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| **MINDFULNESS-BASED INTERVENTIONS: TEACHING ASSESSMENT CRITERIA – SUMMARY SHEET** | | | | | | | | | | |
| **Domain** | | ***Key features (use the following page***  ***to offer qualitative feedback)*** | | ***Incompetent***  ***1*** | ***Beginner***  ***2*** | ***Advanced***  ***Beginner***  ***3*** | | ***Competent***  ***4*** | ***Proficient***  ***5*** | ***Advanced***  ***6*** |
| **Coverage, pacing and organisation of session curriculum** | | *1.Adherence to curriculum*  *2.Responsiveness and flexibility in adhering*  *3.Appropriateness of themes and content*  *4.Organisation of teacher, room and materials*  *5.Session flow and pacing* | |  |  |  | |  |  |  |
| **Relational skills** | | *1.Authenticity and potency*  *2. Connection and acceptance*  *3.Compassion and warmth*  *4.Curiosity and respect*  *5.Mutuality* | |  |  |  | |  |  |  |
| **Embodiment of mindfulness** | | *1.Present moment focus*  *2.Present moment responsiveness*  *3.Steadiness and alertness*  *4.Attitudinal foundations*  *5.Person of the teacher* | |  |  |  | |  |  |  |
| **Guiding mindfulness practices** | | *1.Language – precise and spacious*  *2.Key learning for each practice available*  *3.Elements to consider when guiding* | |  |  |  | |  |  |  |
| **Conveying course**  **themes through interactive inquiry and didactic teaching** | | *1.Experiential focus*  *2.Layers within the inquiry process*  *3.Teaching skills/ conveying learning*  *4.Fluency*  *5.Effectiveness of teaching* | |  |  |  | |  |  |  |
| **Holding the group learning environment** | | *1.Learning container*  *2.Group development*  *3.Common humanity*  *4.Leadership style* | |  |  |  | |  |  |  |
| **MINDFULNESS-BASED INTERVENTIONS: TEACHING ASSESSMENT CRITERIA – COMMENTARY SHEET** | | | | | | | | | | | |
| **Domain** |  | | **Teaching strengths** | | | | **Learning needs** | | | | |
| 1. Coverage, pacing and organisation of session curriculum | *1.Adherence to curriculum*  *2.Responsiveness and flexibility in adhering*  *3.Appropriateness of themes and content*  *4.Organisation of teacher, room and materials*  *5.Session flow and pacing* | |  | | | |  | | | | |
| 2. Relational skills | *1.Authenticity and potency*  *2.Connection and acceptance*  *3.Compassion and warmth*  *4.Curiosity and respect*  *5.Mutuality* | |  | | | |  | | | | |
| 3. Embodiment of mindfulness | *1.Present moment focus*  *2.Present moment responsiveness*  *3.Steadiness and alertness*  *4.Attitudinal foundations*  *5.Person of the teacher* | |  | | | |  | | | | |
| 4. Guiding mindfulness practices | *1.Language – precise and spacious*  *2.Key learning for each practice available*  *3.Elements to consider when guiding* | |  | | | |  | | | | |
| 5. Conveying course themes through interactive inquiry and didactic teaching | *1.Experiential focus*  *2.Layers within the inquiry process*  *3.Teaching skills/ conveying learning*  *4.Fluency*  *5.Effectiveness of teaching* | |  | | | |  | | | | |
| 6. Holding the group learning environment | *1.Learning container*  *2.Group development*  *3.Common humanity*  *4.Leadership style* | |  | | | |  | | | | |