

AWSNA SUMMER CONFERENCE 2011

Rudolf Steiner's Unique Understanding of Adolescence

Child Development and the Spiritual Intentions of Waldorf Education

Our ability to meet the adolescent today is deeply dependent on understanding Rudolf Steiner's overarching conception of child development. When we weave together the practiced observations of the doctor with the experience of the teacher, the genius of Waldorf Education becomes apparent. This will be an opportunity to deepen our work as educators across all the years of child development.

Friday, June 24, 6:00 p.m. – Monday, June 27, 6:00 p.m.

Keynote Speaker: *Dr. Peter Selg, M.D.*

Dr. Peter Selg, M.D., is a youth psychiatrist and spiritual-scientific researcher working out of anthroposophy as director of the Ita Wegman Institute in Switzerland. From his deep study of and work with adolescents, he has developed a picture of the profound context out of which true Waldorf Education comes. This conference will delve into Rudolf Steiner's attitude towards the child and into the whole pedagogical challenge that childhood presents, creating a kind of basic reflection of the spiritual core of Waldorf Education. This conference will be of inestimable value for high school teachers, but it will speak just as much to educators of all levels who are fortunate enough to participate!

Pedagogical Section Meeting

Thursday, June 23, 4:30 p.m. – 9:00 p.m.
Friday, June 24, 8:30 a.m. – 12:00 p.m.

Delegates Meeting

Tuesday, June 28
Wednesday, June 29

Hosted by

The Waldorf School of Garden City,
New York



AWSNA

ASSOCIATION OF WALDORF
SCHOOLS OF NORTH AMERICA

Conference Schedule

	THURSDAY June 23	FRIDAY June 24	SATURDAY June 25	SUNDAY June 26	MONDAY June 27	TUESDAY June 28	WEDNESDAY June 29
8:30 – 10:00 a.m.		Pedagogical Section Meeting	Keynote: Peter Selg	Keynote: Peter Selg	Keynote: Peter Selg	Delegates Meeting	Delegates Meeting
Break 45 min.		Pedagogical Section Meeting					
10:45 a.m. – 12:15 p.m.		Pedagogical Section Meeting	Focus Group	Focus Group	Focus Group	Regional Work	Delegates Meeting
Lunch 12:15 – 1:45 p.m.			Lunch available at Adelphi University	Lunch available at Adelphi University	Lunch available at Adelphi University	Lunch available at Adelphi University	Lunch available at Adelphi University
PM 1 1:45 – 3:15 p.m.	Registration at the Waldorf School of Garden City		Artistic Workshops	Artistic Workshops	Artistic Workshops	Regional Work	Delegates Meeting
Break 30 min.			Break	Break	Break	Break	
PM 2 3:45 – 5:15 p.m.	First Class Lesson 4:30 pm	Registration at Adelphi	Keynote: Peter Selg	Keynote: Peter Selg	Closing Session: Peter Selg	Delegates Meeting	Delegates Meeting
5:30 p.m.	Dinner at TWSGC	Dinner at AU	Dinner at AU	Dinner at AU	Dinner at AU		
Evening	Pedagogical Section Meeting 7:00 – 9:00 p.m.	Opening & Keynote: Peter Selg 7:00 p.m.			Delegates/round- table discussion with AWSNA Board of Trustees		

**The Leadership Council meets on Tuesday, June 21 – Thursday, June 23 at
The Waldorf School of Garden City.**

Contact: Frances Kane, fkane@awsna.org

The Pedagogical Section meets at The Waldorf School of Garden City

Contact: James Pewtherer, jpewtherer@gmail.com

General Information

CONFERENCE VENUES

Conference events will be held on the campuses of the Waldorf School of Garden City and Adelphi University, which are adjacent to one another. The address for the Waldorf School is:

The Waldorf School of Garden City
225 Cambridge Avenue
Garden City, New York 11530

HOUSING OPTIONS

Dormitory rooms (designed to accommodate three individuals, with a private bathroom) are available at Adelphi University for \$60/person/day when booked as a triple room. A limited number of these dormitory rooms are designated as singles for \$78/person/day and doubles for \$65/person/day. This recently constructed building has elevator access and includes individual room air-conditioning units, Wi-Fi access throughout, a lounge on each floor, a small kitchen on the first floor, and an outdoor patio area. Additional single rooms are available in another dormitory without air conditioning for \$55/person/day. (Please note that this dorm is not specifically designated for our conference and may include other visiting groups.) Linens are included in the price for all rooms. *Reservations for dormitory rooms must be received by no later than May 20th to ensure availability.*

