

A thick vertical bar on the left side of the image, with a white top section and a dark blue bottom section.

MINDFULNESS in SCHOOLS PROJECT CONFERENCE 2020

Teaching • Mindfully

A collection of approximately 15 dots of varying sizes scattered across the middle section of the image. Most dots are dark blue, but there are three white dots and one red dot.The logo for the Mindfulness in Schools Project (MiSP). It features the letters 'MiSP' in a white, rounded, sans-serif font. A small red dot is positioned above the 'i'. Below the letters, the words 'MINDFULNESS IN SCHOOLS PROJECT' are written in a smaller, white, all-caps, sans-serif font.

MiSP
MINDFULNESS IN SCHOOLS PROJECT

A solid dark blue horizontal bar at the bottom of the image, containing white text.

Saturday 20th June 2020

ONLINE



Contents



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Welcome ... to our 2020 Conference!

A very warm welcome to you all to our 2020 conference 'Teaching Mindfully'.

We are delighted that so many of you are able to join us to hear some inspirational and informative talks and share some practice together today.

When we originally planned this conference, we expected to be meeting you all in person at a school venue in London. Instead, we are meeting online in exceptional circumstances in the midst of a global health crisis. The coronavirus pandemic has wrought enormous disruption on society, bringing isolation, illness, loss, worry, and stress to many lives, and schools have been flung into an unfamiliar territory where learning is expected to continue whilst everything else has changed. These have been challenging and exhausting times for the education sector.

But disruption, in itself, can also have positive outcomes. Social disruption forces us to ask: What is going on? What should we do? What is important? Social disruption startles us to wake up as if we have been asleep.

I like to think of the practice of mindfulness as constant disruption!

When we practice mindfulness we are asking: What is going on? What should I do? What is important?

School 'closures' and lockdown have revealed something that those who work in schools have known for a very long time. Whilst 'education' has focussed on lesson plans, curricula, data, results, comparison, these are not the things which, in crisis, are important. I believe that the disruption caused by the coronavirus has

demonstrated that, actually, it is relationships that are important.

Relationships in a school community create the container for the learning content, and strong, healthy relationships between teachers and pupils, between pupils and their peers, between schools and their communities, provide the richest learning environment.

With coronavirus, we have learnt that when those relationships must necessarily be more remote, learning is poorer.

Which is why today's theme of 'Teaching Mindfully' is so relevant. We will hear today from speakers from across the field of education reflecting on how to be present, and how to encourage that within the school community. Mindfulness within a school can promote connection, care and the sharing of values which, at times like these, we need more than ever.

We are so glad that you can join us today and so grateful for your interest in and support for the work of our charity.

Chivonne

Chivonne Preston
CEO, MiSP



PS: Please buy a t-shirt! Thank you.

Schedule

09:30 - 09:35	Welcome and guidelines for the day	Richard Burnett
09:35 - 10:05	Mindfulness - the Trojan mole of education	Katherine Weare
10:05 - 10:15	"My amygdala's too quick for me": Teaching mindfully in Llwynocrwn Primary School - case study	Matthew Jones
10:15 - 10:40	The MYRIAD research project and what have we have learned about teaching mindfully	Liz Lord
10:40 - 10:55	Teaching mindfully in PRUs and outreach: Dacorum Education Support Centre - case study	Clare Winter & Trevor Adams
10:55 - 11:10	BREAK	
11:10 - 11:20	Welcome back practice	Emily Brierley
11:20 - 11:35	Clowning mindfully: teaching mindfulness and circus skills together	Pete Turner
11:35 - 11:45	Teaching mindfully as a peripatetic teacher – case study	Mel Thomas
11:45 - 12:00	Responding to the requirements of the new Welsh Curriculum	Liz Williams
12:00 - 12:25	Could mindfulness be the key to changing the education system?	Adrian Bethune
12:25 - 12:35	Teaching mindfully at Ardingly Prep - independent school case study	Mary Spink
12:35 - 13:15	LUNCH	
13:15 - 13:25	Welcome back practice	Jem Shackleford
13:25 - 13:45	Top six insights for introducing mindfulness in schools	Richard Burnett
13:45 - 13:55	Clydebank High School: Building a foundation of mindfulness - secondary school case study	Gerry Diamond
13:55 - 14:20	Mindful teacher, mindful classroom	Kevin Hawkins & Amy Burke
14:20 - 14:30	BREAK	
14:30 - 14:50	Teaching how to think is not quite what we think: mindfulness of education episode 2	Oren Ergas
14:50 - 15:00	A whole school approach at The Dell Primary School - case study	Debbie Cass
15:00 - 15:20	Teaching mindfully – bringing it all together	Claire Kelly
15:20 - 15:30	MiSP - developing our charity mindfully	Chivonne Preston
15:30 - 15:45	Closing practice	Richard Burnett
16:00 - 16:45	Optional Networking Groups (click to join): Primary Secondary Getting started	



