

Yoga Deepening Level 1 - a 200-hour personal practice and Teacher Training Programme

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1.0 OVERVIEW

Name of course: METTAHOUSE Yoga Deepening level 1

2016 start dates

November 2017 – April 2019 – West Sussex - 10 weekends plus 4-day residential retreat

November 2017 – May 2019 – South Wales – 12 weekends

Principal SYT: Ade Belcham

The Level 1 (200-hour) programme may be taken as a stand-alone course both by those aspiring to teach and also by practitioners simply wishing to deepen their own practice and understanding of yoga. Successful completion of the programme leads to a Yoga Alliance Professionals 200-hour Teaching Certificate.

The Level 1 programme is also Part 1 of the full 500 hour Mettahouse Teacher Training Diploma. The 'continuation' Level 2 (300-hour) module is only available to students who have completed a 200-hour programme certified by Yoga Alliance Professionals. Due to the variability between programmes it is recommended that, wherever possible, you complete the Mettahouse Level 1 course.

Anyone interested in attending this programme is recommended to attend one of the introductory days scheduled over the summer months – see www.adebelchamashtanga.co.uk/calendar.php for details.

1.1 DESCRIPTION

Yoga in the modern world might in some ways be considered to be in a somewhat transitional and even emergent state following its embrace by western culture. For some people it is purely an exercise form, for some an esoteric and even religious practice and for many a rather confused and potentially confusing blend of the two. This programme sets out to bring this 'spectrum of possibility' clearly into view and thereby enable participants to come to clear decisions about how they approach their own practice and, as importantly, how they choose to present yoga to others.

Yoga is more than anything a 'practice' form and any 'study of practice' is by definition a step away from the actual doing. However, in this programme we aim to balance doing with learning by combining the following modules :

1. Walking the path – developing and deepening a personal yoga path based on clarity of intention, commitment and presence
2. Being human – developing an understanding of various models of human form and behaviour to build a clear picture of the pitfalls and potential embodied in ourselves and our students
3. The tapestry of yoga – developing an understanding of the scope of yoga practice and philosophy and how the many paths may influence the individual
4. Sharing yoga with others – developing the skills and humility required to clarify and hone our ability to share yoga and serve others well

While the principle focus of this Level 1 (200-hour) course is module 1 – Walking the path, the programme contains significant content from all 4 modules and students will be both capable and encouraged to begin teaching. In Level 2 (300-hour) the emphasis shifts somewhat into modules 2-4.

Attendees of the Level 1 (200-hour) programme will complete the course with:

- a wider sense of the scope of yoga and how it applies to their lives,
- a clearer view of their own practice path,
- a clear and personal understanding of the essence and purpose of yoga and the scope within which they will share the practice with others
- the skills necessary to begin sharing yoga with others.

While the Principal SYT teaches and practices using the Ashtanga Vinyasa form, the programme is not tied to any particular asana style or philosophical school. The programme content is grounded in the teachings of Patanjali and Samkhya but is also heavily influenced by the psychological models of mind and human potential taught within the Buddhist traditions. As a non-denominational training, students will be encouraged to maintain their connections with existing teachers and will be empowered to refine their commitment to their own personal practice path.

The course will include the following areas of study and practice under the modules outlined above (more detail is provided in section 1.4).

Walking the path	Being human	The tapestry of yoga	Sharing yoga with others
<ul style="list-style-type: none"> • Asana • Pranayama • Shatkarma – cleansing practices • Meditation in the satthipathana (mindfulness) tradition • Lifestyle and nutrition issues 	<ul style="list-style-type: none"> • Applied anatomy and physiology • The body-mind model including panchakosha • Humans as 'stories around a line' – an exploration of personal and social 'karma' 	<ul style="list-style-type: none"> • The yoga lineage • Philosophy and ethics – Patanjali and beyond • Links to Ayurveda, Buddhism and other 'life strategies' • Yoga in the modern world 	<ul style="list-style-type: none"> • Teaching techniques, principles and ethics • Self reflection (svadyaya), peer support (sangha) and commitment to practice (sadhana) • Yoga as therapy

