MINDFULNESS in SCHOOLS PROJECT CONFERENCE 2021

Including ALL

TEACHERS & LEARNERS

William Fley

The Mindfulness Network for People of Colour and the forgiveness model of mindfulness

Mindfulness in Schools Project
Forgiveness in Education
A presentation by William Fley
Mindfulness network for people of colour

Defining forgiveness

'Continuation of the labour of mourning' ('Forgiveness in Intimate relationships') by Shahrzad Siassi

'When unjustly hurt by another, we forgive when we overcome the resentment toward the offender, not by denying our right to the resentment, but instead by trying to offer the wrongdoer compassion, benevolence, and love; as we give these, we as forgivers realize that the offender does not necessarily have a right to such gifts'. (Enright- 'Forgiveness Therapy')

What forgiveness is not

- Pardoning
- Forgetting
- Saying it
- Reconciliation
- A quick fix
- Tolerating
- A sense of weakness or flaw
- Condoning
- Accepting an apology
- A cognitive process
- Moving on
- Self-centred
- Absolving
- Allowing time to fix it

Why do we need to forgive?

- They wouldn't let me play in their football team
- He pushed in front of me in the lunch queue
- She called me names
- He pushed me over in the playground
- She didn't invite me to her birthday party
- The teacher picked on me in class

How do we respond to conflict, uncertainly and vulnerability ?

First Impressions- The initial response is an impulsive need to retaliate, defend and disconnect.

Establishing power- by disempowering others> It feels good, sets clear boundaries and perhaps prevents future offences

Reality check - But it comes at a price – poor quality friendships, peer rejection and ' social withdrawal, psychological tension between friends, heavy burden of anger and vengeance

But there is an alternative

Training in forgiveness and mindfulness involves :

- **Social awareness -** Understanding protected charteristics
- **Self-management -** a buffer against conflict, interpersonal hurt
- **Relationship skills -** increased self-esteem
- **Responsible decision making** - preventing reciprocal conflict
- **Empathy growth** - reducing social anxiety

Children may learn forgiveness within the family

- Parents who are more forgiving **to** their children receive more forgiveness **from** their children
- Children learn forgiveness behaviour modelled by their parents
- Ways that parents can help include around emotional regulation, and discuss how often people do hurtful things by accident
- Template for current interpersonal relationships
- Intersectionality, homosexuality & race
- Tired of hiding & endless search
- A therapist's blind spots

What can schools do? (1)

Within the school community:

- Create a caring school community
- Lead by example
- Create a forgiving climate
- Be seen to treat staff and colleagues fairly

What can schools do? (2)

Within the classroom:

- Explain and discuss the concept of forgiveness – what it is and what it is not
- Ask the class to identify occasions when they were offended, how they responded and how that left them feeling
- Explain the benefits of forgiveness
- Take some of the pupils' specific examples and explore how they could have been handled through forgiveness
- Encourage the class to be creative, for example a forgiveness poster or a newsletter
- Get the class to think about who they would like to be more forgiving towards. Put this on a handprint and create a circle of forgiveness

Thank you.

(This presentation draws on research by Reine C van der Wal et al ('Causes and consequences of Children's forgiveness'), and an article in Greater Good Magazine by Margaret Abdullah in October 2018 – 'How to help kids consider forgiveness').

Sponsor our annual event at www.mnpc.co.uk

We are a secular organisation with the mission to make mindfulness accessible to People of Colour, who are underrepresented in the industry, both as practitioners and end-users.
We are sensitive to our members' sense of history and need for belonging under the broad term 'POC'.
This network has been established as a showcase for mindfulness teachers and those who want to learn, share and develop mindfulness for POC and its future.
Our mission includes:

- Establishing networks and training routes for POC within organisations which provide mindful based services.
- Promoting cultural wisdom-learning and shaping inclusivity within shared spaces for 'POC'.
- Sharing learning practices and methods which enhances our sense of shared humanity and connection.

MINDFULNESS in SCHOOLS PROJECT CONFERENCE 2021

Including ALL

TEACHERS & LEARNERS

Chevone Charman-Osborne

Including all children as Mindfulness Ambassadors

Paws.b Ambassadors Programme

Chevone Charman-Osborne

Brynnau Primary School

chevone@osborne.uk.com

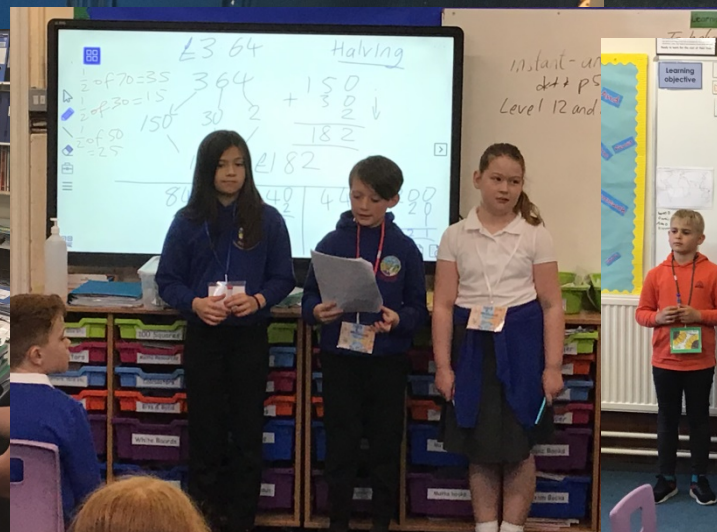
THINK YOU CAN'T
MAKE A DIFFERENCE?
LOOK WHAT A MERE
SEED CAN DO.
Pieces of Soul

Thursday 10th June 2021
Dydd Iau Mehefin
Asian Giant Hornet
Red Crowned Crane
Japanese Giant Salamander
Stellar's Sea Lion
Sika Deer
Japanese Flying Squirrel
Wild Boar
Japanese Pond Turtle
Koi Carp
Inari Fox
Leopard cat
Iriomote cat
ETHAN
11

