

RENEWAL COURSES 2018

JUNE 24-29 & JULY 1-6



www.centerforanthroposophy.org

The time has come when your sense of self must be so trained that you can penetrate into the depths of your soul, so that your true self can find within itself the connection and bond with the Kingdoms of Heaven! Change your ways! Know that you are able to kindle Heavenly Warmth within yourself!

–Rudolf Steiner speaking at St John's Festival,
Heidelberg 1910



Dear Friends,

With the approach of the St. John's mid-summer festival, Rudolf Steiner's invocation calls us to become sufficiently free and independent inwardly to connect to the source of our own creativity. "Heavenly Warmth" is the benevolence of soul longing to offer deeds of goodness that can change the world.

In this, our nineteenth year of Renewal Courses, we are dedicated to deepening your capacities and supporting your joy of discovery while celebrating the importance of the human encounter. Once again, we are grateful for the participation of our stellar faculty and invite you to look inside this booklet to discover all that has been prepared for you.

This year, for the first time, we offer the possibility of artists coming for two weeks of artistic instruction and color immersion. Thanks to Charles Andrade and others, we are starting a multi-summer artistic schooling which will continue into the future.

Christof Wiechert has dedicated his life to supporting facilitators of the "Art of the Child Study". After many years of teaching at Renewal, Christof will be with us once again this year to lead this study, as well as to offer his popular short morning lectures to all teachers. We hope that many schools will take advantage of this unique opportunity to send their faculty members to this seminal course.

Teachers who come to our "grade specific courses" during the first week will enjoy David Gable and his lively recorder and singing, Roberto Trostli and his rich science classes for the upper elementary grades, and Julianna Lichatz and her energizing movement classes. Elizabeth Auer, a multi-talented artist and experienced class teacher, will bring painting, drawing, or clay to some of the grade specific classes as well. Jeff Tunkey, Janet Langley, Ian Chittenden, Scott Springer, Daniel and Colleen

O'Connors all will be offering courses that address important classroom needs specific to different grades.

New this year: Special scholarships will be available to participants taking a course during the first week who wish to stay for a second week.

In this second week we welcome Lakshmi Prasanna, Karsten Massei, and Brian Gray as new colleagues to our faculty circle. Signe Motter and the faculty of the Center for Anthroposophy (CfA) will bring a new introductory course to support Early Childhood assistants, parents, and others preparing to become Waldorf teachers. In both weeks, Cezary Ciaglo will lead exercises in eurythmy. We will also welcome Meg Chittenden to carry the singing during the second week. Connie Helms will bring helpful movement games to several of the classes.

During the first week we will share a social evening to celebrate our community: please bring your talents! Cezary will bring his famous Magic Show. Thanks to our own Christopher Sblendorio, there will be a New England Contra Dance. Roberto Trostli will offer a mid-week lecture. During the second week, Lakshmi Prasanna will speak to the whole community. Following other artistic evening events, we will end the season with Glen Williamson and Laurie Portocarrero offering "The Refugee's Tale".

We are already looking forward eagerly to welcoming you—or welcoming you back—to our glorious summer campus on Abbot Hill in sunny Southeastern New Hampshire. Please sign up early for a dorm room or to enjoy peaceful community lodging.

Until we meet again, take good care of yourselves.

With warmest wishes,

Karine Munk Finser

Karine Munk Finser
Coordinator of Renewal Courses



The Child Study: Deepening Our Understanding of the Young Unfolding Human Being

With Christof Wiechert

This course is intended to support the heart of the faculty meeting—the child (and student) study—by deepening an understanding of child development and the mysteries of the young unfolding human being.

The purpose of this study will be to develop capable child study facilitators who can support their faculty meetings with fresh insights and guidance. We will engage in imaginative knowledge, widen our understanding of applied anthroposophy, and practice our skills through case studies. Participants are invited to bring case studies to deepen discussion and the process of creative insight through the practice of imagination, inspiration, and intuition. Advanced studies in pedagogy and carefully guided case studies will be supplemented by mainstream psychology and an anthroposophically inspired anthropology to help promote the child study as an integral part of the faculty meeting and the thriving of our Waldorf schools. Participants are encouraged to bring: *Anthroposophical Leading Thoughts*, *The Michael Mystery* (GA26), *Balance in Teaching* (GA302a), and *Foundations of Human Experience* (GA293), all by Rudolf Steiner.

Upon completion of this seminar, participants who have attended two summers will receive a Course Certificate from the Center for Anthroposophy, signed by Christof Wiechert, and will be eligible to act as Child Study facilitators in their faculty meetings. Participants who wish to join this year are welcome and will receive a certificate that reflects their one-summer attendance.

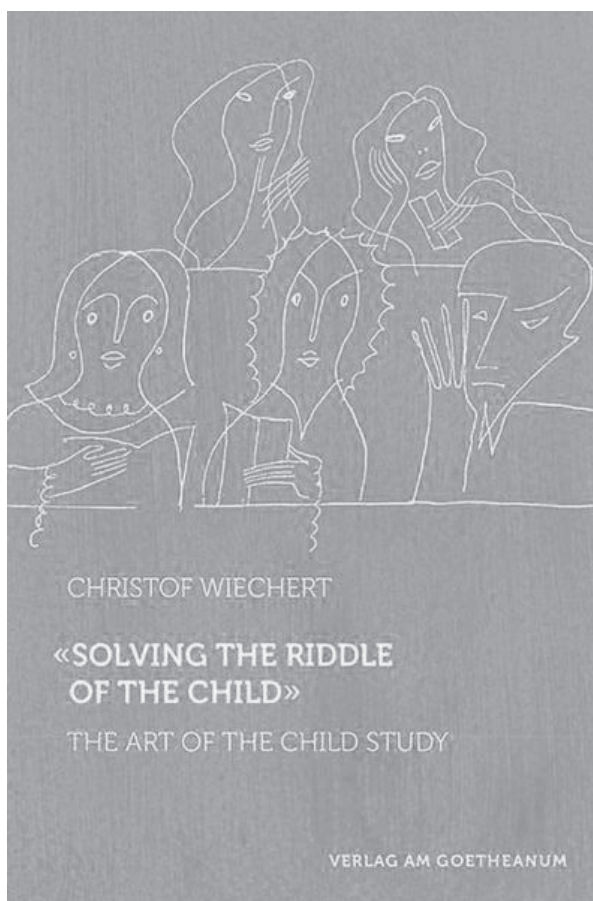
Eurythmy with Cezary Ciaglo
Music with David Gable



Morning Lectures

Once again Christof Wiechert will offer a brief daily lecture to his own group as well as to the participants in the grade-specific courses. These are the titles of the lectures he will offer:

1. Aspects of the evolution of consciousness, to understand the needs of education in the 21st century
2. The 9th century, and the change from trichotomy into dichotomy
3. The 15th century and the destination of some streams in karmic relations
4. The 19th century and the Battle for Freedom
5. The 21th century and the destiny of Anthroposophy



TEACHING GRADE 1: Once Upon a Time...the Journey Begins!

With Regine Shemroske

Waldorf education is an amazing journey and it is important how it is launched. Whether you are a seasoned teacher or just beginning, the first-grade journey can be daunting. This course will provide an opportunity to journey alongside an experienced teacher while building connections with colleagues from across the country.

In this hands-on course, you will delve into circle work, practice mental math, play the pentatonic flute, and plan main lesson blocks. Our work will enliven literary skills, the introduction of consonants and vowels, the qualities of numbers, and the four processes in arithmetic. Through discussions, lectures, and artistic practice, your *first-grade classroom* will begin to take shape in an imaginative and very practical way. You will walk away with a treasury of resources — poems, songs, stories, main lesson book ideas, and ideas for projects. In addition, we will explore the magic of establishing a dynamic parent-student-teacher triangle. Filled with the wellspring of Waldorf pedagogy you will be thoroughly prepared to begin your first grade journey.

Be ready to move, sing, play your flute, paint and draw with block and stick crayons for this practical course.

