

# ITEP NEWSLETTER

FROM THE PACIFIC

International Teacher Education Program

June, 2013

## Principals Conference

The Principals Conference was held at the Pacific Area Office in Auckland in early March. The theme was taken from D&C 72:3 “...for it is required of the Lord, at the hand of every steward, to render an account of his stewardship, both in time and in eternity.”



Pacific Area Presidency  
Elder Pearson, Elder Hamula, Elder Watson

Highlights of the conference included keynote addresses by Elder James J. Hamula, Elder Kevin W. Pearson and Scott Wilde; a devotional address by Elder F. Michael Watson; and presentations on gospel teaching and learning, quality seminary, living the gospel at school, quality lesson preparation, data review, ITEP, TVET, middle schools, school counseling, guiding performance, taking care of business, and PowerSchool. Court was held throughout the week, and every principal was individually accused and found guilty of “rescuing and showing too much commitment to students.” Significant time was devoted to literacy presentations and discussions.

### President Hamula

The Area Presidency believes that improving the education of Church members will accelerate the growth of the Church in the Pacific Area. The Area Presidency is therefore committed to extending educational opportunities for all Church members across the Pacific, particularly in developing countries. To that end, we are actively pursuing a number of educational initiatives that will be announced in the near future.

Our Father’s plan of salvation is designed to assist all of His children to become all that He is. In short, we are to

grow up unto the fullness of the Father. This is the essence of “real growth” in the Church – the growing up of Church members into the fullness of the Father. How is such growth achieved? The scriptures declare that our Father’s glory is intelligence. So, for us to grow up unto the fullness of Him, we must grow in intelligence – not intelligence as the world defines it, but intelligence as God defines it. As defined by God, intelligence is light and truth (D&C 93:36), which is gained line upon line, precept upon precept, through diligent study and faithful application of God’s laws (see D&C 88:118, 130:19-20). Thus, Church members grow in intelligence as they pursue a lifelong program of learning. This is why education of Church members accelerates Church growth. It facilitates the growth of individuals in light and truth, and thus in the glory of Him who is our Father.

The primary retardant to education and thus real growth is culture. This is true everywhere in the world, including Utah. I’ve come to believe that the mist of darkness in Lehi’s dream is everything that obscures truth, which



Elder and Sister Pearson with  
five Tonga Principals.

includes cultural traditions (D&C 93:39). For example, because of their cultures and traditions, most of the Jews did not believe in Jesus (Mark 7:5). The people loved their traditions more than the truth. It is the culture of Jesus Christ that we seek to learn and live. Most cultures have things of value and beauty that ought to be preserved. One of the magnificent parts of the Polynesian culture is their ability to be generous, to value their village, and to love family. However, some of the traditions are inhibiting real

### ITEP Team

#### BYUH Hawaii

John Bailey, Director  
Brent Chowen

#### Pacific Area Office

Elder and Sister Jacobsen  
Coordinators

#### Fiji

Elder and Sister Whitehead  
Church College of Fiji  
LDS Primary School

#### Kiribati

Elder and Sister Rasmussen  
Moroni High School

Elder and Sister Osborne  
Moroni High School TVET

#### Samoa

Elder and Sister Budgett  
Vaiola College  
Vaiola Primary

Elder and Sister Spencer  
Pesega College  
Sauniatu Primary

Elder and Sister Goodlet  
Pesega College TVET

#### Tonga

Elder and Sister Forsyth  
Saineha High  
Saineha Middle

Elder and Sister Szoka  
Liahona High School

Elder and Sister Johnson  
Pakilau Middle  
Havelu Middle  
Koulo Middle  
Eua Middle  
Liahona Middle

growth, and we view the schools as absolutely necessary for us to change that part of the culture.

We think of the principals as great shining lights in your nations. Sisters Wixom and Burton were so impressed with you and our schools. We want visitors (continued on page 3)

### Welcome Elder and Sister Edwards – Seminary/CES Traveling Missionaries

Elder and Sister Edwards have been called to work with the seminary program and teachers at the six



Church high schools. They began serving in May at Church College of Fiji and they will move to Kiribati in August to serve at Moroni High. Towards the end of October they will fly to Tonga to serve in Liahona High and Saineha High, and the final six months of their mission will be spent in Samoa at Pesega College and Vaiola College.

