



Mindfulness Training Institute

Australia - New Zealand

Supervision Information for Level II students and supervisors

Overview

Supervision is not an added extra but *a primary part of the training pathway*. Indeed, it is through teaching and then reflecting on your teaching in detail with another more experienced teacher, where you will actually integrate all of your learning experiences so far. This kind of one-to-one training can be new for many Level II students who have not undertaken extensive supervision in their professional lives before – so we wanted to give some information so you can be clear about the scope and expectations of the supervision process.

Supervision is about creating a space which is dedicated to investigating, understanding and honing teaching skills, including assessment, group process, leading practices, didactic presentations and inquiry as well as curriculum and class structure. Regular supervision - whether with a more senior teacher or in peer groups - is encouraged throughout one's teaching career.

This in-depth process of support, guidance, exploratory dialogue and precise feedback will offer you the self-review skills and clarity about your own level of proficiency, which you can take forward as part of your life long learning. The process fosters precision and comprehensiveness in the teaching of mindfulness groups, and encourages an authentic exploration of unexamined habits and patterns that hinder effectiveness in teaching and living.

The development of the following competencies based on the MBI-TAC will be supported:

1. Coverage, pacing and organization of session curriculum
2. Relational skills
3. Embodiment of mindfulness
4. Guiding mindfulness practices
5. Conveying course themes through interactive inquiry and didactic teaching
6. Management of group learning environment

For your first couple of rounds of teaching, meeting *weekly* with your supervisor is recommended. At an absolute *minimum*, you will complete 8 hours of supervision (pro-rata) in a group or individual supervision context – but this is very rare. Most students will require many more hours of supervision than this set minimum. Most MBSR and MBCT teachers continue supervision throughout their teaching career, moving from paid supervision into peer supervision eventually.

You will be given a list of possible supervisors when you have your Level II interview.

Supervision can be conducted by phone, Zoom, Skype or in person.

Even if you have not started teaching MBSR or MBCT, you may wish to get supervision (using audio) on your leading of shorter workshops etc. as supervision is not about ticking a box, but about your learning. This can be excellent preparation for beginning to teach the eight-week courses later.

Preparatory reading, session notes and home practice

- *For MBCT supervision*, please have a copy of MBCT book to provide session notes.
- *For MBSR supervision*, you will have received CFM course notes from MTI and will receive a more detailed set of weekly notes, when you are accepted in to Level II.

Please be familiar with the content and unfolding shape of the course you are going to be teaching. If you did the MBSR/CT course more than a year ago, you may well want to *attend the course again before or during your first round of teaching* as this familiarity will support your learning.

We recommend that as you teach your first round of the course, that *you actually practice the homework each day* that you are prescribing for your participants.

Use of audio/video recordings during the supervision

You will be strongly encouraged to make audio recordings of each session of teaching and your supervisor may request that you also make a verbatim transcript of the inquiry parts of the class and send both well before the supervision session each week. (This is because we have found that just relying on process notes does not bring enough specificity to the process of learning.) You making a verbatim transcript gives you a chance to really listen to the interaction and your responses and to hear your patterns – both helpful and unhelpful. (VRP-7 is an excellent phone app which does high quality recording very easily. Just download it onto your phone!)

Content and process of the sessions

MTI supervisors adhere to the Good Practice Guidelines for Trainers drawn up by the UK Network for Mindfulness-Based Teacher Trainers, and expect all students to adhere to the Good Practice Guidelines for Mindfulness Teachers:

<http://mindfulnessteachersuk.org.uk/pdf/teacher-guidelines.pdf>

The content of the sessions will largely be determined by the issues that the supervisee brings. The supervisee will therefore be responsible for choosing what material to bring and will normally send in a list of topics to be dealt with prior to the session. The supervisee will also be responsible for what they take from supervision and how that learning is applied.

The supervisor will be responsible for offering mentoring to give guidance and support and/or supervision, which will additionally include training, inquiry and teaching. The

process will entail listening, investigative dialogue and exploration around the issues brought to supervision.

In the supervisory process there will be the intention to encourage:

1. Development of personal practice – exploring the dynamic interface between personal practice and the teaching or professional use of Mindfulness-based approaches.
2. Development of teaching practice – this is focused differently depending on the teaching experience of the supervisee: this could be support and supervision in setting up a mindfulness course, or being engaged in an on-going process of reflection which is dedicated to deepening the understanding of the supervisee's personal and teaching process and refining instructional approaches and skills.