Our Speakers

Richard Burnett

Mindfulness in Schools Project & Tonbridge School

Richard Burnett is co-founder of **Mindfulness in Schools Project** and co-wrote **.b**, MiSP's flagship mindfulness course designed to engage adolescents in the classroom.

Richard is a teacher at **Tonbridge School**, the first school in the UK to put mindfulness on the curriculum, an event covered broadly by the media in 2010. Since then he has taught mindfulness to well over a thousand adolescents – in classrooms, science labs, libraries, theatres, car parks and fields, and at virtually every time of day.

Richard's **TEDx** talk helped define the landscape of mindfulness in education and he was an expert witness at the **All-Party Parliamentary Group on Mindfulness**. He has appeared regularly at conferences, on TV, on radio and in the national and local press to make the case for mindfulness in education.

Having spoken to hundreds of teachers across the educational landscape about the challenges of implementation in schools, Richard will share a sometimes provocative top six list of insights for anybody who teaches or wants to teach mindfulness in schools.



Katherine Weare

Mindfulness Initiative,
University of Southampton & University of Exeter



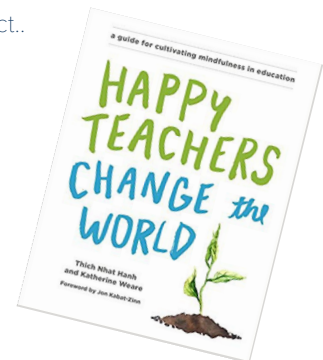
Katherine Weare is **Emeritus Professor at the University of Southampton** and **Honorary Visiting Professor at University of Exeter**. She is known internationally for her work on mental health and wellbeing and social and emotional learning, most recently focusing on mindfulness and compassion based approaches in education. She has published widely, engaged in cutting edge research projects and reviews of the evidence base for the field, advised the **UK government, EU** and **WHO**, and developed practical strategies across most European countries.

Katherine's talk at our 2020 Conference will explore the lived experience of teachers who have allowed mindfulness into their lives, their classrooms and schools and discovered its profound and transformative effects, including on the very essence of what matters to them, their role, and their relationships.

She will suggest that this experience may help show us the way to build on the current, and very useful, model of mindfulness as 'an evidence based intervention' and a 'helpful tool' to develop its radical capacity to cultivate presence, wisdom, compassion and ethics and to place these qualities at the heart of everything we do, and are, both as teachers and as concerned members of a society in crisis.

Katherine was a lead player in the influential **Social and Emotional Aspects of Learning (SEAL)** programme in the UK, and in the **European Network of Healthy Schools**, helping cultivate holistic and empathic approaches in education which put social and emotional learning and wellbeing at the heart of the educational process, for students and staff. She has been an advisor to **Mindfulness in Schools Project** since its outset, and was a co-author on an influential research paper that helped pave the way for the major **MYRIAD** project..

Her recent book, co-written with Zen Master Thich Nhat Hanh **Happy Teachers Change The World: A Guide to Cultivating Mindfulness in Education** has been translated into five languages and is widely used in schools and universities across the world. She has recently been appointed co-lead for Education Policy for the **UK Mindfulness Initiative** and is also Principle Investigator with **Mind and Life Europe** developing a new Community of Contemplative Education in Europe.



Adrian Bethune

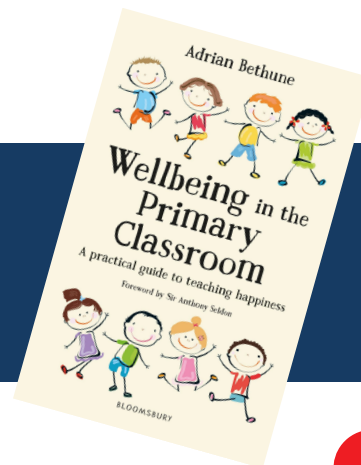
Mindfulness Initiative, Broughton Junior School & Teach Happy

Adrian is a part-time teacher at a primary school in Hertfordshire and delivers wellbeing-focused training in schools across Europe through his organisation www.teachhappy.co.uk.

