



**WECAN**

WALDORF EARLY CHILDHOOD  
ASSOCIATION OF NORTH AMERICA

# **Membership Handbook**

## **Early Childhood Teacher Education Programs and Institutes**

January 2022



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January 2022

Greetings from the Waldorf Early Childhood Association of North America!

This Membership Handbook for Early Childhood Teacher Education Programs and Institutes is a guide to our work together in association throughout North America. The Handbook describes the history, goals and activities of our Association, our Shared Principles for Early Childhood Teacher Training, and our WECAN Membership Path for training programs and institutes.

We invite you to join us as we engage in a process of self-reflection and collaboration that will ultimately strengthen and deepen the early childhood teacher training programs and thus the care and education of young children in Waldorf settings throughout North America.

Our WECAN **Shared Principles for Early Childhood Teacher Education** are the expression of our ideals and practices in training Waldorf early childhood educators. They include descriptions of the following:

- Purpose, Goals and Philosophy
- Educational Program and Faculty
- Governance, Administration and Finances
- Relations with the Wider Waldorf Early Childhood Movement.

The Shared Principles have been developed by the WECAN Early Childhood Teacher Education Committee, which has been active for several years here in North America, in collaboration with the International Association for Steiner/Waldorf Early Childhood Education (IASWECE) Working Group on Early Childhood Training. They are intended as recommendations and guidelines rather than as strict requirements or prescriptions, and it is understood that there is a wide range of possible approaches to the training of Waldorf early childhood educators. At the same time, they represent an effort to uphold the quality and integrity of Waldorf early childhood teacher education and thus the vocation of Waldorf early childhood education.

For Full WECAN Member Institutes and Training Programs, the Shared Principles are an expression of the ideals and practices that allow them to be seen as representatives of Waldorf early childhood teacher education here in North America and around the world. Individuals who complete such training courses in Full Member institutes are generally recognized throughout the worldwide Steiner/Waldorf early childhood movement as “Waldorf trained”.

For Associate WECAN Member Institutes and Programs, the Shared Principles provide guidelines for the development of training activities and the organizational health of the training program.

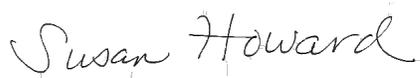
Our WECAN **Membership Path for Early Childhood Teacher Education Programs and Institutes** is intended to foster a culture of self-study, peer review and collaboration that will strengthen and deepen our work. This Handbook outlines the benefits and responsibilities of membership, and the steps required to fulfill the responsibilities of organizational membership for our Associate and Full Member training programs and institutes.

The Membership Path offers opportunities for reflection and collaboration within and among training centers that will serve the training programs and therefore also the quality of the care and education of young children throughout North America.

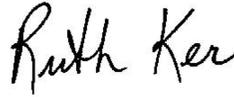
The Membership Handbook and all relevant application forms and materials are available on the WECAN website [www.waldorfearlychildhood.org](http://www.waldorfearlychildhood.org).

We look forward to our work together in association!

With best wishes,



Susan Howard  
WECAN Coordinator



Ruth Ker  
WECAN Teacher Education Coordinator

## Introduction to WECAN

### The Waldorf Early Childhood Association of North America

The Waldorf Early Childhood Association of North America (WECAN) was founded in 1983, originally under the name of the Waldorf Kindergarten Association of North America. Its administrative office is in Spring Valley, New York.

WECAN's mission is to foster a new cultural impulse for the work with the young child from pre-birth to age seven. Based on an anthroposophical understanding of human development, WECAN is committed to protecting and nurturing childhood as a foundation for renewing human culture. WECAN accomplishes this mission in a number of ways, including but not limited to the following:

- Encouraging, supporting, and offering resources to professionals working with young children based on the educational philosophy of Rudolf Steiner, through conferences, lectures, seminars, publications, and other means;
- Supporting the development of Waldorf early childhood centers, birth to three programs, kindergartens, pre-schools, home programs, and training centers through a path to membership involving self-study and peer review;
- Providing forums for the exchange of information and experience among those drawing their inspiration from the work of Rudolf Steiner in their work with young children through newsletters, regional gatherings, and other forms of communication;
- Interacting with other educational organizations representing a wide spectrum of ideas about early childhood education;
- Encouraging and supporting research regarding Waldorf early childhood education and the development of the young child, and publishing the results of such research;
- Working together with other organizations that share similar goals and ideals, such as the Association of Waldorf Schools of North America (AWSNA), the International Association for Steiner/Waldorf Early Childhood Education (IASWECE) and the Pedagogical Section of the School of Spiritual Science.

Membership in WECAN is open to individuals who support the work of the Waldorf Early Childhood Association, and to early childhood programs, kindergartens, child care centers, teacher training centers, and related programs committed to the ideals and practices of Waldorf early childhood education and anthroposophy, the philosophy developed by Rudolf Steiner (1861-1925), and who wish to support and contribute to Waldorf early childhood education in North America. In 2019-20, WECAN membership included 603 individual members and 211 organizational members and affiliates — schools, home programs, and teacher education institutes—throughout North America.

Our activities on behalf of our members include:

- Publication of a newsletter, *Gateways*, for Waldorf early childhood educators, which appears twice each year;
- Electronic e-News Updates sent out several times a year, with news, upcoming events, announcements, and links to press articles and research of interest to Waldorf early childhood educators;
- Hosting the WECAN Community Hub, an online platform for sharing resources and engaging in conversations;

- Publication and distribution of study materials for early childhood educators and parents through WECAN Books;
- Collaborative research, publication, and workshops on the needs of the child from birth to three, and on the older child in the kindergarten and the transition to first grade;
- Professional development retreats for early childhood teacher trainers;
- Development and publication of guidelines on mentoring and early childhood teacher review;
- Annual regional conferences and workshops for Waldorf early childhood educators, including a major conference in Spring Valley, NY, each February;
- International conferences for Waldorf early childhood educators here in North America and around the world;
- Collaborating with the Association for Waldorf Schools of North America (AWSNA) and participation on its Leadership Council;
- Collaborating with AWSNA and the Alliance for Public Waldorf Education through representation on the Waldorf Associations Working Group;
- Active membership in the International Association for Steiner/Waldorf Early Childhood Education (IASWECE), with two representatives on its Council, who share news and events from Waldorf early childhood education worldwide with our members;
- Developing on-line resources for member organizations;
- Fundraising for the development of early childhood projects throughout the world.

