

Centre for Mindfulness Research and Practice



# Teacher Training Pathway Handbook

2019/2020

Delivered by The Mindfulness Network in collaboration with Bangor University



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## Welcome

Welcome to the Teacher Training Pathway (TTP) handbook. Here you will find all the information you need to train to teach Mindfulness-based Stress Reduction (MBSR) and/or Mindfulness-based Cognitive Therapy (MBCT) with the Centre for Mindfulness Research and Practice (CMRP), Bangor University.

The TTP is a way of training to teach MBSR, MBCT or MBCT for Cancer (MBCT-CA), via a portfolio approach that is flexible and adaptable to suit both your current situation and your pre-existing experience. There is no time limit for the overall Pathway, and we encourage you to develop your learning and experience at a pace that works for you and your life circumstances.

During your TTP journey group mentoring will support you in navigating the different aspects of training and experience that are necessary to complete the Pathway. You will also work closely with a supervisor to develop your teaching, understanding of the programmes, and linkage with your personal mindfulness practice. You will build a portfolio which records your training, retreats, teaching and supervision. You will be connected in to a thriving community of others on the TTP training journey, have the option of pairing with a TTP peer, signing up to the TTP members forum and coming along to drop in zoom calls held by the TTP Team so that we can practice together, check in and discuss the joys and challenges of training in mindfulness.

The TTP follows closely the stages of learning within the postgraduate mindfulness-based teacher training route that has been offered for many years at Bangor University. Completion of all parts of the TTP leads to certification as a CMRP **Trained Teacher**. At this point you become eligible to register for the Mindfulness Teachers Professional Pathway (MTPP) module within the university, submit videos of your MBCT or MBSR teaching for assessment with the Mindfulness Based Intervention-Teaching Assessment Criteria (MBI-TAC) and become certified as a **Competency-assessed Teacher**. Successful completion shows that you have met the CMRP's highly regarded and rigorous training standards to teach mindfulness-based courses (award 15 academic credits at Level 7 post-graduate).

In the following pages, you will find, an outline of The Pathway and the evidence you will be required to submit for each part; guidance on using the MBI-TAC for self-reflection, and guidance on the role of your supervisor and mentoring through this process.

## Key contacts for the Teacher Training Pathway (TTP)

We look forward to embarking on this journey with you and will be here to support you every step of the way!

TTP Lead

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A calendar of TTP training events can be found here:

<https://booking.mindfulness-network.org/>

A list of accredited supervisors can be found here:

<http://supervision.mindfulness-network.org/choose-a-supervisor/>

A list of recommended retreats can be found here:

<https://booking.mindfulness-network.org/>

## Structure of the Teacher Training Pathway

Your Teacher Training Pathway portfolio is built over time by attending, either in person or online, a series of training events and retreats and by keeping written reflections about your experiences as you begin to teach with supervision. Once complete you can submit your portfolio for certification as a CMRP **Trained Teacher**. You will then be eligible to register to have videos of your teaching assessed and become certified as a **Competency-assessed Teacher** in MBCT or MBSR from Bangor University - the highest standard of a certification as a mindfulness-based teacher available. If you choose to exit the Pathway before this point, you may be able to do so with certification as a **Practising Teacher** which enables you to begin teaching in line with Good Practice Guidelines.

### Training, Retreat and Teaching Requirements:

#### TTP Training Requirements:

- A Level 1 Teacher Training -option to take as a seven-day residential – the Teacher Training Retreat level 1 (TTR1) or a non-residential nine-week Teacher Training Course level 1 (TTC1)
- Specialist training in either MBSR, MBCT or MBCT-Ca<sup>1</sup>
- Two-day workshop: Inquiry
- Two-day workshop: Group process
- Seven-day Teacher Training Retreat level 2 (TTR2)

#### TTP Retreat Requirements:

In adherence with [Good Practice Guidelines](#) for mindfulness-based teachers, trainees are expected to attend annual, residential, teacher-led mindfulness meditation retreats. [The Foundations of Mindfulness](#) and [Deepening and Extending the Foundations of Mindfulness](#) retreats have been developed to complement the TTP. Suitability of alternative retreats must be discussed in advance between mentors and mentees. For further guidance on retreat requirements for the TTP see page 17.

#### TTP Teaching Requirements:

You must complete supervised teaching of three or more 8-week MBSR or MBCT courses before submitting your portfolio. For more guidance on the role and requirements of supervision on the TTP see P.12.

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<sup>1</sup> Please note: following your TTR1/TTC1 participation you will be encouraged to decide which programme (i.e. MBSR, MBCT, or MBCT-Ca, you will primarily anchor your TTP learning journey in. This will inform your choice of specialist training, and ultimately the certificate of competency that you receive.

## **Portfolio Submission**

Your Portfolio should document your training, retreat, teaching and supervision. A comprehensive list of contents for your portfolio can be found in Guidance on Portfolio Submission (P.22). Once successfully submitted you will receive certification as a CMRP **Trained Teacher**.

## **Certificate of Competency**

Once certified as a **Trained Teacher** you can register for the Mindfulness Teacher Professional Pathway (MTPP) module with Bangor University. This module involves submission of a video of you teaching an 8-week MBSR, MBCT or MBCT-Ca course, with an accompanying reflective written piece for MBI-TAC assessment on the MTPP Module. If successful you will receive certification as a CMRP **Competency-assessed Teacher**. More information can be found in Guidance on Final Assessment of Teaching Competency (P.25).

## **Optional Early Exit Point – Practising Teacher**

If you do not complete all requirements listed above and wish to exit The Pathway early you may still be eligible for certification as a **Practising Teacher**. This enables you to teach in line with Good Practice Guidelines. In order to achieve this, submit a portfolio of training, retreat, supervision and teaching to demonstrate the following:

TTP Training Requirements to exit as a Practising Teacher:

- Either a Seven-day teacher training retreat level 1 (TTR1) or a Nine-week teacher training course level 1 (TTC1)
- Five-day specialist training in either MBSR, MBCT or MBCT-Ca
- Two-day Inquiry workshop

TTP Retreat Requirements to exit as a Practising Teacher:

In adherence with *Good Practice Guidelines* for mindfulness-based teachers you are expected to attend annual, residential, teacher-led Mindfulness Meditation retreats. [The Foundations of Mindfulness Retreat](#) is a minimum requirement of certification as Practising Teacher. Suitability of alternative retreats must be discussed between mentors and mentees. More information can be found on P. 17.

TTP Teaching Requirements to exit as a Practising Teacher:

You must complete supervised teaching of two or more 8-week courses before submitting your portfolio.

## Overview of the Teacher Training Pathway (TTP)

	<b>Trained Teacher</b>	<b>Practising Teacher</b> Optional early exit point
<b>Training</b>	<p>Level 1 teacher training (TTR1 or TTC1)</p> <p>Specialist training in either MBSR, MBCT or MBCT-Ca</p> <p>Two-day workshop: Inquiry</p> <p>Two-day workshop: Group process</p> <p>Seven-day Teacher Training Retreat level 2 (TTR2)</p>	<p>Level 1 teacher training (TTR1 or TTC1)</p> <p>Five-day specialist training in either MBSR, MBCT or MBCT-Ca</p> <p>Two-day workshop: Inquiry</p>
<b>Retreat</b>	<p>Annual attendance on teacher led, Mindfulness Meditation retreat/s</p> <ul style="list-style-type: none"> <li>➤ Foundations of Mindfulness</li> <li>➤ Deepening and Extending the Foundations of Mindfulness</li> </ul>	<p>Annual attendance on teacher led, Mindfulness Meditation retreat/s</p> <ul style="list-style-type: none"> <li>➤ Foundations of Mindfulness</li> </ul>
<b>Teaching</b>	<p>Supervised teaching of <b>three</b> or more MBCT or MBSR eight-week courses</p>	<p>Supervised teaching of <b>two</b> or more MBCT or MBSR eight-week courses</p>

Trainees certified as CMRP **Trained Teacher** can register for the MTPP module and become assessed with the MBI-TAC and certified as a **Competency-assessed Teacher**.

