

POWER *of* PLACE

LEARNING COMMUNITIES



Dear Colleagues and Friends,

Tracy Chapman entered my life on a cool spring day in 1988 when, ironically enough, I was behind the wheel of my grey Toyota, sitting in rush hour traffic. I hadn't heard the song before; it stopped me in my tracks, prompting me to pull off to the side of the road to listen without distraction. The melody was pure and unfettered, the tuning at once both haunting and sweet, the **lyrics** poignant and straightforward.

I would soon learn that my reaction to "Fast Car" was widely shared. Within the first two weeks of its release it sold a million copies. It reached No. 1 on the U.S. Billboard 200, and since then has been certified Platinum six times over. It was nominated for six Grammys, including Album of the Year, Best Contemporary Folk Album, Best New Artist, and Best Female Pop Vocal Performance.

Fast forward to 2018. Aspiring young country artist Luke Combs listened to "Fast Car"

while driving with his father in a brown 1988 Ford F-150 with a cassette player. Chapman's song captured his attention, and he taught himself how to play it on the guitar. Six years ago, he recorded and released his own version, which peaked at No. 2 on Billboard's Hot Country Songs chart and No. 14 on Billboard's Hot 100. His recording introduced a new generation to "Fast Car."

Watching the two **share the stage at the Grammys** in Las Vegas last week was awe-inspiring, not only for the extraordinary musical talent on display, but also because of the way they reached across so many divides. A queer black woman, late Baby Boomer, college-educated, folk singer-songwriter from the Northeast and a white, heterosexual, working class, Millennial, college dropout, Country Music star from the South. Think about that for a moment.

In our deeply polarizing times, it is refreshing and hopeful to see two people who, at first blush, seem so different from one another come together in literal harmony. The mutual respect between the two musicians was palpable, with Combs bending in subtle supplication to Chapman at the end - a student standing in reverence to his teacher. It saddens me that the themes in the 1988 song are still so resonant 36 years later, but watching this performance gave me hope.

The song itself shares a very specific story, but a particular refrain seems to resonate for many:

*I have a feeling that I belong
I have a feeling that I can be someone, be someone, be someone*

Isn't that what we all want? Isn't that what all our students want? When we recognize that belonging is the foundation for learning, when we realize that the need to be fully seen is universal, that is when we will reach across the multitude of divides to build a more harmonious and compassionate world.

With warmth and appreciation,

Jane

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LinkedIn and Facebook!**

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to resources, upcoming opportunities,
and more.



Register Now for SEED Programs



SEED for Administrators

For the first time, the National SEED (Seeking Educational Equity & Diversity) Project is offering administrators an opportunity to participate in their popular SEED training.

SEED-trained administrators will be prepared and positioned to support teacher leaders and their critical work in school communities. These peer-led SEED seminars offer a refreshing and effective way to fight employee burnout, change an institution's social and emotional climate, and rethink school and district systems and practices.

February 29 | March 13 | March 27
8 am to 3 pm
Wylie Conference Center in Beverly, MA

[Register Here.](#)

SEED 101: Conversations on Race & Equity

SEED 101 is a virtual, 5-part SEED series for educators that leads participants through experiential, interactive activities, and thought-provoking films and readings to explore how systems of advantage and disadvantage have been constructed in our society.



This series is intended to better equip educators to reflect on their own identities and develop a growing awareness of systems of oppression, power, and privilege. Topics will include gender, race, sexuality, ability, class, and how these intersect with each of us personally and systemically.

Please join us for “Conversations on Race & Equity” as part of your continued commitment to educational justice in Essex County.

When: March 13, 20, 27 and April 3, 24 from 3:30-5:30 pm
Where: All sessions will be virtual, and held on Zoom

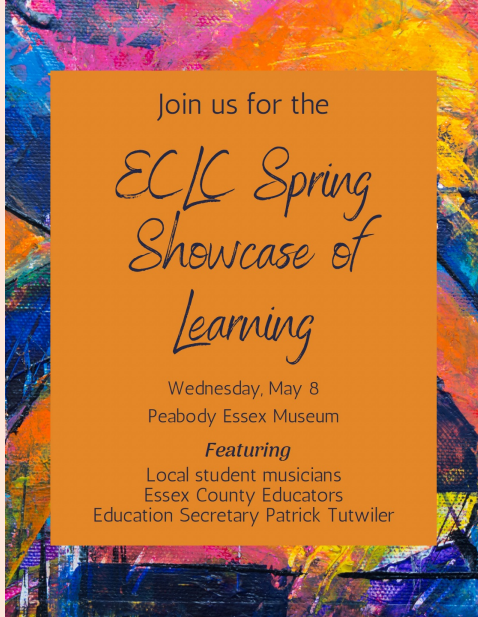
[Register Here.](#)

Sign up soon: This series is limited to 15 participants.

