

Contents

ABOUT THE AUTHORS	VIII
ACKNOWLEDGEMENTS	IX
HOW TO USE THIS BOOK	X
GLOSSARY OF TERMS	XI

Introduction: building mindful resources as a pre-service teacher	1
Building mindful resources throughout a teaching career	1
Before we begin: a note on terminology	1
Becoming a teacher: the role of self-efficacy and coping strategies	2
Learning to become a teacher in contemporary contexts	5
Mindfulness in the school curriculum	6
Reading and navigating this book	6
Summary	11
Recommended reading	12

SECTION 1 Mindfulness and its place in being a teacher 13

1 What is mindfulness?	15
Looking after your wellbeing while engaging with this text	15
Beginning to think about mindfulness	16
What is mindfulness?	17
Mindfulness and awareness	20
Mindfulness and curiosity	22
Mindfulness and being non-judgemental	24
Mindfulness and being present	25
Self-compassion and self-care	26
Summary	28
Recommended reading	28

2 Becoming and being a mindful teacher	29
Resilience in teachers and teaching	29
Coping strategies for sustaining a teaching career	31
Being mindful as a teacher	34
Wellbeing and flourishing	37
Summary	39
Recommended reading	40

SECTION 2 Developing mindful practices as a teacher

41

3	Developing the confidence to teach: communicating and working with others	43
	Confidence to grow as a teacher: having self-compassion	44
	Confidence and presence as a teacher	49
	Confidence to enter a school or early childhood centre	51
	Confidence to talk to a mentor teacher	54
	Confidence to share reflections	58
	The classroom is so different to back home	61
	Summary	65
	Recommended reading	65
	Additional resources	65
4	Developing your skills as a teacher: learning in school and university contexts	66
	The role of professional experience in initial teacher education	67
	How do you move from being a novice to a competent practitioner?	69
	Group work	72
	What if the students don't listen to me?	75
	Developing your voice as a teacher	79
	Using verbal and visual cues in the classroom	82
	Working with digital tools	84
	Working in online spaces to learn or teach	88
	Participating in online discussion boards as a teacher and learner	91
	Social media for learning	94
	Summary	95
	Recommended reading	96
	Additional resources	96
5	Developing as a teacher: learning from professional experience	97
	The role of professional experience in learning to become a teacher	98
	Learning about school contexts during professional experience	100
	Being a part of the staff room and school community	107
	Learning from mentors who inspire	111
	Fears and concerns about professional experience	115
	Working professionally with staff and peers	117
	Getting to know the students	119
	Being flexible in the classroom	123
	Is a career in teaching for me?	126
	Working productively with your mentor teacher and dilemmas	128

Summary	132
Recommended reading	132
Additional resources	132
<hr/>	
6 Learning to teach: identifying and addressing stressors	133
What challenges do pre-service and early career teachers face?	133
Dealing with challenges proactively	135
Developing time-management skills to organise yourself	136
Sitting with vulnerability: receiving and giving feedback	140
Developing skills in self-care	142
Being a mature-age student	145
Being a partner, parent or carer	147
Managing expectations	150
Managing your study load	153
Working with an inner critic: strategies for dealing with perfectionism	156
Summary	159
Recommended reading	160
<hr/>	
7 Organising and caring for yourself as a teacher	161
Caring for yourself as a teacher	161
Getting into the flow of things	163
Responding to emotions with awareness	164
Knowing the curriculum and responding to change	167
Managing deadlines and communicating effectively	170
Juggling study, work and life	174
Planning and meeting the teaching standards	176
Summary	178
Recommended reading	179
<hr/>	
Conclusion: putting your best foot forward	180
Transition into the profession and learning from professional experience	181
Developing personal skills and strategies to inform your ongoing practice	183
Using reflection to guide your future practice and direction as a teacher	184
Final thoughts	185
REFERENCES	187
INDEX	197