



MiSP Conference 2021
Including All
TEACHERS & LEARNERS
Online, Saturday 19th June








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Welcome ... to our 2021 Conference!

A warm welcome to our 2021 conference! We are so glad and grateful that you are joining us today towards the end of a school year that has presented such huge challenges. Teachers and other school colleagues have done a phenomenal job supporting their children and young people through it all and it is our privilege to host you at our virtual event today.

'Including All' in education has never been a more important topic. Whilst the pandemic has brought communities together and catalysed a great deal of positive social action, it has also highlighted the stark differences, inequalities and injustices that perpetuate in our society. Many other current events continue to demonstrate this too.

Mindfulness in schools can make a significant contribution towards developing communities who promote and protect the value and dignity of each individual.

The practice of mindfulness can wake us from a state of 'autopilot' (in terms of both behaviour and attitudes), and allow us to begin to challenge our conscious and unconscious bias. When we bring compassion, curiosity and kindness to our experience we can better connect with ourselves, with others, and with the world around us.

At MiSP, we intend to introduce mindfulness in schools in ways that encourage and celebrate diversity, pluralism,

tolerance, non-discrimination, non-violence, equality of opportunity, solidarity, security and the participation of all people, including disadvantaged and vulnerable groups. As a charity, we are on our own journey in learning how we can fulfil this ambition.

We are committed to improving accessibility to mindfulness for adults and children in schools, and seek to engage in dialogue with others so that we can learn and develop our offerings. Our conference this year is very much part of that journey as we ask: how can mindfulness in schools include all teachers and learners?

We are very fortunate and honoured to have such a fantastic line-up of expert speakers talking to us today from a broad range of fascinating perspectives and experience. We hope you enjoy the day!

Chivonne

Chivonne Preston
CEO, MiSP



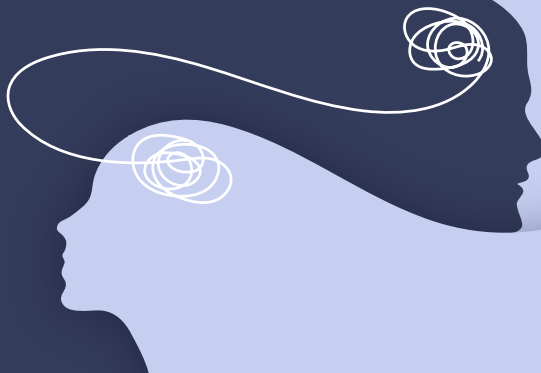
Schedule

09:30	Welcome	Richard Burnett
09:40	How can mindfulness welcome all social classes?	Dr. Colette Power
10:00	The Mindfulness Network for People of Colour and the forgiveness model of mindfulness	William Fley
10:20	Wave MAT's strategy for inclusion	Rob Gasson & Ceri Skilton
10:40	The power and potential of mindfulness in cultivating inclusive school leaders	Maggie Farrar
11:00	Morning break	
11:10	Ubuntu mindfulness in the community	Elizabeth Mpyisi
11:30	Mindfulness and the reluctant learner	Pete Whitfield
11:40	Building community using creativity and culture	Charisse Minerva
12:10	How mindfulness and self-compassion can nurture LGBTQ+ community inclusion in schools	Dr. Raphael Adjani
12:30	Offering mindfulness throughout the Powys County Council Pupil Referral Service	Linda Gutierrez
12:45	Reflections from the Men's Inclusion and Support Group	Richard Woodland
13:00	Lunch break	
13:40	How to include all learners	Professor Kiki Messiou
14:05	Including all children as Mindfulness Ambassadors	Chevone Charman-Osborne
14:20	Moving mindfulness from me to we, the relational aspects of mindfulness that transport practice from the cushion to daily life	Dean & Aesha Francis
14:50	Inclusion at MiSP	Chivonne Preston
15:05	Mindfulness and religion – can mindfulness include people of faith?	Professor Mark Williams
15:45	Close	



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Dr Colette Power

How can mindfulness welcome all social classes?

Colette has been teaching mindfulness and compassion-based programs (Breathworks MBPM, MBSR, MBCT) since 2011. She is a Certified Mindful Self-Compassion teacher, supervisor and mentor.

Colette attended the first Class Action training in the UK in 2018 and since then has been offering training focused on raising awareness of class-based inequality. Colette is active in the field of mindfulness and social justice, working towards widening accessibility and building a more diverse community of mindfulness practitioners.



William Fley

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

William is the founder and director of the Mindfulness Network for People of Colour, the UK's leading organisation looking at ways in which mindfulness can be more culturally adaptive, inclusive, and trauma-sensitive for people of colour.

