Kelowna Feldenkrais® Teacher Training

2021 - 2024

Sponsored by Learning Matters Ltd.

Feldenkrais Method®

Accredited by the *Feldenkrais Guild*® of North America

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Notice

In certain countries, states, provinces, or local jurisdictions, the professional practice of the **Feldenkrais Method™** may be subject to licensing laws that set forth requirements in addition to graduation from a Guild accredited training program. We make no attempt to provide additional coursework that may be required for any licensing, apart from that related to learning the Feldenkrais Method. Trainees are solely responsible for meeting any such requirements and acquiring and maintaining such licenses.

In Canada, the following are registered service marks or certification marks of the Feldenkrais Guild of North America: Feldenkrais®, Functional Integration®, and Awareness Through Movement®. The following are trademarks, service marks or certification marks of the Feldenkrais Guild of North America: ATM™ , FI™ , Guild Certified Feldenkrais Teacher™ , Guild Certified Feldenkrais Practitioner™ , Feldenkrais™ , and Feldenkrais Method™ .

Letter of Introduction

Dear prospective Feldenkrais trainee,

The Kelowna **Feldenkrais**® Teacher Training Program is an extraordinary opportunity for both personal transformation and professional development. We will do our very best to provide an educational environment that is supportive of your learning, as well as prepare you to teach the **Feldenkrais Method** of somatic education.

In this environment you will experience the joy to be found in learning. You will discover the educational ingredients necessary for fostering learning in yourself and others. Furthermore, this process will occur through the most intimate process imaginable: direct experience. For example, you will learn functional anatomy and kinesiology from the inside out, through your own movement. You will learn to recognize your own habits of action and how they form, as well as the development of your self-image. Learning the **Feldenkrais Method** will involve acquiring new behaviours and choices that will enrich your life as well as challenge you.

Fundamentally, this program is about learning how to learn and learning how to move through life with greater freedom. Secondarily, it will teach you to work with people so they, as well, can move more freely in life.

Students in Feldenkrais trainings come from many walks of life—that is, from health care, the arts, science, law, business, education, parenting, and more. Many of you will want to blend the Feldenkrais Method with your field of expertise, while others will use this training to begin a new professional life. Whatever your motivation, you will benefit greatly—both personally and professionally— from this training. You will also meet and make lifelong friends.

Training in the Feldenkrais Method is a rich experience full of discovery, adventure, and challenge. Making this commitment will require a huge investment in yourself, growth, time, and money. And after completing the training, you will enter an arena that is still relatively young and making its place in the world.

Please feel free to contact any of the staff with any questions you have. If possible, it would be good to meet you in person before the training starts. Several preliminary workshops will also be held to give you a taste of the training experience. I highly recommend you attend.

I look forward to meeting you and reading your applications.

Sincerely,

Julie Peck, Educational Director
and the staff: Gisele St Hilaire Assistant Trainer, Alice Friedman Assistant Trainer, Sandra Bradshaw Administrator and Rob Black, all things digital.

About the Feldenkrais Method

The Feldenkrais Method of Somatic Education, was developed over 40 years of study by Dr. Moshe Feldenkrais, physicist, engineer, martial arts master and life-long learner. It is a revolutionary approach to understanding and improving human functioning, and is grounded in anatomy, physiology, physics and a deep understanding of movement and human development.

The Feldenkrais Method is fundamentally about rediscovering and refining our innate ability to learn. It offers a unique and comprehensive way to examine and change habitual patterns. When participating in a lesson, you learn from your own unique ways of moving. As you become more aware of how you sense, act, think and feel, you gain a greater range of ease and skill. With the Feldenkrais Method you empower yourself by asking and learning how to answer two simple questions: What am I doing? Is there a better way to do this?

The Feldenkrais Method has two formats: **Awareness Through Movement**® (ATM™) and **Functional Integration**® (FI™) It is the practitioner's role, in each of these formats to create an environment conducive to your learning. They do this through asking questions verbally, and/or with touch to facilitate your ability to focus, be curious about and sense yourself, and create new patterns.

Awareness Through Movement

In Awareness Through Movement, the Feldenkrais teacher gives instructions verbally, generally to a group of people lying or sitting on the floor. Each lesson contains highly sophisticated movement sequences that enable students to create new movement skills or improve existing ones. The lessons gradually evolve from early developmental movements into highly complex human skills. Over time the individual discovers an increasing ease of forming intentions and acting upon them—what seemed impossible often becomes possible.

The process is gradual and supportive to ensure successful learning. Eventually, the lessons can be done alone, gradually building self-sufficiency and independence. ATM lessons are fun to do, instill a feeling of well-being, and are always new.

Functional Integration (FI)

In Functional Integration the Feldenkrais teacher creates a movement lesson custom-tailored to the unique needs of each person. Teachers use their hands and give verbal clues the student, who is most often lying on a low Feldenkrais table. This communication enables students to experience and learn new sensory configurations and motor organization. They then learn to recreate these new sensory and motor patterns for themselves, thus giving them more freedom of choice and action.

This is not a curative process. The purpose of touch is to communicate movement so that after the lesson students can do a new movement or an old movement with more ease and greater awareness. FI lessons are an intimate, and often delightful, process of self-discovery.

