



Kamalagita Hughes

# *The* Mindful Teacher's Handbook

How to step out of busyness and find peace

This is an easy-to-follow, practical and useful handbook for busy teachers, written by someone who clearly understands both mindfulness and the pressures of the classroom and staffroom.

*Katherine Weare, Emeritus Professor and co-author of the bestseller [Happy Teachers Change the World](#)*

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# Contents

<i>Acknowledgements</i> .....	<i>i</i>
<b>An Introduction to Mindfulness: Ancient Wisdom Supported by Modern Science</b> .....	<b>1</b>
Brief history of secular mindfulness .....	2
Why education? .....	4
How can mindfulness help school staff? .....	6
Putting on the oxygen mask first .....	7
Excuses that crop up .....	8
A word of caution .....	9
How to use this book .....	10
Mindfulness with an attitude .....	11
How to use the mindfulness exercises .....	11
School communities and case studies .....	12
This is a handbook .....	12
<b>Chapter 1: Creating the Weather in the Classroom</b> .....	<b>13</b>
Finding Calm .....	13
Centring the weather vane .....	13
Tuning in .....	15
What did you notice? .....	15
Why this matters .....	16
Coming to your senses .....	17
What did you notice? .....	18
Why this matters: autopilot and mindfulness .....	19
Stepping out of autopilot .....	21
Emotional barometer .....	21
Finger breathing – a tool to calm .....	23
<b>Chapter 2: Breaking Up Is Never Easy</b> .....	<b>25</b>
The Art of Making Transitions in the School Day .....	25
Why this matters: from doing to being mode .....	27
The mindful minute .....	29
Stepping out of autopilot: the routine activity .....	31
What did you notice? .....	31
Why this matters .....	32

<b>Chapter 3: Behaviour Management</b> .....	<b>35</b>
Responding, not Reacting .....	35
Awareness of self .....	36
Awareness of other .....	37
Awareness of environment .....	41
Awareness of the bigger picture .....	42
Mindfulness exercises to try .....	43
What did you notice? .....	44
Why does this matter? .....	44
Playful body scan .....	45
What did you notice? .....	47
Why does this matter? .....	48
<b>Chapter 4: Mindfulness for Stressful Times</b> .....	<b>49</b>
For an Inspection .....	49
Before the inspection .....	50
Before inspection .....	52
During the inspection .....	53
After the inspection .....	55
Mindfulness exercises to try .....	55
Mile track practice .....	56
Mindful movement sequence .....	57
Gentle stretching (can be done in a chair too) .....	60
Opening to the sky and earth (can be done in a chair or standing) .....	61
Mindful walking .....	62
What did you notice? .....	62
Why does this matter? .....	63
<b>Chapter 5: Working with Thoughts and Overthinking</b> .....	<b>65</b>
The Guest House .....	68
Thoughts are not facts .....	69
Mindfulness exercises to try .....	69
Why this matters .....	71
Meditation: approaching rather than avoiding .....	72
What did you notice? .....	73
Why does this matter? .....	74

## Contents

<b>Chapter 6: Mindfulness for Stressful Times</b> .....	<b>75</b>
For an Observation .....	75
Mindfulness exercise to try .....	77
What did you notice? .....	78
Why is this important? .....	78
The mind: like Velcro for bad experiences and Teflon for good ones .....	79
Mindfulness in decision-making .....	79
Mindfulness exercise to try .....	80
What did you notice? .....	81
Why this matters .....	81
Surviving and thriving in an observation/learning walk/work scrutiny .....	82
Grounding practice .....	83
What did you notice? .....	84
After the observation/learning walk/work scrutiny .....	85
Why this matters .....	85
<b>Chapter 7: Mindfulness for Stressful Times</b> .....	<b>87</b>
Difficult Communication with a Colleague/Manager or Parent .....	87
Mindfulness exercises to try .....	92
50–50 awareness .....	92
What did you notice? .....	93
Why this matters .....	94
What did you notice? .....	95
Why this matters .....	95
<b>Chapter 8: Filling the Tank</b> .....	<b>97</b>
Kindness and Self-Compassion .....	97
Self-care is not selfish .....	99
Regal walking .....	100
Facial expression .....	101
Self-talk and voice tone .....	102
What did you notice practising these three exercises? .....	102
Why this matters .....	103
You deserve kindness .....	103
Friendliness meditation .....	104
What did you notice? .....	106
Why does this matter? .....	107

