

The Spirituality in Education Conference

October 27 and October 28, 2016

Co-sponsored by



Teachers College,
Columbia University

&



Magnificat High School

Supported by The Rosemary Saas Center for Women of Faith in Leadership

The National Council for Spirituality in Education (NCSE) resides at Teachers College, Columbia University as part of the Spirituality Mind Body Institute. The NCSE brings together educators, researchers and policy makers on innovative practices to support spiritual development within the educational community.

Schedule of Events

DAY 1: Thursday, October 27, 10 a.m.–9 p.m.

Keynote Speaker: LISA MILLER, Ph.D., is Professor of Psychology and Education, Director of the Clinical Psychology Program at Columbia University, Teachers College and is Founder of the Spirituality Mind Body Institute, the first Ivy League graduate program in spirituality and psychology.

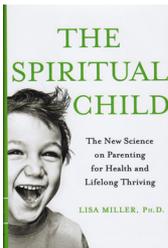


Dr. Miller is a foremost scientist on spirituality across the lifespan, with her work published in top research journals including JAMA-Psychiatry, American Journal of Psychiatry, and the Journal of the American Academy of Child & Adolescent Psychiatry. Her innovative research has focused on quantifiable effects of spirituality in health, resilience and thriving, and an overall sacred and joyful life. Her clinical and consultation work focuses on spiritual awareness and spiritual growth, for individuals, families, groups and organizations.

Dr. Miller is the author of “The Spiritual Child; The New Science of Parenting for Health and Lifelong Thriving.” Based upon her decade and a half of experience, she offers talks, workshops and consultations on spirituality in healthy development to parents and schools, adult wellness groups, and private and public organizations. She is the Editor of The Oxford Handbook of Psychology and Spirituality and Co-Editor of the APA journal, Spirituality in Clinical Practice. She has been elected as Fellow by the American Psychological Association, as well as for the Virginia Sexton Mentoring Award of graduate students.

A graduate of Yale, she received her doctorate from the University of Pennsylvania from Martin Seligman.

She frequently is cited in print and in on-line media and has appeared on CNN, Fox News, MSNBC, and NBC Today Show as an expert. She lives in Connecticut with her husband and three children.



DAY 2: Friday, October 28, 8 a.m.– 3 p.m.

Stephen G. Post, Ph.D. is a researcher and public speaker on how helping others benefits those who give, how empathic care contributes to patient outcomes and professional well-being, how youth who follow the Golden Rule live happier and more resilient lives, how caregivers find meaning and hope in caring for the deeply forgetful, and how positive psychology and spirituality enhance health. He is a best-selling author who has taught at the University of Chicago Medical School, Case Western Reserve University School of Medicine (1988-2008), and Stony Brook University School of Medicine (2008-), where he is Founding Director of the Center for Medical Humanities, Compassionate Care, and Bioethics. He is an elected member of the College of Physicians of Philadelphia, the New York Academy of Medicine, and the Royal Society of Medicine, London. He is a member of the Editorial Board of *Character Strengths and Virtues*, the handbook and classification of Positive Psychology.



Post's best-selling book *The Hidden Gifts of Helping* (2011) followed his 2007 blockbuster (with Jill Neimark) *Why Good Things Happen to Good People: How to Live a Longer, Healthier, Happier Life by the Simple Act of Giving* (Broadway Book- Random House). His writings were included in Best American Spiritual Writing in 2005. In 2001 he founded the Institute for Research on Unlimited Love in 2001, named by Sir John Templeton, who personally selected Post as President (www.unlimitedloveinstitute.com).

Post's book *The Moral Challenge of Alzheimer's Disease: Ethical Issues from Diagnosis to Dying* (Johns Hopkins University Press, 2000, 2nd edition) was designated a "medical classic of the century" by the British Medical Journal (2009).

Post addressed the U.S. Congress on volunteerism and public health, and received the Congressional Certificate of Special Recognition for Outstanding Achievement.

The Spirituality in Education Conference

Day 1, Thursday,
October 27, 2016

Essential Question:

*How does attending to students' spiritual
development lead to a more inclusive, holistic
educational experience?*

Thursday, October 27

10:15-11:30, Dr. Lisa Miller

11:30–12:45, Lunch

Session 1, 12:45–1:45 p.m.

