

Sunday, October 23 MCM – Meeting Minutes #1

Meeting Open:

Cathy Madden introduced herself as Facilitator for the meeting.

Welcome from the Board

Welcome to Meeting Attendees by Alison Deadman, Chair of ATI's Board. Explanation of the Committee of the Whole. Introduced the Board. Discussed the ability to help set goals for ATI by participating in the MCMs. Participating was a great means whereby. What is your new year's resolution for ATI.

Welcome from the Site Committee

Welcome by Eve Salomon. Said all queries to be given to the assistants, and they will find the answer, know who they ask if they don't know the answer. Announcements about entertainment and No Talent night.

Flags: explanation of use of flags, would use ribbons instead as no flags this year

Assigning FC Roles:

Agenda Planner: Marilou Chacey

Facilitator: Cathy Madden

Timekeeper: Maria Weiss

Doorkeeper: None

Notetaker: Linda Hein

Public Scribe: Judith Saxton

Peacekeeper: Maryse Berninet

Advocate: Victoria Leomant

FCP Advocate: RJ Fleck

Language Advocate: Irene Schlump

AGENDA:

Meeting Intentions:

Belinda Mello read the meeting intentions in English.

Vote on 2015 Minutes:

Alison Deadman move to approve the minutes, Antoinette Kranenburg seconded. 1 opposed. Since still in Robert's Rules, the motion is approved. Went back to ask questions, to answer concerns. Irene was concerned that the actual text of the proposal was not in the minutes. Membership assembled together becomes one large committee for the purpose of discussion. During discussions, we use the Formal Consensus Process.

Committee of the Whole (COW)

The last day of the Membership Council Meeting, we will close the Committee of the Whole, return to Robert's rules and vote on the items we have discussed. Debi Adams moved, Maria Weiss seconded. Voice vote was unanimous to pass the motion to go to the Committee of the Whole.

Agenda: Cathy Madden put up the written Agenda as we had been following already, and then going forward, said the Agenda was a contract with time.

Light and Lively

Announcements:

Alison Deadman announced there was a table in the Meeting Office near Linda Hein where people could put announcements and flyers. Rosa Luisa Rossi announced there was a table set aside for dinner for sponsors only to meet and get together. Marilou Chacey announced that workshop descriptions did not agree with the schedule, so use the schedule only. Peter Nobes announced that perhaps the board should write something to go in the packet so he didn't have to explain the no talent show every year. Belinda Mello encouraged people to use exchange time while we are here; the room called energetic is available whenever there are no workshops for people to do exchange work. Linda Hein announced that all proxies were due on Tuesday night, so if people are leaving early they need to do a proxy or move proxies to someone else if they hold proxies. Delia Rosenboom and Korina Biggs announced the Community Night. Marilou Chacey said that she will have a piece of paper available for people to sign up to give an announcement. She asked that all workshop presenters stand up so that everyone would know who was giving a workshop. No further announcements, the meeting moved on to visioning the future portion of the meeting.

Visioning our Future

Alison Deadman and Kate Lushington and Ulrich Funke and Sakiko Itsuishito said that the board has spent the last year visioning and thinking of the future of ATI. Visions start with:

1. Values;
2. What is our vision of the future;

64 3. What are the means whereby we get our vision of the future, including any
65 intermediate ends that help us to reach our vision;

66 4. Do we have a clear sense of what our day to day functions are as an organization (the
67 bread and butter).

68 Alison Deadman said “now, we need you,” to the membership. She asked the membership to
69 help the board define who is ATI in terms of our values.

70 Ulrich Funke presented a sheet of paper that members had written values on in their native
71 language. Members read what they wrote in their languages. Ulrich Funke said that we would
72 work with the words in large ways. Each language, each word has its vibration, its sound. He
73 invited the membership to stand up and move into free places. He then invited everyone to
74 prepare to write after some movement. Ulrich Funke gave three movements to the
75 membership meeting attendees, and members marched in the room. The second option was
76 to stand where they were and be aware. The third was to slowly move backwards. He then
77 instructed that every time he clapped his hands, everyone should change up to one of these
78 motions. Ulrich Funke had them then all walk, and take pencils and paper and write what is
79 coming up for each attendee for their values. Alison Deadman asked everyone to get up again
80 and to keep moving closer to the front and then pause. She asked everyone to turn to the
81 three people closest to them and form a group of four, silently. She said each group should
82 move to a corner, and share their values. Then they would write common values in one place
83 on the large piece of paper given to them, and then their other values in another space.

84 Cathy Madden paused, and asked for concerns about adding 10 minutes to this section.
85 Marilou Chacey had a clarifying question about running over the meeting time, Cathy Madden
86 said no, we were quick in the first part of the meeting, no concerns, 10 minutes added to this
87 portion of the meeting.

88 Alison Deadman brought group meetings to a close, and asked them all to share their values by
89 tacking up their papers on the boards. Alison Deadman that the board was going to look at all
90 the ideas, synthesize the values, and have a feast of values. She asked everyone to go around
91 and give a “taste” of their values.

92 Group One: inclusiveness; movability; standards

93 Group Two: empowerment; openness; respect

94 Group Three; listening, creativity and care for the environment

95 Group Four: (Group 4 did participate, but the values were not captured, and cannot be found)

96 Group Five: respect; belonging; creatively

97 Group Six: honesty, sense of community

98 Group Seven, integrity, transparency

99 Group Eight sharing goodwill autonomy.

100 Kate Lushington said that anyone who was wondering or had questions about the ideas could
101 come talk to any one of the board. Will be another session tomorrow

102 **Meeting Evaluation:**

103 Rosa Luisa Rossi – feeling very touched. So creative, so clear, movement, I mean I find
104 everything tht I have value for.

105 Cathy Madden thanked the first round of people in the FC roles.

106 Alison Deadman appreciated how people jumped into new foreign and funny process, touched
107 her greatly.

108 Ulrich Funke said it was a good meeting for him, and he had just one thing sometimes he feels
109 to be aware of the difficulty that sometimes the process can kill the live. For example, we had
110 put on the time, but in reality we had much more time, and so he said why do we have to stop
111 and ask if people agreed for more time. It's not big, it's ok it happened, but it is a thing I
112 observed in Bordeaux with the impression that the process is so strong that he lost what we
113 were talking about. Kate Lushington said what she heard Ulrich Funke say was the having to
114 stop killed the moment of creating. He said he doesn't have a solution to it, maybe we should
115 just think about it.

116 Gilles Estran, the reason I appreciate this moment is that each time, each conference, each time
117 we have to work together, we have to learn again what it could be to work together because
118 we come from different parts of the world, different languages, different cultures, and in one
119 day we can't do all the work, we have to be soft and learn to work together again .

120

Monday, October 24 MCM – Meeting Minutes #2

Meeting Open:

Cathy Madden introduced herself as Facilitator for the meeting and set FC Roles.

Announcements

Fiona Cranwell announced that the new attendee breakfast at 7 tomorrow would be at 8/breakfast. Marilou Chacey announced that people could see her to volunteer to be assistant to her or Cathy Madden, or to assist as one of the FC roles. Rosa Luisa Rossi announced the meet the sponsor meeting at 5:30 tonight in Energetic.

Assigning FC Roles:

Agenda Planner: Marilou Chacey

Facilitator: Cathy Madden

Timekeeper: Ulrich Funke

Doorkeeper: Debi Adams

Notetaker: Linda Hein

Public Scribe: Diana Bradley

Peacekeeper: Fiona Cranwell

Advocate: Rosa Luisa Rossi

FCP Advocate: Maria Weiss

Language Advocate: Irene Schlump

Meeting Intentions:

Belinda Mello read the meeting intentions in English.

Agenda: Cathy Madden went over the agenda, and asked if there were any concerns. Kate Lushington asked why we went from presenting the proposal and then to treasurer's report. Marilou Chacey explained that it gave a break from the proposals. No other concerns about the Agenda.

Professional Development Committee Proposal:

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The Anatomy Content of the ATI Certification Process Presentation and Clarifying Questions with L&L as needed. Antoinette Kranenburg presented the proposal and how it fits in with the work of the PDC. In 1992, there were tasks set out for the PDC; the tasks are as follows:

- a) Define the distinct theory and body of knowledge that constitutes the F. Matthias Alexander Technique and to distinguish it from other means of improving human use and functioning.
- b) To objectively delineate the practice of the Alexander Technique as defined, including the use of the technique by individuals, the teaching of the technique and the training of teachers.
- c) Upon adoption of a) and b) by the membership, shall develop a means to evaluate the competencies of teachers.

Task C (the means to evaluate the competencies of teachers) has two parts:

1. The Demonstration of Knowledge; and
2. The Demonstration of Teaching Skills.

The Demonstration of Knowledge includes: the ATI Criteria for Evaluating Teachers (adopted in 2000), and three areas of knowledge:

Ethics (adopted 2012)

Alexander's Writings (adopted 2015)

Anatomy (proposed this year)

These three content areas are content only. Standards (how much a candidate needs to know) is a separate decision that the members have to make at later Membership Council Meetings.

We are circumscribing the content itself. How it will be used will be with the CEC and CCC committees. We are just laying out the content of anatomy, what we decided was necessary for the teacher to have beginning out.

Given the length of the proposal, it will be added to the end of these minutes.

Clarifying questions on the proposal as read so far: Belinda Mello: am I right in understanding that it is being put forth as three pieces of information in the proposal are considered adequate for a newly certified teacher, that you are not considering adding more to the list. Antoinette Kranenburg said she didn't know that they were not considering more, but right now they are considering this proposal, which is based on input gleaned over the years from the membership. Cathy Madden said in the FC Process, you can always make an additional proposal. Irene Schlump asked if the way it is presented here is the way it is presented to the candidate. Antoinette Kranenburg said that is the next step, this is just the subject matter. What the candidate needs to know is our second step. Irene asked how students get to know the content of this. Antoinette Kranenburg said it was already posted on the website. Once it is decided, it will be on the website. Irene Schlump said that it would be on the public website so everyone can read it even if they don't go through the process. Cathy Madden said she is hearing a request for what happens after. Cathy Madden said it

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started as a clarifying question, but is now a request. Marilou Chacey said was it right that we would make decisions on that after we approve the proposals. Cathy Madden asked for additional clarifying questions. Alison Deadman asked if our goal was to provide an anatomy text for the student to study for the process? Antoinette Kranenburg said no. Antoinette Kranenburg noted that there are references at the back of the proposal that students may use. We are not creating a text, as far as Antoinette Kranenburg knew. We would decide how it is evaluated and how much at a later date. Cathy Madden indicated that the questions are about the next step, and this proposal is about the context only. Cathy Madden indicated we would find a means to get to these questions. Kate Lushington said we are being asked to consent to this conceptually as a body of knowledge, for a beginning teacher.

Antoinette Kranenburg presented the next 14 points of the proposal by reading the proposal handed out to all members. (These 14 points are attached here in the proposal at the end of the minutes). Irene translated to the Germans, indicating that they missed the first point of the 14 in the translation they did.

Point 1: No clarifying questions, everyone understood

Point 2: Sarah Barker asked can you explain by overlapping bones. Antoinette Kranenburg demonstrated what they meant by that. Susan Sinclair said perhaps it should be named. The membership said no, they didn't understand what was meant by overlapping bones. Cathy Madden said she heard it as a concern over the word overlap. Kate Lushington said no, we just didn't understand it. Whether we want the wording changed is another matter. This was put as a concern.

