6 Proposals to Vote at next TTEC (April 10th -13th):

（用軟體翻譯的）

提議1（巳較對）

在線一級教師培訓的未來

這將是TTEC的方向性投票--意味著只是 "是 "或 "否 "的投票。

背景情況

COVID強行要求我們以及其他瑜伽世界的在線培訓，將改變瑜伽教師培訓的方式，甚至在面授課程可以恢復之後。我們的培訓師對在線培訓的功效有很多積極的反饋，並且學到了很多關於如何通過在線培訓給學生最好的體驗--包括創造、培養和維持社區聯繫的創造性方法。

KRI希望保持高標準--盡我們最大的努力確保所有一級教師都有能力帶領昆達里尼瑜伽課程，並代表我們所有人走向世界。 KRI希望保持一套全球統一的標準，使KRI證書在智利和中國具有相同的意義，同時也允許培訓師有更多的靈活性和創造性，以適應當地的需求和文化，提供最好的課程。 KRI很高興能不斷學習新的方法來在線傳遞信息和轉型體驗，以接觸到潛在的學生，否則他們將無法參加。 KRI認識到，雖然指導方針是需要的，但很可能有一些有效的例外，即一些獨特的情況，在指導方針之外，同時仍然提供高質量的課程。

一級課程委員會不知道COVID後的世界會是什麼樣子--什麼時候可以開始面對面的課程，人們在更大的群體中會有怎樣的安全感等等。因此，本委員會目前不建議採用新政策。相反，本委員會希望提出重要的考慮和想法，收集ATA社區對這些想法的廣泛意見，然後以此為基礎在以後製定最終政策。

在製定一些新的政策之前，現有的方法將保持不變，那就是：

＊由於COVID的原因，100%的在線培訓只能舉行，並且需要得到Amrit Singh的特別許可才能舉行。

＊否則，任何一級課程都可以出於任何原因，80%在線，20%面授。

最終政策的可能組成部分：

1） 設定必須親自參加的一級課程的最低百分比。

1，建議的比例從15%到50%不等。

2．似乎大多數一級課程委員會成員對30%--或54小時--

親自授課的最低要求都感到滿意。

3．當然，如果培訓師願意，他們可以選擇舉辦更多的面授一級課程。

2）如何開設優秀的網絡一級培訓課程的培訓設計方案。

1．跟培訓師為做一個調查，以他們一直以來的體驗與學習作為起點

2· 尋求外部專家的幫助

3．允許成功完成本次培訓課程的培訓師，提供比一般政策更多的

在線服務

4. 問題：

5. 即使進行了培訓，是否允許人們100%在線培訓，還是永遠不可取？

1~ 那些在COVID期間一直在嘗試和學習的培訓師呢--

他們是否也必須參加這個培訓，或者一些培訓師是否會被 "豁免 ",

為可以提供比一般政策更多的在線培訓？

3)可能設定一些必須在面授時，完成的課程內容。

1·委員會似乎非常一致地認為，體式和實踐教學必須要面授的。

2·有建議說西方解剖學和音流與曼陀羅，也需要面授的。

4）可能設置在線參於人數​​的限制。

1．要么是作為一個總人數（比如有人能舉辦一個有500名學生的在線培訓嗎？），和/或設置一個最大允許的學生/培訓師比例，以便有足夠的助手，使學生在培訓過程中保持一定的小組聯繫和一致性。

The Proposal: The Future of Online Level One Teacher Training

This will be a directional vote at TTEC - meaning just a "yes" or a "no" vote.

Background

The online training that COVID forced upon us, and the rest of the yoga world, will change how yoga teacher trainings are delivered, even after in-person classes can resume. Our trainers have had a lot of positive feedback about the efficacy of online training, and have learned a lot about how to give the students the best possible experience via online training - including creative ways to create, nurture, and sustain community connections.

