



## PR3 – Best practices and learning from real-life situation

### BEST PRACTICE 1

#### 1. Best Practice Owner/Author/Creator/Publisher

##### Mindfulness in Schools Project (MiSP)

**Institution (if applicable):** Mindfulness in Schools Project (MiSP)

**Country:** UK

**Website (if applicable):** <https://mindfulnessinschools.org/>

**Link:** <https://mindfulnessinschools.org/>

#### 2. Overview of Best Practice

**Title of the activity:**

*MiSP (Mindfulness in Schools Project)*

**Type:**

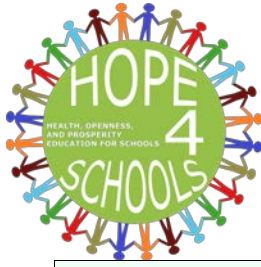
*MiSP (Mindfulness in Schools Project) is a combination of a practice, a case study, and guidelines. It is a practice that involves introducing mindfulness techniques in educational settings. It shares information about the Mindfulness in Schools Project, detailing its background, objectives, and the positive impact it has had on participants. The content provides a structured approach for implementing mindfulness in schools, including the target*

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*audience, methodological approach, resources needed, and lessons learned. These guidelines serve as a framework for replicating the practice in other educational contexts.*

**Aim of the activity:**

*The aim of this activity is to enhance the well-being and resilience of young individuals through the implementation of mindfulness practices in schools. By fostering self-awareness, emotional regulation, and present-moment focus, the program seeks to equip students with essential life skills that promote long-term mental health.*

**Target audience (beneficiaries):**

*This activity is addressed to educators, school staff, parents, and children. By providing tools to effectively manage stress, anxiety, and improve overall mental well-being, the program benefits a wide range of stakeholders within the educational community.*

**Short introduction:**

*In response to the pressing need for stress management and improved mental well-being among students, the Mindfulness in Schools Project (MiSP) introduces mindfulness practices in educational settings. Grounded in the principle of being present in the moment, mindfulness encourages self-awareness, acceptance of thoughts and feelings, and cultivates a deeper connection with oneself and others.*

**Methodological Approach:**

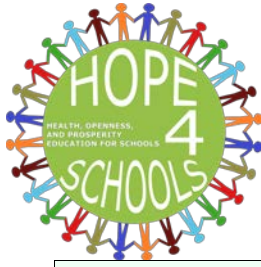
*The approach employed is based on a robust foundation of research in clinical psychology and neuroscience. This evidence-based methodology ensures that the practices implemented are*

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*effective in achieving the desired outcomes. Through a participatory process, over 3200 educators and school staff have been trained to deliver mindfulness practices effectively, creating a network of skilled professionals capable of propagating these essential skills.*

*Lessons learned from this process emphasize the necessity of consistent integration of mindfulness into the daily routine for sustainable positive effects. A key aspect of the methodology involves creating a supportive, inclusive environment where both educators and students feel comfortable engaging in mindfulness practices.*

*The well-being aspect addressed in the methodological approach encompasses mental health, stress reduction, and improved resilience. Through mindfulness, individuals learn to navigate challenges with greater skill and engage more positively with opportunities.*

#### **Resources needed:**

*Implementation of this activity requires trained educators, access to MiSP-curated materials, and a supportive institutional environment. To ensure successful replication, it is imperative that schools commit to prioritizing the well-being of students. This entails a culture of openness to new practices, adequate resource allocation, and an enabling educational framework that allows for the incorporation of mindfulness into the curriculum.*

*Challenges encountered in replicating the activity may include initial resistance to change, resource allocation, and the need for ongoing training and support. Overcoming these challenges is essential for the sustained success of the program.*

#### **Impact:**

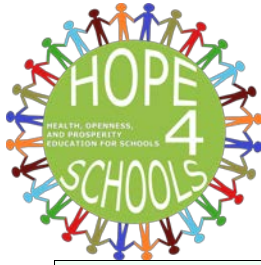
*Studies indicate that children participating in the mindfulness program report fewer depressive symptoms, lower stress levels, and enhanced well-being. This positive impact*

