



SiTT Community Handbook



Supporting Integrity in Teaching & Training

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SiTT Community

What is SiTT?

SiTT (Support for Integrity in Teaching and Training) facilitates a community of mindfulness teachers, supervisors, trainers and MBI-TAC assessors that acknowledge one another's experience and expertise and support each other to meet on going good practice guidelines. All SiTT affiliated activities, including monthly group meetings, teaching practice groups and community days, are run and led by the participants on a co-operative basis and are therefore described as "peer-led". This approach, conducted mindfully and in an atmosphere of mutual care and co-operation, means the community is a form of practice in and of itself. SiTT believes that formal supervision and teacher led retreats are necessary for on going good practice. The peer-led model is intended as an additional support to mindfulness teaching and training and not as an alternative in meeting Good Practice Guidelines. The role of SiTT is to facilitate peer-led activities by connecting members, arranging logistics, guidelines and personal contact for information, advice and support. The aspiration is for SiTT to develop a supportive community of mindfulness teachers, supervisors, trainers, trainees and assessors.

Foundations of the SiTT Community

Mindfulness practice leads to a greater awareness of our common humanity. We all get stressed, we get scared, we worry. We all generally want to be happy, love, feel loved and have peace of mind; it is part of the human condition. Through practice we also become aware that the quality of our lives is directly related to the way we act and react to other people, that we are fundamentally interconnected, and that competition and personal gain therefore make little sense. These realisations are, however, strikingly easy to forget as we go about our day to day lives, especially our professional lives – even as mindfulness teachers. Reminding ourselves of this is a practice and this practice forms the foundation of the SiTT Community.

Background and Beginnings

SiTT started with a group of mindfulness teachers based in Exeter who recognise the value of community in commitment to personal practice and authentic teaching. Others came on board and the SiTT community started to grow. SiTT members attend monthly group meeting and peer-led community days.

Objectives

1. To facilitate a community of mindfulness teachers, trainers, trainees, supervisors and assessors that support one another to uphold integrity and meet good practice guidelines.
2. To enable mindfulness teachers to use relationships within the community as an opportunity to practice awareness and common humanity.
3. To lower the financial commitment of meeting on going good practice requirements for the mindfulness teaching community.



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Organisation of SiTT

Website: <https://www.sitt.community>

SiTT Steering Team

Dr Sophie Sansom (Community Founder)

Roly Oliver

Andrea Durant

Debbie Hu

Kathy Ward

SiTT Groups, Coordinators and Contacts

UK Groups	Coordinator / Contact	Email
Bristol SiTT	Simon Barnes	Simon@beingmindful.me
Channel Islands SiTT	Lee Bennett	mindfullywild88@gmail.com
Cornwall SiTT	Liz Upward	elizabethupward@btinternet.com
Devon SiTT	Roly Oliver	sitt.exeter@gmail.com
Northern Ireland SiTT	Michele Kavanagh	michele@sunny-side-clinic.co.uk
Oxford SiTT	Jenny Nicholson	jenny@jennynicholson.net
West Midlands to the Welsh Borders SiTT	Carole Lacy	carole@mindfulstream.co.uk

Specialist Groups	Coordinator / Contact	Email
BAMBA SiTT	Jem Shackleford	jem.shackleford@mindfulnessinschools.org
MBI-TAC Assessors SiTT	Sophie Sansom	SiTTmindfully@gmail.com
MNCF SiTT	Kathy Ward	communityfriends@mindfulness-network.org
International Supervisors International	Alison Evans	alison@mindfulnessnetwork.org

International Groups	Coordinator / Contact	Email
International SiTT	Kathy Ward	enquiry@mindfulacademyint.com
Portugal SiTT	Marion Furr	marion.furr@oxfordmindfulness.org
Spanish Speaking MBCT SiTT	María Zumárraga	maria@mbct-spain.com
Taiwan SiTT	Debbie Hu	tmhcmadm@gmail.com