For more information about the Structure and Content of the TTP, visit the Mindfulness Network website here:

<https://training.mindfulness-network.org/>

## Application and Acceptance

### Application Process:

You can apply to join the TTP here:

<http://training.mindfulness-network.org/ttp-application/>

Once you have completed your form, your application will be assessed and if accepted, you will receive your welcome pack and the contact details of your mentor who will shortly connect with you via email. Your welcome pack includes your TTP Map which will be invaluable in helping you plan your intended training pathway. Be sure to bring this completed in draft form for discussion to the first meeting with your mentor.

**You do not need to wait for registration on the pathway to apply for and complete training events. All eligible training will be considered retrospectively.** i.e. if you complete a Teacher Training Retreat Level 1 or other training event with us, it will count towards your TTP once you have registered on The Pathway.

### Pre-requisites for registration on the TTP:

- Completed an MBCT/MBSR course via 8 weekly classes in a group or via the CMRP [Distance Learning course](#) available through the Mindfulness Network.
- Developed a personal mindfulness practice of at least 12 months duration.

### CMRP Master's Student Entry Points

Successful completion of Teaching 1 on the master's is considered equivalent to Level 1 (TTR1/TTC1) training on the TTP and can be documented as such in a TTP portfolio. Students who have successfully completed the Teaching 2 module are considered equivalent a CMRP **Trained Teacher** and can therefore register for the MTTP Module with Bangor University.



## **Training Event Pre-requisites**

Below is a list of pre-requisites for training events on the TTP. You can complete events in any order if you meet the individual pre-requisites for each event. Any events completed prior to registration on the TTP will count retrospectively towards your TTP Portfolio.

### **Seven-day residential teacher training retreat level 1 (TTR1)**

#### **Nine-week nonresidential teacher training course level 1 (TTC1)**

- Completion of either a group-based, eight-week MBCT/MBSR course or a nine-week CMRP distance learning MBSR program
- Commitment to an ongoing daily personal mindfulness-based practice, based on practices taught in MBSR/MBCT

### **Five-day specialist training in either MBSR, MBCT or MBCT-Ca**

- Completion of either a group-based, eight-week MBCT/MBSR course or a nine-week CMRP distance learning MBSR program
- Commitment to an ongoing daily personal mindfulness-based practice, based on MBSR/MBCT practices
- Completion of a TTR1 or a TTC1 or equivalent

### **Two-day workshop: Inquiry**

#### **Two-day workshop: Group process**

- Completion of either a group-based, eight-week MBCT/MBSR course or a nine-week CMRP distance learning MBSR program
- Commitment to an ongoing daily personal mindfulness-based practice, based on MBSR/MBCT practices
- Completion of a TTR1 or a TTC1 or equivalent
- Have begun supervised teaching of one or more eight-week course

### **Seven-day teacher training retreat level 2 (TTR2)**

- Completion of a TTR1 or a TTC1 or equivalent
- Completion of supervised teaching of three or more eight-week MBSR or MBCT courses
- Participation in a minimum five-day, teacher-led mindfulness retreat.

### **Learning outcomes for the TTP**

- Reflect on and investigate personal learning and development as a mindfulness practitioner
- Develop skills, attitudes, and knowledge to enable practice as a teacher of mindfulness-based courses.
- Demonstrate the importance of personal integrity of approach, ethical standards and mindful attitudes for teachers of mindfulness-based courses.
- Demonstrate familiarity with the teaching and learning strategies of mindfulness-based courses.
- Build skills to a level of competency in teaching of mindfulness-based approaches (MBSR, MBCT and/or MBCT-Ca) within the students own professional context across the domains of the teaching process
- Develop professional skills by selecting, organizing and evaluating teaching materials, to facilitate integration of theoretical and experiential learning.
- Deepen capacities to reflect on process as a teacher and practitioner of mindfulness
- Cultivate awareness of professional and ethical issues, including use of supervision.

## **The Role of Mentoring**

The TTP is a flexible training option. People progress through The Pathway at a rate that suits them, completing training events and teaching under supervision to build a portfolio. Group mentoring is there to offer practical guidance and advice as to appropriate structure, content and time frame. This helps trainees to make decisions and formulate plans to avoid becoming stuck or lost while on the Pathway.

On registration the TTP lead will meet trainees individually for orientation. This initial mentoring session is essential to make sure trainees are heading in the right direction. In the TTP welcome pack trainees will receive a TTP Map. This document helps to formulate a rough estimate for the timeframe and structure of an individual TTP. Trainees must take a draft of the map along for discussion in the first mentoring session. During this session, the TTP process will be explained and trainees advised on the evidence required for completion. Throughout the year the TTP Lead will offer mentoring through quarterly group tutorials to continue to support trainees to progress through their training journey.

## The Role of Your Supervisor

The mindfulness-based supervisor role is to offer on-going guidance in personal mindfulness meditation practice, teaching mindfulness-based courses and the integration of personal practice into teaching. Supervision can take place over the phone, Skype, zoom or face to face

***Mindfulness Supervision is:** “A regular space that is contracted between supervisor and supervisee, which enables reflection on the supervisee’s mindfulness teaching practice and how this interfaces with their personal mindfulness practice and their life. The process is dedicated to developing and deepening the growth, understanding and effectiveness of the supervisee’s application of mindfulness, both personally and in their working life.”* Cindy Cooper and Jody Mardula

Mindfulness supervision includes a range of roles and functions; throughout the training pathway and beyond into your teaching career your supervisor will:

- Offer support and guidance on your teaching, including, recruitment, assessment of your participants, your skills development (including all the domains on the MBI-TAC), understanding the curriculum and all the different elements and support for participants post the 8-week course.
- Offer support and guidance for the on-going development and deepening of your personal mindfulness practice and support this interface with mindfulness teaching or one-to-one work – and in your everyday life.
- Bring the inquiry process into the exploration of your experience.
- Offer a balance of the supportive, educational and ethical strands of the supervision process.
- Define and draw out the integration of mindfulness in your professional role and offer guidance in professional boundaries.
- Mindfulness-based supervisors do not hold clinical responsibility

To find out more, there is a lot of information on the supervision website of The Mindfulness Network: <https://supervision.mindfulness-network.org/>

Or, in this freely downloadable peer reviewed paper:

Evans, A., Crane, R., Cooper, L., Mardula, J., Wilks, J., Surawy, C., Kenny, M. & Kuyken, W. (2015). A Framework for Supervision for Mindfulness-Based Teachers: a Space for Embodied Mutual Inquiry. *Mindfulness*, 6, 572-581  
<http://link.springer.com/article/10.1007/s12671-014-0292-4>

### **How much supervision is required?**

We base our requirements on the minimum recommendations in the FAQ section of the [Good Practice Guidelines](#) developed by The British Association for Mindfulness-Based Approaches (BAMBA) as follows:

‘The regularity, length and type of supervision should be negotiated with a more experienced supervisor with reference to the extent of teaching work being undertaken, the level of experience of teacher, and the requirements of the agency. As a general guide, an inexperienced teacher might agree to use a minimum of three hours supervision over the period of an eight-week course. It is recommended that experienced teachers who teach regularly should have mindfulness supervision at least monthly during the periods that they are teaching.’

