

Cambridge Schools Conference



Workshop

Mindfulness-Based Wellbeing

Be Mindful, Teach Mindfully, Teach Mindfulness

Kevin Hawkins & Amy Burke
Churchill College, Cambridge
September 2018





NHS
National Institute for
Health and Clinical Excellence

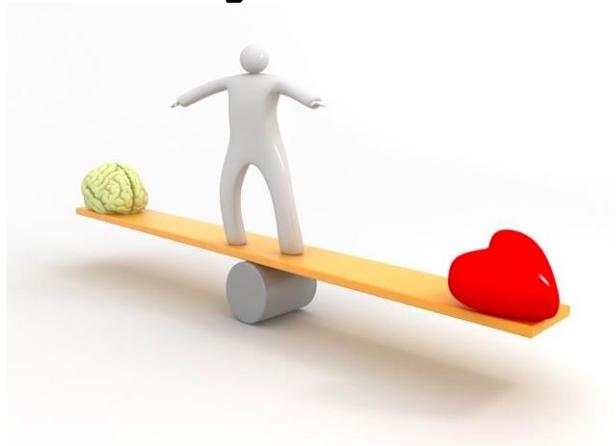
Issue date: December 2004, with amendments April 2007

Quick reference guide (amended)

Depression: management of
depression in primary and
secondary care



Understanding ourselves -
our minds,
our bodies,
our emotions,
- is a key life skill

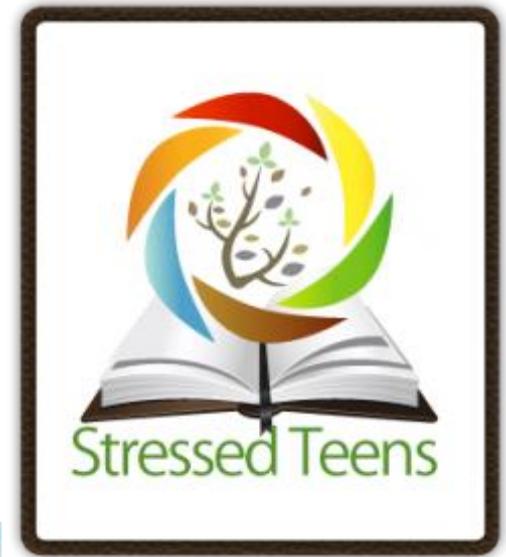
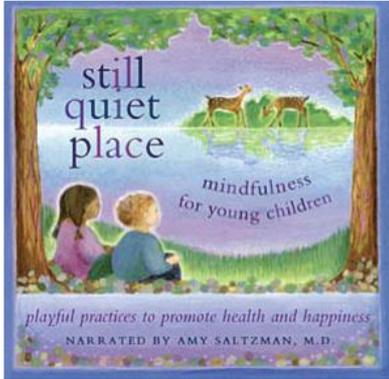


Three Aspects of Mindfulness in Education:

Being Mindful

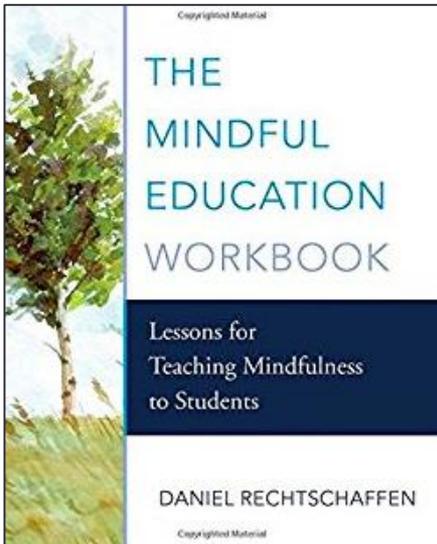
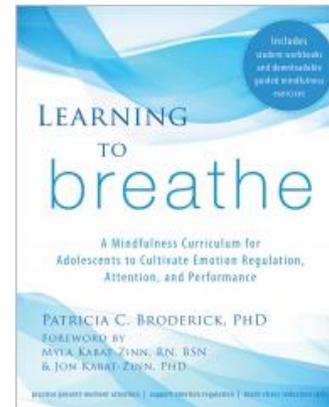
Teaching Mindfully

Teaching Mindfulness



Mindful Schools

Integrating Mindfulness Into Education



MINDUP

attention

Self
Awareness

Emotional
Regulation

STRESS

FLOURISH

“Pay attention!”

**"Parents and teachers tell
kids 100 times a day to pay
attention.
But we never teach them
how."**

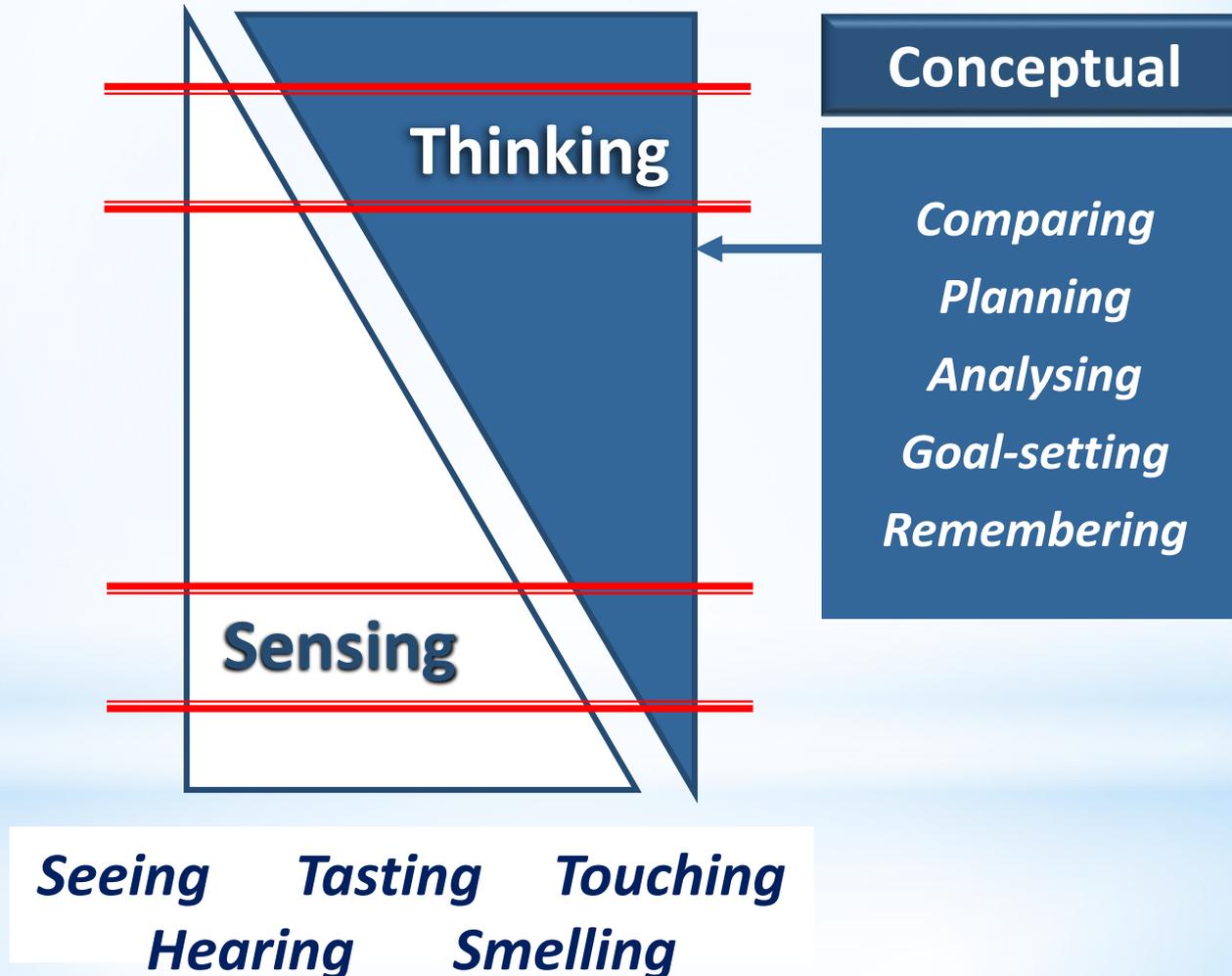
Stanford researcher Philippe R. Goldin





for life

Two modes of mind



“Oh, I’ve had my moments, and if I had to do it over again, I’d have more of them. In fact, I’d try to have nothing else. Just moments, one after another, instead of living so many years ahead of each day.”

Nadine Stair, 85 years old

‘Mindfulness training with adolescents enhances metacognition and the inhibition of irrelevant stimuli’ (2016)

- 16-18 year old students
- EEG’s measuring attention performance on computerised distraction tests

Results showed:

- better focus after the training
- able to *‘more efficiently inhibit irrelevant stimuli’*
- reduced hypercritical self-beliefs compared with the control group.

