The Universities of Bangor, Exeter and Oxford

Summary Version of the

Mindfulness-based Interventions
Teaching Assessment Criteria

(MBI:TAC)

This summary version **should be used in conjunction with the MBI:TAC manual** *to assess the competence and adherence of mindfulness-based programme teaching.*

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摘要版

正念介入療法
教學評估標準
(MBI: TAC)

此摘要版應與 MBI: TAC 手冊一起使用，以評估正念方案教學的能力和遵守情況。

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Introduction

The purpose of the Mindfulness-based Interventions Teaching Assessment Criteria (MBI:TAC) is to enable the assessment of teacher adherence and competence when delivering Mindfulness-based Interventions (MBIs). The MBI:TAC has been developed since 2008 in teaching, training and research contexts primarily to assess Mindfulness-based Stress Reduction (MBSR) and Mindfulness-based Cognitive Therapy (MBCT) teaching, but it has also been used for a range of other MBIs derived from these programmes.

This summary version is intended for assessors who have been trained in the use of the MBI:TAC and should be used in conjunction with the full MBI:TAC manual. It is essential that assessors undertake the earlier training and developmental steps outlined in the manual before using the MBI:TAC to assess competence in others.

This summary of the MBI:TAC includes a high-level overview of the criteria as well as concise descriptors for each of the six domains. The MBI:TAC's six domains of competence and six levels of competence are summarised below, and score sheets for each can be found at the end of this document.

The six domains of competence within the MBI:TAC

Domain 1: Coverage, pacing and organisation of session curriculum (page 4)

Domain 2: Relational skills (page 6)

Domain 3: Embodiment of mindfulness (page 8)

Domain 4: Guiding mindfulness practices (page 10)

Domain 5: Conveying course themes through interactive inquiry and didactic teaching (page 12)

Domain 6: Holding the group learning environment (page 14)

介紹

正念介入療法教學評估標準（MBI：TAC）的意圖是在於評估教師教導正念介入療法（MBIs）時的遵循情形和能力。自 2008 年以來，因教學、培訓和研究所需，開始發展正念介入療法教學評估標準（MBI：TAC），主要用於評估正念減壓（MBSR）和正念認知療法（MBCT）的教學，但也用於由前兩者衍生而出的一系列正念介入療法(MBIs)教學評估。

本摘要版本適用於經由正念介入療法教學評估標準(MBI：TAC) 培訓的評估人員，並且應與完整的正念介入療法教學評估標準(MBI：TAC)手冊一起使用。在使用此評估手冊之前，評估人員必須已經完成手冊中概述的所有初期培訓和能力發展之步驟，方能評估其他人的能力。

這份正念介入療法教學評估標準(MBI：TAC) 的摘要，包括高評值的綜合能力回顧，以及六大領域中每一個領域的簡潔描述用語。 正念介入療法教學評估標準(MBI：TAC)六大領域的能力和六個水平的要求概述如下，每個項目的評分表皆附於文件最末。

正念介入療法教學評估標準(MBI：TAC) 六大領域

領域 1：涵蓋面、進行速度和講次課程結構（第 4 頁）

領域 2：關係技能（第 6 頁）

領域 3：正念的體現（第 8 頁）

領域 4：正念練習引導（第 10 頁）

領域 5：通過探詢和互動教學傳達課程主題（第 12 頁）

領域 6：維持團體學習環境（第 14 頁）

Levels of Competence and Adherence in MBI:TAC
(adapted from the Dreyfus Scale of Competence, 1986)

Competence band	Generic definition of overall competence level	Numerical band
Incompetent *The teaching demonstrates an absence of key features, highly inappropriate performance, or behaviour that is harmful.*	Key features are not demonstrated. The teacher makes consistent errors and displays poor and unacceptable teaching, leading to likely or actual negative therapeutic consequences. There is no real evidence that the teacher has grasped the fundamentals of the MBI teaching process.	**1**
Beginner *The teaching demonstrates basic building blocks of MBI competence in at least one feature.*	At least one key feature in each domain is evident at competent level but there are significant levels of inconsistency across all other key features. Across other key features there is substantive scope for development, overall lack of consistency and many areas that require development to be considered adequate teaching. The teacher is beginning to develop some basic building blocks of MBI competence.	**2**
Advanced Beginner *The teaching demonstrates evidence of competence in two key features in each domain. The participant's emotional and physical safety is well taken care of.*	At least two key features are evident at a competent level in each domain, but there are one or more major problems in others. The teaching has scope for greater levels of consistency in competence across key features and domains. The teaching at a very basic level would be considered 'fit for practice.'	**3**
Competent *Teaching is competent, with some problems and/or inconsistencies*	All key features are mostly present in all domains at a competent level with possibly some good features, but some inconsistencies are present. The teacher demonstrates a workable level of competence and they are clearly 'fit for practice.'	**4**
Proficient *Sustained competence demonstrated with few or minor problems and/or inconsistencies.*	All key features are present in all domains, with very few and very minor inconsistencies, and there is evidence of good ability and skill. The teacher is able consistently to apply these skills over the range of aspects to MBI teaching.	**5**
Advanced *Excellent teaching practice, or very good even in the face of participant difficulties*	All key features are present with evidence of considerable ability. The teaching is particularly inspirational, fluent and excellent. The teacher no longer uses rules, guidelines, or maxims. S/he has deep tacit understanding of the issues and is able to work in an original and flexible manner. The skills are demonstrated even in the face of difficulties (e.g. challenges from the group).	**6**

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MBI:TAC 專業能力和遵循性的評值標準
(改編自 Dreyfus 能力量表, 1986)

能力範圍	總體能力評值的一般定義	數值範圍
不勝任 *教學缺乏關鍵要點，非常不適當的表現或行為，是有害的。*	沒有教導關鍵要點。 教師持續犯錯，教學品質差而無法接受，可能或已導致負面的治療後果。 教師尚未掌握了基本的 MBI 教學課程。	1
初學者 *教學中展示了 MBI 的基本組成要素，至少可勝任一個關鍵要點。*	每個領域中至少有一個關鍵要點達到勝任水準，然而其他關鍵要點之間，有顯著的不一致。 在其他關鍵要點已有實質範圍的發展，但是整體缺乏一致性，許多領域待發展後才能有效教學。教師已開始發展 MBI 能力的基本組成部分。	2
進階初學者 *教學中展示可勝任每個領域中的兩個關鍵要點。學員的身心安全得到良好的照顧*	每個領域中至少有兩個關鍵要點達到勝任水準。但在其他關鍵要點上，尚有一個或更多的顯著問題。教學範圍中，無論是在關鍵要點或是各領域的教學上，都有更好的一致性。 很基本的教學水準，被認爲是「適合執行」。	3
勝任 *教學可勝任，有一些問題和/或不一致性*	各領域所有的關鍵要點大部分能表現出來，達到勝任水準，且有一些好的特質，但是有一些不一致之處。教師展現了勝任的教學水準，顯然「適合教學」。	4
精通 *持續的勝任有少數或小問題和/或不一致。*	各領域所有的關鍵要點都能呈現，只有極少和微小的不一致，有良好的能力和技能。 教師能夠始終如一地將這些技能應用於 MBI 教學範圍內。	5
進階 *傑出的教學執行力、或即使在面臨困難團體成員也表現良好*	所有關鍵要點都能呈現相當的能力。教學特別有啟發性、流暢且出色。教師不再使用規則、指南或準則。他/她對問題有會心的了解，能以本然且靈活的方式去應對。即使面對困難(例如來自團體的挑戰)也游刃有餘。	6

