

What makes an effective teacher?



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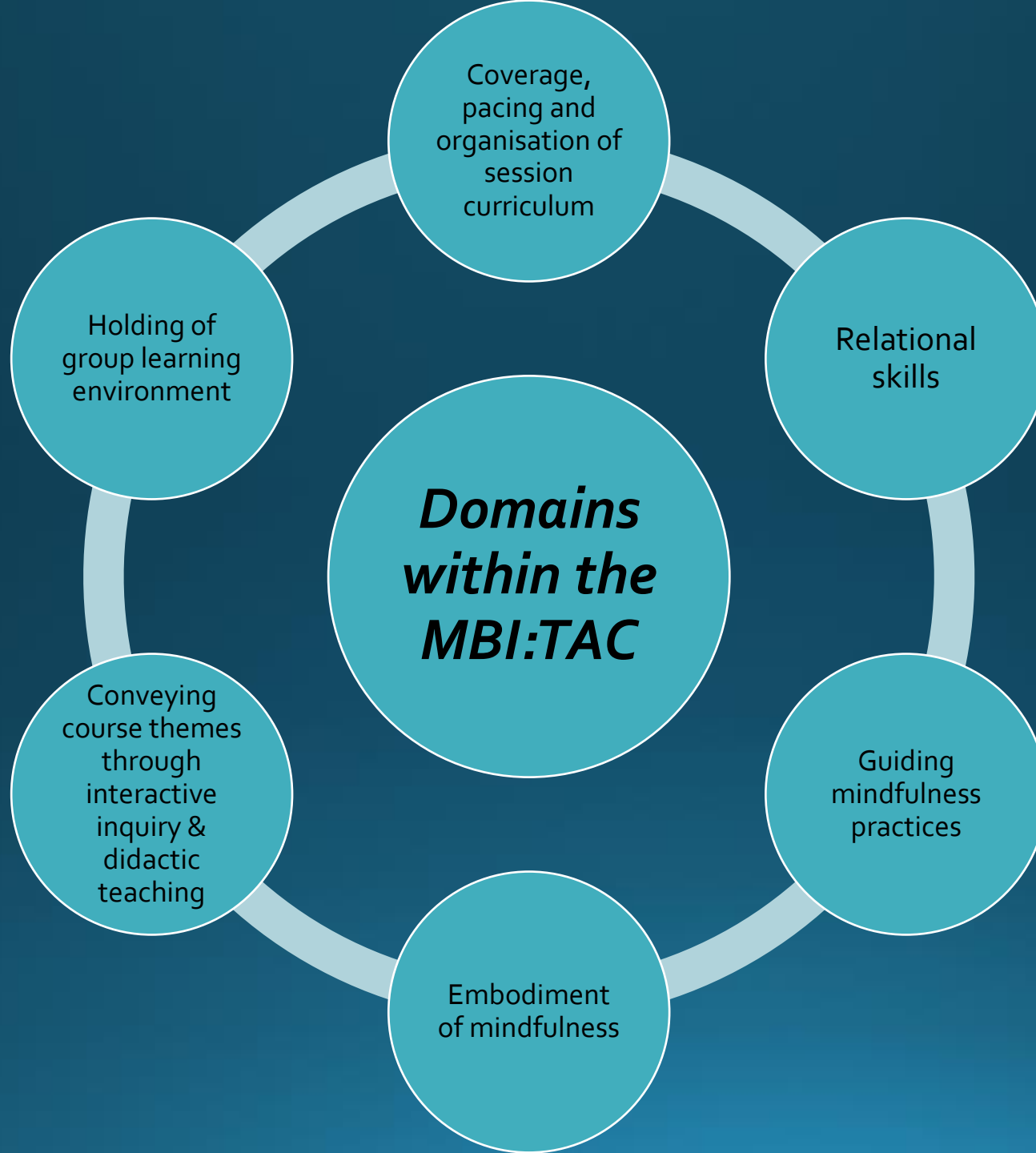
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Outline

- The skills of a MB teacher?
- How to we resource ourselves?





The diagram consists of two large, teal-colored arrows pointing towards each other, meeting at a central point. The arrow on the left points to the right and contains the word 'Instrumental'. The arrow on the right points to the left and contains the words 'Non-instrumental'. The background is a dark teal color.

