



WECAN
WALDORF EARLY CHILDHOOD
ASSOCIATION OF NORTH AMERICA

Membership Handbook

**Early Childhood Teacher Education
Programs and Institutes**

2018-19

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Greetings from the Waldorf Early Childhood Association of North America!

This Membership Handbook for Early Childhood Teacher Training Programs and Institutes is a guide to our work together in association throughout North America. The Handbook describes the history, goals and activities of our Association, our Shared Principles for Early Childhood Teacher Training, and our WECAN Membership Path for training programs and institutes.

We invite you to join us as we engage in a process of self-reflection and collaboration that will ultimately strengthen and deepen the early childhood teacher training programs and thus the care and education of young children in Waldorf settings throughout North America.

Our WECAN **Shared Principles for Early Childhood Teacher Education** are the expression of our ideals and practices in training Waldorf early childhood educators. They include descriptions of the following:

- Purpose, Goals and Philosophy
- Educational Program and Faculty
- Governance, Administration and Finances
- Relations with the wider Waldorf Early Childhood movement.

The Shared Principles have been developed by the WECAN Early Childhood Teacher Education Committee, which has been active for several years here in North America, in collaboration with the International Association for Steiner/Waldorf Early Childhood Education (IASWECE) Working Group on Early Childhood Training. They are intended as recommendations and guidelines rather than as strict requirements or prescriptions, and it is understood that there is a wide range of possible approaches to the training of Waldorf early childhood educators. At the same time, they represent an effort to uphold the quality and integrity of Waldorf early childhood teacher education and thus the vocation of Waldorf early childhood education.

For Full WECAN Member Institutes and Training Programs, the Shared Principles are an expression of the ideals and practices that allow them to be seen as representatives of Waldorf early childhood teacher education here in North America and around the world. Individuals who complete such training courses in Full Member institutes are generally recognized throughout the worldwide Steiner/Waldorf early childhood movement as “Waldorf trained”.

For Associate WECAN Member Institutes and Programs, the Shared Principles provide guidelines for the development of training activities and the organizational health of the training program.

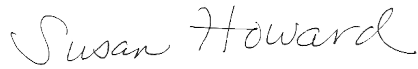
Our WECAN **Membership Path for Early Childhood Teacher Education Programs and Institutes** is intended to foster a culture of self-study, peer review and collaboration that will strengthen and deepen our work. This Handbook outlines the benefits and responsibilities of membership, and the steps required to fulfill the responsibilities of organizational membership for our Associate and Full Member training programs and institutes.

The Membership Path offers opportunities for reflection and collaboration within and among training centers that will serve the training programs and therefore also the quality of the care and education of young children throughout North America.

The Membership Handbook and all relevant application forms and materials are available on the WECAN website www.waldorfearlychildhood.org.

We look forward to our work together in association!

With best wishes,



Susan Howard
WECAN Coordinator



Holly Koteen-Soule
WECAN Teacher Education Coordinator

Introduction to WECAN

The Waldorf Early Childhood Association of North America

The Waldorf Early Childhood Association of North America (WECAN) was founded in 1983, originally under the name of the Waldorf Kindergarten Association of North America. Its administrative office is in Spring Valley, New York.

WECAN's mission is to foster a new cultural impulse for the work with the young child from pre-birth to age seven. Based on an anthroposophical understanding of human development, WECAN is committed to protecting and nurturing childhood as a foundation for renewing human culture. WECAN accomplishes this mission in a number of ways, including but not limited to the following:

- Encouraging, supporting, and offering resources to professionals working with young children based on the educational philosophy of Rudolf Steiner, through conferences, lectures, seminars, publications, and other means;
- Supporting the development of Waldorf early childhood centers, kindergartens, pre-schools, home programs, and training centers through a path to membership involving self-study and peer review;
- Providing forums for the exchange of information and experience among those drawing their inspiration from the work of Rudolf Steiner in their work with young children through newsletters, regional gatherings, and other forms of communication;
- Interacting with other educational organizations representing a wide spectrum of ideas about early childhood education;
- Encouraging and supporting research regarding Waldorf early childhood education and the development of the young child, and publishing the results of such research;
- Working together with other organizations that share similar goals and ideals, such as the Association of Waldorf Schools of North America (AWSNA), the International Association for Steiner/Waldorf Early Childhood Education (IASWECE) and the Pedagogical Section of the School of Spiritual Science.

Membership in WECAN is open to individuals who support the work of the Waldorf Early Childhood Association, and to early childhood programs, kindergartens, child care centers, teacher training centers, and related programs committed to the ideals and practices of Waldorf early childhood education and anthroposophy, the philosophy developed by Rudolf Steiner (1861-1925), and who wish to support and contribute to Waldorf early childhood education in North America. In 2017-18, WECAN membership included 510 individual members and 193 organizational members—including schools, home programs, and 12 teacher education institutes—throughout North America.

Our activities on behalf of our members include:

- Publication of a newsletter, *Gateways*, for Waldorf early childhood educators, which appears twice each year;
- Electronic e-News Updates sent out several times a year, with news, upcoming events, announcements, and links to press articles and research of interest to Waldorf early childhood educators
- Publication and distribution of study materials for early childhood educators and parents through WECAN Books

- Collaborative research, publication, and workshops on the needs of the child from birth to three, and on the older child in the kindergarten and the transition to first grade;
- Professional development retreats for early childhood teacher trainers;
- Development and publication of guidelines on mentoring and review
- Annual regional conferences and workshops for Waldorf early childhood educators, including a major conference in Spring Valley, NY, each February
- International conferences for Waldorf early childhood educators
- Collaborating with the Association for Waldorf Schools of North America (AWSNA) and participation on its Leadership Council
- Active membership in the International Association for Steiner/Waldorf Early Childhood Education (IASWECE), with two representatives on its Council
- Developing on-line resources for member organizations
- Fundraising for the development of early childhood projects throughout the world.