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*extends beyond the classroom, influencing various aspects of daily life. Students who engage with mindfulness practices demonstrate improved focus, enhanced emotional regulation, and a greater capacity to manage stress effectively.*

#### **Lessons learned/Tips & recommendations:**

- *Consistent implementation of mindfulness practices yields sustainable positive effects on mental well-being. It is important to view mindfulness as an integral part of the educational experience rather than an optional addition.*
- *Training educators and school staff is crucial for successful integration. Ongoing professional development ensures that mindfulness practices are delivered effectively and with confidence.*
- *Mindfulness serves as an effective tool in managing stress, improving concentration, and fostering a positive learning environment. Encouraging regular practice and providing opportunities for reflection are key components of a successful mindfulness program.*

#### **Conclusion:**

*The Mindfulness in Schools Project, with its evidence-based approach, has proven to be a vital resource for schools worldwide. By prioritizing the mental well-being of young individuals, this initiative equips them with essential skills to navigate life's challenges and opportunities more skillfully. The positive impact of mindfulness on mental health and overall well-being underscores the significance of its continued integration in educational settings.*

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## BEST PRACTICE 2

### 1. Best Practice Owner/Author/Creator/Publisher

Primary school "Tsani Ginchev" – city of Lyaskovets

**Institution (if applicable):** Primary school "Tsani Ginchev" – city of Lyaskovets

**Country:** Bulgaria

**Website (if applicable):** <https://prepodavame.bg/kak-da-podsigurim-pozitivna-uchilishtna-atmosfera-s-instrument-sebegrizh-za-uchiteli/>

**Link:** <https://prepodavame.bg/kak-da-podsigurim-pozitivna-uchilishtna-atmosfera-s-instrument-sebegrizh-za-uchiteli/>

### 2. Overview of Best Practice

**Title of the activity:**

*Self-Care Tool for Teachers - Positive School Atmosphere Practice*

**Type:**

*Practice*

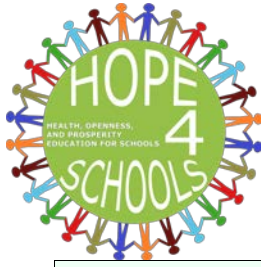
**Aim of the activity:**

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*Aim of this activity:*

- *Provides teachers and staff with opportunities for systematic self-care;*
- *Teachers and staff implement joint activities based on similar interests;*
- *The school team gets closer, people get to know each other better, new friendships are formed;*
- *Creates space for informal communication and the emergence of interesting ideas and initiatives;*
- *Helps to form teams to achieve specific school goals based on the strengths and interests of teachers and staff.*

**Target audience (beneficiaries):**

*This activity is primarily addressed to members of the school staff, but it can also be adapted for junior high and high school students and parents/family members.*

**Short introduction:**

*In the context of Bulgarian schools, there is an increasing focus on caring for the psychological well-being of students. However, the well-being of teachers themselves is often overlooked due to their numerous responsibilities. This practice aims to address this gap by providing teachers with systematic opportunities for self-care.*

**Methodological Approach:**

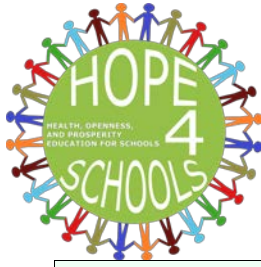
*The Self-Care Tool is a table where staff members record activities that support their well-being over a designated period. The data is then summarized and analysed to identify trends. Interest clubs are formed based on these trends, allowing staff to engage in joint activities*

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*aligned with their interests. The clubs operate independently, self-organizing their activities and tasks.*

*The process is participatory, involving all staff members in the selection and execution of self-care activities. Lessons were learned through open communication, leading to increased acceptance and regular usage of the tool.*

*The method addresses the well-being of both teachers and students, contributing to a positive learning atmosphere.*

