

Transforming Teaching & Learning Through Mindfulness and Restorative Practices

Syllabus—Summer 2018

HYBRID COURSE

July 5–11 Online

July 12–13, 16–18 In Person 9AM-3:30PM

July 19–25 Online

3 graduate credits through Saint Michael's College

Instructor: Annie O'Shaughnessy

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

Hybrid Course using CVEDCVT.edu20.org/ online

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 vital 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. Topics from

the emerging field of Interpersonal Neurobiology will be introduced as the relate to the powerful role attunement plays in the classroom.

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.

Achievement Based Objectives

- **Review, practice, and reflect** in writing on the basic techniques of formal and informal mindfulness practice, including the mindful pause.
- **Set up** online resource document to track learning and hold resources for sharing.
- **Review, reflect and organize** on your resource document research related to how mindful awareness activities and restorative practices (RP) affect classroom learning, executive functioning, and behavior.
- **Develop and report** on a personal practice of mindfulness in and out of the classroom.
- **Read and respond** to writing on Restorative Practices.
- **Define** Restorative Practices and be able to **explain WHY?**
- **Review** the elements of the circle process and post on your resource document.
- **Experience** the Circle Process.
- **Plan, facilitate and report** on one experience of leading a circle in your classroom or with friend.
- **Review and reflect** on trauma informed care, attachment theory and shame theory and how they relate to Mindfulness Based Restorative Practices.
- **Review and research** regulation tools to use in the classroom. **Post** favorite resources to resource document.
- **Design and implement** one basic mindfulness activity that is developmentally appropriate and feels authentic to the teacher. **Post** resources you've found on your resource document.
- **Review and respond** to how RP works to improve classroom culture, decrease behavioral incidents, respond to harm in the moment and over time, and increase positive academic risk-taking.
- **Explore** the many different ways RP can look in a classroom—from restorative communication and compassionate inquiry to circle process and collaborative problem solving.
- **Review, experiment and reflect** on how RP can be woven into content instruction.
- **Review and reflect** on how Mindfulness and RP work interdependently.
- **Reflect and write** a final learning statement.

Required Readings and Additional Resources:

Supplied 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 (ISBN: 0393708950).

Riesterberg, N. (2012). *Circle in the Square: Building Community and Repairing Harm in School*. St. Paul, MN: Living Justice Press (ISBN: 0972188673).

Library of articles and talks we will draw from : Subject to Change

Alberta Ministry of Education. (2017) [What are Restorative Practices](#) [Video file]. Retrieved from

- Brach, T. (2017). Embodied Spirit: Mindfulness of the Body [Video file]. Retrieved from <https://www.tarabrach.com/embodied-spirit-mindfulness/>
- Brach, T. (2017). Anger: Responding, Not Reacting [Video file]. Retrieved from <https://www.tarabrach.com/anger-responding-not-reacting/>
- Brach, T. (2015). RAIN of Self Compassion [Video file]. Retrieved from <https://www.tarabrach.com/the-rain-of-self-compassion/>
- Brach, T. (2012). Attend and Befriend [Video file]. Retrieved from <https://www.tarabrach.com/attend-and-befriend-healing-the-fear-body-audio/>
- Brummer, J. (2015, April 21). Making ‘Affective Statements’ More Effective in Restorative Practices [Web log]. Retrieved from <http://www.joebrummer.com/2015/04/24/making-affective-statements-more-effective-in-restorative-practices/>.
- Davis, F. (2014). Where Dignity is Part of the School Day. *YES!* 69(Spring) 32-25.
- Fronius, T., et al. (2016). Restorative Justice in U.S. Schools: A Research Review. WestEd Justice & Prevention Research Center. Retrieved from https://jprc.wested.org/wp-content/uploads/2016/02/RJ_Literature-Review_20160217.pdf
- 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/>
- Hansberry, B. (2015). Why is it Important to Teach Kids about Shame? Retrieved from http://www.hansberryec.com.au/uploads/docs/files/why_is_it_important_to_teach_kids_about_shame.pdf
- King, Linea. (2015, August). *Baby Steps Toward Restorative Justice*. Retrieved from <http://www.rethinkingschools.org/>.
- Mirsky, L.. (2011, September). Building Safer, Saner Schools. *Educational Leadership*. Retrieved from <http://www.educationallleadership-digital.com/educationallleadership/201109?pg=47#pg47>
- Oakland Unified School District Restorative Justice Implementation Guide: A Whole School Approach. Retrieved from <https://www.ousd.org/cms/lib/CA01001176/Centricity/Domain/>
- Pandita, S.U. (2017, August). How to Practice Vipassana Insight Meditation. *Lions Roar*. Retrieved from <http://www.lionsroar.com/how-to-practice-vipassana-insight-meditation/>
- Pranis, K. (2014). 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>.
- Stanley, C. (2007). *Mindfulness for Educators*. Insight Journal, Barre Center for Buddhist Studies. 26-29.
- Stanley, C. *Pausing*. Antioch University, Barre Center for Buddhist Studies. *Received during Buddhist Frameworks for Teaching and Learning* course, Antioch University - New England.
- Stanley, C. (2015) *Grounding*. Barre Center for Buddhist Studies. *Received during Buddhist Frameworks for Teaching and Learning* course, Antioch University - New England.

