

Feature
Articles by IE
Principals &
Dr. Purkey
Pages 3 - 12,
16-18

2016 World
Conference
Schedule &
Keynote
Speakers
Pages 13-15

Deadlines
for Award,
Fellowships
& Trustee
Nominations
Pages 19-23

IAIE HK
Center &
US IAIE
Chapter
News
Pages 24-33

INVITATIONAL EDUCATION

FORUM

The official newsletter of the International Alliance for Invitational Education



Visit www.invitationaleducation.net/conferences.html for
all conference and registration information.
See pages 13-15 for Keynote Speakers and Schedule.

Dear IAIE Members,

I hope you are enjoying the beautiful weather and taking time to have a personally inviting summer! **Thanks to Vickie Linville for creating this expanded *Invitational Education Newsletter*, filled with lots of important information.**

We are delighted to feature two articles by inviting principals from Australia and New York, a special article and book review by founder William Purkey, a fascinating story about the Kentucky and Hong Kong teacher exchange and important details about nominating IAIE Trustee candidates, William Stafford Award candidates, and contributing to the Memorial Fellowship Award. The Welcoming Schools project is well underway and you'll find everything you need for nominating a welcoming school in your region. Finally, we've provided an update from the four IAIE Chapters, IAIE HK Center, and the Student Exchange Program. We hope you'll be inspired to share these great initiatives and programs with schools in your region.



I look forward to learning with and from you at the 34th Annual IAIE Conference on November 2 – 5, 2016 in Lexington Kentucky. Please visit our website at <http://www.invitationaleducation.net/conferences.html> for the latest conference session, registration, travel, and excursion opportunities. Register by September 1st and receive a \$20 coupon to the conference bookstore and free package of 10 IAIE note cards.

Plan to arrive early for school visits to the award-winning Jessamine County Schools on October 31st, November 1st, and 2nd, and attend a full day institute on Wednesday, November 2nd, designed to help you successfully lead your school through its inviting school journey using the new **12- Step Invitational Education Toolkit!** Our Jessamine County hosts are creating a schedule of over 40 breakout, keynote, and panel discussion sessions, along with fun excursions in beautiful Lexington. Please join us!!

This year's conference will recognize our 2016 Inviting School Award winners. The Trustees have just voted to have Inviting School Awards given **every year**, instead of every other year. So, for the fall of 2017, the Awards Committees will select Fidelity Award Schools as well as Inviting School Awards. More details and instructions will be emailed shortly.

2016 is an important year for Positive School Climate initiatives, especially in the US, where the new Federal ESSA legislation is allowing each State to choose its own "non-academic" indicator for school evaluations. Positive School Climate is one of the suggested indicators. We hope that you will help advocate for Positive School Climate initiatives like Invitational Education to be considered as a key indicator in your state.

As always, we appreciate all that you do to set such a high standard for positive climates and school success. We welcome your ideas, stories of success, questions, and needs. Please don't hesitate to contact us!!

With thanks for your involvement and support,

Joan Fretz
Executive Director
International Alliance for Invitational Education



Making systems theories work through an invitational framework

John S Young, Principal Clarkson Community High School

.....

The purpose of this paper is to share theories of practice that have guided reform at Clarkson Community High School in Western Australia.

Prof John Hattie's work in Visible Learning (2009) has been essential underpinning for transformational change at Clarkson Community High School.

Hattie's previous University of North Carolina colleague, Prof William Purkey, developed concepts of an Invitational Learning theory framework that are founded on democratic ethos, perceptual tradition, and self-concept theory.

Invitational Learning theory provides a simple and profound framework for how we communicate with each other and how we facilitate transformation at our school.

...a school's improvement is linked to the awareness and capacity of its leaders and teachers who are at the heart of a networked model of accountability and governance

It is our belief that implementing Invitational Learning theory throughout every facet of our school has provided us with the best framework for success in re-culturing, re-structuring and re-timing of Clarkson Community High School.

Executive Director of the International Alliance for Invitational Education, Joan Fretz explains in correspondence:

"Having a framework or foundation of Invitational Theory provides the perfect

environment for other theories or strategies to be successful. Without it, the leader, teacher, and student struggle and perhaps have more difficulty implementing the other practices."

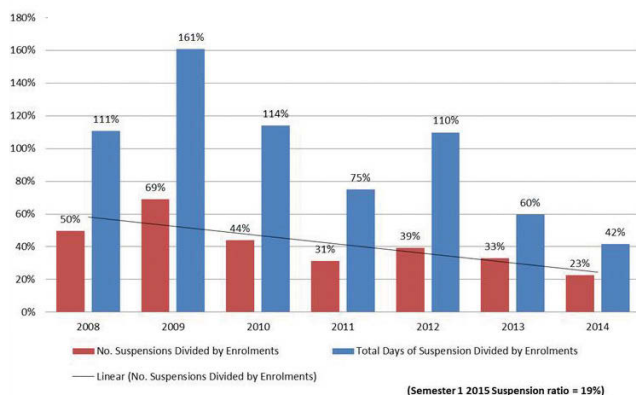
Fretz goes on to explain that an invitational teacher or leader is intentionally choosing words and actions that demonstrate that they believe students and colleagues are able, valuable, and responsible. Caring, optimistic, respectful, and trustworthy actions help others also see themselves as able, valuable, and responsible. It is a self-concept approach to transforming schools.

The nurturing and positive underpinning helps to ensure that change and improvement processes are more effective.

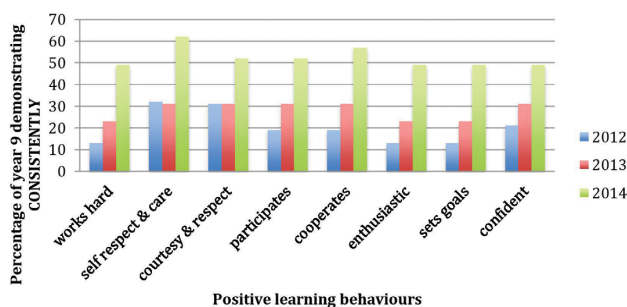
The positive self-concept inherent in Invitational Learning beneficially influences choices of actions by all participants and leads



Clarkson CHS Suspensions



Yearly comparison: attitude, behaviour and effort in mathematics



to intrinsically motivated learning and a desire to realise potential.

Simply, students and colleagues are inspired to learn from and work with invitational leaders and teachers because of what they think and what they do.

This core component of the theory is like no other in education.

"Invitational Leaders encourage a more welcoming environment for everyone; too often people can focus on the abstract concept of 'schools' but neglect the concrete 'child'. Schools don't cry, or feel demeaned, discouraged or ridiculed." William W Purkey

Prof Hattie's theory is that teachers and school leaders who refine critical ways of thinking or develop particular mind frames have a greater impact on student learning, and at Clarkson Community High School we foster this approach in teacher professional development and teacher planning.

We believe that building capacity through professional development is essential in leveraging improvement and teacher awareness throughout the school: a school's improvement is linked to the awareness and capacity of its leaders and teachers who are at the heart of a networked model of accountability and governance.

Visible Learning and Invitational Learning align clearly with the Australian Council for Educational Research framework for the National

School Improvement Tool, and the Australian Institute for Teaching and School Leadership Professional Standards for teachers and school leaders and assists teachers to meet the Standards and maximise learning outcomes.

We have also used Invitational Learning theory to develop teacher awareness of Prof Geoff Masters' examination of factors that mediate school compositional effects, minimise student residualisation, maximise access to quality teachers and leaders, and promote effective school improvement practices.

The emphasis we place on Invitational Learning theory in development of teacher professional learning plans has provided coherence in implementing change across the school. John Hattie said in correspondence December 2015:

"The fundamental message of the Visible Learning research is 'know thy impact'. A relentless pursuit of understanding what impact means, determining the magnitude of the impact, and ensuring equity for all students to achieve this impact is the essence. This pursuit is optimised when school leaders invite all in the school to share their conceptions of impact, challenge, and progression."

Cultural transformation can be attained by investing in smarter people



Invitational Learning theory helps us to place each individual child and every child in every classroom firmly at the centre and focus of our instructional core

doing things in smarter ways to deal with significant and persistent problems.