Activities in relation to teacher education include the following:

- Colloquia and gatherings of North American Waldorf early childhood trainers to share experiences, research and questions;
- International conferences and meetings for early childhood teacher trainers;
- Development of Guidelines for the Training of Child Care Providers, through participation in the International Association;
- Publication of a wide variety of resources for early childhood teacher training, with discounts for students enrolled in early childhood teacher training courses;
- Development and publication of *Mentoring in Waldorf Early Childhood Education* and *Professional Review and Evaluation in Waldorf Early Childhood Education*;
- Publication and distribution of a brochure on Waldorf early childhood teacher training: *A Journey of Becoming – Working as a Waldorf Early Childhood Educator*, including listings of training programs;
- Listings of Waldorf early childhood teacher training programs and activities on the WECAN website, in *Gateways* and in WECAN News Updates and Calendars of Events;
- Opportunities for teacher trainers and prospective students to meet at WECAN conference job fairs.

These activities are made possible through grant funding (Waldorf Educational Foundation, Waldorf Schools Funds, and Waldorf Curriculum Fund), individual donors to WECAN, WECAN Membership contributions, and through collaboration among the WECAN Early Childhood Teacher Education Committee, the circle of North American Waldorf early childhood teacher educators, the AWSNA Teacher Education Delegates Circle (TEDC), the International Association for Steiner/Waldorf Early Childhood Education (IASWECE) and its Working Group on Training, the Pedagogical Section in Dornach and the WECAN Board and Staff.

The Waldorf Early Childhood Association of North America is a tax-exempt not-for-profit organization.

## WECAN Shared Principles for Early Childhood Teacher Education

The *WECAN Shared Principles for Early Childhood Teacher Education* form the basis of our understanding of our work together in association and are used in our self-study and membership processes. As a living document, these Shared Principles will continue to be refined through the work of the WECAN Board, the WECAN Early Childhood Teacher Education Committee, and our Member Teacher Education Programs and Institutes.

### A. Purpose, Goals, and Educational Philosophy

- A1 In our work with adult students, our training programs support the preparation, ongoing professional development, deepening and renewal of the work of Waldorf early childhood educators and caregivers.
- A2 We are committed to the ideals and essentials of Waldorf/Steiner early childhood education, developed by Rudolf Steiner and based on an anthroposophical understanding of the human individuality as a being of body, soul and spirit, offering protection and respect for the dignity of childhood. (See “The Essentials of Waldorf Early Childhood Education” by Susan Howard in *Mentoring in Waldorf Early Childhood Education*, published by WECAN, and available on the WECAN website).

### B. The Educational Program and Faculty

- B1 Our programs are based on the continuing research and practice of Waldorf/Steiner education, and other relevant approaches to pedagogy and adult education.
- B2 The program director or person responsible for the early childhood training program – including review, evaluation and curriculum development - is qualified through experience in Waldorf early childhood education and work with adults.
- B3 Our faculty members are qualified for their positions and responsibilities by education and/or experience in their field.
- B4 Our training programs employ effective practices in adult education that take into account the learning styles of adults and respect creative and independent thinking.
- B5 Our faculty and staff are committed to ongoing self- and professional development as demonstrated by participation in conferences, courses, collaborative research groups and colloquia, meetings of early childhood trainers, etc.
- B6 The training course content includes a balance of conceptual, self-reflective, artistic and experiential/practical activity.
- B7 Our program provides appropriate individual student support and assessment and maintains records of attendance, course completion and other relevant documentation.
- B8 Our program offers a minimum of 450 class contact hours for birth to seven trainings or 300 hours for birth to three trainings. Curriculum and course content includes a balance of the following areas, with the understanding that program elements may be configured in a variety of ways. (See *Curriculum and Course Content* for a listing of specific course content areas.)
  - 1. Anthroposophical Studies and Human Development (20 – 25%)
  - 2. Child Development and Waldorf Education (20 – 25%)
  - 3. Practical and Artistic Activities for the Classroom *or* for the Birth to Three Program (20 -25%)

- 4. Artistic and Handwork Activities for the Educator (20 – 25%)
  - 5. Professional and Social Aspects of Waldorf Education (10 - 20%)
  - 6. Independent research project
- B9** Observation, mentored teaching, practicum or internship in well-established Waldorf early childhood settings is an essential component of the training. In addition to the above course content, our program provides a minimum of the following:

For birth to three programs:

1. In-service students (those working at least 3 days per week in a Waldorf birth to three setting) must have a minimum of three weeks (fifteen days) of observation and practicum in a Waldorf birth to three program, (of which one week may take place in their own classroom with a mentor, one week may be in another classroom in the same center, and at least one week must be in a center other than their own), and an additional two days each year of mentoring visits in their own classroom.
2. Pre-service students (those not yet working at least three days a week in a Waldorf birth to three setting) must have a minimum of one week (five days) of observation plus four weeks of practicum with experienced Waldorf birth to three early childhood teachers in a birth to three setting and will be visited during a practicum by an Institute-approved Advisor at least once during their training.

For birth to seven programs:

1. In-service students (those working at least three days per week in a Waldorf early childhood classroom with children ages three to seven) must have a minimum of three weeks of observation and practicum, (of which at least two weeks must be in classrooms other than their own), and two days of mentoring per year in their own classrooms.
2. Pre-service students (those not yet working at least three days a week in a Waldorf early childhood setting with children ages three to seven) must have a minimum of two weeks of observation and six weeks of practicum with experienced Waldorf EC teachers and would be visited during a practicum by an Institute Advisor at least once during their training

#### **C. Governance, Finances and Administration**

- C1** Our program recognizes and complies with applicable legal regulations and does not discriminate against any person in admission, employment, or otherwise, based on ethnicity, race, creed, gender, or national origin, in keeping with federal, state, provincial and local regulations.
- C2** Our program is typically not-for-profit, as an expression of the free cultural life, and is not based on self-interest or personal gain.
- C3** Our program has the physical facilities and clearly defined, effectively implemented organizational structure necessary for the healthy functioning of the program. This includes fiscal, administrative, legal, and personnel policies and procedures.
- C4** Our program has clearly articulated policies and procedures for admissions and dismissal, enrollment, tuition, and program completion.

#### **D. Relations with the Wider Movement**

- D1** Our early childhood program director and/or faculty are involved in the broader Waldorf early childhood movement and participate in such activities as teacher trainers' meetings and conferences, collaborative research groups and colloquia, and task force activity on the regional, continental, and international level.

## **WECAN Diversity Statement**

In our work with young children from pre-birth to age seven, WECAN is committed to the ideals upon which Waldorf/Steiner education was founded. These include respect for the dignity of each individual child and family in honoring diverse race, culture, religion, national origin, socio-economic situation, gender identity and sexual orientation, family composition, and individual ability which form the backgrounds of their lives. Waldorf early childhood education is committed to supporting diversity, equity, and inclusion as a pathway to social justice and to rectify the explicit and implicit biases that undermine creation of healthy social life in our society.

