

Transforming Teaching & Learning Through Mindfulness and Restorative Practices

Syllabus—Spring 2017

3 graduate credits through Saint Michael's College

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Location: CVEDC, 123 Ethan Allen Ave, Colchester, VT

Hybrid Course using CVEDCVT.edu20.org/ online
and

In-Person Meeting Dates and Times:

January 23rd 4-7pm

February 20th 4-7pm

March 27th 4-7pm

April 17th 4-7pm

Course Description:

This course was developed based on the premise that most teachers and students want to be part of a learning community where students feel:

- focused and relaxed.
- connected, honored and respected.
- engaged, curious and excited to learn.
- safe to take risks and speak authentically.
- supported to begin again after failure.
- challenged and willing to stretch their abilities.

In this course we will explore Mindfulness and Restorative Practices as foundational and interdependent practices central to developing this kind of learning community. While class meetings will be primarily experiential in order to develop an embodied understanding of mindful awareness and restorative work, online material and assignments will challenge participants to become fluent in the principles, science and research that support them. Emphasis is placed on each educator's unique goals and teaching styles, providing structure, resources and support for the tricky, often challenging work of teaching content while building community and attending to the social and emotional needs of students. Finally, participants will experience the power of Mindfulness and Restorative Practices as tools within a reflective practice, looking closely together at our teaching life.

Restorative Practices and Mindfulness can be seen as interdependent. In a classroom where a teacher practices Mindfulness, an environment of compassionate curiosity arises. From this compassionate curiosity a different way of responding arises in the face of the challenging situations and unexpected behaviors from students and the challenging emotions and thoughts from within our own minds. This "different way" essentially expresses the basic principles of Restorative Practices: open and authentic communication with the goal of "righting wrongs," building or re-building trust, and strengthening community. Further, the success of

Restorative Practices depends on a teacher's ability to remain a grounded, mindful, nonjudgmental presence while students develop the skills of relaxed, curious focus—both of which Mindfulness provides.

This course is for the educator or helping professional who is ready to commit to a full exploration of these principles and practices in a way that invites significant shifts in how he or she teaches, counsels or manages others.

Course Objectives

Participants will:

- Learn about the science of mindfulness.
- Review research related to how mindful awareness activities and restorative practice (RP) affect classroom learning, executive functioning and behavior.
- Learn how to talk to students and colleagues about mindfulness and RP with intelligence and spirit.
- Develop a personal practice of mindfulness in and out of the classroom.
- Experience the Circle Process and have opportunities to lead.
- Use mindful investigation and analysis to improve teaching practice.
- Design and implement mindfulness activities that are developmentally appropriate and that feel authentic to the teacher.
- Learn how RP works to improve classroom culture, decrease behavioral incidents and increase positive academic risk-taking.
- Explore the many different ways RP can look in a classroom—from affective statements and compassionate inquiry to circle process and collaborative problem solving.
- Explore how RP can be woven into content instruction.
- Understand how Mindfulness and RP work interdependently.

Required Readings and Materials:

To be printed out by participants:

Clifford, A. (2015). *Teaching Restorative Practices in the Classroom - 7 Lesson Curriculum*. Retrieved from <http://www.healthiersf.org/RestorativePractices/Resources/index.php>.

Schott Foundation. (2014, March). *Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in School*. Retrieved from <http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>

Provided by the instructor:

Rechtschaffen, D. (2014). *The Way of Mindful Education: Cultivating Well-Being in Teachers and Students*. New York & London: W. W. Norton & Company.

Optional Reading:

Salzberg, Sharon (1997) *A Heart as Wide as the World, Living with Mindfulness, Wisdom, and Compassion*. Boston & London: Shambhala.

Willard, C. & Saltzman, A., (2015). *Teaching Mindfulness to Kids and Teens*. New York, NY: The Guilford Press.

Articles and Talks Selected and Provided by Instructor:

