

## **Association for a Healing Education Educational Support Training Program ~ Cycle 13**

**DATES: Oct. 2021 to July 2024**

**Co-DIRECTORS:**

Connie Helms, M.Ed.                      conniehelms@gmavt.net

Elyce Perico, M.A.Ed.    elyce.perico@gmail.com

**WHO ARE THE COURSE PARTICIPANTS?**

Applicants to our program are often class teachers, teachers in early childhood programs or subject teachers in a Waldorf school; they may also work in other educational settings. Applicants aspire to become certified specialists in Educational Support in a Waldorf setting or in private practice. Others have not been Waldorf teachers, but have knowledge of the educational philosophy and work with children in some capacity. The children of the past few decades have particular needs that require specialized understanding yet also much of our work filters into helping colleagues and parents.

See the last page of this document for a list of program goals.

**REQUIREMENTS:** We require that people have taken a Foundation Study course in Anthroposophy or are willing to embark on such a study either formally or with an approved mentor. See [www.centerforanthroposophy.org](http://www.centerforanthroposophy.org) or [www.arcturus.info](http://www.arcturus.info) for more information on foundation study courses. A formal training in Waldorf education is ideal to have but not required. A teaching or therapeutic background is helpful.

**IN PERSON MODULES:** Our location is ideally the Hartsbrook School in Hadley, MA, accessible by major highways. However, an update in September 2021 is that circumstances prevent us from meeting at Hartsbrook. Therefore we are seeking an alternative place for our in person session. If we are unable to secure a location, online meetings will be substituted.

The three year program encompasses:

Year 1, three modules, Oct. 7-10, 2021, April 2022 (4 days), July 2022 (2 weeks)

Year 2, three modules, Oct. 2022 (4 days), March or April 2023 (4 days), July 2023 (2 weeks)

Year 3, two modules, Oct. 2023 (4 days), July 2024 (2 weeks, graduation session)

*(Also in year 3 there is a two day practicum for each certificate level student, at their location.)*

**ONLINE SESSIONS:** We will have regular online “check-in” sessions in between the in person meetings. These are an integral component of course content.

Year 1, four sessions (2 hours each): January, February, March, June

Year 2, four sessions (2 hours each): November, January, February, June

Year 3, four sessions (2 hours each): November, January, February, June

**TUITION: Full certificate tuition** – \$2200 per year

**Audit level tuition** – \$1700 per year

Tuition is due in two equal payments, Oct. 1 and March 1. Everyone must sign a tuition contract. See below for scholarship information. Audit level does not offer a certificate, nor mentoring, nor a requirement to do homework.

To apply for the program, fill out the online application form on the website. A non-refundable application fee of \$50 (payable on the website) is due with the application.

## **PROGRAM CONTENT**

**YEAR 1:** Content for the first year includes child development, building observation skills and acquiring a range of whole class activities to support movement integration, the foundation senses, memory and executive functioning. Modern research in neurodevelopment is also explored. Artistic work for inner development includes creative speech, eurythmy, and painting.

***This first year can be a stand-alone year for those unable to make a commitment to three years. Tuition is \$2200.***

**YEAR 2:** Second year content includes all components of the Extra Lesson assessment, the rationale for Extra Lesson exercises and practicing them with precision. Also covered are learning styles, refining observations and planning activities for early childhood, the grades and middle school/high school, both for individuals and classes.

Another aspect of the second year is a visit to a practicing Educational Support teacher to observe professional work in the field. The visit can be in a Waldorf school or private practice for 1 - 2 days with one person, or in 2 separate places. You pay for your travel, housing and food and we reimburse the teaching professional with a small honorarium for their expertise and availability. One can visit a practicing teacher in your area or make arrangements to observe someone in New England adjacent to a weekend on-site session. Online check-ins with a mentor are part of year two. Artistic work for inner development continues to be integral to the program: creative speech, eurythmy, and painting.

**YEAR 3:** The third year focuses on deepening inner development and exploring therapeutic aspects of education such as pedagogical story and many indications from Rudolf Steiner, Karl Konig and other educators working within this field. As a final project, participants develop a case study as a culmination of the previous two years' study of observation, assessment and planning and implementing a therapeutic program for a child.

