A Program of Foundational Studies including workshops, seminars and online zoom sessions

PART 1: WEEKEND WORKSHOPS

September 14-16, 2018 Weekend Workshop
Anthroposophy and Self Development, and Steiner’s 6 basic exercises with Torin Finser
Pastels with Karine Munk Finser

At a time of world conflict and polarization we need to be the change we long for in others. Torin will introduce the basic exercises given by Rudolf Steiner to enhance self development and professional growth for teachers, parents and all who seek a future worthy of our children.

Karine Munk Finser will introduce us to color as soul: warm and cool gestures and the colors “in-between”. Polarities and the striving for wholeness which is supported by color exercises that strengthen the self. Goethe, Steiner, and Kandinsky.

October 19-21, 2018 Weekend Workshop
Phenomenology, Intuitive Thinking and Clay Modeling with Daniel O’Connors

During our weekend we will work mostly in clay. Clay is a very special natural material that allows us to form and shape an inner expression and make it visible. The material is very forgiving and flexible while challenging us to live and create in the moment.

November 16-18, 2018 Weekend Workshop
Painting and Drawing with Laura Guinan

Through a variety of media, participants will be led through individual and group artistic exercises that engage with ideas of transformation. These experiences provide the foundation for dialogue about the influence of the artistic process on one’s own development.

January 11-13, 2019 Weekend Workshop
Speech and Story Telling with Debbie Spitulnik

Building the inner soul and outer form of imagination through Creative Speech using texts from poetry, story and drama. Debbie will bring the art of speech formation to assist in self development, teaching and parenting.

February 15-17, 2019 Weekend Workshop
Practical Training in Thinking: A Pathway to Human Freedom with Douglas Gerwin and others

In lucid and yet down-to-earth terms, Rudolf Steiner outlines concrete steps to improving our understanding of this uniquely human capacity. We will work with exercises Steiner suggests for improving our powers of observation and memory. Lively sessions of movement, as well as dramatic readings drawn from Goethe’s challenging drama Faust, will round out the weekend, which will culminate with a consideration of key questions concerning the nature of human thinking and the obstacles in our time to human freedom.

April 12-14, 2019 Weekend Workshop
Temperaments, Eurythmy and Form Drawing with Carla Beebe Comey

With roots in the ancient civilizations of India and Greece, and still relevant in psychological research today, study of the temperaments offers unique insight into our development as human beings. ~ Eurythmy gestures are deeply rooted in human expression and make visible the inclinations toward movement that arise when we speak or sing. ~ By drawing patterns rhythmically and harmoniously we can experience the dynamic forces that fashion the physical world.
PART 2: SEMINARS

SEMINARS
Seminar sessions are interwoven during Weekend Workshops.

Self Development-Knowledge of the Higher Worlds with John Cunningham
and Movement with Cat Gilliam

Our work with Rudolf Steiner’s text, "How to Know Higher Worlds”, will involve study, discussion and practical exercises in observation of oneself, others and the phenomena of the world. It will take us on a journey of self-awareness to build a secure inner foundation for meeting what comes towards us. It will reach towards this goal as expressed by Rudolf Steiner:

“Anthroposophy should never become mere abstract theory…..it must be reshaped within our hearts into qualities of feeling, and it should make us into very different human beings. It should guide us toward the right use of our time on earth, so that during life we are changed entirely.” (Karlsruhe 1/25/10)

Self Development Sessions led by John Cunningham will open with Cat Cunningham leading 30 minutes of movement, improv and storytelling. The exercises are informed by Playback Theatre, and the work of Michael Chekhov. These activities build capacities for deep listening, empathy, collaboration and self-reflection.

Theosophy-The Study of the Human Being and Eurythmy with Elizabeth McKay

Excerpts from Theosophy, found in Guided Self-Study: Rudolf Steiner's Path of Spiritual Development, will lay out a concise framework for understanding the human as a being of body, soul, and spirit as well as introduce new ideas concerning human destiny and karma. Exploration of this foundational text will take place through eurythmy, conversation and artistic activities.

PART 3: ZOOM SESSIONS

ZOOM SESSIONS/WINDOWS ON WALDORF

Zoom sessions with Alison Henry- will take place once a month, and are open to participants in all our Explorations hubs. This 10-month series is called Windows on Waldorf. Each session will focus on a theme arising from Waldorf education and will last 1.5 hours. Each theme will be presented with question and discussion following.

Required Explorations Reading

Each participant is required to read: Guided Self-Study: Rudolf Steiner’s Path of Spiritual Development by Torin Finser. Additional reading may be given by individual instructors.

Registration for Asheville, NC Explorations

Registration is currently open for this Explorations hub in Asheville, NC

Register/Pay Here:
https://www.centerforanthroposophy.org/programs/explorations/explorations-registration-form/

For more information please contact Center for Anthroposophy
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Carla Beebe Comey - joined the faculty of the Education Department at Antioch University New England in 2016. Over the course of the previous 26 years it was her joy to serve as eurythmy teacher, class teacher, math teacher, drama teacher, faculty chair, college chair and faculty administrator at Waldorf schools in Massachusetts, Oregon and Colorado. She has also been a Waldorf mentor and evaluator as well as an AWSNA delegate and accreditation team member. She was honored to serve on the General Council of the Anthroposophical Society in North America, 2011-2017. Education: M.Ed., Antioch University New England; B.A., Rudolf Steiner College; Eurythmy Diploma, Eurythmy Spring Valley. She completed her foundation studies and pedagogical eurythmy training at Emerson College in Sussex, England. She is co-author of Working Together: Mentoring for Eurythmy Teachers.

