

AUSTAT ACCREDITATION REVIEW & DISCUSSION PAPER

Review Team: Michael Shellshear, Tony Smith.

1. [Summary of the draft Model for AUSTAT accreditation of training schools](#)

Heads of Training and the review team, during a consultative meeting, agreed on a preferred possible model of accreditation where AUSTAT uses “**assessment**” to determine that: -

- 1) A person is suitable under AUSTAT guidelines to become an “**AUSTAT Approved Teacher Trainer**” (AATT).
- 2) A teacher trainee member of AUSTAT is suitable to become a full teacher member of AUSTAT.

In both cases, assessment is a predetermined and well-designed process that provides tangible guidelines in a clear and succinct way. (see glossary for further definitions of assessment)

If members agree to this change occurring, the project will proceed to a **design phase** wherein specific criteria and specific assessment procedures and processes will be created for discussion and agreement. This would be followed by an **implementation phase**. Finally, the project would have an **evaluation phase** looking at key indicators such as trainee satisfaction, completion rates, AATT satisfaction and so on.

Clear demarcation. What does AUSTAT Assess?

Does AUSTAT need to check that a trainee is a “good teacher”? **No**. Let’s be clear. It is the role of the **AATT** to ensure that a teacher trainee has been trained to the AATT’s satisfaction. Quality of instruction, how good their hands on are, how they look after themselves. All of this is the role of the AATT who provides their teacher trainee with a Certificate of Graduation, as they do now. As occurs now, a great deal of the responsibility for the quality of teacher training rests with the AATT.

AUSTAT maintains this Alexander tradition while at the same time ensuring that an AATT has the experience, skills and knowledge, networking and communication skills to meet basic training outcomes. AUSTAT ensures this by using assessment to “approve” or “not yet approve” an aspiring AATT.

AUSTAT needs to be able to make a statement of quality to the Australian community-our potential clients. That statement is that AUSTAT has seen evidence that a person has completed a professional training program that meets all the “milestones” required for **professional training**. AUSTAT’s assessment will ask, “is this person ready to be a professional Alexander Technique teacher? This is not at all the same as “are they a good teacher?”.

People have argued that Alexander Technique is difficult or impossible to assess. That may or may not be true. AUSTAT’s role is to assess a person’s ability to act professionally, it is not to assess their Alexander skills. This makes AUSTAT assessment a great deal easier to envisage.

Clarity of process

This well-defined demarcation of who assesses what and why a person is being assessed creates a very strong clarity of process. It is our contention that teacher trainers are

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concerned with quality of training product. Professional societies are concerned that a person has been professionally trained and knows how to cooperate within a professional organisation. Will they be a productive, actively involved member of the society; will they act under the Professional Code of Conduct; will they represent Alexander Technique in a professional way to the Australian public -these are the questions that are most important for AUSTAT.

It is envisaged that AUSTAT will not have input into the training process other than **AATT approval** and assessment of student's finished training process. Under this model Trainee teachers will be assessed by their AATT but will need to provide AUSTAT with evidence (completed logbook) of successful completion of all specified training milestones.

It would be unusual for someone to be able to complete all the training milestones in under three years. It would also be expected that a minimum of 1600 hours would be needed, but neither of these need to be policed by AUSTAT under this model, where the AATT and the trainee teacher must furnish documented evidence of successful completion of training.

With sensible consultation and understanding of the principles of assessment, AUSTAT can make beneficial, constructive changes that provide quality outcomes without burdensome prescriptive rules.

Some changes will be required to the AUSTAT Constitution. These will be addressed once this model has been fully consulted and accepted in principle by members.

It is foreseen that there will be multiple benefits to AUSTAT and its members.

- More achievable administrative load for AUSTAT Council and its committees
- Administrative decisions made using pre-defined criteria
- Model provides for a stronger collaboration between AUSTAT activities and teacher training activities in a positive and integrated way.
- Preferred model does not set down either an “embodied” learning or an “experimental” learning pedagogy. Trainee teachers are assessed on their participation in school activities, over time, using a logbook. Trainers are free to train their trainees in any way that they choose.
- Trainee teachers will need to evidence practical application of Alexander Technique in their own life, witnessed by an ATT. This is in place of a prescriptive 80% “practical work” rule.

