

Educational Support Training Program ~ Cycle 14
www.healingeducation.org

DATES: Oct. 2024 to July 2027

This is a three year, part time training: October and April for long weekends and two weeks in July. *See below for specific dates.*

CO-DIRECTORS:

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IN PERSON MODULES: Lexington, Massachusetts

OUR EDUCATIONAL SUPPORT TRAINING is a major resource in Waldorf education and other educational and therapeutic settings. It is a three year part time training that has held 13 previous cycles since 1990. Some modules can be taken alone as professional development courses.

Our aim is to provide the tools to serve the foundational needs of children today, addressing situations in classrooms and other settings. Program goals include learning observation and assessment strategies, along with inner self development to understand the many ways we can help children on their developmental path. Teachers from early childhood to the upper grades can benefit from our modules that teach integrating movement exercises, body geography and spatial orientation exercises, plus activities that strengthen auditory and visual processing, executive function and memory. Stronger developmental foundations in children support their academics.

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. Many applicants aspire to become certified specialists in Educational Support in a Waldorf setting or in private practice, or they aspire to enhance their knowledge in the classroom. Applicants who are not Waldorf trained may still have knowledge of the educational philosophy, working with children in some capacity. Our work includes helping colleagues and parents to better serve the children of today.

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 for information about their course called *Explorations*. Many study centers in the Waldorf movement offer live or online studies. A formal training in Waldorf education is ideal to have but not required. A teaching or therapeutic background working with children is ideal.

ONLINE SESSIONS are also integral to the course, occurring in months where there are no live sessions. These meetings are in September, November, January, February and March.

TUITION: \$2,500 per year, for each of three years.

Payments are made by check, Venmo, PayPal or credit card. A non-refundable application fee of \$60 payable to AHE is due with the application. Everyone must sign a tuition contract. *See below for scholarship information.*

Tuition payments are due October 1st and March 1st. If scholarship is awarded, we deduct the award amount from the March payment.

TUITION ASSISTANCE: Our program does not qualify for federal student aid. We have limited scholarships of a few hundred dollars per year. There is no guaranteed amount per year, but one can apply each year. Past recipients have been satisfied with the available amounts awarded. To apply for a scholarship, please send a brief email explaining individual needs (medical bills, child in college, etc.) to Connie Helms connie@healingeducation.org

TRAVEL: Interstate, Amtrak train, or by air - *Logan International Airport, Boston, MA*

HOUSING: local B and B's, hotels and limited local housing within the community

MEALS: We provide morning snacks plus tea/coffee, then tea/coffee mid-afternoon. Places to purchase lunch in the area include Wilson Farms, Trader Joe's and Whole Foods. We do not have access to a kitchen for cooking or heating foods.

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YEAR 1: October 10-13, 2024 / April 24-27, 2025 and July 7-18, 2025

YEAR 2: October 9-12, 2025 / April 23-26, 2026 and July 6-17, 2026

YEAR 3: October 8-11, 2026 / April 22-25, 2027 and July 5-16, 2027

Year 1 focus: Child Development, Educational Support, Classroom Applications
This year is available as an individual option for classroom teachers.

Year 2 focus: The Extra Lesson, Learning Styles, Assessment and Observation.
Required this year is a visit to a practicing Educational Support teacher to observe professional work in the field. Check in calls with a mentor are part of year two.

Year 3 focus: Deepening Inner Development, Therapeutic Aspects of Curative Education, a case study and a practicum. An AHE mentor visits your school or setting for a two day observation of your work as you screen children for developmental milestones and bring activities to individuals and classes.

CONTENT

Themes throughout the training include sharpening our observation skills, learning some causes of challenging behaviors, bringing games and activities to strengthen the developmental path, and pedagogy to help children overcome obstacles in order to reach their full potential. Alongside reviewing content in Waldorf Education from Dr. Rudolf Steiner and Dr. Karl König, we will experience the Extra Lesson, created by Waldorf teacher Audrey McAllen. In her work, based on her study of several key lectures from Rudolf Steiner, we find a deep exploration of why children struggle to be at home in their body, and how we can help them in classrooms, small groups and individual settings. These concepts are complemented by current neurological research on the developing child's body/brain connection.

ARTISTIC OFFERINGS enhance teacher development:

Creative Speech, Eurythmy, Singing, Painting and Form Drawing

HOMEWORK: Assigned homework includes readings, practice of Extra Lesson and other exercises, child observation, activities for developing the inner life of the teacher, journaling, form drawing and brief write-ups of readings, observations and self reflection. Each year observation components are built up until **year 3**, when a write up is done of a full case study. *Samples are provided.*

Homework includes readings from Anthroposophy and Rudolf Steiner, the Extra Lesson plus other books by Audrey McAllen, and mainstream books covering topics concerning the children of today. Webinars on relevant topics are also utilized.

A VIEW OF A DAILY SESSION:

8 a.m. Arrival (prep for snacks/lunch & have a last cup of tea/coffee)
8:30 Singing, announcements, activity or games for the classroom, Verse
9:00 Lecture or Presentation
10:30 *break (30 min.)*
11:00 Lecture or Presentation
12:45 – 2:00 *Lunch*
2:00 Artistic work (speech, eurythmy, painting) & practice exercises
3:15 *short break*
3:30 Activity, practice and discussion
5:00 Review the day
5:30 Close of day

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

~Audio recordings are allowed for personal use only. Some sessions are recorded in videos.

~For a weekend session, we aim to end on a Sunday afternoon by 12:30 and in summer we end on the final day by 1 p.m. In the first or second summer we will hold a session on a Saturday to accommodate a guest teacher.