

“spirit.”

We want to explore the profound and varied interpretations of spirituality as they intersect with teaching and the educational experience. To explore the concept of spirit is to embrace a broad spectrum of meanings, from the Hebrew ruach in the opening verses of Genesis to the vital force inherent in human beings, extending beyond Christian frameworks. Let us consider the role of spirit in rituals and healing, and the role of music and the arts in fostering spiritual connection, the politics of the personal and communal spirituality in the academic classroom and in organizational structures. We seek new lenses through which to see methods of commitment, growth and reconciliation of spirit. How do our various understandings of soul influence our pedagogical practices and the teaching life? How might we, by examining the presence of the divine in both the grand and mundane aspects of teaching, illuminate the ways in which educators can harness spiritual power to enrich their practice, uplift their students, and engage with the broader celestial realities that underpin human life?

Moorings for Good Teaching

Wabash Center for Teaching and Learning in Theology and Religion

- 1. Cultivate a spirit of hospitality**
Create a welcoming and inclusive environment where everyone feels valued and respected. Be mindful that difference creates friction – both familiar and unfamiliar.
- 2. Dedicate focused time to the craft and calling of teaching**
Intentionally invest time and energy into critically and imaginatively reflecting on and developing one's teaching practice and vocational identity as an educator.
- 3. Engage in substantive, well-facilitated dialogue**
Foster meaningful conversations that are thoughtfully structured to promote deep learning and mutual understanding.
- 4. Nurture imagination and creativity in the learning process**
Provide space for innovation, curiosity, and artistic expression in both teaching and learning.
- 5. Deepen understanding of the authority and power of teaching**
Reflect on the ethical and relational responsibilities that come with the influence of being an educator.
- 6. Honor the complexity of personal and communal identities**
Recognize and engage the diverse identities of both teachers and learners as essential to the educational experience.
- 7. Practice peer-centered engagement**
Prioritize mutual respect and collaboration among colleagues and students, resisting hierarchical models of relating.
- 8. Facilitate healing through educational experiences**
Create spaces where learning contributes to emotional, intellectual, and spiritual restoration.
- 9. Navigate institutional life with wisdom and agency**
Develop skills of institutional citizenship to engage systems thoughtfully and effect positive change.
- 10. Embrace discovery, adventure, and encounter in teaching**
Approach education as a dynamic journey, curating and choreographing learning experiences that inspire transformation.

THE WABASH CENTER

JOURNAL ON TEACHING

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