

AWSNA 2010 Northeast-Quebec Regional Conference Schedule/Workshops
Crafting Time to Open Space-A Conference for Teachers, Administrators and Board Members

<i>Friday March 19</i>	<i>Saturday March 20</i>	<i>Sunday March 21</i>
10:00 to 3:00 Delegates Meeting All Northeast/Quebec AWSNA Affiliated Schools invited (Lunch Provided: \$10 donation requested)	8:30 to 9:00 Eurythmy (Kirsten Ramsden) 9:15 to 10:15 Lecture: “The two streams of time: Examining how the past and future influence the present” (Jon McAlice and David Sloan)	9:00-9:30 Eurythmy* (Kirsten Ramsden) 9:30 -10:30* Enlivening Collegial Study and Pedagogical Inquiry: During this workshop we’ll look more closely at ways to enliven and deepen collegial study in a school. Some of the topics to be addressed are: What are the questions that will shape our future work? Are there ways to enliven the study of Rudolf Steiner’s pedagogical works, enabling us to come to a deeper shared understanding of the Waldorf educational impulse? Can the striving for shared insight mature into the courage to blaze new trails in education? Please come prepared having read the lecture material provided. <i>The Younger Generation: Lecture XI Rudolf Steiner October 13, 1922</i> (Jon McAlice and Michele Starr)
Preparatory reading for the Delegate’s meeting and Conference: <i>The Younger Generation: Lecture XI Rudolf Steiner October 13, 1922</i> “As teachers, therefore, we may come into the position of having to educate somebody who will be greater than we. It is impossible to provide schools with enough teachers unless one holds to the principle that it does not matter if the teacher is not as clever as the pupil will be some day. Nevertheless he will still be a good teacher because it does not depend on the giving out of knowledge but on activating the individuality of the soul, upon the pre-earthly existence. Then it is really the child who educates himself through us. And that is the truth. In reality we do not educate at all. We only disturb the process of education when we intervene too energetically. We only educate when we behave in such a way that through our own behavior the child can educate himself. We send the child to primary school in order to rid him of troublesome elements. The teacher should see to it that the troublesome elements are got rid of, that the child escapes conditions under which he cannot develop. So we must be quite clear upon this point: we cannot cram anything into a human being through teaching and education. What we can do is to see to it that the human being, as he grows up, should succeed in developing the abilities within him. That we can do, but not through what we know but through what stirs inwardly within us in an artistic way. And even if the rare thing should happen that as teachers we are not particularly endowed with genius — one should not say this, but in spite of your youth movement you are old enough for me to say it — if the teacher has only a kind of instinctive artistic sense he will offer less hindrance to the growth of the child’s soul than the teacher who is inartistic and tremendously learned. To be tremendously learned is not difficult.” [Excerpt from lecture]	10:15 to 10:45 Experiencing Time Through Music With Chris Diehl-Noble and Friends	10:30 to 11:00 Snack 11:00 to 12:15 Plenum & Closing Remarks
	10:45 to 11:15, Snack	
	11:15 to 12:30 Workshop Session I	
	12:30 – 2:00 Lunch	
	2:00 to 4:00 Workshop Session II	
	4:00 – 4:30 Snack	
	4:30 to 5:30 Lecture: “Collegial Crafting of Time to Open Space” (Jon McAlice and David Sloan)	
5:30 to 7:30 Dinner Break A list of local restaurants will be provided.	*Please note registration for Saturday evening and Sunday is separate from the Conference	
7:30* Preparatory work for Sunday An open conversation working with the 2 nd teacher’s meditation given by Rudolf Steiner. (with Jon McAlice and Michele Starr)		
7:00 – 9:00 Introductions, Musical Presentation & Lecture: (Jon McAlice and David Sloan) “The 4-Fold Nature of Time”		

Workshop Descriptions

(1) A Sense of Time, *Sueanne Campbell*

What is the young child's relationship to time? What is the early childhood teacher's relationship to time? In a life where there never seems to be enough time or perhaps time is endless: how as adults can we be in the "moment" and meet the needs of these young children? In the weeks before the conference observe your relationship to time in regards to your work with the children and your preparation. Please come prepared to dialogue. There will be a presentation of a puppet show and an artistic activity related to this theme...provided there is enough time!

(2) Healthy Collaborative Leadership, *Jon McAlice and Michele Starr*

Pedagogical dialogue, clarity, transparency, and the development of capacities create the foundation for healthy collaborative leadership. Using examples that participants bring from their own schools, we will explore what is needed in school leadership and how to develop the skills necessary to lead.

