



WECAN

**WALDORF EARLY CHILDHOOD
ASSOCIATION OF NORTH AMERICA**

Membership Handbook

**For Schools, Centers
and Home Programs**

2023-24



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June 2023

Greetings from the Waldorf Early Childhood Association of North America!

This Membership Handbook is a guide to our work together in association as Waldorf early childhood member programs throughout North America. The Handbook describes the history, goals, and activities of our Association, our Shared Principles, and our Membership Path.

We are happy to be sharing our newly updated WECAN Shared Principles, which better reflect our commitment to advancing inclusion, diversity, equity, and access. The Shared Principles are the expression of our ideals and practices. They are ideals Associate Members are working to realize as they grow toward Full WECAN Membership. For Full Members, the Shared Principles are an expression of practices that allow them to be seen as representatives of Waldorf early childhood education in North America and around the world.

Our WECAN Membership Path is intended to foster a culture of self-study, peer review, and collaboration that will strengthen and deepen our work on behalf of the young child here in North America out of the insights of Waldorf education. This Handbook outlines the criteria and benefits of organizational affiliation and membership, and the steps required to fulfill the responsibilities of organizational affiliation and membership for our Registered Initiative, Associate and Full Member programs.

Our organizational members and affiliates—both school/center-based and home-based—are listed in our WECAN Directory, available on our website at www.waldorfearychildhood.org.

Please contact your Regional Representative(s), listed in the Handbook and on our website, or our Membership Coordinator, Laura Mason, at membership@waldorfearychildhood.org, if you have questions, concerns, or suggestions. We look forward to our work together in association!

With best wishes,

Susan Howard
WECAN Coordinator

Laura Mason
WECAN Membership Coordinator

Introduction:

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;
- Protecting the name of Steiner/Waldorf on behalf of AWSNA, owner of the Steiner/Waldorf service mark, by ensuring that the marks are not misused in early childhood programs and granting use of the name to early childhood-only programs that have demonstrated through self-study and peer review that they can stand as representatives of Waldorf early childhood education in North America;
- Encouraging and providing opportunities for the exchange of information among colleagues drawing their inspiration from the work of Rudolf Steiner in their work with young children through newsletters, regional gatherings, an online hub, 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 Alliance for Public Waldorf Education (APWE), the Council of Anthroposophical Organizations (CAO), 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, childcare 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 2022-23, WECAN membership included 527 individual members and 204 organizational members and affiliates—schools, childcare centers, 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 and caregivers, 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 and caregivers;
- 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, caregivers, and parents through WECAN Books;
- Advancing Inclusion, Diversity, Equity, and Access (IDEA) through research and resource sharing, publications, workshops, conferences, and other activities of our IDEA Committee, Board, and staff, and in collaboration with other organizations;
- Engaging in direct dialogue with early childhood educators, caregivers, and administrators about the programs they design in institutions and in homes, and about how they define and develop their roles and their work with parents and guardians;
- Collaborative research, publication, and workshops on a variety of topics including the needs of the child from birth to three, the older child in the kindergarten and the transition to first grade, and inclusion, diversity, equity, and access in Waldorf early childhood programs;
- Developing online resources for member organizations;
- Providing opportunities for early childhood teacher trainers to exchange healthy practices and improve the quality of the preparation of Waldorf early childhood educators and caregivers;
- Development and publication of guidelines on mentoring and early childhood teacher review;
- Organizing and hosting annual regional conferences and workshops for Waldorf early childhood educators/caregivers, including a major conference in Spring Valley, NY, each February;
- Co-hosting International conferences for Waldorf early childhood educators/caregivers 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 and Teacher Education Delegates Circle;
- 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;
- Fundraising for the development of early childhood projects throughout the world.

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

WECAN Shared Principles

The WECAN Shared Principles form the basis of our understanding of our work together in association, and are used in our membership application and self-study processes. As a living document, the Shared Principles will continue to be refined through the work of the Board, Regional Representatives, and Full Member schools and programs. The current version of the Shared Principles was adopted by the WECAN Board in February 2023.

