

CONFLUENCE

Spring 2014

News from the Alliance for Public Waldorf Education

Vol.3, No.3

FROM THE FIELD



Interactive hand-puppet theatre brings the German language to life at the Birchtree Charter School in Palmer, AK

World Language Education

BY SOLVEJG ROGERS

As world language teachers, our constant question and quest concerns how to bring authentic language into the classroom. How do we merge culture and language acquisition? How do we do it in a comprehensible way? What is our goal?

Many times, as educators striving through professional development, we have attended world language conferences and/or various professional developments and come across methods such as Total Physical Response (TPR) or Teaching Proficiency Through Reading and Speaking (TPRS). Some of us might have encountered Content and Language Integrated Learning (CLIL) or had the pleasure to hear Stephen D. Krashen talk about his latest research in language acquisition and his Comprehensible Input Hypotheses, which in my opinion is a true treat. We have struggled with proficiency-level definitions set forth by American Center for Teaching Foreign Languages (ACTFL), and even the effects of the Common Core standard alignment have touched us.

Yet, the question remains: What level of authenticity can we language teachers in our differing programs reach in a classroom, which on its own account is already a highly artificial setting for learning anything?

CONTINUED ON PAGE 3

FROM THE ALLIANCE

Introducing Shanna Mall

Ten years ago, I began my personal journey into Waldorf education by working with my book club members in Anchorage, Alaska to start Winterberry Charter School. Since our school opened in 2005, I have been serving as principal, and I have been active in the Alliance since shortly thereafter, first as a Conference Chair, and more recently as a Board member.

Under the leadership of Will Stapp, the Alliance has made great progress in creating new resources to support our schools in the transition to Common Core and ensuring high-quality public Waldorf education. Highlights of recent achievements are presented throughout this issue of *Confluence*.



Moving into this new stage of development is exhilarating. From its inception, the Alliance has been a grassroots, mostly volunteer organization made up of current teachers, administrators, professors, scholars, mentors, and elders who have carried the torch for decades, lighting the way for Waldorf education to take root and grow—wherever it happens to be planted. It is not an understatement to say

this work is all consuming and of dire importance to the children who are waiting to receive its gifts.

In response to the growing needs of our blossoming movement, the Alliance board recently voted to hire Will Stapp, former Alliance Board President, as Interim Executive Director for two months with a focus on raising funds for an Executive Director position for the 2014-15 fiscal year. At this same meeting, I was elected to serve as Interim President of the Alliance. [CONTINUED ON PAGE 2](#)

FOCUS OF THIS ISSUE
B L O O M I N G

CONTINUED FROM PAGE 1 Today we have an amazing opportunity to grow our volunteer organization into one that will be able to sustain public Waldorf education well into the future. Please consider becoming a key cultivator of this essential work by supporting our immediate fundraising effort—the Imagine Campaign. Blessings,



Shanna Mall, Interim President

A Call to Join The Imagine Campaign



Dear Colleagues,

The outcome of the Alliance Board of Directors' spring retreat came as a bit of a surprise to me, but the overall strategic direction it represents is very much welcome. The decision to pursue funding for the creation of an Executive Director position is essential...the scope of the work and the speed of change has moved beyond that which can be effectively met by primarily volunteer efforts. Yet, what incredible volunteer board members we have to help oversee the transition! We are all lucky to have Shanna Mall, the next generation of Alliance leadership, as our Interim President; Shanna brings great enthusiasm, persistence, a splash of the Alaska frontier rough and tumble and a strong consensus-building capacity to the position. I'm also pleased to announce the appointment of **Betsy Thagard** (from Stone Bridge School) as the board's new membership chair, and **Helene Brodsky-Blake** (from Journey School) as our teacher rep.

The landscape of public Waldorf education has changed significantly during the seven years I served on the Alliance board. For one thing, look how we have grown! There are now over 50 public Waldorf schools, and more coming all the time. Five opened their doors just last year, several of them on the East Coast. This growth has increased the demand for qualified teachers and administrators who are rooted in Waldorf pedagogy; sometimes we come up painfully short in this regard.

