

Mindfulness Training Pathway Handbook



2023 / 2024

DELIVERED BY THE MINDFULNESS NETWORK IN COLLABORATION WITH BANGOR UNIVERSITY



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WELCOME

Welcome to the **Mindfulness Training Pathway** handbook. Here you will find all the information you need to train to teach mindfulness-based programs and/or bring a Mindfulness-based approach more fully into your life and work with Bangor University and the Mindfulness Network.

The training adopts a modular, portfolio approach that is flexible and adaptable to suit your current situation, your professional context, and your pre-existing experience. There is no time limit for completion, and we encourage you to develop your learning and experience at a pace that works for you and your life circumstances. We offer different routes through the Training Pathway depending on the specific programs, populations, communities, or contexts that interest you.

Our online Community site will support you in navigating the different aspects of training and experience that are necessary to complete the Pathway. You will build a portfolio that records your training, retreats, delivery, and supervision. You will work closely with a supervisor to develop your teaching competency; your understanding of the approach and the needs of the population or context that you intend to work within, and the linkage with your own personal mindfulness practice. You will be connected to a thriving community of trainees, have the option of i) pairing with a peer who is also on the Pathway, ii) signing up to the Training Pathway members forum and iii) coming along to online group connections so that we can practice together, check in and discuss the joys and challenges of cultivating mindfulness.



Completion of all parts of the Pathway leads to certification from Bangor University Centre for Mindfulness Research and Practice (CMRP) and the Mindfulness Network.

After completion of the Pathway, you become eligible to register for the Mindfulness Teachers Professional Pathway (MTPP) module within Bangor University (BU), submit videos of your teaching for assessment with the Mindfulness Based Intervention: Teaching Assessment Criteria (MBI:TAC) and become certified as *competency assessed*, the highest level of recognition available. Successful completion shows that you have met the BU's highly regarded and rigorous training standards.

In the following pages, you will find: an outline of the Pathway, its structure and the evidence you will be required to submit; guidance on using the MBI:TAC for self-reflection; guidance on the role of your supervisor, mentoring and the online Community platform supporting you through this process.

Warmest Wishes,

Dr Sophie Sansom

KEY CONTACTS FOR THE TRAINING PATHWAY

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

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A calendar of training events and recommended retreats 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/>

FAQs about joining the Mindfulness Training Pathway can be found here:

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

JOINING THE TRAINING PATHWAY

You can [apply to join the Training Pathway](#) by filling in a registration form.

Once you have completed your form and we have processed the payment, you will receive a welcome email and be enrolled as a member of our online Training Pathway Community. Our Training Team and Community site will be invaluable in supporting you through the Training Pathway.

You do not need to wait for registration on the Training Pathway to apply for and complete training events. All eligible training will be considered retrospectively. i.e. if you complete a Specialist or other training event with us, it will count towards your portfolio once registered on the Pathway.

For a registration fee of £150, you will become a part of a community of trainees supporting one another by connecting online and coming together to share in the joys and challenges of the Training Pathway. More on this can be found on [page 30](#).

OVERVIEW OF THE TRAINING PATHWAY

Your 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 mindfulness with supervision. Once complete you can submit your portfolio for certification. Engagement in the Training Pathway enables you to begin delivering mindfulness in line with Good Practice Guidelines and to register with the British Association of Mindfulness-based Approaches (BAMBA). After completion of the Pathway, you will then be eligible to register to have videos of your teaching competency assessed with the Mindfulness-based Interventions: Teaching Assessment Criteria (MBI:TAC) from Bangor University - the highest standard of a certification available for mindfulness teachers.

There are **two routes** to certification through the Training Pathway, which can be customised to suit your professional and personal circumstances and ultimately informs the certificate of competency that you receive:

Route One is the traditional Teacher Training Pathway (TTP) for those wanting to teach one or more mindfulness-based program curricula, with the option of specialising in a particular context. **Certification:** Trained to Teach Mindfulness-based Programs with specialisms.

Route Two is for those wanting to bring a mindfulness-based approach to other professional contexts. **Certification:** Trained to Facilitate a mindfulness-based approach with specialisms.

It is possible to specialise in multiple curricula and contexts, for example: *Trained to Teach Mindfulness-based programs with specialisms in MBSR (Mindfulness Based Stress Reduction) and MBCT (Mindfulness Based Cognitive Therapy) in the workplace, one-to-one and in the general population.*

TRAINING EVENTS:

NB: Training events can be taken in person / online or a mix of both options.

➤ **The Essentials: Cultivating and Conveying Mindfulness**

This entry level training, delivered in retreat conditions, seeds the essence of mindful living and mindfulness-based teaching: how to become more embodied, how to relate more skilfully to the world and other people, and how to guide yourself and others in mindfulness practice. It is the essential first step in delivering mindfulness within a range of different context, populations, and approaches.

