

Framework

The Supervised Pathway training is flexible and built around the individual in discussion and with the guidance of a mentor. The table below details the essential components of training and assessment that are involved throughout the pathway. This should help you to have a rough idea about your current level of training and what additional training will be required within your Supervised Pathway. You may be early in the journey of training to teach so need to engage with all of these components or some way along a pathway. There are entry criteria requirements prior to Level 1.

	LEVEL 1 PREPARING TO TEACH	LEVEL 2 DEVELOPING FURTHER COMPETENCIES
MINDFULNESS PRACTICE	<ul style="list-style-type: none"> • Development of personal mindfulness practice • Attendance on a 4 day mindful meditation retreat with silent periods e.g. Gaia House MBCT/MBSR teachers retreat 	<ul style="list-style-type: none"> • Continued development of personal mindfulness practice supported by opportunities for reflection, inquiry, reading and talks. • Attendance on a 7 day mindfulness meditation retreat with silent periods e.g. Gaia House MBCT/MBSR teachers retreat
THEORY AND RESEARCH	<ul style="list-style-type: none"> • Synthesising mindfulness theory and personal experience of practice, CBT theory, Psychological underpinnings • Familiarity with 8 week course structure and content intentions and rationale behind course components, delivery of core practices, Inquiry, group processes. • Buddhist theory e.g. foundations of mindfulness, compassion. • Developing of familiarity with the main evidence base for Mindfulness-based Approaches • A knowledge of different applications for Mindfulness-Based approaches • Understanding of simple systems for evaluation • Keeping up to date with research • <p>Ways in which you might develop these skills:</p> <ul style="list-style-type: none"> • Attendance at workshops e.g. Buddhist background training • Attendance at conferences, lectures • Listen to talks • Reading books/journals/research papers • Dialogue with mentor • Possible peer sessions if several people on the pathway are interested in similar topics 	

<p>DEVELOPING TEACHING COMPETENCIES</p>	<ul style="list-style-type: none"> • Residential Training in Mindfulness-based Approaches (Level 1) - 6 day training in developing core competencies to teach MBCT/MBSR • Further skills training e.g. Inquiry, group process, mindful movement 	<ul style="list-style-type: none"> • Residential Training in Mindfulness-based Approaches (Level 2) – 6 day training in further development of competencies to teach MBCT/MBSR • Teaching of at least 2 MBCT/MBSR course with the population that you have the qualifications, knowledge and experience with • Regular supervision (from an experienced Mindfulness-based teacher) either in situ (as co-leader) or via supervision. Process to include reflection/inquiry of own practice in relation to teaching and periodic feedback on teaching through use of video recording or live observation • Further skills training as necessary e.g. Inquiry, group process, mindful movement. • Assessment of competency via video recordings of teaching an 8 week course.
<p>MENTORING</p>	<ul style="list-style-type: none"> • Initial 1 hour session • At beginning of pathway discuss skills and evidence so far and map out pathway. • Recommended a minimum of 4 sessions with mentor throughout the pathway (60 minutes each or 8 x 30 minutes) to: <ul style="list-style-type: none"> ➢ Negotiate the pathway and further training needs ➢ Discuss portfolio ➢ Guidance/recommendations on reading resources • Discuss readiness for competency assessment 	
<p>EVIDENCE FOR PORTFOLIO</p>	<ul style="list-style-type: none"> • Certificates of attendance: <ul style="list-style-type: none"> ➢ Residential Training in Mindfulness-based Approaches (Level 1) ➢ Retreat ➢ Any other training days ➢ Conferences/lectures • Summaries of sessions with mentor (signed) • Log of reading/learning • Summary of personal practice 	<ul style="list-style-type: none"> • Certificates of attendance: <ul style="list-style-type: none"> ➢ Residential Training in Mindfulness-based Approaches (Level 2) ➢ Retreat ➢ Any other training days ➢ Conferences/lectures • Final summary statement from mentor • Supervision notes • Signed report from supervisor (ideally based on MBI:TAC) • Evidence for assessed course to include:

		<ul style="list-style-type: none">➤ Recordings of your teaching of an 8 week MBA course➤ Copy of agenda/session plan showing themes, content, timings with weekly reflections➤ Copy of hand-outs/materials given to participants➤ Copy of CD's or information on which CD's were used.
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Process for setting up and completing a supervised pathway

1

- Application reviewed by the mentorship team to establish that all pre-requisites are met. If met and places available then invited for assessment with mentor.
- Outcome: Acceptance onto the pathway or Declined with reasons

2

- Agreement (with Mentor) on an individualised pathway and timeline that builds on existing experience, skills and knowledge and allows for completion of all the areas from foundation through to competency to teach MBCT/MBSR. Progression and growth allows for moving forward and backwards through the pathway.

3

- Pathway training begins. The trainee keeps a Portfolio of evidence throughout the process, which is shared with the mentor. The mentor helps to steer the course through the pathway including agreement between mentor and trainee on readiness for formal assessment.

4

- Formal assessment (completed by an experience assessor using the Mindfulness-based Interventions Teaching Assessment Criteria MBI-TAC) culminating in:
 1. level of competency is reached in all domains and pathway ends.
 2. or a process is agreed (with the mentor) for further experience, knowledge and skills and a further assessment.

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- Once competence in all domains on the MBI-TAC is established a Certificate of Competency and Completion a Supervised pathway in MBCT or MBSR is awarded and the teacher agrees to work within the UK Network for Mindfulness-based Teachers Good Practice Guidelines
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