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SiTT Teacher Meetings

Monthly meetings offer teachers the space to come together for practice, peer reflection and connection. The 2-hour meetings start in silence, maintained until after the arrival sit. This is followed by a peer reflection segment in which mindful communication and skilful responding support teachers to reflect around a theme, such as one of the domains of the MBI-TAC, an attitudinal foundation or something more specific to their specialism. The group then moves into a tea break in which connections and relationships are formed in areas outside of mindfulness teaching. The group comes back together for the final sitting practice. Members can attend any open group once as a participant and then enter the rotation to facilitate the monthly meetings. This may feel like a challenge for some, which presents a valuable opportunity for using practice to resource and turn towards. Those wishing to set up a new group, either open to any community member or closed for those working within a specialism, should contact communitysitt@gmail.com

SiTT Specialisms

SiTT offers the space for mindfulness-based supervisors, trainers and MBI-TAC assessors to come together with others working within their specialism. Meetings are peer-led and tend to be held quarterly online, enabling colleagues from international teacher training organisations to join. The two-hour meetings follow the same structure as teacher groups, but themes for peer reflection are relevant to the specialism.

Community Days

While monthly meetings support connections between teachers working closely with one another, either by geography or by specialism, Community Days bring together teachers, trainers, supervisors and assessors applying mindfulness across a range of fields and locations. This creates a bigger container for learning and connection. Workshops focus on mindful communication, community building and peer reflection. Community days are also an opportunity for members to get updates based on shared learning from the community.

SiTT Community Overview

- A choice of monthly SiTT Group meetings, either in person or online.
- SiTT Group induction for those wishing to set up new groups. Groups can be open to the whole community or closed to those working within a specialism.
- Ongoing support and coordination for monthly groups, community days and further development of the broader SiTT community.
- SiTT member logo to demonstrate commitment to good practice

SiTT Contributions

To contribute to the SiTT community, you can either

- ✓ Offer your time in coordinating a local group, either in person or online.
- ✓ Offer to assist with the administration of SiTT
- ✓ Offer to donate.

Some members offer a monthly donation via direct debit, others donate annually. We also



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welcome singular contributions. 100% of all donations and contributions go towards supporting the community to continue, grow and hopefully one-day flourish. If you would like to contribute to SiTT please contact communitysitt@gmail.com

Peer reflection within the SiTT Community

Wherever possible, the peer reflection segment makes space for whatever is alive for people in the group and this should always take priority. Where nothing particular is surfacing within the group, peer reflection can circle around a theme for discussion. The segment begins with grounding and participants are encouraged to stay in contact with direct sensation while speaking and listening, taking pauses as and when is supportive to re-ground the group.

Over a period of time a group may adopt an overarching framework for discussion and from within this, choose a theme for each SiTT Group meeting.

Overarching frameworks could include, for example:

- MBI-TAC criteria for Assessing Competence for in Mindfulness Based Teaching,
- Attitudinal Foundations of Mindfulness as described by Jon Kabat-Zinn, or
- The Weekly sessions of an 8-week Mindfulness Based Intervention
- The content of a newly published book in the field

Themes Once the overarching framework for discussion is chosen, each session would look at one of the themes (examples given below). Participants are invited to share any issues relating to their teaching and maintaining integrity in teaching, and where possible relate to the theme of the evening.

MBI-TAC Themes

- Domain 1: Coverage, Pacing and Organisation of the Session Curriculum
- Domain 2: Relational Skills
- Domain 3: Embodiment of Mindfulness
- Domain 4: Guiding Mindfulness Practices
- Domain 5: Conveying Course Themes through Interactive Inquiry and Didactic Teaching
- Domain 6: Holding the Group Learning Environment

ATTITUDINAL FOUNDATIONS OF MINDFULNESS Themes

- Non-judging
- Patience
- Beginner's mind
- Trust
- Non-striving
- Acceptance
- Letting go PLUS
- Commitment, Self-Discipline, and Intentionality.