Activities in relation to teacher education include the following:

- Colloquia and gatherings of North American Waldorf early childhood trainers to share experiences, research and questions
- International conferences and meetings for early childhood teacher trainers
- Development of Guidelines for the Training of Child Care Providers, through participation in the International Association
- Publication of a wide variety of resources for early childhood teacher training, with discounts for students enrolled in early childhood teacher training courses
- Development and publication of *Mentoring in Waldorf Early Childhood Education* and *Professional Review and Evaluation in Waldorf Early Childhood Education*
- Publication and distribution of a brochure on Waldorf early childhood teacher training: *A Journey of Becoming – Working as a Waldorf Early Childhood Educator*, including listings of training programs
- Listings of Waldorf early childhood teacher training programs and activities on the WECAN website, in *Gateways* and in WECAN News Updates and Calendars of Events
- Opportunities for teacher trainers and prospective students to meet at WECAN conference job fairs.

These activities are made possible through grant funding (Waldorf Educational Foundation, Waldorf Schools Funds, and Waldorf Curriculum Fund), individual donors to WECAN, WECAN Membership contributions, and through collaboration among the following groups:

- The WECAN Early Childhood Teacher Education Committee
- The circle of North American Waldorf early childhood teacher educators
- The AWSNA Teacher Education Delegates Circle (TEDC)
- The International Association for Steiner/Waldorf Early Childhood Education (IASWECE) and its Working Group on Training
- The Pedagogical Section in Dornach
- The WECAN Board and Staff.

The Waldorf Early Childhood Association of North America is a tax-exempt not-for-profit organization.

WECAN Shared Principles for Early Childhood Teacher Education

The *WECAN Shared Principles for Early Childhood Teacher Education* form the basis of our understanding of our work together in association and are used in our self-study and membership processes. As a living document, these Shared Principles will continue to be refined through the work of the WECAN Board, the WECAN Early Childhood Teacher Education Committee, and our Member Teacher Education Programs and Institutes.

A. Purpose, Goals, and Educational Philosophy

- A1 In our work with adult students, our training programs support the preparation, ongoing professional development, deepening and renewal of the work of Waldorf early childhood educators and caregivers. (See *WECAN Shared Principles for Waldorf Early Childhood Education* for further information.)
- A2 We are committed to the ideals and essentials of Waldorf/Steiner early childhood education, developed by Rudolf Steiner and based on an anthroposophical understanding of the human individuality as a being of body, soul and spirit, offering protection and respect for the dignity of childhood. (See “The Essentials of Waldorf Early Childhood Education” by Susan Howard in *Mentoring in Waldorf Early Childhood Education*, published by WECAN, and available on the WECAN website).

B. The Educational Program and Faculty

- B1 Our programs are based on the continuing research and practice of Waldorf/Steiner education, and other relevant approaches to pedagogy and adult education.
- B2 The program director or person responsible for the early childhood training program – including review, evaluation and curriculum development - is qualified through experience in Waldorf early childhood education and work with adults.
- B3 Our faculty members are qualified for their positions and responsibilities by education and/or experience in their field.
- B4 Our training programs employ effective practices in adult education that take into account the learning styles of adults and respect creative and independent thinking.
- B5 Our faculty and staff are committed to ongoing self- and professional development as demonstrated by participation in conferences, courses, collaborative research groups and colloquia, meetings of early childhood trainers, etc.
- B6 The training course content includes a balance of conceptual, self-reflective, artistic and experiential/practical activity.
- B7 Our program provides appropriate individual student support and assessment and maintains records of attendance, course completion and other relevant documentation.
- B8 Our program offers a minimum of 450 class contact hours. Curriculum and course content includes a balance of the following areas, with the understanding that program elements may be configured in a variety of ways. (See *Curriculum and Course Content* for a listing of specific course content areas.)
 - 1. Anthroposophical Studies and Human Development (20 – 25%)
 - 2. Child Development and Waldorf Education (20 – 25%)

3. Practical and Artistic Activities (20 -25%)
 4. Artistic and Handwork Activities for the Educator (20 – 25%)
 5. Professional and Social Aspects of Waldorf Education (10 - 20%)
 6. Independent research project
- B9** Observation, mentored teaching, practicum or internship in well-established Waldorf early childhood settings is an essential component of the training. In addition to the above course content, our program provides a minimum of the following:
1. In-service students (those working at least 3 days per week in a Waldorf early childhood classroom) must have a minimum of 3 weeks of observation and practicum, (of which at least two weeks must be in classrooms other than their own), and two days of mentoring per year in their own classrooms.
 2. Pre-service students (those not yet working at least 3 days a week in a Waldorf early childhood setting) must have a minimum of two weeks of observation and six weeks of practicum with experienced Waldorf EC teachers and will be visited during a practicum by an Institute Advisor at least once during their training

C. Governance, Finances and Administration

- C1** Our program recognizes and complies with applicable legal regulations and does not discriminate against any person in admission, employment, or otherwise, based on ethnicity, race, creed, gender, or national origin, in keeping with federal, state, provincial and local regulations.
- C2** Our program is typically not-for-profit, as an expression of the free cultural life, and is not based on self-interest or personal gain.
- C3** Our program has the physical facilities and clearly defined, effectively implemented organizational structure necessary for the healthy functioning of the program. This includes fiscal, administrative, legal, and personnel policies and procedures.
- C4** Our program has clearly articulated policies and procedures for admissions and dismissal, enrollment, tuition, and program completion.