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Domain 1: Coverage, pacing and organisation of session curriculum

Overview: This domain examines how well the teacher adequately addresses and covers the curriculum content of the session. This involves creating a skilful balance between the needs of the individual, the group and the requirements of teaching the course. In addition, the teacher is well organised with relevant course materials, has teaching aids readily available, and the room has been appropriately prepared for the group. The session is both well 'time managed' in relation to the curriculum and well paced with a sense of spaciousness, steadiness and lack of time pressure. Digressions are steered back into the session curriculum with tact and ease.

Five key features need to be considered when assessing this domain:

1. *Adherence to the form of the programme and coverage of themes and curriculum content*

2. *Responsiveness and flexibility in adhering to the session curriculum*

3. *Appropriateness of the themes and content (taking into account the stage of the programme and experience of the participants)*

4. *Level of organisation of the teacher, room and materials*

5. *The degree to which the session flows and is appropriately paced*

N.B.

i. Assessors must themselves have considerable direct teaching experience of the particular programme that is under review.

ii. Assessor requires a written guide to the particular course curriculum that is being followed. If any adaptations to the curriculum have been made, the rationale for these must be clear to the assessor.

The table overleaf is an example of issues that may arise.

To make ratings, use the levels of competency grid alongside the key features.

領域 1：涵蓋面、進行速度和講次課程結構（第 4 頁）

概述：本領域審視教師如何充分講述和涵蓋每一講的課程內容。 包括巧妙地平衡個人的需求 、團體以及課程內容的要求。 此外，教師有條理的安排合宜課程教材、可適時取用的教具，和適合團體的教室布置。 本講次的「時間管理」和課程內容安排皆良好、課程步調合適、穩健有餘裕、 沒有時間壓迫感，離題的部分都能善巧輕鬆的帶回團體課程內容。

在評估這個領域時需要考慮五個關鍵要點：

1. 遵守課程形式並且涵蓋主題和課程內容
2. 有回應與有彈性地依照講次課程內容來進行
3. 主題和內容的適當性（考慮課程進行階段和團體成員的經驗）
4. 教師的組織能力、教室和教材
5. 講次進行和適當節奏的程度

N.B.

1. 評估者本身必須對正在審查的特定課程有豐富的直接教學經驗。

2. 評估者對所評估的特定課程，需要有書面課程指南為其所本。如有改編課程，必須向評估者清楚說明理由。

背面的表格是可能出現的問題的例子。

要進行評級，請同時使用能力評估網格的級別與關鍵要點。

Domain 1: Coverage, pacing and organisation of session curriculum (cont)

	Examples
Incompetent	MBI session curriculum not covered or highly inappropriate. No attempt was made to structure session time. Session seemed aimless, overly rigid, or harmful.
Beginner	At least one of the five key features is present at a level that would be desirable for adequate MBI teaching, but significant levels of inconsistency exist across all key features. Examples include: adequate coverage of the session theme but to support participants' learning, the teaching needs to be more responsive to what is happening in the class, matched to the group/level and paced to be effective; curriculum has some relevant content, but there are significant omissions or inappropriate additions; sessions consistently rigid or very unstructured; themes consistently inappropriate for stage in course; teacher disorganised; and/or has significant problems with pacing or time management needs improvement (e.g., too slowly paced, too rapidly paced, time boundaries not adhered to).
Advanced Beginner	At least two of the five key features are present at a competent level, but difficulty and/or inconsistency is clearly evident in others. Examples include: some skill is evidenced in maintaining the form of the programme or covering the curriculum shown, but significant curriculum element missing or a curriculum element which is not part of session is introduced without clear rationale; at times rigid or overly unstructured; content and curriculum themes mostly appropriate but with some problems (i.e., teacher at times introducing an appropriate theme but at a suboptimum stage in the course); teacher sometimes disorganised; problems with pacing or time management at times (e.g. too slowly paced, too rapidly paced, time boundaries not adhered to).
Competent	All key features present to a good level of skill with some minor inconsistencies. Examples include: appropriate curriculum reasonably well covered; teacher used time effectively by tactfully limiting peripheral and unproductive discussion and/or by pacing the session appropriately for the group; content of curriculum themes largely appropriate; and teacher mostly well organised.
Proficient	All key features consistently present. Examples include: appropriate curriculum and form of programme clearly evidenced, well covered and adhered to with ease and spaciousness; evidence of balanced allocation of time; teacher maintained appropriate control over flow of dialogue and pacing of session; content and themes highly appropriate; appropriate level of flexibility in making curriculum choices; good level of organisation.
Advanced	All key features present to a high skill level. Examples include: excellent coverage, pacing and organisation of session curriculum; particularly high degree of flexibility, responsiveness, spaciousness and appropriate pacing while at the same time thoroughly addressing the key curriculum themes for the session. Difficult for reviewer to feed back any 'learning needs.'

領域 1：涵蓋面、進行速度和講次課程結構 (接續)

