

Mindfulness Training Pathway Handbook



2025 / 2026

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 the Mindfulness Network in collaboration with Bangor University.

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) joining in with 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 the Mindfulness Network and Bangor University Centre for Mindfulness Research and Practice (CMRP).

If you choose to train to teach a curriculum based Mindfulness Course (MBSR/MBCT) then after completion of the Pathway, you also 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 Training Pathways, guidance on the role of your supervisor and information on support available along the way.

Warmest Wishes,

Ruth Sequeira

KEY CONTACTS AND LINKS 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!

TRAINING LEAD

Ruth Sequeira ruth.sequeira@mindfulness-network.org



TRAINING COORDINATOR

Emma Dillon training@mindfulness-network.org



CO-DIRECTOR, CENTRE FOR MINDFULNESS RESEARCH AND PRACTICE, BANGOR UNIVERSITY

Dr Sophie Sansom s.sansom@bangor.ac.uk



- 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

From April 2025, membership of the Training Pathway is included with attendance on the Essentials Training.

Following completion of the Essentials course you will 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 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 [20](#).

OVERVIEW OF THE TRAINING PATHWAY

Your Training Pathway portfolio is built over time by attending a series of online 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 as detailed by the British Association of Mindfulness-based Approaches (BAMBA).

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 (MBCT/MBSR), 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 (e.g. in the workplace, or as part of one-to-one work).

- **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.*

On completion of our Route One pathway, teachers will be able to apply for registration with the British Association of Mindfulness-based Approaches (BAMBA) and will have the option to register to have videos of teaching competency assessed with the Mindfulness-based Interventions: Teaching Assessment Criteria (MBI:TAC) from Bangor University.

BAMBA are currently in the process of expanding their registration criteria and we anticipate that registration will soon also be available to those completing our Route Two training pathway.



Our network of highly experienced trainers, retreat leads and supervisors are here to support you through the Training Pathway.

TRAINING MODULES:

➤ The Essentials: Cultivating and Conveying Mindfulness

Start here: 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 (for both Routes) in delivering mindfulness within a range of different context, populations, and approaches.

After the Essentials 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. Current options are:

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

Trainees wanting to teach a mindfulness-based program curriculum (Route One), can decide which one or more of these programmes to embark upon, which will inform the certificate 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*

Context Specialist trainings are necessary modules on the Route Two Pathway but can also be chosen instead of, or in addition to, Domain Specialists for trainees on Route One. Trainees on any Route can choose multiple contexts to specialise in, which will inform the certificate 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. Domain Specialists are part of the Route One Training pathway but are also likely to be useful to trainees on Route Two. Current options include workshops on:

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

➤ **Evolving in Mindfulness - Consolidating and embodying your training**

Our Evolving in Mindfulness 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 minimum 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:

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 [16](#).

MINDFULNESS DELIVERY UNDER SUPERVISION:

You must complete supervised teaching of two or more programs (Route One) or supervised facilitation (averaging 3 hours per month or more) 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 [17](#).

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 Appendix 2.

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 teaching of an additional 8-week course, 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 here: <https://www.bangor.ac.uk/courses/other-courses/competency-assessment-mindfulness-facilitation>

STRUCTURE OF THE TRAINING PATHWAY

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	<p>The Essentials</p> <p>Curriculum Specialist</p> <p>Context Specialist <i>and/or</i> Domain Specialists</p> <p>Evolving in Mindfulness</p>	<p>Foundations of Mindfulness Retreat</p> <p>Deepening and Extending the Foundations of Mindfulness Retreat</p>	<p>Teach minimum of 2 supervised courses</p> <p><i>NB. If specialising in multiple curricula and/or contexts, teach an additional course for each.</i></p>
Route Two	Trained to Facilitate a Mindfulness-based Approach with specialisms	<p>The Essentials</p> <p>Context Specialist</p> <p>Evolving in Mindfulness</p>	<p>Foundations of Mindfulness Retreat</p> <p>Deepening and Extending the Foundations of Mindfulness Retreat</p>	<p>Facilitate a Mindfulness-based Approach for a period of twelve months</p> <p><i>(minimum average 3 hours per month)</i></p>

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 is the pathway to take if you **know you want to be able to teach 8-week programmes** using established curriculums (MBSR or MBCT). This route 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 skills 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.

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

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



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

ROUTE TWO: TRAINED TO FACILITATE A MINDFULNESS-BASED APPROACH

Route Two is a shorter pathway and has been designed for those who **want to integrate a mindfulness-based approach into their current work, and/or deliver mindfulness in adaptive, creative ways** (outside of using an 8-week curriculum). 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 or to deliver mindfulness sessions to workplace settings.

