



Summer Festival of Arts and Education

July 5-23,
2021

Summer Festival Will Be Online for 2021

Learn from home in this time of restricted travel and gatherings. Save on travel and accommodation.

Rudolf Steiner Centre Toronto

Week One: July 5th to July 9th

Teaching Grade 1 Full Day - The Magic of First Grade

We will begin by looking at child development and the image and needs of the grade one child. The morning will be dedicated to bringing the curriculum in a living and appropriate way: introducing the letters out of pictures, reading what the children have written, connecting the child with the world of numbers, storytelling and more. Participants will create their own main lesson books, being guided in the use of block and stick crayons, just as the children are taught. Every morning we will practise elements of the daily “circle”, including developmental exercises, poetry, songs, rhythms and body arithmetic.

In the afternoon, we will practise the artistic activities that are essential to child development: beeswax modeling, painting, music (have your own pentatonic recorder), form drawing, drama, nature studies. We will look at working with the temperaments, holding parent evenings, and guiding nature walks.



JAMES BRIAN, RUOLF STEINER CENTRE TORONTO

James has worked in the educational field for more than 30 years with both children and adults. He spent 12 years in Germany studying anthroposophy and Waldorf pedagogy and has diplomas in Waldorf teaching and remedial education. Currently, he is Director of Education at Rudolf Steiner Centre Toronto.

James is a certified professional coach (New Ventures West, San Francisco) and worked as a consultant in organizational development.



MARIE-FRANCE BERTRAND, WALDORF IN THE PUBLIC SYSTEM

Marie France has taught for 19 years using Waldorf pedagogy, including six at École Parsifal School in Ottawa. She was a founding teacher when the French public school, Trille des Bois, started a Waldorf program in 2003. Currently she is applying Waldorf methods to engage children in public schools.

Comments on the 2020 online grade one course with James and Marie-France:

“It was clear, well structured, practical, easy to understand how to put in practice in the classroom. Teachers shared with the group from their own experience. And we received a lot of valuable resources.”

“I loved the resources that everyone shared and the materials that we received.”

“I was so happy to be in your class. I’m not sure why but it gave me a new direction in life.”

“Your course has been clear, refreshing, full and so nurturing. You are modeling best practices in teaching for us.”

Teaching Grade 2 Full Day - Searching for the Sword of Light

Drawing from the rich literature of this grade, we will enhance the study of teaching the children to write with pencils focusing on correct pencil grip and drawing using block and stick crayons (painting drawing).

Themes will include the fables wherein the children can recognize their own and others' human characteristics in one-sided animals, and also heroes or saints, the lives of those who heard their inner voice and, listening, brought light down onto the earth through selflessness. Balancing the duality children experience as the nine year change in consciousness approaches is the goal! Building confidence in learning and enthusiasm for new things helps develop this balance.

Artistic skills to be practiced include modeling with clay and beeswax, using moving pictures, and singing and playing pentatonic recorder (bring your own), mathematics through movement, form drawing as well as chalkboard drawing of images appropriate for the grade (black paper and pastels or colored chalk required).



PATRICE MAYNARD, DIRECTOR, WALDORF PUBLICATIONS

Patrice Maynard, MEd, is the director of Publications and Development for the Research Institute for Waldorf Education. She was a leader in AWSNA and before that a Waldorf class and music teacher at the Hawthorne Valley School.

From Patrice's 2019 grade intensive: *"Patrice Maynard was truly inspiring. Great information, but her 'being' was the real teacher."*

From Patrice's 2020 online class: *"I really valued Patrice's wisdom and wealth of experience, as well as how prepared she was to share her stories and thoughts with us. She was positive, accepting and willing to hear from us and encouraged us to share with each other."*

"The many, many resources Patrice so generously shared with us, as well as the notes I made on the advice she gave us through the stories she told. I especially liked the singing and voice work."

"I still have a lot of work to do myself, but this course has given me an excellent foundation."

"Really thorough presentations by Patrice. I loved that Patrice weaved between very practical matters and discussions of the meditative life."

"I appreciated lots of good wisdom and information to digest, a new community and a deeper appreciation for myself and other Waldorf teachers."

