

IATC Trainer Competencies

This document is a synthesis of the TAB Trainer Competencies, The IFF Competency Profile and the FGNA Feldenkrais® Practitioner Profile (FPP).

Training Activities

Feldenkrais Trainers instruct, support, observe and provide feedback to Feldenkrais students and colleagues. They do this in basic training programs, advanced training programs, workshops, classes, practicum, mentoring, and supervision. Feldenkrais Trainers conceptualize and organize individual and group activities in order to enrich, expand, and improve the skills of their students and the practice of the Feldenkrais Method.

Pedagogy

Feldenkrais Trainers:

Know

- guild specific Standards of Practice
- national and international training regulations
- the published works of Moshe Feldenkrais, including books, articles and videos.
- the curriculum of San Francisco and Amherst
- the historical and cultural context of the *Feldenkrais Method*
- the structure of training programs and the current discourse on basic training programs and advanced trainings

Are familiar with

- current theories on teaching and learning
- the relationship between formative assessment and exemplary teaching
- the different applications of formative and summative assessment
- methods of assessment specific to the professional field (self-assessment, peer-assessment, professional discourse, practicum, shaping learning plans, FGNA Feldenkrais Practitioner Profile, IFF Competency Profile)
- concepts, research findings and approaches used in similar professions
- cultural discourses (e.g. linguistic, philosophical, artistic, societal, psychological, scientific) which are foundational to the Feldenkrais Method
- resources for professional educational (e.g. journals, internet, books/publications, other Feldenkrais trainers, IFF)

Understand

- the principles and theory that support the Feldenkrais method (See FGNA Feldenkrais Practitioner profile)
- how the learning environment can support learning, enhance learning or derail learning
- the elements and best practices of presentation, demonstration, coaching, dialogue, discourse, teaching, and facilitation with students

Feldenkrais Trainers are able to

Create a learning environment that provides

- a sense of safety, curiosity and an appropriate level of challenge
- an opportunity for a student to experience how his/her intentions become actions
- an opportunity for students to engage in self-reflection and shaping their own learning plans
- an opportunity for students to explore appropriate and alternative responses
- opportunities for students to transition into self-directed learning
- opportunities for shifting between practical experience and theoretical reflection

Use original Feldenkrais material effectively

Synthesize historical material and current knowledge

Reference Feldenkrais Practitioner competencies for program development (i.e the FGNA FPP, the IFF CP)

Develop effective curriculum

Develop and utilize formative assessment processes for students and teachers

Define appropriate learning objectives, outcomes and evaluation processes for a topic

Plan and utilize effective learning activities, practices, discovery and reflective processes to meet learning objectives

Successfully utilize presentation, demonstration, coaching, dialogue, discourse, teaching, and facilitation with students

Synthesize multiple forms of information and feedback while teaching

Monitor and adapt teaching style effectively to the trainees' learning and development

Recognize and respond respectfully and effectively to trainees who are having difficulties with the training process or group process.

Group Leadership and Engagement

Feldenkrais Trainers are able to

Maintain a state of potency and equipoise in the training environment

Appreciate how group structure, processes, resources and tasks affect group behavior

Take responsibility for group processes

Manage group dynamics effectively

- maintain professional, supportive, and respectful relationships with students, colleagues, the public and the national guilds
- deal appropriately with such issues as power, transference and sexual and emotional dynamics
- respond with sensitivity to differences in the emotional experience of trainees and staff
- demonstrate sensitivity to differences in cultural nuance, experience and expression
- effectively adapt leadership style and strategies as group dynamics shift

Build a functional team

- define roles and expectations of all educational team members
- develop cooperative relationships among group members and within the assistant trainer staff, support staff, and training organizers
- deal effectively with responses in the group including, but not limited to, criticism, anger, dissatisfaction, positive projection, apathy, passivity, transference and counter-transference

