AUSTAT *2026* TRAINING STANDARD

Alexander Technique Teacher Training

Australian Society of Teachers of the Alexander Technique
Last updated 7/9/2026. Formatted by Jacob Golding for AUSTAT.

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Governing Framework

Alexander Technique Teacher Training | AUSTAT TRAINING STANDARD (2026)

EFFECTIVE 1 SEPTEMBER 2026 • SUPERSEDES AUSTAT TRAINING STANDARD 2024

Purpose and Scope of the Training Standard

A Training Standard is a formal statement of the educational framework, professional expectations and competency requirements governing a course of professional preparation. It defines the knowledge base, practical skills, ethical responsibilities and professional capacities that must be demonstrated before an individual is recognised as competent to practise.

For the Australian Society of Teachers of the Alexander Technique (AUSTAT), this Training Standard provides a transparent and accountable structure for the preparation of Registered Trainee Teachers (RTTs). It articulates the depth, breadth and rigour of the training required to ensure that graduates are safe, reflective and professionally responsible practitioners of the Alexander Technique. On completion of the training RTTs are eligible to apply for full membership of AUSTAT.

Educational Framework and Learning Outcomes

This Training Standard has been designed using higher education language structured around clearly defined learning outcomes and measurable assessment criteria. Each unit of study specifies what the RTT is expected to know, understand and demonstrate, and the means by which competence will be evidenced.

Learning outcomes describe the progressive development of knowledge, skills, critical thinking and professional judgement. Assessment criteria translate these outcomes into observable indicators of performance. This outcomes-based framework aligns the training with contemporary tertiary education principles and ensures consistency, clarity and academic integrity across all stages of the program.

Copyright, Intellectual Property and Previous Standard

The 2024 Standard will remain operational during the transition period ending 30 June 2027. The AUSTAT 2026 Training Standard, its embedded RTT Training Record and verification framework, Student Kit, curriculum, appendices and associated guidance materials have been developed for AUSTAT and are owned by AUSTAT. Copyright and all associated intellectual property rights, including the document design, structure, reference-code system and evidence-management framework, are retained by AUSTAT.

Version	Status	Effective date	Review date
ATTS v1.0	Council Approved	3 September 2026	3 September 2027

Assessments: Formative and Summative Processes

Assessment within this framework is both formative and summative, ensuring professional competence is developed progressively and verified rigorously.

Formative Assessment

Formative assessment occurs continuously and is developmental in purpose. Through supervised practice, observations, presentations, reflective tasks, and video submissions, RTTs receive structured feedback to refine their teaching skills and self-awareness.

Summative Assessment

Summative assessment occurs on program completion to evaluate readiness for professional practice. The final assessment is conducted by a panel of three senior assessors, to be known as Summative Assessors. AUSTAT Council is responsible for maintaining a list of approved Summative Assessors. Each Assessor needs to have had at least ten years' active Alexander teaching experience, or AUSTAT Approved Teacher Trainer (AATT) status, and have completed the AUSTAT assessor's course. Assessors are drawn from an invited or applied pool. The costs for assessment are the responsibility of the AATT.

Professional Integrity

The panel determines if an RTT is ready for independent practice through a mix of objective criteria and professional judgement. To ensure fairness and balance, the three-person panel structure—combined with defined standards and conflict-of-interest declarations—mitigates subjectivity. An appeals process provides further safeguards for all RTTs.

Structure and Staged Progression

Whilst this Training Standard is competency based with formative and summative assessment, there is a recommended number of hours suggested for each stage, totalling 1600 hours. This is in keeping with the expectations of our affiliated international body Alexander Technique Affiliated Societies (ATAS) and is higher than the minimum expectation of the private health funds.

The Standard is organised into three progressive stages, each with an approximate allocation of hours across core domains: Use of the Self, Principles of the Alexander Technique, Anatomy, Teaching Skills, Professional Practice, and Presentation and Group Teaching Skills. The staged structure reflects a developmental trajectory from foundational understanding and guided application, through increasing autonomy, to independent and professionally accountable teaching practice.

Approximate hours are allocated to ensure substantial and sustained engagement in each domain, demonstrating the comprehensive and systematic nature of the training. The Teacher Training duration comprises approximately 1,600 hours; approximate hours are a guide and total training may exceed this amount.

Documentation and Accountability

The Training Standard contains a structured record of RTT progress. Each Learning Outcome sets out the approved requirements and includes concise fields through which the RTT records the location of relevant evidence and the AUSTAT Approved Teacher Trainer (AATT) confirms review and satisfactory completion. Supporting procedural guidance is provided separately to RTTs as part of the AUSTAT Student Kit.

The Training Standard, associated evidence record and AATT verification provide documented evidence of progression through each stage and support transparency, accountability and auditability of the training process. The completed Training Standard and associated evidence record are submitted to the AUSTAT Training Assessment Standing Committee (TASC) for verification.

Professional Governance and Public Protection

This Training Standard operates in conjunction with AUSTAT's Code of Professional Conduct governing ethical practice, Guidelines for Physical Contact between Alexander Teacher and Pupil, and continuing professional development. Together, these documents establish a comprehensive framework for professional governance and public protection.

By integrating clearly defined educational outcomes, structured assessment processes, supervised teaching experience and external summative evaluation, AUSTAT ensures that those admitted to membership as Registered Teachers have met nationally consistent standards of competence, ethical responsibility and professional readiness. This integrated framework reflects AUSTAT's commitment to maintaining high standards of practice, safeguarding the well-being of the public, and upholding the integrity of the Alexander Technique teaching profession.