There have been other challenges—such as weathering a recession that cut school revenues by 20% in some states, or the regulatory chipping away at administrative and teaching prerogative. Most recently, the adoption of the Common Core Curriculum Standards and associated computerized testing should give us all pause about new state requirements on the integrity of our school charters and about our freedom to deliver the developmental curriculum we cherish.

The work of growing an individual school is so encompassing that it's not always easy to find the time to ponder the larger picture of our movement; nevertheless, our larger challenges require a collective response and a wise sharing of resources if we are to grow and evolve the movement in a healthy way that fosters innovation while remaining true to Steiner's educational impulse. Hence the need to invest in leadership that can help not only to respond to current movement-wide needs and trends, but also help anticipate and coalesce around future directions and challenges.

TO BEGIN TO ADDRESS THIS NEED, the Board is embarking on our Imagine Campaign, with a goal of raising \$100,000 by June 30 in order to fund a year of organizational development with an Executive Director at the operational helm. Besides establishing strategic directions and longer-term funding strategies, programmatic goals for the year include linking our schools more closely in order to share pedagogical, administrative and board resources; piloting the Levels of Membership process; finalizing and distributing the Formative Assessment Handbook; and organizing educational efforts to make sure that options to early grades' computer testing remain for the foreseeable future



Major donor work and grant writing is already underway towards raising the \$100,000. It is essential that our members contribute as well. **Here are three ways our members schools can help meet the goal.**

- 1 Make a \$1,000 contribution for the Common Core-Waldorf Curriculum Alignment that has already been distributed.
- 2 Invest \$1,000-\$2,500 in the upcoming Formative Assessment Handbook, which many members have already done.
- 3 Have your school's foundation make a direct contribution to the Imagine Campaign of \$2,000 or more.

If all of our 44 member schools adopted one or more of these approaches, we could easily be halfway to our goal in a matter of weeks, and the Alliance board could confidently embark on the hiring process for the Executive Director.

I look forward to serving you in the interim. Sincerely,



Will Stapp
Interim Executive Director



Within each play in the German Carnival tradition, the character Kasperle is faced with a challenge that must be overcome.

World Language Education

CONTINUED FROM PAGE 1 This has been, and still is, a quest for many of us. After more than eighteen years of teaching world languages in many different venues, spanning from immigration programs in Germany, immersion schools in Latvia, alternative schools for juvenile delinquents, American colleges and universities, as well as high school, to now a charter school inspired by Waldorf education, to me it is certainly a still-evolving concept and always will be.

I have settled to believe that if I had the ultimate answer, my teaching would turn dry. That is not to say that I don't have my favorite methods, a philosophy, and a few tricks in my bag. The beauty is that even after so many years one still stumbles across some "pearls" here and there despite meticulously prepared CLIL lessons, projects, cooking, folk dance, etc. So here is the story.

Three years ago, which was the second year of the school's existence and my second year of teaching German to first through eighth grade, I decided to celebrate German Carnival. For those who don't know, carnival—especially in central and south Germany—is serious business. Being from the north, I somewhat had to feel my way into it. However, what remains most vivid in my childhood memories of Carnival is the seasonal appearance of the traditional "Kasperle Theater," which is a form of an interactive hand-puppet theater.

The concept is rather simple. There are characters such as Kasperle, his grandmother, the policeman, the princess, and the crocodile, etc. They all have their distinctive features, attitudes, values, as well as quirks, and are absolutely lovable. Children can identify with Kasperle immediately. The idea is that within each play Kasperle is faced with a challenge. Either he must help a friend, solve a mystery, or confront some moral dilemma.

The audience is actively involved in helping "Kasperle" maneuver through these problems. The children see all the scenes and therefore have the advantage of knowing. It is needless to say that a great deal of flexibility is required of the puppeteers.

With the help of a German parent, we adapted the concept and added a support person in the audience. That way we were able to introduce the students to how the interactive puppet theater works. Traditionally, the puppeteers write their own stories, so we were able to arrange the play around topics and vocabulary we knew the students had mastered, and we added a few new language components. The goal was to make it funny, enjoyable and successful for the students.

Reaping the benefits was easy. This was interaction born from intuition in a setting any student of that age group in Germany truly experiences.

The beauty is that even after so many years one still stumbles across some "pearls" here and there

WHAT HAD TAKEN PLACE?

