

# Transforming Teaching & Learning Through Mindfulness and Restorative Practices

Champlain Valley Educators Development Center  
ACCELERATED ONLINE COURSE 7/1/2020-7/26/2020

Course is open for prep week & introductions 6/24/2020

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**Overview:** This popular course has transformed the teaching and leading of over 350 Vermont educators. As an accelerated 3-credit online course it requires a significant time commitment of approximately 15-20 hours a week and logging on at least once a day, ideally more. This course is now the first part of a 4-course series leading to a certification in [Holistic Restorative Education](#) through Saint Michael's College. Take it on its own or choose to carry on to the [second course starting on July 27th](#). Class work is done on your own and in small cohorts of 3-4 and is made up of discussions, projects, daily individual practice, readings, reflections, and videos. You will also be asked to participate in two of the four synchronous online 90 minute meetings.  
3 graduate credits through Saint Michael's College

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## Course Description:

This course was developed based on the premise that most teachers and students thrive when they feel a strong sense of belonging, voice, respect, and safety and that these qualities are best developed through a mindfulness based restorative approach. We will explore mindfulness and restorative practices (RP) as foundational and interdependent practices central to developing this kind of vital learning community. Online material and assignments will challenge participants to become fluent in the principles, processes and practices integral to this approach with an emphasis on each educator's unique goals, personal journeys and teaching styles. This course

strives to provide the 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 RP as tools within a reflective practice, looking closely together at our own personal and professional lives.

RP and mindfulness can be seen as interdependent. In a classroom where a teacher practices mindfulness, an environment of compassionate curiosity is created. 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 experience. This “different way” essentially expresses the core assumptions of restorative practices: there is a core self in everyone that is good, wise and powerful; everyone has a contribution to make to the solution; we are all interconnected, and more. Further, the success of RP depends on a teacher’s ability to be 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.

### Achievement Based Objectives

- Read and respond to course texts within a small community of learners.
- Prepare resources, takeaways & tools to support you and others to apply this learning in schools.
- Reflect on and explore your own journey related to mindfulness and restorative practices.
- Examine and apply the basic principles of mindfulness, personal mindfulness practice, and mindfulness instruction.
- Examine and apply the basic principles of the restorative approach in your personal and professional life.
- Develop a trauma and equity informed lens through which to view your teaching and living.

### Course Expectations & Design

Online learning requires organization and routines. Please begin now, by logging on to the online classroom, clicking on “Start Here” and completing the orientation and introduction tasks before the first week of class. And then create a schedule for when you will logon to online classroom several times a day. Completing your work in smaller chunks will result in higher quality work and better learning. Slowing down and connecting with others is essential to this class as they increase neuroplasticity and are the two central practices of restorative work.

There are 6 types of tasks each week along with a final project. Our week runs from Wednesday to Tuesday midnight, but will be released to you on Monday in case you want to get a headstart. I highly suggest you create and post a weekly schedule for yourself that allows time for these tasks.

Type of task	Weekly Time
<b>Orient, Organize &amp; Connect:</b> Watch video overview, respond to connection question and schedule your work for the week.	1 hr
1. <b>Reading or Viewing Content:</b> Reading, Viewing Video and note-taking	3 hrs
2. <b>Reflect &amp; Respond in Small Cohort:</b> Response and discussion with small cohort (Friday and Sunday deadlines)	2 hrs
3. <b>Personal Practice Challenge: Daily practice of Mindfulness</b> and more	4 hrs

<b>4. Reflect on your Practice:</b> 200-250 word reflection	1 hr
<b>5. Create Takeaway Project:</b> Weekly application of learning. Tuesday midnight deadlines.	2 hrs
<b>6. Weekly Quiz:</b> Tuesday midnight deadlines.	1 hr
<b>Final Website Resource Project:</b> Website Project creation and ongoing development work that needs to be done every week.	2-3 hr/wk
<b>Assess:</b> Take weekly feedback survey	.5 hr
<b>Total</b>	<b>15-20 hrs</b>

### Grading and Assessment

Because so much of this work is subjective, grading is mostly done on a rubric.. Please don't hesitate to ask questions. Below is the grading scale for St. Michael's College. Note the absence of an A+, C+ and Failing grade under 70.

