



Workshops which will be recorded are clearly indicated before the workshop description. These workshops will be recorded in live group format. If you do not wish to be recorded, please be sure to choose a non-recorded workshop. Keynotes, panels, and the workshop for which you registered (if it is recorded) will be made available for a short time after the conference is completed.

COLLABORATIVE SHARING, LIVING THE QUESTIONS WORKSHOPS

In these workshops, co-facilitators will openly share the work they have undertaken together toward undoing implicit bias and expanding the paradigm for a more diverse world in their early childhood settings and personal lives. They will come as they are, bringing their questions and experiences. Participants are invited to do the same.

1. **IDEA in Infancy: Peace Begins on the Changing Table**

Liz Hagerman and Teresa Price

How do we bring antiracism to our work with Infants and young toddlers? This workshop will include presentation, conversation and sharing, and a movement/centering experience. We will start with the premise that infants are wide open and taking in the world through the hands, gaze, and being of the caregiver. Infancy is when the deepest layers of culture are imprinted. As representatives of that world and culture, are we worthy of imitation? Can we meet each infant and family and ensure they feel safe? Are we aware of implicit bias? Microaggressions? Big questions, but we will explore them together. (IDEA is also the acronym for Inclusion, Diversity, Equity, and Accessibility)

Supplies and preparation:

Open heart, open mind, courage

Liz Hagerman has a deep interest in the wellbeing of infants and the youngest of our children and is a Pikler Professional candidate. She has a long commitment to the difficult but healing work of unearthing her implicit biases, so she can better serve babies and their families. Liz has served on diversity committees at Acorn Hill for 20 years. She teaches Parent Infant and Parent Toddler classes at Acorn Hill, and also works as a counselor at The Center for Family Well Being in Washington DC.

Teresa Price has worked in the mixed aged kindergarten class at Acorn Hill for over 2 decades and continues to teach in an all-day outdoor program. In addition to leading Diversity work at Acorn Hill for 20 years, Teresa has been active in many community projects involving infants, children, parenting, education, world peace, nutrition, and equity and justice. She is the former Vice President of Mocha Moms (Southern DC), an organization which supports women of color as they journey through all phases of motherhood while advocating for them nationally and encourages the spirit of community activism and service among its members. She is the mother of 3 adult African American sons.

2. **How Do We Walk in the World: Reconsidering the Good, Beautiful, and True**

Stephanie Hoelscher and Rachel Turner

This is an artistic, collaborative, contemplative, and conversational workshop.



All of us have moments in our everyday lives that provoke us to reconsider what we take to be “true.” The premise of this workshop is that these everyday encounters are a potent source for connecting with a wider world. Our task in this workshop is to bring into question the concepts of the good, beautiful, and true in order to see how we might bring the truth of the world into our work.

Supplies and preparation:

Presenter will be in contact prior to conference

Stephanie Hoelscher: *She/her white “earthy” (vs “precious”) Waldorf teacher, parent, spouse, anthropologist, 3-time cancer survivor, 12-time marathoner pre-cancer and now a swimmer, Mandarin Chinese speaker, drawn to difference and periphery, spiritually called to observation and listening*

Rachel Turner *is a longtime early childhood educator and founder of Hazelwood Outdoor Kindergarten in Eugene, OR, currently pursuing a Master's Degree in Infant/ Toddler Mental Health. Her passion is serving families with young children and helping them foster a deep connection to nature so that it may be a source of strength and joy for a lifetime. Her other main interests include sacred hospitality (how to host more meaningful and enlivening gatherings) and all of the domestic arts (especially gardening, cooking, and crafting). Rachel loves spending time with family & friends, going for long walks in nature, and cozying up with a good book.*

3. An Exploration of Diversifying the Waldorf EC Curriculum: Creating an Anti-Bias Environment

Jessica Oswald and Carol Grieder-Brandenberger

If children are to grow up with the attitudes, knowledge, and skills necessary for effective living in a diverse world, early childhood programs must actively meet and challenge the impact of bias on the young child's development. Please join us as we share with you the ways in which we have begun to actively work to diversify the Waldorf Early Childhood curriculum. Our work comes out of self-reflection and a deep commitment to every family who comes towards us. Carol and Jessica have participated in the Undoing Racism workshop led by the [People's Institute for Survival and Beyond](#) and completed the Equity and Pedagogy cohort with [Randolph Carter](#) and [Jenna Chandler Ward](#). This year we are very fortunate to be mentored by Laleña Garcia.

