

# Core Competencies, Learning Objectives & Outcomes Providing Trauma- & Violence-Informed Care (TVIC) in Education

## Overview

Teaching in ways that are trauma- and violence-informed<sup>1</sup> means emphasizing the integration of the four TVIC Principles to prioritize safety, agency, strength and choice, while also encouraging self-care and organizational support for educators.

## Learning Objectives & Outcomes

Trauma-and violence-informed care means that the responsibility for the physical, cultural<sup>2</sup> and emotional safety of the people in the school rests with the organizations and professionals supporting learning and working. This can be thought of as a universal approach to ensuring that individuals do not suffer further harm when in school or at work in the school and are helped in ways that are based on their strengths and capacities and offer meaningful choice and collaboration. This is differentiated from trauma-specific services, where interventions are provided to those identified with trauma symptoms, and expands on trauma-informed practice, where the focus is on individual-level traumatic experiences and responses. TVIC includes explicit attention to structural and systemic violence, with a focus on people's life conditions as well as their trauma and violence experiences.

**Knowledge:** Those who provide trauma-and violence informed, culturally safe care know:

- 1** The prevalence of different types of trauma and violence and the physiological, psychological, cognitive, developmental and social impacts of these on physical and emotional well-being and ability to engage and thrive at school, including the cumulative effects of violence and trauma over the lifespan.
- 2** How social and structural factors, including educational, health and social care practices and policies, focus ongoing harm against certain people and groups and can contribute to their ongoing experiences of violence and trauma, and their effects.
- 3** That common actions by educators, and/or environmental conditions, may be re-traumatizing for people who have experienced various forms of structural or interpersonal violence and trauma, and their effects. Simple actions- such as warnings about excessive noise during events or activities - can help people feel more safe, secure, and ready to learn and work.
- 4** That an environment that is safe for the person carrying the biggest trauma burdens will be safe for all students and educators, regardless of their histories.

<sup>1</sup> See: [https://gtvincubator.uwo.ca/wp-content/uploads/2024/10/TVIC\\_Backgrounder\\_Oct24.pdf](https://gtvincubator.uwo.ca/wp-content/uploads/2024/10/TVIC_Backgrounder_Oct24.pdf)

<sup>2</sup> <https://equiphealthcare.ca/modules/> - Cultural Safety & Humility Module (requires free registration)

**Skills:** Those who provide trauma-and-violence informed and culturally safe care in schools can:

- 1** Create emotionally, culturally, cognitively and physically safe learning spaces and contribute to trauma and violence-informed policies that support doing so.
- 2** Respect the student's experience by using strengths-based and collaborative approaches to discuss realistic and developmentally appropriate strategies to support their active involvement in their own well-being.
- 3** Perform self-care practices, and access organizational supports, to promote personal well-being in the face of their own trauma and violence histories, and of exposure to others' experiences.
- 4** Advocate for policies and practices that support safety and well-being within and beyond their organizations.

**Attitudes:** Those who practice in a trauma-and-violence informed, culturally safe way and are aware of the impact of trauma and violence on people's learning, health and well-being, demonstrate:

- 1** A respectful, non-stigmatizing and non-judgmental attitude towards all people.
- 2** Compassion and positive regard for people while promoting safe decisions and behaviours.
- 3** The ability to examine, with humility, their own role in the dynamics and impact of structural violence and stigma.
- 4** A commitment to structural competency, including continuous learning, teaching, and advocacy.

## Core Competencies

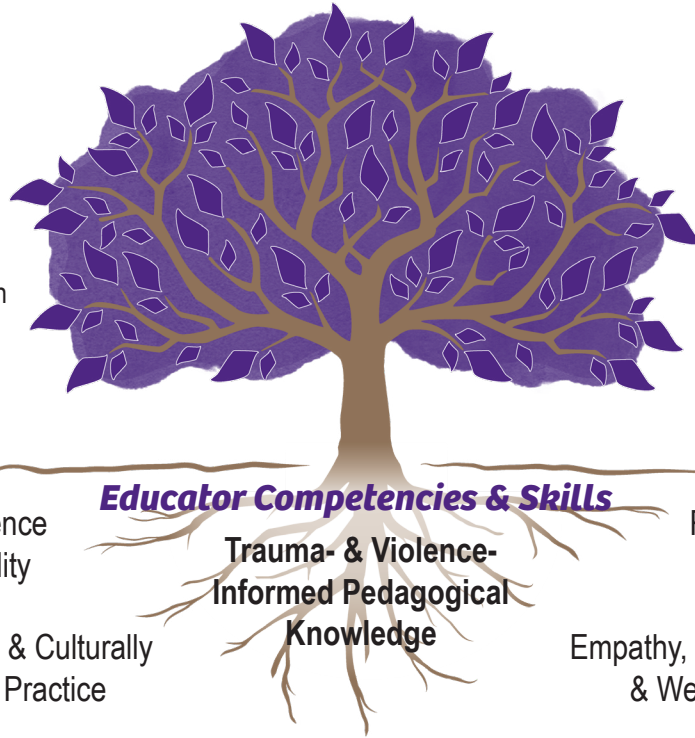
Educators and education leaders who provide trauma-and-violence informed care in schools can:

- Demonstrate structural competence, understanding the influence of social and system-level factors (including policies, economic structures, and social hierarchies) on student and family experiences, and structural humility, recognizing that individuals can participate in structural change, but will be limited in their impact.
- Provide emotionally, cognitively, physically and culturally safe, competent and high-quality education.
- Demonstrate knowledge and skills related to pedagogy and provision of learning supports that promote academic achievement, healthy development, and overall school success for students.
- Describe the core elements of trauma-and-violence informed care in schools.
- Maintain and enhance practices and policies that promote safety, including their own well-being.
- Engage multiple systems and people in practices that maximize academic engagement, healthy development, and overall school success.
- Demonstrate the skills to communicate effectively and build relationships with others, including students, caregivers, peers and leaders.
- Demonstrate a non-judgmental, anti-discriminatory and non-stigmatizing attitude as a fundamental aspect of their professional roles.

# Trauma- and Violence-Informed Education

## **Recognizing & Understanding**

- Signs of trauma and stress in children.
- Impacts of trauma on brain development & behavior.
- How trauma and violence affect learning readiness.



## **Creating Safe & Supportive Environments**

- Build trust and safety.
- Develop consistent routines.
- Foster positive relationships.
- Provide emotional and behavioral support.

Structural Competence  
& Structural Humility

### **Educator Competencies & Skills**

**Trauma- & Violence-  
Informed Pedagogical  
Knowledge**

Relational Communication  
& Trust-Building

Safety-Oriented & Culturally  
Responsive Practice

Empathy, Compassion  
& Well-Being

Ethical, Non-Judgmental,  
Anti-Discriminatory Stance

Multi-System Collaboration  
& Engagement

