

Lesson planning with kindness and compassion

Carolyn Minchin
AASW, ACBS

Why do we teach?

“As I wrote, I was also looking ahead. In the midst of a culture that devalues the inner life, I hope to do more than make the case that good teachers must live examined lives and try to understand what animates their actions for better and for worse. I wanted to anticipate the impact of our society’s growing obsession with educational externals - including relentless and mindless standardized testing - and find ways to protect and support the inner journey at the heart of authentic teaching, learning and living.”

Parker J. Palmer, author of "The Courage to Teach, Exploring the Inner Landscape of a Teacher's Life"

Activity; values and actions

Name the core values that bring you to this work 😊

We will break up into groups of 3 to 4 and share back with the larger group.

Think of a teacher who has inspired you in the past. What value do they remind you of when you think of them?

The Four Immeasurables

- Metta - loving kindness, active goodwill towards all
- Karuna - compassion, identifying the suffering of others as one's own
- Mudita - feeling joy because others are happy
- Upekkha - equanimity - even-mindedness and serenity

Mindful Breathing

By Zhen-Phang



1. Gently invite our attention to rest on the breathing, as indicated by the movement of tummy, chest, shoulder; tiny air sensations around the nostrils or throat; sound of breathing, etc...



2. It's not necessary to change the breathing; just pay attention to it with curiosity and kindness, as though we're observing children playing. Smile to the breath...



3. Notice how the experience changes on in-breath and out-breath. See if we could follow the whole cycle of breath, observing any changes moment-to-moment. On each out-breath, you're relaxing more and more in the present moment...



4. If the attention drifts away, it's OK. Gently bring it back to the breathing. At times, labelling the breathing, "breathing IN, I know I'm breathing in; breathing OUT, I know I'm breathing out" could be helpful in anchoring attention...



5. Anchoring the breath with positive attitude could also be helpful, e.g. "Breathing IN, I see myself as a flower (imagine), breathing out, I'm fresh and energized," or "Breathing IN, I see myself as a tree (imagine), breathing OUT, I'm strong and stable."

Outcomes and indicators

- “Outcomes provide clear statements of the knowledge and understandings and skills expected to be gained by most students as a result of effective teaching”. 6. Readings - Curriculum in NSW schools
- Indicators of learning in religious education; “A student’s personal faith is not the subject of assessment or reporting within religious education”.
<http://rokreligiouseducation.com/about/what-do-we-assess-in-the-religion-curriculum/>

Cognitive indicators

Examples of cognitive indicators

- The student can explain...
- The student can interpret...
- The student can apply...

Affective indicators - the emotional dimension to learning

Examples

- The student can justify a personal position on...
- The student can empathise with...
- The student can create

