Australian Society of Teachers of the Alexander Technique (AUSTAT)

Training Standards

Introduction

This Training Standard reflects the roles that a beginning Alexander Technique teacher may undertake in the workplace. This includes teaching one-to-one in a private practice, teaching a small group in a classroom context, teaching a large group in a public workshop or corporate group, and representing the Alexander Technique within the media, at public gatherings and informally. The standard takes into account that many Alexander teachers combine their teaching with other modalities such as yoga, horse riding, music performance and so on.

What is a Standard?

A "Standard" refers to a set of guidelines, rules, or criteria that are established and widely accepted as a measure of quality, performance, or compatibility in a particular field or industry.

Standards can be developed by various organizations, such as government bodies, industry associations, and can cover a range of areas such as safety, quality, environmental impact, or technical specifications.

Standards can be used to ensure consistency and interoperability across different trainings, as well as to promote innovation and improve efficiency. They can also help to facilitate communication between different training programs and teachers by establishing common benchmarks and requirements.

This Standard aims to provide a consistent and reliable structure for training quality, while at the same time allowing AATT's (AUSTAT Approved Teacher Trainer's) the freedom to colour and form their training and assessment styles in ways that suit them as individuals. The suggested structure of the Standard provides 12 modules for the training AUSTAT-accredited Alexander Technique teachers.

How is this Standard structured?

1. Stages

This Standard is divided into 3 categories called "Stages". Each stage indicates an important set of skills that a beginning Alexander Teacher would display. When we think about an beginning teacher they should display the ability to:

> 1. work on themselves
> 2. understand how to teach someone.

> 3. be courageous enough to go and teach individuals, groups and to speak about AT.

So the first stage of the standard is called	**"Stage 1**-**Foundational Skills**"
The second stage of the standard is called	**"Stage 2-Teaching Skills"** and
The third stage of the standard is called	**"Stage 3- Evolution to a beginning teacher."**

2. Modules

Obviously, to just say that teacher-training should be about Foundational skills is not enough information. So, at the next logical level a Module asks, "What skills, knowledge and experiences" would a person, who had developed Alexander Foundational Skills, demonstrate."

In each Stage there are four(4) Modules. That makes twelve (12) modules in total to become a beginner Alexander Technique Teacher.

Pathways

Each module represents a pathway. So the first module pathway is about a person's own development. The second module pathway is about how we explain the Alexander Technique process to ourselves and others. The third module pathway is about becoming a clear communicator and teacher. The fourth module pathway is about the change from thinking about Alexander Technique for yourself to becoming a responsible professional teacher. These pathways are consistent themes across the three stages.

In the first stage, the first 4 modules are suggesting, that by the end of training , a beginning Alexander Technique teacher can:

1. Apply Alexander Technique principles to themselves
2. understanding the fundamentals of Alexander Technique
3. Use communication and learning strategies (to develop their own skills)
4. Develop professional skills for themselves.

The titles of these first four modules provide an insight into the benchmarks that we would like to see from a trainee-teacher at the end of their first stage of training.

3. Elements and Performance Criteria

When we look at the titles of each module, they provide us with some information about what a beginning Alexander Technique teacher does, but it's not specific enough. When we say that a beginning teacher can "apply Alexander Technique principles to themselves" what specifically do we mean? Can we measure that and determine whether a person is achieving that performance? The answer is, "no". We need more detail to really understand and measure the activity of applying Alexander Technique principles to themselves. "Elements" and "Performance criteria" provide us with this detail.

Elements provide us with the essential outcomes that are required for someone to demonstrate the activity described by the Module. [If a person is <u>applying Alexander Technique to themselves</u> they would be maintaining their own use, to a degree, especially if they were being supervised by a teacher trainer.] The description of the first element in the first module is "Maintains own use with supervision."

> **Performance criteria** describe the performance that is needed to demonstrate the achievement of the element. What tells us that a person is maintaining their own use of themselves with supervision? The teacher-trainee:

1. is able to be guided in simple movements such as sitting, standing, walking, bending, lifting and carrying with supervision
2. experiments with head neck relationship under supervision.
3. applies position of mechanical advantage under supervision
4. demonstrates an understanding and ability to maintain, own use in a variety of activities. For instance:
    - lunge
    - position of mechanical advantage
    - crawling
    - coming onto toes
    - falling against a wall
5. recognises, describes and labels significant anatomical landmarks, important to Alexander Technique, on themselves.
6. demonstrates a growing understanding and conscious control of one's own inner state

For the AUSTAT Approved Teacher Trainer(AATT), **performance criteria** are very important because they can be assessed. The AATT can use these to assess performance and learning progress.

For AUSTAT, the **elements** inform the society that a person has completed a training that has included these important quality items. AUSTAT can use elements to check that a person's training has been to the professional standard. AUSTAT does not need to assess performance. That is the job of the AATT.

Figure 1. Map of the AUSTAT Training Standard

How might an AUSTAT Approved Teacher Trainer use the standard?

An AATT is free to teach people as they like. There are a few points to take into account, however. AN AATT's trainees must be registered with AUSTAT. AUSTAT will issue the registered teacher trainee with a teacher-trainee logbook that is based on this Standard. Each registered teacher-trainee must fully complete their logbook to be given full teacher membership at the completion of their course.

The standard provides a set of guideline criteria that measure quality, performance and compatibility of a person's training.

The AATT has many options in using the Standard. This is an important design feature of the standard. **The standard is not about conformity, it is about quality.**

We recommend a student: teacher ratio of 5:1 and a Volume of Learning between 1400 -2000 hours.

1.Clustering

"**Clustering**" refers to the practice of grouping together similar or complementary elements from different Modules. Clustering provides a cohesive and comprehensive learning experience for teacher-trainees by providing them with complex and holistic perspectives on the learning matter.

An example of clustering in Stage 1 would be to teach Element 1 of Module 1 "Maintain own use with supervision" with Element 1 of Stage 1 Module 2 "Identifies and implements fundamental concepts of Alexander Technique as a basis for personal development" Look them up and you will see that the two elements complement each other beautifully. Another AATT may prefer to cluster Module 1 Element 1 with Module 4 element 4 "works with anatomical and physiological models." Again that cluster creates a very interesting way to teach the basics of Alexander Technique.

2. Weighting

"Weighting" refers to placing more emphasis on one element than another. An AATT could give 200 hours to one module and 50 hours to another. The teacher trainees would complete on all elements in both modules, meeting AUSTAT guidelines, but the AATT could feel that they have given the emphasis of training that best suits them.

3. Volume of Learning (VoL)

Volume of Learning (VoL) is an important measure. No-one would want a teacher-trainee to race through each element and apply for a teaching certificate after 6 months. AUSTAT members understand that immersion in learning is an important element in a person's learning process.

The Volume of Learning (VoL) for this qualification is up to 2000 hours. VoL variance allows for individual differences in training approaches and for recognition of prior learning of each registered trainee. A registered trainee with a completed logbook will be expected to demonstrate VoL in a range of 1400 to 1800 hours. This provides a "performance-based" indicator without being an inflexible and absurd benchmark.