- It was the highest possible level of immersion in a world language program in which students met twice a week for 45 minutes, and therefore by definition can only be called an inclusion program.
- Student engagement was 100%. Even the usually most wandering of students sat still, glued to the stage.
- Interaction of students with the protagonists met their level of proficiency.
- Interactions were plentiful so that all students had a chance, and answers could be given in the safety of a group answer.
- Interactions and language were supported by "doing."
- Interaction was immediate, natural, reactive and intuitive.
- The input was comprehensible.
- The affective filter was lowered.
- Positive emotions anchored the experience.
- Vocabulary was used in a new context.
- The situation in which students acted was authentic.

Two days and ten shows later (we are a double-track school and provided puppet shows for first through fifth grade) we (the puppeteers) re-capped, through tears of laughter, all the unexpected scenarios that had transpired due to student involvement or little hiccups on our end. Exhausting as it was, it was worth it, and it definitely fit into the world of target language storytelling. I usually will use my less exhausting felt board to tell stories or take on the apron felt figure stories I tell in first grade.

Even though the target language you teach may not include a similar tradition of puppetry, one could certainly adapt it to feature a legend, fairy tale, etc. and make it interactive.

Now, my fifth graders are asking if next year they could be the puppeteers for the lower grades! I think they are just about ready for that.

Solvejg Rogers has taught world languages internationally for fourteen years. She has developed curriculum for Russian and German at many levels, spanning from university and college to high school and ESL programs. In her current position she teaches first through eighth grades at Birchtree Charter School, a public Waldorf school located in Palmer, Alaska. You are welcome to email her with questions: solvejg.rogers@matsuk12.us



Why Do We Do What We Do?

AN INTERVIEW WITH **CHRISTOF WEICHERT** BY WILL STAPP

WS: Do you have any advice for teachers who are looking at the conventions of Waldorf education, questioning some of their relevance for today's children, and perhaps yearning to grow beyond some of the habits that have formed over the years?

CW: My advice is that as teachers we spend time at every faculty meeting with the question: Why do we do that? You have to ask whether things became habitual in accordance with the archetypal advice or not. Then, you will make some outstanding discoveries that the intent of the original advice was quite different from what we made of it.

Look precisely at what was intended. If we have that precise look, then we ask our self, is that what we need in our time? Mostly, it is. I am deeply convinced that Steiner made this curriculum not so much for his time, but for the times that are coming now. So check out why we do what we do.

I'll give you a simple example. We are always talking in grade three about the house-building block. Now if you look at the original advice, Steiner said we should bring the children in grade three to an understanding of—or in contact with—the archetypal professions around the place where they live. Now, house building is an archetypal profession, but if you live on the coast, fishing is as well. A baker is an archetypal profession. A farmer is an archetypal profession. It is not only about house building!

I see in many schools that the foreign-language track is a kind of side dish. Steiner advocated his school model on two pillars—main lessons and foreign languages. That was the distinguishing quality for him. So, in foreign language teaching we are far behind what was intended. Now you see, out of research, refreshment comes.

Another unhappy habit that teachers can barely hear is that Steiner said in the lower grades, one through three, we can teach quite soberly reading, writing and math skills, in an almost programming way, but in the later years, from grade five on, is when we have to infuse our whole teaching with imagination.

WS: You are suggesting using a much more direct approach to the building blocks of grammar, mathematics and such in the very early grades? That would be news to many.

CW: Precisely. If you see a teacher who has this soberness, then you see the children blooming. But the habit of schools in grades one through three is that the teaching is overburdened with imagination as if it were a kindergarten. Then, from grade four on it should be precisely the opposite.

WS: How do you understand Steiner's indication of more direct instruction, or soberness, in grades one through three? What do you think he was getting at?

CW: That early learning is basically a habit, and the more soberly you approach that early on, the better the results are later.

I am deeply convinced that Steiner made this curriculum not so much for his time, but for the times that are coming now.

WS: What would that sober instruction look like to you in one through three?

CW: Sober looks like you really teach, that you are in a process of a higher speed of learning than is done now. I have seen main lessons where the real teaching takes three minutes out of 120, or classes in America where they did the alphabet the whole first year. That is because of this misunderstood gesture that everything has to be wrapped with imagination. But, if you bring too much imagination, the children get fuzzy. The archetype is that the alphabet is done around Christmas of the first year and then the reading and writing starts. Steiner said that you should teach out of the reality of life, and so you would use endless comparisons, but you are not building artificial worlds of dwarfs and whatever in the first three grades.

