

# Practising our practice is our theory

Discovery | Research | Lifelong learning



AT provides a method for turning new concepts into experience.

Based on our findings, we say...

AT is an indirect method for co-operating with biological intentionality for being a reasoning, upright, tottering, bipedal vertebrate mammal.

AT is about organising subjectivity; exploring balance and movement using gravity's influence to express consciously aware control.

AT is a method for learning how to learn, to teach and to do research and manage change.

Alexander Technique Learning and Teaching Programmes blend person-to person contact with print and electronic media



re-remembering  
re-cognising  
re-iteration  
re-researching

I am a work in process...

## Outcome measures

- 101 Understands that own nervous system is focus of growing observation. Agrees: 'It's something I'm doing'; knows change comes indirectly via practice of attentional awareness.
- 102 Growing clarity that indirectness of curiosity about use and functioning moves effort towards ease. Aligning learning with reading of *Use of the Self*.
- 103 Shows ability to notice preparation for action and installs means whereby cycle: pause, notice, initiate at head and neck, observe act.

- 201 Able to demonstrate 'stopping' followed by efficient, balanced movement e.g. sitting, standing, walking with ease; explores procedures; can describe how 'It's something I do...'
- 202 Co-ordinates use of hands with verbal guidance; maintains constructive attention can describe how self-care is organised at head and neck; growing 'knowledge' of books and anatomy; turns concepts into experience.
- 203 Can guide exploration of principles into everyday activity; can advise 'how to' cultivate discernment re excess/deficit of effort via procedures. Can motivate exploration.

- 301 Can demonstrate means whereby cycle; can give guided talk throughs/guidance from books to explore mechanical advantage, primary control *et al.* for self and peers.
- 302 Displays attributes of curiosity, rigour with exploration in procedures; is receptive in process of moving between known/unknown; familiar/unfamiliar.
- 303 Conveys confidence; is coherent in expressing interplay between concepts, clear about 'how to' explore principles via procedures as well as everyday activity.

## Graduate Course Completion Requirements

- Record of personal learning portfolio and resources.
- Teach sessions re Alexander's writings, relevant neurobiology, gross anatomy
- Introduce, explore, analyse, advise re personal and typical issues of ethics.
- Plan, organise, deliver 10 supervised individual lessons (4 as introductory course).
- Co-teach introductory workshop, co-operate promoting, organising, delivering.
- Plan, publicise, organise, deliver themed workshop. Sponsor/s will be participant/s.

## Operations of a learning organism

unconscious incompetence	ASPIRING to take responsibility for and consciously affect own use and co-ordination, and to manage change.
conscious incompetence	BEING happy to be learning to detect one's idea-motor set and accept one's stage of development. Emerging skills: self-noticing and self care.
conscious competence	LEARNING receptively. Self-reliant research through specified activities; disciplined reflective practise.
Unconscious Competence (Habit)	HAVING conscious co-operation with autonomic processes, operation of internal message.
conscious competence	ASPIRING TO a standard of noticing and co-ordination that no longer tolerates interference (postural, fixed ideas).
conscious incompetence	LEARNING along knowledge continuum. Ability to come mindfully to presence. Interference and response to stimulus available to immediate perception.
conscious incompetence	BEING able to: replace unconscious plan with reasoned direction; observation, inhibition and direction; verbalise means-whereby.
unconscious incompetence	HAVING consistent ability to be curious 'calm and collected'. Familiarity with applying AT in procedures and life activity.

## Pedagogic influences

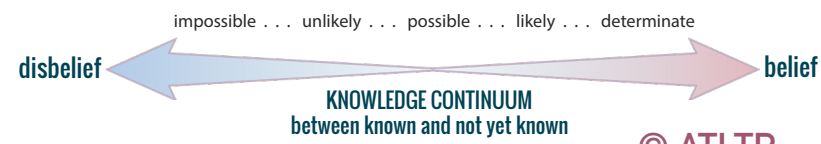
"Active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends (and) includes conscious and voluntary effort to establish belief upon a firm basis of evidence and rationality." (Dewey, 1933, p.9)

"Curiosity as restless questioning, as movement toward the revelation of something hidden, as a question verbalised or not, as search for clarity, as a moment of attention, suggestion, and vigilance, constitutes an integral part of the phenomenon of being alive. There could be no creativity without the curiosity that moves us and sets us patiently impatiently before a world that we did not make, to add to it something of our own making." (Freire, 1998, p.27)

"[True education] demands from the individual the education of self as a consciously changing integrating entity." (Brown/Alexander, 1992, p.128)

"Once again, there is no such thing as teaching without research and research without teaching. One inhabits the body of the other. As I teach, I continue to search, and re-search. I teach because I search, because I question, and because I submit myself to questioning. I research because I notice things, take cognizance of them. And in so doing, I intervene. And in intervening, I educate and educate myself." (Freire, 1998, p.35)

References  
Brown, R. (1992) *Authorised Summaries of F.M. Alexander's Four Books*. STAT Books, London.  
Dewey, J. (1933) *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*. Heath, Lexington, MA.  
Freire, P. (1998) *Pedagogy of Freedom: Ethics, Democracy and Civic Courage*. Roman and Littlefield, Oxford.



## Other voices

- The Use of the Self*
- Ron Brown's Summaries
- John Dewey
- Irene Tasker
- Margaret Goldie
- Wilfred Barlow
- Margorie Barlow
- Frank Pierce Jones

## ATI curriculum



## criteria & ethics



## ATLTP Delivery Content

**Phase 1**  
Explore and build self-directed learning by investigating how means whereby is indirect action. Build daily practice via key readings to develop fundamentals of inhibition and direction.. Apply into activities of daily living to develop observation skills. Describe Alexander Technique exemplar from own experience.

**Phase 2**  
Maintain conscious constructive use; progress reading F.M. and AT texts; apply neuro/anatomy learning into constructive use via daily practise of procedures; turn concepts into experience so as to express principles in own words; combine verbal instruction and hands-on whilst maintaining own constructive intention.

**Phase 3**  
Embody and model principles with consistency. Grow ability to maintain own use in complex interactions e.g. verbal guidance integrated with use of hands. Grow ability to express principles, concepts and procedures to peers and new learners. Plan, teach and evaluate one-to-one, small group and workshop sessions while being observed.

## ATLTP's curriculum

## Curriculum matters

Dick Walker & Elisabeth Walker