Governance of Assessment

All assessment processes are overseen by the Training Assessment Standing Committee (TASC) to ensure fairness, transparency, and consistency across the training program. AUSTAT Council is responsible for appointing Summative Assessors. TASC is responsible for monitoring assessment quality, reviewing assessment decisions when required, and ensuring that all procedures align with the Training Standard.

Conflict of Interest (COI)

A Conflict of Interest is any situation in which a Summative Assessor's personal, professional, or financial interests could influence, or reasonably be perceived to influence, the fairness of an assessment. All Assessors, trainers, mentors, and panel members must declare any actual, potential, or perceived conflicts before participating in assessment activities. Declarations are reviewed by the TASC, which determines whether the individual may proceed, must be partially recused, or must be replaced.

All COI decisions are documented, and RTTs are informed when a declared conflict results in a change of assessor. No assessment may proceed until relevant conflicts have been identified, managed, and resolved. This policy applies fully to summative assessment. For formative assessment, COI declarations are required only when a relationship could reasonably influence feedback or when the formative activity contributes evidence toward a later summative decision.

Appeals and Complaints Process

RTTs have the right to request a review of a summative assessment decision when they believe that a procedural error, bias, conflict of interest, or other irregularity has affected the outcome. Appeals and complaints are handled through the AATT complaints procedure. Appeals must be submitted in writing to the AATT within 10 days and must clearly state the grounds for appeal. The AATT appoints an independent reviewer or panel not involved in the original assessment to consider the appeal. All appeal decisions are documented, communicated to the RTT in writing, and used to improve assessment processes where appropriate.

Supervision Ratios and In-Person Requirements

Supervision ratios must allow for meaningful observation and feedback. (1:5 Teacher to RTT ratio is recommended for most activities) In-person teaching hours must constitute the majority of total training time. Trainers must be present for all activities involving hands-on work, partner work, or direct application of technique.

The Teacher Training duration comprises approximately 1,600 hours, with at least 75% supervised practical training. All practical Alexander Technique work is supervised and delivered face-to-face. All student clinical practicum and training thereto are conducted only in the training school. All such training is supervised by experienced AATTs and Senior teachers who have completed the AUSTAT Assessors Course. All examinations, tests and assessments of competency are undertaken and marked at the Training school by these Trainers. Non-practical units may be delivered face-to-face on campus or by live stream only, and not by pre-recorded delivery.

Terms and Definitions

Core Alexander Technique Terminology

These terms represent the foundational principles of the Technique and are primarily assessed in Stages One and Two: Principles of the Alexander Technique

Use	The total pattern that characterizes a person's responses to stimuli (Frank Pierce Jones)
Inhibition	The process of preventing or stopping an automatic, habitual response to a stimulus to allow for a new choice.
The Alexander Directions	Specific mental instructions used to guide the use of the self and restore natural coordination without excess physical effort.
Primary Control	The dynamic relationship between the head, neck, and back that governs the quality of overall use of the self.
Constructive Conscious Control	The deliberate, mindful application of the Technique's principles to movements and mental, physical and emotional reactions in daily life.
Means Whereby vs. End-Gaining	Means Whereby is a focus on the attention to the steps whereby a goal can reliably be achieved; End-Gaining is the habit of rushing toward a goal at the expense of coordination.
Faulty Sensory Appreciation	The phenomenon where internal physical feedback (proprioception) is interpreted inaccurately due to unconsciously learned patterns of use.
Mechanical Advantage	Positioning or moving the body in a way that optimises relationships between parts for maximum efficiency and minimum strain.

Psychophysical Unity	The core principle that the mind and body function as a single, inseparable whole.
Traditional Procedures	Traditional Procedures offer a structured form within which to recognise, practise, refine and reflect on the application of inhibition and direction, with the aim of learning to respond to demand with coordinated elasticity. Semi-flexion, Semi-supine, lunge, whispered ahs and hands on the back of the chair are the recognised Traditional Procedures.

Professional & Legal Terminology

These terms relate to the business, safety, and ethical requirements of becoming a professional teacher, largely assessed in Stage Three: Professional Practice

Code of Professional Conduct	AUSTAT's formal ethical framework governing the boundaries and behavior expected of a registered teacher.
Scope of Practice	The defined limits of what an AT teacher is qualified to do (e.g., they do not diagnose medical conditions).
Red Flag Conditions	Serious physical or neurological symptoms that signal a student must be referred to a medical professional immediately.
OHS (Occupational Health & Safety)	The management of risks (trips, lighting, furniture safety) within the teaching environment to protect students.
Referral Process	The formal procedure for directing a student to a health professional (e.g., GP or Physiotherapist) when necessary.
CPE (Continuing Professional Education)	Ongoing learning and skill maintenance required by AUSTAT to keep a teaching registration active after graduation.
Regulatory/Legal Requirements	Compliance with Australian laws, such as Privacy Acts, Working with Children Checks, and Insurance requirements.

Educational & Governance Terminology

These terms define the structure of the training and the roles of those involved

Learning Outcomes (LO)	Clear statements of what a trainee is expected to know and demonstrate by the end of a stage.
Assessment Criteria (AC)	The specific, observable evidence (videos, essays, logs) used to verify that a Learning Outcome has been met.
Formative Assessment	Low-stakes, continuous feedback given by trainers to help a trainee develop throughout the course.
Summative Assessment	A high-stakes final evaluation to determine if a trainee is "Ready to Practice" and eligible for membership.
Conflict of Interest (COI)	Any situation where an assessor's personal or financial interests could bias their evaluation of a trainee.
AATT	AUSTAT Approved Teacher Trainer: The official professional title of teacher trainers.
RTT	Registered Trainee Teacher: The official title of the student during their course.
TASC	Training Assessment Standing Committee: The body that ensures training standards are consistent and fair. TASC receives completed Training Standards and associated evidence records..