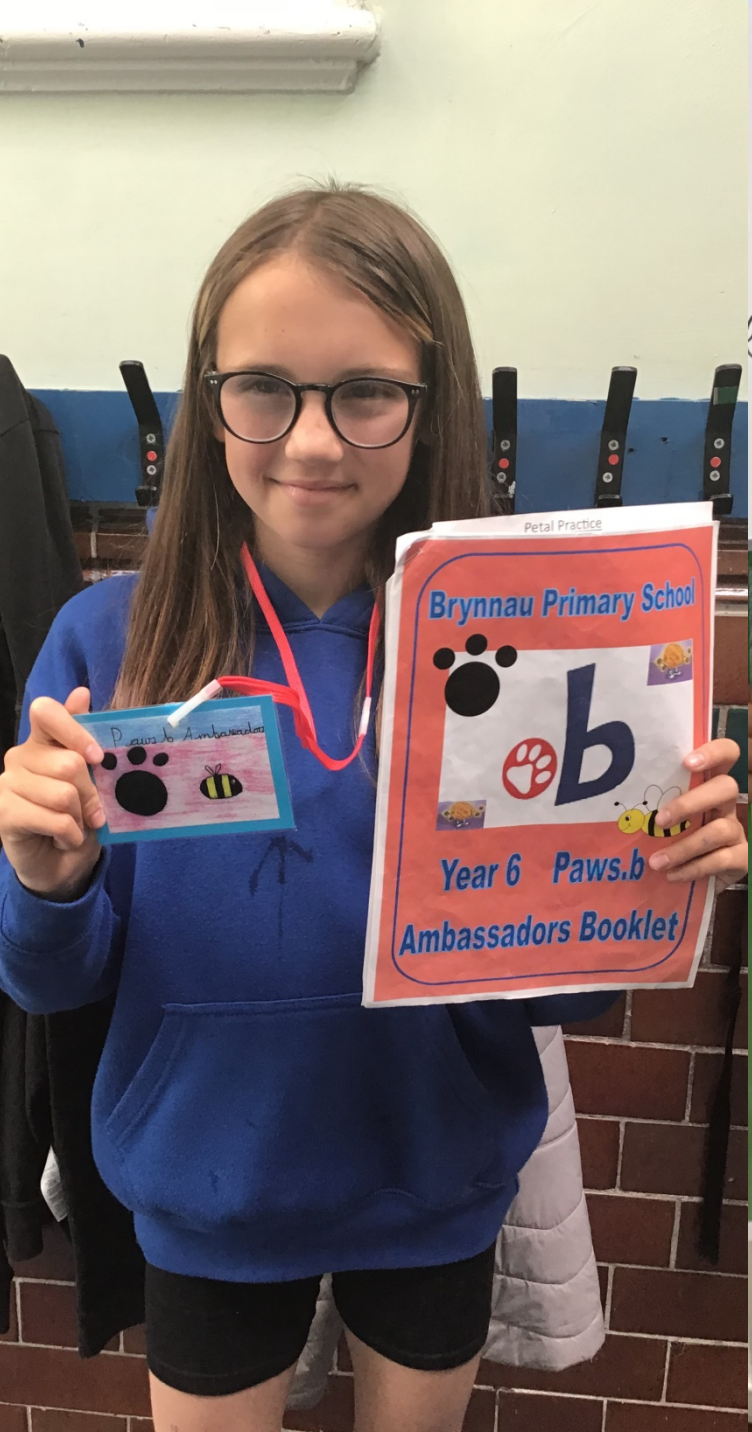
Self Evaluation
HECTOR
ALICE

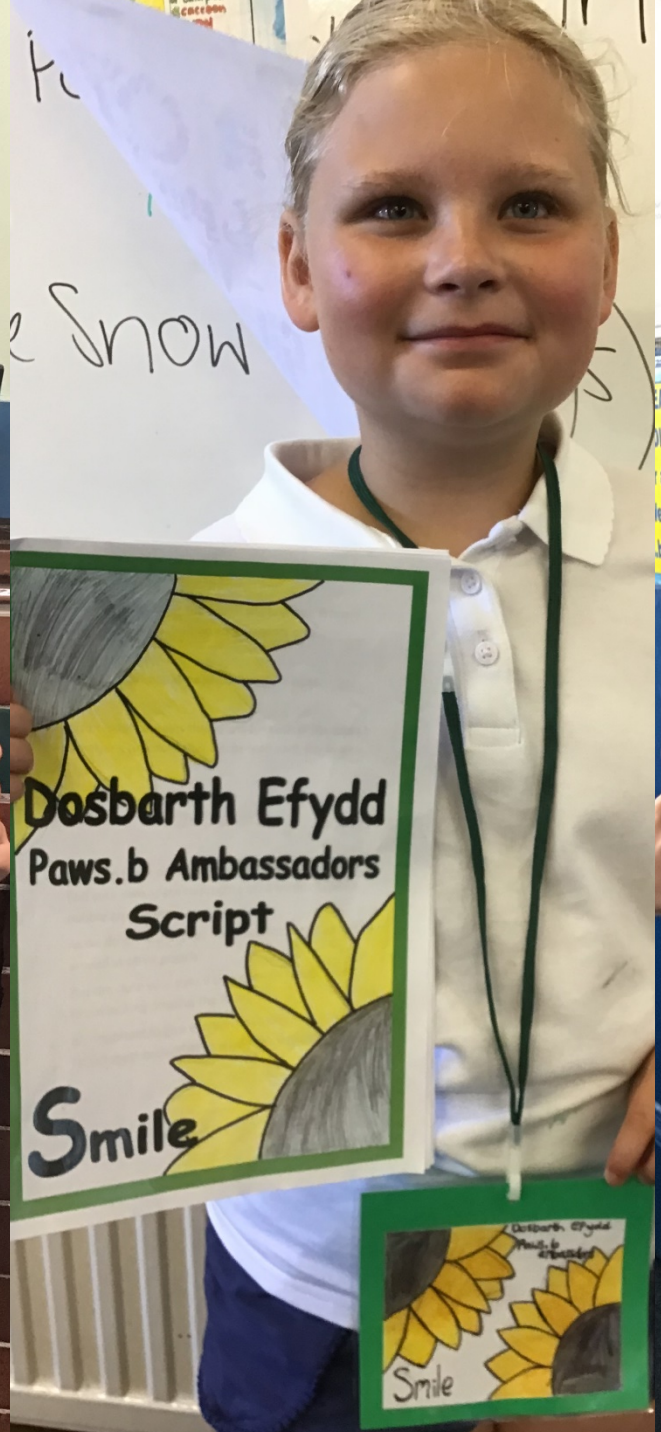
Mehefin
Asian Giant Hornet
Red Crowned Crane
Japanese Giant Salamander
Stellar's Sea Lion
Sika Deer
Japanese Flying Squirrel
Inari Fox
Leopard cat
Iriomote cat

PLEASE DO NOT
DISTURB US
for a few minutes
We are doing our
paws.b breathing practice
Thank You


Halving

Friday 11th June 2021
Dydd Gwener Mehefin
Learning objective
Success criteria
Asian Giant Hornet
Red Crowned Crane
Japanese Giant Salamander
Stellar's Sea Lion
Sika Deer
Inari Fox
Leopard cat
Iriomote cat


Petal Practice
Brynnau Primary School
b
Year 6 Paws.b
Ambassadors Booklet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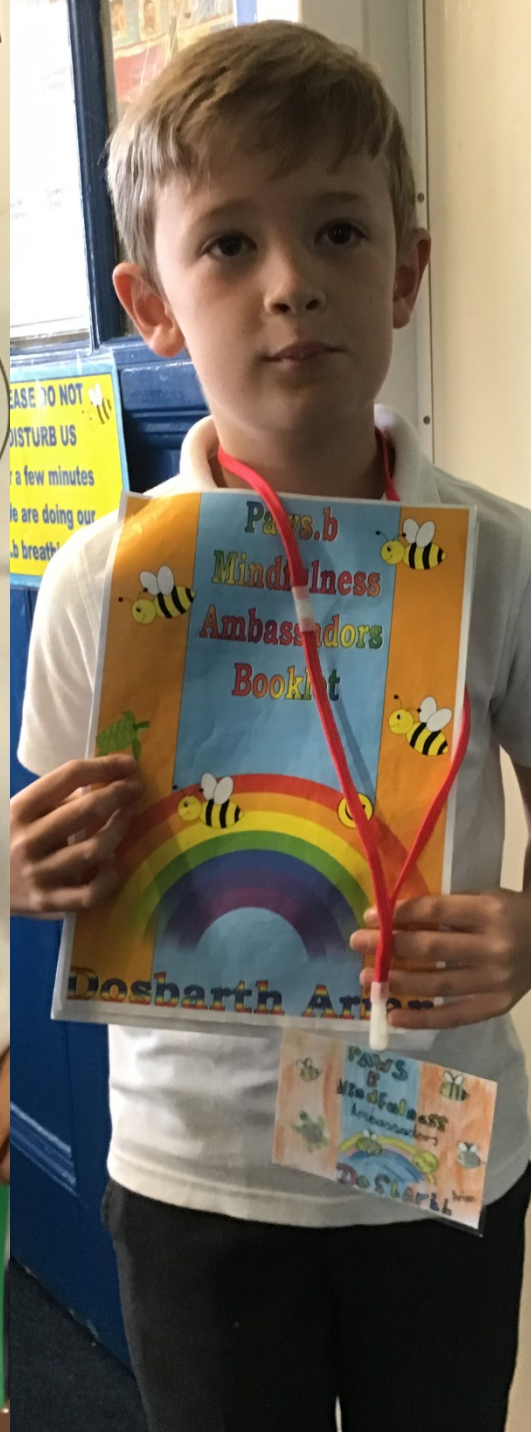
Paws.b Ambassadors
Script
Smile


Paws.b
Mindfulness
Ambassadors
Booklet

Look what a mere seed can do!

MINDFULNESS in SCHOOLS PROJECT CONFERENCE 2021

Including ALL

TEACHERS & LEARNERS

Chivonne Preston

Inclusion at MiSP

Mindfulness in Schools Project

Inclusion at MiSP

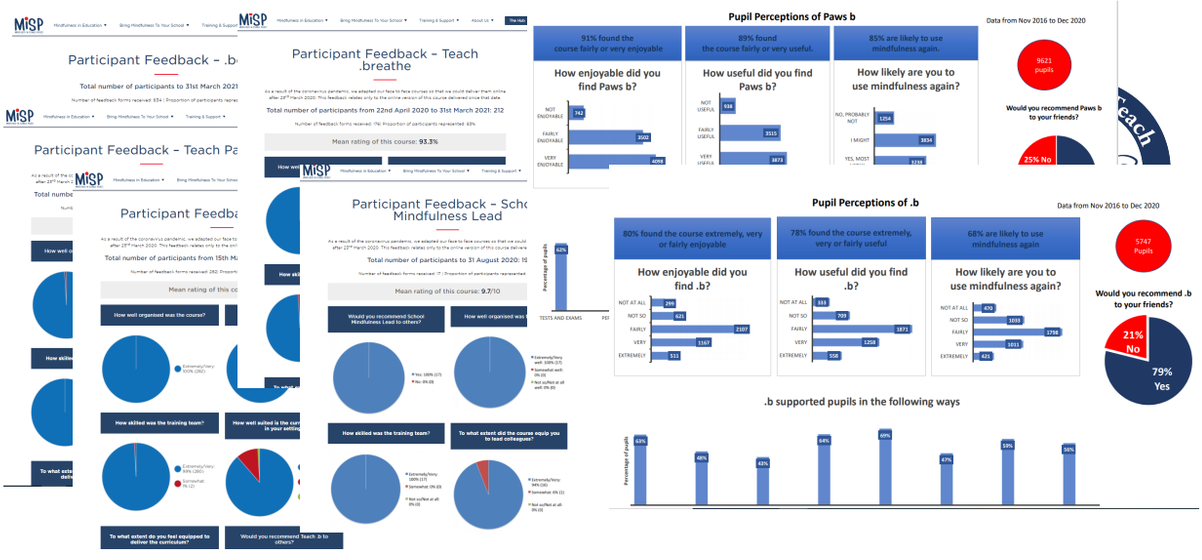
MiSP Conference 2021
Including All
TEACHERS & LEARNERS

19th June 2021

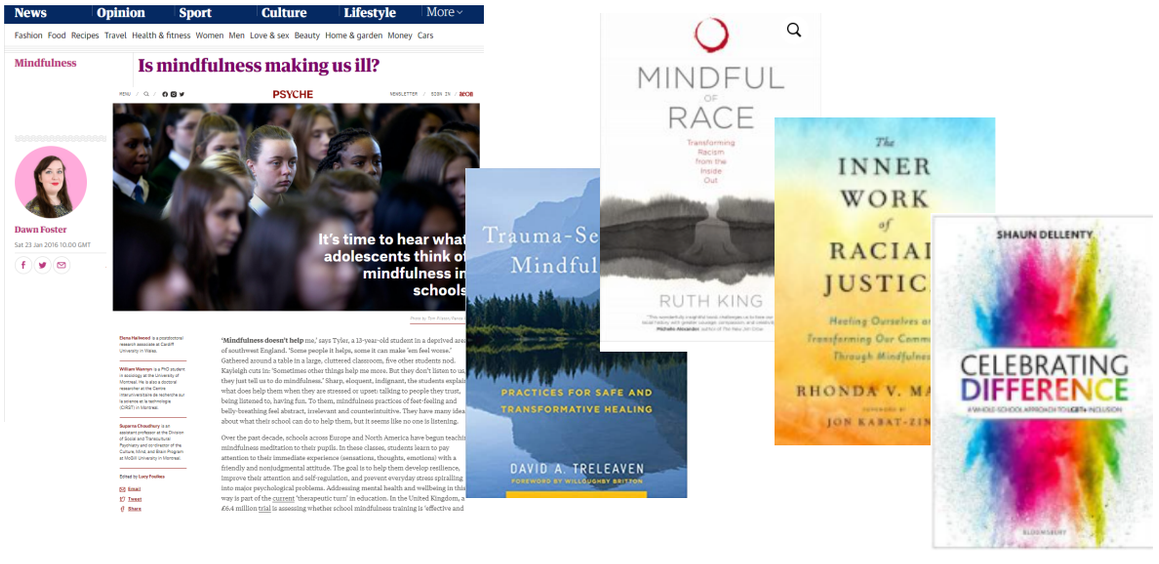
MiSP is a Registered Charity, no. 1168992, est. 2009
MiSP aims to bring mindfulness to all young people and those who care for them.