We also suggest that weekly supervision tracking an eight-week course is also hugely beneficial. Periodic recording aspects of teaching and using these for reflection in supervision will prepare you for the MTTP module ahead and help your formative learning (these can be short snippets for use in supervision).

### **How do I find a mindfulness-based supervisor?**

We have a partnership arrangement with The Mindfulness Network for the provision of mindfulness supervision for TTP trainees. This is a charity which developed out of the work of the universities engaged in mindfulness training. The supervisors within this group are senior teachers, have taken mindfulness supervision training and have been carefully selected to join this team. The Mindfulness Network website has [a list of recommended supervisors](#) and their availability. There is a particular section that lists supervisors specializing in [supervising those on training programs](#).

Once you have registered and chosen your supervisor, you will follow up discussions with that supervisor and agree a contract together. Your supervisor will invoice you directly.

Please note the following:

If you already have an experienced mindfulness teacher as a supervisor and wish to continue working with them please discuss this with your mentor. We will contact the supervisor you would like to work with to ask for information and let them know what is required before agreeing that they can work as your supervisor.

### **How much does a mindfulness-based supervisor charge?**

This is paid for individually and is arranged directly between yourself and your chosen supervisor. The CMRP or MN is not involved in this transaction at all, it is purely an arrangement between yourself and your supervisor. The cost of supervision is not covered by the TTP fees.

The cost of supervision is set by individual supervisors so may vary between supervisors. As a guide, it is usually around £50 per contact hour (£25.00 per contact half hour) but this does vary between supervisors. Viewing recorded teaching practice by your supervisor has an additional cost often around £35 per hour (your discussion in supervision of your recorded teaching practice will be at the normal supervision rate).

Some supervisors charge an additional fee (usually around £25) to complete the Supervisory Learning Statement, this is part of your contracting process with your individual supervisor so please discuss this with your supervisor at the contract stage as it is likely to vary between individual supervisors.

### **When do I need to get a mindfulness-based supervisor?**

You need to have your supervisor arrangement in place before organising to teach your first 8-week course.

### **Do I need to tell the TTP administration team who my supervisor is?**

Yes, this is a requirement for the TTP, email [training@mindfulness-network.org](mailto:training@mindfulness-network.org) with the name of your mindfulness-based supervisor. If you

change your supervisor for any reason, you need to inform of the change with a brief statement of the reason.

### **Is the relationship with my supervisor confidential?**

Yes, your relationship with your supervisor and the content of your supervision sessions is overall confidential, however:

Your supervisor will also provide reports and reflections on your supervision sessions, which will be part of your portfolio submission. It is intended that these reports will be developed collaboratively, and ideally you will come to an agreement about the content of the report.

Your supervisor may take any appropriate matters arising from this supervision to his/her own supervision process. All reasonable care will be taken to ensure the supervisee's anonymity.

Your supervisor may discuss other aspects of confidentiality with you during the contracting process.

### **Confidentiality between the supervisor and other members of the training team:**

All parties have a responsibility to the development of an ethical practice in supervisees and therefore need to be transparent around issues which impact on this. Where there is concern about a participant's safety, the Trainee's safety and/or the safety of those directly connected with the trainee's teaching of mindfulness-based interventions. A decision may be made by either Supervisor or one of the training team to discuss this, with each other.

If these concerns cannot be resolved, then discussions may extend to the TTP Lead. The outcome of any discussions will be made clear to the trainee.

Every effort would be made to discuss this with the supervisee in the first instance. The intention behind the whole process will be consistent with a stance of 'mindful ethics' – i.e. an intention to protect the interests of potential participants on the trainee teacher's courses and of the trainee teacher themselves.

## The TTP Community

On registering for the TTP you become part of a community of trainees that come together to practice, support one another and share in the joys and challenges of the TTP

### ➤ **TTP Members Forum**

There is now a forum available to members of the TTP in which the community can connect, share learning and experiences and field questions and concerns. TTP Lead and Coordinator, trainers and mentors will be available on the forum to offer ongoing advice and support. Trainees will be given log in details in their TTP Welcome Pack on registration.

### ➤ **Zoom meet ups with TTP Community**

zoom sessions provide a space for trainees on the TTP to connect, practice together and share in the joys and challenges of being on the TTP. Dates, times and Zoom links will be sent out via email to all those registered on the TTP.

### ➤ **TTP Peer Partnering**

Registering for the TTP gives an option to be partnered with a peer also embarking on their journey in Mindfulness Teacher Training. Peer support and connection can be invaluable in maintaining motivation and commitment. This option will be given to trainees on registration to the TTP.

The Mindfulness Network and Bangor University are proud to support both **The Friends of Bangor (FoB)** and **SiTT (Support for integrity in teaching and training) Community**. The friends of Bangor are an alumni group for those trained or training through Bangor University and SiTT facilitates a community of mindfulness teachers and trainees that meet monthly in person and online to support one another to meet ongoing good practice requirements. More information can be found in appendix V and VI below.



## Retreat Requirement for the TTP

In adherence with the BAMBA [Good Practice Guidelines](#) for mindfulness-based teachers', trainees are expected to attend annual, residential, teacher-led mindfulness meditation retreats.

The Mindfulness Network is working in partnership with Bangor University to deliver mindfulness-based teacher training and through this collaboration the Mindfulness Network has developed retreats specifically designed to meet the needs of mindfulness-based teachers. Drawing from contemplative and contemporary understandings underpinning mindfulness based programmes, the retreats listed below have been developed by a working party of senior retreat and MBA teachers, specifically for trainees on programmes like the TTP. The retreats build upon different stages of practice and learning and are facilitated by a senior retreat and mindfulness-based programme (MBP) teacher, bringing together knowledge about supportive forms and conditions for retreats and intimate knowledge of MBPs. We offer two layers of retreat

- I. Foundations of Mindfulness retreat
- II. Deepening and Extending the Foundations of Mindfulness retreat

The Foundations of Mindfulness retreat offers teaching on key underpinnings to mindfulness as taught in MBSR and MBCT. Deepening and Extending the Foundations of Mindfulness retreat deepens teaching on key underpinning frameworks to mindfulness practice. These retreats are taught annually, so we recommend booking ahead to ensure your place.

Completion of the full TTP and certification as **Trained Teacher** has the following minimum retreat requirement:

- Foundations of Mindfulness retreat
- Deepening and Extending the Foundations of Mindfulness retreat

Early exit from the TTP and certification as **Practising Teacher** has the following minimum retreat requirement:

- Foundations of Mindfulness retreat

If these particular retreats are not possible for you or you would like to choose another retreat, please discuss its suitability with your mentor before committing to it.

Any alternative retreats should be a minimum of 5 days in duration; they should be structured and include teachings on the four ways of establishing mindfulness (four foundations), and the practices should be similar to those used within mindfulness-based courses, including some sitting and some movement practices such as walking or mindful movement; and there should be sustained periods of silent practice. Any alternative retreat should ideally be facilitated by teachers, who have both knowledge and experience of contemplative practice and mindfulness based programmes (specifically MBSR/ MBCT).