The Training Standard: Trainee Journey

Where you begin, and where your training leads.

THREE PROGRESSIVE STAGES • ONE COHERENT TRAINING JOURNEY STRUCTURED FROM THE APPROVED 1.7 DOCUMENT

Your training progresses through three stages. Each stage builds on the learning, evidence and AATT verification completed in the previous stage.

YOU BEGIN HERE

Stage One — Foundations

1A Use of the Self • **1B** Principles of the Alexander Technique • **1C** Anatomy • **1D** Professional Practice as an Alexander Teacher

Stage One develops the foundations of personal use, the principles of the Technique and basic applied anatomy.

THEN

Stage Two — Deepening and Teaching

2A Use of the Self • **2B** Principles • **2C** Anatomy • **2D** Teaching Skills • **2E** Professional Practice as an Alexander Teacher

Stage Two deepens practical understanding, introduces greater autonomy and develops teaching skills in supervised contexts.

THEN

Stage Three — Professional Practice

3A Use of the Self • **3B** Principles • **3C** Anatomy • **3D** Teaching Skills • **3E** Professional Practice • **3F** Presentation • **3G** Group Teaching

Stage Three prepares the RTT for independent, professionally accountable teaching practice.

HOW TO USE THIS DOCUMENT

All RTT's begin at Stage One. Use the Training Standard to understand each requirement and record the location of evidence and AATT verification as you progress.

REGISTERED TRAINEE TEACHER

Training Record

Keep this page current throughout your AUSTAT training.

This record belongs at the front of your personal copy of the AUSTAT Training Standard.

RTT DETAILS

Full name:
Preferred name:
Email address:
Phone number:

TRAINING DETAILS

AATT name:
Training location / course:
Training commencement date:
Expected completion date:

IMPORTANT LINKS AND RECORDS

Personal AUSTAT evidence-folder link:
Current Training Standard version:

TRAINING STATUS

☐ **Stage One** **Date:**	☐ **Stage Two** **Date:**	☐ **Stage Three** **Date:**
Final Assessment Date/s:		

STAGE ONE: Foundations

Total Hours: 500 (approx.)

1A / USE OF THE SELF

Training Hours: 200 (approx.)

STATEMENT FROM AATT

RTT has developed an understanding and application of the use of the self over the first stage of the training using activities including chair work, table work, walking, Alexander procedures and application work and can satisfactorily:

LEARNING OUTCOME 1A-1

Identify aspects of own habitual pattern of use

ASSESSMENT CRITERIA

1A-1A Articulate aspects of own habitual pattern of use

1A-1B Recognise and demonstrate aspects of own faulty sensory appreciation

EVIDENCE

Observation by AATT

☐ 1A-1 Observed by AATT	AATT signature/initials:	Date:

LEARNING OUTCOME 1A-2

Apply inhibition and direction as a means of indirectly improving the use of self by demonstrating inhibition and direction in different activities under guidance

ASSESSMENT CRITERIA

1A-2A Demonstrate inhibition in different movements, under guidance

1A-2B Apply directions in a number of different movements, under guidance

EVIDENCE

Observation by AATT

☐ 1A-2 Observed by AATT	AATT signature/initials:	Date:

LEARNING OUTCOME 1A-3

Apply inhibition and direction to:

ASSESSMENT CRITERIA

1A-3A The use of the voice

1A-3B Movement

1A-3C To a range of other activities

EVIDENCE

Observation by AATT

☐ 1A-3 Observed by AATT	AATT signature/initials:	Date:

1B / PRINCIPLES OF THE ALEXANDER TECHNIQUE

Training Hours: 200 (approx.)

STATEMENT FROM AATT

All stages of PRINCIPLES OF THE ALEXANDER TECHNIQUE require reading of FM Alexander's Books.
RTT has developed an understanding of the fundamentals of the Alexander Technique as set out in FM Alexander's writing. As a beginning teacher they can satisfactorily:

LEARNING OUTCOME 1B-1

Identify the building blocks underlying the Alexander Technique

ASSESSMENT CRITERIA

1B-1A Differentiate between means whereby and end-gaining

1B-1B Define Alexander's principles and concepts:

- Use
- Psycho-physical unity
- The Alexander directions
- Inhibition
- The relationship of inhibition to the Alexander directions
- The difference between conscious and habitual directions
- The primary control and the influence of conditioned fear reflex on the primary control
- Constructive conscious control

1B-1C Articulate the influence of faulty sensory appreciation on the use of the self

1B-1D Analyse, present and explain the principles and concepts to others

1B-1E Explain one of the principles or concepts described by FM Alexander in one of his books.

EVIDENCE

Oral discussion with AATT/presentation/written essay/video response

1B-1 Save to Folder: Stage One **File label:** 1B-1_RTTSurname_principles ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**

LEARNING OUTCOME 1B-2

Relate Alexander's concepts and principles to own life and learning process

ASSESSMENT CRITERIA

1B-2A Reflect on Alexander's principles and concepts and determine significance for own use

1B-2B Apply Alexander's principles and concepts to own learning processes

EVIDENCE

Oral discussion with AATT/presentation/written essay/video response

1B-2 Save to Folder: Stage One **File label:** 1B-2_RTTSurname_reflection ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**

1C / ANATOMY

Training Hours: 100 (approx.)

STATEMENT FROM AATT

RTT has learned basic applied anatomy and physiology and can name and describe basic physiological functions. They can satisfactorily:

LEARNING OUTCOME 1C-1

Describe anatomy and physiology at a basic working level in relation to movement, breath and postural support

ASSESSMENT CRITERIA

1C-1A Use anatomical terminology

1C-1B Identify the parts of the human skeleton and anatomical landmarks

EVIDENCE

Observation by AATT

☐ **1C-1** Observed by AATT	**AATT signature/initials:**	**Date:**

1D / PROFESSIONAL PRACTICE AS AN ALEXANDER TEACHER

Training Hours: 10 (approx.)

