

# Applying for Trainer Candidate

## European Training Accreditation Board

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### No. 1 TRAINER CANDIDATE GUIDELINES

"Trainer candidate" is a position of transition; it is not a status that one attains and keeps; it is meant for those actively seeking full trainer certification. It is suggested that if after three years a "trainer candidate" has not applied to become a trainer, the "trainer candidacy" be reviewed with a recommendation of continuance or withdrawal. If a "trainer candidate" does not request this, the "trainer candidacy" will actually expire and continuance will require a new application.

In the process of applying to become a trainer, the first phase is to fulfill all the criteria to become a "trainer candidate." The second phase is to work with a guidance committee (or an alternate way- see 2b. below) to fulfill and demonstrate "trainer competencies."

The following presents the criteria for trainer candidacy. An application must be submitted to and approved by the TABs according to the following:

**1. Experience required to apply** - Must be an assistant trainer for a minimum of three years and have worked as an assistant for a total of 120 - 160 days in an accredited FPTP, with a minimum of 30 - 40 days experience in each of the four years of the training. It is recommended that a portion of the experience be gained in more than one training program.

If an applicant has at least 160 days of working experience, up to 40 of those days can be gained while having worked as an experienced practitioner, given the following conditions: the days were worked at least 3 years since graduation; the applicant was in full attendance during the training days, and was a formal member of the training staff.

#### **2. Reports and Sponsorship from Trainers**

The TABs recommend Trainer sponsorship with a Guidance Committee. This committee would guide the candidate through the phase of fulfilling and demonstrating trainer competencies. If this is not the way chosen by the applicant, then he/she is to propose to the TAB alternate ways for receiving support and supervision during this process.

**a. Trainer Sponsorship with Guidance Committee** - Must have the sponsorship of at least three TAB Certified Trainers indicating readiness to enter this process. One of the three is to agree to be the primary sponsor. The Guidance Committee will consist of the

primary sponsor and 2 other trainers. The Committee may also have up to 2 additional members who may be trainers or experienced assistant trainers. These sponsors are to provide support and supervision, provide objective assessments, give direction for further learning, assist in establishing learning experiences, and in general guide the candidate through the process towards readiness to be a trainer. Each member of the committee must recommend the candidate for full trainership to the TAB. Sponsors may not be family members or in a position to derive immediate financial benefit from the candidate's becoming a trainer; not more than one sponsor can have a long term, direct financial business connection with the candidate, such as joint financial interest in a training program. The TAB must approve the committee.

**b. Alternate ways** - the TABs are open to alternate ways for becoming a trainer that provide support, supervision, and demonstration of competencies. The TAB may require more detailed information and other criteria deemed relevant to the candidate's competency to be a trainer. Explain, in detail, the rationale for the way chosen. The TAB may require more detailed information deemed relevant to the candidates competency.

The TAB requires reports (assessment of competencies) from all trainers whom you have assisted at least in the last 3 years. (These are not considered "sponsoring" trainers). If you are not able to obtain these, explain the circumstance to TAB. These are not to be letters of recommendations, but reports addressing competencies. Every competency does not need to be addressed by every trainer, but together the reports need to include sufficient assessments of all the competencies for the TABs to be confident in your skills and abilities. The trainers may submit these reports directly to the TAB if they choose.

In some cases, the TAB may require additional experience, based on your experiences and the assessments received.

**3. Attending Advanced Training/Study Groups** - Must have attended at least 100 hours of advanced training and/or study groups in the FELDENKRAIS METHOD since becoming an assistant. This may also include Master Classes and/or an Assistant Trainer Academy. (List dates, with whom studied, subjects covered, etc.)

**4. Conducting Advanced Trainings/Study Groups** - Must have given and/or taught at least 75 hours of advanced training and/or study groups for trainees or practitioners in the FELDENKRAIS METHOD since becoming an assistant; include a written description of the focus and planning of at least 3 days (15 hours) of such experience.

