

## TEACHING PRACTICE

### Introduction

In this section of my portfolio, I explore and deepen my teaching practice through the lens of the **SAFE–SOURCE–SOUNDS** model, which represents the pedagogical foundation of my approach to facilitating inner transformation and self-regulated learning in the Mindfulness Minor. My central task as a lecturer is not merely to transmit information, but to **facilitate learning processes** that enable students to access their authentic selves, inquire into their internal experience, and translate insight into mindful professional behaviour.

The guiding Learning Outcome for this section is:

*You facilitate learning processes, making didactic choices that promote mutual and self-regulated learning by students.*

### Criteria to demonstrate Learning Outcome

- You facilitate interaction and communication between students and internal and/or external stakeholders.
- You supervise students using activating interventions and work forms, enabling development aligned with the learning outcomes.
- You coach students in acquiring knowledge and skills that lead to self-regulated learning and result orientation.
- You evaluate your own educational activity and analyse the results, making visible the improvements needed, supported by justification.

### Personal Learning Questions for SAFE–SOURCE–SOUNDS Phases

#### **SAFE — How do I create a psychologically safe learning space where students feel free to drop their persona and show up authentically?**

This question focuses on my role as a *space-holder*. The SAFE phase invites me to examine how I cultivate a trusting, grounded, and compassionate learning field where students feel secure enough to be honest with themselves. Drawing on contemplative pedagogy (Zajonc, 2013; Barbezat & Bush, 2014) and Jungian individuation, I ask how my presence and design choices help students deactivate performance mode and step into authenticity—a prerequisite for self-discovery.

**SOURCE — How do I guide students to access their inner sources: emotions, body sensations, thoughts, beliefs, and self-talk?**

This question lies at the heart of my teaching practice. In the Stress & Resilience workshop, students explore their “inner source code” through embodied reflection, emotional literacy, and mindful inquiry. My learning challenge is to design reflective pathways that safely support deep introspection, activating students’ metacognition and self-regulation (Ryan & Deci, 2000; Segal et al., 2013).

**SOUNDS — How do I support students in transforming insight into resilient behaviour and mindful professional action?**

The final phase emphasizes integration and behavioural experimentation. Here I examine how coaching frameworks (Whitmore, 2002; Kimsey-House et al., 2018) and contemplative action models can help students anchor new narratives, interrupt habitual stress responses, and embody self-mastery—unit 3 of the Mindfulness Minor.

**SAFE**

I begin my professional growth journey by examining the foundation of my teaching practice: the **capacity to create safety**. Safety is not passive comfort; it is an intentional pedagogical condition that enables courage, vulnerability, and authentic expression. Without it, students cannot access their deeper psychological layers, nor can they meaningfully engage with the topic of stress and resilience.

Through reflective analysis, I identified several strengths:

**1. Authentic presence and relational attunement**

Students perceive me as warm, grounded, and receptive. This relational quality aligns with Palmer’s (1998) idea that *good teaching flows from the identity and integrity of the teacher*.

**2. Ability to hold emotional complexity**

I can sit with students’ difficult emotions without rescuing or suppressing them. This is essential in mindfulness-based pedagogy, where emotions are treated as teachers.

**3. Creating inclusive, non-judgmental space**

Students consistently report feeling “safe to be themselves”—a requirement for the individuation process (Jung) and for the development of self-compassion (Neff, 2003).

However, my SAFE-phase reflection also revealed growth edges:

- I want to structure safety more explicitly through shared agreements, rituals, and predictable sequencing.
- I want to refine how I respond to silence—learning to trust it as an active part of learning rather than filling it too quickly.
- I want to develop clearer boundaries to maintain safety *and* learning focus simultaneously.

Overall, this phase led me to formulate my first learning objective:

**How do I refine my ability to create and sustain psychological safety as a foundation for deep learning?**

## **SOURCE**

The SOURCE phase is where deeper learning begins. Once students feel safe enough to lower their defenses, they can start observing their internal world with honesty and curiosity. This aligns with Siegel’s (2010) notion of *mindsight*—the capacity to perceive the mind with clarity.

My literature review in this phase focused on:

### **1. Mindfulness-based emotional and somatic awareness**

Goleman & Davidson (2017), Feldman Barrett (2017), Gendlin (1982), and Damasio (1999) all emphasize that self-awareness emerges when individuals can track body sensations, emotions, and thought patterns with precision.

