Our trauma-informed practice framework is grounded in the belief that people learn from each other. Lead educators, schools, and districts already use trauma-informed or compassionate practice. Educators are reflective and share stories with each other, and they listen to student and parent/caregiver voices.

This framework and the accompanying resources are intended to support what is already going on in schools. They are offered as a way to inspire conversation and connections between educators, schools and districts. The framework identifies Truth and Reconciliation Committee (TRC) recommendations, and acknowledges the ongoing impact of colonization and historical residential school trauma. It also encourages those new to compassionate learning communities to have courage as they proceed.

Finally, trauma-informed and compassionate practice with BC students is not about doing more, but doing things differently. Compassionate learning communities can be seen as made up of four main elements.

- **Understanding**
  - Foundational, scientific knowledge
  - Students’ specific contexts
  - Educators’ needs

- **Relationship**
  - Educator and staff wellness
  - Reflective practice
  - Acceptance and compassion

- **Capacity**
  - Students’ abilities
  - Reframing behaviour as coping
  - Strength-based

- **Connection**
  - Family, community, culture
  - Sharing of ideas and resources, 
  - Mentoring