	舉例
不勝任	MBI 講次課程未涵蓋或極不適當。未試圖讓講次時間有結構。講次似乎沒有目標，內容過於僵化或有害。
初學者	五個關鍵要點至少呈現一個，且品質可滿足適當的 MBI 教學要求。 但在所有的關鍵要點之間，仍有明顯的不一致。 例子包括：適當涵蓋講次主題，但無法支持學員的學習，教學必需更能回應課堂當下狀況， 配合該團體/程度，有效的課堂節奏；課程內容雖有些相關性，但有明顯的遺漏或不適當的補充；講次始終顯得僵化或缺少結構性；主題不適合課程階段；教師亂無章法；和/或對教學節奏或時間管理須改進（例如節奏太慢、節奏過快、未能掌握時間）。
進階初學者	五個關鍵要點至少呈現兩個，且品質可達到勝任的水準。 但其他要點仍有明顯的困難和/或不一致。 例子包括：具備能夠維持課程的形式或涵蓋課程主題的某些技能，但課程要點明顯缺少或介紹不屬於本講次的內容而沒有清楚理由；有時顯得僵化或整體缺乏結構性；大部分的內容和課程主題是適當的，但有一些問題（即有時教師介紹的主題雖恰當，但介紹的課程階段時機不是最適合）；教師有時雜亂無章；有時會出現教學節奏或時間管理的問題（例如節奏太慢、節奏過快、未能掌握時間）。
勝任	所有關鍵要點都能呈現，且品質良好。只有些微不一致。 例子包括：適當的課程良好的涵蓋；教師有效的利用時間，限制離題或無效益的討論；講次節奏適合團體；課程主題內容大致恰當；教師組織能力大致良好。
精通	所有關鍵要點持續呈現。 例子包括：清楚可見適當的主題和課程的形式、充分的涵蓋和維持課程主題、從容且游刃有餘、證據顯示均衡的時間安排、教師適切的掌握課程的節奏和對話的交流、內容和主題非常恰當、課程主題合理性的有彈性，且教師有良好組織能力。
進階	所有關鍵要點達到技巧高超的水準。 例子包括：優秀的涵蓋包括、引導節奏和組織安排課程內容；非常有彈性、能回應、從容且游刃有餘，同時能夠深入的講述課程的主要題旨。讓評分者找不到需要學習改進的地方。

Domain 2: Relational skills

Overview: Mindfulness-based teaching is highly relational in that the practices themselves help us develop a new relationship both with ourselves and our experience. The qualities that the teacher brings to participants and the teaching process mirror the qualities that participants are learning to bring to themselves. Mindfulness is the awareness that emerges through paying attention to experience in a particular way: on purpose (the teacher is deliberate and focused when relating to participants in the sessions); in the present moment (the teacher has the intention to be whole heartedly present with participants); and non-judgmentally (the teacher brings a spirit of interest, deep respect and acceptance to participants) (Kabat-Zinn, 1990).

Five key features need to be considered in assessing this domain:

1. *Authenticity and potency* – relating in a way which seems genuine, honest and confident

2. *Connection and acceptance – actively attending to and connecting with participants and their present moment experience and conveying back an accurate and empathic understanding of this*

3. *Compassion and warmth – conveying a deep awareness, sensitivity, appreciation and openness to participants' experience*

4. *Curiosity and respect – conveying genuine interest in each participant and his/her experience while respecting each participants' vulnerabilities, boundaries and need for privacy*

5. *Mutuality – engaging with the participants in a mutual and collaborative working relationship*

N.B.
  i.   The relational aspect to mindfulness teaching is particularly related to **Domain 3** (Embodiment of mindfulness).

  ii. The intention in Domain 2 is to encompass those parts of the process that rely on the interpersonal connection between individual participants and teacher.

The table overleaf is an example of issues that may apply.

To make ratings, use the levels of competency grid alongside the key features.

領域 2：關係技能（第 6 頁）

概述：正念的教學與「關係」高度相關，因為這些練習本身，幫助我們能夠同時與自己和自己的經驗建立新的關係。教師身教的人的品質和教學內容的品質，反映了學習者正在學習的，帶給他們自己的內在品質。正念是，藉由一種特定的方式專注在經驗上，而產生的覺察：刻意的（教師在課堂中，和參與者的互動，是刻意且專注的。）；當下（教師刻意的全神貫與參與者互動);和不論斷（老師表露好奇，對參與者深表敬意和接納）（Kabat-Zinn，1990）。

在評估這個領域時需要考慮五個關鍵要點：：

1. *誠正和能力 - 以真誠，誠實和自信的方式建立關係*

2. *連結和接受 - 積極參與和連結參與者以及他們當下的經驗，並以準確和同理的了解來回應*
3. *慈悲和溫暖 - 對參與者的經驗表達深刻的覺知、敏銳、欣賞和開放*

4. *好奇和尊重–真心關注參與者和他/她的經驗，同時尊重每個參與者的脆弱、界限和隱私*
5. *相互關係 - 與參與者建立相互和合作的關係*

N.B.

i. 對正念教學的關係方面與領域 3 (正念的體現) 特別相關。

ii. 領域 2 的意圖是把個別參與者和教師之間人際聯繫的進展部分包括在內。

背面的表格是可能出現的問題的例子。

要進行評級，請將能力評估網格的級別與關鍵要點同時使用。

Domain 2: Relational skills (cont)

	Examples
Incompetent	Teacher has poor relational and interpersonal skills. Examples include: consistently 'missing the point' of what participants are communicating; aspects of the interpersonal process are destructive.
Beginner	At least one of the five key features is present at a level desirable for adequate MBI teaching, but there are significant levels of inconsistency across all key features. At times, the relational process is unsafe or harmful for participants. Examples include: acceptance of participants not demonstrated; lack of attuned attention; lack of sensitivity to participant vulnerability; teacher putting him/herself outside the process.
Advanced Beginner	At least two of the five key features are present at a competent level, but difficulty and/or inconsistency is clearly evident in others. Participants' safety is not compromised and there are no aspects of the relational process that are destructive to participants. Example includes: teacher's style at times impedes his/her ability to establish a relationship that enables engaged exploration (i.e. lack of connection, responsiveness, curiosity not conveyed, hesitant style, intellectualisation, and judgemental tone).
Competent	All key features are present to a good level of skill with some minor inconsistencies. Examples include: effective working relationships are generally formed with participants; teacher's relational style mostly facilitates participants to feel at ease, accepted and appreciated; teacher is confidently attentive to and interested in participants; teacher appropriately brings him/herself into the learning process (mutuality).
Proficient	All key features are consistently present with few minor inconsistencies. Examples include: teacher demonstrates very good relational skills and is strongly attuned to participants; the interactions are sensitive, responsive and respectful; excellent collaborative, mutual working relationships are formed; participants' boundaries and vulnerabilities are sensitively respected; teacher creates a relational process that allows participants to engage deeply with their learning.
Advanced	All key features present to a high skill level. Examples include: teacher demonstrates excellent relational effectiveness with a keen grasp of the participants' world; teacher consistently shows good levels of collaboration, compassion, openness, warmth, acceptance and responsiveness to participants. Difficult for reviewer to feed back any 'learning needs. '

領域 2：關係技能 (接續)

