

# All Assessors and Teacher Trainers Meeting Minutes

Saturday 9<sup>th</sup> and Sunday 10<sup>th</sup> March 2019

Ground floor room (IYC building)  
147 Great North Road,  
Grey Lynn, Auckland

## Saturday

Meeting began 1.00pm

Moni gave us a very personal account of her time in Pune when Geetaji passed away.

Invocation

**Attendees:** Monica Haar, Melodie Batchelor, Anne-Marie Tweedie, Sue Lever, Rosie Holland, Suzi Carson, Fran Campbell, Cornelia Regnier, Jo Peden.

**Apologies:** Eira Kramer.

**Secretary:** Jo Peden.

**Chair:** Moni.

## Last year's minutes approved and any business arising:

Moni highlighted: Referrals are needed for all JI1 & 2 candidates. JI3, SI1 and SI2 candidates need to have verification.

Information packs should be will be sent before the application deadline – this wasn't done. (This item was discussed more fully later in the meeting.)

At the NZ 2018 All Assessors meeting it was decided two moderators would attend the Australian All Assessors. The Executive had not taken note. (This item was discussed more fully later in meeting).

Melodie moved that the 2018 minutes be accepted: Susie Lever seconded.

## Item 1: Report on the Australian All Assessors meeting by Melodie and Anne-Marie

Melodie presented her report.

### Who sits on the Certification Committee (CC) or A&TT

In Australia there was a lot of emphasis on experience. The Moderators are expected to sit on the Certification Committee. Currently we have a Moderator (Susie) and a Senior Assessor (Rosie) on A&TT. The A&TT and the STAG group work closely together at the moment to organise the assessments. The current A&TT have strong committee skills.

**Idea:** To use seniors to support the Moderators; to use JI3 on the A&TT committee when possible. Perhaps broadening the Senior Teachers Advisory Group and delegate when possible.

### Trips to Pune

Four Trips to Pune are needed and one within the last three years in order to Assess and Teacher Train. Two one-month long stays and at least two five-day long courses with an Iyengar family member or designated teacher from RIMYI. These trips can be taken in any order but the last one to have been within the last three years.

**Action:** Jo to Executive: Regarding visits from Iyengar family or designated teachers, members need to know over a year out.

### **Assessment Panels**

Australia has 28 assessors (but not enough Moderators); 14 assessments annually. Australia plans ahead – setting aside two months of the year for assessments and working out who needs what experience to progress. There was a reminder that the appropriate correspondence comes from appropriate level – assessment Moderators should communicate with the Teacher Trainers.

### **Mentorship for Teacher Training**

J12 teachers can start their 2-year mentorship in teacher training (observing a qualified teacher trainer) to prepare to be able to conduct teacher training themselves. They must have J13 before commencing teacher training. According to the constitution a teacher who has achieved J13 needs to wait 2 years before training teachers independently. Also, the 2-year mentorship is to be done two years **prior** to taking on their own group of trainees.

**Action: A&TT** to send an email to all J12s to point out that they can commence a Teacher Training mentorship while at the J12 level.

### **Construction of Panels**

Construction of panels is very important. Experience is important and emphasised in Australia. Junior assessors can create 'chaos' and override a moderator. The moderator needs to be respected, their experience respected. We had a large discussion around the culture of assessment in relation to respect and experience. This group are the panels, create the culture and are agreeing to be respectful and to not get personal. Each interaction this group has grows the culture. First time Moderators should have a senior assessor on the panel to support them in that role. Debrief at the end of the assessment is important.

### **Discussed the Role of Moderator**

Among other things: create an atmosphere a calm; manage the time constraints; look after the welfare of the candidates; is a representative of the association; deal with upset candidates; come in with their experience to help that assessor in that moment; help guide the assessors. Debrief at the end of the assessment is important.

**Action: A&TT** to ensure all teacher trainers and trainee assessors are invited to the All Assessors meeting.

**Action: A&TT** to give the 2020 dates to those invited to next year's NZ AA meeting.

### **Verbal Feedback**

The whole panel decide who/how many feedback. If the feedback is sensitive, the assessor practice verbalising the feedback to the assessment panel first. This is very important – even if the candidates need to wait. We should give ourselves space and time to prepare adequately. At the conclusion of the feedback, ask if they have understood or if they have any questions.

