

# Clarity and Joy: Symposium on Governance and Development

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Sponsored by Northwest Region of the Association of Waldorf Schools of North America (AWSNA)

Hosted by Seattle Waldorf School

Coordinated by Karen Humber of Round Table Solutions in consultation with Geraldine Kline, Lauren Johnson, Teresa Posakony, Lysbeth Borie and Joseph Doucette

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## Some Symposium Parting Words:

Patrice Maynard offered a proposition from AWSNA: Take back to the schools the imagination that every dollar you raise and every clear moment of governance is for the whole movement as well as your school. "We are striving to free the economic life from the cultural. Emil Molt opened the coffers of his business and his personal wealth to serve the children of his factory workers not expecting it to extend to all Waldorf schools -- but he was willing when it did.

If someone is angry, find ways in your community to keep their interest and love of Waldorf education alive and keep their generosity flowing to projects connected to Waldorf Education and reunite on the ideal plane. We can together keep generosity, gift money, flowing through the movement in abundance. Begin this three folding of the whole social organism in this way. In the successes you achieve, find moments to pause and place them in the bigger imaginations-then the whole movement can learn through morphogenic resonance. Rejoice in giving substance to the archangels as you keep everything in the ideal."

## Day One

### Welcome Words

Joseph Doucette opened the conference with gratitude to Seattle Waldorf School for welcoming us and opening their homes and school to us.

The Association of Waldorf schools began with the goal to be learning together, working together and collaborating together. There are two streams of conferences each year in our region: a pedagogical conference and one that focuses governance and the running of the schools.

This symposium was born out of the spring 2008 DANA meeting when Lauren, Geraldine, and Joseph met and gave birth to the idea of focusing on governance in schools in our region. They titled it Clarity and Joy – good goals to have in the running of our schools. In governance, there are always lots details to address and issues to work through, and our success is rooted in our clarity of purpose and mission. Questions for governance include: How are individuals relating to various groups in the school? How do we live our values? How can we be in dialogue? When we are clear, then we can be in our joy.

Specific questions to discuss are about the threefold social order and the social missions of Waldorf schools – this affects our decisions for all aspects of running a school, all the way to how do we run a capital campaign.

## The “fishbowl conversation”

Lysbeth Borie facilitated a lively and at times heated conversation between representatives of schools in the region, who also represented their own ideas and ideals around leadership and the Waldorf movement. Participating in front of a rapt audience were Michael Soule (AWSNA) and Patrice Maynard (AWSNA), Joseph Doucette,( Whatcom Hills and the regional AWSNA representative), Rea Gill (Vancouver), Geraldine Klein(Seattle Waldorf), Lauren Johnson (Portland and the DANA Coordinator for the region), and Molly Wilson (Eugene).

### **Opening question: “What is at the heart of this gathering that keeps you up at nights?”**

Answers:

GOVERNANCE keeps me up at night! We don’t know what we’re doing! In an academic way I understand why we are organized the way we are – we are rooted in our principles, but I see conflict come up and it seems our higher goal of meeting each other isn’t always happening.

What keeps me up at night is not getting things done! As class teacher I realize there is such a potential for us to work together as an association. There is no “they” out there it is us! How can we foster the reality that the association of Waldorf schools is US!

So much is needed to meet the needs of our region as it is prospering so immensely. Our task is so big and the forces in the world creating many hurdles and obstacles.

There is no perfect model, there is no perfect form, but there are tools and practices that help us be courageous and learn our way forward.

Chris Schafer once said that we are going to look back at a time when we thought we could own an organization, just as humans once thought we could own each other as slaves. We don't own our organizations, they are living, and they have spiritual beings behind them, they are inspired.

How do we steward our organizations? An organization wouldn't be alive except for the human beings who give it its structure. What is living in the 3 fold human beings, what is it about in terms of governance? We can and are doing this; we have a collaborative leadership model and the living systems seem to be working!

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**Another question came up about economics, and how to bring energy and money into our schools.**

Steiner's ideal of the 3 fold model is an idea for the future, and is not yet fully working; we are not getting the economic resources such that the gifts are coming to support the cultural and spiritual work.