WS: So the imaginative piece has more to do with building the actual capacity to form mental images as opposed to imaging a fantasy world?

CW: Precisely, and in that respect we have to do a certain amount of clean-up. If you do it in a positive way it will benefit you because the academic results will be a lot better. Then, in the higher grades your teaching really becomes a real dynamic piece of art.

WS: Say more about that. What would a dynamic lesson look like?

CW: I'll tell you, that is the essence of Waldorf education. Steiner said that we teach within an artistic process. And what is an artistic process? Look at a piece of music, for example: you have the exposition, which foreshadows what is going to happen. Then you step down from that procession. You calm it, perhaps look what we have done until now... this and this and this. Then, you make another leap, and then you calm down again and process it. It's a dynamic use of time, just like a piece of music. If you do that, then the experience is that of expansion and contraction. It is shaped by very precise use of oral qualities, visual qualities and interactive qualities, and they have to be in balance. You should always have an eye for what refreshes the children and what tires them. If the children get tired, you change into another mood or another activity so you and the children are in kind of a flow.

WS: In your recent book you describe it as a living lesson.

CW: That's only possible if there is real engagement. If I am not really engaged in what I do, then I get tired, and at the end of the day, I am worn out. Lots of teachers are worn out at the end of the day and complain that it is such a heavy task. **CONTINUED ON PAGE 5**

Taking Alliance Membership to a New Level

BY BETSY THAGARD,
MEMBERSHIP COMMITTEE CHAIR



High quality public Waldorf education—that’s what the Alliance and its member schools are all about. As the Alliance matures into a more substantial organization, we are reaching out to our members to help each school be the best that it can be and to provide a clear path to success for new and developing schools.

All Waldorf schools are in a process of continuous adaptation, implementation and growth. As Rudolph Steiner told the first teachers, Waldorf schools must never stop unfolding, always striving to improve through inquiry and research.

The Alliance anticipates great diversity in expression and form, as public schools inspired by Waldorf education increase in number. While encouraging innovation, we also want to assist our members in providing the essential elements of Waldorf education.

Supporting our schools with resources and mentorship is a key goal for our organization as public Waldorf education blossoms and flourishes. With this member-assistance goal in mind, the Alliance Board of Directors recently adopted a new “Levels of Membership” document that sorts member schools into three categories: initiatives, developing and leading schools.

LEADING SCHOOLS have at least five years of continuous history as public Waldorf schools; are engaged in an ongoing cycle of self-study assisted by Alliance site visits and identification of strengths and areas for further development. These schools demonstrate their leadership by mentoring schools in the other two categories of membership.

DEVELOPING SCHOOLS have completed at least two years of successful operation as public Waldorf schools and are initiating their first cycle of self-study. With Alliance help, these schools will prepare a self-study document that contains a three-year action plan to address strengths and challenges. Peer site visits and annual progress reports will help these schools move toward leading school status. The Alliance will provide mentoring and resources to assist these schools in their growth.

INITIATIVES are actively engaged in developing a new public Waldorf school. With the assurance of a viable plan and adequate resources, the Alliance will provide these schools with both mentoring and access to important resources, such as sample charter documents, information on Waldorf curricula, and state standard-alignment assistance.

Self-study guidelines and site visits are key elements of the assistance that the Alliance will provide. Representatives from six regions (Intermountain, Alaska/Hawaii/Pacific Northwest, East Coast, and Northern, Central and Southern California) will work with schools to organize peer visits and study document preparation. The Alliance Membership Committee will provide self-study guidelines and site visit protocols to each region. As we roll out this program, we plan to conduct at least one school review per region during the 2014-15 school year.

By working with all our members to enhance the quality of public Waldorf education, the Alliance will provide a clear path for member schools and founding initiatives that use the Waldorf approach. Providing a recognized route for development will help increase the number of successful public Waldorf schools, ultimately bringing the Waldorf educational impulse to more and more children.

To get involved in this process, please contact the Alliance Membership Committee Chair Betsy Thagard: betsythagard@gmail.com.