Supplies and preparation:

Presenter will be in contact prior to conference

Jessica Oswald *has been a parent at GMWS for 16 years and has worked in Early Childhood in different capacities for the last 9 years. Currently she is the Forest Preschool teacher and chair of the EC section at Green Meadow. She grew up in Brooklyn, NY and has somehow found herself spending her days with a wonderful group of children in the forest.*

Carol Grieder-Brandenberger *found her way into the world of early childhood teaching after many years of caring for mothers and babies as a pediatric nurse. She works in the Duryea Farm Kindergarten, a mixed-age satellite kindergarten of Green Meadow. Her classroom is set on a working farm, and the Farm Kindergarten class takes ownership over the care of four sheep, many chickens and the farm kindergarten garden.*



DEEPENING THE CONTENT THROUGH AFFINITY GROUPINGS (BLACK, BIPOC, AND WHITE)

These workshops are geared towards providing safe and courageous space for participants to gather after the keynote lectures, recognizing that the content covered in the conference can challenge participants in ways that might do well with extra support. These workshops will be offered either as Black Affinity Spaces, BIPOC Affinity Spaces, or as White Affinity Spaces, offering a space for authentic sharing and listening while reducing the chances of unintended harm. These affinity spaces are for participants who identify with the specific group identification.

Black Affinity Group

4. **A Black Affinity Space Grounded in Anti-Racist Parenting and Education** Shelby Steel and Kira Tookes, Facilitators

Through a community collaboration lens, our work and discussion will center on the power of addressing our own internalized racism, and how doing our inner work liberates the children around us. This will be a space to ideate strategies for collaboration across differences as parents, teachers, and humans, to ultimately make the world a better place. In group discussion, individual sharing and reviewing of key literature, attendees will leave this affinity space with a deepened commitment to addressing internalized racism in their own parenting, teaching and living, and with strategies for accountability to ensure that we exemplify, incentivize, and embody the diversity, equity and inclusion our children and students desire and deserve.

Shelby Steel brings over fifteen years of experience in education, social justice, and anti-racist work. Her professional journey started as a public school teacher in NYC, where she earned an M.S.Ed in English education. Her Waldorf journey began while working as a literacy specialist in Newark. Before leaping into the homeschool space, Shelby worked in teacher recruitment at Teach For America.

Kira Tookes is an educator, advocate and accelerator, currently responsible for recruiting, training, developing and empowering America's Educators to make strategic and impactful policy advancements for the benefit of all children. As a proud Alumna of Howard University's Political Science department, Kira studied the overlap of black politics, public policy and education to develop a commitment to equitable education practices and studied to obtain an M.S.Ed. from Johns Hopkins University as a result.

BIPOC Affinity Groups

5. **A Continued Work in Us, for Us: An Affinity Space for Black, Indigenous, and POC Waldorf Educators** Athaliah Renee Talbot, Facilitator

This space is for people who identify as Black, Indigenous, and POC Waldorf educators to reflect on the conference workshop themes. Our time together will be framed by the lens of acknowledging the ongoing internal work necessary to work in traditional Waldorf spaces. We await a time of affirming, re-affirming, and renewing our commitment as we practice breathing and sharing together.

Athaliah Renee Talbot is a Waldorf Home learning mother to two, wife to one, and an advocate for all things children. With a career spanning 18 years in developing children's programs, Athaliah Renee can sensitively hold space for and with children, and the adults who care for them. Known for creating paradigm shifts in thinking about children, Athaliah



Renee is skilled at bringing out the impediments to conscious and competent care to children; she is an unapologetic advocate for Black, Indigenous, and Children of Color being held sensitively and compassionately in learning spaces.

6. **A BIPOC Affinity Space: Check-in for Educators of Color**

Nama Khalil, Facilitator

This space is geared for educators of color to come together to reflect on conference themes, as well as reflect on their own experiences at their respective schools. Journal prompts will be included, as well as time for participant lead discussions.

Supplies and preparation:

1. Items that work best for you to express yourself and reflect (a journal, drawing materials, music).
2. Items of comfort for the season/weather: (For example: sweater, fuzzy socks, hot tea for cold weather or a hydrating drink to refresh in warm weather)

***Nama Khalil** (she/her/hers) is a cultural and media anthropologist at Columbus School of Art and Design in Columbus, Ohio. She is also an intergroup dialogue facilitator with Rise for Racial Justice that works with K-12 educators to talk to youth about race. You will find her playing, baking, cooking, learning, and making art with her two young children during the day and working in the evenings.*

White Affinity Group

7. **Generous Listening: to Self and Others**

Patricia Rubano, Kathleen Bowen, and Karen Gierlach, Facilitators

The time in these affinity groups will be divided between conversation and deepening the content by exploring our own life's experience of the conference theme. Use of artistic media and sharing in small groups will be part of this exploration.