If caring responsibilities make a long period of time away from home difficult to manage it may be possible to make practical adjustments around retreat requirements. This should be discussed with your mentor prior to booking.

A full list of retreats offered by the Mindfulness Network can be found here:

<https://booking.mindfulness-network.org/>

Gaia House also offer some retreats specifically designed for mindfulness teachers, such as ‘Mindfulness, Insight, Liberation, MBSR/MBCT Foundations’; their website address is [www.gaiahouse.co.uk](http://www.gaiahouse.co.uk).

### **Good Practice**

We expect all members of the TTP community to engage in good practice. All TTP trainees must adhere to [Good Practice Guidelines](#) as laid out by BAMBA and, when qualified, are expected to apply for listing with the BAMBA if based in the UK, if based in Ireland, Mindfulness Teachers Association of Ireland ([MTAI](#)), or the relevant body for those working internationally.

## Guidance on developing Mindfulness teaching skills

### Preparing to Teach

- Developing your personal practice – the basis for all mindfulness teaching. If you do not feel able to maintain a daily practice it is too soon to be training to teach – we recommend you take more time out to deepen and strengthen your meditation practice before embarking on the TTP.

Collecting and practicing with a range of other teachers' MBSR/MBCT CDs/[audio](#) [downloads](#)

- Participating in and observing other teachers' 8-week courses if possible. This is an invaluable way of learning more about the program, understanding more of the teaching process, especially enquiry, as well as deepening your own practice.
- If there are no 8-week courses locally, you could experience the mindfulness course afresh by taking yourself through the program week by week, if possible, alongside one or more of your peers.

### Starting to Teach

- Start by setting up your required supervision with a CMRP approved supervisor as early as possible.
- Assessment and orientation of your course participants is a crucial part of any course. This process will need to be carefully thought through with the help of your supervisor
- Trainees also find it very helpful to pair up with a peer on a regular basis, to swap practice guidance and to practice enquiry and offer feedback to each other. The option to be paired with a peer will be given on registration to the TTP

- Arrange a teaching apprenticeship, observing or assisting an experienced teacher before you teach the course yourself. Feedback and discussion of teaching points during this process is wonderfully useful. The Mindfulness network have a small selection of teachers offering apprenticeship. Please contact [training@mindfulness-network.org](mailto:training@mindfulness-network.org) to find out more.
- Consider running your own first course or taster session for no fee, as a trainee (perhaps just covering any costs)
- Record your practice guidance at home (e.g. on your phone) and listen to it. This is a great way of developing your guiding skills and experience.
- When getting ready to teach an 8-week course, prepare your workbook or set of handouts week by week, with the idea of continuing to review and develop it as you gain experience and get feedback. Ensure that you acknowledge all your sources (Segal et al. MBCT for depression, CFM training materials, Bangor material, etc.).
- Stick to a straightforward mindfulness-based program (8-week MBSR/CT) and become familiar with that as you establish your teaching skills and practice. Remember that as a beginning teacher, you have the great advantage of genuine ‘beginner’s mind’, and of travelling alongside your participants rather than being ‘the expert’.
- Mindfulness meditation retreats deepen your personal practice. This is both a luxury and a necessity for mindfulness teachers!
- Costing in enough supervision time is very important. Suggestions are made in this document about the level of supervision needed for early teachers. If you are starting to teach 8-week courses, you will need more supervision.

- To make the most of your teaching supervision, we recommend that you video record some of your teaching work and ask your supervisor to give you feedback on the recording. It is also highly valuable to reflect upon your teaching by viewing/listening to yourself
- Make sure you are working within the Good Practice Guidelines for Mindfulness-Based Teachers and use the MBI-TAC to help you recognize and develop the skills required to be a competent mindfulness teacher.

## **Guidance on Portfolio Submission**

You can submit your portfolio electronically as an email attachment, sent as a zip file so that all sections are together. Include digital certificates within this submission.

**Arrange your portfolio in a way that makes it easy for your assessor to check that all the criteria have been met and to make it simple to navigate.**

Please include:

- A Contents page
- A short introduction (no more than 1 side) introducing yourself and your context for teaching.
- Portfolio Record (Appendix II)
- Reflective writing
- Supervisors report
- Bibliography of reading
- Training Event Certificates

Please send your portfolio to the TTP Coordinator  
(contact details on p.4)

### **Supervisors Report**

To submit a portfolio for certification you will need to include a supervisor report. A supervisory learning statement form is included in appendix I. If you are submitting for Trained Teacher, the report must confirm that your supervisor has watched videos of your teaching for discussion in supervision and that they are in support of your qualification at this level.

### **Journal writing**

You are asked to keep a journal of your personal mindfulness practice, retreat experience, teaching practice and your experience of engaging in training for the duration of your TTP journey. This will inform your reflective submission. A journal can be invaluable in bringing increased awareness to your personal development and may also extend beyond this and help you reflect on the on-going dialogue between you as practitioner and you as teacher. Journaling supports the integration of your own practice into teaching, as well as integrating the experiences you encounter in dialogue

with your class participants. All this adds to the rich tapestry which will deepen your skills and nourish your intentions for teaching.

The journal is intended as a vehicle for a personal reflection on the issues and processes you experience during your personal day-to-day practice and during training and teaching. It will also serve as a record of any changes you may experience in your awareness, perceptions or behaviour as you continue the process. You can use the reflective journal as a precision tool for drawing out what you are experiencing and catching the issues that arise and exploring them.

We encourage this process to be as open and unedited as possible, bringing the qualities of acceptance and curiosity into your reflections and letting go, as best you can, of judgements that arise for you. It is a useful practice to see your journal as an extension of your practice by bringing similar 'ways of being' to it. Let go of any need to make formulations, engage in analysis or draw conclusions from what arises for you. Simply notice what is there and make a note of it.

Some questions to consider:

- What is my experience of training, teaching, retreat etc? How am I aware of this?
- What has been particularly challenging or joyful?
- How has my practice informed my teaching and vice versa?

### **Reflective Submission**

The reflective writing requirement for the TTP is to inform you and your assessor about some of the important insights and discoveries that you have encountered along your journey. The content should reflect your direct experience - physical sensations, emotions, thoughts, and actions or impulses. This, mostly internal experience, needs to be clearly and fully described to allow you to bring awareness to it, and your relationship to it, identifying patterns of habitual experience and understanding different ways of working with these.

Your reflective writing will have a different focus at different stages of your pathway. Some of your writing will be descriptive of your direct experience, and some will be in-depth reflection on what you have described. Reflection is a skill that is useful for all of us and one that we can all hone. It is also a part of our mindfulness practice which slowly and steadily teaches us that we can begin to move towards insight as we engage in the process of

disentangling the complicated web of our experience as it unfolds in each moment. The reflective writing can therefore be a powerful learning experience.

Whilst your journal is entirely for your reflection and learning, the summary you submit is intended to inform your portfolio assessor about your development of skills, attitudes and knowledge as you move into becoming a teacher of mindfulness-based courses. You should relate your journal summary content to the learning outcomes of the TTP.

