

## Guidelines for Readers for the Demonstrations of Knowledge

First, thank you for being willing to do this important work for ATI. Your contribution will help ensure that our Certification Procedure will be even stronger, one that more accurately reflects ATI's Criteria for becoming an ATI Certified teacher.

### General Guidance

Your job is to help the Teaching Candidate provide the best Demonstrations of Knowledge to their ATI Sponsors as they can. You are a “second pair of eyes” for the Candidates. You are a resource for the Candidates, to help them explain themselves more clearly and thoroughly.

To this end, we ask that you watch, listen to, or read any Demonstrations of Knowledge you receive to see if they are complete, accurate and clear.

To help the Candidate present their own thinking as clearly, accurately and completely as possible, focus on asking questions and referring them to additional resources—do **not** provide any answers. If, as you watch, listen to, or read a Demonstration of Knowledge, you see something that seems inaccurate or unclear, or the Demonstration of Knowledge is incomplete in some way, gently mention this to the Teaching Candidate. (The content for all three Demonstrations of Knowledge is [here](#) on the ATI Website).

### Accuracy

Accuracy is about facts; something is true or not, correct or not, accurate or not, right or wrong.

For example, for Alexander's Writings, are his birth and death dates, and the publication dates of his books accurate? If the Candidate says that Alexander was born in 1859, you might say, “Are you sure that date is correct?” Many times these errors in written Demonstrations of Knowledge are typos—the Candidate meant to type 1869 but hit the wrong key.

If the Candidate writes or says that Alexander was known as the breathing doc, this is inaccurate (wrong); he was known as the breathing man. You might ask, “Are you sure you mean breathing doc?” If the Candidate says that his brother's name was Alfred Robert Alexander, again, this is wrong, and you might ask, “Are you sure about his middle name?”

Readers' experience so far shows that when they ask these open-ended questions, the Candidate often responds by saying something like "Oh! Right!" and appreciates the Reader spotting the inaccuracy.

Another example is a Candidate saying that "...Alexander's brother A.R....learned the technique to recover after a severe injury, and was told by doctors he would never walk again." A.R learned the Technique in Australia, before his horseback riding accident in London. In this case the Reader might ask, "Are you sure about when A.R. learned the Technique?"

In the Anatomy Demonstration of Knowledge, did the Candidate locate the atlanto-occipital joint in the correct place? Is their description of breathing accurate?

### **Completeness**

Look through the Demonstration of Knowledge you are considering. Did the Candidate do all the items in the prompt? For example, for Alexander's Writings, did they talk about all eight concepts? Did they answer all three questions about each concept? Is all the biographical information there?

In the Ethics Demonstration of Knowledge, the Candidate is asked to choose two tenets from each category of the Code of Ethics: the Teacher-Teacher Relationship, the Teacher-Student Relationship, and the Teacher-Professional Responsibility Relationship, for six tenets total. Then the Candidate needs to find at least two examples from the Ethics Scenarios that they believe "violate" the six tenets they chose—two scenarios for each tenet, twelve scenarios total.

If the Candidate only chooses one example for each category, or forgets an example in one category, their Demonstration of Knowledge is incomplete.

In the Anatomy Demonstration of Knowledge, Candidates are asked to discuss "how the location and structure of the atlanto-occipital joint...could be useful to a student's understanding." Did the Candidate do this? Did they do the other parts of the prompt?

### **Clarity**

Clarity can seem more subjective, but as a Reader you simply want to ask yourself if what the Candidate wrote makes sense.

It doesn't matter if you agree with what someone has written, for example, in their description of some of the Alexander Technique concepts in the Writings Demonstration of Knowledge—but can you understand what they mean?

For example, if a Candidate says only that “Primary Control is the first thing we have to do when we use the Alexander Technique,” a Reader might wonder, “What does this Candidate mean by ‘do’ when they say ‘have to do’?”

However, your job is *not* to say, “Well, Primacy Control is actually...” and tell them an answer you think is better. Instead, your job is simply to ask questions to help the Candidate say more clearly what they mean. “Can you explain more about Primary Control?” and then listen. Or “Can you give an example of Faulty Sensory Appreciation?” if an example would help make what the Candidate wrote or said more clear.

This section, Clarity, often leads to fascinating and productive discussions. Readers and Candidates report that these kinds of discussions are enjoyable and enriching for both the Reader and the Candidate.

## **Resources**

If a Candidate asks for some resources, here are some that may be useful; feel free to recommend others you may know.

### **Alexander's Writings**

An excellent resource for both Alexander's and his brother's life is Frank Pierce Jones' *Freedom to Change*. For more information see *Up From Down Under: the Australian Origins of Frederick Matthias Alexander and the Alexander Technique* by Roslyn McLeod.

For the eight concepts Teaching Candidates must write about, you can refer them to the Professional Development Committee [Task I](#), which defines both the concepts and principles of the Alexander Technique.

### **Ethics**

The Ethics Demonstration of Knowledge is informed by the ATI [Code of Ethics](#). For an excellent discussion of ethics from a perspective of the professional use of one's hands, see Cheri Sohnen-Moe's *The Ethics of Touch*.

## **Anatomy**

A popular anatomy reference among Alexander Technique teachers is *Anatomy of Movement* by Blandine Calais-Germain. See also *Anatomy of Voice* by Blandine Calais-Germain and Francois Germain.

For excellent information on Body Mapping, see *What Every Musician Needs to Know About the Body* by Barbara Conable and *What Every Dancer Needs to Know About the Body* by Robin Gilmore.

## **Conclusion**

Again, thank you so much for being willing to be a Reader for the Demonstrations of Knowledge portion of ATI's Certification Procedure. Your help and commitment to ATI is an invaluable resource for its members and the general public.