

Teaching with Mindfulness: Pedagogy of Being-with/for and Without Being-with/for

Mei Hoyt

Abstract

Mindfulness-based practice has growing notability in various disciplines. By examining the four foundations of mindfulness in Buddhist teaching, this paper calls for moving beyond therapeutic and mechanical use of mindfulness; instead, contemplating to the principles of emptiness and non-attachment of Buddhist teaching in mindfulness practice and pedagogy. Also, the paradoxical notions of being-with/for and without being-with/for of Taoism in understanding friendship are introduced to further examine emptiness and nonattachment in human relations.

Unfolding important thoughts in Buddhism and Taoism these two Eastern philosophies, I start from exploring mindfulness as experience, the meanings and foundations of mindfulness in Buddhism, then move onto examining the *Dao* of being-with and being-for of Zhuangzi that emphasizes fasting the mind when attending to friendship. This article ends with pedagogical practices that embody mindfulness teaching of being-with/for and without being-with/for.

Keywords

Mindfulness; Buddhism; Taoism; Pedagogy

Full Text:

[HOYT.PDF](#)

JCT: Journal of Curriculum Theorizing is an interdisciplinary journal of curriculum studies. It offers an academic forum for scholarly discussions of curriculum. Historically aligned with the "reconceptualist" movement in curriculum theorizing and oriented toward informing and affecting classroom practice, JCT presents compelling pieces within forms that challenge disciplinary, genre, and textual boundaries.

The journal is published by the [Foundation for Curriculum Theory](#) and is associated with the [Bergamo Conference on Curriculum Theory and Classroom Practice](#), held in the autumn of each year. JCT is indexed in The Education Index.

NOTICE: As of December 2008, the *Journal of Curriculum Theorizing* (Volume 24, Issue 1) and all future issues are available freely and exclusively online to all individuals and institutions. [More Information...](#)

Contributors to the Journal of Curriculum Theorizing [retain copyright to their work](#).

All other content: Copyright © [Foundation for Curriculum Theory](#). All rights reserved.

ISSN: 1942-2563

USER

Username

Password

Remember me

NOTIFICATIONS

- [View](#)
- [Subscribe](#)

JOURNAL CONTENT

Search

Search Scope

All

Browse

- [By Issue](#)
- [By Author](#)
- [By Title](#)

FONT SIZE

INFORMATION

- [For Readers](#)
- [For Authors](#)
- [For Librarians](#)

ABOUT THE AUTHOR

Mei Hoyt
University of North Texas
United States

Dr. Mei Wu Hoyt is an Assistant Professor of Curriculum and Instruction in the Department of Teacher Education and Administration at the University of North Texas. Her research focuses on digital media and curriculum, embodied learning, curriculum studies, and teacher education.

Mindfulness is also an important component of contemplative pedagogy, where mindfulness, accompanied by poetry, guided

meditation, music, art, etc., is used as a technique for nurturing psychological wellbeing and deep awareness. For example, "in the classroom, these forms of inquiry [mindfulness-based teaching methods] are not employed as religious practices but as pedagogical techniques for learning through refined attention or mindfulness" (Center for Teaching, Vanderbilt University). If mindfulness in Buddhism is tuned to cultivate a non-attached to the self, then the being-with/for and without being-with/for of Taoism guides us to a state of non-attachment in our relationships. Teachers of mindfulness need to be able to model what they are teaching, and to understand and relate directly and empathically to experiences their students may be having from a solid base in their own life. (Similarly, you would not expect a teacher who had never been in water to teach swimming effectively!) They will also be part of a network of .b teachers, supported by Mindfulness in Schools Project and will leave with access to all the materials they need to teach the .b course in the classroom. Please note: Full participation in all aspects of the course will allow you to leave feeling confident in the .b course and in your ability to teach it to young people. "Mindfulness is a powerful tool that supports children in calming themselves, focusing their attention, and interacting effectively with others, all critical skills for functioning well in school and in life," said Amy Saltzman, M.D., director of the Association for Mindfulness in Education, and director of Still Quiet Place. This is What a Mindful Classroom Looks Like. No one sees the value of a child's impulse control and focused awareness as clearly as a teacher. Liz Slade, who's been integrating mindfulness into her classroom for the last eight years, once observed a student walk up to a tall structure of blocks being built by a few of her classmates. "I watched this little girl raise her foot to kick the blocks, take a breath and then walk away," she said. What is mindfulness in education? And what are the benefits of incorporating mindfulness into the classroom? Read more here... Although it might sound like madness trying to teach mindfulness concepts to young children, it's actually perfectly suited for educational settings—and those settings in which it is most difficult

to implement mindfulness are generally the ones that need it the most! Read on to learn more about mindfulness in education, why it's a good thing, how it can be effectively incorporated into the curriculum, and what kinds of training and learning opportunities exist for you.

Before you read on, we thought you might like to download our 3 Mindfulness Exercises for free.