Training Standards

This program is a minimum of 800 hours long. After 400 hours of training, and passing an Awareness Through Movement teaching practicum, the trainee is eligible for authorization to teach Awareness Through Movement as a student teacher. With the completion of the remaining 400 hours and passing the Functional Integration Practicum the trainee is then eligible to become certified to teach both Awareness Through Movement and Functional Integration. Trainees graduating from a program taught at this standard may be accepted members of the Feldenkrais Guild of North America and as teachers throughout the world.

The Kelowna Feldenkrais Teacher Training Program meets or exceeds these International Training Accreditation Guidelines.

Training Protocol

The **Kelowna Feldenkrais Teacher Training Program** is structured as one integrated gestalt over three and one-half years (over 800 hours) in which trainees gradually acquire the knowledge of how movement and function are formed and organized. More specifically, trainees become aware of their own movement, become observers of movement in others, and learn how to teach other people to enlarge their awareness and movement skills. This knowledge, combined with highly trained and sensitive hands, forms the basis from which trainees can develop professional Feldenkrais practices.

Understanding Feldenkrais work requires learning from the inside out in order to understand how human beings learn. As a result, formal Feldenkrais training differs from academic education in that the trainee is involved in a continuous experiential movement process. Conceptual information is introduced while the trainee is engaged in a pertinent, associated movement process rather than presented as independent courses. For example, while learning to do a movement of early childhood, students receive lectures in developmental neurology that address the experiential aspects from a theoretical point of view.

Trainees participate in Awareness Through Movement and Functional Integration lessons, lectures, discussions, group process, and videos of Dr. Feldenkrais teaching, as well as seminars with visiting teachers. Eventually, students teach Awareness Through Movement and Functional Integration under supervision.

Continuing Professional Development

Having spent hundreds of hours studying a vast repertoire of movements during their training, Feldenkrais training graduates have the foundation necessary for recognizing the finest details in movement patterns, as well as understanding the complex psychological, biological, and neurological components of the learning process. But since the variety of human movements is

infinite, graduation from a training program is the beginning—not final—step in becoming an effective Feldenkrais teacher. A Feldenkrais teacher can count on a demanding, yet profoundly rewarding, journey of personal and professional development.

About the Kelowna Feldenkrais Teacher Training

The Kelowna Feldenkrais Teacher Training program imparts the spirit of Dr. Feldenkrais' curiosity, as well as a deep interest in how we function. Through a variety of experiences, students will develop an understanding of the essential issues of life and learn strategies to optimize their personal and professional growth.

With these ideas at the forefront of the training:

- Graduates of this program will be competent in all aspects of the Feldenkrais Method. They will act as ethical and professional members of the Feldenkrais community and wider communities, and to be able to continue a lifetime of learning and development in the Feldenkrais Method.
- Graduates will be prepared to establish a practice in the Method and continue their learning independently on an ongoing basis and be able to act in a professional and ethical manner.

The Kelowna Feldenkrais Teacher Training program is accredited by the Feldenkrais Guild of North America and meets or exceeds its International Standard of accreditation. Graduates of this program will be eligible to become a **Guild Certified Feldenkrais Teacher™** or **Guild Certified Feldenkrais Practitioner™** , able to teach and practice Awareness Through Movement and Functional Integration, and eligible to use the Feldenkrais-related service marks and logo, as long as they comply with the certification and membership requirements of the Guild.

The training will consist of 32 weeks (5 hours per day, 5 days a week) of training in the Feldenkrais Method in 14 segments from

June 2020 through November 2023 for a total of 800 hours of training. To ensure continuity and ample integration time, each year will be divided into segments. Twenty-five to fifty trainees are expected.

The Training Plan

The training is 3 $^{1}/_{2}$ years in length, 8 weeks per training year, with each year having a special theme. The training is divided into 2 to 4-week segments spread over the year. Initially the segments are longer, allowing trainees time to integrate the new approach. During the last two years of the training, the segments are shorter and closer together for trainees to have access to the knowledge and skills of the training staff on a more frequent basis. This way the trainees have time to practice what they have learned during breaks and refine what they've learned during in-class time.

People in the training could be called "students", but we prefer to call then "trainees".

The "How" of Learning

The teaching team brings a thorough knowledge of the Feldenkrais Method, plus extensive experience in its application and practice and a commitment to providing a seamless, yet diverse learning experience.

Experiencing Dr. Feldenkrais' Teaching: Dr. Feldenkrais was recorded at the training in Amherst. In the training, trainees will participate in some of these lectures, FI lessons and ATMs, to expose them to Moshe's unique way of teaching, as well as to give them a connection with the man himself. This will be an important part of their learning process, especially in terms of them continuing to use these resources both between segments and later as a resource for continued learning as a practitioner.

Experiencing and Understanding Awareness Through Movement lessons: Trainees will experience the Method through participation in Awareness Through Movement (ATM)

lessons and their reflection on their own and others' response to it. Discussion will include lessons that is appropriate to various audiences and how to differentiate between them.

Experiencing and Understanding Functional Integration (FI): Trainees will receive a minimum of 12 FI lessons as well as the opportunity to view the FI lessons that Dr. Feldenkrais gave in Amherst. Trainees will also observe FI demonstrations, wherever possible in small groups with commentary from the faculty member giving the lesson. These lessons will be given to both members of the student cohort and the general public, demonstrating both basic principles and the diversity of application.