Supplies and preparation:

Paper, crayons and a pen

***Patricia Rubano** has been working with Anthroposophy and Waldorf Education for over 30 years. She is director of the Biography and Social Art Certificate Program at Threefold Educational Foundation in N.Y. and serves as an early childhood mentor and evaluator for Waldorf Schools. She lives in San Diego, CA.*

***Kathleen Bowen** graduated from the Biography and Social Art Certificate Program, opening the way to a profoundly new relationship to her own life story and a new understanding of the journey we each take toward our development. She is a founding board member of the Center for Biography and Social Art, on the faculty of the Biography and Social Art Certificate Program and Sophia's Hearth Teacher Educational Center.*

***Karen Gierlach** attended Waldorf schools in both Germany and England. After graduating from London University and Emerson College she spent 25 years teaching and working in U.S. Waldorf Schools. Once retired, she began offering biography workshops to Waldorf parents and teachers, including overseas. She serves on the Board of the Center for Biography and Social Art and is one of the facilitators for *Awakening Connections: Creating Community*, three workshops offered each year to Waldorf Schools in the U.S.*



ARTISTIC, PRACTICAL, AND/OR NOURISHING WORKSHOPS

8. No Man is an Island: Healing Through Poetry

Judith Adams

This workshop will be recorded.

We will look at the power of poetry to heal differences and consider how poetry is able to penetrate into the more nuanced aspects of the pressing racial issues that our country faces today. As John Lewis says in his book, Walking with the Wind, “*In the final analysis we are one people, one family, one house*”.

Judith Adams is an English-born poet living on Whidbey Island, Washington. Her poetry has been widely published in books, anthologies and magazines, as well as produced, recorded and performed in a variety of ways. Her work with cancer patients, correctional facilities and grief circles are a tribute to her therapeutic sensibility. Prior to her retirement into poetry, Judith served as the Extra Lesson Teacher at the Kimberton Waldorf School in Pennsylvania, and at Camphill Beaver Run, PA, and provided consultation to the Kindergarten teachers at the Whidbey Island Waldorf School.

9. How to Nurture, Through Eurythmy, Positivity and Wellness in Chaotic and Stressful Times

Brigida Baldszun

This workshop will be recorded.

This workshop will include activities, presentation and sharing of experiences and questions. Participants will get a video with five eurythmy exercises to strengthen the forces of immunity.

Supplies and preparation:

Space to move (minimum 2 x 2 yards)

Brigida Baldszun (Spring Valley, NY) an independent working eurythmist, was born and educated in Europe where she began her career. She has taught eurythmy in Waldorf schools in Europe, the U.S., South Africa, Russia, India, and China. Brigida performed for 12 years with the ESV Ensemble and continues to perform both as a soloist and in the productions of Rudolf Steiner’s Mystery Dramas. For the past 10 years, she has worked actively as a eurythmy therapist in schools and in private practice.

10. The 33- and 99-year Rhythm: Waldorf Education on a Threshold

Dr. Adam Blanning, MD

Biographical shifts are separately happening for people all the time, but right now we are moving through tremendous changes, together, at the same time. In this workshop, we will look at anthroposophic insights regarding time cycles of 33 and 66 years, and how after 99 years a spiritual impulse must find renewal. 1920-1924 brought the blossoming of anthroposophic work into practical application—we are now working through the 99-year rhythm of that impulse—and are “right on time” for renewal. Workshop time will include both presentation and small group discussion.

Dr. Adam Blanning, MD is an anthroposophic physician and school doctor, with a special interest in child development. He is president of the Anthroposophic Health Association, runs the doctor’s training programs for Anthroposophic Medicine in the U.S. and Canada, and is the author of Understanding Deeper Developmental Needs.



11. “The Magic Pot”: A Circle Game to Picture Reverence, Gratitude, Generosity, and Collaboration

Nancy Blanning

This workshop will be recorded.

We will see and practice the circle, talk about movement under restrictions that require no touching and physical distancing, and build our inner joy in finding creative ways to work within these times. This will be a combination of presentation, discussion, sharing, and doing. The circle will be provided to participants ahead of the conference.

Supplies and preparation:

Presenter will be in contact prior to conference

Nancy Blanning is a long-time early childhood educator with a special interest in supporting healthy incarnation through active, imaginative, fun movement. She strives to offer movement imaginations that support the first four senses of touch, life, movement, and balance, which provide the foundation for healthy social life.

12. Quiet I Bear Within Me

Jennifer Brooks Quinn

Through biography exercises we will discover our inner resources to fortify us in these times. We will listen deeply to each other in small groups.