### **2. Self-regulated learning as inner agency**

Ryan & Deci (2000) highlight that students must understand their internal motivations and reactions in order to regulate them.

### **3. Coaching frameworks for inner inquiry**

Powerful questions, active listening, and reflective mirroring support deeper introspection.

Through this phase, I studied how to guide students to explore:

- What triggers their stress
- What emotions arise and how they are named
- What bodily sensations accompany emotional activation
- What beliefs or self-talk amplify or soothe stress
- What behavioural patterns follow stress activation

This stage aligns directly with Unit 1 of the Mindfulness Minor: **Self-Discovery**.

Based on this analysis, I formulated the learning objective:

**How do I facilitate structured inner inquiry that helps students translate experiences into insight?**

## **SOUNDS**

The final phase concerns *integration*. Insight alone does not produce change; it must be anchored through behavioural practice. This is where I investigated how to support students in the movement from:

**awareness → agency → action → resilience → self-mastery.**

In this phase, I explored:

### **1. Behavioural coaching**

Using GROW and Co-Active frameworks to help students design micro-experiments rooted in their own insights.

### **2. Long-term trait formation**

Goleman & Davidson (2017) show how repeated practice leads to durable resilience traits.

### **3. Contemplative action**

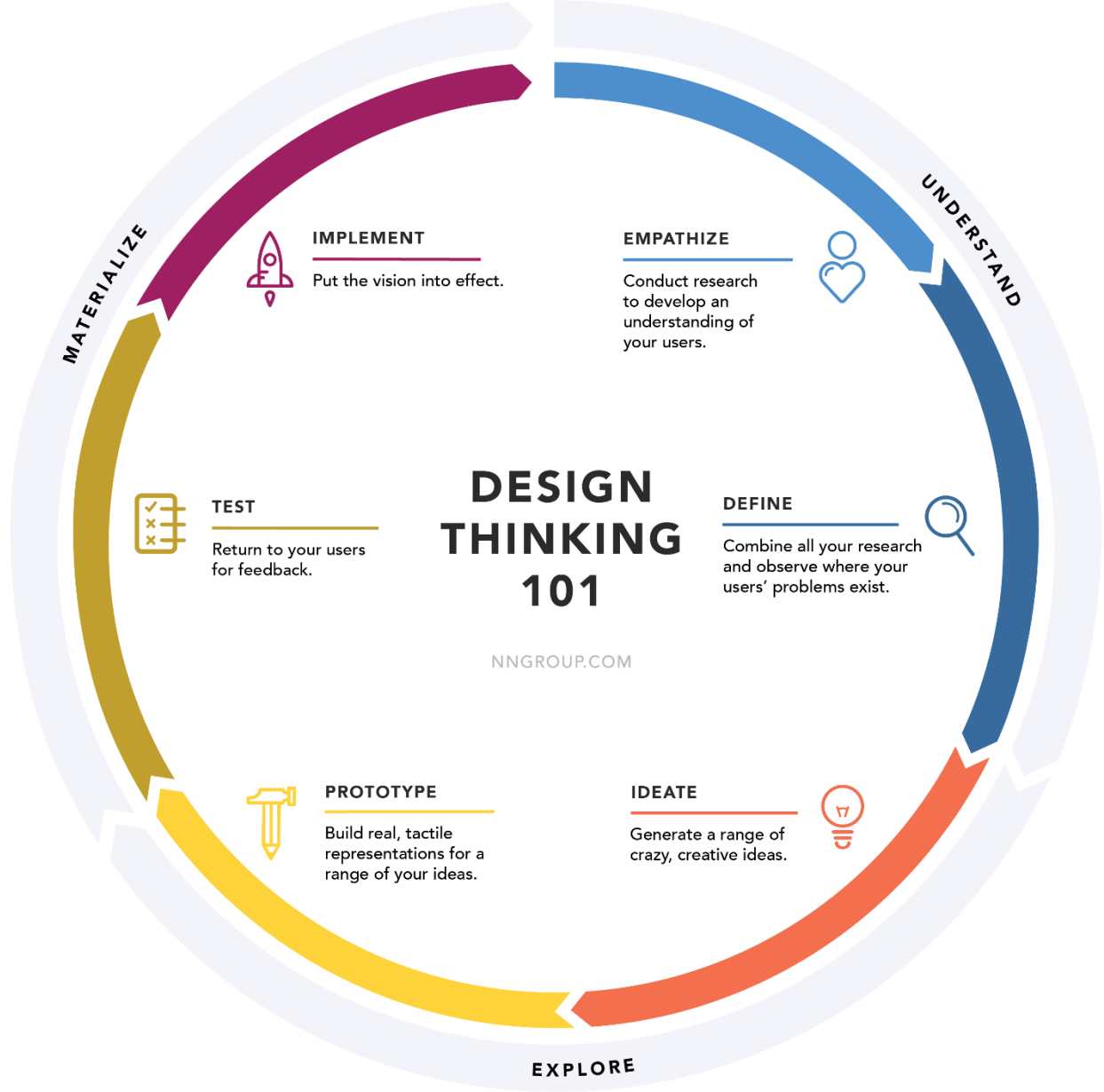
Zajonc (2013) emphasizes that contemplative pedagogy must eventually flow outward into ethical, embodied behaviour.