He is a psychotherapist with a focus on child adverse conditions, including the challenges and the effects of 'absent fathers' on identity, transition and belonging.

William researches and offers seminars and evidence-based research projects crossing over interdisciplinary frameworks that merge racial justice, psychology, forgiveness, and resilience trauma work, forest retreats and echo psychotherapy.



Rob Gasson & Ceri Skilton

Wave MAT's strategy for inclusion

Rob Gasson, CEO of Wave Multi Academy Trust is an experienced leader with extensive board room experience as both a CEO and trustee.

Ron took up his first headteacher role in 2000 and has worked extensively with pupils who exhibit challenging behaviour and those who are unable to access school due to their health. He has contributed to developing leading policy and practice in this field and is a passionate advocate of inclusion. Wave MAT is currently made up of thirteen schools across the South West. Rob has Masters degrees in Economics and Education Management and is a proud father of two.



Ceri Skilton is School Mindfulness Lead at Wave MAT

Ceri has worked at Nine Maidens APA since 2008 first as a TA/HLTA & more recently as a Family Support Worker. She has a degree in Complementary Health Therapies & Counselling Studies, is a qualified Montessori Early Years Practitioner and has a particular interest in enriched environments and curriculums for promoting and supporting wellbeing. Ceri was first introduced to mindfulness in 2017 when the .b Foundations was run as part of the school health & wellbeing initiative and has since trained in the Paws b, .b and SML. Having established Paws b at Nine Maidens Ceri has now started Paws b outreach with local schools as part of enhanced student transition support alongside teaching .b Foundations online to staff across WAVE in the hope of encouraging the use of mindfulness and creating a community of MAT staff who are also practising and teaching mindfulness.



Maggie Farrar

The power and potential of mindfulness in cultivating inclusive school leaders

Maggie has worked as a teacher and in senior leadership roles in education for over 40 years. She was latterly Director for Leadership Development and Research at the National College for School Leadership and Interim Chief Executive.

She trained as a mindfulness teacher at the Oxford University Mindfulness Centre and has integrated this into her current work, supporting leaders to thrive and flourish in the complex and demanding role of school leadership.

In this talk, Maggie will draw on the work she does with school leaders to cultivate leadership presence, calmness and stability even in the most turbulent of times. She will explore how by being more present, leaders can also cultivate more inclusive school cultures. She will also explore the significant opportunity that now exists as leaders re-imagine the purpose of school post Covid-19 and the role that mindfulness can play in that crucially important work of cultural and organisational change.



Elizabeth Mpyisi

Ubuntu Mindfulness in the community

Founder and Director of the Mindful BAME network, Co-Founder of the International Directory of BIPOC Mindfulness Practitioners and Trustee and Diversity and Inclusion Advisor for the Mindfulness Initiative.

Elizabeth served for over 25 years in the United Nations, as a Senior Legal Advisor in former Yugoslavia, Southern and West Africa, the DRC and Geneva Headquarters, and as Senior Investigations Officer in the UNHCR Inspector-General's Office. A bilingual (French) and British-trained Barrister, Elizabeth has an enduring interest in human rights issues, diversity and inclusion and the overarching imperative of Compassion in Action regarding hard to reach communities and individuals.

Since taking early retirement from the UN 6 years ago, Elizabeth has immersed herself in the mindfulness community as a practitioner and teacher. She is also a Trustee at the Desmond Tutu Foundation UK and BAME Officer and member of the Surrey Minority Ethnic Forum.

Find out more at: www.mindfulbame.network



Peter Whitfield

Mindfulness and the reluctant learner



Peter Whitfield is Learning Manager at Plas Derwen (Flintshire Pupil Referral Unit) in North Wales. He is .b, Paws b, .b Foundations and MBSR trained.

Pete has over 20 years' experience of teaching pupils with behavioural, emotional and social difficulties. He began his career working with young people in Local Authority children's homes in the North West before training as a teacher and teaching in mainstream primary from which he was seconded into a secondary EBD setting and never looked back.

He began his mindfulness journey 5 years ago, with an open mind, looking for an alternative approach to engaging with young people. With a new, modern campus including impressive facilities for vulnerable learners due to open in September 2021, Pete is aiming to create a 'mindfulness environment' spanning all key stages on the one site, where everyone can participate in mindfulness practice as appropriate.

Charisse Minerva

Building Community Using Creativity and Culture

Charisse Minerva is a Community Builder using creativity, culture and contemplation as essential tools for building community, reducing stress and envisioning the future we want to see. She brings a scientific and artistic approach to the field investigating the existence of contemplative practices, their individual and cultural significance, as well as how these practices can be introduced in ways that are broad-based.

