

From: AUSTAT <info@austat.org.au>
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To: Karen
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AUSTAT NEWS

February 2020

Outcome of Special General Meeting 16th February 2020

Motion 1, about training course requirements, had 2 amendments, neither of which were adopted by the meeting. The motion did not reach the 75% in favour required for a special resolution.

Motion 2, regarding CPD, also did not get passed by the meeting.

Motion 3, with the update to the proxy form used for the General Meetings, was passed. From this SGM, the adoption of the new proxy form wording will be the only change to the AUSTAT Constitution.

A point of order was raised, questioning the way in which abstentions were counted in measuring the 75% of membership supporting a motion for it to be passed as a Special Resolution. Council is investigating the particulars of this and will report findings to the membership. Council will also revise the Standing Orders prior to the AGM to make it clear how abstentions will affect votes on motions requiring Special Resolutions.

UPCOMING EVENTS:

See AUSTAT Website 'Events Calendar'



Caren Bayer Sydney Workshop

There are a few places available for senior teachers to attend Caren Bayer's 3 day workshop on 7, 8 and 9 November.

Please contact Penelope Carr:

penelope@alexandertechniqueconsultant.com



Sydney Teachers' Work Exchange

A work exchange will be held on Saturday 29 February 9am – 11am at:

The Alexander Technique Institute
Suite 3/188 Pacific Highway, North Sydney

The next work exchange will be held on Saturday 28 March

Contact Diana Devitt-Dawson:

Email: diana@alexandertechniqueinstitute.com.au

Mobile: 0408 055 580

A Series of Mentoring/CPD Workshops

for Alexander Technique teachers and third-year trainees

A sequence of two 2-day weekend workshops per year over three years

Come to one workshop, or ideally build across all 6.

Sydney	Cammeray Golf Club, 10am – 4pm, 13-14 June and 17-18 October 2020
Melbourne	SOFMAS, 10am – 4pm, 20-21 June and 19-20 September 2020

\$310 per workshop, early bird \$260 by 15 May 2020



In my own personal practice, as in teaching, I assume that I can always improve my skills. Therefore, as I am working, I keep refreshing my own basics. What are a teacher's most basic skills? How do we communicate verbally and with our hands? How do we continue to build these skills? How can we refine what we are doing? How do we communicate with our pupil or our group: What is our point? What can we reasonably expect to communicate? What do we want people to have learned by the end of a given presentation? I enjoy working in a practical way with participants' questions.

Successive themes may include:

- building the big Alexander picture out of the pieces – what are the pieces?
- coordination – breath, ground and the 'Primary Control'
- communication – hands, verbal and ?
- breath
- teaching intangibles - understanding 'the sphere'
- giving a first lesson
- helping a pupil to unravelling their habits – how to figure out where to most usefully start
- teaching challenges and how to meet them. What 'interesting' or 'challenging' situations have you encountered in teaching?
- the difference between What?, How?, and Why?
- working on yourself: How and What?
- relationship between Inhibition and Direction
- giving your directions and building your "directing muscles": How does this relate to putting your hands on? What's the alternative?
- Working with a pupil on an activity – what is within our remit?

Up to a point these themes are circular – most themes crops up within the others. We may have someone new to the work in class to demonstrate with when relevant.

Bio:

Michael Stenning is a Canberra-based Alexander Technique teacher, of 35 years' experience, who has given CDP workshops and training for Alexander Teachers and Trainees in Australia, Great Britain, the USA, Denmark, Argentina, Uruguay, and soon in Norway. He is a musician

who used the Alexander Technique to rehabilitate himself and resume playing after his career was interrupted through the effects of tension and stress. Michael is a former Chair of AuSTAT and of AuSTAT's Training Course Standing Committee. He is interested in the practice of performance of any kind, including that of teaching. He has worked extensively with instrumentalists, singers and athletes, as well as teachers. Michael and his partner Léonie continue their private teaching practice and recently completed the training of a new cohort of AT teachers.

"Running a teacher-training course in the Alexander Technique has brought me into contact with many teachers from different parts of the world. It is clear to me that Michael Stenning's work is of an exceptionally high calibre. Michael's work is clear, precise and consistent. There is a simplicity in his teaching which I believe is the hallmark of a master-teacher."

Merran Poplar, Teacher Trainer and STAT moderator, Rio de Janeiro

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