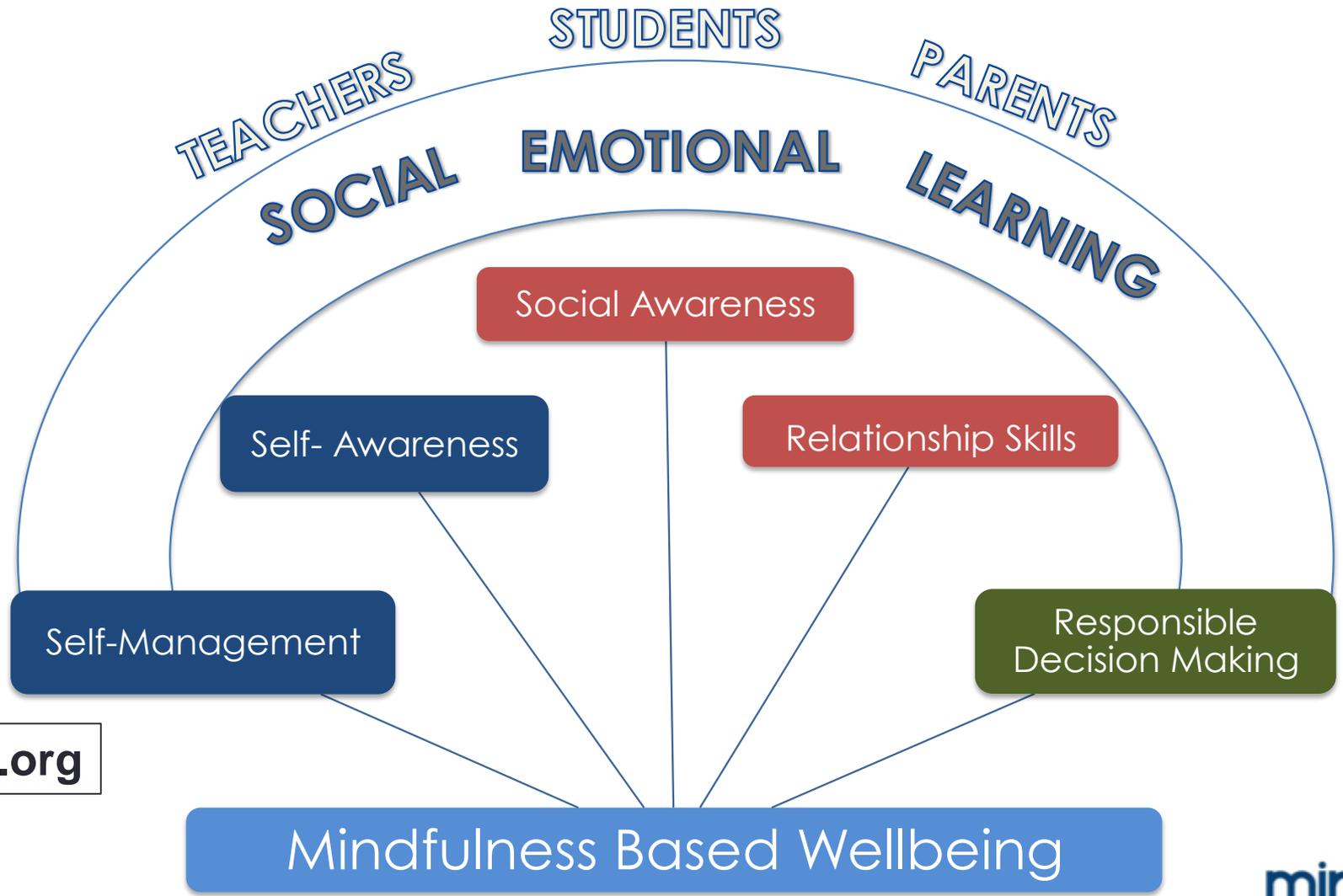


Heartfulness



Social Emotional Learning (SEL)

WELLBEING



casel.org

mind
well

Foundations of MindUP

Kimberly A. Schonert-Reichl



Social Emotional



Positive

MINDUP



Neuroscience



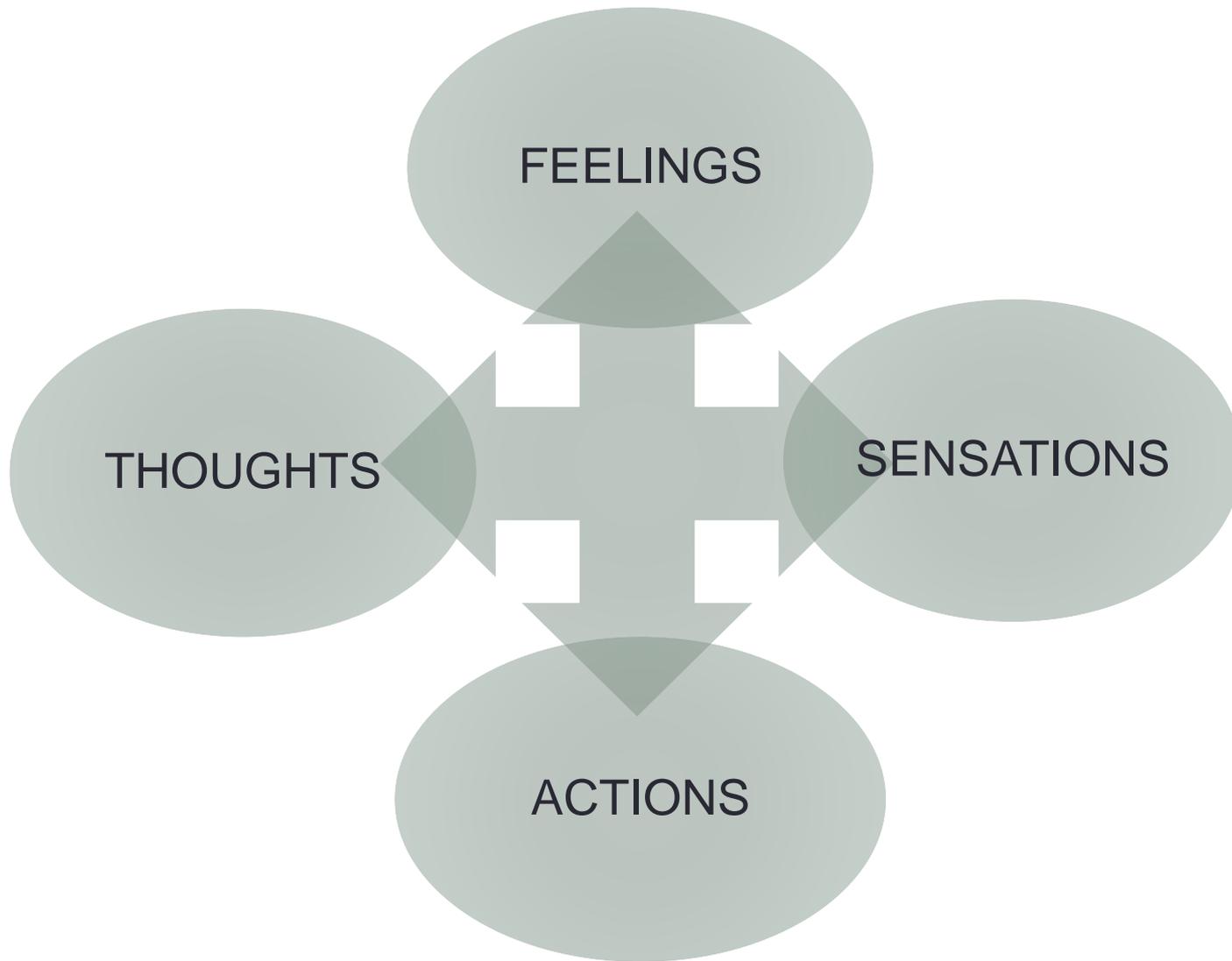
**Mindful
Attention
Awareness**

Emotional
Regulation

Self
Awareness

attention





Pattern Completion

“I don’t want to go to school today”

“But you have to darling”

“Why?”

“Because you are the Headmaster”

*I need to
speak to you*



Negativity Bias



Storytelling



“Thoughts Are Not Facts”

Why does this matter?

Mindful awareness can help us see that thoughts can be fallible

Helps stop us from getting 'hooked' by our stories

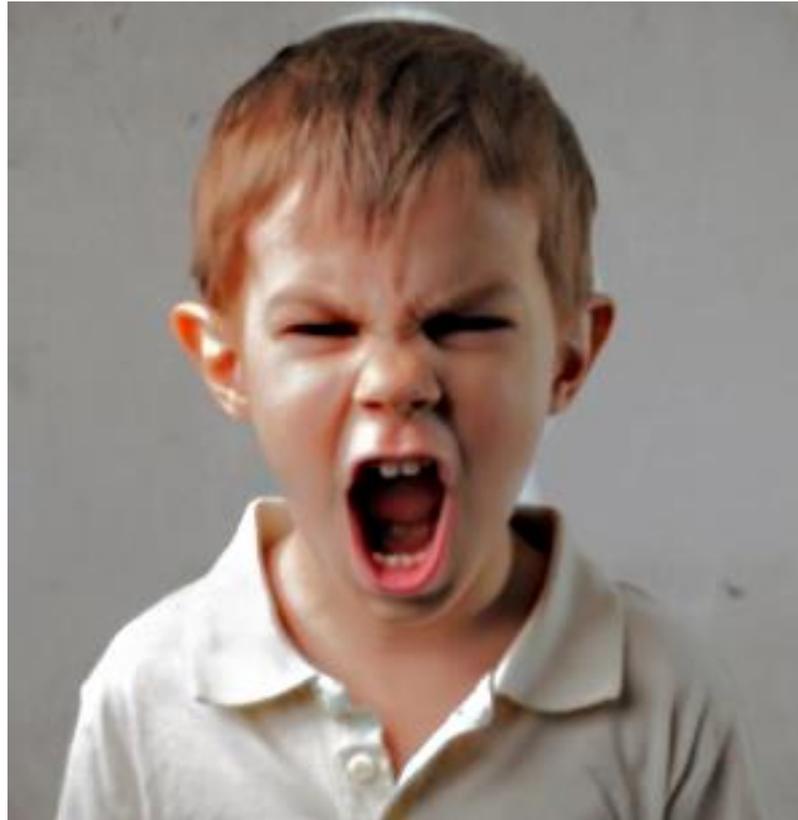
Negative stories isolate us – mindful awareness connects us



