



# The Interactive Teaching Method

Alexander  
Technique  
Teacher  
Training  
Cycle

# Welcome to the Interactive Teaching Method (ITM)

For over a hundred years, the Alexander Technique has brought lasting benefits to thousands and thousands of people. Founded upon the concepts and discoveries of Frederick Matthias Alexander, the Alexander Technique has evolved into one of the most powerful tools available today for personal growth and development.

As with many other disciplines, over the years, the Alexander Technique has divided into many schools of thought with regard to doctrine and methodology. So much so that, today, the term “Alexander Technique” can be thought of as the name given to the many different ways of teaching Alexander’s principles and discoveries. The Interactive Teaching Method for the teaching of the F M Alexander Technique is proud to be one of the most innovative and effective ways of teaching Alexander’s work.

In the Interactive Teaching Method, we focus on the active study and application of the principles which form the foundations of, and provide the power for, Alexander’s technique. Throughout the course, we emphasise personal development as it relates to success in life by appealing to the student’s originality and powers of reasoning. In time, the Interactive Teaching Method gives students the tools to realise an on-going and increasing flexibility in thought and movement as they learn to direct their lives more effectively to reach their dreams.

# The Alexander Technique

F M Alexander, (1869 – 1955), was an Australian recitationist who, during the process of overcoming his own difficulties with vocal production, began a life-long study of thinking in relation to movement and human performance. Originally limited to instruction in breathing and vocal production, Alexander's work expanded over the years. He was delighted to find that the principles he articulated and the disciplines he employed so successfully in teaching voice also brought about improvement in a student's general condition and a higher quality of performance in all human activity.

By learning to direct the power of his conscious mind – reasonably, fluidly and creatively – Alexander was able to work to principle in all his endeavours to achieve the realisation of all his potentialities. By combining a sound practical understanding of Alexander's work with the pioneering breakthroughs in teaching techniques developed by Marjorie Barstow, as well as principles taken from accelerated learning, success education and group dynamics, the Interactive Teaching Method programme can do the same for you.



# ITM Training at a glance

## The Structure

Don Weed, the head of training, will have the responsibility for overall course content and the development of each trainee. He will also be the facilitator during the whole-group Jamborees, periodic meetings of all the trainees and trainers for the purpose of learning and celebration.

Although each trainee will be considered to be part of the whole group, each trainee will also be assigned to a personal trainer. Each personal trainer will be responsible for both the close training of and personal contact with a small number of trainees.



“Signing up for this course is one of the best decisions I have ever made; it has really changed my life for the better. I think and move very differently and far more constructively. I can’t wait to help other people find their own way in this amazing work.”

**Frances, ITM Teacher**

## The Means

There are five key tools that will be used during the training.

The primary tool for the learning of text and the principles of the Alexander Technique will be recorded lectures and material from the curriculum. It is expected that the student will make use of this material many times. In addition, each trainee will have access to recorded classroom sessions as well as material from the Jamborees and previous training courses for each module.

Each student will also have easy access to small group classes run by their personal trainers. The content and structure of these classes is at the discretion of each trainer, but it is expected that this time will be used for discussion of the curriculum material, for answering questions about that material and for bringing the recorded curriculum to life. These small group classes may be taught by the personal trainers individually or in conjunction with other trainers.

Experiential lessons in the Alexander Technique are a very important component to the learning of Alexander's work. The opportunity to have the direct experience of Alexandrian change in lessons while watching others have lessons as well helps put meaning into Alexander's principles and concepts. During each module, all efforts will be made to ensure that each trainee has easy access to a reasonable number of hours of lesson experience.

To further the process of personalizing the training process, trainees will have a small number of one-on-one mentoring sessions with their personal trainer. These sessions are to be conducted away from and in addition to the other training sessions. They are intended to give the trainer and the trainee the opportunity to check in periodically with one another to see how the trainee is progressing.

The heart of the training experience for each module is the whole-class Jamborees. These weekend classes (Friday 6.30pm - Sunday 6pm) will take place in Bristol, England. They are led by the head of training and provide an opportunity for all of the trainees, who have been working separately with their trainers, to gather together as a like-minded community to experience the power of learning the work as a group.

The shape and content of these weekends will be created by the head of training in consultation with both trainers and trainees.

Because the majority of teaching the curriculum material will be accomplished through independent study of the recorded material and through the interactions in the small group classes, we will have the freedom during the Jamborees to address the most pressing needs of the group with respect to the curriculum.

## The Cost

The four-year Teacher Training Cycle is divided into eight modules.

