

Sunday October 27 First Membership Council Meeting

Kate Lushington opened the meeting as acting Chair of ATI. She asked first attenders to raise their hands, and invited them to a wine party at the Muskoka House from 6:30-7:00 this evening.

The meeting and the wine party have underlying concepts that we have a theme connecting our communities and we are embodying our theme today, and want to focus and learn and meet people and find fresh energy. We look forward to building inspiration and strengthening the organization structures intended to find ease, strengthen our essences, and to go with the flow.

Kate Lushington referred to the welcome letter that was in the packet. She begins the meeting with thanking the people of the land we are on. The Huron, Iroquios, and _____ nations.

Sarah Barker and Jen Mizenko asked about the voting, which will be open until the 25th for all nominees and positions, with sponsors only being voted on via paper ballot. Introduced the three assistants:

1. Kaja ingmonsson
2. Second
3. Angela

Kate Lushington introduced Susan Sinclair, her teacher, to speak as Site Committee chair. Susan Sinclair spoke about looking for a site, wanting to continue in the spirit of E. Walker because she was warm and inclusive, and an expansive teacher, and wanted all of us to do so well, and that is why she chose this site.

Tommy Thompson was introduced to speak about Elizabeth Walker. Tommy Thompson thanked Susan Sinclair and Kate Lushington for the wonderful things they had just said. Tommy Thompson said we have a tradition of taking a moment of silence.....in this circle, we had originally planned to honor Elizabeth Walker alone, but since other members of ATI have died as well, Elizabeth would not have wanted us to not honor them.

In the circle, we remembered Elizabeth Walker, of Oxford, UK; Chloe Wing of NY; and _____ of Japan, and _____ of Japan. Why do we remember them? Because of what they were and what they have given us, and their lives live on, and we are _____, and so we thank them for what they have given us and we will take a moment of silence to remember them, and if there are any others or anyone else in your lives that you would like to include in this, please do. (GET TOMMY'S NOTES)

Kate Lushington then invited Bob Lada to give the Treasurer's report. Bob reported that we are in much better financial condition than we were when he started as treasurer. He believes the reason is because we have retained membership year to year. The message at the end of it is that we are in very solid financial condition right and as long as we stay within ourselves, ATI will be just fine.

Kate Lushington then gave the board report overview. Advised members to read the board report that is in the packet. She said that hoped for name change is an opportunity to confer together. Some question about why the Committee reports are not in the packet.

Irene Schlump said there were copies of the reports on the front desk, and that we would also have sign up sheets for people to volunteer for Committees. David Gorman had no formal report, but mentioned that his Committee was working with countries who want to evolve the ATI structure with affiliated

societies. Tommy Thompson urged everyone to read the reports, because you might then be interested in what you were reading, and then become a working member.

Then Jen Mizenko introduced herself as ad hoc Continuing Education Committee. Antoinette Kranenburg spoke of Demonstration of Knowledge vote. Corinne Cassini and Renee Jackson spoke on Nomination Committee work. Catherine Madden, chair of Vision Mission Committee, says the Committee functions as an advisory group. She is also acting Chair of FCDP. Martha Hansen Fertman is Chair of the Ethics Committee. Marilou Chacey is Agenda Planning Committee Chair. Eric Binnie from International Committee asked for volunteers to translate. Robbin Marcus is coming in as head of the Communication Committee. Esther Cieri is AGM Site Committee chair and Susan Sinclair, Workshop Planning chair. Gilles Estran spoke to announce the AGM would be in France. The place is kept a secret!

Kate Lushington then asked the entire Board to stand, minus Daniel Bell and Henrieke Gosch, who send their greetings and love.

Announcements:

Antoinette Kranenburg stood to say to read up on the PDCs work, the two pieces, before the meeting. Tommy Thompson introduced Junko Nakashuro, who is nominated as an sponsoring member.

Marilou Chacey then took over to read the Membership Council Meeting Intentions:

“The purpose of this meeting is to conduct the business of ATI. We will view this as a learning conversation as much as possible.

We will listen and participate with goodwill and assume others are also acting from goodwill.

We will attend to our means whereby and we will listen with respect and resiliency, especially when we feel strongly.”

Opening of the Committee of the Whole (COW):

ATI operates under Robert’s Rules, but prefers to operate under formal consensus. Jen Mizenko moved that we become a Committee of the Whole and Cathy Madden seconded it. Then Marilou Chacey asked if everyone understood what she was doing, and was answered in the negative. Sarah Barker then gave a run down of Robert’s Rules, which is we vote, we move, we vote. Then explained Formal Consensus, which allows us to discuss and discuss, and say yes, this is an idea we can embrace. Then we go back to Robert rules to vote and say yes or no.

David Gorman stated that when all this happens and we go back to Robert’s Rules, we have a unanimous decision. Marilou Chacey took a voice vote to move to Committee of the Whole. Marilou Chacey asked if anyone minded taking time from anatomy proposal to add to the current topic. No other concerns, and time reduced will get on another day.

Robert’s Rules Roles in 10/27/13 Meeting:

Agenda Planner: Marilou Chacey

Doorkeeper: Debi Adams
Notetaker:

Timekeeper: Fiona Cranwell

Facilitator: Marilou Chacey

Notetaker: Linda Hein
Scribe: Jennifer Mizekno
Peacekeeper: Renee Jackson
Advocate: Sarah Barker

Marilou Chacey gave out flags for language barrier/note taking stop. Corrine Cassini asked that if someone is a non English speaker that they express their thought in their own language first. Sarah Barker asked a question about advocating. She said sometimes people have a hard time speaking if passionate or things get heated, which is a step before going outside the room to speak to an advocate. She would ask first if the person wants support before going outside. Marilou Chacey read the definition of what the advocate does.

Presentation of the PDC Anatomy Demonstration of Knowledge Proposal, presented by Bob Lada.

Bob explained that the Committee was given a task years ago to develop material for use by all ATI teachers should the membership approve. Final comments were at AGM of 2012, and the proposal at hand is a result of that work. We want the members to approve as many of the sections as the members are comfortable with, and any unsatisfactory sections can be sent back and worked on in the next year.

Bob Lada explained it as “does knowing this affect the way I teach?” in the second part, they are not talking about how to determine if a teaching candidate knows it...methodology, but instead JUST content. It is a minimum set of items.

Listening to the Proposal: Bob Lada read the proposal to the meeting. INSERT PROPOSAL IF NECESSARY.

Marilou Chacey then asked if there were clarifying questions. Jennifer Mizenko asked if the entire proposal was all the parts and that we were not going to read them all here. Sarah Barker asked if we are going to accept it in sections. Marilou Chacey said in the proposal as a whole meets our vision mission. We are just doing clarifying questions about the proposal as a whole. Sarah Barker said I guess I can't split it out, I have to say yes or no to the whole set of questions. Marilou Chacey said that when we get to concerns, we will break it down section by section. Jen Mizenko said then the answer is it is not going to be as a whole. Robbin Marcus said if there are parts we don't like we throw them out? Marilou Chacey said does the essence of the proposal meet your idea of what ATI is about with its Vision/Mission. Bob Lada said that if we don't agree on all items, we can drop them, but we can agree on the ones we agree on as part of the content. We can add the parts we don't like on later after we go through them. Sarah Barker stated concerns, and Marilou Chacey said they were concerns. Cathy Madden said what she was hearing is that the clarify questions are that if every little word and step has to do with the vision mission of ATI. She asked is the general idea to field a body of knowledge about anatomy a good idea in the first place? Concerns could be noted later. Phillip Nessel asked _____, and his questions were answered in Pappenburg. Peter Nobes said he does think it conflicts with our Vision Mission. Henrieke Gosch asked if we say this is the content, does this mean that the person has to know everything if it is passed.

Level: Discussion of Values

Marilou Chacey stated we are not talking about the exact working of the proposal just now. We will do this as the meetings go on. This is about if we think this proposal as a whole should be part of certification. Does this proposal meet our Vision Mission statement. Marilou said this is where she is asking for everyone input. She read the Mission/Vision Statement (SEE MISSION VISION STATEMENT).

Antoinette Kranenberg said it was her thought that the proposal DID meet the vision mission statement. Sarah Barker: to answer the question, I think of myself as a trainer of AT, and what do the students need to know, and I think of the body of knowledge that I draw on and continue to develop, but on this list I see a large chunk that is surprising to me that it is connected to the AT. It is fascinating to me, and I continue to know more and more, and that many are theories, not set in stone. I don't think it fits with the V/M statement, however, in spirit I think that it fits with V/M to have a body of knowledge around anatomy that we can test ourselves against in some way. My questions are specific to this list. I want to be very careful when I say the V/M is to promote the AT that the way I codify that is precise and responsible if we are in the scientific realm. Marilou Chacey responded by saying it was important that Sarah Barker had divided those things, because with a couple of our proposals we have that does not fit with our V/M statement, where as the concept of it we do see it fitting with the V/M statement,. Dorrit Vered said it wasn't clear, so Marilou Chacey gave another attempt at clarifying it. Some of the content is not quite what we as individuals see as being important in this proposal, and it may have to be reworded. Marilou Chacey wants us to think as a global you about this proposal because we will have lots of opportunities to say it fits. Irene Schlump said that whatever we vote on in the end should be the content that everybody knows but...if it would be a service of ATI that is given to the applications that they should think about if they know it or not before going for certification then she thinks it fits our Vision Mission. Marilou Chacey asked if the information will be public info, and it will be. The vision of the Committee is that this is a minimum set of knowledge for everyone who applies for a certificate. Bob Lada clarified that there is no comment in the proposal about methodology, so we don't know if it has to be known in the moment, in writing, etc. Sarah Barker said something about meeting the vision mission statement, and agreed with Irene Schlump. Peter Nobes asked for the advocate, and expressed that he thought FM Alexander didn't know 1% of that stuff, and it hinders experimenting with FM Alexander.

