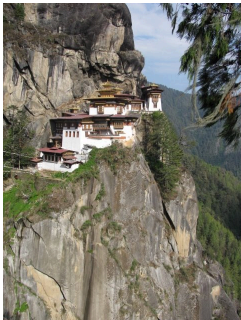




Greetings from the Secretary-General



First of all, congratulations to Kezang Tshering (Bhutan) and Kezang Sherab (Bhutan), with able assistance from Warren Halloway (Australia), for a highly successful Bhutan Seminar back in May. To date, the Bhutan Seminar had the largest attendance ever with 137 Delegates plus a large contingency of Accompanying Persons.



Not only were the paper sessions and keynote speakers stimulating, engaging, and thought-provoking, the opportunities to see a little of Bhutan were fascinating and enthralling, especially the trek up to **Taktsang Palphug Monastery**.

Also, we truly appreciated the assistance and helpfulness of all the students throughout the entire Seminar. They helped with shopping, served as guides, and were very friendly and cordial. Nothing but high praise for them. We wish them the very best as they continue their development in becoming professional teachers.

Finally, our compliments and appreciation to the various Bhutanese government officials who participated and assisted in making this Seminar a success!

Nominations for membership on Executive Board

Every year, we elect or re-elect two (2) ISfTE members to serve a 3-year term on the ISfTE Executive Board.

Members will be receiving email notifications when the nominations process will be available online to accept nominees. Please consider nominating a member whom you believe will contribute to the organization. Don't forget to consider nominating yourself.

Nominations will be accepted on the ISfTE website beginning **August 31, 2012** and ending **September 14, 2012**. Elections will occur online between **September 17, 2012** and **September 30, 2012**.

New Members to ISfTE

We welcome new colleagues who joined the Society in Bhutan. We invite your continued participation and contribution. Be sure to access your Member Profile on the ISfTE website (<http://isfte.org>) to establish your account as well as to continually update your information.

Future Sites for ISfTE Seminars

After 2013's ISfTE Seminar in Hong Kong, we are anticipating that the 2014 seminar will be held in Ankara, Turkey (more information will be forthcoming).

During the Bhutan Seminar, individuals from the following institutions and countries have expressed preliminary interest in hosting future seminars:

- University of Hawaii (USA)
- University of Navarra (Spain)
- Salisbury University (USA)
- University of Ibaden (Nigeria)
- International Institute of Information Technology (India)
- Vietnam National University (Vietnam)

A number of delegates at the Bhutan Seminar also provided recommendations for future sites. This was greatly appreciated. Be sure to encourage representatives from these recommendations to submit a proposal.

If these and others are interested in submitting a proposal, go to the ISfTE.org website and access the **Guidelines for Submission of Proposals to Host and to Manage a Seminar**, found under ISfTE Seminars link, for specific instructions and procedures.

You are encouraged to submit proposals at your earliest convenience as the Executive Board would prefer to have potential hosts and participants aware of future sites as soon as possible to facilitate planning.

**ISfTE has a
Facebook account**

Thanks to our colleague, Khamsum Kinley (Bhutan), who created the account. Please feel free to use of this social medium to keep in touch with new friends and colleagues (<http://facebook.com/isfte>). Be sure to upload pictures you wish to share with others as well as any news, research idea exchanges, etc.

**Administrative
Standing and Ad
Hoc Committees**

A number of you were approached during the Bhutan Seminar to serve on either a Standing or Ad Hoc Committee to conduct business important for the organization. Furthermore, it is important that ISfTE members become active and help with improving the general governance of the organization.

If you are interested in serving on any of the committees, please contact fcrawford@weber.edu. If your name is listed inappropriately, please contact fcrawford@weber.edu.

LeOra Cordis Foundation

Mokhele JS Madise (South Africa)
Kezang Tschering (Bhutan)
Patricia Heeley (Australia)
Jacqueline Willis (USA)
Maria Jose Batallas (Ecuador)
Johan Borup (Denmark)

Constitution/ByLaws

Cheng Yuk Lin (Vicky Tam)(Hong Kong)
Jim Greenberg (USA)
Colin Mably (USA)
Gay Reed (USA)
Benjamin Zufiaurre (Spain)
Anna Hugo (South Africa)

Emeritus Status

Josephine Agnew-Tally (USA)
Maria Parilla de Kokal (USA)
LeAnne Taylor (Canada)
Marta Luz Sisson de Castro (Brazil)
Helen Earles (USA)
Kemma Tsujino (Japan)
Ikechukwu Ukeje (USA)

Convener Guidelines

Janet Powney (Scotland)
Kezang Tschering (Bhutan)
Kezang Sherab (Bhutan)
Marta Luz Sisson de Castro (Brazil)
Birte Simonsen (Norway)
Jacky Pow (Hong Kong)
Karen Petersen (Denmark)

