

# FELDENKRAIS GUILD® of North America

## GUIDELINES FOR CERTIFICATION AS A FELDENKRAIS® TRAINER

### No. 1 TRAINER CANDIDATE POLICY

"Trainer candidacy" is a process of transition; it is meant for those actively seeking full trainer certification. After five years, should more time be required, the "trainer candidate" may request a review by the TAB for continuance of the process. If you choose to withdraw from the process please notify the TAB to whom you submitted your application.

In exceptional circumstances, an applicant may present a request for an exception or an alternative to a particular requirement to this policy. If applying for an exception to any 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 the other TABs for consideration. Agreement by all TABs is required for an exception to a particular requirement to be granted.

In the process of applying to become a trainer, the first phase is to fulfill the criteria necessary to enter the "trainer candidacy phase". 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. 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, 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; 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** – The applicant must have the sponsorship of at least three TAB Certified Trainers who are willing to recommend in writing a) the potential of the applicant to move toward becoming a Trainer, and b) the applicant's readiness to enter the process at this time. 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. Please submit your committee structure to the TAB for approval.\*

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.

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\*Please refer to the Guidance Committee letter for further requirements and an outline of how you and your committee might work together.

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

**4. Description of your work in Training Programs since becoming an Assistant Trainer** - Describe, in detail, your work in training programs, since becoming an Assistant Trainer.

**5. 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. These may also include Master Classes and/or Assistant Trainer Academy. (List dates, with whom studied, subjects covered, etc.)

**6. 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; include a written description of the focus and planning of at least 3 days (15 hours) of actual teaching experience you have done.

- a. include a description of the relationship between the presentations of theory, ATM and FI elements in the curriculum of the three days (15 hours).
- b. reflect on what you learned, challenges you faced, and the abilities you gained through this experience.

**7. Case Studies** – 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.

**8. Self-learning and growth** – How do you pursue learning and growth as a *Feldenkrais* Practitioner and Assistant Trainer through your personal use of FI and ATM? You may describe other strategies or methods you employ, both within the *Feldenkrais Method* and outside of it. Describe how these activities have enhanced your learning and growth.

**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?

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- What is your plan for further study of these materials?

**10. Strengths and Weaknesses** – Using the Trainer Competency Profile as a reference tool, please reflect and discuss the level of your development in each area, at this point in your career. Please outline your plan for developing those aspects which you believe require further attention. You may wish to include descriptions of any unique qualities and perspectives in your work.

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.

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### 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.**

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### 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*<sup>1</sup>.

### 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, physiotherapy, medicine, 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*.

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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.

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### No. 3 PROCESS FOR A TRAINER CANDIDATE TO BECOME A TRAINER

In exceptional circumstances, an applicant may present a request for an exception or an alternative, to a particular requirement of this policy. If applying for an exception to any 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 the other TABs for consideration. Agreement by all TABs is required for an exception to a particular requirement to be granted.

### INTRODUCTION TO THE PROCESS

1. This 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. This 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. Fields in which one acquires experience, skills and knowledge may include: private practice, advanced training, study groups, Academies, as well as *Feldenkrais* Professional Training Programs and other professional arenas.
4. The Candidate's knowledge, abilities, skills and attitudes will be assessed in relation to the professional tasks described in the Competency Profile. Between the Guidance Committee's submission of observed competencies and the Candidate's written activities all competencies must be addressed.

Specific items from the Trainer Competency Profile that must be observed by the Guidance Committee and addressed in their report are the following:

- 1.1, 1.2, 1.4, 1.5
- 3.1, 3.2, 3.3, 3.4
- 5.1, 5.3, 5.4, 5.5, 5.7
- 7.1, 7.2, 7.3, 7.4

All other listed competencies will be assessed from the Candidate's written activities. Even so, Guidance Committee members should include in their report an assessment of all competencies on the Trainer Competency Profile with which they are familiar, as we seek the most complete picture possible. Each written activity specifies which particular competencies the candidate's response must address. Please notice that some competencies are addressed in more than one written activity. Different written activities elicit different aspects of the competencies, so the candidate must be sure to write to the competencies that are referred to in each written activity.

5. It is understood that the competencies describe the essential skills, knowledge, and attitudes for the successful applicant to commence their career as a *Feldenkrais* Trainer. The expectation is that further maturation of these skills and knowledge will occur throughout their professional career.

### THE PROCESS OF TRAINER CERTIFICATION INCLUDES:

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

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- 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.

### (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.
- Feedback from the *Feldenkrais* Trainer community. 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 ethics complaints that have been lodged in relation to the Candidate.

## No. 4 REQUIREMENTS FOR SUBMISSION FOR TRAINER CERTIFICATION

Experience required to apply: An applicant for Trainer Certification is required to have a minimum of 40 days of experience as an Assistant Trainer in each of the four years of an FPTP. It is recommended that the experience be gained in more than one training program.

Approval of trainer certification 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.

The applicant is to submit the following to the local TAB where they reside:

1. Report from Guidance Committee including completed Trainer Competency Profile forms or if an alternative 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.

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2. Written Activities
3. List of days observed teaching in an FPTP by Guidance Committee Members
4. Updated Curriculum Vitae
5. Guild membership
6. A statement that Professional Practice has been continued/maintained.
7. The required fee.