After the Essentials (*or equivalent Level 1 training for those engaged in the Pathway prior to 2023*) you have the option to specialise in a growing range of curricula and contexts:

➤ **Specialist Training in one or more mindfulness-based Curricula:**

Curriculum Specialists offer experiential learning of the content, themes and practices that make up a specific Mindfulness-based Program (MBP) curriculum, often offered in partnership with world renowned training centres. Current options include:

- *Mindfulness based Stress Reduction (MBSR)*
- *Mindfulness based Cognitive Therapy (MBCT)*

Trainees wanting to teach a mindfulness-based program curricula (Route One), can decide which one or more of these programmes to embark upon, which will inform the certificate of competency that you receive.

○ **Specialist Training in one or more of the following Contexts:**

Context Specialists support deeper understanding and integrity in the delivery of mindfulness within specific populations, communities, or contexts. Current options include:

- *One-to-One settings*
- *Workplace settings*
- *Youth settings*

Trainees on any Route can choose multiple contexts to specialise in, which will inform the certificate of competency that you receive.

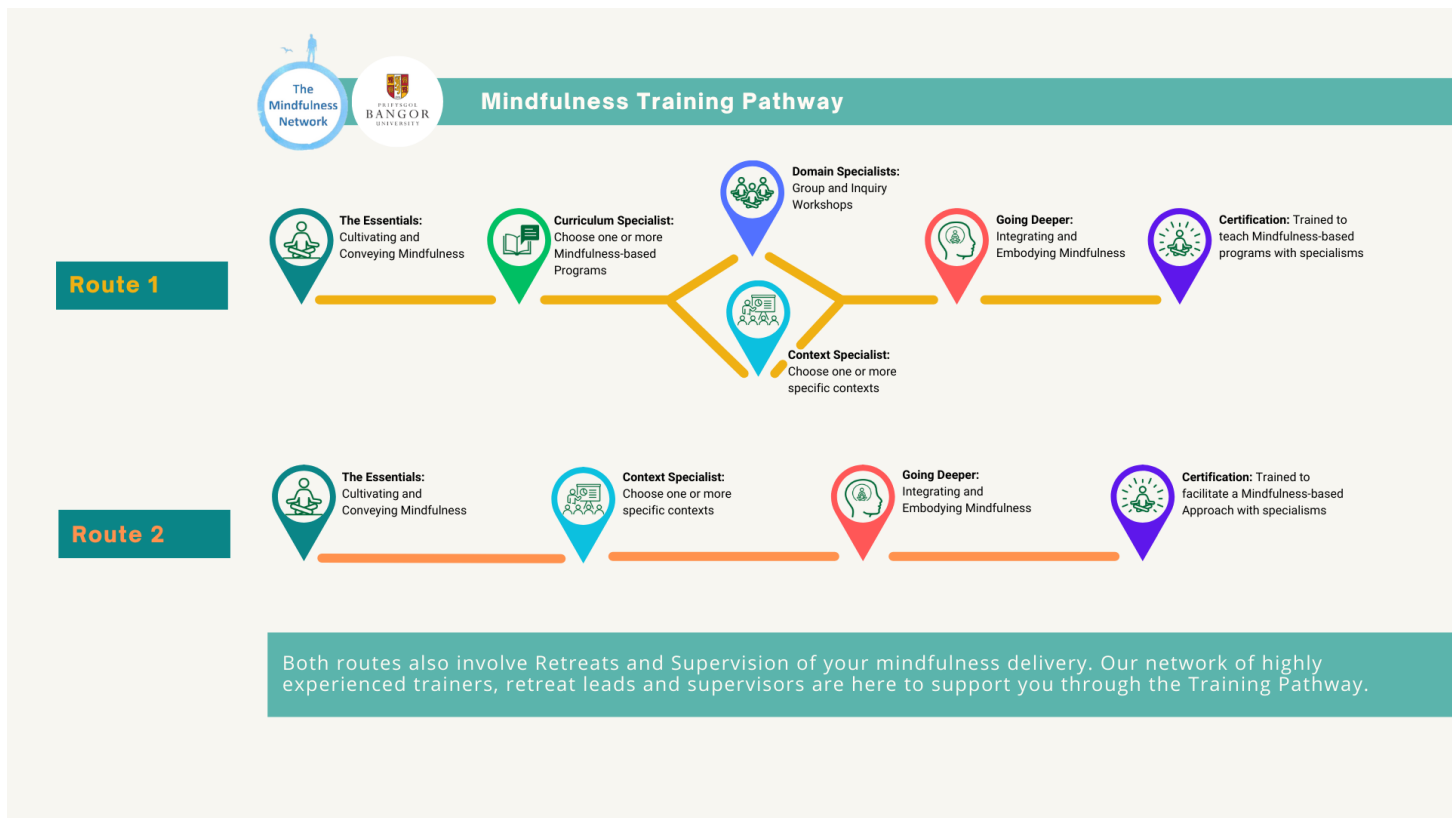
○ **Specialist Training in domain-based teaching skills**

Domain Specialists cultivate skills specific to domains of mindfulness-based teaching competency as assessed by the Mindfulness-based Interventions: Teaching Assessment Criteria. Current options include workshops on:

- *Interactive Inquiry and Conveyance of Course Themes (Domain 5)*
- *Holding the Group Learning Environment (Domain 6)*

○ **Going Deeper**

Our Going Deeper training (*or equivalent TTR2/Level 2 training for those engaged in the Pathway prior to 2023*) encourages integration and embodiment in mindfulness-based delivery.



