

Feldenkrais Teachers:

Knowledge

Are familiar with the original Feldenkrais materials including those from M. Feldenkrais' first assistants and others as well as the relevant literature, transcripts, audio tapes, and the Amherst videos.

Competency 1.1: Working with individuals

Feldenkrais Teachers:

Knowledge

Know the principles of biomechanics (e.g. leverage, axis of rotation, center of gravity)

Competency 1.1: Working with individuals

Feldenkrais Teachers:

Knowledge

Use the skeleton as a primary reference

Competency 1.1: Working with individuals

Feldenkrais Teachers:

Knowledge

Use functional and surface anatomy

Competency 1.1: Working with individuals

Feldenkrais Teachers:

Knowledge

Incorporate their knowledge of human, child and movement development

Competency 1.1: Working with individuals

Feldenkrais Teachers:

Knowledge

Are aware of the various theories of perceptual learning styles (e.g. visual, auditory, kinesthetic)

Competency 1.1: Working with individuals

Feldenkrais Teachers:

Knowledge

Are cognizant of the dynamics of client/practitioner relationships (e.g. transference, projection, role models)

Competency 1.1: Working with individuals

Feldenkrais Teachers:

Knowledge

Are familiar with the principles of perception (e.g. the Weber-Fechner law)

Competency 1.1: Working with individuals

Feldenkrais Teachers:

Knowledge

Know about the various perspectives on learning processes, (e.g. from neurophysiology, study of consciousness, philosophy, phenomenology, pedagogy, neurogenesis, evolution, neuromotor function, perception, etc.)

Competency 1.1: Working with individuals

Feldenkrais Teachers:

Knowledge

Use language skillfully and carefully, knowing the consequences of word choice, imagery, tone of voice

Competency 1.1: Working with individuals

Feldenkrais practitioners are able to:

Abilities

Create a learning environment that provides for a sense of safety and an appropriate level of challenge

Competency 1.1: Working with individuals

Feldenkrais practitioners are able to:

Abilities

Interview a client to discover his/her intentions and viewpoint

Competency 1.1: Working with individuals

Feldenkrais practitioners are able to:

Abilities

Organize the quality, intensity, and focus of one's own attention to refine perception

Competency 1.1: Working with individuals

Feldenkrais practitioners are able to:

Abilities

Employ action to initiate, focus, and appreciate learning

Competency 1.1: Working with individuals

Feldenkrais practitioners are able to:

Abilities

Investigate and confirm action patterns. Distinguish qualities and changes in patterns such as flow, direction, pressure, force, muscular effort, magnitude. Follow patterns and vary those qualities. Facilitate the client's awareness of changes during and due to the process

Competency 1.1: Working with individuals

Feldenkrais practitioners are able to:

Abilities

Apply specific techniques and methodological knowledge of Functional Integration (e.g. refer to standards of practice, training manuals, etc.)

Competency 1.1: Working with individuals

Feldenkrais practitioners are able to:

Abilities

Select strategies such as a series of FIs or ATMs, varying sessions of FI and ATM, or using them together (e.g. hands on guided ATM)

Competency 1.1: Working with individuals

Feldenkrais practitioners are able to:

Abilities

Maintain awareness of one's own organization and change it appropriately while working (e.g. patterns of thinking, posture/acture, breathing, gaze)

Competency 1.1: Working with individuals

Feldenkrais practitioners are able to:

Abilities

Collect and reflect on one's own thoughts during and after the lesson

Competency 1.1: Working with individuals

Feldenkrais practitioners are able to:

Abilities

Help the client process the ATM/ FI experience and relate it to daily activities

Competency 1.1: Working with individuals

Feldenkrais practitioners are able to:

Abilities

Educate the client about Feldenkrais concepts and models as the concepts become relevant in lessons/learning (e.g. organic learning, self image, function, differentiation and integration of movement)

Competency 1.1: Working with individuals

Feldenkrais practitioners are able to:

Abilities

Maintain awareness of the potential for transference and preserve appropriate boundaries

Competency 1.1: Working with individuals

Feldenkrais practitioners are able to:

Abilities

Use props and positioning aids effectively

Competency 1.1: Working with individuals

Feldenkrais practitioners are able to:

Abilities

Evaluate experiences after a series of sessions with a client and adapt future sessions accordingly

Competency 1.1: Working with individuals

Feldenkrais Teachers:

Knowledge

Are familiar with the original Feldenkrais materials (Alexander Yanai lessons, video and audio recordings of M. Feldenkrais)

Competency 1.2: Working with groups

Feldenkrais Teachers:

Knowledge

Are familiar with other sources of ATM recordings, videos, transcripts (class, workshop, training curricula, San Francisco and Amherst training transcripts)

Competency 1.2: Working with groups

Feldenkrais Teachers:

Knowledge

Know various ways to structure ATM lessons

Competency 1.2: Working with groups

Feldenkrais Teachers:

Knowledge

Understand the effects of language, (e.g. consequences of word choice, imagery, and tone of voice).

Competency 1.2: Working with groups

Feldenkrais Teachers:

Knowledge

Know about group processes

Competency 1.2: Working with groups

Feldenkrais Teachers:

Knowledge

See movement as an expression of the self image

Competency 1.2: Working with groups

Feldenkrais Teachers:

Knowledge

Are familiar with the effects of trauma

Competency 1.2: Working with groups

Feldenkrais practitioners are able to:

Abilities

Focus primarily on the process, rather than a particular goal, outcome, movement, or action

Competency 1.2: Working with groups

Feldenkrais practitioners are able to:

Abilities

Integrate one's own ATM experiences into ATM teaching

Competency 1.2: Working with groups

Feldenkrais practitioners are able to:

Abilities

Teach ATM in a variety of ways (timing, rhythm, and learning strategies such as variation, limitation, change of perspective)

Competency 1.2: Working with groups

Feldenkrais practitioners are able to:

Abilities

Observe and analyze clients' actions, recognize potential for improvement, and adapt teaching to maximize potential

Competency 1.2: Working with groups

Feldenkrais practitioners are able to:

Abilities

Convey lesson content with clarity

Competency 1.2: Working with groups

Abilities

Feldenkrais practitioners are able to:

Use voice (enunciation, volume, intonation) and language (vocabulary, tempo) as a tool to enhance the clients' capacity for self perception

Competency 1.2: Working with groups

Abilities

Feldenkrais practitioners are able to:

Lead a group and facilitate group processes

Competency 1.2: Working with groups

Abilities

Feldenkrais practitioners are able to:

Use narrative to illustrate and/or promote the learning process

Competency 1.2: Working with groups

Abilities

Feldenkrais practitioners are able to:

Use Feldenkrais concepts, models, as well as scientific, artistic, and cultural ideas to promote the learning process

Competency 1.2: Working with groups

Abilities

Feldenkrais practitioners are able to:

Convert ATM concepts or ATM lessons into FI themes

Competency 1.2: Working with groups

Abilities

Feldenkrais practitioners are able to:

React appropriately in cases of emotional and somatic urgencies

Competency 1.2: Working with groups

Knowledge

Feldenkrais Teachers:

Know about the structure and function of organizations and workplaces

Competency 1.3: Workplace environments

Knowledge

Feldenkrais Teachers:

Are familiar with basic elements of work psychology

Competency 1.3: Workplace environments

Knowledge

Feldenkrais Teachers:

Are aware of forms of interactions and collaborations within and between occupations

Competency 1.3: Workplace environments

Abilities

Feldenkrais practitioners are able to:

Incorporate oneself respectfully into existing work environments and organizations

Competency 1.3: Workplace environments

Abilities

Feldenkrais practitioners are able to:

Acknowledge the environmental and work process factors that cannot be changed

Competency 1.3: Workplace environments

Abilities

Feldenkrais practitioners are able to:

Deal effectively with the multiple issues surrounding demands for high performance (e.g. athletes, artists, high level executives)

Competency 1.3: Workplace environments

Abilities

Feldenkrais practitioners are able to:

Differentiate the demands of a work environment or task from the workers' habitual responses

Competency 1.3: Workplace environments

Abilities

Feldenkrais practitioners are able to:

Adapt teaching strategies to the work environment (e.g. short ATM or FI at the workplace, use appropriate language)

