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The role of Mindfulness and Positive Psychology interventions in job crafting for educators: A diagnostic and prescriptive approach to supporting educators through Mindfulness and Positive Psychology during a crisis.

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Abstract

Work is enormously important in our lives, not only because it takes up about half of our waking time, or provides us with a means of existence, but also because of the psychological impact that it has (Boniwell, 2011). As such, well-being at the workplace has become a primary feature in many organisations. The encouraging results from the growing body of research in Mindfulness and positive psychology have been pivotal in encouraging the DAS to enrich their approach towards wellness for Educators significantly, through CalmEd, a well-being initiative. A recent training for Educational Advisors inspired by Mindfulness-Based Interventions (MBI) and positive psychology, saw the result of 57% who felt that they were starting to develop mindfulness practices more consistently and 43% found themselves to be reaching a good proficiency towards the end of 11 months of training. Additionally, from the latest follow-up survey during the Co-Vid 19 pandemic, 100% were more aware of having to practice Mindfulness during a crisis, and 60% were able to practice composure during this time. The training intended to improve the responsibility towards well-being of self, and innovatively improve their approach towards work through job crafting.

Keywords: Mindfulness, Positive Psychology, Job Crafting, Educational Therapists, Well-being

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INTRODUCTION

As educators, we are members of the 'caring professions'- a group that includes doctors, nurses and social workers. We give a lot: we invest our time and energy in our work, and we offer something personal of ourselves to our students. This may often feel rewarding and motivating, but over time, we may also be in danger of burnout (Hawkins, 2017). Educators encounter occupational stressors unique to their profession, such as teaching challenging students, managing the classroom environment, dealing with pressures from parents, and responding to student crises (Kyriacou, 2001; Friedman, 2000; van Dick and Wagner, 2001). These demands can result in burnout, the depletion of physical and emotional energy resulting from working conditions (Maslach et al., 2001). Like a virus, burnout has a potentiality damaging impact on its host environment and the cells with which it comes into contact: the educator experiencing it, their students, and their colleagues.

Special Education teachers, in particular, are at high risk for burnout as their working conditions align with many of the factors associated with burnout. Research has shown that Special Education Needs (SEN) teachers like DAS Educational Therapists are at a higher risk of burnout when compared with other professionals. The Dyslexia Association of Singapore (DAS) is a non-profit organisation that is part funded by the Ministry of Education and the National Council of Social Service. It has 14 learning centres across Singapore from which it supports over 4000 students through its programmes and the 155 Educational Therapists it hires (Ram and Samsudin, 2019). One of the most critical challenges in the field of special education is developing a competent workforce and creating work environments that sustain special educators; involvement, passion and commitment. This is especially true on many different levels at the DAS educational front; the new teachers, acclimatised teachers, and the allies of quality education, the Educational Advisors. This study focuses on influencing and refining the well-being and job crafting approaches of the DAS Educational Advisors to advocate the need for healthy and good workplace practices amongst the Educational Therapists they are frequently in contact with.

In order to facilitate this approach, the Staff Professional Development (SPD) adopted CalmEd, a well-being initiative developed to ensure the well-being of educators while promoting a positive working environment. CalmEd (Calm Education) is a Mindfulness-Based Intervention and Positive Psychology based well-being initiative to address and encourage wellness at the workplace and heighten the importance of responsibility towards self-care. DAS Educators, especially those having to deal with a range of challenges within the scope of Special Educational Needs, are in danger of burning out faster due to the intricacies of the teaching approaches (Ram and Samsudin, 2019). CalmEd has also adopted positive psychology's tenets to demonstrate the levels of practice better; including subjective, individual and community/group. Ideally, one needs to nurture personal practice to make sense of Mindfulness and its constitutions,

and employ the approach when dealing with various subjects to understand the impact it has on the community, in this case, the organisation.

Mindfulness practices offer a promising approach to investing in school personnel by providing them with tools to cope with stress (Roeser et al., 2012). Mindfulness features two key components: the ability to regulate one's attention and orientation to one's experience that is open and curious (Bishop et al., 2004). One of the benefits of practising a positive psychological outlook is, to put it broadly, success! Not only does success make us happier, feeling happy and experiencing positive emotions increases our chances of success (Lyubomirsky, King, and Diener, 2005).

Positive psychology in the name of its founder, Martin Seligman, is defined as the scientific study of optimal human functioning that aims to discover and promote the factors that allow individuals and communities to thrive (Seligman and Csikszentmihalyi, 2000). Positive psychology is "the scientific study of what makes life most worth living," according to psychologist Peterson (2008, para. 4). The science of positive psychology operates on three different levels- the subjective level, the individual level and the group level (Boniwell, 2011).

1. The subjective level includes the study of positive experiences such as joy, well-being, satisfaction, contentment, happiness, optimism and flow. This level is about feeling good, rather than doing good or being a good person.
2. The Individual level, the aim is to identify the constituents of the 'good life' and the personal qualities that are necessary for being a 'good person', through studying human strengths and virtues, future-mindedness, capacity for love, courage, perseverance, forgiveness, originality, wisdom, interpersonal skills and giftedness.
3. The group or community level, the emphasis is on civic virtues, social responsibilities, nurturance, altruism, civility, tolerance, work ethics, positive institutions and other factors that contribute to the development of citizenship and communities.

In order to create conditions through the resourcefulness of MBI and Positive Psychology based approaches, there must be great awareness and attention to the challenges we need to address. To master this, we need Mindfulness as the undercurrent.

The close ties between Mindfulness and positive psychology make sense when you consider the outcomes of Mindfulness: increased positivity, a greater sense of coherence, better quality of life, more empathy, more satisfying relationships, and greater hope (Vago and Silbersweig, 2012).

Table 1: Educational Therapists and Educational Advisors Job Role Responsibilities

	EDUCATIONAL THERAPIST	EDUCATIONAL ADVISOR
TEACHING	<ul style="list-style-type: none"> ♦ Lesson execution (Group of 4-5) ♦ Lesson planning and developing resources ♦ Periodic review of goals and intervention plans <p>**Certain classes require differentiated instruction</p>	<ul style="list-style-type: none"> ♦ Lesson execution (Group of 4-5) ♦ Lesson planning and developing resources ♦ Periodic review of goals and intervention plans <p>**Certain classes require differentiated instruction</p>
PROGRESS MONITORING	<ul style="list-style-type: none"> ♦ Conducting Curriculum Based Assessments (CBAs) twice a year ♦ Analysis and grading of the CBAs ♦ Monitoring the academic progress of the students 	<ul style="list-style-type: none"> ♦ Conducting Curriculum Based Assessments (CBAs) twice a year ♦ Analysis and grading of the CBAs ♦ Monitoring the academic progress of the students ♦ Development and enhancement of CBAs
ADMINISTRATIVE	<ul style="list-style-type: none"> ♦ Writing semestral Progress Reports ♦ Writing of monthly communication ♦ Biennial submission of Request for Extension (RfEs) for students who have completed 48 months of intervention ♦ Writing annual peer observation reports 	<ul style="list-style-type: none"> ♦ Writing semestral Progress Reports ♦ Sampling and feedback of semestral progress reports ♦ Writing of monthly communication ♦ Biennial submission of Request for Extension (RfEs) for students who have completed 48 months of intervention ♦ Checking of Interviewee Scripts ♦ Writing observation reports - broad-based, peer and Intensive Remediation (IR)
COMMUNICATION	<ul style="list-style-type: none"> ♦ Conducting Meet-the-Parents (MTP) sessions held at the end of each semester (twice a year) ♦ Monthly communication with parents on student's learning progress 	<ul style="list-style-type: none"> ♦ Conducting Meet-the-Parents (MTP) sessions held at the end of each semester (twice a year) ♦ Monthly communication with parents on student's learning progress ♦ Logging of tutorials with EdTs ♦ Logging the termly Centre Management Team (CMT) meetings
COACHING AND MENTORING	<ul style="list-style-type: none"> ♦ Supporting trainee EdTs during their initial on job training 	<ul style="list-style-type: none"> ♦ Mentoring trainee EdTs during their Applied Educational Therapy (AET) Module ♦ Supporting EdTs at our attached learning centres

Table 1: Educational Therapists and Educational Advisors Job Role Responsibilities (cont')