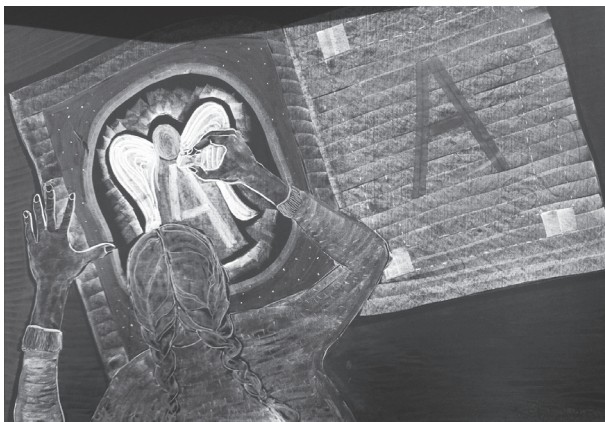
Daily morning lecture with Christof Wiechert

Eurythmy with Cezary Ciaglo

Movement with Julianna Lichatz

Drawing with Elizabeth Auer

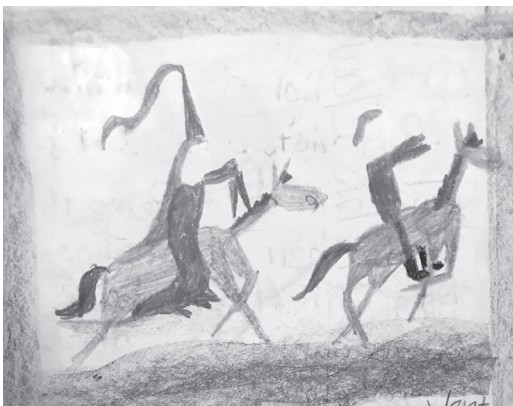
Materials Fee: \$ 20



TEACHING GRADE 2: Noble Knights Are Wel

With Robert Lanier

Second grade is the time when students become participants in the wider world. Up until now they have observed wonders and learned to revere their discoveries but now we present them with tasks that require a new level of engagement. We look ahead, make plans and put forth goals and take up responsibility for the



outcomes. They are asked to solve problems and do good deeds. There is a waking up to a burden in their soul life, though it is not yet so heavy that it overcomes an abiding joyfulness.

This cultivated delight and wonder for the world readies them to receive an ennobled picture. As young squires they behold the noble knight, the saint, or the do-gooder for humanity. With this conjuring we kindle within them an image of who they could become. We complement the ideal with its earthly opposite in familiar garb, something not so wise, something they can laugh at. Animal fables help us illuminate the polarity, though in a humorous way, so that foibles and frailty do not become experienced as guilt. For innocent they are still, though the fall is fast approaching.

In second grade we protect them with our love, give them great tasks, and make it safe for them to probe the boundary between the garden and the world beyond. Second grade is about exploring the teeter-totter of this dynamic and finding the tasks that enable the student to better navigate the moving, changing plane beneath. In deepening our understanding of the developmental picture we become better able to discern how we use the curriculum to help the student move along.

Daily morning lecture with Christof Wiechert

Eurythmy with Cezary Ciaglo

Movement with Julianna Lichatz

Music with David Gable (please bring pentatonic flute)

Materials Fee: \$ 20

TEACHING GRADE 3: Transforming Guests into Hosts

With Shannon Wiley

This course will help you to guide the children of our time to find solid footing on the land, gain social confidence, and expand capacities for further thinking. Working with children at the start of their 9-10-year transformation is fraught with little challenges that can become happy success with guidance. We will begin each day with circle to practice and share movement, dances, songs, and poems that can open the main lesson. Discussions and lectures will focus on the nature of the third grader's developmental path through the year, starting with their fall from Paradise and following changes in how they see the world and come to be its stewards — being gently transformed from guests into hosts.

As we recapitulate the process of humankind making its way in the world, we will learn to deal with practical skills like the need for food, shelter, and clothing. We will take guidance from the Native People and early Americans who used what nature gave them to provide for their needs. In arithmetic we will start with a review of past lessons and transition into measurement. We will explore how to use our body for measuring and then how to transition into the use of standard measurement. This course will also cover a method of introducing short division. We will discuss building projects, growing food in the garden, and learning to cook. In the stories we shall follow the Israelites on their journey to the Promised Land and discuss the various interpretations that a child might extrapolate and then the potential social lessons that can rise from such work. We will be looking at and discussing a few children's lesson books, their drawings, paintings, and compositions. We will cover the Language Arts lessons that arise from the metaphorical Biblical stories.

Participants will receive examples of a whole-year plan, specific block plans, and assessment tools and guidance towards establishing a rhythm for the year. We will discuss the use of the extra main lessons or practice periods in regards to arithmetic, reading, grammar, spelling, form drawing, and painting. We will also take some time to cover working with parents, as well as general communication and parent involvement. The importance of parent meetings or class nights will be reviewed, with some suggestions on how to form the content of those meetings. Participants should come prepared to share experiences, challenges, and successes. Just like the kids, we will be learning to work together. Expect hard work and lots of laughter!

Daily morning lecture with Christof Wiechert

Eurythmy with Cezary Ciaglo

Movement with Julianna Lichatz

Art with Elizabeth Auer

Music with David Gable (please bring soprano recorder)

Materials Fee: \$ 20

TEACHING GRADE 4: Who Are We Now? Gods, Goddesses, Giants, Gnomes, Human and Animal

With Christopher Sblendorio

Imagine a fourth grade classroom full of gracious gods and graceful goddesses one moment, grouchy giants and grumpy gnomes the next. How can the curriculum address these different characters?



Norse myths are perfect. So is math that deals with little pieces of whole numbers and fractions. Geography helps them find their place in the world and explore the space in which they live. Zoology gives them an opportunity to look at humanity in relation to the animal kingdom. Besides these great subjects, we will learn dances, songs, recorder music, poems, form drawings, paintings, grammar exercises, and math games that meet the needs of fourth graders, be they Odins, Thors, Lokis, Freyas, or giants and gnomes.

We will consider each block through the course of the year, looking at examples of the students' book work. We will discuss and practice the exercises for the Extra Main Lessons in math, English, form drawing, and painting. Examples for each subject will be provided. We will take up the topic of class plays. Class nights with parents will be discussed with suggestions for informative and fun evenings. Also recess games will be played, so be ready to run around.

Daily morning lecture with Christof Wiechert

Art with Elizabeth Auer

Music with David Gable (please bring soprano recorder)

Materials Fee: \$ 20

TEACHING GRADE 5: The Turning Point and the Final Glory of Childhood

With Patrice Maynard



Eager learners appear in fifth grade: ready to memorize with gusto; launch strong imaginations with ease; find geometry through form drawing; sing and play recorder in three parts; sing and compose in build-up songs; master musical literacy; speak with clarity and in commanding speech chorus; concentrate with new force; comprehend sentence, paragraph structures, and the parts of speech; and stretch thinking to the beginnings of human history. Teachers gather up the accomplishments of four years to consolidate them into a childlike mastery in preparation for the new capacities of judgment dawning with puberty. This requires attentiveness beyond the ordinary from the teacher.

At the crowning event of the Fifth Grade Olympiad, watch your children take what they have learned and run with it — as they will do for the next three years with increasing speed and skill.

Tools of effective preparation, meditative practice, keen observation, and artistic approaches are means to this end of a satisfying fifth grade year with your class. Come to discover and re-discover these in a week prepared to be both rigorous and restorative!

Daily morning lecture with Christof Wiechert

Movement with Julianna Lichatz

Art with Elizabeth Auer

Music with David Gable (please bring soprano recorder)

Materials Fee: \$ 20

TEACHING GRADE 6: The World as Seen By A Roman, Experienced By a Knight

With Lynn Thurrell

Physics with Roberto Trostli

Standing at the threshold of adolescence, the twelve year old is acutely aware of facing the future alone. No longer adequate are the comforts of family and home. Now is the moment to step into the world with one's eyes wide open. The grace of the Greeks is replaced by the clumsiness of stretching limbs and the determination to test limits and reputed truths.

Such a moment in one's evolution requires the order and law mirrored in the rise of the Roman Empire. Divine beginnings give way to the rule of kings, caesars, and emperors. Immaculate legions march across a continent, conquering and incorporating diverse peoples while the Roman senators meet to hammer out the laws that will civilize them all. Thus a fertile field is laid for the invasion of the barbarians. Chaos reigns, and out of the uncertainty emerge faith and chivalry. Just so the sixth grader is led through this uncomfortable transition to emerge with a hint of grace.

Yet what of this world, the one found beneath one's feet and above one's head? Where are the laws that govern the light of day, heat, cold, the very sounds striking the human ear? Mineralogy, astronomy, and physics engage these wonderings, offering demonstrations that sharpen awareness of cause and effect in their universe. Observation skills must be honed and carefully noted. The world of business enters mathematics, placing the sixth grader squarely in the material world. Geometrical drawing demands the correct use of specific tools to create the precise line, then offer the form up to artistic imagination. Geography draws the twelve-year old into a new landscape, new cultures exacting an openness of spirit for lives beyond our own borders.

It is a year of joyful growth and intense struggle that finds every hint of light and shadow actively reflected in the curriculum. Exploring the genius within that curriculum more deeply will be our work this summer.

