ESAC Annual Report – August 15, 2019

1. ESAC Agenda 2018-2019

- Develop Instructor Certification Standards document
- Review and provide recommendations for exceptions and special cases
- Review and provide recommendations for Instructor approval

2. ESAC Members

Paul Rich (paul@professorpaul.com), ESAC Chair; Toru Ogasawara (dolphinflow1010@gmail.com), ESAC Secretary and Vice Chair; Gianni De Stefani (agsgds@gmail.com), ESAC Liaison with Board of Directors; Helen Schulz (helen@iaka.de), ESAC Member; Theri Thomas (theri1@aol.com.), ESAC Member.

3. Instructor Certification Standards

ESAC reviewed and recommended updates for WABA Instructor Certification Standards, with attention to clear and complete documents that serve the international community for WABA certification of Assistants, Instructors, Senior Instructors, and Coach Advisors. A writing subcommittee crafted final language. The overview explains the certification process, training programs, core ATC and ITC training courses, requirements, and preparation of application package. Clear and complete tables summarize requirements and authorizations for each level of certification: Basic Watsu, Watsu 1, Watsu 2, and Watsu 3. The glossary provides key WABA acronyms and definitions. WABA BD adopted the new Instructor Certification Standards with minor revision. ESAC is committed to encourage new Instructors and support life goals, emphasizing mentorship, professional excellence, personal growth, and diverse learning needs, including accommodations for disability and special needs to ensure access for all.

4. Special Cases and Exceptions

ESAC considered a broad set of special cases and requests for exceptions, and provided recommendations to WABA BD.

5. Instructor Approval

ESAC reviewed and recommended approval of various Instructors, subsequently approved by WABA BD.

6. Collegiality

Core Values of ESAC:

• ***Consensus:*** *ESAC follows a group decision-making process, whereby Members develop and agree to support decisions in the best interest of the whole.*

• ***Collegiality:*** *ESAC Members contribute to an atmosphere of collegiality (collegiality = the relationship between colleagues united in a common purpose, with shared*

responsibility and authority); dedicated to professional excellence; communicating with civility, respect, friendly tone, and mutual support; transparent, with openness, clarity, and accountability; and inclusive, welcoming and respecting all Members, with diverse talents and perspectives.

*• **Philosophy of Teaching:** ESAC embraces core values articulated in the WABA Philosophy of Teaching document, promoting a culture of respect, compassion, and integrity; building a supportive and joyful learning environment; ensuring rigorous educational standards; providing for exceptions and creative solutions; recognizing the importance of diversity; encouraging freedom, creativity, and self-motivation; and providing for alternative learning pathways.*

WABA Philosophy of Teaching:

*• **Promote a culture of respect, compassion, and integrity** – based in effective communication, community (acceptance, inclusion, cooperation, mutual support...), strong fundamental values (kindness, gratitude, awareness...), and effective teaching techniques*

*• **Clearly express underlying philosophy** – building a supportive and joyful learning environment, cultivating strong learning skills, facilitating mastery of fundamental skills and knowledge; and encouraging personal and professional growth, creativity, and excellence*

*• **Ensure rigorous educational standards** – with shared core curriculum and requirements worldwide, reputation of excellence, application of good adult learning principles (andragogy), and recognition of contributions and achievement*

*• **Develop creative solutions** – with flexibility and adaptability to accommodate special needs and disability, to support individual circumstances, to encourage dedicated practice, and to respond to opportunities*

*• **Recognize the importance of diversity** – background, learning style, talents, vulnerabilities, needs, and contributions, with welcome and inclusion of all*

*• **Encourage freedom, creativity, and self-motivation** – innovation, creative expression, confidence, skills for practice and mastery*

*• **Provide alternative learning pathways** – including non-intensive classes, independent study, apprenticeships, study groups, and practicums, all with means to evaluate progress and encourage mastery*

Watsu offers a beautiful model for personal and professional communication – be present, establish rapport and sense of safety from the beginning, build trust gradually, stay attentive throughout, be responsive to needs, avoid startling or disturbing the flow, be nurturing, provide a complete and balanced experience, finish with grounding and good closure. Each person can add to this simple list.

Paul Rich, Chairman of ESAC

WABA = Worldwide Aquatic Bodywork Association
ESAC = Educational Standards Advisory Committee
BD = Board of Directors