

# Mindful Resilience Enhancement Teacher Training

Since 2009, the organisation Integrated Mindfulness has been offering mindfulness teacher-training to professionals. The teacher training focuses on the delivery of a flexible mindfulness curriculum that can be adapted to meet the needs of individuals or groups. Initially the teacher-training was in a mindfulness-based intervention (MBI) also called '*Integrated Mindfulness*' but more recently we changed the name to '*Mindful Resilience Enhancement*' (MRE). While the underpinning philosophy and curriculum of MRE remains the same as the Integrated Mindfulness course, we considered MRE better reflects the intent of the MBI and, importantly, it also supports the dissemination and scalability of MRE so that organisations can deliver MRE teacher-training in addition to Integrated Mindfulness.

## UK Network Membership & Implications For Training

Integrated Mindfulness is a member organisation of the UK Network for Mindfulness-Based Teacher Training Organisations. The members of this organisation have agreed a set of good practice guidelines (GPGs) both for ensuring that mindfulness teachers have been trained to a sufficient standard for safe and ethical practice and that they maintain these standards after training through ongoing continual professional development. These guidelines are published on the Network's website: [www.mindfulnesssteachersuk.org.uk](http://www.mindfulnesssteachersuk.org.uk).

As a member of the UK Network we are committed to offering training that enables our trainees to meet the requirements of the GPGs. The implication for all mindfulness teacher-training organisations is that their current training processes are subject to review and change in order to ensure they meet the developing requirements of the GPGs. The overview of MRE teacher-training, below, is therefore also subject to change should these national requirements change.

## Mindful Resilience Enhancement: Teacher-Training Overview

The teacher training is offered in 2 levels with each level comprising a total of 6 days of training and requiring at least a year of supervised mindfulness teaching practice before the competency certificate associated with that level can be received, assuming all the other requirements for evidence of competency at that level have been met.

The Level 2 MRE competency certification requires trainees to provide evidence that they have met all the requirements of the GPGs, whereas Level 1 MRE competency certification requires evidence that trainees are working towards the certain requirements of the GPGs. The Level 2 competency certification process involves an ongoing process of reflection on videos of your teaching with a supervisor and/or observed practice by the supervisor/mentor. The Level 2 competency certification process is completed with an assessment of the trainee's competency to accurately evaluate their capacity to teach the MRE curriculum competently, safely and ethically. This assessment process is supported by the Mindfulness-Based Interventions Teaching Assessment Criteria (MBI:TAC) developed by the mindfulness teacher-training teams at the Universities of Bangor, Exeter and Oxford. The MBI:TAC is a remarkable document (available through the Network's website) that sets out competency criteria for mindfulness teaching across 6 domains. In addition to the MBI:TAC's domains, the assessment process also requires reflection on competency in adapting the MRE curriculum appropriately to meet individual/group need.

The structure of MRE course curriculum & teacher-training reflects 2 phases in the integration and embodiment of mindfulness and self-compassion in any person's life.

The first phase is learning to mindfully be more at ease alongside difficulty with kindness and this is the focus of the initial weeks of the MRE course curriculum and the MRE Level 1 teacher-training programme. Mindfulness in daily life is initially emphasised as the core practice in the MRE course curriculum, with short mindfulness practices that incrementally build to longer practice periods being progressively woven into daily routines supported by self-compassion practices.

The second phase is to approach and explore difficulty with kindness and curiosity and is the focus of the final weeks of the MRE course curriculum and the MRE Level 2 teacher-training programme.

The first 2 phases are reflected in the themes of weeks 1-4 and 5-8 respectively in typical 8 week mindfulness teacher training programmes such as Mindfulness Based Stress Reduction (MBSR) and the MRE model course curriculum follows these themes.

The MRE model course curriculum is in 3 blocks of four 2-2½ hour sessions. It is expected that there are usually breaks of a few weeks between each block to aid consolidation of learning before progressing onto the next block.

