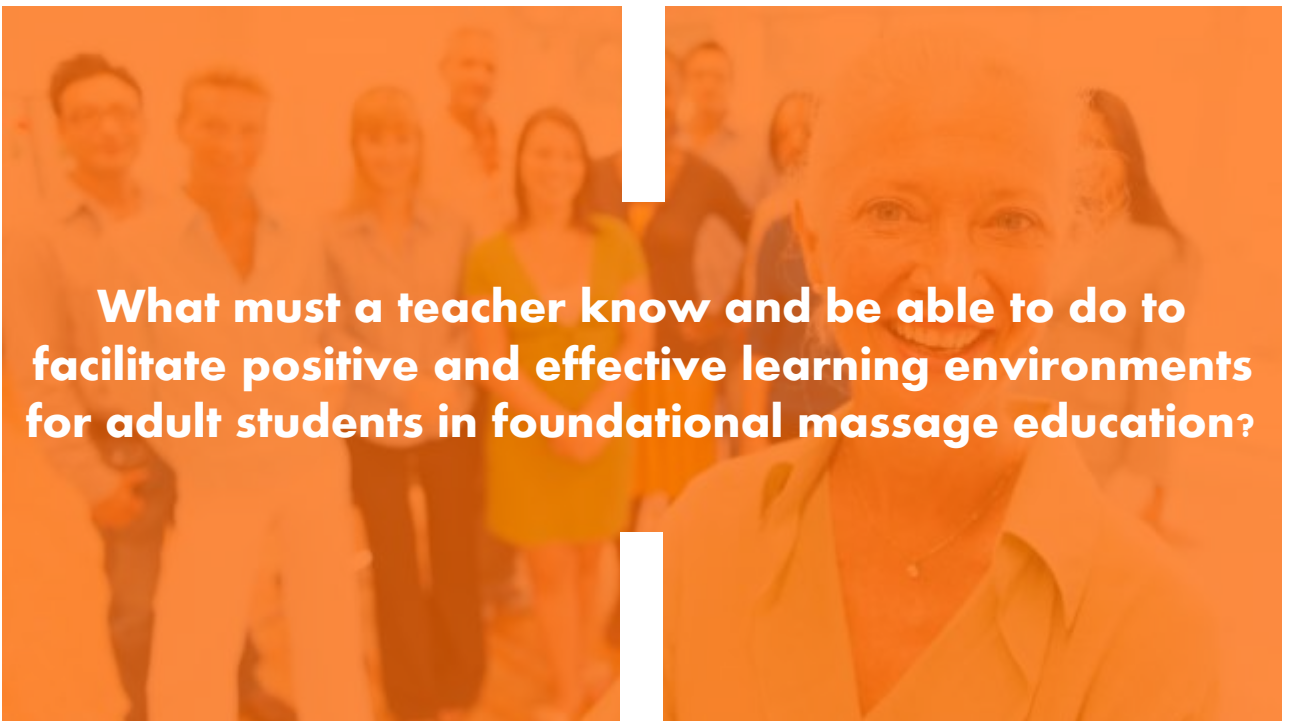


# THE TEACHING CORE

What Are the Education Fundamentals Every Instructor Should Know?