A. Purpose, Goals, and Educational Philosophy

- A1** In our work with children from pre-birth to age seven (in nursery-kindergartens, home care programs, childcare centers, parent-child programs, etc.) we are committed to the ideals and continually developing practices of Waldorf/Steiner early childhood education, which are founded on anthroposophical pedagogical principles and an understanding of the human individuality as a being of body, soul, and spirit.
- A2** Rudolf Steiner’s educational insights are our primary, but not exclusive, source of guidance for understanding the developing human being. Our activities are based on contemporary research in anthroposophy, Waldorf education, and other compatible pedagogical approaches. We work to ensure that Waldorf pedagogy becomes neither a theoretical system, nor a collection of outer methods, but a wellspring of living insight and inspiration.
- A3** We recognize and value the race, gender, ethnicity, nationality, religion, ability, learning style, and socio-economic status of each child. We appreciate that these, along with the traditions and values of the child’s family and cultural community, are the foundation upon which the child forms an identity.
- A4** We respect the dignity of childhood and strive to meet each child’s unique developmental needs. We thus work to deepen our appreciation of the spiritual individuality of each child, as distinct from but working within and through the physical body.
- A5** We provide an atmosphere of loving warmth and guidance that promotes reverence, joy, and wonder in children during their first 7 years of life. We acknowledge that the future development of each individual child and of humanity as a whole is shaped and supported by this foundation.
- A6** We recognize that free creative play, imitation, exploration of the social and natural world, practical and meaningful work, artistic activities, and nourishing sensory experiences are essential in the development of the young child. Through our programs and activities, we offer children a rhythmic experience of each day, week, and season of the year.
- A7** We recognize that child development takes place best in the context of a community based upon healthy social relationships among educators, children and their families, and

other community members, and we strive to create conscious, collaborative communities around our care for children.

- A8** It is our intention to provide an inclusive, diverse, equitable, and accessible program for our community so that every member can experience a sense of belonging.

B. Teacher Preparation and Professional Development

- B1** Our faculty and staff are qualified for their positions and responsibilities by education and/or experience. We expect our early childhood educators to complete a Waldorf early childhood teacher education program and meet state or provincial licensing requirements. [Please see Waldorf Early Childhood Teacher Education: WECAN Expectations here: <https://waldorfearlychildhood.org/training/expectations-for-training/>]
- B2** We recognize that Waldorf teacher education is a process of lifelong learning. Thus, our faculty and staff are committed to ongoing self and professional development as demonstrated by active participation in conferences, courses, and professional development workshops.
- B3** We support teacher development through regular mentoring, peer partnerships, review and evaluation.
- B4** We recognize that developing artistic and practical abilities and capacities for observation and perception contributes to our ability to meet the needs of the children in our care. Our caregivers, faculty, and staff are actively engaged in deepening our understanding of Waldorf early childhood education through collegial work, individual study, artistic activity, and meditative practice.
- B5** We recognize and value all identities and work to cultivate diversity within our community. Our caregivers, faculty, and staff demonstrate professionalism and respect in their interactions with children and their families, as well as with colleagues and other professionals.

C. Governance, Finances, and Administration

- C1** In our administrative, financial, and leadership processes, we work collaboratively rather than hierarchically, in an effort to be socially responsible in our work with colleagues, families, the institution, and the wider community.
- C2** We have clearly-stated processes for making administrative decisions, future planning, and review and development of programs, administrative, and financial policies.
- C3** Our program has clearly defined employment, evaluation, and review procedures for faculty and staff, including agreed-upon compensation, terms of employment, and principal duties and responsibilities. Procedures for non-renewal or termination of employment are clearly delineated.

- C4** Our program complies with all applicable laws regarding discrimination based on any and all protected categories, in all areas, including admissions, employment, and personnel. We work to ensure that students, families, and colleagues in our programs do not experience discrimination in admission, retention, or participation.
- C5** We have demonstrated our ability to generate sufficient resources to maintain our educational programs and facilities, and to support our faculty and staff. We are working to cultivate socially responsible practices regarding salaries and benefits as well as tuition and tuition assistance, and strive to make our programs accessible to families from a variety of socio-economic backgrounds.
- C6** Our organization engages in regular self-study/peer review processes on an organizational, institutional basis, as well as with individual educators.
- C7** Our program recognizes and complies with applicable legal and licensing requirements and meets health, fire, and safety standards.
- C8** Our program is a collaborative and cultural activity, and not a profit-oriented business.

(Note: The form most suited for such activity is usually that of an incorporated, not-for-profit organization with collaborative and non-hierarchical decision-making. We recognize that in home programs and certain cultural settings, the form of a non-profit organization may not be appropriate or possible.)

D. Relations with the Wider Movement

- D1** We see our activity as Waldorf educators as part of a worldwide cultural impulse. We recognize ourselves as colleagues in a world movement on behalf of the young child. As such we are committed to collaborating with our colleagues on local, regional, North American, and international levels as a fully-established representative of Waldorf/Steiner early childhood education.

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 (found on the WECAN website in the WECAN Teacher Education Membership Handbook) 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 in Appendix I.)

