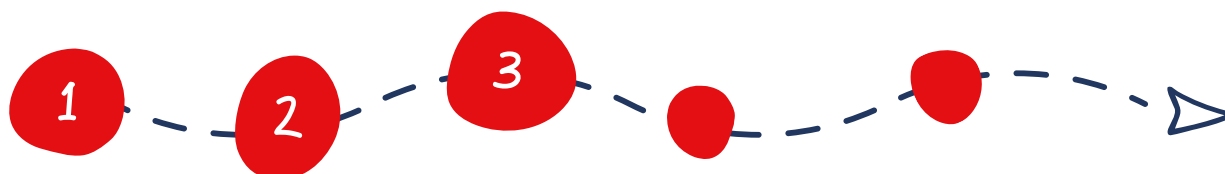


Pathways Portfolio Information

Step 3 – To begin to develop a sustainable model for mindfulness offered in-house to students and building a community to share mindfulness support and connection within the setting.



Recommended Step 3 activities

Keep a record of all activities undertaken in a MiSP portfolio (optional):

We have some recommended actions/activities that will support developing mindfulness in your setting for Step 3. These ideas are just a suggested starting point and we welcome settings choosing other ways of developing the work.

- If you would like to keep a record of your development in introducing mindfulness to your setting/school, you could build a MiSP Portfolio and you might collect evidence of the suggested activities or a record of your own ideas. If at some point you apply to Step 5 of the Pathways, the Portfolio can be submitted to support the application.
- We would suggest you build the Pathways Portfolio on whichever platform is most suited to/already used by your setting, ie. Google Drive, Microsoft, Thinkific, Padlet etc.
- Feel free to use a range of different ways of recording evidence of the work you are doing; for example, photos, videos, audio interviews, written work, art work, displays, Class Impact survey results, staff questionnaires, research, policy documents (please get permissions for sharing any photographs or videos of students or staff).

Suggested actions/activities could include:

1. Student-focused mindfulness taster/teaching:

- **Bring a class or group of students to a Schools Sit Together**
 - Detail dates attended and which class or age group of students/young people, photographs (if taken and permissions to share gained)
- **Organise a meeting with Senior Leaders and/or the person responsible for timetabling to discuss where an introductory student mindfulness course would fit best in the curriculum?**
 - Date of meeting:
 - Outcome of discussion:
 - Next steps:
- **dots/Paws b/.b or The Present taught in school**
 - Name of teacher:
 - Year group taught:
 - Number of pupils taught:
 - Dates of teaching:
 - Will your schools continue to teach dots/Paws b/.b or The Present? Please describe your plans
- **External teacher brought in to teach dots/Paws b/.b or The Present across one or more age groups**
 - Names of teachers:
 - Year group taught:
 - Number of pupils taught:
 - Dates of teaching:
 - Will you continue to offer dots/Paws b/.b or The Present to pupils? Please describe your plans.

- **Staff member or external teacher runs a weekly student mindfulness club. Experiment with when the best time is to run this (days of the week, before or after school, at lunchtime etc)**
 - Regular day/time:
 - Number of students attending on average:
 - Description of club sessions:
 - Any next steps?
- **Create combined staff/student practice sessions if appropriate, guiding with shorter student focused practices. Experiment with when the best time is to run this (see above)**
 - Regular day/time:
 - Number of staff/students attending on average:
 - Description of sessions:
 - Any next steps?
- **Staff member or external mindfulness teacher explores options for appointing student Mindfulness Leaders with experienced, interested students and creating a group with these students that meets regularly – staff member facilitates the meetings and supports with agreed actions from meetings**
 - Meeting date and time:
 - Number of students attending:
 - Keep copies of meeting agenda and notes
 - Keep a note of actions taken and outcomes
 - Any next steps?
- **Mindfulness invitations/suggestions are offered regularly to students and staff to encourage practice – through form time or start of the day, at least once a week (could be in the daily bulletin or other information-sharing mechanism with year groups or whole school)**

