A thriving community of yoga teachers, yoga therapists and teacher trainers delivering high quality yoga across Australia.

Yoga Australia

Becoming a Yoga Professional

Yoga Australia Curriculum

Yoga Australia acknowledges the Traditional Owners and Custodians of the lands on which we work and pay our respects to Indigenous Elders past, present and emerging. Sovereignty has never been ceded. It always was and always will be, Aboriginal land.

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About Us

Yoga Australia (YA) is the peak body for yoga professionals in Australia. This curriculum is created with the recognition and respect to yoga as an ancient science and wisdom tradition of India. This curriculum document encompasses requirements for registering as a qualified yoga teacher within Australia.

Introduction

Yoga has become a key component of the health and wellbeing of Australians, and Yoga Australia has been the leader in setting professional standards for teacher training and continuing education for nearly 25 years.

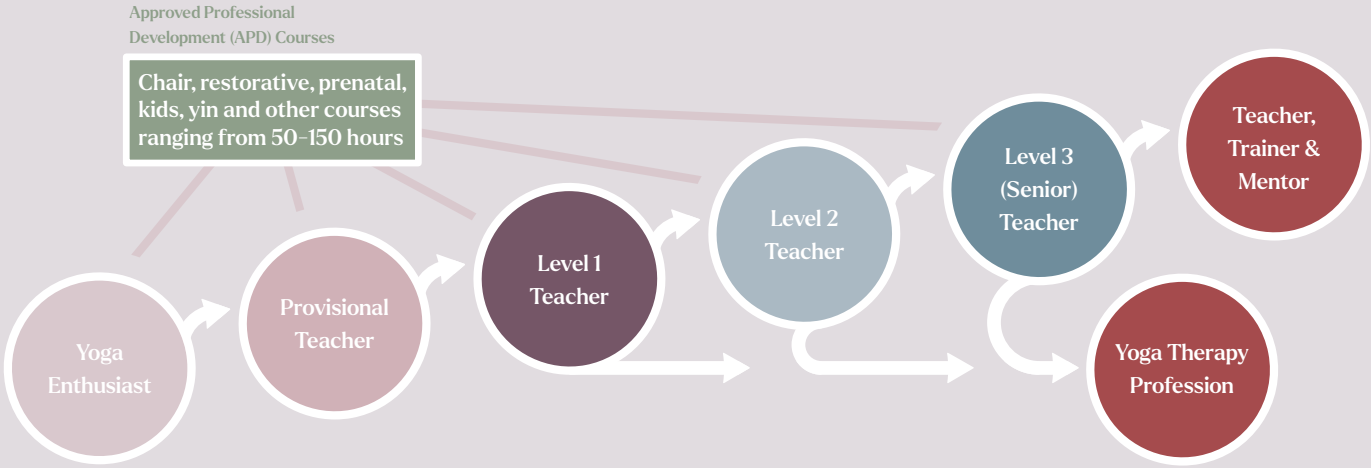
The curriculum has been designed to assist training providers to achieve high level outcomes for yoga in Australia and to demonstrate to governments and health providers that yoga is a profession that safely and ethically supports participants.

The curriculum uses modern educational terms so that external readers can audit the document. It contains the words instruct, teach, class, practice. Interpret these words broadly as you read. They can cover any yoga practice and tradition.

Key components of the curriculum:

- **Competencies:** An aspiring professional must demonstrate achievement of each competency for their level. Trainers design programs so that these outcomes are attained.
- **Content:** This is the required content to be covered in achieving the competency.
- **Sample learning activities:** These are suggestions to assist trainers to design programs and to give ideas about the required standard. Activities can be broad and can be done with peers.
- **Assessment tasks:** These are specific tasks to demonstrate attainment of the competency.

Requirements for Teaching Levels



Requirements	Provisional Teacher	Registered Level 1 Teacher	Registered Level 2 Teacher	Registered Level 3 (Senior) Teacher
Training	200 hours	350 hours	500 hours	1000 hours
Yoga Teaching Experience	0 hours	0 hours	800 hours	1000 hours
Personal Practice	6+ months	2+ years	7+ years	12+ years
Years Teaching	0	0	5 years	10 years
CPD Annual	12	12	12*	12*

Yoga is a diverse system that offers many paths for individuals to explore. Members and potential members are invited to make an individual case to join at the appropriate level. Recognition of Prior Learning (RPL) will be assessed with supporting documentation. *12 points (consisting of 20 hours for Level 2 and 3)

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Format of the Curriculum

Yoga is an integrated practice, and these areas will undoubtedly be learned holistically. However, when designing learning and assessment it is easier to separate the competencies to ensure all are covered properly.

This curriculum allows for flexibility and diversity in the approaches to becoming a yoga professional. The focus is on competencies. The competencies for each level are divided into three categories:

- **Conceptual:** what is the knowledge required?
- **Procedural:** how do you apply the knowledge?
- **Professional:** why are you doing it?

The professional category is included as this includes key areas of legislation and ethics for working in Australia. It is critical to becoming a professional yoga teacher in Australia.

The curriculum lists competencies, content, sample learning activities and sample assessment tasks. The sample activities and assessment tasks are intended to assist training providers with course design.

The curriculum lists the minimum competencies at each level. The levels build on each other, and accordingly each level includes all the previous competencies. Yoga Australia expects that the majority of students will exceed these standards.



Hours for Each Level & Competency

Training providers have the flexibility to allocate hours to different curriculum areas as required to achieve each competency within the level hours (200, 350, 500, 1000) depending on the approach of the school. Training providers will be asked to demonstrate how their students are achieving the required competencies.