The cost per module is £295 per month for six months or £1,770 per module.

This means that the three-module, Complete Alexander Technique Training programme costs slightly more than £5,000.

The total Teacher Training Cycle, leading to the possibility of earning a professional teaching certificate, costs £14,160 spread out over four years.

“As well as significant improvements in my violin playing, the biggest and most profound outcome from my ITM training has been the improvements in how I interact with other people, both personally and professionally. I have also experienced a complete sea-change in how I respond to stress, difficult times, and uncertainty.

**Sarah, Musician & Teacher**



# The Interactive Teaching Method Teacher Training Cycle

The primary purpose of the Interactive Teaching Method's Teacher Training Cycle is personal development. Alexander believed that by bringing the conscious, reasoning mind to life and showing people how to make constructive use of their powers of reasoning and thought, everyone can be given the tools they need to reach all of their potential in everything they choose to do. He believed that it was in our minds that the ability "to resist, to conquer and finally to govern" the circumstances of our lives could be found. As such, the journey to mastery of the Alexander Technique using the Interactive Teaching Method is a personal journey.

And yet, in the ITM, we have found that the study of Alexander's work is enhanced when it takes place within a like-minded community of students and teachers all pursuing their own dreams and potentials through the application of the Alexander Technique.


In the past, it used to be the case that the only options available to the serious student of Alexander's work were either to take large numbers of private lessons or join a three-year teacher training course. The current Interactive Teaching Method Training Cycle offers an alternative.

Our experience over the past 30 years has been that students can be helped greatly by a directed study of Alexander's written work along with related subjects of universal value and interest, working synergistically together to exactly the degree of intensity and duration that is suitable to each student.

Alexander himself placed great emphasis and importance on the study of his books, and we have found that once they are understood, his books are filled with a treasure trove of practical wisdom and insights that can be applied to each individual's life with increasing usefulness and benefit.

We offer a comprehensive approach to the study of the work of F M Alexander. While the primary purpose of the cycle of modules remains personal development, the training cycle is composed of a series of interlocking modules designed to create the training necessary for someone to certify as an ITM teacher.

On the other hand, we believe that those skills and understandings that are required to become an effective and efficient teacher of Alexander's work are precisely the foundational skills that are crucial for personal development. For this reason, although our introductory modules are intended for and offered to the general public, they still provide a perfect starting point for our teacher-training programme.



“My life has become so much broader and richer since I started the training course. Also, I would not want to miss out on being part of the supportive ITM community.

**Stefanie, Librarian**



# The Three Elements of ITM Teacher Training

The ITM Teacher Training Course is divided into three parts.

The first three modules, when taken in combination with the included practical lesson experience, were created to give students from the general public everything they would need to know to be able to do Alexander's work for themselves. We call this process a Complete Alexander Technique Training (CAT Training).

## CAT Training

We see this training as being similar to obtaining a degree in music. At the end of such a programme, the music student does not know everything there is to know about music, but has become empowered to live a life in music with increasing skill and knowledge and success. We see the CAT Training programme as being able to accomplish the same thing for the Alexander student.

The CAT Training programme consists of three modules.

The first is called Basic Principles and consists of the study of selected writings of F M Alexander as seen through the lens of Frank Pierce Jones, one of the first teachers that Alexander trained. The course introduces the student to the broad range of principles and processes that go into the practice of the Alexander Technique.

The second module is Human Movement: structure and function. This is a simple, but still challenging, look at how our bodies are made and how this design has an impact on how we function. It provides a kind of owner's manual for using our physical selves.

The third module is called the Principles of Personal Development. This is, by far, the most popular of our introductory modules because it focuses on giving the student specialized training in dealing with men and women, starting with the most important relationship you will ever have in your life: your relationship with yourself. When successful, this module can provide a jump-start for the student into new levels of excitement and accomplishment in living.

We believe that the information in these three courses is information that everyone should have. When combined with the practical experience and knowledge obtained through the accompanying Alexander lessons, we believe that these modules would provide a solid foundation for any programme of personal development and improvement.

The exciting news is that, although these three courses are foundational to the training of an ITM teacher, they are open to all students without prerequisite. These modules can be studied by prospective students any time they are offered, either to supplement their other work in the Alexander Technique or merely to satisfy their own personal interest.

Anyone who completes all three modules will have the option to continue with the full Teacher Training Cycle by continuing into the remaining sets of modules.



