

## **UK Network for Mindfulness-Based Teacher Trainers**

### **Good Practice Guidelines for Trainers of Mindfulness-Based Teachers**

Our Good Practice *Guidelines* for teachers are *standards* which teacher trainers need to meet and adhere to. In addition they would normally 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. Have been assessed to be of an acceptable level of competence in teaching mindfulness-based courses
3. Have trained to be a trainer via an apprenticeship with a more experienced trainer
4. To continue to teach beginning meditators alongside training teachers.
5. Be in a regular supervisory relationship in relation to teaching practice and its interface with personal mindfulness practice
6. Attend annual retreats which facilitate practice at depth, some of which are at least 7-10 days in duration and are chosen in discussion with the trainer's practice teacher/supervisor to meet current needs
7. Stay up to date with the current and developing evidence base for mindfulness-based interventions
8. Be up to date with current best practice for methods of assessing mindfulness-based teaching competency
9. Be steeped in the practice and understanding of mindfulness which is informed by both its contemporary applications and its historical antecedents.
10. Be a 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 a 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 be equipped to train others in the principles underpinning the adaptation of mindfulness-based courses to different contexts and populations
5. Well developed skills in working with groups, supporting trainees to identify their learning needs, creating a safe and challenging learning environment.
6. Well developed skills in providing feedback to trainees which identifies strengths and weaknesses, and 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 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