*The 3 blocks of four session are:*

1. **MRE-Essentials Course:** A very gentle 'pre-course' that enables participants to discover whether mindfulness may have a meaningful place in their life at this point and to establish a structured practice of mindfulness in daily life without disrupting their established daily routines. The MRE-Essentials course lays the foundations for the full MRE course and provides an accessible route on to the full course for those who may find starting on the full MRE course too intense.
2. **MRE Sessions 1-4:** The focus of sessions 1-4 is on enabling participants to be alongside difficulty with mindfulness and self-compassion. Longer practices are gradually brought in over these weeks as the capacity to engage in longer practices in a way that builds resilience is developed. These 4 sessions map onto weeks 1-4 of the MBSR course curriculum.
3. **MRE Sessions 5-8:** The focus of sessions 5-8 is on enabling participants to begin to approach difficult experience with kindness. These 4 sessions map onto weeks 5-8 of the MBSR course curriculum.

Level 1 MRE teacher-training develops competency in delivering the MRE-Essentials course and adapted elements of longer practices in MRE sessions 1-4 as all the Level 1 practices are at most 10 minutes long. The Level 1 MRE teacher-training enables trainees to deliver a highly accessible curriculum of 4-8 weeks that we have found to be a very effective mindfulness course in its own right in many different clinical and community contexts.

It is important to note that the Level 1 Competency Certificate only applies to teaching mindfulness and soothing practices that support being at ease alongside difficulty. If practices are taught that seek to approach or explore intense difficulty then the boundary of the Level 1 Competency Certificate have been exceeded. Teaching a Level 1 MRE course with practices longer than 10 minutes would also exceed the Level 1 Competency Certificate.

In the years we have been delivering mindfulness-teacher training we have found that splitting the training in this way has great benefit. The trainee has the opportunity to become very confident in their capacity to teach mindfulness and self-compassion approaches in the lower intensity context of being alongside difficulty before then undertaking training in the more intense context of approaching difficulty. This split also enables trainees to have personal experience of the transformative effects for participants as they cultivate the capacity to simply be alongside difficulty. These effects are often obscured in a standard MBI, where in week 5 the session explores turning toward difficulty when the participants may only just be beginning to be able to be alongside difficulty.

There are many groups where a course comprising shorter practices enabling the participants to be alongside difficulty is the most appropriate and the most compassionate intervention. As a consequence, those completing the Level 2 teacher-training may still be delivering the Level 1 MRE course curriculum in many contexts where this is most appropriate for the particular needs of the participants.

**Overarching principles through the 2 Levels of MRE teacher-training are:**

- The teacher embodying kindly connected mindful presence.
- Mindfulness and self-compassion in daily life being framed as the core practices.
- An emphasis on incremental change (e.g. brief practices building to progressively longer practices at the individual's pace)
- Adapting the curriculum to meet the needs of the individual or group.

## Level 1 Competency Certificate Criteria

The nature of the Level 1 training is to embody and teach from a place of competency, ease, effortlessness and, most importantly kindness. Our aim with Level 1 training is to create a space which supports your own process of integrating mindfulness into your life and exploring how mindfulness could be meaningfully integrated into your professional work. As such you will find the Level 1 training very open and purposefully non-prescriptive regarding mindfulness practice at the start; to do otherwise is to risk inhibiting your process of creating your own authentic way of being mindful in your life.

We consider that it is only possible to teach mindfulness from a place of competency, ease and kindness if you are rooted in your own authentic and embodied experience of mindfulness. Similarly, it is only possible to teach a particular type of mindfulness practice with competency, ease and kindness if you have an established embodied experience of that practice yourself.

The aim of the Competency Certification process is to offer an opportunity to reflect on this embodied experience and explore how mindfulness and self-compassion approaches integrate safely and ethically into professional practice.

This process is undertaken through a reflective portfolio in the context of regular supervision.

The requirements for the Competency Certificate are also informed by the Good Practice Guidelines for Mindfulness Teachers (GPGs). As discussed above, it is the Level 2 Competency Certificate that maps on to all the elements of the GPGs. The Level 1 Competency Certificate is a staging post on the way to meeting the requirements of the GPGs.

In keeping with the aims of Level 1 training, the Level 1 Competency Certification process focuses on creating a space for genuine exploration of how it is to integrate mindfulness into your life. As much as possible this process also aims to integrate the same qualities of ease, effortless and kindness that the training seeks to embody.

The Level 2 Competency Certification process has more specific requirements that reflect the agreed standards of the GPGs.

