

THE PEDAGOGY OF COMPASSION: A BLUEPRINT FOR SCHOOLS AND COLLEGES

TO BE PUBLISHED BY UCL IN EARLY 2020

Creating a compassionate world series

Book No: 3. The Brief.

2019

The Pedagogy of Compassion

Preamble

University College London (UCL) have agreed to publish this, the Foundation's third book in the series creating a Compassionate World, in early 2020; perhaps an apt date as it aims to offer a clear and achievable vision of what education could and should look like in the next decade and beyond. As it stands there are over twenty authors involved in putting what is really a complex tapestry together.

The main writing team and I have discussed the book's contents thoroughly over the last few months and I have been active in recruiting an amazing array of authors. So can I please thank you all for 'volunteering' to contribute. The book has gone through a number of titles but we have now resolved to call it "The Pedagogy of Compassion: A Blueprint for Schools and Colleges". We have added colleges because there are so many similarities with the school and college sectors and because there are several other books that focus on higher education, one of which I am to contribute to. Our book is very comprehensive and we are covering a lot of ground but our overall aim is to offer a detailed blueprint for building a compassionate school, and in the longer term a more compassionate world.

Background: Premise Context and Aims

The Pedagogy of Compassion is predicated upon the following key premises:

- a) That pedagogy is defined as the theory and practice of teaching and how these influence student learning. Pedagogy however cannot be meaningfully separated from content, delivery, assessment and context. Pedagogy must be viewed holistically
- b) That pedagogy is, in the final analysis, about power, about how the 'powerful' define the purposes of education and how they translate their perceptions into curriculum vision, design, delivery, monitoring and assessment
- c) That compassion is an integrating educational perspective which can be 'taught, caught and cultivated'

- d) That in the 21st century the imperative must be to centre this vision on creating a compassionate world, a world which encourages the development of service and collaboration rather than individualism and consumerism
- e) That empirically we can now demonstrate and validate the wisdom of the ancient spiritual, contemplative and faith traditions which had compassion and the Golden Rule at their very heart.

This book aims to:-

- **Examine in some depth the nature of compassion and the nature of pedagogy** and locate these two overarching concepts within the wider social and geo-political contexts of our conflicted contemporary world
- **Justify the paradigm shift** in the private sphere from consumerism and individualism to one of service and collaboration; and in the public sphere, from market ideology to public service
- **Offer a number of theoretical and practical models that would support the development of a compassionate ideology**; that help schools and other institutions in devising an experiential, holistic curriculum with the learner at its very heart and which utilises insights from the science of learning
- **Outline and justify the key skills, attitudes and knowledge required** to co-create a compassionate world ranging, for example; from mindfulness (compassion for self) to citizenship (compassion for others) to environmental issues (compassion for the planet)
- **Outline and justify the key skills, attitudes and knowledge required for system and organisational change** (compassion for community) which clearly substantiate the business case for compassion
- **Provide as many tips for teachers as possible**. The plan would be to try and use as many examples of good practice from Birmingham, UK and from around the world (e.g. Jamaica, Malta and the US) which place pupil and parent agency at the very heart of the pedagogic endeavour.

Our Theoretical Foundations

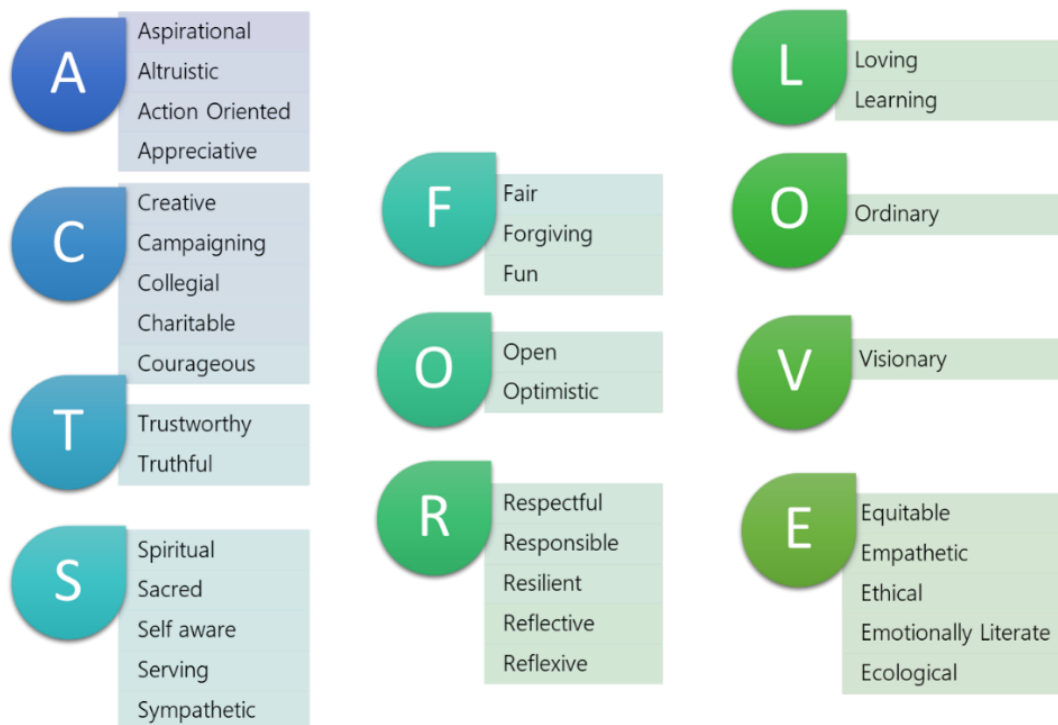
The Pedagogy of Compassion builds upon the Foundation's first book, 'Towards a Compassionate School: From Golden Rule to Golden Thread,' in which we define compassion and isolate the key characteristics of a compassionate person, characteristics which we believe schools could actively promote to create a more caring, loving world. This definition and list of attributes help frame the pedagogy.

