UK Mindfulness Trainers' Network Extract from the Good Practice Guidance for Teaching Mindfulness-Based Courses, 2010

Mindfulness teaching is carried out in a range of settings, and by skilled and experienced teachers, many in the Buddhist tradition. This foundational work is warmly supported. As the interest in mindfulness as a secular practice has grown, however, training centres are often asked how best to judge whether a course that is offered is being done so with the care and competence that is required.

This is an extract of the main points from a recent statement by the Network.

A mindfulness teacher would normally have the following:

- 1. A professional qualification in clinical practice, education or social context or equivalent life experience recognised by the community in which the teaching will take place.
- 2. Prior knowledge and experience of the populations that the mindfulness-based approach will be delivered to, including experience of teaching, therapeutic or other care provision with groups and individuals.
- 3. A professional mental health training that includes the use of evidenced based therapeutic approaches (if delivering MBCT).
- 4. Familiarity through personal participation with the mindfulness-based course curriculum that they will be learning to teach, with particular in-depth personal experience of the three core practices of mindfulness-based programmes body scan, sitting meditation and mindful movement (plus any other core practice that is a necessary part of the programme being taught e.g. specific other practices taught in the *Breathworks* programme).
- 5. Completion of an in-depth, rigorous mindfulness-based teacher training programme or supervised pathway over a minimum duration of 12 months.
- 6. Ongoing adherence to the appropriate ethical framework of their background and within which they are working.
- 7. Engagement in a regular supervision process with an experienced mindfulness-based teacher(s) which includes:
 - Opportunity to reflect on/inquire into personal process in relation to personal mindfulness practice and mindfulness-based teaching practice;
 - Receiving periodic feedback on teaching from an experienced mindfulness-based teacher through video recordings, supervisor sitting in on teaching sessions or co-teaching and building in feedback sessions.
 - o Participation in residential teacher-led mindfulness meditation retreats.
- 8. Ongoing commitment to a personal mindfulness practice through daily formal and informal practice and attendance on retreat.
- 9. Ongoing contacts with mindfulness-based *colleagues*, built and maintained as a means to share experiences and learn collaboratively.
- 10. Engagement in *further training* to develop skills and understanding in delivering mindfulness-based approaches, including keeping up to date with the current evidence base for mindfulness-based approaches