

# Mindfulness in Pre-Service Teacher Education at the University of Vienna

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# Overview

- 1. Knowledge base:**  
Mindfulness + teacher training programs
- 2. Initial concerns:**  
How to tackle mindfulness in a university seminar?
- 3. Outcome:**  
Basics of the *Wiener Modell*
- 4. Point of reference:**  
*Mindfulness-Based Wellness Education* (Canada)
- 5. Testimonials:**  
By Vienna university students

# Knowledge base



**Differentiated concept of mindfulness**



**Theory of mindfulness**

**Research + evaluation studies**



**Effects of mindfulness practices**

**Mindfulness-practices for kids + youth**



**School-based programs**

# Teacher Training Programs (TTPs)

## In-service Teacher Training Programs

TTPs aligned with  
programs for students

e.g.:

**Mindfulness in Schools**  
(MiSP, London area/GB)

**Mindful Schools**  
(Oakland/California)

Stand-alone TTPs

e.g.:

**CARE for Teachers**  
(Garrison Institute, NY)

**SMART in Education**  
(University of BC,  
Vancouver)

## Pre-service TTP

**Mindfulness-  
Based Wellness  
Education**

(MBWE,  
University of  
Toronto, CA)



# My initial concerns

Concern	Outcome	
Will the university accept this topic as part of the <b>curriculum</b> ?	Yes ✓	No
Is <b>meditation</b> an appropriate part of a university seminar?	Yes ✓	No
Will the students regard the seminar as a relevant contribution to their <b>professional education</b> ?	Yes ✓	No
Can such a short seminar impart a <b>meaningful concept of mindfulness</b> ?	Yes ✓	No

# Outcome

(the „*Wiener Modell*“)

# Educational objectives

## The seminar aims at building ...

1. Personal mindfulness practice
2. Experience-based & science-based **understanding of mindfulness** + knowledge of **school programs** & their didactics
3. Competencies for **mindful teaching** (including resilience)
4. Competencies for **teaching mindfulness** practices



# University's Core Competence:

## Cognition / Understanding



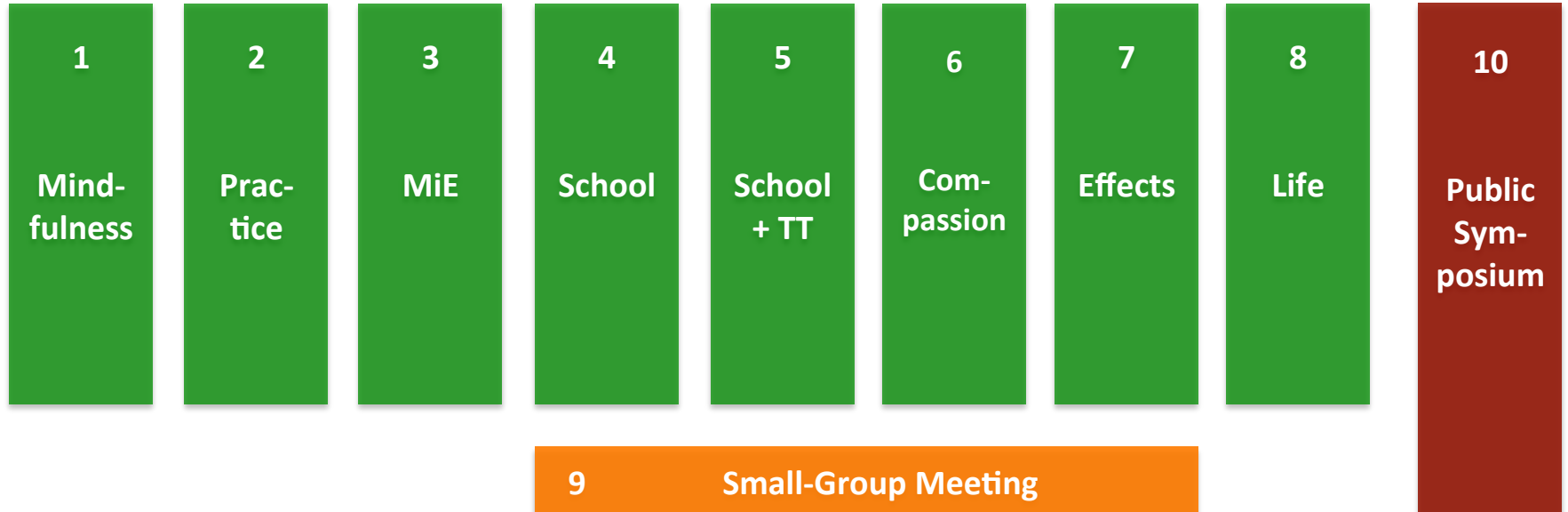
- **Target value: “2 credit hours”**
  - Usually resulting in 15 weekly meetings of 1 ½ hours — not advisable!
- **Instead: 8 meetings of 3 ¼ hours**
  - More or less weekly
  - Reference: MBSR: 8 x 2 ½ hrs. / MBWE: 8 x 4 hrs.
  - Experience: 3 ½ – 3 ¾ hrs. would be optimal
- **Total time: 36 hrs.**
  - incl. additional elements:  
Small Group Meeting (5 hrs.) + Public Symposium (5 hrs.)