<b>Grade Equivalent</b>	<b>Numerical Equivalent</b>	<b>Qualitative Equivalent</b>	<b>Qualitative Points</b>
A	96-100	Above average grad.-level work	4.0
A-	90-95	Above average grad.-level work	3.7
B+	85-89	Above average grad.-level work	3.3
B	80-84	Average grad.-level work	3.0
B-	75-79	Average grad.-level work	2.7
C	70-74	Below average grad.-level work	2.0
F	0-69	Failure	0.0

### Course Grade Breakdown

Reading & Weekly Cohort Engagement = 35%

Weekly Takeaway Projects = 25%

Assessments: Quizzes & Reflections = 25%

Final Project: Resource Website = 15%

### Required Readings and Additional Resources:

#### Books to be Provided

Rechtschaffen, D. (2014). *The Way of Mindful Education: Cultivating Well-Being in Teachers and Students*.

New York & London: W. W. Norton & Company (ISBN: 0393708950). (9 hours)

Riestedberg, N. (2012). *Circle in the Square: Building Community and Repairing Harm in School*. St. Paul, MN:

Living Justice Press (ISBN: 0972188673). (9 hours)

#### Library of articles and talks we will draw from and for future reading and viewing : 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/](http://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/>
- 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](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/> (14 minutes)
- 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](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.educationalleadership-digital.com/educationalleadership/201109?pg=47#pg47>
- O'Shaughnessy, A. (2018). [Transforming Teaching and Learning Through Mindfulness Based Restorative Practices](#). in M. Thorsborne, N. Riestenberg & G. McCluskey (Eds.), *Getting More Out of Restorative Practice in Schools* (pp.144-158). London, U.K.:Kingsley.
- O'Shaughnessy, A (2019). [Starting with a Pause: How Restorative Communication Transforms Schools](#). *Connections Quarterly, The Center for Spiritual and Ethical Education*.
- 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/> 15 minutes
- Supin, J.(2016) The Long Shadow: Bruce Perry on the Lingering Effects of Childhood Trauma Retrieved from: <https://childtrauma.org/wp-content/uploads/2016/12/Sun-Interview-Bruce-Perry-Nov-2016.pdf>
- 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-OUUSD1-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-OUUSD1-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>.

## Proposed Course Schedule and Assignments

This syllabus may change as the course unfolds, please make sure to reference the online classroom modules for the most up-to-date assignments.

### Introduction & Preparation to be completed before 7/1/2020 Approximately 2 hrs.

- Purchase class texts** (Kindle or Paper):
  - Rechtschaffen, D. (2014). *The Way of Mindful Education: Cultivating Well-Being in Teachers and Students*. New York & London: W. W. Norton & Company (ISBN: 0393708950). (9 hours)
  - Riestenberg, N. (2012). *Circle in the Square: Building Community and Repairing Harm in School*. St. Paul, MN: Living Justice Press (ISBN: 0972188673). (9 hours)
- Follow instructions in your email invitation (sent on 6/22) to join our online classroom. Get familiar with the classroom and begin prep work below as soon as you can. Contact me at 802-922-3724 if you have tech challenges.**

- Watch the welcome video.**
- Review the following, especially if you are new to online learning.:
  - Online Learning Success Module
  - Syllabus
  - Communication & Office Hours
- Go to "Pre-Course Prep" Module and complete tasks listed by **7/1 at 12 p.m.**
  - Introductions & Responses
  - [Confidentiality agreement](#)
  - [Begin Mindful Awareness Practices](#)
- Fill in Doodle Poll to schedule your two of four online synchronous meetings.

## Week 1: Mindfulness and the Big Slow Down

### Week 1 Learning Objectives

- Understand and be able to articulate the “What” and “Why” of mindfulness in your life and in schools.
- Reflect on your reading and share in cohort discussion.
- Work to commit main points to working memory by taking a quiz and creating a written or “infographic” style representation of learning.
- Create website to record and store learning
- Reflect on your personal journey through a reflective journal entry.

