

MEETINGS WITH REMARKABLE EDUCATORS

PODCAST TRANSCRIPTION OF

Kevin Hawkins

with host

Ba Luvmour

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Ba Luvmour: Welcome to ***Meetings With Remarkable Educators***. This podcast is brought to you in part by you, our friends and supporters at ***patreon.com/remarkableeducators***. Each podcast is a dialogue between me, Ba Luvmour, and an educator who sees the greatness in their students and touches the whole of their being. These educators defy generalizations. So here's a little bit about what they've done and how I know them.

Ba Luvmour: Today's guest on Meetings with Remarkable Educators is Kevin Hawkins and he joins us from Prague in the Czech Republic. Kevin is a man who later in his life came to understand the power of mindfulness and to bring it forward in the educational environments and that includes international education environments. One of the things I appreciate most about Kevin is he brings mindfulness from a much deeper place than some of the more superficial approaches that have found their way both into business and to education and seem to permeate our society. So for a real in depth look at what is mindfulness and how to bring it forward. I'm thrilled to be able to work with Kevin Hawkins today.

Welcome Kevin and thank you so much for joining us today. It's just really a pleasure and I especially enjoy people who have traveled earth, who have connected to so many different cultures and yet bring this very powerful message of the importance of personhood and the importance of who we are to the educational forum. So thank you so much for being here.

Kevin Hawkins: Well, thank you. I really appreciate being able to contribute to your beautiful podcast series. Wonderful. Thank you.

Ba Luvmour: Thank you. And let's just jump right in. You have brought the very powerful notion of mindfulness to the educational community and I do want to just comment that ... I'd like you to comment on your background because it's substantive in ways most people aren't familiar with and also will help put to rest some of the more superficial aspects of mindfulness that sometimes creep into education.

Kevin Hawkins: Um Hm, mindfulness. Yeah.

Ba Luvmour: So tell me a little bit about your background and also how that translated to your work right now.

Kevin Hawkins: I guess, in terms of the mindfulness aspect, my background really probably began when I went out to India in the 1970s. I was part of

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that overland hippy trail group. I was just at the end of the Hippie era, the late 70s, not with the first wave. But just before that route got closed because of political strife, already, throughout Afghanistan. So I went out overland to India and I wasn't consciously going to find myself or learn to meditate or anything, but just exploring the world, as we were able to do at a young age. And of course as you do, I ended up almost by accident, I guess, in an Ashram in Pondicherry, not with the Sri Aurobindo one but a local Ashram with some Indian people I was staying with.

And they took me along to their meditation, like you would take a guest to church I guess. And I just had no instruction, I just did what everyone else did, what I thought you were supposed to do. And nothing happened. So I went away. I came back the next night with no expectations, but I thought I'll do it again. And I did have a very strong experience that I had never had before, and it really impacted me. And so when I went back to England, I began to explore that more.

Ba Luvmour: But typically Indian of Vedanta or Hinduism doesn't really have a strong particular focus on mindfulness. Was that meditation and mindfulness, I mean, all meditation is in a way, of course we know that ... but it wasn't the mindfulness for instance, that you engaged later on in your life?

Kevin Hawkins: No, that's fine, in a sense. Although just that the quieting, sitting with your own self and allowing for something to arise, something powerful within yourself or outside of yourself that you can connect to sometimes when you're in a calm state. That's kind of what happened to me. Later on when I went back to England, I did explore a more Buddhist approach, but I was very sporadic. I did yoga and Tai Chi for many years, but I didn't really meditate regularly. But it was actually in my early 50s when I was a middle school principal here in Prague. And I had quite a difficult time in my life. My parents got ill and died quite close together and I was going through a divorce and I was also running a busy school, three teenage kids. So just that accumulation of life experiences...

Ba Luvmour: Yeah, that's quite an accumulation for sure.