KRI wants to maintain high standards - doing our best to ensure that all Level One Instructors are competent to lead Kundalini Yoga classes and represent all of us to the world. KRI wants to maintain a single set of global standards, so that a KRI certificate will mean the same thing in Chile as China, while still allowing as much flexibility and creativity for trainers to adapt to local needs and cultures, to deliver the best possible course that they can. KRI is excited to keep learning new ways to deliver information and transformational experiences online to reach potential students who otherwise would not have been able to attend. KRI recognizes that while guidelines are needed, there very well could be valid exceptions to every single rule one could envision - some unique situation that goes outside of the guidelines while still delivering a high-quality course.

The Level One Curriculum Committee has no idea what the post-COVID world will look like - when in-person sessions can begin, how safe people will feel in larger groups, etc. This committee therefore is NOT recommending adoption of a new policy at this time. Instead this committee hopes to put forth important considerations and ideas, gather broad input from the ATA community on these ideas, and then use that as a basis to formulate a final policy at a later date.

Until some new policy is made the existing approach will remain in place, which is that:

100% online trainings can only be held due to COVID, and need special permission from Amrit Singh to be held.

Otherwise, any Level One course can be held 80% online, 20% in person, for any reason

Possible Components of an Eventual Policy

Set some minimum percentage of the Level One course that must be held in person.

Suggestions have ranged from 15% to 50%

It seemed like most Level One Curriculum Committee members would be comfortable with 30% - or 54 hours - in person as a minimum.

Of course trainers could choose to hold MORE of their Level One program in-person if they wanted

Design a training program for how to offer an excellent online Level One training course

Do a survey of trainers who’ve been experimenting and learning as a starting point

Look for outside experts to help

Allow trainers who have successfully completed this training course to offer more online than the general policy

Questions:

Even with doing the training, would people be allowed to do 100% online, or would this never be desirable?

What about trainers who have been experimenting and learning during COVID - would they also have to take this training, or would some trainers be “grandfathered” into being able to offer more online training than the general policy?

Possibly set some components of the curriculum that MUST be done in-person

The Committee seemed pretty united in thinking that postures and practicums must be in-person

There were suggestions about western anatomy and sound & mantra also being required to be done in person

Possibly set online attendance limits

Either as a total number (like could someone hold an online training with 500 students?), and/or set a maximum allowed student/trainer ratio, so that there are enough assistants so the students maintain some small group contact and consistency through their training.

提議2

ATA的合格專業人員進入Pathway to Develop成為導師，能夠支持被指導者達到專業水平。

歷史或背景信息。指導是一種技能。目前，KRI只允許首席培訓師成為導師。 KRI建議符合前提條件的專業培訓師可以成為實習生和助理的導師。

   KRI已經建立了一個培養高質量導師的途徑。這個途徑可以適用於專業人員。

   目前，專業人員正在指導學院的申請人、實習生和助理。該學院有許多成員有能力發展指導技能或應用在其他專業中發展的指導技能。

   本提案將為專業人員提供一套先決條件系統，使他們能夠申請並獲准進入發展途徑，成為專業導師。先決條件是：

       KRI認證的一級專業培訓師

       遵守科索沃資源研究所的政策和程序

           現任導師簽字

       曾至少參加過一次專業候選人的面試小組。

       遵守《道德準則》和《EPS》的良好信譽

       完成了關於行政管理的在線視頻培訓。

   每個地區都需要導師，通過培養專業人員作為導師，我們將能更好地滿足這一需求。

   專業人員需要通過滿足先決能力和技能來獲得資格。一旦進入該通道，他們將參加導師發展計劃，包括培訓、持續參與同行小組以及由ATA導師監督。

   擔任導師的專業人員仍然需要像以往一樣申請並獲得成為首席培訓師的資格，與不擔任導師的專業人員一樣。擔任導師的專業人員如果成為領隊，則仍為導師。

新的擬議政策。

TTEC批准專業導師接受培訓/發展，在其業務範圍內擔任導師，包括指導學院成員達到專業水平。

Proposal: Qualified Professionals in ATA to enter Pathway to Develop as Mentors, able to support mentees up to the professional level.