	EDUCATIONAL THERAPIST	EDUCATIONAL ADVISOR
CONTINUED PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> ♦ Achieving a minimum 50 hours of professional development training ♦ Attending/presenting at the annual Teams Teaching Teams (TTT) event ♦ Attending/presenting at the annual organisation's seminars and conferences ♦ Attaining a dual specialisation* (teaching a 2nd programme) <p>*May not apply to all EdTs</p>	<ul style="list-style-type: none"> ♦ Achieving a minimum 50 hours of professional development training ♦ Attending/presenting/supporting at the annual Teams Teaching Teams (TTT) event ♦ Attending and/or presenting at Local/ International conferences ♦ Individual or group contribution to organisation's publications (academic/non-academic)
TRAINING	<ul style="list-style-type: none"> ♦ Conducting termly Educational Technology based sharing* <p>*May not apply to all EdTs</p>	<ul style="list-style-type: none"> ♦ Conducting initial on job training module lectures ♦ Conducting AET module lectures ♦ Conducting Centre Sharing on administrative and educational matters
QUALITY ASSURANCE	<ul style="list-style-type: none"> ♦ Undergo annual Quality Assurance Audits (QAAs) 	<ul style="list-style-type: none"> ♦ Undergo annual QAAs ♦ Conducting annual educational QAAs for EdTs ♦ Conducting annual performance appraisals for EdTs ♦ Initial on job training formal observations ♦ AET Informal and Formal Observations
SUPPORT	<ul style="list-style-type: none"> ♦ Centre welfare support 	<ul style="list-style-type: none"> ♦ Supportive observations – broad-based, peer and Intensive Remediation (IR) ♦ Participation in Lesson Studies for new programmes under English Language and Literacy (ELL)
MISCELLANEOUS	<ul style="list-style-type: none"> ♦ Being engaged in curriculum and resource design and development, action research and lesson studies* ♦ Being involved in the conduct of awareness talks, workshops, parent support group (PSG) talks* <p>*May not apply to all EdTs</p>	<ul style="list-style-type: none"> ♦ Interviewee phonics testing ♦ Weekly Advisory Team meetings ♦ Being involved in the conduct of awareness talks, workshops, parent support group (PSG) talks

Having to manage the requirements of their roles as Educational Therapist and Educational Advisors (Table 1) which include, providing phonics intervention, managing classroom climate, and administrative responsibilities, Educational Advisors (in the case of DAS) are highly vulnerable to the effects of burnout and require effective and holistic resources like Mindfulness-Based Interventions and Positive Psychology based approaches to evaluate, recalibrate and craft their approach in an emotionally and psychologically demanding profession. This will also allow them to organise and manage challenges of juggling two roles, before making themselves amply available to the other Educational Therapists.

Mindfulness practices taught in the CalmEd programme are similar to those recruited in other evidence-based MBIs which include breath-work, gentle movement, meditation and awareness training. The elements of the CalmEd training framework diligently included meditation, theory, mindfulness-practice-related quizzes and surveys to concretise knowledge and practical exercise sessions to make connections to personal and work-related scenarios where MBI and positive psychology can be applied. CalmEd also went beyond other Mindfulness-Based Interventions and is designed to specifically address the occupational challenges unique to DAS Educational Advisors.

The intention of this study was to understand how Mindfulness-Based Intervention combined with the science of positive psychology-based interventions can guide and help Educators in job crafting, so that they can flourish and build resilience whilst not compromising their well-being. We define job crafting as the physical and cognitive changes individuals make in the task or relational boundaries of their work. Thus, job crafting is an action, and those who undertake it are job crafters. Job crafting is a creative and improvised process that captures how individuals locally adapt their jobs in ways that create and sustain a viable definition of the work they do and who they are at work (Wrzesniewski and Dutton, 2001).

Mindfulness

Mindfulness has been defined as ‘paying attention in a particular way: on purpose, in the present moment and non-judgmentally’ (Kabat-Zinn, 1994, p.4). A considerable body of evidence with adult populations indicates that Mindfulness, a particular way of deploying attention and awareness in the present moment, without emotional reaction or conceptual judgment, is instrumental in helping adults reduce stress, regulate emotion, and thereby improve their health and well-being (Carmody and Baer, 2008; Grossman, Niemann, Schmidt, and Walach, 2004). In this sense, Mindfulness is viewed as a state and not a trait, and while certain practices or activities might promote it (e.g. meditation), it is not equivalent to or synonymous with them. A state is a temporary way of being (i.e., thinking, feeling, behaving, and relating) while a trait tends to be a more stable and enduring characteristic or pattern of behaviour (Lazarus, 2017, para. 3). State and traits are relative. From a mindfulness point of view, our state can change and

improve if we exercise healthy traits to manage change. This requires us to shift perspectives. According to the Dalai Lama, 'the ability to look at events from different perspectives can be very helpful. One must realise that every phenomenon, every event, has different aspects. Everything is relative in nature' (Cutler and Gyatso, (H. H. the XIVth Dalai Lama), 1998 , p.143).

Mindfulness has similarities to other psychotherapy-related constructs. For example, Mindfulness is similar to mentalisation (Bateman and Fonagy, 2004, 2006; Fonagy and Bateman, 2008), the developmental process of understanding one's own and others' behaviour in terms of individuals' thoughts, feelings, and desires. Both constructs emphasise the temporary, subjective, and fluid nature of mental states and both are thought to enhance regulation of affect and cognitive flexibility (Wallin, 2007). In essence, Mindfulness helps an individual create space for thoughts to be processed and observed mindfully and avoids impulsive reactions that may have negative implications and outcomes. In the words of Viktor Frankl, the Austrian neurologist, "between stimulus and response, there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom" (Frankl, 1946).

Figure 1 and 2 demonstrate the power of space and how it gives us an opportunity to analyse a situation, compose and recalibrate. Mindfulness can take you out of your habitual thinking by bringing you to what is actually happening at the present time.



Figure 1. Outcome of applying mindfulness

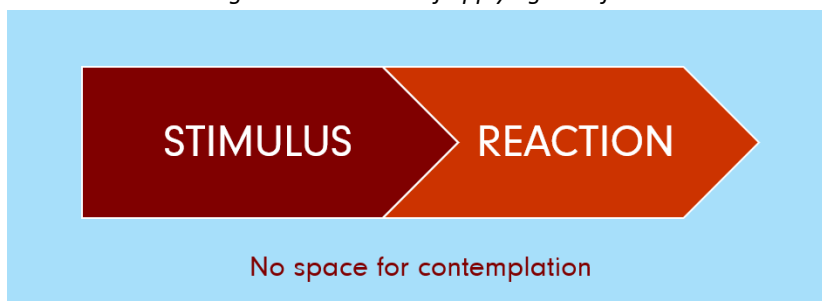


Figure 2. Outcome of not applying Mindfulness

This foundational technique of learning Mindfulness is tremendously helpful for working with challenging thoughts, emotions, and experiences (Boyce, 2011). According to Boyce, reactivity means responding to stimuli in the world in ways that induce unnecessary stress. For instance, when you are verbally attacked, you may respond automatically, both physically and mentally. By practising present-time awareness, even in the midst of a difficult situation, you can become aware of your impulses (your reactive patterns), stop, perhaps take a breath, and respond skilfully in a way that does not lead to more harm.

The first thing we need to realise about stress is that it doesn't do a good job of classifying problems (Shetty, 2020). We need a level of composure to manage stress, fear, anxiety or burnout. We need to understand the value that a negative response brings into our lives and how it affects our well-being. We must be willing to change our relationship with negative responses. In order for a shift and reframing to happen, we must master Mindfulness to identify our automatic patterns and besides, also go on to find the opportunities to learn in any given situation, especially challenging ones. This is another way to train our responses.

Space is no longer something distinct from matter; it is one of the 'material' components of the world (Rovelli, 2016). Space is essential for us to create and use, especially in a potentially precarious mental and physical environment.

Mindfulness and the Brain

It is important to understand the positive impact that Mindfulness can have on the brain. A body of research linking Mindfulness and the brain has found increased neurogenesis (creation of new neurons) and grey matter (generation of new nerve cells in the brain). This reflects essentially the reversing of ageing; meditators' brains often appear younger than their non-meditating counterparts. This occurs in the brain's frontal cortex (the part of the brain associated with decision-making and logical thinking) and the sensory cortices (the part of the brain associated with sensing, feeling, noticing), as well as the hippocampal formation (the part of the brain associated with memory; Holzel et al., 2011). This represents a reversal of the brain's natural tendency to thin (Treadway and Lazar, 2009), especially in the anterior cingulate (the part of the brain associated with attention), the insula (the part of the brain associated with gut-responding), as well as decreased activity and reduced grey matter in the amygdala (the part of the brain associated with fear) (Linder, 2019).

Mindfulness also supports neuroplasticity. We have seen that Mindfulness can be very beneficial because it not only helps us to cope better; it also helps our brains to function better. Neuroplasticity allows the brain to reorganise itself. It does this by forming new neural connections throughout our life, a process that continues throughout adulthood. Evidence shows us that Mindfulness can help increase our resilience, which allows us to

cope better and to roll with the punches. By applying neuroplasticity, you can essentially “re-wire” and “hardwire” the brain helping you to achieve greater levels of peace, health, happiness, and joy (Riopel, 2020). The research findings of Tang and his colleagues show that mindfulness training groups that completed a 3-hour mindfulness practice session have higher activity in the ACC, (the little corner of our brain that is relevant to resilience is a region called the anterior cingulate cortex) and also show higher performance on tests of self-regulation and resisting distractors, compared to the control group (Tang et al., 2007; 2009).

