

Young Schoolsí Guide

A Working Guide for the Development of Healthy Waldorf Schools

A Work in Process

For Members of the Association of Waldorf Schools of North America

Young Schools' Guide



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Introduction

The AWSNA *Young Schools' Guide* has been written to support the healthy growth of Waldorf Schools and initiatives. This first edition represents the beginning step to a process that will involve a close collaboration between our developing schools and the many consultants and AWSNA staff members who have assisted them over the years. It is very much meant to be a living document, open to frequent revision and additions.

The format for this guide is one that uses questions as a basis for self-examination. We hope that your school and your consultants will look at your operations in light of them without falling into the thought that there is only one right answer. Rather, the hope is that you will ask yourselves why you are doing what you do and find a way to support and articulate your reasons. The aim here is to develop healthy schools!

At the same time, we recognize a number of dangers associated with an enterprise such as this and want to acknowledge them:

- ï First, we have taken some pains to avoid being prescriptive, but there is always that danger. The keyword is self-determination at the local school level. We expect that every school will consider carefully what is written in this guide for each of their developmental steps. But each step will also need to reflect the specific needs of each local, individual community, the colleagues, and, most importantly, the children entrusted to your care.
- ï Similarly, there is a danger that our work here will describe forms that arise only from the past and will put a damper on innovation and the search for truly new solutions. We ask that every question and suggestion be taken as only one possible way of working. We are counting on those working in the schools to work with these principles and ideas to develop further insight and effective practices.
- ï Lastly, a young school might look at all this and become dismayed by the immensity of the task of working with it. It is a somewhat daunting enterprise that we have outlined here. Before becoming overwhelmed, however, take a look at the section on *How to use this guide*.

This guide is also designed to help schools develop their skills and capacities in the realm of self-study and successful Accreditation.¹As of this writing, the Association is reviewing the Steps to Membership whereby schools can earn the right to use the trademarked *Waldorf* name. Successful self-study and accreditation may well become the criteria for that privilege. We recommend you familiarize yourselves with the Shared Principles for Waldorf Schools found in the Appendix to this guide.

How to Use this Guide

The three guiding stars for using this guide are:

1. Divide responsibilities
2. Set realistic goals and prioritize
3. Seek professional help

1. *Divide responsibilities*

Your success as a school will depend on your ability to inspire others to do work for the cause. Every section of this guide should be given to one group or person as the responsible organizer. This person or group should not be expected to do the work, necessarily, but to see that it stays conscious and moves forward.

2. *Set realistic goals and prioritize*

Each responsible group or person then sets realistic goals (with timelines!) for their section and prioritizes them. Don't be tempted to commit to more than you can accomplish within the realistic time frames. A school is a long-term project!

3. *Seek professional help*

When knowledge and experience are needed, find a way to engage people who can provide them. Whether AWSNA staff, consultants, parents with expertise, or professionals in your community, there is no substitute for good advice about the real needs facing your school. Time, energy, and money can be saved if community needs are clearly articulated and the right people are brought in to address them.

The purpose of this guide is to help communities identify their most pressing needs and to direct them to the resources that will help them fulfill those needs.

Understanding of and Agreement on the Vision of Waldorf Education and Anthroposophy in Your Community: Developing a Learning Community

The link between Waldorf education and anthroposophy as a method of inquiry is inextricable. As such, a healthy Waldorf school needs to be very clear that it has taken on a task to cultivate a deep and conscious relationship to the wellsprings of Waldorf education. While Rudolf Steiner himself recognized the need to compromise on some issues in order for the first Waldorf school to survive, he was quite clear that some things were not negotiable. One of these was the absolute connection between the way of working in the school and the spiritual realities upon which this way of working is based. The teacher is not to teach anthroposophy to the children. But the teacher is required to use anthroposophy *as a method of investigation and of understanding* in order to properly meet the children.

Since the growth, education and development of the human being is a complicated subject, an understanding of these aspects is also *sine qua non* for every Waldorf teacher. In addition, we must also reckon with the work it will take us, as modern human beings living in a materialistic society, to break through the patterns of thought that this society engenders in us. This is one of the primary aims of anthroposophy: to take another look at the things we think we know. If we can do this, then we have the possibility to be more effective teachers working in more effective schools. These schools will be staffed with very fine teachers who can teach the children in such a way that the children's knowledge and understanding will grow over their entire lives.

Below are some of the topics that can help lead to a healthy Waldorf school.

Questions:

Which books from Rudolf Steiner and his students have you used in group study?

Does your study group include both teachers and non-teachers?

Have you found the books accessible?

Do you bring some of your own thoughts and perceptions to the study so that it is not a mere recitation of someone else's ideas.

Are you able to work through the assigned sections in a systematic way?

Have you incorporated work with the arts as an important means of learning?

Rudolf Steiner provided a strong foundation for an understanding of anthroposophy (and therefore Waldorf education) in the so-called basic books: *Philosophy of Freedom/Thinking as an Intuitive Path*, *Theosophy, Knowledge of the Higher Worlds/How to Know Higher Worlds*, and *Occult Science/An Outline of Esoteric Science*. Have you worked with any of these books or made plans to do so?

The AWSNA Teacher Education Committee has developed an outline of a proposed course of study called 'Foundation Studies'² for those who would wish to teach in a Waldorf school. This document is also useful in assessing where the faculty, board and school community are in their own study and development. Would the Foundation Studies document be useful in building and strengthening the foundations of your school?

Which group or groups are working on a program of foundation studies in your school? How is the work with this or similar material shared with others? Do you find that it can be used to interest others in exploring the roots of Waldorf education?

The Waldorf School Association of Ontario has developed a guide for the young schools in the province. It has useful points for your consideration.³

How many people in your group can speak comfortably out of and about Waldorf education? Out of and about the life work of Rudolf Steiner?

What are you doing to help more people become conversant in Waldorf education and Spiritual Science?

Have you been able to use the celebration of festivals as an expression of the spirit of Waldorf education? Have your celebrations also made the statement that anthroposophy is not a religion? How have you made this distinction clear?

Do you understand the 'Christ Impulse' as explained by Rudolf Steiner so that the celebrations of the festivals avoid the danger of sentimentality and/or a sectarian mood which could make people of religions other than Christianity feel unwelcome?

Do you work on studying the basis for festival life?

Teacher Preparation and Professional Development

The strength of any school is reflected in the quality of the teaching. To be a Waldorf school, the community is committed to a particular outcome: educating the child with age-appropriate curriculum by teachers working out of a picture of the unfolding, incarnating human being. For teachers to develop the understanding and artistic capacities to work consciously with the living unfolding in the classroom, it is essential that he or she first go through a self-transformative process. Experience has shown that for a successful Waldorf teaching experience, potential teachers need to follow a formal Waldorf training/study program. If the school can make it possible by helping to support potential Waldorf teachers in the community to receive the formal training, this gesture demonstrates a commitment to offering a quality Waldorf program in the school. The investment will strengthen the community in untold ways. Just one weak, untrained teacher, with all good intentions and hard work, can cause the community to feel doubt, even anger, about the viability of Waldorf education. Our experience has shown that by setting expectations high, requiring *every teacher to be Waldorf trained* and holding on to that ideal, the enrollment in the school grows steadily.

One of the strongest aspects of Waldorf teaching is that one never stops learning. Children change. The cultural times change. Challenges appear anew. Waldorf teachers need to gather new insights and practices from the greater Waldorf movement. It is critical to exchange views with colleagues outside your own school community. Workshops, courses, mentoring (see Chapter 3) and conferences offer Waldorf teachers the opportunity to deepen their work that, in turn, brings fresh impulses into their teaching. In growing the culture of every Waldorf school, each teacher should be required to attend professional development venues. The school budget should aim to have a line item for this possibility and encourage/require the faculty to apply for the funds. Much of the learning is brought back to the school and shared formally and informally, inspiring colleagues and strengthening the school as a whole.

Questions:

Is the school committed to full training for teachers?

Is there a formal expectation of this requirement?

How many of your current staff have formal training?

Is there an expectation that all teachers graduate from recognized affiliated teacher training programs?

What resources do you provide for training? For conferences and courses: professional development?

What activities are you undertaking in your local community to cultivate/recruit new teachers? What other opportunities might you provide to recruit teachers?

Are there introductory courses available on the works of Rudolf Steiner?

What Shared Principle do you have that reflects teacher development and training?

Peer Review, Evaluation and Mentoring

In a Waldorf school we strive to work collegially. Therefore, one of our principles is to inform the parents that the school has a formal program of peer evaluation and mentoring. Since we do not have a Principal or Headmaster to do evaluations and be responsible for ongoing teacher development, this responsibility resides with the faculty as a whole. In a young school, the board insures that it gets done. Later, the faculty steps in and develops the forms and protocols to insure that there is both support for colleagues and a striving toward excellence in teaching throughout the school. To be truly professional in the way one approaches this oversight, one needs to devise an approach that is applied equally for all teachers.

Mentoring

From the time one begins a teaching career in a Waldorf school, being mentored and supported by an experienced colleague are part of the understanding he or she has with the school. This should be written into the teacher's contract and covered as part of the first conversation with a new teacher. Often the mentor comes from outside the school and has attended AWSNA workshops on the *Art of Mentoring*. The first year of teaching often requires the most intense schedule for mentor and mentee. To orient the teacher's first days and support good habits early, it is recommended that the two spend time together before the school year starts. Thereafter, many days of observing in the classroom throughout the year build confidence and support for the new teacher. *Mentoring is a confidential relationship*. This principle is important to understand. It is the way for effective working together. The mentor reports to the faculty in the most general way, sharing the logistics and mood of their work together; never breaking the confidentiality. If the mentor finds that the mentee is not progressing well after a few months, there are two avenues to take. First, the mentor can recommend that the faculty brings in another person to mentor, or second, the mentor can inform the faculty that it is time to have the mentee evaluated. It is important that a person other than the mentor does this evaluation.

To assure the parents that professional striving is a shared expectation of the faculty, it is a *healthy practice for every teacher in the school* to have a mentor (sometimes referred to as a speaking partner). Each teacher is accountable to his or her mentor. The class teacher's block plans for the year or the subject teacher's objectives are shared with this colleague along with information on the materials needed and background research. Each teacher is visited in the classroom, where the teacher and the students can be observed together. The mentor ascertains whether the quality of the students' work is improving, whether the relationship between teacher and class engenders confidence that learning is happening, and whether the relationships with parents and colleagues are good ones.

Evaluation

As part of school policy, *every teacher is evaluated*. This is often scheduled for every other year. Every year however, each teacher writes a *self-evaluation* which is shared with the mentor (or a pedagogical committee) and then goes into the teacher's file.

Evaluations are often done by pedagogical consultants from outside the school. Some schools have found success in doing in-house peer evaluations. To do justice to the evaluation, a two-day visit is recommended. The results of the evaluation are *first shared between the evaluator and the teacher and then in written form with the faculty or a designated committee*. The evaluation goes into the teacher's file as a permanent record. Parents are not given the results of the evaluation, just informed it has taken place.

One effective schedule for evaluations is to have the *odd number grades* done each year as well as any *new subject teachers*. Early childhood teachers should have an evaluation every other year. For obvious reasons, it is important that an early childhood consultant do the evaluations.

Some schools put together a review committee made up of a few teachers and carrying board members to review the files and share the impressions on a periodic basis. These might happen every three or four years and include opportunities for parents of the class to contribute written comments.

The aim of evaluation is to provide help, support and guidance as needed in a timely manner so that the teachers will be able to succeed in their task. It is a tool for reflection and growth.

Questions:

Is there an orientation program for new teachers?

Do you offer a mentoring program?⁴

Do you have regular evaluations of teachers?

Is self-evaluation a yearly task?

Do mentors work with new teachers to develop curriculum and other goals, plans and action steps?

How do you distinguish between evaluation and mentoring?

Who has responsibility to oversee mentoring? Evaluation? Have you considered board members for this task?

Are there clear, supportive processes for addressing performance problems?

Does the school have a multi-pronged policy for teacher evaluation which includes self-, peer- and outside evaluation?

Have you explored how to develop the skills necessary for evaluation and mentoring?

Do you have established, clear steps for renewing, terminating or issuing provisional contracts?

Board of Trustees

As trustees of a non-profit corporation, the Board of Trustees in a Waldorf school is the group ultimately responsible for all the activity of the school. This does not mean that the board should do the work or supervise the day-to-day-operations of those who do. Rather, it is essential that Board members understand the difference between what is Board work and what is more properly staff work or volunteer work. Young schools, that is, those who are in their initiative or pioneer phase, need to become disciplined in aiming to limit the formal board activity to the specific areas of board responsibility. Typically, these are:

- ï Ensuring that there is a viable vision and a strategy for achieving that vision
- ï Identifying, with the community, the end results that are wanted
- ï Creating legal and financial policies that ensure the health of the organization

In addition, the Board must ensure that there is an evaluative process in place to assess whether the goals of the institution are being achieved. The Board should leave staff and volunteers to work out the specific strategies and details of how the goals of the school are to be achieved. Even though it is often the Board members who are doing all the work, especially in the beginning phases of development, they must consciously be on guard to ensure that the necessary work they are doing as volunteers does not by custom or habit come to be construed as the rightful role and responsibility of the Board.

A clear understanding of the foregoing will help the founding Board make a smooth transition from a *Board of Directors* in the early years to the eventual ideal of a *Board of Trustees*. This is a critical step and often a source of confusion and mistrust in young schools. A clear idea of the principles behind the educational practice and organization of a Waldorf school can be gained through Board study and has been found to be vital for building and maintaining a successful foundation for the school.⁵

Questions:

Does the Board engage in regular study?

Does the Board have a clear understanding of its role in a Waldorf school setting?⁶

Is this role regularly reviewed and evaluated?

Are founding Board members consciously prepared to move from a Board of Directors to a Board of Trustees over time?

Is there faculty participation on the Board?

Does the Board provide for regular interaction with the faculty? Are these encounters harmonious? Collaborative? Productive? What kind of help, if any, do you need here?

Does the Board have an identified board development program to identify new members? Who is in charge of this?

How will decisions, policies and the founding vision be communicated to the next generation? Do you have a new member orientation?

Do you have formal job descriptions/other responsibilities articulated for Board members?

Have you identified the job skills that would make for a well-rounded, productive Board? Do you have the necessary expertise on the board? Legal? Financial? Human resources? Business/organizational?

Are Board members open to Spiritual Science?

Do you have a clearly outlined committee structure?

Do you have clearly outlined communication and decision-making processes?

How have you provided for long-range planning?

Are meetings disciplined? Productive? Contentious and draining? (If so, then, why?)⁷

Business/Financial/Legal

Schools are built on trust. Parents entrust the school with the sacred duty of helping to educate their children with honesty, integrity, and love. All aspects of the school combine to earn this trust, and the workings of the business office are no exception. How does the school manage its finances? How does it communicate its needs through the budgeting and planning process? How does it bring the ideals of Waldorf education into practical reality? Positive answers to these questions are necessary if the school is to have the credibility it will need in the community to attract the financial resources that can build a full and vital program. Especially in independent schools, there is a need to instill confidence that hard-earned tuition dollars are fairly collected and well-spent, and that gifts and donations are being used effectively.

From the very beginning, there should be professional review of cash management procedures. While a volunteer treasurer may seemingly be able to handle finances competently for a long while in the beginning, the wise Board of Trustees will insist on documented, standard accounting procedures and an established budgeting process as insulation from fiscal surprises and the resulting loss of community confidence. Experience shows that an idiosyncratic book-keeping system designed by a volunteer may be adequate for the first kindergarten but quickly becomes embedded as a cumbersome platform for later fund accounting and more sophisticated budgetary planning that will follow as the school grows.

Financial assistance is also an area where school policies and understanding must be developed consciously. This is a community issue and must be clearly stated as to purpose and procedures. Policies that honor confidentiality are a must. There is also a central idea that many schools find helpful when it is developed and carried within the whole community. This is the idea that tuition is viewed as a support that allows the entire school to exist rather than a payment for services rendered.⁷ Ideally, tuition is felt to be a gift to the community. There is also a danger here, however. One cannot adopt such ideas as one adopts policies. These are questions that stem from the basic economic psychology of each individual. One is on thin ice when one tells another what he or she should think or feel as the bills are being paid. The fact that things will go better if everyone agrees that tuition is a support not a payment does not mean that it is a moral imperative that everyone shall believe it.⁸

Proactive legal advice is another area where prevention is far more cost effective than later legal conflicts. Review of enrollment contracts, personnel policies, and health and safety procedures by competent professionals can go a long way toward avoiding problems.

Questions:

Are you aware of current federal/state/provincial legal requirements for independent schools? (e.g. non-discrimination notices, mandated reporting)⁹

Do you have sound business practices regarding the following?

- ï Bookkeeping and fund management
- ï Cash flow, budget monitoring and financial planning
- ï Clear financial reports to the community
- ï Clear parent contracts and collection procedures
- ï Oversight of co-worker policies and benefit packages
- ï Teacher contracts and appointment letters

Note the following Shared Principles on human resources from AWSNAís accreditation handbook¹⁰

Have your procedures been reviewed by an outside professional? Have you had a professional financial audit or review?¹¹

Are there clear, thorough enrollment procedures?

Is there tracking and follow-up of all inquiries?

Do you have clear and established links between the enrollment office and the business/financial-assistance office?

Do you have a process for exit interviews?

Physical Environment

Beauty, truth, and goodness: In Waldorf education, we strive to bring into the world of childhood these three realities. The first, beauty, works quietly and deeply into each child. When a school radiates physical beauty in the halls, classrooms and outdoors, the children have a sense of being nurtured in their deepest, most moral being. Rudolf Steiner once said that if cities were physically beautiful, the crime rate would diminish!

To have a beautiful school, the community works to transform the school space to have it speak to what Waldorf education is all about. When a new parent steps into a Waldorf school for the first time, often the parent will comment about the warmth and artistic beauty of the environment.

Order

When things are orderly, from a designated place for children's belongings and classroom materials to the teacher's desktop the items, the *students feel a sense of order* without and work with it within themselves. This sense of order is modeled by the adults so that the children become comfortable with learning habits of orderliness. To help the children with their personal belongings, parents and teachers can help to build cubbies for the school. To help the teachers to have places for painting supplies, racks for drying paintings, shelves for teaching materials and books, they can also help to build carefully thought-out storage units. This penetration of the physical space to allow *a sense of order also makes for a calmer, more harmonious working environment* for the teacher and children.

Aesthetic Atmosphere

We know that teaching is an art. Creativity brings life into our tasks and is the principle for awakening within the children a discovery of themselves and the world. When *the school environment mirrors this living way of working*, it becomes an ever-changing, aesthetic experience for the children and all who enter the building. Starting with the entrance hall, where monthly class work can be beautifully displayed on a rotating basis and seasonal themes from nature can be brought indoors, the school becomes an inviting place into which to step. The school halls can also be used to bring the work of the classroom to the larger school community with the faculty agreeing on monthly changes. Class and subject teachers love to display the accomplishments of their students. A few designated bulletin boards or enclosed cases in the halls can be designated to bring this work to the consciousness of the community.

Since it is in the classrooms where the children spend most of their time, this is the environment that is most important. Stepping into a clean, well-ordered and aesthetically pleasant classroom brings interest and enthusiasm for learning. There the blackboards are clean and have well-formed writing and colorful illustrations by the teacher. The teacher has carefully chosen materials to display that relate to the main lesson subject of the moment. The children's work from the current main lesson subject, including essays, illustrations or paintings as examples, are displayed to make the room a living reflection of the work at hand. Old displays get tiring and ultimately are ignored. Changing displays on a timely basis allows interest in and recognition of one another by the children.

A Permanent Site

Once a school has reached a size where it will be projected that a new classroom will be needed each year, a *Site Committee* comprised of parents and teachers works together to research all possibilities. This work together requires that the committee assess each site, knowing that the pedagogical parameters for a Waldorf school require the active participation of the teachers. They must ultimately decide if the space is workable or has potential. During this phase, a capital campaign to raise funds begins with the entire community taking part. Having one's own space, where the school is not at the mercy of a landlord, creates a firm, solid foundation for the future.

Questions:

Is there an agreement on standards for care of the environment? How do you hold each other accountable for these standards?

Is there a group that carries this responsibility for the aesthetics of the school?

Have you identified your needs for space and equipment for the next 3-5 years?
Is there a plan for meeting these needs?

Who is responsible for this activity? Does this group represent all segments of the community? What is their timeline for developing this plan?

What resources will be needed?

Is there planning for capital development?

Do you dedicate human and financial resources to the ongoing work of planning, identifying and meeting environment needs?

Curriculum Planning, Program and Development

Every school must face the challenge of forming its identity and clearly stating the principles upon which it will operate. Waldorf schools must be especially conscious of their principles since they base their method, in part, on the expectation that teachers will be free to create out of their own insight. Given this expectation of freedom, how can the school offer some guarantee that it will in fact offer 'Waldorf education' in every classroom and as personnel change over time? There are a few common agreements a school can develop, listed below, that can ensure that these questions can be answered with some degree of surety.

First is the principle that those who have direct contact with the children will determine the educational program being taught. A central ideal in the Waldorf school is that the relationship between teachers and children will call forth the insight necessary to develop an excellent educational program. This presumes, of course, that teachers are committed to a path of inner work as well as the development of capacities such as perceptiveness, clear thinking, and imagination.

Second, the school faculty (and ideally every part of the community) must have regular and ongoing study of Waldorf education. The school must state for prospective teachers the principle agreements that are expected of them for this particular school. The very first AWSNA Shared Principles for Accreditation allude to this.¹² It is vital, however, that each school continually work to go beyond the generalities given in these shared principles and strive to study and articulate the central characteristics regarding Waldorf education that the particular school holds dear. By agreeing to work out of clearly stated principles, the teacher is left with more freedom than if the traditions of previous teachers are the only guidelines.

Third, while the freedom of the teacher to innovate is welcomed and expected, there is also a body of work that has been developed internationally that describes the general curriculum.¹³ None of these published resources are written to be followed with slavish obedience. However, it should be clear that teachers who have been engaged as *Waldorf* teachers should be able to justify innovations either in the light of anthroposophical views of child development, out of insight based on experience, or with respect to the principles established in the aforementioned publications.

Curriculum development is an area where the faculty is given primary leadership responsibility. Agreements on the broader educational mission and philosophy, however, are the concern of the entire community and should thus be reviewed and re-stated on a regular basis with opportunity for input by the community. It is vital for the program leadership (Faculty or College) to develop capacities to authoritatively meet any requests from the community to follow trends, fads and incompatible ideas. The best way to do this is to make the building of common understandings of both the foundations and successful strategies of Waldorf teaching one of the highest priorities of faculty work together.

Questions:

Which group(s) is responsible for determining curriculum and program at this stage in your school?

How are these plans developed? Are they documented and shared?
Is there regular review?

How do you bring about an understanding of the curriculum? In faculty? In community?

Do you regularly review the *ihowsi* and *iwhysi* of various curriculum subjects?

How do you bring in new curriculum ideas from beyond your immediate school community?

