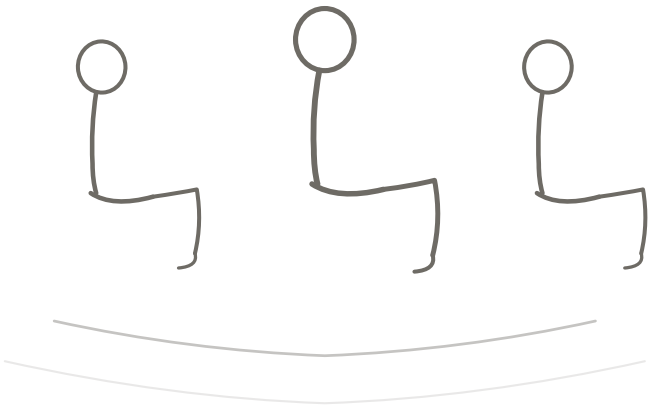


SiTT

COMMUNITY

Support for Integrity in Teaching & Training

SiTT Community Handbook 2026

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Summary

This 2026 edition of the SiTT Community Handbook has been updated to clarify how SiTT's peer-led community activities relate to BAMBA Professional Standards and Good Practice Guidelines.

This handbook distinguishes between two related but different SiTT formats: Mindfulness-Based Peer Reflection and Mindfulness-Based Peer Supervision. Mindfulness-Based Peer Reflection describes SiTT's wider community meeting format for shared practice, collegial reflection, connection and ongoing learning. In BAMBA terms, this is best understood as a peer reflective circle or community-based reflective teaching support space.

Mindfulness-Based Peer Supervision describes SiTT's more structured peer supervision format. It is intended to support reflective inquiry into mindfulness-based teaching practice and to serve formative, restorative and normative supervision functions. Where appropriately structured, contracted, documented and reviewed, it may contribute to peer supervision evidence within BAMBA's requirements.

Both formats are peer-led and mindfulness-based in the sense that they are grounded in shared practice, embodied presence, relational inquiry, ethical intention and professional integrity. Neither format replaces formal Mindfulness-Based Supervision, the annual MBS review, retreat, CPD, personal practice, or the individual teacher's responsibility to meet BAMBA Professional Standards.

SiTT therefore belongs within a wider ecology of reflective teaching support - a network of formal MBS / supervision, annual review, retreat, CPD, personal practice, peer reflection, peer supervision and professional accountability.

How to use this handbook

This handbook belongs to a community of mindfulness teachers who believe that integrity in teaching is sustained not in isolation, but in relationship - with practice, with peers, and with the ongoing work of honest self-reflection.

Whether you are new to SiTT or a long-standing member, a facilitator or a coordinator, someone meeting a BAMBA requirement or simply looking for collegial connection, you are welcome here. Use this handbook as a guide, not a rulebook - and move directly to whatever is most relevant to you right now.

New to SiTT:	Start with “What is SiTT?” and “Foundations of the SiTT Community”
Regular group members:	Sections on Meeting Formats, Peer Reflection and Peer Supervision will be most relevant.
Facilitators and coordinators:	See Section 3.4 (Guidance for Facilitators) and Section 3.5 (Guidance for Coordinators).
Members using SiTT for BAMBA evidence:	Read Sections 2, 3 and 4 carefully. Check whether you are attending Mindfulness-Based Peer Reflection or Mindfulness-Based Peer Supervision. Retain appropriate records and take these into your annual MBS review where relevant.

1 SiTT Community

1.1 What is SiTT?

SiTT (Support for Integrity in Teaching and Training) facilitates a community of mindfulness teachers, supervisors, trainers and MBI-TAC assessors who acknowledge one another's experience and expertise and support each other to meet ongoing good practice guidelines.

All SiTT affiliated activities - including monthly group meetings, teaching practice groups and community days - are run and led by participants on a co-operative basis and are therefore described as "peer-led".

Being peer-led means that facilitation rotates among members, themes for reflection are chosen collectively, and the wisdom and experience of the group itself is the primary resource. 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 peer groups can support aspects of recognised supervision functions: they offer a structured space for reflective practice, support the development of teaching competence across relevant professional frameworks, and cultivate collegial accountability that sustains integrity in teaching over time.

SiTT therefore understands its peer groups as a contribution to a teacher's ongoing supervision ecology - complementing, rather than replacing, individual supervision with a qualified mindfulness supervisor. SiTT continues to affirm that individual supervision and teacher-led retreats remain essential components of ongoing good practice, and that peer-led activity works best when held alongside these.

SiTT peer-led activity complements, but does not replace, formal Mindfulness-Based Supervision (MBS) / supervision, the annual MBS review, retreat, CPD, or the individual teacher's responsibility to meet BAMBA Professional Standards.

The role of SiTT is to facilitate peer-led activities by connecting members, arranging logistics, providing guidance and offering personal contact for information, advice and support. The aspiration is for SiTT to develop a thriving community of mindfulness teachers, supervisors, trainers, trainees and assessors.

1.2 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. 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. Returning to them, together, is itself a practice, and this practice forms the foundation of the SiTT Community.

1.3 Background and Beginnings

SiTT began with a group of mindfulness teachers based in Exeter, UK who recognised the value of community in sustaining personal practice and authentic teaching. Others joined, and the SiTT community grew - first across the UK and then internationally. SiTT groups now span multiple countries and specialisms, connected by a shared commitment to integrity, mutual support and ongoing good practice. Members meet monthly in peer groups and come together for peer-led community days.

1.4 SiTT Objectives

a. To facilitate a community of mindfulness teachers, trainers, trainees, supervisors and assessors that support one another to uphold integrity and meet good practice guidelines.

b. To enable mindfulness teachers to use relationships within the community as an opportunity to practice awareness and common humanity.

c. To lower the financial commitment of meeting ongoing good practice requirements for the mindfulness teaching community.

d. To provide structured peer-led spaces that support reflective practice, professional learning, collegial accountability and aspects of the formative, restorative and normative functions of supervision, as part of members' wider supervision ecology.

2 SiTT Meeting Formats

The following section clarifies the different meeting formats used within SiTT. While all are grounded in shared values, they serve distinct purposes and have different standing in relation to BAMBA professional standards.