**5. Case Studies** - Submit 3 case studies of your work with individuals, describing a series of FIs. Creativity and a variety of formats are encouraged. These may be written or on audio tape.

**6. Personal Use of Functional Integration and ATM** - It is assumed that you continue to receive *Functional Integration* and *Awareness Through Movement* lessons from time to time. Describe how you incorporate FI and ATM in your life.

**7. Presentations to the Community (a non-FELDENKRAIS audience)** - Describe, in detail, a presentation you have made to a community group.

**8. Description of your FELDENKRAIS Practice** - Describe, in detail, your practice of the FELDENKRAIS METHOD, discussing the variety of people in your private practice and including what is the most gratifying work you are doing. Also, what in your work do you find challenging? How is giving a lesson in a training different from a lesson in private practice?

**9. Familiarity with the work of Moshe Feldenkrais** - Discuss your familiarity with the work of Moshe Feldenkrais

- how are you developing (increasing) your knowledge, familiarity with his work?
- how are you using ATM materials from each of the following: Amherst, San Francisco, and Alexander Yanai?
- What is your plan for further study of these materials.

**10. Other Fields** - describe any adjunct training in other fields since becoming an assistant trainer. Discuss how these experiences and trainings have informed your FELDENKRAIS work.

**11. Curriculum Vitae** - include an updated Curriculum Vitae.

**12. Strengths and Weaknesses** - discuss your strengths and weaknesses

- in your practice of FI and ATM
- as an assistant trainer
- as a member of a team in a training program
- describe any unique qualities, perspectives, and/or applications that you bring to this work

**13. Difficult Group Processes** - discuss your skills and several experiences, giving examples in dealing with difficult interpersonal situations in a training program.

This application is to be submitted to the TAB for the local area where you live; it will also go to all trainers for review and comment before a decision is made by all the TABs.

## **No. 2. AREAS OF COMPETENCE FOR A TRAINER IN THE *FELDENKRAIS METHOD***

**This Profile establishes**

1. a basis for assessing competencies required of Trainer Candidates in order to be a *Feldenkrais* Trainer

2. a teaching tool to guide the Trainer Candidate in his/her learning process

**Competency 1 : The ability to teach and practice the *Feldenkrais Method* with a high degree of proficiency.**

**Elements:**

- Ability to give highly skilled *Functional Integration* lessons.
- Ability to teach *Awareness Through Movement* at a high level.
- Demonstrate a working knowledge of ATM lessons taught by Moshe Feldenkrais to the public and at training programs. Knowledge of materials must include, but is not limited to: Alexander Yanai Lessons, San Francisco, and Amherst Training Programs.
- Ability to teach ATM over an extended period of time while maintaining group interest and effective learning.
- Ability to respond flexibly and appropriately during ATM teaching, and in planning ATM teaching, to meet the individual learning needs of trainees.

**Competency 2: Ability to teach trainees how to teach ATM lessons.**

**Elements:**

- Understanding the distinction between how you teach public ATMs and ATMs in training programs.
- Ability to teach trainees how to respond to various situations and difficulties that arise in the teaching of ATM to the public.
- Ability to present essential and complex issues in the teaching of ATM.
- Ability to teach how to analyze ATM.

**Competency 3: Ability to teach *Functional Integration* and to design learning experiences in FI practice.**

**Elements:**

- Ability to teach demonstration FI lessons.
- Ability to guide trainees through an FI process giving verbal instructions as they practice.
- Ability to verbally describe aspects of the FI process while demonstrating FI to trainees.
- Ability to respond flexibly and appropriately at the time to emergent and changing opportunities and situations for learning in the process of teaching FI.
- Ability to present both essential and complex issues in teaching FI.
- Ability to lead discussions of videos of Moshe Feldenkrais giving FI lessons viewed within a training.
- Ability to design a series of FI practices pertaining to a particular functional pattern or theme.
- Ability to understand one's own organization while teaching FI lessons, and the ability to model and describe the role of the effective organisation of the *Feldenkrais* Teacher-Practitioner in the teaching of FI lessons.