How do you cultivate innovation?

Do you consciously relate that innovation to *Study of Man/Foundations of Human Experience*? How?

Have you availed yourself of outside consultants for curriculum development?

How have you adapted the curriculum to your local geography and culture?

Does your school have a culture of attending conferences and workshops for the ongoing deepening and broadening of your understanding of the curriculum and teaching?

Do you have a plan for acquisition of science materials as grades 6, 7, and 8 approach? Safe storage? Inventory control?¹⁴

Faculty Co-working in Applied Spiritual Science

How do you foster the experience of spiritual science among colleagues? Among the practical ways to do so are included:

- ī Child study
- ī Pedagogical study
- ī Festival background and preparation
- ī Artistic activity
- ī Research, research sharing both formal and informal
- ī Social exercises (biography, communication)
- ī Expectation and means for attending conferences.

Perhaps two underlying questions are the basis for all this work:

How do you foster conscious relationship with the spiritual world both as individuals and as a group?

Is there a commitment to make the faculty meeting the heart of the school?

Much of the work in a young school centers on practical issues. This is also true for the teachers who are working to become skilled in both the art of teaching and in the development of the craft of their teaching as well. This necessarily means taking on the work of studying the many volumes written on Waldorf education as it has been practiced since 1919. Most important, it means a life-long work with the *Study of Man/Foundations of Human Experience*. The challenge is not to become so anxious about the how that one forgets to seek for the why.

This is where it is important to remember that anthroposophy is a method of inquiry, not a dogma or a set of beliefs. Hence, *the way* your faculty takes up its study is as crucial as *what* it takes up. The danger to the teachers is that they become so focused on how to introduce numbers or Norse myths or algebra, that they forget that Rudolf Steiner expected that each teacher would also be a researcher. That means developing the skills of perception, of dialogue with colleagues, of true thinking (both thinking based on sense perceptions and that which is free of the senses) and of work with the children. When these aspects are taken up, then teaching becomes a process of never-ending research and discovery! Each teacher needs to approach her/his topic anew, for it is in finding the fresh approach that the work is more likely to succeed and to satisfy both children and teacher.

Below are some of the main areas in which a faculty works together in a school. Some of the questions which you can ask yourselves as you work with them follow.

Questions:

Child Study

Do you approach a child study with a consciousness of the manifold aspects of human development: physical aspects, etheric or life aspects, astral or soul aspects, indications of the incarnation of the ego?

How do you take into consideration the seeds of future development in the child?

For instance, in addition to the work with body and soul, do you provide an opportunity to ponder the pre-earthly intentions of the child?

Do you factor in the future which the child may be asking for?

If your study leads you to a sense of this future, can you help her/him to develop the capacities to bring it to realization?

How do you choose the subjects for your child study?

Do you sometimes focus on those children who do not have any particular glaring needs and not only those with difficulties?

Do you choose children from different classes across the school?

Do you create a role for the specialist teachers in the child study?

How do you prepare yourselves for such a study?

How do you work with the results of the study, both practically and inwardly?

Do you return to a child whom you have carried for some time to look for changes, etc.?

How do you avoid making moral judgments about the child you are studying?

How do you invoke the help of the spiritual beings who have an interest in this child?

Pedagogical Study

Which topics do you take up in your pedagogical study?

Do you plan out and disseminate the course of study for the year and make sure that everyone has the material available beforehand?

What guides you in your choices?

Do you work from a mix of authors (Rudolf Steiner and others)?

Who prepares the topics?

Are all expected to be similarly prepared?

Are the sessions together of a nature that everyone is involved, either outwardly or inwardly?

Do you take turns in preparing?

Do you take different approaches to the presentation of a particular topic (artistic, analytical, synthesizing, etc.)?

Do you all feel refreshed after the study?

Do you look forward to it?

Do you use these responses to the study as a diagnostic tool to see how you are as a faculty?

Do you go to the next step and look to apply the insights you have gained to your own teaching?

Do you share the results of your research in this area?

Do you analyze and learn from the successes as well as the failures?

Festival Preparation

Which festivals do you celebrate in your school?

Why have you chosen these?

Are you able to address and understand the meaning of the 'Christ Impulse' in your festival life?

How do you work with the community to evolve festivals that are universal rather than sectarian?

How do you work to avoid the perception and the experience that a festival is narrowly Christian, Jewish, Buddhist, etc.?

Do you see the festivals as a bridge between the earthly and the spiritual worlds with the human being as the link between them? How do you understand this?

How do you attempt to realize this goal among yourselves as faculty? As community?

How are the parents involved in this work?

Are the children able to participate and find meaning in the festivals through the will (i.e., through activity) and not just through the intellect?

Artistic Activity

Which arts does the faculty work on?

Do you seek to have a mix of different arts?

Which ones are most popular? Why?

Have you reflected on how a particular art works on the individual? On the group?

Do you notice a different quality in your work together or in the harmony of the school or in parent relations or in the work with the children by virtue of the artistic work?

How regularly does your faculty work with the arts for their own development and not just to learn classroom techniques?

Are the teachers able to understand that the arts are an important balance to the rest of our work?

Do you make time for the arts in each regular meeting?

Does your faculty fully participate in the arts when they are offered?

Research and Research Sharing

Do your teachers and staff have time to look into other areas of interest that are not directly of use in their classrooms?

Is there an expectation that this is part of the teacher's responsibility?

Do you take time to hear what people are working on in the context of the faculty meetings?

Do you share the *Research Bulletin* from the Research Institute for Waldorf Educa-

tion with your faculty members?

Do you make time to point out interesting articles or even to discuss one of particular interest?¹⁵

Social Exercises (biography, communication, social games, etc.)

Have you worked with any of Rudolf Steiner's foundational exercises (Six Supplementary Exercises, the Eight Exercises [eightfold path])?

Have you done biography work together to discover who you are as a circle of colleagues?

Fostering a Conscious Relationship with the Spiritual World

Have you informed yourselves about the spiritual content and practices which Rudolf Steiner gave to the teachers for their work?

Have you cultivated, either in the faculty meeting or in a college of teachers (inner council of teachers), practices that will allow you to strive to work with the spiritual beings who are interested in and supportive of your work?

Have you as a school taken the time to form a relationship with the Pedagogical Section and its council and to avail yourselves of the materials and counsel they have to offer?¹⁶

Have individual colleagues taken up a conscious relationship with the Pedagogical Section?

Do you take time to share the tasks, experiences and trials of self-development through an anthroposophical path of knowledge?

Rudolf Steiner referred to the faculty meeting as the "heart" of the Waldorf school

How do you understand this?

What steps do you take to cultivate this as a reality?

How would the heart of the school function?

What would it carry for the *ibodyi* and *isouli* of the school?

Conference Attendance

Does your school expect that every colleague will travel to outside events on a regular basis in order to develop professionally?

Are there discussions in and notices to the faculty to inform each other of the different conference offerings, courses, colloquia, etc.?
fer-

Does the school have an adequate professional development budget to make such activities possible for the teachers and other staff?

Are there opportunities and expectations for providing interesting reports on such experiences soon after the colleague returns?

Leadership and Community Development

All men are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly affects all indirectly. I can never be what I ought to be until you are what you ought to be. And you can never be what you ought to be until I am what I ought to be.

ó Martin Luther King

In fulfilling their respective missions in the world, Waldorf schools and Camphill communities are faced with a double challenge. In addition to offering pedagogical or therapeutic insights based on Rudolf Steiner's seminal insights, we are also asked to pioneer new organizational forms consistent with our spiritual impulse and orientation. In recent years there has been an increasing enthusiasm for addressing this in fresh ways. There is a growing realization that this community-building challenge is at the heart of many of the most critical issues we and the larger society we live in are currently experiencing.

A Waldorf school is a community united by a cultural ideal: Waldorf education. The community recognizes that we are all on a spiritual path committed

- to self development,
- to work on practical social understandings, and
- to finding new social forms that connect one another.

The form and structure of most Waldorf schools strive to enhance the partnership between teachers, administrators, students, parents and friends in the community. The challenge is to bring to consciousness the underlying principles of this form. In his book *Threefold Social Order*, Rudolf Steiner advocates for a free cultural life, a state dedicated to rights, and an economy concerned with effective cooperation in the production and distribution of goods and services. It was out of this advocacy for social reform that the first Waldorf school emerged, free of state control, supported by a factory owner and friends. Steiner's ideas are the basis of the argument for school choice (freedom in cultural life) and for the strong role that teachers play in the running of Waldorf schools.

Every Waldorf school has a sacred space. From the first, this can be worked on by two or more who are striving to realize the ideal of a Waldorf school. As schools evolve, they go through stages. In what we might call the pioneer stage, the small school community shares all responsibilities and decisions. Then, as a school grows, there are enough teachers to form a faculty, and leadership begins to shift from being a board-run initiative to a board-faculty partnership. In this stage, information takes longer to be shared in the community and new forms and governance structures arise. This is a kind of professional stage. In this phase, a study of the principles of the Threefold Social Order allows for healthy discussion and testing

of new possibilities. At this stage the faculty can begin to look ahead to forming a College of Teachers or Collegium to work on creating the spiritual-pedagogical vessel in which the school can be held.

Questions:

What do you understand by the term 'Self Administration'? (Rudolf Steiner referred to 'eigenrat' or 'self-counsel' of the teachers in the schools.)

- How do the teachers see their role in terms of leadership for the school?
- How does the board see its role in terms of leadership for the school?
- How do parents interact with these two groups?
- How might administrative functions grow in the school?¹⁷

Is there agreement between these roles?

Are there regular meeting times through the year?

How are Rudolf Steiner's life insights used to create support structures and policies so they are well understood and put into concrete terms that can be understood by the community? Are these structures practical and effective? Why or why not?

What steps have you taken to form a College of Teachers (Collegium, Council, Conference) that has a conscious relationship with the spiritual world?

Do you create a space where a clear decision-making process, free of unfettered ideas, can be shared?

How are decisions communicated?

Are decisions kept, held to? How do you hold each other accountable for decisions so made?

Does the school community explore and work with the ideas of the threefold social order?¹⁸

How do you structure and facilitate inter-group working and intra-community consultation and communication?

Have you developed and agreed upon transparent decision-making processes?

Are people satisfied with this process?

Is the process inordinately cumbersome and time consuming?

Are decisions regularly reviewed or evaluated?

Do you see 'outreach' and 'development' as vital functions of the school?

Administration and Organizational Effectiveness

Just as the form without spirit is useless, so too spirit that fails to create a form would be without action.

ó Rudolf Steiner, GA 10

Once a community has joined together and set the goal of creating a Waldorf school, there come the practical details of creating an organization that can effectively achieve that goal. There is no set prescription on how a school should be run any more than there are rules on how classes should be taught. There are, however, shared principles for Waldorf schools. Every school must determine for itself how it will be structured within these principles. One such principle is to work without the established hierarchical decision-making structure that includes a principal or headmaster. The goal of this form is to provide an organizational structure that leads to greater social and personal development for the teachers and community, with the expectation that this will also improve the education for the children.

Yet to create organizational effectiveness, it is vital for a community to become absolutely conscious regarding all its underlying goals. Especially in the early stages all the goals should be discussed, weighed, written down, and shared with the community. The group can otherwise be faced with attempting to create an effective organization while the community is not clear about its real aims in founding the school. For instance, one part of the community may think it is simply creating a great school, another part may feel it is also creating a warm and fuzzy center for adult transformation, and another segment of the community may believe it is creating a replica of the iXYZ Rudolf Steiner Schooli and that this is the only model for a ireali Waldorf school.

Therefore a fundamental question for your community must be: What goal is most important to your community? Is the goal simply to have an excellent Waldorf education for every child? Is there *agreement* among the parts of your community as to what best characterizes this education? State your goals clearly and base your policies on how best to attain them. The school's success will depend on finding families seeking the same goals. If your school/community is absolutely clear about what those specific goals are and keeps them as the guiding priority, the opportunity to create organizational effectiveness successfully in all aspects of the school community is much greater.

Questions:

Do you have as your central goal to provide an excellent education for every student?

Are all other goals subservient to that goal? Why or why not?

Have you developed agreements on how you will work? Have you established:

- ï Written policies and procedures?¹⁹
- ï Clear understanding of who decides who will decide?
- ï Communication styles/Rules of the Road²⁰
- ï Delegation and mandates²¹
- ï Clear job descriptions
- ï Evaluation policies, including evaluation of staff, and Board member review

Is there a stated person who is in charge of maintaining records and resources for organizational development? Who cares for the organizational learning community?

Are minutes and agreements carefully recorded?

Is there follow-up on agreements or do things slip between the cracks?

Are all files (especially personnel files) up-to-date?

How have you addressed long-range planning?

How do you consciously coordinate and communicate the calendars for respective groups in the school?

Do the quality and number of meetings create effective results in your community? Why or why not? Are your meetings efficient and effective?²²

What do you do to promote a hygienic (and fair) distribution of tasks and a healthy schedule?²³

Do you create work schedules that allow teachers to be effective:

- In preparation and classroom responsibilities?
- In carrying administrative duties in the school?
- In making connections with the parents and the school?
- In time for study, reflection?
- In allowing time for nature and cultural experience?

How are you working to enable subject teachers to contribute fully to the school?

What have you established in regard to development, also known as the art of friend and fundraising?²⁴

Do you have an outreach program?

Do you have a program to actively connect with members of your community?

Parent Partnership

Parents send their children to a Waldorf school because they have a sense that the school will offer them a chance to gain something more than what they can find at other schools. The decision to choose Waldorf education often has a strong, feeling quality to it, a sense that this school feels right. The school's approach to everything from teaching reading and its attitudes towards the media to the lack of textbooks presents the parents with many opportunities to re-examine their choice of schools. These new approaches behoove the school to act with sensitivity, patience and warmth as parents find their way into a school community which for them is often new and strange.

Once the parents have found the school to be their school, then it is a matter of finding appropriate areas in which they can become carrying members of the school community. It is often in this regard that great hurt can be caused if teachers and administrators are not sensitive on the one hand and clear on the other. Sometimes parents are made to feel that they are second-class citizens who can only do service tasks as directed by one of the staff. For instance, the teachers can seem to have an expectation that a parent must be an anthroposophist to be truly accepted and respected. If such an experience is not consciously countered, it can lead to the unnecessary loss of many able people from the school community.

When, on the other hand, parents are trusted to carry responsibility appropriate to their abilities, knowledge and understanding of the underlying values of the school, everyone gains immensely. This requires thinking through and then clearly explaining the task, the area of responsibility and the contexts and considerations which must be borne in mind for the one(s) who pick up a given area of responsibility. Here are some of the considerations that can help with the establishment of healthy parent involvement in the school.

Questions:

Are parents consulted on issues that directly relate to them?

Are there organizational opportunities for the parents to contribute to the school community?

Are there opportunities for parents to encounter, explore and discuss the education their children are experiencing?

Do the parents have an easy way to express questions that will allow for early resolution of potential problems?

Do the parents have a handbook given to them which clearly delineates the way the school is run, the protocols used, the expectations for parents, and the communication channels open to them?

How many class evenings is each class teacher and early childhood teacher expected to hold each year?

Are there clear steps for a parent to take if he/she feels that the concerns are not being heard by the child's teacher?

Is there timely, balanced follow-up when a concern is expressed?

Does the faculty have a checks-and-balance system in place to be sure that the lines of communication between the teachers and parent(s) are kept open and that appropriate action is being taken to address concerns?

Are there opportunities in the adult community both to study and to experience anthroposophy and the artistic background to Waldorf education?

Does the school have a welcome and orientation program for parents to help them enter the social and organizational life of the school?

Do you have a parent-teacher organization?

Does the PTO have a clear task? Does it have a role to play in:

- ï parent and community learning?
- ï mediating concerns constructively?
- ï supporting social events?
- ï organizing events?
- ï helping to study and prepare festivals?
- ï helping to develop policies as appropriate?

The Art of Teaching

The life in the classroom is the foundation upon which the success of a school is built. If the children feel met by their teachers, if they feel that they are understood and loved by them, many other areas of difficulty can be met and successfully overcome.

In a Waldorf school, the art of teaching is what makes the education unique. It has many facets to it, each one related to the other and making up the whole which is part and parcel of Waldorf education. Such an approach creates a feeling in the child that there is just the right balance in the classroom, that he/she is in the perfect class, and that this is the best teacher in the school.

The elements of such teaching include various factors, each of which is worth examining in order to create a climate that is vital and creative in the faculty and in the school as a whole. Some of these factors which make education into an art are:

- ï The development of a fine quality of perception in the teacher in looking at the child, the class as a whole, the environment, the colleagues, the parents and especially himself; in short, one must learn to awaken to the world and the self
- ï An openness to reckon with the unseen spiritual realities which live behind the physical world and developing the perceptivity to experience what this reality is
- ï a balance in every lesson of thinking, feeling and willing
- ï a pacing of the lesson which has an artistic variation in speed, mood, tone, and color
- ï a living approach to the material so that the concept (what we know about the subject) comes at the *end* of the lesson through a kind of discovery, not through a pat explanation
- ï a range of soul experience in each lesson which spans the serious and the sad to the joyful (as appropriate to the age group)
- ï an implicit understanding on the part of the teacher for how the class is at *this* moment of meeting them. This allows for a lesson which can meet the children where they are, even if the prepared material has to be put aside.
- ï a reading of each child in the class as to temperamental disposition, one-sidedness, strengths and weaknesses
- ï an active meditative practice by each teacher which can lead to an intimate knowledge of what the child needs with each passing day

- ï an active collaboration with the other teachers who carry the class so that each teacher's insights complement the portrait of the child
- ï regular artistic work to keep the teacher's own perceptivity sharp and sensitive to the environment
- ï regular study of works by Rudolf Steiner and other authors working out of spiritual science. The aim is to constantly challenge oneself to grow in understanding child development and the world
- ï a regular exchange with colleagues in faculty meetings to both build and strengthen the community of teachers and to share the discoveries from one's own research
- ï an active collaboration with the parents of the class to enhance the teacher's and the parents' understanding of the needs of each child and of the class as a whole
- ï a willingness to reckon with karma as a factor in understanding why the child is this way and a recognition of the need to love the child with this in mind

At bottom, the art of teaching pre-supposes that each teacher is an active student of anthropology. Being a student does not mean that one is to memorize facts from Rudolf Steiner's books and lectures. Rather, it is a method of inquiry that will allow more of any subject to reveal itself than mere intellectual study alone can do. Interest in the world, a fresh approach to life each day, a commitment to learn from and do better with each lesson taught, and a cheerfulness and patience in the face of challenges will lead to a rich and satisfying career in the classroom. Above all, the art of teaching requires that the teacher is committed to self-knowledge as a life-long path. Both children and teacher are learners, with the latter demonstrating that life always offers more to learn no matter how many years one has lived.

Questions:

Does the life in the classroom flow into all aspects of the life of the school? How does this occur?

Do you take joy in being together with the children in your lessons? When and how can you achieve this?

Do you take your children into your meditative life on a daily basis?

What do you do to recognize the uniqueness of each child even as you help him/her to develop the feeling of being part of the class community?

Do you challenge the child appropriately so that she/he can grow and learn? How do you help the child to do better on his/her tasks, keeping in mind the capacities of the individual before you?

Do you make sure that the children are obliged to be active and creative in the lesson and not merely consumers of what you give them?

How do you view the books which each child creates? What are they meant to be: perfect show pieces? the best the child can do? or a reflection of the child's ability at that moment? How do you convey the school's and your expectations to child and parents?

Do you invite in other teachers to observe your teaching and the class and then make time for a frank and open collegial conversation?

Are you able to be honest with each other in these conversations?

Are mentoring and evaluation regular parts of a teacher's experience?

How do you focus on the important part of what you see (e.g. where the artistic shows itself) so that both observer and observed can learn to be better teachers?

Is mentoring seen as a tool of support for improving teaching or only an opportunity to criticize a colleague? How do you ensure that a positive climate is created?

Does your faculty meeting create a climate in which problems can be openly brought and discussed? Are you able to share the successes as well as the problems? Are the artistic moments from the classroom described and learned from?

Do you use the summer holidays as a time to do background reading in both developing an understanding of content as well as an understanding from an anthroposophical point of view? What does such early preparation add to your teaching?

Do you practice child observation both individually and in your faculty meetings so that you learn to see the children better? How do you exercise these faculties?

What Is It that Makes Waldorf Education Come Alive?

Waldorf education is not a collection of recipes, rather it is a constant creative process. First, Waldorf teachers must be well-grounded and balanced and possess a quest for self-renewal. Second, the preparation of the inner-self accomplished outside of the classroom allows the teacher to trust in imaginative creativity in the moment.

Every school and every teacher researches the foundation upon which Waldorf education is based. Fundamentally, Steiner was interested in the evolution of the human being. He brought to western civilization a pathway to train human thinking. He recognized the human being as a spiritual being as well as a physical being, and he saw that the power of the spirit permeated the world. His published works on spiritual science provide exercises and active tasks that an individual can practice, out of freedom, to gain higher perception. This higher consciousness and its resultant loss of egoism allow them to serve others. Behind and within every subject in a Waldorf school is the image of the evolving human being. This makes every subject relevant to the unique character of each child as he/she passes through his/her developmental stages.

In 1924 Steiner founded the Anthroposophical Society in Dornach, Switzerland. It is a karmic event when one takes on the study of spiritual science (or anthroposophy, as Steiner also called it) and when one makes the decision to become a member of the Anthroposophical Society. The word anthroposophy can be loosely translated from its Greek roots to mean the wisdom of man.

The following is a brief roadmap of life-exercises based on spiritual science:

- a disciplining of the thinking through exercises in strengthening concentration (see Steiner's *Practical Training in Thought*)

- a nourishing of the feeling life through exercises supporting compassion; studies of art, and/or music, drama, poetry, eurythmy, and so forth (see Steiner's *Six Basic Exercises*)

- guidance of the will life through painting, through will-exercises including modeling, wood and stone carving, knitting, and so forth (see Steiner's basic exercises in *How to Know the Higher Worlds*)

- attention to one's own moral development (also called life guidance) – the taking on of oneself to develop moral intuitions (see Steiner's *The Philosophy of Freedom*)

- interest in the social life – to see the striving forces in other people, to become aware of the spiritual essence in the other person (see the *Mysteries of Social Encounter* by Dieter Bruell and the *Social Ethic* by Steiner)

- a cultivation of real interest and love for the world and nature

• regular meditative activity (see Steiner's *How to Know the Higher Worlds* and Jorgen Smit's *the Steps Toward Knowledge Which the Seeker of the Spirit Must Take*) /

• the study to understand the seven-fold nature of the human beings. Each human being has the following realms:

physical ñ the substances and forms of our body
etheric ñ the formative or growth forces
astral ñ the emotional/sensory soul forces
ego ñ the sense of self
spirit self ñ the urge to do things better
life spirit ñ the recognition of one's own destiny
spirit man ñ the attainment of a complete and pure form

The teacher must speak to each of the above in the children (see Steiner's *The Foundations of Human Experience*)

• the study to understand what Rudolf Steiner refers to as 'The Pedagogical Law.' During childhood the children are sculpting their inner organs.

