



Mindfulness Training Institute

Australia - New Zealand

SUPERVISION KIT

~ for supervisors and beginning teachers ~
2019

What happens in supervision/mentoring for mindfulness based teaching?

Supervision sessions are a collaborative, open and creative process. Supervision is a mentoring process - sharing knowledge skills and experience to enable you to reach your full potential. And in part, it is also evaluative as your supervisor will be helping you meet the guidelines so that you can become a registered and then certified teacher, if you wish. (You are not required to apply for registration or certification of course.)

You meet together weekly in person or over distance by telephone or video platform such as Skype. A supervisee shares their transcripts, audio / video of their teaching from the preceding class so as to digest, review, reflect, share about what was fruitful in the class and the challenges encountered. The learning can then carry into the next weeks teaching so each sessions skills builds on the last. Areas of exploration may be core teaching skills, theoretical understanding, personal practice/process and all of this taking into account the overall purpose of the particular program on offer.

Issues covered in supervision

- Practical matters, timing, preparatory work, screening, group composition issues
- Understanding the curriculum and session goals and fidelity to the program
- Reflection on blind-spots which arise in life/group/practice and may overflow into the teaching
- Integrity: practicing ethically and appropriately for your thus-far level of training and the people's needs in the room - keeping the care and benefit of the participants in the foreground.

Contract

We recommend that supervisors and supervisees agree to mutually beneficial guidelines and parameters. The contract can be found here and at the end of this document

Number of Hours

At a minimum, 2 rounds of teaching with weekly supervision (i.e. at least 16 hours) is required to meet basic training needs.

You are free to do individual or group supervision, but each teacher needs to do audio/transcripts of their teaching work. Once a teacher has built sufficient experience and skill, he/she may move to fortnightly sessions or sharing weekly sessions with another teacher and a supervisor. We encourage you to continue in peer supervision as long as you are teaching.

Audio, Video, Transcription

Audio and transcripts

In supervision, working with audio and transcribing offers one a closer look into how aspects of the class unfold, especially the inquiry process. We recommend you use this method for each class and for at least the first two rounds of teaching i.e. 8 transcripts per term.

An efficient method is to audio record the whole of your class and transcribe a chosen inquiry conversation portion of the class verbatim i.e.:

Teacher: What did you notice about paying attention this way?

Participant: I felt how heavy my arms were ...so tiring.

Share this document with your supervisor before the session so he/she has time to read and reflect. Both of you unpack issues that came up: the fruitful bits, the unfruitful, the unknowable, the unsaid, the awkward and the smooth.

We recommend you include looking at some meditation leading and didactic as well. Feel free to choose something you felt good about and something that you feel like you need help with. You could either listen together to the audio during a session or let the supervisor know the chosen portions to listen in advance. For example, at *1hr 35 min: Nine Dots Exercise*

Video

After sufficient rounds of teaching and when you both deem you are ready, you might then proceed to film yourself teaching in order to prepare recordings for your certification review. Speak to your supervisor about this step and how prepare yourself and the group for this process. MTI guidelines for filming are [here](#).

Working with the MBI-TAC: Mindfulness Based Interventions- Teaching Assessment Criteria

The MBI-TAC can be used:

- As personal, reflective support to get clarity on your learning goals before and during teaching a program
- To self- assess and receive feedback from supervisor/peers through supervision
- To identify areas of growth as you get more proficient

As a teacher you would perhaps already be aware of your “growing edge” in some of the domains, i.e. *knowing what I don't know* as well sometimes of *not knowing what I don't know*. The strength of working with a mentor/supervisor and a tool such as the MBI-TAC is that key features in each domain help you both pinpoint just where the growing edge of learning is at a given time.

SUPERVISOR'S QUALIFICATIONS

Who supervises?

As formal training in MBSR and MBCT are relatively recent in this region, there are some excellent experienced supervisors who do yet meet all the qualifications established by MTI, but are in the process of working towards them.

- Need to be certified or at least *registered* on the MTI website and planning for certification within one year.
- Need to have had a round of supervision in the model that one is supervising in. (e.g. if supervising MBSR, need to have been supervised in that model, not *Peace In A Frantic World* or *MBCT* for example.)
- Needs to meet all the *training and experience* criteria below.
- Have done at *least some supervision* themselves with audio/transcripts and using the MBI TAC.

