



Good practice guidelines for teaching mindfulness-based courses in the workplace

These guiding principles have been developed to promote good practice in teaching mindfulness-based courses in the workplace. Mindfulness is defined as paying attention to what's happening in the present moment in the mind, body and external environment, with an attitude of curiosity and kindness. It is typically cultivated by a range of simple meditation practices, which aim to bring a greater awareness of thinking, feeling, sensing and behavioural patterns, and to develop the capacity to manage these with greater skill and compassion.

Mindfulness courses are intended to teach mindfulness to people in the workplace in ways that can help people to flourish and achieve their potential in the face of the challenges of the workplace. These guidelines cover secular mindfulness-based programmes taught in workplace settings ideally over 8 weeks or of sufficient duration and intensity to support people in embedding their mindfulness practice.

These programmes are: informed by a clear rationale; teacher-led; have been developed to be scalable; draw on an evidence-based curriculum; typically at least eight sessions with preferably between 15-30 minutes daily formal home practice; incremental development and experiential learning; and, have a clear commitment to be evidence-based.

This Good Practice Guidance for teachers in the workplace covers training programs that are drawn from the courses listed in Appendix 1.

These guidelines should be read in conjunction with the Frequently Asked Questions (FAQ's) on the UK Network for Mindfulness-Based Teacher Training Organisations website <https://app.ukmindfulnessnetwork.co.uk/wp-content/uploads/2017/07/GPGs-FAQ.pdf>

A teacher of mindfulness-based approaches should have the following:

A. Mindfulness Based Teacher Training

1. Familiarity through personal participation with the mindfulness-based course curriculum that they will be learning to teach, with particular in-depth personal experience of all the core meditation practices of this mindfulness-based programme.

2. Completion of a supervised in-depth, mindfulness-based teacher training programme or apprenticeship pathway over a minimum duration of 12 months, as outlined in Appendix 2.

B. Training or background required in addition to mindfulness-based teacher training

1. A professional qualification or experience in mental or physical health care, education or social care, training, coaching, human resources, group facilitation, occupational psychology or equivalent life experience recognized by the organization or context within which the teaching will take place.
2. Knowledge and experience of the populations that the mindfulness-based course will be delivered to, including experience of teaching, with groups and/or individuals, unless such knowledge and experience is provided to an adequate level by the mindfulness-based teacher training itself. An exception to this can be when teaching with the help of a colleague who knows well the population to whom the course will be delivered and has a relevant qualification. They would also need to have an understanding of mindfulness-based approaches.
3. There is a spectrum of mindfulness-based programmes offered in the workplace and teachers should have sufficient experience of the components of the programme and knowledge of the population they will be working with to be able to skilfully adapt the program.
4. Workplace mindfulness-based teachers need a knowledge of relevant underlying organisational culture and power dynamics likely to be present in the groups they are working with.
5. Whilst not working specifically with a clinical population, teachers in the workplace should have an understanding of how to recognise and manage mental and physical health conditions, and any referral processes available in the organisational context they are working.

C. Ongoing Good Practice Requirements

1. Commitment to develop a personal mindfulness practice commensurate with the teachers level of experience and the amount of teaching they undertake, through:
 - Daily formal practice of at least 30 minutes per day
 - Participation in annual residential mindfulness practice intensives
2. Engagement in processes which continue to develop mindfulness-based teaching practice:
 - Ongoing contacts with other mindfulness practitioners and teachers, built and maintained as a means to share experiences and learn collaboratively

And

- Regular supervision or mentoring with an experienced mindfulness-based teacher including:
 - i. Opportunity to reflect on/inquire into personal process in relation to personal mindfulness practice and mindfulness-based teaching practice
 - ii. Receiving periodic feedback on teaching through video recordings, supervisor sitting in on teaching sessions or co-teaching with reciprocal feedback.
- 3. A commitment to ongoing development as a teacher through further training, keeping up to date with the evidence base, recording and reflecting on teaching sessions, participation in webs forums etc.
- 4. Adherence to the ethical code of conduct for mindfulness teachers in the workplace, in addition to the ethical framework appropriate to the teacher's professional background and working context.

Appendix 1: List of Courses

The following are the list of courses that mindfulness-based programs in the workplace may be drawn from:

- *Mindfulness Based Stress Reduction (MBSR) (umassmed.edu/cfm)*
- *Mindfulness Based Cognitive Therapy (MBCT) (<http://mbct.co.uk/>)*
- *Breathworks (breathworks-mindfulness.org.uk)*
- *Mindfulness Based Living Course (MBLC) (mindfulnessassociation.net)*

It is also recommended that teachers of lower intensity mindfulness-based courses such as the Finding Peace in a Frantic World course will work towards these guidelines

It is anticipated that new courses that adhere to training standards and are recommended by BAMBA will be added to this list.