D. Relations with the Wider Movement

- D1** Our early childhood program director and/or faculty are involved in the broader Waldorf early childhood movement and participate in such activities as teacher trainers' meetings and conferences, collaborative research groups and colloquia, and task force activity on the regional, continental, and international level.

The Training of Waldorf Early Childhood Educators: WECAN Expectations

For early childhood educators who carry responsibility for the care and education of the child from birth to school entrance, completion of a Waldorf early childhood teacher education program recognized by WECAN is expected.

Recognized Waldorf early childhood teacher education programs offer a minimum of 450 class contact hours*, plus mentored teaching or extensive practicum or internship experiences**. The *Shared Principles for Early Childhood Teacher Education* describe the course content and criteria for recognized Waldorf early childhood teacher education programs.

This is the expectation for lead nursery, pre-school, and kindergarten teachers, lead extended care providers, and parent-child class leaders in Waldorf schools and early childhood settings. Additional specialized professional development coursework in birth to three/child care is expected for those working in lead positions with children under the age of three. This expectation is consistent with the guidelines of the International Association for Steiner/Waldorf Early Childhood Education (see www.iaswece.org).

For assistant teachers, introductory coursework of at least one week (or its equivalent) in Waldorf early childhood education is expected; for those who intend to continue in this position, further coursework is expected, and a full WECAN-recognized training is recommended.

Ongoing participation in mentoring, evaluation, conferences, deepening courses, and workshops is an essential part of the continuing professional development of the Waldorf early childhood educator.

WECAN Curriculum and Course Content Areas

WECAN-recognized programs offer a minimum of 450 class contact hours*. Curriculum and course content include the following areas, with the understanding that program elements may be configured in a variety of ways.

1. Anthroposophical Studies and Human Development (20 – 25%)

- Evolution of consciousness
- Karma, destiny and biography
- Anthroposophical view of the human being
- Spiritual foundation of the human being
- Path of inner development of the adult/educator
- Life and work of Rudolf Steiner

2. Child Development and Waldorf Education (20 -25%)

- Child development pre-birth to 21
- First grade readiness
- Overview of Waldorf education
- Sensory development/emphasis on the foundational senses
- Role of imitation and play
- Development of movement, language and thinking in the first 7 years
- Child observation and study

- Health and nutrition

3. Practical and Artistic Activities (20 – 25%)

- Rhythm of the day, week and year
- Festivals and their celebration
- Indoor and outdoor environments for young children
- Meaningful, purposeful work and domestic arts
- Language arts – speech, verses, hand gesture games, fairy tales and stories, puppetry
- Music and mood of the fifth
- Rhythmic games, movement, gesture
- Working with mixed-age groups
- Bodily care of the young child
- Gardening and working in nature
- Hygienic and therapeutic approaches

4. Professional and Social Aspects of Waldorf Education (10 – 20 %)

- Education towards social renewal
- School organization
- Working with colleagues
- Working with parents
- Outreach and advocacy for children
- Meeting the needs of children of diverse backgrounds

5. Artistic and Handwork Activities for the Educator (20 – 25%)

- Eurythmy
- Painting
- Sculpture – beeswax, clay modeling and/or woodcarving
- Instrumental music and singing
- Speech
- Handwork and crafts- sewing, knitting, soft toy making (dolls, marionettes, etc.), plant dyeing, felting and working with natural materials

6. Independent research project

7. Mentored teaching, practicum or internship in an established Waldorf early childhood setting.

In addition to the above course content, programs provide a minimum of the following*:

- **In-service students** (those working at least three days per week in a Waldorf early childhood classroom) must have a minimum of three weeks of observation and practicum, (of which at least two weeks must be in classrooms other than their own), and two days of mentoring per year in their own classrooms.
- **Pre-service students** (those not yet working at least three days a week in a Waldorf early childhood setting) must have a minimum of two weeks of observation and six weeks of practicum with experienced Waldorf EC teachers and will be visited during a practicum by an Institute Advisor at least once during their training

*Institutes currently must provide at least 400 hours and are expected to be providing 450 hours by the year 2020.

**Institutes are expected to be fully meeting this expectation by the year 2020.

IASWECE Guidelines for Steiner/Waldorf Early Childhood Training Birth to Three

These guidelines describe the basis for Birth to Three Training. They are born out of an anthroposophical understanding of the development of the human being as given by Rudolf Steiner.

A. Purpose, Goals and Educational Philosophy

The purpose of the training is to develop the following general qualities:

- Love and respect for children as spiritual individuals with unique capacities and destinies
- Ability to create a warm and nurturing environment to serve the needs of the developing child
- Ability to work independently or with others to offer the essentials for Steiner/Waldorf birth to three care within one's working situation
- An attitude and gesture of authenticity
- A high degree of sensitivity to one's own processes of inner development and commitment to on-going self-development
- Respect for each child's decision to live within his/her particular family constellation
- Capacity to communicate sensitively and objectively with children, parents and colleagues
- A growing capacity for continuous life-long learning, studying and research.