The volume of learning allocated to a qualification should include all teaching, learning and assessment activities that are required to be undertaken by the teacher-trainee to achieve the learning outcomes. These activities may include some or all of the following: guided learning (such as classes, lectures, tutorials, on-line study or self-paced study guides), individual study, research, learning activities in the workplace and assessment activities.[1]

Assessment against the Standard

It is crucial to understand that there are two authorities that need to assess against this Standard. The first is AUSTAT. AUSTAT wishes to be assured that a person has "completed" all the modules and the elements. That is because all the modules and elements represent what a professional teacher should be able to do in their role.
The second authority is the AUSTAT Approved Teacher-Trainer (AATT). They may wish to know that the teacher-trainee has reached a standard where they can complete each module. The AATT has the choice of assessing against each criterion. They can use a range of assessment methods such as observation, production of an item, third-party reports, written questions and so on.

AUSTAT is using only one assessment method to gather evidence of completion. That assessment method is production of an item-the item being an AUSTAT teacher-trainee logbook, signed by appropriately qualified people. The AUSTAT Teacher-Trainee logbook is designed to accurately reflect this Standard.

All AATT's, all AUSTAT committee members and anyone assessing on behalf of AUSTAT must have a current AUSTAT Assessor Qualification. The AUSTAT Assessor course is available online at the AUSTAT website members' area.

Can this standard be changed?
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Recognition of other qualifications/RPL/RCC

This Standard allows for assessment only pathways. These are called Recognition of Current Competency (RCC) and Recognition of Prior Learning (RPL). People who may have started a training and then stopped or people with overseas qualifications or people who have trained at non-AUSTAT programs can gain recognition by showing evidence of their training/qualification against this Standard.

As the assessment would be against all the criteria within this Standard, the process would be very equitable and fair. Where gaps were found between the qualifications that a person has and this Standard then an applicant for RPL or RCC might have to train with an AATT or complete an AUSTAT Approved online course to gain an equivalency.

Example: A person holds a qualification from a STAT affiliated Training Course. Their training qualification is recognised as equivalent. However, that person may not have local WHS knowledge, Australian Infection Control information. To be given an affiliate recognition as a full Teacher member of AUSTAT they could complete Element 3 and 4 of Stage 3 Module 4 to meet the gap.

Thanks
I am grateful to the team of people who have helped to develop this Training Standard. Tony Smith, Penny McDonald, Jane Shellshear, Jenny Thirtle and Dr. Terry Fitzgerald have all brought their insight, Alexander Technique experience and knowledge of adult education into the oversight and amendment of this document.
Michael Shellshear May 2023

Draft 1	Version 6
16ʰ May 2023	Corrected MS
Master Copy	

The Training Standard

Stage 1- Foundational Skills	1. Apply Alexander Technique to self. 2. Explain the fundamentals of Alexander Technique 3. Use communication and learning strategies 4. Develop professional skills
Stage 2-Teaching Skills	1. Use Alexander Skills with pupils 2. Use teaching skills in various contexts 3. Explain & Demonstrate Alexander principles in practice 4. Develop peer group connections within Alexander community
Stage 3-Evolution to a beginning teacher	1. Use hand and voice instruction to assist individuals and groups 2. Teach individuals and group classes under supervision 3. Speak about Alexander Technique to groups of people from diverse backgrounds 4. Establish a professional identity

Stage 1- Module 1 Apply the Alexander Technique to self

Description:
This fundamental module describes the skills, knowledge and experience that are required for a person to be able to apply Alexander principles with developed skills and deep understanding into many of their daily activities.

Outcomes: By the end of this unit, the learner will be able to display sophisticated conscious control and guidance of themselves in many activities. Enhanced sensory acuity, awareness of their own and others habits and a strong emerging pattern of self-development are outcomes of being able to apply Alexander Technique to one's self.

Volume of Learning :
The nominal hours for this unit are 100 to 200 hours.

Elements	Performance Criteria
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

1. Maintain own use with supervision	1. Is able to be guided in simple movements such as sitting, standing, walking, bending, lifting and carrying with supervision
	
	2. Experiments with head neck relationship under supervision.
	
	3. Applies position of mechanical advantage under supervision
	
	4. Can demonstrate an understanding and ability to maintain, own use in a variety of activities. For instance:
	    lunge
	    monkey
	    crawling
	    coming onto toes
	    falling against a wall
	
	5. Is able to recognise, describe and label significant anatomical landmarks, important to Alexander Technique, on themselves.
	
	6. Demonstrates a growing understanding of the principles and physical aspects of constructive conscious control.

2. Identifies, analyses and responds to postural sets,	7. Is able to identify when they negatively affect their own functioning through over-contraction of muscle 8. Is able to identify and articulate, using appropriate language, the poor use and functioning in others

habits and mindsets in themselves and others during activities.	9. Identifies habitual limiting language in themselves or others.
	
	 10. Can identify habitual preparation to move at the point of response.
	
	 11. Can identify and label structural twist, misalignment and compression on posture: i) in themselves and ii) in others.
	
	 12. Is able to accurately and safely model other people's postural patterns
	
	 13. Develops proprioceptive and interoceptive awareness and sensory acuity skills including:
	
	      i. Active listening
	      ii. Visual skillsets
	      iii. Olfactory and gustatory sensitivity
	      iv. proprioception and kinaesthesia
	      v. social spatial awareness
	
	 14. Becomes aware of physical, verbal, syntactic mannerisms in self and others.
	
	 15. Is able, **with and without supervision**, to prevent a habitual response, apply direction, reason a new means whereby and a new concept of response, maintain conscious control while continuing to give directions in a variety of activities.

3. Experiment with application of Alexander principles in diverse tasks and situations	16. Applies Alexander Principles and reports on the impact of this application through written or oral reporting in, **at least 3 practical activities**, over the course of this module, such as: • Tai Chi • Yoga • Singing • Sports • Golf • Using a computer over the course of this929007 • Driving a car • Swimming • Distance walking

	• Bushwalking
	• Playing a musical instrument
	• Or any other chosen activity
4. Maintain easy breathing, voice production and thoracic mobility using Alexander Principles	17. Applies the Whispered 'Ah" under supervision to explore breathing and voice. 18. Is aware of own rib movements in breathing. 19. Is able to identify rib movement patterns in others 20. Applies Alexander principles to speaking aloud to small groups 21. Is able to discuss Alexander idea of "incorrect mental attitude towards the respiratory act" 22. Is able to apply control and appropriate use of component parts, within an integrated whole, during breathing and vocalisation.

Suggested Underpinning Knowledge and skills	
Reading	Use of the self
Essential	Man's Supreme Inheritance
	Constructive Conscious Control
	Universal Constant in Living
Additional Background	Chris Raff-Introducing the Alexander Technique Frank Pierce Jones Freedom to Change Dart Procedures Neurodynamic by Theodore Dimon
Anatomy & Physiology	• Atlanto-Occipital Joint • Spine bones • Basic skeletal anatomy • How muscles work • Breathing mechanisms
Breathing suggested references	*Man's Supreme Inheritance* *How to Learn the Alexander Technique* by Barbara and William Conable

| | *Anatomy of Breathing* by Blandine Calais Germain |
| | *What every singer needs to know about the body* by Malde, Allen and Zeller |

Implementation: The AUSTAT Approved Teacher Trainer (AATT) shall determine their own facilitation approach to each performance criteria. **Weighting and Clustering**: AATT's should cover each performance criteria in their training, however they may use weighting to allocate more time to one area than another. Clustering allows the AATT to train more than one performance criteria at a time. The AATT can cluster from other units in this series.