(3) How to improve “the spirit thing”, *Jean Yeager*

In a recent continent-wide survey on Board of Trustee education in Waldorf Schools, 84% of the respondents said that Waldorf values were extremely important to board work although 54% ranked board study as “barely passable.” We will consider in this workshop how to approach the “spirit thing” and other non-technical subjects for an effective Board of Trustees.

(4) Geometry: From Outlook to Insight, *Connie Gerwin*

Geometric forms reveal patterns inherent in number and satisfy our natural feeling for unity. Geometry is essential to the study of mathematics during the adolescent years, as it is an activity at once cognitive and volitional, logical and aesthetic, and in the doing, invites further explorations and insights. In this workshop, geared to teachers in the middle school through grade 10, we will combine Euclidean and sacred geometry to give form to abstract mathematical concepts, including the irrational numbers, ratio and proportion, as well as arithmetic, geometric, and harmonic progressions.

(5) Veiling the Lake Champlain Mountains, *Elizabeth Auer*

Through exploring the local landscape we'll discover the joy of working with color. For anyone wishing to deepen his or her artistic experience.

(6) Working Together, *Virginia McWilliam and Barbara Richardson*

Too often in our Waldorf classrooms we can feel very isolated in our work and alone with the questions that arise through our earnest daily strivings to meet the children as fully as we can. How do we progress from looking to really seeing each other; from hearing the words to really listening to the questions alive in the other person? What are the ways in which we can consciously collaborate and support each other? The Mentoring Collaborative seminar is actively striving to both deepen our understanding of Waldorf education as well as to create mentoring structures that can help us step out of isolation into a life sustaining connection with one another. Please join us to hear more about our work, including study and artistic activity to help step out of the cave!

(7) Enlivening the art of oil pastels, *Elizabeth Dealing*

Using oil pastels and a blending solvent, we will develop technique through the lenses of color and light. Open to anyone wishing to explore this vivid and versatile medium.

(8) Symposium for Learning Needs, *Pamela Sonn*

Children with different learning styles challenge all teachers to grow and change. How do we evaluate the progress of students who must work differently than their peers? How much can we tailor to individual circumstances within a group and still form a common experience? Through inquiry, this workshop will offer a space to explore our common questions about teaching students with learning differences who choose a Waldorf Education.

(9) Finding a healthy rhythm at school, *Robert Sim*

We all know how many compromises are made in order to accommodate everything that we want to teach our students. We know that this hinders true depth in the students' encounter with lesson content. In this workshop we will look at the relationship between the rhythm of our lessons and the ability of the students to digest and assimilate the material.

(10) DANA Northeast will meet during the workshop sessions. These meetings will be open to anyone doing administrative work in our Northeast Waldorf Schools. The agenda, covering current administrative topics of interest, will be developed from your input and we will allow time for people to meet in small “job alike” groups. Please contact Lisa Mahar, DANA Coordinator, with your agenda suggestions: lmahar@monadnockwaldorfschool.org.

Time and Timelessness in Music:

An artistic presentation on Friday and Saturday by Chris Diehl-Noble and friends

How different is our inward response to music without a beat than to music with a strong pulse? How different is our response to the metrical impulse of a waltz versus that of a march? In music we seek to make sense of time in sound and silence with meter. In these sessions we will explore representative examples of non-metrical music, and music in simple, compound, and complex meter.

Presenters:

Elizabeth Auer currently teaches grade seven at the Pine Hill Waldorf School in Wilton, NH after teaching Manual Arts for ten years. In addition, she has taught curriculum drawing to Waldorf teacher trainees at Antioch University and has given many workshops in drawing, painting and modeling. Elizabeth's latest addition to her professional explorations is to teach "Practical Arts grades one through six" in *Renewal* courses during the summer, as well as writing a book on creating art with children, grades one through eight.

Sueanne Campbell has over 17 years of experience as a Waldorf early childhood educator, and is one of the founding teachers of the Lake Champlain Waldorf School. She has served as an Eastern Regional Representative for WECAN, as well as an AWSNA delegate. An experienced consensus facilitator, Sueanne has worked with the AWSNA Leadership Council facilitating national meetings. Sueanne is excited to be part of the early childhood movement as it observes and responds to the needs of young children today.

Elizabeth Dealing is a class teacher at the Lake Champlain Waldorf School, where she delights in teaching the arts. She earned a bachelor's degree in studio art at Smith College before going on to study Waldorf Education. She has participated in Karine Munk Finser's Healing Arts Retreats as well as many classes with Leo Klein.