*Remember: Your journal summary should give the reader an idea of your journey from mindfulness practitioner to mindfulness teacher.*

Practising Teacher Certification: up to **2500** words

Trained Teacher Certification: up to **3500** words

Trained Teacher Certification (for those already qualified by CMRP as 'Ready to Teach', previous part 1 of the TTP, prior to April 2019): up to **1000** words

Include in your reflective summary:

- An overview of your context for teaching, and a **brief** account of your journey to this point.
- Some description of your current practice, its challenges and joys.
- One or two experiences which stand out as formative for you - these might be during training, retreat, teaching, supervision etc.
- Reflect on your learning from training and supervision.

*Remember: Your portfolio is providing your assessor with information about your personal development and skill as a teacher.*



## Guidance on Final Assessment of Teaching Competency

### Mindfulness Teacher Professional Pathway module (MTPP)

Once you have successfully submitted your portfolio and become a CMRP **Trained Teacher** you will receive a registration link to enable you to sign up for this module within Bangor University. Registration takes place at two time points each year – September or January. Those registered in September must submit by January, those registered in January must submit by May. It is wise to either have a course already recorded prior to registration, or certainty that it is achievable within this time span. Module registration fees cannot be refunded if you are unable to submit on time.

The module will involve:

1. Attending online teaching on professional and ethical issues in mindfulness-based teaching
2. Submission of a portfolio for MBI-TAC assessment which includes audio-visual recordings of an entire 8-week MBCT, MBSR or MBCT-Ca course with an accompanying written reflective analysis.
3. Group tutorials to support your engagement with the written submission

***You may use a recording you already have, but the teaching must have taken place no more than 12 months prior to registration on the module.***

There is a separate handbook for this module which details the requirements for the submission. When you are ready to record your course for this module please contact the Module Organiser (P.4) within the university. If you are successful in this assessment you will be certified a CMRP **Competency-assessed Teacher**.

## Program Guidance

The TTP offers the potential to train in MBSR, MBCT or an adapted form of MBCT for people with cancer – MBCT-Ca (developed in North Wales by Trish Bartley, and now widely disseminated). For final assessment videos of your teaching must adhere to one of these curricula only.

The MBSR curriculum is laid out here:

<https://www.umassmed.edu/globalassets/centerformindfulness/documents/mbsr-curriculum-guide-2017.pdf>

The MBCT curriculum is available here:

Segal, Z. V., Williams, J. M. G., & Teasdale, J. D. (2013). Mindfulness-based cognitive therapy for depression: A new approach to preventing relapse. New York: Guilford Press.

It can be appropriate to adapt the curriculum for a particular population and context. However, during your training we urge some caution around this and advise that you use your supervision as a space to explore curriculum and personal intentions prior to making adaptations. There is a lot of wisdom in embedding your learning very thoroughly in the programme forms as they have been developed and laid out. If you do adapt in the future it is good to do this from a position of deep understanding of the source programme. If you make significant adaptation, it is important that you rename your curriculum to preserve the integrity of the original programmes and present your adaptation with clarity to your participants.

Following TTR1/TTC1 participation, you will be asked to choose the programme that you primarily are training in during your TTP journey. This will inform your choice of specialist training. The Certificate of Competence that you ultimately receive will also relate to the specific course that you have submitted for assessment, and the level that you have been assessed at for this particular course.

If you would like to receive a separate certificate for MBSR *and* MBCT you can do this within your MTPP module submission if you:

- Attend both an MBSR and an MBCT specialist training
- Submit a whole course for review and anchor your essay to this programme as laid out in the handbook
- Simultaneously submit 1 full session for assessment of the other model (session 5 of MBCT or session 6 of MBSR)

- Pay the marker directly for the additional time required (around £150)
- Ensure that your supervisory learning statement references that supervision has been tailored to the specifics of each model (i.e. you will need a supervisor who is experienced in both models)

If you cannot submit evidence of teaching both models within one submission, the only way to gain a certificate in the other model is to undertake a separate new submission at a different date by taking the Mindfulness Teachers Professional Pathway module again.

### **Population Guidance**

The recommendation of the UK Network good practice guidelines for teaching mindfulness-based courses is for teachers to have training and/or knowledge and experience of the population in which they are teaching. We recognize that a percentage of the general public and other non-clinical groups experience factors that significantly impact their mental health and wellbeing. We therefore strongly recommend teachers working in these contexts without clinical background, undertake a 2-day training in [Mental Health First Aid](#). Courses are widely available.

### **Language of delivery and submission**

Generally, our trainings are delivered in English and therefore require you to be a fluent English speaker. Your portfolio must be in English. It is fine though to teach in your own language in your context. We do deliver a TTP in MBCT in Spanish in Spain. If you are participating in this program you can submit your portfolio in Spanish – contact us if you would like to hear more about this.

The assessment of teaching competence is held within Bangor University. For this module you are required to submit video recordings of your MBSR or MBCT teaching practice in your professional context. In addition to English language submission, we currently can accept video recordings in Spanish and French provided you provide a full transcript of one session (please contact us once your recording is complete and we will let you know which session we require). The transcript must include all the words spoken by participants and teachers.

If you would like to submit in a language other than English, French or Spanish, please contact Rebecca Crane ([r.crane@bangor.ac.uk](mailto:r.crane@bangor.ac.uk)) to discuss. It will depend on trained marker availability. Your written submission must be in English.

## **Mindfulness-Based Interventions-Teacher Assessment Criteria (MBI-TAC)**

Throughout the TTP you will be engaging with training and self-reflection/assessment using the MBI-TAC - see [mbitac.bangor.ac.uk](http://mbitac.bangor.ac.uk)

The development of these criteria was led by Rebecca Crane at Bangor University in collaboration with the Bangor training team and colleagues in the mindfulness training Centre's at Exeter and Oxford Universities. The Master's programs at these centers all use these criteria to assess teaching practice skills, and they are also being adopted by training organizations in Europe and the USA. To the individual practitioner these competency criteria can be used as a reflective tool to support learning as skills in teaching mindfulness-based courses develop. To the training organization the MBI-TAC offers a transparent methodology for assessing a student's skills, and a way of systematically offering feedback on teaching strengths and learning needs to support ongoing development.

The criteria have been developed primarily to respond to a range of contexts in which competence of a mindfulness teacher is a central question. They are also used by trainers and supervisors as a developmental tool to offer clear feedback to trainees and pointers for development, in this way they can also be used as a guide for self-assessment.

One cannot expose oneself to the rigor of being assessed, including self – assessment, without experiencing some vulnerability, so this work asks for deep sensitivity and respect from all of us involved in it. In all contexts nurturing your development as a trainee teacher is the core issue of concern. It is important to bring awareness, kindness and patience to the process of learning and to use the self-assessment tool skillfully in the service of self-development rather than self –judgment.

***The purpose of the MBI-TAC in this context is as a guide for trainees to your progress in development of skills and areas for further development; to give a common language between trainee, mentor and supervisor and a structure to the evidence required to ascertain teaching competence. We recommend that you reflect personally and with your supervisor on the domains within the teaching process exploring your strengths and learning needs.***

## **Principles to bear in mind when using the assessment criteria**

In assessing competence using these criteria, trainees should bear several principles in mind:

- The scaling assumes that competences develop over time, moving towards greater competence with training, practice and feedback.
- The descriptors of competency within a domain are progressive – i.e. higher-level skills include skills already described in previous bandings.
- The domains are not ranked in any order of importance, but some are more substantial than others – i.e. there are a greater number of features to consider.
- The domains describe processes, which are at play throughout the teaching. At any one moment several domains will be in action. For example, during the teacher-led dialogue which follows a mindfulness practice, Domain 1 will be relevant (appropriateness of the contents of the themes that are being drawn out, pacing of the session); Domain 2 will be relevant (the relational aspect of the conversations); Domain 3 will be relevant (the embodiment of mindfulness during the inquiry process); Domain 5 will be relevant (the quality of the teaching process inherent within the dialogue); and Domain 6 will be relevant (the quality of awareness and responsiveness to the group process during the dialogue).