B. Educational Program and Faculty

1. The training programs are based on the continuing practice and research into Waldorf education, as well as other relevant approaches to pedagogy and adult education.
2. The person responsible for the early childhood program (e.g. program director) is qualified through their experience in Waldorf early childhood education and work with adults. (Including review, evaluation and curriculum development).
3. The teaching faculty members are qualified for their positions and responsibilities by education and/or experience in their field.
4. The training programs employ effective practices in adult education that take into account the learning styles of adults and respect creative and independent thinking.
5. The faculty and staff are committed to ongoing self and professional development. (e.g. participation in conferences, courses, collaborative research groups, meetings of early childhood trainers, etc).
6. The training course content includes a balance of conceptual/academic, self-reflective, artistic and experiential/practical activity.
7. Substantial mentored teaching, practicum or internship in Steiner/Waldorf early childhood settings is an essential component of the training.
8. The program provides appropriate individual student support, assessment and maintains records of attendance, course completion and other relevant documentation.
9. Curriculum and course content include a balance of the following areas, with the understanding that program elements may be configured in a variety of ways.

C. Curriculum and Course content

- Embryology
- Child development:
 - The threefold and fourfold human being
 - The seven-year phases of development
 - The first three years (walking, talking, thinking) in the context of the whole lifetime
- Child observation
- Sensory development of the child:
 - The 12 senses with focus on the four lower senses
 - The integration of the reflexes
 - The seven life processes

- Physical development:
 - The phases of motor development
 - The importance of movement and walking
- Language:
 - The development of language
 - Supporting the unfolding of speech
- Bonding (attachment) as a true you-and-I relationship through daily life and in the physical care of the child
- Role model/ imitation as the primary learning mode
- Children's well-being:
 - Awareness of the daily well-being of the child
 - Practical techniques in caring for sick children
 - Knowledge of common illnesses as a part of development
- Sleep:
 - The nature and importance of sleep in relation to different ages
 - Building up good sleeping rituals and rhythms
- Nutrition:
 - Knowledge about nutrition for the child's developing body
 - Creating and composing a healthy meal
- Play:
 - Knowledge of the different phases and qualities of play
 - Awareness of the importance of self-initiated play
- Nature:
 - Awareness of the importance of outdoor life embracing seasonal changes
 - Cultivating an awareness of the seasonal rhythms of the year and celebration of festivals
 - Care and respect for the environment
- Building relationships:
 - Being sensitive to the child who learns to be away from his/her parents
 - Understanding of primary and secondary attachment
 - Awareness and sensitivity regarding physical contact with the child
 - Developing a relationship of trust between children, parents and caregivers
 - Creating a primary caregiving relationship
 - Warm interest in the home life of the families and the local community
 - Essential capacities for working with parents during the first three years
 - Respect for and working with cultural diversity
 - Communication, group facilitation and community-building skills
 - Readiness to be an articulate spokesperson for children
- Artistic activities for the adult:
 - Artistic movement development through eurythmy
 - Visual arts activities such as drawing, painting, sculpturing/modelling
 - Musical arts such as singing, musical instrument, dance, speech and drama
 - Domestic arts such as gardening, handwork and crafts, including toymaking, spinning, weaving, and working with natural materials
 - Study of the anthroposophical approach to festivals
- Professional and Social Aspects of Waldorf Education:
 - Education towards social renewal
 - School organization
 - Working with colleagues
 - Working with parents
 - Outreach and advocacy for children
 - Diversity and inclusion

The following are highly recommended:

- Visiting other initiatives both for observation and practicum
- Mentoring visits from experienced teachers
- Continuing self-education and study
- Independent research

E. Program Organization

1. The program recognizes and complies with applicable legal regulations and does not discriminate against any person based on ethnicity, faith, gender or culture.
2. The program, as an expression of the free cultural life, is not based on self-interest or personal gain.
3. The program has a clearly defined organizational structure, effectively implemented.
4. The program has clearly articulated admissions, enrolment, tuition, and program completion policies and procedures.

F. Relations with the Wider Movement

1. The program directors and/or faculty are encouraged to become involved in the broader early childhood movement and participate through IASWECE and other organizations in such activities as trainers' meetings and conferences, collaborative research groups, and task force activity on the regional, continental, and international level.

Qualities and competencies of the birth to three educator, to be developed through training:

1. Inner development:

- Educator's inner development as a central element in meeting the child
- Reflection and meditation
- Artistic capacities and an artistic approach towards life
- Developing a healthy personal life to support a healthy development of the children
- Capacity to serve as a model for imitation, including careful listening and clear, well-modulated speech
- Capacity to hold back one's own activities and impulses to support the child's self-reliance

2. Practical skills:

- Basic domestic activities of the caregiver - for example cleaning, cooking, dishwashing, gardening, mending - with joy, as a foundation for imitation
- Handwork/crafts like basket-weaving, spinning, weaving, woodcarving, pottery, and so on, to offer for adults and children an experience of meaningful gestures.
- Developing a sense for beauty, order, peacefulness and simplicity around the child
- Ability to plan and structure daily, weekly, monthly and seasonal activities
- Singing and instrumental music in the mood of the fifth, lap games, hand gestures games, verses and lullabies
- Basic knowledge of administration and organisation

IASWECE – April, 2017

WECAN Path to Membership for Early Childhood Teacher Education Programs and Institutes

The purpose of the WECAN Path to Membership for Early Childhood Teacher Education Programs and Institutes is to ensure that the principles of Waldorf Education are upheld and that the graduates are prepared for their professional work as Waldorf early childhood educators. WECAN invites and encourages early childhood teacher education programs to become organizational WECAN members. The WECAN organizational Path to Membership leads from Associate Membership to Full Membership.