Charisse has developed a process to study contemplative practices that is predominantly an experiential, observational approach, allowing her to teach in diverse communities honouring their traditions while sharing her tools.

Since the early 2000's, Charisse has worked to bring contemplative practices (including mindfulness) into marginalized communities, focusing on youth.

She has spent several years working as a teacher, trainer, and board member with Inward Bound Mindfulness Education (iBme), which focuses on teen and young adult populations, and has also been a trainer in the .b curriculum in the United States.

Charisse also uses performance, creativity and culture to design ways to engage, educate and re-introduce these ancient practices into contemporary settings.



Dr Raphael Jay Adjani

How mindfulness and self-compassion
can nurture LGBTQ+ community
inclusion in schools



Raphael is: an integrative psychotherapist; Life Development Coach at Amaravati Wellness Center, Thailand; and formerly Honorary Programme Director of New Life Foundation, a Mindfulness-based recovery and wellbeing centre in Thailand.

Raphael is also a qualified and experienced teacher of Mindful Self-Compassion, Mindfulness-based Stress Reduction and other Mindfulness-based programmes.

Alongside a private practice, Raphael's work as a therapist includes play therapy in a primary school. It also includes being a member of the teaching team of UK organisation Rainbow Mind. Rainbow Mind delivers pioneering programmes including Radical Self-Care that are particularly supportive of the lives of LGBTQIA+, alongside Black, Asian and Minority Ethnic populations.

As a lecturer in higher education, as well as a teacher in corporate, community and health contexts, Raphael has been helping people, for over 30 years to maximize their holistic creativity.

www.TheDeliciousDelightOfLiving.com

Linda Gutierrez

Offering mindfulness throughout the Powys County Council Pupil Referral Service

Linda Gutierrez is a Tutor at Brecon Pupil Referral Unit and Emotional Health and Wellbeing Lead for staff and pupils throughout the County of Powys in Wales.

Linda has spent the past 25 years working with schools throughout England and Wales promoting inclusive practice using evidence-based therapeutic techniques and innovative programmes to break-down barriers to learning, in particular Emotional Literacy and Cognitive Behavioural Therapy (CBT). She has worked with Universities, Colleges, Education Authorities, Local Health Boards and Social Care settings, delivering training to aspiring head teachers, newly qualified teachers, educational psychologists, trainee counsellors and psychotherapists, school nurses, foster carers, social workers and parents. Linda also delivers CBT to adults, children, and young people and provides clinical supervision to CBT practitioners.

Linda trained as a .b teacher in 2011 so that she could teach mindfulness to children and young people in inclusion settings who struggle with focus and attention, anxiety and low mood. She now works as the School Mindfulness Lead for the whole Powys County Council Pupil Referral Service, teaching .b Foundations to colleagues across the county.



Richard Woodland

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



Richard is Director of Inclusion at the Westcountry Schools Trust, a family of 22 schools in the South West of England.

He originally undertook an 8-week mindfulness course to explore ways to support his own wellbeing before training to be a .b teacher and, as a secondary Headteacher, was in the privileged position of being able to timetable the .b curriculum for his Year 9s with relative ease.

Having moved to a MAT-wide role, Richard is motivated by a strong sense of social justice and a desire to create a more inclusive and compassion-focussed education system as he leads the Trust's work in SEND, inclusion, attendance and safeguarding. He recently trained as a School Mindfulness Lead and is looking forward to teaching the .b Foundations course for staff across the Trust.

Richard is also a member of MiSP's Men's Inclusion and Support Group which meets termly. This is one of four groups that aim: to provide a safe and supportive space for members to share challenges, experiences, and learning around mindfulness in schools; to encourage representation of a broad range of school experiences; to raise awareness of relevant issues and to facilitate engagement with all school communities.

Professor Kiki Messiou

How to include all learners

Kiki Messiou is Professor of Education and Director of Research, Southampton Education School, University of Southampton.

Kiki's research focuses on inclusive education and, in particular, explores children's and young people's voices to understand notions of marginalisation and develop inclusive practices in schools. Most recently she has led a three-year European Union funded study 'Reaching the 'hard to reach': Inclusive responses to diversity through child-teacher dialogue' focussing on developing effective strategies for including all children in lessons, particularly those who might be seen as 'hard to reach', involving partners from universities and primary schools in five countries: Austria, Denmark, England, Spain, and Portugal.

This has built on her earlier collaborative teacher development and research project 'Responding to diversity by engaging with students' voices: a strategy for teacher development' which involved researchers and practitioners from three countries: Portugal, Spain and the UK.

