not be deprived of any award or eligibility or opportunity to compete for any award because of such absence;
2. Students whose conscientious observance of a religious or ethnic holiday conflicts with participating in a school-scheduled event such as tryouts, athletic contests, theatricals, or concerts, will not be required to participate nor penalized for their non-participation;
3. Any absence because of religious or ethnic holiday must be recorded as an excused absence for religious observance in the school register or in any group or class attendance record.
4. Parents should follow the normal procedures when their child is going to be absent to observe the religious holiday and call the parent verification system at the school on the day of the absence or notify the school in advance by email, written note, or phone. If a child is to receive an excused absence for religious observance, the parent must indicate that information in the correspondence with the school.

If you have any questions, please contact your building principal.



FOR IMMEDIATE RELEASE

Date: September 2019

Contact: Donna Schenkel

E-mail: readingculturalcouncil@gmail.com

TOWN ADDS TO FUNDS AVAILABLE FOR READING CULTURAL COUNCIL GRANTS

Supporting Community Arts, Humanities, and Science Programs in Reading
Applications now open. Apply online before October 15, 2019.

September 2019 -- The Reading Cultural Council (RCC) encourages organizations interested in funding support for 2019-2020 community-oriented arts, humanities and science programs in Reading to submit an application for funding.

For 2019-2020, the Town of Reading has added \$5000 from the Town Budget to supplement the funds available through the Massachusetts Cultural Council. This will enable additional organizations to get support for community arts and culture programming and for the Reading Cultural Council to be able to offer greater financial support. "Our work on economic development and with many local cultural organizations (ArtsReading.org) in recent years made this an easy decision, and I was glad to receive support from the Select

Superintendent's Office
Half-Hours this Week

All are welcome

*There are no office half
hours this week.*

Board, Finance Committee and Town Meeting last spring” said Town Manager Bob LeLacheur. “I know the Reading Cultural Council will invest the funding to diverse groups that will in turn bring pleasure to many in our community.”

The Application Form is currently available at <https://www.mass-culture.org/Reading>. All applications must be completed online and submitted on or before October 15, 2019. You can start an application and save it midway and return to complete and submit it later. Applicants will be invited to meet with the Reading Cultural Council in November to explain their project. Grant awards will be announced in January 2020.

Projects should contribute to the cultural vitality of the Reading community and be performed at an accessible Reading venue (field trip projects excepted). Before submitting an application, please review the Reading Cultural Council's priorities which are listed here: <https://www.mass-culture.org/Reading>.

Because the demand for funds typically exceeds available funds, only one application will be accepted from each organization or applicant unless different constituencies are being served. Programs must have alternate sources of funding and guarantee they will run with only partial RCC funding. Grants are reimbursement-based, meaning the applicant organization expends its own money and if approved for a grant, submits paperwork for reimbursement.

“In fiscal year 2019, the Reading Cultural Council was able to offer \$7500 to support the cultural, arts and humanities programming of twenty-two (22) organizations,” noted Donna Schenkel, RCC chair. “2019-2020 should be a good year for culture in our town. Reading’s allocation from the Massachusetts Cultural Council is \$9000 and with the added \$5000 provided by the Town of Reading, we are looking forward to seeing many interesting new opportunities for enrichment of all kinds in our town.”

Reading Cultural Council grants support a variety of community organizations and interests from arts, humanities and even science projects in Reading, to school field trips, in-school and after-school programs, concerts, festivals, lectures, theater, dance, music, film and more. Projects take place in our Reading schools, the library, the senior center, elder care facilities, town hall, parks, and other locations where the community comes together. Projects should serve Reading residents.

About the Reading Cultural Council

The Reading Cultural Council is part of a network of Local Cultural Councils (LCC) serving all cities and towns in the Commonwealth. This is the largest grassroots cultural funding network in the nation, supporting thousands of community-based art, science and humanities projects every year. The Massachusetts state legislature provides an annual appropriation to the Massachusetts Cultural Council, a state agency, which then allocates funds to each community cultural council. In May of this year the Council conducted a survey of town residents and organizations to assess the effectiveness of the program. The results are attached to this email.