Waldorf education was founded in 1919 upon the insights of Rudolf Steiner, whose indications provide the foundations for a truly humanized education that recognizes the individuality of each person and the universal spirit living within every human being. WECAN affirms this educational and social truth. Any statements attributed to Rudolf Steiner which imply or suggest discrimination or judgment toward any race, ethnicity, religion, gender or sexuality, or socioeconomic group, are rejected. Such attitudes are contradictory and undermining to the goals of this education.

Working toward these goals requires committed inner work from the adults who care for our children. Teacher preparation and professional deepening call for each educator to engage in self-reflection that will ennoble inner attitudes to support diversity, inclusion, and equity. Recognizing and celebrating the differences that make us uniquely individual fosters healing and creation of new social life. We strive to create conscious, collaborative communities of parents, teachers, and children which strengthen the children in our care to meet future challenges with optimism, confidence, resilience, and tolerance and experience their lives as filled with purpose and meaning.

## **The Training of Waldorf Early Childhood Educators: WECAN Expectations**

### **For Educators Working with Children Ages Birth to Three**

#### **Supervisors, Directors and Lead Practitioners**

For practitioners responsible for the development and quality of care and education of the birth to three program, completion of a Waldorf birth to three teacher education program recognized by WECAN is expected.

This is the expectation for practitioners working with children from birth to three, including childcare providers in center or home-based care, childcare supervisors/directors, and educators who facilitate parent-child classes or classes for expectant parents.

Recognized Waldorf early childhood birth to three teacher education programs offer a minimum of 300 class contact hours\*, plus mentored teaching and extensive practicum or internship experiences. This coursework can be in a WECAN recognized birth to three training program or can be part of a birth to seven training if it contains sufficient birth to three coursework. The *Shared Principles for Early Childhood Teacher Education* describe the course content, fieldwork component and curriculum guidelines for recognized Waldorf early childhood teacher education programs. (Please also see the *WECAN Curriculum and Course Content Areas* below.)

### **Assistants, Support and/or Beginning Practitioners**

For practitioners working with a trained lead educator, supervisor or director in any of the above-listed classes or programs, introductory coursework of at least one week (or its equivalent) and at least one week of observation in Waldorf birth to three early childhood education is expected. This would be followed by a minimum of one year of mentoring in their place of employment. For those who intend to continue in this position, further coursework and a full WECAN-recognized birth to three training is expected.

Ongoing yearly participation for at least one week in early childhood mentoring, evaluation, conferences, deepening courses, and workshops is an essential part of the continuing professional development for all Waldorf birth to three practitioners.

*Note: Early childhood educators already trained in birth to seven who take responsibility for a Waldorf program serving children from birth to three are expected to complete a WECAN recognized birth to three training or its equivalent.*

*Early childhood educators who have completed a birth to three training who take responsibility for a program serving children from three to seven are expected to complete a WECAN recognized birth to seven training or its equivalent.*

### **For Educators Working with Children Ages Three to Seven**

#### **Lead Educators and Caregivers**

For early childhood educators who carry responsibility for the care and education of the child from three to school entrance, completion of a Waldorf birth to seven early childhood teacher education program recognized by WECAN is expected.

This is the expectation for lead early childhood educators working with children from three to seven, including nursery, pre-school and kindergarten teachers and lead extended care providers in Waldorf schools, home programs and other early childhood settings.

Recognized Waldorf birth to seven early childhood teacher education programs offer a minimum of 450 class contact hours\*, plus mentored teaching or extensive practicum or internship experiences. The *Shared Principles for Early Childhood Teacher Education* describe the course content, fieldwork component and curriculum guidelines for recognized Waldorf early childhood teacher education programs. (Please also see the *WECAN Curriculum and Course Content Areas* below.)

#### **Assistants and Support Caregivers**

For assistant teachers, in the above programs, introductory coursework of at least one week (or its equivalent) in Waldorf birth to seven early childhood education is expected. For those who intend to continue in this position, further coursework is expected, and a full WECAN-recognized birth to seven training is recommended.

Ongoing yearly participation for at least one week in early childhood mentoring, evaluation, conferences, deepening courses, and workshops is an essential part of the continuing professional development for both lead and assistant Waldorf early childhood educators.

This expectation is consistent with the guidelines of the International Association for Steiner/Waldorf Early Childhood Education (see [www.iaswece.org](http://www.iaswece.org)).

*Note: Early childhood educators already trained in birth to seven who take responsibility for a Waldorf program serving children from birth to three are expected to complete a WECAN recognized birth to three training or its equivalent.*

*Early childhood educators who have completed a birth to three training who take responsibility for a program serving children from three to seven are expected to complete a WECAN recognized birth to seven training or its equivalent.*

## **WECAN Curriculum and Course Content Areas**

### **Birth to Three Early Childhood Teacher Education Programs**

WECAN-recognized birth to three training programs offer a minimum of 300 class contact hours. Curriculum and course content include the following areas, with the understanding that program elements may be configured in a variety of ways.

#### **1. Anthroposophical Studies and Human Development (20 – 25%)**

- Evolution of consciousness
- Karma, destiny and biography
- Anthroposophical view of the human being
- Spiritual foundation of the human being
- Path of inner development of the adult/educator
- Life and work of Rudolf Steiner

#### **2. Child Development and Waldorf Education (20 -25%)**

- Child development pre-birth to twenty-one with a focus on embryology and the first three years in the context of the whole lifetime
- Development of movement, speech and thinking in the first three years
- Understanding the role of the will in the first three years in the context of the first seven years
- Importance of healthy attachment as a foundation for relationship, developed through daily life and in the physical care of the child
- The Pikler Institute research and practice in infant and toddler motor development and care
- Sensory development/emphasis on the foundational senses
- Supporting self-directed movement as a primary learning experience for infants, toddlers and nursery ages
- The importance of free play
- The integration of the reflexes and the seven life processes
- Imitation
- Sleep, health and nutrition
- Child observation and study

#### **3. Practical and Artistic Activities for the Birth to Three Program (20 – 25%)**

- Creating programs for infants, toddlers, nursery groups and parent and child programs.
- Rhythm of the day, week and year
- The young child's relationship to festivals and celebrations
- Indoor and outdoor environments for young children

- Meaningful, purposeful work, including daily life activities such as meal preparation and care of the physical environment
- Speech and gesture, including verses, rhythmic games, hand gesture games, simple stories and puppetry
- Singing, music and mood of the fifth
- Working with mixed-age groups
- Bodily care of the young child
- Gardening and working in nature
- Hygienic and therapeutic approaches