We are involved in governance questions like the rest of the world. We need to be really honest about what Waldorf education is. We are nothing short of revolutionary. We are being to nice and soft pedaling. We need to enroll each other in the revolution!

Why do we think we are so special? There is tons of know-how for managing schools and businesses and legal issues. Perhaps these sources are not fully aligned with our values, but how can we use this know-how so we don't need to create the wheel on our own all the time? How do you create forms to get the work done in ways that allow people to shine? We have a severe difficulty with the roles of administrators and non-teaching staff.

How can our Waldorf movement define itself not as oppositional but rather more creative, engaging, future shaped? We are not anti-media, we are pro-childhood!

In our area of governance, there are few mentors. We must look to each other and to our selves, and not over-work perceived differences. We can grow longer legs and step over these differences by having an active meditative life, then we can truly collaborate together.

Steiner started a revolution. He asked those who work in Waldorf Schools to study meditatively the three fold model, to understanding how a living organism differentiates. We know how to look at growth and development in a human being. The architecture is there in our curriculum. Let us look at our organizations in this way, and see what spiritual impulse is living, and how it manifests in a structure. How do different parts meet each other and how do they manifest? It will, of course, look different based on who the human beings are and the spiritual beings of the school.

One of the 4 principles that Steiner gave teachers is that we must be full of initiative. We actually need it from all of our schools too, and for initiative from parents especially to be fostered, not stifled. This model doesn't work well with a few people doing most of the work.

In AWSNA we have 170 schools and AWSNA is cultivating this from the periphery. There is lots of energy in the periphery, wit needs to come into the center. If we can always cultivate, meet, and see the individuals, then we can help the individual see the ideal of Waldorf at the center. The model of the healthy social life verse is this in a nutshell: “Healing works only when in the mirror of each human soul, the whole community takes shape, and when in the community, is active the strength of the individual.”

Why is it that the largest Waldorf School in North America is 425 – which is the size of a medium sized Waldorf School in Europe. What about a school of 900? Perhaps there are a large number of people that we lost and we don’t know why? We don’t have the know-how to deal with many situations, including legal questions. So our deepest gift which is this spiritual foundation or background is also our strongest curse.

We know the curriculum – that was given to us by Steiner – but this whole idea of governance hasn’t been as tidily laid out. If we are going to develop living organism that are based on the anthroposophical world view, we need to develop the understanding of how an organization develops. The pioneering phase of development we understand. It works to have someone call and say “sure we have room.” If you think of an embryo you can’t tell the lungs from heart, and that is developmentally appropriate. However, once the organism starts to differentiate then we do need to see the different parts with clear roles. This is the work we have to do.

For example, parents come to our schools with the amazing gift of their children. The economic/metabolic system lives with parents. We also have a clearly differentiated path to membership and models for pioneering schools. We know how to do young schools better. It’s much clearer and freeing.

When and how do we as a movement say no to the government? With clarity and joy.

On the second level of accreditation it’s a good process of differentiated phase, and there we have some good arguing to do!

In some older schools’ organization, there doesn’t seem to be a natural and developmental unfolding. Why do we have such a hard time moving from one phase to another? Are the systems properly connected?

Part of the revolution that makes us special is our task to free the spiritual/cultural life from the economic influences. The model we use for Waldorf Schools in this country is to keep as much freedom as possible in the local school.

One of the major hang ups seen in schools is around the meaning of a “teacher run” school. There is a lot of un-clarity there. It’s a question in every school I’m in and it creates a tension or conflict between administrator and faculty. How can we address this? How can we be a “people run” school, or a “teacher led” school? We must continue to keep students at the core of our work.

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**Next the group talked about what leadership looks like in our schools – is it hierarchical, servant leadership or something else?**

Servant leadership is an inner attitude.

I think what Steiner said has not begun to unfold. We will lose Waldorf Schools if children are not at the center. Teachers have the magic and there is no escaping that. Need to make that differentiated without being competitive.

Teachers are guiding the work with the children. How do you create forms to free the teachers to do their task and strengthen the teachers for their task? This includes strengthening their work and connection to the community – to have the whole community living in them.