Members can attend any open group 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, may contact communitysitt@gmail.com.

SiTT groups meet in two distinct formats. Both are peer-led and grounded in the same values - mindful presence, relational inquiry, and commitment to good practice - but they serve different purposes, carry different structures, and have different standing in relation to BAMBA's supervision requirements. Understanding the distinction helps members choose the right format for their needs and, where relevant, log their participation accurately for membership renewal.

2.1 Naming the SiTT Models: Mindfulness-Based Peer Reflection and Mindfulness-Based Peer Supervision

SiTT uses two related terms to describe its core peer-led meeting formats: mindfulness-based peer reflection and mindfulness-based peer supervision**.**

These terms are used to name SiTT's distinctive way of bringing together mindfulness practice, reflective dialogue, peer learning, relational inquiry and professional integrity. They are not used to claim that SiTT has created a separately validated intervention model. Rather, they describe an evidence-informed approach grounded in several overlapping fields: reflective practice, communities of practice, teacher collaboration, mindfulness-based supervision, the MBI-TAC, and the ongoing good practice requirements for mindfulness-based teachers.

Mindfulness-based peer reflection refers to SiTT's wider community meeting format. It offers a spacious, collegial setting for mindfulness-based teachers, trainees, supervisors and assessors to practise together, reflect on teaching and personal practice, and sustain connection with a wider community of practice. Its primary emphasis is restorative and formative: supporting belonging, reflective capacity, shared inquiry and the ongoing integration of mindfulness into teaching and professional life.

Mindfulness-based peer supervision refers to SiTT's more formally structured peer supervision format. It is a focused, time-bound and loggable process for reflecting on mindfulness-based teaching practice within a peer group. It is designed to support the three recognised functions of supervision: formative, restorative and normative. In this context, formative refers to the development of teaching competence, restorative to the personal and

emotional support needed to sustain teaching, and normative to the maintenance of ethical practice, professional standards and teaching integrity.

Both formats are mindfulness-based because the process itself is shaped by the qualities central to mindfulness-based teaching: embodied presence, direct experiential inquiry, non-judgement, compassion, ethical intention, relational awareness, and a willingness to pause and listen for what is emerging. The group is therefore not only a place to talk about mindfulness teaching. It is also a place to practise the qualities that mindfulness teachers seek to embody in their work.

The distinction between the two formats is important. Mindfulness-based peer reflection provides a broader community container for practice, reflection and connection. Mindfulness-based peer supervision provides a more focused peer supervisory container for reflection on teaching practice, professional standards and ongoing development. Both contribute to a teacher's wider supervision ecology, but neither format replaces formal MBS / supervision, the annual MBS review, or the individual teacher's responsibility to meet BAMBA requirements and to seek one-to-one supervision with a suitably qualified mindfulness-based supervisor where appropriate.

SiTT therefore understands these two formats as complementary expressions of the same underlying ethos: integrity in mindfulness teaching is sustained not in isolation, but through practice, relationship, honest reflection and shared responsibility.

2.2 How SiTT terminology relates to BAMBA terminology

SiTT uses the terms Mindfulness-Based Peer Reflection and Mindfulness-Based Peer Supervision to describe its own peer-led meeting formats. These terms help name SiTT's distinctive contribution: the integration of mindfulness practice, reflective dialogue, relational inquiry, peer learning, community support and professional integrity.

BAMBA uses the wider language of Mindfulness-Based Supervision (MBS) & Mentoring / Reflective Teaching Support, including peer reflective circles, community-based supervision frameworks and peer supervision. The table below shows how SiTT's terminology relates to BAMBA's terminology and evidence framework.

SiTT term	BAMBA-aligned description
Mindfulness-Based Peer Reflection	A peer reflective circle / community-based reflective teaching support space. It supports practice, reflection, collegial learning, belonging and professional integrity. Where meetings include structured learning themes and reflective records, they may also contribute to CPD evidence.
Mindfulness-Based Peer Supervision	A structured peer supervision format. It supplements, but does not replace, formal MBS / supervision. Where appropriately structured, contracted, documented and reviewed, it may contribute to peer supervision evidence within BAMBA's requirements.
Formal MBS / formal supervision	One-to-one or group supervision with a trained, registered or equivalent mindfulness-based supervisor. This remains distinct from SiTT's peer-led activity and is not replaced by it.
Annual MBS Review	A required annual review before BAMBA membership renewal. Members using SiTT peer supervision or peer reflection as part of their evidence should take relevant logs and reflections into this review.
Supervisor's supporting statement	The supporting statement provided through the annual MBS review process. SiTT records may inform this statement but do not replace it where it is required.

This mapping is intended to support clarity. It does not claim that SiTT has created a separately validated intervention model, nor that peer-led SiTT activity replaces formal MBS / supervision. Rather, it shows how SiTT's two peer-led formats can sit within a wider BAMBA-aligned ecology of reflective teaching support, CPD, formal MBS / supervision, annual MBS review, retreat, personal practice and professional accountability.

Members remain responsible for meeting BAMBA's wider supervision requirements, including monthly Mindfulness-Based Supervision / reflective teaching support when actively teaching, where this applies to their teaching context and membership pathway.

2.2.1 Mindfulness-Based Peer Reflection Meetings

The standard SiTT Peer Reflection meeting is a community-centred gathering, typically running for one to two hours depending on the group. Its primary purpose is connection - to personal practice, to fellow teachers, and to the broader SiTT community. The arrival sit, peer reflective practice, and closing sit provide a gentle, spacious container. Themes are optional and held lightly; what is alive in the room always takes priority. In-person groups may include a tea break, and the overall atmosphere is one of mutual support rather than structured developmental work. Session outlines for both in-person and online Teacher Meetings are provided in Section 3.6 (Example Session Outlines).

Mindfulness-Based Peer Reflection Meetings are SiTT's wider community-centred format for practice, reflection and connection. In BAMBA terms, they are best understood as peer reflective circles or community-based reflective teaching support. Where meetings include a structured theme, learning focus and brief reflective record, they may also support CPD evidence. They do not replace formal MBS / supervision or the annual MBS review.