Site Selection

Amina Gurung (Bhutan)
Adrienne Gillespie (USA)
Ritu Chhertri (India)
LDM Oupa Lebeloane (South Africa)
Kezang Tschering (Bhutan)
Birte Simonsen (Norway)

One more committee will be organized—**Historical Preservation and Archives**. The purpose of this committee will be to ensure that the history of the organization is reflected accurately, preserving organizational documents, and passing on the “institutional memory.” The committee will be comprised of founding members, long-term ISfTE members who would like to serve, as well as anyone else who is interested in ensuring continuity between the past and the future.

Would the Standing and Ad Hoc Committees begin deliberations by September 11, 2012 by whatever communication means available. You should find email addresses for members on the ISfTE website. Committees are then asked to email to Ray Wong (rwong@weber.edu) progress reports by November 1, 2012.

Executive Board Meetings

Executive Board members, kindly note on your calendars the following proposed dates: Oct 29/30, 2012; Dec 17/18, 2012; Feb 18/19, 2013; and Apr 22/23, 2013. We will be looking to Skype, do conference calling to “meet” and discuss ISfTE Business. More information will be forthcoming.

Exemplary Service Award

Johan Borup (Denmark) was recognized with an Exemplary Service Award at the closing banquet in Bhutan for his years of service as Treasurer of ISfTE.

ISfTE Legacy Awards

Janet Powney (Scotland), Warren Halloway (Australia), Craig Kissock (USA), Colin Mably (USA), Bob O’Brien (New Zealand), and Jim Greenberg (USA) were acknowledged at the closing banquet in Bhutan for their longtime service, commitment, and dedication to ISfTE. Congratulations!!!

Hong Kong Seminar 2013

Jacky Pow has indicated that proposed dates for Submission of Abstracts and Early Bird registration are now available on their website (<http://isfte2013.hkbu.edu.hk>). Look under the “Participation” link for Important Dates.

Report about JISTE from the Editor

Since May 2011, two issues of JISTE have been published. The first issue was **JISTE Vol. 15.2**, with no specific theme, with Sybil Wilson (Canada) as editor. This issue was Sybil's last as editor. It was produced and distributed in a printed version. The new editor (Karen Berg Petersen) and associate editor (Peggy Saunders) participated in the editing process as 'trainees'.

The second issue – **JISTE Vol. 16.1** – in February 2012 became the first electronic issue. It was the first issue with the new editor and the associate editor. It was produced and distributed on the ISfTE website and to members of ISfTE via email. The electronic issue Vol. 16.1 – in total 82 pages – featured the theme of the Norway Seminar, "A Challenged Teacher Education – Facts, Feelings, Formations," and has eight articles and one book review besides introductory notes from the SG, last year's convener, and the new editor.

At the Norway Seminar in 2011, it was decided that the editors should (a) publish Vol. 16.1 as a pilot online issue, (b) find out possibilities to disseminate JISTE online, and (c) have a few printed copies of JISTE. As decided in Norway 2011 the present editor has found a new printer and distributor among the suggestions from the editorial board at the meeting in Norway. Jacky Pow (Hong Kong) has taken over the responsibility to print and distribute the printed copies of JISTE vol. 16.1 onwards. Jacky Pow is printing about 30-40 copies for authors and subscribers who require a print copy.

The final review process of submissions for **JISTE Vol. 16.2 - no theme** is ongoing. The final reviewing and editing process of JISTE 16.2, carried out by the associate editor and the editor, will take place in the months August-October with this issue to be finally edited and published as an electronic journal in the period November/December, 2012.

The review process for **JISTE Vol. 17.1** (issue featuring the Bhutan Seminar) is starting. Many authors have already submitted articles for JISTE 17.1. Board members and reviewers will be asked to review with relatively short deadlines. The review process will take place until the end of 2012. JISTE Vol. 17.1 will be published in March/April, 2013.

Dissemination and Accreditation of JISTE:

The associate editor Peggy Saunders (USA) and SG Forrest Crawford (USA) have contracted with EBSCO-host and the electronic version of JISTE will be available on this database. JISTE is on the national accreditation list of journals in Brazil, Norway, and Denmark. Ongoing work is done on the accreditation of JISTE at the international list of accredited journals in South Africa. At the Bhutan Seminar the editors were encouraged to try to get JISTE disseminated in databases available in e.g. Bhutan and Asian countries. All members are encouraged to attempt accreditation of the journal in their own countries.

Funding for JISTE:

Weber State University, Utah, USA has been funding six issues of JISTE for a period of 3 years with the logo of the university to be found on the front page.