Daily morning lecture with Christof Wiechert

Movement with Julianna Lichatz

Art with Elizabeth Auer

Music with David Gable (please bring recorders)

Materials Fee: \$ 20

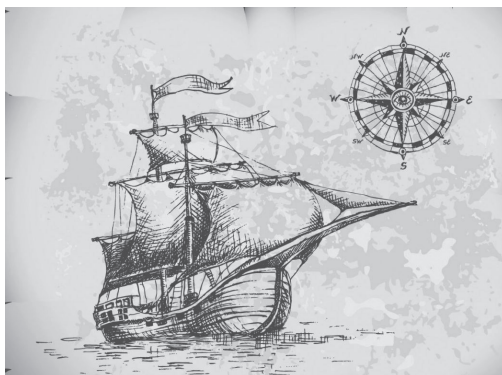


TEACHING GRADE 7: In the Face of Indifference... Discover Wonder!

With Alison Henry

Physics and Chemistry with Roberto Trostli

Seventh graders arrive with a bold show of personality and self-assurance, however superficial. They really doesn't have much patience for school anymore. They never learn anything anyway, and the teacher is so unfair! Woe unto the seventh grade teacher who is unprepared for displays of gross disrespect and indifference. But, the seventh grade teacher also has the antidote at her fingertips, for the seventh graders can hardly contain their mix of delight, bewilderment, and wonder at the deceptive simplicity of perspective drawing; the myriad examples of the golden mean all around us; the breathtaking masterpieces and biographies of Leonardo, Michelangelo, and Rafael; the audacity of Martin Luther; the marvels of chemistry & mechanics; daring stories of exploration around the globe; and the unique geography and cultural expressions of people on distant continents. The teacher need only add a healthy dose of humor, and success is there for the taking.



In preparation for the coming school year, we will consider strategies for approaching the daunting period of history covered in the seventh grade curriculum. A packet of materials will include a sample block rotation, suggestions for classroom materials and activities. Presentations will include hands-on practice of perspective drawing and sacred geometry as well as suggestions for homework, independent projects, and recommended books.

Daily morning lecture with Christof Wiechert

Movement with Julianna Lichtatz

Art with Elizabeth Auer

Music with David Gable (please bring recorders)

Materials Fee: \$ 20

TEACHING GRADE 8: Revolutions, Discoveries, and Justice

With Helena Niiva

Physics and Chemistry with Roberto Trostli

The central theme of this year is the struggle for human freedom throughout history. Students explore the role of government in society; the stories of the American, French, and Russian revolutions; and the workings of various economic systems. Particular attention is paid to the industrial age and the lives of workers in the late 19th and 20th centuries. Current events keep the teacher and the students connected to the world today.

World geography and studies of meteorology take us from Africa to China including contemporary biographies related to the cultural diversity and struggles of the continents. Discussions relate geography and resources to economies and international trade, thereby meeting the students' desire to understand the world and guiding their thinking and actions toward social issues.

In science the goal is to sharpen the students' powers of observation, which is the basic requirement for all advanced work in the sciences. In addition to chemistry and physics, we will explore meteorology and human anatomy in a lively and artistic way. The students at this age have the expanded capacity for abstract thinking which is met with the study of algebra and Platonic solids.

Preparation for high school is a goal of the language arts curriculum. Therefore, essay writing, note taking, and research skills are emphasized. Students are passionate and desire to express themselves. Creative writing assignments give voice to their important feelings and social observations.

Teachers will leave this course with an understanding and the tools needed to plan and execute the completion of the students' elementary journey. With the inspiration of music, arts, and ideas for creative projects, they will be launched on an exciting trajectory of summer planning in advance of this culminating year.

Daily morning lecture with Christof Wiechert
Eurythmy with Cezary Ciaglo
Movement with Julianna Lichtz
Materials Fee: \$ 20



Imaging The Feminine: Veil Painting the Beauty & Mystery of Love

With Charles Andrade

Rudolf Steiner spoke of a future consciousness in which Sophianic qualities would take center stage. Creative powers of empathy and the school of selflessness arise once the soul has given birth to its own spirit child. We are preparing for this future already today. We see many signs of the feminine shining a light of wisdom and truth. Despite outer challenges to the contrary, selfless deeds of love in the world are garnering attention like never before.



In the water-media of veil painting we will attempt to envision the forces and qualities that hold and shape the archetypal feminine. Through various sketching media we will determine the graphic dynamics and gestures that illustrate the compassion, intelligence, and Love that is the Beauty and Mystery of the feminine.

Required reading:

***The Archetypal Feminine in the Mystery Stream of Humanity* by Virginia Sease & Manfred Schmidt-Brabant. Steiner Books ISBN 9781906999179**

Materials Fee: \$30

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
7:00–8:15 AM		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:15–8:45 AM		Morning Gathering	Morning Gathering	Morning Gathering	Morning Gathering	Morning Gathering
9:00–10:30 AM		Session 1	Session 1	Session 1	Session 1	Session 1
10:30–11:00 AM		Snack	Snack	Snack	Snack	Snack
11:00 AM–12:30 PM		Session 2	Session 2	Session 2	Session 2	Session 2 11:00–12:00
12:30–2:15 PM		Lunch	Lunch	Lunch	Lunch	12:00–12:45 Closing Ceremony
2:15–3:45 PM	Registration 3:00–6:00 PM	Session 3	Session 3	Session 3	Session 3	12:45 PM Good Bye Lunch
3:45–4:00 PM		Short Water Break	Short Water Break	Short Water Break	Short Water Break	
4:00–5:30 PM		Session 4	Session 4	Session 4	Session 4	
6:00–7:00 PM	Dinner	Dinner	Dinner	Dinner	Dinner	
7:30 PM	Evening Event	Evening Event	Evening Event	Evening Event	Evening Event	

DAILY SCHEDULE

Sensitive Children on the Autism Spectrum: Spiritual and Practical Approaches

With Lakshmi Prasanna, M.D.

Increasingly we are meeting children with various sensory disturbances: allergies, food sensitivities, sensory deviations, and communication and behavioral challenges. For parents, educators, therapists, and medical practitioners, the subject of hypersensitive children becomes ever more important.

In this course we will look at the range of these sensitivities and discover connections between sensory responses and digestive processes. Case histories from two decades of active work will be shared in depth together with suggestions for early diagnosis and practical healing interventions.

We will also explore the spiritual significance of the phenomenon of sensitive children, including the Autism Spectrum Disorder, and examine the importance of strengthening these children's sense of self. ASD is most prevalent in the United, where 1 in 68 children is diagnosed with this disorder; despite great research, treatment, and controversy, the individual child must remain a source of wonder, inspiring us to greater healing capacities.



Materials Fee: \$10

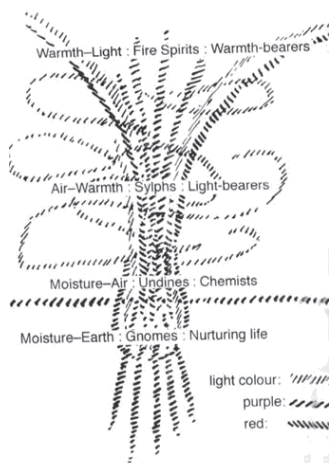
Singing with Meg Chittenden

Movement with Connie Helms

School of Elemental Beings: Learning to Speak with Nature

With *Karsten Massei*

Our living environment of plants and animals is inhabited by beings of the elemental world. Knowledge of their living conditions, their forms of existence, and their relationships with human beings serve to enrich and to heal our human circumstances. These elemental beings have gifts and messages for us, and they have wishes as to how they would like to live with human beings. Since they are connected to the higher spiritual realms, they are able to accompany the life of human beings in their spiritual striving.



These days, humans have a deep craving to contemplate and understand the spiritual dimension of nature and to gain knowledge through genuine personal experience of our fellow beings, the animals, plants, and other entities in nature.

In this course we will be looking for ways to sharpen our sense of the spiritual dimension of nature. We will first focus on the perception of nature, and then move on to perceive it with capacities of soul. There will plenty of room for practice, with careful introduction to each particular step of the individual exercises and for discussion of questions as they arise. We will ask: How can we encounter, support, and nurse the beings of the elemental world?

Participants in this course are encouraged to read Karsten's recently translated book: *School of Elemental Beings*, published by Steiner Books (October 2017): ISBN 978-1-62148-145-4.

