Delia Rosenboom

General Description of Evaluation Process:

\*Duration of sponsorship assessment meeting: up to 2 hours

\*Time/ date scheduled by arrangement.

\*Information to be sent by candidate at least 2 weeks before scheduled assessment meeting:

1. A letter from head of training, or from the AT teacher who has acted as the candidate's main trainer during the training period, confirming that the candidate is competent and ready to teach the AT.

2. A description of where and with who the candidate has trained and during which period of time.

3. A CV or resume of other skills, training or work outside of the AT.

4. A list of literature that has influenced the candidate's understanding of the AT.

5. A copy of a section of F.M's text to be discussed at the assessment meeting.

6. The ATI code of ethics, signed by the candidate.

7. A brief outline of how the candidate envisages life as an AT teacher / in what form teaching will happen (groups, private practice, in institutions…) and how this may be integrated with any other forms of work.

8. The candidate to state whether they will bring someone to the assessment meeting to briefly teach, or whether a pupil needs to be provided by the assessor.

9. If evaluation session is to be virtual, candidate to supply 3 video clips of teaching 1-1 lesson / group session is applicable. One of these to show work with a new pupil (1st lesson).

Outline of Assessment meeting:

Initial informal conversation (approximately 25 mins):

This is a casual conversation to get to know the candidate, their character and mode of conduct. Conversation covers reasons for training / personal experience of training/ Important psychological, physical and emotional changes/ How training has changed their experience of life/ How they have come to understand and make sense of FM's principles of direction and inhibition both within themselves and in their daily life/ Which AT teachers have particularly influenced their AT development and why.

This gives me a general sense of the candidate and of the depth with which they have entered into engaging with the AT.

Teaching Assessment (approximately 55 mins):

In-Person Evaluations:

Candidate to give a 20-minute mini-AT lesson to a pupil, whilst I observe.

Pupil to then give me feedback about how they felt during the lesson/ what they learned / what was or was not clear….and then to leave. Candidate to then feedback to me about how they felt the lesson went - what worked/ what was challenging/ what could be improved on or done differently/ what they could foresee working on in a future lesson with the same pupil/ what they feel their strong or weak points are in teaching.

Candidate to then give me a 20-minute mini-lesson, so that I can experience the depth and sensitivity of their hands-on contact and quality of direction where appropriate. This to be followed by a brief chat about what the candidate observed through their hands and visual observations and how this effected how they decided to work. Candidate to reflect on and feedback about their own process (of working on self/ of making decisions about how to work) whilst giving these 2 lessons.

Virtual Evaluations:

I will watch the candidate’s videos beforehand and in the sessions we will discuss what took place/reasons for working in the ways shown/ how candidate felt whilst working/ what their inner process was whilst teaching? / how they felt the sessions went ?/ what they would have done differently with hindsight ?/ what they learned from the sessions?/ what would they do with this pupil in the next lesson? etc etc

I will then ask the candidate to do some virtual work with me and then discuss how this went.

Discussion/ Questions (approximately 30 minutes):

A discussion to further assess the candidates AT knowledge.

1. Candidate to talk briefly about the possible implications when teaching pupils with various conditions (eg an arthritic hip/ hypermobility/ post-surgery/ inflammatory conditions etc etc)

2. Anatomy: Candidate to describe one of FM’s directions anatomically. (Anatomical models/ pictures provided to be used if necessary).

3. Literature: Candidate to discuss a pre-chosen passage of FM's text that has been of particular interest to them. Then to state which books they would recommend to pupils and why.

4. Ethics: Brief discussion about ATI's code of ethics. Candidate to be given a couple of scenarios to respond to, describing the ethics of the situation, as outlined in the ATI evaluating criteria.

Having spent this time with the candidate and having discussed all of the above, observed and experienced the candidate's 'hands on' qualities and teaching skills, I consider that I have gained a well-rounded general picture of the candidate's abilities and suitability to become an ATI teaching member.