Mindfulness-Based Supervision (MBS) & Mentoring | Reflective Teaching Support

For Mindfulness-Based Supervisors

Throughout this document, we will use the term **mindfulness-based supervision (MBS) & mentoring | reflective teaching support.** This term serves to demonstrate equity in our addressing and speaking to our diverse range of teachers', trainers and supervisors, whilst aligning to our organisational values and objectives as a UK registered charity. The abbreviation **MBS or MBS & mentoring** will be used throughout the document to support ease of reading.

BAMBA recommends that members prioritise the use of formally trained mindfulness supervisor whilst actively teaching. We also recognise that there are diverse and equally valid pathways to develop mindfulness skills which may not require the intervention from a formally trained mindfulness supervisor; for instance, in the case of business mentoring or programme design and innovation.

Minimum levels of MBS & Mentoring to meet Professional Standards

Registered members are expected to be in receipt of MBS & mentoring when they are actively teaching, training, or supervising others. This is a core requirement for maintaining safe, ethical and effective practice.

MBS & mentoring not only supports professional practice but also offers a reflective space for personal growth; helping us stay connected to our own lives, our practice, and whatever may be unfolding for us as teachers' and practitioners.

MBS & mentoring can be accessed in different ways, including one-to-one sessions, group supervision, or peer-based approaches. Each of these can offer valuable perspectives and support when held with care and clarity.

Although ongoing MBS & mentoring beyond active teaching periods is strongly encouraged, the minimum requirement for meeting BAMBA's Professional Standards is that supervision is in place during any period in which the member is delivering or supporting mindfulness-based work.

Mindfulness-Based Supervision Annual Review

As part of BAMBA membership renewal, registered teachers' are expected to take part in an annual supervision review with a supervisor. This offers a dedicated space to reflect together on how the Professional Standards have been met over the previous twelve months.

During this review, supervisors and supervisee's will reflect on:

- Engagement in extended periods of mindfulness practice (retreat)
- Ongoing learning and professional development (CPD)
- The nature and level of supervision received across the year

Following this process, supervisors are required to provide a supporting statement confirming that, to the best of their knowledge, the teacher has engaged with these areas and met the minimum expectations set out in BAMBA's Professional Standards.

Where a teacher has not been actively teaching during the year, this annual review becomes the minimum supervision requirement. Supervisors play an important role in supporting reflective dialogue and ensuring continued connection to safe, ethical and grounded mindfulness practice.

The BAMBA Supervisors Register

BAMBA embraces the concept of "equal to or above" when considering approving listing to the BAMBA Supervisors Register. We welcome applications from mindfulness supervisors who have:

Completed a minimum two-day supervisors training course with a BAMBA recognised affiliate organisation.

Or

Where training and development have been grounded in long-term, experiential practice, wisdom tradition routes. In these cases, extensive lived experience,

depth of insight, and sustained commitment to mindfulness practice may be considered equivalent to more conventional training routes.

All applicants to the BAMBA Supervisor Register will be assessed on their ability to meet BAMBA's Professional Standards and evidence their supervisor training pathway.

This could include BAMBAs request for references, details of mindfulness teaching and / or supervision in the last 12 months, CPD and skills development and length of time in the field.

BAMBA values diverse approaches to mindfulness, supervision, and teaching. We trust that supervisors from all backgrounds will bring the same level of ethical integrity, reflective practice, and commitment to the well-being and growth of those they supervise and serve, regardless of their training route.