**Competency 4: Ability to develop *Feldenkrais* training curriculum.**

**Elements:**

- Ability to develop curriculum.

### **Competency 5: The ability to create a learning environment.**

#### **Elements:**

- Ability to create a learning environment.
- Ability to understand the relationship between the training environment you create and the trainee's learning.
- Ability to hold the attention of a training group.
- Ability to sustain your own interest and attention while teaching a training group.
- Ability to detect and respond to shifts of attention in a training group.
- Ability to identify and respond appropriately to trainees who are having difficulties with the training process or group process.
- Ability to alter your own teaching plan in an appropriate and timely way to meet the needs of the training group.
- Ability to monitor a trainee's learning and development.

### **Competency 6: The ability to communicate knowledge of the theory of the *Feldenkrais Method* and to draw on knowledge of related fields in teaching the *Feldenkrais Method*.**

#### **Elements:**

- Demonstrable knowledge of, and ability to communicate, the historical and cultural context of the *Feldenkrais Method*.<sup>1</sup>
- Knowledge of the published works of Moshe Feldenkrais, including books, articles and videos.
- Demonstrable knowledge of, and ability to communicate about, a number of disciplines related to the *Feldenkrais Method*.

### **Competence 7: The ability to work effectively in a group and maintain effective professional relationships.**

#### **Elements:**

- Ability to lead.
- Ability to work in a team.
- Ability to manage group dynamics <sup>2</sup>.
- Ability to develop and maintain professional, supportive, and respectful relationships.<sup>3</sup>
- Ability to be sensitive to differences in cultural nuance, experience and expression.
- Ability to demonstrate knowledge of your own limits<sup>4</sup>.
- Ability to teach professional and ethical standards to trainees.
- Demonstrate an understanding of ethical conduct in relationships between teacher and client/student, trainers and other training staff, trainers and trainees.

#### **Notes**

1. Knowledge could be theoretical, abstract, concrete or practical. Some relevant areas of knowledge could include, and are not limited to (listed in alphabetical order): animal biology, anthropology, architecture, art, biology, cybernetics, dance/movement, education, evolution, functional anatomy, healing arts, human development, learning theory, literature, martial arts, mathematics, meditation, movement science, music, neurophysiology, performing arts, philosophy, physics, psychology, somatic education, systems theory, visual arts and other disciplines the Candidate can demonstrate are related to working in the *Feldenkrais Method*.

2. Aspects of the ability to manage group dynamics could include, but are not limited to: the ability to build a team, the ability to develop cooperative relationships among group members and within the staff, the ability to deal effectively with responses in the group including, but not limited to, criticism, anger, dissatisfaction, positive projection, apathy, passivity, transference and counter-transference.

3. Aspects of the ability to develop and maintain professional, supportive, and respectful relationships could include, but are not limited to: the ability to deal appropriately with such issues as, sexual, power and emotional boundaries within a training process or environment (amongst self and trainees, and staff), with colleagues and the wider community; sensitivity to differences in emotional experience of trainees and staff.

4. Aspects of the ability to demonstrate knowledge of your own limits could include, but are not limited to: demonstration of a continued openness to discovering one's self; awareness of your own reactivity patterns, both positive and negative; awareness of when consultation with other professionals is appropriate; awareness of what the difference is between having expertise, needing to be the expert and empowering another to be the expert.

## **No. 3 ASSESSMENT PROCESS FOR A TRAINER CANDIDATE** (to become a Trainer)

### **INTRODUCTION TO THE ASSESSMENT PROCESS**

1. The assessment process should be planned by the Candidate, in conjunction with the guidance committee (if there is one, or with the relevant TAB) well in advance of submitting the final application.