Point 3: no clarifying questions, everyone understood.

Point 4: no clarifying questions, everyone understood.

Point 5: no clarifying questions, everyone understood.

Point 6: no clarifying questions, everyone understood.

Point 7: Debi Adams had a clarifying questions about forwards and backwards. Susan Sinclair said is that anatomical position. Yes.

LIGHT AND LIVELY

Cathy Madden asked if there was a concern about extending this portion by 10 minutes.

Point 8: no clarifying questions, everyone understood.

Point 9: no clarifying questions, everyone understood.

Point 10: no clarifying questions, everyone understood.

Point 11: no clarifying questions, everyone understood.

Point 12: no clarifying questions, everyone understood.

Point 13: some questions about contradiction between slide and the actual written proposal. Kate confirmed that the paper proposal in the packet is the correct one. No clarifying questions, everyone understood.

Point 14: no clarifying questions, everyone understood.

Cathy Madden said we next need to see how this goes into our vision mission.

Treasurer's Report:

Alison Deadman handed out copies of the treasurer's report. She explained that after the ballot had gone out, Logan Blanco had handed in her resignation, so Victoria Leomant has been appointed as interim Treasurer. She explained that the Board would be hiring a bookkeeper.

Alison Deadman went through the balance sheet, and the Profit & Loss. The group took time to study the numbers. Alison Deadman asked if anyone had a question about the balance sheet. There were none. Alison Deadman asked if anyone had questions about the Profit and Loss. Don White noticed that P&L never reflects that last three months of the year. Marilou Chacey asked if it was in the Communiqué. Marilou Chacey asked if there was any anticipated additional expense, Victoria Leomant said there would be additional website costs. Alison Deadman indicated that we had some additional conference expenses and revenue to be booked, and that we would have 2017 dues coming in November and December. Irene Schlump asked what the professional fees were, and Victoria Leomant indicated it was webmaster fees. Irene Schlump asked about the printing and the postage cost, is there the cost of the conference ballot mailing in this. Linda Hein said yes, and Victoria Leomant said dues paid this year for 2017 would be posted as pre paid dues. No clarifying questions.

PDC Proposal Level One – Values:

Cathy Madden explained the formal consensus Level One process. Lucia Walker read the vision/mission statement of ATI. Cathy Madden said we were in for a big open discussion about how the proposal and our values and our vision/mission come together. Maria Weiss said vision/mission coincides with the 4th point of the proposal. Fiona Cranwell said that the vision says professional, so that is part of the competence of the teacher. Irene Schlump also said that the 4th point coincides. Cathy Madden said that once something is said, it belongs to the whole group and it is already said. No concerns about closing Level One discussion.

LIGHT AND LIVELY

Cathy Madden said that the next thing would be the Level Two discussion, which would be concerns about the proposal.

Meeting Evaluation:

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02 Cathy Madden thanked Marilou Chacey for her agenda planning. Marilou Chacey thanked the other people who filled the FCP roles, and asked if
03 they are willing to continue this afternoon, and if unable, to contact Marilou Chacey at lunch. Judith Saxton said helpful not have search through
04 papers, and a large asset to have someone running the Powerpoint. Alison Deadman appreciated being reminded what part of the process we were
05 in. Kathleen Juhl echoed what Judy Saxton said, and said that sometimes the letters were just too small. Sara Goldstein said thank you for standing
06 up as it is hard to hear in there. Ulrich Funke said he appreciated Cathy Madden's clear presence here and he appreciate the meeting. Kate
07 Lushington said she appreciated the holding up of fingers to keep time.

**Professional Development Committee Proposal
for the Anatomy Content of the ATI Certification Process**

Over the past several years, the Professional Development Committee has been working on developing content for the three parts of the Demonstration of Knowledge for an ATI Teaching Certificate. Members have accepted the Ethics and Alexander's Writings portions; here is the proposed content for the Anatomy portion.



In developing this content we have held many workshops; surveyed members about what they think should be included; and reached out to ATI trainers and ATI Sponsors for their input. Also, we kept in mind what the ATI Criteria require a teaching candidate to be able to demonstrate:

“Demonstrate an understanding of anatomy and physiology as they relate to human movement and behavior; be able to help pupils understand how mistaken ideas about their structure interfere with their best use; answer pupils' basic questions about anatomy, and refer them to other sources for more detailed answers.” (From the ATI Criteria for Evaluating Teachers, adopted by the Membership in 2000).

This proposal for the Anatomy Content of the Demonstration of Knowledge has both the anatomy content, and a series of practical examples from teaching situations where knowledge of anatomy may be relevant. The purpose of the scenarios is similar to the purpose of the scenarios that are in the Ethics proposal that the members approved, to give ATI Sponsors a way to elicit anatomical knowledge from a candidate about situations that they may face as teachers. In other words, if they get a pupil with this kind of question, what might they say and what anatomical information might they use to correct the pupil's misunderstandings.

Please note: As with the content areas for Ethics and Alexander's Writings, this proposal is only the proposed *content* for the anatomy portion of the Demonstration of Knowledge. The proposal does not say *how* a candidate for an ATI Teaching Certificate needs to demonstrate their knowledge. It also does not say *how much* of this content a candidate must know. ATI members must decide how someone demonstrates their knowledge, and how much knowledge they need to demonstrate in all three content areas (Ethics, Alexander's Writings and Anatomy) at another time. Also, please remember that the proposal is about content for a newly certified ATI teacher to know, not what an experienced teacher might know.

The Anatomy Content with pictures and practical examples

| | The Axial Skeleton | |
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| 1. | <p>The Axial Skeleton is the skull (not including the jaw), spine, ribs and sternum, and hyoid bone.</p> <p>The atlanto-occipital joint (A/O joint) is the joint between the bottom of the skull and the top of the first vertebra, the atlas.</p> <p>It is located in the middle of your head, between your ears and behind your nose.</p> <p>When you look at the picture of the bottom of the skull, you will see two convex shapes; these are the occipital condyles (here colored in red).</p> <p>When you look at the picture of the top of the atlas, you will see two concave shapes; these are the facets of the atlas. The occipital condyles on the bottom of the skull rest on the facets of the atlas.</p> <p>Top of atlas:</p>  | <p>Bottom of skull</p>  |

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The curved shape of this A/O joint allows your head to move forward and back (a nodding motion). The center of gravity of the head in front of this joint creates a dynamic relationship that plays a key role in Primary Control.

Scenarios:

1. Mary comes in for a first lesson and you notice that she is sticking her head forward from the middle of her neck.
2. As your pupil is nodding, or looking to the ceiling or down to their feet, you notice him using his whole neck to do this and his movements are strained.
3. Sarah complains of neck and shoulder pain. She shows you how she works at her computer. She strains to see what is on her computer screen and you notice that her head is pulled back tightly, as she tries to make out the text. You also notice that Sarah holds her head fixed in that position no matter what she is doing.

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2 The second vertebra is the axis. The axis has a vertical bone (the dens). The atlas rotates around the dens of the axis.

Look closely at the top part of the spine. You will see that some of the vertebrae have overlapping bones, and the lower you go, the more these bones overlap with the next vertebra. However, between the bottom of the skull and the atlas there is no overlap, and between the atlas and the axis, these overlapping bones are very small. This structure (both the dens and the small overlapping bones) allows your head to begin to rotate from side to side.


The structure of the first two joints (the A/O joint and the atlas/axis joint) make movement particularly flexible at the top of the spine.

Scenarios:

1. While working with a pupil, you can see that when he wants to look from left to right he rotates his whole torso.
2. Jane comes for a lesson and says that she loves swimming and started to learn the front crawl recently. However, she does not like to get her eyes in the water. Her swimming teacher told her

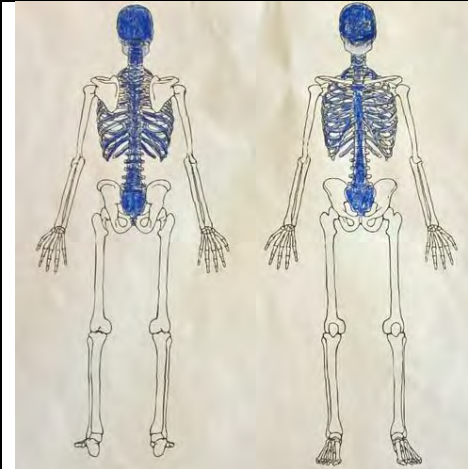
Axis with dens



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| | that she needs to breathe to the side for the front crawl. But when she does it with her eyes out of the water it really feels awkward in her neck, as if bones rub on one another. It does not feel healthy at all. However, the swimming teacher insists that breathing to the side is necessary if she wants to learn the front crawl. | |
| 3 | <p>The jaw articulates at the temporo-mandibular joints. The jaw is an appendage of the skull and moves independently of the skull.</p> <p>Scenarios:</p> <ol style="list-style-type: none"> 1. Paul complains of jaw pain. He has a retainer from his dentist, but that doesn't seem to help. You notice when he speaks that he tends to clench his jaw and doesn't open his mouth very much. 2. Jennifer comes for a lesson and complains that when she eats her jaw starts aching after only a few bites. You notice that she also uses more effort than needed while talking and while breathing through her mouth. 3. Peter comes for a lesson complaining of TMJ pain. He coaches high school sports, calling out instructions during practice. As you watch him talk about his concerns, you notice that he pulls his head back to speak rather than letting his jaw move to open his mouth. | <p>Skull & temporo-mandibular joints</p>  |
| 4 | <p>The axial skeleton is the skull (not including the jaw), spine, ribs and sternum (the breast bone); the appendicular skeleton is the arms and legs (legs includes the pelvis). Everything in the picture in purple is axial.</p> | |

In vertebrate embryology, the axial skeleton develops first, then the appendicular skeleton. All vertebrates have an axial skeleton; most have an appendicular skeleton (e.g. people, birds, cats, dogs, etc.) but not all have an appendicular skeleton (e.g. snakes).

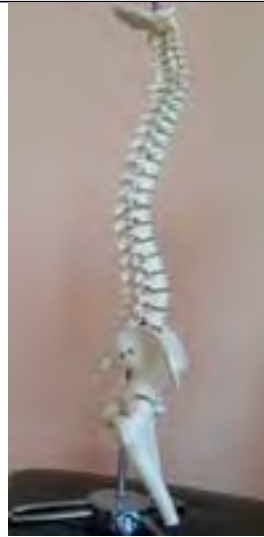
Also in vertebrates, movement is organized around the spine with the head initiating a freeing and lengthening movement of the spine. Thus, the axial skeleton lengthens, beginning with Primary Control at the A/O joint; the movement of the arms and legs (the appendicular skeleton) is coordinated in relation to that primary movement.



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| 5 | <p>The weight bearing front of the spine is located in the center of the body, both side to side and front to back. The spine extends from the A/O joint through the sacrum and included the coccyx. It protects the spinal cord, has four curves and provides support, stability and flexibility.</p> | |
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Spine, back view



Spine, side view

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| | Appendicular Skeleton | |
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The arm articulates with the body at the sterno-clavicular joint, where the clavicle (collar bone) meets the sternum (the breast bone). The arm thus includes the clavicle, the scapula, the humerus, radius and ulna.

