

TTEC

Day One: April 23, 2019

Increasing the diversity and inclusivity of our teacher training

(See handouts) Listen and center BIPOC (Black Indigenous People of Color) voices; continually unwind your guilt; keep showing up and approaching racial equity with an open mind; look at your own history; know whose land you are on; looking at your own whiteness; learn how to be an accomplice (versus an ally); thinking “I am good white person” versus actually acknowledge the ways you uphold racism, which is deeply uncomfortable; “face calamity with a reigns” – YB; “actionary revolution”; One with All – a way of bypassing racism; complicit unless were active
Where is diversity, BIPOC in our Kunalini Yoga community

Actions

- Include more BIPOC
- Connection with other cultures, color, importance of cultural backgrounds – sensitivity; neither victim nor savior, money barriers, language
- Look at absence of BIPOC in classes, going to training
- Bring seva course to people that need it, trainers offering as seva, subsidize trainings, accessible
- Me & White Supremacy Workbook – awesome resource for looking at your own white privilege
- Diversity & Equity training by BIPOC experts
- Accessibility of language in manuals to different education levels
- Learn other languages
- Open to many “-isms”
- Unity – true identity – extinguishes difference
- Get more training – step outside my own bubble, act beyond conveniences
- World split into “haves” and “haves not” – the latter is POC, this is a fact.
- Have the courage to see hierarchy – racism is a vey strong filter
- Reach out with seva to build diversity in trainings
- Meet people’s basic needs
- Affordable yoga classes

Dialogue Topic: The effects of money on the Teacher and Trainer roles

- no one in group had pressure of studio to make rent
- people earning money through another income and doing trainings as seva

Dialogue Topic: Mentoring

- talked about quality of trainers and how we can provide more training for mentors; mentees to feel supported
- discussed issues of not having a good mentor
- certain things a mentor can do and things that are beyond a mentor/ mentees responsibility
- what skills can mentor develop
- collective mentoring vs individual – different types of mentoring

Dialogue Topic: The Role of a Teacher

- what is means to be a Teacher
- relationship between student and teacher, and how we can gently interfere when necessary
- teacher just passing the teachings, versus deep spiritual relationship
- learn to relate to the Teacher within (or is just a persona/ ego)
- alter vs. alternative
- influence of mentoring process

- each teachers experience of the SSS (doesn't mean a teacher was gentle or strong – more about what is suitable for the students' experience, what is most effective may vary depending upon the student)
- What it means to be a spiritual teacher: it means to be “naked” – YB; be responsible in the moment
- Stop negative talk, students playing each other, how trainers buy into those stories

Common thread in all topics: how do we maintain alignment with our values; a culture where we can learn to talk direct with each other – true caring and trust needed; be responsible together for our collective behavior

KRI Report

- Level Two Redux update – Deva finishing up Vitality & Stress revision and testing out module in Summer, Espanola
- More YB
- Science boxes/ info relooked at
- Manuals will be available online
- All Level Two videos available in LOT
- Pool L2 money to get translations done

Gems of Wisdom – Dr. Krishna Kaur

- How to gather informal teachings from Legacy teachers
- send in handwritten notes
- voice recordings – call in
- Letters
- Take selfie video
- Caveat: not all teachings are to be shared
- Reach out to teachers who are no longer affiliated with KRI
- Podcast
- Active, not just receptive
- Zoom and record zoom
- Specifically reach out to people for interview
- Set up interactive way to capture stories at events like Forum, TTEC, Solstice
- Level Three Seva Project
- Other video collection projects, we need to mine
- Dialogue together with 3HO and Sikhnet and share resources, videographers at Solstice
- Separate teachings from personal stories – focused questions
- Also include the personal – makes YB human and relatable
- Campaign
- Create email address (Krishna Kaur will read/ respond)
- People to support project: Krishna Kaur, Gurusansar Singh, Jivan Joti Kaur ask at the Mela, possibly ask at the Forum/ NKYTA