The Process of Learning

Trainees will be given 'lectures' and presentations on various theoretical aspects of the work and related topics by the educational staff and visiting guests where appropriate. In addition, trainees will:

- discuss their experiences and tackle problem solving tasks in small groups.
- engage in a variety of practical activities designed to develop handling and FI skills.
- practice the various skills required in preparing and delivering ATM lessons, initially among themselves, and then with members of the public. This will continue throughout the 4 years of the training.
- practice giving FI to each other and to members of the general public.
- hear about different applications of the work from (invited) visiting practitioners.
- give presentations to the group to enable them to develop presentation skills needed to present to the public.

Between-Segment Learning and Integration.

Trainees will be given learning activities to complete between the segments. These activities will be directed to where they are in the learning process at that time. For example, trainees will participate in physical and on-line study groups to continue their learning process between the face-to-face components of the program with the support of a designated member of the educational team. This will develop a collaborative approach and establishes the basis for on-going peer learning after the completion of the training program. Trainees will be encouraged to visit practitioners in the community and observe them at work.

Learning Profiling

Trainees will be supported in periodically profiling their own learning progress. The FGNA Feldenkrais Practitioner Profile will be used as a guide for this. Students will have the opportunity to discuss this process with their designated staff member or the Educational director to explore ways of optimally meeting the specific learning needs of that student.

Personal Functional Integration Lessons

The Educational Director will give each trainee at least one, preferably 2 lessons, over the four years, and they will have another with a visiting trainer. The rest will be by assistants or experienced practitioners.

Functional Integration (FI) lessons will generally be given outside class time and the students will be encouraged to watch them.

Trainees will also be encouraged to have extra FIs with practitioners in their local community between segments.

Skills and Knowledge Objectives:

Upon Completion of the training students will:

Appreciate the complexity of:

- Touch
- Attention and Awareness
- Language, both verbal and nonverbal
- Learning
- The Feldenkrais Method

Be skilled in:

- Teaching ATM and giving appropriate and effective lessons.
- Giving appropriate and effective FI lessons.
- Articulating the basic ideas of the Method.
- Creating and maintaining a learning environment for both themselves and their students/clients.
- Engaging, disengaging, re-engaging in a learning process.
- Developing good self-use: Self-regulation, self-motivation, self-awareness and self-maintenance.
- Using of Touch for communication.
- Using Language for communication.
- Distinguishing visually and kinesthetically the changes in mobility, tone, quality of movement, skeletal connection, and relationship between parts and the whole.
- Assessing what a pupil wants, needs, can accept and use.
- Using functional task analysis.
- Knowing the benefits of self-reflection and using it as a tool during ATM and FI sessions.
- Developing frameworks for observation.
- Learning skills and language useful for marketplace communication.

- Learning skills and language for professional communication.

Have ongoing strategies for the development of:

- Ethics
- Professional behaviour
- Contextualization and refinement of FI and ATM
- Individual, group and peer learning
- Metacognitive processes
- Lifelong learning and being an ‘active’ learner

Embody:

- ATM lessons – both as a learning process and as a functional organizational modality
- Movement of attention
- Principles of "*Learning to Learn*"
- Self-organization in both ATM & FI
- Anatomy and biomechanics of movement
- Self-use, self-regulation, self-motivation, self-awareness and self-maintenance
- Theoretical concepts of the Feldenkrais Method

Know:

- A library of ATM lessons and sources
- FI templates/structures
- Principles of Learning to Learn
- Feldenkrais learning strategies
- Feldenkrais’ notion of “ideal” organization
- Different types of touch and when to utilize them
- Rest and its uses/importance to learning
- Language and its use in FM
- Method boundaries - clarity of our professional role
- Contra-indications/pathology

Understand:

- The functional similarities of ATM and FI
- ATM lessons and FI lessons
- Functional organization
- Self-image
- Relationship to both self and the environment
- Timing, orientation, manipulation
- Touch
- Continual assessment and reassessment
- Rest
- Components of action – thinking, feeling, sensing and moving
- Basic biomechanics/anatomy
- Human motor development
- Motor control theory
- Learning Models and Styles
- Multiple perspectives
- Choice and options
- Market places
- Boundaries
- Ethics
- Professional behaviour

Facilities

All training segments will be held at Royal Anne Hotel 348 Bernard Ave Kelowna B.C., or some other suitable site. Included is the possibility of one or more segments being held in a retreat or residential setting.

Administration

The following will be responsible for the educational development and administration of the Kelowna training:

Julie Peck, Educational Director, develops the educational format, which she will coordinate with the teaching faculty. Julie has taught in more than 20 international trainings.

Sandra Bradshaw and **Alice Friedman**, M.A., R. Psych., training organizers, will handle the organization and administrative aspects of the training and Sandra will act as the on-site continuity person.

Alice graduated from her Feldenkrais training in 1987 and has been an assistant trainer in numerous trainings throughout North America since 1997. Alice lives on Salt Spring Island, B.C., and has a private practice there and in Victoria. This is the third program she has helped organize.

Sandra Bradshaw has had her own practice in Kelowna, British Columbia since 1999. She is a driving force in the creation and organization of this training and will be present all the time.

Gisele St Hilaire, will be the full time assistant trainer and coordinate continuity of the program with the visiting trainers.

Rob Black, BA, MSc, is a great administrative support to the entire Kelowna Feldenkrais Practitioner Training team and to the Feldenkrais World at large. Once systems analyst and also a personal/career counsellor at a college in Alberta, Rob is a long-time practitioner whose wisdom, passion and more come to the fore in all he does.

Julie, Sandra, Alice, Gisele and Rob are Guild Certified Feldenkrais Practitioners.