# Typical meeting structure (simplified)



# Overall seminar structure

→ see handout



# Mindfulness in School-Based Education

## Overview on Seminar in Pre-Service Teacher Education

Dr. Karlheinz Valtl



	A	B	C	D	E	Break	F	G	H	I
Meeting No.	Thematic Focus	Meditation (with explanation)	Exchange on practice	Exchange on reading	Presentation by Teacher/Student (T/S)		New practice + exchange on it	Formal assignments	Informal assignments	Reading assignments (for next meeting or ongoing)
1	<b>Mindfulness</b> (in tradition and science)	(Speed Dating as social and content-related start)	(on Speed Dating)	x	T: Introduction to Mindfulness (large + basic presentation)		Breath Awareness Meditation	Breath Awareness M. + Journaling (ongoing)	dot-b-SMS tandems <sup>9</sup> (ongoing)	easy texts on mindfulness + Kabat-Zinn 2014 (ongoing)
2	<b>Own practice</b>	Breath Awareness	on preceding + on home practice	on easy texts and first chapters of Kabat-Zinn 2014	T: Basics of MBSR (as point of reference)		Raisin practice <sup>4</sup>	Breath Awareness Meditation	x	(dto., for those who did not read them last time)
3	<b>Mindfulness in Education</b>	Breath Awareness	on preceding + on home practice	(on easy texts and first chapters of Kabat-Zinn 2014)	T: Overview on school-based programs		Body Scan <sup>4</sup>	Breath Awareness M. + Body Scan (alternating)	Observe routine activity <sup>4</sup>	Meiklejohn et al. 2012
4	<b>School-based Programs</b>	Breath Awareness or Body Scan	on preceding + on home practice	on Meiklejohn et al. 2012	S: School program 1 (students' choice) <sup>6</sup>		Yoga <sup>4</sup> (standing)	Breath Awareness M. + Body Scan + Yoga (alternating)	Awareness of pleasant experience <sup>4</sup>	Shapiro et al. 2016 Davidson & Lutz 2008 <sup>11</sup>
5	<b>School-based Programs + Teacher Education</b>	Breath Awareness + Walking Meditation	on preceding + on home practice	on Shapiro et al. 2016	S: School program 2 (students' choice) <sup>7</sup>		Selected core practice from Rechtschaffen 2014 <sup>1</sup>	Breath Awareness M. + Body Scan (alternating)	Awareness of unpleasant experience <sup>4</sup>	Singer & Bolz 2013 <sup>2</sup>
6	<b>Compassion</b> (as recent research focus)	Metta Meditation	on preceding + on home practice	on Singer & Bolz 2013	S: School program 3 (students' choice) <sup>8</sup>		Affective Dyad <sup>3</sup>	Metta Meditation + Breath Awareness M. (alternating)	Awareness of judgments	Kabat-Zinn 2014 (to be completed)
7	<b>Evaluation Research</b>	Metta Meditation	on preceding + on home practice	on Kabat-Zinn 2014 (related to personal development)	T: Evaluation Research <sup>12</sup>		Selected core practice from e.g. Rechtschaffen 2014 or Singer & Bolz 2013	Own choice (daily)	Setting intentions <sup>5</sup> (daily)	x
8	<b>Mindful living + Being</b>	Breath Awareness	on entire practice so far (dyads + plenary)	x	x		Making a commitment to practice (triads + plenary)	Individual core practice + Reflection on personal development in seminar	Mindfulness in daily life	Personal reading recommendation <sup>10</sup>

9 **In-Between Meeting:** Off-university meeting of self-chosen small groups (5-6 persons), usually between meetings 4 and 7 (students' choice of date). Assignments: Joint cooking and eating mindfully + reflection on process + written report.