Applying Mindful Awareness



Emotional Regulation

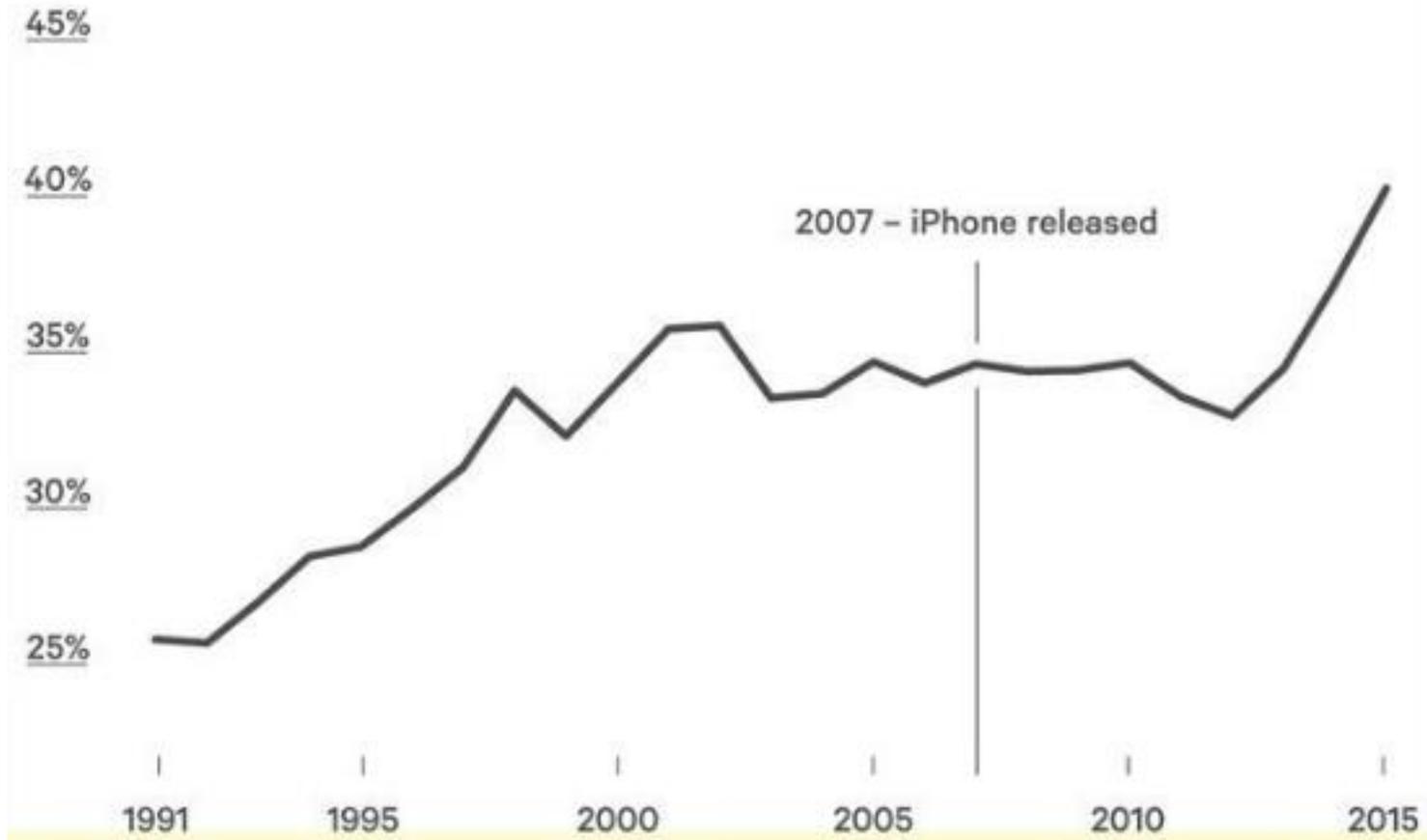






Less Likely to Get Enough Sleep

Percentage of 8th-, 10th-, and 12th-graders who get less than seven hours of sleep most nights

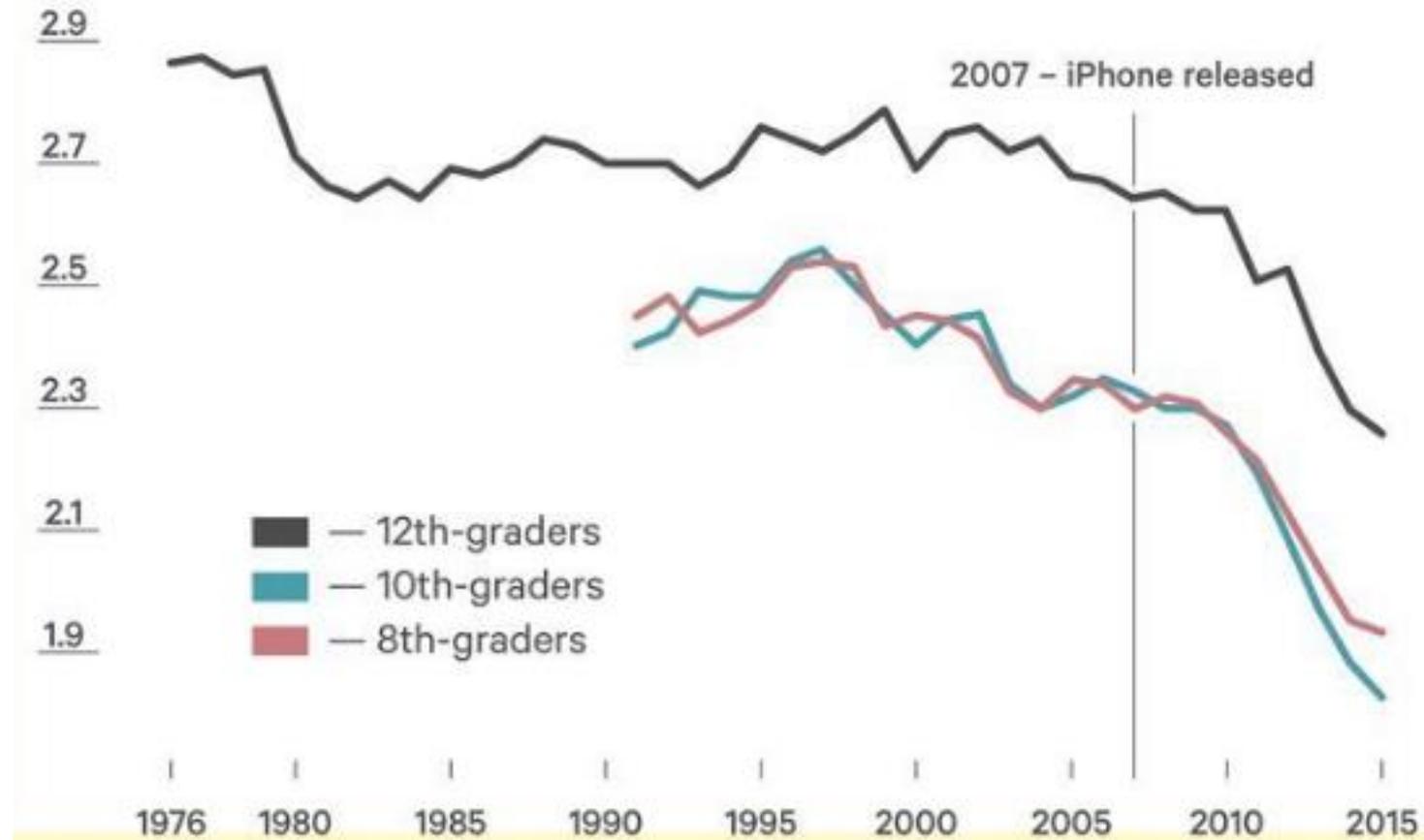


<https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/>

<https://www.psychologytoday.com/us/blog/our-changing-culture/201708/why-so-many-teens-today-have-become-depressed>

Not Hanging Out With Friends

Times per week teenagers go out without their parents

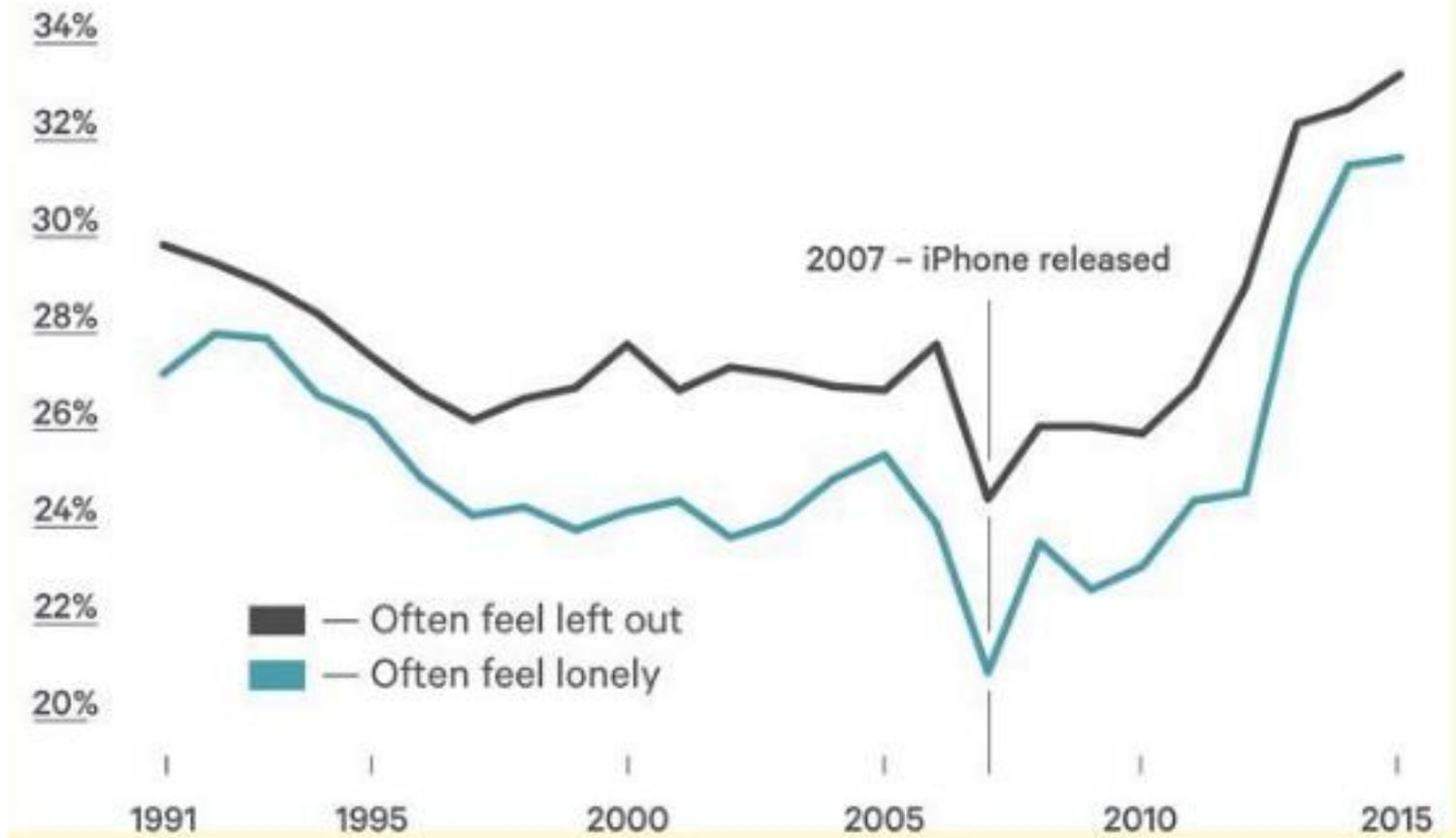


<https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/>

<https://www.psychologytoday.com/us/blog/our-changing-culture/201708/why-so-many-teens-today-have-become-depressed>

More Likely to Feel Lonely

Percentage of 8th-, 10th-, and 12th-graders who agree or mostly agree with the statement "I often feel left out of things" or "A lot of times I feel lonely"



WELLBEING

STUDENTS

TEACHERS

PARENTS

SOCIAL

EMOTIONAL

LEARNING

CLASSROOMS

MUSIC, ARTS

HEALTH
EDUCATION

COUNSELING &
AFFECTIVE SKILLS
TRAINING

PHYSICAL
EDUCATION

MINDFUL
AWARENESS
TRAINING



The impact of enhancing SEL

A meta-analysis of school-based universal interventions

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011)*

- Improved SEL skills
- Improved Attitude
- Reduced Behavioural Problems
- Reduced Emotional Distress

*Child Development, 82, 405–432.