## Teacher Preparation Training

The second part of the ITM Teacher Training Cycle is the beginning of the professional elements of the course. This part of the course is called the Teacher Preparation Training (TPT). It, too, consists of three modules: Practical Anatomy: Hands-On 1, Conceptual Foundations, and Practical Anatomy: Hands-On 2.

The two Practical Anatomy modules are designed to provide further experience in understanding the ways in which the body works as well as to provide training for the teacher candidate in the use of hands while teaching.


Following the model used by Betty Edwards when teaching the global skill of drawing, these two modules consist of teaching specific skills and exercises in the use of hands which the student is then able to synthesize into the global skill of the use of hands when teaching. Hands-On 1 focuses on the use of hands in dealing with the appendicular structures, while Hands-On 2 looks at the use of hands when dealing with the axial structures.

The fifth module, Conceptual Foundations, is an in-depth study of further selections from the four published books of F M Alexander, taken in the chronological order of their first publication. While the first module in the training cycle, Basic Principles, has a more general perspective, Conceptual Foundations begins to develop more of a textual basis for teaching Alexander's work from the ITM perspective. This fifth module is the only module in the Teacher Preparation Training that can be taken without having completed the whole of the CAT Training, although it is necessary to have completed the Basic Principles module first.

“I have a new realisation that I can be anything I want to be. I am now doing things with ease that I would not have dreamed of doing a few years ago.

Mary, Teacher





The ITM Training has changed the way I see my world. I've learned to think more clearly and life seems simpler. Since I started training, I've ended each year happier than I began it!

**Christina, Chartered Accountant**

## Teacher Training

The final year of the ITM Teacher Training Cycle is the year in which teacher training actually takes place. It consists of two modules: Analysis and Design 1 and Analysis and Design 2.

The first three years of the training cycle are actually preparatory courses for the Teacher Training Course in the final year. The CAT Training group provides lay training for personal development and understanding the general basis for ITM teaching. The TPT courses provide the professional training prerequisites for becoming a certified teacher. In a manner similar to the way in which the Practical Anatomy courses are taught, we see ITM teaching as a global skill that is synthesized from all of the various elements in the whole of the training cycle. The intention of the two separate modules in the fourth year of training is to teach trainees how to turn what they already know into an effective and efficient teaching process.

Analysis and Design 1 introduces the general principles of teaching as well as the basic concepts of teaching required for teaching Alexander's work from the ITM point of view. It leads the teacher candidate through a series of exercises and experiences designed to help the student formulate their own way of teaching Alexander's work.

Analysis and Design 2 continues this process, but within the context of the candidates' final, practical exams. As with the written exams taken as part of the four previous academic modules, we see the practical exams as an unparalleled teaching tool from which all students and teachers in the community benefit.

One of the great advantages to the modular structure of the ITM Teacher Training Cycle is its flexibility. We believe that the best way to learn this work is to take the modules together in the sequence in which they occur. However, a number of trainees have had to take time off to deal with a number of different issues. When students who have left the course determine that it is time for them to return to their studies, they simply join the next available, appropriate module, picking up where they left off. As a result of circumstances, some ITM teachers have taken more than ten years to reach certification, but the training cycle and our approach to education is easily flexible enough to accommodate these exceptional circumstances.

Much more importantly, the programme is also designed to provide a top notch, professional education even to students who do not intend to pursue the work professionally. Statistically, sixty to seventy per cent of our students who begin the training cycle do so for their personal development and personal benefit alone without wanting to become a teacher. Once they come to understand how valuable this training has been to them and how easy it is to teach and how gratifying the process of sharing this work with others can be, however, most of them change their minds and decide to become teachers anyway.

# The Four-Year ITM Training Cycle

	Autumn	Spring
Year <b>1</b>	Basic Principles	Human Movement, Structure & Function
Year <b>2</b>	Principles of Personal Development	Practical Anatomy 1
Year <b>3</b>	Conceptual Foundations	Practical Anatomy 2
Year <b>4</b>	Analysis & Design 1	Analysis & Design 2

	CAT (Complete Alexander Technique) Training
	Teacher Preparation Training (TPT)
	Teacher Training



“Not only has the ITM given me the opportunity to uncover my potential as an actor, but it has given me the opportunity to uncover my potential as an individual in, what is now my greatest passion, my own life.

**Mary Fay Coady, Actor**

# A New Design for the Training Course

The current structure of the ITM training course is a refinement of the structure that has proven successful for over twenty years.

The ITM Teacher Training Course consists of a combination of intense textual study, practical experience, and specific training in the skills necessary for teaching the Alexander Technique from the ITM perspective.

