



CREATIVITY IN PRACTICE

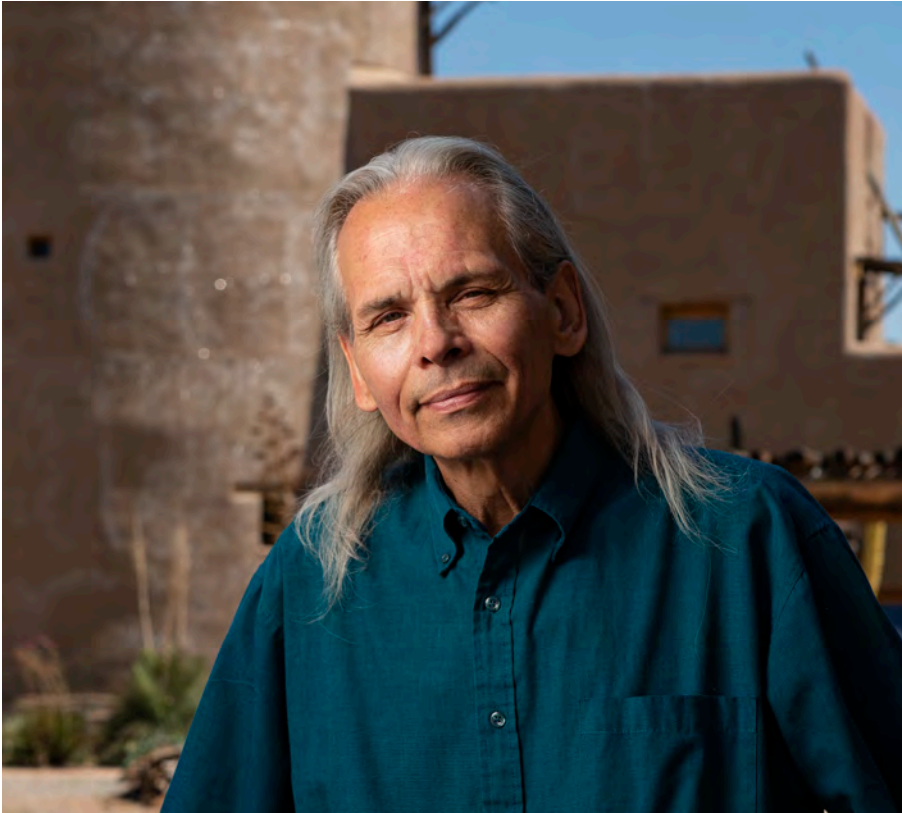
**sfps professional
learning workshop series**

SPRING 2023



Native American Student Services and The Identity Project are delighted to announce *Creativity in Praxis*, our spring 2023 professional learning workshop series. Through this dynamic array of expert-led workshops participants are introduced to critical perspectives, cutting edge research, and enduring ideas designed to deepen the context for teaching underserved Native American youth and youth in-crisis. In an effort to engender a sense of collective identity and build relational connective tissue across the district, we invite SFPS educators, school and district leaders, mental health professionals, and teaching artists to join us for any and all of these workshops. We will announce workshops and open registration once confirmed. Topics include creative youth development, trauma-informed teaching and learning, historical trauma and intergenerational grief, culturally responsive teaching, disruptive empathy, the science of learning and development, multiple modes of knowing, applied empathy practices, neuroaesthetics, and somatic practices for trauma recovery and mindfulness-based learning. We hope you join us!

STEPHEN FADDEN



IN PERSON

Storytelling as a Teaching Tool

WORKSHOP DESCRIPTION //

This special workshop with Identity Project Storytelling Master Artist Stephen Fadden is one part storytelling master class and one part reflective discussion. Together we will engage in original prompts designed to bring us into deeper relationship with ourselves as educators and creatives. More specifically, we will unpack and investigate the following questions. What is our inherited or learned relationship to story? What are the fundamental elements of a good story and how can they translate to learning tools in the classroom? What stories have we been told about our identities and what stories have we told ourselves? Finally, we will look at how our identities shape our teaching practices, and how our teaching practices shape our identities. Come prepared to listen, reflect, create, unearth, and find joy.

BIO //

Stephen Fadden (Mohawk Akwesasne) is a life-long educator, accomplished musician, professional storyteller and a beloved living treasure of the Santa Fe creative community. Most recently, Stephen was appointed Director of Programming at the Poeh Cultural Center and Museum (Pueblo of Pojoaque). Before his appointment at the Poeh, he spent more than a decade teaching courses in Native American studies, literature and art history at the Institute for American Indian Art. These days Stephen's passions include recording oral traditions, digital museum curation, and anthropology.

