

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. **An Exploration of Diversifying the Waldorf EC Curriculum - Creating an Anti-Bias Environment** (Jessica Oswald and Carol Grieder-Brandenberger, Green Meadow Waldorf School)

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.

***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.*

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.

***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. **IDEA in Infancy— Peace begins on the changing table** (Liz Hagerman and Teresa Price, Acorn Hill)

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. Please bring: open heart, open mind, courage. (IDEA is also the acronym for Inclusion, Diversity, Equity, and Accessibility)

***Liz Hagerman** has a deep interest in the well being 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:** In addition to leading Diversity work at Acorn Hill for 20 years, Teresa has been very active in many community projects involving infants, children, parenting, education, world peace, nutrition, and equity and justice. She is the Vice President of Mocha Moms Southern DC. Teresa grew up in Prince George's County, Maryland and spent her childhood baking, cooking, singing, playing, reading and spending time in nature. She is currently the lead afternoon teacher in the full day outdoor Kindergarten class at Acorn Hill.*

DEEPENING THE CONTENT THROUGH AFFINITY GROUPINGS (BIPOC AND WHITE)

These workshops are geared towards providing safe 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 BIPOC Affinity Spaces or as White Affinity Spaces, offering a space for authentic sharing and listening while reducing the chances of unintended harm.

BIPOC Affinity Groups

4. **A Continued Work in Us, for Us: An Affinity Space for Black, Brown, & Indigenous Waldorf Educators:** This space is for Black, Brown, and Indigenous 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, Facilitator

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.

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

Nama Khalil, Facilitator

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.

6. **An affinity space grounded in anti-racist parenting and education from a community collaboration lens:** The 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 and Kira Tookes, Co-Facilitators

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.

White Affinity Groups

7. Generous Listening: to Self and Others

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.

Patricia Rubano, Facilitator

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, Facilitator

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, Facilitator

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. 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.

9. The Earth is Our Teacher: Enlivening our relationships to our homes to build connection, the etheric, and a deep 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.

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 Masters 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.

10. Singing Games (Anna Rainville)

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.

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.

11. How to Nurture, through Eurythmy, Positivity and Wellness in Chaotic and Stressful Times (Brigida Baldszun)

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.

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.

12. Mother and Child Felted Picture (Celia Riahi)

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. I have searched for many mother & child images and will share them. In this workshop we will have time to needlefelt a simple picture. You can then choose how to dress, decorate and hang your finished piece. I 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. More details on supplies at registration.

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.

13. 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.

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."

14. Inclusive Stories for the Waldorf Early Childhood Classroom (Chris Shaw and Heron O'Brien)

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, any and all listeners can live fully into the stories and feel at home in our classrooms. 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.*

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.

***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. 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.*

17. The Wide World of Fairy Tales: Archetype vs. Stereotype (Holly Koteen-Soule)

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. Enhancing our Capacities for Social inclusion through Practicing the Spatial Gestures of the Higher Senses (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.

***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.*

19. No Man is an Island: Healing Through Poetry (Judith Adams)

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.*

20. School Contemplation- A Potent Tool for Waldorf Schools in Challenging Times (Laurie Clark)

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.

***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 mentors teachers, and is a teacher trainer and presenter. She has co-authored two books with Nancy Blannig on therapeutic movement for children.*

21. Inner Development for World Development. (Lisa Romero)

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.

***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.

22. Cultivating Compassion and Kindness through Early Childhood Developmental Movement and Spacial Dynamics™ (Lynn St. Pierre)

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 Spacial 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 Spacial 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.*

23. Sowing Seeds of Social Justice in Waldorf Early Childhood Classrooms (Lynn Turner)

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.

***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*.

24. 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.*

25. Parent Education: Supporting and Inviting Parents to bring Critical Consciousness into their Homes (Meagan Rose Wilson)

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.

***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.*

26. What's Needed Right Now? Nourishment for Body, Soul, and, Spirit (Meaghan Witri and Sarah Mecca)

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* and *Developing the World's* health and well-being programs (www.developingtheself.org), including the *Care and Development of the Senses*, *Healing the Impacts of Technology*, and *Laying the Ground of Healthy Relationships*.

27. Culturally Responsive Music Practices in the Early Childhood Classroom (Michelle Marinelli Prindle)

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.

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.

28. "The Magic Pot"—a Circle Game to Picture Reverence, Gratitude, Generosity, and Collaboration (Nancy Blanning)

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.

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.

29. 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.

***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.*

30. 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 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.*

31. 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.

***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.*

32. Anti-bias Practices in Waldorf Early Childhood: Doing the Work and Finding Our Allies (Stephen Spitalny)

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.

***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.
