



The 2024 Summer Institute for Educators

Embracing Renewal:

Praxis and Practice towards Healing

August 6th, 7th & 8th, 2024

9:00 a.m. – 12:30 p.m. PT / 11:00 a.m. – 2:30 p.m. CT / 12:00 p.m. – 3:30 p.m. ET

A Virtual event - sliding scale fee from \$0-\$200!
3 Continuing Education Hours Available!

This summer, we focus our time together on the vision for and experience of our renewal: how we make meaning of what has happened, how we embrace post traumatic and grief growth opportunities, how we hold questions that can block or buttress our healing, and hold each other in the aftermath.

Together over the course of three days, we gather to reimagine our individual, collective, and structural healing experiences by exploring practices, strategies and interventions that allow us to welcome the new school year and more deeply attune to our personal and collective needs.

Through powerful keynotes, attunement practices, renewal strategies, and art-based healing experiential workshops, we renew together.

Our Guiding Questions

August 6	<i>Sustaining Myself</i>	How might I renew myself as an educator?
August 7	<i>Sustaining My Community</i>	How might I experience and create collective care and renewal within my school community?
August 8	<i>Sustaining our Structures</i>	How might we create structural change to support authentic healing and renewal?

Come to one session, come to one day, come to some, come to all! In or out or the whole experience – we welcome you for as much as you can and want.

Find out more and register at: https://bit.ly/SCRR_Renewal

The 2024 Summer Institute for Educators
Embracing Renewal: Praxis and Practice towards Healing

Agenda Overview

	August 6 Sustaining Myself	August 7 Sustaining My Community	August 8 Sustaining Our Structures
SCRR Welcome 9:00 a.m. – 9:20 a.m. PT/ 11:00 a.m. – 11:20 a.m. CT/ 12:00 p.m. – 12:20 p.m. ET	 Oriana Ides, MA, APCC, PPS - Lead Faculty		
Opening Words 9:20 a.m. – 9:50 a.m. PT/ 11:20 a.m. – 11:50 a.m. CT/ 12:20 p.m. – 12:50 p.m. ET	 Alex Shevrin Venet, M.Ed.	 Sharim Hannegan-Martinez, Ph.D.	 Savannah Shange, Ph.D.
Self-Attuning Practice 9:55 a.m. – 10:25 a.m. PT/ 11:55 a.m. – 12:25 p.m. CT/ 12:55 p.m. – 1:25 p.m. ET	 Shirley Johnson, LMFT	 Candice Valenzuela, M.A.	 Sue Kuyper, LCSW
Collective Renewal Strategy 10:30 a.m. – 11:15 a.m. PT/ 12:30 p.m. – 1:15 p.m. CT/ 1:30 p.m. – 2:15 p.m. ET	 Leora Wolf-Prusan, Ed.D. & 2023-2024 SCRR Leadership Fellows	 Noor Jones-Bey, Ph.D.	 Jen Leland, LMFT
Art-based Healing Intervention 11:20 a.m. – 11:50 a.m. PT/ 1:20 p.m. – 1:50 p.m. CT/ 2:20 p.m. – 2:50 p.m. ET	 Jesus Solorio, LMFT	 José González, M.S.	 Tonia Hererro, MPS, ATR-BC, LCAT, ATCS
Meaning Making & Integration Conversation & Closing 11:55 a.m. – 12:30 p.m. PT/ 1:55 p.m. – 2:30 p.m. CT/ 2:55 p.m. – 3:30 p.m. ET			



with support from Niki Magtoto, M.A, SCRR's Senior Project Manager

Embracing Renewal: Praxis and Practice towards Healing**Day 1- August 6 - Sustaining Myself - How might I renew myself as an educator?****“Renewing Our Hope for Closing the ‘Tragic Gap’”****Alex Shevrin Venet, M.Ed****Opening Words – 9:20 a.m. – 9:50 a.m. PT/ 11:20 a.m. – 11:50 a.m. CT/ 12:20 p.m. – 12:50 p.m. ET**

Educator [Parker Palmer](#) writes that “in every generation, we must try again to close the gap between our reality and our aspirations. That gap will always be open, and the hearts of those who try to close it will always be broken” (Palmer, 2020). Educators peer across the tragic gap daily when we see the distance between our dreams for our students and our world, and the harsh reality of educational inequities and trauma. How might we renew our hope and purpose as we work to shrink the tragic gap? How might we pursue healing and justice even as we recognize the scale of what needs to change? We’ll explore these questions together and consider what it means to cultivate a sense of hope that can lead us to action.

