Learning, breathing and well-being. Teachers' reflections on pedagogical process through mindfulness

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The Hero's Journey (Campbell, 1949)

"My own journey to mindfulness and the emotional and physical outcomes are a key part of this research. Our ontology shapes our understanding or our methodology and forms the roots of our praxis" (P. 15)

"The hero's journey, the monomyth, refers to a basic pattern found in many narratives around the world" (P. 29)
My research journal, which I realize was based in a constructionism epistemology engages with the idea that "there is no objective truth waiting for us to discover it. Truth, or meaning comes into existence in and out of our engagement with the world" (Crotty, 1998, p.8)
Those who joined my on the journey and shared their stories

- 9 research participants from 4 separate school divisions engaged in an initial interview, 4 life writing experiences and a final focus group exploring the role of mindfulness in curriculum and learning

- "Through this process of memory work, these research participants came to a much deeper understanding of who they are and how their experiences shaped them." (p. 123)
What Themes emerged from the data and how I found them

• The life writing, specifically the first one, was critical. Through reading and re-reading the stories I identified "common experiences" that created the themes. Although the contexts and conditions varied many of the shared experiences of the participants were common.
The conceptual framework
The Integral Model (Wilber, 2000, 2006, 2008) and the Lives of teachers

- Using the AQAL model, the research can be used to create a framework "that can help us make sense of the many options available, providing ultimate flexibility and inclusiveness" (Wilber, 2009, pg.9). This framework aligns with the original intent of the research to create reflective mindful spaces for students by working with their teachers.

- www.integralcoaches.com
What I found in the research

• The research has combined scholarly work with the ideas and reflections of teachers working in the field in order to develop a working framework for a new approach to teaching professional development and pre-service teacher training (p. 226)

• The role of mindfulness in curriculum and learning has significant implications for professional development, work in the field, and educational training at both the graduate and undergraduate levels (p. 239)
What is the role of Mindfulness in Curriculum and Learning?

<table>
<thead>
<tr>
<th>Mindfulness and Self</th>
<th>Mindfulness and Science</th>
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<tbody>
<tr>
<td>Mindfulness as a strategy to deal with increasing stress, a way to understand curriculum and reflect upon how that curriculum lives in the real world</td>
<td>An understanding of the role of mindfulness in the learning sciences, specifically contemplative neuroscience</td>
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<td>Life writing as a tool to be utilized in professional development to empower teachers to learn from their own voices</td>
<td>Understanding the connections between mindfulness and system directions. The ability to see the different perspectives of our educational landscapes</td>
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The inner exploration of being an educator

- The ability to participate in the exploration, inquiry and reflection on the role of contemplative pedagogy and self-reflection in Education. This involves direct participation in the process, going beyond an academic framework towards a lived experience of the role of mindfulness in curriculum and learning (p. 238)
Possessing an understanding of the new insights and applications of current discoveries in the learning sciences. Of specific focus in this area is the concept of neuroplasticity and its connection to the contemplative neuroscience (p. 238)
The ability to use life writing methodology as a tool to find patterns in our stories and systems that connect the most diverse insights and methodologies. By acquiring a "heart of wisdom" (Leggo, Chambers, Hasebe-Ludt & Sinner, 2012) teachers will become agents of change in their own personal educational contexts. (p. 238)
Lower right - Exterior Collective-interobjective mindfulness and systems (its) 
Current system direction with regards to our current educational landscape

- The ability to recognize, understand and reflect upon the interconnections of complex systems and the impact that they have on individuals and groups (p. 238)

- This LR perspective is different from the LL. LR have bigger picture and goals and the perceived conflict between LL and LR may not actually be real. Conversation between the two needs to be clarified and understood.
# Mindfulness Integral life practice for teachers (MILPT)

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<thead>
<tr>
<th>Upper left - Interior Intentional - Subjective</th>
<th>Upper right - Exterior Individual - Objective</th>
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<tbody>
<tr>
<td>Mindfulness and Self (I)</td>
<td>Mindfulness and Science (It)</td>
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<tr>
<td>The inner exploration of being and educator</td>
<td>Learning sciences and contemplative neuroscience</td>
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<td>Breathing, being, reflecting</td>
<td>Brain research, UDL</td>
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<th>Lower left - Interior Collective - Intersubjective</th>
<th>Lower right - Exterior Collective - Interobjective</th>
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<td>Mindfulness and Storytelling (We)</td>
<td>Mindfulness and Systems (Its)</td>
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<tr>
<td>Explorations of the common understandings we all share.</td>
<td>System direction with regards to our educational landscape</td>
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<tr>
<td>Life writing, spoken word, art</td>
<td>Alberta learning, personalization</td>
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What are the next steps to be taken with this work with regards to practice

• MILPT integration into personal and professional development in school based learning, undergraduate learning and graduate teacher training

• Mindful teachers incorporating their learning into curriculum implementation.
The next steps to be taken with regards to recommendations for theory development

- Assessing the effects of mindful praxis on the learning and development of both the teacher and the student with regards to an emotional, social, cognitive and physical lens.

- The link between life writing and wellness (health care and the humanities)
Questions, Comments and Reflections

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