Additional housing options are available at area hotels. A block of rooms has been reserved at the **Hampton Inn**, 1 North Avenue, Garden City, NY, 11530 at a rate of \$139 per night, single or double occupancy. Call 516-227-2720 and mention "The Waldorf School of Garden City" to receive this discounted rate. *Room must be reserved prior to May 1, 2011.* The Hampton Inn is located several miles from the WSGC and transportation will be provided daily between the hotel, the school and Adelphi University.

MEALS

À la carte breakfast and lunch, along with a catered dinner, are available throughout the conference at the Adelphi University Center, and all meals include a vegetarian option. The estimated cost of à la carte meals is \$5-\$7 for breakfast and \$8-\$10 for lunch. The catered dinner is \$15/person and must be reserved in advance. A list of local eateries will be provided upon arrival. For more information regarding à la carte dining options, please visit: <http://students.adelphi.edu/sa/diningservices/>

TRANSPORTATION

The Waldorf School of Garden City is accessible to three major New York metropolitan airports: LaGuardia, JFK International, and MacArthur. Individuals arriving at any of these airports can either rent a car or arrange for taxi service to the school. Additionally, JFK International has Airtrain service to the Long Island Railroad where commuter trains are available to the Nassau Boulevard station, located approximately ½ mile from Waldorf/Adelphi. Access to the LIRR is also available from Pennsylvania Station in New York City. Shuttle bus service between Nassau Boulevard and Waldorf/Adelphi will be provided free of charge throughout the conference. More information regarding both ground and air transportation will be available closer to the date of the conference.

Focus Group: Morning Sessions

F1 Parzival as a Door to Consciousness of Our Karma.

Why is my life where it is at this moment? Who are the members of my karmic family and what are we truly meant to do together? The mystery drama of our soul's life is constantly visible to us through our relationships. Parzival, the story of the soul in modern times, can help us recognize and shape our karmic relations and intentions for our current life. Before the session, think about: What has Parzival to do with my life today? What parts of the story are meaningful to me? Through a brief presentation, conversation, and pastel drawing, we will shine light on our lives through Parzival. Former Waldorf high school teacher. *Marijo Rogers* works in the ethics office of a global company and serves the U.S. Anthroposophical Society as a general secretary.

Iris Sullivan is an artist who studied with Liane Collot d'Herbois and works all over the world with individuals and small groups with light, dark, and color as both art and therapeutic experience.

F2 Fundraising in the Current Economic Times This focus group will provide historical perspective of the economic landscape and philanthropic trends from the great depression through current times. We will discuss effective and practical strategies as they relate to major gift and capital campaign fundraising for Waldorf schools. Related case studies will be distributed to stimulate group discussion.

Scott Williams is a senior managing director of Changing Our World, whose responsibilities include managing and directing capital campaigns and fundraising initiatives, conducting feasibility studies and development audits, and creating development plans. He has worked with many Waldorf schools, providing guidance in their capital campaign projects, and he is on the board of directors of ERASE Racism, and the boards of trustees of the WSGC and RSF Social Finance.

F3 Lighting a Fire: Blazing New Trails in Our Upper Grades

What are our adolescent students asking of us? How do we offer context in a world that is becoming more fragmented? Can we find opportunities that foster engagement and creativity, rather than rely on methods that may have served in the past? Can our striving mature into the courage to blaze new trails in education? During this interactive workshop, we'll look more closely at ways to rethink grades 7-10 in our upper school. Please come prepared with questions, insights, challenges, and observations of your students.

Michele Starr has taught in the kindergarten and nursery, has been a class teacher for 21 years, and is currently a support team-teacher for grades 7 through 10 at the Lake Champlain Waldorf School in Shelburne, VT. When she isn't gardening, hiking, biking, or paddle boarding, her current interests include adolescent education as well as leadership in our schools.

Jon McAlice has worked in the international Waldorf school movement for over 25 years as a teacher and lecturer, and has been involved in teacher training institutes throughout Europe and the U.S., focusing primarily on human development and the psychology of learning. At the Goetheanum, he headed up research projects on curricular development, collegial leadership, and the relationship between Waldorf Education and today's work world.

