



BAY AREA CENTER
FOR WALDORF
TEACHER
TRAINING



20132014

“We must find our way more and more
toward our task, which is to make
human beings truly human.”

— Rudolf Steiner



BAY AREA CENTER FOR WALDORF TEACHER TRAINING



Bay Area Center for Waldorf Teacher Training is a full member institute of the Association of Waldorf Schools of North America and its Teacher Education Network.

Bay Area Center for Waldorf Teacher Training admits students of any race, color, gender, sexual orientation, national and ethnic origin, to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, gender, sexual orientation, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and other school-administered programs.

Admission

Contact Jennifer Dye for a schedule of upcoming Visiting Days, to arrange a visit to the classroom, request an application, or for further information about our program at 415.479.4400 or jennifer@bacwtt.org.

An application is also available at www.bacwtt.org.



The program offered by the Bay Area Center for Waldorf Teacher Training is made up of a single course of study which takes three years, with a new course starting each year. The full course of study leading to certification requires successful completion of both the part-time weekend sessions and the full-time summer sessions.

The school year begins in September and ends in July. Classes meet for 30 weekends, September through May, and full time for 4 weeks each summer from mid-June to mid-July, all at the East Bay Waldorf School.

Graduates of the program are qualified to teach in any of over 2000 Waldorf schools and kindergartens worldwide. There are over 250 Waldorf initiatives in North America alone. In the greater Bay Area there are 7 Waldorf schools and many Waldorf initiatives.

Tuition

Tuition is \$695 a month for 12 months. Our tuition assistance may lower student payments considerably. We work with prospective students on a case-by-case basis to determine affordable payments. Scholarships, student loans, stipends and work study are available. Applications are accepted year round.

Application received by May 31, 2013: fee - \$50

Application received after June 1, 2013: fee - \$125

There are no other fees.

Schedule Dates subject to change.

Weekends: September 6, 2013 – May 9, 2014

Fridays, 7:15pm-10pm; **Saturdays,** 8am-12:30pm

Saturdays, Third Year only: 8am-3pm

Summer: June 16 – July 12, 2014; 8am-4:15pm M-F.

WE LIVE IN A WORLD IN WHICH HUMAN BEINGS ARE INCREASINGLY DEPENDENT ON THEIR OWN INNER RESOURCES.

Yet human identity, whether in the growing child or in the adult teacher, is endangered in today's increasingly virtualized environment. Waldorf schools seek to foster self-reliance and individuality in every child through imaginative play in kindergarten, enthusiastic hands-on engagement, and an increasingly academic focus throughout later grades. To nurture this tender, nascent individuality, Waldorf teachers must bring their own creativity and sense of self to bear – the “teacher as artist.”

“Teacher as Artist” means that the teacher works creatively with the growing child. With a sensibility trained through the arts, the teacher can ably perceive the developing, evolving child. The Bay Area Center for Waldorf Teacher Training relies on the study of anthroposophy and active participation in the arts to guide the self-transformation of the adult student towards the inner freedom necessary to truly meet the child. The teacher who strives toward an objective relationship between his or her self and the world brings more objectivity to the student relationship, thereby supporting the child's unique potential.

Anthroposophy or “spiritual science” is Rudolf Steiner's far-reaching legacy. It is essentially a transformative path of study. Trained in the sciences, Rudolf Steiner was a holistic thinker whose over six thousand lectures and books constitute the basis for a renewal in agriculture (biodynamics), medicine, the arts, eurythmy (a movement art), philosophy, science, history and many other fields of human endeavor including, of course, education and special education.

Throughout the three-year teacher training program, the adult student is encouraged to discover latent capacities. Opportunities for in-class project presentations, personal conversations with teachers and mentors, time spent in the Waldorf classroom, and collaborative work with colleagues all contribute to a process of self-development and personal deepening.

All applied arts classes involve active participation. Each student is provided with his/her own materials for the entire class. Working intensively in the arts engages students in the artistic process and lets them experience a multi-faceted, integrated approach to learning. It also develops empathy for the challenges many children face in learning new skills. The focus of the applied arts classes is as much on process and active engagement as it is on the final artistic product.

In the First Year, students meet basic concepts of anthroposophy such as the evolution of consciousness; the human being as an evolving being of body, soul and spirit; thinking as a spiritual activity; the relationship of good and evil; the meaning of materialism in our time; and the ways and means for achieving self-discipline and self-knowledge.

