

Reawakening the spirit of education – caring, sharing and co-creating

Silke Weiss, Sinn Stiftung

Dr. Nils Altner, Kliniken Essen-Mitte/Chair of Complementary and Integrative Medicine, University of Duisburg-Essen

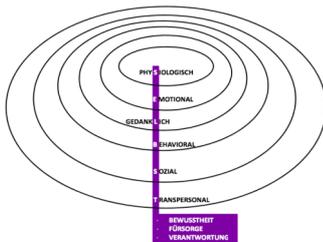


INTRODUCTION

What would it be like, if children, teenagers and teacher would love going to school? What if the main aim of teaching were to find out what each individual person – both students and teachers - needed in order to flourish and develop? And what if the skills for living a healthy, emotionally intelligent, socially integrated, ecologically responsible, meaningful and spiritual life were integral parts of the daily practiced core curriculum in schools? How can we foster the co-creating of educational settings, that adress the development of the whole person?

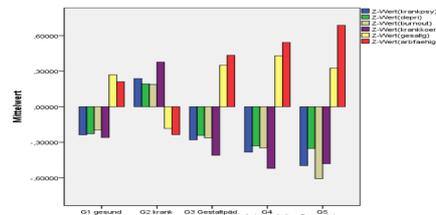
INTERVENTIONS

This poster shows three examples of supporting teachers in their self care and self development by cultivating their wholeness of mind, body and spirit.



1. **IN THE CLINIC** for Naturopathy and Integrative Medicine in Essen teachers (among others) with health challenges are supported to pause, reflect, share and re-orient themselves through a mindfulness-based mind-body program. This is offered as part of a two week inpatient stay, followed by a 60 hour 10-week outpatient intervention. There patients are invited to become aware of their life style habits in regard to physiological aspects like nutrition, exercise, posture, breathing, rest etc.. Emotional and cognitive habits of stress coping and goal setting are considered as well as behavioral and social aspects of their being and doing. Transperso-nal questions of finding and creating meaning and fulfillment are also reflected and spiritual practises like yoga, qigong and meditation are introduced. Comp.: Paul A, Cramer H, Lauche R, Altner N, Langhorst J Dobos G (2013) An Oncology Mind-Body Medicine Day Care Clinic: Concept and Case Presentation. Integr Cancer Ther. 2013 Jan 16.

2. A **SURVEY** among 1200 teachers showed that those who practice methods of mindfulness rank highest in general health and are statistically significant less physically „ill“ even than the „healthy“ group (see diagr). Comp.: Altner N, Sauer S (2013) Achtsamkeitspraxis als Gesundheitsressource für LehrerInnen. Comp.: Dauber H, Döring-Seipel E: Was Lehrerinnen und Lehrer gesund erhält. Göttingen: Vandenhoeck & Rupprecht.



In regard to teaching style the mindful group ranks highest in „flexible teaching“. Like the groups who were trained in supervision or gestalt education they teach less content centered and put high emphasis on relationships and on emotional and motivational aspects of learning. Ibid.

3. "LernKulturZeit" is a project for people who work in education, which focuses mainly on inner development and own experiences of awareness and relationbased learning culture, including formats like the Theory U process or empathic listening, more oriented to the presence and the future than the past. Realising that personal change is so important we ask how this can be supported from society and how can personal development be included in the general education for teachers.



OUTLOOK

Education plays a pivotal role for spreading new information, that we need in times of global change. The global lifiesystem can be supported by aware people with a wider consciousness. Therefore it is an advantage to start with teachers in university, in in-service-training and in clinical treatments. For this, we will need support from a bigger scientific and spiritual community who stands behind those programs, energetically and personally.

To start, we will organize a first symposium for education and consciousness (Title: Sinnsposium Bildung und Bewusstsein), 29.5.2014-1.6.2014, Germany, with the aim of building a strong field of support for a movement of reintegrating spiritual and emotional intelligence in our educational system. Feel invited to the unknown.