“My Body is a Vessel: Radical Rest to Reconnect”**Shirley Johnson, LMFT****Self-Attuning Practice – 9:55 a.m. – 10:25 a.m. PT/ 11:55 a.m. – 12:25 p.m. CT/ 12:55 p.m. – 1:25- p.m. ET**

Emotional attunement is vital to our ability to move through crisis and to access our healing. And yet, it often requires slowing down and being in a rested state to both offer and receive emotional attunement. Our bodies help our ability to both emotionally attune to ourselves and connect from the space of compassion and attunement to others. During our session, we explore our relationship to rest, rest as a lifestyle, trusting our body and trusting rest, rest as a portal to connect with inner self and inner wisdom, and connecting to our body through rest. We will also practice yoga nidra – a deeply restorative and gentle rest technology and get to experience how our body and mind respond to this practice of slowing down. Connecting to our body supports our intellect and offers another dimension to insight and ways to heal through tumultuous and joyful times. This self-attuning practice will offer space to inquire about and practice conscious resting, the eight types of rest, and embrace where we may be able to integrate rest into our lives in schools and beyond.

“Beginning Again: A Vision for Educators as Human Be-ers, Not Only Human Do-ers”**Leora Wolf-Prusan, Ed.D with 2023-24 SCRR Leadership Fellows – Camden Webb, MA, Christine Ewing, MS, LMFT and Roberta Marguerite Chávez, MA****Collective Renewal Strategy – 10:30 a.m. – 11:15 a.m. PT/ 12:30 p.m. – 1:15 p.m. CT/ 1:30 p.m. – 2:15p.m. ET**

What might renewal look like, feel like, and sound like for us as educators? Join Leora (SCRR Project Director) and Christine Ewing, Camden Webb, and Roberta Chávez, three 2023-2024 SCRR Leadership Fellows, in courageous conversation. Together we share our questions, ideas, visions, challenges, and honest reflections on what the call for sustaining ourselves in unsustainable conditions actually means. Christine, Camden & Roberta offer their educator healing journeys as crisis responders, parent-leaders, and system directors through grief and grieving, paradigm-shifting, and embracing the authentic messiness required to reimagine ourselves anew.

“Honoring the Four Sacred Directions within Us”**Jesus Solorio, LMFT****Art-Based Healing Intervention – 11:20 a.m. – 11:50 a.m. PT/ 1:20 p.m. – 1:50 p.m. CT/ 2:20 p.m. – 2:50 p.m. ET**

In times of crisis and chaos, it is easy to feel reactionary, unsupported, disconnected, and alone. Feeling this way moves us further away from our personal and collective power, it also moves us away from the creativity, possibility, and solution-finding times like this require. During this art-based, collaging, drawing and journaling practice, we will uplift indigenous wisdom to engage in the liberatory process of attunement, reflection, and inquiry to connect to the consciousness of the four directions for deeper grounding, potential, and renewal.

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Embracing Renewal: Praxis and Practice towards Healing**Day 2 - August 7 - Sustaining My Community: How might I experience and create collective care and renewal within my school community?****“Grief as a Tool for Sustaining Loving Community”****Sharim Hannegan-Martinez, Ph.D****Opening Words – 9:20 a.m. – 9:50 a.m. PT/ 11:20 a.m. – 11:50 a.m. CT/ 12:20 p.m. – 12:50 p.m. ET**

Trauma, understood as a body’s protective response to danger (Menakem, 2017, p. 7), is one of the most significant inequities educators are currently trying to address in their schools, classroom, and practices. In response to this health crisis, over the last decade there has been burgeoning research on social emotional learning and trauma-informed pedagogies and practices in schools (e.g., Alvarez, 2020; Camangian & Cariaga, 2021; Hannegan-Martinez, 2019; Simmons, 2021; Shevrin Venet, 2021). While these bodies of scholarship have made important contributions to the field of education, there remains a gap between theory and pedagogical praxis. Garcia (2019) refers to this as a “healing gap,” created by the fact that many teachers are asking young people to do something they have not yet practiced in their own lives. In short, teachers are expected (and often want to) support the healing and well-being of children, but are themselves, unsupported and unwell. In this session, Sharim shares her own teacher-educator testimonio illuminating how she addressed the “healing gap” in her own life and practice, discussing how through integrating grief in her own life, she was able to grow as an educator. Sharim concludes by offering examples of how we might utilize grief as a tool for healing and for building the type of loving community we know is integral to well-being (Hannegan-Martinez, 2019, 2023).

“Mapping Our Relatedness: Resourcing Ourselves in Expansive Community”**Candice Valenzuela, MA****Self-Attuning Practice – 9:55 a.m. – 10:25 a.m. PT/ 11:55 a.m. – 12:25 p.m. CT/ 12:55 p.m. – 1:25- p.m. ET**

Renewal requires more than a shift in practice – it requires a shift in paradigm. We are invited to reflect: In what ways do legacies of oppression limit our healing imaginations? How might we be unconsciously engaging in healing practices as commodities to acquire or transactions to complete, rather than returning to our inherent relatedness? How does this impact our self-concept, wellness and overall ability to access self & collective renewal? What resources lie beyond the limits of colonial imagination?

This exercise invites us to reflect on the expansive human and beyond-human resources that hold us each day whether we acknowledge them or not. Participants will be invited to map their unique ecosystem of personal & collective resources through drawing, writing or visualization and explore them as sacred relationships, while considering how this shift opens up space for personal & collective renewal.