We encourage those who are planning to offer a new early childhood teacher education program or add an early childhood teacher training within an existing Waldorf training institute to contact Holly Koteen-Soule, WECAN Teacher Education Coordinator, so that we can offer advice and support and discuss the WECAN Path to Membership.

Membership Eligibility

WECAN accepts as applicants early childhood teacher education programs and institutes that are working with the WECAN Shared Principles for teacher education and whose courses and activities are based on the ideals of Waldorf early childhood education.

WECAN membership is not open to programs that identify with a different or additional set of educational principles and practices. Such identification will be evident on the program website or other program materials in one or more of the following ways: the name of the program, the tagline of the program name, and in text describing the program. This policy is intended to avoid confusion on the part of prospective teachers, Waldorf schools, and the general public, in regard to the distinctions between Waldorf early childhood teacher education and other approaches to teacher education that have separate identities and their own guiding principles.

- **Associate Membership**

Applying for Associate Membership:

A training program or institute aligned with WECAN's goals and purposes, with early childhood training students in regular attendance, may apply for Associate Membership for Training Programs and Institutes. Application forms and other information may be found on the [Organizational Membership page](#) of the WECAN website. WECAN Early Childhood Teacher Education Committee members help guide applicants through the process.

Application Steps:

1. Download and read the instructions and documents for Associate Membership application.
2. Complete an Application Form and send it, along with the \$100 application fee, to the WECAN Office.
3. Complete the Self-Study and send it to the WECAN Teacher Education Coordinator. Please note: the self-study must be completed within 12 months of the date of the application.
4. Contact the WECAN Teacher Education Coordinator to arrange for a WECAN Site Visit.
5. Submit the completed Site Visit Report to the WECAN Teacher Education Coordinator.

Decisions regarding applications for WECAN Associate Membership for Training Programs and Institutes are made by the WECAN Early Childhood Teacher Education Committee on behalf of the WECAN Board.

Criteria for Associate Membership are as follows:

- The program is committed to the ideals and practices of Waldorf early childhood education and anthroposophy, the philosophy developed by Rudolf Steiner (1861-1925)
- The program has students in regular attendance and has taken one group of students through to completion.
- The program is in process of becoming aligned with the WECAN Shared Principles
- The program intends to support and contribute to Waldorf early childhood education in North America
- Compliance with the AWSNA/WECAN Service Mark Policy

Benefits:

- Listing in the AWSNA/WECAN Directory
- An annual subscription to *Gateways*
- A 10% discount on WECAN Publications
- Advice and support through WECAN's Early Childhood Teacher Education Committee
- Invitations to WECAN gatherings and conferences for early childhood teacher trainers
- WECAN News Updates and other informational mailings
- Group discounts on individual WECAN memberships for students in your training program
- Listing in the IASWECE World Directory of Waldorf Early Childhood Training Programs
- E-newsletters from the International Association.

Responsibilities:

- Payment of WECAN dues (see below)
- Submission of annual updates of contact information and substantive change
- Completion of a Self-Study Update and a Site Visit every three years.

WECAN Associate Member Training Programs and Institutes are engaged in a process of growth and development on their path to recognition as Full WECAN Members.

Dues:

- Associate Membership dues are \$20/student enrolled in early childhood training, with a minimum of \$150 per year.
- A portion of the dues supports the activities of the International Association for Steiner/Waldorf Early Childhood Education (IASWECE).
- Invoices for dues payment are mailed in late August with payment due on Oct. 1.

Associate Member Training Institutes who do not fulfill their membership responsibilities or are found no longer to meet the criteria for Associate Membership may lose their membership status.

- **Full Membership**

Applying for Full Membership:

Associate Member Training Programs and Institutes are encouraged to apply for Full WECAN Membership when they are sufficiently established and meet the criteria for WECAN Full Membership, listed below. Application forms and other information may be found on the [Organizational Membership page](#) of the WECAN website. WECAN Early Childhood Teacher Education Committee members help guide applicants through the process.

Application Steps:

1. Download and read through the various forms and documents.
2. Complete a Full Membership Application Form and send it, along with the \$100 application fee, to the WECAN Office.
3. Contact the WECAN Teacher Education Coordinator to arrange for a WECAN Site Visit.
4. If you are a first-time applicant for WECAN organizational membership, complete a Self-Study and skip Steps 5 and 6.
5. Review your most recent Self-Study and update if needed.
6. Review your most recent Site Visit Report and comment on how you have addressed the recommendations.
7. Send the Self-Study and Site Visit Report to the WECAN Teacher Education Coordinator.

Decisions regarding applications for WECAN Full Membership for Training Programs and Institutes are made by the WECAN Early Childhood Teacher Education Committee on behalf of the WECAN Board.

