

Honoring Past Experience How KRI Views Content Credits and Competencies

Background:

With the growth of the Aquarian Trainer Academy, we have people applying to the Academy from all walks of life and in all stages of life. Some are young in age and/or relatively new to the practice of Kundalini Yoga. Others may have had years of relevant professional experience in other fields and/or have been teaching Kundalini Yoga for decades. They may have also been participating as Guest Teachers in Level One programs.

Given that we try to focus on trainer qualifications, not on how they were accomplished, this memo is to give guidance to mentors of experienced applicants to the Academy about how to fairly deal with the applicant's prior experience. Both the Units of Study – Content Credit Form and the Competency Evaluation Form will be used in making this evaluation.

As always, any questions that may arise in any given situation can be addressed to Sarb Jit Kaur (sjitk@kriteachings.org) or Amrit Singh (amrit@kriteachings.org).

Content Credits:

One purpose of the Units of Study - Content Credit Form is to show to other Lead trainers and to KRI which Level One curriculum topics or content credits a trainer has DEMONSTRATED sufficient mastery in to deliver it in any Level One program in the world. When you as a mentor sign off on a particular content credit – you are saying to other Lead trainers, “You can feel secure in placing this person on the bench in your training and asking them to deliver this topic. They will do a good job of it.”

As a mentor, you should not be signing off on content credits just because you know the person and assume that they will do a good job. There must be a step where they demonstrate to you that they have this knowledge. However, it is up to you to determine what that method should be.

A key question is how someone can “demonstrate” that they have a sufficient grasp of an area. The Units of Study – Content – Credit Form Instructions give several examples of ways in which to achieve proficiency but ultimately it is up to you as the mentor as to whether they can deliver the topic. So what is it the Mentor needs to see in the applicant to be comfortable in “vouching” for that person's ability to deliver that particular topic?

When an applicant has been a Kundalini Yoga teacher and has been living the yogic lifestyle for a long time – they may have a deep knowledge of parts of the Level One curriculum even though they have never taught it in a course. Perhaps they could write an outline for a segment, and discuss with their mentor, how they would teach it, what stories they would tell to illustrate it. You could also ask them some typical “tough” questions that students ask to see how they would answer them. If after this you feel confident about putting them on the bench to teach it, then you can sign off on the content credits/topic.

Another method would be to talk to other trainers who may have experienced the applicant teaching that specific topic. It is also possible that talking to people who have seen them teach other related topics might be valuable, but that feedback would be relevant to the competencies of HOW they teach. Remember that content credits are to gauge the specific knowledge of these particular topics.

Remember that content credits are separate from bench hours. So even if an Intern qualified for 100 content credits via some kind of outline preparation and discussion in their first month in the

Academy, they still need 10 bench hours before they can apply to become an Associate trainer, and 25 total bench hours before they can apply to be a Professional, etc.

Competencies

Our lengthy list of competencies is a summary of all the skills and attributes we think an excellent trainer needs to have. They can have developed those skills or competencies in many different ways – most important is that they have them. And exactly like the content credits, your job as a mentor is to ASSESS how proficient the applicant is in each of these areas. Some direct observation is required in order to do an adequate assessment.

This does not mean that you have to observe them within your teacher training course demonstrating each and every skill on the list. You could talk with other Lead trainers who have observed them. You could have a deep, one-on-one discussion with the person about an area – and with enough exploration and probing questions, you could be confident in an assessment.

We want to avoid “assuming” that someone has a competency that has not been directly demonstrated. You may have worked with that person for a long time and know them well. That can make it easy (especially when there is such a daunting form to fill out...) to assume that the applicant has such and such skill. But it is important in your role as a mentor to probe and poke and check and make sure that there is proficiency before you sign off.

Applying this framework to highly experienced applicants to the Academy means that it is totally possible for someone to enter as an Intern, but have many competencies at the level we’d expect from a Lead or Professional trainer. As you probably have not had enough time to directly observe them in one of your Level One programs, you can use other methods for them to demonstrate their skill level to you such as dialogue with them and/or with others who have observed that particular skill in them.