“Acknowledging Our Humanity: Using Professional Development to Support Educator Emotional Wellness, Too”**Noor Jones-Bey, Ph.D****Collective Renewal Strategy – 10:30 a.m. – 11:15 a.m. PT/ 12:30 p.m. – 1:15 p.m. CT/ 1:30 p.m. – 2:15p.m. ET**

Inherent to school culture is professional development. We go to it, lead it, dread it, or love it. And often, we are asked to provide or engage in professional development in a void that separates our real experiences as educators from what we’re being asked to learn or do. How might we, as both professional development facilitators and participants, cultivate a culture within our school teams so that attending to our emotional landscape is safe and possible? In this time together, we will give name to the reasons we are called to education and the learning opportunities we desire as well as begin to explore the culture and dynamics of the school spaces we currently exist within and uplifted the transformative power of “land-based learning” as a pathway towards humanizing education and our professional development.

“Heart Like A River”**José González, MS****Art-Based Healing Intervention – 11:20 a.m. – 11:50 a.m. PT/ 1:20 p.m. – 1:50 p.m. CT/ 2:20 p.m. – 2:50 p.m. ET**

What are the ways that the language of ecology can help heal our severed connections with ourselves, each other, and the land? How can mentorship from the land be in service to social justice as educators, community stewards and school culture keepers? In this session, we’ll delve into some examples of ecological wayfinding with invitations, orientations, and provocations in service of our restoration. Together we play with drawing and illustration to explore our experiences and use nature as our healing guide (e.g., being and thinking like a river, applying prescribed burning in our socioemotional spaces, and nurturing impact with mycelial leadership).

Embracing Renewal: Praxis and Practice towards Healing**Day 3 - August 8 - Sustaining our Structures: How might we create structural change to support authentic healing and renewal?****"We Got Outsiders Up In Here!" Ethnographic Research as a Resource for Critical Inquiry"****Savannah Shange, Ph.D****Opening Words - 9:20 a.m. – 9:50 a.m. PT/ 11:20 a.m. – 11:50 a.m. CT/ 12:20 p.m. – 12:50 p.m. ET**

In both activist and academic circles, there is a growing awareness of the disproportionate targeting of Black girls in school discipline for behavioral concerns like disrespect, as well as the relative dearth of research and intervention efforts directed towards them as opposed to Black boys. A common strategy used by 'social justice' oriented schools to derail the school-to-prison pipeline has been to double down on the intimacy of 'community' as leverage, using story circles, life histories, and community ethnographies in an attempt to build rapport and in turn ameliorate student misbehavior. But what happens when this kind of intimate "community building" becomes just another lever for exclusion?

In this talk, Dr. Shange will draw on ethnographic research from her book Progressive Dystopia to think through racialized exclusion and belonging in school settings. We will then apply the frameworks that emerge from the data to our own school settings in pursuit of one central question: what would it mean for every child to belong?

"Somatic Practices for Liberation"**Sue Kuyper, LCSW****Self-Attuning Practice - 9:55 a.m. – 10:25 a.m. PT/ 11:55 a.m. – 12:25 p.m. CT/ 12:55 p.m. – 1:25 p.m. ET**

Our relationships with our bodies mirror our relationship with the world. What is happening in our educational institutions, communities and globally is literally too much one body to hold. Under that pressure, we tend to individualize and disconnect from the life force and resource available in connection with our bodies, each other and the land/ground. Politicized somatics is a body-up transformational lineage that builds embodied leadership for the sake of taking more choiceful and sustainable action and also to feel better and get free. Join us in somatic practice together.

"Trauma Informed School Systems for Crisis Recovery and Renewal"**Jen Leland, LMFT****Collective Renewal Strategy - 10:30 a.m. – 11:15 a.m. PT/ 12:30 p.m. – 1:15 p.m. CT/ 1:30 p.m. – 2:15 p.m. ET**

As school systems continue to navigate uncertainty on a variety of fronts, the impacts of these challenges will continue to be felt by students and staff. This session explores an awareness of stress, trauma, and grief, their impacts on students, teachers and schools, as well as ways to effectively address them through the lens of recovery and renewal. Join us as we collectively create a space to acknowledge, hold, and shift the complexities and paradoxes of contributing to systems change while witnessing and experiencing systemic disorganization, moral injury and still holding the tender vision for healing-centered school systems.

"Art Making for Educator Self-Care, Burn Out & Vicarious Trauma"**Tonia Herrero, MPS, ATR-BC, LCAT, ATCS****Art-Based Healing Intervention - 11:20 a.m. – 11:50 a.m. PT/ 1:20 p.m. – 1:50 p.m. CT/ 2:20 p.m. – 2:50 p.m. ET**

Being an educator is overwhelming and stressful, and it impacts us on a deep level which is why it is important to take time to focus on ourselves and our own healing journey. The art making process is not only therapeutic, but the images we create can help us understand ourselves and our experiences on a deeper level. In this workshop, participants will actively engage in a visual art process that will be grounding, healing, and offer self-exploration and reflection. Brief psychoeducation about art therapy & vicarious trauma as an educator will be provided. Please have a sketchbook or a few sheets of drawing paper and basic drawing materials available (colored pencils, markers, pastels, etc).

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