<b>Chapter 9: Mindfulness and Creativity in the Classroom</b> .....	<b>109</b>
An example of creativity in the classroom: Supported Learning Experiments .....	110
Creating a mindful setting .....	112
Convergent and divergent thinking .....	114
Mindfulness exercises to try .....	115
Habit releasers .....	115
What did you notice? .....	117
Why does this matter? .....	118
The nine dots exercise .....	118
What do you notice? .....	119
Wobbling and staying still .....	119
What did you notice? .....	120
Why this matters .....	121
The Goose and the Bottle .....	121
<b>Chapter 10: Under Pressure</b> .....	<b>123</b>
From Surviving to Thriving .....	123
Exercise: Exploring feelings of stress in the body and stressful thoughts in the mind .....	124
Why does this matter? .....	126
Mindfulness exercises to try .....	127
From scattered to focused .....	127
What did you notice? .....	128
Why this matters .....	128
Not surviving but thriving .....	129
Nourishing/depleting activities .....	129
What did you notice? .....	130
Why this matters .....	130
<b>Chapter 11: Becoming a Mindfulness Champion</b> .....	<b>135</b>
What does it mean to be a mindfulness champion? .....	135
Why does this matter? .....	136
How can you gain the confidence and competence to pass the skills on to others? .....	137
Why this matters .....	142
Mindfulness champions: takeaways .....	143
How can you convince senior leadership that this is what the school/college really needs? .....	144

## Contents

Local authority approach .....	146
Why does this matter? .....	147
The tortoise approach .....	148
Mindfulness exercises to try .....	149
Daring to dream .....	149
Why this matters .....	150
Mapping the territory .....	151
Why this matters .....	152
<b>Chapter 12: Mindful Ideas to Try in the Classroom .....</b>	<b>153</b>
Early years .....	153
Primary school .....	154
Secondary school .....	155
College and post-16 setting .....	158
Final Thoughts .....	159
<i>Resources</i> .....	<i>161</i>
For your practice .....	161
Bringing mindfulness into your workplace .....	163
Mindfulness training for the classroom .....	163
The evidence base .....	164
<i>Bibliography</i> .....	<i>165</i>
<i>About the author</i> .....	<i>168</i>

# An Introduction to Mindfulness

## Ancient Wisdom Supported by Modern Science

A group of adults sit together in silence in a room.

They are setting themselves up before the start of the day. They are focusing on their breath and, as they do so, they notice that they are feeling calmer and more centred. The spaces between their thoughts become more noticeable, the urges to plan the day or review what's gone on begin to subside. There may be background noise or hubbub, but this doesn't bother them; they know this is par for the course.

Their minds wander off, but they've learnt to notice this and bring them back to the breath. They know that they can settle and recentre themselves again. But they are not in an ashram or a Buddhist temple, they're at work: in school, in a business, in the military or even in prison.

When I started to practise mindfulness meditation 25 years ago, it was still niche, put in a category with yoga, chakra cleansing, something New Age or 'hippy'. At the time, New Labour were campaigning to become the new government, and public perception would probably have identified mindfulness as something more to do with the campaigning Natural Law Party with their yogic flying, a technique where meditators jumped up and down in full lotus position. The public would have shaken their heads in disbelief if anyone had said that, 20 years later, politicians would be practising mindfulness in Parliament.<sup>1</sup>

Mindfulness is not a new practice; it's a human capacity that goes back over 2,500 years. It's a natural capacity that we can all cultivate that has become associated with authentic happiness. Most ancient religions and philosophies have a history of contemplative traditions. However, mindfulness has now exploded into the wider public eye, particularly in the last decade, as mindfulness practices have been combined with modern psychological theories to create secular practices that have been the subject

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<sup>1</sup> Mindful Nation UK report (London: The Mindfulness Initiative, 2015). Available at: <https://www.themindfulnessinitiative.org>.



of thousands of scientific trials.<sup>2</sup> The scientific element has helped us have a clearer understanding of how our brains work – but, more importantly to us as human beings, it shows us how our *minds* work. It helps us understand the complex jumble of thoughts, feelings, emotions, memories and impulses, moment to moment. It's also shown that we can train our minds to focus, be aware, and cultivate compassion and wise attitude.