### Assignments by Type

<p style="color: purple;">Orient, Organize &amp; Connect 2 hours</p>	<p>Read Week 1’s welcome page, view the video and answer the connection question, coming back to read your classmates.</p>
<p>Reading or Viewing Content 4 hours:</p>	<p>Read this week’s assignment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read Mindfulness for Educators, a short essay written by Claire Stanley, my Mindfulness professor from Antioch.</li> <li><input type="checkbox"/> Read <a href="#">“Darts”</a> 2 pages</li> <li><input type="checkbox"/> Read from <i>The Way of Mindful Education</i> <ol style="list-style-type: none"> <li>1. Foreword: pp xii-xxiv</li> <li>2. Part 1: pp 4-38</li> <li>3. Part 2: pp. 41-86</li> </ol> </li> </ul>
<p>Reflect &amp; Respond in Small Cohort 4 hours</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Transcribe three quotes and write a reflection following the <a href="#">guidelines here</a>, by Friday</li> <li><input type="checkbox"/> Respond to your cohort’s reflections following the <a href="#">guidelines above</a> by Sunday at midnight.</li> <li><input type="checkbox"/> Visit the cohort over Monday and Tuesday <b>two more times</b> to answer questions and engage in discussions</li> </ul>
<p>Personal Practice</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Watch a short video and try a different assigned mindfulness practice every day.(They</li> </ul>

Challenge 4.5hr	generally follow the different “cultivation” practices found in the book.) <input type="checkbox"/> Keep a journal of your experiences to inform your reflection below.
Practice Reflection 1hr	<input type="checkbox"/> In a 200-250 word written or recorded reflection complete the following: <ul style="list-style-type: none"> <li>● Please describe your Mindfulness Practice: when? how long? where? guided? unguided? sitting? walking?</li> <li>● What were your experiences? What did you feel in your body? What thought patterns did you notice—worry? planning? judgement? etc.</li> <li>● Describe any changes to your day-to-day life—inner and outer— you've noticed as a result of your practice. These may or may not be positive things! Some things might be more compassion, patience, aliveness, clarity but you might also report increased self-consciousness, self-criticism, worry. What questions do you have about mindfulness of breathing, hearing, body scan meditations?</li> </ul>
Create Takeaway Project 3 hrs	<input type="checkbox"/> Week 1 Takeaway: In this week’s takeaway project you are looking to communicate the “what” and “why” of mindfulness based on what you’ve learned this week. <input type="checkbox"/> Watch a short video and read the instructions for takeaway project <ol style="list-style-type: none"> <li>1. Choose the stakeholder to whom you’d like to communicate: parent, colleague, students, etc</li> <li>2. Assemble the information to communicate <ol style="list-style-type: none"> <li>a. Your own explanation of mindfulness</li> <li>b. Three research-based reasons why it’s important to students.</li> <li>c. Three research-based reasons why it’s important to educators.</li> <li>d. Three places people can go for further information and research.</li> </ol> </li> <li>3. Choose how you will present it. Options include but are not limited to: <ol style="list-style-type: none"> <li>a. Video</li> <li>b. Drawing (scanned)</li> <li>c. Press</li> <li>d. Slideshow</li> </ol> </li> <li>4. Add it to the mindfulness section of your resource website with any links or credits.</li> </ol>
Weekly Quiz 1.5 hrs	<input type="checkbox"/> Review reading and take short weekly quiz
Website Project 2-5 hours	<input type="checkbox"/> Set up and begin to add work to your website around the what and why of mindfulness. Specifically add your takeaway project to it. <a href="#">Link to Website Project Description</a>
Feedback Survey	<input type="checkbox"/> Take the short feedback survey. Required week 1.
<b>Suggested</b> Assignment Checklist with Schedule/Pacing. I’ve provided this to give you an idea of how you might schedule your week.	