We are at the edge of something revolutionary and just beginning to understand its scope. We have to study it in such a way that we can truly know what it is. Hierarchies are living systems. Once we really understand what it is – we will all have to be re-trained!

It's asking us to transform ourselves in the process. In our country we tend to work top down -- in Japan governance works bottom up.

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**Closing Question: What do you do in a practical way to raise your personal capacity to address these large questions?**

What I do is show up every morning. The inspiration, nurturing, challenges and questions are every day. I stay the course to work with it every day.

I do a diagnostic sweep each day, like an immune system. I look to see that what is coming to me is being dealt with by the right people, in the right way, with the right impulse.

I work with the calendar of the soul and try to create rhythm aligned with the seasons. I put it to action and get it done then live into the bigger picture.

We've heard about the magic of working with the children. I believe the work I do with adults is the social art. It is the highest art. I have been given the gift of trust.

I had the good fortune of getting completely burned out. Through that I realized my love to teach and the path. I study and always find a lot of inspiration in the books.

I try to do everything all at once. I hold my colleagues in my minds eye and see their angels, I work with calendar of the soul, etc. What I've done in the last year is to create contact with the elemental world. The spaces I inhabit are cram packed with spiritual beings that want to work with us. We can free them up and work with them and allow them to join us in our creation.

I try to stay connected to those who have crossed the threshold. When there are questions I don't have a clue about, I ask them to take the question and get back to me. It makes me think I am not alone and answers will come from a different plane.

## Day 2

### World Cafe Conversation

The day opened with a session using the World Café technique. Participants moved from table to table three times in deepening conversations about governance and development and what lives in their schools and the movement.

**Round 1: In story, share what is happening in your school in development or governance.**

**Round 2: Name and notice**

- **Big themes**
- **Key Challenges**
- **Breakthroughs**

**Round 3: What's working?**

- **Seeds of future**
- **We've got this figured out!**
- **Where is our clarity and joy?**

***Partial Harvesting:***

- *Waldorf education working*
- *Recognition that magic reflects in giving magic*
- *True collaboration*
- *Sense of the whole*
- *Know why*
- *Creating form for parent involvement*
- *Social inclusion*
- *Regular collective review!*
- *Determination*
- *School wide review of governance structure via self-study (Summerfield WS)*
- *Coherence (SWS). Governance structure (SWS).Policies that support (SWS). Clarity (SWS). Quality of teaching (SWS)*
- *Strong proactive fiscal management (Oly)*
- *Clarity of Board. Board governs not manages (SWS)*
- *Imagination of associative community. Now embedding of school in life. Permeable membrane (Portland, Escuela Mex, Madrona)*

## Panel Presentation – 2 parts

Karen Humber helped open this session by encouraging us to look at our movement in as many ways as possible: the more facets a diamond has, the more valuable it is.

### **Part One – The View from Four Schools**

Lauren Johnson spoke on behalf of the Portland Waldorf School, now 26 years old. It had been striving to grow up to 8 grades and then into a high school, and finally to grow into its own permanent site. They got very adept at bringing in money in any way they could – quick money. Now looking at ways to provide stability and sustainability in the economic realm – how high can tuition go? How to provide for enough assistance? Are there other models for this? Are we really doing something so counter cultural today in the Pacific Northwest – where there is lots of innovation, recognition of sustainability, etc.? How are we defining ourselves in alignment with the culture? As our school has matured, our questions revolve around a sense of renewal and the myriad facets of home ownership and living very visibly in the local community.

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Geraldine Kline spoke for the Seattle Waldorf School. She said that for many people their angle into Waldorf education is from the spiritual wish, aspiration. Difficulties arise in actualizing that in a practical way. My angle and entry point is the other way around. I'm a very practical person and spiritual practice has very little application if not bound in practical life.

She identifies those places where the spiritual/practical realms are not in alignment with each other or in communication with each other. She said her task is to bring coherence to help those practices to grow, and to create forms that are defined enough to avoid confusion and flexible enough that they can dance with those around them so people can bring them to life. She makes it possible for teachers to give their gift of teaching, for parents and for community.