### **4. Mindful professionalism**

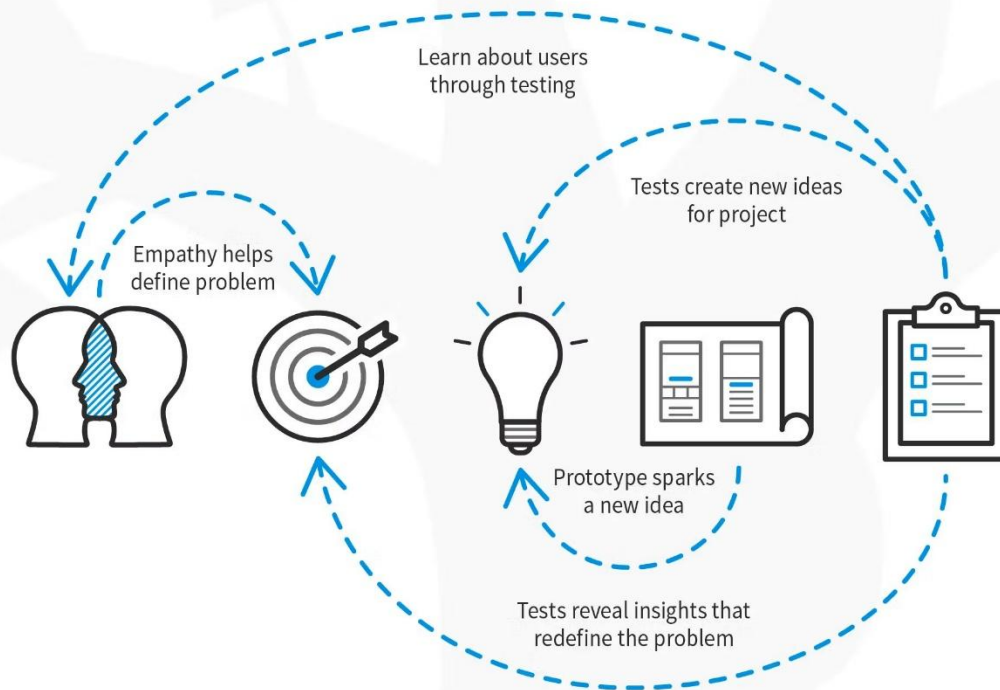
Students learn not only to regulate stress but to *lead themselves* amid VUCA conditions.

The learning objective that emerged was:

How do I guide students in transforming insight into behavioural resilience and mindful professional conduct?