Kiki started her career as a primary school teacher in Cyprus and completed her postgraduate studies at the University of Manchester. She has extensive experience of working in schools as a teacher and as a researcher.

Her book 'Confronting Marginalisation in Education: A Framework for Promoting Inclusion' was published in 2012.



Chevone Charman-Osborne

Including all children as Mindfulness Ambassadors



Chevone Charman-Osborne is a well-being coach at Brynnau Primary School in Wales and has worked with children in various settings for over 20 years.

In 2018 Chevone completed Paws b and The Present training, and then introduced mindfulness in her school from nursery to year 6. She is currently training Key stage 2 pupils to become 'Paws b mindfulness ambassadors' for their classes. Chevone has an unstoppable passion for promoting children's emotional intelligence and wellbeing, teaching children the skills and tools they need to help them cope with the worldly challenges they may face, enabling them to flourish.

Aesha & Dean Francis

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



Aesha and Dean Francis are co-founders of the Urban Mindfulness Foundation C.I.C based in Newham, East London. They have co-facilitated many courses, workshops, and drop-in sessions that are specifically designed to broaden access to mindfulness.

They are also the co-creators of the Mindfulness Based Inclusion Training (MBIT) programme designed to alleviate social issues of inequality and identity based harms such as racism in order to promote social cohesion and solidarity.

Using trauma sensitive inclusive mindfulness training to deepen practice, their work is underpinned by the qualitative aspects of mindfulness training, such as kindness, gratitude, compassion, joy and inclusive care, reaching beyond the boundaries of secular training. Their work explores how to deliver mindfulness training within a community of practice framework where participants collectively agree to explore social and cultural topics, or subjects of need or relevance as a collective.

On the verge of completing their Master's degrees, Dean's research has explored a progressive secular approach to deconstructing racism and social inequality using trauma sensitive and socially aware mindfulness training, teaching and practice, combining mindfulness practice with social and cultural intelligence training and contemplative dialogue.



His specific interest is in how mindfulness practice impacts our collective wellbeing more broadly, and specifically our relationships with self, each other, and our planet. Dean has also delivered workshops in the field of social mindfulness practice via the Mindfulness for Social Change Network and the Ulex Project in Spain.

Aesha's research has focussed on the impact of social, cultural and inclusion awareness training on experienced mindfulness teachers and whether such interventions encourages mindfulness teachers taking a more inclusive approach to teaching that develops social communication, understanding and relationships that nurture the solidarity desperately needed in these challenging times.

Both have been delivering .b since 2016, and both have completed teaching internships with the Mindfulness Association. Aesha and Dean are also MBLC and CBLC facilitators and advocates of building a mindful culture within schools as a priority.

Having qualified as an Environmental Scientist back in 1999 and still enjoying a 20 year successful career in Environmental Consultancy, Dean is considered a specialist in the field of Environmental Risk Assessment and Management. Aesha is also professionally trained in the disciplines of Art, design and textiles, and enjoys bringing her creative skills to the highly successful, specialist Environmental Consultancy business which they run together. So needless to say, there is also a deep environmental thread that runs within the works they do.

As life partners, Aesha and Dean enjoy family life with their two daughters - either creating, debating, entertaining or being entertained and generally making good trouble – accompanied by their family dog friend Yardley!



Professor Mark Williams

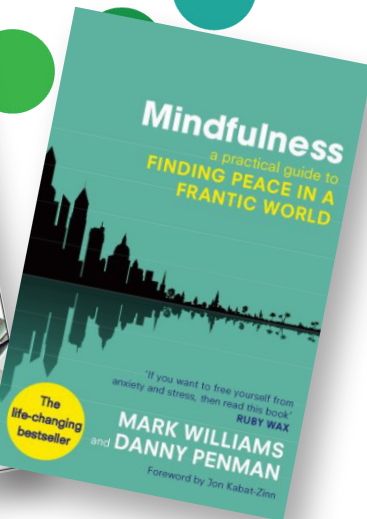
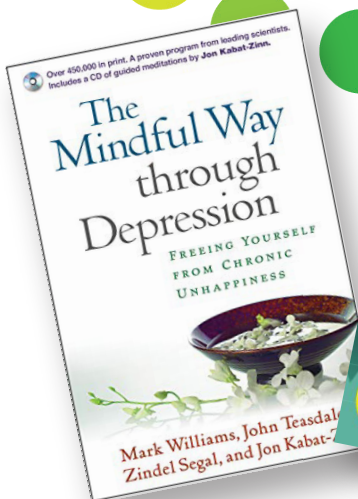
Mindfulness and religion – can mindfulness include people of faith?