2.The rationale for the Review:

Sustainability & Future Development

Council 2022 has been considering how future Councils as representatives of AUSTAT, the peak organisation of Australia for Alexander Technique Teachers in Australia, can maintain and grow a sustainable organisation. Council 2022 does not consider that it has any absolute authority or agency in administering what it has found to be the cumbersome, conflicting, and time-consuming Constitution and procedures.

Specifically:

- Many hours of volunteer time administering and dealing with conflicting procedural steps, interpretations of the rules, requests for waivers and misunderstandings of the required governance.

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- Acrimony from members where decisions or adjudications are not favourable to stakeholders.
- Required governance procedures have been found undone because they are seemingly too complex, too demanding, too bureaucratic. This leads to “knock-on problems arising from inconsistent documentation and substandard implementation.
- Confusion among AUSTAT members in matters relating to “accreditation”, “authorisation”, “regulation”, and “policing”. Inadequate understanding of AUSTAT Councils' actual authority.
- Lack of consistency in decisions and interpretations of the Constitution depending on the administrative experience of Council members and knowledge.

If it ain't broke...

Many members may not realise how difficult the administration of Training programs has been throughout 37 years of AUSTAT's past. Due to privacy considerations, training school issues can only be discussed with members in general terms. The AUSTAT archives show a stream of conflicts since 1985 between AUSTAT Councils and training schools or AUSTAT members concerning training courses. Over the years, at least four Heads of Training have withdrawn their schools from AUSTAT accreditation after a disagreement. Every training school has had one kind of dispute or another with AUSTAT Council with no exceptions. Anyone considering this history should conclude that there are significant governance problems that are systemic. This model aims to address those systemic problems.

Poor governance provided by AUSTAT Constitution

All AUSTAT committees are drawn from volunteer members, who often do not have the support or adequate procedural guidelines to carry out the duties they have volunteered to undertake. The steep learning curve, combined with the hours that serving on our committees often requires, can make being on any of these committees onerous. All this can lead to the inconsistent and erroneous application of procedure and governance. This can be a cause of discontent.

3. Scope

Council has actioned a review of Sections 2,6, 7,29-40 of the AUSTAT Constitution.

The review scope is:

“to provide a coherent model for the approval and accreditation of all aspects of teacher training, including the entry of student teachers as full teacher members.”

The model **must**:

1. Minimise administrative load on AUSTAT committees, Heads of Training and other stakeholders.
2. Encourage rigour and excellence through the development of performance criteria and training milestones.
3. Provide flexibility and adaptability for teacher trainers and trainees.
4. Provide an incentive for vigorous and positive relationships between training programs and AUSTAT.
5. Meet community expectations for modern training programs

4. The Review Process

There are 5 significant milestones for this project to achieve. They are:

1. Develop a **discussion paper with a draft accreditation and approval model** to be distributed for consultation with stakeholders and members. Gather feedback. Make changes.
2. Using feedback from Stage 1, design changes to AUSTAT Constitution that will facilitate the new model and consult with stakeholders and members. Develop a **constitutional change document** for discussion and evaluation of members, constitutional experts and stakeholders. Aim for change to be moved at AGM 2023 if possible.
3. Develop assessment plans for assessment of AATT's and for assessment of student teacher's professional eligibility to join AUSTAT, that meet the new constitutional changes. Design and develop standards assessment tools, guidelines, instructions, training material for assessors, and any resources. Consult with stakeholders on all assessment materials. Version control assessment documents. Document all procedures coming out of new policy.
4. Implement new assessment process. Supply logbooks to new and existing students. Vote on and publish all assessment procedures into AUSTAT Procedure handbook.
5. Evaluate and document project for presentation to members and stakeholders.

4.1 Progress Stage 1

AUSTAT Accreditation and Assessment Review Team (AART) met with current Heads of Training on May 15, 2022. Four models for the accreditation of Heads of Training, Training Courses and Student Teachers were discussed.