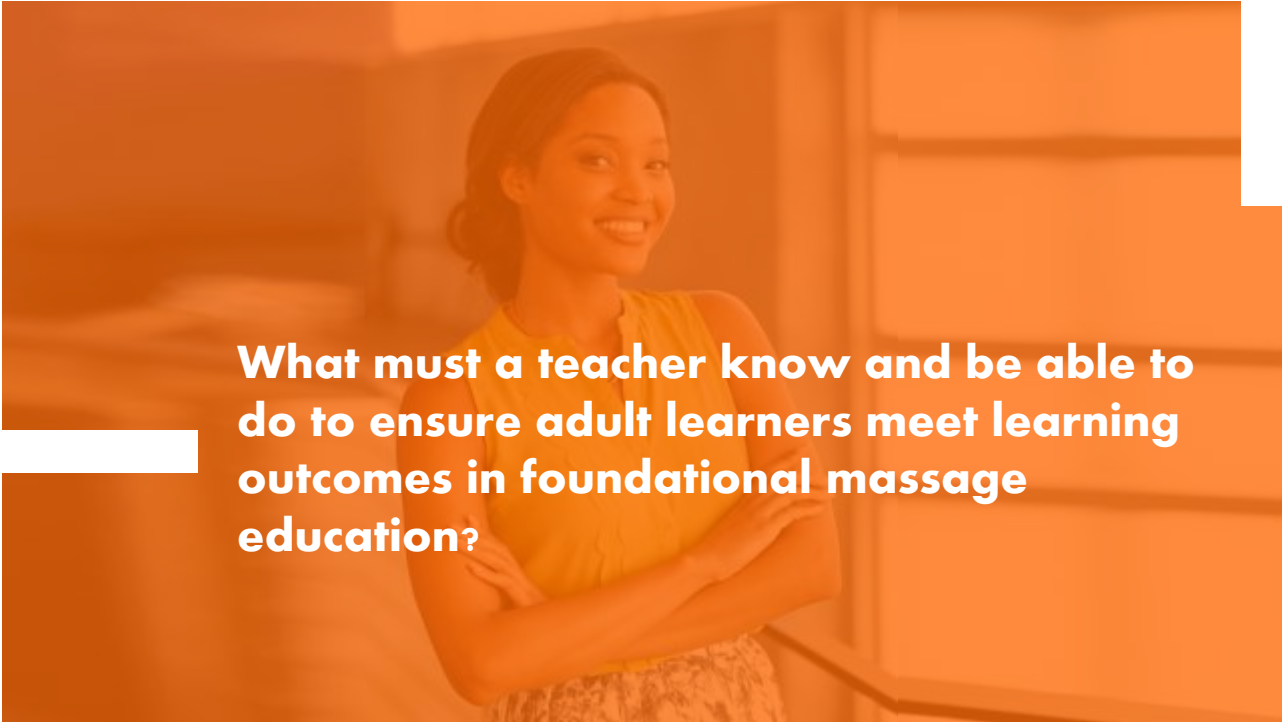


1




**What must a teacher know and be able to do to facilitate positive and effective learning environments for adult students in foundational massage education?**

2



**What must a teacher know and be able to do to ensure adult learners meet learning outcomes in foundational massage education?**

3



**What makes a competent teacher and what makes for competent teaching in foundational massage education?**



4

**We could fill pages with learning objectives and outcomes that define competent teaching.**



5



**We can all point to a teacher with minimal experience who demonstrates profound natural teaching ability.**



6



**What's important? What truly matters when it comes to educating educators in massage schools?**

7



**Get real.**

**Blue sky.**



8

# Let's Explore!



**Embrace our  
real-world  
experiences.**



**Let go of  
everything we  
think we know.**



**Choose a path  
and be ready to  
adapt.**

9

## Avenues of Inquiry

What do our own experiences tell us about competent teachers and competent teaching?

What are the factors influencing learning and teaching in today's massage programs?

We have existing teaching standards for adult educators. Do they resonate?

What do teachers and schools want and need? What feels important to them?

10



1. What do our own experiences tell us about competent teachers and competent teaching?

11



15

Characteristics of **Competent** Teachers



15

Characteristics of **Incompetent** Teachers



12

**2: What are the factors influencing learning and teaching in today's massage programs and how do we account for these factors when planning education for educators?**



13



**A changing student population requires more teacher training related to classroom management and at-risk student intervention.**

14



**Describe 2 key factors influencing learning and teaching in today's massage programs. How do we account for these factors when planning education for educators?**

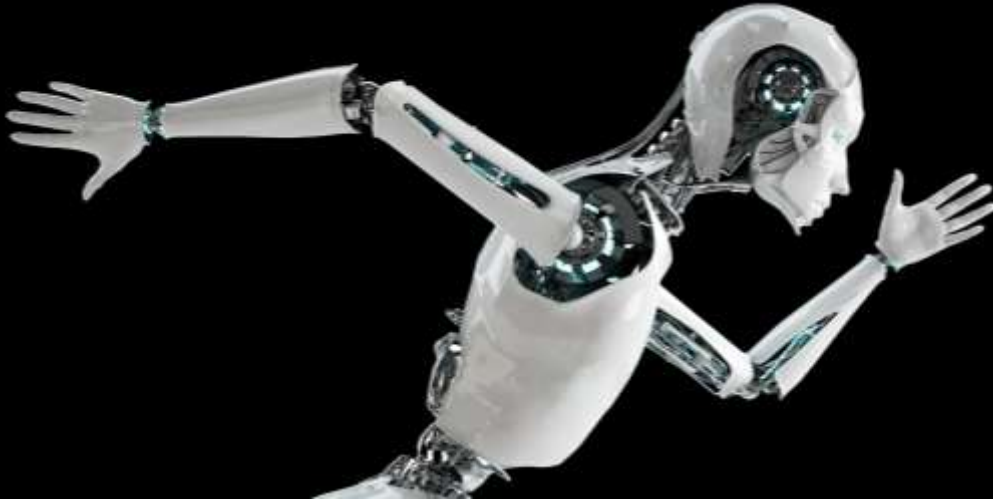
15

**Did We Identify These Factors?**

16



**Changing ideas about how knowledge is constructed in the mind will be a factor impacting teachers and teaching.**



17

# 38%

**We are a hands-on profession but only about 38% of teaching and learning in massage education is hands-on.**

**Most of the teaching we do is in the cognitive domain. Should we adapt what we teach to be less theory driven or adapt how we teach to teach theory better?**

