

RADICAL PRESENCE

Teaching as Contemplative Practice



MARY ROSE O'REILLEY

Foreword by Parker J. Palmer

Radical Presence Teaching As Contemplative Practice

**Leslie Jeffrey, Agnieszka (Aga)
Palalas, Karen Robert, Yuk-Lin Renita
Wong**

Radical Presence Teaching As Contemplative Practice:

Radical Presence Mary Rose O'Reilley, 1998 *Radical Presence* is a book about our lives as well as our work suggesting that the secrets of good teaching are the same as the secrets of good living seeing one's self without blinking offering hospitality to the alien other having compassion for suffering speaking truth to power being present and being real These are secrets hidden in plain sight But in an age that puts more faith in the powers of technique than in the powers of the human heart it takes the clear sight and courage of someone like Mary Rose O'Reilley to call secrets of this sort to our attention *Radical Presence* asks What might happen if we frame the central questions of our profession as spiritual issues and deal with them in light of our spiritual traditions The basis of O'Reilley's remarks is not religious it is pedagogical She does not preach she shares Writing of the human condition O'Reilley places herself first in line not as an ego or leader but as a friend and guide Over the course of her journey she seeks to discover what spaces we can create in the classroom that will allow students the freedom to nourish an inner life This is an important book that will have a significant impact on the way educators view teaching and learning O'Reilley writes Some pedagogical practices crush the soul most of us have suffered their bruising force Others allow the spirit to come home to self to community and to the revelations of reality This book is my own try at articulating a space in which teacher and student can practice this radical presence **Teaching Gloria E.**

Anzaldúa Margaret Cantú-Sánchez, Candace de León-Zepeda, Norma Elia Cantú, 2020-09-29 Gloria Evangelina Anzaldúa a theorist Chicana feminist famously called on scholars to do work that matters This pronouncement was a rallying call inspiring scholars across disciplines to become scholar activists and to channel their intellectual energy and labor toward the betterment of society Scholars and activists alike have encountered and expanded on these pathbreaking theories and concepts first introduced by Anzaldúa in *Borderlands La frontera* and other texts *Teaching Gloria E Anzaldúa* is a pragmatic and inspiring offering of how to apply Anzaldúa's ideas to the classroom and in the community rather than simply discussing them as theory The book gathers nineteen essays by scholars activists teachers and professors who share how their first hand use of Anzaldúa's theories in their classrooms and community environments The collection is divided into three main parts according to the ways the text has been used Curriculum Design Pedagogy and Praxis and Decolonizing Pedagogies As a pedagogical text *Teaching Gloria E Anzaldúa* also offers practical advice in the form of lesson plans activities and other suggested resources for the classroom This volume offers practical and inspiring ways to deploy Anzaldúa's transformative theories with real and meaningful action Contributors Carolina E Alonso Cordelia Barrera Christina Bleyer Altheria Caldera Norma E Cant Margaret Cant Sánchez Freyca Calderon Berumen Stephanie Cariaga Dylan Marie Colvin Candace de León Zepeda Miryam Espinosa Dulanto Alma Itz Flores Christine Garcia Patricia M García Patricia Pedroza González María del Socorro Gutiérrez Magallanes Leandra Hernández Nina Hoeckl Ríos Lozano Socorro Morales Anthony Nuñez Karla O'Donald Christina Puntasecca Dagoberto Eli Ramírez José L Saldivar Tanya J Gaxiola Serrano Verónica Solís Alexander V Stehn

Carlos A Tarin Sarah De Los Santos Upton Carla Wilson Kelli Zaytoun *Presence in the Online World* Leslie Jeffrey, Agnieszka (Aga) Palalas, Karen Robert, Yuk-Lin Renita Wong, 2023-12-06 *Presence in the Online World* A Contemplative Perspective and Practice Guide for Educators is an edited collection that addresses the question of how we can bring the insights of contemplative pedagogy into the space of online learning While the digital space can be one of distraction and disconnection contemplative pedagogy offers time honored practices that focus on cultivating mindful presence awareness transformative growth and deep connection These practices can help learners and educators tune into both their inner and outer worlds at a variety of levels emotional physical intellectual and spiritual The volume s contributors who come from diverse disciplines offer their reflections on their experiences bringing the contemplative and the online together during the tumultuous pandemic years of emergency remote blended and online teaching They provide both practical guidance in introducing contemplative practices in the online or blended classroom and insights into the meaning of presence and the possibilities for deep connection in an online world Together their contributions demonstrate how students and teachers can cultivate a holistic presence with each other and to their shared human conditions as they navigate the virtual classroom

