

## ARTICLE REVIEWED

### Co-Creating Strategies for Enacting Trauma-Aware Pedagogies With Pre-Service Physical Education Teachers

Quarmby, T., Sandford, R., Hooper, O., & Gray, S. (2023). Co-creating strategies for enacting trauma-aware pedagogies with pre-service physical education teachers. *Physical Education and Sport Pedagogy*, 0(0), 1–14.

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#### THE PROBLEM

Childhood trauma typically stems from repeated instances of harm caused by various adverse childhood experiences (ACEs). ACEs can come from different types of abuse, neglect and adversity, but the consistency of occurrences can gradually wear down a person's ability to cope (Franke, 2014). Further, trauma in children and adolescents can have severe long-term impacts on cognitive, social, emotional, and physical development (Howard, 2021). Due to trauma's prevalence in schools it critical that physical education teachers have the skills to practice trauma-informed teaching.



#### Research Summary

Twenty-two preservice teachers predominately from the United Kingdom were broken out into three sperate groups for this study. Each group engaged in four hours of online workshops consisting of two different sessions. This study included 18 females, and 19 of the participants were under the age of 25. Workshops were delivered in an online format due to the constraints of the COVID-19 pandemic. Session one of the workshop gave preservice teachers the ability to deepen their understanding of trauma and the role it can have on the development of children. This workshop explored theoretical frameworks and trauma-aware practices with a special consideration for physical education. Learning tasks were both individual and group based, focused on demonstrating knowledge, skill acquisition and reflection. Participants engaged in the second workshop at least one week after the completion of the first. Activities in the second workshop allowed participants to discuss their knowledge and practice of the skills learned previously. Data collected for this study included audio recordings from the workshops, which were transcribed and analyzed using both inductive and deductive thematic analysis.

#### Conclusion

This study proposes strategies that support trauma-aware teaching for current and preservice physical education teachers. The strategies identified are uniquely relevant because they were co-created with the participants of the study and the research team. In so doing, preservice teachers engaged in the study and connected theoretically informed pedagogies to their own experiences in the workshops. Moreover, this collaborative approach to teaching and learning reinforced trauma-aware strategies while also identifying prevalent gaps.

#### Key Takeaway

The findings of this study highlight the importance of a collaborative approach and encourage deeper discussions of trauma-aware pedagogies. This unique study design draws on the skills and knowledge of the study participants. A key takeaway was the importance of whole-school initiatives to address trauma in schools and the power of theoretically informed collaboration. Finally, more research is needed to understand the role of context in implementing the proposed strategies.

#### ADDITIONAL RESOURCES

Franke, H. 2014. "Toxic stress: Effects, prevention and treatment." *Children* 1: 390–402. doi:10.3390/children1030390.

Howard, J. 2021. *National Guidelines for Trauma-Aware Education*. Queensland University of Technology and Australian Childhood Foundation. [https://eprints.qut.edu.au/207800/1/National\\_Trauma\\_Aware\\_Guidelines\\_web\\_version\\_2021.pdf](https://eprints.qut.edu.au/207800/1/National_Trauma_Aware_Guidelines_web_version_2021.pdf).

Quarmby, T., R. Sandford, R. Green, O. Hooper, and J. Avery. 2022. "Developing evidence-informed principles for trauma-aware pedagogies in physical education." *Physical Education and Sport Pedagogy* 27 (4): 440–454. doi:10.1080/17408989.2021.1891214.