As a guideline, we recommend the following minimum allocations:

200-hour training
- ◊ 60 hours across all Conceptual competencies
- ◊ 135 hours across all Procedural competencies
- ◊ 5 hours across all Professional competencies

350-hour training
- ◊ 95 hours across all Conceptual competencies
- ◊ 220 hours across all Procedural competencies
- ◊ 10 hours across all Professional competencies
- ◊ Plus additional specialties

500-hour training
- ◊ 145 hours across all Conceptual competencies
- ◊ 290 hours across all Procedural competencies
- ◊ 15 hours across all Professional competencies
- ◊ Plus additional specialties

1000-hour training
- ◊ 235 hours across all Conceptual competencies
- ◊ 450 hours across all Procedural competencies
- ◊ 20 hours across all Professional competencies
- ◊ Plus additional specialties

Mode of Training Delivery

Yoga Australia allows for flexibility in training delivery modes to meet competencies. **Hands-on and clinical skills must be taught and assessed in-person** to be included in one's scope of practice. Training providers and/or graduates may be asked to demonstrate competency. In-person training allows for direct observation, physical adjustment, and real-time feedback that online delivery cannot replicate. We recommend that no more than 50% of total hours are conducted online. Employers and insurers increasingly require clinical subjects to be completed in person.

Badges

Badges are signed Open Badges 3.0 credentials issued to individual teachers.









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Descriptors

Provisional Teacher (200 hours)

Key themes: design, deliver, develop
A Provisional Teacher is able to deliver a class to healthy adults based on a plan designed in conjunction with a supervisor or mentor. They demonstrate a calm and relaxed manner in class and have basic observation skills to ensure student safety. They act legally, ethically and respectfully. They work with their supervisor or mentor to develop a personal practice and contribute to yoga and the community.

Registered Level 1 Teacher (350 hours)

Key themes: beauty, balance, becoming
A Registered Level 1 Teacher is able to teach a class to healthy adults and may have additional training to work with specific groups in regards to life stages as per their scope of practice. They demonstrate a calm and relaxed manner, good observational skills and the ability to modify practice for individuals, specific groups and conditions. They act legally, ethically and respectfully. They continue to develop their personal practice with a senior teacher or mentor, and they contribute to profession of yoga and to the community.

Registered Level 2 Teacher (500 hours)

Key themes: innovating, integrating, inspiring
A Registered Level 2 Teacher demonstrates high-level observational skills, leadership, and presence. They are able to manage individual and group expectations and progress, design and facilitate programs and workshops. They have a robust understanding of yoga lineages and philosophy and are able to weave this understanding into their classes and personal practice. They have a deep personal practice and contribute to yoga and the community.

Registered Level 3 (Senior) Teacher (1000 hours)

Key themes: create, contribute, compassion
A Level 3 (Senior) Teacher is able to synthesise philosophy, science and experience into teaching and sharing their practice wisdom. They demonstrate depth and breadth of experience plus extensive training across yoga traditions. They create yoga programs, empowering and supporting participants in their physical, mental and emotional wellbeing in an effective, sensitive and compassionate manner. A Senior Yoga teacher is able to mentor colleagues and register teacher training programs.

A Level 3 (Senior) Teacher actively participates and collaborates with a yogic community and supports industry needs. They are able to adapt to emerging individual, community and industry needs in relation to the ongoing sharing of the teachings and experience of yoga.

1.Class Design

Conceptual Knowledge

Provisional (200 hours)

Competancy: Design and plan a yoga class under supervision

Content	Sample Learning Activites	Sample Assessments
• Write objectives for a class • Show how the objectives translate into a plan • Write a class plan using a given template • List the components of a class structure • List common health conditions and appropriate responses	• List the attributes of a good objective • Develop a range of objectives with peers • Given several plans, choose the one that best meets the objectives • List references for material used	• Match objectives with class plans from a selection • Given two plans, choose the one that best meets the objectives • Take a set of objectives and rewrite them for clarity • Develop a class plan using a given template

Level 1 (350 hours)

Competancy: Design and plan a yoga class as per the scope of practice

Content	Sample Learning Activites	Sample Assessments
• Write objectives for specific groups • Develop class plans for these groups • Interpret information gathered through intake and feedback processes • Develop class plans that feature coherence and balance • Plan and integrate learning style strategies to help individuals in your classes	• Discuss elements of class plans for common health conditions • Describe how to cue Warrior II for different conditions • Modify a plan for a given condition • Look at two sources and make a one-page summary of the ways people learn • Discuss with peers how you personally learn and how you learn yoga	• Plan a sequence and record that practice with participants. Note the participants' responses and make modifications. Present the practice again with the modifications • Choose a common condition and describe how your written class plan can include participants with that condition • With diagrams, illustrate how you would cue a particular asana during a yoga practice

Level 2 (500 hours)

Competancy: Design and plan a yoga program as per the scope of practice

Content	Sample Learning Activites	Sample Assessments
• Design and plan a program of classes • Research and select yoga practices for a group or individual and design a tailored program • Recognise the changing needs of students	• Choose a specific objective, select yoga practices and design a program • Discuss what progress means in terms of yoga • In a group, brainstorm and discuss themes that could be used to design a program or workshop • Video your class and comment on where and why you have adapted the lesson plan to meet the needs of specific students	• Choose one common health condition of your interest and design program include objectives, practices, potential learning aids etc. Evaluate participant's experience and progress and implement appropriate changes to the program • Choose a theme and develop a sequence of classes to support and progress the student's practice • Choose a theme and develop a three hour workshop to explore that theme

Level 3 (1000 hours)

Competancy: Design and plan a yoga program as per the scope of practice

Content	Sample Learning Activites	Sample Assessments
• Synthesise ancient, current, and emerging knowledge and skills to design practices for a wide range of contexts	• Reflect and justify a decision that you made on a specific occasion • Collaborate with a peer to design and deliver a workshop • Video your class and comment on where and why you have adapted the lesson plan to meet the needs of specific students	• Collaborate with a group in your community and design an appropriate and culturally safe workshop to share the benefits of yoga practice • Design a professional development program for yoga teachers on class design

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2. Human Systems

Conceptual Knowledge

Provisional (200 hours)