This means that with just a small commitment to practising Mindfulness, we can change the way our brain reacts to setbacks and improve our ability to make smart decisions. This has also been an inspiration and a catalyst in facing challenging situations at work and the consequences of a pandemic like COVID-19.

Job Crafting

Job crafting is about taking proactive steps and actions to redesign what we do at work, essentially changing tasks, relationships, and perceptions of our jobs (Berg et al., 2007). So through the techniques and approaches that we will look at in this article, we ‘craft’ ourselves a job that we love (Moore, 2020). One where we can still satisfy and excel in our functions, but which is simultaneously more aligned with our strengths, motives, and passions (Wrzesniewski et al., 2010). Unsurprisingly, it has been linked to better performance (Caldwell and O’Reilly, 1990), intrinsic motivation, and employee engagement (Dubbelt et al., 2019; Halbesleben, 2010). The very act of shaping one’s own job is beneficial, according to Frese and Fay (2001). Altering the way, we see and engage with our jobs can give us a sense of control over what the tasks do, as well as more fulfilment from the connections we make (Wrzesniewski and Dutton, 2001). Basically, we have more resources at our disposal, which is intrinsically motivating—it facilitates personal growth and helps us to accomplish our goals (Halbesleben, 2010). In a study by Slemp and Vella-Broderick (2013), the degree of job crafting that employees got involved with was linked to how well their psychological and subjective well-being needs were satisfied.

There are three layers that sets the structure of job crafting; task crafting, relational crafting and cognitive crafting. Task crafting involves employees altering the set of responsibilities prescribed by a formal job description, by adding or dropping tasks, altering the nature of tasks, energy, and attention are allocated to various tasks (e.g., lesson planning and gathering resources) Relational crafting involves changing how, when, or with whom employees interact with in the execution of their jobs (e.g., Educational Advisors forming rapport with Educational Therapists and vice-versa). And finally, cognitive crafting involves employees changing the way they perceive the tasks and relationships that make up their jobs (e.g. transitioning from face-to-face classes onto digital classrooms and reframing mind-set).

Through using any combination of these three types of job crafting techniques, employees become job crafters, altering the boundaries of their jobs in ways that change how they experience the meaningfulness of their work (Fried, Grant, Levi, Hadani and Slowik, 2007). Meaningful work refers to work that is perceived as significant and valuable to an individual (Michaelson, Pratt, Grant, and Dunn, 2013). Earlier research by Hansen (1995) indicated that viewing ones job as meaningful can spark teacher's resilience with determination and flexibility.

Teaching is a demanding profession in this era of 'change' since teachers are expected to exhibit new skills and dispositions that fit with the developments, which include; problem-solving abilities, technology, collaboration and communication skills (Bajunid, 2006).

When one feels engaged at work, he or she will be more inclined to increase their job resources and job demands, to create a better suiting and more challenging work environment (Tims, Bakker, and Derks, 2012). This proactive behaviour by which employees create changes in their work environment and the way they work, is also known as job crafting (Grant and Parker, 2009). The outcomes of a study by Lu, Wang, Lu, Du and Bakker(2014), indicated that engaged employees craft their work in physical and relational ways, which helps them to create and/or maintain a good fit between their job and their own talents, passions and preferences at work. Consequently, job crafting can be seen as a strategic advantage one may apply during times of change.

Job crafting is not an isolated, one-time event. On the contrary, job crafting is a continuous process that is likely influenced by where employees are in their career trajectories (Fried, Grant, Levi, Hadani and Slowik, 2007) and the social context in which they do their work (Berg, Wrzesniewski and Dutton, 2010).

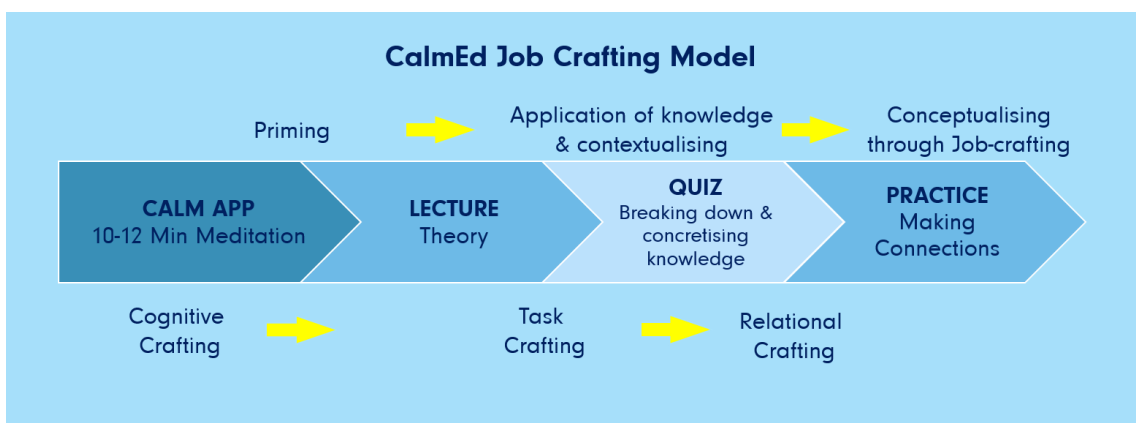


Figure 3. CalmEd Job Crafting Model

In relation to the CalmEd, MBI and positive psychology-based training, this proved to be pivotal in the participants identifying areas they needed to refine in their respective job roles. They were able to break down the necessary steps through brainstorming and restructuring sessions that encouraged cognitive crafting, inspired by Mindfulness and positive psychology practice, relational crafting through collective discussions and finally task crafting by coming together as a team to filter unwanted or energy draining tasks out of the frame, by understanding and breaking down how they could restructure the approach to perceived challenges by Educational Therapists.

This was done through the spontaneous efforts of the Educational Advisors in efforts to support the Educational Therapists during the COVID-19 pandemic (for the changing needs, see table 3).

METHOD

Participants

The participants in this study were selected by criterion sampling, which focuses on the selection of information-rich cases based upon some criterion deemed important (Patton 2002). Participants were drawn from the Educational Advisory team who are the primary mentors to Educational Therapists at DAS, considering also the impact their work has on the quality of Education at the organisation. Eight Educational Advisors who are assigned to oversee the educational front of 14 Learning Centres were the main participants of this study. The research was designed to establish whether or not they also demonstrated positive change following the intervention from the present study. Participants in this study had 6 - 15 years of teaching experience and ranged in age from 29–53 years.

Ethical Considerations

Ethical considerations have been put in place right from the point of the initial observation stages and development of this case study. Research participants will not be subjected to harm in any ways whatsoever. Participants' dignity will be prioritised at all times, and full consent was obtained from the participants prior to surveys and interviews. The anonymity of individuals participating in the research will be ensured. Any deception or exaggeration about the aims and objectives of the research will be avoided. Any type of communication in relation to the research will be done with honesty and transparency. The emotional and mental well-being of the participants will be taken very seriously as this research has the involvement of mental and emotional aspects. The results of this research will be independent and impartial, and it will be shared with the participants.

All ethics will adhere to the following, Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research, Report of the National Commission for the Protection of Human Subjects of Biomedical and Behavioural Research (1979) and the Singapore Statement of Research Integrity (2010).

Research Design

The research is supported by three stages of the CalmEd training:

1. Priming,
2. Contextualising and
3. Conceptualising.

The priming stage prepares and creates conditions for our Educational Advisors to experience mindfulness-based activities like meditation or a quiet moment to gather their thoughts and self-regulate before a lecture. This also allows them to approach new topics and themes with an explorative mind. This is parallel to the individual level in positive psychology where one practises for themselves before diversifying further.

The contextualising stage encourages Educational Advisors to apply their knowledge through quizzes and surveys, and bridge the connection between mindfulness concepts and potential emotional and mental challenges they may have faced at work due to the lack of resources to manage. It also helps them connect with the social and emotional aspect of their lives and the depth of its impact. This also helps them identify relevance between response and stimulus and break down the importance of rationing their energy accordingly.

Finally, the conceptualising stage paves opportunities for the team of Educational Advisors to come together after drawing parallels to their experiences at work, and reflect on situations they felt an aspect of the mindfulness they had explored could come in handy. This was done in a collective fashion to support team building and sharing of diverse expertise.

CalmEd training model reflects these stages to facilitate job crafting. The training integrated the expertise of Mindfulness X for the theory content, and the Calm app in the second month of the training in term 1 for meditation during the priming process. Incidentally, it has also guided the structure of this study for systematic understanding of the training design and how it has seeped into efforts of enriching the working experience of educators at DAS. Considering the nature of the topic of study being Mindfulness and that it is intensively contemplative, the data is chiefly qualitative and has assumed approaches like textual mining to identify, themes such as emotions, level of awareness and administration of applying knowledge.