#### **4. Professional and Social Aspects of Waldorf Education (10 – 20 %)**

- Working with parents
- Working with colleagues
- Working with diversity and inclusion
- Basic knowledge of program administration, organization and social transformation
- Outreach and advocacy for children

#### **5. Artistic and Handwork Activities for the Self Development of the Educator (20 – 25%)**

- Eurythmy
- Spacial Dynamics
- Painting
- Sculpture – beeswax, clay modelling and/or woodcarving
- Instrumental music and singing
- Speech
- Handwork and crafts - working with natural materials

#### **6. Independent Research Project**

#### **7. Mentored Teaching, Practicum or Internship in an Established Waldorf Birth to Three Setting.**

In addition to the above course content, birth to three programs require a minimum of the following:

- **In-service students** (those working at least three days per week in a Waldorf birth to three setting) must have a minimum of three weeks (fifteen days) of observation and practicum in a Waldorf birth to three program (of which one week may be in their own classroom, one week may be in another classroom in the same childcare center, and at least one week must be in a childcare center other than their own) and two additional days each year of mentoring visits in their own classroom.
- **Pre-service students** (those not yet working at least three days a week in a Waldorf birth to three setting) must have a minimum of one week (five days) of observation plus four weeks (twenty days) of practicum with experienced Waldorf birth to three early childhood teachers in a birth to three setting and will be visited during a practicum by an Institute approved advisor at least once during their training.

Additional coursework, fieldwork observation or practicum experience may be required at the discretion of the training Institute.

## **Birth to Seven Early Childhood Teacher Education Programs**

WECAN-recognized birth to seven programs offer a minimum of 450 class contact hours\*. Curriculum and course content include the following areas, with the understanding that program elements may be configured in a variety of ways.

### **1. Anthroposophical Studies and Human Development (20 – 25%)**

- Evolution of consciousness
- Karma, destiny and biography
- Anthroposophical view of the human being
- Spiritual foundation of the human being
- Path of inner development of the adult/educator
- Life and work of Rudolf Steiner

### **2. Child Development and Waldorf Education (20 -25%)**

- Child development pre-birth to twenty-one
- First grade readiness
- Overview of Waldorf education
- Sensory development/emphasis on the foundational senses
- Role of imitation and free play
- Development of movement, language and thinking in the first seven years
- Development of the will
- Child observation and study
- Health, nutrition and sleep

### **3. Practical and Artistic Activities for the Classroom (20 – 25%)**

- Rhythm of the day, week and year
- Festivals and their celebration
- Indoor and outdoor environments for young children
- Meaningful, purposeful work and domestic arts
- Language arts – speech, verses, hand gesture games, fairy tales and stories, puppetry
- Singing, music and mood of the fifth
- Rhythmic games, movement, gesture
- Working with mixed-age groups
- Bodily care of the young child
- Gardening and working in nature
- Hygienic and therapeutic approaches

### **4. Professional and Social Aspects of Waldorf Education (10 – 20 %)**

- Education towards social renewal
- School organization
- Working with colleagues
- Working with parents
- Outreach and advocacy for children
- Working with diversity, inclusion and equality

## 5. Artistic and Handwork Activities for the Educator (20 – 25%)

- Eurythmy
- Painting
- Sculpture – beeswax, clay modeling and/or woodcarving
- Instrumental music and singing
- Speech
- Handwork and crafts- sewing, knitting, soft toy making (dolls, marionettes, etc.), plant dyeing, felting and working with natural materials
- Spacial Dynamics

## 6. Independent Research Project

## 7. Mentored Teaching, Practicum or Internship in an Established Waldorf Early Childhood

**Setting.** In addition to the above course content, programs provide a minimum of the following\*\*:

- **In-service students** (those working at least three days per week in a Waldorf early childhood classroom) must have a minimum of three weeks (fifteen days) of observation and practicum during the course of their training (of which at least two weeks must be in classrooms other than their own), and two days of mentoring per year in their own classrooms.
- **Pre-service students** (those not yet working at least three days a week in a Waldorf early childhood setting) must have a minimum of two weeks (ten days) of observation and six weeks (thirty days) of practicum with experienced Waldorf EC teachers and will be visited during a practicum by an institute-approved advisor at least once during their training.

Additional coursework, field work, observation or practicum experience may be required at the discretion of the training institute.

\*Institutes imbedding birth to three training in birth to seven training should anticipate that it will require at least an additional 50 hours.

## WECAN Affiliation and Membership Categories

The following section describes the WECAN Path to Membership for Early Childhood Teacher Education Programs and Institutes as well as Registered Initiative Affiliation for Early Childhood Teacher Education Programs and Institutes in Mexico, Puerto Rico and on tribal lands.

### WECAN Path to Membership

The purpose of the WECAN Path to Membership for Early Childhood Teacher Education Programs and Institutes is to ensure that the principles of Waldorf Education are upheld and that the graduates are prepared for their professional work as Waldorf early childhood educators. WECAN invites and encourages early childhood teacher education programs to become organizational WECAN members. The WECAN organizational Path to Membership leads from Associate Membership to Full Membership.

We encourage those who are planning to offer a new early childhood teacher education program or add an early childhood teacher training within an existing Waldorf training institute to contact Ruth Ker, WECAN Teacher Education Coordinator, so that we can offer advice and support and discuss the WECAN Path to Membership.

### Membership Eligibility

WECAN accepts as applicants early childhood teacher education programs and institutes that are working with the WECAN Shared Principles for teacher education and whose courses and activities are based on the ideals of Waldorf early childhood education.

WECAN membership is not open to programs that identify with a different or additional set of educational principles and practices. Such identification will be evident on the program website or other program materials in one or more of the following ways: the name of the program, the tagline of the program name, and in text describing the program. This policy is intended to avoid confusion on the part of prospective teachers, Waldorf schools, and the general public, in regard to the distinctions between Waldorf early childhood teacher education and other approaches to teacher education that have separate identities and their own guiding principles.

- **Associate Membership**

#### **Applying for Associate Membership:**

A training program or institute aligned with WECAN's goals and purposes, with early childhood training students in regular attendance, may apply for Associate Membership for Training Programs and Institutes. Application forms and other information may be found on the [Organizational Membership page](#) of the WECAN website. WECAN Early Childhood Teacher Education Committee members help guide applicants through the process.

#### **Application Steps:**

1. Download and read the instructions and documents for Associate Membership application.
2. Complete an Application Form and send it, along with the \$110 application fee, to the WECAN Office.
3. Complete the Self-Study and send it to the WECAN Teacher Education Coordinator.
4. Contact the WECAN Teacher Education Coordinator to arrange for a WECAN Site Visit.
5. Submit the completed Site Visit Report to the WECAN Teacher Education Coordinator.