Instrumental

Non-
instrumental

Embodiment

TRUST

CURIOSITY

NON-STRIVING

ACCEPTANCE

PATIENCE

LETTING GO

NON-JUDGING

Mindfully attending

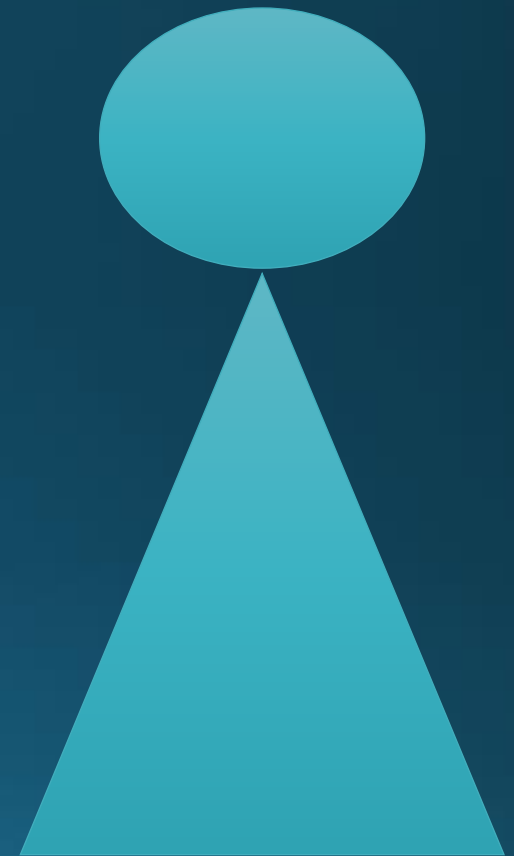
To the
curriculum and
the teaching
process



To the group



To individuals



Inhabiting the human....

What stands in the way
becomes the way

Marcus Aurelius

Layers of reality

Bigger
truths of the
universe

Pragmatics
of the
systems we
inhabit

Bridging paradigms/worlds

SCIENCE/EMPIRICISM

The MB-TEACHER

Contemplative
practices

Mainstream
institutions,
academia, politics
etc

'From the beginning there was one primary and compelling reason for attempting to bring mindfulness into mainstream society.

That was to relieve suffering and catalase greater compassion and wisdom into our lives'