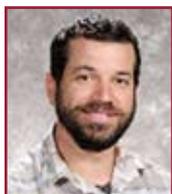
"Thank you, Patrice, for an inspiring, health-giving week!"

Teaching Grade 3 Full Day - Establishing Roots in the Earth

What is the third grader asking of us? How can we support our children and their families through the nine-year change? Oh, and what is the nine-year change exactly? These questions will be explored as we discuss the curriculum of the third grade. We will cover all the main blocks of the year including Hebrew scriptures, measurement math, and practical life on the earth: how people work, grow food, make clothing, and build shelters. We will look at how the curriculum supports not only each child but the class community as a whole.

We will look at the important practical and preparatory work of the third grade teacher. Block rotation, lesson planning, parent and collegial work, and daily, weekly, and monthly classroom rhythms will all be covered. We will also talk about how to strengthen academic skills - math and writing- through daily work and recall.

In the afternoons we will focus on movement and art. Lessons on clay modeling, chalkboard drawing, main lesson bookwork, woodworking projects, music (including singing, recorder, and ukulele), form drawing, painting, and games will give you inspiration for the coming year.



JUSTIN TROMBLY, DETROIT WALDORF SCHOOL

Justin has been teaching in Waldorf schools for the past 12 years, first in Chicago, then in Portland, Oregon, now at the Detroit Waldorf School. Justin received his Waldorf teaching certification from the Micha-el Institute in Portland. The Waldorf curriculum and how it works with the developing child is a constant inspiration to Justin.

From Justin's 2019 class on teaching grade three: *"I have only glowing remarks for my third-grade presenter. Justin was full of inventive ideas. I have been shaken out of some old fixed ways of thinking about grade three."*



Justin Trombly talks about how he introduced the ukelele in his grade three class, July 2019

Teaching Grade 4 Full Day - Entering the Heart of Childhood

The ten-year-old child sits between early childhood and adolescence and begins to ask the question: Who am I? In their quest for differentiation, they enthusiastically take up challenges with powerful, new abilities and a strong feeling-life. They are ready to take on more, and as they come to meet the world, they want to know it intellectually.

In this course we will look through this developmental lens of the fourth grader as we explore the emerging academics of the fourth grade curriculum including the study of fractions where the theme of separateness is further reflected, the language arts with a focus on descriptive writing, scenes from ancient history (and not just the Norse Myths), finding a sense of place through the study of geography, and exploring the human being's relationship and connection to the animals. Woven throughout will be artistic experiences, movement, form drawing and much more. Practical aspects such as block rotations, lesson plans, student skill levels, parent work and assessment, will also be discussed.



JESSICA GLADIO, TRILLIUM WALDORF SCHOOL

Jessica Gladio has been a class teacher at the Trillium Waldorf School in Guelph, Ontario for the past twelve years where she is currently in her second cycle of teaching through the grades. She received her Waldorf teaching certificate from RSCT in

2009, holds a B.A. in Communication Studies and Fine Arts from Concordia University in Montreal, and has since been a life-long learner attending every possible conference, course and seminar she can. Jessica's passion for Waldorf education has recently been fuelled by conversations about responsible innovations and the movement's commitment to DEI.

From last year's 2020 Grade 3 online preparation course with Jessica Gladio:

"I know more about the grade 3 curriculum. I really like the way that Jessica brings a new block to the children, which is through imagination and making connection with the children's daily life."

"I loved every minute of Jessica's class. They were informative, fun and extremely thorough. As an individual new to waldorf, I was really able to visualise how her daily rhythm was met in her class, the different transitional activities, the mood and soul of learning. Jessica was very generous with her resource sharing and adaptive to the questions and needs of our group. "

"It was a wonderful week of learning. Jessica was very informative and super organized. I feel very prepared for grade 3."

Teaching Grade 5 Full Day - From Heaven to Earth in the Golden Year

Between childhood and adolescence stands this golden year of the fifth grade. At this time the children are becoming more balanced in proportions and abilities. The grade five teacher is called upon to guide the child through a content-packed, exciting, and pivotal year.