Supplies and preparation:

Paper, crayons and a pen

Jennifer Brooks Quinn has been a biography counselor and adult educator for many years. She has offered workshops and courses in Mexico, Asia and the United States. She currently serves on the board for the Center for Biography and Social Art and is active in the ACCC program (Awakening Connections-Creating Community) in Mexico and the United States.

13. Move Into Your Own Flow: Eurythmy, Yoga and More

Oxana Chi and Dr. Layla Zami

Oxana brings to the WECAN conference an excerpt of her practice as a teaching practice. Over the years, she developed an interactive movement workshop format specially for conferences and universities, which has been well received since then on conferences in Europe, Africa, Asia, the Caribbean and the Americas. As a refreshment for the minds and bodies of the conference participants, who spend much time in a still sitting position, Oxana offers her inspiring experience. She selected a blend of movements from the Eurythmy practice, Hatha Yoga, Gaga technique and her own movement developments. The workshop also uses breathing techniques, words, voice, and live music by Layla Zami. Besides rejuvenating our bodies, the goal of the workshop is to empower participants in all stages of their life. We will also place peace, comfort, and a positive group feeling in the center of the workshop, in togetherness. Everybody and all bodies are welcome to join, with or without movement experience. Awakening and strength for all, in a safe, friendly and welcoming virtual space.



Supplies and preparation:

Comfortable clothing for free movement

***Oxana Chi** is a German-Nigerian Dancer, Choreographer, Yogi and Movement-Educator. She is a Waldorf School alumna from the Rudolf Steiner School in Bochum, Germany, where she started her movement education with Eurythmy, theater practice and Bothmer gymnastic, then studied at renowned art universities and schools for dance and drama in Germany and worldwide. She began teaching in 1985, while she was still a student at the Gymnastic School Weber Schule Düsseldorf. Ever since, Oxana Chi has been teaching people of all ages and all backgrounds in the fields of jazz dance, contemporary dance, gymnastics, dance fitness, Tai chi (Tàijí quán), Qi Gong, Yoga, improvisation, dance-theater, West African Dance, movement meditation, Eurythmy and her own Oxana Chi Fusion Style.*

***Dr. Layla Zami** is a Resident Artist (music, spoken words) with Oxana Chi Dance & Art since 2010. She is currently Visiting Assistant Professor at Pratt Institute working in the fields of humanities, performance, and art history. She holds a PhD from Humboldt-University in Berlin, Germany and studied woodwinds instruments at the Music Conservatory in Le Mans in her home country, France. Zami is the author of Contemporary PerforMemory, freshly released in the Critical Dance Studies series (transcript publishing: Germany / Columbia University Press, USA).*

14. School Contemplation: A Potent Tool for Waldorf Schools in Challenging Times

Laurie Clark

This workshop will be recorded.

Schools are struggling to cope with major pedagogical, social and financial questions. The aim of this study is to take the time to listen to one another and help penetrate the deeper issues and gestures that are arising in our schools. The whole faculty of the school is involved in this process with the hope that clear intentions and disciplined observations arise that can open the door to true insights. Finding ways to actively commit to working with Inclusion, Diversity, Access and Equity consciously in the school is a core part of this work. This will be a presentation with some room for discussion.

Supplies and preparation:

Presenter will be in contact prior to conference

***Laurie Clark** has had the privilege of being a Waldorf early educator since 1978. She incorporates her therapeutic training into all aspects of the classroom and is in continual research through observation and engagement with the young child. Laurie is a teacher mentor, teacher trainer and presenter. She has co-authored two books with Nancy Blanning on therapeutic movement for children.*

15. Contemplations on Steiner's Work Through a Lens of Social Relevance

Diane David

We will contemplate the socially timely thoughts presented in the last few pages of Chapter 6 of Steiner's *The Child's Changing Consciousness* and transform for ourselves the Teacher's Meditation as a form of deep, inner renewal. The workshop will include discussion, written exercises and sharing.

Supplies and preparation:

1. Digital or hard copies of *Child's Changing Consciousness and Waldorf Education* (the final pages of Chapter 6 only)
2. Paper and writing utensil



Diane David has been a long time Kindergarten Teacher at San Francisco Waldorf School, has served as a WECAN Regional Co-representative for Northern California and is a member of the Teacher Education Committee for WECAN. She is a mother and a grandmother.

16. Our Earth as Teacher: Enlivening Connection to Home, to Build Etheric and a Sense of Belonging Aimee de Ney

In this collaborative workshop we will explore the importance of deepening our relationships with the land on which our children are growing and discover ways to create integrated curricula that honors the land and the beings who inhabit it. As a group, we will discuss the importance of deepening our own relationships to our homes, how this can benefit our teaching and our students, and how to translate this into curriculum and festival life. We will move into breakout rooms with colleagues from our own bioregions and find central themes we can work to develop in our classes, schools, and regions.