### **Assisting Hours**

Discussion on real class situation and within trainee workshop setting, differing view in the group. Surrogate teachers for the assisting hour when needed. Trainers should have on-going relationship with their trainees. The trainer still has the accountability.

**Action: Moni** to circulate Mr Iyengar's 2007 letter.

**Action: Jo to Executive:** remove all the old manuals from the website.

**Action: Moni** to ask all old manuals deleted when sending the new handbook and manual.

### **What are we looking for at Introductory Level?**

The biggest difference at this level, and the area we focussed the discussion on, was in relation to the range in teaching experience. This is where the reference to looking at 'potential' was discussed and looking at the whole person.

## Feedback sheets

Feedback should be clear and consistent. The Australian CC plans to reformat their feedback sheets for 2020.

**Action: Moderators** to keep assessment feedback sheets so that future Moderators have a potential reference at assessment. Aiming to bring continuity for the candidate.

**Action: A&TT** to reformat the Assessment Feedback form with larger boxes.

**Action: Assessors** to fill out the feedback form digitally.

## Moderator's report

Maybe two reports – one fuller and a brief report for A&TT and the Link.

A&TT is responsible for communicating feedback to any assessors who may need guidance on performance improvements.

## Assessment Finances

In Australia there are more and more assessors, financially it's really hard for the All Assessors meeting. Assessment Venues in Australia are often the same venues and same schools. Three rooms work really well. However the Australians acknowledged that they have a small number of schools offering their venue space, we have a similar situation in NZ.

## Item 2: Launch of the Certification Procedures Manual (CPM) and the Teacher Certification Handbook (TCH)

This has been a three-year process with many from this group contributing to this work. The CPM is a confidential document to the assessment and teacher trainer groups. The TCH is a public document.

We went through the manuals to become familiar with them and discuss any items that might be amended or excluded. The 2019 amendments from the Australian handbook and manuals were highlighted and Moni had also highlighted parts which needed discussion and agreement.

## Highlighted Changes to the TCH from Australia and decisions from NZ All Assessors

Pg. 6: Piece on Mr Iyengar shortened.

Pg. 7: Piece on Geeta inserted. Inserted.

Pg. 12: Prerequisite: agree to take out the 300-hour classes phrase.

Pg. 12: Agreed to in-house anatomy training.

**Pg. 13: Voted** to Teacher Trainers registering and renewing their trainees each year with A&TT.

**Action: Teacher Trainers** to register and renew their trainees on 1 April each year with A&TT.

Pg. 16: Upgrading to Senior Intermediate levels. Mr Iyengar wanted to see people only sitting if they had been to Pune in the last 2 years.

**Action: Moni** to send a copy of this letter to A&TT regarding upgrading and having been to Pune (How does Mr Iyengar word about the two years?).

Pg. 13: Typos: current, attain, 5 years'

Pg. 14: Requirements to train teachers should be A&TT not Certification Committee also later on the page.

Pg. 17: Ten hours. Teacher development. **Voted** not to change it from 10.

Pg. 17: Working with vulnerable people. **Voted** to remove the heading.

Pg. 17-18: Lapsed membership.

Pg. 18: Under 'Code of Conduct' heading. Refer to Appendix B: Teachers' Code of Practice, p. 38.

Pg. 19: Under 'Certification Mark' agreed 10 hours still stands.

Pg. 20: Renewal Procedure.

When we renew our annual fee, it is a contract. Discussed if someone is paying up and keeping themselves aside – decided we don't want to get into policing. They won't be able to upgrade if they aren't doing professional development.

**Action: Jo** put a clarification of obligation in the Link.

**Action: A&TT** to put clarification of obligations in letter to Introductory all passing candidates. Copy of the letter to be sent to Anne-Marie for May.

Pg. 21: Typo: 'has' not 'have'.

Pg. 21: Voted that school name permissions requests don't need to go passed the Ethics Committee.

Pg. 22: Requests to use the name 'Iyengar' in a school no longer need a request form rather a letter to the Executive.

**Action: A&TT and Executive** to delete any 'Request to use the Iyengar name' forms.

Pg. 24: **Voted** to keep the Teacher trainee enrolment fee of \$35.

Pg. 25: From 2020 applications, referrals and practice should be sent by email to the coordinator. However, the candidate sends the assignments on papers.