<p><b>7/1</b> Wednesday</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Go to <b>Week's Intro</b> and watch overview video and write your answer to the connection question in the discussion.</li> <li><input type="checkbox"/> Go to Week 1 Practice to watch an intro video, read about this week's <b>Practice Challenge</b>, and watch a video. <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify a journal or doc you will record your experiences throughout the week. (You will be asked to report on it later in the week!)</li> </ul> </li> <li><input type="checkbox"/> Go to "<b>Read or View Content</b>", read instructions and contact <a href="mailto:annie@truenatureteaching.com">annie@truenatureteaching.com</a> if you have any questions. <ul style="list-style-type: none"> <li><input type="checkbox"/> Begin reading! Highlight powerful quotes. Decide how you will schedule your reading time so you can finish approx 2.5 hours of reading by Friday..</li> </ul> </li> <li><input type="checkbox"/> Set up Google Site or other Website publishing app you like to hold your work for the final <b>Website Resource Project</b>. <a href="#">Here is an example.</a> <a href="#">And</a> here is the project description.</li> </ul>
<p><b>7/2</b> Thursday</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Mindfulness Challenge</b></li> <li><input type="checkbox"/> Continue reading, highlighting and transcribing top quotes.</li> <li><input type="checkbox"/> Set up your <a href="#">Resource Website Project</a> using Google Sites. Ask for help if you need it.</li> </ul>
<p><b>7/3</b> Friday</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Mindfulness Challenge</b></li> <li><input type="checkbox"/> Finish reading and take quiz.</li> <li><input type="checkbox"/> Write and submit your reading reflection according to the guidelines provided.</li> </ul>
<p><b>7/4</b> Saturday</p>	<p><b>Fourth of July Holiday</b></p>
<p><b>7/5</b> Sunday</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Mindfulness Challenge</b></li> <li><input type="checkbox"/> Watch the video and then <b>create your weekly Takeaway</b> by either creating a graphical representation of the "What" and "Why" or an informational 1-sheet.</li> <li><input type="checkbox"/> .</li> </ul>
<p><b>7/6</b> Monday</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Mindfulness Challenge</b></li> <li><input type="checkbox"/> <b>Respond to your cohort's reading</b> reflections. Due at Midnight. (one day later than usual due to the holiday!)</li> <li><input type="checkbox"/> Work on Takeaway project.</li> </ul>
<p><b>7/7</b> Tuesday</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Go back into your cohort and read what responses have been left for you.</li> <li><input type="checkbox"/> Write a reflection on your <b>Mindfulness Challenge and Meditation Practice</b>.</li> <li><input type="checkbox"/> Take the <b>Week 1 Survey</b></li> <li><input type="checkbox"/> Work on your website by adding resources discovered in your reading assignments and your <b>Week 1 Takeaway Project</b></li> </ul>
<p><b>Optional:</b> Email me at <a href="mailto:annie@truenatureteaching.com">annie@truenatureteaching.com</a> to sign up for ZOOM or call in meeting with me!</p>	

## Week 2 Mindful Classroom

### Week 2 Learning Objectives

- Understand the “How” of mindfulness and what it means to be a “Mindful Educator”
- Reflect on your reading and share in cohort discussion.
- Work to commit main points to working memory by taking a quiz and creating a presentation for current or future colleagues on what it means to be a “Mindful Educator”
- Add information to your website to record and store learning
- Reflect on your personal journey through a reflective journal entry.