Timekeeper stated we had passed our time.

Bob Lada said one of the instructions the membership can give to the Committee, is that after seeing this, we no longer want to do this. Antoinette Kranenberg asked if to drop it would take a proposal of some sort. David Gorman said is it possible that someone could become a very good teacher without knowing any anatomy. Marilou Chacey then asked David Gorman if he is saying that in terms of the V/M statement. In what way does it support or not support the V/M. David Gorman said half of number 3 or half of number 4. Marilou Chacey asked if he was saying the same thing Irene Schlump was saying. David Gorman wanted to clarify, so asked Irene Schlump that questions. Belinda Mello: asked if _____ . Sarah Barker said it is helpful in a FC process to simply say that it fits, it doesn't fit, we don't have to solve anything. If we listen carefully, we can move on to the next level. We just need to hear from everyone that wants to speak. Corinne Cassini said that contest is very general, so it could be a demonstration for anything, not just for FM Alexander. Kit Racette said that what the group is allowing to happen is giving a test that will have a mark, rather than FM Alexander's...using section 4 to dominate section 3. Dorrit Verid said it does support the V/M Statement no conflict because it is just a body of information for people to know about. Just as a starting place. Renee Jackson said she is considering what she heard in grad school and now how she teaches and thinks it was good she probably knew all that stuff then, but this doesn't dictate how you teach.: it fits the V/M because we are not excluding people who want to use all the terminology.

Manuelle Borgel said that for me, I do like going to anatomy while I'm learning, but if I'm studying anatomy it is like I miss something. I do need to go away from anatomy to be able to be AT actually. It is tricky. you need it, but you need to also go away from it.

Marilou Chacey is bringing the discussion to an end.

Meeting evaluation

Cathy Madden appreciated how Marilou Chacey kept explaining the processes as they were coming up. Peter Nobes said he is confused about why it fits with V/M now when we agreed to do it we must have agreed to that already. Irene Schlump said that she liked how Sarah Barker made us see that we are not at a solving point. Robin Gilmore said she has faith in the technical squad, and wants the VM statement available to see, and then said job well done at a first go and at first site.

Sunday October 27 Second Membership Council Meeting

Roles

Agenda Planner: Marilou Chacey
Doorkeeper: Robin Gilmore
Timekeeper: Irene Schlump
Facilitator: Sarah Barker and Cathy Madden
Notetaker: Linda Hein
Scribe: Dorrit Vered and Fiona Cranwell
Peacekeeper: Ursula Zidek
Advocate: Robin Marcus

Sarah Barker's introduction (see other set of notes) to Second Meeting. Kate Lushington made an announcement to clear dishes at dinner and set into the racks. Sarah Barker went back to meeting intentions (same as above). Gilles Estran, Tommy Thompson read the meeting intentions. Roles are set.

Listening to the Vision/Mission Proposal.

Jamee Culbertson read the proposal to the meeting. INSERT PROPOSAL IF NECESSARY.

Sarah asked Jamee Culbertson to stand with her at the front representing her Committee to answer clarifying questions. Peter Nobes asked exactly what the word profession means in this context. Gabrielle Brueninger asked if it makes a difference to say a professional organization or an organization comprised of professionals. Yes, Jamee Culbertson says. A definition from the dictionary was offered but refused for the moment. Jamee Culbertson says that we are a professional organization that certified teachers that allows them a position in the world that will pay them. Jamee Culbertson then read the dictionary definition of the word profession. Peter Nobes said the definition satisfies his question. Monica Gray asked what friends of the Alexander Technique meant, and Sarah Barker said that her question already exists in the proposal, and that she can ask that question later. Sarah Barker moved if off the table. Bob Lada asked if there was a benefit to this to ATI. Gilles Estran asked if it was just an issue of clarifying language. And said he didn't know if it made sense in English to say a professional organization, or an organization of professional teachers. Sara Clethero said that there is usually a distinction of between associates of an organization and its professionals. Rj fleck questioned the grammar about friends, and Sarah Baker classified his question as a concern. David Gorman said that when Jennifer Mizenko said intent was to say what kind of organization are we, difference between organization that acts professionally vs. an organization of professionals.

Level I Discussion: Questions

Floor opened for comments. Robbin Marcus believed it fits in line with the values. She thinks it brings us into line with other professional organizations. Jennifer Mizenko read #2 and said if we include the word professional it lifts us up, and to live up to what it says in a professional manager, it encourages us.

Level II Discussion: Concerns

Bob Lada is concerned that this may diminish our non professional members. Rj fleck wants to clarify what the professional refers to with the students and friends. He understands that it is professional as to the teachers. Peter Nobes is concerned that it is making a complicated grammatical sentence even more grammatically complicated. Eilleen thinks for translation purposes to explain more because there is now confusion. Sarah Barker agreed that for translations purposes, it is a difficult sentence to translate. Renee Jackson said she would be upset if we don't add it to the proposal...her concern is NOT having it in the proposal. Irene Schlump asked for clarification of Renee's concern and Sarah gave a definition of it.

Sarah Barker then reviewed the stated concerns, and then offered to see if there were more. Public scribes read the concerns from the white boards. Sarah asked who groups the concerns after they were all read. Cathy Madden said there were two sections, the grammar and the non grammar. Sarah Barker then asked if there were any other concerns. Corrine Cassini asked if it was clear that the word professional applies to the teachers, or to the organization. Sarah Barker said we have actually covered this. Corinne Cassini is concerned that the word professional actually does not refer to the organization. Phillippe Nessel said Corinne Cassini's concern is a concern of a concern. She explained that some people won't understand that the organization is a professional organization because it doesn't tell us what members are professional. Jennifer Mizenko mentioned the definition of a professional association on Wikipedia. She said if we go back and change a word, we will be going back and making a bigger change the actual proposal is making. Cathy Madden clarified that we don't have concerns about concerns, but concerns about solutions. Sarah Barker said we are equalizing all concerns to move forward. We may also go back to Level I to see who all has a concern and ask them to step aside, and then go back and vote. Irene Schlump noted the time is up. Kajsa Ingemasson wondered if the concern meant something else, and it was agreed that it did not.

Light and Lively with Robin Gilmore

Level III: Solving Concerns from Level II

Sarah Barker says that she thought the Committee talked a long time about where to put the word professional. She wondered if the Committee could look at it with a view to the concerns and perhaps rethink it, because grammar never gets fixed by Committee of the Whole. Gabrielle Brueninger asked if this would go back to the Committee for next year. Sarah Barker said no, this afternoon. Sarah Barker asked if Tommy Thompson was going to talk about anything other than that grammar concern. She said the concern that we will reduce the number of professional members, is there a way to solve it. Bob Lada then said that is not what he meant when he gave the concern. He meant it as a status thing. Bob Lada said he thought if we fixed the grammar, his concern might go away. Other concern was set aside, and we go back to grammar.

The V/M Committee left for a small meeting, and came back with new wording: Alexander Technique International is a world wide professional organization of Alexander Teachers. The organization includes teachers, students and friends of the AT, and was created to promote and advance the work of

F. Mathias Alexander. The Committee stood up and Sarah said to hash it out and ended the Level III discussion. Sarah Barker ended as facilitator.

Cathy Madden became facilitator for the Continuing Education Proposal. We will look at it step by step. She invited the Committee (Corinne Cassini and Jennifer Mizenko). Jennifer Mizenko said that they are going to present at this meeting is Statement #1, and Section #2.

Statement 1: To form a Standing Committee for Continuing Education responsible for overseeing and administering this policy of continuing education for the ATI membership.

Section #2: Why does ATi need a policy of continuing education. Section #2.1, Section #2.2, and Section #2.3 (Legal Aspects); Continued to read Section #2.