Kelowna Feldenkrais Training Faculty

Julie Peck Educational Director:

Julie writes,

"I am really looking forward to being part of your learning journey in the Feldenkrais Method and opening the possibilities for what it can bring to, and enhance in, all parts of your life. And through that process, extending it out to how we can share this work with others.

We have a wonderful team and we are collaborating to create a great learning environment for you all throughout your journey. It's a wonderful adventure and I look forward to sharing it with you and continuing my learning journey with you all."

Julie's Background

Julie, having a background in physiotherapy, graduated from the Sydney Feldenkrais training in 1990, became an accredited Feldenkrais trainer in 2003. Her private practice (where she works with a wide range of clients), teaching in numerous trainings and advanced trainings, and sharing learning experiences with colleagues, clients and students are the main sources of her continual learning. She has found her journey in the Feldenkrais Method over the last 25 years has enhanced and refined her abilities in innumerable ways, particularly in stimulating her ability to direct her own discoveries and learning, and to share this with others.

Deborah Bowes Trainer

Deborah is known for her clarity and depth of clinical experience gained from over 25 years of teaching in private practice, schools, hospitals and clinics. She holds a Doctorate in Physical Therapy and cofounded the Feldenkrais Center for Movement Education in San Francisco where she maintains an active private practice teaching the Feldenkrais Method to adults and children. She has taught widely in Feldenkrais training programs since 1993 and is

currently Director of Somatics at the Delayed Recovery Center in the Occupational Health Clinic of Kaiser Permanente Medical Center in San Francisco.

Jeff Haller, Trainer

A student of Dr. Feldenkrais at the Amherst training which finished in 1983, Jeff developed a vigorous private practice. From 1993 to the present day his primary focus has been to train Feldenkrais Method teachers. In the following years, he developed and refined his skills, traveling and working in Feldenkrais training programs, while building an extensive private practice in Bend, Oregon and Seattle, Washington. Jeff has taught in Feldenkrais trainings worldwide and is known for his precision in teaching. Most recently he has spearheaded the development of innovative training processes for both new students and graduates.

Alan S. Questel, Trainer

Alan is known for his clarity, creativity and down to earth style of teaching. He brings a depth of understanding, humour and a gentle human perspective to the learning of the Method and creates lively conditions for learning.

Trained by Dr. Feldenkrais (Amherst 1983), Alan has lectured and taught at hospitals, colleges and Feldenkrais Professional Training Programs throughout the U.S., Mexico, Australia, New Zealand, Europe, Japan and Canada, teaching people from all walks of life. He is also the creator of the DVD program 'Pregnant Pauses-Movement for Moms' and has produced 16 CD sets of public workshops in the Feldenkrais Method. Alan makes his home in Santa Fe, New Mexico. He has directed and co-directed 17 training programs in Bronxville, New York; Marin and Sonoma Counties, California; Brisbane, Adelaide, Melbourne and Perth, Australia; Phoenix, Arizona; Malmo, Sweden; Cali, Columbia; Santa Fe, New Mexico.

Arlyn Zones, Trainer

Arlyn studied acting, voice and mime and taught Movement for Actors prior to her involvement with the Feldenkrais Method. She began studying the Feldenkrais Method in 1977 and graduated from Dr. Feldenkrais' US Training Program in 1983. She became

an Assistant Trainer in 1988 and a Feldenkrais Trainer in 1994. Arlyn has taught extensively in Australia, the United States, Canada, and Europe in over 100 Feldenkrais Professional Training Programs worldwide. She has also directed her own training programs in Amsterdam, Berkeley, and Toronto.

Assistant Trainers

Gisèle St. Hilaire, Full time Assistant Trainer

Gisèle writes, "I've been practicing the Feldenkrais Method since 2001. Although I have an extensive background as a physiotherapist, I currently work exclusively in my Feldenkrais practice. I am very much looking forward to the Kelowna training because I LOVE to learn, and I LOVE participating in others "a-ha" moments of learning. I want to bring my own level of expertise in this method to a higher level, and I love to have fun while doing so. "

Alice Friedman, Assistant Trainer

Alice, a very experienced Feldenkrais practitioner and Assistant Trainer, she has organized two previous Canadian Feldenkrais trainings and has been an Assistant Trainer in many trainings in Canada and the United States since 1995. She has a background as a dancer and is also a Registered Psychologist in BC. She lives on Salt Spring Island where she and her husband built their own home and gardens.

Overall Educational Plan

Year One: Embodied Learning

The primary theme for the first year is Embodied Learning.

The ATM sequences taught in the Amherst training provides a framework for learning from phenomenological and sensorimotor experience. Trainees will encounter and develop the building blocks of learning skills: concepts of attention leading to discrimination and awareness, self-direction and self-referencing, and problem solving. They will explore the relationships between action, inaction, quality of movement and rest.

Through immersion in Awareness Through Movement lessons they will learn about the fundamentals of sensation, perception and action, and begin their understanding of the structure of ATM.

Through presentations, small group and individual reflective activities they will develop the foundations of internal and external observation and an appreciation of dynamic anatomy and the structures of movement.

Trainees will view videotapes of Moshe's lectures, do ATM lessons directly from Amherst, and begin to see him working with clients. They will discuss their observations and understandings of his work. The Amherst ATM lessons will be spread throughout the four years of the training. Lessons from Alexander Yanai, San Francisco and other sources will supplement and further develop the themes presented in the Amherst lessons.