### Assignments by Type

<p style="color: purple;">Orient, Organize &amp; Connect 2 hours</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Week 2’s welcome page, view the video and answer the connection question, coming back to read your classmates.</li> <li><input type="checkbox"/> Answer this week’s connection question. Please share:             <ul style="list-style-type: none"> <li><input type="checkbox"/> One or two ways not being aware in the present moment impacts or has impacted your life</li> <li><input type="checkbox"/> One or two ways you've experienced the power of being fully present. (25 pts)</li> </ul> </li> </ul>
<p>Reading or Viewing Content: 4 hours</p>	<p>Read this for cohort response:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read pages 87-260 in <i>The Way of Mindful Education</i>. (approx 3 hours) Most of this reading is made up of descriptions of lessons. It goes quickly!</li> <li><input type="checkbox"/> Watch the 56 minute long video “Room to Breathe” found here: <a href="https://www.mindfulschools.org/resources/explore-mindful-resources/">https://www.mindfulschools.org/resources/explore-mindful-resources/</a></li> </ul> <p>Read this for your Practice Challenge and Reflection</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read <a href="#">SEL Signature Practices</a> 30 minutes</li> <li><input type="checkbox"/> Read <a href="#">The Mindful Educator</a> and take notes that will support your end-of-week reflection.</li> </ul>
<p>Reflect &amp; Respond in Small Cohort 4 hours</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Transcribe three quotes or describe a portion of the movie you’d like to respond to and write a reflection following the <a href="#">guidelines here</a>, by <b>Friday midnight</b>.</li> <li><input type="checkbox"/> Respond to your cohort’s reflections following the <a href="#">guidelines above</a> by <b>Sunday at noon</b>.</li> <li><input type="checkbox"/> Visit the cohort <b>on Monday and Tuesday</b> to answer questions and engage in discussions</li> </ul>
<p>Personal Practice Challenge 4.5 hrs</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Having explored different kinds in week 1, settle on one type of meditation and practice it for 5-10 minutes a day. Consider using InsightTimer or some other app.</li> <li><input type="checkbox"/> Read about the “<a href="#">Two Feet-One Breath</a>” practice, print out the poster (If you can) and place it somewhere where you will see it and practice it several times a day.</li> </ul>
<p>Practice Reflection 1.5 hrs</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Re-read <a href="#">The Mindful Educator</a> and include the following in your 250 word written or recorded reflection.             <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflect on and write about one of the 7 practices listed that you believe do, or will challenge you the most. Explain.</li> <li><input type="checkbox"/> Reflect on and write about one of the 7 practices that you bring a strength to. Explain.</li> </ul> </li> </ul>

	<input type="checkbox"/> What is the condition of your nervous system when you are interacting with youth? What are we transmitting through your presence in the classroom?
Create Takeaway Project 3 hrs	<input type="checkbox"/> Week 2 Takeaway Project: <a href="#">Guide to Creating a Mindful Classroom</a>
Weekly Quiz 1 hour	<input type="checkbox"/> Review reading and take short weekly quiz
Website Project 2-5 hrs	<input type="checkbox"/> Add work to your website around the what and why of mindfulness. Specifically add your takeaway project to it. <a href="#">Link to Website Project Description</a>
Feedback Survey	<input type="checkbox"/> Take the short feedback survey. OPTIONAL
<b><u>Create your own weekly schedule based on the one offered in week 1</u></b>	
<b>Optional:</b> Email me at <a href="mailto:annie@truenatureteaching.com">annie@truenatureteaching.com</a> to sign up for ZOOM or call in meeting with me!	

Week 3 <a href="#">The Restorative Approach: An Inside Job</a>	
<b>Week 3 Learning Objectives</b>	
<ul style="list-style-type: none"> <li>● Examine the history of restorative approaches and get grounded in the “What” and the “Why”</li> <li>● Reflect on the core assumptions of the restorative approach and your relationship to them in your personal and educational life.</li> <li>● Explore the role of “needs” in developing a shared ethos in a learning community.</li> <li>● Examine the continuum of restorative approaches and how they are used in schools.</li> <li>● Examine the elements of the circle process and try a mini circle in your personal or professional life and join a ZOOM circle.</li> <li>● Explore the psychology of emotion in restorative approach and how it works to develop capacity, motivation and skill to repair harm and resolve conflict.</li> </ul>	
Assignments by Type	
Orient, Organize & Connect <i>2 hours</i>	<input type="checkbox"/> Read Week 3’s welcome page, view the video and answer the connection question, coming back to read your classmates. <input type="checkbox"/> Connection Question: <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflecting on a time when you were engaged in a vital learning community, identify <a href="#">what needs</a> were being met to make it such a rich experience. Share those words.</li> <li><input type="checkbox"/> And, What is one way (a routine or practice) you meet or could meet one of those needs for your own students?</li> </ul>
Reading or Viewing	Read this week’s assignments: <ul style="list-style-type: none"> <li><input type="checkbox"/> Read pages 1-124 in <i>Circle in the Square</i> (approx 4 hours) Take notes on the what</li> </ul>

