

Pedagogical Values
Series:
Trauma-informed
Practice: Caring and
Community-Based Values
in the LTRM

Tuesday April 11, 2023

Facilitators:
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ACKNOWLEDGEMENT OF TRADITIONAL LANDS

Royal Roads University acknowledges that the campus is located on the traditional lands of the Xwsepsum (Esquimalt) and Lekwungen (Songhees) ancestors and families who have lived here for thousands of years.

This land has been part of the fabric of the life of Indigenous communities long before Hatley Castle was build, and it will be long into the future. It is with gratitude that we now learn and work here, where the past, present and future of Indigenous and non-Indigenous students, faculty and staff come together.

Hay'sxw'qa si'em!



The Pedagogical Values Series



Learning, Teaching, & Research Model (LTRM)

APPLIED & AUTHENTIC

- Interdisciplinary and transdisciplinary
- Experiential and participatory
- Flexible and individualized
- Outcomes-based
- Openly practiced

CARING & COMMUNITY-BASED

- Inclusive and diverse
- Community-based learning
- Supportive
- Team-based
- Co-creative
- Place- and virtual space-based

TRANSFORMATIONAL

- Socially innovative
- Respectful of Indigenous Peoples and traditions
- Impactful
- Reflective

Pedagogical Values

Pedagogical values refer to the worldviews, beliefs, perspectives, and biases about teaching and learning that underpin our specific educational practices (Palahicky et al., 2017). In other words, they are the belief systems that inform the decisions that we make at the micro and macro level of our teaching, from how we design learning experiences to how we interact and engage with learners.

Trauma-Informed Practice: Caring and Community-Based values in the LTRM



Shawn Holmes

Associate Faculty

- Leadership Studies



Valeria Cortés

Associate Faculty

- Professional and Continuing Studies
- Leadership Studies
- Tourism and Hospitality Management

How are you doing this afternoon?

emotional WEATHER



GLOOMY
CONFUSED



PARTLY SUNNY



CHEERY

RUSHED



HOPEFUL



TEARFUL, SAD



FRUSTRATED



RELAXED



CHAOTIC

Options:

- Share on the chat box
- Click annotate then stamp
- Raise your hand



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IN THIS SESSION

1. What?

Trauma, trauma-aware teaching

2. So What?

What we learned from our research

3. Now What?

Recommendations moving forward



Image by Jonathan Cosens Photography



WHAT IS TRAUMA?

Reactions to experiences that overwhelm one's capacity to cope.

Image from artist Alisa Sikelianos-Carter



Developing from:

- ✓ Trauma-aware
- ✓ Trauma-sensitive
- ✓ Trauma-responsive
- ✓ Trauma-informed

(Missouri Model for Trauma-Informed Schools, nd)

Consideration of cultivating ethical spaces that benefit the learning community: educators and learners.

When we are not present we cannot learn

Hey I feel that I should let you know that I've been really struggling with my mental health the past couple weeks. I'm slowly coming out of it but that has been why I haven't been as engaged.

Hello
I hope that you are well.

My husband is in surgery right now and it's been a hectic past few days.

Resiliency Forum

How is everyone doing?

Hi Thanks for checking in. The last 5 days have been a whirlwind. Yesterday I had an appointment with the doctor and was able to free up some brain space for my paper. I'm currently in the system of an evacuation alert over the last 6 months. Personally, we are packed and ready to go if needed.

I'm not sure if I can do this everyday but I am committed to getting across the finish line. I never in my wildest dreams thought that the accomplishments I've made after being in therapy for years would resurface after being out of therapy for 20 years.

Maslow's hierarchy of needs and I had a secure place to think about anything.

Hello classmates,

A friend shared an article with me recently about the human surge capacity and burnout in COVID-19 and I thought I should share it with you. I want to upskill and increase my industry education in case I didn't get my job back. When I was called back sooner than expected, I was working and suddenly had far more on my plate than pre-pandemic.

I am owning my feelings, not sharing with anyone other than you and eventually the services at RRU. I might as well utilize what is available to me. I will keep you posted on how things go.

I love how through these forums we show our gratitude, I want to

Rest

Exercise

Nutrition

Thoughts

What's on your plate



QUOTES FROM RESEARCH

“it's very hard to know as someone who has never had that lived experience. It's hard to know what's going to trigger right? I mean, you can guess. But you can't know for sure”.

“I'd like to hear the real stories, you know, what did you do? What's effective, right?”