The curriculum spans a vast period of ancient history, from India through Persia, Mesopotamia, Egypt, culminating with the mythologies and history of ancient Greece. In mathematics the children strengthen their working knowledge of fractions, are introduced to working with decimals, and learn freehand geometry. Botany and geography help the children come into themselves and trust their senses and surroundings.

As the students travel from the heaven of childhood to the earth of adolescence, you will be there to guide them along their way. Homework, the class play, and the eagerly anticipated Waldorf milestone, the Olympiad, are awaiting them. As their guide, you can be prepared with songs, stories, artistic activities, games, clay modelling, paintings, copper rod and ball exercises and so, so much movement. Every guide needs a map, and yours is waiting for you!

Morning activities will include curriculum overview, resource sharing, anthroposophical insight, and an in depth look at each of the year's subject blocks. Afternoon activities will include clay modelling, movement, copper rod exercises and ball exercises.



PHIL HARTMAN, LONDON WALDORF SCHOOL

Phil completed his Foundation Studies in Anthroposophy and Waldorf teacher education at the Rudolf Steiner Centre Toronto in 2013. Phil is the current class seven teacher at the London Waldorf School as well as the games teacher for the early grades.

Comment from Phil's 2020 online course about teaching grade five:

"I feel confident to take on my class this fall and I owe much of this to Phil and the collaborative environment he created through our course last week. He provided many resources, ideas, practical activities and art endeavours that we could complete with our respective classes."

Teaching Grade 6 Full Day – Facing Twelve Year Olds with Courage, Compassion and Rigour

The fifth grade year is spent in the company of living, growing plants and the world of grand mythology. In sixth grade, we turn the corner! Mythology gives way to history. Botany takes a back seat to the inorganic world of stars and stones, light and sound. It's a profound shift for almost every class teacher.

Our students are challenged by long limbs, big feet, vibrant emotions, and insecurity. Steiner helps us understand the physical, soul and spiritual changes they are undergoing and offers a brilliant curriculum to meet these young adolescents. At every turn there is the chance for a metamorphosis: in ways of teaching, in relationships, within the very core of our being as teachers. What a magnificent year!

We will survey the major blocks in the 6th grade and how each meets the students' need to know, to understand, and to think. In the Humanities, we will explore Roman History, the Medieval World (Europe, Asia, Africa, the Americas), and strategize about writing skills. In the Sciences, we will begin with geometry, study caves and volcanoes, experiment with light and sound. Golden threads of singing, poetry, calligraphy, and drama will weave it all together.

We will also have time to discuss very practical questions, offer inspiration to each other, and....laugh. We can do that on Zoom—maybe even especially on Zoom. Enjoy your fifth graders! Change is coming.



MARGOT AMRINE, RUDOLF STEINER SCHOOL OF ANN ARBOR, MICHIGAN & ARIEL MASSET, TORONTO WALDORF SCHOOL

Margot Amrine began her Waldorf career in 1978. Since then she has had the great pleasure of teaching every grade from 1st through 12th, including three very large lower school classes at the Rudolf Steiner School of Ann Arbor. She also has more

than 20 years experience working in teacher education. In light of sixth grade, an interesting fact is that Margot has planned and lead 26 trips to Rome. The grand sweep, the depth, and the joy inherent in Waldorf Education continue to delight her. She cannot wait to meet you!



Teaching Grade 7 Full Day - Out Into the World

During this week we will explore the developmental stage of 12 and 13-year-olds, particularly in light of present day culture. Participants will receive a detailed description of each block in order to individualize those blocks for their students. Planning and choosing resources, along with designing a healthy rhythm for the day, week, month and year will be covered.

Other topics include balance in your teaching year and parent education and communication. This course will include presentation of topics each day. However, dialogue arising from questions and experiences are heartily encouraged. Additionally, bring a song or game to share if you feel inspired. Afternoons together will consist of artistic activities: painting, perspective drawing, and creative writing.