Elder and Sister Edwards grew up in Utah about three miles from each other. They met in high school and became great friends. They were married six months after Elder Edwards returned home from his Spanish-speaking mission in Los Angeles. He graduated with a degree in English from Weber State University and was hired by the Seminary and Institute Program to teach seminary in Mesa, Arizona. He recently retired after working for S&I a total of 35 years as a seminary teacher, Institute Director at Snow College in Utah, a pre-service trainer for new teachers, and S&I Area Director of both the Davis and Weber Areas in Utah. He was serving as Bishop for the second time when he received his call to serve. Sister Edwards kept busy

raising and caring for their seven children. The first four children were only one grade apart in school. All seven are married, and the Edwards have 26 grandchildren who they love dearly. Sister Edwards has served in various ward and stake callings and she is an experienced quilter.



The Edwards received training from Wayne Maurer, S&I Director, and Ngatai Smith, Manager of Religious Education

### Welcome Elder and Sister Goodlet – Samoa TVET Missionaries



Elder and Sister Goodlet began their service as ITEP-TVET missionaries in May. They are living in

Samoa and are working with the TVET programs at Pesega College in Apia and Vaiola College on Savai'i.

Both Elder and Sister Goodlet have experience in many of the TVET areas. He has been involved in the automotive, welding, and construction areas and she has expertise in cooking, cosmetology and creative arts. Sister Goodlet was born in Austral-

ia to an English Mum and an American Dad. At 18 years of age, she "married my childhood sweetheart." The Goodlet's home is on ten acres in the country in Western Australia, and they love the Australian bush. They have four children and six grandchildren. Their two oldest boys served in the Italy Rome Mission. They are world travelers who look forward to serving the people of Samoa.

### Welcome Elder and Sister Rasmussen – Moroni High School – Kiribati

Elder and Sister Rasmussen are from South Ogden, Utah and they have five children and nineteen grandchildren. Sister Rasmussen was born in Georgia and raised in the southern states. Elder Rasmussen was raised in Boise, Idaho. They met in Memphis, Tennessee while Elder Rasmussen was attending Naval Air Training in the Navy. The first two years of their marriage was spent in Oahu, Hawaii where Elder Rasmussen was stationed at Naval Air Station Barbers Point. It was in Hawaii where they first gained a love and an appreciation for the Polynesian culture.

Sister Rasmussen stayed home with their five children for fifteen years. When their youngest child entered school she returned to

college to earn a BA in Early Childhood Education with an emphasis in special education. She



later earned an MS in Curriculum and Instruction and an administrative certification. She taught special education at all levels for 12 years, and retired after serving 12 years as an elementary principal. She has served as president of the

Primary, Young Women's, and Relief Society. She loves reading, family history work, and needlework, but her greatest joy comes from spending time with her children and grandchildren.

Elder Rasmussen retired from Hill AFB in May of 2008 after working on several types of aircraft for 30 years. His expertise was in the electrical systems on the F-16, F-4, A-4 and DP2E aircraft. Prior to his career he served a mission in the Central British Mission in England. He married his sweetheart in 1971. At the age of 26 he was called to serve in his first bishopric. After serving in his 4th bishopric, he was called to be a Bishop in the newly-created Eastwood Ward.





## Principals Conference

(continued from page 1)

from Salt Lake to feel your spirit and witness the good you are doing. I shudder to think where we would be without the schools. On the other hand, we need to be farther than where we are now. My challenge to you is to think how we can improve.

### Elder Pearson

There is a strong connection between learning, leadership and eternal progression. There has never been a time in the history of the Church when leadership was more important. All great leaders are also great learners. Church Schools need to develop learners who can become leaders. Five characteristics that all leaders need: (1) vision; (2) knowledge, including secular and gospel knowledge; (3) understanding – knowledge comes to the heart when we do; (4) skills; and (5) urgency.