The skills and processes represented by the domains are all highly interconnected with each other making it challenging to discriminate what skills are being demonstrated within each domain

## Core Reading for the TTP

Crane, R. (2017), *Mindfulness-Based Cognitive Therapy: The CBT Distinctive Features Series* (Windy Dryden Ed). *London: Routledge*.

Crane, R. S., Soulsby, J. G., Kuyken, W., Williams, J. M. G., & Eames, C. (2012). The Bangor, Exeter & Oxford Mindfulness-Based Interventions: Teaching Assessment Criteria (MBI-TAC) for assessing the competence and adherence of mindfulness-based class-based teaching. Retrieved from <https://www.bangor.ac.uk/mindfulness/documents/MBI-TAC-AUG2015.pdf>

Evans, A., Crane, R., Cooper, L., Mardula, J., Wilks, J., Surawy, C., Kenny, M., Kuyken, W. (2014). A Framework for Supervision for Mindfulness-Based Teachers: a Space for Embodied Mutual Inquiry. <http://link.springer.com/article/10.1007/s12671-014-0292-4>.

Kabat-Zinn, J. (2013). *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain and Illness*. *New York: Dell*.

Kabat-Zinn J. (1998). *Mindfulness meditation for everyday life*. *Piatkus*.

Santorelli S. (1999). *Heal Thyself: Lessons on Mindfulness in Medicine*. *Bell Tower*.

Segal Z.V., Williams J.M.G. & Teasdale J.D, (2013). *Mindfulness-based Cognitive Therapy for Depression. A new Approach to Preventing Relapse*. *Guilford Press*. Second Edition

Teasdale J., Williams J.M.G., Segal Z.V., (2014). *The Mindful Way Workbook: An 8-Week Program to Free Yourself from Depression and Emotional Distress*. *Guilford Press*.

Williams J.M.G., Penman D., (2011). *Mindfulness: A practical guide to finding peace in a frantic world*. *Piatkus*

Williams J.M.G., Segal Z.V., Teasdale J.D. & Kabat-Zinn J.,(2007). *The Mindful Way through Depression*. *Guilford Press*.

Williams J.M.G. , Kabat-Zinn J., Ed. (2013), *Mindfulness: Diverse Perspectives on it's Meaning, Origins and Applications*. *Routledge Oxon*.  
Particularly:

- Chapter 18, Some reflections on the origins of MBSR, The trouble with maps. Kabat-Zinn J.
- Chapter 6, How does mindfulness transform suffering? 1 the nature and origins of dukkha. Teasdale J., Chaskalson M.
- Chapter 7, How does mindfulness transform suffering? 2 the transformation of dukkha. Teasdale J., Chaskalson M.

Brandsma, R (2017) *The Mindfulness Teaching Guide: essential skills and competencies for teaching mindfulness-based interventions*, New Harbinger Publications.

Baer, R. E. (2015) Ethics, Values, Virtues, and Character Strengths in Mindfulness-Based Interventions: a Psychological Science Perspective. *Mindfulness*, 6 (4), 956-969

Crane, R.S., Brewer, J., Feldman, C., Kabat-Zinn, J., Santorelli, S., Williams, J.M.G. and Kuyken, W. (2017) What defines mindfulness-based programs? The warp and the weft, *Psychological Medicine*, 47,6:990–999. doi: 10.1017/S0033291716003317.

Crane, R.S. (2014) Some Reflections on Being Good, On Not Being Good and On Just Being, *Mindfulness*. 6, 5: 1226–1231, DOI 10.1007/s12671-014-0350-y

Crane, R.S., Stanley, S., Rooney, M., Bartley, T., Cooper, C., Mardula, J. (2014). Disciplined Improvisation: characteristics of inquiry in mindfulness-based teaching, *Mindfulness*. 6, 5: 1104–1114, DOI 10.1007/s12671-014-0361-8

Griffith, G. M., Bartley, T., & Crane, R. S. (2019). The Inside Out Group Model: Teaching Groups in Mindfulness-Based Programs. *Mindfulness*, 1-13. <https://link.springer.com/article/10.1007%2Fs12671-019-1093-6>

McCown, D, Reibel, D, & Micozzi, M.S. (2010). *Teaching mindfulness: A practical guide for clinicians and educators*. New York: Springer.

Treleaven, D. A. (2018). *Trauma-sensitive mindfulness: Practices for safe and transformative healing*. WW Norton & Company.

Kuyken, W & Feldman, C (2019). *Mindfulness. Ancient Wisdom meets Modern Psychology*. Guildford Press.

## Recommended Reading

Baer, R. A. (Ed.). (2015). Mindfulness-based treatment approaches: Clinician's guide to evidence base and applications. *Elsevier*.

Beck, A.T., Rush, J.A., Shaw, B.F., Emery, G. (1987). Cognitive therapy of depression. *New York: Guildford*.

Brown, B. (2013) Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent and Lead, *Penguin*.

Crane, R.S. (2017) Implementing Mindfulness in the Mainstream: making the path by walking it, *Mindfulness*, 8, [3](#): 585–594doi:10.1007/s12671-016-0632-

Lahey, G. (2010) Facilitating Group Learning: Strategies for Success with Adult Learners. *Jossey Bass*

McCown, D., Reibel, D., & Micozzi, M. S. (2016). Resources for teaching mindfulness. An international handbook. *Springer*.

Palmer, P.J. (1998). The courage to teach: Exploring the inner landscape of a teacher's life. San Francisco, CA: *Wiley*.

Williams, J.M.G., Teasdale, J.D., Segal, Z.V., & Kabat-Zinn, J. (2007). The mindful way through depression: Freeing yourself from chronic unhappiness. *New York: Guilford*.



## Appendix I: Supervision Learning Statement

**Trainee's name:**

**Supervisor's name:**

(If you are not part of the Mindfulness Network supervision team please give full contact details)

---

*This part of the form is to be filled in by the supervisee:*

1. Please identify the number and length of supervised sessions that you have undertaken with your supervisor during this part of training
2. Please comment on the role supervision has played in the development of your mindfulness-based teaching practice over the past year.
3. Please confirm that you have submitted a video showing guiding and inquiry of at least 1 practice, of 40-minute duration in total, of your teaching and inquiry (not necessary if applying for Level 1 certification and early exit from The Pathway).
4. Please list any teaching practice you have engaged in during the year and comment on the role supervision has played in relation to this.
5. Please use this space to make any other commentary on the supervision process and, if you wish, on the information supplied by your supervisor, continuing overleaf as required.
6. If you have changed your supervisor during the pathway, please list all your supervisors and briefly give a reason for the change

Signature of supervisee:

Date:

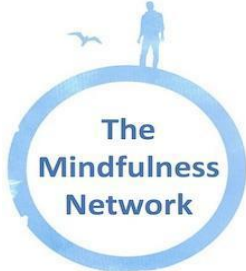
*This part of the form is to be filled in by the supervisor:*

1. Please comment on the trainees use of supervision throughout the training period. (Please include examples of trainees' commitment and engagement to the supervision process.)
2. Please comment on the trainees teaching practice during the training period and the role that supervision has played in supporting this.
3. Please confirm that you have been given the opportunity to review a video of the supervisees teaching and inquiry. Please offer comments on this review in this report (not necessary if applying for Level 1 certification and early exit from The Pathway).
4. Any further information you wish to identify?

