

RENEWAL COURSES

2019

JUNE 23-28 & JUNE 30-JULY 5



centerforanthroposophy.org



*We see how what is born from the clouds,
that is from the spiritual, has densified into
the calyx which flowers into the future
evolution of humanity.*

—Rudolf Steiner

Dear Friends,

In these times of injury and hurt, both personal and global—hurdles on the path of the consciousness soul—can we ask for comforting help or must we walk this lonely way until we find awakening to one another? Recognition of our neighbor confirms that Yes, I am my fellow traveler's keeper.

The secret language of sacrifice, of tears, and of finding one another anew after long periods of blindness is the language of birth: the soul is being born afresh. We experience, with the help of recognizing one another, a new source of light. Perceptive powers, now sense-free, are then united with their inner virtue, and the soul becomes sun-like for a little while.

Welcome to Renewal 2019! As Waldorf Education moves beyond 100 years, we are gathering to celebrate and share the mission of our Renewal Courses—now entering their 21st year—which is to develop capacities and deepen our lives through anthroposophy, through encounter, and through the discovery of destiny paths. Artistic transformation holds the key to all of our courses as we strive to support one another and grow ever more independent and free in all of our endeavors.

This year we welcome many new faculty. In Week 1: Phil Fertey, Michael Gannon, Monica Lander, Kris Ritz, and Pat Connolly who will join Janet Langley. We also prepare to say a farewell in that we will be hosting Christof Wiechert one last time. We hope that many schools will take advantage of his Art of Facilitating the Child Study, which supports the “heart of the faculty meeting”, since Christof has said that this will be his final season with us. All participants will be able to enjoy Christof's morning lectures.

We are delighted to welcome back Alison Henry, Regine Shemroske, Lynn Thurrell, and Shannon Wiley. We are most grateful to have Roberto Trostli teaching science in the upper elementary grades, Cezary Ciaglo bringing us renewing eurythmy, and multi-talented Elizabeth Auer guiding all kinds of arts. Meg Chittenden will be our singing teacher during the first week, and Julianna Lichatz will teach movement.

For the second week, we welcome Paul Matthews, David Newbatt, Kim John Payne, Patrice Pinette, Lisa Romero, Robert Thurrell, and Eleanor Winship. They will join returning faculty Carla Beebe Comey, Michael D'Aleo, Torin Finser, Douglas Gerwin, Karsten Massei, Signe Motter, Daniel O'Connors, Leonore Russell, and Jamie York.

Please browse inside this brochure to read details about the courses we are so excited to share with you.

Meanwhile, we are happy to report that our registration this year will feature some new and less expensive sleeping options. In addition, the dorms at High Mowing School are being renovated this summer, one room at a time, which will mean better sleeping conditions for us now and into the future. As always, please sign up early to secure your room and course selection.

Wishing you all good health and happiness,
until the summer!

Karine Munk Finser

Karine Munk Finser
Director of Renewal Courses



The Art of the Child Study

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 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 asked to bring case studies to deepen discussion and 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.

Case studies are an important part of this course. Your preparation will support the depth of these discussions.

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.

Materials fee: \$15

Drawing from nature observations with Elizabeth Auer
Eurythmy with Cezary Ciaglo

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:

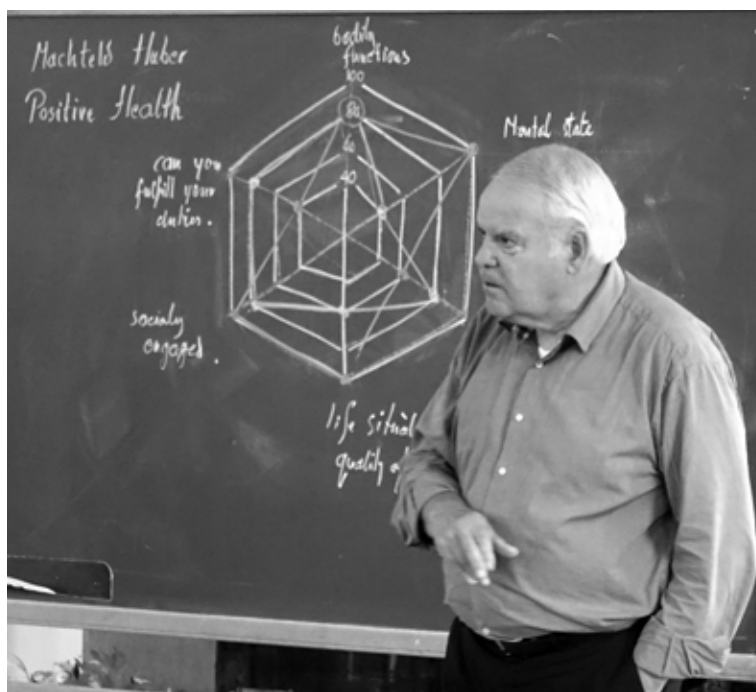
Monday: *The Consciousness Development of the Child from Early Childhood to Adolescence*

Tuesday: *The Intellectual Development of the Child from Early Childhood to Adolescence*

Wednesday: *The Emotional Development of the Child from Early Childhood to Adolescence*

Thursday: *The Will Forces in Early Childhood and Adolescence*

Friday: *The Art of Education: The Integration of All Soul Forces*



Teaching Grade 1: Once Upon a Time

with Regine Shemroske



Waldorf education is an amazing journey, and how it begins makes a huge difference. Whether you are a seasoned teacher or just beginning, the first grade journey can be daunting. This course will provide a wonderful 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 the practice of literary skills, the introduction of consonants and vowels, the qualities of numbers, and the four processes in arithmetic. Through discussions, lectures and art, 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 a wellspring of Waldorf pedagogy, you will be thoroughly prepared to begin your magnificent first grade journey.

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

Materials fee: \$25

Morning Lecture with Christof Wiechert

Singing with Meg Chittenden

Drawing with Elizabeth Auer

Eurythmy with Cezary Ciaglo

Movement with Julianna Lichatz

Teaching Grade 2: From Form to Solid Foundation

with Michael Gannon

Second grade students live between universal archetypes and the individuality streaming toward them from the future. The beautiful pictures living in the stories of first grade are now brought into sharper focus while being translated into fundamental capacities and skills. How can we build practical aspects of literacy and numeracy while supporting students' healthy development?

