

Re-Discovering the Soul of Education

Mindfulness-based contributions and education's new paradigm

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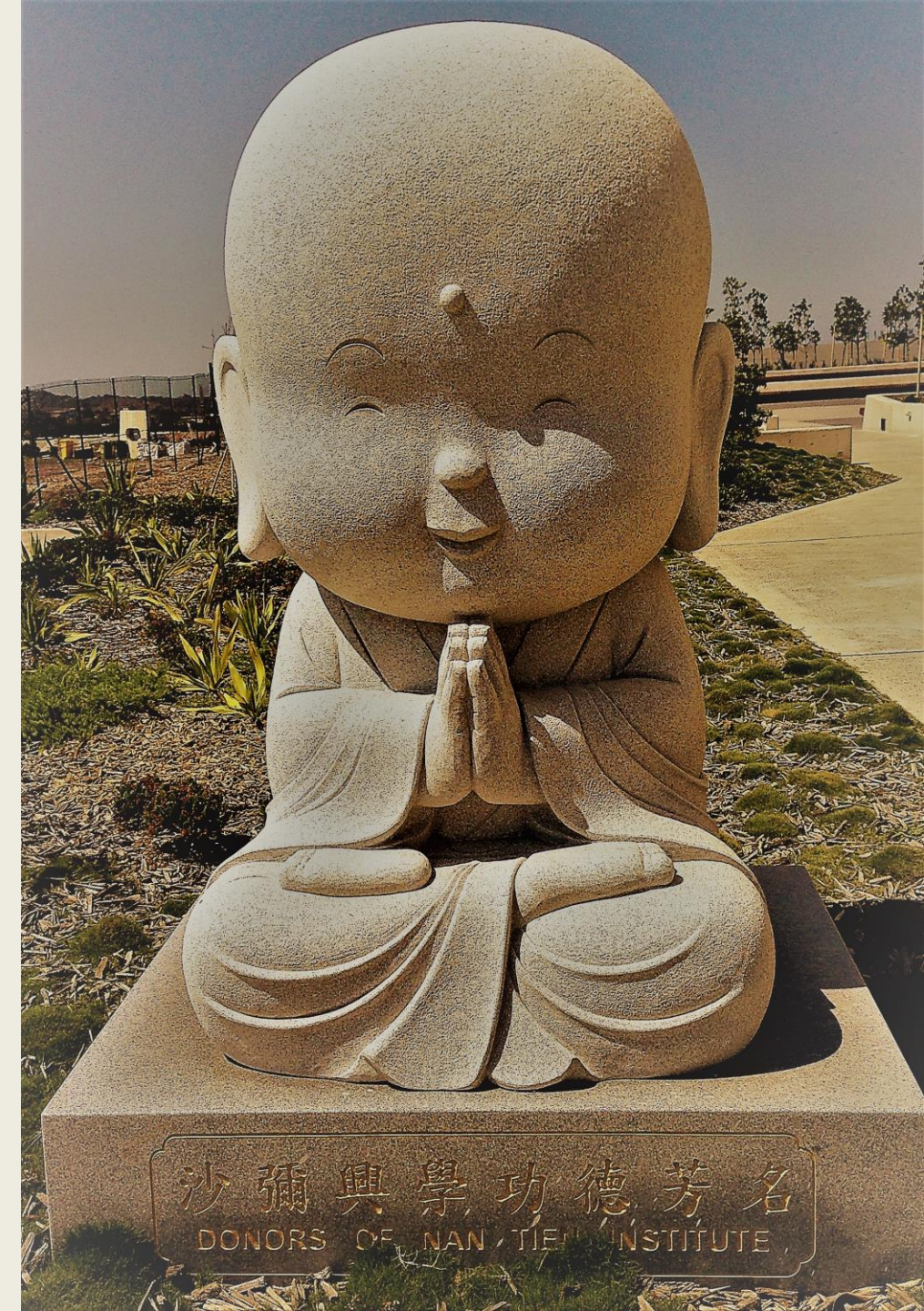
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Background

- '70 – Aeronautical Engineering
- '80 – Integrative Medicine
- '90 – Mind-Body Medicine/Psychotherapy
- '2000 - Mindfulness in Education
- 2010 - Integrative Education