Assessment Guide: Each criterion may be assessed by the AATT using a variety of assessment methods that are appropriate to their method of teaching.

AUSTAT Logbook: The AATT should sign and date a confirmation that items under units 1.1.1 to 1.1.25 to show these have been satisfactorily completed by the Registered AUSTAT Teacher Trainee.

Stage 1- Module 2 Explain the fundamentals of Alexander Technique

Description:

In this module the teacher trainee develops and deepens their Alexander work on themselves through a detailed exploration of the Alexander work, Alexander writings and the Alexander narrative as it relates to their own experience.

Outcomes: By the end of this module the teacher-trainee is able to explain, in simple terms, the nature of the work that they are undertaking, the basis of the work and its benefits.

Volume of Learning:

The nominal hours for this unit are 100-200 hours.

Elements	Performance Criteria
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

1. Describes fundamental concepts of Alexander Technique as a basis for personal development.	1. Communicates the following principles to others after completing research:
	  i) psychophysical unity
	  ii) manner of use affects quality of functioning
	  iii) end-gaining and means whereby
	  iv) faulty sensory appreciation
	  v) inhibition
	  vi) direction and directing
	  vii) the primary control of use in activity
	  viii) doing and non-doing
	  ix) force of habit
	2. Worked under supervision, over the course of this element, implementing each principle practically in order to develop sophisticated understanding.

2. Interprets and analyses the books and other writings of FM Alexander	3. Writes or develops a group project to analyse "The Use of the Self" by FM Alexander. 4. Provides a discussion paper or synopsis within a group or in an essay, article or presentation on "Man's Supreme Inheritance" by FM Alexander. 5. Develops a practical project using procedures from "Conscious Constructive Control" by FM Alexander. 6. Delivers a short presentation of a chapter from "The Universal Constant in Living" by FM Alexander
3. Researches and develops a history of the Alexander Technique from 1869 to the present day	7. Carries out research and report on Alexander's early years 1869 to 1904 8. Provides background on John Dewey and Aldous Huxley and their relationship with Alexander. 9. Identifies the influence of Walter Carrington, The Barlows, Patrick McDonald and Marjory Barstow on current Alexander Technique teaching pedagogy.

	10. Identifies and evaluate one Alexander Technique research project that has been carried out since 2000. 11. Discusses how Alexander Technique teacher training has evolved since Alexander's death in 1955.

Underpinning Knowledge and skills	
Reading	**By FM Alexander** Use of the self Man's Supreme Inheritance Constructive Conscious Control of the Individual The Universal Constant in Living **Other Reading** *Up from Down Under* by Rosslyn McLeod. *F.M. - The Life of Frederick Matthias Alexander, Founder of the Alexander Technique* by Michael Bloch. *F. Matthias Alexander: The Man and His Work* by Lulie Westfeldt (Mouritz, 1998) *Marjorie Barstow and The Alexander Technique* by Amanda Cole *Taking Time-Six interviews with first generation teachers of the Alexander Technique on Alexander Technique teacher training Mouritz*
Media	https://alexandertechniquescience.com/ for Research Facebook research groups STAT's research SIG Mouritz Books

Implementation: Although the AUSTAT Registered Trainee must complete all performance criteria, many of these can be clustered with other units especially with unit 1. The AATT can determine how, where and when each performance criterion shall be taught to fit in with their own sequencing and structuring of training. Volume of learning can be reduced through the use of clustering.

Assessment Guide: Each criterion may be assessed by the AATT using assessment methods that are appropriate to their method of teaching.

AUSTAT Logbook: The AATT should sign and date a confirmation that items under units 1.2.1 to 1.2.11 to show these have been satisfactorily completed by the Registered AUSTAT Teacher Trainee.

Stage 1- Module 3   Use Communication and Learning Strategies
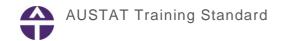
Description: This module provides skills and knowledge necessary for beginning Alexander Technique teachers to communicate with clarity to individuals and groups and to attend to needs of the learner.

Outcomes: By the end of this module, the teacher trainee will know how to plan, deliver and evaluate small and large presentations. They will also develop skills for one-to-one communication of the Alexander Technique, including strategies for overcoming barriers to learning.

Volume of Learning:
The nominal hours for this unit are 100-150 hours.

Elements	Performance Criteria
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1.Develops a '**session plan'** to structure and sequence a small group class Introduction to Alexander Technique.	1. Considers audience characteristics. 2. Takes into account the location and set up of the class. 3. Lists resources that will be required at the class venue. 4. Chooses a suitable outcome that will meet learner's needs. 5. Sequences the information into beginning, middle and end within the required timeframe.

2. Researches adult learning styles	6. Identifies barriers to learning that can occur in one-to-one teaching, in group work and online.
	7. Researches different teaching techniques to overcome learning barriers: face-to-face, small group, large group, online, and zoom.
	8. Researches different learning styles and consider how different learning styles may influence a presentation.
	9. Considers at least one of the following learning theories:
	    a. Bloom's Taxonomy;
	    b. Knowles adult learning theory or
	    c. Maslow's hierarchy of needs
	    d. any other published learning adult learning theory and its application to teaching Alexander Technique in a group setting.
	10. Leads development of "ground rules" for acceptable and unacceptable behaviour in the small group class.
	11. Uses constructive strategies to deal with unacceptable behaviours in a group class including:
	    e. hecklers
	    f. overly demanding people
	    g. an upset person who wishes to leave the group.

3. Identifies non-verbal communication cues	12. Records different common forms of non-verbal communication such as facial expressions, gestures, body

	language and posture, paralinguistics, proxemics [personal space, social space and public space], eye movements and gaze while observing human conversation. 13. Develop skills of observation of the above forms of non-verbal communication in yourself and co-learners 14. Experiments with proxemics in teaching Alexander Technique 15. Demonstrate ability to continually observe 'conditions present' as these change whilst working with a co-learner or teacher. 16. Practice giving positive and negative feedback while working with a co-learner. Observe and manage a range of emotions.
4.Gives a presentation	17. Uses a session plan to prepare a presentation to a small group. 18. Engages audience members and elicits their participation into the presentation 19. Uses learning strategies to achieve clearly defined outcome/s
5.Listening skills	20. Charts characteristic differences between less attentive listeners and attentive listeners. 21. Uses listening skills while engaging an audience and/or during an Alexander lesson.
6.Provide Feedback for learner and gather feedback of self	22. Uses empathy and clear communication to apply constructive feedback to a student 23. Uses self-reflection to consider how to improve presentation skills

Underpinning Knowledge and skills	
Alexander Technique Knowledge	This module assumes that the learner has some knowledge of Alexander Technique and is able to structure that knowledge. If this is not the case the AATT will find clustering these criteria with module 2 criteria may work well.

Implementation: Where possible learning should be framed to occur either in a real life context or in a simulated Alexander workplace context. Performance criteria of this module may be clustered with performance criteria from other modules to streamline learning.

Assessment Guide: The AATT can use presentations, games, activities, as well as written reports, session plans, and research papers delivered to class, as enjoyable and engaging assessments.

AUSTAT Logbook: The AATT should sign and date a confirmation that items under Stage1.3.1 to 1.3.21 to show these have been satisfactorily completed by the Registered AUSTAT Teacher Trainee.