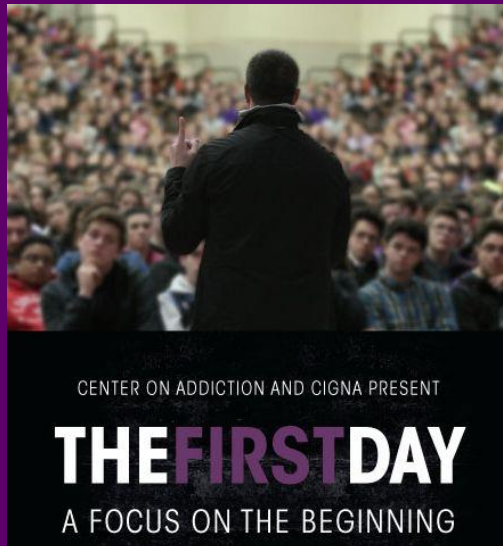
Consider Joining the Reading Cultural Council

If you have a passion for local arts and culture, or just want to work to continue to make Reading a great place to live, please consider joining our Council. Members of the Reading Cultural Council are volunteers appointed by the Reading Select Board. To learn more, visit the Reading Cultural Council page on the Town of Reading website [readingma.gov/cultural-council], contact Donna Schenkel, chair, [readingculturalcouncil@gmail.com] or speak to the Reading Town Clerk.



**Reading
Coalition
Against
Substance
Abuse**

"When it comes to speaking about addiction the focus often times is about the worst day. We need to focus on how this begins rather than on how it ends. Prevention starts on the First day." - Chris Herren



Wed. Sept. 25th, 2019

The First Day Film Screening

**7:00 to 9:00 p.m
Sunbrella IMAX 3D Theater
Jordan's Furniture
50 Walkers Brook Drive
Reading, MA 01867**

**To RSVP, visit link below
<https://t.co/9lQ5gg2TvA?amp=1>**

Learn more

<http://thereadingpost.com/2019/09/12/rcasa-and-jordans-furniture-to-host-imax-screening-of-the-first-day/>

**Town of Reading- Reading Coalition Against Substance Abuse
15 Union Street, Reading, MA 01867
emcnamara@ci.reading.ma.us
<https://www.reading.k12.ma.us/community/rcasa/>**

Can't make it on 9/25/19?

Save the Date for our next screening on March 18, 2020 at RMHS PAC!

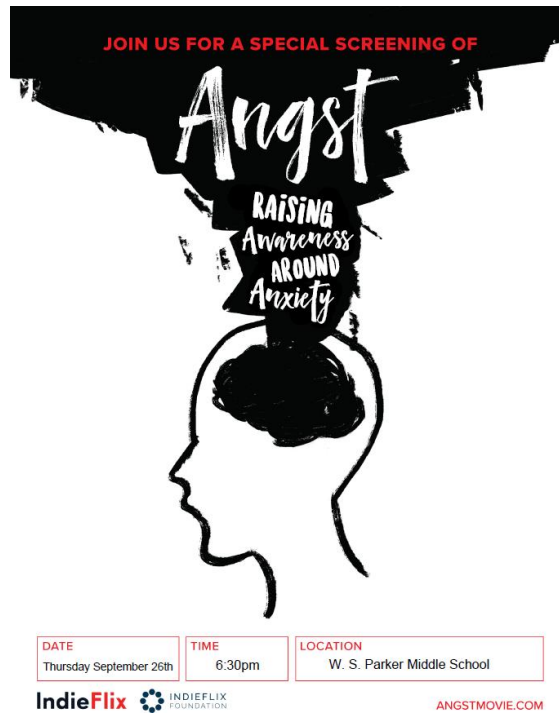
More details to follow

Quote of the Week . . .



"It's better to enjoy life committing mistakes and learn rather than playing it safe your entire life having learned NOTHING at all."