Disrupting our autopilot…

Noticing where we are…

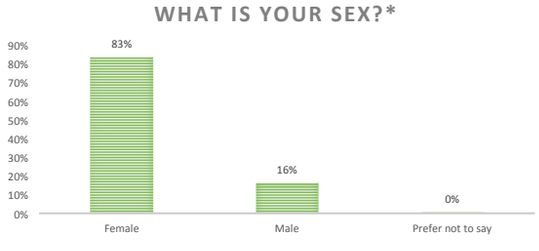


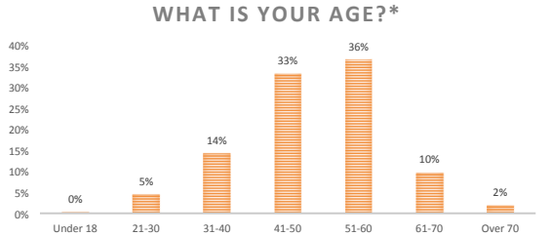
Noticing where we are…

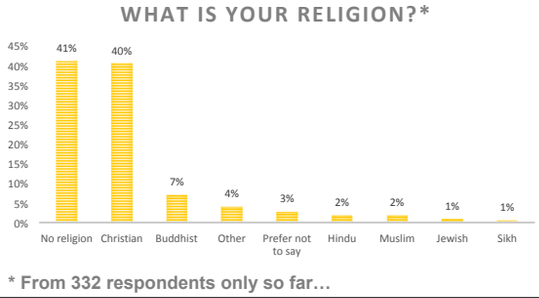


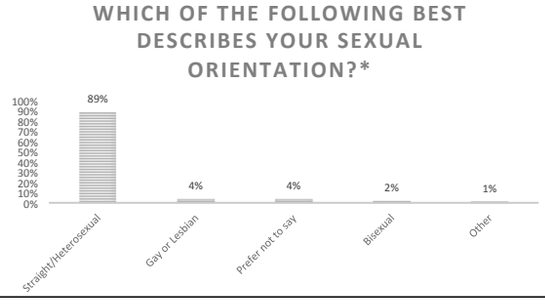
Being curious…

Being curious…



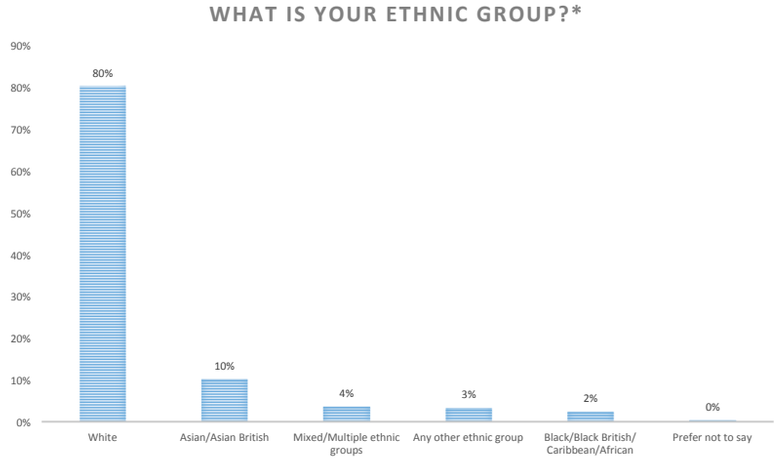






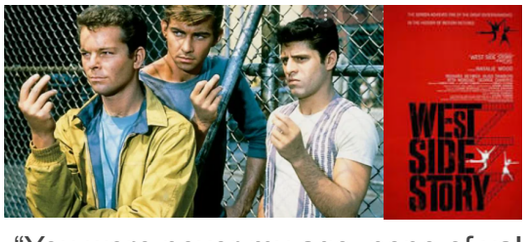
* From 332 respondents only so far…

Being curious…



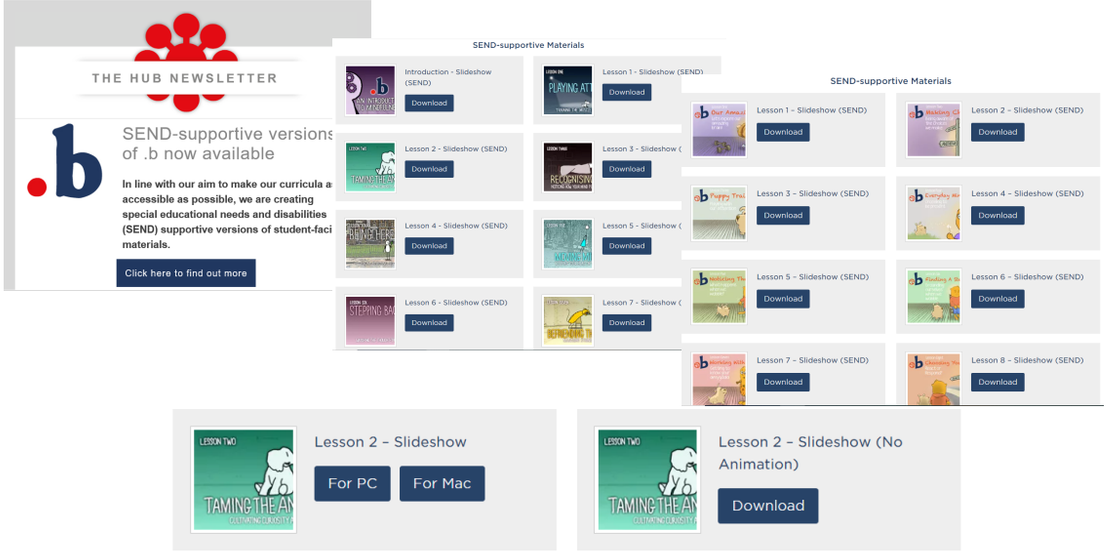
* From 332 respondents only so far…

Engaging in dialogue…



"You were never my age, none of ya! And the sooner you creeps get hip to that, the sooner you'll dig us!"

Continuous development



Supporting your teaching…

Teaching Skills Workshops

Continue to develop your mindfulness teaching with this series of free, 90-minute, structured workshops providing rich ongoing training for our .b and Paws b teachers to:

- Explore core themes and skills
- Develop mindfulness teaching competencies
- Build connections with others in this sector
- Access expert guidance on implementing mindfulness in schools

SLT Presentations

Why not get MiSP to speak to your headteachers, senior leaders, governors, and any other staff at school who would benefit from hearing from us direct? A free webinar could include:

- What mindfulness is and isn't
- The research evidence around potential benefits
- What it looks like in a school context
- The steps to bringing mindfulness to your school

Teacher Surgeries

Drop in to these regular 60 - 90-minute 'surgery' sessions with your specific questions on teaching a particular practice or lesson, or to discuss key aspects of teaching MiSP curricula. Everyone is welcome whether you are new to teaching our curricula or have been teaching it for years! We will be running separate surgeries for:

- Paws b
- .b
- Alternative Provision

Information Webinars

We now offer free 45-minute live, online, Information Webinars to support those interested in finding out how to bring mindfulness to their school, this will be followed by a 15 minute Q & A session.

Supporting your practice…

Hub Sits

Exclusively for Hub members (including those who have completed **.begin**) these Sitting Groups are a chance to sit together and share practice. Hosted on Zoom, Hub Sits occur roughly every two weeks and are usually in the evening. The sessions last for about an hour.

To register for a Hub Sit you will need to sign into your Hub account and click on the appropriate link on the Hub Sits page.

Teacher Retreats

We provide regular one-day online weekend retreats to anyone who is working in an education or a schools-related context, and has completed a recognised eight-week adult mindfulness course. These five-hour retreats will be a day of coming together as educators to reconnect with and/or deepen practice, we hope you can join us!

MiSP SML Sits are an online group mindfulness practice and discussion for MiSP Hub members who have completed the School Mindfulness Lead course.

#SchoolsSitTogether

MiSP #SchoolsSitTogether events bring our national and international community together online for a group mindfulness practice.

Every so often, we invite the worldwide educational community to join us in a series of free online daily practices. These drop-in sessions are intended to nourish, support and connect us with each other, and everyone is welcome.

Hosting experts…

Guest Workshops

Autumn 2021 Series

We are delighted to host a series of workshops exploring themes relating to mindfulness and inclusion.

Our Guest Workshops are led by experts from around the world and will provide a rich opportunity for you to explore a variety of topics and reflect on how mindfulness supports you and your teaching.

Inviting the Experts …

CPD Webinar Series

In this series of free webinars, Mindfulness in Schools Project invites specialist speakers to bring expertise and insight to our community of educators.

Themes are on topics relevant to our community of teachers and those working in and alongside schools and other educational establishments. Sessions will be delivered live, and will usually last approximately 60 minutes each. We will provide certification for CPD records, and webinars will be recorded and available to watch again as videos in our Hub.

MiSP
MINDFULNESS IN SCHOOLS PROJECT

MiSP Conference 2021
Including All
TEACHERS & LEARNERS

Thank you

MINDFULNESS in SCHOOLS PROJECT CONFERENCE 2021

Including ALL

TEACHERS & LEARNERS

Dr Colette Power

How can mindfulness welcome all social classes?

Missing Class

Exploring Social Class within the Mindfulness Field

Colette Power June 2021

Poverty, Class & Inequality

The top 1% of households own 43% of all personal wealth while the bottom 50% have only 1%

The 2020 Suisse Global Wealth Report

31% of children or 9 in a classroom of 30 are living in poverty in the UK 2019-20

The Child Action Poverty Group

Education & Inequality

82% of Oxbridge graduates come from the upper and middle classes

Independent, fee-paying schools educate just 7% of students, while 43% of Oxford and 37% of Cambridge students come from fee paying schools. 82% of barristers, 81% of judges and 80% of supreme court judges have been to Oxbridge.
10% of top jobs go to people from just 10 schools

Ferguson (2018)

‘The need for critical social mindfulness in schools’

Forbes (2019)

The Mindfulness and Social Change Network

Diversity & Inclusion: Why is it important for the mindfulness 'sector' to understand and respond to issues around power, privilege, diversity and inclusion, and identity? What does this mean for mindfulness centres, teachers and teacher trainers?