The curriculum of the second grade meets this stage of development with fables, folk tales, and stories of individuals that address the inner questions faced by seven-and-eight-year-olds. Animals exemplifying human qualities help to bring to life in a humorous way the



serious choices that form our personality and character. Stories of great individuals from many cultures present examples of what people can achieve when they dedicate themselves to a purpose-driven life, even despite significant struggle.

In this course, we will form a living picture of the second grader and learn practical activities to use in class. We will discuss each block through the year, share resource suggestions, and examine student work. Elements of movement, speech, singing, form drawing, and painting will accompany practical strategies in language and math. Our discussions will include pedagogically appropriate new impulses for the teacher to explore. Participants are encouraged to bring ideas, questions, or resources they would like to discuss or share.

Materials fee: \$25

Morning Lecture with Christof Wiechert

Singing with Meg Chittenden

Eurythmy with Cezary Ciaglo

Movement with Julianna Lichatz

1 Teaching Grade 3: Becoming a Steward of the Earth — Awakening to Self and Surroundings

WEEK

with Kris Ritz

With the nine/ten-year change, third grade children have a dawning recognition of becoming a separate self in relationship to the earth, of being “Ego” bearers and stewards of the earth. To support the third grader through this profound transition, the adults carry a soul mood of reassurance and unwavering commitment.

In addition, the curriculum offers children the rich nourishment necessary for this developmental shift. In this course, we will begin with movement activities, verses, and songs that complement the various blocks and highlighted season/festival. We will review aspects of the morning lesson that can be translated into movement, such as the practice of recall or work related to spelling, grammar, and arithmetic. Stories from the Hebrew Bible and from Native American tradition will be shared to further examine this stage of development. Since third grade children are transitioning from their home space to larger surroundings, the students are introduced to such practical activities as farming, gardening, cooking, baking, handwork, and building projects. We will build a sukkah for the Sukkot celebration early in the school year and create a loom for a weaving project.

Information packets will be provided to help in your preparation for this year. These documents will include a sample block plan for the year, weekly schedule, parent meeting notes related to the nine/ten-year change, newsletters highlighting curriculum topics for the parents, an overview of a model shelter, practical life/farm trip guidelines, as well as poems, verses, and examples of birthday verses for the students.

Materials fee: \$25

Morning Lecture with Christof Wiechert

Singing with Meg Chittenden

Art with Elizabeth Auer

Eurythmy with Cezary Ciaglo

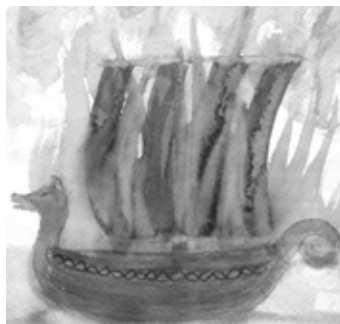
Movement with Julianna Lichatz



Teaching Grade 4: Norse Mythology and the Mantle of Responsibility

with Shannon Wiley

Bold, blunt, brash, and boisterous; clever and crafty with a heart of gold: these are fourth grade Norsemen! Imagine a classroom full of gentle, gracious gods one moment; then galumphing, grouchy giants the next. During this week, we will chart ways to navigate that oscillating energy. We will explore the rich curriculum that echoes the children's development.



In the Norse myths, we will find treasured stories and draw forth the lessons of the year from their tapestry of feeling-life struggles. In math, we will tackle the world of fractions and encourage thinking in new ways. Geography will help students to find out where they stand so that they can stand more securely in it, while zoology will help hone their rapidly developing skills of discernment. We will review these subjects after practicing songs, games, poems and chants each day.

Whether your class is formed from fire and ice or filled with the spirits of the animals, everyone benefits from the beautiful form drawings and rich paintings that the curriculum encourages. We will consider each of the blocks while looking at examples of students' book work. You will receive a list of songs and poems, an example of a 4th grade block/daily outline, and a potential scope and sequence of skills. We will also discuss how to work with parents and involve them in the life of the class. Parent meetings are critical at this time, and we will discuss the content of those meetings. Participants should come prepared to share teaching experiences, both challenges and successes. Just like the kids, we will be learning to work together, and hearty laughter is a likely ingredient.

Materials fee: \$25

Morning Lecture with Christof Wiechert

Singing with Meg Chittenden

Art with Elizabeth Auer

Eurythmy with Cezary Ciaglo

Movement with Julianna Lichatz

1 Teaching Grade 5: The Golden Age — Feet Upon the Ground, Gaze Toward the Heavens

WEEK

with Monica Lander

Grade five, Waldorf education's traditional "Golden Year of Balance", presents the teacher with a wonderful new challenge: to meet the students of today—whose natural sense of inner and outer harmony may be compromised by media exposure and early physiological development—and guide them toward a strong sense of self and the world with joy, wonder, and trust.

The curriculum supports each student's transformation from childhood into a budding, self-directed human being. Teachers are tasked with guiding the fifth grader to understand and respect the consciousness of ancient civilizations. In presenting Greece's recorded history, we help our students hear the Greek roots in words they use daily; the study of geography enables them to grasp the environmental, cultural, historical, and economic diversity of their own country. Botany helps them develop the capacity for keen observation of the natural world, preparing the ground for phenomenological science studies in the upper grades.



In Greek times, training for the pentathlon was not just a physical undertaking; rather, it was an esoteric initiation into mastery of one's own forces. Under our care, our students can be likewise initiated. Grade 5 is a rich year of consolidation and further development of arithmetic, mathematics, and language arts skills; recitation, singing, drama, drawing, and painting; the thrill of researching the unknown.

Teachers will leave this course with the strategies and tools needed to embark on an exciting summer of preparation and planning. Potential block rotations and block plans, poems, songs, stories, and academic and artistic exercises will be presented.

Materials fee: \$25

Morning Lecture with Christof Wiechert

Singing with Meg Chittenden

Painting/Clay with Elizabeth Auer

Teaching Grade 6: From Romans to Knights and Ladies

with Lynn Thurrell

Science 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 eyes wide open. The grace and confidence of the Greeks is replaced by gangly limbs and the determination to test limits and reputed truths.