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 (found on the WECAN website in the WECAN Teacher Education Membership Handbook) 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 in Appendix I.)

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).

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 WECAN Member Schools and Early Childhood Programs

The Full Member program is expected to demonstrate a commitment to hire lead early childhood educators and caregivers (for nursery, kindergarten and pre-school positions, for childcare providers in center or home-based care, childcare supervisors/directors, and educators who facilitate parent-child classes or classes for expectant parents) who have completed or are currently enrolled in a WECAN-recognized Waldorf early childhood teacher education program.

If a Full Member program is unable to hire a trained early childhood educator/caregiver for a lead position and hires someone without training, or if an assistant moves into a lead position, the program is expected to strongly encourage the educator/caregiver to enroll in a part-time training course and provide some financial support if possible. (For educators/caregivers at member programs there may be AWSNA teacher training loan funds available for support as well).

The Full Member program is expected to demonstrate a commitment to mentoring and evaluation of the early childhood faculty, as well as supporting other professional development opportunities.

The Associate Member program is expected to demonstrate that they are working toward meeting the above expectations.

Demonstrating a Commitment to WECAN Expectations

During its WECAN membership process, the program is asked to provide information about the level of training of each of its early childhood faculty members. The program should describe the training plans for lead educators/caregivers who have not yet completed a training course, and should also describe policies and plans for ongoing teacher education for all early childhood faculty, or demonstrate equivalency for non-recognized trainings.

If during the membership process it becomes apparent that a program is not demonstrating a commitment to the WECAN Shared Principles and WECAN Expectations regarding the training of teachers, then the WECAN site visitor will engage with the program around this question, to support the program in actively taking steps to work toward the training and ongoing professional development of its early childhood teachers. The WECAN Membership Committee may also, in some situations, make a recommendation to the program to encourage further work with the Expectations.

Curriculum and Course Content Areas included in WECAN-recognized Waldorf early childhood teacher education programs can be found in Appendix I of the WECAN Membership Handbook. A list of WECAN-recognized Waldorf early childhood teacher education programs can be found in Appendix II of the WECAN Membership Handbook and on the WECAN website.

We encourage you to contact us if you have any questions about the situation in your program. You can contact Laura Mason, Membership Coordinator, at membership@waldorfearlychildhood.org, or Ruth Ker, Teacher Education Coordinator, at teachered@waldorfearlychildhood.org.

WECAN Affiliation and Membership Categories

The following section describes the WECAN Path to Membership for individuals and organizations as well as Registered Initiative Affiliation for programs in Mexico, Puerto Rico, and on tribal lands.

Individual Membership

WECAN began as an individual membership organization—a grass-roots association of Waldorf early childhood colleagues. We aim to cultivate an opportunity for early childhood educators to associate as individuals, beyond the school or program they are affiliated with in their teaching, both in service to the spirit of their vocation and to their work in their unique communities. Individual memberships actually exceed the number of organizational memberships. We see this as a sign of healthy collegueship within our movement and encourage individuals to continue to join WECAN in order to receive their own membership services, including the twice-yearly *Gateways* newsletter, and to support the work of the Association.

Criteria: Interest in and support for Waldorf early childhood education

Benefits:

- Subscription to *Gateways* newsletter
- 10% discount on WECAN Books
- WECAN e-News Updates and other informational mailings
- Discounted registration fees for WECAN conferences
- Opportunity to subscribe to the WECAN Community Hub and a WECAN e-mail list to receive research and articles of interest.

Responsibilities: Annual membership dues. The membership year is October 1 – September 30.

Dues: \$60-75/year on a sliding scale; discounted rate of \$50 dues/person/year for groups of three or more who join together and are affiliated with an Associate or Full organizational member or Register Initiative affiliate of WECAN; discounted rate of \$40/year for students currently enrolled in a WECAN-member teacher education program. See details and download application forms on the WECAN website.

Organizational Membership

The WECAN path to organizational membership is intended for schools, centers and home programs working directly with children from birth to age 7 out of the insights of Waldorf education. WECAN invites and encourages all early childhood programs identifying themselves as inspired by the ideals of Waldorf early childhood education and working with the WECAN Shared Principles to apply for WECAN membership. WECAN organizational membership is not open to programs that identify with a different or additional set of principles and practices.

The membership information below applies to home-based as well as school-based or freestanding early childhood programs. The WECAN organizational path to membership leads from Associate Member status to Full Membership. New/first-time applicants to WECAN should apply for Associate Membership. Current Associate Members may apply for Full Membership when they feel they meet the criteria. Early childhood programs in schools are expected to

become WECAN Associate Members before the school applies for AWSNA Associate Membership, and to become WECAN Full Members before applying for Full Membership in AWSNA. Please also note that “Associate Member” is a new name for the former Developing Member category. The name alone has changed; all criteria, benefits and responsibilities remain the same.

