



# Course Syllabus

A MINDFUL PEDAGOGY: STRATEGIES  
FOR CREATING COMPASSIONATE  
AND PURPOSEFUL LEARNING SPACES



## **A Mindful Pedagogy: Strategies for Creating Compassionate and Purposeful Learning Spaces**

**45 Hours or 3 Graduate Credits**

**Course Access:** Upon enrollment, you have 180 days to complete your online course in our [Learning Management System](#). If you have any questions about course access, please email [support@cecreditsonline.org](mailto:support@cecreditsonline.org), or call 425-788-7275 extension 104.

### **Course Description**

This course aims to show teachers how a mindful pedagogy can support meeting their professional demands. The course begins by reviewing teacher's various demands as well as the importance of being able to support students' ability to meet standards, develop social-emotional skills, and build the skills needed to thrive.

The course defines a mindful, engaged pedagogy and explains how establishing a personal mindfulness practice can support teachers in all areas, including classroom management and self-care. Participants will create an action plan to implement mindfulness practices into their classroom routine to support planning and preparation, and in meeting their professional demands.

### **Objectives**

In this course, learners will:

- Review and reflect on how the diverse needs of New York City students require educators to employ a variety of intentional strategies to support student academic and social-emotional needs.
- Appraise the impact stress has on teacher instruction and the school and classroom community
- Examine ways mindfulness helps bring awareness to teacher needs and the needs of their students and school community.
- Investigate ways mindfulness can support teacher self-care and teacher instruction.
- Experiment with mindfulness activities to help create a positive classroom climate and a community of learners.
- Appraise ways mindfulness supports instruction and helps teachers meet their professional responsibilities as described in the Danielson Framework for Teaching.
- Design and employ a personal mindfulness and self-care practice using activities and resources offered in course.
- Use the Five Element video and audio resources and appraise impact activities can have on teacher wellbeing and instruction.

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- Understand and analyze interpersonal neurobiology, attachment theory, and impact it has on classroom behavior and relationships.
- Define compassion and analyze the role compassion and mindfulness play in being an effective teacher.
- Implement a mindful and compassionate approach to challenging student behavior.
- Appraise which mindfulness implementation model can best support their teacher and classroom routines within the context of their own school.

### Alignment to the [Charlotte Danielson Framework for Teaching](#)

#### Primary Standards

##### Domain 1: Planning and Preparation

- 1b: Demonstrating Knowledge of Students

##### Domain 2: Classroom Environment

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2d: Managing Student Behavior

##### Domain 3: Instruction

- 3c: Engaging Students in Learning
- 3e: Demonstrating Flexibility and Responsiveness

##### Domain 4: Professional Responsibilities

- 4a: Reflecting on Teaching

#### Course Components

This course is comprised of interactive presentations, videos, readings, discussion boards, authentic tasks, and a final project. All elements of the course must be completed in order to obtain a letter of completion and/or credits.

#### Course Outline

##### Module 1: Why Mindfulness: Rationale for a Mindfulness Approach to Teaching

- Interactive Presentation: Course Introduction/Rationale
- Interactive Presentation: Demands Teachers Face
- Interactive Presentation: Social Emotional & 21st Century Demands
- Interactive Presentation: Stress in Schools
  - Discussion Board: Stress and our Nervous System
- Interactive Presentation: The Breath and Our Nervous System

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- Interactive Presentation: Teacher Self-Care
  - Discussion Board: Coping with Stress and its Impact on Teaching
- Practice Video: Mindful Gentle Stretching
- Downloadable Resource: End of Module Review

### **Module 2: Mindfulness and the Developing Brain**

- Interactive Presentation: The Developing Brain
  - Discussion Board: Understanding Students' Brain and Nervous System
- Interactive Presentation: Defining Mindfulness
- Interactive Presentation: A Mindful Attitude
  - Discussion Board: Attitudinal Foundations of Mindfulness Practice
- Interactive Presentation: The Mindful Revolution
- Interactive Presentation: Benefits of Mindfulness
- Downloadable Resource: End of Module Review
- Downloadable Resource: Protective and Thoughtful Brain Diagram
- Downloadable Resource: Mindfulness and SEL Competencies Questionnaire