STATEMENT FROM AATT

RTT is developing the skills and knowledge necessary to maintain professional practice in teaching the Alexander Technique. They can satisfactorily:

LEARNING OUTCOME 1D-1

Demonstrate an understanding and knowledge of CPE requirements for an AT teacher and developing a private practice

ASSESSMENT CRITERIA

1D-1A Participate in minimum of 2 AUSTAT CPE activities

1D-1B Reflect on your learning from 2 CPE events

1D-1C Take 3 private lessons with a teacher or teachers who don't normally teach on the training course

1D-1D Write or record a brief reflection on the 3 lessons with these teachers

EVIDENCE

Complete CPE Participation Record and External Lesson Report for each activity

Written reflection of 250 - 400 words/video/verbal

1D-1A Complete CPE Participation Record *(in Student Kit)* **File label:** RTTSurname_CPE_Participation_Record ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**
1D-1C Complete Ext Private Lessons Report *(in Student Kit)* **File label:** RTTSurname_EXT_Lesson_Report ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**

STAGE TWO: Deepening and Teaching

Total Hours: 500 (approx.)

2A / USE OF THE SELF

Training Hours: 150 (approx.)

STATEMENT FROM AATT

RTT has developed a deepening understanding and application of the use of the self over the second stage of the training including chair work, table work, walking, Alexander procedures and application work and can satisfactorily:

LEARNING OUTCOME 2A-1

Identify key aspects of own habitual pattern of use

ASSESSMENT CRITERIA

2A-1A Articulate and demonstrate key aspects of own pattern of use

2A-1B Recognise and demonstrate aspects of own faulty sensory appreciation

EVIDENCE

Observation by AATT

☐ 2A-1 Observed by AATT	AATT signature/initials:	Date:

LEARNING OUTCOME 2A-2

Apply inhibition and direction as a means of indirectly improving the use of the self by demonstrating inhibition and direction in different activities under guidance

ASSESSMENT CRITERIA

2A-2A Demonstrate inhibition in different movements, under guidance

2A-2B Apply direction in a number of different movements, under guidance

EVIDENCE

Observation by AATT

☐ 2A-2 Observed by AATT	AATT signature/initials:	Date:

LEARNING OUTCOME 2A-3

Apply inhibition and direction in a range of teacher guided and autonomous activities:

ASSESSMENT CRITERIA

2A-3A The use of the voice

2A-3B Movement

2A-3C To a range of activities

EVIDENCE

Observation by AATT

☐ 2A-3 Observed by AATT	AATT signature/initials:	Date:

2B / PRINCIPLES OF THE ALEXANDER TECHNIQUE

Training Hours: 150 (approx.)

STATEMENT FROM AATT

All stages of PRINCIPLES OF THE ALEXANDER TECHNIQUE require reading of FM Alexander's Books.
RTT has developed a deepening understanding of the Alexander Technique principles through reading FM Alexander's books and discussion, and can begin to apply them to themselves and others. As a beginning teacher they can satisfactorily:

LEARNING OUTCOME 2B-1

Employ critical analysis to identify the building blocks underlying the process of the Alexander Technique

ASSESSMENT CRITERIA

2B-1A Differentiate between and demonstrate means whereby and end-gaining

2B-1B Demonstrate and explicate directions for the improved use of self

2B-1C Demonstrate and explicate the meaning of inhibition and the relationship of inhibition to the Alexander directions

2B-1D Demonstrate and explicate the meaning of primary control relationships and the influence of psychological factors on primary control relationships

2B-1E Demonstrate and explicate the influence of faulty sensory appreciation on the use of the self

2B-1F Define the term constructive conscious control and demonstrate constructive conscious control in the use of self

2B-1G Demonstrate a spirit of enquiry in gathering and analysing relevant information relating to the Alexander Technique

2B-1H Analyse, discuss and explicate Alexander concepts and principles

EVIDENCE

Oral/written/discussion/presentation/video (upload)

2B-1 Save to Folder: Stage Two **File label:** 2B-1_RTTSurname_principles-analysis ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**

LEARNING OUTCOME 2B-2

Articulate the history and development of Alexander's work and thought

ASSESSMENT CRITERIA

2B-2A Analyse the development and evolution of the Technique

2B-2B Articulate the development and evolution of the Technique to others

EVIDENCE

Oral/written/discussion/presentation/video

2B-2 Save to Folder: Stage Two **File label:** 2B-2_RTTSurname_history-response ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**

LEARNING OUTCOME 2B-3

Apply Alexander principles and concepts to the use of the self and other

ASSESSMENT CRITERIA

2B-3A Apply Alexander principles and concepts in own use

2B-3B Define, in plain English, Alexander's principles and concepts for others

2B-3C Use language appropriate to demonstrate and apply these principles and concepts in a teaching situation

EVIDENCE

Oral/written/discussion/presentation/video

2B-3 Save to Folder: Stage Two **File label:** 2B-3_RTTSurname_principles-in-practice ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**

2C / ANATOMY

Training Hours: 50 (approx.)

STATEMENT FROM AATT

RTT has developed a deepening practical understanding of functional anatomy and early movement. They can satisfactorily:

LEARNING OUTCOME 2C-1

Demonstrate an understanding of functional anatomy and developmental stages of movement

ASSESSMENT CRITERIA

2C-1A Describe the developmental stages of movement

2C-1B Describe 'mechanical advantage' and 'psychophysical unity' in anatomical terminology

2C-1C Identify specific body systems and their functions

EVIDENCE

Ongoing assessment by AATT over the period of training

☐ 2C-1 Observed by AATT	AATT signature/initials:	Date:

2D / TEACHING SKILLS

Training Hours: 150 (approx.)