• Associate Membership

Applying for Associate Membership:

A program aligned with WECAN’s goals and purposes, with children in regular attendance, may apply for Associate Membership. New/first-time applicants to WECAN should apply for Associate Membership before applying for Full Membership. Application instructions and documents are available on the membership page of the WECAN website, www.waldorfearlychildhood.org. WECAN Regional Representatives, listed in the *WECAN Membership Handbook*, and on the website, help guide the applicant through the process by offering information, advice, and referrals for site visitors.

Application Steps:

1. Request the Associate Membership Application Instructions from the WECAN Membership Coordinator at membership@waldorfearlychildhood.org.
2. Complete an application form and send it with the \$110 application fee and your local license to WECAN as instructed.
3. Complete the Self-Study. Please note: The Self-Study must be completed within 12 months of the date of application.
4. Arrange for a site visit and pay WECAN the site visit fee of \$380 for a one-day site visit or \$650 for a two-day visit. (The program is also responsible for any travel expenses, meals, and accommodations for the site visitor by prior arrangement with the visitor.)
5. Submit the completed Self-Study and Site Visit Report according to the instructions.

Decisions regarding applications for WECAN Associate Membership are made by the WECAN Membership Committee in consultation with the Regional Representative(s).

Criteria for Associate Membership are as follows:

- The program has functioned as a program inspired by Waldorf education for at least one year, with a minimum of 6 children in regular attendance.
- 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 is in process of becoming aligned with the WECAN Shared Principles and Expectations for Waldorf Early Childhood Teacher Education.
- The program complies with the AWSNA Service Mark policy. (See section on *Use of the Name “Waldorf.”*)
- The program is operating legally and is licensed or recognized at the federal, state or provincial, or local level. (Legal requirements vary by location.)
- The program intends to support and contribute to Waldorf early childhood education in North America.

Benefits:

- Listing in the WECAN online membership directory and AWSNA/WECAN Directory
- Permission to include in the program's literature and on its website: "An Associate Member of the Waldorf Early Childhood Association of North America"
- Permission to use the WECAN Associate Member logo in the program's literature and on its website
- An annual subscription to *Gateways*
- A 10% discount on WECAN Books
- Advice and support through WECAN's Regional Representatives
- Invitations to regional WECAN gatherings
- Priority attendance at the AWSNA Mexico seminar (for programs in Mexico)
- WECAN e-News Updates and other informational mailings
- An invitation for all educators and caregivers in the program to subscribe to the WECAN Community Hub
- Group discounts on Individual Memberships for early childhood educators and caregivers in the program
- Listing in the IASWECE World Directory of Waldorf Kindergartens and Early Childhood Programs
- E-newsletters from the International Association.
- Eligibility for AWSNA Teacher Education Loans and Grants for early childhood educators and caregivers enrolled in WECAN-recognized early childhood programs
- Invitations to live AWSNA webinars

Responsibilities:

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

WECAN Associate Members are engaged in a process of growth and development on their path to recognition as Full WECAN Members. They are encouraged to participate in regional WECAN activities, to develop a program of training, mentoring, and evaluation for their teachers and caregivers, and to work to improve the health and vitality of the program as an organism.

Associate Members are encouraged to begin to look beyond their regions to cultivate relationships with the wider Waldorf early childhood movement in North America and worldwide. They are listed as Associate Members on the online World Directory of the International Association for Steiner/Waldorf Early Childhood Education (IASWECE), and a portion of their dues supports the international activities.

Dues:

- Associate Membership dues are 0.20% of early childhood tuition income with a minimum of \$150.00.
- A portion of WECAN Associate Membership dues supports the activities of IASWECE
- WECAN dues invoices are sent out in late August with payment due on October 1.

Required Change of Status:

Associate Members who do not fulfill their membership responsibilities or no longer meet the

criteria for Associate Membership will be required to change their membership status. The teachers or caregivers may continue as Individual Members.

• Full Membership

Applying for WECAN Full Membership:

Associate Members are encouraged to apply for Full WECAN Membership when they are sufficiently established to meet the criteria below. First-time applicants to WECAN should apply for Associate Membership before applying for Full Membership. All applicants for Full Membership must have a WECAN site visit. Note: AWSNA Associate Members are expected to attain WECAN Full Membership before applying for Full Membership in AWSNA.