F4 Meeting the Challenge of Drug and Alcohol Use in Our Waldorf High Schools

Surely no high school is free from concerns about drug/alcohol use among its students! In this focus group, we will have an opportunity to share thoughts and experiences. The facilitator will present an anthroposophical perspective and will share an education-based and health based approach that has proven effective at one school.

Beverly Boyer began her teaching career as a class teacher at the Waldorf School of Princeton, NJ. For the last 7 years she has been at High Mowing School, NH, where she teaches health classes and counsels the high school students. She is also a registered nurse.

F5 The Founding Impulse of the College of Teachers

We will examine Rudolf Steiner's opening address to the participants of the preparatory course of 1919 and his opening words from the *Foundations of Human Experience* in an attempt to understand the original intention of the College of Teachers and relevance to the issues facing colleges today.

Roberto Trostli has been active in Waldorf Education for 30 years as a class teacher, high school teacher, adult educator, and author. He currently teaches at the Richmond Waldorf School in Virginia..

Elan Leibner was a class teacher at the Waldorf School of Princeton from 1990-2008, where he was a co-founder and co-director of the Foundation Studies program. Recently, he spent a year as the director of the teacher education course at Emerson College, UK. He and his wife currently serve as

Focus Group: Morning Sessions

mentors, consultants, and adult educators.

F6 Creative Writing Workshop/Poet's Circle This is a workshop that explores the world in words and our capacity to reach deep into our ability to create. A sample session introduces a theme, a sample of writing from a major world author/poet, a writing prompt, and a writing session. The final workshop includes a reading by students.

Jazmin Aminian teaches creative writing and Spanish at Highland Hall Waldorf School. She holds an MA in English literature and creative writing from Loyola Marymount and UC Davis, and is a Creative Fulbright recipient in writing. Her works have appeared in the *Beliot Poetry Journal*.

F7 Administrative Structure, Management Styles & Decision Making: How Governance Changes as a School

Matures School governance is a hot topic these days, and everywhere people are looking for solutions to the perplexing challenges of effective school administration. This workshop will challenge participants to examine their school's approach to governance at each stage of the school's development. We will explore the various decision-making and management styles appropriate to each developmental stage of an organization, and examine how the governance structure and methods change as enrollment grows and the school moves toward maturity.

Lynn Kern is an experienced professional with 30 years of experience in the management and administration of educational and financial-service operations. The administrator at Highland Hall Waldorf School for 10 years, she has been a member and past president of the board of trustees for AWSNA, and serves as researcher and author for AWSNA's Effective Practices Research Project. An organizational consultant for Waldorf schools all over North America, she is a frequent member of the adjunct faculty of Rudolf Steiner College in the Administrative Training Program.

F8 Nurturing the Joy of Numbers for the Teacher and Student

Though eminently practical, the wonder and mystery of numbers and their relationships can inspire the learner to investigate further. From the early grades to the middle school, a teacher's delight in working with and exploring the world of numbers can fire the children's imaginations. Through presentations, games, activities, and sharing, this workshop aims to give you fuel to stoke that fire for yourself and your

students. Participants should bring lessons/activities/games that have inspired your students.

Rebecca Soloway completed her Waldorf teacher training at the Threefold Educational Foundation in Spring Valley, NY, received her BA in mathematics from Minnesota State University-Moorhead, and her MS Ed. in special education from Boston University. She taught math at the Carroll School in Lincoln, MA, before joining the faculty at the WSGC in 1989 as a middle and high-school math teacher. She has also been a class teacher and faculty mentor.

F9 World Economics Roundtable This workshop will focus on teaching world economics to 12th grade students in Waldorf schools. The format will be conversations and sharing. How do we define "economic literacy" in our time, particularly through an understanding of the "Threefold Social Organism"?

Greg Stock has taught humanities and movement education at the Honolulu Waldorf School for the past ten years, and currently serves as chair of the College of Teachers and member of the board of trustees. 20 participants.

F10 Practicing Goethe's "Exact Sensorial Imagination" as a Means for Deepening our Experience of Nature

From his earliest publications until the final years of his life, Rudolf Steiner never ceased to speak about the significance of Goethe's approach to nature as an essential foundation for what Steiner himself later developed as anthroposophy. The practice of "exact sensorial imagination" is the key component of this Goethean approach. In this focus group, we will learn about and apply this technique as a means for deepening our experience and understanding of various phenomena found in the realms of nature.