Twelve principles of leadership and learning:

1. The purpose of the plan of salvation is to learn, to live, and to become.
2. Agency is the cornerstone of the plan of salvation, and the wise exercise of agency is the most important thing we must learn.
3. Learning will take place long after death.
4. Seek learning by study and by faith (D&C 88:118).
5. The Holy Ghost is the true teacher.
6. Learning about our divine relationship with God is critical. It is the beginning point of understanding who we are and what we can do.
7. Faith in Christ and the atonement provide the enabling power of all learning.
8. Average is the enemy of excellence. We need to raise expectations for personal excellence.
9. Work hard – there is a difference between activity and accomplishment.
10. Personal accountability – at the end of the day, we get what we choose.
11. Service makes life worth living – reach outward rather than inward.
12. Always keep our covenants with God.

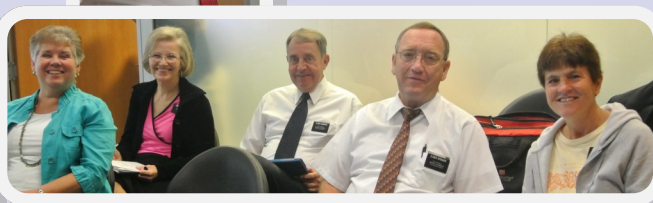
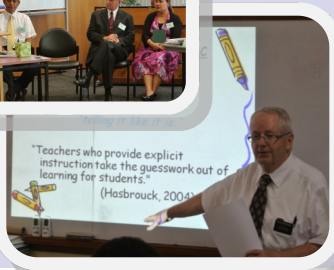
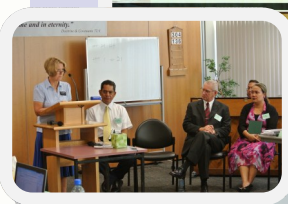
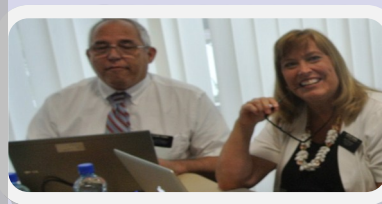
## Thank You

Dear ITEP Missionaries,

As I look through this newsletter and see your smiles, your enthusiasm, your hard work, your love for the work, and your dedication, I am honored to count you as friends in the work. During the principals' conference, I brought the Middle School principals to the S&I offices and toured them through my office, our shared assistant's desk, the ITEP coordinating office, and Wayne, Jarod, and Ngatai's offices who also serve Religious Education across the Pacific. "This is our district office," I said. They were surprised at how small of an operation we are – even compared to some of our smaller schools. Along with Folau in Tonga, Michael and John in Australia, and Ora in New Zealand, we are not a big group if you consider this a district. ITEP missionaries are key to what is most important, and that is improving teaching and learning in the classroom. As we worked together in the principals' conference, I was impressed at your growing talents as you adapt years of experience to each of your sites. I witness the fulfillment of scripture in your planning and your implementation across the Pacific: "For my soul delighteth in plainness; for after this manner doth the Lord God work among the children of men. For the Lord God giveth light unto understanding; for he speaketh unto men according to their language, unto their understanding" (2 Nephi 31:3).

I have watched you adapt, change, and be creative to help us understand how to teach better. Thank you for being here, now, and for your sacrifice on behalf of His kingdom in the Pacific. It's great to be a team.

**Bruce Yerman**



# Literacy Initiative

## Strengthening the English Language Literacy of Secondary Students



### Background

The Pacific Area Literacy Team was organized under the direction of Bruce Yerman to utilize the talents of three ITEP missionary couples with educational expertise in the area of English Literacy. Elder Reed Spencer, a former State of Utah Reading Coordinator, was appointed chair of the committee. The committee met several times via Meeting Place beginning in November to discuss and develop a Literacy Plan for Church Schools. Members of the Literacy team included: Elder and Sister Budgett (Sister Budgett was a school-based Reading Specialist), Elder and Sister Johnson (Sister Johnson was a Reading Specialist for the State of Arizona), Elder and Sister Jacobsen (ITEP Coordinators), Sister Spencer, Folau Kioa (Assistant Manager of Church Schools) and Bruce Yerman. The team met for three days in Auckland prior to the Principals/ITEP Missionaries Conference in March to finalize plans for the initiative and prepare 12 hours of professional development for the conference.