It is our view at Clarkson Community High School that Invitational Learning theory is at the intellectual centre of contemporary educational thought and has provided us with a very effective framework to improve how we act as a team, in order to intentionally influence the development of positive self-concepts which lead to positive choices of behavior and a drive to persevere and develop interests and strengths.

Invitational Learning theory helps us to place each individual child and every child in every classroom firmly at the centre and focus of our instructional core. Our focus is to create a welcoming environment where:

- People are able, valuable, and responsible, and should be treated accordingly
- Helping is a cooperative, collaborative

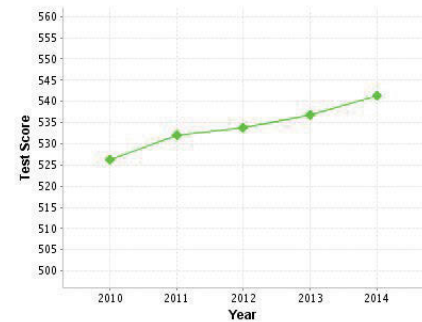
alliance in which process is as important as product

- People possess relatively untapped potential that we can foster and develop
- Human potential can best be realised by places, policies, programs, and processes that are intentionally designed to invite development, and by people who consistently seek to realize this potential in themselves and others, personally and professionally.

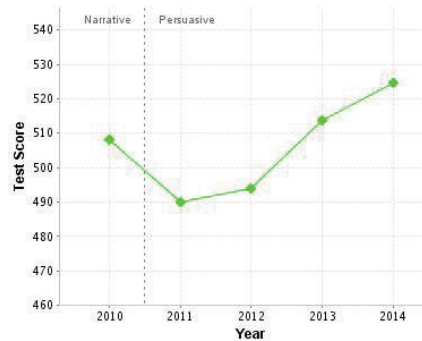
School leaders at Clarkson Community High School are responsible for transformational change management and deliver Invitational Leadership to drive whole-school improvement strategies, so that leaders share the balcony view (Heifetz & Linsky 2002 p51) and no longer merely count the dance steps.

ET

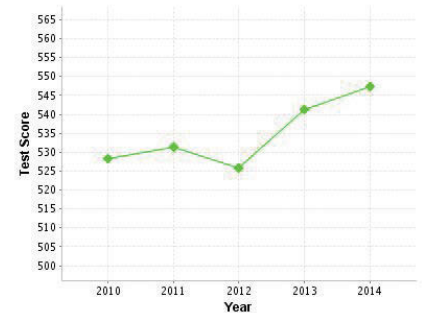
Year 9 Reading Average Test Score



Year 9 Writing Average Test Score



Year 9 Numeracy Average Test Score



Creating a Culture of Peace in Middle School... from the Inside Out

by Johane Ligondé

2016 Inviting School Principal, John W. Dodd Middle School, Freeport, NY

It's a typical morning at John W. Dodd Middle School, and Sarah and her friends are late—again. Even though a shortcut exists, they take the long way, picking their way through main streets and treacherous traffic in order to avoid bullies who've previously teased them on their way to school.

Andrew, distraught because his girlfriend's parents have forbidden his girlfriend from communicating with him, has slashed his wrists, his arms, his thighs.

Joy, a seventh grade student, no longer wants to live. She has swallowed 20 pills from the medicine cabinet before coming to school.

When these students arrive, they join their 1,111 peers who pile into the building. Like New York City subway riders during the early morning rush, their bodies collide. There are stresses and occasional disputes.

These students' stories may be extreme, but stress among students is hardly uncommon. Every morning unfolds in an environment of rigorous common core standards, high stakes testing, and academic rigor: the Pythagorean theorem in math class, questioning texts and searching for textual evidence in English, analyzing the reproductive system in science. There is no time to settle in, settle down, or relax.

District and building leadership recognized these impediments to learning. Superintendent Dr. Kishore Kuncham's vision for the district is to educate the whole child by meetings students' academic and social emotional learning needs. He has been determined to help students manage the pressures of their personal lives and academic demands through stress management techniques. He encouraged district principals to adopt these practices and even secured a grant which that funded professional development for our staff at Dodd Middle School.

Why Breathe?

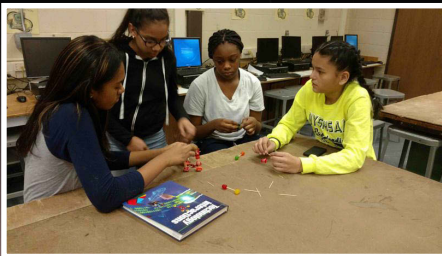
One of our goals was to help students start their day from a calm and peaceful space. Every morning after the arrival rush ends, Youth Empowerment Seminar (Yes!) teacher, Mr. Juan Mosquera, guides students and staff in a relaxation process during announcements over the loud speaker. Everyone settles into stillness with his soothing voice.

"How are you feeling today? Are you in the red zone and angry? Are you in the yellow zone, over- excited and stimulated? Are you in the blue zone and down, or are you feeling centered and calm in the green zone" he says. "Wherever you are in this moment, see if you can use the breath to come back to the green zone, where we feel and can focus the best."

After leading students through a series of targeted breathing and relaxation processes, he continues: "Today, please set an intention for yourself and be the best version of those intentions."

The morning breathing exercises are one component of a bio/social-emotional learning approach to managing emotions and behaviors. This approach taps into students' physiological abilities to self-regulate through the use of their breath. Consciously breathing in different patterns engages the parasympathetic nervous system to counter the automatic fight or flight response. This mind-body science is coupled with various teaching points that help students manage their stress, develop greater wellbeing, and achieve higher academic success.

Through our practice of eight minutes of daily breathing, we are able to bring awareness to a beating heart and our very own existence beyond the intellect. We tap into the natural mechanism of human biology to control our impulses without much effort. These moments of stillness remind us of who we truly are and who we hope to be. It allows everyone in our school community to feel present, valued, and loved.



WE ARE...

We are **OPTIMISTIC**

We **CARE** for each other

We **BELIEVE** in the **BEST** of ourselves

We are **TRUSTWORTHY**

We **BELIEVE** the **BEST** of others and **RESPECT** everyone

We are **KIND**, we **WORK HARD**, and we **DREAM BIG INTENTIONALLY**

WE ARE DODD - WE ARE PROUD!



The social-emotional practices at Dodd support Invitational Education, a theory of practice are based on an educational theory called, *Invitational Education*, which helps to create “a total school environment that intentionally summons people in schools to realize their relatively boundless potential (so that) schooling becomes a more exciting, satisfying and enriching experience for everyone involved.” Purkey (1991). As a self-concept approach to school improvement, Invitational Theory provided the Dodd staff with a framework for intentionally choosing words and actions that communicate our belief that everyone is “able, valuable, and responsible, and should be treated accordingly.” Our inviting messages are helping students, staff, and parents to develop positive self-concepts, and this in turn, leads to positive choices of behavior.

Coping with Stress

On the morning Joy considered suicide, she came to school not knowing what would happen to her. After the morning breathing, she told a trusted Yes! teacher, Ms. Lauren Grieco, affectionately known as Ms. G, what she had done. She immediately received medical attention by the school nurse and emergency medical technician, who escorted her to the hospital. There she spent two weeks addressing the emotional turmoil that had caused her to want to end her life.

Ms. Grieco is one of the Yes! teachers who leads a 5-week intensive, social-emotional learning curriculum in a health class in which all 7th grade students learn safe ways to cope with stress. Through experiential and interactive processes, students become empowered to take responsibility and ownership over their own emotions and actions. For example, instead of learning standard $y=mx+b$ equations, students learn that awareness = energy = breath, unlocking a powerful tool for focus and success. They practice being “button proof”, or retaining their power, rather than being receptacles for other people's taunts.

These points, along with fun games and targeted breathing techniques, create a safe space of connection and learning for students. They also develop the ability to let go of inhibitions and stress. By experiencing a state of inner calmness, outer freedom, and clarity, students like Joy come out of the classroom empowered to address their emotions and challenges purposefully with gratifying results.

The morning breathing and the Yes! Program have transformed our school environment in many positive ways.

Mr. James Hauser, one of our science teachers says, “The building is calmer. I don't see as much verbal aggression as I used to.”

