



WALDORF TEACHER EDUCATION PROGRAM
EDUCATION FOR RENEWAL

SUMMER SEQUENCE OPTIONS
YEAR-ROUND OPTIONS

ANTIOCH UNIVERSITY NEW ENGLAND

40 Avon Street
Keene, New Hampshire 03431-3516
www.antiochne.edu

ANTIOCH
UNIVERSITY
NEW ENGLAND

WALDORF TEACHER EDUCATION PROGRAMS

WALDORF EDUCATION'S BEGINNINGS

Waldorf Education was developed at the beginning of the twentieth century by Rudolf Steiner, an Austrian educator, philosopher, scientist, and artist. He based this new art of education on a knowledge of the developing human being called anthroposophy. Anthroposophy offers a philosophy of personal transformation that is of great value to the vocation of teaching. Antioch University New England's Waldorf Teacher Education Program, based on Steiner's philosophy, was founded in 1982 to meet the rapidly growing need for Waldorf teachers in North America.

ANTIOCH UNIVERSITY NEW ENGLAND'S WALDORF TEACHER EDUCATION PROGRAM

Antioch University New England's programs are for those who are considering becoming Waldorf teachers, for class and early childhood teachers who have not yet completed a Waldorf teacher education program, for both new and experienced class teachers who desire further training, and for special subject teachers (foreign languages, handwork, etc.) who want to do a full teacher training program.

THE WALDORF TEACHER EDUCATION PROGRAMS UNFOLD THROUGH A COMBINATION OF GROUP COURSEWORK, INDEPENDENT STUDY, AND PRACTICAL EXPERIENCE. MAIN FEATURES INCLUDE:

- ◆ Waldorf teacher certification recognized by the Association of Waldorf Schools of North America; all master's programs accredited by the North Central Association of Colleges and schools
- ◆ in-depth study of how the Waldorf curriculum meets the cognitive, emotional, and moral needs of children
- ◆ internship and practicum experiences that enable students to apply their learning in the classroom
- ◆ course instructors with fresh insights from direct classroom practice with children
- ◆ artistic courses which develop creative capacities for personal development and application in the art of teaching
- ◆ in-depth exploration of the theoretical foundations of Waldorf education and anthroposophy
- ◆ a learning community to which the student contributes personal experience, insight, and research
- ◆ weekly professional seminars to reflect on direct school experiences, practice, and other aspects of the program
- ◆ exhilarating and demanding summer intensive sessions in a retreat setting on the scenic hilltop campuses of two adjacent Waldorf schools in Wilton, New Hampshire with Waldorf teachers from all over the world
- ◆ personal, social, and professional connections with individuals and schools that last a lifetime

Cover and full-page illustrations: Karine Munk Finser

TWO OPTIONS FOR STUDY

Students can pursue one of two avenues for their studies: Year-Round options, or Summer Sequence options.

The Year-Round options offer a Waldorf Certificate (28-credit minimum), a Master's in Elementary Education (40-credit minimum), or a Master's in Elementary/Early Childhood education with New Hampshire State Certification (44-credit minimum). The Summer Sequence options offer a Waldorf Certificate (28-credit minimum), a Master's in Foundations of Education (32-credit minimum), or the Summer Sequence Advanced Track option, which offers a Master's in Foundations of Education (32-credit minimum).

YEAR-ROUND OPTIONS

These options are typically for those who are new to Waldorf Education or have minimal teaching experience. They are also for students who live in New England or plan to move within commuting distance to Keene. Courses begin in July with a 3-week summer intensive in Wilton, New Hampshire, followed by coursework at Antioch University New England in Keene on Thursdays, Fridays, and some weekends during the school year. A second three-week summer intensive in Wilton finishes this option for those seeking the Waldorf certificate. Students pursuing a Master's degree have an additional semester to complete an internship or practicum, and master's project. This semester can be completed outside of the New England area. One-week summer institutes on specialized themes serve as elective options.

SUMMER SEQUENCE OPTIONS

Two of these options are typically for those already teaching in a Waldorf school or who live farther away and cannot attend classes in Keene. They include three sequential 3-week intensives in Wilton, New Hampshire, with independent studies, internship and/or practicum work back at home during the school years. One-week institutes on specialized themes serve as elective options.

SUMMER SEQUENCE ADVANCED TRACK OPTION

Waldorf teachers with more than seven years of experience may apply for this accelerated track of two sequential July intensives in Wilton, New Hampshire (The first summer's intensive is 3 weeks long, and the second summer's intensive is 4 weeks long). This two-summer (13 months), research-based option includes advanced level courses as well as practicum work, independent online coursework, and a master's project during the academic year.