## Brief history of secular mindfulness

Despite being an ancient contemplative tradition, mindfulness as we recognise it in this form stems from the work of Jon Kabat-Zinn from his time at the University of Massachusetts in 1979. Jon was a child of the 1960s, and like most baby boomers was captivated by the potential for meditations and philosophies from the East to change society. But he was also a research scientist – and therefore when the opportunity came to teach some of these practices in the context of the University of Massachusetts Medical School, he started to collect the data. The first mindfulness course in this mould was provided for people in intense chronic pain or with terminal illnesses. They had been dealt their final card; the doctors had said there was nothing more they could do for their pain or illness. In a bold move, Jon Kabat-Zinn started to teach these participants gentle yoga and mindfulness meditation. While their symptoms didn't go away, the participants realised that the stress, despair and hopelessness that they felt about their condition was layering on more tension and suffering to an already difficult situation. By learning and practising these techniques, they discovered that although the symptoms continued, they could choose to respond to these in a way that didn't add more suffering and tension and therefore free their minds and find some peace.<sup>3</sup> In this way, mindfulness-based stress reduction (MBSR) was born.

In the late 1990s, a team of clinical psychologists went over to visit Jon Kabat-Zinn in the Stress Reduction clinic to observe and train in MBSR delivery. Their research showed that if someone had depression once, then they would be likely to experience it again. Seeing how depression robbed people of their lives, they were keen to find a way of helping people train their minds to handle difficult thoughts and emotions when they were well before another relapse into depression. This team of Mark Williams, John Teasdale and Zindel Segal created mindfulness-based cognitive therapy (MBCT), which

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2 K. Weare and A. Bethune, *Implementing Mindfulness in Schools: An Evidence-Based Guide* (Sheffield: The Mindfulness Initiative, 2021). Available at: <https://www.themindfulnessinitiative.org/implementing-mindfulness-in-schools-an-evidence-based-guide>.

3 J. Kabat-Zinn, *Full Catastrophe Living: Using the Wisdom of the Body and Mind to Ease Stress, Pain, and Illness* (New York: Delta, 1990).

has been approved by the National Institute of Clinical Excellence (NICE) in the UK for the prevention of recurrent depression since 2004 and is offered routinely by the NHS. Clinical trials have shown that MBCT is at least as effective for treating clinical depression and anxiety as taking anti-depressants.<sup>4</sup>

These are the two main roots from which most secular mindfulness programmes spring, and there are now hundreds of mindfulness-based programmes out there. In the last decade, cutting-edge employers like Apple and Google have offered mindfulness training to employees to help them manage stress and to thrive, notably Google's programme with the catchy title 'Search Inside Yourself'.<sup>5</sup> But it's not just for the cool kids in Google and Apple.

'Meditate like a Marine for pumped up mental muscle!' is an attention-grabbing headline from an article pointing to the fact that the US Marines have been taught mindfulness to prepare for combat. In deployment, mindfulness is found to help soldiers stay calm during crisis and mitigate the effect of post-traumatic stress disorder.<sup>6</sup>

In the last decade, mindfulness has been taught by the NHS, in schools, in workplaces such as Tata Steel, Jaguar Land Rover and HSBC,<sup>7</sup> and in prisons and probation settings with a small-scale research on impact carried out by the National Offender Management System.<sup>8</sup>

In 2015, the Mindfulness Initiative worked with a cross-party parliamentary group to look at the efficacy and potential impact of mindfulness in the workplace, healthcare, criminal justice and schools. The result was the UK Mindful Nation Report,<sup>9</sup> which was

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4 There is even newer evidence that mindfulness should be offered as first treatment for newer, less severe depression as well as relapse; see NICE, *Depression in Adults: Treatment and Management*, NICE Guideline [NG222] (London: National Institute for Health and Care Excellence, 2022). Available at: <https://www.nice.org.uk/guidance/ng222/chapter/Recommendations#preventing-relapse>.