Decisions regarding applications for WECAN Associate Membership for Training Programs and Institutes are made by the WECAN Early Childhood Teacher Education Committee on behalf of the WECAN Board.

**Criteria for Associate Membership are as follows:**

- The program is committed to the ideals and practices of Waldorf early childhood education and anthroposophy, the philosophy developed by Rudolf Steiner (1861-1925)
- The program has students in regular attendance and has taken one group of students through to completion.
- The program is in process of becoming aligned with the WECAN Shared Principles
- The program intends to support and contribute to Waldorf early childhood education in North America
- The program is in compliance with the AWSNA/WECAN Service Mark Policy

**Benefits:**

- Listing in the AWSNA/WECAN Directory
- An annual subscription to *Gateways*
- A 10% discount on WECAN Publications
- Advice and support through WECAN's Early Childhood Teacher Education Committee
- Invitations to WECAN gatherings and conferences for early childhood teacher trainers
- WECAN News Updates and other informational mailings
- An invitation for all educators in the program to subscribe to the WECAN Community Hub
- Group discounts on individual WECAN memberships for students in your training program
- Listing in the IASWECE World Directory of Waldorf Early Childhood Training Programs
- E-newsletters from the International Association
- Eligibility for AWSNA Teacher Education Loans and Grants

**Responsibilities:**

- Payment of WECAN dues (see below)
- Submission of annual updates of contact information, program data and substantive change
- Completion of a Self-Study Update and a Site Visit every three years.

WECAN Associate Member Training Programs and Institutes are engaged in a process of growth and development on their path to recognition as Full WECAN Members.

**Dues:**

- Associate Membership dues are \$22.70 per student enrolled in early childhood training, with a minimum of \$150 per year.
- A portion of the dues supports the activities of the International Association for Steiner/Waldorf Early Childhood Education (IASWECE).
- Invoices for dues payment are mailed in late August with payment due on Oct. 1.

Associate Member Training Institutes who do not fulfill their membership responsibilities or are found no longer to meet the criteria for Associate Membership may lose their membership status.

- **Full Membership**

**Applying for Full Membership:**

Associate Member Training Programs and Institutes are encouraged to apply for Full WECAN Membership when they are sufficiently established and meet the criteria for WECAN Full Membership, listed below. Application forms and other information may be found on the [Organizational Membership page](#) of the WECAN website. WECAN Early Childhood Teacher Education Committee members help guide applicants through the process.

**Application Steps:**

1. Download and read through the various forms and documents.
2. Complete a Full Membership Application Form and send it, along with the \$110 application fee, to the WECAN Office.
3. Contact the WECAN Teacher Education Coordinator to arrange for a WECAN Site Visit.
4. If you are a first-time applicant for WECAN organizational membership, complete a Self-Study and skip steps 5 and 6.
5. Review your most recent Self-Study and update if needed.
6. Review your most recent Site Visit Report and comment on how you have addressed the recommendations.
7. Send the Self-Study and Site Visit Report to the WECAN Teacher Education Coordinator.

Decisions regarding applications for WECAN Full Membership for Training Programs and Institutes are made by the WECAN Early Childhood Teacher Education Committee on behalf of the WECAN Board.

**Criteria for Full Membership are as follows:**

- The program is working out of Waldorf education and anthroposophy as described in the WECAN Shared Principles for Early Childhood Training and is committed to furthering a deepening of an anthroposophical study of the human being among faculty and staff.
- The program can stand in the world as a representative of Waldorf early childhood teacher education.
- The program has functioned as a Waldorf teacher education program or institute for at least three years with students in regular attendance.
- The program supports and contributes to Waldorf early childhood education in North America
- The program meets legal licensing requirements at the federal, state or provincial and local levels.
- The program has demonstrated viability in terms of finances, enrollment and personnel.

Application forms and other information may be found at the WECAN website, [www.waldorfearlychildhood.org](http://www.waldorfearlychildhood.org) (Click on Membership for Training Programs and Institutes on the home page). The WECAN Teacher Education Committee helps guide applicants through the process by offering information, advice, and referrals for site visitors.

**Benefits:**

- Permission to use the name “Waldorf” in your title or by-line (see Service Mark Guidelines below)
- Listing in the AWSNA/WECAN Directory
- Two annual subscriptions to *Gateways*
- A 20% discount on WECAN Publications

- WECAN News Updates and other informational mailings
- An invitation for all educators in the program to subscribe to the WECAN Community Hub
- Advice and support through the WECAN Early Childhood Teacher Education Committee
- Invitations to WECAN gatherings and conferences for early childhood trainers
- Group discounts on individual WECAN memberships for students in your program
- Listing in the IASWECE World Directory of Waldorf Early Childhood Training Programs at [www.iaswece.org](http://www.iaswece.org)
- E-newsletters and other mailings from the International Association (IASWECE)
- Eligibility for AWSNA Teacher Education Loans and Grants

**Responsibilities:**

- Submission of annual updates of contact information, program data and substantive change
- Payment of WECAN dues (see below)
- Renewal every five years by completion of a Self-Study Update and Site Visit (AWSNA-affiliated WECAN Full Members may fulfill the WECAN renewal requirement through their AWSNA self-study rhythm of seven years.)
- Submission of a One Year Follow-up Report to the WECAN Teacher Education Committee, one year after the completion of a Site Visit, describing how the Institute has worked with the recommendations in the most current Site Visit Report.

**Full WECAN Members are encouraged to:**

- Engage with their colleagues in the movement and with the wider world as fully-established, healthy representatives of Waldorf early childhood training and education
- Participate in site visits for developing training programs and institutes
- Collaborate with the WECAN circle of teacher education colleagues
- Participate in early childhood teacher education meetings and conferences sponsored by WECAN and IASWECE.

**Dues:**

- Full Membership dues are \$35.00 per student enrolled in early childhood training, with a minimum of \$250.
- A portion of the dues supports the activities of the International Association for Steiner/Waldorf Early Childhood Education (IASWECE).
- WECAN dues invoices are sent out each year in late August; payment is due October 1<sup>st</sup>.

Full Members who do not fulfill their membership responsibilities or are found no longer to meet the criteria for Full Membership will be required to undergo a review by the WECAN Early Childhood Teacher Education Committee.

- **AWSNA-Affiliated Programs and Institutes**

Some WECAN Member Training Programs are part of a training institute that is also a member of the Association of Waldorf Schools of North America. The membership requirements for the two organizations are closely linked. WECAN and AWSNA have established cooperative processes for integrating membership activity in the interest of reducing redundancy between membership processes.

