

Incorporating Mindfulness and Critical Reflection In Pedagogy

1. Creativity:

Using novel approaches to generate, investigate, or communicate ideas

- Once per project, teach revision by incorporating genres of writing totally different from the ones being taught. Example, revise a fairy tale to be a memo.

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2. Enthusiasm:

Finding joy and fostering excitement for the pursuit of knowledge or skill acquisition

- When lesson planning, identify the driest content for that week and challenge myself to “play” with the content in a way I find enjoyable

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3. Variety

Incorporating spontaneity and/or a variety of approaches to teaching and learning

- Mix up the groups my students work in in an effort to have them get to know everyone in their class.

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4. Confidence

Presenting material and/or learning tasks with authority, credibility, and self-assurance

- Allow myself to say “I don’t know” at least once a week in/outside the classroom. Understand that this will not jeopardize my authority

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5. Non-action

Relinquishing full control of the classroom, student behavior, or assignment outcomes

- Plan a discussion day where I take the class and my students take turns leading

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6. Adaptability

Responding to individual class or student learning needs with grace and innovation

- Use a consistent note-taking mechanism to keep track of how my students respond to material so I can better tailor my lesson plans to the class needs.

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7. Commitment

Understanding when to hold yourself or your students accountable and when to relax

- Set a time limit for myself when responding to email to make sure I devote enough time to more important tasks for students

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8. Receptiveness

Listening carefully to your students, colleagues, supervisors, and community to improve

- Develop a habit of admitting my own errors when they occur. This will help me ask for help or guidance when I need it.

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Instructions:

(Note: these were the instructions given at an instructor orientation. This worksheet could be adapted for private writing, as part of an observation memo, lesson plan templates, etc.)

1. **Identify how these principles manifest in your own teaching.** For example, what do you do that's creative or fairly unique?
2. Then, **focus on the areas where you feel you might be lacking.** For example, what's something you'd like to present with more enthusiasm, or a topic you wish were more enjoyable for you and your students?
3. Once you've identified areas in which you'd like to improve, **work with a partner to discuss potential habit-practices that could help train you to become the instructor you want to be.** For example, if you feel like you lack variety in your classroom structure, you might develop a habit of revising/re-inventing one lesson plan a week after you write it to include a different kind of activity from your usual style.
 - a. **Note:** a "habit-practice" must be something that you can do **repeatedly and sustainably** to help you think about yourself and your teaching differently over time.
4. **Write down the habit-practices you come up with,** the guiding principle you feel they are associated with, and the ways you hope these can help you improve as a teacher. These will be compiled and shared through the PTC ORG on Canvas.