Cathy Madden then opened the floor for questions about whether members understand what the proposal is. Robbin Marcus clarified that it has been an ad hoc Committee, and now wants to be a standing Committee. Sarah Barker said the overseeing and the administering has not been defined, and Jennifer Mizenko said it has been defined. Kate Lushington asked are we forming the Committee before we know all the pieces of the rest of the proposal. The answer is yes, because the rest of the proposal may or may not change. David Gorman asked why not do the proposal first, and Cathy said because we are following the order of the proposal. It's a procedural question. Robin Gilmore asked are we taking this statement #1, to create a standing Committee going to go through the whole FC process before we get to the rest of it. Philip Nessel asked if all the bullet points referred to Section 2.3, and he was told yes, and said he didn't understand how continuing education policy would affect the second bullet point (legal claim from a student to a lapsed teaching certification). Jennifer tried to explain. She said it belongs to the meat of the document, and keeping your membership current, and it releases ATI from responsibility legally if we have a non current member. Belinda Mello asked what does form a standing Committee mean, how do we form a Committee. Cathy explained how this would keep it from being ad hoc to a permanent Committee pursuant to the bylaws. Kate Lushington said forming a standing Committee is one thing, she says that putting the words by policy in it makes it a whole other kettle of fish. Cathy proposed restructuring how we look at this to look at all the other items of the proposal before going through all levels and voting on the formation of the Committee itself first. Phillip said his concern is that the document is long and the process rigorous that at the end of the day we might not end up with a standing Committee. Jamee Culbertson said the ad hoc Committee is a long standing project and so it wasn't the support of the membership to be noticed as strong pillar of ATI going forward. (???????) Cathy made her suggestion again that we go through entire proposal first and then go back to the standing Committee. Tommy Thompson suggested that we remember that at any time in the process we can go back to the first item of and go back to the standing Committee issue formation. No concerns, Cathy Madden said we have consensus.

Meeting Evaluation

Corinne Cassini thought it was unfair that she was told one minute before the meeting that there would be a difference in format in the presentation of the CE proposal. Light and Lively's are great! Sarah Barker said she appreciated people are slowing down and getting better in listening. Jennifer Mizenko said that she enjoyed meeting with the VM Committee face to face.

Monday October 28 Membership Council Meeting (1)

Partially through meeting, taking up with Continuing Ed proposal...see Angela's notes to put together.

Clarifying questions and Level I: Section 3.1:

Cathy Madden, Jennifer Mizenko and Corinne Cassini explained the proposal and enumerated various ways to get CE Units. Kate Lushington asked if things would be clarified to open the scope to give most freedom to members to allow even personal study which is reading a book or taking a walk to make certain observations, or writing a book. Clarifying statements about what serves as a CE Unit continued. Cathy Madden wants to do an overall Level I discussion of Continuing Education as a concept. No concerns, so Cathy Madden moved into a Level I discussion.

CONTINUING LEVEL I on CONCEPT of CE: Sarah Barker said it's a strong support in recognizing AT teaching competence and so it is now connected to certification, which is a very normal thing in professional organization. Debi Adams said that CE does support our new vision mission statement. Belinda Mello said she thought it encouraged research. Marilou Chacey said the Code of Ethics has a clear connection to Continuing Education and so it supports that. No additional concerns, so moving to Level II discussion.

Level II: Concerns re Section 3.1.1: Renee Jackson has a concern about the last sentence to have anyone with concerns to contact the chair of the CE Committee. Irene Schlump questioned what that meant, and Corinne Cassini answered that it provides for someone to be assured that what they want to do for CE will work as CE. Tommy Thompson said he liked that the Committee heard that the load should be lightened, and he thought some members might choose a self reflective practice that isn't rigorous enough. Bob Lada has a concern about how this will be viewed by external organizations. Marilou Chacey had a clarifying question: would this be posted on our website or on the ATI. Jennifer said it would be put online with the documents about becoming a teacher. Christina Trager has a concern via Irene Schlump as her proxy, told we were not there, yet, so no concern. Debi Adams has a concern about distribution of credits. Cathy Madden said that later on we will define what a CEU is to cover the concern about diversity of the CEU. Laura Hoffman said she sees a difference between CEU and professional development (enhancing a business practice), she is concerned that they are being lumped together, or should be considered separately. Cathy asked if there were concerns about closing the Level II discussion now. Rj fleck then asked if closing this means we are done with voicing concerns. One of the Japanese members was concerned about defining a CE because it limits what she believes CE is. Cathy Madden says that the next time it comes up, Level II will have two minutes for discussion so we can move on to Level III. Cathy Madden grouped the concerns to make it easier:

1. Administrative;
2. Rigor vs. Sloppy and
3. Separate Teaching skill and other things like professional (practice) enrichment.

Evaluation of the Meeting taken by Angela, look at her minutes.

Monday October 28 Membership Council Meeting (2)

Sarah: opening remarks

Roles

Agenda Planner: Marilou Chacey

Facilitator: Sarah Barker and Cathy Madden

Timekeeper: Irene Schlump

Doorkeeper: Robin Gilmore

Notetaker: Linda Hein and Angela Barsotti

Public scribe: Dorrit Vered

Peacekeeper: Ursula Zidek

Advocate: Robin Marcus

Sarah Barker: the way I look at formal consensus is that for me, it's a great structure for inhibition. I've been reading Huxley because I'm looking for how it can apply to groups, political, and social interaction

- When we get to discussing ideas or how we can work as a group there gets to be a little endgaining or worrying about the future etc., akin to worrying about getting out of the chair – we need to come back to listening to each other.
- PDC's proposal is no longer "up" and now you get a one page proposal to add the word professional to our vision/mission statement.

Discussion of agenda:

Announcements: Kate Lushington: clear your dishes as there are no servers to do that

Reading of the membership council meeting attentions – Gilles Estran, Tommy Thompson

Discussion of roles

Re language advocate:

- Perhaps we can bring these flags to workshops for use with presenters who speak too fast

Jamee Culbertson: Reading proposal to add the word professional to the vision/mission statement and the rationale for same.

Clarifying questions: Peter Nobes: what does professional mean

Gabrielle Bruening: Should we change it to ...a world wide organization of professional teachers students.... Rather than "...a world wide, professional organization of teachers..."

Jamee Culbertson: professional might have different meaning in different cultures, in other languages it might mean simply that you're paid for something and that ATI as a professional organization isn't paid but in certifying teachers it allows them to be seen as someone that can be hired.

Reading of definition of professional:

Relating to or belonging to a profession

engaged in a specific activity as one's main paid occupation, rather than as an amateur (like a boxer)

A person engaged or qualified in a profession

Profession: a paid occupation, especially one that involves prolonged training and a formal qualification

Monica Gray: what does friends mean?

Sarah Barker: this has been previously defined.

Jennifer Mizenko: Professional service organizations for people who do that work and the impression of the committee is that we want to be able to do this for alexander technique

Bob Lada: benefit to ATI for doing this? Sarah Barker: not a clarifying question

Gilles Estran: to say an organization is professional or to say an organization of professionals.

Sarah Barker: if we move professional to a world wide organization we exclude students and friends

Sarah Clethero: people who are professionally qualified are called professional and the others are called associates in other organizations.

RJ Fleck: further language dissection "why are friends and students mentioned?"

David Gorman: What kind of org? well a professional organization that does certification and the like as opposed to an organization that operates professionally rather than as an amateur

Sarah Barker: the committee has released the proposal and it now belongs to all of us

Sarah Barker: now we move to level 1

Level one is to speak whether or not it fits with ATI's values. So who would like to speak to this?

Robin Marcus: It definitely fits with ATI's values, it's a terrific proposal and brings us in line with other professional orgs

David Gorman: fits in with section 4

Jennifer Mizenko: if we include the word professional it lifts us to a higher standard for ourselves of what is research what is experimentation. It lifts our expectations

Sarah Barker: level 2

I invite you to listen carefully and inhibit like mad. This is where I want to fix it, that's my impulse but we will get to that section of solving next

Adds a second scribe: Fiona Cranwell

Concerns?

Bob Lada: I have a concern that this change may diminish our non professional members.

RJ Fleck: the grammar of the wording "a professional organization of teachers, students and friends" how do we make it clear that professional applies to teachers and not to students and friends?

Peter Nobes: you have made an already complicated sentence more complicated, grammatically.

(Unknow): for translation purposes it might be more simple to explain more. Maybe make two sentences to when people are translating it becomes very clear

Sarah Barker: so you mean "for translation purposes this is hard to translate into other languages" - yes

Renee Jackson: I would be concerned if we don't put the word professional in there. Just from American culture there is such a concern around professional standards.

Irene Schlump: clarify her concerns?

Sarah Barker: she's concerned that we will NOT end up with professional in the mission statement.

So statement: we want the word professional.

Sarah Barker: so, imagine that this gets passed, do we have any concerns after we add the word professional to our organization?

No?

Review concerns:

Scribes:

1. it may diminish our non professional membership
2. RJ had a concern about referring to teachers as pro not students and friends
3. Complicating further an already complex sentence
4. Challenging to translate
5. Concern about omitting professional due to American cultural issues

Sections: grammar, effect, professional perception

Are there any other concerns?

Corinne Cassini: might this professional apply to the teachers or to the organization.

That's a clarifying question.

Sarah Barker: I think we've actually covered it with concern #2

Pause

Corinne Cassini: so professional in this case applies to the organization and not the teachers.

Jennifer Mizenko: the mission as written has been voted and passed so I am concerned that if we change the wording we are making a far bigger change than adding a word

Sarah Barker: no concerns about concerns please, concerns about solutions yes

We are equalizing all concerns, we all own them, we are hearing them and the next step is to take them all to heart and see if we can solve them. It's possible that if we continue we will get to a point that one or two people are still not consenting and the rest are so perhaps then they can step aside. So we are still hearing concerns but we don't need to solve anything

Light and Lively – Robin Gilmore

Level III

Sarah Barker: it occurs to me that this committee probably talked a long time about where to put professional. I'm wondering if the committee can explain or work out a shift because grammar never gets fixed by a committee of the whole

Are there any suggestions for the membership or the standards concerns? We can solve the grammar with a small group.