Model 1- Our current model. It is difficult and burdensome to implement by volunteers, requires invasive oversight with limited authority, has a high administrative demand, has no value basis, does not provide a rigorous quality statement for AUSTAT and has no procedural coherence. The current minimum number of training hours requires a significant time commitment for students wanting to train and is becoming increasingly difficult for Training Schools to attract the number of enrolments for a viable training student enrolment.

Model 2- Total hands off. No AUSTAT involvement, accreditation or assessment at all. This was considered unsatisfactory. Without oversight, it was supposed that unsuitable or untrained people could train students to the detriment of AUSTAT standards. AUSTAT Members and the Alexander Technique profession.

Model 3- 1) AUSTAT Assessment of Teacher Members to "*Approve*" their status as **AUSTAT Approved Teacher Trainers (AATT)**

2) AUSTAT will no longer administer, accredit, approve, moderate, assess or regulate within the Approved Teacher Trainer's (AATT's) training course.

3) Graduate teachers who have been student members of AUSTAT and trained with an AATT are assessed for entry to AUSTAT as full teacher members.

Model 3 is the preferred Model among current HoTs and the Assessment Review Team. It provides oversight and quality control by the AATT approval process. It sets down AATT tenure and a rigorous quality assessment to ensure a person's suitability as a teacher trainer. Model 3 also introduces a **summative** assessment process that augments the AATT's **formative** assessment process.

Model 4- Total policing and prescriptive regulation. More AUSTAT involvement in the accreditation of Head of Training; Training Course; Student learning process, and student Assessment at the end of the course.

Model 4 was dismissed as burdensome, overly bureaucratic, too prescriptive and impossible to administer and oversee.

From this meeting, the AUSTAT Accreditation and Assessment Review Team was able to develop this draft model.

5.Glossary

Definitions of some important terms that are used in the assessment

1. **AUSTAT Assessment** – Gathering **evidence** to determine an individual's performance and ability against pre-determined criteria.
2. **Pre-determined criteria or standards-** Standards are developed by asking questions about what a person needs to be able to do, what they need to know and what kind of professional attitude they need to possess to do a job well. Developing standards can benefit professional organisations such as AUSTAT because they can provide quality assurance to the general public about the expected performance of Alexander teachers and how they work with the public. Drafted correctly, standards provide an agreed framework of expectations without choking individual methodology and style within a fixed orthodoxy.
3. **Evidence** is “*tangible proof*” that a person can perform to the defined standards.
4. **Assessment-**
 - 4.1. Based on agreed performance criteria, the formal measurement and evaluation of skills, knowledge, and attitude which gathers “evidence” from an individual using assessment methods (see point 6 below).
 - 4.1.1. **Formative Assessment-** Assesses a person’s learning process and indicates where learning should be reviewed.
 - 4.1.2. **Summative Assessment** – Assesses a person’s completion of learning and provides a measure of their current competence (skills & knowledge)
 - 4.1.3. There are other kinds of assessment, such as normative, diagnostic, etc. However, these other assessment methods are not currently helpful for AUSTAT.
5. **Assessment plan-** outlines why assessment should occur, when it should occur, how the assessment will be carried out and includes the assessment criteria, assessment method, resources needed, and how performance will be mapped to criteria. The main point is that assessment is formal, considered, and planned to provide a consistent performance measure.
6. **Methods of Assessment-** Five methods of assessment that are commonly used are:
 - 6.1.1. **Questioning-**Oral or written questions evaluate a person’s knowledge in a given area. *For example- a student-teacher is given a written test to complete with questions mapped to knowledge about “Use of the Self”.*

