

# Summer Festival of Arts and Education July 8-26, 2024

**IN-PERSON**



**Rudolf Steiner College Canada**

## Week One: July 8th to July 12th

### Teaching Grade 1 - The Magic of First Grade

We will begin by looking at child development and the image and needs of the grade one child as they transition from kindergarten to the grades. The mornings will be centered around the practicalities of introducing reading, writing and the world of numbers. We will create block plans to outline this important milestone year and take a closer look at how children engage with sounds and letter-sound recognition before they start their own sentences. We will explore ways of working with numbers even before numerical symbols are introduced.

Participants will create their own main lesson books, and will be 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. There will be opportunities to discuss the wide variety of needs children come to us with and to explore ways to address them. We will look at working with the temperaments, holding parent evenings, writing reports, and guiding nature walks.



#### REKA BORBELY, LONDON WALDORF SCHOOL

*Reka completed her M.Ed. at Western University. Prior to this, she earned a B.Ed. and a Catholic Teacher Training in Esztergom, Hungary, and the University of Glasgow, Scotland. She also has her Hungarian Primary Teaching Certificate, Ontario Teaching Certificate, and Foundation Studies in Anthroposophy. She has taken two classes from grades 1 through 8 at the London Waldorf School where she has taught since 2001. Currently, she is in her third cycle as a class teacher while serving her school as a member of the Leadership Circle in her role as the manager of pedagogy and curriculum.*

**Comments from participants in Patrice's classes:** *"Patrice Maynard was truly inspiring. Great information but her 'being' was the real teacher."*

*"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."*

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

## Teaching Grade 2 - 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 grip and drawing with 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 brought light down onto the earth.

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.

We will practise 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.

## Poetry and Movement, Grades 5-8 - Afternoons,

also with Patrice Maynard, 3:15-4:15 pm

Rhythm becomes more important and more mysterious to establish and keep in the upper grades. Poetry, beauty, movement and rhythm harmonize a class, inspire with beautiful language, and keep soothing sounds and rhythms in youngsters teeming with physical emotional and spiritual upheaval. Verses and poetry are the good friend of every upper grades teacher! We will explore a variety of poems, ballads and story-poems with meaning hidden in their rhythms. Bring poems you have chosen for your coming year and we can work with them, too! Beautiful poetry organizes the soul of young and old with waves of sound and meaning. In these grades is our last chance, too, to help correct speech impediments, speech hesitations and breathing difficulties. So many rich possibilities in a single week!



### PATRICE MAYNARD, DIRECTOR WALDORF PUBLICATIONS

*Patrice Maynard, M.Ed., 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.*

## Week One: July 8th to July 12th

### Teaching Grade 3 - Making a Home on Earth

Children want to be seen, to be safe, cared for and offered challenges that help them take their next steps in making a home on earth. Our challenge as teachers is to recognize where they are currently growing and to meet them there. In this task the Waldorf curriculum is a brilliant guide, but it too requires our understanding and innovation to meet these unique times. We will dive into grade 3 curriculum, how and why it is so effective, and point towards possible innovations.

We will explore ways to strengthen academic, social and physical skills through daily work and practice. We will look at the practical and preparatory work for third grade teachers including block rotations, effective classroom rhythms, the dance of inspiration and discipline, as well as strengthening parent and collegial relationships. We will work extensively through doing, through the arts and through conversation. Lessons will include singing and moving, clay modeling, form drawing, and painting to give you inspiration and resources for the coming year.



#### WARREN COHEN, TORONTO WALDORF SCHOOL

*Warren holds a B.A. from Northwestern University in Chicago and an M.Ed. from the Open University in the U.K. He has served Waldorf education in a variety of roles: as a class teacher in the US, as an adult educator in the U.K. and in Canada as director of Waldorf Teacher Education at RSCT where he also founded the Summer*

*Festival of Arts and Education. Currently he is the seventh grade teacher at TWS. His publications include: Raising the Soul: Practical Exercises for Personal Development, Baking Bread with Children, and in 2022 The Waldorf Book of Blessings.*

*Geography and Maps at 2023 Summer Festival*



## Teaching Grade 4 - Entering the Heart of Childhood

Fourth graders move through the world with an abundance of energy for new challenges but also with a deep well of questions and uncertainties. They are curious about the world around them, while at the same time becoming self-conscious and wondering about their position in the universe of the class. The curriculum supports this developmental stage through the discovery of fractions that make up a whole (math) and the growing awareness of the structure of our language (grammar). Further support is offered through topics that allow the children to forge a strong relationship to their place in the environment through the exploration of where we are in time and space, and the human being's relationship to the animal world. The story curriculum will include themes of polarities as well as the interaction and deep involvement of human beings with their environment. Woven throughout will be movement (circle, folk dancing), music (singing and recorder), form drawing and practical activities. We will also explore organizational aspects: long-range planning and block rotations, lesson structure, assessments and education plans, as well as parent work and collegueship.



