



Toward a Kinder, More Compassionate Society:
Working Together Toward Change
Keynote Speakers: Meggan Gill, Keelah Helwig, Joaquin Muñoz
Online Early Childhood Conference
February 10 - 13, 2022



Collaborative Workshops

Certain workshops will be recorded and made available to all registered conference participants for a limited time. Workshop descriptions indicate which workshops will be recorded. If you do not wish to be recorded, please choose a different workshop.

1. The Art of Conversation

Holly Koteen-Soule

In this workshop we will explore how early childhood educators can understand the social and anti-social forces at work in our culture and cultivate genuine interest in others. How can we help build welcoming communities in our schools, provide good models for the children in our care to develop healthy communication, and support families in recognizing the importance of family mealtime and the nourishing role of face-to-face human conversation?

Supplies: Pastels or crayons and drawing paper

Recorded: No

***Holly Koteen-Soule** was a Waldorf kindergarten 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.*

2. Beautiful Me, Beautiful You

Melody Birdsong-Shubert

A healthy sense of identity sparks an individual's capacity to embrace and value diversity. Intentionally nurturing positive social identities with an anti-bias, anti-racist (ABAR) lens can live in the Waldorf early childhood curriculum and lay the groundwork for comfort and value of diversity within your class and school community. Strategies will be presented in this workshop, and you'll have the opportunity to engage in a facilitated discussion to begin blueprinting how this may look in your classroom.

Supplies: Writing supplies

Recorded: No

***Melody Birdsong-Shubert** (she/her) recognizes that Waldorf educators must be committed to responding with great intentionality as they embrace the responsibility to present an atmosphere of opportunity and truth where community may thrive. She combines an anti-bias and anti-racist (ABAR) practice with Waldorf education to serve the early childhood and River Valley Waldorf School community, where compassion and being an affirming and contributing community member is continually developed.*



3. Binding Together a School and Class Community In This World, In This Time

Kaori Yamashita

What can we do as a Waldorf educator to support the binding together of a community in this world, in this time? We will look into two conditions, the consequences of the pandemic and the intersection with the social justice movement. This workshop will use biography work, discussions, case studies, and practical tool building. Please bring your questions, and please be ready to have open-hearted discussions on these topics.

Supplies: None

Recorded: No

***Kaori Yamashita** (they/them) has worked at Green Meadow Waldorf School, Apple Village Children's Center (Waldorf Japanese Program), and New Amsterdam School and was a part of the WECAN conference team for thirteen years. They taught Parent-Child Program, Bridge Program, Nursery, Mixed-age Aftercare program, Japanese Mixed-age Kindergarten and Japanese to Grades 1-5. They joined a LGBTQ cooperative living house in Brooklyn and lived there for three years. Kaori has also learned Lakota ceremonial tradition for 20 years. They just moved to the West Coast and started teaching at Golden Bridges School this summer.*

4. Creating and Enlivening DEI Work with Parents and Colleagues

Maria Kata

How do we support each other and our class families in our ongoing work related to Diversity, Equity, Inclusion, and Justice? I will share how my co-teacher and I have brought DEI work to our class meetings in a way that is inspiring to parents as they examine their own implicit bias, as well as how they meet their children's experiences in ways that honor and celebrate a spectrum of 'being-ness'. After presenting my experience, we will explore more ways to support families by sharing questions and experiences and reflecting on any challenges together. I also welcome time to journal/brainstorm more ways to support families.