Kevin Hawkins: Yeah, if it can happen to anybody, yes. And it was all a bit too much and I was close to burnout and just out of the blue, somebody gave me a copy of ... what is it? The book by Eckhart Tolle, *The Power of Presence*. I just read two pages of it sitting at home one Saturday morning in the kitchen table. And it just gave me that sensation that I had had earlier on in my life when I've been introduced more to

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this of space and calm. And I thought this is exactly what I need now. And so I did some training in it for myself and I used that mindfulness training - secular mindfulness training - that I did at that time to really help myself deal with emotion, grief, to process things and to just be able to cope basically. And found it highly beneficial, very practical skills that I could apply on a daily basis.

And as I came out of that kind of darker period, I began to think this is simple life skills that I'm learning really. Using your attention, calm, focus, grounding using the breath and kids could learn that stuff, why didn't I offer this to middle school children in my school? Which is what I did—a voluntary class for students. And then I looked around and found other people who were just developing courses in the UK at that time and they done a more skillful job than I had of putting together a program for young people. So I tried out that early versions with my students and it kind of grew from there. And after that teachers got interested, parents got interested and it kind of spread.

Ba Luvmour: Well, it's interesting to me because that first experience, when it has the deeper resonance when we grow into that, it's a a being quality, it's a self-quality and it's not really subject to the vagaries of memory or even linear time. It's more there's a wholeness that happens and then when we return it's like almost like we never left in a certain way. Like there is that and that's just fantastic. Well, where the middle-kid schools are receptive to it at your first experience?

Kevin Hawkins: Yes. I mean I think because it was ... especially because it is voluntary. I ran a 12 week, we had an exploratory class and kids could choose from a range of really nice options actually as part of curriculum time. And so I set small groups, 12, 15 kids would sign up to take this 12 week program. And I had more time than I needed in some way. We had plenty of time for discussion and practice. And I would say some kids found it a bit boring, and many kids found it interesting. And some kids who were dealing with some life stressors at that time or who had a learning difficulty in some way, they were the ones who seemed to pick up on it more quickly. Some of them repeated the course a couple of times, three times even, one of them. Because they knew right away there's something here they could use in that alliance.

Others it took time and more typically they found an outlet through sports, through using it on the basketball court. In that way when kids make a connection for themselves, it's something practical, then those individuals already get it. In the high school, we began to

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do it as compulsory programs for 18 year olds and it's harder than when you're forced to do this. It's great if it's voluntary. We still try to do it in an invitational way, so it feels like in a space to walk down in many ways really.

And I would say some of those kids would've said it was boring also, in some ways. We were not so skilled at delivering it in the early days, but when we surveyed them all, over 90% said this should be compulsory for all students so that they get the value of being introduced just to the idea that you can play an active role in your own mental health. If you need support or you need techniques or a toolkit at some point in your life, this stuff is available for you and there's ways you can study it further.

Ba Luvmour: What were the skills? How did the skillsets evolve? I mean, you just mentioned that in the beginning, of course, there were these challenges or some challenges. What needed to change and how did it change?

Kevin Hawkins: Do you mean for the students, the skills we would work on them?

Ba Luvmour: Or what you would bring to it as a facilitator of these skills.

Kevin Hawkins: Yeah. Of course the work we're doing these days really reflects those early experiences because it totally comes down to our own ability to be present with the kids. So if I'm practicing for myself and if I'm using that presence in the classroom, I'm sensitive to what's happening inside of me and at the same time as I'm delivering to the students, I've got my message, my curriculum, my kind of objectives, but I'm also really able to try and be with the kids and creating a space for learning that they need in order to explore this. Then that is key. If I'm too in my head and too analytical ... and I am an analytical, critical person, that's where I started from. I've done this stuff, not because I'm kind of some chilled out dude or something. It's because I worry a lot and I think a lot. I needed to learn ways to un-worry in a sense. Because I found I could apply it in a school day and it within a moment, within a class of kids and I felt I connected with kids better. And I think that was the key for me.