The Baptist University of Hong Kong is supporting JISTE with the printed copies of the journal and will have the logo on the front page.

The Department of Education, Faculty of Arts, University of Aarhus, Denmark has decided to fund JISTE for a 1 year period from 2012 (vol. 16.2) onwards, and will have the logo on two issues of JISTE.

Members of ISTE are encouraged to ask their universities for financial support for JISTE.

Members of the Editorial Board of JISTE announced at the Bhutan Seminar, 2012

At the Editorial Board meeting at the Bhutan Seminar in May 2012, we thanked well-known members of ISTE for their ongoing work for JISTE as well as we have been able to welcome many new members in the Editorial Board. We are very glad that the Editorial Board of JISTE represents so many countries and continents of the world. At the moment, the following persons are members of the Editorial Board of JISTE: Sybil Wilson (Canada); Anna Hugo (South Africa); Marta Luz Sisson De Castro (Brazil); Benjamin Zufiaurre (Spain); Helene Müller (South Africa); Jacky Pow (Hong Kong); Nasir Mahmood (Pakistan); Ritu Chhetri (India); Mads Hermansen (Denmark); Siu Cheung Li (Hong Kong); Hermien Olivier (South Africa). Ex officio members are Forrest Crawford (USA); Janet Powney (Scotland); Mokhele JS. Madise (South Africa); Ray Wong (USA); Johan Borup (Denmark). Associate editor Peggy Saunders (USA) and editor Karen Bjerg Petersen (Denmark) are members as well.

August 2012 – Editor Karen Bjerg Petersen

Opening Statement

(presented on May 5, 2012 during the General Business Meeting)

To the Membership of this Society:

Thank you for giving me the opportunity to serve you a second term. I appreciate your confidence, and opportunity that's allowed me to continue some of the goals and aspirations I set forth in 2009. This organization continues to thrive as a result of its multi-talented members serving in a variety of leadership and scholastic endeavors that underscores the spirit and mission under which the early visionaries framed its enduring intentions.

Below is a vision update and proposed challenges we face as an organization continuing to grow deeper roots of presence throughout the global Teacher Education enterprise that we all know and cherish.

A Brief Bit of Context

When I began this journey in 2009, it was against the backdrop of our then Secretary General's untimely resignation due to health concerns. It was at this juncture that I was approached by the membership to serve the interim role of Secretary General for the 2009 seminar. When I agreed, it was with some reticence to step forward, having been poised for my own co-convening role at the Weber State - Utah (USA) meeting. Fortunately, because the Society felt that it was at a critical turning point in its existence, preliminary discussions and actions were well in play led by many of our trusted past leaders of the Society as they recognized the urgency to intervene and preserve the Society's presence as a viable organization. In addition, we were faced with a pending thirtieth anniversary commemoration (Brazil, 2010) that all unequivocally agreed—**Must take place!** The only way this was to happen was (1) There had to be clarity about how the organization should restructure itself and (2) Critical content and management features on the earlier version of the Society's website, had to change lending more to its access, efficiency and professionalism. Particularly throughout this vigorous discussion, we committed to at least:

- A. Modify our acronym from ISTE to ISfTE.
- B. Review and revise constitution and by-laws provisions
- C. Significantly professionalize website content access and image
- D. Restructure Society's governance system
- E. Upgrade and centralize our membership roster

Emerging from Our State of Urgency

We should all be grateful for the core of experienced voices that leaped forward to affirm the value of this Society; not just because of personal vested interest, but as a viable tool that has a proper place in our teacher education global enterprise. So while my entry into this post has been somewhat awkward, I did attempt to outline and bring to fruition what I considered to be our organization's greatest needs with an overarching personal charge to **stabilize, monitor and strengthen the society so as to withstand unforeseen disruptions and structural breakdowns due to change, close gaps of leadership and membership voids, maintenance of fiscal soundness and facilitate active governance and engagement of newly registered member-scholars.** It has been a humbling awakening for me to have been a part of these and other deliberations that's given me a clearer vision of where and how we should journey over the next three years.

What Have I Done? What Work Do I Propose (A Three-Year Plan)?

I believe my role and job of Secretary General is in fact a Stewardship. In part, this requires me to embrace, protect and preserve the major defining attributes that have distinguished this society in the global network of education, as a credible and sound operational source of reference. When I consider: (1) the Cordis Foundation, (2) The structure of our annual seminars, (3) Fiscal matters, (4) Developing nation's support, (5) ISfTE, (6) Membership development, and (7) Website maintenance as core to our existence, I hold these functions as cherished **assets** that require careful "duty of care." In 2009, I outlined four initiatives that I wanted to work toward. The following summary is a snapshot of that work beginning in 2009 to date:

Goal 1: Strengthen Infrastructure – The Society is saturated with talent much untapped. In order for organizational vitality to continue, I focus my efforts on broad opportunities for a diversity of members to participate in the overall governance of the society's business that resulted in giving more voice.