Assistant principals, Mrs. Paulette Acquavito and Ms. Danielle Ballard, both agree Yes! has given both staff and students a common language by which to better communicate. In addition, students have begun to implement the strategies taught, such as using the victory breath when they find themselves in difficult situations.

Additionally, we have strengthened our mental health support program for students like Joy, Andrew, and Sarah. We now have two full time psychologists, four guidance counselors, one school social worker, and one behaviorist. This year, Dodd Middle School partnered with South Shore Child Guidance Center to acquire a NY state funded grant that will enable us to provide therapeutic, behavioral health services in our school.

Overcoming Resistance

When we first attempted to engage students in the targeted breathing practices, some asked “Why are we doing this? We already know how to breathe,” they said.

We responded to their query by inviting students to join a Yes! committee, which students dubbed, *Students Who Aspire for Greatness, (SWAG)*. This committee helped create and administer building-wide surveys that would garner information to inform our decisions as we made these instructional and cultural shifts in the building. The administrative team, faculty, and Yes! staff worked with SWAG to continuously reflect, evaluate and refine the implementation process of these new practices.

YES! OPTIONS FOR PEACE



Amelia Pacheco- I came from a different district. In my old school we didn't have the YES! Program. Teachers didn't care if we were bullied by other people. I had to be really tough. When I came to Dodd, that front that I put up was able to be taken down. I was able to be myself. The bunny breath helped me to let go of those negative feelings and also show others how to calm down too. Now I just go with the flow, and it feels exhilarating!



Richard Abreu Rodriguez- Before I did the breathing I was stubborn and selfish. The YES! Program has made me a better person. Now, with the breathing, all the negativity is locked away and the good conscience is what is released.

Latrel Thompson- I was always tired in school. But since the breathing I've been more awake and doing better in my classes. The YES! Program has also taught me to stay calm and not get upset if people say mean things to me. When I am button proof I feel like I'm the bigger person.



Veronica Estevez- I have always been hyper. I was asked to “calm down” by teachers numerous times. Since the YES! Program, I've been calmer. I actually went up in my grades a lot. I think since I've calmed down, my behavior is better.



Students were also invited to participate as researchers. By measuring the physiological changes in students' heart rates before and after the breathing practice, the student researchers could use first-hand experience and data to make an informed decision about the efficacy of the breathing practices themselves.

Students were intrigued and signed on for the challenge.

Students Lead Research Efforts

At the end of the 2014-15 school year, 89% of students surveyed expressed feeling significantly calmer, more relaxed, and better able to manage their emotions.

At the October 2015 New York State School Board Association Convention and Education Expo, our students presented their research on the implementation of the Yes! program. In this continuing research study, students now aim to correlate the Trait Emotional Intelligence Questionnaire results with the physical changes in the heart rate, breathing and body temperature measured before, during, and after daily YES exercises. The Pulee Oximeter is used for all classes while the temperature and breathing measurements are taken on an individual basis.

Initial results from the physiological aspects of their study show that students who participate in the morning breathing have lower heart rates than those who do not. Beyond the physiological, we have also tabulated results to measure the impact of these practices on student achievement and disciplinary behaviors. For example, over the 2014-2015 school year, students who participated in Yes! had statistically significantly higher average GPAs in math, social studies, and ELA. What's more, over the course of the two years that the Yes! program has been active at our school, we have seen a 64% decrease in behavioral infractions.

While the initial data gathered seems positive, the most powerful qualitative data comes directly from students and staff themselves.

Joy, now in 8th grade, says things are so much better now than before because of the breathing and social emotional processes she learned in the Yes! curriculum in Health I. "I'm a different person. I have peace of mind and can remain focused," she says. "People around me say I have changed, and I have."

The implementation of these social emotional learning and physiological processes has given every member of the school community a practical, simple set of techniques to use to manage stress and become more peaceful. It offers an alternative to the unhealthy, automatic response system that takes control, and our own breath becomes the remote control to our emotions. Once this awareness is discovered, positive shifts begin to naturally happen in our lives.

One of our school secretaries, Lori Hagemann, describes her observations: “I have seen a definite shift in the energy in the building since the daily breathing practices have been set in place, from an overall high energy and sometimes frenetic setting to a general calm and balanced setting.”

“There is so much stress in the world today; this should be a mandatory practice for all students, who could then continue their breathing practices into adulthood,” she says.

“I used to be so stressed,” says Sherill Spruill, a Dodd chorus teacher. “When I started breathing, it gave me a peace in my mind. It cleared my head. As I kept doing it, it became part of my personality. So, the way I responded to people changed. I realized that it doesn’t have too much to do with them; it has a lot to do with me.”

Maha Ghosananda, a Nobel Peace Prize Nominee, once stated, “Great Compassion makes a peaceful heart. A peaceful heart makes a peaceful person. A peaceful person makes a peaceful family. A peaceful family makes a peaceful community. A peaceful community makes a peaceful nation. A peaceful nation makes a peaceful world.”

This represents a paradigm shift in our thinking when we consider how to cultivate a culture of peace in our schools. Peace is often discussed as a separate entity that occupies our schools rather than a vital characteristic of its occupants. Peace is not an external state of affairs but the internal condition of each student, teacher, administrator and parent. This awareness cultivates peace in the self with the potential of creating a culture of peace in our families, schools, communities, nation, and world.

My greatest reward as a principal has been watching my own transformation as well as the transformation of countless students, staff and even parents through the use of targeted breathing practices. Students have shared the strategies they have learned with their parents, siblings, and other family members. Parents have expressed the positive changes they have seen in their children and in themselves after using stress management techniques learned from the workshops offered during PTA meetings.

Engaging in this daily practice has enabled me to maintain perspective and balance throughout the day. I know as I juggle various tasks and tackle the inevitable, unpredictable nature of leading a middle school, I always have the use of this personal and practical tool to bring me back to center. Staff has become more aware of the impact of decisions on others and has grown more compassionate toward students and colleagues alike. Decisions are made from a place of peace, clarity, and intentionality. The breath is the direct pathway to our internal peace. When we are peaceful, everyone we encounter feels that peace. I have seen first-hand the power of this breathing practice in myself, my students, and in my staff and I know it can bring peace, joy, and creativity to America’s students!

**To maintain their privacy, student names have been changed.*

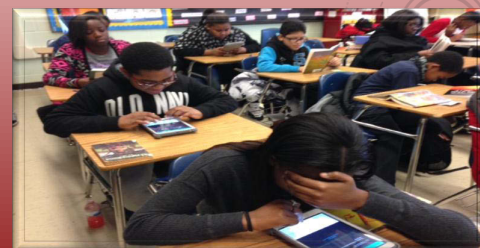
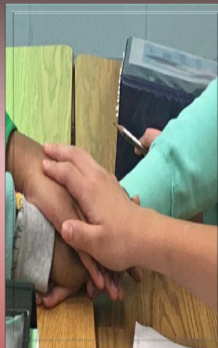
About the Author

Johane Ligondé currently serves as the principal of the J. W. Dodd Middle School in Freeport, New York, a large suburban district with a diverse population. Johane received a B.A. in English from the State University of New York at Albany, an M.A.T. in English Education from Union College, and an Ed.M. in Educational Leadership from the Summer Principals Academy, Teachers College, Columbia University. Johane has worked as an English and literacy teacher in grades 6 through 12, a teacher coach and mentor, Curriculum Director of ELA, Reading, and Social Studies, and as an elementary and middle school principal. Johane has conducted training workshops for administrators and teachers on long term planning, data analysis, social emotional learning, and organizational sustainability. She has presented to members of Congress on practical life skills and tools to effectively combat trauma and stress suffered by students. Johane believes in creating joyful schools that nurture the heart as well as the brain. Teaching students the mechanism to manage their social emotional well-being is the gateway to academic excellence and life success.

*Attend Principal Ligonde's session at the
IAIE World Conference in Kentucky!*

JOHN W. DODD MIDDLE SCHOOL

BE KIND. WORK HARD. DREAM BIG





INTERNATIONAL ALLIANCE FOR INVITATIONAL EDUCATION 34th Annual World Conference

Register
Today!

The Triple Crown of School Success: Invitational Learning, Leading, and Living

November 2-5, 2016 Lexington, Kentucky



Rising above ever increasing demands and challenges, schools and other organizations are discovering an optimistic approach to achieving balance and success in learning, leading, and living.