Ba Luvmour: And so this grew? I mean and also in the midst of this, you mentioned a divorce and the challenges in the transition time of your life. And I just wanted to say, Kevin, that that is something I find over and over when people make the leap from what we might say traditional approaches to education or trying to really allow what we might call consciousness to unfold. I just had an interview

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with the principal of a university in Tibet who's beginning to ask whether Josette and I want to come to work with their teacher trainers. And we moved the conversation immediately into consciousness, immediately into the whole person and whole being connection. And he got it, and that blew my mind because I was a little concerned it would be constricted in a religious traditional sense.

Kevin Hawkins: Right.

Ba Luvmour: So when you make this leap in this way and then it often happens in transition. I mean, I've heard that from other people who have graced this podcast. It was that also when you hooked up with your current mate, because I know that you're working together now and have worked closely, right? Or haven't you worked closely now for the last several years?

Kevin Hawkins: Yeah. Well, actually, I went through that difficult period and went through the divorce and had some time really recollecting myself, reconnecting with myself. And it wasn't until some years later that I actually met Amy, who is my wife. So I just was approached by somebody out of the blue when I started to work in the mindfulness arena who wanted me to work with her, she was thinking of starting an organization, and this is Kara Smith, a lady in The Hague, American, but living in the Hague. She just rang me out of the blue one night and said, "Would you like to be involved in a project around education in mindfulness?" And a bit later on she invited Amy into the same group. So in the end there were four of us, Amy Burke and Kara Smith. And then later on there was Krysten Fort-Catanese [sic]. So we became a small group and we founded this organization *MindWell* and then later on Amy and I fell in love.

Ba Luvmour: That's a beautiful story. Thank you so much for sharing it. And then so it's through MindWell that all your international work has unfolded?

Kevin Hawkins: Yes it is. And I think being an international school principal, a lot of the connections that I've had have been with international schools. So a lot of the early interest we got in the work was with other international schools. And these days we're branching more into state schools around the world and other systems. But that's where we started from. Yeah.

Ba Luvmour: I see. Could you talk a little bit about your work with the schools from the various countries and tell us something, if you would,

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about some of the differences or cultural challenges that you've had in translating or bringing this to such diverse constituencies.

Kevin Hawkins: Well, yeah, we are very lucky that when we travel we get to meet some wonderful people in different countries. Working with teachers in Japan and more recently in China. We've been working in China for the last two years. And we'll continue to do for a while. So there's a very different culture to our own. And we worked in the international schools there, but also we're working with a very good Chinese friend, Kevin Fong [sic] from Hong Kong, who's living in Beijing. And he works as a translator with us when we go, but he's also a mindfulness teacher and trainer, MBSR teacher trainer, NBCT teacher trainer as well. So with him, we're trying to look at how we introduce this gradually but with integrity into China. So he's worked already with adults for many years. In MBSR, now we're trying to see about the next level of bringing it to teachers.

So last year we had two series of conferences and workshops with large groups of Chinese educators and social workers and psychologists who are interested in this whole arena. And obviously China is a very different culture, very different approach. The education system is very competitive and intense, but people are people. And when we ask people, which we love to do all around the world, it could be a big rich international school or it could be a group of parents in the north of England or wherever we are, “what is it that you really want for your child on a deeper level?” And we do a little process of just simply asking them to visualize a child and checking with that heart area. With that image of a child in mind, “what is it that you really deeply want for that child?”

And of course the list comes from parents and teachers, it doesn't matter where it is in the world, it's safety, it's happiness, it's self-confidence, ability to make friends and connect. Now, academic achievement never comes up. Getting into Harvard, never comes up. We didn't say they don't have a go at teachers every day about math, but on a deeper level, what parents in China want, what parents all around the world want, it's the same kind of thing for their children.