Supplies and preparation:

1. A journal and pencils.
2. Ideas, songs, stories from our homes.

Aimee de Ney spent her childhood playing in the woods of New England with her dolls, and carries this on as a Waldorf E.C. educator, doll maker, and puppeteer. After teaching in Waldorf schools in WA State since 2001, she founded Bird Song Children's Garden in Olympia, WA in 2012, where she is grateful to celebrate the wonders of this life with the children in her care. Aimee received her Master's in Education from Antioch University New England's Healing Education program, co-taught by the Camphill Special School, focusing on the reflex and sensory development of the young child.

17. The Wide World of Fairy Tales: Archetype vs. Stereotype Holly Koteen-Soule This workshop will be recorded.

We will look at the wide world of fairy tales and try to understand the difference between archetypes and stereotypes. We will explore which storytelling traditions we want to let go of and which ones we want to carry into the future. We will share ways to make stories and fairy tales as nourishing as possible for the children and why that is so important in our digital age. The workshop includes a short presentation, exercises in breakout groups, and discussion of questions from participants.

Holly Koteen-Soule was a Waldorf KG and Parent and Child Teacher for 25 years. She is currently director of EC Teacher Education at Sound Circle Center in Seattle. She is also a member of the WECAN Board and the Pedagogical Section Council. She has traveled widely at different times in her life and carries a deep interest in world cultures and especially in world fairy tales.

18. Exploring Festivals Through the Four Soul Senses Chinyelu Kunz

In this workshop we will explore new ways of thinking about, planning and celebrating festivals from the perspective of being human, the four soul senses and the seasons.



Supplies and preparation:

Newly published ebook written by Chinyelu Kunz: [Parenting in the Early Years Book 5: Celebrations and Festivals](#)
(Optional)

***Chinyelu Kunz** was born and raised in Enugu, Nigeria and then moved to the U.S. She found Waldorf Education when her first child was 2 years old. Her children have attended multiple Waldorf schools and all three graduated from Kimberton Waldorf School. The depth and breadth of Waldorf education is what drew her and continues to fill her with awe and enthusiasm. Recently retired from Kimberton WS, Chinyelu writes, “Waldorf education has positively impacted my life and offers me immense guidance in my personal life and as a mother and educator.”*

19. Including Children’s Voices: Working with Stories Through Persona Dolls

Dr. Debbie Laurin

The Persona Doll Approach builds on universal storytelling traditions to promote inclusion, build empathy, and address issues of prejudice and unfairness. Persona Dolls are life-like dolls made of cloth. Each doll is given a ‘persona’ or identity and transformed into a unique personality with cultural and social class backgrounds, family situations, abilities and disabilities, fears, and interests. The workshop will include discussion, sharing, and some presentation about facilitating ‘circle’ conversations where children offer solutions to help the doll.

***Dr. Debbie Laurin** is a former Waldorf Kindergarten teacher and Parent/Child facilitator from British Columbia, Canada. She has a Ph.D. in Early Childhood Education and a Master’s in Waldorf Early Childhood from Antioch New England University. Debbie’s introduction to Waldorf Early Childhood Education began in the early 1990’s in Waterville, Maine, thus sparking a life-long quest to understand the unfolding child and bridge mainstream ideas with Waldorf Education. Working with the principles of respect and well-being for children, her research and teaching are influenced by her training and observations at the Emmi Pikler Daycare in Budapest, Hungary.*

20. Culturally Responsive Music Practices in the Early Childhood Classroom

Michelle Marinelli Prindle

This workshop will be recorded.

In this workshop, we will explore an array of diverse musical resources available to bring world music to the early childhood classroom. With a focus on creating educational experiences that promote diversity and inclusion in our schools, we will explore ways to incorporate global music into classroom activities and pedagogical approaches for weaving them into the fabric of the Waldorf Early Childhood Classroom, including opportunities for using world music to enhance storytelling, puppetry, and handwork. We will also discuss problematic songs that often find their way into early childhood education settings and discover ways to make our classroom music choices respectful of children and families of the Global Majority. Participants will learn three new songs to incorporate into their work with children.

Supplies and preparation:

These items would be helpful to have on hand, but not required:

1. Claves (a pair of rhythm sticks, or just two wooden spoons could work).
2. [First Steps in Global Music](#)



Michelle Marinelli Prindle is a music educator and trained Waldorf Early Childhood Teacher. She currently teaches music for Toddlers-Grade 6 at the Montessori School of Northampton, MA, serves as an Instructor of Singing and Music in the Mood of the Fifth at The Early Childhood Teacher Education Center at Sophia's Hearth, and is the founder of Living Music in the Home, an online music education resource for Waldorf teachers and homeschooling parents. Michelle believes that each individual can sing and works from this premise to help adults uncover their innate musical gifts, so that they may share them with the children in their care.