'True compassion is more than flinging a coin a to a beggar; it comes to see that an edifice which produces beggars needs restructuring'

King (1967)

Missing Class:
Strengthening Social Movement Groups
by Seeing Class Cultures

Class Matters:
Cross-Class Alliance Building
for Middle Class Activists

Definitions

Class
Relative social rank in terms of income, wealth, education, status and/or power

Classism
Differential treatment based on social or perceived social class. Classism is the systematic oppression of subordinated class groups to advantage and strengthen the dominant class groups. It's the systematic assignment of characteristics of worth and ability based on social class

Individual Classism
This term refers to classism on a personal or individual level, either in behaviour or attitudes, either conscious and intentional, or unconscious and unintentional

Institutionalised Classism
This term refers to the ways in which intentional and unintentional classism is manifest in the various institutions of our society

‘I thought ‘Thank God! Someone with a northern accent! I’d never met another gay woman with a working class background and accent in this field, being able to truly be myself was so empowering. I’ve carried this with me since’

Survey Respondent (Power, 2019)

She has an immediate, reflexive “No” reaction to the email. Familiar thoughts, feelings, and experiences of being ignored due to being in marginalised groups flash through her mind. …everything in her rejects any suggestion that anyone would be interested in what she has to say

An Auto ethnography of a Working-Class Gay Woman Becoming a Mindfulness Teacher,
Lynne Wheeler (part of masters degree at Bangor University)

Those who make the decisions in any field (whether educational, occupational, intellectual, or artistic) resonate with and reward those whose cultural capital (taste in food, humour, media, clothes) is similar to their own. Conscious intention to discriminate by favouring one’s own class is not necessary for privilege to be perpetuated

Bourdieu (2014)

‘I used to try and talk differently. I've educated myself. I used to feel shame that I didn't have a degree, but I now I feel this is my power, it's my difference, my unique life experiences. I'm proud to look back on my struggles and see where I have brought myself’

Survey Respondent (Power, 2019)

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RESOURCES

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The Class Work Project https://www.theclassworkproject.com/

MINDFULNESS in SCHOOLS PROJECT CONFERENCE 2021

Including ALL

TEACHERS & LEARNERS

Aesha & Dean Francis

Moving mindfulness from me to we, the relational aspects of mindfulness that transport practice from the cushion to daily life

The Urban Mindfulness Foundation

Aesha & Dean Francis

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So MBIT is…

A deep exploration of what it is to be

HUMAN

And not just the good bits!
It is also about identifying some of the constructs and narratives that shape us and can divide us.

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MBIT

Starts with a working definition:

Knowing and recognising, how we are relating, whilst we are relating to everyone and everything.

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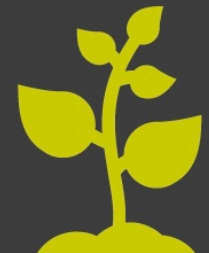
Mindfulness Based

INCLUSION

Training

(MBIT)



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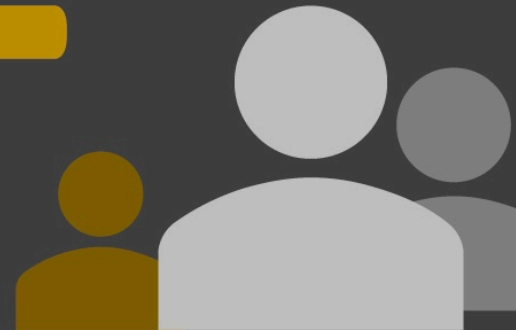
to

WE



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from

ME

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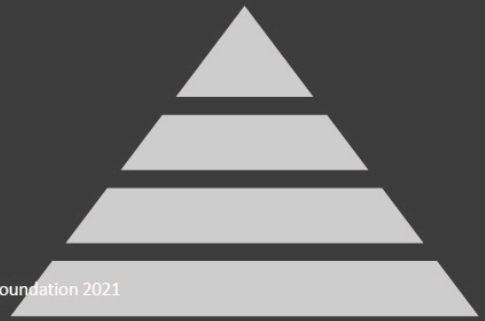
WELLNESS



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ILLNESS

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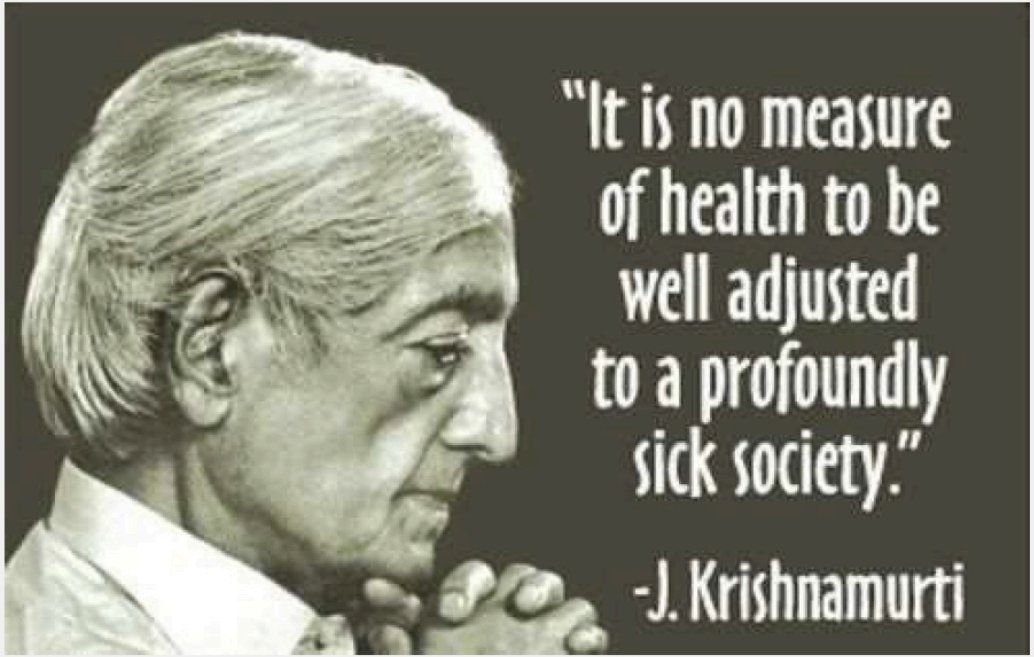

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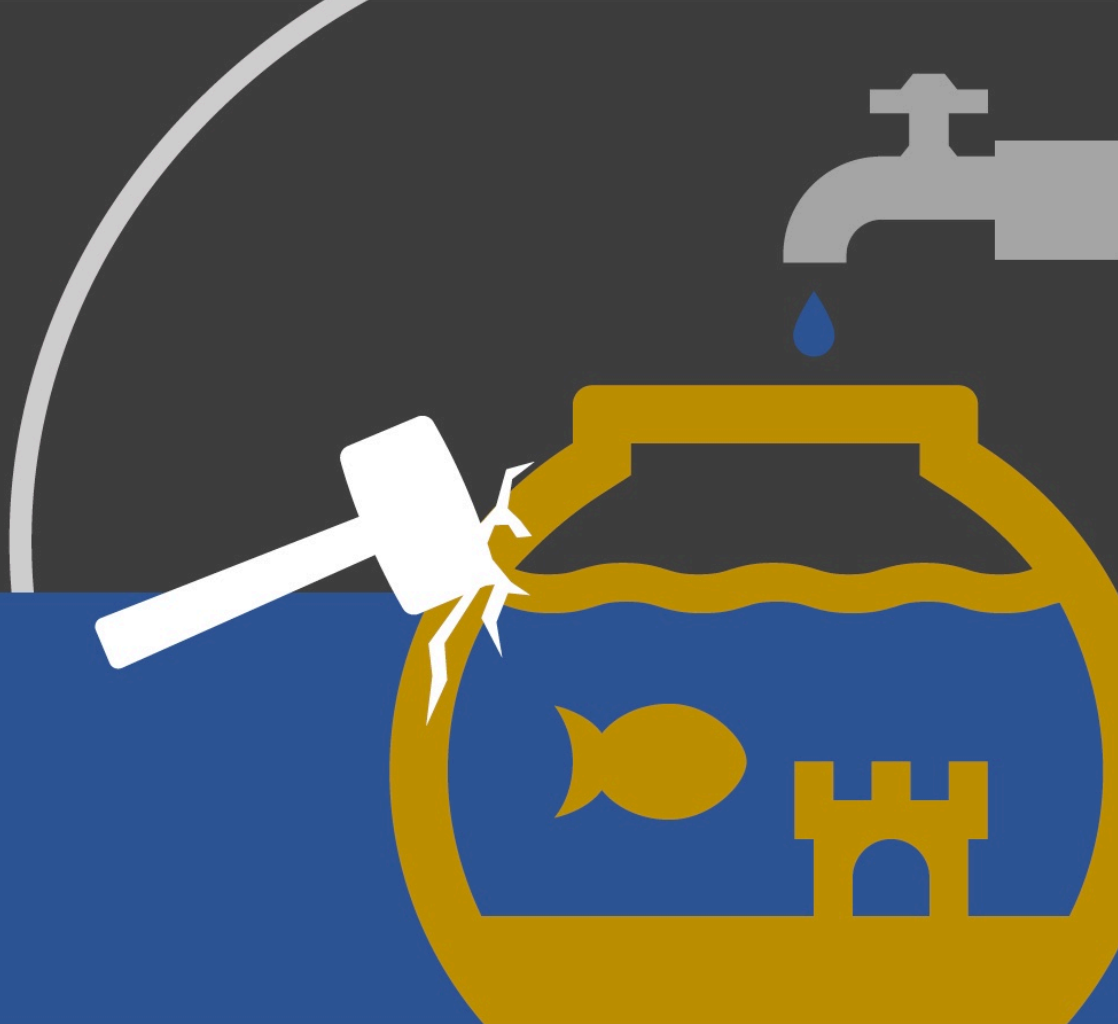
There seems to be a problem!



