

**Addendum to the Mindfulness-Based Interventions: Teaching Assessment Criteria
(MBI:TAC)**

For assessing mindfulness-based delivery in workplace contexts

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Use the MBI:TAC in the usual way but in combination with this addendum which gives specific guidance on how the key features within each domain are represented in the workplace context.

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Domain1: Coverage, pacing and organization of session curriculum^{5, 6}

KF1

- The teacher demonstrates an understanding of both the overt organizational context and the implicit cultural paradigm
- The teacher clearly demonstrates the overarching intention of the mindfulness programme within the organizational context

KF2

- Session pacing and coverage allow for the length of the session, time of day, and organizational pressures and expectations.
- In shorter sessions and when home practices are shorter, the teacher skillfully allows opportunities to practice within the sessions whilst attending to the balance between time spent in practice, inquiry and didactic teaching.

Domain 2: Relational skills

KF4

- The teacher works with sensitive awareness of the effect that a work context, and hierarchical/power relationships within the group, may have on a participant's psychological safety and willingness to share more personal thoughts and feelings. S/he demonstrates empathy and attentiveness to what is said and what is not said in the group by individuals
- The teacher works with sensitive awareness of mental health issues that may manifest in a workplace setting (e.g. stress, exhaustion, anxiety) and is aware of existing support mechanisms that are available within the organization

KF5

- The teacher demonstrates the ability to deal effectively with unmotivated or 'conscripted' participants, including individuals who appear uninterested, detached or distracted during practices or activities. S/he is aware of, and responds skilfully to, any internal defensiveness or emotional reactivity in the face of participant disengagement

Domain 3: Embodiment of mindfulness

KF1

⁵ Footnote to Domain 1: **Curriculum**. MBI-TAC does not assess the teacher's skill in choosing an appropriate curriculum as this goes beyond what is observable in the teaching setting. We recommend that a written submission accompanies the teaching assessment demonstrating the teacher's understanding of the process of programme adaptation; i.e. explaining their context and the rationale for choosing the particular curriculum within this context.

⁶ Footnote to Domain 1: **Contract**. The contract between the teacher and the commissioner has been clearly established, including agreeing the overarching intentions of the MBI within the particular organizational context and realistic expectations regarding outcomes. The teacher has carefully considered whether the intentions/expectations of the commissioner are aligned to learning outcomes for participants. This needs to be assessed separately from the teaching assessment.

- The teacher communicates confidence and trust in mindfulness, even in the face of doubt, skepticism or resistance in the group
- The teacher's embodies mindfulness in movement, speech and presence in a way that is appropriate to the context e.g. not overly slow or peaceful

Domain 4: Guiding mindfulness practices

KF1

- The teacher uses language and intonation that is clear, accessible and appropriate to context. S/he includes vocabulary that may have particular relevance within the organization and avoids using language that may be unsuitable in the context.

KF2

- Skill in a wider range of practices may be necessary to convey key learning in an organizational context.
- The intentionality for each practice within the chosen programme is carefully aligned to the particular context for the delivery

KF3

- The teacher is sensitive to how the organizational context (both physical and psychological) may affect the way a practice is delivered (e.g. the appropriateness of a lying down posture for the body scan or mindful movement on floor; the influence of participants being in working clothes)

Domain 5: Conveying themes through interactive inquiry and didactic teaching

KF1

- The teacher is attentive to hierarchy/power relationships within the group and introduces exercises in a way that allows participants to engage whilst respecting confidentiality and psychological safety (see also D2, D6)
- The teacher guides inquiry and exercises in a way that is appropriate to the organizational context and finds ways of gathering participants' experiences of a practice or exercise when hierarchical relationships or other relational boundary challenges may inhibit speech (e.g. use of post-it notes or 'sea of reactions' in home practice review)
- The teaching values participants' direct experience and experiential learning

KF2

- The teacher clearly understands the distinction between process and content and is able to move around the layers within the inquiry process, whilst respecting organizational constraints and participants' psychological safety.