Supplies: None

Recorded: No

***Maria Kata** has been a Waldorf Early Childhood Educator at The Waldorf School of Garden City for over 10 years. She holds a Bachelor of Science Degree in Education from Syracuse University and a master's degree in Linguistics/TESOL from Queens College. In 2014 she received her Waldorf Early Childhood Certificate from Sunbridge Institute. She is the proud parent of 2 Waldorf "Lifers" and is inspired daily by her colleagues and the wise children in her care.*

5. Decolonizing our Pedagogy through Critical Self-Reflection

Aimee de Ney

To make change, it is critical that we investigate the stories upon which our epistemologies—our ways of knowing—and pedagogies are built. Western thought tells us that humans are superior to other beings and the earth is purely material and for our use and consumption. As educators, we have the ability to bring about new consciousness in which our future generations are raised to know and love the beings who make up the land, and the land itself, and build reciprocal relationships imbued with respect, relevance, and personal and



collective responsibility (Kirkness & Barnhardt, 1991). In this workshop, after a brief and limited introduction to decolonization and its necessity, we will collectively look at aspects of our pedagogy including centering the child (human) and four-foldness, archetypes, the healing power of language and story, festival life, and centering ourselves upon the land on which we dwell. With this backdrop, we will look towards building practices that open our perceptions and lay a foundation for future decolonial exploration that reaches beyond our current practices.

Supplies: Journal/paper and pencils, courage, and presence

Recorded: Yes

***Aimee de Ney** is a long time Waldorf teacher and puppeteer in the Pacific Northwest who identifies as a White, Euro-American, settler feminist. An EdD candidate at Antioch University, Aimee has come to understand that decolonization is everyone's work and a great responsibility of educators in particular and is working towards this through her study and teaching. Aimee runs Bird Song Children's Garden and Swallow Circle Summer Camp, both in Olympia, WA, on the ancestral and traditional lands of the Nisqually and Squaxin Coast Salish People.*

6. Deepening Our Reflective Practice to Develop Culturally Sustaining Pedagogy

Amber Chavez

This workshop will introduce the core principles of culturally sustaining pedagogy. Through a combination of presentation, discussion, and practical exercises, participants will develop an understanding of how self-reflection can be used as a tool for the inner work required to develop an anti-racist, anti-bias teaching practice. An emphasis will be placed on finding ways to bring together the wisdom of Waldorf education with the promise of culturally sustaining pedagogy. Our goal as a group is to cultivate the ability of each participant to foster education which meets our multicultural world.

Supplies: Pen, paper, colored pencils, and crayons

Recorded: No

***Amber Chavez** has been involved in Waldorf education as a parent for 9 years. In her role as an educator, she has served in traditional, nature-based, and Waldorf settings. She holds a B.S. in Early Childhood Education and an M.S. in Cultural Foundations of Community Engagement and Education.*

7. Delightful Hand Gesture and Movement Plays & Spacial Dynamics®

Lynn St. Pierre

Learn winter developmental hand gesture and large movement plays as well as a loving touch play created by Wilma Ellersiek. We will do a winter circle appropriate for mixed age kindergarten and modified plays for parent-child or nursery. These shorter plays are wonderful to share with the parents of kindergartners as well! We'll practice Spacial Dynamics forms and streams to create open, creative, inclusive, kind and compassionate spaces within ourselves and in our relationships. This is a movement workshop, so wear loose comfortable clothing and choose a space where you can move comfortably. If your space is limited, no worries, it will still work!



Supplies: Loose comfortable clothing and a space to move

Recorded: No

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

8. Dialogue on Gender Identity and Working With Young Children

Ray Lighthouse (formerly Rachel Bleicken)

Ray (they/she) will facilitate an authentic dialogue on the topic of gender identity in early childhood classrooms. Participants will be asked to share experiences, stories, and knowledge about gender identity that they have acquired over their years of working with young children. Some questions that will be explored:

1. What experiences have you had with children regarding gender identity and gender awareness?
2. What gender stereotypes are being played out in our classrooms, and why?
3. How do we as teachers think about and behave towards “boys” and “girls” differently in our classrooms?
4. Is there a place for two-spirit, genderqueer, and non-binary children in your classroom, and what does that look like?
5. What changes do you think need to be made (or that you have already made) to the early childhood curriculum to be conscious and inclusive of various gender identities?