Highly Recommended Resource to Buy or Borrow:

- Boyes-Watson, Carolyn & Pranis, Kay.(2014). *Circle Forward, Building a Restorative School Community*. St. Paul, MN: Living Justice Press (ISBN: 9781937141196)

Optional Reading

- Kelly, V. & Thorsborne, M. (2014). *The Psychology of Emotion in Restorative Practice: How Affect Script Psychology Explains Why Restorative Practices Work*. Philadelphia, PA: Jessica Kingsley Publishers. (ISBN: 9781849059749)
- Willard, C. & Saltzman, A., (2015). *Teaching Mindfulness to Kids and Teens*. New York, NY: The Guilford Press (ISBN: 9781462531264).
- Kamenetz, Anya. (2016, April 19). [When teachers take a breath students can breathe](http://www.npr.org/). Retrieved from <http://www.npr.org/>.
- Mindful Schools. Research on Mindfulness. Retrieved October 6, 2016 from <http://www.mindfulschools.org/about-mindfulness/research/>.
- Noetic Sciences. [The Science of Mindfulness](http://www.soundstrue.com/store/meditation-summit/free-access-134/BTC-OUSD1-IG-08b-web.pdf), provided by the science team at the Institute of Noetic Sciences. Retrieved June, 2016 from <http://www.soundstrue.com/store/meditation-summit/free-access-134/BTC-OUSD1-IG-08b-web.pdf>
- Passarella, A. (2017, May). Restorative Practices in Schools [Research review]. John Hopkins University. Retrieved from <http://edpolicy.education.jhu.edu/wp-content/uploads/2017/05/OSI-RestorativePracticemastheadFINAL-1.pdf>
- Saltzman, A. (2010). [Mindfulness: A Guide for Teachers](http://www.pbs.org/thebuddha/teachers-guide/). Public Broadcasting System. Retrieved from <http://www.pbs.org/thebuddha/teachers-guide/>.
- Schott Foundation. (2014, March). [Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in School](http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf). Retrieved from <http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>
- 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 from <http://www.varj.asn.au/conference-papers>.

Course Design

This is an intensive 3-week course set up so that you will be part of the class online for a week (7/5-7/11) while you read required texts and do the assignments. The following week (7/12-7/18, minus the weekend) we will meet for a full week in person from 9AM to 3:30PM for in-class experiential work and reflection. The following week (7/19-7/25) will be spent online as participants complete their final assignments and learning statements.. You will have access to the texts on approximately 7/1 to get a head start.

Course Expectations

- Learn and practice mindful awareness activities 10-20 minutes a day.
- Log on to CVEDCVT.edu20.org/ and become acquainted with how it works before class begins so you are ready to learn.
- Log on to CVEDCVT.edu20.org/ routinely to check class announcements.
- Complete required reading assignments and classwork before the week of in-person class.
- Complete a learning statement, resource project and action plan as a web page.
- Complete a course evaluation.
- Attend every in-person meeting.

Course Requirements

Class Attendance and Participation 65%
 Online Assignment Completion 15%
 Final Learning Statement, Profile and Resources Page 20%

Proposed Course Schedule and Assignments

This syllabus will most likely change as we go through the in person week as each group of students brings different experiences, goals and needs.

