Chapter 3

Using mindfulness to support duty of care as a core management imperative

Links

* **3.1:** ['Safe Schools Coalition'](http://www.safeschoolscoalition.org.au/who-we-are)

Activity 3.1

* Angier, N. (2000). [Science: Do races differ? Not really, DNA shows](http://partners.nytimes.com/library/national/science/082200sci-genetics-race.html). *New York Times*, August 22.
* Roberts, D. (2012). [Breaking the bonds of race and genomics](https://issuu.com/genewatchmagazine/docs/genewatch_25_1-2_final/3). *GeneWatch*, *25*(1–2), 22.
* John Harvard's Journal (2008). [Race in a genetic world](http://harvardmagazine.com/2008/05/race-in-a-genetic-world-html). *Harvard Magazine*, May–June.
* Malik, K. (2012). [Why both sides are wrong in the race debate](https://kenanmalik.com/2012/03/04/why-both-sides-are-wrong-in-the-race-debate). *Pandaemonium*, March 4.
* If you wish to learn more about the [Human Genome Project](https://en.wikipedia.org/wiki/Human_Genome_Project), you will find the Wikipedia site helpful

Further resources

* ['Mindful educators community'](https://mindfuleducators.mindful.org/?mc_cid=e8dd413d68&mc_eid=5bc95bf587) – great how-to resource for applying educational mindfulness
* [CASEL resource library](https://casel.org/resources) – offers a variety of high-quality SEL tools and resources for educators
* ['How leaders can Improve their schools’ cultural competence'](http://www.edutopia.org/article/improving-our-cultural-competence-chris-lehmann) – Edutopia; very good overview of cultural competence, as well as strategies for implementing it in schools
* [‘Our favourite books for educators in 2019’](https://greatergood.berkeley.edu/article/item/our_favorite_books_for_educators_in_2019) – Greater Good Magazine’s pick of the most inspiring and informative education books for this year.
* [‘Differentiation placemat’](https://edu.glogster.com/glog/differentiationplacemats/1mgxl9hbkfx) – This resource from Glogster supports schools and educators in creating inclusive learning environments through differentiated placemats. These are documents that support differentiation at academic and behavioural levels. There are numerous versions of the placemats available, but all are based on the Maker's Model for Curriculum Differentiation. There is an annual subscription fee and log in requirement.
* [‘The real danger of suppressing your emotions’](https://www.mindful.org/the-real-danger-of-suppressing-your-emotions/) – An article on the Mindful website on how to develop positive self-regulation for emotions.
* [‘What I learned about resilience in the midst of grief’](https://greatergood.berkeley.edu/article/item/what_i_learned_about_resilience_in_the_midst_of_grief?utm_source=Greater+Good+Science+Center&utm_campaign=9f7f944270-EMAIL_CAMPAIGN_GG_Newsletter_Feb_20_2020&utm_medium=email&utm_term=0_5ae73e326e-9f7f944270-50903879) – An excellent, personalised narrative on the Greater Good Magazine website about the relationship between grief and resilience.