Such a moment in one's evolution requires the law and order 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 hammer out the laws that will govern 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. The sixth grader is led through this uncomfortable transition to emerge with a hint of grace.



Yet what of this world 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 the universe. Observational skills must be honed and carefully

recorded. Mathematics takes on the world of business, placing the sixth grader squarely in the material world. Geometrical drawing demands the correct use of tools, then offers the form up to artistic imagination. Geography draws the twelve-year-old into a new landscape and openness for cultures beyond our own borders.

Materials fee: \$25

Morning Lecture with Christof Wiechert

Music with Meg Chittenden

Art with Elizabeth Auer

Movement with Julianna Lichtz

1 Teaching Grade 7: A Year of Awakening and Exploring

WEEK

with Alison Henry

Science with Roberto Trostli



Seventh graders arrive with a bold show of personality and self-assurance, however superficial. They really don't have much patience for school anymore. They never learn anything anyway, and the teacher is so unfair! Woe unto the 7th grade teacher who is unprepared for displays of gross disrespect and indifference. But the 7th grade teacher also has the antidote at her fingertips, for the students can hardly contain their delight, bewilderment, and wonder at the deceptive simplicity of perspective drawing; the myriad examples of the golden mean all around us; the breath-taking masterpieces and biographies of Leonardo, Michelangelo, and Raphael; the audacity of Martin Luther; the marvels of chemistry and mechanics; the 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 assured.

In this course, we will consider strategies for approaching the daunting period of history covered in the 7th grade curriculum. A materials packet will include a sample block rotation along with 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.

Materials fee: \$25

Morning Lecture with Christof Wiechert

Singing with Meg Chittenden

Art with Elizabeth Auer

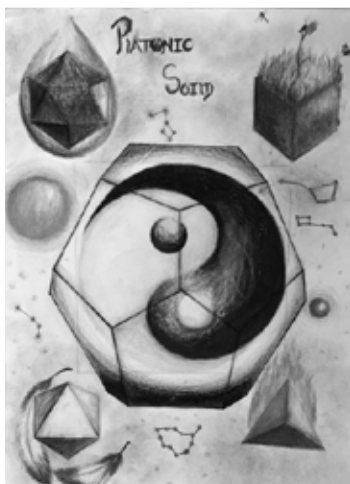
Eurythmy with Cezary Ciaglo

Movement with Julianna Lichatz

Teaching Grade 8: From Revolutions to a Free Society

with Phil Fertey

Science with Roberto Trostli



Grade eight represents the culmination of an eight-year elementary cycle. It is also an important springboard for the students' next journey and the class teacher's last opportunity to inspire them with thoughts and considerations that will guide them in high school and beyond.

In this course, we will delve into the developmental world of eighth graders, exploring both their need to understand the world and our role as guides of their thinking and attitudes concerning social issues. History will bring us from the age

of revolutions and the two World Wars up to modern times. In science, we will cover the skeletal and muscular systems, organic chemistry, physics, and meteorology. Geography will be viewed through a distinctly socio-economic lens, while Platonic solids and algebra in math will challenge their conceptual thinking. Finally, in the language arts, we will explore the "Grade Eight Project", the short story genre, creative writing, and note taking in preparation for high school. Other topics will include the study of biographies and novels, as well as the production of their final grades school play.

Participants will receive a comprehensive packet featuring sample block rotations and block syllabi, examples of assignments and self-assessments, as well as end-of-year planning ideas and resources.

Materials fee: \$25

Morning Lecture with Christof Wiechert

Platonic solids with Elizabeth Auer

Music with Meg Chittenden

The Roadmap to Literacy Intensive:

Creating an Artistic and Effective Language Arts Curriculum—with special break outs for each Grade 1-4

with Janet Langley and Patti Connolly

Prerequisite: Previous “Roadmap to Literacy” training or participation in our introductory session held Sunday afternoon, June 23rd, from 3:15pm-6:00pm in the HMS Auditorium (see p. 14).

When it comes to teaching most of the subjects in our Waldorf curriculum (e.g., Botany, Norse Myths, Geology, Greek History, etc.), Waldorf teachers need only to be generalists, researching enough to give a credible and creative introduction to the topic. But when it comes to language arts and mathematics, we need to become more specialized. These two fundamental skills lay the foundations for all future learning. It is the goal of this course to help teachers become specialists when it comes to teaching literacy in Grades 1-4.

This course is designed for those teachers having a familiarity with *The Roadmap to Literacy* curriculum who wish to focus more in depth on their coming year. Each grade focus will include:

- An overview of the upcoming phase your students will be entering and its developmental attributes
- The phonics skills to be covered with a focus on ways to introduce them imaginatively and creative practice activities
- How to teach composition at this level
- Spelling
- Form drawing and handwriting
- The development of reading skills
- The story themes of the year (e.g., fairy tales, fables, etc.) and how to weave them into your literacy curriculum
- The grammar and language curriculum for the year



- Planning your year, including both main lesson blocks and practice blocks
- Assessment, differentiation, and remedial approaches
- 4th grade additions: research and report writing, introducing the dictionary, vocabulary development

The course will also include movement with Julianna Lichatz, singing, and other artistic activities.

This course and the introductory session below are based on research arising from the book: *The Roadmap to Literacy: Teaching Language Arts in Waldorf Schools Grades 1 through 3*, by Janet Langley and Jennifer Militzer-Kopperl, with contributions by Patti Connolly. All participants will need access to a copy of the book for this workshop.

Materials fee: \$15

Movement with Julianna Lichatz

Music with Meg Chittenden

The Roadmap to Literacy: Introductory Session **Sunday, June 23, 2019** **3:15pm-6:00pm in the HMS Auditorium**

The session will highlight the five developmental phases that students move through as they learn to read, write, and spell. Participants will learn the goals for each phase and be given an overview of the curriculum that supports each goal.

Note: Although this session is open to all interested parties, it is a prerequisite for registering in the Roadmap to Literacy Intensive, if you have not attended a previous “Roadmap to Literacy” training workshop.