**Action: A&TT** update the JI application forms: JIs 1 & 2 need referral and JI3 referral or verification.

Pg. 26: Referral as an expression of lineage noted.

Pg. 26: Change Certification Committee to A&TT

Pg. 27: Noted 'Allocation of places at assessment'. Typo: 3<sup>rd</sup> bullet point 'Longest' doesn't need capital.

Pg. 31: Under 'Results and feedback' delete sentence "A letter confirming .... assessment."

Pg. 32: Interview and talk – noted.

Pg. 33: Typo: Add quotation mark and beginning of quote.

Pg. 34: Noted 'common ailments' at Introductory.

Pg. 34: Responsibilities: Teaching 'one level above'. After discussion **Voted** to take out words 'one level above' out as per the Constitution.

Pg. 34: Third bullet delete 'be undergoing or', keep 'have completed a two-year Teacher Training mentorship.

Pg. 35: Under 'Assessors' added 'be undergoing or to have...' competed a two-year TT mentorship.

Pg. 35: Under 'Assessors' add 'at the discretion of the moderator' after 'several assessments'.

Pg. 35: **Agreed** to rotation on the A&TT, Susie Lever is currently on.

**Agreed** to refer to STAG Group (not SAG).

**Action: Moni, Melodie, Anne-Marie** to discuss who is STAG and invite to the group.

Pg. 35: Noted Trips to Pune.

Pg. 38: Typo: Bracket at the end of '(IYNZ'.

Pg.40: Delete 'only one level above' as per previous discussion.

**Action: Moni** to look into discrepancy: Plate 49 Urdhva Prasaita Ekapadasana – hands on ground or not?

Discussion on the Certification Procedures Manual was started Saturday and completed on Sunday.

### **Certification Procedures Manual**

Pg. 1: Noted this manual will be reviewed annually

Pg. 3: Delete 'Record of results' and 'Moderator's report' Appendices.

Pg. 4: Delete food menu

Pg. 5: Noted the manual for Teacher Trainers, Assessors and Moderators.

Pg. 6: **Voted**: The Chair of the A&TT will be appointed by the committee and be ratified by the STAG group.

**Meeting finished at 6.00pm.**

### **Sunday 10 March**

7.00am Group practice at IYC

9.00am Meeting Commenced

Moni gave out letter from Mr Iyengar regarding assessment

**Action: Volunteer needed???** to find date for the Assessments letter.

**Action: Moni** to email the feedback forms - completed.

### **Certification Procedures Manual CPM (cont'd)**

Pg. 7: Noted trips to Pune.

Pg. 7: Assessment Panel make up. Not having the assessors all from the same school. Discussed. Noted: STAG and A&TT working together to get the best panels.

Pg. 8: Delete 'The first-time trainees will not receive the candidate's application details'.

**Action: Jo to let A&TT** know trainees are to receive candidates' application information.

Pg. 9: Noted: Been to RIMYI at least 4 times.

Pg.10: Note: 'several' assessment. Add 'at the discretion of the Moderators'.

Pg. 11: Noted 'Ongoing Moderator development'.

Pg. 12: **Voted** to change Intro to Max 8 candidates, keep the minimum. These are guidelines. It is really important to offer those senior levels. **Voted** to have a minimum of two SI level candidates.

Pg. 13: Noted. Candidate Allocation at SI levels.

Pg. 14: Feedback papers are now called Feedback reports. These should be completed digitally.

Pg. 15: Delete 'and feedback reports for those who did not pass the assessment'. Noted confidentiality.

Pg.16: Volunteer students: Discussed what constitutes major injuries and what constitutes an acceptable level of the volunteer students.

**Action: A&TT to note:** The assessment coordinator needs to know not above the level and no major injuries.

**Action: A&TT to note:** If we have to use a more senior volunteer, we need to use them as the menstruator.

**Action: A&TT to note:** All the Auckland schools are asked to give two candidates for assessment.

Pg.19: Agree to keep feedback reports for reference (these are digital). These are confidential. Assessors aren't given the information.

Pg. 22: Agreed to take out phrase 'the Assessment Coordinator'.

Pg. 23: Noted 'Indicate change by saying 'Complete your Savasana and prepare for pranayama''.

**Note:** Calling of the pranayama should be the most experienced person.

**Action: Moni** to check Urdhva Prasarita Eka Padasana discrepancy between syllabus and practice, plate 49 and let A&TT know.

