

Guidance on registration and assessment process for Teacher Training Pathway TTP Part 2B

In order to register on this module you must have completed Parts 1 and 2A of the CMRP Teacher Training Pathway (TTP).

OR have completed foundation and Teaching 1 and Teaching 2 modules on the CMRP Masters programme, plus a Teacher Training Retreat 2.

You can apply for registration on this module at any time, however there are 2 start points during the academic year. September and January.

For a 15 credit post graduate module you are expected to complete your studies and submit your assignments for assessment within 1 Semester. i.e. Start in September submit assignments in January; start in January and submit in May. The submission dates are detailed in the Module handbook, available on registration.

Because the time allowed for the module is short you may record your teaching up to 12 months in advance of submission. This information will help you prepare your recording and your written report prior to registering on the module. You will also receive a module handbook when you register.

Please also see detailed information on making good recordings in the TTP handbook.

Module purpose and aims

This module aims to assess competence in teaching mindfulness-based programmes. The module is the end point of the Teacher Training Pathway (<http://www.bangor.ac.uk/mindfulness/training-pathway>), and aims to prepare and assess students capacity for professional teaching of mindfulness-based programmes in their own professional contexts.

1. To offer students the opportunity for a structured assessment of practical teaching skills, with recognition of competence in teaching a mindfulness-based course, based on the UK Network of Mindfulness-Based Teacher Trainers' Good Practice Guidelines for teachers of mindfulness-based courses (current version is dated November 2011).
2. To continue students' engagement in a developmental process that integrates and builds on the personal, theoretical and skills-based learning gathered in previous experience and training, and previous professional development.

3. To offer students detailed feedback and assessment of competence in teaching a mindfulness-based course within their own professional context.
4. To inform and engage students in addressing professional and ethical issues that can arise during teaching mindfulness in their own professional context.

The Learning Outcomes for the module

(These will be the framework used by the assessors when marking assignments)

Successful students will be able to:

1. Demonstrate competence in teaching mindfulness based courses, (usually MBSR/MBCT) which would constitute 'fitness to teach', within the students own profession. This will be shown by demonstrating ability to guide the key practices of MBSR/MBCT.
2. Demonstrate awareness of professional and ethical issues, including use of supervision.
3. Demonstrate relevant teaching skills by selecting, organising and evaluating teaching materials, to facilitate integration of theoretical and experiential learning .
4. Demonstrate relevant qualities for teaching mindfulness-based approaches including embodiment of mindfulness and warmth of approach.
5. Demonstrate responsive and flexible pacing to cover an appropriate curriculum, as well as holding a group learning environment and managing challenges and difficulties

Assignment process

Assignment 1 (80% of total marks)

Present the video recording of you teaching an 8 week mindfulness course based on MBSR. Present the recordings in an appropriate format, and the teaching materials used.

Ensure that the sound and visual quality of the recordings are good and clear. You must personally watch all recordings to ensure that they work prior to submission

The submission for this assignment must include each of the following (NB: Only the teaching is directly assessed but it is important for the marker to have some contextual information about your teaching and programme to enable the marking process):

- One audio-visual copy of all 8 sessions of your MBCT/MBSR uploaded onto the (password-protected) hard drive which will be sent to you.
- Video recording consent form the Course teacher version (available in the module handbook)
- Copies of end of course participant feedback forms
- A time-line synopsis of each session which includes each curriculum component timed by minutes from the beginning of the recording (see below for example of how to do this)
- Supporting instructional materials – home practice CDs, workbooks, and any other handouts or teaching resources your participants receive (ensure that your sources are appropriately referenced/acknowledged in your learning materials). Only if you have recorded your own CDs
- Information/correspondence sent to participants in advance of the course

Please upload and submit as much of these materials as possible electronically on your hard drive.

Include an electronic copy of your written assignment on the hard drive also

SESSION 1 AUTOMATIC PILOT

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| SESSION 1 AUTOMATIC PILOT | Date: 5 participants present (1 off sick) Duration of session clip: 2hrs 10mins |
| 1. Housekeeping and introductions | 00 – 16.08 |
| 2. Raisin practice | 16.08 - 24.18 |
| 3. Inquiry - raisin | 24.18 – 29.38 |

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| | |
| 4. Body scan | 29.38 – 1hr 12 mins 20 secs |
| 5. Inquiry – body scan | 1:12:20 - 1: 55: 20 |
| 6. Hand-outs, home practice, summary If learning | 1:55:20 – 2.05:00 |
| 7. Short practice and close | 2.05:00 – 2.10:00 |

Assignment 2 (20% of total marks)

1,500 Words

Write a short report on your experience of teaching this course, include a rationale for teaching the curriculum you chose and the materials used. Outline how you held the group learning environment and an example of a challenge you encountered. Give an account of your use of supervision and professional or ethical issues in teaching mindfulness. Including notes on:

- Information describing your orientation/assessment process with participants prior to the commencement of the course
- The course curriculum you are working to (if this is manualised and easily available, you do not need to send it, but give us the relevant information)
- The context you are working in
- Anything else you think is useful for the marker to know

Some guidance on writing your report.