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. staff wellbeing, 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 WILL I BRING IT ALL TOGETHER AND DEEPEN MY SKILLS?

Evolving in Mindfulness: The final module in the training pathway is 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 AND INVESTMENT:

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 - COULD LOOK LIKE...

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 & Inquiry Workshops

Step 8: Deepening and Extending the Foundations of Mindfulness Retreat

Step 9: Teach a second full course with supervision

Step 10: Evolving in Mindfulness Training

Step 11: Portfolio submission and Certification

Step 12: Formal competency assessment through Bangor University

ROUTE TWO - COULD LOOK LIKE...

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: Evolving in Mindfulness Training

Step 8: Portfolio submission and Certification

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 received.

To complete our full programme of training and retreats, including portfolio 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

It is possible to apply for a reduced cost bursary rate place on any of our training courses (see below). 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:

- **Individual events** can be booked through the Mindfulness Network [calendar](#) which has full details of the costs involved.
- **Portfolio submission and assessment - £200**

Additional Costs: 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. £900.**

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.

- 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 and Liberation residential retreat;' their website address is www.gaiahouse.co.uk.

MINDFULNESS-BASED SUPERVISION

Once you are ready to start teaching mindfulness beyond friends and family, you will need to seek the support of a Mindfulness Supervisor. The mindfulness-based supervisor role is to offer on-going guidance in personal mindfulness meditation practice, offering mindfulness more widely 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?

Supervision is an ongoing requirement for Mindfulness Teachers as part of the British Association for Mindfulness-Based Approaches (BAMBA) Good Practice Guidelines. Trainees will need to access a minimum of **9 hours supervision over the training period** and then make arrangements for ongoing supervision. **Weekly supervision during mindfulness delivery** is also hugely beneficial, particularly at the beginning of your teaching journey. BAMBA recommends:

‘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 client. The minimum supervision for an inexperienced teacher is three hours over the period of an eight-week course. All teachers are advised to discuss their supervision needs with their supervisor. It is recommended that experienced teachers who teach regularly should have mindfulness supervision at least monthly during the periods that they are doing mindfulness-based work.’

If you are on our **Route Two** training pathway offering an adapted mindfulness-based approach in a particular context, we recommend **a minimum of monthly supervision when teaching**, with a minimum of **9 hours supervision in total over the 12 month period** prior to applying for certification.

If you are on our **Route One** training pathway and are also teaching in a particular context (i.e. both curriculum and non-curriculum teaching), we recommend you seek supervision from someone with experience in both fields and you are likely to require additional supervision to the minimum requirement, to be agreed with your supervisor.

Periodically recording aspects of your work and using these for reflection in supervision can be extremely helpful, and your Supervisor will need to have seen some of your teaching before you apply for certification.

HOW DO I FIND A MINDFULNESS-BASED SUPERVISOR?

The Mindfulness Network website has [a list of recommended supervisors](#) by specialism 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 specialising 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 programme/approach.

DO I NEED TO TELL YOU WHO MY SUPERVISOR IS?

Yes, this is a requirement for the Training Pathway, email supervision@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.

OUR TRAINING PATHWAY 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. Registration on the Training Pathway is included when you have completed the Essentials Training.

When you join 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. There is a members' forum where you can share learning and experiences and you are also welcome to attend our quarterly Trainee Connections meetings facilitated by the Mindfulness Network team - an opportunity to connect, support and ask questions.

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. Ahead of your first event, we will create your Community account and send you login details. We will continue to 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, and you can use your existing login to access course materials and certificates.

THE TRAINING PATHWAY COMMUNITY

After registration, you will join the Training Pathway area of our 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.

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.

TRAINING PATHWAY PEER PARTNERING



Joining the Training Pathway also 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 [4](#) & [5](#) below.

THE ROLE OF MENTORING AND PERSONAL PRACTICE

Several of our experienced supervisors also offer Mindfulness Mentoring for anyone who practises mindfulness. Mentoring can be a valuable place for one-to-one support and reflection around ongoing personal mindfulness practice. See Appendix [6](#) for more information on mentoring.

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 inquiry and offer feedback to each other. The option to be paired with a peer will be given on registration to the Training Pathway.
- It can be helpful to arrange a teaching apprenticeship, observing or assisting an experienced teacher before you deliver yourself. Feedback and discussion during this process is wonderfully useful. 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 (e.g. Segal et al. MBCT for depression)
- 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. You will need to tell your participants in advance about being recorded and ask for their consent being clear about confidentiality and that recording is for supervision or assessment purposes only. There is a sample consent form to use with participants in Appendix 3.
- Make sure you are working within the Good Practice Guidelines and use the [MBI:TLC](#) to help you recognize and develop the skills required to be a competent mindfulness teacher.