1.2 COURSE OBJECTIVES

- Students will become knowledgeable about the history and roots of modern yoga
- Students will become familiar with key concepts in yoga philosophy with particular reference to the Yoga Sutras of Patanjali
- Students will understand the models of mind and human potential as presented by Patanjali and key Buddhist teachers
- Students will deepen their personal practice through on-going experience of asana, pranayama and meditation
- Students will become familiar with human anatomy and physiology in a way relevant to and experienced through yoga asana and deep relaxation
- Students will learn the art of observation and adjustment in asana
- Students will be able to teach led classes based on the Ashtanga Primary Series or their own sequence (if coming from an alternative form-based practice tradition)
- Students will develop an understanding of student needs assessment and asana modification sufficient to allow compilation of simple practice sequences specific to individuals
- Students will develop an approach to self-reflective learning in both their practice and teaching of yoga that can form the basis on continued learning and development after the programme

- Students will have the opportunity to join peer support forums aimed at providing on-going learning and development opportunities

1.3 TUTOR TEAM



Ade Belcham - Yoga teacher, Structural Integration Practitioner and Biodynamic Craniosacral Therapist

Ade started a daily yoga practice in 1999 and was introduced to the ashtanga form in 2000 at one of Danny Paradise's workshops in Oxford. It was a humbling experience that was at once a complete revelation and inspiration. He began his ashtanga studies in earnest soon thereafter with John and Lucy Scott in Cornwall. In 2004 he met and became a long term student of Nancy Gilgoff, with whom he has spent extended periods over the intervening years and whom he still considers his 'root teacher'. He holds the British Wheel of Yoga Teaching Diploma, and is a Senior Yoga Teacher registered with the Yoga Alliance UK and the Independent Yoga Network. He has been sharing yoga with others since late 2003.

Between 2010 and 2013 he studied Satipatthana (the way of mindfulness) with Sonia Moriceau, an experience that continues to shape his practice, teaching and life. His bodywork and therapist training and work (which began in 2009) have added another dimension to his understanding of the human condition and the 'spectrum of influence' of yoga practice.

In addition, from 1998 to 2014, he was lead tutor for Cambio Environmental Ltd responsible for the development and delivery of environmental training courses to public and private sector organisations. His extensive experience in setting up and running multi-week training programmes provides a solid grounding for the planning and delivery of an extended training set in the yoga context. Find out more about Ade at www.adebelchamashtanga.co.uk.



Peter Connolly – Yoga History and Philosophy

Peter has an impressive academic background with a BA, an MA and a PhD all in Religious Studies from Lancaster University. He also holds a BSc in Psychology, a Trainer's certificate in Neuro-Linguistic Programming and a Diploma in Clinical Hypnosis.

As senior lecturer in Religious Studies at the University of Chichester from 1980 to 2006, he specialised in Indian religions, as well as the psychology of religion and ethics, and also taught both Psychology and Religious Studies for the Open University during this period.

As a practitioner he has studied meditation within the TM, Divine Light, Sant Mat, Lam Rim and Vipassana traditions, and undertaken a number of shamanic workshops. He also works regularly with Pete Blackaby on a therapeutic yoga asana practice.

He has been offering workshops on the history and philosophy of yoga to groups of yoga teachers and trainee teachers since 1980 for organisations as diverse as the BWY, CAM Yoga, Esther Yoga in Toronto, FeelHot Yoga, Humanistic Yoga, and Yoga Junction. His book, *A Student's Guide to the History and Philosophy of Yoga* has proved to be quite popular and a revised edition was published in 2014. Find out more about Peter at www.turningpointconsulting.co.uk.