The *etheric body* of the teacher (through order and regulation) works on the *physical body* of the child.

art, life The *astral body* of the teacher (through expressions of joy, sorrow, tragedy) works on the *etheric body* of the child and balances the forces.

The *ego* of the teacher (the bearer of 'ideals') works on the *astral body* of the child. The teacher must fire the imaginations of the children.

• a sense of joy in teaching which comes from the discovery of the core essence that rules our lives

• an understanding of esoteric Christianity (see Steiner's *Christianity as Mystical Fact*)

Behind the striving of a successful Waldorf teacher is the commitment to 'school oneself' and, through the activities described above, to strive towards self-transformation. This activity makes us valid as teachers for our students. The following basic books by Rudolf Steiner act as guides on this pathway:

The Philosophy of Freedom
Theosophy
The Foundations of Human Experience (formerly called *The Study of Man*)
How to Know Higher Worlds (formerly called *Knowledge of the Higher Worlds*)
Christianity as Mystical Fact

ó David Mitchell

Endnotes

- ¹ Overview of AWSNA Accreditation, *see appendices*
- ² Teacher Education Committee *Foundations for the Waldorf Educator*
- ³ Waldorf Schools Association of Ontario guide, *see appendices*
- ⁴ Mentoring program material, *see appendices*
- ⁵ A good text for board study is Michael Spence's *Freeing the Human Spirit*, AWSNA Publications
- ⁶ See appendix for *The Board of Trustees in a Waldorf School*; also *The Art of Administration*, AWSNA publications, www.awsna.org
- ⁷ Healthy meeting guidelines, *see appendices*
- ⁸ Anthroposophical Social impulse, *see appendices*
- ⁹ Legal Requirements, *see appendices*
- ¹⁰ From the AWSNA Shared Principles for Accreditation (see appendix for complete list)
 - D2: There are clear, established procedures for recruiting, screening, interviewing, hiring, supporting, evaluating, and dismissing of personnel.
 - D3: There are fair and appropriate personnel policies, salaries and benefits for all personnel and these policies are written and readily available for all co-workers.
 - D4: After mutual agreement for compensation, term of employment, and principal duties and responsibilities, each teacher and staff member is informed in writing.
- ¹¹ For AWSNA accreditation, the following shared principle applies:
 - C11: The school will have an external accounting firm complete an annual financial report. This can be a compilation, a review, or an audit, except in the case of the final fiscal year preceding the on-site evaluation visit, at which time at least a review-level report will be done.
- ¹² Shared Principles
 - A1: The school is an independent institution working out of the pedagogical indications of Rudolf Steiner, based on anthroposophy, the philosophy initiated by Rudolf Steiner.
 - A2: There is a clearly articulated statement of educational mission, philosophy, and goals that reflects the individual character of the school, based upon sound Waldorf educational tenets. Such statement reflects the characteristics and needs of its

students, and is implemented by a specific statement of shared visions manifested in the educational program

¹³ See, for instance: *Working Material for the Class Teacher; Forming the Lessons of Grades One through Eight*. Pedagogical Section and the Pedagogical Section Research Center, Amherst, MA, 1996, or *The Educational Tasks and Content of the Steiner Waldorf Curriculum*, Martyn Rawson and Tobias Richter, eds., Steiner Waldorf Schools Fellowship, <http://www.steinerwaldorf.org.uk/IndexFrame.htm>

¹⁴ Science Equipment, *see appendices*

¹⁵ See the Online Waldorf Library, (www.waldorfonline.org)

¹⁶ Pedagogical Section Council, c/o James Pewtherer, 35 Buffam Road, Amherst, MA 01002. Email: jpewtherer@awsna.org

¹⁷ Building an Administrative Staff, *see appendices*

¹⁸ Anthroposophical Social Ideas, *see appendices*

¹⁹ Policies and Procedures, *see appendices*

²⁰ Principles for Group Working, *see appendices*

²¹ Delegation and Mandates, *see appendices*

²² Healthy Meeting and Communications Guidelines, *see appendices*

²³ Workloads, *see appendices*

²⁴ Development, *see appendices*

Appendices

AWSNA

The Association of Waldorf Schools of North America (AWSNA) is a not-for-profit organization whose purpose is to protect, encourage, and further Waldorf education and to aid and assist each affiliated institution to improve the quality of the education it offers. In addition to over one hundred thirty affiliated Waldorf schools and initiatives in North America, there are approximately one hundred kindergartens working out of the pedagogical impulses of Rudolf Steiner and another forty initiative groups doing preparatory work. Schools and initiatives include parent-tot groups from birth age through high schools. In addition, there are nine teacher preparatory centers in North America affiliated with AWSNA.

AWSNA offers many services to its schools and institutes: conferences and workshops; consultation on curriculum, child development, school organization, and finance; guidance for new and developing schools; research on ongoing curriculum developments; funding of teacher education loans; mentoring to help teachers achieve excellence; publication of newsletters, *Renewal* (an educational journal), and resource books on Waldorf education; and DANA (Development and Administrative Network of AWSNA) to provide sharing of expertise for fund-raising and administrative work at the schools.

An Overview of the Evaluation/Accreditation Program

In 1996 AWSNA was asked by its members to design an accreditation process in order to strengthen the schools in helping them to identify their challenges for the future. A task force was formed and the following is the result of their efforts. The Accreditation process is consistent with the purposes of AWSNA. The goal is to strengthen Waldorf schools at various levels in their growth while supporting the true and complete independence of each school.

AWSNA is indebted to the Independent Schools Association Central States for their work in developing materials and processes for school evaluation and accreditation. The AWSNA materials are based on those developed by ISACS, and recognition and gratitude are hereby given to ISACS for allowing AWSNA to draw on the ISACS protocol in forming the AWSNA Evaluation/Accreditation process.

One of the principal functions of AWSNA is the evaluation and accreditation of its member schools, which, as independent not-for-profit schools, have voluntarily chosen to measure and guide their progress toward an ideal of educational excellence. In providing and developing shared principles, the Association in no way limits, but strives to preserve the freedom of each individual school to practice within the indications of Waldorf education set forth by Rudolf Steiner.

Independent schools differ from other non-public schools in that they generally have the following characteristics:

- ï They are governed by a board of trustees or directors.
- ï They are fiscally independent.
- ï They have a stated policy of nondiscrimination in admissions and employment.
- ï They are recognized in the U.S. by the Internal Revenue Service as non-profit 501(c)(3) organizations, or have the equivalent non-profit status in Canada or Mexico.
- ï They are approved through a recognized evaluation process.

While AWSNA member schools may, and do, vary some in their interpretation of Waldorf education, if they seek AWSNA accredited status, they are all subject to the following measures of accountability:

- ï They must satisfy their constituencies concerning the quality of their educational program and services since enrollment of students and voluntary financial support depend upon such satisfaction.
- ï They must meet the published Shared Principles of AWSNA (see next section), which includes statements on corporate status, non-discriminatory enrollment and hiring policies and

procedures as well as some specific requirements concerning the school's structure, governance, administration, faculty and staff, and overall program.

ï They must demonstrate their commitment to quality and growth through participation in the seven-year cycle of the evaluation process as established by AWSNA.

The AWSNA Evaluation/Accreditation program has the following schedule of components:

1. The candidate school undergoes a comprehensive self-study, conducted for one to two years, to identify its strengths, weaknesses, and areas requiring further study.

2. The school is visited by an evaluation team chaired by an experienced school administrator or teacher and composed of teachers and administrators competent to assess the various aspects of the school. The leader and the team members are, for the most part, nominated by AWSNA, and the team includes representatives from both private and public sectors (public schools, universities, and the state department of education, for example) and, possibly, from other geographical areas.

3. The Visiting Team Report, based upon findings from the visitation and a comparison of these with the school's self-study, is sent to the school and is reviewed by a designated AWSNA Accreditation Review Committee. The ARC examines the Visiting Team Report, the school's Self-Study, and the Visiting Team's recommendation for accreditation status and, after deliberation sends the recommendation to the AWSNA delegates that meet semi-annually. (This body includes teacher and administrator representatives from full member schools. Members of the AWSNA Board of Trustees, the AWSNA Leadership Group, and the Pedagogical Section Council for North America also attend this meeting.) The delegates affirm the ARC recommendation.

4. The Visiting Team Report is reviewed by the school, and, within one year from the visitation, a Response Report is prepared by the school responding to recommendations, indicating acceptance or reasons for disagreement, and outlining plans and responsible personnel to implement the recommendations. The Response Report is reviewed by the Accreditation Review Committee and acted upon by the AWSNA Accreditation Coordinator.

5. The school submits a Progress Report in the third year after the evaluation visit; this shows the progress made in implementing the recommendations with which the school agreed. The Report is also reviewed by the Accreditation Review Committee and acted upon by the AWSNA Accreditation Coordinator. Any deficiencies in the school's Response or Progress Reports, or concern over apparent lack of progress in implementing recommendations, are communicated promptly to the school, which is then held accountable for appropriate remediation within a specified period of time.

6. A re-evaluation (including the entire process above) is required every seven years or at other intervals as specified by the AWSNA accreditation status conferred. Throughout the evaluation the school is closely monitored for its adherence to two fundamental principles, in addition to the specific published principles: (a) Full and accurate *disclosure* of its mission,

philosophy, program, qualifications of its professional staff, procedures, and services, and (b) *Congruence* between the school's stated mission and its actual program and services. These two fundamental standards are of paramount importance in light of the differences that may exist between individual member schools.

While accreditation (or some other form of approval, recognition, or licensing) can be obtained from other organizations, including state, provincial, the Canadian Education Standards Institute, and the six U.S. regional accrediting bodies, Waldorf schools often find the following specific advantages in the AWSNA Evaluation/Accreditation program:

- ï The process involves a peer review, conducted by those who understand and appreciate Waldorf and independent school qualities and contributions to education.

- ï The principles and procedures have been developed for independent Waldorf schools.

- ï Wherever possible, principles are directed towards the quality of the school process.

- ï In both philosophy and practice, the focus of the AWSNA Evaluation/Accreditation program is on the development and nurturing of excellence rather than certification. The principal objectives are to provide a stimulus for excellence, to help the school assess its strengths and weaknesses, and to help the school confirm the validity of its priorities and planning for growth.

For information regarding membership categories in AWSNA, please request the *AWSNA Steps to Membership* pamphlet.

AWSNA Shared Principles

The following list of shared principles has been developed, and will be reviewed periodically, to describe the kind of school that AWSNA believes it can serve and that, in turn, can benefit from the AWSNA network and services. Accreditation by the association is assurance to the public that these shared principles have been met and that the school's success in meeting these shared principles is periodically reviewed.

A key principle of Waldorf education is the fundamental relationship between teacher and child. The success of this relationship depends upon the vital and living presence of a number of elements in the pedagogical life of the school. For each of these elements, a conscious and active use of anthroposophical methods is implicit. These elements include:

- ï A keen interest in and study of each child in the teacher's care
- ï An on-going study of human development, especially as it relates to a teacher's specific classes
- ï A commitment to community building and positive collegial working
- ï A wide interest in a teacher's subject area and in the world as a whole
- ï A commitment by the teacher to the cultivation of her/his own creative sources
- ï An active practice of self-reflection by the teacher.

These shared principles have been developed to focus on the elements that should be common to all Waldorf schools. The approval of a school, however, for accreditation shall not be contingent upon literal compliance with every detail of the shared principles. Wherever the provisions of a particular principle are waived, however, there shall be sufficient evidence that the intent of those provisions is being observed.

It is believed that the ultimate test of a school's quality is the measure of how well the school does what it purports, represented by the degree of *congruence* between the school's mission and program, as well as between its purposes and results.

A. Purpose, Goals, and Philosophy

A1: The school is an independent institution working out of the pedagogical indications of Rudolf Steiner, based on anthroposophy, the philosophy initiated by Rudolf Steiner.

A2: There is a clearly articulated statement of educational mission, philosophy, and goals that reflects the individual character of the school, based upon sound Waldorf educational tenets. Such statement reflects the characteristics and needs of its students and is implemented by a specific statement of shared visions manifested in the educational program.

A3: The statement of educational mission, philosophy, and goals is approved by the school; it shall be understood and supported by the school community.

A4: The development and periodic review of the mission and vision of the school are a collective effort involving faculty, administrators, parents, board, and students, as deemed appropriate.

A5: The school teaches in an age-appropriate manner that rejects all forms of indoctrination of its students and lays the foundations for the capacities of creative and independent thinking.

A6: There is *full disclosure* of the school's mission, policies, programs and practices.

A7: There is a *high degree of congruence* between the stated mission of the school and the actual program and practices of the school.

A8: The school demonstrates its commitment to inclusiveness in gender and cultural diversity through its governance and leadership, curriculum, support programs, staffing, and activities.

B. The Educational Program, Activities and Student Services

B1: The faculty is responsible for the educational program of the school and strives continually to recreate and renew the Waldorf curriculum according to the indications of Rudolf Steiner. An understanding of these indications is developed through the collegial workings of the full faculty and each individual faculty member.

B2: A central understanding is that the education meets the needs of the developing child according to the insights of Rudolf Steiner, the continuing work of Waldorf educators, as well as contemporary insights that are considered compatible and appropriate.

B3: The school promotes student development in thinking (e.g. cognitive), feeling (e.g. affective), and willing (e.g. psychomotor) in an age appropriate manner by addressing the emerging individuality of the whole human being in both the process and the content of the curriculum.

B4: The educational program needs to include sufficient diversity and recognition of resources to meet the capacities, learning styles, developmental needs, and cultural backgrounds of the students enrolled. The school enrolls only students whose needs the faculty believes it can meet.

B5: The school's educational program includes a balance of language, mathematics, natural science, social science, humanities, fine arts, practical arts, performing arts, physical education and practical work experience as is appropriate for the age, needs, and abilities of students enrolled in the school.

B6: The faculty is responsible for ensuring review, evaluation, and development of the curriculum on a regular basis.

B7: The faculty provides regular oral and written assessment of progress for each student at all age levels and shares these assessments with the family in an open and timely manner. The school is able to document appropriate information regarding student performance in its student records.

B8: The school provides adequate access to program support including guidance services, special needs support, and health services.

B9: The educational program addresses the rhythmic element within each lesson, the day, the week, the month, and the year.

B10: The length of the school day and year will be sufficient for the total school program and will meet all applicable legal requirements.

B11: The school maintains records for students containing information required by law and as necessary for the operation of a quality program.

B12: The school provides or has access to appropriate and sufficient instructional materials

and equipment necessary for the requirements of the instructional program and the needs of the students.

B13: The school provides sufficient access to quality library and/or media center facilities, or suitable alternatives, as indicated by accepted Waldorf practices.

B14: If there is a residential program, it must be conceived and staffed to suitably fulfill that aspect of the school's program, particularly with respect to the portion of the day outside regular classroom hours. Applicable health and safety regulations shall be fully observed.

B15: The relationship between the school and any special programs it offers on a supplementary basis (summer sessions, student exchange, extra curricular, work experience, before- and after-school programs, special needs education, seminars, institutes, etc.) is fully disclosed. The operation of supplemental programs shall not be in conflict with the school's purpose.

C. School Governance, Administration, Finance and Law

C1: The school is incorporated as a not-for-profit organization and shall have been granted 501(c)(3) status by the Internal Revenue Service in the United States, or have the equivalent not-for-profit incorporation and tax-exempt status in Canada or Mexico.

C2: The school and its governance structure are organized with sufficient independence from other organizations, so as to ensure its ability to fulfill its mission and to control its own destiny.

C3: The school is developed and organized so as to carry out policies effectively. It is responsible for the educational program, personnel, facilities, and resources, to include the employment of all teachers, staff and support personnel.

C4: The school provides clearly stated decision-making processes for the administration of the school, for strategic planning, for the periodic review of school organization, and for appropriate development of programs and services.

C5: The school has clearly defined programs for regular evaluation of the performance of administration, teachers, and staff, and understood procedures for non-renewal and termination of employment.

C6: There is no discrimination against any person in admissions, employment, or otherwise because of ethnicity, creed, gender or national origin in violation of federal, provincial, state and local laws and regulations.

C7: The school maintains facilities and equipment that are aesthetic and meet health, fire, safety, and sanitary standards.

C8: The school generates necessary resources for providing and maintaining physical facilities, equipment and materials adequate to support the program of the school.

C9: The school has appropriate procedures for management of financial resources including process for annual budget-making, accounting, auditing such accounts, investing, and long-range planning.

C10: The school provides adequate fundraising, public relations, and financial management support to achieve the school's mission.

C11: The school will have an external accounting firm complete an annual financial report. This can be either a compilation, a review, or an audit, except in the case of the final fiscal year preceding the on-site evaluation visit at which time at least a review-level report will be done.

C12: The school periodically reviews and evaluates its processes of governance and administration.

C13: The school publishes a tuition and fee schedule appropriate to its operations and clientele as well as a refund policy that is communicated and meets legal and ethical considerations.

C14: The school implements appropriate policies and procedure regarding financial reporting and record keeping as necessary to its effective, ethical, and legal operations and is able to evidence that those records are kept in a safe and professional manner.

C15: The school complies with the required AWSNA septennial evaluation/accreditation program including a self-study, visitation by an AWSNA team, and prescribed follow-up activity and reports. (Schools in a ten-year cycle with another accrediting agency may request a variance.)

D. Personnel

D1: The administration, teachers, and staff are qualified for their positions and responsibilities by education and/or experience. Teachers have a formal preparation, or the equivalent, for Waldorf/Steiner teaching, or are engaged in such preparation.

D2: There are clear, established procedures for recruiting, screening, interviewing, hiring, supporting, evaluating, and dismissing of personnel.

D3: There are fair and appropriate personnel policies, salaries and benefits for all personnel and these policies are written and readily available for all co-workers.

D4: After mutual agreement for compensation, term of employment, and principal duties and responsibilities, each teacher and staff member is informed in writing.

D5: The school has a clearly, stated program for professional growth.

D6: There are adequate procedures for identifying changing needs and priorities in teacher and staff requirements.

D7: Every teacher and staff member will participate in a fair and regular form of evaluation.

D8: The school has a clearly articulated written policy for expectations of professional behavior.

D9: The school keeps accurate and complete personnel records as required by law and as necessary for its effective operations and they include professional qualifications and credentials.

E. Community of the School

E1: The school has an organization and procedures for effective communication among, and involvement of, parents, students, alumni, and friends of the school in a way that is appropriate to their interests as well as the purposes and objectives of the school.

E2: The school has clearly defined and stated admissions and dismissal policies and procedures consistent with the stated mission and philosophy of the school and which provide the general criteria upon which admissions and dismissals are made.

E3: Parents (or guardian) are fully informed of their financial and other responsibilities to the school prior to enrollment.

E4: The school has a clearly articulated and written policy of the expected and acceptable behavior of students and parents.

E5: The school demonstrates that it provides adequate and competent supervision of all its students and that sufficient and appropriate disciplinary policies and procedures are implemented to provide for a safe and positive learning environment.

The Self-Study/Evaluation Process

Schools that have completed the evaluation process invariably find that the principal benefit is the spirit of inquiry that develops in the school community as a whole concerning the school's qualities, needs, and plans for the future. Of all the components, it is the self-study conducted by the school itself which most contributes to this spirit of inquiry and to a commitment for self-improvement. The purpose of the material that follows is to help the school develop an evaluation plan and process that will most effectively stimulate and nurture such inquiry and commitment.

AWSNA maintains the evaluation schedule for the next seven years. Schools that are due for re-evaluation are sent reminders and suggestions in special mailings in the two summers preceding the school year in which the evaluation visit will occur.

Foundations for the Waldorf Educator

Teacher Education Committee
Association of Waldorf Schools of North America
July 2003

Waldorf education is based on particular insights into child development and world evolution made possible through Rudolf Steiner's spiritual research known as anthroposophy. Thorough familiarity with these insights is vital if one is to take up training in the methods and techniques of Waldorf education. In fact, the position of this paper is that Waldorf education is characterized best as a school or teacher actively working with the insights derived from anthroposophy rather than working with Waldorf methods or techniques. The essential factor is that the teacher have both the proper relationship to the students as developing human beings, and be engaged in his or her own self-development. Methods and techniques are not a sufficient basis for a Waldorf school or teacher without conscious connection to these transformative elements.

Given this perspective, what are the experiences that prepare an aspiring teacher for teacher preparation courses? What foundation will help the potential teacher connect with the vital transformative principles that are the essence of good Waldorf/Steiner teaching? The Teacher Education Committee (TEC) of the Association of Waldorf Schools of North America developed the following outline to begin exploring these questions. The TEC offers the following as an overview of the foundation of basic anthroposophical principles, self-development exercises, and artistic experience that lay a groundwork for those interested in becoming Waldorf teachers. We hope this document can also provide continuing support for practicing Waldorf teachers and serve as a basis for further study among adult educators. It is not meant to represent a curriculum sequence or precise course of study, but rather the broader content that supports Waldorf teaching.

Background Characteristics of Foundation Studies

One important part of this foundation is to develop an understanding that history is the story of the development of human consciousness. The awareness that our consciousness today is only one step in the evolution of humanity is an essential underpinning of Waldorf education and provides a context for the entire curriculum. To develop this awareness in itself is transformative, and thus opens new possibilities for understanding oneself and the world.

As Waldorf schools, teacher preparation programs and teachers, we agree to start our study of human evolution with a consideration of the picture of human history given by Rudolf Steiner. Against this picture we place our experience and begin a continual testing: How is this picture that Steiner gave true today? We use the knowledge found in the Spiritual Science of

anthroposophy as our starting point, our working hypothesis. If anthroposophy is not the starting point, then we are not operating as Waldorf teachers! Therefore, one of the foundations of becoming a Waldorf teacher is to explore actively the basic tenets of anthroposophy and its spiritual history of humanity. For nearly all aspiring teachers, simply reading Steiner books or merely being exposed to his ideas is not sufficient. It is generally agreed that actively working with these anthroposophical concepts, being challenged to reflect, and being asked to share insights with others lead to far more flexible understanding, and build an important capacity for working socially.

It must be strongly emphasized, however, that working with Steiner's ideas is only one part of an effective foundation for teaching. Perhaps even more important are the capacities the teacher-training student will gain through working with both the arts and with exercises for inner development. Let us consider each separately.

The Waldorf teacher is asked to not only work with the arts—teaching modeling, painting, music, and drama—but to work artistically also in all of his or her teaching. By actively working with the arts, the aspiring teacher develops a flexibility of soul that enables him or her to develop enhanced powers of perception and imagination. To have the capacity to see what is needed in a given situation and to respond to create artistically in the moment is a necessity for every teacher, and one that is fostered through intensive artistic activity.

In addition to the flexibility and imaginative power that can be built through artistic activity, an absolutely essential characteristic of Waldorf teaching is that the teacher be actively cultivating an inner life. No foundation program would be complete without focusing on the need for the teacher to know him- or herself and to be willing to continually work at both improving areas of weakness and embracing areas of talent and leadership. Meditation, basic soul exercises, biography work, and the development of healthy social skills all serve to help the teacher stand as a worthy role model and leader of children. It is not the complete mastery of one's inner life that is a requirement for sound teaching, but an honest and forthright dedication to embracing the task of self-development that readies the teacher for the challenges of the classroom.

