

FGNA ATM[®] Teacher Training Pilot Project

Summary of Findings

Preparation for Considering the ATM Teacher Training Pilot

- A series of Zoom calls with the educational community
- A substantive survey of practitioners (January, 2020) about becoming ATM teachers

Survey location:

<https://cdn.ymaws.com/feldenkrais.site-ym.com/resource/resmgr/surveys/ATM-Survey-Report.pdf>



International Notification and Discussions

TABs

Governing Bodies

Guilds

IFF

May, 2019 IFF:

“NATAB is drafting a Policy to have several pilot trainings in North America to prepare Certified Awareness Through Movement Teachers.” IFF minutes.

(<https://feldenkrais-method.org/wp-content/uploads/IFF-NATAB-Report-2019.pdf>)



Pilot Policy Developed in 2020

“to explore how to have high quality ATM-specific training program options that result in more people teaching ATM classes, and thus expand the reach of this remarkable work. “

Details of the policy are available:

<https://cdn.ymaws.com/www.feldenkraisguild.com/resource/resmgr/pdf/atm-pilot-policy-20210208.pdf>



Highlights of the Pilot Process

To ensure the best possible outcomes, the **policy** included

- Program & Educational staff to have extensive training experience
- Trainings to use “Expected Outcomes” to evaluate trainees
- Minimum 425 hrs of teaching
- 2 practicums
- 3 individual ATM’s and 3 FI’s
- Each trainee was required to teach 25 ATM lessons to the public
- Regular reporting to NATAB

NATAB also committed to completing surveys of trainees



Pilot Process - New Staffing Options

“Open the opportunity for a Trainer to be the “Program Director”, and

“...allow for more flexibility in how and by whom the teaching in the training program can be done.”



Two Pilot Projects Were Selected

Two staffing formats:

- ❑ Traditional Program Director (Educational Director) model
- ❑ Program Direction Team comprised of the Program Director and two Assistant Trainers

Each had different educational plans and processes.



Online vs. In-person Training

The assumption was that teaching would be in-person.

COVID Changed This!

- Educational staff modified the delivery of the program, after submitting plans and rationale to NATAB for approval
- Trainees were surveyed about the impact



Expected Skills of Graduates

Each training program was required to have an outline of the “expected outcomes” for the trainees in terms of knowledge and skills.



Outcomes

Educational staff reported that Trainees demonstrated the competence to begin teaching ATM.

- ★ They could teach ATM classes at least as well as trainees from regular training programs
- ★ They had a knowledge of
 - the principles of “Learning to Learn”
 - what distinguishes ATM from other approaches
- ★ They were able to adapt their teaching to different public contexts.



Trainees' Outcomes

Trainees reported:

- They felt ready to teach ATM
- They felt very confident and competent
- They were actively teaching ATM classes after the training ended.



What we Learned

- 425 teaching hours was sufficient
- The “expected outcomes” are useful
- Two different programs - excellent results
- Surveys indicate confidence in preparedness to teach
- Teaching 25 ATM lessons was valuable



Online vs In-Person Training

- ❑ The Program Directors had to use their judgment and creativity to optimize the learning and promote the group cohesion that normally develops in a training program.
- ❑ For future training programs, the ratio of online to in-person instruction warrants consideration, even in the absence of a pandemic.



Learnings about Training Design

We can have more flexibility in teaching staff without compromising quality.

Is an ATM (only) training somehow “easier” to teach?

An ATM Teacher training program is **no less complex** or demanding than a full Feldenkrais Training program.



Number of FI's

Trainees received three FI lessons and three individual ATM lessons

- The exposure to FI through these lessons was considered to be useful and important by both the trainees and the educational staff.



Interest in Learning to Teach FI

The ATM teacher training program motivated trainees to want to continue to study and become full Feldenkrais Practitioners.

- NATAB accredited “Stage Two” training program
- Participants will complete all the requirements of a full Feldenkrais practitioner training program
- The program proposal and approval was based on International TAG requirements





Further Thoughts

Broader Learnings - Bring to the Whole Community

New learnings in teaching the Feldenkrais Method:

- ❑ Pilot projects
- ❑ Online Learning
- ❑ Other experiments

What is the best way to share and discuss these findings... and our future?