Forms are not solid and they have fluidity to them. There is a skill set needed to bring them down into form so Waldorf Schools can be brought to the marketplace. My goal is to put Seattle Waldorf School on the map. So Waldorf schools are not the obscure but a partner in education.

The striving in Waldorf schools is enormous. There is a deep wish to actualize Waldorf education and we have sacrificed a lot to make it possible.

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Molly Wilson spoke for the Eugene Waldorf School. She said: My children brought me to Waldorf education. What I've learned in these 12 years of working with the school is to soften edges.

We have had to re-create ourselves many times. We are at a place in the history of our school where we really have a question if we really know what we are doing. We are struggling. Where we are right now is I am wearing multiple hats... business manager, administrator and development director.

So I sit with the question – if we have the money what would be the best model? We are looking for shared responsibility, clarity and understanding of how things work. We have questions about how the history of how we do things get passed along. We are looking for accountability to be shared, to have transparency and trust. It is important that we recognize that we are a spiritual/cultural institution and to protect that.

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Rea Gill spoke for the Vancouver Waldorf School. She said: I've been in a 21 year process. Seven years of understanding anthroposophy and what it means for human beings to develop; seven years of experiencing a curriculum for my children, and how it reflects what it lives in them; and seven years studying organizational development from an anthroposophical perspective. I am continuing with the study and the inner work of myself as a 3 fold human being.

I could describe our particular model and it could be helpful to hear those bits and pieces, but what is essential is the understanding of this organism. What are these three parts of the three fold organism? We sit in the cultural/spiritual sphere, but we still have the other two impulses at work in our organism. We have to see the three folding in our organizations just as our body differentials into three systems to work well.

In terms of manifesting forms that work: Ultimately when we go over that edge is when we understand what it looks like for an organism to differentiate and then to work together. And if it's not working to see... how it differentiates or not – how is it connected, impinging or disconnected.

Where does the metabolic system end and the nerve system start. We have that in our schools as well. Steiner just gave us a picture – not like the whole curriculum. We just had a start.

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### **Responses from listeners:**

#### **What resonates with you?**

*This resonates!*

*Pay attention to places in the organism is overlapping. Collaborate rather than separate because of your job description*

*Searching for common belief, preserving the economy, giving each area it's own space.*

*Working from the practical to the spiritual. It's in those encounters with each other these moments arise.*

*Presenting Waldorf Ed in a positive, powerful and truthful manner*

*Flexibility and fluidity of form*

*Living organism, tension with form and freedom, the importance of differentiating.*

*Governance is something to manage, not a problem to solve.*

### **What is radically different?**

*Are we really counter cultural? – what does true inclusion (rather than alienation) look like?*

*Value of Waldorf education and good organization structure must be balanced.*

*Health of 3 folding. We are doing much in the spiritual/cultural sphere and some in the rights sphere. How do we bring health and growth to the economic sphere?*

*Amazed at diversity of how schools in region are working.*

*Waldorf standing with others schools as equals and partners. What do we stand for to stand strong and tall.*

### **What else?**

*Point out we're not so much counter cultural – we're cutting edge. Point out we are teaching in a dynamic way – not delayed (reading for example).*

*I haven't heard the word ALUMNI –*

*What are the stages of the development of the school? How does the hierarchy look like in a healthy school? What does the process of differentiation look like?*

*If a new school was forming with this model what would that look like?*

*Our immature development vision is completely handicapping us. The development consciousness has to be tended and leavened from the beginning. We need to have REAL interest in the economic sphere. Steiner, "economic sphere is related to realm of brotherhood – if we don't penetrate this with real interest -- tracking money in our own school – what is conscious – in our choices (Chapter 2 of interaction of the social question). When we don't work with money in this realm we don't have the connection of brotherhood in the afterlife. It is reflective of heart forces. Economic life – is the metabolic system. It is what we transform through the education into capacities. It comes back to the cultural spiritual realm. It is needed in order to create capacities.*

*What is the difference between teacher led and teacher run? We're not addressing it honestly as a movement.*

*Form verses freedom – it is at the heart of teacher run verses teacher led. You want to have form. For modern human beings, it is no longer practical to leave the spiritual out. We are educating them in their feeling lives, thinking lives, and will life. The children exercise their feeling lives. They have to think – then they say, “there has got to be another point of view.” They reason in a different way with an exercised feeling life. We react too quickly because we don't have a well exercised feeling life.*

## **Part 2 – The View from the Association**

Joseph Doucette: What I'd like to speak on is the region. I would like to keep characterizing our region. Our region is perhaps the most vibrant in terms of new schools of all the regions in North America. 23 schools that are in development. Alaska, BC, WA, OR, ID, MT.