	舉例
不勝任	教師建立關係和人際技巧欠佳. 例子包括：持續的無法掌握與參與者的溝通內容；人際互動的許多方面是有害的。
初學者	五個關鍵要點至少呈現一個，且品質可滿足適當的 MBI 教學要求。 但在所有的關鍵要點之間，仍有明顯的不一致。有時建立關係的過程對參與者是不安全的或有害的。 例子包括：未能展現接納參與者、缺少調諧一致的專注力、缺少對於參與者脆弱性的敏感度、教師對於建立關係的過程置身度外。
進階初學者	五個關鍵要點至少呈現兩個，且品質可達到勝任的水準。 但其他要點仍有明顯的困難和不一致。參與者的安全不會受到損害，和參與者建立關係的過程並沒有看到有害的部分。 例子包括：教師的風格有時阻礙了建立可以進一步探索的關係(如：缺少連結、反應、未能展現好奇心、遲疑的風格、理智化和論斷的語氣)
勝任	所有關鍵要點都能呈現且品質良好。只有些微不一致。 例子包括：和參與者建立有效的工作關係、教師建立關係的風格、總是讓參與者感到自在、被接納和和被讚賞、老師充滿自信專注在參與者身上，對他/她感興趣、老師適當地把他/她帶入學習過程(相互性)。
精通	所有關鍵要點持續呈現，幾乎沒有些微不一致。 例子包括：教師表現出很好的關係技巧並強烈與參與者合拍、互動是敏銳的、有回應的、尊重的；良好的協同工作、形成相互的工作關係；參與者的界限和脆弱性受到敏銳的尊重；教師建立了一個允許參與者深入學習的關係過程。
進階	所有關鍵要點達到技巧高超的水準。 例子包括：教師展示了優秀的關係效能、敏銳地掌握參與者的內心世界、老師持續呈現良好水準的合作、同情心、開放、溫暖、對參與者的接納和回應。 讓評分者找不到需要學習改進的地方。

Domain 3: Embodiment of mindfulness

Overview: The teacher inhabits the practice of mindfulness. This is particularly conveyed through the teacher's body in terms of his/her physical and non-verbal expression. Embodiment of mindfulness involves the teacher sustaining connection and responsiveness to moment-by-moment arising (within self, within individuals and within the group) and bringing the core attitudinal foundations of mindfulness practice to all of this. These attitudes are non-judging, patience, beginner's mind, trust, non-striving, acceptance, and letting go (Kabat-Zinn, 1990).

Five key features need to be considered in assessing this domain:

1. *Present moment focus - expressed through behaviour and non-verbal communication*

2. *Present moment responsiveness - working with the emergent moment*

3. *Calmness and vitality - simultaneously conveying steadiness, ease, non-reactivity and alertness*

4. *Allowing – the teacher's behaviour is non-judging, patient, trusting, accepting and non-striving*

5. *Natural presence of the teacher – the teacher behaviour is authentic to their own intrinsic mode of operating*

N.B.
   i. Assessment of present moment awareness of and responsiveness to coverage and pacing of **the teaching process** is assessed in **Domain 1** (Coverage, pacing and organisation of session curriculum), and to **the group process** is assessed in **Domain 6** (Holding the group learning environment).

   ii. The qualities of mindfulness are conveyed throughout the whole teaching process. This domain intends to capture how these qualities are conveyed 'implicitly' through the teachers' non-verbal presence and how they hold themselves within the teaching process.

The table overleaf is an example of issues that may apply.

To make ratings use the levels of competency grid alongside the key features.

領域 3：正念的體現

概述：教師安住在正念的實踐中。特別經由教師的身體，以他/她的身体和非語言表達出來。正念的體現，涉及教師對於一刻接著一刻升起的當下(包括内在的自我、個人和團體)持續的連結和回應。並對所有這一切，帶入正念的核心態度。這些態度是不做評判、保持耐心、初心、信任、無為不強求，接納現狀，放下一切。(卡巴-金，1990 年)

在評估這個領域時需要考慮五個關鍵要點：

1. 聚焦當下時刻—經由行為和非口頭溝通表達

2. 回應當下時刻—在緊急時刻下工作

3. 鎮靜和活力—同時傳達穩定、放鬆、不隨之起舞和警醒

4. 允許—教師的行為不做評判、保持耐心、信任、接納、無為不強求

6. 教師的自然風度—教師的行為是真實的，以自己的自然樣貌來引導

N.B.
  i. 對於涵蓋課程和教學速度的當下覺察和回應的評估放在領域 1(課程的涵蓋面，進行速度和結構)，關於團體過程的評估放在領域 6(維持團體學習環境)。
  ii. 正念的品質貫穿了整個教學過程。這個領域旨在了解這些特質是如何「隱含地」透過教師的非語言存在來傳達，以及他們是如何在教學過程中穩定呈現自己。

背面的表格是可能出現的問題的例子。

要進行評級，請將能力評估網格的級別與關鍵要點同時使用。

Domain 3: Embodiment of mindfulness (cont)

	Examples
Incompetent	Embodiment of mindfulness is not conveyed. Examples include: absence of present moment focus/responsiveness. Attitudinal qualities of mindfulness are not in evidence and those that are conveyed have the potential for harm.
Beginner	At least one of the five key features is present at a level that would be desirable for adequate MBI teaching, but significant levels of inconsistency exist across all key features. Examples include: lack of consistent present moment focus/responsiveness; teacher not calm, at ease and alert; attitudinal qualities often not clearly in evidence; teacher's manner conveys restlessness and unease; teacher does not seem 'at home' in themselves or in the space.
Advanced Beginner	At least two of the five key features are present at a competent level, but difficulty and/or inconsistency is clearly evident in others; participants' safety is not compromised; no aspects of the embodied process is destructive to participants. Examples include: teacher evidences embodiment of several principles of mindfulness practice within the teaching process, but there is a lack of consistency (i.e. teacher demonstrates some skilful present moment internal and external connectedness but this is not sustained throughout); the teacher might seem 'steady' but there is a lack of vitality in the space or vice versa; teacher's bodily expression at times conveys qualities that are different from mindfulness (e.g. a sense of hurry, agitation and/or striving).
Competent	All key features present to a good level of skill with some minor inconsistencies. Examples include: teacher generally demonstrates an ability to communicate the attitudinal qualities of mindfulness practice through his/her bodily presence and is mostly present moment focused/responsive; teacher mostly seems natural and at ease.
Proficient	All key features consistently present with a good level of skill. Examples include: sustained levels of present moment focus through the teaching and demonstration of the range of attitudinal qualities of mindfulness throughout with very minor inconsistencies; the bodily expression of the teacher implicitly conveys the qualities of mindfulness; teacher is natural and at ease; teacher is authentic both to themselves and to the qualities of mindfulness.
Advanced	All key features present to a high-skill level. Examples include: teacher demonstrates exceptionally high levels of awareness of and responsiveness to the present moment throughout the teaching process; teacher has high levels of internal and external connectedness; teacher has attitudinal qualities of mindfulness present in a particularly inspiring way; teacher is highly authentic both to him/herself and to the qualities of mindfulness. Difficult for reviewer to find further 'learning needs' to feedback.