Ad-hoc Committees

- * *Site Selection* – Members help to deliberate and decide the merits of applications and interest of individuals who wanted to host future society meetings. (Initiative Met/Continued Development)
- * *Emeritus Member Status* – Selected members participated in an initial exploratory discussion about what role long-term members and retirees should play in the Society's leadership and governance structure. A series of critical questions were raised that required more deliberations to be advanced toward formal recommendations. (Met/Initiative Continued Development)
- * *Cordis Trust* – This committee was in need of new members and a new chair. Much of the past members of the Cordis Foundation dissipated over time. I convened this group at the last seminar (Norway) and determined much work remains. (Initiative Continued Development)
- * *Website Content Management* – At present, we are not what we were, but we are not where we want to be. Our current website manager spends limited time on ISfTE content to professionalize and make accessible the necessary technology that strengthens our presence. One of our members agreed to play a greater role in the overall maintenance of site as time unfolds. Much work needs to be done here. (Initiative Continued Development)
- * *Executive Member Elections* – At the conclusion of Bhutan 2012, we will begin our third cycle towards encouraging representation among the membership to stand for election as a member of the Executive Board. Using our current website as a tool, I have reached out and encouraged many to participate and asked many to participate in the Society's business. (Initiative Met)

Goal 2: Foster/Encourage New Emerging and Established Leaders – Each time our seminar convenes, usually one-third of our participants are first-time members. To that end, I launched a pilot program in 2009, called The Newcomers Orientation. This program is designed to match new members with well-established members (or at least members who have attended ISfTE before) for the purposes of mentoring these scholars throughout the ISfTE Seminar process. This has worked very well. (Initiative Met) In addition, I have convened a group to review ways in which our elder ISfTE members can maintain active engagement with the Society. (See Goal 1 – Emeritus Member Status) This Society has a critical mass of elder leaders who have been a perennial voice for a minimum of fifteen years. How do we encourage them? How should their membership fees be impacted? What criteria do we use to establish their relative membership status? (Initiative Continued Development)

Goal 3: Marketing and Communications – The ISfTE newsletter and website has stood to serve as one of our most used forms of dissemination and announcements. My goal is to aggressively expand our opportunity to keep members informed through more frequency of contact. (Initiative Continued Development)

Goal 4: Fiscal Stability - Our current Treasurer has done an exceptional job of maintenance and overall monitor of our finances. We are in constant contact with each other, to ensure continuity and opportunities to address critically emerging problems that impact our financial status. With recent concerns centered around dwindling operating costs, a proposal was put forward and voted upon by the members to change the formula for how membership fees are divided between a) General operations, b) Cordis Foundation and c) JISTE. (Initiative Met/Developing)

Other Actions

Indigenous Education – When I was in the executive meeting a few years back during our Australia seminar, I proposed a two-part recommendation that stands today: A) That indigenous education be a standard part of the core strands of the Society’s published call for papers, for each annual seminar. B) That each time we convene in the host country, that we incorporate some attribute of indigenous culture in society into our seminar. (Initiative Met/Continued Development)

Improvements and Future Actions

- 1.) Frequency of Executive Board meetings, (at least three between each seminar).
- 2.) Outreach to inactive members, (a formal letter of invite to renew membership).
- 3.) Update website content, (coordinate with website managers).
- 4.) Additional Ad-hoc committees
 - a. Constitution and by-laws.
 - b. Convener guidelines advisory committee.
 - c. Distance Paper Group (DPG Committee).
- 5.) Reach out more frequently to untapped resources among ISfTE emeritus and other leaders.

Thank you for this opportunity to serve.

Dr. Forrest C. Crawford
Secretary General
2012-2015

fcrawford@weber.edu

Return to the Heart: Some Reflections on the Role of Teachers...

Thakur S Powdyel. Minister of Education, Royal Government of Bhutan

Custodians of the noble sector, educators from around the globe, pilgrims all in search of happiness, welcome to the Jewel of the Himalayas otherwise called Bhutan. It is our wish that you are able to enjoy the twilight of our Spring as it merges with the sights and the sounds and the smells of Summer and carry home some delightful memories of your visit to our country.

We are deeply heartened that the International Society for Teacher Education decided to hold its 32nd Annual Seminar in Bhutan. This is by far the largest congregation of educators from across six continents, from Pole to Pole, from sea to mountain, galvanized by an idea we all share in common across time and space. You bring to my country the precious gifts of many cultures and civilizations in diverse fields of human endeavour articulated through the varied disciplines that you have inherited and advanced in the course of your work as educators.