Criteria for Full Membership are as follows:

- The program is working out of Waldorf education and anthroposophy as described in the WECAN Shared Principles for Early Childhood Training and is committed to furthering a deepening of an anthroposophical study of the human being among faculty and staff.
- The program can stand in the world as a representative of Waldorf early childhood teacher education.
- The program has functioned as a Waldorf teacher education program or institute for at least three years with adults in regular attendance.
- The program supports and contributes to Waldorf early childhood education in North America
- The program meets legal licensing requirements at the federal, state or provincial and local levels.
- The program has demonstrated viability in terms of finances, enrollment and personnel.

Application forms and other information may be found at the WECAN website, www.waldorfearlychildhood.org (Click on Membership for Training Programs and Institutes on the home page). The WECAN Teacher Education Committee helps guide applicants through the process by offering information, advice, and referrals for site visitors.

Benefits:

- Permission to use the name “Waldorf” in your title or by-line (see Service Mark Guidelines below)
- Listing in the AWSNA/WECAN Directory
- Two annual subscriptions to *Gateways*
- A 20% discount on WECAN Publications

- WECAN News Updates and other informational mailings
- Advice and support through the WECAN Early Childhood Teacher Education Committee
- Invitations to WECAN gatherings and conferences for early childhood trainers
- Group discounts on individual WECAN memberships for students in your program
- Listing in the IASWECE World Directory of Waldorf Early Childhood Training Programs at www.iaswece.org
- E-newsletters and other mailings from the International Association (IASWECE).

Responsibilities:

- Submission of annual updates of contact information and substantive change
- Payment of WECAN dues (see below)
- Renewal every five years by completion of a Self-Study Update and a Site Visit (AWSNA-affiliated WECAN Full Members may fulfill the WECAN renewal requirement through their AWSNA self-study rhythm of 7 years.)
- Submission of a One Year Follow-up Report to the WECAN Teacher Education Committee, one year after the completion of a Site Visit, describing how the Institute has worked with the recommendations in the most current Site Visit Report.

Full WECAN Members are encouraged to:

- Engage with their colleagues in the movement and with the wider world as fully-established, healthy representatives of Waldorf early childhood training and education
- Participate in site visits for developing training programs and institutes
- Collaborate with the WECAN circle of teacher education colleagues
- Participate in early childhood teacher education meetings and conferences sponsored by WECAN and IASWECE.

Dues:

- Full Membership dues are \$30/year for students enrolled in early childhood training, with a minimum of \$250.
- A portion of the dues supports the activities of the International Association for Steiner/Waldorf Early Childhood Education (IASWECE).
- WECAN dues invoices are sent out each year in late August; payment is due October 1st.

Full Members who do not fulfill their membership responsibilities or are found no longer to meet the criteria for Full Membership will be required to undergo a review by the WECAN Early Childhood Teacher Education Committee.

AWSNA-Affiliated Programs and Institutes

Some WECAN Member Training Programs are part of a training institute that is also a member of the Association of Waldorf Schools of North America. The membership requirements for the two organizations are closely linked. WECAN and AWSNA have established cooperative processes for integrating membership activity for in the interest of reducing redundancy between membership processes.

Site Visits: An AWSNA visit may be used to fulfill the requirement (every three years for Associate Members and every 7 years for Full Members) for a WECAN Site Visit. In the case of an Associate Member Institute, the honorarium for the visiting team is paid directly to the site visitors from AWSNA. This cost is covered in AWSNA dues. In the case of a Full Member Institute, there is no honorarium for the AWSNA visitor. The Full Member Institute is asked to pay the WECAN honorarium of \$350 for a one day visit or \$600 for a two day visit, directly to the WECAN visitor. Travel, room and board costs are carried by the institute.

Institutes that wish to engage in a joint AWSNA/WECAN site visit should contact the WECAN Teacher Education Coordinator. The following requirements must be met in order to engage in a joint visit:

- 1) An early childhood teacher trainer must be part of the AWSNA visiting team, so that the one visit can fulfill both the AWSNA and WECAN site visit requirements.
- 2) Prior to the visit, the early childhood person on the team must receive a copy of the institute's current WECAN Abbreviated Self-Study, Site Visit Report from the most recent visit and (in the case of a Full Member Institute) the most recent One Year Follow-up Report (when applicable).
- 3) The early childhood visitor must complete a WECAN Institute Site Visit Report, including commendations and recommendations.
- 4) The program or institute must forward this report to the WECAN Teacher Education Coordinator.
- 5) A Full Member Institute must also complete and submit to WECAN a One Year Follow-up Report one year after the site visit and a WECAN Abbreviated Self-Study four years after the site visit. (This requirement does not apply to Associate Members.)

If an early childhood person is not able to be on the AWSNA Team, your training program or institute is responsible for arranging a separate WECAN Site Visit and will need to pay for the costs of travel and honorarium directly to the WECAN site visitor (for details see "WECAN Member Institute Site Visit Guidelines" on the website).

AWSNA/WECAN Guidelines for the WALDORF, WALDORF-INSPIRED, RUDOLF STEINER, and STEINER Trademarks and Service Marks (Marks)

Updated August 22, 2017

Background

WALDORF, WALDORF-INSPIRED, RUDOLF STEINER and STEINER are internationally known Marks for a specific method of education. In the United States the Association of Waldorf Schools of North America (AWSNA) is the owner of the WALDORF, WALDORF-INSPIRED, RUDOLF STEINER and STEINER Marks.