5 D. Penman, *Mindfulness for Creativity: Adapt and Create in a Frantic World* (London: Piatkus, 2015).

6 L. Zerbe, Meditate like a Marine to pump up your mental muscles, *Signs of the Times* (14 March 2009). Available at: <https://www.sott.net/article/256955-Meditate-like-a-Marine-to-pump-up-your-mental-muscles>.

7 The Mindfulness Initiative, *Building the Case for Mindfulness in the Workplace*. (Sheffield: The Mindfulness Initiative, 2016). Available at: <https://www.themindfulnessinitiative.org/Handlers/Download.ashx?IDMF=46ef10fd-4d64-41f9-91a6-163d52cd304c>.

8 J. Davies, C. Hurrell, P. Raynor, P. Ugwadike and H. Young, A pragmatic study of the impact of a brief mindfulness intervention on prisoners and staff in a Category B prison and men subject to community-based probation supervision, *International Journal of Offender Therapy and Comparative Criminology* (2020). Available at: <https://journals.sagepub.com/doi/full/10.1177/0306624X20944664>.

9 See <https://www.themindfulnessinitiative.org/mindful-nation-report>.

a real game-changer in terms of the public perception of, and willingness to approach, mindfulness.

I am hoping that you are coming to see that mindfulness is not the preserve of woolly headed navel-gazers, as I thought, but of ordinary people like you and me.

## Why education?

The links between well-being and education for staff and students have been high up on the agenda of schools and colleges, the inspectorate and policymakers lately. This is because a clear link has been made between young people's well-being and their ability to learn.<sup>10</sup> You will know this from your own experience: if a young person is struggling, has issues at home or school, they can't settle and learn as well as one who has a stable home life or enjoys meaningful friendships at school.

Approximately 25% of young people have a recognisable mental health disorder, with 10% needing specialist help. What's heart-breaking is that 50% of mental health issues are established by the age of 15 and 75% before the age of 25.<sup>11</sup> And three-quarters of young people across the age span do not receive the help they need.<sup>12</sup> Most child and adolescent mental health services are bursting at the seams and cannot cope with the higher demand. This is before we get to low-level anxiety or stress symptoms that can quickly escalate into something more serious if not caught and addressed. The need for taking this seriously is even more pressing in the context of the global COVID-19 pandemic, where many young people have missed out on the stability and structure of school and college, have been isolated from friends and peer groups, and are living in a societal atmosphere of fear and worry. This serious gap in the provision for young people mean that the parents, schools and colleges pay the price.

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10 Public Health England, *The Link Between Pupil Health and Wellbeing and Attainment: A Briefing for Head Teachers, Governors and Staff in Education Settings* (London: Public Health England, 2014). Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/370686/HT\\_briefing\\_layoutvFINALvii.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf).

11 Mental Health Foundation, *Mental Health Statistics: Children and Young People* (London: Mental Health Foundation, 2020). Available at: <https://www.mentalhealth.org.uk/explore-mental-health/statistics/children-young-people-statistics>.

12 R. C. Kessler, P. Berglund, O. Demler, R. Jin, K. R. Merikangas and E. E. Walters, Lifetime prevalence and age-of-onset distributions of DSM-IV disorders in the national comorbidity survey replication, *Archives of General Psychiatry* 62(6) (2005): 593–602. Available at: <https://pubmed.ncbi.nlm.nih.gov/15939837/>.