### IMKE JORGENSEN, LONDON WALDORF SCHOOL

*After studying anthropology, education and comparative religion at Johann Wolfgang Goethe University (Germany), Imke worked with Vietnamese refugees for five years before moving to Canada. In 2001, she joined London Waldorf School, where she initially taught gardening and German and helped to turn*

*three tennis courts into a playground and a school garden. She is about to graduate her second class and is currently the faculty chair.*





# Week One: July 8th to July 12th

## Teaching Grade 5 – From Heaven to Earth in the Golden Year

Between childhood and adolescence stands this golden year of fifth grade. The children are becoming more balanced in proportions and abilities. The grade 5 teacher is called upon to guide them 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. These blocks lend a perfect opportunity to expand their writing skills and continue their work on grammar.

In mathematics the children strengthen their knowledge of fractions, are introduced to decimals, and practise freehand geometry. Botany hones their observational skills through outdoor and indoor experiences, introduces the history of plant evolution and the idea of an ecosystem, with all contributing to the whole. Study of the geography of Canada builds an understanding of the foundation of our land by creating a deeper sense of respect and understanding for the first peoples. Daily physical movement builds enthusiasm for the eagerly anticipated Olympiad. This week's activities will include curriculum overview, resource sharing, anthroposophical insight, artistic endeavours, singing and recorder, games, and a taste of Olympiad skills. **Bring your own recorder.**



### MARY-LU SPINNEY, TORONTO WALDORF SCHOOL

*After studying biology at the University of Western Ontario, Mary-lu moved to Toronto to complete a three-year intensive training program in contemporary dance at the School of Toronto Dance Theatre. She worked as a choreographer, director and performer for over 10 years. In 2002 she completed her yoga teaching certification in Ashtanga yoga. In 2010 she completed Foundation Studies and in 2011 her Waldorf Teacher Education at Rudolf Steiner Centre Toronto. Mary-lu graduated her grade 8 class in 2021 and is currently teaching gardening at TWS.*



*Javelin practice at the 2023 Summer Festival*

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

The grade 5 year is spent in the company of living, growing plants and the world of grand mythology. In grade 6 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. Rudolf 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 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, and experiment with light and sound. Golden threads of singing, poetry, and drama will weave it all together.



### JESSICA GLADIO, TRILLIUM WALDORF SCHOOL

*Jessica Gladio has been a class teacher at the Trillium Waldorf School in Guelph, Ontario for the past 15 years where she is in her second cycle of teaching through the grades. She is the current faculty chair. 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. Jessica has been a life-long learner, attending every possible conference, course and seminar. Jessica's passion for Waldorf education has recently been fuelled by conversations about responsible innovations and the movement's commitment to DEI.*



## Week One: July 8th to July 12th

### Teaching Grade 7 - Another Step Towards the Truth

We will celebrate the polarities of the burgeoning teenager. We will explore the extremes offered by the seventh-grade curriculum that equips us to meet the students where they are. Participants will receive descriptions/outlines of each block as a point of departure for individualizing the work for their own classes.

We will discuss planning and resources for designing healthy rhythms for the day, week, month and year. Other topics include balance in the teaching year, the teacher's inner life, marking/evaluation, parent education, and communication. Afternoons will include artistic activities: geometry, movement, perspective drawing, music, and creative writing. Bring a song or game to share if you feel inspired.

### Daily Movement Through a Remedial Lens: Grades 1-4

**- Afternoons,** also with Sarah Cooper, 3:15-4:15 pm

Meaningful movement supports student learning and classroom management. We will explore pedagogical approaches to learning support that meet and engage the varied developmental needs of today's students.

The focus will be on drawing, painting and movement activities which are possible with the whole class or in small groups. Theory and background will be woven in, but the sessions will be practical in nature.



#### SARAH COOPER, LONDON WALDORF SCHOOL

*Sarah holds a bachelor of fine arts with honours from Queen's University, Kingston. After discovering Waldorf education, she completed Foundation Studies (2005) and Waldorf Teacher Education (2006) at Rudolf Steiner Centre Toronto. She completed a three-year Healing Education and Remedial Training (HEART)*

*with the Association for a Healing Education at the Toronto Waldorf School (2010) and has now become a mentor for the HEART program at RSCC.*

*Sarah graduated her first class at London Waldorf School in 2014 and now teaches grade 7 in her second cohort. Sarah has enjoyed travelling North America as an AWSNA delegate, and travelling to the Goetheanum for the 11th World Teachers' Conference.*



## Teaching Grade 8 - Completing the Octave

Grade 8 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. 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. Sciences, anatomy, organic chemistry, 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. The week will include a practical, hands-on approach to the curriculum with clay modeling, geometric constructions and charcoal drawing.

### CARLINA HEINS, MULBERRY WALDORF SCHOOL



*Carlina has a B.Sc. (mechanical engineering) from Queen's University. She holds an Honourary Waldorf Teacher Certificate, Waldorf Applied Arts Teacher Certificate, and New Adult Educator Certificate from Rudolf Steiner Centre Toronto. Carlina is a co-founder of Mulberry Waldorf School, a class teacher, a handwork teacher, a past faculty chair, and an alumni parent. She is also a facilitator for Foundations Studies in Anthroposophy – Distance for RSCC.*



## Week Two: July 15th to July 19th

### What Am I? Why Am I here? What Can I Do? - Mornings

We will explore the challenging themes of identity and meaning didactically and experientially, out of perspectives drawn from anthroposophy. Each of the five daily topics will offer a different approach to understanding ourselves, demonstrating how much the Universe has given to us of Itself. What is our part? Why would I play?