The Training Pathway is flexible to suit your needs. The graphic above shows the Training modules that are required for each route to complete the Pathway and receive certification. You can take as many Specialist Trainings as you choose, in your own time, alongside the Retreat and Supervision requirements outlined below.

RETREATS:

NB: Retreats can be taken in person / online or a mix of both options.

In adherence with [Good Practice Guidelines](#) for mindfulness-based teachers, trainees are expected to attend annual, teacher-led mindfulness meditation retreats. The **Foundations of Mindfulness** and **Deepening and Extending the Foundations of Mindfulness** retreats have been developed to complement the Training Pathway. Suitability of alternative retreats must be discussed in advance. For further guidance on Retreat requirements for the Training Pathway see [page 22](#).

MINDFULNESS DELIVERY UNDER SUPERVISION:

You must complete supervised teaching of three or more programs (Route One) or supervised facilitation of a mindfulness-based approach for a minimum period of 12 months (Route Two) before submitting your portfolio for certified completion of the Training Pathway. For more guidance on the role and requirements of Supervision and Mentoring, see [page 24](#).

PORTFOLIO SUBMISSION AND CERTIFICATION:

Your Portfolio should document your training, retreat, delivery, and supervision. Once successfully submitted you will receive certification of completion of the Training Pathway either as

- Trained to Teach Mindfulness-based Programs with Specialisms in your chosen curriculum/context(s) (Route One) or,
- Trained to Facilitate a Mindfulness-based Approach with Specialisms in your chosen context(s) (Route Two).

A comprehensive list of contents for your portfolio can be found in Guidance on Portfolio Submission, see [page 36](#).

COMPETENCY ASSESSMENT:

For those certified as ‘Trained to teach Mindfulness-based Programs with specialisms’ (Route One) you can go on to register for the Mindfulness Teachers Professional Pathway (MTPP) module with Bangor University. This module involves submission of a video of your delivery, with an accompanying reflective written piece for MBI:TAC assessment on the MTPP Module. If successful, you will receive certification in competency assessment. We currently offer Competency assessment in MBSR, MBCT, MBCT-CA and MBCP. More information can be found in Guidance on Final Assessment of Teaching Competency, see [page 41](#).

STRUCTURE OF THE TRAINING PATHWAY

In order to help determine which route you wish to take on the Training Pathway, the table below outlines the differences in certification and requirements:

ROUTE	CERTIFICATION	TRAINING	RETREAT	DELIVERY
Route One	Trained to Teach a Mindfulness-based program with specialisms	The Essentials Curriculum Specialist Context Specialist or Domain Specialists Going Deeper	Foundations of Mindfulness Retreat Deepening and Extending the Foundations of Mindfulness Retreat	Teach three supervised courses <i>NB. If specialising in multiple curricula and/or contexts, teach an additional course for each.</i>
Route Two	Trained to Facilitate a Mindfulness-based Approach with specialisms	The Essentials Context Specialist Going Deeper	Foundations of Mindfulness Retreat Deepening and Extending the Foundations of Mindfulness Retreat	Facilitate a Mindfulness-based Approach for a period of twelve months <i>NB. If specialising in multiple contexts, facilitate for an additional six months for each.</i>

Whichever route you embark on; all elements of the Training Pathway are relevant to continued personal and professional development.

ROUTE ONE: TRAINED TO TEACH MINDFULNESS-BASED PROGRAMMES

Route One has been carefully crafted to support teachers to cultivate the six domains of competence within the MBI:TAC that are required to teach a variety of Mindfulness-based Program (MBP) curricula. There are options for those wanting to teach an MBP to groups, one-to-one, to the general public or within an organisation.

WHERE DO I START?

The Essentials: All training routes start with *The Essentials: Cultivating and Conveying Mindfulness*. This groundwork will develop the essential mindfulness-based teaching competencies of relational skills (Domain 2), embodiment (Domain 3) and guiding mindfulness practice (Domain 4) that are relevant regardless of which curriculum you go on to teach.

WHAT WILL I BE TEACHING?

The Curriculum Specialists: Training in one or more *Curriculum Specialists* will enable the delivery of a range of MBP curricula. You will be equipped to teach with fidelity and adherence to the form of the program (Domain 1) and to convey course themes through the delivery of curriculum components (Domain 5).

HOW WILL I TEACH THE CURRICULUM WITHIN A SPECIFIC POPULATION OR CONTEXT?

The Context Specialists: If you plan to deliver an MBP within a particular context, within an organisation, one-to-one or to a particular population/community, attending a *Context Specialist* will support you to do so.

The Domain Specialists: Alternatively, to hone your teaching skills, the Group and Inquiry *Domain Specialists* will be your next step.

Either way, at this stage in the Training Pathway you will develop skill in conveying course themes (Domain 5) and holding the learning environment (Domain 6) in a way that is relevant and applicable to the context in which you are working.