The evidential link between young people practising mindfulness and their well-being is well researched.<sup>13</sup> The results are promising. A summary of benefits are as follows:<sup>14</sup>

- Mindfulness benefits many aspects of psychosocial well-being including positive mood, empathy and connectedness across all ranges.
- It impacts aspects of physical well-being in the young such as blood pressure, heart rate, cortisol and improvement in sleep.
- It helps reduce student mental health problems including burnout, depression and stress with emerging evidence for impacts on anxiety, trauma, eating and sleep disorders.
- It impacts social and emotional skills and self-management including emotional literacy, regulation resilience and relational skills such as sociability.
- Mindfulness impacts on aspects of learning and cognition, executive function, attention and focus, and cognitive flexibility.
- There is a small amount of emerging evidence of impacts on academic performance and results on test of achievement and grade scores.
- There is also a small amount of emerging evidence for impacts on behaviour, such as students with attention deficit hyperactivity disorder.

Mindfulness is a relatively low-cost intervention that can help prevent low-level issues escalating into higher ones. But it also allows young people to thrive, to be at their best and value their talents. In an uncertain future, with issues such as an ecological crisis and the rise of artificial intelligence on the horizon, young people will be inhabiting a very different world to ours. We don't know the content of the future, but giving them the skills of focus, resilience, flexibility and creativity, as well as being able to relate, be emotionally intelligent and empathic, will give them the best chance to them face it.

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13 Weare and Bethune, *Implementing Mindfulness in Schools*, p. 89.

14 Weare and Bethune, *Implementing Mindfulness in Schools*, p. 32.

## How can mindfulness help school staff?

I have just made the case for the benefits that mindfulness can bring to young people. So why is this book for teachers and school and college staff?

Figures from the *Teacher Wellbeing Index*, a current and well-respected document report, states that three-quarters of teachers experience work-related stress, with nearly half reporting depression, anxiety or panic attacks at work. At any one time, more than half are considering leaving the profession due to poor health and figures reported are higher for senior leaders.<sup>15</sup> There is a national teacher shortage, with dropping numbers recruited for initial teacher training, and one in seven of these leave the profession within the first year.<sup>16</sup> We are losing our most experienced teachers, and we can't recruit and sustain new ones. It's a tragedy for the profession and, most of all, for the young people who are so in need of the support, encouragement and care that an effective teacher or teaching assistant (TA) can bring.

You don't need me to tell you this because I imagine that you are experiencing this every day on the front line. If you're reading this, the chances are that you already know that something needs to change, that it is increasingly difficult to keep on going in the ways that the education system is currently demanding.

So here's some good news. Mindfulness-based interventions have been shown to:

- Increase teacher/school/college staff well-being including a sense of a purpose, self-care, compassion and physical health.<sup>17</sup>
- Help reduce school staff mental health problems, such as burnout, depression, stress and anxiety.
- Improve the ability to self-regulate, to pay attention and be more in the moment and find calm.
- Help school staff stand back from gripping thoughts and emotions, and respond more flexibly and creatively in the moment.
- Allow school staff to be more effective in the classroom, focusing on concepts and processes rather than content and behaviour, and stay on task rather than be taken off track.

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15 Mental Health Foundation, *Mental Health Statistics*.

16 D. Speck, One in seven NQTs drop out in first year, *TES* (13 September 2019). Available at: <https://www.tes.com/news/one-seven-nqts-drop-out-first-year>.

17 All that applies to school staff, applies to college staff now, but from now on I will refer to 'school staff' for fluency and ease.

- Help school staff to relate to students with increased empathy and create calmer and more focused classroom environments.<sup>18</sup>

The most valuable aspect to me was the knowledge of how I could take time to calm myself in a very frantic environment and how simple that was to do.

(Secondary school teacher)

I'm happier, my staff are happier, my pupils are happier!

(Primary school head teacher)

## Putting on the oxygen mask first

Anyone who works in a school is in the caring profession – and therefore they are motivated to act by the needs of another. However, for any carer, exhaustion and burnout is a real concern. On an aeroplane, we are told in the safety instructions that in the event of an emergency we should put on our own oxygen mask first and then help the other. The same goes for well-being: we need to look after ourselves in order to give and be a resource for others. It sounds counterintuitive and you may feel guilty or self-indulgent for focusing on yourself. But this tendency of being other-oriented needs balance, as your needs are important too.