2.2.2 Mindfulness-Based Peer Supervision Sessions

Mindfulness-Based Peer Supervision Sessions are SiTT's structured peer supervision format. They are intended to supplement, not replace, formal MBS / supervision. Where appropriately structured, contracted, documented and reviewed, they may contribute to peer supervision evidence within BAMBA's requirements, up to 50% of the overall annual supervision completed.

The Peer Supervision Session is grounded in the research literature on mindfulness-based supervision (Evans et al., 2015; 2024) and is designed to serve all three functions of good supervision: formative (developing teaching competence), restorative (supporting the personal dimensions of teaching), and normative (upholding ethical practice and good practice guidelines). Full guidance, including the session agenda, quorum requirements, confidentiality principles, and the BAMBA attendance log format, is provided in Section 4 (especially Sections 4.2-4.6).

Members using SiTT peer supervision as part of their BAMBA evidence should retain attendance and reflection records and take these into their annual MBS review.

2.2.3 Comparison of Meeting Formats

The table below summarises the key differences between the two formats to help members and coordinators plan accordingly.

Note for readers: BAMBA recognition and how participation may be counted toward supervision depends on the specific BAMBA pathway you are using and the format of the SiTT session attended (Peer Reflection Meeting vs Peer Supervision Session). If in doubt, refer to the relevant BAMBA guidance and use Section 4 as the reference point for loggable peer supervision.

	Mindfulness-Based Peer Reflection Meeting	Mindfulness-Based Peer Supervision Session
Primary purpose	Practice, reflection and community	Structured supervision of teaching practice
Duration	1-2 hours (varies by group)	60 minutes (fixed)
Structure	Flexible - arrival sit, peer reflection, tea break (if in-person), closing sit	Fixed agenda: opening practice, intentions, peer reflective dialogue, integration pause, closing practice and sign-off
Quorum requirement	Minimum 2 qualified participants	Minimum 2 qualified participants
Theme use	Optional and informal	Drawn from recognised frameworks (MBI-TAC, Attitudinal Foundations, 8-week curriculum, published works)
Attendance logging	Recommended where members intend to use attendance as reflective teaching support or CPD evidence.	Required where members intend to use attendance as peer supervision evidence. Records should be taken into the annual MBS review.
Potential BAMBA relevance	May support Reflective Teaching Support / peer reflective circle evidence, and may contribute to CPD where structured learning themes and reflective records are present. Does not replace formal MBS / supervision or the annual MBS review.	May support peer supervision evidence as a supplement to formal MBS / supervision, up to 50% of the overall annual supervision completed, where appropriately structured, contracted, documented and reviewed.
Guidance in	Section 3.4 (Guidance for Facilitators), Section 3.5 (Guidance for Coordinators), and Section 3.6 (Example Session Outlines)	Section 4 (Peer Supervision Meeting Framework)

Some SiTT groups run both formats - a standard Peer Reflection meeting for community connection and a separate Peer Supervision Session for structured supervisory work. Others choose to run only one. Both are valid expressions of the SiTT model; the choice depends on the needs and preferences of the group.

2.2.4 Relationship between Peer Reflection and Peer Supervision

Although Mindfulness-Based Peer Reflection and Mindfulness-Based Peer Supervision are distinct formats, they can naturally support one another. Peer reflection meetings often provide the wider relational ground from which more formal peer supervision arrangements may later emerge.

Through regular practice, reflection and conversation, members have the opportunity to become known to one another over time. Trust, familiarity, shared language and confidence in one another's practice can gradually develop. This relational foundation can make it easier for members to identify peers with whom they may wish to form a more structured peer supervision arrangement.

In this sense, Mindfulness-Based Peer Reflection can act as a relational bridge into Mindfulness-Based Peer Supervision. It offers a spacious community setting in which professional relationships can form before members enter the more focused, contracted and loggable work of peer supervision.

This does not mean that attendance at Peer Reflection Meetings is required before joining or forming a Peer Supervision Session. Nor does it mean that informal connection is sufficient for peer supervision. Where members move into Mindfulness-Based Peer Supervision, the arrangement should be clearly contracted, appropriately structured, documented and reviewed, in line with BAMBA guidance and Section 4 of this handbook.

2.2.5 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 monthly online, enabling colleagues from international teacher training organisations to join. The meetings follow the same structure as teacher groups, but themes for peer reflection are relevant to the specialism.

2.2.6 Community Days

While monthly meetings support connections between teachers working closely with one another, either by geography or by specialism, Community Days (where these are currently active) 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.

2.2.7 SiTT Community Overview

- A choice of monthly SiTT Group meetings, either in person or online.
- SiTT Group induction (where capacity allows) for those wishing to set up new groups. Groups can be open to the whole community or closed to those working within a specialism.
- Guidance and shared resources to support monthly groups, peer reflection, peer supervision and wider community development, where capacity allows.
- SiTT member logo to demonstrate commitment to good practice (this is a SiTT community mark and not a BAMBA accreditation mark).

2.2.8 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 welcome one-off 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.

3 Mindfulness-Based Peer Reflection within the SiTT Community

3.1 The Case for Mindfulness-Based Peer Reflection in Mindfulness Teaching

Peer reflection groups - gatherings of practitioners who meet regularly to reflect on their shared work - are not unique to mindfulness teaching. They have a growing evidence base across education and related professional practice. SiTT can be understood as drawing on this wider tradition while being specifically shaped by the needs of mindfulness-based teachers.

In this section, the term mindfulness-based peer reflection is used to describe SiTT's particular form of peer reflection: a collegial reflective practice for mindfulness-based teachers, grounded in shared practice, embodied inquiry, relational presence, ethical intention, and reflection on teaching experience. The term is used in an evidence-informed sense. It is not intended to imply that mindfulness-based peer reflection is, at this stage, a separately validated intervention model.

3.1.1 Naming the Practice: Mindfulness-Based Peer Reflection

The phrase mindfulness-based needs to be used with care. Crane et al. (2017) argue that the field benefits from clarity about what defines mindfulness-based programmes, particularly as mindfulness is adapted across different contexts. In the SiTT context, the term does not simply mean that the participants happen to be mindfulness teachers. Rather, it points to the way the reflective process is shaped by qualities central to mindfulness-based teaching itself: embodied presence, careful attention to immediate experience, non-judgement, curiosity, ethical intention, and relational awareness.