Looking forward to 20 full member schools from our current 7 member schools. Lots of WORK: Review three year plans, organize site visits, organize conferences and symposium, etc. I hope we can see the value of the association, learn together, share with each other. As well as to maintain integrity of Waldorf education.

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Patrice Maynard: One of the most important things we are identifying is happening here. I appreciate the idea of doing governance studies to help share what is going on. Yes to put it on to paper and to let it live. There is no “right” form of governance. Challenge us to let go of judgement of these forms. Clarity to actually do something NEW all the time.

Steiner grew increasingly impatient with teachers.... You are falling back on old forms, you are falling back on old ways of thinking, You're not really doing something new. In relation to the governance structure – republican academies, he says “I'm flabbergasted that the committee we trusted to come up with a recommendation is now not being trusted.”

I ask myself, what about what I'm doing is genuinely new in governance? When are we relying on old forms? We might want to borrow an old form. Old forms will serve us and we need to stay conscious about those as we die and rebirth.

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Michael Soule provided a picture of the story of Waldorf education and it's incarnation on this continent. Where are we and what are the next steps? What is the future we are walking into? We talk proudly of having an almost 90 year tradition of Waldorf schools in North America. In 1928 some brave individuals formed the first Steiner school in NY City. Then,

1941 in Kimberton PA

1942 in New Hampshire -- High Mowing H.S.

1950 – Green Meadow (Spring Valley, NY)

1955 – first sign coming to West -- Highland Hall in LA

1960 – two schools in the west.

1968 and 69 two schools in Canada

1970 – Fourteen schools! 50 years in the movement.

At this point these schools start to discuss something about collaboration. We want to be associated but we certainly don't want to be an organization. So we formed our first non-organization!

1970s – 23 more schools start around the country. Association starts to form.

1980's – 56 schools start. Many of first schools in NW start then.

1990's – over 50 schools start across the country.

Since 2000 – 16 schools start.

North America total now – 181.

Up to 1970 there were no teacher training institutes! Then 3 by 1980.

We have a very young movement all told. Since 1980 most of our schools have started. The original 14 schools were started by inspired and dedicated individuals. Picture was formed through these individuals. The 100 next schools were founded by not individuals at all but a GROUP of people who are committed. Social question is much stronger in how it lives in the movement. We didn't write everything down. Worked through things as they come.

Now a picture of Association is growing. Publications arm, Accreditation, Renewal magazine. This mysterious moment happened at the end of the 90's -- where can no longer grow from a central core, but are working more from the periphery. Now we have 8 regions around the country – new picture of how schools will work together. Now there are enough full member schools so we can work in settings like this. From these settings we will see the new questions arise and the forms coming into being.

Steiner said, "imagine this culture is like a kind of web – interconnected lines that holds the whole culture together." Our movement is being born and will live and grow in the spaces between the threads. The threads have to break at certain times because we as human beings are evolving.

Part of our task now is we have grown in these spaces enough that now we are asking

1. How do we embed ourselves so we can bring our social mission to the whole? Bringing a new picture of what the human being really is
2. How we work in social forms
3. How we work together in the economic life. Build associations between schools, farms, banks.

The session ended with a brief announcement by Diann Shope about a fundraising initiative in Puget sound associated with Sound Circle Center -- a handout was provided about the gifting initiative. She mentioned we have a lot of trouble with money because of how we think of it. Read – Lynn Twist Soul of Money, and Siegfried Finser’s Money Can Heal!