**Action: Jo to A&TT** the Introductory Practice from 2020 is 1 hour 45 mins and Savasana.

*Page numbers now quoted as they are and as they will be after removal of pages.*

Pg. 49/46: Noted: The asana are to be taught, followed by inversions.

Pg. 51/48: Supta Padangustasana – It was suggested we practice this at some stage.

**Action: Moni** to decide to bring to NZ All Assessors 2020.

Pg. 52/49: Noted: Plate 236 is correct.

Pg. 56/59: Noted: Assignment questions. (Info packs are not in this manual). The questions are in the manual. Word amounts are for Introductory 1000 (roughly 200 per questions). Teacher trainers should look at them first. At the JI there is a word count per question.

Discussed enrolment form to be deleted and trainees registered on 1 April.

**Action: Jo** to let Executive and A&TT know we will no longer use the enrolment form.

**Action: Teacher Trainers** to let A&TT know who they have training on 1 April each year.

**Action: A&TT** reminder to Teacher Trainers for 1 April. Teacher trainers please update your trainees.

**Action: A&TT** Note: All JIs need referral or verification. Please check application forms on the website. Seniors – Referral or validation all the way through.

**Action: A&TT** Redesign Referral form with box for referral/box for verification. Introductory separate – must have referral.

**Action: Jo** to email Executive Committee and Ethics Committee the Australian Harassment, Bullying and Discrimination paper.

**Action: Cornelia:** To look at the Code of Conduct; Code of Practice; Harassment, Bullying and Discrimination paper; Complaints Handling Procedure; the Constitution and the old manual.

**Finished 11.15am**

**Chair: Anne-Marie**

**Item 1: Clarity around Teacher Training Programmes**

There are different models of delivery. Course style is a valid option. There should be a student/teacher relationship, a mentorship. The TCH clearly sets out what needs to be learnt.

**Item 2a: Difference between Referral and Verification**

At Introductory level the candidate must have a referral. For all the JI and SI assessments a referral or verification is needed.

**Item 2b: Discussion on referral forms for Senior Assessments**

For all the SI assessments candidate must have a referral or verification.

**Item 3: Clarity of the filling out of Assessment Feedback paper**

This form relates to the candidate.

Discussed in general keeping the lines of communication open. Sometimes a phone call is the best option.

**Discussed teaching sequence for menstruating candidate**

Poses given for teaching at assessment are often in sequence as a consideration for the volunteers. If a teacher is menstruating, it doesn't necessarily matter (we have all taught while menstruating) although there may be a different energy around her teaching.

The Moderator could choose to change the sequence of teaching.

**Item 4: Expectations on the standards at each level of assessment (A-M)**

There were a variety of views of which steps were larger between the Introductory and the JI levels. However, JI3 is seen as significant and the SI is another big step up. Maturity comes with the higher levels. Introductory candidates should have a good solid practice; JI1 the practice should show improvements, teaching may not be super sharp; JI2 should be practice and teaching coming together.

Noted: What is the responsibility we are assessing them for? At Introductory are they ready to start teaching, at JI3 are they ready to train teachers?

Discussed how we can be getting candidates to pass. Not putting them up before they are ready. Train the trainees as teachers and also train them for the assessment. Try to see the whole person, the practice.

Noted Assessors who are teacher trainers have better experience at judging the levels. Moderators, experienced Assessors and Teacher Trainers should provide guidance at assessments.

Assessors in Australia observe all the levels as part of their training. New assessors tend to be too harsh.

Often there is complaining around not passing, however this should be seen as experience. We need to: help candidates accept a no pass. We need to be really clear why the person passed/not passed.

It is important to give good feedback on paper, we need to help each other by filling out the feedback.

The way we use the words and articulate is important.

**Item 5: JI 3 Ruling on visits to Pune**

Teacher Trainers should be talking about Pune visits to their trainees. We haven't put a rule around going to Pune so you can get through JI 3 without a trip to Pune. However, at SI the trips to Pune are important.

**Action:** A&TT: In letter of congratulations to successful candidates include an encouragement to candidate to visit Pune.

**Trips to Pune**

Discussed the impact of trips to Pune: environmental, financial, pollution, safety, family. Discussed options for future: perhaps seeing a teacher who goes to Pune or having an Iyengar family member or designated teacher visit NZ every three years.