You are reporting on the activity of teaching the 8 week course and your experiences of it. In order to meet the (tight) word allowance you will need to be organised and concise. The main objective (or brief) of this report is to:

- Assist your assessor to further understand your 8 week course teaching context
- Demonstrate that you are meeting the learning outcomes (see p. 4
- Demonstrate your understanding of the professional and ethical issues in mindfulness teaching.

To help you meet the word limit, some information may be listed e.g. numbers in group, context, venue etc.

Concentrate on giving your assessor important information about how you taught; any challenges met by you during teaching and how you approach the ethical and professional issues of teaching.

If you cite any sources then they must be referenced using APA. You are not required to use references if they are not relevant.

Marking your submission

The marking process for this module is lengthy and complex. We aim to return the assignments to you within 2.5 months of the submission.

Practice in recording yourself teaching on a mindfulness course

As you will be submitting recordings of a whole 8-week course for Assignment 1 (see below), it is essential that you prepare for this by practising recording yourself teaching. This will ensure that you have the technological skills, and are also prepared for any psychological effect of being recorded, which can affect your teaching initially.

Please note: *Your submitted recordings must allow the markers to see you well, and to hear both you and your participants clearly; if they do not, your recordings will not be marked, and you will have to defer your assignments to resubmit the following year (with a resubmission fee); this would mean recording and submitting another course, and rewriting your essay based on your resubmitted course.*

How to make good recordings of mindfulness teaching practice: Hints and tips

Please note: *Your submitted recordings must allow the markers to see you well, and to hear both you and your participants clearly; if they do not, your recordings will not be marked, and you will have to defer your assignments to resubmit the following year (with a resubmission fee); this would mean recording and submitting another course, and rewriting your essay based on your resubmitted course.*

Get some help! If you've never used a video camera before, find a friend or colleague who has and will give you some help and advice – perhaps even lend you a camera to practice with!

Pick the right camera. If you're buying a camera, it needs to have good sound, and a reasonably clear picture (don't worry too much about pixels - if it's a fairly recent digital camera, it will be good enough). In some cases, it is cheaper to buy a camera with poor sound and then get an external microphone attachment.

Don't forget to make sure your camera has all the connectors it needs to transfer your footage to your computer!

There are lots of different types of software available on the Internet to convert your media to an appropriate format. In most cases the computer will come with software to do this. There are also more advanced software packages out there that can be purchased. There are also quite a lot of free downloads for PCs – have a look around. If you are producing videos that are on media / memory cards, or have a camera with a hard drive, this will be ideal; media / memory cards also need to have enough memory to record 2 – 2.5 hours (depending on the length of your sessions) – or a 'long-play' facility on the camera can extend the length of the recording; remember to initialise the card before reuse.

Make sure the sound is as good as the picture. To be assessed properly, it is essential that the sound is good enough for your speech to be heard clearly. The assessor also needs to hear what members of the group are saying to you, and some of them can speak quietly, or have accents that make understanding less easy – remember the assessor will not be able to see the participant's face as you can, which makes understanding what they say more challenging. Make at least one test recording before you start teaching. As far as possible make sure there are no loud noises from outside (like construction work or groups of people talking loudly) which might make it difficult to hear what's being said on the recording (you may need to shut windows or doors). If the sound quality is doubtful, try using an external microphone.

Put the camera somewhere stable. You don't want the camera to fall over or tilt while you're filming, so all of a sudden your feet are being filmed! It might be worth purchasing a tripod (these are inexpensive for most cameras). Otherwise, do make sure there is a table or other surface at the right height and in the right place for you to rest the camera on.

Light levels. Ensure that the light level in the room enables a clear picture.

Check where you're aiming the camera. It may sound obvious, but it's really important to make sure that you're filming what needs to be seen. Remember that you are filming your interactions with your participants, and as much as possible of you should be in camera view (including your whole body at least some of the time – the assessor will want to see if you're well grounded). But don't have the camera so far away that your facial expression isn't clear. If you sit on a cushion or stool, the camera distance should ideally allow the camera to record at least your head while you're sitting low down as well as on the chair.