<p>Content: 4 hours</p>	<p>and why.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> “Understanding the What and the Why” Content Slides Videos</li> <li><input type="checkbox"/> <a href="#">Reflections on the Inner Journey of Working in Restorative Justice</a> Kay Pranis</li> <li><input type="checkbox"/> View slides video “Affect Theory and ‘Relational Ballast’”. (Quiz questions will be mostly drawn from content video)</li> </ul>				
<p>Reflect &amp; Respond in Small Cohort 4 hours</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Transcribe three quotes or pieces of learning and write a reflection following the <a href="#">guidelines here</a>, by <b>Wednesday at Midnight</b>.</li> <li><input type="checkbox"/> Respond to your cohort’s reflections following the <a href="#">guidelines above</a> by <b>Friday at noon</b>.</li> <li><input type="checkbox"/> Visit the cohort <b>before midnight on Sunday</b> to answer questions and engage in discussions</li> </ul>				
<p>Personal Practice Challenge 4.5 hrs</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue with 5-10 minutes a day of mindfulness meditation. If you are not finding something that works for you contact me (802-922-3724) to talk about it!</li> <li><input type="checkbox"/> Continue to Pause and practice Two Feet - One Breath.</li> <li><input type="checkbox"/> Read the sample <a href="#">Shared Ethos</a> and <a href="#">Core Assumptions</a> and reflect on how these are lived or not lived in your life and submit your work.</li> </ul>				
<p>Practice Reflection 1.5 hrs</p>	<p>This week you are invited to join a ZOOM session for your Practice Challenge Reflection on Jan 2 from 7 to 8:30 PM. (If you cannot join see the reflection assignment below)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Having read and reflected on the Ethos and Core Assumptions, reflect on the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> Which of the Ethos or Core Assumptions is more difficult for you to live? why? Which is easiest? Why?</li> <li><input type="checkbox"/> Understanding that the Core Assumptions represent human needs (to be valued, to be connected, etc) what are the top four “needs” you’d like to meet for your students in order to create a vital and engaging learning community?</li> </ul> </li> <li><input type="checkbox"/> Have watched the Circle Overview Slide Show before the ZOOM meeting if possible.</li> <li><input type="checkbox"/> Attend the ZOOM session on Jan 2 from 7 -8:30 to experience the circle process and share your reflections. (See login info below)</li> <li><input type="checkbox"/> Record your attendance by writing a quick comment in this discussion on your experience in the circle.</li> <li><input type="checkbox"/> <b>(If you cannot join the ZOOM session please write a 250 word reflection on the prompts above)</b></li> </ul>				
<p>Create Takeaway Project 2 hrs</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Week 3 Takeaway Project: The First Five Classes</i> Based on what you’ve learned so far about mindfulness, SEL (3 Signature Practices, Trauma, and restorative practices, how would you structure the first five class meetings of a school year to: 1) begin to meet the learning needs you identified in your Practice Challenge Reflection, 2) represent some aspect of the ethos, and/or 3) Strengthen one of the core assumptions.</li> </ul> <p>If you aren’t a classroom teacher, then write about how you might change your office or other routines. <i>Here is a sample:</i></p> <table border="1" data-bbox="370 1749 1442 1913"> <thead> <tr> <th data-bbox="370 1749 651 1814">Need being met</th> <th data-bbox="651 1749 1442 1814">Practice or Routine</th> </tr> </thead> <tbody> <tr> <td data-bbox="370 1814 651 1913"><i>Example: Class 1: Everyone</i></td> <td data-bbox="651 1814 1442 1913"><i>Ask students to choose their favorite quote from a hero and create a meme or poster with it.</i></td> </tr> </tbody> </table>	Need being met	Practice or Routine	<i>Example: Class 1: Everyone</i>	<i>Ask students to choose their favorite quote from a hero and create a meme or poster with it.</i>
Need being met	Practice or Routine				
<i>Example: Class 1: Everyone</i>	<i>Ask students to choose their favorite quote from a hero and create a meme or poster with it.</i>				