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The Power of the Grape Exercise

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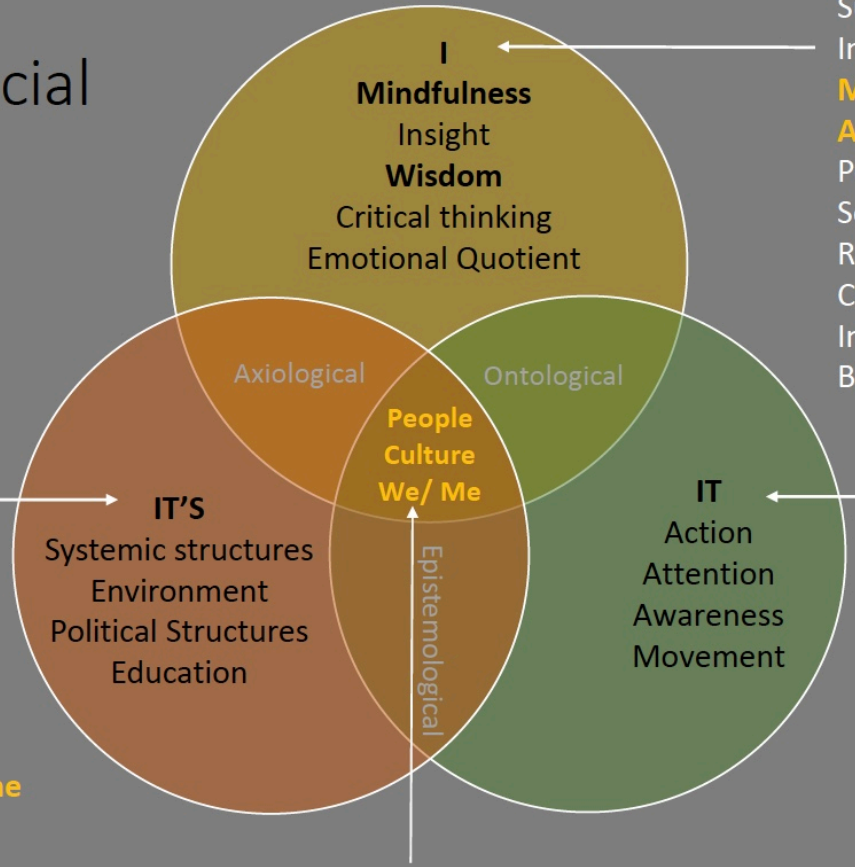
The MBIT Social Mindfulness Map 1



Subjective qualitative domain
Internal - difficult to measure parts
Mind / **Right Thought**
Attitude / Memories
Perspective Taking/ Seeing anew
Sense and meaning making
Rationality/ Personal Values
Cognition / Meta cognition
Intersectionality
Biases, Blind Spots, **Habits/ Observer**

Inter-objective domain
External measurable parts
Society / Business / Work
Education / Information
Systems / Processes
Technology / Network
Government / Justice
Health Care, etc
The feeding influence of the undercurrent

Objective, quantitative domain
External measurable parts
Behaviour
Skill and Competence
Right Action/ wrong action
Performance
Body/ Brain / Nervous System
Undercurrent

Inter subjective domain – Interpersonal internal parts - shared values, history, desires/ wants
Historicity Social / culture conditioning, Socialisation **relationships**, transpersonal, **Ubuntu/ Emptiness**

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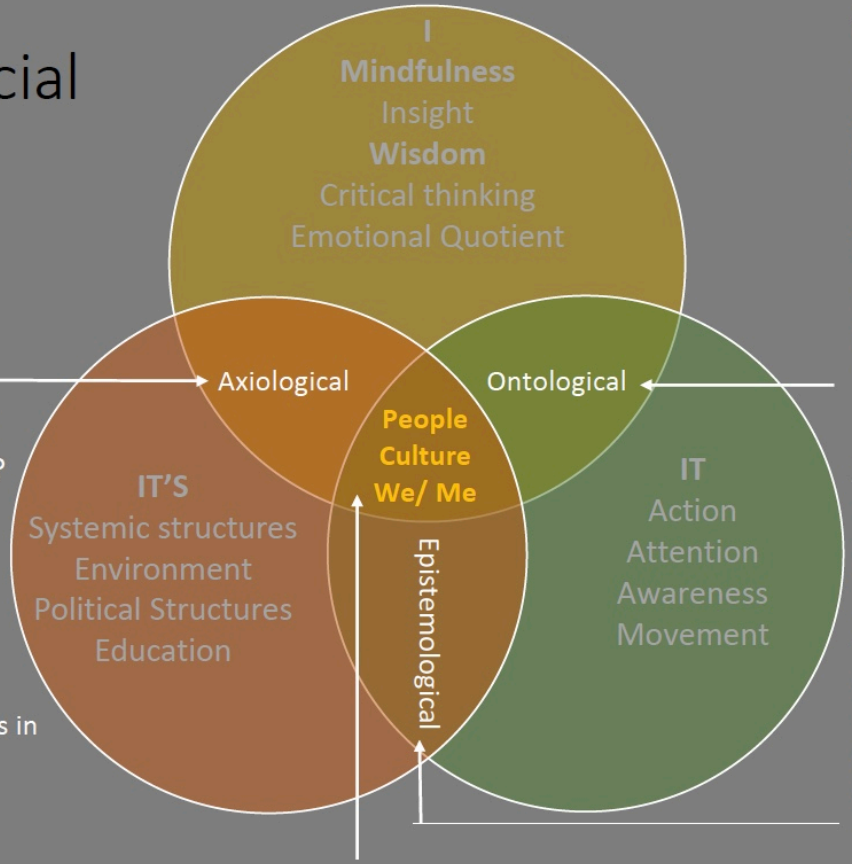
The MBIT Social Mindfulness Map 2



What

The nature of human beings, what are we? Purpose of our existence, Individuals, society and universe. Who are we, why are we here? Do we make real free will choices? Do external forces control outcomes eg systems, society? Are we best understood as individuals or a group?
It's the system – Collective view
We can change it – Collective view
I can change it – Individual view

Why

Why we value what we value?
What values are we guided by?
What do we consider good or bad? right or wrong?
Beautiful or not?
Are we all neutral?
Why is kindness important?
Why or why not equality, diversity and Inclusion as ethics in mindfulness?

How

How do we acquire knowledge / knowing
How do we know what we claim to know?
Explicit Knowledge – Is it true that books research statistics etc are factual?
Tacit Knowledge – Experiential
Is it about who feels it knows it?
Perception, Perspective
Is knowledge a relative social construction?
Is knowledge whatever we say it is then?
Does absolute objective knowledge exist?

Shared values, history, desires, wants, socialisation, **relationships**, transpersonal, **Ubuntu/ Emptiness**

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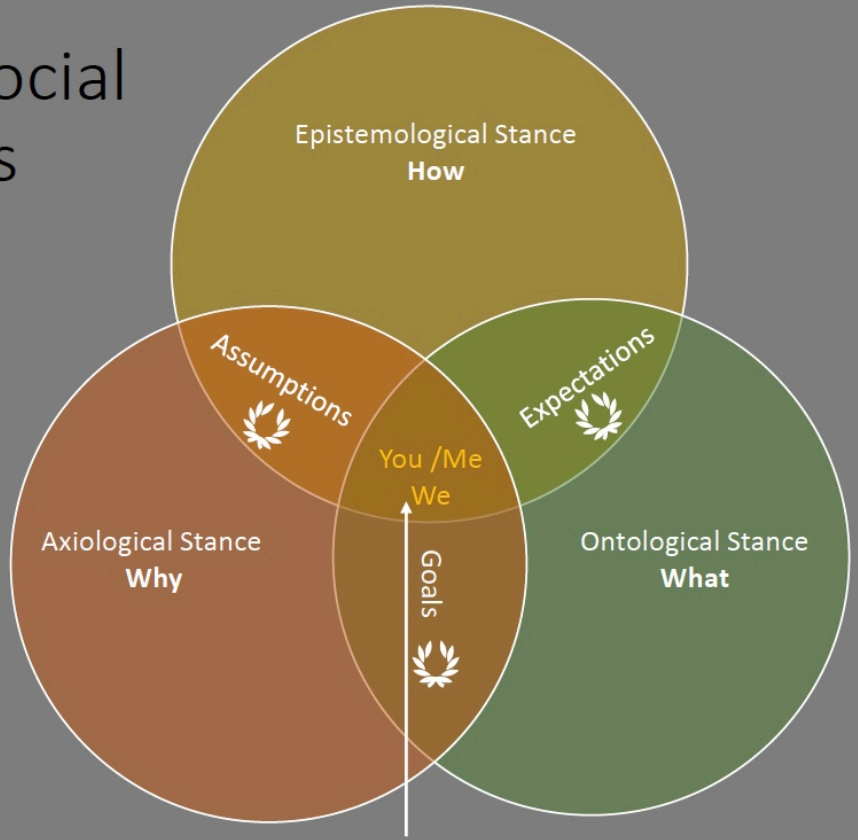
The MBIT Social Mindfulness Map 3

Inner Bias



Who

Values, history, historicity, beliefs, morals, passions, needs

Ubuntu "I am, because we are." / Emptiness

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"The conditions of
truth
is to <u>always</u> allow
suffering
to speak."

Cornel West – Philosopher,
Activist, Educator

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“Not everything that is faced can be changed. But nothing can be changed until it is faced.”

James Baldwin

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“I am no longer accepting the things I cannot change,

I am changing the things I cannot accept”.

Angela Davis

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I am because we are

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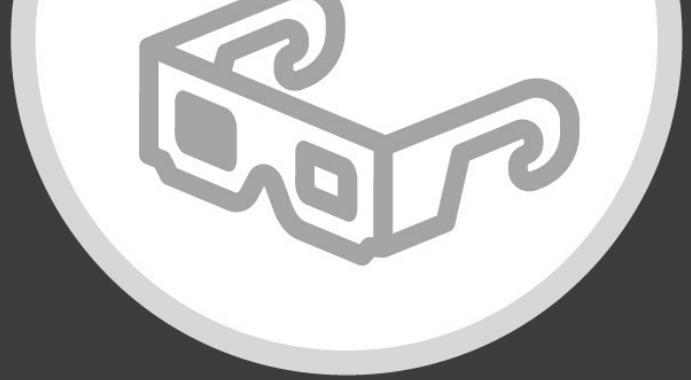

What's the lense in which you are seeing through?