Trainees will be introduced to the basic ideas and language of the Feldenkrais Method and the concepts of self-use.

They will begin to explore distinctions in feeling comfortable being with someone in a one-to-one interaction, both in observing someone and then in touching them to 'go along for the ride'; in facilitating their partners ability to 'listen to themselves in movement', and to gradually feel they can begin to facilitate movement in another.

The book **Awareness Through Movement** by Moshe Feldenkrais will be the required text for the year. A chapter will form the basis of an activity session each week. They will also be introduced to the ideas of Guy Claxton and the attributes of lifelong learners.

FGNA Feldenkrais Practitioner Profile (FPP)

Segment one will introduce students in the training to the FPP and the personal profiling processes to be used throughout the program. This is part of the attributes of lifelong learners and the students will develop their own competency portfolios as a part of their development of their individual study plans.

The educational team will use the FGNA Feldenkrais Practitioner Profile (FPP) throughout the training as a guide to delivering a process that enables the students to feel competent to practice as a Feldenkrais Practitioner at the end of their training. Use of the FPP will be adapted to what is relevant in each year of the training program.

- Learner Portfolio Development: Trainees will be guided in developing their personal learning and by the end of the training their professional portfolio will reflect their learning, skills and knowledge, and will be a source of information for them as they develop their practices after the training.
- Giving and receiving feedback: Trainees will be instructed in the use of processes for giving and receiving feedback, which will inform their self-assessment, and refine their abilities to observe, question and give and receive feedback.

Year Two: Learning to facilitate embodied learning in others via language

The primary theme for the second year is learning to facilitate embodied learning in others via language and verbal communication.

We move towards socializing the internal processes of Year 1.

This theme is supported with a developing understanding of learning theory, language and communication skills, and functional task analysis. Their focus expands from self-awareness to awareness and observation of others. The conditions required for creating a learning environment will be explored and developed.

As the trainees learn to become teachers of the Method, they will deconstruct and discuss the lessons from the perspectives of both the function/biomechanics of the lesson, and the learning strategies and structures within lessons. They will have opportunities to observe differing styles of teaching ATMs, and how this can vary on the participants and their needs. Vocal and languaging skills will be developed along with the observational and relationship skills needed to facilitate the learning. Through discussion and reflection trainees are guided to an understanding of which lessons are appropriate for beginner classes and specific interest groups. The conditions required for creating and maintaining a learning environment will be explored and developed, especially within the context of ATM.

Trainees will begin to explore orientation, movement sequences and the relationships of parts as they continue developing their hands-on skills. Many of these movement sequences will be based on the experience of having explored them in an ATM first. They will work with many different people to enhance their appreciation of the range of 'normal' human beings. They will also begin to refine their touch; their awareness of the influence of their self-use on their touch, the 'global' pattern of the movement they are exploring, and the ability to adapt to the needs of the individual.

The Amherst Training will continue to be the basis for much of the material this year with Alexander Yanai, San Francisco and Esalen filling in the remainder.

Trainees will continue to utilize the FPP profile, relevant to their abilities in Year 2, and develop their portfolios and learning plans. They will also use the processes for formative assessment built into the FPP to refine their abilities to observe, question and give and receive feedback.

By the completion of the second year of the training, trainees will have a good sense of both the learning and organizational strategies inherent in ATM lessons, the skills required to select, prepare and teach them, and the elements of creating a learning environment. Trainees will be strongly encouraged and supported in beginning to teach ATM classes throughout the remainder of the training.

With the recommendation of the Educational Director, trainees will be eligible to apply to FGNA to teach Awareness Through Movement to the general public.

Parts of **The Elusive Obvious** will be the main text for the year. Trainees will continue to observe DVDs from Amherst.

ATM Practicum

The trainees will teach ATM under supervision with the public, with individual feedback on two occasions. Trainees will have the opportunity to practice specific aspects of their teaching; and receive general and specific feedback from their peers and the observing teacher.

Year Three: Facilitating embodied learning via touch as communication

The primary theme in Year 3 is facilitating embodied learning via touch as communication.

The primary theme is supported by exploration of the concepts of the 'Ideal'; the use and understanding of different Feldenkrais movement strategies, for example, constraint, proximal/distal, facilitation, differentiation, integration etc.; different ways of languaging; continuing movement observation; and refining, clarifying and enhancing their ability to utilize touch as the major communication tool. The elements of creating a learning environment will continue to be expanded and clarified.

The trainees now begin to build on their experience of teaching ATM to understand the continuum into FI. They will further refine and personalize their touch as they explore, question, evaluate and

direct the process of the student. Observation skills expand further to be able to include kinesthetic input to attend to an individual person. Skills will specifically include interviewing clients and assessing what they want, need, can accept and use - this will provide a model for them to be able to continually assess, monitor, and reassess how the lesson develops.

The trainees will watch videos of Moshe giving FI. Practice activities will be developed from these.

Trainers will also provide some basic lessons as a basis for understanding the structure of a lesson and developing skills in creating original ones. The students will experience FI demonstrations, guided FI practices, and situations that invite problem solving.

We will also set up 'out of class time' (at the end of the training day or on a weekend) for the students to practice FI with both their fellow trainees and members of the public, with a member of the teaching team being available for supervision.

As students begin to teach ATM outside the program more complex Awareness Through Movement lessons will be presented. We will continue to provide forums for questions, discussions and exercises oriented to their growth in this area.