Promoting Spiritual Formation: Spirituality, Authenticity & Leadership

Dr. Judith Alston

This session will discuss becoming a catalytic leader and bringing your whole spiritual self to leadership. "Leadership that acknowledges and integrates spirituality does not flee the deep divide between the private and the public. It is the integration of the inner and outer worlds that true spirituality can be distinguished from false." (Edwards, 2004)

Administrators; Religious Educators; Counselors; Graduate

Developing Healthy Relationships in Youth

Mr. Tim Boehnlein

Dating violence among teen relationships is a complex issues facing 1 in 3 in our community. Young people coping with this issue have increased feelings of fear, anxiety, nervousness, shame and isolation. Often, they feel they cannot talk about the abuse. These feelings impact a child's ability to focus, concentrate and perform their best in a school environment. A strong faith community, informed about the dynamics of abuse and violence, applicable laws, strategies for safety and appropriate spiritual response to victims/survivors can holistically support a child through this traumatic time. Educating youth on healthy relationships empowers them to think critically about their experiences in relationships.

Teachers of Junior High/High School; Counselors; Religious Educators; Parents; College

The Family Table: Nutrition and Well-being in Children

Mrs. Judith Kaplan, MS, RD, LD

What you eat . . . and with whom . . . will help you become who you want to be. Teaching parents and teens that those who eat together as a family have better grades and success and fewer unhealthy behaviors. Finding ways to promote students cooking and families

making meals together at home imparts key ways to balance hectic lives and promote overall health and wellness. Overall, tools must and can be provided so that mind and body and spirit will be nurtured to provide for lifelong thriving.

Educators: K-12; Parents

Theatre, Spirituality, and Mercy: Partners in the Discovery of a Redeeming and Greater Universal Presence

Ms. Anne Redlin-Curto

Theatre is one of multiform and variegated expression of the spiritual. Among the myriad faith traditions, the leader of the Catholic Church, Pope Francis has designated this year as "...an Extraordinary Jubilee which has at its center the mercy of God. It will be a Holy Year of Mercy."

In keeping with the call for reflection and action by the designation of this year as a Jubilee Year of Mercy, this presentation proposes to look at how the idea of mercy is reflected aesthetically in theatre, and through the larger, more spiritually diverse lens, how this leads to a deeper understanding of mankind's spiritual place in the greater universe. Working from a platform that respects these distinct journeys from among the dramas and musicals for analysis and discussion thematically, we will explore a comparative study of these coupled pieces of Drama and Musical Theatre:

Lilies of the Field and Les Miserables

Our Town and Carousel

Inherit the Wind and Man of La Mancha

The Diary of Anne Frank and Fiddler of the Roof

The Odyssey and Myths and Hymns

A Christmas Carol

Romeo and Juliet & Much Ado About Nothing

and West Side Story

Rashomon and The King and I

We will delve into their dramaturgical and spiritual components, especially as they depict various and parallel choices made by the characters therein, that ultimately reflect a profound sense of mercy. In each case, the spirit of a greater universal presence defines the pathway to this redemptive and life affirming decision making.

This discussion also explores the impact(educationally, developmentally, artistically, and spiritually) of these discoveries, as made collaboratively by a theatre company of secondary and postsecondary college/ university students, the Saint Joseph Theatre Company.

Teaching the Humanities as Spiritual Practice

Ms. Lisa Lefstein-Berusch

This interactive session will introduce participants to Facing History and Ourselves, an international educational nonprofit. Facing History's mission is to engage students in an examination of racism, prejudice, and bigotry in order to promote the development of a more humane and informed citizenry. The organization provides schools and teachers with resources and strategies to help students explore the complexities of history, literature, and the humanities and make connections to current events. Ultimately students reflect on the choices they confront today and consider how they can make a difference.

Religious Educators; Counselors; Administrators; Parents; Graduate

Session 2, 2–3 p.m.

Nurturing Mind & Spirit Through Spiritual, Social & Emotional Learning

Dr. Cecile Brennan

This presentation spans the essential questions for both days. While a large part of the presentation describes what is needed to create a holistic learning environment which attends to learners' spiritual, emotional and social needs, the second half of the presentation details practical ways to achieve this within the home and school environment. This presentation begins by looking at the Social & Emotional Learning (SEL) movement which emphasizes the importance of directly attending to the social and emotional needs of students. The spiritual dimension will be added to the SEL approach creating a truly holistic approach for nurturing children. Emerging research on implementing spiritual approaches not bound to a particular religious tradition will be reviewed.