Synthesis

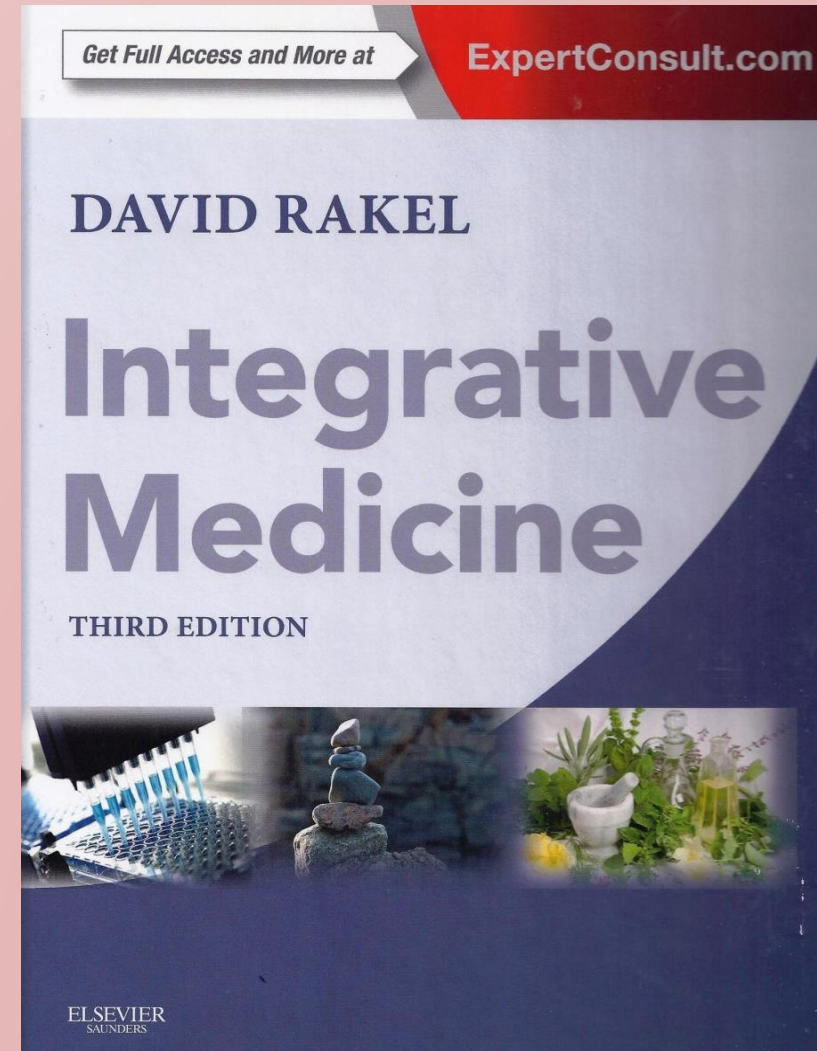
The combining of often diverse conceptions into a coherent whole

- Science and Art
- Curing and Healing
- Head, Hands, Heart
- Insights and Applications

Integrative Medicine

David Rakel, Elsevier 2003

- Whole Person Care
- Innate Capacity for Healing
- Relationship-centered Care
- Patient: Engaged & Aware
- Creating a Healing Environment
- Integrative Therapeutics



Integrative Education

A black and white artistic illustration of hands holding a pen and writing on a piece of paper, with a metal plate visible in the background. The hands are rendered with detailed shading, and the pen is held in a firm grip. The paper has some faint lines and a small rectangular mark. The metal plate has visible screws and a textured surface.

- **Whole Child Perspectives**
- **Children's Innate Capacity for Learning**
- **Relationship-centered Approach**
- **Connecting Children to their Inner Life**
- **Mindful Learning & learning from within**
- **Integrative Pedagogies**

Integrative and Holistic Medicine

- Who is to be treated, fixed, healed???
- What is the problem???
- What perspectives and therapeutics can we recruit and apply?

Children?? Education?? The World??

Where should
the focus or attention
be directed to?!

OECD - The Future of Education and Skills 2030 (2018)

Organization for Economic Cooperation and Development [OECD]



- We are facing extraordinary challenges - environmental, social, and economic - driven by accelerating globalization and a faster rate of technological developments.

THE WORLD



Volatility

Uncertainty

Complexity

Ambiguity

GLOBAL TENSION, Delors Report, 1996



- Universal and Particular
- Global and Local
- Tradition and Modernity
- The need for competition and the ideals of equality
- The expansion of knowledge and our capacity to assimilate it
- Long-term and Short-term considerations
- Spiritual and Material

Education-based Therapy...



- ✓ **Learning** constitutes “**the heartbeat of society**” (Delors Report)
- ✓ **Education** is "the principal means available to **foster a deeper and more harmonious form of human development**, and thereby to reduce poverty, exclusion, ignorance, oppression and war.“ (Delors Report)
- ✓ Treatment, Prevention, Optimization...
- ✓ The best investment... best return...

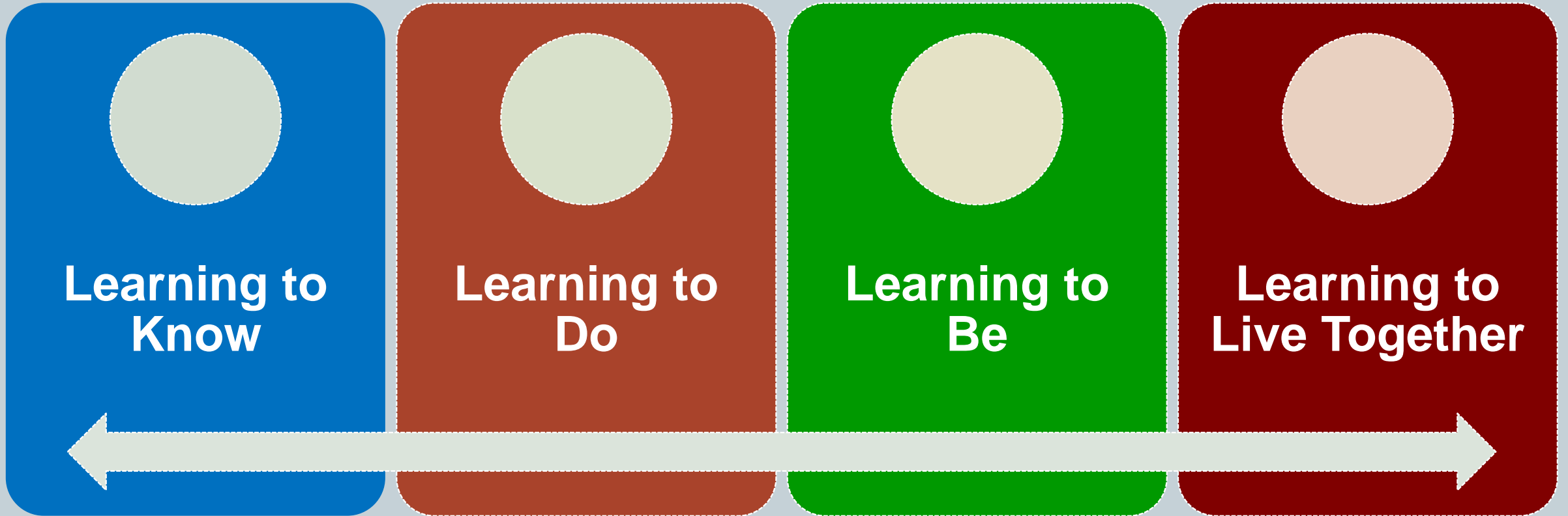
Learning: The Treasure Within; Delors, J. (1998)