Ba Luvmour: That is so important, Kevin. I can't emphasize how important it is. The leap that's going to be made is into our common humanity and to the wholeness of who we are. And it's going to ... without disrespecting, it's going to transcend, it's going to carry forth the cultural aspects but not the cultural aspects in my opinion. That's just my opinion. It's not going to carry forth those that inhibit the true tolerance and interconnectedness that we share as a species.

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And your comments just now serve that, my experience serves it, and that's what's going to have to spread.

Kevin Hawkins: That's absolutely. And so that's why ... I haven't worked in "holistic schools" I've worked more in state schools and in international schools where we are ... before the mindfulness stuff that I was doing, to be honest, it's always been a part of my deeper motivation is to try and make schooling more authentic and connected for students. To really get to that deeper level that really means something, to make it relevant and to engage students. And when we look at these deeper qualities that we do share with people all around the world, I think then the question becomes for us as educators and as parents, how do we get a child's experience of school to get closer to some of those deeper qualities that we want. And there already many schools with mission statements of course, and some schools do a good job of getting closer to them. That has been the main driver, isn't it?

And we really boil it down to wellbeing. What do we really want for our kids? Of course, to be well. And we highlight key characteristics such as kindness and curiosity as driving qualities that we would want for our children. And a school can ... even a non-holistic, even busy schools can aim to get closer to bringing those deeper qualities into daily life. It's not easy. It's a huge challenge. But the teachers have to really want to do that and that takes some reflection as educators really about "what do we really want?"

Ba Luvmour: **It's teaching story time.**
Briefly, teaching stories invite us to see the world with a new perspective often featuring a wise fool or trickster animal they can be humorous with many shades of meaning shining through the story. I have told teaching stories for the past 40 years with great effect not only for the listener but for me as I have learned so much about myself through recounting these stories.

Today's teaching story is called, "**the announcement**".

The wise fool stood up in the marketplace and started to address the throng.

"Oh people, do you want knowledge without difficulties, truth without false hood, attainment without effort, and progress without sacrifices."

Very soon a large crowd gathered and everyone shouted, "Yes, yes." "Excellent." Said the wise fool. "I only wanted to know, you may rely upon me to tell you all about it, if I ever discover any such thing."

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Ba Luvmour: So you've really emphasized, I think, the teachers and the parents as has Josette in our work. And I just think that is just absolutely critical to just bring ... cause it's quality of self at first, in my opinion, that holds the basis for this kind of opportunity to unfold. And it without that quality of self, it's just technique and technique is not going to work.

So there's that. And then the other, some other folks who have been on the podcast have also said, I just ask people to do a little bit, even if they have some ... as long as they have that quality of self beginning to work and most people have, especially in the education profession, and then they lose it, they get swallowed up or especially in America, turned around pretty strongly by the economic intensities and so on. But that just to bring something forward because I have found that I'm asking for your take on this, but I have found that if you touch wellbeing in somewhere, then it's like an exertable force moving forward in us. And I even see most of the dysfunction in the world because wellbeing keeps wanting to come forward and it's pushing up what's in its way.

Kevin Hawkins: Right. That's beautiful way of saying it. I love that. And I agree with you. We go into school and sometimes the directors will want the whole staff to get the same message, but they worry about the skeptics. And then we do a whole day of professional development and on mindfulness and our framework has always from MindWell, from the beginning, is being mindful as the foundation. When we are mindful it can impact the way that we teach. So we call that teaching mindfully. And some people will teach mindfulness to students. So it's being mindful, teaching mindfully, and teaching mindfulness in the way we frame all of our trainings.

And very often, almost every single time we go into the school the director will say afterwards or whoever got us in, "I was worried about those guys, those skeptics." And they came up to me afterwards and said, "This is the best PD we've ever had." That isn't

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because we are the best delivers a PD at all, it's because it's about them. It's actually about taking care of ourselves and the rationale and the science. We call on them—Louis Cozolino, and the *neuroscience of education*. Pulling all that scientific information together that shows us that how we teach is just as important as what we teach and that our own wellbeing impacts the way that the learning unfolds in the learning environment.