Gabrielle Breuninger: is it your decision to send it back to committee? Now? While we are here or next year?

Sarah Barker: today

Tommy Thomson: offers grammar and Sarah Barker says please hold the grammar for now

Sarah Barker: the concern that we will reduce the number of non-professional members

Bob Lada: that's not what I meant by what I said, so I'm sorry

Sarah Barker: clarify

Bob Lada: I meant might we diminish them in our eyes rather than diminish them in numbers. I suspect that reconciling the grammar might fix that

Sarah Barker: standards concern is that without professional in the definition we as an organization are reduced in American eyes

Break: committee is discussing grammar for 2 minutes

Sarah Barker: we do not have time for resolution now

Tommy Thompson: Alexander Technique International is a worldwide professional organization of alexander teachers. The organization includes teachers, students and friends of the Alexander Technique, and was created to promote and advance the work begun by F. Matthias Alexander.

Sarah Barker: we are out of time, it's probably a great time to pause and think about it. We will come back to this.

Tuesday October 29 Meeting (1)

Roles:

- Agenda planner: Marilou Chacey
- Facilitator: Cathy Madden
- Timekeeper: Marilou Chacey
- Doorkeeper: Robbin Marcus
- Notetaker: Angela Barsotti
- Public scribe: Nigel Schwartz
- Peacekeeper: Peter Nobes
- Advocate: Renee Jackson

Announcements are read

Marilou Chacey: meeting intentions; how would we like to read it today?

Corinne Cassini and Eric Pritchard read paragraph one. Sarah Barker and Belinda Mello read paragraph 2, and Ursula Zidak and Gabrielle Brueninger read paragraph 3.

Marilou Chacey: this is today's agenda, are there any concerns?

Seeing no concerns we will move on

Roles summarized

Cathy Madden: so yesterday we left with level 2 of continuing education proposal 3.1.1 still open for concerns and also had a committee work on resolving the concerns we had up to that point. So I'm going to invite someone from that group to come up and present their solution to the concerns

The concerns are still up on the wall?

Jennifer Mizenko: so we reworked the text and also what constitutes continuing education

Irene Schlump: can we rephrase concerns to have them in mind as we read this?

Jennifer Mizenko: speaking to the chair, rigor/not enough weight, administrative and the one about separating business out of teaching requirements

Corinne Cassini: reads the new text of 3.1.1.

Jennifer Mizenko: so to specify exactly what those four lists were

Reads: "NEW wording" we propose that continuing education activities fall in the following categories: etc

And that's the whole 3.1.1 rewritten text

Cathy Madden: let's take a moment to just take it in. to wonder. Wonder if it meets the concerns we already have.

Are there any concerns about adding five minutes to the agenda for this?

Marilou Chacey: we have time

Cathy Madden: clarifying questions

David Gorman: number one, the teaching observations, what is included in that?

Jennifer Mizenko: watching someone else teach

David Gorman: one of the examples yesterday was watching your own self teaching. Is that still in there?

Jennifer Mizenko: it can be watching someone or yourself teach, reflecting on your teaching

Corinne Cassini: I think it's clear if we just say it's observation of others teaching, if that's ok?

David Gorman: ok

Tommy Thompson: did you have the time to research what other organizations do?
Do they use self reflection or self education ?

Jennifer Mizenko: ATVRSG Alexander Technique voluntary self regulation group
Peter Nobes was our rep for a while

Robbin Marcus: I'm curious to know why self education is at the top of each of those lists rather than further down
Jennifer Mizenko/Corinne Cassini: no reason, we can change it

Cathy Madden: that's a concern

Robbin Marcus: no it was to clarify, it will come back later as a concern

Tania Canas: I just want to clarify – we get to choose from these categories or is it that we have to have something from each?

Jennifer Mizenko: you have to have at least 50% from number one and the rest can be from any combination of the other three.

Bob Lada: I see the same wording in similar categories, does that mean something different in one and three and four

Corinne Cassini: one is an Alexander Technique workshop, in number three it MIGHT be a chamber of commerce workshop

Bob Lada; so it's the subject matter?

Committee: yes

Jamee Culbertson: is this the time to ask if this is required annually

Committee: that's later

Marilou Chacey: I could get 100% of my education from number one?

Committee: Yes

Gabrielle Brueninger: so the paragraph where it is said that people may find themselves saying how much CEU it is

Jennifer Mizenko: that's later in the proposal

Cathy Madden: any further clarifying question?

Robin Gilmore : I'm wondering if convergent areas of study is going to be defined later, because in the original you gave some examples

Cathy Madden: that's bordering on a concern so that will be next

Dorrit Vered : can I have an example of a pedagogical study

Corinne Cassini: a class on adult education – learning how to teach adults. I learned a lot from when I was teaching French. My trainings as a French teacher helped me a lot in my Alexander teaching. That's an example of study that's a pedagogical app

Cathy Madden: we are still at level 2
any more clarifying questions?

No? Hearing no concerns I will move to level 3

Ok can I have the agenda back please?

Are there any additional concerns about what we now have as an option?

Robin Gilmore: my concern is that in number 4, my concern is that there were examples and now there aren't.

Cathy Madden: concern about convergent area of study

David Gorman: our concerns from yesterday are still active?

If you do not think the new writing has resolved them, if it has not resolved them for you yet then you can add a concern

David Gorman: I still have something I'm not sure how to express but it's around this territory of reflecting on the normal course of your teaching.

Cathy Madden: so concerned about self reflection as an element of continuing education

Belinda Mello: I don't completely understand his concern. That it's not there enough? Too much? Not clear

David Gorman: it's partly my sense of what you do as a teacher is self reflect, it's not continuing education thing it's normal

Jamee Culbertson: I have a concern that books and articles and such are not quantitated.

Cathy Madden: I'm going to maybe do a clarifying because that gets defined later. This is just content, not how you measure it. Is that clear to everyone?

Robin Gilmore: it's at the final paragraph, in the new first paragraph it did refer to teaching members but in this final one it says "members" rather than teaching members.

Cathy Madden: can you do that right now?

Erica McDowell: yes

Corinne Cassini: I have a clarifying for David Gorman, is that in all the categories or would you refer just specifically to paragraph one?

David Gorman: Belinda Mello just filled me in and I'd like to clarify that it's observation of others not yourself

Robbin Marcus I'm not sure that in that area of self education that taking privates is equivalent in my personal mind to reading books. I think taking private lessons is huge and has enough weight to merit it's own bullet point

Cathy Madden: you would like private lessons to have more value

Robbin Marcus: I don't think personal study and private lessons is the same

Cathy Madden: so you want a separate bullet point for private lessons

Irene Schlump so is post graduate study something else I'm taking when I'm a teacher. Is that something else than a private lesson. So then I need to know what this means.

Cathy Madden: she will take the answer offline

Tommy Thompson: the concern is it's, there seems to be a lot of assumption that all members who read this will understand why all of this is being offered.. and by that I mean the Alexander work is very distinctive and somewhat set apart from many other modalities. In that so much of what we do IS self observation... so we assume that we do most of what we do up there. And when I said yesterday about Elizabeth walker – her idea is that Alexander Technique is continuing education. But I think the assumptions can't just stand there. The concern is there's not enough explaining the rationale

Cathy Madden: I will note that the rationale that was discussed at the other meeting was explained.

You would like the rationale to include something in the spirit of EW's continuing education?

Tommy Thompson: no, let me think a little

Cathy Madden: and take a look at what is written because I believe some of this is covered in the document

Sara Goldstein Gall: may I suggest a hyphen between self and education in number one

Committee: Done

Cathy Madden any other concerns?

Tania Canas: I have a concern. Do you have to have some sort of physical proof or demonstration of your continuing education?

Cathy Madden: that's later in the doc, so yes that's coming

Are there any other concerns?

Ok

May I have my agenda back please

Light and lively: Kathleen Juhl

Cathy Madden: you want an explanation of why there's such a broad area of study that's useful to teaching the AT. That would be useful to add to the document.

Cathy Madden: rationale section?

Tommy Thompson: yes

Are there any concerns about closing the level 2 discussion on 3.1.1

Hearing none we are moving to the level III discussion of 3.1.1.

Let's group these concerns

I think, we have two about self study

We have several that are just grammar or housekeeping

- Private lessons as a separate bullet? Committee is that ok
 - Yes
 - Done

- And this one referring to teaching members we can do that. Consistency we can do that. Those kind of things we can make a trust that we can move forward

Robbin Marcus: I think when you see these sorts of things on other prof organizations self study is sort of the out. It's the last thing on the list. It's what you do if you don't have money or can't go anywhere. So I'd like to see that at the bottom of the list, where preferably people would do other things first

Irene Schlump: if this is something that other orgs are doing I have a concern that self study is something that not everybody is doing

Robbin Marcus: I am concerned that reading is equivalent to private lessons. (Angela Barsotti to Linda Hein: I lost the text of her question a little but it's covered several times in other ways)

Marilou Chacey: I have an offer, can we put them all in alphabetical order so that none has further importance than the other?

Irene Schlump: then it would not be consistent across translation

Cathy Madden: so this would be not a weighted list?

Marilou Chacey: it's random

Robbin Marcus: I don't read it as random.