### Intended Outcome

The intended outcome of this initiative is to improve the English Language Proficiency of students in the LDS Church Schools, in Year 7 and above, as measured by increased growth on SLEP (Secondary Level English Proficiency Test) scores, with a focus on the Reading Comprehension subtest of the SLEP.

The Literacy Plan contains Three Areas of Emphasis:

1. Use of best practices of instruction
2. Writing
3. Building blocks of reading

### Implementation

At the conclusion of the conference Principals and ITEP Missionaries were asked to return to their schools and, using the attached document "LDS Church Schools Literacy Challenges March 2013", design a plan for their schools that included next steps for implementation of the Literacy Initiative. Of the nine challenges issued, the schools were asked to begin immediately to implement those challenges that related to instructional strategies already in place (Challenges #1 and #2 - using SIOP strategies) and to begin implementation of the other challenges throughout the year. SIOP or Sheltered Instruction Observation Protocol is a method of instruction to enable English Language Learners access to the content of the subject being taught at the same time supporting the development of English.

It is important to note that each of the challenges that make up the Literacy Initiative have outcomes that are both Observable and Measurable. This will ensure that each principal and teacher will know when the expectation within each challenge has been met. Data can be recorded based on the principals and ITEP missionaries' observations of the teachers during classroom instruction.

The ITEP Missionary couples assigned to the schools were tasked with providing the necessary instruction and training to the teachers. Since implementation began in March there have been exciting reports from the ITEP missionaries and the school principals regarding the increase in student engagement in class

and the increased use of "best practices of instruction" by the teachers. Among the earliest reports was this comment from Elder Johnson (Liahona Middle Schools) "According to Fehi (principal of Liahona HS) there seem to be a lot of students at Liahona HS that are wondering what has gotten into their teachers. They are all of a sudden using these high student engagement strategies. And what is more, the students seem to be enjoying it."

Another early report of success came from Vito Qaga, principal of Fiji Primary School. In an email to ITEP missionaries Elder and Sister Whitehead, following their first instruction to increase student engagement Vito stated,



"...an appreciation for the workshop that occurred on Tuesday 2 April as it has changed a lesson that I have just observed from an average 60% engagement to 96% student engagement. This is an awesome experience as the Holy Ghost was felt through the lesson. The teacher and the students were all happy as teaching and learning was going on. This is miraculous..."

The most recent reports from the schools show the same pattern of improvement as the Literacy Plan unfolds. The following quotes come from ITEP missionaries at each school site:

*(Continued on page 5)*



# Literacy Initiative

## **Elder and Sister Johnson (Tonga Middle Schools)**

Sister Johnson has identified 15 literacy lessons that will be taught in the three Tongatapu schools, which should take us through term 3. They are programmed for twice a month in the three middle schools in Tongatapu. So far 4 of the literacy lessons have been taught: high student engagement, Direct Explicit Systematic Instruction and the Big 5, critical building blocks in learning to read, Phonemic Awareness Skill 1 and Phonemic Awareness Skills 2 through 5. The Middle School lesson plan template has been modified to include 5 minutes of literacy practice for the students in each class each day. SIOP is being taught in all 5 of the middle schools on a weekly basis. There are overlaps in SIOP with literacy, since some of the features are directly related to English Language Learners (ELLs). The three phases of comprehension was already taught at 'Eua and Ha'apai before the school year commenced (that is literacy lesson #8). From the teacher's responses and how they are responding in class, they are getting it. It is being internalized.



## **Elder and Sister Szoka (Liahona High School)**



Sister Szoka reorganized the Reading in the Content Area class based upon the goals of the literacy program. It was well received by the teachers who took the course. I have found those teachers

who I currently supervise, 6 teachers, to be using literacy techniques and implementing the literacy goals other than challenges 8 and 9.