The WALDORF Mark was first used in Germany in 1919 with the start of the first Waldorf School. The Mark has been used in the United States since 1928. As the work of Rudolf Steiner and WALDORF education spread, RUDOLF STEINER and STEINER became Marks associated with Waldorf education. The Bund der Freien Waldorfschulen (Bund) is the worldwide owner of the WALDORF, RUDOLF STEINER and STEINER Marks outside of the United States. The BUND and AWSNA, as stewards of the Marks, work closely together for the protection of the Marks and the precise methods of education and teacher training which the Marks have come to symbolize. AWSNA has agreements for membership and use with the trademark/service mark holders in Canada and Mexico.

Who is allowed to use the Marks?

Only members of the Association of Waldorf Schools of North America or stand-alone early childhood programs which are Full Members of the Waldorf Early Childhood Association of North America (WECAN) and do not intend to add grades are authorized to use the Marks as trademarks, service marks or trade names in accordance with the AWSNA and WECAN Shared Principles and Paths to Membership.

- Only an AWSNA or Full WECAN member may use the Marks in its name such as:
 - The Waldorf School of Mendocino County
 - Rudolf Steiner School of Ann Arbor
 - Eugene Waldorf Teacher Education

- Only an AWSNA or Full WECAN member may describe its school or curriculum as a Waldorf School, e.g.:
 - Spindlewood is a Waldorf early childhood program
 - Rudolf Steiner College is a Waldorf teacher education institute

What references can be made to Waldorf, Waldorf-Inspired, Rudolf Steiner, and Steiner by those who are not AWSNA or Full WECAN members?

AWSNA and its members appreciate and encourage the adoption of aspects of the methodology and pedagogy of WALDORF education into other methods of education and school settings, both public and private. However, schools that do not meet the criteria for a Waldorf education as members in AWSNA may not call themselves “Waldorf” schools or use the Service Marks to describe the method of education.

• Non-members of AWSNA may only use the Marks *in text to make factual statements* about their methods of education or their teachers. For example, a non-member may say, in text:

- ABC School's curriculum is inspired by Waldorf education.
- ABC School follows many of the teachings of Rudolf Steiner
- 12 of our teachers at ABC School have received training from member institutes of AWSNA

• Non-members of AWSNA may not use the Marks to *describe* the school or program, including in ads and directories (unless stated as above, in text). For example but not limited to:

- describing part of a program of the school as a Waldorf program
- in the name of the school
- as part of a domain name
- as a tag line to the name of the school, such as "ABC School, a Waldorf-Inspired School".

There are some common phrases that are likely to lead to confusion. For instance, "Waldorf teacher" is ambiguous. The phrase could refer to a teacher who is fully certified from a Waldorf teacher education institute. But it could have a variety of other possible meanings, such as a teacher who had merely read some of the writings of Rudolf Steiner or who had taught in a Waldorf school. Because of the different possible meanings of "Waldorf teacher," it is preferable to use "Class teacher" or "Handwork teacher," or other such specific descriptions.

Why is protection of the mark "Waldorf" important?

The purpose of protecting a mark is to ensure clarity of the meaning for the "public". The intention of stewarding the marks "Waldorf," "Waldorf-Inspired," "Steiner," and "Rudolf Steiner" is to keep the meaning clear on behalf of this education.

Note: These guidelines include examples of misuses, as well as permitted usage, of the terms WALDORF, WALDORF-INSPIRED, STEINER, and RUDOLF STEINER. They are not a definitive statement of all possible misuses, and the Association may modify them from time to time as necessary.

If we have questions, whom should we contact?

If there is any question about whether the Mark usage is correct, please contact Melanie Reiser, Leader of Programs and Activities at mreiser@awsna.org.

Association of Waldorf Schools of North America

2142A Washtenaw Avenue
Ypsilanti, MI 48197

Waldorf Early Childhood Association of North America

285 Hungry Hollow Road
Spring Valley, NY 10977



WECAN Early Childhood Teacher Education Committee

The WECAN Board has appointed several experienced Waldorf early childhood educators and teacher trainers to serve as the WECAN Early Childhood Teacher Education Committee.

This Early Childhood Teacher Education Committee has acted on behalf of WECAN to organize gatherings of Waldorf early childhood teacher trainers and mentors, to develop training guidelines, collaborate with the International Working Group on Early Childhood Training, and develop a membership path for early childhood training programs and institutes.

A list of Teacher Education Committee members follows. Please contact them with questions or ideas for collaboration.

WECAN Teacher Education Coordinator and Committee Chair:

Holly Koteen-Soule, Seattle, WA, 206-528-1702, teachered@waldorfearlychildhood.org

Committee Members:

Laurie Clark, Denver, CO, 303-698-9604, laurieclark525@comcast.net

Diane David, San Francisco, CA, 415-751-0798, dianejohndavid@sbcglobal.net

Susan Howard, Amherst, MA, 413-549-5930, showard@waldorfearlychildhood.org

Ruth Ker, Duncan, BC, 250-748-7791, mrker@shaw.ca

Laura Mason, Issaquah, WA, 425-837-9192, membership@waldorfearlychildhood.org

The International Association for Steiner/Waldorf Early Childhood Education (IASWECE)

WECAN is a Full Member Association in the International Association for Steiner/Waldorf Early Childhood Education (IASWECE). Member Associations include those of Australia, Austria, Belgium, Brazil, China, Czech Republic, Denmark, Estonia, Finland, France, Germany, India, Ireland, Israel, Italy, Japan, Lithuania, Netherlands, North America, Norway, Poland, Romania, Russia, Slovenia, Spain, South Africa, Sweden, Switzerland, Taiwan, Ukraine, the United Kingdom, and Vietnam. Each of these Member Associations has a representative on the IASWECE Council.