Scenarios:

1. When Jim raises his arms, you can see that he also shortens his spine.
 - a.) To which part of the skeleton do his arms belong and to which part of the skeleton does his spine belong?
 - b.) How are the axial and appendicular skeleton connected?
2. Susan is a violinist who complains of shoulder pain. You observe her playing and notice that she raises her shoulder to help hold her violin in place. When you tell her what you notice, she says that her teacher told her she had to do that to make a platform to support the violin.
3. Tom is a ballet dancer who comes for a lesson complaining of shoulder and arm pain. You watch as he does a few steps and notice he only moves his arms from the gleno-humeral (shoulder) joint, and does not allow his whole arm to move (his whole arm including his scapula, and collar bone).



Arm articulating at sternum

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7. The ulna and radius, the two forearm bones, are parallel (supination) when you are standing with your palms facing forwards, and crossed (pronation) when your palms are facing backwards.

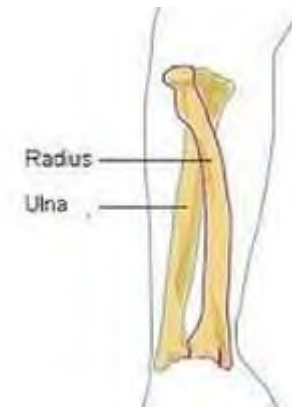
When you turn your hand palm down, the radius rotates around the ulna. The two bones are now crossed, not parallel.

Scenarios:

1. Anne plays the piano and complains of arm and wrist pain. You observe her playing and notice that when she turns her hand palm down to play, she is using all of her arm back to her shoulder joint.
2. Sally studies ballet but she says that she tries to do what the teacher is showing, but is uncomfortable when trying to maintain the position with the proper shape (for ballet). As you observe her, you notice that she awkwardly opens her arms to the side.
3. Emily is a violinist and when playing louder she tries to push the bow down to the strings, while using her shoulder, or the upper arm, and gripping the bow very hard.
4. Larry has to hand write thank you cards for the company he works for. He comes for lessons and says that after several minutes of writing his arm and hand become very tired and sometimes his hand cramps. You observe him writing, and notice he uses his shoulder to write, using more effort to press on the paper, instead of allowing his arm to completely pronate, so that the pen naturally touches the paper.
5. John is a barkeeper. He says that he really gets tight in his shoulders from all the pouring of liquors into glasses. Plus, they do not have a lot of space behind the bar and his colleagues told him that he should keep his elbows and shoulders closer to his body while working. However, he feels unable to pour that way.
6. Stacy broke his wrist two years ago. You observe him in different activities, including reaching out to open a door and opening a drawer. You notice that he does not allow his hand to





Radius & ulna, parallel



Radius & ulna, hand palm down

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| | supinate (move palm up to palm down) easily or completely. You suspect that he may be still trying to protect his wrist. | |
| 8 | <p>The many bones of the wrist and hand allow for articulation and flexible movement.</p> <p>Scenarios:</p> <ol style="list-style-type: none">1. Bruce plays piano but complains of hand pain after practicing for a short time. You observe him playing and notice that his hands are not moving flexibly.2. Helen says that her hand gets tired while writing. You observe her write and notice that she stiffens her hand while writing and also stiffens her arm. You suspect that she believes she needs to do a lot of work to write, and does not understand how muscles in her arm move her fingers.3. Rachel is in her twenties and in tears. She is in physical therapy because of pain in her arms and wrists, but it doesn't seem to be helping, in fact the opposite. She used to teach high school and coached field hockey, but she went back to grad school a few months ago. She is a runner, but because of a foot injury she has not been able to run for the past six months. These days she spend a lot of time at her computer. |  |

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| 9 | <p>The two bones of the pelvis attach to the spine at the sacrum.</p> <p>The pelvis is part of the appendicular skeleton (see #4) and provides a joint on each side where the top of the femur articulates with the pelvis (see #9). Because the spine part of the axial skeleton goes from the A/O joint to the coccyx, between the two halves of the pelvis, movement of the spine causes movement of the pelvis.</p> <p>Scenarios:</p> <ol style="list-style-type: none">1. You observe your pupil walking and they look as if they are moving from the outside of their leg at the hips. |  <p>Back of pelvis and sacrum</p> |
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| | <p>2. Lisa is a nurse and wants to have better posture and to walk more comfortably. She is on her feet and walking for most of her work. You observe her walk and notice that she walks without any freedom in her hips or pelvis.</p> <p>3. You are working with a pupil while sitting. As the pupil sits on the chair, you can see him holding in his lower back.</p> <p>4. Pamela comes for a lesson and tells the following story: “My doctor told me that I have a blockage in my right sacroiliac joint. He pointed somewhere here. Then he pulled at my leg and said that everything was okay again. I am confused because I cannot feel any joint or movement where he pointed.”</p> | |
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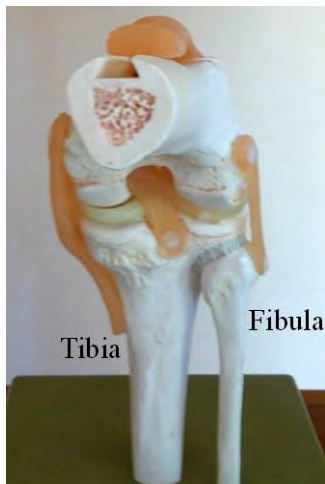
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The femur is the longest leg bone. The end of the top part of the femur is the ball of the ball and socket hip joint. The neck of the femur extends out from the ball of the femur at an angle, and the femur then extends to the knee.

The femur meets the larger of the two lower leg bones, the tibia (shin bone) at the knee joint. The smaller lower leg bone, the fibula, is not part of the knee joint, but meets the upper part of the tibia slightly to the side and back.

When standing, the knee cap is actually slightly above the knee joint. It slides down to protect the joint when the leg is bent.



Posterior view of tibia and
fibula at knee joint

Scenarios:

1. You are working with a pupil getting out of a chair, and you observe that she isn't moving forward at her hip joints to bring the mass of her torso over her feet to stand.
2. Maya wants to be more easy and smooth when she moves. You observe her standing up, and notice that she strains to bring herself forward, tightening her neck and body, and pulling down to move over her feet to stand.



Femur, front view

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|--|---|--|
| | <p>3. You work with a violinist who complains of lower back pain while standing and especially when standing to play. You notice that she tightens her thighs thus pulling back her knees while standing. When you ask her about this, she says that her teacher told her to do it to be more stable.</p> <p>4. Linda is a preschool teacher and loves working with the little ones, but her knees are bothering her. Lately it has been getting harder and harder to bend and squat so she can help a child with their shoes, sit on the tiny chairs and do all the many things she does close to the ground.</p> <p>5. Bob practices tai chi but doesn't move as easily as his teacher. He wants to move more like his teacher, but you notice that he tightens his knees while moving though his tai chi form.</p> | |
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11

The foot's many bones and arched-shaped structure allow for articulation and flexible movement.

Scenarios:

1. Liz is a dancer who says that her teacher is unhappy because with her because she makes too much noise when she lands, sounding like an elephant landing on the floor. You observe her dance and see that she is holding her feet stiffly and not using all of the joints in her feet when she lands.
2. Pam is a hiker who comes for lessons complaining of foot pain after a long hike. She says she has been to her doctor who took X-rays and found nothing wrong with her feet. She has had massage work on her feet, but that only gives her temporary relief. She has tried many different kinds of hiking boots but still has pain. You observe her walk and notice she is not flexing completely at her ankle is keeping her foot stiff as she walks.
3. To realize his New Year's resolutions, Peter has taken up a running class. He is confused, because some people tell him that he needs running shoes that give a lot of support, whereas others prefer barefoot running shoes. To make up his mind, he would like to learn more about the way his feet "function."



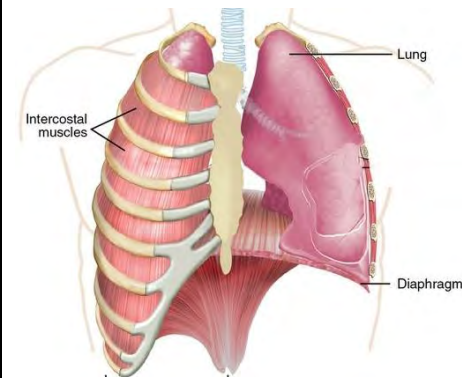
| | | |
|----|---|---|
| | Breathing | |
| 12 | <p>There are 12 pairs of ribs. The ribs curve out from the spine, giving the back its shape. They curve around from the spine to articulate with the sternum in the front, except the 11th and 12th ribs, the “floating ribs.”</p> | <p>Ribs, view from above</p> <p><i>From What Every Musician Needs to Know About the Body by Barbara Conable; used with permission</i></p>  |
| 13 | <p>The top of the lungs is just above the collar bones. The bottom front of the lungs is at the end of the sternum and the bottom back of the lungs reaches the 12th set of ribs. The lungs fill the entire rib cavity above the diaphragm (excluding the heart).</p> | <p>Ribs, front view</p>  |

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- 14 The diaphragm is the domed muscle that separates the thoracic and abdominal cavities. It is below the lungs and on top of the abdominal organs.
- When we inhale, the diaphragm contracts downward and flattens, displacing the abdominal organs; various muscles move the ribs in such a way that the volume of the chest cavity increases, decreasing the air pressure inside the lungs, and causing air to come into the lungs.
- When we exhale, the diaphragm returns to its dome-like shape; various muscles move the ribs in such a way that the volume of the chest cavity decreases, forcing air out of the lungs.
- Scenarios for 11, 12, & 13:**
1. Maria, a singer, raises her chest and narrows and flattens her back to prepare for singing, with the intention of taking a deep breath.
 2. A singer comes to you complaining that his voice is no longer as full and rich as it once was. You observe him start to sing and notice that he tightens his neck and back, raising his chest as he takes in air to breathe. You tell him what you notice and he replies that his vocal coach told him it was the best way to take a full breath.
 3. Jim sings regularly in a choir and tells you that he feels strained and that his voice is not working as easily as it used to. As he shows you how he stands to sing, you notice that he "stands tall" raising his chest, pulling his shoulders back, planting his feet and that he appears somewhat stiff and immobile.
 4. Tony has learned belly breathing in yoga class, and tells you his teacher told him that he should breathe this way as often as he can.
 5. Your pupil asks you why she feels more movement in her lower ribs than in her upper ribs while breathing.
 6. Clare tells you that she has heard that concentrating on one's breath has a calming effect. So she tries it, whenever she feels nervous and close to panicking. Unfortunately, it does not have any calming effect on her, but rather feels laborious. Very soon, she starts to feel tight in her chest. She also has the impression that she does not get as much

Lungs, ribs, their muscles and diaphragm



| | |
|---|--|
| <p>air into her lungs, though she really concentrates on lifting the chest to give her lungs space.</p> <p>7. Brenda is an actor who complains that she has trouble taking in enough air to get through long and complicated passages. When you observe her reciting, you notice that she forces her abdomen out and also does not allow much movement in her ribs. When you tell her what you have noticed, she says that she needs to use her diaphragm to get a complete, full breath.</p> <p>8. Pat is an actor who has been told by the director of the play he is in that he is hard to understand. He doesn't project well, he tends to run out of air, and he gasps. You ask him to recite for you and notice the same things.</p> <p>9. Laurie tells you she has started to take Pilates mat classes and her teacher instructs everyone to take a deep breath, pulling the abdominal muscles in to the spine, then keep the belly pulled in tight while exhaling, and perform the exercise while continuing to breathe in that way. She instructs everyone to practice this way of breathing whenever waiting in line. Laurie is excited about having started exercising, but on the other hand she feels uncomfortable and that she is not doing it right.</p> <p>10. Tom works as tech lead for a new software company. He has to do presentations for his work, for his team and outside vendors. People have told him he speaks too quickly and they have trouble understanding him. You observe him giving part of a presentation and you notice that he does speak quickly; he also gasps for air, and tries to take in more air while he still has a lot of air in his lungs.</p> | |
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1 **Monday, October 24 MCM – Meeting Minutes #3**

2 **Meeting Open:**

3 Cathy Madden introduced herself as Facilitator for the meeting and set FC Roles.

4 **Announcements**

5 Missed

6 **Assigning FC Roles:**

7 **Agenda Planner:** Marilou Chacey

8 **Facilitator:** Cathy Madden

9 **Timekeeper:** Ulrich Funke

10 **Doorkeeper:** Debi Adams

11 **Notetaker:** Linda Hein

12 **Public Scribe:** Diana Bradley

13 **Peacekeeper:** Fiona Cranwell

14 **Advocate:** Rosa Luisa Rossi

15 **FCP Advocate:** Maria Weiss

16 **Language Advocate:** Irene Schlump

17 **Meeting Intentions:**

18 RJ Fleck read the meeting intentions in English.

19 **Agenda:** Marilou Chacey wanted to add 5 minutes to the visioning our future section. No other
20 concerns, agenda passed.