-Unknown



IndieFlix Shines the Light on Anxiety with Must-See Documentary, "ANGST: RAISING AWARENESS AROUND ANXIETY" NEW FILM CREATED TO START COMMUNITY CONVERSATIONS ABOUT ANXIETY & PROVIDE TOOLS, RESOURCES & HOPE SCREENS ON Thursday September 26th AT Parker Middle School at 6:30PM

IndieFlix, a leading independent online streaming platform, is sparking a global conversation about anxiety through screenings of its brand-new documentary, **"Angst: Raising Awareness Around Anxiety"**. On **September 26th, 2019**, Reading Public Schools will hold a special screening of the documentary at Parker Middle School at 6:30pm to open up a dialogue between local families and community leaders. The event will feature a viewing of the 56-minute film, followed by an open Q&A lead by Lauren Sabella, District Behavioral Health Coach.

Producers Scilla Andreen and Karin Gornick have one goal: to start a global conversation and raise awareness around anxiety. Through candid interviews, they utilize the power of film to tell the stories of many kids and teens who discuss their anxiety and its impacts on their lives and relationships, as well as how they've found solutions and hope. The film also includes a special interview with Michael Phelps, a mental health advocate and one of the greatest athletes of all-time. In addition, the documentary provides discussions with mental health experts about the causes of anxiety and its sociological effects, along with the help, resources and tools available to address the condition.

This film will also be shown to all students at both Parker and Coolidge Middle Schools during the school day. After the film student will participate in small group discussions lead by teachers and supported by school psychologists. We invite you to attend this **FREE SCREENING** and to talk with your teen about the film and reflect on your own stress management and anxiety reduction techniques.

Anxiety disorders are the most common mental health challenge in the U.S., impacting 54 percent of females and 46 percent of males, with age seven being the median age of onset, according to the World Health Organization. While anxiety disorders are highly treatable,

Disney Quote of the Week



"You are braver than you believe, stronger than you seem, and smarter than you think."

— Christopher Robin,
Winnie the Pooh

only one-third of those suffering receive treatment. Everyone involved in the development of "Angst" has a personal experience with anxiety – from the producers to the interviewees.

"The conversation surrounding mental health really hits home for me," said Michael Phelps. "Many people don't understand how debilitating mental illness truly can be, and even more than that, how common it is, yet people are afraid to have the serious discussions about it. I welcomed the opportunity to be a part of 'Angst' to further the dialogue around mental health and to help people understand the impact anxiety has on our mental state and encourage people, especially kids, to ask for help."

"Angst" screens in schools and communities across the world. The IndieFlix original film is expected to reach more than three million people around the world, through 25,000 community and school screenings.

To learn more, visit www.angstmovie.com or email Lauren.Sabella@Reading.K12.MA.US

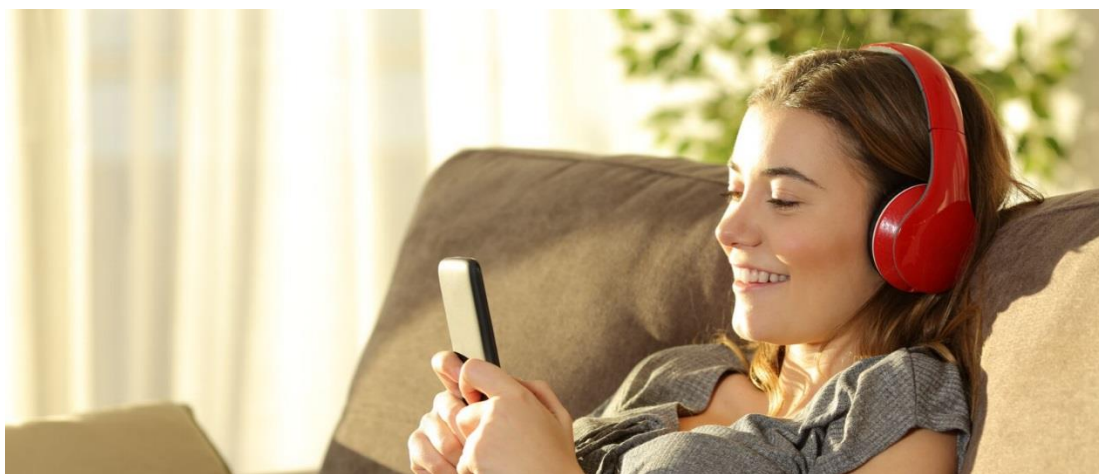
6 Common Worries About Technology and Teens What's the Reality?

