

Good Practice Guidelines for Trainers of Mindfulness-Based Teachers

Trainers need to meet and adhere to the **Good Practice Guidelines for Teachers**.

In addition, they need to meet the following **Good Practice Guidelines for Trainers of Mindfulness-Based Teachers**:

1. Have had full teaching responsibility for at least nine mindfulness-based courses over a minimum of three years.
2. To be offering training pathways which have a minimum of 12 months duration.
3. To be a proficient teacher of mindfulness-based courses – as assessed by experienced colleagues and potentially through the use of the Mindfulness-based Interventions: Teaching Assessment Criteria (MBI: TAC).
4. Have trained to be a trainer via an apprenticeship with a more experienced trainer and demonstrated a competency in training others.
5. To continue to teach mindfulness-based courses to people with varying levels of experience as a teacher, alongside training teachers.
6. Be in a regular supervisory relationship in relation to teaching practice and its interface with personal mindfulness practice, and engage in peer relationships with other trainers.
7. Attend annual retreats which facilitate practice at depth, some of which are at least 7-10 days in duration.
8. Stay up to date with the current and developing evidence base for mindfulness-based interventions, with a particular emphasis on the training organisation's area of expertise.
9. Be up to date with current methods of assessing mindfulness-based teaching competency and maintaining good practice.
10. Be steeped in the practice and understanding of mindfulness which is informed by both relevant current scientific and/or clinical understanding as well as its historical antecedents from relevant spiritual and philosophical traditions, the most common example of which is the Buddhist tradition.
11. Be a compassionate and strong team player - willing to operate in the context of a training team and in connection with others who are training teachers in the UK context.

Mindfulness-based teacher trainers need well developed skills, understandings and attitudes in the following areas:

1. An experientially gained understanding of the complexity of mindfulness as an approach and its transformational potential.
2. An in-depth understanding of the aims and intentions of the full range of curriculum components within the mindfulness-based course they are training others to teach.
3. An understanding of the underlying theoretical principles of the mindfulness-based courses they are training others to teach.
4. Understand and have the capacity to train others in the principles underpinning the adaptation of mindfulness-based courses to different contexts and populations.
5. Skill in working with groups, especially the creation of a safe and challenging learning environment.
6. The ability and skill needed to support trainees in identifying their strengths and learning needs, and providing feedback which facilitates new learning.
7. An understanding of the complex interface between MBAs taught in a therapeutic context and mindfulness as taught in traditional or specific cultural contexts and a commitment to being transparent in regard to which context(s) mindfulness teaching/training is being offered.

The trainer will work within the ethical framework of his/her profession or training and will additionally have particularly developed sensitivities in relation to:

- Only training within the limits and boundaries of competence
- Only asking trainees what is asked of self in relation to informal and formal mindfulness practice

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