

## **Reflections and Forward Steps: A Year of Growth for the Birth to Three Working Group**

Heather, Anjum and Magdalena, The Birth to Three Working Group

As we near the end of the school year, the Birth to Three Working Group is taking a moment to reflect on a year of activity, participation, and thoughtful questions for the future.

Since our fall meeting, we've hosted ten **Parent and Caregiver Events**. These included two special two-part sessions in collaboration with Alma Partners, three insightful gatherings with Dr. Adam Blanning, and several skill-building sessions led by Ruth Ker, Somer Serpe, and Lynn St. Pierre. To close out the year, Amber Chavez and Anjum Mir are offering sessions on creating your family culture and supporting gender-expansive families. We'll return next year with new offerings that we hope will inspire and welcome you back. Your feedback has been truly heartening—thank you for your appreciation and enthusiasm for the resources and conversations these events have sparked.

**Professional Development** was more limited this year, with one session, led by Amber Chavez, who offered to support teachers in gender inclusion. This pilot effort raised important questions: Should we expand our professional offerings? Could we offer teachers much-needed professional development certificates? We have decided that indeed we will, and we are busy planning for the year ahead. Please let us know if you have suggestions for what might support your work with the children. (email [hchurch@waldorfearlychildhood.org](mailto:hchurch@waldorfearlychildhood.org)) Your insights will help guide how we continue to serve the growing and evolving needs of our community.

Beyond events, our focus this year expanded to include deeper support for Parents/Caregivers and Child Programs. The recent survey responses reveal a landscape rich in diversity and deep passion for this work. A clear theme that emerged is the need for greater connection—more shared resources, targeted training, and recognition of the essential role this work plays in supporting both schools and families. Looking ahead, we aim to shift the view of these programs from short-term, financially driven goals to a vision rooted in long-term impact and deeper understanding. By supporting families—and honoring the educators who guide them—we can strengthen the foundation of lifelong learning and community.