Introduction & Preparation ONLINE 7/5-7/11 7 hours - Begin reading as soon as you can!		
<p>Prepare for Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Welcome email that will arrive by 6/25 <input type="checkbox"/> Read course syllabus and ask questions via email annie@truenatureteaching.com or Jeanne at info@cvedcvt.org <input type="checkbox"/> 7/1 you will receive an invitation to our online learning platform CVEDCVT.edu20.org. Accept invite and explore. <input type="checkbox"/> By July 8th, go to Week 1 and write your introduction and post a photo to share with others. A photo of your face is very helpful for learning names! Thank you. <input type="checkbox"/> By July 11th read and respond to each introduction! <input type="checkbox"/> Watch short videos and begin practicing 5 - 10 minutes a day.: <ul style="list-style-type: none"> <input type="checkbox"/> “Headspace: How to Start Meditating” 1:53 and Meditation 101: A Beginner’s Guide. Begin with 5-10 minutes a day. <input type="checkbox"/> Watch Sacred Pause (4:35) Begin the practice of pausing. <input type="checkbox"/> Read these short articles: <ul style="list-style-type: none"> <input type="checkbox"/> “Mindfulness for Educators” by Claire Stanley. <input type="checkbox"/> “Pausing” by Claire Stanley <input type="checkbox"/> “Where Dignity is Part of the School Day” by Fania Davis <input type="checkbox"/> Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in School. pp 1-16 <input type="checkbox"/> Read pp 1-135 of <i>The Way of Mindful Education</i> (Drop-shipped to you by CVEDC around 6/27) pp 1-135 and take notes or mark up book! If you can’t read all of this just read Part II: Begin With Yourself pp 41-83 <input type="checkbox"/> Read, annotate and take notes*: <input type="checkbox"/> Bring articles, book and notes to class. <p><i>*Annotate and take notes in the way that makes sense to you—sticky notes, highlighters, voice memos, etc</i></p>		
In-Person Class: 7/12-13 and 7/16-18, 9AM-3:30 PM		
Day 1 - 7/12 Monday		
Learning Goals:	Class Agenda	Evening Assignment

<ul style="list-style-type: none"> ● Course and group introductions ● Overview of circle process and mindfulness ● Experience circles and mindfulness meditation ● Introduction to the science ● Practice leading ● Introduction to “What, Why, How” group project. 	<p style="text-align: center;">Morning</p> <ul style="list-style-type: none"> ➤ Course introduction. ➤ Videos and experiential introduction to Mindfulness. Choosing your practice. ➤ Review of basic circle process. ➤ Introductions via the circle process <ul style="list-style-type: none"> ○ What is your view of a vital learning community? ➤ Review class syllabus and class process. (Reflective Practices) ➤ “How Mindful Are You?” Assessment Understanding, intention & awareness for reflection. ➤ Setting intentions 	<ul style="list-style-type: none"> ❑ Read “Here, Now, Aware: The Power of Mindfulness” by Joseph Goldstein & Take Notes
	<p style="text-align: center;">Afternoon</p> <ul style="list-style-type: none"> ➤ Afternoon sit - Tara Brach’s Body Scan Meditation. ➤ Introduction to Mindfulness principles. ➤ Overview of four key parts of Mindfulness in Education: <ul style="list-style-type: none"> ○ Personal Practice ○ Relational Mindfulness/Attunement ○ Explicit Instruction ○ Embedded Instruction ➤ Overview of Science ➤ 1-Minute Mindfulness <ul style="list-style-type: none"> ○ Leading Practice ➤ “What is Mindfulness?” Group work ➤ Check in Circle - Actual Learning 	

Day 2 - 7/13

Learning Goals:	Class Agenda	Evening Assignment
<ul style="list-style-type: none"> ● Experience different introductory and instructive videos. ● Summarize Research ● Identify central principles of personal practice ● Understand mindfulness fundamentals. 	<p style="text-align: center;">Morning</p> <ul style="list-style-type: none"> ➤ Video lessons - Dan Harris/Headspace ➤ Morning Sit & Circle ➤ Review and Reflect on readings ➤ Question Time ➤ “Why Mindfulness?” Group Activity (<i>The Way of Mindful Education</i> PBS, Mindful Schools) <p style="text-align: center;">Afternoon</p> <ul style="list-style-type: none"> ➤ Afternoon Sit ➤ Overview of the “‘How’ of Personal Mindfulness—Practice and Embodiment” ➤ “How” of Mindfulness in schools. 	<p>Homework:</p> <ul style="list-style-type: none"> ❑ Read “Grounding” by Claire Stanley. ❑ Read “Doing the Buddha’s Practice” by Jack Kornfield. (Optional talk: Dharma RAIN: Working with Difficult Emotions.)