Application instructions and documents are available on the membership page of the WECAN website, www.waldorfearlychildhood.org. WECAN Regional Representatives help guide the applicant through the process by offering information, advice, and suggestions for site visitors.

Application Steps:

1. Request the Full Membership Application Instructions from the WECAN Membership Coordinator at membership@waldorfearlychildhood.org.
2. Complete an application form and send it with the \$110 application fee and your local license to WECAN.
3. Review the previous Self-Study and Site Visit Report.
4. Complete a Self-Study, including comments on how the early childhood program has addressed the recommendations made by the site visitor in the previous report.
5. Arrange for a WECAN site visit. Note: WECAN will pay an honorarium to the site visitor. The program is responsible for any travel expenses, meals and accommodations for the site visitor by prior arrangement with the visitor.
6. Submit the completed Self-Study and the new Site Visit Report according to the instructions.

Decisions regarding applications for WECAN Full Membership are made by the WECAN Membership Committee in consultation with the Regional Representative(s).

Criteria for Full WECAN Membership:

- The program has functioned as a program inspired by Waldorf education for at least three years with children in regular attendance.
- The program is working out of Waldorf education and anthroposophy as described in the WECAN Shared Principles and is committed to furthering among faculty and staff a deepening of an anthroposophical study of the human being. The commitment to Waldorf education is foremost and visible in the program's publicity materials, such as the website and brochures.
- The program can stand as a representative of Waldorf early childhood education in the world through its alignment with the Shared Principles and Expectations for Waldorf Early Childhood Teacher Education.
- The program is operating legally and is licensed or recognized at the federal, state or provincial, or local level. (Legal requirements vary by location.)
- The program has demonstrated viability in terms of finances, enrollment, personnel and administrative structure.

Benefits of WECAN Full Membership:

- Permission to use the name “Waldorf” (and other Service Mark terms) in the program’s title or by-line unless the school includes, or plans to add, grades (see section on *Use of the Name “Waldorf”*) and to include in its literature and on its website: “A Full Member of the Waldorf Early Childhood Association of North America”
- Permission to use the WECAN Full Member logo in the program’s literature and on its website
- Listing in the WECAN online membership directory and the AWSNA/WECAN Directory
- Two annual subscriptions to *Gateways*
- A 20% discount on WECAN Books
- WECAN e-News Updates and other informational mailings
- An invitation for all educators and caregivers in the program to subscribe to the WECAN Community Hub
- Advice and support through WECAN’s Regional Representatives
- Invitations to regional WECAN gatherings
- Priority attendance at the AWSNA Mexico seminar (for programs in Mexico)
- Group discounts on individual memberships for early childhood educators and caregivers in the program
- Listing in the IASWECE World Directory of Waldorf Kindergartens and Early Childhood Programs at www.iaswece.org
- E-newsletters and other mailings from the International Association (IASWECE).
- Eligibility for AWSNA Teacher Education Loans and Grants for early childhood educators and caregivers enrolled in WECAN-recognized early childhood programs
- Invitations to live AWSNA webinars

Responsibilities of WECAN Full Members:

- Submission of annual updates of contact information, program data, and substantive change
- Payment of WECAN dues (see below)
- Payment (via WECAN) to the AWSNA TELG fund in the amount of 0.065% of tuition income. (For WECAN Full Member schools and centers that are not members of AWSNA.)
- Renewal every five years by completion of a Self-Study and a site visit (AWSNA-affiliated WECAN Full Members may fulfill the WECAN renewal requirement in conjunction with their AWSNA Associate Member support visit. AWSNA Full Member schools may align their WECAN renewal rhythm with their AWSNA accreditation rhythm, usually every 7-10 years, and use an abbreviated WECAN renewal process. See *AWSNA Support Visits* and *AWSNA Accreditation* below.)

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 education
- Participate in mentoring and advising new initiatives in their regions
- Host regional WECAN gatherings from time to time
- Participate in collaborative working groups and research groups sponsored by WECAN.

Dues:

- Full Membership dues are 0.25% of early childhood tuition income with a minimum of \$200.00.

- 25% of the WECAN Full Membership dues supports the activities of IASWECE.
- WECAN dues invoices are sent out in late August with payment due on October 1.

Required Review of Status:

Full Members who do not fulfill their membership responsibilities or no longer meet the criteria for Full Membership will be required to undergo a review by the Membership Committee.

• **AWSNA-Affiliated WECAN Member Schools**

Some WECAN Members are schools with grades programs that have joined or plan to join the Association of Waldorf Schools of North America as members. The membership processes for the two organizations are closely linked.

