

RADICAL PRESENCE

Teaching as Contemplative Practice



MARY ROSE O'REILLEY

Foreword by Parker J. Palmer

Radical Presence Teaching As Contemplative Practice

Mary Rose O'Reilley



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 Hoechtl Rán Lozano Socorro Morales Anthony Nuño Karla O'Donald Christina Puntasecca Dagoberto Eli Ramirez Jos L Saldivar Tanya J Gaxiola Serrano Verónica Solís Alexander V Stehn

Carlos A Tarin Sarah De Los Santos Upton Carla Wilson Kelli Zaytoun 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

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

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

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

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