In seminar classes, particular attention is paid to thorough classroom review of weekly reading assignments. Students learn to discern the deep philosophical underpinnings of the Waldorf curriculum and to become conversant with the unique calibration of the curriculum to the development of the human being. The focus on the “why” of Waldorf education provides the important context for the “how” (methods) which comes increasingly into focus during the second and third years. Students can then benefit from self-motivated, life-long learning, a critical aspect of successful class teaching in a Waldorf school.

Engagement in the arts supports the quest for inner awakening, enhanced perception and increased concentration.

Classes in the First Year include but are not limited to the following topics:

The Human Being and the Cosmos

Rudolf Steiner texts studied: *The Younger Generation*; *Self-Consciousness, the Spiritual Human Being*; and *Spiritual Guidance of Humanity*. By means of these three texts, as well as lectures and presentations, the student is introduced to a broad range of anthroposophical concerns.

The Nature of Thinking and the Potential for Ethical Individualism

The Philosophy of Freedom is one of Rudolf Steiner’s seminal books, and provides the basis for a new way of thinking about thinking itself. What is true freedom? What does it mean to leave others free? Such themes form the core of this major work, which is explored through classroom conversations grounded in assigned readings.

Introduction to Waldorf Education

Local Waldorf teachers present the three domains: early childhood, grades and high school. Rudolf Steiner’s lecture cycle, *The Kingdom of Childhood*, is the basis for a thorough introduction to the principles of Waldorf pedagogy and the developmental stages on which they are based. Further considerations include but are not limited to: the four temperaments, the twelve senses, writing before reading, from the whole to the part, mood as the basis of discipline, the teacher as authority, the teacher as artist.

Studies in Human Culture and Evolution

Two epic stories — one a compelling drama of Faust's struggle to forge a new society based on freedom and love, despite the relentless temptations of evil; the other a great medieval epic about the simple knight Parzival who becomes Grail King — provide the context for far-ranging discussions about the triumphs of individual spiritual growth, freedom and destiny, the nature of sin, and much more. Taught in a combined class of first and second year students, *Faust* by Johann Wolfgang von Goethe and *Parzival* by Wolfram von Eschenbach are alternated every other year.

Language Arts in Grades 1- 8

This class offers an overview of the English curriculum, including reading, writing, grammar, poetry and literature. What do we teach, why do we teach it and how can it be taught through “living concepts”? This is a summer session course and includes opportunities for students to make classroom presentations.

History of Art

A study of how the evolution of human consciousness can be traced in painting, sculpture and architecture from ancient Egypt to the present day. The particular contribution of Rudolf Steiner as painter, sculptor and architect is also considered. Text used: *Art and Human Consciousness* by Gottfried Richter. A summer session course.

The Arts

Each weekend includes either choir or recorder and one of the following: eurythmy, painting, form drawing, speech. Summer session art classes include: sculpture, eurythmy, choir, creative writing as a tool for developing imagination and clarity of thought.



The Second Year

leads to a more refined and practical understanding of the self and its relationship to the world. Careful observation of phenomena in the natural world and in human nature support an active understanding of, and appreciation for, the interplay of teacher as artist and teacher as scientist. Rudolf Steiner's research into the laws of karma, the laws of nature, and the laws of human development provide opportunity for continuing practice of objectivity and self-knowledge.

During the second year seminar classes, students are expected to assume a greater role in the academic and artistic rendering of the reading materials which expand on first-year topics, especially human development and the developmental phases of the growing child. Students further explore the way in which the Waldorf curriculum uniquely supports the changing consciousness of the child. Independent projects continue, with two major presentations.

A supervised three-week session of practice teaching in a Waldorf classroom is undertaken, informed and supported by continuing pedagogical studies. Each student contributes approximately 30 **volunteer hours** annually to a local Waldorf school, for hands-on experience of the Waldorf community.

Classes in the Second Year include but are not limited to:

Karma Studies

We consider such topics as individual, historical and world karma; reincarnation and karma; free will and destiny; laws of karma.

Rudolf Steiner lectures used: *Manifestations of Karma* and *A Western Approach to Reincarnation and Karma*

The course requires an independent biography project.

Nature Studies

Consideration of topics such as phenomenology as method; the four kingdoms of nature; the four elements; the four parts of the plant and their relationship to the human being; nature as artist.

Rudolf Steiner lectures used: *Harmony of the Creative Word* (previously published as *Man as Symphony of the Creative Word*)

Presentation of an independent project on some indication in the text as it relates to the Waldorf curriculum.