Training and experience for supervisors

- Certification (using videos) to enable rigorous assessment of teaching competence
- Minimum 5 years of regular teaching experience (three courses a year)
- Experienced in using audio/video and transcripts in supervision and willing to use this in supervision with MTI students.
- Minimum 7 years of personal mindfulness and mindful movement practice
- Having taught a minimum 15 courses
- 5 or more silent mindfulness retreats of at least 5 days each
- Ongoing individual mindfulness supervision - minimum of 3-4 sessions per year; and/or ongoing group supervision with peers

Specific skills and capacities

- An in-depth understanding of the underlying theoretical components, aims and intentions of the full range of curriculum elements within the mindfulness-based course they are training others to teach.
- An understanding and capacity to supervise others in the principles underpinning the adaptation of mindfulness-based courses to different contexts and populations.
- The ability and skill to support trainees in identifying their strengths and learning needs, and to provide feedback that facilitates new learning using audio/video transcripts.
- Familiarity with and ability to use MBI-TAC as a training tool and as an evaluation tool.
- Ability and preparedness to provide written feedback on the supervisee's development if required for their certification process.
- The ability and knowledge to work within the ethical framework of his/her profession or training and to have particularly developed sensitivities in relation to only supervising within the limits and boundaries of competence.
- Skill in working with groups, especially the creation of a safe and challenging learning environment.
- An understanding and capacity to supervise others in the principles underpinning the adaptation of mindfulness-based courses to different contexts and populations.

MTI SUPERVISION CONTRACT AGREEMENT (2019 sample)

Agreement between (supervisor)_____ **and**.....(supervisee)

Phone:

Phone:

Email:

Email:

Dates of course:

Good Practice Guidelines

Both teachers and supervisors are expected to adhere to the Good Practice Guidelines for Mindfulness Teachers ([MTI link to the page](#))

Content and process of the sessions

If this is the first round of supervision, we will cover the following issues:

- a review of which population the course is aimed at, course outline, session agendas and materials
- recruitment and intake processes
- venue, materials and meditation practices
- support and follow up for participants
- more specific supervision of how the course is unfolding session by session and adaptations for the participants needs as they unfold over the course.

The teacher will also be responsible for what you take from supervision and how that learning is applied.

Audio and verbatim transcripts of parts of your teaching will also be used. The teacher will record and transcribe some parts of the audio and send this to the supervisor prior to the session.

The MBI TAC will be the framework we will work with to enable good supervisory coverage. You may at some stage wish to use videos of your teaching as well and this is recommended.

The supervisor will offer mentoring and practical advice to give guidance and support the group. The process will entail listening, investigative dialogue and exploration around the issues brought to supervision and may additionally include some training and teaching and suggestions for reading.

If you have already had at least 2 courses supervised by a qualified supervisor, using audio/video/transcripts and if you have had at least 8 hours of supervision for each (16 hours) then the content of the sessions going forth will largely be determined by the issues that you wish to bring. You will therefore be responsible for choosing what material to bring and, where practical, send a list of topics to be dealt with prior to the session.

Please note: The supervision process will not:

- provide clinical supervision. We may discuss the application of mindfulness in any clinical work you do, but you need to have a separate clinical supervisor to hold responsibility for your clinical work
- provide personal counselling. It may though provide a context to explore personal issues that influence the context of teaching. This may lead to recommendations that you pursue some counselling/ therapy to help explore and resolve those issues.

Confidentiality

Discussions in the sessions will normally be held in complete confidence.

When audio or video tapes are used as part of the supervision process, you will need to ensure that the participant(s) of the course or client(s) are explicitly aware of this, and gain their written consent(s) to recorded material being used for this purpose.

It is understood that the supervisor may take any appropriate matters arising from this supervision to her own supervision process. All reasonable care will be taken to ensure your anonymity.

If the supervisor is sufficiently concerned about a matter with serious criminal, ethical or personal implications told to her by the supervisee, she reserves the right to break confidentiality by discussing this with another responsible person (e.g. the supervisor's consultant supervisor, the supervisee's clinical supervisor). Every effort would be made to discuss this with the supervisee in the first instance.

Data Protection

The supervisor is not obliged to, but may keep process notes of the supervision sessions to act as an aide memoir. These notes will be kept securely for a period of at least 7 years in keeping with AHPRA (Australian Health Practitioners Regulation Authority) recommendation

To be completed by the Supervisee

Statement of the supervisee's aims for and expectations of the supervision:

Duration of each session:

Frequency of sessions:

Cost and invoicing procedure

\$75 (AUD) per 30 minutes

Supervision can be arranged for a minimum of 30 minutes. If reviewing of transcripts/audio/videos involved, this will / will not be billed separately to the supervision time. Both supervision and audio/video review sessions will be billed on a ___ minute interval basis.

The supervisee will be emailed an invoice for this payment after each session or after a suitable number of sessions to be agreed between supervisor and supervisee.

Name of supervisee

Date

Signature

Name of supervisor

Date

Signature

The supervisee should complete and sign this agreement and send it to the supervisor for her signature. The supervisor will sign it, retain a copy for her records and send the completed agreement back to the supervisee for his/her records. It is fine to do this process entirely by email, completing and 'signing' the agreement by typing your name in italics or a fancy font.