As far as possible your participants should not be in shot, for reasons of confidentiality. You may be able to position the camera between two participants (perhaps 'looking' over their shoulders) on the other side of the circle to yourself. Putting the camera inside the circle is very intrusive, but too far outside can make the picture too small and the sound too quiet – find a balance that works in your situation.

If at all possible, have an assistant deal with the camera. An assistant (preferably one who has done the course before) may be very happy to take charge of the camera for a reduction in the course fee or a free course. They can sit next to the camera, turn it on and off, move the camera angle unobtrusively to follow you when necessary, etc. An assistant needs to know what you require, and to practice working the camera before the initial recording of a session.

Talk with your assistant about what to do when you move elsewhere than your chair – e.g. to write on a flip-chart, or stand to teach a movement practice. While it can be fine to quietly redirect the camera to include e.g. a flip-chart piece of teaching, be aware of the disturbance to participants that could be caused by an assistant trying to 'follow the action' and make a movie! If moving the camera interrupts the teaching process, it's OK to have the sound only recorded for short periods. It is not appropriate to have the camera follow you as you move about the room, e.g. in a walking practice, as this is often distracting for the group. One possibility for a walking meditation is for your assistant to change the camera angle so the camera is pointing at the floor, or round to a nearby wall, and only your instructions are recorded – as long as this is unobtrusive, and they remember to point it back at you afterwards! The assistant may also be able to cover the lens discreetly when participants are moving across the camera if their faces would be in view.

Be aware of the possible effects of recording on yourself. If you are worrying about whether the camera is working, etc., it can distract you from your teaching – a very good reason for having someone else who is reliable doing the recording. Also, you may initially feel very uncomfortable being recorded – having a sense of being watched or assessed while you are teaching can create anxiety and self-consciousness. Of course it's important and very helpful to stay grounded in your own physical sensations when dealing with these feelings (just as you would when dealing with any other difficulties when teaching). The more recordings of yourself you do, the less effect it will have on you – familiarity leads to ease! – so start recording your teaching as early as possible, and do enough to feel comfortable with it before recording the course where you are being assessed.

Also be aware of the possible effects of recording on the group. You need to tell your participants well in advance, talk it through with them if they have any concerns, and organise for them to come to a non-recorded group if they are unhappy about it. Be clear with them that it's you that's being filmed not them, and why. You can use the video consent forms as part of this process of discussion and reassurance. It's important to be clear with the participants beforehand and make clear agreements with them about whether and when they will be in shot – remember that inadvertent recording of participants often occurs, when they forget about the camera, or are doing mindful movement or walking. Where the camera is placed in, part of, or outside the circle can impact on the sense participants have of being a group. Usually, as long as you are relaxed and comfortable with the camera and the process of recording, your participants will accept it as part of the furniture, and will be supportive of this as part of your work; they can also see the process positively as part of ensuring high standards of teaching.

PRACTICE! This is the most important thing of all. Test out the functions and settings on your camera *before* you start recording teaching sessions, so you can be confident that you will be able to make a good recording even if the light is poor or your speaking voice is not particularly loud. Record yourself as much as you can (at home while practising teaching is one possibility). Remember that recorded teaching (preferably with some participants!) is very helpful indeed for you to watch and give yourself feedback on, and also as part of your supervision process.

By following these guidelines, you will be able to present a professional quality recording for your assessment – much better than running the risk of not being able to be assessed, and so not passing the assignment or the module, or having to do it all again! You will also most importantly be creating a very useful resource for your development as a mindfulness teacher.

Sending your work to CMRP

Basic information and advice on video recording are included in the TTP handbook. Please also see information on gaining consent for recording from your participants.

You will be provided with a pre-addressed envelope for returning your hard drive and accompanying materials. Please ensure that you return this to The CMRP office by Royal Mail Special Delivery. In order to protect the hard drive from

damage disconnect the USB cable from the hard drive before posting. Please remember to include your name with your work- otherwise the admin staff will not know who it is from, please include a note in the envelope with your name on it.

MTPP module in the context of your work as a mindfulness instructor

The training that you have experienced during your teacher training pathway is only a part of the picture in developing your mindfulness-based teaching practice in your work context. It is supported in a range of ways in your own life and work, as you develop both your personal meditation practice and your experience in teaching the 8-week course. Please read and follow the UK Network of Mindfulness-Based Teacher Training Organisation's Good Practice Guidelines for Teaching Mindfulness-Based Courses (see <http://mindfulnesssteachersuk.org.uk/>) as a way of relating to your teaching work during the module. Ideally register yourself as a teacher via the UK Teachers Network. These are the guidelines used by the CMRP's own teachers/trainers, and are foundational to our work, as well as to other teachers in the UK.