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20–23 July • Orlando FL, USA



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CREATING A MINDFUL SCHOOL COMMUNITY: *Approaches to Learning in Action*

Presented by

HELENE DE JONG (SCHOOL COUNSELLOR)

and GILES PINTO (M.Y.P. COORDINATOR)

>> Lyford Cay International School / The Bahamas <<



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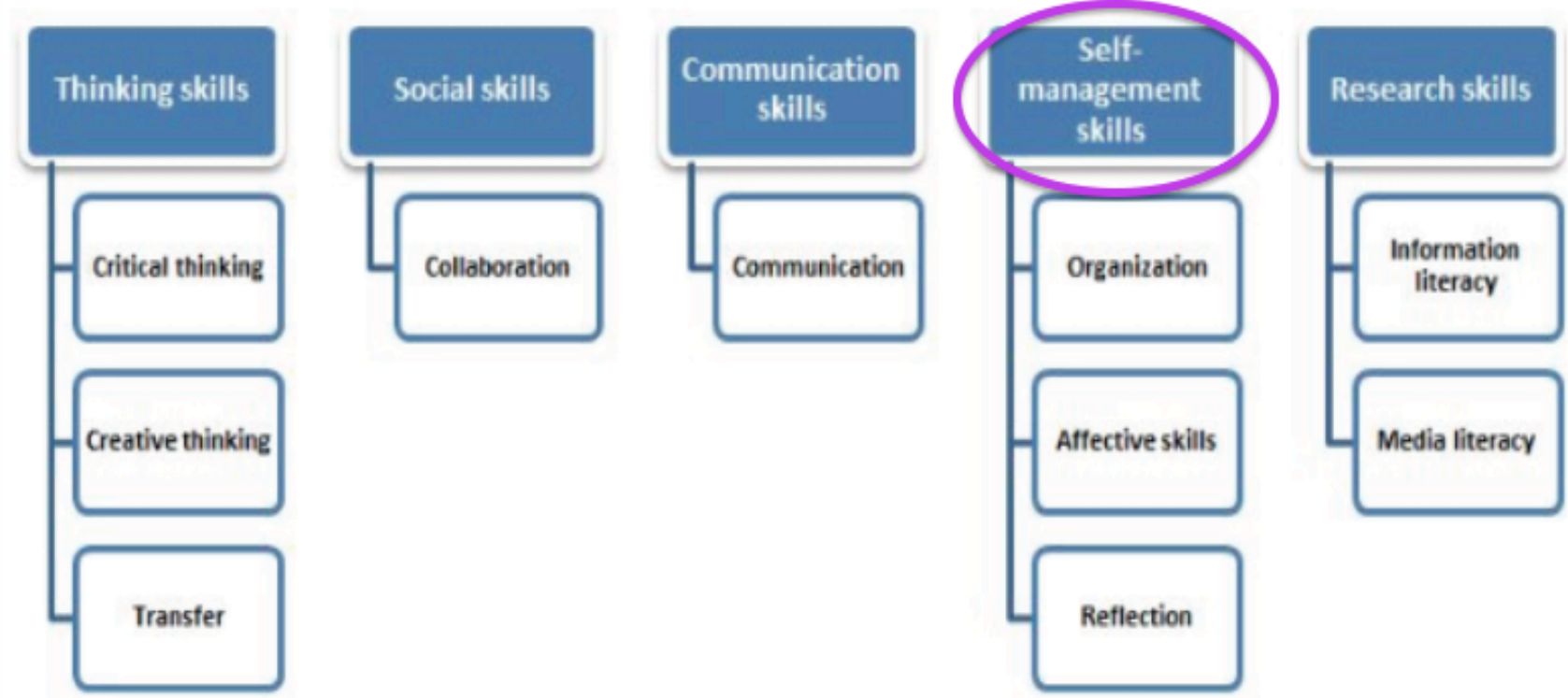
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Managing State of Mind through the *MYP* ATL skill clusters



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Let's start with a mindful moment!

- Sit in a comfortable position.
- Close your eyes if that feels comfortable for you.
- We are going to listen to a 3-minute audio recording from Professor Mark Williams. Please try to follow the instructions as best as you can.



Mind Full, or Mindful?



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Debriefing the mindful moment

PLEASE DISCUSS
WITH THOSE
AROUND YOU...

- ✓ How did you experience this activity?
- ✓ Were you comfortable with it?
- ✓ Why or why not?
- ✓ Would your students be comfortable with doing this?