By Erin Walsh
September 18, 2019

Technology and teens. If you are anything like me, on any given day you vacillate wildly between, "Technology is amazing! What a time to be alive!" and, "Throw. It. Out. The. Window." Such is parenting life in the digital age.

News headlines exacerbate our ambivalence. Media reports convince us that social media is the key to our children's undoing on one day and the next day declare that there is no effect at all. This means that we are often left to our worries, our gut, and some creative problem solving to navigate digital challenges.

The reality though is that we are starting to get some good data and evidence that helps us better understand the nuances of our children's digitally connected lives. In some cases, the data reinforce our concerns and in others, calm them.



Here's a snapshot of six worries. What do we currently know? What can we do about it?

Important Websites

[Help Desk \(To submit a ticket\)](#)
help.desk@reading.k12.ma.us

[RPS District Website](#)
www.reading.k12.ma.us

[Access Your Email](#)
<https://login.microsoftonline.com/>

[Baseline Edge](#)
<https://baseline.ioeducation.com/Site/login>

[Interface Health Services](#)
<https://interface.williamjames.edu/community/reading>

Worry #1

Kids don't have real friendships anymore. They spend all their time hanging out with strangers online.

Reality: The vast majority of young people “**extend**” friendships from the real world into the online world. That’s not to say that they don’t have any online only friends, but for most kids most of the time, they are coming home from school and connecting with the same kids they just saw in the hallways. These online friendships usually mirror similar **qualities** to their offline friendships as well. Plus, the latest **evidence** shows that kids who regularly socialize online also regularly socialize in the real world, dispelling worries that online friendships are displacing real world ones.

So what? This doesn’t mean that we don’t talk to our kids about **safety and online strangers**. However it shouldn’t dominate the dialogue entirely. Ask your child **whom they game and socialize with** online, knowing that **strong friendships** (both online and offline) are a huge protective factor for adolescents. While texting may seem like a less quality interaction to you, it is far better than kids roaming the internet alone. Balance your relief that online friendships aren’t bad with support for **face to face time** too. Young people report barriers to hanging out in real life including transportation, schedule, and lack of opportunities. Ask what gets in the way and see if you can help.

Worry #2

Kids do things online that they would never do face to face.

Reality: Bullying and harassment are a problem that we should not ignore when it comes to technology and teens. Certainly as humans, we rely on a series of finely orchestrated emotional cues to interpret and respond to others. In the absence of these cues, we may underestimate the hurt that we cause online. That said, for the most part cyberbullying incidents mirror and magnify **offline dynamics**. In other words, kids who are targeted by bullying behaviors online are likely experiencing the same at school or in their community. This doesn’t mean that the cyber components of bullying behaviors aren’t an issue. Research shows that **online bullying** can **magnify victimization** because of access to private space, large online audiences, and the permanent record it leaves.

So what? Talk early and often about the actual skills and strategies for building friendships (including **face to face communication**) as well as respect and courage online and offline. Resist the urge to blame mobile devices for the problem entirely and focus as much on the humans who use them.

Worry #3

Young people today don't actually get involved in politics. They just click things online and think that they are changing the world.

Reality: While many argue that **not enough** young people engage in the political process in large numbers overall, a recent review of over 100 studies showed that young people who engage in digital media are **more likely** than their peers to participate in civic and political life. It turns out that clicking “like” on something is correlated with offline action. Engaging young people in digital civics projects might actually ignite more young people’s participation in the real thing.

So what? Instead of just **limiting** your child’s media use, ask them what they are doing online and what they care most about. How can they learn more about social and political

issues online from **reliable sources**? Connect them to programming and classes around **media literacy** which helps boost young people's online civic action. Learn from your teen's online activism and ask how you can get involved too.

Worry #4

Social media causes teenagers to be anxious and depressed.