Supplies: None

Suggested Resources: [Modelling and Striving for Critical Consciousness Within the Waldorf Early Childhood Classroom](#); [The Five-Year Old Child](#); [When the body does not express one's true identity](#)

Recorded: Yes

Ray Lighthouse has lived in the DC Metro area for 15 years and grew up mostly in the southeast United States. After graduating from University of Maryland, College Park with a degree in Elementary Education, Ray stumbled upon the Waldorf School of Baltimore at a teacher job fair and immediately fell in love with Waldorf Education. Since that time, Ray has attended Waldorf grades teacher training and annual WECAN conferences for seven years, taught kindergarten at Potomac Crescent Waldorf School, and operated a Lifeways-inspired home daycare in northern Virginia. Ray earned a master's degree in Early Childhood Education in 2021. Ray has a child enrolled at Acorn Hill Waldorf Kindergarten & Nursery and one younger child at home. Ray's hobbies include healing work, handwork, reading, editing, minimalism, bus living, and organizing.

9. El Ciclo del Año y Los Festivales Desde La Visión Mesoamericana The cycle of the year and festivals from the Mesoamerican vision

Gabriela Núñez and Jaime Núñez



Cómo crear nuestros festivales con nuestra identidad por región. El taller, dividido en dos partes, acercará al interesado al calendario y celebraciones de los pueblos prehispánicos mesoamericanos y mostrará cómo estas llegaron a nosotros a través de las fiestas religiosas del catolicismo español, transformando ambas en fiestas únicas y llenas de simbolismos e imágenes arquetípicas de la cosmovisión y cosmogonía de ambas tradiciones; todo esto con el propósito de lograr llevar estas imágenes a la vida de los festivales de la escuela Waldorf y así nutrir de manera consciente nuestra pedagogía. La primera parte del taller será teórico y establecerá las bases desde un estudio profundo de los mitos mesoamericanos y la concepción antroposófica del universo, la tierra y el ser humano. La segunda parte se enfocará en la creación y planeación de un festival, entendiendo el fundamento pedagógico y antroposófico.

How do we create our festivals with our regional identity? The workshop, divided into two parts, will bring participants closer to the calendar and celebrations of the Mesoamerican pre-Hispanic people and will show how these came to us through the religious festivals of Spanish Catholicism, transforming them into unique festivals full of symbolism and archetypal images of the worldview and cosmogony of both traditions, with the purpose of bringing these images to the life of the festivals in Waldorf schools and thus consciously nourishing our pedagogy. The first part of the workshop will be theoretical and will establish the basis from a deep study of Mesoamerican myths and the anthroposophical conception of the universe, the earth and the human being. The second part will focus on the creation and planning of a festival, understanding the pedagogical and anthroposophical foundations.]

Suministros: Papel, lápiz, bolígrafo, colores pastel
Supplies: Paper, pen, pencil, pastel colors

Sesion Grabada: Sí
Recorded: Yes

Gabriela Núñez, quien además de ser fundadora de Ak Lu'um Waldorf en Playa del Carmen, México, es parte del Board de WECAN y tiene más de 15 años de trabajo en el jardín de Infancia.

[Gabriela Núñez, in addition to being the founder of Ak Lu'um Waldorf Community in Playa del Carmen, Mexico, is part of the WECAN Board and has more than 15 years of pedagogical work in kindergarten.]

Jaime Núñez, quien además de tener más de 10 años de experiencia en la pedagogía Waldorf, es historiador con una especialidad en iconografía mesoamericana y lleva muchos años trabajando los mitos de América a la luz de la antroposofía.

[Jaime Núñez, in addition to having more than 10 years of experience in Waldorf education, is a historian with a specialty in Mesoamerican iconography and has spent many years working on the myths of America in the light of anthroposophy.]