My top suggestion? Put staff well-being at the top of the agenda. Start with the adults!

(Lynburn Primary School, Fife<sup>19</sup>)

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18 Weare and Bethune, *Implementing Mindfulness in Schools*, p. 27.

19 Weare and Bethune, *Implementing Mindfulness in Schools*, p. 28.

## Excuses that crop up

**'I just want to be able help the kids!'** Any school staff member will have the young people they care for as top priority. However, to effectively introduce young people to mindfulness, you need some understanding of what mindfulness is (and what it isn't) and some experience of practising it yourself. Put simply, mindfulness is the art of becoming present, truly present, and this takes practice. This is because mindfulness is *caught*, not *taught*. It is a skill, but it needs to be experienced in order to truly appreciate its benefits. An analogy is that you wouldn't teach someone to swim by reading a book out to them from the side of the pool. The same goes for mindfulness.

**'I don't have time for this/myself!'** I get it! You are already a busy person and here you are needing to find more time. However, most of the practices in this book take between 2 and 20 minutes. There is something to suit everyone. Ask yourself how much you value your own well-being if you cannot take 2 minutes out of the day. Not only that, but think about how much time we waste (I'm including myself here) on so-called relaxing – watching rubbish on the telly that you aren't really interested in, scrolling through social media while trying to do something else. We want to 'switch off' but may find ourselves feeling even more distracted, listless and frustrated. Making a conscious decision to do something nourishing for yourself and putting that time aside can mean that you sleep better, feel more refreshed and energised, and don't burn out.

**'What will people think of me?'** You may feel a little shy about these exercises and others seeing you at home or in the workplace. But many of the exercises can be done with your eyes open, in informal settings, like walking down a corridor, or sitting in your car before or after work. You have the luxury of keeping this to yourself until you know that it works. Then you can shout it from the rooftops if you wish, although you probably won't have to; people will have noticed a change in you and be asking what you're doing!

**'This is flaky mumbo-jumbo!'** Trying something new can be daunting, but the solid body of evidence attests to the improvements mindfulness can bring to your life. This is science, not self-indulgence. If thousands of school staff have found this helpful, wouldn't it be worth giving it a go? If you try it and find that it doesn't work for you, that's fine, you can move on. But you will have tried rather than dismissing it out of hand.

## A word of caution

The evidence shows that mindfulness can help in addressing the mental health of the school community and stress. Adverse effects are rare but need to be looked out for.<sup>20</sup> However, like anything else, mindfulness is not a magic wand or a silver bullet that will solve all life's problems. And it is in no way being advocated here as a sticking plaster to mask the systemic stress present in the current education system. However, it will give school staff greater awareness of their own feelings and needs and how to address these, thereby empowering them. This will also give them greater clarity and choice in how to address difficulties they experience on a daily basis.

Here are some examples of school staff who have become interested and tried mindfulness:

Lindsey is a TA in a nursery class:

I had a crisis going on. I needed to find things I could do myself rather than go to the GP for anti-depressants. It was a natural development, I heard a lot about it and was quite interested in the neuroscience behind it. It helped, it gave me a toolkit.

Mike is a primary school teacher:

It started as a joke between me and my wife; I don't think that multi-tasking is a thing. Teaching is a stressful job and I thought, it's only going to be helpful, so that's what drew me to it.

Belle is an early years teacher:

For years my husband had been buying me books and telling me that I needed to do this. But it wasn't the right time for me, so then I had the realisation that I could do this now and was amazed how quickly it seemed to make a difference.

Tim is a secondary school teacher:

I experienced my own stress in life. I thought that I was clear, I trusted my judgements and all of a sudden I didn't trust my judgements. In school there are different demands that come all at once and they're often competing. As a teacher, your priority is the interaction with the kids, but often you're torn, and you end up spending more time on an admin task and then interaction with the kids gets squeezed. That's frustrating. I studied psychology as part of my degree and found the neuroscience element really interesting.

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<sup>20</sup> Weare and Bethune, *Implementing Mindfulness in Schools*, p. 24.