Save the Dates

2023-2024 Showcase

of Learning



Join us for our annual Showcase of Learning for exhibits, demonstrations and reflections of ECLC's 2023-24 year of adult learning. The evening will be a celebration of all we have collectively accomplished, and will feature exhibits and demonstrations from your peers in member districts, music from local artists, and greetings from Education Secretary Patrick Tutwiler.

Where: Peabody Essex Museum, Salem
When: Wednesday, May 8 from 4:30-7:30 pm
[Register here](#)

*Want to showcase your work?
Do you know any student or adult musicians who might like to perform?
Contact info@powerofplacecl.org and let us know!*

Looking Ahead

Thursday, August 8
ECLC Summer Institute
Beverly, MA

Election Day, Tuesday, November 5
ECLC 2024 Fall Gathering
Essex North Shore Agricultural and Technical School | Hathorne, MA



Access the updated 2023-2024 Learning Agenda here.

An Opportunity from WPS Institute



Mentoring Workshop

WPS Institute in partnership with
University of Pennsylvania

Do you mentor youth or work in a youth development role?

Join WPS Institute and the University of Pennsylvania for an **interactive virtual mentoring workshop**. Dr. Mike Nakkula of GSE's Human Development and Quantitative Methods Division, will lead the workshops focused on leveraging the power of mentoring in educators' work with adolescents.

Resources from the Field

OMEGA

Navigating Anxiety in Children: Meeting Stress with Inner Strength

Do you live or work with children whose anxiety is overwhelming them? Who shy away from participating in new activities or taking on challenges because they are afraid to fail? This guided online class addresses the most pressing topics affecting parents, caretakers, and children today. Join Jennifer Cohen Harper for weekly live sessions that explore embodied and effective ways to prepare children for anxiety-producing situations, navigate stress, reduce overwhelm and reactivity, and harness their capacity for self-compassion.

Register [here](#).

 embrace**race**

Podcast: How Kids Actually Learn About Race

The EmbraceRace podcast brings you conversations with leading researchers and practitioners to share the latest and best advice on how to help kids navigate race. This season, we counter long-standing myths about race and kids and talk about How Kids ACTUALLY Learn About Race. The podcast is hosted by co-parents and EmbraceRace co-directors, Melissa Giraud and Andrew Grant-Thomas. The first seven episodes of the podcast will be released on February 23.

Listen to the trailer [here](#).



Ratchetdemic: Reimagining Academic Success

Dr. Christopher Emdin advocates for a new kind of student identity—one that bridges the seemingly disparate worlds of the ivory tower and the urban classroom. Emdin argues that being “ratchetdemic,” or both ratchet and academic (like having rap battles about science, for example), can empower students to embrace themselves, their backgrounds, and their education as parts of a whole, not disparate identities. This means celebrating protest, disrupting the status quo, and reclaiming the genius of youth in the classroom.

Order Dr. Emdin’s book [here](#).



A “Good Life” for Every Student: High Schools Embrace Many Pathways to Success

Can the lessons schools learned in the Covid-19 recovery period contribute to more lasting, transformative shifts in high school? Researchers from CRPE and the Center for Public Research and Leadership (CPRL), with support from the Barr Foundation, studied a group of New England public high schools during the pandemic recovery period to explore this question and hear directly from students and adults about their experiences.

Read the report [here](#).

Food for Thought

"What do you want to be
when you grow up?"



"Kind" said the boy

The Boy, the Mole, the Fox and the Horse

by Charlie Mackesy

The tale of a curious boy, a greedy mole, a wary fox and a wise horse who find themselves together in sometimes difficult terrain, sharing their greatest fears and biggest discoveries about vulnerability, kindness, hope, friendship and love.

Order your copy **here** and watch the trailer for the animated movie, now available on AppleTV.



*Do you have something to share with your fellow educators?
Send it to us at info@powerofplacelc.org.*

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