So the role of a teacher is so powerful, Cozolino says that we are neuroscientific sculptors. So I tell everybody to put that on their CV.

Ba Luvmour: That's a lovely way to say it.

Kevin Hawkins: Because we literally show the brains of the children, as parents do, that we're working with. So it's such an important role.

Ba Luvmour: And to each other as well. The brain is a social organ and the powerful relationships reorganizing those neuro pathways. It's just such a lovely thing to have the brain research backing up what we probably know deeper in our beingness just in our own reflections and process. But having the science behind us does help as well.

Kevin Hawkins: And just to come back to that point, the individual teachers, every now and then, you get somebody who is deeply touched. Even a training, in learning to teach this to kids, some teachers would go through a process and something will happen for them sometimes that they claim that is transformational. So it's about touching into what they really need and what motivates them, what pushes them. And they find that they either have a toolkit of things that they can use to breathe and ground and calm themselves in a difficult situation and be that becoming more self-aware. That's really the three areas that the course is designed around for kids and teachers. Training our attention, connecting with the body, being able to especially to be aware of the body and building self-awareness and then regulating our own emotions. Those are key skills that in teachers as well as in students.

Ba Luvmour: And have you had success with parents as well?

Kevin Hawkins: I didn't tell parents at first, in Prague, what I was doing. Mindfulness was only just getting into education areas at that time that I knew of. And I didn't know what they'd make of it, actually, to be honest. And it was a year or so in when somebody tapped me on the shoulder and said, "Hey, Mr. Hawkins, what about this thing that you're teaching our kids?" And I thought, okay, here we go. And this woman told me this, she said, the thing is I was driving

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James to hockey the other day, and we got stuck in traffic, and I hate being late, and I hate being in traffic and I'm sitting there kind of fuming and James turned to me and he said, "Hey, mom, look just focus on your hands on the steering wheel. Look, see, just let those relax a little bit on there." And so then he took her through a breathing exercise and she said, "James, why did you get this stuff from?" And he said, Mr. Hawkins...and he came up with all stuff that I didn't even know he knew.

So I then was actually asked by parents to advertise coffee morning and while we were doing ... we had 85 parents at eight o'clock in the morning, which was just more than we'd normally get in the small middle school at that time of day turn up. While I was doing the introduction, without me wanting even to, I didn't ask for it, a group of parents got parents to sign up on a list and 65 of the 85 parents signed up wanting to take an eight week course for themselves because we all need a little bit of an introduction into slowing down, knowing how to use the physiology of the body to engage that parasympathetic nervous system just to take the foot off the gas and applied a break every now and then and just slow down in a busy day. I think we all need that.

Ba Luvmour: Kevin, have you also ... I thought you were also doing work in Africa, is that correct? With African schools?

Kevin Hawkins: Yes. I started my teaching career in my mid 30s in the north of England, in state schools in Yorkshire. And then just by chance I was lucky to get the possibility of going out to Tanzania with my wife and children, my two girls at that time, and a boy came later. So we had Lucy and Rosa with us and then Billy came the next year. They all grew up in Tanzania. And so it was a small town in the north of Tanzania where they already had a primary school and they wanted a junior secondary school so the students wouldn't have to go boarding in Moshi. And my own transition in a state school in the UK from primary to secondary was so brutal that's what I decided me to not to become a teacher. I knew when I left university, the only thing I knew, didn't know what I was going to do, I knew I was not going to teach.

But later on when I changed my mind on that, I deliberately wanted to be a middle school teacher because I thought there's gotta be a better way of organizing that transition. And so I then had this chance in Tanzania to start in a small junior secondary school. And this was a really powerful experience that first year because there were just 30 children, different ages, we had one computer, which didn't work very well, no internet of course, a set of dictionaries and

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a set of atlases, two full-time teachers and a couple of part-time teachers. And we are in this kind of old building where the sunken bath was our chemistry prep room.

