

Everyday Mindfulness Scotland

Supervision for Teachers of Mindfulness Based Courses

Background

As an association of teachers of mindfulness and allied practices, our vision is of an increasing number of people experiencing the benefit of establishing a personal mindfulness practice. We have provided teaching and support for mindfulness since October 2011 and teacher training since 2013. We have established a solid reputation for the excellence of our courses and for the range of activities we offer to support ongoing practice.

As a social enterprise, we operate for the benefit of the community, not to make profit.

Our values underpin our work and guide all our relationships:

We promote inclusion, equality and involvement:

We aim to make our training and support accessible to all, and to listen to and learn from those who choose to study with us. We work in secular settings and people of all faiths and none can access our courses. There is no religious content in our teaching and we use accessible language free of religious terminology.

Our approach is empowering, strengths based and hopeful:

We believe everyone has the innate quality of mindfulness and that everyone has the capacity to live well and hopefully, regardless of circumstances.

Our work is compassion focused:

We are open and sensitive to the difficulties that we can all experience as humans, and are strongly motivated to relieve and prevent suffering.

Supervisors

We currently have one supervisor available:

Jeannie Mackenzie

Jeannie Mackenzie, former director of Everyday Mindfulness Scotland, is listed with the [UK Network for Mindfulness Teacher Training Organisations](#)¹. She trained as a supervisor of mindfulness teachers with Bangor University in June 2016. She has practiced mindfulness for ten years and has taught and trained in mindfulness for six years.

Before training as a mindfulness teacher with the [Centre of Mindfulness research and Practice at Bangor University](#), Jeannie Mackenzie held a senior position in the Education Department of East Renfrewshire Council, where she managed multi-disciplinary teams of social workers, educational psychologists, counsellors, teachers and community workers. She has provided supervision across a range of professions for many years and finds it fulfilling to integrate learning from that experience into mindfulness supervision, with its unique challenges and opportunities.

Nature of the mindfulness supervision offered

What we offer is not simply *mindfulness* supervision; it is also *mindful* supervision. The practice of mindfulness that is the bedrock of our teaching is also the core of our supervision. Mindfulness pedagogy informs the distinctive nature of our supervision in these particular areas:

1. Presence

We aim to be present with our supervisees, i.e. to be authentically ourselves, to be genuine, to seek to understand the supervisee's experience, and to *observe what is arising moment by moment with the supervisee*, but also within ourselves.

2. Compassion

We recognise the demanding nature of mindfulness teaching and therefore aim to establish a working relationship that is safe, supportive and nourishing. We bring to the task our own compassionate practice; providing not only empathy, non-judgment, sensitivity and distress tolerance, but also tools to alleviate any distress that arises.

3. Integrity

We bring the same integrity to our supervision as we do to our teaching. Jeannie Mackenzie abides by the ethical [Code of Practice](#) developed by the

¹ <https://www.mindfulness-network.org/listingspagenew.php>

CLD Standards Council for Scotland. We are accountable and transparent about how we use and store student and supervisee's personal details. We are transparent and accountable about how we store and use students' personal details. We are registered with the Information Commissioner and our [data protection policy](#) and [data protection notice](#) are available to view on our website

In seeking to maintain standards we challenge poor practice as appropriate, but always within the context of a supportive relationship.

4. Inquiry

We support our supervisees to inquire into their experience in the same way as we support our students in our classes. Thus, as they talk about their experiences in class, we encourage inquiry into what is arising for them as they reflect.

Assessment of teaching practice is offered where requested. Our assessment practice is to be part of the supervisee's class for one lesson and to give detailed feedback after the class. Our assessment is based on the [Bangor, Exeter and Oxford Mindfulness Based Teaching Assessment Criteria](#)².

We are also able to offer practical support where required around issues such as the recruitment of students and the preparation of course materials.

Supervision with Everyday Mindfulness Scotland fully meets the supervision requirements of the [UK Good Practice Guidelines](#), essential if a supervisee aims to be listed with the UK Network.

Limitations

Supervision is exclusively for the purpose of supporting and enhancing mindfulness teaching.

- It is not clinical supervision on behalf of the supervisee's students or clients. If a supervisee is working with a clinical population, we suggest they seek a supervisor in that area in addition to a mindfulness supervisor, or ensure that their clinical supervisor is fully trained to supervise their ongoing development as a mindfulness teacher.
- It is not psychotherapy or counselling
- Although we are mindful and respectful of any religious/philosophical beliefs our supervisees may hold, and although our aim is to support the personal practice of mindfulness teachers as an essential quality of teaching, we do not offer support to pursue particular religious/philosophical pathways.

² <https://www.bangor.ac.uk/mindfulness/documents/MBI-TACMay2012.pdf>

We provide supervision for the teaching of the MBSR, MBAC, MBLC and similar courses. If you are any doubt whether the course you teach is applicable, do contact us. We do *not* currently provide supervision for teaching the MBCT.

Practical Aspects

Mindfulness teachers seeking supervision with us determine the following conditions:

- How often to have supervision. This may vary with experience, but should be regular while the supervisee is teaching to meet national standards.
- How long each supervision session to last, i.e. half an hour or a full hour. This may vary from time to time
- The issues to bring to the supervision

Cost of supervision in 2017

	Time	Cost
Supervision	30 minutes	£25
Supervision	1 hour	£50
Assessment of teaching practice - this involves the supervisor attending a course lesson as a class member and giving detailed feedback following the class	3 hours	£120 +travel at public transport rates