Tommy Thompson: there's an assumption that we would all believe it's random.

Sarah Barker: I was really happy with Robbin Marcus's concern. If we now change it I want to back her up on that. I'm just trying to say that I have the same concern

Cathy Madden: possibly I'm hearing that we need some resolution about the order of the list.

Jennifer Mizenko: post graduate at the top

Cathy Madden: just a moment

We really have three areas of concerns

Definition of convergent areas of study

The order of the lists

Definition of self study

Sarah Barker: one concern that I have to offer is that self reflection is no longer listed.

Cathy Madden: I propose we split into working groups to see if we can develop ideas for resolution

Group one: self study shouldn't head the list

Group two: definition of convergent areas of study

Group three: self reflection as part of continuing education?

Order of the list: Robbin Marcus

Definition of convergent study: Robin Gilmore

Self reflection as part of continuing education: Belinda Mello

Committee of the Whole resumes

Peter Nobes: I've got a gong and I'm not afraid to use it

Cathy Madden: and we will do our best to talk one at a time and slowly.

Cathy Madden: We will check in with each of the groups

So somebody from the convergence study?

Robin Gilmore g: this was my concern that in the original text there was a little definition so we proposed that this would now read

Convergent areas of study – #4 Convergent areas of study (neurology, personal training, performing arts, meditation etc)

Marilou Chacey: clarifying question: and this is really directed to people as a whole but particularly for people of other primary languages

Is it better to say example or etc. is etc. clearer or is example clearer

Confusion in the group

Kate Lushington: may I clarify?

You have 2 options where you say "eg parajumping" or where you say "parajumping etc"

Cathy Madden: what I'm hearing is that when we translate it it may go one way or the other depending on the language?

Marilou Chacey: in the original it said "not limited to" but in the rewrite it doesn't have anything about that. So when you put etc you're implying not limited to. "may be considered in the following categories but not limited to"

Debi Adams: so I am concerned that you would suddenly refer to something as limitless

Cathy Madden: just to note we are now dipping into the rest of the agenda

May I add five minutes?

Hearing no concerns we'll do it.

Debi Adams: was there a reason that you removed "is not limited to"

Jennifer Mizenko: we felt it was covered because we didn't just list convergent areas of study but we listed HOW and we felt that those themes covered those areas of convergence

Debi Adams: my understanding was that by removing not limited to. And I thought you did that because it wasn't rigorous which was a concern at the time. So now I feel that you're putting back in vagueness and ambiguity.

Cathy Madden: so you're concerned about the etc?

Can I let this one be for a moment so I can hear the other groups and see what we have?

(Unknown): It was the word "convergent areas" that seemed to be the question and I'm not sure this change has resolved that

Marilou Chacey: let's hear all of the solutions and then break apart again

Group 2 - order of bullet points

Debi Adams: we propose removing personal study from the first bullet point and "and/or" and adding in the bold print "the bullet points in these categories are not presented in any hierarchical order"

Kate Lushington: but they are because AT study IS the first one

Jennifer Mizenko that's in alphabetical

Jamee Culbertson: "Oh the bullet points, not the categories!"

Debi Adams: we need to tighten the language

Belinda Mello: so I don't understand the meaning of your sentence. Is it a statement or a suggestion that it be so

Jamee Culbertson: we mean it to be a statement – so the thing you said was that the bullet points are in no hierarchical order. I didn't know if that was an observation of fact now or something that you want to add in the future

Belinda Mello: OH you want that added

Robin Gilmore: that clarifies it for anyone reading the document

Kajsa Ingemansson: isn't it redundant. Because you'll tell us later the value of each?

Committee: no

Cathy Madden: there is for hierarchy but not for CEU's

David Gorman: even if we say it's NOT hierarchical it's still coming in an order

Cathy Madden: everyone receives a document from their own psychophysical history. Does this take care of that for everyone or not

Tommy Thompson: well that leaves me to say – it seems as though we're speaking to ourselves now... and should we be speaking to the public? Should we consider what the public expects of us rather than just what we expect of us. Because right now it's a little weighed toward what we expect from us so the public knows that we are taking care of ourselves

Cathy Madden: concern about public perception - and we do have documents that are for the public and others that are private

Cathy Madden: this concern is about the whole document not just this section

Tommy Thompson: but this affects the language here

Cathy Madden: at this point we are providing info for the next stage of development for when this goes back to committee

Sarah Barker: self education for me has less weight than all the less. I look at all the other bullets as stronger. Any are stronger than self education. So I would want to put it hierarchically at the bottom. That's just my concern. (and I do a LOT of self education)

Cathy Madden: so the concern about the order of the list is that self education should be at the bottom.

Sarah Barker and just to be clear David Gorman asked anywhere self education appears I would put it at the bottom

Cathy Madden: okay let's hear from the third group and then split again into small working groups to address these concerns that belong to all of us

Belinda Mello: we had suggestions. Some practical about fleshing out post grad education and putting some of the things that are there

For example taking teaching observation out and putting it in or considering it part of a post graduate study process. And the concerns were about things not being confusing. That's a really big piece of what people were talking about.

What things are we doing in our post grad lives as teachers that are about building our practice within ourselves and deepening that and how that has a lot to do with building ourselves as teachers. And also the idea that these con ed credits should develop our teaching practices. So some people for ex would like to have a self reflective process of self study fall under the category of continuing education while others felt that was assumed as part of what an AT teacher "just does"

Angela Barsotti: what does "post graduate" mean? I hear "I am getting a master's degree" not I am studying after I graduate from Alexander school

Committee: this is for us.

Kate Lushington: Anyone who has graduated would read this as a graduate of AT school

Angela Barsotti: this to me is about what Tommy Thompson said regarding who reads this, the public or just us

Jennifer Mizenko: long term mentorship has been suggested as an example

Robbin Marcus: should everything have examples or should there be bullets or sub bullets

Cathy Madden let's make small working groups

Marilou Chacey: these will meet through the AGM like at lunch. These are actual working groups

Debi Adams and Robin Gilmore g are doing convergent studies

Robbin Marcus: hierarchy

Cathy Madden: Belinda Mello will you do the self reflection part of continuing education piece?

Belinda Mello: no, I'm both confused and frustrated. The first version was put out, there was online discussion, concerns were gathered and addressed. Then it was presented here and we met new concerns. I was part of the group that integrated these concerns and now I feel that these other concerns have come back in and I'm not really sure how. So that's why I don't want to lead the group.

Cathy Madden: this process continues to deepen as concerns are refined and resolved
Is anyone willing to lead number three, that discussion?

Self reflection, part of continuing education was the seed of that. It had a ripple that was going and that's inevitable and there will be some convergence

Jennifer Mizenko: does it matter that the word is no longer in the document?

Cathy Madden: it's just shorthand for the overall concern

Sarah Barker: still have to get clear? In our group two people said that they wanted self reflection to be still on the list... and I'm saying it that way because I think we're having trouble trying to resolve their concerns where maybe there's another process we should try. We resolved it by getting rid of it but now people are concerned with it's removal.

Cathy Madden: yes, so that's what this group will address

Is that clear for everybody?

Group agrees

Marilou Chacey:

Convergent – Robin Gilmore and Debi Adams

Hierarchy - Robbin Marcus

Self study – David Gorman

Cathy Madden: Is anyone concerned with that's going on here? We have three working groups on resolving the concerns that belong to all of us?

No

Ok all right, it's time for one minute of evaluation

Marilou Chacey: as agenda planner I would like to say that this info will continue to return to the committee. All the information we have done and they will continue to refine and deepen throughout the year. So we have given them a lot of information and I appreciate that as the planner.

Cathy Madden: So, evaluation?

Sarah Barker: note taker was great at slowing us down

Angela Barsotti: thank you

Eric Pritchard: I appreciate your overview of the situation that we are continuing to offer things to the committee

Irene Schlump: for me it was much easier to know where I am sort out my thoughts

Kate Lushington: I appreciated the use of the peacekeeping bell and supporting for us all to hear each other

Jennifer Mizenko: I appreciated giving 3.1.1. to the group

Sarah Barker I got frustrated in the smaller group and lost track of what was happening.

Kate Lushington: I would like to appreciate the committee for the work they did in the last day – it's so much clearer

Cathy Madden: are there any concerns about closing the meeting

No?

Hearing no concerns we have consensus and the meeting is closed.

Tuesday October 29 Meeting (2)

Roles:

Agenda Planner: Marilou Chacey
Facilitator: Marilou Chacey and Cathy Madden
Timekeeper: RJ Fleck
Doorkeeper: Brad Jawl
Note taker: Angela Barsotti
Public Scribe: Eric Pritchard w/ Ursula Zidak
Peacekeeper: Corinne Cassini
Advocate: Kit

Announcements

We include the text of this announcement because of its significance to the membership as a family. Jamee Culbertson was so moved by the telling of this story that she asked that it be read in a meeting.

Read by: Junko Nakahiro in Japanese and translated by Takae Funasaka

Appreciation:

I am a Training Course graduate under Ms. Junko Nakashiro, living in Fukushima, Japan. I was very, very glad to receive heart-warming messages from members of ATI after Fukushima nuclear plant accident on March 11, 2011. It encouraged me a lot since Alexander Technique teachers around the world are caring about me and I am not alone.