Why Do We Do What We Do?

CONTINUED FROM PAGE 4 If you are engaged—and you’ll find that in the third chapter of *The Study of Man*—if you engage yourself in what you do, you stay alive. You stay fresh.

WS: You have touched on teaching as a path of inner development. What are your recommendations for teachers working their own inner development as they are moving forward?

CW: I would recommend that they learn to exist on two levels at the same time—that is a consciousness issue, and because it is a consciousness issue it is also a little bit of a will issue. When you are teaching, you teach and at the same time you observe what happens with your teaching.

WS: You observe the effects of your teaching on the children?

CW: I observe the effects, and if the effects are not what I wanted, I don’t shout at the children, I change my teaching. That is a major inner capacity. If you observe the children and they get bored you say I probably did the wrong thing and you change it to something else. Then you have engaged yourself in the process of living education. I highly recommend it.

Something I do is refresh myself with ongoing study of Steiner. Every day I read two or three pages and it gives me the energy for the day. That’s not a holy duty; it’s a desire to be in contact with big ideas that I am trying to realize. If you only live out of the physical, stop teaching, go fishing.

There are, of course, more possibilities. Find ways for social health in your teaching community. Make sure that people work together. Make sure that people look at each other. This means that people go on the path of being interested in each other. When that happens, we make the school together. Not what I do, not what you do. I tell you, students immediately feel whether teachers are working together, if they have what I call professional friendships. The professional friendships start with the interest in one another. How he is doing it like this? In my travels here in the U.S. I have seen several moments of education that were totally new to me, and I’ve been in education more than forty years. It made me so happy to see that in others!

Christof Wiechert is former leader of the Pedagogical Section at the Goetheanum, Dornach, Switzerland. He was also a Waldorf class teacher for some thirty years in the Netherlands. Christof’s latest gem of a book is *Teaching: The Joy of Profession*. It was recently translated by Dorit Winter and is available from the bookstore at Rudolf Steiner College.



Rhythm Heals Stress

Adam Blanning, M.D.

Stress wears us down. And today, probably more than ever before, we are all stressed out. This shows up in our frenetic lifestyle, through the fact that we have so many laborsaving devices and yet so little time, and through health problems like disordered, non-restful sleep and adrenal fatigue. How can we change this? How can we reduce stress hormones for our children and ourselves?

One method is to adopt an “anthroposophic lifestyle.” A Swedish study published in November 2010, consistently demonstrated that “infants from families with an anthroposophic lifestyle had significantly lower cortisol [stress hormone] levels” on saliva tests compared to other families (*Psychoneuroendocrinology* (2010) 35, 1431-1437). This was true for all three samples that were obtained at different times of the day—as cortisol naturally rises and falls—and was also graduated, as those with an “anthroposophic” lifestyle had the lowest average levels (8.8 nmol/l), those with a “partly anthroposophic” lifestyle mid levels (11.3 nmol/l) and those with a “non-anthroposophic” lifestyle the highest (14.9 nmol/l). This study is important because it indicates that we can consciously influence our body’s level of stress, but it also begs the question: what is an anthroposophic lifestyle? The study’s answer: trying to create an environment with a lower degree of exposure to stress.

Cortisol is widely recognized as a stress hormone, but its physiologic effect is subtler and slower than that of adrenaline (epinephrine). Our nervous system, which guides the secretion of both hormones, is similarly differentiated into faster conscious-sensing (more on the adrenal side) and slower, more sleeping activities (like cortisol). There is a three-fold division to the nervous system:

1. THE NERVES OF OUR HEAD AND SENSES are quick and flexible, able and willing to respond to things at a moment’s sensing—we could call these our “on” nerves, as we are properly precisely aware through them during all our waking hours. They are most accessible, and are also related to our thinking activity, responding moment to moment.

2. THE NERVES OF OUR SYMPATHETIC NERVOUS SYSTEM, active in “fight or flight” (think adrenaline), live in a middle realm, closely related to our feeling life. When these nerves are very active we can become acutely aware of their effect through things like a faster heart rate, deeper breaths, sweating, and emotions of fear, rage, or lust, responding minute to minute.

3. THE NERVES OF OUR PARASYMPATHETIC NERVOUS SYSTEM are most hidden, and unfold their activities in the quieter activities of digestion and metabolism. Their activity works hour by hour, day by day. Here we are in the realm of cortisol.