The Intersubjective Turn Olen Gunnlaugson, Charles Scott, Heesoon Bai, Edward W. Sarath, 2017-10-11 Examines key theoretical aspects of the emerging field of second person contemplative education A first of its kind this book maps out current academic approaches in higher education to second person contemplative education which addresses contemplative experience from an intersubjective perspective Until recently contemplative studies has emphasized a predominantly first person standpoint but the expansion and embrace of second person methods provides a distinctive learning context in which collective wisdom and shared learning can begin to emerge from dialogue among students and groups in the classroom The contributors to this volume leading researchers and practitioners from a variety of institutions and departments examine the theoretical and philosophical foundations of second person contemplative approaches to instruction pedagogy and curricula across various scholarly disciplines

Contemplative Approaches to Sustainability in Higher Education Marie Eaton, Holly J. Hughes, Jean MacGregor, 2016-10-14 How do we foster in college students the cognitive complexity ethical development and personal resolve that are required for living in this sustainability century Tackling these complex and highly interdependent problems requires nuanced interdisciplinary understandings collective endeavors systemic solutions and profound cultural shifts Contributors in this book present both a rationale as well as a theoretical framework for incorporating reflective and contemplative pedagogies to help students pause deepen their awareness think more carefully and work with complexity in sustainability focused courses Also offering a variety of relevant timely resources for faculty to use in their classrooms *Contemplative Approaches to Sustainability in Higher Education* serves as a key asset to the efforts of educators to enhance students capacities for long term engagement and resilience in a future where sustainability is vital

Engaged Learning Richard VanDeWeghe, 2009-03-31 No other book on teaching has excited me as much as this one It

should be the core text for prospective teachers in any field Jonathan Potter English and Drama Teacher Camden Hills Regional High School Rockport ME VanDeWeghe presents powerful instructional practices to help students use both their hearts and their minds in learning Louann Reid Professor Colorado State University Spark genuine enthusiasm in your classroom by engaging students hearts and minds To generate truly compelling learning experiences and increase retention of new information educators need the knowledge and tools to engage students from both a neurological and humanistic perspective Richard VanDeWeghe provides an inside look at what happens in students minds and hearts when they are engaged and in the groove Based on Mihaly Csikszentmihalyi s idea of flow a state of intrinsic control curiosity interest and inquiry that is the ultimate experiential goal for learning this book provides holistic strategies for encouraging students to become motivated engaged learners Teachers will find Information on brain function and memory pathways Spiritual and emotional principles of the heart that influence learning Strategies for guiding open ended discussions quality questioning and teacher modeling Immediate practical applications for language arts science math and social studies Vignettes illustrating effective teacher dialogue and classroom involvement Engaged Learning is a clear concise and elegant resource that helps teachers understand what it means to be a highly motivated learner *Critical Expressivism* Tara

Roeder,Roseanne Gatto,2015-04-15 *Critical Expressivism* is an ambitious attempt to re appropriate intellectual territory that has more often been charted by its detractors than by its proponents Indeed as Peter Elbow observes in his contribution to this volume As far as I can tell the term expressivist was coined and used only by people who wanted a word for people they disapproved of and wanted to discredit The editors and contributors to this collection invite readers to join them in a new conversation one informed by a belief that the term expressivism continues to have a vitally important function in our field

Teaching Literature and Writing in Prisons Sheila Smith McKoy,Patrick Elliot Alexander,2023-10-13 As the work of Malcolm X Angela Y Davis and others has made clear education in prison has enabled people to rethink systems of oppression Courses in reading and writing help incarcerated students feel a sense of community examine the past and present and imagine a better future Yet incarcerated students often lack the resources materials information and opportunity to pursue their coursework and training is not always available for those who teach incarcerated students This volume will aid both new and experienced instructors by providing strategies for developing courses for creating supportive learning environments and for presenting and publishing incarcerated students scholarly and creative work It also suggests approaches to self care designed to help instructors sustain their work Essays incorporate the perspectives of both incarcerated and nonincarcerated teachers and students centering critical prison studies scholarship and abolitionist perspectives This volume contains discussion of Mumia Abu Jamal s Live from Death Row Marita Bonner s The Purple Flower Suzanne Collins s The Hunger Games Mary Shelley s Frankenstein and William Shakespeare s The Taming of the Shrew and Othello *International Handbook of the Religious, Moral and Spiritual Dimensions in Education* Marian de Souza,Gloria