“Students with training in social-emotional learning gained an average of 11 percentile points on standardized test scores compared with students who did not receive the training.”

The impact of enhancing SEL

A meta-analysis of school-based universal interventions

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011)*



Meta-Analysis of Follow-Up Effects

Published July 12, 2017

Academic Performance:

Average 13 percentile points higher 3.5 years after intervention

Graduation Rates:

High school - 6% increase

College - 11% increase

Long term - Lower:

Conduct problems, emotional distress, and drug use

Long Term - Higher:

Social and emotional skills, positive attitudes toward self, others, and school







“Educating the mind without educating the heart is no education at all.”

Aristotle



Improving Wellbeing
in Teaching & Learning

kevin

hawkins



How can mindfulness help develop SEL?



Attention – the capacity to sustain curiosity

Awareness – of physical, emotional and mental events

Self-knowledge – eg. noticing recurring thought patterns

Breathing and grounding techniques – to calm and centre

Space and time – to respond rather than react

Empathy – understanding self and other

Jon Kabat-Zinn

Mindfulness and SEL in Education



<https://www.youtube.com/watch?v=Qm-qnkelUyE>

Three Aspects of Mindfulness in Education:

Being Mindful

Teaching Mindfully

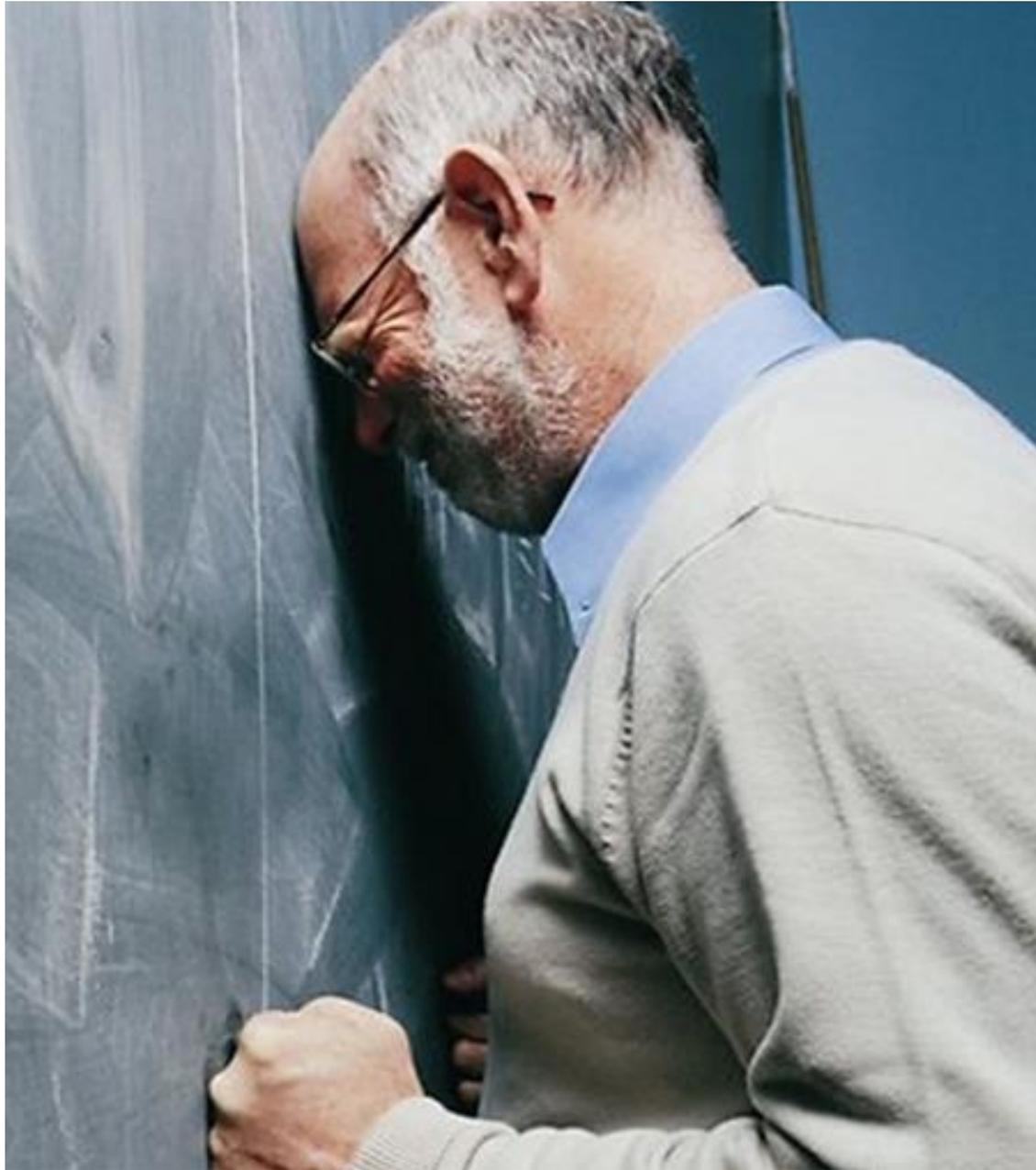
Teaching Mindfulness

“What we want for our children
we need for ourselves”

Oxygen Mask Principle

“...Place the oxygen mask on yourself first before helping small children or others who may need your assistance.”





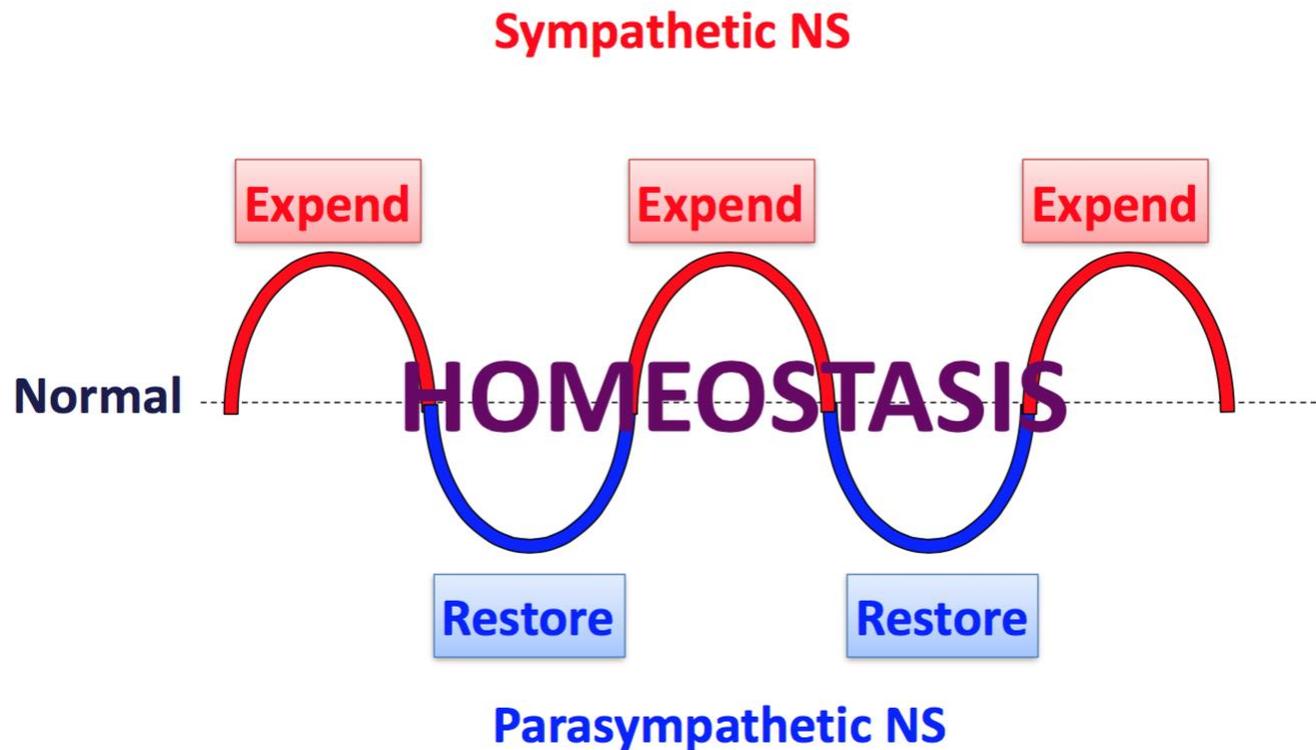


What stresses you out?

Where do you feel it in your body?