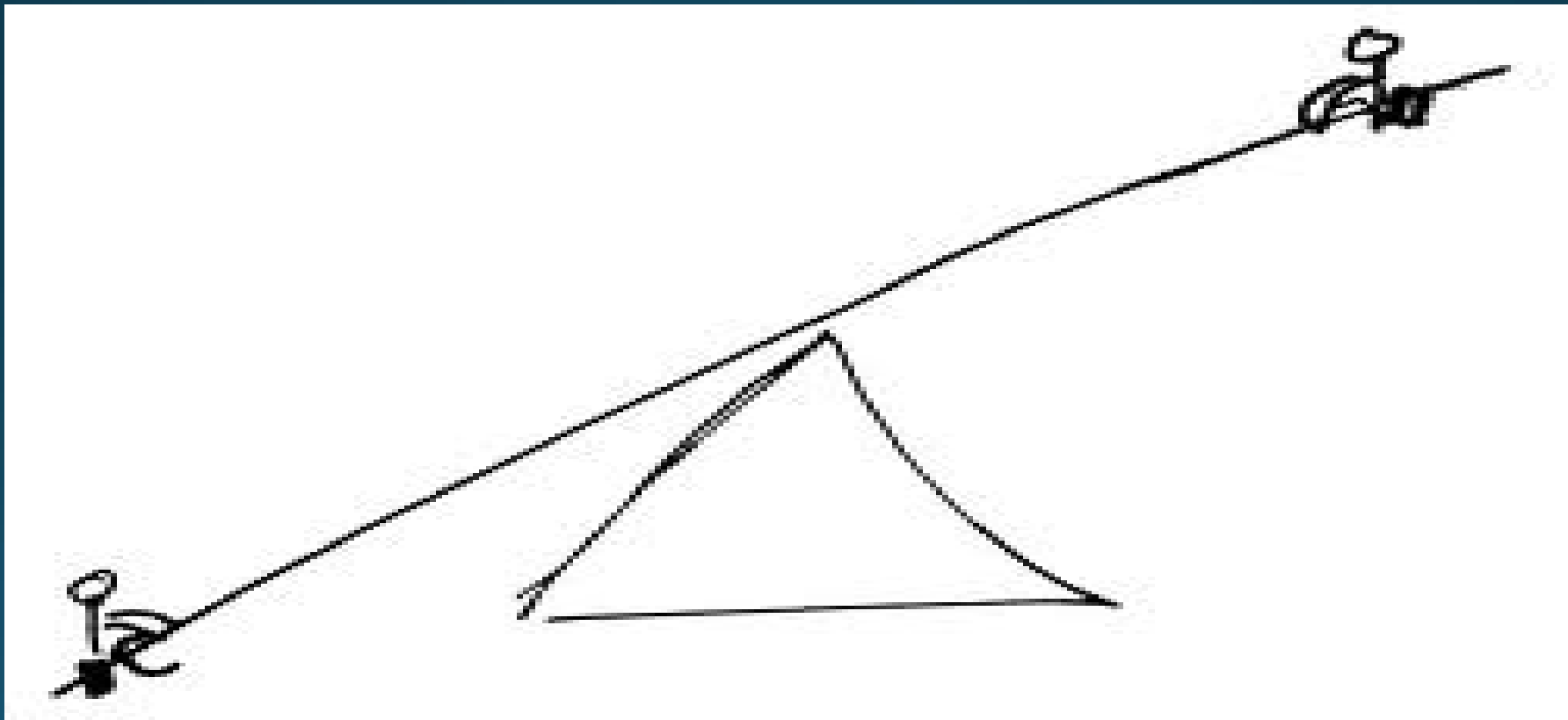
Kabat-Zinn, 2011

Personal wellbeing, ease, success?



Inequality, injustice, climate
breakdown.....

Inhabiting tensions



Paradox...

a statement or proposition that seems self-contradictory or absurd but in reality expresses a possible truth

(definition from dictionary.com)

Creating a learning container

Pedagogical design

1. The space should be bounded and open.
2. The space should be hospitable and charged.
3. The space should invite the voice of the individual and the group.
4. The space should honour the 'little' stories of the students and the 'big' stories of the discipline and tradition.
5. The space should support solitude and surround it with the resources of the community.
6. The space should welcome both silence and speech.

(Parker Palmer 1998)

The poles of a paradox are like the poles of a battery: hold them together and they generate the energy of life; pull them apart and the current stops flowing

(Parker Palmer 1998)

Outline

- What are the skills of a MB teacher?
- How to we resource ourselves?

How do we resource ourselves?

In the context of our.....

- personal practice
- teaching practice
- Wider inspiration and inquiry

Personal mindfulness practice

- Invest in your formal practice
 - *Daily practice, periods of sustained practice, practice mentoring, practice structure*
- Read and listen to teachings
- Make it your own and keep evolving it
- Treat it as playtime
- Find community
- Keep reconnecting to intention

Mindfulness teaching practice

- A life time of exploration
- Connect with a supervisor
- Record yourself – watch and learn
- Allow room for vulnerability, humanity, your imposter, shame, imperfection
- Find community
- Keep reconnecting to intention
- Know when not to teach

Resourcing ourselves

- Conferences
- Special issue (Current Opinion in Psychology)
- Mindfulness Research Monthly
- Inquiry led

My most recent inspirations.....



Rhonda Magee

Willoughby Britton



David Treleaven

Yuval Harari



if you get tired.
learn to rest
not to quit.

+ Banksy



'An incredibly timely read for my own increasingly rest-starved life. This might be the book to finally persuade us that downtime isn't in conflict with good work; rather, it's an essential ingredient of it'

OLIVER BURKEMAN, *Guardian*

WITH INTRODUCTION
BY ARIANNA HUFFINGTON

Rest

WHY YOU GET MORE DONE
WHEN YOU WORK LESS

TEN
GUARANTEED
methods for how resting
more will radically
improve your life



Alex Soojung-Kim Pang



**The problems that exist in the
world today cannot be solved by
the level of thinking that created
them**

Einstein

Thank you!



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