# Design Thinking: A Non-Linear Process



## SAFE-SOURCE-SOUNDS Model

### SAFE — The Outer Container

*A psychologically safe learning space where persona drops and authenticity emerges.*

- Establishing trust, grounding, and relational attunement
- Setting shared agreements and expectations
- Normalising vulnerability and emotional expression
- Holding space with compassion, presence, and non-judgment
- Function: *Creates safety for self-discovery*

## **SOURCE — The Inner Inquiry**

*Students access their inner landscape: emotions, body sensations, thoughts, beliefs, self-talk.*

- Reflective questioning and inner dialogue
- Mapping stress patterns (emotion → sensation → self-talk → behaviour)
- Somatic and emotional awareness (mind–body literacy)
- Journaling and contemplative practices
- Function: *Transforms experience into insight*

## **SOUNDS — The Behavioural Expression**

*Students translate insight into action, integrating resilience and mindful professionalism.*

- Behavioural experiments and micro-practices
- Coaching frameworks (GROW, Co-Active, Inner Game)
- Self-regulation and resilience training
- Mindful communication and decision-making
- Function: *Transforms insight into embodied behavioural mastery*

THEORY INTEGRATION DIAGRAM (SAFE–SOURCE–SOUNDS Framework)

### **Overview**

The SAFE–SOURCE–SOUNDS model integrates three major bodies of scholarship:

1. **Contemplative Pedagogy & Mindfulness Research**
2. **Coaching Frameworks & Transformational Learning Models**
3. **Emotion, Cognition, and Behaviour Theories**

Together, these theories form a unified system that supports **self-discovery, self-development, and self-mastery**, enabling learners to build resilience, emotional literacy, and mindful professionalism.

## **Diagram Structure (Narrative Description)**

### **I. SAFE — Psychological Safety & Authentic Presence**

#### **Primary Theoretical Anchors:**

- **Contemplative Pedagogy** (Zajonc, 2013; Barbezat & Bush, 2014): quieting the mind, creating inner spaciousness.
- **Self-Compassion Theory** (Neff, 2003): emotional safety through kindness, acceptance, and non-judgment.
- **The Inner Game Framework** (Gallwey, 1974): reducing interference, fostering presence and trust.
- **Basic Psychological Needs Theory** (Ryan & Deci, 2000): autonomy, competence, relatedness as the foundation of engagement.

#### **Role in the Model:**

SAFE creates the psychological and relational container in which students feel *seen, accepted, and safe enough* to drop their persona and encounter their authentic inner experience.

### **II. SOURCE — Inner Awareness, Insight, and Integration**

#### **Primary Theoretical Anchors:**

- **Mindfulness & Meditation Research** (Goleman & Davidson, 2017): attentional stability and emotional awareness.
- **MBCT & Cognitive-Emotional Mapping** (Segal, Williams & Teasdale, 2013): observing thoughts, emotions, and patterns.
- **Somatic Psychology & Felt Sense** (Gendlin, 1982): accessing bodily sensations as portals to deeper insight.
- **Emotion Construction Theory** (Feldman Barrett, 2017) and **Emotion Regulation Theory** (Gross, 1998): understanding emotions as interpretations and building regulatory skills.
- **Individuation Process** (Jung, 1953/1966): confronting shadow aspects and integrating the inner self.

**Role in the Model:**

SOURCE activates the student's *inner knowing*—the awareness of emotions, sensations, beliefs, triggers, and self-talk. It enables learners to recognise their internal patterns and direct their own transformation.

**III. SOUNDS — Behavioural Expression, Resilience, and Professional Action****Primary Theoretical Anchors:**

- **Coaching for Performance (GROW framework)** (Whitmore, 2002): moving from insight to action.
- **Co-Active Coaching** (Kimsey-House et al., 2018): whole-person development and empowered behavioural choice.
- **Mindsight & Neural Integration** (Siegel, 2010): translating internal awareness into regulated action.
- **Design Thinking for Behaviour Change** (Plattner et al., 2010): iterative experimentation and reflective action.

**Role in the Model:**

SOUNDS represents the *outer expression* of internal work—adaptive behaviour, conscious decision-making, resilience under stress, and mindful professional conduct.