- Breaking the spell that matter is primary. Are we really 'Dust in the Wind'? Are we alone?
- How layers of our make-up offer qualitatively different experiences of consciousness on who we are and what we can do
- What about karma? Is it possible in this complicated world? Are the stars and planets really involved so directly?
- The imaginative mystery path of Fairy Tales
- The Logos and me



**KENNETH MCALISTER**

*Kenneth McAlister B.A., M.D. has sought for many decades to enliven the conventional framework of medicine and institutional life with the wisdom and practicality of anthroposophy. As a certified anthroposophical doctor, he has expanded his medical approaches to include anthroposophic remedies, nutrition, artistic and movement therapies, and meditation applied according to each individual presentation. He worked to formally establish a place for Integrative Medicine within the allopathic context of general practice. For over 25 years he was active in establishing and nurturing Hesperus Fellowship Community, dedicated to person-centered care of the elderly. He enjoys music, composing, writing, gardening and travel.*



## Science: Grades 6-8 - Mornings

In the middle school years students experience a need to connect to the physical world in a new way and develop concepts from what they perceive around them. This is the time when teaching formal science begins, and it is then that one sees the first signs of their intellect forming independently of the feeling life. We will examine all the science main lessons of grade 6, 7 and 8 and focus on the phenomenological approach by doing many of the experiments that form the heart of the middle school science curriculum. These hands on experiences will challenge the participants to form meaningful concepts that come directly from their own observations, not from prescribed theories. Participants will be helped to understand how to capture the essence of their experiences, how to record the material, and how to build upon more complex phenomena as the students move through these three years.



**LYLLI ANTHON, HALTON WALDORF SCHOOL**

*After completing her science degree at Queen's University in Kingston, Ontario, Lylli went on to be a parent at the newly formed Halton Waldorf School. It was here that she became a class teacher for over 25 years, taking one class from grade 1 to 8 and many middle school classes from grade 6 to 8. She served for 10 years as pedagogical chair and enrolment coordinator. From 2004-2015 Lylli concomitantly worked with Michael D'Aleo, Gary Banks and Barbara Richardson on "Teaching Sensible Science" (SENSRI), a three week course offered to Waldorf teachers preparing for science in the middle school. Although recently retired from class teaching, Lylli continues to lead the science course for teacher education students at RSCT and to mentor at Halton Waldorf School. She is on the board of Rowan Tree School in Peterborough.*

*Photo: Middle-school science at RSCT*



## Week Two: July 15th to July 19th

### Building a Firm Foundation: The Four Foundational Senses - Mornings

Let us take a deep dive into the four foundational senses, the sense of touch, life/well-being, self-movement and balance. Each day we will focus on one sense and then engage in practical and artistic activities, movement and games to enliven and develop that sense. We will finish with an overview of the twelve senses and the relationship between the four foundational, the middle four and the higher four. We will see the importance of building a strong foundation in the first seven years in order to become a fully functioning human being.



#### LAURIE HARPER-BURGESS

*Laurie has recently retired after working in Waldorf school early childhood settings, primarily mixed age kindergarten, for over 30 years. For 12 of those years she has been the caregiver in her Life-Ways representative-site home childcare, Hearthstone, working with 1 to 6 year olds in a family-style model. Her love of all aspects of her work with children has brought joy, healing and transformation in an ongoing life journey. Now she would like to share some of that love and joy with parents and teachers of young children.*





## Child Development, Grades 1 to 5 - Mornings

In this course we will delve into the heart of Waldorf, exploring Rudolf Steiner's insights into child development in the early grades (1 to 5). Each morning will be an immersion into grade-appropriate guidance for teaching the children in one of the first five grades.

After the morning break, the course will include an open discussion of concerns and experiences with teaching present-day children from the grade being focussed on that day. Suggested readings for this course include Steiner's lecture cycles on "The Education of the Child", "Discussions with Teachers" and "Foundations of Human Experience".



### LES BLACK

*Les Black has taken three classes through the 8-year cycle – grades 1 through 8. He was a graduate of the 2nd North American spacial dynamics class. He has worked as an on-site mentor for class teachers (mostly) between 2012 and 2019, in Quebec and in Ontario Waldorf schools. Currently he is teaching various blocks in the full-time teacher education program at RSCC and is the director of Foundation Studies Distance.*

*Grade 1 movement games at 2023 Summer Festival*





## Week Two: July 15th to July 19th

### Puppet Felting for Early Childhood - Afternoons

In this felting workshop we will make the puppets for four different stories - one for each of the four seasons. We will felt the characters using coloured fleece, pipe cleaners and felting needles. With these you can create magical puppet shows at home, in a garden or on a forest walk for your children, grandchildren or class. Celebrate birthdays, seasonal festivals and fun! As we work we will explore ideas for staging, movement, gesture and songs. **No previous felting experience is necessary.**