21 **Visioning our Future:** Alison Deadman took the floor to talk about all the exercise at
22 yesterday's meeting. She put words out like "little stars": Inclusiveness empowerment
23 standards openness movability respect listening community compassion autonomy honesty
24 integrity care for the environment clarity belonging goodwill equality transparency creativity
25 trust sharing a sense of community. Spoke of the dreams of ATI for the future.

26 Kate Lushington and Ulrich Funke took the floor to explain the next exercise. She asked that
27 everyone prepare for home base by having paper and writing materials ready. Kate Lushington
28 invited everyone to take a dream journey, some in movement, some sitting down. Or laying
29 down if you prefer. Meeting went into movement section of the exercise.

Movement section stops and membership is seated. Kate Lushington resumes meeting. Participants are asked to write the story of their dream journey. Kate Lushington resumed the meeting, saying we were all going to come together again in the groups of four again, you don't need to share your dream with the group, but just to bring it to the group and ATI when you meet with the group. Membership broke into groups of four each.

Kate Lushington then asked for each group to come up with one word from the exercise. Rosa Luisa Rossi said ATI has created a center in all those years of work, and when we lose the center, we need to get it back in our hands. If we let something go, we get something new back. If we get something ugly, we put it out, and get such a surprise out of it. Julia Gilroy said a snail is always at home. The exercise was over for the moment.

LIGHT AND LIVELY

Professional Development Committee Proposal Level Two: Concerns

Cathy Madden pointed out the parking lot for things that are not concerns, but possibly resolutions. Cathy Madden asked everyone to look at the proposal. Belinda Mello said she has an overall concern. Rosa Luisa Rossi and Sharyn West both have overall concerns. Belinda Mello is concerned with last year's concern at the MCL (AGM?) where we had a proposal about the literature, and in the end came up understanding the specific details were better done after a larger more inclusive agreement. Will spend a lot of time that in the end we will find that we won't find the approach. Cathy Madden pointed out that this proposal has been 15 years in the making, so no hurry about this proposal. Sharyn West is concerned about the content being what is taught rather than what informs how we teach. Lucia Walker there is the relationship to the certification, is this the curriculum, is it the syllabus. Cathy Madden said it sounds like a clarifying question. Diana Bradley explained that it is the content that a teacher must know in some way, to be decided on in the future. Peter Nobes asked because we are based on diversity, and we may limit the diversity because there are teachers who do not know the information in this proposal. Put on the parking lot. Rosa Luisa Rossi wants to appreciate the work of PDC, and admires what they have done. Her concern is as far as she understands it is about anatomical information to be clear about this. The alexander techniques is about thinking and changing habits. She would like to include how habits are in the brain, and we are working with the brain. This proposal is too anatomical, and it will exclude how we work with habits and brains.

Marilou Chacey put the charge to PDC on the board. Debi Adams said her concern is close to Rosa Luisa Rossi's, in that not all teachers use anatomy. It's clearer now where we were when we started this. Diana Bradley explained that the proposal originally had **neuro** in the original proposal but feedback was given that it was too complex for new teachers to understand. PDC scaled back. Alison Deadman is concerned that there is an anxiety that we need to find consistency. She believes the sponsors are the ones to find the consistence, not this group. Mapping and anatomy has changed over 15 years, and if we are too specific, we

have something to be changed in three years' time. Irene Schlump has a concern about the process, because we only spoke about the anatomical information, and not about the scenarios, and she is concerned that when you only take the anatomical information, you may be coming to this spot of we are only teaching anatomy, and not for experiencing, and every physical therapist knows anatomy, but they don't know Alexander. Marilou Chacey said it is important to know that we are looking at a demonstration of knowledge that informs our teaching. Its' now that she teaches anatomy, but that she knows anatomy. Cathy said she said some see this proposal as a restriction. Don White says he is concerned we are losing touch here and it is an omission that we are losing touch with Alexander's observation that mind and body are not separate and we are separating. Ulrich Funke said he feels uncomfortable, and the time is to clarify for him. Lucia Walker said if we are going to introduce the scenarios, she had a question about how they related to the information. Antoinette Kranenburg said we haven't gone there, we are getting ahead of ourselves, because we are just presenting the anatomy items, and teachers and candidates can use them in a way that is meaningful to them. Tommy Thompson said we are assuming a demonstration of knowledge that has to happen while they are being sponsored. Most people being evaluated are concerned about showing that they know how to teach the technique. The sponsorship sessions are bogged down when the trainees get bogged by the teaching of the mind. Does the knowledge demonstration happen only during the sponsorship process or do we have another way for them to demonstrate the knowledge. Cathy Madden now wonders if we need to go look at the sponsorship criteria for evaluations. She read Part 2, Section C of the Sponsorship Evaluation Form.

Belinda Mello is concerned that this document tells training schools what to teach. Diana Bradley says ATI does not do that.

We have a suggestion to move this to a broad open discussion so that we can hear how we would imagine defining that knowledge. Sharyn West said how do you show that you know how to trigger learning might be worth _____. No concerns about looking at how the proposal works with Part 2, Section C. Moved from concerns to broader open meeting about how the proposal matches with Part 2, Section C. Then she read the original charge to the PDC. Evaluation Sponsor Form looked at in this meeting reads:

ATI Criteria for Evaluating the Competencies of Teachers

Adopted by the Membership, October, 2000

In order to be eligible for certification by Alexander Technique International, teacher-candidates should be of good character, have a clear understanding of the Alexander Technique concepts and principles and have the basic skills to convey these concepts and principles clearly to a pupil.

I. Conduct

- A. Demonstrate qualities of patience, compassion, honesty, and respect in interactions with peers and students. Completion of an Alexander Technique training process shall be considered representation by the candidate's trainers that the candidate has satisfactorily demonstrated these characteristics of patience, compassion, honesty, and respect in interactions with peers and students, provided the examining teacher sees no evidence to the contrary.

II. Knowledge

- A. Demonstrate an embodied understanding of the commonly used Alexander Technique concepts and principles by consciously allowing a positive change in their own psycho-physical coordination, and continue this change throughout any activity in order to improve the quality of their performance. This positive change can be observed as 1) an initial movement of the head in relation to the spine which results in a quality of lengthening throughout the body, allowing the person to respond in a fluid and continually adaptive way to gravity; 2) an enhanced alertness, awareness, fluidity and poise; 3) and a speaking voice that is full, clear, and fluent.
- B. Demonstrate a knowledge of Alexander's ideas by discussing their own understanding of the Technique and how Alexander's ideas have influenced their development as a person and a teacher; and suggest what literature (by Alexander or other authors) they would recommend to a pupil and why.
- C. Demonstrate an understanding of anatomy and physiology as they relate to Human movement and behavior; be able to help pupils understand how mistaken ideas about their structure interfere with their best use; answer pupils' basic questions about anatomy, and refer them to other sources for more detailed answers.
- D. Demonstrate an understanding of the ATI Code of Ethics, an appreciation of safety issues, and know when it is appropriate to refer a pupil to another professional.

III. Teaching Skills

- A. Demonstrate an ability to clearly and simply communicate and demonstrate the concepts and principles of the Alexander Technique by giving clear demonstrations and verbal explanations that are appropriate to the pupil's learning in the moment; when using hands, to use their hands sensitively and appropriately. Both verbal explanations and any use of hands will allow pupils to effect a positive change in their psycho-physical coordination.

Demonstrate an ability to observe themselves while teaching, and later articulate to an observer the choices they made with regard to using their hands, verbal explanations and physical demonstrations. Cathy Madden asked if any people who would be willing between

now and Thursday to come up with a kernel of an idea to say how we meet the needs of Section C. Tommy Thompson, Debi Adams, Susan Sinclair, Diana Bradley, Irene Schlump, Rosa Luisa Rossi, which is separate from teaching skills, just the “what” knowledge, the content. Irene Schlump asked if at the end we would change our criteria and say anatomy is not needed. Cathy said no, how do we create the content, it is always possible to make a new proposal. We are flexible organization, we have patience and process, and this is what happened today.

LIGHT AND LIVELY (3!)

Meeting Evaluation:

Rosa Luisa Rossi thanked Cathy Madden, her clarity helps so much. Judith Saxton appreciates the knowledge of everything that happened before, Cathy’s longevity in the organization helps. Alison Deadman appreciates the process so that people with concerns could voice them without being critical of the work that was done, but allowed the group to hear our concerns. Irene Schlump appreciates the in between vision imagination journey and it was too short. Glen Park said she wanted to say she liked the proposal as written, the meeting is always about the concerns, and she wanted to say she liked the proposal. RJ Fleck didn’t have the overall picture of the imagination part, and didn’t know if the board was fulfilling some previously existing mandates, why we did all that. Marilou Chacey liked the light and lively.

1 **Tuesday, October 25 MCM – Meeting Minutes #4**

2 **Meeting Open:**

3 Diana Bradley introduced herself as Facilitator for the meeting and set FC Roles.

4 **Announcements**

5 Linda Hein announced that payments for the conference and ballots and proxies are due today.

6 Rosa Luisa Rossi asked people to be around for the community class. Peter Nobes announced
7 the no talent show again.

8 **Assigning FC Roles:**

9 **Agenda Planner:** Marilou Chacey

10 **Facilitator:** Diana Bradley

11 **Timekeeper:** Eve Salomon

12 **Doorkeeper:** Maria Weiss

13 **Notetaker:** Linda Hein

14 **Public Scribe:** Cathy Madden

15 **Peacekeeper:** Kathleen Juhl

16 **Advocate:** Peter Nobes

17 **FCP Advocate:** RJ Fleck

18 **Language Advocate:** Irene Schlump

19 **Meeting Intentions:** Victoria Leomant read the meeting intentions in English

20 **Agenda:** Diana Bradley presented the agenda to the membership, Marilou Chacey mentioned
21 that we are 5 minutes ahead of time and suggested that we add 5 more minutes to the V/M
22 proposal. So Added.

23 **LIGHT AND LIVELY**

24 **Vision/Mission Committee Proposal** – Presentation and Clarifying Questions: Fiona Cranwell
25 presented the proposal to the group. The proposal attached to the end of these minutes for
26 reference.