“There's more learning that I need to do around. You know, how to address it [trauma].”

“We deal with people in a very impersonal way where we don't see the person, we see the status, as a *student, colleague, faculty, staff*.

We tend to forget that we are dealing with human beings with biographies, histories, with complex political events, complex economic, psychological, emotional events that inform the way that they are going to present themselves.”

“It's really hard to have those conversations in a space where you feel like there's the potential that you're going to be judged. You're not going to be picked up for that next contract. You're going to say something wrong. You know it is just hard”.

“I am well outside of my comfort zone in terms of the skills and personal experience, and even credibility.

I have no credibility within that space [IBPOC], you know. ...nobody's going to listen to me or take me seriously”.



Our focus needs to be here:



Trauma

Cultivating
Ethical
Spaces

TiP is NOT a curriculum. It is a way of being and relating. **It starts with personal work.**

However, there are a few practices you can implement today:

1. Provide Choice
2. Provide Descriptions
3. Include Images



PURPOSE

The purpose of the assignment is to demonstrate your self-awareness by representing who you are (or would like to be) when woven into a model of collective leadership.

DESCRIPTION

You will create (or show) an artifact that represents who you are, your values, and the qualities that you bring to leadership. You will write a reflection to describe the artifact and how it relates to your leadership.

Please address the following questions as part of your reflection:

- What does leadership mean to you? To your family? To your community?
- When thinking about leadership, who inspires you? Why?
- How is leadership understood in your culture?

Examples of artifacts include (but are not limited to): drawings, photographs, paintings, carvings, songs, stories, collage, mix-media, among others.

Specific Deliverables include:

- The artifact or a photograph of the artifact
- A written or oral explanation (1200 words max ; 6 min.)
- Request a time with your instructor

Trauma-Informed Pedagogy & Practice: Supporting compassionate learning experiences [sandbox]

Participants

Grades

Welcome

Course Information

Learning community

Week 0: Preparatory Learning

Week 1: Trauma and Trauma-Informed Practice (TiP)

Week 2: TiP & Mindfulness

Week 3: Creating Compassionate (Learning) Spaces through TiP

Week 4: Transforming Communities through TiP

Course Drafts

Media Gallery

Dashboard

Site home

My Media

Calendar

Structure & sequencing of Zoom sessions

The table below describes the general sequencing of each synchronous session. Each session follows the same overall structure and sequencing, which is by design to reflect the importance of predictability in trauma-informed practice. Note that some sessions may involve some slight variations in the timing of activities; however, the sequencing of activities always follows the same predictable order.

Duration	Topic
5 min	Welcome & Acknowledgement: The facilitator(s) will briefly welcome all participants to the workshop and acknowledge the traditional lands. We will also use this time for any housekeeping matters.
20 min	Opener: Each session will begin with an opening mindfulness practice to support learners in becoming grounded and coming into the learning space. This part of the session will include a review of learning space guidelines and other check-in activities related to the topic of the session.
30 min	Content exploration & practice 1: In this part of the session, participants will have the opportunity to explore content related to the topic of the session. Facilitators will then invite participants to apply the learning from the previous activity into some kind of practice, e.g., a mindfulness practice related to the topic.
20 min	Breakout activity 1: In this part of the session, participants will be invited to discuss and reflect on the content and practice in small groups. After 10 minutes in the breakout rooms, participants will have the opportunity to report out to the whole group any key insights that came from their small group discussion.
5 min	Wellness break: Facilitators will provide some gentle suggestions of movement during the break. Facilitators will play calm unobtrusive music during the break and stop the music when the break is over.
30 min	Content exploration & practice 2: In this part of the session, participants will have the opportunity to explore content related to the topic of the session. Facilitators will then invite participants to apply the learning from the previous activity into some kind of practice, e.g., a mindfulness practice related to the topic.
20 min	Breakout activity 2: In this part of the session, participants will be invited to discuss and reflect on the content and practice in small groups. After 10 minutes in the breakout rooms, participants will have the opportunity to report out to the whole group any key insights that came from their small group discussion.
20 min	Wrap up: In this part of the session, the facilitator will wrap up the learning from the session and invite participants to join in a closing meditation practice, followed by other check-out activities related to the topic of the session.
After the session	Asynchronous learning activities: Participants will be supported to reflect and apply the learning from the synchronous sessions through asynchronous bridging activities, hosted via Moodle. These activities will include journal prompts (professional & teaching streams), recorded guided meditations, peer-support opportunities, and weekly check-in activities.