Suggested Areas of Study

The Teacher Education Committee of AWSNA has identified the following areas of study and experience as a necessary foundation for Waldorf teaching. It should be noted that there are many paths a student might take to explore each of these categories. Again, it would be an unrealistic expectation for students to think they need to achieve full mastery of these concepts as some can require lifetimes of work to fully comprehend! The important fact is that students are exposed to these anthroposophical ideas and exercises and are required to work with and advance with them in a holistic way, both socially and artistically. Without thus developing some capacity to work with Steiner's worldview flexibly and critically, it is unlikely that a proper basis for working with Waldorf classroom techniques will be available for further teacher training. Through this kind of work, the capacities for self-transformation are built. These capacities are the true foundation of Waldorf teaching.

We might also add that explorations of these foundation studies must continue if they are to develop lasting value for teaching. Experience shows that both teacher and school benefit greatly if further opportunities for the exploration of these topics is made a priority.

Foundations of Experience for the Aspiring Waldorf Teacher

The following outlines a preparation for the curriculum studies, skills development, and personal transformation that support teaching in Steiner/Waldorf schools. The topics are presented not as faith or belief systems, but as areas for ongoing philosophical inquiry.

I. Understanding the Human Being

- ï The 3-fold, 4-fold, 7-fold, 9-fold, and 12-fold aspects of the human being.
The 12 senses. *Especially the physical, etheric, astral and ego aspects of the body, and the thinking, feeling and willing aspects of soul.*
References: *Theosophy, An Outline of Esoteric Science*

- ï The stages of human development, especially the first twenty-one years of life
Aspects of the biography of a human life
The picture of the developmental stages of the human being and how they fit into the overall picture of the human biography form the basis of Waldorf Education
Reference: *The Human Life* (O'Neil)

- ï Karma and reincarnation
How would one teach differently if human development were seen in the light of repeated earth lives?

- ï The nature of thinking and free human activity
Rudolf Steiner's picture of moral intuition as the basis of true human freedom
Reference: *Intuitive Thinking as a Spiritual Path (The Philosophy of Spiritual Activity)*

- ï The relationship of the human being to the hierarchies, including the school of Michael and its relationship to anthroposophy and Waldorf education
Many find this the most empowering aspect for any teacher.
References: *The Spiritual Guidance of the Individual and Humanity; Harmony of the Creative Word; The Younger Generation; Leading Thoughts* (Anthroposophic Press)

II. Influences in Historical Development

- ï The relationship of the historical evolution of consciousness to individual development and conditions today. This inquiry could be through art history, literature, (from mythology to biography), philosophy, music, religion, mathematics or science.
Not only does this study form a basis for much insight into the Waldorf curriculum, it provides a great opportunity for the student to take another look at what s/he already "knows."

- ï Inquiry into the influence of the Christ being on human evolution
Developing perspective on the activity of the Christ being throughout history in whatever culture, and separate from religious factio can free the stu-

dent from both the dogma of traditional religions and the emptiness of the materialistic modern world. Further, this study can help develop a language and outlook that are inclusive for all peoples. How can we find an accurate and imaginative way to talk about these events without battling the various associations that people carry with regard to the Christian religions?

III. Modes of Understanding

- ï Percept to concept
Thinking about thinking. . . .
- ï Observation and phenomenology: A way of understanding the physical world How can we develop a relationship to the natural world that does not deaden us to the spirit that created it? An emphasis on iphenomenological scienceï opens new possibilities for exploring the boundaries of natural science.
- ï Nature studies
Developing a new appreciation and relationship to the earth. To heighten our perception of the natural world and processes in order to foster observational skills and love for our planet and the people on it.
- ï Relationship to the rhythm of the year
What are the realities hidden behind our celebration of festivals? What has been lost in modern culture of the healthful benefits of a relationship to the seasons?
- ï Science, religion, and art
What is the scientific method? The religious mood? The artistic expression? Where is each appropriate?

IV. The Path of Inner Development

For example:

- ï Six basic exercises
Control of thinking, the will exercise, equanimity. Positivity, impartiality, and perseverance
- ï Eight-fold path
- ï Meditation
What is a modern path of meditation?
- ï Ruckschau

A daily practice of reviewing the events of a day in reverse order of their occurrence can provide a foundation of strength for the days ahead.

References: *How to Know Higher Worlds*, *Guidance in Esoteric Training*, *An Outline of Esoteric Science*, *Intuitive Thinking as a Spiritual Path* (all by Rudolf Steiner), *Man on the Threshold* (B. Lievegood)

V. Artistic Experience as a Path of Self-Development

Working with color, movement, form, tone, rhythm, the word: speech, painting/drawing, eurythmy, sculpture, music, drama, and architecture

Reference: *Exploring the Spiritual Mission of the Arts* (Rudolf Steiner)

VI. Rudolf Steiner's Life and Work

Reference: Rudolf Steiner's Autobiography: Chapters from *The Course of My Life*

VII. The Evolution of Consciousness: Working Socially in the Modern Age

ï The Consciousness Soul

How do we reach beyond mere feeling and intellect?

ï The Threefold Social Order

Reference: *The Threefold Commonwealth* (Rudolf Steiner)

ï Perspectives on psychology

Reference: *Psychoanalysis and Spiritual Psychology* (Rudolf Steiner)

ï Social and Anti-social forces

An exploration into why old hierarchical social forms no longer work. What are the implications for our work together?

Reference: *The Mysteries of Social Encounters* (Dieter Brill, AWSNA Publications)

ï The Double

How can one identify and work to remove the hindrances that impede healthy social interaction?

Reference: *Man on the Threshold* (B. Lievegood)

ï Social exercises

The consensus model and beyond; conscious communication skills; time management

ï Soul care

Soul economy and the practical application of anthroposophy in everyday life

It is most important that teachers engage in active research within each of these categories and take up active practice of the various exercises. By actively grappling with the anthroposophical ideas that are the foundation of Waldorf education and being asked to reflect on them artistically, the transformation of the student can begin. The student must understand that to become a good teacher one must develop the capacity to build a positive and ongoing practice of self-transformation. This relationship to transformation is the essential basis for any teaching that can rightfully call itself *Waldorf* or *Rudolf Steiner* education.

The aspiring teacher must understand that the anthroposophical worldview is based on a disciplined inquiry. The aim is to consider all traditions, yet not get swept up in, for example, the intellectual abstractions of modern science or the latest *New Age* trend. An anthroposophical approach is based on insight and a fresh perspective. It is also based on practical experience. This approach does not bypass intellectual inquiry, but rather views the content differently, an opportunity to look at what one thought one knew, but to look at it with eyes that see more.

Waldorf Schools of Ontario Checklists

Checklist #1: Preliminary planning (revised November 2001)

See also Checklists 2 and 3

Forming an interest group to study Waldorf principles and prepare for a school

How many people in the group are familiar with the philosophy and pedagogy of Waldorf education?

How long have they studied together?

Have they developed a varied and balanced routine of study, artistic activities, handwork activities, family get-togethers, and planning sessions?

Is an anthroposophical study group active and accessible to those who are interested?

Does the core group have common goals and objectives? Working together honestly to form a common vision helps draw the group together, and the ideals that are described will help shape the school throughout its history.

Does the interest group have staying power, commitment, selflessness, and the willingness to face and work through problems and obstacles? Are the members of the group able to look beyond their own needs and deeply-felt desires to see what may be healthy and possible for the formation of the kindergarten and then the school? Is it the right time to go ahead and plan to start a kindergarten?

Establishing relationships with the larger Waldorf community

Neighboring schools and individuals at those schools

The Waldorf School Association of Ontario: individual membership includes library privileges and a subscription to WSAO newsletters and a Waldorf journal (either *Renewal*, published by the Association of Waldorf Schools of North America, or *Steiner Education*, published by the Steiner Schools Fellowship in Britain)

Teacher and adult education centers, including the Rudolf Steiner Centre in Toronto

Drawing on resources in the Waldorf community

Visiting and observing classes in Waldorf schools, attending open houses

Visiting the WSAO bookroom and receiving WSAO guidelines and checklists for new initiatives

Attending conferences such as the Gateways Conference in Toronto
Inviting resource persons to speak and lead artistic workshops in your community
Reviewing organizational and promotional materials produced by Waldorf schools

Recognition as an initiative by the WSAO

For your group to qualify as an initiative within the WSAO, five individual WSAO members must indicate that they are connected with your group, you must be working toward forming a Waldorf kindergarten or school in Ontario, and you must have incorporated or plan to incorporate as a non-profit corporation.

Surveying interest in your community

What segments of the population do you expect to be able to draw on?
How much awareness of Waldorf education already exists in the community?
How large an area can you realistically draw on, given commuting and travel patterns in your community?
How large a student pool exists within this area?
What is the general level of interest in education within this area?
What independent schools already exist?

Expanding awareness of Waldorf education

Events
Fairs and festivals (These can start on a very small scale, at someone's house.)
Lectures, workshops, artistic activities for adults
Puppet plays, story-telling (These attract both children and adults.)
Summer and weekend camps and activities for children
Parent/child groups: groups of parents and young children meeting once a week with a Waldorf educator
Participating with a display or activities for children in wider community events, such as Earth Day, art and music fairs, events for children
Flyers advertising events, posted throughout the community, mailed to individuals on a mailing list, distributed to houses in a target area
Free public service announcements in newspapers and on radio and television
Paid media advertising for events
Radio, television, and print media interviews with knowledgeable resource people, such as visiting speakers
A mailing list (put out a sign-up sheet at events)
A newsletter, perhaps twice a year
Bus tours or car pools to events at neighboring Waldorf schools
Word of mouth (by far the most effective means, at every stage of a school's development)

Fundraising, initially in a small way, for the above activities

How much support can the core group afford to offer?
Can you find ways of cooperating with other community groups for mutual benefit?
Are the fundraising activities you envision in harmony with the quality and excellence of Waldorf education?
When you need to make difficult decisions about fundraising activities, are you clear about

the reasons for your choices?

Teachers

Are you looking ahead by making plans to send likely candidates from your community to a teacher education center?

Checklist #2: Looking Forward To and Founding a Kindergarten (revised November 2001)

See also Checklists 1 and 3

Has the core group defined its goals and objectives? Are they written down, in the form of a mission statement and a long-range plan? These documents, which can be altered over time, provide a basis of agreement and reference.

Does the group have a strong and regular program of study, lectures, workshops, and artistic activities, open to all interested people?

Is there a strong anthroposophical group to support the school as it endeavors to be or to become a Waldorf kindergarten and then a school?

Forming a corporate entity

Have you incorporated as a non-profit corporation?

Do you have a Board of Trustees?

Have you considered the long-term needs of the school in your structure?

Are the Trustees' responsibilities clearly defined in the by-laws?

Are there provisions for transfer of pedagogical authority to the faculty when teachers are hired? Have you thought and talked about the ways in which faculty and board will work together?

Are you developing a committee structure to accomplish various tasks?

In considering when to use the names 'Waldorf' and 'Steiner,' have you consulted with the WSAO and read the WSAO guidelines on the use of 'Waldorf' and 'Steiner'?

Do you have adequate and reliable legal advice?

You will find the books *The Art of Administration* and *Administrative Explorations*, published by the Association of Waldorf Schools of North America, helpful at this stage and later stages.

Have you applied for charitable status so that donations will give a tax advantage? This process takes a number of months, and a charitable organization must keep accurate records and faithfully file an annual return reporting all donations and other information.

Have you investigated provincial and local requirements for:

Liability insurance?

Codes: fire, health, zoning, building?

Community and Social Services Ministry requirements for a kindergarten?

Education Ministry requirements as you look ahead to founding a grade school?

Have you developed a relationship with the officials who will be making decisions about your application? Have you allowed enough time before your opening date so that you will be able to comply with government regulations?

A zoning application needs plenty of lead time, and it is important for city officials to understand the serious intentions of the group.

It is particularly important in the case of a nursery/kindergarten (described as a *day nursery* by the Ministry) to communicate extensively with the appropriate person at the Ministry of Community and Social Services about their requirements and about the nature and objectives of your program. You can count on a more sympathetic reception if you are clear about your goals and intentions and are respectful of the requirements. *A school that includes a nursery/kindergarten must also conform to Ministry requirements for its pre-school program.*

Have you chosen excellent spokespersons?

The budgeting process

Have you budgeted for the first year of operation and made a projection for the first five years?

Have you sought input from the WSAO and/or from neighboring Waldorf schools?

Have you put in place a sound budgeting procedure, to proceed in a timely manner, with full and transparent reporting to all board and faculty members and, as the school grows, to all parents?

Have you set fees at a reasonable level—*not* higher than normal in your locality but not too low *to* maintain the school?

Have you considered whether family discounts and tuition fee assistance are appropriate at this stage, to increase accessibility to the kindergarten, or whether they should be put in place when a grade school is formed?

Have you budgeted for a short-fall in the first few years of operation? Have you determined how to cover this likely short-fall?

Have you budgeted for salaries at a level that does not depend on sacrifice by the teachers?

Have you included benefits, government deductions, professional development and association membership fees, rent or mortgage, loan re-payment, equipment, furniture, and supplies, any necessary alteration of the facility, insurance, legal and accounting costs, events, safety net for emergencies?

Are you aware of the real costs for all your expenses, even where you have obtained donations?

Teacher-finding

What opportunities exist to attract Waldorf-trained and experienced teachers to your community?

Have you developed relationships throughout the wider Waldorf community?

Have you arranged for adequate salary and considered housing opportunities, the quality of support available, and social opportunities?

Have you considered what benefits you will offer (long-term disability, extended health, dental, RRSP contribution, partial or total tuition fee remission for children in the school, sabbaticals)? Although some of these benefits may be too expensive during a school's early years, it is important to plan ahead so that they need not be delayed too long.

Have you written a description of your community and what it has to offer that you can send to teacher training institutes and potential applicants?

Have you taken into account your need for teachers who are willing and able to be very active, energetic, and effective in creating and carrying the new entity that is coming into be-

ing?

Have you arranged for a mentoring process for your new teachers, and for opportunities for the teachers to meet and confer with Waldorf teachers at other schools?

Administration

Have you arranged for support staff, even if unpaid at the start? How will you cover the following functions?

Bookkeeping

Responding to and logging inquiries, sending out mailings

Serving as registrar

Fulfilling government and other requirements

Record-keeping, keeping mailing lists current

Setting up archives

Administrative support for the classroom

Have you consulted the WSAO or other schools to help determine the records you may need (personnel files, Ontario Student Records, health records, emergency consent forms, etc.)?

Are you working to achieve a professional standard in your administrative and financial procedures?

Enrollment

What is the minimum class size, given budgetary and social considerations?

What admissions policy will you adopt (special needs children, age range)?

What admissions procedure will you follow? What forms, deposits, interviews, orientation will you require?

Are you creating a parent handbook to inform families about your procedures and expectations?

Pre-kindergarten

Are you establishing parent-child and/or nursery groups to serve the needs of young children and their parents and to introduce families to Waldorf education?

Promotion

Are there members of your group who are knowledgeable about marketing and public relations?

Does your publicity reflect the image you wish to have? Is it in harmony with your desire to become a Waldorf school?

Are you developing a recognizable image, with a logo?

Are you reachable when people wish to inquire about the school? Do you get back to inquirers promptly?

Do you choose knowledgeable and credible spokespersons who can answer questions accurately and convincingly?

Have you sent your proposed brochures and promotional literature to the WSAO in order to share information with other groups, to receive advice, and to be sure that your description of the new kindergarten conforms to WSAO guidelines?

Financial planning and fund-raising

Are you undertaking responsible financial planning?

Are you making your financial planning known to possible donors and supporters, so they will be assured of your seriousness of purpose and likelihood of success?

Are you concentrating on a personal approach in your fund-raising, beginning with people you know, rather than casting your net too wide?

Are your fund-raising activities and events in harmony with your ideals? Have you thought carefully about what standards you will apply when fund-raising ideas are proposed?

Site-seeking

Is your preferred site affordable, accessible to the school population, conformable to government regulations? Is there enough time to apply for zoning changes or variances?

Does the site lend itself to the needs of the kindergarten?

If you are renting, can you work with the owners? Have you appointed a liaison person or committee to meet regularly with the owners to work together and prevent problems from arising?

Are you striving always to keep in mind the crucial importance of the kindergarten as the foundation of the future school and as the first exposure most families will have to Waldorf education? Are you recognizing this role by caring for the kindergarten with reverence and joy, and by creating festivals and other occasions for community celebration?

Have you set an opening date, to give focus and a framework to your efforts, and to assure the public about your intention?

Checklist #3: Adding and Building Up a Grade School (revised November 2001)

See also checklists 1 and 2

Is the group of school founders open to new people, who bring new energy and ideas? Is there a conscious welcoming of a participatory community and an avoidance of the idea that the school belongs to a small group?

Are study and lectures, about both Waldorf education and anthroposophy, still available and accessible, even amidst the unavoidable press of business? It is important for new arrivals to have the opportunity of gaining the same background and depth of understanding that fired the enthusiasm of the original group.

Has a healthy base of parent/child groups and nursery/kindergartens been established to feed the grade school?

Have you found ways of orienting new arrivals to the community?

Orientation package and meeting for Board members

Welcoming procedures initiated by a parent association

Orientation meetings for new parents

Parent handbook, describing the school's structure, policies, procedures, and routines

Buddy system, pairing new families with those already in the school

Are you adding to the Board and to your committees parents and friends who have expertise in specific areas—legal, accounting, business, marketing, planning, architectural, building, fund-raising?

Is there clarity in the Board and the parent body about the role of the faculty in the school and about the place of anthroposophy in Waldorf education?

Are you making sure that your school community has a sense of the wider Waldorf world?

Are you familiar with the WSAO guidelines about when it will be appropriate to refer to the new grade school as a Waldorf school?

Have you reviewed your corporate structure, your charitable status, and your compliance with government regulations? As the school grows, professionalism is ever more important.

With size comes the probability of things slipping through the cracks, and hence the need for a degree of institutionalization. Policies and procedures will need to be written down and adhered to.

Have you started to form a parent association?

Given the structure of a Waldorf school, with no principal and the administrative functions often shared among faculty, board, and office staff, there can be a feeling of facelessness that makes it difficult for parents to relate to the school. Have you thought about how to address this situation?

- ï Active participatory role for the parent association
- ï Clarity about the structure of the school and about the roles of all involved
- ï Emphasis on good communication at all levels, both written and oral
- ï An effective organ of communication, such as a community newsletter
- ï Ombudscommittee to be sure that concerns are addressed

Have you been in touch with the Ministry of Education? Are you clear about when you will be entitled to be considered a private school? Do you know your responsibilities toward the Ministry?

Have you realistically assessed the level of support for the school? Is it reasonable to believe that a grade can be added each year? What will the minimum class size be? Will you consider combined grades? Should this be an eight-grade school, or might it be better to stop, at least for a time, at Grade 6, Grade 4, or Grade 3? It is difficult to raise these possibilities only later, when families are expecting a full eight-grade school, and even a high school.

Have you dealt with Checklist #2, Items 8-15, on budgeting, teacher-finding, administration and record-keeping, enrollment policies and procedures, promotion, financial planning, fund-raising, and site-seeking? When a grade school is in question, it is more important than ever to cover all the bases.

A growing grade school has new needs each year

- ï Are you looking ahead to be sure your class teachers have Waldorf teacher education?
- ï Be in touch with teacher education centres, especially those in Canada, since it is difficult to get permission for non-Canadians to work here (although some Canadians may take training elsewhere)
- ï Consider helping members of your community take a training
- ï Keep in contact with other schools and people throughout the Waldorf world
- ï Are you planning for the needed specialist teachers (eurythmy, foreign languages, handwork, physical education, art and music, if not covered by class teachers) and for their salaries?
- ï Can your site accommodate an expanded school? Are you seeking additional accommodation well ahead of the need?
- ï If you wish your school to be a Waldorf school, are you finding teachers who have teaching experience in a Waldorf school as well as Waldorf teacher training? Are those teachers without Waldorf teacher training committed to obtaining it? Have you arranged for outside mentoring for your teachers and, when appropriate, for an internal mentoring program? Do your teachers have opportunities to attend conferences and specialized training sessions on

Waldorf education?

ï Have you considered family discounts and a tuition assistance or fee adjustment program for families who cannot afford the fees?

ï Tax implications: a bursary or barter is taxable, whereas a fee adjustment may not be; it is advisable to consult the accountant who will be helping you with annual financial statements on this question.

ï Will you offer fee adjustments only for families with grade school children, or will you consider them within the kindergarten as well?

ï Have you budgeted your tuition fee income to take account of the reductions resulting from family discounts and fee adjustments?

ï Will full or partial fee remission for their children be a benefit enjoyed by teachers?

ï If you have some form of aid program, how can you administer it fairly and objectively? How much financial information will you require from applicants, and to whom will you entrust the decisions and the communication with families?

ï Will you have a standing Fees Committee to wrestle with these questions and to recommend changes in fees and fee structure?

ï Have you built into your school year many opportunities for festivities and celebration? Will there be opportunities to have fun and to appreciate one another's gifts and contributions? Will there be opportunities to get to know one another informally and to develop a sense of community?

Mentoring

Characteristics of the Mentoring Process

Insight can be life changing. Insight is not learned in the way we learn to ride a bike or hit a ball. It is a deep and immediate perception of something completely new. The essence of real learning has this quality, a moment-to-moment adventure of relationship and trust. The more we know, the greater the challenge to remain open.

For this opening to occur we must be sensitive, watchful, and willing to question what we think is true, about ourselves and others. Real learning is an open state of relationship and wonder. It is not knowing, but wanting to see what will happen next, without prejudging the outcome. Real learning is being open to surprise. It is complete attention, infinite possibilities without fear of judgment or failure.

ó from Michael Mendizza, *Touch the Future*, Summer 1998

These thoughts, originally written about the intelligence of children's play, could become powerful tools to aid adults in breaking through old patterns and inviting new insight. How can we, in our Waldorf pedagogical work, create a professional practice together with our colleagues which will further the development of our attention, sensitivity and awareness in daily life in the classroom—one which quickens the vital inner life of soul and spirit? How can we promote a climate in each school that will aid each colleague to maintain the balance between responsibility and enthusiasm that Rudolf Steiner speaks of as essential to the task of the teacher?

Today the media has brought attention to an urgent call for accountability from the teachers of our children, in public and independent schools. Teacher testing and evaluation have become a focus of conversation between public school officials, teachers' unions and politicians. In such a climate, parents of Waldorf students need assurance that their children are being well served, not just by an incredible curriculum, but also by competent and effective teachers.

As we continue to work together towards increased excellence in our Waldorf schools, we have been searching, through the Mentor Collaboration Seminars, for new paradigms in our pedagogical practices. Through an open and honest sharing of effective and non-effective practices in many schools, we have come to some basic principles upon which we are exploring new methods of professional development.