# 62%

18



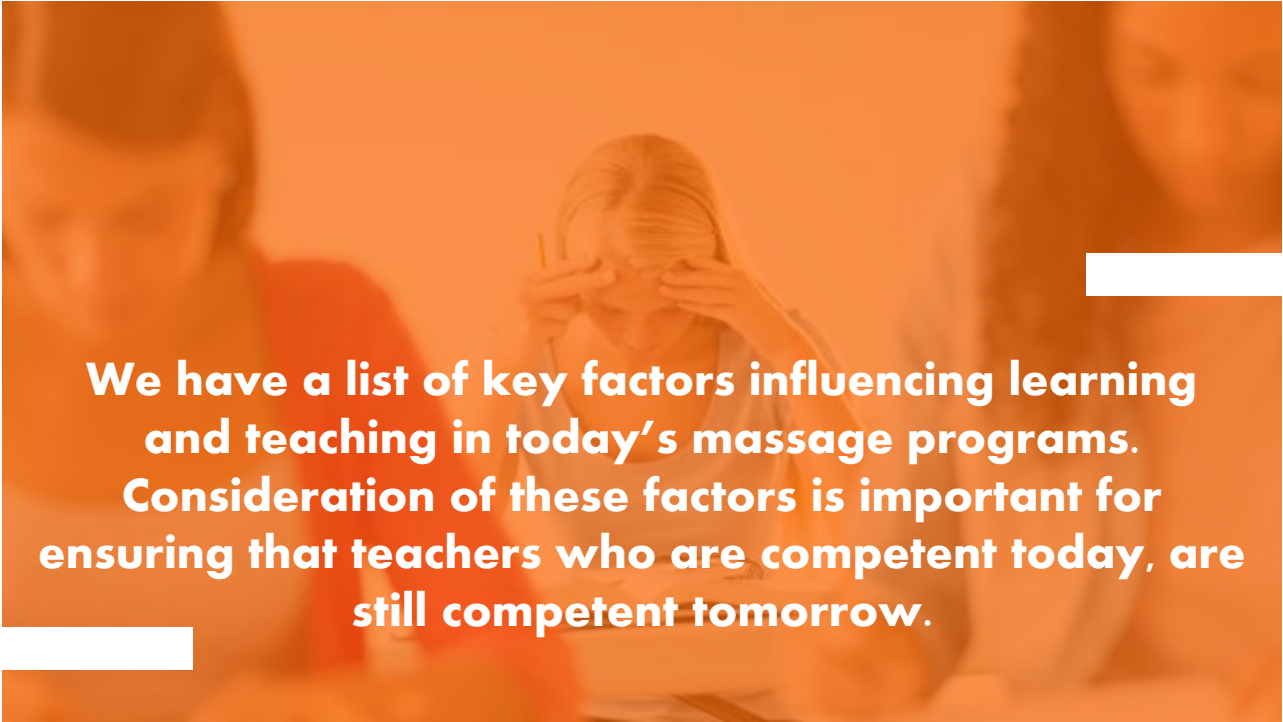
**Technology offers new education opportunities but requires completely different teaching skills from any we have previously known. How do we get up to speed?**

19




**We might educate teachers in instructional design only to tie their hands with poor curriculum.**

20



**We have a list of key factors influencing learning and teaching in today's massage programs. Consideration of these factors is important for ensuring that teachers who are competent today, are still competent tomorrow.**

21



**3. We have existing teaching standards for adult educators. Do they resonate?**

22



**In 2013, the Alliance for  
Massage Therapy  
Education published  
“Core Competencies  
for Massage Therapy  
Teachers.”**

23

**In 2016, the American  
Institutes for Research (AIR),  
in partnership with the  
Office of Career, Technical,  
and Adult Education of the  
U.S. Department of  
Education (as part of the  
Promoting Teacher  
Effectiveness in Adult  
Education Project),  
published “Adult Education  
Teacher Competencies.”**



24

**We have numerous standards documents we can look to for help in answering the question, “What makes a competent teacher and what makes for competent teaching in massage education?”**

**“Core Competencies for Massage Therapy Teachers” 2013**

Alliance for Massage Therapy Education

**“Adult Education Teacher Competencies” 2016**

U.S Department of Education and Others

**“Core Competencies of Nurse Educators” 2016**

National League for Nursing

**“Ohio Standards for the Teaching Profession” 2007**

Ohio State Board of Education

**“Pennsylvania Adult Teacher Competencies” 2004**

Pennsylvania Department of Education

**“Professional Standards for Teachers in Adult Education” 2006**

Maryland Department of Labor, Licensing and Regulation

25

### NUMBER 1

On your tables are 3 copies of “Core Competencies for Massage Therapy Teachers” (page 5) and 3 copies of “Adult Education Teacher Competencies” (page 6).