Quality Teaching Framework NSW

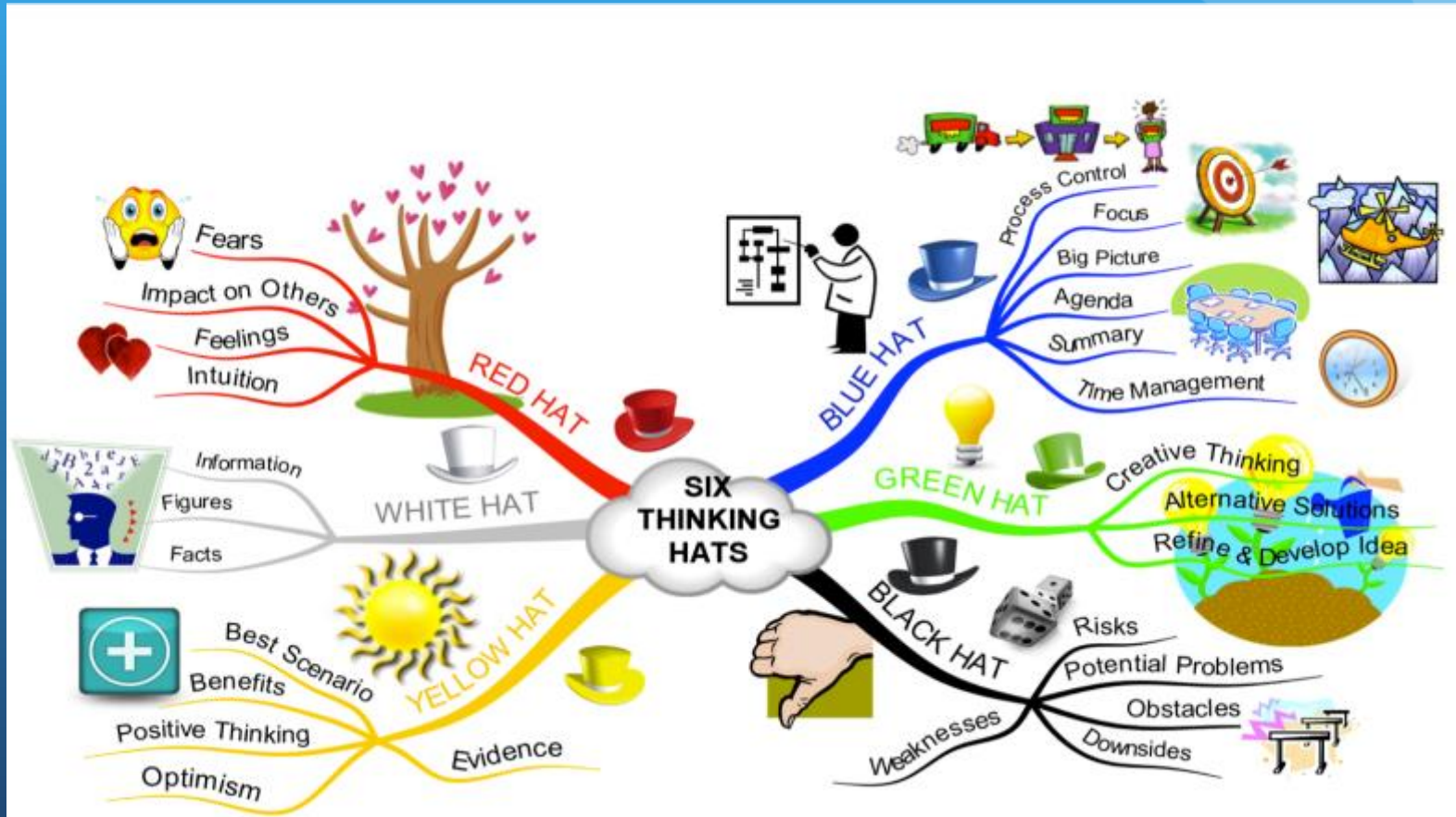
- The **Quality Teaching Framework** is incorporated in all teaching and learning programs to ensure that quality education is being provided throughout the school and as a means of providing staff with a platform for critical reflection and analysis of current teaching practice, and used to guide planning of classroom and assessment practices (*DET, 2008*).

Quality Teaching Framework

		Dimensions		
		Intellectual quality	Quality learning environment	Significance
Elements	Deep knowledge	Explicit quality criteria	Background knowledge	
	Deep understanding	Engagement	Cultural knowledge	
	Problematic knowledge	High expectations	Knowledge integration	
	Higher-order thinking	Social support	Inclusivity	
	Metalanguage	Students' self-regulation	Connectedness	
	Substantive communication	Student direction	Narrative	

Integration - De Bono's Hats

<https://lo.unisa.edu.au/mod/book/view.php?id=611321&chapterid=100453>



Mindfulness in Education

“Everything that happens to us affects the way the brain develops. This wire-and-rewire process is what integration is all about: giving our children experiences to create connections between different parts of the brain.”

The Whole-Brain Child: Revolutionary Strategies to Nurture Your Child’s Developing Mind.

Daniel Siegal & Tina Payne Bryson

www.WholeBrainChild.com

For reflective practice - what experience or memories do we create in the classroom? How do we integrate our own learning?

Lesson planning

Now is it time to have a go

We will spend 10 minutes writing out ideas, then in groups of 3-4 brainstorm way the lessons could be improved and roll play different introductions. We will chose 3-4 lessons to share back with the large group.

Self-care and support

Activity: To conclude our journey today, take a moment to write down three things we will take away from our discussions, and three ways we will intentionally be kind to ourselves to support our journey of compassionate lesson planning.

Best of luck with your journey as a volunteer educator. Please stay connected and supportive of each other 😊

Carolyn Minchin

Education and wellbeing coaching

0405918441