21. Singing Games

Anna Rainville

This workshop will be recorded.

Singing games are a part of every culture and an invitation to global awareness. Let's increase our repertoire and inclusive flexibility. Come learn traditional and new singing games that celebrate the seasons, develop sensory integration, build community, and bring joy to the dancers in the forest, in the classroom, or on zoom.

Supplies and preparation:

Room to dance

Anna Rainville has lifted spirits with singing games and group harmony for decades. An experienced Waldorf educator, she travels widely to mentor and teach. Her book, *Singing Games for Families, Schools and Communities*, is cherished by early childhood teachers.

22. Mother and Child Felted Picture

Celia Riahi

This workshop will be recorded.

What comes to mind when you imagine a Mother and Child? Is it the traditional Madonna? We say that our schools are not religious, yet the traditional Madonna graces many walls. During these times in which we live, we need to better represent the world with relevance. Children and families need to see themselves on our walls and in our dolls' faces. Celia has searched for many mother & child images and will share them. In this workshop you will have time to needlefelt a simple picture. You can then choose how to dress, decorate and hang your finished piece. Celia will talk you through it and will be available for questions by email after the workshop. Needle felting is a fun, relaxing way to "paint" a picture. No experience is necessary. You will leave the workshop with the basic skills to continue needle felting if you wish.

Supplies can either be purchased as a kit or you can purchase your own supplies using the list provided here: [CVENT Workshop Description](#)

Kits are \$25 (includes postage) and need to be ordered by January 20 for the best chance at a timely delivery. Please follow the instructions provided so that Celia knows it is for the conference.

To order a kit:

Go to: [etsy.com/shop/CottageGardenFibers](https://www.etsy.com/shop/CottageGardenFibers)

- Start a "Custom Order" (this is important because it is not a regular Etsy item you will find in her shop).
- Mention "WECAN Workshop" in your order
- Postage is included in the fee



OR

Contact Celia Riahi Directly

celiariahi@gmail.com

413-348-6035

Celia Riahi has been a Waldorf Early Childhood educator for over 40 years. Beginning with a home daycare for 10 years, she spent the next 22 years at the Rudolf Steiner School in NY, followed by the Hartsbrook School in MA. Celia has served as a mentor, a WECAN conference vendor coordinator and workshop presenter, and as Board member of the Rudolf Steiner Institute. Twelve years ago, she opened The Cottage Garden, a Waldorf Home Nursery Program for children ages 1-3, where she works with her wife in Amherst, MA. In her spare time, she can be found felting away in her upstairs studio or ordering something for her many little side businesses.

23. Inner Development for World Development

Lisa Romero

This workshop will be recorded.

Our inner work strengthens us for our tasks with others in the world and allows us to see and transform the inner bias and conditioning that affects the unconscious way of forming relationships. Through inner development we aim to contribute more consciously to world development through growing love and freedom. We will be engaging with the understanding, practice and experience of inner exercises and meditation and their role in supporting healthy relationships.

Supplies and preparation:

A candle, a plant and a crystal or rock

Lisa Romero is an author of inner development books and courses, a complementary health practitioner and an adult educator who has been offering healthcare and education enriched with anthroposophy since 1993. Since 2006 the primary focus of her work has been on teaching inner development and anthroposophical meditation.

For several years Lisa was the lecturer of Health & Nutrition and Gender Studies at Sydney Rudolf Steiner College, where she continues to give lectures on inner development. Since 1999, she has been presenting on the subject of gender, sexuality and spiritual life. She is a resource for Waldorf schools as a part of their health and wellbeing curriculum, working directly with students, teachers and parents on this theme. Lisa has contributed to and is an adviser on Health and Personal Development for the Australian Steiner Curriculum Framework. She has developed training courses and facilitates professional development on this subject for teachers and health professionals. She was the keynote speaker at the 2020 East Coast WECAN conference.

24. Giving Yourself Permission to be You

Rihana Rutledge

This workshop invites you to reconnect to the gems of experiences that lie within, gathering from the homes, environments and families that influenced your life. Drawing on some of these experiences we will share, discuss and create a social artistic exercise to harness the beauty within that celebrates you just the way you are.