- support the professional development of staff

Communication Knowledge and Abilities

Feldenkrais Trainers are able to

Engage the interest of potential students in the Feldenkrais Method
 Hold the attention of the trainees on the learning processes
 Detect and respond effectively to shifts of attention in a training group
 Transition effectively between presentation, demonstration, coaching, dialogue, discourse, teaching, and facilitation with students
 Discuss training experiences, both from the teaching and learning perspectives with colleagues
 Communicate the benefits of program initiatives and policies
 Describe and reflect on experiences in writing
 Facilitate smooth transitions between oneself and other teachers

Ethics Knowledge and Abilities

Feldenkrais Trainers:

Are cognizant of the scope of their own professional expertise
 Know and adhere to

- the requirements of the national guild, local, state/provincial and federal law
- the guild specific Code of Professional Conduct
- the international Feldenkrais specific Attitudes and Values in listed in the IFF CP and the FGNA FPP

Feldenkrais Trainers are able to:

Communicate and respond appropriately to the national guild, local, state and national regulatory bodies
 Demonstrate ethical conduct in relationships between teacher and client/student, trainers and other training staff, trainers and trainees
 Protect the confidentiality of any conversation with the client/student
 Limit activities to those that are within their professional competence
 Keep the welfare and needs of the student as the priority of professional practice
 Refer students to physicians and other professionals as needed and/or indicated
 Develop and utilize group processes to deal effectively with ethical complexities

Self-Organization Knowledge and Abilities

Feldenkrais Trainers are able to:

Utilize their own embodied understanding of the Feldenkrais Method to inform their teaching
 Demonstrate proficiency in their own self-organization
 Recognize and facilitate proficiency in their student's self-organization (i.e the knowledge and abilities outlined in the FPP 1.0 Self-Organization)

Discuss and describe to others what his/her thinking was during a Functional Integration and/or Awareness Through Movement lesson
Demonstrate and facilitate self-observation, self-reflection, self-direction and differentiation of oneself from another

Functional Integration Knowledge and Abilities:

Feldenkrais Trainers are able to:

Demonstrate consistent proficiency in giving *Functional Integration*[®] lessons
Recognize and facilitate proficiency in their student's Functional Integration lessons (i.e the knowledge and abilities outlined in the FPP 1.1 Working with Individuals)
Be able to distinguish between FI templates and the component skills of FI and describe these
Demonstrate and describe Feldenkrais principles (see FPP) underlying FI lessons
Verbally describe their self-organization process relative to sensing, feeling, thinking, observing, and responding, while demonstrating FI
Engage in professional discourse after the FI process relative to sensing, feeling, thinking, observing, and responding
Design and effectively teach a series of FI practices pertaining to

- the person as a whole
- functional pattern or theme

Communicate both essential and complex issues in teaching FI.
Introduce FI videos and use them effectively
Respond flexibly and appropriately to emergent and changing opportunities and situations for learning in the process of teaching FI
Provide timely, specific, meaningful feedback to students about their Functional Integration lessons

Awareness Through Movement Knowledge and Abilities

Feldenkrais Trainers

Understand the distinction between how one teaches public ATMs and ATMs in training programs.
Know ATM lessons taught by Moshe Feldenkrais to the public and at training programs. (i.e: Alexander Yanai Lessons, San Francisco and Amherst Training Programs)

Feldenkrais Trainers are able to

Demonstrate consistent proficiency in teaching Awareness Through Movement[®] lessons
Recognize and facilitate proficiency in their student's teaching of ATM lessons (i.e the knowledge and abilities outlined in the FPP 1.2 Working with Groups)
Teach ATM daily, weekly and through a five day training segment while maintaining group interest and effective learning
Respond flexibly and appropriately during ATM teaching, and in planning ATM teaching, to meet the individual learning needs of trainees
Present the essential and complex issues in the teaching of ATM
Prepare students to analyze ATM in order to

- pursue their own development
- teach public groups and specific populations

Provide timely, specific, meaningful feedback to students about their Awareness Through Movement lessons

Personal/Professional Development Knowledge and Abilities

Feldenkrais Trainers:

Know and effectively utilize various means for reflecting on their own work style and actions (e.g. supervision, counseling, self-assessment)

Are aware of personal strengths and weaknesses

Feldenkrais Trainers are able to

Sustain their own interest and attention on the learning processes and the students while teaching

Search for new self-perspectives and question courses of action

Develop and utilize formative assessment processes for themselves

Demonstrate knowledge of their own limits including:

- continued openness to discovering one's self
- awareness of one's own reactivity patterns, both positive and negative
- awareness and readiness to consult with other professionals when appropriate;
- awareness of the difference between having expertise, needing to be the expert and empowering another to be the expert.