The Role of a Mindfulness-Based Supervisor

Mindfulness supervisors play a vital role supporting supervisee's in formative, restorative and normative ways, in turn supporting mindfulness teachers' to uphold BAMBA's Professional Standards. These Professional Standards require all registered teachers' to:

1. Take part in annual retreat | engagement in extended periods of mindfulness practice
2. Commit to CPD | ongoing learning and personal development
3. Maintain a daily personal disciplined mindfulness practice
4. Remain insured to teach, train and / or supervise others in the field and can evidence as such

The supervisor is encouraged to support their supervisee through (not exclusive to):

a. reflection/inquiry into personal practice and mindfulness-based teaching.

b. hold space for ongoing periodic feedback of a supervisee's teaching through video recordings, supervisor observations on live teaching sessions or co-teaching with reciprocal feedback.

c. guidance towards professional, personal and business development, including mentoring

d. discussing how teaching meets ethical standards and good practice including working in and deepening understanding of equity, diversity and inclusion topics, themes and issues

Supervision in this way, creates a space for reflection, guidance, and professional development, ensuring that mindfulness-based activities adhere to ethical standards and good practice.

Responsibilities of the Mindfulness-Based Supervisor

Ongoing Professional Development (CPD) for Supervisors

Ongoing Professional Development (CPD) relating to the role of a supervisor is required to be evidenced as part of BAMBA annual membership renewal. BAMBA CPD requirement for annual membership renewal is a minimum of 30 hours completed (and evidenced as requested) each year. BAMBA registered supervisors must ensure that a minimum of 10% (3 hours) of ongoing CPD focuses on supervision, for example a CPD session focusing on supervision as a topic of discussion such as a formal workshop, a supervision learning space such as book group or speaker event, personal development discussions with your own supervisor which are documented as part of the supervisors' statement at the time of renewal.

At BAMBA, we value mindful, inclusive, and ethical supervision that supports both competence and care. Supervisors play a vital role in holding a supportive space where supervisee's feel seen, respected, and able to grow in their mindfulness teaching practice.

- Support through understanding
  Supervisors are encouraged to take time to understand the unique needs, context, and lived experience of each supervisee. This includes being open to conversations about difference, identity, and what might support psychological safety in supervision.

- Signposting when needed
  Supervisors encouraged to actively suggest and support further support from other MB supervisors when and if a supervisee's needs change. For example, when a supervisee might benefit from cultural/identity-specific insight that a current supervisor cannot offer, or when a supervisee is working in a specific context that a current supervisor is unfamiliar with. In these cases, supervisors are encouraged to respond to

the supervisee's needs with honesty, care, and humility and where possible, support the supervisee in finding the right person or additional support.

- Using the MBI:TAC|TLC framework
  Where relevant, especially when delivering 8-week mindfulness-based programmes, supervisors are expected to use the MBI:TAC|TLC (Mindfulness-Based Intervention: Teaching Assessment Criteria) framework to structure and guide reflection in a meaningful way. More information on MBI:TAC|TLC assessment or becoming an assessor can be found on the BAMBA website or by contacting register@bamba.org.uk.

- Being familiar with teacher requirements
  Supervisors are expected to be familiar with BAMBA's *Supervision Guidelines for Mindfulness Teachers'*. While supervisee's are responsible for meeting these requirements, supervisors can play a valuable role in supporting understanding and reflection.

- Ongoing BAMBA membership
  Supervisors registered with BAMBA must maintain continuous membership and remain in good standing with the BAMBA Register. If a supervisor's teacher registration lapses, they will automatically be removed from the BAMBA Supervisors Register. To return to the Supervisors Register, a new application, payment of the applicable fee, and completion of any required due diligence checks will be required

- Supervisee responsibility for arrangements
  It is the supervisee's responsibility to contact and contract with their supervisor directly, including agreeing times, costs, and session lengths.

Important Information for Supervisors

Pre-qualification requirements (teachers)

Before qualifying to teach others and as part of a teacher training pathway, teachers' are required to deliver two courses, programmes or curricula under the support and guidance of an experienced supervisor. Each course must be accompanied by a **minimum** of three hours of supervision. When training to teach an approach without a fixed curriculum, the trainee must receive a minimum of **6 hours supervision over a minimum period of 4 months.**

Important: The BAMBA affiliated training organisation may require a supervisee to take part in several hours more MBS for each of their first two courses / approaches taught prior to qualification. If this is the case, the organisations requirements will supersede BAMBA's minimum requirements.