Stage 1-Module 4.   Develop Professional Skills

Description: This module establishes that Alexander Technique teachers work within the community to provide their specialised education. Experience within the AUSTAT community and within other modalities allows the teacher-trainee to contextualise the place of Alexander education in the community.

Outcomes: By the end of this module the teacher trainee will have begun to network within the local Alexander Technique community and beyond. Core skills establish ties with their professional community and provide a common language of anatomy and physiology to communicate complex concepts. Electives provide opportunities to see Alexander teaching in action and also to benefit from diverse non-Alexander points of view.

Volume of Learning :
The nominal hours for this unit are 50 to 100 hours.

This module has three **core** elements and two **elective** elements. Core elements are **mandatory**. Elements can be completed with an AATT or externally where a statement of completion is provided to the Registered Teacher Trainee. Choose from the following list .

Elements	Performance Criteria
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. **[Core]** Works with a senior AUSTAT Teacher Member	An AUSTAT Teacher Member of at least 10 years' experience, and not a staff member with the AATT's training, works with the Registered Teacher Trainee and provides them and their AATT with a third-party report.
2. **[Core]** Takes part in an AUSTAT hosted event such as CPD session; Conference; workshop or other activity.	The AUSTAT representative signs off their attendance at the event. The AATT could use this as an opportunity to gather student's feedback/reflection on the event.
3. [**Core**] Works with anatomical and physiological models	1. Uses anatomical descriptors to explain the planes of the body. 2. Is broadly familiar with the names and functions of the skeletal system. 3. Describes the skeletal muscles of the torso, arms and legs and their basic flexion and extension. 4. Identifies the role of the autonomic (sympathetic and parasympathetic) nervous system in human response.
4. [**Elective**] First Aid Certificate	Achieves nationally recognised First Aid certificate. (This elective is only for trainee teachers who don't already hold the First Aid Certificate)
5. [**Elective**] Use inclusive language	Develops an inclusive language model for Alexander practice by classwork or research activity.

6. [**Elective**] Body Mapping	Achieves a statement of completion from any registered Body Mapping Course or demonstrates self-directed learning using resources approved by the AATT.
7. [**Elective**] Alexander Technique and Science	Participates in any Alexander Technique and science workshop where a statement of completion is provided.
8. [**Elective**] Alexander Technique Research	Writes an essay or article on an Alexander Technique-related topic, of not less than 1000 words, suitable for publication in ITM.
9. [**Elective**] Alexander workshops	Attends a series of Alexander Technique online classes and is provided with a record of learning by the facilitator.
10. [**Elective**] Alexander specialist workshop	Attends an Alexander Technique workshop, and writes and presents a report on the workshop to their fellow teacher trainees or to the AATT.
11. [**Elective**] Language Models NLP	Undertakes a course of study in Neuro Linguistic programming with the AATT or externally.
12. [**Elective**] Other modalities	Undertakes instruction in other movement modalities such as Feldenkrais, Tai Chi, Yoga, Qigong, and dance or studies massage therapy, shiatsu, trigger therapy, cranio-sacral therapy or any other modality approved by their AATT

Implementation: The idea behind this module is to expand the awareness of the teacher trainee to their own professional practice within the community. The AATT can weight the volume of learning so that the elements within this module are completed outside of the normal context of training. It is worth considering that the AATT insists that trainee teacher completes all of this module before progressing onto Stage 2 of their Teacher Training. This will prevent the teacher trainee finding themselves in Stage 2 with many hours of training to catch up on.

Assessment Guide: Each criterion may be assessed by the AATT using assessment methods that are appropriate to their method of teaching.

AUSTAT Logbook: The AATT should sign and date a confirmation that items under Stage 1 two CORE elements and two ELECTIVE elements from Modules 1.4.1 to 1.4.12 have been satisfactorily completed by the Registered AUSTAT Teacher Trainee.

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Stage 2- Module 1 Use Alexander Skills with pupils

Description:

This module builds and develops skills from **Stage 1 Module1**. It assists the teacher trainee to evolve and develop their own use of themselves, to the point where they become confident in placing their hands and using vocal instruction with the learner as Alexander Technique guidance.

Outcomes: By the end of this unit the trainee teacher will have developed foundational skills for providing experiential learning of Alexander Technique.

The AATT should use the guiding structure of this module and expand and develop it in their own way, using their skills and knowledge as teacher trainers. The AATT will be aware of the physical limitations of their teacher trainees and ensure their health and well-being through implementing safe procedures at all times.

Volume of Learning :

The nominal hours for this unit are 100 to 200 hours.

Elements	Performance Criteria
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develops hands-on and verbal instruction skills	1. Takes care in the initial use of hands-on contact with a learner. 2. Works with the concept of non-doing hands. 3. Gathers sensory information about learner's use and functioning through touch. 4. Maintains own use and functioning while developing hands on skill 5. Uses position of mechanical advantage while placing hands onto a learner. 6. Provides simple instruction to a learner using carefully considered language.

	7. Uses linguistic framing, intonation, meter and rhythm of voice to provide appropriate linguistic instructions to a learner.
2. Develops hands-on and verbal instruction skills to support a learner in activities	8. Initiates simple movement activity by guiding a learner with non-doing hands-on direction. 9. Maintains awareness of self and awareness of learner while using hands-on direction. 10. Supports a learner's arms, shoulders, legs, knees while maintaining own use. 11. Invites a learner to maintain a positive head, neck, back relationship in static and dynamic movements. 12. Assists a student to recognise and inhibit unwanted mental and neuromuscular patterns that interfere with good use and functioning through hands-on and verbal instructions.
3. Uses developing hands-on and verbal skills to assist a learner in activities	13. Guides a learner in walking. 14. Guides a learner in a range of physical activities. 15. Guides a learner in vocalisation and associated breathing. 16. Provides manual guidance for a learner in semi-supine (table work)
4. Demonstrates hands-on work with learners who have diverse conditions of use and functioning	17. Uses hands-on and verbal instruction to assist simulated and/or real learners with diverse conditions of use and functioning.

Underpinning Knowledge and skills
1. It is assumed that the Registered Teacher Trainee will be assisted to learn ethical behaviours for placing hands on learners, e.g.,, respectful contact, proxemics; careful respectful language, creating a safe and courteous learning environment. 2. A teacher trainee's own use of themselves is a significant underpinning element for this unit. 3. The teacher trainee's personal safety and well-being should be addressed, especially where weight-bearing and leverage is being used to assist a learner in movement.

4. Knowledge of manual handling principles, the position of mechanical advantage, correct location of hip joints, safe work procedures and warning signs of imminent injury are underpinning knowledge for teacher trainees undergoing this training.
Insurance
AUSTAT assumes that all AATT's carry professional indemnity and liability insurance. AUSTAT applies due diligence to ensure an AATT is qualified to safely teach this module through its application process to be an AATT. AUSTAT stresses that it is incumbent on an AATT to maintain their insurance and to carry out risk assessment, especially where trainee teachers are being asked to bear weight, use leverage points or lift a person.

Implementation: The AUSTAT Approved Teacher Trainer (AATT) shall determine their own facilitation approach to each performance criteria.

Weighting and Clustering: AATT's should cover each performance criteria in their training, however they may use weighting to allocate more time to one module or element than another.

Clustering: The AATT can cluster performance criteria from this module with other modules; however, consideration should be given to the evolutionary relationship between Stage1 Module1 criteria with the criteria from this module.