Eurythmy with Cezary Ciaglo

Art with Elizabeth Auer

Materials Fee: \$ 15

Exploring Star Wisdom: Cosmic Evolution, Biography, Birth Charts, and Freedom

With Brian Gray

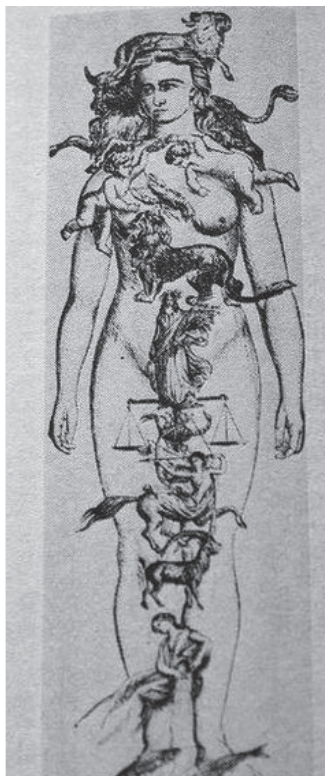
Star Wisdom is our heritage: every human being is a micro-cosmos within the macro-cosmos. How did we and the cosmos evolve? Which of our life events bear traces of guiding spiritual beings? Can a renewed form of astrology (deepened through anthroposophy) help us remember prenatal intentions by 'interpreting' our birth charts? How can we achieve true individual freedom?

Seeking answers will expand our appreciation for and living interest in Zodiac, stars, and planets. We will feel cosmic rhythms working in our biography, gain insights into reincarnation and karma, solve riddles of our birth chart, and focus on ways we can become Spirits of Freedom and Love.

Working together will help to stimulate insights of participants from many backgrounds, including students of anthroposophy, biography work, and astrology. Join us! Bring your birth date, place and exact time of birth, and key life events. Your place of conception and duration of pregnancy (if known) can also help determine prenatal star configurations foreshadowing your biography. You will begin to 'read' your own birth chart and strengthen your resolves toward free creativity

Eurythmy with Cezary Ciaglo

Materials Fee: \$ 10



Fundamentals of Anthroposophy: Observation, Contemplation, and Self Development

With Signe Motter

Faculty & Staff of CfA taking part in this course include Milan Daler, Torin Finser, Douglas Gerwin, and longtime Renewal instructor Elizabeth Auer.

As an introduction to the basic tenets of anthroposophy, this course is intended for parents, administrators, early childhood assistants, and those new to Waldorf education or who have not had the opportunity to explore the philosophical foundations of Waldorf schools. We will examine the fundamental ideas and language underlying this education and how they apply to the pressing needs of today's schools. Much of our discussions will be guided by what lives as interests and questions among the participants.



Topics that may guide the discussions include:

- How to understand more deeply human beings and their tasks in today's world
- How meditative practices and self development help us to work more creatively
- How anthroposophy deepens the human encounter in the context of our journey through evolution
- The role of the arts in schooling the capacity to discern the questions that live in our hearts
- Anthroposophy as an agent for change in the fashioning of community

We will have time to discuss shared readings, explore the deeper influences that are shaping current events, and enjoy artistic practices together.

Eurythmy with Cezary Ciaglo

Materials Fee: \$15

The Roadmap to Literacy: Creating an Artistic and Effective Language Arts Curriculum in the Lower Grades

With Janet Langley

One of the most important tasks teachers face in the early grades is teaching students the fundamental language skills that underlie all future learning. This course will delve into the reasons why teaching students how to read and spell in English is such a challenge. It will also provide clear guidance on how teachers can meet this challenge with knowledge and creativity.

When it comes to learning to read and write, primarily phonetic languages such as German and Spanish have a definite advantage over English. In German, for example, most letters have only one sound and most every letter in a word is sounded. English, on the other hand, has many more conventions that need to be learned in order for students to master the decoding (reading) and encoding (spelling) of their native tongue. (How to address all of these subtleties cannot be found in the original Waldorf curriculum because these layers of complexity don't exist for German).

This *Roadmap to Literacy* course is based on the research that comes out of the recently published book of the same title by Janet Langley and Jennifer Militzer-Kopperl. It represents over five years (10,000+ hours) of research and writing into the question of how best to teach the fundamentals of English in Waldorf classrooms.

Over the week of the course, Janet will present the five key phases students must master to become literate. She will introduce these phases and provide:

- Basic concepts and skills students need to learn in each phase, including the essential Phonics Rules that serve as the foundation for learning to read, write, and spell
- Guidelines on how to teach English grammar
- Ideas for introducing new concepts in an imaginative and lively way
- Fun and effective practice activities to help students solidify skills
- Comprehensive lesson planning based on the developmental needs of each grade
- Easy ways to assess the efficacy of a literacy program
- Suggestions on how to handle common remedial issues

In other words, this course will offer teachers a clear, comprehensive, well-organized roadmap to guide them as they prepare their students to meet the demands of the upper grades - and beyond.

Movement with Connie Helms

Materials Fee: \$ 10



Strengthening the Whole Class: A Deeper Look at the Foundations for Academic Progress

With Jeff Tunkey

The learning goal of this active, experiential course is to strengthen academic capacities through movement, drawing, and painting exercises. These activities, grounded in the work of Rudolf Steiner, Audrey McAllen, and others, are clearly validated by modern science as pathways to physiological and emotional development. Helping all students strengthen basics like postural control, spatial orientation, movement coordination, body geography, and confirmed dominance: these are not classroom “extras” but as important as academic presentation, at least in the early grades. This course is designed to enhance the work



of class teachers, pedagogical leaders, and remedial teachers, as well as movement teachers who want to deepen their understanding of the connections between development, movement, and academic capacities.

The emphasis will be on developmental activities for grades 1 - 4, but participants will also experience how some of these exercises can be transformed for older classes. Pedagogical lectures will include:

- What is developmental movement? Brain pathways - math - reading - executive function - resilience.
- Keys to movement needs. Learning challenges & mainstream labels. Fourfold human being.
- Hope, Love, and Faith: applying Rudolf Steiner’s Pedagogical Law to students and parents.
- Comparative movement needs and learning styles of boys and girls. Math - iron and the vestibular system.
- Postural control in the light of Anthroposophy. Competition & teasing.

This course will consist of 20 hours of practical hands-on learning of activities for whole-class strengthening of academic capacities and readiness.

Materials Fee: \$10

Art with Elizabeth Auer

Movement with Connie Helms

Learning Together: Combined Classes for Lower Grades (1-4) and Upper Grades (5-8)

With Ian Chittenden and Scott Springer

From East Coast to West, many Waldorf Schools are combining classes to make ends meet. Distinct challenges often accompany this transition, and questions of all manner arise.

In light of our developmental curriculum, which provides so many important experiences at particular ages, how does the combined grades classroom allow children of different ages to thrive? The Bay School, a Waldorf elementary school in Northern Maine, has been teaching with this model across the entire grade school for decades, and has developed methods of understanding, meeting, and teaching the broad spectrum of children within a combined class.

Join Ian Chittenden and Scott Springer, long-time class teachers at the Bay School, as they explore best practices and ways of approaching the combined grades classroom in support of vibrant, socially healthy, developmentally-responsive learning in a multi-age environment.

Participants will gather both as a whole class and in two sections, a lower grades (1-4) and upper grades (5-8) colloquium. Working in broad strokes and in detail, we'll examine the opportunities made possible by combined grades teaching.

Singing with Meg Chittenden

Movement with Connie Helms

Art with Elizabeth Auer

Materials Fee: \$20

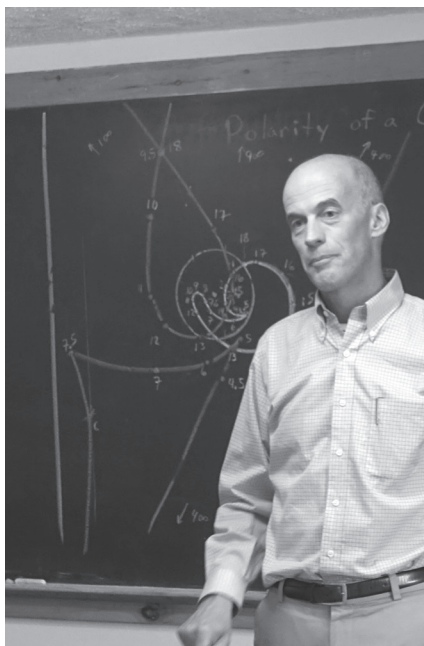


Pushing the Boundaries of the Imagination through Projective Geometry

With Jamie York

Did you ever wish that you had been a Waldorf student so that you could take some of those classic, yet mysterious, courses that only Waldorf students are privileged to experience? In terms of mathematics, that course is projective geometry, where eleventh graders get to bend their minds around (and through) infinity.