Being too busy, having too many things competing for our attention, makes our nervous system out of balance so that the “on” nerves of the head and senses predominate. Rhythms help counter this, by allowing other parts of our nervous system to be more active. Let’s look at how this can be true for both someone who is very awake (perhaps bordering on hyper-vigilant) and someone who is dreamy and slower to wake (perhaps bordering on being uninvolved or oblivious).

FOR THE OVERLY-AWAKE CHILD OR ADULT:

- If my inclination is to pay attention to everything all of the time, that is an exhausting process, especially if things are changing all of the time.
- When there are some things that are consistent, then I don’t have to pay attention to them all of the time. Even if it is at a low level, having to pay attention to things all of the time is a drain—think of how tired you are when you travel, or when you start a new job and everything you do is new and you have to learn everything from scratch.
- When there are consistent routines, then the consistent aspects don’t have to be paid attention to in the same way. This gets us out of our head, and allows the slower, less-conscious and more metabolic parts of our body to work. This is particularly helpful with eating and with sleep.

FOR THE DREAMY, SLOW-TO-WAKE CHILD OR ADULT:

- Rhythm gives the person a chance to warm into an activity.
- When it takes you a long time to get started, either because it takes a while for impressions to settle in, or because you just really need time to fully awake before being able to fully participate, then there is the risk that an activity may already be over by the time you are really starting to get engaged.
- If the routine is consistent, your body will start to prepare for it on an autonomic nervous level, without necessarily having to be conscious about it—meaning, your body gets to know that it is time to get up, or time to eat, or time to be active. And when you are supported by your body’s physiology, then it is much easier to be more quickly awake and participating with the “on” nerves.

CONTINUED ON PAGE 7



Children, teens and adults all benefit from regular family meals, adequate sleep and limited screen-viewing time.

Rhythm Heals Stress continued

SO WHAT ARE THE PILLARS OF GOOD RHYTHM?

There are three main areas, long acknowledged by anthroposophic medicine, and which were recently reinforced by a study of obesity rates in U.S. preschool-aged children (*Pediatrics* 2010 Mar;125(3): 420-8). It examined the prevalence of obesity in relation to exposure to three household routines for preschool children:

1. Regularly eating meals as a family (at least five nights of the week)
2. Obtaining adequate sleep (at least 10.5 hours per night)
3. Limiting screen-viewing time (less than two hours per day)

Exposure to these three routines was associated with a decreased prevalence of obesity, from 24% for those children exposed to none of the routines (perhaps no consistent rhythm), down to 14.3% for those exposed to all three (still high, but a reduction of 40%!).

WE CAN EXPAND ON THESE THREE ROUTINES TO SAY THAT FOR ALL OF US, AT ANY AGE:

- Eating meals in a consistent rhythm helps our whole digestive process. We learn to know when it is time to digest, and when to rest. We maintain a more even blood sugar level which helps avoid snacking and eating too many high-carbohydrate foods.
- We need adequate sleep. Sleep before midnight better matches our own physiologic rhythms, so there is truth in the saying that an hour of sleep before midnight is worth two after midnight. Choose a consistent bedtime!
- Children do not need to see any media (period). If we look at overall development, it is not that not exposing them to media is depriving them of information, but rather that media steals so much time away from all the healthy movements, play, and activities that young children need!

For adults, too, less media and screen time is very important. Cutting out screen time will help you go to sleep easier, find the time to read a good book, and foster conversation with the loved ones around you.

Rhythm heals stress. Be kind to yourself and foster your rhythms!

Adam Blanning, MD, is a native of Denver. He attended the University of Colorado, both as an undergraduate studying English literature and for his medical degree. He completed a residency in family medicine, and then went on to teach family medicine at New York Medical College and the University of Colorado School of Medicine. In 2003 he founded the Denver Center for Anthroposophic Therapies. Dr. Blanning also works as an educational and developmental consultant for area Waldorf schools and has lectured about anthroposophic medicine and child development throughout the U.S. and Canada. He currently serves as vice-president of the Association for Anthroposophic Medicine and Therapies in America (AAMTA), sits on the board of the Physicians' Association for Anthroposophic Medicine (PAAM) and teaches in its training courses. He is a founding member and core faculty for the Nurturing the Roots course in Waldorf early childhood therapeutic education, and teaches and directs the two-year PAAM curriculum in school doctoring. He likes to grow things in his backyard and spend time with his family when he is not doctoring.