Picture
coming
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Hayley North - Holistic Chef and Yoga/Movement Teacher

Hayley offers an integrated approach to health and self-study that brings yoga off the mat and into the kitchen, exploring the role of food and nutrition within yoga practice.

It was through her own yoga journey that Hayley began to make the connections between what she was eating and the potential to go deeper and increase sensitivity within her yoga practice.

Hayley has over 10 years of experience working internationally as a yoga and qi gong teacher, course facilitator, retreat chef and food educator.

On this teacher training she will share how the food we eat provides a solid foundation to living yoga. Nutrition based talks and discussion, will offer guidance in how to fully embody a way of eating that is in harmony with your yoga practice. Incorporating Ayurvedic principles alongside the Taoist Five Element approach we focus on balance and connection and Hayley demonstrates how we can use this wisdom as a framework to navigate day to day life.

The Scaravelli inspired yoga session will cover the key guiding principles of this approach. Working with gravity, the breath and the awakening of the spine invites a deepening of sensory awareness that complements not only other yoga practices but all movement and life. This exploratory practice provides an opportunity to inquire outside of the form based structures (such as ashtanga yoga) and invites an organic and fluid quality of movement where the asanas originate from within. Find out more about Hayley at www.hayleynorth.co.uk.



Cherionna Menzam Sills - Teacher and practitioner of prenatal and birth therapy, Biodynamic Craniosacral Therapy, and Continuum Movement

Cherionna has been a therapist since 1978. Her background includes Occupational Therapy, Somatic Psychotherapy and Dance/Movement Psychotherapy, as well as many kinds of Massage, Bodywork and movement and meditation practices. As well as being an authorized Continuum Movement teacher, she practices Biodynamic Craniosacral Therapy, mentoring, supervising and teaching across Europe, the USA and Canada, often teaching with her husband, Biodynamics pioneer Franklyn Sills. She has also studied

extensively with Prenatal and Birth Therapy pioneers, William Emerson and Ray Castellino, completed doctoral studies in Pre- and Perinatal Psychology, and has practiced and taught in this field, including teaching Embryology through movement since 1998. Her work is based on mindful, somatic awareness, presence and heart resonance.



Ad Brugman – Teacher of T'ai-Ji and mindfulness (in the Satipatthana tradition)

Ad met his first meditation teacher John Garrie Roshi in 1976 under whose guidance he studied and practised Mindfulness Meditation in the Satipatthana/Zen tradition until Roshi's death in 1998. A profound deepening of his meditation practice occurred under the late Ven. Namgyal Rinpoche with whom he studied intensively from 1997 – 2003 both in Canada, the UK and New Zealand, participating in retreats ranging from two weeks to six months at a time.

Since the passing of Rinpoche, Ad has been studying with a variety of teachers, amongst those Tenshin Reb Anderson and Tsoknyi Rinpoche.

Ad started his T'ai-Ji training in 1975 in The Netherlands and has been studying under Chungliang Al Huang since 1991. His approach to T'ai-Ji is a unique blend of mindfulness meditation and T'ai-Ji as evolved over a period of more than 30 years of teaching both in the UK and abroad.

To enhance his teaching skills he completed a diploma course in counseling and a one-year training in sensorimotor psychotherapy for trauma recovery. He leads retreats in various locations but his home base is the Orchard Dharma Centre in Herefordshire.

1.4 STRUCTURAL BREAKDOWN

Total course time commitment is a minimum of 260 hours of which:

- 180 hours are direct tutor contact time

- 80 hours are the minimum directed self-study hours (2 hours per week might be a good guide).

Many students will choose to spend significantly more time than this on self-study topics but this total is presented as the minimum necessary to complete the programme.

The SYT will teach a minimum of 85% of the tutor contact time with the rest of the tutor team contributing the remainder time as face-to-face and/or live Skype sessions.

Programme overview

Timings are indicative only and are subject to detailed programme change as part of the planning and scheduling process.