Steps of Balamand University, Lebanon

Healthy School and Classroom Culture: Addressing the Behavioral, Social, and Emotional Challenges of Today's Child

with Kim John Payne

There is no such thing as an antisocial or disobedient student. . . only a disoriented one.

Among the challenges facing us today, isolation and disorientation in childhood and teen years stand out as emotionally distressing experiences that can color the rest of students' lives. Rudolf Steiner gave us the following Motto of Social Ethics:

"The healthy social life is found when in the mirror of each human soul the whole community finds its reflection, and when in the community the virtue of each one is living."

Yet when a child is excluded from the community of a class and thus feels disoriented and behaves badly, the relationships among the students and with the teacher can be strongly affected. Exclusion and behavioral problems can result in distress and the feeling of being stigmatized; but if resolved in an insightful and warm way, they offer opportunities to experience dynamic human encounters through which the essential individuality of the child and teen grows and thrives.

This course will address social and behavioral issues in the context of the Waldorf curriculum and ethos. We will discuss how to keep the child/teen in the center and create teamwork and transparency between parents and teachers. This process sees challenging behavior as part of social and emotional learning and offers practical, developmentally appropriate strategies to avoid unintended rejection or subtle blaming of the children/teens. It also helps students to see the implications of their actions and become involved in planning how to put things right.

This course is founded on the principle of soul economy and self-care for the educator. It helps the teacher avoid spending endless time and energy on just a small handful of students and restores the focus to building a healthy culture in which the needs of students requiring extra support are balanced with the needs of the class as a community.

Materials fee: \$15

Movement with Julianna Lichatz

Color Studies with Karine Munk Finser



Singing and Eurythmy as Paths to the Spirit

with Eleanor Winship and Leonore Russell

Music offers the most mysterious and intimate connections to supersensible cosmic powers that formed the world. Through singing and eurythmy, we will explore those connections. Singing will be experienced as a breath-deepening, health-giving activity that energizes, heals, uplifts, and helps us to meet life's challenges. Along with songs, rounds, and choral pieces for the family, classroom, and community, we will give special attention to meditative vocal exercises developed by



Valborg Werbeck Svärdström, a Swedish opera singer who worked with Rudolf Steiner. These exercises awaken and energize the formative and healing powers of tone, re-enliven our voices, and liberate our breathing. We will also retrace music's formative role in humanity's development, as outlined by Rudolf Steiner, while exploring music's place in the related process of child development.

Eurythmy will reinforce and deepen our experience and understanding of the elements of music and of the spoken word by allowing us to reflect on the perceptions that arise when we move to sound or silence. Eurythmy serves as a door to the life of language or song that we normally pass by with our quickly moving lives. It allows us to perceive "heaven in a wild flower" and our own soul as it is lifted by music.

This course is open to teachers, musicians, eurythmists, health professionals, parents, and anyone wishing to explore the healing, pedagogical, and spiritual dimensions of singing and eurythmy, as well as Rudolf Steiner's indications about them and the work that has developed out of those indications. No background in singing or eurythmy is necessary. Please bring eurythmy shoes if possible. Loose fitting clothing works best.

Materials fee: \$15

Art with Elizabeth Auer

2 Hidden in Plain Sight: Writing Creatively

with Paul Matthews and Patrice Pinette

WEEK

As we well know, a bowl, a tree—beloved objects, generally—are imbued with memories, feelings, fantasies, dreams, and stories, and we, pens in hand, will through the practice of devoted observation and imagination seek to uncover further the names and essences that hide in things.



People in “olden times” saw that beyond appearances, each creature held a creation tale concealed within it. Even today, glancing sideways, we might plunge *deep enough into the object to see something like a hidden glimmering there* (Basho).

Through writing activities, by turns solitary and collaborative, playful and profound, we will revisit the speaking world which children so readily inhabit — where each flower *is a soul bloomed forth*, and where chairs become horses. Often in this week together, we will take our notebooks out into the open air and play hide-and-seek with what is waiting for us. Movement activities will include eurythmy and Spatial Dynamics®. Whatever your experience in writing, you are welcome to join us.

Materials fee: \$15

Learning from the Essence of Nature: School of Elemental Beings

with Karsten Massei

Plants and animals
are our teachers.

They know us,
but what do we know
about them?



In this course, we will ask how to enter into a dialogue with the essence of plants and animals, and also with elemental beings. We will study the sensory appearance of plants and animals, while allowing ourselves to come into the spiritual moods that radiate from them in order to sharpen our perceptions.

The beings of the elemental world offer us gifts of great significance. In listening to the trees, the wind, the light, we can learn to hear what they are telling us. But we also want to ask what they wish from us and how we can support their work.

Our soul, wiser than many of us may realize, receives signs and revelations from the essence of nature. There will be many opportunities to practice these encounters during this course, as well as engage in conversation and shared observations and insights.

Suggested preparatory reading: *School of the Elemental Beings*, by Karsten Massei.

Materials fee: \$15

Eurythmy with Cezary Ciaglo

Drawing with Elizabeth Auer

Gender and Sexuality in the Light of Waldorf Education

with Lisa Romero



Painting by Laura Summer

This course addresses gender differences and similarities that can both limit and free us. We will explore how to support the child/adolescent in these times and will also address some of the questions and challenges that adults experience. We will examine the anthroposophical image of the human being as more than male and female and discuss how to bring the evolving pictures of gender and sexuality to students in primary and secondary school. Our discussions will also include the common struggles experienced during childhood, adolescence, and adulthood.

As adults, much of what we struggle with today can be traced to our own developmental stages. By deeply understanding the foundations laid down in childhood, we can come to recognize the healing steps we and others need to take. The workshop will cover the main issues confronting child health and well-being in current times, with examples of how we can counter their unbalancing effects.

Materials fee: \$15

Music and Speech with Meaghan Witri and Séamus Maynard

Meaghan Witri and Séamus Maynard have been teaching together for many years. They work with children and adults of all ages. As founding members of Third Wheel Collective (a collaboration based theater company) and Living Roots (a folk duo playing original songs), their artistic collaboration unites various elements of the performing arts to bring to both educational settings and live performances.