Essentially, if you can demonstrate that you are able to make an accurate assessment of your capacity to be mindfully aware and your ability to competently, safely and ethically integrate mindfulness into your professional work then it will be our pleasure to award the Level 1 Competency Certificate.

The Competency Certificate can be for working with individual clients, for working with groups of clients or for both.

### Level 1 Entry Requirements

Workshop 1 is experientially focused on developing a mindful approach to life and is open to anyone interested in integrating mindfulness into their work.

Workshops 2 and 3 focus on teaching mindfulness and are normally open only to those who can demonstrate they are working within a framework of professional accountability.

Professional accountability is most easily demonstrated if you have a core profession and membership of a professional body that has a code of ethics or practice.

The nature of professional work, however, often results in working contexts that are outside the usual focus of one's core professional training. The key issue in this case is that of accountability. If you are working in a professional capacity that is outside that of your core profession (or you do not have a core professional training) but are working within an organisation that has a system of accountability typically through a system of line management and an established system that responds to client issues and concerns then you will probably meet the entry requirements. The NHS, local government, charitable, voluntary and some corporate organisations working in health, social care or education typically have systems of line management and/or managerial supervision and also have accountability procedures for their service users. So if you work in these contexts then you would typically meet the entry requirements.

What is important to note is that the Competency Certificate specifies competence to teach mindfulness in the context of the type of accountable system you are working within (assuming the requirements for the Competency Certificate set out below have been met).

If you undertake training further professional training then you can extend what the Competency Certificate applies to be engaging in ongoing supervision as you teach mindfulness in the context of that new professional capacity.

The key issue, as stated above, is that the Competency Certification process applies to teaching mindfulness in a context where there is accountability.

If you are working in a completely independent capacity and do not have a core profession you may struggle to demonstrate that are able to work in an accountable way. In this case you would be unlikely to meet the entry criteria for Workshops 2 and 3.

### The Requirements For Level 1 MRE Competency Certificate

## 1. PERSONAL PRACTICE

We have purposefully required that trainees who are new to mindfulness practice take at least 18 months to explore how mindfulness and self-compassion infuse easily and effortlessly into their lives before the Competency Certificate can be awarded. For those with an existing mindfulness practice there is still at least a year of exploring the MRE approach to mindfulness before the Competency Certificate can be awarded.

The reason for this long time period is that it takes time to allow the qualities of ease, effortless, kindness and choice to gently infuse into the depths of our being. While this process is lifelong we consider a year to 18 months is enough time to get familiar with that process, to become intrigued by it and passionate about offering these qualities to those we care about – including those we work with.

We ask you to keep some form of reflective journal in which you can record your learning and insights. Please do this in a way that is as easy and effortless as such a process can be – and in whatever format serves you best.

The guidance sheets on our proposed Reflective Journaling, Hierarchy of Mindful Capacities and Mindful Learning Experiences can offer ways in to this reflective process.

It is your assessment of your own capacity to be mindful that is a key element to develop in the reflective portfolio. In particular, it is exploring the experience of how we mindfully and compassionately meet moments where we have had a sense of being less mindful that are particularly rich territory for this reflective process.

There are three phases of personal practice following on from each workshop that are linked to the Competency Certification process.

### **After Level 1, Workshop 1: Core Practice with Kindness Focus**

The invitation after Workshop 1 is to explore how moments of mindfulness and self-compassion can be woven into your daily routines without disrupting those routines. It is particularly helpful to be attentive to experiences of resistance and reluctance associated with mindfulness practice and attentiveness to how you respond to resistance or reluctance as it arises. Do you respond with an attitude of kindness to self and curiosity (which may result in choosing not to practice or choosing to practice)? Or do you respond with severity, harshness, forcefulness, bossiness or with giving up, ignoring, distracting? The invitation is to explore ways of integrating mindfulness into your routines from a position of wisdom and kindness towards yourself.

### **After Level 1, Workshop 2: Structured Core Practice Focus**

The invitation after Workshop 2 is to explore the experience of systematically establishing daily Core Practice in the different parts of your daily routines e.g. getting up, getting to work, being at work, returning home, going to bed.