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

#### **Written Activity 1: Personal statement reflecting on your time as a Trainer Candidate.**

*(Suggested length 3-5 pages)*

*Covers Competencies: Part of this activity demonstrates Competency 7.6; otherwise, focus on the information asked for below without emphasis on specific competencies.*

Describe your mentoring process, including how goals for your candidacy were formed, the competencies on which you and your committee focused. What did you learn from feedback received from your Guidance Committee?

Describe and reflect on your time as a Trainer Candidate. Focus on what you have learned, and what aspects of your teaching you plan to improve in the near future, where you find your limits (7.6), your challenges and your greatest satisfaction in teaching.

#### **Written Activity 2. Curriculum Design**

*(Suggested length 4-7 pages)*

*Covers Competencies: 4, 1.3, 2.3, 2.4 (optional), 3.5, 3.6 (optional), 3.7, 6.1, 6.2, 6.3*

- A. Describe the plan and teaching for at least three consecutive days which **you have actually planned and taught** in years three or four in a *Feldenkrais* Professional Training Program. Include:
- i. Subject/theme, and speak to the logic of the development of the themes.
  - ii. Teaching strategies.
  - iii. Sequential development.
  - iv. Student learning activities.
  - v. A series of ATM lessons from various sources pertaining to a particular functional pattern and its relationship to FI in this curriculum.
  - vi. Essential and complex issues in ATM and FI teaching.

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B. Report on any adjustments you made during your teaching and why you made them.

C. Reflect on:

- i. What you found to be more effective and less effective in your teaching strategies.
- ii. How your teaching helped trainees move towards the capacity to be practitioners.
- iii. What you might do differently, were you to teach this material again.

### **Written Activity 3. Self-organization and *Functional Integration*®**

*(Suggested length 2-3 pages)*

*Covers Competencies: 3.5, 3.8.*

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

### **Written Activity 4. Using ATM to teach a functional theme**

*(Suggested length 2-3 pages)*

*Covers Competencies: 1.3, 2.3, 2.4*

Discuss a functional theme and ATMs from several sources (see Competency 1.3) that you could use to teach it.

### **Written Activity 5. Teaching trainees how to teach ATM**

*(Suggested length 2-3 pages)*

*Covers Competencies: 2.1, 2.2, 2.3*

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

### **Written Activity 6. Processes for teaching FI**

**A.** *(Suggested length 3-5 pages)*

*Covers Competencies: 3.3, 3.5, 3.7*

Discuss a number of different FI teaching/learning processes in depth, e.g., guided explorations, FI demonstration – with and without verbal description, exploratory exercises, etc. Discuss how you would relate these processes to teaching about a particular functional theme or pattern.

**B.** *(Suggested length 2-3 pages)*

*Covers Competency 3.6*

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

### **Written Activity 7. How to create a learning environment**

*(Suggested length 2-3 pages)*

*Covers Competencies: 5.2, 7.5*

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Moshe Feldenkrais said repeatedly that he didn't teach, but created conditions for learning. Observable skills that are useful in creating a learning environment have already been assessed by your Guidance Committee.

Please reflect on your experience and your personal style in answering the following:

- A. What additional elements, beyond the observed competencies, are important/essential in creating a learning environment?
- B. Drawing from your experience as a Trainer Candidate, reflect on some of the situations you've encountered that were potentially advantageous or detrimental to the learning environment for all students. What did you learn from this? What are the strategies you have developed to manage these situations? (Please address competency 5.2).
- C. Students in trainings come from many different backgrounds, cultures, orientations and life experiences; they have different ways of expressing their feelings, their abilities and their needs. Describe a situation in which such differences have caused you to change your behavior in the training, in order to create an optimal learning environment for all students. (Please address competency 7.5).

### Written Activity 8. Tracking trainees' progress

*(Suggested length 2-3 pages)*

*Addresses Competencies: 5.6, 5.8*

Discuss how could you, or would you, track a trainee's progress, how you identify trainees 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 9. Key Concepts

#### A. From the *Feldenkrais Method*

*(Suggested length 2-3 pages)*

*Covers Competencies: 6.1, 6.2*

Reflect on a key concept from the *Feldenkrais Method* or from Moshe Feldenkrais' writings including the historical and cultural context, how this idea has inspired you and how it could be conveyed in a training program. *(This activity may be done in combination with written activity 9.B)*

#### B. From another field

*(Suggested length 1-3 pages)*

*Covers Competency 6*

Discuss your learning in other fields or from your life experience that you think is relevant in a *Feldenkrais* training program and give an example of how you could bring it into your teaching.

### Written Activity 10. Ethical Conduct

*(Suggested length 2-3 pages)*

*Covers Competencies: 7.7, 7.8*

As a trainer, you will be in an influential position within the training environment. With that position goes the responsibility for demonstrating, maintaining, and teaching about appropriate boundaries, as well as professional and ethical conduct.

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Please discuss:

- A. Your understanding of ethical conduct in relationships between (7.8):
  - i. Teachers and clients/students.
  - ii. Trainers and other training staff.
  - iii. Trainers and trainees.
  
- B. Your ability to communicate professional and ethical standards to trainees through:
  - i. Your behavior.
  - ii. Your verbal teaching (7.7).
  
- C. How you would present ethical issues that students may face during their professional practice.

### **Written Activity 11. Professional Relationships**

*(Suggested length 1-2 pages)*

*Covers Competencies: 5.6, 7.6, 7.7*

Give an example when an outside consultation and/or referral to others might be indicated in private practice or the training process. Give an example of teaching your students when outside consultation or referral is indicated.

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**APPROVED** by FGNA Board of Directors, EuroTAB Council, AFG National Council MAY  
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