Yes, accountability and evaluation are essential and must provide a fair and objective foundation for our staffing decisions. A faculty can agree upon the criteria for evaluation that is applied fairly and consequently to all teachers. But evaluation of teachers, supported by a consequent program of mentoring aimed at furthering the artistic practice of the teacher, can lead to aiding all teachers, even very experienced, to find refreshing new insights. That these two processes (evaluation and mentoring) have very different characteristics is one of the basic principles. *That an individual who is mentoring a colleague should never be asked to be the evaluator of that colleague or to give a report about the progress of that colleague is essential to the integrity of the mentoring process.*

So far in the Mentor Collaboration Seminars, we have tried to focus on the mentoring process. Next year we will spend some time working together on evaluations.

We have also been concentrating on the curriculum for the class teachers. Hopefully in the future we can work on the special subjects curriculums as well. The principles of the mentoring relationship generally apply to all teachers. The following is a summary of some of the characteristics of a healthy mentoring program.

Characteristics of the mentoring process

The purpose of the mentoring process is to improve the educational experience of the children or students through improved pedagogical skills, techniques and perceptions of the teacher. Effective mentoring can take place only in conjunction with classroom observation. There should be prior conversations between the teacher and mentor, whenever possible, but most importantly, with a reflecting conversation normally on the same day as the visit.

The relationship between the teacher and the mentor should be a nonjudgmental, confidential one. The observation and information gained by the mentor are only shared with the colleague being mentored. In certain circumstances, the mentor may have the responsibility to inform the teacher in advance that the mentor will need to suggest to the faculty or College of Teachers that there is a need for an evaluation.

The mentor, as an advocate for the colleague, can be involved in many aspects of the work of the teacher— with students, curriculum, classroom interaction, with artistic and creative aspects, with activity with the faculty, parents, and so forth. The teacher can ask the mentor to observe particular aspects during the visit and reflect together afterwards. The mentor could, with the agreement of the teacher, demonstrate by taking over a particular aspect of the lesson. Ideally, out of this kind of relationship, the teacher strengthens his/her self-evaluation process of reflecting on the pedagogical work, finding new perspectives and practices through his/her own personal development and inner growth. The mentor is empowered by the teacher seeking support out of respect and mutual trust of two colleagues working creatively together.

Mentoring and evaluation criteria for healthy Waldorf classrooms

The following aspects provide a basis for observation in grades one through eight. This list may be used either by a mentor (in a long-term confidential relationship to the teacher) or an evaluator, who will then provide a report of the visit.

Evaluators may need one hour or one week. Time should also be taken to observe the students during the recess time. Also, it may be recommended that the evaluators come back once more during the term. The report should include the school, the date and the subject of the lesson. Ideally, evaluators should review the contents of the report with the teacher visited before submitting it to the school.

Useful as such a list may be, it may be the cause of one of the gravest mistakes we could make. This would be to draw any conclusions from these observations and perhaps miss the fact that this class and this teacher truly belong together, and that the class is thriving, regardless of any number of negative aspects which we think could be significantly improved.

ó Else G'ttgens

Relationships

Is there warmth between the teacher and the children?

How do the children greet the teacher? Is there eye contact, and is there a warm handshake?

How are the relationships between the children?

What is the spirit of the class? Is there enthusiasm and receptivity?

Do the children listen well?

Do the children know their routine, their place?

Can the students work independently?

How are the work habits and problem solving skills of the children?

Are the students making an effort?

Are the children pale or rosy-cheeked?

Do the students behave with respect, with manners?

Is there an allowance for the spontaneous?

Wholeness of the lesson

Does the teacher use appropriate images?

How does the teacher use the nights? What is the nature of the review?

Is there a 50/50 balance between the initiative of the teacher and that of the children?

How does the teacher incorporate or address the temperaments of the students?

Is there laughter during the lesson?

Is there wholeness to the lesson, a balance of all aspects?

Are there smooth transitions between activities?

Is there a concentrated book work time?

What is the quality of the books made by the children?

What is the focus for the whole block?

What is the quality of the children's movements?

What is the quality of the children's speech?

Is there new material?

Is the on-going material still challenging?

Does the lesson begin and end in a timely way?

What is the end of the lesson like? Is there a moment of taking in?

What is the demeanor of the children as they leave?

Professionalism

Are the methods appropriate to the developmental stage of the children?

Are all of the children actively engaged in learning?

Are the individual differences of the children being addressed?

Does the teacher keep a record of developing capacities and skills?

Are there challenges to improve speech and grammar?

Is there mental math review?

What is the quality of the children's work?

Are the basic skills appropriate to the age level?

Is there an open-heartedness to imaginations?

How does the teacher handle discipline?

What is the children's response to correction?

Does the teacher teach the fundamentals, holding the pencil, posture, seeing, and so forth?
What is the predominant temperament of the teacher?
How does the teacher balance his or her own temperament?
Academic competence of the teacher? Competent presentations?
Can we observe anything in relation to the preparation of the teacher?
Does the teacher distract the students?
Use of the teacher's voice ñ pitch, variety of tone, loudness, and so forth
Teacher's language skills ñ grammar, sentence structure, vocabulary, giving instructions, and so forth
Is the teacher's handwriting clear?
How does the teacher move about the classroom?
Artistic skill of the teacher
Appropriate attire, neatness and cleanliness

Classroom environment

Beauty of the classroom, appropriate picture on the walls, and so forth
Tidiness and cleanliness
Organization of the classroom and its materials
Desks, chairs, tables of appropriate size for the children?
If there are plants, are they well-tended?
Is there attention to airflow, temperature and light?

The compilation of this list was a result of the combined efforts of three groups of experienced teachers meeting in the AWSNA Mentor Collaboration Seminars during January, February and March of 2000.

ó Ann Matthews

A Letter from the Teacher Education Committee Regarding Mentoring

May 17, 2004 School Chairs ó Faculty, Pedagogical, and Board
Waldorf Schools in North America

Greetings!

The Teacher Education Committee of the Association of Waldorf Schools of North America strives to improve the quality of Waldorf teacher education in partnership with all the Waldorf schools in North America. While we continue to improve the education of prospective teachers, we recognize a most significant part in every Waldorf teacher's education begins when he or she enters the classroom with the children.

We are convinced that a strong classroom mentoring program makes a significant contribution to the life of the teacher, the quality of the children's education and the support of their parents; in short, promotes the health of the whole school.

Unfortunately strong mentoring programs in Waldorf schools exist more in theory than in practice and in some Waldorf schools not at all. Correspondingly, we ask each school to re-examine its mentoring policies now and strengthen them where needed for the 2004-2005 year. We know that mentoring costs as well as pays, and that schools will need to budget adequately for mentoring. Further, the movement needs to reassess the means whereby mentors and evaluators can be adequately compensated for their services.

Some characteristics of a strong mentoring program are listed at the end of this letter. The biggest mentoring challenge in Waldorf schools seems to be that of protecting sufficient time for the busy, experienced mentor-teacher to actually visit the classes of a teacher several times a year—beginning near the start of the school year.

For specific mentoring help we suggest you contact the AWSNA office for names of experienced mentors who have been attending the Pedagogical Consulting Colloquium sessions sponsored by the Association for the last two years.

We send this letter because we believe action by each school in this specific area is the most important single action that can be taken to strengthen teacher retention and to change good Waldorf education to great Waldorf education in North America today.

Sincerely,

The Teacher Education Committee:

John Brousseau, Diana Hughes, Douglas Gerwin, Cat Greenstreet, Scott Olmsted, Betty Staley

Support for the First Grade Teacher

It is important to establish clearly how the teacher will begin to develop the habit life and the memory of the children. There must be a clear idea of the transition from the imitation by the child to the doing by the child, not out of imitation. Out of a mental picture or imagination the teacher at first shows the child how to do something. Then the teacher withdraws and watches while the child does it, on his or her own. Out of the watching, the teacher looks for what is being done incorrectly. Then, out of a mental picture, whenever possible, the teacher tries (verbally) to correct the child. The child needs to learn to use the memory and so must make the effort alone. Later, he comes to understand.

We must be sure that the children are expected to learn. The teacher should never do anything that the children can do themselves.

List of good habits to be established on the first day of school

- How to enter the classroom properly
- Walking only through the classroom
- Using an indoor voice and an outdoor voice
- How to lift the chair and put it under the desk (not drag it)
- Care for the materials from the moment when they are given
- There is a place for everything order is important.
- Touching the chalkboard only with permission
- The teacher's table or desk is private.
- Latecomers must knock at the door (but not during the morning verse or perhaps there could be an indicator outside during the verse).
- The morning verse
- We raise hands and wait to be called on when we want to speak.
- We remain seated during the snack time.
- Gestures (rather than words) are used by the teacher for discipline.

List of good habits to be established by the end of the first term (Christmas break)

- How to stand when speaking the morning verse
- How to stand still at the end of the main lesson with perhaps a song, a thought, a poem, or silence (and not necessarily a verse) so that the children have time to internalize what they have learned.
- In common activities, every child is meant to join in.
- How we tidy up the room before we leave it
- How we leave the room
- The faculty room is only for the teachers.
- Eating habits, with serviette or place mat
- Cleaning up after themselves

Establishing a method of taking out crayons, books, and so forth, and putting them away

Bathroom use—perhaps a chain by the door, worn by one at a time, to indicate that someone is out of the room

That the teacher visualizes each situation, so that it is already in the habit life of the teacher beforehand

Things to work with throughout the first term

Children learn to put up the chairs, keep the cupboards tidy, sweep the floor, and so on.

Develop a plan for chores—leaving room for remedial tasks to be assigned to particular children.

How to manage the painting lesson, the modeling lesson, and so forth.

Handling transitions

Dismissal procedure

Organizing the transition to another classroom

Passing out supplies

Where to put shoes, coats, toys

What to do with flowers

Bringing notes from home

Working together with a new teacher in clearly establishing ways to build good habits in the children is as essential as going over detailed instructions in our Waldorf methods of teaching reading and number skills, which, of course, should also be done.

Notes from AWSNA Mentor Collaboration Seminar, Sacramento Group, April 1997

ó Ann Matthews and Else Gˆttgens

The Board of Trustees

The Board of Trustees is the only body of the school legally required at the time a Waldorf school forms itself as a not-for-profit corporation. And yet it is the body whose role and responsibilities are often the least understood and the most poorly executed, sometimes using old-fashioned methods that lack consciousness in their formation and discipline in their execution. What then is the proper role of the Board of Trustees, and what common mistakes should be avoided if this important body of the school is to be successful in its work?

Representative of the owners

The Board of Trustees for a Waldorf school is responsible for governing a Waldorf school on behalf of its owners. It does this by creating explicit governing policies and by assuring quality performance by the school's leaders. To ensure the Board's ability to accurately represent the owners of the school, the Board has a responsibility to maintain direct contact with the owners of the school.

Who then are these owners? Are they the parents of children currently enrolled in the school? Are they the school's teachers and other employees? For the answer to this question it is helpful to look more deeply at what it means to be a not-for-profit corporation. Oftentimes these organizations are referred to as "public trust" corporations, an interesting term implying that they are organized to perform some service on behalf of the general public. With this in mind we can easily see that the owners of a Waldorf school are all those in the community who are desirous of seeing that Waldorf education is available to the young people of the area and that the Waldorf education is delivered in the best possible way.

By this definition, current parents and employees of the school are owners of the school, *but not by virtue of their current role in the school community*. They are owners only in so far as they are committed to seeing that the school makes Waldorf education available with quality to the youth of the community. Nor are current parents and employees the only owners of the school. The owners also include all other members of the community who have a commitment to seeing the school successfully carry out its mission.

Responsible for the work, but not to do the work

The Board exists to be accountable that the school works in achieving its mission. However, it is not the role of the Board to do the actual work required to manage the school on a day-to-day basis. This then is an interesting conundrum – how can the Board be accountable when the actual operating tasks are in the hands of others?

The Board of Trustees in a Waldorf school must do four things to ensure that it responsibly represents the owners and ensures quality. Specifically, it establishes governing policies in four areas:

ï **Ends** ñ The Board of Trustees defines what educational needs are to be met, for whom and at what cost. This determination is done with a long-term perspective, and these mission-related policies embody the long-term vision for the organization. Often- times this task is completed by ensuring that the school has clear statements of its Vision, Mission, and Values, and that a regularly updated, living strategic plan is in place for annual operating objectives and employee evaluation processes. Note that this does not supercede the responsibility of the College/faculty to create the operational aspects of the educational program that will fulfill the Vision and Mission. Nor would it be proper to think that the Board would create a Vision, Mission, and Values statement without appropriate input and regular review by the whole community, including the faculty and staff. The Board responsibility is to hold the conversation that determines the ends of the institution and to ensure it is recorded in an explicit, written document.

ï **Executive limitations** ñ The Board establishes the boundaries of acceptability within which staff members are free to choose methods for carrying out operations. Examples of limiting policies might include:

1. The school is established to provide education for students in Kindergarten through Grade 8 in a manner consistent with the Waldorf pedagogy as outlined by Rudolf Steiner and in compliance with all federal, state and local regulations.
2. The Administrator may secure a swing loan on behalf of the school in an amount up to \$100,000 if the loan can be repaid out of normal operating cash within 90 days.

Both of these policies limit the authority of school employees, but also allow them a great deal of freedom to operate within those boundaries. The trick here is to set the limitations as loosely as possible while appropriately protecting the school. This balance recognizes the social reality that the fewer the restrictions placed on an individual, the greater the range of creative options available to the individual to meet his or her goals, and the more personal responsibility the individual feels for ensuring that the goals are met.

ï **Board-staff linkage** ñ The Board clarifies the manner in which it delegates authority to staff and is explicit about how it will evaluate staff performance on the ends and the executive limitation policies. Typically this means that the Board ensures the performance quality of the three senior administrators in the school ñ the pedagogical chair, the administrator, and the development chair ñ and leaves these three to coordinate appropriate administrative processes for all other members of the school's faculty and staff.

ï **Governance processes** ñ The Board determines its philosophy, its accountability, and the specifics of its own job. The effective design of its own Board processes ensures that the Board will fulfill its three primary tasks:

- o Maintaining links to the ownership,
- o Establishing the four categories of written policies and
- o Assuring executive performance.

Common mistakes

The single most common mistake that Boards make is to be tempted to dip down into operations. Board members are frequently successful business men and women in their own right, and have a great deal of experience at managing and directing ongoing operations in a variety of institutions, and it is difficult for them to resist the temptation to help out by directing affairs at an operational level. This happens most frequently in the non-pedagogical areas of the school, with the Board virtually ignoring general pedagogical policy while over-involving itself in approving detailed operating budgets, directing the details of an annual giving campaign, and coordinating many aspects of a building project. Building a healthy school requires great personnel in leadership positions and only happens when these people are given both the authority needed to manage their respective spheres of responsibility. Board members should only help with operations when asked by the staff member in charge, and even then must be keenly aware of the difference between giving advice and giving an order. Advice is something the recipient is free to accept or reject; an order is something the recipient is expected to follow.

Another common mistake occurs when the Board double-delegates responsibility. This can easily happen when the Board creates committees and officer positions. For example, double delegation can occur when the Board places an administrator in charge of the budget and finances of the school, and then creates a Board finance committee and a Board treasurer. If the administrator is truly responsible for the budget and finances, then he is the person who should form and manage the finance committee, creating its mandate and staffing it with the individuals he feels are best qualified to carry out the committee's tasks. Likewise, a Board treasurer who advises the Board on the creation of executive limitations in the realm of finance is an appropriate officer. However, a treasurer who works with the administrator by sitting on (or chairing!) a finance committee and approving operating plans and policies in the financial realm is not appropriate. Boards must never create committees related to staff functions, nor create officer positions that duplicate staff positions.

An area that can be difficult for Boards is that of Community Development. Often Board members have strong connections to individuals who are centers of influence within and outside the school community, and there is a great desire to use these connections to help fund the school's growth. However, it is important that these connections are used within the framework of a strategic plan that addresses both friend raising and fund-raising. The operating plan that supports achieving the school's strategic aims is best developed by a staff member who is charged with managing it on a day in and day out basis. Again, Board members should participate actively when asked by the Community Development Director, but should not work in a way that usurps the authority of the person hired to direct this work.

A fourth area of inappropriate activity comes in the area of personnel management. Boards frequently make the mistake of trying to hire, evaluate, and direct members of the staff other than the three senior members of the school's leadership team. Unless an employee is specifically charged with providing support to the Board of Trustees, Board members have no reason to be involved with this work, and doing so undermines the authority of the school's leaders.

Young schools without a fully developed administrative staff may find that they are particularly vulnerable to the mistakes described above because the school is not yet of a size to support the number of administrative personnel needed to responsibly manage all of the operating tasks needed to keep the school operating. Young schools are by necessity dependent on volunteers to help with a great number of administrative tasks and often find that Board members are the first to volunteer when an operating need arises. It is vital that it be made clear

(and reiterated until it is repetitively redundant) that *any operating work that a Board member does is being done as a volunteer member of the school community, not as a Board member, and that the intention is to hold this responsibility in trust for the staff member who will eventually assume it.* Operating work is not the responsibility of the Board, nor are individual Board members expected to do or lead operating work.

What are the skills needed to be an effective Trustee?

Trustees, while often effective operating managers in their own fields, require additional capacities if they are to be successful members of the Board. These skills include:

- ī Ability to see what might be and take joy in creating the future. Visionary thinkers who can see alternate futures.
- ī Ability to conceptualize the full impact of various approaches and remain flexible
- ī Ability to connect with and represent the moral ownership of the organization rather than the constituency from which they came
- ī Moral courage and ability to raise uncomfortable issues
- ī Ability to work in a group and willingness to work personally to see that the group is effective
- ī Ability to accept and use authority, while also having the
- ī Ability to let others lead

What is the cost of doing Board work in the “old” way?

When Boards fail to do their proper work in the manner outlined above, schools develop like ships without captains. On the sea the captain is the voice of the ship's owners and is responsible for ensuring that the vessel delivers its cargo in good condition at the time and place expected. Ships without captains may be reasonably disciplined, clean and orderly, and the sailors may enjoy their work, but the lack of a captain may mean that the ship floats aimlessly from port to port in organized but aimless fashion. So too our schools without properly managed Boards suffer from a lack of broadly held strategic plans and from staff members who are afraid to act for fear of being second-guessed. Board members burn out from the huge number of volunteer hours they spend on operational work, and do not understand why faculty and staff members resent their well-meant support. The truth is there is more than enough work to go around in our schools, and the schools will not get stronger if the Board spends all of its time doing staff work while ignoring its own responsibilities.

Waldorf schools were founded with the intention of creating conscious adults who could form and explore new forms for social interaction. Practicing strong and appropriate Board leadership in our Waldorf schools is a form of social renewal, which brings health and vitality to the very organizations that shape and guide the adults of tomorrow. Being a member of a Waldorf school Board is an opportunity to engage in truly conscious and disciplined activity, and now is the time for us to take on this challenge and move our work ahead in dramatic fashion. Here is to great Boards and to strong, successful Waldorf schools!

ó Lynn Kern

Healthy Meeting and Communication Guidelines

It can be said that an institution lives in the conversations and agreements among the members of the institution. Creating the space where these conversations can take place is the vital first step to creating a healthy organization. We cannot stress strongly enough the importance of disciplined, well-run meetings. In the horizontal management style of many Waldorf schools the effects of poorly run meetings are debilitating to the point where the success or failure of the school's mission lies in the balance.

The list for what makes a healthy meeting could be exhaustive. We will highlight a few points below, but perhaps the most important underlying task is to realize that meetings *can* be productive, enlightening, and fun. If instead one leaves a meeting feeling drained, grumpy and disconsolate, then seek advice and agreement about how to transform the meeting so that it becomes a place of health. *This will not happen automatically*, it will take work. It is probably the most important work a Waldorf school can do.

Considerations for creating a healthy meeting:

An empowered chair makes all the difference

Everyone in the meeting is responsible to support the chair so he/she can operate effectively. Choose a person with skills. The chair needs to be strong and disciplined in:

- ï Agenda setting and distributing it in a timely fashion (Some schools have wisely set up a committee to assist the chair in this critical task)
- ï Time management within the meeting: holding to the agenda responsibly
- ï Contacting people/working on issues outside the meeting so that precious meeting time is well spent
- ï Listening more than speaking

Understand the agenda and the difference between study, reports, decision-making. Practice the separate discipline that underlies each activity.

- ï Does your agenda reflect what each item is? Can someone look at the agenda and clearly see what will be required of them if they are to show up and participate well?
- ï How do you prepare for study?
- ï Do you require written reports?
- ï Do you have a clear process for decision-making?

Making decisions

Decision-making is an area wherein many meetings fail. This is especially true when there is an attempt to use consensus processes without the necessary skill. Long, drawn out, emotional decision-making is *not* a necessary part of this process.

There are many signs that decision-making is not going well:

- ï If a particular meeting is not making progress in getting to its decisions (much less making them)
- ï If the group is polarized over the decision
- ï If people are showing signs of agitation or resignation during and after meetings
- ï If decisions, once made, do not go anywhere for lack of community support
- ï If decisions are made and then have to be looked at again

Three thoughts on decision-making

1. The first is a thought about where decisions are made from a three-fold perspective. Put in the simplest terms, one might ask: Is a given conversation concerned with:
 - a. **Identifying needs?** (*Free spiritual cultural sphere*—Everyone in the community can participate in identifying needs)
 - b. **Forming plans and costs associated with fulfilling those needs?** (*Economic sphere*—How much would it cost and how could we meet the need?)
 - c. **Making judgments about which needs will be met?**
Which items will receive top priority? Which policies fit into the mission of the school? (*Rights sphere*—Duly appointed decision makers see to it that the rights of all are considered in the decision and that the needs of the institution are given priority over the needs of individuals.)

Fundamentally, the decision-making process of an institution such as a school can be considered to be a rights organ in service to the spiritual cultural mission of the school—even if this decision-making organ is in the college of teachers, for example. Think well whether your spiritual cultural organ (symbols: individual opinion, chaos) is dominating this process. In a spiritual-cultural institution such as a school, this organ does have pre-eminence, for the mission of the school lies most squarely in this sphere. However, this means that the decision-making process needs to be all the more clear and disciplined if chaos and personal opinion are not to be the rule.

2. The second thought on decision-making is that for anyone to make an accurate judgment for an institution, he/she needs to be well informed about both (a) the background and facts of the matter, and (b) the spiritual insights of others. Here is an example of a three-session model that takes place over a number of days, or even successive weeks.

First session:

A proposal is introduced and all the known facts given. Decision-makers can ask questions and, most particularly, ask for more facts. It is important, however, that the conversation sticks strictly to the facts: Is it legal? How do you know? How much does it cost? How long will it take? Who is on the com-

mittee that will accomplish it? Here is where people get clear as to whether the group has enough facts to make a valid decision. If more facts are needed, they should be gathered through research outside the meeting and the first session repeated.

Second session:

Everyone has a chance to give his or her judgment about the decision. These are individual statements that arise out of each individual's experience. The point here is not to be argumentative, but to listen to each voice in the group.