### **Module 3: Establishing an Engaged and Mindful Pedagogy**

- Interactive Presentation: Defining an Engaged Pedagogy
- Interactive Presentation: Establishing an Engaged and Mindful Pedagogy
- Interactive Presentation: Harnessing our Internal Resources
  - Discussion Board: Self-Care Strategies
- Interactive Presentation: Meeting Students' Social Emotional Needs
- Interactive Presentation: Developing 21st Century Skills
  - Discussion Board: Supporting Students Develop SEL & 21st Century Skills
- Interactive Presentation: Mindfulness and the Danielson Teaching Framework
  - Practice Video and Audio Recordings: Mindfulness Movement Activities
- Authentic Task: Self-Care Strategies to Support Classroom Instruction
- Downloadable Resource: End of Module Review

### **Module 4: Engaging with Mindfulness to Support Teacher Best Practices**

- Interactive Presentation: Why Practice Matters
- Interactive Presentation: Pathways to Mindfulness
- Interactive Presentation: Five Element Approach to Mindfulness
  - Discussion Board: Five Element Exploration
- Interactive Presentation: Formal & Informal Practice
  - Discussion Board: Weaving Informal Practices into Classroom Routines
  - Practice Video and Audio Recordings: Sample Five Element Mindfulness Activities
- Downloadable Resource: Five Element Reflection Prompts
- Downloadable Resource: End of Module Review

### **Module 5: The Mindful and Compassionate Classroom**

- Interactive Presentation: Mindfulness & Compassion go Hand in Hand

- Interactive Presentation: The Compassionate Classroom
  - Discussion Board: Classroom Management Challenges
- Interactive Presentation: Mindful Teaching is Calm, Compassionate, and Competent
  - Practice Audio Recordings: Compassion Activities
- Interactive Presentation: Mindfulness Supports Healthy Communication
  - Discussion Board: Supporting Healthy Relationships and Communication
- Authentic Task: Supporting Students Exhibiting Challenging Behavior
- Downloadable Resource: Compassion Journaling and Reflection Prompts
- Downloadable Resource: Scripts for Mindful Communication Activities
- Downloadable Resource: End of Module Review

### **Module 6: Supporting a Mindful Approach to Education**

- Interactive Presentation: Supporting Healthy Relationships
- Interactive Presentation: Weaving Mindfulness into Your Class
  - Discussion Board: Envisioning Your Mindfulness Practice
- Interactive Presentation: Supporting Mindfulness in Your School
- Interactive Presentation: Next Steps
  - Discussion Board: Final Thoughts
- Downloadable Resource: Description of Mindfulness Implementation Models
- Downloadable Resource: End of Module Review

### **Final Project: ACTION PLAN FOR MINDFULNESS IMPLEMENTATION**

The final project for this course will ask you to reflect on your teaching and demonstrate knowledge of your students to design an action plan that will help you sustain a daily mindful practice that supports your wellbeing and teacher effectiveness. Identify and appraise areas in your life you want to support as well as the areas of your teaching mindfulness can support you with. Make sure to distinguish the ways mindfulness will support you and your students. The plan should incorporate formal and informal practices you can implement while teaching and weave into your workday and personal time. The assignment will be completed in three parts.

### **Grading Policy**

**100%-90% = A**

**89%-80% = B**

**79% and below is Not Passing**

<b>Course Component</b>	<b>Percentage of Final Grade</b>
Authentic Tasks (2)	40%

Discussion Boards (12)	25%
Final Project	35%

You must have an 80% average in order to pass and obtain University credit for this course unless your district has specified otherwise.

### **Compliance with and Commitment to the American Disabilities Act**

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to [support@cecreditsonline.org](mailto:support@cecreditsonline.org) at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

### **Academic Integrity Policy**

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.