Purpose of Education by A New Name: *Love*, by Karla Clark (Workbook):

12-Week Reflective Journaling & Dialogue Workbook for High School Students
Education by a New Name: Love (EBANNL*)– A Student-Centered Reflection Curriculum for Voice, Creativity, and Belonging*, is a workbook is grounded in:

-Human-Centered Learning Principles (Inspired by Mays Imad): fostering safety, empowerment, connection, and compassion

-Arts-Based Research: creativity as a tool for reflection, truth-telling, and healing

-AI Integration: students experiment with emerging tools to expand their voice, agency, and future readiness

-Core Competency Development: emotional literacy, identity formation, collaboration, and self-regulation.

Core Competencies List as Inspired by Tony Wagner
https://www.youtube.com/watch?v=54gzmxlPbsA

This workbook is grounded in research as informed by *8 Trauma Informed Principles*, by Dr. Mays Imad (2022).

**"Trauma-Informed Principles" has been changed to "Human-Centered Learning Principles (Inspired by Mays Imad)" to support a non-stigmatizing, strengths-based framing (for high school students).* The workbook draws on Mays Imad's human-centered learning principles, integrates Tony Wagner's seven core competencies for lifelong learning, incorporates arts-based activities for creative expression and healing, and invites students to explore Artificial Intelligence as a thought partner—to spark inquiry, ignite moral imagination (Imad, 2025), and strengthen their voice.

Each week includes:

- **Aligned principles** that connect to trauma-informed/human-centered practices
- **Core competency development** focusing on one of Wagner's essential skills
- **Reflection questions** that encourage deep self-examination
- **Creative prompts** for arts-based exploration and expression
- **AI exploration activities** to build future-readiness and expand student agency

Acknowledgments

This reflective workbook was created by Karla Clark, drawing inspiration from the compassionate scholarship of Dr. Mays Imad, whose work on human-centered learning and nervous system-aware teaching shaped the foundation of this curriculum.

Gratitude is also extended to: Henderson, J.G., D.J., and Schneider, J.L., for their visionary contributions to curriculum leadership that centers inquiry, ethics, and student agency, and Tony Wagner, whose work on reinventing education for the 21st century encouraged deeper integration of creativity, innovation, and student empowerment.

This design reflects practices from human-centered learning principles, arts-based educational research, and integrates thoughtful uses of artificial intelligence to support student voice and holistic well-being. Appreciation is also given to all scholars, educators, and students whose insights and lived-experiences inform this healing-centered, reflective learning approach.

I developed *Education by a New Name: Love* to create a potentially life transforming resource to be used as part of my dissertation work. My plan is to engage high schoolers in 12-weeks of Trauma-informed Education with the purpose of showing that cultivating spaces of healing, love, and holistic uplift and thrive, is possible; And available to educators who are willing to seek out and contribute to deep and meaningful work.

This journal is inspired by my origin story–as a child who needed to be loved, but always felt harshly judged by key family members; thus leaving me feeling devalued and unlovable, but my gift of song/singing was my solace. It provided me the space to create, to release, to dream, to heal, so that I can be an owner of my own healing and a conduit of healing for others. I would describe this life-giving gift as a warm and restorative embrace from *The Divine*.

References

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