The group is therefore not only a forum for discussing teaching, but a place where teachers can practise the same qualities they are seeking to bring into their work with participants. In this sense, mindfulness-based peer reflection is both a professional learning activity and an expression of the practice itself.

This distinction is important. SiTT peer reflection should not be presented as a replacement for regular mindfulness-based supervision, formal assessment, or professional accountability. Its value lies in a complementary function: providing a collegial, reflective, formative and restorative space in which teachers can learn from experience, hear different perspectives, remain connected to the wider teaching community, and sustain the integrity of their practice over time.

3.1.2 Reflective Practice as a Foundation of Professional Learning

One foundational argument for peer reflection rests on Schön's (1983) seminal account of how professionals actually develop competence. Schön argued that professional knowledge cannot be reduced to the application of technical rules; much of what makes an experienced practitioner effective is tacit, embodied, and discovered through ongoing reflection on practice - what he called *reflection-in-action* and *reflection-on-action*.

This is also consistent with Boud, Keogh and Walker's (1985) influential account of reflection as a process of turning experience into learning, and with later work that emphasises the importance of careful, critical and context-sensitive reflective practice (Finlay, 2008). For mindfulness teachers, whose work depends so heavily on embodied presence, relational attunement, and the capacity to turn towards difficulty, this account resonates particularly strongly.

Many of the qualities that matter most in mindfulness teaching are among those that are not fully developed through formal instruction alone. They may be further nourished through regular, honest reflection in a supportive relational space. Peer reflection helps practitioners notice what is happening, learn from lived experience, and respond more skilfully. It supports the development of practical wisdom, not just technique.

3.1.3 Learning Through Community

Wenger's (1998) theory of communities of practice offers a complementary lens. Wenger argues that learning is fundamentally a social process: we develop not only knowledge and skills but also professional identity through sustained participation in communities of shared practice. A community of practice, in Wenger's account, is characterised by mutual engagement around a shared domain, joint enterprise, and a shared repertoire of approaches and understandings.

Members do not simply exchange information; they build a common way of seeing their work, holding one another accountable, and sustaining a sense of meaning and belonging over time. Lave and Wenger's (1991) earlier work on situated learning adds further support to this view by understanding learning as participation in social practice rather than only as the acquisition of individual knowledge.

SiTT peer groups can be understood as a community of practice in this sense: they involve shared areas of concern, regular participation, mutual engagement, and a developing set of shared practices, language and understandings. A recent mixed-methods longitudinal study of communities of practice among Chinese education teachers found that, through peer collaboration and feedback, practitioners cultivated professional identity, belonging, collaboration and job satisfaction, and that participation encouraged reflective practice and a clearer understanding of professional values and goals (Wang & Fan, 2025).

For many SiTT members, who may work independently or in small settings and lack the natural peer contact available in larger institutional contexts, this sense of collegial belonging is not incidental. It may be part of what helps sustain authentic teaching over time.

3.1.4 The Specific Value of Peer Reflection Groups

Within the broader literature on reflective practice, peer groups have been identified as having particular value over individual reflection alone. Guo's (2022) meta-analysis of reflection interventions in higher education found that reflective interventions had a positive medium-sized effect on learning outcomes. Hansen and Mendzheritskaya (2024), drawing on Brookfield (2017), suggest that peer-feedback activities among teachers are likely to offer similar benefits, partly because of the diversity of perspectives involved.

Peer groups offer something that solitary reflection cannot: the encounter with another's perspective, which surfaces assumptions, disrupts habitual patterns of thinking, and opens new understanding. Brookfield's (2017) four lenses of critical reflection are useful here: students' eyes, colleagues' perceptions, theory, and personal experience. The lens of colleagues' perceptions is particularly relevant to peer reflection, because it allows practitioners to see their teaching through the experience and discernment of others.

Research on peer support groups in work-based higher education settings has found that they can contribute to the self-reflection process by supporting the self-understanding that permits an altered relationship with original experiences, and by offering more realistic views of one's professional options (Bold, 2008). Hansen and Mendzheritskaya's (2024) evaluation of a structured reflecting team method similarly found high levels of perceived usefulness among student teachers, school teachers and higher education teachers.

For mindfulness teachers, the peer reflection group offers something additionally distinctive: the possibility of practising, in the group itself, the very qualities they are seeking to bring to their teaching - present-moment awareness, non-judgement, openness to difficulty, and genuine curiosity about experience. The group becomes, in this sense, not only a support for teaching but an expression of it.

3.1.5 The Relational Dimensions of Teaching Integrity

The MBI:TAC (Crane et al., 2013), the established framework for assessing mindfulness teaching competence, identifies six core domains, including relational skills, embodiment, and

holding the group learning environment. As teachers develop, attention naturally shifts from the logistics of the explicit curriculum toward more implicit skills: the processes at play within the teacher's own being, within individuals, and within the group itself. The MBI:TAC domains of relational skills, embodiment, and holding the group learning environment offer particularly important guiding frames during this phase of development (Griffith et al., 2021).

These are qualities that peer reflection groups are well-placed to support - not by teaching them didactically, but by cultivating the relational and embodied awareness from which they naturally emerge. Griffith et al. (2021) show how the principles and processes of the MBI:TAC - including skills clarification, reflective feedback, and conceptual engagement with the teaching process - can support reflective dialogue within teacher training. This provides a rationale for SiTT's use of the MBI:TAC domains as optional themes for peer reflection.

3.1.6 Mindfulness-Based Supervision and Embodied Mutual Inquiry

A further strand of evidence comes from the literature on mindfulness-based supervision. Evans et al. (2015) describe mindfulness-based supervision as "a space for embodied mutual inquiry", articulating a framework that attends to the distinctive qualities required when supporting mindfulness-based teachers. Although supervision and peer reflection are not the same, this framework is highly relevant to SiTT because it locates teacher development within an embodied, relational and inquiry-based process.

This is particularly important in mindfulness teaching, where competence does not rest only on curriculum knowledge or technical skill. It also depends on the teacher's capacity to remain present, embodied, relationally attuned, ethically grounded and responsive to what is emerging in the room. These are not qualities that can be developed through instruction alone. They are cultivated through practice, feedback, inquiry, and repeated contact with real teaching experience.