CERTIFICATION AND COMPLETING THE PATHWAY

Once you have completed the whole Training Pathway and have accumulated the minimum supervised teaching experience (taught a minimum of 2 courses for those following Route One, or facilitated a mindfulness-based approach of approx. 3 hours per month for a minimum of 12 months for those following Route Two) , you can submit your portfolio to apply for certification – see the section ‘[Applying for Certification](#)’ for more information on this process. Teachers on Route One can then choose to teach a further recorded course and progress to the [Mindfulness Teacher Practice Pathway module \(MTPP\)](#) with Bangor University for an assessment of competency.

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 recognise 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.

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. We encourage all curriculum-based teacher (Route One) to apply for listing with BAMBA if based in the UK, we anticipate this will soon be available to teachers internationally, and as an opportunity for Practitioners on our Route Two pathway, also.

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>

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*.

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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*. *Guildford 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.

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 FURTHER 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*.

APPLYING FOR CERTIFICATION

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.

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: training@mindfulness-network.org


PLEASE INCLUDE:

- Contents page
- A short introduction (no more than 1 side) introducing yourself and your context
- Reflective Summary (see below)
- Supervision Learning Statement (Appendix [1](#))
- Portfolio Record (see Appendix [2](#))
- Training Event Certificates
- Bibliography of reading

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 the Training Pathway. This will inform the Reflective Summary that you submit as part of your Portfolio 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. 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.

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. You will not need to submit your journal but looking back on it will be useful when you come to write your Reflective Summary.

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 SUMMARY

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.

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. It can be helpful to link your reflections to the [MBI:TAC domains](#). It is also 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

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.

SUPERVISION LEARNING STATEMENT

To submit a portfolio for certification you will need to include a supervisor report. A supervisory learning statement form is included below. The report must confirm that your supervisor has watched videos of your teaching for discussion in supervision (a minimum of 40 minutes including both guidance and inquiry) and that they are in support of your qualification at this level.

APPENDIX 1: 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 a minimum of 40-minute duration in total, of your teaching and inquiry:

Please list any teaching practice you have engaged in during the training period 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:

Any further information you wish to identify?

SIGNATURE OF SUPERVISOR:

(The signature can be electronic)

DATE:

APPENDIX 2: TRAINING PATHWAY PORTFOLIO RECORD



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>Essentials training or equivalent</i>			
<i>Curriculum Specialist/s</i>			
<i>Context Specialist/s</i>			
<i>Domain Specialist Workshops (Inquiry, Group)</i>			
<i>Evolving in Mindfulness or equivalent</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/FACILITATION

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 3: SAMPLE VIDEO RECORDING 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 teacher/facilitator, who is training to teach Mindfulness.

☐

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

☐

I understand that the recordings 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 videorecorded, and for these recordings 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 TEACHER/FACILITATOR [SIGNATURE + WORKPLACE/CONTACT DETAILS]

The Mindfulness Network Community Friends (MNCF)

The Mindfulness Network Community Friends (MNCF) is the voluntary wing of the Mindfulness Network. It is an initiative to engage the wider mindfulness community and reach new audiences through volunteer-led, donation-based events from a wide range of speakers and experts. MNCF runs regular opportunities to practice mindfulness via affinity and interest groups such as the LGBTQIA+ group, practice sessions in English and Mandarin, online silent retreats and opportunities for teachers in training to practice teaching.

We know there is a deep desire within the mindfulness community for practice and connection. Rather than being a club with a membership, MNCF 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: <https://community.mindfulness-network.org/course/index.php?categoryid=5>

We would love to hear your ideas for resources, practice sessions and interest in volunteering to support events as a Zoom hosts or facilitator.

The sessions are completely free and open to all. However, if you would like to donate, any amount would be gratefully received via our [donations page](#).

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

APPENDIX 5: 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.

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

Find out more about SiTT: <https://www.sitt.community/>

If you would like to contribute to SiTT please contact SiTTMindfully@gmail.com.

APPENDIX 6: THE ROLE OF MENTORING

Several of our experienced supervisors also offer **Mindfulness Mentoring** for anyone who practises mindfulness. Mentoring can be a valuable place for one-to-one support and reflection around ongoing personal mindfulness practice. 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

WHAT IS THE DIFFERENCE BETWEEN MENTORING AND 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 by offering a dedicated space just for reflection, guidance and exploration of mindfulness practice in the wider context of everyday life.

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.

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.

- Find out more about Mentoring here:
<https://home.mindfulness-network.org/practice-mindfulness/mindfulness-mentoring/>