- 6.1.2. **Observation-** A person is observed carrying out a pre-defined task. An observation checklist determines if set criteria have been achieved correctly. *Example: A student teacher is observed by an assessor giving a presentation to a group. The assessor fills in a checklist that has pre-determined criteria.*
- 6.1.3. **Produce an item:-** The candidate produces an article that is assessed against a checklist based on the criteria that are being evaluated. *Example: A student provides an Alexander Technique website that they have developed. The website is as evidence for communication of Alexander ideas. It is assessed by the AATT.*
- 6.1.4. **Portfolio of documents: The candidate provides a portfolio of documents** used as evidence to determine competency against set criteria. *Example: Student-teacher provides log-books of exercises and explorations completed during their training.*
- 6.1.5. **Third-Party reports-** References, reports and evaluations carried out by a third party may be used against some criteria to demonstrate performance. *Example: A reference is provided by an Approved Teacher Trainer (ATT) stating that the candidate has spent over 500 hours training student teachers with the ATT.*
7. **Assessment Validation-** This is a review process where completed assessments or newly designed assessment tools are checked to ensure that :
- That the assessment tool is valid, reliable, flexible and fair
 - That assessment processes are valid
 - That assessment decisions are appropriate and within specifications
 - That results have been correctly recorded
8. **Assessment moderation-** The process of ensuring that all training schools assess in a similar way to a similar standard. Usually accomplished through meetings of assessors; networking; continuing improvement seminars and/or the publication of articles.
9. **Assessment Tool–** This document provides assessment instructions to the assessor and the candidate. It describes the required assessment task. It clarifies to the candidate what is required for successful completion. An assessment tool may be written questions, a checklist for carrying out an observation activity, etc.
10. **Principles of Assessment-** The assessment must be valid, reliable, flexible and fair
11. **Rules of Evidence-** Evidence is used to determine performance. Evidence is “tangible proof” of performance. It must be valid, sufficient, authentic and current.

6. How can some of these assessment ideas be used to assist AUSTAT Assessors?

- 6.1 Developing a process to assess a person’s eligibility to become an AUSTAT Approved Teacher Trainer (AATT).

Description of an AUSTAT Approved Alexander Technique Teacher trainer.

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A professional teacher trainer is expected to be a leader in their field. They will have significant experience working with the public in an Alexander practice and Alexander groups. They will have excellent hands-on skills as well as highly developed communication skills. AUSTAT would expect an Approved Head of Training to have excellent interpersonal skills and the ability to articulate Alexander's discoveries confidently and clearly. This will include years of involvement with AUSTAT CPD, personal research and participation in Alexander events.

A professional teacher trainer should have demonstrated proficiency with teaching adults in a training context. This might be significant experience working in an AUSTAT training school or equivalent adult education qualification. The professional will be able to clearly define and articulate a learning method that is coherent, structured and designed with skill. The professional trainer has a detailed knowledge of assessment, assessment methods, planning and record-keeping, evidence rules, and assessment and validation principles.

The teacher trainer must have the appropriate qualifications to administer their continuing Approval status with AUSTAT. This includes the timely keeping of records, correspondence, timekeeping, prioritisation, and other AUSTAT record-keeping requirements.

Finally, the professional teacher trainer must be significantly involved in the administration and activities of AUSTAT. AUSTAT wants teacher trainers who are passionate supporters of AUSTAT's professional incorporation. They are event organisers who will make their training establishment a centre of activity that will actively include the AUSTAT Community through events, reports and news. This way, their student teachers are networked into the wider AUSTAT community well before graduation.

6.2 Assessment Plan AUSTAT Approved Teacher Trainers

Using the description of an AUSTAT Approved Teacher Trainer, we can consider how we might gather evidence from individuals wishing to meet AUSTAT Approval. It can be seen that using this format will make it easier to develop.

6.2.1 Assessment Purpose: This assessment determines whether a person has the required skills, knowledge, experience and attitude to act as an exemplar AUSTAT Approved Alexander Technique Teacher Trainer who meets the aforementioned HoT definition. It is mainly a criterion-based assessment to ensure that an applicant holds the necessary skills, knowledge and attitude.

6.2.2 Mapping: The applicant will be able to demonstrate evidence against criteria in the following five areas:

a) Alexander Technique knowledge, skill and experience

The applicant can document evidence that they have met clearly defined criteria in this area. This includes evidence of significant hands-on skills in imparting Alexander embodied information 6.2.2(a).