### **After Level 1, Workshop 3: Planned Practice Focus**

The invitation after Workshop 3 is to explore the experience of systematically establishing a weekly routine of Planned Practice and being attentive to what arises mentally, emotionally and physically as a consequence of doing so. The specific invitation is for 3 weeks to do at least 10 minutes of a Planned Practice of your choice 6 days a week and to do a longer practice of at least 20 minutes on the 7<sup>th</sup> day.

As part of the process of deepening your engagement with being mindful we also ask you to undertake 2 mindfulness practice days. These can be in any form of mindfulness practice: experiencing a variety of approaches is helpful.

## 2. SUPERVISED PRACTICE

Supervision with a supervisor who is an established mindfulness teacher needs to start when you start teaching mindfulness to clients in your professional capacity. This supervision needs to be at least 3 monthly – and this assumes you are already in regular clinical supervision. If you do not already engage in clinical supervision then the mindfulness supervision usually needs to be more frequent when you are actively teaching. Note that peer-supervision could form part of this requirement around the 3 monthly individual sessions with your supervisor. The frequency and type of supervision that is most appropriate for you is a good subject to take to supervision. You may also find it is particularly helpful to have more regular supervision if and when you first start teaching a mindfulness course to a group or an individual.

You need to accumulate a year of supervised practice working with clients individually and/or a year of working with clients in groups, depending on the Competency Certificate being worked towards. These years for individuals or groups can overlap and the earliest point that year of supervision would normally start is after attending Workshop 3.

When you submit your portfolio for the Competency Certificate your supervisor will need to submit a report on their assessment of your capacity and competency to integrate an embodied, safe and ethical approach to teaching mindfulness into your professional role.

A central aspect of this period of supervised practice is your own learning about how mindfulness-based approaches will integrate safely and ethically into your professional work.

For the Competency Certificate for individual work you will need to reflect on your learning about the safe and ethical integration of embodied mindfulness into your professional work with at least 1 client. In a similar way, for the Competency Certificate for working with groups you will need to reflect on your learning about the safe and ethical integration of embodied mindfulness into your professional work with at least 1 group.

While we ask you to provide an outline curriculum of your planned work with individuals or groups, we are more interested in the decisions you made in the session about what informs the timing and content of what is actually delivered. If what emerges in working with a client or group indicates that a different approach to what has been planned would be more appropriate, we are particularly interested in how you make those adaptations and how it is to do so.

## 3. Reflective Portfolio

The learning from your personal and supervised practice is summarised in a reflective commentary with supportive evidence placed in the portfolio with this commentary.

*The elements of this reflective portfolio are:*

### 1. Reflection on Personal Practice

This is about 750 words exploring your learning about easily, effortlessly and with kindness integrating mindful awareness into your life. This will be supported by brief extracts from your personal journal indicating significant moments of insight and learning. Central to this is the cultivation of your ability to gauge your own capacity to be mindfully aware in the different contexts of your life: where do you notice being mindful is more easily available and where do you notice there is more of a tendency to get carried into automatic reactions. What may emerge is the limitation of written language to capture mindful awareness – just do your best within this limitation.

**Evidence:** Attendance certificates from 2 practice days.

### 2. Reflection on Supervision

This is about 500 words reflecting on your learning from supervision about being mindful and teaching mindfulness.

**Evidence:** Supervisor's report including confirmed dates and hours of supervision.

### **3a. Reflection on Teaching Mindfulness to Individual Clients**

This is about 750 words reflecting on your learning from working with 1 or more clients. This would include the experience of being mindful in your professional work with the client(s), the rationale for the approach taken to teach mindfulness to your client(s), reflections on adapting a planned curriculum to your client's in-the-moment needs and your client's responses to practicing mindfulness and self-compassion.

**Evidence:** Outline of curriculum that emerged in teaching the client (if appropriate).

### **3b. Reflection on Teaching Mindfulness to Groups**

This is about 750 words reflecting on your learning from working with 1 or more groups. This would include the experience of being mindful in your professional work with the group(s), the rationale for the approach taken to teach mindfulness to the group(s), reflections on adapting a planned curriculum to the group's in-the-moment needs and the participant's responses to practicing mindfulness and self-compassion.