KF3

- The teacher uses language that is clear, accessible and appropriate to context. S/he includes vocabulary that may have particular relevance within the organization and avoids using language that may be unsuitable in the context

- The teacher uses examples/scenarios that are appropriate and relevant to the organizational context
- The teacher confidently holds a teaching position that bridges depth of understanding of both the specific organizational context, and mindfulness practice and teaching
- Theoretical input is included in ways that are appropriate to maximize engagement with practice and teaching themes. As much as possible, learning is 'drawn out' experientially rather than delivered didactically, but the teacher may in some moments offer clear, brief, and inspiring, didactic teaching
- Context appropriate teaching aids (e.g. media, powerpoint) are used discerningly to support teaching
- Teaching includes skillful and informed reference to neuroscience, cognitive science, and latest research to engage participants' attention and interest (see also D1)
- Greater emphasis is given to drawing out themes relating to performance, collaboration and flourishing

Domain 6: Holding the group learning environment

KF1

- The teacher creates and maintains a safe space even in the midst of a workplace. This includes organization of the physical space; facilitating a safe and effective learning environment by establishing and maintaining group guidelines (respect, confidentiality, etc.); and involving participants in the creation of these guidelines where possible
- The teacher is sensitive to the existence of hierarchies / power relationships within the group and how they may affect group dynamics and participants' feeling of safety and willingness to contribute (see D2, D5). S/he works skillfully to encourage the participation of all group members and gives equal value to the contributions of all participants
- Digressions away from the core intentions of the MBP towards a mode of problem solving/analyzing are more likely to occur in a workplace setting. S/he is sensitive to when this is happening and acts skillfully to re-orient the group back to the core intentions
- The teacher is aware of existing safety mechanism and mental health support within the organization and is able to skillfully direct participants in this direction should this be necessary

KF2

- The teacher demonstrates the ability to deal effectively with the group when participants appear to be uninterested, detached or distracted; or skeptical, cynical and challenging, during the session activities and practices. S/he is aware of, and

responds skillfully to, any internal defensiveness or emotional reactivity in the face of participant disengagement.

- The teacher encourages participants to relate to each other on the basis of what is immediate in experience, and what they are discovering, rather than on the basis of organisational relationships.
- Understanding of group process is visible in the way the teacher manages developmental stages within the group.

KF4

- The teacher conveys a leadership style that participants respect and connect with
- Leadership style conveys the teacher's personal mindfulness practice; depth of experience in teaching mindfulness; confidence in the process of MBP teaching and learning; and understanding of the specific organizational context and pressures
- The teacher encourages participants to look towards and value their own expertise independently of organizational relationships.
- A range of leadership and teaching strategies are employed to responsively support engagement, in ways that are consistent with embodiment of mindfulness. For example, the teacher style may sometimes be gentle, patient and receptive (the 'guide on the side' mode); it may be entertaining, even eccentric, and faster-paced (the 'sage on the stage' mode); or it may be a stronger, determined mode to hold firm to the intentionality of a session.

Note that there are a range of issues that are important in ensuring quality of delivery that cannot be addressed by an observational tool such as the MBITAC. Other methodologies will be needed to assess these issues alongside the MBI:TAC such as written assignments.

Possible issues not covered in MBI-TAC or in this addendum:

- Theoretical understanding of the teaching process
- Professional ethics and governance
- Reflective practice
- The particular challenges and nuances of teaching in the organisational context. For example:
 - Investigating and understanding the values of the organisation
 - Investigating and understanding any tensions within the organisation that may manifest within this particular group
 - Investigating and understanding the specific vocabulary/language appropriate for this particular organisation. What words/examples would 'hit the mark'? What words / ideas are to be avoided?
 - Understanding in general how hierarchical/power relationships within an organisational context affect relationships between participants. Having the skills to identify and manage how this affects individual and group dynamics
 - Prior knowledge of the specific hierarchical /power relationships between participants in the particular group. Having the skills to manage possible challenges/tensions arising from any lack of 'equality' between participants in organisational terms, and equality in terms of participation in a mindfulness course