10 **Public Symposium:** in large auditorium (last time: 100 participants), with input by external experts, me and students, comprising:  
(1) talks and plenary discussion, (2) interactive settings (e.g. World Cafe), (3) plenary meditation practice, (4) reflections on personal development (by students), (5) arts performances (by students, e.g. music, dance, juggling), (6) buffet (by students)



# Some pictures (from Public Symposium)

# PÄDAGOGIK DER ACHTSAMKEIT

Symposium am 15. Jänner 2016, 14:00 – 18:00 Uhr  
„Prominentenzimmer“ (Tiefparterre vor dem Audimax)  
Universität Wien, Hauptgebäude Universitätsring 1

## ACHTSAMKEIT UND ANERKENNUNG

Erkenntnisse aus einem Forschungsprojekt am Schulzentrum  
Friesgasse in Kooperation mit der Universität Wien

Mag. Barbara König (Bundeslehrerin im Hochschuldienst am Zentrum  
für LehrerInnenbildung der Universität Wien)

## ACHTSAMKEITSUNTERRICHT AN WIENER SCHULEN

Ein Praxisbericht: Einsatz der Programme „PAWS“ und „b“ nach  
dem Mindfulness in Schools Project (GB)

Christina Metz MEd. (Reading and Writing Specialist, English Native  
Speaker Teacher, Vienna Bilingual Schooling (NMS/BRG), Trainer for  
Mindfulness and Mindfulness Based Communication Methods)

## ACHTSAMKEIT IN MUßE UND FREIHEIT

Wie wir uns zu einer entspannten, achtsamen Haltung  
selbst einladen können.

Bernhard Hubacek (Coach und Psychotherapeut,  
Leiter des Sati-Instituts für Achtsamkeit, Wien)

## ACHTSAMKEITSBASIERTES KOGNITIVES TRAINING (MBCT)

Ein säkularer Zugang zu Achtsamkeit in der  
Erwachsenenbildung

Eva Kraus (Achtsamkeitstrainerin und Elementarpädagogin, Wien)

## ACHTSAMKEIT IN ORGANISATIONEN

Warum und in welcher Form sind Achtsamkeitstrainings  
in Unternehmen hilfreich?

Mag. Martin Büchele (Achtsamkeitstrainer und Organisations-  
berater, Vorarlberg/Wien/Brüssel – angefragt)

[lehrerinnenbildung.univie.ac.at](http://lehrerinnenbildung.univie.ac.at)

Gastgeber: Dr. Karlheinz Valtl  
(Zentrum für LehrerInnenbildung)  
und die Studierenden des  
Seminars Pädagogik der Achtsamkeit in der Schule

# PÄDAGOGIK DER ACHTSAMKEIT

Symposium am Mittwoch, 8. Juni 2016, 16:00 – 20:00 Uhr  
Hörsaal 24, Universität Wien,  
Universitätsring 1, 1010 Wien

## PÄDAGOGIK DER ACHTSAMKEIT / MINDFULNESS IN EDUCATION

Zum gegenwärtigen Stand der internationalen  
bildungswissenschaftlichen Diskussion achtsamkeits-  
und mitgeföhlbasierter Ansätze in der Pädagogik

Dr. Karlheinz Valtl (Senior Lecturer am Zentrum für LehrerInnenbildung der Universität Wien)

## SCHULPROJEKT „ACHTSAMKEIT MACHT SCHULE“

Workstattbericht aus dem aktuellen Achtsamkeitsprojekt  
der Lernraum-Montessorischule de La Tour in Klagenfurt

Mag. Doris Trattnig-Sax (Fachbereichsleitung für Bildung der Diakonie de la Tour)  
Dipl.-Psych. Frank Zechner (Supervisor, Achtsamkeitslehrer und Buchautor)