Reality: **It's complicated.** Some studies have shown that more time with social media is correlated with more mental health problems. That said, the effect is fairly small and how, when and why young people use technology **shapes outcomes** in real ways. Sleep disruption, exposure to harassment, body image, and a young person's emotional investment in social media appear to predict more negative outcomes. We need more **research** to determine if social media use makes youth more anxious or if anxious youth are more likely to use the internet more often.

So what? Rather than just assuming that social media is making your child more anxious and depressed, take a more nuanced look at your child's digital life and mental health. Pay attention to **how, when, and why** your child uses social media. If your child is already living with anxiety or depression, work collaboratively with your teen and their mental health professional to evaluate the role that social media is playing in either boosting or undermining their wellness strategies.

Worry #5

Technology and teens are a bad combination when it comes to sleep.

Reality: It's true! **Young people who sleep with their phones** in their bedrooms go to sleep later and are more likely to have disrupted sleep. One in three teens sleep with their phone in their bed and the same proportion wake up to check their mobile devices overnight. (By the way, adults are no better.) Since sleep is so important for emotional regulation, academic success, and physical health, there is no doubt that we should protect teens' sleep.

So what? This one is hard – but getting devices out of the bedroom at night is exactly what your child's brain needs to rest, recover, and rejuvenate. **Find ways to sleep better** and stick with them.

Worry #6

Kids can't focus anymore because of all these screens.

Reality: First the good news, current laboratory **research** indicates that screens haven't fundamentally changed the brain's capacity to focus attention. That said, kids don't live in labs. They live in real life with phones in their pockets that create a magnetic pull for kids' attention, making them less likely to work to focus their attention on other things. Research is clear that there is a **cognitive cost to our habitual multitasking**. Our brains are built for one thing at a time and multitasking leads to more errors, less retention, more mental drain, and increase distractibility.

So what? Check out our **tips for reducing distractions** for times when kids need to focus their attention like during homework and play.

Contact Us

The Pathways newsletter is published weekly for the Reading Public School Community. If you have anything that you would like to share, please email your info to John Doherty at: john.doherty@reading.k12.ma.us

Reading Public School Happenings

Welcome to Parker

The annual Welcome to Parker program was a great success for the incoming sixth graders in attendance. The program allows new sixth graders to meet other incoming students from all the elementary schools prior to the first day of school. Welcome to Parker also gives the students a chance to learn where classes and programs are held throughout the building while making new friends!



Grade 6 Parker Students

Killam Students Honor Nelson Burbank

Below is a picture of Killam students honoring Nelson Burbank on the day of his funeral. Killam is located near St. Athanasius Church, where the funeral was held.



RMHS Crossroads Holds Open House

On Thursday Morning, students in the RMHS Crossroads Program, under the direction of RMHS Teacher Brittany Francis, held an open house where they shared their work and

experiences with staff and parents. Below is a picture from the photo booth (left to right), RMHS Principal Kate Boynton, RMHS Senior Samantha Gibbs, and Director of Student Services Dr. Jennifer Stys.



Eaton Family Picnic

This past week, Joshua Eaton held its annual Family Picnic which was very well attended. Below are some pictures of the event.





Stepping Stones...

- Our thoughts go out to Killam teacher **Toni Ann Walker** who lost a loved one recently.
- Congratulations to Parker teacher **Jamie Walsh** on the birth of his son Nolan on September 5th.
- Congratulations to Barrows secretary **Donna Walsh** on the birth of her grandson Nolan on September 5th.
- We welcome the following new staff to the Reading Public Schools:
 - ✓ Meghan McClune, Special Education Paraeducator, Killam
 - ✓ Karen Anderson, Regular Education Paraeducator, Barrows
 - ✓ Katherine Boebel, Food Service, Killam
 - ✓ Donna Kavanaugh, Regular Education Paraeducator, Barrows
 - ✓ Maura Keefe, Guidance Counselor, RMHS
 - ✓ Stephanie Manna, Food Service, Joshua Eaton
 - ✓ Michelle Melchionda, Food Service, Killam
 - ✓ Nancy Wilson, Food Service, Wood End
 - ✓ Kathleen Farrell, LTS Kindergarten Teacher, Joshua Eaton
 - ✓ Rachael Levanites, Regular Education Tutor, Wood End
 - ✓ Elizabeth Rowland, Title 1 Instructional Interventionist, Joshua Eaton
 - ✓ Lisa Daddario-Juliano, Regular Education Paraeducator, Barrows
 - ✓ Sandy Giaquinto, Extended Day, Killam
 - ✓ Jeffrey Paris, Extended Day, Joshua Eaton
 - ✓ Jessica Occhipinti, 1:1 Extended Day Aide, RISE
- **We have posted** a new position. If interested, please visit <https://reading.tedk12.com/hire/index.aspx> to view the job detail