Durka, Kathleen Engebretson, Robert Jackson, Andrew McGrady, 2007-06-04 In today's pluralistic world many cultures feel a shift in the relationship of people with religious traditions. A corresponding movement is a resurgence of interest in human spirituality. This Handbook presents the views of education scholars who engage these concepts every day in a collection of essays reflecting the international state of the discipline. Out of these rises a vision for the emergence of a just and peaceful world.

Antiracist Writing Assessment Ecologies Asao B. Inoue, 2015-11-08 In *Antiracist Writing Assessment Ecologies* Asao B. Inoue theorizes classroom writing assessment as a complex system that is more than its interconnected elements. To explain how and why antiracist work in the writing classroom is vital to literacy learning, Inoue incorporates ideas about the white racial habitus that informs dominant discourses in the academy and other contexts.

Hearts and Minds Without Fear Barbara A. Clark, James Joss French, 2014-06-01 *Hearts and Minds Without Fear: Unmasking the Sacred in Teacher Preparation* is the first book of its kind that focuses on the critical urgency of integrating creativity, mindfulness, and compassion in which social and ecological justice are forefronted in teacher preparation. This is especially significant at a time of cultural turmoil, educational reform, and inequities in public education. The book serves as a vehicle to unmask fear within current educational, ethical deficiencies and revitalize hope for community members, teacher educators, pre-service in-service teachers, and families in school communities. The recipients of these strategies are explicitly presented in order to build understanding of a compassionate paradigm shift in schools that envisions possibility and social imagination on behalf of our children in schools and our communities. The authors unabashedly place the arts and aesthetics at the core of the educational paradigm solution. The book lives its own message. Within each seed chapter, the authors practice authentically what they preach, offering a refreshing perspective to bring our schools back to life and instill hope in children's and educators' hearts and minds.

Flourishing in the Holistic Classroom Lisa Marie Tucker, 2021-08-01 In a time of unprecedented changes globally, *Flourishing in the Holistic Classroom* offers an educational model that is dynamic, organic, and adaptive. The book offers key principles, dispositions, and practices that holistic educators draw from to create learning environments in which their students can flourish. This book describes learning that is based on a balance of inner and outer ways of knowing, with an emphasis on the inner life or soul of the learner. This is illustrated through accounts of running an arts camp using the inquiry process and experiences with teacher candidates. A key principle of holistic education is connection, which is explored through experiential examples such as connections between learners and each other, the teacher and their subject of study. The role that mindfulness practice and teacher presence plays in the classroom, as well as working with fear and vulnerability, are addressed through detailed narratives. The breadth of the author's experience, including being an early years teacher, a director of programs and exhibits in a children's museum, and working with pre-service teachers, is woven throughout the book. Reflections from former teacher candidates highlight the influence that holistic pedagogy has on learners. The book concludes with an invitation to the reader to embrace a holistic integrative