John Cunningham - as a Waldorf parent since 1979, he helped start a Waldorf school on Orcas Island. He completed his Waldorf training at Emerson College in 1986 and became a class teacher and woodworking teacher in southern Oregon. While teaching, he was active in the AWSNA Delegates’ Circle and visited and mentored developing schools. In 1999, he became a certified trainer in Nonviolent Communication (NVC). Over the last 18 years, while traveling and training throughout the world, he has forged a conceptual – and highly practical – bridge between NVC and anthroposophy. In the fall of 2017, John joined the Azalea Mountain School community as their pedagogical coordinator. John is a social artist; he brings warmth, humor and wisdom to the mysteries of the human encounter.

Torin Finner - served as Chair of the Department of Education and is currently part of the Senior Core Faculty in the Waldorf Teacher Education Program at Antioch University New England. Education: Ph.D. in Educational Leadership, Union Graduate School, M.A. in Education with Waldorf specialization, Adelphi University, B.A. from Bowdoin College. Torin has served as General Secretary of the Anthroposophical Society in America. Author of eleven books, most recently, Education for Nonviolence: The Waldorf Way. He is an international speaker at conferences around the world, consultant, and advocate for school renewal.

Douglas Gerwin - Executive Director of both the Center for Anthroposophy (CfA) and the Research Institute for Waldorf Education (RIWE). Visiting high school teacher in life science, history, literature, and music; lecturer and mentor to Waldorf high schools across North America. Adjunct faculty at Antioch University New England. B.A., Hons., University of Sussex; Ph.D., University of Dallas.

Cat Gilliam - background includes special education and improvisational theater. Her work with Playback Theatre, a community building form of improvisation that fosters empathy, presence and connection began in 1990. Cat began her study and practice of Nonviolent Communication (NVC) with Marshall Rosenberg in 2003. She loves bringing the tools of NVC and Playback together to enliven, embody and bring clarity to possibilities of the imaginative art of listening.

Alison Henry - a graduate of the AUNE Waldorf Teacher Education Program, has found her home in Keene, New Hampshire, just a short walk from Monadnock Waldorf School where she recently took a class through the grades. She now divides her time between doctoral studies, part-time class teaching, and teacher development. She finds inspiration in the lively dance between these roles.

Elizabeth McKay - has a B.A. from the University of South Carolina and a M.A. from New College of California. She studied eurythmy in Sacramento, CA and in Stuttgart, Germany. She received her Eurythmy diploma from Rudolf Steiner College in California in 2006. She helped to found the Waldorf school initiative in Asheville NC, Azalea Mountain School, and currently serves on the Leadership Team. She directs the eurythmy program at Azalea Mountain School and enjoys offering eurythmy workshops and artistic programs for greater community.

Karine Munk Finser - has taught painting, drama and anthroposophy as an art therapist and teacher for many years. As faculty at Antioch University New England, Karine initiated a master's degree program in Healing Education. She also serves as the summer Renewal Program Director for the Center for Anthroposophy.

Laura Guinan - has been making and teaching art for over 30 years. Inspired from a young age by the natural world, she continues to dialogue with nature through painting, drawing and sculpture. Her interest in Anthroposophy continues to substantially deepen her work as an artist and as a teacher. Laura has degrees in Studio Art from the University of Texas and Art Education from Pennsylvania State University, and has completed her Waldorf High School Teacher Training through the Center for Anthroposophy. Currently, Laura serves as the Fine Arts teacher and High School Faculty Chair at Emerson Waldorf School.

Daniel O’Connors - deep commitment to the practical arts and Waldorf education has been an enduring theme in his biography and it is this passion that he brings to Monadnock Waldorf School as Co-Chair of the College of Teachers. Daniel has over 30 years of teaching experience in both public and Waldorf elementary and high schools in Switzerland, Germany and the United States. He was also a founding member of a Waldorf apprentice-praktika-oriented high school in Basel, Switzerland. He has worked as an independent carpenter, a facilities manager and a farmer. He is married to a Waldorf teacher and their son is a Waldorf-lifer. When he is not at school, preparing firewood for winter or working on independent building projects, Daniel enjoys water sports, archery and a good book. Daniel holds a Chemistry Technician degree from Ciba-Geigy (today Novartis) in Switzerland, as well as a Practical Arts Teacher degree from the Goetheanum, Switzerland.

Debbie Spitulnik - began her Waldorf career at Washington Waldorf School as the speech and English skills teacher and substitute for grades 1-12. Debra was a class teacher at WWS for 21 years. She received her Goetheanum diploma as a Speech Artist from PerformInternational in 2016. Debra now combines these two loves, bringing Creative Speech to the children and faculty of WWW. Her unique perspective from years of Class Teaching enlivens plays, poetry and story in grades 1-12. Additionally, she serves as a Lower School Substitute and Mentor of teachers in the lower grades. Debra is also an Adjunct Instructor teaching speech, drama, storytelling and curriculum to graduate students at Antioch University New England.