But all of us who had that year in that school, we all felt like this was one of the highlights of our teaching careers because it kind of brought us back to what's the essentials of the school because it's so overstuffed and over-packaged these days, what is it really about? I took that question with me. Even in Prague, every year, I would try and pose that in different ways on the first day of the year to the teachers and the students, what is the school really, when you think about it? What does it really about?

And in Tanzania it was so clear, there's the parents, the school, and the teachers and the kids. And so I put this question to my teachers and students and say, when we think about it, a school is just a bunch of kids and adults in the building. And when you see it that way, then the question is, "how can we best spend our time together?" And so we asked those deeper questions of what really matters in order to help us prioritize what's going on in school. Fundamentally, what is our purpose here? And sometimes we don't know. We lose track of what is the narrative for school. And it's good to revisit that, I think.

Ba Luvmour: Well, that's the basis of all holistic education. That is how holistic education, that has to be the center of the question, "what are we doing here? Who are we? How are we going to allow wellbeing to come forward?" is at the core of all holistic education approaches. So you were doing it naturally, if you will. And so the evolution to MindWell and all that was kind of fore ordained in those experiences. Just beautiful. So now with the program run for MindWell, is it growing? Is it expanding? I mean, what happens there? Do you do a lot of traveling? Are you centered always in Prague?

Kevin Hawkins: We are based in Prague although we're actually about to move to Valencia in May. That's going to be our new base. I've been in Prague for 15 years now and we're ready to try a new area. So from brushing up my Spanish and we're off to live in Valencia. So we do some work in the Czech Republic, but I don't speak Czech. It's embarrassing. I found it's such a difficult language to learn. But we do have some great Czech friends and colleagues and educators, so we support some movements here in the Czech Republic. But really the most of our work is we just came back from Spain and next month we're off to Lima and then it's Cape Town and we literally are going around the world at the moment. So it's expanded a lot, I

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think, since the book got published. That's helped a lot and we're actually having think, okay, what's the next way we want? We set new goals in order to just not travel so much, but still to be able to offer opportunities for people to access this as many ways as we can.

Ba Luvmour: Kevin, I always want to give everyone I speak with a chance to say things that I'm not asking because I can't ask the questions for everyone and everything. And I'm just wondering what message do you want to bring to us that I'm not just doing in terms of an interview here?

Kevin Hawkins: That's beautiful way of putting it. Yeah. Well there's so many things that come to mind, but I guess top of the list for me would be that we have a tradition of creating places of learning where we really reflect and perpetuate certain things that are happening in the world and in some ways, the imbalance in the world. There's a lot of inequality in the world and in some ways there's an imbalance, I think, of head and heart. There's no doubting that we're a very clever species. Look at our technology, it's extraordinary. But we're not so clever when it comes to sharing the planet with each other or with other species, so we're lacking wisdom. And how can we create places of learning where there is a central focus, not just an additional little bit on social emotional skills, but actually it's central to the mission of a school within a system that understanding myself, how does my mind work? How does my body work? How do my feelings work? How do these things work together and sometimes trip me up?

This needs to be much more central, understanding myself, connecting with other people, understanding the environment and the system within which I'm operating. This should be the driver, I think, that key hub of the school and we need to equip our young people to be able to face some of the challenges that are coming, that are already here. And our young people are in schools now in the hands of the teachers that we're working with are dealing and facing ... gonna face a complex range of problems that will require a whole range of collaboration skills of human capacities that we need to create a situation and environment in which we're allowing the space for them to pull on all of that range of human capacities. Not some narrow range that we've, for historical educational reasons, have decided that is the mission of the school. And if you give me a minute more, I could just go into a little bit on Bloom, something that came up for me.

Ba Luvmour: Rock and roll thing. Do your thing. That's what this is for.