**Action:** Jo to Executive: See if we can get a designated teacher from Pune every three years.

**Action:** Jo to Executive: Was the December convention filmed? Explore digital options for the future.

**Item 6: Number of Assessment Applicants at each level.****Possible timings and venues for the Assessment**

Some candidates looked like they were skimming on requirements. Several applications were not completed correctly.

**Action:** A&TT: Please notify the Teacher Trainer when there are problems with incomplete applications so they are able to make sure they have processes in place to check it doesn't continue to happen.

**Action:** Teacher Trainers to ensure candidates fill in their applications and referrals correctly and on time. Please don't wait to the last minute.

**Item 7: Implement a rotational system on attendees at the Australian All Assessors**

Discussed the possible rotation. Decided to seek more information. There is an assessor component of the Australian All Assessors meeting. Could assessors attend (fund themselves) as part of their professional development.

**Action:** STAG Group to apply to Executive to see if two representatives could be sent to the Australian All Assessors meeting next year.

**Action:** Moni to ask the Australians how many Moderators we could possibly send and if we could send an assessor (how many) to the Assessors part of their meeting.

**Item 8: Advance clarification on start and finish times for the All Assessors Meeting (A-M)**

The NZ All Assessors meeting will be 21-22 March 2020: commencing 1pm Saturday and finishing at 4pm on Sunday. This is now reflected in the CPM.

**Item 9: Guidelines for Physical Adjustments from IYNAUS**

**Action:** Jo to check in with IYNAUS for when these are available. Once they are available distribute to the group and bring to the next All Assessors meeting.

**Item 10: All Assessors Meeting 2020**

21-22 March 2020, 1pm start Saturday and 4pm finish Sunday.

**Item 11: Descriptive email addresses for the Chairs of each of the Committees**

**Action:** Moni and Tessa to explore options in conjunction with Kathleen Powell (Exec).

**Item 12: Assessment fees**

**Action:** Jo to look at the Assessment fees in relation to cost of assessment.

**Action:** Jo to look at increasing the Teacher Membership fee (Australia is around \$250) so it covers All Assessors and maybe two Moderators to Australia.

## **Lunch Break 1.00pm**

### **2.00pm: Practical (Anne-Marie)**

In Australia this was a 3-hour session.

We watched two YouTube videos – one of an Introductory assessment practice and one of an Introductory teacher teaching. We split into two groups – a moderator, a senior assessor, and more junior assessors.

After each video we had a few minutes to compile our personal notes, prior to coming together in our two groups to discuss our observations and, from this, compiled our group feedback for the candidate. Discussed keeping the feedback succinct and in line with what the group had agreed. The verbal feedback for the teaching and practice were delivered by different members from each group, simulating an assessment situation. Moni, as senior assessor, circulated between the groups during discussion to give guidance as required, and then gave constructive feedback on the delivery of the feedback.

**Next meeting:** 21-22 March 2020, 1pm start Saturday and 4pm finish Sunday.

**Meeting finished at 4.00pm.**

## Meeting Summary

### Voted/Agreed:

- **Voted** to Teacher Trainers registering and renewing their trainees each year with A&TT.
- **Voted** to keep the Teacher trainee enrolment fee of \$35.
- Pg. 34: Responsibilities: Teaching 'one level above'. After discussion **Voted** to take out words 'one level above' out as per the Constitution.
- Pg. 35: **Agreed** to rotation on the A&TT, Susie Lever is currently on.
- **Agreed** to refer to STAG Group (not SAG).
- CPM Pg. 6: **Voted**: The Chair of the A&TT will be appointed by the committee and be ratified by the STAG group.
- CPM Pg. 12: **Voted** to change Intro to Max 8 candidates, keep the minimum.
- **CPM Voted** to have a minimum of two SI level candidates.
- **Note**: Calling of the pranayama should be the most experienced person.
- At Introductory level and JI1 and JI2 the candidate must have a referral. For JI3 and SI assessments a referral or verification is needed.
- For all the SI assessments candidate must have a referral or verification.