“Puppetry is a remedy against the ravages of civilization.” – Rudolf Steiner



#### DIANNE GOLDSMITH

*Dianne Goldsmith taught with the Toronto Board of Education for fifteen years. After the birth of her first son, she discovered the Toronto Waldorf School community. For many years she had a Waldorf-inspired home playgroup after which she joined the early childhood faculty at TWS, first as a kindergarten assistant, then as lead teacher until her retirement in 2015. Currently she mentors early childhood teachers and teaches puppetry at Rudolf Steiner College Canada. She is a founding member of the Silk and Strings Marionette Troupe.*

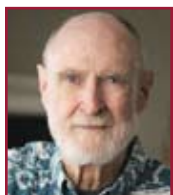
*Felting in Dianne's 2023 Summer Festival class*



## Art for Art's Sake or Art for Humanity's Sake? - Afternoons

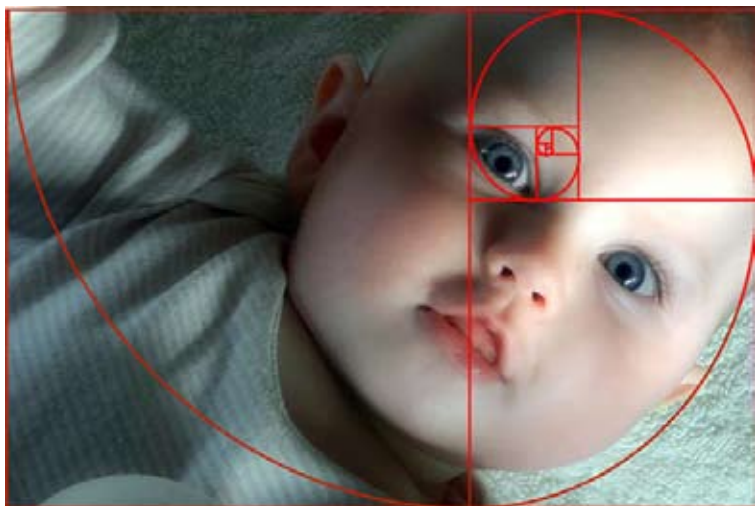
When we look out at the natural world, we sense hidden laws in countless sensory impressions. Artists have worked with these laws for thousands of years in order to create the masterpieces that we see in museums today, art to which most of us say, "I don't know anything about art, but I know what I like." This personal, subjective approach to understanding art will no longer do. We live in a time when art experts place inhuman and often ugly "art" on a pedestal. Under the guise of "art for art's sake", devoid of beauty and spiritual substance, this so-called art poses continuous threats to our humanity. In redefining "art for art's sake" as "art for humanity's sake", it then becomes a tool for self development and social renewal. We need to practise and appreciate art that leads us towards the future in a truthful, beautiful and moral way.

Using a combination of slides and watercolour painting exercises, we will reveal these hidden laws and how they come to expression both in nature and in great works of art throughout history and up to modern times.



**LARRY YOUNG, ARTIST**

*Larry Young is a graphic designer, educator, painter, sculptor, photographer and filmmaker. As a teacher at the Green Meadow Waldorf School in Spring Valley, he created a high-school art curriculum based on Rudolf Steiner's perception of the changing adolescent. In 1994, he designed and installed the Truth and Beauty - the Role of the Arts in Waldorf Education exhibit at Saint-John the Divine Cathedral in NYC that was viewed by an estimated 200,000 people.*



## Week Two: July 15th to July 19th

### Drawing for Grades 4-8, Afternoons I

The transition from beeswax crayons to Lyra Giant Pencils and onward into Artists Quality Coloured Pencils will be the starting point for this week of study. Border drawing and compositions for main lesson scenes take on a greater complexity. Techniques for working with coloured pencils are ‘cultural’ for these grades. Working with geometric drawings (free-hand and then, instruments) and shading for these drawings will be explored. Black-and-white graphite drawing will be introduced, and perspective drawing will complete the menu for the week.

### Drawing for Grades 1-3, Afternoons II

From the reception of block crayons in grade 1, we will explore their use for directed drawing, for border drawing, for nature drawing in picture-making, for drawing human forms (static and in movement) and for creating main lesson book scenes. Stick crayon use will be added and developed for the children’s drawings in grade 2 and 3. We will explore the use of Lyra Giant Pencils for their use in grades 2 through 3, as a medium for drawing, eventually in main lesson books, in grade 3. We will also examine the use of worn-down block and stick crayons for special class creations.



#### LES BLACK

*Les Black has taken three classes through the 8-year cycle – grades 1 through 8. He was a graduate of the 2nd North American special dynamics class. He has worked as an on-site mentor for class teachers (mostly) between 2012 and 2019, in Quebec and in Ontario Waldorf schools. Currently he is teaching various*

*blocks in the full-time teacher education program at RSCC and is the director of Foundation Studies Distance.*



## Music for Grades 1-3, Afternoons I

In grades 1 through 3, students are learning to connect with their bodies through singing, moving, and playing simple instruments together. Through learning music together, we will cover age-appropriate teaching methods, pentatonic flute/diatonic recorder technique (**no experience required!**), and practical strategies for integrating musical elements into everyday classroom life. **Bring your own recorder.**

## Music for Grades 4-8, Afternoons II

In grades 4 through 8, students are prepared to conquer new and exciting musical challenges in both playing and singing. Our focus in these grades is to help them establish important musicianship skills and feel empowered in their own musical explorations. We will cover repertoire and teaching strategies appropriate for these ages, as well as sharpen our own musicianship skills.