	Course Modules				
Day	Walking the path	Sharing yoga with others	Being human	Tapestry of yoga	Daily total contact hours
1	3	1.5	1.5	1.5	7.5
2	3.5	0.5	1.5	2	7.5
3	3.5	0.5	1.5	2	7.5
4	3.5	0.5	1.5	2	7.5
5	3.5	0.5	1.5	2	7.5
6	3	2	1.5	1	7.5
7	4	0.5	1.5	1.5	7.5
8	4	0.5	1.5	1.5	7.5
9	4	1	1.5	1	7.5
10	3.5	1	1.5	1.5	7.5
11	5			2.5	7.5
12	2.5	2.5	1.5	1	7.5
13	4	2	1.5	0	7.5
14	3	2	1	1.5	7.5
15	2.5	2.5	1	1.5	7.5
16	2	3	1	1.5	7.5
17	3	3		1.5	7.5
18	3	2	1.5	1	7.5
19	4	1	1.5	1	7.5
20	3	1	1.5	2	7.5
21	4	1	1.5	1	7.5
22	3	1	1.5	2	7.5
23	3.5	1	1.5	1.5	7.5
24	3	1.5		3	7.5
	81	32	30	37	180

Module content

Module	Content
Walking the path	<ul style="list-style-type: none"> • Personal practice with input / guidance from SYT • Asana clinics based on a breakdown of the Ashtanga Vinyasa primary series • Asana clinics based on specific movement patterns eg back bending,

	<p>hip opening</p> <ul style="list-style-type: none"> • Led pranayama and meditation practice • Yoga nidra • Shatkarma / kriya practices including nauli, kapalabhati and neti • Bandha and asana energetics • Nutrition
Sharing yoga with others	<ul style="list-style-type: none"> • Identifying and communicating fundamental principles in asana • Modifications and prohibitions • Assessing and adjusting students • Safety and injury prevention • Lesson planning in the context of student needs • Learning to 'see' students needs and limitations • Deep listening skills • The psychology of teaching including self awareness, transference and countertransference • Personal, peer and tutor reviewed small group practice of led class teaching
Being human	<ul style="list-style-type: none"> • The skeletal system • The myofascial system • The endocrine system • The triune nervous system with particular emphasis on the physiology of stress • Alternative models of the human body including the fascial hologram and the panchakosha views • The concept of body-mind • Special case pathology / issues applicable to yoga teaching eg low back pain
The tapestry of yoga	<ul style="list-style-type: none"> • The history and evolution of modern yoga • An introduction to Patanjali's Yoga Sutras with an emphasis on key concepts • An introduction to Ayurveda • The eight fold paths of Patanjali and the Buddha • Developing a personal philosophy to enable clarity and honesty in relation to yoga teaching

1.5 MATERIALS

Students will receive detailed course notes and reading lists for each module. These will be provided upon the start of the course and students are expected to purchase specified 'essential texts' themselves. Where appropriate they will be recommended to use the Yoga Alliance UK shop and take advantage of allocated student discounts.

1.6 PREREQUISITES

Practitioners are generally expected to have a minimum of 2 years of regular yoga practice before they can be accepted onto the course. During the course programme students are expected to commit to a frequent (ideally daily) practice appropriate to them. Students must be willing to engage with a reflective learning process as part of the programme regardless of the style of yoga they practice or intend to teach. This will involve on-going review of their own asana practice, lifestyle choices, patterns of response and motivations to teach. However, beyond a set of basic practice and teaching ethics, there will be no prescriptive standards promoted or implied, that students must adopt. Rather the course culture is one of self-inquiry, curiosity and exploration.

The 200 hour course covers a lot of ground and information, so some background knowledge and an established yoga practice means that the pace of the course is not held. A basic pre-course reading list will ensure that all participants have at least a level of common knowledge.