Competancy: Identify principles of human systems as applied to the instruction of yoga

Content	Sample Learning Activites	Sample Assessments
• Identify human systems using yogic and western models • Identify the structural and functional anatomy of the main human systems • List physiological factors that contribute to health and disease (including stress and trauma) as applied to yoga • List the health benefits and contraindications of key yoga practices	• Watch a video explaining functions of human systems then discuss the impact of yoga • Describe how yogic breath relates to the respiratory and energetic systems • Explain the energy maps of the chakras and koshas and their application • Identify key energy channels and discuss the qualities • Through the lens of the neuromyofascial system, explore the concepts of sthira and sukha	• Choose one practice and describe how at least three systems are involved and how they relate • Match a guna with a state of the nervous system and a yogic technique • Identify why inversions are contraindicated for high blood pressure • Identify common risk factors for damage/disease in the joints • List five common health factors that could require referral to a more senior teacher

Level 1 (350 hours)

Competancy: Describe principles of human systems as applied to teaching yoga

Content	Sample Learning Activites	Sample Assessments
• Review and deepen the knowledge of humansystems for healthy adults • Describe structural anatomy and functional physiology for different life-stages • Describe the benefits and contraindications of key yoga practices for specific groups • Evaluate risk factors for specific groups and apply knowledge of human systems to inform safe practice including need for referrals	• Discuss the international definitions of health and compare to yoga • Explore the energetic concepts of *langhana*, *brahmana* and *samana* in a yoga practice • Explain the five *prana vayus* and categorise key practices to influence different *vayus* • Incorporate the use of *bandhas* in yogic practices and discuss the effects and contraindications • Watch a video on human systems for specific life stages and apply this knowledge to select practices	• Define the terms langhana, brahmana, and samana and categorise a variety of practices accordingly • Given a specific group, write an appropriate 60min balanced practice plan • Outline three common conditions and how they can impact yoga practice for participants over 60 • Record on a diagram of the koshas, five potential needs and five potential risk factors for a prenatal participant in her third trimester • In your plan, describe how each asana or yogic practice contributes to wellbeing

Level 2 (500 hours)

Competancy: Explain principles of human systems as applied to teaching yoga

Content	Sample Learning Activites	Sample Assessments
• Review and extend knowledge of human systems • Predict the physiological needs of individuals and groups and design programs and practices appropriately • Detail the structure, states, functioning, and conditions of the mind according to yoga • Interpret research on human systems and its relevance to the application of yoga	• Investigate the terminology and concepts of mind-body science in different fields • Examine changes in the understanding of biomechanics according to current fascial research and how this applies to yoga • Investigate other models of health and compare to the bio-psychosocio-spiritual model of yoga • Read chapter one of Patanjali's yoga sutras and discuss the understanding of the mind • Research the current western scientific understanding of meditation and record your findings	• Given a six-class program, write a 500-word report explaining the human systems knowledge informing design. Integrate energetic principles • In small groups, create a concept map of the mind reflecting the understanding of the mind in chapter one of Patanjali's sutras • Create a three minute presentation on the effects of meditation on the human systems for your participants. Reference two sources of research • Create a one page infographic of the human systems explaining the benefits of yoga

Level 3 (1000 hours)

Competancy: Justify principles of human systems as applied to yoga.

Content	Sample Learning Activites	Sample Assessments
• Justify the design of yoga practices including techniques and sequences based on knowledge of human systems • Evaluate research on human systems and its application to yoga practice and theory • Synthesise human systems knowledge with practice wisdom	• Organise a group of senior yoga teachers, select a health area to discuss current research • Watch a video on fascial science and explain the connection of the concepts of biotensegrity, interoception, proprioception and yoga practice • Discuss with a physiotherapist their approach to back care and compare this to a yogic approach • Discuss with a social worker the concept of mental health and compare approaches	• Select a health condition someone has presented in a class. Create and deliver a 30min presentation to peers outlining related human systems knowledge and share appropriate modifications • Write a blog on your use of human systems knowledge in practice planning and how it has changed over your years of teaching • Create a podcast discussing the principles of human systems as applied to yoga

3. Yoga Foundations

Conceptual Knowledge

Provisional (200 hours)

Competancy: Recognise the evolution of the philosophy and teachings of yoga

Content	Sample Learning Activities	Sample Assessments
• Define yoga • Recognise yoga as an ancient wisdom tradition and system for promotion of health and self-realisation • List the key periods in the history of yoga • Identify the main paths or branches of yoga • Identity the key teachings of yoga	• Define a yoga lineage and contrast this to a modern yoga school • Explore historical figures and texts • Plot a timeline of yoga together with other spiritual systems • Read the descriptions of the eight limbs of yoga in a key yoga text and discuss in pairs • Play with flash cards of yoga terms • Research and share the meaning of mantra om/aum	• Given three Sanskrit terms, translate and explain the linguistic parts • Outline the four chapters of the Patanjali yoga sutras in one sentence per chapter • Choose one *yama* and one *niyama* and explain how to apply in yoga teaching • Define the *kleshas*, *sukha*, *sthira*, *dukkha*, *samadhi* • Outline the eight limbs of yoga

Level 1 (350 hours)

Competancy: Describe the evolution of the philosophy and teachings of yoga

Content	Sample Learning Activities	Sample Assessments
• Review and deepen knowledge of the philosophy and teachings of yoga • Describe key themes in historical yoga texts and relevance • Identify key principles of learning, knowledge, progression and obstacles on the path of yoga as outlined in key yoga texts • List the structure, states, functioning, and conditions of the mind according to yoga	• Create a weekly journal of reflections on your personal practice demonstrating integration of philosophical principles • Make a list of five yoga practices used for each of the four main paths of yoga • Read the sutras outlining the eight limbs of yoga in Patanjali's sutras. Discuss your understanding of each limb in pairs • Listen to a podcast on the philosophy of yoga and share key points of interest	• Define yoga based on personal experience and research • Identify a branch of yoga that supports your personal yoga practice and explain the reasons for this choice • Define karma and samskaras • Outline the main schools of Indian thought • Describe the concepts of *purusha* and *prakriti* • Describe the meaning and benefits of mudra and mantra as you teach the group one of each