	<ul style="list-style-type: none"> ➤ Group work on the “How” (<i>The Way of Mindful Education</i>) ➤ Check in Circle - Actual Learning 	
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Day 3 - 7/16		
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Learning Goals:	Class Agenda	Evening Assignment
<ul style="list-style-type: none"> ● Summarize and present mindfulness learning ● Learn from each other ● Connect mindfulness with restorative practices and MTSS or PBIS and other positive whole school approaches. ● Define and explain importance of a vital learning community. 	Morning	<ul style="list-style-type: none"> ❑ Read introduction to the Social Neuroscience of Education. ❑ Read Three Worlds Collide: Celebrating the alignment of Restorative Practices, Positive Education and Mindfulness in school settings
	Afternoon	
	<ul style="list-style-type: none"> ➤ Video lessons - Dan Harris/Headspace ➤ Morning Sit & Circle ➤ Review and Reflect ➤ Question Time ➤ Group review and revise “What,Why & How” Project. 	
	<ul style="list-style-type: none"> ➤ Group presentations. ➤ Introduction to the role of connection in learning (Cozolino) and mindfulness in connection. (attachment schema, transference, etc.) ➤ Why is a “vital learning community” important to learning? <ul style="list-style-type: none"> ○ Trauma informed classroom ○ Attunement ○ Co-regulation ➤ Check in Circle - Actual Learning 	

Day 4 - 7/17		
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Learning Goals:	Class Agenda	Evening Assignment

<ul style="list-style-type: none"> ● Introduction to RP ● Introduction to Reflective Practices. ● Practice RP conversations, circles and dialogues. 	<p style="text-align: center;">Morning</p> <ul style="list-style-type: none"> ● Morning Sit & Circle ● Review and Reflect ● Question Time ● Intro to RP in Schools: Oakland Schools Videos & TedTalk ● What does Restorative Practices encompass? ● Why do it? What is the Research? (IIRP) ● Read “Reflections on the Inner Journey of Working in Restorative Justice” ● Intro to Reflective Practices and Descriptive process. ● Group Work: “What” and “Why” 	<ul style="list-style-type: none"> ❑ Read “Baby Steps Toward Restorative Justice” ❑ Read “Where Dignity is Part of the School Day” by Fania Davis ❑ Read A Letter to Parents and Teachers on Some Ways of Looking at and Reflecting on Children
	<p style="text-align: center;">Afternoon</p> <p>How to do it:</p> <ul style="list-style-type: none"> ● Restorative Practice working with Presence in restorative conversations. <ul style="list-style-type: none"> ○ Activities: Restorative Practices Kete Book Two. ● Restorative Practice working with mindfulness in circles to build community and learn content. <ul style="list-style-type: none"> ○ Activities: Restorative Practices Kete Book Three ● Circle up: Reflect and Learn. What is our intention? 	

Day 5 - 7/18

Learning Goals:	Class Agenda	Evening Assignment
<ul style="list-style-type: none"> ● Synthesize learning. ● Expand & refine definition of vital learning community. 	<p style="text-align: center;">Morning</p> <ul style="list-style-type: none"> ➢ Morning Sit & Circle ➢ Review and Reflect ➢ Question Time ➢ Individual Writing Time: Understanding, Awareness & Intention ➢ Group Work: What does a Vital Learning Community look now? Why change what you are doing? How will it strengthen your learning community? 	<ul style="list-style-type: none"> ❑ Read <i>The Way of Mindful Education</i> (pages 138-271)
	<p style="text-align: center;">Afternoon</p> <ul style="list-style-type: none"> ➢ Synthesis. ➢ What are the gaps? 	

	<ul style="list-style-type: none"> ➤ Where is the resonance/dissonance? ➤ Declaration of What, Why, How in building a vital learning community. 	
Online Week 7/19 - 7/26 - 5.5 hours		
<ul style="list-style-type: none"> ● Synthesize learning and develop action steps for What, Why, How. ● Write and post learning statements 	<ul style="list-style-type: none"> <input type="checkbox"/> Read <i>The Way of Mindful Education</i> (pages 138-271) <input type="checkbox"/> Write & Post Learning Statement & Action Plan Web Page by 7/23 <input type="checkbox"/> Respond to other Learning Statements by 7/25 	
<p>Class Prep Online: 7 hours Class Meeting Hours: 32.5 hours Project Time After In Person Class: 5.5 hours TOTAL: 45 hours</p>		

All coursework must be completed and submitted to the instructor no later than 7/25 unless previous arrangements are made.