Christopher Diehl-Noble has been a class teacher at the Lake Champlain Waldorf School for fourteen years. He came to class teaching after professional training as a cellist at Boston University, and class teacher training at Emerson College in England. He has also worked as a music specialist in public and Waldorf schools. He is currently teaching sixth grade. He and his wife Abigail (also LCWS faculty) have two young children.

Connie Gerwin has taught in Waldorf elementary and high schools for over 30 years as a math teacher specializing in high school skill classes and main lessons of grades 9 and 10. This year she is working as a guest teacher at the Merriconeag Waldorf School in Freeport, ME and the Lake Champlain Waldorf School in Charlotte, VT. In addition to teaching, Connie has launched peer counseling programs at several Waldorf schools, led workshops for high school teachers and parents on this topic, and initiated student social events and festivals at the schools where she has taught. Connie lives in Amherst, Massachusetts with her husband Douglas, who is also a Waldorf teacher and mentor to high schools. Her two grown children and foster son attended Waldorf elementary and high schools in California, New Hampshire, and Germany.

Jon McAlice has worked in the international Waldorf school movement for over 20 years as a teacher and lecturer. He has been involved in teacher training institutes throughout Europe and in the United States, focusing primarily on questions of human development and the psychology of learning. At the Goetheanum in Switzerland he headed up research projects on curricular development, collegial leadership, and the relationship between Waldorf education and today's work world. At present he lives in Ghent NY.

Virginia McWilliam is a 7th grade class teacher at the Hartsbrook School in Hadley, MA. She has offered studies in pedagogical mentoring at the Center for Anthroposophy and is a member of the General Council of the Anthroposophical Society of America.

Lisa Mahar is the Administrator for the Monadnock Waldorf School in Keene, NH and is the DANA coordinator for the Northeast region.

Kirsten Ramsden is the Eurythmist for the Merriconeag Waldorf School in Freeport, Maine. Kristin finished her training in Stuttgart, Germany, in 1979 and has been teaching in Waldorf Schools ever since. She has performed with many professional stage groups internationally, and brings these rich experiences, along with her love for the global community, to inspire her work. Her particular striving is to make eurythmy relevant to everyday life.

Barbara Richardson studied at the London School of Eurythmy. She is active with Eurythmy in the Workplace and teaches therapeutic Eurythmy at the Merriconeag Waldorf School in Freeport, ME. Barbara is also Coordinator of Foundation Studies at the Center for Anthroposophy.

Robert Sim grew up in England. He spent eight years after high school studying economics—culminating in a Ph.D. Shortly afterwards, realizing that his path would lead to Waldorf education, he attended teacher training at Emerson College. In 1982 Robert began teaching English at the Waldorf School in Ueberlingen, Germany, and then became a class teacher. In 1998 he moved to Wilton, New Hampshire, working as a class teacher at Pine Hill. Since 2006 Robert has taught humanities, mathematics and German at High Mowing School. His five children all went through the Waldorf schools and he continues to be happily married to an Eurythmist.

David Sloan has been a Waldorf high school teacher for nearly three decades, and has helped to launch two high schools: Shining Mountain Waldorf High School in Boulder, Colorado, and Merriconeag Waldorf High School in New Gloucester, Maine. He is the author of two books—*Stages of Imagination: Working Dramatically with Adolescents*, and *Life Lessons: Reaching Teenagers through Literature*, and recently completed an MFA program in poetry. In the summers, he is a member of the High School Teacher Training Program under the auspices of the Center for Anthroposophy.

Pamela Sonn is the Learning Needs Coordinator for the Lake Champlain Waldorf High School.

Michele Starr is an Upper Grades Team teacher at the Lake Champlain Waldorf School. She has been involved in Waldorf Education for over 25 years, primarily as a class teacher. She currently serves as the Leadership Council Representative for the Northeast/Quebec region of the Association of Waldorf Schools of North America.

Jean Yeager is Co-Director of Administration with Spirit Program, which conducts the Waldorf Administration Training at Rudolf Steiner College. Jean is the former Administrative Director of the Anthroposophical Society in American and now lives in Rutland, VT.

**AWSNA Northeast-Quebec Regional Conference ~ Friday, Saturday and Sunday
Hosted by the Lake Champlain Waldorf School (Shelburne Campus)
March 19th, 20th and 21st, 2010**

Registration Form:

Please PRINT clearly:

Name: _____ Phone: _____

Home Address: _____

City: _____ State: _____ ZIP: _____

E-mail address: _____

School _____ Position _____

Workshops:

There is one workshop choice over two sessions. Please list a first and second choice.