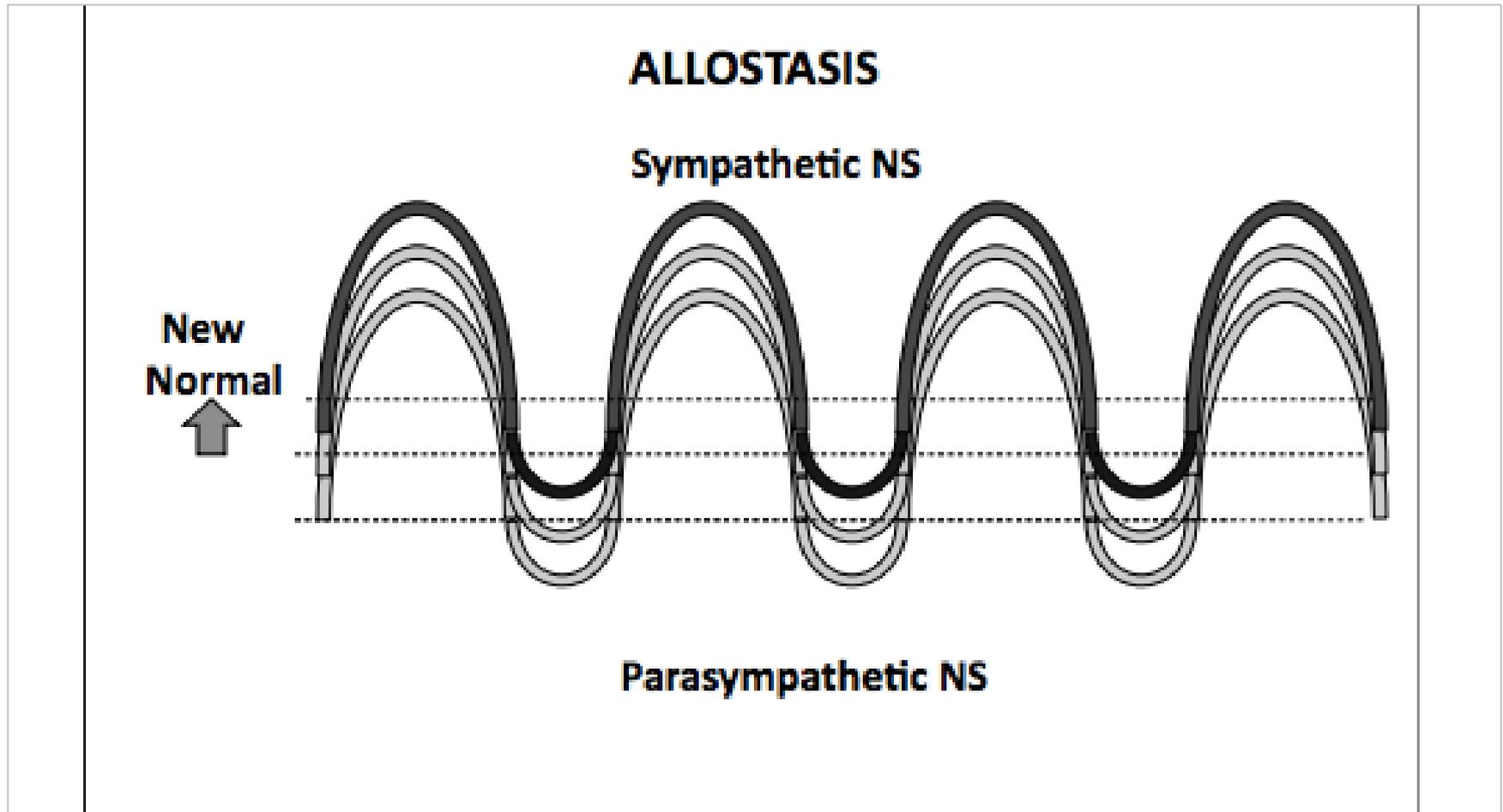
How do you manage your stress?

Autonomic Nervous System

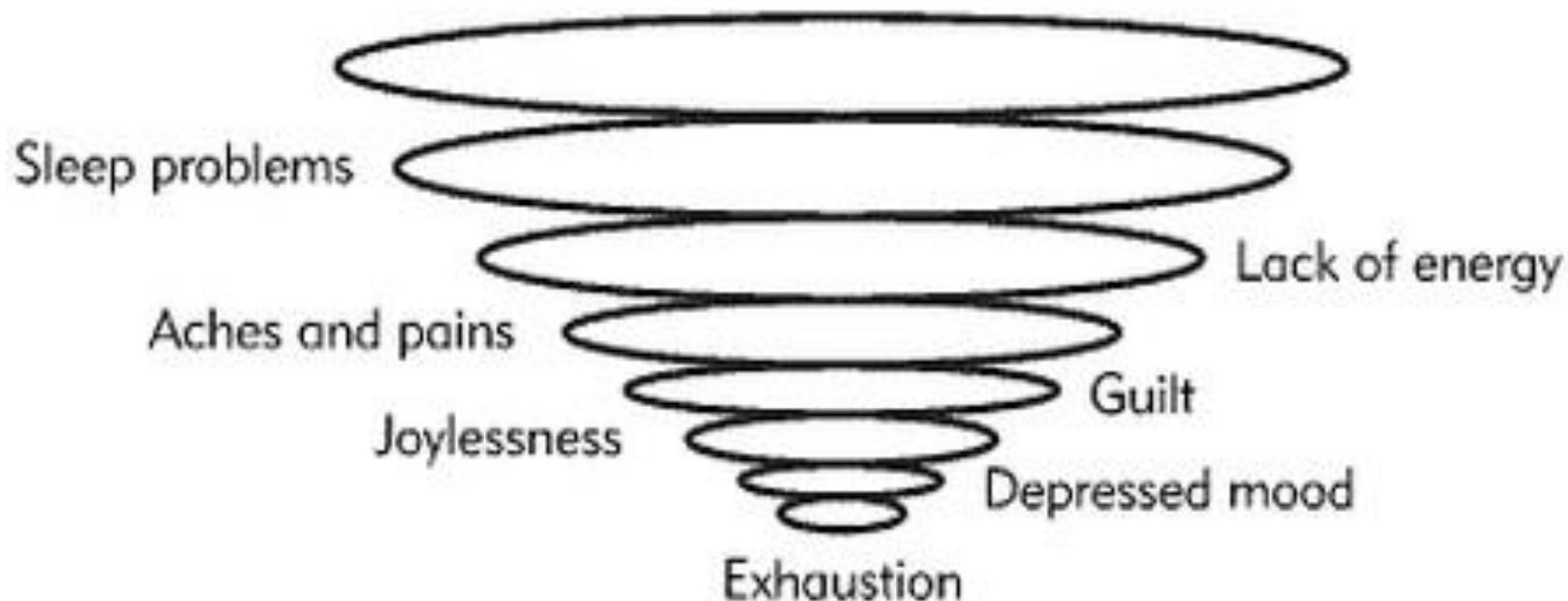




Chronic Elevated Stress Levels – a New Normal

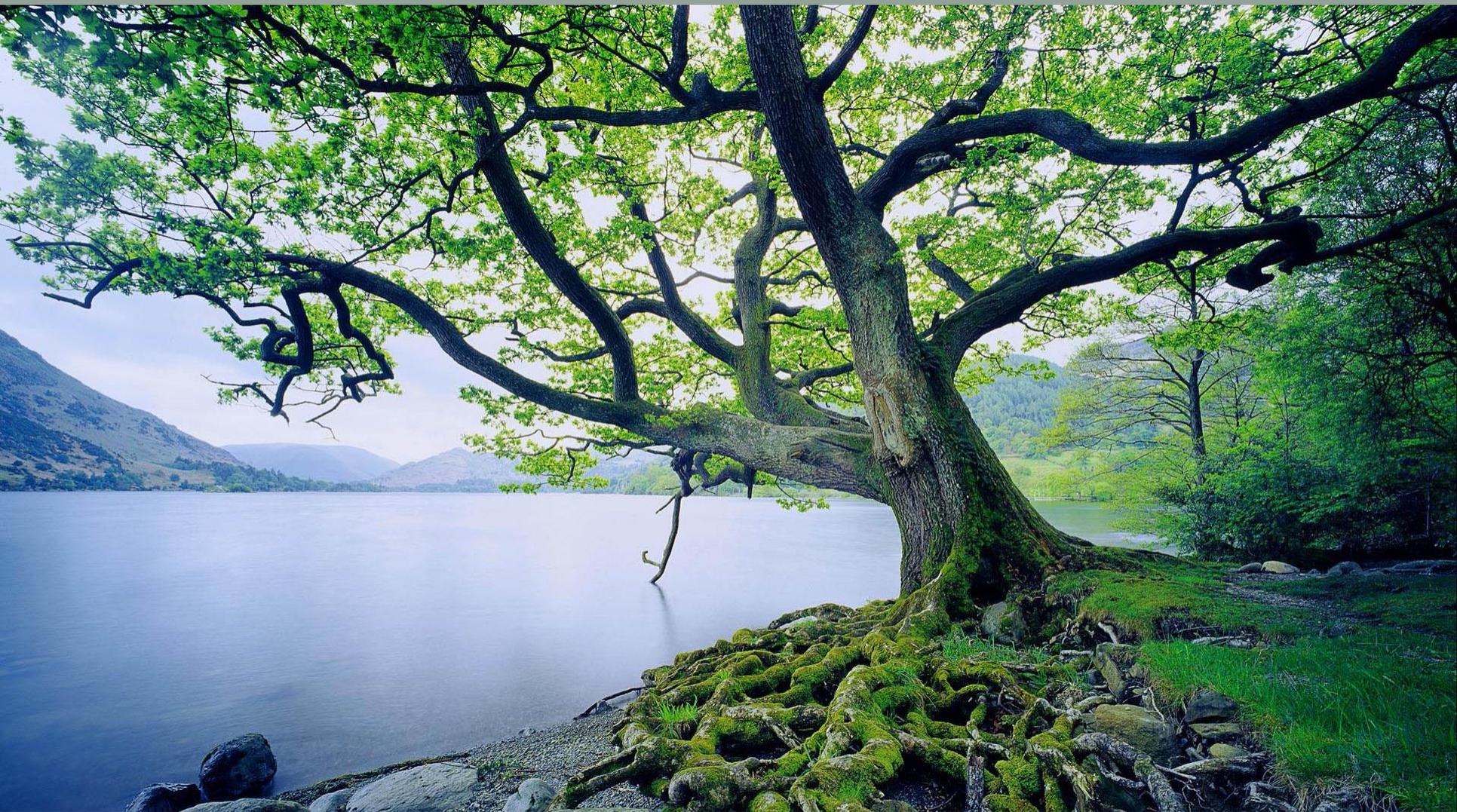


Exhaustion Funnel



Self-care



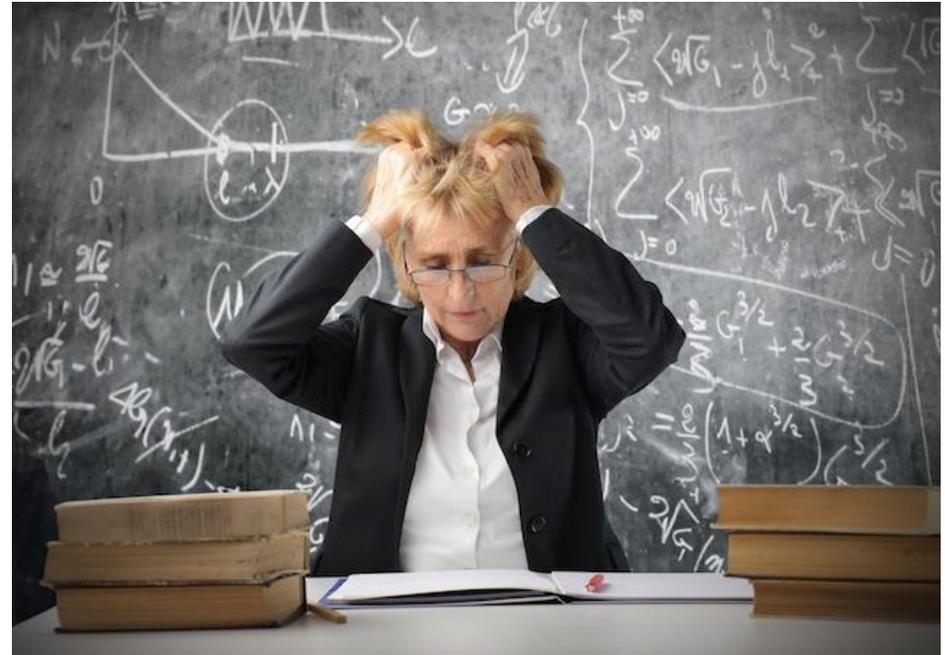


82 female teachers

randomly assigned to training group or control group

After 8 weeks...