Art as a Bridge over Troubled Waters: Pastel and Watercolor

with David Newbatt

This course offers an opportunity to explore through art the challenges of our insecure and unpredictable times. Though we may long for a light-filled future, we may find ourselves confronted by torrents of deep insecurity and hindrance—“the troubled waters”. How to navigate them?

Through the practice of the arts, we will explore such questions as “How might we face challenging forces of polarity at work in the world and in personal existence?” or “How might we bring these potentially harmful forces of polarity into meaningful relationship?”



Painting by David Newbatt

We will get to know Novalis' little known yet currently relevant fairy tale: *Eros and Fable*. With this story as our guiding artistic inspiration, we will take up pastel and watercolor to explore themes such as “How can I visually tell a story that appropriately reveals the truth?” Navigating the “middle ground” in landscape and the “dying and becoming” processes of transformation, we will together enter an artistic, creative process.

Materials fee: \$30

Beyond 100: Preparing Future Adult Educators

with Torin Finser, Douglas Gerwin, Leonore Russell, and Eleanor Winship



The future of Waldorf education will depend above all upon the quality of our teachers and school leaders. How can they prepare to meet the changing needs of our children and the schools that seek to serve them in the next 100 years? What will be the mentoring and training needs of our future teachers and school leaders?

This course is designed as an orientation for present and future adult educators working out of anthroposophy in service of destiny learning. It will serve as an orientation to what could become a three-year, low residency program to prepare future adult educators. We will examine topics such as: harvesting best practices in adult learning, facilitating group work, schooling capacities to observe and form judgements, advising and mentoring, and using biography to enhance destiny learning.

Each day of this Renewal Course will balance artistic work (along with participants from the administration course), guest instructor presentations, practice of karma exercises, as well as large and small group discussions.

Towards the end of the week, participants will be invited to engage in a focus session to plan possible future Beyond 100 sessions and/or a training program.

Experienced Waldorf teachers, school leaders responsible for faculty development and mentoring, and life-long learners are warmly invited!

Materials fee: \$15

Singing with Eleanor Winship

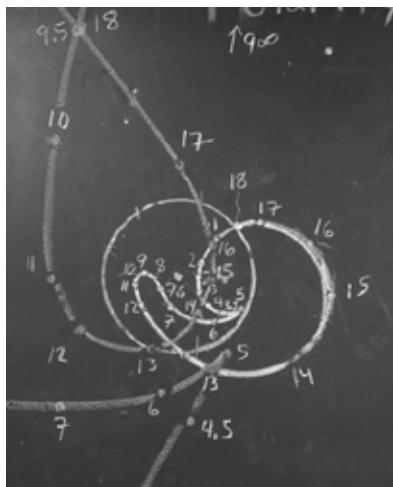
Philosophy of Mathematics:

An Adventure in Thinking

with Jamie York

Are you a class teacher feeling insecure about teaching math? Or are you someone who has always loved math but wished that it could be taught in a manner that highlighted the more creative and human side of mathematics?

Designed for both a person without a math background who is interested in exploring a different aspect of math, and for math specialists who are interested in broadening their personal foundation of mathematics, this course will offer a taste of what is possible as a culminating math course in a Waldorf high school.



The philosophy of math offers a synthesis of many aspects of mathematics, providing a proper context to where mathematics finds itself today. This course tells one of the greatest stories of all time, and in the process investigates some of the classic questions of the philosophy of math: “What is mathematics, really?”; “Is math created or discovered?”; and “What is it about mathematics that makes it a truly human endeavor?”

In addition, we will be doing math together (puzzles and problem solving that is intended to be accessible to everyone) in order to experience the wonder of mathematics.

Materials fee: \$15

Eurythmy with Cezary Ciaglo

The Interplay Between Concave and Convex in Wood and Clay

with Daniel O'Connors and Robert Thurrell



Sculpture by Patrick Stolfo

In this course, we will work with the fundamental forces of convex and concave. These two gestures accompany us in our physical world, in our feeling realm, and in our thinking.

Children in first grade start with the drawing of straight and curved lines. Over the years, the students work with the combination of these two qualities in all their classes, learning how to balance in between them, how to find and place themselves within these two forces.

In this class, we will study these forces intensively, in two different clay exercises and also in working with

wood and gouges. We will start with pictures of art, practicing observation and description without weaving personal opinion into the process, and then progress to using these capacities in child studies in our faculty meetings.

This course is mainly designed for practical arts teachers who want to deepen the fundamental qualities of their daily work or for people who feel a strong connection to these two gestures and wish to better understand their interplay.

Materials fee: \$40

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

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.

Materials fee: \$35

Eurythmy with Cezary Ciaglo

Fundamentals of Anthroposophy:

Observation, Contemplation, and Self Development

with Signe Motter et. al.

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



As an introduction to the foundational aspects 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. Many 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.

Materials fee: \$15

Eurythmy with Cezary Ciaglo

The Human Encounter and Community Building: Waldorf School Administration and Governance

with Carla Beebe Comey and Torin Finser

When Rudolf Steiner was asked, “How many children can I have in one class?”, he answered, “How many parents can you work with?” When asked for guidance on school governance, he spoke about self-administration and insight-based decision making. These and many other indications have now been informed by a hundred years of practice in Waldorf schools around the world.

In this course we will consider what has been learned and what needs further development concerning the parent/teacher partnership, leadership roles, shared board/faculty governance, communication, and other aspects. We will also intensify our search by practicing karma exercises.

Eurythmy in the workplace and movement exercises will open and close each day.

Suggested reading ahead of time: *A Second Classroom* by Torin Finser

Materials fee: \$15

Singing with Eleanor Winship





Elizabeth Auer, M.Ed., a graduate of the Waldorf Teacher Training program and the Remedial Resource Waldorf Teacher Training program, holds a diploma in Art and Design. She has taught painting, drawing, and clay modeling as a classroom activity for 23 years, as a class teacher and 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: Educational Support for the Classroom*. She currently teaches art, handwork and math at Oxbow Schoolhouse in Devens, MA.



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.