SUMMER SEQUENCE WALDORF OPTIONS COURSE SEQUENCE

Master's (MEd) or Certificate
Certificate 28 credits
Master's 32 credits

FIRST SUMMER

Research for Personal and Social Change
Human Development
Anthroposophy: Projective Geometry
Eurythmy I, Painting I (Goethean Color Study), Speech I
Plus non-credit courses (Bothmer, Singing, Games, etc.)

FIRST SPRING

Master's: Practicum or Internship, Action Research
(online course)
Certificate: Education for Social Renewal (online course)

SECOND SUMMER

Waldorf Elementary Curriculum Seminar
Evolving Consciousness II
Eurythmy II, Speech II
Drawing, Painting II (Curriculum)
Plus non-credit courses (Bothmer, Singing, Games, etc.)

SECOND SPRING

Master's: Master's Project
** Certificate:* Practicum or Internship

THIRD SUMMER

Science Curriculum
Foundations of Human Experience
Arts to accompany Foundations of Human Experience
Math and Language Arts
Music Curriculum (optional for Certificate Students)
The Adolescent
Today's Child (optional for Certificate Students)
Plus non-credit courses (Bothmer, Singing, Games, etc.)
Optional one-week institutes on specialized themes

** Although it is intended that students take an Internship or Practicum this semester, they have the option of doing this Internship or Practicum in the Second Fall semester instead.*

SUMMER SEQUENCE ADVANCED TRACK OPTION COURSE SEQUENCE

Master's (MEd)
32 credits

FIRST SUMMER

Research II
Speech III
Eurythmy III
Evolving Consciousness II
Elementary Curriculum II
Painting III

FALL

Education for Social Renewal (online course)
Practicum

SPRING

Master's Project
Contemplative Inquiry (online course)

SECOND SUMMER

Foundations of Human Experience II
Music Curriculum
The Adolescent
Drawing
Institute: Organizational Integrity
Research/Master's Symposium
Today's Child

"To educate youth is to foster the spirit in things, to find tomorrow in today, to cultivate the being of spirit in life on earth."

—RUDOLF STEINER

YEAR-ROUND WALDORF OPTIONS COURSE SEQUENCE

Waldorf Certificate 28 credits

FIRST SUMMER

Anthroposophy: Projective Geometry
Human Development
Evolving Consciousness I
Eurythmy I, Speech I, Modeling
Singing

FIRST FALL

Waldorf Curriculum Preparation I: Grades 1–4
Waldorf Methods in Math and Language Arts
Evolving Consciousness II
Painting
Classroom Drawing
Drama

FIRST SPRING

Waldorf Curriculum Preparation II: Grades 5–8
Internship and Professional Seminar (Waldorf School)
Waldorf School Administration
Sculptural Modeling
Handwork in the Waldorf School
Electives

SECOND SUMMER

Foundations of Human Experience
Arts to accompany Foundations of Human Experience
Science Curriculum
Eurythmy
Speech II
Bothmer Gymnastics/Games
The Adolescent
Music Curriculum
Optional one-week institutes on specialized themes

Master's (MEd) in Elementary and Early Childhood Education with NH State Certification

44 credits

FIRST SUMMER

Anthroposophy: Projective Geometry
Human Development
Evolving Consciousness I
Eurythmy I, Speech I, Modeling
Singing

FIRST FALL

Waldorf Curriculum Preparation I: Grades 1–4
Waldorf Methods in Math and Language Arts
Evolving Consciousness II
Painting
Classroom Drawing
Drama
Integrated Learning: Theory into Practice
Math Methods or Reading Methods
Movement and Storytelling (Early Childhood)

FIRST SPRING

Waldorf Curriculum Preparation II: Grades 5–8
Internship and Professional Seminar (Public School)
Waldorf School Administration
Sculptural Modeling
Handwork in the Waldorf School
Conceptual Development
School Law
Children with Special Needs
Math Methods or Reading Methods
Pre-K–3rd Classroom (Early Childhood)

SECOND SUMMER

Foundations of Human Experience
Arts to accompany Foundations of Human Experience
Science Curriculum
Eurythmy
Speech II
Bothmer Gymnastics/Games
The Adolescent
Music Curriculum
Optional one-week institutes on specialized themes

Second Fall

Internship and Professional Seminar (Waldorf)

Master's (MEd) in Elementary Education without NH State Certification

40 credits

FIRST SUMMER

Anthroposophy: Projective Geometry
Human Development
Evolving Consciousness I
Eurythmy I, Speech I, Modeling
Singing

FIRST FALL

Waldorf Curriculum Preparation I: Grades 1–4
Waldorf Methods in Math and Language Arts
Evolving Consciousness II
Painting
Classroom Drawing
Drama

FIRST SPRING

Waldorf Curriculum Preparation II: Grades 5–8
Internship and Professional Seminar (Waldorf School)
Waldorf School Administration
Sculptural Modeling
Handwork in the Waldorf School
Electives
Supervised Independent Study (Waldorf Educational Research)

SECOND SUMMER

Foundations of Human Experience
Arts to accompany Foundations of Human Experience
Science Curriculum
Eurythmy
Speech II
Bothmer Gymnastics/Games
The Adolescent
Music Curriculum
Optional one-week institutes on specialized themes

SECOND FALL

Internship and Professional Seminar/Practicum (Waldorf School)
Master's Project

MEd courses in italics are in addition to the core Waldorf Certificate courses.