Mind Full, or Mindful?



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HERE is the link to our Advisory presentation on mindfulness.

Beyond the buzzwords: Mindfulness defined

Being mindful means that you shift your mental focus in such a way that:

- *You are “paying attention on purpose” to the present moment*
- *You non-judgmentally observe what’s happening around you and your thoughts*

[adapted from the writing of Jon Kabat-Zinn, the developer of Mindfulness-Based Stress Reduction]

AN IDEA FOR PROFESSIONAL LEARNING...Get together with your faculty and staff and review the article “Mindfulness and the Scientific Study of Wisdom” → linked [here](#)



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Why mindfulness matters at school

Turn and Talk: HOW COULD THESE A.T.L. SKILL SETS
BE IMPROVED VIA MINDFULNESS?

COMMUNICATION

Oral expression and *active listening*

Non-verbal or written communication



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SOCIAL

Showing *empathy* and
helping others

Working *collaboratively* in
teams



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SELF-MANAGEMENT

Managing *time and tasks*
(esp. digital distractions)

Managing state of mind
(*resilience, affect*)



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Why mindfulness matters at school

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THINKING

Critically considering
issues and ideas

Creatively generating new
ideas



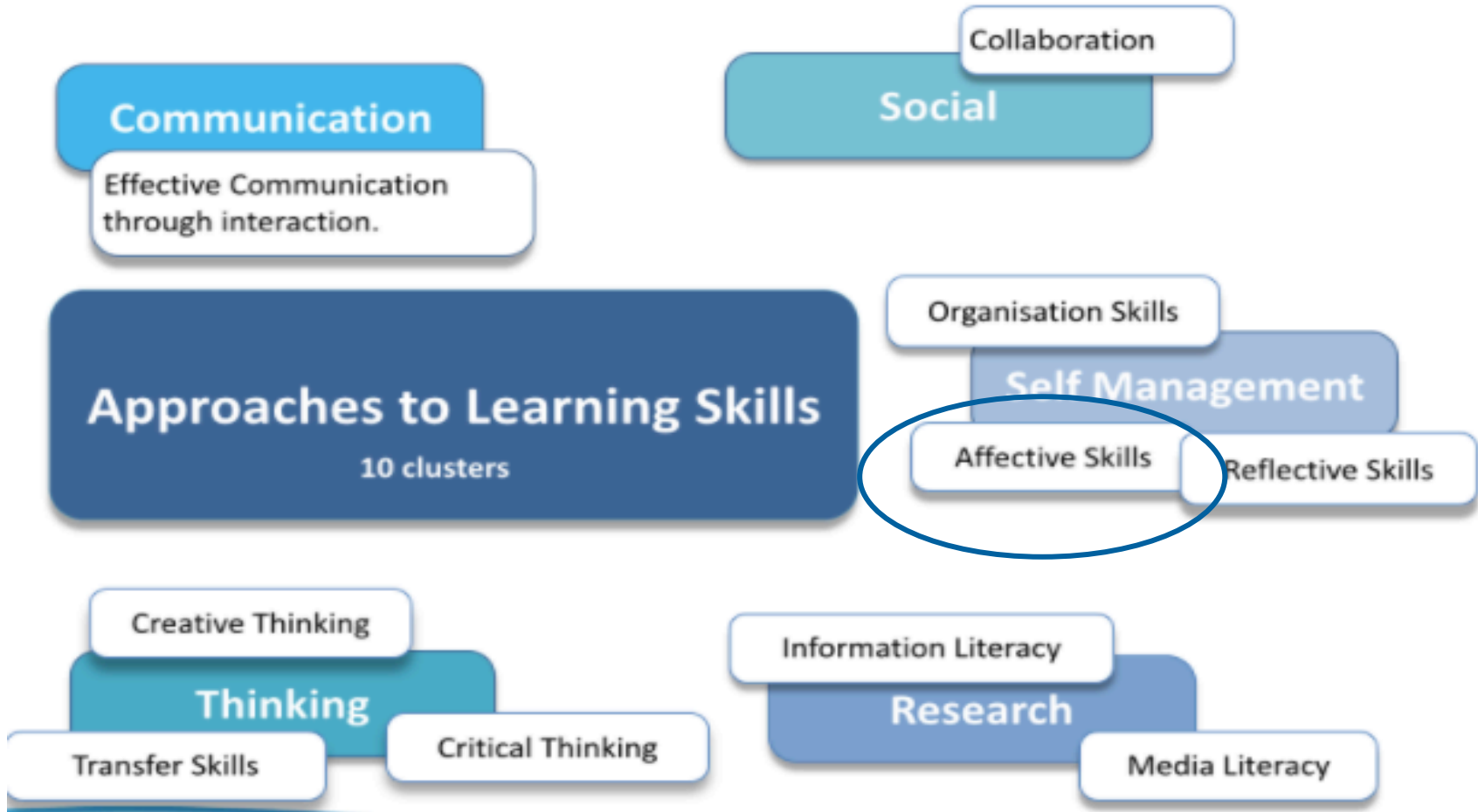
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Working through the A.T.L.