Post qualification requirements (teachers')

Once a teacher training pathway is completed and the teacher is registered with BAMBA, MBS may move to regular sessions, often monthly, in alignment with periods of teaching activity.

BAMBA registered supervisors may advise supervisee's on longer periods of supervision and are encouraged to assess and discuss this on a case-by-case basis based on development needs and area of work. Supervisors and supervisee's are asked to work together to agree the numbers of sessions required based on teaching experience and capability.

Supervisors can guide supervisee's on the appropriate levels of supervision as they may be asked to support BAMBA membership renewal applications annually evidencing that they support and endorse their supervisee's at the time of membership renewal.

A form of MBS is required for all mindfulness-based activity including but not exclusive to:

- Teaching eight-week courses
- Drop-in sessions – see also Peer Supervision <link>
- Introduction sessions <link>
- Shorter courses
- Individual client courses / sessions
- Approaches
- Innovating mindfulness-based programmes or approaches
- Mindfulness-based supervision (often the term supra-vision is used for supervision of supervisors)
- Training others
- Workshops
- Supervision to support teachers' development (mentoring)

We recognise that teachers' may not be actively teaching in every membership year. Where this is the case, they are still expected to maintain their commitment to Professional Standards through CPD and prolonged periods of practice.

In these circumstances, the annual supervision review becomes the minimum supervision requirement.

NB: Supervisors; please read and familiarise yourselves with 'Mindfulness-Based Supervision (MBS) | Reflective Teaching Support- For Mindfulness Teachers' to support your supervision activity. *

Forms of Supervision

Supervision can be sought in various ways:

Alone: One-to-one supervision with a BAMBA-listed supervisor or a supervisor from an approved BAMBA affiliate organisation (recommended but not mandatory).

Group: A group session which is led by an appointed supervisor (with no maximum participants), where everyone in attendance is given space to discuss their needs and the work they are involved in whilst learning from the experience of others.

Reciprocal supervision/Supra-vision: Two supervisors agreeing to meet formally in a contracted way where they may supervise one another through co-creative processes and deepening understanding of the work they do and how they apply the principles and perspectives of MBS to the differing situations and contexts of their work.

Peer supervision: Two or more teachers' who meet for supervision. Note: Under BAMBA's Good Practice Guidelines, peer supervision is limited to a maximum of 50% of all supervision in any membership year.

Peer Supervision as a Supplement to Formal Supervision

a. Peer supervision may supplement formal supervision but only up to a total of 50% of the overall annual supervision completed.
b. Where BAMBA member teachers' engage **only** in mindfulness work **focused on holding space for drop in and introductory sessions** and **nothing more** throughout the year, peer based supervision is deemed as

meeting BAMBA's Professional Standards providing at least one supervision session annually (known as the Supervision Annual Review) has been led by a qualified, experienced supervisor that is registered with BAMBA, or has the skills and experience equal to or above BAMBA supervisor training requirements.

c. Best practice – where teachers' actively and formally take part in peer supervision, BAMBA recommends that from time to time (deemed once or twice a year | twelve-month cycle), the peer group invite a BAMBA registered supervisor to guide and support their session in a professional capacity.

NB: Peer Supervision should not replace supervision with a trained and BAMBA-approved supervisor. Maintaining appropriate accountability, safeguarding, and maintaining Professional Standards remains essential.

In summary and at a glance

- ✓ Supervision is required when you are actively teaching, training, or supervising others
- ✓ An Annual Mindfulness-Based Supervision Review is required prior to membership renewal
- ✓ Ongoing practice, including retreat and CPD, should be maintained each year – Mindfulness-Based Supervisors & Mentors play a key role in helping and supporting teachers' meet Professional Standards.