HENRY MUTH, TRILLIUM WALDORF SCHOOL

Henry Muth has been a class teacher at Trillium Waldorf School for 13 years. He studied at the Rudolf Steiner Centre and, much earlier, at the Ontario College of Art and Design. As well as an educator, Henry is a woodworker, visual artist, and musician. He lives with his wife and three boys in Guelph, Ontario.

Comment from Henry Muth's 2020 online Summer Festival grade four intensive:

"Henry put so much effort into making this bizarre week fruitful; it was lovely and much appreciated. I am so glad RSCT went ahead and held this week online – I would have been very sad to miss it."

"We received many valuable insights, both through the information and materials that Henry brought, and from the discussions amongst the participants. I appreciated how he still sent gave out packets with songs, poems, etc."

"Henry did a great job – he covered the main lesson blocks, child development, music, and drawing. It was informative, full, and practical. I wouldn't change a thing to what he brought."

General comments about the RSCT 2020 online Summer Festival experience:

"I cannot thank you enough for the amazing summer festival you worked so diligently on."

"Thank you for providing this excellent course. What I have learned during the course will help me navigate through this school year a lot smoother!"

Teaching Grade 8 Full Day - Completing the Octave

Grade eight represents the octave of an eight-year cycle, building on everything that has come before and anticipating the students' next educational journey into high school and beyond.

Morning Focus – Working out of the students' developmental stage, we will see how the curriculum supports their thinking, strengthens their confidence, and informs their attitudes concerning social issues.

In history, the age of revolutions and the study of different industrial revolutions provide a compelling leitmotif for the year. In the sciences, anatomy, organic chemistry and physics, and meteorology continue to hone the students' observational skills as a foundation for flexible thinking.

In geography, themes of social justice and economic responsibility are explored on a worldwide scale. In math Platonic solids challenge their conceptual thinking in a multi-disciplinary and unexpected way.

We will go over proposed outlines for the various blocks, look at project and novel study possibilities, and—for chemistry and physics—demonstrate a few representative experiments that will provide a clear path forward.

Afternoon Activities – Our afternoons will take a more practical, hands-on approach to the curriculum. This will involve clay modeling, geometric constructions and charcoal drawing.

The afternoons will also be used to explore practical considerations such as the self-directed grade eight project, class plays and year-end planning.



JANE HILL, ORCHARD VALLEY WALDORF SCHOOL, VERMONT

Jane Hill, M. Ed., is drawn to the tumultuous energy of middle school students and is in awe of how the Waldorf curriculum provides the wisdom and power to meet their academic and soul needs. She teaches now at Orchard Valley Waldorf School in Vermont.

Comment from Jane Hill's 2019 Summer Festival grades intensive class:

"I am so happy with this course with Jane Hill. I feel more confident and have many keys for the future for students. A+, thank you so much Jane."

Week Two: July 12th to July 16th

Healthy Classroom Management - Mornings

- Setting sail on your teaching Journey into a strong following wind
- New teachers meeting their first class - how to prepare and how to 'BE' with your children: The Captain and the Sailors.
- Teachers facing disorder with their children: How to correct the 'listing ship'.
- Teachers hitting the 'rapids' of Grade Six and Beyond: How to keep a firm, but kind hand on the 'rudder'.



LES BLACK, WALDORF MENTOR

Les has been a long-time colleague and champion for creativity in Waldorf education. With more than 30 years of dedicated service to the Toronto Waldorf School community, he has touched the lives of hundreds of children and colleagues.

Les retired from class teaching in 2010, following the graduation of his third eight-year-cycle. He is now a mentor at Waldorf schools and the Director of Foundation Studies in Anthroposophy Distance at RSCT.

General comments about the RSCT 2020 online Summer Festival experience:

"The overall set-up of the on-line course was well done. The sheet with zoom links worked very well, and got me into all the sessions easily. The optional forums were a great addition. I have wanted to take courses with the RSC for years, but due to the cost of flights, accommodation and course fee, I haven't been able to do so. This on-line course has been truly a gift, as it was affordable and logistically doable. I really hope that in the future this option will remain possible for teachers living far away from Ontario. If there is an on-line course option next year, I would love to register again (for the Gr. 6 Intensive this time)."