The **34th Annual IAIE World Conference** brings us to beautiful Lexington, Kentucky, where educators and allied professionals from around the world will share strategies for creating an intentionally positive climate - one in which all students and staff will realize their full potential.

About Invitational Education

At the core of this unique event is Invitational Education - a theory of practice that helps us understand how the people and experiences in our lives message us that we are able, valuable, and responsible, or that we are not. Every message we receive influences what we believe to be true about ourselves, and contributes to a positive or negative self-concept, which in turn, influences the behaviors that we choose.

Invitational Education helps schools and organizations to become more intentionally optimistic, respectful, trustworthy and caring in the messages they send to all stakeholders. People begin to see themselves as able, valuable, and responsible, take charge of their own development, and choose beneficial actions.

An inviting school uses the concepts of Invitational Education to become more artful in how it communicates through the **5 Powerful Ps**: its people, places, policies, programs, and processes. The results are increased academic success, attendance, effort, collaboration, positive behaviors and morale.

All people are motivated to become all that they can be. Inviting schools insure that they have the opportunity to do so.

Please join us for the World Conference, November 2 - 5, 2016!

Joan R. Fretz, Executive Director



Conference Highlights:

- Techniques for increasing **preK-16** student and staff engagement, effort, and success
- Steps to becoming an award-winning Inviting School
- Networking with Inviting Schools from around the world
- Global learning and student group exchange program opportunities
- Over 40 keynote and breakout sessions
- A pre-conference Leadership Institute - ***Coaching School Change with the Invitational Education Toolkit***
- Visits to the award-winning Jessamine County Inviting Schools
- Excursions to local Lexington attractions
- Graduate and Continuing Education Credits available



Sponsors: Touro University California College of Education and Health Sciences
Muskingum University
Jessamine County Schools



For conference information and registration visit: <http://www.invitationaleducation.net/conferences.html>

Conference Schedule, Keynotes, and More...



The IAIE World Conference begins with a full day Leadership Institute featuring the new Invitational Education Toolkit on Wednesday, November 2nd. The Main Conference runs from Thursday, November 2nd through Saturday morning, November 5th. Full Conference or One Day registrations are available. Plan to come early to enjoy visits to Jessamine County's Award-Winning Inviting Schools. These unique school visits take place on Oct. 31st, Nov. 1st and 2nd. The Nov. 2nd school visit is followed by an afternoon at the famous Kentucky Horse Park and Keeneland Racetrack. Other options include a dinner tour on Friday night to Shaker Village and a Saturday afternoon tour of a thoroughbred horse farm and bourbon distillery.

All Conference events take place at the Hilton Downtown Lexington Hotel. Discount room rates are available through Sept. 30th. Visit <http://www.invitationaleducation.net/conferences.html> for more details.

Pre-Conference IE Leadership Institute

Wednesday, Nov. 2nd, 8:00 am – 3:00 pm

Coaching School Change with the Invitational Education Toolkit

Presented by Toolkit Authors: Allyson Schoenlein, Joan Fretz, Richard Benjamin, Barbara Hansen, and Sally Butzin

Invitational Education training is now easy to plan and present. Join us to learn how to facilitate staff development at your school with the new 12-step ***Invitational Education Toolkit***. Participants will observe model lessons, examine the *Toolkit* resources and discover training methods that are intentionally inviting. The *Toolkit* adapts to the needs of any school, whether staff are new to Invitational Education or seeking advanced growth and transformation. Each step includes a powerpoint presentation with detailed facilitator notes, insightful videos, and all handouts for participants. As a special bonus, each participant receives a coupon worth 20% of the purchase of a Toolkit license.

Main Conference

Thursday, Nov. 3rd – Saturday, Nov. 5th

November 3rd: 8:00am – 5:30pm

The program includes greetings by Dr. William Purkey, keynote presentations by Dr. Tim Crook and Dr. Peter Wong, a tribute to Dr. Purkey by Kate Asbill, a choice of 18 workshops in 3 breakout sessions, Inviting School Awards, and a Conference Reception for all participants.

Invitational Education in Building Bridges vs. Building Walls



Dr. Tim Crook is an associate professor in the School of Education at Asbury University. He has over 27 years of experience in public schools, serving as a teacher, instructional supervisor and elementary principal. At Asbury University, Dr. Crook is the chair of the Department of Instructional Leadership. He teaches classes in the traditional undergraduate program, the Adult Professional Studies Elementary Education program, and the graduate program. Dr. Crook believes in establishing and maintaining school climates that are nurturing, inviting, and motivating to all stakeholders within a school.



Conference Schedule, Keynotes, and More...



Friday, Nov. 4th: 8:00 am – 4:30 pm

The program includes greetings by Dr. Betty Siegel, keynote presentations by Scott Harvey and Dr. Peter Wong, a tribute to Dr. Siegel by Dan Shaw, a choice of 12 workshops in 2 breakout sessions, Inviting School Awards, and an optional dinner and entertainment excursion to the Shaker Village.

I am Someone



Scott Harvey has been teaching and speaking for over 10 years. His presentations center around personal responsibility. Using his logo *IamSomeone*, he stresses the fact that the 'someone' you have been waiting on to do something, just might be you! He invites his audience to quit waiting on someone else and begin to realize that *IamSomeone*...and so are you! Scott Harvey is a 17-year veteran of the Nicholasville Police Department. He uses his experiences in law enforcement and teaching the D.A.R.E. program to move his audience to action. Everyone leaves challenged, moved, and motivated.

How to Live an Inviting Life

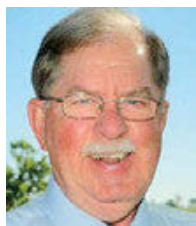


Dr. Wong Kai Hung Peter is the Chief Curriculum Development Officer of the Education Bureau in Hong Kong. After establishing the IAIE HK Center in 2004, Dr. Wong has continued to be the driving force in providing training in Invitational Education for more than 300 schools and thousands of parents in HK, Mainland China, and other Asian countries. Thanks to his efforts, IE has become a major guiding theory of practice for school improvement. Dr. Wong will address the ever-growing stress in our professional lives. Using the IE "Four Corner Press," he will help us to achieve balance while being inviting to both ourselves and others, personally and professionally.

Saturday, Nov. 5th: 8:00 am – 11:15 am (Thoroughbred Horse Farm and Distillery Excursion 11:45 am – 4:45 pm)

The program includes a keynote presentation by Gene Childress, followed by a panel discussion with IAIE's long marching leaders and a second panel discussion with Inviting School administrators. Here's your opportunity to ask your questions to our founding members and "in the trenches" school leaders about Invitational Learning, Leading, and Living. An optional tour of a real thoroughbred horse farm and bourbon distillery follows the conference closing for a memorable afternoon.

The Invitational Trifecta: How we transcend from Invitational Learning to Leading to Living and become a Champion



Gene Childress is the President of Childress & Associates, a human resource consulting firm, serving clients as Toyota, United Distillers, and Chrysler/BMW/Tritec. Gene is a celebrated speaker with over 35 years of experience who created the Governmental Services Center at Kentucky State University, which develops and trains State employees. He serves as a Senior Associate with the Center for Quality People and Organizations.



An Invitational View of Human Motivation

William Watson Purkey

January, 2016

This paper identifies three apparent misconceptions about human motivation and explains how Invitational Education provides a better understanding of human behavior.

The first misconception is that some people are unmotivated.

This misconception is probably caused by the belief that because people don't do what we want or wish them to do, they are unmotivated. The opposite is true. Every human being is motivated 100 percent of the time when engaged in any activity. This motivation is a personal, internal force that every person has at all times and places. People may do things that make little or no sense to us but this does not mean that they are unmotivated. If they really were unmotivated, they would not be doing anything. They would be dead.



By accepting the assumption that every person is always motivated, the Invitational Educator is freed from trying to be some sort of god, reaching down to motivate other people. Rather, he or she is free to focus on influencing the direction this motivation will take. By analogy, the automobile is ready and the engine is running. Invitational Education focuses on preparing the road and providing roadmaps.

The second misconception is that we can motivate other people.