Rihana Rutledge has over nineteen years of experience working with children from infants to kindergarten age. She completed Waldorf Early Childhood Training at Rudolf Steiner Center Toronto, and Lifeways Training in Ontario. She is a registered ECE teacher in Ontario and a graduate of the Ontario College of Art and Design, Toronto. Rihana trained in Anthroposophical Art and Biography from the School of Social Art and Healing and Transformative Art Therapy in Richmond Hill, ON and Tobias School of Art and Therapy, UK. She is passionate about art and education and is currently a Preschool lead teacher at Halton Waldorf School in Burlington, ON.

25. Inclusive Stories for the Waldorf Early Childhood Classroom

Chris Shaw and Heron O'Brien

This workshop will be recorded.

Together we will co-create, re-invent, and reimagine classic Waldorf stories using inclusive language relating to gender, sexuality, and race. Through this open-ended way of storytelling, we offer a safe and at-home space for more children in our care. In this workshop we will present ideas and language that are anti-racist and inclusive, and we will explore together how imaginative consciousness can lead to liberation. We will share ideas for rewritten stories, finger games, and movement journeys that are inclusive and appropriate for the young child.

Chris Shaw has been affiliated with Hartsbrook school since 1996 and lives in Belchertown Massachusetts with her husband, dog, cat, flock of free-range chickens, youngest of three children and a fish. In her free time, Chris putters in the garden and in the forests that surround her home and ponders the great question of how Waldorf education can learn and grow from Anti-Racism and Abolitionist Teaching.

Heron O'Brien enjoyed working as a Kindergarten assistant at The Hartsbrook School and has since taken time off during the COVID pandemic to both farm vegetables and help a family with their remote learning. Heron is a passionate hiker, gardener, and crafter, and has lofty goals of one day operating a multi-age outdoor program from their home.

26. Anti-Bias Practices in Waldorf Early Childhood: Doing the Work and Finding Our Allies

Stephen Spitalny

This workshop will be recorded.

This workshop will include a presentation of some central themes, suggestions for inner practice and opportunity for conversation. The presenter is white and invites BIPOC and white colleagues to participate.

Supplies and preparation:

An open mind

Stephen Spitalny has taught at the Santa Cruz Waldorf School since 1990. He offers courses and workshops worldwide (especially Asia) and has been a faculty member at the Waldorf Institute of Southern California (WISC) for more than a decade. He is a former board member of WECAN and edited the WECAN newsletter Gateways for many years. Steve has written 3 books and numerous articles about early childhood.



27. Cultivating Compassion & Kindness through Early Childhood Developmental Movement & Spatial Dynamics™

Lynn St. Pierre

This workshop will be recorded.

We will embody the archetypes of nature where racism and other isms don't exist, as we experience Wilma Ellersiek's developmental movement, gesture, verse and song in the mood of the fifth. Nature is a healing balm, a harmonizing power, not just for the children, but for us as well. Together we will move in the Spatial Dynamics™ forms - archetypes in space that can cultivate within us integrity, compassion and kindness. These exercises can be used as a personal practice and also as a way to warm and prepare your classroom, and yourselves, each morning before the children arrive.

Lynn St. Pierre joyfully presents early childhood developmental movement, gesture, loving touch, and music along with Spatial Dynamics® for Waldorf teacher trainings, conferences and schools around the world. She also offers intensive workshop retreats on Star Dance Farm by Ann Arbor, MI and via Zoom.

28. Spatial Gestures of the Higher Senses as a Way to Enhance our Capacities for Social Inclusion

Jane Swain

The 12 senses are often divided into the foundational senses (which are in relationship to the physical world), the middle senses, (in relationship to the soul world), and the higher senses (in relationship to the social world). Each group of senses has unique spatial gestures, and we will explore each of these gestures through Spatial Dynamics® exercises. The higher senses are foundational for social inclusion. By recognizing and consciously practicing the spatial gestures of the higher senses, our capacities for social inclusion can be expanded. This will be an experiential workshop, and no previous experience is necessary. You will need flexible shoes and room to move, however it can be a small space.

Supplies and preparation:

1. Room to move (can be a small space).
2. Flexible shoes

Jane Swain is a senior therapeutic trainer at the Spatial Dynamics Institute in Mechanicville, NY, a pediatric physical therapist, and Associate Director of Teacher Education at Sophia's Hearth in Keene, NH. Jane is also an author and international speaker.

29. Writing a Martin Luther King Story for Preschool

Martha Swain

I will share my process of writing a Martin Luther King Jr story for my pre-Kindergarten class last year. We will discuss questions about bringing a biographical story about race to young children. I will share research about young children and their understanding of race. Participants will start the first paragraph of a story of their own.

Martha Swain earned her M Ed and Waldorf certification from Antioch University in 2001. She has been teaching in early childhood at the Seattle Waldorf School ever since.