## **Elder and Sister Forsyth (Saineha High School)**

The school teachers have received two in-services about Literacy. One by the Principal and the one today was presented by a teacher on Engagement of Students. We will be presenting on May 17 about DE-SI (Direct Explicit



Systematic Instruction). Half of the teachers have completed Ed 326, SIOP, which we taught. The Principal is requiring the other half to enroll. This class begins in June. Those teachers who have completed the SIOP class have been enthusiastically utilizing the SIOP strategies in their classrooms. There was a meeting held at Saineha last week for all teachers of English in the secondary schools on the island. The teachers used SIOP activities during the meeting. Teachers from the other schools were interested and impressed in what was presented.

## **Elder and Sister Whitehead (Fiji Primary and College)**

Bula, we have had two sessions with the primary school on the literacy initiative. As you saw they applied the 90% engagement strategies we presented with good results.



They have been doing observations in the classes and this has continued. At the college we also presented the 90% engagement strategies as well as Sister Recule did a presentation on having students use expressive language (writing or speaking) two times during each class. Several teachers were observed applying these with good results.

Our plan here is also to take every second Friday afternoon to teach more of the challenge and then observe for the next two weeks the implementation of those challenges. We have tried to help teachers see how this is not something new but a concentration on aspects of the SIOP model which they should already be using.

## **Elder and Sister Spencer (Pesega College and Sauniatu Primary)**

Since the Principals Conference we have done two two-hour professional development sessions with all three schools. Of the nine specific Instructional Challenges, six can and should be done by every teacher in every subject at every grade. We rolled out an overview of all nine and focused on three of the six challenges the first PD, and focused on the second three Challenges in our second PD. Principals and ITEP



(continued on page 6)

# Literacy Initiative

(continued from page 5) missionaries have begun observing for specific Challenges in the classrooms. We are, for example, teaching principals and teachers how to measure student engagement. Our HODs will now begin having teachers in their departments' present mini-lessons to each other demonstrating how they will incorporate the strategies, and then go into each others' classrooms and watch each other use the strategies with their students. We have written a fairly detailed observation instrument (attached) built around the six literacy challenges. We are now using it to visit classrooms, and have given it to teachers and encouraged them to use it to watch each other and consider their own teaching.

## Elder and Sister Budgett (Vaiola Primary and College)



We have almost completed 50 observations, 50 pre-conferences and 50 post conferences. We can honestly say that the teachers in Vaiola are dedicated to the new Literacy Plan and are striving daily to implement what they are learning. Another exciting change that we are seeing is the use of Re-tell. The students are stopping after every page read and re-stating or summarizing what they just read in their own words. This is greatly improving their comprehension and English. In the primary school we added two new pieces to the Literacy Plan. We implemented a 2 hour a day uninterrupted literacy block and started a Take-Home Reading Program. Each student has a bag with a book and a form to be signed by an experienced reader. They are to spend time each evening being read to/ with or independently for 20

minutes. The parents and children love the program and we have had about 85% participation. This daily practice will help build a strong foundation in reading. We will send stronger readers to the Vaiola College because of the strong literacy focus at the primary level.

## Elder and Sister Rasmussen (Moroni High School)

Sister Rasmussen has had the opportunity of observing 18 of the 28 teachers at Moroni High School. She has seen some excellent teaching. Most of the teachers are very good at using the SIOP model. We have developed a professional development plan for the literacy challenges that will allow us to teach and implement the nine challenges throughout the remainder of the school year. Two weeks ago in an afternoon in-service, we taught the first challenge: having the students use expressive language twice during each lesson. The teachers at Moroni are so eager to learn and try new things.



The very next morning in first period, I was observing in Math Class. The teacher was busy putting the bell work on the board and I could tell he was struggling as to how to word the instructions to the students in correct English that would make sense to the students. After a few tries, he finally wrote, "Write 1 or 2 sentences describing a square." I was so excited. Getting students to write at all in Math is a challenge, but he did it. The class then discussed "in English" different ways a square could be described, before moving on to the new concept for the day.

