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The Aquarian Teacher™ KRI™ Level One
Policy for Online Level One Teacher Trainings

Background

KRI's mission is to maintain high standards — doing our best to ensure that all Level One Instructors are competent to lead Kundalini Yoga classes and represent all of us to the world. KRI is excited to keep learning new ways to deliver information and transformational experiences online to reach potential students who otherwise would not have been able to attend. At the same time, KRI recognizes that there is a depth of connection that can happen when a group is physically together that is difficult and/or impossible to recreate online.

This policy, and the associated application, **outline the circumstances for KRI certified Level One teacher training programs to be delivered online**. While we want to embrace the benefits of online trainings (convenience, affordability, and expanded reach), we would emphasize and encourage the benefits of continuing to offer in-person training experiences. In the case of choosing to run online trainings or accepting opportunities to teach online, it is critical that trainers develop the skills necessary to deliver an excellent experience to the online students. Through our peer-to-peer sharing tool, KRI is developing and sharing best practices to support the continuous upgrading of pedagogy skills and tools for online trainings.

Level One teacher trainings are not simply trying to teach intellectual content. The group consciousness aspects and the subtle student-teacher connection are just some of the challenges to delivering our trainings online. Therefore, some critical considerations for anyone delivering an online training include recognizing if you enjoy teaching online; if you find it a creative and engaging platform which comes across to the students in a directly inspiring way, alongside having the technical tools and skills to do it. Also, are you willing to put in the extra effort needed to actively support online students to be connected to local, in-person teachers and local sangat as well as support them to cultivate a supportive group experience through the training?

KRI recognizes that while guidelines are needed, there could be valid exceptions to every single rule one could envision — some unique situation that goes outside the guidelines while still delivering a high-quality course. That is why the policy is quite broad, requiring an application for trainings with a high percentage of online delivery. Through the application process and any dialogue between the Curriculum Committee and the trainer applying, we hope to be able to flexibly address both the unique needs of the specific situation and ensure the quality of all KRI certified teacher training programs.

Online Level One Teacher Training Policy

1. KRI trusts lead trainers to plan and deliver excellent programs.

2. We want to avoid setting rigid policies, as we recognize that there are all sorts of unique circumstances and situations.
3. We still must have high-quality programs with a consistent set of global minimum standards.
4. 80% of a Level One teacher training program can be taught online without any additional approvals needed.
5. Trainers can apply (**APPLICATION HERE**) to have more than 80% of the classroom hours online
    a. This would be either to have their entire student body be online for more than 80% of the classroom hours, or for a few students to be online for more than this.
    b. The key issues and concerns that courses with a high percentage of online content would need to address in their applications are:
        i. Which modules (or topics) would be online vs. in-person?
        ii. Recognizing that some portions of the curriculum are more challenging to do online than others, do the trainers delivering the online portions have the experience and training to do so effectively?
        iii. How will students in very high online content programs be integrated into their local sangats? How will they gain an experience of group consciousness?
        iv. Of the online segments, what is live online versus pre-recorded?
        v. Depending on the expected size of the program, how will students get enough personal attention, contact, and support during and between modules?
        vi. How are pedagogical issues addressed in the program: engaging and activating students, experiential elements and exercises etc.? How are student to student interactions organized? Student engagement is very important — so something like a cameras-on policy is strongly recommended.
        vii. If you've already run training/s with online aspects, what were the challenges you encountered, and how did you address them? And what were the key features you felt worked well specifically in an online format, including feedback from students?
    c. Applications would be reviewed by the CEO or 3 members of the Curriculum Committee if the CEO is not available or chooses to let the Committee decide.
6. Online classroom hours would be for both live and pre-recorded content. There is a separate policy to limit the number of pre-recorded content to 15% (27 hours) of the classroom hours.