10. Etheric Movements of the Six Supplementary Exercises

Jane Swain

The six supplementary exercises were given by Rudolf Steiner in at least eight different places, and he repeatedly spoke of their significance for one's inner spiritual path, as well for one's outer work in the world. When people practice these exercises, it is very common that they omit the etheric movements which Steiner gave for each exercise. However, these movements are a crucial part of the exercises, and they will be the emphasis of this workshop. Jane has studied these movements extensively with Jaimen McMillan, founder



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of Spacial Dynamics. This workshop is for those who have worked with the six exercises for many years, as well as for those who have never done them.

Supplies: PDF Six Supplementary Exercises

Recorded: No

***Jane Swain** is a senior therapeutic trainer at the Spacial 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.*

11. Examining the Impact of Generational Trauma on Young Black Boys

Lisa Miccio

Our well-intentioned message that the “world is good” seems contrary to both the generational trauma experienced by Black families and the distorted attitudes towards Black males in our society. Together we will examine how inherited PTSD can impact the behaviors of Black boys in our Waldorf classrooms and explore steps towards healing their hypervigilance while also working to change the narrative that often leads to negative real-world consequences for them.

Supplies: None

Recorded: No

***Lisa Miccio** is a mixed-age kindergarten teacher at The Waldorf School of Garden City (NY) and the lead instructor for the Introduction to Waldorf Early Childhood Summer Series Course at Sunbridge Institute, where she also serves as a board trustee. She has been teaching since 1993 and has served as a member and co-chair of the WSGC DEIJ committee and has been an early childhood faculty co-chair and collegium member at Green Meadow Waldorf School (NY). Prior to joining Green Meadow, Lisa was an early childhood teacher at Mountain Laurel Waldorf School (NY). She is also a mentor teacher at the Kathmandu Waldorf Kindergarten in Nepal and helped to open the school in 2016.*

12. Exploring Picture Books as a Tool for Building Spaces Where All Children Are Celebrated

Rie Seo

Until quite recently, many Waldorf early childhood educators thought picture books belonged at home, not in Waldorf early childhood classrooms. We might have had a few books that were considered “good” and “Traditional Waldorf.” The same applies to the pictorial images we use to decorate our classrooms. But do all the children see themselves, their friends and families in those limited pictures and books? Who said we couldn't bring more books to our classrooms? Together, we will explore our fears and biases in introducing picture books to the classroom and how we can use these pictorial images and narratives they create as a powerful tool to create windows and mirrors for all children.

Supplies: Your favorite children's books for consideration (optional)

Recorded: No



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***Rie Seo** is a lead kindergarten teacher at the Waldorf School of Garden City. She holds an MFA in Theater Design from New York University and a certificate in Waldorf EC training from Sunbridge Institute. She is originally from Japan and is the proud parent of two children.*

13. Inclusive Storytelling in the Waldorf Early Childhood Classroom

Chris Shaw and Heron Wakerobin

In this workshop we will reimagine and recreate classic Waldorf kindergarten stories to reflect the lived experience of the children and families in our care. Together we will work with language and pictures that are inclusive, nurturing, and reflective of the guiding principles for the movement for Black lives. We will also share many of the ways we as Waldorf kindergarten teachers work with these principles in our classrooms and in our work with the larger school.

Supplies: None

Recorded: Yes

***Chris Shaw** is in her eighth year leading the Goldfinch mixed-age kindergarten class at The Hartsbrook School. She has three children who all attended the school and has served on numerous committees. In her free time, Chris wanders with her dogs in the forests, putters in the garden and tends to an unruly flock of free-range poultry while pondering the many ways that Waldorf education can learn and grow from anti-racist and abolitionist teaching.*

***Heron Wakerobin** (they/them) enjoys working as a Forest Kindergarten assistant at The Hartsbrook School. Heron is a passionate hiker, gardener, and crafter, and aspires of one day operating a multi-age outdoor program from their home. They want to help guide Waldorf education towards a radically inclusive and actively anti-white supremacist future.*

14. Maintaining Resiliency: Medical and Meditative Practices for Self-Care

Adam Blanning, M.D.