AWSNA Requirements for Schools with Early Childhood Programs:

AWSNA Member schools with early childhood programs are expected to maintain an equivalent or higher membership status in WECAN than their AWSNA membership. Schools applying for AWSNA membership are expected to be Associate or Full Members of WECAN. School on the path to AWSNA Full Membership are expected to attain WECAN Full Membership before applying for Full Membership in AWSNA.

AWSNA Support Visits and WECAN Membership Renewal:

AWSNA Associate Member schools receive AWSNA support visits. In some cases, the AWSNA visit may be used to fulfill the requirement for a WECAN Associate Member or Full Member renewal site visit (every three years and every five years, respectively). Schools considering this option should inquire about their eligibility to the WECAN Membership Coordinator.

AWSNA Accreditation and WECAN Membership Renewal:

Full Member WECAN schools are eligible to align the WECAN renewal process with the AWSNA accreditation process, putting both membership processes on the same renewal schedule. Schools preparing a Self-Study for AWSNA accreditation will submit an Abbreviated WECAN Self-Study to WECAN. A separate WECAN site visit is also required to complete the renewal.

Complete instructions for aligning WECAN Full Membership renewal with AWSNA accreditation are available by request from the WECAN Membership Coordinator.

Registered Initiative Affiliation

WECAN Registered Initiative status is available to early childhood programs in Mexico, Puerto Rico, and on Tribal Lands. It provides 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 programs working on behalf of the young child out of the insights of Waldorf education. WECAN invites early childhood programs in Mexico, Puerto Rico and on Tribal Lands, identifying themselves as inspired by the ideals of Waldorf early childhood education to apply for Registered Initiative status.

The information below applies to home-based as well as school-based or freestanding early childhood programs. Schools 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:

A program in Mexico, Puerto Rico or on Tribal Lands, aligned with WECAN's goals and purposes and with children in regular attendance, may apply for Registered Initiative status.

Application Steps:

1. Request a Registered Initiative application by contacting the WECAN Membership Coordinator at 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 Membership Committee in consultation with the Regional Representative(s).

Criteria for Registered Initiative status are as follows:

- The program has functioned as a program inspired by Waldorf education for at least one year, with a minimum of 6 children in regular attendance.
- 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 intends to collaborate with WECAN and Waldorf early childhood programs in North America.

Benefits:

- Listing in the WECAN online membership directory and AWSNA/WECAN Directory
- Permission to include in the program's literature and on its website: "A Registered Initiative of the Waldorf Early Childhood Association of North America"
- Permission to use the WECAN Registered Initiative logo in the program's literature and on its website
- Communication with WECAN's Regional Representatives
- Invitations to regional WECAN gatherings
- Priority attendance at the AWSNA Mexico seminar (for programs in Mexico)
- WECAN e-News Updates and other informational mailings
- An invitation for all educators and caregivers in the program to subscribe to the WECAN Community Hub
- Group discounts on Individual Memberships for early childhood educators and caregivers in the program
- Listing in the IASWECE World Directory of Waldorf Kindergartens and Early Childhood Programs
- E-newsletters from the International Association for Steiner/Waldorf Early Childhood Education (IASWECE)
- Eligibility for AWSNA Teacher Education Loans and Grants for early childhood educators and caregivers enrolled in WECAN-recognized early childhood programs

Responsibilities:

- Payment of WECAN annual Registered Initiative fee (see below)

- Submission of annual updates of contact information

WECAN Registered Initiatives are engaged in a process of growth and development on their path to recognition as WECAN Members. They are encouraged to participate in regional WECAN activities, to develop ways to support the training, mentoring and evaluation of their teachers, and to work to improve the health and vitality of the program as an organism. Registered Initiative programs in Mexico are also encouraged to collaborate with other colleagues in Mexico through active engagement with Asociación Mexicana de Escuelas Waldorf Steiner (AMEWS).

Registered Initiatives are also encouraged to begin to look beyond their regions to cultivate relationships with the wider Waldorf early childhood movement in North America and worldwide. They are listed as on the online World Directory of the International Association for Steiner/Waldorf Early Childhood Education (IASWECE), and a portion of their fees supports international activities.

Fees:

- Annual Registered Initiative fees are \$60
- A portion of WECAN Registered Initiative fees supports the activities of IASWECE
- 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. The teachers or caregivers may continue as Individual Members.

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.:
 - Mountain Starlight 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. A 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.

WECAN Activity and Collegueship within Regions

WECAN members have many opportunities for leadership and collegueship within our Association and in collaboration with AWSNA here in North America and as members of the International Steiner/Waldorf Early Childhood Association (IASWECE) worldwide. Regional gatherings and conferences offer important opportunities for colleagues to meet one another, share questions and participate in deepening their work. In some regions, colleagues meet very informally in small gatherings or remotely; in other regions, these meetings have evolved into large regional conferences.