approach to education which creates fertile ground for student flourishing Flourishing in the Holistic Classroom is intended to support teachers administrators academics pre service teachers and graduate students Praise for Flourishing in the Holistic Classroom Heartfelt authentic soulful Lisa Marie Tucker s Flourishing in the Holistic Classroom is a gift to all educators Drawing on her lengthy career as an educator in various roles Lisa draws on her personal and professional experiences Her use of the nautilus shell creates a profound holistic image that connects heart mind and spirit where personal cosmologies are valued Her work is timely as we emerge from challenging times and seek to re situate and re connect ourselves to each other and our planet in a post pandemic world Her lived journey resonates and inspires as we the reader moves through each chapter Drawing on the wisdom of ancestral roots Lisa explores what makes us human in profound ways Marni Binder Associate Director Academic Leadership Associate Professor Ryerson University I loved this book Flourishing in the Holistic Classroom by Lisa Tucker is a must read for any teacher who is looking to make education meaningful engaging and relevant to students lives It is highly readable and full of practical examples and applications for teachers at all grade levels It is also a wonderfully inspiring text for professors working in teacher preparation programs I felt like I was having a conversation with a master teacher one who truly understands the really important qualities that teachers can cultivate in their lives and work I appreciated the way substantive theory was integrated seamlessly into her own personal narrative Using stories she brings her Nautilus model of holistic teaching to life creating an intimacy with the reader that engages your mind and spirit Sam Crowell Professor Emeritus California State University Founder MA in Holistic and Integrative Education Author Emergent Teaching A Path of Significance Creativity and Transformation Lisa Invites us to imagine enact and embody wholeheartedly our life as more than surviving she wants us to flourish in the classroom as learners no matter if we are wearing a teacher or student hat To do this we think of ourselves as a whole person whereby heart mind body and spirit are embraced This is what holistic education is In this book we are taken on a journey and as Lisa says teaching is a complex profession and in order for true exploration and deep learning to occur a healthy caring and sustainable learning community must be developed Dr Narelle Lemon Associate Professor and Associate Dean of Education Swinburne University of Technology Melbourne Australia A Pedagogy of Kindness Catherine J. Denial, 2024-07-16 Academia is not by and large a kind place Individualism and competition are what count But without kindness at its core Catherine Denial suggests higher education fails students and instructors and its mission in critical ways Part manifesto part teaching memoir part how to guide A Pedagogy of Kindness urges higher education to get aggressive about instituting kindness which Denial distinguishes from niceness Having suffered beneath the weight of just getting along instructors need to shift every part of what they do to prioritizing care and compassion for students as well as for themselves A Pedagogy of Kindness articulates a fresh vision for teaching one that focuses on ensuring justice believing people and believing in people Offering evidence based insights and drawing from her own rich experiences as a professor Denial offers practical tips for

reshaping syllabi assessing student performance and creating trust and belonging in the classroom Her suggestions for concrete scalable actions outline nothing less than a transformational discipline one in which together we create bright new spaces rooted in compassion in which all engaged in teaching and learning might thrive

Brilliant Sanity (Volume 1, Revised & Expanded Edition) Francis J. Kaklauskas, Susan Nimmanheminda, Louis Hoffman, MacAndrew Jack, Jane Perlstein, 2021-08-25 Brilliant Sanity Buddhist Approaches to Psychotherapy and Counseling Volume 1 Revised and Expanded Edition brings together influential scholars and practitioners who have studied and practiced at the intersection of Buddhism psychotherapy and counseling including Karen Wegela Mark Epstein Han F de Wit Ed Podvoll Jeff Fortuna Robert Walker Farrell Silverberg Chuck Knapp Dale Asreal and others Brilliant Sanity draws particularly from the Mahayana and Vajrayana Buddhist traditions that emphasize the importance of individuals being of benefit to others and the world This revised and expanded edition comes 13 years after the release of the widely successful first edition and includes four new chapters The majority of the original chapters have been updated drawing upon advances in theory and research In this new volume increased attention is given to multicultural and social justice perspectives as well The introduction and 24 chapters in this new edition are essential reading for students and experienced practitioners interested in Buddhist psychotherapy and counseling

Handbook of Research on Teaching Ethics in Business and Management Education Wankel, Charles, Stachowicz-Stanusch, Agata, 2011-12-31 This book is an examination of the inattention of business schools to moral education addressing lessons learned from the most recent business corruption scandals and financial crises and also questioning what we're teaching now and what should be considering in educating future business leaders to cope with the challenges of leading with integrity in the global environment Provided by publisher