27 **New Proposal, Old Objective**

28 **PROPOSAL from Vision Mission Committee 30 May 2016**

Establish a set fee for ATI Certification, allow for transparent payments to ATI Sponsors and to establish a processing payment to cover administrative costs.

Objective:

1. To make transparent the cost of ATI Sponsorship.
2. To be in line with other professions and their practices at having a set cost to enter profession.
3. To raise respect and value for the ATI Certificate and Alexander Technique profession.
4. To recognise and value the time and work of ATI Sponsors.

Rationale:

Currently our International ATI Sponsors are scattered across the globe and each ATI Sponsor independently determines their compensation for ATI Teaching Certificate Applicants. Each Sponsor sets their own fee. The ATI office processes each application which can take up to 4 administrative hours per application, the cost of which has been absorbed by the organisation. We want to transparently balance the process of payments.

Proposal:

All ATI Trainee members and teachers applying for ATI Certification will pay a uniform set fee (X) to each ATI Sponsor at the time of Sponsorship. When all documentation is collected and sent to the office for processing, an administrative fee will accompany documents, also X.

It is in the remit of the Board of ATI to set financial fees. We recommend that the Board consult with ATI Sponsors and CCC in deciding X.

The Board of ATI are responsible for financial matters and will review fees periodically.

Victoria Leomant mentioned the word fee seemed to be missing. Alison Deadman asked if both X's were the same fee amount. Fiona Cranwell said that each sponsor will receive amount X plus a fee to the office in the amount of x. Currently different sponsors collect individual fees for each sponsorship, and the fee is not standard. The plan of this proposal is to standardize the fee and make it transparent.

Eve Salomon asked if the administrative fee is the same as the fee for the sponsor. Diana Bradley explained that the two fees may be the same, but it hasn't set. Victoria Leomant asked if we looked to set the same fee for every sponsor, and what happens if one sponsor has to travel a great distance. The concern was put on the parking lot. Sara Goldstein asked if one of the sponsors is also the trainer, how does that factor in. Fiona Cranwell said there is some language around that, not in the proposal, that would leave that up to the trainer and the candidate. Maryse Berninet asked if the fees were in the annual dues and now it will be separated? Fiona said no, sponsor fees have never been standard. RJ Fleck asked who

assembles the documents? Fiona Cranwell explained that the candidate assembles the documents. Eve Salomon said if you apply to be sponsored at the AGM, you pay an additional fee, would these fees be in addition to that? Fiona said the proposed fees would override the current AGM fee structure.

Vision/Mission Committee Proposal - Level One: Values:

Maria Weiss read the Mission of ATI to the Membership in German. Diana Bradley began the discussion about how this proposal fits into our Vision Mission Statement. Alison Deadman believes that the proposal supports the organization. RJ Fleck had a concern that was put on the parking lot. Ulrich Funke asked more about the idea of why the proposal exists. RJ Fleck says that having a set fee for each evaluation, it makes it more clear for them that the fee will be the same, maybe this teacher is more expensive. If it is all the same, the candidates can budget costs. He thinks it supports ATI professionalism. Raewyn Khosla asked if people are paying sponsors now to be evaluated. Susan Sinclair said at home she charges, but not in the AGM. Rosa Louisa Rossi asked if this would happen during the AGM. Tommy Thompson says it is a great idea, professionalizes the organizations, makes it clear no sponsor will rip off any candidate. It helps him as a sponsor to know that the fee is set to assist ATI in its own budget, and it helps him to know that the fee is set.

Vision/Mission Committee Proposal – Level Two: Concerns:

Can address distance/cost for a sponsor, and the word “also” in the proposal. Peter Nobes has a concern about the exchange rate. Victoria Leomant has a concern about the administrative fee being charged at all, and should be absorbed. Eve Salomon is that we have no idea of what the administrative fee, so no transparency on that fee. Antoinette Kranenburg has a concern that a fee will also be charged for candidates who come to the AGM. The AGM is a wonderful way to encourage candidates to belong to ATI, and that encouragement would be missing. Tommy Thompson is concerned that when we begin to talk about the percentage of how much goes to ATI and how much to the sponsor, that we look at how much the sponsor is willing to serve ATI. So that the discussion revolve around how much the sponsor is willing to serve, and you let go of trying to make money. Peter Nobes also is concerned about what happens if someone isn’t passed and has to come back a couple of months later, and whether the candidate is charged again. Catherine Vernerie didn’t become a sponsor to be paid, and says that in France if you ask for more money, it will be (rolling of eyes up). Ulrich Funke is concerned about the different ways to sponsor someone, but maybe someone would be coming in for a week to sponsor, there is a danger to unify something which has to be very open. Kristin Chuddobba Walters said you can distinguish between the trainer who sponsors and sponsor who doesn’t. This concern is put on the parking lot for Level Three. Tommy Thompson again said that we discuss how the sponsor is serving ATI. It may be that in the discussion, the sponsor should not be paid at all. Rosa Luisa Rossie says that to serve ATI is one side, but how much of service? She has to take two days off for work, stay early for the pre

day. They are two issues. Fiona Cranwell has a concern that Alexander teachers undervalue ourselves by habit, and if we don't pass this proposal, we continue this habit. Susan Sinclair says she doesn't know anyone else that works for free. Dana Calvey asked what Rosa Luisa Rossi meant by no go on the 30 applications because it costs a lot to organize. DON'T GO THERE ANYMORE! Ulrich Funke asked do we have to decide it takes, the sponsoring, or can we accept that we put a fee that people bring more time and pay more/less. Belinda Mello asked if she could park a solution in Level Three parking lot: there is one fee for joining that includes administrative costs, money to cover the costs that the sponsors incur, as opposed to paying the sponsors a fee.

Marilou Chacey asked if we took the extra five minutes and grouped the concerns, and then groups of us could work on the concerns today, tomorrow?

LIGHT AND LIVELY

Level Two, Continued:

First Group: concerns around sponsor fees: (did not get all members listed)

Second Group: administrative fees – Belinda Mello, Alison Deadman, Linda Hein, Maryse Berninet, Raewyn Khosla

Third Group: exchange rate – Peter Nobes, Victoria Leomant, RJ Fleck, Sarah Goldstein Gall

Fourth Group: repeat evaluation: (did not get members listed)

Visioning our Future: (did not get members)

Undervaluing ATI teachers concern put in Level One Parking Lot

Rosa Luisa Rossi explained that in Papenburg, 30 applications were sponsored and almost none became members, so working for free is not optimal. How the fee will be determined will be taken back to the Vision/Mission Committee.

Visioning our Future:

Ulrich said we are continuing what we did yesterday, and since yesterday we wrote something that we felt we wanted to explain. As follows:

First of all, we would like to address you some words.

Thank you for the feedback a lot of people gave us about the work we did together during the last two meetings.

Today we feel the necessity to give some explications about this work and its reasons

ATI is growing, and the board needs input from our members to know what is important to you.

This will guide us as we make decisions about allocating resources.

133 We are fortunate that we have multiple resources.

134 We would like this process to nourish us all.

135 During the past year the idea came up to engage in Thank you very much. The process of
136 reflection, informing and so reinforcing our directions in daily decisions. The board went
137 through this process as individuals working on our values, our dreams/visions, the means
138 whereby we achieve our dreams, and our day to day operations..

139 Our “ATI Board Dreams” include that the board will more and more fully reflect the
140 inclusiveness and transparency of our organization.

141 The Alexander Technique helps us to be more who we are.

142 Our ATI dreams grow from our personal dreams and these are the roots that nourish and create
143 an ATI that is a strong tree, with branches that embody all our beings.

144 Anecdote from Ulrich Funke basically is: YOU ARE ATI.

145 People broke off into groups as yesterday.

146 Groups came back together, and each one shared.

147 Group One: RJ Fleck: Four things: a future that includes the past; ability to put together all the
148 difference contained within an international organization; timeless stable and permanent sense
149 of our fundamental strengths, as a beautiful polished stone; a feast which is more grand than a
150 banquet...music, dance, incredible foods, what we offer, we need to give them something to
151 make it worth becoming a member.

152 Group Two: Marilou Chacey: a pleasant environment recognition celebration of our diversity in
153 every workshop and meeting. ATI Office with 10 full time staff; More and more curiosity; Clear
154 communication between annual meetings and conference. Organize more events together.
155 Maybe between science and AT. ATI and education and keep that on an international
156 communication level; take theme and have regional conferences and then share with other
157 regions; shared responsibilities.

158 Group Three: Belinda Mello: strong together, more people volunteering and contributing; ATI
159 being at the forefront of being more inclusive racially and economically; we would be directed
160 to ATI member having successful careers as ATI members, would be important thing to spend
161 money on.

162 Group Four: Garry Williams: idea of community; colorful possibilities; clarity; respect and
163 report; communication; developing; growing; being curious

164 Group Five: Seong-Eun Kim: ATI more visible; more powerful; ATI being the only AT
165 organization; marketing; publicity, communication online; share photos and news through online
166 and can be more visible.

167 Group Six: Rosa Louisa Rossi: we wish the board to be open for any idea even if not fully
168 formed and through those two processes (Vision/Mission and Formal Consensus) it can
169 become alive and flourish

170 Group Seven: Raewyn Khosla: ATI as a principal community; public outreach, fresh, nourishing,
171 solid sage grounded home.

172 Diana Bradley said that Cathy Madden has made a full rewrite of the V/M proposal concerns for
173 people to look at for later.

174 **Meeting Evaluation:**

175 Victoria Leomant thanked the group for the extra minutes as it was important for us to finish.
176 Maryse Berninet thanked people for speaking “more” loudly. Marilou Chacey said thank you
177 for contributing this next day and finding resolutions. Kate Lushington thanked everyone for
178 generosity in picking up a process that was frustrating and for giving consent and full
179 engagement.

180 Ulrich Funke said the meeting reflected the learning process in a good way. Rosa Luisa Rossi
181 usually needs a croissant after these meetings but she leaves happy today.

Wednesday, October 26 MCM – Meeting Minutes #5

Meeting Open:

Diana Bradley introduced herself as Facilitator for the meeting and set FC Roles.

Announcements

Linda Hein announced that payments for the conference and ballots and proxies have been counted. Taxi for share list is on the white board in the office. People who owe money need to pay after lunch. Peter Nobes announced the no talent show again.

Assigning FC Roles:

Agenda Planner: Marilou Chacey

Facilitator: Diana Bradley and Cathy Madden

Timekeeper: RJ Fleck

Doorkeeper: Fiona Cranwell

Notetaker: Linda Hein

Public Scribe: Victoria Leomant

Peacekeeper: Caroline Chalk

Advocate: Dana Calvey

FCP Advocate:

Language Advocate: Rosa Luisa Rossi

Meeting Intentions: Sakiko Ishitsubo

Agenda: Agenda presented, no concerns.

PDC Committee Proposal in Development – Antoinette Kranenburg said that in the meeting it came up that the proposal was too specific and didn't include other ways of teaching. New proposal was to have the scenarios be the jumping off point for the anatomy, and then offer the anatomy items and all the factual part of the proposal as a resource that can be expanded, added to. Some of the things we had in the past gathered and set aside as being too advanced, and so rather than doing that, the idea was to have a living document. This resource can change and evolve as we change and evolve was the big idea from this meeting. Rosa Luisa Rossi had the idea to rather than say movement and behavior, talk about two phrases as behavior, because it includes everything.

Professional Development Committee Proposal

Anatomy Content of the ATI Certification Process

Over the past several years, the Professional Development Committee has been working on developing content for the three parts of the Demonstration of Knowledge for an ATI Teaching Certificate. Members have accepted the Ethics and Alexander's Writings portions; here is the proposed content for the Anatomy portion.