30. Building Capacities for Understanding through Drawing

Robin Swain

To see the world as it is, not as it is imagined or learned to be, is foundational for objectivity in our understanding of the world. In this workshop, Robin will lead experiential exercises in objective seeing through a series of blind contour drawings. Periods of discussion will be interwoven within the hour. No previous drawing experience is necessary. You will need blank paper and a graphite pencil.

Supplies and preparation:

Blank paper and graphite pencil

Robin Swain is a Fine Arts teacher serving on the faculty at High Mowing High School in Wilton, NH., Sophia's Hearth in Keene, NH. She has her BFA from Lyme Academy College of Fine Arts. Robin is herself a Waldorf graduate.

31. Sowing Seeds of Social Justice in Waldorf Early Childhood Classrooms

Lynn Turner

This workshop will be recorded.

How can we bring fairness, equity and antiracist values to the Waldorf Kindergarten to meet the world? In our hour together we will learn what are essential aspects of the inner and outer work of the teacher needed to cultivate a brave, kind and equitable classroom centering antiracist core principles.

Supplies and preparation:

1. Journal and pen/pencil.
2. Curiosity, an open heart, creativity, and critical thinking!

Lynn Turner is a Waldorf educator who is passionate about teaching young children and supporting families, work that she has done for over ten years in Waldorf schools in Maryland and Virginia. In addition to her Undergraduate degree in Fine Arts she has her MAT in Early Childhood Education and a Waldorf Early Childhood Teacher Training Certification from Sunbridge Institute. She is the co-founder of The AntiRacist Table, a multidimensional platform that helps people bring antiracism into life as a daily practice, in large part through a curated free 30 Day Challenge. The AntiRacist Table has been featured on the [Greater Good Science Center at UC Berkeley](#), [Mindful](#), and [WUSA9](#). Lynn has published an article in the most recent Gateways Issue 79, Dismantling Racism in the Call of Our Time: A Call to Action for Waldorf Teachers.

32. Parent Education: Supporting and Inviting Parents to bring Critical Consciousness into their Homes

Meagan Rose Wilson

This workshop will be recorded.

This presentation will explore how to bring the idea of critical consciousness to a parent meeting or parent education session. Just as Waldorf early childhood educators provide resources and information about the importance of limiting media, outdoor play and creating strong family rhythms, so too can we begin to explore, with our classroom families, subjects such as raising anti-racist children, supporting gender diversity



(in a developmentally appropriate way) and modelling critical consciousness for our children at home and in our communities.

Supplies and preparation:

Presenter will be in contact prior to conference.

Meagan Wilson is a parent educator and author of the now-retired seasonal series of *Whole Family Rhythms*. After finishing a BA, she went on to complete her Foundations in Steiner Education and Anthroposophy at Sydney Steiner College, as well as her Waldorf Early Childhood Certification at the Rudolf Steiner Centre in Toronto. She has received her certification as a Simplicity Parenting Family Life Coach and has supported hundreds of parents to create a strong family rhythm unique to their own values and culture. She has four young children currently attending the Toronto Waldorf School. Meagan provides resources, support and information to parents who are looking for a bridge to cross between their unique family life and their children's (often but not always) Waldorf schools.

33. What's Needed Right Now? Nourishment for Body, Soul, and Spirit

Meaghan Witri and Sarah Mecca

This workshop will be recorded.

In this session we will work together and explore nourishments that sustain us in body, soul and spirit for our work with the children. Supporting our own health and wellbeing can have profound and far-reaching effects on our relationships with others and with the children in our care. Working from this foundation of healthy nourishment for the various levels of our being, we can participate in healthy community life in the world around us.

Meaghan Witri has over 15 years of experience working with families and children in both home and school environments including as an early childhood and parent-child educator. She works out of the Waldorf principles laid out by Rudolf Steiner and his insights into child development. As a consultant for many years, she supports parents who might be working with questions regarding their child's developmental milestones, sleep rhythms, or behavioral challenges. Meaghan's work offers insight and support for taking practical steps towards guiding the whole family through the journey of parenting.

Sarah Mecca is a trained homeopath and complementary health practitioner working with adults, children from birth through adolescence, family groups, and teachers in their role supporting the children in their care, in the Hudson Valley and beyond. Rudolf Steiner's indications for the health and well-being of the individual underpin her practice, in which consultation and conversation, anthroposophic remedies, and therapeutic applications, support individuals with day-to-day acute ailments, developmental and behavioral challenges, and chronic illnesses.

As colleagues, **Meaghan and Sarah** offer workshops and talks, and facilitate *Developing the Self* Developing the World's health and well-being programs, including the *Care and Development of the Senses*, *Healing the Impacts of Technology*, and *Laying the Ground of Healthy Relationships*. www.developingtheself.org