STATEMENT FROM AATT

RTT has developed basic skills and understanding for teaching the Alexander Technique in the context of work with fellow RTTs, as a beginning teacher and can satisfactorily:

LEARNING OUTCOME 2D-1

Assess aspects of an individual's conditions and manner of use

ASSESSMENT CRITERIA

2D-1A Observe and assess an individual's manner of use and identify interferences with coordination

2D-1B Observe and assess an individual's conditions of use and identify interferences with coordination

2D-1C Determine appropriate ways of working with the individual, based on observation

2D-1D Identify and discuss current understanding of pain science

EVIDENCE

Demonstrate

☐ 2D-1 Observed by AATT	AATT signature/initials:	Date:

LEARNING OUTCOME 2D-2

Maintain freedom in use of the self whilst working with others

ASSESSMENT CRITERIA

2D-2A Maintain free use of hands and arms while working with others

2D-2B Use hands to guide and direct others, without conveying interference

2D-2C Follow the movement of an individual/pupil whilst maintaining own good use

EVIDENCE

Demonstrate

☐ 2D-2 Observed by AATT	AATT signature/initials:	Date:

LEARNING OUTCOME 2D-3

Give a chair and/or table turn under supervision

ASSESSMENT CRITERIA

2D-3A Use hands to give a chair and/or table turn without conveying interference

2D-3B Follow and/or guide the movement of an individual whilst maintaining own inhibition and direction

2D-3C Convey appropriate verbal instructions to an individual

EVIDENCE

Demonstrate

☐ 2D-3 Observed by AATT	AATT signature/initials:	Date:

LEARNING OUTCOME 2D-4

Coordinate manual guidance with effective verbal feedback and instruction

ASSESSMENT CRITERIA

2D-4A Demonstrate a developing skill in the coordination of manual and verbal instructions to help the inhibiting and directing

2D-4B Justify choice of manual guidance and/or verbal direction with reference to the use of the individual

EVIDENCE

Demonstrate

☐ 2D-4 Observed by AATT	AATT signature/initials:	Date:

2E / PROFESSIONAL PRACTICE AS AN ALEXANDER TEACHER

Training Hours: 10 (approx.)

STATEMENT FROM AATT

RTT is developing the skills and knowledge necessary to maintain professional practice in teaching the Alexander Technique. They can satisfactorily:

LEARNING OUTCOME 2E-1

Demonstrate an understanding and knowledge of CPE requirements for an AT teacher and developing a private practice

ASSESSMENT CRITERIA

2E-1A Participate in minimum of 2 AUSTAT CPE activities

2E-1B Reflect on your learning from 2 CPE events

2E-1C Take 3 private lessons with a teacher or teachers who don't normally teach on the training course

2E-1D Write or record a brief reflection on the 3 lessons with these teachers

EVIDENCE

Complete CPE Participation Record and External Lesson Report for each activity

Written reflection of 250 - 400 words/video/verbal

2E-1A Complete Participation Record *(in Student Kit)* **File label:** RTTSurname_CPE_Participation_Record ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**
2E-1C Complete Ext Private Lessons Report *(in Student Kit)* **File label:** RTTSurname_EXT_Lesson_Report ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**

STAGE THREE: Professional Practice

Total Hours: 660 (approx.)

3A / USE OF THE SELF

Training Hours: 120 (approx.)

STATEMENT FROM AATT

RTT has developed a deepening understanding and application of the use of the self over the final stage of the training to a level where they are at a level to teach the Alexander Technique as a beginning teacher and can satisfactorily:

LEARNING OUTCOME 3A-1

Demonstrate a developed level of observation, awareness and sensory appreciation

ASSESSMENT CRITERIA

3A-1A Demonstrate constructive conscious control in guided activities

3A-1B Demonstrate constructive conscious control in unguided activities

3A-1C Demonstrate constructive conscious control in teaching the Technique

EVIDENCE

Practical demonstration/Oral questioning

☐ 3A-1 Observed by AATT	AATT signature/initials:	Date:

LEARNING OUTCOME 3A-2

Demonstrate a developed application of inhibition, direction and improved sensory appreciation as a means of indirectly improving the use of the self

ASSESSMENT CRITERIA

3A-2A Demonstrate flexibility and ease in the application of inhibition under teacher guidance into movement

3A-2B Demonstrate flexibility and ease in the application of direction under teacher guidance into movement

3A-2C Demonstrate improved sensory appreciation under teacher guidance into movement

EVIDENCE

Practical demonstration in a range of activities

☐ 3A-2 Observed by AATT	AATT signature/initials:	Date:

LEARNING OUTCOME 3A-3

Demonstrate a high level of inhibition, direction and an improved understanding of sensory appreciation in a range of different activities whilst acting autonomously

ASSESSMENT CRITERIA

3A-3A Apply inhibition, direction and accurate sensory appreciation demonstrated by improved posture support, freedom of movement, openness of bearing and lightness of gait

3A-3B Apply inhibition, direction and accurate sensory appreciation in complex activities by maintaining freedom and poise in use of the self

3A-3C Apply inhibition, direction and accurate sensory appreciation in freedom of breathing and in the free use of the voice

3A-3D Apply inhibition, direction and accurate sensory appreciation in chosen specialist activities to demonstrate ability to deal constructively with stimuli to react in an habitual manner

EVIDENCE

Practical demonstration in a range of activities

☐ 3A-3 Observed by AATT	AATT signature/initials:	Date:

3B / PRINCIPLES OF THE ALEXANDER TECHNIQUE

Training Hours: 120 (approx.)