In developing this content we have held many workshops; surveyed members about what they think should be included; and reached out to ATI trainers and ATI Sponsors for their input. Also, we kept in mind what the ATI Criteria require a teaching candidate to be able to demonstrate:

"Demonstrate an understanding of anatomy and physiology as they relate to human movement and behavior; be able to help pupils understand how mistaken ideas about their structure interfere with their best use; answer pupils' basic questions about anatomy, and refer them to other sources for more detailed answers." (From the ATI Criteria for Evaluating Teachers, adopted by the Membership in 2000).

This proposal for the Anatomy Content of the Demonstration of Knowledge has both the anatomy content, and a series of practical examples from teaching situations where knowledge of anatomy may be relevant. The purpose of the scenarios is similar to the purpose of the scenarios that are in the Ethics proposal that the members approved, to give ATI Sponsors a way to elicit anatomical knowledge from a candidate about situations that they may face as teachers. In other words, if they get a pupil with this kind of question, what might they say and what anatomical information might they use to correct the pupil's misunderstandings.

Please note: As with the content areas for Ethics and Alexander's Writings, this proposal is only the proposed *content* for the anatomy portion of the Demonstration of Knowledge. The proposal does not say *how* a candidate for an ATI Teaching Certificate needs to demonstrate their knowledge. It also does not say *how much* of this content a candidate must know. ATI members must decide how someone demonstrates their knowledge, and how much knowledge they need to demonstrate in all three content areas (Ethics, Alexander's Writings and Anatomy) at another time. Also, please remember that the proposal is about content for a newly certified ATI teacher to know, not what an experienced teacher might know.

Cathy Madden said the question is do we need a new description in the proposal in the third paragraph that starts with Demonstrate an understanding of anatomy and physiology as the relate to....." Not known if this is housekeeping or a new proposal. RJ Fleck said he is not clear about why we are changing this, what is it solving. Rosa Luisa Rossi said it is solving that the AT community can awaken that posture is what we are selling. When we have behavior, we begin to speak of the words, and it includes everything, including behavior. No other clarifying questions. Cathy Madden said we are sending the proposal back to the committee, so these are new ideas, it is not fully formed. What is respectful is to take it mildly through formal

Wednesday, October 26, 2016 MCM – Meeting Minutes #5

consensus to begin to answer the concerns, and then send it back to the committee. RJ Fleck asked if there was any document that summarizes where we are now. The three key points are: 1) Behaviors; 2) lead with scenarios; 3) living document.

Diana Bradley said what would be helpful is to gather feedback about the scenarios, especially if we are going to lead with them.

Cathy Madden suggested that we move into a Level 1 Discussion about all of this. Get into the scenario particulars and then into the Level Two discussion. RJ Fleck clarified that a breakaway committee came up with the three items. Debi Adams said the living document could include the original proposal information, info on neurology, etc., that would be a resource for the students, not that they needed to know everything in the document. Kate Lushington said the scenarios are interesting, but she worries about Antoinette Kranenburg saying this is about content not about how people will be asked to....yes, this is a concern not a clarifying question. Kate Lushington asked if we were going to treat it as content; Cathy Madden said she didn't think we would be that specific here. Irene Schlump asked if it was helpful to see the concerns again that we wanted to address. There were some question about inclusiveness in the Level One discussion the first time, so she wonders if these new things match the vision mission statement. We will assume that it does, and if we move to a Level Two discussion, Cathy Madden told membership to get their scenarios out and read them. Dana Calvey read scenarios 1, 2 and 3 to the membership. So the question is what content might we bring to these scenarios? How would you approach this? First, Cathy Madden wanted clarifying questions. Tommy Thompson said that what this clarifies for him is that this is a living and breathing document because the research is going to turn up so much. He decided this was not a clarifying question. Cathy Madden said she wants to see where we are in the process, and if you had the question of what is the content and how would you respond to these, would that work for you in a process. Everyone knows where we are and now we are moving to concerns. Julia Gilroy has a concern is that it would be interesting to have a scenario from the student. Decided to just brainstorm. Sara Goldstein asked if they had to answer in anatomy. Peter Nobes agreed. Dana Calvey is concerned that she doesn't see a whole person in front of me with this, and as a teacher I would need to see the whole person. Belinda Mello is concerned because we have lost where we are (in the process); Cathy Madden said we switched from concerns to brainstorming. Belinda Mello then asked if we were considering these as questions when we are sponsoring the person or (unintelligible); Cathy Madden said it will go back to committee. Diana Bradley said this is confusing until it is clarified it is within the sponsor's purview. Belinda Mello asked if we could directly ask candidates how they might use anatomy to teach a lesson rather than giving them pretend scenarios. Alison Deadman is concerned that we are talking about solely anatomy, when the mandate is also anatomy and physiology physiology has to do with the function of the organism, anatomy is the structure. Kate Lushington said she took it seriously that this was content, but this feels like a how, not a what. RJ Fleck said it would be helpful to review why we want anatomy included in the demonstration

of knowledge, because then we would want the candidate to reference an anatomical framework in what they were teaching. Dana Calvey asked if this was inclusive enough to include anatomy and function and having scenarios, and if just having a living document suffices if we are talking about content. Irene Schlump is concerned that the group process right now is forgetting the larger picture that we also have the demonstration of knowledge within the sponsorship process and the ethics and the alexander process and we are not being specific with anatomy. The scenario would work great if there would be an introductory text or could be named so that it is more self-reflecting process from the student, so how do I, why do I speak about the spine? Tommy Thompson said one value of the scenarios is that the candidate can read them well ahead of time and have indication on how they will be evaluated. Writings, ethics and anatomy are the three areas of knowledge content, plus teaching skills. Antoinette Kranenburg said we are a small committee with a large task, and she wishes that people who feel strongly either join the committee or share ideas. Ulrich Funke asked if we send it back to the committee, it will be a clearer mission. Cathy Madden said yes, we are not there yet. PDC committee members who are present are Antoinette Kranenburg and Diana Bradley.

LIGHT AND LIVELY

PDC Committee Proposal - Level One - Values:

PDC Committee Proposal – Level Two - Concerns and Appreciation:

LIGHT AND LIVELY

Vision/Mission Committee Proposal – Level Three – Resolving Concerns:

Group 1:

Irene Schlump asked to hear the concerns again:

Concerns brought up about V/M Proposal – Sponsor Group

1. Distance and cost of travel for Sponsor
2. Fees being charged at AGM
3. Is it necessary for Sponsor to be paid?
4. Differences in time needed and different processes by different ATI Sponsors
5. Being a Sponsor is a service
6. How much service is appropriate
7. Fee balance between administrative costs and sponsor fee

Dana Calvey answered concerns with sponsors and the underpinnings of the concerns. There is the idea that if we charge new candidates for their sponsorships in different ways or make it

equal across the board we will lose inclusivity. RJ Fleck asked how was that? Other concerns were distance and cost for the sponsor; fees being charged at the AGM; is it even necessary for sponsors to be paid; time needed and different processes between sponsors; sponsors serve ATI and how do you price; how much service is required from a sponsor; (unintelligible).

Resolutions: yes, sponsors should be reimbursed, but not travel, which is part of the sponsor service. Fees charged at the AGM they can book sponsors in advance and pay ahead of time, the board can decide if the fee is charged with registration, paid at time of submitting application or (unintelligible). Yes, sponsors should be paid and uniform payment should be made. If a trainer wants to share payment with student, share with ATI, or waive fee, that is up to the sponsor. Differences in styles: the board should consult...

1. Distance and cost of travel for Sponsor

We agreed Sponsors should absolutely be paid for their time and travel. The fee X will be decided by the Board. It may not cover travel expenses. This is seen as a service to ATI (concern 5)

2. Fees being charged at AGM

The cost of Sponsorship already exists. With standardisation there are still options. If someone is to be sponsored at an Annual Conference they must choose and book their 3 Sponsors, make contact and follow instruction. The Board can decide if the charges come upon booking 3 Sponsorships or at the processing time, when they send in the paperwork. There is a risk of Sponsors not being paid if the commitment is not paid for in advance. So payment can come in the months before or after the AGM, not necessarily at the AGM.

It may be challenging.

Resolutions:

- a. There is time, people know graduation is coming and schedule their travel and their expenses over time. No need to end gain.
- b. ATI could look at a part payment program over a year, for instance, to ease the cost to the Trainee.

3. Is it necessary for Sponsor to be paid?

Yes. We feel it is important to maintain standards of professionalism therefore a uniform payment to all Sponsor for each act of ATI Sponsorship. If a trainer wants to share that with their students or give back to ATI, or other act in exchange for wishing to not be paid, that is up to the individual Trainee/Sponsor.

4. Differences in time needed and different processes by different ATI Sponsors

Currently each ATI Sponsor has a way about sponsoring that is individual to them. This will not influence HOW they sponsor. We expect the Board to consult the Sponsors when deciding X. Therefore we foresee some consensus in agreeing what their time and expertise is worth.

5. Being a Sponsor is a service

Yes it is and every professional service provider (in the real world) is paid for their professional service. There is great responsibility in being an ATI Sponsor and many have said it is a privilege. They are the best of our teachers with many years' experience and skills. They get paid for their work at home. Why would we expect them to work for free?

6. How much service is appropriate

Showing up to an ATI Annual Conference takes time out of their work week for them to be with us. Being here and available is service enough. Contributions more than this are appreciated and recommended in order to be familiar with the workings of the organisation.

7. Fee balance between administrative costs and sponsor fee

It could be that the Sponsor Fee is different to the administrative costs. If it is felt that administrative costs are also respecting the amount of work that goes into processing each application.

OVERALL

We feel there is a fear we would lose inclusivity, which is important to us in the way we do things, if there were charges for Trainees reaching the level to enter Alexander Technique profession. There are already charges. They are not obvious. Inclusivity does not equal lack of standards. Nor does inclusivity mean undervaluing those who are responsible for the standard of Alexander teachers we want representing ATI.

For this proposal to be effective, simple and fair, while raising the bar in how ATI does things professionally

Group 2: Fee amounts. Alison Deadman spoke to the function of the Board being to set fees, and noted that they Board has not yet looked at the fee. Linda Hein explained the

administrative steps from application receipt and final mailing. Pete Nobes went over the exchange rate. The problem with exchange rates is that they are highly volatile. This has implications for the sponsor, the candidate and ATI. We would like everyone to be impacted as little as possible. We suggest that the fee for sponsorship, paid to the sponsor, is linked to the price of a lesson in whatever country the sponsor lives. We suggest we charge candidates a multiple of the average lesson fee of the sponsors in that country. This could be determined by the CCC, or by the ATI rep for each country. The candidate is responsible for paying the money in the relevant currency. At AGMs it would be possible for a candidate to be sponsored by people from a variety of different countries. Sorting out multiple currencies is impractical. We suggest the candidate pays ATI upfront, in dollars, added to their registration fee, and ATI deducts the amount of the candidates' fees from the registration of the sponsors. Should a sponsor ask a candidate to return after some work, should the candidate have to pay for the second visit, it should be covered by the same fee as long as it is in a reasonable time period. If they have to come back a third time, it would be a new sponsorship.

"Re-sits"

If a sponsor asks a candidate to go away and do some work on specific issues before coming back, should the candidate have to pay for the second visit?

We feel that in this case the second visit should be covered by the same fee, as long as it is within a reasonable time frame as determined by the sponsor.

