

“ASSOCIATE TRAINER” DRAFT POLICY from NATAB, for Review and Feedback

May 17, 2017 version (NATAB revisions to the March 27, 2017 version that was circulated for international review and feedback are shown in PURPLE.)

PREAMBLE

The following Associate Trainer* policy draft is meant to entirely replace the Trainer Candidate designation.

In this proposal, “Associate Trainer” is not a new category or layer. It REPLACES Trainer Candidate. It takes the existing category of Trainer Candidate, gives it a new name, and makes it more flexible, adding options and creating flexibility in the system. This gives individuals more choice, while maintaining solid educational standards for people who are authorized to teach on their own in Feldenkrais trainings.

Why suggest these changes? We feel that the term “Associate Trainer” is much more dignified and appropriate for the level of experience required for what is now called “Trainer Candidate.” However, the experience and criteria we are proposing here are nearly identical to those of Trainer Candidate.

To be clear, the majority of these changes have already been approved by the TAB Governing Bodies as the streamlined Trainer Candidate policy requirements. The main changes being proposed here are: 1) that an Associate Trainer can teach five consecutive days, and up to 10 days in a training program without a Trainer present, 2) that the Trainer Associate designation is not solely transitional and does not require the eventual application to become a Trainer, and 3) the establishment of a Guidance Committee is not required to apply as Associate Trainer.

This opens up people’s options. As with Trainer Candidate, “Associate Trainer” is a step in the process to become a Trainer. However, different from Trainer Candidate, it *also* allows someone to become and remain an Associate Trainer. This will make it possible for people who have contributions to make but who do not want to become full Trainers at this time, to play a more significant role in the training process than they can do under current policy.

Allowing Associate Trainers to teach up to 10 days as the main instructor in a training will allow many more people to begin to teach in trainings sooner.

We hope that these simple changes will add to a greater flow and diversity of ages and experience within the training community.

- *We are open to alternate names; Trainer Associate was also suggested.*

The proposed key changes are shown in red text. The other content is based on the current Trainer Candidate process.

ASSOCIATE TRAINER POLICY (DRAFT)

PURPOSE:

The purpose of this policy is to identify the steps and requirements to apply for certification as a *Feldenkrais* Associate Trainer.

GENERAL:

An Associate Trainer may teach in a training program without a Trainer present, in accordance with the current training accreditation policy.

Being an Associate Trainer is also a pre-requisite for applying to become certified as a *Feldenkrais* Trainer.

Note: NATAB is looking at also revising the international *Training Accreditation Guidelines* to:

- allow any one Associate Trainer to teach up to 5 consecutive days and up to a total of 10 days without a Trainer present, within any one *Feldenkrais* training program;
- similarly, to also allow an experienced Assistant Trainer (see the definition that is in the TAGs, below) to teach up to 5 consecutive days and up to a total of 10 days without a trainer present, but with trainer supervision; and
- to specify that no more than 20 days total out of a 160 day training program, of any one *Feldenkrais* training program can be taught by Associate Trainers and/or Assistant Trainers without a Trainer present.
- Exceptions may be considered on a case by case basis.
- There is no limit to how many days an Associate Trainer can teach within one particular *Feldenkrais* training program with a Trainer present.

For easy reference and comparison, the current international Training Accreditation Guidelines in place right now state: "... a maximum of eight (8) days of any training program can be taught by **an experienced assistant trainer** (defined by a minimum of eight (8) years of experience as an Assistant Trainer and 320 days of work in training programs) or a trainer candidate without the trainer present, but with trainer supervision, at the discretion of the Educational Director. No more than two (2) of these eight days may be consecutive."

Commento [VvH1]:

From NATAB discussion on May 15: NATAB discussed that very experienced Assistant Trainers (i.e. defined by a minimum of eight (8) years of experience as an Assistant Trainer and 320 days of work in training programs) have enough experience to be qualified to teach up to 5 consecutive days and up to a total of 10 days without a trainer present, but with trainer supervision, at the discretion of the Educational Director.

These very experienced Assistant Trainers have the extensive experience in a training setting, which NATAB considers to be of equivalent value as the suggested experience and application process that is proposed here to become an Associate Trainer.