2. To celebrate the development of a mindfulness approach in school with students:

- **Staff member asks for open evenings or other information sharing events slot where students can share their experiences of learning mindfulness**
 - Dates and type of event:
 - Number of students taking part:
 - Recordings of students shared stories collected (with permission forms)
 - Any next steps?
- **Staff member asks for regular slot in newsletter – ‘Mindful moments’ or similar, where students can share short mindful moment descriptions/stories (could also be recordings)**
 - Date started:
 - Number of students taking part:
 - Clippings or recordings of students ‘Mindful Moments’/stories (with permission forms)
- **Staff member shares student’s experiences on social media – ‘Mindful moments’ - where students can share short mindful moment descriptions/stories (could also be recordings)**
 - Date started:
 - Number of students taking part:
 - Clippings or recordings of students ‘Mindful Moments’/stories (with permission forms)

3. Student-focused information sharing:

- **Continue to add to a mindfulness notice board or display in school – create a Student Voice section that is created and maintained by students**
 - Please **upload** a photo of the display board(s) to your portfolio

- **School Assembly about mindfulness presented by teacher/students using Step 2 resources**
 - Date(s) of assembly:
 - Who attended this assembly?
 - Description of assembly:
 - What are your next steps?

4. Staff/adult-focused information session:

- **Staff responsible for mindfulness ensure they have a slot on the NQT/ECT/New staff members INSET offered by setting, to show the MiSP webinar or run own Info session to share about mindfulness approaches and to signpost training for those interested**
 - Date of Info session/MiSP webinar attended or shown:
 - Which staff members attended this?
 - What was the feedback?
- **Staff responsible for mindfulness regularly offers a mindful pause or practice at the start of the staff meeting (and potentially other meetings in school with staff agreement), with SLT agreement**
 - Date started:
 - What was the response?

5. Staff-focused consultation:

- **Identify a member of SLT backing mindfulness-based initiatives in school**
 - Name:
 - How regularly do you meet?
 - What actions have been taken as a result of SLT backing this work?

- **Meeting held with colleague(s) responsible for staff and student wellbeing to further explore how mindfulness training may support this area, ie written into the wellbeing policy, for example**
 - Date of meeting
 - What are the possibilities for mindfulness approaches supporting the wellbeing work in the setting?
 - Next steps?

6. Staff training, support and information:

- **Ensure that staff are regularly offered the opportunity to attend either a MiSP .begin 8-week mindfulness course or other approved 8-week course**
- **Please identify the names of staff members who have completed a Train to Teach students course in your setting, along with which course and course dates:**
 - **1:**
 - **2:**
 - **3:**
 - **4:**
- **Name at least 3 Step 3 MiSP Pathways Teaching Support sessions attended by a member of staff – Skills workshops or dots/Paws b/.b or The Present group mentoring sessions**
 - Dates of support sessions attended and who attended
- **Name any personal practice MiSP Pathways Support sessions attended by a member of staff – Practice group sessions, One Day Retreats**
 - Dates of support sessions attended and who attended

- If more than one member of staff in school has completed an approved 8-week mindfulness course, consider setting up a Practice group in your setting. Play recordings (links to recommended practices are in the Step 2 resources folder) and afterwards share what you noticed.
 - Record the dates of sessions attended and who attended them
- Please share details with dates of any other mindfulness support sessions staff have attended within the setting or provided by other organisations, ie practice sessions, retreats, workshops, talks
- Identify staff who are interested in becoming a School Mindfulness Lead, have completed an 8-week course, have trained to teach either dots or Paws b or .b or The Present and have delivered the programme twice (Paws b and .b) or once through completely (dots and The Present)
- Staff member responsible for mindfulness uses resources for Step 3 (case study form and permission forms) to begin to describe the Pathways journey that the school/setting has taken and through a blog, vlog, gathering student and staff stories, share about the impact of a mindfulness approach in the setting
- Any other development work?