



NIROGA®

Transforming Lives and Healing Communities

Healing Literacies for School Teachers and Administrators: A Model for Sustainable Excellence in Education

Need:

- **Student stress/trauma:** Student chronic stress and trauma lead to disruptive, distracted and disengaged behaviors that impact cognitive gains, social emotional learning, school and classroom climate, and high rates of absences and referrals/suspensions (risk factors for school failure) => vicarious stress and trauma affect educators committed to serving them.
- **Educator stress/burnout:** Work-related stress and burnout (compassion fatigue) are occupational hazards for educators => stress resilience and trauma-informed practices are a moral, ethical and professional obligation for achieving **sustainable** excellence in education.
- **Systemic inequity:** Students of color from underserved communities impacted by social, political and financial inequity have disproportionately higher chronic/toxic stress, and are more likely to drop out of school and enter the school-to-prison pipeline. Teachers of color serving in underserved communities are more likely to burn out, affecting those who need them the most, and perpetuating inter-generational cycles of systemic inequity.

Solution – Healing Literacies:

- **Administrator Professional Learning (APL):** In-service training and coaching for school administrators as first responders to stress and trauma, learning about childhood adversity, optimizing health and self, and becoming role models in training and supporting teachers.
- **Teacher Professional Learning (TPL_In):** In-service training and coaching in stress resilience and healing primary/secondary trauma through movement-based mindfulness practices, complementing their training in content areas, student learning, and student diversity.
- **Teacher Professional Learning (TPL_Pre):** Pre-service knowledge and skills of Healing Literacies (neuroscience of mindfulness practices, trauma-informed instruction and language, youth leadership and community engagement) are integrated into existing structures and processes for program design, evaluation, and pre-service teacher assessment => recruitment and retention of teachers of color in public education.

Implementation:

- **Summer Institute for School Administrators (SISA):** 4-day retreat, exploring transformative leadership, balancing persistence with resilience, and learning trauma-informed mindfulness practices; year-long post-retreat 1-on-1 coaching support. Faculty includes Conrad Tiu, EdD (Administrator, LAUSD New Administrators Leadership Program), Itoco Garcia-Davenport, EdD (Consultant, School Innovation and Transformative Education), Kofi-Charu Nat Turner, PhD (Assoc. Professor, Teacher Education, UMass College of Education).
- **School-wide Dynamic Mindfulness (DMind) Programs:** Trauma-informed evidence-based DMind training and coaching for all staff, along with multimedia curricular supports, in-class teacher supports, student peer leadership, as enablers/enhancers to existing programs such as PBIS/MTSS, Restorative Justice, Diversity/Inclusion/implicit bias, and Family Engagement.