### NUMBER 2

You will have 5 minutes with each document to get a feel for these teacher standards.

### NUMBER 3

After we review these documents, we’ll take 6 minutes to discuss findings in our small groups and then share in the large group.

26

How do the assertions in the two sample documents make you feel?

Do these documents resonate?  
Why or why not?

Do they answer, “What makes a competent teacher and what makes for competent teaching?”

Other thoughts, feelings, observations, insights, or comments?

27



- **What do teachers and schools want and need? What feels important to them?**
- **What’s realistic? What will they do or what will they avoid or resist?**
- **What will make a difference for their lives and the lives of their students?**

28

**Outline your recommendations to our national organizations. What should we create or do?**

- What do teachers and schools want and need? What feels important to them?
- What's realistic? What will they do or what will they avoid or resist?
- What will make a difference for their lives and the lives of their students?

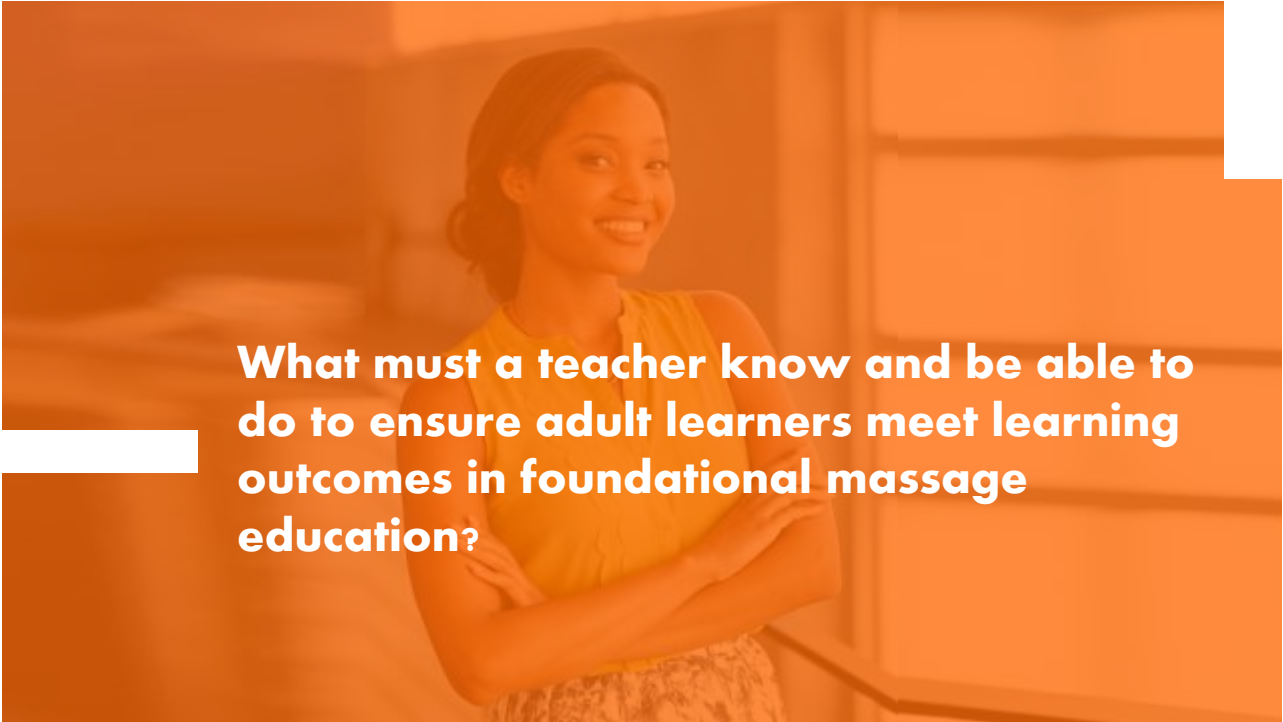
29



**What must a teacher know and be able to do to facilitate positive and effective learning environments for adult students in foundational massage education?**


30





**What must a teacher know and be able to do to ensure adult learners meet learning outcomes in foundational massage education?**

31



**What makes a competent teacher and what makes for competent teaching in foundational massage education?**

32





**We haven't answered these questions completely, but we are a step closer, and we've identified ways to support teachers and students now.**

33

# Thank You! —



34