2. The assessment process aims to capture the richness and quality of the Candidate's professional practice and teaching through a variety of experiences.

3. Candidates are encouraged to draw on all their relevant experience, skills and knowledge. Experience may include private practice, advanced training, study groups, Academies, as well as professional training.

4. The Candidate's knowledge, abilities, skills and attitudes will be assessed in relation to the professional tasks described in the Competency Profile.

5. It is not expected that an applicant initially excel in all areas of competence but that he/she can demonstrate a minimum competence in each area. The expectation is that higher levels of competence will develop with practice and study over time.

## **THE PROCESS OF ASSESSMENT INCLUDES:**

### **(1) Written Activities (Essential)**

- Each written activity addresses particular competencies. These are referenced by numbers at the end of each activity, and need to be included in the response. Video and audio presentation can be substituted or supplemented.
- The Candidate may address other competencies in his/her response to each activity.
- Responses should clearly describe the Candidate's thinking and practice.
- Since the written activities encompass a variety of competencies, the COMPETENCY PROFILE should be used as a reference list and not a literal checklist.

### **(2) Teaching Practice Assessments (Essential)**

The Candidate's actual teaching practice will be assessed by:

- The Candidate's Guidance Committee, where there is one; all reports from the trainers you have worked with in the last three years are required for the alternate way.
- Other *Feldenkrais* Trainers. The Candidate's application, including written activities, will be circulated to all *Feldenkrais* Trainers and they will be asked to provide feedback on the Candidate's application.

### **(3) Portfolio Materials**

Candidates may choose to submit:

- Relevant published writings (optional)
- Relevant video and audio recordings

### **(4) Where there is no guidance committee (or on request of a TAB) the candidate may be required to submit a video of:**

- an hour of teaching in training programs, or
- advanced training, or

- working with a group of trainees or practitioners, or
- a video of teaching an FI lesson (with written or audio voice-over commentary)

#### **(5) Comment from the Professional Community**

The *Feldenkrais* professional community will be informed of all trainer applications and will have the opportunity to comment.

#### **(6) Ethics**

The TABs will also consider any current ethics complaints that have been lodged in relation to the Candidate.

## **No. 4 REQUIREMENTS FOR SUBMISSION BY CANDIDATES OF APPLICATION FOR TRAINER**

Approval of trainer status will be by agreement of all the TABs who will review the following documents. A small group of trainers, in addition to the Guidance Committee and all the trainers, will be asked to review each trainer application and give their opinions to the TABs. Candidates are expected to be of exemplary reputation and character and in compliance with Certification Requirements of the Guild (if applicable), Code of Professional Conduct and Standards of Practice.

Submit the following to the TAB for the area where the candidate resides, with the required fee:

1. Report from Guidance Committee including completed assessments; or, if an alternate way was chosen and approved by the local TAB, include assessments from all trainers worked with in the last three years as well as other documents as agreed in the plan.
2. Written Activities
3. Updated Curriculum Vitae
4. Guild membership
5. A statement that Professional Practice has been continued/maintained.

## **No. 5 WRITTEN ACTIVITIES TO BE SUBMITTED WITH APPLICATION**

**Written Activity 1: Personal statement reflecting on your professional teaching practice**



(Suggested length 3-5 pages) Addresses Competencies 1, 5, 7

Describe and reflect on your professional teaching practice with trainees in *Feldenkrais* training programs and *Feldenkrais* teacher-practitioners.

You could approach this as a ‘case study’ of your professional practice, focusing on your particular teaching experiences in training programs, advanced training, teaching study groups of trainees and teacher-practitioners.

You are encouraged to write broadly on a range of aspects of your teaching practice and in some depth about your actual experience. Please address all the areas of competence set out in the competency profile, focusing on areas of particular interest, ability, strengths or weaknesses, learning and development for you.