Competency 1.3: Workplace environments

Abilities

Feldenkrais practitioners are able to:

Effectively communicate the potential benefits of Feldenkrais in a workplace (to workers, managers, decision makers)

Competency 1.3: Workplace environments

Knowledge

Feldenkrais Teacher:

Are aware of aspects of one's own profession which may be enhanced by Feldenkrais principles/approaches

Competency 1.4: Working in other professions

Knowledge

Feldenkrais Teacher:

Understand profession-appropriate behavior (relationships, communication, ethics)

Competency 1.4: Working in other professions

Knowledge

Feldenkrais Teacher:

Know profession-appropriate language, and its potential for integrating Feldenkrais Method

Competency 1.4: Working in other professions

Knowledge

Feldenkrais Teacher:

Are familiar with literature which can support/explain the potential benefits of the Method within a specific professional field

Competency 1.4: Working in other professions

Knowledge

Feldenkrais Teacher:

Know about other relevant methods (e.g. Alexander, Eutony, Rolfing, Ideokinesis, somatic psychology, physiotherapy)

Competency 1.4: Working in other professions

Knowledge

Feldenkrais Teacher:

Are familiar with profession-specific equipment, materials and procedures

Competency 1.4: Working in other professions

Abilities

Feldenkrais practitioners are able to:

Integrate knowledge and experience from both professions

Competency 1.4: Working in other professions

Abilities

Feldenkrais practitioners are able to:

Relate one's professional activities and literature to the Feldenkrais Method

Competency 1.4: Working in other professions

Abilities

Feldenkrais practitioners are able to:

Adapt Feldenkrais principles, elements and techniques to one's professional field

Competency 1.4: Working in other professions

Feldenkrais practitioners are able to:

Abilities

Utilize the fundamental principles of the Feldenkrais Method

Competency 1.4: Working in other professions

Feldenkrais practitioners are able to:

Abilities

Effectively communicate Feldenkrais ideas to members of one's professional field

Competency 1.4: Working in other professions

Feldenkrais practitioners are able to:

Abilities

Create a network of Feldenkrais practitioners working in similar professional situations, communicate and collaborate.

Competency 1.4: Working in other professions

Feldenkrais Teachers:

Knowledge

Know about advanced training opportunities and sources (association/guild, trainers, assistant trainers, colleagues, advanced training programs, IFF Academy, supervision)

Competency 2.1: Professional development

Feldenkrais Teachers:

Knowledge

Are familiar with professional educational resources (e.g. journals, internet, books/publications, Feldenkrais trainers, IFF)

Competency 2.1: Professional development

Feldenkrais Teachers:

Knowledge

Are familiar with various Methods of somatic education

Competency 2.1: Professional development

Feldenkrais Teachers:

Knowledge

Have knowledge of research studies and outcomes which relate to the Feldenkrais method

Competency 2.1: Professional development

Feldenkrais Teachers:

Knowledge

Are familiar with cultural discourses (e.g. linguistic, philosophical, artistic, societal, psychological) which may impact one's development within the Feldenkrais Method

Competency 2.1: Professional development

Feldenkrais practitioners are able to:

Abilities

Initiate professional learning processes

Competency 2.1: Professional development

Feldenkrais practitioners are able to:

Abilities

Develop an individual style of Feldenkrais practice

Competency 2.1: Professional development

Feldenkrais practitioners are able to:

Abilities

Use movement experience and skeletal awareness to stimulate learning and integrate new knowledge into practice

Competency 2.1: Professional development

Feldenkrais practitioners are able to:

Abilities

Accept accountability for one's work with individuals and groups

Competency 2.1: Professional development

Abilities

Feldenkrais practitioners are able to:

Shape interactions responsibly

Competency 2.1: Professional development

Abilities

Feldenkrais practitioners are able to:

Reflect on one's own work style

Competency 2.1: Professional development

Knowledge

Feldenkrais Teachers:

Know of various means for reflecting on one's own actions (e.g. supervision, counseling, self assessment)

Competency 2.2: Personal development

Knowledge

Feldenkrais Teachers:

Are familiar with cultural discourses (e.g. linguistic, philosophical, artistic, societal, psychological, etc.) which may impact one's development

Competency 2.2: Personal development

Knowledge

Feldenkrais Teachers:

Are cognizant of personal strengths and weaknesses

Competency 2.2: Personal development

Abilities

Feldenkrais practitioners are able to:

Use ATM for self exploration and development

Competency 2.2: Personal development

Abilities

Feldenkrais practitioners are able to:

Create a vision for one's future

Competency 2.2: Personal development

Abilities

Feldenkrais practitioners are able to:

Engage in introspection regarding thoughts, feelings, perceptions, and ideas

Competency 2.2: Personal development

Abilities

Feldenkrais practitioners are able to:

Open oneself to new learning experiences (e.g. accept being a beginner)

Competency 2.2: Personal development

Abilities

Feldenkrais practitioners are able to:

Cope with uncertainty

Competency 2.2: Personal development

Abilities

Feldenkrais practitioners are able to:

Search for new self perspectives and question courses of action.

Competency 2.2: Personal development

Knowledge

Feldenkrais Teachers:

Understand concepts of balance within a complex environment

Competency 2.3: Maintaining one's own balance

Knowledge

Feldenkrais Teachers:

Are familiar with sources of professional assistance (supervision, counseling)

Competency 2.3: Maintaining one's own balance

Knowledge

Feldenkrais Teachers:

Know methods and strategies for influencing one's own balance, physical and emotional health

Competency 2.3: Maintaining one's own balance

Knowledge

Feldenkrais Teachers:

Know time management skills

Competency 2.3: Maintaining one's own balance

Abilities

Feldenkrais practitioners are able to:

Develop and maintain awareness of one's own self image

Competency 2.3: Maintaining one's own balance

Abilities

Feldenkrais practitioners are able to:

Attend to one's own sensations, emotions, and thoughts

Competency 2.3: Maintaining one's own balance

Abilities

Feldenkrais practitioners are able to:

Respectfully respond to one's own physical, emotional and intellectual needs

Competency 2.3: Maintaining one's own balance

Abilities

Feldenkrais practitioners are able to:

Engage in self observation and redirection during work (energy expenditure, breathing, posture/ acture)

Competency 2.3: Maintaining one's own balance

Abilities

Feldenkrais practitioners are able to:

Use the Feldenkrais Method and its ideas to promote one's own well being

Competency 2.3: Maintaining one's own balance

Abilities

Feldenkrais practitioners are able to:

Tap sources of joy and relaxation (e.g. laughter, love, relationships)

Competency 2.3: Maintaining one's own balance

Abilities

Feldenkrais practitioners are able to:

Reframe "setbacks" as opportunities for learning

Competency 2.3: Maintaining one's own balance

Abilities

Feldenkrais practitioners are able to:

Utilize assistance such as supervision and counseling

Competency 2.3: Maintaining one's own balance

Knowledge

Feldenkrais Teachers:

Know governmental regulations and the standards of practice/ ethical guidelines of the professional association/guild

Competency 3.1: Practice management

Knowledge

Feldenkrais Teachers:

Are familiar with resources for professional assistance with practice management

Competency 3.1: Practice management

Knowledge

Feldenkrais Teachers:

Know fundamentals of small business financial management (cash flow, tax reporting, projections)

Competency 3.1: Practice management

Abilities

Feldenkrais practitioners are able to:

Take entrepreneurial actions

Competency 3.1: Practice management

Abilities

Feldenkrais practitioners are able to:

Assert oneself in negotiations

Competency 3.1: Practice management

Abilities

Feldenkrais practitioners are able to:

Organize and schedule one's own daily work

Competency 3.1: Practice management

Abilities

Feldenkrais practitioners are able to:

Use information technology to one's own advantage

Competency 3.1: Practice management

Abilities

Feldenkrais practitioners are able to:

Assess business decisions (e.g: bills, offers, complaints, opportunities)

Competency 3.1: Practice management

Abilities

Feldenkrais practitioners are able to:

Acknowledge difficult business situations. Resolve them effectively.