STATEMENT FROM AATT

All stages of PRINCIPLES OF THE ALEXANDER TECHNIQUE require reading of FM Alexander's Books.
RTT has developed a comprehensive understanding of how Alexander's principles and concepts relate to teaching as described in FM Alexander's books. They can satisfactorily:

LEARNING OUTCOME 3B-1

Relate Alexander principles and concepts to other discourses and disciplines dealing with related phenomena

ASSESSMENT CRITERIA

3B-1A Identify and analyse Alexander's principles and concepts and relate these to another discipline or discourse

3B-1B Differentiate between and demonstrate means whereby and end-gaining in relation to another discourse or discipline

3B-1C Analyse the relationship between inhibition and direction and apply to another discipline when working with others

3B-1D Differentiate between conscious and habitual directions and apply to another discipline when working with others

3B-1E Demonstrate understanding of the primary control relationships, and apply to another area or discipline

3B-1F Identify the effect of fear, anxiety and stress on the use of the self and apply to another area of study

3B-1G Demonstrate the influence of faulty sensory appreciation on the use of the self and apply to another discipline

3B-1H Define constructive conscious control and apply this to another discipline

EVIDENCE

Oral/written/discussion/presentation/video

3B-1 **Save to Folder:** Stage Three **File label:** 3B-1_RTTSurname_cross-disciplinary-analysis ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**

LEARNING OUTCOME 3B-2

Apply Alexander Technique principles in a professional environment

ASSESSMENT CRITERIA

3B-2A Compare the range of interpretations of Alexander work and demonstrate relevant aspects in one's own practice

3B-2B Demonstrate a practical knowledge and application of the Technique in a professional environment

3B-2C Demonstrate and convey Alexander principles and terms in language appropriate to the individual or group

EVIDENCE

Oral/written/discussion/presentation/video

3B-2 Save to Folder: Stage Three **File label:** 3B-2_RTTSurname_professional-practice-response ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**

3C / ANATOMY

Training Hours: 50 (approx.)

STATEMENT FROM AATT

RTT has an understanding of common neuro-muscular conditions which are likely to be encountered. They can describe teaching strategies appropriate to working with these conditions, including Red Flag conditions. They can satisfactorily:

LEARNING OUTCOME 3C-1

Demonstrate an understanding of common neuro-muscular conditions which are likely to be encountered

ASSESSMENT CRITERIA

3C-1A Conduct group exercises and individual lessons communicating anatomical information in terms relevant to the Alexander Technique

3C-1B List and discuss at least two common neuro-muscular conditions

3C-1C Discuss how to manage a 'red flag' situation and what is meant by that term

3C-1D Apply anatomical knowledge in making assessments relevant to the Alexander Technique

3C-1E Utilise Alexander Technique terms as they relate to anatomy and neurology when working with others

EVIDENCE

Video giving an AT lesson to student with emphasis on anatomy and its functions
Ongoing assessment by AATT over an extended period of training

3C-1A Save to Folder: Stage Three **File label:** 3C-1A_RTTSurname_video_lesson_anatomy ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**
☐ **3C-1D** Observed by AATT	**AATT signature/initials:**	**Date:**
☐ **3C-1E** Observed by AATT	**AATT signature/initials:**	**Date:**

3D / TEACHING SKILLS

Training Hours: 50 (approx.)

STATEMENT FROM AATT

This will be assessed firstly over a range of at least 40 supervised lessons with members of the public and secondly will further be assessed by the final assessment panel. These lessons have an accompanying RTT Report Doc that can be found in your Student Kit, it is recommended that RTTs fill out a report on each lesson and must upload two.
RTT has developed deepening skills required to assess a pupil's use and communicate as a beginning teacher and can satisfactorily:

LEARNING OUTCOME 3D-1

Conduct an initial interview with a pupil

ASSESSMENT CRITERIA

3D-1A Establish rapport with a pupil

3D-1B Elicit the outcomes a pupil is seeking from the Alexander Technique

3D-1C Explain to the pupil the possibility of these outcomes being reached, and let the pupil know if some outcomes are unlikely to be satisfied

3D-1D Explain to the pupil the basic principles of the Alexander Technique and what he or she can expect from a course of lessons

3D-1E Correct misperceptions regarding the Alexander Technique that may interfere with the learning process

EVIDENCE

2 Videoed lessons & 2 Lesson reports

3D-1 Save to Folder: Stage Three **File label:** 3D-1_RTTSurname_student_clinic_video ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**

3D-1 Save to Folder: Stage Three **File label:** 3D-1_RTTSurname_student_clinic_report ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**

LEARNING OUTCOME 3D-2

Assess an individual's use

ASSESSMENT CRITERIA

3D-2A Analyse an individual's manner of use

3D-2B Identify an individual's conditions of use

3D-2C Demonstrate an understanding of the relationship between the use of the self and the biopsychosocial model of pain

3B-2D Practically apply Alexander Technique principles in the context of **3D-2C** above.

EVIDENCE

Observation by AATT

☐ **3D-2D** Observed by AATT	**AATT signature/initials:**	**Date:**

LEARNING OUTCOME 3D-3

Conduct Alexander lessons whilst maintaining good use

ASSESSMENT CRITERIA

3D-3A Maintain good use whilst teaching

3D-3B Demonstrate use of hands in a way that conveys inhibition and direction to pupils to improve their use

3D-3C Justify the work with the pupil, based on manual and visual observation and pupil feedback

3D-3D Communicate clear inhibition, manual direction, verbal instruction and feedback to pupils, to improve their use

3D-3E Demonstrate flexible approaches in working with a range of different pupils

3D-3F Monitor the pupils' progress and adjust the teaching to meet the pupils' needs

3D-3G Record pupils progress as required

EVIDENCE

Observation by AATT

☐ **3D-3** Observed by AATT	**AATT signature/initials:**	**Date:**

3E / PROFESSIONAL PRACTICE AS AN ALEXANDER TEACHER

Training Hours: 50 (approx.)