My life returned to normal now with a little bit anxiety since it may take some time to restore the area completely. I will continue Alexander Technique to feel this wonderful connection with you. Thank you again for your support.
Motoko Ohgai

Jamee Culbertson: this was very powerful, I was so moved (openly emotional) to hear that in the midst of the devastation was an Alexander teacher. And the ATI message contacted this lone Alexander teacher and meant something. It's what we're about. Because of ATI she felt that she wasn't alone. That we were with her. That's why this is so important to me, that we are family. This is very powerful, it's what we're about.

Meeting intentions are read

Robin Gilmore: might we do these readings in a language other than English?
Corinne Cassini reads the first in French
Irene Schlump reads the second in German
Kajsa Ingemannson reads the third in Swedish

Marilou Chacey reads the roles

Meeting re proposed content of ATI anatomy demonstration of knowledge

Marilou Chacey: this is our agenda today if there are no concerns. Are there any concerns about our agenda?
Hearing no concerns we have consensus on the agenda

Bob Lada: We as a committee are sorry that we contributed to the fits and starts of the first meeting of formal consensus at an AGM. what we would like to do today is look at the proposal which is about content and get a feel for not specifics but levels of concern about any and all of the line items in there. As well if there are concerns about topics that are omitted come see me,

Marilou Chacey: also I would like you to know that the committee received your information and concerns. And that one of the reasons I put up the website, to remind us that yes we certify teachers and that is the process that we go through.

Antoinette Kranenberg: I just want to remind people simply that the proposal has to do with the anatomy part of the demonstration of knowledge. How much is standard, a candidate needs to know what. That's for future time, at this time we're talking about the material, the demonstration of knowledge

Marilou Chacey: is that clear for everyone?

Cathy Madden: I wonder if a little bit of history about how you collected the info? Because it has come from members over years...?

Antoinette Kranenberg: well at a series of AGM's we worked on anatomy content; including last year when we worked on refining the list. It's also online. A number of training courses were asked for their input. So it has been a long and deep process

Marilou Chacey: I'm very out of line but I'd like to make an announcement. This afternoon Antoinette (at 4:30) will be looking with all of us at the content for the demonstration of knowledge of FM's writings. So we have an opportunity to participate in that today. So this may give context about how it's developed

Irene Schlump: I don't know if everyone saw that but Linda sent us an email where you can find the summaries of the sections – Antoinette Kranenberg continues: of writing that came out of the books that everybody agreed at Budapest needed to be at least included.

Marilou Chacey: so with that in mind...

David Gorman: I'm not sure if I heard correctly what Antoinette is saying. I heard Antoinette say we're just after the content and we can decide how much of this we want at another point. I just wanted to clarify that we're not thinking about this content from the point of view that all of this has to be learned. To me that's an entirely different point of view.

Marilou Chacey: We're not at the point of discussing how much and what the standard of knowledge needs to be

David Gorman: we don't have to view it from the point of view that everything in here isn't what we have to do. That it's changeable

Marilou Chacey: everybody find your list please? And then Dorrit has a question please

Dorrit Vered: I want to know what I'm doing. Since the proposal is not this anymore. It's just this list. So I'm considering this list for what?

Bob Lada: for each questions what we'll do is say does anyone have a concern about this statement. You'll raise your hand if you do. We'll do that for each question, keep a tally of it and go back to committee "controversial, ok, really good"

Note taker asks for calm and turn by turn speaking – some notes just before here are lost

Marilou Chacey: everybody turn to page three please. We are going to look at items one through five and identify if there are any we have concerns about. These are not housekeeping and grammar. These are concerns about the information. Is that clear for everyone?

So we're going to take a minute, each of us and it's going to be quiet.

Marilou Chacey: so at this point if you have significant concerns about item number one will you raise your hand
hands are raised

Marilou Chacey: if you have significant concerns about item two raise your hand

Marilou Chacey: if you have concerns about item 3 could you please raise your hand?

Marilou Chacey: if you have any significant concerns about item 4. Would you please raise your hand

Marilou Chacey: are there are significant concerns about item number 5, will you please raise your hand.

Hands are raised

Marilou Chacey: I see that there are no concerns about items 2, 3 and 4

Marilou Chacey: Are there any unresolved concerns about these three items?

Seeing no unresolved concerns we have consensus on items two, three and four.

Consensus folks, we got it. We're gonna move on to items six through nine. I would appreciate it, particularly if people are reading this in a second language, please look me in the eye.

David Gorman: can I just ask when we are going to get the concerns out?

Marilou Chacey: we are going to address them at another time. We all can take this home and we can all email Antoinette. She's a member of PDC about the particular items ... items one and five in this case. then the pdc will have that information so that they can continue to work on what is appropriate. What is the content.

Antoinette Kranenberg: they are also welcome to offer a resolution to their concern.

Marilou Chacey: we will talk about that at the end okay?

Jennifer Mizenko: so you have to be proactive with your concern

Marilou Chacey: okay half a minute to read the next five please.

Marilou Chacey: are there any significant concerns about item number 7, please raise your hand

Marilou Chacey: are there any significant concerns about item number eight?

Half hands are raised and jokes about significance

Marilou Chacey: are there any significant concerns about 8a?

Marilou Chacey: are there any significant concerns about item number nine?

Bob Lada: Marilou Chacey may I add something here before you move on?

You can raise your hand if you look at that and say "why is this in here?" – so your concern is that it's interesting but inappropriate for this.

Corinne Cassini: can you raise your hand if you don't get what it's pointing toward or getting at?

Peter Nobes: so I don't raise my hand if my concern is that it's too much detail for someone to need to know?

Group: yes

Marilou Chacey: what I would give as a caveat is that we are not determining the standard

Peter Nobes: I thought we were just determining whether the descriptions were accurate. But we're not, we're going beyond that?

Robbin Marcus: if we are looking at more than just whether these things are accurate, if we're looking at whether or not they make sense or need to be included? Isn't that going further? so I'm asking you to define how much further we're going... so I'm confused

Bob Lada: ok me too

Dorrit Vered: I remind you that Marilou Chacey is in charge

Marilou Chacey: can you describe this for Robbin?

Antoinette Kranenberg: we're asking for concerns, the concerns CAN be about whether it's too much info for a beginning teacher to know. It can also be about accuracy or the perspective.

Robbin Marcus: but it can be about whether it's appropriate for a beginning teacher to know this?

Group: yes

Debi Adams: if that's the case is it possible that we reached consensus incorrectly because people didn't understand what we were doing

Peter Nobes: well I don't use anatomy and I would like to chuck the whole thing out and if you wish I can put my hand up for every one, or I can not but I'm concerned that I won't get a chance to object to the whole thing.

Marilou Chacey: we know that ATI as an org has decided to include anatomy

Cathy Madden: can you tell me what consensus means it means?

Cathy Madden: I consent for this to move forward

Marilou Chacey: do peter, so Debbie can you say 'I consent for this to move forward' or are your concerns at the level of no I can't

Peter Nobes: yes I can but I want to be able to object to the whole thing at some future point even if I consent for this to move forward

Debi Adams: I wanted to make sure that if we reached consent that we had done this is a way we all understood

Cathy Madden: may I offer, the reason we're doing this is that we have a committee that has been developing this work over years and they seek further info from us about further development about that

So this is a process to give them the info they mean to continue to develop the content. What peter is potentially talking about is changing something we've all agreed to as a proposal. So this has been offered as a way for the committee to develop further. They need a next level input, how do we get it to them even while knowing that some people might want to stand aside entirely.

Dorrit Vered: my question – and if this is the wrong time please tell me – in this example for instance, if one of our members doesn't even want this in at all. The protocol is to create a new proposal taking it out

Cathy Madden: we are not at that but we do need next level information for the committee and peter's objections are part of that as well

Sarah Barker: I will participate as if anatomy is to be evaluated but THEN I can say I don't think anatomy should be in there

Marilou Chacey: exactly

Robin Gilmore: I would appreciate, and I think others newer members would if Cathy Madden explains what it means to stand aside.

Cathy Madden: at the moment of the... say we've gotten through a level 3 of a proposal, the facilitator will call for consensus by asking "are there any unresolved concerns" at that point if there are people with concerns there are a number of options:

To send it back to committee

If there's a small group who does not consent they can be asked if they are willing to stand aside. If they do the proposal goes forward WITH the concerns attached to it. So the proposal is published with the concerns

There is also the option in formal consensus for people to block the proposal at this point.

There is no coercion in formal consensus.

Irene Schlump: Does it mean when somebody stays aside and this will be part in the proposal. Would that also then mean that it needs a new proposal if at another...

Cathy Madden: if someone decides to do that

Someone can take it and rewrite it and write an additional proposal but it's not automatic that if something moves forward with a stand aside,

Peter Nobes: I've been doing formal consensus since 2002 and I think it's really good. What I dislike about this idea is that this list is beyond the maximum of what anybody should know and we are saying this is a minimum and I don't know what to do about that in a formal consensus way

Jennifer Mizenko: my sense is I have to rank what I think is my biggest and least concerns. So I have to create my own personal ranking system of when I do and don't have an alarm

Bob Lada: the committee has heard what you said peter and we will pass it along.

Marilou Chacey: are there any concerns that people did not understand what they were doing during items one through five? Do we need to do them again? Is anyone feeling concerned that we are not going to go back and redo that now?