Anthroposophical Medicine

Students in the first, second or third year receive an introductory overview of the holistic principles of anthroposophically-extended medicine. Taught by

a practicing physician trained in both conventional and anthroposophical medicine, the course includes topics such as the four organs; the four constitutional polarities; sclerotic versus inflammatory illnesses; childhood illnesses; the karma of illness.

Studies in Human Culture

(See description of *Faust* and *Parzival* in the previous section)

Therapeutic Eurythmy

In addition to practicing eurythmy, students also learn about therapeutic eurythmy which, when given under the supervision of a physician, can be a great help for medical patients, children in need of special care, and children with learning difficulties.

Evolution of Consciousness through Music History

From Ancient Greek mythology through Medieval, Renaissance, Baroque, Classical, Romantic, and 20th century – the characteristics of each period studied will illuminate the significant shifts in consciousness that each style of music reveals.

The Threefold Social Organism

How can we create viable social forms? What are the justifiable and characteristic forces at work in the economic, political and cultural spheres of all societies? Text used: *Freeing the Human Spirit* by Michael Spence.

Waldorf Education

Teaching Methods

Developing the “true” imagination which works out of living concepts; awakening the will; structuring the lesson; working with a learning cycle of introduction, primary presentation and recapitulation; the wisdom of the curriculum as it relates to human development of body, soul and spirit; preparation for a supervised (and carefully evaluated) three-week practicum – early childhood, grades or high school.

Upper Elementary Grades Math and Sciences

A summer session course providing an overview of form drawing, geometry and chemistry.

Artistic Development

Each weekend includes either choir or recorder and one of the following: eurythmy, speech, blackboard drawing. Summer session art classes include: choir, eurythmy, fundamentals of music, and speech and drama.

The Objective of the Third Year

is to consolidate and expand on what the students have learned in the previous two years. An intensive, year-long engagement with Rudolf Steiner's key pedagogical lecture cycle, *The Study of Man*, provides the basis for deeper penetration of anthroposophical anthropology. Third-year students implement the philosophical foundation of the curriculum in the classroom as they take responsibility for building conscious, artistic lessons. They learn to integrate various aspects (movement, music, story, poetry, reading, math, drawing and painting) with the subjects they are teaching, and to structure the flow from one part of a lesson to another, from one lesson to another, from one subject to another. Students also work with the theory and practice of classroom management and group dynamics and, with their own growing capacity for objective self-knowledge, gain insight into working with parents and colleagues.

A second supervised three-week session of practice teaching in a working Waldorf classroom is undertaken.

The Third Year Project, integral to the year's course, is a mentored, independent research project on some aspect of the curriculum, presented at the end of the year to the teacher training community and reviewed by the class and their teachers.

Third Year topics include but are not limited to:

Pedagogical stories, verse-writing, math and science (grades track), puppetry (early childhood track), the principles of Waldorf education applied to high school subjects (high school track), the four temperaments, storytelling, block rotations, design and review of lessons, the main lesson book, class plays, birthdays and festivals, narrative reports (Waldorf report cards), parent evenings, healthy habits for the teacher inside and outside the classroom, and inner work of the teacher.

Rudolf Steiner lectures used: *Study of Man*, *Practical Advice to Teachers*, *Discussions with Teachers*, *Waldorf Education for Adolescents* or *Essentials of Education*

Artistic Development

Each weekend includes either choir or recorder, and one of the following: eurythmy, speech, writing verses for children, painting with children, black-board drawing, forming a morning circle, concentration exercises. Summer session art classes include: choir, eurythmy, sculpture and its use in the classroom, and instrumental and choral music and their use in the classroom.

IN ALL THREE YEARS:

Experience in the Classroom

Practical experience with the curriculum and in the classroom is a key component of this program. Toward the end of the first year, the student spends three days observing in the class of an experienced Waldorf teacher. The student carefully observes one child and writes a study of that child, describing both the child and how the class teacher addressed the learning style of that particular child.

During the spring of the second year, each student participates in a three-week practicum in the classroom of an experienced Waldorf teacher. Students can choose an early childhood, grades or high school practicum. A mentor supports students with practicum preparation during the weekends before and throughout the practicum. In this second-year practicum, students are expected to take on classroom responsibilities as requested by the supervising teacher and teach a minimum of three full main lessons.