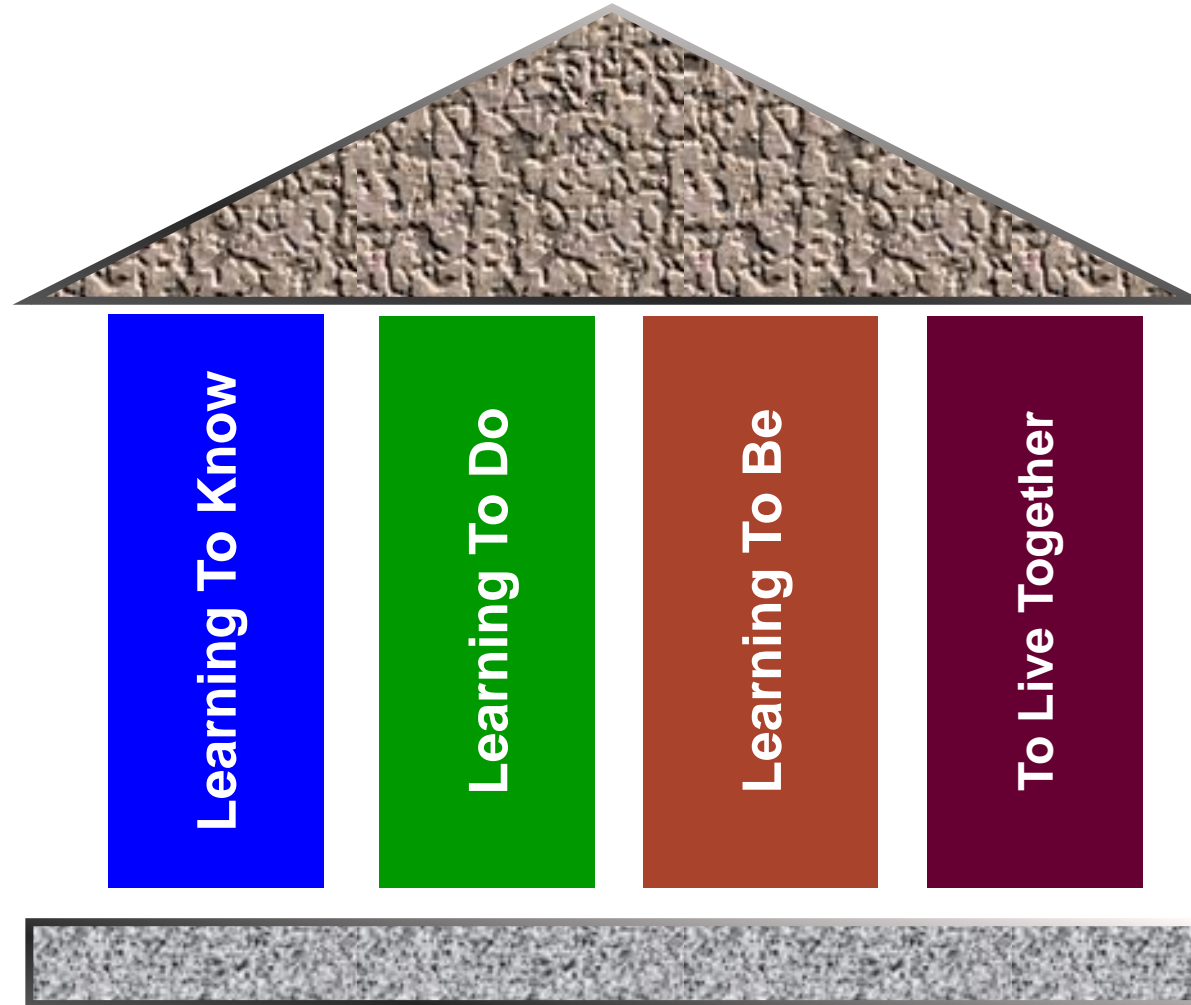
- ❖ **Education** is an **ongoing process** of improving **knowledge and skills**; it is an exceptional mean of bringing about **personal development**, and **building relationships** among individuals, groups and nations.
- ❖ We need a renewed emphasis on the moral and cultural dimensions of education, enabling each person to grasp the individuality of other people, and to understand the world's erratic progression towards a certain unity.
- ❖ **This process must begin with self-understanding through an inner voyage, where milestones are knowledge, meditation and the practice of self-criticism.**

UNESCO Four Pillars of Learning

The Delors Report, 1996; The Treasure Within, Int. Rev. Educ., 2013



The Four Pillars



The Future of Education and Skills, Education 2030



- Education has a vital role to play in developing the knowledge, skills, attitudes and values that enable people to contribute to and benefit from an inclusive and sustainable future.
- Education can **equip learners with agency and a sense of purpose**, and the **competencies** they need, to **shape their own lives and contribute to the lives of others**.
- Students will need to develop curiosity, imagination, resilience and self regulation; they will need to respect and appreciate the ideas, perspectives and values of others.
- We are committed to helping every learner **develop as a whole person, fulfil his or her potential and help shape a shared future built on the well-being of individuals, communities and the planet**.