### LYNN FEATHERSTONE, TORONTO WALDORF SCHOOL

*Lynn was raised in Cambridge, Ontario where she started piano lessons at age 6, beginning a life-long journey through music – as a choral singer, soloist and conductor. At the University of Toronto she completed both her bachelor of music in music education in voice studies and a masters degree in music education. Lynn is an alto with the Elmer Iseler Singers, a JUNO-award-winning professional choral ensemble that performs across North America, and is also mezzo soloist/assistant conductor for the early music ensemble, Toronto Chamber Choir.*

*Lynn will also lead morning singing*



## Week Three: July 22nd to July 26th - Mornings

### Journey Through the Grades: The Heart and Soul of Waldorf

Teachers are planters of seeds. To carry out this task is to be the heart and soul of Waldorf education. In this course Merwin will speak out of his extensive experience to give the essentials of Waldorf education, including the stages of child development and how they are met by the curriculum. Topics such as meditation for teachers and storytelling will be covered. Participants will come to a deep understanding of what the task of teaching requires of us and ways of finding the courage to undertake it.

#### 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 at 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 Foundation Studies mentor for RSCC.*

**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 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.”*

*Merwin Lewis introduces  
a friend in Waldorf Essentials  
at the 2022 Summer Festival*





## Generative Principles of Teaching - Mornings

Rudolf Steiner set out a pedagogical anthropology as the basis for Waldorf education. Martyn Rawson has identified a set of generative principles in this anthropology, with which teachers can develop and evaluate practice.

In this course we will explore some of these principles including: teaching economy, learning as rhythmical activity, teachers and the spirituality of the child, and the quality of teacher preparation as decisive for the quality of learning. Teachers can develop insights into their practice using anthroposophical boundary ideas.

The course will involve practical exercises in developing curriculum and practice.



### MARTYN RAWSON

*Dr. Martyn Rawson was born in Glasgow, UK. He has been a Waldorf teacher since 1979 and is still teaching. He also works in teacher education in Germany and in Taiwan where he is associate professor of education. Martyn has published widely on Waldorf education both academically and within the Waldorf movement.*

*Martyn Rawson's workshop at RSCC in October 2023*



## Week Three: July 22nd to July 26th

### Working with Silk Marionettes - Mornings

Rudolf Steiner referred to marionette plays as moving watercolour pictures. From the ground up we will learn about choosing a story and finding the deeper meaning within it. We will try various stage sets and create props that really work to create magic – where and when and how to add the magic of song and/or music. We will practise how to move each story character and to fine tune their gestures in sync with their role in the play. First and foremost, we will have an experience of how working together on a creative endeavor like marionette plays helps build appreciation, understanding and collegueship.



#### LAURIE HARPER-BURGESS

*Laurie has recently retired after working in Waldorf school early childhood settings, primarily mixed age kindergarten, for over 30 years. For 12 of those years she has been the caregiver in her Life-Ways representative-site home childcare, Hearthstone, working with 1 to 6 year olds in a family-style model. Her love of all aspects of her work with children has brought joy, healing and transformation in an ongoing life journey. Now she would like to share some of that love and joy with parents and teachers of young children.*

*Mother Holle silk marionettes from a recent Silk and Strings production*



## Veil Painting - Mornings

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 a co-founder of Arscura School for Living Art. For the last 22 years he has taught biography, art and core studies at Arscura. Previously he was 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.*



## Week Three: July 22nd to July 26th

### The Group of Seven and the Spiritual in Art - Afternoons

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. Sacred geometry will be included as an artistic activity.