STATEMENT FROM AATT

RTT has developed the skills and knowledge necessary to maintain professional practice in teaching the Alexander Technique. They can satisfactorily:

LEARNING OUTCOME 3E-1

Understand professional and ethical requirements

ASSESSMENT CRITERIA

3E-1A AUSTAT Code of Professional Conduct and Guidelines on Physical Contact Between Alexander Teacher and Pupil are understood and adhered to when interacting with teachers, fellow RTTs, and members of the public

EVIDENCE

Written consideration of the relationship of the AUSTAT Code of Professional Conduct to teaching of the AT. Demonstration/video/report from AATT.

3E-1 Save to Folder: Stage Three **File label:** 3E-1_RTTSurname_code-of-conduct-response ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**

LEARNING OUTCOME 3E-2

Describe the scope of practice and limits of the role as AT teacher

ASSESSMENT CRITERIA

3E-2A Analyse the scope of practice and the limitations on the role of the AT teacher, and how that would apply to them

3E-2B Explain the scope of practice and the limitations on the role of the AT teacher, and how that would apply to the RTT given their own background and skills

EVIDENCE

Written essay of 250 words. Or Discussion/presentation/video

3E-2 Save to Folder: Stage Three **File label:** 3E-2_RTTSurname_scope-of-practice ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**

LEARNING OUTCOME 3E-3

Demonstrate an understanding and knowledge of CPE requirements for an AT teacher; and understands professional and public liability; first aid requirements; registration for working with children and vulnerable people; and CPE requirements for private health rebates

ASSESSMENT CRITERIA

3E-3A Participate in minimum of 2 AUSTAT CPE activities

3E-3B Reflect on your learning from 2 CPE events

3E-3C Take 3 private lessons for each stage of the training with a teacher or teachers who don't normally teach on the training course

3E-3D Write or record a brief reflection on the 9 lessons with these teachers

EVIDENCE

Complete CPE Participation Record and External Lesson Report for each activity

Written reflection of 250 - 400 words/video/verbal

3E-3A Complete Participation Record *(in Student Kit)* **File label:** RTTSurname_CPE_Participation_Record ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**
3E-3C Complete Ext Private Lessons Report *(in Student Kit)* **File label:** RTTSurname_EXT_Lesson_Report ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**

LEARNING OUTCOME 3E-4

Demonstrate an understanding of OHS in an Alexander Technique teaching environment

ASSESSMENT CRITERIA

3E-4A Complete an assessment

EVIDENCE

Write an OHS Risk Assessment for your teaching practice

3E-4 Save to Folder: Stage Three **File label:** 3E-4_RTTSurname_OHS-assessment ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**

LEARNING OUTCOME 3E-5

Demonstrate a knowledge of regulatory and legal requirements associated with AT teaching in Australia

ASSESSMENT CRITERIA

3E-5A Identify laws and regulations relevant to AT teaching and explain how they would relate to your teaching practice

3E-5B Discuss how the laws and regulations identified would relate to your teaching practice

EVIDENCE

Write a list of laws/regulations and relate them to your teaching practice

3E-5 Save to Folder: Stage Three **File label:** 3E-5_RTTSurname_laws_reflection ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**

LEARNING OUTCOME 3E-6

Use research skills which can be applied to own practice

ASSESSMENT CRITERIA

3E-6A Review an academic paper related to the Alexander Technique

3E-6B Consider the work of one first generation teacher based on their writing or online video

3E-6C Consider the work of one senior teacher based on attendance at a group class and/or private lessons

EVIDENCE

Provide video of Presentation/Discussion

3E-6A Save to Folder: Stage Three **File label:** 3E-6A_RTTSurname_academic-review ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**
3E-6B Save to Folder: Stage Three **File label:** 3E-6B_RTTSurname_first-gen-review ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**
3E-6C Save to Folder: Stage Three **File label:** 3E-6C_RTTSurname_senior-teacher-review ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**

LEARNING OUTCOME 3E-7

Identify health professionals and teachers to whom you could make referrals and explain the referral process

ASSESSMENT CRITERIA

3E-7A List practitioner/teachers to whom you could make referrals

3E-7B Describe reasons why a referral may be made

3E-7C Explain how you would interact with health practitioners

EVIDENCE

Make a list of your referral network with reasoning. Write a referral letter.

3E-7A Save to Folder: Stage Three **File label:** 3E-7A_RTTSurname_referral-network ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**
3E-7C Save to Folder: Stage Three **File label:** 3E-7C_RTTSurname_referral-letter ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**

3F / MAKE A PRESENTATION

Training Hours: 40 (approx.)

STATEMENT FROM AATT

This unit covers the skills and knowledge to prepare and make presentations for purposes, such as marketing, training and promotions. They demonstrate well developed communication skills in presenting a range of concepts and ideas whilst maintaining adequate use of themselves.

