

4th Teacher Training Summit

November 15, 2014
Manchester Grand Hyatt, San Diego, CA

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Overview

On November 15, 2014 from 9am -1pm, the PMA held the fourth ‘Teacher Training Summit’ in San Diego, CA. Approximately 72 teacher trainers and administrators from a wide range of Pilates schools and lineages spanning eight countries met with representatives of the PMA including the Summit Development Committee, to discuss the evolution of minimum standards for comprehensive Pilates education programs.

The Presentation

Definitions of terms:

- Observation
- Self-Practice
- Student Teaching
- Supervision

In preparation for the 2014 Summit, the Summit Development Committee worked on establishing formal definitions for the terms “observation”, “self-practice”, “student teaching”, and “supervision.” This was essential, as differences of opinion about the meaning of those terms created barriers to consensus about the *minimum content hours and standards for comprehensive programs* at the 2013 Summit.

The Committee’s definitions were presented to the delegates, who offered valuable feedback and suggestions that were incorporated into the definitions during the presentation.

The final definitions for the purpose of the minimum suggested content hours for comprehensive programs are:

Observation:

Students engage in **observation** at a location approved by their school when they watch professional instructors teaching Pilates sessions to clients. During **observation**, students are not interacting with the instructors or clients, but are actively noting components such as exercise choice, cueing techniques, safety considerations, teacher-client interaction and program design.

Self-Practice:

Students engage in **self-practice** when they practice performing Pilates exercises at a location and in a manner approved by their school.

Student Teaching:

Students engage in **student teaching** when they teach Pilates to individuals at a location and in a manner approved by their school.

Supervision:

Teacher Trainees are **supervised** when they engage in *self practice* and/or *student teaching* at a location approved by their school, with a supervising teacher trainer available to take questions and give feedback.

Revised view of the purpose and nature of the template of minimum educational standards:

One year ago, our intention was to establish the template as a detailed set of standards that we could use to communicate “the PMA’s recommended template.” We were considering possibly requiring adherence to the template standards one of the criteria for being in the Registry of Schools.

Over the course of the past year, after interacting further with many school directors and administrators via a questionnaire exploring the definition of some of the terms used in the template, we realized that it was not appropriate, and therefore premature, to imagine that the template could be used in this way at this time. Our field is simply too diverse and too young for us all to be able to codify these standards at that level of detail, and for the purpose that we originally imagined.

Therefore, we have *a new view of the purpose and nature of this template.*

1) It is a work in progress that we see as evolving. The components within it are not carved in stone. Our intention is for the template to provide structure, but not to be a straightjacket – we want comprehensive schools to be able to see how they can map their programs to these standards, because the standards are flexible and broad enough to accommodate a range of well designed programs.

2) Adherence to the template will NOT be a requirement to be part of the Registry of Schools at this time. The template for the foreseeable future, should be a tool for schools to use:

- To assist with transferability of credits
- To assist with program design for people establishing new programs
- To be a guide for the public, and for potential trainees, to understand what is taught in a given school

The following PMA representatives led the event:

Elizabeth Anderson, Executive Director

Jo Ann Graser, Board Director and Chair, Summit Development Committee

Ray Infante, Certification Manager

Summit Development Committee Members

Jo Ann Graser, Tensile Strength Pilates

Amanda Jessee, Personal Best Pilates

Marissa Lins, Madison Pilates

Carrie Macy, Equinox Pilates Program

Conclusion

In conclusion, the meeting established:

- Consensus on the definitions of “observation”, “self-practice”, “student teaching”, and “supervision.” This was essential work for building consensus regarding the distribution of hours in the minimum educational standards template.
- A new understanding of the purpose and nature of the template.

The completion of this template will lead to work on the ‘transferability of credits’ between schools.

End.