Third session:

The decision is made. Whether by voting or by consensus, this process provides for decision-makers that are well informed and that they have had a chance to sleep on the evidence.

From a three-fold perspective, the second session is the free spiritual sphere where every opinion is heard, while the third is a space where the everyone's right to judge is exercised. A subtle point, but one which serves to separate the head thinking and the heart thinking. For it is with heart thinking based on real facts and real thinking that the best judgments can be made.

It is important in this process that political activity be held to an absolute minimum between meetings. This may require considerable discipline, but it allows for a healthier interaction in the spiritual sphere.

3. The third thought is on consensus. If, like many Waldorf schools, you choose to use consensus style decision-making, it is vital that you develop the skills necessary to make it successful. There are proven strategies and many pitfalls to success. One primary distinction is to separate the role of a facilitator from the role of the chair. It is also imperative that the group learns and agrees to the ground rules for this process. Undisciplined consensus has done significant damage to the Waldorf school movement. Whatever style of decision-making you do, get good at it. There are good resources for developing skills in consensus management at <http://www.pioneer.net/~alpha/ai-info.html>.

Communication style does matter

The space here is too limited here to give adequate detail about the importance of communication style for meetings and for the school in general. Suffice it to say, however, that each individual's consciousness is shaped by his or her use of the word. It is also important to realize that modern society does not support healthy use of language and speaking styles. Normal is often not healthy. Therefore, schools and teachers should seriously consider bringing conscious activity to improving their use of language. There are many paths to the mountaintop. Some examples that schools and individuals have used successfully are Goethean conversation, Marshall Rosenberg's Non-violent communication, a group commitment to Rules of the Road, a commitment to speak

out of the ill position, and Landmark education. Perhaps more important than any specific communication technique is the long term benefit of working with anthroposophical approaches such as meditation/the eight-fold path/six basic exercises. Whatever discipline, it is strongly recommended that each group/individual make a commitment to regular practice of some method of improving its conscious use of language. (An excellent resource for this is Georg K. Hlewindis book *From Normal to Healthy*.) Most importantly, we must train ourselves to be good listeners. (See the documents following for examples of how one school outlined these methods.)

Proper preparation is vital

Meetings generally go better if people come prepared. If there is reading to do, it should be distributed well before the meeting, with the agenda, or not distributed at all. If there is a time allotted for agenda items, people should be prepared to use only the allotted time. It is critical that the chair maintain a group culture that is consequent on these issues: it sends a message: "We have the highest expectations for each person at this meeting." In a large meeting, every wasted minute is magnified by the number of participants. Help each other show up ready to work.

Provide for consistent follow-through

If a meeting is a conversation that results in agreements, then success occurs when those agreements are upheld. The meeting will only have integrity if it does what it says it is doing, if it gets results. People will be happier to spend time at a meeting if they think that it is successful, that it is *effective*. Also, people will do more work outside the meeting if they are certain that they will be asked about their progress at the meeting, i.e. that the meeting is an opportunity to keep them in integrity about what they said they would do. (This meeting is based on the idea that we make agreements and we stick to them.) Here are some components that others have found useful for achieving follow-through.

- Take accurate minutes, highlight and list action items separately. Record major discussion points, but do not try to record the entire proceedings.
- Review *action items* at each meeting and ask for progress reports as appropriate. Make it a practice to help each other be successful.
- The agenda setter should have a "future" calendar. This helpful tool is a calendar that has all future meetings listed on a separate sheet of paper. Each time a person agrees to anything it needs to be "time bound" and entered on the appropriate future date. (I will check with the county on the requirements for that. "When can we expect to hear from you?" "I will be on a field trip next week, two weeks from now." "Thank you, we'll look forward to your report on the 8th.")
- Review these action items at the end of each meeting, and review

the meeting as well. Review should be an agenda item in every meeting.
What did we promise to do? How was this meeting for each individual?
What did we learn?

Make meetings balanced and fun!

Just as a lesson without laughter is a lost lesson, so too should there be in every meeting an opportunity for artistic exercise, biography work, social interaction and exercises that are enlivening and fun. You are on your own on this item, but first you have to decide to choose joy.

Summary

Healthy meetings require:

- ï A skilled leader and respect for the role
- ï Understanding and respect for the agenda
- ï Respect for the decision-making process
- ï Respect for the other through attention to communication style
- ï Respect for the time of others through proper preparation
- ï Disciplined follow-through
- ï Respect for balance and FUN

ïLove each other, and do what you will.ï
ó St. Augustine

Conversation Guidelines

These are the guidelines one school works with to create healthy conversations. When things are not going well, emotions are high, and so on, it is likely that one or more of the following is not occurring.

1. Speak from your experience only, therefore the *î.î* Be clear whether you are speaking about actual occurrences or things you have made up, conjectured or projected.
2. Connect your comment with those of the previous speakers, thereby building a cohesive conversation.
3. Paraphrase the previous speaker's comments, if there is unclarity or when the connection is not obvious.
4. Address your comment to a specific person in the circle.
5. Leave pauses between comments.
6. Make one point only, thereby allowing others to contribute to the conversation.
7. It is the aim for all people in the circle to contribute to the conversation.

My commitment to the group:

- î I will speak to what is important to me (thoughts, feelings, observations) in a timely manner and in a non-accusatory or non-judgmental way.
- î I will be direct and specific in all my communications by using recent examples based on my experience.
- î I will speak from my experience only, (not from hearsay or interpretation) and therefore speak from the *î.î*
- î I will paraphrase the main point of the previous speaker, especially when there is emotional content, or when I seek further clarity, or when I intend to change the subject.
- î I will not interrupt when others speak.
- î I will only ask questions for clarification or when I need more information.
- î I will use appropriate self-disclosure to share my feelings and thoughts.
- î Whenever possible, I will disclose the assumptions and motivations that underlie my ideas, comments, and actions.

- ï I will actively and in a timely manner solicit feedback from others on my behavior, comments and ideas.
- ï I will only provide feedback after given permission from the intended recipient.
- ï I will honor each member of the group, and leave that person free to accept or reject any or all aspects of the feedback.
- ï I will honor confidential information.
- ï I will be punctual and honor the meeting times.

Conceptual Guidelines on Healthy Written Communication

- ï All communication (facsimile, telephone, written, e-mail and oral) shall be direct, factual and honest, timely, helpful and kind. It is the responsibility of both parties to insist that the information pass these simple guidelines. It is also the responsibility of both parties to keep the content clear of the third person, i.e., he said, she said.
- ï If someone has a complaint with someone and does not get satisfaction from an interaction directly with that person, he is encouraged to get mediation help from the office or another party. If that does not satisfy both parties, there are three people to call: College Chair, Faculty Chair and Board President.
- ï Communication coming to the office will be given directly and only to the one to whom it was intended.
- ï Information with third party concerns shall not be disseminated from the office. There will be no memo gossip.

Principles for Group Working

Above all else, we will strive to be mindful, remembering that our work is to serve the spirit and the children of our school.

Fundamental courtesies

- Timeliness:* Meetings will begin and end on time.
- Attendance:* We count on all members' full participation, but if Members are unable to attend, they will notify the chair.
- Preparation:* Agendas, proposals, and reports will be distributed in advance. Attendees will arrive at meetings prepared to participate.

Healthy communication

- Courtesy:* Through balanced participation and mutual respect, we will strive to create an atmosphere of trust, security, and freedom in which to work.
- Honesty:* We will each take responsibility for speaking our truths.

Effective group processes

- Group learning:* We will include process review in all meetings.
- Clear roles:* Large meetings will have a chairperson, timekeeper, process person, and scribe.

Effective decision-making

- Action steps:* Action steps will be clearly reviewed at the end of each meeting, including a timeline and a statement of who is responsible for each task.
- Clear mandates:* We will give clear mandates and delegations and honor them.

(These guidelines were developed out of group work sessions led by Christopher Schaefer.)

Consensus

When discussing an issue during the faculty meeting that requires a decision, most Waldorf schools use a practice known as *consensus forming*. *Consensus* is arrived at when all members of a defined group have examined an issue from every side, discussed the pros and cons, and finally set aside objections so as to unite themselves in a final decision. Spiritually speaking, when consensus is arrived at, each individual shares responsibility and leaves the room in unified support. This process is a powerful social force in our schools. It can be time consuming, however, if certain forms are not followed.

- Meeting items should be collected from the entire group and an agenda distilled by the scribe (or secretary) and the meeting facilitator (or chair). It is important that the chair not be involved in the discussion but rather act as an impartial guide who keeps track of people wanting to speak, redirects redundant comments, and watches that the time set for the item is adhered to. If additional time is required the chair should ask the group if it is willing to allow a specific amount of additional time.

- Each matter requiring decision is placed before the group only after it has been thoroughly researched beforehand by the person or committee bringing forth the issue. The first appearance of the item is for presentation. Only questions of clarification are raised. The item is left *spiritually* free to live in the group and then it is put to rest.

- There may be a lack of clarity, or more information may be needed; the chair will then appoint individuals to bring the issue back when this is resolved.

- The second appearance of the item encourages questions and deliberate consideration. The meeting chairperson insures that all sides of an issue are discussed. The issue is again put to rest.

- The third appearance of the item allows legal, financial, and practical concerns to be raised.

- When the chair senses that the issue has been thoroughly heard he/she may give a short recapitulation and then ask for a *sense of the meeting*.

- Going around the group, each member speaks his/her mind.

- If the *sense of the meeting* is approval, it should be accurately minuted and read back to the group by the meeting scribe or secretary.

- A person may *stand aside* and not participate in the consensus; however,

he/she must state his/her reasons for standing aside.

ï An individual opposed to the decision may make a block indicating that consensus cannot be reached. This is an option that individuals should only rarely use.

ï At the conclusion of the meeting the scribe should read back a summary of all decisions that have been made by the group.

In order to participate in a consensus process each individual must:

- ï have unity with the ideals of the school
- ï be a good listener
- ï be patient with each other's idiosyncrasies
- ï develop the feeling that everyone else has the most important thing to say
- ï have trust in the validity of each person's contribution
- ï be open to learn
- ï have a commitment to finding the truth
- ï have the courage of conviction to speak if one cannot stand behind an issue for moral reasons
- ï be steadfast to discuss the issue only within the meeting—no gossip!
- ï have a willingness to struggle for moral clarity
- ï have a respect and commitment for the consensus process

When there is friction or extreme animosity between two individuals, the group can institute what the Quakers call a "third meeting." The group would select a small subset of the meeting, and the two individuals plan an extra meeting as soon as possible, and work through the issue(s) then. The chair would report the outcome back to the entire group at the next regular meeting.

Differences must not be thought of as obstacles, they are inevitable and are opportunities to achieve social health and transparency amongst all colleagues.

ó David Mitchell

An ongoing challenge at many schools has been in answering the questions: 'Who is in charge?' 'Who decides that?' 'Do we have the authority to make that decision?' and sometimes, 'How could they just do that without asking someone?' The following represents a draft of what the principles and practices for running the school might be as the school grows. At some point, decisions and policy-making need to be sent outside the main meetings, or the backlog of decisions will have negative effects on the healthy functioning of the school. The goal of this essay is to highlight practices and principles that can make mandating and delegation successful.

Organization

Typically, a school is organized as a collaboration between four or five governing bodies. Each is responsible for some clearly defined area of the school and should meet regularly. These bodies are:

- The College of Teachers
- The Faculty
- The Board of Trustees
- The Parent Association
- An Administrative committee

Here is one perspective on these groups in a purely administrative sense:

The College of Teachers is principally responsible for pedagogical policies, mentoring, professional development, and the hiring and evaluation of teachers.

The Faculty is responsible for the day-to-day coordination and running of the educational program—one might say 'to work and study together socially.'

The Board of Trustees carries responsibility for the legal good-standing and financial well being of the school.

The Parent Association collects the questions and concerns of the parents regarding school policy and program, and helps fulfill the needs of the school for creating festivals, educational opportunities, and cultural/community building events.

The Administrative Committee is responsible for the business operations and managing contact with outside individuals and agencies.

The challenge is that these responsibilities tend to overlap one another on a regular basis. The requirement is that each body will check-in with the other bodies in order to ensure that the activity of each is in accordance with the desired goals of the other governing bodies' spheres of responsibility. Members of the Faculty and College, therefore, sit on the Board and join the Parent Association meetings in order to provide the communication links between the various bodies.

Other committees and individuals might have responsibility for specific activities and areas of the school. Each of these operates as a mandated or delegated group under the direction of

one of the above-mentioned bodies. Examples for the Board are the Site Committee and the Outreach Committee; for the Faculty, the Festivals Committee and the Care Group for children with special needs; and for the College, the Hiring or Personnel Committee.

Rules of the Road

The governing bodies are authorized to act in their specific spheres in order to fulfill the Mission Statement of the school. It is at the regular meetings of each body that their various activities are reported and that new policies and decisions are formulated and agreed upon. In the summer of 1998, it was agreed that each meeting of the governing bodies would be conducted according to a set of principles. (Examples of these principles, or "Rules of the Road," can be found in a separate document in this appendix.)

Mandate, Delegation, and Action Report

The College, Faculty, and Board are authorized to "contract" with individuals, groups, and agencies within the limits of each of their spheres of activity. They thus may give mandates, send delegations, make contracts and form policies within boundaries and limitations set between each body. (For an explanation of the distinction between delegations and mandates, see below.) It is essential that each group adequately record and report its activity to the other groups. According to the sample "Rules of the Road," each meeting will have a minute taker. Since mandates and delegations often contain many gray areas, it is the responsibility of the minute taker to clarify the parameters of each delegation or mandate as much as possible and to ensure follow-up. The minute taker would thus be expected to always have on hand a file of all action items.

When a mandate, delegation, or action item is formalized, the follow-up date should be clearly stated and entered on the Follow-up Calendar (see below). Each regularly meeting body, (e.g. the Board, Site Committee, Parent Council, and so forth) would have its own Follow-up Calendar which it would bring to every meeting. This calendar would be a listing of the future meeting dates, with space provided for writing in items to be followed up on that date. A section of the faculty calendar might look like this:

October 1	Festival Committee Report on Advent Garden ñ Susan
October 8	Plan for Library use ñ Bill
October 15	Halloween requirements ñ Halloween Committee
October 20	Instructional supply budget ñ Ann
October 28	Faculty development report ñ College of Teachers

The Agenda Committee for each meeting would thus have a possibility for looking forward as they set their agenda and would ensure that follow-up occurred on all action items. Any delegated or mandated group would have their reporting requirement scheduled in advance. The minute-taker or chair could also remind them of their impending requirement, e.g., "Bill, just a reminder that you promised us a report on Library Policy for next week." The intention here is to prevent items from "falling through the cracks." Using such calendars for follow-up is one of the most important management techniques a chair can use.

Delegations and Mandates

Since schools eventually develop to where they are essentially run on a system of mandates and delegations, it is vital that all parties understand and make a clear distinction between the two. Making a clear distinction about the differing requirements of each will help both the person receiving such a responsibility and the group giving it. Limits and expectations can thus be explicit.

Delegations

By far the most common form of authorized activity is the delegation. A governing body sends a delegation to communicate something, to study something or to develop something—a proposal, a budget, or a plan. That body then expects a report before any further action is taken. Delegations are, of course, varied in size and scope (e.g., Mr. Jones will call the Tax board and see if we have to charge sales tax on raffle tickets; the Site committee is delegated to receive and solicit ideas for site improvement, explore avenues to address these needs and requests, and submit to the Board for approval specific plans and budget proposals). Delegations should be clearly outlined and must have *defined* reporting requirements, whether an informal verbal report at the next meeting or a written report for public perusal.

Mandates

A mandate is an authorization given to a group or individual to act in a particular sphere without further interference. Examples:

• Teachers are given a mandate to teach their classes in a manner consistent with the mission of the school. This mandate is detailed in their contract with the College of Teachers.

• The administrative coordinator is mandated to carry out, on a day-to-day basis, the approved policies developed by the Board, the College, or the Faculty in essence to carry out the duties of his or her Job Description.

• The site committee might be mandated to complete a site project according to the plan and budget that they have had approved by the board. (Notice that, indirectly, the Faculty, College, and Parent Association have also participated in the approval of this project through their representation on the Board.)

In reality, in most young schools there are few cases of individuals or groups holding long-term or broad mandates. In practice, this is an area where confusion, conflict, and lack of clarity often lead to hurt feelings and a loss to the school of vital energy and goodwill. It is vital that the governing body is absolutely clear as to the limits of a mandate and the expectations for further reporting.

On the other hand, a mandate holder must be a person of initiative. If the school does, in fact, grant a mandate, that mandate is both a privilege and a responsibility. The school does not get to interfere with the work being done. In the given area, the mandate holder is authority, boss, and master. The person organizing the assembly, for example, has the privilege of putting his or her creative talent to work. He also has the responsibility to make it happen. In this case, it means that, while everyone on the faculty is working for the person organizing

the assembly, it is the responsibility of the organizer to make sure everyone knows what is needed of them and by when. One can see, then, that mandates should not be given lightly. The person should have demonstrated the capacity to fulfill the responsibility, and also show enough familiarity with the mission of the school to ensure that the traditions and policies of the school are being considered in their planning.

Mandate is a term that is often misused when the proper term is *delegation*. For example:

“The College mandated me to offer Mr. Smith a job as the metalwork teacher.”

The scope and limitations of such a task characterize a delegation by the College rather than a mandate. A mandate would be characterized by a wider scope and the ability to act without need to check in about each step of the process. An example of a mandate would be: “The College mandated me to search for, interview, and hire a metalwork teacher.”

Mandates should not only be clearly authorized and detailed as to scope and limitation, *most importantly, they should be given a clear time limit and reporting requirement* (see Mandate form in appendix). At the end of the life of the mandate contract, evaluation and renewal of the mandate can occur. This is the opportunity for the mandating body to give feedback and suggestions for the further exercise of the mandate or to give the mandate to someone else.

It is often the case that someone with a mandate would endeavor to seek assistance in carrying out his or her mandate. While it may not be absolutely required for mandate holders to seek input, they should understand that early communication about possible action and an opportunity for community input early in the process can prevent later criticism when the mandate is up for evaluation. Even if the mandate holder is free to make decisions in a particular sphere, it is a reasonable expectation in nearly every process that an opening be given for both colleagues and parents to state their needs and wishes as they pertain to the mandate holder’s activities. For example:

The Handbook Committee was mandated to produce a handbook. Although technically free to do this without input, it is certainly a good idea to offer a draft of their plan for comment and suggestion well in advance of the printing. This “courtesy call” is thus a way for mandate holders to listen to those who are affected by their actions.

In summary, mandate holders are free to make decisions and act creatively in the sphere of their mandate for a given period of time. They are strongly encouraged to provide opportunities for others to offer comment and suggestions early in their process.

Standing Committee Mandate Documentation Form

(rev. 1/20/02. DSM and AD)

Name of Committee:

Date:

Mandated by:

Mission:

Authority and responsibility:

Individual(s) receiving mandate:
(or composition/selection process)

Chair, or reporting individual, of mandate group:

Time limit of mandate and frequency of review:

Resources allocated to enable the committee's work:

Group receiving reports and responsible for review of the committee:

Frequency of reporting:

All parties to this mandate agree to adhere to the guidelines outlined in the Mandate Agreement and the Principles of Operation.

By: _____ for the Mandating Group
Signatures of individuals receiving the mandate:

[Schools are encouraged to use this document as an example for their own mandate agreements.]

A mandate confers authority and responsibility for the work specified in the mandate agreement. As part of the agreement to establish and maintain a mandate, each committee/task force agrees:

1. That all parties to the agreement consent to entrust the mandated group with its responsibilities and further agree to support its decisions and recommendations. Recommendations should be adopted by the authorizing decision-making body unless new information or a new perspective indicates a necessity for the committee to reconsider and the committee agrees to do so.
2. That the mandating body must approve any modifications to the terms of this mandate.
3. To act in accordance with the Principles of Operation.
4. To conduct its business in the spirit of collaboration and strive for transparency in its processes.
5. To discern and determine who needs to be consulted or have input during the consideration process. The committee should consult with anyone who will be affected by the decision.
6. To seek that advice and consultation and report it to the committee as part of deliberations and prior to a decision/recommendation. The committee should also feel free to invite participation in the discussion where appropriate.
7. To discern and determine the scope of the decision/recommendation to make sure that it falls within the task-responsibilities description. If it falls outside the scope of the committee, refer it to the appropriate body.
8. To discern and determine, when a decision or recommendation is prepared, who needs to be informed of it and commit to that communication as an integral part of the decision/recommendation.
9. That in case a committee is unable to decide or recommend, it will refer the topic to its authorizing body.
10. To keep to its agreed upon schedule, calendar, and agenda in recognition that the success of the other responsible groups and the Association are dependent upon timely decision making.
11. To commit to maintaining close communication and the use of appropriate communication techniques at all stages of decision-making. This includes maintaining minutes of all its proceedings and publishing them to its members and to its authorizing body in a timely fashion.

12. To maintain positive attitudes towards our colleagues, within meetings and outside of them. We will use candid, frank, direct speech within our meetings and will avoid criticism of colleagues or the committee when speaking with others.
13. To maintain confidentiality about AWSNA business as necessary and appropriate.
14. That unless specifically exempted, this committee will make decisions by consensus. We understand consensus to mean that all members with a voice in the decision concur, that no one is blocking and that adequate attention has been given to the issues raised by those who elect to stand aside.
15. That concerns and disagreements from non-committee members will be brought to the attention of the committee chair. Unless the chair considers it necessary to bring the matter to the attention of the committee, it will be recorded and held until the end of the review period and considered as part of the review process. Each committee will prepare a self-evaluation as part of the review process.
16. That at each review period for standing committees, the committee will take time to reflect on work accomplished and work yet to be done. As part of the review the committee will present what it perceives as the work to be done during the next period as well as consider what resources it might need to accomplish that work.

Building an Administrative Staff

The size and structure of a Waldorf school's administrative staff are a direct reflection of two things: the size of the student body and the unique biography of the school. It is not possible to foresee the unique series of events that will surround the incarnation and growth of a particular Waldorf school, nor to predict how those unforeseen events will shape the order of growth and the size of the administrative staff at a particular point in a school's life. However, there are some general rules of thumb and common traps on the road to building a full staff that can be shared here.

What do we mean when we say administrative staff?

It is helpful to think of administrative staff members as those whose primary purpose is *ministering* to the adults in the school community—teachers and parents. By this definition a school secretary is clearly a member of the administrative staff. She handles incoming calls from current and prospective parents, types outgoing correspondence for individual teachers and for all-school mailings, orders office supplies, and many other tasks that serve adult needs. While it is true that a portion of her job may be tending to the injured children who come into the office for care, this is not the primary focus of her job. Her work has a pedagogical aspect and impacts the effectiveness with which teachers carry out the pedagogy, but her emphasis is on serving adults. This same logic suggests that the registrar, business manager, director of development, and the operations manager/administrator are all administrative positions.