Promoting Social and Emotional Learning: Guidelines for Educators, 1997

Social & Emotional Learning Core Competencies



Social and Emotional Learning (SEL)

Collaboration for Academic, Social and Emotional Learning (CASEL)

- Decades of research suggest that **preparing children** to be **caring, ethical and contributing adults** requires supporting them to develop **social, emotional, and character skills**, that include focusing and deploying **attention**; understanding and **managing emotions**; **empathizing** with and **respecting** others; **navigating social conflicts** effectively; and standing up for principles of **justice and fairness**.

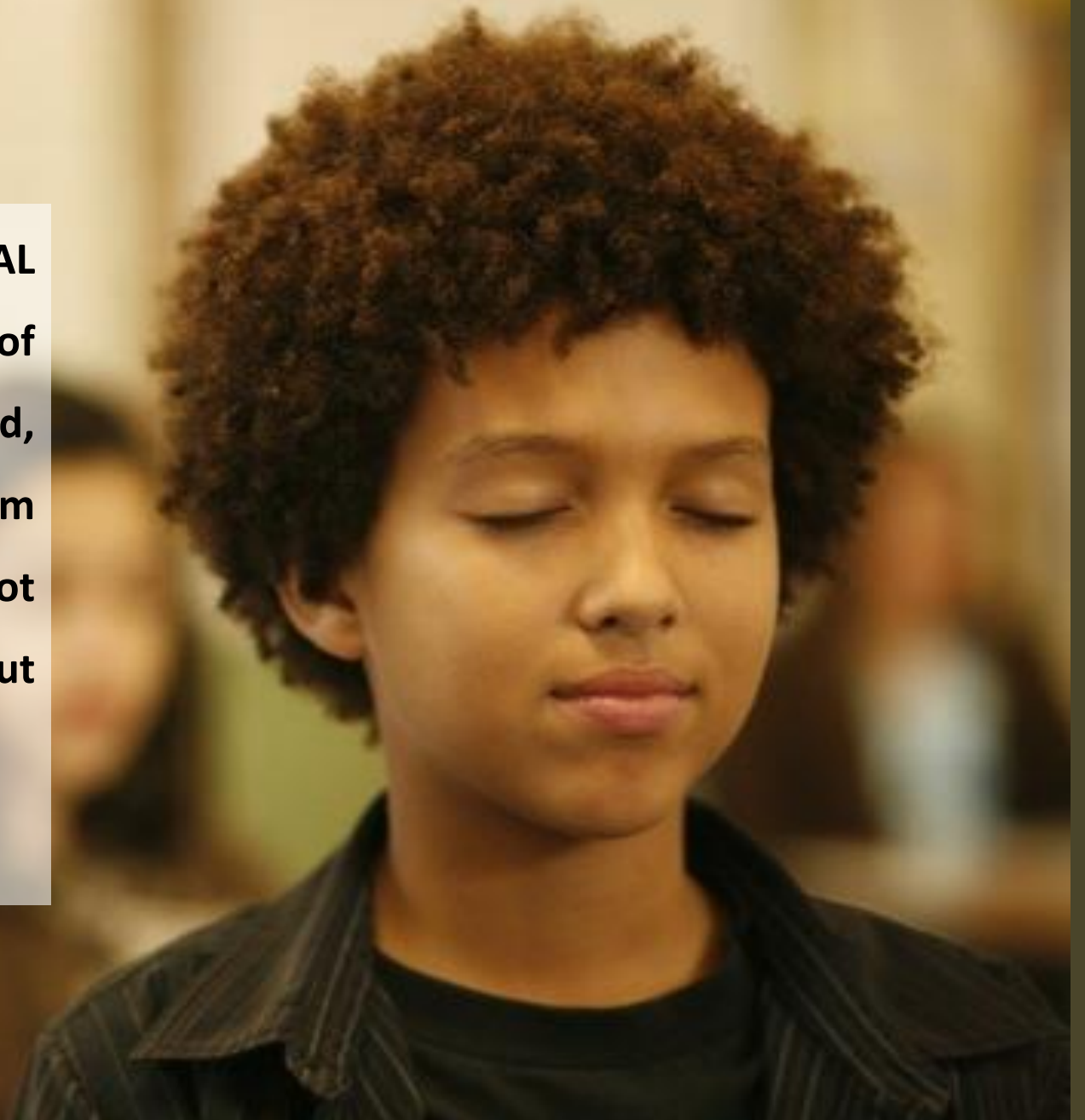
WHAT ABOUT CHILDREN?



The Art of Learning

Anne and Paul Barlin, 1971

Children WANT to learn. The key is TOTAL INVOLVEMENT. When a child has put all of himself into an experience - his body, his mind, his emotions, his imagination and his enthusiasm – he will learn and he will grow. He will grow not only in the specific experience at hand, but through his entire personality.





Themes of Child Development

Karen Olness, Hypnosis and Hypnotherapy with Children, 1981

- The urge for EXPERINECE
- The urge for WELLNESS
- The urge for MASTERY
- The urge for SOCIAL INTERACTION
- The urge for the inner world of IMAGINATION



Youth Well-being & Resilience

WHO Cross National Studies, Dr. Yossi Harel-Fisch

- ✓ **Positive Experiences**
- ✓ **A Significant Adult**
- ✓ **Sense of Value**
- ✓ **Social Connectedness**

Children around the world

A group of approximately 12 young children, likely of Tibetan descent, are posed for a photograph outdoors. They are wearing traditional maroon and gold checkered robes. The children are of various ages, mostly between 5 and 10 years old. Some are looking directly at the camera, while others are looking slightly away. The background shows a traditional building with white walls and dark wooden frames, and a dirt path. The overall scene is bright and clear.

