



CAPACITY

Why trauma-informed practice matters in education

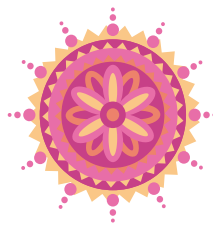
A school in a resource community is looking for ways to support their students and staff. Staff turnover has been high over the past ten years, with educators identifying feeling overwhelmed by the needs of their students. Educators have described that up to a third of their classes struggle with affect regulation and hyperactivity. Educators are also struggling to connect with families and community if they are new to the school. The school has a new principal who is passionate about building a compassionate learning community and has asked the staff to brainstorm steps to support the journey of becoming trauma-informed.

STRENGTHS BASED



Meet the child where they are at, and recognize their inherent capacity

Recognizing the unique strengths of everyone involved in the school, from support staff to principal to students, ensures that the school community sees its own members as meaningful. This models to students that everyone belongs. With this mindset, everyone benefits, not just those impacted by trauma.



Cultural Awareness

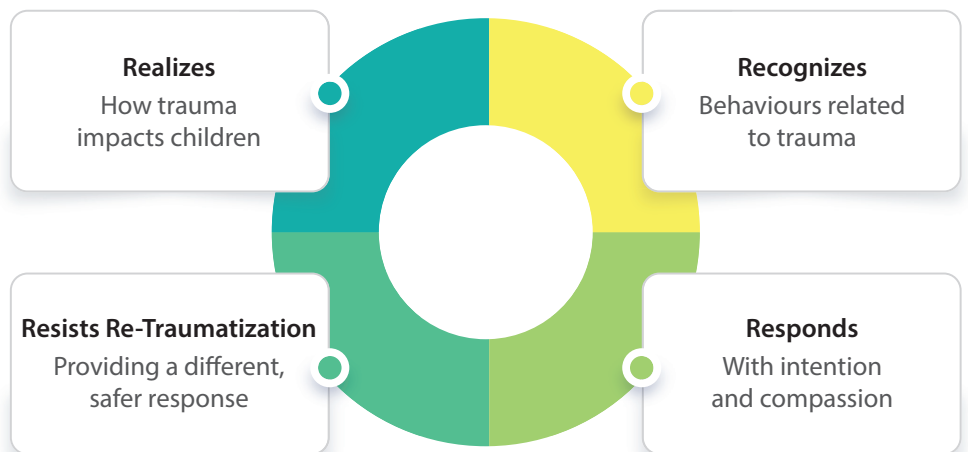


Everyone contributes, everyone benefits

What unique strengths do you bring to your school? How can you be supported to share these strengths?

TRANSFORM

Transformation means focusing on the small yet powerful ways you can bring compassionate practice to your school through your daily interactions with students and with each other as staff.



SAMSHA, 2014

How is Compassionate Practice defined in your school?



Ministry of Education