**Evidence:** Outline of the curriculum that emerged in teaching the group.

## **4. Reflection on Accountable, Safe and Ethical Practice**

This is about 300 words on how mindfulness and self-compassion approaches can be safely and ethically integrated into your professional work / professional role with due consideration of accountability.

This includes exploring how mindfulness can safely and ethically integrate into the code of ethics / conduct that underpins your profession and whether your professional indemnity insurance will cover you teaching mindfulness. It may also be relevant to reflect on how teaching mindfulness may affect your interactions with other professionals.

If you are employed in a professional role but you do not belong to a professional body then what is required is a clear statement of how your work is accountable within the context of that role. One approach to exploring this is to consider the uncomfortable (but thankfully unlikely) possibility of a complaint being made by a participant regarding a session you have taught. What mechanisms are there to protect you from an unjustified complaint or to address a valid issue raised by the participant? If you are working freelance and do not have a professional membership it will be particularly important to explore in supervision and/or with an MRE trainer how you will work with due regard to professional accountability.

**Evidence:** Certificate of professional indemnity and public liability insurance (or associated letter from the insurer) that explicitly covers you for the mindfulness teaching you are doing and a statement from your manager/professional supervisor that mindfulness and self-compassion approaches can be safely and ethically used in your professional work. Where insurance is provided by the organisation you are working for a certificate/letter is needed indicating that your work teaching mindfulness is covered.

## **FEES**

The fees associated with undertaking the Competency Certificate are mainly supervision fees (typically £35-45 per hour).

The requirement for 2 days of mindfulness practice can be met through the regular Saturday practice days we run in Eccles, Manchester at £10 for the day or through other mindfulness practice days, retreats and workshops increasingly available throughout the UK.

There is a final portfolio review fee of £100. This review fee may include a 1-2-1 session with one of the MRE trainers to explore your learning over Level 1 MRE as detailed in your reflective portfolio (this is usually by telephone). The assumption underlying this telephone discussion is that your portfolio has met the criteria for the award of Competency Certificate. Any issues in the portfolio would have been identified and further written reflections or evidence sought prior to the telephone call. The focus of the conversation is to reflect on the learning so far, to explore areas for further development and any issues you would find relevant to discuss in this review.

The Level 1 MRE Competency Certificate is valid for 3 years after which evidence of ongoing supervision and relevant continual professional development (CPD) must be presented. The focus of the ongoing CPD is based how you are working towards meeting the requirements of the GPG.

At some point there will also be an annual fee of £30-£50 to maintain your registration as an MRE teacher, paid annually on the anniversary of receiving the Competency Certificate. This annual fee would cover the portfolio review costs of re-issuing the Level 1 MRE Competency Certificate after 3 years. We are reaching the end of a period of consolidation of the MRE training process and its associated resources and we expect that a modest annual fee to maintain registration and to access new teaching resources will be introduced at that point. We are committed to offering ongoing free access to the teaching materials associated with the MRE workshops attended but to access new materials developed after the workshops are attended we anticipate starting to charge an annual access fee. This access fee would be included in the annual fee to maintain registration ensuring that MRE teachers completing the Level 1 Competency Certification process have access to all the Level 1 teaching resources old and new.

## TRAINING TIMESCALES

In keeping with our ethos, we do not place a fixed timescale on the period needed to complete the Competency Certification process. In many ways the longer you take the better as you will bring a much richer experience to the process of supervised practice if you are working from a strongly embodied experience of mindfulness across the different contexts of your life.

Pragmatically, however, we do need to bear in mind the rapidly evolving context of mindfulness teaching and so we need to place a time-limit on the specific process of Competency Certification that applies with each cycle of MRE training. Therefore we would normally consider the Level 1 Competency Certification process that is in place when you do Workshop 3 to be valid for 2 years from the date of that Workshop 3. After these 2 years you may need to fulfil the requirements of whatever Competency Certification requirements are then current.

It is important to note that, as we are committed to working within the framework of the Good Practice Guidelines, then we may need to make immediate changes if the requirements of the GPGs change.



## MRE Level 2 Competency Certificate Criteria

Level 2 MRE teacher-training focuses on the skills required to explore with clients ways to compassionately and mindfully approach difficulty. This maps on to the curriculum of key elements of weeks 5-8 of the MBSR course but with a more explicit focus on self-compassion. It is at Level 2 that the teacher-training focuses on the full MRE model curriculum.