History or Background Information:  Mentoring is a skillset.  Currently, KRI only allows Lead Trainers to be Mentors.  KRI is proposing that Professional trainers who meet the prerequisites can become Mentors for Interns and Associates.

\* KRI has created a pathway to develop high quality mentors.  This pathway can be applied to Professionals.

\* Currently, Professionals are coaching Applicants, Interns and Associates in the Academy.  The Academy has many members who have the competency to develop mentoring skills or to apply mentoring skills developed in other professions.

\* This proposal will provide a system of prerequisites for Professionals to apply and be approved to enter a development pathway to become Professional Mentors.  The prerequisites are:

\* KRI Certified Level One Professional Trainer

\* Compliance with KRI policies and procedures

\* Current Mentor signs off

\* Had participated at least once in interview team for Professional candidate

\* Good standing with the Code of Ethics and EPS

\* Completed the online video training on Admin.

\* Mentors are needed in every region and by developing Professionals as mentors we will be better able to meet this need.

\* Professionals need to qualify by meeting the prerequisite competencies and skills.  Once in the pathway, they will participate in the Mentoring development program that includes training, ongoing participation in a peer group, and supervision by an ATA Mentor.

\* Professionals who are acting as mentors would still need to apply and qualify to become Lead Trainers the same as always, and the same as Professionals who aren't acting as mentors.  Professionals acting as mentors who then become Leads will remain mentors.

New Proposed Policy:

TTEC approve Professional Mentors to be trained/developed to function as mentors within their scope of practice which includes mentoring the Academy Members up to the Professional Level

提議3

21個階段的培訓師資格

. 歷史或背景資料。

目前有21個階段的領導培訓師和21個階段的專業培訓師。要成為21個階段的專業培訓師，您必須具備以下條件

  - 你必須是目前KRI的一級專業培訓師資格證

  - 參加並完成全部6天的 "21階段 "活動。

  - 閱讀培訓師指導資料包，完成21個階段的培訓師指導。

  - 完成21階段培訓師申請，成為21階段專業人員，並提交給KRI批准。

. 新建議的政策。

要成為21階段副教練，您必須： 1:

  - 目前已獲得KRI一級準培訓師執照

  - 參加並完成全部6天的 "21階段 "活動。

  - 閱讀培訓師指導資料包，完成21個階段的培訓師指導。

  - 完成21階段培訓師申請，成為21階段培訓師，並提交給KRI批准。

  - 由導師或培訓團隊的一名成員（助理、專業人員或領導）根據他們對你的評估，推薦你擔任21階段培訓師。

  - 已簽收所有第二單元（心靈與冥想）學習單元的內容學分。

附上培訓師指導資料包

21 階段培訓師指導包.docx

Proposal: 21 Stages Trainer Qualifications

. History or Background Information:

There are currently 21 Stages Lead Trainers, and 21 Stages Professional Trainers.  To qualify as a 21 Stages Professional trainer:

   - You must be currently KRI licensed as a Level One Professional Trainer

   - Participate in and complete all 6 days of 21 Stages

   -  Complete the 21 Stages Trainer Orientation by reading the Trainer Orientation Packet

   -  Complete the 21 Stages Trainer application to become a 21 Stages Professional and submit to KRI for approval

. New Proposed Policy:

To certify as a 21 Stages Associate Trainer you must:

   -  Be currently KRI licensed as a Level One Associate Trainer

   -  Participate in and complete all 6 days of 21 Stages

   -  Complete the 21 Stages Trainer Orientation by reading the Trainer Orientation Packet

   -  Complete the 21 Stages Trainer application to become a 21 Stages Trainer and submit to KRI for approval

   - Have the recommendation from the Mentor or one member of the training team (Associates, Professionals or Leads),  based on their assessment of your readiness to hold the space of a 21 Stages trainer