If we define motivation as an intrinsic and basic drive toward self-fulfillment, it is impossible to motivate another human being. We can trick, threaten, reinforce, shape, punish, reward, bribe, seduce, or invite other people, but none of these can be called intrinsic motivation. Of these efforts, the only one that is in keeping with Invitational Education is to summon people cordially to realize their potential.

Invitational Education takes the position that we cannot and should not attempt to motivate other human beings. Respect for the integrity and freedom of the other person is paramount. Rather than taking a "do to" approach, Invitational Education advocates a "do with" process intentionally based on trust, respect, optimism, and care. This environment consists of people, places, policies, programs, and processes that are designed to intentionally invite people to see themselves as able, valuable, responsible and to behave accordingly.

The third misconception is that we act “without thinking.”

Behavior is lawful. It is never capricious. Our thoughts may be at a low level of awareness (the feeling of a belt around the waist), or a very high level (a sudden scary noise at night.) There is always some level of awareness and purpose in our behavior. Although we may live to regret some or many of our actions, we never act without purpose. This purpose is to maintain, protect, and enhance the personal perception of self. No matter how counter-productive or self-destructive a person's behavior might appear from an external viewpoint, from the person's viewpoint, at that moment of action, it is perceived as the best and safest available behavior to maintain, protect, and enhance the self.

Invitational Educators who accept the premise that people always act with purpose will seek to “read behavior backwards.” How does the world appear from the other person's personal awareness? Since all behavior is a product of perceptions, to understand the behavior of others requires that we work backward to understand their perceptions. If we observe behavior carefully, it should be possible to understand the feelings, attitudes, purposes, and perceptions of other people.

By avoiding these three misconceptions, the Invitational Educator is in a far better position to understand human motivation and to use this understanding to become a beneficial presence in the lives of fellow human beings.

*Rather than working endlessly to “build,” “enhance,”
“shape,” “reward,” “modify,” “empower,” “turn on,”
“reinforce,” or “motivate” people,
those who apply Invitational Education
look for ways to successfully summon people
to see themselves as
able, valuable, and responsible
and then to behave accordingly.*

*Purkey & Novak,
Fundamentals of Invitational Education, 2nd Ed., 2016*

Reducing Student Stress Shows Positive Results

A research article abstract by: William W. Purkey, submitted by Sarah (Sally) Butzin

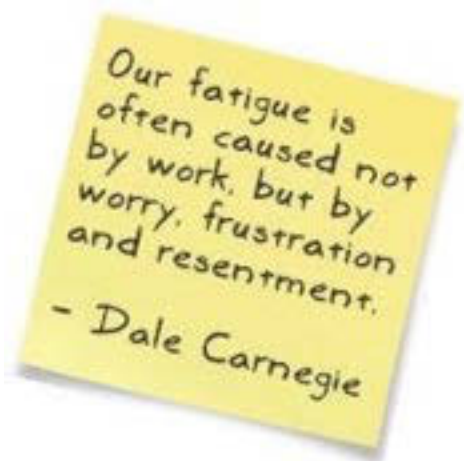


A recent New York Times article (January 3, 2016) raised the question: Is school making our children ill? According to research by Stuart Slavin, a pediatrician and professor at the St. Louis University School of Medicine, the answer is a definite yes. The pressures of school harm students' mental health as well as their prospects for future personal and academic success.

Dr. Slavin and colleagues conducted a research study of over 2,000 high school students at Irvington High School in Fremont, California using two standard measures of mental health: the Center for

Epidemiological Studies Depression Scale and the State Trait Anxiety Inventory. The results were stunning.

Over 50 percent of the students showed moderate to severe symptoms of depression. More alarming, 80 percent suffered moderate to severe symptoms of anxiety. Dr. Slavin believes that what he saw at Irvington is a microcosm of a nationwide epidemic of school-related stress. The bottom line is that schools are not healthy places to be.



Among the sources of student stress were constant pressure of standardized tests, overwhelming homework, high-stakes testing, and a continuing mountain of rote material. The stress is multiplied by a lack of social support.



***Final Call for Nominations: William Stafford
Leadership Award
Deadline July 15th, 2016***



Dear Friends,

I would like to invite you to make nominations for the William Stafford Leadership Award to be presented at the 2016 IAIE World Conference in Lexington, Kentucky. Please submit your nomination on or before July 15, 2016.

The International Alliance for Invitational Education established the William Stafford Leadership Award in October 2003 to recognize exceptional servant leadership within the Alliance. It is the highest award presented by the organization. The award is named to honor the late Dr. William Stafford, former Professor of Counselor Education at Lehigh University, a founding member of the Alliance. The Alliance bestows the Award every other year at the IAIE annual meeting.

Nominees for the William Stafford Leadership Award should have a minimum of three years of distinguished service and leadership to the International Alliance for Invitational Education. Distinguished service and leadership may be illustrated in one or more of the following ways:

1. **Outstanding performance over time in key Alliance leadership roles and responsibilities. These could include membership and leadership on committees, editorial boards, Board of Trustees, Advisory Council, IAIE Coordinators and other IAIE activities.**
2. **Significant contributions to the development of invitational theory and practice in published works, conference presentations, and other forms.**
3. **Authorship of articles, books, media, and other publications that enrich and extend understanding of invitational theory and practice.**
4. **Other contributions to the Alliance not specifically mentioned above that clearly reflect the spirit and nature of Invitational Education®.**

Recipients of the Stafford Leadership Award may be found on the IAIE Website:

http://www.invitationaleducation.net/williamstafford_leadership_award.html

To nominate, please email to **clio.chan@creativeprisch.edu.hk** or send a letter to Creative Primary School, 2A Oxford Road, Kowloon Tong, Kowloon, Hong Kong, China. Attn: Clio Chan, with highlights on the nominee's service and leadership to the alliance. The due date for nominations is July 15, 2016.

We look forward to your support and your nominations.

**Clio Chan
(Chair, William Stafford Leadership Award Committee 2016)**

Nominations for IAIE Board of Trustees

Submit your nomination by July 31, 2016 to:

Dr. Robert Lockwood, Advisory Council Chair

rlockwood@kaplan.edu

One of the most important responsibilities of an IAIE Member is to participate in the nomination and election of the IAIE Board of Trustees. This year, the General IAIE Membership will not only *nominate* candidates for Trustee positions – they will also *cast a vote* for a Trustees in a General Election. This is a new procedure, approved by the IAIE Trustees in May. Previously, the membership made nominations and the Advisory Council voted.

In accordance with our new procedure, all members in good standing are invited to submit member's names and credentials as candidates for open seats on the Board. Candidates must also be members in good standing. Please contact the person you wish to nominate to confirm that they will accept the nomination.

The IAIE Board of Trustees has 11 members, including two permanent members. Betty Siegel and William Purkey are permanent members. Three Trustees are completing their term this year: Dr. Richard Benjamin and Dr. Peter Wong are completing their second term and will not be eligible to run for a Trustee seat for one year. Dr. John Novak is finishing his first term, and is eligible to run in this election for a second term. We are indebted to them for their wisdom, guidance and service to IAIE.

The primary responsibility of the Board of Trustees is the governance of IAIE. Trustees may serve two consecutive two-year terms. They correspond frequently by email, participate in IAIE Committees and initiatives, and attend a minimum of 3 phone conference meetings and one in-person meeting (at the World Conference) each year.

How to Nominate:

Please send a brief statement (100 words or less) describing your nominee's service to the Alliance and why you believe your nominee would contribute well as an IAIE Trustee. Self-nominations are permitted and encouraged. Please be sure to contact your nominee to confirm that they will accept the nomination.

Email your nomination by August 19th, 2016 to:

Dr. Robert Lockwood, Advisory Council Chair at <mailto:rlockwood@kaplan.edu>.

The Advisory Council will verify submissions and create a list of candidates. The General Membership will then be invited to cast a ballot for one candidate in an online vote. This year, we will have three seats open. The three candidates with the most votes will be elected and begin their two-year term in January, 2017. Newly elected Trustees will be invited to attend Board of Trustees meetings at the November World Conference as non-voting members.

For questions about the Trustee election, contact Dr. Robert Lockwood at: rlockwood@kaplan.edu.

2016 Memorial Fellowship Award

Apply or Donate Today!

Each year, IAIE honors the passing of members who have contributed greatly to the Alliance through the **Memorial Fellowship Award**. This year's awards will provide a free full conference registration for educators to attend the IAIE World Conference in Lexington, Kentucky: November 2 - 5, 2016. The number of awards is dependent upon fellowship donations received.