Brave men and women from many lands, I offer my tributes to each one of you for electing to do the most difficult and yet the most important job in the world – teach. Thank you for the lives that you have touched and the light that you have brought. You have made the world a different place, a better place right from the moment somebody learnt a new sound, recognized a sign, or distinguished a symbol thanks to you. Our world became that much more beautiful the moment the first one hundred of you reached out to your first one hundred pupils in one hundred different locations across the globe. Yes, this is what you do on a daily basis – radiate your light and illumine the world around. Yes, teachers do it.

And what time could be more appropriate than the centenary year of education in Bhutan to hold this seminar! Distinguished members of my audience would know that our first wave of monastic education issued forth as early as the 7th century AD and continues to this day. But the seeds of modern, secular education were sown in the early years of the last century. In 2012, therefore, we come full circle. It is a time to pay our tributes to our visionary leaders and policy-makers who had the wisdom and courage to recognize and engage the power of education in the transformation of our society.

It is a moment too to pay our tributes to generations of our teachers who have educated and prepared the present generation of leaders to man the diverse needs of a dynamic, forward-looking, progressive nation-state. As we celebrate Sherig Century, we celebrate the march of Bhutan over the past one hundred years since modern education began in the country. This is, therefore, a most propitious time to assemble by the bank of Pachhu and celebrate the success of the sector noble.

Do take a look at the theme of the seminar again! Teaching and learning can be influenced by diverse motives and varied justifications – from the most pedestrian and mercenary to the most ideal and the sublime. But what would be more rewarding and fulfilling than Educating for Gross National Happiness as the theme of this seminar proposes to do! And what greater opportunity for the noble sector to try and reclaim its nobility!

Initiated in the beginning of the 2010 academic session, the programme of Educating for Gross National Happiness is a call to rediscover and reassert the true function of education at a time when the normative power of education is rapidly giving way to the aggressive, utilitarian inducements of the market with little regard for the integrity of learning and the sanctity of the learner.

Educating for GNH is a powerful beam of the light that shone forth from the golden throne when His Majesty Jigme Singye Wangchuck declared that Gross National Happiness is more important than Gross Domestic Product some three and a half decades ago. This revolutionary alternative measure of a country's progress has since become Bhutan's unique path to holistic development.

Supported by the four pillars of equitable and balanced socio-economic development, environmental conservation, cultural preservation, and promotion of good governance, the GNH architecture aims to

achieve a balance between the needs of the body and the yearnings of the heart. GNH as a development goal is founded on the premise that:

- the ultimate desire of all human beings, irrespective of time and place, is to achieve happiness;
- the profound needs of human beings are not necessarily physical or material, but that there are other dimensions – social, environmental, cultural, spiritual, psychological, artistic, moral, that give meaning and purpose to life and that they need to be cultivated and nurtured;
- there is no direct relationship between the level of material possession and the experience of personal well-being – they could in fact be antithetical to each other;
- the conventional yardstick used to measure progress, called GDP or GNP, is too limited, reductive, and therefore not entirely reliable, as it leaves out many other important non-economic dimensions. We, therefore, need a more holistic and comprehensive instrument to assess the multiple levels of well-being of people and of societies.

A thirsty world seems to yearn for a breath of fresh air to sustain our life and the life of our planet Earth against the backdrop of unlimited human wants and sorely limited resources. This longing for an alternative way forward became manifest when in July 2011, the entire member-countries of the United Nations unanimously endorsed Bhutan's proposal to make pursuit of happiness a goal of the UN family of nations. We have since moved on.

It is such a goal that education has the singular privilege of embracing and advancing – to help make our world a better place for our generation and for generations who will follow us.

When the International Society for Teacher Education convenes in a seminar like the one we are opening today, it falls upon us educators to examine afresh the meaning and purpose of education itself. On pain of sounding irreverent, I venture to submit that a lot that goes on in the world in the name of education has very little to do with education. This could largely explain why with all the progress the world has recorded in diverse fields, we are not free from 'the tooth that nibbles at the soul' as Emily Dickinson would say. When the demands of the competitive labour market take over the call for building faith and character, seats of learning are inevitably pressured into graduating scholars who become 'personnel' who will be defined by the language of corporations and classified by market metaphors.

I believe that education is built on the principle of hope and of possibility – that despite the limitations of prevailing circumstances, things can be and will be better, indeed, they ought to be better. We need to rehabilitate education to its essentially creative, humanizing, and progressive function so that it produces individuals who are at once useful and graceful. Beyond equipping young men and women with knowledge and skills to carve out a career for themselves, education ought to make them wise, sensitive and cooperating members of the society.