The WECAN Board has invited experienced Waldorf early childhood educators and caregivers in each region to act as WECAN Regional Representatives. In most large geographic regions, there are teams of WECAN Regional Representatives. These Representatives, who serve the Waldorf early childhood movement as volunteers, act as speaking partners, supporting each other in meeting the regional responsibilities described below in the manner that best supports the needs of their particular region or sub-region.

The responsibilities of the WECAN Regional Representatives are as follows:

- Welcome new initiatives through offering support and collegueship within the region
- Assist members on their steps on the membership path
- Contact members to explore activities and shared issues of concern
- Facilitate collaboration within the region, including a regional gathering of early childhood colleagues
- Act as a speaking partner to the AWSNA Regional Leadership Council Members as needed
- Attend or help plan AWSNA regional meetings and/or conferences, helping to make sure that early childhood discussions or workshops are included
- Review self-studies and site visit reports, and make recommendations to the WECAN Membership Committee regarding applications for membership and membership renewals.
- Help the WECAN Board in developing membership criteria, Shared Principles, and guidelines for site visits, to be included in the WECAN Membership Handbook and as online resources.

A list of Regional Representatives follows. Please contact them with questions or ideas for regional collaboration.

WECAN Regional Representatives 2023-24

NORTHEAST/QUEBEC/MARITIME PROVINCES

Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont

Su Rubinoff

Wakefield, RI

401-207-2794

surubinoff@gmail.com

Somer Serpe

Great Barrington, MA

413-884-2874

somerserpe@gmail.com

Maritime Provinces, Quebec

Kate Hall-Gauthier

Compton, Quebec

819-835-9353

jacqueskate@bell.net

MID-ATLANTIC

Connecticut, Eastern Pennsylvania, New Jersey, and New York

Mary Maschal

Philadelphia, PA

518-538-5370

maschalmary@gmail.com

SOUTHEAST

Alabama, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, North Carolina, Tennessee, Virginia and Puerto Rico

Lisa Pitillo
Rockville, MD
443-525-7892
lmb619@gmail.com

GREAT LAKES

Ontario

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Vaughan, ON
905-731-0405
lharperburgess@hotmail.com

Illinois, Michigan, Missouri, Ohio, and Western Pennsylvania

Angela Gladstone
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947-517-6078
gladstoneangela@gmail.com

Indiana, Iowa, Minnesota, and Wisconsin

Jane Danner
Milwaukee, WI
414-234-7436
janesustar@gmail.com

TEXAS-MEXICO-SOUTHWEST-ROCKIES

Arizona, Colorado, Kansas, Montana, New Mexico, Texas, and Alberta

Laurie Clark	Betty Jane Enno	Nancy Blanning
Denver, CO	Austin, TX	Denver, CO
720-982-7162	512-922-5577.	303-534-3462
laurieclark525@comcast.net	msbettyjane@yahoo.com	nblanning@waldorfearlychildhood.org

Mexico

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413-229-0470
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Gabriela Nuñez Plata
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nuplagab@gmail.com

PACIFIC NORTHWEST

British Columbia

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ptan@vws.ca

Alaska, Idaho, Montana, and Washington

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birdsongoly@gmail.com

Oregon

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(542) 321-3744
beth.daly@eugenewaldorf.org

NORTHERN CALIFORNIA and NEVADA

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415-751-0798
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Dagmar Eisele
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dagmar.b.eisele@gmail.com

SOUTHERN CALIFORNIA and HAWAII

California
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Santa Monica, CA
213-840-3170
wecan.heike@gmail.com

Hawaii
Alyson Anthony
Pahoa, HI
808-747-2546
allyanthony@me.com

Collaboration with the Association of Waldorf Schools (AWSNA)

Although not all WECAN Members are affiliated with AWSNA, the AWSNA membership path provides a context for the WECAN procedures described in this WECAN Membership Handbook. AWSNA recognizes the importance of early childhood work as a basis for healthy school development, and has invited WECAN to take an active role in advising new and developing early childhood initiatives in a collaborative effort to support the growth and development of Waldorf education.

WECAN and AWSNA have established a cooperative process for integrating membership processes for WECAN Full Membership renewal and AWSNA accreditation. For details, please contact the WECAN Membership Coordinator. For further information on AWSNA and its Membership Handbook, visit www.waldorfeducation.org or contact Melanie Reiser, Executive Director, Membership, mreiser@awsna.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), based in Dornach, Switzerland and founded in 2006.