In 2012, Adrian was awarded a 'Happy Hero' medal by Lord Richard Layard at the House of Lords for his work on developing wellbeing in schools. In 2015, he was invited to speak at the Action For Happiness event, Creating A Happier World, on stage with the Dalai Lama.

Adrian is author of the award-winning, Wellbeing In The Primary Classroom – A Practical Guide To Teaching Happiness (Bloomsbury, 2018). He writes regularly for the TES and has contributed to several other books including Global Perspectives in Positive Education (John Catt, 2018), Children and Young People's Mental Health Today (Pavilion, 2019), and Just Great Teaching (Bloomsbury, 2018).

At our 2020 conference, Adrian will address the question: 'Could mindfulness be the key to changing the education system?'



Oren Ergas

Beit Berl College & UNESCO



Oren is a senior lecturer at the Faculty of Education, **Beit Berl College**, Israel. His academic career focuses on curricular and pedagogical aspects of contemplative practices, such as yoga and mindfulness. He explores their effects on self, and the ways in which they can be understood within the framework of education and human development.

Oren's work is interdisciplinary and draws on Philosophy East and West, on the psychology and neuroscience of mindfulness as well as on his personal practice and experience of implementing mindfulness in the teacher education courses he teaches. He applies a variety of methods including qualitative research, and philosophical analysis and collaborates often with neuroscientists and psychologists.

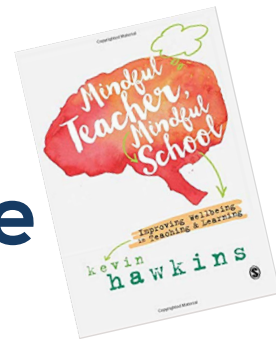
Since 2019, Oren has been serving as a co-chair in **UNESCO's International Science and Evidence Based Education Assessment (ISEEA)** – an on-going project that will propose an evidence-based orientation for education in flourishing that will be offered to ministries of education of UNESCO's member countries.

Oren's work has been published in various prestigious journals including **Teaching and Teacher Education**, **Mind, Brain & Education**, **Journal of Philosophy of Education**, **Journal of Curriculum Studies**, **Critical Studies in Education** and **Mindfulness**. His book **Reconstructing 'Education' through Mindful Attention** was published in 2017.



Kevin Hawkins & Amy Burke

MindWell, CARE & iBme



Kevin Hawkins has worked with adolescents and young people in various contexts for over 30 years - as teacher, school head, and social worker in the UK, Africa, and Europe. He currently lives in Valencia, Spain and was previously in the Czech Republic where for 10 years he was Middle School Principal at the **International School of Prague**.

Kevin trained in mindfulness in Europe and the USA with Mark Williams (**Oxford Mindfulness Centre**), Jon Kabat-Zinn, Saki Santorelli and Florence Meleo-Meyer (**UMass Medical School, Centre for Mindfulness**), and with Dr. Amy Saltzman (**Still Quiet Place**) and he has taught mindfulness to students, teachers and parents since 2008.

In 2012 Kevin co-founded **MindWell**, (mindwell-education.com) which supports educational communities around the world in developing wellbeing through mindfulness and social-emotional learning.

Kevin is a Senior Trainer for **Mindfulness in Schools Project** and a facilitator of the evidence-based **CARE** program (Cultivating Awareness and Resilience in Educators). He has also worked as a coach/mentor to school leaders and was lead consultant to the **International Baccalaureate Organisation** on SEL and mindfulness in 2015. Kevin is a regular speaker, writer and presenter on the topics of wellbeing, leadership, mindfulness and social and emotional learning in education.

Kevin's first book, **Mindful Teacher, Mindful School: Improving wellbeing in teaching and learning**, was published by SAGE in July 2017. He is currently working on a second book, also for SAGE/Corwin with Amy Burke which will be published in early 2021.

Amy Burke is an educational consultant who spent 15 years as a high school teacher and guidance counsellor in Canada and The Netherlands.