When we get sick, we have to rest (sleep), warm (fever) and cleanse (reduced appetite, sweat, sneeze, etc.) Those can seem like dreaded punishments, but they are, in fact, good friends, if we can better understand them. We will explore how simple self-care practices can help us stay in balance, even before we get sick. Then, in the second half of the workshop, we will look at how these same activities can be found and strengthened through inner work and meditation.

Supplies: None

Recorded: Yes

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

15. Meeting the Child at the Midnight Hour

Chiaki Uchiyama, M.Ed.



Self-knowledge is at the foundation of our work with diverse communities and young children. When we work with young children's hereditary and/or queer streams, it is helpful for teachers and caregivers to strengthen their inner connection with themselves and their own spiritual origin, so that when they meet with children within the context of contemporary culture, they can embrace the children's hereditary (karmic) stream and spiritual stream simultaneously at the heart level. In this workshop, we will expand our imagination into a Spiritual Midnight Hour (our point of spiritual origin) and embrace and value the unique manifestations of earthly identity as important assets for human evolution. We will also touch base with the mission of biracial, bicultural, and bilingual children from the standpoint of the Midnight Hour as well. This consciousness will help bring healing impulses and unconditional, etheric warmth in everyday education.

Supplies: Notebook and pen

Recorded: Yes

Chiaki Uchiyama, M.Ed. was born and raised in Yokohama, Japan, and moved to the United States in 1997. She has served Cedarwood Waldorf School for 22 years as a teacher and in various leadership roles prior to her current position as Pedagogical Director. She presents workshops, conferences, and lectures for Waldorf teachers and parents. In 2020 she was a presenter at the People of Color Conference at the National Association of Independent Schools. She holds an M.Ed. degree in Waldorf Education with a Transdisciplinary Focus on Healing Education from Antioch University in New Hampshire and is currently enrolled in the Ed.D. program at Antioch.

16. Movement Toward Tolerance—Emphasizing the 4 Foundational Senses as a Pathway to Healthy Social Life

Nancy Blanning

Children love to move, and movement educates the child. Nurturing the strength of the foundational senses—primarily touch, self-movement, and balance—builds a pathway not only to healthy physical incarnation for the child but to the development of tolerance, true caring, and compassion for others' experiences and points of view in later life. Starting with Rudolf Steiner's insights and further observations described by Henning Köhler, we will explore these connections. We will do some deep thinking and come away with movement ideas to bring into the classroom.

Supplies: Space to move

Suggested Resources: Working with Anxious, Nervous, and Depressed Children by Henning Kohler

Recorded: Yes

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.

17. Not Just Meaning Well, But Doing Well

Sondi Eugene



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Join us in developing truly effective ways in learning to support our parents and colleagues of color. Through honest conversation, journaling, and simple artistic work, we will peel back the layers of how to truly “show up” for the other!

Supplies: Journal, drawing paper, pen, colored pencils, crayons

Recorded: No

***Sondi Eugene** is an Early Childhood teacher at The Waldorf School of Atlanta (WSA), where she has worked for over 20 years. She has spent many of those years chairing the Diversity, Equity and Inclusion committee at WSA. This year, Sondi is enjoying a sabbatical from her teaching, and living in Germany.*

18. Reawakening the World of Story

Stephen Spitalny

Storytelling is an oral tradition and stories evolve as they are passed from one teller to the next. Writing and publishing stories codifies something that was living and changing. How can we give new life to stories while considering the various levels of reality symbolically addressed in these powerful teaching tools? How can we choose and adapt stories to support our young children toward becoming more truly human and cosmopolitan beings?