MAUREEN WALKER



VIRTUAL

[Disruptive Empathy + Disassembling Culturally Constructed Narratives](#)

WORKSHOP DESCRIPTION //

This module aims to equip participants with essential tools for disassembling culturally constructed narratives. Through relational anchoring, disruptive empathy, dynamic mutuality and mindful authenticity we will break apart harming narratives that subvert positive identity development on the most fundamental level. One part lecture and one part interactive dialogue, this workshop will engage educators in deep personal reflection.

BIO //

This module is led by Dr. Maureen Walker, founding voice of relational cultural therapy, licensed psychologist, speaker, educator, and writer. Maureen's early work in education has shaped and informed a career dedicated to helping individuals and groups bridge cultural differences such as race, religion, gender and other social status markers. Her story begins with growing up in the racial apartheid culture of 1950's and 60's Augusta, Georgia. She attended racially segregated, under-resourced schools where her mind was tended by women and men for whom teaching was a calling, a sacred duty. Maureen graduated from Mercer University with degrees in Vocal Performance and English, and then taught for eight years in the Georgia public schools, where many of the norms of Old South segregation persisted. In 1991, with a newly minted Ph.D., Maureen moved to New England and served as a staff psychologist for 25 years in the MBA Counseling Service at Harvard Business School. More recently, as faculty at the International Center for Growth in Connection (formerly known as the Jean Baker Miller Training Institute), Maureen has contributed to a model of psychological healing and development known as Relational-Cultural Theory. Her current work consists of multiple strands. In addition to offering services through psychotherapy and clinical supervision practice, Maureen provides anti-racism training and consultation to government agencies, school districts, and businesses. She has a new book out published by Teachers College Press entitled *When Getting Along Is Not Enough*.

ALISHA SHELBOURN



IN PERSON

Developmental Trauma + Nurturing Resilience in the Classroom (PART ONE)

WORKSHOP DESCRIPTION //

The American Journal of Preventative Medicine reports that most threatening health crisis facing children in America is the exposure to adverse childhood experiences. One of the most destructive of the ACEs is unresolved developmental trauma. Therefore, effective and informed teaching must be grounded in a thorough understanding of the physiological and psychological effects of trauma on the body and brain. This two part module guides participants through an introduction to developmental trauma, trauma-informed care in the classroom, and strategies for enabling students to develop deep reservoirs of resilience. Woven throughout this module are tools and techniques for resolving traumatic stress through experiential somatic practices.

BIO //

Alisha Shelbourn M.A. LPAT is a member of the Winnebago Tribe of Nebraska. She completed her undergraduate studies at Edgewood College in Madison, WI and also studied traditional pottery and painting at the Institute of American Indian Arts in Santa Fe, NM. Alisha has been a therapist for 13 years, and has a diverse background working with children, families, and individuals at varying stages of treatment and recovery. In addition, she has many years of experience working in the areas of trauma recovery and addictions, as well as working with inmates in the corrections system. Alisha has worked in all areas of treatment including residential and outpatient programs. Her experience includes working with Tribes and Pueblos to incorporate treatment and prevention models, as well as the Department of Veteran's Affairs to work on developing programming for treatment of PTSD and addictions. Currently Alisha works in private practice as well as an intensive outpatient program focused on treating addictions and trauma, and as project lead for Project Aware a program of Native American Student Services of SFPS. Alisha is also an adjunct faculty member in the Art Therapy Department at Southwestern College.

SARAH LEVANT



VIRTUAL

Developmental Trauma + Nurturing Resilience in the Classroom (PART TWO)

WORKSHOP DESCRIPTION //

The American Journal of Preventative Medicine reports that most threatening health crisis facing children in America is the exposure to adverse childhood experiences. One of the most destructive of the ACEs is unresolved developmental trauma. Therefore, effective and informed teaching must be grounded in a thorough understanding of the physiological and psychological effects of trauma on the body and brain. This two part module guides participants through an introduction to developmental trauma, trauma-informed care in the classroom, and strategies for enabling students to develop deep reservoirs of resilience. Woven throughout this module are tools and techniques for resolving traumatic stress through experiential somatic practices.