The activities of the International Association include the following:

- Cooperation among colleagues throughout the world through meetings, conferences, working groups, etc.
- Deepening and renewing the work with the young child out of the sources of Waldorf education and support for its quality
- Fostering training and continuing development of caregivers and early childhood educators
- Undertaking and supporting collaborative research on contemporary questions about the care and education of the young child
- Supporting collaboration with parents, other educators and the wider society on the needs of the young child
- Protecting the name of Steiner/Waldorf early childhood education
- Providing resources, information and publications on Waldorf early childhood education and its programs worldwide
- Offering support – pedagogical and financial – for projects in countries around the world.

Activities of special interest to early childhood training program directors and faculty members include the following:

- International conferences for early childhood training faculty and program directors
- Guidelines on training published on the IASWECE website
- An international Working Group on Early Childhood Teacher Education and Training
- Pedagogical and financial support for the development of early childhood training programs in Asia, Africa, Eastern Europe and South America
- Coordination of visits by early childhood advisors, mentors and visiting faculty to developing early childhood training programs worldwide.

Further information on IASWECE can be found at www.iaswece.org.

WECAN Associate and Full Member Programs and Institutes are listed in the IASWECE World Directory of Training Programs. WECAN Members provide a contribution each year as part of their WECAN dues, to support the activities of the International Association.

Susan Howard and Louise deForest represent North America in the Council of the International Association, which meets twice each year in various member countries. They share a picture of the work in North America with the wider international circle, and report to WECAN members on the activities of the International Association. Susan Howard is also a member of the three-person IASWECE Coordinating Group responsible for facilitating the activities of the International Association and is a member of the International Working Group on Training.

Collaboration with the AWSNA Teacher Education Delegates Circle (TEDC)

WECAN works in collaboration with the Association of Waldorf Schools of North America and its Teacher Education Delegates Circle (TEDC). Holly Koteen-Soule represents early childhood and the WECAN Teacher Education Committee on the TEDC.

For further information on AWSNA and its Membership Handbook, visit www.awsna.org or contact the AWSNA Executive Director of Membership, Melanie Reiser at mreiser@awsna.org.

Contacting us at WECAN: Board and Staff Members 2018-19

The WECAN Board

The WECAN Board comprises experienced early childhood educators from throughout North America. The Board has a four-day annual meeting each November and an additional meeting in the spring. Its various committees—Finance, Personnel, Board Development, Conference Planning, Development and Fundraising, Membership, Publications, Birth-to-Three, and Teacher Education—are active throughout the year in a number of ways.

Board members and other WECAN colleagues participate in our WECAN Working Groups to deepen aspects of our educational work and prepare the results for publication in WECAN Books and *Gateways*. The Board also acts as an organ of perception for the needs of the Waldorf early childhood movement and takes initiative in hosting conferences, publishing WECAN Books, and collaborating with AWSNA.

Current members of the Board:

Sarah Arnold, Harvard, MA, syarnold@waldorfearlychildhood.org, 978-772-9027

Nancy Blanning, Denver, CO, nancy.blanning@gmail.com, 303-534-3462

Heather Church, Richmond Hill, ON, Canada, church1888@gmail.com, 905-780-7819

Louise deForest (Chair), Mill River, MA, loudeforest@gmail.com, 413-229-0470

Adrienne Doucette, Bellingham, WA, adoucette@whws.org, 360-201-0360

Susan Howard, Amherst, MA, showard@waldorfearlychildhood.org, 413-549-5930

Ruth Ker, Duncan, BC, Canada, mrker@shaw.ca, 250-748-7791

Holly Koteen-Soule, Seattle, WA, hollyksgarden@gmail.com, 206-696-9311

Magdalena Toran, Conway, MA, mtoran@hartsbrook.org, 413-625-9894

The WECAN Staff

WECAN Coordinator

Susan Howard, Amherst, MA, 413-549-5930
showard@waldorfearlychildhood.org

WECAN Office Administrator

Melissa Lyons, Spring Valley, NY, 845-352-1690
info@waldorfearlychildhood.org

WECAN Conference Administrator

Andrea Cooper, Amherst, MA, 508-322-7018
conference@waldorfearlychildhood.org

WECAN Membership Coordinator

Laura Mason, Issaquah, WA, 425-837-9192

membership@waldorfearlychildhood.org

WECAN Membership Office Administrator

Susan Wallendorf, Baltimore, MD, 443-562-9414

ofcmembership@waldorfearlychildhood.org

WECAN Teacher Education Coordinator

Holly Koteen-Soule, Seattle, WA, 206-696-9311

teachered@waldorfearlychildhood.org

WECAN Outreach and Public Policy Coordinator

Sarah Arnold, Harvard, MA, 978-772-9027

syarnold@waldorfearlychildhood.org

Gateways Newsletter Editor

Nancy Blanning, Denver, CO, 303-534-3462

nancy.blanning@gmail.com

WECAN Publications

Donna Miele, Chestnut Ridge, NY

publications@waldorfearlychildhood.org

WECAN Communications Coordinator

Lara Radysh, Shelburne Falls, MA, 413-230-8570

communications@waldorfearlychildhood.org

WECAN

285 Hungry Hollow Road

Spring Valley, NY 10977

TEL 845-352-1690

FAX: 845-352-1695

www.waldorfearlychildhood.org