1.0 FTE Long Term Substitute Art and Photography Teacher, Reading Memorial High School https://reading.tedk12.com/hire/ViewJob.aspx?JobID=837

Home Service Educator https://reading.tedk12.com/hire/ViewJob.aspx?JobID=838
--

Freshman Girls Basketball Coach, Reading Memorial High School https://reading.tedk12.com/hire/ViewJob.aspx?JobID=839
--

Assistant Girls Basketball Coach, Reading Memorial High School https://reading.tedk12.com/hire/ViewJob.aspx?JobID=840

Special Education Program Paraeducator, 58 hours biweekly, Joshua Eaton Elementary School

https://reading.tedk12.com/hire/ViewJob.aspx?JobID=841
Long Term Substitute Special Education TSP Program Paraeducator, 60 hours biweekly, Killam Elementary School
https://reading.tedk12.com/hire/ViewJob.aspx?JobID=842
Director of Community Education
https://reading.tedk12.com/hire/ViewJob.aspx?JobID=843

Blazing Trails...

"What I Do in the First Week of School." "The first few days of school are vital for connecting with kids, laying the groundwork for your classroom culture, and starting the year on a positive note. I focus mainly on building relationships and alleviating the stress that comes with starting middle school, while weaving in some of the core components that need to be discussed on those first few days. It's a balancing act, and it changes in my class every year. But these few activities stay the same. They work for my students and they set the tone for our year very well. But in my opinion, there isn't one right way to start the year off well. As long as the kids feel valued and loved, you've done exactly what you need to do." [Read More](#)

"A Bored Student Hacked His Massachusetts School's Systems. Will the Edtech Industry Pay Attention?" Bill Demirkapi, a high-schooler in Massachusetts, was able to easily hack into his school's systems -- which uses platforms from Follett and Blackboard -- and access records including medical data and grades. In this interview, Demirkapi said he was surprised he was able to do it and he reached out to both vendors to inform them about the vulnerabilities he uncovered. [Read More](#)

"How Personalized Learning Enthusiasts Can Ensure They Aren't Lowering the Bar for the Kids who are Behind." In the first in this ongoing series exploring the possibilities of "personalized pacing," they highlighted two fantastic but very different school models from the charter sector, Rocketship Public Schools and Wildflower Schools, and how they meet kids where they are. This follow-up goes deeper into how these schools ensure that their lowest-performing kids don't fall further behind. That's an essential objective for any school, but it's a particular concern in the personalized-learning world. That's because some skeptics have insisted that, by focusing instruction on the current level of struggling students, educators might inadvertently impede them from making progress and catching up. [Read More](#)

"Keys to Teaching Critical Thinking." Teaching students generic critical-thinking skills may be ineffective, according to findings by University of Virginia psychology professor Daniel Willingham. Instead, he says, researchers largely agree that effective critical-thinking skills rely on content knowledge and suggests teaching specific, small skills of analysis on a subject-by-subject basis. [Read More](#)

"Teach Local, Reach Global." An integral part of a whole child approach to education involves instilling students-who bring their own diverse experiences and backgrounds to the classroom-with the skills to live and work as citizens of a global society. What does globally competent education look like in practice? Educators who teach through a global lens prioritize students' development around issues of sustainability, religious literacy, empathy, critical thinking, and our interconnected ecosystems. As Tamera Musiowsky-Borneman, an educator in Singapore, writes, "What we do in our local communities impacts a larger community. We are all global citizens, but the work begins where we are." [Read More](#)

Have a Great Week!