Examples: Teaching experience. Diversity of pupils. Defined minimum (10 years) of teaching as a full teaching AUSTAT member. Knowledge of all Alexander's writings. Demonstration of associated reading, writing, and research. Evidence for CPD. Third-party reports of a teacher's hands on proficiency.

b) Articulation of Alexander Technique

Documentation of published books, articles and research papers written by the applicant

Or:

evidence of public or keynote presentations at AUSTAT and or other Conferences, radio Interviews, workshops

c.) Instructional Skills

Applicant can document significant experience teaching in an AUSTAT-approved training school or equivalent : an Adult education qualification, experience training adults or equivalent.

and

demonstrated experience in assessment and assessment validation *

* It is recommended that AUSTAT runs a short introductory course on assessment and assessment validation for any member who wishes to be an AUSTAT Assessor as well as for AATT's.

d) Community Involvement (AUSTAT history)

The applicant can demonstrate a significant contribution to AUSTAT. e.g. has been a member of Council, has volunteered on a committee, has been an editor of ITM or a conference organiser etc.

and

The applicant must demonstrate how their training will enrich AUSTAT, add to our reputation in the community and become a resource for AUSTAT members.

e) Administrative skills

The applicant must demonstrate that they can meet all the requirements to administrate AUSTAT Approval requirements.

This would include evidence of record-keeping, correspondence, payment of fees and duties.

6.2.3 Assessment Methods [How evidence will be collected from applicant]

Portfolio of documents-applicants provides copies of documents to demonstrate they have met every criterion.

Written Statement- The applicant may write a statement detailing how they have met the criteria

Third-Party reports-References and written statements of achievement

Questioning/Interview-the applicant can answer assessors' questions to demonstrate that they meet the relevant assessment criteria.

Observations checklists- In some instances, checklists may be used to determine the applicant's skills and knowledge in pre-defined criteria. This model seeks to minimise the need for assessment boards and observation assessments where possible. An over-riding principle of this assessment model is that the applicant is responsible for providing evidence **not** AUSTAT.

6.2.4 Adjudication

Adjudication must be equitable and fair. That is a crucial principle of the modern assessment method. The candidate is provided with a list of each criterion and clear instructions on providing sufficient evidence. A rubric is developed and used by the assessor/s to determine if the evidence is valid, current, authentic and adequate.

6.2.5 Transparency, Fairness & Equity

All applicants will be adjudicated using the same criteria, the same evidence guides and the same adjudication criteria. Applicants will all be given access to the checklists and the evidence rubric. Once adjudication is made, the applicant is provided with a copy of the completed assessment checklist.

Side Note

Many people have voiced concerns that the Alexander Technique is too hard to assess. This is only true if we do not know what we are assessing and why we are assessing.

Using an assessment plan provides an understanding of specifically what is being evaluated, why it is being evaluated, what demonstrates satisfactory performance and how evidence can be gathered to show satisfactory performance.

Assessment allows for precise, unbiased decision-making that is fair, transparent and equitable. When the assessment is used well, it can motivate; raise understanding, and provide certainty to all stakeholders.

7. Assessment Plan for approval to become a teacher member

7.1 Definition of a beginning Alexander Technique teacher

A person beginning to teach others Alexander Technique has developed clarity about their own Alexander process, how Alexander Technique is helpful to others and how Alexander Technique fits into the community.

They have developed their own Alexander process with the help of a qualified Alexander teacher over many years. This means they have good knowledge of their habitual responses and prevention through using the Technique. They have refined their sensory acuity and can gather highly detailed information about their physiology and others through touch, sight and hearing. They start working with their Approved Teacher Trainer in Stage 1 of their training and progress during Stages 2 and 3. They will also have had the experience of lessons with many other Alexander teachers over three stages of training.

The new teacher understands the scope and limitations of the Alexander Technique to assist themselves, their students and society. They are ardent advocates of the Alexander Technique without attempting to proselytise. They have had some experience speaking in public, writing about Alexander Technique, and developing a website and social media presence. They can articulate Alexander Technique models appropriate and contextualised for individual groups and contexts.

The new teacher has studied and understands the concepts of professionalism. They understand and implement equitable relationships with their clients. They know the basics of business planning, client management, scheduling, web design, copywriting and basic marketing skills required for starting their own business.

They have experience and effective instruction with an Approved Teacher Trainer working with the public in the private lesson and group teaching/workshop setting. The new teacher has been prepared to teach through formal training sessions on instructing a student can recognise essential health issues that should be immediately referred to medical specialists.

The new teacher understands that the Alexander Technique is an ongoing learning process and has formulated a continuing education and professional development plan.