HOWARD PAULL
Waldorf Certificate, Summer Sequence '06
Waldorf Teacher
Pasadena Waldorf School, Altadena, California

As an international trade attorney with Ernst & Young, one of the 'Big-Five' accounting firms, Howard Paull led a fast-paced, high-pressure life for fifteen years. But when the Enron and Arthur-Andersen financial scandal unraveled in 2000 and 2001, Howard said enough and began searching for a new career. "I was really looking to change professions," says Howard. "I was forty-two and I wanted to figure out what I wanted to do with the rest of my life, how to start to give back and be of service."

Like many, Howard became involved in Waldorf education through his children. As he learned more about anthroposophy he became interested in the philosophical side of the movement. "It spoke to me and awakened in me a path that I was unconsciously on. I looked at it as a framework for becoming conscious on this path and in life in general."

He chose AUNE's Waldorf Teacher Education Program because of the faculty and their whole-systems approach. He was particularly interested in their mixture of the philosophical underpinnings of anthroposophy and the practical aspects of the Waldorf teaching. He enrolled in the summer sequence program because the schedule worked for his family and because many of his fellow students were teachers he could learn from. "I knew I could gain strength from my colleagues and be inspired by them," says Howard.

The most difficult part of the program but one of the most rewarding, says Howard, was the 15-week internship. "Torin [Finser] was really great helping me craft what would work for me." Howard interned for seven weeks with an experienced teacher at a Pasadena, California Waldorf school and then visited nine other Waldorf sites for observations including schools throughout California, two in Minneapolis, Minnesota, and two schools in New Zealand. "I think the strength of being an Antioch New England student opened doors for me that otherwise would have been closed."

CARMEN DIPIETRANTONIO
Year-Round Program, Elementary Waldorf Certification '05
First through sixth grade, German Language Teacher
Pine Hill Waldorf School, Wilton, New Hampshire



When Carmen DiPietrantonio tried to flee East Germany with her mother and brother at age six, it set in motion a chain of moves and transitions—some painful, some joyful—that would eventually bring her to the United States at twenty-two. Here in the states, Carmen worked as an au pair and then in international business, married and had a child.

Enrolling her daughter in a Waldorf school helped Carmen address her desire and ambivalence about becoming a teacher. "I had always toyed with the idea of being a teacher," says Carmen, "but I couldn't see myself in the [traditional] school settings."

Her time as an East German child in a West German school, and her experiences with discrimination, stayed with her. "The teachers were negative... sometimes derogative... and I always

pondered why I went through that," says Carmen. "When I found the Waldorf philosophy and saw how it affected my child, my family, and me as a person, I decided that it would be amazing to be part of all of this." She realized that the short- and long-term effects her own childhood teachers had on her, good and bad, had proved to be invaluable preparation for her own teaching. And she remembered that often she liked the subject in school if she liked the teacher. "The teacher really makes or breaks it. Children, especially when they are younger, really learn for the love of the teacher. I realized I can give that to the children."

She chose Antioch University New England's Waldorf Teacher Education Program because the school offered many educational options and hosted a diverse group of students and teachers. "They weren't all from the same environment, all from the same background," says Carmen. "That really spoke to me." She interned at the Pine Hill Waldorf School in Wilton, New Hampshire and eventually the school hired her as their German language instructor.

Her advice to future Antioch University New England students: Prepare yourself for the ride of your life. "You can't really even put it into words," says Carmen. "You have to experience it. [The program] was very rewarding and the teachers were absolutely amazing."

WALDORF PROGRAM AND ADMISSIONS INFORMATION

PROGRAM LOCATION AND INFORMATION

All Waldorf programs begin with a summer semester. These sessions take place at the Pine Hill Waldorf School and High Mowing School in Wilton, New Hampshire, and academic year sessions are held at Antioch University New England in Keene, New Hampshire.

PREREQUISITE

All Waldorf program options assume that the entering student will have already completed foundation studies in anthroposophy, or the equivalent, before enrolling. This background can be achieved through a foundation studies program, participation in a mentorship, attendance at summer institutes or seminars, etc. Demonstration of the above is required as part of the admissions process. Please fill out a foundations studies questionnaire at www.antiochne.edu/ed/waldorf. The foundation studies prerequisite is waived for those entering the Summer Sequence Advanced Track Option.