Successful applicants should be in good health and have stable personal circumstances to complete the course with the focus and dedication it requires. Students must be prepared to attend the full programme and also to spend the time required between study blocks on related reading and assignments. This will generally require a minimum average of 2 hours per week.

1.7 EVALUATION PROCEDURE and GRADING CRITERIA

- Written projects - 3 essay style submissions based on history of yoga, philosophy and teaching ethics
- A reflective journal (and summary review prior to the final module) focusing on the identification of patterns and change
- Worksheets - based on asana, applied anatomy and teaching methodology
- Observational class assessment - trainee will be assessed while teaching a led class

As the programme encourages the development of a very personalised view of the practice and teaching of yoga, the grading criteria will simply be pass / refer in each area of evaluation. Students will be provided with detailed guidance as to the standards required as well as feedback for each element completed. These standards will be based on levels of engagement with the inquiries set, accuracy of factual content and coherence of reflective elements. Any referred work will be returned with a clear indication of the improvement areas to be addressed at resubmission.

1.8 COURSE SCHEDULE

The course consists of 24 tuition days delivered in two formats –

- Weekend & retreat programme – ten non-residential weekends plus a 4-day residential retreat scheduled over 18 months
- Weekend only programme – twelve non-residential weekends scheduled over 18 months

In both formats teaching days typically run 9.30am - 6.00pm (7.5 contact hours plus breaks). Exact dates are yet to be confirmed for the 2017 programmes but start date and finishing month are indicated below.

West Sussex (Henfield) 2017 'weekend and retreat' programme dates :

Start date – 4th November 2017

Finish date – April 2019

South Wales (Abergavenny area) 2017 'weekend only' programme dates:

Start date – 11th November 2017

Finish date – May 2019

1.9 ATTENDANCE

Trainees should attend a minimum of 80% of the course. Should trainees miss more than this minimum, they will need to agree with the teacher on which modules to re-take. The school reserves the right to charge additional fees for these catch up modules.

1.10 ACCREDITATION

Mettahouse has met the stringent requirements set by Yoga Alliance UK, demonstrating that the course is of the highest standard and that our graduates may use the title 'Registered Yoga Teacher' RYT as a sign of quality training when they register themselves with Yoga Alliance UK.'

1.11 APPLICATION PROCESS

While not mandatory, we recommend that you attend an 'introductory day' prior to deciding to join this programme (see our website for details). This will give you a chance to meet Ade Belcham (the principal tutor) and find out a lot more about the content and style of the programme. You can raise any questions or concerns you may have, and the day typically helps clarify your intentions and priorities as far as this kind of course is concerned.

Booking is via completion of an application form (available on our website or by contacting ade@adebelchamashtanga.co.uk) which is submitted with a cheque for your deposit made payable to A. Belcham. If you have not attended an introductory day, receipt of application will normally be followed by a short skype or voice call so that any questions arising can be answered in person. Should you or we decide at this point that the course is not suitable for you, your deposit will be returned to you. On acceptance of your place on the course the deposit becomes non-refundable and we will issue you with your joining instructions.

1.12 INVESTMENT

The total cost for the 24-day West Sussex 'weekend and retreat' programme is £2700 which includes all course materials, plus food and accommodation during the residential retreat.

The total cost for the 24-day South Wales 'weekend only' programme is £2275 which includes all course materials.

In both cases, prices exclude your travel and any accommodation expenses on non-residential weekends, as well as books or materials required to support your studies. It also excludes your Yoga Alliance UK membership which is voluntary but which you are eligible to join as a student teacher and which provides excellent insurance options.

A detailed payment schedule is set out in your course joining instructions and is by standing order on a monthly basis over the duration of the programme. In essence:

Deposit on acceptance of application	£250/£175
14 monthly payments commencing the 1 st of the month of your programme	£175/£150
Total Payable	£2700/£2275

If you have any questions regarding this programme please contact Ade Belcham on ade@adebelchamashtanga.co.uk