

Transforming Teaching & Learning Through Mindfulness and Restorative Practices Summer 2019

HYBRID COURSE

July 1–5 Online

July 8–12 In Person 9AM-3:30PM

July 15–19 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 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) alongside equity and trauma informed 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, personal journeys 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 RP as tools within a reflective practice, looking closely together at our teaching life.

RP 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 RP 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 they 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** document to hold a Learning Journal
- **Review and reflect** on how mindful awareness activities and restorative practices (RP) affect classroom learning, implicit bias, equity, executive functioning, trauma informed approaches, and behavior.
- **Develop and report** on a personal practice of mindfulness in and out of the classroom.
- **Read and respond** to RP texts.

- **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 friends.
- **Review** and **reflect** on trauma informed care, equity, attachment theory and affect theory and how they relate to mindfulness based RP.
- **Examine** the role of trauma informed practice sin RP using Dr. Bruce Perry’s work.
- **Review** and **research** regulation tools to use in the classroom.
- **Design** and **implement** one basic mindfulness activity that is developmentally appropriate and feels authentic to the teacher.
- **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 and design at least one circle.
- **Review** and **reflect** on how Mindfulness and RP work interdependently.
- **Reflect** and **write** a final Learning Journal

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).

Riestenberg, 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.educationalleadership-digital.com/educationalleadership/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/>
- 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](http://www.PeaceAlliance.org),” 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: (Available from instructor for discounted price)

- 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](#). 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](#), 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](#). 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 (7/1–7/5) while you read required texts and do the assignments. The following week (7/8–7/12) we will meet for a full week in person from 9AM to 3:30PM for in-class experiential work and reflection. The following week (7/15–7/19) will be spent online as participants complete their final assignments, learning statements, and sharing out project. You will have access to the online classroom on approximately 6/24 to get a head start.

Course Expectations

- Learn and practice mindful awareness activities 10-20 minutes a day.
- Log on to CVEDCVT.edu20.org/ before 7/1 to become acquainted with how it works, review syllabus, and ask questions about course.
- Log on to CVEDCVT.edu20.org/ routinely to check class announcements.
- Complete required reading assignments and classwork for the 7/1–7/5 online class portion.
- Complete a learning statement and resource project during the 7/15–7/19 online portion of class.
- Complete a course evaluation.
- Attend every in-person meeting.

Course Requirements

Class Attendance and Participation 55%

Online Assignment Completion 25%

Final Learning Journal 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 7/1–7/5 7 hours - Begin reading as soon as you can!

Prepare for Class

- Read Welcome email that will arrive by 6/17
- Read course syllabus and ask questions via email annie@truenatureteaching.com or Jeanne at info@cvedcvt.org
- 6/24** you will receive an invitation to our online learning platform CVEDCVT.edu20.org. Accept invite and explore.
- By **7/1**, 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.

- By **7/8** Read and respond to each introduction!
- On **7/1** Watch short videos and begin practicing 5 - 10 minutes a day.:
 - “[Headspace: How to Start Meditating](#)” 1:53 and [Meditation 101: A Beginner’s Guide](#). Begin with 5-10 minutes a day.
 - Watch [Sacred Pause](#) (4:35) Begin the practice of pausing.
- 7/1–7/5** Read
 - “[Mindfulness for Educators](#)” by Claire Stanley.
 - “[Pausing](#)” by Claire Stanley
 - Read pp 1-135 of *The Way of Mindful Education* (Drop-shipped to you by CVEDC around 6/27) pp 1-135 and take notes or mark up book!
 - Read foreword and introduction and Chapter 1 in Circle in the Square.
 - Record three quotes from text and respond using [understanding, awareness and intention guidelines](#).**

*Annotate and take notes in the way that makes sense to you—sticky notes, highlighters, voice memos, etc.

In-Person Class: 7/8–7/12 9AM-3:30 PM

Day 1 - 7/8 Monday

Achievable Outcomes	Evening Assignment
<ul style="list-style-type: none"> ● Experienced the power of belonging, safety and voice. ● Used the circle process to build connection and safety. ● Reviewed basic circle elements and process ● Reviewed the course expectations and design ● Reviewed basics of mindfulness—in schools and in our personal lives. ● Reflected and assessed your “mindfulness” state. ● Used the circle process to reflect on our experiences with mindfulness ● Reviewed walking mindfulness, practiced and reflected ● Contributed questions to the parking lot. 	<ul style="list-style-type: none"> <input type="checkbox"/> Practice at least 10 minutes between now and tomorrow. <input type="checkbox"/> Read “Here, Now, Aware: The Power of Mindfulness” by Joseph Goldstein & Take Notes <input type="checkbox"/> In our online classroom, begin your learning journal with initial reflection and three quotes.