Commento [VvH2]:

From NATAB discussion on May 15: Based on questions and comments in the feedback, NATAB is clarifying that we are proposing that up to 20 day **total** out of a 160 day training, as the **combined time that Associate Trainers and/or Assistant Trainers can teach in a program without a Trainer present.**

REQUIREMENTS:

1. Experience required to apply:

An applicant for Associate Trainer must be an Assistant Trainer for a minimum of three years and have worked as an Assistant Trainer for a total of 120 - 160 days in an accredited *Feldenkrais* Training

Program. It is recommended that the work be distributed across each of the four years of training and that the experience be gained in more than one training program.

If an applicant has at least 160 days of working experience in an accredited FPTP, 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 5 years since graduation; and the applicant was in full attendance during the training days, and was a formal member of the training staff.

Possible Alternative Activities for a portion of the required experience as an Assistant Trainer

The TAB recommends significant experience in a training program. However, if you are an Assistant Trainer and you want the TAB to consider alternatives to these requirements, the TAB will consider an application in which up to 60 days of the required period as an Assistant Trainer are covered through a relevant combination of pertinent experiences.

If you choose to do this, your application will need to describe how your proposed combination of activities is an appropriate and relevant alternative to working the full 120 – 160 days as an Assistant Trainer in accredited Feldenkrais training programs.

The TABs will determine whether the alternative activities you have presented are equivalent and adequate, or whether additional experience or information is required.

What follows are some of the experiences the TABs could consider as an alternative to the full 120 – 160 days experience working as an active Assistant Trainer.

The TABs will be looking for an overall profile of experiences relevant to your development as an Assistant Trainer in preparation to teach in a Feldenkrais Training Program without a Trainer present.

- 1) **We recommend exposing yourself to a variety of Trainers, teaching styles and training settings as part of your development.** If traveling to multiple trainings is an undue burden the creative use of video can also be employed. Examples of relevant experience could include:
 - a) work in the role of an Assistant Trainer for a minimum of 10 days of each year of a FPTP Training. (The years can be from different trainings and with different Educational Directors);
 - b) involvement and attendance at a Training with consent and support of the Educational Director. "Involvement" means engagement as part of the educational team without being formally there as an Assistant Trainer, in order to become aware of the overall educational process. The applicant needs to provide a letter from the Educational Director confirming their involvement and attendance.
 - c) Participate in a training as a lesson giver. Many trainings welcome experienced practitioners to offer lessons as part of the program or as extra lessons.
 - d) Attendance and exposure to trainings as a visiting practitioner while not sufficient by itself, will be considered in the candidate's overall profile.

Commento [VvH3]:

From NATAB discussion on May 15:
This option of having up to 60 (i.e. half) the days covered through a relevant combination of experiences other than experience in a training program, could result in a person spending a significantly shorter time as an Assistant Trainer. Thus, this makes it possible for a person to shorten their pathway to Trainer, while at the same time maintaining the important preparatory experiences.

Commento [VvH4]:

From NATAB discussion on May 15:
These alternatives were brought forward and approved as exceptions to the policy in 2015, as the first part of the streamlining work. These "broaden the net" for who can come forward to teach, and provide more flexibility and choice for individuals.

These alternatives will now become part of the policy, rather than being pre-approved exceptions to the currently existing policy.

- 2) For applicants who do not have the 120-160 days experience working as an Assistant Trainer, **before applying to be an Associate Trainer it is necessary that the applicant has been observed teaching ATM by a Trainer (ideally more than one) and has received ongoing feedback as they integrate their new skills.** This can happen in the context of a training program, or in other educational situations.
- 3) **It is highly recommended that an applicant participate in additional experiences that provide the applicant with mentoring from senior practitioners or members of the training community.** The Trainer competencies can serve the applicant, and those mentoring the applicant, as a guide for the applicant's growth and development.

Examples of additional relevant mentoring experiences could include:

- a) teach two weeks of Amherst including one week of Year 1 and one week of Year 2, or two weeks of San Francisco materials from two different years, under supervision of a Trainer. This could occur as part of a training, or in the practitioner community (e.g. as a study group). "Supervision" by the Trainer means providing observation, review and support as worked out between you and the Trainer, which may include live or video off-site digital observation. The supervising Trainer needs to provide a letter confirming that this occurred.
 - b) giving FI or ATM lessons to Trainers, Assistant Trainers and/or training staff who provide feedback.
 - c) participating in trainings for Assistant Trainers.
 - d) leading or assisting with make up sessions or review days for training programs.
 - e) studying in depth the trainings and functional integration lessons of Moshe Feldenkrais, ideally in a mentoring or study group situation.
- 4) **Other kinds of experience that directly relate to one's development as a teacher of teachers.** Options could include:
- a) in-depth public workshops (beyond simply ATM classes). What we are looking for is an immersive situation where the candidate guides the participants in a process over 3-5 days, or an intensive spread over a period of weeks.
 - b) leading and/or participating in study groups.
 - c) teaching advanced trainings for Feldenkrais practitioners, e.g.:
 - o Prepare and teach advanced trainings of at least 12 contact hours or more each (a contact hour means a teaching hour, and does not include lunch time or breaks)
 - d) presentations to specific organizations and professional groups
 - e) applying the Feldenkrais Method, in other professional setting such as dancing, sport, theatre, music, physical therapy, etc.

Note: With their application, the applicant can include access to video documentation of their work, specifically, teaching that has not been observed or documented elsewhere, or that is otherwise relevant to their application. Especially useful would be video of a lecture, the leading of discussions or a Q and A session, and/or the teaching of FI if this is part the applicant's experience thus far. Please be moderate in the amount of video materials submitted. The TAB may ask for an STG to be convened to review the videos.

2. Recommendations from Trainers

Include written recommendations from at least 3 Trainers who have seen you teach *Feldenkrais* practitioners or in an accredited *Feldenkrais* Training Program, stating that you are ready to be an Associate Trainer.

3. Curriculum Vitae

Include an updated Curriculum Vitae, including any study in adjunct fields since becoming an Assistant Trainer.

4. Involvement in Training Programs since becoming an Assistant Trainer

List and briefly describe your involvement in training programs since becoming an Assistant Trainer including the roles you have had, such as: offering FI lessons, presenting ATMs, supervision of ATMs and FI, mentoring students, curriculum meetings, staff meetings, etc.

5. Maintaining an Active Feldenkrais Practice

Must be maintaining an active Feldenkrais practice. Describe the volume and nature of your on-going Feldenkrais practice.

6. Continuing Education

Must have attended at least 100 hours of advanced training, workshops, and/or practitioner study groups in the Feldenkrais Method[®] since becoming an Assistant Trainer. These may also include Master Classes and/or Assistant Trainer Academy. (List dates, with whom studied, subjects covered, etc.)

7. Conducting Advanced Trainings/Study Groups

Must have given and/or taught at least 75 hours of advanced training, workshops at regional or annual Feldenkrais[®] conferences, and/or study groups for trainees or practitioners in the Feldenkrais Method since becoming an Assistant Trainer.

8. Include one of the following activities:

- a) Description of Teaching Experience: include a written description (maximum length of 10 page) of the focus and planning of 15 hours of Advanced Training teaching, or mentoring experience.
 - i. include a description of the relationship between the presentations of theory, ATM and FI elements in the curriculum.
 - ii. reflect on what you learned, challenges you faced, and the abilities you gained through this experience.

- b) Case Studies (FIs with your clients) – (Recommended length: 2-5 pages each) Submit a minimum of 2 case studies of your work with individuals, since becoming an Assistant Trainer.

Include one case study that is a series of lessons over time with one person, and one case study of one lesson only.

c) FI Teaching demonstration: video demonstration of an FI lesson (full lesson) done in front of other people where you demonstrate your ability to comment on what you are doing, either while you are doing it, or afterwards, or both. (Clearly demonstrate and articulate your thinking and actions, to demonstrate your skill and understanding.)

If submitting video, please include some form of reflection related to the video you submit. This can be written, voice over or an additional video statement. Please address your thinking over the course of the session you present including what your ideas were at the start, what you noticed as you went along and how that affected the process as it developed.

EXCEPTIONS AND ALTERNATE WAYS:

An applicant may present to the TAB a request for an exception to, or an alternate way to fulfill, a particular requirement in this policy.

An exception or alternate way must be approved BEFORE an applicant prepares and submits their Associate Trainer application.

If applying for an exception or an alternate way to fulfill a requirement, please include your rationale. This will be considered first by the TAB to which you make your application, and then presented with a recommendation to one other TAB for consideration. Agreement by two TABs is required for an exception or alternate way to be granted.

Once the exception or alternate way is granted, then the applicant can proceed with their Associate Trainer application and incorporate the approved exception or alternate way.