- Brummer, J. (2015, April 21). "Making 'Affective Statements' More Effective in Restorative Practices." Retrieved from <http://www.joebrummer.com/2015/04/24/making-affective-statements-more-effective-in-restorative-practices/>.
- Gattegno, S. (1978). "On Feedback," Educational Solutions Newsletter, vol.7, no.4.
- Goldstein, J. (2007, November 1). "Here, Now, Aware: The Power of Mindfulness." Retrieved from <http://www.lionsroar.com/here-now-aware-the-power-of-mindfulness/>
- Kahane, D (2010). "[Mindfulness and Presence in Teaching and Learning](#)," in Iain Hays, ed., Learning with the World's Great Teachers (London: Open University Press):17-22.
- Kamenetz, Anya. (2016, April 19). "[When teachers take a breath students can breathe](#)." Retrieved from <http://www.npr.org/>.
- King, Linea. (2015, August). *Baby Steps Toward Restorative Justice*. Retrieved from <http://www.rethinkingschools.org/>.
- Masters, Kamala. (2010). "Compassion and Courage." Retrieved from <http://dharmaseed.org/teacher/99/talk/8459/>
- Mindful Schools. "Research on Mindfulness." Retrieved October 6, 2016 from <http://www.mindfulschools.org/about-mindfulness/research/>.
- Noetic Sciences. *The Science of Mindfulness*, provided by the science team at the Institute of Noetic Sciences. Retrieved June, 2016 from SoundsTrue.com.
- Pranis, K. *Circle Keeper's Handbook*. Retrieved October 6, 2016, <http://www.edutopia.org/resource/glenview-circle-keeper-download>.
- Pranis, K. "[Reflections on the Inner Journey of Working in Restorative Justice](#)," Retrieved from <http://www.PeaceAlliance.org>.
- Saltzman, A. (2010) "[Mindfulness: A Guide for Teachers](#)." Public Broadcasting System. Retrieved from <http://www.pbs.org/thebuddha/teachers-guide/>.
- Sheedy, T. (2013). *Three Worlds Collide: Celebrating the alignment of Restorative Practices, Positive Education and Mindfulness in school settings* . Victorian Association for Restorative Justice. Retrieved October 6, 2016 <http://www.varj.asn.au/conference-papers>.
- Stanley, Claire.(2007). "[Mindfulness for Educators](#)." Insight Journal, Barre Center for Buddhist Studies. 26-29.
- Stanley, Claire. (2015) "[Grounding](#)." Barre Center for Buddhist Studies. Received during Buddhist Frameworks for Teaching and Learning course, Antioch University- New England.

Course Design

After the "Introductions & Preparation" week this course is set up in three modules for a total of 13 weeks. The first module is focused on Mindfulness, the second on Restorative Practices and the third is deeper exploration of the interdependence of both, alongside assembling resources to take away and writing a final learning statement. Online assignments due Thursday and Sunday each week by midnight for a total of approximately 2.5 hours of online work a week. Online work involves reading responses, responses to classmates' work and personal mindfulness reflections. Most responses are structured using an "Understanding, Awareness and Intention" framework that will be described in detail online. Students will write a Learning Statement at the end of the class and construct a web page representing their learning, including resources.

Course Expectations

- Learn and practice mindful awareness activities 10-20 minutes a day.
- Log on to CVEDCVT.edu20.org/ twice weekly to complete written assignments. These assignments consist of posting substantive written reflections on experiences with mindfulness meditation practice, on experiences in educational contexts, or on readings. Each module concludes with structured feedback to the instructor. (*Attention to these weekly deadlines is very important. Failure to post your homework on Thursday will prevent your cohort group from responding Sunday.*)
- Log on to CVEDCVT.edu20.org/ the day before class meetings to check on class announcements.
- Complete reading assignments for each module, including reading and commenting on other participants' reflective assignments.
- Complete a learning statement, personal profile and resource page for the course.
- Complete a course evaluation.

Course Requirements

Class Attendance and Participation 30%

Online Assignment Completion 30%

Online Cohort Responses 20%

Final Learning Statement, Profile and Resources Page 20%

Proposed Course Schedule and Assignments

(Subject to some alterations based on students' experience.)

Week	Content	Checklist of Requirements
Introduction & Preparation		
Week 1 1/16 2 hrs online	Class Preparation - Due by Class time 1/23 4pm <ul style="list-style-type: none"> • Read course syllabus and ask questions via email. • Log on to CVEDCVT.edu20.org and explore. • Go to Module 1 and write your introduction and post a photo to share with others. • Read "Mindfulness for Educators" by Claire Stanley. • Read "Where Dignity is Part of the School Day" by Fania Davis • Watch "Headspace: How to Start Meditating" 1:53 	
Module 1: Mindfulness		