Comments about Merwin Lewis and Waldorf Essentials: *"Merwin was a wonderful inspiration and a source of knowledge, wisdom and insight. He demonstrated what it means to be a Waldorf teacher in a very accessible way."*

"I very much enjoyed Waldorf Essentials. Highlights with thoughtful insights from years of experience. He did a great job presenting an overall picture."

"I most appreciated the diversity. I also appreciate how much we have accomplished. The highlight is that I have come to believe I have some creativity in me."

"I enjoyed Merwin's passion. He has a wealth of knowledge and experience. He told great stories."

The Group of Seven and the Spiritual in Art - Mornings

In search of a Canadian identity in art and driven by a common spiritual yearning, several painters came together in 1920 as The Group of Seven.

No discussion of these wonderful artists would be complete without an investigation of Theosophy, the mystical painters of Scandinavia and Russia, Wassily Kandinsky's *Concerning the Spiritual in Art*, and the Group's great Canadian contemporaries Emily Carr and Tom Thomson. Charcoal drawing will be included as an artistic activity.



JULIAN MULOCK

Born in England of Canadian parents, Julian spent his formative years in Waldorf schools in England before moving to Canada. He graduated with honours from the three-year Special Art Course at Central Technical School, Toronto and in 1972 joined the staff of the Royal Ontario Museum as a scientific illustrator

before embarking on an independent career as a freelance illustrator, muralist and painter.



Salutogenesis: Exploring Sources of Health for Teachers and Students - Afternoons

Given the prevailing treatment paradigm of mainstream medicine, health prevention often falls to those outside of medicine. Rudolf Steiner recognized that healthcare is an educational issue and that Waldorf teachers needed to be able to foresee the child's state of health and act preventatively. In this course we will look at how the life processes strengthen our own health as teachers as well as the health of our students. We will also consider the role of nutrition, remedies and homecare applications in supporting healthy child development.



FIONA HUGHES, MEDICAL DOCTOR

Fiona Hughes M.D. works as a personal health coach and organizational consultant, addressing personal and social challenges and concerns. She also conducts fermenting and felting workshops with Kathie Young. Fiona has a medical degree from the University of Witten/Herdecke, a cultural studies degree from Trent University, and extensive training in anthroposophical medicine. She has authored a number of reports that explore preferred futures for health and care; is mindful of the ways conventional medicine could be improved; and is passionate about healing and transformational processes.

“Fiona is a great presenter, well organized and prepared. She made the course fun by offering practical experience such as cooking and artistic exercises.”



Fiona's class at the 2019 Summer Festival

Week Three: July 19th to July 23rd

Deepening the Foundations - Mornings

Rudolf Steiner stressed in the First Teachers Course the importance of what you are as a teacher. The primary pedagogical task of the Waldorf teacher is, in his words, “We must first make something of ourselves so that a living inner spiritual relationship exists between the teacher and the children.”

“When you begin to understand the cosmic meaning of the breathing process and its transformation through education, or the cosmic meaning of the rhythm between sleeping and waking - something within you fights against everything that is merely personality. At this moment everything that forms the basis of your personality is dampened. Something of what predominates in people because they are physical human beings is quelled. . . When you enter the classroom in this unpretentious state, then through inner powers a relationship is created between you and the students.”

Cultivating an ongoing understanding of the big picture of the human being through anthroposophy leads the Waldorf teacher to ongoing success in the classroom. This understanding gives the teacher the strength and courage necessary to respond to the needs of the children out of the capacity of creative imagination.



FREDERICK AMRINE, UNIVERSITY OF MICHIGAN

Professor Frederick Amrine holds advanced degrees from Cambridge University and Harvard and teaches literature, philosophy and intellectual history at the University of Michigan, Ann Arbor, where he is the Arthur F. Thurnau professor in German Studies.