The approaches learnt at Level 1 are revisited and developed, to incorporate more teaching around self-compassion and practices exploring a more active engagement with unpleasant experience. Longer Planned Practices are also explored.

The Level 2 competency certification process is available through an application process that primarily evidences that the requirements of Level 1 competency certification are still being met (e.g. regular supervision and personal practice).

The Level 2 competency certificate is awarded mainly through the ongoing supervision process using recordings (audio and video) of mindfulness teaching and/or observation of teaching by a supervisor/mentor. The Level 2 workshops can be undertaken as standalone workshops for those who have completed the 3 Level 1 workshops. The reflective portfolio required for the Level 2 MRE Competency Certificate centres on meeting the requirements of the GPGs.

The Level 2 competency certification process is completed with an assessment of your competency to accurately evaluate your capacity to teach the MRE curriculum competently, safely and ethically. This assessment process is supported by the Mindfulness-Based Interventions Teaching Assessment Criteria (MBI:TAC). In addition to the MBI:TAC's domains, the assessment process also requires reflection on your competency in adapting the MRE curriculum appropriately to meet individual/group need.

Those who have attended MRE Level 1 but have not yet completed the Level 1 Competency Certificate are very welcome to attend the Level 2 workshops (although the level 2 competency certification will only become available once the Level 1 process is complete.) These workshops are also open to mindfulness-teachers who have completed other mindfulness teacher-training courses (although this is purely for ongoing professional development as, without completing Level 1 MRE teacher-training, the Level 2 competency certification process is not available).

The standalone Level 2 Workshops (which can be attended in any order) are:

- Cultivating Self-Compassion with Gentleness.
- Teaching the Body Scan Practice Skilfully, Accessibly & Compassionately.
- Turning Toward Difficulty with Kindness.

### Use of Titles

Ethical practice requires clarity in the way we represent ourselves as mindfulness teachers.

Attendance at Integrated Mindfulness/MRE training workshops does not confer the title of being an Integrated Mindfulness or Mindful Resilience Enhancement teacher. This is because attendance alone does not demonstrate competency to teach mindfulness.

You are welcome to use the teaching materials provided as part of the training in your professional work and to accurately state that you have attended the Integrated Mindfulness/MRE training workshops. For example, after attending the three MRE Level 1 workshops you could state that you have attended Level 1 MRE teacher-training and you could state that you have received training to deliver the Level 1 MRE. Once the competency certification process has been completed you are then welcome to style yourself as a Level 1 MRE teacher while the competency certificate remains valid (they are renewed every 3 years through providing evidence of ongoing supervision and continual professional development).

The same principle would apply for Level 2 MRE teacher training-training.

## Use of Competency Certificate in Promotion

Ethical practice also requires clarity in accountability. If you promote your work with reference to your Competency Certificate (as we are very happy for you to do) you must make it clear to participants how you are professionally accountable and provide the name of your insurer. This is often easiest to do in some introductory course materials that all participants receive or in client information materials that may form a part of initial contracting. Typically this would have a contact name or organisation that the client or participant could approach with any concerns they have if they feel unable to approach you.

## Use of Teaching Resources

The materials associated with each workshop can be copied for and distributed to those you are teaching. We do ask that you either use them in the published format or, if the materials need adaptation to meet the specific needs of your work, please make clear reference back to our source material. What we want to avoid is confusing material that is misrepresented as being originated by MRE/Integrated Mindfulness.

Having said this, we also want to learn from each other and evolve a rich set of shared resources so, if you do generate your own materials, please share them (with the same principles of branding and acknowledgement then applying to your work).

The materials made available through attendance at an MRE training workshop will continue to be available on an ongoing basis including updates for minor amendments.

To access new materials developed subsequent to your attendance at an MRE training workshop may require an access fee for those who have not completed the appropriate competency certification process.