Participant observation of CalmEd training, as well as interviews/surveys, informed the development of interview questions (Glesne, 2006; Patton, 2002). Surveys were conducted over three terms; 1) midterm 2019 and end of the year 2019 evaluating the learning outcome from mindfulness training and how it can be utilised in job crafting and 2) during the COVID-19 lockdown period April-June 2020 which gathered responses as to how Mindfulness came into play during a crisis.

The following questions were used to guide the surveys in 2019:

1. Define Mindfulness
2. To what extent have you been able to apply Mindfulness into your personal life post CalmEd?
3. How have you been able to integrate Mindfulness into work?
4. Using the SOLO taxonomy learning rubric, evaluate your level of progress in this training.

The SOLO Taxonomy (Structure of the Observed Learning Outcome) focuses on the approaches, methodologies, and techniques employed in the valuation of the quality of learning. (Biggs, Collis and Edward, 2014). SOLO is a developmental schema of classifying learning outcomes in terms of their complexity, thus enabling instructors to assess students' work in terms of its quality, not of how many responses in a particular subject task or activity are correct (Chan et al., 2002). The SOLO taxonomy provides criteria that identify the levels of increasing complexity of students' performance for understanding when mastering new learning (Biggs, 1999). SOLO can be used not only in assessment but also in designing the curriculum in terms of the learning outcomes intended. The Structure of Observed Learning Outcomes (SOLO) taxonomy is a useful way to think about assessment criteria (Biggs and Tang, 2011). This taxonomy includes five levels of performance which are described as follows in Figure 4 below:

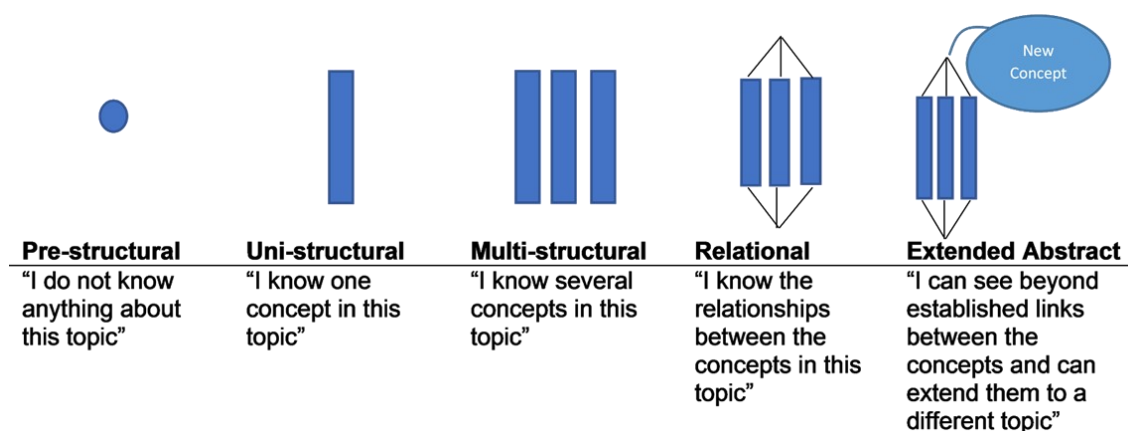


Figure 4. The SOLO taxonomy. Adapted from Biggs and Collis (1982)

Adapting the SOLO taxonomy, a simplified schema categorised as a) Novice, b) Developing and c) Proficient was created for the Educational Advisors to utilise when assessing their learning outcome.

Using the learning outcome rubric as a guide, evaluate your level of progress in drawing the connection between work and mindfulness concepts.

Table 2: CalmEd Learning Rubric Assessment

SELF-EVALUATION CRITERIA	NOVICE <i>Aware of Self-Evaluation</i>	DEVELOPING <i>Relational Strategies of Evaluation</i>	PROFICIENT <i>Extended Abstract-Reflective Self Evaluation</i>
LEVEL 1: Work with Trainer	I can describe the stages of my self-evaluation	I can describe and explain the stages of my learning process	I can describe, explain, evaluate and reflect on the stages of my learning process
LEVEL 2: Outcomes from Practicums	What I did?	What I did and why I did it?	What I did, why I did it and how it went and what I would change the next time.
LEVEL 3: Using Learning Outcomes from Practicums	I can describe my learning outcome and different stages of learning process My learning outcome	I can describe and explain my learning outcome and different stages of learning process My learning outcome and why I think my learning outcome is at this Level?	I can describe, explain and evaluate my learning outcome and different stages of learning process. My learning outcome, why I think my learning outcome is at this level and how well I have achieved this level.

The following questions were used to guide the surveys in 2020 during Pandemic:

1. Since completing the CalmEd Mindfulness training in 2019, how did you intend to apply the knowledge? List 3 work-related aspects you felt could be improved through mindfulness-based approaches.
2. What were some limitations you experienced where the application of mindfulness-based approaches in work-related situations was concerned? Please give at least 1 example of such a situation.
3. Since becoming aware of the COVID-19 Pandemic earlier this year, share one word/phrase that best describes your feelings or thoughts. Your response can be organised respectively to 1. Feelings and 2. Thoughts.
4. To what extent did the pandemic affect your daily routine?
5. If there were some skills you wish you were equipped with to manage challenges, especially during the pandemic-mindfulness-based or not, what would these skills be?

Data Analyses

Surveys were conducted over three terms; 1) midterm 2019 and end of the year 2019 evaluating the learning outcome from mindfulness training and how it can be utilised in job crafting and 2) during the COVID-19 lockdown period April-June 2020 which gathered responses as to how Mindfulness came into play during a crisis. Survey responses were analysed via inductive thematic analysis; therefore, themes were developed without attempting to fit them into a predetermined framework (Braun and Clarke, 2006). Braun and Clarke (2006) identified six phases in thematic analysis:

1. familiarising yourself with the data,
2. generalising initial codes,
3. searching for themes,
4. reviewing themes,
5. defining themes, and
6. producing the report.

Braun and Clarke's (2006) template for thematic analysis was selected because it is user-friendly and has been used by other mindfulness researchers in the fields of education and counselling (e.g., McCollum and Gehart 2010).

RESULTS

Each Educational Advisor had a unique account of how she applied knowledge from CalmEd in everyday life. Despite this, there were distinct and collective patterns noticed across the Educational Advisors. The key patterns that emerged were their tendency to discuss CalmEd strategies they used, the ways in which their mind-sets have shifted as a result of CalmEd, and examples of how they have integrated their learning at work, with colleagues and outside of DAS.

A growing sense of awareness was observed amongst the Educational Advisors and an evident attunement towards employing breathing techniques and pausing to stabilise and compose themselves during a challenging situation. The demonstration of sharing specific experiences in line with the contemplative practice used personally and professionally goes to prove that the knowledge is present, grasp is evident but also pragmatically shows the importance of articulating more ardently during a situation like this pandemic to change the narrative or experience a mind-set shift. This is also a feature of dispositional Mindfulness, also known as trait mindfulness. Dispositional Mindfulness has been found to occur at varying levels within the population, irrespective of mindfulness practice (Brown et al., 2007; Kabat-Zinn, 1990). It has been found that regular mindfulness practice can lead to an increase in the baseline of the trait (Quaglia et al., 2016), indicating that Mindfulness-Based Interventions also have the potential to deliver more than just short-term state changes. In recent years, there has been an increase in research exploring the potential that DM (Dispositional Mindfulness) may have in enhancing psychological health within the general population.

Here, it is evident that participants are in the process of both understanding and applying the concept of job crafting. This also allows them to refine the unique nature of their jobs.

How effective have the practicum sessions been in identifying areas of your job scope which needs refining?

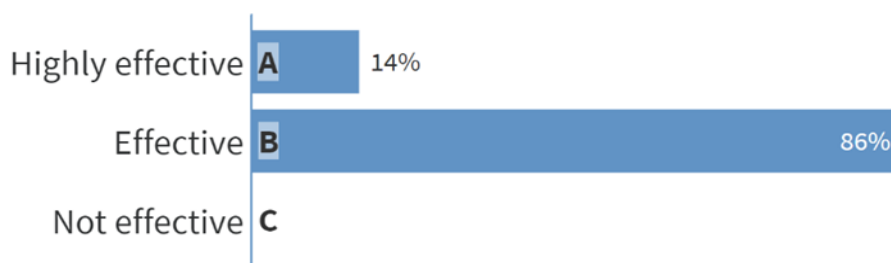


Figure 4. Effectiveness of practicum sessions

Job crafting requires a sharp sense of awareness especially if one is trying to identify areas in their job which have potential to be refined, for a better work experience. Have the job crafting experience sharpened your level of awareness?



Figure 5. The connection between mindful awareness and refining work processes

How has your job crafting activity experience been?