Include Images

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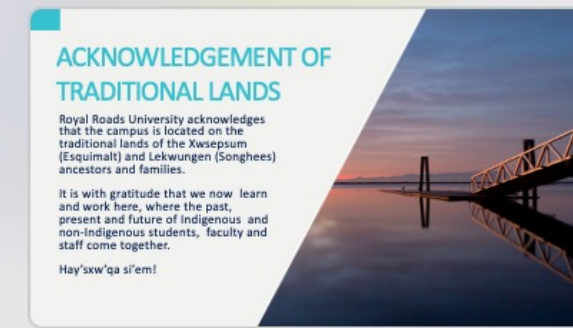
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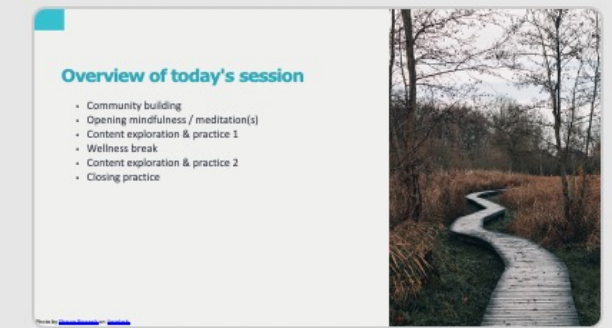
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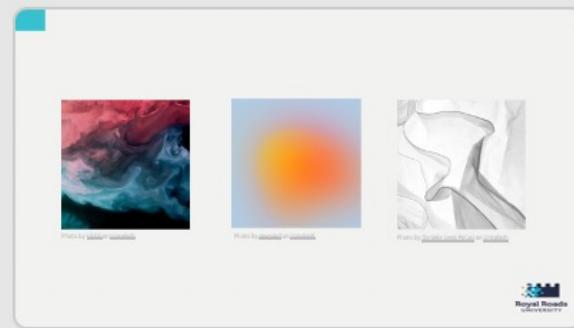
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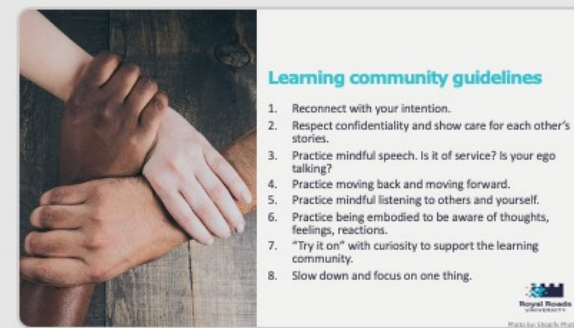
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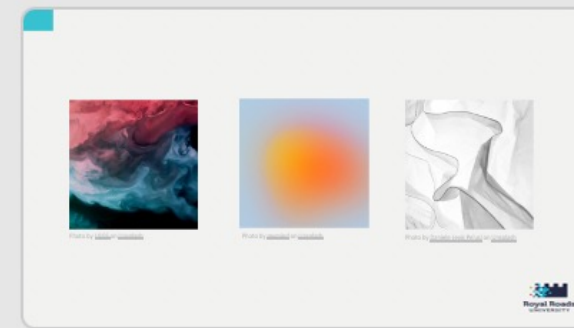
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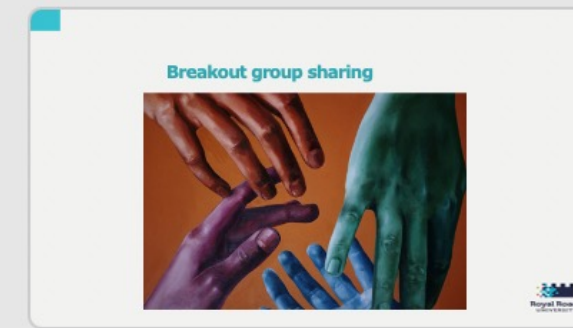
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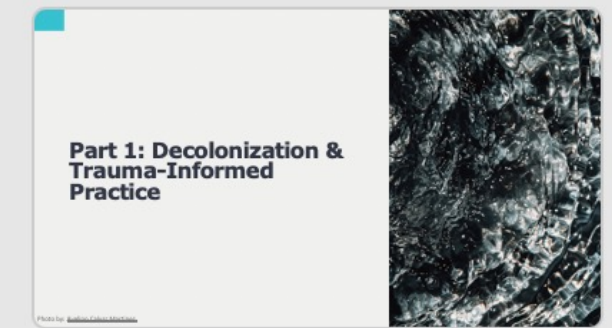
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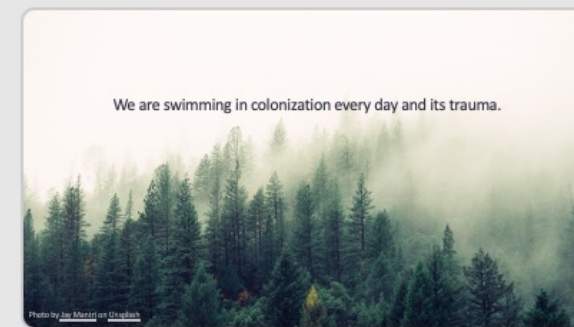