   -  Have been signed off on all of the Unit 2 (Mind & Meditation) Units of Study Content Credits

Attached is the Trainer Orientation Packet

21 Stages Trainer Orientation Packet.docx

提議4

ATA面試的同行反饋部分

歷史或背景信息。

歷史上，只有導師為申請在學院擔任新職務的ATA成員填寫反饋和評價表。在7月的全球峰會上，大家討論了增加團隊成員反饋的話題。大家都意識到，首席導師的反饋並不總是完整的。導師往往不在培訓課程中，而反饋是由團隊成員提供的。這個新增的功能將使這些反饋除了來自領隊的反饋外，還可以直接傳給KRI和麵試團隊。

許多培訓師已經收到同行的反饋，並將此帶到面試團隊將支持學院的方向，以包容和鼓勵團隊建設和卓越的培訓標準。

新的建議政策。

候選人的培訓團隊成員的反饋和建議將被納入學院每個職位的申請過程中。

申請書將包括一份表格，讓團隊成員就培訓師在學院的下一個角色提出反饋和建議。這將與面試官或面試團隊分享。

Proposal: Including a Peer Feedback Component to ATA Interviews

History or Background Information:

Historically only the Mentor has completed a feedback and evaluation form for a member of the ATA applying to a new role in the Academy.  At the July Global Summit, the topic of adding feedback from team members was discussed.  There has been an awareness that Lead Mentors are not always complete in their feedback. Often the Mentor is not present in a training session and the feedback is given by team members.  This addition will allow this feedback to come directly to KRI and the Interview Team in addition to the feedback from the Lead.

Many trainers are already receiving peer feedback, and bringing this to the interview teams will  support the direction of the Academy to be Inclusive and encourage team building and excellence in our training standards.

New Proposed Policy:

Feedback and recommendations from members of the Candidate’s training teams will be included in the application process for each role in the Academy.

The application will include a form for team members to give feedback and make recommendations regarding the movement of the Trainer to the next role of the Academy.  This will be shared with the interviewer or interviewing team.

提議5

實習培訓師轉為副培訓師的在線學習部分

歷史或背景信息。

. 在最近的一次調查中，培訓師培訓在學院成員需要改進的地方排名第二。在全球培訓師峰會期間，一個主要的討論話題是實習培訓師和合夥人需要有機會接觸到全球培訓師，以實現他們的多元化發展。

. 許多實習生希望能夠自我提升能力和技能。增加在線培訓的內容，可以讓實習生按照自己的步伐成長，並從經驗豐富的專家培訓師那裡獲益。

. 導師將與實習培訓師合作，將在線學習的內容納入個人發展計劃（IDP）。

. 對許多實習生和同事來說，另一個挑戰是有機會在教師培訓項目中提供內容，因為團隊的工作時間有限。這個途徑為參與者提供了提供內容和獲得內容學分的機會。

新的建議政策。

實習生到副職的途徑是一個深入的36小時的在線課程，幫助實習生髮展能力和技能，以便能夠作為副培訓師提供25%的課程。這是一個清晰的自我導向的途徑，對於那些希望在導師的指導下，加快自己的發展並獲得內容學分和能力的實習生。

在參加完整的教師培訓的同時，本項目的實習生將參加實習生到準教師的電子學習課程，作為他們轉為準教師的一部分。在這個過程中，導師將作為指導者參與其中。

本課程是在線 "直播"、同伴指導的對話、預先準備的內容和學習過程的結合，旨在發展以下能力。

. 教學技能

. 社會和環境意識

其他的學習目標不在本課程的範圍內，但對發展成為副培訓師至關重要，您可以通過與導師合作和參加一級課程來實現。但是，通過完成本實習生到準培訓師的電子學習課程，並在導師的推薦下，您有可能在以實習生身份入職一年後成為準培訓師。