The ATM's will continue to be drawn from Amherst, Alexander Yanai, San Francisco and Esalen, and other sources as appropriate.

The FPP will continue to be used to direct their self-learning and monitor and reflect on their progress.

Year 3 Practicum

In two of the segments of Year 3, the trainees will give lessons to people from the general public. The teachers will be in the room as a support and for general feedback. Each student will also have a partner who observes their lesson, gives support and feedback.

Year Four: the Professionalization of Skills and the Integration of ATM and FI

The primary theme for Year 4 is the professionalization of skills and the integration of ATM and FI – packaging the parts into a whole.

This is supported with the ongoing understanding in both the skills and knowledge of the concepts inherent in the Feldenkrais Method, also the importance of professional boundaries, ethics, and contraindications for the work. The relevance and importance of lifelong learning for ourselves – understanding ourselves as learners, creating a learning environment for both ourselves and others, appreciating our strengths and weaknesses, being a 'learning coach', and finding more clearly how to take 'our intention into action' will continue to be clarified and consolidated throughout this final year.

Trainees will observe a series of FI lessons with the same person – this may be through observing a series of lessons from the Amherst FI series, or with a member/s of the teaching team working with members of the public. The ideas for developing a series of lessons are developed at this time.

They will continue to refine their skills in both the hands on and conceptual thinking required for effective FI. They will practice translating some of the typical presenting requests and issues into functional lessons and retranslating these to satisfy the expectations of the pupil.

Trainees will have the opportunity to work with the teachers in one-on-one tutorial. In this context, the trainee will bring questions, challenges and difficulties in order to practice them with the trainer/assistant trainer giving feedback and suggestions on quality of touch, intention, thinking and self-use. They will also be able to discuss/get feedback from one of the teachers on a videoed lesson (or series of lessons) give lessons to a member of the public.

We will continue to set up 'out of class time' (at the end of the

training day or on a weekend) for the students to practice FI with both their fellow trainees and members of the public, with a member of the teaching team being available for supervision.

ATM teaching will continue to be addressed with discussions on what questions are being evoked from their ATM teaching experiences and the opportunity to present an ATM to the class with relevant feedback from both the students and teaching staff.

In the last segment trainees will be given the opportunity to work in small groups with one of the teaching team on specific topics that they are interested in. These will provide more specific support so the individual needs of the trainees can be addressed. The trainees' personal portfolios and inclusion of on-going learning plans and mentoring relationships will help determine what topics will be presented by the teaching team.

Trainees who demonstrate competence in the basic skills for the teaching of ATM, giving FI, behaving in a professional and ethical manner and managing their ongoing learning and development will graduate as Practitioners of the Feldenkrais Method.

FI Practicum

The trainees will have two opportunities to practice working with an unfamiliar, non-Feldenkrais trained person. They will continue to receive feedback/support from a 'buddy' during these sessions. Teaching staff will be present and give both general (to the group) and specific (individual) feedback directed towards the trainees ongoing learning.

Learning Activities and Online Learning Between Segments

This will be a large component of the teaching and learning practice in the training. Through these activities the trainees will be encouraged to actively participate in their own learning between the training segments.

Between each segment the trainees will be given both specific and general activities to continue to foster their learning. Some of these will be compulsory, while others will guide the trainee in

their own process of providing themselves opportunities for self-directed learning. The activities will cover all aspects of the training – their personal ATM practice, the development of their abilities as learners, the teaching of ATM, and the practice of FI. Some activities will require collaboration with their fellow trainees, and others will require more individual direction.

Trainees will be organized into small groups to support each other during the training year. If possible, these groups will be locally based to allow the trainees to meet each other to discuss their learning and practice their skills, however should this not be possible, there will be on-line meetings.

Regular on-line meetings will be held with a member of the teaching team and small groups of trainees to discuss their learning in these activities. These meetings will be monthly when trainees are not engaged in 'live' teaching at the training.

Training Library

Trainees will be given access to the training material for ease of review between segments.

Materials and Equipment

The training will make use of the extensive video library of Moshe Feldenkrais teaching, demonstrating, and lecturing. As trainees are expected to acquire a thorough knowledge of his written works, they are encouraged to read and purchase Dr. Feldenkrais' books and articles (estimated cost $200–$300), which are available from several on-line resources. A supplemental bibliography and recommended reading list will also be provided, some of which may be available from our library.

During each segment, some related materials and equipment (Feldenkrais tables and stools, rollers, and foam pillows) will be provided for demonstration purposes and will be available to trainees when not in use by the training staff and practitioners. Trainees are encouraged to bring their own tables and stools in the third and fourth years.

Estimated costs of recommended equipment:

- skeleton ($1000)
- Feldenkrais table ($750–$900)
- stool, rollers, and pads ($150–200)

Professional Practice Development

As opportunities to practice the Feldenkrais Method are at present self-created, the skills of practice development will be embedded and integrated throughout the duration of the training program.

FI Practice and Supervision outside Class Time

Supervision for FI outside of class time at the training site is strongly encouraged during the training segments in Years 3 & 4. This FI practice would be generally with their fellow trainees or with members of the general public (if this is possible). A member of the teaching team will always be present for questions, facilitation and feedback.