- Less negative emotion
- Reduced feelings of depression
- Increase in positive states of mind





After 5 months...

- Lower blood pressure
- Recovered from stressful task more quickly
- Greater feelings of compassion towards others
- Less hostility or contempt

Contemplative/Emotion Training Reduces Negative Emotional Behavior and Promotes Prosocial Responses

Margaret E. Kemeny, Carol Foltz, James F. Cavanagh, Margaret Cullen, Janine Giese-Davis, Patricia Jennings, Erika L. Rosenberg, Omri Gillath, Phillip R. Shaver, B. Alan Wallace, and Paul Ekman

Online First Publication, December 12, 2011. doi: 10.1037/a0026118

Mindfulness – Formal practice

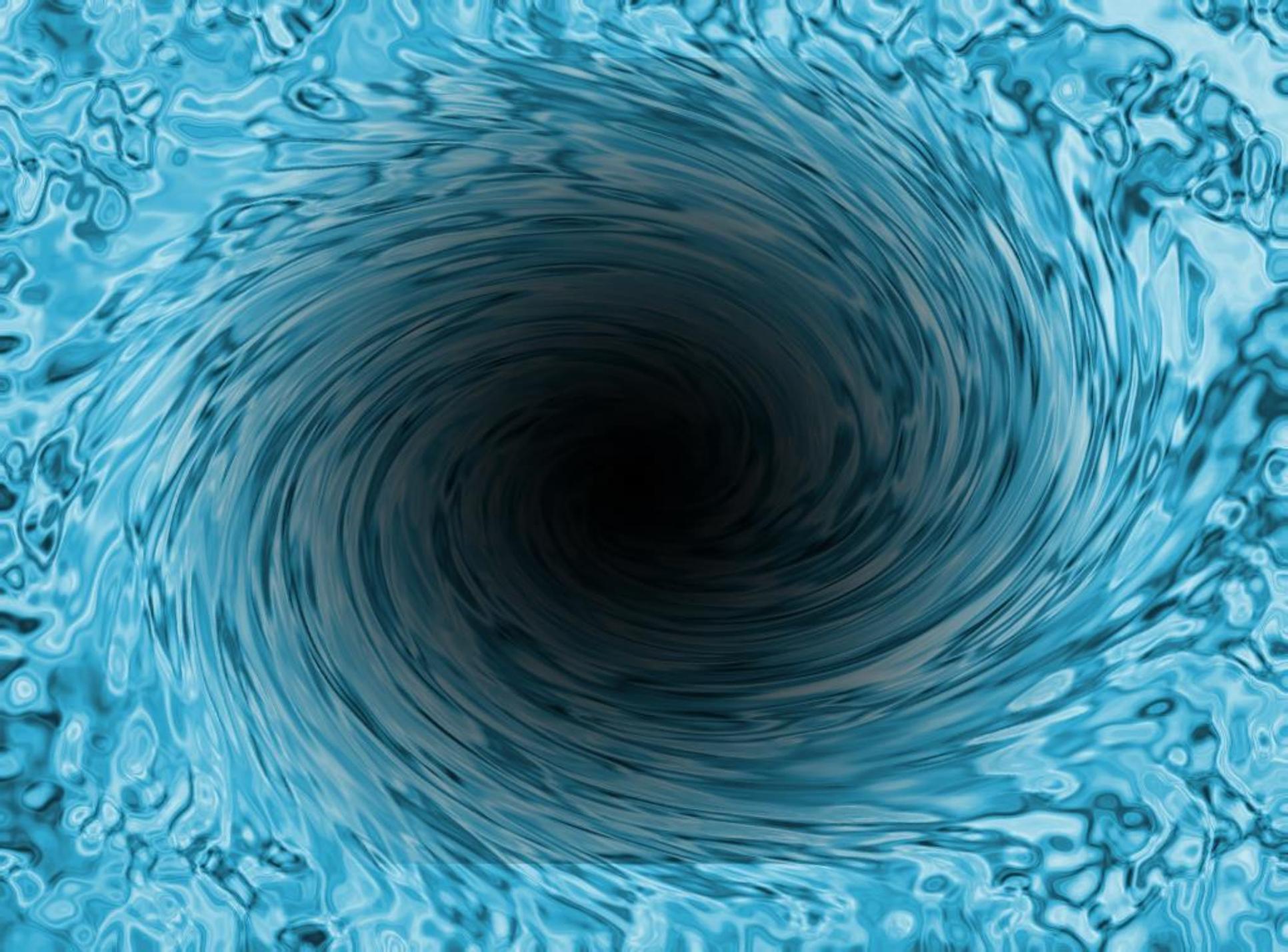


Mindfulness – Informal Practice



Practice during
every day
activities





Weaving it in....

- Routine activities – sensory focus
- Post-it reminders
- Bells on computers
- Choosing to take a breath before sending an email
- Short breather - go outside school - fresh air
- Slowing down a little, walking mindfully
 - Walking from tram/bus to home/school
 - Walking from car to the front door of the school
 - Hands and arms or feet awareness while walking in hallways
 - Walking through a threshold or up stairs

An 8 Week Course



MBSR

Mindfulness Based Stress Reduction

Best to find a live local group teacher if possible, but there is also a very good self-paced online course available from [Umass](https://www.umass.edu) (www.soundstrue.com/store/mbsr-course)

Teacher Retreats



GARRISON INSTITUTE

CULTIVATING AWARENESS AND RESILIENCE IN EDUCATION

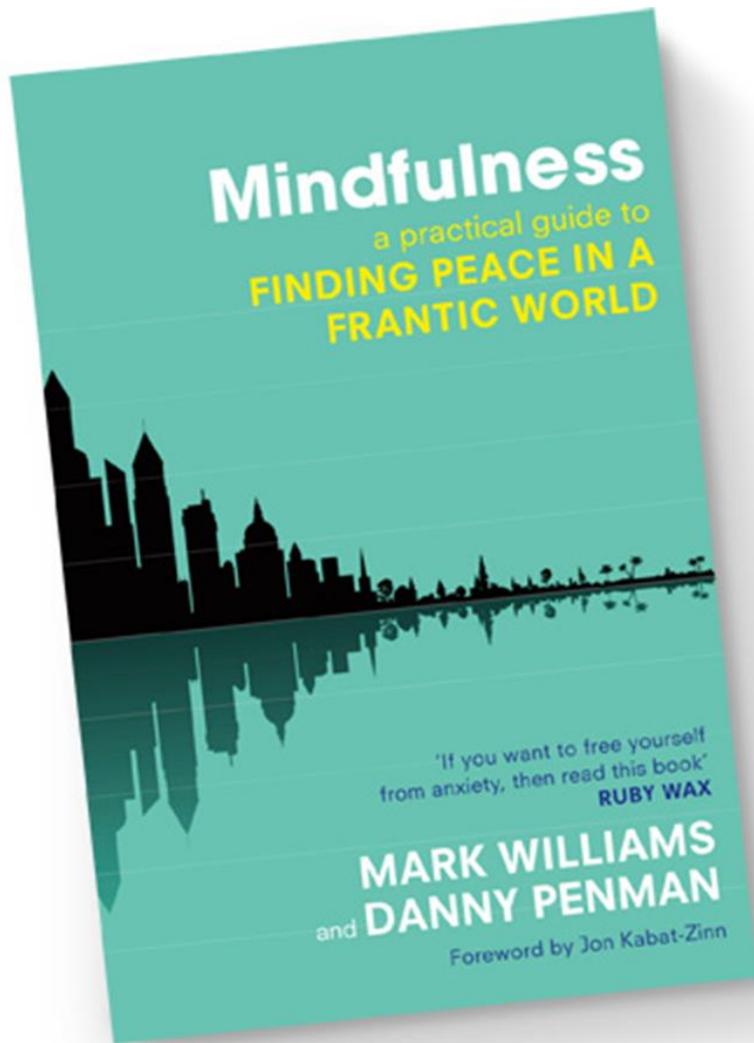
New York City Research (published 2017):

200+ teachers

36 urban elementary schools

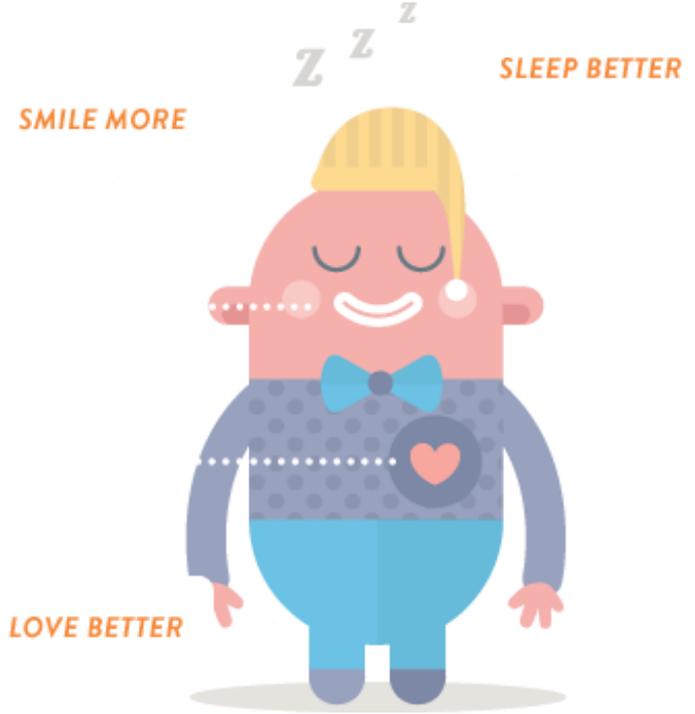
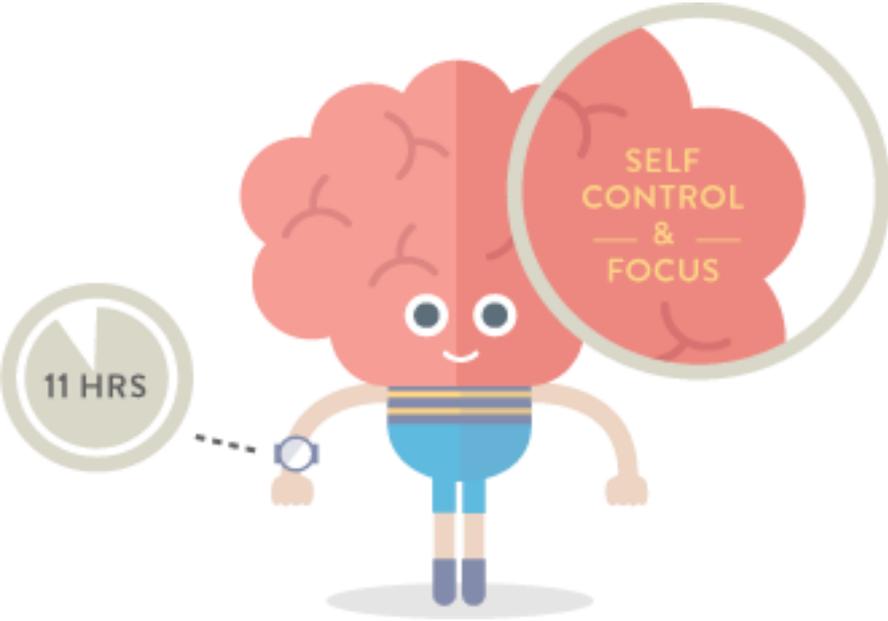
5000 students