Member Associations include those of Australia, Austria, Belgium, China, Czech Republic, Denmark, Estonia, Finland, France, Germany, Hungary, India, Ireland, Israel, Italy, Japan, Lithuania, Netherlands, New Zealand, 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.

WECAN Associate and Full Member programs and teacher education centers are listed in the World Directory. WECAN Members provide a membership contribution each year as part of their WECAN dues, to support the activities of IASWECE.

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.

Further information on IASWECE can be found at www.iaswece.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, Teacher Education, and Inclusion, Diversity, Equity and Access (IDEA)—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, Gores Landing, ON, hchurch@waldorfearlychildhood.org, 905-780-7819

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

Keelah Helwig, Centerport, NY, helwigk1234@gmail.com, 631-421-2143

Susan Howard, Amherst, MA, showard@waldorfearlychildhood.org, 413-549-5930

Ruth Ker, Duncan, BC, teachered@waldorfearlychildhood.org, 250-748-7791

Laura Mason, Issaquah, WA, membership@waldorfearlychildhood.org, 425-837-9192

Anjum Mir, Los Angeles, CA, amir@waldorfearlychildhood.org, 310-415-6748

Gabriela Nuñez Plata, Playa del Carmen, QR, nuplagab@gmail.com, 52-984-110-0579

Magdalena Toran, Conway, MA, mtoran@waldorfearlychildhood.org, 413-625-9894

The WECAN Staff and Project Directors

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WECAN Co-Director

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WECAN Teacher Education Coordinator

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WECAN Membership Coordinator

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WECAN Birth to Three Coordinator

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WECAN Inclusion, Diversity, Equity and Access Co-Coordinators

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lwetzoniswoolverton@waldorfearlychildhood.org

WECAN Communications Coordinator

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WECAN Publications Coordinator

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Gateways Production Coordinator

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lwidmer@waldorfearlychildhood.org

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WECAN Shipping Coordinator
Kate Barhydt, Spring Valley, NY
shipping@waldorfearlychildhood.org

Appendix I: 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. Note: Although content related to Inclusion, Diversity, Equity and Access (IDEA) is only listed explicitly in sections 2 and 4 (Racial and Cultural Identity Development and Literacy); IDEA content is expected to be applied throughout all curriculum and course content topics.

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%)

- Racial and Cultural Identity Development
- 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 %)

- Racial and Cultural Literacy
- 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. Note: Although content related to Inclusion, Diversity, Equity and Access (IDEA) is only listed explicitly in sections 2 and 4 (Racial and Cultural Identity Development and Literacy); IDEA content is expected to be applied throughout all curriculum and course content topics.

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%)

- Racial and Cultural Identity Development
- 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 %)

- Racial and Cultural Literacy
- 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
- Spatial 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 one week must be away from their own school/center), 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.

Appendix II: WECAN-Recognized Waldorf Early Childhood Teacher Education Institutes

Recognized Waldorf early childhood teacher education programs are listed below. All offer birth to seven programs which include a minimum of 450 class contact hours, plus mentored teaching or extensive practicum or internship experiences. Some also offer birth to three programs which include a minimum of 300 class contact hours, plus mentored teaching or extensive practicum or internship experiences. Programs not on this list are *not* recognized by WECAN. More detailed information about criteria for recognized Waldorf early childhood teacher education programs can be found in the *WECAN Teacher Education Membership Handbook*.

WECAN-Recognized Full Member Teacher Training Institutes:

Bay Area Center for Waldorf Teacher Training - El Sobrante, CA
The Early Childhood Teacher Education Center at Sophia's Hearth – Keene, NH (includes birth to three)
Rudolf Steiner College Canada – Thornhill, ON (includes birth to three)
Sound Circle Center Teacher Training – Seattle, WA
Sunbridge Institute – Chestnut Ridge, NY
Waldorf Institute of Southern California – Northridge & San Diego, CA
Waldorf Teacher Education Eugene – Eugene, OR
West Coast Institute for Studies in Anthroposophy – Castlegar, BC (includes birth to three)

WECAN-Recognized Associate Member Teacher Training Institutes:

Alkion Center for Adult Education - Ghent, NY
Centro De Desarrollo Antroposofico – Cuernavaca, MOR
Gradalis – Northglenn, CO
Great Lakes Waldorf Institute – Milwaukee, WI
Institut Rudolf Steiner au Québec – Rosemère, QC
Little Lions Teacher Training Institute – Thunder Bay, ON
YaxKin, Formación de Maestras Waldorf de Jardín de Infancia de la Riviera Maya – Playa del Carmen, QR