These resolutions will be taken back to the Vision/Mission committee for a proposal rewrite, and will be presented again tomorrow. Irene Schlump wondered if it would be good to have the concerns with the resolution. Diana Bradley said if anyone wanted to be part of the process, they could join the committee. Fiona Cranwell said it would be good to hear concerns now, it would be useful.

Susan Sinclair said the idea of not charging for second amount of time, that is still time out of her teaching week to get them up to snuff. She would charge, unless it is at an AGM. Alison Deadman has two concerns: 1) the reimbursement of sponsors, because we couldn't deduct that from the fee because we would have to make sure every single candidate had registered. Every fee we returned would have to be up to fluctuating exchange rate, we would have wire fees. 2) the problem of trying to find out an average lesson fee is very tricky with communication and people setting different fees. She has a solution to put forward: that we might look at a cost of living index to set a fee and any country with a cost of living index lower than the US, we set the fee lower. Susan Sinclair said that the cost of living index is (unintelligible). Alison Deadman said we do it once a year when the COL index is set. Rosa Luisa Rossi said if she got less income from her usual income, she said it would simply be her service. Make it simple! Alison Deadman clarified that it was the income from the candidate. Sara Goldstein Gall clarified that in the proposal to reduce the sponsor registration fee, the currency is all in dollars. That is timing problem, Alison Deadman said, as we can't have people

registered after the conference. Marilou Chacey said it could be dues. These new resolutions will go back to the Vision/Mission Committee, and work closely with the Board because the Board has the knowledge of the intricacies of these resolutions. Belinda Mello has a request: when this is presented again, she wants to see the rationale of how the service the sponsors are providing is distinct from service people do by presenting workshops, or AGM planners, etc., how is one service different than another service to ATI? Irene Schlump says she has an ethics question on the administration fee. Irene Schlump says there should be a fee. The sponsorships are individual. To get the certificate is bound to “I have paid my dues” and certification fee is worth a fee. It should not be inclusive with the dues.

Meeting Evaluation:

Fiona Cranwell thanked membership for considering and being about the Vision/Mission proposal. Debi Adams appreciated the deviation in the process so we could the discuss the anatomy proposal. Irene Schlump appreciated that after all the confusion, everyone came so much deeply in themselves and it’s now the group, as Peter Nobes reminded us. Maria Weiss thanked the groups who work outside of the group for making this all happen.

Wednesday, October 26 MCM – Meeting Minutes #6

Meeting Open:

Cathy Madden introduced herself as Facilitator for the meeting and set FC Roles.

Announcements

Marilou Chacey announced that if anyone had any questions about their proxies, they needed to see me. Marilou Chacey said that we are short on meeting time so people need to be on time tomorrow.

Assigning FC Roles:

Agenda Planner: Marilou Chacey

Facilitator: Diana Bradley and Cathy Madden

Timekeeper: RJ Fleck

Doorkeeper: Fiona Cranwell

Notetaker: Linda Hein

Public Scribe: Victoria Leomant

Peacekeeper: Rosa Luisa Rossi

Advocate: Dana Calvey

FCP Advocate:

Language Advocate: Rosa Luisa Rossi

Meeting Intentions: Antoinette Kranenburg

Agenda: Agenda presented, no concerns.

PDC Committee Proposal – Cathy Madden had the group go stand in groups based on strong interest (20 people), middle interest, don't care (6 people), and not so interested at all (3) in having anatomy in the sponsorship process.

Vision/Mission Committee Proposal – Level One:

New Proposal presented by Fiona Cranwell:

New Proposal, Old Objective

RE WRITE at Ardingly 26th October 2016

29

30 **PROPOSAL from Vision Mission Committee – Sponsor payments**

31 Establish a set fee for ATI Certification, allow for transparent payments to ATI Sponsors and to
32 establish a processing payment to cover administrative costs.

33 Objective:

- 34 1. To make transparent the cost of ATI Sponsorship.
- 35 2. To be in line with other professions and their practices at having a set cost to enter
36 profession.
- 37 3. To raise respect and value for the ATI Certificate and Alexander Technique profession.
- 38 4. To recognise and value the time and work of ATI Sponsors.

39 Rationale:

- 40 1. a) Currently our International ATI Sponsors are scattered across the globe and each ATI
41 Sponsor independently determines their compensation for ATI Teaching Certificate
42 Applicants. Each Sponsor sets their own fee. This can confuse applicants who may not
43 be aware of charges as they approach the ATI Sponsors they choose.
- 44 b) The ATI office processes each application which can take up to 4 administrative
45 hours per application, the cost of which has been absorbed by the organisation. We
46 want to transparently balance the process of payments.
- 47 2. Establishing a fee puts us in the real world market place, working along other
48 professionals.
- 49 3. It addresses the habit of undervaluing Alexander Technique that is observable in the
50 practices of many Alexander teachers.
- 51 4. ATI Sponsors are the masters of Alexander Technique that the members have voted to
52 represent ATI, responsible for evaluating new teachers. It is a professional service they
53 provide. This is different to other services volunteers to ATI provide.

54 **Proposal:**

55 All ATI Trainee members and teachers applying for ATI Certification will pay a determined fee
56 for ATI Certification.

57 **HOW:**

- 58 1. The fee will be determined by the Board after consultation with ATI Sponsors. Exchange
59 rate and cost of living indices of different countries will be taken into account.

2. It will be a set fee in the currency of the countries ATI Sponsors deal in, paid to the chosen ATI Sponsor, at the time of sponsorship, by the applicant.
3. If the applicant decides to take advantage of the Annual Conference Pre-day facility to be sponsored by one or more ATI Sponsors they must book the process and pay in dollars. This money will be reciprocated to the ATI Sponsors in dollar credits of Annual Conferences or Dues Fees.
4. These amounts will be displayed clearly on the website and in the Teachers Application Package. Instructions as to how to apply and the timeline involved will be clearly defined.
5. Whether the fee is included in the contractual relationship between Trainee and their Trainer/Sponsor is up to the Trainer. The fee remains the same.
6. Re Sits: ATI Sponsors to agree a time frame and appropriate fee (or not) if a candidate fails to meet the criteria.
7. Figures will be reviewed by the Board every two years, force majeure.
8. New ATI Sponsors must agree to adhere to the agreed fees in the process of becoming an ATI Sponsor.
9. The administration fee also applies to Teaching Member Applicants by Recognition.

Diana Bradley wants to acknowledge that you see many resolutions embedded in this. RJ Fleck had a clarifying question wondering if on #7 does it mean the fees are reviewed every two years whether or not there is a currency issue? Alison Deadman said we should specify USD if it goes into a document. Linda was concerned that the fee might be unwarranted given the recognition applications are far less involved and take less time. Sabine Grosser asked which country will be the currency. Fiona Cranwell said the Board will take into account the currency rate. Sabine said this is a concern coming later, as currency can change city to city. Diana Bradley said this concern was raised earlier and has been considered. Diana Bradley asked if there are any concerns about adding 5 minutes to the meeting. RJ Fleck said we found 5 minutes, so the time was added.

Vision/Mission Committee Proposal – Level Two and Three Combined – Concerns and Resolutions:

Catherine Vernerie said she didn't know if it was possible to take money from the AGM fees. Victoria explained how that worked, that the credit would be taken off the AGM dues or Annual Dues. Linda Hein asked if we could change "Re-Sit." Sara Goldstein said could we use "credit" instead of reimbursing. Thought was remediation, do over, retake, follow up. Decision was made to change to "Re-take" in the document. In number 7, the word figures will be changed to ATI Sponsor Fees. Diana Bradley called for consensus, RJ Fleck asked if we could punt this to

tomorrow morning so that we don't feel rushed. Diana Bradley said she is concerned about people leaving tomorrow. Diana Bradley thought the concerns had all been resolved. Debi Adamst thought there was a concern about the admin fee being appropriate for recognition, and that was resolved as "An administration fee also applies to teaching member applicants by recognition." Diana Bradley said she was not hearing content issues, and not sure we are serving ourselves by waiting, as RJ Fleck is concerned about the energy in the room. He feels we need to see the new proposal before he can agree. Marilou Chacey pointed out that in FC, we are not agreeing, we are consenting. Is this something that we can live with, and does it fit into our values. Diana Bradley called one more time for concerns, hearing no more concerns, the proposal was adopted as follows:

RE WRITE at Ardingly 26th October 2016

PROPOSAL from Vision Mission Committee – Sponsor payments

Establish a set fee for ATI Certification, allow for transparent payments to ATI Sponsors and to establish a processing payment to cover administrative costs.

Objective:

5. To make transparent the cost of ATI Sponsorship.
6. To be in line with other professions and their practices at having a set cost to enter profession.
7. To raise respect and value for the ATI Certificate and Alexander Technique profession.
8. To recognise and value the time and work of ATI Sponsors.

Rationale:

- a) Currently our International ATI Sponsors are scattered across the globe and each ATI Sponsor independently determines their compensation for ATI Teaching Certificate Applicants. Each Sponsor sets their own fee. This can confuse applicants who may not be aware of charges as they approach the ATI Sponsors they choose.
- b) The ATI office processes each application which can take up to 4 administrative hours per application, the cost of which has been absorbed by the organisation. We want to transparently balance the process of payments.
6. Establishing a fee puts us in the real-world market place, working along other professionals.

- 128 7. It addresses the habit of undervaluing Alexander Technique that is observable in the
129 practices of many Alexander teachers.

- 130
131 8. ATI Sponsors are the masters of Alexander Technique that the members have voted to
132 represent ATI, responsible for evaluating new teachers. It is a professional service they
133 provide. This is different to other services volunteers to ATI provide.

134
135
136 **Proposal:**

137 All ATI Trainee members and teachers applying for ATI Certification will pay a determined fee
138 for ATI Teaching Certification.

139 **HOW:**

- 140 10. The fee will be determined by the Board after consultation with ATI Sponsors. Exchange
141 rate and cost of living indices of different countries will be taken into account.

- 142 11. It will be a set fee in the currency of the countries ATI Sponsors deal in, paid to the
143 chosen ATI Sponsor, at the time of sponsorship, by the applicant.

- 144 12. If the applicant decides to take advantage of the Annual Conference Pre-day facility to
145 be sponsored by one or more ATI Sponsors they must book the process in advance and
146 pay in US dollars. This money will be credited to the ATI Sponsors in US dollars towards
147 Annual Conferences or Dues Fees.

- 148 13. These ATI Sponsor fees for each country will be displayed clearly on the website and in
149 the Teachers Application Package. Instructions as to how to apply and the timeline
150 involved will be clearly defined.

- 151 14. Whether the ATI Sponsor Fee is included in the contractual relationship between
152 Trainee and their Trainer/Sponsor is up to the Trainer. The fee remains the same.

- 153 15. Re Take: ATI Sponsors to agree a time frame and appropriate fee (or not) if a candidate
154 fails to meet the criteria.

- 155 16. ATI Sponsor Fees will be reviewed by the Board every two years, force majeure.

- 156 17. New ATI Sponsors must agree to adhere to the agreed fees in the process of becoming
157 an ATI Sponsor.

- 158 18. An administration fee will also apply to Teaching Member applicants by Recognition.
159 The Board will decide this fee.

160

161 Consented to in Formal Consensus at 16.10pm

162 ARDINGLY COLLEGE, England

163 26th October 2016

164

165

166 **LIGHT AND LIVELY**

167 **Visioning Our Future**

168 Sakiko Ishitsubo invited everyone to stand up. She wanted everyone to take a minute to come
169 back to themselves, and notice around them, and then to form groups of 4. Membership
170 walked around the room and broke into groups of 4.

