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Titolo	The Mind and Teachers in the Classroom : Exploring Definitions of Mindfulness // by Remy Y. S Low
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Chapter 1. Mindful mapping -- Chapter 2. Transforming suffering: This book explores what mindfulness could mean for teachers and educational researchers -- Chapter 3. Adaptive coping: Psychological mindfulness for teachers -- Chapter 4. Overcoming alienation: Engaged mindfulness for teachers -- Chapter 5. The mindful use of maps.
Sommario/riassunto	This book explores what mindfulness could mean for teachers and educational researchers. Moving beyond popular platitudes about mindfulness, the author provides a conceptual map for understanding the different ways in which mindfulness can be recommended to teachers. Covering the key features of Buddhist, psychological and socially engaged forms of mindfulness, this book critically examines

the different ways mindfulness is defined, what problems it is meant to address, and the ways that claims about mindfulness are made. It argues that each approach to mindfulness implies an ideal of what a 'good teacher' should be. It will be of interest and value to teacher educators, educational researchers and scholars of mindfulness within education. Remy Y.S. Low is Lecturer in the Sydney School of Education and Social Work at the University of Sydney, Australia. He is also a recipient of the University of Sydney Vice-Chancellor's Award for Early Career Teaching for his use of contemplative pedagogies (including mindfulness) in teacher education.

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