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### **Question and Answer:**

*What is the difference between “teacher run school” and “self-governed” school? Self governed terminology is we are not relying on one headmaster or principle. What Christopher Schafer is talking about working with bodies within the schools that are working in partnership. What are the models of partnership that get activated at different times bases on the needs of the school. Self governance is to look not to one principle hierarchical.*

*Now reinterpretation is not that the teachers should you should do everything. Put governance shouldn’t tell you as teacher what to teach.*

*We are a cultural/spiritual organization in realm of education.*

*Since teachers teach that is the strength of that impulse.*

*It is not the economic or political impulse that drives the institution.*

*Where are the activities that happen in the school and what activities fall into each of the realms. We have to “pose” for a while. Then ask: are we a form that serves the impulse or blocks the impulse?*

**The remainder of the symposium consisted of four short workshop sessions (two on governance/administrative work and two on development/messaging), a collaborative dance session, and a closing plenary.**

# Day 3

## Taking it Home -- Closing Session

Facilitated by Teresa Posakony. After participants met together in individual school groupings, they were asked to consolidate their thoughts into the practical steps they could take next.

- Cedar Valley- sharing information with others who weren't here and getting a different understanding.
- Olympia –take a hard look at our development and lack thereof and need for more structure.
- Aurora – has a sense that the governance document feels doable. Have a better vision of really living out of our school.
- Whistler- expanding marketing. Parents are our greater source and try to start there with messaging
- Summerfield- same lines. Spoke of value of messaging materials. How can we get them to come to us and how can we go to them. Can some of them meet mayor, chamber of Commerce, etc. and let them know what an asset we are to the community. Communicate theme of Waldorf to others to help practise as ambassadors. Recognized how the use of stories was so valuable– Patrice's vignettes to grab people.
- Portland – revisit our somewhat tired website. And look at how language talks of what we are rather than what we aren't. Bring that new thought to our faculty.
- Cedarwood – in 12<sup>th</sup> year want to know our identity – who are we, how to we share our gifts with wider community. Really go for it and share it. How do we continue to energize our faculty, board members and parents. We are doing good work, but tired too.
- Whatcom Hills Waldorf School – thinking about long term versus reactionary in development.
- Tacoma - better understanding of truly defining governing versus managing and hiring vs staffing. Do it a way to support teachers to support children
- Eugene - recognizing great opportunity in accreditation. To create culture in our school to increase our relationship to Anthroposophy and really penetrate that vis-à-vis the economic. Reminded ourselves of moving out into community.
- Brightwater - grateful to be here. How do we have this movement through the 3 realms and have movement from centre to periphery. Personal connections to other administrative staff in other schools support delegates circle.

- Sunrise – just opened new development office as whole community is learning about development. Taking the disappointments with gratitude - Reasons we didn't get grant. Looking at combining with High School, address great fears on part of both schools and work through those together before we launch into a partnership.
- Cuernavaca – incredible experience to see importance of the partnership with AWSNA. It is at the heart of what Waldorf teaches – collaboration. So much positive happening, lots of practical tools and new relationships.
- Seattle –we have a lot of processes in place that we can gift to other schools. Looking how position of director has been a good step to get here. What is the next step to get to the 3 folding in a practical way?
- Lauren- From a DANA perspective. Will meet in 2 weeks with the national coordinators group -- that hasn't happened in a long time. AWSNA is developing/evolving. Excited to bring the issues of what is happening in the region. Has a better sense of how much this region brings to the whole – there is a nimble quality to our region's schools. Things grow really fast in the northwest!
- Patrice – offer a proposition from AWSNA. Would like you take back to the schools the imagination that every dollar you raise and every clear moment of governance is for the whole movement as well as your school. We are striving to free the economic life from the cultural. Emil Molt opened the coffers of his business to serve the children of his factory workers not expecting to extend to all Waldorf schools. If someone is angry, find ways in your community to keep their interest and love of Waldorf education alive and reunite on the ideal plane. Begin this 3-folding of the whole social organism. In the successes, find moments to pause and place them in the bigger imaginations. Morphogenic resonance. Rejoice in giving substance to the archangels.
- Teresa – move to community and move to Art of Hosting. Quite a thing to be revolutionary – need to travel with friends to make it through those narrow passages.

Gratitude and Gifts – many friends and abundance!