Fellowships may be awarded to a **non-member** classroom teacher, counselor, administrator, or student (including undergraduate, master's candidate, specialist, or doctoral level). Priority is given to classroom teachers early in their careers. A one-year membership in IAIE will also be awarded to recipients, following the submission of a written reflection of the conference experience.

How to Apply

Non-member classroom teachers, administrators, or students (including undergraduate, master's candidate, specialist, or doctoral level) are invited to apply for the Fellowship Award by completing the...

2016 Memorial Fellowship Application Form



The 2016 IAIE Memorial Fellowship Awards will honor the contributions of Dr. Clayton Arceneaux, a long-time member of the Alliance, who passed away on September 13, 2015. Until illness slowed him down, Dr. Arceneaux served as the IAIE State Coordinator for Louisiana and introduced Invitational Education strategies to his teacher education students at the University of Louisiana - Lafayette. He took great pride in bringing his students to IAIE conferences to co-present sessions. Dr. Arceneaux made significant contributions to Invitational Education with his work on the sources of trust. He began his teaching career at Paul Breaux High School. In 1965 he continued his education and graduated from Southern University in 1967 with his master's degree in Guidance and Counseling. He accepted a position at the University of Southwestern Louisiana in 1972 as an instructor. In 1975, he earned his Doctorate of Education from the University of Missouri-Columbia. During his tenure at the University of Southwestern Louisiana he was named Distinguished Professor in the Educational Foundations of Leadership Department in 1981, served as the Department Head for the Department of Educational Foundations and Leadership and Coordinator of Guidance and Counseling. After his retirement from the University of Southwestern Louisiana in 1999 he continued to work as an adjunct professor at his alma mater, Southern University and the University of Louisiana-Lafayette.

DONATE TODAY to the IAIE Memorial Fellowship Fund

Donations of any amount will be greatly appreciated.

SEND YOUR DONATION (Payable to IAIE Fellowship Fund) to:

IAIE, PO Box 20732 Huntington Station, NY 11746

If you prefer to make your donation by credit card, please email joan.fretz@invitationaleducation.net and indicate the amount of your contribution. IAIE will then send you a "Request for Payment" for the amount designated. Or call..

International Alliance for Invitational Education Office: 631-266-2720

Welcoming Schools Initiative

**International Alliance for
Invitational Education**



Do you know of a school that is welcoming to students, parents, and those who work there?

Does it practice Invitational Education without even knowing about the 5 Ps?

That school may be a Welcoming School, well on its way to becoming an Inviting School— with your nomination and coaching!

The purpose of the Welcoming Schools Initiative is to recognize those schools that are primary Candidates for membership in IAIE. The process is simple. A member in good standing of IAIE meets with the principal or other head of the institution, completes an application, and writes a short letter of support. Upon receipt of the application and letter, the chair of the Welcoming Schools committee sends the welcome package to the institution. The package includes the following:

- *Letter of congratulations
- *Certificate suitable for framing
- *Copy of *Fundamentals of Invitational Education*
- *Press release for local media
- *Instructions for submitting a photo and information for the IAIE website

Over the next two years, the institution receives a series of at least 12 “blue cards” by e-mail. Nominators are copied on all e-mails. Communications include the following:

- *Explanation of the Blue Card/Orange Card metaphor
- *YouTube interview with IAIE founders William Purkey and Betty Siegel
- *Article “Introduction to Invitational Theory” by William Purkey and John Novak
- *Invitation to the annual world conference
- *Book study of *Fundamentals of Invitational Education*
- *Professional development activity
- *Invitation to “Like” Facebook page
- *Video of “Love to the Philippines” by Clio Chan
- *Invitation to explore the new website
- *Information on becoming an Inviting School

There is also a “Welcoming Organization” option for those organizations, including colleges, universities, and businesses, that meet the criteria. Communications with these organizations are tailored to their specific situations.

For further information, please contact Dr. Vicki Wilson, chair of the Welcoming Schools committee, vwilson003@cinci.rr.com, 937-527-1131.

International Alliance for Invitational Education
Welcoming School Recognition
Nomination Form

To nominate a school for the Welcoming School recognition, please complete this form & email to:

Dr. Vicki Wilson, Welcoming Schools Chair

Vwilson003@cinci.rr.com OR mail to Vicki at: 127 Ogden Rd., Wilmington, OH 45177

Please discuss your nomination with the school's principal and
ask for assistance in completing the form.

Name of
School _____

Address _____

Principal's Name

Principal's Email _____ Phone _____

Grade
Levels _____

Number of Students _____ Number of Teachers _____ Number of non-teaching staff _____

School's mission or vision

Indications that this is a welcoming building

Building achievement that the principal is most proud of

Reaction of the Principal to this opportunity:

Nominating IAIE Member: _____

Invitational Education Connects Two Schools

By: Erica Wachter



JELV faculty visit with Anchors, HK faculty

There is a thread that stretches halfway across the world, across an ocean even, and ties together two schools. This thread is called Invitational Education (IE) and it has managed to successfully tie together Anchors Kindergarten and International Nursery, located in Hong Kong, and Jessamine County Early Learning Village (JELV), Jessamine County Schools, Kentucky, USA. Both schools, though thousands of miles apart, have found common ground with each other and have managed to build a successful relationship, benefiting both schools.

Anchors Kindergarten and International Nursery, a school located in Hong Kong, focuses on students in the preprimary grades and encourages each child to develop intellectually, socially, physically, psychologically and spiritually. Likewise JELV also focuses on preschool and Kindergarten age students, helping them be successful academically and socially. Both schools include the word “inviting” in their mission statements and are intentional about being inviting to their population. They are committed to develop their schools as the most inviting place in town.

The relationship between the two schools was strengthened with a visit to Hong Kong by Jessamine County Schools’ superintendent, Kathy Fields, and assistant superintendent, Jeff Castle. The pair visited Anchors Kindergarten in April 2015. Dr. Margaret Choi, supervisor of the Anchors Kindergarten and International Nursery, Anchors’ Vice-principal Irene Wang, and Principal Jenny Cheng welcomed them into the school. Conversations about Invitational Education were initiated between the educators with both schools sharing best practices with each other. Because of the partnership of these 2 schools established few years ago, they reiterated the possibility of doing an exchange program with the teachers of both schools to exchange good practices.

This past November Principal Gina Bernard, Literacy Coach Cari Steggall, and teacher Susan Strait, all of JELV, were able to visit Hong Kong as a part of an International Alliance for Invitational Education (IAIE) HK Project program. Principal Bernard was amazed with her visit. She states, “I cannot begin to explain how impressed we were with the students, their Ambassadors that gave us a school tour, the staff, and the initiatives the staff are doing to make learning engaging and inviting.”

The colleagues from Jessamine County were able to do lesson demonstrations, co-teaching, and conduct staff and parent talks with their fellow Hong Kong teachers at Anchors. The team also presented at the Invitational Education Annual General Meeting (AGM) of the HK Center of IAIE with a keynote speech on “How has IE transformed the educational practices and unleashed the potential of children in the Early Learning Village (ELV) of the Jessamine Country in the US?”

(continued on next page)

The presentation was well attended by over 150 educators. Many of them came from the Kindergarten (KG) sector and included schools from Mainland China and Macau, along with schools from Hong Kong. Dr. Peter Wong indicates that “the coming of the team of Early Learning Village has made a significant impact to the opening up of Invitational Education to the KG sector of Hong Kong and we wish many more KGs in Hong Kong will be benefited in future similar exchanges.”

Likewise a team from Anchors visited JELV in Jessamine County in Spring 2016. Similar collaboration activities were conducted between the two schools, much like when the Jessamine County team visited Hong Kong. Both school exchanges are sponsored by the IAIE HK Center.

This exchange is also supportive of the Kentucky Standard for World Language Proficiency in which students are expected to learn another language to help prepare them to engage in future global affairs, as well as to help develop cognitive skills. There is a thread called Invitational Education that binds not only these two schools, Anchors and JELV together, but hopefully countless others in the near future.

For further information about International Alliance for Invitational Education, please contact Ken Wright (IAIE HK Project Coordinator) at ken-wright2@bellsouth.net.