Debi Adams: yes I am concerned about that

Marilou Chacey: I would like to see your hand if you have significant concerns about item number two>?

Item number three? Do you have significant concerns?
Item number four? Do you have significant concerns?
So, the decision we made before still stands

Marilou Chacey: are there any significant concerns about item number nine?

Debi Adams: when you asked Tommy if he was the only hand...?

Marilou Chacey: if he was the only hand I might have asked tommy if he could stand aside.

Cathy Madden is making a very loose tally called "none, few, more" just for the committee's benefit

Marilou Chacey: I'm going to give you a minute and a half for items 10 through 20. And if you are looking at a version in English the last word in EIGHTEEN B is "lengthen" instead of "widens" – if you are looking in German, yours is correct.

Marilou Chacey: are we ready?

Are there any significant concerns about item number ten?

Hands are raised

Please raise your hand if you have significant concerns about item number 11

Hands are raised

Please raise your hand if you have significant concerns about item number 12

Please raise your hand if you have significant concerns about item number 13?

Hands are raised

Please raise your hand if you have significant concerns about item 14

Hands are raised

Please raise your hand if you have significant concerns about item number 15

Hands are raised

If you have concerns about item 16 please raise your hand

Hands are raised

Item number 17

Item number 18

Hands are raised

Item number 18a

Hands are raised

Item number 18b

Hands are raised

Item number 19

Dorrit is your concern something you'd be willing to stand aside on?

Dorrit Vered: yes

Are there any significant concerns about item number 20

Hands are raised

Marilou Chacey: I see that we have one stand aside about item 19

Angela Barsotti and David Gorman add concerns for number 19

Marilou Chacey: Dorrit is no longer standing aside and number 19 has concerns attached

Antoinette Kranenberg: would you put your email on the board ...?

ak@kensingtonAlexander.com

Marilou Chacey: I really would like you all to take these three pages with you and take them home and email

Antoinette as a representative of the committee and if you have resolution please include that.

Antoinette Kranenberg: if it's a content or a too much information concern it's really welcome for us

Marilou Chacey: and if it's written and in an email then they can take that and paste it. It's very important for us to come together as a group and agree about how we are going to do this certification process

Bob Lada: I want to thank the group here for doing this. We started with small working groups at a number of AGM's. we had a number of all together discussions. This is the first time this level of detail has come before sure a large group and we will certainly revisit this at least one more AGM. So I would like to deeply thank you

Light and lively with Jennifer Mizenko

Cathy Madden takes the floor

Right now we have some committees who have some reports for us and I think that's the place to go next.

Proposal regarding continuing education policy

wording is presented from yesterday

Debi Adams: so we had convergent areas of study. That's what was put before

one of our group members pointed out that the bullet points were not akin to the other three sections

so we changed it

new version is presented

"4. Related area of study: these include but are not limited to areas such as somatic education, pedagogical methodology, and scientific fields of study. An updated list of approved areas of study will be maintained at this web address. If any member wishes to add an area – sorry Linda but the slide should be available.

Cathy Madden: let's move on to the other committee reports

Robbin Marcus: we felt strongly that the overall progression of the document should imply rigor. We felt it was important to gently group things in a way. The group that met during the meeting and the group that met at lunch had totally different feelings. To that end we were able to come up with three conclusions. But we were able to draw three conclusions:

Insert power point slide "hierarchy"

Kate Lushington: if we put self study always at the end and then say "in no particular order" it's actually a lie

Cathy Madden: next group

Corinne Cassini: we kept the structure as is

General hilarity due to typos on the slide

We found different wording for personal study. We made it "research and advanced study" which is a different working AND meaning.

And the second is "workshops, professional conferences and lectures."

Alexander Technique study can include watching someone teach.

Irene Schlump: I have a concern. I was part of the group and this is not what I understood we came to.

Sarah Barker: we did want to acknowledge Irene's position as well.

Irene Schlump asks Gabrielle Brueninger to stand with her

Irene Schlump: I appreciate that I really got time to express myself at that meeting and there was room for me. I thought what we came up with which was "research and study" – research and study which should mean "any activity somebody takes beyond one's personal practice and connecting to knowledge and expertise of oneself." (that's how Sarah Barker defined research and study within the group ← as clarified by Irene later)

And the way I understood it was that I can have my self study in that. Not supervised, but structured on my own maybe documented. And so I was happy.

Corinne Cassini: how is that different?

Irene Schlump: research and advanced study are defined terms. Which means if I am exploring cutting an apple for use in my teaching practice this means that I can not do this as part of my continuing education because you thought this was something an Alexander Technique teacher was doing anyway.

Irene Schlump: The next part is that when you, Corinne, were so nice as to send us the AMSTAT continuing education rules – they just have it in it, they say

"AMSTAT

2.4.2 CATEGORY 2: 2.4.2.1 Self-study in the Alexander Technique through the reading or writing of books and/or journal articles, viewing or production of instructional videos etc.

2.4.3 CATEGORY 3:

2.4.3.1 Participation in any structured activity or study which an individual teacher has assessed as being beneficial to her/his development as an Alexander teacher due to the opportunity to apply the Alexander Technique to this other activity.”

Kate Lushington: please read this again

Gabrielle Brueninger rereads it

Irene Schlump : I translate that to mean that I am really free to explore what I want to deepen my own teaching and that is included within continuing education

Cathy Madden: one of the options in formal consensus is for me to offer these reports to the committee to bring them back to us in a new form. Are there any concerns about taking that step knowing that you can contact them at any time

Kate Lushington: clarification: will sending this to the committee include Irene’s addition?

Cathy Madden: yes, everything on the floor belongs to all of us

Are there any unresolved concerns about me sending this to the committee with thanks to the committee and the sub committees for their work

Meeting evaluations please

Debi Adams: I just want to applaud the facilitators. I want to say that I was impressed. These were very difficult proposals and I felt you both handled them very well

Jennifer Mizenko: I appreciated hearing the story about Japan and the nuclear devastation

Kate Lushington: I appreciated it too and because it was part of the announcements it was not in the minutes and I would very much like it added to the minutes. It’s not recorded and I would like it recorded

Cathy Madden: are there any concerns about putting that in the minutes?

Ok we have consensus

Kate Lushington: I appreciate really how people spoke so thoughtfully and gently today. It made it easier for us to take the minutes and it made it easier to absorb and hear what people were saying

Angela Barsotti: I would like to reiterate her thanks

Jennifer Mizenko: at one point I circled frustrated a bunch on Corinne’s sheet

Fiona Cranwell: I would like to thank Erica for operating the projector

Marilou Chacey: I really appreciate how many of you are here. This is really dry stuff and I appreciated how full the room was

Cathy Madden: thank you for your time

ATI AGM Meeting 6 – Wednesday – 11am

Roles:

Marilou Chacey – chair

Angela – note taker

Announcements are read

The meeting intentions are read

Jennifer Mizenko reads paragraph one

Marilou Chacey reads paragraph two

Sarah B reads paragraph three

Marilou Chacey I feel very strongly about the membership council meetings, this is our agenda, are there any concerns? Seeing no concerns we will move along

Renee and Corinne

Renee we are delighted that so many of you voted on line. I am renee and this is corinne and we are on the nominations committee and many thanks to those of you who said yes to serving ATI. Corinne will announce the new board

Corinne: We together, the membership have elected as our chair, Fiona Cranwell

As director in the board – sakiko

We have also elected Gilles Estran

As well as Irene Schlumpf

Renee: Many of these people are not here or have left early

Sean Copeland has been elected for agenda planning

Workshop planning is Julie... who happens to be in france next year which is great

some of you may know that we had you vote for all the ethics committee. The good news is most members agreed to stay on. The two co-chairs are mead and martha. The rest is

four more committees that were elected, international, tommy thomson returning there

angela: i can't keep up renee please read more slowly.

Group: it's okay, you don't need to be verbatim for this.

Corinne reads the sponsor election results

Jennifer does a light and lively toYMCA

Marilou Chacey: are there any concerns about closing the committee of the whole

sarah b i move that we close the committee of the whole
antoinette seconds

Robin g: on behalf of the people who are going to be counting bodies, people are leaving and entering the room.

Marilou Chacey: I count 37 people plus proxies

Renee: we are over 21 so we have our quorum

Cathy: we haven't closed the cow yet

Marilou Chacey: we're closing the cow still, we got distracted with numbers

All those in favour of closing the cow?

All those opposed?

Seeing no one opposed the committee of the whole is closed

So on to the 2012 AGM minutes. Are we going to approve them online?

Fiona: yes

Marilou Chacey: we have a proposal that we worked on in formal consensus changing a section of the vision mission statement

ATI is a worldwide professional organization created to promote and advance the work begun by F . It's members include teachers, students and friends of the Alexander technique

Marilou Chacey: Do I have someone to move that we accept this change

Cathy so moves

David G seconds

Marilou Chacey: All those who favour this change...

sarah B: may i explain about proxy voting right now

Robin G

to vote yes for yourself, please stand. If you have a proxy raise a hand as well

jennifer: what if i vote no but my proxy votes yes?