However, custodial personnel, grounds maintenance staff and the school librarian are not administrators by this definition. A librarian has as her primary focus serving the reading and research needs of the students in the school, and spends a considerable amount of her time interacting with the students directly. The custodian and grounds maintenance staff serve the needs of the physical plant as their priority, not other adults. (A facility supervisor in a school with a sizable custodial or grounds staff such as might be found in a farm school would be an administrator if his primary focus was coordinating the work and ministering to the needs of his staff.)

Often overlooked, the pedagogical chair is a member of the administrative staff. While he or she may spend some portion of her time teaching, that portion of time spent ministering to the needs of the faculty (staffing, professional development of teachers, curriculum review and development, and so on) is administrative work. For purposes of this discussion a teacher who spends half of her time serving as a pedagogical chair and half of her time in the classroom would be viewed as a half-time member of the administrative staff.

Why do we need such a clear definition of administrative staff?

This clear understanding of who is considered administrative staff is important only in so far as it allows us to apply a very useful rule of thumb for setting the appropriate level of administrative staffing for a particular school. Generally speaking a Waldorf school should have

one full time administrative staff member for each 30 to 35 students in a school. These need not be all full time equivalent (FTE) administrative employees, but the total staffing should add up to the equivalent of one full time equivalent for each 30 to 35 students. The following chart provides some general guidelines for administrative staff size relative to enrollment:

# of Students	# of Administrative FTEs
1-30	1.0
31-45	1.5
46-65	2.0
66-81	2.5
82-95	3.0
96-112	3.5
113-130	4.0
131-146	4.5
147-160	5.0

The administrative staffing levels continue to grow in line with enrollment. The proper staffing level for a school with enrollment of 320 students is expected to total about 10 full time equivalents. Note that the above numbers are approximations based on observations of many effective Waldorf administrative teams. They are not absolutes and should be adjusted as is appropriate in each school's operating environment. It should also be noted that these staffing numbers include the administrative time spent by the pedagogical or faculty chair in pursuit of his or her non-teaching responsibilities.

Is there a proper or preferred order for adding administrative staff as a school grows?

In a very small school it is likely that the school secretary or receptionist will be the only member of the administrative staff. Her position will require her to do a little bit of everything, and oftentimes she may feel that she does just enough of everything to get by but not enough of any one thing to do it really well. At some point the school will grow enough to require an addition to staff, and the question then becomes which tasks can be best carved out of the receptionist's job to become the core of the new individual's task. Or there may be some tasks that have been carried by teachers or parent volunteers that should be considered. With so much to do, how can a school decide what is appropriate?

Most often the first position added to the administrative staff is an enrollment director. Oftentimes this is done by creating a half time job at first, with hours added as appropriate at a later time. The enrollment director's position frequently has responsibility for advertising and promotion, creation of the school's first newsletter, and backup support to the receptionist on the telephone. The focus of the position is to serve as a bridge between prospective parents outside the school and the faculty, with additional responsibility for supporting student retention. Properly staffing this position frequently has an immediate and direct impact on the enrollment levels in the school, bringing needed financial resources into a growing small school and helping the position to self-fund within six months.

We have a part time enrollment director and a full time receptionist. What might get added next?

The next addition to staff is often a part time bookkeeper. Again the receptionist is freed from some types of clerical tasks that are growing in number as the student body grows. Some of these tasks require focused attention and expertise, while others can be easily handled between the frequent calls and other important issues that require an immediate, warm response. The ideal candidate for the bookkeeper position has the ability to do the billing and clerical work that needs to get done in the business office, and can work with the school's accountant to ensure that the books of the school are properly balanced and that the chart of accounts is responsive to the school's needs. The addition of an in-house bookkeeper can often provide a more personal contact for sensitive billing and payment issues than an outside contractor can manage, again helping to ensure that the school stays responsive to the needs of its families.

The next addition is a half time Community Development Chair. This individual will lead the outreach and fundraising efforts of the school, and will work in partnership with the enrollment director to ensure that the school's image is consistently displayed in all printed material. The Community Development Chair is often the team leader for all administrative staff members involved in the realm of brotherhood including outreach, enrollment, and fundraising so team building and general supervisory skills are important characteristics for this individual.

And then?

At this point the school has 2.5 FTEs and about 80 students. The next addition should be a half time Administrative Chair. This individual will have responsibility for all of the rights sphere activity that takes place in the school and will lead a team that includes the receptionist and the bookkeeper.

Rights sphere activities in a Waldorf school include all the activities where the school is involved with contracts, the laws of state, and community mores. Examples include benefits administration, legal compliance, insurance and safety, and accounts receivable and payable. More information about the three spheres of activity in a Waldorf school is provided at the end of this article.

What about pedagogical leadership?

As the school's enrollment grows to about 100 students, the number of faculty members and the richness of the curriculum have grown to a point of far greater complexity than in the early days of the school. At this point it is important to create a position of Pedagogical chair. This individual will be responsible for ministering to the needs of the faculty and providing leadership in the cultural realm of the school. Activities here include teacher training and search, curriculum development, teacher evaluation, and pedagogical budgeting. Quality teaching in a school of this size dictates that a teacher be freed to provide these leadership functions on a half time basis. Only in this way can the tasks outlined be held consciously without compromising teaching. It is an all too frequent mistake in Waldorf schools to ask a teacher who is gifted administratively to carry this role in addition to a full time teaching load, a practice that forces either the pedagogical administrative work or the individual's teaching to suffer, with the all too frequent result being burnout and the loss of a talented colleague.

So what does the school look like now?

The following chart shows the administrative staffing at several enrollment levels, including the 100-student level just described.

Position Description	Suggested Administrative Staffing Levels			
	Enrollment Level	(Number of Students)		
	100	120	150	180
Pedagogical Chair	0.5	0.5	0.5	0.5
Administrative Chair	0.5	1.0	1.0	1.0
Receptionist	1.0	1.0	1.0	1.0
Bookkeeper	0.5	0.5	0.5	1.0
Community Dev. Chair	0.5	0.5	1.0	1.0
Development Assistant	0.0	0.0	0.0	0.5
Enrollment Director	0.5	0.5	1.0	1.0
TOTAL FTEs	3.5	4.0	5.0	6.0

Are there common mistakes schools should avoid?

Perhaps the most common mistake is hiring one individual to perform two part time jobs so that a full time position can be created. For example, many schools have tried to hire someone to do both community development and enrollment work. While this may work in the short term, it rarely succeeds in the long run. Calendar conflicts are a major problem, as when the enrollment director feels compelled to reduce attention to incoming calls during the weeks leading up to the annual appeal or a community-building event, at the cost of failing to enroll new students.

Additionally, success in these two positions calls on different skills. While it is true that both positions have a promotional outward gesture, the enrollment director's expertise is in helping interested parents learn more about Waldorf education and in coordinating the many details that are related to the work of setting up teacher interviews, classroom visits and enrolling a child. In comparison the Community Development Chair must be expert in encouraging members of the current parent community to volunteer their considerable gifts of wealth, work and wisdom, helping each member of the community to find a way to support his/her child's school.

And finally, the continued growth of the school will mean that staff will need to be added in these areas in the not too distant future, causing the combined position to be split. It is fairly straightforward to ask someone to increase her hours in a job she is already doing on a part time basis. It is more complicated to hire a new part time person whom the current employee needs to train. And it is just awful if the current full time employee is chosen for the part time position, or if the school feels the need to place the current employee in a new full time job that does not make the best use of her skills.

Can you say more about the threefold distribution of tasks in a Waldorf school, and its implications for administrative structure?

Through his studies of man and society, Rudolf Steiner saw that there are three spheres of human activity. The first, described as the realm of freedom, is the area where individual insight and artistry are brought to bear. In a Waldorf school this sphere is known as the cultural or pedagogical realm, and is typically supported by a Pedagogical Chair.

The second area of human interaction is in the realm of equality, where each individual can expect to be treated in a manner equal to that enjoyed by others. This is the area where actions are governed by law, by contract or by socially accepted forms of action. This sphere in our schools is the rights sphere, and its activities are administrative in nature.

The third area of human activity is the realm of economics. This is the area where men work together through association and for mutual benefit to advance their individual goals, typically through the sale of products or services. While some parents would like to believe that they could purchase a Waldorf education by supplying the funds contracted for as tuition, the truth is that education cannot be purchased like a car or a haircut. A parent can only provide funds that make it possible for the education to be offered, but there is no guarantee that with enough money a child could be taught to be a gifted artist or to score 1600 on the SAT. While we do not have an economic product for sale, our schools do interact with the economic world by contracting with parents to allow the funds that are a byproduct of their economic activity elsewhere to flow into the school as tuition and gift moneys. The sphere of economic activity is often called the realm of brotherhood due to the mutual dependence and associative nature of activities that take place there, and it is this realm that is directed by the Community Development Chair.

The following chart outlines in more detail the types of activities needed to manage a Waldorf school and shows how the activities fall into each of the three realms.

Cultural – Realm of Individual Insight and Artistry (Freedom)

- Curriculum development
- Student care
- Library
- Teacher hiring/search
- Teacher evaluation
- Teacher mentoring
- Admissions
- Pedagogical budget

Rights – Realm of the State and Community Mores (Equality)

- Compensation and benefits
- Legal compliance
- Accreditation
- Insurance and safety
- Disaster preparedness
- Accounts receivable and payable
- Tuition assistance
- Government interaction

Overall budget
Personnel and student files
Buildings and Grounds

Economics – Realm of Mutuality and Associations (Brotherhood) Development

Publicity and PR
Fundraising
 Grant writing
 Alumni
 Annual and Capital Campaigns
 Scrip program
 Events (auction, etc.)
Community development
 Community building events (concerts, etc.)
 Welcoming committee
 Parent education
 Parent volunteer coordination
School store
Enrollment

Is it difficult having three chairs? How do things get managed on a day-to-day basis?

Schools that have a three chair structure find that these individuals can be particularly effective if the school's Board of Trustees and College/Faculty Circle allow these chairs to be truly responsible for their work. This means that each chair has a clear job description that spells out his or her area of responsibility, the extent of his or her authority, and any limitations on that authority that are essential for the protection of the school. Agreement is sought on the priorities for the coming year, and this agreement is put in writing and then the chairs are given the freedom to bring their full creativity to moving the organization ahead in the mutually agreed upon direction. The benefits of this approach to managing a school are many:

- i The Board is freed to focus on its proper work – ensuring that the school is on track to deliver the ideal vision of those it serves today and in the future. Ensuring that the school has a strategic plan that is regularly updated, that the three leaders have clear objectives and are regularly reviewed, and that necessary limitations are placed on the chairs' operating authority does this. (Note: The objectives setting and evaluation of the Pedagogical Chair is generally handled by the College of Teachers in schools that have reached this stage of development.)
- ii The chairs are freed to operate in freedom within their respective spheres of influence, maximizing the creative and imaginative potential that can be brought to implementing appropriate operating policies and strategies. The three chairs are on campus daily and should be easily able to meet together on a regular basis to coordinate between them the various issues that the school confronts. This also eliminates the burden on a volunteer Chairman of the Board to regularly attend operating meetings of the staff; in this structure the Board chair can be invited but is not required to participate in operating meetings.

Additional information about this approach to management, known as Policy Governance, can be secured at www.carvergovernance.com/model.htm.

Is one chair “above” the other two in authority? Who calls meetings and gets things organized?

Organizations with this structure have found great benefit in using the “first among equals” approach to leadership. This approach is described in detail in Robert Greenleaf’s *The Institution as Servant*. In this approach a “first” is selected based on the individual’s ability to build and facilitate a team, and then is asked to call meetings and coordinate the agenda on behalf of the group. However, the “first” has no authority over the other two chairs as far as directing their work or evaluating performance. Selecting a “first” based on team building skills rather than one or another leader’s sphere of responsibility ensures that the group is able to operate at optimum effectiveness. Schools also find that the “first” can be changed from year to year as personnel and circumstances change, a great benefit that is lost if one chair always leads because of his sphere of responsibility.

ó Lynn Kern

Many schools undertake an ongoing study of Rudolf Steiner's social ideas as background material for the organization of their community. A few valuable resources for such a study are:

Mysteries of the Social Encounter by Dieter Brill, AWSNA Publications

Freeing the Human Spirit by Michael Spence, AWSNA Publications

Forming School Communities by Matthias Karutz, AWSNA Publications

The Embarrassing Mandate by Dieter Brill, AWSNA Publications

Vision in Action by Christopher Schaefer and Tyno Voors

Towards Social Renewal by Rudolf Steiner

‘Social and Anti-Social Forces’ by Rudolf Steiner,
http://wn.elib.com/Steiner/Lectures/SocFor_index.html

‘The Re-Ordering of Social Life’ by Rudolf Steiner
http://wn.elib.com/Steiner/Articles/SoEcRe_index.html

Celebrating the Festivals

The festivals help us to mark time. They give us a reference point both to look forward to and to look back upon. They help us to breath from a cosmic perspective of contraction and expansion, and all this helps us to psychologically put things in order.

From the perspective of an academic year we journey through the three of the four seasons of natureóautumn, winter, and spring. Wise people in the past ascribed festivals to these nodal points and called them, amongst other names Michaelmas/Yom Kippur, Hanukkah/Christmas, and Passover/Easter. These seasons within the year present us with the opportunity of bringing a living meeting with nine-fold man through the activities we create. They also afford us the possibility to specifically educate the twelve senses of the children we teach.

So, if each festival is a season and is part of a threefold whole then:

Michaelmas /Yom Kippur is the festival of our ìwill.î

Christmas/Hanukkah is the festival of our ìfeelings.î

Easter/Passover is the festival of our ìthinking.î

The nine-folding occurs because aspects of the other two are present as well.

Michaelmas	Christmas	Easter
Willing Thinking Feeling	Feeling Willing Thinking	Thinking Feeling Willing

At Michaelmas /Yom Kippur we feel a resurgence in our will-life as the meteoric iron streams through space. The cool air in the northern hemisphere pulls us more inside into our thinking; we are set free from the dreaminess of summer. Our feelings are sparked by the changing of the leaves and the metamorphosis of the dying plant kingdom. We are being contracted within ourselves in this cosmic breathing of the year.

At Christmas/Hanukkah we meet the darkest time of the year. Our feelings are quickened by the overshadowing darkness. We may concern ourselves with altruistic caring of others; our will can be engaged toward this same purpose. The cosmic year is at its deepest in-breath. We are at one with our thinking. Now we can ponder that the frost holds the etheric world of

nature under its heavy stamp. We are now most alive in an inward sense.

At Easter/Passover we are at the time of nature's re-birth. Our thinking has been exercising itself actively and has reached a peak with regard to the support it receives from the outer world. Our feelings are being stirred by the movements of the natural world and the soft breezes of springtime.

How can we bring these experiences to our children? The answer lies in the activation of their senses. Below is a sketch of how this could be thought about.

The 12 Senses Thinking	Willing		Feeling	
	Michaelmas	Christmas	Easter	
Sense of touch (where we materially relate to the external world)	sand, grass, ropes in games	drama and pageants with costumes	amnesty international letters written, or deeds done for the disadvantaged	
Sense of life (where we sense our wellness or sickness)	running, jumping, (being in the breath)	singing, eurythmy, sledding	experience a sunrise followed by neighborhood breakfast	
Sense of movement (where we perceive the movements of our limbs relative to each other)	throw a javelin, lance a moving ring on the run	eurythmy, choral singing at the homes of friends, or retirement homes	long hike with spaces for quiet reflection	
Sense of equilibrium (where we find our relation to above, down, left and right)	juggling, tug-of-war, balance beams	sledding, skiing, ice skating	contra dancing, folk dancing	

Sense of smell

(we merely perceive through this sense to the outside world)	baking pies and bread in ovens made by the third grade	steamed cider, peppermint tea, baking cookies	bread baking, discuss smells that interest you
Sense of taste (where we bring the outer world within ourselves)	taste savory items	taste sweet items	taste salty items
Sense of the sight (where the world enters us as a picture)	have banners and pennants at your Michaelmas games	illuminate party with lots of candles	decorations with purple and yellow, discuss the meaning of colors
Sense of warmth (where we have an intimate relationship with the outer world and esp. a quality of an object as cold or hot)	have children run through water sprinkler as part of Michaelmas games	create snowball domes with candles inside to illuminate the pathway	early morning walks in the brisk air, afternoon walks in the warm sun
Sense of hearing (where we experience the inner texture of external things)	have brass and drums play at Michaelmas games	have violin and cello at assemblies or suppers	make music together with all instruments
Sense of word (where sounds become imbued with meaning)	recite strong poetry	read poetry like Dylan Thomas' <i>Christmas in Wales</i> , etc.	read naturalists' writings of re-birth in nature
Sense of thought (where we develop a living connection with the word) transcendence	tell biographies of courage and daring	tell biographies of kindness and	tell biographies of sorrow and its compassion
Sense of ego (where we gain a true perception of another person)	have children do physical tasks in pairs	have children choose a secret person to do good deed for every day during Advent	share three deep questions in small groups with each person

eurythmy.

This list barely scratches the surface of possibilities.

If we can activate, exercise, and educate the children's senses, then we are fully engaging them while at the same time we are creating new festivals through our own newly awakened consciousness.

ó David Mitchell

Mandated Reporting and Legal Requirements

While legal requirements vary from state to state, province to province, and county to county, there are a few typical issues of which even the youngest school should be aware. One example is mandated reporting.

Teachers, administrators, counselors, and other professionals involved with education are generally *required by law to report any reasonable suspicion of child abuse or neglect*. These professionals are generally immune from civil and criminal liability for placing a report, but are frequently subject to fines or other action if they fail to report suspicions of abuse or neglect. In most areas schools are required to disclose the mandated reporting requirement to all employees, and often a signed acknowledgement of this notification is kept on file at the school.

Most reports are made by telephone, usually to a toll-free number staffed with specially trained individuals. The staffer will note the specifics of the concern and make a determination as to whether an investigation should be opened. Some states/provinces require that a written report be filed using a special form. These forms, general information and specific requirements are easily available in most states via the web.

To find information for your state or province, do an online search titled *iMandated Reporting, State/Province Name*.¹ In most cases you will receive links to several very helpful sites including the official site for your state or province.

Other common legal requirements have to do with such issues as:

Licensing for independent schools (Requirements are often different for preschool and kindergarten programs)

Teacher certification

Health standards, especially if food is served

Local fire ordinances

Internal Revenue Service audit requirements (USA)

Organizing instruments

By-laws

Minutes of meetings

Books and records for assets, liabilities, receipts and disbursements

Check registers, cancelled checks and bank statements

Copies of other federal tax returns filed

Correspondence files

Pamphlets, brochures, and other literature printed (evidence of non-discrimination, etc.)

Auditor's report

Evidence of compliance with Rev. Proc. 75-50 recordkeeping requirements including:

óstatistics on racial diversity of students and faculty

ópublicity of Nondiscrimination Policy in the editorial section of a newspaper of general circulation that serves all racial segments of the community or

in broadcast media publicity
Contracts or agreements relating to Scrip program
Explanation of the purpose of the school store
Laws for children with disabilities (see, for example, www.capenet.org/IDEA.html)
Fingerprinting of staff and Department of Justice screening
TB testing
Parent consent to treat in case of student emergency
Driver insurance for field trip transportation
Student immunization and physical information
Employment postingsóWorkerís Compensation, anti-discrimination policy, and so forth

(AWSNA encourages schools and consultants to add to this list of ideas and resources by writing to awsna@awsna.org.)

Policies and Procedures

Employee Handbooks and Procedures Manuals

Does your school have an *employee handbook* and a *procedures manual*?

What types of subjects do they include?

How are employee handbooks and procedures manual developed?

How are the handbook and manual maintained?

Who receives copies of the employee handbook and procedures manual?

a What do schools report as the best features of an employee handbook and of procedures manual?

What are the underlying philosophies that inform a school's practices with respect to the employee handbook and procedures manual?

Does your school have an employee handbook and a procedures manual?

Most of the schools surveyed have employee handbooks, and those that do not have had them in the past. The most common difficulty with an employee handbook is the failure to separate general personnel policies and collegial practices from the detailed operational procedures appropriately found in a procedures or operations manual. The rule of thumb for success in this area is KISSóKeep It Simple and Straightforward.

The employee handbook is most effective when its design and content helps employees know the personnel policies and understand the values and expectations of colleagues and community. Detailed operational procedures should be noted and referenced in the employee handbook, but should be kept in a separate publicationóthe procedures manual.

The procedures manual should contain detailed procedures and supporting forms and documents. These manuals are often large and are likely to contain forms that are updated more frequently than those found in an employee handbook. It is sensible and convenient to keep the procedures manual in a readily accessible central location rather than providing one to every employee.

What types of subjects do they include?

The topics listed below for an employee handbook provide employees with an overview of the school structure and philosophy as well as specific personnel policies. In practice, dividing the employee handbook into two sections simplifies making updates to personnel policies as laws and practices change. The employee handbook can also be a useful document to provide to potential and new board members and committee chairs.

The employee handbook might include the following topics:

Employee Handbook

Section One:

- School History and Mission Statement
- Rudolf Steiner and Anthroposophy
- Faculty/Staff Meeting
- Consensus Decision Making
- Collegueship: Working Together in a Social Way
 - College of Teachers
 - Board of Trustees
 - Committee Descriptions
 - Position Descriptions/Participation in the Life of the School
- General Expectations regarding:
 - Work Week
 - Cleaning and Maintenance
 - Committee Work
 - Pedagogical Responsibilities
 - Mentor and Peer Relationships
 - Evaluation Process for Faculty and Staff

Section Two:

- Personnel Policies
- Employee Code of Conduct
- Employee Wage and Benefit Information
 - Benefits including
 - Health Care
 - Tuition Remission
 - Workers Compensation
 - Disability Insurance
 - Unemployment
 - Retirement
 - Sabbatical Policy
- Jury Duty
- Maternity Leave
- Fingerprinting
- Family and Medical Leave Act
- Absence from School
- Termination of Employment
- Student Policies including:
 - Reporting of Abuse and Neglect
 - Anti-Harassment Policy
 - Sexual Harassment Policy
 - Disciplinary Policy
 - Drugs, Tobacco and Alcohol
 - Dress Code

Media Policy
CPR, First Aid and Blood Spills
Off Site Walks
Dismissal Policy

The topics listed below for inclusion in a *procedures manual* provide both information and, when appropriate, the form or document that puts the procedure into practice.

Procedures Manual

Field Trips:

Parent Permission Slips
Parent Driver Policies
Parent Proof of Automobile Insurance
Field Trip Supervision Requirements
School Bus Use

Budgets and Expenses:

Budget Development Process
Departmental Budgets and Expense Reports
Purchase Authorization
Expense Reimbursement Request

Safety Policies:

Earthquake and Fire Drills
AIDS and Infectious Illness Policy
Accident and Illness Procedures

Chemistry Safety Requirements
Bathroom Supervision
Playground Rules and Supervision

Detailed procedures, with supporting forms, are frequently updated and new ones added, making it cost prohibitive to keep reprinting the *procedures manuals*. Schools have learned that it is simplest to keep one centrally located procedures manual updated, and to have it maintained in a three ring binder that allows old procedures and forms to be easily removed and new items added. Interestingly, most schools find that separating the *employee handbook* from the *procedures manual* increases employee use of both books.

lesson plus those classes not covered by other subject teachers. The number of those periods

Workload

AWSNA Effective Practices Research Project

Do schools have standards or guidelines for calculating and establishing teaching workload?