She holds a Masters Degree in Contemplative Education from **Naropa University** and in 2012 she co-founded **MindWell** whose aim is to support educational communities in fostering wellbeing through mindfulness and social-emotional learning.

Amy is a lead teacher trainer for **Mindfulness in Schools Project** and has completed curriculum training with Gina Biegel (**MBSR-T**) and Dr. Amy Saltzman (**Still Quiet Place**). Amy is also a facilitator for the **CARE** program (Cultivating Awareness and Resilience in Educators) from the **Garrison Institute** and supports the **Community of Contemplative Education** through **Mind & Life Europe**. She is also a Mentor for **Inward Bound Mindfulness Education** (iBme, UK) teen retreats.

Amy works internationally in schools and universities providing workshops and retreats for educators, students and parents with a focus on self-care and stress management.



Liz Lord

MYRIAD & Oxford Mindfulness Centre

Liz is the schools liaison lead for the **MYRIAD** project, the world's largest project looking at mindfulness in schools, in the **Department of Psychiatry at the University of Oxford** and a Teaching Partner for the **Oxford Mindfulness Centre**.

Liz has an MSc in Mindfulness based approaches and 20 years' experience as a school teacher, both primary and secondary, and was formerly Assistant Headteacher at the **Royal Manchester Children's Hospital School**. She is passionate to communicate effectively to the Education community, the latest scientific research in 'mindfulness for schools' particularly in the area of effective teaching and implementation. Giving school leaders, staff, children and young people the opportunity to learn and practise skills and an approach which helps them to flourish, explore possibilities, foster interdependence and recognise unique qualities in themselves and others.

At the conference Liz will give an overview of the **MYRIAD** project. Funded for £6.4m by **The Wellcome Trust** and led by leaders in the field of mindfulness and neuroscience. She will go on to describe the way that effective teaching and implementation can make all the difference when bringing mindfulness into the classroom and school setting.



MYRIAD

My resilience in adolescence



UNIVERSITY OF
OXFORD

Liz Williams

Meddwlgarwch Cymru / Mindfulness Wales

Liz has a long career in education starting as a primary teacher and headteacher and ending as **Head of Children and Young People's Strategy in the Welsh Government**.

Liz has been co-leading the development of a mindfulness toolkit to help schools in Wales strategically plan the introduction of mindfulness in response to the new curriculum in Wales, and has just been appointed Chair of the newly inaugurated **Meddwlgarwch Cymru/Mindfulness Wales** organisation. Liz is also part of a team developing and delivering Mindfulness for Education Leaders in partnership with the **National Academy for Education Leadership Wales' Innovation Programme**, and is a **MiSP** trainer and teacher.

At our conference, Liz will outline how mindfulness and 'teaching mindfully' can respond to the requirements of the new Welsh curriculum.



Pete Turner

Mindful Teaching & Leeds Children's Circus

Pete has been a professional clown for over thirty years. In 1989 he founded the **Leeds Children's Circus**, an educational charity for families in the Harehills and Chapeltown community of Leeds, which is still going today. He has been developing the idea of 'Mindful Clowning' for a few years now, combining this with teaching mindfulness in schools.

At the conference, Pete will be speaking about the relationship between artistic performance and mindfulness, exploring how being a mindful clown has enabled him to teach mindfulness to children. You can read two of the articles Pete has written on the subject here:

[On Clowning and Mindfulness—Meditating with Wide Open Eyes, Part One - CircusTalk](#)

[On Clowning and Mindfulness—Meditating with Wide Open Eyes, Part Two - CircusTalk](#)



Mary Spink

Ardingly Prep School & The Empowerment Programme

Mary is the Head of Drama in an independent prep school and has been developing wellbeing in schools in the UK since 2004. As a trainer for **MiSP** she teaches both the **Paws b** and the **.b** programmes, and continues to develop mindfulness in other areas of school life.

Mary is also a Director for Massage in Schools and was an advisory for the training of **Story Massage**. Mary has designed her own wellbeing programme called **The Empowerment Programme**, which looks at developing self-awareness in education through drama.



