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*The art of leading*

# **Guidelines for Acquiring the Teaching Qualification (Graduation)**

in Theme-Centered Interaction (TCI)

Approved by the International Teaching Staff November 2021

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translated 2022

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## **Preface**

Teaching TCI is a craft and perhaps also an art. What is special about TCI is the fact that TCI leaders and teachers are, to a great extent, their own tools, based on their knowledge and intellect, their emotions and ethics, their biography, their perceptive faculties and awareness, their body and its expressiveness.

In the process of acquiring the TCI teaching qualification, it is necessary for trainees to holistically expand their abilities and potential according to their personal talents. Assessing one's own personal development is a particular challenge for the chairperson. However, trainees should also gain additional understanding about their abilities and limitations from the recommendations and the associated discussions as well as from the counselling process with their mentor.

The following pages refer to personality traits and competence which can and should provide direction and orientation for development during advanced training. Only he/she who, as a result of this process, is convinced that he/she has made sufficient progress towards these objectives should take responsibility for submitting the application the qualification as a TCI teacher.

These Training Guidelines are based on many years of experience by TCI teachers and graduation aspirants. They have bundled these experiences with the intent of forming them into concrete separate steps for the further education of teachers, based on the values and axioms of TCI. These Guidelines are intended to provide impulses for individual growth, both to trainees and to RCI - international, thus guaranteeing a high standard of TCI teaching.

RCI would like people with all manner of different talents to take pleasure in teaching TCI and bring it to life.

We hope that all those who engage in this process will gain useful experience and successfully complete their project!

## **1 Preamble**

The Guidelines for acquiring the qualification as an teacher of Theme Centered Interaction recognized by RCI-international (Graduation) offer a framework and a concept to ensure that the necessary experiential and learning steps are possible in the Further Education. On the one hand these guidelines offer a set of general directions for trainees, upon which they can base their individual courses of study. On the other hand, it provides orientation for graduates and should be adhered to when concluding individual training agreements with trainees.

In order to allow graduation aspirants as well as graduates teaching them to deal with the curricular modules in a lively and autonomous way and to respect at the same time diverse learning situations, graduate teachers and trainees may, in justified cases, agree upon alternatives for selected elements of the training program together with the Graduation Committee. This is to guarantee

- that the teaching qualification corresponds to RCI- international's standards of quality, which it upholds and furthers in its own interest and in order to compare favorably to other courses of instruction, and
- that every graduation trainee can use these guidelines as a flexible compass for education, in accordance with her/his individual personality and background, her/his individual growth and specific globe conditions.

## **2 Beginning and End of Advanced Training**

Further Education to qualify as an RCI teacher begins with the steps set out under 4. and 5. (see below) and ends when the teaching qualification has been acquired. This qualification is awarded by the Graduation Committee (GC) on behalf of RCI-international and

- provides the basis for the invitation to the Graduation Workshop (GW) as conclusion of the graduation path and
- for a teaching contract with RCI- international.

## **3 Objectives**

These objectives for the attainment of a TCI teacher's qualification describe the capacities and personality traits to be expected of TCI teachers at RCI-international. Hence they evince a concept that can give direction to further education to graduation. This means that graduation trainees are moving along their individual paths toward these goals, that they are aware of their prevailing personal, methodical and didactic limitations and understand these objectives as suggestions for their own development.

Qualifying as a TCI teacher is a confirmation of the following abilities:

- applying and teaching TCI, as well as training others in TCI
- explaining and reflecting on TCI – didactics and one's own understanding of teaching and learning
- participating in the further development of TCI with due consideration for the Globe

### **3.1 Objectives regarding personal and social competence**

- Authenticity
- Creativity
- The ability to communicate and to deal with conflicts
- The ability to cooperate and actively participate
- Dealing responsibly with power and authority, in accordance with the axioms
- The courage to take a position (to consciously say "yes" or "no")
- Mindfulness for one's own personality and the personality of others

- Ability to recognise one's own structures and patterns, deal with them mindfully without overexerting oneself.
- Ability and willingness to grow and develop.