Appendix 1: Principles of the Feldenkrais Method

- ❖ **The Principle of No Principles:** "... it is bad in Judo to try for anything with such determination as not to be able to change your mind if necessary..." (M. Feldenkrais, Higher Judo, pg. 94)

At times, principles guide one how to act. However, to perceive differently, one must act differently and to act differently one must learn how to do so. Therefore, principles may be used fluidly. Moshe's 'principle of no principles' so often misunderstood, as an admonition to eschew principles is rather, one principle amongst many to invoke when needed.

- ❖ **Balance/counter balance:** Improved balance is achieved when the center of the body mass is clearly organized above the base of support.
- ❖ **Breathing is free in activity:** Held or restricted breath is a manifestation of strain and effort while ideal movement is coordinated with uninterrupted and easy breathing.
- ❖ **Co-regulation :** the joining of two nervous systems
- ❖ **Differentiation and Integration are biological capacities**
- ❖ **Evenly distributed muscular tone:** No place works harder than any other place. A well organized person experiences lightness and ease in movement.
- ❖ **Every action has the components of manipulation, orientation, and timing.**
- ❖ **Force must travel through the joints, not across or around them in order to avoid shearing forces.** Soft tissue is available for action but is ineffective for support.
- ❖ **Good Action is determined by the capacity of the person to move themselves in an efficient differentiated and coordinated manner.**

- ❖ **Learning by doing:** Experiential learning is the process of making meaning from direct experience. Knowledge may be continuously gained through personal, exploratory interaction with the environment.
- ❖ **Mature behavior** is the ability to act spontaneously. A mature human responds to the environment and situations without compulsion. The response is effortless, making effective use of self, and allows the possibility of failure.
- ❖ **Learning means new means for action;** the ability to generalize what is learned under one set of conditions to another context.
- ❖ **Orientation is a biological necessity and is essential to all action:** Spatial relationships and coordination are determined by orientation.
- ❖ **Performance is improved by the separation of the aim (end, goal) from the means.**
- ❖ **Proportional distribution of muscular effort:** The big muscles do the big work and the small muscles do small work.
- ❖ **Reversibility:** the sequential character of a movement that enables one to stop or change direction at any moment without holding, falling or experiencing a moment of disturbance.
- ❖ **Support:** Support describes the equal and opposite forces generated from the surfaces with which one is in contact. External support (i.e. the ground, the chair) interacts with internal support (through the joints) to promote efficient and flexible behavior. The specificity of the support determines the quality of the outcome.
- ❖ **The carriage of the head serves to tonify the body.**
- ❖ **The nonlinear nature of change:** Differences in action or environment may trigger nonlinear changes. By varying the environment of familiar task demands, it is possible to destabilize postural habits and help new ones to emerge.

- ❖ **The skeleton affords ideal paths of action.**

- ❖ **There is no limit to learning and refinement.**

- ❖ **To correct is incorrect:** When working with self and others, force is not directed to create a specific outcome, rather one elicits the person's ability to self-organize.

- ❖ **Variation is key** for learning and adapting to novel conditions. Meeting the demands of a changing environment is a characteristic of a well-learned skill.

- ❖ **We act in accordance with our self-image:** This self-image-which in turn governs our every act—is conditioned in varying degree by three factors: heritage, education and self-education (Moshe Feldenkrais, DSc, Awareness Through Movement, p 72)

- ❖ **Weber- Fechner Law:** When effort is decreased, one can discriminate finer sensory changes, leading to greater potential for learning.

- ❖ **What is good posture?** The state from where a person is able to move in any direction, at any time, without hesitation or preparation. It is the absence of unnecessary muscular contraction. As a starting point for our movements and actions, posture, or more accurately “acture” dictates our movement potential.