## CONTEMPLATIVE NEUROSCIENCE

Forschungsbefunde zu meditationsinduzierten funktionellen und strukturellen  
Veränderungen im Gehirn und ihre Bedeutung für die Schulpädagogik

Michael Klosz (Studierender am Zentrum für LehrerInnenbildung der Universität Wien)

## SELBST-MITGEFÜHL – ACHTSAMKEIT – KREATIVITÄT

Wege zur Kultivierung einer ressourcenorientierten  
und liebevollen Präsenz in der Pädagogik

Mag. Helga Luger-Schreiner (Mindful Self-compassion Teacher,  
Kunstpädagogin, Kunsttherapeutin und Künstlerin)

## MIT LEIB UND SEELE IN BALANCE

Körperbezogene Arbeitsformen zur Förderung  
von Achtsamkeit in der Schule

Dipl.-Päd. Ingrid Teufel (Lehrerin i.R. und Mitarbeiterin der NGOs  
Care im Aufbruch, ahakonferenz.at, jedesKIND, Urban Care)

Anmeldung erbeten unter:  
[sinem.akdeniz@univie.ac.at](mailto:sinem.akdeniz@univie.ac.at)

[lehrerinnenbildung.univie.ac.at](http://lehrerinnenbildung.univie.ac.at)

GastgeberInnen:  
Die Studierenden des Seminars Pädagogik  
der Achtsamkeit in der Schule







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GEORG SEMBERA









good night  
yoga

DIE FREUDE DER  
SCHÜLER/INNEN  
SEHR BEINDRUCKEND!

...

Entwicklungs  
Der Schüler/innen

...







**Point of reference:**

**Mindfulness-Based Wellness Education  
(MBWE)**

University of Toronto, 2006 ff

# Effects of MBWE

(evaluation results, SOLOWAY 2016)

## This mindfulness program builds ...

1. **Reflective capacity** (esp. *reflection-in-action*, cf. SCHÖN 1983)
2. **Teacher identity** (clear and realistic)
3. **Social and emotional competencies (SECs) and well-being**
4. **Resilience to failure** (in mindfulness practice → in teaching)
5. **Overall engagement** in teacher education

# Testimonials of students in Vienna

# Vienna Students' Testimonials

„Generally, our lives have changed ... through the experiences we had during this seminar. ... The effects of our mindfulness practice have been overwhelmingly positive. ...

We now experience more self-love in our lives; we are less easily stressed. We feel more balanced and better prepared for our future professional lives.

Also, our awareness of our bodies has changed, and we experience our physical lives in a more conscious way. We have learned to face problems in constructive ways, to see difficulties in a positive manner and to recognize them as opportunities for personal growth.“

Farah, Ben & Claire



# Vienna Students' Testimonials

„The process was not always a smooth one, and we would like to recognize the difficulties we faced during our mindfulness practice. We found one of the most difficult things was to ‘relax’ ... because we were not really sure what relaxation meant.

Relaxation is a challenge; it is something slow in a fast world. It is taking time to be and to go back to the roots. Because it is so simple, so reduced, it is a challenge.

Finding time for daily practice, to include meditation in our daily lives, amid our routines and habits, was difficult.“

Farah, Ben & Claire

# Vienna Students' Testimonials

„We have learned to cultivate kindness through Metta meditation and can enact those principles in the classroom. We have learned to listen mindfully and can practice this in the classroom, thereby giving our students room to develop.

We recognize our bodily feelings and emotions and can regulate them, and can offer our students a positive model of communication and emotional interaction.

The embodied knowledge that we now have is not only of benefit to us, but will also enrich the lives of those we teach.“

Farah, Ben & Claire

„Ich erfahre ganz konkret, wie die Achtsamkeitspraxis meine Lebensqualität verbessert hat. Ich erlebe alles intensiver, bewusster und deutlicher, empfinde Gefühle tiefer, verstehe mich selbst besser und habe Ruhe und Gelassenheit einen zentralen Platz in meinem Alltag eingeräumt.“

Ben

„Achtsamkeit ist für mich eine im Alltäglichen verankerte Praxis. Ich schätze an ihr, dass sie jeden Aspekt des Lebens respektvoll behandelt: Emotionen wird Raum gegeben, Gedanken werden nicht verteufelt – dieses bewusste Nicht-Bewerten ist für mich besonders wertvoll.“