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領域 3：正念的體現(接續)

	舉例
不勝任	**正念的體現未能傳達**。 例子包括：未能聚焦當下時刻/回應當下時刻、未能展現正念態度的品質、傳達的正念態度可能有害。
初學者	五個關鍵要點至少呈現一個，且品質可滿足適當的 MBI 教學要求。 但在所有的關鍵要點之間，仍有明顯的不一致。 例子包括：沒有持續聚焦當下時刻/回應當下時刻；教師不鎮靜、不放鬆、也不警醒；看不到正念態度的品質；教師坐立不安、不自在；無論是自我內在或是教學現場，教師都沒有「回到家」的感覺。
進階初學者	五個關鍵要點至少呈現兩個，且品質可達到勝任的水準。 但其他要點仍有明顯的困難和不一致。參與者的安全不會受到損害，正念的體現的過程並沒有看到有有害的部分。 例子包括：教師在教學過程中，展現許多正念練習的原則，但是缺少一致性(例如教師展現某些熟練的內外聯結以回到當下的時刻，但是無法從頭到尾保持一致)。教師可能看起來很穩定但是在課堂中缺乏活力，反之亦然，有時表現的品質和正念不同(如：匆忙、焦躁和/或過度強求)
勝任	所有關鍵要點都能呈現，且品質良好。只有些微不一致。 例子包括：教師總是能夠藉由個人的身體體現，來示範正念練習中應有的態度品質、大部分能夠聚焦當下時刻/回應當下時刻、教師大部分是自然且放鬆的。
精通	所有關鍵要點持續呈現且技巧良好。 例子包括：教學過程中持續聚焦當下，自始至終都能展現正念練習中應有的態度品質的廣度，過程中只有些微不一致；教師的肢體表達傳遞了正念的品質；教師是自然且放鬆的；無論是自我的品質還是正念的品質，教師都是很真實可靠的。
進階	所有關鍵要點呈現技巧高超的水準。 例子包括：在教學過程中，對於覺察和回應當下，教師有極高的水準的表現、教師有高水準的自我內在和環境外在的連結能力、教師的正念態度品質，特別具有啟發性、讓評分者找不到需要學習改進的地方。

2-93

Domain 4: Guiding mindfulness practices

Overview: The teacher offers guidance that describes accurately what the participant is being invited to do in the practice, and includes all the elements required in that practice. The teacher's guidance enables participants to relate skilfully to mind wandering (seeing this as a natural mind process, working gently but firmly to cultivate the skill to recognise when the mind has wandered and to bring the attention back). In addition, his/her guidance suggests the attitudes to bring to oneself and one's experience throughout the practice. The practices offer balanced spaciousness with precision. Skilful use of language is key to conveying all this.

Three key features need to be considered in assessing this domain:

1. *Language is clear, precise, accurate and accessible while conveying spaciousness.*

2. *The teacher guides the practice in a way that makes the key learning for each practice available to participants (see checklists for each practice in the manual).*

3. *The particular elements to consider when guiding each practice are appropriately present (see checklists for each practice in the manual).*

N.B.

   i.   The embodiment of mindfulness is a crucial underpinning to practice guidance, and should be assessed under **Domain 3** (Embodiment of mindfulness).

   ii. This is the only domain that covers a particular 'curriculum element' and is thus structured differently. The key features link to specific learning intentions and guiding considerations for the each of the core practices which are detailed in the manual.

The table overleaf is an example of issues that may apply.

To make ratings, use the levels of competency grid alongside the key features.

領域 4：正念練習引導

概述：教師的引導，清楚地描述了參與者練習中要做的事項，並且包含了練習中的所有要素。教師的引導使參與者能夠巧妙地將自我與心的遊移聯結起來（把這看作是一種心的自然過程，溫柔但堅定地，去培養辨識心的遊移和帶回到專注力的技巧）。此外，他/她的引導帶領了參與者，在練習過程中，如何去看待自己和自己的經驗。讓這些練習在寬廣度和精確度，兩方面都取得平衡，而如何巧妙地使用語言，則是這一切的關鍵。

在評估這個領域時需要考慮三個關鍵要點：

1.語言清晰、精準、正確、通順暢達。

2. 教師引導練習的方式，能夠讓參與者知道每個練習的學習重點（參見手冊中每個練習的清單）。
3.在指導練習時，能夠適當呈現須注意的特別要素（參見手冊中每個練習的清單）。

N.B.

I. 正念的體現是練習引導的重要基礎，應在領域 3（正念的體現）下進行評估。

II 這是涵蓋某一特定「課程要素」的唯一領域，因此有不同的結構。
　關鍵要點和手冊中，詳述的每個核心練習以及每個練習的具體學習意圖和引導考量都息息相關。

背面的表格是可能出現的問題的例子。

要進行評級，請將能力評估網格的級別與關鍵要點同時使用。

2-95

Domain 4: Guiding mindfulness practices (cont)

	Examples
Incompetent	Guidance is inaccurate and unclear. Key feature(s) of guiding practices are absent. The guidance offers an unsafe holding atmosphere.
Beginner	At least one of the three key features is present at a level that would be desirable for adequate MBI teaching, but significant levels of inconsistency exist across all key features. Examples include: teacher attempts to offer guidance in an appropriate way, but significant errors, gaps and inconsistencies exist; language is imprecise and does not invite spaciousness; working with mind wandering is not skilfully guided (i.e., it is seen as a problem).
Advanced Beginner	At least two of the three key features are present at a competent level, but difficulty and/or inconsistency is clearly evident in others. Adequate care is taken of participants' emotional and physical safety. Examples include: some guidance offered clearly, accurately and appropriately but language conveys a sense of striving for results; key learning from practice inconsistently available to participants; elements to consider when guiding each practice are inconsistently adhered to.
Competent	All key features present to a good level of skill with some minor inconsistencies. Examples include: guidance is generally clear and accurate, but slight lack of precision; sense of spaciousness not conveyed and/or language not always invitational; key learning from practice mostly available to participants; elements to consider when guiding each practice are mostly adhered to.
Proficient	All key features consistently present with a good level of skill. Examples include: practice guidance is good, conveying both precision and spaciousness; elements to consider in guiding are clearly integrated; key learning for practice is available to participants through the guidance.
Advanced	All key features present to a high skill level. Examples include: exceptionally skilful guidance with all features consistently present with very good level of skill. Creative and inspiring guidance on working with physical and emotional 'edges' and boundaries. Difficult for reviewer to find further 'learning needs' to feedback.