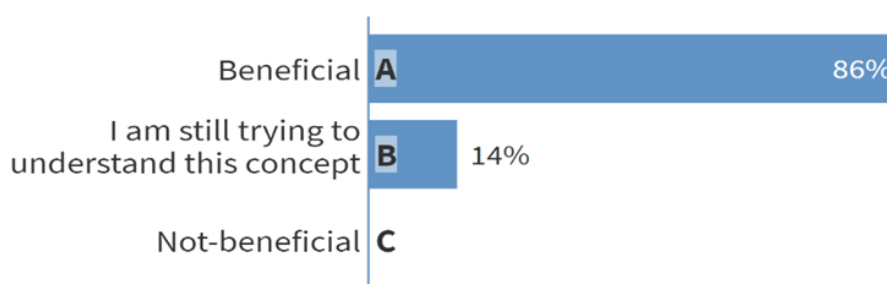


Figure 6.: Experience with Job crafting

Do you feel that job crafting activities can reduce work-related ailments like stress, burnout and anxiety? If yes or no, proceed to further explain your choice with at least three points of justification.

"Yes. Job crafting can allow for the above to happen as it guides you to consider and allocate your work based on the weightage of it, the energy you'll spend on it and the resources needed to complete it. Firstly, it is directly in line with our organisational skills and with better organisation, we will be able to manage our stress levels and burnout better. Next, it motivates us to create an action plan that sets better goals and ration our time and energy in a more productive manner. Finally, it is a beneficial as it gives us the opportunity to consciously consider what our strengths and weaknesses are and to work towards maximising our strengths to help us manage and function better at work."

"Yes, I strongly believe that job-crafting with superiors that are open enough to allow the enhancements to the job-scope to occur can be very beneficial in making work more meaningful while reducing stress and burnout."

"Depends. Job crafting activities should not just be a pen and paper activity; while thoughts have been put into it, I believe that more actions should be put in place to make it happen."

"Yes. Job crafting allows us to identify the areas we want to work on and further develop the skills we need. Hence, this lead to more job satisfaction and lower anxiety, stress and burnout. People will feel less tired and more motivated."

Figure 7. Role of job crafting in combating mental health related ailments

Calm Meditation App for Educators

The Calm App is an app available to download on your mobile phone, tablets and laptops. It is filled with innumerable meditation practices, sleep stories and soundscapes that are written and recorded by some of the top experts in various fields. Calm goes above and beyond just being a meditation app. They have uniquely designed meditation sessions for a range of emotions and challenges a human being may experience in their lifetime. This includes sessions for children and teenagers too. Calm also has sessions for how to train your mind to focus, by world-leading athletes and other field experts. Additionally, Calm had a free subscription scheme for 1 million educators around the world for a limited period. This also was an opportunity for the Educational Therapist at DAS to sign up for Calm for use outside of work and in-class.

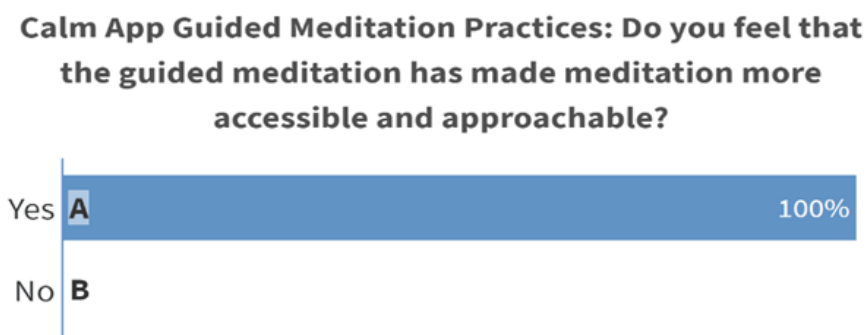


Figure 8. Approach to meditation through accessible resources: Calm App

Mindfulness X (Mindfulness-Based Intervention Trainer Programme)

Mindfulness X was created by a qualified psychologist and researcher Dr Hugo Alberts who has been exploring the practical and scientific side of Mindfulness through controlled lab and field studies for the past 12 years. To date, he's published over 20 articles for academia on this topic and in a previous role he was Associate Professor at the University of Maastricht. He has been a sought-after trainer in Mindfulness for many years, and in 2010 Hugo developed the Mindfulness X training course as his methodology for training other practitioners. He's now offering Mindfulness X to other practitioners in order to increase the number of people he can help through the positive impact of Mindfulness (Positive Psychology).

This approach was also adopted at DAS.

1. Attention and The Now – cultivating attention to the present moment
2. Automaticity – exploring the automatic nature of thoughts
3. Judgment – exploring the judgmental nature of mind
4. Acceptance – applying acceptance to difficult emotions
5. Goals – finding a balance between being in the present moment and planning for the future
6. Compassion – effectively cultivating a friendly and caring relationship with the self
7. The ego – defining the difference between the self as a story and the self as an observer
8. Integration – integrating Mindfulness into daily life
9. Formal Meditation
10. Meditation Troubleshooting

Three weeks were dedicated to each topic where the first two weeks were spent first understanding the concept and the following week devoted to practical integration where participants identified ways they could integrate mindfulness-based concepts into a work related situation. Here, the development of positive psychology took effect as participants started exploring focusing on the strengths more than weaknesses during collective brainstorming sessions (readers are advised to refer back to Table 4 for further details).

To push this brief description a bit further, positive psychology is a scientific approach to studying human thoughts, feelings, and behaviour, with a focus on strengths instead of weaknesses, building the good in life instead of repairing the bad, and taking the lives of average people up to “great” instead of focusing solely on moving those who are struggling up to “normal” (Peterson, 2008).

During these integration sessions, Educational Advisors were given the opportunities to attempt quizzes, surveys and organised brainstorming sessions which led to presentations. Each topic paved the way to identify opportunities to integrate Mindfulness into their day to day lives. Additionally, All Educational Advisors were given Gratitude Journals curated by the trainer considering time, effort and ease of accessibility (Figures 6 and 7). The gratitude journal was also pivotal in encouraging the participants to get into the habit of reminding themselves of the goodness and positivity that surrounds them, especially during hectic school terms. The outcome of the benefits of this journal was designed to be anecdotal in order to keep the practice organic and not frame it for statistical scrutiny. Over the course of the 11 months, Educational Advisors were regularly asked to share their experience with their gratitude journal and how it has brought about emotional and psychological changes.

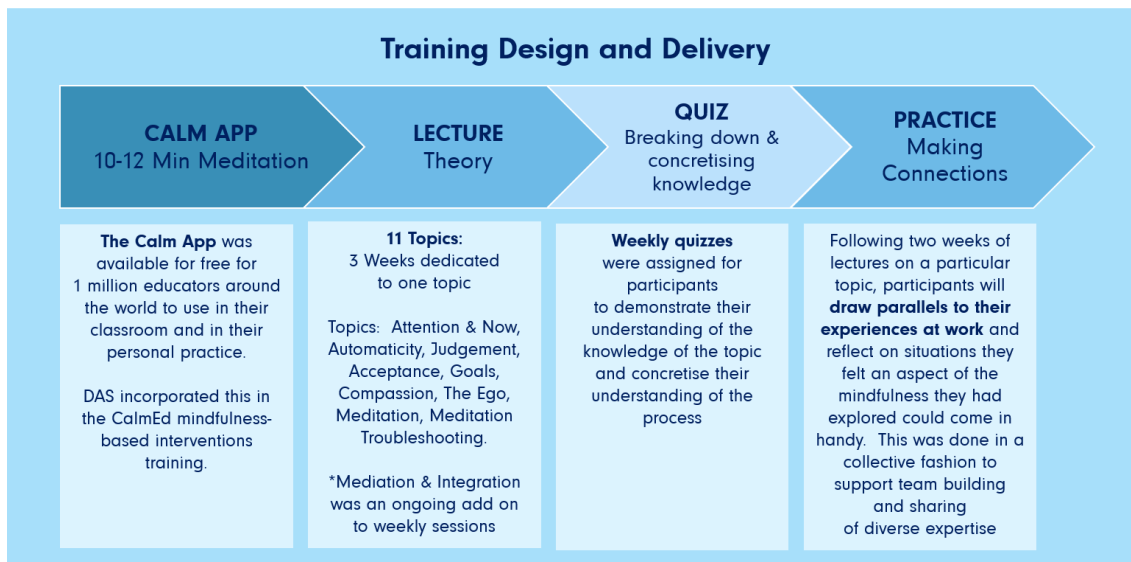


Figure 9. CalmEd Training design and delivery



Figure 10. Gratitude Journal: Five minutes retrospect

Date: 1 / 2 / 2019

3 things I'm grateful for:

1. Waking up and being able to breathe.
2. For my loved ones and friends
3. For another opportunity.

Today's intention:
To take a breath before replying

I'll make today GREAT by:

1. Smiling more
2. Journaling
3. Exercising

Today would have been better if:

The day was generally great but I was too tired to exercise. Would have been a tad-bit better if I did.