Crane et al. (2010) similarly emphasise the importance of robust teacher training and ongoing development if mindfulness-based interventions are to be delivered with integrity. From this perspective, peer reflection can be understood as one part of a wider ecology of teacher development. It supports the ongoing integration of learning after formal training, particularly for teachers who may otherwise work in relative isolation.

Evans et al. (2021) add a further link by showing how the MBI-TAC can be used within mindfulness-based supervision to support teacher development. They argue that the MBI-TAC can enhance clarity, develop reflexive practice, provide a structure for feedback, and offer a shared language for understanding the processes of mindfulness-based teaching. Importantly for SiTT, this supports the use of the MBI-TAC not as an assessment tool within peer reflection, but as a shared language for inquiry, helping teachers step back from their experience, notice patterns, and reflect together on the lived process of teaching.

3.1.7 Wider Review Evidence: Collaboration, Reflection and Professional Learning

The evidence base for SiTT peer reflection is also strengthened by wider review literature on reflective practice and teacher collaboration. Mann, Gordon and MacLeod's (2009) systematic review of reflection and reflective practice in health professions education found that reflection is widely used to support professional learning, although its effectiveness depends on how it is structured, supported and integrated into practice. This is relevant to mindfulness teaching, which sits at the intersection of education, health, contemplative practice and relational professional work.

The teacher collaboration literature points in a similar direction. Vangrieken et al. (2015), in a systematic review of teacher collaboration, found that collaboration is a broad and varied field, but one with important implications for teacher learning, professional development and school culture. Their later systematic review of teacher communities found that teacher communities can provide a context for professional development, while also highlighting the importance of

how such communities are formed, sustained and supported (Vangrieken et al., 2017).

Boud, Cressey and Docherty's (2006) work on productive reflection at work also supports the idea that reflection is not only an individual cognitive activity, but a social and organisational practice through which professional learning can be developed. These wider sources suggest that the value of peer groups cannot be assumed simply because teachers meet together. The quality of the reflective process, the safety of the group, the relevance to practice, and the shared commitment of participants all matter.

This supports the distinctive emphasis within SiTT. The aim is not merely to provide a discussion space, but to cultivate a thoughtful, relational and practice-informed community in which mindfulness-based teachers can reflect honestly on teaching experience. In this respect, SiTT sits close to the communities of practice tradition described by Wenger (1998), while also being shaped by the ethical, embodied and inquiry-based commitments of mindfulness-based teaching.

3.1.8 Wellbeing and Sustainability in Teaching

There is also a wellbeing argument for mindfulness-based peer reflection. Teaching mindfulness - holding participants through difficulty, maintaining embodied presence session after session, and often working in relative isolation - carries its own particular demands. For teachers working outside large institutional settings, the lack of regular collegial contact may be particularly significant.

Recent systematic review evidence suggests that mindfulness-based interventions can reduce stress and burnout among teachers, although the literature remains varied and implementation quality matters (Hidajat et al., 2023). Romano et al. (2025) extend this discussion by arguing that mindfulness training for teachers (K-12) should not be framed only as individual self-care, but also as a practice of relationality, community and collective care. This is a useful frame for SiTT.

Research on professional learning communities and teacher resilience also points towards the importance of community, identity and positive relational contexts in sustaining teachers over time (Zhang et al., 2024). SiTT peer groups address this dimension directly, offering what the handbook describes as a restorative function: a space for renewal, mutual recognition, and the experience of common humanity that mindfulness itself points toward.

Peer reflection offers not only an opportunity to think about teaching, but also a space in which teachers can experience shared humanity, mutual recognition and professional companionship. The group can help teachers remember that they are not practising or teaching alone. It can offer steadiness, perspective and encouragement. It may also help sustain the long-term ethical and relational qualities on which mindfulness teaching depends.

3.1.9 Scope of the Claim

Taken together, the literature does not yet establish mindfulness-based peer reflection as a discrete evidence-based intervention in its own right. It does, however, provide a strong evidence-informed rationale for the practice. SiTT mindfulness-based peer reflection is supported by adjacent and overlapping bodies of theory and research: reflective practice, peer learning, teacher collaboration, communities of practice, mindfulness-based supervision, MBI:TAC-informed reflective dialogue, and teacher wellbeing.

For this reason, the most accurate claim is that SiTT offers an evidence-informed model of mindfulness-based peer reflection. It draws on established research and professional frameworks while adapting them to the particular needs of mindfulness-based teachers: sustaining embodied presence, relational integrity, ethical awareness, reflective capacity and a sense of belonging within a community of practice.

3.2 SiTT Mindfulness-Based Peer Reflection Meetings

Monthly meetings offer teachers the space to come together for practice, peer reflection and connection. Each meeting can support aspects of the three recognised functions of supervision: formative, restorative and normative.

In BAMBA terms, these meetings are best understood as peer reflective circles or community-based reflective teaching support. Where a meeting includes a structured theme, learning focus and brief reflective record, it may also support CPD evidence.

The meetings start in silence, maintained until after the arrival sit. This is followed by a structured peer reflection segment in which mindful communication and skilful responding support teachers. Sometimes a theme is used - such as one of the six domains of the MBI-TAC, an attitudinal foundation of mindfulness, or a session from the 8-week curriculum.

Facilitation rotates among members, giving each teacher the opportunity to develop skills directly relevant to the MBI-TAC domains. Where meetings are held in person, a tea break can be included to support informal connection and community-building. The group then comes back together for the closing sitting practice.

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 Mindfulness Based Teaching,
- Attitudinal Foundations of Mindfulness as described by Jon Kabat-Zinn, or
- The weekly sessions of an 8-week Mindfulness-Based Intervention

Once the overarching framework is chosen, each session explores one theme from within it (examples given below). Participants are invited to share reflections relating to their teaching and their experience of maintaining integrity in practice, drawing on the theme as a loose guide rather than a fixed agenda.

Where a SiTT meeting includes a structured theme, learning focus and brief reflective record, members may record the session as part of their CPD evidence, in line with BAMBA's recognition of mindfulness-based / peer-led CPD groups with structured learning outcomes. Members should retain their own CPD records and ensure that CPD evidence remains balanced across their wider learning activities.

