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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* |  |  |