Michael Holdrege is a high-school life-science teacher at the Chicago Waldorf School and a core group member of the Arcturus Teacher Education Program. He lived in Vienna, Austria for fourteen years, where he taught at the Rudolf Steiner School and at the Institute for Goethean Studies (which he co-founded).

F11 Diversity and Waldorf Education Our Diversity Committee would like to share programs, ideas, and thoughtful conversation on the topic of diversity. We would also like to offer hands-on, practical solutions that have proven fruitful in our work.

Focus Group: Morning Sessions

Keelah Helwig attended Spellman College where she received her BA in Theater. She received her MS Ed. from Sunbridge College. She is a Waldorf parent, preschool faculty member, former trustee, and chair of the Diversity Committee at the Waldorf School of Garden City.

F12 Seeking the Journey: Wilderness Education in the Waldorf High School Presentation and discussion of the role of Outdoor/Wilderness Education for Waldorf high school students, including anthroposophical viewpoints and practical aspects of program development, trip planning, and risk management.

Karl Johnson is the educational support specialist and high school wilderness experience coordinator at the Santa Fe Waldorf School. He is a certified instructor with the National Outdoor Leadership School and has over 30 years of experience.

F13 How to Bring Islam into The Waldorf Curriculum in an Appropriate Way This workshop will offer perspectives on how to teach about Islam in a Waldorf school, with special focus on the 6th grade, 7th grade, and high school. It will provide bibliographies, course materials, and most importantly, guide teachers to present the essential spiritual and historical truths of Islam, free of political distortion.

Thom Schaefer teaches history, English, and drama at Shining Mountain Waldorf School, and formerly served as the pedagogical dean of faculty. A former public school principal and a class teacher for 15 years, he also completed the Spacial Dynamics training with Jaimen McMillan. For the past decade they have been involved in many international peace projects that use movement, art, and non-violent communication to go beyond flags and break down stereotypes.

Alix Christofides earned her BS in Art History/Design/Film from Empire State College, NY, and her MA in English from Manhattanville College, NY. She has taken many courses and trainings at Sunbridge College, Bard College, NYSAIS, and AWSNA and is certified to teach art and English in New York and New Jersey. A member of the collegium and collegium committee, she has obtained seven arts grants for the Green Meadow Waldorf high school, where she has taught since 1998.

F14 Gestures of Embryology in Light of Health and Sex Education Using plasticine and pastels, we will continue the discussion and artistic practice begun last year to develop a

phenomenological approach to teaching health and sex education in grades 6-12. New and returning participants are warmly welcomed.

Frances Vig is a high-school arts teacher and class advisor at the Chicago Waldorf School and a core group member of Arcturus Teacher Education Program. Frances has taken two classes through grades 1-8 as a class teacher and has been a subject teacher for grades 5-8, teaching modeling, painting, and drawing.

Douglas Gerwin, Ph.D. is the director of the Center for Anthroposophy, and chair of its Waldorf High School Teacher Education Program, and is co-director of the Research Institute for Waldorf Education. Himself a Waldorf graduate, Dr. Gerwin has taught for thirty years at university and high school levels in subjects ranging from biology and history to German and music. He is preparing a Waldorf source book on sexuality for teachers in grades 4-12.

F15 Opening the Door: Team Work in the Waldorf School Competitiveness and rivalry are part of human nature, yet Rudolf Steiner warned against these divisive influences in our schools. How can we overcome our natural instinct to “one-up” the others doing the same job? The children and the larger school depend on our collaborative work. In this conversational and movement workshop, we will explore Rudolf Steiner’s foundational thoughts on the subject, as well as explore practical ways of establishing our schools as true collaborative learning teams. Whether you feel you are “surviving” or you feel the downward pressure of competitiveness, please consider joining this provocative workshop.

Joseph Doucette, currently a class teacher at the Whatcom Hills Waldorf School in Bellingham, WA, taught high school science and math at the Eugene Waldorf School. A naturally competitive person, he has a genuine interest in exploring the subtle benefits of appreciation and support in our schools. He also serves as AWSNA Leadership Council representative for the northwest region.