So here is your chance! Join us as we blend the elements of art, math, and the imagination. Even though this mysterious topic eluded mathematicians for more than 2,000 years, it is equally fascinating and accessible to both the mathematically adept and the mathematically timid. Participants will find their concept of geometry greatly altered as they experience infinity through drawings and exercises of imagination.



The course will approach the vast subject of projective geometry by starting with simple geometric drawings, then study the relationships that emerge as these drawing are altered. While much will be learned through drawing, the course will also involve discussions including consideration of how projective geometry emerged to shake the previously firm foundation of geometry. The course is tailored for the math teacher, the math enthusiast, and the math neophyte. The only prerequisites for participation in the course are open-mindedness, enthusiasm, and a desire to stretch one's imagination.

Eurythmy with Cezary Ciaglo

Materials Fee: \$10

Living Thinking

With Michael D'Aleo



This course will develop experiences of living thinking. Through a process of reflecting on reading assignments, observations, and practical exercises, participants will be encouraged to develop a deeper understanding of this essential aspect of Waldorf education, drawing from Rudolf Steiner's *Intuitive Thinking as a Spiritual Path: A Philosophy of Freedom*. (GA4)

Classes will focus on three central themes:

- improving our ability to observe our surroundings
- developing a conscious understanding of the relation between sense experience and thought
- exploring how this process relates to and affects our daily life and work as a teacher

Exercises involving dynamic, lively scenes in the natural world will be investigated to illustrate the challenges posed by the observation of living nature. Through small group work and individual journaling, the relevance of intuitions in ethical individualism will become more apparent.

Themes from the morning discussions will be further deepened during the afternoon sessions through the practice of metal work, as well as other arts.

Eurythmy with Cezary Ciaglo

Materials Fee: \$30

Communication and the Resolution of Dispute

With John and Cat Cunningham, Leonore Russell

This course is intended for teachers in leadership roles or for administrators and board members wishing to focus on issues of governance in Waldorf schools and other organizations working out of anthroposophy. This year the focus of the course will be communication and the resolution of disputes.

We will be joined by John Cunningham, an experienced Waldorf teacher who has been a pioneer in bridging the practices of Nonviolent Communication and Restorative Circles with our work in the schools and other anthroposophical initiatives. He has developed very specific ways to think through and work with conflict. Cat Cunningham integrates Nonviolent Communication with improv and play to explore the human encounter. We will also have the benefit of Eurythmy in the Workplace, led by Leonore Russell. This course is recommended for those participating in the new Administrator and School Leadership offering through Antioch University New England, but is open to others as well.

Materials Fee: \$10



Working with Polarities in Copper and Iron: Empathy as a Bridge between Sympathy and Antipathy

With Daniel and Colleen O'Connors

Copper is indicated as the material for metalworking in grades nine and ten, and iron for grades eleven and twelve. Why? Through readings, reflection, and most of all practice with both metals in the workshop, participants will learn the art of working with, rather than against, the inherent polarities of these two metals, which stand as



exemplars of the inherent polar tensions of adolescence. (Maximum 10 participants)

Copper is a marvelous material-ductile, yet with a critical tensile strength. Striking the balance of heat, elasticity, and compression is crucial to successfully

working with copper, and it is also the science behind the pedagogical indication of working with copper in grades nine and ten.

In 9th grade the students strive to stretch the copper into a bowl, turning it perhaps into a funnel or adding a lid to make it a sugar bowl. In 10th grade the challenge is to raise the copper into a drinking cup. The students learn two different ways to shape the copper and themselves.

Heat turns iron malleable, but can also harden the edge of a tool. However, it is also possible to shape cold iron. Experiencing how one and the same material can react so differently to the fire element is the key to this aspect of the practical arts curriculum.

The class will focus primarily on the copper work, though as time allows we will try our luck with iron. The first part of our mornings will be spent discussing the readings, after which we will enter the metal workshop. Participants should be physically capable and desiring of 5 hours of standing, physical labor per day. Otherwise there are no other prerequisites.

Eurythmy with Cezary Ciaglo

Materials Fee: \$40

Painting out of the Color: Pastel Foundations in Color, Value, and Form

With Charles Andrade

Within the two-dimensional art process a dynamic balance of opposites and tension is continually being created and resolved. When it happens seamlessly, we are in the 'flow' of creation with our medium. When it doesn't, and we struggle, how can we resolve this dilemma and bring beauty and resolution to our art?

This course offers a clear and functional approach to analyzing any two-dimensional imagery, with the goal of bringing into dynamic harmony the three graphic design elements of everything we see: Color, Value, & Form. Beginning with Color, we will explore its basic properties and harmonies before moving on to the importance of Value as it relates to the gateway of Form and Composition. Initial exercises will be presented in an easy-to-understand landscape format, but gradually we will move into more abstract and intuitive imagery by week's end.

Materials Fee: \$25





Charles Andrade paints in the colorist style that has evolved from his initial training in painting and art therapy, which he studied in England at Tobias School of Art & Therapy. With an in-depth understanding of color—as defined by Johann Wolfgang von Goethe and elaborated by the painter Liane Collot d'Herbois—he utilizes many washes of translucent color glaze to express the dynamic movement of light, color, and darkness. His artwork can be found in private collections in North America, Europe, and New Zealand. For over 25 years, Charles has owned and operated Lazure Custom Wall Designs, a mural and decorative/faux painting business specializing in a unique European glazing finish called Lazure that creates healing interior environments.



Elizabeth Auer, a graduate of the Waldorf Teacher Training Program where she earned her M.Ed. Elizabeth also earned her diploma in art and design through the Remedial Resource Training program. She has taught painting, drawing, and clay modeling as a classroom activity for 23 years, as a class teacher as well as at both Antioch University New England and numerous Renewal and other courses. She is the author of *Creative Pathways; Learning about the World through Drawing: Ideas for the Classroom Grades 1-8*; and *Helping Children on Their Way*, a resource for educational support for the classroom. She currently teaches art, handwork, and math at Oxbow Schoolhouse in Devens, Ma.



Ian Chittenden was raised in a family of Waldorf teachers. Now in his 14th year of combined grades teaching at the Bay School, he continues to draw on his own experiences from his eight years there as a student in a combined grade classroom. Ian received his Waldorf Certification from Antioch University in 2006 and his B.A. in English from the University of Maine in 2003. Throughout the school day, he is thrilled to catch glimpses of his young children, now students at the school, and his wife, Meg Chittenden, a valued colleague.



Meg Chittenden, who grew up in a family of musicians and singers, has been teaching in Waldorf schools for over a decade. One of her greatest joys is bringing people together in harmony, which she does every week with her 60-member inter-generational community choir. She also teaches Singing and Spanish to grades 1-8 at The Bay School, a small Waldorf school in Northern Maine, as well as choral groups at Antioch University New England, Center for Anthroposophy, Life Ways North America, and the Essential Online Conferences. She received her M.Ed. and Waldorf Certification from Antioch University in 2008. Meg

recently produced a well-received songbook/CD entitled *At Home in Harmony: Bringing Families and Communities Together in Song*. She and her fellow Waldorf teacher husband are raising their two children on a hand-built homestead between the salt water and white pine forests of coastal Maine.



Originally from Poland, **Cezary Ciaglo** was 10 years old when he was sent to public ballet school in Warsaw. There, living apart from his family, he studied for nine years, followed by 10 years working as a dancer with the Grand Theatre of Warsaw. In his early 20s, Cezary developed an interest in anthroposophy and, in 1986, went to Hanover, Germany to learn eurythmy. After five years of study, Cezary brought this art form to Poland, becoming the first Polish eurythmist since WWII. After several years teaching eurythmy in Poland's public and private schools (including Waldorf), Cezary moved to the US in the early 90s, working at Waldorf schools in Olympia, WA, Keene, NH, Ghent, NY, and Spring Valley, NY. He has also been a long-time Adjunct

Faculty member at Antioch New England's Waldorf Teacher Education program and a core faculty of the Renewal Courses at the Center for Anthroposophy from their beginning in year 2000. An active member of the Anthroposophical Society for the last 30 years, Cezary's passions include magic and fencing.



Cat Cunningham's background includes special education and improvisational theater, working with individuals from Camphill Hudson and Triform. Her involvement with Playback Theatre, a community-building form of improvisation that fosters empathy, presence, and connection, began in 1990. Cat started her study and practice of Nonviolent Communication (NVC) with Marshall Rosenberg in 2003. She has been actively engaged with this work since then, providing trainings in prisons, universities, schools, and other organizations.