Claire

## Contact:

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# Appendices

# Appendix I: School-based programs I

Programme	Country	Year	Authors
Inner Kids Programme	USA	2001	Susan Kaiser GREENLAND
Wellness Works in Schools	USA	2001	Midge + Rick KINDER
Still Quiet Place	USA	2002	Amy SALTZMAN
Inner Resilience Program	USA	2003	Linda LANTIERI
MindUP!	USA	2004	Goldie HAWN (Sponsor)
Stressed Teens	USA	2005	Gina BIEGEL
Mindful Schools	USA	2007	Megan COWAN
Learning to BREATHE	USA	2008	Patricia BRODERICK
Mindfulness in Schools Project	GB	2008	Richard BURNETT, Chris CULLEN

## School-based programs II

Programme	Country	Year	Authors
Sfat Hakeshev	ISRAEL	1998	Nimrod SHEINMAN
Quiet Time	USA	2007	Laurent VALOSEK
Little Flower Yoga	USA	2006	Jennifer Cohen HARPER
Attention Academy Program	USA	?	Paul SUGAR
Yoga 4 Classrooms	USA	2007	Lisa FLYNN
Integrative Restoration	USA	2006	Richard MILLER
Achtsamkeit in der Schule	DE	2008	Vera KALTWASSER
Stressbewältigung durch Achtsamkeit	DE	2016	Gustav J. DOBOS
Achtsamkeit macht Schule	AT	2016	Frank ZECHNER



# Appendix II: Important Teacher Education Programs

Teacher Education Programme	Provider	City	Authors
<b>Cultivating Awareness and Resilience in Education (CARE for Teachers)</b>	Garrison Institute	New York	Patricia JENNINGS et al.
<b>Stress Management and Relaxation Training (SMART in Education)</b>	University of BC + Passageworks	Vancouver + Boulder/CO	Margaret CULLEN et al.
<b>Mindfulness in Schools Project (MiSP) + MYRIAD Project</b>	MiSP + University of Oxford	London + Oxford etc.	Richard BURNETT et al.
<b>Mindful Schools</b>	Mindful Schools	Oakland/CA	Megan COWAN et al.
<b>ReSource Project</b> (usability for teacher education to be explored)	Max-Planck- Institut	Leipzig	Tania SINGER et al.
<b>Mindfulness-Based Wellness Education (MBWE)</b>	University of Toronto	Toronto	Patricia POULIN et al.
<b>Mindfulness for Wellbeing and Peak Performance</b>	Monash University (free online course)	Melbourne	Craig HASSED et al.

# References

## General references (in presentation and hand out)

- Davison, Richard D. & Lutz, Antoine (2008). Buddha's Brain: Neuroplasticity and Meditation. Online at: [www.ncbi.nlm.nih.gov/pmc/articles/PMC2944261/](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2944261/)
- Jennings, Patricia (2015). Mindfulness for teachers: Simple skills for peace and productivity in the classroom. New York & London: W. W. Norton.
- Kabat-Zinn, Jon (2014). Wherever you go, there you are: Mindfulness meditation in everyday life. New York & Boston: Hachette.
- Kabat-Zinn, Jon (2013). Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness. New York: Bantam.
- Lyons, Kristen E. & DeLange, Jennifer (2016): Mindfulness matters in the classroom. The effects of mindfulness training on brain development and behavior in children and adolescents. In: Roeser, R. & Schonert-Reichl, K. (Eds.). Handbook of mindfulness in education, New York, pp. 271-283.
- Meiklejohn, John / Philipps, Catherine / Freedman, M. Lee / Griffin, Mary L. / Biegel, Gina / ... / Saltzman, Amy (2012). Integrating Mindfulness Training into K-12 Education: Fostering the Resilience of Teachers and Students. In: Mindfulness, Dec. 2012, Vol. 3, Issue 4, pp 291-307.
- Rechtschaffen, Daniel (2014). The way of mindful education: Cultivating well-being in teachers and students. New York & London: W. W. Norton (German translation: Die achtsame Schule: Achtsamkeit als Weg zu mehr Wohlbefinden für Lehrer und Schüler. Freiamt: Arbor 2016).
- Schön, Donald A. (1983). The reflective practitioner: How professionals think in action. New York: Basic books.
- Shapiro, Shauna L., Lyons, Kristen F., Miller, Richard C., Butler, Britta, Vieten, Cassandra & Zelazo, Philip D. (2015). Contemplation in the classroom: A new direction for improving childhood education. Educational Psychology Review, Vol. 27, pp 1-30.
- Shapiro, Shauna L., Rechtschaffen, Daniel & de Sousa, Sarah (2016). Mindfulness training for teachers. In: Roeser, R. & Schonert-Reichl, K. (Eds.). Handbook of mindfulness in education. New York: Springer, pp. 83-97.
- Singer, Tania & Bolz, Matthias (Eds.) (2013). Compassion: Bridging practice and science. München: Max Planck Gesellschaft.