### Action Points:

Who	Action	Done
A&TT	to send an email to all JI2s to point out that they can commence a Teacher Training mentorship while at the JI2 level.	
A&TT	to ensure all teacher trainers and trainee assessors are invited to the All Assessors meeting.	
A&TT	to give the 2020 dates to those invited to next year's NZ AA meeting.	
A&TT	to reformat the Assessment Feedback form with larger boxes.	
A&TT	to put clarification of obligations in letter to Introductory all passing candidates. Copy of the letter to be sent to Anne-Marie for May.	
A&TT	to delete any 'Request to use the Iyengar name' forms.	
A&TT	update the JI application forms: JI 1&2 need a referral and JI3 a referral or a verification.	
A&TT	know trainees are to receive candidates' application information.	
A&TT	to note: The assessment coordinator needs to know not above the level and no major injuries.	
A&TT	to note: If we have to use a more senior volunteer, we need to use them as the menstruator.	
A&TT	to note: All the Auckland schools are asked to give two candidates for assessment.	
A&TT	the Introductory Practice from 2020 is 1 hour 45 mins and Savasana.	
A&TT	reminder to Teacher Trainers for 1 April. Teacher trainers please update your trainees.	
A&TT	Note: All JI 1 & 2s need a referral JI3 referral or verification. Please check application forms on the website. Seniors – Referral or validation all the way through.	
A&TT	Redesign Referral form with box for referral/box for verification. Introductory separate – must have referral.	
A&TT	In letter of congratulations to successful candidates include an encouragement to candidate to visit Pune.	
A&TT	Please notify the Teacher Trainer when there are problems with incomplete applications so they are able to make sure they have processes in place to check it doesn't continue to happen.	

Moderators	to keep assessment feedback sheets so that future Moderators have a potential reference at assessment.	
Moderators	to discuss who is STAG and invite to the group.	
STAG Group	STAG Group to apply to Executive to see if two representatives could be sent to the Australian All Assessors meeting next year.	
Assessors	to fill out the feedback form digitally.	
Teacher Trainers	to register and renew their trainees on 1 April each year with A&TT.	
Teacher Trainers	to ensure candidates fill in their applications and referrals correctly and on time. Please don't wait to the last minute.	
Moni	to circulate Mr Iyengar's 2007 letter.	Yes
Moni	to ask all old manuals deleted when sending the new handbook and manual.	
Moni	to send a copy of this letter to A&TT regarding upgrading and having been to Pune (How does Mr Iyengar word about the two years?).	
Moni	to look into discrepancy: Plate 49 Urdhva Prasaita Ekapadasana – hands on ground or not.	
Moni	to email the feedback forms - completed.	Yes
Moni	to decide to bring Supta Padangustasana variations to NZ All Assessors 2020.	
Moni	to ask the Australians how many Moderators we could possibly send and if we could send an assessor (how many) to the Assessors part of their meeting.	
Moni/ Tessa	to explore dedicated email address options in conjunction with Kathleen Powell (Exec).	
Cornelia	To look at the Code of Conduct; Code of Practice; Harassment, Bullying and Discrimination paper; Complaints Handling Procedure; the Constitution and the old manual.	
Jo	to Executive: Regarding visits from Iyengar family or designated teachers, members need to know over a year out.	
Jo	Jo to Executive: remove all the old manuals from the website.	
Jo	Jo put a clarification of teacher obligation in the Link.	
Jo	Xxx ( <i>Need volunteer</i> ) to find date for Mr Iyengar's Assessments letter.	
Jo	to let Executive and A&TT know we will no longer use the enrolment form.	
Jo	to email Executive Committee and Ethics Committee the Australian Harassment, Bullying and Discrimination paper.	
Jo	to Executive: See if we can get a designated teacher from Pune every three years.	
Jo	to Executive: Was the December convention filmed? Explore digital options for the future	
Jo	to check in with IYNAUS for when these are available. Once they are available distribute to the group and bring to the next AA meeting.	
Jo	to look at the Assessment fees in relation to cost of assessment.	
Jo	to look at increasing the Teacher Membership fee (Australia is around \$250) so it covers All Assessors and maybe two Moderators to Australia.	
Executive	to delete any 'Request to use the Iyengar name' forms.	

**Next meeting:** 21-22 March 2020, 1pm start Saturday and 4pm finish Sunday.

**Signature:**   
Wendy Morwood (Mar 31, 2021 17:27 GMT+13)

**Email:** [wendy@yogamoves.co.nz](mailto:wendy@yogamoves.co.nz)

# NZ All Assessors Minutes 9-10 March 2019 (23 March)

Final Audit Report

2021-03-31

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