The new teacher has maintained close ties with AUSTAT, including attending AUSTAT events, conferences, AGM, reading ITM and other AT publications. The new teacher has met and shared work with diverse teacher members of AUSTAT.

7.2 New Teacher assessment model.

AUSTAT wishes to assure that our teacher members can meet and reflect on the attributes of section 7.1 above. It isn't the place of AUSTAT to provide a bank of trained assessors who conduct examinations of new graduates. AUSTAT does not have the human resources nor the will to carry out such an undertaking.

Nevertheless, a more rigorous assessment and assurance process than is currently in use are available to AUSTAT. It involves using a hands-off style **logbook assessment** overseen by the student teacher and the AUSTAT Approved Teacher Trainer.

The **AUSTAT Logbook** for student members is a process that is open rather than prescriptive in its design. This is important because it allows the AATT to train teachers using the stylistic methodology they see as appropriate.

For example, the logbook does not prescribe a student undertaking Alexander's position of mechanical advantage. The logbook does require the student teacher to demonstrate immersion in physical procedures using Alexander Principles.

Discussion may decide to use three logbooks in place of one. The beauty of this logbook system is that it is non-invasive. It provides documentary evidence of study and the learning process without using grades, passes or fail marks or any other kind of normative referencing of students against each other. The logbook indicates that the student has been present and fulfilled that study area.

For the student and the AATT, the AUSTAT Logbook provides them with a sequenced map of the learning process. The AATT may use the logbook to make formative assessments about the effectiveness and suitability of learning for a teacher trainee or to make diagnostic appraisals of their teacher trainee's progress. AUSTAT is only interested to evidence that a teacher trainee has been adjudged by the AATT to have completed each and every milestone in their log book.

For AUSTAT, the logbook provides documentary evidence of expected performance milestones such as hours spent training, essential areas of knowledge and preparation for professional life. AUSTAT will be able to build the reputation of our teacher training and the quality standard of AUSTAT-trained graduates through this system without resorting to examinations, inquisitions and grading.

The logbook would be designed to measure milestones in the following essential learning areas.

1. Immersion in practical exploration of Alexander's discoveries through personal discovery exercises, Alexander procedures and practical self-work.
2. Ability to articulate Alexander's discoveries coherently through written work, projects, presentations and verbal presentations
3. Teaching skills-ability to instruct individuals and groups in Alexander Technique
4. Development of a professional identity through participation in AUSTAT activities, CPD, workshops, conferences and reading.

The logbook will be designed by individuals with significant assessment expertise in training Alexander teachers. AUSTAT Approved Teacher Trainers will be consulted on the make-up of the logbook, and it will be made freely available for any teacher member to refer to.

7.3 Providing membership pathways for non-AUSTAT trained teachers.

The Log Book assessment provides an equitable, fair and transparent process to allow diverse individuals trained outside of AUSTAT to demonstrate that they meet all the criteria for full membership, claim some Recognition of Prior Learning (RPL) and have their pathway to full teaching membership charted.

They will need to show evidence against each criterion of an AUSTAT logbook.

This assessment pathway fee will be costly and could include a significant surcharge. That's because this incentivises people to join AUSTAT as student members to be trained rather than some other system. The onus must fall on these individuals to provide evidence for every performance criterion in the AUSTAT logbook. It will not be AUSTAT's role to provide them with the needed evidence.

AATT's should also be incentivised to ensure that every person that they train joins AUSTAT and uses the logbook system. AUSTAT will need to discuss whether it is appropriate for an AATT to train on non-AUSTAT AT trainings. It defeats the intention of developing our AUSTAT Community and encouraging networking of trainee teachers into the AUSTAT Community.

7.4 Administration of Assessment

AUSTAT would need to develop a record-keeping system to maintain members' assessment records. These would need to be maintained according to privacy laws and so on.

Other administration would include the appointment of assessors, incomings and outgoings, reporting, etc.

One solution would be for the TCSC to morph into the Assessment Administration Board (still maintained by and answerable to Council).

What is the advantage for AUSTAT, given that AUSTAT would still have an administrative load?