3.2.1 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

3.2.2 Attitudinal Foundations of Mindfulness Themes

- Non-judging
- Patience
- Beginner's mind
- Trust
- Non-striving
- Acceptance
- Letting go

3.2.3 8-Week Programme Sessions Themes

MBCT titles given here, adapt for MBSR, MBCT-L, MBCP, MBRP, Finding Peace etc.

- Introduction and Orientation Session
- 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

3.2.4 Published Works

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

3.3 Information for new group members

3.3.1 What is it about?

By joining a SiTT Group you become part of a community of mindfulness teachers, trainees, supervisors and assessors who are committed to good practice, ongoing learning, and the kind of collegial support that sustains authentic teaching over time.

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.

SiTT asks all participants to uphold the BAMBA Professional Standards and Good Practice Guidelines for Mindfulness-Based teachers. Attending regularly also gives you the opportunity to use the SiTT member logo on your professional documentation, as a visible mark of commitment to ongoing good practice.

3.3.2 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 (or Zoom 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. If the meeting is in-person 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, though we do ask you to confirm attendance in advance.

3.3.3 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 BAMBA Professional Standards and Good Practice Guidelines for Mindfulness-Based teachers.
- Value peer community as part of their broader supervision ecology, alongside individual supervision and teacher-led retreats.

3.3.4 Who Facilitates?

The facilitator each month 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.

3.4 Guidance for Facilitators

Starting the Session (e.g. for a 2 hr meeting format)

- SiTT meetings begin in silence, maintained until after the arrival practice. This is to ensure the meetings start with a focused intention and socialising is kept for the tea break (if the meeting is in-person).
- 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 find it helpful to display a holding message or the session outline (see Section 3.6 (Example Session Outlines)) as members arrive, to signal the silent start.

Arrival sit

- 30 mins, Silent.

Briefly introduce the ethos and intentions of SiTT (15 mins)

- 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

- 45 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 (if meeting in-person)

- 20 mins

Closing sit

- 10 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

3.5 Guidance for Coordinators

Where a local coordinator is in place:

- 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 (e.g., 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 meeting times and dates. One schedule of events can include meetings in advance for the year ahead.
- Where appropriate, contact information for local groups may be made available through the SiTT Community website or shared directly with interested members.
- Coordinators are invited to come together periodically online to meet, practise and share learning.

3.6 Example Session Outlines

Time	Online (1 hr) Session Outline
6.30 pm	Arrive and silent start
6.30-6.50 pm	Silent practice (20-minutes)
6.50-6.55 pm	Intentions and introductions (5-minutes)
6.55-7.25 pm	Peer Reflective practice (30-minutes)
7.25-7.30 pm	Silent practice (5-minutes)
7.30 pm	Close

Time	Online (1 ½ hr) Session Outline
9.00 am	Arrive and silent start
9.00-9.30 am	Silent practice (30-minutes)
9.30-9.40 am	Intentions and introductions (10-minutes)
9.40-10.10 am	Peer Reflective practice (30-minutes)
10.10-10.30 am	Silent practice (20-minutes)
10.30 am	Close

Time	In-person (2 hr) Session Outline
12.00 pm	Arrive and silent start
12.00-12.30 pm	Silent practice (30-minutes)
12.30-12.45 pm	Intentions and introductions (15-minutes)
12.45-1.30 pm	Peer Reflective practice (45-minutes)
1.30-1.50	Tea Break (20-minutes)
1.50-2.00 pm	Silent practice (10-minutes)
2.00 pm	Close

4 Mindfulness-Based Peer Supervision Meeting Framework

Online format • 60 minutes • Aligned with BAMBA Professional Standards 2026

4.1 Purpose, Research Base, and BAMBA Alignment

This framework sets out SiTT's structured peer supervision format. It is intended to supplement, not replace, formal MBS / supervision and the annual MBS review required for BAMBA membership renewal. Where appropriately structured, contracted, documented and reviewed, SiTT Mindfulness-Based Peer Supervision may contribute to peer supervision evidence within BAMBA's requirements.

It is grounded in the research literature on mindfulness-based supervision (MBS) - defined as 'a mindfulness-based embodied inquiry-led approach to facilitate the supervisee in reflection, understanding and development in relation to their mindfulness-based work' (Evans and Duckerin, 2025) - and aligned with BAMBA's 2026 Professional Standards and accompanying guidance, which recognise peer supervision, peer reflective circles and community-based supervision frameworks as possible forms of reflective teaching support / supervision, depending on context, structure and evidence.

The evidence base for MBS has been developed over the past decade, most substantially through the work of Evans and colleagues. Evans et al. (2015) established a foundational framework describing MBS as a multilayered process held within a 'container of mindfulness', with supervision content organised around teaching skills, personal practice, theory, and group process, and with the supervision space itself characterised by mutual inquiry, present moment focus, and integration. A subsequent grounded theory study (Evans et al., 2024) developed the Relational Inquiry Mindfulness-Based Supervision (RIMBS) model, establishing that MBS is a highly experiential, relational process through which supervisees develop the what, how, and why of mindfulness-based teaching. Evans et al. (2021) further demonstrated how the MBI-TAC can be used within supervision and peer reflection groups as a shared framework for developmental learning and reflective dialogue.

More recently, Evans and Duckerin (2025) have brought together the theoretical and practical foundations of MBS in a single volume, presenting a framework built on four consistent threads - mindful container, relational inquiry, pauses and space, and mindfulness-based pedagogy - woven flexibly to meet supervisees' developmental needs across a range of contexts.

Taken together, this body of research establishes that supervision is not simply a procedural requirement but a vital, practice-rooted support for teaching integrity, competence, and embodiment. SiTT peer supervision sessions are designed to embody these qualities in a peer-led, community context.

> BAMBA Professional Standards 2026 - Reflective Teaching Support | Supervision
>
> "This includes peer reflective circles, creative mentorship, and community-based supervision frameworks."
>
> GPG Appendix (Renewal Applications (year two membership onward) Meeting Professional Standards Alternative Options for members with Mitigating Circumstance):
>
> "Reflective practice circles and peer-led supervision equal to or exceeding BAMBA traditional supervision standards."