Level 2 (500 hours)

Competancy: Explain the evolution of the philosophy and teachings of yoga

Content	Sample Learning Activities	Sample Assessments
• Summarise a range of information about yoga history, philosophy and teachings • Confidently express key themes and frameworks within yoga philosophy and teachings • Compare Yoga philosophy to other world views and spiritual systems	• Investigate Aboriginal and Torres Strait Islander perspectives on the mind and compare to yoga • Watch a documentary on the history of India and examine how yoga philosophy influenced Indian culture and history • Discuss with peers your interpretation of a selected section of Patanjali's yoga sutras • Reflect on the implications of Indian colonisation on how yoga is taught and practiced in the west	• Design an infographic on the key periods of yoga over time • Write a blog about the link between Buddhism and Yoga • Write an article outlining the main paths of yoga and the key practices for each

Level 3 (1000 hours)

Competancy: Describe and compare traditions, philosophies, and teachings of yoga

Content	Sample Learning Activities	Sample Assessments
• Remain engaged in deepening and broadening knowledge of yoga wisdom through texts, discourse, teaching and compare to personal practice and practice wisdom	• Read the Narada Bhakti yoga sutras and link key themes to Patanjali's Yoga sutras using a mind-map • Read the Hatha Yoga Pradapika and compare your experiences of 5 practices • Watch a YouTube video of an interview with BKS Iyengar on *pranayama* and meditation and compare his explanation of the yoga philosophy and teachings to your own experiences	• Write a blog summarising the key themes and practices in the Narada Bhakti yoga sutras • Present a workshop on the foundations of yoga

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4. Business & Legal

Conceptual Knowledge

Provisional (200 hours)

Competancy: Identify the main business, technical and legal requirements for yoga classes

Content	Sample Learning Activities	Sample Assessments
• Recognise current state and federal laws, regulations and industry standards pertaining to yoga and small business • Identify basic small business skills relevant to becoming a yoga professional • Demonstrate currency in relevant technologies	• Describe the importance of keeping accurate class attendance records • Discuss the elements of a service agreement and read through a template • Set up a risk assessment template for yoga classes in different settings • Describe the difference between ethical and unethical marketing and give an example of each • List five different contexts you may provide yoga classes and the business and legal requirements associated with each	• State the requirements for membership to Yoga Australia • Discuss the importance of insurance and keeping accurate records • Watch a video about setting up a studio and find all the potential hazards • Investigate the current industry software and hardware • Write a service agreement between you and a yoga studio for yoga classes

Level 1 (350 hours)

Competancy: Identify the main business, technical and legal requirements for teaching yoga in a variety of contexts

Content	Sample Learning Activities	Sample Assessments
• Review and expand on the main business, technical and legal requirements • Describe the components of operating a small business as relevant to yoga • Seek and disseminate information ethically and respectfully • List the elements of a business plan	• Discuss hazards and potential risks in different venues (eg: park vs studio vs gym vs school vs office, etc) • Identify legislation that applies to yoga professionals and explain how to apply it in your classes • Discuss effective systems for financial management including bookkeeping and invoicing • Discuss pricing and sales for yoga classes in a range of contexts	• Given a case scenario of a yoga class at a particular setting (park, studio, gym, school, office, etc), create a table and identify hazards and potential risks, ways to control or mitigate the risk, and monitoring strategies • List the tax requirements for a small yoga business • Create a simple invoicing and bookkeeping system for yoga services

Level 2 (500 hours)

Competancy: Describe the main business, technical and legal requirements for teaching yoga and demonstrate the ability to operate a small business

Content	Sample Learning Activities	Sample Assessments
• Describe basic elements of business operations, management and strategy • Establish and maintain relationships with peers and related professionals to build networks	• List three pieces of personal information that are irrelevant to the teaching and practice of yoga • Describe the business relationship you have with students • Research the policies and procedures of three yoga studios/gyms and discuss with peers • Research and discuss ethical marketing in yoga • Research the cost of website development and compare results	• Role play: an initial enrolment interview, where the participant requests rehabilitation of a common condition (eg: lower back pain). Use empathy to respond to the request of the client and explain limits to the scope of your practice • Create ethical marketing material for a yoga program

Level 3 (1000 hours)

Competancy: Describe the business, technical and legal requirements appropriate to your professional context

Content	Sample Learning Activities	Sample Assessments
• Develop strategies to manage and review your yoga business • Communicate clearly and manage business requirements using leadership, yogic principles and wisdom	• Describe three ways to help staff/peers with business operations • Discuss with an accountant or bookkeeper any changes you could make to improve the financial management of your yoga business	• Create or update policies and procedures for your yoga business • Research current pay rates for senior yoga teachers and market price range for corporate yoga classes • Review your service rates and service agreements with stakeholders

5. Teaching Methodology

Procedural Skills

Provisional (200 hours)

Competancy: Instruct classes for healthy adults following a plan designed under supervision

Content	Sample Learning Activities	Sample Assessments
• Select a designed plan • Demonstrate how to prepare the space for class • Instruct the class meeting the objectives of the plan • Demonstrate vocal and tonal competence • Demonstrate effective observation and correction skills • Recognise and instruct to the different needs of students • Demonstrate suitable pacing of the class • Demonstrate direct, fluid, inclusive and succinct language	• Discuss why you selected the plan • Instruct from the plan with modifications for students' specific needs • List parts of the class where you should be demonstrating the poses and where you can do it by cueing only • Instruct a class using clear vocal projection, diction, pace and tone • In peer groups, critique each others' vocalization, demonstrating, and cueing • Using only verbal cues, instruct a section of the practice • Discuss the use of inclusive verbal and non-verbal language	• Given a plan and a student's • specific requirement, instruct with modifications • Record a three minute video demonstrating clear vocal projection, diction, pace and tone • Instruct a given practice using verbal cues only • Imagine your students cannot see you. Talk them through a specified practice • Given a case study, adapt to make the situation more inclusive • Model the difference between physical demonstration and verbal cues