THE NATURE OF COMPASSION

Compassion is from the Latin '*Compati*' which means to suffer with. But it is not merely sympathy, for it implies action. Compassion as empathy and action has the same dual meaning in Arabic, Hebrew, Greek, Sanskrit and Pali, and Punjabi. CoED isolates four key components:

- a) The **recognition** of a person's or group's suffering
- b) An **empathetic response** to that suffering
- c) An **active determination** to alleviate the distress and, where possible, the causes of that distress.
- d) **The practical wisdom** (of the heart and of the mind) **to do this.**

A Compassionate Person might be...



THE GOLDEN RULE FOR THE 21ST CENTURY MUST BECOME: 'TREAT OTHERS, AND MOTHER EARTH AS YOU WOULD WISH TO BE TREATED.'

COMPASSION IS LOVE IN ACTION

Since the publication of our first book in mid-2015, we have further refined our thinking and have devised a simple pyramid which we hope captures the essence of the message. We have divided compassion into 4 discrete but overlapping areas. Like all taxonomies of course they are not watertight and some could easily appear in two or more of the sections. We have found however that colleagues relate well to the clusters of knowledge, attitudes and skills that can be developed to support the four areas.



A deeper practical analysis of this taxonomy provides the framework for this book.

The Book Draft Outline

- 1) A foreword : Marilyn Turkovich, Director, Charter for Compassion, USA
- 2) A preface by Maurice Irfan Coles including the rationale for the book and how it might be used
- 3) An Introduction: Made in Birmingham, Colin Diamond, formerly Director of Children's and Family Services, Birmingham City Council, Professor of Education University of Birmingham

4) SECTION ONE: CONNECTING GLOBALLY, ACTING LOCALLY, LEADING COMPASSIONATELY

- **The Nature of Compassion and the Imperatives for Global Compassion in Education: “We must love one another or die”** - Maurice Irfan Coles
- **The Nature of Pedagogy and the Theories of Learning** - The writing team*
- **Compassion and Creativity** - The creative writing team : Roi Gal Orr on storytelling; Gilroy Brown on Art; Anthony Dauphin on Music and Drama; Helen Tomblin on Laughter
- **The Compassionate Mind** - Professor Paul Gilbert (Centre for Compassionate Research and Training, University of Derby)
- **The Science of Compassion** - the scientific writing team
- **The Business Case for Compassion** - Maurice Irfan Coles

5) SECTION TWO: COMPASSION FOR SELF

- Maureen Cooper on Self Compassion
- Pip Barlow on compassionate mindfulness
- Catherine Knibbs on compassion and cyberspace
- Rohesia Darkin on building whole school compassionate approaches to mental health and well being
- Social and emotional aspects of learning
- Maurice Irfan Coles and Kate Christopher on compassion and the spiritual self