Day 2 - 7/9

Achievable Outcomes	Evening Assignment
<ul style="list-style-type: none"> ● Learned and practiced ways to settle in and check-in ● Cultivated awareness of our thoughts and their power ● Listened to explanation of mindful awareness ● Reflected on our own thought patterns ● Experienced check-in and mindfulness of sound 	<ul style="list-style-type: none"> <input type="checkbox"/> Read “Doing the Buddha’s Practice” by Jack Kornfield. (Optional talk: Dharma RAIN: Working with Difficult Emotions.) <input type="checkbox"/> Write three reflections on the quotes from day 1 or other learning.

<ul style="list-style-type: none"> ● Used the poem “Gratitude” to support mindful awareness ● Reviewed homework ● Reflected on learning 	<ul style="list-style-type: none"> <input type="checkbox"/> Read your cohort’s initial reflection and respond. <input type="checkbox"/> Bring any quotes or poems you like! <input type="checkbox"/> Optional but highly recommended! Listen to Kamala Master’s talk “Compassion & Courage.”
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Day 3 - 7/10

Achievable Outcomes	Evening Assignment
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<ul style="list-style-type: none"> ● Learned and practiced ways to settle in and check-in ● Used the circle process to reflect on our learning ● Reflected on your situation and intention ● Reflected on assumptions made about RP ● Explored RP by participating in a gallery walk. ● Articulated questions and shared thoughts ● Reviewed what all three tiers look like in action ● Shared our own experiences ● Worked in groups to explore the intersection of mindfulness and restorative practices 	<ul style="list-style-type: none"> <input type="checkbox"/> Read introduction to the Social Neuroscience of Education. <input type="checkbox"/> Read “Reflections on the Inner Journey of Working in Restorative Justice” <input type="checkbox"/> Choose one takeaway from the day or the reading assigned in the syllabus and apply the same framework in your 2nd cohort groups.
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Day 4 - 7/11

Learning Goals:	Evening Assignment
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<ul style="list-style-type: none"> ● Learned and practiced ways to settle in and check-in ● Reflected on our learning from the previous night. ● Worked in groups to explore five themes of a restorative classroom ● Participated in a gallery walk to reflect on the learning so far. ● Used the SOAR worksheet and SMART goal format to begin action plan. ● Reviewed Restorative communication using affective statements and nonviolent communication. ● Developed awareness of how we respond in difficult situations. ● Reviewed Restorative communication using affective statements and nonviolent communication. ● Reflected on our learning ● Heard questions and discuss tomorrow’s goals. 	<ul style="list-style-type: none"> <input type="checkbox"/> Choose one takeaway from the day or the reading assigned in the syllabus and apply the same framework <input type="checkbox"/> Read “Baby Steps Toward Restorative Justice” <input type="checkbox"/> Read “Where Dignity is Part of the School Day” by Fania Davis <input type="checkbox"/> Practice Restorative Communication. <input type="checkbox"/> Does anyone have a favorite 5-10 minute meditation to share?
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Day 5 - 7/12

Achievable Outcomes	Evening Assignment
<ul style="list-style-type: none"> ● Explored what and how of restorative circles. ● Reviewed the what and how of restorative circles. ● Design your own circle. ● Practice the areas of RP and mindfulness that call to us. ● Reflect on our time together. 	<ul style="list-style-type: none"> <input type="checkbox"/> Circle Scripts and Mindfulness Lessons in Cohort and Respond. <input type="checkbox"/> Post Class Work as described in the Learning Journal description.

Online Week 7/15 - 7/19 - 5.5 hours

<ul style="list-style-type: none"> ● Reviewed your cohort's work, copying quotes and insights that you want to include in your learning journal. ● Completed three more learning reflections on learning and reading. ● Completed three circle scripts and/or mindfulness lessons - at least one of each and post to cohort. RESPOND to cohort. ● Created an action plan/resource project ● Wrote final reflection. 	<ul style="list-style-type: none"> <input type="checkbox"/> Circle Scripts and Mindfulness Lessons in Cohort and Respond. <input type="checkbox"/> Three Reading/Learning Reflections. <input type="checkbox"/> Post Class Work as described in the Learning Journal description. <input type="checkbox"/> Post Completed Learning Journal by 7/26
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Class Prep Online: 7 hours Class Meeting Hours: 32.5 hours Project Time After In Person Class: 5.5 hours TOTAL: 45 hours

All coursework must be completed and submitted to the instructor no later than 7/26 unless previous arrangements are made.