RTT has developed the skills and knowledge necessary to deliver and review presentations for target audiences. They can satisfactorily:

LEARNING OUTCOME 3F-1

Prepare a presentation

ASSESSMENT CRITERIA

3F-1A Plan presentation approach and intended outcomes

3F-1B Identify target audience, location and resources requirements

3F-1C Select presentation strategies, format and delivery methods according to presentation requirements

3F-1D Select techniques to evaluate presentation effectiveness

EVIDENCE

Provide a written proposal for a presentation or short course to an institution. Review proposal with the AATT or assessor

3F-1 Save to Folder: Stage Three **File label:** 3F-1_RTTSurname_presentation-proposal ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**

LEARNING OUTCOME 3F-2

Deliver a presentation

ASSESSMENT CRITERIA

3F-2A Summarise key concepts and ideas and present to target audience

3F-2B Maintain good use and vocal quality

3F-2C Provide opportunity for audience to seek clarification on presentation information

EVIDENCE

Video/Recording

3F-2 Save to Folder: Stage Three **File label:** 3F-2_RTTSurname_presentation-recording ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**

LEARNING OUTCOME 3F-3

Review presentation

ASSESSMENT CRITERIA

3F-3A Evaluate effectiveness of presentation

3F-3B Seek feedback from the participants and trainers and discuss

3F-3C Make changes to presentation based on feedback received and make a second presentation

EVIDENCE

Review the presentation with AATT. Get feedback forms or provide videos of verbal feedback. Plan and present a second presentation based on changes made.

3F-3 Save to Folder: Stage Three **File label:** 3F-3_RTTSurname_presentation-review ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**

3G / TEACH THE ALEXANDER TECHNIQUE TO A GROUP

Training Hours: 50 (approx.)

STATEMENT FROM AATT

RTT has run two group classes in the Alexander Technique – these classes can either be taught in the presence of an assessor or may be recorded. One of the classes will focus on the application of the Technique in a specific area. They can satisfactorily:

LEARNING OUTCOME 3G-1

Prepare to teach a group class

ASSESSMENT CRITERIA

3G-1A Prepare a lesson plan which is well planned with expected outcomes identified

3G-1B Discuss the lesson plan with an assessor, and modified if required

3G-1C Identify resources required to run the class and check that they are available.

3G-1D Gather information to ascertain needs and wants of participants

EVIDENCE

Written lesson plan

3G-1 Save to Folder: Stage Three **File label:** 3G-1_RTTSurname_group-class-plan ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**

LEARNING OUTCOME 3G-2

Run a group class

ASSESSMENT CRITERIA

3G-2A Provide participants with relevant health and safety information at the start of the class

3G-2B Seek permission from participants for the teacher to use hands-on guidance as required

3G-2C Explain key Alexander Technique principles without jargon – or if specific AT terminology is used explain it clearly to the participants.

3G-2D Use hands effectively to assist the teaching process

3G-2E Maintain group engagement when working with one individual in the group

3G-2F Maintain good use, while teaching

3G-2G Use visual tools to support the teaching process. These tools could be: powerpoint flip board skeleton whiteboard

3G-2H Assess and manage risks in any activity participants are engaged in

3G-2I Monitor class dynamics to ensure effective participation of all participants

3G-2J Summarise key concepts at strategic points to facilitate understanding

3G-2K Provide the participants with the opportunity to seek clarification and handle their questions appropriately

EVIDENCE

Video of Group class

3G-2 Save to Folder: Stage Three **File label:** 3G-2_RTTSurname_group-class-video ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**

LEARNING OUTCOME 3G-3

Evaluate the group class

ASSESSMENT CRITERIA

3G-3A Collect feedback from assessor and/or participants

3G-3B Reflect on feedback

3G-3C Review the group class and consider changes/improvements

EVIDENCE

Written reflection or video of discussion with assessor

3G-3 Save to Folder: Stage Three **File label:** 3G-3_RTTSurname_group-class-reflection ☐ **RTT Evidence Uploaded**	**AATT signature/initials:**	**Date:**

Final Assessment

Information for RTTs and Assessors

FINAL STAGE OF RTT TRAINING • THREE SENIOR ASSESSORS

In order to be accepted as a teacher member of AUSTAT, an RTT needs to be assessed by three senior teachers. This is the final stage of the RTT's training and assessment record.

The three assessors are to be: the RTT's principal AATT, plus two other teachers who have at least ten years' teaching experience and/or AUSTAT Approved Teacher Trainer (AATT) status. They all need to have completed the AUSTAT assessors course.

Ideally, the assessment by the three assessors occurs simultaneously. Only the RTTS and assessors will be in the room.

AUSTAT will endeavor to have a half day available before a national gathering where assessments can take place. Where this is not possible, the RTT will work with their AATT to develop an assessment plan.

The cost of the assessment is the responsibility of the AATT. AUSTAT will make available a list of Summative Assessors. The reason for external assessment is to verify that the RTT's readiness to practise teaching has been independently evaluated beyond the confines of their training course.

The assessment process is designed to evaluate the practical teaching skills and approach to a professional practice by the RTT. Assessors are looking for the RTTs readiness to begin (or resume) independent teaching safely and effectively, communicating the practice and principles of the Alexander Technique through both hands-on and verbal guidance, while tailoring a lesson to the student's aptitude, understanding, relevant needs and interests. In accordance with the principles of the Alexander Technique, this readiness must be founded on an ability to attend in a beneficial way to their own manner of use.

The assessors have a duty of care to the RTT throughout the assessment process, which includes conducting the assessment with fairness, objectivity and respect for the RTT's well being.

If any of the three assessors find a RTT Not "Ready to practice", the RTT will discuss with their principal AATT the area required for further study. That same assessor is then to re-assess the RTT.

If the RTT has a complaint regarding their assessment, it is to be handled through their AATT's complaint procedure.

To be considered Ready to practise, applicants must have been assigned a collective view descriptor of at least 'Sufficient' in all categories of the assessment criteria.

The Assessor Form is provided in the AUSTAT Student Kit and must be completed separately by each Summative Assessor. Completed forms must be saved in the RTT's evidence folder under **Stage Three — Final Assessment.**