## Mindful Resilience Enhancement Teacher Training

## Summary Checklist (Version 2016:1)

<b>Level 1 Mindful Resilience Enhancement Teacher Training</b>	
Workshop 1 Entry Criteria	Interest in integrating mindfulness into your professional work.
Workshops 2 & 3 Entry Criteria	<ul style="list-style-type: none"> <li>• Attended MRE Level 1: Workshop 1.</li> <li>• Working as a professional in an accountable context.</li> </ul>
Level 1 Competency Certification Requirements  <i>(Working towards the Level 1 Competency Certificate can be started after attending Workshop 2 or after Workshop 3. Attendance at all three Level 1 workshops is a requirement of the Level 1 Competency Certification process.)</i>	Personal Practice: <ul style="list-style-type: none"> <li>• 18 months of personal mindfulness practice (includes practice prior to MRE training) <i>[Evidence = 750 word reflective commentary]</i></li> <li>• Attendance at 2 x 1 day-long mindfulness practice days or equivalent <i>[Evidence = Attendance certificates / letters from practice days]</i></li> </ul>
	Supervised Practice: <ul style="list-style-type: none"> <li>• Regular supervision (at least 3 monthly) for a year <i>[Evidence = supervisor's report &amp; 500 word reflective commentary on experience of supervision]</i></li> <li>• Teaching of mindfulness under supervision to an individual client and/or a group <i>[Evidence = 750 word reflective commentary on experience of teaching an individual and/or 750 word reflective commentary on experience of teaching a group. Outline of individual and/or group curriculum also submitted that meets the 10 minute or less Level 1 practice duration requirement for the practices being taught.]</i></li> </ul>
	Accountable Practice: <ul style="list-style-type: none"> <li>• Public liability and professional indemnity insurance <i>[Evidence = insurance certificate]</i></li> <li>• Working in a context of accountability <i>[Evidence = professional code ethics, organisational accountability procedures, manager's letter of support]</i></li> <li>• Accurately identifying the safe, ethical and accountable boundaries of your own work, including how your mindfulness teaching is offered to people you would normally work with in your existing (or a previous) professional role <i>[Evidence = 300 word reflective commentary exploring these issues as they relate to your mindfulness teaching]</i></li> </ul>

**Level 2 Mindful Resilience Enhancement Teacher Training**

<p>Level 2 Workshop Entry Criteria <i>(Note - The Level 2 workshops are stand-alone and so can be done in any order)</i></p>	<p>Entry onto Level 2 workshops will usually require:</p> <ul style="list-style-type: none"> <li>• Attendance at MRE Level 1 workshops or other equivalent mindfulness teacher training programmes [<i>Evidence = attendance certificates</i>]</li> </ul>
<p>Level 2 Competency Certification Requirements  <i>(Working towards the Level 2 Competency Certificate can be started after attending the Level 2 workshop that explores the full 8 session curriculum.)</i></p>	<p>In brief, the requirements are:</p> <ul style="list-style-type: none"> <li>• Having completed training in a core profession (this includes professional training in counselling, psychotherapy, health or social care or education) and, usually, being a member of the associated professional body.</li> <li>• Completion of the Level 1 Competency Certification process.</li> <li>• A year of intentional mindfulness practice of a baseline routine of at least 20 minutes as a single block of practice, twice a week and a single longer practice of 40 minutes once a week. Within this period of a year to also undertake 3 blocks of 3 weeks of daily practice comprising 6 days a week with at least a single practice of 20 minutes and 1 day a week of a single practice of at least 40 minutes. [<i>Evidence = 750 word reflective commentary</i>].</li> <li>• Portfolio of evidence indicating how the requirements of the Good Practice Guidelines for mindfulness teachers have been met (including requirements for personal practice and, usually, attendance at a week long residential retreat).</li> <li>• Evidence of regular supervision (typically 4-6 weekly) that includes use of videos in the supervision process.</li> <li>• Reflective commentary on the experience of teaching at least 2 mindfulness courses based on the 'standard' 8 week MRE curriculum to individuals and/or groups.</li> <li>• Reflective commentary and evidence that you continue to work in a context of accountability.</li> <li>• Attendance as a participant on an 8 session mindfulness-based course (can be MRE, MBSR, MBCT, Breathworks etc. and it can be an intensive version – e.g. delivered over 4 days). Past attendance on such a course will also meet this requirement.</li> <li>• A summative assessment process involving structured reflection referencing the MBI:TAC and additional specific criteria addressing competency to adapt to meet participant need.</li> </ul>