- *stress symptoms*
- *emotional regulation*
- *sense of time pressure*
- *emotional support for students*
- *improved classroom organization*



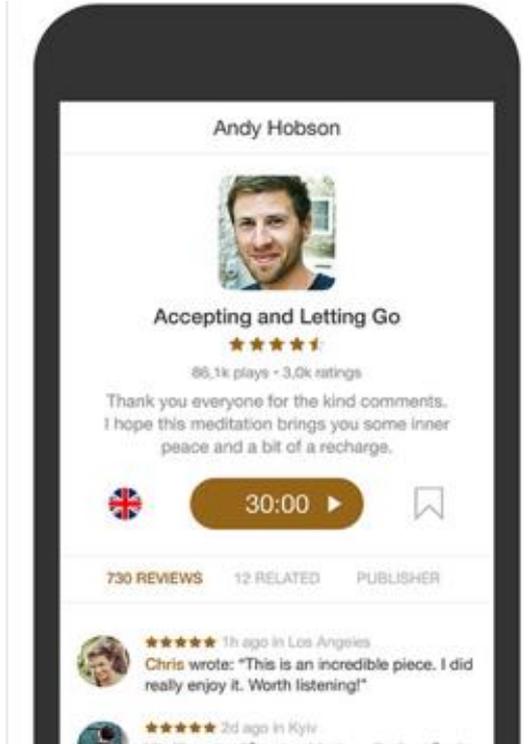
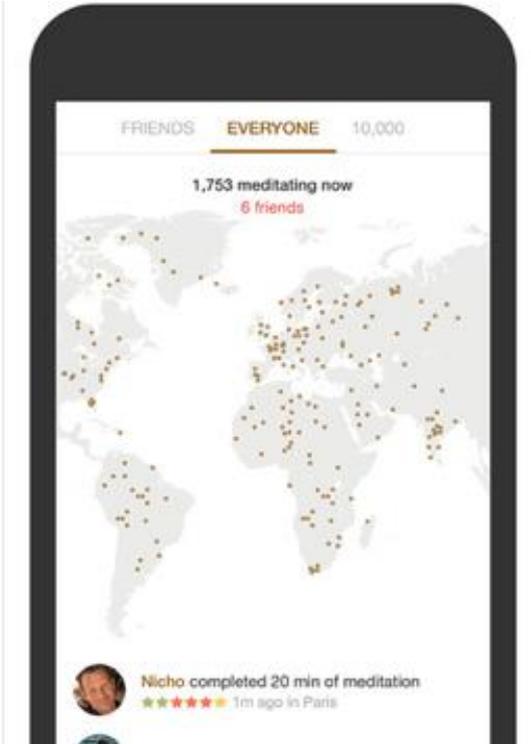
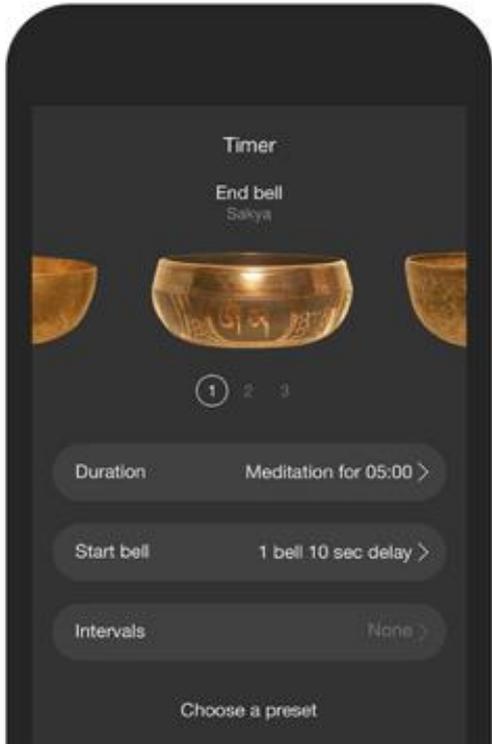
Professor Mark Williams
Oxford University
Mindfulness Centre

An excellent book which contains a free guided 8 week course with audio that many teachers have found very helpful.



HEADSPACE
get some.

Insight Timer



Three Aspects of Mindfulness in Education:

Being Mindful

Teaching Mindfully

Teaching Mindfulness

Body as Barometer



The Social Neuroscience of Education



Optimizing Attachment & Learning
in the Classroom

LOUIS COZOLINO

HOW WE TEACH IS

AS IMPORTANT AS

WHAT WE TEACH

**“Keeping our own
wellbeing
in mind is essential
in creating
an optimal
learning environment”**

Adapted from Daniel Siegel, forward to “Social Neuroscience of Education”

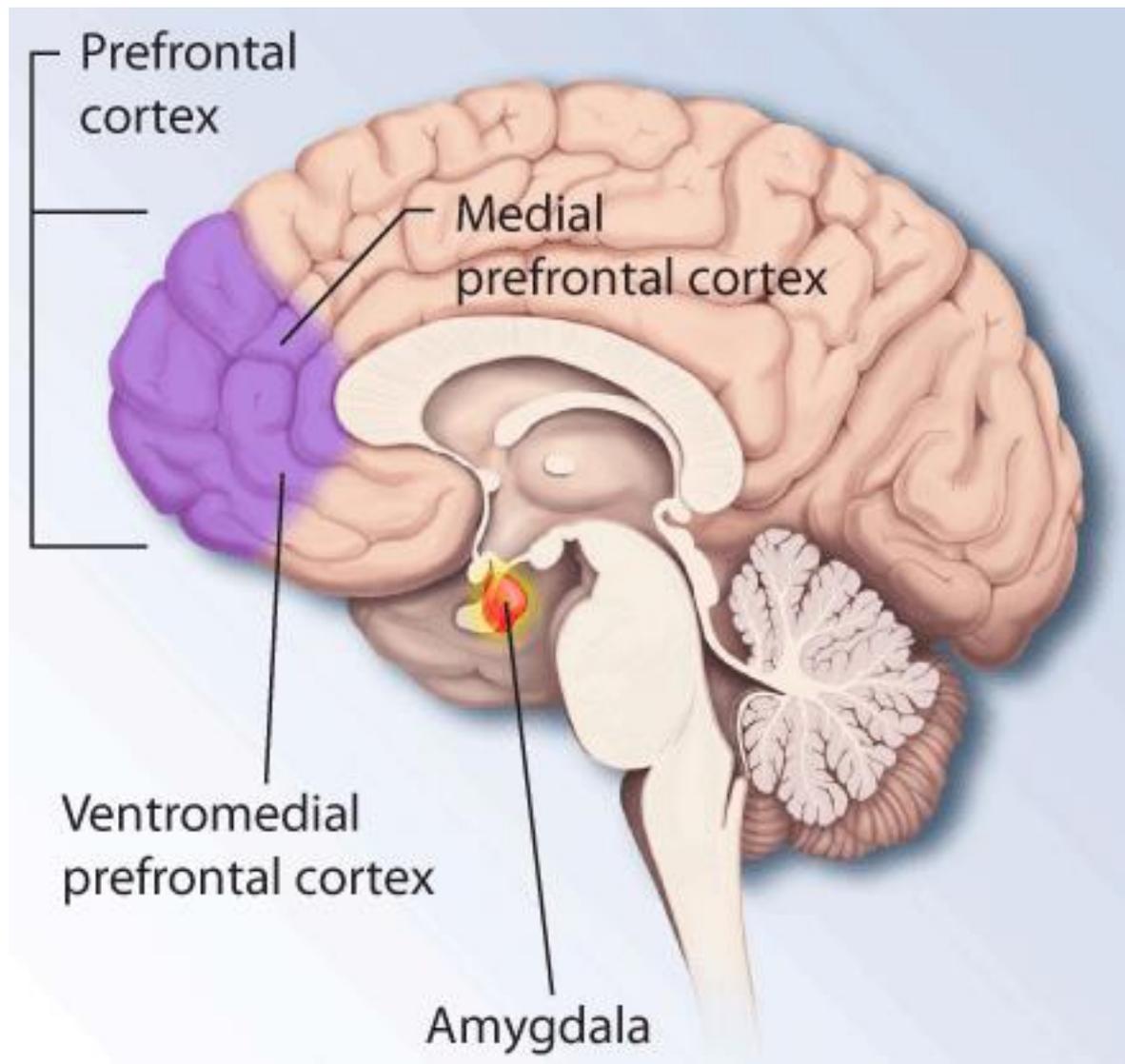
Teaching Mindfully:

- **Stress management + enjoyment**
- **Optimal Learning Environments**
- **Individual Student Attunement**