Mark Williams is Emeritus Professor of Clinical Psychology and Honorary Senior Research Fellow in the Department of Psychiatry, University of Oxford. He is a Fellow of the British Academy and the UK Academy of Medical Sciences.

The main focus of his research and clinical work has been to understand how best to prevent serious clinical depression and suicide. With colleagues John Teasdale (Cambridge) and Zindel Segal (Toronto) he developed Mindfulness-based Cognitive Therapy (MBCT) for prevention of relapse and recurrence in depression, and research has now found that MBCT markedly reduces the rate of future depression in those who have suffered the most serious and persistent forms of major depression.

His books include *The Mindful Way Through Depression* (Guilford, 2007; with John Teasdale, Zindel Segal and Jon Kabat-Zinn), *Mindfulness: A Practical Guide to Finding Peace in a Frantic World* (London, Piatkus, 2011, with Danny Penman), *Mindfulness-based Cognitive Therapy for Depression* and *The Mindful Way Workbook* (with Z. Segal and J.D. Teasdale; Guilford, 2013, 2014), and *Mindfulness-Based Cognitive Therapy with People at Risk of Suicide* (with Melanie Fennell, Thorsten Barnhofer, Sarah Silverton and Rebecca Crane, Guilford, 2015).



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Next Steps...

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 at a free information webinar



Explore mindfulness and how to bring it to your school on a Teach .breathe course.



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Upcoming Events

We have so many great events coming up that we can't list them all here.

Please visit our course schedule for the full list at:
<https://mindfulnessinschools.org/course-schedule/>

Inclusion and Support Groups

7pm Tuesday 22nd June 2021 - BAME group

Practise Opportunities

12pm Wednesday 23rd June 2021 - Schools Sit Together

7pm Thursday 24th June 2021 - Hub Sitting Group

4pm Tuesday 6th July 2021 - .breathe Practise Session

7pm Tuesday 6th July 2021 - Hub Sitting Group

7pm Tuesday 20th July 2021 - Hub Sitting Group

Teacher Surgeries

4pm Monday 28th June 2021 - dots Teachers

Train to Teach

6th-9th July 2021 - Teach Paws b

26th-30th July 2021 - Teach .b

3rd-6th August 2021 - Teach Paws b

Monday 23rd August 2021 - Teach .breathe

23rd-27th August 2021 Teach .b

Lead Mindfulness

26th July - 7th August 2021 - School Mindfulness Lead

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Thanks!

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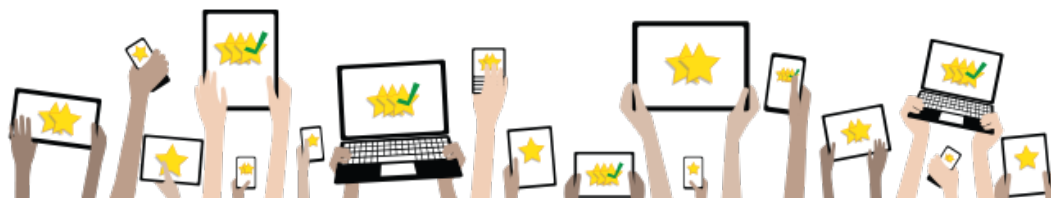
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Thanks

Last year our virtual conference was a novelty, but this year we will have all spent a significant amount of time on screen so I would like to thank you all, our delegates, for choosing to join us today at our 2021 conference. I very much hope you will leave feeling nourished and inspired.

We are very grateful to all of our speakers today who have given their time and expertise so generously. In particular I would like to thank the children and young people who have joined us today whose videos articulate so well why we do what we do.

My heartfelt thanks also goes to the MiSP team who have made this conference possible and who provide such care and attention to supporting the MiSP community day in day out: Ben Chalwin, Claire Kelly, Emma Goddard, Jenny Brown, Kate Monda, Lisa Williamson, Liz Lord, Mandy Watkins, Matt Wilks and Sarah Ingram. Thank you too to our dedicated team of Associate Trainers for their continued commitment to delivering high-quality MiSP training courses. Thank you to our Board of Trustees for their continued support of our organisation and to our CEO, Chivonne Preston, for leading our charity through another challenging year.

Our gratitude also goes, of course, to our corporate supporters, Towergate Insurance, R3 and SOLAR for Schools, whose support has enabled us to offer free tickets to this events to Hub members and keep ticket prices low for others. It is wonderful that these leading organisations recognise the value of the work that we do in schools and the importance of our mission.



Richard Burnett

Founder & Chair of Trustees, MiSP





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