### **3.2 Objectives regarding didactics and methods**

Graduation Trainees should develop the ability to teach the theory and practice of TCI. This includes the following elements:

- Knowing TCI theory and expressing it in one's own words
- Know current TCI literature
- Presenting TCI theory in connection with the respective theme and the process
- Making transparent the connections that have been recognised, the intended goals and the decisions made
- Knowing how to analyse a group process and teaching others how to do so
- Understanding ongoing group processes, explaining their connections and verbalise them
- Reflecting on connections between I, We, It and Globe and develop leadership impulses according to TCI
- Being aware of one's own teaching style and reflecting upon it (self-critically)
- Developing TCI further and open up new areas for its application (even outside RCI- international)
- Living and conveying TCI in committees and institutions

### **3.3 Objectives regarding responsibility for leading TCI training groups**

The further education leading to a TCI teaching qualification is meant to prepare trainees for the requirements as TCI teachers and trainers. The following elements of the further education are especially suitable to this purpose:

- Giving practical guidance and supervision during TCI education
- Developing hypotheses about the learning process of individual participants and groups and carry them on in the group process
- Giving sincere and constructive feedback and assessment

- Formulating written recommendations – as well as non-recommendations – and keep that view
- Reflecting on one’s own role as a teacher who evaluates and judges
- Providing equal attention and guidance to two target groups: participants and co-leaders
- Designing and reflecting on planning sessions and evaluations
- Acquiring informations about TCI education and RCI-international and passing them on.

## **4 Prerequisites for Further Education**

- The TCI- Diploma
- Sufficient experience in applying TCI in one’s own professional field
- Proof of groups, events and seminars led according to TCI since acquisition of the Diploma

## **5 Beginning of the Further Education**

### **5.1 Endorsement by a TCI teacher**

At the beginning of the graduation path the graduation aspirant chooses himself/herself a graduate for a conversation with the aim of a positive statement about the graduation wish. The candidate and the graduate know each other from their cooperation in an RCI association or an RCI-committee or from a TCI seminar.

The graduation aspirant prepares this conversation through a self-assessment of his/her own competences, TCI knowledge and the estimated development goals for the acquisition of the teaching qualification.

On this base, graduate and aspirant conduct the conversation and the graduate writes his/her endorsement. It refers to the preparation and contains confirmations, clarifications, additions and suggestions for the candidate (max. 2 pages).

The endorsement is a prerequisite for registration for the orientation workshop (OWS) and will be included in the graduation application.

The same graduate cannot work with the aspirant for a future first or second recommendation or as a mentor.

## **5.2 Orientation Workshop**

The Orientation Workshop serves to provide information and exchange about the graduation path. It is a conscious step into a new phase of education.

The essential content is a detailed feedback from the course leader(s) and the participants amongst each other, in order to take an appropriate decision for themselves about their graduation project.

After this, the graduation aspirant contacts his/her regional Teaching Staff without delay.

Potential contents of Orientation Workshops are:

- assessing one's own resources and discovering development issues
- examining one's own motivation and expressing it in words
- developing one's own (explicit and implicit) view of teaching
- taking on responsibility for one's own graduation process (curriculum)
- giving feedback to participants from the course leaders and the fellow participants
- providing information on mentoring
- consciously moving from TCI application to TCI teaching
- encouraging to explore relevant TCI literature
- providing information about TCI-teachers' Contract with RCI international
- reflecting on current understanding of leadership and authority

## **6 The Elements of Further Education**

### **6.1 Mentorship**

Each trainee chooses a member of the Teaching Staff as a mentor. Together they agree on consultation meetings which will accompany the Further Education. This counselling process supports the individual's "inner" path of Further Education, designed to promote personality development as well as TCI teaching competence. The trainee is responsible for documenting this process.

The mentor has no function in the assessment process, is not a member of the Graduation Committee and does not write an endorsement or a recommendation.



Further information on structure, content and scope can be found in the mentorship information sheet: <http://www.ruth-cohn-institute.org/graduation.html>

## **6.2 Recommendations**

Two recommendations from graduates issued out of jointly led TCI-seminars are required. In these recommendations attention has to be paid to the following aspects:

- The graduate teacher, giving the recommendations, come from different globes.
- Attention has to be paid to the diversity of the graduates.
- At least one of these recommendations has to be developed in a methods course.
- The trainee shares responsibility for planning, carrying out and evaluating the seminars in question.
- The seminars provide sufficient opportunity to trainees to experience and test themselves as teachers in a group.
- Trainees should practice providing a co-leader with guidance and draw up an assessment for him/her (recommendation or non- recommendation) in writing.
- Between the two recommendations, care is taken to ensure that there is sufficient time to integrate the impulses received into one's own thinking and actions.
- Endorsement and graduation recommendations refer to each other. They deal with the level achieved with respect to the objectives (see point 3). The second recommendation refers to the hints and impulses of the first one. This is also true for the graduation thesis: Here as well impulses from the preceding recommendations are to be integrated.
- Should a recommendation be denied, an explanatory note has to be written as a learning recommendation with concrete impulses for the further graduation path. Even a non-recommendation is part of the process of further education and its documentation.