Supplies: None

Recorded: Yes

***Stephen Spitalny** has taught at the Santa Cruz Waldorf School since 1990. He offers courses and workshops worldwide (especially in 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 Gateways newsletter for many years. Steve has written 3 books and numerous articles about early childhood.*

19. Respectful Seasonal Indigenous American Craft and Life Skills (with a focus on ages 4 - 7)

Sage Nunutsi Otterson

This workshop will address seasonal work in Waldorf methods, introducing foundational Earth-based skills for the 4–7-year-old children in Waldorf methods education, whether in homeschooling or class. The craft explorations are generally meant to emphasize process over product, and are Intertribally practiced in our modern era, with some seasonal craft skills incorporated from my Tsalagi / Cherokee heritage. Ideas about Indigenous seasonal cooking in the Waldorf curriculum will also be promoted. This workshop invites a year-round and culturally respectful intentional and practical approach to including Indigenous crafts into the curriculum to help the children have some familiarity with the natural materials and methods and gain confidence in their budding artistry. Some examples of materials and crafts will be shown for inspiration.

Supplies: Pen, notebook or paper, colored pencils

Recorded: No



***Sage Otterson** is a graduate of the Bay Area Center for Waldorf Teacher Training under the Kindergarten track and has been a homeschooling parent and long-term substitute Waldorf school teacher, culminating in work for the Seattle Waldorf schools and Vashon Wilderness Program. She brings her love of Waldorf festivals and celebrations as well as her Indigenous Tsalagi/ Cherokee heritage into her work wherever practicable. She holds a BA in Botany from Sonoma State University and has a deep interest in incorporating natural materials into the crafts she ongoingly creates, such as beadwork, stone carving and textile art. She has taught workshops in person for well over thirty years.*

20. The “Spirit” in Spirituality

Stephanie Hoelscher

How do we stand in courage and speak with truth about the spiritual aspect of our work at this time? Where might we find fresh inspirations for grounding us anew in the essentials of our work in the classroom which also bring us confidence and delight in speaking authentically with parents about spirit? This workshop strives to nourish and provoke those interested in working with these questions. We will do so through biography, poetry – both contemporary and canonized – images, and vignettes from the classroom. We will follow a format of short guiding open-ended presentations to help frame small group conversations. This is an opportunity to come together to move away from the things that distract and distress us and settle down into the simplicity of looking at mystery.

Supplies: None

Recorded: No

Stephanie Hoelscher (she/her) is an “earthy” (vs “precious”) Waldorf teacher, parent, spouse, anthropologist, 3-time cancer survivor, 12-time marathoner (pre-cancer) and now a swimmer, mandarin Chinese speaker, who is drawn to difference and periphery; spiritually called to observation and listening.

21. Transforming Cultural Appropriation to Cross-cultural Collaboration

Otsistohkwí:yo (Melissa Elliott), Wahsonti:io Hill, Patti Wolfe, Dianne Goldsmith, and Genevieve Lennox

This workshop will unveil the story behind the marionette performance of "The Seven Dancing Stars". Members of the Silks and Strings Marionette Troupe Patti Wolfe and Dianne Goldsmith, with Onkwéhonwe (Indigenous) Waldorf early years teachers Wahsonti:io Hill and Otsistohkwí:yo Elliott will explore their experiences working on the marionette play that was performed live at the 2020 WECAN East Coast Conference. We will discuss the idea of cultural appropriation and how this appears in our movement and how to avoid this through forming real, relevant relationships and becoming allies. We will use the real-life experience of working on this marionette play together and show how it can be an example for cross-cultural collaboration. We will discuss how this model of cross-cultural collaboration can be used by schools, faculties, teachers, and programs to bring groups together, learn from each other, and build new relationships through doing.

Supplies: None

Recorded: Yes



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Otsistohkwí:yo (Melissa) is 31 years old and Kanyen'kehá:ka (Mohawk) from Six Nations of the Grand River Territory. She is currently working as the Ken Nikanenhá:sas (Little Seeds) Kindergarten Teacher and Kanen'shón:'a (Many Types of Seeds) Early Years Faculty Chair at Skaronhyase'kó:wa Everlasting Tree School. She is a part of the WECAN IDEA Committee and a graduate of the Professional Development for Waldorf Early Childhood (B-7) Program at the Rudolf Steiner College Canada.