Level 1 (350 hours)

Competancy: Teach classes with observational skills, balance, and ability to modify for individual and group needs as per the scope of practice

Content	Sample Learning Activities	Sample Assessments
• Design a class plan for healthy adults and specific groups • Demonstrate balance and coherence in your delivery of yoga practices • Demonstrate good observational skills and reactions to the observations	• Demonstrate how to modify a class plan to account for common conditions of specific groups • Deliver a class with modifications including verbal cues for a given condition according to class plan	• Given a session plan and a common condition, include variations, modifications and/or props • Given a yama, design a class incorporating the ideas • Given a video, critique for the use of inclusive language

Level 2 (500 hours)

Competancy: Teach programs andworkshops demonstrating leadership, inspiration and high-level observational skills as per the scope of practice

Content	Sample Learning Activities	Sample Assessments
• Demonstrate high-level observation skills and tailor a program for participant goals • Manage expectations and progress • Educate participants on yoga and wellbeing • Demonstrate leadership skills and presence	• Design a series of practices for • new students that reflect the yoga tradition you are working within • Teach a practice incorporating an aspect of yoga philosophy and reflect on the outcomes	• Using role play, demonstrate questioning to a student presenting with a common condition. Modify your program to include the information gathered • Teach the program created and reflect on improvements

Level 3 (1000 hours)

Competancy: Create and teach programs as per the scope of practice incorporating yoga philosophy

Content	Sample Learning Activities	Sample Assessments
• Teach yoga synthesising philosophy, science, and experience to empower participants in a sensitive and compassionate way • Consistently demonstrate ways to enhance the progress of participants	• Observe sessions and offer encouragement and modifications • Design a CPD activity to cover a teaching sequence describing why you have used these practices and sequencing	• Deliver a CPD activity on correct sequencing • Mentor a colleague and critique their practice

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6. Techniques & Practices

Procedural Skills

Provisional (200 hours)

Competancy: Incorporate safe technique, alignment, cueing and provide modifications

Content	Sample Learning Activities	Sample Assessments
• Apply knowledge and skills as discussed in human systems • Identify the different types of modifications and adjustments • Identify signs and symptoms of strain and agitation and identify effective modifications • Incorporate cues to develop proprioception and interoception • Recognise that learning occurs through all of the senses including auditory, visual and kinesthetics • Use Sanskrit and technical vocabulary in a way that enhances learning	• Explain the difference between safe and unsafe practice • Given a list of asana, participate in group activities to observe others performing the same asana • Discuss the signs and symptoms of strain and agitation • Define interoception and proprioception, and develop cues to support both • Identify an optimal position so participants can see you, hear your cues and you can observe them all • Apply appropriate and safe usage of self-adjustment and hands-on adjustments • Given a set of cues, change the words to be more inclusive • List three situations where it is useful to use Sanskrit in your class	• Given a photo or video of a teaching situation, select an appropriate response • Perform a practice and describe how it affects your body • Teach a short meditation or pranayama practice using one mudra • For one asana, one pranayama and one meditation technique demonstrate three verbal and one non-verbal cue for getting into the practice, correcting and/or enhancing the practice, and for coming out of the practice • Demonstrate an asymmetric practice and discuss the sensations in your body with your peers • Discuss the use of different vocabulary in your class and the effect on participants

Level 1 (350 hours)

Competancy: Incorporate safe technique, alignment, sequencing and provide variations for specific groups and needs

Content	Sample Learning Activities	Sample Assessments
• Review and deepen the above skills for specific groups • Identify and minimise risk factors in teaching healthy adults and specific groups • Identify, plan and adjust teaching strategies to teach balanced, coherent and safe sequences for specific groups and individuals	• Demonstrate and cue variations and modifications for a particular practice for two common conditions • Demonstrate a range of instruction methods for different sensory learning styles • Provide an example of times when you have felt strain or agitation in your own practice and explain what you would do in future • List and discuss possible triggers that may affect your participants' practice	• Choose one common condition of interest and recommend variations, modifications, props in your class plan • In partners, choose two poses and give two hands-on and two self adjustments for each • With diagrams, illustrate how you would cue a particular asana during a class • Participate in a peer's class and review safety modifications and adjustments together

Level 2 (500 hours)

Competancy: Incorporate safe technique, alignment, and sequencing to confidently inspire and innovate the progression of participants

Content	Sample Learning Activities	Sample Assessments
• Demonstrate flexibility and adaptability using a wide range of teaching strategies • Demonstrate skills to enhance inclusion and safety • Innovate teaching to safely progress a diverse range of participants at different levels, receptivity and ability within a group	• Model interpersonal considerations such as personal space and choice of words • Design and present a set of five sessions for a specific group of participants and describe the rationale behind the choice of practices and sequencing	• Demonstrate knowledge and skills to teach a sequence of three classes where one participant shows with a common condition

Level 3 (1000 hours)

Competancy: Demonstrate the ability to progress participants in a creative and compassionate manner

Content	Sample Learning Activities	Sample Assessments
• Analyse research-based sources and educate clients and peers in latest findings regarding physical, mental, and emotional wellbeing • Demonstrate skills to progress participants using techniques and methods consistently adjusting to their level of receptivity, ability, and goals	• Write an article on safe technique for a particular practice • Develop educational resources based on evidence based research to share with peers and community	• Summarise research on a particular area and present a CPD activity for your peers

7. Communication

Procedural Skills

Provisional (200 hours)