Assessment Guide: Each criterion may be assessed by the AATT using assessment methods that are appropriate to their method of teaching.

AUSTAT Logbook: The AATT should sign and date a confirmation that items under Stage 2 Modules 2.1.1 to 2.1.17 have been satisfactorily completed by the Registered AUSTAT Teacher Trainee.

Stage 2- Module 2   Use teaching skills in various contexts

Description:
This module builds on the foundational work of **Stage 1 Module 2**. The teacher trainee uses the understanding they have of Alexander Principles and is guided to apply them with a volunteer pupil in a range of teaching contexts. As well as working with their pupil sitting, standing and moving from a chair the teacher trainee demonstrates that the Alexander Technique principles can be used in almost any activity.

Outcome: By the end of this module the trainee teacher will be able to use foundational Alexander Technique teaching skills in many situations and activities to guide and assist a pupil.
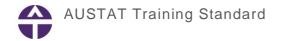
Volume of Learning:
The nominal hours for this unit are 100 to 200 hours.

Elements	Performance Criteria
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

1. Works with a student in walking	1. Analyses use and functioning issues in a pupil's gait and alignment. Issues to be considered include:
	   a. anatomical mis-mapping,
	   b. a range of misalignments, twists, grips and obstructions,
	   c. lack of vitality/flexible elasticity.
	2. Guides the pupil into integrated movement through application of Alexander principles.

2. Assists a student in use of their arms and hands	3. Analyses use and functioning issues in a pupil's use of arms, hands, shoulders. Issues to be considered include:
	   a. anatomical mis-mapping,
	   b. a range of misalignments, twists, grips and obstructions.
	4. Guides the pupil into integrated movement through application of the Alexander principles.

3. Teaches Alexander to a pupil in diverse activities.	5. Works with a pupil to provide Alexander instruction in a range of diverse activities such as:
	   a. playing a musical instrument,
	   b. a sport,
	   c. washing dishes,
	   d. brushing teeth,
	   e. dancing, horse riding, singing, acting etc.
	6. Gathers feedback from the pupil, as an element of the teacher's own continual self-improvement.

4. Teaches table work	7. Contacts, holds, supports and guides/moves the pupil lying down to assist a student with conscious direction and inhibition. 8. Assists the pupil onto the table. 9. Assists the pupil to get off the table while maintaining conscious awareness, direction and inhibition

Underpinning Knowledge and skills

Implementation: The AUSTAT Approved Teacher Trainer (AATT) shall determine their own facilitation approach to each performance criteria. **Weighting and Clustering**: AATT's should cover each performance criteria in their training, however they may use weighting to allocate more time to one module or element than another. Clustering allows the AATT to train more than one performance criteria at a time. The AATT can cluster from other units in this series.

Assessment Guide: Each criterion may be assessed by the AATT using assessment methods that are appropriate to their method of teaching.

AUSTAT Logbook: The AATT should sign and date a confirmation that items under Stage 2 Modules 2.2.1 to 2.2.9 have been satisfactorily completed by the Registered AUSTAT Teacher Trainee.

Stage 2- Module 3   Explain and demonstrate Alexander principles in practice

Description:
This module builds on the work of **Stage 1 Module 3**. There is a significant difference between understanding Alexander principles and being able to explain them to someone. The ability to explain the core discoveries of FM Alexander in a concise and confident way, using modern language is an important skillset for the professional Alexander Technique teacher.

Outcome: By the end of this module the trainee teacher will be able to fulfill many of the general duties of an Alexander Technique teacher at a beginner teacher level.

Volume of Learning :
The nominal hours for this unit are 100 to 200 hours.

Elements	Performance Criteria
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1.Discusses how Alexander Technique works	1. Researches different models that go toward explaining positive outcomes of Alexander learning. 2. Discusses findings of research formally or informally, within a group, written project or presentation.
2. Gives an Introductory Talk to a simulated group	3. Develops and present a 30-minute introductory talk within a simulated work environment focusing on the needs of the audience and own research into Alexander principles. 4. Gathers feedback from audience on introductory talk. 5. Uses self-reflection and audience feedback to make improvements.
3. Demonstrates considered first lesson strategies	6. Diagnoses a person's use/mis-use. 7. Identifies the concepts of manner of use, conditions of use and functioning within a simulated first-lesson context. 8. Is familiar with non-endgaining and non-doing approaches to working with an Alexander pupil in a first-lesson context. 9. Demonstrates "people skills" with the Alexander pupil such as rapport, good humour, proxemics, creating a safe and inclusive space, engaging the pupil in the learning process, making learning relevant etc. 10. Sets an achievable outcome for a first lesson with the simulated Alexander pupil.

	11. Speaks about first lesson outcome with pupil and establishes a recommended learning schedule.
4. Uses Alexander skills and knowledge within a course of Alexander lessons.	12. Sets achievable outcomes for an Alexander pupil to achieve within ten lessons. 13. Applies hands on and verbal guidance skills to assist diverse pupils. 14. Connects progress of pupil to provide feedback on their learning process.
5. Prepares for a large weekend workshop.	15. Plans for a hypothetical workshop of between 15 to 30 participants. 16. Uses descriptions, demonstrations, games and drills to work with individuals and the whole group within a hypothetical large workshop context.

Underpinning Knowledge and skills
It is expected that the trainee teacher has a solid backgrounding in Alexander's writings and his discoveries as they relate to their own use and functioning. Under supervision from an AATT, the trainee teacher is considering how Alexander's writings and discoveries are able to assist others in practical ways.

Implementation: The AUSTAT Approved Teacher Trainer (AATT) shall determine their own facilitation approach to each performance criteria.

Weighting and Clustering: AATT's should cover each performance criteria in their training, however they may use weighting to allocate more time to one module or element than another. Clustering allows the AATT to train more than one performance criteria at a time. The AATT can cluster from other units in this series. This module relates very strongly to Stage 2 Module 2.

Assessment Guide: Each criterion may be assessed by the AATT using assessment methods that are appropriate to their method of teaching.

AUSTAT Logbook: The AATT should sign and date a confirmation that items under Stage 2 Modules 2.3.1 to 2.2.16 have been satisfactorily completed by the Registered AUSTAT Teacher Trainee.

Stage 2-Module 4 Develop peer group connections within the Alexander Community

Description:

This module requires the trainee to complete four core elements and one elective element. The AATT can choose the elective that they prefer to present, or the trainee can find an AATT or online training that allows them to complete the elective of their choice.
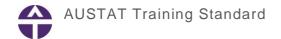
This module begins to develop the teacher trainee's professional mindset, especially in terms of working in a professional way and being supported by a professional society. There is an emphasis on understanding how AUSTAT is incorporated, how the AUSTAT Constitution is employed and why these are relevant to an AUSTAT member.

Outcome: By the end of this module the teacher trainee will understand how the incorporation of their professional body, AUSTAT, underpins their development of a professional identity.

Volume of Learning:
The nominal hours for this unit are 100 to 200 hours.
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Elements	Performance Criteria
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1.Uses ongoing performance validation to self-reflect and improve their Alexander process **[core]**	1. Works with an experienced AUSTAT teacher member, who provides a **third party report** for the AATT and for the teacher trainee to append to their training log book.
2.Takes part in AUSTAT events, conferences and CPD **[core]**	2. Creates connections with Alexander colleagues through attendance at AUSTAT events.
3.Works within a professional body to develop and maintain teaching standards. **[core]**	3. Identifies key elements within the objects of the AUSTAT Constitution that explain AUSTAT goals. 4. Uses the AUSTAT Code of Professional Conduct to inform appropriate and inappropriate behaviours with clients and colleagues within an ethical and legal construct.