重要：附件是36小時的課程結構圖

附件

36小時的課程結構。

第1步 -- -- 競爭力發展。

參加6小時的 "教育學101：成人學習者教學 "課程，有助於培養以下能力/技能。

○ 3. 教學技能，尤其是。

■ 3.1.  以學生為中心

■ 3.4.  溝通技巧

■ 3.7.  培訓師技能

2.2 小組促進

■ 3.8.  課程輔導技能

●參加完教育學課程後，培訓中的培訓師會有一系列的日記提示和書面提示，他們會解釋如何在一級培訓中應用教育學能力。 1小時的工作），共計7小時的教育學培養。

社會與環境意識能力1.3。

你和你的導師一起選擇你最想在文化敏感性方面有所成長的領域（4小時的自我學習和自我反思）。

性騷擾--每個肯塔基州的教師和培訓師需要知道的事情（1小時）。

理解性暴力並賦予康復能力（1小時）。

身體的包容性。所有體型的教學(1小時)

如何與LGBTQIA學生和性別非二元的人交談，跨性別101（2小時）。

智力/發育障礙成人瑜伽(1.5小時)

環境健康(1小時)

○ 體現反種族主義：6課時（10小時）。

與黑人瑜伽師的對話（1小時）。

線上/線下。瑜伽教師和培訓師的性別、階級和種族的交叉點(開發中)

在選擇了自己的文化敏感度領域後，培訓中的培訓師會收到一系列的日記提示和書面提示，讓他們解釋如何在教學中體現和應用能力1.3。 (1小時的工作)，共4小時的文化敏感性培訓。

Proposal: An Online Learning Component for Interns Becoming Associates

History or Background Information:

. Training of Trainers ranked #2 in a recent poll that asked Academy members what improvements were needed for the ATA.  During the Global Trainers Summits, a major topic of discussion was the need for Interns and Associates having access to global trainers to diversify their development.

. Many Interns wish to self-pace their development of competencies and skills.  Adding an online component will allow interns to grow at their own pace and have the benefit of learning from experienced and expert trainers.

. The Mentor will work with the Intern to incorporate the online learning component into the Individual Development Plan (IDP).

. Another challenge to many interns and associates is having the opportunity to deliver content during teacher training programs as there are a limited number of bench hours for the team. This pathway gives opportunities to participants to deliver content and gain content credits.

New Proposed Policy:

The Intern to Associate Pathway is an in-depth 36-hour online program that helps an intern develop competencies and skills to be able to deliver 25% of the program as an associate trainer. It is a clear and self-directed pathway for those Interns who want to, with the guidance of their mentor, expedite their development and obtain content credits & competencies.

While participating in a full teacher training, an intern in this program will take the Intern to Associate Pathway E-Learning Course as a part of their move to Associate. The Mentor will participate as a guide in this process.

This course is a combination of online “live,” peer-directed dialogue, pre-prepared content, and learning processes designed to develop the following competencies:

.Teaching Skills

. Course Facilitations Skills

. Leadership

.Trainer Team Management

.Team Teaching and Collaboration

.Social and Environmental Awareness

Additional learning objectives, outside of the scope of this course, and critical to developing to become an Associate trainer, will be met by working with the mentor and participating in aLevel One program.  But by completing this Intern to Associate Pathway E-Learning Course, and with the recommendation of your Mentor, you may be able to become an Associate trainer one year after entering as an intern.

Important: Attached is the Structure of the 36-hour Program

Structure of the 36-hour program.pdf

提議6

更新了申請者和準申請者的要求，以便平衡二級課程和教學時間。

歷史或背景資料。

背景資料。

修改二級ATA要求的目的是為了讓通過教授昆達里尼瑜伽和通過參加二級模塊的發展獲得更多的平等價值。

在COVID之前，所有的二級課程都是親自上陣，很多培訓師沒有機會參加很多二級課程。 在這個特殊時期，學院的許多成員可能有機會但沒有時間。這些修改在2020年歐洲和南美TTEC會議上進行了討論和批准（有一個小的編輯，並納入這個版本）。