3HO/ IKYTA Report

Holding space of new paradigm: what is 3HO, recognizing family of 3HO global community; 25 Luminaries (people who are serving their communities as teachers or leaders) will be funded to come to Summer Solstice – hope to keep this initiative going; 3HO50.org; people around the world celebrating anniversary; special music nights planned at Solstice; also bringing Luminaries to Winter Solstice; 3HO offer the experience of Kundalini Yoga to the world – website redo; expanding staff

Puranjot Kaur new IKYTA manager (puranjotk@ikyta.org); see vision statement; expanding on strengths and identifying weaknesses; survey of members – what do they value, what are their needs...; IKYTA possibly offer CEUs; exploring strategies for marketing; provide space for collaboration and communication

EPS

Officially under SSS Corp.; working with KRI and group of individuals on compliance – online trainings and developed “The Rights of a Kundalini Yoga Student”

ATA

January was the first EU TTEC meeting; February 2020 South America TTEC; Espanola meetings are *Global* meetings; smaller trainer meetings happening; South America Mela 2020 and Southeast Asia Mela in 2020 or 2021; 21 new US cohort for 2019, no new cohort for EU – Level Three dichotomy, those who love it and those not so much; working to strengthen the KRI brand (ie what it means to have a KRI certificate), phasing out EU royalties to NKYTA, get all student info updated in database, standardize certificate in other countries

Trainer Forum: 9 International Forums, continuing theme of Culture, Communication, Community; steering committee made up of local representatives for each Forum; collaborating with IKYTA/ NKYTA; each Forum begins with YB meditation

Nirvair Singh

Use “Kundalini Yoga as taught by Yogi Bhajan” – distinguish KRI; Reasons to take a KRI training; trademarking issues; branding manual teachers/ trainers; approving Specialty courses; LOT Endowment Fund, grants from Yogi Tea diminishing, goal is to become financially independent; main resource for kriyas is 3HO, so working together to shift that to LOT

KRI Board

Nomination of 4 new people to join the board: Sangeeta Kaur (China), Guru Jiwan Kaur (Italy), Dharma Singh (Germany), and Vedya Amrita Kaur (New York); may hold meetings in different places to accommodate members

Day Two: April 24, 2019

Making TTEC truly global – proposal for holding meeting in Europe in April 2021, and maybe South America in 2022 – approved (see summary)

Large decisions get input from regional meetings, decisions made at Global
Possibly change the date from April to February or March, or move EU meeting around EYF
SA consolidate maturity to host TTEC, engaged trainers willing to carry on TTEC in SA
Open up technology no matter the location so people can join from wherever
Regionals are open to anyone who wants to attend
Concern that the global meeting will be centric to that location – solution to use technology – time zone issues
Inclusive decision making process to be clear, so everyone around the world can have a vote (Zoom)
Time commitment, come to one meeting and not others – consistency, written agreement
All zoom or all in-person
Trainer self-initiate to participate
Value of people observing TTEC
Team building happens best in person
Better camera so people on zoom can best benefit
Coordination, organization, system needed
Discussion and decision-making go together
Regional reps at global meeting
Having decision making around the world brings in more voices, more integration
Decisions from TTEC must be approved by the Board

Summary

Yes schedule global meeting in EU April 2021, yes more/ improve technology, open question (regarding traveling meeting) what will happen at each meeting and what decisions will get made? Push for more commitment

Timing of Sept 2020 TTEC meeting – 22nd and 23rd? Or 1-week sooner, the 15th and 16th? – see below

Keep week of Khalsa Council; Monday & Tuesday or Tuesday & Wednesday

Level Two Certification policy (that one L2 is allowed before graduating from L1) – approved (see summary)

See handouts

New language that is less confusing regarding requirement to complete modules in more than 2 years; explain in more encouraging detail; honoring the pace of process needed for Level Two teachings