### Literature on the program *Mindfulness-Based Wellness Education* (University of Toronto)

Poulin, Patricia A. (2009). Mindfulness-based Wellness Education: A Longitudinal Evaluation with Students in Initial Teacher Education. Doctoral Dissertation, University of Toronto.

Poulin, Patricia A., Mackenzie, Corey S., Soloway, Geoffrey & Karayolas, Eric (2008). Mindfulness training as an evidenced-based approach to reducing stress and promoting well-being among human services professionals. *International Journal of Health Promotion & Education*, Volume 4,6 Number 2, pp. 35-43.

Soloway, Geoffrey (2016). Preparing teacher candidates for the present: Investigating the value of mindfulness-training in teacher education. In: Roeser, R. & Schonert-Reichl, K. (Eds.). *Handbook of mindfulness in education: Integrating theory and research into practice*. New York: Springer, pp. 191-206.

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Soloway, Geoffrey B., Poulin, Patricia A. & Mackenzie, Corey S. (2010): Preparing new teachers for the full catastrophe of the twenty-first-century classroom: Integrating mindfulness training into initial teacher education. In A. Cohan & A. Honigsfeld (Eds.). *Breaking the Mould of Pre-Service and In-Service Teacher Education*. Lanham, Maryland: R & L Education, pp. 219–227.

### **Further literature on mindfulness in pre-service teacher education and with beginning teachers**

Bernay, Ross S. (2014). Mindfulness and the Beginning Teacher. *Australian Journal of Teacher Education*, 39 (7). <http://dx.doi.org/10.14221/ajte.2014v39n7.6> (study with teachers in first year of teaching)

Bernay, Ross S. (2012). Mindfulness and the Beginning Teacher. Doctoral Dissertation, Technical University of Auckland/NZ. (see above)

Dorman, Elisabeth H. (2015): Building teachers' social emotional competence through mindfulness practices. *Curriculum and Teaching Dialogue*, Volume 17, Numbers 1 & 2, pp. 103–119. (mindfulness practices at the beginning of various lectures in pre-service teacher training)

Wickham, Claudia B. (2015): A Call for Mindful Teaching: Cultivating Pre-Service Teachers' Dispositions. Doctoral Dissertation Omaha, Nebraska: College of Saint Mary. (more centered on disposition building than on mindfulness)

### **Upcoming publications on mindfulness in pre-service teacher education**

Byrnes, K., Dalton, J.E., & Dorman, E.H. (Eds.) (under contract). *Impacting teaching and learning: Contemplative practices, pedagogy, and research in education*. [Book 2 in 3-volume series.] Rowman & Littlefield Publisher.

Dalton, J.E., Dorman, E.H., & Byrnes, K. (Eds.) (under contract). *The teaching self: Contemplative practices, pedagogy, and research in education*. [Book 3 in 3-volume series.] Rowman & Littlefield Publisher.

Deiß, Ben / Palzer, Claire / Wölfl, Farah (2017). Mindfulness in Education from the Perspective of Future Teachers. In: Böttger, Heiner (Ed.). *Mindfulness in Education*. Bad Kohlgrub: Klinkhardt/UTB. (testimonials and reflections by Vienna University students)

Dorman, E.H., Byrnes, K., & Dalton, J.E. (Eds.) (under contract). *Opening to practice: Contemplative practices, pedagogy, and research in education*. [Book 1 in 3-volume series.] Rowman & Littlefield Publisher.