**Site Visits:**

A WECAN visit may be combined with an AWSNA visit to fulfill the requirement (every three years for Associate Members and every seven years for Full Members) for a WECAN renewal. In the case of an Associate Member Institute renewal, the honorarium for the visiting team is paid directly to the site visitors from AWSNA. This cost is covered in AWSNA dues. In the case of a Full Member Institute renewal, there is no honorarium for the AWSNA visitor. The Full Member Institute is asked to pay the WECAN honorarium of \$380 for a one day visit or \$650 for a two-day visit, directly to the WECAN visitor. Travel, room and board costs are carried by the institute. (New applicants for Associate membership or applicants moving from Associate to Full membership in WECAN are not eligible for a combined AWSNA/WECAN site visit.)

Institutes that wish to engage in a joint AWSNA/WECAN site visit should contact the WECAN Teacher Education Coordinator. The following requirements must be met to have a joint visit:

1. An early childhood teacher trainer must be part of the AWSNA visiting team, so that the one visit can fulfill both the AWSNA and WECAN site visit requirements.
2. Prior to the visit, the early childhood person on the team must receive a copy of the institute's current WECAN Abbreviated Self-Study, Site Visit Report from the most recent visit and (in the case of a Full Member Institute) the most recent One Year Follow-up Report (when applicable).
3. The early childhood visitor must complete a WECAN Institute Site Visit Report, including commendations and recommendations.
4. The program or institute must forward this report to the WECAN Teacher Education Coordinator.
5. A Full Member Institute must also complete and submit to WECAN a One Year Follow-up Report one year after the site visit and a WECAN Abbreviated Self-Study four years after the site visit. (This requirement does not apply to Associate Members.)
6. The WECAN Teacher Education Coordinator must receive a copy of the AWSNA Site Visit Report.

If an early childhood person is not able to be on the AWSNA Team, the training program or institute is responsible for arranging a separate WECAN Site Visit and will need to pay for the costs of travel and honorarium directly to the WECAN site visitor (for details see "WECAN Member Institute Site Visit Guidelines" on the website).

- **Registered Initiative Affiliation**

WECAN Registered Initiative status is available to early childhood teacher education programs and institutes in Mexico, Puerto Rico and on tribal lands. It provides teacher education programs, that have unique obstacles to membership, the option of affiliating with WECAN and thus connecting with the wider Waldorf early childhood movement in North America and around the globe. Registered Initiative status is intended for teacher training programs whose courses and activities are based on the ideals of Waldorf early childhood education.

Teacher training institutes in Mexico, Puerto Rico and on tribal lands with early childhood programs that apply for Registered Initiative status with AWSNA are automatically considered for WECAN Registered Initiative status as well. Registered Initiatives are expected to work toward WECAN membership as soon as they are able.

**Applying for Registered Initiative status:**

Early childhood teacher education programs and institutes in Mexico, Puerto Rico and on tribal lands with early childhood training students in regular attendance and identifying themselves as inspired by the ideals of Waldorf early childhood education may apply for Registered Initiative status.

**Application Steps:**

1. Request a Registered Initiative application by contacting the WECAN Membership Coordinator at [membership@waldorfearlychildhood.org](mailto:membership@waldorfearlychildhood.org).
  2. Complete an application form and send it with the \$60 application fee to WECAN.
- Decisions regarding applications for WECAN Registered Initiative status are made by the WECAN Teacher Education Committee.

**Criteria for Registered Initiative status are as follows:**

- The program is committed to the ideals and practices of Waldorf early childhood education and anthroposophy, the philosophy developed by Rudolf Steiner (1861-1925). This commitment is foremost and visible in the program's publicity materials, such as the website and brochures.
- The program has students in regular attendance and has taken one group of students through to completion.
- The program intends to collaborate with Waldorf early childhood education in North America.

**Benefits:**

- Listing in the WECAN online membership directory and AWSNA/WECAN Directory
- Permission to include in the school's or program's literature and on its website: "A Registered Initiative of the Waldorf Early Childhood Association of North America"
- Communication with WECAN's Teacher Education Coordinator
- Invitations to WECAN gatherings and conferences for early childhood teacher trainers
- Priority attendance at the AWSNA Mexico seminar
- WECAN e-News Updates and other informational mailings
- An invitation for all educators in the program to subscribe to the WECAN Community
- Group discounts on Individual Memberships for students in the training program
- E-newsletters from the International Association for Steiner/Waldorf Early Childhood Education (IASWECE)
- Eligibility for AWSNA Teacher Education Loans and Grants

**Responsibilities:**

- Payment of WECAN annual Registered Initiative fee (see below)
- Submission of annual updates of contact information

WECAN Registered Initiatives training programs are engaged in a process of growth and development on their path to recognition as WECAN Members.

**Fees:**

- Associate Registered Initiative fees are \$60.
- WECAN invoices are sent out in late August with payment due on October 1.

**Required Change of Status:**

Registered Initiatives who do not fulfill their responsibilities or no longer meet the criteria for Registered Initiative status will lose Registered Initiative status.

## **Guidelines for the Registered Service Marks WALDORF, WALDORF INSPIRED, RUDOLF STEINER, and STEINER, and the Service Mark PUBLIC WALDORF**

### **Background**

Waldorf, Rudolf Steiner, and Steiner are internationally known Marks for anthroposophically inspired education. In the United States the Association of Waldorf Schools of North America (AWSNA) is the owner of the registered marks WALDORF, RUDOLF STEINER, and STEINER, and the responsible party for the service mark PUBLIC WALDORF. In Canada AWSNA is the owner of the WALDORF and RUDOLF STEINER registered marks.

The WALDORF mark was first used in Germany in 1919 with the start of the first Waldorf School. The mark has been used in the United States since 1928. As the work of Rudolf Steiner and WALDORF Education spread, RUDOLF STEINER and STEINER became marks associated with Waldorf Education. The Bund der Freien Waldorfschulen (Bund) is the world-wide owner of the WALDORF, RUDOLF STEINER and STEINER marks outside of the United States. The BUND and AWSNA, as stewards of the marks, work closely together for the protection of the marks and the precise pedagogy and teacher training which the marks have come to symbolize. AWSNA has an agreement with the Alliance for Public Waldorf Education on the Public Waldorf service mark.

### **Who is allowed to use the registered marks?**

Only members of AWSNA, Waldorf Early Childhood Association of North America (WECAN) institutes (that do not intend to have grades teacher training), or stand-alone early childhood programs which are Full Members of WECAN (that do not intend to add grades) are authorized to use the Registered Marks as trademarks, service marks or trade names in accordance with the AWSNA and WECAN Principles for Waldorf Schools and Membership Agreements.