Clare Winter & Trevor Adams

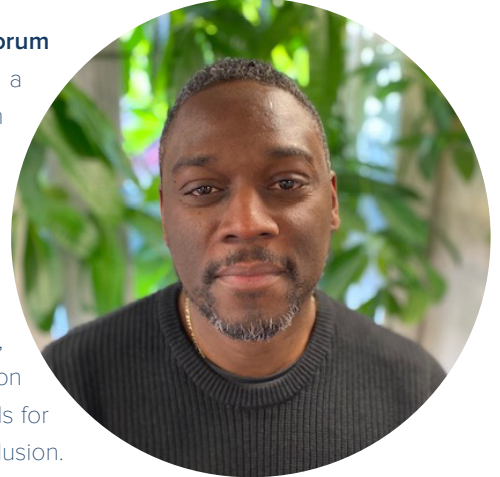
Dacorum Education Support Centre

Clare leads the KS3 centre and school reintegration at **Dacorum Education Support Centre** where she is the School Mindfulness Lead and SENDCo.

She began teaching in South Korea where she studied martial arts with its associated meditative aspects. She has worked in special education in the UK for over 14 years and is passionate about helping disenfranchised young people to flourish by building resilience and positive mental health. Clare also values the need to support staff and offer them strategies and tools to remain healthy. Over the last five years she has slowly built and embedded the mindfulness offer in her own provision and throughout local schools and parent support networks. Clare is trained to teach **.b**, **.breathe** and the **.b Foundations** curriculum.



Trevor works at **Dacorum Education Support Centre**, a secondary alternative provision for students with Social, Emotional and Mental Health needs (SEMH), and a Pupil Referral Unit (PRU). Trevor is a qualified outreach teacher and specialist support worker, and provides intervention provision in mainstream schools for pupils at risk of permanent exclusion.



Trevor supports schools in promoting the positive behaviour of pupils. His aim is to reduce the need for permanent exclusions from mainstream schools and develop positive, honest relationships with partner schools.

Trevor began noticing the increase in complex referrals, which were becoming increasingly mental health related, and decided to complete the **MBCT** training and widen his knowledge through **MiSP's Paws b**, **.b** and **.breathe** programmes. He now delivers **Paws b** and **.b** regularly at the PRU and primary and secondary schools, in a bid to improve outcomes for young people with SEMH. He has also extended his knowledge and expertise to parents and teaching staff.

In 2020, Trevor completed his masters dissertation titled '**What are the effects of practicing mindfulness on politicians and their approach to decision-making?**' As part of his thesis, he was able to interview the likes of Chris Ruane MP, Jamie Bristow, Chris Cullen, Adrian Bethune and meet with Lord Richard Layard.

Debbie Cass

The Dell Primary School



Debbie works at a two form entry primary school with 420 pupils. About five years ago, she enrolled in the **.b Foundation** course and has since completed the **Present** training, **Teach Paws b** and the **School Mindfulness Lead** course. Debbie teaches **Paws b** to Key Stage 2 three afternoons a week and is now on the sixth cycle of this! She has taught **.b Foundations** to both staff and parents.

Debbie was observed teaching the **Paws b** for three days as part of a mindfulness research project at **Cardiff University**. Her school has also been used as a case study for the First Minister.

Debbie is passionate about a whole school approach to mindfulness, and has trained teachers, Afterschool Club, lunchtime ladies, office staff, cleaners and the caretaker in basic mindfulness techniques! She has spoken about mindfulness at an EAS conference, taken inset days, whole school assemblies and introduced Mindful Moments after lunchtime in every classroom.

Debbie has also introduced mindfulness to the **Brownies**, anti-bullying group 'The Invisible Army', the **NHS** and **Barnardo's** and led in obtaining the **Carnegie School of Excellence in Mental Health** award last year for her school.

Mel Thomas

MindLessFull

Mel has been teaching mindfulness peripatetically for two years. Her background, however, is not in education but in marketing and advertising, and her business **MindLessFull** is split between corporate work and schools, where she teaches the **MiSP** curricula.

It was during Mel's time as a school Governor, working on the Teaching and Learning Committee, that she realised she wanted to focus her attention on education and prioritisation of mental health. Mel will be talking about the perks and pitfalls of the peripatetic.



Matthew Jones

Llwynocrwn Primary

Matthew has been teaching at a primary school in Wales for 28 years. He trained to teach **Paws b** in 2016 after completing **.b Foundations** earlier the same year, and has taught the course to his class each year since. He runs a weekly 'drop-in' mindfulness club for children who have completed **Paws b**.