Cezary Ciaglo, originally from Poland, 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 the year 2000. An active member of the Anthroposophical Society for the last 30 years, Cezary's passions include magic and fencing.

Carla Beebe Comey joined the faculty of the Education Department at Antioch University New England in 2016. Over the course of the previous 26 years, it was her joy to serve as eurythmy teacher, class teacher, math teacher, drama teacher, faculty chair, college chair, and pedagogical administrator at Waldorf schools in MA, OR, and CO. She completed her foundation studies and pedagogical eurythmy training at Emerson College in Sussex, England. She is co-author of *Working Together: Mentoring for Eurythmy Teachers*.



Patti Connolly began her Waldorf career as a founding parent at the Cedar Springs Waldorf School in Northern CA and two years later became a class teacher there for 12 years. Janet Langley became a fellow class teacher at the school in 1993, and since then the two have collaborated, most recently on the writing of *The Roadmap to Literacy*. Since 2004, along with her husband, a fellow Waldorf educator, Patti has been working as a kindergarten teacher, subject teacher, student support teacher, education director, teacher evaluator and mentor, and teacher educator in CA, CO, Nigeria, and Zanzibar. Presently she is the student support teacher at the Waldorf School of the Roaring Fork in Carbondale, CO.



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.



Phil Fertey has been a class teacher for the past 15 years and has recently completed a full cycle at the Vancouver Waldorf School. Prior to teaching in Vancouver, Phil was at the Nelson Waldorf School, where he took a class from grade three to grade eight, and then taught another grade eight class. Over these fifteen years, Phil has assumed many leadership positions, including being a member of the College of Teachers and a Board Trustee (both in Vancouver). He has taught Waldorf teachers at the West Coast Institute in British Columbia and the Rudolf Steiner Centre in Ontario. Phil is also a professional development and teacher training instructor, as well as a mentor to Waldorf teachers.





Torin Finser, Ph.D., has served Waldorf Education for over 40 years, first as a class teacher, then as Director of Waldorf Teacher Education at Antioch University New England, and later as Chair of the education department. A former General Secretary of the Anthroposophical Society in America, he also helped found the Center for Anthroposophy in NH. His research and writings have reached people all over the world, with several books now translated into multiple languages. Torin has served

as a consultant, workshop leader, and keynote speaker at numerous conferences. He is married to Karine, has six children, and is now also a very happy grandfather.



Michael Gannon has been teaching and learning from classes at Spring Garden Waldorf School for the past 16 years. Now on his third cycle through the grades, he is inspired by connecting ancient wisdom with imagination for the future. He received an undergraduate degree in psychology from Hiram College before completing a Master's degree through Antioch University New England. In addition to guiding his current class through the grades, he has worked as a mentor and consultant in other schools.



Alison Henry, a graduate of the AUNE Waldorf Teacher Education Program, has found her home in Keene, NH, 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.



Monica Lander has served Waldorf education for over 33 years: as a class teacher for 26 years, Spacial Dynamics® instructor, Dean of Education, teacher trainer, and mentor. Monica's love of teaching has extended into outdoor education, where she has led youth groups into nature and taught Red Cross first aid, sea kayaking, mountaineering, and wilderness first aid to adults. In her spare time, Monica gardens, cares for her chickens, dogs, and koi fish, plays the Native American flute, and takes extended backpacking and sea kayaking trips in her native Pacific Northwest.



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 both her B.A. in Waldorf Education and her Waldorf certificate grades and HS (Humanities) from Rudolf Steiner College (RSC). Besides teaching both children and adults, Janet co-authored *The Roadmap to Literacy* with Jennifer Militzer-Kopperl and co-created the website waldorfindspirations.com with Patti Connolly.

Julianna Lichatz has over 25 years of teaching experience, 20 of which were in Waldorf Schools. She graduated from College of the Atlantic in Bar Harbor, ME, with a teaching certificate and degree in Human Ecology. Her early teaching experiences included gymnastics programs, public school classrooms, environmental education programs, and EFL in Costa Rica. She graduated from Antioch's Waldorf Teacher Education program with an M.Ed.. She completed three levels of Spacial Dynamics® training. Besides being a movement teacher, Julianna has been a class teacher, practical arts/ gardening teacher, coach and director of over 10 circuses. Her latest love is teaching the 8th grade anatomy block, where she integrates Spacial Dynamics® and posture work.



Paul Matthews, poet and gymnast, has taught for many years at Emerson College in England. His books, *Words in Place* and *Sing Me the Creation* (Hawthorn Press), contain numerous exercises to let language spring alive in groups, and to help individual poets and writers discover and develop their creative voice. *The Ground that Love Seeks* (Five Seasons Press), *Slippery Characters* (FSP) and *This Naked Light* (Matador) are gatherings of his poetry.



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 Futurum-Verlag. Karsten is married to a cranial sacral therapist and has three children.



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 M.Ed.. 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.



David Newbatt, artist and teacher, works mainly in watercolors and pastels on paper, as well as multi-media board and murals. He has spent over 40 years living in Camphill communities throughout the UK, specializing in the education of people with special needs through the use of visual arts and drama. David has travelled widely, teaching in Waldorf schools and Camphill communities. In addition to exhibiting his artwork throughout the UK and Europe, he has illustrated a number of books published by Wynstones Press.





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 High Mowing, in Wilton, NH. In his free time, he renovates houses and builds furniture.



Kim John Payne is the author of the #1 Best Selling book, *Simplicity Parenting*, *The Soul of Discipline*, and *Being At Your Best When Kids Are At Their Worst*. A consultant and trainer to over 250 North American Waldorf and public schools, Kim has been a school counselor, adult educator, researcher, educator, and a private family counselor for over thirty years. Together with the team at the Center for Social Sustainability, he brings the Three Care Streams of Healthy School Culture approach to school communities all over the world. In each of his many

roles, he helps children, adolescents, and families explore issues such as social difficulties with siblings and classmates, attention and behavioral issues at home and school, and emotional issues such as defiance, aggression, addiction, and self-esteem. Kim lives on a farm in Ashfield, MA, with his wife and two children.