During the fall of the third year, each student participates in a practicum. Support for practicum preparation is again part of the weekend classes. In this third-year practicum, students are expected to take on classroom responsibilities as requested by the supervising teacher and teach as many full main lessons as possible.

Supervising teachers provide formal, written evaluations of the students whose practicums they supervise.

Community Events

Students, teachers and alumni of the Bay Area Center for Waldorf Teacher Training form a vibrant community. We meet for our **Town Meeting** each Friday night to start the weekend together. During our Saturday morning **Snack Break**, we gather and enjoy each other's company. We have seasonal **Festivals** and **Assemblies** at which we share work from the classes and listen to faculty and guest lecturers and performers. Our annual **alumni** meeting brings old friends together. **Graduation**, on the Saturday following our 4-week summer session, is a special day for all. Our annual newsletter, ***Golden Gate***, is produced by students. Each class has a secretary, and our **library** and **bookstore** are also student-run. At the East Bay Waldorf School we have a dedicated teacher training room, where student work can be exhibited and where special events, including community outreach courses during school hours, can be held.

Faculty Staff



Dorit Winter, Director,
MA, Anthroposophical
Studies, Pedagogical
Studies, Creative Writing,

Inner Life of the Teacher, Painting



Dave Alsop, Assistant
Director, BA,
Anthroposophical
Studies



Diane David, Early
Childhood Director BA,
Kindergarten Studies;
Kindergarten Teacher

at S.F. Waldorf School



Janet Langley, BA,
Practicum Coordinator,
Pedagogical Studies;
Former Class Teacher,

Cedar Springs Waldorf School,
Placerville, CA.



Tom Bickley, Advanced
Recorder; Freelance
Musician, librarian,
CSU East Bay



Christiaan Boele, Music
and Choir; Courses and
workshops in Europe
and the United States



Christine Burke, BA, MA,
Creative, Formative,
Speech; Communication
Studies at CSU,

Channel Islands



Paolo Carini, PhD, Math
and Science; High
School Math and
Physics at San Francisco

Waldorf School



Cindy Chung, MA,
Accompanist for Eurythmy
and Choir; Bay Area free-
lance pianist and teacher



Kristine Deason, MA,
Chalkboard Drawing,
Choir, Pedagogical
Studies; Class teacher,

Marin Waldorf School



Sibylle Eichstaedt, MA,
Speech; Freelance
Speech Artist, England



Lauren Gerig, PhD,
Beginning Recorder;
Music Director at the
East Bay Waldorf School



Douglas Gerwin, PhD,
Faust, Evolution of
Consciousness through
Music; Director of the

Center for Anthroposophy, Wilton,
NH., Co-Director of the Research
Institute for Waldorf Education



Paul Gierlach, MA,
Parzival; Humanities
Teacher, special support
teacher, San Francisco

Waldorf School



Vasilica Hall, Eurythmy;
Diploma from Akademie
für Eurythmische Kunst



Maria Helland-Hansen,
Therapeutic Eurythmy;
Therapeutic Eurythmy
S.F. Waldorf School and
Tridhaksa Waldorf School, Bangkok



Dr. Philip Incao, MD,
Anthroposophical
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Laurence Jaquet, MA,
Pedagogical Studies;
Class teacher, San Fran-
cisco Waldorf School



Jennifer King,
Intermediate Recorder;
Member Tonal Havoc
Recorder Consort



Patrick Marooney, Form
Drawing & Science
Curriculum; Waldorf
Teacher Education,
Eugene, OR.



Glenda Monasch,
Eurythmy; Eurythmy
Diploma from the
Goetheanum,
Switzerland. Therapeutic Eurythmist,
performer Boulder, CO.



Peggy Rock, BS, Early
Childhood Studies;
Kindergarten Teacher,
Greenwood School,
Mill Valley, CA.



Ken Smith, Sculpture;
Certification, Sculpture
School, Emerson
College; freelance
artist and art teacher, Bay of Plenty,
New Zealand



Oliver Steinrueck, MA,
Prayer & Meditation;
Seminary Teaching,
Spring Valley, NY



Elisabeth Swisher, MA,
Music; Arcturus Rudolf
Steiner Ed Program,
Chicago



Christof Wiechrt, BA,
Pedagogical Studies;
Former Head of the
Pedagogical Section,
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Director, Dorit Winter

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All classes take place at the East Bay Waldorf School in El Sobrante, CA.

For a more detailed version of this brochure, visit our website:

www.bacwtt.org