SIGN UP FOR DR. BLANNING'S MONTHLY NEWSLETTER:

<http://www.denvertherapies.com>

RESOURCES FOR PARENTS AND TEACHERS:

<http://www.youandyourchildshealth.org>

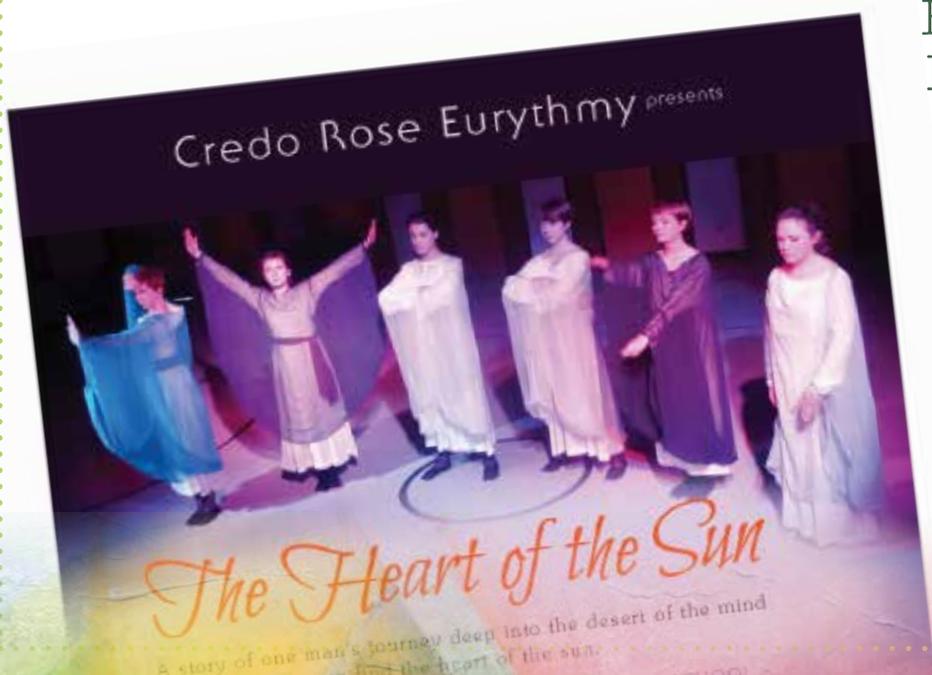
THE ALLIANCE FOR CHILDHOOD!

Research and advocacy on behalf of our children.

<http://www.allianceforchildhood.org>

High School Eurythmy Ensemble on Tour

Under the direction of their Eurythmy teacher John Hinkle, six 11th grade students from Credo High School (Rohnert Park, CA) created a Eurythmy Program that was described as "cutting a new edge in the development of this beautiful art." During spring break, the group toured the Pacific Northwest, taking their program to the Olympia Waldorf School, the Seattle Waldorf School, and the Portland Waldorf School, and also performing at Evergreen State College in Olympia, WA and at the American Eurythmy School in Weed, CA. The program included tone eurythmy with music by Frederic Chopin and Felix Mendelssohn, and speech eurythmy featuring works by Rudolf Steiner, T.S. Eliott and from the film *The Matrix*.



BY STEPHANIE SKINNER

We have the will to work
 That into this our work may flow,
 That which, from out of the Spiritual Worlds,
 Working in Soul and Spirit,
 In Life and Body,
 Strives to become human within us.

WELCOME NEW ALLIANCE BOARD MEMBERS

Hellene Brodsky-Blake, Faculty Representative

Hellene Brodsky-Blake has been working in pioneering initiatives of Waldorf education for over fifteen years. When her three daughters were very young, she held early childhood and Waldorf home-school programs in her home. She then became a kindergarten teacher and grades teacher at Journey School when the school first opened its doors. Now, while still teaching and working as the Pedagogical Chair

at her school, she also trains teachers as a faculty member of Rudolf Steiner College's Hybrid Program.