Signature of supervisor:  
(The signature can be electronic)

Date:

**Appendix II Teacher Training Pathway Portfolio Record**



**Teacher Training Pathway Portfolio Record**

Congratulations on completing your TTP Journey. Please complete the portfolio record below and submit it along with supporting evidence to [training@mindfulness-network.org](mailto:training@mindfulness-network.org)

**Submission of portfolio for assessment as:**

Trained Teacher / Practicing Teacher  
(Please delete as appropriate)

**Date of submission**

.....

**Date of initial registration on the Teacher Training Pathway**

.....

**Name of Mentor**

.....

**Name of Supervisor**

.....

## Training Record

Please complete the following table to detail TTP training events attended. If you have not attended an event listed below, please leave the row blank.

TTP Training Event	Dates	Teachers	location
<b>Seven-day teacher training retreat level 1 (TTR1)</b>			
<b>Nine-week teacher training course level 1 (TTC1)</b>			
<b>Completion of teaching of first eight-week course</b>			
<b>Specialist training in MBSR</b>			
<b>Specialist training in MBCT</b>			
<b>Specialist training in MBCT-CA</b>			
<b>Inquiry Workshop</b>			
<b>Group Process Workshop</b>			
<b>Seven-day teacher training retreat level 2 (TTR2)</b>			

**Retreat Record**

Please complete the following table to detail retreats attended during the TTP.

Title of Retreat	Dates (start-finish)	Teachers	location
<b>The Foundations of Mindfulness</b>			
<b>Deepening and Extending the Foundations of Mindfulness</b>			

**Record of Supervised Teaching**

Please provide details of any eight-week courses that you have taught during your time on the CMRP Teacher Training Pathway.

Course taught (MBSR, MBCT, MBCT- CA)	Dates (Start-finish)	location

Thank you for completing this record. Once your portfolio has been assessed we will contact you regarding the next step in qualifying as a Mindfulness-based teacher with the CMRP.

## Appendix III: Video Recording Guidelines

As you will be submitting recordings of a whole 8-week it is essential that you prepare for this by practising recording yourself teaching. This will ensure that you have the technological skills and are also prepared for any psychological effect of being recorded, which can affect your teaching initially. Remember to contact Rebecca Crane before embarking on recording the course you plan to submit. You will also though be recording some of your teaching to share with your supervisor – so the information below will be helpful for this and will help you prepare for the bigger submission.

**Get some help:** If you have not used a camera before, ask for help and advice from a friend or a colleague who has used a camera. Perhaps even borrow a camera to practice with.

**Pick the right camera:** If you are buying or hiring a camera or video camera, it needs to have good sound and a reasonably clear picture (don't worry too much about pixels – if it's a recent digital camera it will be good enough). It is usually helpful to attach an external microphone to a camera. Don't forget to make sure your camera has all the connectors it needs to transfer your footage to the computer.

A video camera and some new cameras will record continuously for 2 hours; other cameras will record for a maximum of 30 minutes. If you have a camera that only records for 30 minutes, you will need to find a way to restart the camera after each 30-minute period, which could be difficult if you do not have a helper. It would also be easier to make sure that the SD card in the camera will take a 2-hour recording.

There is a lot of different software available to convert your media if required to MP3, MP4, or MPEG format. In most cases, the computer will come with software to do this. You can also buy more advanced software packages, or there is free software available on the internet which converts video files. Have a google to find out how to do this in a way that is compatible with your computer equipment.

**Make sure the sound is as good as the picture.** To be assessed properly, it is essential that we can hear both you and your participants clearly. Remember that the assessor will not be able to see the participants' faces, which makes the sound quality even more important. Make at least one test recording before you start teaching. As far as possible, make sure that there are no loud noises from outside

the room (e.g., construction work) which might make it difficult to hear what is being said on the recording (you may need to shut windows and doors). If the sound quality is doubtful, try using an external microphone.

**Make sure there is enough light** in the room to allow a clear picture.

**Put the camera somewhere stable.** You don't want the camera to fall over or tilt while you are filming. It might be worth purchasing a tripod. Otherwise make sure that there is a surface or table at the right height and in the right place for you to rest the camera.

**Check where you are aiming the camera.** It is important to make sure that you are filming what needs to be seen. It is important to see the whole of your face and not just a side view. As much of your body as possible should be in camera view (so the assessor can see your body posture); at the same time, avoid having the camera so far away that your face cannot be seen clearly. As far as possible, your participants should not be in the camera for reasons of confidentiality. You may be able to position the camera between two participants (perhaps looking over their shoulders) on the other side of the circle to yourself. Putting the camera inside the circle is very intrusive, but too far outside makes the picture small and the sound too quiet. Find a balance that suits your situation.

It is important that you are audible all the time and visible most of the time. This includes being visible and audible whilst guiding practices lying down (body scan, mindful movement) and standing (stretch and breath). At times, you may be audible but lose some of the picture for short periods e.g. when transitioning between sitting and lying down, or when teaching walking meditation and you go out of sight of the camera.

**If possible, have someone else operate the camera for you.** This is particularly helpful when you are recording for summative assessment, so that your attention can be fully on your teaching (not on the camera) and you can always be kept 'in shot'. It is important that your helper is also a participant in the class and not a passive observer. This could be someone who has done the course before and is happy to do it again and operate the camera for a reduced fee or free course. Practice where to place the camera before the start of each session and decide how to position the camera when you move from your chair – e.g. to the flip chart, a body scan or a movement practice. If moving the camera would interrupt the teaching process or distract the group, e.g. in a walking practice, it is possible to point the camera towards the floor or a wall and to have the sound only recorded for short periods (but remembering to point the camera at you afterwards).



**Be aware of the effects of recording on yourself.** If you are worrying about whether the camera is working etc. it can distract you from your teaching. Also, you may feel initially uncomfortable about being recorded. It is helpful to practice recording yourself as early as possible in your teaching (before you come to make the recordings for assessment) so that it begins to feel more comfortable. Watching your recordings will give you a greater sense of familiarity and ease. Your mindfulness practice, especially grounding yourself in your body, will be a support with any feelings of anxiety or self-consciousness. *Remember that that recorded teaching is very helpful indeed for you to watch, learn from and give yourself feedback on and is part of the supervision process.*

**Be aware of the possible effects of recording on the group members** You will need to tell your participants in advance about being recorded and ask for their consent (see consent form). Talking it through in a matter of fact and reassuring way is helpful, as is being clear that recording is for supervision or assessment purposes only and that the recordings will only be seen by you and your supervisor and assessor. It is important to be clear with participants about whether they will be in view or not, and that only *you* are being filmed and not them. Remember that inadvertent recording of participants often occurs e.g. when they forget about the camera or when they are doing movement or walking. Usually if you are relaxed about the camera and process of recording, your participants will accept it as part of the furniture and will be supportive of your work, seeing it as part of ensuring high standards in teaching.

**PRACTICE!** This is the most important thing of all. Test out the functions and settings on your camera before you start the recording sessions. Remember to take the lens cap off and press all the right buttons to start the recording. Make sure your memory cards record for long enough. The amount of recording time each card can hold will depend on the type of camera and size of the card. Check before you start (sometimes the remaining time will be shown on the screen). Make sure your speaking voice is loud enough and the light is enough.

