

MBSR Teacher Qualities

Presentation of material:

- Is the language practical and readily accessible?**
- Are essentials of mindfulness practice expressed clearly?**
- Clear guidance in meditation?**
- Clear guidance in yoga?**
- Clarity in presenting elements of curriculum – deliver what is intended (content)**
- Tone of voice**
- Personal presence**
- Body language**
- Making meaning of the practice**
- Connecting practice to everyday life**

Group facilitation skills:

- Ability to manage diverse participants**
- Encourage dialogue**
- Answer information questions clearly**
- Avoid giving advice**
- Perceive difference between opportunity for dialogue or need for information**
- Create comfortable, trusting atmosphere – nurturing a felt sense of community**
- Sense of humor**
- Wide range of affect**
- Ability to be present with whatever comes up**
- Resiliency and emotional flexibility**
- Aware of changes in group energy – ability to work with energy ups and downs –
when do we “lose the group?”**
- Ability to keep participants engaged while:**
 - Leading discussions**
 - Teaching didactically**
 - Telling stories/reading poems**
- Ability to “weave together” or refer back to thematic elements, questions and
comments from other moments in class discussions**
- Ability to balance and blend the discussion with the group’s agenda, teacher’s
agenda, and curriculum**
- Capacity to attend to what is actually happening**
- Capacity to see what is happening behaviorally**
- Appropriate responsiveness**
- Ability to assess one’s inner state**

Fundamentally, teaching MBSR is an opportunity for the teacher to practice mindfulness in every moment.