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Working through the A.T.L.

IV Affective skills	Managing state of mind	
How can students manage their own state of mind?	Mindfulness	Practice focus and concentration Practice strategies to develop mental quiet Practice strategies to overcome distractions
	Perseverance	Demonstrate persistence and perseverance Practice delaying gratification
	Emotional management	Practice strategies to overcome impulsiveness and anger Practice strategies to prevent and eliminate bullying Practice strategies to reduce anxiety Practice being aware of body-mind connections
	Self-motivation	Practice analyzing and attributing causes for failure Practice managing self-talk Practice positive thinking
	Resilience	Practice 'bouncing back' after adversity, mistakes and failures Practice 'failing well' Practice dealing with disappointment and unmet expectations Practice dealing with change



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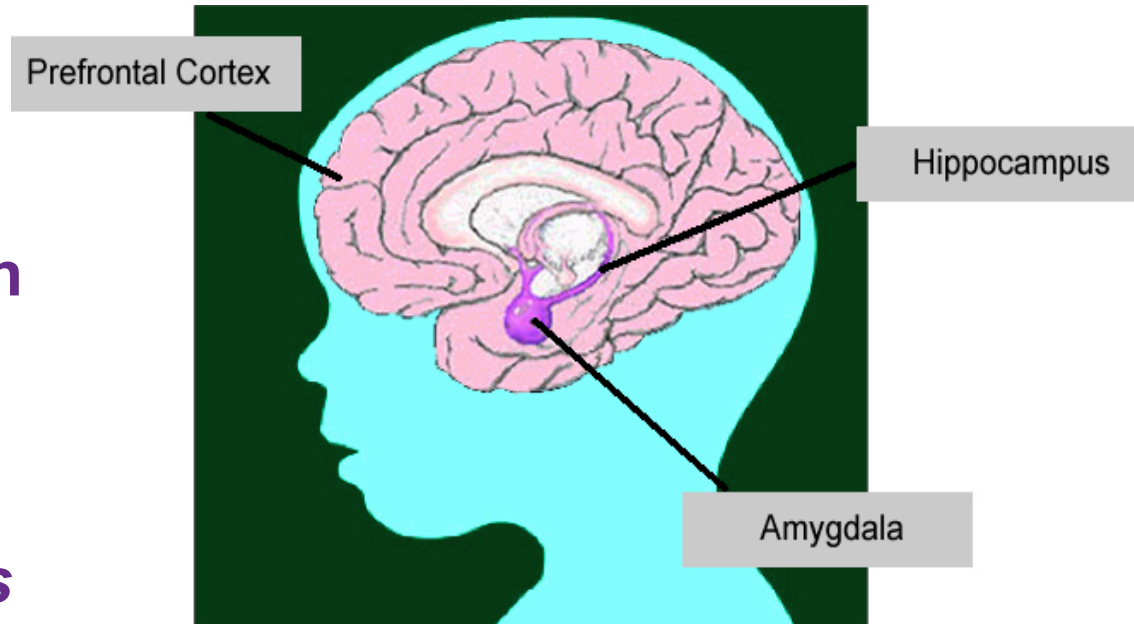
Working through the A.T.L.

NEUROSCIENCE AND EDUCATION:

Can knowing our brain change the way we can manage our mind?

GROUP ACTIVITY:

- Let's watch this video on the links between brain research and mindful practice.
- *What are the implications of this for development of the Affective skills?*



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HERE is the link to our Advisory presentation on Perseverance.



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Working through the A.T.L.