John Cunningham, both a Waldorf teacher and a certified NVC trainer, studied with Marshall Rosenberg, the developer of Compassionate Communication (also called Nonviolent Communication, or NVC). Since June 2000, John has been giving trainings in NVC throughout the country as well as consulting within the Waldorf school movement.



Michael D'Aleo left a career in engineering to become an upper grades class teacher before helping to found the high school at the Waldorf School of Saratoga Springs, where he taught physics. Co-author of *Sensible Physics Teaching, a guide for teaching physics in the 6th, 7th, and 8th grades*, Michael is Director of Research at the Saratoga Experiential Natural Science Research Institute (SENSRI) and lead teacher of a widely traveled course entitled "Teaching Sensible Science." He is also a central faculty member each summer of the Center for Anthroposophy's Waldorf High School Teacher Education Program.



David Gable holds degrees in music performance from the University of Michigan School of Music and Boston University's School of Fine Arts, as well as a Master of Education degree with Waldorf certification from Antioch/New England Graduate School. He worked for several years as a freelance violinist in the Boston area before transitioning into Waldorf education. Since 1988 he has been on the faculty of the Waldorf School of Cape Cod, where he has taught the eight-year main lesson cycle three times in addition to developing and teaching a choral and instrumental music program for music program for the upper grades. In addition

to teaching and performing, David is currently working on a skill-sequenced series of recorder books using music related to Waldorf curricular themes.



Brian Gray is a longtime anthroposophist and musician who teaches and writes about star wisdom, biography, cosmology, Waldorf education, sacred architecture, and esoteric Christianity. A faculty member of Rudolf Steiner College (RSC) starting in 1981, for 16 years he directed its Foundation Program in Anthroposophy. A tour guide for visits to Europe, Egypt, and the Holy Land, Brian holds a B.A. in Architecture from Georgia Tech, a M.L.Arch. (Landscape Architecture) from the University of Pennsylvania, and a Waldorf Teacher Education certificate from RSC. Co-founder of the Wise Cosmos Educational Initiative, Brian has authored

Discovering the Zodiac in the Raphael Madonna Series (Wynstones Press, 2013), as well as several articles.



Connie Helms is a consultant to Waldorf schools, offering workshops or working for extended blocks. She mentors Educational Support teachers and formerly worked at the Lake Champlain Waldorf School. She has a private practice using Extra Lesson with children and adolescents in Vermont. She serves on the board of the Association for a Healing Education and is co-director of its Educational Support Training.



Alison Henry, a graduate of the AUNE Waldorf Teacher Education Program, has found her home in Keene, New Hampshire, just a short walk from Monadnock Waldorf School where she recently took a class through the grades. She now divides her time between doctoral studies, part-time class teaching, and teacher development. She finds inspiration in the lively dance between these roles.



Janet Langley first became involved with Waldorf Education as a parent over 30 years ago. She majored in Social Studies Education and English at the University of Texas, Austin and received her B.A. in Waldorf Education from Rudolf Steiner College (RSC) in 1993. Later she received Waldorf certification there for both grades and high school (Humanities). Besides taking a class 1st-8th grade and another 3rd -8th grade at Cedar Springs Waldorf School, Janet has taught adult education courses at RSC and in the Bay Area Center for Waldorf Teacher Training. A member of the Anthroposophical Society and the Pedagogical Section, Janet

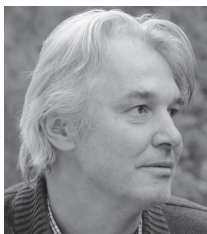
co-authored *The Roadmap to Literacy: A Guide to Teaching Language Arts in Waldorf Schools Grades 1 through 3*, with Jennifer Militzer-Kopperl and co-created www.waldorfindspirations.com with Patti Connolly. In her spare time, she enjoys traveling with her husband Jerry and spending time with family, reading, swimming, photography, and exploring the natural world.



Robert Lanier, a Waldorf teacher for fourteen years, is currently teaching 8th grade at the Waldorf School of Louisville. An alumnus of Antioch University, Rob has a background in music and theater, as well as being a published playwright and author of 19 plays for young people.



Julianna Lichatz, a Level III Spacial Dynamics graduate and former class teacher, has taught movement and games at Antioch Teacher Training for the past several years. She enjoys discovering and sharing the kinesthetic connection to curriculum blocks. Currently she teaches movement, health, and anatomy at the High Mowing School/ Pine Hill Waldorf School.



Karsten Massei, born in Berlin in 1963, has lived in Switzerland since 1986 where he offers courses on perceiving nature with a focus on the elementary world, bees, trees, flowers, and landscapes. Karsten is fond of working with beekeepers and therapists. He is author of five books including his latest release, which was published this year by the Futurum-Verlag. Karsten is married to a craniosacral therapist and has three children.



Patrice Maynard was a class teacher and a music teacher at the Hawthorne Valley Waldorf School for thirteen years before her current work in publishing and development with the Research Institute for Waldorf Education and nine years as leader for outreach and development for the Association of Waldorf Schools of North America. In the 1980s she helped in founding the Maine Coast Waldorf School. Patrice has been involved with adult education since 1999, teaching teachers, parents, and young adults. She is the mother of three adult Waldorf graduates, an avid pursuer of poetry and singing, and a quilter.



Signe Motter has been a Waldorf teacher for over 37 years, including five classes as an eighth grade teacher, as well as a long-time adjunct instructor at Antioch University New England, where she earned her Masters in Education. A student of anthroposophy for 50 years, Signe is a Class Reader and experienced teacher of adults. Signe is a member of CFA's Executive Committee and former President of the Center's Board of Trustees.



Helena Niiva is passionate about teaching, collaborating, and exploring ways to reach today's children. She received her BA in public school elementary education from Jyväskylä University in Finland. In the U.S., she has spent her career at the Waldorf School of Lexington, MA, starting as a subject teacher of German language and chorus. Since receiving her Masters from Antioch New England Graduate School, she has taught as a class teacher. She will be graduating her fourth 8th grade this spring.



Colleen O'Connors's children led her initially to and through Waldorf education. Presently a high school teacher, she has taught all grades, 1-12, in nearly all subjects in Swiss and U.S. Waldorf schools during the last 25 years. Since receiving her M.Ed. in Waldorf Education in 2011, Colleen has also served as adjunct faculty in Antioch University New England's Waldorf Teacher Education Program.



Daniel O'Connors, a graduate of the Plastikschule (Practical Arts School) at the Goetheanum in Dornach, Switzerland, has worked for more than 30 years in various Waldorf and public schools in Switzerland, Germany, and the U.S. He has taught stone carving, shoemaking, copper-work, blacksmithing, clay modeling, pottery, and woodworking to students, adults, and apprentices in a variety of settings. He presently teaches practical arts at the Monadnock Waldorf School, in Keene, NH. In his free time he renovates houses and builds furniture.



Lakshmi Prasanna, M.D., is a pediatrician specializing in neonatology. She started her career with newborn babies in intensive care and had a private neonatal intensive unit for more than 15 years. She was a founding parent of the Abhaya Waldorf School in Hyderabad, South India, and a co-founder and former president of the Anthroposophical Medical Society in India. She is the director of Saanddeepani, a curative center for special needs children that works with autistic children from a metabolic and sensory perspective based on Rudolf Steiner's indications. Lakshmi worked for many years as a school physician, as well as traveling the length and breadth of India teaching

and supporting new centers, clinics, and schools. Since 2007 she has worked extensively with her partner Michael Kokinos as an educational consultant for Blue Sky Children's Services in Australia and as a health promotion lecturer in school communities.



Leonore Russell, having completed the "Eurythmy in the Workplace" training with Anne-Marie Erlich, uses this approach in her work with adult education, organizational development, businesses, and non-profits. Leonore runs her own consulting service, Understanding and Managing Change, and collaborates with Torin Finser as well as the company AdminService. Leonore earned her Eurythmy Diploma from the Goetheanum in Switzerland and has received degrees in both the Visual and Performing Arts from Sarah Lawrence College and Adelphi University.



Christopher Sblendorio is still at it, teaching his fifth class and enjoying it thoroughly at the Santa Cruz Waldorf School. He also plays the accordion and teaches and calls for the pleasure of those who dance. Occasionally he still clowns around, and sometimes he can be somewhat profound.



Regine Shemroske knew already from a young age that she would be an educator. A graduate from the Pedagogical College in Freiburg, Germany, she received her Masters of Education from Tufts University and her Waldorf certificate from New England Waldorf Teacher Training (now known as the Center for Anthroposophy). Regine has taught in Waldorf schools for 39 years. She and her husband Gary live in Boston where she is currently shepherding a third grade at the Waldorf School of Lexington. While a class teacher at the Rudolf Steiner School of Ann Arbor, Michigan, Regine served on the board of the Waldorf Institute of Southeastern Michigan (WISM). She has graduated two eighth grades from the Hawthorne Valley School, in Ghent, N.Y.