Hellene brings to the board a deep commitment to the protection of childhood, the development of strong communities, and the fostering of ever-deepening pedagogical leadership in our schools.

Besty Thagard, Membership Chair

Betsy Thagard is a poster child for Waldorf education. Her childhood education valued extreme intellectual performance to the exclusion of all else. Life was about making A's; discovering what she loved was irrelevant.

As a consequence, Betsy graduated at the top of her class from Princeton and then cum laude from Harvard Law School with no idea what to do next. Following a few glum years as a non-profit environmental lawyer, Betsy was blessed with children of her own, through whom she became acquainted with Waldorf education.

Suddenly, the light blazed forth: Betsy discovered that she enjoys teaching children in the artistically-based, morally relevant, intellectually imaginative, community-building Waldorf way. Now, Betsy cheerfully devotes her time to raising a tiny portion of the next generation to know what they enjoy and are good at, so that they will blaze forth on their own paths at an earlier age than she did. She has joined the Board of the Alliance because she wants to provide this wonderful opportunity to as many children as possible.

Betsy teaches fifth grade at Stone Bridge School in Napa, California. Betsy also likes to garden. This picture shows the three-pound tomato that she grew last year.

WELCOME NEW ADVISORY BOARD MEMBER

Chris Topham, Advisory Board

Chris started his Waldorf teaching career at Novato Charter School when it was founded in 1996, then taught at Summerfield Waldorf School for more than a dozen years. Besides a Waldorf teaching certificate, Chris has credentials in K-12 teaching and administration, and a Masters in Education Leadership. After teaching three classes (including one for the full 1-8 cycle), Chris is now the executive director at Sebastopol Independent Charter School. Chris brings to the Advisory Board pedagogical and leadership perspectives from both private and public Waldorf sectors.

Tomorrow River
 Community
 Charter School

CONGRATULATIONS TOMORROW RIVER COMMUNITY SCHOOL!

TRCCS in Amherst, WI is the second Alliance school to win the National Green Ribbon Award. TRCC's fantastic, grant-funded natural "playscape" play yard is one of the inspirations this brand new school has to share with us all.

U.S. DEPARTMENT OF EDUCATION
 GreenRibbonSchools



FIND OUT MORE ABOUT TOMORROW RIVER:

<http://tomorrowrivercommunityschool.org>



Announcing the First Annual JOURNEY SUMMIT ON DIGITAL LITERACY



OCTOBER 10 AND 11, 2014, Journey School will host the first annual "Digital Literacy Summit" for teachers, administrators, parents, community leaders and other stakeholders.

Come learn and share best practices for equipping young people with skills to successfully navigate our newly interconnected world.

This national event will explore what is perhaps the biggest issue of our times. Find out more! <http://www.journeyschool.net>

> [To learn more view the flyer](#)

NEW! ALLIANCE NEWS BLOG

Homepage > <http://www.allianceforpublicwaldorfeducation.org/>

Contribute! Send your school's news via email with the subject "News Blog!" to Stephanie Skinner at alliance.public.waldorf@gmail.com and include a few sentences, an image or two and any links that might be relevant.

JOBS PAGE

Looking for a teaching position in a public Waldorf school? Searching for a teacher or administrator? Visit the Alliance "Jobs" page:

<http://www.allianceforpublicwaldorfeducation.org/jobs/>

Alliance members who wish to post an opening, please submit the following information via email (alliance.public.waldorf@gmail.com) using the format below:

SCHOOL:

POSITION:

CLOSING DATE:

SCHOOL LOGO AND LINK TO SCHOOL WEBSITE:

GOT HAPPENINGS?

We want to share your success and initiative! Email us and we'll highlight your school or initiative in our next issue:

alliance.public.waldorf@gmail.com

RUDOLF STEINER COLLEGE

A Center for Waldorf Teacher Education, Transformative Education and the Arts

SUMMER OFFERINGS AT RUDOLF STEINER COLLEGE

Rudolf Steiner College has revitalized and renewed its summer professional development coursework! This summer offers something for everyone, from introductions to deepening that will renew and enliven teaching, collegial work, artistic skills and inner life.

See what's new and register online at:

<http://www.rudolfsteinercollege.edu/summer-calendar>