Building out perseverance in a mindful way

**Please watch
this 3-minute video
about the
Marshmallow
experiment. As you
do that, think about
how mindfulness
could build
perseverance in your
school setting (with
faculty and
students).**



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Working through the A.T.L.

**POP
QUIZ!
When
was the
last
time
you
'flipped
your
lid'?**

“Flipping One’s Lid”



→ Prefrontal cortex
P.F.C.
“THE WISE LEADER”



← “Flipped Your Lid”

← The big emotions, anger, fear,
anxiety etc...
The AMYGDALA - The alarm center
Acts on instinct
fight, flight or freeze

Credit: Daniel Siegel, M.D. is the creator of this metaphor
and expression “Flipped Lid” Copyright © 2014 www.sharonelby.com



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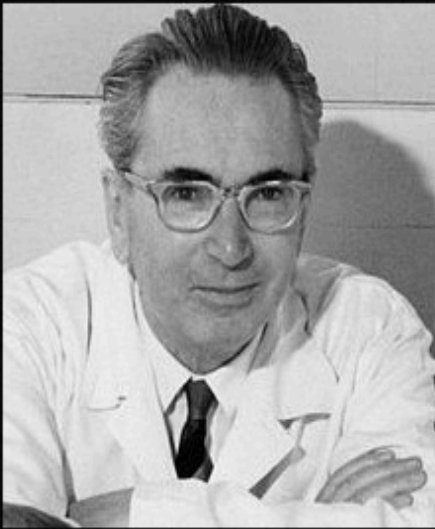
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Working through the A.T.L.

Core principles of emotional management



Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.

(Viktor E. Frankl)

izquotes.com



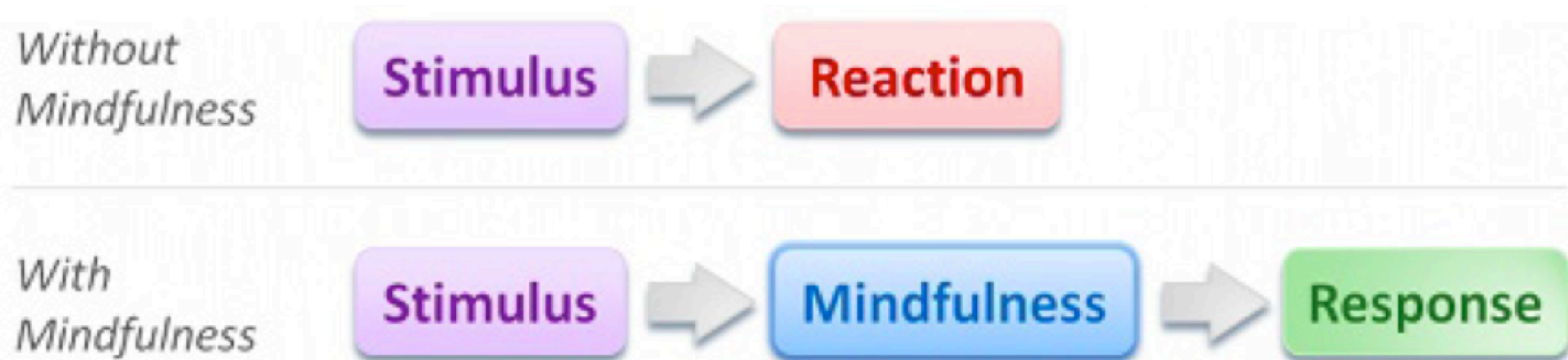
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Working through the A.T.L.

Mindfulness and emotional management



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Working through the A.T.L.

Cognitive (ABC) Model

(Beck, 1976; Ellis, 1962; Seligman, 1991)

A - Adversity

(Negative Event / Circumstance)

I didn't get selected for choir



B – Beliefs

I have a terrible voice. I'm never going to be any good at singing.



C - Consequences

(Feelings/Behaviors)