Competancy: Establish a professional relationship with participants, peers and other professionals

Content	Sample Learning Activities	Sample Assessments
• Establish relationships within appropriate professional boundaries, including consent • Build trust and respect through use of effective communication techniques • Use communication techniques that take account of personal and cultural sensitivities • Exercise discretion and confidentiality • Use inclusive and invitational language and learning practices that are respectful and promote the acceptance and value of all people	• In a group, workshop the idea of a professional relationship in your area of practice • List three ways to create an inclusive environment and build trust in your class • Give three examples where you might inadvertently breach confidentiality or where someone has been indiscrete • Identify a situation where you would ask for consent • Explore the use of voice, posture and gestures that communicate compassion, reassurance, and safety • Discuss how you use technical words, including Sanskrit, in your classes	• Give three examples of inclusive language • Explain why your position in the room could be troubling for some students • Define consent and ongoing consent in a yoga class • List five invitational language cues that can be used to offer choice, collaboration and empowerment • Given a case scenario, describe how you would react in an inclusive manner • Give an example of where you would refer a potential student away from yoga

Level 1 (350 hours)

Competancy: Manage interactions with participants, peers and other professionals

Content	Sample Learning Activities	Sample Assessments
• Demonstrate flexible and inclusive communication skills to collect relevant information • Maintain professional integrity and boundaries within the scope of practice • Consistently use communication styles that promotes effective and safe practice • Select an appropriate mode of communication for the situation	• Describe key factors in teacher-student relationship such as establishing, maintaining, ending, or referring • Design or adapt an intake form and interrogate it for inclusiveness • Role play an interview with a prospective participant to collect intake data • Use verbal and non–verbal communication to display compassion and kindness	• List three ways to acknowledge participant progress • Role play a situation where you have a difficult participant • Describe how you react when a participant does not follow correct alignment despite cueing • Your manager wants you to teach 20 classes a week. How do you negotiate a reasonable workload?

Level 2 (500 hours)

Competancy: Consistently practice communicating with compassion, confidence, respect and kindness

Content	Sample Learning Activities	Sample Assessments
• Use verbal and non-verbal communication to enhance understanding and demonstrate respect • Use a range of techniques to confirm understanding • Exchange information following privacy and confidentiality protocols • Identify and manage early signs of potentially difficult situations, plan an appropriate response	• Engage in a role play to demonstrate active listening skills: listen to others, respect their views, encourage open communication about practice preferences • Communicate information about the benefits and contraindications of yoga practices in a clear manner	• Role play completing the intake form and demonstrate follow up questioning to a student presenting with a common condition. Modify your program to include participant's information • Teach the program created and reflect on improvements

Level 3 (1000 hours)

Competancy: Identify, analyse, and disseminate research on communication to modify and improve personal communication and influence others

Content	Sample Learning Activities	Sample Assessments
• Embody a practice of communicating with compassion, kindness and respect • Contribute to the development of a compassionate, inclusive, respectful, safe and collaborative culture within the yoga industry	• Write an article to disseminate research findings • Present a CPD activity on how to build and maintain relationships • Work with a mentee who needs support with their communication style • Explore models of self-reflection	• Write an article on communication in yoga • Present a CPD activity on managing difficult participants • Present a CPD activity on inclusive use of language

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8. Review Performance

Procedural Skills

Provisional (200 hours)

Competancy: Review anddiscuss ownperformance and development with a supervisor and identify areas for improvement and continuing education.

Content	Sample Learning Activities	Sample Assessments
• Identify ways to collect feedback from a range of sources • Identify types of feedback: self-reflection, peer reflection, student and supervisor feedback and the benefits of each • Identify ways to enhance your teaching and/or your teaching style • Describe a continuous improvement cycle	• Write a personal journal about the areas where you are doing well and areas you would like to improve • Obtain coaching/mentoring for teaching and developing personal teaching style • As a group select two or three areas and examine the feedback at three levels - Self- reflection, peer reflection and supervisor feedback • Describe and implement a personal continuous improvement cycle	• List three ways to obtain feedback • List three examples of situations where you would seek feedback from your supervisor and peers • List three areas where you would like to develop and improve and possible ways of doing this • Give an example of how you have taken feedback and changed your teaching

Level 1 (350 hours)

Competancy: Review own performance with a mentor/colleague and identify areas for improvement and continuing education

Content	Sample Learning Activities	Sample Assessments
• Review and deepen feedback skills for healthy adults and specific groups • Identify sources of current industry issues, trends, and codes of practice • Describe ways to get student feedback on their experience and outcomes	• Obtain coaching/mentoring to enhance teaching • Identify areas for further growth as a yoga professional and select two professional development courses • Discuss the difference between student experience and student outcomes. Are outcomes or progress important in a yoga class?	• List examples of situations where • you would seek feedback from your supervisor and peers • List areas where you would like to develop and improve and possible ways of doing this via mentoring, coaching, personal development. • Participate in a CPD activity based on your needs

Level 2 (500 hours)

Competancy: Review own performance with a mentor/colleague and identify areas for improvement and continuing education

Content	Sample Learning Activities	Sample Assessments
• Use a range of sources to keep up-to-date with current industry issues, trends and codes of practice • Seek specialist advice, mentoring, and further training where a need or gap is identified	• Research from a range of reputable sources current industry issues, trends, and codes of practice • Invest in your personal and professional development through courses, training, mentoring, ongoing self-study • Video yourself teaching • Create an assessment checklist and critique yourself	• Participate in a CPD activity based on identified needs, and reflect • Present the results of your research on a current industry issue, trend or research and receive feedback from mentor and peers • Give an example of how you have given feedback and the impact it had • Give examples of an area you have focussed on to develop and grow, including actions you took and what outcome and impact it had

Level 3 (1000 hours)

Competancy: Implement self-review processes and identify areas for improvement and continuing education