Scott Springer was raised by bohemians. He attended a combined grades elementary/high school at an ashram several hours north of High Mowing with an eclectic mix of Quaker, Waldorf, and prep school teachers. Now in his 19th year of combined grades teaching at the Bay School in Blue Hill, Maine, after several years of high school teaching, Scott has worked with one cycle grades 2-5, one cycle grades 1-8, and two cycles grades 5-8 as combined grades classrooms. He received his B.A. in English from Colby College in Maine in 1984, and has taken many courses, workshops, and trainings at Sunbridge College, Rudolf Steiner

Institute, and Antioch University New England. He is a Level 3 Trainer in Spatial Dynamics and Movement Therapy/Education. Both of his adult children went to the Bay School. It was a wonder-filled experience.



Lynn Thurrell graduated from Antioch's Waldorf Teacher Education Program and immediately took a first grade at the Maine Coast Waldorf School. Last year she graduated her fourth eighth grade. A member of CFA's Pedagogical Advisory Council, Lynn is a leader in her community in deepening the study of Anthroposophy. She teaches in the AUNE Waldorf teacher education program each summer.



Roberto Trostli has been active in Waldorf education for over thirty years as a class teacher, high school teacher, and adult educator. Early in his career, he developed a particular love for teaching the physical sciences, and he wrote *Physics is Fun!* which has been revised and published as *Physics the Waldorf Way*. Roberto has lectured widely, worked with many Waldorf schools and institutes, co-directed the three-year teacher training at Sunbridge College, and served as the director of the Research Institute for Waldorf Education and as a member of the Pedagogical Section Council. His most recent book, *Thy Will Be Done:*

The Task of the College of Teachers in Waldorf Schools, has recently been published by Waldorf Publications. Roberto is a class teacher at Richmond Waldorf School, where he also serves as a member of the Leadership Team.



Jeff Tunkey, a graduate of the five-year Spacial Dynamics training, created a unique, blended athletic and educational support program at Aurora Waldorf School (Buffalo, NY area) where, since 1991, he has taught Extra Lesson, games/gym/gymnastics and team sports. He has also served as the school's Educational Support Coordinator and Chair of the College of Teachers. Jeff is an instructor for the Association of Healing Education, which provides remedial teacher development in Ann Arbor, MI. He has visited more than 20 Waldorf schools to mentor and provide teacher development workshops.



Shannon Wiley, a trained Waldorf teacher currently teaching at the Emerson Waldorf School in North Carolina, joined EWS in 2007 as a first grade teacher and took his second first grade in 2015. He was born and raised in the wild northern kingdom of Vermont until he was moved to Arizona, where he studied at Scottsdale Community College, Scottsdale Vocational Technical Center, and the Southwest Institute of Healing Arts. Later, in New Hampshire, he trained as a Waldorf teacher at Antioch New England Graduate School. He took his first Waldorf class from grades 1-5 at the Cape Cod Waldorf School, including three years of teaching 7th and 8th grade anatomy and physiology. While there he served on the College of Teachers and as Faculty Chair. Shannon has also been a kindergarten teacher, a grades substitute teacher at Pine Hill Waldorf School, a college level instructor of anatomy, physiology, and nutrition, a massage therapist, and a business manager. He is married over 25 years with two grown children, both of them Waldorf alumni.



Christof Wiechert, a popular lecturer, author, and seminar leader the world over, spent 30 years teaching at the Waldorf School in The Hague, where he was himself a pupil. During this time he was the co-founder of the Dutch Waldorf Teacher Training Seminar. For many years, Christof was a council member in the Anthroposophical Society in the Netherlands. Together with Ate Koopmans, he developed the "Art of Child Study" course. *Teaching, The Joy of Profession* is translated into English. In 1999 he began to work for the Pedagogical Section of the Society, and from 2001 until 2011 served as Leader of the Pedagogical Section of the School for Spiritual Science at the Goetheanum in Dornach, Switzerland. He is married with five children.



Jaime York taught mathematics in the upper elementary and high school grades for over 20 years at Shining Mountain Waldorf School in Boulder, Colorado. He grew up in New England, where he began his teaching career at a college prep boarding school in New Hampshire. He has also taught at a university in Nepal and at a Waldorf school in Holland. Each July Jamie leads the math training at the Center for Anthroposophy's Waldorf High School Teacher Education Program, of which he is himself a graduate. A consultant at Waldorf schools across North America and around the world from Asia to the Middle East, he is the author of *Making Math Meaningful*, a series of math books that includes workbooks, math curriculum guides, and other resources for grades 1-12.

Renewal Courses Staff

Renewal Courses, inaugurated in 2000, were inspired by Georg Locher, a long-time teacher trainer and Waldorf teacher who for many years served as the President of the governing Council of the Center for Anthroposophy. To this day, we consider Georg as “godfather” to our Renewal Courses: every summer for many years he crossed the Atlantic from his home in England to teach wonderful art-infused courses, and always he brought his cello along to bring beauty to our evening soirees. Many musicians fondly remember playing with him during Renewal!

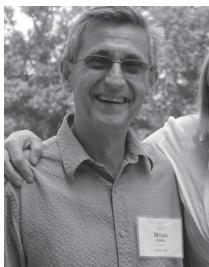
Georg and his CfA colleagues asked Karine Munk Finser to realize and implement the shared imagination for Renewal. From the beginning, she carried the ideal of creating a community of “kindred spirits” who were seeking to develop soul capacities and awaken to each other. From the opening 18 years ago, participants could experience an atmosphere that fostered these goals: gracious opening and closing events in the “big room” at High Mowing, cultural offerings in the evenings, and signature community gatherings each morning featuring the Soul Calendar verse, singing, Eurythmy and announcements. Karine has been able to weave an artistic tapestry that both holds and nourishes all who gather on ‘the hill’ each summer. The inspired faculty hired each year are therefore supported both by the cultural community of Renewal and the dedicated staff who attend to the myriad details of running a program for over 200 each week.



Karine Munk Finser, M.Ed., Renewal Coordinator and Faculty at Antioch University New England. Karine has taught painting, drama, and anthroposophy as well as serving clients as an art therapist for many years. In addition to her lead role with Renewal, she initiated an Advanced Track for professional development at Antioch that has now completed two cycles of a two-year program leading to an M.Ed.. Her former students from both Renewal and Antioch are now teaching and bringing new color and vitality to classrooms all over the country.



Lisl Hofer, M.Ed., with a background in Waldorf Education and Spatial Dynamics, works as an experiential outdoor educator when she is not helping to run the summer courses of the Center for Anthroposophy, which she joined in 2014 as Renewal Courses Manager.

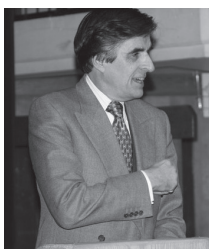


Milan Daler has been administering the Center for Anthroposophy since 1999 and the Research Institute for Waldorf Education since 2004. He prides himself in providing, together with the rest of the CfA team, the most welcoming atmosphere and top notch customer service to all Renewal Courses, and other CfA programs participants. Milan been active in various anthroposophical endeavors for the past 20 years and enjoys studying and practicing anthroposophy, with focus on the Threefold Structure of the Social Organism.



MaryLyn ("ML") Yonika has been administrative assistant at the Center for Anthroposophy since September, 2000.

Her three children graduated from Pine Hill Waldorf School where she worked in the office for many years before joining the CfA staff. ML divides her time between her work at Center for Anthroposophy and her studio in downtown Wilton. She is a juried member of the League of New Hampshire Craftsmen, working with clay to create renditions of 18th & 19th century New England houses that can be lighted with candles. "I find a wonderful balance between my love of creating with my hands and my love of Waldorf education."



Douglas Gerwin, Ph.D., Director of the Center for Anthroposophy (CfA), has taught history, literature, German, music, and life science at college and Waldorf high school levels for over 35 years. At present he divides his time between adult education and teaching adolescents, as well as mentoring Waldorf schools across North America. Himself a Waldorf graduate, Douglas is the founder of CfA's Waldorf High School Teacher Education Program, as well as the first Executive Director of the Research Institute for Waldorf Education (RIWE).

Author and editor of nine books on Waldorf education, his most recent publication is a collection of articles entitled *Trailing Clouds of Glory: Essays on Human Sexuality and the Education of Youth in Waldorf Schools* (2014).