Simon is the head of a primary school:

I realised that I needed to make time for myself in a professional way which would help me personally as well. I needed some other strategies to help me cope with the pressure. The pressures are more extreme and intense, that's what made me take the plunge because I always felt guilty about taking school time for myself and my role.

Tom is the head of a primary school:

I was a bit cynical about it as I didn't know enough about it. Speaking to my chair of governors, I thought, 'It's something for me. It'll give me a chance to reflect and learn more about mindfulness and see how it can help me in my role.'

Claire, safeguarding and well-being manager in a college:

I was quite cynical. I had this stereotypical image of people eating fruit mindfully and thought I haven't got time for that. But then I was intrigued how many people found it useful and positive, so I tried to approach it with an open mind.

Ready to give it go? Let's get started.

## How to use this book

This book is suitable for complete beginners to mindfulness. There are enough theory and suggested practices to get you going and bring mindfulness into your life in a meaningful way. However, I was also motivated to write this book because the mindfulness world is largely set up around the 'eight-week course'. While this might be an effective means to train people in mindfulness, it's not in terms of carrying on and sustaining mindfulness practice. You wouldn't take up yoga for eight weeks and then never go to a yoga class again. So this book is also meant to be a resource for those who have already trained in mindfulness but are finding it hard to sustain a practice over time.

The chapters in the book are structured to introduce you in a step-by-step way to mindfulness exercises and how they can benefit you in daily life. Each chapter includes a rationale – a story, theory or explanation – and then some exercises to choose, practise and reflect on. The material has been grouped into themes, which are identified in in-depth interviews with school staff as being the most pressing and pertinent to them. I hope they will speak to you.

Even though the book is structured so that each chapter augments the next, being a teacher I know what we are like! We scan the material to absorb it quickly. There might

be something that jumps out at you immediately and you think, 'Yes, I need help with that!' By all means, dive in, but bear in mind that some of the chapters will refer you to previous chapters, in which case it would be wise to go back to these to fill in any gaps.

## **Mindfulness with an attitude**

Although secular, mindfulness isn't value free; it needs to be approached with a certain kind of attitude. This attitude we are trying to cultivate is a 'beginner's mind' – an openness, curiosity and receptivity to yourself as you practise mindfulness. Be patient with yourself. As I said earlier, mindfulness is not a silver bullet. I remember when I first practised mindfulness meditation; I expected a bolt from the blue – that I would immediately be filled with clarity and wisdom. Needless to say, that didn't happen. But what did happen was, for the first time in months, I felt calmer and in more wholesome mental states. I knew I had to follow this up. Over time, things changed. I changed. It's like raindrops dropping into a bowl: the amount of water in a raindrop seems insubstantial, but if they keep gathering incrementally, pretty soon there is a full bowl of still, cool water.

## **How to use the mindfulness exercises**

When you come to a mindfulness exercise, you can read through the instructions once to give you the gist. Then you can follow the instructions, which are also broken down point by point so that you can keep referring back to them during the exercise. Or you may choose to be led through the exercises, in which case you can download the recordings from <https://www.crownhouse.co.uk/mindful-teacher>. You can put these on your tablet or phone, which means that they are portable and you can use them whenever you need to. After a while you may choose to self-lead, which is fine. You can set a timer on your phone with bells (see the Resources section at back of the book) or position a small clock so you can see the time.

## School communities and case studies

Towards the end of the book, there are ideas and suggestions of how you can start bringing mindfulness into the classroom, once you have established your own practice through engaging with the exercises consistently.

There is also discussion about how to bring mindfulness into a work environment and become a mindfulness champion, and there are some case studies to give different examples of how this can work.

## This is a handbook

Often, at the end of a mindfulness course, many participants report that now they are ready to learn mindfulness. All the anxiety about whether this works, whether this will help them, what people will think of them, has dropped away and their minds feel clear, open and receptive. The end is just the beginning – or if that's a bit too philosophical, mindfulness, like educating, is life-long learning.