Please note: The supervision process will not

1. 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.
2. incorporate personal counselling

Confidentiality

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

If audio or video tapes are used as part of the supervision process, the supervisee will 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 the supervisee's 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. Notes will be kept securely and destroyed at the end of the supervision agreement.

Arrangements for the sessions

The supervisor and supervisee will arrange the supervision agreements as suits the needs of the supervisee in length and frequency of the sessions and frequency of reviews. In the first two initial rounds of teaching, it is suggested that sessions be weekly for the weeks that you are teaching the program.

The times of the sessions are to be negotiated between the supervisee and supervisor.

If telephone supervision is being used, the supervisee will phone the supervisor.

Cancellation of sessions should wherever possible be made in a reasonable time (48 hours); otherwise the supervisee may be liable for payment in full.

Cost and invoicing procedure

Supervision can be arranged in hour-long or half-hour long sessions.

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.

Feedback to MTI

If the student wishes, the supervisor will also provide information to the MTI level II co-ordinator about the student's readiness to be listed on the MTI website as a registered teacher by completing the supervisor's report – see below.



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Application for listing as an MTI Level II Registered Teacher

STUDENT AND SUPERVISOR'S REPORT

MTI lists competent beginning teachers on the MTI website as a *registered* teachers to help the public know that you have achieved a certain level of proficiency in mindfulness teaching. It will also help you recruit participants to your classes. This form will help us assess your learning to date while recognising that we are all on a long term training journey.

This report is to be completed initially by you and then by your supervisor and emailed to Timothea Goddard, Level II co-ordinator at: tim@mtia.org.au

Soon after, the MTI Coordinator will be in touch to request your photo, bio and contact details and to invoice you for \$44 – which is the annual fee for your listing.

Your supervisor needs to assess whether you are ready to be listed on the MTI website as a registered (competent beginner) teacher. As part of this assessment we ask that the supervisor has listened to live audio recordings of your actual teaching during an 8 week course. This may open up a discussion about what areas you need to develop in order to be ready to be listed as a registered teacher. Either of you or your supervisor may wish to discuss matters arising out of this form, so please feel free to get in touch with Timothea at the email address above. Your supervisor may charge a fee to complete this form.

Until you have moved through to certification, you will need to apply annually to retain your listing. Once you have gained certification, you can apply for a permanent listing with a one off fee.

MTI retain the right to remove teachers from the list at their discretion

SECTION A (to be completed by the student)

STUDENT:

Student contact details

Address

Mobile

Email

SUPERVISER:

Supervisor contact details:

Address

Mobile

Email

DATE:

NUMBER of ROUNDS OF TEACHING COMPLETED SO FAR:

PERIOD OF SUPERVISION:

(including number of rounds of teaching, how often the supervision was eg weekly, length of sessions)

MEANS OF SUPERVISION:

(eg process notes, transcripts/audio/video of teaching)

What was most meaningful learning in the supervision process? (Address salient learning points such as refinements, inquiry, meeting challenging moments, etc.)

Please comment briefly regarding your own learning and your teaching in terms of the six domains of competence (MBI TAC) and how you are developing in each of them.

1. Coverage, pacing and organization of session curriculum
2. Relational skills
3. Embodiment of mindfulness
4. Guiding mindfulness practices
5. Conveying course themes through interactive inquiry and didactic teaching
6. Management of group learning environment

How are you planning on meeting your ongoing learning needs as you go forward (eg. retreats, supervision, training) ?

SECTION B (to be completed by the supervisor)

I have listened to audio recordings of this student's teaching. YES/NO

Please comment briefly regarding the supervisee's teaching in terms of the six domains of competence: (MBI TAC)

1. Coverage, pacing and organization of session curriculum
2. Relational skills
3. Embodiment of mindfulness
4. Guiding mindfulness practices
5. Conveying course themes through interactive inquiry and didactic teaching
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Do you recommend that this student should be listed as a registered (ie competent beginner) teacher on the MTI website?

If not, what steps do you suggest for them to undertake to be ready for this recognition?