The advantage is that conflict with Training schools and Heads of Training would cease. Heads of Training now become Teacher Trainers and are at liberty to adapt and develop bespoke training models suitable for students and provide flexibility in each school's business model.

7.5 Moderation

AUSTAT Student moderation would cease in its current format. The AUSTAT Logbook would require student teachers to demonstrate work with numerous AUSTAT-accredited teachers outside of their training course. This will achieve the same outcome as moderation without requiring AUSTAT governance or oversight. This will significantly reduce volunteer administrative load while encouraging AUSTAT members to be involved with training.

7.6 Affiliation

Although, AUSTAT would not be meeting the current affiliated societies' prescription for training, we would not be alone in world societies looking for better models of accreditation. It could be argued that AUSTAT would be implementing a far more rigorous standard using this logbook system. We believe that this factor and evidence-based assessment will be convincing enough for us to maintain our affiliation. The logbooks recommend 1600 hours over three years, but they do not enforce that timetable.

7.7 Methods of Assessment

AUSTAT logbooks would be provided with a holistic approach to recording a student teacher's development through the following suggested milestones:

1. **Written questions** offer evidence of a student teacher's knowledge
2. **Observation checklists** provide evidence of a student teacher's skills
3. **A portfolio of documents** provides evidence of class-based activities, student clinics (logbooks), research projects; readings; videos provide evidence of presentations and talks.
4. **Third-Party Reports-** could include feedback from pupils in the student clinic, references from AUSTAT full teacher members who have worked at a training with the student and others.
5. **Produce an item-** a student-teacher could present an Alexander website, Instagram page, brochure, or any other marketing/ social media/ promotional material to prove their ability to articulate Alexander's ideas, market and present a professional face to the public.

7.8 Assessment criteria

The student-teacher logbook would document developmental milestones in training. An example follows:

Example milestone 1: Immersion in Alexander Technique

Evidence of individual lessons with ATT and other AUSTAT-qualified teachers.

Evidence of explorations of Alexander's discoveries through either logged exercises; projects; readings (evidenced through essays); process led discovery (e.g. **class activity+ reading + home-work** in Alexander models such as -whispered “ah”; the position of mechanical advantage; hands-on the back of a chair; semi-supine; incorporation of Alexander Technique into activities. *

Evidence of a basic understanding of anatomy and physiology- log books; written questioning.

*NB: None of these immersion activities will be assessed for quality by AUSTAT. This is the domain of the AUSTAT Approved Teacher Trainer in the teaching style that they use (Carrington, McDonald, Barstow or other). A student achieves a “pass” when they can evidence that they have completed these immersion activities for an appropriate period.

Example Milestone 2: Articulation of Alexander Technique discoveries

Students show evidence of:

1. Familiarity with all four of Alexander's books. [Logbooks; essays; produce an item]
2. Familiarity with at least four other authors' commentaries on Alexander
3. Presentations given in training about Alexander Technique subjects [Reports, logbooks, PowerPoints, written statements signed and witnessed by ATT]
4. Presentations delivered to the public during stage 3 of training.
5. Student lessons delivered during stage 3
6. Written essays on the Alexander Technique at each stage of training.

Example Milestone 3: Instruction

Students show evidence of:

1. Study and explore how to teach the first lesson- [Evidence provided by Log book; documentation; descriptions etc.]
2. Study and practical exploration of group teaching [log books; a portfolio of documents; questioning]
3. Study how people learn-learning techniques such as Maslow, Bloom's taxonomy, Knowles Adult learning theory or others.[log books; portfolio of evidence, projects]
4. Instruction in placing hands on a pupil while looking after themselves [Stage 1, 2 and 3. Documentary evidence of the evolution of their hands-on technique]

5. Instruction in placing hands on a pupil to assist in movement activities [Stage 1,2 and 3 evidence could be logbooks over each stage; notes are taken; essays; observation checklists;]
6. Instruction in placing hands on a student during table work [Stage 1, 2 and 3. *Note: Not all teaching styles teach Alexander table work*] or Instruction for placing hands on a student while performing complex activities such as playing a musical instrument, running, cooking, etc.