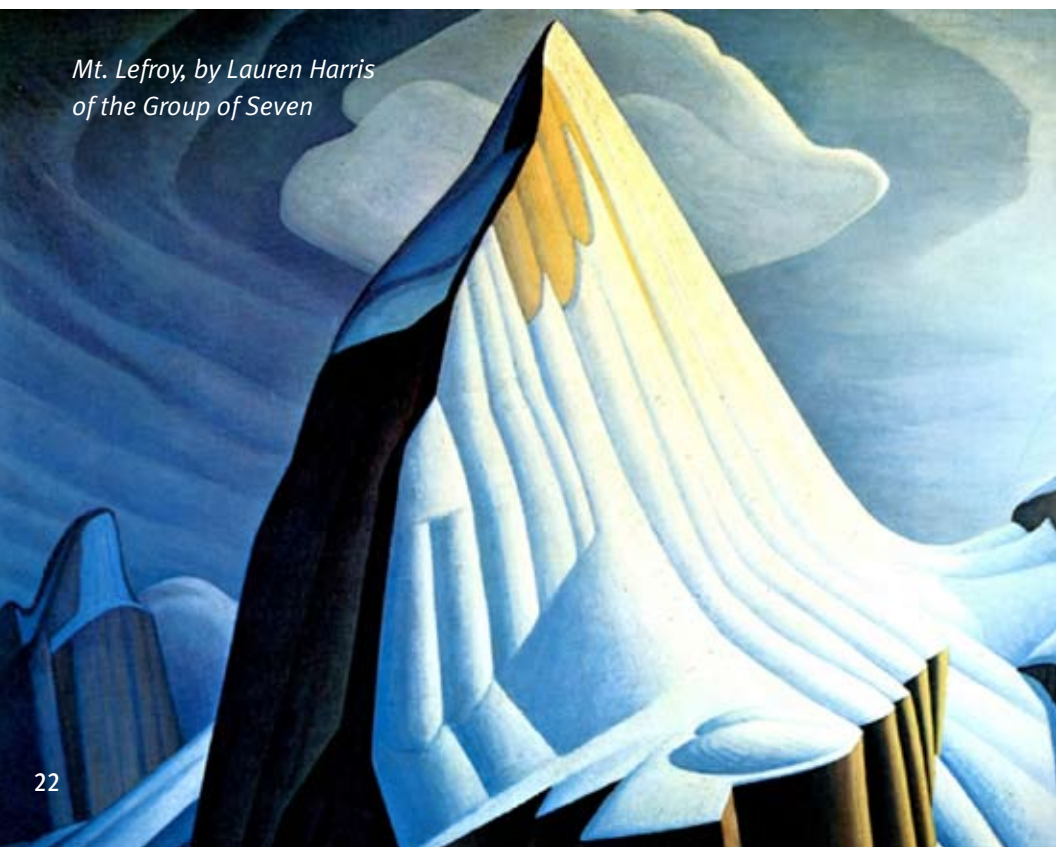


#### JULIAN MULOCK, ARTIST

*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.*

*Mt. Lefroy, by Lauren Harris  
of the Group of Seven*





## The Foundation Stone Meditation and Our Biography - Afternoons

In this week-long biography journey we will explore the central meditation that Rudolf Steiner gave us. Though it can be interpreted in many different ways, it is a cornerstone of biography work and lies at the foundation of all we do. How can we let these words inspire us to find new steps forward in our own life and also understand past ones more deeply? This will be one of our aims but there is much more to it. Come and join us in this exploration in 2024, one hundred years after the words were given in Steiner's last active year of his life. Lots to discover at any age!



### REGINE KUREK, ARSCURA ART FOR LIFE

*Regine graduated from her biography training with the late Dr. Gurdrun Burkhard in Arlesheim in 1995. She subsequently pioneered training in Canada through Arscura-School for the Exploration and the Development of Art in the Healing and Social Fields. This three-year program was accredited by the ITF (International Trainers Forum) at the Goetheanum where she also became a contributor to the bi-annual WWBC (Worldwide Biography Conference) until 2019. Since then she continues to lead art and biography courses where and when she is invited.*





## Week Three: July 22nd to July 26th

### For the Love of Painting: Explorations in Watercolour and Pastels - Afternoons

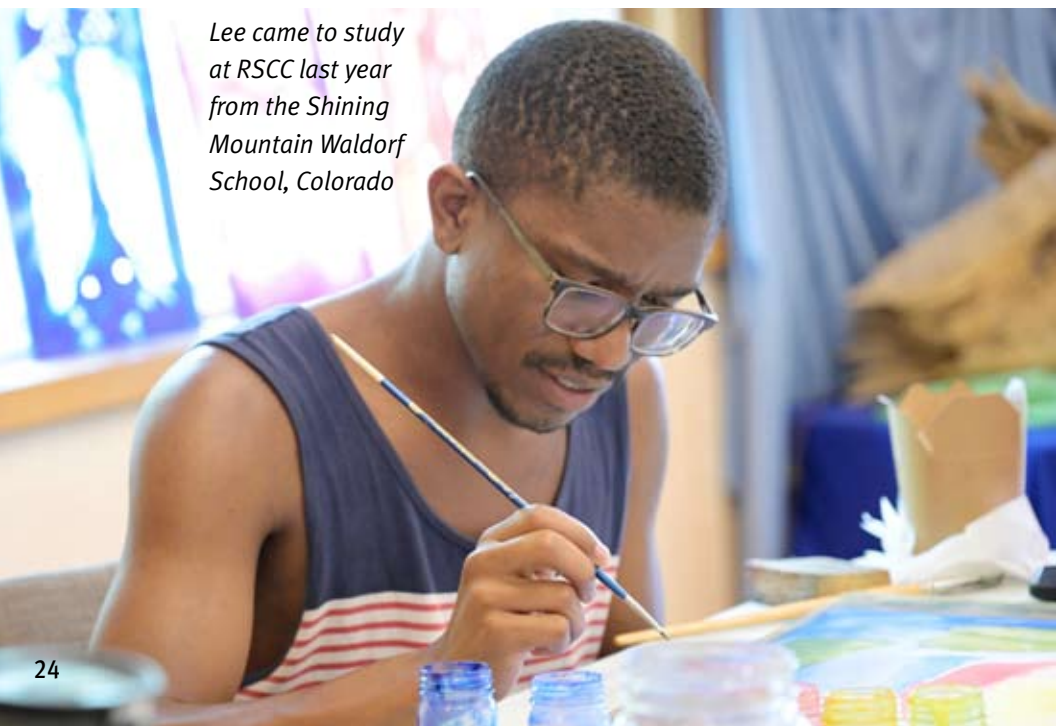
Join us on a vibrant journey of colour and creativity! Whether you are a teacher looking for a fresh breath of artistic inspiration, a novice artist inspired to play in painting mediums, or just need an afternoon immersion in soulful activity, this class will offer you nourishment. Explore the beautiful world of colour through guided wet-on-wet painting and pastel painting with your hands. The themes of this class are open ended to allow space for a living experience, inspired by what the participants bring to the flow of the week.