Patrice Pinette is inspired by the alchemy arising between the arts in her own practice and in collaboration with other artists, writers, and musicians, in workshops, readings, and exhibits. She brings her love of literature and writing to Antioch University New England's Healing Education program, High Mowing School, and, most recently, to adult learners in the New Hampshire Humanities Council's *Connections Program*. Patrice received her MFA in Writing from Vermont College of

Fine Arts, and her poems have appeared in *Poet Showcase: An Anthology of New Hampshire Poets*; *Inflectionist Review*; *Allegro Poetry Magazine*; *The Hampden-Sydney Poetry Review*; *Adanna Literary Journal*; *Snaptadragon: A Journal of Art and Healing*, etc.



Kris Ritz, who joined the Emerson Waldorf School community in 2008, has begun her second journey with hearty students (and community-building parents) who are now enjoying an active third grade. Before returning to North Carolina, she was a class teacher at the Austin Waldorf School as well as spending a year in Plowshare Farm, an anthroposophical life-sharing community. Born in upstate New York, Kris graduated from the University of North Carolina at Chapel Hill

with a Bachelor of Arts in Journalism. During a career in advertising, she discovered Waldorf education, returned to school, and earned a Waldorf certificate and Master's degree from Antioch New England Graduate School.

Lisa Romero is an author, health practitioner, and adult educator. Her five books include *Developing the Self* and *Sex Education and the Spirit*. For more than 20 years, she has given workshops on the subject of gender, sexuality, and social understanding, working with Waldorf students, teachers, and parents on this theme.



Leonore Russell completed the “Eurythmy in the Workplace” training with Anne-Marie Erlich and 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 degrees in both the visual and performing arts from Sarah Lawrence College and Adelphi University.



Regine Shemroske graduated from the Pedagogical College in Freiburg, Germany, received her M.Ed. from Tufts University and her Waldorf educator’s certificate from New England Waldorf Teacher Training. Regine has taught in Waldorf Schools for 39 years. She is currently shepherding a 4th grade at the Waldorf School of Lexington, MA.



Lynn Thurrell graduated from Antioch’s Waldorf Teacher Education Program and immediately took a first grade at the Maine CoastWaldorf 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.



Robert Thurrell trained as an astro-geophysicist, transitioned to being a state geologist, a high school math and science teacher, and finally a timber framer and cabinet maker. Upon encountering Waldorf education, Robert and his wife Lynn sequentially trained as class teachers at the Center for Anthroposophy. Since then, Robert has devoted himself to developing student’s will as a practical arts teacher at the Maine Coast Waldorf School for the past 22 years, where his beautiful craftsmanship graces virtually every building on the campus.





Roberto Trostli has been active in Waldorf education for over 30 years as a class teacher, HS teacher, and adult educator. He is the author of *Physics is Fun!*, now revised and published as *Physics the Waldorf Way*, and *Thy Will Be Done: The Task of the College of Teachers in Waldorf Schools* (Waldorf Publications). Roberto has lectured widely, worked with many Waldorf schools and institutes, co-directed the 3-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. Roberto is a class teacher at Richmond Waldorf School, where he also serves as a member of the Leadership Team.



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 himself was a pupil. During this time, he co-founded 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. A number of his books are available in English translation.

In 1999, he began to work for the Pedagogical Section of the Society, and from 2001 to 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.



Shannon Wiley has been a Waldorf educator for 18 years. He was raised in VT, then moved to AZ, where he studied at Scottsdale Community College, Scottsdale Vocational Technical Center, and the Southwest Institute of Healing Arts. Later in NH, he trained as a Waldorf teacher at Antioch New England Graduate School. He took his first Waldorf class from grades 1-5 at the Waldorf School of Cape Cod, which included three years of teaching 7th and 8th grade Anatomy and Physiology. He has

served on various Colleges of Teachers and as Faculty Chair. Shannon is an award-winning massage therapist. He is married with two children, both adults and Waldorf alumni.



Eleanor Winship, a long-standing Waldorf teacher K-12, is a graduate of the Waldorf School of Garden City and Oberlin Conservatory, where she studied violin, voice, conducting, and music pedagogy. Eleanor was trained in Werbeck singing by Jürgen Schriefer, a student of Valborg Werbeck Svärdröm, and has studied anthroposophical singing therapy with Thomas Adam. She has given numerous music workshops and courses across several continents.



Jamie York taught math in the upper elementary and HS grades for over 20 years at Shining Mountain WS in Boulder, CO. Jamie leads the math training at the CfA'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, he is the author of *Making Math Meaningful*, a series of math 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. Karine Munk Finser was asked to carry this work, and with the help of a dedicated Renewal staff, the program continues to flourish in its 20th year!



Karine Munk Finser, M.Ed., Renewal Director and Faculty at Antioch University New England. Karine has taught painting and healing education, 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 2-year program leading to an M.Ed.. Her former students from both Renewal and Antioch are now teaching in 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 (CfA), which she joined in 2014 as Renewal Courses Manager.



Kirsten Archibald, born in Germany, has lived in many different countries and came to the U.S. in 1993. After working in nonprofit management for a few years, Kirsten took time to raise her two children. After enrolling her oldest at the Washington Waldorf School, Kirsten started teaching German and enrolled in CfA's Foundation studies, and later in the Antioch Waldorf Teacher training program. Kirsten moved to NH with her family in 2010 and is currently managing a small nonprofit organization. She is joining the Renewal Staff as Assistant Manager.



Milan Daler has been administering CfA 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 program participants. Milan has 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 CfA since September 2000. Her 3 children graduated from Pine Hill WS, where she worked in the office for many years before joining the CfA staff. ML divides her time between her work at CfA 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., Executive Director of the Center for Anthroposophy, has taught history, literature, German, music, and life science at college and Waldorf HS 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 HS Teacher Education Program, as well as the first Executive Director of the Research Institute for Waldorf Education (RIWE). Author and editor of 9 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).

DAILY SCHEDULE

	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 Goodbye Lunch
3:45-4:00 PM		Water Break	Water Break	Water Break	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	

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:

Explorations: *Workshops in the arts and contemplative practices based on the work of Rudolf Steiner*

A three-tiered program of extended weekend workshops at a central “hub” with focus on artistic practice, supplemented by satellite study seminars and presentations on practical aspects of Waldorf education conducted via Zoom calls once a month. Participants intending to enroll in teacher training receive supplementary individual mentoring.