1st choice _____

2nd choice _____

Conference Fee (check the appropriate box and fill in the total amount enclosed):

\$125 Friday evening and Saturday conference

\$ 25 Saturday evening/Sunday workshop (You must attend the weekend conference to attend this section.)

(-\$25) Early registration discount *Payment & registration form* must be postmarked by March 5th.

\$_____ Total cost enclosed

Limited scholarship assistance available before March 5. Call Michele Starr at (802) 985-2827 x 46 to request.
If space is available, you may register at the door for \$150 per person for Friday/Saturday or \$175.00 for the weekend.

Housing: Call the hotel directly to reserve a room, and pay them directly.

Food: Lunch and snacks provided on Saturday. Snack provided on Sunday

Mail registration form and full payment to:

Michele Starr, Lake Champlain Waldorf School, 359 Turtle Lane, Shelburne, VT 05482
Make checks payable to Lake Champlain Waldorf School.

Important Conference Information

Location and directions: Lake Champlain Waldorf School, 359 Turtle Lane, Shelburne, VT.
Take I-89 toward Burlington, to exit 13, I-189 Shelburne/Burlington. I-189 ends at Route 7/Shelburne Road. Go south to Shelburne village. Turn right onto Harbor Rd, go .4 miles and turn right at Turtle Lane. The school is past the town sheds and Rescue Squad.

When should I arrive? Delegates or representatives from all AWSNA affiliated schools should plan to arrive in time to attend the delegates meeting, which begins at 10:00 am on Friday morning. Conference registration begins at 5:45 pm, and the conference begins with an artistic presentation and keynote address at 7:00 pm.

Fees: Individual rate: \$125 for Friday and Saturday—an additional \$25.00 for Sunday—discounted \$25 if received on or before March 5th. No discounts will be given after March 5, no exceptions. If space is available, you may register at the door for \$150 per person for Friday and Saturday. Canadian funds at par. A refund of 50% will be issued if notified in writing by March 18th. No refunds after March 18th.

Make checks payable to Lake Champlain Waldorf School.

Limited scholarships available. Please contact Michele Starr at starr@vtnaturalmed.com or (802) 985-2827 ext. 46 by **March 5th** to request. Scholarships will not be available after March 5th.

Registration: Complete the attached form and return by mail to Michele Starr, Lake Champlain Waldorf School, 359 Turtle Lane, Shelburne, VT 05482. **Payment must accompany registration.**

Snacks and Meals: Lunch will be provided for delegates on Friday with a suggested \$10.00 donation. Lunch on Saturday and all snacks are included in your conference fee. Dinners on Friday and Saturday are not provided. Please let us know if you have special dietary needs. A listing of local restaurants will be provided at registration.

Accommodations: Please call hotels directly to reserve your room. (All prices are approximate and subject to change.)

Heart of the Village Inn, 5347 Shelburne Rd, Shelburne, (802) 985-2800
Nearest option. Lovely B&B in a restored Victorian house. \$140-\$240 per night.

Holiday Inn Express, 1720 Shelburne Rd., South Burlington, (802) 860-6000
Close, all non-smoking, shuttle service from airport. \$100.00 – 110.00 per night. Indoor pool.

Mainstay Suites, 1702 Shelburne Rd., Shelburne, (802) 860-1986
Close, suites & efficiencies w/ kitchens. \$90.00 – 110.00 per night – suites sleep up to 6 people.

Super8 of Shelburne, 2572 Shelburne Rd, Shelburne, (802) 985-8037
Close, free wi-fi, indoor pool/sauna and restaurant on-site. \$60.00 and up per night.

Countryside Motel, 6475 Shelburne Rd, Shelburne, (802) 985-2839
Close, all non-smoking rooms. \$62.00 to \$88.00 per night. Kitchenette in rooms.

Econo Lodge, 3164 Shelburne Rd, Shelburne, (802) 985-3377
Economy chain hotel. \$59.99 - \$79.99. Continental breakfast provided.

Days Inn, 3229 Shelburne Rd, Shelburne, (802) 985-3334
Economy chain hotel. \$62.00 to \$65.00 per night. Extra \$7.00 per person for more than 2 in a room.

Smart Suites, 1700 Shelburne Rd, S. Burlington, (802) 860-9900
\$89.95 to \$150.00 a night for a suite, which could sleep 2 to 4. Breakfast included.

GGT Tibet Inn, 1860 Shelburne Road, South Burlington, Vermont 05403 (802) 863-7110
info@ggttibetinn.com Reasonably priced and close by.

Questions? Contact Michele at (802) 985-2827 x46/starr@vtnaturalmed.com