#### **BERIT STRASSER, LONDON WALDORF SCHOOL**

*Berit has been teaching art to grades 1 through 8 at the London Waldorf School since 2011 and has a private art practice. She grew up on biodynamic farms in Switzerland where she attended Rudolf Steiner schools. In 2003 Berit received her B.F.A. from Mt. Allison University, NB, and has been teaching children and adults in various capacities for over 20 years. She completed Foundation Studies in Anthroposophy through RSCC, as well as numerous art intensives at the Center for Anthroposophy, NH, where she is currently taking her art therapy training.*

*Lee came to study at RSCC last year from the Shining Mountain Waldorf School, Colorado*



*Movement games in Reka Borberly's grade 4 class, 2023*



*Grade 2 movement games with silks in Patrice Maynard's class last year*



Cover photo: Aristazabal completed the third year of her part-time Professional Development for Waldorf teachers program at RSCC in July of 2023. In this picture she is holding her Waldorf Teacher Certificate from RSCC. Arista currently teaches at a Waldorf initiative in British Columbia.

# Registration

While the grades intensives in particular are designed for practising Waldorf teachers, **courses are open to teachers, parents, administrators, students or anyone interested.** Festival fee is \$680 CAD per week (about \$500 USD), with 10% discount for two weeks and 20% discount for 3 weeks. Half day registration – morning or afternoon – is \$400 per week, also with the same discounts for multiple weeks. Fees include beverages and morning and afternoon snacks. Delicious hot vegetarian lunches are available by pre-order only, \$125 CAD per week.

See online registration form for details. Courses have limited openings and will be offered only with sufficient enrollment. All fees are due upon registration. You may cancel your registration before June 20th and receive a refund less \$75 cancellation fee. **No refunds available after June 20th.** We reserve the right to cancel any course with seven days notice with full refund.

# Daily schedule

8:00 to 8:30	Morning coffee
8:30 to 8:55	Singing/Movement
9:00 to 10:30	Morning course
10:30 to 11:00	Coffee break
11:00 to 12:30	Morning course continues
12:30 to 1:30	Lunch
1:30 to 3:00	Afternoon course
3:00 to 3:15	Break
3:15 to 4:45	Afternoon course continues (only to 4:15 in week 1)
5:00 to 6:00	Research project presentations and graduation for part-time grades program students (some days) - all welcome



*Jam session in the forest playground*



## Lodging

A limited number of spaces are available with local families. Contact us if you need help with accommodation. Local hotels are listed on our website.

## Childcare at TWS Summer Camp

Toronto Waldorf School offers a full-day camp for children age 4 to 15 at a reduced fee for festival participants. To make reservations contact the school at 905-881-1611 or [camp@torontowaldorfschool.com](mailto:camp@torontowaldorfschool.com)

**SPECIAL THANKS to  
Mercurius Canada,  
Toronto Waldorf School  
and to Paper Pipit  
for their continuing support.**

*Photo: Mexican musical duet  
performed by students at the  
part-time program graduation  
July 2023*



## Other Rudolf Steiner College Canada Programs

### Full-Time Waldorf Teacher Education, Grades and Early Childhood

Since our founding in 1984, we have offered a full-time one-year Waldorf teacher education program. As of September 2020, RSCC has been recognized by the Province of Ontario as a Career College. Once again we can accept students into our full-time Waldorf Teacher Education and Waldorf Early Childhood Teacher Education programs who are changing careers and have no teaching experience.

RSCC offers one of the few full-time programs in the English-speaking world for Waldorf grades and early childhood teacher education. Full-time means all-day Monday to Friday, September through May.

### Foundation Studies in Anthroposophy

Where to start? Foundation Studies in Anthroposophy is an important preparation for anyone considering becoming a Waldorf teacher. It is offered at our Thornhill campus and at various other schools in Ontario. **Foundation Studies Encounter** is usually offered on Saturday mornings, September through May.

You can begin **Foundation Studies Distance** anytime from anywhere with a phone line, cellphone signal or internet connection. Learn at your own pace to fit your busy schedule. The program consists of 32 one-on-one mentored sessions over phone or zoom, with guided independent study in between.

### H.E.A.R.T. Healing Education and Remedial Training

HEART is a graduate level professional development program that provides teachers, therapists and educational specialists with knowledge and practical skills to work in a healing manner with children facing developmental, social/emotional and learning challenges.

### Anthroposophy: An Introduction - Online Course

This course is intended for anyone eager to explore anthroposophy through an online course featuring selected readings, interactive timelines, interviews with leading anthroposophists working in education, agriculture, medicine, and the arts. See next page.