Ideally in the spring of year 3, a mentor from AHE travels to observe each participant for two days as part of a practicum. Our visit includes observation of the participant doing an Extra Lesson assessment and creating an appropriate therapeutic series for a child, plus observations of regularly scheduled individual and whole class Extra Lesson sessions.

We also review professional paperwork: process forms, record keeping, written reports, and informational handouts for parents and teachers. There are scheduled online check-in conversations with a mentor throughout the year. Artistic work continues with creative speech, eurythmy and painting.

**TRAVEL:** I-91 or Bradley International Airport in Hartford, CT (for the Hartsbrook site)

**HOUSING:** Local housing within Waldorf community, local B and B's, and hotels

**MEALS:** We provide a light morning snack and coffee/tea at 10:30 a.m. We try to offer a catered lunch for those who wish to purchase this.

**TUITION ASSISTANCE:** Our AHE training program does not qualify for Federal Student Aid. For certificate level participants only, we have limited scholarship funds available. To request a scholarship, a brief email explaining needs (child in college, medical bills, etc.) will suffice, and the award amount will be deducted from the March payment. Therefore, the October 2021 payment is half of the yearly amount, depending on the status as certificate or audit. We accept PayPal, bank checks, personal checks, or money orders.

**HOMEWORK:** Assigned homework includes reading, practice of Extra Lesson and other exercises, activity for the inner life of the teacher, child observation, journaling, form drawing and writing on certain topics. Short papers are required, then observation components are built up until year 3 when a write up is done of a full case study. Reading homework includes readings from Anthroposophy and Rudolf Steiner, the Extra Lesson and other books by Audrey McAllen, plus mainstream books covering topics concerning the children of today. Webinars in relevant topics are also utilized.

**A VIEW OF A DAILY IN PERSON SESSION:**

8 a.m. Arrival (prep for snacks & have a last cup of tea/ coffee)  
8:20 - 8:45 Singing, Announcements, Verse  
8:45 - 9:45 Activity (eurythmy or movement)  
9:45-10:15 *Morning snack break*  
10:15-12:15 Presentation  
*12:15 – 1:25 Lunch break*  
1:30 - 3:00 Movement and concepts  
3:00 - 3:15 *Short break*  
3:15 - 4:45 Activity: Extra Lesson practice and painting  
4:45 - 5:30 Review and preview, sharing

Most evenings are free to socialize, dine and catch up on readings. Sometimes there is an evening presentation.

Fall and spring sessions typically end on a Sunday mid-afternoon and in summer we end on the final day by 1 PM, in order to facilitate same-day travel.

## **PROGRAM GOALS**

- 1) Understand the child with school environment challenges and be capable of observing how individual children are manifesting personal and more universal responses to current culture.
- 2) Create learning environments that offer children with special needs more of an opportunity to develop learning skills, increase their capacity for positive socialization experiences in the classroom and school setting, and to aid them in regulating their affective responses.
- 3) Engage in the study and application of specific aspects of Rudolf Steiner's educational philosophy that directly prepare teachers for educating the diverse learner.
- 4) Demonstrate an ability to understand and analyze both Waldorf and current evaluative methods for discerning a child's developmental stage and his or her learning style.
- 5) Utilize the assessment tools and activities found in Audrey McAllen's body of work known as the Extra Lesson, as well as supporting texts within the field of sensory and neurological development. These approaches address developmental issues and school readiness.
- 6) Penetrate the work of the Extra Lesson from the initial stage of assessment, through creating lesson plans, reports and referrals, and implementing developmental movement.
- 7) Learn the characteristics and benefits of various interventional programs for the more compromised learner, such as alternative and standard medicine, therapeutic education and artistic therapies.
- 8) Develop capacities for designing protocols and formats such as assessment procedures and tools, evaluations and written reports, lesson plans for groups and individuals, as well as forms and procedures for a school or private practice.
- 9) Cognitively grasp and be capable of articulating these four areas: the physical body, the life forces, the feeling life, and organizational capacities. This is inclusive of establishing competency in the application of these concepts through observations and interactions with the children.
- 10) Enhance professional capacities to directly contribute to the shared concern and to work with parents and professional colleagues at a school or in private practice.
- 11) Practice methods for creating a deeper understanding of children through observation and imaging techniques. This includes the Child Study procedure.
- 12) Engage in artistic practices for the direct benefit to the children and for strengthening the inner life and perceptive capacities of the teacher.