	<p><i>has something to offer</i></p>	
	<i>Class 2: We are interconnected</i>	<i>Hold a circle to share why they chose the quote, then have students create a group bulletin board with all their quotes on it</i>
	<i>Class 3: Everyone is needed</i>	<i>Collaboratively create a classroom ethos using the circle process. Create visuals to guide the process.</i>
	<i>Class 4: Practices to support our core selves</i>	<i>Teach students about mindful awareness and self-regulation activities and practice.</i>
	<i>Class 5: Safety</i>	<i>Have a circle to share what we need when learning is hard and have each student create a plan for that. "I will color a mandala for five minutes" etc</i>
Weekly Quiz 1 hour	<input type="checkbox"/>	Review reading and take short weekly quiz mostly drawn from the week 3 content slide videos
Website Project 2-5 hrs	<input type="checkbox"/>	Add work to your website around the what and why of mindfulness. Specifically add your takeaway project to it. <a href="#">Link to Website Project Description</a>
ZOOM Circle		Between January 2nd and 10th we will meet once for 90 minutes on ZOOM to experience a circle together and participate content discussion.
Feedback Survey	<input type="checkbox"/>	Take the short feedback survey. OPTIONAL
<b><u>Create your own weekly schedule based on the one offered in week 1</u></b>		
<b>Optional:</b> Email me at <a href="mailto:annie@truenatureteaching.com">annie@truenatureteaching.com</a> to sign up for ZOOM or call in meeting with me!		

## Week 4 : Putting Restorative Approaches to Work

### Week 4 Learning Objectives

- Review and reflect on your work so far, identifying takeaways.
- Apply pausing and restorative communication principles to your personal life and reflect on it's impact.
- Create plan to utilize learning in your own milieu
- Assemble resource project website to reflect the learning you wish to share with others.
- Explore foundation of responding to harm.

### Assignments by Type

- |                         |                                                                                                         |
|-------------------------|---------------------------------------------------------------------------------------------------------|
| <b>Orient, Organize</b> | <input type="checkbox"/> Read Week 3's welcome page, view the video and answer the connection question, |
|-------------------------|---------------------------------------------------------------------------------------------------------|