	5. Develops a working description of the role played by AUSTAT as the peak professional body representing Alexander Technique Teachers.
	6. Determines the powers of AUSTAT Council through consultation and interview with a current member of AUSTAT Council.
	7. Discusses Section 6 & 7 of the AUSTAT Constitution as it relates to registered teacher-trainees.
	8. Identifies and analyses the key components of the AUSTAT Teacher Training Standard and how it relates to their own training process.
	9. Defines the components of a safe and inclusive space using local Work Health and Safety legislation.
	10. Identifies physical and psychological hazards that could occur in various teaching venues.
	11. Describes control and mitigation of hazards that have been identified.
	12. Differentiates between legislative duty of care and civil duty of care.
4. Continues research and study and participation. **[core]**	13. Explores diverse texts and research material specifically about or related to Alexander Technique.
	14. Uses personal research and reading to inform participation in AUSTAT reading groups, class discussion, written projects, essays.
	15. Participates in Alexander Technique Teacher workshops or conferences by local and international Alexander Technique teachers in person or via online platform
5. Plans an Alexander Practice **[Elective]**	16. Develops a business plan which includes administration planning, financial planning, marketing and evaluation techniques.
	17. Uses basic knowledge of marketing technique to consider strategies for marketing an Alexander service
	18. Develops basics of visual design plan for an Alexander Technique practice.

6. Develops Communication skills **[Elective]**	19. Develops and practices a 1-minute "elevator-talk" on the Alexander Technique. 20. Applies interview techniques within a hypothetical interview situation. 21. Develops their own Alexander story as a narrative metaphor for teaching and interview. 22. Develops FM Alexander story for interview and teaching.
7. Develops mindset neuroscience skills and knowledge. **[Elective]**	23. Participates in led training or self-directed learning in the study of mindset neuroscience. 24. Relates understanding of mindset neuroscience within an Alexander model in order to provide a non-conventional description of the Alexander Technique.

Underpinning Knowledge and skills
The AATT may draw on the knowledge, skills and experience of their adult learners to enrich and develop the performance criteria in each module. There may be clustering opportunities in this. So, for instance, a trainee teacher who has a qualification in neuroscience, could facilitate the Element 7 (above) and use that to demonstrate an Element from another Module that required presenting to a group.

Implementation: The AUSTAT Approved Teacher Trainer (AATT) shall determine their own facilitation approach to each performance criteria.

Weighting and Clustering: AATT's should cover each performance criteria in their training, however they may use weighting to allocate more time to one module or element than another. Clustering allows the AATT to train more than one performance criteria at a time. The AATT can cluster from other units in this series. This module relates very strongly to Stage 2 Module 2.

Assessment Guide: Each criterion may be assessed by the AATT using a variety of assessment methods that are appropriate to their method of teaching.

AUSTAT Logbook: The AATT should sign and date a confirmation that
four core and **one** elective item have been successfully completed by the Registered AUSTAT Teacher-Trainee.

Stage 3 - Module 1 Use hand and vocal instruction to assist individuals and groups

Description: This unit builds on the skills and knowledge from Module 1 in Stage 1 and Stage 2. As well as demonstrating the ability to instruct and guide a student, the teacher trainee is being assisted to self-regulate the use of themselves. In particular, the trainee should be assisted to differentiate performance of their role teaching from self-worth. The gathering and acceptance of feedback, as well as the use of self-reflection for improvement, allows the trainee to recognise that instruction is a continually improving activity.

Outcome: By the end of this module the teacher trainee will use feedback and self-reflection as a means of improving their instructional abilities.

Volume of Learning:
The nominal hours for this unit are 100 to 200 hours.

Elements	Performance Criteria
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
Gathers information about pupil's use and functioning	1. Speaks with pupil to gather information. 2. Uses sensory information to make an accurate diagnosis of pupil's functioning. 3. Uses hands on and verbal instruction to provide pupil with non-doing change in functioning. 4. Uses verbal instruction to elicit new means whereby an end can be gained. 5. Accepts feedback from an AATT as a reflection of performance not as a statement of self-value. Self-reflects on feedback, afterwards, and considers points for improvement.
Self-regulates own directed coordination while providing instruction to an individual	6. Uses inhibition to prevent end-gaining and habit driving hands onto pupil. 7. Exhibits elastic tonus and coordinated movements while instructing and guiding pupil. 8. Accepts feedback from student. Self-reflects on feedback and considers points for improvement.
Maintains own directed coordination while providing verbal and hands on guidance to a group	9. Is able to display an Alexander process in their own functioning while presenting to a group. 10. Gives each group member a hands-on experience while maintaining the integrity of own use and functioning 11. Demonstrates use and mis-use patterns to instruct a group while maintaining the integrity of own use and functioning.

	12. Elicits feedback from group. Self-reflects on feedback and considers points for improvement.
Uses hands-on guidance and verbal instruction to problem solve with a client	13. Demonstrates how teach a back pain sufferer.
	14. Demonstrates how to teach a pupil with knee, ankle or leg pain.
	15. Demonstrates how to teach pupils who have inappropriately high- muscle tension
	16. Demonstrates how to teach pupils demonstrating symptoms of stress, over-whelm or mental condition.
	17. Accepts feedback from an AATT as a reflection of performance not as a statement of self-value. Self-reflects on feedback and considers points for improvement.

Underpinning Knowledge and skills
For this module, providing a simulated or real workplace is an important underpinning. Trainee teachers should dress professionally and use appropriate language, tone and courtesy, as if they are teaching a real lesson. Creating a safe and inclusive work environment and maintaining a professional demeanour should be emphasised at this point in the trainee's training.

Implementation: The AUSTAT Approved Teacher Trainer (AATT) shall determine their own facilitation approach to each performance criteria. The AATT will determine if this module is used with members of the public, simulated pupils drawn from classmates or a combination of both.

Weighting and Clustering: AATT's should cover each performance criteria in their training, however they may use weighting to allocate more time to one module or element than another. Clustering allows the AATT to train more than one performance criteria at a time. The AATT can cluster from other units in this series. This module relates very strongly to Stage 1 & 2 Module 1.

Assessment Guide: Each criterion may be assessed by the AATT using a variety of assessment methods that are appropriate to their method of teaching.

AUSTAT Logbook: The AATT should sign and date a confirmation that items under Stage 3 Modules 3.1.1 to 3.1.17 have been satisfactorily completed by the Registered AUSTAT Teacher Trainee.

Stage 3 - Module 2 Teach individuals and group classes under supervision
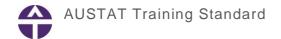
Description:
This module should take place in a real-work scenario. The AATT will ensure that members of the public are kept safe and that student lessons and workshops are clearly described as "student" and are priced accordingly. This module allows the teacher trainee to implement all of their learning within a real-world scenario, but still benefit from supervision. The teacher trainee is expected to deal with contingency, working with other teachers, meeting appointment times, handling payment and providing sequenced learning to the paying client.