*Rudolf Steiner College Canada is recognized as a full member teacher education institute of AWSNA (Association of Waldorf Schools of North America) and WECAN (Waldorf Early Childhood Association of North America).*





**Rudolf Steiner  
College Canada**  
An Anthroposophical School Education in Arts

## ANTHROPOSOPHY - AN INTRODUCTION

Rudolf Steiner College Canada Online Course



Age 29  
1890  
Weimar



Age 30  
1891  
Weimar



Rudolf Steiner (1861-1925) – clairvoyant, spiritual scientist of the early 20th century; inspirer of Waldorf education, biodynamic farming, and holistic approaches to medicine, economics, architecture, religion, nutrition, therapy, among others. The founder of anthroposophy: Anthropos – every human being, and Sophia – divine feminine wisdom. Dr. Steiner described anthroposophy as ‘a path to knowledge, which intends to lead what is spiritual in the human being to what is spiritual in the universe.’ His published works number over 330 volumes making him among the most prolific authors of all time. His lectures at Oxford, in Dornach, Oslo, Berlin, Paris, Stuttgart, Prague, Vienna, the Hague, London and other cities in Europe drew hundreds of listeners looking to engage with new ways of knowing oneself and the world.

Now you can learn more about the man, his work and his contribution to humanity. *Anthroposophy: An Introduction* is a fully online, at your own time and pace, low-cost course. To find out more, go to <https://rsc.ca/online/>

# Becoming a Fully Qualified Waldorf Teacher

## Part-Time Grades Teacher Program Details

RSCC's part-time Waldorf teacher education program is designed for those already teaching in a Waldorf school who want to deepen their knowledge of Waldorf pedagogy while working towards becoming a fully qualified Waldorf teacher.

### Course Schedule

Year 1:

Summer Festival: 3 weeks in July\* / Individual mentoring / Onsite classroom observation / Assignments

Year 2:

Summer Festival: 3 weeks in July\* / Individual mentoring / Onsite classroom observation / Assignments / Research project

Year 3:

Summer Festival: 3 weeks in July\* / Presentation of research project / Graduation

\* Program participants take required courses at each Summer Festival.

### Certification

Rudolf Steiner College Canada is recognized as a full-member teacher education institute of AWSNA (Association of Waldorf Schools of North America). Graduates receive a Waldorf Teacher Certificate.

*Enthusiastic part-time program grads, 2023*



## Part-Time Early Childhood Waldorf Teacher Programs

The one-year (Birth to 3) and two-year (Birth to 7) part-time programs for Waldorf Early Childhood teachers referenced on the poster below accept new students only every other year. **The next cohort begins in June 2024.** If this is something for you, contact Karen Weyler, [kweyler@rscc.ca](mailto:kweyler@rscc.ca), to begin your journey. This training is acknowledged by IASWECE, International Association for Steiner/Waldorf Education.

Become a

## Waldorf Early Childhood Teacher

### THREE PATHS

Birth to Three  
**Part Time**  
One Year

Birth to Seven  
**Part Time**  
Two Year

Birth to Seven  
**Full Time**  
One Year



## Part-time Programs begin June 16, 2024

Full-time begins September. Applications now being accepted.  
Contact **Karen Weyler** to begin your journey: [kweyler@rscc.ca](mailto:kweyler@rscc.ca)

See website for details:  
[www.rscc.ca](http://www.rscc.ca)

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Rudolf Steiner  
College Canada

for Anthroposophy • Waldorf Education • Arts



## **2024 RSCC Summer Festival of Arts and Education**

### **Week One - July 8-12**

#### **Art of Teaching Grade Intensives 9:00-3:00**

Grade 1 – Reka Borbely

Grade 2 – Patrice Maynard

Grade 3 – Warren Cohen

Grade 4 – Imke Jorgensen

Grade 5 – Mary-lu Spinney

Grade 6 – Jessica Gladio

Grade 7 – Sarah Cooper

Grade 8 – Carlina Heins

#### **Week One AFTERNOON 3:15-4:15**

Daily Movement through a Remedial  
Lens for Grades 1-4, Sarah Cooper

Poetry and Movement for Grades 5-8,  
Patrice Maynard

### **Week Two - July 15-19**

#### **Week Two MORNING 9:00-12:30**

What Am I? Why Am I Here?

What Can I Do? Kenneth McAlister

Science Grades 6-8, Lylli Anthon

Building a Firm Foundation: The Four  
Lower Senses, Laurie Harper-Burgess

Child Development Grades 1-5, Les Black

#### **Week Two AFTERNOON 1:30-4:45**

Art for Humanity's Sake, Larry Young

Gr. 1-3, Period 1: Music, Lynn Featherstone

Gr 1-3, Period 2: Drawing, Les Black

Gr 4-8, Period 1: Drawing, Les Black

Gr. 4-8, Period 2: Music, Lynn Featherstone

EC Puppetry and Felting, Dianne Goldsmith

### **Week Three - July 22-26**

#### **Week Three MORNING 9:00-12:30**

Journey through the Grades: The Heart  
and Soul of Waldorf, Merwin Lewis

Generative Principles, Martyn Rawson

Working with Silk Marionettes, Laurie  
Harper-Burgess

Veil Painting, Jef Saunders

#### **Week Three AFTERNOON 1:30-4:45**

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

For the Love of Painting, Berit Strasser

The Foundation Stone Meditation and  
Our Biography, Regine Kurek