Religious Educators; Counselors; Administrators; Parents; Graduate

Catholic Spirituality: Treasure of Practices—Five P's of Praying with Scripture

Sister Ardath Blake, H.M., M.A.

Throughout our lives, each of us has experienced a variety of spiritual practices. Some of these have proven helpful to us in fostering our relationship with God. We will learn five ways of praying with Scripture. During this workshop, we will explore the source of such practices and why they truly are treasures. Then we will consider how we might continue to experience some of these practices with a new understanding so that they might be more enriching. As part of this

renewed appreciation, we will have an opportunity to experience several of these practices as well as becoming aware of sources we might draw on to help us explore further the rich treasure of practices in the heritage of Catholic spirituality.

The Spirituality of Storytelling and the Liberation of Listening

Ms. Marissa Madden with Mrs. Liz Hjort and Mrs. Kathleen Sardon

Stories are at the core of who we are and deeply effect how we relate to our world. They are constantly transforming our understanding of our individual and collective identities. Embracing our own stories while attentively listening to the stories of others can be liberating for people of all ages. Come experience opportunities to practice sacred storytelling and intentional listening as together we discover options for incorporating storytelling and listening into our work in education and beyond.

Educators 9-12; Religious Educators; Counselors; College and Graduate

Spiritual Responses to Adolescent Developmental Depression: Inter-Dialogues between Psychotherapist and School Chaplain

Dr. Arthur Taylor and Reverend Stefanie Taylor

Developmental, or child-onset, depression has been handled (or mishandled) in many ways as a behavioral and social issue, as “teen angst,” as a defect in a young person’s emerging character to be treated with medication, etc. Dr. Lisa Miller and others have written persuasively about the true nature of developmental depression as being an essential opportunity to respond to life’s most important questions and in doing so build the spiritual resilience necessary for adulthood. This presentation addresses 3 aspects of applying a spiritual perspective to working with depressed teens in school as therapeutically:

- 1) How to articulate this view to teens and parents, considering issues of stigma, levels of faith and spirituality, and family dynamics;
- 2) How to target spiritual dimensions in a holistic way that is integrated with academic, social and relational interventions; and
- 3) How educators can take this viewpoint to inform how they work with, support, and even learn from students experiencing this important life stage.

Junior High;, High School and College

Session 3, 3:15–4:15 p.m.

Empowered Students Working for Peace and Justice

Ms. Caitlin Lynch-Huggins, Mrs. Liz Hjort

Methodologies will be presented for enabling students to empower each other through collaborative choice and commitment. Ways to enable students to discern topics they will research and present compellingly will be developed so that they can change their world(s) with practical actions.

Religious Educators; Administrators; High School/College Level

The Experience of Movement as a Means of Enriching the Spiritual Dimensions of the Person

Mrs. Jill Haller

Movement is a major resource for responding to the Essential Question: How does attending to students' spiritual development lead to a more inclusive, holistic educational experience? Movement involves body/mind/spirit/heart. In this workshop, we will discuss and experience how exercises in movement inspire and enlighten the person holistically and can be a means of getting in touch with the Transcendent and, indeed, honoring the Creator.

Teachers; Parents of Children K-12

Teaching Environmental Science as a Way of Awakening Dimensions of the Spiritual Hub of Children

Mrs. Heidi Paul

By addressing "Nature Deficit Disorder" and engaging students with the world around them by viewing nature, engaging in nature is known to decrease stress and anger leading to increased pleasant feelings while acknowledging the glorious gifts from God.

According to the University of MN and the Center of Spirituality and Healing, exposure to Nature heals the body physically by lowering blood pressure, decreasing heart rates, muscles tension and increases in emotional stability. Nature soothes by drawing attention away from pain and discomfort. Nature restores by generating more positive moods and provides rest for overactive minds allowing more contemplative thought. Nature also engages feelings of community connecting us to each other and the natural world.

Teachers of Grades 9-12

Helping the Adolescent to Focus Outward through a Psychology Course

Ms. Rebecca Roark

Adolescence can often be a time of incredible self-consciousness along with feelings of “untetheredness.” Erik Erikson outlined the psychosocial stages through which human beings progress; adolescence is a time where identity is consolidated and the path for a meaningful life begins. Through the theoretical contexts of Sigmund Freud, Alfred Adler, Abraham Maslow and Carl Jung, students are exposed to ideas that turn their attention to community and what it means to be human. This session will be interactive using film clips and discussion prompts to interact as a class.