Example Milestone 4: Professional Identity

Student teachers show evidence of:

1. Involvement with AUSTAT
2. Participation in AUSTAT Activities
3. Work with AUSTAT Full teaching members
4. Work within the community (such as group classes or AT projects for companies or organisations.)
5. Development of website, brochures, marketing material, Instagram, Facebook pages etc.
6. Understanding of Equal opportunity; non-discriminatory practices; the AUSTAT Code of Professional Conduct
7. Understanding and familiarity with the AUSTAT Constitution
8. Client management

7.9 What will be done with the completed logbooks?

The newly graduated student teacher applies to AUSTAT for full teaching membership. The logbooks demonstrate that they have completed their training with rigour and are signed throughout by the trainee's ATT. AUSTAT Council or a subcommittee examines the logbook and provides full teaching membership to the student teacher if all is in order.

Where a logbook is incomplete, AUSTAT speaks to both the ATT and the student to determine if the student is sufficiently qualified or if they require further training to gain full teach membership of AUSTAT. Once a determination has been made, the logbook can be returned to the student member.

7.10 Assessment

Would a Carrington-style teacher be able to assess a McDonald-style student teacher's logbook for AUSTAT?

Yes. Because the AUSTAT assessment uses an evidence-based assessment method. Also there is a clear demarcation between the assessment done by the AATT and that done by AUSTAT. Has the student been signed off as immersed in Alexander procedures? Yes or No? If 'Yes', then pass. If 'No', then not pass.

If an AATT signs off all the assessments, isn't the logbook a waste of time?

No, because it provides a documented statement as to the quality of the training process. It states that the trainee has “sufficiently completed” each milestone. The AATT signs off to that effect and dates the logbook. The logbook will require that methods of assessment be demonstrated. This gives a document trail of the process of training. However, the requirement to keep documentation is on the AATT, not AUSTAT.

AUSTAT does not have to rely on opinion. The AUSTAT Assessment system has already demonstrated that the AATT is an exemplary teacher trainer. The AATTs are relied on by AUSTAT to fill in the logbooks accurately.

The logbook system provides “moderation” [i.e. quality standardisation across each training course] without enforcing a particular bias towards the style or methodology of teacher training or Alexander teaching.

Assessment validation would check that the ATT is correctly filling in logbooks, that the milestones are suitable measures for the training process, and that the ATT has maintained documentary evidence.

7.11 What can we look forward to?

AATTs can look forward to much less threat of AUSTAT intervention in their training process and far less prescription. However, they can also look forward to more positive participation and a positive relationship with AUSTAT through developing their student's professional identity and interweaving their training with AUSTAT CPD activities and incorporation of visiting AUSTAT teachers.

AUSTAT can look forward to far less reason for conflict with teacher training businesses, less administrative casework and the ability to focus on providing members with services rather than dealing with training course problems.

As the logbook provides holistic milestones, we can look forward to more resourced, coherent and articulate graduates who are already networked into our society positively. This suggests the beginning of win-win situations where AUSTAT supports and encourages training courses and where training courses support and advocate for AUSTAT.

7.12 Finally

No training accreditation or assessment model will be perfect. This model is totally different from any other model being considered because there is a clear demarcation of who is being assessed and why. The use of evidence-based yes/no assessment provides trainee teachers, AATT's and the community with clear guidelines of their training process. It also will allow AUSTAT to speak with authority about the standard of our professional training without reverting to cumbersome prescriptions, randomly chosen time restrictions and hearsay methods.

Draft Model for AUSTAT Assessment and accreditation of training schools v6

This model hinges on ensuring that the correct assessment methodology is used in the design phase. A coherent assessment plan must be developed by people who understand the “principles of assessment” and the “rules of evidence”. A short training course on the principles of assessment and the rules of evidence will need to be a mandatory gateway for people wishing to train teachers or assess trainee teachers and AATT’s for AUSTAT. Many AUSTAT members reading this, will be able to foresee more benefits than have been set down in this discussion document. For all the work that this model will take to establish, the benefits will far outweigh the costs for AUSTAT into the future.

With your positive thought and constructive feedback about this model, AUSTAT can take a step forward in training assurance and professional standards using the best elements of modern assessment while maintaining all our Alexander traditions.