

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	<i>Adherence to curriculum Responsiveness and flexibility in adhering Appropriateness of themes and content Organisation of teacher, room and materials Session flow and pacing</i>						
Relational skills	<i>Authenticity and potency Connection and acceptance Compassion and warmth Curiosity and respect Mutuality</i>						
Embodiment of mindfulness	<i>Present moment focus Present moment responsiveness Steadiness and alertness Attitudinal foundations Person of the teacher</i>						
Guiding mindfulness practices	<i>Language – precise and spacious Key learning for each practice available Elements to consider when guiding</i>						
Conveying course themes through interactive inquiry and didactic teaching	<i>Experiential focus Layers within the inquiry process Teaching skills/ conveying learning Fluency</i>						

Holding the group learning environment	<i>Learning container</i> <i>Group development</i> <i>Common humanity</i> <i>Leadership style</i>						
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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		