Ongoing Mentoring groups with a teaching Team Member

Each year of the training the trainees will be placed within a specific group of trainees who will be mentored by one of the members of the teaching team. This group will get together during the training segments to discuss anything of relevance, and the teaching team member will also the individual they can go to if they have anything to discuss about the training. This may include many things such as any concerns or difficulties encountered with any aspect of the training, help or assistance with their learning journey, or simply a chat to discuss something they would like to be clarified. To ensure that trainees experience different mentors and mentoring style, the mentors of each group will be changed yearly, as will the participants in the groups.

The teaching team will have regular meetings to discuss the individual students, their progress, and how their learning needs may be better addressed.

Evaluation and Graduation

Trainees will participate in a written self-evaluation process and have the opportunity to meet individually with a trainer or assistant trainer from the program for the trainee to give feedback about the training to the staff and to receive feedback about the trainee's individual process and progress in the training. These opportunities will be offered every segment.

Graduation Process

In order to graduate from the Kelowna Feldenkrais Teacher Training Program the Educational Director and teaching staff will assess the readiness of each trainee to graduate. In addition, each trainee will:

- participate in the training program within the attendance guidelines;
- participate in his/her own self- and course-evaluation processes;
- adhere to all training policies;
- comply with proper usage of service marks;
- teach ATM lesson(s) under supervision;
- give two FI lessons under supervision that demonstrate adequate skill and progress;
- meet his/her financial obligations.

Each graduate will receive a diploma from Learning Matters Ltd. Graduates will be eligible to apply to the Feldenkrais Guild of North America to become a Guild Certified Feldenkrais Practitioner and use Guild service marks and certification marks. Certification must be renewed annually in order to continue using Guild service marks and certification marks.

Program Policies

In Alphabetic Order

Application

The complete details for Applying to the Training are online at: http://kelownafeldenkraistraining.ca. Please follow these guidelines.

Attendance

Trainees may miss no more than five days in any year and no more than 10 days during the whole course of the training program without having to make formal arrangements with the trainer or educational staff to make up missed class time. The trainee, however, is responsible for the content of the missed material. Trainees must make up all additional missed time with the assistance of the Educational Director and the training program teachers. Make-up work is to be done as soon as possible and, if at another training program, must be comparable in both content and stage in the training process.

If a trainee must interrupt the training program and wishes to continue in another program after a period of time, the Training Accreditation Board of the Guild will determine eligibility to do so on a case-by-case basis. All trainees must complete their training process within seven years.

Entry Requirements

Applicants to the Kelowna Feldenkrais Teacher Training Program should be 19 years of age or older and include in their application a statement describing how he/she has benefited from whatever his/her life experiences have been. Applicants will have attained the maturity and focus in life that will be a suitable foundation for entry into the Kelowna Feldenkrais Teacher Training Program. Two letters of reference are required and must be submitted as part of the application. Diversity of backgrounds of the training participants contributes greatly to the training experience and

Learning Matters Ltd. encourages applicants from a wide variety of professions, occupations, and fields of endeavour. Applicants shall be accepted into the training without regard to their race, gender, religion, physical limitations, age, or sexual orientation. Applicants must be committed to completing all segments of the training.

Neither the trainee nor the Kelowna Feldenkrais Teacher Training Program may waive any of the program admission requirements.

Fees

Payments shall be payable to: Learning Matters Ltd. For details, see last page.

Financial Aid

No financial aid is offered as a part of the Kelowna training. Trainees are encouraged to find their own sources of financial help to reach their contractual tuition obligations. Trainees are encouraged to apprise the administration and Educational Director should problems arise. Some work/study positions may become available and will be announced.

Licensing

No specific professional license is required to attend or graduate from a professional Feldenkrais training program.

In certain countries, states, provinces, or local jurisdictions, the professional practice of the Feldenkrais Method may be subject to licensing laws that set forth requirements in addition to graduation from a Guild-accredited training program. The training program makes no attempt to provide additional coursework that may be required for any licensing, apart from that related to learning the Feldenkrais Method. Trainees are solely responsible for meeting any such requirements and acquiring and maintaining such licenses.

Living Expenses

Trainees will be solely responsible for their transportation, housing, and food expenses during training segments. The Kelowna training staff will assist trainees by providing referrals,

housing information, local maps, etc., and will facilitate arrangements whenever possible.

Modifications

If any of the policies and/or practices of the Kelowna Feldenkrais Teacher Training Program create hardships on any trainee, or if special circumstances exist for trainees that cause them to need special consideration, those trainees are encouraged to propose exceptions to the policies or practices that will better fit their unique needs. The Educational Director will consider any such request and make all reasonable efforts to accommodate trainees' individual needs.

Placement Services

No placement services are available. In addition, because there are few Feldenkrais jobs available, it is important that prospective trainees understand that making a living as a Feldenkrais practitioner involves building a private practice—with all the risks and difficulties inherent in developing a business, as well as the challenge of bringing the Feldenkrais Method to an often uninformed public.

Termination

Trainees who fail to maintain satisfactory progress, fail to comply with the attendance policy, violate safety regulations, interfere with other trainees learning, are boisterous, vulgar, or obscene, are under the influence of or abusing alcohol or other drugs, use the Feldenkrais-related service marks or logo inappropriately, or do not make timely tuition payments are subject to immediate termination. Decisions regarding termination or probation of trainees will be made by the Educational Director after a full discussion of the perceived problems with the trainee. In the event the termination of a trainee is merited, any tuition paid for that training segment (prorated) and any prepaid tuition for future training segments will be refunded.

Trainees may terminate their participation in the training program by giving written notice of their intention to discontinue.

