



The Teacher's Bill of Rights

permissions to Awaken and Transform yourself ...

Third Edition - Jan. 2022

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-

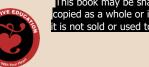
yourself-while-teaching.html

Recommended Reading: The Next Version of You, Bickart's Just-

<u>in-Time Fables</u>

Originally prepared for:

Cultivating the Spiritual Core: An Interactive Learning Summit, Teachers College of Columbia U. in NYC (Nov. 2021)



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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. Question everything modeling learning by deconstruction.
- 6. 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.
- 7. Listen to your students as if their commentary may reveal deeper truth than yours.
- 8. Have fun and respect students for wanting to have fun.
- 9. Accent aspects of the curriculum that you love, so that you model real connection to your material.
- 10. Be ready to have your thoughts turned in a new, useful direction at any moment.

- 11. Make yourself accessible to students to new knowledge to your genius.
- 12. Look at the same student and see no remarkable attributes one time and striking qualities by looking once again.
- 13. Let your students forget lessons, so that they pick them up later perhaps with fresh insights.
- 14. Be Your Own Teacher ... Receive your student's offerings and wait ... in case an authentic response arises then, in either case, find and show your gratitude.
- 15. 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.
- 16. Connect to your student on a level that is deeper than analytic comprehension.
- 17. Aim more at the transformation of your students through the experiences they have in your class, than the information they may receive.
- 18. Give permission to your student and yourself to observe something without thinking of conclusions then, later ... see what thoughts arise.
- 19. Respect technology, instrumentation, and mechanized measurement without disrespecting the unseen, immeasurable, and non-physical.
- 20. 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.

- 21. Expect wisdom from yourself, your student, or the next unexpected event in your classroom.
- 22. Be open to receive new ideas while speaking and note how some are better than what you were going to say.
- 23. 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.
- 24. Be open to inspiration, without necessarily following a mechanical march through a planned lesson.
- 25. Seek new ways to describe that which machines do not detect, such as space and time or infinity and eternity.
- 26. Acknowledge the group consciousness of organisms, like: bees, ants, termites, slime mold, genes, DNA, and your students.
- 27. Resist testing your students and suggest nonmeasurable, non-invasive evaluations of them.
- 28. 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.
- 29. Rate your own impressions on an equal basis with research evidence, until proven wrong.
- 30. Hear students and start to believe in them, before actual understanding takes place.

- 31. Give permission to your student and yourself to receive impressions from a lesson that are too large or too complex to articulate.
- 32. Watch for questions that 'over-focus' the student, then ask what question is more fun.
- 33. Awake to the danger of constraining what students see by describing your analysis before the student is done observing.
- 34. Be mindful of the danger to hurt a subject by taking it apart.
- 35. End some lessons knowing you may never understand the full meaning because the explanation is too large for your conscious mind.
- 36. Integrate related subjects during your lessons even if it strays from the curriculum.
- 37. Be cognizant that you may be changing that which you observe, just by your presence.
- 38. Acknowledge the chance that there are non-physical causes to the physical world.
- 39. Consider both physical facts as well as intuitively-based, whole ideas in a discussion.
- 40. Allow yourself to not know often.