Going Deeper: The final module in the Training Pathway provides an opportunity to fully integrate and embody your teaching of mindfulness-based programs.



The six domains of competence within the MBI:TAC assessment tool*

*MBI:TAC

Mindfulness-Based Intervention Teaching and Assessment Criteria developed by Bangor University in collaboration with colleagues at the mindfulness centres at Exeter and Oxford Universities.

ROUTE TWO: TRAINED TO FACILITATE A MINDFULNESS-BASED APPROACH

Route Two has been designed to guide those wanting to facilitate a mindfulness-based approach within a specific professional context. There are options for those working one-to one such as in therapy, youth work and coaching; and for those wanting to bring a mindful approach to their professional role within an organisation.

WHERE DO I START?

The Essentials: In order to bring a mindful approach fully into your personal and professional life, you will start by cultivating the core competencies of relational skill, embodiment, and guiding yourself and others in practice with *The Essentials: Cultivating and Conveying Mindfulness*.

HOW WILL I BRING THIS APPROACH INTO MY WORK?

The Context Specialists: Whether working one-to-one (e.g., therapy, counselling, coaching, youth work, tuition etc.) or within an organisation (e.g., leadership, management, team building etc.) the *Context Specialists* will equip you to integrate mindful ways of being and working in a skilful and sustainable way.

HOW CAN I EMBED A SUSTAINABLE, WHOLISTIC MINDFULNESS-BASED APPROACH?

The Curriculum Specialists: This route recognises that mindfulness can be ‘caught’ as well as ‘taught’ and if you also intend to teach MBPs as part of a broad, wholistic approach to integrating mindfulness you can opt to complete a *Curriculum Specialist* and jump across to a Route One Pathway at any point in your training.

HOW WILL I BRING IT ALL TOGETHER AND DEEPEN MY SKILLS?

Going Deeper: The final module in the training pathway is the *Level 2*, an opportunity to fully embody facilitation of a mindfulness-based approach.

BANGOR UNIVERSITY CMRP MASTER'S STUDENT ENTRY POINTS:

Successful completion of Teaching 1 on the master's is considered equivalent to The Essentials training on the Training Pathway and can be documented as such in a training portfolio. Students who have successfully completed the Teaching 2 module are considered equivalent to those certified in completion of the Training Pathway and can therefore register for the Mindfulness Teachers Professional Pathway (MTPP) Module with Bangor University.

SUGGESTED ROUTES:

The Training Pathway is modular and can be completed in any order and time frame, providing individual event pre-requisites are met. We know that training journeys will be personal to each trainee and you are welcome to switch and adapt the routes to suit your needs; however, the following recommended routes have been laid out below as a guide:

ROUTE ONE

Step 1: The Essentials: Cultivating and Conveying Mindfulness

Step 2: Begin guiding practices with supervision/ mentoring

Step 3: The Foundations of Mindfulness Retreat

Step 4: Curriculum specialist

Step 5: Begin teaching a curriculum with supervision

Step 6: Context Specialist or Group and Inquiry Workshops

Step 7: Teach a second full course with supervision

Step 8: Deepening and Extending the Foundations of Mindfulness Retreat

Step 9: Teach a third full course with supervision

Step 10: Going Deeper Training

Step 11: Portfolio submission and Certification

Step 12: Formal competency assessment through Bangor University

ROUTE TWO

Step 1: The Essentials: Cultivating and Conveying Mindfulness

Step 2: Begin guiding practices with supervision/ mentoring

Step 3: The Foundations of Mindfulness Retreat

Step 4: Context specialist

Step 5: Begin facilitating a mindfulness-based approach in your context with supervision/ mentoring

Step 6: Deepening and Extending the Foundations of Mindfulness Retreat

Step 7: Going Deeper Training

Step 8: Portfolio submission and Certification

TRAINING EVENT PRE-REQUISITES

Below is a list of pre-requisites for training events on the Pathway. 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 Pathway will count retrospectively towards your Portfolio.

Pre-requisites marked with * refer to meditation practices that are compatible with mindfulness-based approaches and recognised eight-week, teacher led mindfulness-based programs. This will be assessed when we receive your application form for individual training events, to ensure that the event is suitable for you.

You are also welcome to get in touch via training@mindfulness-network.org to discuss any questions you have regarding your training history and equivalent or alternative training which may/may not be relevant for your portfolio.

The Essentials: Cultivating and Conveying Mindfulness

- Participants need to have been meditating regularly for at least six months using practices that are compatible with mindfulness-based approaches.*
- Participation in an eight-week mindfulness-based program would be of benefit and is a requirement for anyone progressing to teach a mindfulness-based program curriculum.

Curriculum Specialists

- Participants need to have been meditating regularly for at least six months using practices that are compatible with mindfulness-based approaches.
- Participation in a recognised eight-week, teacher led mindfulness-based program.*
- The Essentials / TTR1 (Teacher Training Retreat level 1) or equivalent.*

Domain Specialists (Group & Inquiry)

- Participants need to have been meditating regularly for at least six months using practices that are compatible with mindfulness-based approaches.
- Participation in an eight-week mindfulness-based program would be of benefit and is a requirement for anyone teaching a mindfulness-based program curriculum.
- The Essentials / TTR1 or equivalent.