2-96

領域 4：正念練習指導(接續)

	舉例
不勝任	引導既不正確也不清楚。引導練習中沒有關鍵要點。 引導的氣氛是不安全的。
初學者	三個關鍵要點至少呈現一個，且品質可滿足適當的 MBI 教學要求。 但在所有的關鍵要點之間，仍有明顯的不一致。 例子包括：教師試圖以適當的方式引導，但是仍有明顯的錯誤，間斷和不連貫、用語不精確而且無法創造出空間感、無法有技巧的處理心的遊移的問題(比方說，如果心的遊移是個問題的話)。
進階初學者	三個關鍵要點至少呈現兩個，且品質可達到勝任的水準。 但其他要點仍有明顯的困難和不一致。會適切的照顧參與者的身心安全。 例子包括：某些引導清楚正確和適當，但用語有種竭力而為的感覺、在練習中，參與者有時無法學到關鍵學習重點、引導練習所要考慮的要素有時沒有呈現。
勝任	所有關鍵要點都能呈現且品質良好。只有些微不一致。 例子包括：引導大致上清楚正確，但些微缺少精確性、空間感沒有傳達出來和/或引導語沒有持續殷勤邀請參與者、參與者大致上可以學到關鍵學習重點、引導練習所要考慮的要素大致都有呈現。
精通	所有關鍵要點持續呈現且技巧良好。 例子包括：良好的練習引導，既精確又保留了空間、引導練習所要考慮的要素清楚的整合起來、在練習中，參與者全程皆可掌握關鍵學習重點。
進階	所有關鍵要點呈現技巧高超的水準。 例子包括：傑出的引導，所有要點皆持續呈現並達極好的水準、富創意又有啟發性的引導，開拓了身心的邊界和界線、讓評分者找不到需要學習改進的地方。

Domain 5: Conveying course themes through interactive inquiry and didactic teaching

Overview: This domain assesses the skill of conveying course themes interactively to participants. These are at times explicitly drawn out and underlined by the teacher and at other times emerge implicitly. The domain includes inquiry, group dialogue, use of stories and poems, facilitating group exercises, orienting participants to session/course themes, and didactic teaching. A large part of each session is taken up by interactive teaching processes – reviewing/inquiring into the experience of mindfulness practices during the session and at home, drawing out experience during and after group exercises, and offering didactic teaching in an interactive and participatory manner. This exploratory way of approaching experience illuminates the habitual tendencies and patterns of the human mind and offers a training in a way of investigating and working with experience beyond the programme. Participants' difficulties (e.g., avoidance, distress, emotional reactivity) in sessions are crucial opportunities to convey course themes, and the way the teacher works in these moments should be given weight in assessing overall, and in this domain in particular.

Four key features need to be considered in assessing this domain:

1. Experiential focus – supporting participants to notice and describe the different elements of direct experience and their interaction with each other; teaching themes are consistently linked to this direct experience.

2. Moving around the layers within the inquiry process (direct experience, reflection on direct experience, and linking both to wider learning) with a predominant focus on process rather than content.

3. Conveying learning themes through skilful teaching using a range of teaching approaches, including: inquiry; didactic teaching; experiential and group exercises; stories; poems, and action methods etc.

4. Fluency, confidence and ease

N.B.

i. Although course themes are conveyed through all elements of the course, this domain only covers the teacher's skill during the **inquiry process, didactic teaching** and **facilitation of group exercises** (i.e. not during guiding mindfulness practices).

ii. This domain assesses the skill with which the teacher conveys the teaching themes – the presence of the themes themselves is rated in **Domain 1** (Coverage, pacing and organisation of session curriculum).

iii. Embodiment of mindfulness is a crucial underpinning to interactive teaching and should be assessed under **Domain 3** (Embodiment of mindfulness).

iv. Inquiry relies on there being skilful relational connection between teacher and participant (**Domain 2** - Relational Skills) and skilful holding of the group (**Domain 6** - Holding the group Learning Environment). Assessing this domain requires delineation of these aspects to the process within these other domains.

The table overleaf is an example of issues that may apply.

To make ratings use the levels of competency grid alongside the key features.

領域 5：通過探詢和互動教學傳達課程主題

概述：此領域評估教師以互動的方式，傳達課程主題給參與者的能力。有時候教師會明確地揭示要點並強調，有時候則是融入在課程中。此評估領域包括了探詢、小組對話、使用故事和詩歌、促進小組練習、引導學員進入授課時間／課程主題、以及教誨式教學。每次授課大部分時間都以互動式教學進行— 回顧／探詢在課堂上和家中的正念練習經驗，汲取團體的練習經驗，並以互動和參與的方式進行教誨式教學。探索並顯明人心的慣性傾向和型態，然後以不受限於課程本身的方式，提供檢視和處理這些經驗的訓練。授課時參與者的困難 (如迴避、痛苦、情緒反應)，在課程主題的傳達上，乃一關鍵性機會。當下教師的回應方式，在評估教師整體表現上應予考量，特別是在此領域。

在評估這個領域時需要考慮四個關鍵要點：

3. 聚焦體驗－協助參與者，覺察和描述其直接體驗中的不同要素及其相互作用；教學主題始終與直接的體驗聯結在一起。

4. 在探詢過程中考量各個層次（直接體驗、對直接體驗的反思、聯結前兩者到更寬廣的學習），主要著重於過程而不是內容本身。

4. 藉由技巧的教學，傳達學習主題，並使用一系列教學方法，包括：探詢、教誨式教學、體驗和小組練習、故事、詩歌和行動融入法等。

4. 流暢、自信和輕鬆

N.B.

i. 雖然課程主題的傳達，涵蓋了所有的課程要點，但此領域只評估教師的下列技巧: 探詢過程、教誨式教學和促進小組練習（即非被引導正念練習時）。

ii. 此領域評估教師傳達教學主題的技巧—傳達技巧的評估已被歸在領域 1（**課程的涵蓋面、進行速度和結構**）

iii. 正念的體現是交互式教學的重要基礎，應在領域 3（正念的體現）下進行評估。

iv. 探詢端賴於教師與參與者之間巧妙的關係連接（領域 2-關係技能）和熟練的團體維持（領域 6-維持團體學習環境）。評估這個領域需要將這些方面描述到這些其他領域的過程中。

背面的表格是可能出現的問題的例子。

要進行評級，請將能力評估網格的級別與關鍵要點同時使用。

Domain 5: Conveying course themes through interactive inquiry and didactic teaching (cont)