**Resources needed:**

- *Printed copies of the Self-Care Tool form (one for each week of implementation)*
- *Instructions for completing the form*

*Conditions for successful replication include careful formulation of self-care activities, allowing sufficient time for initial testing and adaptation, and conducting preliminary discussions with staff about the tool's meaning and objectives.*

*Challenges may arise during the initial stages of implementation, but open communication and clear guidelines can help overcome any resistance.*

**Impact:**

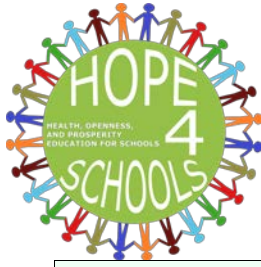
*Implementing the Self-Care Tool has led to improved well-being and satisfaction among teachers. It has contributed to a positive school atmosphere, benefiting both teachers and students. The practice has also sparked creative ideas for future initiatives, strengthening the school community.*

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### **Lessons learned/Tips & recommendations:**

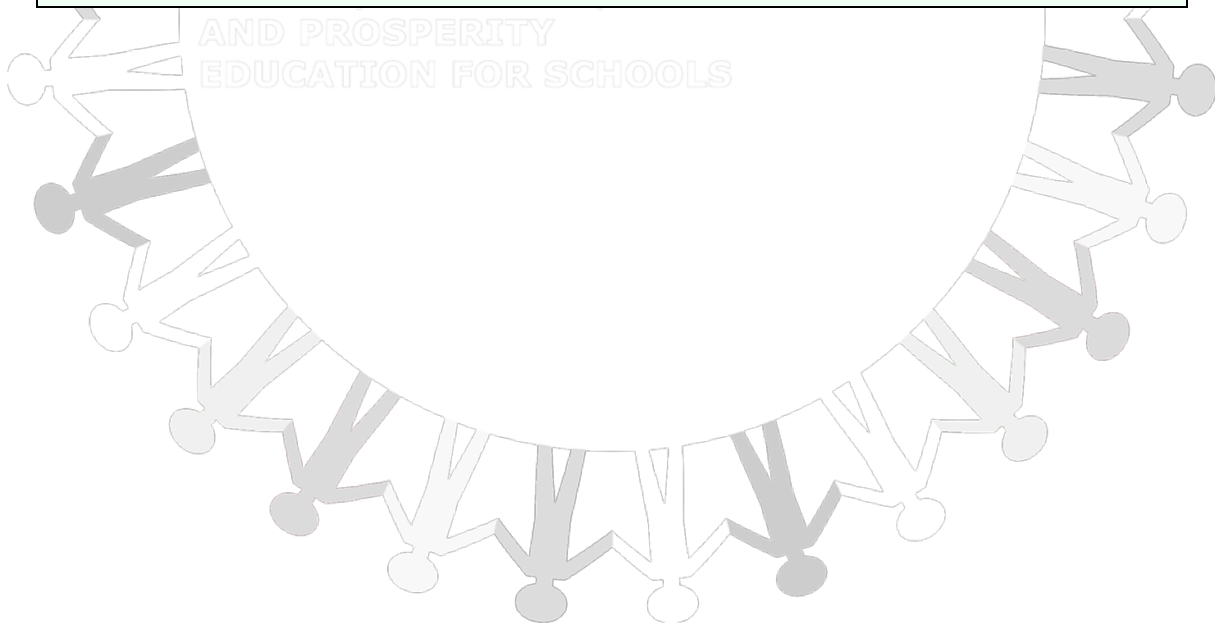
*Carefully formulate self-care activities to ensure relevance and effectiveness.*

*Allow time for initial testing and adaptation to the specific needs of the team.*

*Conduct preliminary discussions with staff to explain the purpose and benefits of the tool.*

### **Conclusion:**

*Prioritizing the well-being of all individuals involved in school life enhances the quality of learning. The Self-Care Tool is a valuable practice that fosters a positive learning environment, leading to enthusiastic and satisfied teachers, as well as happy and relaxed students. This practice is adaptable and can be beneficial in any school setting.*



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