Also, after teaching our first challenge, I observed in a Science class. The bell work was to write a short paragraph about how you have implemented one of the 9 B's in your life during the past week. The teacher then had the students share with the students at their table and then she had a few students share their paragraph with the class.

In another science class the bell work instructions were to write a paragraph describing the blood circulation from the lungs to the heart. The students discussed their paragraphs in their small groups before sharing with the class.

Principals, ITEP Missionaries, BYUH Professors, and Pacific Area S & I leaders gather for a picture at the Principals Conference.





# TVET Mission Closing Thoughts Elder and Sister Osborne

Malo e lelei, Kia Ora, Bula, Mauri, Talofa,

What an adventure we have been on for the past 22 months. We have experienced the unique cultures of four Pacific Island Countries and spent time engaged with all six church high schools. We have been treated as special guests by members of the Church and by members of other faiths who respect our call to serve God. Our lives have certainly been touched, our insight and understanding have increased, and our heart strings have been pulled due to the kindnesses we have received. We thought that we would be the first and only TVET couple serving in the church when our journey began. However, we are now being followed by others who will work more closely with individual schools and TVET programs to bring about a "mighty change" in the lives of young people.



We glory in our experience here in the "isles of the sea". There have been times of overwhelming joy and hope, and times of emotional trials that made us question our value. But to this end we know we were called "to bring souls unto Christ." And so we hope that a newly refurbished building, a whirling piece of machinery, or the smell of fresh baked pastries touched a life, kindled a fire of desire, or provided hope for a better life. We are excited to return to our family and friends, but tears of sadness stream down our cheeks at the thought of what we are leaving behind and what we are leaving undone. Too many good-byes have already been said to so many precious people.



We will miss the foliage covered landscapes, the blue skies filled with billowing white clouds, and ocean water with every shade of green and blue that God in his majesty created. We will miss senior missionaries who lifted our arms when they grew weary and when the battle seemed hopeless or never ending. Our Area S & I leadership was the one constant that never failed us. We will miss knowing that it doesn't matter what we do as long as we do something and we are doing our best. We know that God has a great love for the Island people—many have been called to serve and help build the kingdom in the Pacific Area. We know we will see many of you in the months and years to come, but we will not embrace many of our island friends until we greet one another on the other side of the veil. And we know that "by small means the Lord can bring about great things". So God be with you and bless you until we meet again.



**Home Economics Mentor**  
South Pacific LIPs Schools January 2013

**THINGS TO THINK ABOUT**

Keys—in all countries that I have visited, keeping track of your equipment, too many people having a key to your room, and people coming into your classroom uninvited is a problem. You might think requesting a new key system for your room. You need to talk with the Principal, and follow the requisition process. But don't give up. Keep on it till you get your request.

**UNWANTED CRITTERS**—Your classrooms have not been used all during break. If you have concerns, here are some ideas to get rid of them.

Problems with cockroaches and bugs: If you are having problems with roaches or bugs, put your kitchen equipment in plastic containers with lidable lids. These are long lasting and easy to keep clean. When the students get through using the equipment, they can just put things back into the container, put on the lid, and everything stays clean and bug free.

If you color code the containers to fit the color used for the unit and the equipment, then you know which unit the container goes in and what equipment should be in the container.

There are 2 kinds of Mortem bug spray. The red can is for bugs in general. The black can is for cockroaches and it's much stronger. Be careful to not spray around food or where small children will be. This is a tip we were given when fighting the pests in one of the homes we were staying in.

Clean out all of your cupboards and drawers, so they are clean to start out the school year. Have the students help you. Organize the desktop so all students have a specific job and list their schedules so they don't cause a discipline problem.

This is a good time to clean out and organize.



ITEP Missionaries/BYUH Professors  
Pictured Left to Right: E/S Whitehead, E/S Budgett, E/S Johnson, Dr. Brent Chown, Sister Szoka, Dr. John Bailey, Sister Jacobsen, Elder Szoka, Sister Spencer, Sister Osborne, Elder Spencer, Sister Rasmussen, Elder Osborne, Elder Rasmussen, and Elder Jacobsen.