3 lovely things that happened today:

1. I made a hearty breakfast.
2. My friend from France called in to catch up
3. I remembered to take a breath before responding.

Date: 4 / 3 / 2019

3 things I'm grateful for:

1. For my family
2. People who believe in me
3. Waking up to another day for work and creating things.

Today's intention:
Peace

I'll make today GREAT by:

1. Reading a chapter from my book
2. Listen to podcast
3. Calm App

Today would have been better if:

Today went amazing!
I am content!

3 lovely things that happened today:

1. I kept to my intention.
2. Enjoyed Calm App meditation
3. I made dinner for my family

Date: 30 / 05 / 2019

3 things I'm grateful for:

- A life filled with abundance
- A roof above my head
- Family

Today's intention:
To be focused and productive

I'll make today GREAT by:

- Being determined
- Staying focused on my tasks
- Being kind to myself

Today would have been better if:

I completed my to-do list.

3 lovely things that happened today:

- We got tickets to TREVOR NOAH'S SO
- It was a productive day
- Had a lovely dinner :)

Figure 11. Representation of original journal entries

Crisis: COVID-19 Pandemic and Impact

The pandemic has caused unparalleled disruptions to many industries and the lives of many people. One of them to take the greatest hit is the education industry. The pandemic has caused school closures in many countries and caused interference to the learning of many students. In order to ensure the continuity of education, educators all over the world had to rethink and reinvent their ways of teaching within a short span of time. DAS was one such organisation impacted by the pandemic. Like everyone else, we had to rise to the new challenges presented to us and ensure continuity in service. DAS was prepared for what was to come through arranging for personalised e-mail accounts for students and giving educators the lead time to share e-mail details with their students should a lockdown scenario take effect. This is also part of taking into consideration that educators don't struggle when the actual home-based learning takes place.

The educators at DAS were made to reimagine the way they would deliver their lessons and create effective lessons for their students with special learning needs. The Educational Advisors had to rethink ways to provide support to the educators to ensure that effective learning takes place without compromising the quality of teaching and learning. This also included measuring the effectiveness of instructional guidance and refining their instructions simultaneously. Humanity is in a period of great upheaval. For people and organisations attempting to thrive in these tumultuous times, old mindsets and approaches no longer work. To create a better future where everyone can flourish, leaders and organisations need to find ways to engage and encourage emotions more fully (Wallach, 2020). That being said, it is significant to draw attention to the acumen, awareness and composure our Educational Advisors demonstrated during this time. Emotions are a part of this framework where without emotions such as empathy and compassion, the Educational Advisors would not have been able to holistically approach the volatile challenges educational therapists were facing at diverse learning centres. The following are the distinct challenges and adaptations DAS experienced:

Table 3. Challenges and Adaptations DAS experienced

1	Warming up to the new technological norms for students with special learning needs.
2	Reinventing the way we teach: Digitising the lesson resources and online classroom behaviour management.
3	Ensuring accessibility to devices for students who can't afford or do not have a device at home.
4	Closure of schools but the continuation of service at DAS. Not allowing the pandemic to make education come to a standstill.
5	Meet the parents sessions were advised to be held online inspiring DAS to put in place online communication etiquette instructions for Educators

Were you aware that you needed to pay more attention to being more mindful in challenging situation?



Figure 12. The level of awareness from the Educational Advisors to be 'aware'.

If you were to create a mindfulness-based training for DAS Educational Therapists, briefly describe an area you would focus on to help Educational Therapists flourish. E.g. Communication skills, mindful lesson planning, well-being or job crafting.

"1) Mindful lesson planning; 2) Mindful communication with colleagues and parents; 3) Mindfully looking for suitable teaching resources"

I think the main area should be job crafting as most EDTs are doing work that they don't feel passionate about (e.g. admin work) instead of spending more time on lesson planning or teaching.

Communication with CM, Help Edts to deal with students behavioural issues

Time management and well being. (Time allocation on the different tasks, time allocation on breaks, prevent working after work hours)

An area I would like to focus on would be how EdTs could use mindfulness as a well-being tool to understand themselves and build resilience.

Figure 13. Contextualising Mindfulness at work

During a survey done towards the end of the training, Educational Advisors also demonstrated the clarity to draw parallels between Mindfulness-Based Interventions and job crafting opportunities.

This was also evidently brought into play when weighing in on and re-envisioning teaching processes were concerned during the COVID-19 Pandemic. There was a transference of skills during the most uncertain times in history. Additionally, according to Sean Tierney, Microsoft's Director for Teaching and Learning Strategy, Asia, some teachers might struggle with this cultural shift due to them having to invest much energy in shifting the mind-set to transition from a comfortable and seasoned style of teaching to a completely new platform. This also welcomed a surge of queries from the educational therapists presenting who felt unprepared where lesson resources and classroom management were concerned. In fact, these do make up the main building blocks for a constructive lesson.

"When traditional teaching is your paradigm, you can get trapped inside a rigid mind-set of feeling that you must know everything about the subjects you teach and that you can't show weakness.

"Teachers may need to spend less time designing the content component (of their subjects) and more time around the learning experience so that kids can find and create their own meaning around that content" (Tierney, 2020).

In line with this, The Educational Advisors were able to guide the Educational Therapist seamlessly through providing neat, clear and relevant information that was rendered with empathy and compassion. I am citing empathy and compassion here because the Educational Advisors are well aware of the Educational Therapists' workloads, student load and the features of various challenges they have to manage. Besides, since our Educational Advisors are assigned to various learning centres, each advisor, is well aware of the intricacies in their centre, such as a particular Therapist's challenging students, teaching styles and approach to the pedagogy. Yet again, this takes a great level of awareness and emotional quotient to identify and adapt to accordingly. All the more so with the pandemic, instead of submissively shrouding beneath the weight of challenges, the Educational Advisors convened to deconstruct and reconstruct ways to guide the Educational Therapists in accordance to these new and trending needs and to ensure they were available to approach should Educational Therapists experience distress in this new norm of digital classes.

Ideally, being mindful and practising the various features of the practice has allowed our Educational Advisors to identify specific areas they need to address in order to be fully present when asked for help. The process of identifying a problem and the specifications or break down as to where they could focus better is also a step in job crafting. Educational Advisors have also shown themselves to be both diagnostic and prescriptive about their practice.

Table 4: List of efforts put in place by the Educational Advisory team to facilitate transition from physical to digital classes

EFFORTS	CONTRIBUTING PERSONNEL
Organisation of frequently asked questions to address potential lesson and classroom management challenges.	Educational Advisory Team
Weekly welfare check-ins with Educational Therapists to tackle prevailing and potential challenges where their well-being, productivity and teaching are concerned, and conduciveness of the home environment in case they may need to use their classroom space.	Educational Advisory Team
Virtual care pack (Educational advisory team representative)	Educational Advisory Team Representative/ CalmEd
Well-being maintenance sessions: Emotional discovery to provide a safe platform for staff to learn about mindfulness-based/positive psychology approaches they can employ during trying times in order to flourish. (Educational advisory team representative)	Educational Advisory Team Representative/ CalmEd
Instructional videos and information sheets for the digital classroom	Educational Advisory Team and Educational Therapists with expertise in various digital features

According to the levels of positive psychology (Boniwell, 2012), subjective, individual and community- which translates to comprehension, practice and service- an individual has to be acquainted with building these layers, and the starting point is awareness, which is a key feature in Mindfulness. The key to mastery is Mindfulness. To be aware; the pathway for optimal human functioning to flourish.

State an example of how the presence and absence of mindfulness affects the quality of your work.

"Mindfulness will always be present no matter how much one tries to deny it."

"The absence of mindfulness affects my work to a large extent as I see myself reacting and responding rashly or in a curt manner as I do not assess and reflect the situation and its causes. However, the presence of mindfulness has allowed me to practice self-compassion and compassion towards others before reacting. It has given me opportunities to think before I speak and consider why a certain situation is occurring and how much of my attention and time I should be allocating to it. This has helped me improve my overall quality of work."

"Absence of mindfulness makes work more mundane and stressful; whereas, the presence of it allows for re-evaluation and enhancement. This eventually leads to better meaning and stress management."

"Being mindful allows me to think calmly and take action instead of just reacting. Before mindfulness, I was still unaware about being fully present in the moment and giving my full attention."

"Presence of mindfulness - makes me think deeper about the work I have to do and how I can do it better; Absence of mindfulness - makes me feel less satisfied with the work I have done."

Figure 14. How Mindfulness impacts on the quality of work

Was it easier for you to make connection between mindfulness and actual work scenarios through the practicum session?



Figure 15. Making connections between mindfulness and work scenarios

Another finding was the connections participants were able to make between theory and relevant accounts of work-related situations during practicum weeks (Figure 15).