This is a tall order, but what use is education if it does not invoke the higher order impulses of young men and women and gives them a true sense of their place in the general scheme of things? We need a new ethic for education to restore the harmony of life that we seem to be losing.

Here in Bhutan, we hope to realize this goal by nurturing green schools encompassing the natural, intellectual, academic, social, cultural, spiritual, aesthetic, and moral dimensions of greenery within the overall ambit of Educating for GNH. The hope is that children and youth brought up in an environment characterized by these multiple green elements will imbibe and build the intended positive energy and release it to the larger society when they graduate and join it as its contributing members.

And who is more equipped and better positioned than the teacher to invest education with the honour and dignity that truly belongs to the noble sector! Dear fellow-educators from around the globe, you hold the key to the success and integrity of any educational programme. We may have sound policies, powerful programmes, state-of-the-art facilities and motivated students, but you occupy the centre-stage and bring alive the process and experience of learning.

In the course of my labour of love, I have discovered that deciding to be a teacher entails internalizing what I call the three sides of the Triangle Noble – an abiding love of children or pupils, a deep passion of learning, and a conviction about the importance of education as a powerful instrument to change lives, improve societies, and transform nations. Anybody who gets into teaching for any other reason will go so far but no further. Disillusionment and frustration will soon set in and one finds oneself in strange territory. Therefore, the moment of truth is essential: why do I want to be a teacher, in the first place?

Teaching involves a compelling need for mutual illumination between the teacher and the discipline. Just as the teacher needs a subject to express his or her life and learning, the subject too needs a medium to communicate the power and the promise that lie at its heart. The more passionate and engaged the teacher, the better are the chances for the subject to find its utterance. Maintaining this tension is the secret of success.

What is more? The teacher not only teaches a subject or the curriculum; the teacher is **the** field, **the** subject, **the** curriculum. Indeed, the teacher not only works in an institution; the teacher is **the** institution. Where the teacher is, that is the school, the college, the university. It is a monumental job – to be a teacher. It is at the same time the most beautiful and rewarding job in the world. You build nations as you build people.

Our field is knowledge, but knowledge itself is changing rapidly in the wake of relentless technological revolution. The wisdom of succeeding generations questions facts, discards ideas and demolishes theories. The traditional place of honour that the teacher enjoyed is under pressure as knowledge becomes available from diverse sources unlike in the past when the teacher was the sole purveyor of knowledge in the community. And then there are memory banks, e-learning and internet facilities that open up novel ways of acquiring knowledge and information.

There is then this layer of complexity in the work of a teacher – we teach what we know, but more importantly, we teach who we are! What we know is in the book, in the syllabus, on the net. Often, students can access these on their own and learn from them. Who we are is not in the book. It is us – our entire being, our public self as well as our private self, our values, beliefs, philosophy, convictions, behavior, outlook, attitude, what we consider to be important – everything in us and about us that makes us who we are. These we do not teach, but show in obvious ways as well as in ways subtle. But this is where we pass powerful and long-lasting messages to our pupils. Every move matters. That is the reason why teaching becomes so stressful and demanding. One has to measure up!

This is Educating for Gross National Happiness. Here, the role of the teacher must meet the soul of education. In the true sense of the term, Educating for GNH is a return to the core purpose of education. It is not an order to do a different or difficult job. It is an invitation to look into the heart of our own role as educators. It is in effect a call to discover the soul behind our role.

My dear fellow-educators, you straddle many continents and countries as members of the International Society for Teacher Education. You have the power and privilege to turn the tide – by harmonizing the integrity of the sector noble with the needs of the society. Somebody has to take up this difficult mission of educating the world and you have had the courage to do this heroic job. You have to take it to the finish.

A day will come when we all be called upon to give an account of our own work as educators in much the same way as Everyman in the old morality play. It may not be in God's tribunal then, but certainly in the tribunal of our own conscience! It might well be asked "What have you been educating for?" If you can recall your moment of truth and say "I have dedicated my entire professional life to Educating for GNH", you will be admitted to the kingdom of happiness!

I wish you success with your life and your work as you light the world!

Tashi Delek!

ISfTE Board Meeting, May 20, 2012 (Peggy taking notes)

Attendance: Ray Wong, Janet Powney, Forrest Crawford, Karen Peterson, Jacky Pow, Leanne Taylor, Birte Simonsen, Kezang Sherab, Kezang Tshering, Johan Borup, Warren Halloway, Peggy Saunders

1. Introductions of attendees around the table.
2. Forrest asked to discuss the most pressing issues first even though he created an agenda - set basic housekeeping items
3. Norway feedback – Birte Simonsen (Norway)
good/very good for the most part
Evaluation form has too many unnecessary details - suggest more focused feedback for future seminars - part of the evaluation was related to where ISfTE should go so she did not feel she had control of that part.