Peer supervision may supplement formal MBS / supervision up to 50% of the overall annual supervision completed. Members should take relevant peer supervision records into their annual MBS review.

For BAMBA members whose mindfulness-based work during a membership year is limited to

holding drop-in sessions, introductory sessions, or similar spaces, and who are not otherwise teaching structured courses, programmes or more extensive mindfulness-based work, peer-based supervision may be sufficient to meet BAMBA Professional Standards. In these circumstances, members must still take part in at least one annual Mindfulness-Based Supervision Review, led by a qualified and experienced supervisor who is registered with BAMBA, or who has skills and experience equal to or above BAMBA supervisor training requirements.

This route applies only where the member's mindfulness-based work is limited in scope. Members teaching eight-week courses, shorter courses, one-to-one mindfulness-based work, workshops, training, supervision, or other more substantial mindfulness-based activity should ensure that peer supervision is used only as part of a wider supervision ecology, in line with BAMBA guidance.

Where members are actively teaching, they remain responsible for meeting BAMBA's wider supervision frequency expectations, including monthly Mindfulness-Based Supervision / reflective teaching support where applicable; SiTT peer supervision records may contribute to this evidence but do not replace these wider responsibilities.

4.2 Minimum Participants (Quorum)

For a session to constitute peer supervision, a minimum number of qualified participants must be present. The following guidance applies:

Participants present	Quorum met?	Notes
2	Yes	Acceptable for peer supervision - dyadic reflection is valid
3 or more	Yes	Group peer supervision session
9 or more	Review format	Consider splitting into breakout groups to maintain depth of reflection

All participants must be mindfulness-based trainees, teachers, supervisors, or assessors who adhere to BAMBA Good Practice Guidelines. Participants should be drawn from the register of a recognised teacher training organisation or hold BAMBA membership. Trainees and other participants may attend where appropriate, but only BAMBA-registered members should rely on SiTT records as part of BAMBA renewal evidence.

In the event that fewer than two qualified participants are present at the scheduled start time, the facilitator should wait a maximum of ten minutes before deciding whether to proceed as an informal practice session (not loggable as supervision) or reschedule.

4.3 Session Agenda - 60 Minutes

Time	Duration	Section	Purpose
0:00	5 min	Opening & Arrival Practice	Silent settling - grounding before dialogue
0:05	5 min	Intentions & Introductions	Confirm confidentiality, brief check-in, name role/context
0:10	15 min	Peer Reflective Dialogue (1)	Structured reflection on teaching themes, live issues, or chosen framework
0:25	5 min	Integration Pause (1)	Brief silence - integrating what has arisen and opportunity for feedback
0:30	15 min	Peer Reflective Dialogue (2)	Structured reflection on teaching themes, live issues, or chosen framework
0:45	5 min	Integration Pause (2)	Brief silence - integrating what has arisen and opportunity for feedback
0:50	5 min	Closing Practice & Sign-off	Short sit, attendance noted, next meeting confirmed
0:55	5 min	Post-session (optional)	Informal connection - off record

Timings are a guide. The peer reflective dialogue section (0:10-0:50) should always take priority. If the group has rich material to explore, the integration pause may be shortened slightly. The opening and closing practices should not be compressed below three minutes each.

4.4 Peer Reflective Dialogue - Guidance

The peer reflective dialogue is the heart of the session. It is not a group discussion or a teaching session - it is a contemplative, structured space for relational inquiry into teaching practice. Evans et al. (2015) describe this space as one of 'embodied mutual inquiry', where the whole process is held within a container of mindfulness and participants bring curiosity, compassion, and a willingness to be fully present to whatever arises.

4.4.1 The nature of relational inquiry

Evans et al. (2024) describe relational inquiry within MBS as an embodied conversation grounded in open curiosity and the practice of mindfulness, characterised by specific ways of speaking, listening, and pausing. This is the primary process of what makes supervision mindful. The following qualities should be cultivated throughout the peer reflective dialogue:

- Speaking from direct experience rather than narrative or opinion - attending to what is alive in the body and present moment as the basis for sharing.
- Listening deeply - with full attention, without rushing to respond or fix.
- Deliberate pausing - both speaker and listener benefit from pauses that allow experience to settle and fresh understanding to emerge.
- A stance of 'not knowing' - Evans et al. (2024) emphasise the value of resisting the pull towards premature answers or conceptual resolution, allowing curiosity to remain open.
- Moving from narrative towards inquiry - the aim is not to recount what happened but to investigate and become curious about it, exploring the felt sense beneath the story.

4.4.2 Embodiment

A key finding of Evans et al. (2024) is that supervisors and supervisees who embody mindfulness within supervision - through steady speech, non-reactivity, openness, and authentic presence - model the same qualities that participants need in their teaching. This embodied quality is described as a cascade: an embodied facilitator supports embodied peers, who carry that quality into their teaching groups. Facilitators of SiTT sessions are encouraged to hold this quality of embodied presence throughout, treating the session itself as a mindfulness practice.

4.4.3 Holding the space

- The facilitator holds the group lightly - introducing the theme, keeping time, and ensuring all voices are heard.
- Silence is welcome and should not be filled unnecessarily.
- The facilitator's role is not to teach or advise, but to enable the group to discover and connect with their own knowing - what Evans et al. (2015) describe as supporting 'intrinsic knowing' rather than transmitting expertise.
- The session should balance structured reflection with space for what is organically alive in the room. Evans et al. (2015) note that supervision can have a 'challenging edge' as well as warmth - compassion is not the same as comfort.

4.4.4 The three functions of supervision

Evans et al. (2015), drawing on the wider supervision literature (Kadushin 1976; Proctor 1988; Hawkins and Shohet 2006), identify three core functions of MBS that peer supervision sessions can serve:

- Educational / Formative - developing and enhancing teaching skills, deepening knowledge and understanding, promoting reflective practice.
- Supportive / Restorative - acknowledging the personal and emotional dimensions of teaching, supporting personal practice, fostering a sense of common humanity.
- Managerial / Normative - upholding ethical and safe practice, maintaining adherence to the curriculum and good practice guidelines, supporting integrity.

Peer supervision sessions serve all three functions, though their relative prominence will vary according to what participants bring. The group should remain attentive to all three dimensions rather than defaulting to the purely supportive.