A bachelor's degree is required to enter the Master's Program. For the Certificate Program, applicants must have completed at least 60 credits from an accredited institution.

INFORMATION SESSIONS AND VISITING DAYS

We strongly encourage potential applicants to attend departmental Information Sessions or Visiting Days. Classes may also be visited by appointment. Current dates can be found at www.antiochne.edu/admissions.

APPLICATIONS

You may apply online or download the application materials from our website www.antiochne.edu.

EXPENSES

Tuition is assessed by the credit based on a student's degree program. Each program has a minimum number of credits. Students pay the designated credit charge each semester they are enrolled. Please contact the Office of Admissions for current rates or check our website.

FINANCIAL AID

Over 70 percent of our students receive financial aid. Financial aid comes in many forms: federal loans, Federal Work-Study Program, and Waldorf loans and fellowships. More information is available at www.antiochne.edu/finaid.

INTERVIEWS

All applicants are required to be interviewed by a member of the Waldorf faculty via phone or in person.

COMMUNICATIONS

Office of Admissions
Antioch University New England
40 Avon Street
Keene, NH 03431-3516
Admissions: 800.552.8380
General: 603.357.3122
Fax: 603.357.0718
TDD: 603.357.7254
Email: admissions@antiochne.edu
www.antiochne.edu



FACULTY OF THE WALDORF TEACHER EDUCATION PROGRAM

CORE FACULTY, ASSOCIATE FACULTY, AND ADMINISTRATION

TORIN FINSER, PHD, *department chair and core faculty*, Waldorf Teacher Education Program; PhD, Union Graduate School; former Waldorf class teacher; author of *School as a Journey*, *School Renewal*, *In Search of Ethical Leadership*, *Organizational Integrity*, and *Silence is Complicity*

ARTHUR AUER, MED, *director and core faculty*, Waldorf Teacher Education Program; MED, Antioch University New England; Waldorf Teacher Certification, Emerson College, England; former Waldorf class teacher; author of *Learning about the World through Modeling*

KARINE MUNK FINSER, MED, *associate faculty*, Antioch University New England; Waldorf Teacher Certification, Emerson College, England; Diploma, Art Therapy, Goetheanum, Switzerland; art therapist

HANNEKE VAN RIEL, MS, *associate faculty*, Worcester State College; MEd, Pedagogical Academy, den Helder, Netherlands; Waldorf class teacher

SARAH WILSON, BS, *administrative coordinator*, Education Department; BS, University of Vermont

SUE CALLAWAY, *administrative assistant*, Education Department

ADJUNCT FACULTY

ELIZABETH AUER, MED, Antioch University New England; Diploma, Gloucester College of Art, England; Waldorf class teacher; former manual arts teacher

STEPHEN BLOOMQUIST, BA, Boston University; Waldorf Teacher Certification, Center for Adult Education, New York; Waldorf class teacher

CEZARY CIAGLO, DIPLOMA, School for Eurythmy Art, Germany; Diploma, Public Ballet School, Poland; First Polish Eurythmy teacher; Eurythmy teacher

DOUGLAS GERWIN, PHD, University of Dallas; coordinator of Waldorf high school teacher education, Center for Anthroposophy; Waldorf high school teacher

CAROL KELLY, Waldorf Teacher Certification, Waldorf Institute of Mercy College; Seminary of the Christian Community, Stuttgart, Germany; former class teacher

GEORG LOCHER, DIPLOMA, cello, Conservatory of Music, Switzerland; former co-director of the Waldorf Teacher Education Program at Emerson College, England; former Waldorf class teacher

BRIAN MACDONALD, BA, University of Massachusetts, Spatial Dynamics Institute; class teacher

BETSI MCGUIGAN, MED, Antioch University New England; BS, Elementary Education, University of Idaho; Waldorf Kindergarten teacher

SIGNE MOTTER, MED, Antioch University New England; Waldorf class teacher

KIM JOHN PAYNE, MED, Antioch University New England; Diploma, Wynstones Waldorf Education Teacher Training Institute; Advanced Certificate of Counselling, Crawley College, United Kingdom

LAURA RADEFELD, DIPLOMA, Emerson College; UK, Pedagogical Eurythmy Training; Diploma, Eurythmy Spring Valley School of Eurythmy

LEONORE RUSSELL, MA, Adelphi University; BA, Sarah Lawrence; Diploma, School of Eurythmy, Goetheanum; pedagogical Eurythmy teacher educator; former high school teacher

PATRICK STOLFO, MA, Mercy College of Detroit; BFA, Wayne State University; Sculpture, History of Art and Architecture