- ▲ Attention and Concentration Deficits
- ▲ Behavioral Issues
- ▲ Anxiety, Depression & Lack of Meaning
- ▲ Adverse Childhood Events (ACE)
- ▲ Risk Behaviors
- ▲ Eating Problems & Overweight
- ▲ Lack of Physical Activities
- ▼ Academic Achievements

The Children of Today, The World of Tomorrow

- ❑ Enhance Self Awareness
- ❑ Improve Self-Efficacy & Resilience
- ❑ Cultivate Qualities of the Heart
- ❑ Develop Social & Emotional Skills
- ❑ Prevent Risk Behaviors
- ❑ Support Mind-Body Health
- ❑ Ignite Self-Transformation
- ❑ Improve Learning Potential



Mindfulness & the present moment

Thich Nhat Hanh

The present moment is where life can be found, and if you don't arrive there, you miss your appointment with life. You don't have to run anymore... Breathing in, we say, "I have arrived"... Breathing out, we say, "I am home"... This is a very strong practice, a very deep practice.

“simply noticing” ... is not so easy...

- Guiding children to be with themselves “DIFFERENTLY”...
- Teaching children through awareness to “EVERYTHING”...
- Integrating mindfulness, yoga, imagery, playfulness, games, IT...
- Perceiving multiple realities: postures, sounds, breath, images, movements, sensations, thoughts, emotions, walking, eating...
- Learning channels: whole group, small groups, dyads, personal diary...
- Evoking inquiry, big questions, reflections...
- Encouraging cognition, expression & application...

Mindfulness in Education – What Do We Know?



- A fast growing field since year 2000
- Multiple programs and initiatives
- Relevant for teachers, relevant for students
- Levels: classroom, whole school, teachers' training, higher education
- Bottom-up & top-down evolution processes

Mindfulness in Education – What Do We Know?



- Age adaptation needed
- Stillness, movement, metaphors, stories, games, tasks, expressive arts...
- Dose response (style, duration, length)
- Engaged facilitators (embodied teaching)
- What about personal practice?!

Sample Programs - Across the World



Israel - Sfat Hakeshev
Mindfulness, Yoga, Imagery, Circle
Whole-school model
On-going lessons, in the curriculum

USA – MindUp
Mindfulness, SEL, Neuroscience
Classroom model
15 lessons

Bhutan – GNH in Education
Whole country model
School principals to teachers
7 optional short practices

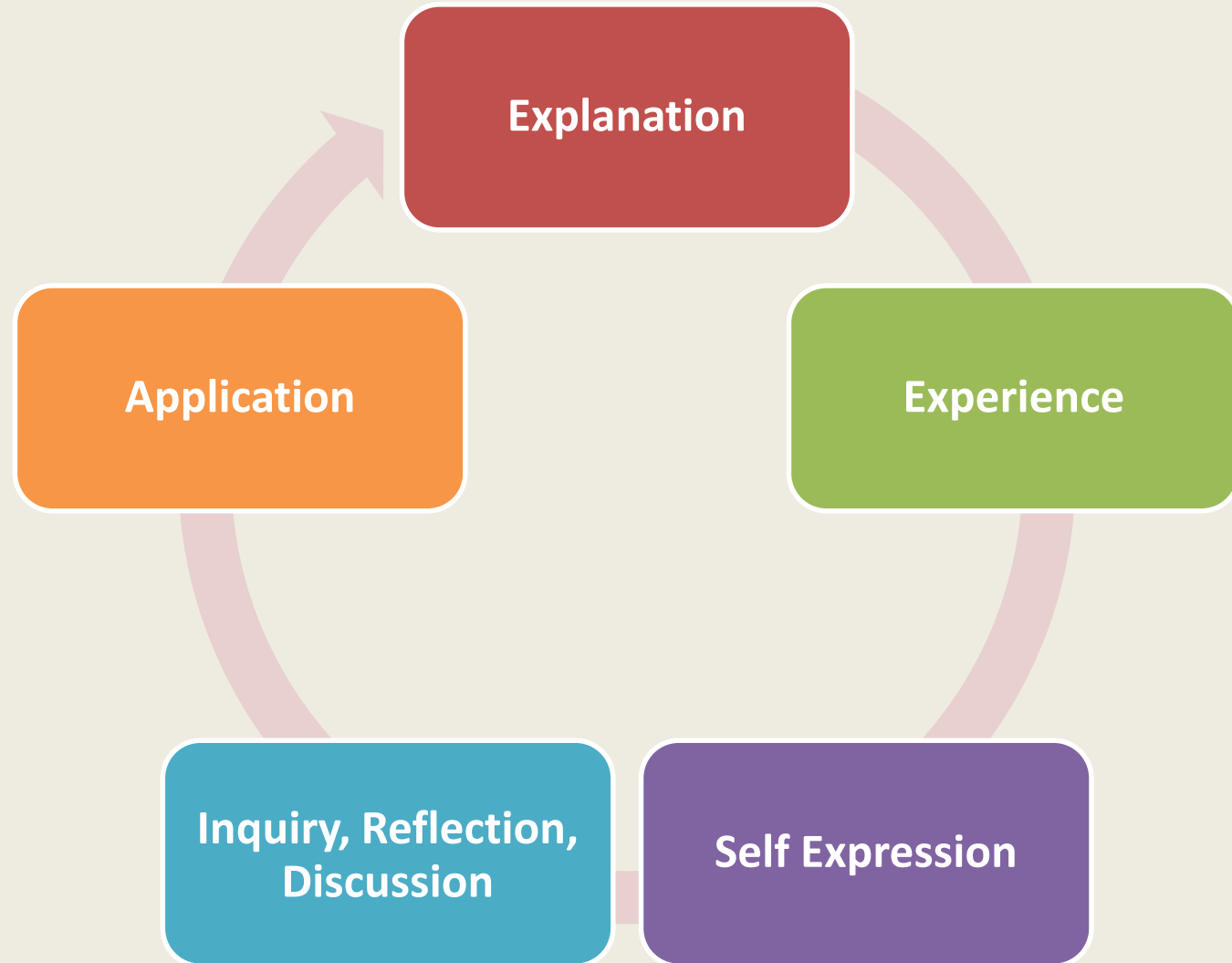
New Zealand – Pause, Breathe, Smile
Mindfulness & Mauri principles
Classroom model
8-week lessons