Content	Sample Learning Activities	Sample Assessments
• Conduct research to support your personal and professional growth and share your findings with the yoga community	• Choose an area to research that would support your professional growth • Video yourself teaching and critique your teaching • Create an assessment checklist and critique yourself	• Participate in a CPD activity based on identified needs, and reflect • Present and/or publish your research, for example in conferences/workshops/ articles etc. • Give examples of an area you have focussed on to develop and grow, including actions you took and what outcome and impact it had

Provisional (200 hours)

Competancy: Respect and uphold the Guiding Principles of Yoga Australia

Content	Sample Learning Activities	Sample Assessments
• Demonstrate knowledge of the Yoga Australia Guiding Principles • Demonstrate knowledge and practice of *yama* and *niyama*	• Examine the principles and apply to your teaching • Participate in case studies and role plays of ethical situations that a beginning yoga teacher may face • Explore *yama* and *niyama* with your peers	• Given a case study, apply the code of ethics to describe a solution • Define one yama and niyama in your own words and provide a practical example of each • Give an example of how you would apply one *yama* in your life

Level 1 (350 hours)

Competancy: Respect and uphold the Code of Ethics of Yoga Australia

Content	Sample Learning Activities	Sample Assessments
• Demonstrate knowledge of the Yoga Australia Guiding Principles • Demonstrate knowledge and practice of *yama* and *niyama*	• Examine the principles and apply to your teaching • Participate in case studies and role plays of ethical situations that a yoga teacher may face • Explore *yama* and *niyama* with your peers	• ◊ Given a case study, apply the code of ethics to describe a solution • ◊ Define one *yama* and *niyama* in your own words and provide a practical example of each • ◊ Give an example of how you would apply one *yama* in your life

Level 2 (500 hours)

Competancy: Respect and embody the Guiding Principles of Yoga Australia

Content	Sample Learning Activities	Sample Assessments
• Manage conflicts of interest in a yoga teaching context • Embody the practices of *yama* and *niyama*	• Consider an approach to managing a conflict of interest encountered in your studio/school • Plan a yoga class based on one *yama* or *niyama*	• Write a plan to communicate and find solutions to a conflict of interest encountered in your studio/school. • Describe a class theme based on one *niyama*, including application in *asana*, *pranayama*, and meditation

Level 3 (1000 hours)

Competancy: Respect and embody the Guiding Principles of Yoga Australia

Content	Sample Learning Activities	Sample Assessments
• Maintain professional boundaries • Embody the practices of *yama* and *niyama*	• Consider healthy professional boundaries in student/teacher relationships • Plan a workshop based on one *yama* or *niyama*	• Describe three ways that demonstrate consideration of boundaries in a yoga context • Describe a class theme based on one yama or *niyama*, including application in *asana*, *pranayama*, and meditation

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10. Scope of Practice

Professional

Provisional (200 hours)

Competancy: Articulate the scope of professional practice of your knowledge and skills

Content	Sample Learning Activities	Sample Assessments
• List risks associated with your teaching • List the key factors in successful client relationships • Articulate your scope of practice and duty of care • Describe an appropriate referral process	• List the regulations for teaching yoga in your context. • Describe a clear process for new student intake and how this affects who you can teach • Articulate the boundaries of what you are qualified to teach. • Identify an insurance provider for your needs • Identify situations where there is a need for referral	• Know where to find the legislation for your situation • Identify three providers that provide further training in your area of interest

Level 1 (350 hours)

Competancy: Articulate the scope of professional practice of your knowledge and skills

Content	Sample Learning Activities	Sample Assessments
• List the key factors in establishing and maintaining client relationships • Articulate changes to your scope of teaching practice and duty of care • List the referral network for your teaching practice	• Articulate the scope of what you are qualified to teach • Identify situations where there is a need for referral • Analyse case studies of client issues	• List the key features of WHS in your environment • Interpret a case study and respond with a solution

Level 2 (500 hours)

Competancy: Articulate the scope of professional practice of your knowledge and skills

Content	Sample Learning Activities	Sample Assessments
• Identify topics to be discussed in the induction process of new staff and students • Demonstrate the implementation of workplace policies and procedures • Demonstrate the process for referrals	• WHS documents in place and in use • Identify and complete any necessary WHS training relevant to your professional practice • Be a role model and offer mentorship/coaching	• List the key features of WHS in your environment • Interpret a case study and respond with a solution

Level 3 (1000 hours)

Competancy: Articulate the scope of professional practice of your knowledge and skills

Content	Sample Learning Activities	Sample Assessments
• Educate and mentor staff on their scope of practice	• Be a role model and offer mentorship/coaching • Build your referral network	• Educate other professionals on the benefits of yoga • Create an active list of qualified professionals to use as referrals

11. Personal Practice

Professional

Provisional (200 hours)

Competancy: Develop your regular personal yoga practice with a more senior teacher and reflect on that practice

Content	Sample Learning Activities	Sample Assessments
• Develop your personal practice • Maintain a personal practice journal to identify gaps and areas of growth • Discuss personal practice with a senior teacher or mentor	• Build your personal practice • Write a journal of your practice and comment on the effects of the practice for you personally including difficulties and blockages	• Articulate your choice of personal practice and how it has evolved • Summarise a week's practice and effects • Identify three areas for further professional and personal development

Level 1 (350 hours)

Competancy: Maintain a regular personal yoga practice with a more senior teacher and reflect on that practice

Content	Sample Learning Activities	Sample Assessments
• Maintain a consistent personal practice • Develop a personal practice plan that reflects your commitment to the practice • Reflect on your progress and modify your plan as needed	• Write a journal of your practice and comment on the effects of the practice for you personally including difficulties and blockages	• Articulate your choice of personal practice and how it has evolved • Summarise a week's practice and effects • Articulate your choice of personal practice and how it has developed • Summarise a month's practice and effects • Identify three areas for further professional and personal development

Level 2 (500 hours)