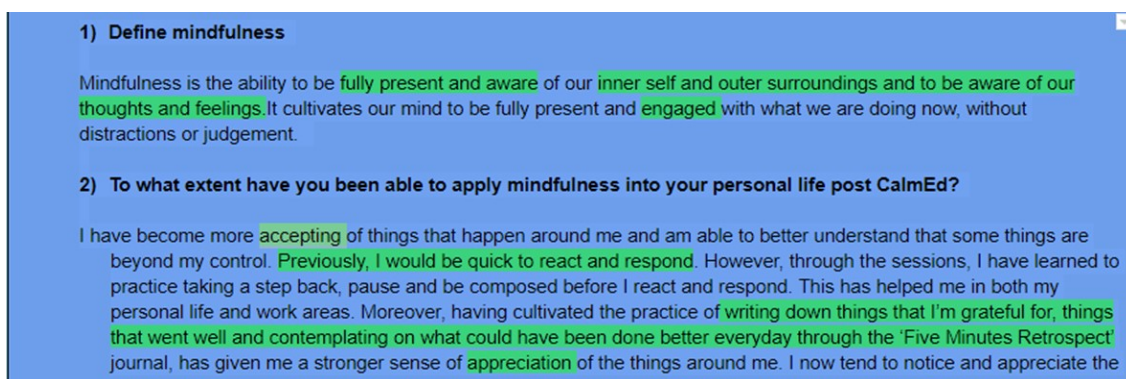


Figure 16. Authentic definition and connections participants were able to present

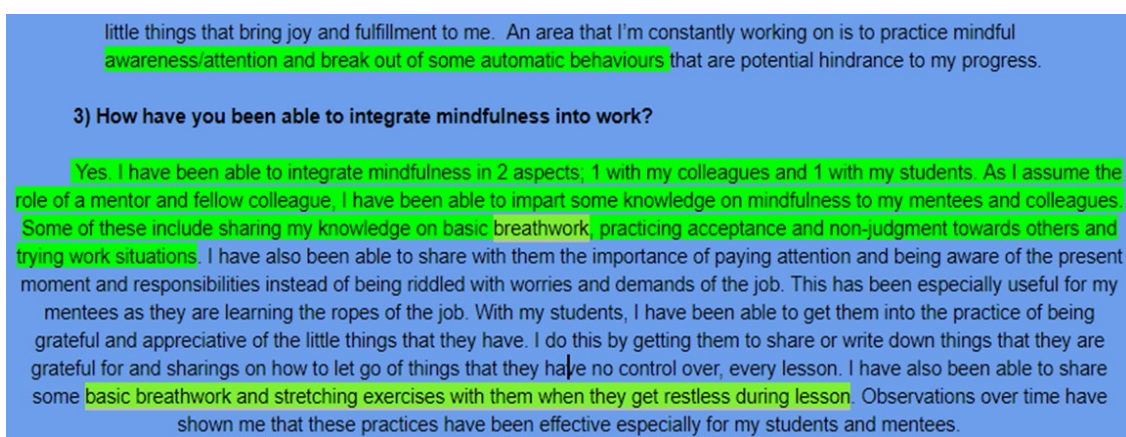


Figure 17. Authentic definition and connections participants were able to present

This sample presents us with undertones of being reflective, and the flow of positive psychology layers: Individual, subjective and community levels, which is paramount of data demonstrating that participants internalised learning from CalmEd. Many advisors used terms that were articulated in training. Some of the recurring terms include, 'breathwork, stretching, calm down, non-judgment, mindful, awareness, grateful, conscious, present moment, respond, empathy and compassion.'

Participants also went on to share how they managed their emotions by consciously being aware of their surrounding and choosing to respond, not react. A BBC article on the relevance of emotions to save the world emphasises that " Emotions provide us with quintessential information about what's important and what to do next and how to do it and whom to do it with" (Wallach, 2020).

In your opinion describe your experience practising mindfulness before and after the pandemic.

Top

0	There were a lot of things thrown at us during the pandemic. There were so many meetings, so many new initiatives to catch up with, adjusting to a different teaching environment and etc. It was overwhelming but setting aside a few minutes to take deep breaths helped.
0	-Essentially for me the difference is that I will share my thoughts more or question for more clarity when it is needed.
0	I feel that I started practicing mindfulness more during and after the pandemic as I felt the need to be employ techniques to feel calm and to show gratitude.
0	I find that it is more effortful for me to practice mindfulness during this time of COVID-19 situation e.g. mindfully not touching things and using hand sanitizer more frequently. Teaching has also become cumbersome as I am unable to correct my students' errors efficiently.
0	Before the pandemic, it was always using positive affirmation and the never give up attitude in me to hustle day to day, after the pandemic I start enjoy the moments, have mindful communication with people.
0	I usually stop and think of my actions and practice mindfulness before and during the pandemic.

Figure 18. Practicing Mindfulness during the Pandemic

DISCUSSION

Through the medium of CalmEd incorporating the Calm app and Mindfulness X, this study demonstrated that 57% of the Educational Advisors involved in the training were able to develop mindfulness practices more consistently, and 43% were becoming proficient towards the end of 11 months training. This endeavour seemed to provide a solid platform from which to develop skills appropriate for a world in crisis during the COVID-19 pandemic, dealing with the constraints of changing platforms in teaching to computer based distance learning. Consequently, 100% were more aware of having to practise Mindfulness during a crisis, and 60% were able to practice composure during this time. This suggests that the training was effective in improving their ability to take responsibility towards building their individual well-being, as well as to innovatively improve their approach towards work through job crafting.

The intention of the CalmEd mindfulness/positive psychology training was to introduce the Educational Advisory team to a more holistic approach that they can explore to manage challenges in their roles as advisors, and guide Educational therapists through its principles. Through the 11 months, the main themes explored include well-being, breaking down internal conflicts like judgment, ego, acceptance and also integration into work through learning how to job craft in the respective areas that are challenging.

Alongside that, this study inspired by the training was to understand how Mindfulness-Based Intervention combined with the science of positive psychology-based interventions can guide and help Educators in job crafting, so that they can flourish and build resilience whilst not compromising their well-being. In order for well-being to be the priority, an individual needs to understand the constitution of their mind, body and their spirit of motivation.

As mammals, we are homeostatic. That means we maintain certain constant balances within our bodies, temperature, for example, by adapting to change and challenge in an environment. We think of intelligence and perception as taking place exclusively in our brains, but we need awareness and intelligence to permeate the body. We must create a marriage between the awareness of the body and that of the mind (Lyengar, Evans and Abrams, 2019). For this transformation to take place, we need awareness; effective of Mindfulness. In support of this approach, the training gave the Educational Advisors the opportunity to consider internal and external influences that affected the way they felt or how they would make a decision. The elements that fulfilled these opportunities were the 10 minutes' meditations + breath-work which accentuated the connection between the mind and body, collaborative discussion on the effectiveness of Mindfulness at work, the gratitude journal exercising the power of reframing thoughts, perspectives and seeing the good, especially on a trying day or week.

This finding connects with the nurturing of Mindfulness as a trait into a state where relativity is concerned. Ideally, CalmEd's compassionate training approach has supported the theme of training -Mindfulness where it has created conditions for the participants to develop skills through the diverse approaches in mindfulness-based practices, which brings us to the fashion of adapting in accordance to the environment, culture and behaviour paving the way for opportunities to encourage job crafting.

A core feature of job crafting is that employees initiate and carry out alterations in their jobs from the bottom-up, rather than managers directing changes from the top-down like many job redesign interventions. This enables employees to leverage the unique knowledge they have of their jobs and themselves to craft their jobs in ways that create more meaningfulness (Berg, Dutton and Wrzesniewski, 2013). The idea of employees working from a fixed job description is becoming less common over time (Mohrman and Cohen, 1995). In our rapidly changing knowledge economy, organisations are placing more of a premium on employee proactivity (Grant and Ashford, 2008). Instead of just reacting to a set of job responsibilities, employees' personal initiatives in shaping their jobs often deliver benefits to organisations by fostering innovativeness and adaptability (Frese and Fay, 2001).

That being said, it is significant to draw attention to the acumen, awareness and composure our Educational Advisors demonstrated during the course of the ongoing pandemic. Emotions are a part of this framework where without emotions such as

empathy and compassion, the Educational Advisors may have struggled managing the volatile challenges Educational Therapists were facing at diverse learning centres. It is also understandable from this finding that Mindfulness mediated job crafting practices.

One of the most propitious findings of this study was that most of our participants proved that the Educational Advisors held the ability to intentionally and consciously assess a situation they were involved in. This standpoint was often grounded in their understanding of the neuroscience of emotions and newfound knowledge that they have the power to manage their emotions, thoughts and response through Mindfulness and positive psychology.

While there is limited research exploring the impact of Mindfulness on teachers, the existing research suggests that cognisance of emotions and ability to modulate emotions supported educator's well-being (Abenavoli et al., 2013, Benn et al., 2012, Roeser et al., 2013). As such, one of the essential and empowering ways CalmEd guides educators is through broadening their mental perspectives of the situations they encounter. Thus, the current study aligns with previous research (Jennings, Frank, Snowberg, Coccia and Greenberg, 2013) suggesting that the ability to reassessed situations is one outcome of MBI focusing on teachers (Sharp and Jennings, 2016).