How to get the reasons out about why to wait in between modules (depth of transformation)

Avoid “punishment”

Responsibility of the trainers and their admin to know before approving students to course

People want to be with us (in community) versus just getting certification

“Key points” – share stories of policy, makes more relatable

KRI not policing exceptions – not to normalize exceptions

Complete work of one module before attending another – a recommendation (not a KRI regulation)

Summary

Refine the communication and language of policy, and how best to inform trainers; key point: this is an exception that the trainers are empowered to do; the fundamental structure is ok; relook at policy timeframe (two year minimum) – live with it for now.

Prohibition for teaching in non-KRI teacher trainings - approved

See handouts

Distinction of Kundalini Yoga as taught by Yogi Bhajan

Written communication addresses non-KRI accreditation – no ambiguity

KRI educate trainers on policy (ie time in the Forum, branding of KRI)

Non-KRI trainings pick and choose the teachings to include, which can be confusing for students

KRI job to protect trainers and the brand, quality of teachings

Be willing to say “I am not accountable for your systems.”

Accountability and quality of standards

Use language that inspires trainers and students to KRI trainings

Bridge programs for graduates of non-KRI teacher trainings – *approved*

See handouts

There may be time when this policy is not needed – we’re not creating a bypass; reevaluate in 2 – 3 years

Extra work for KRI to compare curriculum and offer bridge program

People (students) who do retake Level One are grateful (from Amrit Vela Kaur, Chile)

Need KRI L1 cert to teach at Solstice (include in key points?)

Who will do interviews and research of bridge program?

Offer discounts to retake L1

Look at models of becoming certified therapist or medical doctor (transfer of credits is strict)

Focus on the students who are bridging

Individual student wants KRI certificate

What happens when HCK or Amrit are not there to keep an eye on the team coming back?

Give feedback to policy

Vote approved: Student who took rogue training to retake L1

Vote approved: Trainer coming back to KRI offering a bridge program for their prior students;

Change entry interviews – *not approved*

Apply, an orientation process, and a confirmation that you meet the requirements

Happening at the Forum when applicants are engaged and meet HCK/ SJK

Psyche of being interviewed and accepted into the Academy; sacred/ ceremonial value of interview (Asian countries)

Orientation be formalized: online video that informs of expectations

Group interview

Importance of meeting face to face with KRI at the initial start

Create more efficient system: interview and orientation are separate

Orientation/ welcome: a letter, going over forms, etc

Interview done by mentor? Doesn’t meet the sacredness

Redefine what happens in the interview: 15 minutes with SJK, then orientation done elsewhere

Video greeting by HCK and Amrit shared with candidate

Summary

Continue having an interview (15 minute welcome) and find other ways to do orientation.

Professional Development Committee

Trainer Development Courses (Sadhu)

Webinars for developing trainer skills, teaching strategies, best practices, competencies

For Academy members, yet have general courses that may catch a broader audience

Percentage goes back to trainer

Review “Guidelines for Effective Mentoring”

See highlights from HCK

Get clear on competencies of mentor – then how to develop those skills – improve mentoring (fundamental problem)

What's the objective of the mentor?

Addressing issue of mentors feeling stuck

See notes sent to Sadhu

Gurucharan Singh is interviewing people to collect insight and experience

Mentoring workshop at the Forum

Pathway to become a mentor

See notes/ handout from Amrit

Add: Competencies, peer group (regular contact with people also working to be mentors)/ support, training as a mentor

1 year minimum process

Current practices for people who are already mentors

Integrate experience mentors with new mentors

Present for 2 full cycles of training

Sutra feedback: better quality, less hoops

Quality of professionals vs “leads on the loose” – one solution will be required ceus

How to honor people who are guiding in different roles

Hoops will be barriers to diversity and inclusivity

How can we provide the extra mentoring to bring people of color up

Learn by observing and pitching in (indigenous model)