目前對申請人的要求。

必須完成至少4個二級模塊，計劃在今年內完成第5個模塊。

自被KRI認證為一級瑜伽以來，已經教授了至少500小時的昆達里尼瑜伽課程。

目前對準學員的要求。

自成為一級昆達里尼瑜伽教練以來，您至少教授了1000小時的昆達里尼瑜伽，並且在教師培訓之外繼續教授昆達里尼瑜伽。

二級認證----完成所有五個模塊

新的擬議政策。

對申請人的要求。

適當結合已完成的二級模塊和教學時間。

必須完成至少4個二級模塊，併計劃在今年內完成第5個模塊，並且自被KRI認證為一級以來，已經教授了至少500小時的昆達里尼瑜伽課程。

或

必須完成至少2個二級模塊，併計劃好其他模塊的學習時間，並且自被KRI認證為一級昆達里尼瑜伽教練以來，已經教授了至少1000小時的昆達里尼瑜伽課程。這1,000小時中必須包括較長形式的工作坊（4小時，全天等）。

對準學員的要求。

完成二級模塊和教學時間的適當組合。

二級認證--完成了所有五個模塊的學習，並且自成為一級昆達里尼瑜伽教練以來，你已經教授了至少1000小時的昆達里尼瑜伽。

或

成功完成3個二級模塊，並且自成為一級昆達里尼瑜伽教練以來，您已經教授了至少1500小時的昆達里尼瑜伽。在這1,000小時中，有些必須包括較長形式的工作坊（4小時，全天等）。

目前要求成為專業培訓師必須完成全部5個二級模塊的要求將不會改變。

重要：附上兩個版本的申請文件。目前的和建議的申請文件

Proposal: Adjustment of Level 2 and Teaching Hours requirement for Applicants and Associate Candidates

History or Background Information:

\* Background information:

\* The intention for modifying the Level 2 ATA requirements is to give more equal value to development through teaching Kundalini Yoga and development through participation in Level Two modules

\* Pre-COVID, all level two programs were in person and many trainers did not have access to many level two programs.   During this exceptional time, many members of the Academy may have access but not time. These modifications were discussed and approved (with a small edit that is incorporated into this version) at the 2020 European and South American TTEC meetings.

\* Current requirements for Applicants:

\* Must have completed at least 4 Level Two modules with the 5th planned within the year.

\* Have taught a minimum of 500 hours of Kundalini Yoga classes since being certified Level One by KRI.

\* Current requirements for Associate Candidates:

\* Since becoming a Level 1 Kundalini Yoga instructor you have taught at least 1000 hours of Kundalini Yoga and you continue to teach Kundalini Yoga outside of the Teacher Training setting

\* Level Two certified - Completed all five modules

New Proposed Policy:

\* Requirements for Applicants:

\* Appropriate combination of completed Level Two modules and teaching hours:

\* Must have completed at least 4 Level Two modules with the 5 th planned within the year, and have taught a minimum of 500 hours of Kundalini Yoga classes since being certified Level One by KRI.

\* OR

\* Must have completed at least 2 Level Two modules with a plan for when the other modules will be taken and have taught a minimum of 1,000 hours of Kundalini Yoga Classes since being certified as a Level One Kundalini Yoga Instructor by KRI. Some of these 1,000 hours must include longer format workshops (4hr, all day, etc.).

\* Requirements for Associate Candidates:

\* Appropriate combination of completed Level Two modules and teaching hours:

\* Level Two certified - Completed all five modules, and you have taught at least 1,000 hours of Kundalini Yoga since becoming a Level 1 Kundalini Yoga instructor

\* OR

\* 3 Level Two modules successfully completed and you have taught at least 1,500 hours of Kundalini Yoga since becoming a Level 1 Kundalini Yoga instructor.  Some of these 1,000 hours must include longer format workshops (4hr, all day, etc.).

\* The current requirement that all 5 Level 2 modules are required to become a professional trainer will NOT change