Context Specialists

- Participants need to have been meditating regularly for at least six months using practices that are compatible with mindfulness-based approaches.
- Participation in an eight-week mindfulness-based program would be of benefit and is a requirement for anyone teaching a mindfulness-based program curriculum.
- The Essentials / TTR1 or equivalent.

Going Deeper

- Participants need to have been meditating regularly for at least twelve months using practices that are compatible with mindfulness-based approaches.
- Participation in an eight-week mindfulness-based program would be of benefit and is a requirement for anyone teaching a mindfulness-based program curriculum.
- The Essentials / TTR1 or equivalent.
- Curriculum Specialist and / or Context Specialist or equivalent.
- Completed supervised teaching of three or more mindfulness-based programs and/or supervised facilitation of a mindfulness-based approach for twelve months or more.
- Attended at least one, teacher led retreat of a minimum of five days in duration.

Detailed information about each training event, timings, schedules and learning aims can be found when booking through the Mindfulness Network calendar.

COST OF THE TRAINING PATHWAY

Both Routes are modular and can be adapted to suit individual needs, giving trainees full flexibility in completion time, total cost and ultimately, the certificate of competency received. To complete our full programme of training and retreats, including registration and assessment, the estimated costs are:

- **Route One** (Train to teach a mindfulness-based programme) – from approx. £3800

- **Route Two** (Train to facilitate a mindfulness-based approach) – from approx. £3000

The overall cost of your Training Pathway will vary depending on the number of Specialist Training modules you wish to take and whether any previous training counts retrospectively towards your portfolio. A breakdown of costs is listed below as a guide:

- Registration on the Training Pathway – **£150**
- **Individual events** can be booked through the Mindfulness Network [calendar](#) which has full details of the costs involved. We aim to offer a range of online and in-person events, including non-residential and varied accommodation options to suit all needs. Accommodation and travel costs for in-person events will vary and are not included in this estimate.
- Portfolio submission and assessment - **£200**

NB: Practising Teacher Certification (for those registered on the Pathway prior to April 2023, see Training Pathway Handbook 22/23) is £150.

The Mindfulness Network offers mindfulness-based Supervision and Mentoring services to support you through the Pathway. Payment terms and fees will be agreed and arranged directly with your supervisor. **Most supervisors and mentors offer 1-hour individual sessions between £50-£60.** Some supervisors are also happy to offer shorter sessions and reduced rates. Please see our [Supervision FAQs](#) and [Mentoring FAQs](#) for more details. Payment terms and fees for mindfulness-based Supervision sessions will be agreed and arranged directly with your supervisor and are not included in this estimate.

After completing the Pathway, those following Route One have the option to apply for Competency Assessment on the Mindfulness Teachers Professional Pathway (MTPP) module with Bangor University – **from approx. £1000.**

BURSARIES

The Mindfulness Network is committed to ensuring that our services are as accessible and inclusive as possible. Part of our vision involves removing financial barriers, as much as we can, by offering bursaries so that people from all backgrounds can afford to train in mindfulness-based approaches, receive supervision and attend mindfulness retreats.

We are pleased to offer bursary-assisted places across all Mindfulness Network Training and Retreat events, as well as bursary-assisted Individual Supervision or Group Supervision with one of our Mindfulness Network registered supervisors.

To find out more about our bursary schemes, criteria for bursary applications and to complete the bursary application form please visit: <https://home.mindfulness-network.org/bursaries/>

RETREAT REQUIREMENT FOR THE TRAINING PATHWAY

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

The Mindfulness Network, through collaboration with Bangor University, offers retreats that are specifically designed to meet the needs of our trainees, based on well-researched approaches, informed by both ancient knowledge and modern theories, as well as scientific findings about health and well-being. The retreats listed below build upon different stages of practice and learning and are led by highly experienced teachers, trained in retreat leadership, who are senior in the field of mindfulness-based interventions. We offer two layers of retreat.

COMPLETION OF THE TRAINING PATHWAY AND CERTIFICATION HAS THE FOLLOWING MINIMUM RETREAT REQUIREMENT:

➤ **Foundations of Mindfulness Retreat**

The Foundations of Mindfulness Retreat offers teaching on key underpinnings to mindfulness as taught in mindfulness-based programs.

➤ **Deepening and Extending the Foundations of Mindfulness Retreat**

Deepening and Extending the Foundations of Mindfulness Retreat deepens teaching on key underpinning frameworks to mindfulness practice.

These retreats are popular, so we recommend booking ahead to ensure your place.

If these particular retreats are not possible for you or you would like to choose another retreat, please discuss its suitability with us 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 like 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.

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 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.

