

The Future of ATM® Teacher Training Programs

Summary of 2024 NATAB Recommendations to the FGNA Board of Directors

NATAB made the following recommendations to the FGNA Board of Directors (“Board”), coming out of what was learned through the pilot project ATM Teacher training programs, and through the survey of FGNA members that was conducted in August/September 2024. [Report: Survey on the Future of ATM® Teacher Training Programs](#). The Board approved the recommendations in December 2024.

The key recommendation:

- 1. NATAB recommends that the Board approve that NATAB (along with the Board as the NATAB Governing Body) proceed with the development of policy for the accreditation of:**
 - a. ATM Teacher Training Programs, and**
 - b. Two-stage Feldenkrais® professional training programs, for the training of ATM Teachers and Feldenkrais Practitioners.**

The following additional recommendations are elements that should be addressed or taken into consideration when developing these policies:

2. Allow training programs to include online time, and require in-person training time.
3. Continue the requirement that trainees receive at least three FI® lessons and at least three individual ATM lessons, as part of the training program.
4. Make it feasible and easier to align Stage 1 and Stage 2 training programs by designing the overall staffing requirements across the two stages to be congruent with TAG requirements for an 800 hour training program.
5. Create guidelines and bridging options, to enable graduates of ATM Teacher training programs to join traditional 800 hour Feldenkrais Practitioner training programs.
6. Require that trainees teach a minimum of 15 ATM lessons prior to graduation (rather than 25 as was required in the pilot project policy).
7. Allow the Educational Director to decide how to distribute the ATM lessons to be taught by trainees (see #6, above) throughout the training time.
8. Consider providing guidelines about the scope and limits of physical contact 1) in the ATM Teacher training program to support the trainees’ learning process, and 2) when teaching ATM classes to the public.
9. Include a requirement that trainees are taught about:
 - the history of the Feldenkrais Method,
 - the role of ATM and of FI lessons in the overall work, and
 - the distinct differences between ATM and FI lessons, and that graduates from an ATM Teacher training program will only be authorized to teach ATM lessons (and not provide FI lessons).

10. Allow NATAB to assist the FGNA Board of Directors regarding FGNA's role as a Guild, to develop ways to clearly distinguish ATM Teachers from Feldenkrais Practitioners.
11. Consider an alternative term to delineate Certified Feldenkrais ATM Teachers^{CM} from both:
 - 1) practitioners who have completed a 4 year training. and 2) trainees who have completed 2 years of training and requirements to be authorized to teach ATM as trainee ATM teachers while enrolled in their training programs.
12. Consider doing follow-up surveys of graduates of both ATM teacher training programs, and 4-year Feldenkrais Practitioner training programs, to track who is continuing to practice and how they are practicing.

Recommendations for Next Steps:

NATAB proposes the following "Next Steps" for the Board (as NATAB's Governing Body) to review and approve:

1. Board authorizes NATAB to proceed to draft FGNA policy for accrediting ATM Teacher training programs, incorporating the above recommendations, for review and approval by the Board.
2. Board authorizes NATAB to share information about the policy development work that will be proceeding with FGNA members, trainees and certified nonmembers and with the three other TABs.
3. Board informs the three other TAB Governing Bodies that NATAB and the Board will be proceeding with this policy development work, and invites collaborative work on developing international policy if there is interest from the other Governing Bodies to do that.

Steps in the actual development of FGNA Policy:

1. NATAB will draft one or more policies, to allow for the accreditation of ATM Teacher Training Programs, and two-stage Feldenkrais professional training programs, for the training of ATM Teachers and Feldenkrais Practitioners.
NATAB may set up an "advisory expert group" to review and advise on wording for specific topics.
2. Once draft policy is prepared:
 - a. NATAB will bring it to the Board for review, before taking it out for feedback, to ensure there are no "red flags" in it.
 - b. NATAB will engage in a process of seeking review and feedback on the draft(s).
3. NATAB will consider what is heard through the feedback received, and then develop (a) final draft(s) for Board review and approval.
4. The Board will review, and if acceptable approve, the policy for use by NATAB to accredit ATM Teacher training programs and two-stage Feldenkrais Professional training programs:
 - a. in the US and Canada; and

- b. elsewhere in the Americas, if supported by the Guild/Association in the country where the training would take place.

NOTE: depending on whether there is interest from the other TAB Governing Bodies to develop international policy, the above steps may be modified to work with that.