



## **Becoming Trauma-Informed Educators: Higher Education's Role in Addressing the Needs of Care-Experienced Learners**

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### **Abstract**

This article explores the critical role of trauma-informed approaches within higher education, with a specific focus on initial teacher education (ITE) and its impact on adopted, fostered, and special guardianship children. Drawing on attachment theory, therapeutic teaching principles, and the latest UK education statistics, the article argues for a systemic shift in how universities prepare future teachers. Trauma-informed lecturers can play a transformative role in both supporting care-experienced student teachers and equipping all educators to meet the emotional and educational needs of vulnerable pupils. Despite growing evidence of the benefits of trauma-aware practices, significant gaps remain in the UK sector, particularly within ITE. This paper calls for longitudinal research, policy reform, and targeted training investment to embed relational, emotionally literate teaching as a core component of inclusive education, ensuring higher education institutions are equipped to serve as agents of systemic change for both teachers and the pupils they go on to support

**Keywords:** Trauma-Informed, Initial Teacher Education, Relational Practice, Care-Experienced Pupils