Paper groups were good, discussions very good, but paper reading needed more time, some said too many keynotes but intentionally done to bring the groups together. Asking about each keynote was difficult; the Sami keynote was excellent. Some concerns about website and registration

What is the right information to bring the organization further? That is the most important issue of evaluation.

Janet Powney (Scotland) suggested using the internet to let the next convener know. Evaluations need to be specific and meaningful, not just about food. Who has the information, when? Birte stated that the conveners have the evals immediately so they can make recommendations. Warren Halloway (Australia) - in earlier seminars that the evaluators were independent from the conveners. Evals should be separated of just the seminar and the direction of the organization. This eval was combined. Leanne Taylor (Canada) suggested that we include something about expectations of the people participating.

4. Bahrain Seminar decision - Forrest gave update - originally awarded for 2013 but because of political issues in the country Forrest communicated with Numan Almusawi (Bahrain). In a letter from Numan there were some political issues that needed to be ironed out (April 2011). In Norway, it was decided that Hong Kong would host for 2013. Subsequent conversations with Numan were that he wanted to host but the final analysis was that he would allow Hong Kong to host in 2013. As of today we do not have any communication with Numan for hosting for 2014.

Warren Halloway (Australia) stated there was a precedent for withdrawal from a seminar. I think we should monitor progress then we have to take action.

Motion: Johan Borup (Denmark) motioned we withdraw Bahrain's proposal. Warren seconded.

Warren Halloway (Australia): Decisive step in canceling Bahrain; Turkey should be accepted. **Vote tabled** until Oupa arrives.

For 2014- Salisbury University (USA), University of Ibadan (Nigeria), and University of Ankara (Turkey) have expressed interest. Only official response was from Turkey in Ankara. It is a well-organized proposal. Johan Borup (Denmark) stated that he found no paid members from Turkey and Nigeria. Warren Halloway (Australia) suggested that we must get back on track to get 3 years out.

Discussion ensued that we set up an ad hoc committee be set up at this seminar to make the decision for 2015. Janet Powney (Scotland) suggested that information about how to do a proposal be set up on the website.

5. Forrest - Concerns about Educators Abroad had too much of an influential presence as the registrar for the Norway seminar. Craig Kissock (USA) indicated to Forrest he would withdraw his organization's agency to future seminars. Craig sent an official letter about that situation. Each convener will frame how to collect the registration fees. Could conveners choose EA? Karen Petersen (Denmark) stated that we should use our own people such as the treasurer support how to set up the registration procedures. Leanne supported her suggestion. Birte Simonsen (Norway) stated that she felt almost compelled to use EA because of what happened in Brazil.

Document on website to give advice to subsequent conveners.

Johan Borup (Denmark) iterated the point of the non-profit organization status keeps us away from using such organizations as EA.

6. **Treasurer's Report** - total \$13,715 in accounts. The bank did the books because it is controlled and hooked to taxes and registered as a non-profit organization through the bank. We do not pay any transaction fees, but as of 31/12/2011, those fees are no longer waived.

Weber is the only entity currently supporting JISTE. We must be very careful how we spend money. Financially it was good to make the journal available electronically.

Only 48 registered members in 2011. The bank account membership did not match. Made it difficult to balance the account for the Danish bank. The treasurer must know who the members are, when they paid.

Johan Borup (Denmark) will not be treasurer. Mokhele Modise (South Africa) will take over. Clarified with Johan that Mokhele was announced as the new treasurer at the general membership meeting in Norway. South Africa is a good place to make investments.

Cordis has \$42,000+ in the fund.

Motion: Johan Borup (Denmark) motioned that each convener receive \$4,000 for developing nations scholarship. Peggy Saunders (USA) seconded. Money goes to the conveners for distribution. Motion passed that beginning with this seminar the allotment is \$4000.

Johan Borup also suggested that a new Cordis board membership. Johan proposed new members. The list was in his report, but the people must be asked. Must have a leader who is appointed by the secretary-general. The leader cannot be the treasurer. Forrest asked Warren Halloway (Australia) or Janet Powney (Scotland) to attend. Karen Petersen (Denmark) asked if there is a policy for the members of the trust committee to attend seminars.

Non-profit status must be reestablished each year. George Churukian (USA) has done it for years but he needs to be replaced. Suggested that Jackie Willis (USA) be asked to do it. Peggy Saunders (USA) volunteered as well. Forrest suggested Ikechukwu Ukeje (USA). It was suggested that Forrest follow through with these appointments.