Social Neuroscience







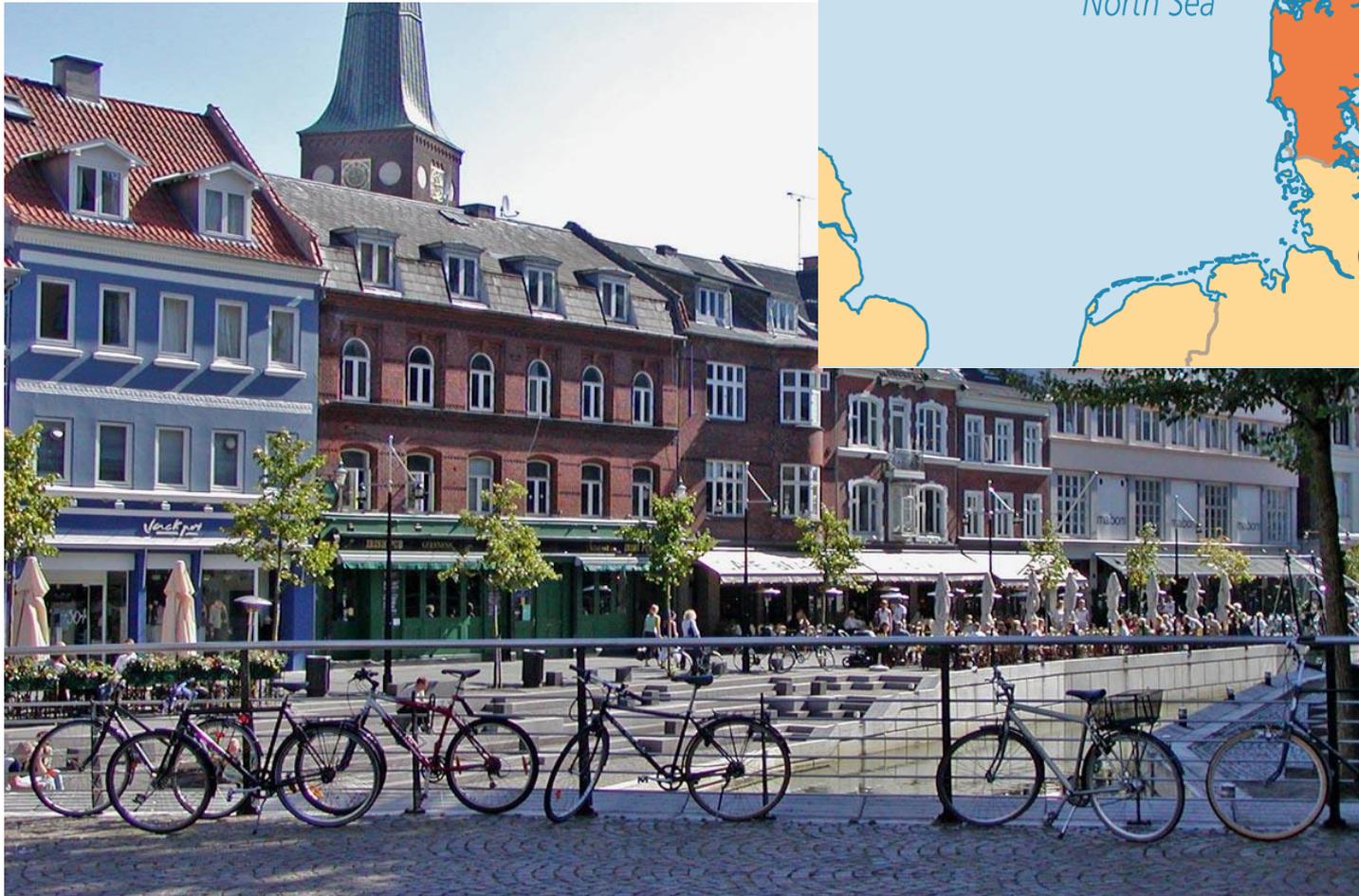


Neuro Scientific Sculptors

Behaviour Management ...



Relational Competence



Relational Competence Training

“For me as a teacher, the training helped me to wait a little in challenging situations.

It’s not that it takes away the emotions - I can still get very irritated and annoyed - but it helps me to not to react and to keep the feelings to myself and not react on my students.

I think in the long term it’s very helpful for teachers and I guess it makes you more resilient somehow.”

Danish Secondary School Teacher

PHYSICAL



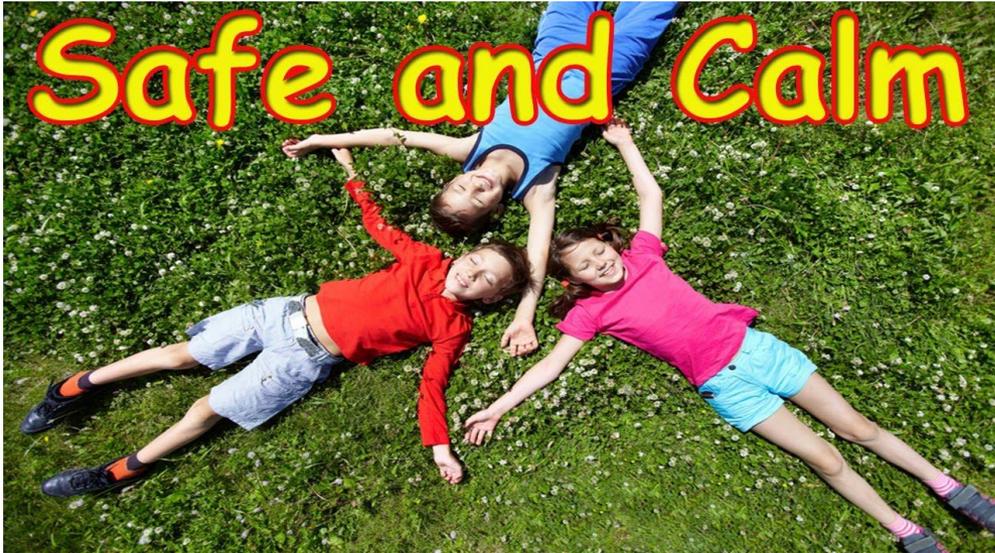
EMOTIONAL



Energised



Safe and Calm



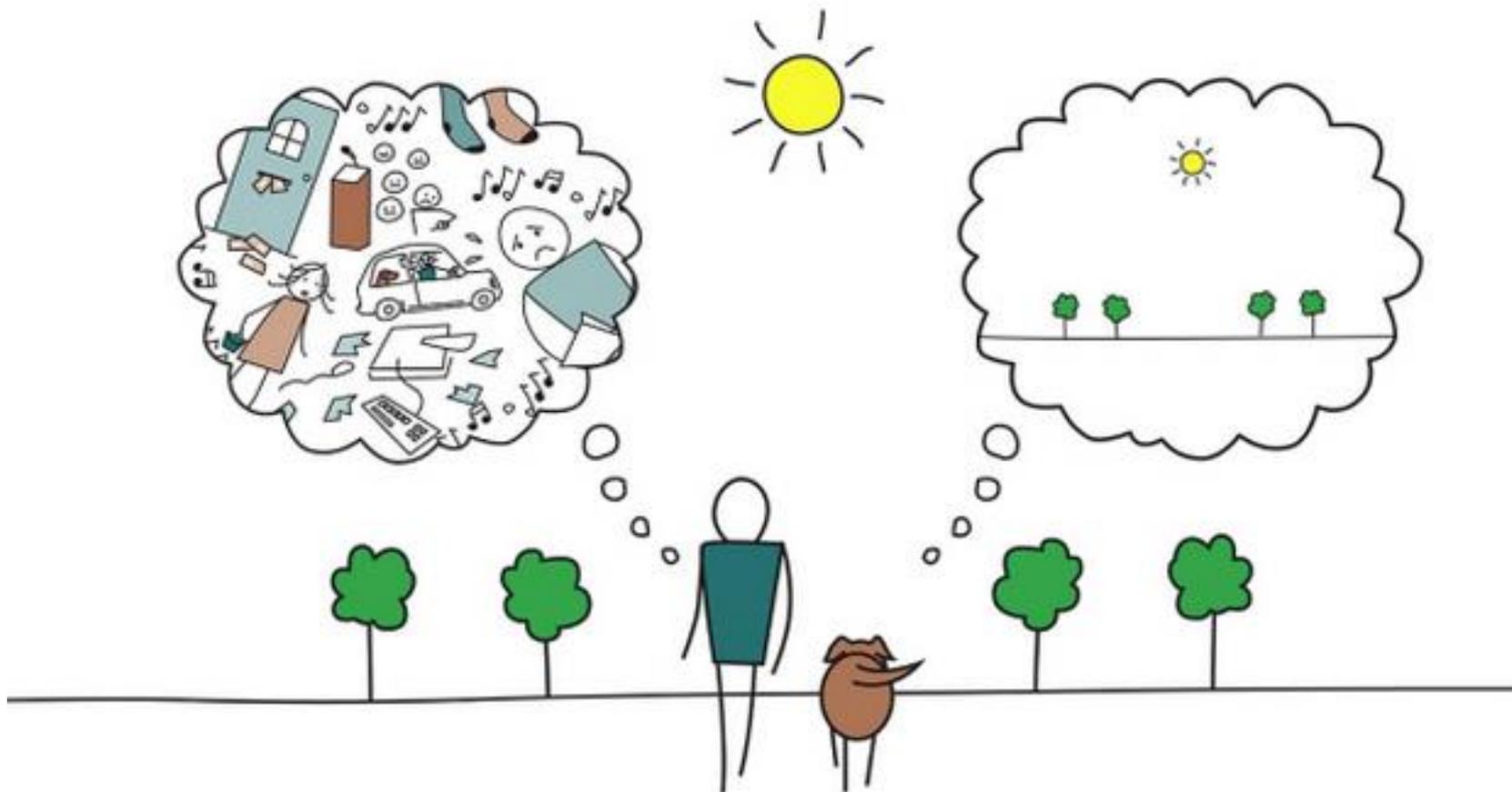
mind
well

Body Break



Start
Where
You
Are





Mind Full, or Mindful?

Starting a class/meeting – Being Present

- Choose one class/meeting
- Have everything done early
- Be ready before students/colleagues arrive
- Take a breath
- Greet
- Eye contact
- Take a breath

NWYN

Notice What
You Notice

Individual Student Attunement











Taking Care of Teacher



Thank you!



mindwell-education.com

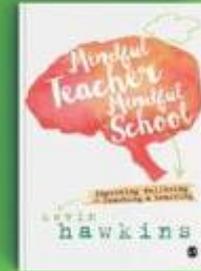
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A LITTLE GUIDE TO MINDFULNESS



MINDFUL TEACHER, MINDFUL SCHOOL



Improving Wellbeing in Teaching and Learning

Packed full of DIY exercises, activities to use in the classroom and links to resources and further reading, this inspiring book will support experienced and new teachers to maintain a healthy work-life balance and thrive as a teaching professional.

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Being a mindful teacher



Ed Talks

VIDEOS AND PODCASTS BY LEADING VOICES IN THE FIELD OF EDUCATION

Watch mindfulness expert Kevin Hawkins explain how mindfulness can truly benefit you as a teacher in this exciting series of videos!