Contact: **Torin Finser**, *Director of Outreach & Program Development*
tfinser@antioch.edu

Building Bridges

Designed for public and independent Waldorf teachers seeking a recognized Waldorf certificate. Participants taking a series of sequential workshops offered at host schools around the country may be eligible for advanced standing upon successful application to the fully accredited M.Ed. Waldorf teacher education program at Antioch University New England.

Contact: **Torin Finser**, *Director of Outreach and Program Development*
tfinser@antioch.edu

Waldorf High School Teacher Education Program (WHISTEP)

Offered in Wilton, NH, each July, this three-summers 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 is launched each year.

Contact: **Douglas Gerwin**, *CfA Executive 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**, *Director of Renewal Courses*
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 **centerforanthroposophy.org**.

Center for Anthroposophy Renewal Courses Registration Form

Week 1 - June 23 to 28, 2019

Week 2 – June 30 to July 5, 2019

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 a full refund, less a \$75 cancellation fee. No refunds available as of June 1. Limited scholarship assistance is available on a first come first served basis. Please call the Admissions Office at 603-654-2566 to apply and discuss. Practicing Waldorf teachers in need may be eligible for a special scholarship; please call to inquire. We reserve the right to cancel any course at 7 days' notice, with full refund.

TUITION INCLUDING MORNING SNACK: \$685 for one week or \$550 each if both weeks are taken.

EARLY REGISTRATIONS: All registrations before April 15 will receive \$50 discount.

LATE REGISTRATIONS: All registrations after May 30 will incur \$50 surcharge.

TUITION (\$685/course) \$ _____

LESS DISCOUNT (if any) \$ _____

PLUS LATE FEE (if any) \$ _____

ROOM

(\$195 single or \$145 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.

MEALS (select from the following options):

ALL MEALS: \$160.00 \$ _____

(5 each: Breakfasts @ \$10.00,

Lunches @ \$14.00, and Dinners @ \$8.00)

BREAKFAST ONLY (5) \$50.00 \$ _____

LUNCHES ONLY (5) \$70.00 \$ _____

DINNERS ONLY (5) \$40.00 \$ _____

CAMPUS USE FEE (\$25.00) \$ _____

For students who choose not to stay in the dorms.

MATERIALS FEE \$ _____

Amount listed in the course description.

TOTAL \$ _____

(tuition, fees, room & board)

Single meals may be purchased over the counter: Breakfast \$11.00, Lunch \$15.00, Dinner \$9.00.

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

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

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, M-F 9am-4pm. Registration questions:

info@centerforanthroposophy.org. Course-related questions: **karine@tellink.net.**

Brochure design: Louise Drosse

Antioch University New England

WALDORF PROGRAMS | MEd OR CERTIFICATE

Elementary Teacher Education

- Designed for individuals who want to become Waldorf teachers with no prior or minimal Waldorf education teaching experience or for individuals with Waldorf experience who want to expand their knowledge
- Earn an accredited MEd in Waldorf Elementary Education with or without an elementary public school teaching license, or earn a Certificate in Waldorf Elementary Education
- Experience lively courses in pedagogy, the arts, and anthroposophy
- Explore the benefits of a child-centered curriculum

Summer Sequence

For practicing and aspiring teachers in public Waldorf and independent schools seeking an AWSNA-recognized certificate and/or MEd

Advanced Track: Transdisciplinary Studies in Healing Education

- Designed for experienced (5-7 years) Waldorf teachers, adult educators, artists, therapists, therapeutic community builders, administrators, and others
- Transform and evolve your practice through applied spiritual scientific inquiry

Waldorf Program Schedules with Delivery Options to Meet Your Needs

Year Round & Summer Programs Available

[ANTIOCH.EDU/NEW-ENGLAND/EDUCATION](https://antioch.edu/new-england/education)

For Explorations Program (foundational studies) and Building Bridges Program, visit: centerforanthroposophy.org

Fully Accredited Programs | Lively Courses | Evolve | Transform | Collaborative Community

ANTIOCH UNIVERSITY
NEW ENGLAND

ANTIOCH.EDU/NEW-ENGLAND
800-552-8380
admissions.ane@antioch.edu



WEEK 1:

June 23rd to June 28th

The Art of the Child Study
with Christof Wiechert

Grade 1:

The Journey Begins
with Regine Shemroske

Grade 2:

From Form to Solid Foundation
with Michael Gannon

Grade 3:

Awakening to Self and Surroundings
with Kris Ritz

Grade 4:

**Norse Mythology and the
Mantle of Responsibility**
with Shannon Wiley

Grade 5:

The Golden Age
with Monica Lander

Grade 6:

From Romans to Knights and Ladies
with Lynn Thurrell

Grade 7:

A Year of Reawakening and Exploration
with Alison Henry

Grade 8:

**From Revolutions and Modern History to
the Role of the Individual in a Free Society**
with Phil Fertey

The Roadmap to Literacy for Grades 1-4

with Janet Langley and Patti Connolly

WEEK 2:

June 30th to July 5th

**Meeting Social and Behavioral Needs
in the Classroom**
with Kim John Payne

**Experiencing Singing and Eurythmy
as Paths to the Spirit**
with Eleanor Winship and Leonore Russell

Hidden In Plain Sight: Writing Creatively
with Paul Matthews and Patrice Pinette

**Learning from the Essence of Nature:
School of Elemental Beings**
with Karsten Massei

**Gender and Sexuality in the Light of Waldorf
Education**
with Lisa Romero

**Art as a Bridge over Troubled Waters:
Pastel and Watercolor**
with David Newbatt

Beyond 100: Preparing Future Adult Educators
with Torin Finser, Douglas Gerwin,
Leonore Russell, and Eleanor Winship

**Philosophy of Mathematics:
An Adventure in Thinking**
with Jamie York

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Center for Anthroposophy

P.O. Box 545, Wilton, NH 03086 | telephone 603.654.2566 | fax 603.654.5258
info@centerforanthroposophy.org | centerforanthroposophy.org