Matthew says that mindfulness sustains him as a teacher, it enables him to be more present in the classroom, and to enjoy improved relationships with the children that he teaches. He finds that he can be kinder to himself and others, less quick to judge and more able to respond rather than react. In particular, the **Paws b** course provides a shared vocabulary when things 'go wrong' (as they inevitably do).



Gerry Diamond

Clydebank High School



Gerry is based at a non-denominational high school in an area of high deprivation, with around 1,200 pupils. Working within the Pupil and Family Support Department, Gerry has helped pioneer their very successful nurturing programme.

Gerry works with groups of high risk vulnerable pupils. He is also a resilience trained facilitator, using a **Cognitive Behavioural Therapy Program (CBT)** to help build resilience in pupils, as well as their families. Over the past two years, he has also been teaching the **.b** programme to both vulnerable pupils and pupils preparing for school exams.

Claire Kelly

Mindfulness in Schools Project

Claire was a teacher for over 25 years, 20 of which were at Senior Management level.

She joined **Mindfulness in Schools Project (MiSP)** in 2012 and, as part of her role as Director of Curricula and Training, develops classroom content, and trains teachers to deliver mindfulness-based programmes in school settings for 7-18 year-olds.

Claire has taught mindfulness to adults and young people in a range of settings, including the **NHS**, Multi-Academy Trusts, the **Guildhall School of Music and Drama** in London, to clinical and educational psychologists, in universities (**University College London, Kings, London, University of East Anglia**), and on public courses. She has also trained teachers in the UK, Ireland, Thailand and Hong Kong to teach the **.b**, **Paws b**, **.breathe** and **.b Foundations** mindfulness-based courses in schools and youth-based contexts.



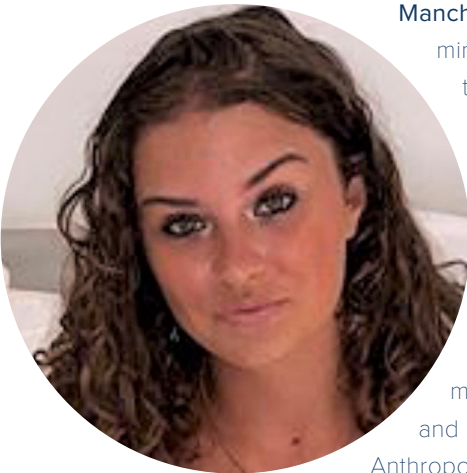
Emily Brierley

MiSP Youth Ambassador

Emily has just finished sixth form college in Huddersfield. As one of the victims of the **Manchester Arena** terrorist attack in May 2017, she has used her own personal mindfulness experience to help to support other young people and victims of trauma.

Since the bombing she has become a trained meditation teacher, and the youngest trained teacher of **MiSP's .b** curriculum. She has helped lead a mindfulness workshop for victims of terror at the **Warrington Peace Foundation**, which included those involved in the Tunisia beach attack, Borough Markets, Warrington bombing and war veterans.

Emily has taught mindfulness to her peers at her college, attended numerous mindfulness events as well as speaking at education and business conferences and attending an **iBme** UK youth retreat. Emily is now hoping to study Social Anthropology at **Manchester University**.



Jem Shackleford

iBme UK

Jem has been practising meditation for many years and teaching mindfulness for over eight. He has personal experience of the effectiveness of mindfulness practice in helping to alleviate stress and improve general wellbeing. He runs mindfulness courses for adults and young people.

With a background in secondary school teaching and the use of mindfulness to improve well-being in education, Jem is keen to bring the benefits of mindfulness practice to all aspects of young peoples' development. He is also a director of **iBme UK**, a non-profit organisation that provides **transformational residential mindfulness retreats for young people**.

A keen exponent of 'wave meditation,' he is often to be found on his surfboard in the sea. Working with the fluidity of the waves, not striving to overcome their power and capabilities, brings him equanimity and balance. Jem has an MSc in Mindfulness-Based Approaches from the **University of Bangor** and is registered with **BAMBA (British Association of Mindfulness Based Approaches)**.



iBme

Our Sponsor

As a charity, we rely on the support of others to continue our work.

We are truly grateful for the support of our sponsor Towergate Insurance:

Towergate Insurance are delighted to be supporters of MiSP and look forward to working with your school to help bring health and wellbeing to the forefront of the education sector

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Support Us

We are in the second year of our five year 'A Million Minds Matter' appeal, raising funds so that we can introduce mindfulness to more children and more schools. Our ambition is to reach one million minds by 2023. We need your support to help us raise funds to raise awareness, develop materials, provide support and train more teachers.



