

Gateways submissions

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Gateways strives to provide insight and practical suggestions for working with the many urgent questions confronting us in our teaching in today's fast-paced, unpredictable world. The Spring issue of *Gateways*, now arriving in WECAN members' mailboxes focuses on healing. We are increasingly aware that daily life in today's world presents distressing challenges that our resilience is taxed to balance. The word "healing" is related in its origin to "make whole." To help the child grow into wholeness is what our education is all about. Articles in the current issue address supporting and healing the sense of well-being. They remind us of the healing qualities of puppetry, practical work, intentional, purposeful movement, and reassuring stories. The relationship of our youngest (birth-to-3) children and their caregivers is also considered.

The regular *Gateways* section "for the classroom" is intentionally full of stories, movement imaginations, an Ellersiek hand gesture game, and little vignettes to help with transitions.

All of these sharings came from early childhood teachers who generously responded to the **call for submissions**. **Thank you!** Every one of us has favorites in each of these categories that are special treasures.

Gateways extends this call to everyone to please share! Submissions can be sent to gatewayscollection@gmail.com.

The Fall issue of *Gateways* will be dedicated to considering IMITATION.

How do we understand the value of imitation in our time? Waldorf early childhood education is guided by the principle that young children learn through imitation. Rudolf Steiner stated:

"There are two magic words which indicate how the child enters into relation with his environment. They are Imitation, and Example. The Greek philosopher Aristotle called man the most imitative of creatures. For no age in life is this more true than for the first stage of childhood before the change of teeth. What goes on in his physical environment, this the child imitates, and in the process of imitation his physical organs are cast into the forms which then become permanent. 'Physical environment' must, however, be taken in the widest imaginable sense. It includes not only what goes on around the child in the material sense, but everything that takes place in the child's environment — everything that can be perceived by his senses, that can work from the surrounding physical space upon the inner powers of the child. This includes all the moral or immoral actions, all the wise or foolish actions, that the child sees."

(The Education of the Child, Anthroposophic Press, 1996, p.18)

Teachers report that increasingly, children do not readily imitate in circle time. Nor do we see imitation of daily, practical life activities, as was more common in the past.

- What does this mean for our times?
- What do we understand imitation to be?
- How do we offer engaging examples of outer activity for imitation?
- Is this still important?

- How do we offer models for inner imitation in the soul realm?
- What have we done that has awakened children's imitation that we can share with colleagues?

Gateways invites submissions that consider these questions for the Fall 2024 issue. Please share your thoughtful considerations, further questions, and successful examples that have stimulated children's imitative capacities.

Please send submissions to gatewayscollection@gmail.com by August 1, 2024