<p>Week 2 1/23</p> <p>3 hrs class meeting</p> <p>2.5 hrs online</p>	<p>Class Meeting Agenda: 4pm-7pm</p> <ul style="list-style-type: none"> ● Basic mindfulness instruction and experience. ● Written reflection “Why am I here? What do I want?” ● Review of basic circle process ● Introductions via the Circle Process - What do we already know? ● Review class syllabus and class process. Understanding, Intention & Awareness. ● Video and experiential introduction to Mindfulness. ● Mind “report” ● Group work: Introduction to the The Science of Mindfulness: Create “cheat sheet” ● Circle up for reflecting & learning. 	<p>Online Assignments</p> <ul style="list-style-type: none"> ❑ Watch Sacred Pause (4:35) ❑ Read “Meditation Instructions” Goldstein (34-36) ❑ Read “Here, Now, Aware: The Power of Mindfulness” by Joseph Goldstein ❑ Read Foreword, Introduction and Part 1 of <i>The Way of Mindful Education</i> (1-36) ❑ Content response and reflection.. (1/26) ❑ Read & respond to your cohort’s work.(1/29) ❑ Over the next week try guided meditations, choosing from different resources: <ul style="list-style-type: none"> ❑ Gil Fronsdal - Introduction to Meditation ❑ Kristen Neff - Self Compassion ❑ HeadSpace - 10-Day free trial ❑ Tara Brach - Library of Meditations
<p>Week 3 1/30</p> <p>2.5 hrs online</p>	<p>Online Content Goals:</p> <ul style="list-style-type: none"> ● To learn the basics of mindfulness meditation. ● To establish a 10 minute/day mindfulness practice. ● To become more fluent in talking about mindfulness. ● To begin to understand the why, what and how of mindfulness in education. 	<ul style="list-style-type: none"> ❑ Read Part II <i>The Way of Mindful Education</i> (40-85) ❑ Read “Grounding” by Claire Stanley. ❑ Read “Doing the Buddha’s Practice” by Jack Kornfield. (Optional talk: Dharma RAIN: Working with Difficult Emotions.) ❑ Content response and reflection. (2/2) ❑ Read & respond to your cohort’s work.(2/5)
<p>Week 4 2/6</p> <p>2.5 hrs online</p>	<p>Online Content Goals:</p> <ul style="list-style-type: none"> ● To learn about how mindfulness has been developed and is being used in education. ● To deepen our understanding of mindfulness as an educator. ● To develop and reflect on your mindfulness practice. 	<ul style="list-style-type: none"> ❑ Read Part III from <i>The Way of Mindful Education</i> (88-134) ❑ Read David Kahane’s Mindfulness and presence in teaching and learning. ❑ Listen to Kamala Master’s talk “Compassion & Courage.”. ❑ Content response and reflection. (2/12) ❑ Read, watch and respond to your cohort resource choices and reflection.(2/12)
<p>Week 5 2/13</p> <p>2.5 hrs online</p>	<p>Online Content Goals:</p> <ul style="list-style-type: none"> ● To explore and report on the the work and world of mindfulness in schools. ● To research and identify video and print resources suitable to introduce Mindfulness to your population. ● To connect what you’ve learned to your own classroom experience and 	<ul style="list-style-type: none"> ❑ Read applicable sections of Part IV from <i>The Way of Mindful Education</i> (135-end) ❑ Go to online class resources and complete resource assignment. ❑ Content response and reflection. (2/16) ❑ *Write reflection on your mindfulness practice (2/20) ❑ Respond to cohort group. (2/20)

	organizational milieu.	
Module 2: Restorative Practices		
Week 6 2/20 3 hrs class meeting 2.5 hrs onlin	Class Meeting Agenda 4pm-7pm <ul style="list-style-type: none"> ● Mindfulness Practice - exploring the options. ● Circle: Reflection and sharing on Mindfulness practice. ● Cohort work: Learning summaries ● Intro to RP in Schools: Oakland Schools Videos & TedTalk ● What is the Research? ● Read “Reflections on the Inner Journey of Working in Restorative Justice” ● Circle up: Reflect and Learn. 	<input type="checkbox"/> Read “ Three Worlds Collide: Celebrating the alignment of Restorative Practices, Positive Education and Mindfulness in school settings ”(1-9) <input type="checkbox"/> Read “ Baby Steps Toward Restorative Justice ” <input type="checkbox"/> Read from Teaching Restorative Practices in the Classroom - 7 Lesson Curriculum (1-29) <input type="checkbox"/> Content response and reflection.. (2/23) <input type="checkbox"/> Respond to cohort group. (3/2)
Week 7 2/17	No Class	
Week 8 3/6 2.5 hrs online	Online Content Goals <ul style="list-style-type: none"> ● To understand the why of RP. ● To understand the basics principles, values and practices of RP. ● To “start again” with mindfulness practice. 	<input type="checkbox"/> Choose one research article from Safer, Saner Schools . <input type="checkbox"/> Read from <i>Restorative Circle in Schools</i> <input type="checkbox"/> Read from Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in School . <input type="checkbox"/> Content response and reflection. (3/9) <input type="checkbox"/> *Write mindfulness reflection. (3/12) <input type="checkbox"/> Explore guided meditations and apps. <input type="checkbox"/> Respond to cohort groups’ responses. (3/12)
Week 9 3/13 2.5 hrs online	Online Content Goals <ul style="list-style-type: none"> ● To explore core principles and how to “walk the talk” of RP. ● To deepen understanding of the basics principles, values and practices of RP. 	<input type="checkbox"/> Read Making ‘Affective Statements’ More Effective in Restorative Practices . <input type="checkbox"/> Read from Kay Pranis’ Circle Forward (6-26) <input type="checkbox"/> Content response and reflection and “cheat sheet” (see online description). <input type="checkbox"/> Respond to cohort’s responses.
Week 10 3/20 2.5 hrs online	Online Content Goals <ul style="list-style-type: none"> ● To learn the “nuts & bolts” of circle process.. ● To envision how to implement in your own classroom. 	<input type="checkbox"/> Read The Circle Keeper’s Handbook <input type="checkbox"/> Write response with implementation ideas. <input type="checkbox"/> Script and try out a circle. <input type="checkbox"/> Content response and reflection. (3/23) <input type="checkbox"/> Respond to cohort’s responses. (3/26)

