

From WholeSchool Mindfulness

Mindfulness Director Description

Key Elements of the Mindfulness Director Position

Time and opportunity: The Mindfulness Director has flexibility to hold different mindfulness classes for all school community members—staff, students, and parents.

Inside-out approach: The Mindfulness Director becomes an internal and integral part of the school community. Programming is based on, and tailored to, the needs of a specific school community.

Continuity: The Mindfulness Director ensures organic integration of mindfulness into all corners of the community. While specific opportunities to learn and practice mindfulness are key components to a whole-school approach, it is just as important to identify opportunities for synergistic effects that can ripple through a community. For example, mindfulness practices can positively impact athletics, the arts, content-area instruction, or simply the way people regularly interact as well as support conflict resolution, classroom management, and relationship-building.

Experience

Although not all items on the list below are mandatory, an ideal Mindfulness Director has:

1. Successfully completed a rigorous Mindfulness Teacher training program or equivalent training.
2. At least five years of school-based teaching or other relevant school-based experience (i.e. school administrator, guidance counselor, social worker) that includes direct work with k-12 populations or equivalent work.
3. Adult and student mindfulness teaching experience including, but not limited to, mindfulness instructions, talks, and individual/group practice discussions.
4. At least eight years of meditation practice including significant extended periods in silence.
5. Experience training others (i.e. school staff) to support mindfulness in school settings.
6. Significant experience and training in trauma-sensitive mindfulness practices.

7. Training and/or direct experience regarding social and emotional learning, equity, and cultural competency as they relate to school settings.

Competencies

An ideal Mindfulness Director has developed the following key competencies needed to be successful in school environments:

1. Self-motivation.
2. Strong organizational skills and the ability to have attention to detail, especially in regard to managing email and developing/managing schedules.
3. Ability to design and implement curriculum.
4. Excellent communication and facilitation skills; articulate, engaging and compelling.
5. Ability to work and connect with young people and adult issues.
6. Ability to effectively reach diverse groups of people with varied learning styles.
7. Understanding of the intersection of mindfulness with social-emotional learning and equity.
8. Ability to work within a system while working towards systems change.
9. Open-mindedness and acceptance of all forms of diversity including race, sexual orientation, gender identity, physical and mental disability, class, age, religion, spiritual beliefs, and lifestyles.

Responsibilities

Mindfulness Directors responsibilities may include, but may not be limited to, offering:

- Individual and small group mindfulness meetings for students, staff, and parents.
- Mindfulness mentoring and support for student-athletes, coaches, and/or teams.
- Community mindfulness practice and support.
- Opportunities for students, parents, and staff to be supported in mindfulness throughout the day (i.e. optional Mindfulness Lunch, Drop-in sessions).
- Opportunities for interested members of the school community to discuss mindfulness and ways in which it could support them in their lives.

- Introductory, and eventually advanced-level, mindfulness courses for students, staff, parents, and community members.
- Theme-based mindfulness groups for students outside of regular school hours such as “mindfulness in sports,” or “how mindfulness can support test anxiety.”
- Consultation to and mentoring of teachers regarding integration of mindfulness into instructional and classroom practices.
- Online resources for current students, staff, parents, and alumni.

Expectations

Mindfulness Directors will be expected to:

1. Actively participate in the Mindfulness Director/Partner School matching process.
2. Become a part-time or full-time employee of a specific school/district and meet all expectations and requirements of staff members of the school/district.
3. Be responsive to administrative requests/directives.
4. Ensure secularity of practice.
5. Work with the WholeSchool network to build a learning community of Mindfulness Directors who support each other and their own learning.
6. Actively engage as a mentee in a mentoring relationship with a mentor designated by WholeSchool.
7. Serve as a mentor to new Mindfulness Directors after the three-year formal partnership period has ended.
8. Collaborate with school staff (i.e. behavioral health and guidance staff) to ensure safety of all students in the context of trauma-informed care.
9. Be flexible.
10. Be creative.