From L to R: Susan Strait, Cari Steggall, Dr. Peter Wong, Gina Bernard, and Stephen Chu (chairman of IAIE HK). Ms. Bernard delivered the keynote speech at the Annual General Meeting of IAIE (HK).

***Visit Jessamine Early
Learning Village
during the 34th Annual
IAIE Conference
School Visits in
Jessamine County!***



IAIE HK Year in Review

Invitational Education Initiatives in HK and Mainland China

August 2015

IE school based training workshop for a new project school in Guangzhou in China

We (Peter, Silva and Dennis) offered a whole day IE workshop for a new school in Guangzhou, China in Aug 2015 to support this new school to adopt IE as their school's development initiative. We are very impressed about the participation and passions in education of the teachers in the workshop. Planning had been started to have exchange visits for both HK & China schools when the new term started in September and follow up school based workshop and meetings on the development and implementation on the IE action plans for the school had also implemented in this school year.

We could see great potential for IE to spread further in China as it is such a vast country with so many schools with such diverse needs!!!



November 2015

IAIE (HK) AGM and Fidelity Award presentation and IE Workshop for the new teachers

We are very privilege to have three educators headed by Gina, principal of the Jessamine Early Learning Village of KY, USA to present a keynote on early childhood education in using IE. We also present the certificates and banner to all those IE schools that were being recognized in 2015.



We also make use of this unique opportunity to hold the basic IE workshop for the new teachers of project schools and principals/teachers of schools that are interested in pursuing IE right after the keynote and award certificate presentation. This year we had schools from Macau and Canton of China attending besides schools and KGs in HK. In parallel we also organize all those who had come to the recent IE conference (50 + principals and teachers) to have breakout sessions to share their update understanding of IE from the 2015 US IE conference and schools visit insights with member schools and schools interested in IE.

March 2016

IE Training workshop for Lutheran Schools and KGs' Board members

We conducted the training for Board members of all Lutheran Schools and KGs in HK. We have also invited representatives from Secondary, Primary and KG to share their schools' IE practices. The responses are great.

It is also a good way to let the management members who may not be educators in their professions to understand what IE is all about. Right now we had 2 schools in the Lutheran school sponsor involved in IE and there are lots of potentials to develop in the coming months.



April 2016

IE Award and project school visits by US consultants

Our US counterparts (a team of 6 coordinated by Ken Wright) had conducted the annual school vetting visits to all IE award applicants in both HK & the Mainland (Nanjing) in April. They also provided school consultation to all those project schools pursuing IE in this year. They had conducted a total of well over 30 school visits during this period.



March to May 2016

Promotional activities for IE

Open IE school visit

In March we had conducted two open IE school visits for schools that are interested to pursue IE including one special school and one secondary school with musical performance. The responses are very positive and teachers and principals could feel the impact of IE in these school visits.



IE Parent talks

With the invitation from one KG school sponsor which were having a large parents' day camp, Peter is able to conduct an introductory IE talk for over 600 parents. It had produced great responses and had rendered support to these KGs for they were the KGs that had adopted IE.



Besides, we also conducted school based talk in April & May to school to support parents in using the IE initiative to develop their parenting skills.

May 2016IE Parents' talk in ST Andrew's Life Centre

IAIE(HK) is very pleased to host a territory wide parents' talk on IE in the brand new Life Centre of St Andrew's Church on 20 May. We have well over 300 parents from KGs, Primary and secondary schools that came from all over HK besides the IE schools. Speakers including Peter, a teacher from Creative Primary school, Billy (parents who had a special needs kid and also two very bright sons) and a group of parents that had use IE in the past 8 years to raise their kids

Training of IE in Northern part of China

Peter and another teacher Phil, Leung had been invited by one of the new school in Changchun of Julin (Northern part of Mainland China near Korea) presenting IE to their teachers from KG, primary and high school as well as to their parents (over a thousand parents attended in both evenings!!).



Phil, being an outstanding HK IE school teacher, presenting inviting classroom teaching strategies (FIP) which is well developed in HK due to the generous support of Jim Mahoney and his team in Battelle for Kids in the US.



It is a solid pack two days' training and support. I also got a chance to present IE to another outstanding public school in the city which had 3,000 kids and they are deeply impressed by IE and will like to pursue IE in the coming months after we can formulate the training support for them in HK.



A picture is always better than a thousand words which will give you a glimpse of the eagerness, impact and atmosphere of IE influence in this part of China.



IAIE ChapterNews

Cabell County, West Virginia Chapter



The West Virginia Chapter was pleased to send seventeen members to Long Island, New York for the 2015 IAIE World Conference. At the time of the conference, the WV Chapter was made up of 92 members, two thirds of whom are members of the international Alliance.

On October 16, 2015, nationally acclaimed speaker, Stedman Graham and entertainer, Joe Kirk from the television program *The Voice*, presented positive messages of hope and achievement to audiences of Cabell's High School students. The event was coordinated by IAIE member, Jedd Flowers and funded by the Huntington Mall. Members of Cabell County's chapter of IAIE served as ambassadors for the event. Members carried positive messages of hope on "picket signs" near the entrance to Graham's and Kirk's meetings.

For a second year, the Cabell Chapter of IAIE supported a county initiative to use data from Gallup and Battelle for Kids surveys. This data helps schools to identify and target negative forces affecting student populations.

In addition, schools are working closely with law enforcement officers in a program called, "Handle with Care." Principals, counselors and teachers are notified when a student witnesses a traumatic event such as a parent's arrest, a drug overdose, or a criminal act in their home. School staff are better able to intentionally address the child's trauma.

Three schools with institutional memberships in IAIE have been especially active with Invitational Education activities. Our Lady of Fatima Parish School in Huntington hosted their second IAIE Exchange initiative in March of 2016. OLOF proudly claims a sister school relationship with students and staff from Pentecostal Yu Leung Fat Primary School. OLOF hopes in the future to send a similar delegation to Hong Kong.

Central City Elementary School formed an Invitational Education team to build a positive school climate for staff and students. The team has presented three workshops on school time to grow Phase I awareness of all staff about Invitational Education. In March, the school's Faculty Senate affirmed by consensus their desire to intentionally become an Inviting School.

In April 2016, Culloden Elementary School was nominated by WV Chapter members for recognition as a Welcoming School. Copies of the book, *Fundamentals of Invitational Education* were purchased for all staff members. Culloden Principal Keith Thomas has identified Invitational Education as the framework his school will use in 2016-17 to intentionally develop an elite school.

The WV Chapter looks forward to working with the Jessamine County Chapter to support their up-coming World Conference in November 2016.

IAIE ChapterNews

Jessamine County, KY Chapter



It's been a busy IE year in Jessamine County Schools! Our staff was well represented at the 2015 IAIE Conference in New York where three of our schools received Inviting School Fidelity Awards. Now six more Jessamine County schools applied for the 2016 Inviting School Awards, had great school evaluation visits and are looking forward to receiving their awards and sharing initiatives at the World Conference.

The district continues to use *Fundamentals of Invitational Education*, as an introduction to Invitational Education for all new certified employees and the faculty at our IS Award applicant schools. *Becoming an Invitational Leader* has been selected by several administrators around the district for an informal book study with their leadership teams.

We are proud to announce that Angela Miller was appointed as the district's Invitational Education Coordinator. She has presented many introductory training workshops along with Principal Andrea McNeal throughout the State for schools and universities, as well as a special workshop on creating an inviting classroom. The Jessamine schools are enjoying having Angela visit their schools to give them feedback on their invitational strategies.

Jessamine schools have hosted three IAIE Exchange groups this year. Malaga, Spain exchange students visited Red Oak Elementary School in November, Hong Kong Exchange students visited East Jessamine Middle School in February, and another Hong Kong Exchange group visited Red Oak Elementary School in March. Central Office Administrators, Jeff Castle and Kathy Fields enjoyed a second trip to Hong Kong and Mainland China in April, to serve as evaluators for the Inviting School Awards.

The Jessamine County is hard at work planning for the 2016 IAIE Conference to take place in Lexington, Kentucky, November 2-5. A large and enthusiastic planning committee is excited to welcome our international IAIE members to Kentucky this fall. So mark your calendars for an exciting celebration of IE in action in Jessamine County!!