THE ROLE OF YOUR SUPERVISOR

The mindfulness-based supervisor role is to offer on-going guidance in personal mindfulness meditation practice, offering mindfulness and the integration of personal practice into delivery. Supervision can take place over the phone, 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, your supervisor will:

- Offer support and guidance, including, recruitment, assessment and orientation, your skill development (including all the domains on the MBI:TAC), understanding the curriculum and all the different elements.
- Offer support and guidance for the on-going development and deepening of your personal mindfulness practice and support this interface with mindfulness teaching or facilitation – 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.

Establishing a one-to-one relationship with a supervisor is of great support, especially in the early stages of training and delivery.

Group supervision is also available with the Mindfulness Network and offers an opportunity to share in learning and insight with peers and a lower cost format for meeting ongoing requirements for supervision. There may be times in your training where you have 1:1 supervision and other times within a group.

Read more about Supervision on the Mindfulness Network website: <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 mindfulness delivery is also hugely beneficial. Periodic recording aspects of your work and using these for reflection in supervision will prepare you for the MTPP module ahead and help your formative learning (these can be short snippets for use in supervision).

HOW DO I FIND A MINDFULNESS-BASED SUPERVISOR?

The Mindfulness Network website has [a list of recommended supervisors](#) and their availability. The supervisors within this group are senior teachers, have taken mindfulness supervision training and have been carefully selected to join this team. 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.

NB: If you already have an experienced mindfulness supervisor and wish to continue working with them, please discuss this with us. 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.

WHEN DO I NEED TO GET A MINDFULNESS-BASED SUPERVISOR?

You need to have your supervisor arrangement in place before organising to teach a mindfulness-based program.

DO I NEED TO TELL YOU WHO MY SUPERVISOR IS?

Yes, this is a requirement for the Training Pathway, email 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 their 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 Training 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 ROLE OF MENTORING

Several of our experienced supervisors also offer Mindfulness Mentoring for anyone who practises mindfulness, to support ongoing personal mindfulness practice through one-to-one sessions with an experienced mindfulness-based teacher, via phone or Zoom.

Mindfulness mentoring is: a dedicated space for exploring and developing practice according to your individual needs.

Our mentors are available to offer support and guidance with various aspects of practice, including:

- Exploring formal and informal mindfulness practices
- Integrating mindfulness into everyday life
- Learning to embody mindfulness practice more fully
- Developing befriending, appreciation, compassion and other meditation practices which enable the cultivation of attitudinal foundations of mindfulness
- Keeping mindfulness practice engaged and alive
- Skilfully engaging with obstacles and challenges that may arise in our meditation practice and our lives

For those wanting to bring a mindfulness-based approach to their work, who are already engaged in non-mindfulness-based supervision (for example, clinical supervision) mentoring offers complementary support. A combination of existing external supervision and mindfulness mentoring may meet the supervisory requirements for certification on the Training Pathway. Please contact training@mindfulness-network.org to explore this further.

WHAT IS THE DIFFERENCE BETWEEN MINDFULNESS MENTORING AND MINDFULNESS-BASED SUPERVISION?

Mindfulness mentoring is separate from the role of mindfulness-based supervision in professional mindfulness-based teacher training and continuing development. Mindfulness mentoring can support anyone who practises mindfulness – whether a teacher, trainee, graduate of a mindfulness course, or someone who has developed their mindfulness practice through reading or an app, and wishes to deepen, refresh, consolidate and tailor their mindfulness practice with an experienced mindfulness teacher and practitioner.

Mindfulness-based supervision is for those who teach mindfulness, or are training to teach. It provides a space for the teacher to work closely with an experienced professional, both in ensuring that the content of a mindfulness-based programme is taught competently and safely, but also in highlighting and developing the specific skills that are needed to teach mindfulness. It also provides a space for the teacher and supervisor to reflect together on the content and the process of the teaching. Exploration of personal practice is an important aspect of mindfulness supervision in the context of how mindfulness practice links with and supports teaching.

Mindfulness mentoring goes further, by offering a dedicated space just for reflection, guidance and exploration of mindfulness practice in the wider context of everyday life.

More on Mindfulness Mentoring can be found here:

<https://home.mindfulness-network.org/practice-mindfulness/mindfulness-mentoring/>

OUR TRAINING COMMUNITY

The Training Pathway is a flexible training option. People progress through the Pathway at a rate that suits them, completing training events and delivering mindfulness-based approaches under supervision to build a portfolio. Our Training Team is there to offer practical guidance and advice relating to the 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. When you register for the Training Pathway, you become part of a community of trainees, supporting one another by connecting online and at various training events as you build your portfolio, your skills and your experience.

THE COMMUNITY SITE

Our Community Site supports both in-person and online learning, so it is important that you familiarise yourself with this space before every training event and retreat. We will enrol you onto your chosen events once the payment and application process is complete, usually a few weeks before the event begins. Once you are logged in, you will see your event(s) under 'My Courses' on the top menu of the site. Each course will have a noticeboard, where you will find announcements, pre-course reading and supporting materials. Once you have an account you can use your existing login to access course materials and certificates.

THE TRAINING PATHWAY COMMUNITY

On registration you will join our online Training Pathway Community Site where you can access orientation resources, a members' forum and become part of a community of trainees that come together to practice, to support one another and to share in the joys and challenges of the work.

