

## **Transforming Teaching & Learning Through Mindfulness and Restorative Practices**

Syllabus—Summer 2017

HYBRID COURSE

July 10-16 Online

July 17-21 In Person 9AM-3:30PM

July 22-28 Online

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/](http://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.

### **Course Objectives**

Participants will:

- Learn the basics of the science of mindfulness and social neuroscience.
- 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 are authentic to the teacher's understanding and experience.
- 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 by looking at the model of Interpersonal Neurobiology and through the therapeutic lens of attachment, coregulation and attunement.

### **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 CVEDC:**

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/>.
- Cozolino, L. (2014) *Attachment-Based Teaching, Creating a Tribal Classroom*. New York, NY. W. W. Norton & Company.
- 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](http://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>.
- New Zealand Ministry of Education, "[Restorative Practices Kete Book Two](#)." Retrieved January 30, 2017
- 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

This is an intensive 3-week course set up so that you will be part of the class online for a week (7/10-7/16) while you read required texts and do the assignments. The following week (7/17-7/21) we will meet for a full week in person from 9AM to 3PM for in-class experiential work and reflection. The week after the in-person class (7/22-7/28) will be spent online as participants complete their final assignments and learning statements. Final responses to classmates' learning statements made no later than 8/4. You will have access to the texts on approximately 6/19 to get a head start.

## Course Expectations

- Learn and practice mindful awareness activities 10-20 minutes a day.

- Log on to [CVEDCVT.edu20.org/](http://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/](http://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 and action plan as a web page.
- Complete a course evaluation.

## Course Requirements

Class Attendance and Participation 65%

Online Assignment Completion 15%

Final Learning Statement, Profile and Resources Page 20%

## Proposed Course Schedule and Assignments

(Subject to some alterations )

Introduction & Preparation ONLINE 7/10-7/16 7 hours - Due by class time on 7/17		
<p><b>Prepare for Class</b></p> <ul style="list-style-type: none"> <li>● Read Welcome email that will arrive by 6/19</li> <li>● Read course syllabus and ask questions via online forum.</li> <li>● Accept invite to <a href="http://CVEDCVT.edu20.org/">CVEDCVT.edu20.org</a> and explore.</li> <li>● Go to Week 1 and write your introduction and post a photo to share with others.</li> <li>● Respond to each introduction!</li> <li>● Read “<a href="#">Mindfulness for Educators</a>” by Claire Stanley.</li> <li>● Read “<a href="#">Where Dignity is Part of the School Day</a>” by Fania Davis</li> <li>● Watch “<a href="#">Headspace: How to Start Meditating</a>” 1:53 Begin with 5-10 minutes a day.</li> <li>● Watch <a href="#">Sacred Pause</a> (4:35) Begin the practice of pausing.</li> </ul> <p><b>Read annotate and take notes*:</b></p> <ul style="list-style-type: none"> <li>● Read <i>The Way of Mindful Education</i> (Drop-shipped to you by CVEDC around 6/19) pp 1-135 and take notes.</li> <li>● Print out &amp; Read <a href="#">Teaching Restorative Practices in the Classroom - 7 Lesson Curriculum</a> pp 1-19</li> <li>● Print our &amp; Read <a href="#">Restorative Practices: Fostering Healthy Relationships &amp; Promoting Positive Discipline in School.</a> pp 1-16</li> </ul> <p>*Annotate and take notes in the way that makes sense to you—sticky notes, highlighters, voice memos, etc</p>		
In-Person Class: Experience & Reflection 7/17-7/21, 9AM-3:30 PM		
Day 1 - 7/17 Monday		
<b>Learning Goals:</b>	<b>Class Agenda</b>	<b>Evening Assignment</b>

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

**Day 2 - 7/18**

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

	<ul style="list-style-type: none"> <li>➤ Group work on the “How” (<i>The Way of Mindful Education</i>)</li> <li>➤ Check in Circle - Actual Learning</li> </ul>	
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<b>Day 3 - 7/19</b>		
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Learning Goals:	Class Agenda	Evening Assignment
<ul style="list-style-type: none"> <li>● Summarize and present mindfulness learning</li> <li>● Learn from each other</li> <li>● Connect mindfulness with restorative practices and MTSS or PBIS and other positive whole school approaches.</li> <li>● Define and explain importance of a vital learning community.</li> </ul>	<b>Morning</b> <ul style="list-style-type: none"> <li>➤ Video lessons - Dan Harris/Headspace</li> <li>➤ Morning Sit &amp; Circle</li> <li>➤ Review and Reflect</li> <li>➤ Question Time</li> <li>➤ Group review and revise “What,Why &amp; How” Project.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Read introduction to the <u><a href="#">Social Neuroscience of Education.</a></u></li> <li>❑ Read <u><a href="#">Three Worlds Collide: Celebrating the alignment of Restorative Practices, Positive Education and Mindfulness in school settings</a></u></li> </ul>
	<b>Afternoon</b> <ul style="list-style-type: none"> <li>➤ Group presentations.</li> <li>➤ Introduction to the role of connection in learning (Cozolino) and mindfulness in connection. (attachment schema, transference, etc.)</li> <li>➤ Why is a “vital learning community” important to learning?               <ul style="list-style-type: none"> <li>○ Trauma informed classroom</li> <li>○ Attunement</li> <li>○ Co-regulation</li> </ul> </li> <li>➤ Check in Circle - Actual Learning</li> </ul>	

<b>Day 4 - 7/20</b>		
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Learning Goals:	Class Agenda	Evening Assignment

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

**Day 5 - 7/21**

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

	<ul style="list-style-type: none"> <li>➤ Where is the resonance/dissonance?</li> <li>➤ Declaration of What, Why, How in building a vital learning community.</li> </ul>	
<b>Online Week 7/22 - 7/28 - 5.5 hours</b>		
<ul style="list-style-type: none"> <li>● Synthesize learning and develop action steps for What, Why, How.</li> <li>● Write and post learning statements</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read <i>The Way of Mindful Education</i> (pages 138-271) <ul style="list-style-type: none"> <li><input type="checkbox"/> Write &amp; Post Learning Statement &amp; Action Plan Web Page by <b>7/28</b></li> <li><input type="checkbox"/> Respond to other Learning Statements by <b>8/4</b></li> </ul> </li> </ul>	
<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 8/4**