Rather than requiring trainees to attend a large number of whole group sessions, the training course will be making use of emerging educational technologies to create greater flexibility and responsiveness in the programme to meet the needs of individual students. This should cut down on the expenses incurred in taking the course as well as making it even easier to fit the training into the student's existing life circumstances.

The primary training tools that will be utilized will be recordings of lectures and textual material that have previously been identified and elaborated upon live in class. There will also be a number of weekend classes during which all the trainees and trainers will come together as a whole.

Over the years, we have seen the power and support that can come from large numbers of students studying Alexander's work together. The interaction of fifty or more students and teachers working together increases the number of instances of shared insights, the amount of peer learning and the depth of confidence that is instilled in everyone when they see their fellow students change and succeed.

In the new structure, the head of training will still be the primary source of training, as well as being responsible for course content and the oversight of each student's training.

What has changed, though, in the new structure, is that in addition to the training that comes from the recordings and the Jamborees, each student will be assigned to a primary personal trainer.

“I have been surprised and delighted to discover how my experiences during the training process continue to enrich and inspire. I love teaching the technique and being part of a lively community.

**Anna, Psychologist**



There will usually be three whole-group Jamborees during each module, roughly at the beginning, middle and end of each module. Because the primary text-teaching process will be done through recordings, each of these Jamborees will have the freedom to direct class time either to the discussion of questions and difficult points that came up in the smaller group sessions with the personal trainers or to supplement the standard curriculum with additional, relevant material. Written examinations over the content of one module will typically take place one year after the beginning of that module.

All of the Jamborees will be streamed live, recorded and made available to download. In addition, students will also be able to download recordings from previous training courses for that same module.

It is expected that students will attend all of the scheduled classes. This is, by far, the best way to get the greatest benefit from the training course.

However, our experience of more than twenty years has proven to us that attending text-based modules by means of streaming and additional independent study of the available recorded material is more than sufficient for the diligent student.

It may also be the case that some of the tutorials and one-on-one interviews could be conducted online.

“I spent a decade at three universities before starting ITM training. It is hands down the best educational experience of my life. Not only for the intellectual stimulation, nor even the sheer joy of the process, but seeing myself and my classmates stop holding ourselves back from what we most want to do and to be.

**Diana, Student**

## About Don Weed

Donald L. Weed, D C has graduate degrees in Music and Drama and Human Biology as well as a Doctor of Chiropractic degree. He studied the Alexander Technique with Marjorie Barstow from 1971 to 1993, and began his apprenticeship training as a teacher with her in 1972. He has studied with a number of other teachers, most notably, Frank Pierce Jones and Margaret Goldie. In December of 1974, he ended his formal apprenticeship with Marjorie Barstow and began his professional work as a teacher of the Alexander Technique in January of 1975.

Since then, he has taught Alexander's work at numerous universities, music conservatoires and acting schools; at The Performance School in Seattle, (which he helped to co-found in 1986); and on other Alexander Technique training programmes. His extensive background as an actor, singer, director, and performance coach has provided the basis for the performance workshops he has taught throughout the United States and Europe.





His major contribution as a teacher, however, has come in reviving interest in close study of Alexander's writings in order to determine the true nature of Alexander's work as well as the creation of on-going classes for the general public. He has also expanded the training in these introductory courses for the general public to create a non-residential Teacher Training Course for becoming a teacher of the Interactive Teaching Method for the teaching of the F M Alexander Technique. He has completed eight training courses in Switzerland, Germany and the UK and in 2020 will complete his ninth.

He has written five textbooks for the training of teachers; continues to work on The Alexander Commentaries, a detailed analysis of selected writings of F M Alexander and Frank Pierce Jones; and has written a new beginner's book, *Reach Your Dreams: an ITM Introduction to the Alexander Technique*.

In addition, as a chiropractor, he worked for more than thirty years as a neuromuscular rehabilitation specialist helping clients to acquire structurally a greater youthfulness, attractiveness and energy in their daily lives.

He has also created the four-year ITM Trainers Training Course for the purpose of creating trainers who can teach others to become certified ITM teachers. This is the first training course in the Alexander Technique Teaching profession dedicated to the training of trainers. By the end of the course, graduates can qualify to train others to become ITM teachers. The personal trainers in the new ITM Teacher Training Cycle format are all graduates of the ITM Trainer Training Course.

“The ITM training course is far and away the best investment that I have ever made in myself. It is helping me to live with less tension, more energy and self-confidence, and to think and communicate more clearly and easily.

**Sandra, Project Manager**  
**Patient Involvement in Health Research**





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