	Examples
Incompetent	Teaching process unclear and inconsistent with principles of mindfulness-based teaching. Examples include: teacher makes no attempt to elicit specific elements of direct experience; teacher not familiar with material; over reliance on didactic teaching, debate or persuasion; the inquiry process has the potential for causing harm.
Beginner	At least one of the four key features is present at a level that would be desirable for adequate MBI teaching, but there are significant levels of inconsistency across all key features. Examples include: highly inconsistent attempts to elicit specific aspects of direct experience; teaching process predominantly in one layer (i.e. teacher harvests direct experience, but does not weave it into course teaching themes); teaching process conveys some teaching themes, but considerable inconsistency; teaching style dull, un-engaging and lacking fluidity; teaching approach does not generally bring the teaching to life for participants.
Advanced Beginner	At least two of the four key features are at a competent level, but difficulty and/or inconsistency is clearly evident in other key features; teaching process is adequate but basic. Participants' safety is not compromised; no aspects of the inquiry process are destructive to participants. Examples include: teacher uses specific aspects of direct experience and integrates it with teaching themes, but there is a lack of fluidity and clarity in communicating themes; lack of familiarity with material; lack of relevancy of material to participants; teaching approaches convey some learning themes but at a basic level.
Competent	All key features present to a good level of skill with some minor inconsistencies. Examples include: teaching process generally conveys key teaching themes in an understandable and accessible manner; teacher employs a range of teaching methods effectively to bring the learning themes to life; teacher reasonably fluid and familiar with material; there are some inconsistencies or gaps, e.g. teacher does not fully integrate direct experience of participants into the material.
Proficient	All key features consistently present. Examples include: teacher deeply familiar with the material; participants' direct experience thoroughly integrated into the teaching; teaching is 'alive' and learning is obviously taking place; creative range of teaching approaches are used to highlight learning themes in a compelling way.
Advanced	All key features present to a high skill level. Examples include: highly skilful and inspiring teaching skills precisely and sensitively draws out elements of experience; teacher works in an interactive and participatory way with the group to explore experience; range of key teaching themes conveyed in a highly accessible, engaging manner and connected with the personal direct experience of participants and the teacher when appropriate; teacher thoroughly 'at home' and familiar with the material from many angles; teaching feels 'alive' and highly engaging. Difficult for reviewer to find further 'learning needs' to feedback.

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領域 5：通過探詢和互動教學傳達課程主題(接續)

	舉例
不勝任	教學的過程不清楚， 也和以正念為基礎的教學原則不一致。 例子包括：教師缺乏嘗試引入與直接經驗相關的特別要素的意圖、教師不熟悉教材、過度依賴教誨式教學法，好辯或勸導、探詢的過程可能有害。
初學者	四個關鍵要點至少呈現一個，且品質可滿足適當的 MBI 教學要求。 但在所有的關鍵要點之間，仍有明顯的不一致。 例子包括：在引入與直接經驗相關的特別要素的意圖上，非常不一致、教學只限於單一層面(比如教師只採集直接經驗，沒有將它編排進入課程教學主題)、教學過程傳達了一些教學主題 ，但是相當的不一致、教學過程沉悶，不吸引人而且缺少流暢性、教學方法一般來說不生動有趣。
進階 初學者	三個關鍵要點至少呈現兩個，且品質可達到勝任的水準。 但其他要點仍有明顯的困難和不一致。教學過程適當但十分基本。會適切的照顧參與者的身心安全。探詢過程對參與者不會有害。 例子包括：教師使用直接經驗中的特別部分，將其整合在教學主題中，然而在溝通主題時，不夠流暢和清楚、對教材不熟悉、教材和參與者不相關、教學包含某些學習主題但十分基本。
勝任	所有關鍵要點都能呈現且品質良好。只有些微不一致。 例子包括：教學過程中，傳達重要教學主題的方式常是可理解和平易近人的、教師有效的運用教學法，為學習主題的教學注入生命、教師有適度的流暢性也熟悉教材、也一些不一致或間斷，如：教師沒有完全整合參與者的直接經驗作為教材。
精通	所有關鍵要點持續呈現。 例子包括：教師精通教材、參與者的直接經驗徹底的整合入教材、教學生動活潑且學習效果明顯、以創意式的教學法來強調學習主題，具吸引力。
進階	所有關鍵要點呈現技巧高超的水準。 例子包括：教學技巧傑出且富啟發性，精準又敏銳地將經驗中的要素提取出來、教師以互動且參與的方式和團體一起探索經驗、以極為平易近人和吸引人的方式，傳達重要教學主題，而這些主題恰當地和參與者與教師的個人的經驗相聯結、教師完全「在家」且對教材瞭若指掌、教學生動活潑極具吸引力。 讓評分者找不到需要學習改進的地方。

Domain 6: Holding the group learning environment

Overview: The whole teaching process takes place within the context of a group, which if facilitated effectively becomes a vehicle for connecting participants with the universality of the processes being explored. The teacher creates a 'container' or learning environment that 'holds' the group and within which the teaching can effectively take place. The teacher works responsively with group process through bringing an appropriate leadership style to the teaching; through taking good care of group safety, trust and boundary issues; through employing a teaching style that takes account of the individual within the context of the group, and balances the needs of both; through using the group process to draw out universal learning themes; through working with and responding to group development processes by managing the various phases of group formation, development and ending. The teacher is able to 'tune into,' connect with, and respond appropriately to shifts and changes in group mood and characteristics.

Four key features need to be considered in assessing this domain:

1. *Learning container – creating and sustaining a rich learning environment made safe through careful management of issues such as ground rules, boundaries and confidentiality, but which is simultaneously a place in which participants can explore and take risks.*

2. *Group development – clear management of the group development processes over the eight weeks, particularly regarding the management of the group in terms of beginnings, endings and challenges.*

3. *Personal to universal learning – the teacher consistently opens the learning process towards connection with the universality and common humanity of the processes under exploration.*

4. *Leadership style – offers sustained 'holding,' demonstrates authority and potency without imposing the teacher's views on participants.*

The table overleaf is an example of issues that may apply.

To make ratings use levels of competency grid alongside the key features.

領域 6：維持團體學習環境

概述：整個教學過程是以小組的方式進行的，這個小組可以成為有效的載具，將參與者與所探索過程的普遍性連接起來。教師創造一個「容器」或學習環境，「涵容」教學小組，並在其中有效地進行教學。教師採取適當的領導風格教學，回應團體進行的過程，並照顧好團體的安全，信任和界線；教學風格是在團體的脈絡下仍能顧及每個成員，並能在兩者間取得平衡。在團體進行過程中，擷取出共通的學習主題，藉由團體形成成長和結束的不同階段時期經營，和團體一起工作並回應團體的成長過程。教師可以調整、連結、回應團體的情緒和特質的變化。

在評估這個領域時需要考慮四個關鍵要點：

1 *.學習容器 – 藉由小心處理基本規定，界線和保密等議題，創造並維持了一個豐富的學習環境，這環境同時也是參與者探索和冒險的地方。*

2. *團體成長 – 在八個星期中，明確地經營團體的成長過程，特別是團體的起點、終點和各種挑戰。*

3. *由個別化到普同性的學習 – 教師持續地開啟學習過程，朝向普同性，並且和探索過程展現的共通人性相連接。*

4. *領導風格 - 持續的「維持」，展現權威和能力，但不把老師的看法強加在參與者身上。*

背面的表格是可能出現的問題的例子。

要進行評級，請將能力評估網格的級別與關鍵要點同時使用。

Domain 6: Holding the group learning environment (cont)