Wahsonti:io Hill is Mohawk Turtle Clan of the Rotinonhsyón:ni, born and raised at Six Nations of the Grand River Territory and a mother of 12 and grandmother of 17 with a very large extended family. Traditional practices are a conscientious part of her life. She's had a lengthy career in Rotinonhsyón:ni-determined education since 1986. Wahsonti:io is Ontario Teacher Certified, trained in Waldorf Early Childhood, and has a bachelor's degree in Onkwehonwe Language.

Patti Wolfe lives in Kettleby Ontario. She taught in the Early Childhood Faculty at Toronto Waldorf School for over 30 years, most of that time as the Parent and Child teacher. Presently she teaches in the Waldorf Teacher Training Program at Rudolf Steiner College Canada. She is a founding member of the Silk and Strings Marionette Troupe.

Dianne Goldsmith – Biography coming

Genevieve Lennox – Biography coming

22. Transforming Inner Resistances to Inclusion, Diversity, Equity and Access

Arlene Thorn

We live with our best intentions for moving forward with Inclusion, Diversity, Equity and Access in our lives and work. Yet within each of us are our past experiences and past lives. They live quietly below our consciousness until an incident brings them forward and we meet them as resistances, conflict, confusion and even illness. This workshop begins with identifying an incident that raised an inner reaction in this new field of work. Using chalk pastels, we will work toward transforming the past and seeking an Imagination of a future way of being.

Supplies: Chalk pastels, 2 pieces of paper (approximately 50 x 35 cm), and a journal

Recorded: No

Arlene Thorn became a New Adult Educator with the Rudolf Steiner College Canada following many years as a parent, Board member and Community Development Coordinator at the Toronto Waldorf School. In 2012 she moved to Thunder Bay, Ontario, where she has been offering personal, professional, and organizational development programs in retreats and online programs. www.newadultlearning.com

23. The Two-Way Mirror - The me looking at self and the me looking out into the world

Rihana M. Rutledge

A call of the times is to deepen our intentions in the evolution of self and be an agent for change. In the midst of the great spiritual/material divide, we can access our potential of who we are becoming. Using drawing pencils and paper, we will create biographical sketches for conversation, meeting the challenge in our bias, racial heredity and identity, the self we meet in the mirror, and encountering the other.



Supplies: Paper, drawing materials, color pencils, pastels

Recorded: No

Rihana M. Rutledge is a mother of two. She currently practices Art Therapy at the Halton Waldorf School in Burlington, Ontario. She also holds the role of Waldorf EC Chair and Preschool Supervisor. Rihana has over twenty years of experience working with children and adults. She is an Early Childhood Waldorf Teacher trained at the Rudolf Steiner College Canada and an Early Childhood Educator graduate of Seneca College, Toronto. Rihana trained in Anthroposophical Art Therapy Foundations and Biography at the Arscura School for Social Art and Healing in Toronto, and in Anthroposophical & Transformative Art Therapy at Tobias School for Art & Therapy in the UK.

24. queering kindergarten willow

one academic definition of the verb “to queer” is “to reevaluate or reinterpret (a work) with an eye to sexual orientation and/or to gender, as by applying queer theory.” this workshop will be a presentation of willow’s thoughts and questions from inside and outside the closet in relation to waldorf early childhood curriculum (teachers of all age groups welcome!). while trying to avoid prescriptions for what to do, and while trying to free us from the paralysis of questioning everything so much that we feel we can’t do anything, willow hopes to complicate and enrich some of our kindergarten practices such as birthday stories, fairy tales, names, pronouns, and dress codes. q&a’s are willow’s favorite part of workshops, so please bring questions. if there is a practice or story or tradition you feel attached to but also wish was a bit more queer or free or expansive, please bring those along, too.

supplies: none

suggested resources: singularthey.info; gender reveal gender 101 podcast [transcript](#) or [audio](#)

recorded: yes

willow (they/them) is in their fourteenth year as a teacher at the whidbey island waldorf school, with most of that time as an outdoor or forest kindergarten teacher. they are a genderqueer parent of two children, one of whom is trans. before entering waldorf education 24 years ago, they were on a path to becoming a literature professor with an interest in queer theory and fairy tales.