BIO //

Sarah Levant MSW is a body psychotherapist utilizing a variety of mind-body modalities, including touchwork to support greater regulation among youth. Trained by some of the most dynamic clinicians in the field of trauma, Sarah utilized a variety of modalities that blended together support, recovery, and healing. Sarah has spent years training and developing skills focusing on resolving shock trauma (one time event like a car accident) and complex trauma (ongoing overwhelming stressors, bullying, toxic work dynamics, childhood trauma etc.) in youth. Sarah has found by supporting greater regulation and capacity in the body, different symptoms of overwhelm dissipate. Sarah is so passionate for mind-body work, she assists in national and international trainings devoted to mind-body healing and complex trauma nationally. Most recently Sarah created the Lighthouse Healing Project. The Lighthouse Healing Project's mission is to bring awareness around nervous system regulation, shock and developmental trauma, and the importance of mind-body modalities in the healing process. The Lighthouse Healing Project offers free content to therapists, teachers, clients, and anyone interested in healing. Content offered includes research-based articles, blogs, videos, infographics, and regulation building resources on its website, Instagram and TikTok.



Healing Modalities of Poetry

WORKSHOP DESCRIPTION //

This special workshop with Identity Project Storytelling Master Artist dg nakouk okpik is one part poetry master class and one part reflective discussion. Together we will engage in original prompts designed to bring us into deeper relationship with ourselves as educators and creatives. More specifically, we will unpack and investigate the following questions. What are the innate healing gifts of the poetic imagination? How can writing poetry reveal and release our intuitive natures and those of our students? Finally, we will look at how our relationship to words influences our teaching practices, and how our teaching practices shape our relationship to words. Come prepared to listen, write, and reflect.

BIO //

dg is an Inupiaq-Inuit poet whose lyric pastoral poems are set in her native Alaskan landscape and are concerned with movement and sensory precision; she often incorporates elements of mapmaking and mythology into her writing and teaching. Her debut poetry collection, *Corpse Whale* (2012), won the American Book Award, and her work has been featured in *Effigies: An Anthology of Indigenous Writing from the Pacific Rim* (2009) and *Sing: Poetry from the Indigenous Americas* (2011). dg earned a BFA at the Institute of American Indian Arts and an MFA at the University of Southern Maine's Stonecoast College. dg has taught at the Institute for American Indian Arts, Santa Fe Indian School, and has been part of the Identity Project family as Poetry Master Artist since 2017.



Unearthing the Self: Authenticity and the Photographic Lens

WORKSHOP DESCRIPTION //

This special workshop with Identity Project Photography Master Artist Koyoltzintli is designed to connect educators with a core creative modality for teaching and learning- photography. Notions of intimacy, the use of the body, and the exploration of the self through various creative contexts have always been an essential point of return in contemporary art practices. In this workshop, we focus on the toughest type of observation - the study of our own persona. By turning the camera in towards the self we will travel through our psyches, dreams and memories to illuminate personal narrative. Because multimedia and multimodal expression are at the heart of The Identity Project, workshop prompts are designed to encourage deep experimentation using the intertwining of text and image to explore layers of self. Whether utilizing personal memories or those of a fictional self, we will reinvent personal notions of selfhood thus building awareness and establishing tools for authenticity through self-reflection and play. NOTE: No experience necessary. Just bring yourself and a camera that you know how to use (sometimes cell phones work best!).

BIO //

Koyoltzintli, is an interdisciplinary artist, healer, and educator living in New York. She grew up on the coast of Ecuador and the Andes, geographies that permeate in her work. She focuses on geopoetics, ancestral technologies, ritual and storytelling through collaborative processes and personal narratives. Intersectional theories, and earth-based healing informs her practice. Nominated for Prix Pictet in 2019, her work has been exhibited in the National Portrait Gallery in Washington, DC, the United Nations, Aperture Foundation in NYC, and Paris Photo, among others. She has been an artist in residence in the US, France, and Italy and has taught at CalArts, SVA, ICP, and CUNY. Koyoltzintli has received multiple awards and fellowships including the Photographic Fellowship at the Musée du Quai Branly in Paris, NYGA Fellowship, and the IA grant by Queens Council of the Arts. Her first monograph *Other Stories* was published in 2017 by Autograph ABP, her work was featured in the Native issue of Aperture Magazine (no. 240). In 2021, her work was included in the book *Latinx Photography in the United States* by Elizabeth Ferrer, chief curator at BRIC.