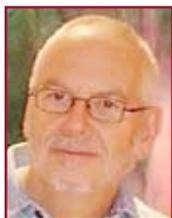
He is a lifelong researcher and translator of the work of Rudolf Steiner and has published more than a hundred books, the latest being “Kicking Away the Ladder: The Philosophical Roots of Waldorf Education”



Veil Painting – Mornings (In person only at RSCT, conditions permitting)

Veil painting is a water colour technique using almost transparent colours. It begins with no plan or distinct form in mind but rather a flowing journey into the life of the colour. The colours are never mixed on a palette but only one wash at a time over white paper, a previous wash, or a veil that has dried. Slowly the thin almost translucent overlapping layers of pigment begin to mysteriously birth multiple tones and shades of colour.

These eventually begin to coalesce into a subtle form that can be either abstract or form a distinct motif which can then be enhanced. This is truly painting out of the colour. Each veil of colour requires flexibility from the artist as the effect changes with every successive wash and the unknown slowly reveals itself – a meditative process that both challenges and refreshes the soul.



JEF SAUNDERS

Jef Saunders is co-founder of Arscura – School for Living Art. For the last 22 years he has taught biography, art and core studies at Arscura. He has previously been a therapeutic artist and biography worker at an anthroposophical medical practice. He particularly likes to teach veil painting as an antidote to the intensive, unrelenting stress of modern life.

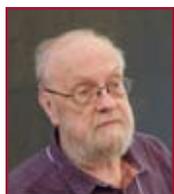
Summer festival veil painting class with Jef Saunders



Waldorf Essentials - Mornings

In this course, Merwin will speak out of his extensive experience to give the essentials of Waldorf education, including the stages of child development, curriculum and methodology, and the role of parents in the school.

Here all your questions from “What is a Waldorf teacher?” to the role of technology in a Waldorf school will be answered.



MERWIN LEWIS, LONDON WALDORF SCHOOL

As co-founder of the London Waldorf School (LWS), Merwin has educated children and helped train a generation of teachers. He is currently the supplementary main lesson teacher and the pedagogical chair for London Waldorf School.

He has been a board member of LWS for thirty-three years. He has a master's degree in music (M.L.S.) from Indiana University and is a composer, poet, and playwright. He is a past board member and present Foundations Studies mentor for RSCT.

Merwin Lewis demonstrates Chladni-plate sound patterns in his Waldorf Essentials class, July 2019



Exploring Temperaments through Chekhov Drama - Afternoons

In these exceptional times of powerful outer changes and shifts embodying life promoting principles is the way to ground ourselves. This level of self care stands in service of all. Ideally it is also a priority for people working with children. This workshop is an introduction into a regular practice of self care as part of the Inner Work of the Teacher.

One of the most important tools for the grades teacher is the understanding of and working with the children's temperaments. We are being asked to relate to what is going on for them in different scenarios of everyday life. What we become through movement and imagination we can relate to within. We develop the capacity to respond in a unique way to each child in each specific situation. The drama exercises serve as a catalyst in the process.

This workshop draws on Rudolf Steiner's lectures on the temperaments. Open to everyone wanting to experience the joy of movement, learning and play. No experience in acting or movement arts is needed.



KATI GABOR, POLARIS SCHOOL CENTRE, OTTAWA

Kati is an experienced Waldorf teacher who has also worked with parents, teachers and healing professionals for the past 15 years. Her focus on the inner work of the teacher led her to Michael Chekhov's drama exercises, which lead her to complete the Art of Acting course at the Threefold Educational Center, NY. Kati recently started a nature school program that incorporates regular parenting group sessions and parent coaching sessions in support of a balanced family life, the seed of a healthy micro community. This work and other workshops for professionals that she facilitates are inspired by the drama exercises Chekhov created.

From Kati Gabor's 2020 online class on temperaments through Chekhov drama:

"The exercises were incredibly powerful and it was evident that Kati planned the session carefully to be able to produce meaningful experience through ZOOM."

"My second week, with Kati Gabor was FANTASTIC!!! I can't say enough wonderful things about Kati. The class was exceptional on every level--content, engagement, inspiration. And she did a fabulous job using the zoom forum to her advantage and to ours. I am so grateful for this course, so thank you."

"I am very thankful to Kati Gabor who very creatively incorporated Zoom, artistic projects and drama exercises to build our understanding of the temperaments."