**Written Activity 2: Curriculum Design** (Suggested length 3-5 pages); Addresses Competencies 2, 3, 4, 6

Plan three to five days of a *Feldenkrais* Professional Training Program curriculum and develop a teaching plan for 3-5 days of a *Feldenkrais* training program, preferably in years 3 and 4 of the training.

- You could include subject/theme, teaching strategies, use of videos, student practices, lecture topics, sequential development day by day. Include a series of ATMs pertaining to a particular functional pattern and its relationship to FI. The plan should speak to the underlying logic of the development of the themes including theoretical justification. The teaching plan should conceptualize these 5 days within the training process.

You may also wish to discuss some or all of the following:

- how these five days of training relates to the theory, historical and cultural context of the *Feldenkrais Method* and its relationship to other disciplines.
- the teaching of ATM and FI during these five days, their relationship, teaching strategies and their value for teaching trainees how to teach ATM and FI with the public, essential and complex issues in ATM and FI teaching, other ways that the material could be taught, etc.

**Written Activity 3.** (Suggested length 1-3 pages); Addresses Competencies 1, 2, 3

Using one or a series of FI lessons you have given to members of the public in a training or a client in private practice (especially a client with complex learning needs) as an example, briefly describe the learning opportunities that you could develop for a group of trainees, drawing on such a lesson or lessons.

**Written Activity 4.** (Suggested length 1-3 pages); Addresses Competencies 1, 3

Discuss the importance of the relationship between a *Feldenkrais* Teacher-Practitioner's self-organisation and the teaching of *Functional Integration*. Give an example of how you might teach about one or more aspect of this relationship.

**Written Activity 5.** (Suggested length 1-3 pages); Addresses Competencies 1, 2

Taking a functional theme, discuss what ATMs you could use to teach about this theme.

**Written Activity 6.** (Suggested length 1-3 pages); Addresses Competencies 2, 4

Discuss a number of different processes for teaching trainees how to teach ATM.

**Written Activity 7.**

**A.** (Suggested length 1-3 pages); Addresses Competency 3, 4

Discuss a number of different FI teaching/learning processes, e.g.. guided explorations, video tapes of Moshe Feldenkrais FIs, FI demonstration — with and without verbal description, exploratory exercises, etc.

**B.** (Suggested length 1-3 pages); Addresses Competency 3

Choose a video of Moshe Feldenkrais giving an FI, describe what the FI is about and discuss how you could use it for teaching how to teach FI.

**Written Activity 8.** (Suggested length 1-3 pages); Addresses Competencies 5, 7

Discuss some of the key aspects of working as a teacher in a group, including group dynamics and creating a learning environment. Draw on your whole experience of teaching the FM to the public and in training programs, and other teaching experience.

Please include an example of difficulties you have had in professional relationships, what feedback you received from others, how you responded to that feedback. Briefly discuss how such difficulties affect you in your role as a teacher and how it affects the students' learning.

**Written Activity 9.** (Suggested length 1-3 pages); Addresses Competency 5

Discuss how you track a trainee's or student's/client's progress, how you identify trainees or students that are having difficulty with the group or training process and what you do in those situations. Draw on your own examples and experience.

**Written Activity 10.**

**A.** (Suggested length 1-3 pages); Addresses Competency 6

Explore a key concept from the *Feldenkrais Method* or from Moshe Feldenkrais' writings and how the idea could be taught in a training program.

*(This activity may be done in combination with written activity 10. B)*

**B.** (Suggested length 1-3 pages); Addresses Competency 6

Describe your knowledge and/or experience in a another field and relate that knowledge to teaching the *Feldenkrais Method* in a training program.

**Written Activity 11.** (Suggested length 1-3 pages); Addresses Competency 7

Discuss how to include ethical issues within a *Feldenkrais* professional training program.

**Written Activity 12.** (Suggested length 1-3 pages); Addresses Competency 7

Give an example when outside consultation and referral to others might be indicated in private practice or the training process.

**Internationally Approved 5/99**