United Kingdom - .b
Engaged explanations & experientials
Classroom model/Whole school model
10 weekly sessions

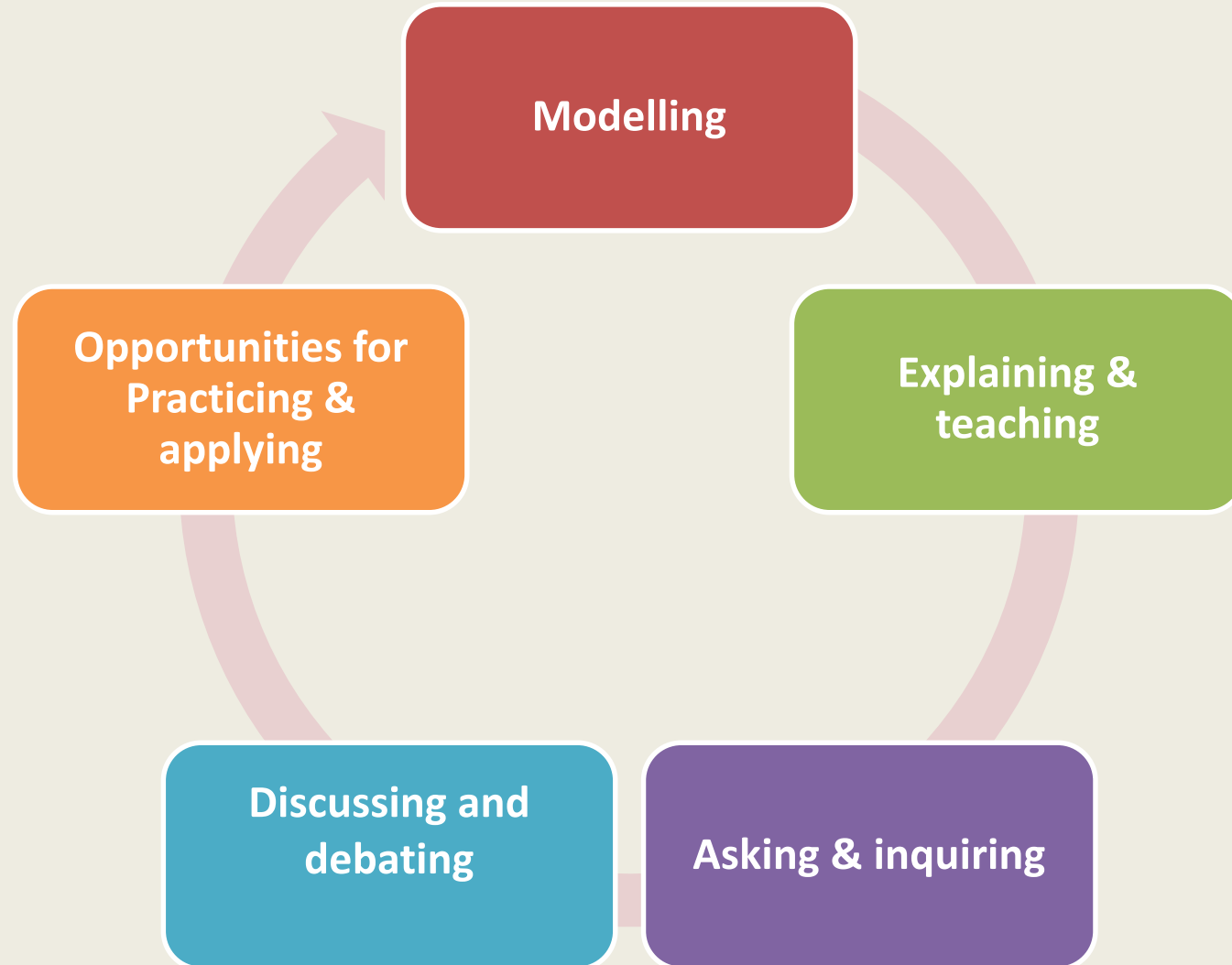
Australia – Meditation Capsules
Meditations and discussions
Teachers' model
10-Capsule curriculum