F16 The Wonderful, Perilous Path of Adolescence: Developing Empathy and Understanding for Teenagers

Participants will hear presentation and discuss the following topics: The Physiological Signposts of Adolescence; The Soul Needs of Adolescence; Discovering the Individuality in Each

Focus Group: Morning Sessions

Student; Examples of Walking the Pathway of Humanities and Science – Integration; Finding Joy in Adolescent Problems.

David Mitchell has been a Waldorf teacher for over forty years. His special love is working with adolescents; in 1997 the Amgen Corporation gave him a large cash gift after he was selected as one of the two best teachers in the state of Colorado. He has taught life-science, Shakespeare, blacksmithing, stone sculpture, and many other subjects. He has also authored several books, research essays, and articles based on these exciting years of human development. Currently he is co-director of the Research Institute for Waldorf Education and is chairman of AWSNA Publications. He and his wife have four grown children who honed him in developing parenting skills and empathy.

F17 Discussion Groups Based on the Theme led by Sabine Kully and Dan Marsch

Sabine Kully was born and raised in Switzerland. She had the good fortune to attend a Waldorf school for her high school years, which led her to become a eurythmist. After earning her eurythmy diploma from the Eurythmeum in Stuttgart, Germany, Sabine traveled the U.S. to complete her artistic education at the Eurythmy School in Spring Valley, NY. Enamored with the country, she decided to remain and began teaching eurythmy at the Rudolf Steiner School in New York City. During that time she received a Pedagogical Eurythmy diploma from Antioch University New England's Waldorf teacher training center in Keene, NH. While at the Rudolf Steiner School she also directed the remedial program, guided the physical education and movement department, and was for many years the dean of faculty before moving to California to lead the East Bay Waldorf High School for four years. Sabine also teaches eurythmy to high school students.

Originally from the Midwest, *Dan Marsch* has taught mathematics, history, philosophy, and instrumental music in urban Waldorf high schools for the past fifteen years. He is currently a graduate student in comparative literature at the City University of New York, and lives in New York City.

Artistic Workshops: Afternoon Sessions

A1 Dust Off Your Shakespeare: Making the Bard

Accessible to Teens In this workshop we'll work with scenes from some of Shakespeare's greatest hits. We'll combine the First Folio method to understand the text and Michael Chekhov's acting exercises to reveal the subtext. Come prepared to move and emote!

Colleen Everhart has taught and directed high school theatre at the Chicago Waldorf School for 16 years. She trained at the University of Illinois in Champaign-Urbana and the Royal Academy of Dramatic Arts in London, and has worked as a professional actress on stage, television, and in film.

A2 Spacial Dynamics: Energize Yourself with Activities for Your Students

Intended for teachers and non-teachers who want to play, this workshop is an exploration of games and exercises for 6th-10th grades that will enliven your own capacities for ensouled enjoyment. A playful, fun time that will bring some dynamic movement to your conference week!

Roland Baril, is the lower school coordinator for Summerfield Waldorf School and Farm; he has been a class teacher at the Waldorf School of Saratoga Springs, NY, where he developed the school's PE program. Born and raised in Northern California, he earned his BA in history from Sonoma State University and completed his Waldorf teacher training and Spacial Dynamics training at Sunbridge College, NY.

A3 Artistic Eurythmy A focus group for trained eurythmists or colleagues with extensive adult lay-course experience. As many of us work in schools and have little time, extra resources, or available colleagues with whom to work artistically, we imagine this focus group as a homeopathic dose of fun. We will rehearse a tone eurythmy piece and a speech eurythmy piece, and present them as works-in-process to the larger group at the plenum. All participants should bring eurythmy shoes, robe, and veil.

Stephan Vdoviak and Johanna Laurelin, both trained in Europe, have been teaching for longer than they care to admit, and have a great time moving and working with others – come join the fun!

A4 Inspiring Exceptional Chalkboards for the Grades

What makes an exceptional chalkboard drawing? What can we do to improve our work and enliven our classroom blackboard? Where can we find age-appropriate resource materials and

how can they be interpreted in our drawings? In this workshop, basic drawing techniques will be covered. We will experiment with different chalks and surfaces and have the opportunity to draw much and improve even more! The WSGC has the luxury of slate chalkboards in each classroom.