Trainee Profile

Feldenkrais training programs attract trainees from diverse backgrounds. Participants have included athletes, educators, psychologists, actors, physical therapists, occupational therapists, massage therapists, dancers, musicians, nurses, homemakers, medical doctors, osteopaths, chiropractors, retired professionals, yoga teachers, martial artists, sports and fitness teachers, business owners, lawyers, physical and psychological rehabilitation professionals, special education teachers, gerontologists . . . in short, anyone interested in better human functioning and a comprehensive approach to human movement sciences.

Transfer out of the Kelowna Feldenkrais Training

It is important that trainees be committed to completing their training in the Kelowna training because the training process is enhanced when the group remains constant.

In the event the trainee wants or needs to transfer from the Kelowna Feldenkrais Teacher Training Program to another training, the trainee must receive a letter from the Educational Director, which shall contain information on the amount of tuition paid, the number of days of training the trainee has completed, which parts of the program have been completed and a recommendation that the trainee continue the training elsewhere.

Transfer Into the Kelowna Feldenkrais Training

If a trainee wants to transfer into the Kelowna Feldenkrais Teacher Training Program, the trainee must present a letter with the same information set forth above from the Educational and/or Administrative Director(s) of the trainee's prior training program. The transfer trainee will only be accepted if the trainee's prior training program has covered comparable material.

Visitors

If space is limited in our training site, visitation priority will be

given to Practitioners from the local area and Guild members. Practitioners are asked to give prior notice to the training staff and to come for a minimum of 5 days. Contact the training for fee options.

Members of the general public may observe on a space available basis but may not be allowed to participate in the training. A fee may be charged at the discretion of the training.

All guests will not disturb or distract the trainees in their learning process.

Guild Membership

The **Feldenkrais Guild of North America**:

- Provides educational services to the public about Feldenkrais Method of Somatic Education.
- Ensures standards of practice and adherence to the code of professional conduct for practitioners/teachers.
- Accredits training programs and certifies practitioners, trainers, and assistant trainers.
- Protects and preserves the Feldenkrais work through its servicemarks.
- Publishes a directory and a journal annually, and a quarterly newsletter.
- Promotes the profession while maintaining the standards and meaning of Feldenkrais Method of Somatic Education.

Upon graduation from an accredited training, new practitioners/ teachers are eligible to join the Guild as practitioner members for reduced rates.

To become certified and maintain their certification and the right to use the service marks and logo, graduates will need to meet the Guild's initial certification and ongoing renewal requirements, and either maintain membership in the Guild or pay a certification fee to the Guild.

Fees

Payments shall be payable to: Learning Matters Ltd.

Application Fees

- $100 application fee (non-refundable, but will be credited towards your first tuition payment)
- $500 deposit to be paid within three weeks of acceptance

NOTE: This deposit ensures the trainee's place in the training program and, with the application fee, will be credited toward the first tuition payment.

Tuition and Fees

The yearly tuition for this training $6350 (CAD). Applicants may pay in the US Dollar equivalent (at the time of writing, $4712).

Trainee Fees to the Feldenkrais Guild of North America

Trainee membership fee in FGNA (currently $100 USD each, per year) will be paid by Learning Matters Ltd on trainee's behalf from his/her tuition.

Fee Payment Options

Single Payment of Full Year Fee

- Save 5% by paying for the whole year in one instalment of $6032.50 (prior to the first day of the first segment of the academic year)

Payment by Training Segment: Years One Through Four

- $2575 by **the first day of Segment 1** (on the basis of $794 per week, the first segment tuition is $3,176 less the $500 deposit and $100 application fee)
- $1588 by the first day of segments 2, 3, 5, and 7 through 12 of the training
- $3175 by the first day of segment 4
- $2381 by the first day of segments 6 and 13

Monthly Payments

- $315 by day one of months one and two (credit from the application and deposit fees) and then
- $615.50 every month for each remaining month of the training

1. The amount is based on 42 months of training, rounded up to the nearest dollar.
2. This includes a processing charge of $10.00 per month for a total processing charge of $420, to cover the extra administrative costs necessitated by a monthly payment plan.
3. the total amount paid will be $25,820 tuition and processing charge.

Program Schedule

Daily class hours will be 9 am to 4:00 pm, with a 1- to 1.5-hour lunch break. Functional Integration lessons will be scheduled after class time.

Academic Year 1

Segment 1 28-Feb-2021 to 20-Mar-2021 (3 weeks)

Segment 2 13-Jun-2021 to 3-Jul-2021 (3 weeks)

Segment 3 7-Nov-2021 to 20-Nov-2021 (2 weeks)

Academic Year 2

Segment 1 27-Feb-2022 to 19-Mar-2022 (3 weeks)

Segment 2 5-Jun-2022 to 18-Jun-2022 (2 weeks)

Segment 3 28-Aug-2022 to 10-Sep-2022 (2 weeks)

Academic Year 3

Segment 1 6-Nov-2022 to 19-Nov-2022 (2 weeks)

Segment 2 26-Feb-2023 to 11-Mar-2023 (2 weeks)

Segment 3 21-May-2022 to 3-Jun-2022 (2 weeks)

Academic Year 4

Segment 1 27-Aug-2022 to 9-Sep-2022 (2 weeks)

Segment 2 5-Nov-2023 to 18-Nov-2023 (2 weeks)

Segment 3 25-Feb-2024 to 16-March-2024 (3 weeks)

* The first two weeks of this segment will complete academic year 2. The third week begins academic year 3.