<p><b>&amp; Connect</b> <i>2 hours</i></p>	<p>coming back to read your classmates.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Connection Question: Please reflect on a time when someone gave you difficult feedback that you were actually able to hear (instead of lashing out, running away, deflecting etc). What was it about their delivery, presence, etc that made that possible. Sharing context is optional!</li> </ul>
<p>Reading or Viewing Content: <i>4 hours</i></p>	<p><b>Reading for the final Full Class Cohort Discussion:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review yours and other’s work so far.</li> <li><input type="checkbox"/> Review readings and resources.</li> </ul> <p><b>Reading and Viewing for Final Test</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> “Understanding the Why” Content Video</li> <li><input type="checkbox"/> <b>Watch slide overview of Affect Theory ADDED</b></li> <li><input type="checkbox"/> Read pages 145-177 from <i>Circle in the Square</i>. 15 min</li> <li><input type="checkbox"/> Read <a href="#">Baby Steps Towards Restorative Practices</a>. 15 min</li> <li><input type="checkbox"/> <b>Restorative Justice Conferencing ADDED!</b></li> <li><input type="checkbox"/> <a href="#">Circle Process Guide</a></li> <li><input type="checkbox"/> <a href="#">Circle FAQ’s</a></li> </ul> <hr/> <p><b>Reading and Video for Practice Challenge Reflection</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read <i>Starting with a Pause: How Restorative Practices Transforms Schools</i> 20 min <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Magazine Version</a> - See TOC</li> <li><input type="checkbox"/> <a href="#">PDF version</a></li> </ul> </li> </ul> <hr/> <p>Reading for further learning <b>Optional</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Using the Restorative Questions Effectively</a>:</li> <li><input type="checkbox"/> Read <a href="#">Transforming Teaching and Learning Through Mindfulness Based Restorative Practices</a> Chapter. 15 min</li> </ul>
<p>Reflect &amp; Respond in Full Class <i>4 hours</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review and reflect on your cohort discussions in this class so far (or new work from this week), and in the full class cohort group, share at least three <ul style="list-style-type: none"> <li><input type="checkbox"/> pieces of information (<b>Understanding</b>) you’d think are central to this work</li> <li><input type="checkbox"/> pieces of <b>Awareness</b>, things you’ve discovered about yourself related to this work.</li> <li><input type="checkbox"/> <b>Intentions</b> you’d like to follow through on.</li> </ul> </li> <li><input type="checkbox"/> Respond to ALL of the classes’ reflections following the <a href="#">guidelines above</a> by <b>Friday at noon</b> by choosing at least <b>one</b> of their “Pieces” of sharing you can relate to, add to, or celebrate.</li> <li><input type="checkbox"/> Visit the cohort <b>before midnight on Sunday</b> to answer questions and engage in discussions</li> </ul>
<p>Personal Practice Challenge <i>4.5 hrs</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intentionally practice pausing (<a href="#">two feet-one breath</a>) and restorative communication P.A.I.R. to your life this week. (even if you simple add Pause and Acknowledge to your interactions)</li> <li><input type="checkbox"/> Explain why RP is important to at least one person</li> <li><input type="checkbox"/> Continue your mindfulness practice by choosing one new guided meditation.</li> </ul>
<p>Practice Challenge Reflection</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Try PAIR or some part of it with a communication this week. This means that at the very least you begin a conversation by pausing with two feet one breath and acknowledging their experience in some way, and then asking some questions to</li> </ul>

1.5 hrs	<p>better understand them. Report out your experiences, questions, challenges related to Restorative Communication (200 words)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Report briefly on how it was to explain why RP is important and cite which reasons you chose to convey. (150)</li> <li><input type="checkbox"/> Report on your mindfulness practice. (100 words)</li> </ul>
<p>Create Takeaway Project 3 hrs</p>	<p>For this final week’s takeaway you are writing, recording, or creating a personal “About Me” message for your website. Your audience is meant to be other educators. It is a message about your journey with this work and how you hope mindfulness and restorative practices might impact classrooms and schools. (350 words or equivalent)</p> <p>Steps:</p> <ol style="list-style-type: none"> <li>1. Review your work— cohort discussions and takeaways.</li> <li>2. Take note of what really resonates, what you want to carry with you.</li> <li>3. Decide on a way to communicate this that you enjoy.</li> <li>4. Post it to your website.</li> </ol> <p>This is a purposefully open assignment that gives you creative freedom to pass on what you think is worth passing on in the way you want to present it.</p> <p>Assessment for such a project is difficult, therefore I am asking you to include in this takeaway a self-assessment based on the following criteria:</p> <ul style="list-style-type: none"> <li>- Does your project reflect your authentic, personal voice?</li> <li>- Does it relay accurate information that has the potential to impact teachers and students positively?</li> <li>- Have you used a format that others can understand.</li> </ul> <p>Remember that an A indicates “going above and beyond”</p>
<p>Weekly Quiz 1 hour</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Take a Test based on the <ul style="list-style-type: none"> <li><input type="checkbox"/> “Understanding the What” Content Video (Quiz Content)</li> <li><input type="checkbox"/> Read pages 145-177 from <i>Circle in the Square</i>. 15 min</li> <li><input type="checkbox"/> Read <a href="#">Baby Steps Towards Restorative Practices</a>. 15 min</li> <li><input type="checkbox"/> <a href="#">Circle Process Guide</a></li> <li><input type="checkbox"/> <a href="#">Circle FAQ’s</a></li> </ul> </li> </ul>
<p>Website Project 2-5 hrs</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Wrap up your website project, making sure the takeaways are included in the resources offered.</li> </ul>
<p>Class Survey</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Take the short feedback survey. REQUIRED</li> </ul>