High School Teachers

Session 4, 4:30–5:30 p.m.

Interfaith Panel

5:30–6:30 p.m. Dinner

7–9 p.m. Dr. Lisa Miller Presentation

The Spirituality in Education Conference

Day 2, Friday,
October 28, 2016

Essential Question:

What emerging spiritual practices exist in research and education to support balance, wellness, and meaning in our schools and beyond?

Friday, October 28

8:30–10 a.m., Speaker — Dr. Stephen Post

Session 1, 10:30–11:30 a.m.

Mental Health Consequences of Spiritual Deficit: Pathologies of the Self

Dr. Cecile Brennan

What is occurring in our schools from k-college reveals increased incidents of mental health and behavioral concerns. Whether it is the fact that suicide is the second leading cause of death for teens, or the addiction crises, or the increase in social media inspired actions like sexting, or the increased use of prescription medications for depression, anxiety, panic attacks and eating disorders our youth are having a more challenging time developing into mentally healthy mature adults. The loss of a sense of belonging and purpose has resulted in young people who lack an internal sense of meaning and purpose, essentially a loss of the spiritual, a transcendent connection. This Presentation is aligned with the Essential Question for Day 2, in particular, the focus on what educators and parents can do to foster balance, wellness, and meaning. The presentation will review some of the pathologies of the self that arise as the result of spiritual deficit. Participants will be provided with specific approaches for intervening and assisting young people enmeshed in the developmental struggle to achieve a sense of identity and discern a pathway toward a meaning-filled life.

Religious Educators; Counselors; Administrators; Parents

Mindful Teachers/Mindful Kids: Mindful practices you can enjoy and model for your students

Dr. Ricia Weiner

Mindfulness seems to be trendy and enjoying the spotlight today, but, in fact, the practice of being in the moment has been around for thousands of years. Current Mindfulness exercises pull from a rich history rooted in many cultures. In this very practical session, participants will learn a little about the history of Mindfulness and have the opportunity to practice simple exercises. As a bonus, you can practice these quick exercises with your children and help them to find ways to cope with everyday stressors and take a break from the fast-paced society in which we live.

Religious Educators; Counselors; Administrators; Parents

“We, Thou, I”–How Jewish Ritual Supports Spiritual-Social Development in Adolescence

Rabbi Arielle Hanien

Over the course of millennia, Jewish tradition has nurtured resilience, creativity, and reflection in children and adults. Study and ritual are key features of this tradition, and they overlap, bringing intergenerational conversations, didactic learning, cooperative learning with partners and larger groups, book and experiential learning, to the formation of spiritual and social identity.

What wisdom might this rich spiritual tradition offer regarding the integral relationship of spirituality and learning, as well as the boundaries between these? How does it speak to the challenges and promise that blossom in the developmental journey from infancy to adolescence and beyond? In what ways do its practices, which a diverse community has sustained through so many historical periods, address challenges of the 21st century in particular—when change is so rapid and so constant?

In an energetic and experiential session, we will trace the journey of a Jewish child from birth to bar-/bat-mitzvah (0-13 years of age), referencing Biblical and Rabbinic sources, Modern Jewish Philosophy, Psychology, and contemporary Neuroscience, and paying special attention to intention, integration of sensory and spiritual, interpersonal and interior experience. Participants of diverse faith backgrounds are encouraged to participate and to reflect on themes shared between traditions and will be supported in applying insights for your particular school setting in the course of the discussion.

Seven Domains: A Colorful Tool to implement and assess holistic education

Ms. West Willmore

“Holistic” is described by Merriam Webster as “relating to...complete systems rather than individual parts,” one might say “more than the sum of its parts.

Holistic education integrates the human within larger systems and recognizes that whole systems interact with synergy. “Humans are far more intricate, subtle and mysterious beings. We are multifaceted creatures with a range of complex emotions, deep connections to the natural world, seekers of the mystery, with an innate need to create, to share, to understand and to be understood. It is the holistic view that recognizes this concept and the holistic education model that seeks its implementation for the enrichment of the ‘whole learner.’” (Pilla, Willmore, Owen, 20165) Every unit at Rainbow Community

School, a secular, holistic independent school in Asheville, NC, is designed to include the Seven Domains: spiritual; mental; social; emotional; creative; natural; physical. This session will explore the concept of the Seven Domains and how they can be incorporated into all classrooms and how they can be assessed.