Becoming a Teacher through Action Research Donna Kalmbach Phillips, Kevin Carr, 2014-01-03 Becoming a Teacher through Action Research Third Edition skillfully interweaves the stories of pre service teaching with the process of action research This engaging text focuses specifically on the needs of pre service teachers by providing assistance for all stages of the research experience including guidance on how to select an area of focus design a culturally proficient study collect and interpret data and communicate findings With an updated introduction and two new chapters this revised edition fully develops a convincing response to the framing question of the book Why pre service teacher action research The new edition continues to focus on elements of trustworthy pre service teacher action research and provides a more robust overview of research methodology Using additional activities charts and examples this book offers support during the steps of writing a critical question data collection data analysis and the use of analytic memos New Features in the Third Edition include New chapters on ongoing data analysis and final data interpretation which include practice scenarios and examples to give readers a deeper understanding of doing the work of action research processes An expanded chapter on action research methodology which includes scaffolds for making methodological decisions additional practice scenarios and a revised action research design

template New end of chapter Content and Process Questions to encourage deeper understanding New examples throughout expanded additional glossary terms enhanced literature review guidance and updated templates to support action research projects An updated companion website with downloadable templates and additional instructor resources A revised interior text design to increase the accessibility of the text This one of a kind guide continues to offer invaluable support for teacher education students during a critical phase of their professional and personal lives **Mindfulness for Teachers** Patricia A. Jennings, 2015-02-16 Mindful awareness practices to help teachers recognize and regulate emotional reactivity in their classrooms Teaching is one of the most rewarding professions but also one of the most demanding This book offers simple ready to use and evidence proven mindfulness techniques to help educators manage the stresses of the classroom cultivate an exceptional learning environment and revitalize both their teaching and their students knowledge acquisition Drawing on basic and applied research in the fields of neuroscience psychology and education as well as the author's extensive experience as a mindfulness practitioner teacher and scientist it includes exercises in mindfulness emotional awareness movement listening and more all with real time classroom applications Mindfulness in the PreK-5 Classroom Patricia A. Jennings, 2019-08-20 Tips and tools for promoting calm and focused attention in the classroom This volume from the editor of the SEL Solutions Series provides a concise introduction to mindfulness for teachers and others who work in preschool and elementary school settings Each chapter includes simple research tested practical activities that can be integrated into the school day to help kids calm down and pay attention **Mentoring in Physical Education and Sports Coaching** Fiona C. Chambers, 2014-12-05 Mentoring is a core element of any successful teacher education or coach education programme with evidence suggesting that teachers and coaches who are mentored early in their careers are more likely to become effective practitioners Physical education and sports coaching share important pedagogical practical and cultural terrain and mentoring has become a vital tool with which to develop confidence self reflection and problem solving abilities in trainee and early career PE teachers and sports coaches This is the first book to introduce key theory and best practice in mentoring for mentors and mentees focusing on the particular challenges and opportunities in physical education and sports coaching Written by a team of international experts with extensive practical experience of mentoring in PE and coaching the book clearly explains what mentoring is how it should work and how an understanding of socio cultural factors can form the foundation of good mentoring practice The book explores practical issues in mentoring in physical education including pre service and newly qualified teachers and in coach education including mentoring in high performance sport and the role of national governing bodies Each chapter includes real mentoring stories practical guidance and definitions of key terms and a pedagogy toolbox brings together the most important themes and techniques for easy reference This is a hugely useful book for all teacher and coach education degree programmes for any practising teacher or coach involved in mentoring and for schools clubs sports organisations or NGBs looking to develop mentoring schemes **After Plato** John Duffy, Lois

Agnew, 2020-07-01 After Plato redefines the relationships of rhetoric for scholars teachers and students of rhetoric and writing in the twenty first century Featuring essays by some of the most accomplished scholars in the field the book explores the diversity of ethical perspectives animating contemporary writing studies including feminist postmodern transnational non Western and virtue ethics and examines the place of ethics in writing classrooms writing centers writing across the curriculum programs prison education classes and other settings When truth is subverted reason is mocked racism is promoted and nationalism takes center stage teachers and scholars of writing are challenged to articulate the place of rhetorical ethics in the writing classroom and throughout the field more broadly After Plato demonstrates the integral place of ethics in writing studies and provides a roadmap for future conversations about ethical rhetoric that will play an essential role in the vitality of the field Contributors Fred Antczak Patrick W Berry Vicki Tolar Burton Rasha Diab William Duffy Norbert Elliot Gesa E Kirsch Don J Kraemer Paula Mathieu Robert J Mislevy Michael A Pemberton James E Porter Jacqueline Jones Royster Xiaoye You Bo Wang

Radical Presence Teaching As Contemplative Practice Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has been apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Radical Presence Teaching As Contemplative Practice**," compiled by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we shall delve to the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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