USA – Mindful Schools
Mindfulness “plus”
Teachers' model
15 structured lesson

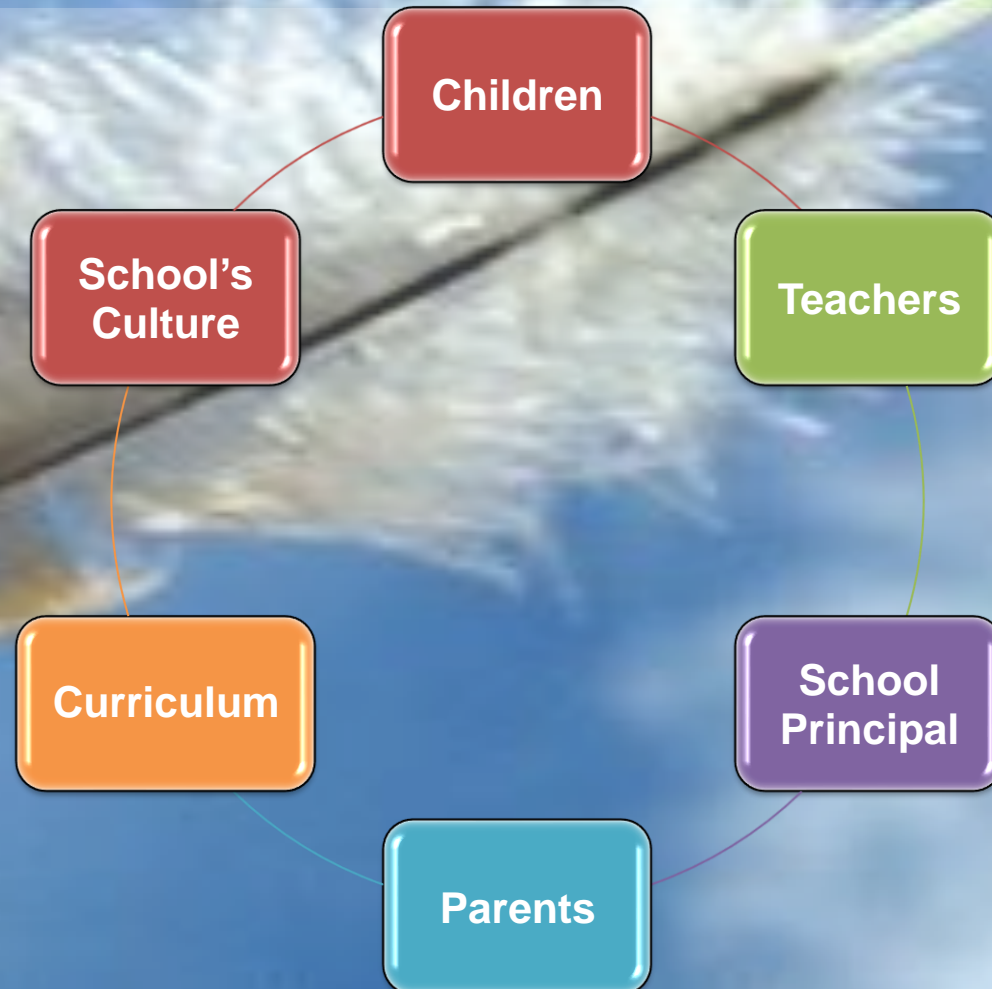
Different Ways of Learning



Different Ways of Teaching



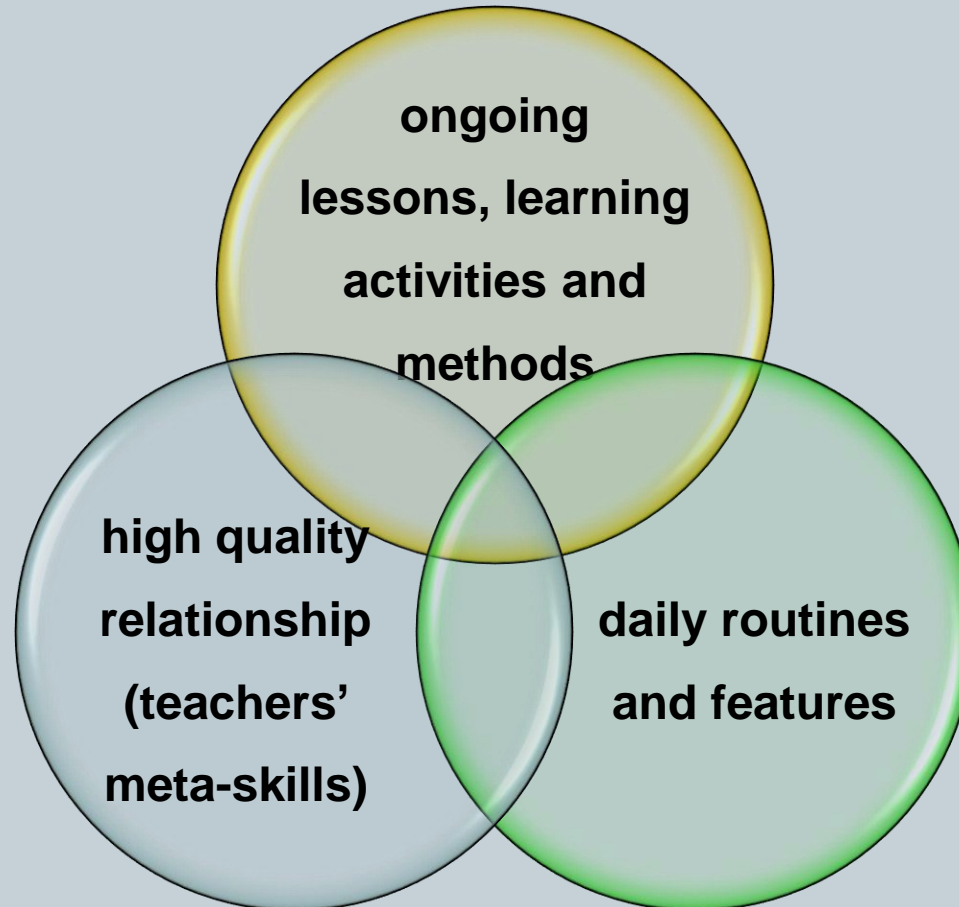
A Whole School Approach



The 5 Dimensions of Positive Outcomes



Basic Ingredients



Potential Barriers



Limited buy-in

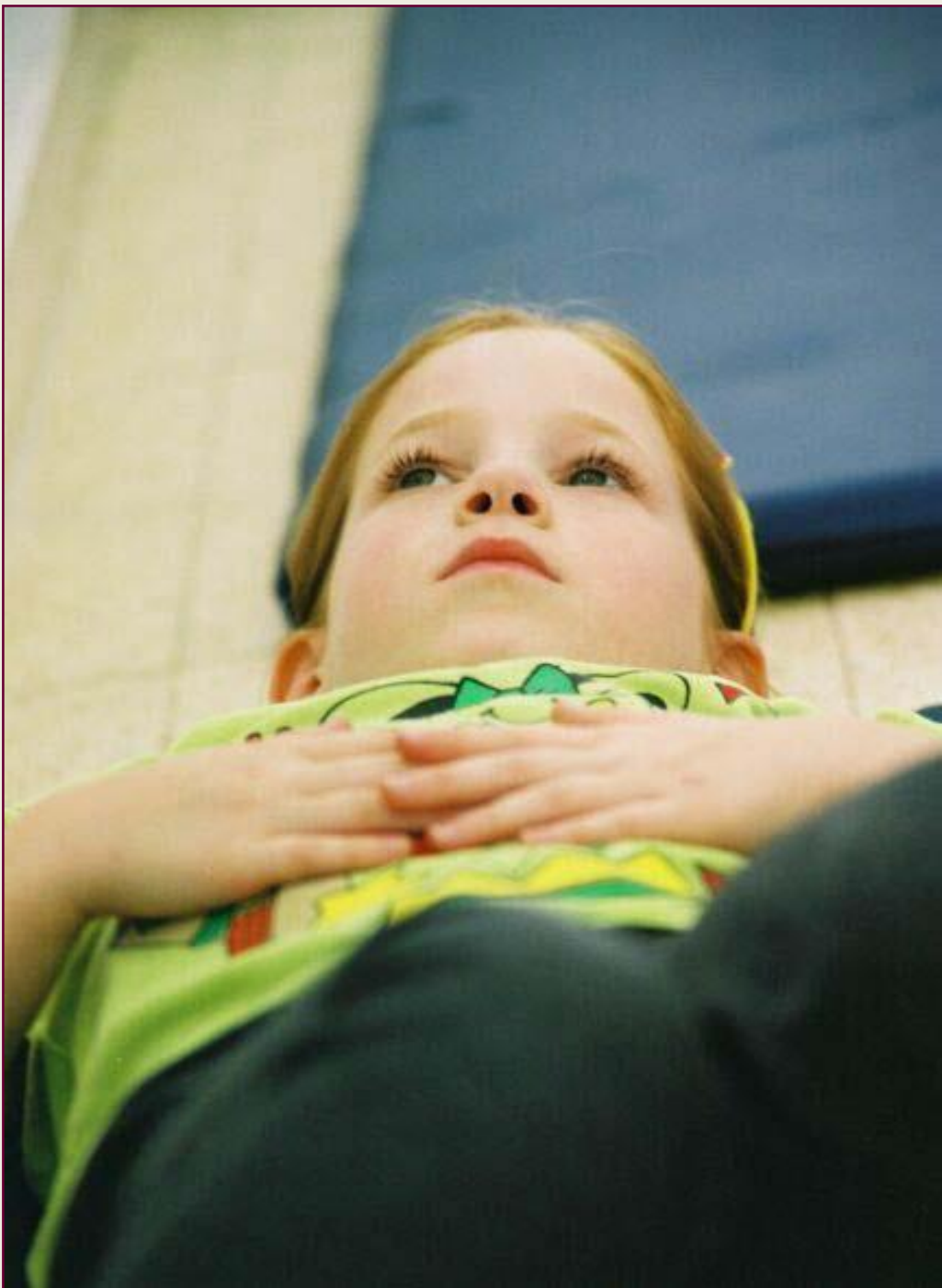
**Lack of financial,
structural, or
personnel
resources**

**Implementation
challenges**

**Poor integration
into educational
practice**

Low sustainability





Calmness Making

- During the class my tensions pass away like clouds in the sky. I love the class because after each class I feel the calmness and goodness in myself.
- Shefi, grade 6



Mindful Learning

- The Mindful Class helps because it teaches us things that everyone needs to know... such as how to rest, be quiet, relax, breath, imagine, and discover our peaceful places within.
- Sonia, grade 5



“The lessons taught us about body, breath and health, their movements and moments. It taught us about helpful concentration, peaceful thoughts, and serenity in the mind. It taught us about stillness, about exploring inner worlds, and about the images that can guide us to find our safe and peaceful places”. **Almog, grade 5**

The Future of Education

- **Holistic Principles**
- **Integrating Multiple Way of Knowing**
- **Transformative Learning**
- **System Thinking**
- **Fusion-based Approach**
- **Acting Locally, Connecting Globally**



FUTURE OF EDUCATION

Learning to Become, UNESCO 2020

Knowledge and learning are humanity's greatest renewable resources for responding to challenges and for inventing alternatives. Education does more than respond to a changing world. Education transforms the world.

Remembering, Forgetting, Remembering...



*We cannot all do
great things,
but we can do
small things,
with great love*

A photograph of a forest path. The path is covered in brown leaves and leads into the distance. On either side of the path, trees lean inward, their branches arching over the path to create a natural tunnel. The foliage is dense and green, with sunlight filtering through the leaves. The overall atmosphere is peaceful and serene.

THANK YOU!!!

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