25. Weaving Threads of Connection and Inclusion: Hearts, Gestures, and Hands Lynn Turner and Leslie Wetzonis Woolverton

What does a culturally responsive and equitable Waldorf EC classroom look like in our Parent Child, Nursery and Mixed Age-Kindergarten programs? Lynn and Leslie will offer a workshop on conscious teaching practices to inspire EC educators, School cultures/communities, and ways to strengthen our work when Diversity is not present. During our two-hour session, we will build together social and emotional building blocks for Waldorf EC programs that cultivate healthy and thriving child development for all children within our communities. What do Equitable Culturally Responsive Parent Communications look like, even in school communities without diversity? How do we begin intentional conversations with parents and with each other



Toward a Kinder, More Compassionate Society:
Working Together Toward Change
Keynote Speakers: Meggan Gill, Keelah Helwig, Joaquin Muñoz
Online Early Childhood Conference
February 10 - 13, 2022



(Colleagues, Faculty, Administrators, and Boards) in our work within Inclusion, Diversity, and Equity? Let's explore our next steps for healing wounds and conflicts regarding current questions with open hearts.

Supplies: Pen, Notebook or Paper, Colored Pencils

Recorded: Yes

Lynn Turner (she/her) is a native Washingtonian, wife, and mother of two children and the proud descendant of enslaved people. She is a culturally responsive educator who is passionate about teaching young children and supporting families, work that she has done for over ten years. Lynn currently serves on the Waldorf Early Childhood Association of North America's Inclusion, Diversity, Equity and Access Committee as the committee co-chair. She is an adjunct professor at Mount Mary University and Great Lakes Waldorf Institute in their Waldorf Teacher Training Program. Lynn holds a BA in Fine Arts from Sweet Briar College and an MAT in Early Childhood Education from Washington Trinity University and received her Waldorf Early Childhood Teaching Certificate in 2017. Lynn has also been published in Gateways Magazine and has been a workshop presenter for diversity, equity and inclusion at the 2021 Waldorf Early Childhood Education Association of Northern America Teacher Conference.

Leslie Woolverton (she/her) is currently Co-Coordinator for the I.D.E.A Committee of WECAN, a participating member of the WECAN EC Research Group, and since fall has been a member of the Core faculty with Sound Circle Center. She taught at Acorn Hill Waldorf Kindergarten & Nursery School for more than 16 years teaching Parent/Child & Three-Day Nursery. Leslie mainly spends her summers traveling abroad or at her beloved beach home in Chincoteague Island, VA with her family and lifetime friends. Leslie's beloved son Matthew, is a senior, graduating in the fall at Vassar College.

26. Widening the Heart: How Do I Make Love a Creative Force in the World?

Laurie Clark

"The ultimate measure of a human being is not where they stand in moments of comfort and convenience but where they stand at times of challenge and controversy." ~ Martin Luther King

The creative force of love creates peace and acceptance for all of humanity. We will work with anthroposophy and Martin Luther King's remarkable work to widen our perspectives that will awaken, transform and heal, so that we can open the door to our true becoming. This workshop will include presentation, break-out rooms and artistic representation.

Supplies: Paper and colored pencils

Recorded: Yes

Laurie Clark has been a Waldorf early childhood teacher for four decades. She is a teacher trainer, mentor, author, and workshop and conference presenter. She currently has a home program, working with very little children, which she loves!