This is a handbook for you to use whenever, wherever you need it. It's a chance to revisit the ideas, re-engage with practices and, most importantly, go back to sections that have seemed powerful or pertinent to you. There is space for you to make your own notes, to reflect on your own learning. As we know from our education work, ownership of learning is key to it becoming real. It is so easy to be enthusiastic at the time, but then forget until the need becomes pressing again. This book is here for you and can be a constant companion, like one you might have discovered on behaviour management or assessment. No matter how many times you forget or wander off, you can come back to this book for guidance. So make it your own – scribble on it, bend pages back, mark pages with Post-it notes, let it become tattered and dog-eared from carrying it around in your bag. It's something to anchor you and hold you steady. Because for mindfulness to be effective, for it to change your life, it's got to be done consistently.

Or as Ruby Wax eloquently puts it, 'And the bitch of it is, you have to do it every day'.<sup>21</sup>

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21 R. Wax, What's so funny about mental illness?, *TED Talks* (2012). Available at: [https://www.ted.com/talks/ruby\\_wax\\_what\\_s\\_so\\_funny\\_about\\_mental\\_illness?language=en](https://www.ted.com/talks/ruby_wax_what_s_so_funny_about_mental_illness?language=en).

# A practical guide to mindfulness that will empower teachers and school staff to take better care of their own well-being and find calm.

When you're on an aeroplane, you're told that in the event of an emergency you should put on your own oxygen mask first – and only then help those around you. The same is true for well-being: you need to look after yourself in order to be there for others. This is especially the case in busy, high-pressure environments such as our classrooms and schools, where teachers and leaders all too often neglect their own well-being.

*The Mindful Teacher's Handbook* offers simple, straightforward strategies for finding peace and regaining perspective, and provides a solid body of evidence that attests to their efficacy. In this practical and engaging book, Kamalagita Hughes delivers a lively and engaging blend of top tips, research evidence, case studies, guided meditations and suggested exercises for all – both for those new to mindfulness and for those who want to refresh their practice.

## Suitable for teachers, teaching assistants and school leaders.

Gives you very practical ideas, tailored to the school teaching context – both during routine and high-stress times. If you are a schoolteacher, this book has your back.

**Professor Rebecca Crane, PhD, Director, Centre for Mindfulness Research and Practice, Bangor University**

If you are a teacher and you're wading through a long list of must-read educational books, documents and initiatives to be the best teacher you can for yourself and your students, put this book on the top of your pile and start here.

**Natalie Chyba, Deputy Principal and Well-Being Lead, Howell's School, Llandaff**

We all know how stressful it can be working in the education sector. This is a practical book full of great ideas and written by an author who understands the pressures faced by educationalists. Thoroughly recommend.

**Simon Pirotte, OBE, Principal and CEO, Bridgend College**

If you allow Kamalagita's empathetic voice to speak to you as you enter classrooms and walk along corridors, I am confident that you will quickly feel that working life and home life are both more manageable and enjoyable.

**Jane Barnes, Deputy Head Teacher, Teaching and Learning and CPD, Manchester**

Overall, there is a toughness about this writing: an insistence on the absolute need to build in mindfulness that I found compelling and very real. I see a need for this handbook in my school and in every school.

**Jennifer Ford, Head Teacher, Treorchy Comprehensive School**

If you are a school or department leader, this book can transform your team. It will ensure 'workplace enjoyment', 'clarity of mind' and 'positive relationships' become three terms people will use to describe those you work with.

**Armando Di-Finizio, retired Head Teacher, educational consultant and author of *A Head Full of Ethos***

Crammed with some fabulous exercises that will help you find peace, balance and a new sense of energy and focus.

**Nina Jackson, International Mental Health and Well-Being Advisor, Teach Learn Create Ltd**



**Kamalagita Hughes** has been practising mindfulness for 25 years and teaching it for 15. She is a qualified teacher and lecturer with substantial experience in the classroom and in teacher training, further education and higher education. Kamalagita is also the education lead for Mindfulness in Action and a lead trainer for the Mindfulness in Schools Project (MiSP). [@kamalagita](#) [@MindfulCardiff](#)



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