

The Bangor, Exeter and Oxford Mindfulness-Based Interventions: Teaching Assessment Criteria

(From the work of Rebecca Crane et al.; 2010, 2012, 2013)

Domains of Competence

- **Coverage, pacing and organization of session curriculum**
 - “Adherence to the form of the program and coverage of themes and curriculum content.
 - Responsiveness and flexibility in adhering to session curriculum
 - Appropriateness of themes and content (taking into account the stage of the program and experience of the participants)
 - Level of organization of the teacher, room and materials
 - The degree to which the session flows and is appropriately paced” MBI-TAC, 2016, pg. 15
- **Relational skills**
 - “Authenticity and potency: Relating in a way which seems genuine, honest and confident
 - Connection and acceptance: Actively attending and connecting with participants and their present moment experience and conveying back an accurate and empathic understanding of this
 - Compassion and warmth: Conveying a deep awareness, sensitivity, appreciation and openness to participants’ experience
 - Curiosity and respect: Conveying genuine interest in each participant and his/her experience while respecting ...vulnerabilities, boundaries and need for privacy
 - Mutuality: Engaging with participants in a mutual collaborative working relationship” MBI-TAC, 2016, pg. 19
- **Embodiment of mindfulness**
 - “Present moment focus: Expressed through behavior and and non-verbal communication
 - Present moment responsiveness: working with the emergent moment
 - Calm & vitality: Simultaneously conveying steadiness, ease, non-reactivity, and alertness
 - Allowing: The teachers’ behavior is non-judging, patient, trusting, accepting and non-striving
 - Natural presence of the teacher: Teacher’s behavior is authentic to their own intrinsic mode of operating” MBI-TAC, 2016, pg 23.
- **Guiding mindfulness practices**
 - “Language is clear, precise, accurate and accessible while conveying spaciousness
 - The teacher guides the practice in a way which makes the key learning for each practice available to participants (see checklists for each practice)
 - The particular elements to consider when guiding each practice are appropriately present (see checklists for each practice)” MBI-TAC, 2016, pg 29

- **Conveying course themes through interactive teaching**

- “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
- 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
- Conveying learning themes through skillful teaching using a range of teaching approaches including inquiry, didactic teaching, experiential and group exercises, stories, poems, and acting methods, etc.
- Fluency, confidence and ease” MBI-TAC, 2016, pg. 37

- **Holding of group learning environment**

- “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
- Group development: Clear management of group development processes over the 8-weeks—particularly regarding the management of the group in terms of beginnings, endings and challenges
- Personal to universal learning: The teacher consistently opens the learning process towards connection with the universality and common humanity of the processes under exploration
- Leadership style: Offers sustained ‘holding,’ demonstrating authority and potency without imposing the teacher’s views on participants.”
MBI-TAC, 2016, pg. 43