Outcome: The teacher trainee uses feedback and self-reflection to consciously recognise their own strengths and weaknesses as an Alexander Teacher. In concert with their AATT, they apply continuing improvement and learning as an essential ingredient in all their teaching work.

Volume of Learning:

The nominal hours for this unit are 100 to 200 hours.

Elements	Performance Criteria
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1.Prepares to give individual lessons	1. Develops marketing and promotional methods to attract individuals to come to student clinic under supervision of AATT. 2. Prepares to give an introductory promotional presentation. 3. Organises a method to take bookings and/or payment. 4. Agrees on pricing with AATT

2. Gives an introductory presentation to general public (under supervision)	5. Develops a session plan that includes:
	  • an outcome that is specific, measurable, achievable, realistic and time-lined (SMART)
	  • a consideration of target audience
	  • a beginning, middle and end
	  • introductory activity/s
	6. Presents Introductory talk of at least 30 minutes to two or more people.
	7. Elicits feedback from AATT. Self-reflects on feedback and considers points for improvement.

3.Delivers student lessons (under supervision)	8. If possible, delivers a series of at least 10 individual lessons to 10 individuals. 9. Elicits feedback from AATT. Self-reflects on feedback and considers points for improvement.
4. Delivers a group workshop to at least five or more people.	10. If possible, delivers a group workshop on Alexander Technique lasting a minimum of two hours to a group of at least five people. 11. Elicits feedback from AATT. Self-reflects on feedback and considers points for improvement.

Underpinning Knowledge and skills	

Implementation: The AUSTAT Approved Teacher Trainer (AATT) shall determine their own facilitation approach to each performance criteria.

Weighting and Clustering: AATT's should cover each performance criteria in their training, however they may use weighting to allocate more time to one module or element than another. Clustering allows the AATT to train more than one performance criteria at a time. The AATT can cluster from other units in this series. This module relates very strongly to Stage 2 Module 2.

Assessment Guide: Each criteria may be assessed by the AATT using a variety of assessment methods that they feel applies to their method of teaching.

AUSTAT Logbook: The AATT should sign and date that items under Stage 2 Module 3.1-11 have been taught and satisfactorily completed by the Registered AUSTAT Teacher Trainee.

Stage 3- Module 3 Speak about Alexander Technique to groups of people from diverse backgrounds

Description: Professional Alexander Technique teachers are often called upon to provide workshops to the general public, to specific interest groups and to corporations. If possible, this module should be conducted within a real workplace or under simulated conditions. For the aspiring teacher, the ability to find work opportunities and follow through is a valuable skill. Two (2) core elements and two (2) electives are required to complete this Module.

Outcome: By the end of this module the teacher trainee will be able to speak to diverse people in companies, organisations and the media with confidence and in a way that develops work opportunities.
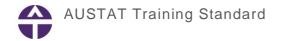
Volume of Learning:

The nominal hours for this unit are 40 to 100 hours.

Elements	Performance Criteria
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develops an Alexander workshop specifically for a specialist niche. **[core]**	1. Identifies target audience characteristics and interests 2. Determines outcome for workshop 3. Considers venue, ratio of teachers to participants, pricing formula taking into account expected number of participants, costs, required income. 4.Determines possible outcomes for participants. 5. Plans workshop including ice breakers, rapport building, demonstrations, games, teaching strategies and practicals. 6. Sequences workshop into specifically timed sessions. 7. Prepares handouts, PowerPoints or other teaching resources. 8. Plans method for gathering participant feedback
2. Designs a workshop proposal **[core]**	1. Identifies a company or organisation that offers opportunity for AT work. 2. Develops a compelling proposal that includes: • benefits for company

	- benefits for employees - number of sessions - costing - venue requirements - flexible formatting to allow for presenting solutions within complex organisations.	
3. Designs a funding proposal [elective]	1. Defines the project that requires funding. 2. Identifies funding sources. 3. Develops a costing schedule/business plan. 4. Identifies the "what's in it for me" (WIFM) for the funder. 5. Outlines how will the funded project will be administered. 6. Develops evaluation and feedback strategies.	
4. Plans for and undertakes a simulated or real media interview [elective]	1. Develops a press release with a lynchpin point of interest 2. Works in a group to develop sets of questions. 3. Prepares answers to question sets. 4. Undertakes a simulated radio interview (recorded) 5. Undertakes a simulated television interview (videoed) 6. Accepts feedback from colleagues. Uses recordings to self-evaluate and make note of possible improvements.	
5. How to create a mail list. [elective]	1. Looks at mail list software 2.Reasearches techniques for gathering emails 3. develops monthly newsletter ideas	
6. How to create a business website [elective]	1. Understands how a website works 2. Uses WordPress to design a simple website 3. Incorporates design ideas, templates, and site outcomes to develop website design 4. uses plug ins to extend website capability 5.	

Underpinning Knowledge and skills

Implementation: The AUSTAT Approved Teacher Trainer (AATT) shall determine their own facilitation approach to each performance criteria.

Weighting and Clustering: AATT's should cover each performance criteria in their training; however they may use weighting to allocate more time to one module or element than another. Clustering allows the AATT to train more than one performance criteria at a time. The AATT can cluster from other units in this series. This module relates very strongly to Stage 2 Module 2.

Assessment Guide: Each criterion may be assessed by the AATT using a variety of assessment methods that are appropriate to their method of teaching.

AUSTAT Logbook: The AATT should sign and date a confirmation that items under under Stage 3 Module 4 elements 3.11 to 3.1.6 have been satisfactorily completed by the Registered AUSTAT Teacher Trainee.

Stage3 - Module 4 Establish a professional identity

Description:

This module builds on the work of **Stage 2 Module 4**. There are four mandatory core elements to this Module. The Registered teacher-trainee must choose one more elective to complete this Module.

Outcome: By the end of this module the teacher trainee will be able to

Volume of Learning:

The nominal hours for this unit are 100-200 hours.

Elements	Performance Criteria
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1.Uses ongoing performance validation to self-reflect and improve their Alexander process **[core]**	1. Works with an experienced AUSTAT teacher member, who provides a **third party report** for the AATT and for the teacher trainee to append to their training log book.
2.Takes part in AUSTAT events, conferences and CPD **[core]**	2. Creates connections with Alexander colleagues through attendance at AUSTAT events.
3. Infection control within an Alexander Practice**[core]**	1. Uses the Chain model of infection to determine risk of infection within various common contexts. 2. Uses the chain model of infection to determine risk of infection occurring within an Alexander Teaching room. 3. Uses the chain model of infection to minimise risk of spread of infection within the Alexander teaching practice. 4. Client management to prevent the spread of infection.

4. Work Health and Safety **[core]**	1. Identifies hazards within an Alexander Technique teaching room. 2. Identifies hazards within a multi-modal natural therapies centre. 3. Uses the risk matrix to determine risk priorities. 4. Employs the hierarchy of control to eradicate, control and/or mitigate risk in the AT workplace. 5. Legislative duty of care versus civil duty of care. 6. Professional indemnity and liability insurance
5. Marketing Alexander Technique [elective]	1. Develops a marketing plan framed for a target client that states a value proposition and an needs/wants analysis 2. considers advertising spend versus return on investment(ROI) 3. Places a monetary value on each email address gathered. 4.Researches marketing techniques including the use of mail lists, social media and web site interactivity.
6. Client Management [elective]	1. creates client record management system including safeguards against hacking, privacy and confidentiality 2. establishes client outcomes and notes 3 records client details address, email, date of birth etc. 4. Develop a client management plan 5. Dealing with difficult and/or emotional clients 6. Transference, code of ethics, professional practice 7. Creating word of mouth. 8. Client evaluation and feedback.