8-WEEK PROGRAMME SESSIONS Themes (MBCT titles given here: Adapt for MBSR,

- MBCT-L, MBCP, MBRP, Finding Peace etc
- Introduction and Orientation Session



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- Session 1: Awareness & Automatic Pilot
- Session 2: Living in our Heads
- Session 3: Gathering the Scattered Mind
- Session 4: Recognising Aversion
- Session 5: Allowing/Letting Be
- Session 6: Thoughts are not Facts
- Day of Silent Practice
- Session 7: How can I best Take care of Myself?
- Session 8: Maintaining and Extending New Learning

Published Works

- Chapters from a published book
- Themes from relevant articles / journal papers



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Appendix I Information for new group members

What is it about?

By coming along to a SiTT Group you become part of a local community of mindfulness teachers, trainees, supervisors and assessors who adhere to good practice guidelines for mindfulness based Teaching and Training.

The group comes together to sit, reflect on teaching and personal practice, and to offer kindness, support and inspiration to one another as we continue on our journey of personal and professional development.

Part of the intention of SiTT is to cultivate a shared sense of integrity and good practice within the group. We ask all participants to adhere to Good Practise Guidelines for Mindfulness based teachers.

What to expect

Each session starts with a short sit to allow us time to settle and fully arrive together. We find it works best if people enter the room and join the practice in silence. This helps us to create a focused intention for our time in the space as well as making sure that we start on time! After that there is time to check in and reflect on our teaching and practice either around a particular theme or whatever is alive for people in the room. We then have time for refreshments and socialising before finishing with a longer sit to end the session.

Honouring confidentiality and mutual respect allows us to create a safe space for whatever arises during the sessions. You are welcome to attend all or just some of the sessions, but we ask you to confirm attendance. If you attend regularly you can apply to use the SiTT logo on your documentation.

Who is it for?

Mindfulness-based trainees, teachers, supervisors and assessors who:

- Have completed - or are in the process of completing -mindfulness teacher training with a recognised Mindfulness teacher-training organisation.
- Are currently teaching and receive regular supervision from a suitably qualified Mindfulness Supervisor
- Maintain standards as outlined in the UK Good Practice Guidelines for Mindfulness -Based teachers.
-

Who Facilitates?

The facilitator each week will be one of the members who will run the session in accordance with the Guidance for Facilitators. This provides an opportunity for members to develop skills relating to the MBI-TAC domains.



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Appendix II Guidance for Facilitators

Starting the Session

- SiTT meetings begin in silence, maintained until after the arrival practice. This is to ensure the meetings start with a focussed intention and socialising is kept for the tea break.
- If new members are present it may be necessary for the facilitator to say a few words at the start to make this clear.
- If the meeting is held online you may choose to share the welcome screen (Appendix V) as members arrive.

Arrival sit

- 20-30 mins, Silent.

Briefly introduce the ethos and intentions of SiTT

- to facilitate free/affordable peer support for practice and teaching
- to cultivate a shared sense of integrity and good practice within the group
- to build a local network of mindfulness teachers adhering to good practice
- to create a broader community of support for good practice within the field

Very brief introductions around the room

- Name and context of teaching
- 1 minute each

Brief overview of plan for the evening with rough timings

Establish Confidentiality

Group Discussion: Related to Theme

- 40 mins
- Space to reflect on teaching and practice
- The theme could provide a loose framework for discussion
- Ensure session theme is balanced with space for anything alive in the room

Tea Break

- 20 mins

Closing Sit

- 30-40 mins
- Silent or Guided

Close Session

- Invite donations. Donations are used solely for the purpose of supporting the SiTT Group: Admin / Facilities / etc.
- Any surplus will be put toward future events.
- Thank You and Goodbye



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Appendix III Guidance for Coordinators

- The local coordinator creates the space for the meeting either by arranging a venue or by hosting online. The space is made available for teachers to come together once a month or quarterly, perhaps on a regular day (eg. the last Thursday of the month) where possible.
- Local coordinators organise a rolling rota of facilitators; adding to this, as new members join.
- Local coordinators inform communitysitt@gmail.com with the schedule of meetings times and dates. One schedule of events can include meetings in advance for the year ahead.
- Email addresses and contact information for the coordinator is made available on the SiTT Community website.
- Once every three months local coordinators come together online to meet, practice and share learning.