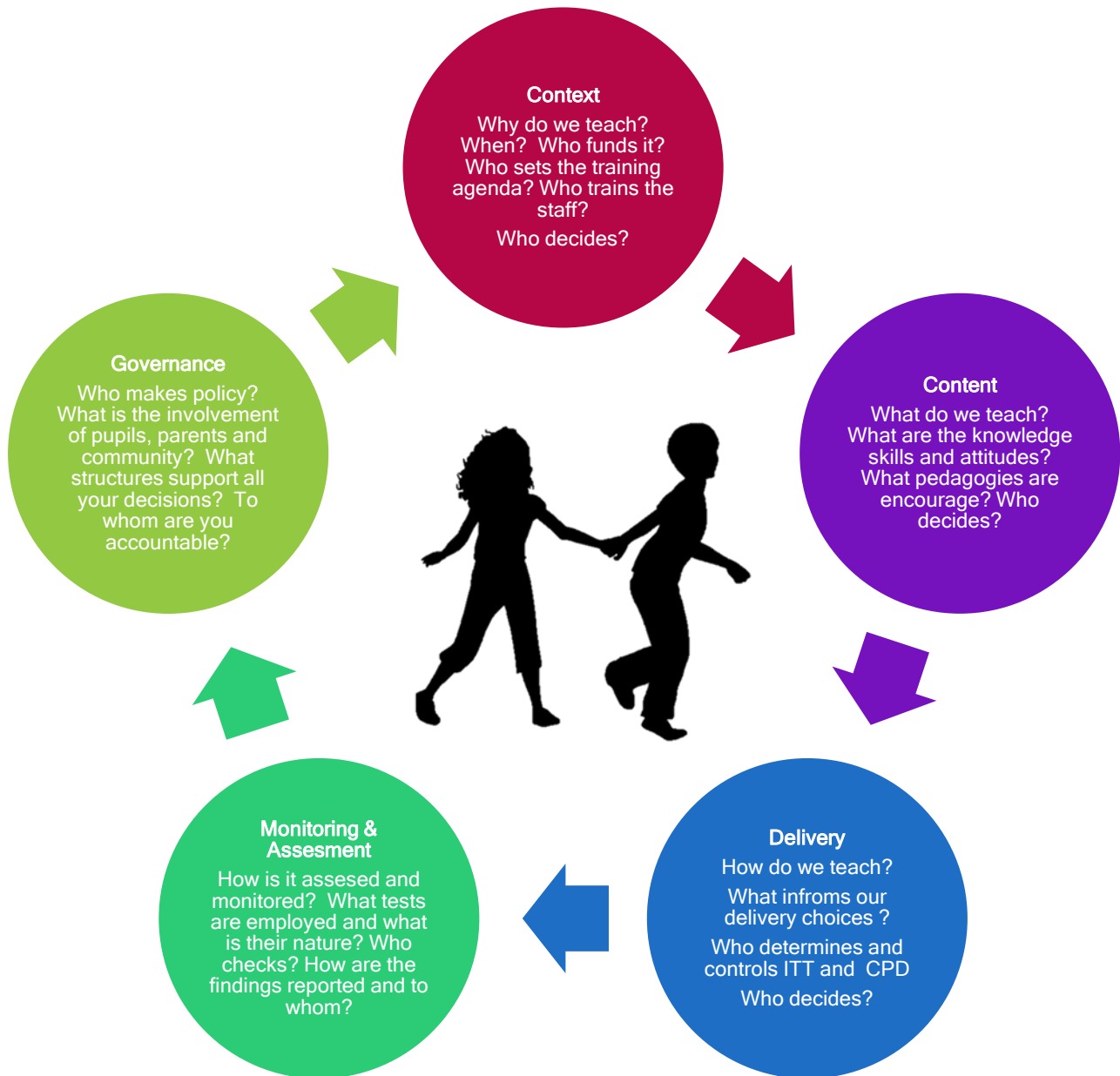
6) SECTION THREE: COMPASSION FOR OTHERS

- The writing team which will develop in detail the **knowledge, skills and attitudes required to create a compassionate world**. The team includes; Philip Barlow, Louise Darby, Manjit Shellis (University of First Age), Razia Butt (Rights Respecting Schools, Birmingham City Council) and Maurice Irfan Coles*

- **The Assessment of Compassion.** Here we draw upon another piece of work that is in progress, our Golden Thread Award, which we will tie into the incipient P.I.S.A. assessment of Social and Emotional Learning and Global Competencies
- **Compassion and Equalities:** Robin Richardson

7) SECTION FOUR: COMPASSION FOR COMMUNITY

- **Compassion and Communities:** Professor Mervyn Morris (Birmingham City University)
- **Compassion and Parents:** James N. Kirby, Ph.D. Co-Director:Group, The School of Psychology, The University of Queensland
- **Compassionate Leadership and the Leadership of Compassion :** Gilroy Brown (Principal, King Solomon School Birmingham), Maurice Irfan Coles and Martin Itzkow (Canadian CoED associate)
- **Compassion and Citizenship:** Manjit Shellis (UFA)
- **Towards a Compassionate Education System:** Professor Mick Waters. Mick might address the framework outlined.



8) SECTION FIVE: COMPASSION FOR PLANET

Maurice Irfan Coles will write this section. He hopes to include references to the work of St Ethelburga's, David Hicks, Eco Schools, The Sustainability Movement and all political activists that have educational aims.

9) SECTION SIX : BRINGING IT ALL TOGETHER- A BLUEPRINT FOR THE COMPASSIONATE SCHOOL AND COLLEGE

In this chapter the writing team will bring together the various strands and offer a practical blueprint which schools and colleges can adopt and adapt. The chapter will contain many of the gems for the classroom and the gems for management through which a school, teams of schools and wider governance organisations can chart and plot their journey to fulfilling the compassionate vision.

The book concludes with several afterwords by other great and good people and a list of book advocates including Professor Patrick Pietroni DIISC

Maurice March 2019

Anne Mroz, editor of the Times Education Supplement (TES) has already agreed to write a review!!!!