# 2012 ITEP ANNUAL REPORT

At the end of 2012, a total of ten ITEP missionary couples were serving the educators and students in the 15 Church schools: two with the Technical and Vocational Education and Training (TVET) programs in Samoa and Tonga, one at Moroni High in Kiribati, one at the two schools in Fiji, two at the four schools in Samoa, three at the eight schools in Tonga, and one at the Pacific Area Office. ITEP missionaries taught university courses, strengthened TVET programs, served on school leadership teams, provided mentoring and instructional support for educators, and presented professional development workshops and seminars.

During 2012, 30 teachers (including 25 in Tonga) earned their ITEP Teaching Certificate. In addition, four educators earned an ITEP Counseling Certificate and two earned an ITEP Administrative Certificate. ITEP missionaries taught 65 BYUH

classes to 280 enrolled students who received college credit. Of the 311 professional educators in Church schools, 245 (79%) have earned their Teaching Certificate.

ITEP missionaries worked closely with school administrators to offer professional development that supported school goals. Educators in Church schools benefitted from the following topics that were taught and modeled: cooperative learning structures, practices that lead to high student engagement, effective questioning practices, principles of classroom assessment, use of disclosure statements by teachers, SIOP, PEGS, master teacher training, math, reading, Live the Gospel Program, positive behavior support, use of SLEP scores for grouping, vocabulary instruction, active strategies for learning, explicit instruction, and best practices for the first day (s) of school.



## BYUH and ITEP

Aloha ITEP Elders and Sisters, Principals, Teachers and others connected to the ITEP program,

As you may be aware, the ITEP partnership is what is commonly called in higher education a professional development partnership. Initially envisioned by Dan Andersen in 1997 and negotiated by him with John Jeffery, Pacific Area Director of the Seminary and Institute system, and Roy Winstead, Dean of the School of Education at BYU Hawaii, the partnership has been the beneficiary of the work of many dedicated missionary couples who have delivered our teacher education courses on the Pacific church school campuses. As with the stone in Nebuchadnezzar's dream, ITEP began small and has rolled forth over the past 15 years to include a number of programs needed to support the teachers and administrators.



Brent Chowen and John Bailey attend an ITEP Breakout session at the Principal's conference.

As the program has moved along over these past years, many ITEP missionaries have come and gone (but still committed), the Auckland area office staff have changed several times, Principals have changed, and BYU Hawaii administration and the School of Education most recently have also experienced a change in faculty. Brent Chowen, Chair of the School of Education, in reviewing the roles of our new faculty and our commitment to the ITEP program, has proposed a new spread of responsibilities to involve more faculty in the work of ITEP. He will take the lead in the partnership on behalf of BYU Hawaii and has made assignments to include the new faculty in the ITEP partnership which he will explain in the near future.

As I mentioned at the Principals conference in Auckland, many things are changing in the church, and so in the dispensation that we have with LDS church schools, we want to continue to support them, strengthen the faculties and administrations, collaborate with the Auckland Area office, and empower and enable their students to move ahead into some form of tertiary education.

While I am not planning on going anywhere in the near future, I look forward to this change in involvement and plan to be a continuing support. ITEP in my mind is still one of the wonders of the world and something of great value to all who have ever have been or are involved in it. With grateful thanks,  
John Bailey

### BYU Hawaii

John Bailey, Dean of the College of Human Development

Brent Chowen, Chair, School of Education

### Pacific Area S&I Office

Wayne Maurer, Area Director

Jarod Hestor, Assistant Area Director for Administration

Ngatai Smith, Assistant Area Director for Religious Education

Bruce Yerman, Assistant Area Director for Church Schools

Folau Kioa, Assistant Manager of Church Schools

John Millar, Manager of TVET

Michael Carthew, Manager of Evaluation, Assessment and Training

Ora Ngakuru, Administrative Assistant

Debbie Brunton, Support Specialist

Elder and Sister Jacobsen, ITEP Coordinators, Editors