An additional finding was that many advisors used terms that were articulated in training. Some of the recurring terms include, 'breath-work, stretching, calm down, non-judgment, mindful, awareness, grateful, conscious, present moment, respond, empathy and compassion.' Participants' use of these terms often corresponds with their descriptions of how they respond to situations in which they were emotionally activated; it is entirely possible that the participants' use of Mindfulness related terms assisted them in re-evaluating and eventually helped them to more accurately assess the situations in which they were involved, In fact, the Educational Advisors presented improvement in self-assessment backed by the SOLO taxonomy.

While reflecting about engagements during CalmEd sessions, two distinct patterns emerged; participants commented on their approach to challenges and connected mindfulness literacy with related efforts to self-regulate through reframing their thoughts.

The Educational Advisor's reflection of enhanced compassion align with previous research suggesting that mindfulness training leads to greater compassion and empathy (Cohen and Miller, 2009; Roeser et al., 2013). Compassion and empathy may be one buffer to educator's burnout, and Mindfulness may be a promising mechanism for promoting compassion and empathy; further research ought to explore the link between teacher mindfulness and compassion and empathy (Sharp and Jennings, 2015).

This study is a fresh qualitative assessment of the CalmEd programme and, as such lends support to previous research (Rajoo, 2020) indicating that the program is impactful

for educators who train in the programme. Additionally, we must also consider the term 'mindfulness' in terms of the trending media and public hype over the years. The ramifications of considerable semantic ambiguity in the meaning of mindfulness are multifarious. Any study that uses the term "mindfulness" must be scrutinized carefully, ascertaining exactly what type of "mindfulness" was involved, and what sorts of explicit instruction were actually given to participants for directing practice, if there was any practice involved (Van Dam et al., 2018).

Although most mindfulness training has been derived from the original MBSR model (Kabat-Zinn, 1990), the intensity (hours per day) and duration (total time commitment) of participants' formal practice have varied considerably across different versions of training (Davidson and Kaszniak, 2015; Tang et al., 2007; Zeidan et al., 2011). The particular methods for teaching and practicing 'mindful' states have varied too. However, published journal abstracts and media reports about results obtained often gloss over such crucial variations, leading to inappropriate comparisons between what might be fundamentally different states, experiences, skills, and practices.

Given current confusion surrounding "mindfulness," we urge scientists, practitioners, instructors, and the public news media to move away from relying on the broad, umbrella rubric of "mindfulness" and toward more explicit, differentiated, denotations of exactly what mental states, processes, and functions are being taught, practiced, and investigated (Van Dam et al., 2018).

CalmEd goes beyond other Mindfulness-Based Interventions and is designed to specifically address the occupational challenges unique to DAS Educational Advisors. They had extensive opportunities to immerse in experiential learning by practising self-care behaviours and thought-processes related to it, distressing techniques and to engage in collaborative team discussions to share experiences and refine areas to improve on. Experiential-based learning addresses the gap between rational and applied practice; closing the gap by integrating mindfulness-based and positive psychology activities that are specifically linked to the respective job role challenges.

Where emotions are concerned, CalmEd was noticeably beneficial in helping Educational Advisors comprehend their emotional reactivity and transitioning from impulsive reactivity to poised responding. This in union with mindful awareness practices appeared to have helped them shift and widen their field of responsiveness, thus encouraging more versatility in problem solving.

Institutions training educational leaders should consider the CalmEd approach for linking theory into practicum to identify opportunities to integrate Mindfulness into their day to day lives. Three weeks were dedicated to each topic where the first two weeks were spent first understanding the concept and the following week devoted to practical integration where participants identified ways they could integrate mindfulness-based

concepts into a work related situation. Here, the development of positive psychology took effect as participants started exploring focusing on the strengths more than weaknesses during collaborative brainstorming sessions (Figure 3 and 9).

If at all possible, initial teacher trainings and teacher professional development may wish to consider integrating emotional skills and mindfulness instruction into their courses. To date, CalmEd training have targeted educators, however, there are other personnel e.g., psychologists, student administrators, specialist tutors) who are prime candidates for disseminating. In fact, a whole organisational approach of influencing educators, students and parents helps constructively boost the chances of changing the culture of educational environments. Educational Advisors often have their pulse on the overall organisational climate, as they get feedback from Educational Therapists, students, parents, centre managers and division directors about their concerns and struggles. One of the fruitful ways Educational Advisors can advocate for Educational Therapists is to ensure that they are supported with necessary resources and tools to manage stressors. Some of the ways this can be provided will be through termly curated mindfulness training addressing specific job-related challenges, mandatory self-care guidance workshops for educators and mindful classroom management training that also focuses on both students' and Educational Therapists' well-being.

Educational Advisors who have completed professional development training like CalmEd describe their experiences as vital in reframing perspectives at work. However, as this programme is being further refined and metamorphosing to meet other trending needs, the sustainability of it can be further improved through perhaps creating bite-sized sharing sessions on an accessible platform. This is also considering that the pandemic has inspired educators to stay on their toes where learning and teaching platform transitions are concerned. Where sustainability is concerned, accountability cannot be missed as a prime factor in success. CalmEd graduates could also be provided with additional resources to connect with one another more often to remind each other of the teachings from the training. Although the team meets weekly, amidst the influx of projects, weekly fulfilments as advisors and classes, a dedicated refresher session would keep the momentum of the practice going, and some sort of accountability measure will assist them in maintaining change.

This study has several limitations. The sample size was small; therefore, it is important to note that transferability, the extent to which the findings are transferable to other settings, and not generalizability is the aim of this study (Miller-Day 2004). Therefore, the findings of this study can be favourably transferred to educational settings similar to the DAS, and should not be overgeneralised. Beyond the educational wing of DAS, these skills can be adapted within DAS corporate wing as far as it goes. Also, the study consisted of women only. Therefore, the lack of diversity of the interviewees limits the ability to make claims about who benefits and how they benefit from their involvement in the CalmEd programme (Sharp and Jennings, 2016). Furthermore, this study relied

extensively on self-report data that was gathered through individual surveys. We could enrich the study further if we had an additional source of data (e.g., artefacts and focus groups) to provide converging evidence.

Future research should address these limitations as CalmEd intends to work with the involvement of all the Educational Therapists at DAS. This will allow us to have a more generous sample group. There will also be more diversity and even creativity in the approach of integrating Mindfulness for themselves and the students.

CONCLUSION AND THE WAY FORWARD

Now that the training has experienced a level of fruition, it can be concluded that both our educational advisors and our educators were able to practise elements of Mindfulness through the systematic series of events from training, to drawing connections and finally getting the chance to practise it during a pandemic. The study also aligns with the previous research (Rajoo, 2020) where it was evident that there were undertones of Mindfulness where workplace culture was concerned and how it affected the euthenics of the educators from centre 'x'. CalmEd's initiatives have also evolved through inaugurating the CalmEd Educator's Guidebook in January 2020. The guidebook has been carefully curated for a light-hearted experience so that educators feel at ease where the introduction of Mindfulness and its activities are concerned. With its coffee-table book approach, fresh and crisp images and simple mindfulness practices, CalmEd hopes to inspire all educators to be more responsible for their well-being.

Additionally, there are weekly curated mindful tips branded as 'Mindful Mondays' shared with the entire organisation to encourage the practice of Mindfulness, mindful parenting workshop to create awareness amongst parents, integration of mindfulness-based approaches in lectures addressing burnout, reflective practices and mindful communication etiquette for Educational Therapists, the CalmEd google site serving as the mindfulness library where staff can retrieve mindfulness and positive psychology related information and Emotional discovery which is a safe online platform inspired by the pandemic to educate staff on stress and anxiety management and provide consultation.

Ultimately the intention is to work together as one community to nurture sustainable well-being practices for all to immerse in, at anytime and anyplace. Moreover, having seen the impact mindfulness has on our educators, the next course of action will be to influence and enrich classroom climates through 'CalmEd classroom' initiatives where Mindfulness-Based Interventions (MBI) will be introduced to both educators and students to practise and observe the effect it has on the quality of lessons, behaviour and well-being. This development has also the dawn of an Educational well-being committee aiming to maintain well-being of both students and teachers in an educational setting

through improving the climate of the classroom and the mental well-being of both our educators and students, that reflects the fundamental value of inclusivity. The intentions of this initiative are to minimise stress, ensure psychological safety in class, encourage contemplative practices amongst educators and students and feel empowered through finding their unique voice through mastering mindfulness.

Emerging CalmEd training for educators has the potential to guide in the development and refinement of measures linked with how individuals adopt and apply what they learn and, ultimately help clarify how participants are unique as a result of their immersion in the intervention.

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