Group dithers

Marilou Chacey and if anyone has 2 proxies raise two fingers as well

so, all of you that are saying yes to this change

and your proxies

please stand up

Marilou Chacey: ok all those in favour

49 yesses

Corinne takes the count

Marilou Chacey: any opposed please stand and give hands for proxy

Do we have any abstentions?

No

Marilou Chacey: We're unanimous.

Renee introduces robbin marcus

this is robbin marcus, i have asked her on email to be communications chair several times but she was a bit shy because she said she didn't know ati that well and she needed help. So we found some. And she still wanted help, justifiably because communication is a huge job so we are up to 7 or 8 people now!!!

Room cheers and applauds. And with that. Robbin has now agreed to stand for communication chair... but she's a little shy about this so she can leave to give us privacy to vote

Robbin leaves

Renee: once again we have to do the same voting procedure with voting and proxies.

So all in favour stand, hold up a proxy if you have one...

Corinne takes the count

48 yesses

No abstentions and no no's

Renee: on behalf of nominations i want to thank everyone. And get up and do a little happy dance because all the positions are filled

Robbin takes the floor: we have an ATI facebook page. So if you're on facebook and you have not "liked" ATI on facebook you may go there and find all sorts of information and photos from the conference. If you missed something during a workshop or you want a refresher or you didn't take notes you will have an opportunity to see it again online.

Tommy: can we post videos of the dancing last night?

Robbin: we did have a checkbox for people who did not want to have photos posted online but if you did check that please be sure Jamee and Tommy are aware of that

Marilou Chacey: i joined a committees... ???

we have an interim committee chair of FCPC – formal consensus process committee and that committee is also looking for people to join. And as renee said one of the things you might do is hone your skills so at some point you may want to be chair of the committee. That is a space where we need someone who is willing to take on being chair and is interested in that

So we can do 15 minutes of Evaluation. This is a time to do evaluation of this meeting and all the other meetings.

Antoinette asks about the sections of anatomy upon which consensus was reached

cathy: it was a workshop not a proposal and it's gone back to committee

The location of the 2014 AGM is announced

Gilles informs us that we are going to france. I am happy and excited to invite everyone to the south of france, west coast, bordeaux. It's a UNESCO heritage site. And the world city of wine. The good news is we have already the place

www.village-du-lac.com

the place we find finally, which is a very nice site 15 minutes from the very center of bordeaux and 10-15 minutes from the international airport and it's in a little piece of nature and you have the coordinates for the site and the site is already french, english, german, spanish
I took the same period of time, the last week of October. I don't know if we need to do it like that or if you want to move it a little bit sooner to be sure of the weather.

Philip: on behalf of belinda

she really felt that end of october was too late in the year especially for people who work in academia and by october everything is getting going and she feels it costs her more to take a week off. She's working

Irene: so belinda's concern about this time is her work is getting so busy in that time that she can't make the week

philip yes she would prefer earlier in the year like early september or late august

Marilou Chacey: we did a poll within the last five years, i can't tell you exactly when. And this time of year was the most frequently answered response. So at this point we'd have to reevaluate that as an organization.

Corinne so if we wanted to move it a week or two in october we could but to change months we need to put it to the membership

tommy: what was ultimately decided was based on everybody's feedback september is too soon in the school year and november there are too many other holidays but it was not necessarily showing a preference for the last week of october

peter: we did this in 2007 I believe and we marked sheets similarly to the way the people in the group marked their importance with FM's writings. Perhaps it's time to do it again.

robin has to do with timing and cost. There's what's called shoulder season and at one of the earlier AGMs it was an astronomical difference if it was before the cutoff line.

Fiona: is it possible that if we determine that the costs are similar we can move the week. We'll check the facility situation and the flights and maybe we don't have to do a whole poll?

Let's vary it a little to offer space to those who find these

Debi: our AGM is so important to us that the date in the bylaws and the entire membership needs to be consulted if we change that.

Marilou Chacey it has to do with this being an ANNUAL general meeting and an org has to meet annually. But if we announce it 45 days ahead of time we can make it anytime

gilles: if it's a question of price i can tell you for sure this is a vacation period in france and i have to ask at the village if the price is up which i believe instead of a period of vacation. This period

of vacation is moving every year between the 2 last weeks of oct and the last week of oct and the first week of november. So it's always changing so i have to check with them and ask and maybe to report if there is any difference in price for that

Juhl: for academics this is sort of difference issues about the days. If it were more of a thursday-tuesday situation then you wouldn't have to miss a whole week.

Marilou Chacey: i've heard people with private practice also express that same interest

angela: yeah that would be a lot easier

Marilou Chacey: if there are other items that you think the board need consider regarding dates please email them.

Fiona's email is:

Marilou Chacey i would like now to do evaluation of today's meeting

i have a comment, that is that the facilitator and agenda planner could have been a bit more on top of this.

Sarah b my favorite part of the formal consensus is that on the last day we get to vote and there is no conflict or anything to worry about.

Marilou Chacey: anything else about today

so the meetings as a whole – all the membership council meetings

cathy: i really appreciate the agenda planner

angela: me too

group applause

the agenda planner would like to especially appreciate her devoted assistant Fiona,

group applause

AND all the help from formal consensus process committee

both catherine kedrick via her presence that's here in the room and cathy madden.

Group applause

much good work was done by sending concerns into small groups. That worked really well. And I heard from some of those small groups that they wish there had been time scheduled so they didn't have to stay up late and miss meals.

Angela thanks the group for their help making note taking easier

Marilou Chacey asks for another scribe

jennifer: i appreciated as a member of the ad hoc con ed committee bringing this proposal; the creativity of the group. I can report for myself that when we were trying to work all this out on our own, it was really nice to get such creative and great ideas from everybody's

Irene: i wanted to say that i really appreciate this process and whoever it was who introduced this to ATI

group: jan beatty

Irene continues: yeah it's making me feel really ... that although in the time between i maybe

felt to be outside of the group there's a feeling that i always CAN step into the group again and i really appreciate and i thank you fro that

kate i have really appreciated getting to know the process better because i kind of got thrust into it. I really valued it and the formal consensus workshop so i think we're getting better at HOW we do things. And i loved seeing all the new people here.

Angela thanks the group for making the trainees and students opinions and presence feel so welcome rather than considering them somehow less.

dorrit when we broke into groups to discuss the cmn types... face to face/written etc. I found that very clarifying about ways of communicating. And i felt very included and i'm excited about future ways of communicating

Marilou Chacey: i think that we're closing this?

Gilles: i want to thank you everybody to become more and more aware that we are not all speaking english, our native language and we need some conditions in order to follow what is going on during the meeting. And i think there is something about being more and more aware of that. You slow down, you speak louder, and it's not speaking with your head but sometimes also to be involved, some gesture and for us not, native language, gesture is so important to get what you are saying. So please continue and it was clear because also.. i want to thank the organizers because it was very clear, very well organized, we never lost time it was simple and it was easy. Thank you all for your energy and patience.

Marilou Chacey: i welcome your evaluations of the membership council meetings but at this point i am going to ask that you add them to these sheets that are up here

if people are willing we can now move on to the AGM
I want to move on and i want to do the AGM

robin g: i am going to jump right in and thank susan and kate and esther and RJ and all the canadians. Anyone who had anything to do with running these things... job well done. Group applauds

david g: i want to thank the board and everybody and the agenda planning committee and everyone who invited me here. I know i've been away for quite a while but it feels like i never left

peter: i feel very cared about and cared for and i'm very grateful

jennifer: it was very hard for me. I like to pay to register separate from my accommodation and if i could have done that i could have paid for it in june. So i had to wait until september to do it. So i'd like paying for registration to be separate from paying for accommodations

Ursula on behalf of the community and there is one person in the room i want to say a special

thank you to... and that's Irene – she even made translations in the package and i'm really thankful for all your work and the translation work. Thank you

group applause

tommy: i'd just like to acknowledge – especially the last few years, the japanese contingent. And not only did they come they really participated and it's really increasing the last few years so thank you very much

kate: i would just like, i think another round of applause for the amazing assistants kajsa who just appeared magically and was so powerfully helpful we added her... and Erica and Angela
and thanks for all the help with the assistants irene.
Kate asks the assistants to stand again and the group applauds

junko: since this time, because of this language barrier i couldn't attend this kind of meeting. But even though i have some hesitation about coming to this place at this time and really wonderful experience i had because of all your support. Especially the organizers and the canadian people and thank you i am happy to be here

Marilou Chacey: i have one comment, i need transitions
angela: and for the note taker please recall that we need at least an extra half hour after the meeting and it would be nice to get to eat and go to workshops [as an aside, a second note taker would not fix this. We need to go back and fix mistakes while they're still swimming in our heads]

tommy: i would also like to say i forgot to add that we now have a japanese board member for the first time
and i would reiterate that we also need more transition time

Irene: i didn't feel that i worked as much as last year, i was pretty relaxed i would say but i missed hands on my body. So um yeah, i don't know how this can be more or whatever but i think this is very useful to exchange our work esp when you don't know how they work. This is really an opportunity to work with a person or school you don't know. Also for the workshops I think

Marilou Chacey: at this point we are over time for our closing circle so i'm going to ask the rest of you to make your comments on the paper

David G: learningmethods.com/downloads.htm – keynote speech text and video

Sakiko does a wonderful closing circle in silence.