Kelly Beekman earned a BA in fine art and art history from Bowdoin College and her MA in Waldorf Education from Antioch University, N.E. Prior to becoming a Waldorf teacher, she lived in the Netherlands; she is also a certified New York State art teacher. She makes and sells hand-knitted animals and dolls and sells them at fairs and community events, as well as showing her art in galleries. Visit her website at: www.paintedturtlecreations.com

A5 Creating a Recorder Ensemble This workshop will focus on creating a viable recorder ensemble – a group of four to eight persons making music using the various recorders, soprano, alto, tenor, bass. Among the topics to be covered include recorder technique, where and how to buy good recorders, the recorder repertoire, practice and rehearsal procedures, directing an ensemble, and performance considerations. The workshop will prepare participants to form and direct an ensemble. Participants should be able to play the recorder capably and should bring whatever recorders they own. Bass and tenor recorders would be especially appreciated.

Ronald Koetzsch, Ph.D., teaches recorder at Rudolf Steiner College and has directed the RSC recorder ensemble for the past eight years. He is a former president of the Sacramento Recorder Society and is also editor of *Renewal: A Journal for Waldorf Education*

A6 Introduction to Gardening and Biodynamics Including lecture, conversation, and hands-on activities, this workshop will explore how food is grown today and why it is so important for our students to develop a healthy relationship to food and an understanding of where it comes from. Participants will take part in a typical middle-school gardening class: harvesting, preparing, and eating a meal right beside the garden. Other demonstrations and hands-on activities include introduction of simple composting methods and biodynamic preparations that anyone can implement in their school or home garden.

Jeannine Davis is the gardening teacher at the WSGC. After graduating from American University in Washington, DC, with

Artistic Workshops: Afternoon Sessions

a BA in public relations, Jeannine pursued a four-month trip across eight countries in Africa, which included crossing the Sahara Desert. She earned her MA in Waldorf Education and a certificate in biodynamic agriculture from Sunbridge College, NY.

A7 Dance! The WSGC has offered a successful dance program for students in grades 6-12 for 60 years. Yes, 60 years! Come learn the dances and the magic to this playful, versatile approach. You will experience square dance, circle dance, waltz, and swing.

Robert Weschler received his BA in physical education and MA in elementary education from Adelphi University. In 1951, he was hired as the school's first physical education and woodworking teacher. He also drove the school bus, composed the school's first playground rules and regulations, was responsible for checking the students' eyesight, created the school's first fire drill manual, and conducted official fire drills. He also taught gardening, stone sculpture, and driver education – and dance.

Alan Reynolds earned his BA from Northern Michigan University in Marquette and his Waldorf Teacher Training Certificate from the Waldorf Institute of Mercy College (now Sunbridge College). As well as being a class teacher at the Hartsbrook School, Hadley, MA, he developed the school's outdoor education program and coached various after school sports. He also taught woodworking, math, and various main lesson blocks at other Waldorf schools, and completed his training in spatial dynamics.

Prior to her arrival at the WSGC, *Bonnie Bolz* led the movement education program at the Hartsbrook School, Hadley, MA. She majored in developmental psychology and earned her BA from Vermont College, and later graduated from the Spatial Dynamics training program, where she continues to present work in their training sessions, sharing curriculum and developmental activities. She studied Waldorf early-childhood education at Mercy College in Southfield, MI, and is a certified movement therapist and Trager bodywork practitioner.

A8 Eurythmy Using copper ball exercises with poetry and music to make visible interpersonal processes that we experience in daily life.

Kurt Faerber has taught eurythmy for more than 20 years to all age groups. He spent five years at the Honolulu Waldorf

School and is currently teaching at the Waldorf School of Orange County.

A9 Storytelling and Theater; Or, Acting Out Stories in Foreign Languages Presentation and sharing of stories and skits in different foreign languages. A potpourri of languages of the world. Participants should come with a simple short story to share.

Florence Kadri was born and raised in Paris, France, where she attended the Université de Paris VII and earned her "licence" in comparative French-English linguistics. Her graduate studies brought her to Minneapolis, MN, and then to the Waldorf teacher training program at Ann Arbor, MI. Since 1999 she has been teaching French at WSGC. Florence will be assisted by Reina While, also a French teacher in the WSGC high school.

A10 Transcendentalism Journaling in nature, sharing, reading poetry of Whitman, and lectures on notable essays of Emerson and Thoreau. Participants should bring journal and pen.