[CLICK TO BUY A T SHIRT](#)

Now also available in white!



[CLICK TO RUN 10k FOR US](#)

Join our group of Mindful Runners and run 10k in your local area for us on Sunday 7th July.



[CLICK TO MAKE A DONATION](#)

We are grateful for any amount that you can donate to our appeal – please donate.



[CLICK TO USE AMAZON SMILE](#)

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[CLICK TO SPONSOR A TEACHER](#)

If you are able to sponsor a teacher to train to teach mindfulness to children, please complete the form on our website.

Upcoming Online Courses

If you have been inspired by our speakers and their stories, continue your own mindfulness journey and book your next steps with us:



Find out more about mindfulness in schools:

Free Information Webinar 5pm 22nd June [Click to register](#)

Free Information Webinar 7pm 29th July [Click to register](#)

Free Information Webinar 7pm 24th August [Click to register](#)



Explore more about mindfulness and bringing it to your school:

Teach .breathe one-day course 28th July [Click to apply](#)

Teach .breathe one-day course 11th August [Click to apply](#)



Start your own mindfulness journey:

.begin eight-week course starts 22nd September [Click to apply](#)

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Train to teach mindfulness to children:

Teach Paws b four-day course starts 29th September [Click to apply](#)

Teach Paws b four-day course starts 13th October [Click to apply](#)



Teach .b five-day course starts 20th July [Click to apply](#)

Teach .b five-day course starts 3rd August [Click to apply](#)

Teach .b five-day course starts 14th September [Click to apply](#)

Teach .b five-day course starts 26th October [Click to apply](#)



Train to teach mindfulness to your colleagues in your school:

School Mindfulness Lead 12-day course starts 10th August [Click to apply](#)



Develop and connect:

CPD / Reconnect day 9th October [Click to apply](#)

Thank You

At our 2019 conference last year, with over six hundred people gathered together at the Friends' House in central London, who would have thought that our 2020 conference would have to be held 'virtually' due to a global pandemic that has transformed our lives these past few months?

I am aware of how profoundly COVID-19 has affected our schools at every level. Senior Leaders have had to reengineer the way their schools run, from how lessons are delivered to how pupils interact; teachers are providing resources and teaching what they can remotely whilst struggling with childcare and home-schooling; many support staff have been furloughed and worry about their future.

So **thank you all**, in the midst of this, for giving up your time to 'attend' our conference today. These events help sustain the work that we do as a charity and whether you are a seasoned practitioner or completely new to mindfulness, I hope you will leave feeling nourished and inspired.

We are grateful **to all of our speakers** today, but in particular to the children and young people who have joined us today via video. They have been spending a lot of time on screens recently – much more than even they would have liked - but I hope that doing the speaking rather than the viewing will have been a refreshing change.

Thanks must also go **to all of those MiSP'ers** who have not only made this conference possible but who run MiSP on a day to day basis in such an impressive and professional way: Ben Chalwin, Emma Goddard, Sarah Ingram, Claire Kelly, Kate Monda, Mandy Watkins, Lisa Williamson and Matt Wilks.

Thank you too **to our dedicated team of Associate Trainers** for their continued commitment to delivering high-quality MiSP training courses.

Our gratitude also goes, of course, **to our corporate supporters**, Towergate Insurance. We are delighted that established organisations with such broad experience of the education sector recognise the value of the work that we do in schools and the importance of our mission.

Thank you **to our Trustees** for their continued support of our organisation and thank you, above all, **to our remarkable CEO, Chivonne Preston**. There were many challenges facing Chivonne when she took the helm at MiSP, but managing a charity of our size through circumstances like this was not in the job description! To see her 'pivot' MiSP and its team so skilfully and under such pressure has been inspiring.



Richard Burnett

Founder & Chair of Trustees, MiSP



MINDFULNESS in SCHOOLS PROJECT CONFERENCE 2020

Teaching Mindfully

**How to build mindfulness
into the school day**

PRACTICE ● TALKS ● CASE STUDIES



CONTACT MINDFULNESS IN SCHOOLS PROJECT AT:

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Bringing mindfulness to young people and those who care for them