Do schools weight some classes differently than others?

How do schools ensure that individuals receive schedules that are personally healthy, widely perceived as fair and comparable to others, and that collectively meet the needs of the school?

Is there any allowance made in the schedule for participation in the life of the school such as committee work or serving as College or faculty chair?

What are the underlying principles and practices that make a school particularly effective in the area of workload management?

HR 11-1 Do schools have standards or guidelines for calculating and establishing teaching workload?

Teaching workload is a subject that is frequently under review in many of the schools surveyed. Each school has created a fairly unique way of looking at their teaching loads. The following descriptions will provide a sense of the various considerations that go into creating programs that seem right and fair in each setting.

Kindergarten

All of the schools surveyed consider their kindergarten teachers to be full time teachers who have all of their teaching periods condensed into the morning. The schedule for kindergarten teachers begins about 8 in the morning, and ends either just before or after lunch. In addition kindergarten teachers attend the full faculty meeting and a kindergarten department meeting each week. The teachers are expected to do other work related to the kindergarten as well including prospective student interviews (a heavier burden in this part of the school than elsewhere), work with parents, and practice for puppet plays. Kindergarten teachers also work on committees in the same way as all other full time teachers. Kindergarten teachers are also responsible for supervising the work of their assistants and for managing the kindergarten after care program.

Class teachers

All of the schools described their class teachers as being responsible for teaching main lesson plus those classes not covered by other subject teachers. The number of those other

varies depending on the grade of the class, as fewer special subjects are taught in the younger grades while older students enjoy a full complement of special subject classes. Most schools report that there is a natural progression from the class teacher being with the students quite a bit during the early grades to seventh and eighth grade teachers seeing their classes only during main lesson. Class teachers often supervise lunch for their classes as well, and are present during periods taught by subject teachers as needed.

The heavier workload with the younger classes and the additional strain of creating the rhythmic form and discipline in the classroom have led schools to find several ways of supporting these teachers and providing a healthy balance in their schedules. In one school a classroom assistant is provided in first and second grades, helping with classroom set up and assisting the children as they get ready for recess. In another school class teacher schedules are set so they receive two afternoons a week off. Generally they leave one day by 1 PM and another day by 12:15. Another school reported that in Grade 1 the class teacher is off three afternoons a week. This was scheduled originally to provide the students with several good long nap periods. However, it was soon noticed that the teacher was also looking far more rested and was able to end the year with the forces to look forward to the second grade.

The heaviest workload reported was main lesson plus eight extra periods. In this school the class teachers in seventh and eighth grades teach many of the special subject classes. These teachers each have an assistant ten hours a week and are free to use those assistants to teach classes, do corrections, or whatever best serves the needs of the teacher and the students.

Subject teachers

Subject teacher workloads vary from sixteen to twenty, with most schools reporting eighteen to twenty periods. Full time subject teachers serve on at least one committee and attend the faculty meeting. In some schools subject teachers have regularly scheduled substitution times to, for example, support the mentoring program. As part of their substitution schedule they are required to be on campus one morning a week to fill any main lesson substitution needs. This eliminates much of the difficulty in filling last minute main lesson substitutions, and it helps all members of the faculty feel that they carry different but equal responsibilities in the school. Subject teachers are also called on for yard and recess coverage, often more frequently than class teachers who have heavier class loads.

High school teachers

A wide range of approaches to scheduling and workload is found in the high schools responding to the survey. In one school the high school does not count student teaching hours at all. Instead full time employees are expected to be on campus a certain number of hours each week. For example, teachers will come in at 8 AM (or 9 if not teaching a main lesson) and stay until school is dismissed. They are also expected to attend two afternoon faculty meetings each week. A special subject teacher comes in at 10:30 AM, and then stays for the same time as a full time colleague. Half time teachers usually work just the morning or just the afternoon, depending on when their classes are scheduled. For example, the librarian works mornings while the music teacher comes in for the afternoon.

In another school the high school teachers are expected to work sixteen to seventeen contact periods a week. Full time teachers are expected to do student advising for about five to eight students. Some faculty members also serve as class sponsors, and the rest of the full time

faculty members are required to each support a sponsor in his work with a class. High school teachers are also expected to serve as chaperones at student events, act as peer sponsors for colleagues at the school, and serve on either a faculty or student committee.

A third school reported that the high school is open from 7:30 AM until 4:30 PM four days a week, and from 7:30 AM until 3:30 PM on the fifth due to the faculty staff meeting. High school faculty are expected to be on campus from 8 AM until 3:30 PM daily, and are scheduled at times for either the earlier or later shifts. The full time equivalency is 27.5 units. A unit is determined as follows:

5 units for a class that meets 5 periods a week for a year

1 unit for a class that meets one period a week for a year

2 units per 3-week main lesson block

2 units for class sponsor

1 unit per individual student advisee

Do schools weight some classes differently than others?

None of the schools studied weight any of their classes more heavily when calculating workload. However, there is a general recognition that some classes (e.g. high school mathematics or writing courses) may have a significant level of corrections associated with them. For this reason it is critical that teachers have quality workspaces available to them throughout the day where corrections can be done without distraction. Although each school has a general approach to scheduling, adjustments are routinely made for a variety of reasons, and a course load with excessive corrections could be considered a reason to adjust an individual's workload.

How do schools ensure that individuals receive schedules that are personally healthy, widely perceived as fair and comparable to others, and that collectively meet the needs of the school?

Most schools have a single individual charged with putting the schedule together for the year. Oftentimes this is a long time teacher or administrator, someone who knows the workload implications of various classes and who is able to make informed suggestions about schedule alterations that will meet an individual's needs and be socially supportable by other teaching colleagues.

Some schools report that setting the class assignments is fairly straightforward, but that committee assignments can be more difficult. In some schools it is the faculty development committee that assigns individuals to committees, trying to balance the individual's skills and interests with the needs of the various committees. It is important that this area of work be held in consciousness, for it is easy for people with gifts to overextend and get burned out. The scheduler and the faculty development committee must be sensitive to this and work together to consciously bring balance into teachers' schedules. In most schools any major difficulties that cannot be worked out between the colleague, the scheduler and the faculty development committee are referred to the College of Teachers.

Another school reports that any changes to committee assignments are handled at a faculty meeting at the beginning of the year. People are provided with an opportunity to speak about feeling burdened or to note that they are ready to take on additional work. The faculty looks for balance, recognizing that some people have greater gifts in committee work than others but also keeping these individuals from over-committing.

Is there any allowance made in the schedule for participation in the life of the school such as committee work or serving as College or faculty chair?

Most schools adjust the schedule for the faculty chair so that the position is primarily administrative. The faculty chair is typically seen as fifty to eighty percent administrative; the norm is about seventy-five percent with only a few classes being taught each week. Only one school reported service as the faculty chair is counted as the teacher's committee work, and that no other credit is given for this additional responsibility. Some of the schools reported schedule adjustments for their College chair, but added that these were not the norm and were handled on a case-by-case basis.

Many schools report that first year teachers are exempt from participation in the committee life of the school, and that even experienced teachers who are new to the community are asked to take a year, get settled and meet the community before taking on committee work. First grade teachers, regardless of their years of service, are often freed from any committee work.

At times schools will also reduce workload on a case-by-case basis if a teacher is dealing with a personal crisis of some sort, or if the class is in crisis.

Seniors teachers who are asked to carry the responsibility of mentoring other colleagues have this service recognized as committee work.

One school noted that it is the role of the faculty chair to be sensitive to the needs of the teachers, and to send someone home if he or she is getting overextended. This is especially true at report writing time, but can come up at any time throughout the year.

A school and faculty are well served when the school is truly interested in supporting the activities that bring renewal to its teachers and allows the faculty chair and the scheduler the authority to support these efforts to create balance. It is also important to recognize that teaching is only one part of what makes a good teacher. Parent work, collegial work, and administrative work are also important. There must be a give and take, and a real desire to make the schedule work for everyone.

What are the underlying principles and practices that make a school particularly effective in the area of workload management?

The overriding focus is on creating a schedule that is healthy for the students and balanced for the teachers.

Schools try to be conscious of pacing in the schedule. One school has a goal of scheduling so as to give each class teacher one afternoon off a week. This doesn't happen every year for every one, as this is often the last priority in setting schedules. Similarly, at this school subject teachers are not expected to be at school until the end of main lesson.

Conscious efforts are made to ensure that the extra work outside of the classroom is evenly distributed.

The creation of a faculty chair position has been an important step in building a healthy faculty. The faculty chair is responsible for the general health of the faculty. This is achieved in several ways. While the College sets the general schedule for the year, it is the role of the faculty chair to sense when someone is overburdened in the moment and to help that person get some relief. The faculty chair also senses when there are patterns to complaints and serves as the focal point for schoolwide issues so that faculty members, especially class teachers, do not

receive too much of this burden. The faculty chair is a communicator between groups, sharing information and leaving less room for misunderstanding and the escalation of a problem to a serious level. The faculty chair works to ensure that the school year starts with everything in place so there is a smooth beginning. The focus is on facilitating all school pedagogical matters in a way that promotes soul economy.

Schools trust that its colleagues will do what is right for the school, the children and their colleagues. People are not viewed as trying to shirk their responsibilities, and when a concern arises it can be discussed from a positive perspective.

Schools recognize that new teachers need a little space for extra preparation time and to allow for their learning curve, and schedules are adjusted accordingly.

It is important for schools to recognize that some people can give more than others, and that two people making different contributions may both be working at full capacity and doing work that is honored.

The school has to be realistic in terms of setting schedules because there is a real desire to support long-term success. Burdensome schedules must be avoided even if the school is desperate; this is a path to burnout and faculty turnover.

Development: Publicity and Public Relations

What are the key points in a school's philosophy regarding publicity and public relations?

- ï Whoever walks in the door is a public relations opportunity.
- ï Everyone at the school is responsible for public relations. The way in which each member of the faculty and staff conducts himself with neighbors, parents and the public is crucial to the school's positive profile.
- ï All public relations work has a dual purpose. Raising the profile of the school and making positive changes to the school's image both serve the fundraising and enrollment efforts.
- ï The Development Office must work in collaboration with the Admissions Office. The Development Director is the point person for all contacts with the press, but the Admissions Director frequently sets the details of a visit schedule and coordinates this with the teachers.
- ï Develop a written public relations crisis policy and plan.
- ï All of our printed materials must reflect the work we do in the classroom. The whole image and tone of our advertising and promotion must be a reflection of the school's values. Do not allow the richness of what is happening inside the classroom to get overlooked by using materials and visuals of lesser quality.
- ï Name recognition is vital. It takes constant work to ensure a high level of awareness in the broader community.
- ï Finding the right language that communicates quickly and easily the vision, mission and values of the school. That message must be well crafted and consistent and in language that everyone understands. These statements help people know about the school and its purpose and must be clear to all, especially non-anthroposophists.
- ï Clarity about the school's target audience. This is vital if the school is to be successful in getting the right message to the right people.
- ï Electronic media is the way of the future. Consider adding a community forum to your site, and perhaps an e-commerce section that allows people to make on-line purchases from the school store.
- ï Take advantage of public service announcements on local radio. They are a great way to get the news of your events out to the community.
- ï Relations with state and local government are very important. Encourage everyone at the school to join local civic committees.
- ï It is all marketing! Keep your school clean, beautiful, and well lit. Provide visitor friendly signage.
- ï Good public relations and publicity work begins at home.

Checklist

- ï Are ongoing communications with the immediate community and parent body regular and clear?
- ï Is there full disclosure of the philosophical/spiritual background of the school?
- ï Are the school's key messages reviewed periodically? Is the school program steadfastly congruent with its mission and value statements?
- ï Are difficult discipline and special needs cases fully documented and communicated effectively? One person badmouthing the school because "I was never told" can cause damage to a school's reputation that is far more difficult to repair than to prevent.
- ï Are all complaints and concerns dealt with promptly and professionally? Is there an agreed upon standard of professionalism among staff on this issue? (Hint: It is not about being right or wrong, being anthroposophical or not. It is about the person being professionally acknowledged as a human being and, yes, as a valued participant of the organization. All other issues about the merits of the complaint can be dealt with in due course—after the person has heard clearly "Thank you for taking the time to bring this issue to my attention. It will be handled by [name of person/committee] by [reasonable time]." A school that treats its public with courtesy will generate good publicity and public trust and can weather public relations challenges far more effectively.

Science Equipment

Equipment Needed for Teaching 6th, 7th and 8th Grade

Physics and Chemistry

Compiled by David Mitchell and Roberto Trostli

Materials named on one subject list, though needed for another subject, are not listed twice.

CHEMISTRY

Quantity	Description
1 pr.	Asbestos (Ceramic Fibere) gloves
1	Balance, weighing - triple beam
1	Balance, spring - 2000 grams maximum
1	" " - 500 grams maximum
1	" " - 250 grams maximum
1	" " - 200 pounds maximum
1 set	Weight sets, hooked, 1ñ1000 grams
1 set	Weight sets, steel disc on bar, 20% max (Weight Lifter Set)
1	Barometer (Aneroid)
2 doz	Beakers, Pyrex, assorted sizes: 50ñ4000 ml
	Beakers, plastic, assorted sizes: 100ñ4000 ml
≠	Bottles, wide mouth, 16 oz
6	Bottles, narrow mouth, 16 oz
2	Brushes, beaker
2	Brushes, flask
2	Brushes, test tube
1	Burner, Bunsen (hand torch), propane
1	Burner lighter (flint and steel)
1	Burner, wing top
1	Chimney, glass
2	Burette clamps
2	Test tube clamps, wooden
4	Clamps, hosecock 1/2", screw type
1	Chart, Dangerous Materials (Stansi Scientific)
1	Chart, Periodic Table of the Elements
2	Clay triangles

1 set	Corks, assorted
1 set	Cork borers
2	Crucibles, porcelain, medium size, with covers
2	Crucibles, sheet iron, 200 ml, with covers
2	Cylinders, graduated, 10 ml, glass
2	Cylinders, graduated, 100 ml, glass
2	Cylinders, graduated, 1000 ml, glass
6	Dishes, watch glass, 5 diam., Pyrex
6	Dishes, Petri, 100 mm diam., Pyrex
2	Dishes, iron, 6 diam.
2	Dishes, porcelain, 3 diam.
1	Dish, porcelain, 10 diam.
1	Filter pump (aspirator)
2	Flasks, boiling, 500 ml, flat bottom, Pyrex
2	Flasks, boiling, 500 ml, round bottom, Pyrex
1	Flask, boiling, 2000 ml, round bottom, Pyrex
2	Flasks, Erlenmeyer, 500 ml, Pyrex
2	Flasks, Erlenmeyer, 250 ml, Pyrex
1	First aid kit
2 pairs	Forceps (tongs)
2 pairs	Forceps (tweezers), 5
2	Funnels, analytical, 75 mm, glass
1	Funnels, analytical, 75 mm, polypropylene
1	Funnels, powder, 75 mm, polypropylene
1	Fire extinguisher, dry chemical charge
1	Fire extinguisher, CO ₂ charge
1	Fire blanket, asbestos (ceramic fiber)
2 doz	Safety goggles
2	Gauze, wire, 6 square, ceramic center
1	Funnel support, wood
6	Funnels, thistle
1	Funnel, 8 diam., polypropylene
1	Gas cylinder, lecture bottle size
	Ammonia
	Chlorine
	Carbon Dioxide
	Hydrogen
Helium	
	Nitrogen
	Oxygen
	Sulphur Dioxide
6	Glass plates, 4 Square
4	Glass plates, cobalt blue
10 lbs	Glass tubing and rod, assorted diam.
2	Glass cutters (for tubing)
2	Glass cutting files, triangular, 6 long
1 small package	Glass wool "

1	Hot plate, electric
2	Hydrometer cylinders, 600 ml
1	Hydrometer cylinders 100 ml
	Hydrometers
1	Range: S.G. 1.000ñ2.000
1	Range: S.G. .650ñ1.000
2	Meter sticks
1	Mortar with pestle (medium size)
2	Medicine droppers
2	Spatulas, stainless steel, 5 length
2	Spoons, deflagrating, brass, 1/2 diameter
1	Spoon, measuring, 1 teaspoon
1	Spoon, measuring, 1 tablespoon
4 each	Stoppers, rubber, assorted sizes #00 to #13; solid, 1 hole, 2 hole
3	Support stands (tripod)
3	Support rods
2	Support rings, 3 diam
2	Support clamps, iVi type, large
6	Support clamps "
2	Support tripods, 10 high, 3 diam. top
2	Test tube racks
2 doz	Test tubes (3/4 x 6 ") "
2	Thermometers: -20°C to +110°C
1	Tongs, beaker " "
2	Trowels (scoopula), stainless steel
2	Triangles, clay
1	Trough, pneumatic
	conc. H ₂ SO ₄ (sulphuric acid)
	conc. H ₂ O ₃ (nitric acid)
	conc. HCl (hydrochloric acid)
	NaCl (table salt ñ not iodized)
	NH ₄ Cl (Ammonium chloride)
	Zn (zinc powder)
	wooden splints
	S (sulphur)
	P (phosphorus ñ white or yellow)
	Fe (steel wool ñ fine)
	KMnO ₄ (potassium permanganate)
	Litmus (granules and paper)
	Cu (metal chunks)
	Ca (OH) ₂ (calcium hydroxide)
	H ₂ O ₂ (hydrogen peroxide ñ household)
	Zn (zinc ñ mossy)
	MnO ₂ (manganese dioxide)
	Na ₂ SO ₃ (sodium sulphite)
	CaCO ₃ (marble chips ñ calcium carbonate)
	Al (aluminum ribbon)
	NH ₄ NO ₃ (ammonium nitrate)

$(\text{NH}_4)_2\text{Cr}_2\text{O}_7$ (ammonium dichromate)
Mg (magnesium ribbon)
 CCl_4 (carbon tetrachloride)
 CS_2 (carbon disulphide)
 CH_3OH (methyl alcohol)
 CH_3CO (acetone)
KCl (potassium chloride)
 SrCl_2 (strontium chloride)
 H_3BO_3 (boric acid)
 CaCl_2 (calcium chloride)
 CaOCl_2 (calcium oxychloride)
LiCl (lithium chloride)
 CuCl_2 (cupric chloride)
 $\text{Na}_2\text{S}_2\text{O}_3 \cdot 5\text{H}_2\text{O}$ (sodium thiosulfate)
Ebony wood sample

MECHANICS

Quantity	Description
6	Pulley: single
6	Pulley: double
4	Pulley: triple
4	Pulley: quadruple
1 set	Pulley: block and tackle, 300# capacity
6	Lever clamps (for meter sticks)
1	Jack screw
1	Wheel and axle (with clamp)
1	Inclined plane with car, adjustable

FLUID MECHANICS

Quantity	Description
1	Force pump, model
1	Lift pump, model
1 set	Capillary tube set
1	Weight of air cylinder
1	Guinea and feather tube
1 set	Magdeburg hemisphere set
1 set	Bell jar with vacuum plate, open top
1	Air effects car (Edmunds catalog pp.70, 307)
1 each	Aquariums (one small and one large)
1 set	Specific gravity, set of samples
2	Aspirator bulb pumps
1	Hot water bottle
1	Self-starting siphon
1	Tantalus cup siphon

OPTICS

Quantity	Description
1 set	Set of positive and negative lenses
1 set	Equilateral prisms, large
1 set	6" x 6" mirrors, plane
1	Mirror, convex
1	Mirror, concave
1	Glass sheet, ground, 12" x 12"
3	Incandescent lamp projectors
1 set	Additive (+) and Subtractive (-) color primaries, plastic
1	10 gallon fish tank

SOUND

Quantity	Description
8	Tuning forks, one octave: 256-512 cycles/sec.
1	Galton's whistle
1	Siren disc
2 sets	Singing tubes set (Knipp Tubes)
1	Cello bow
1 set	Chladni Plate set and holder
1 chart	Chart: Frequency Ranges of Musical Instruments
2	Stethoscopes
1 set	Parabolic reflectors (large)
1	Whistle with piston
1 set	Interference tables
1	Rubber hammer
1	Burner for sensitive flames
1	Manual vacuum pump
1	Rotator, manually operated
1	Monochord

ELECTRICITY AND MAGNETISM

Quantity	Description
2	Lodestones (sliced in half)
6	Bar magnets
1 lb	Iron filings in a shaker (for magnetic patterns)
1	Bar magnet support (stirrup)
2	Soft iron rods
1 pair	Disc magnets
2 pairs	Horseshoe magnets, large
1	Dipping needle
1 set	Magnetic compasses, assorted sizes
1	Lifting magnet, electrical
1	Permanent magnet, large, very powerful
2	Motors, St. Louis type
1	Magnetizer
1 set	Primary and secondary coil set
1	Induction coil
1	Variable transformer (Variac), 0-135 volts, AC, 5 amperes
1	High voltage transformer, 120 volts, AC input 15,000 volts, AC output
1	Tesla coil
1	Demonstration spot welder
1	Magneto-generator, hand operated
2	Glow discharge lamps: Neon
2	" " " : Argon
1	Lecture galvanometer
2	Resistance boxes 0-99,999 ohms
2 pairs	Earphones (telephone type)
2	Crystal for crystal radio
2	Contact keys
2	Buzzers
2	Electric bells
1	Carbon microphone
1	Magnetic microphone
1 set	Telephone, 2 transmitters and 2 receivers
1	Loudspeaker, permanent magnet type
1 kit	Battery parts and accessories
4	HOLDERS for size 1D1 cell
1	Battery hydrometer
1 set	Dry plate rectifiers, assorted sizes
1	Projection cell
1	Conductivity tester (lamp with two electrodes)
1	Electrolysis apparatus (Hoffman style)
6	Carbon rods

1	Carbon arc projector
1	Carbon arc demonstrator, open
12	Clip leads
1	Electroscope (glass window)
1 set	Electrostatic accessories
1	Radio receiver, short and long wave
1	Amplifier, audio
1	Leyden jar, disectable
1	Hollow globe, mounted
1	Piezoelectric generator
1	Electrostatic field plotting set
4 oz	Chopped hair
3	Relays, telegraph
1	Thermocouple
1	Electrophorus
2	Multimeters ñ B & K Precision, Dynanscan Corp., Model 2806

HEAT

Quantity	Description
1	Ball and ring apparatus
1	Compound bar
1	Air thermometer
1	Radiometer
1	Convection of liquids apparatus
1	Convection of smoke apparatus
1 pkg	Touch paper
1	Conductometer apparatus
1 set	Specific heat specimens
1	Heat lamp
1	Thermometer ñ ungraduated
4	Pulse glasses

This is from the *Human Resources Section of the Effective Practices* research project. This section will soon be available in its entirety on the internet.

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