What Is the Center for Anthroposophy?

The Renewal Courses described in this brochure constitute one of four programs offered by the Center for Anthroposophy. These are:

Foundation Studies in Anthroposophy and the Arts

Offered as one-year or two-year part-time program in Waldorf schools around the country or on an individually mentored basis. These courses are designed to strengthen communities of Waldorf school parents, trustees, and friends, as well as to prepare teachers for Waldorf training. New courses are offered each year in different venues.

Contact: info@centerforanthroposophy.org

Building Bridges Program

Designed for public and independent Waldorf teachers seeking Waldorf certification. By taking a series of sequential workshops offered at host schools around the country, participants are eligible for advanced standing upon successful application to an accredited M.Ed. Waldorf teacher education program at Antioch University.

Contact: info@centerforanthroposophy.org

Waldorf High School Teacher Education Program (WHISTEP)

Offered each July, this three-summer program prepares Waldorf high school teachers in the specialized disciplines of arts & art history, English, history, life sciences, mathematics, and physical sciences. A new cycle of this program is launched each year in Wilton, NH.

Contact: Douglas Gerwin, Director
douglasgerwin@gmail.com

Renewal Courses

Two weeks of five-day retreats for Waldorf teachers and other professionals seeking personal rejuvenation and social renewal through anthroposophical study, artistic immersion, good food, and fun.

Contact: Karine Munk Finser, Coordinator
karine@tellink.net

Affiliated Programs and Activities

Waldorf Teacher Education at Antioch University New England

Offers Waldorf teacher training for elementary school teachers in Keene, NH

Cadmus Library

Offers reading room and archive of rare books and journals related to anthroposophy and Waldorf education in Wilton, NH.

Donate to the Center for Anthroposophy

Each year the Center raises scholarship funds to support teachers in all of its programs. We warmly invite you to make a secure tax-deductible donation online at the website of the Center at www.centerforanthroposophy.org.

Registration Form

Week 1 - June 24 to 29, 2018 / Week 2 - July 1 to July 6, 2018

NAME _____

ADDRESS _____

CITY _____

STATE _____

ZIP _____

PHONE _____

E-MAIL _____

SCHOOL *(Practicing teachers: please list the name of the school where you currently teach)* _____

SELECTED COURSE _____

SECOND CHOICE *(Very important, please indicate second choice)* _____

PLEASE REGISTER EARLY! All courses have limited openings and will be offered only when sufficient enrollment is reached. All fees are due upon registration. Once registered, you will receive a detailed course schedule with directions to the campus. You may cancel your registration before June 1 and receive full refund, less \$75 cancellation fee. No refunds available after June 1. Limited scholarship assistance is available on first come first served basis. Please call the Admissions Office at 603-654-2566 and describe your needs and available resources. Practicing Waldorf teachers in need may be eligible for a special discount; please call to inquire. We reserve the right to cancel any course at 7 days' notice, with full refund.

REGISTRATIONS RECEIVED PRIOR JUNE 1: \$685 per week AND AFTER MAY 1: \$735 per week

TUITION *(See above)* \$ _____
(now including Morning Snacks)

LESS DISCOUNT *(if any)* \$ _____

ROOM

(\$190 single or \$140 double) \$ _____

The number of campus dorm rooms is limited.
Should we run out of space, a list of alternatives will
be provided for you to make other arrangements.

CAMPUS FEE *(\$25.00)* \$ _____

Paid by day students not staying in the dorms

MATERIALS FEE \$ _____
(Where applicable)

MEALS *(select from the following options):*

ALL MEALS: \$205.00 \$ _____
*(5 each: Breakfasts @ \$10.00, Lunches @ \$17.50 and
Dinners @ \$13.50)*

BREAKFAST ONLY (5) \$50.00 \$ _____

LUNCHESES ONLY (5) \$87.50 \$ _____

DINNERS ONLY (5) \$67.50 \$ _____

TOTAL \$ _____
(tuition, fees, room & board)

Single meals may be purchased over the counter: Breakfast \$11.00, Lunch \$18.00, Dinner \$14.00.

Try our online registration, it is quick, safe and convenient:

www.centerforanthroposophy.org/programs/renewal-courses/renewal-registration-form/

Select one course per week, indicate your second choice, and mail completed registration form together with your check to: Center for Anthroposophy, P.O. Box 545, Wilton, NH 03086

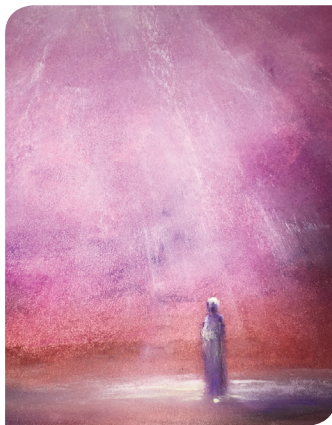
To make a credit card payment, please call 603-654-2566 Monday through Friday 9:00AM to 4:00PM. E-mail registration-related questions to: info@centerforanthroposophy.org or course-related questions to: karine@tellink.net

MEd OR CERTIFICATE

with a Transdisciplinary Focus on Healing Education

RENEW YOURSELF

- Conduct research in a specialized focus area of your choice.
- Develop methodological approaches to answer questions that may arise from your practice.
- Earn a master's degree from an accredited university.
- Enhance your capacity for collaborative inquiry and work in transdisciplinary contexts.
- Transform and evolve your practice through applied spiritual scientific inquiry.



LOW RESIDENCY

- Attend two summer residencies in New Hampshire.
- Complete online work throughout the year.

WHO SHOULD APPLY?

Administrators • Adult Educators
Artists • Camphill Co-Workers
Therapists • Experienced Waldorf Teachers
Therapeutic Community Builders
And others

PREREQUISITES

- Five to seven years of professional experience in a relevant field
- A practice based on anthroposophic foundations

OR

- Completion of a Camphill Academy Stage 2 program and concurrently enrolled in the advanced level of that program

This is a collaboration between Antioch University New England's Waldorf program and the Camphill Academy.

antioch.edu/new-england/education | 800-552-8380
Karine Munk Finser: kfinser@antioch.edu

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ANTIOCH
UNIVERSITY
NEW ENGLAND

WEEK 1:

The Child Study: Deepening
Our Understanding of the Young
Unfolding Human Being
With Christof Wiechert

TEACHING GRADE 1: Once Upon
a Time...the Journey Begins!
With Regine Shemroske

TEACHING GRADE 2: Noble
Knights Are We!
With Robert Lanier

TEACHING GRADE 3:
Transforming Guests into Hosts
With Shannon Wiley

TEACHING GRADE 4: Who Are
We Now? Gods, Goddesses, Giants,
Gnomes, Human and Animal
With Christopher Sblendorio

TEACHING GRADE 5: The
Turning Point and the Final Glory
of Childhood
With Patrice Maynard

TEACHING GRADE 6: The World
as Seen By A Roman, Experienced
By a Knight
With Lynn Thurrell

TEACHING GRADE 7: In the Face
of Indifference... Discover Wonder!
With Alison Henry

TEACHING GRADE 8:
Revolutions, Discoveries,
and Justice
With Helena Niiva

Imaging The Feminine: Veil
Painting the Beauty & Mystery
of Love
With Charles Andrade

WEEK 2:

Sensitive Children on the Autism Spectrum:
Spiritual and Practical Approaches
With Lakshmi Prasanna, M.D.

School of Elemental Beings:
Learning to Speak with Nature
With Karsten Massei

Exploring Star Wisdom: Cosmic Evolution,
Biography, Birth Charts, and Freedom
With Brian Gray

Fundamentals of Anthroposophy:
Observation, Contemplation,
and Self Development
With Signe Motter

The Roadmap to Literacy: Creating an Artistic
and Effective Language Arts Curriculum in the
Lower Grades
With Janet Langley

Strengthening the Whole Class: A Deeper
Look at the Foundations for Academic Progress
With Jeff Tunkey

Learning Together: Combined Classes for
Lower Grades (1-4) and Upper Grades (5-8)
With Ian Chittenden and Scott Springer

**Pushing the Boundaries of the Imagination
through Projective Geometry**
With Jamie York

Living Thinking
With Michael D'Aleo

**Communication and the Resolution
of Dispute**
With John and Cat Cunningham, Leonore Russell

**Working with Polarities in Copper and
Iron:** Empathy as a Bridge between Sympathy
and Antipathy
With Daniel and Colleen O'Connors

Painting out of the Color: Pastel Foundations
in Color, Value, and Form
With Charles Andrade

Artwork by Karine Munk Finser

Center for Anthroposophy

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