**IV. The Full Integration: A Unified Transformative Learning System**

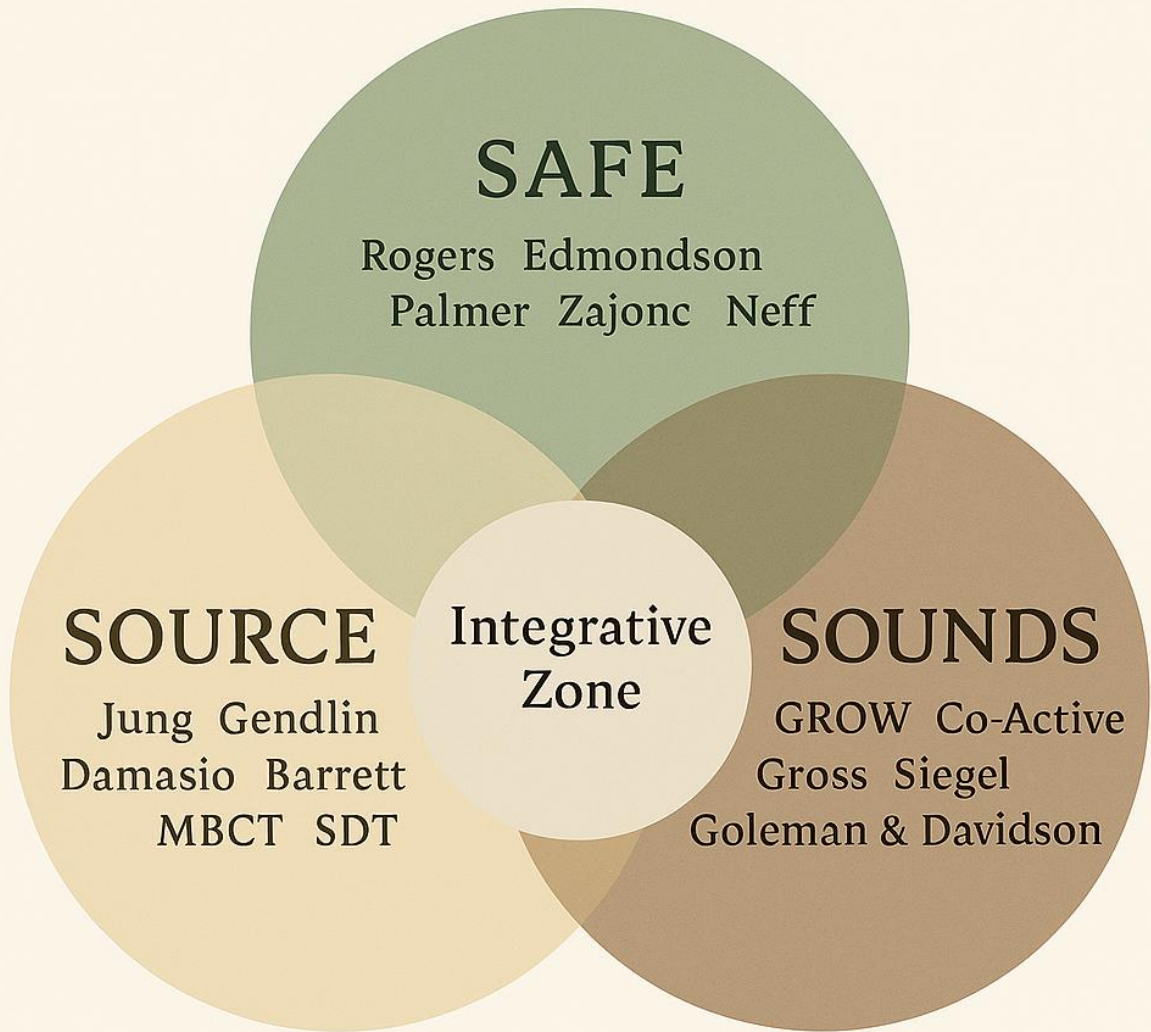
The diagram positions SAFE → SOURCE → SOUNDS as a **developmental spiral**, not a linear pathway. Each stage is supported by distinct theoretical streams, yet they converge to form an integrated pedagogical model where:

- **SAFE** ensures stability and emotional grounding.
- **SOURCE** enables self-awareness, reflection, and insight.
- **SOUNDS** produces intentional action and behavioural transformation.