TRAINING PATHWAY MEMBERS FORUM

There is a forum available to members of the Pathway in which the community can connect, share learning and experiences and field questions and concerns. The Mindfulness Network team will be available on the forum to offer ongoing advice and support. Trainees will be given log in details in on registration.

CONNECTION SESSIONS WITH TRAINING PATHWAY COMMUNITY

Quarterly Zoom connection sessions provide a space for trainees to interact with fellow members of the Community. Dates, times and Zoom links are on the Community Site for all those registered on the Pathway.

Throughout the year the Training, Retreat, Supervision and Marketing Leads will offer quarterly group tutorials to continue to support trainees to progress through their training journey and a chance for you to ask questions.

TRAINING PATHWAY PEER PARTNERING

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

WIDER COMMUNITIES

The Mindfulness Network and Bangor University are proud to support both **The Mindfulness Network Community Friends (MNCF)** and **SiTT (Support for Integrity in Teaching and Training) Community**.

More information on these community groups can be found in Appendix V and VI below.

GOOD PRACTICE

We expect all members of the training community to engage in good practice. All 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 pathway.
- Collecting and practicing with a range of [audio downloads](#)
- Participating in and observing other mindfulness-based approaches if possible. This is an invaluable way of learning more about the program, understanding more of the learning process, especially inquiry, as well as deepening your own practice.

STARTING TO DELIVER A MINDFULNESS-BASED PROGRAM OR APPROACH

- Start by setting up your required Supervision with a Mindfulness Network approved supervisor as early as possible.
- Assessment and orientation of the population you are working with 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 Training Pathway.

- Arrange a teaching apprenticeship, observing or assisting an experienced teacher before you deliver yourself. Feedback and discussion during this process is wonderfully useful. The Mindfulness Network have a small selection of teachers offering apprenticeship. We also encourage trainees on both the Training Pathway and Bangor University Masters to support each other by attending each others' courses to observe and gain insight. Please contact training@mindfulness-network.org to find out more.
- Record yourself practising 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 deliver a mindfulness-based program, prepare your workbook or set of handouts, 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.).
- Costing in enough Supervision time is very important. Suggestions are made in this document about the level of supervision needed early on.
- To make the most of supervision, we recommend that you video record some of your work and ask your supervisor to give you feedback on the recording. It is also highly valuable to reflect by viewing/listening to yourself.
- Make sure you are working within the Good Practice Guidelines and use the MBI:TAC to help you recognize and develop the skills required to be a competent mindfulness teacher.

- Trainees are recommended to purchase a copy of the book '*Essential Resources for Mindfulness Teachers*' edited by Rebecca S. Crane, Karunavira and Gemma M. Griffith from the Centre for Mindfulness Research and Practice at Bangor University, Wales, UK. This text will be utilised throughout the training programme, and we are pleased to offer a publisher's discount of 20%: <https://training.mindfulness-network.org/book-discount/>

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. Portfolio assessment costs £200.

NB: Practising Teacher Certification (for those registered on The Pathway prior to April 2023, see Training Pathway Handbook 22/23) is £150.

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 send your portfolio to the Training Coordinator (contact details on Page 5).

PLEASE INCLUDE:

- Contents page
- A short introduction (no more than 1 side) introducing yourself and your context
- Portfolio Record (Appendix II)
- Reflective writing
- Supervisor's report (Appendix I)
- Bibliography of reading
- Training Event Certificates

SUPERVISOR'S 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 Pathway 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. You should relate your journal summary content to the learning outcomes of the Pathway, see page 13. It is important to demonstrate that consideration has been given to inclusion, equality, and diversity in your approach. Awareness of trauma sensitivity and professional ethics should be clear.

Word Count: up to 3500 words

NB: Practising Teacher Certification (for those registered on The Pathway prior to April 2023): up to 2500 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.

PORTFOLIO LEARNING INTENTIONS

- 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 approaches.

- 
- Build skills to a level of competency in delivering mindfulness-based approaches within the students own professional context across the domains of the teaching process.

 - Develop professional skills by selecting, organising, 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.

GUIDANCE ON FINAL ASSESSMENT OF TEACHING COMPETENCY

MINDFULNESS TEACHER PROFESSIONAL PATHWAY MODULE (MTPP)

Once you have successfully submitted your portfolio 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 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.5) within the university.

PROGRAM GUIDANCE

The Certificate of Competence that you ultimately receive will relate to the specialist training that you have undertaken, the specific course that you have submitted for assessment, and the level that you have been assessed at for this particular approach.

If you would like to receive a separate certificate for competency assessment in multiple curricula, you can do this within your MTPP module submission if you:

- Attend relevant specialist training
- Submit a whole course for review and anchor your essay to one 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, you can 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 BAMBA good practice guidelines for teaching mindfulness-based courses is to have training and/or knowledge and experience of the population in which they are working. 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 those 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 training pathway 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 teaching practice in your professional context. In addition to English language submission, we currently can accept video recordings in Spanish, French and German 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, German, or Spanish, please contact Training Lead, Sophie Sansom to discuss. It will depend on trained marker availability. Your written submission must be in English.