Leading Learning Communities – Case Studies of Two Waldorf Schools – Afternoons

Taking on a leadership role develops wisdom, courage and forces of dedication and individualism. Each of us brings our unique talents and gifts to these positions until we meet thresholds that ask for something new. How do we develop the new in our leadership and in challenging situations?

The New Adult Learning offers processes for personal, professional, organizational and community development. They are being used by individuals offering leadership in the Waldorf school movement. Learn more about these processes and begin to practise them in the workshop.

We will look at two case studies of the processes being used to bring change and development. Arlene Kamo from the Trillium Waldorf School will speak about how they have been using them to move their school forward into a capital expansion and Carol Lewis and Connie White from the London Waldorf School will speak about their experiences with the processes in parent programs and with professional development.



**ARLENE THORN, NEW ADULT LEARNING MOVEMENT
& CONNIE WHITE, LONDON WALDORF SCHOOL**

Arlene Thorn offers programs in New Adult Learning. She is leading the development of a Waldorf school initiative in Thunder Bay, Ont. and offers three-week intensives in becoming a New Adult Educator. www.newadultlearning.com

Comments re Leading Learning Communities at the 2020 online Summer Festival:

“I absolutely loved Arlene Thorn’s workshop and plan on taking more of her courses.”

“Arlene’s course was intense and brilliant. I believe we need to be braver and bring karma/biography work to people.”



Child Study and the Art of Observation - Afternoons

In this course we will take an in-depth look at our work as Waldorf teachers and how to work closely with cultivating the Art of Observation.

Topics included in our conversation are as follows:

- Understanding the role and importance of the Art of Observation
- An exploration of how the Art of Observation manifests in our work
- The importance of Child Study & Class Study
- The Inner Work of the Teacher
- What to look for when observing children
- How to document our observations



YASMEEN MAMDANI, WALDORF ACADEMY

Yasmeen Mamdani joined the faculty at Waldorf Academy in 2011 and currently serves as Lead of the Education Support Team. She has been an educator for over 20 years. She holds a Bachelor's degree from the University of British Columbia and a Bachelor of Education from Queen's University. She began her career in Waldorf Education as a class teacher in the year 2000 after receiving her Waldorf Teacher Certification at the Rudolf Steiner Centre, Toronto.

Yasmeen furthered her training to become specialized in Therapeutic Education Support after completing the H.E.A.R.T. certification in 2010. In addition, Yasmeen is a certified Orton-Gillingham practitioner and offers support to students who are struggling with reading acquisition and overall reading fluency.

Yasmeen has been a member of the Rudolf Steiner Centre Teaching Faculty since 2015 and supports Teacher Trainees in both the Early Childhood and Grade School programs.