A Long Island native, *Alexios Kritas* teaches high school English at the WSGC. He holds a bachelor's degree from Williams College and a MS Ed. from Harvard University, where he focused on language and literacy. He served for two years in the Peace Corps, teaching English in Botswana, and also worked at the Enrico Fermi Learning Laboratory in Brooklyn as a 7th and 8th grade teacher. He is a graduate of the WSGC's Foundation Studies program and is currently working toward his Waldorf High School Teaching Certificate at Sunbridge College.

A11 An Exploration of Color and Light: The Stained Glass Mosaic Participants will learn about the medium of stained glass, with the intention of constructing a small mosaic. Learn to cut glass and, by arranging the small pieces, enjoy the beauty of color in this special medium. No experience is necessary. Pieces are glued; no soldering is required.

Currently teaching art in grades 9-12 at the WSGC, *Nancy Metz* has a BFA and MFA in painting and drawing. She came to Waldorf education first as a parent, then did foundation work, and assumed teaching responsibilities in middle school and high school.

Artistic Workshops: Afternoon Sessions

A12 Sheep to Shawl In 8th grade the students shear the sheep; in 9th grade they spin the shorn wool into yarn; in 10th grade they weave the yarn they have spun. This workshop is based on this process. Participants will clean raw wool, spin yarn, and weave on table looms.

Jeffrey Katzman earned his BFA from the Ringling College of Art and Design in Sarasota, FL, after which he was hired by the high-end women's clothing designer, Laura Shepherd, Haute Couture. He joined the army reserves and was deployed to Afghanistan, where, as a sergeant in the 82nd Airborne, he had the opportunity to participate in various humanitarian aid missions. He earned his MS Ed. from Sunbridge College, and is skilled in knitting, crocheting, bobbin-lace making, felting, weaving, devore, dyeing, embroidery, silk-screening, paper-making, bookbinding, plus the variety of skills involved in the designing and making of clothing.

A13 Yearbook This hands-on workshop offers participants an opportunity to learn the process of yearbook creation using technology as well as creative art techniques that engage and motivate adolescent students. Participants should bring a laptop computer, notebook, and pen.

Kathy Bossuk studied graphic design and psychology at Portland State University. She moved to New York to attend the School of Visual Arts, before graduating with a BFA from Adelphi University. A certified Bradley childbirth educator, she earned her MS Ed. from Long Island University's C.W. Post school she has completed the WSGC's Foundation Studies Program, and is a graphic designer and illustrator, as well as a New York State-certified art teacher.

A14 Developing the Observing Eye The work of Waldorf early childhood teachers is to provide a healthy and beautiful environment and a positive human example worthy of imitation for young children. During this workshop we will discuss the uses of observation for understanding child development and recognizing how to provide a supportive environment for children. We will talk about how to seek remedies through work, play, rhythm and transitions, and artistic activities such as drawing and movement during our daily circle time. As the children begin to mature, how can we recognize if they are "ripe" for elementary school, and how we can support a healthy transition into first grade? The workshop will include a presentation, movement, hands-on activity, conversation, and sharing.

Cynthia Murphy-Lang is a Waldorf early childhood teacher and the author of the book, *Developing the Observing Eye, Teacher Observation and Assessment in Early Childhood Education*. She taught at the Rudolf Steiner School and is one of the founding teachers of the Brooklyn Waldorf School and a new initiative, New Amsterdam Early Childhood Center. She holds a certificate in remedial education and an MS Ed. from Sunbridge College, NY.

A native of Maryland, *Stephanie Ross* earned her BA in English literature from William Smith College in Geneva, NY. She worked in the field of special education, primarily with young, non-verbal autistic children and helped to establish a therapeutic nursery program. She recently completed her MS Ed. in remedial education at Sunbridge College, NY.

A15 Speaking with Your Voice: Finding Identity through Speech Our voice and identity are intricately woven together; by adulthood it can be uncomfortable to listen to the one without disturbing the other. A window of opportunity opens during adolescence for developing the voice while supporting and shaping the emerging personal identity. Participants should bring a poem, verse, or brief story.

John Anderson has been involved with Waldorf Education in five different countries as a middle/upper school teacher, social therapist, consultant, and speech artist.

A16 The Gesture in Drawing This workshop will be well suited for those who may not feel quite comfortable with their ability to draw but would like to increase this capacity, especially as it relates to the classroom. Can we find the essential gesture in what we endeavor to create that enables us to "draw" it out? We will use pencil, charcoal, and chalk to explore this idea.