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Kevin Hawkins: Thank you. I mean, this came home to me when I was writing about ... Amy and I wrote this book last year based on our work—*Mindful Teaching, Mindful School*. And when I was researching for it ... I know about Bloom's taxonomy, of course. It's a very well known. Everybody knows it. I say to teachers, if you don't know, it probably affected you because the teachers that taught you would have been impacted by it. But I find it some ways in a way that in some sense maybe people were saying to Bloom in the 50s, the American government perhaps, I don't know exactly. But let's stop for a moment and decide on a list of things that are really important skills for life and that list could inform education and professor Bloom went into a room with this committee and came up with a list, Bloom's taxonomy, wonderful list, people still argue about it these days.

I knew about it. What I didn't know was that professor bloom didn't have a committee. He had three committees, one on cognitive skills, which is the list that we have today. One on psychomotor physical skills, and one committee on the effective on emotional skills. Which of course! Mind, heart and body is that balance that you get whenever you stop and think, what should we really be doing in our schools? What should be driving our education? Now the message that comes from more progressive education is that balance that will allow a young person to develop and become a mature adult and become well and healthy. But it's no accident that we've forgotten about those two aspects and focused on the cognitive because of the pervasive model of industrial education that although our scores look different, still informs a lot of our thinking.

So for me, when we're working with trying to change schools and which is such a difficult thing to change, it comes back to us as educators, our own conditioning about what learning is really about. And we have to touch into that, the deeper level of what drives us, how we were educated. If we want to then see the whole thing, understand how we operate within that system, see our own biases, and then open the door to what is really important and agree and make agreements on that.

Ba Luvmour: Thank you. That's so well said. I've often said that teacher training and teacher development is the key to really reorganizing education. Then we can bypass all the political stuff, all the economic stuff because if teachers are allowed to bring forth their own qualities of self, they'll find it in their students. Of course, my work and Josette's work in how these capacities unfold just put it all together. And so it is really a call to educators of the world. I was so

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ba@luvmourconsulting.com • josette@luvmourconsulting.com

disappointed, I looked in America, Stanford and Columbia Teachers College are the two ... what would it be? Just THE places for educational theory and practice. And there's very little about this on either of their teacher training sites, at least when I looked about six months ago.

Kevin Hawkins: And that has to be the key, doesn't it? We need to get at least an introduction in this way into teacher training. And we've worked with a teacher training organization in Denmark, ... they have a beautiful program. In Denmark, you have to train in relational competence as a teacher, trainee teacher. And they've tried also bringing in mindfulness training into that mix. And it's been quite useful because in the mindfulness, it's not the only way to achieve what you're saying...your touching into the self. But there are many different avenues of course. This is one that can help people learn some basic skills that build self-awareness and also as a teacher, presence. It actually helps you become more present. When you're more present; you're more sensitive to the needs of students and the learning environment. You can orchestrate it or skillfully Jennings [sic] calls it. And actually you can create the space. It's all about space, isn't it? Creating the space for the kids to learn in. And Chris [sic] said a beautiful thing. I don't know where he got it from somewhere else, I'm not sure where. I heard him say, "you know, the best way to create stressed out kids is to surround them as stress out adults." Of course, the less way to create caring, calm, compassionate kids is to have parents and teachers and adults around them who themselves know how to touch and to be more calm and present.

Ba Luvmour: Well, Kevin, I feel so much connection with you and I'm so appreciative of all you're doing and we could talk forever, but I guess we're out of time for right now. So I just want to say deep heartfelt thank you for being a guest on the podcast, but also very deeply for your work and commitment to bringing all that you're doing forward. Thank you so very, very much.

Kevin Hawkins: Thank you Ba for creating this space because we know being heard is such a key thing and I feel I'm listened to and heard because you've created that space for this study said, so thank you.

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This is Ba Luvmour reminding you that, holistic relationships with children leads to joy and self-knowledge with the adults in their lives. With respect for you and for children everywhere. See you next time.

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