Competancy: Maintain a regular personal yoga practice with a peer and reflect on that practice

Content	Sample Learning Activities	Sample Assessments
• Maintain a regular personal yoga practice and reflect on that practice with a more senior teacher	• Identify areas of potential growth and discuss with peers • Exchange sources of knowledge to collaborate and support growth	• Articulate your choice of personal practice and how it has evolved • Identify three areas for further professional and personal development

Level 3 (1000 hours)

Competancy: Maintain a deep personal yoga practice and reflect on that practice

Content	Sample Learning Activities	Sample Assessments
• Explore the depth of spiritual practice and maintain a personal practice reflecting this	• Articulate your personal practice and describe the lineage(s) involved • Demonstrate/share your personal practice with others, if appropriate • Share sources of spiritual knowledge with others to enable and support their practice	• Articulate your personal practice and its yogic foundations. • Describe why this practice is appropriate for you personally

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12. Contribute to the Profession

Professional

Provisional (200 hours)

Competancy: Contribute to the profession of yoga and the community

Content	Sample Learning Activities	Sample Assessments
• Participate in yoga activities • Identify *karma* and *bhakti* yoga in the form of charitable activities and kind gestures	• Observe and participate in yoga activities • Identify opportunities to advocate for yoga in your community	• List two activities that you have done • List two opportunities to demonstrate *karma* yoga in your community

Level 1 (350 hours)

Competancy: Collaborate with yoga professionals and the community

Content	Sample Learning Activities	Sample Assessments
• Participate in yoga activities • Identify *karma* and *bhakti* yoga in the form of altruistic activities and kind gestures	• Observe and participate in yoga activities • Identify opportunities to advocate for yoga in your community	• List two activities that you have done • List two opportunities to demonstrate *karma* yoga in your community

Level 2 (500 hours)

Competancy: Support the profession of yoga and the yoga community

Content	Sample Learning Activities	Sample Assessments
• Participate and contribute to yoga activities • Identify *karma* and *bhakti* yoga in the form of altruistic activities and kind gestures • Research and design programs to contribute to the yoga community	• Mentor junior colleagues • Observe colleagues in their practice and give feedback • Identify opportunities to advocate for yoga in your community • Describe how you have become a yoga professional	• List two activities that you have done with reflections • Write a short summary of how you have grown as a yoga professional

Level 3 (1000 hours)

Competancy: Offer mentorship and guidance to the profession of yoga and the yoga community

Content	Sample Learning Activities	Sample Assessments
• Participate and contribute to yoga activities • Identify *karma* and *bhakti* yoga in the form of altruistic activities and kind gestures • Design mentorship and support activities based on the needs of the profession and the community	• Write an article for the Yoga Australia newsletter • Deliver a workshop for your peers • Participate in mentoring • Describe how you help others to become yoga professionals • Participate in activities to promote yoga to other professionals	• List two activities that you have done with reflections • Write a short article on how you help others to become yoga professionals • Participate in a committee that examines health care for older Australians

Sample Certificate

Here is a sample certificate that you might provide to graduates of your courses containing all vital information.

(1) Tallowwood Yoga School

Certificate of Completion

This is to certify that

(2) **Drew Witherspoon**

has completed the

(3) 350-hour Yoga Teacher Training

(4) 245 hours in person

(5) This course meets the competencies for Registered Level 1 Teacher with Yoga Australia.

(6) *Anjali Raman*

Anjali Raman
Lead Trainer

(7) 14 March 2027

(8) Certificate 2027-014

(9) YOGA AUSTRALIA · YA · REGISTERED TEACHER TRAINING

Other credentialling body

(1) **Provider**
The provider's business name.

(2) **Graduate**
Name of student.

(3) **Course name**
Plain words and the hours. Diploma, Master, and similar titles are protected terms.

(4) **Hours in person**
The hours taught in person.

(5) **Competencies**
Competencies attained (and at which level).

(6) **Signature**
Signature and name.

(7) **Date**
Date of graduation.

(8) **Certificate number**
A number for verification.

(9) **Stamps**
YA stamp and stamp of any other credentialling bodies.

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Method and Assessment

Pathways
Direct assessment. Applicants with prior study can apply directly for assessment. This process is crucial to honouring teachers who trained in settings where Western certification was not standard practice.

By training. Courses registered with Yoga Australia are assessed against the curriculum, and its graduates enter the four-level pathway from the day they graduate.

Delivery
Training providers have the flexibility to allocate hours to different curriculum areas as required to achieve each competency within the level hours (200, 350, 500, 1000) depending on the approach of the school. We recommend that no more than 50% of total hours are conducted online. Training providers remain responsible for course delivery.

Assessment
Applications are carefully reviewed by our team. Training providers and/or graduates may be asked to demonstrate competency.

Documentary evidence comprises training records and hours. Direct applicants add evidence of prior study. Yoga Australia staff review the application and may request a conversation or follow-up.

Yoga Australia may approve an application at a lower level than the one applied for, with the applicant's consent.

Credential
Award. Teachers assessed to the curriculum receive the badge and are listed in the public teacher directory. Badge and directory listing awarded only when teachers reach Level 1 or beyond.

Verification. Badges are signed Open Badges 3.0 credentials issued to individual teachers. Each badge cites the curriculum as its criteria. Members keep the issued badge file themselves and can show it to anyone. The registration listing behind each badge shows whether its holder is current, and a badge is revoked when its holder leaves the level.

Assurance. Staff assess to the principles of assessment and the rules of evidence used in Australian vocational education. Each competency is assessed to its statement in the curriculum. Assessors record the decision and its date, the competencies found met, and the certificates read. The association validates the assessment it conducted and confirms the submitted documentation is genuine.

Yoga Australia acknowledges the Traditional Owners and Custodians of the lands on which we work and pay our respects to Indigenous Elders past, present and emerging. Sovereignty has never been ceded. It always was and always will be, Aboriginal land.

Yoga Australia