Throughout the pathway you will be engaging with training and self-reflection/assessment using the MBI:TAC - see 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 centres 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 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 skilfully 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. 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

'Essential Resources for Mindfulness Teachers' edited by Rebecca S. Crane, Karunavira and Gemma M. Griffith. This text will be utilised throughout the training programme, and we are pleased to offer a publisher's discount of 20%: <https://training.mindfulness-network.org/book-discount/>

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>

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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 its 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.

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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>

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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*.

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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 supervisor is not part of the Mindfulness Network Supervisor team, please give full contact details)

THIS PART OF THE FORM IS TO BE FILLED IN BY THE SUPERVISEE:

Please identify the number and length of supervised sessions that you have undertaken with your supervisor during training:

Please comment on the role supervision has played in the development of your mindfulness-based teaching practice over the past year:

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:

Please list any teaching practice you have engaged in during the year and comment on the role supervision has played in relation to this:

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:

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:

Please comment on the trainee's use of supervision throughout the training period. (Please include examples of trainee's commitment and engagement to the supervision process.)

Please comment on the trainee's teaching practice during the training period and the role that supervision has played in supporting this:

Please confirm that you have been given the opportunity to review a video of the supervisee's 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):

Any further information you wish to identify?

SIGNATURE OF SUPERVISOR:

(The signature can be electronic)

DATE:



TRAINING PATHWAY PORTFOLIO RECORD

Congratulations on completing your mindfulness training journey. Please complete the portfolio record below and submit it along with supporting evidence to training@mindfulness-network.org.

Submission of portfolio	
<i>Date of submission:</i>	
<i>Date of initial registration on the Training Pathway:</i>	
<i>Name of Supervisor:</i>	

TRAINING RECORD

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

Training Event	Dates	Teachers	Location/Online
<i>Teacher Training Level 1 (TTR1, TTO1, TTC1) or Essentials Training</i>			
<i>Curriculum Specialist/s</i>			
<i>Context Specialist/s</i>			
<i>Domain Specialist Workshops (Inquiry, Group)</i>			
<i>Teacher Training Level 2 (TTR2, TTO2) or Going Deeper</i>			

RETREAT RECORD

Please complete the following table to detail retreats attended during the Training Pathway.

Title of Retreat	Dates (Start-finish)	Teachers	Location/Online
<i>The Foundations of Mindfulness</i>			
<i>Deepening and Extending the Foundations of Mindfulness</i>			

<i>Other...</i>			

RECORD OF SUPERVISED TEACHING

Please provide details of any delivery of mindfulness-based approaches during your time on the Pathway.

Title of curriculum (e.g., MBSR) or description of approach	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 certification with the Mindfulness Network in association with Bangor University.

APPENDIX III: VIDEO RECORDING GUIDELINES


As you will be submitting recordings 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 Training Lead, Sophie Sansom before embarking on recording for the MTPP module. You may also be recording your delivery 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 (do not worry too much about pixels – if it is a recent digital camera, it will be good enough). It is usually helpful to attach an external microphone to a camera. Do not 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 do not 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 (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 delivery (not on the camera), and you can always be kept ‘in shot.’

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 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. Also, you may feel initially uncomfortable about being recorded. It is helpful to practice recording yourself as early as possible (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 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 participants 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 may be used in the context of supervision, assessment and for future training. The clips will be held in confidence within a collaboration between the universities of Bangor, Oxford, and Brown.

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: MINDFULNESS NETWORK COMMUNITY FRIENDS

The Mindfulness Network Community Friends (MNCF) – *formerly Friends of Bangor CMRP Alumni Group* – is the voluntary wing of the Mindfulness Network. It is an initiative to engage the wider mindfulness community and reach new audiences through free/donation-based events from a wide range of speakers and experts, alongside regular and opportunities to practice. Led by a Committee of dedicated Volunteers, supported by the Mindfulness Network, we work together to offer an inspiring programme of day, evening, and weekend sessions guided by experienced teachers. MNCF runs specialized groups such as the MGM men's group, practice sessions in English and Mandarin, online silent retreats, opportunities for teachers in training to practice teaching, and sharing developments at the Mindfulness Network and Bangor University.

We know there is a deep desire within the mindfulness community for practice and connection. Rather than being a club with a membership, being a Community Friend is an open invitation to everyone. To find out how we can support you, please look around the [Community Friends area](#), hosted on the Mindfulness Network Community site. In particular, you will find details of the weekly and monthly events and practice sessions on the calendar.

To hear more about MNCF activities and events, sign up to the [Mindfulness Network monthly newsletter](#). You can also follow on [Facebook](#) and [Twitter](#) where regular updates are posted. If you have ideas and enthusiasm and would like to volunteer to help the MNCF Committee, please contact communityfriends@mindfulness-network.org. The space is yours and we welcome ideas for resources, practice sessions and volunteers to support events as Zoom hosts or facilitators.

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

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 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.

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.