Feel sad, give up on practicing singing



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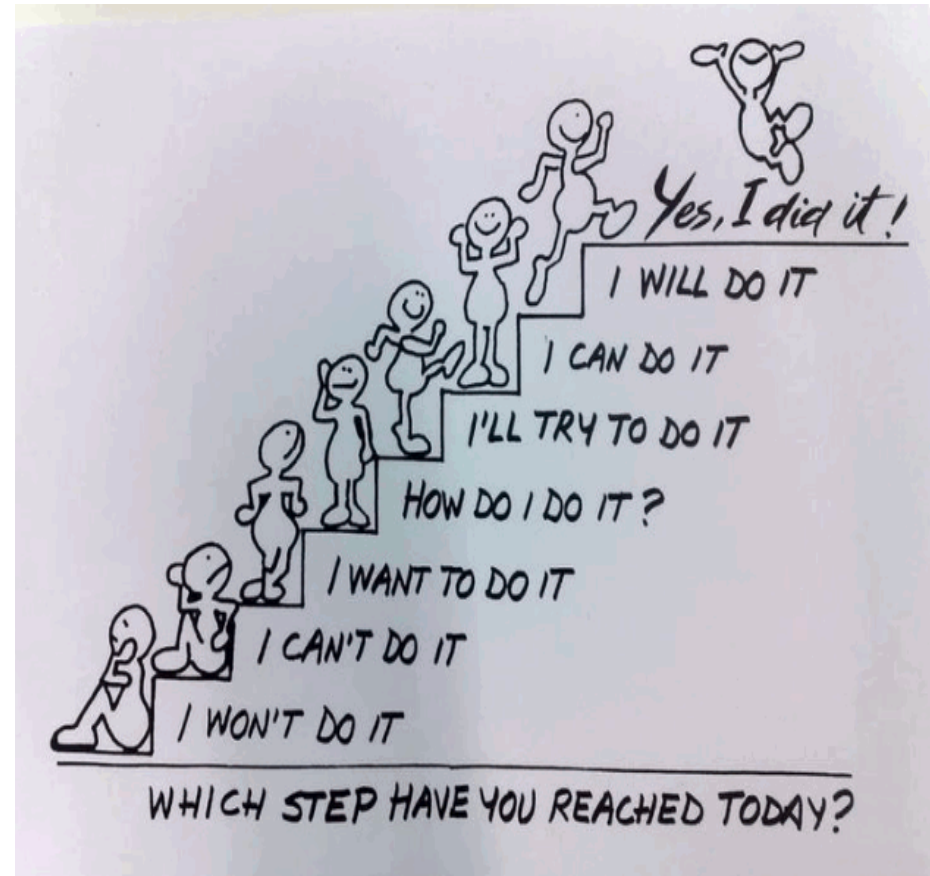
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Building self-motivation through mindfulness

Examples from our
Advisory programme:

- HERE is the initial presentation on *motivation*.
- HERE is a follow-up on *character strengths*.
- HERE is a supplement on *career exploration*.

Q&A: What do your students need to strengthen the most?



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Working through the A.T.L.

Resilience and the power of a growth mindset



Carol Dweck's theory of growth mindset explained for our colleagues: link [here](#)

The theory explained for students: link [here](#)

TURN & TALK: What strategies do you employ for helping students and teachers to face failure and 'bounce back' from adversity? How could these be strengthened via mindfulness?



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Effecting school-wide change: *From professional learning to cultural transformation*

- ① **Start with a group of passionate educators committed to their own professional growth and improving student wellness.**
- ② **Provide them with time and support for their learning (formally or informally).**
- ③ **Work on the development of an action plan in the near, medium and long term to make change that ‘sticks.’**
- ④ **Ensure the learning gets shared and others see the power of mindfulness practice.**



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Effecting school-wide change: *Sharing our approach*

The long-term vision of the committee on Managing State of Mind as presented in their Action Plan:

This aims at developing the well-being of the whole community, including students from the Early Learning Centre to the IB Diploma Programme, teaching and non-teaching staff, and parents/guidance.

It is based upon the belief, backed by science, that happiness and well-being are skills that can and should be taught.

DISCUSSION ITEM: Where do you think we have encountered resistance?



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Resources to create a mindful school community

- Personal practice: Insight Timer in smartphones; headspace app; YouTube videos
- Personal reading: subscribe to free online newsletters
- Professional development: online courses or face-to-face
- Check resources: Mindful Schools (*Quiet revolution*); Mindfulness in Schools project; MindUp curriculum by (Goldie) Hawn Foundation; Geelong Grammar school in Australia



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“Just breathe”: final thoughts on the power of mindfulness

THOUGHT EXPERIMENT:

- ① Get your school community to watch [this short film](#) about mindfulness.
- ② *How do you think they would relate to this video?*

Mindful Schools

Engaging children. Supporting educators.
Transforming schools.



Our gift to you: a list of tried and true mindfulness strategies →



Microsoft Word Document



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THANK YOU FOR JOINING US!



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