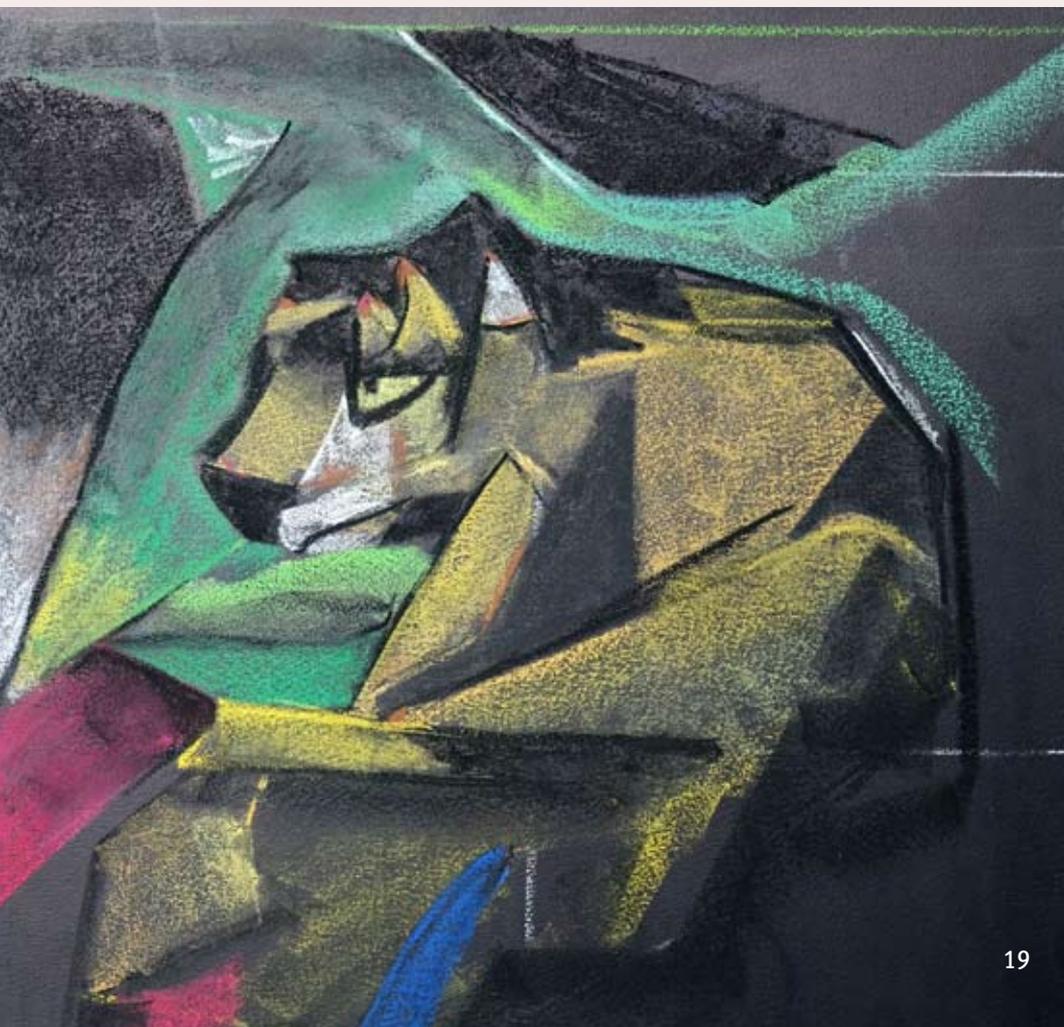
Registration

Festival fee is \$530 CAD per week, with discounts for multiple weeks (three weeks is \$1450). See online application for full details.

Half day registration (morning or afternoon) is \$265 per week, with discounts for multiple weeks. See online application for details.

You may cancel your registration before June 8 and receive a refund less a \$75 cancellation fee. No refunds available after June 8. We reserve the right to cancel any course with seven days' notice and with a full refund.

If there is insufficient enrolment, RSCT reserves the right to cancel a course (with a full refund or transfer to another course). If you have previously registered, you will be issued a refund for the difference of the online fees.



Week One - July 5-9

Art of Teaching ALL DAY Grade Intensives

Grade 1 – James Brian, Marie-France Bertrand

Grade 2 – Patrice Maynard

Grade 3 – Justin Trombly

Grade 4 – Jessica Gladio

Grade 5 – Phil Hartman

Grade 6 – Margot Amrine

Grade 7 – Henry Muth

Grade 8 – Jane Hill

Week Two - July 12-16

Week Two MORNING

Healthy Classroom Management
– Les Black

The Group of Seven and the Spiritual
in Art – Julian Mulock

Week Two AFTERNOON

Salutogenesis: Exploring Sources of
Health for Teachers and Students
– Fiona Hughes

Week Three - July 19-23

Week Three MORNING

Deepening the Foundations
– Frederick Amrine

Waldorf Essentials – Merwin Lewis

Veil Painting (in person only)
– Jef Saunders

Week Three AFTERNOON

Exploring the Temperaments through
Chekov Drama – Kati Gabor

Leading Learning Communities – Case
Studies of Two Waldorf Schools
– Arlene Thorn

Child Study and the Art of Observation
– Yasmeen Mamdami

Comment from the RSCT 2020 online Summer Festival:

“Thank you for providing this excellent course. What I have learned during the course will help me navigate through this school year a lot smoother!”

**Register online at www.rsct.ca/SummerFestival
info@rsct.ca • 905-764-7570 • www.rsct.ca**