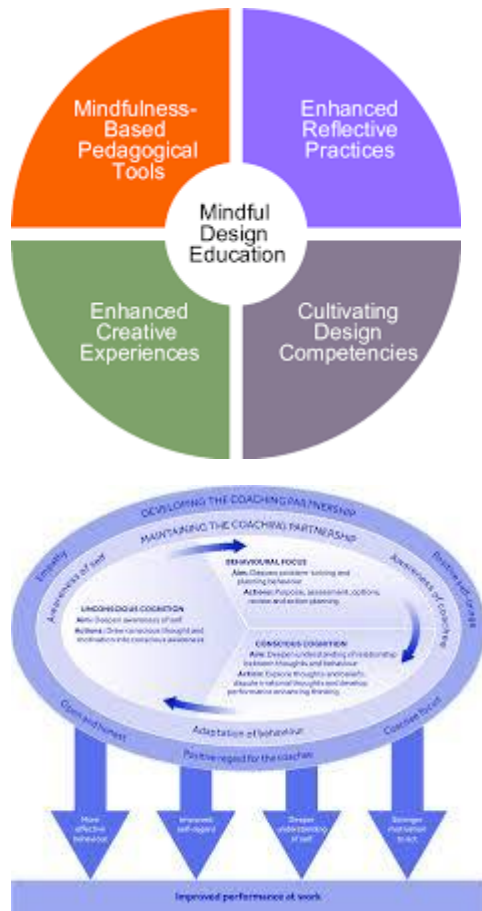
This integrated model cultivates students who are capable of:

- Deep self-discovery (Unit 1)
- Intentional self-development (Unit 2)
- Sustainable self-mastery (Unit 3)

— perfectly aligning with the learning outcomes of the Mindfulness Minor and the broader aims of transformative higher education.



Integrative Zone



## THEORETICAL INTEGRATION MAP (Narrative Summary)

### A. SAFE — Psychological Foundation

- *Contemplative Pedagogy* (Barbezat & Bush, Zajonc): grounding, stillness, presence
- *Palmer's Inner Landscape of Teaching*: the teacher's inner condition shapes the learning field
- *Self-Compassion* (Neff): builds emotional safety and non-judgment
- *Design-Based Education*: co-created safety for learning-by-doing

**Outcome:** Safe emotional container → authenticity → trust.

### B. SOURCE — Inner Inquiry Framework

- *Embodied Cognition* (Damasio, Feldman Barrett): emotions arise from bodily states
- *Focusing* (Gendlin): accessing felt sense

- *Emotion Regulation* (Gross): naming emotions supports regulation
- *Mindfulness Research* (Goleman & Davidson; Segal et al.): awareness → insight
- *Self-Determination Theory* (Ryan & Deci): autonomy, competence, relatedness → intrinsic motivation
- *Coaching Questions* (Whitmore; Co-Active): deep inquiry, reflection

**Outcome:** Insight into internal patterns → metacognition → self-regulation.

### **C. SOUNDS — Behavioural Integration**

- *Coaching Models* (GROW, Co-Active, Inner Game): action plans & accountability
- *Mindful Professionalism* (Siegel): mindsight & integration
- *Altered Traits* (Goleman & Davidson): long-term trait development
- *Design Thinking* (Plattner): iterate → test → refine
- *Contemplative Action* (Zajonc): insight expressed as ethical behaviour

**Outcome:** Behaviour change → resilience → self-mastery.

### **SAFE–SOURCE–SOUNDS Assessment Rubric**

*A competency-based rubric for evaluating student development and lecturer facilitation capacity.*

#### **A. SAFE — Psychological Safety & Authentic Engagement**

<b>Level</b>	<b>Descriptor</b>
<b>1. Emerging</b>	The student participates passively and shows limited willingness to share personal experiences; engagement is filtered through a protective persona and emotional transparency remains minimal.
<b>2. Developing</b>	The student begins to demonstrate openness, can identify basic emotional states, and shows early signs of developing trust within the learning environment.
<b>3. Proficient</b>	The student expresses authentic experiences, engages actively in reflective dialogues, and can articulate emotional processes safely and constructively.

<b>Level</b>	<b>Descriptor</b>
<b>4. Mastery</b>	<b>The student consistently contributes to and co-creates a psychologically safe space; demonstrates advanced emotional attunement and is capable of supporting peers' emotional comfort and authenticity.</b>