171 Sakiko Ishitsubo read a question: what helps us realize our ATI dreams? Groups discussed this
172 question. Membership gathered together again. One person from each group came to the
173 front to discuss what the group discussed.

174 Group #1: Belinda Mello – take pictures of lists

175 Group #2: (not captured)

176 Group #3: involvement; to let dreams evolve out of themselves; called it the next step; and
177 creating a safe environment for members to grow.

178 Group #4: marketing to bring ATI into minds of more people; engagement in projects in which
179 several more AT organizations are involved; outreach (reach out the hands); continue
180 information to give support to national or even local projects to offer support in different
181 projects.

182 Group #5: volunteers; commitment to the organization from each of us and collectively;
183 deepening the understanding and commitment of the vision mission statement of ATI;
184 openness and togetherness; more members; exploring ways to be self-critical, particularly in
185 relation to the vision mission statement.

186 Group #6: We are what helps us realize our dreams, and our work helps us. We decided to
187 unify and prioritize the ideas, with pleasure and fun doing that, and then bake the cake.

188 Group #7: Working together; communication and dialogue; member participation; why there
189 isn't member participation; a buddy system for new members; Diana Bradley will chair the
190 buddy group; formal consensus – why isn't everyone here to understand the process. Have 20
191 minute follow ups to see what they didn't understand; mentoring of new teachers at the AGM.

Visioning Review/Evaluation

Kate Lushington wanted some feedback, but asked that we inhibit ourselves about answering, unless it is substantive. What do the members want us to do with the growth that ATI is experiencing. What struck you about the process, or anything else you want to say. Cathy Madden said the random assigning of groups was helpful in terms of people meeting new people. Rosa Luisa Rossi said the first time Ulrich Funke had everyone move around, she really thought that was fantastic, and she really appreciate that. Marilou Chacey wanted to get to the meat of it, and it seemed like we spent more time on the dreaming of it. Irene Schlump said it was fun to do something like that in the middle of a meeting that is more like I look at text and I look more to things within me, and I like that very much. RJ Fleck felt it was helpful to have a process that spanned several sessions which allowed us to create context for the process which gave it more depth as we moved along. Maryse Berninet said that formal consensus allows us to do an exercise like this. Julie Gilroy felt that she felt a part of it and had a voice in decision making and she is being listened to. Seung-Eun Kim said it was good to collect individual ideas even if we were short on time.

Meeting Evaluation:

Diana Bradley asked for overall meeting evaluation. Debi Adams expressed her appreciation for the number of people who speak English, attempt to speak English, and have the mental stamina to listen to us speak English for so long. Sakiko Ishitsubo said thank you for recognizing that. Fiona Cranwell said THANK YOU. Irene Schlump said her feeling is that there are a lot of new members or new to conferences, and she appreciates that they stayed through all this to the end. Alison appreciates how everyone stays together. RJ Fleck wants to thank Marilou Chacey for explaining the difference between agreeing and formal consensus. Ulrich Funke is happy we went to formal consensus, and he just realized that we put the thing and it is there as a concern. Maybe we find a way if there is consensus, we express this by standing up. Fiona Cranwell said she wanted to appreciate our fast-fingered friend (Linda Hein) for typing in these meetings. Marilou Chacey thanked Diana Bradley for keeping us on track. Kate Lushington loves the malleability of time and the way people found five minutes.

Next business meeting is at 9 a.m. tomorrow.

1 **Thursday, October 27 MCM – Meeting Minutes #7**

2 **Meeting Open:**

3 Cathy Madden introduced herself as Facilitator for the meeting and set FC Roles.

4 **Announcements**

5 Irene Schlump made an announcement about the website. Alison Deadman made an
6 announcement about the buddy system.

7 **Assigning FC Roles:**

8 **Agenda Planner:** Marilou Chacey and RJ Fleck

9 **Facilitator:** Marilou Chacey

10 **Timekeeper:** Ulrich Funke

11 **Doorkeeper:** Constance Chesebrough

12 **Notetaker:** Linda Hein

13 **Public Scribe:** Kate Lushington and Sara Goldstein

14 **Peacekeeper:** Elizabeth Daily

15 **Advocate:** Eve Salomon

16 **Process Advocate:** Alison Deadman

17 **Language Advocate:** Sakiko Ishitsubo

18 **Meeting Intentions:** Entire Membership read the meeting intentions in native language

19 **New Committee Chairs and Board:** Alison Deadman announced the results of the election of
20 Board Members and Committee Chairs. (See Ballot Count in Annual Conference Folder for
21 London 2016)

22 **Agenda:** Agenda presented, no concerns.

23 **Announcement of Sponsor Election Results:** Rosa Luisa Rossi announced the results of the
24 election, all nominees on the current ballots are voted in. (See Ballot Count in Annual
25 Conference Folder for London 2016)

26 **Closing of the Committee of the Whole (COW):** Marilou Chacey asked for a motion to close
27 the COW, Cathy Madden so moved, and Kate Lushington seconded. Ayes unanimous, 0
28 abstentions, 0 nays.

Vote: Vision Mission Committee Proposal and Treasurer: Marilou Chacey asked for a motion to accept or reject the proposal, and Irene so moved to accept the Vision Mission proposal, and Diana Bradley seconded. Ayes win, with one abstention, 0 nays.

Nominations committee is putting forward Victoria Leomant for election to the post of Treasurer. She is being nominated to stand for a 2-year term. Fiona Cranwell so moved, and Kate Lushington seconded the motion. Ayes unanimous, 0 abstentions, 0 nays.

Membership Council Meeting Evaluations:

Irene Schlump commented about today's meeting: there is still somehow the COW thing needs to be spelled out why it is COW, and what it means to move and to second. Judith Saxton said if we put periods after each letter in COW, it would be helpful. Kate Lushington said she would like a space for people to join committees, there should be some kind of way to ask this in the final meeting.

Evaluations of all the meetings as a whole: Peter Nobes said that having a workshop on the first day on FC, the first meeting started with closing your eyes and dream items, and it may be better to go to a meeting where we do some talking, as someone he knows left the meeting and did not come back. Belinda Mello appreciated the Light and Lively and this morning we came in with a positive sense that we are accomplishing something. Doable tasks in a meeting where we are accomplishing something would be good for our souls in this process. It's the attitude. Stating an objective at the beginning that you know we will accomplish is psychological helpful and little bit more light and lively. Delia Rosenboom said that the visioning process was infantilizing and brought up all her rebellious child stuff, and then it was a rush for each group to get through and hearing what was said. The balance could be looked at. Julia Gilroy said that when we had the small groups she found it was a really good chance to speak out and say what you wanted to say, but she wanted more time, she was rushed on that. All had more things to say but didn't have time. Belinda Mello says that when a person senses their time is respected, they feel part of a community of respect, and if people brought proposals in better written and thought out, it would help. Judith Saxton didn't feel that the visioning process fit into the formal consensus process. She thought if something like the visioning could be moved to another time, and not held during the meeting. Eve Salomon said the visioning didn't fit within the formal consensus, and had the V/M proposal been clearer it would have speeded up the process. Irene Schlump appreciated these processes and when people find resolutions out of groups and presenting the resolutions, she would like to see the concerns they are working to and then see what they come up with. It was hard to understand which concern did we maybe resolve with the resolution, it was too much to think about as someone with English as a second language.

Marilou Chacey suggested that we leave our meeting a little early. She also is going to suggest that we take one of the evaluations and we talk about committees. Marilou Chacey asked

someone to make a motion to add 15 minutes; Debi Adams so moved, Alison Deadman seconded. Vote taken Ayes have it, 2 abstentions, 0 nays.

Marilou Chacey thought it would be valuable if people from different committees would come up as a group. Marilou Chacey is Agenda Planning. Diana Bradley is on the PDC Committee and described the work. Dana Calvey asked Diana how the committee worked as far as meetings, etc. Judith Saxton asked Diana Bradley to ask what the committee does. Marilou Chacey said that in her committee they have a problem because both members are in the US, and we need the committee to be international. Kate Lushington stood for the communications committee. RJ Fleck and Marilou Chacey and Cathy Madden stood for the Formal Consensus Committee. Eve Salomon and Irene Schlump stood for the CEC. Discussed the survey to go out. Linda Hein explained it would be on the registration sheet. Belinda Mello stood for the Site Committee. Explained how the committee works to bring off a committee, and asked for people who might have workshop planning experience. Peter Nobes and Dana Calvey are co-chairs of the Nominations Committee. Debi Adams spoke up for Ethics Committee. Seong-Eun Kim and Sakiko Ishitsubo stood as the International Committee. Irene Schlump brought up the translators for introduction. Alison Deadman announced for the Membership Committee and Rosa Luisa Rossi spoke for the CCC.

Annual Conference Evaluation: Belinda said that we will be sending out a survey, allowing people to think about the experience. But now she would like everyone to pause now and think of one word that they would like to share now, knowing there is an opportunity later to express in many words their experience and thoughts on the conference. Best. Interesting. Flow. Fun. Exchange. Fulfillment. Clearness. Happy. Warm. “rolling in the waves.” Participation. Togetherness. Meeting. Multifaceted. Grateful. Embraced. Community, love, reflection, mindful. Movement. Supportive. Great experience. Mute. Possible Solutions. Welcomed. Welcoming. Developing. Possibilities. Learning. Windows. Spaciousness. Finding new ways. Collaboration. Stress Free. Intensive. Awesome. Vibrant. Freedom.

2017 Annual Conference Meeting Announcement: Belinda Mello announced the site of next year’s conference as Seattle, Washington, USA.

Peter Nobes wanted to have full evaluations in meeting. Marilou Chacey said that Peter Nobes should make a motion that we do a conference evaluation. Peter Nobes so moved, Fiona Cranwell seconded. Ayes have it, 9 abstentions, 0 nays. Peter said we heard all these positives and the Site Committee should know what made things positive. Food was best ever. Peter Nobes thought the trainee assistants were pushed around in ways and by people they shouldn’t have been. Ulrich Funke said he feels bad and has to keep the emotion down. Why is this coming up now, at the end, when we cannot...Ulrich Funke stopped, and Eve Salomon as Advocate tried to speak to him. It is forbidden to say anything negative. If you should criticize, it has to be constructive. Marilou Chacey clarified that she is hearing that evaluations need to be constructive, and that sometimes you can give feedback to a person on a personal level

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104 during the conference, and maybe some of us have done that. Eve Salomon as Advocate says
105 that we have certain means and structures in place for feedback in the organization and
106 criticism can be placed there, not necessarily in front of the group. And do we want to end a
107 few pleasurable days, is this a good way to end? Kate Lushington said it was a timing question.
108 Seong-Eun Kim said her impression of the meeting was really really grateful. It is her third AGM
109 and she now understands what is going on. Wonderful experience, very different from other
110 meetings, very Alexander-y. Judith Saxton said this was her first time to be involved, she found
111 it fascinating that the meeting spirit morphed into the spirit of the conference, and vice versa.
112 She appreciated the free formal consensus day. Sabine Grosser thanked the experienced
113 sponsor teachers for the opportunity to have really really good marvelous support and
114 teaching, how to teach and little extra workshops she wants to propose that this is maybe part
115 of the next conference. Antoinette Kranenburg appreciated the workshop presenters.

116

117 Meeting Ended.