### **Permission to video record sessions**

Please check the audio-visual recording policy for the organization you work for and ensure that your procedures adhere to this. You will need to get consent for being video recorded from all participants on the course you are recording for your supervisor and for the assessment.

On the following page is a sample consent form to use with the participants on your course for recording for your supervisor.

There are sentences for your information that will need to be deleted. You may need to adapt the form for your own circumstances in which case we ask that you check with your supervisor before the course starts and include all the areas cited on the form below. If in doubt, please check with your supervisor.

## Appendix IV: Video Recording Information and Consent Form

I confirm that I have been informed that the mindfulness session in which I am participating will be video-recorded as part of the on-going training and development of the instructor, who is training to teach Mindfulness-Based Courses

I understand that the session is videotaped for educational purposes, to record the work of the instructor for supervision. I understand that the camera will as far as possible be trained on the instructor

I understand that the videotapes will remain confidential, and will only be seen by the instructor and his/her supervisor and will be destroyed once they have served their educational purpose

I agree to take part in a session that is being videotaped, and for these tapes to be used for the purposes given above. I have had an opportunity to ask questions, and any questions that have been asked were answered satisfactorily. I have been given a copy of this information and consent form to keep.

Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

\_\_\_\_\_

Witnessed

by: \_\_\_\_\_

Mindfulness Instructor [signature + workplace/contact details, etc.]

## Appendix V: Friends of Bangor

Friends of Bangor CMRP Alumni Group.

The CMRP recognises that there is a great geographical spread in the past and present student population and that in some areas it is not easy to find like minded people to share and practice with.

For the past three years we have been working on forming a CMRP alumni group with the aim to **" To represent the interests and views of mindfulness practitioners who engage with CMRP."**

Our initiatives to date include;

a published and printed newsletter that comes out twice a year.

We arrange and hold official and CMRP sponsored specialist days with senior teachers at greatly reduced prices.

We hold a yearly gathering where the members can have their say in how the group is run. This year we did a two day mindfulness event that was very well received.

We support our members by publishing their events on our website, facebook page and Meetup page, helping you to connect with other members in your area and also to reach a larger audience.

We run online meditation events every other week on a lunch time and we are starting monthly evening online meditation events in May. These online events are where you can discuss something related to mindfulness and also share some practice with your FoB friends.

Have a look at our new website using this link <https://friendsofbangor.org/> where you find our past newsletters in an online version and where you also can see all our and member's events listed.

We are also keen to be a feedback conduit for you to provide your thoughts and feedback to both the CMRP and the Mindfulness Network. We will collect the feedback and regularly review this with the CMRP and also publish the outcome/response in our newsletter and on our website.

The CMRP and FoB is very keen to reach out to all Masters and TTP students and are pleased to offer you the first year's membership (£25) for free. In this way you can see if this community is for you.

To register for membership all you need to do is to drop us an email and we will send you a special link to use for your registration. Send the email to [info@friendsofbangor.org](mailto:info@friendsofbangor.org)

Warm welcome and we are looking forward to connecting with you in the future.

In peace

Per Norrgren

Chair

## **Appendix VI: SiTT Community**

### Support for Integrity in Teaching and Training

#### **What is SiTT?**

SiTT facilitates a community of mindfulness teachers that acknowledge one another's experience and expertise and support each other to meet ongoing good practice guidelines. All SiTT affiliated activities, including monthly group meetings, community days and retreats, are run and led by the participants on a co-operative basis and are therefore described as "peer-led". This approach, conducted mindfully and in an atmosphere of mutual care and co-operation, means the events are a form of practice in and of themselves. SiTT believes that formal supervision and teacher led retreats are necessary for ongoing good practice. The peer-led model is intended as an additional support to mindfulness teaching and training and not as an alternative in meeting Good Practice Guidelines. The role of SiTT is to facilitate peer-led activities by connecting members, arranging logistics, guidelines and personal contact for information, advice and support. The aspiration is for SiTT to develop a community of mindfulness teachers, trainers and trainees.

#### **Foundations of the SiTT Community**

Mindfulness practice leads to a greater awareness of our common humanity. We all get stressed, we get scared, we worry. We all generally want to be happy, love, feel loved and have peace of mind; it is part of the human condition. Through practice we also become aware that the quality of our lives is directly related to the way we act and react to other people, that we are fundamentally interconnected, and that competition and personal gain therefore make little sense. These realisations are, however, strikingly easy to forget as we go about our day to day lives, especially our professional lives – even as mindfulness teachers. Reminding ourselves of this is a practice and this practice forms the foundation of the SiTT Community.

#### **Background and Beginnings**

SiTT started with a group of mindfulness teachers based in Exeter who recognise the value of community in commitment to personal practice and authentic teaching. Others came on board and the SiTT community started to grow. SiTT members attend monthly group meetings, community days, practice days and peer-led retreats.

## **Objectives**

1. To facilitate a community of mindfulness teachers, trainers and trainees that support one another to uphold integrity and meet good practice guidelines.
2. To enable mindfulness teachers to use relationships within the community as an opportunity to practice self-awareness and common humanity.
3. To lower the financial commitment of meeting ongoing good practice requirements for the mindfulness teaching community.

## **SiTT Group Meetings**

Monthly meetings offer teachers the space to come together for practice, peer reflection and connection. The 2-hour meetings start in silence which is maintained until after the 20-minute arrival sit. This is followed by a 40-minute peer reflection segment in which mindful communication and skilful responding support teachers to reflect around a theme, such as one of the domains of the MBI-TAC, an attitudinal foundation or something more specific to their specialism. The group then moves into a 20-minute tea break in which connections and relationships are formed in areas outside of mindfulness teaching. The group comes back together for the final 40-minute sitting practice.

Members can attend any open group once as a participant and then enter the rotation to facilitate the monthly meetings. This may feel like a challenge for some which presents a valuable opportunity for using practice to resource and turn towards. Those wishing to set up a new group, either open to any community member or closed for those working within a specialism, should contact [SiTTmindfully@gmail.com](mailto:SiTTmindfully@gmail.com).

## **Community Days**

While monthly meetings support connections between teachers working closely with one another, either by geography or by specialism, Community Days bring together teachers, trainers and trainees applying mindfulness across a range of fields and locations. This creates a bigger container for learning and connection. Workshops focus on mindful communication, community building and peer reflection on teaching and practice. Community days are also an opportunity for members to get updates based on shared learning from the community.

## **SiTT Community**

- A choice of monthly SiTT Group meetings, either in person or online.
- SiTT Group induction for those wishing to set up new groups. Groups can be open to the whole community or closed to those working within a specialism.
- Ongoing support and coordination for monthly groups, community days and retreats and further development of the broader SiTT community.
- SiTT member logo to demonstrate commitment to good practice
- Community Days
- Practice days
- Facebook and Whatsapp Groups

## **SiTT Contributions**

To contribute to the SiTT community, you can either

- ✓ Offer your time in coordinating a local group, either in person or online.
- ✓ Offer to assist with the administration of SiTT
- ✓ Offer to donate.

Some members offer a minimal monthly donation via direct debit, others donate annually. We also welcome singular contributions. 100% of all donations and contributions go towards supporting the community to continue, grow and hopefully one day flourish.

If you would like to contribute to SiTT please contact [SiTTMindfully@gmail.com](mailto:SiTTMindfully@gmail.com)