- Only an AWSNA member, a Full Member of WECAN (that does not intend to add grades) or a WECAN member institute (that does not intend to have grades teacher training) may use the Registered Marks in its name such as:
  - The Waldorf School of Mendocino County
  - Rudolf Steiner School of Ann Arbor
  - Waldorf Teacher Education Eugene
  - Boulder Waldorf Kindergarten
  
- Only an AWSNA member, a Full Member of WECAN (that does not intend to add grades), or a WECAN member institute (that does not intend to have grades teacher training) may describe its program or curriculum as a Waldorf School or Institute or as using a Waldorf curriculum, e.g.:
  - Spindlewood is a Waldorf early childhood program
  - Center for Anthroposophy is a Waldorf Teacher Education institute
  - A description of Waldorf Education or website page entitled Waldorf Education

### **What references can be made to Waldorf, Rudolf Steiner, and Steiner by those who are not AWSNA or Full WECAN members (that do not intend to add grades)?**

AWSNA and its members appreciate and encourage the adoption of aspects of the pedagogy of Waldorf Education into other educational models and school and teacher training settings, both public and private. However, schools or teacher training institutes that are not members of either association may not call themselves “Waldorf” schools or institutes or use the Service Marks to describe the education.

- Those who do not fall into a category above or do not have an explicit license may only use the Marks *in text to make factual statements* about their pedagogical practices. For example, a non-member may say, in text:
  - ABC School’s curriculum is inspired by Waldorf Education.
  - ABC School follows many of the teachings of Rudolf Steiner
  - 12 of our teachers at ABC School have received training from member institutes of AWSNA

- Those who do not fall into a category above or do not have an explicit license may not use the Marks to *describe* the school or program, including in ads and directories (unless stated as above, in text). For example, but not limited to:
  - describing part of a program of the school as a Waldorf program
  - in the name of the school
  - as part of a domain name
  - as a tag line to the name of the school, such as “ABC School, a Waldorf Inspired School”.

There are some common phrases that are likely to lead to confusion. For instance, “Waldorf teacher” is ambiguous. The phrase could refer to a teacher who is fully certified from a Waldorf Teacher Education institute. But it could have a variety of other possible meanings, such as a teacher who had merely read some of the writings of Rudolf Steiner or who had taught in a Waldorf school. Because of the different possible meanings of “Waldorf teacher,” it is preferable to use “Class teacher” or “Handwork teacher,” or other such specific descriptions.

**Who can use the service mark Public Waldorf?**

The Alliance for Public Waldorf Education can use the service mark PUBLIC WALDORF, and their members may indicate that they are members of the Alliance.

**Why is protection of the mark “Waldorf” important?**

The purpose of protecting a mark is to ensure clarity of the meaning for the “public”. The intention of stewarding the marks “Waldorf,” “Steiner,” and “Rudolf Steiner” is to keep the meaning clear on behalf of this education.

**What is a Waldorf school or a Waldorf Teacher Training Institute?**

A school or institute that is a member of our Association. Members engage in self-study and peer review based on the [AWSNA Principles for Waldorf Schools](#) and [AWSNA Principles for Waldorf Institutes](#) and work in a collaborative manner with their sister schools and institutes.

**What is Public Waldorf education?**

Public Waldorf education works out the [Core Principles of the Alliance for Public Waldorf Education](#). Member schools of the Alliance for Public Waldorf Education work out of these principles.

**What is Waldorf Inspired education?**

Waldorf Inspired education is when an educational initiative works with, in some manner, the values or practices often associated with Waldorf education. Waldorf Inspired initiative is one that is not a part of either AWSNA or the Alliance and thus has limited collaboration, and does not engage in a peer review process of the principles of Waldorf education.

**Note:** These guidelines include examples of misuses, as well as permitted usage, of the terms WALDORF, STEINER, and RUDOLF STEINER. They are not a definitive statement of all possible misuses, and the Association may modify them from time to time as necessary.

**If we have questions, whom should we contact?**

If there is any question about mark usage please contact Melanie Reiser, AWSNA Executive Director of Membership at [mreiser@awsna.org](mailto:mreiser@awsna.org).

## WECAN Early Childhood Teacher Education Committee

The WECAN Board has appointed several experienced Waldorf early childhood educators and teacher trainers to serve as the WECAN Early Childhood Teacher Education Committee.

This Early Childhood Teacher Education Committee has acted on behalf of WECAN to organize gatherings of Waldorf early childhood teacher trainers and mentors, to develop training guidelines, collaborate with the International Working Group on Early Childhood Training, and develop a membership path for early childhood training programs and institutes.

A list of Teacher Education Committee members follows. Please contact them with questions or ideas for collaboration.

### WECAN Teacher Education Coordinator and Committee Chair:

Ruth Ker, Duncan, BC, 250-748-7791, [teachered@waldorfearlychildhood.org](mailto:teachered@waldorfearlychildhood.org)

### Committee Members:

Laurie Clark, Denver, CO, 720-982-7162, [laurieclark525@comcast.net](mailto:laurieclark525@comcast.net)

Diane David, San Francisco, CA, 415-751-0798, [dianejohndavid@sbcglobal.net](mailto:dianejohndavid@sbcglobal.net)

Susan Howard, Amherst, MA, 413-549-5930, [showard@waldorfearlychildhood.org](mailto:showard@waldorfearlychildhood.org)

Laura Mason, Issaquah, WA, 425-837-9192, [membership@waldorfearlychildhood.org](mailto:membership@waldorfearlychildhood.org)

Holly Koteen-Soule, Seattle, WA, 206-528-1702, [hollyksgarden@gmail.com](mailto:hollyksgarden@gmail.com)

Katherine Scharff, Gansevoort, NY, 518-859-4791, [katherine@sophiashearth.org](mailto:katherine@sophiashearth.org)

## The International Association for Steiner/Waldorf Early Childhood Education (IASWECE)

WECAN is a Full Member Association in the International Association for Steiner/Waldorf Early Childhood Education (IASWECE). Member Associations include those of Australia, Austria, Belgium, Brazil, China, Czech Republic, Denmark, Estonia, Finland, France, Germany, India, Ireland, Israel, Italy, Japan, Lithuania, Netherlands, North America, Norway, Poland, Romania, Russia, Slovenia, Spain, South Africa, Sweden, Switzerland, Taiwan, Ukraine, the United Kingdom, and Vietnam. Each of these Member Associations has a representative on the IASWECE Council.