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Appendix IV New Group Form

Thank you for your interest in setting up a SiTT Group. Our intention is to foster a community of groups that each work independently to support a specific group of people, and at times come together to learn from and support one another. It may be that your group serves a specific geographical area, those teaching a specific mindfulness-based curriculum, a diverse or marginalised population or other specialism. Where possible, we hope to ensure there is a need for each individual group and link groups together where there is overlap. It would help us with this aim if you could answer the questions below in relation to the proposed parameters of the group.

What is the name of the group?

Please describe for format with which the group will meet eg. online/face to face/combination of both.

Will there be a specific focus for the group? Eg. those graduating a specific training context, teaching a specific curricula or working within a specialism.

What geographic area will members be drawn from (living and working within)?

What language will be spoken during the meetings?

Are there any other defining features of the group?



Appendix V Example Session Outlines

In-person Session Outline

12pm Silent start

Arrive and settle in to silent 30 -minute practice

12.30pm

Intentions and Introductions

12.45pm

Peer Reflective practice

1.30pm

Silent practice

2pm Close



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Devon SiTT Online Session Outline

	Silent start
18:30	Arrive and settle into silent 30 -minute practice
19:00	Intentions and Introductions
19:10	Peer Reflective practice
19:25	Pause
19:27	Peer Reflective practice
19:40	Silent practice
19:55	Option to leave meeting
20:05	Open Discussion
20:25	Silent practice
20:30	Close



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BAMBA SiTT Online Session Outline

	Silent start
9 am	Arrive and settle in to silent 30 -minute practice
9.30 am	Intentions and Introductions
9.40 am	Peer Reflective practice
9:55 am	Pause
10.10 am	Silent practice
10.30 am	Close



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Appendix VI SiTT Groups Data Protection Terms and Conditions

The General Data Protection Regulations, 2018 (GDPR¹) replaces the 1998 Data Protection Act to ensure personal, sensitive and confidential data is kept private and held securely, being processed in a way that is agreed to. It is there to protect the rights of the consumer of a service or product that might involve identifiable data, e.g. names and addresses or potentially sensitive information. It also covers any emails, or other means of communication, exchanged between an individual and a SiTT group coordinator.

How long is information held for?

Contact details will be kept for as long as the SiTT group you are affiliated with continues. Under the GDPR anyone whose records are on a SiTT group's database can make a request in writing via email to the coordinator, for all records to be deleted. The request for deletion would have to be saved but all contact and other personal data would be permanently deleted. In some circumstances a coordinator's insurance company's legal team may want to verify information that is sent out.

Why is contact information held?

Contact details are only held for individuals who have indicated via email, that they wish to participate in a SiTT group. This information is stored to allow communication of information about SiTT group meetings and any immediately relevant information such as a suitable retreat. The contact details will not be used for any other form of communication without the express written consent of an individual.

How is consent obtained?

Consent is assumed when an individual contacts a SiTT group coordinator. When a coordinator replies to an individual, there is the opportunity to withdraw consent and if made, all contact details will be deleted as outlined above.

Who has access to information?

Only SiTT group coordinators have access to the contact details. They are stored in a locked, password-protected file on a password-protected computer. For some groups based on membership of an organisation, the contact details are held by that organisation and contact made through the organisation.

Exceptions:

In order to safeguard individuals and the people around them, if a coordinator felt someone was going to carry out harm to themselves or someone else, then under 'Duty of Care' the coordinator is obligated by law to inform the relevant authorities. This is to support an individual to live well, and the coordinator would always aim to discuss this with an individual prior to contacting anyone.

¹ Data Protection Act 2018; <https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>