The recommendations are based on:

- a process analysis of (a)part(s) of the seminar
- the trainee's self-assessment regarding his/her teaching skills (explicit / implicit)
- observations of the trainee's teaching and leadership behaviour
- assessments with regard to the objectives as defined (cf. item 3)

### **6.3 Written thesis based on a TCI seminar, designed and led independently by the trainee**

In addition to the two recommendations the trainee has to design, advertise and lead a TCI seminar relevant for tci training without any contribution of a TCI teacher. A thesis is to be written about it. It includes a.o. a process analysis of selected parts of the seminar, a presentation of one's own understanding of TCI teaching and an assessment of one's current TCI teaching competence.

We recommend that a possible co-leader (e.g. another graduation aspirant) does not write his/her graduation thesis on the same TCI seminar.

Special attention is paid here to the didactics and methodology of one's own teaching. The structure as well as the contents can be found in the "Information sheet on writing the written thesis: <http://www.ruth-cohn-institute.org/graduierung.html>.

Normally, the independently led course comprises 18 coherent working units of 90 minutes each in various formats. Exceptions should be agreed on beforehand with the Graduation Committee (GC).

## **7 Award of the Teaching Qualification**

### **7.1 The Application for the Award of the Teaching Qualification**

It has to be addressed to the members of the Graduation Committee (one complete copy for each member). The deadline for the submission of applications is December 1st of each year (see point 9) – exceptionally in addition April 1<sup>st</sup> 2024.

The application includes:

- 1 An application letter with an explanation why the aspirant wants to graduate.
- 2 CV and photograph
- 3 Description of the trainee's graduation path
- 4 Proof of participation in the Orientation Workshop
- 5 Proof of mentorship
- 6 Endorsement and recommendations / non-recommendations from the graduates who have trained the trainee.
- 7 Proof of payment of graduation fees
- 8 A separately bound copy of the written thesis (process analysis) must be enclosed, including a statement of release / refusal of release of the thesis for research purposes
- 9 An electronic file (pdf) of the written thesis must be sent to RCI-international's main office.

### **7.2 Award of the Teaching Qualification**

The Graduation Committee makes its decision of the application beginning march at the latest and informs the applicant of its decision in writing.

In the overall assessment, the two recommendations and the written thesis are each given equal weight. The Graduation Committee decides on the acceptance or non-acceptance of the written thesis. There are no additional requirements or revisions of the thesis intended.

If the thesis is accepted, candidates are awarded their teaching qualification as a TCI teacher by the Graduation Committee. Successful candidates are then invited

by the GC to attend the Graduation Workshop, and they inform their Regional Teaching Staff.

The award of the TCI teaching qualification (Graduation) is carried out on behalf of RCI international and is the basis for the Teaching Contract to be concluded with RCI-international.

### **7.3 Non-acceptance of the written thesis**

Should there be serious deficits, the acceptance of the written thesis can be refused. In this case, the GC submits a written opinion and schedules a feedback session with the candidate.

A new process analysis may then be drawn up, based on a further independently led course, the format of which has been agreed with the Graduation Committee.

An appeal may be filed against the Graduation Committee's decision. It must be addressed to the Committee appointed for this purpose by RCI- international (at present this is the Board of Arbitration). The reasons for the appeal must be submitted.

## **8 Graduation Workshop**

The Graduation Workshop has a duration of max. 2½ days, (depending on the number of participants). There the Certificate of Graduation is handed over in an appropriate framework and marks the end of the graduation process.

The workshop may be devoted to:

- Short presentations of important insights from participants' own process analysis
- Feedback on process analysis from the GC and from the group
- Professional discussions and exchange among colleagues
- Change of the function from leading to teaching
- Dealing with power in the function of a graduate
- Introduction to the duties, obligations and rights as a graduate
- the newly graduated TCI teachers are invited to attend the International Graduates' Conference, where they are received as members of the circle of certified TCI teachers.

**This text is meant to give orientation. It is not meant as a law. In case of open questions please contact the Graduation Committee.**

## **9 Transitional Provisions**

The revised guidelines for the acquisition of teaching qualifications come into force on 1 September 2022.

For further information: <https://www.ruth-cohn-institute.org/graduation.html>