**B. SOURCE — Inner Awareness, Reflection & Insight**

<b>Level</b>	<b>Descriptor</b>
<b>1. Emerging</b>	<b>The student recognizes some bodily sensations or emotional cues but is not yet able to link these to behavioural patterns or internal cognitive processes.</b>
<b>2. Developing</b>	<b>The student can identify the interrelations among emotions, bodily sensations, and thoughts, and begins to understand personal stress patterns and triggers.</b>
<b>3. Proficient</b>	<b>The student demonstrates deep reflective capacity; articulates belief systems, self-talk tendencies, and situational triggers with clarity and insight.</b>
<b>4. Mastery</b>	<b>The student exhibits advanced self-awareness, can comprehensively map internal patterns, and is able to facilitate or support similar reflective processes in peers.</b>

**C. SOUNDS — Behavioural Change, Resilience & Professional Action**

<b>Level</b>	<b>Descriptor</b>
<b>1. Emerging</b>	<b>The student understands the conceptual foundation of resilience but has not yet applied concrete self-regulation or adaptive strategies.</b>
<b>2. Developing</b>	<b>The student engages in preliminary attempts to implement self-regulation strategies and demonstrates early adaptive behavioural responses.</b>
<b>3. Proficient</b>	<b>The student consistently applies resilience practices, exhibits adaptive behavioural strategies across contexts, and demonstrates emerging mindful professionalism.</b>

Level	Descriptor
4. Mastery	The student demonstrates self-mastery, maintains resilience in complex or high-pressure situations, and serves as a behavioural role model for peers through mindful and intentional action.

### **SOURCE — Literature-Informed Exploration of Inner Inquiry**

To pursue my SOURCE-phase learning question, I examined a range of theoretical frameworks that underpin the facilitation of inner awareness.

#### **1. Emotional & Somatic Foundations**

Damasio (1999) and Feldman Barrett (2017) highlight that stress responses originate in the body; thus helping students track physical sensations becomes foundational. Gendlin's (1982) *Focusing* teaches that bodily felt-sense knowledge can be accessed and articulated through guided awareness.

#### **2. Mindfulness & Cognitive-Emotional Integration**

Mindfulness-based frameworks (Segal et al., 2013; Goleman & Davidson, 2017) demonstrate that awareness of thoughts and self-talk reduces automaticity and reactivity. This aligns directly with stress reflection work in the minor.

#### **3. Self-Determination & Self-Regulated Learning**

Ryan & Deci (2000) emphasise that students need autonomy to take ownership of their learning journey. Self-regulated learning involves metacognitive monitoring—precisely what happens during reflective journaling and inquiry.

Together, these frameworks guided me in designing reflective instructions that enabled deeper introspection.

### **SOUNDS — Testing, Behavioural Experiments, and Feedback**

During the SOUNDS phase, I implemented behavioural integration methods using coaching strategies and Design Thinking principles. The cycle followed:

1. **Insight identification** (from SOURCE)

2. **Behavioural hypothesis:** What new action might support resilience?
3. **Micro-experiment:** Try a specific behaviour in a real stress moment
4. **Reflection:** What happened? What shifted?
5. **Iteration:** Adjust strategy

This aligns with:

- GROW (Whitmore, 2002) → clarity & accountability
- Co-Active Coaching → student-led agency
- Design Thinking → iterative improvement

Students reported greater clarity about their stress responses and new confidence in applying resilience techniques, both personally and professionally.

### **Conclusion — Integrating SAFE–SOURCE–SOUNDS into My Evolving Teaching Practice**

Through this SAFE–SOURCE–SOUNDS guided journey, my teaching practice transformed in several powerful ways:

#### **1. I facilitate deeper safety and relational attunement.**

Students feel seen, heard, and accepted—establishing the ground for transformative learning.

#### **2. I support inner awareness with structure and theory.**

Students learn to map stress patterns with precision, linking them to emotional literacy, belief systems, and embodied responses.

#### **3. I guide behavioural integration through coaching and mindful professionalism.**

Students not only understand resilience—they *practice* it, *embody* it, and *apply* it in meaningful contexts.

#### **4. I embody the model I teach.**

My presence, my questions, and my facilitation style reflect SAFE–SOURCE–SOUNDS, allowing the pedagogy to be lived, not just explained.

#### **5. I continue to iterate my teaching design.**

Using Design Thinking, reflection, and feedback loops, I refine the learning experience with each cycle.

Ultimately, this model enables students to move through the three developmental units of the Mindfulness Minor:

**Self-Discovery → Self-Development → Self-Mastery,**

preparing them to become mindful, resilient, and ethically grounded professionals.

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