

Good Practice Guidance for Teaching Mindfulness-Based Courses

A Prior training or relevant background

1. Professional qualification in clinical practice, education or social context or equivalent life experience.
2. Knowledge 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).

B Foundational training

1. Familiarity through personal participation with the mindfulness-based course curriculum that you will be learning to teach.
2. In-depth personal experience with daily mindfulness meditation practice, which includes 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. the Kindly Awareness practice in the Breathworks programme).

C Mindfulness-based teacher training

1. Completion of an in-depth, rigorous mindfulness-based teacher training programme or supervised pathway over a minimum duration of 12 months.
2. Development of awareness of the ethical framework within which you are working.
3. Development of awareness and recognition of the limitations and boundaries of your training and experience.
4. Engagement in a regular supervision process with an experienced mindfulness-based teacher(s) which includes:
 - a. Opportunity to reflect on/inquire into personal process in relation to personal mindfulness practice and mindfulness-based teaching practice;
 - b. 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.
5. Participation in a residential teacher-led mindfulness meditation retreat.

D. Ongoing good practice requirements

1. Ongoing commitment to a personal mindfulness practice through daily formal and informal practice and attendance on retreat.
2. Ensuring that ongoing contacts with mindfulness-based colleagues are built and maintained as a means to share experiences and learn collaboratively.
3. Ongoing and regular process of supervision by an experienced teacher(s) of mindfulness-based approaches which includes the areas cited in C4 above.
4. Ongoing commitment to reflective practice supported by for example, viewing recordings of own teaching sessions, connections with mindfulness teacher(s) and regular reading of books from the field of mindfulness.
5. Engaging in further training to develop skills and understanding in delivering mindfulness-based approaches.
6. A commitment to keeping up to date with the current evidence base for mindfulness-based approaches.
7. Ongoing adherence to the appropriate ethical framework of your background.