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The

DIVERSITY

of

MINDFULNESS

is it's

BEAUTY!

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INCLUSIVE
COMPASSION
RADICAL
LOVE
INDFULNESS
WISDOM
NSIGHT
HUMILITY
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If you want to go fast
go alone
If you want to far
go together

– African Proverb

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Thank You

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MINDFULNESS in SCHOOLS PROJECT CONFERENCE 2021

Including ALL

TEACHERS & LEARNERS

Professor Kiki Messiou

How to include all learners

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Education School

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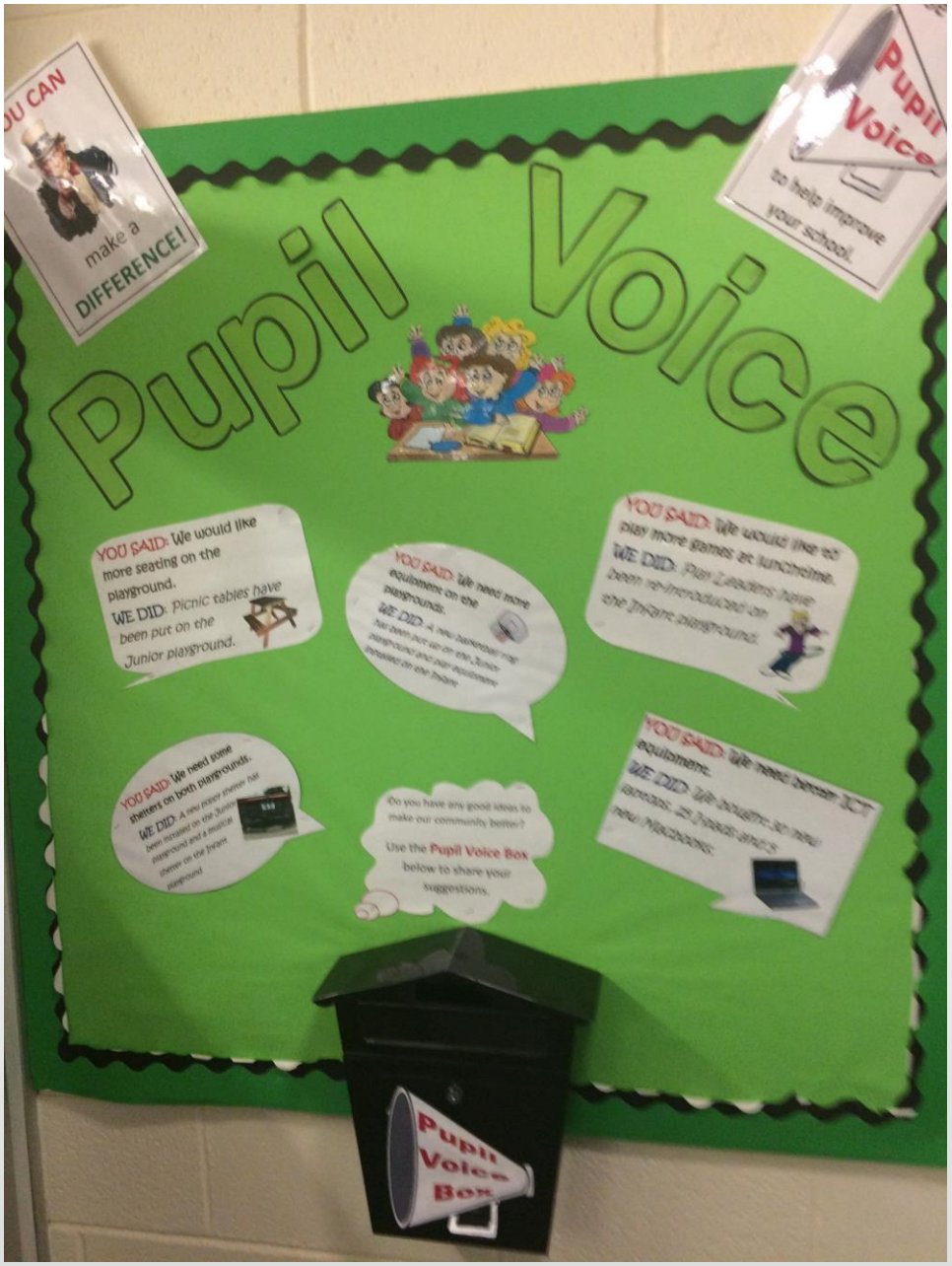
Including all learners in schools

"Including all: Teachers and Learners" Mindfulness in Schools Project (MiSP) Conference, 19th June 2021

Prof Kiki Messiou, University of Southampton, UK,
k.messiou@soton.ac.uk


U CAN
make a
DIFFERENCE!
Pupil Voice
to help improve your school.
Pupil Voice
YOU SAID: We would like more seating on the playground.
WE DID: Picnic tables have been put on the Junior playground.
YOU SAID: We need more equipment on the playgrounds.
YOU SAID: We would like to play more games at lunchtime.
WE DID: Play Leaders have been re-introduced on the Infant playground.
YOU SAID: We need some shelters on both playgrounds.
Do you have any good ideas to make our community better?
Use the Pupil Voice Box below to share your suggestions.
YOU SAID: We need newer ICT equipment.
Pupil Voice Box

How can schools include all learners, by focusing on dialogues between learners and teachers?

Features of inclusion

- Inclusion is a process
- Inclusion is concerned with the identification and removal of barriers
- Inclusion is about the presence, participation and achievement of all students
- Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalisation, exclusion or underachievement

(Ainscow, 2007)

Inclusion and students' voices

- Inclusion is about everyone having opportunities for choice and self-determination. In education, it means listening to and valuing what children have to say, regardless of age or labels. *(Mittler, 2000)*
- Listening to children's and young people's voices is in itself a manifestation of being inclusive *(Messiou, 2006)*

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"Reaching the 'hard to reach': inclusive responses to diversity through child-teacher dialogue" (2017-2020)

Research agenda

To find ways of reaching out to all of our students, especially those seen as being

'hard to reach'

Who are the 'hard to reach'?

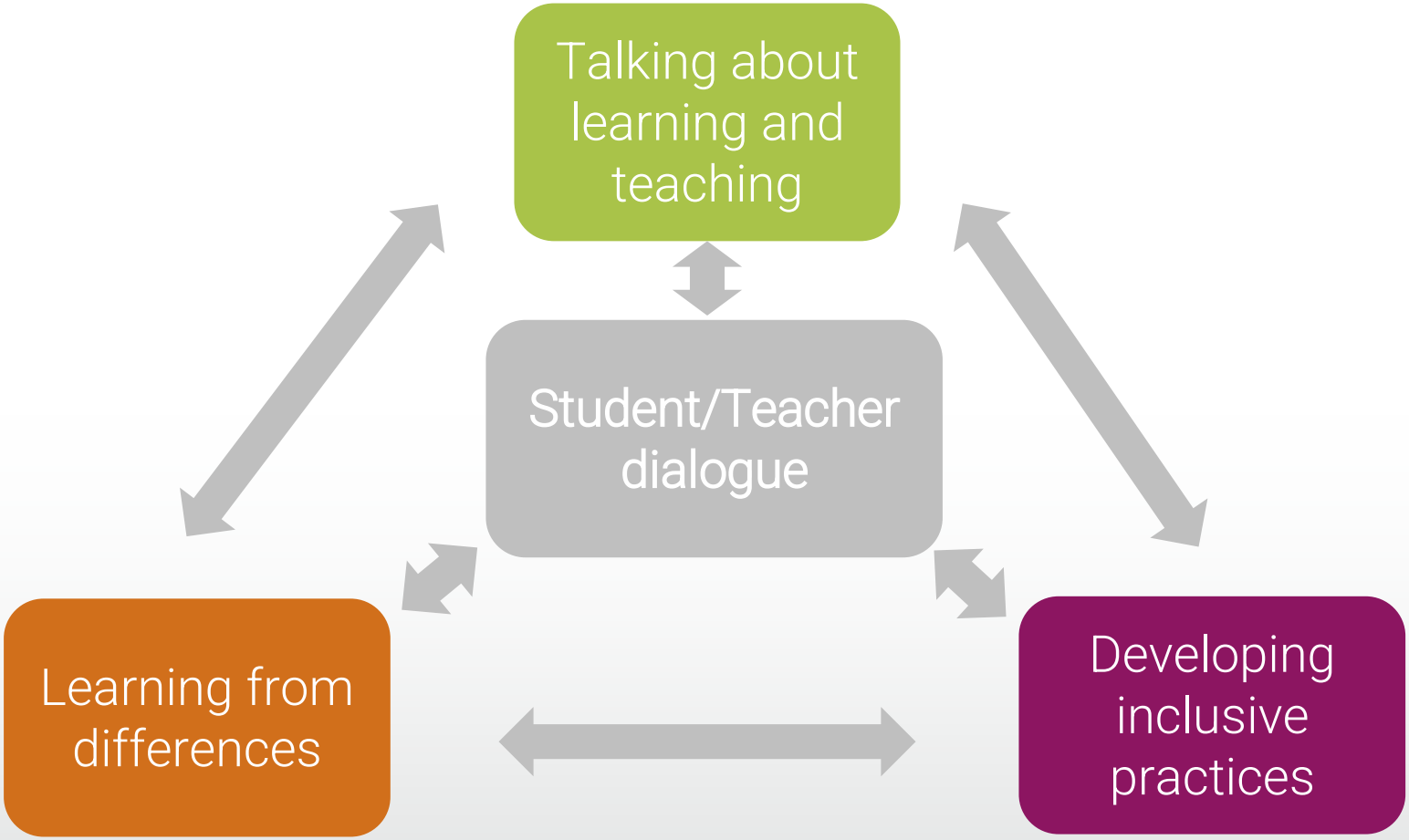
- Any child can be seen as 'hard to reach' at some point in school

- Through *Inclusive Inquiry* we focus on how lessons can be hard to reach sometimes, rather than blaming 'hard to reach' children

- We aim to develop more inclusive lessons through dialogues between children and teachers

What did the project involve?

