

Editorial

The Ties that Bind Us

Serving as editor for a journal like *JITP* provides many personal benefits but none greater than the contact with so many bright and engaging scholars. When the journal is international, that benefit is multiplied many times over. This issue of *JITP* represents work from scholars in three continents (Africa, Australia, and North America). Our biannual leadership conference was held in Hong Kong, perhaps the most vital hub of Asia. Without question, the international aspect of invitational education is vibrant and visible.

In today's world, that is an important point to ponder. We are embroiled in a world that seems obsessed with our differences. Those differences seem to be too frequently used to divide the world's peoples into suspicious and distrusting factions.

There are many pressing issues present in our world that only international cooperation can address: AIDS (and an increasingly long list of new viral infections) threaten our health; global warming and massive pollution threaten our environment; political extremism and terrorism threaten world peace; tsunamis, hurricanes, and earthquakes destroy lives and livelihood on an incomprehensible scale; continued economic expansion does not profit most of the world's peoples who languish in hunger and poverty.

We have been presented simultaneously two directions. One is a path of cooperation and mutual concern about the health and welfare of all. The other is competition accented by adversarial self-

interest. With one path we have the greatest opportunity for world improvement ever presented to humankind. With the other path, the insensitive heart and callous policy can create deepened hatreds that feed the frustration of marginalization of culture and economy experienced by much of the world's population. The choice is ours.

That is why the internationalization of invitational education is so exciting to me. With a few well-chosen words, we can secure our future prosperity. With renewed Respect, Intentionality, Optimism, and Trust, what problems cannot be solved? If our governments and ambassadors viewed other nations with an Intentionally Inviting stance, what disagreement cannot be addressed? By attending to the needs of People, by addressing the Policies and Procedures employed to direct our actions, and by practicing stewardship for our Programs and Places, what goal cannot be reached? If the theories and ideals of invitational education are internationalized among educators and the helping professions around the world, couldn't national leaders tap the intellectual capital of each nation in hope of building a better, more just, and more caring world?

In this edition, we are presented with thinking from many different cultures and locations, yet there exists a unitary perspective on the veracity of invitational education. Regardless of where we reside, the class or social group we belong, the government that protects us, or the religion (or philosophy) we choose to provide us with purpose, the basic tenets of invitational education have roots.

Of course, as Piet Hein, a Danish mathematician and poet, reminds us: "The road to wisdom? 'Tis easy to express. To err, and err, and err again. But less and less and less." I am sure that for you as for me, invitational education has not stopped our mistakes...but we

are making less of them than at any other time. And we are doing some very interesting things. Here is what is in this issue:

In keeping with our exploration of the factors and evidence that deepen our understanding of the inviting stance, G. M. Steyn provides an analysis of aspects of professional development that influence effective development of the inviting stance. Steyn explores those factors that influence the effective implementation and sustainability of Invitational Education. Steyn reasons that since teachers have the most direct contact with students, as well as considerable control over what is taught and how it is taught, it is reasonably assumed that enhancing teachers' knowledge, skills, and attitudes are critical steps in improving learner performance. Thus, the theoretical links between enhanced learner performance and the inviting environment can be developed with effective professional development

In our second offering, Ken Smith responds to the many requests instigated by reactions to his previous technical analyses of the Inviting School Survey. In this article, he provides a shortened version of the instrument for use in school and other settings. The revised Inviting School Survey (ISS-R) is half as long as the original 100-item ISS, but maintains the same psychometric characteristics and measurement domains as the original. The original ISS and the ISS-R are designed for use by students (grade four and above), teachers, and school administrators, as well as others associated with schools, such as counselors, psychologists, and social workers.

Our third article describes another tool for measuring inviting situations and behavior. In many ways, mentoring is one of the

most fundamental expressions of the inviting stance. As such, Carl Hoffmeyer, Al Milliren, and . analyze the process of mentoring from the perspective of applied invitational theory as employed in teacher induction programs. Combining the work of three research studies exploring mentoring of first-year school teachers, factor analysis indicated 22 specific mentor related activities and behaviors that are beneficial to the induction process. These results were compiled to create the Hoffmeyer Mentoring Activity Checklist (HMAC), which is detailed and explained in their article.

Our fourth piece by Robert Egley and Brett Jones is another empirical examination of inviting characteristics. Their study assesses the relationship of school administrators' self-reported professionally and personally inviting behaviors with administrators' perceptions of school rankings, job satisfaction, school climate, and time spent on instructional leadership. Specifically, the authors explore the question, "Have the increased demands for accountability as a result of legislation at the state and national levels altered the administrators' self-reported willingness and ability to be inviting?" Their findings reflect both the increased demands on our diligence but also our increasing capacity to remain inviting in less than inviting circumstances.

Our final piece is one of personal journey and revelation. Salene Cowher recently returned from a sabbatical where she studied the most recent research on treatments for clients diagnosed with Post-traumatic Stress Disorder (PTSD). During the sabbatical, she was struck by how her own complacency had become unintentionally disinviting to some of her clients and many efforts to accommodate their needs lacked the sensitivity and mutual communication characteristic of intentionally inviting behavior. She concludes that although we may be well versed in the inviting stance, we should not

take for granted that all behavior intended to be inviting is inviting. In other words, she had rediscovered how covertly unintentionally disinventing behavior can creep into our thinking and practice. She discusses her discovery and helps us become more aware of the constant vigilance necessary to remain intentionally inviting.

I hope these messages of scholarship both enrich and inform your indubitable journey toward becoming an inviting professional.

Parenthetically, please note that spellings, format issues, and some colloquialisms of the home country of the author have been maintained.