### The activities of the International Association include the following:

- Cooperation among colleagues throughout the world through meetings, conferences, and working groups;
- Deepening and renewing the work with the young child out of the sources of Waldorf education and support for its quality;
- Fostering training and continuing development of caregivers and early childhood educators;
- Undertaking and supporting collaborative research on contemporary questions about the care and education of the young child;
- Supporting collaboration with parents, other educators, and the wider society on the needs of the young child;
- Protecting the name of Steiner/Waldorf early childhood education;

- Providing resources, information, and publications on Waldorf early childhood education and its programs worldwide;
- Offering support—pedagogical and financial—for projects in countries around the world.

**Activities of special interest to early childhood training program directors and faculty members include the following:**

- International conferences for early childhood training faculty and program directors
- Guidelines on training published on the IASWECE website
- An international Working Group on Early Childhood Teacher Education and Training
- Pedagogical and financial support for the development of early childhood training programs in Asia, Africa, Eastern Europe and South America
- Coordination of visits by early childhood advisors, mentors and visiting faculty to developing early childhood training programs worldwide.

Further information on IASWECE can be found at [www.iaswece.org](http://www.iaswece.org).

WECAN Associate and Full Member Programs and Institutes are listed in the IASWECE World Directory of Training Programs. WECAN Members provide a contribution each year as part of their WECAN dues, to support the activities of the International Association.

Susan Howard and Louise deForest represent North America in the Council of the International Association, which meets twice each year in various member countries. They share a picture of the work in North America with the wider international circle, and report to WECAN members on the activities of the International Association. Susan Howard is also a member of the three-person IASWECE Coordinating Group responsible for facilitating the activities of the International Association and is a member of the International Working Group on Training.

## **Collaboration with the AWSNA Teacher Education Delegates Circle (TEDC)**

WECAN works in collaboration with the Association of Waldorf Schools of North America and its Teacher Education Delegates Circle (TEDC). Ruth Ker represents early childhood and the WECAN Teacher Education Committee on the TEDC.

For further information on AWSNA and its Membership Handbook, visit [www.awsna.org](http://www.awsna.org) or contact the AWSNA Executive Director of Membership, Melanie Reiser at [mreiser@awsna.org](mailto:mreiser@awsna.org).

## Contacting us at WECAN: Board and Staff Members

### The WECAN Board

The WECAN Board comprises experienced early childhood educators from throughout North America. The Board has a four-day annual meeting each November and an additional meeting in the spring. Its various committees—Finance, Personnel, Board Development, Conference Planning, Development and Fundraising, Membership, Publications, Birth-to-Three, and Teacher Education—are active throughout the year in a number of ways.

Board members and other WECAN colleagues participate in our WECAN Working Groups to deepen aspects of our educational work and prepare the results for publication in WECAN Books and *Gateways*. The Board also acts as an organ of perception for the needs of the Waldorf early childhood movement and takes initiative in hosting conferences, publishing WECAN Books, and collaborating with AWSNA.

### Current members of the Board

Heather Church, Richmond Hill, ON, Canada, [hchurch@waldorfearlychildhood.org](mailto:hchurch@waldorfearlychildhood.org), 905-780-7819

Louise deForest (Chair), Mill River, MA, [loudeforest@gmail.com](mailto:loudeforest@gmail.com), 413-229-0470

Adrienne Doucette, Bellingham, WA, [adoucette@whws.org](mailto:adoucette@whws.org), 360-201-0360

Keelah Helwig, Centerport, NY, [helwigk1234@gmail.com](mailto:helwigk1234@gmail.com), 631-421-2143

Susan Howard, Amherst, MA, [showard@waldorfearlychildhood.org](mailto:showard@waldorfearlychildhood.org), 413-549-5930

Ruth Ker, Duncan, BC, Canada, [mrker@shaw.ca](mailto:mrker@shaw.ca), 250-748-7791

Holly Koteen-Soule, Seattle, WA, [hollyksgarden@gmail.com](mailto:hollyksgarden@gmail.com), 206-696-9311

Anjum Mir, Los Angeles, CA, [amir@swaldorf.org](mailto:amir@swaldorf.org), 310-415-6748

Gabriela Nuñez Plata, Quintana Roo, MX, [nuplagab@gmail.com](mailto:nuplagab@gmail.com), 52-984-110-0579

Magdalena Toran, Conway, MA, [mtoran@waldorfearlychildhood.org](mailto:mtoran@waldorfearlychildhood.org), 413-625-9894

### The WECAN Staff

#### WECAN Coordinator

Susan Howard, Amherst, MA, 413-549-5930  
[showard@waldorfearlychildhood.org](mailto:showard@waldorfearlychildhood.org)

#### WECAN Administrator

Melissa Lyons, Spring Valley, NY, 845-352-1690  
[info@waldorfearlychildhood.org](mailto:info@waldorfearlychildhood.org)

**WECAN Conference Administrator**

Andrea Cooper, Amherst, MA, 508-322-7018  
[conference@waldorfearlychildhood.org](mailto:conference@waldorfearlychildhood.org)

**Gateways Production Coordinator**

Lory Widmer, Villeret, Switzerland  
[lwidmer@waldorfearlychildhood.org](mailto:lwidmer@waldorfearlychildhood.org)

**WECAN Membership Coordinator**

Laura Mason, Issaquah, WA, 425-837-9192  
[membership@waldorfearlychildhood.org](mailto:membership@waldorfearlychildhood.org)

**WECAN Membership Office Administrator**

Rachel Mason, Issaquah, WA, 425-837-9192  
[ofcmembership@waldorfearlychildhood.org](mailto:ofcmembership@waldorfearlychildhood.org)

**WECAN Teacher Education Coordinator**

Ruth Ker, Duncan, BC, 250-748-7791  
[teachered@waldorfearlychildhood.org](mailto:teachered@waldorfearlychildhood.org)

**WECAN Inclusion, Diversity, Equity and Access Coordinators**

Lynn Turner, Silver Springs, MD, (301) 650-6230  
[lturner@waldorfearlychildhood.org](mailto:lturner@waldorfearlychildhood.org)

Leslie Wetzonis Woolverton, Silver Springs, MD, (202) 997-0996  
[lwetzoniswoolverton@waldorfearlychildhood.org](mailto:lwetzoniswoolverton@waldorfearlychildhood.org)

**WECAN Publications Coordinator**

Donna Miele, Chestnut Ridge, NY  
[publications@waldorfearlychildhood.org](mailto:publications@waldorfearlychildhood.org)

**WECAN Communications Coordinator**

Lara Radysh, Shelburne Falls, MA, 413-230-8570  
[Communications@waldorfearlychildhood.org](mailto:Communications@waldorfearlychildhood.org)

**WECAN Shipping Coordinator**

Zachary Dolphin, Spring Valley, NY  
[Shipping@waldorfearlychildhood.org](mailto:Shipping@waldorfearlychildhood.org)

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