



The Teacher's *Bill of Rights*

permissions to Awaken and Transform yourself ...

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Intended audience: Teachers, Pre-service Teachers,
Curriculum and Instruction, Education

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Prerequisites: none

Web Page: <https://www.bickart.org/20-opportunities-to-transform-yourself-while-teaching.html>

Recommended Reading: *The Next Version of You, Bickart's Just-in-Time Fables*

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1. *You have permission to Awaken. You may begin to move toward a new possibility before you see how to get there.*
2. *Learn something from your student that transforms you, then show your gratitude. In other words, truly teach by modeling true learning!*
3. *Listen for an intuitive insight - even while you are speaking.*
4. *Look at something you have seen before. Note whether it looks better, the same, or worse than before. Then look to yourself ... you have just tested your awakened state.*
5. *Receive your student's offerings and wait ... in case an authentic response arises - then, in either case, find and show your gratitude.*
6. *Have fun - and respect students for wanting to have fun.*
7. *Question everything - modeling learning by deconstruction.*
8. *Sometimes ... fall down on the job - then be picked up by your students - in other words, be vulnerable enough to put yourself in their hands.*
9. *Allow yourself to not know - often.*
10. *Listen to your students as if their commentary may reveal deeper truth than yours.*

11. *Accent aspects of the curriculum that you love, so that you model real connection to your material.*
12. *Let your students forget lessons, so that they pick them up later - perhaps with fresh insights.*
13. *Respect silence - when a student cannot or does not wish to articulate an impression - and model to the class how to leave room for possible non-language moments of higher order learning.*
14. *Respect technology, instrumentation, and mechanized measurement without disrespecting the unseen, immeasurable, and non-physical.*
15. *Go ahead and judge the book of nature by her cover - or even a single page - then, at a later time, investigate her many parts for verification - in other words, seek truth of the whole in one part.*
16. *Be open to inspiration, without necessarily following a mechanical march through a planned lesson.*
17. *Seek new ways to describe that which machines do not detect, such as space and time or infinity and eternity.*
18. *Acknowledge the group consciousness of organisms, like: bees, ants, termites, slime mold, genes, DNA, and your students.*
19. *Resist testing your students and suggest non-measurable, non-invasive evaluations of them.*
20. *Acknowledge the human mechanical, technological progress of the last several thousand years - while at the same time - acknowledging ancient intuitive abilities that have been lost, temporarily.*

21. *Make yourself accessible - to students - to new knowledge - to your genius.*
22. *Aim more at the transformation of your students through the experiences they have in your class, than the information they may receive.*
23. *Be open to receive new ideas while speaking – and note how some are better than what you were going to say.*
24. *Look at the same student and see no remarkable attributes one time – and striking qualities by looking once again.*
25. *Rate your own impressions on an equal basis with research evidence, until proven wrong.*
26. *Allow for the possibility of becoming inspired by a belief prior to its arrival in your conscious mind; but then, check it out analytically to see if it makes sense.*
27. *Hear students and start to believe in them, before actual understanding takes place.*
28. *Connect to your student on a level that is deeper than analytic comprehension.*
29. *Expect wisdom from yourself, your student, or the next unexpected event in your classroom.*
30. *Be ready to have your thoughts turned in a new, useful direction at any moment.*

31. *Give permission to your student and yourself to observe something without thinking of conclusions - then, later ... see what thoughts arise.*
32. *Give permission to your student and yourself to receive impressions from a lesson that are too large or too complex to articulate.*
33. *Watch for questions that 'over-focus' the student, then ask what question is more fun.*
34. *Awake to the danger of constraining what students see by describing your analysis before the student is done observing.*
35. *Be mindful of the danger to hurt a subject by taking it apart.*
36. *End some lessons knowing you may never understand the full meaning because the explanation is too large for your conscious mind.*
37. *Integrate related subjects during your lessons - even if it strays from the curriculum.*
38. *Be cognizant that you may be changing that which you observe, just by your presence.*
39. *Acknowledge the chance that there are non-physical causes to the physical world.*
40. *Consider both physical facts – as well as – intuitively-based, whole ideas in a discussion.*