Competency 3.1: Practice management

Abilities

Feldenkrais practitioners are able to:

Conduct basic business processes (correspondence, telephone contacts)

Competency 3.1: Practice management

Abilities

Feldenkrais practitioners are able to:

Express oneself effectively both verbally and in writing

Competency 3.1: Practice management

Knowledge

Feldenkrais Teachers:

Are familiar with relevant communities, target markets, and networking opportunities

Competency 3.2: Marketing

Knowledge

Feldenkrais Teachers:

Know small business marketing principles and strategies

Competency 3.2: Marketing

Feldenkrais Teachers:

Knowledge

Are familiar with local and professional association/guild resources for marketing assistance (e.g. marketing kits, web designers, workshops)

Competency 3.2: Marketing

Feldenkrais Teachers:

Knowledge

Know about creating and using a client database

Competency 3.2: Marketing

Feldenkrais practitioners are able to:

Abilities

Analyze the local and regional market for similar services

Competency 3.2: Marketing

Feldenkrais practitioners are able to:

Abilities

Identify target groups and garner interest with effective communication

Competency 3.2: Marketing

Feldenkrais practitioners are able to:

Abilities

Direct the design and production of one's own advertising material

Competency 3.2: Marketing

Feldenkrais practitioners are able to:

Abilities

Give appealing public lectures

Competency 3.2: Marketing

Feldenkrais practitioners are able to:

Abilities

Give effective public FI and ATM demonstrations

Competency 3.2: Marketing

Feldenkrais practitioners are able to:

Abilities

Collaborate with colleagues on regional marketing projects

Competency 3.2: Marketing

Feldenkrais practitioners are able to:

Abilities

Use anecdotal evidence to promote understanding and respect for the Feldenkrais Method

Competency 3.2: Marketing

Feldenkrais practitioners are able to:

Abilities

Make one's own premises and practice attractive for clients

Competency 3.2: Marketing

Feldenkrais Teachers:

Knowledge

Are familiar with relevant professional and/or scientific fields and methods

Competency 3.3: Interdisciplinary collaboration

Feldenkrais Teachers:

Knowledge

Know strategies for incorporating Feldenkrais principles into other fields and projects and vice versa

Competency 3.3: Interdisciplinary collaboration

Knowledge

Feldenkrais Teachers:

Are familiar with conferences and symposia where one can attend and/or present Feldenkrais principles and propose collaborations

Competency 3.3: Interdisciplinary collaboration

Abilities

Feldenkrais practitioners are able to:

Establish effective interdisciplinary networks

Competency 3.3: Interdisciplinary collaboration

Abilities

Feldenkrais practitioners are able to:

Demonstrate the benefits of collaboration between Feldenkrais practitioners and other professionals

Competency 3.3: Interdisciplinary collaboration

Abilities

Feldenkrais practitioners are able to:

Articulate interdisciplinary commonalities, the potential for mutual benefit, and propose projects

Competency 3.3: Interdisciplinary collaboration

Abilities

Feldenkrais practitioners are able to:

Maintain flexibility and integrity within a joint project framework

Competency 3.3: Interdisciplinary collaboration

Knowledge

Feldenkrais Teachers:

Are familiar with the structure, function, and processes of the association/guild

Competency 4.1: Work in the professional association

Knowledge

Feldenkrais Teachers:

Know relevant laws, statutes, regulations and guidelines which apply to those who work in the association/guild

Competency 4.1: Work in the professional association

Knowledge

Feldenkrais Teachers:

Are familiar with the educational, health care, and other pertinent regulatory/social systems in one's own country

Competency 4.1: Work in the professional association

Knowledge

Feldenkrais Teachers:

Are cognizant of opportunities for training in organizational work (e.g. staff, resource and financial management, conflict resolution, communications and governance)

Competency 4.1: Work in the professional association

Abilities

Feldenkrais practitioners are able to:

Recognize and articulate the needs of the organization's membership

Competency 4.1: Work in the professional association

Abilities

Feldenkrais practitioners are able to:

Communicate within one's own association/guild and with other associations/guilds

Competency 4.1: Work in the professional association

Abilities

Feldenkrais practitioners are able to:

Cultivate professional relationships based on shared values and mutual goals

Competency 4.1: Work in the professional association

Feldenkrais practitioners are able to:

Abilities

Collaborate respectfully in teams

Competency 4.1: Work in the professional association

Feldenkrais practitioners are able to:

Abilities

Resolve conflicts. Invite assistance from outside the association when appropriate

Competency 4.1: Work in the professional association

Feldenkrais practitioners are able to:

Abilities

Effectively assume executive roles (board/working group membership, discussion moderator, project leadership)

Competency 4.1: Work in the professional association

Feldenkrais practitioners are able to:

Abilities

Pursue education/training to improve one's effectiveness within the association

Competency 4.1: Work in the professional association

Feldenkrais practitioners are able to:

Abilities

Communicate in more than one language

Competency 4.1: Work in the professional association

Feldenkrais practitioners are able to:

Abilities

Understand and articulate the relationships between the goals of the association/guild and its ongoing projects

Competency 4.1: Work in the professional association

Feldenkrais Teachers:

Knowledge

Understand the fundamental demands of public relations work

Competency 4.2: Public relations work

Feldenkrais Teachers:

Knowledge

Know about the organization and efficacy of different types of media and how to access them

Competency 4.2: Public relations work

Feldenkrais Teachers:

Knowledge

Are familiar with past efforts, ongoing projects and future plans for public relations activities by the professional organization/guild

Competency 4.2: Public relations work

Feldenkrais practitioners are able to:

Abilities

Offer one's skills in marketing, interdisciplinary collaboration, and public relations to the professional association/guild

Competency 4.2: Public relations work

Feldenkrais practitioners are able to:

Abilities

Define potential target groups for public relations work

Competency 4.2: Public relations work

Feldenkrais practitioners are able to:

Abilities

Assume responsibility for short, medium, and long term planning

Competency 4.2: Public relations work

Abilities

Feldenkrais practitioners are able to:

Set and prioritize public relations goals

Competency 4.2: Public relations work

Abilities

Feldenkrais practitioners are able to:

Engage in public and private dialogues with colleagues, media personnel, and public figures

Competency 4.2: Public relations work

Knowledge

Feldenkrais Teachers:

Know the standards of practice and ethical guidelines of the professional association/guild

Competency 5.1: Quality assurance & quality improvement

Knowledge

Feldenkrais Teachers:

Are familiar with general methods of quality assessment (e.g. observation and reflection, surveys, interviews)

Competency 5.1: Quality assurance & quality improvement

Knowledge

Feldenkrais Teachers:

Know about methods of quality assurance specific to the professional field

Competency 5.1: Quality assurance & quality improvement

Abilities

Feldenkrais practitioners are able to:

Alternate attention between work experience and reflection about the results.

Competency 5.1 Quality assurance & quality improvement

Abilities

Feldenkrais practitioners are able to:

Articulate the relationship between experience and the results

Competency 5.1 Quality assurance & quality improvement

Abilities

Feldenkrais practitioners are able to:

Discuss quality assurance and improvement with colleagues and professionals from other disciplines. Maintain a respectful focus on possible solutions to quality assurance issues

Competency 5.1 Quality assurance & quality improvement

Abilities

Feldenkrais practitioners are able to:

Use a variety of methods for quality assessment such as consultation with colleagues, observation and feedback, self and peer assessment

Competency 5.1 Quality assurance & quality improvement

Abilities

Feldenkrais practitioners are able to:

Prioritize quality assurance issues and quality improvement tasks

Competency 5.1 Quality assurance & quality improvement

Abilities

Feldenkrais practitioners are able to:

Take action on quality improvement tasks

Competency 5.1 Quality assurance & quality improvement

Abilities

Feldenkrais practitioners are able to:

Process client's complaints according to professional association/guild guidelines

Competency 5.1 Quality assurance & quality improvement

Knowledge

Feldenkrais Teachers:

Know research methods which are applicable to Feldenkrais work

Competency 5.2: Research

Knowledge

Feldenkrais Teachers:

Know previous and ongoing Feldenkrais research

Competency 5.2: Research

Knowledge

Feldenkrais Teachers:

Know previous and ongoing research in relevant fields

Competency 5.2: Research

Knowledge

Feldenkrais Teachers:

Are cognizant of diverse scientific concepts including those to which Dr. M. Feldenkrais made reference in his work

Competency 5.2: Research

Knowledge

Feldenkrais Teachers:

Are familiar with opportunities for publication and the potential benefits of each opportunity

Competency 5.2: Research

Abilities

Feldenkrais practitioners are able to:

Review and summarize the research literature related to a topic

Competency 5.2 Research

Abilities

Feldenkrais practitioners are able to:

Formulate, describe, and investigate hypotheses

Competency 5.2 Research

Abilities

Feldenkrais practitioners are able to:

Collect and analyze qualitative and/or quantitative data

Competency 5.2 Research

Abilities

Feldenkrais practitioners are able to:

Document and present research and results in a meaningful way

Competency 5.2 Research

Abilities

Feldenkrais practitioners are able to:

Conduct research in the context of one's own Feldenkrais practice

Competency 5.2 Research

Abilities

Feldenkrais practitioners are able to:

Establish professional dialogue with other researchers around common research interests and goals

Competency 5.2 Research

Knowledge

Feldenkrais Teachers:

Know national and international training regulations

Competency 5.3: Training tasks

Knowledge

Feldenkrais Teachers:

Know the structure of training programs and the current discussion on basic training programs and advanced trainings

Competency 5.3: Training tasks

Knowledge

Feldenkrais Teachers:

Are familiar with various theories on self-reflection in the learning process and the transfer of learning.

Competency 5.3: Training tasks

Knowledge

Feldenkrais Teachers:

Are cognizant of concepts, research findings and approaches used in similar professions

Competency 5.3: Training tasks

Knowledge

Feldenkrais Teachers:

Know about stages of learning

Competency 5.3: Training tasks

Abilities

Feldenkrais practitioners are able to:

Synthesize multiple forms of information and feedback while teaching

Competency 5.3 Training tasks

Abilities

Feldenkrais practitioners are able to:

Recognize and respond appropriately to the needs of students. Continuously adapt teaching activities and methods to these needs

Competency 5.3 Training tasks

Abilities

Feldenkrais practitioners are able to:

Use original Feldenkrais material effectively

Competency 5.3 Training tasks

Abilities

Feldenkrais practitioners are able to:

Create learning opportunities for shifting between practical experience and theoretical reflection

Competency 5.3 Training tasks

Abilities

Feldenkrais practitioners are able to:

Facilitate smooth transitions between oneself and other teachers

Competency 5.3 Training tasks

Abilities

Feldenkrais practitioners are able to:

Create opportunities for students to transition into self directed learning

Competency 5.3 Training tasks

Abilities

Feldenkrais practitioners are able to:

Discuss training experiences, both from the teaching and learning perspectives with colleagues

Competency 5.3 Training tasks

Abilities

Feldenkrais practitioners are able to:

Describe and reflect on experiences in writing

Competency 5.3 Training tasks

Feldenkrais Teachers:

Respect the individuality of human beings.

Attitudes and Values

Feldenkrais Teachers:

Maintain the highest ethical and professional standards as stated in the national codes of conduct.

Attitudes and Values

Feldenkrais Teachers:

Transfer responsibility to their clients for their own learning processes.

Attitudes and Values

Feldenkrais Teachers:

Offer the opportunity to explore actions (movement) in order to become self-determined.

Attitudes and Values

Feldenkrais Teachers:

Embrace experimental learning.

Attitudes and Values

Feldenkrais Teachers:

Initiate self exploration via movement.

Attitudes and Values

Feldenkrais Teachers:

Communicate clearly.

Attitudes and Values

Feldenkrais Teachers:

Expand their perceptions, while exploring situations, actions and relationships.

Attitudes and Values

Feldenkrais Teachers:

Avoid judgment.

Attitudes and Values

Feldenkrais Teachers:

Engage in ongoing self-reflection.

Attitudes and Values

Feldenkrais Teachers:

Continuously acquire knowledge and improve their ability.

Attitudes and Values

Feldenkrais Teachers:

Support the potential for creativity, authenticity, flexibility, curiosity, openness.

Attitudes and Values