

2003 AGM

Minutes of ATI AGM Spanish Point, Ireland, 2003

Tuesday October 21st

Outline of AGM sites, Oxford 2004 and Hungary 2005 David. Bainbridge to get details of booking confirmed and contact numbers available on Interchange ASAP. Graham Elliot to check on current prices and refer back to board

Level 1 Country membership Concerns

Divided into 4 sets

Justification / content / philosophical / country specific.

Requests from last year's AGM and some countries, notably Austria who had to form a local organisation to deal with local legislation in order to practice made paying double dues expensive.

What are the obligations/implications for ATI

financial, are we able to meet the needs of the regions?

regional offices can't be functioning very well, providing translations, gathering/disseminating information. Dependent on individual commitment from helpers.

can we improve local/international communication?

We are trying as an organization to help solve a problem which we've heard exists.

Level II Resolve concerns.

all members pay ATI dues but ATI then returns a proportion to each country for their local group.

Individuals pay General Membership rates which are less than Teaching rates.

The history from Austria is that they needed to form a local group in order to obtain legal representation, appropriate insurance and presentation within Austria. They all want ATI affiliation, there is no AT presence in Austria, a very few STAT teacher whom they asked to join in to make one organization. The STAT teachers declined and soon after formed their own society. How is it possible to afford the local and ATI dues and get the benefits which are desirable.

Rick Brennan suggested that Ireland might also need to form a separate organization to meet local needs. Would this be taken into account and would Country rates be applicable?

This must come under a different proposal.

2 minute warning –

What does Austria need? Are they a special case or should any change be available to all countries?

These ideas need to be communicated to Austria for more consultation with the Board before the next agm .

Can this be a way of reducing (postal, other) costs for the association?

Proposal from Monica Grey concerning the Ethics/Grievance Committee

Monica outlined where the Ethics committee was coming from and the difficulties they were encountering in resolving grievances.

Can we go with the assumption that ATI members can acknowledge and accept the committee's activities so far as useful work in progress and go on to discuss two options:

A The need for a grievance committee at all and if so does it need sanctions/power enshrined in the ByLaws?

B Elimination of the Grievance committee.

Should the Code of Conduct be an inspirational and not an enforceable document?

2 minute warning

do we need a committee with sanctions?

can we ensure accountability without sanctions and a Grievance committee ?

any procedure must offer legal protection and this may vary, country to country.

a standing committee would acknowledge there are victims.

we need a published code to encourage responsibility.

outside mediators may be necessary.

members must agree to mediation if a complaint is made against them.

it would be useful to have a document outlining what to expect from teachers, available to new students.

we need some course of action available for complaints but the committee can't meet all the legal obligations of every country.

After group discussion concerning A & B a Straw poll was taken.

Those wanting a Grievance committee – 1

Those not wanting the committee as it stands but wanting some course of action/mediation in response to a complaint – 22

Unsure, wanting more information – 6

There was also small group discussion concerning ATI Certification and Sponsorship – The Goal – a process which is the envy of the Alexander world.

1 admin procedures – fees, who, when, how, are these Board decisions?

2 part C in the Bylaws PDC – what are means to evaluate teacher competency. Find the appropriate level and state this.

3 Find a review procedure, do sponsors have a 3 year cycle?

4 How do we ensure we have qualified sponsors/evaluators?

Notes from Discussion Groups

1 As a prospective teacher, how does one go about finding sponsors/evaluators?

We feel it is essential that sponsorship information for all countries is available to candidates either on the website or from ATI office and should contain :

what does the prospective candidate need to know.....

the criteria each sponsor is going to ask about if their expertise is different (the teaching paradigms may require different assessment methods). The topics likesly to be covered during assessment.

How long is the overall process and what time is expected from each sponsor?

Costs.

can a candidate apply more than once and if so how often?

Two ideas were conflicting over fees.

Some sponsors charge, some don't . This needs to be standardized if possible, or dispensed with as the sponsorship process could be seen as a gift and helpful to the ATI community.

This begs the question as to whether we are an altruistic club or a professional association. Is sponsorship a donation of time from a mentor or a professional evaluation which confers a desirable standard.

A possible solution is that candidates pay a set fee to ATI central office and it (a proportion) is passed on to the sponsor.

2 no notes for this one.

3

upgrade and redesign database so that accurate information is available.

assign one member of the sponsorship committee to track the database and all sponsors tenure.

Conduct review:

no's of people sponsored

no's of people not sponsored

no's suggested for ongoing review/training.

Level of participation in ATI – committees/agm attendance/participation via Exchange.

publish results to secure, members only section on Exchange (Exchange is members only DB) along with ballot (or via mail), include a letter from sponsorship committee requesting feedback/concerns about each sponsor or the sponsorship process.

4

Process – nominated by 3, criteria/ history, not necessary to know or see teaching.

Criitera – how many years teaching, training etc. What are the qualities needed as separate from years experience.

Ideas/Concerns/Possibilities

can we standardize criteria?

Do we need the same qualities for teachers and sponsors?

Empathy, flexibility in communication. Experience (not just time passed since qualification) is important for a sponsor to know if a candidate is ready or in need of more experience/knowledge.

Applications must be written in depth.

sponsoring is a bigger responsibility than just giving a good lesson.

Sponsors could work with one-another to improve their understanding and abilities. They could develop and standardize criteria and evaluate each other.

Should sponsors be elected by sponsors – lead to an old boys club?

Sponsors have to have the ability to say no. They need an organization in place to make this possible.

No more than one person from a candidate's training course can act as sponsor.

In Japan, Jeremy can invite sponsors to visit but other schools often have trouble. Inter-school fears over contact with sponsors mustn't be accepted.

Sponsors need to get together to re-assess, perhaps both sponsors and teachers.

Teachers who have gone through the sp. process could re-evaluate sponsors.

Feedback from candidates could go back to committee.

Sponsors could write reports of their experiences,

feedback as to how the process is working.