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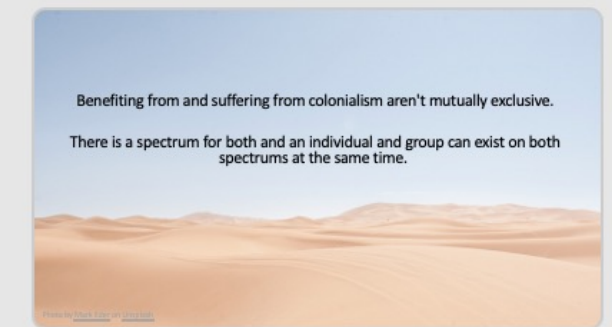
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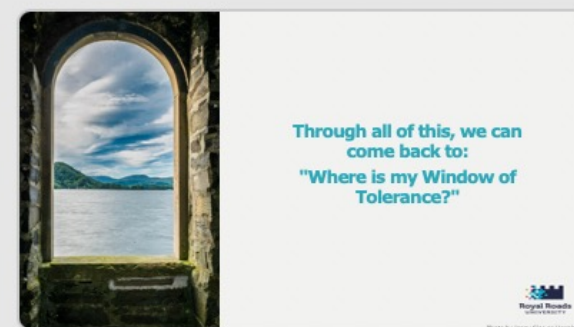
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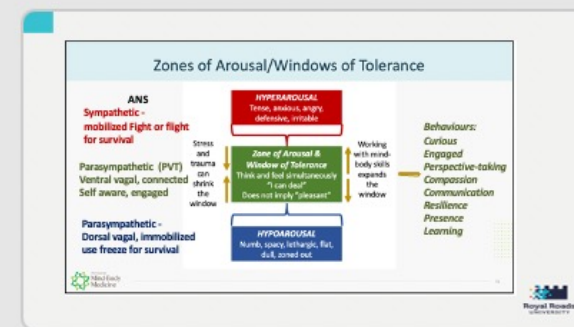
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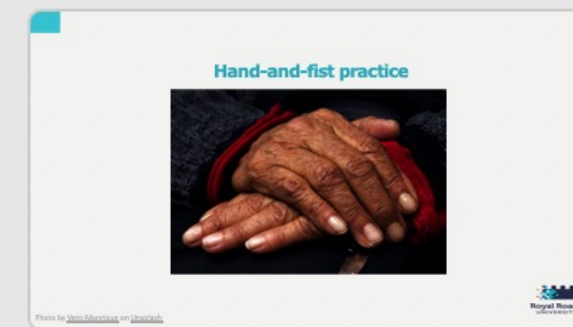
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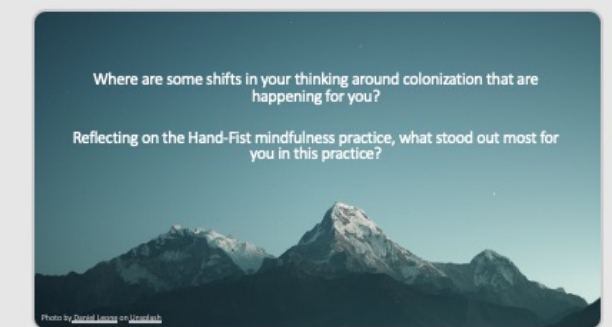
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References

Missouri Model for Trauma-Informed Schools (n.d.)

<https://dmh.mo.gov/media/pdf/missouri-model-trauma-informed-schools>



Thank you!



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