- Three cycles of collaborative action research
- Researchers supported and monitored the developments in schools
- Impact on teachers' thinking and practices
- Impact on all children's engagement, particularly those seen as 'hard to reach'



Inclusive Inquiry

Phase 1: Plan

Phase 2: Teach

Phase 3: Analyse

The Levels of Use Framework	Rating
Phase 1: Plan	
1.1 A trio of teachers has been formed to carry out action research	
1.2 The trio has agreed about which will be their research lesson	
1.3 The trio has involved a group of student researchers in collecting evidence to support the design of the research lesson	
1.4 A lesson plan has been developed that sets out to ensure that all members of the class are engaged in all the activities	
1.5 The three teachers and the student researchers have all contributed to the design of the lesson plan	
Phase 2: Teach	
2.1 Each teacher has used the lesson plan with their class	
2.2 On each occasion, the two colleagues and student researchers observed the responses of class members	
2.3 The views of all students about the lesson were gathered	
2.4 After each lesson, teachers and student researchers met to review what has happened, focusing on the engagement of all members of the class	
2.5 The trio refined the lesson plan before it was used by the next member of the trio	
Phase 3: Analyse	
3.1 After completing all three lesson plans, the trio and student researchers discussed their impact on the engagement of all members of the classes	
3.2 The trio and student researchers drew conclusions regarding what was been learned about making lessons inclusive	

An example of *Inclusive Inquiry* in practice from one English school

Wordsworth Primary School

Bringing out the best in everyone

Training children researchers: Observing lessons – What do we need to look out for?

Are they learning? How do we know?

Which photo shows the best learning?

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Training student researchers

"I saw people talking but I realised when I saw them for a bit longer they were talking on task, because I realised that from far away because they were talking with their heads down writing. That kind of tells me they can't be talking about something that's not what they are supposed to be" Student Researcher

Thinking about having constructive dialogues with teachers

This lesson was boring
The teacher talked too much
The teacher is really nice
The activity allowed everyone to be involved
There were lots of opportunities for children to work together

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Gathering the views of our classmates

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Planning the lesson together

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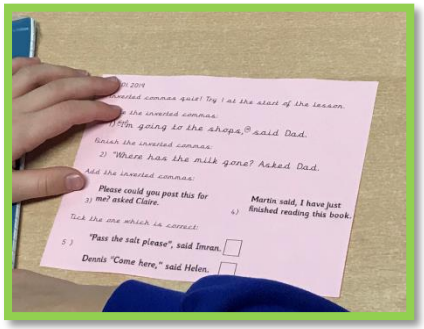
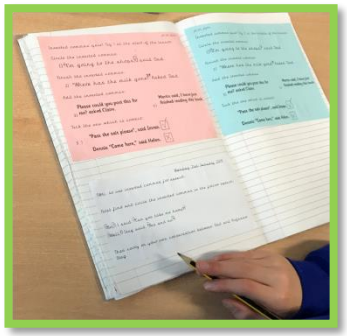
The lessons

A quiz to start us off…

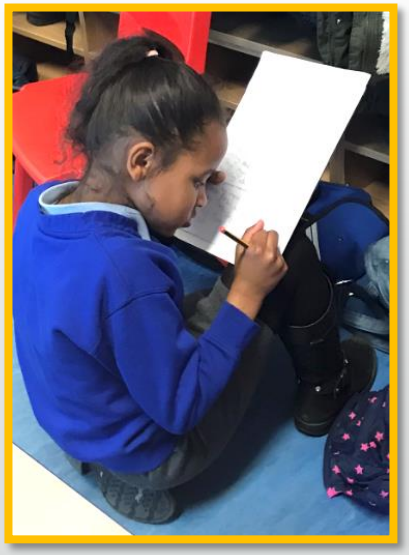




Different coloured paper used to track progress throughout the lesson!

Teaching the lesson

Researchers and teachers observing the learning together



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Time to analyse and adapt the planning!

Impacts include:

On students:

- Engagement in lessons
- Improvements in confidence
- Including children with history of difficult behaviour

Improved relationships:

- Between children
- Between teachers
- Between children and teachers

Teacher development:

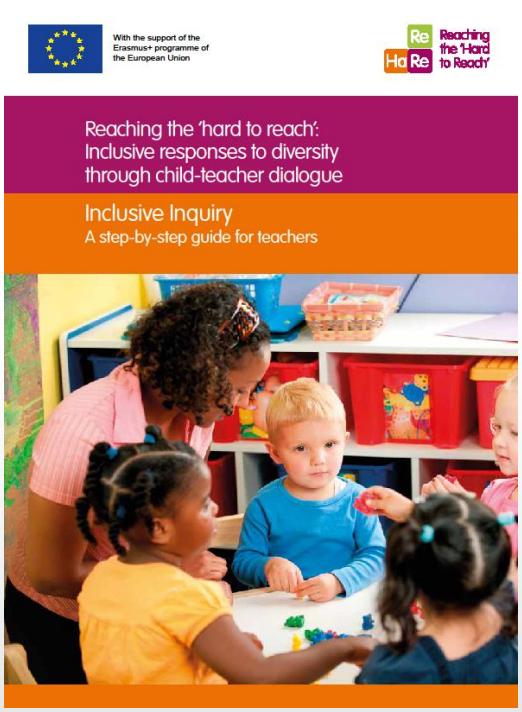
- Focus on details of practice
- Becoming more sensitive regarding individual pupils
- Sharing techniques

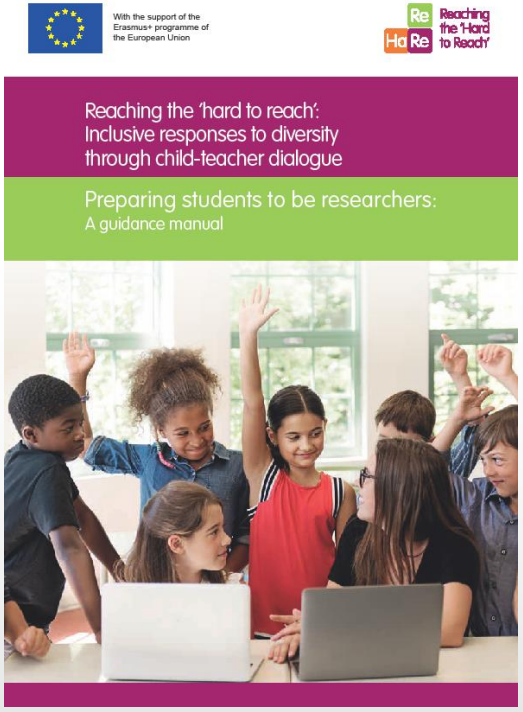
Before I was a pupil researcher, when teacher asked anyone to answer the questions, I never put my hand up because I didn't have my confidence. And when I was a pupil researcher, I put my hand up.

Student researcher

Booklets (free download in five languages)

https://reachingthehardtoreach.eu/publication/





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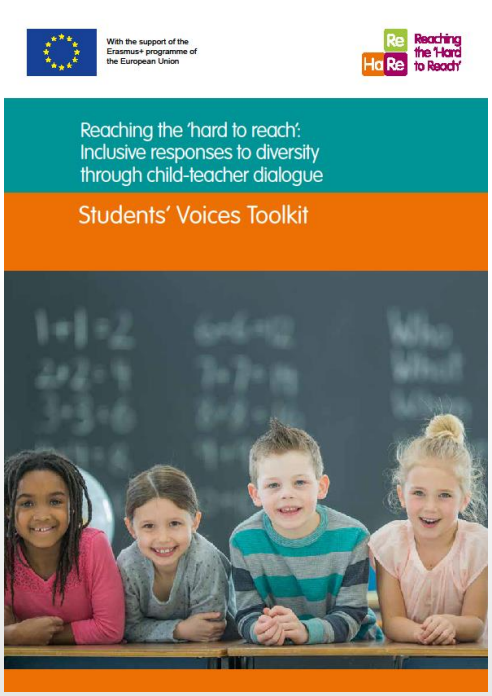

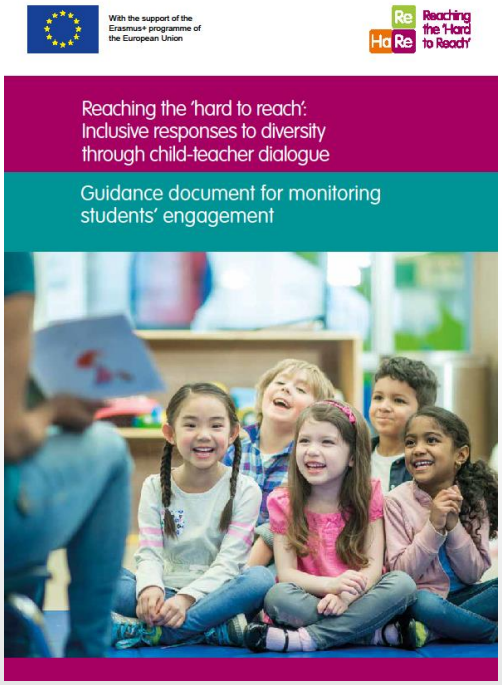

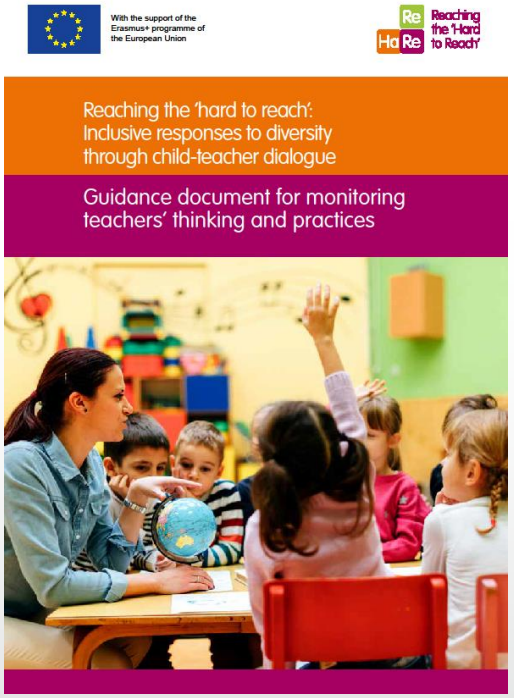

For more information:

https://reachingthehardtoreach.eu/

Video:

https://reachingthehardtoreach.eu/video/

Final thoughts

…practitioners and students embark on journeys all the time. Those collaborative journeys can be seen as ways of reaching out to all learners and creating schools that are all the more inclusive.