Diane Haley is on the faculty of the Winkler Center for Adult Learning, where she teaches Biography, Evolving Consciousness, and the History of Consciousness through Art. She also teaches painting to the 6th grade.

Registration Form

Or register online at www.whywaldorfworks.org

To register for the AWSNA Summer Conference 2011, please complete this page and mail to:
 Association of Waldorf Schools of North America • 2344 Nicollet Ave. South • Minneapolis, MN 55404

INFORMATION

Name _____
 School/Affiliation _____
 Address _____
 City _____ State _____ Zip _____
 Phone _____ Email _____

- 1st Delegate 2nd Delegate
 Teacher, grade level _____ subject _____
 Administrative Staff Board Member Parent
 Focus Group Leader Artistic Workshop Leader AWSNA staff
 Leadership Council AWSNA board member

FOCUS GROUP

1st choice **F** _____ 2nd choice **F** _____ 3rd choice **F** _____

ARTISTIC WORKSHOP

1st choice **A** _____ 2nd choice **A** _____ 3rd choice **A** _____

HOUSING

Adelphi University (next to The Waldorf School of Garden City):

Check all dates that apply.

- Mon 6/20 Tues 6/21 Wed 6/22 Thu 6/23 Fri 6/24
 Sat 6/25 Sun 6/26 Mon 6/27 Tues 6/28 Wed 6/29

Check either 'single', 'double', 'triple' occupancy (air-conditioned dorm) and calculate total.

- \$78/single occupancy x _____ nights = \$ _____
 \$65/double occupancy x _____ nights = \$ _____
 \$60/triple occupancy x _____ nights = \$ _____
 \$55/single occupancy x _____ nights = \$ _____
 (dorm w/o air conditioning)

MEALS

Breakfast and lunch are available à la carte at the Adelphi University Center each day. Prices range from \$5-\$7 for breakfast, \$8-\$10 for lunch.

Check all dinners that will be catered: \$15/meal

- Thu 6/23 Fri 6/24 Sat 6/25 Sun 6/26 Mon 6/27
 (at the Waldorf School of Garden City)

TOTAL _____ meals x \$15 = \$ _____

TOTAL COST \$ _____

CONFERENCE FEE

- \$295 Deadline May 1st, 5:00 p.m. CDT \$320 After May 1st
 Pedagogical Section Meeting – \$15
 Delegates Meeting only (will not attend the conference) – \$75
 I can't attend conference, but want to make a contribution \$ _____

Travel funds are not available this year.

A \$50.00 administrative fee for registration cancellation will be charged.

No refunds will be given after June 20.

PAYMENT

- Check/Money Order (U.S. Funds ONLY)
 Visa Mastercard American Express
 Card # _____ Exp. Date _____
 Name on Card _____
 Billing Zip Code _____

Recommended Readings

A Grand Metamorphosis, by Dr. Peter Selg

“Adolescence is the period during which we first sense, as human beings, our responsibility for earthly existence, and, inevitably, it is a time of turbulent transition and inner turmoil. During the first two seven-year periods of life, our soul-spiritual being gradually incarnates. With puberty, it takes hold of our whole being and turns outward to befriend the earth and the forces of life and death.”

Steiner calls this profound inner transformation “a grand metamorphosis.” As parents and teachers and as individuals who still bear its fruits and wounds, we all know the contours of the upheaval. However, educational and parenting practices too often ignore it, unaware that the great changes in our children call for equally great changes in us. To remedy this, Dr. Peter Selg proposes, “Use Rudolf Steiner’s work to highlight the fundamental structure of the crisis of adolescence and the pedagogical challenges that emerge as a result.”

The Essence of Waldorf Education, by Dr. Peter Selg

“Schools reflect the state of society. If society is materialistic, competitive, egoistic, technological, and without concern for human values and long-term thinking, our schools will tend to reflect those values. However, what if education were about something else? What if education were about the future? What if education were about nurturing a new generation of human beings, integrated in body, soul, and spirit and able to think for themselves and have the capacity to love? Perhaps the world would change. The Waldorf school, initiated and guided in 1919 by Rudolf Steiner, was conceived with precisely such an end in view.”

Available at Steiner Books: www.steinerbooks.org