Once the exception or alternate way has been granted, the process of submitting and reviewing an Associate Trainer application that includes an exception or alternate way is the same as the process for submitting and reviewing a regular Associate Trainer application (see below).

SUBMISSION AND REVIEW OF THE ASSOCIATE TRAINER APPLICATION

The application is to be submitted to the TAB for applicant's region. That TAB will act as the shepherding TAB for the application.

An application will be reviewed by the shepherding TAB, plus one other TAB chosen by the shepherding TAB.

The shepherding TAB will inform all Trainers and all the other TABs of receipt of a Associate Trainer application, with a request that if they have information about the person that is relevant to the consideration of their Associate Trainer application to send that information directly to the shepherding TAB.

The shepherding TAB may request additional information if needed to complete its review of an application.

Agreement by two TABs is required for approval of an Associate Trainer application. Once a decision is reached, the shepherding TAB will communicate the decision to the applicant.

In the event that the two TABs don't agree with each other, the shepherding TAB may choose to send the application to one or more other TABs for review.

APPEAL PROCESS

- *NATAB has discussed that there needs to be an appeal process for decisions by TABs, where the decision of a TAB can be appealed to the TAB's Governing Body. (FGNA has some initial work done on an appeal process, which NATAB has on its "to do" list.)*

TRANSITION:

Current Trainer Candidates will convert to Training Associates when this policy is approved.

If you are planning to apply for Trainer Certification, please be aware that the TABs expect you to work with a Guidance Committee for one to three years before applying for Trainer Certification. See the Trainer Certification Policy for details on what is required.

EXCEPTION for HIGHLY EXPERIENCED ASSISTANT TRAINERS:

The purpose of this exception is to support very highly experienced Assistant Trainers to "fast track" their Associate Trainer application.

Assistant Trainers with a minimum of 8 years as an Assistant trainer and a minimum of 500 days assisting in accredited trainings as an Assistant Trainer, may apply for certification as an Associate Trainer by submitting the following:

1. A Curriculum Vitae that includes your training experience, continuing education experiences, and educational experiences.
2. A brief personal statement describing your career as a Feldenkrais practitioner, including your private practice, advanced trainings you have developed and/or conducted, mentoring you have received or provided, and any other relevant experience.
3. Completed Trainer Competency assessments plus Recommendations stating that you are ready to be an Associate Trainer from at least three Feldenkrais Trainers who have seen you teach *Feldenkrais* practitioners or in an accredited *Feldenkrais* Training Program, of whom at least one is an Educational Director.

UPDATE TO INTERNATIONAL TRAINING ACCREDITATION GUIDELINES (DRAFT)

If the Associate Trainer Policy is approved, in order to implement these recommendations, the following changes would need to be made to the International Training Accreditation Guidelines. (New wording is underlined.)

12. A trainer needs to be present for the entire 800 hours, except for brief and extraordinary circumstances. However, an experienced Assistant Trainer (defined by a minimum of eight (8) years of experience as an Assistant Trainer and 320 days of work in training programs) may teach up to five (5) consecutive days and up to a total of 10 days without a Trainer present, but with trainer supervision, at the discretion of the Educational Director. ~~an a maximum of eight (8) ten (10) days of any training program can be taught by an experienced assistant trainer (defined by a minimum of eight (8) years of experience as an Assistant Trainer and 320 days of work in training programs).~~ Similarly, an Associate Trainer may teach up to 5 consecutive days and up to a total of 10 days without a Trainer present, but with trainer supervision, at the discretion of the Educational Director. No more than 20 days total of a 160 day training program can be taught by Associate Trainers and/or Assistant Trainers without a Trainer present.

Commento [VvH5]:
From NATAB discussion on May 15:
NATAB discussed that very experienced Assistant Trainers (i.e. defined by a minimum of eight (8) years of experience as an Assistant Trainer and 320 days of work in training programs) have enough experience to be qualified to teach up to 5 consecutive days and up to a total of 10 days without a trainer present, but with trainer supervision, at the discretion of the Educational Director.

These very experienced Assistant Trainers have the extensive experience in a training setting, which NATAB considers to be of equivalent value as the suggested experience and application process that is proposed here to become an Associate Trainer.

Commento [VvH6]:
From NATAB discussion on May 15:
Based on questions and comments in the feedback, NATAB is clarifying that we are proposing that up to 20 day total out of a 160 day training, as the combined time that Associate Trainers and/or Assistant Trainers can teach in a program without a Trainer present.