IAIE Chapter News

Long Island, NY Chapter



Greetings from the Long Island, NY Chapter! As a follow up to the IAIE NY World Conference, the LI IAIE Chapter worked closely with 9 Long Island Schools that will be receiving the 2016 Inviting School Award, providing coaching and guidance through the rewarding and reflective award program process. Several Long Island schools are making plans to host an IAIE student exchange group from Hong Kong in the near future!

This winter, the LI Chapter held two workshops with our Inviting School Award applicants. The first meeting included several representatives from each school's IE committee who shared some of the IE initiatives implemented, and positive feedback received from school stakeholders. Great ideas about how to introduce IE to parents and students were shared. We also answered questions about preparing their award portfolios, and discussed how they are utilizing the information provided in the disaggregated Inviting School Survey report.

The second meeting was a workshop focusing on Invitational Leadership. We invited all educators in our region to join us for an introduction to IE through a leadership lens. During the second half of the workshop, our IE award school principals and assistant principals participated in a panel discussion, in which they shared the many ways their invitational journey had, in just a few months, made a significant difference in their schools – especially with regard to staff morale and interest in actively contributing to IE initiatives.

One of the best ways that we found to encourage schools to share the inviting approach with their staff members is to offer **any school in our area a FREE one hour introductory workshop** at their school. The LI Chapter looks forward to continuing these outreach strategies next year as well as providing opportunities for educators to visit our award-winning schools!

Another opportunity for growing interest in IE, is connecting our IE work with other positive climate initiatives in our region. We now have interest in IE from many of our PBIS schools that Regional Leader Michelle Levy works with, and Lions Quest SEL program schools that Joan Fretz works with. Schools really appreciate learning how Invitational Theory helps school adults become more artful in their communication with students, parents, and colleagues. We are also learning about mindfulness practices from experts in our area, Dorothy Ahl and Trish Broderick, who have been invited by Dr. Peter Wong to spend a week in October training Hong Kong educators in mindfulness and social emotional skill lessons. It's easy to demonstrate the important role IE plays as a framework for all school climate initiatives. Instead of asking schools to choose one approach over another, we are pointing out how the IE framework helps them implement all related initiatives successfully.

On an optimistic note, our LI Chapter officers are meeting with the NY State Education Department Assistant Commissioner, as well as the head of the NY State School Evaluation Department, thanks to NY Conference co-chair Carol Brown's amazing networking efforts. We have been offered an opportunity to explain why Positive School Climate would be a great choice for the NEW non-academic school evaluation indicator that the Federal ESSA law is asking every State to choose. We encourage you to find out who in your state is making the decision about what non-academic indicator will be selected to evaluate YOUR schools. We'll keep you posted on our advocacy efforts!!

IAIE Chapter News

Ohio Chapter



The Ohio Chapter of IE met in Columbus at Park Street Intermediate School in the late fall to debrief the Long Island Conference and make plans for the winter months. It was the first meeting where we had a “call in” participant, Sue Bowen, who was nearly recovered from her unfortunate fall at the New York Conference. Always positive about the incident, Sue remarked that her extended hospital stay in Long Island was long enough that she now claimed Long Island as one of the places where she had lived.

Of primary importance at the meeting was the discussion of the work of Park Street Intermediate’s upcoming visits from two Hong Kong schools. As it turned out, the first occurred in February and the second school arrived *yesterday*, April 23. The first school visit was from Taiost Ching Chung Primary School and the weather played havoc with the timely arrival of the flight but under the leadership of Ed Nelson and Principal, Clint Rardon, and all teachers, the weeklong visit was a huge success. Parents, teachers, students and the Hong Kong delegation all had a great learning experience. Members of the Ohio Chapter were invited to the Celebration Dinner. As in the past, the city of Grove City contributed financially to Park Street to support expenses for the visit. Additionally, the Ohio Chapter supported it with a donation from its treasury.

As of this writing, the Ma On Shan Ling Liang Primary School visit is under way with the visitors arrival April 23rd and their departure scheduled for May 1. Various activities are scheduled for this coming week and Ohio Chapter members are invited to attend the Celebration Dinner on Friday, April 29.

But the icing on the cake is that Park Street students will be traveling to Hong Kong in June and Ed Nelson, Trina Crosbie, and administrators are making arrangements for the details of this visit. The Ohio Chapter is very proud of Park Street and their commitment to their connections with Hong Kong schools. Ken Wright also serves as a consultant to the Hong Kong visits.

Jim Sturtevant, Ohio IE member and teacher at Big Walnut High School, Sunbury, Ohio, as you know is recent author of the book, [Ya Gotta Connect](#). His book is as close to an IE book as one could come without having IE in the title and emphasizes the critical significance of building relationships with others and viewing everyone as valuable and able and responsible. Jim’s recent speaking engagements and podcasts are gaining attention. He is a valuable connection for higher education and is speaking to several colleges whose student teachers are about to enter their first classroom position. He just completed his presentation to Muskingum student teachers in early April. Muskingum purchased a classroom set of the books for student use. Graduates received copies of the Fundamentals book for their personal use as they assume classroom positions.

Members of the Ohio Chapter serve in working capacities in different aspects of the larger organization and at the trustee levels. Vicki Wilson oversees the Welcoming Schools initiative, Sue Bowen is very involved with membership, Ed Guazdauskus (yes, we still claim him) works with the Inviting Schools Awards, Barb Hansen helps with policy development, Ed Nelson is on the Advisory Council.

We are also excited to congratulate the University of Findlay on becoming a 2016 Inviting School! The work they are doing with their faculty is very exciting and we anticipate they are likely candidates to consider becoming a chapter. At our full chapter meeting in May we discussed strategies for bringing on board other schools especially within the South-Western City School District. Principal, Clint Rardon, has been encouraging other principals to join us. Jim Sturtevant will be helping us to organize podcasts.

Fundamentals of Invitational Education 2nd Edition

by William W. Purkey and John M. Novak

GIFT the New Second Edition to a colleague or student

Introducing the second edition of a little book that promises powerful change. Research has soundly validated the concepts taught in the *Fundamentals of Invitational Education*. Using the first edition, leaders worldwide tapped into its wisdom to change their school cultures, business models, and family dynamics.

This updated text advances the message of the first edition with a few critical revisions:



1. Concept labels and definitions are aligned to *The Invitational Theory and Practice (ITP) Glossary* in order to establish standardized terminology for research.
2. The Five Elements and the Assumptions of ITP are divided into separate chapters to highlight their unique identities.
3. I-CORT is used as a mnemonic device for the Five Elements (Intentionality, Care, Optimism, Respect, and Trust.)
4. The authors' unique use of words, phrases and ideas are illuminated in context.
5. Resources are updated and revised.
6. Resources are divided into those referenced in this text (Primary) and those which informed the writers (Secondary).

COST: **\$11.00 each**
\$7.48 for quantities of 20 or more
ORDER FORM

Prices valid through
June 30, 2016

Please send () copies of: ***Fundamentals of Invitational Education*** 2nd Edition

GIFTED BY: _____ **Email Address:** _____

Payment : ☐ Check ☐ Credit Card ☐ Purchase Order (*send copy with order*)

GIFTED TO: Name: _____ Organization: _____

Address: _____ City: _____ State/Province: _____

Country: _____ Zip or Postal Code: _____ Email _____

Quantity	Price Code	Cost
	1-19 books @ \$11 each 20+ books @ \$7.48 each	\$
Shipping	See chart below*	\$
Total Cost:		\$

Quantity	Shipping Cost
Rates listed are for US only. Email joan.fretz@invitationaleducation.net for int'l rates	
1-3 books add \$3	20-50 books add \$15.50
4-8 books add \$6	51-75 books add \$25
9-19 books add \$12	76-110 books add \$31

For Credit Card Payments:

Type of Credit Card: ☐ Visa ☐ MasterCard

Credit Card Number: _____

Expiration Date: _____ Security Code: _____

Name on Card: _____

Amount Charged: \$ _____

Signature of Card Holder: _____

Send order form with check/PO payable to "**IAIE**" to:
IAIE, PO Box 20732, Huntington Station, NY 11746.
 You may also scan and email form with payment info to:
joan.fretz@invitationaleducation.net
 Questions? Call 631-266-2720