Underpinning Knowledge and skills
Chain model of infection control.   Work Health and Safety Legislation in the state where they are training and its implementation in an Alexander Technique context.

Implementation: The AUSTAT Approved Teacher Trainer (AATT) shall determine their own facilitation approach to each performance criteria. Online courses can be used to facilitate some elements of this module.

Weighting and Clustering: AATT's should cover each performance criterion in their training; however, they may use weighting to allocate more time to one module or element

than another. Clustering allows the AATT to train more than one performance criteria at a time. The AATT can cluster from other units in this series. This module relates very strongly to Stage 2 Module 2.

Assessment Guide: Each criterion may be assessed by the AATT using a variety of assessment methods that are appropriate to their method of teaching.

AUSTAT Logbook: The AATT should sign and date a confirmation that items under Stage 3 Module 4 CORE elements (4) and 1ELECTIVE (1) have been satisfactorily completed by the Registered AUSTAT Teacher Trainee.

Part 2 Approved Teacher Trainers Standard

Standard for AUSTAT Approved Teacher Trainer (AATT) 2023

Description:

This AATT Standard describes basic criteria that allows AUSTAT committee members to determine a person's suitability to train Alexander Technique teachers. It also acts to inform potential applicants exactly what documentary evidence they will need to gather and submit to be successful.

The criteria established by this standard allows for an application process that is fully informed and that can be assessed impartially and fairly. This standard does not set down how to teach the Alexander Technique, how to interpret Alexander discoveries or how to represent Alexander Technique. AUSTAT has determined seven elements that describe activities that an AATT should undertake. Each element has criteria that act as indicators of performance and which allow AUSTAT to carry out its due diligence before approving a candidate.

Each applicant for AATT must provide documentary evidence against every element and against every individual criterion. When an applicant is unsuccessful, they will not need to re-submit evidence for items they have already demonstrated. They will only need to re-submit where they have not been successful in evidencing.

An AUSTAT Approved Teacher Trainer (AATT) carries the AUSTAT formal stamp of approval. They have demonstrated, to AUSTAT, that they are capable in providing consistent, reliable and accurate training in how to teach the Alexander Technique.

Requirements:

Applicants should have extensive experience teaching Alexander Technique in a range of contexts. They must have experience in training adults and some basic knowledge of adult learning theory. They should be able to demonstrate to the committee that they have communication skills and organisational skills. They must hold a current AUSTAT Assessors certificate.

As the AATT will be carrying the approval of AUSTAT, it is expected that they are fully aware of and abide by the AUSTAT Constitution and Code of Professional Conduct. The potential AATT should have had experience on an AUSTAT Committee, project, conference so that they can advocate for AUSTAT within their training as the peak professional body within Australia.

Elements	Performance Criteria	Explanatory notes
1. Prepares and Designs Teacher Training	1.1 Uses **AUSTAT Training Standard** as a guideline for development of training course. 1.2 Develops a unique course syllabus, based on the standard, to meet their target learner audience. 1.3 Develops specific resources necessary for training projected number of trainees. 1.4 Creates a business & marketing plan for the training. 1.5 Creates a Work Health and Safety Plan for the training (including psychological health) 1.6 Develops a conflict response and resolution procedure 1.7 Develops gender equity and non-discrimination procedure 1.8 Determines levels of risk [to provision of continuity of training, physical injury, RSI, manual handling etc] involved with training and controls or mitigates that risk in a methodical way. 1.9 Develops a student management plan.	Resources means aids to teaching such as anatomical models, software, references, books, furniture and so on.
2. Delivers Alexander Technique Teacher Training to Adults over an extended period of time	2.1 Establishes learning outcomes for teacher trainees at each stage of their training. 2.2 Uses a balance of teaching methods to deliver both skills and knowledge. 2.3 Demonstrates teaching strategies. informed by an adult learning theory. 2.4 Allows opportunities for self-directed learning, referencing of existing learner	Balanced teaching methods would include, one to one learning, group instruction, research projects, presentations, demonstrations and so on. Adult learning theories by Bloom, Knowles, Dewey and others

	knowledge & experience, engagement in problem-solving tasks. 2.5 Demonstrates functional knowledge of AT principles. 2.6 Provides leadership and guidance in how to work effectively with general public in an AT practice. 2.7 Uses problem solving and people skills to assist learners to overcome barriers to learning. 2.8 Contextualises learning into Alexander workplace contexts with case studies, demonstrations and hypotheticals. 2.9 Provides regular opportunities for learners to present Alexander experiences, ideas and research to small groups. 2.10 Sequences the instruction of Alexander manual and physical guidance, in a safe and inclusive way, with a high level of demonstration, explanation and practical exploration. 2.11 Uses hands on procedures and Alexander principles in activities.	
3. Organises and manages diverse Alexander Technique experiences	3.1 Provides regular opportunities for trainee teachers to experience work with Senior AUSTAT teachers. 3.2 Initiates trainee teacher involvement in AUSTAT workshops, CPD, conferences etc. 3.3 Uses members of the general public, where possible, to demonstrate how to give a first lesson, how to work with particular issues, how to overcome barriers to learning, how to contextualise	

	Alexander information, how to work with chronic and ongoing misuse etc. 3.4 Provides opportunity for teacher trainee learning of other modalities to enhance their development as a teacher.	
4. Uses learner feedback and self-evaluation to develop as a master teacher trainer	4.1. Gathers learner feedback at regular intervals over the course of training. 4.2. Evaluates feedback and makes changes where appropriate 4.3. Seeks feedback from Alexander colleagues 4.4. Self-reflects on own performance 4.5. Engages in CPD, reading, research and presentations to maintain their currency.	
5. Uses assessment planning and methodology to assist the learner with regular performance feedback	5.1 Plans Assessment activities to provide formative and summative assessment opportunities for trainee teachers. 5.2 Implements assessments using the Principles of Assessment and Rules of Evidence. 5.3 Ensures that teacher trainees are fully informed of the nature of their assessment , agree to be assessed at that time, and are not advantaged or disadvantaged in any way. 5.4 Uses a variety of assessment methods to determine teacher trainee performance. 5.5 Provides feedback to each teacher trainee on their assessment performance 5.6 Plans for Recognition of Prior learning and recognition of current competency claims from potential teacher trainees	

6. Maintains detailed teacher trainee records.	6.1. Registers each teacher trainee with AUSTAT Training Assessment Standing Committee. 6.2. Maintains a detailed record for each teacher trainee, including start dates, attendance records etc. 6.3. Cooperates and assists the Registered Teacher Trainee to sign off their AUSTAT Teacher Training Logbook 6.4. Maintains a detailed record of assessment used for each student. 6.5. Maintains confidentiality of all records. 6.6. Holds training records for at least 10 years.	
7. Promotes AUSTAT events and activities	7.1. Maintains AUSTAT Membership 7.2. Only trains AUSTAT Registered Teacher Trainees 7.3. Participates as a lecturer, speaker, trainer at AUSTAT CPD events. 7.4. Stays up to date with AUSTAT Assessors qualification.	