4.4.5 Theme frameworks

Where nothing particular is alive in the group, the facilitator may introduce a theme drawn from one of the following frameworks. Evans et al. (2021) highlight the MBI-TAC as especially valuable in peer reflection groups, offering a shared language for the skills and processes of mindfulness teaching and enabling participants to 'step back' from their teaching experience in a non-judgemental, mutually supportive way:

- MBI-TAC domains (e.g. Domain 2: Relational Skills; Domain 3: Embodiment of Mindfulness; Domain 6: Holding the Group Learning Environment)
- Attitudinal Foundations of Mindfulness (e.g. Non-judging, Beginner's Mind, Letting Go, Trust)
- 8-week programme sessions (e.g. Recognising Aversion, Thoughts are not Facts, the Day of Silent Practice)

- A chapter, passage, or theme from a recently published work in the field

4.4.6 What arises in the room takes priority

If a participant brings a live teaching issue, ethical concern, or significant personal reflection relevant to their practice, this always takes precedence over a pre-planned theme. Evans et al. (2015) note that supervisees often bring to supervision 'issues that have emotional charge, a sense of confusion, and/or a lack of confidence' - and that these are precisely the moments where the supervision space has most to offer. The framework is a container, not a constraint.

4.4.7 Vulnerability and psychological safety

Evans et al. (2024) identify the allowing of vulnerability as an essential feature of effective MBS, and one that distinguishes it from informal peer support. The peer supervision space should be held in a way that supports participants to speak about uncertainty, difficulty, and moments of feeling lost or inadequate as a teacher. This requires the group to cultivate genuine psychological safety - where all voices are equally welcome, no question is too basic, and the group's response to difficulty is curiosity rather than reassurance or advice.

4.4.8 Integration and taking learning forward

Evans et al. (2015) describe integration as a key process in the supervision space - the movement from fresh seeing to new learning and back to teaching, practice, and life. SiTT Peer Supervision Sessions should include space, either during the dialogue or in the closing, for participants to name what they are taking forward. This mirrors the final stage of experiential learning described by Kolb (1984) and aligns with Evans et al.'s (2024) observation that good supervision sessions end with supervisees articulating what learning they will carry into their teaching.

4.5 Confidentiality

Confidentiality is established at the start of every session by the facilitator. The following principles apply:

- What is shared within the group remains within the group.
- Participants should not identify colleagues, students, or clients by name when sharing teaching experiences.
- The facilitator's duty of care applies: if a participant discloses risk of harm to themselves or others, the facilitator is obligated to act in accordance with their safeguarding responsibilities. Evans et al. (2024) note that MBS plays an important safeguarding function - the group context allows participants to hear each other's reflections on their groups, which may surface concerns that would not emerge in solo practice.
- Attendance records (names and dates only) may be kept for the purpose of BAMBA membership evidence. No content of discussions is recorded.

4.6 Contracting and Review

As with all forms of supervision, peer supervision benefits from clear contracting. Groups should agree frequency, duration, membership, confidentiality, roles, feedback processes, escalation routes and review points. This helps maintain safety, clarity and professional focus. Where SiTT peer supervision is used as part of BAMBA evidence, members should keep a brief record of attendance, theme, learning and any points to take into formal supervision or annual MBS review.

Best practice is for peer supervision groups to invite a BAMBA registered supervisor, or someone with equivalent experience and skills, to guide or support the group once or twice

within a twelve-month cycle.

Groups may find the following prompts helpful when establishing or reviewing their peer supervision arrangement:

- What frequency and duration are we agreeing?
- Who is part of the group, and what group size will best support depth and safety?
- What confidentiality agreement are we making, and what are its limits?
- What roles and responsibilities need to be held within the group?
- How will feedback be offered and received?
- What escalation route will we use if something needs formal supervision or additional support?
- How often will we review how the arrangement is working?
- How will learning, themes and attendance be documented?
- What needs to be taken into formal MBS / supervision or the annual MBS review?

4.7 Recording Attendance for BAMBA Evidence

BAMBA may request evidence of supervision activity at membership renewal. Members using SiTT Mindfulness-Based Peer Supervision as part of their BAMBA evidence should maintain a personal log of attendance, themes explored, learning points and any issues to take into formal supervision. This log should be taken into the annual MBS review with their supervisor and may support the supervisor's statement for renewal.

Suggested attendance log format (per session):

Date: Group name:

Duration: Number of participants:

Format: Mindfulness-Based Peer Reflection / Mindfulness-Based Peer Supervision

Theme / framework explored:

Brief personal reflection (2-3 sentences):

Learning or action to take forward:

Any issue to take to formal MBS / annual review:

This log supports the member's evidence record but does not replace the annual MBS review or any required supervisor's supporting statement.

SiTT peer supervision attendance records complement, but do not replace, the annual MBS review or any required supervisor's supporting statement. Members should check current BAMBA guidance and discuss their evidence record with their supervisor.

4.8 Online Session Guidance

The following practical guidance applies to online sessions:

- The facilitator opens the meeting room 5 minutes before the scheduled start time.
- A welcome screen or shared background may be used as participants arrive.
- Participants are invited to join in silence and mute on arrival, settling into the opening practice without chat or greeting.
- Cameras on, where possible, support presence and connection. Where cameras are off, facilitators may need to take additional care to maintain relational contact and inclusion.
- The facilitator may use a shared timer to support pacing.
- A brief technical check (audio, video) takes place before the opening practice begins if new participants are present.
- The chat function should not be used during the reflective dialogue segment - written messages fragment the relational inquiry process.

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Appendix I 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.

Once submitted, a SiTT contact will respond where capacity allows, to explore possible next steps.

What is the name of the group	
Type of Group	
Please describe the format with which the group will meet, e.g. online/face-to-face/combination of both.	
Will there be a specific focus for the group? E.g. 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 II SiTT Groups Data Protection Terms and Conditions

Trust is central to the SiTT community. The terms below set out how we handle personal data in accordance with that trust, and in compliance with current data protection law.

UK data protection law is governed by the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018, which replaced the Data Protection Act 1998. This is 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 UK 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.

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 other immediately relevant information. 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.