1:20 - broke for lunch

2:10 - reconvened

With Oupa Lebeloane's (South Africa) arrival, **vote on motion** to withdraw from Bahrain for 2012 was taken and passed.

7. Proposed budget for coming year. Johan Borup (Denmark) stated that he has a basic budget. Review the budget annually - **Cordis will remain with no membership fees going towards it this year.**

8. Membership issues - best way to maintain a membership list

What to do with inactive, emeritus, or other members?

Janet Powney (Scotland) further explained her viewpoint. Membership list available to members

How accurate is the current membership list?

How do we keep informed former/inactive members? How do we reach out?

Last year - Ray Wong (USA) received the list from the Norway conveners and those are the names were placed on active membership list.

To what extent do people have access to the full database ?

System for reminding people to pay their membership. Oupa Lebeloane (South Africa) suggested that we send a reminder email to those who did not attend that they need to renew their members. Ray Wong (USA) stated they have been sending reminders to all people on the list. Forrest has a letter to send to inactive members. We are interested in having them reengage in the Society.

Peggy suggested creating a membership director. No action taken.

9. JISTE report (see above article on JISTE, pg. 5, that covers essence of her report).

10. ISfTE website - to what extent do we use Ethan as the webmaster. He developed the website. His consultant fee was discussed last year. During this past year his role has been greatly reduced. There are some functions that he must do; it is at a minimum level. Last time he was paid was about 3 months ago; it was \$900. Do we cut it off? Where do we stand? Ray Wong (USA) has retired but he can continue at the discretion of the secretary-general. Ray said the very technical issues with the website are handled by Ethan.

Who could replace Ethan? Do we continue to engage Ethan? Do we ask for volunteer(s) or other resources? Do we phase Ethan out? Do we budget for Ethan? Janet Powney (Scotland) suggested we maintain a relationship with Ethan at a \$1000 annually. Oupa Lebeloane (South Africa) suggested that we try to find someone to do the website and disengage Ethan.

Forrest clarified - keep Ethan engaged this year but look for other individuals who can take over. Johan Borup (Denmark) asked the nature of the contract with Ethan? Forrest stated there is no contract but a payment of services.

Jacky Pow (Hong Kong) suggested that people from his university could maintain the site.

Motion: Call for a vote - to maintain relationship with Ethan (minimally) - one abstention

Jacky Pow (Hong Kong) will build it from scratch rather than take over from Ethan. Jacky's chair stated that if they could have that the website maintained by hkbu. That way it would be a service.

Jacky will develop a prototype that the Executive Board will consider.

It should be noted that a number of new delegates came to the Bhutan Seminar because of the ISfTE website.

Kinley Kinley has set up a Facebook site for ISfTE - **voted to support it as a board.**

10. Seminar update about Bhutan - 155 with 23 accompanying 107 papers. Groups have 9-10 papers. Discussion about school visits - up to the conveners.

11. Election procedure for Secretary-General - written report from Janet Powney (Scotland), Oupa Lebeloane (South Africa), and Sybil Wilson (Canada).

12. Hong Kong introduced their seminar. Brochures handed out.

Adjourned at 4:15 pm.

ISfTE Business Meeting (May 25, 2012)

- Forrest Crawford, Secretary-General, called the meeting to order.
- Janet Powney (Scotland) explained the election process for Secretary-General. Forrest Crawford was the only candidate nominated so he has been reelected for the 2013-2016 term.
- Forrest discussed some of his vision for the society. (See above Opening Statement, pg. 7).
- Karen Petersen (Denmark) reported on JISTE listing the new board members (names are cited in Karen's article on JISTE above, pg. 5), discussed the electronic version, and announced the call for 17.1 papers. The call is already up on the website.
- Johan Borup (Denmark) reported on the financial aspects of the society. Going to the electronic version of JISTE has saved a lot of money. We receive very little financial interest on our accounts and rely on the small membership fees to cover expenses. Affirmed that Mohkele Modise (South Africa) will be the new treasurer and the transition will happen this year. We should encourage new members and retaining old members even if they do not attend the seminar. The Cordis trust is to be used for developing nations scholarship. Investments helped the fund. We will now give \$4000 to the conveners to support Developing Nations scholars as decided by the board.
- Jacky Pow (Hong Kong) presented information on the 2013 Seminar in Hong Kong. Theme is: Teacher Education: Meeting the Needs of the New Generation. The Seminar will be conducted May 27-31, 2013. Showed a video of Hong Kong a city of 7 million. Briefly explained the cost and passed out the seminar flyer.
- Business meeting ended.

ISfTE Seminar 2013—Hong Kong



27-31 May 2013

See you there!