	Examples
Incompetent	Group learning environment is managed ineffectively and unsafely.
Beginner	At least one of the four key features is present at a level that would be desirable for adequate MBI teaching, but there are significant levels of inconsistency across all key features. Examples include: teacher does not adequately attend to group boundaries and safety and lacks skill in managing group stages/process; leadership style ineffective or inappropriate; the movement from personal story to universal learning themes is absent.
Advanced Beginner	At least two of the four key features at a competent level but some difficulty and/or inconsistency clearly evident in others; participants' safety is not compromised; no aspect of the process is unsafe for participants. Examples include: some inconsistency in managing aspects of group process; communication style during inquiry may be overly focused on the individual to the exclusion of awareness of group process; awareness of normal group development processes may not be clearly integrated into teaching; leadership style appropriate but perhaps lacking in 'potency;' inconsistent 'holding' of the group environment.
Competent	All key features present to a good level of skill with some minor inconsistencies. Examples include: sensitivity and awareness of group process is generally integrated into the teaching; safety is handled appropriately; learning container is well managed by teacher, enabling participants to engage with the process; individual experience is held within the context of wider learning; leadership approach is clear and generally well held.
Proficient	All key features consistently present. Examples include: teacher demonstrates well-developed skills working with and facilitating the group learning environment; teacher skilfully includes the group in the field of his/her awareness, is connected with the issues arising in the group and responds to them appropriately; moves fluidly and respectfully from personal story to universal themes; leadership style is engaging, confident and potent.
Advanced	All key features present to a high skill level. Examples include: teacher demonstrates excellent group working skills as evidenced by a highly responsive and skilful way of working with group process while meeting the needs of individuals; highly engaging leadership style. Difficult for reviewer to find further 'learning needs' to feedback.

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領域 6：維持團體學習環境(接續)

	舉例
不勝任	團體的學習環境經營的沒有效率而且不安全.
初學者	四個關鍵要點至少呈現一個，且品質可滿足適當的 MBI 教學要求。 但在所有的關鍵要點之間，仍有明顯的不一致。 例子包括：教師沒有適切注意團體界線和安全，也缺乏經營團體階段/進行的技能、無效率或不適切的領導風格、缺少轉化個人故事為共同學習主題的行動。
進階初學者	四個關鍵要點至少呈現兩個，且品質可達到勝任的水準。 但其他要點仍有明顯的困難和不一致。會適切的照顧參與者的身心安全。過程中沒有地方會讓參與者不安全。 例子包括：營造團體進行過程的方式不一致、探詢的溝通方式過度聚焦在個人，以至於未能察覺團體的進行過程、覺察到正常團體的進行過程，但未能明確整合在教學中、領導風格適當但欠缺潛力、維持團體環境的表現不一致。
勝任	所有關鍵要點都能呈現，且品質良好。只有些微不一致。 例子包括：敏銳覺察團體的進行過程且可整合在教學中、適當的維護團體安全、教師適當的經營學習容器，讓參與者可以融入團體的進行過程、個人的經驗可以被涵容在更寬廣的學習環境中、領導風格清晰且維持一致。
精通	所有關鍵要點持續呈現。 例子包括：教師的技能成熟，能營造和促進團體學習環境。 教師善巧的在自我覺察中也同時覺察整個團體，和團體中的議題相聯結，並適切回應。在個人故事和普同主題間，帶著敬意往來自如。領導風格是專注自信有能力的。
進階	所有關鍵要點呈現技巧高超的水準。 例子包括：教師的團體技能傑出，完全能夠應對並善巧的營造團體進行，同時也能回應個別需求、高度參與的領導風格、讓評分者找不到需要學習改進的地方。

Assessing mindfulness-based teacher competence

Teacher:

Date of session and session number:

Assessor:

Date of Assessment:

( ) Video recording   ( ) Live Observation

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評估正念教師的能力

教師：

講次日期和講次號碼：

評估者：

評估日期：

（ ）提供錄影　　　　　　　　　　　　（ ）現場觀察

				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	Adherence to curriculum Responsiveness and flexibility within adherence Appropriateness of themes and content Organisation of teacher, room and materials Session flow and pacing						
Relational skills	Authenticity and potency Connection and acceptance Compassion and warmth Curiosity and respect Mutuality						
Embodiment of mindfulness	Present moment focus Present moment responsiveness Calmness and alertness Allowing: non-judging, trust, acceptance, non-striving Natural presence of the teacher						
Guiding mindfulness practices	Precise and spacious language Key learning for each practice available Considers elements when guiding						
Conveying course themes through interactive inquiry and didactic teaching	Experiential focus Layers within the inquiry process Teaching skills/ conveying learning Fluency						
Holding the group learning environment	Learning container Group development Personal to universal Leadership style						

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正念介入療法教學評估標準 –綜合表							
領域	關鍵要點 (使用下頁提供量性的回饋)	不勝任 1	初學者 2	進階初學者 3	勝任 4	精通 5	進階 6
課程的涵蓋面、進行速度和結構	遵守課程形式 有回應與有彈性地依照團體課程內容來進行 主題和內容的適當性 教師教室和教材的組織性 課程進行和節奏						
關係技能	誠正和能力 連結和接受 慈悲和溫暖 好奇和尊重 相互關係						
正念的體現	聚焦當下時刻 回應當下時刻 鎮靜和活力 容許：不判斷、信任、接納、不強求 教師的自然風度						
正念練習引導	語言精準又開闊 每個練習的學習重點都具備 引導練習時能考慮學習要素						
通過探詢和互動教學傳達課程主題	聚焦體驗 探詢中考量各個層次 教學技巧及主題傳遞 流暢						
維持團體學習環境	教學容器 團體發展 個人到普同 領導風格						

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MINDFULNESS-BASED INTERVENTIONS: TEACHING ASSESSMENT CRITERIA – COMMENTARY SHEET		
Domain	Teaching strengths	Learning needs
1. Coverage, pacing and organisation of session curriculum		
2. Relational skills		
3. Embodiment of mindfulness		
4. Guiding mindfulness practices		
5. Conveying course themes through interactive inquiry and didactic teaching		
6. Holding the group learning environment		

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正念介入療法教學評估標準 – 評語表		
領域	教學強項	學習需求
1. 課程的涵蓋面、進行速度和結構		
2. 關係技能		
3. 正念的體現		
4. 正念練習引導		
5. 通過探詢和互動教學傳達課程主題		
6. 維持團體學習環境		

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[Mindfulness Centre sets out the MBCT Training Pathway and offers Assessment of MBCT Teacher Competence](#).

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