Module 3: Experimentation & Reflective Practices

<p>Week 11 3/27</p> <p>3 hrs class meeting 2.5 hrs online</p>	<p>Class Meeting Agenda 4pm-7pm</p> <ul style="list-style-type: none"> ● Mindfulness Practice: Lovingkindness and Compassion ● Circle: Reflection and sharing on Mindfulness practice and RP work ● Read excerpt from Courage to Teach by Parker Palmer ● Cohort work: Learning summaries on RP. ● Video: Oakland RP videos. ● Cohort work on implementation ideas. 	<p>Due for 3/27</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen to assigned talk on Mindfulness (will be assigned based on class experience level) <input type="checkbox"/> Read “Dominic Barter: Respect Means to Look Again” <input type="checkbox"/> Read “When teachers take a breath students can breathe.” <input type="checkbox"/> Additional reading to be assigned. <input type="checkbox"/> Content response and reflection. (3/16) <input type="checkbox"/> Respond to cohort’s response. (3/19)
<p>Week 12 4/ 3</p> <p>2.5 hrs online</p>	<ul style="list-style-type: none"> ● To more deeply understand foundations of mindfulness as a way to strengthen your role as Circle Keeper and classroom community anchor. ● To connect Mindfulness with RP. ● To explore implementation ideas.. 	<ul style="list-style-type: none"> <input type="checkbox"/> Read Shakti Gattegno (1978). “On Feedback” Educational Solutions Newsletter, vol.7, no.4 <input type="checkbox"/> Other reading TBD based on class progress and direction. <input type="checkbox"/> Visit “Mindfulness and Poetry for Transformation” <input type="checkbox"/> Visit your own resources for creating a circle opening handbook with quotes and poems. <input type="checkbox"/> *Write meditation reflection (4/9) <input type="checkbox"/> Content response and reflection (4/6) <input type="checkbox"/> Respond to Cohorts (4/9)
<p>Week 13 4/10</p> <p>2.5 hrs online</p>	<ul style="list-style-type: none"> ● To develop a “learning statement page” for your own resources, learning and reflections on Mindfulness and RP. 	<ul style="list-style-type: none"> <input type="checkbox"/> Review your reading responses and meditation reflections to develop a learning statement following online guidelines. (5/1) <input type="checkbox"/> Consult resources in our course and on the internet to develop a list of your favorite resources. Begin with the resources pages on Mindfulness: A Guide for Teachers and Grow Mindful Roots (4/17)
<p>Week 14 4/17</p> <p>3 hrs class meeting 2.5 hrs online</p>	<p>Final Class Meeting Agenda 4pm-7pm</p> <ul style="list-style-type: none"> ● Mindfulness Practice: Lovingkindness and Compassion ● Circle: Reflection and sharing on Mindfulness practice and RP work ● Share poems and quotes collected for circle openings. ● Cohort work: Sharing learning statements. ● Cohort work: Implementation support and brainstorm 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue work on Learning Statement page. Review your reading responses and meditation reflections to develop a learning statement following online guidelines. (5/1) <input type="checkbox"/> Respond to classmates Learning Statement pages.

	<ul style="list-style-type: none">• Final Circle.	
Total Online Hours: 33 hrs Class Meeting Hours: 12 hrs		

All coursework must be completed and submitted to the instructor no later than 5/1