Pre-School through 12th grade

11:30–12:15, Lunch

Session 2, 12:30–1:30 p.m.

Spiritual Biography: A Tool for Holistic Learning and Development

Dr. Karen Nestor

This workshop will explore spirituality in education through the use of the spiritual biography as an educational tool grounded in a holistic understanding of how people learn. It reflects current research that suggests that learning occurs when the whole person—body, mind, social interactions—experiences embodied cognitive, emotional and/or practical changes that are then integrated into the individual biography. (Jarvis, 2006; DiPaolo, Rohde, & DeJaegher, 2010; Nestor, 2015). A variation on the educational biography (Dominice, 2000),, the spiritual biography helps teachers and students deepen their understanding of their own spiritual path in the past, present and future and provides a foundation for spiritual growth as a lifelong learning process. This experiential workshop will describe the theory and practice of biography by engaging participants in an inquiry process to explore and share their own stories of spiritual growth and learning. Participants will begin to write pieces of their life history and then discuss the creative potential of spiritual biography in their own practice as well as an important tool for the ongoing professional development of teachers.

College; Graduate; Religious Educators

Part I: Spaciousness for the Soul of the Educator: A Taste of Courage to Teach™ & Courageous Schools

Mr. Tony Vento and Dr. Deborah Zawislan

What are my gifts and how do I honor them? What is the life that wants to live in me? Who am I becoming? How am I in inviting our hidden wholeness in a wounded world? You are invited to a renewing, experiential introduction of a reflective andragogy for us within pluralistic or religious education setting for supporting the journey toward deeper integration of “sould and role,” with greater authenticity integrity and capacity for building relational trust in the classroom, in the adult community of educational institutions, as parents and in ????????

Expanding the Universe of Obligation in the classroom using Facing History and Ourselves

Ms. Caitlin Lynch-Huggins; Mrs. Krista Slife; Mrs. Josie O’Hara

Using the Facing History and Ourselves content and Strategies, teachers will be able to tap into the students’ capacity to have compassion and channel their energetic desire to create a more just and inclusive society.

Centering: a Method to Open the Mind, the Heart, and the Will of Students

Ms. Renee Owen

This session will define centering, explain its components, and provide lesson plans and examples of successful centering practices. It will be experiential. Prepare to leave centered!

Centering has three main purposes: the first, internal and helps each student to be mindfully present, grounded and focused; the second; external, which involves delving deeper into academic understanding, character education or existential questions; the third, “magical.” The class embodies a connected “rhythm” and begins to feel as if it has group biorhythms and a unifying field. Non-rational ways of knowing and being become accessible and acceptable. Whole person learning makes all learning more enjoyable and deeper with the component of reflection.

Kindergarten through Junior High

Session 3, 1:45–2:45 p.m.

Spiritual responses to Adolescent Developmental Depression: Inter-Dialogues between a Psychotherapist and School Chaplain

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How educators can take this viewpoint to inform how they work with, support, and even learn from students experiencing this important life stage

Junior High; High School and College

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Spiritual Development of Youth in the Islamic Tradition

Ramez Islambouli (Have a voicemail YES but no day confirmed)

Nurturing the Students' Holistic Development and Spirituality through Art.

Co- Presenters: Mrs. Alecia Janosik & Ms. Zoe Murphy

Why is Art important for students' holistic development and spirituality? As Albert Einstein has said, "Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world."

Some of the most successful people in a wide range of occupations have used art to turn on their imagination, to remove limits, to awaken their spirituality, and to activate their subconscious mind in order to solve the problems that the conscious mind could not. With art there are no limits. Art frees the mind to think new thoughts, develop new ideas, indeed, to create.. Art manifests the soul's inspiration. It has been said that all art is divinely inspired.

In this session, not only will you learn about recent data supporting the importance of art in education and for awakening the spiritual hub of the student, but you will also examine examples of spirituality in art and come away with one or two art-making activities with resources that can be used to activate the creative dimensions of the student in any classroom or in the home.

Intended audience: All Educators, Parents, and Administrators.