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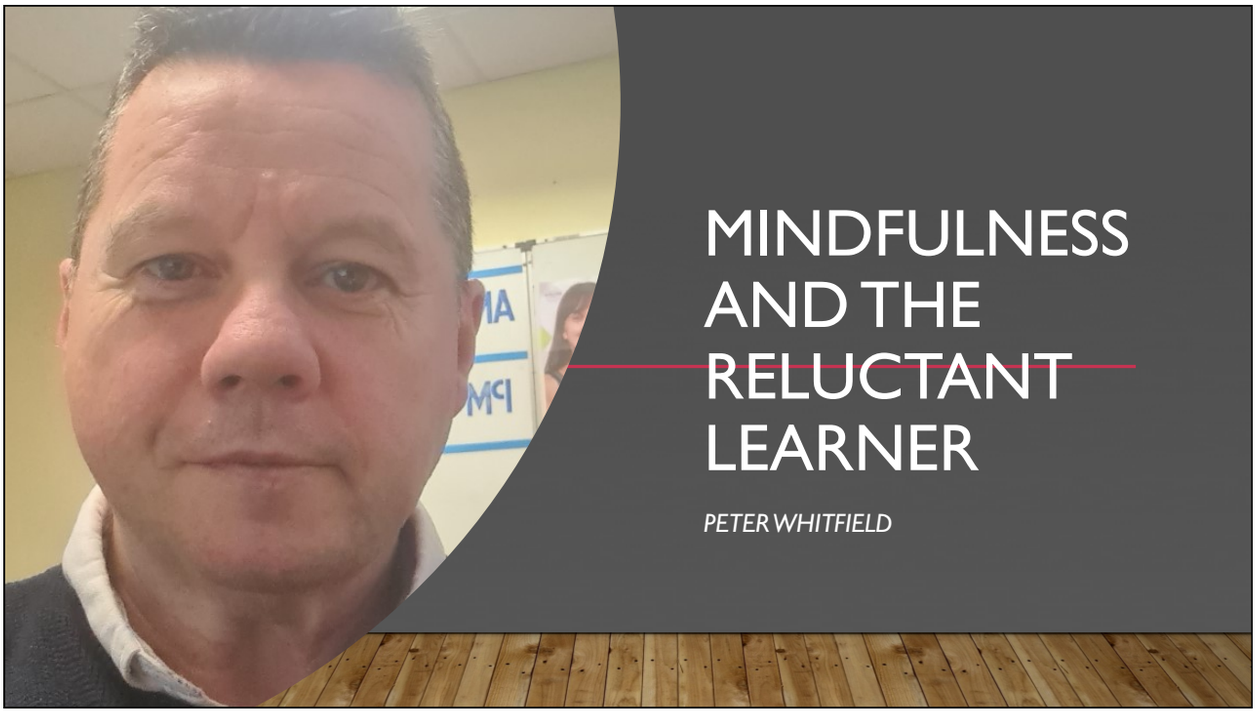
MINDFULNESS in SCHOOLS PROJECT CONFERENCE 2021

Including ALL

TEACHERS & LEARNERS

Peter Whitfield

Mindfulness and the reluctant learner



MINDFULNESS AND THE RELUCTANT LEARNER

PETER WHITFIELD

About me

Flintshire Portfolio PRU, in North Wales, which has just recently been rebranded to Plas Derwen. There are currently 5 centres in total, all in different locations, but come September we will be moving into a brand new , purpose built school.

I'm the operational manager for the 3 behavioural centres covering key stages 2 to 4. Though I'm mostly based in the key stage 3 centre.

My journey into Mindfulness

Union sponsored .b foundations course

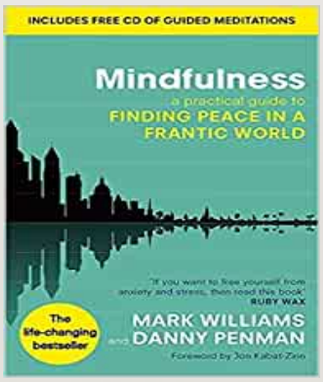
Paws b Course

.b Course

School Lead

MBSR Course

The Present Course



national education union

Why Mindfulness for me and how I've implemented it so far.

What's worked?

- KS2 small group work
- KS3 largely 1:1
- Short sessions. Mixture of science facts and practices
- Explaining its uses in the 'real world'
- .b and 7/11 breathing

Important messages

- **Thoughts aren't real**
- **Everything changes**

What next?

- Embed mindfulness into the culture of the new build
- Further partnership work with the Learning Disability Service
- Continue to improve my own practice and get the message out there!

MINDFULNESS in SCHOOLS PROJECT CONFERENCE 2021

Including ALL

TEACHERS & LEARNERS

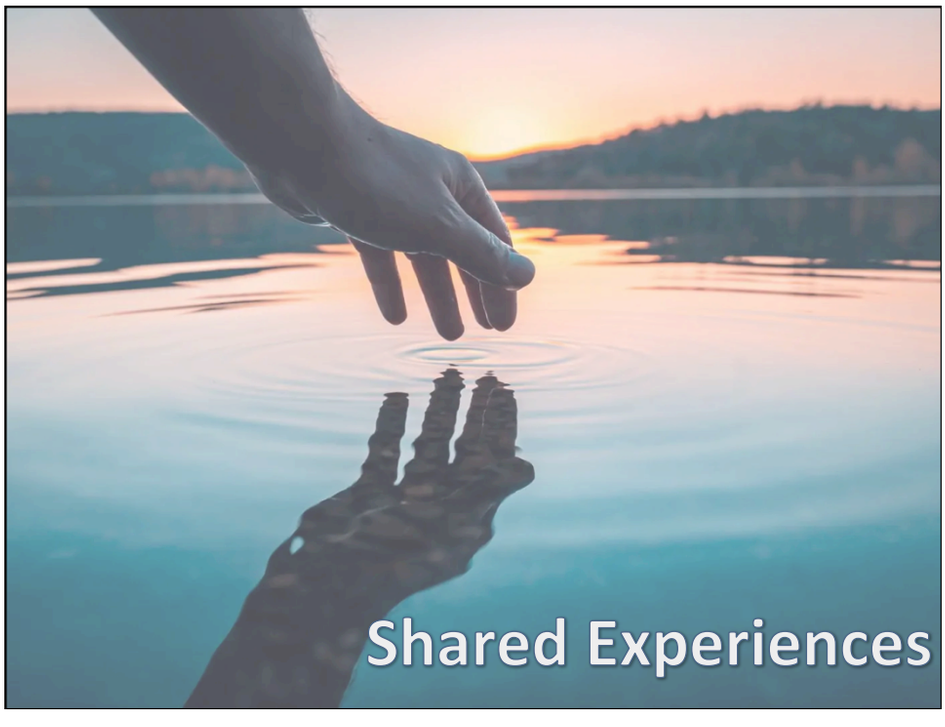
Richard Woodland

Reflections from MiSP's Men's Inclusion and Support Group

Reflections from MiSP's
Men's Inclusion and Support Group

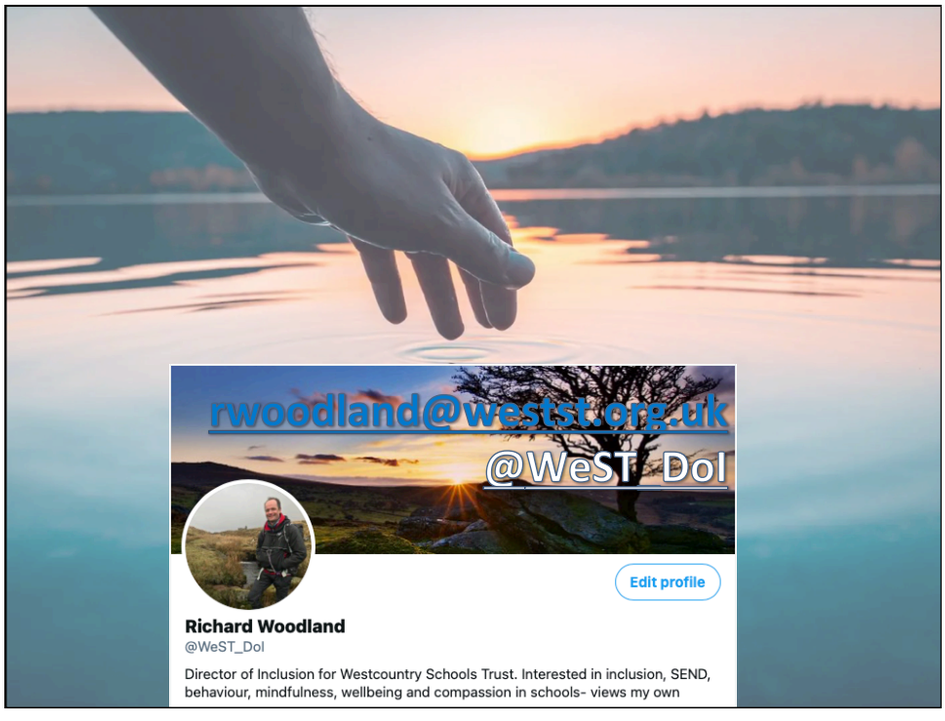
Just Men?

Beginnings and Gratitude


Shared Experiences

Emerging Themes

'AN ABSOLUTE DELIGHT' OBSERVER
The Descent of Man
Grayson Perry
MATT PINKETT and MARK ROBERTS
BOYS DON'T TRY?
RETHINKING MASCULINITY IN SCHOOLS
Others' Viewpoints


rwoodland@weststt.org.uk
@WeST_DoI
Edit profile
Richard Woodland
@WeST_DoI
Director of Inclusion for Westcountry Schools Trust. Interested in inclusion, SEND, behaviour, mindfulness, wellbeing and compassion in schools- views my own